APUNTES SOBRE LAS BIBLIOTECAS DE LA GRAN BRETAÑA
Y
EL CONSEJO BRITANICO

COMPILACION POR
ESTELA MORALES CAMPOS

1999

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5

National libraries

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The British Library

Structure and administration

Several important changes took place in the British Library between 1981 and 1985, in personnel and structure and particularly in the Library's relationship with central government. 1985 concluded not only with the announcement that the government had sanctioned the next phase of construction for the St Pancras building (Stage 1AB) but also with the publication of a five-year *Strategic Plan*,[1] intended to provide a framework for future discussions on government funding.

The period under review saw two chairmen and two chief executives; and as it concluded, the Library's second chairman, Sir Frederick Dainton, who had just retired, received a life peerage. The new chairman was Lord Quinton, a philosopher and President of Trinity College, Oxford. Fifteen months previously, the Library's first chief executive, Sir Harry Hookway had also retired to be succeeded by Kenneth Cooper, a former senior civil servant and Director General of the National Federation of Building Trades Employers.

The structure of the Library had remained more or less the same since it was set up in 1973, until in the early 1980s it was enlarged by the incorporation of three bodies: the India Office Library and Records was tranferred from the Foreign and Commonwealth Office in 1982 to become a department of the Reference Division; in the same year, the HMSO Binderies were also transferred and eventually became part of the Reference Division's new Preservation Service; and in 1983, the British Institute of Recorded Sound, an independent body funded by a grant-in-aid from the Office of Arts and Libraries, joined the Library and became the National Sound Archive.

At the end of 1985 a major restructuring of the Library's departments took place. This restructuring retained three divisions, two of them albeit under different names. The Science Reference Library became the Science Reference and Information Service and joined with the Document Supply Centre (the new name for the Lending Division) to form the Science, Technology and Industry Division; however, humanities and social sciences material was to continue being supplied from Boston Spa. In the old Reference Division, now the Humanities and Social

Sciences Division, much of the former Department of Printed Books united with the two Asian departments – the Department of Oriental Manuscripts and Printed Books and the India Office Library and Records – to become the Collection Development directorate. The Department of Manuscripts joined with the Map and Music Libraries, the Philatelic Collections and the National Sound Archive to become the Special Collections directorate. The old Public Services Branch of the Department of Printed Books, including the Library Association, Newspaper and Official Publications Libraries, become the new Public Services directorate. However, the Preservation Service, set up in 1983 chiefly from the former Conservation Branch and the HMSO Binderies, remained essentially the same. Likewise, the Bibliographic Services Division stayed much as it was, except that it increased somewhat its responsibilities for automation and bibliographic matters within the Library as a whole. However the significance of these changes had scarcely been absorbed at the end of 1985.

Increased emphasis on service provision, and also on income generation, was partly the consequence of a steady decline in government funding over the period. The 1980/1 budget comprised £43,690,000, consisting of 81% grant-in-aid and 19% revenue. In 1985/6 the budget stood at £61,467,000 and the proportion of income was expected to reach almost 22%. The *Strategic Plan*'s aim to increase the proportion of revenue to budget to 25% over five years represents a realization on the Library's part that the funding situation is unlikely to improve.

Accommodation

On 7 December 1982 a stone for eventual incorporation in the St Pancras building was unveiled by HRH The Prince of Wales. Work on the St Pancras site continues to make progress and will carry on at least until 1994.

Controversy on the need for the building at all continued spasmodically over the period. Lord Thomas's suggestion in a Centre for Policy Studies paper that a specially constructed underground railway could transport material from Euston Road to the British Museum building in Great Russell Street received some support, and could be interpreted as an admission that proper environmental conditions were not available in Bloomsbury.[2] Of the two stages approved so far, 1AA and 1AB, the former is to be completed in 1991 and accommodate the rare books, music, and art and architecture collections, the latter to be completed in 1994 and house conservation workshops, the Science Reference and Information Service, and the former Departments of Manuscripts and Oriental Manuscripts and Printed Books; together, the two stages are to provide 188 miles of shelving.

At the end of the 1984/5 financial year, the Library as a whole occupied 360 miles of shelving and strains continued to be felt. In 1981 the extension to the Lending Division's Urquhart building was opened and this eased the Division's accommodation problems. However, these began to grow acutely by 1985, and the government's earmarking of £600,000 from its 1986/7 grant-in-aid for a partial conversion of two former warehouses on the site came as a relief. Nevertheless, the continued growth of the literature makes it likely that there will be severe congestion in the 1990s.

Likewise, at Colindale, the pressure on the use of the newspaper collections, combined with the unwieldy size of much of the material, continued to create storage and reader accommodation problems for which short term solutions were

having to be sought in the absence of capital funding for expansion. A new microfilm reading area with an additional 75 places was opened in 1985, and this will alleviate some of the pressure on reader spaces.

Elsewhere, a successful vacation by the Science Reference Library of the old Whiteley's department store in Bayswater took place in 1981, with services being suspended only a short time before being resumed at Kean Street, off the Aldwych. A rationalization of the Library's holdings of Indian newspapers, between the India Office and Newspaper Libraries, was under way at the end of 1985 and negotiations to acquire another building off Exhibition Road, to allow for the expansion of the National Sound Archive, were completed at about the same time.

Accommodation remains and will remain one of the British Library's major problems, which will be only partially resolved by the growing use of digital and other techniques of substitution. The ceiling of 16% of the budget to be spent on accommodation, set by the *Strategic Plan*, will concentrate much of the Library's attention on maximizing the best use of the space available as well as exploring with even greater energy the technological alternatives.

Acquisitions

Between 1980/1 and 1984/5 the proportion of the acquisitions budget (excluding patents) to the budget as a whole hovered between 10.7% and 12%. This apparent stability conceals, however, a number of problems which the *Strategic Plan* seeks to mitigate on a systematic basis, with its undertaking that the acquisitions budget should not fall below a fixed proportion of the grant-in-aid. The distinction between budget and grant should have the effect of emphasizing to government the central importance of the Library's acquisitions programme to the services it provides, a fundamental truth that both the Board and its various advisory bodies were at pains to stress on many occasions over the period.

Four factors made the acquisitions programme especially vulnerable to cuts. Firstly, as has been seen already, government policies on public expenditure led to the grant being reduced in real terms, especially so since the prices of books and journals have risen faster than other goods. Then, the fluctuations of the pound's value against other currencies resulted in acquisitions budgets being cut virtually overnight every time the pound lost a little ground against the US dollar; since a significant part of the budget is spent on American journals, the Lending Division was forced to cancel a number of low-use journals and other material. Thirdly, the volume of output continued to grow, so that to maintain the collecting programme in most subjects required the acquisition of more material each year. Fourthly, the Library, partly because of the first two of these factors but also because of growing demand from the other side of the Atlantic, found it harder to compete for the kind of heritage item for which it had been accustomed to bid in previous years. One such heritage item which was acquired in 1983 was the Rutland Psalter, probably the major acquisition of the period. This was a mid-thirteenth-century psalter purchased from the ninth Duke of Rutland's Will Trust; its illustrations provide a unique view of contemporary life but in order to buy it the Library severely depleted its reserve fund, at the same time obtaining grants from a number of bodies, notably the National Heritage Memorial Fund and the National Art-Collections Fund.

These difficulties did not prevent the Library from continuing to build upon the

wealth of its existing collections, not only through purchase but also as a result of gifts and by allocations by HM Treasury in lieu of estate duty. Amongst material acquired over the period were: the papers of the Spencer family, dating from the sixteenth to the early twentieth centuries; music manuscript of Elgar, Rubbra and Seiber; Siegfried Sassoon's manuscript of *Memoirs of a fox-hunting man*; the eleventh-century Japanese classic *Genji monogatari*; the Nowell-Burghley atlas, presented in about 1564 to Lord Burghley, Elizabeth I's minister; and the manuscript of Thomas Traherne's *Commentaries of heaven*. These items comprise only a small, albeit expensive part of the Library's acquisitions programme, whose aim is the maintenance of the regular research collections.

Two developments during the period deserve special mention. The American Trust for the British Library (set up to help fill the gaps in the Library's collection of Americana published between 1880 and 1950 and items destroyed in the 1939/45 war), continued to be successful in raising funds in North America and persuading North American libraries to allow material to be microfilmed for the Library. The other development, described at greater length later, was the growth of co-operation with other UK libraries to ensure that existing strengths in collections were maximized, while avoiding unnecessary duplication. The US Research Libraries Group's CONSPECTUS system, intended to facilitate a more systematic approach to collection building, was adopted by the Reference Division towards the end of the period.

Document delivery

Applications from UK libraries for loans and photocopies began to fall at the beginning of the period for the first time in the Lending Division's history, from a high point of 2,375,000 in 1979/80; and it was not until 1983/4 that the decline was arrested. In 1984/5, however, the earlier peak had still not been reached. The fall coincided with reductions in public expenditure which affected both the number of potential users and the ability to pay. It was probably not helped by the rising price of the loan/photocopy coupon, which aimed both to recover the direct cost of the service and to make a contribution towards the costs of acquisitions. Use of the international service, however, did not decline and over the period rose by 25%, with consequent benefits to the Division's revenue. Indeed, at the end of 1985 total demand on the Division was set to exceed all previous years. Likewise, the satisfaction rate for requests increased gradually, with 85% of requests being satisfied from stock in 1980/1, 5% from other sources and 10% unsatisfied; the equivalent figures in 1984/5 were 88%, 6%, and 6%. The fact that the whole document supply operation covers much more than its direct costs enabled an 'envelope' to be created around the staff involved, who could be increased in number as demand increased. Without this facility, the service, which came under strain on a few occasions, would not have been able to continue to grow, or perhaps even to survive.

The Lending Division's document supply service has been built up on the basis of a large stock of material in its original, mostly printed form. This has created occasional differences between the Library and publishers, who fear loss of revenue. Nevertheless, some scientific, technical and medical publishers came together with the Library to form a consortium, ADONIS, which proposed setting up a system for the storage of journal articles on digital optical disks and their

output on demand to users. The consortium, however, was unable to be convinced that the resulting system could be competitive with more conventional forms of document supply and in 1983 the project was suspended, to be revived in a more limited form in 1985. Other opportunities for practical involvement in electronic storage and transmission came under consideration, including a possible experiment with Publishers Databases Limited.

Other developments at the Lending Division during the period included an expansion of non-coupon methods of request transmission, notably an Urgent Action Service by which requests could be telephoned through for immediate action and if desired items transmitted through telefacsimile; ARTTel, for requests through IPSS; and a continuing use of Telex. In 1984/5, such requests comprised 29% of all requests received, with Telex accounting for 74%, ARTTel 12.5%, and the rest 13.5%.

Public services

As the five-year period ended, a new service, the Japanese Information Service in Science, Technology, and Commerce, based at the Science Reference Library, was launched to co-ordinate the Library's considerable collections in the field of business and industry, recognizing the importance of supporting Britain's industrial competitiveness. The Science Reference Library introduced a number of such services during 1981–5. The first was the Business Information Service in 1981, intended to be a clearing house for business information with links not only to other parts of the Library but to other libraries as well. At times its success outstripped its ability to respond to demand but its value was recognized by the setting up of a Consultative Group with the function of monitoring the Service's performance and advising its policies. In 1984 the Library was successful in an application to the Commission of the European Community to set up the European Biotechnology Information Project (Ebip), intended to investigate the availability and dissemination of biotechnology information. Originally a one-year project, Ebip was eventually extended for a further year. In the meantime, the Science Reference Library's Computer Search Service, set up in 1977, continued to flourish, with a 100% increase in the number of enquiries in five years, from 1,532 in 1980/1 to 3,165 in 1984/5.

The incorporation of the British Institute of Recorded Sound into the Library as the National Sound Archive (NSA) resulted in an expansion in the variety of services offered to the public. The availability of listening facilities at the Institute was maintained by the Library and indeed extended to Yorkshire in 1985, when a listening service based on the Archive's collections was opened at the Lending Division.

The services of the Library Association Library came under review in 1985 with a report due at the end of that year. A section of the Reference Division's Department of Printed Books since 1974, it had in 1982 taken on responsibility for the information service on librarianship previously provided by the Library Association.

Perhaps the major single event in the area of public services during the period, however, was the celebration of the 50th anniversary of the Newspaper Library reading room at Colindale in 1982. A store had existed at Colindale since the beginning of the century but, since then, the emphasis had changed from storage

to the provision of reading facilities plus an information service, and to being a national focus. In recent years readers have been turned away because of the heavy demand on the 80 seats. Visits increased 25% over the period, indeed, from 20,900 in 1980/1 to 25,875 in 1984/5, reflecting the growing interest in newspapers as a source of social history.

Preservation

The importance of conservation had been recognized in 1976 by the formation of a Conservation Branch and a long-term effort to reduce the conservation backlog had been set in train. During this present five-year period, and in line with developments taking place elsewhere in the world, conservation came to be seen as just one factor in the field of preservation, that is the means by which library material is acquired and preserved for future use in the way most appropriate to it. The Lending Division came also to appreciate the considerable scale of its own preservation problem at this time and set up a Binding Repair Unit.

As has been noted in 'Structure and administration' above, a Preservation Service was set up within the Reference Division in 1983, taking in the former Conservation Branch, the binderies at Bloomsbury and Colindale (managed until 1982 by HMSO), and the Photographic and Reprographic Service, along with conservation workshops and binding preparation units from other parts of the Division. The new service, whose staff numbered about 340 in 1984/5, spent that year £4,803,000 and conserved or bound almost 250,000 items. The role of the Preservation Service was intended to be more than the sum of its activities in furbishing, binding and conservation: rather, it sought also to educate staff and readers in the correct handling of material; to identify possible areas of research; and to pursue preservation as a preventive as well as a curative measure.

In the field of education, a short film *Keeping your words* was produced for the Library in 1984 and was transmitted in a slightly abridged version on television's Channel 4 in the following year.

The Library commissioned a number of conservation research projects during the period, including the treatment of new leather and prevention of decay on old leather bindings, the bio-deterioration of paper and bulk deacidification techniques. In joint ventures with commercial companies, the Library developed two machines which were designed to help enhance the life of rare material, the image scanner and digitizer for transmitting images in digital form through facsimile transmission machines, and the overhead photocopier which would enable pages to be copied face-up rather than face-down, thus preserving fragile bindings.

Digitization was seen as one form of substitution, microfilming being the more common form. The long-term project, by Research Publications Inc., to provide a microform edition of the works recorded in the *Eighteenth century short title catalogue* (ESTC) was seen as preserving the original physical items at the same time as they would become more widely available, and indeed earn revenue for the Library through royalty arrangements.

The national preservation scene was the subject of a Research and Development Department-sponsored report, undertaken by Dr F. Ratcliffe of the Cambridge University Library and published in 1984.[3] The Ratcliffe report sought to establish the scale of the preservation problem in British libraries and recommended a number of measures which would help reverse the otherwise inevitable

deterioration of much of the country's library holdings. One recommendation was for a National Advisory and Research Centre to be set up. The Library responded later that year by establishing the National Preservation Office, within the Preservation Service, which will promote awareness of the problem, disseminate information and act generally as a national focus.

Bibliography and cataloguing

The beginning of the five-year period was marked by the implementation of the second edition of the *Anglo-American cataloguing rules* (AACR2). In the meantime, British publishing output continued to rise and the problems of keeping pace with the flood of material did not diminish. The effect of this shortage of resources was especially marked in the currency of the *British national bibliography* and in 1983 the Bibliographical Services Division published a series of proposals based on the Cataloguing-in-Publication (CIP) programme which had operated since 1976. In these proposals, introduced eventually in 1985, the CIP record prepared from publishers' information in advance of publication became the basic bibliographic record, to be amended only if subsequent examination of the item showed that access would be inhibited by, for example, a cataloguer's misinterpretation of the subject or a change in the wording of the title. These changes were accompanied by a renewed drive to recruit more publishers to the scheme: whereas in 1980/1 472 publishers submitted 9,400 CIP applications, in 1984/5 these figures had improved to 1,150 publishers and 14,812 applications. Another measure to improve currency was the agreement reached in 1984 with J. Whitaker and Sons to mount the latter's *British books in print* file on BLAISE-LINE, 'back-to-back' with the UK MARC files, thus combining bibliographic information with current prices.

An initiative of the Co-operative Automation Group (a body composed of the British Library along with the various library co-operatives) to set up a UK Library Database System (UKLDS), to which its members would contribute their records into a system framework provided by the Library, failed to move beyond the planning stages, largely because of the co-operatives' difficulties in obtaining funding for the organization of existing files for networking purposes.[4] Nevertheless, the Library, as will be seen in 'Automation' below, continued to seek a successor system for its BLAISE family of services, which had operated since 1977 and which would have, if necessary, accommodated UKLDS.

Elsewhere in the Library, cataloguing and bibliographic initiatives and projects continued to develop. The Reference Division *Current catalogue* which had succeeded the *General catalogue of printed books* in 1976, was enhanced in 1982 and 1983 with the holdings of the Department of Oriental Manuscripts and Printed Books and the India Office Library and Records respectively.

The latter became the focus for the *South Asian and Burma retrospective bibliography* (SABREB), a union catalogue of South Asian publications between the sixteenth century and 1900, using the ESTC model. The ESTC format and system were also adopted for an *Incunabula short title catalogue* (ISTC) based upon Goff's *Census of incunabula in the USA* and its supplements. A number of countries have now agreed to regard ISTC as the basis for a world census. ESTC itself expanded with publication of British holdings on microfiche and the availability of the file on-line through BLAISE-LINE; and in 1984 the project's

world phase was launched, managed from the British Library in close co-operation with the North American centre at Baton Rouge University in Louisiana, and in the expectation that the number of libraries represented on the file would rise to 700 by the end of the decade. Catalogues of manuscripts published during the period included the 1951–5 *Catalogue of additions* and in 1985 the catalogue of the Blenheim papers; the lateness of the former was more than offset by the timely appearance of the latter only seven years after these papers were acquired by the Library.

At the Lending Division, the period was marked by the publication of a report on the Division's union catalogues;[5] the report recommended, *inter alia*, the conversion of records of its post-1979 monographs to machine-readable form, an exercise that was complete by the end of 1985 when the first microfiche outputs were produced. The Division's *Keyword index to serial titles* (KIST), originally confined to its own serial holdings, was enhanced to include the holdings of other major collections, including the Science Reference Library, and the libraries of the University of Cambridge, and the Science Museum.

New bibliographical publications over the period included: the *British Library music catalogue* published by K. G. Saur (following Saur's publication of the *British Library catalogue*, commenced in 1979 and still in progress); the Bibliographic Services Division's *Serials in the British Library*, a part-successor to the *British union catalogue of periodicals*, recording titles newly received in all divisions and in a select group of other research libraries; and from the Lending Division *British reports, translations and theses*, based upon its input to the European Communities' SIGLE (System for Information on Grey Literature in Europe).

With the incorporation of the National Sound Archive the Library inherited a considerable cataloguing problem which, at the end of the period, was on its way to being resolved with plans to launch a national discography in association with a commercial organization.

In 1984 a review was instituted of the *General catalogue* conversion project, which had been initiated in the 1970s and was using the Grafix-1 optical scanning system in operation at the Department of Health and Social Security in Newcastle-upon-Tyne. As a result of the review, Grafix-1 was abandoned in 1985, and a new conversion project was formulated as a joint venture with a commercial company, using the keyboarding methods developed for the US REMARC project. However, severe funding problems for the Library prevented the planned commencement of the new project in 1986; and there were doubts about its future, although the Library still regarded the availability of a machine-readable General Catalogue as being of particular importance within its occupation strategy for St Pancras.

Automation

Automation has always figured prominently amongst the Library's activities and indeed its potential importance was recognized even before the Library was set up, with the publication in 1972 of Line's *The scope for automatic data processing in the British Library*.[6] Like other organizations, the Library has had to keep abreast of new developments, not only because old hardware and software become unreliable and new and growing services demand better performance but also because in some areas, such as on-line information retrieval and document

delivery, it is competing increasingly with commercial suppliers. Despite the scale of its computing activity, however, the Library cannot depend upon influencing manufacturers and has therefore been compelled in many cases to adapt machines and systems for its own purposes. Nevertheless, through its Research and Development Department, it has been able to fund research into the application within libraries and information services of what during the five-year period became known as firstly 'new technology' and later 'information technology', and some of these grants are noted in 'Research and grants' below. Micro-computing was prominent amongst these grants; however, the nature of much of the Library's computing is in the mainframe mode, for the processing and retrieval of its bibliographic records.

In 1982 the Bibliographic Services Division reorganized its BLAISE services to take account of new arrangements for accessing the National Library of Medicine's biomedical files, hitherto mounted on Rank Hovis McDougall's Harlow computer. While the Library's own bibliographic files continued to be accessible on-line from Harlow, users of the MEDLARS and other files were transferred to direct on-line access to the National Library of Medicine itself, at Bethesda in Maryland; and the two services were renamed BLAISE-LINE and BLAISE-LINK respectively. In 1984, BLAISE-LINE customers had on-line access to over 4 million bibliographic records and 17 databases.

Basically the same service that had been introduced in 1977, despite the change in its name, BLAISE-LINE was becoming increasingly cumbersome. especially in its link between information retrieval and record creation and in the difficulties of moving from file to file. Plans to upgrade BLAISE, including the well-established LOCAS services, began during the period and in 1985 a first step was taken to implement what was called BLAISE-System 2, with the installation of software created for the Washington (later Western) Library Network (WLN). At the same time as the Library was installing the new software, it was also concluding new arrangements for the licensed use and reuse of its records within the countries of the European Community and, through the Library of Congress, the USA. Over the period, the number of customers for the Bibliographic Services Division's various automated services rose 35%, from 867 to 1,173.

Other developments during the period were the implementation of a local telecommunications network, the installation of a transatlantic link between the Library and the Research Libraries Group's RLIN, initially for ESTC and BSD purposes, and at Boston Spa participation in a project, named APOLLO, to use a satellite link for electronic document delivery; other automation activities at the Lending Division have been noted already under 'Document delivery' above.

Research and grants

The level of grants in the early 1980s was hit by the economic recession. In 1980/1 grants to external research comprised 3.2% of the Library's budget but had sunk to 2.5% by 1984/5. Grants to libraries under Section 1.3(b) of the British Library Act 1972 suffered also, from 0.7% in 1980/1 to less than 0.5% five years later. A moratorium imposed on fresh 1.3(b) grants in 1985 as a result of the disappointing grant-in-aid for 1985/6 was considerably offset later that year by a handsome grant of £1 million from the Wolfson Foundation and an associated trust to be spread over four years. In percentage terms these cuts do not seem especially

significant, unless the relatively small amounts of money which many grants comprise are considered: to many grantees, such amounts have represented the difference between preserving (and thereby making accessible) rare items and their inevitable deterioration.

Such Section 1.3(b) grants included the by-now-traditional mixture of cataloguing, preservation, and acquisition grants to, for example: the British Entomological and Natural History Society, the libraries of Durham and Exeter Cathedrals, the Language of Dance Trust, the Wisbech and Fenland Museum Library, Angus District Council, the University of Glasgow Library, the College of Librarianship Wales, the Carmarthen County Museum, and the Queen's University of Belfast Institute of Irish Studies.

Research grants were largely covered by priorities recommended by a standing working party of the Research and Development Department's advisory committee. Amongst the high priorities identified in 1985 for the next five-year period, but essentially continuing priorities which had obtained in previous years, were: applications of information technology; research in industrial, business and commercial information; information policy research; and the dissemination of research results. Lower priority was given to user education, public library research, and the dissemination of research results. Additionally, the role of the various centres funded by the Department, such as the National Centre for Information Media and Technology (CIMTECH) and the Centre for Catalogue Research, was increasingly questioned during the present five-year period and at the end of 1985 it was announced that financial support would be withdrawn from some.

Notable amongst research and other activities sponsored by the Department – and for the first two years of its life by the Department of Trade and Industry – was the setting up in 1982 of an Information Technology centre at the Polytechnic of Central London. Relaunched in 1984 as the Library Technology Centre, the centre sought to be a shop-window for a range of automated library systems and provide an enquiry point for librarians and information scientists.

Other research projects included BLEND (Birmingham and Loughborough Electronic Network Development) in which participants at each of those universities communicated, by computer terminal, information in the field of the computer/human interface. The growing use of microcomputers and their application in primary and secondary education came together in the SIR (Schools Information Retrieval) project, which aimed to develop a software package for information retrieval in schools. Amongst other research funded by the Department were the information needs of small businesses, the use of facsimile machines in libraries and the teaching of information use in schools.

This briefest of summaries conceals, however, the large number of grants made each year, a total which despite cutbacks came to 130 in 1984/5, and the efforts made by the Department in disseminating research results through the holding of seminars and the publication of priced reports.

Exhibitions, publications and lectures

Insofar as its limited accommodation permitted, the Reference Division of the Library organized a full and varied series of exhibitions over the period. Exhibitions ranged from some held in association with the British Museum and

presented in its portion of the Bloomsbury building, notably 'The Golden Age of Anglo-Saxon Art, 966–1066'; to those occupying the central area of the King's Library, for example 'The Art of the Book in India', 'Virgil' and one dedicated to the bookbinding work of T. J. Cobden-Sanderson; and those on a rather smaller scale, usually on a topical theme such as the Solidarity movement, the *Mary Rose*, the Karl Marx centenary and the bicentenary of the Rex vs Arkwright case, which had had great significance in the field of patents information. With the exception of the last, which took place at the Science Reference Library at Holborn, all of these exhibitions were held in the British Museum building, attracting visitors who were perhaps not sufficiently aware that they were enjoying a Library rather than a Museum exhibition.

In many cases, these exhibitions generated an associated publication. Over the period, the Library's publications list grew, including not only exhibition-related titles and other material associated in some way with the collections (many of which have already been noted) but also publications of interest to the librarian, bibliographer, or information scientist, such as the series of priced research reports referred to earlier under 'Research and grants'. One important development during the period, arising partly because of the government's encouragement to seek relationships with the private sector but largely because the Library could not itself raise the capital for the sophisticated technology involved in facsimile printing or computer processing, was the growing number of arrangements with commercial publishers. Such joint ventures included the *Catalogue of printed music in the British Library* and *The eighteenth century* microfilm series based on the ESTC and referred to earlier, and also a number of joint publications with North American publishing houses. The advantage of ceding some of its control was the avoidance of publishing risk and at the same time beneficial royalty agreements.

Gross income from publications amounted in 1984/5 to over £3.5 million, providing after costs a useful contribution to the Library's total spending power. Amongst a variety of public lectures was a successful lecture programme inherited from the British Institute of Recorded Sound; while during the period the Library inaugurated two new series, one an annual research lecture organized through the Research and Development Department, the other the result of an anonymous donation in the form of a series of annual lectures dedicated and named for Sir Anthony Panizzi in the field of bibliography.

Co-operation and consultation

The period saw a marked increase in the number of co-operative activities either initiated or participated in by the Library. Whereas the Bibliographic Services and Lending Divisions had long been accustomed, by the nature of their role, to interacting with the library community at large, this had not been true of the Reference Division to anything like the same extent. The Division had historically served personal rather than remote users and had tended perforce not to regard its collections as part of a national resource (although informal co-operation, especially with the libraries of the University of London, had taken place). During the period, however, either on its own initiative or in response to entreaties from outside, it organized a number of exercises designed to bring its collections and collecting policies into greater prominence, and preparing the ground for co-operation with other libraries at various levels.

The Patents Information Network (PIN) had already been set up at the beginning of the period and was followed at the Science Reference Library (as has been already noted in 'Public services' above) by the Business Information Service in 1981. Working parties on the provision of legal and art history material were formed in 1981 and 1982 respectively: these, like similar working parties on patents and business information in the late 1970s, had external chairmen, comprised experts in their particular fields, and were serviced by the Library. The first of these, the British Library Working Party on Provision for Law,[7] recommended that the Library itself concentrate on providing material and services not available elsewhere, improving the quality of those services and developing co-operation with other libraries; the Working Party recommended also that the scale and extent of national provision be made more fully known. The British Library Working Party on the Provision of Materials for the Study of Art[8] made similar recommendations in its field and led also to the setting up of a permanent consultative committee.

In line with the renewed interest in newspapers noted earlier, NEWSPLAN was launched in 1984, a co-operative programme between the Library and local libraries to ensure the preservation on microfilm of British provincial newspapers from 1700 to the present day. The British Library Consultative Group on Newspapers was set up in 1983 to guide and advise the Library on its role in this field.

The Library's advisory structure was enlarged to include the National Preservation Advisory Committee and an advisory committee for the National Sound Archive, formed largely from the Governors of the former British Institute of Recorded Sound; the needs of the India Office Library and Records' users were subsumed, however, within the existing Advisory Committee for the Reference Division (Bloomsbury).

The future

The general shortage of resources has been commented on in several parts of this chapter. The *Strategic Plan* was published towards the end of 1985 and was intended to act as a blueprint for future planning, both for the government when considering its grant-in-aid and for the UK library community, whose own policies in many cases depended upon the British Library's plans. The Plan's statement of the Library's aim – 'to preserve, develop, exploit, and promote the combined resources of its collections and its facilities for reference, document supply, bibliographic, research, and other services for the best benefit, both now and in the future, of scholarship, research, industry, commerce, and other major categories of information users' – is in effect an expansion of the words of the British Library Act 1972, but stresses more than did the Act the importance of promotion and exploitation of its resources. In so doing, the Plan recognized and accepted the environment in which the Library was having to operate.

As has been seen, the encouragement of opportunities through the application of information technology was a major government programme, culminating in the IT 82 year. A Cabinet Office working party, the Information Technology Advisory Panel (ITAP), produced a report *Making a business of information* which sought to redress the balance between information and technology. Amongst other things, the ITAP report discussed the concept of tradeable information, a concept less alien

to the Science Reference Library than to some other parts of the Library but one which was becoming pervasive, coinciding with government policy on public/private sector interaction, to which the Library was already responding in other areas. At the end of 1985 the issue of tradeable information, or value-added services, seemed likely to be dominant in future years: technology in a market-oriented society sharpens competition and government policy was against giving publicly-funded bodies an unfair competitive advantage. Fair competition meant therefore not only accepting that the Library no longer had a monopoly in the services it provided but also that it should explore opportunities for increased revenue. The scale of its collections and its long and honourable history were no longer sufficient to fend off competition in the field of document delivery or value-added services.

Technology was at the heart of another issue which seemed rather nearer resolution at the end of the period than it had at the beginning, with a government White Paper finally published in 1986. This was the issue of copyright, in which the Library had made full use of the 'fair dealing' clause in the Copyright Act 1956 as the basis of its document supply services at the Lending Division. Based upon the assumption that copying would take place from paper originals, the Act had been overtaken by technology so that publishers, some of whom felt that even single copies affected their revenue, saw publication in electronic media as a device by which their control over copyright material might be strengthened. As well as hoping that reform of the law would confirm the 'fair dealing' principle, the Library looked to the possibility that its legal deposit entitlements would be extended to cover publications in electronic form. However, realizing that future relationships with the publishing industry depended on co-operation rather than confrontation, the Library sought to contribute to the discussions amongst publishers and other information-based industries which the ITAP report had generated.

The challenge facing the Library in the middle of the 1980s can therefore be summarized as its need to sustain and develop its key roles in an increasingly competitive world, one in which it can no longer depend upon government funding keeping in step with inflation, but where the opportunities and options are open if it has the imagination to take them.

The National Library of Scotland

As with the other national libraries, the National Library of Scotland experienced severe constraints during the five-year period, with limits on accommodation and especially financial resources. On the former, the first phase of its plans to establish a new building on a site in Causewayside was finally approved, a contract agreed, and construction work commenced. The building will contain, among other sections, the new Scottish Science Reference Library. An extension to the existing building at Cowgate was set in hand. Even before work on this site and the Causewayside building could be completed, a temporary solution had to be found, and a building in Sighthill on the outskirts of Edinburgh was adapted for use, with the positive advantage that it could be used as a test bed for modern storage methods.

Shortfalls in the annual grants from the Scottish Education Department threatened to affect the quality of the Library's services. A decision to reduce

opening hours imposed in 1983 was revised, after public pressure, when additional funding was provided, but government policy on staffing levels had to be observed, although there was a welcome decision in 1984 to allow the appointment of additional staff for the Scottish Science Reference Library. Nevertheless, the effect of a lower-than-anticipated purchase grant in 1982/3 obliged the Library to deplete its reserves when it was offered the papers of Lord Haig; these were successfully acquired, with the help of the National Heritage Memorial Fund, the Friends of the National Libraries, the Pilgrim Trust and the Royal Bank of Scotland, for £500,000 less £50,000 remitted through Capital Gains Tax. This purchase illustrated keenly a dilemma faced by all three UK national libraries, the fine balance between maintaining regular acquisitions and the national importance of material like the Haig papers, or, in the case of the British Library, the Rutland Psalter. In both cases, reserves were depleted to avoid damaging the regular acquisitions programmes.

Another factor militating against good financial planning was SCOLCAP, the automation co-operative operated from the Library on behalf of Scottish libraries. Continuing delays in implementation resulted in money being diverted from other purposes and distorting thereby the Library's financial position.

The needs of conservation were recognized in 1981 with the appointment of a Conservation Officer and the transfer to Library control of HMSO's Edinburgh bindery in 1982. The Library played a prominent part in the national preservation initiative, whose climax was the publication of Dr Ratcliffe's report on preservation noted in the British Library section of this chapter. During the period there were increases in the numbers of reader visits, 62,439 in 1981/2 and 75,938 in 1984/5, and printed accessions, 253,700 in 1981/2 and 299,036 in 1984/5. Interlending requests declined, however, from 32,012 in 1981/2 to 27,182 in 1984/5, reflecting partly the prevailing economic climate being felt by industry, local authorities, and academic institutions as well as by the Library, but partly, also, the increasing use of the ISBN COM files to which libraries subscribe and use for direct borrowing among themselves.

The National Library of Wales (Llyfrgell Genedlaethol Cymru)

The National Library of Wales (NLW) celebrated its 75th anniversary in 1982. Two other events stand out amongst its activities in the period under review. Firstly, the Government, in a Green Paper, stated that the law regarding the Library's legal deposit entitlement should be brought into line with that of the other four copyright libraries (apart from the British Library). Anticipating this change, the Library, with the co-operation of the Publishers' Association, decided to apply for membership of the Copyright Libraries Committee and, from 1983, the Library has used the services of the Copyright Agent, who had for many years claimed and received material on behalf of the other four copyright libraries. During the period, the Copyright Agent and the British Library agreed to share the development costs of automating copyright receipt and, towards the end of 1985, plans were well advanced to introduce automation in both locations, albeit intended to function independently. The cost of development was such, however, that the system was limited to monographs only: the receipt of serial issues was likely to continue to be handled by manual means, at least for the time being.

The other major event at the National Library of Wales was the implementation

of its own automated system. Without anything like as much experience of automation as the British Library, the Library was in one sense in a rather privileged position in that there had been little investment in hardware and software, which might have inhibited development. It was agreed that plans to establish a Welsh bibliographic network should be postponed until automation in the Library itself was operational and in 1983, following a long period of consideration, the Welsh Office agreed a capital allocation and a contract was awarded to Microdata Information Systems Limited (now McDonnell Douglas Information Systems Limited) to install a tailored version of its URICA system, an integrated system intended to handle most of the Library's bibliographic and other housekeeping processes. Although based on a package operated in a number of public and university libraries, the NLW version had to be considerably modified to meet the needs of a legal deposit library and includes some special features such as choice of language in screen dialogue. At the beginning of 1986, URICA was on its way to being fully implemented, and it was hoped that the on-line public access catalogue would be inaugurated in the summer.

Otherwise, the Library was experiencing much the same problems as the other national libraries, that is limitations on staff numbers and grant allocations that were not keeping up with inflation; the Library's purchase grant, for example, rose only 5.9% in 1983/4, 4.8% the following year, but 7.9% in 1985/6. Space problems were again becoming acute: the new bookstack which was opened in 1982 by the Secretary of State for Wales had been designed in the early 1970s to provide storage for 15 years and in late 1985 it was estimated that the Department of Printed Books would run out of space in less than two years. In 1982/3 the Library's Council commissioned a firm of architects to prepare a long-term site development plan. Internal discussions are proceeding on the third bookstack, the first building of this development. The infill of the north-east courtyard to provide storage space and a new reading room for the Department of Manuscripts was due to be completed in April 1986.

The Supplemental Charter granted to the Library in 1978 extended the Library's field of collection to audio-visual materials. In 1980, an inter-departmental committee was set up to organize the collecting until such time as funds could be obtained to establish a separate Audio-visual Department or sub-department. A start has thus been made on the task of building a national Welsh archive for the whole range of modern media. Sound recordings of all formats are purchased, arrangements have been made with the main Welsh recording companies for a voluntary legal deposit and agreements made with the radio and television authorities to allow the Library to make archival recordings of broadcasts of Welsh interest.

In 1982/3 another inter-departmental committee was formed with the aim of developing the political collections of the Library. A Welsh Political Archive was established and has resulted in the acquisition of much valuable material including private papers of statesmen, politicians and electoral ephemera.

A conservation co-ordinator was appointed in 1983, while a report on the conservation needs of the Library has been produced, a disaster plan formulated and a number of seminars organized to promote and co-ordinate conservation activities of museums and libraries in Wales.

Towards the end of 1985 its librarian, Dr R. Geraint Gruffydd, who had held

the post since 1980, resigned to become Director of the Centre for Advanced Welsh and Celtic Studies; he was replaced by Dr Brynley F. Roberts, formerly Professor of Welsh at the University College of Swansea.

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6

University libraries

John Stirling

The last five years have been a time of profound upheaval for university libraries. It is no exaggeration to say that the whole university system in Great Britain has felt itself to be under attack on a number of fronts–political, ideological, and economic–and libraries have not remained immune. The period under review, therefore, has been experienced by most university librarians as a succession of crises, and 'coping with the cuts' has been the main preoccupation of their library committees.

University library funding

With an exquisite sense of timing the University Grants Committee, in a letter to university Vice-Chancellors dated 30 December 1980, announced a reduction of £30 million in the previously quoted grant for the fiscal year 1981–2. Taking into account the anticipated loss of income resulting from a change in the Government's policy on overseas students' fees this was expected to represent a loss of 5% to 6% for the academic year 1981–2. Plans therefore had to be made on the assumption that for most universities the grant allocation would not be sufficient to maintain all existing commitments.

The full impact of Government policy towards the universities was not felt until the summer of 1981. On 15 May the UGC issued a letter entitled *The future pattern of resources for universities* which predicted 'a total loss of income by 1983–4 as compared with 1979–80 of at least 11%, possibly significantly more'. It was made clear that the cuts would be unevenly distributed and that in consequence some academic departments would have to close or be drastically reduced. When individual institutions were informed, on 1 July 1981, of their allocations for the next three academic years, it was revealed that for many the total reduction in funding was of the order of 15% and for some at least twice that amount.[1]

Although pious hopes were expressed that library resources should be protected against the full rigour of the cuts it was inevitable that libraries should suffer along with their parent bodies. The Standing Conference of National and University Libraries (SCONUL) conducted a survey of the impact of the reduced funding on member institutions, and the picture which emerged was depressing indeed: an immediate freeze was imposed in many libraries on staff vacancies and expenditure

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Library history

Peter Hoare

Introduction

In 1983 the Library History Group of the Library Association celebrated its 21st birthday. Its coming-of-age did not mark a major change in direction, or a dramatic emergence into maturity, but was celebrated with modest enthusiasm.[1] In the period under review the Group has strengthened its position as the principal focus for professional history—with enough history of its own to look back on with satisfaction.[2,3] The fourth volume (1977–80) of its bibliography of British library history was published,[4] and its successor for 1981–5 is in active preparation. Its journal *Library history* continued to offer scholarly articles, mostly on libraries in Britain, but reaching world-wide in its reviews and literature surveys. The Group maintained its international perspective too, with members giving papers at the conferences of the American Library Association, IFLA, and the Wolfenbuttel Arbeitskreis für Bibliotheksgeschichte. On home ground it gave support to a joint conference on cathedral libraries at Salisbury, in 1984, linking historical study to practical application in an area where professional and amateur combine efforts to keep historical libraries alive in the modern world.

Among *Library history's* aims is recording current work and revealing source material. Manley has contributed three surveys of theses and dissertations[5] showing that despite the lesser priority given explicitly to the subject in the crowded curricula of library schools it still has a strong attraction, particularly for students with local interests. These often make use of unpublished material, and a continuation of the survey of archive materials, covering the East Midlands, appeared in 1982.[6] Sturges's work in recording the current state of public libraries' care for their own archives[2] showed the need for the Group to act as the 'historical conscience' of the profession.

The Library History Group, however, was not by any means the only source of historical study. The Rare Books Group's directory,[7] published in 1985, is a valuable quarry and reference source for historians. Individuals continued research independently, and libraries commissioned histories—though the great period of public library centenaries seems to have passed, other libraries are looking back to their origins. As in earlier volumes in this series, this chapter gives only a broad view of historical writing on various types of library; the bibliographies and

literature surveys already mentioned are recommended to those who wish to savour the full range. It is a rich taste, with contributions not only from librarians but also from distinguished scholars in different fields and from amateurs who by their enthusiasm can turn up material relevant to library history that would otherwise lie unrecognized.

National libraries

The British Museum Library, now one of the major components of the British Library, has, as always, attracted most historical attention. The catalogues, from Panizzi's enterprise onwards, have been studied by McCrimmon.[8,9] Panizzi's whole philosophy of the library is set in its international context by Willison,[10] and the development of the book collections in Panizzi's time is examined by Harris.[11,12] A case of forgery and theft relating to the Department of Manuscripts in the 19th century, that of John Payne Collier, led to a full-length book.[13]

The Library's music collections, too, have aroused both general surveys by the indefatigable Hyatt King and others,[14,15] and also articles on specific musical topics.[16]

The National Library of Wales, opened in 1909, had a somewhat stormy prehistory, described by Jenkins.[17] Work on the national libraries other than the BL has otherwise been scanty.

The role of the national library—weak though it was for centuries—is related to the parallel development of book trade control in an essay on bibliographic planning in Britain since the 17th century.[18]

Public libraries

Fewer formal histories of public library systems have appeared recently, though shorter works on Dumbarton,[19], Luton,[20], Newark,[21], Sheffield,[22] Stirling,[23] and Westminster[24] (among others) have been welcomed. Substantial theses on libraries (not only public libraries) in Bolton, Plymouth and Swansea, and on Hampshire County Library, are abstracted in Manley's 1984 thesis survey.[5]

A close study of reaction to the 1850 Bill allowing municipal libraries to be established, reveals the political problems.[25] These and other difficulties continued in rural areas for much longer, as Crawford,[26,27] and Heery[28] have shown. Crawford also looks at the difficulties of Gaelic book-provision in Scotland (with its own political problems) from the 17th to the 20th century.[29] Two special issues of *Library review* have taken historical viewpoints, covering the development of public libraries in the area of the London County Council from 1900 to 1965,[30] and on Scottish public libraries.[31]

The design of public library buildings has been studied in the work of one prolific architect, H. T. Hare,[32] and several of the works noted above, e.g. Gibson on Newark,[21] also take an architectural view.

Academic libraries

Oxford was the subject of some of the most substantial historical publications, starting with an Italian edition of some of the university library's source documents.[33] Hampshire's edition of the 17th-century Bodleian account books[34] complements Philip's study of the library's first two centuries after Bodley's refoundation.[35] Several 16th-century booklists from Cambridge colleges have been

Reports

On the completion of a research project the usual product is a research report. These vary enormously in scope, length, value and readability. They continue to provide the main mechanism for communicating information about research and the results of the research process. Where research is funded by the BLR&DD is is often the case that the report will be published by the British Library. This type of publication used to be in the form of monotonously uniform red covered, A4-sized, spiral bound volumes that inspired little interest in anyone. The BLR&DD has, however, recently introduced a new series of *Library and information reports* which now appear as much more attractive A5-sized publications. Regrettably, they still have a monotonously uniform cover design but still one feels that an attempt is being made to present the results of research in a more attractive format.

There are numerous other routes to publication. Some in-house research is published and made generally available, the report from Cheshire being a good example of this.[11] In other cases, commercial publishers have been prepared to publish research reports either as they stand or in an edited form.

Journals

Reference has already been made to the journal of the LIRG, *Library and information research news*. This provides a valuable channel for disseminating the results of research both through articles based directly on the research and through reviews of research projects. Elsewhere, the two main journals in the library and information sector – *Journal of librarianship* and *Journal of documentation* – both continue to publish articles based on research projects. The proliferation of other journals concerned with librarianship and information work has provided numerous alternative outlets for research articles.

Seminars and workshops

There is, encouragingly, an increasing trend to disseminate the results of research through seminars and research workshops. In some cases the workshop is concerned solely with a single research project in others the opportunity is taken to discuss the results of two or three research projects, perhaps looking at them in the context of overall developments in the field. A good example of this type of seminar was one held recently to discuss the contribution which library services can make to improving the quality of life of elderly people.[13] If we are able to increase the value of research and to benefit from the deeper understanding which it can provide, we should welcome the opportunity to discuss research results provided by seminars and workshops.

International aspects

Britain is recognized as one of, if not the leading country for library and information research. Not only is there a high volume of research taking place but the range and scope is considerable. As a consequence, many researchers working in the field receive invitations from overseas to present papers at conferences, to advise on research and generally to disseminate the results of their work. Much is also achieved through overseas consultancy work where bodies like the British Council, Unesco and other international agencies draw heavily on the research

expertise to be found in Britain. Such activities do a great deal to enhance the reputation of the British library and information sector throughout the world.

Conclusion

It would seem, therefore, that the research machine in Britain is well established and functioning quite effectively. Inevitably there is scope for improvement, for change and for enhancing the quality of the research results. This need for improvement, however, should not obscure the contribution which has been made during the period by that research machine. The test remains, the extent to which practitioners and others take up and act on the results of the research process.

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published, from Trinity (*c.*1550),[36] Caius (1569),[37] and Emmanuel (1597).[38]

The 400th anniversary of the founding of Edinburgh University Library was marked by a number of publications, notably an excellent collection of historical essays,[39] while the problems that faced all Scottish universities when legal deposit was withdrawn in the 19th century have been studied as they were experienced at Glasgow.[40] Younger university libraries also celebrated anniversaries with shorter histories such as those from Birmingham[41] and Leicester.[42]

Libraries of colleges (except Oxbridge) and schools have never received as much attention as universities. A Scottish seminary library which contains much evidence from Roman Catholic colleges abroad and the clandestine colleges of penal times is described by Cherry,[43] and Nicoll has written on the development of teacher-training colleges in Scotland.[44] A Herefordshire school founded in 1625 which still survives, with inventories from its earliest years, is studied by Morgan.[45]

Special libraries

There have been fewer studies than in earlier years of the great specialist collections that complement national and academic libraries. A life of Bennet Woodcroft, who built up the Patent Office Library,[46] articles in the *Encyclopedia of library and information science* (ELIS) on the India Office[47] and the Wellcome Institute,[48] are joined by a study of the library of the Royal Philharmonic Society.[49] Medical libraries for the navy, particularly in the hospitals at Plymouth and Portsmouth, were built up in the 19th century; Lattimore's study stresses their reliance on personal collections.[50]

Nor have libraries of industry attracted much attention, with the exception of a broad account of developments in the 20th century.[50] Similarly mechanics institutes have largely been neglected, except for an interesting study, mostly architectural, of 'philosophical museums' in Yorkshire,[52] and a booklet on the short-lived institute of 1833–41 in Salisbury.[53]

Subscription and circulating libraries

Here the picture is much healthier, with many contributions on individual libraries. The work of the Eighteenth-Century Short-Title Catalogue (ESTC) at the British Library has been productive, with several notes on subscription libraries in its newsletter *Factotum*, and indeed the discovery of hitherto unrecorded libraries is not uncommon in this area. There is a close link with the book trade, too, and general works such as Feather's on the 18th-century trade outside London[54] or Perkin's survey of Liverpool[55] are valuable sources.

A valuable study of book trade records using the papers of Samuel Clay, a Warwick booksellers who also lent books,[56] shows how library history can contribute to social history. Crawford's thesis[57] also sets 'societal' libraries firmly in the social context of 18th-century Scotland, and the book by Crawford and James on Wanlockhead miners' library follows the same theme.[58] This is true too of Graham's very accessible study of the numerous working-class reading rooms in Carlisle.[59]

The more formal subscription libraries were proportionately stronger outside London. The confused history of the first London Library and the Westminster Library,[60,61] contrasts both with the later London Library of 1841, now accorded an article in *ELIS*,[62] and with the much better established libraries in Bristol,[63]

Norwich,[64] and elsewhere. The bookstock of the Liverpool Lyceum has been considered in its relationship to local interest in science,[65] and the foreign-language stock of Yorkshire libraries has been studied by Morrish.[66]

The commercial lending libraries of the late 19th and earlier 20th centuries were dominated by Mudie's and W. H. Smith's; the latter has been the subject both of a thesis[67] and of a substantial chapter in a history of Smith's bookshops.[68] The ultimate survival of such libraries may seem doubtful, but an interesting study looks at their present state and considers their history and future.[69]

Ecclesiastical libraries

This area, ranging from medieval monastic libraries to endowed libraries with church connections, has also been well studied.

Records of cathedral and monastic libraries have long been the subject of scholarly attention, but more information continues to come to light. Pre-conquest Canterbury[70] and Malmesbury,[71] 12th-century Rochester[72] and 14th-century Glastonbury[73] have all produced important publications. There were some efforts to rescue the books dispersed when monasteries were dissolved at the Reformation;[74] those which were or became cathedrals were more fortunate in preserving their libraries. The foundation of cathedral libraries in the 17th century, such as Gloucester[75] and Honywood's at Lincoln,[76] has also been studied, together with the more modest libraries endowed in parishes. Of these, two date from the late 16th or earlier 17th centuries (Steeple Ashton, 1569[77] and Oakham, 1616[78]) and are relatively small compared with the more ambitious foundations a century later at Newcastle[79] and Maldon.[80] The similar library founded at Dunblane by Robert Leighton, archbishop of Glasgow, in 1684 has been described and a catalogue published.[81] Other Scottish church libraries have also been studied in the light of 19th-century denominational upheavals.[82]

The boundaries between 'parochial' libraries (closely linked with the parish church) and libraries for the 'parish' in the more secular sense are not always clear, especially in the 19th century, but in both cases they can be important in local studies. An article stressing this point, basing its arguments on parish libraries in Aylesford (Kent) and Stokesley (North Yorks), should make local historians more aware of the possibilities.[83]

Private libraries and book-collecting

Private collections lie at the heart of many academic and endowed libraries, and while the study of bibliophily in its more individual forms is perhaps less relevant to a survey essentially of professional library work, there are many publications which deserve notice, both because book-collecting is a worthy subject of study in itself, and because of the links with institutional libraries.

An example of the 'grey area' between private and communal ownership is shown by the bequest of a York chaplain in 1402 of his personal library to colleagues and then to 'other poor and honest priests' who had no books.[84] Similarly studies of gifts to particular monasteries or churches link the private and the communal; early examples include a 14th-century gift to the York Augustinians,[85] and a study of Exeter cathedral library in 1380–1548 discusses the 61 owners of books now lodged there.[86] Private libraries have their own interest,

however, in other contexts; both royal and noble collectors are studied[87] and a 15th-century legal library is given special attention.[88]

After the Reformation the same pattern persisted, with Archbishops Parker[89] and King[90] collecting books and manuscripts destined for public use, in Cambridge and Cashel respectively; it continued into the 18th century, for example Garrick's bequest of plays to the British Museum,[91] and is not dead today, with Bertrand Russell's library (which included Wittgenstein's) now in McMaster University.[92] During the Civil War many private libraries were sequestrated, and though the books were mostly later redeemed the inventories provide valuable information,[93] on which much more work could be done.

Many other articles on individual collectors have appeared, whether on writers such as Sir Thomas Browne[94] or Jonathan Swift[95] or on a librarian-antiquarian like Thomas Hearne.[96] Others deal with collections that passed through many generations, as with the Dukes of Kingston at Thoresby,[97] or the recusant family of Sir Thomas Tempest, of County Durham and Derbyshire.[98] Only a few of these publications can be mentioned here; but it would be wrong to imply that only the wealthy could collect books. A study of the evidence from subscription lists shows how widespread was book-ownership, at least in Scotland[99]—a point that links back to the miners' library at Wanlockhead referred to above.[58]

Professional activity

It is an important part of the library historian's task not only to chronicle what has happened but to set it in its context, whether social or professional. In order for this to be possible, accounts of what the profession has achieved, and how, are a significant element of the library history literature. Biographies are decidedly valuable if well done. Such studies may relate to the founding fathers of modern librarianship such as Thomas Greenwood,[100] Henry Bradshaw[101] or Sir John MacAlister,[102] or may take the form of more specialized discussions of more recent workers like Berwick Sayers[103] or L. R. McColvin.[104] Even biographies of those remembered for other reasons can be relevant to library history: Edmund Gosse,[105] for example, worked in the British Museum and was later librarian of the House of Lords.

Various aspects of the education, training and working conditions of library staff have been studied, most broadly in Bramley's history of library education in the United Kingdom[106] and in Baker's account of the vicissitudes of library-assistant certification.[107] The position of public library staff in 1914 was reflected not only in their education and salary but in the way libraries were seen more generally,[108] and the changing attitude to women librarians up to that date is particularly revealing.[109]

Conclusion

This survey of some of the more important or interesting publications relating to the history of libraries and librarianship in this country reveals some imbalance. Shortage of contributions on special libraries, on non-university academic libraries, and (for once) on mechanics' institutes may be temporary aberrations, but these are important areas calling for research; and there are others. No one has yet ventured on the comprehensive history of British libraries that will draw on the mass of recent research and make sense of the confusion of evidence, and perhaps it is too

early to look for such an ambitious project. One attempt, to cover 'the long traced pedigree' of Irish library history, has been made but its mixed reception shows how many pitfalls there are.[110]

It is a feature of British writing on library history that it tends to be parochial, in the best and worst senses of the word; it does not look beyond our own shores, and the work of those within the library profession seems too much inclined to ignore the wider world of historical research. These attitudes are changing, but it is perhaps notable that unlike our counterparts in Germany or the United States (to say nothing of Eastern Europe), we have no clear philosophy of library history and no agreed methodology. Is that a good thing, and is it a factor in the lack of recognition that library history—as a distinct speciality—is itself ignored by 'mainstream' historians and others? There is no danger that the subject will decay, but more agreement on goals and methods would not come amiss. The place of historical studies in an ever more crowded curriculum means that only those with a predilection will turn to it at library school; those of us who were enthused during our own professional training will lament that—but we can take some comfort from the great mass of work which is still being produced.

Incidentally, one of the odder features of our professional terminology is the late appearance in English of the word 'librarian'. The latest contribution[111] pushes it back to 1703, but it seems likely that it was used earlier than that. Can any reader provide the evidence?

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publishers to adjust the prices of their books, and where the price mechanism did not produce an adequate return the situation could be dealt with by tax concessions and in special cases grants from the Arts Council.

The Library Association's most telling argument, however, was that in most cases library purchases operated to increase rather than diminish authors' income. It pointed out that public libraries, and the other institutional libraries referred to in the 1972 Working Party Report, were together responsible for the purchase of between 40 and 50 per cent of all hardback books sold in this country, and that in many cases publishers relied on library purchases for at least 80 per cent of sales. Without the library market, in fact, a very considerable proportion of books would never see the light of day.[1]

The problem of where the money was to come from was solved when in 1973 the Government offered an annual grant from the Treasury. Mr. Wilson's Labour Government, coming into office in 1974, accepted the commitment, but the technical problems of collecting and distributing the money remained formidable, and when at length, early in 1976, a bill was actually introduced into the House of Lords it was little more than an outline. The Secretary of State for Education and Science was empowered to submit to Parliament, in due course, a scheme for payments to authors at an initial cost not exceeding £1 million per annum. Payments would be based on loans, not stock or purchases, but only loans from local authority public lending libraries would be taken into account. Even this limited measure, however, failed to secure Parliamentary approval, and as this book goes to press, in the Spring of 1977, the ultimate outcome is still in doubt.

[1] The Association's arguments are set out in two official statements, published in *L.A.R.*, Vol. LXX (Dec. 1968), p. 322, and Vol. LXXIV (Oct. 1972), pp. 191–192, and in a pamphlet, *Public Lending Right*, published in 1974.

Appendix I

AN EARLY PROPOSAL FOR A PUBLIC LIBRARIES ACT

THE *Proposal* that follows is enclosed with a letter from H. B. Ker to Lord Brougham in the Brougham Papers at University College, London. The covering letter is printed above, p. 5 It is endorsed "6 February, 1831", but since the letter is headed "Sunday" the correct date should be probably 7th February.

For my knowledge of these documents I have to thank Mr. J. W. Scott, Librarian of University College, who when I embarked on the present work was kind enough to bring them to my attention. I am also indebted to Miss Margaret Skerl, Assistant Librarian at University College, who in sending me copies of the documents sent also, for good measure, copies of a number of related documents from the archives of the Society for the Diffusion of Useful Knowledge, which are housed in the same Library. Extracts from these also are printed below.

(1) "*Proposal for a bill to enable Towns of a given population to raise funds for the establishment of public reading and public lending libraries.*"

"It is proposed to give *Towns*, or districts having a certain population, by a resolution of the inhabitants in vestry, a power to vote for the raising a sum (say £1000) this sum may increase and decrease according to a corresponding scale of inhabitants. The sum raised to be applied in founding a public library for the use of all the inhabitants to be used as a reading library: and rate payers are to have the power to borrow books to read at home: and when books are not returned or are lost their value to be recovered as the church rate is recoverable. The vestry to appoint a committee to superintend the library and a librarian—and a room to be hired or a room bought or built (as may be determined in vestry). In order to prevent improper selection of books the general control as to selection of books &c. to be in a board of Commissioners in London acting gratuitously in the same manner as the church commissioners act. Any rate payer may be responsible for any other parishioner not a rate payer, who may then borrow books as the rate payer might. This provision will give great circulation to the books and at the same time ensure the value of the books by the summary means to be furnished for recovering the price of cost. As however the inhabitants may not be induced to tax themselves with a sum necessary to found a library, the vestry are to have the power of borrowing the sum voted and charge it on the rates, to be repaid with interest by instalments of 1/20th of the principal each year. This is what is done under the Church acts when money is raised to rebuild or repair a church. There might be a power to borrow at 4 per cent from the saving Bank fund. Tho' this would not be absolutely necessary as there is never any difficulty in borrowing monies agreed to be raised in this way. The advantage of this plan is that it gives the parish the power of taxing themselves. And the whole machinery as to borrowing and charging the rates &c., may be adopted from the church building acts. And the board of general management for the selection &c. of books, will prevent improper books being had and all disputes &c. between the regular clergy and dissenters—there would be no difficulty in finding a few amateurs to act as commissioners, who would in fact have selections ready for the different classes of Libraries

offices of the British Library Board). The Division brought together the British National Bibliography, formerly an independent organization, and the Copyright Receipt Office, the first Director General being Mr. A. J. Wells, formerly Director of B.N.B.[1] The Division continued the vital task of producing lists of new books published in Great Britain, with matching catalogue cards. It also took over other B.N.B. productions—the British Catalogue of Music, the British Education Index, the British Union Catalogue of Periodicals, and finally Books in English, which was a new experiment in "ultra-microfiche" publishing (2850 pages to a single sheet) begun in 1970.

The most striking development in the bibliographical field, however, was the production of machine-readable catalogue material. This project, known as MARC, and based on a U.S. Library of Congress model, had been launched experimentally in 1967, with funds provided by the Office of Scientific and Technical Information.[2] By 1969 it was sufficiently far advanced for material to be circulated weekly to a number of libraries, and by 1974 the Bibliographic Services Division found itself in a position to offer a wide range of facilities. All B.N.B. records, back to the beginning in 1950, were now available on magnetic tape suitable for processing by computer; and Library of Congress records were similarly available back to 1968. Libraries could also subscribe for the use of tapes on a more selective basis, to suit their own special needs; and libraries not wishing to use a computer could subscribe for a full catalogue computer-produced on microfilm to match their own requirements.[3] In developing the MARC system, the Division collaborated closely with the Research and Development Department of the British Library, which had now taken over most of the functions formerly exercised by the Office of Scientific and Technical Information.

All this represented an immense step forward towards establishing adequate bibliographical control over the vast annual outpouring of new books. The importance of this advance, at a time when new and larger library authorities were faced with the mammoth task of organizing their cataloguing systems, is difficult to overestimate.

The creation of the British Library was a great achievement. For the first time the country had a rationally organized system of national libraries, of which the various parts were organically related to one another and to the infrastructure of local libraries. Now at last it could be said that Great Britain had a national library service.[4]

[1] Succeeded in 1975 by Mr. Richard Coward. For the early history of B.N.B. see above, pp. 409–410. Collaboration with the Copyright Office, originally very close, had been more difficult since 1967, when B.N.B.'s accommodation at the British Museum ceased to be available.

[2] The Office of Scientific and Technical Information (OSTI) was established by the Department of Education and Science in 1965, on the dissolution of the Department of Scientific and Industrial Research, to promote the co-ordination of scientific and technical information services and the development of new techniques. Cf. above, p. 422. Many of its functions were now transferred to the British Library Research and Development Department.

[3] See above, p. 445.

[4] The most convenient account of the establishment of the new Library is to be found in British Library, *First Annual Report, 1973–74*, and *Second Annual Report, 1974–75*.

Public Lending Right

By way of tailpiece to this second edition, as to the first edition, we add the curious story of what is known as Public Lending Right—a term coined by analogy with "public performing right" to mean the right of authors to receive an additional payment when their books are lent by a library to the public.

The origin of the proposal goes back to 1951, when Eric Leyland of Walthamstow wrote in W. H. Smith's *Trade Circular:*

> "it has always seemed to me most inequitable that an author must write a book, and spend large sums of money to produce it, only to find that thousands of copies, after being purchased by commercial lending libraries, are each read by hundreds of people—for the same royalty and profit return as though each copy were bought by a private individual."[1]

In a subsequent letter Leyland suggested a levy of ½d. per loan, for the benefit of the author. A long controversy followed. The novelist John Brophy extended the argument to public libraries, and proposed a 1d. levy. The Society of Authors took the matter up, and enlisted the help of the publishers. When the Roberts Committee ignored the issue, Sir Alan Herbert headed a new campaign, but three attempts to secure legislation in 1960–61 failed to secure substantial support. The Library Association was hostile, the public indifferent, the Government nervous of any inroad on the free library principle. The Public Libraries Act of 1964 was silent on the question.

In 1966, however, the Arts Council revived the issue with a proposal for a Government grant to cover an annual payment, not only to authors but also to publishers, based on library stocks.[2] This proposal did not find favour, but eventually in 1971, under Mr. Heath's Conservative Government, a working party was appointed to consider whether the matter could be dealt with by amendment of the Copyright Act of 1956. The resulting report, published in the following year, suggested either a special surcharge paid by libraries at the time of purchase, or an annual license fee paid by libraries and distributed to authors in proportion to their share of library purchases, but it pointed out that any such extension should in logic apply not only to books but also to a wide range of non-book material; and not only to public libraries but to all institutions where books are used (either for reference or for home reading) by readers who do not own them.[3]

The Library Association remained hostile to the whole proposal. Even though it was no longer suggested that there should be a levy on readers, and the principle of a free public library service now seemed to be sacrosanct, librarians still feared that the cost of the scheme would in the last resort mean a reduction in book funds, and a consequent impairment of the library service. Whether the charge was related to the number of books in stock, the number purchased, or the number lent, the cost of administration was, it was argued, bound to be heavy, and such funds as were left would go mainly to a few best-selling authors. If authors were not being properly paid, it was open to the

[1] *Trade Circular*, 3 Feb. 1951.

[2] Arts Council, *The Arts Council and Public Lending Right* (1968).

[3] Department of Education and Science, *Public Lending Right: Report of the Working Party appointed by the Paymaster General* (1972).

within the purview of the new organization, though the Dainton Report suggested that existing arrangements for cooperation should be extended to other fields, e.g. library research, cataloguing and bibliography. The Science Museum Library, and the National Art Library at the Victoria and Albert Museum, were also omitted. The Science Museum Library continued to collaborate closely with the library of the Imperial College of Science and Technology, and to serve as a national lending library of last resort for certain kinds of Scientific literature. It was also developed as a reference library of the history of science, and to provide a specialist service for the staff of the Science Museum and other museums nearby. The national Art Library, on which the Dainton Committee felt unable to formulate any recommendation without further examination, remained an independent institution.[1]

The new British Library, as it commenced operations in 1973, was organized in three Divisions—Reference, Lending and Bibliographic Services—with two supporting Departments—Research and Development and Central Administration. The Divisional and Departmental heads were responsible to the Chief Executive, and the governing body was the British Library Board, which comprised a Chairman, the Chief Executive (Vice-Chairman), the Directors General of the three Divisions, and nine other members. The first Chairman was Lord Eccles, the first Chief Executive Dr. H. J. Hookway.

The former British Museum Library, including at this time some nine million books, manuscripts and other items, now constituted the Reference Division. There were four Departments—Printed Books; Manuscripts; Oriental Manuscripts and Printed Books; and the Science Reference Library, the last named being the former National Reference Library of Science and Invention. The need for new accommodation was now more desperate than ever, with the bookstock dispersed among ten different buildings. After much debate it was at last announced in 1975 that the long-desired new building would be erected, not at Bloomsbury, but on a site near St. Pancras Station, but by this time the economic situation was so difficult that few dared to be optimistic about an early start to this project. The first Director General of this Division was Mr. D. T. Richnell.

One of the major operations in connection with the inauguration of the British Library was the merger of the National Central Library with the National Lending Library for Science and Technology. This involved the removal, by road and rail, of three-quarters of a million volumes, some from the National Central Library's new building near the British Museum (opened only in 1966) and some from a repository at Woolwich, to new accommodation at Boston Spa. The transfer was carried out during the summer of 1973. Together the two libraries formed the British Library Lending Division, offering a complete coverage both in the sciences and in the humanities. Their combined stock in 1975 amounted to more than 2½ million volumes of books and periodicals and more than 1¼ million documents in microfilm, and the number of periodicals being received, in all subjects and languages, was about 45 000. The first Director General of the Division was Dr. D. J. Urquhart, who was succeeded on his retirement in 1974 by Mr. Maurice B. Line.

[1] The Dainton Report, pp. 75–76, wrongly refers to this library as the British Library of Art.

At this time the Division was receiving about two million requests a year, from registered institutional borrowers, for loans or photocopies, about 10 per cent of these coming from abroad. Most of the requests were satisfied from the Division's own stock, but where necessary it could call on the help of other libraries, including (and this was a new feature) the British Library Reference Division and other copyright libraries.[1] The Division also organized a translation service for Russian, Japanese and East European literature, and acted as the United Kingdom centre for the Medical Literature Analysis and Retrieval System (MEDLARS) based in Washington, U.S.A.

Requests from public libraries accounted for 8 per cent of the total requests received by the Division, and represented about one-third of all public library inter-lending, the rest being arranged mainly through the Regional Library Bureaux. The possibility that the regional arrangements might be scrapped in favour of a national system was discussed from time to time,[2] and once local government reform had been completed the time seemed ripe for a fundamental reappraisal. In the meantime the old system continued to function, but with a number of significant changes.

One change, which took place in 1969, was the merging of the London Union Catalogue and the South Eastern Regional Bureaux, under the name LASER. The introduction, two years earlier, of a Standard Book Number for each book made it possible for this new organization to use computer-produced location lists in which books were identified by number, and this greatly speeded up the process of inter-library lending. From 1972 the book number system was put on an international basis, and each book published in one of the participating countries now bears the initials ISBN followed by a distinctive number. The ISBN system is commonly used by the Regional Library Bureaux as a quick means of identification.

The advent of the British Library Lending Division, with its extensive coverage of all British literature, made it no longer necessary for the regions to maintain the inter-regional subject coverage scheme. Another change directly related to the establishment of the British Library was the absorption of the Scottish Central Library by the National Library of Scotland, and the creation by that body of a Lending Services section. This change, which took place in 1974, created in Scotland an organization parallel in some respects to the British Library, though of course on a much smaller scale. At the same time the former Executive Committee of the Scottish Central Library was remodelled as the Library Co-operation Committee, undertaking many of the functions which in England and Wales were performed by the Library Advisory Councils.[3]

The Bibliographic Services Division, established in 1974, was housed in the former National Central Library building (which also accommodated the

[1] For a recent review of the situation see M. B. Line, "The British Library and the Future of Inter-library Lending", in *BLL Review*, Vol. III, No. 2 (1975), pp. 3–9.

[2] See for example D. J. Urquhart, "The Regional Bureaux and the N.L.L.", in *L.A.R.*, Vol. LXXII (1970), pp. 11–14, and the reply by S. P. L. Filon under the same title and in the same volume, pp. 46–48.

[3] For a full account of this change, and the factors leading to it, see W. H. Brown, "The National Library of Scotland: a new role", in *S.L.A. News*, No. 124 (Nov.-Dec. 1974), pp. 168–181.

In human terms the consequences were incalculable. Junior and middle staff found themselves transferred willy nilly to new authorities, sometimes to new and less congenial posts. Chief librarians were in a particularly vulnerable position: some were carried by the flux of change to higher office and larger responsibilities: others, and these were the majority, had to accept subordinate rank as deputy or district librarians, or the frustration of premature retirement. To not a few the change brought personal tragedy.[1]

From the point of view of library organization the reforms were both good and bad. In England and Wales the creation of larger library authorities was generally welcomed, and indeed had been Library Association policy, though few could have envisaged surgery so drastic as to involve the break-up of the splendid West Riding County Library. In this context the grant of library powers to a few Welsh county districts could perhaps be accepted as a minor anomaly. The grant of library powers to the Scottish county districts, however, was widely regarded as a disaster. Fewer than half the new Scottish library authorities had a population of 100 000, which was now generally considered the maximum for an efficient library service; and six (including of course the three islands areas) had a population less than 50 000. The break-up of the old county libraries, and the severance of the close links they had established with the education authorities, was particularly regretted. Lanark County, to take the most extreme example, was carved up among seven library authorities, several of which had no central library and no previous experience of running a library system. However, it can at least be said that the new Scottish authorities were on average twice as large in terms of population as those they replaced.

On the whole, and looking at the matter in the long term, it is difficult not to believe that the new and enlarged library areas will make possible a better and more efficient service. The changes in management structure are a different matter altogether. Most of the new authorities adopted a structure of the Bains type, but the committee groupings showed considerable variation, and the placing of the library service differed from one authority to another. A survey made in the summer of 1975, covering 155 out of the 161 new authorities in Great Britain, showed that in most cases (92 authorities) libraries were governed by committees concerned (under various titles) with leisure, amenities, or recreation. In a further 32 authorities they were grouped with museums and the arts, and sometimes cultural services; in 29 they were grouped with education; and in two they functioned under a general purposes committee.[2]

Undoubtedly there were benefits to be had from closer collaboration with other local authority services, but to librarians who had prided themselves on the educational value of their work it was disappointing, not to say humiliating, to find their service classed as recreational. How all this would affect the quality of the library service remained to be seen.

[1] For some of the injustices involved in reorganization see the letter by W. J. Murison in *L.A.R.*, Vol. LXXVI (Oct. 1974), pp. 210–211; and the bitter article by P. Hepworth in *New Library World*, Vol. LXXV (Jan. 1974), pp. 7–9.

[2] E. V. Corbett, "1965 to 1975: a Decade to Remember", in *L.A.R.*, Vol. LXXVII (1975), pp. 232–233.

The British Library

As though this drastic reorganization at local level were not sufficient, the Government embarked almost at the same time on a complete restructuring of the national library service. The need for urgent consideration of this matter was first brought to public notice in the report, published in 1967, of a committee on university libraries appointed by the University Grants Committee and chaired by Dr. Thomas Parry, Principal of University College, Aberystwyth. This report drew attention to the lack of what it called a "true apex to the library system of this country", and went on to recommend the establishment of a British National Library, based on the British Museum Library, to take responsibility amongst other things for the collection of the nation's literature, the publication of a national bibliography, and the organization of a national interlending service.[1]

Later in 1967 the Secretary for Education and Science unexpectedly refused to confirm the plan approved by the previous Government for the building of a new British Museum Library in Bloomsbury.[2] In doing so, the Secretary at the same time announced the setting up of a new committee "to examine the functions and organization of the British Museum Library, the National Lending Library for Science and Technology and the Science Museum Library in providing national library facilities and to consider whether . . . such facilities should be brought into a unified framework". The committee, under the chairmanship of Dr. F. S. Dainton (afterwards Sir Frederick Dainton) Vice-Chancellor of the University of Nottingham, reported in 1969. It took a wide view of its subject and recommended the establishment of a National Libraries Authority controlling two reference units, namely the British Museum Library and the National Reference Library of Science and Invention; three lending units, namely the National Lending Library for Science and Technology, the National Central Library, and a new National Reports Centre at Boston Spa; a bibliographical unit; and a research unit. The new building for the British Museum Library (to be renamed the National Reference Library) should be in central London, preferably on the Bloomsbury site.[3]

A Government White Paper published in 1971 accepted in principle the main recommendations of this crucial report, distinguishing three main fields of activity, namely reference services (to be concentrated on the Bloomsbury site); lending services (to be concentrated at Boston Spa); and bibliographic services (to be concentrated in London). The name chose for the new national organization was the British Library.[4] The necessary legislative authority was provided by the British Library Act, 1972,[5] and the new arrangements began to operate on 1 July 1973.

The National Libraries of Wales and Scotland, and the Scottish Central Library, because of their specialized spheres of interest, were not brought

[1] University Grants Committee, *Report of the Committee on Libraries* (1967), Ch. vii.

[2] See above, p. 425.

[3] Department of Education and Science, *Report of the National Libraries Committee* (Cmnd. 4028, 1969).

[4] Paymaster-General, *The British Library* (Cmnd. 4572, 1971).

[5] Eliz. II 1972, c. 54. A good account of the discussions leading up to the Act, with full bibliographical references, is given by Brigid Mulcahy in *B.L.I.S. 1966–70*, pp. 345–364.

Martya, John. Libraries and information in Britain.
Londres: The British Council, 1987. 37pp

The British Library was formed in July 1973 from four major national institutions: the British Museum Library, the National Central Library, the National Lending Library for Science and Technology and the British National Bibliography. The British Library is not part of the British Museum. It is directed by a Board of Management under the Chairmanship of Lord Eccles, and it is organised into three main Divisions: Reference, Lending and Bibliographic Services.

The Reference Division:
contains about 8 million printed books, about 75,000 Western and 30,000 Oriental manuscripts, 100,000 charters and rolls, 18,000 detached seals and casts of seals, 3,000 Greek and Latin papyri, and a fine collection of Egyptian papyri. Admission for research to the Public Reading Rooms at Great Russell Street is by ticket.

The Reference Division has four major departments; the first three of which are still mainly housed in Great Russell Street, London WC1B 3DG. They were formerly library departments of the British Museum but, the British Library Reference Division is no longer part of the British Museum.

Exhibitions of books, manuscripts, maps, music and postage stamps are open to the general public in the King's Library and adjoining galleries, and there is no charge for admission.

Department of Printed Books:
has the most comprehensive copyright deposit library of the United Kingdom, with large collections of early and foreign books and periodicals. There are sub-departments housing official publications, maps, music and postage stamps; and the Newspaper Library (Colindale Avenue, London NW9 5HE).

Department of Manuscripts:
covers Western history, art and literature, including manuscript maps and music, from the earliest times to the present day in the form of books and documents. The Department's exhibition cases include the Lindisfarne Gospels, the Magna Carta, the fourth century Codex Sinaiticus, heraldic manuscripts, maps, music and many interesting literary and historic autographs, a deed bearing the signature of William Shakespeare, Nelson's memorandum on Trafalgar and two log-books of his flagship, HMS Victory.

Department of Oriental Manuscripts and Printed Books:
covers the language and literature of Asia and North Africa; especially rich in Hebrew, Arabic and Persian manuscripts and ancient versions of the Bible; the Chinese Library contains more than 60,000 manuscripts and printed rolls (one, the Diamond Sutra of AD 868, being the oldest dated, printed document in the world.)

Science Reference Library:
the principal public reference library in the United Kingdom for contemporary literature of physical sciences, technology, engineering and the life sciences. No admission ticket is required.

Publications: *Guide to the Science Reference Library, Aids to Readers, Periodical Publications in the SRL, Occasional Publications, Notes to Readers, SRL News.*

The Holborn Branch: 25 Southampton Buildings, London WC2A 1AW; incorporates the Patent Office Library, founded here in 1855; 20,000 periodicals and reports; 600,000 vols; comprehensive collection of world patents literature.

Bayswater Branch: 10 Porchester Gardens, Queensway, London W2 4DE, founded in 1966; complements the Holborn Branch collections of scientific literature, specialises in life sciences; 20,000 periodicals and reports; 250,000 vols.

Lending Division:
Boston Spa, Wetherby, West Yorks LS23 7BQ

the largest library in the world devoted to interlibrary lending. It is the national centre for inter-lending within Britain and between Britain and countries overseas.

The library combines the resources of the former National Central Library and the former National Lending Library for Science and Technology. It contains over 2½ million volumes, plus one million documents in microform; each year it acquires some 80,000 books (mainly in English) and subscribes to 46,000 current periodicals, as well as large numbers of reports, conference proceedings and official publications. Materials are normally supplied, by loan or photocopy, only to other libraries and corporate organisations, not direct to individuals. The Lending Division also has access to many millions of books in other libraries, by means of union catalogues and special arrangements with certain libraries.

In 1974 the library received well over 2 million requests; demand is growing at about 15 per cent a year at present. 84 per cent of requests are satisfied from stock and 10 per cent from elsewhere. 10 per cent of all requests come from overseas. IFLA (International Federation of Library Associations) has established an Office for International Lending at the Lending Division.

Publications: *BLL Review, Current Serials Received by the Lending Division, Index of Conference Proceedings*, and guides to new accessions and translations.

Bibliographic Services Division:

Store Street, London WC1E 7DG

The Division's role is to process the acquisitions of the British Library and provide its catalogues and similar bibliographic services. It incorporates the former British National Bibliography, the Copyright Receipt Office (formerly of the British Museum) and the UK National Serials Data Centre.

Research and Development Department:

Sheraton House, Great Chapel Street, London W1V 4BH

The Department promotes and supports research and development related to library and information operations in all subject fields and is directed to the benefit of the national library and information system as a whole.

The new encyclopedia britanica: macropaedia knowledge in deptu
Chicago: Encyclopedia británica, 1987, Vol. 22,2

had stated that he wanted the facilities of a great library to be available to poor students so that they could indulge their "learned curiosity"; in England in 1850 an act of Parliament was passed enabling local councils to levy a rate for the provision of free library facilities. From the first tentative beginnings there has been continuous growth in the providing of reading and other services and in the use that is made of them by the public.

KINDS OF LIBRARIES

Library services available throughout the world vary so much in detail from country to country that it is impossible to present anything but the most general picture of their activities. Nevertheless, they follow a broad but discernible pattern that has evolved over the years.

Aims of a national library

National libraries. In most countries there is a national or state library or group of libraries maintained by national resources, usually bearing responsibility for publishing a national bibliography and for maintaining a national bibliographical information centre. National libraries strive principally to collect and to preserve the nation's literature, though they try to be as international in the range of their collections as possible.

Most national libraries receive, by legal right, one free copy of each book and periodical printed in the country. Certain other libraries throughout the world share this privilege, though many of them receive their legal (or copyright) deposit only by requesting it.

The Bibliothèque Nationale in Paris, the British Library in London, the Library of Congress in Washington, D.C., and the Lenin Library in Moscow are the most famous and possibly the most important national libraries in the Western world. Their importance springs from the quality, size, and range of their collections, which are comprehensive in scope and attempt to maintain their comprehensiveness. This latter they achieve with diminishing success in view of the vastly increased number of publications that daily appear throughout the world, the failure of publishers to provide legal-deposit copies, and the difficulty of ensuring adequate representation of publications issued in the developing countries.

Bibliothèque Nationale. The Bibliothèque Nationale was before the Revolution known as the Bibliothèque du Roi and owes its origin (as is indicated above) to Charles V. It was the recipient during the 15th and 16th centuries of a number of important collections of manuscripts; in 1617, under the librarianship of the great collector de Thou, its right to legal deposit was reaffirmed and continued to be rigidly enforced. In the first quarter of the 18th century four of the library's departments (of prints, coins, printed books, and manuscripts) were created; it was opened to the public in 1735. Enormous additions accrued to the library as a result of the French Revolution and the confiscation of aristocratic and church private collections. The catalog of the library on cards was completed under the librarianship (1874–1905) of Léopold Delisle, and in 1897 he made a start to the task of compiling a printed catalog in volume form.

The present-day Bibliothèque Nationale plays a leading role in the French national library service. It houses the Direction des Bibliothèques, which oversees all public libraries, and participates in the training of library professionals. The library has undertaken the retrospective conversion of its catalog into machine-readable form.

The British Library. For more than two centuries the British Museum combined a great museum of antiquities with a great comprehensive library. The library was founded in 1753 by the acceptance of the bequest of the collections of Sir Hans Sloane, physician to King George II and president of the Royal Society. The library was built up on the basis of two other important collections, that of Sir Robert Cotton and that of Edward and Robert Harley, earls of Oxford; to these were added the Royal Library, given by George II in 1757. With this collection came also the right to legal deposit of one copy of every book published in the British Isles; this right is generally enforced, yet many titles arrive only slowly and some not at all. These four basic collections were notably enlarged during the first century of the library's history by the addition of many private collections, including the libraries of King George III (1823) and of Thomas Grenville (1846). Sir Anthony Panizzi reorganized the library; he was also responsible for its printed catalog, made between 1881 and 1905.

British Library Act of 1972

The British Museum Library was separated from the Museum under the British Library Act of 1972 and by July 1, 1973, was reorganized as the British Library Reference Division. The British Library Lending Division was formed from the amalgamation of two previously existing libraries: the National Central Library, which grew out of the Central Library for Students founded in 1916 and was the centre for interlibrary lending from 1927, and which had a collection of some 400,000 books and periodicals, mainly in the humanities and social sciences; and the National Lending Library for Science and Technology, which had been opened in 1962 by the Department of Scientific and Industrial Research. The Lending Division is located in Yorkshire and operates an extensive lending service through the mail.

The British Library Bibliographic Services Division was formed from the British National Bibliography Ltd., an independent organization set up in 1949 to publish a weekly catalog of books published in the United Kingdom and received at the British Museum by legal deposit. The *British National Bibliography*, as this weekly catalog was called, quickly established itself as a foremost reference work, both for book selection and cataloging and for reference retrieval. Since the reorganization of 1973 the division has continued and expanded the computerizing of current cataloging and the central provision of both printed cards and machine-readable entries. The BLAISE service (British Library Automated Information Service) offers a cataloging facility to any library wishing to participate, and the Bibliographic Services Division and its predecessor, the British National Bibliography, have cooperated closely with the U.S. Library of Congress in the Project for Machine-Readable Cataloging (MARC), which provides on-line access to the catalogs of the current acquisitions of the British Library Reference Division and the Library of Congress.

Library of Congress. The U.S. Library of Congress, located in Washington, D.C., probably is the largest of the national libraries, and its collection of modern books is particularly extensive. It was founded in 1800 but lost many of its books by fire during a bombardment of the Capitol by British troops in 1814. These losses were to some extent made good by the purchase of Thomas Jefferson's library shortly thereafter. The library remained a strictly congressional library for many years, but as the collections were notably enlarged by purchases and by additions under the copyright acts, the library became and remained—in effect, although not in law—the national library of the United States. The public has access to many of the collections.

The Library of Congress makes its catalog available to many thousands of subscribing American libraries and institutions. The service was begun by Herbert Putnam, librarian from 1889 to 1939. At the program's inception, in 1902, printed cards were used, and in the first year there were 212 subscribers.

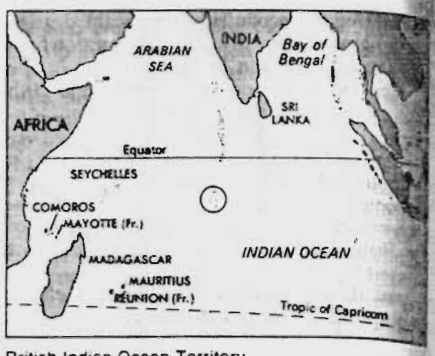
The library's impact on librarianship has always been of the highest value. Through the Library of Congress Classification, the printed catalog cards, and the Project for Machine-Readable Cataloging (MARC; see below *Technical services*), the library's practices are widely followed. It publishes the *National Union Catalog*, its many editions totaling several hundred volumes and representing the stock of several thousand libraries. The library began producing most of the catalog on microfiche in 1983.

Lenin Library. Of a size and importance comparable to the Library of Congress, the Lenin Library of the U.S.S.R., in Moscow, is the national library of the Soviet Union. It receives several copies of all publications from the constituent republics of the Soviet Union and distributes copies to specialist libraries. It issues printed cards for the *Bibliography of Periodicals, 1917–1947* and for a cooperative catalog called *Books Published in the USSR, 1917–1945*, which lists the holdings of the Lenin Library, the

volume to 10 pounds avoirdupois of distilled water weighed at 62° F with the barometer at 30 inches, or 277.274 cubic inches (later corrected to 277.421 cubic inches). The two new basic standard units were the imperial standard yard and the troy pound, which was later restricted to weighing drugs, precious metals, and jewels. A 1963 act abolished such archaic measures as the rod and chaldron (a measure of coal equal to 36 bushels) and redefined the standard yard and pound as 0.9144 metre and 0.45359237 kilogram respectively. The gallon now equals the space occupied by 10 pounds of distilled water of density 0.998859 gram per millilitre against weights of density 8.136 grams per millilitre.

While the British were reforming their weights and measures in the 19th century, the Americans were just adopting units based on those discarded by the act of 1824. The standard U.S. gallon is based on the Queen Anne wine gallon of 231 cubic inches and is about 17 percent smaller than the British imperial gallon. The U.S. bushel of 2,150.42 cubic inches, derived from the Winchester bushel abandoned in Britain, is approximately 3 percent smaller than the British imperial bushel. In the British system, units of dry and liquid capacity are the same, while in the United States, they differ; the liquid and dry pint in Britain each equal 0.568 cubic decimetre, while the U.S. liquid pint is 0.473 cubic decimetre, and the U.S. dry pint is 0.551 cubic decimetre. British and American units of linear measure and weight are essentially the same. Notable exceptions are the British stone of 14 pounds, which is not used in the United States, and a divergence in definition of the hundredweight (100 pounds in the U.S., 112 in Britain) that yields two tons, the short U.S. ton of 2,000 pounds and the long British ton of 2,240 pounds. In 1959 major English-speaking nations adopted common metric definitions of the inch (2.54 centimetres), the yard (0.9144 metre), and the pound (0.45359237 kilogram).

British Indian Ocean Territory, colony of the United Kingdom in the central Indian Ocean, established Nov. 8, 1965, by the amalgamation of the Aldabra Islands (*q.v.*) and the Farquhar and Desroches islands (all purchased from the Seychelles) with the Chagos Archipelago (formerly a dependent of Mauritius). On June 28/29, 1976, the islands purchased from the Seychelles were returned to the newly independent Republic of Seychelles. After that date the colony comprised only the islands of the Chagos Archipelago, including Diego Garcia (*q.v.*; area 23 sq mi [60 sq km] covering some 21,000 sq mi [54,000 sq km] of ocean). Administrative headquarters were at Victoria, Seychelles, during 1965–76 and after 1976 were at the Foreign and Commonwealth Office, London.



British Indian Ocean Territory

A brief discussion of the administrative status of the British Indian Ocean Territory follows. For a discussion of the colony's geography and history, *see* MACROPAEDIA: Indian Ocean Islands.

The colony was created (despite the opposition of the Organization for African Unity and Mauritian demands for the return of the Chagos Archipelago) to allow the establishment of defense and communications facilities in the Indian Ocean by the governments of Britain and the United States. To that end, the existing population of copra-plantation workers was expelled (some 1,200 persons were relocated, mainly in Mauritius, during 1965–73), and a major British–U.S. defense facility was built on Diego Garcia, the southernmost island of the Chagos Archipelago. Expansion of these facilities during the late 1970s was opposed by neighbouring states, who viewed the base as compromising the nonmilitarized status of the Indian Ocean region. There is no permanent civilian population.

British Isles, group of islands off the western coast of Europe. The group consists of two main islands, Great Britain and Ireland, and numerous smaller islands. *See* United Kingdom; England; Scotland; Wales; Ireland, Northern Ireland.

British Leyland Limited: *see* BL Public Limited Company.

British Library, national library of Great Britain, formed by the British Library Act (1972) and organized by July 1, 1973. It consists of the former British Museum Library, National Central Library, National Lending Library for Science and Technology, and the British National Bibliography. The library's reference division includes more than 10,000,000 printed books, 120,000 manuscripts, 100,000 seals, more than 3,000 papyri, and other materials. The lending division has about 4,500,000 volumes, 55,000 current periodicals, and 3,500,000 documents on microfilm.

The British Museum library was founded in 1753 on the basis of collections of Sir Hans Sloane. At the same time manuscripts, rich in Anglo-Saxon and Latin codices, of Edward and Robert Harley, earls of Oxford, and Sir Robert Cotton were acquired. In 1757 George II presented to the library the Royal Library of the kings of England (from Edward IV to George II), which brought with it the right to a free copy of all books entered at Stationers'

British/US system (foot-pound-second, fps)

length

1 statute mile (mi)	= 5,280	ft	= 1,760	yd	= 320 rods	= 8 furlongs		
1 nautical mile (n mi)	= 6,076	ft	= 1.151 mi					
1 furlong	= 660	ft	= 220	yd	= 40 rods	= 1/8 mi		
1 chain (Gunter's)	= 66	ft	= 22	yd	= 100 links	= 4 rods		
1 rod	= 16.5	ft	= 5.5	yd	= 25 links			
1 fathom	= 6	ft	= 72	in				
1 yard (yd)	= 3	ft	= 36	in				
1 foot (ft)	= 12	in						
1 link (Gunter's)	= 0.66	ft	= 7.92	in				
1 hand	= 4	in						
1 inch (in)	= 1	in						
1 mil	= 0.001	in						

area

1 sq mi = 640 acres	= 102,400 sq rods	= 3,097,600 sq yd	= 27,878,400 sq ft	
1 acre = 10 sq chains	= 160 sq rods	= 4,840 sq yd	= 43,560 sq ft	
1 sq ft = 144 sq in		= 1/9 sq yd	= 144 sq in	

volume

1 cu ft	= 1/27 cu yd	= 12 fbm	= 1,728 cu in
1 cu in	= 1/46,656 cu yd	= 1/1,728 cu ft	
1 acre-foot	= 43,560 cu ft	= 1,613 cu yd	
1 board-foot (fbm)	= 144 cu in	= 1/12 cu ft	= 1 super foot (lumber)
1 cord (US)	= 128 cu ft		

capacity

1 cu ft	= 7.481 gal (US)	= 6.229 gal (Br)

liquid measure (US)

1 barrel, oil	= 42	gal (US)	= 34.97	gal (Br)			
1 gallon (gal)	= 0.833	gal (Br)	= 4 qt	= 231.00 cu in	= 128 fl oz		
1 quart (qt)	= 1/4	gal	= 2 pt	= 57.75 cu in	= 32 fl oz		
1 pint (pt)	= 1/8	gal	= 1/2 qt	= 28.88 cu in	= 16 fl oz		
1 gill (gi)	= 1/32	gal	= 1/4 pt	= 7.22 cu in	= 4 fl oz		
1 fluid ounce (fl oz)	= 1/128	gal	= 1/16 pt	= 1.80 cu in			

dry measure (US)

1 bushel (bu)	= 0.97	bu (Br)	= 4 pk	= 2,150.4 cu in	= 1.24 cu ft					
1 peck (pk)	= 1/4	bu	= 8 qt	= 537.6 cu in	= 0.31 cu ft					
1 quart (qt)	= 1/32	bu	= 2 pt	= 87.2 cu in	= 1/8 pk					
1 pint (pt)	= 1/64	bu	= 1/2 qt	= 33.8 cu in						

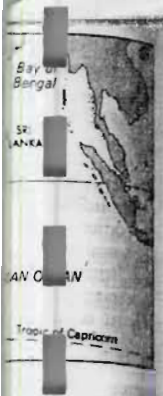
liquid and dry measure (Br)

1 bu	= 1.03 bu (US)	= 8 gal	= 4 pk	= 2,219.36 cu in	= 1.284 cu ft							
1 pk	= 0.25 bu	= 2 gal	= 8 qt	= 554.84 cu in								
1 gal	= 1.20 gal (US)	= 4 qt		= 277.42 cu in								
1 qt	= 0.30 gal	= 2 pt	= 1/8 pk	= 69.36 cu in								
1 pt	= 4.80 gi (US)	= 4 gi		= 34.68 cu in	= 20 fl oz							
1 gi	= 1.20 gi			= 8.67 cu in	= 5 fl oz							
1 fl oz	= 0.96 fl oz (US)			= 1.73 cu in								

weight

1 short ton (sh t) (US)	= 0.89 long tons	= 2,000	lb	= 20	sh cwt*							
1 long ton (Br)	= 1.12 short tons	= 2,240	lb	= 22.4	sh cwt*							
1 short cwt* (US)	= 0.05 short tons	= 100	lb									
1 long cwt* (Br)	= 0.05 long tons	= 112	lb									
1 stone (person)	= 0.14 sh cwt	= 14	lb									
1 pound (lb)	= 0.07 stone (Br)											
1 ounce avdpt (oz)	= 437.50 grains	= 1/16	lb	= 0.911	oz troy							
1 ounce troy (oz troy)	= 480.00 grains	= 1/12	lb	= 1.097	oz							
1 grain		=	0.0023	oz	= 0.0021	oz troy						

*cwt = hundredweight. †avdp = avoirdupois.



Hall. The second royal library, that of George III, was purchased from George IV in 1823.

The British Museum library collection included a rich series of charters (including those of the Anglo-Saxon kings) and papers ranging from the 3rd century BC to modern times; the Lindisfarne Gospels (*c.* AD 700), which contain the earliest extant Anglo-Saxon gloss of the Latin Gospels; the Codex Alexandrinus of the Bible, which formed part of the Royal Library, and the Codex Sinaiticus, bought from the government of the Soviet Union in 1933; and the Bedford Hours and the Bedford and Luttrell psalters. The Department of Oriental Printed Books and Manuscripts included the library of C.J. Rich, the Chambers collection of Sanskrit manuscripts, and an exceptional library of Hebrew manuscripts.

The National Central Library was founded in 1916 as the Central Library for Students. It was the national centre for interlibrary lending within the British Isles and between Britain and other countries. The National Lending Library for Science and Technology (founded 1961) was administered by the Department of Education and Science. Its books and periodicals usually were available only to organizations and other libraries in the United Kingdom. The British National Bibliography was founded in 1950; it publishes the national catalog of British publishing, of the same name.

British Museum, Great Britain's national collection of archaeology and ethnography, located in the Bloomsbury district of London. The museum and library originated in 1753 when the art collection and library of Sir Hans Sloane (1660–1753) were acquired by the government. Established by an act of Parliament, the museum and library were opened to the public in 1759 and housed in Montagu House; the present building was designed in the Neoclassical style by Sir Robert Smirke and was built (1823–52) on the site of Montagu House.

The museum has among its holdings collections of ancient and medieval artifacts and art. The ethnographical collections are displayed at the Museum of Mankind, elsewhere in London. In 1973 the library of the British Museum was joined with several other significant holdings to create the British Library.

British Museum (Natural History), also called NATURAL HISTORY MUSEUM, in London, scientific institution with national and international responsibilities for taxonomic and associated research using its collection of natural history specimens and extensive libraries. It supports biological and geological research generally, and it also functions as an educational centre through the displays in its exhibition galleries. The museum was formerly an integral part of the British Museum, originating in 1753 when the government acquired the collections of Sir Hans Sloane (1660–1753). In 1881, under the superintendency of Richard Owen (1804–92), the natural history collections were moved (1881–85) from Bloomsbury to a building in South Kensington designed especially for them by Alfred Waterhouse, and where they are now kept. Not until an act of Parliament in 1963, however, did the Natural History Museum gain its own board of trustees and become fully independent of the British Museum.

The collections consist of animals and plants—both extant and extinct—meteorites, and the rocks and minerals that make up the Earth's crust. The department of mineralogy has about 180,000 specimens, and those of botany, paleontology, zoology, and entomology number in the many millions. Each department has its own library of books, journals, and original manuscripts. There is also a general library.

In 1975 the museum's education and exhibition activities were brought together to form a new Department of Public Services. Subsequently the museum developed new educational displays on the physical processes of life and the relationships between species. Major galleries deal also with human biology, ecology and food chains, man's place in evolution, and the origin of species.

British North America Act, the act of Parliament of the United Kingdom by which in 1867 three British colonies in North America—Nova Scotia, New Brunswick, and Canada—were united as "one Dominion under the name of Canada" and by which provision was made that the other colonies and territories of British North America might be admitted. It also divided the province of Canada into the provinces of Quebec and Ontario and provided them with constitutions. The act served as Canada's "constitution" until 1982, and was used as the basis of Canada's Constitution Act of 1982, by which the British Parliament's authority was transferred to the independent Canadian Parliament.

The British North America Act conferred on the new dominion (which Canadian statesmen wished to call the "Kingdom of Canada") a constitution "similar in principle to that of the United Kingdom." The executive government was vested in Queen Victoria and her successors. These two provisions meant that Canada would have parliamentary and cabinet government. The legislature was to consist of a Senate, its members appointed for life from the regions of Canada, and a House of Commons elected from the provinces on the principle of representation by population. The act provided that criminal law should be federal and civil law provincial. The federal government was to appoint all senior judges, the provinces to administer the laws and maintain the courts. The act also authorized establishment of a Supreme Court of Canada.

The allocation of powers between the federal and provincial governments was done by sections 91 and 92 of the act. By the former, the federal legislature is given power to legislate for "the peace, order and good government of Canada" and "for greater certainty" 29 subjects of exclusive federal jurisdiction are listed. The act also gave the federal government the right to disallow any provincial act within two years of its passage. The provinces might levy direct taxation only, while the dominion might use any mode of taxation. The act thus provided for a union in which the federal government had general and overriding powers, while the provinces had particular and restricted ones.

The course of judicial interpretation in the Judicial Committee of the imperial Privy Council nevertheless transformed the character of the federal constitution under the act by greatly reducing the powers of the federal government and correspondingly increasing those of the provinces. The act provided no process of amendment. Amendments were made by the imperial Parliament in London at the request of the Parliament of Canada.

Consult the INDEX *first*

British Open, one of the world's major men's golf tournaments, held annually (with a few exceptions) since 1860 at different courses in the British Isles. It is open to professional and amateur contestants (hence the name). Since 1892 the Open has been 72 holes of stroke play (the player with the lowest number of strokes is the winner). Eligibility for the tournament is determined by a qualifying round, with a few players exempted on the basis of past performance. *See* Sporting Record: *Golf: Open and Amateur champions—men.*

British Petroleum Company PLC, The (BP), British petrochemical corporation registered on April 14, 1909, as Anglo-Persian Oil Company, Ltd.; it was renamed Anglo-Iranian Oil Company, Ltd., in 1935 and changed its name to British Petroleum Company Limited in 1954. The current name was adopted in 1982.

Effective Jan. 1, 1955, it became a holding company, and its subsidiaries and associated companies (some 650 in all) today engage in the exploration, production, refining, transportation, and distribution of oil and natural gas and in the manufacture of chemicals, plastics, synthetic fibres, and proteins. The company also has investments in the development and marketing of solar energy units. In 1914 the British government became the principal stockholder and over the years has usually been the largest single stockholder. Since the early 1970s the government and the Bank of England have together held at least 51 percent of the shares. Headquarters are in London.

The Anglo-Persian Oil Company was formed in 1909 to take over and finance a field concession granted in 1901 by the Persian government to an English investor, William Knox D'Arcy. The first successful oil wells were drilled at Masjed Soleymān, and crude oil was piped to a refinery built at Abadan, from which the first cargo of oil was exported in March 1912. Other Iranian fields and refineries were built, and by 1938, Abadan had the largest single refinery in the world. The concession was revised in 1933, briefly suspended in 1951–53, and renewed in 1953 in a consortium with other oil companies.

Elsewhere, BP developed oil fields and built refineries in several countries around the world. Over the years it has developed major interests in Bahrain, Arabia, Iraq, Kuwait, Venezuela, Australia, Alaska's Prudhoe Bay, and in the U.K. sector of the North Sea, where, in 1965, BP made the first commercial discovery of natural gas and, in 1970, the first commercial discovery of oil.

British Railways, the national railway system of Great Britain, created by the Transport Act of 1947, which inaugurated public ownership of the railroads. The first railroad built in Great Britain was the Stockton and Darlington, opened in 1825. It used a steam locomotive built by George Stephenson and was practical only for hauling mineral trains. The Liverpool and Manchester Railway, which opened in 1830, was the first modern railroad. It was a public carrier of both passengers and freight. By 1870 Britain had about 13,500 mi (21,700 km) of railroad. At their greatest extent in 1914, there were about 20,000 miles of track, run by 120 competing companies. Steam locomotives began to be replaced by diesels in the 1950s, and in the 1960s by electrification.

The railroads were taken over by the British Transport Commission in 1948. A 1962 law established the British Railways Board to manage the railroads. The board set out to nationalize the system, emphasizing mass movement over major trunk lines and the abandonment of many other services. It divided the system into five regions, each managed by a board responsible for most operations in its region. In 1980 the government sold majority control of all non-rail activities of the railroad.

Between 1963 and 1975 the board shortened its routes from 17,500 miles to 11,000 and cut personnel from about 475,000 to about 250,000. It undertook track reconstruction, installed long, continuously welded rails, and introduced new signalling systems. A computerized freight service was introduced in 1975, through which a central computer in London monitors the movements of 216,000 freight cars. In 1966–67 the west coast line from London to Birmingham, Manchester, and Liver-

Donaldson, Frances: The British Counsul: The First Fifty Years. London: Jonathan cape, 1984,422p.

by the same author

FREDDY LONSDALE
THE MARCONI SCANDAL
EVELYN WAUGH: PORTRAIT OF A COUNTRY NEIGHBOUR
EDWARD VIII
P. G. WODEHOUSE: THE AUTHORIZED BIOGRAPHY

THE BRITISH COUNCIL

The First Fifty Years

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THIRTY BEDFORD SQUARE LONDON

First published 1984

Jonathan Cape Ltd, 30 Bedford Square, London WC1

British Library Cataloguing in Publication Data

Donaldson, Frances
The British Council
1. British Council—History
I. Title
062 DA20

ISBN 0-224-02041-2

Typeset by Gloucester Typesetting Services
Printed in Great Britain by
Butler and Tanner Ltd
Frome and London

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Introduction

The year 1984 is the fiftieth anniversary of an institution which began its life under the title of 'British Committee for Relations with Other Countries'. The word 'Committee' was soon replaced by that of 'Council', and in 1936 the Foreign Office officially announced that 'in view of the numerous criticisms, The British Council for Relations with Other Countries has decided to abbreviate its title and to style itself "The British Council" '.

Today the British Council is known and has devoted friends in most of the countries of the world. Yet, in its corridors they constantly bewail the fact that ninety-nine out of every hundred of its own countrymen have never heard of it, while, of those who have, very few have a clear idea of what it stands for. Retiring as Chairman in 1976, at a time when the Council had for forty-two years shown an astonishing capacity for development and growth, as well as much evidence of its adaptability, Lord Ballantrae said: 'I remain baffled by the problem of how to get our work better known in this country, where, except in small specialised circles such as universities, ignorance about it is abysmal.'[1]

The truncated title, forbidding as well as inexplicit and inexpressive, must contribute to this ignorance. The impression is of one of those vague areas of political or possibly legal life which are genuinely functional but too arid for the consideration of the ordinary man. So it cannot be said too soon that the business of the British Council is not merely relations with other countries but cultural relations. A statement of its early aims and objects reads as follows:

> To promote abroad a wider appreciation of British culture and civilisation, by encouraging the study and use of the English language, and thereby, to extend a knowledge of British literature and of the British contributions to music and the fine arts, the sciences, philosophic thought and political practice.
>
> To encourage both cultural and educational interchanges between

the United Kingdom and other countries and, as regards the latter, to assist the free flow of students from overseas to British seats of learning, technical institutions and factories, and of United Kingdom students in the reverse direction.

To provide opportunities for maintaining and strengthening the bonds of the British cultural tradition throughout the self-governing Dominions.

To ensure continuity of British education in the Crown Colonies and Dependencies.[2]

If allowance is made for the change in status of the Crown Colonies and Dependencies and of their consequent relationship to Great Britain, these words still serve as a fair description of the aims and objects of the British Council.

In 1934 there was nothing new in the idea that the language, literature, art, science and way of life of a nation might be spread abroad as a means of encouraging understanding and goodwill on the part of others. Indeed Great Britain was almost alone among the leading European nations in not acting upon it. Both the French and the Germans had treated it as an important part of foreign policy since the latter half of the nineteenth century, although their motives were subtly and characteristically different. To quote an earlier writer on the subject of the French:

> The French, having from the cradle been encouraged by their parents to assert themselves, *de se faire valoir*, being convinced that since the age of Pericles there has existed no type of civility comparable to that evolved during the reign of Louis XIV, have in all sincerity regarded it as their mission to spread latin culture across the globe and to impart to untutored savages the logical intelligence of Descartes and Pascal, or the orderliness of Racine's careful style. For them, in this respect, pride and philanthropy are nobly fused. Even the Italians, who rely for their prestige upon a magnificent past rather than upon present proportions of wealth and power, have striven to extend their influence by communicating to others the beauty of their language and the glamour of their intellectual and artistic achievement.[3]

From the nineteenth century the French Government had given subsidies to the schools of the French Roman Catholic missionaries in

the Mediterranean Basin, as well as to the hospitals and agricultural institutions, and in the twentieth century they extended their work by establishing lay schools and at the same time enlarging their sphere of influence to take in the countries of the West and South America. Splendidly equipped institutes for higher education were established in Florence, Rome, Athens, Cairo and Damascus. 'Nos universités et nos écoles à l'étranger sont de véritables foyers de propagande en faveur de la France,' declared a report on the Estimates for the Foreign Services for 1920. 'Elles constituent une arme aux mains de nos pouvoirs publics.'[4] A private society called the Alliance Française, established in 1880, promoted the teaching of the French language through groups organised in many parts of the world to carry out a programme of schools and libraries and to arrange lectures and exhibitions of art and so on. This society grew to be of the first importance. By 1933 Sir Charles Mendl, Press Attaché at the British Embassy in Paris, reported that the Alliance Française was by far the largest, best organised and most powerful instrument of cultural propaganda which France possessed, subsidised by the Ministries of Foreign Affairs, National Education, and of the Colonies, by the Governments of the various French Colonies and Protectorates, by the City of Paris and by a number of *Conseils généraux* throughout France; and with an expenditure of something like six million francs a year.[5]

Writing at about the same time, Russell Galt of the American University in Cairo concluded a pamphlet on the difference between French and English educational philosophies in Egypt with the following sentences: 'In Egypt England had an army, – the French an idea. England had educational control – France, a clear educational philosophy. Because the French did have such an organized philosophy and the English did not, the French pen has proved mightier than the English sword.'[6] And an appropriate appendage to these words may be found in the experience in 1981 of a member of the staff of the British Council who, having replied in some detail to a request from a compatriot for information as to what this body stood for, was surprised to receive the reply: 'Oh, I see. Rather like the Alliance Française.'

The Germans were neither later nor less active in the field, although initially their motives were rather different. They wished to maintain the spirit of Germanism (*Deutschtum*) in the millions of Germans living outside the Reich.

In the larger cities abroad in which the Germans have organized

immune from criticism. So many Governmental inquiries have been conducted upon it that it is a cliché among the initiates to complain that it cannot thrive 'while so constantly pulled up by the roots to see how it is getting on'. The analogy is not completely apt, and, if the comparison with a plant is to be used, it would be truer to say that it thrives less well for being constantly pruned and re-trained. The Reports of all these inquiries will be dealt with in the appropriate place and only one need be mentioned here, that of the Central Policy Review Staff (the Think-Tank) in 1977, which also takes its name from its Chairman, Sir Kenneth Berrill. (This review was not of the British Council alone, but of Overseas Representation.)

The body of the Report makes difficult reading because it is written in that lingo, unfortunately affected by many people other than economists, which seems to be the result of a belief that if words such as 'of' and 'on' are eschewed altogether, and strings of nouns used as adjectives, an economical prose will result. There is great fondness for phrases such as 'co-located', 'Sectoral [*sic*] expertise', 'non-developmental educational co-operation' and so on; and also for such umbrella expressions as 'cultural manifestations' – which a close reading suggests means exhibitions of the creative and performing arts, but which to the uninitiated might be intended to cover anything from the English language to bricklaying in Sri Lanka. A substitute for thought, this hideous jargon is also a recipe for sending the reader to sleep.

Nevertheless, however obscure the body of the Report, there is no doubt about the meaning of the conclusions. The authors put forward two options and express the opinion that there is much to be said for the former. This is, in effect, that the British Council (and other small agencies) should be abolished altogether, and the work done by it be spread among new and existing agencies. The second is that it should be retained in a much reduced form, undertaking chiefly educational recruitment, while its overseas representation is incorporated into diplomatic posts; and that its educational and cultural staff, overseas and in London, should be considerably reduced.[11]

The object of referring to the Berrill Report here is not to refute its conclusions, because this was forcibly and conclusively done when it appeared, by both Houses of Parliament and the British press, where it was almost unanimously rejected and often derided, and also by innumerable foreigners and heads of foreign institutions who wrote to explain the harm that would be done in their countries if these recommendations were carried out.

There are, however, two other reasons for mentioning it. The first is that, taken by themselves and out of the context of the ensuing debate, these recommendations remain as a stick always ready for the use of the old enemies of culture. The second, and more important, is that, during the whole of the research and writing of this book, they have continually served as a point of reference for the author as well as a mild source of amusement; and this advantage has seemed worth sharing with the reader.

For the small Committee conceived fifty years ago remains autonomous, but has become one of the arms of our diplomacy. In most countries it operates at different levels of society from the Diplomatic Service, and in modern conditions is none the worse for that. In common with other bodies of its size, complexity and importance, it can never escape some criticism, and we are right to complain where it falls below the standard of excellence visualised by its founders. Nevertheless, the British Council is one of the great institutions of this country, and its history is a part of ours.

themselves into colonies of a corporate character, especially in the East, there often exist (as in Constantinople, Cairo, Belgrade, Bucharest, and many other places in Rumania, and also in Athens, Rome and Genoa) special school organizations in which the instruction is given in the mother tongue. Experience has shown that these institutions offer the best means of keeping the children of German descent from becoming denationalized, especially the children of the poorer families. They also make it possible to give these children the benefits of the German language, a German education, and the German point of view ... The support of these institutions is certainly the affair of the Reich.[7]

However, like the French, the Germans believed also in the importance of their national contribution to civilisation and to the richness of the culture of the world. After the First World War and again after the Second, they had the further motive of wishing to re-establish themselves in the eyes of other countries.

The Italians, if not as active as the French, had shown that they recognised the spread of their language and culture as a matter of first class importance and in the Dante Alighieri they had an institution roughly the equivalent of the Alliance Française. In 1935 it was reported that, although neither the figures for membership nor the number of committees abroad of the Dante Alighieri compared with those of the French, both were steadily increasing. In a report to the Foreign Secretary, Sir Samuel Hoare, Sir Eric Drummond, British Ambassador in Rome, wrote in 1935:

> How far Italy's propaganda expenditure brings in a material or spiritual return proportionate to the outlay is naturally a question of opinion. There is, however, no doubt that the Fascist Government consider it well worth while to allocate .3 per cent of their total expenditure to preserving the Italian character of at least some of the emigrants settled in foreign lands and to advertising to the world at large the cultural legacy of ancient Rome and the progress in various fields to which the Fascist revolution has inspired the new Italy.[8]

It is nevertheless doubtful whether the utilitarian British would have been influenced by these examples but for one thing: by 1935 the attitude in the East and in South America of both the German and the Italian Governments was discernibly hostile to Britain and damaging to her interests. In the atmosphere of the time the idea that a truer understanding of Great Britain might be contributed to by a non-political, educational programme, specifically designed to spread knowledge of the English language and of British arts, science, parliamentary institutions, technological achievements and way of life held out some, if only a small, attraction.

Conceived too late to bear much on the immediate issues for which it was formed, and with too small a grant from the Foreign Office, the British Council nevertheless proved itself a weapon so easily adapted to the changing circumstances of war and its aftermath, a tool so appropriate to the continually altering and diminishing role of the erstwhile Mother Country, that in 1980–1 it was responsible for the administration of a total budget of £123.2 million. Of this, £31.5 million was from the Foreign Office as its contribution to the basic operating budget, £64.7 million from the Overseas Development Administration as its balancing contribution towards the basic operating budget and towards its expenditure on certain aid programmes in developing countries, £14.2 million from contracts with international agencies, overseas governments and so on, and £12.8 million from direct earnings on educational programmes.[9] Its activities in that year ranged from the teaching of English to 142,764 students in its own centres and, in association with Institutes and Anglophile societies abroad, to 100,000 more, to what is known as a Paid Educational Service, by which, for example, it contracted with the Government of Sri Lanka to train about 50,000 members of the construction industry in a great variety of crafts such as carpentry, bricklaying, electrical wiring and so on, at a cost of £1.8 million to be paid for by the World Bank. Fifty drama and dance tours ranging from the National Theatre and the Covent Garden Ballet to small theatre workshops were sent to countries in all parts of the world, while exhibitions of the work of artists ranging from Henry Moore to students of the Royal College of Arts were sent to many countries in Europe, to New Zealand and the United States, to Brazil, Thailand and Korea.[10]

The British Council has never escaped the ills which, during the whole of its career, have afflicted Britain; indeed it might be said to have had more than its fair share. Constantly asked to change course in response to the different ideologies of different Governments, and inevitably a victim of the cycle best described as Stop-Go, it has sometimes been forced to cut projects so recently entered upon that, not merely has no return either material or psychological been earned, but actual damage to its prestige has resulted. Neither has it ever been

positive steps to explain our aims and achievements, that we regard as undignified and unnecessary. Good wine, we optimistically feel, needs no bush.

The average Englishman, even though he may not admit it openly, is at heart rather proud of this attitude. He persuades himself that it springs from some superior quality peculiar to Britain, from a spirit of detachment which the circumstances of our history have developed more maturely here than elsewhere. He would be incredulous or even mildly shocked were he told that this attitude was due, at least in part, to mental indolence and lack of imagination, and only if he were fully convinced that it was materially damaging his interests would he take steps to correct it.[3]

It is relatively hard to recognise ourselves today in the passages from these two writers, but they probably give a true picture of the attitudes prevailing at the time. However, the failure after the First World War to attempt any kind of cultural propaganda to other countries was more the result of conscious decisions than would appear from these quotations.

There were two contributory causes, the first of which is touched upon by Leeper in his last sentence. The British would not, and in the event did not, embark on any programme of this sort until they were convinced that it was materially damaging to their interests not to do so. Their scepticism about the value of spreading such intangibles as language, literature, the arts and civilised values was almost as complete as the French belief in it, while the national tendency to philistinism was stronger in the period between the two wars than at any other time. The education of the upper class males was among the best, if not the best, in the world, although the philosophy of the public schools was still dominated by an excessive emphasis on the physical, mental, even spiritual value of sport. English females, including those of the upper classes, were often barely educated at all, while the state education of the bulk of the population was probably the worst of any civilised country. Alone among leading European nations, England had no national theatre or state opera company, gave no state subsidy to the arts, while Shakespeare was seldom performed in the capital city of his own country for fear of emptying the theatre. The British did not reach for a revolver at the mention of the word culture, but they turned off the radio and shut their books. Then, as always, they got the Treasury they deserved.

The second reason was less obvious. It was the British themselves who, in the First World War, established for general use the most sinister of several meanings for the word propaganda. As one writer on the subject of war-time dissemination of news has put it:

> Information was not only restricted, it was also structured. Much of what reached the public was distorted and exaggerated for propagandist ends, through the activities of newspaper proprietors and editors. They often subordinated their responsibility of providing accurate information to other obligations which were to do with carrying out their patriotic duty; the duty to persuade men to fight, to keep up morale, to inspire patriotism and continually to degrade the enemy.[4]

Early in 1918 newspaper proprietors gained an even more direct control of war-time propaganda. A new Ministry of Information was set up under Lord Beaverbrook to deal with propaganda to allied and neutral countries, and Lord Northcliffe was appointed Director of Propaganda to Enemy Countries (an appointment made, according to A. J. P. Taylor, for the purpose of keeping the Northcliffe papers on Lloyd George's side).[5] British propaganda was extremely efficient and not always false. Lord Beaverbrook was the first to use photography and the cinema and the first to commission leading artists to paint scenes of war. Nevertheless, it was often conducted with a ruthless disregard for the truth. In later years it would be much admired by Hitler who praised British and American propaganda for picturing the Germans only as barbarians and Huns, thus preparing their soldiers for the horrors of war and safeguarding them against illusions; and he wrote that the English understood in a marvellous way that in propaganda there should be no half measures between love and hate, right and wrong, since these give rise only to doubt. He was to base on these ideas his own propaganda of the big lie, consistently told.

The British themselves, and particularly the Americans, looked back on their war-time propaganda with extreme distaste. As late as 1929 we find Angus Fletcher, head of the British Library of Information in New York, writing to Sir Arthur Willert, head of the News Department of the Foreign Office, to protest against the use of the word 'propaganda' in official documents: ' ... it never fails to disturb me because over here it has now only the debased meaning of a sinister activity. It is a good word gone wrong – debauched by the late Lord

Northcliffe.'[6] In a debate in the House of Commons Harold Nicolson said, 'During the war we lied damnably,' and, when interrupted, repeated, 'No, damnably, not splendidly. I think some of our lies have done us tremendous harm and I should not myself like to see such propaganda again.'[7]

It is hardly surprising, therefore, that for many years anything which smacked even faintly of organised publicity should be regarded in official circles with extreme wariness.

At the end of the war both Lord Beaverbrook and Lord Northcliffe wished to continue the work of propaganda at least until the peace treaty was signed, but the opposition to it was already too great and at the end of 1918 the war-time ministries were closed down and such of their work as it was considered necessary to continue returned to the Foreign Office. In order to avoid the use of the word propaganda, the Department created to deal with it was named the News Department and this was put under the direction of Sir William Tyrrell, later Ambassador to Paris. The work of the Department was to receive, collect and dispose of all information from abroad, and to issue information both in this country and outside it. The head of the Department would be responsible for dealing with the press and would 'superintend and control the Establishment abroad and would advise as to the countries to be dealt with, the nature of the work to be done, and the personnel to whom it should be entrusted.'[8] It was to receive a budget of £100,000 a year, a reduction of 95 per cent on the budget previously allowed the two propaganda Ministries. To the News Department was joined the Political Intelligence Department, although this was shut down in 1920.

The work of the new Department was to be strictly limited. A memorandum from the Treasury to the Secretary of State for Foreign Affairs stated:

> My Lords recognise that it is not at the present moment practicable to terminate altogether the system of propaganda and the expenditure which it involves. On the other hand, the case is admittedly one in which it is necessary to move tentatively and experimentally: and My Lords trust that the Secretary of State will keep the question under close observation and will discontinue any particular type of propaganda so soon as experience shews that it is not productive of valuable results ... They understand that his primary object is to correct misapprehensions as to the policy and actions of His Majesty's Government and to supply accurate information either to the Foreign Press or to well-wishers of this country abroad: and They admit that there is much to be said for the publication of explanations of this kind. On the other hand, They would point out that there is some danger that this object may imperceptibly be transformed into a general desire to spread British culture throughout the world: and They do not think it would be possible to defend in Parliament or in its Committees expenditure on such a purpose – to which it would not be easy to assign definite limits.[9]

Not everyone was entirely satisfied with a complete withdrawal from the cultural scene, however, and in 1919 the then Foreign Secretary, Lord Curzon, appointed a Committee to consider by what means His Majesty's Government might (1) foster a greater spirit of solidarity among British communities abroad, and (2) make British ideals more generally known and appreciated by foreign nations. This Committee sat under the Chairmanship of Sir John Tilley and reported in 1920.[10]

The Tilley Report is interesting today. ts terms of reference include matters which are outside the scope of this book, but it is surprising to find so many of its recommendations, although well-known to students in the field of cultural relations, stated so definitely and so cogently as early as this. It urges a policy for schools for British and foreign children abroad, and suggests that at least in South America, China, Egypt and Constantinople a *prima facie* case already exists for sending experts to report on the possibilities and probable costs of establishing them. It alludes, as every writer on the subject always would, to the Alliance Française and suggests some British equivalent, proposes Institutes in foreign countries where lectures on English literature, history and art might be given and where libraries and reading rooms would contain, not merely books, but leading English periodicals and newspapers, and it asks for facilities for the reception and education of foreign students at British universities and technical schools. In short, the Tilley Report was a blue-print for the British Council.

After the Treasury had rejected it, the Foreign Secretary, Lord Curzon, sent it with a covering memorandum to the Cabinet, since he said he believed it was a matter for the Cabinet to decide whether the report should be shelved 'or a more generous policy adopted'. The Cabinet took the same view as the Treasury and nothing was heard officially of these matters for more than ten years.

The necessity for some kind of self-advertisement was nevertheless so apparent that it gave rise in the latter half of the 1920s and early 1930s to several private initiatives. The Travel Association was formed in December 1928 under the chairmanship of Lord Derby, with the primary object of capturing some of the ever-increasing tourist trade. But it had the secondary objective of promoting our export trade through a knowledge of Britain, British culture and British goods. 'The visitor who comes over here reads our newspapers, shares our recreations, talks with our people and makes friends with many of whom he keeps in touch afterwards ... Such a person recognises the common interests of nations ... In fact, he becomes an ambassador of this country.'[11]

A second body of some importance was the All People's Association, an international institution, drawing funds from and doing publicity for its member nations.

During the whole of this period evidence grew of the damage done to British interests by the increasingly hostile propaganda of other countries as well as of the size of the budget devoted elsewhere to cultural propaganda. In 1929 the Foreign Office estimated that the French Government was devoting to it the equivalent of £500,000, the Germans £300,000 and the Italians only slightly less.[12] The British contribution to any similar programme was nil. Philip Taylor,[13] however, believes that the Treasury were first persuaded to accept the need for some form of cultural propaganda by two other events of 1929.

The first of these was the entry into the News Department of the Foreign Office of a young Australian named Reginald (Rex) Leeper. The speedy establishment of the British Council as a national institution is generally believed to be the result of the energy, drive and extraordinary persistence of Lord Lloyd. But, if Lloyd must be given credit for the early development of the small committee of 1934 into a body with adequate finance and widespread functions, Leeper was its architect.

Born in 1888 in Sydney, Australia, he was the son of Alexander Leeper, a distinguished classical scholar and Warden of Trinity College, Melbourne. As a young man, he went with a scholarship to New College, Oxford. In the First World War he returned to England from India but, because he had had dysentery, was unfit for war service. He was an excellent linguist and, because of his knowledge of Russian, his brother Allen, already here, was able to get him a job in the Intelligence Division of the Department of Information. A year later he was transferred to the Foreign Office Department of Political Intelligence and in 1920 appointed permanently to the Diplomatic Service of the Foreign Office. In 1929, as we have already seen, he was transferred to the News Department and in 1935 became its head. The following description was written by Kenneth Johnstone, who worked with him almost from the beginning and knew him well.

> It is one of the Council's uncounted blessings that its birth took place at a time when Government regarded cultural work only as a potentially useful sideline. It is another that its first Foreign Office sponsor was the least empire-building of officials, content to sift and choose the leaders for his enterprise, to listen to their ideas and, having approved, to press their policies and their modest financial requests. He knew to a hairsbreadth what would get through. Although himself gentle, reserved and unemotional in manner, he was able to attract and enlist men of much fierier character. They appreciated his shrewd political judgement, his tactical skill, his frankness, friendliness and humour and above all his absolute steadfastness of principle and his quiet but unyielding defence of what he saw as the general interest ... Looking back, it is astonishing to find that the years during which he was directly concerned with the Council, though all-important in its history, were in fact so few – from the germination of the original idea in 1934 until 1939 ... But in those five years he had seen the Council firmly set in the shape which has ever since distinguished it. Its close connection with Government but non-official character, its interest in English teaching, its display of British cultural achievement abroad, its students and visitors programmes, all owed something to his initial selection.[14]

To this account should be added that Leeper was a friend and adherent of his chief, Sir Robert (later Lord) Vansittart, Head of the Foreign Office, who in the public mind stood as the champion of all those who opposed the Government policy of appeasement.

Yet, if in the long term Leeper's transfer to the News Department was the single most important event of 1929, Philip Taylor is right in saying that more significant at the time were the recommendations of the D'Abernon trade mission to South America.[15]

The D'Abernon Report makes gloomy reading today. In an introductory chapter it is explained that, although in the last half-century Great Britain had become involved in the economic fortunes of the

South American Republics through the investment of millions of sterling in railways, land and waterworks, and, in consequence, had earned a position of exceptional favour, almost no advantage had been taken of this. In old established businesses we had retained our position, but in new undertakings and particularly in aviation, road construction and motor transport we had been completely outdistanced by others. The reasons for this were given as lack of investment, lack of adventurousness, and 'a persistent adherence to what Great Britain thinks good, to the exclusion of what South America wants'.[16] This part of the Report might have been written yesterday.

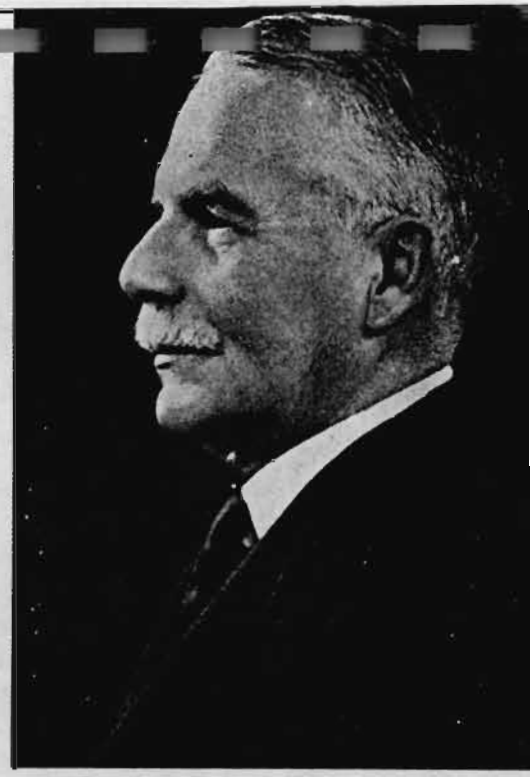
Equally melancholy and more immediately relevant is the final chapter of the Report, entitled 'The Commercial Importance of Cultural Influence'. The authors remark that it cannot be said 'that we have sufficiently understood the direct relation between culture and trade', and they devote considerable space to the cultural influences of France, America, Germany and Italy. Referring to the Argentine Association of English Culture, formed in 1928 to take and encourage steps which would spread knowledge of the English language and culture, they say that it has had considerable success but that the tuition fee is too small to pay the teachers' salaries and that the permanent income from membership fees and subscriptions from British firms is 'nothing like enough'.

> For want of funds the Association has not yet organised any lectures or invited official lecturers from the universities of this country. It is unhappily true that, owing to want of interest and support on our part, British education does not yet enjoy very high favour in Argentina. The Universities send to France, Germany, Italy and Spain for professors: never to Great Britain.[17]

In a later passage, having said that 'we have not been sufficiently active in the exercise of British cultural influence', they go on to ask for the co-operation of British brains in agricultural science and the prevention of tropical disease, for more books, more frequent visits by theatrical companies and for the display of more and better British films.

> To those who say that this extension in influence has no connection with commerce, we reply that they are totally wrong; the reaction of trade to the more deliberate inculcation of British culture which we advocate is definitely certain and will be swift.[18]

1 Sir Reginald Leeper

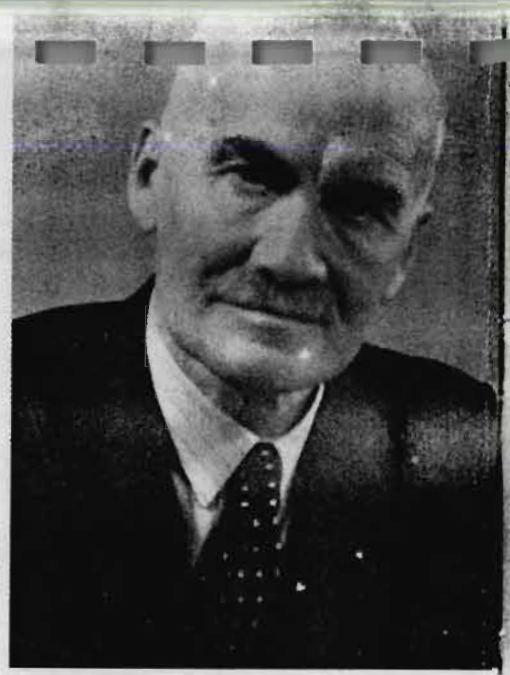


2 Lord Tyrrell of Avon, Chairman, 1934–6

3 Lord Eustace Percy (later Lord Percy of Newcastle), Chairman, 1936–7

4 Lord Lloyd of Dolobran, Chairman, 1937–41

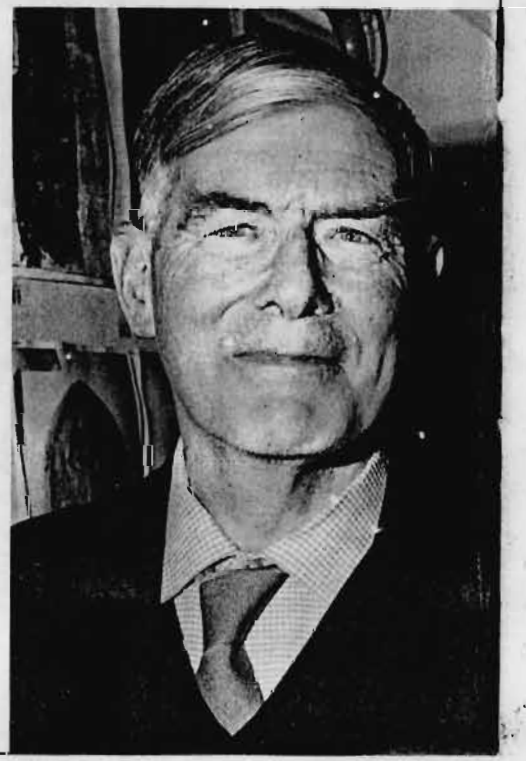
5 Sir Malcolm Robertson, Chairman, 1941–5



6 General Sir Ronald Adam, Bt, Chairman, 1946–55

7 Sir David Kelly, Chairman, 1955–9

8 Lord Bridges of Headley, Chairman, 1959–67



The Report states that, although it has for long been the custom for young South Americans to be educated in British schools and universities, the numbers coming to England are steadily decreasing, because 'many South American families are today sending their sons to other countries', and they suggest that this whole question should be studied by the Board of Education and others with a view to attracting South American youths to Great Britain. 'To make this country a training ground for the foreign student cannot but be of advantage to our export trade.'[19]

Finally they ask for better facilities for tourists and for an improved news service.

The views expressed in the D'Abernon Report received endorsement by the Prince of Wales when he returned from a visit to South America in 1931. He had been much struck by the failing influence and lack of initiative of the British. Even more important, warnings of the aggressive spirit of the propaganda of other countries could no longer be completely ignored. In December 1930 the Treasury reversed a long-term policy and informed the Foreign Office that an annual grant of £2,500 would be made for British cultural activities.

On 19 February 1931 Rex Leeper wrote to his father:

> We have taken over a new sphere of activity – known, for want of a better name, as 'cultural propaganda'. We have got from the Treasury a considerable sum of money to spend on it and it is keeping me pretty busy. It consists largely of promoting the knowledge of British art and literature etc. abroad and of finding lecturers on various English subjects to deliver lectures in different capitals.[20]

On 26 March 1931, he wrote:

> We have just secured Masefield to lecture on English poetry both at Angora and at Athens. We told him that at the former place the standard of intelligence would not be high, while at the latter it would be. He will vary his lecture accordingly.[21]

Unfortunately, but true to a pattern endemic in this country and particularly in the world of culture and the arts, this small beginning was soon cut back, and in September we find him writing:

> At the beginning of this financial year we had at last succeeded in

obtaining a sum of money from the Treasury ... and it is therefore very disappointing that the whole work has now had to be suspended only a few months after we had begun ... The FO like all Government departments is economising as much as possible. We have sacrificed the whole of our funds for cultural propaganda and salaries and allowances have been cut ... [22]

By then, however, £722 17s. 5d. of the £2,500 annual grant had already been spent, and in a Foreign Office memorandum the following remarkable account of the return for this money is given.

A series of Talks had been prepared by eminent writers on various subjects, and arrangements made with certain countries – notably Belgium, Denmark, France, Portugal, the United States of America and Yugoslavia – for these talks to be broadcast through their local stations, and in addition an English programme had been prepared for the Bucharest Broadcasting Station. Gifts of books had been made to various libraries and educational and other institutions in Austria, Bulgaria, Chile, China, Denmark, Egypt, Ethiopia, France, Germany, Greece, Italy, Latvia, Mexico, Holland, Norway, Persia, Peru, Poland, Portugal, San Domingo, Siam, Spain, Sweden, Syria, Turkey and Yugoslavia. Reports received from these various centres invariably indicated that the gifts had been much appreciated, and it was confidently believed that this was an effective and inexpensive form of cultural propaganda. A lecture tour in Bulgaria was arranged for Professor J. L. Brierly, Chichele Professor of International Law at the University of Oxford. In addition there were other miscellaneous activities which had been found to be desirable and which it was believed furthered British cultural aims abroad.[23]

In the following May the Treasury restored the small grant and Leeper wrote to his father: 'I am now in correspondence with our Embassies and Legations to get the thing going. This work interests me particularly, as it is so constructive and I think I can claim the credit for the whole initiative.'[24]

The Committee on the Education and Training of Students from Overseas was formed in 1933, and its Chairman, Sir Eugene Ramsden, visited Denmark, Sweden, Finland and Norway. In his report afterwards, he began by saying that he had been assured that, apart from

the psychological influences of a foreign education, 'the personal contacts formed, and the familiarity with the products which is established during courses of practical training had often caused business men to turn to the countries in which they had received their training for supplies of machinery etc.'. He then referred to the influence gained by other countries, and in particular Germany, through a policy of encouragement to students, and went on to say that students were deterred from coming here by the fees charged in the United Kingdom and the general cost of living, by lack of information as to what we were prepared to offer, by lack of knowledge of any of our universities except Oxford, Cambridge and London (our provincial universities had hardly been heard of), by the difficulty of finding firms to take trainees, and finally by the drastic restrictions imposed by the British authorities on foreign students wishing to become trainees in industry or commerce. In paragraph 10 he quotes the Director of the Commercial College of Stockholm:

The Director told us that the college has four travelling scholarships of about 3,000 Kroner each to enable students to go abroad for 1½ years to obtain practical commercial training, but that during the last 15 years it had not been possible to arrange for one of these students to carry out his or her training in Great Britain.[25]

This Report was to have far-reaching effects.

By now requests for some promotion of British culture, the establishment of British schools, greater facilities for students to visit England, for books and periodicals, for English teaching, for lecturers and films, for aid for local societies, were coming from all over the world. Of the following examples, the first, from the High Commissioner to Egypt, Sir Percy Loraine, is one of the most important and the most famous papers in the history of cultural relations.

Sir Percy remarked in an introductory passage that, although he would confine himself to a discussion of conditions in Egypt, the story he had to tell was the same in other parts of the Near East, in Arab countries and in Persia, and he went on to a short account of the history of France in the Near and Middle East, in which he said that it should be borne in mind that the 'Gesta Dei per Francos' was the mediaeval, knightly equivalent of the irritatingly complacent refrain of the modern French bourgeois: 'La Mission civilisatrice de la France en Orient.' He then said:

> The failure of England to make use of the forty years from 1882 to 1922 to create for herself a strong cultural position in Egypt is one of the most extraordinary phenomena of our illogical Imperial story ... The net result is that the declaration of Egyptian Independence in 1922 found France still predominant in the cultural field.[26]

In the second half of this memorandum, Loraine outlined a policy for the future, which included the development and maintenance of British schools, both for the education of the British and to increase the number of Egyptian and other oriental boys and girls educated in British institutions. (In an earlier paragraph he had stated that for every Egyptian receiving an English education in 1930–1, nine were receiving a French, while between 1927–8 and 1930–1 the number at British schools diminished by 10 per cent and at American by 2 per cent, while those at French schools increased by 10 per cent and those at Italian schools by 20 per cent.) He remarked that the absence of a British university in the Near East is 'one of the more remarkable lacunae in our Eastern history'. (There was a French university at Beirut and there were American universities in Beirut and Cairo. Governments under our aegis, such as those of the Sudan and Iraq, had to send pupils to the American University at Beirut since there was no British university within easy reach.)

He asked for a British Library of Information with a central establishment at Cairo and later with branches in other capitals of the Near East, cultural features to be added; for films of current events to be shown on the screens of Egyptian cinemas; for an extension of the Boy Scout movement, although he remarked that this would have to be made considerably more attractive and reorganised on the lines of the Italian Balilla (a Fascist 'Boy Scout' organisation); for English lecturers to balance the continual stream of French *conferenciers* passing through Egypt; for the encouragement of Egyptian students in the United Kingdom ('At present it is difficult to get an Egyptian into an English University. I of course realise there are difficulties in this respect owing to the overcrowding of universities. However, France makes no such difficulties and every Egyptian student is welcomed there.'); and finally he suggested an unofficial board, to deal with all these matters, with representatives of the Treasury, Foreign Office and Board of Education on it.[27]

Almost equally persuasive was a memorandum from C. G. Hardie

of the British School in Rome in which, after making some of the same points, he wrote:

> The resources of the British [architectural] schools in Rome and Athens are not sufficient for their efficient internal working and ... other nations much less rich than Britain and the Empire and not only among the 'Great Powers' but even such as Roumania and Hungary, have estimated much more generously the needs of their institutes. They have seen that to spend not enough is to waste it on the means without attaining the ends.[28]

And in a later paragraph,

> I have so far discussed the British schools in Rome and Athens from the point of view of their internal efficiency as a part of the English system of university education. But it would be a mistake even from my limited point of view to ignore another aspect of them, their relation to their environment, their representation of Britain and the British Empire in the eyes of the Italians and the Greeks and of the sister foreign institutes. The Italians and the Greeks regard the foreign Institutes in their capitals not only as a compliment to themselves, but as an index of the importance of the nation which maintains them, as a kind of national propaganda, not in any bad sense of the word which we now tend to associate with Germany and Italy.[29]

Of all the interventions of the time, however, probably the most appealing was that of a young Englishman named George West. He was a lecturer in English at King's College, London. In 1933 it was suggested to him that he should seek experience at some other university and, unable because of the depression to find work in an English university (there were 710 applications for posts at Manchester alone in that year), in 1934 he accepted a post as lecturer in English at Coimbra University in Portugal with the personal motive of perfecting his knowledge of the Portuguese language.

At Coimbra he found three Institutes for the promotion of French, German and Italian culture and a Spanish Room. No attempt had been made by the British or the Americans to support the University, although an appeal had been made to the USA. It was not possible for any Portuguese student to take a degree solely in English, but in English and German only. The curriculum was such that the first three

years of a four year course were devoted to both languages but the fourth year, in which the student worked on a dissertation which would enable him to receive his licentiate, the English language was dropped and only the German taught. Worse still, the so-called 'English' Room, cold and cheerless and in the basement, was permanently locked. George West managed to get it open and discovered a catalogue of 250 English books, of which more than half were missing.

He found that the students were genuinely anxious to learn English and, because of the ancient alliance between Britain and Portugal, had a natural sympathy for Britain and the British. 'But there were no books, no periodicals, no music ... in fact no promotion of British culture to be seen anywhere.'[30] West, on his own initiative and without an appointment, travelled by train to Lisbon and succeeded in seeing Sir Claud Russell, the British Ambassador. In ten minutes he rapidly outlined the situation, pointing out the disservice done to Britain by the failure to compare with other nations in the promotion of their culture at the University of Coimbra from where, he pointed out, the leading citizens of Portugal came to occupy positions of distinction, many of them in the Government.

Sir Claud Russell listened to him in silence and when West stopped talking he still said nothing. For the first time uncertain and rather embarrassed, the young man repeated some of what he had just said. This time the Ambassador spoke. 'Do you find it rather cold in Coimbra, Mr West?' he asked, and for the rest of his life Professor West pondered the meaning of this question. But Russell nevertheless sent him immediately to the British Consul, Henry King, who asked him for a written report.

This report formed the basis of a memorandum which King sent to the British Ambassador, to the Foreign Office, to representatives of British firms with interests in Portugal, to the British Chamber of Commerce in London and to the Chancellors of the Universities of Reading, Leeds, Manchester, Cambridge, Birmingham, Sheffield, Bristol, Edinburgh, Aberdeen, St Andrews, Glasgow and Belfast. To the Universities of London, Oxford and Liverpool it was suggested that, in view of their own Portuguese Departments, some sort of association with Coimbra might be effected.

Within a few days forty copies of West's memorandum had arrived at the Foreign Office, all from different sources. The pressure for some institution to undertake cultural relations was becoming irresistible.

Concurrently with these events there was also much activity in

London. From a memorandum dated 18 June 1934 and signed R. A. Leeper, we learn that the Foreign Office had taken the initiative in suggesting that an unofficial Cultural Relations Committee should be set up.

> The members of the committee will be assisted by liaison officers from the Foreign Office, the Board of Education and the Department of Overseas Trade. Their functions will be twofold: (1) to collect money from private individuals and from industry; (2) to decide on the policy governing the distribution of the money they obtain. They will also decide to what private organisations the money will be allotted for carrying out any particular work that they may recommend.[31]

The memorandum continues by saying that while no hard and fast rule can be laid down about the societies through which 'our propaganda is conducted', full support will naturally be given to institutions teaching English, such as the British Institutes in Paris and Florence, and the similar bodies in South America. It then goes on to argue at some length for close contact with the All People's Association (APA), an organisation with branches in fourteen European countries but with headquarters in London.

> In each country where it is established there is a National Council whose function is to promote direct cultural relations with other countries. The British National Council, for example, with which alone we are directly concerned, conducts British cultural propaganda with other countries on a basis of reciprocity, sending out British speakers abroad and bringing foreigners here both to lecture and to meet people of similar interests in this country. It also establishes English libraries abroad, and in the near future it intends to inaugurate a scheme of prizes and scholarships for proficiency in English. The fact that the whole organisation is on an international basis in no way impedes the purely national activities of each National Council, and the very fact that its basis is wide should in the long run render its activities more effective.[32]

Leeper therefore argued for and in fact secured very close co-operation with the All People's Association and, when at the end of June the Committee of International Understanding and Co-operation came

PART ONE

1934–53

I

The Case for Cultural Relations

More than one writer has attempted to explain why the British took so long to accept the necessity for some institution to undertake cultural propaganda, even if it were to be regarded only as an essential presence on a scene otherwise totally occupied by others. Thus Harold Nicolson attributes our failure in the nineteenth century to an arrogant reticence based on the training to regard all forms of self-display as obnoxious. 'If foreigners failed to appreciate, or even to notice, our gifts of invention or our splendid adaptability, then there was nothing that we could do to mitigate their obtuseness. The genius of England, unlike that of lesser countries, spoke for itself.'[1] In the same article he wrote:

> It might have been supposed that the first months of the South African War, when we woke up to find ourselves encompassed by sudden jealousy and malice, would have disturbed this flattering dream. Having momentarily been roused from our slumber by a sudden nightmare, we turned round upon our pillows and relapsed once again into the somnolence of the *Superbia Brittanorum*.[2]

In 1935 in an article in the *Contemporary Review*, R. A. Leeper expressed himself on the same subject in the following way:

> We ourselves read with interest the books that others write about us, and note with equal condescension their errors of fact or judgment or the shrewdness of their criticism; only rarely are we annoyed by either. We are perhaps dimly aware that our habits of thought and action are often extremely irritating to foreigners, but our equanimity is hardly ruffled when they show their irritation, and for that very reason we make little effort to correct its cause. For example, the criticisms of our foreign policy which appear in the newspapers of other countries are seldom answered in our own, no matter how malicious or misinformed we may consider them. As for taking

This letter was written on 5 November 1934. On 14 November Leeper informed the Foreign Secretary of the formation of an as yet unnamed committee under the chairmanship of Lord Tyrrell, and on 5 December there took place its first meeting at which it was agreed that it should be called 'The British Committee for Relations with Other Countries'.

2

Early Days

The inaugural meeting of the British Council took place on 2 July 1935 at St James's Palace, HRH The Prince of Wales having agreed to become Patron. Lord Tyrrell (lately Ambassador to Paris and formerly Head of the News Department in the Foreign Office) had been appointed Chairman with executive powers, and Lord Riverdale Vice-Chairman. The list of the members of the Governing Board strikes one, as it would continue to do throughout the history of the British Council, by the distinction of the names included in it. (See Appendices 1 and 2.) The only members of the original board whose names need concern the reader were Lord Lloyd, Dr John Masefield, Philip Guedalla, Sir Eugene Ramsden (later Lord Ramsden), W. E. Rootes (later Lord Rootes), Mr (later Sir) Stanley Unwin, R. A. Leeper for the Foreign Office and C. M. Pickthall for the Department of Overseas Trade. Lieut.-Colonel Charles Bridge had been appointed Clerk to the Council, later termed Secretary-General.

Lord Tyrrell opened the proceedings at St James's Palace with an account of the work of the past seven months. He said:

> We have been encouraged in our undertaking by a small grant from the Treasury of £6,000, by the active collaboration of six other Government Departments besides the Foreign Office [the Colonial Office, the Dominions Office, the Board of Education, the Department of Overseas Trade, the Scottish Education Department and the Board of Trade], and by generous donations from Viscount Wakefield of Hythe, Sir Herbert Grotrian and Mr William Graham – while one or two leading industrial firms and publishers have already given practical effect to their sympathy in the form of contributions, and the Book and Music Publishers' Associations have lent us valuable moral and material support.[1]

He then went on to say that with the small funds at their disposal the

into being, its Chairman was Sir Evelyn Wrench, also Chairman of the APA. Very little is known of this Committee, so clearly a forerunner of the British Council, except that its life was short. Nor would it be of much interest today but for the light its history throws on the character and actions of Rex Leeper, which were to prove of such importance to the later body.

Leeper once told his wife that when he first went to the Foreign Office anything remotely connected with culture was marked 'Bring up in six months' and shelved.[33] For many years he struggled to promote the idea of international cultural relations and he was always determined that these should be kept clear of short-term commercial ambitions. In the article already quoted, Kenneth Johnstone says of him: 'It was part of Leeper's persuasive genius to combine within a single organisation bodies like Sir Eugene (later Lord) Ramsden's Students Committee and Philip Guedalla's Ibero-American Committee, which led independent lives under highly individual chieftains.'[34] Such evidence as remains suggests that this remark, true as far as it goes, does less than justice to the ruthlessness with which Leeper rid himself of persons or organisations which seemed to threaten his own policy. During the five-year period of which Johnstone speaks, he kept complete, if not always open, control of the direction of policy and withstood all efforts to convert it to the immediate interests of commerce and industry. Without him the British Council might easily have foundered in its early days because, as he was well aware, it could never satisfy expectations of speedy material returns.

If not much is known of the earlier Committee, such details as remain tend to add to the confusion. What is certain is that, in the belief that he had full Foreign Office support, Wrench not merely went to considerable expense in taking a house in Arlington Street to accommodate staff extra to the needs of the All People's Association, but also agreed to provide some of them. In a letter to W. E. Rootes, a member of the Committee, C. M. Pickthall, of the Department of Overseas Trade, said:

> There is just one further point that you ought to have in mind. If this Committee is accepted, Wrench will provide clerical staff and the services of Colonel Bridge, his right hand man, free of cost for the first year, and that means that we get all the secretarial use of APA, plus accommodation for our meetings, without paying for it for the first year. Wrench has suggested that in return for this, when we get going, we should make some contribution to be agreed on later, towards the overheads of APA, and to contribute towards the establishment of one or two APA branches abroad in countries where the Foreign Office wish to see them formed.[35]

The minutes of the second meeting of the Committee also confirm that Sir Evelyn Wrench offered the services of Lieut.-Colonel Bridge, Secretary-General of the All People's Association, to act as Hon. Secretary to the new Committee, a detail of some interest since Colonel Bridge was later to become the first Secretary-General of the British Council. Philip Taylor, following an account written a year later by L. A. de L. Meredith of the Travel Association, suggests that Wrench, on Leeper's recommendation, appointed Bridge to help his staff at the time he took the house in Arlington Street, which in view of the above is clearly incorrect. Leeper might have recommended Bridge to Wrench earlier because the two were old friends, Bridge having been Military Attaché in Warsaw when Leeper was First Secretary and Cultural Attaché; and Taylor may therefore be correct in surmising that Leeper saw in his appointment a 'means of checking Wrench's growing preference for industrial and private support over that of the Foreign Office'.[36] Lady Leeper, however, believes that Leeper found Wrench too vague and inefficient for the tasks he had in view.[37]

Whatever the truth of all this, within a few months, the life of the Committee was brought to an end by what must surely be one of the briefest and least conciliatory letters of its kind ever written:

> Dear Evelyn
>
> Vansittart [Permanent Under-Secretary to the Foreign Office] has asked me to write and tell you that he has reconsidered the problems which led to the formation of a Cultural Relations Committee last July.
>
> Since the idea was first put forward difficulties have arisen with other societies and he has therefore decided to dissolve the Committee and to start afresh on different lines in consultation with other departments concerned.
>
> He has asked me to thank you for your willingness to serve on the former Committee.
>
> Yours sincerely
> R. A. Leeper.[38]

Council had been able to do little more than lay the foundations of their future work, although a party of Swedish landowners and gardening experts had been brought to this country, as well as teachers of English and students, including technical students, from Norway, Sweden, Finland and Denmark. Steps were being taken to encourage a further flow of students from overseas for general and technical education by scholarships and fellowships and by making better known the facilities provided for them in our universities.

> The importance of assisting the growing use of the English language in Poland and in the Baltic States is receiving our attention, while in Portugal, aided by the generous response to a local appeal to British firms trading to that country, English departments in the two leading Portuguese Universities are in process of formation, to which the Council hopes to lend its active support.* The same may be said of the British Institutes in Florence, Paris and Buenos Aires, which will form the models for those Institutes which the Council desire to be instrumental in establishing throughout the world ... [2]

He wound up by saying that the Council looked forward to fruitful collaboration with other bodies with similar aims and by thanking the Prince of Wales 'for the appreciation you have shown of the national importance of our work by agreeing to become our Patron'.

In reply the Prince said that of all the Great Powers this country was the last in the field in setting up a proper organisation to spread knowledge and appreciation of its language, literature and art, science and education and he gave a by now well-known analysis of the probable reasons for this. He said that the basis of our work must be the English language, and referred to our lack of appreciation of the importance of an educational philosophy. He continued:

> Before I finish I should like to say a word or two about two other organisations with which I am connected, and whose objects to a considerable degree coincide with those of the Council. The first is the Travel Association, which has been doing excellent work and

* According to Professor George West, £2,000 had been received from the recipients of the memorandum sent out by himself and the Consul General in Lisbon, Henry King, and in addition promises of gifts, books, periodicals and equipment had been received.

> with which I feel we should co-operate most carefully in the department which it covers. The second is the Ibero-American Institute, in which I have a very special interest, since it is the direct outcome of my last visit to South America. To my mind the work which it has been doing exactly corresponds to that which we wish to do all over the world, and I sincerely trust that means will be found by affiliation or otherwise to ensure its intimate co-operation with the Council, of which it should be something in the nature of a local offshoot.[3]

The Prince of Wales wound up by expressing thanks to those individuals and firms which had already provided funds and urged others to do the same. Of the two other bodies to which he referred, the work of the Travel Association has already been explained[4] and it is true that the Ibero-American Institute, which was formed in 1932, was undoubtedly inspired by his accounts of his visit to South America in 1931. On his return he had set the precedent for a custom, now well established, by which Royal Princes draw the attention of British industrialists to their failings; he had endorsed the findings of the D'Abernon Report and pointed out that we had done little in South America to make the people realise that we have a culture equal to that of other European nations. 'South Americans are attracted to pursue their studies in engineering and technical education rather to Continental countries in Europe.'[5]

The second of the two institutions to which he referred, the Ibero-American Institute of Great Britain, was chiefly responsible for the administration of the Prince of Wales scholarships, which brought Argentinian scholars to Oxford (four were in residence by 1934), and it undertook the interchange of lecturers between the two countries. These lectures were primarily of a literary character, one of the most important occasions being when Compton Mackenzie accompanied the Director, Philip Guedalla, on a tour of Buenos Aires, Rio de Janeiro, Sao Paulo and Montevideo. In 1934 the Ibero-American Institute inspired the establishment of a Brazilian Society of English Culture at Rio de Janeiro and of a Paulista Society of Cultural Relations with England at Sao Paulo.* It remained autonomous in 1935 and

* The South American terms are apt to confuse an issue which in itself needs explanation. In the British Council (as at Florence and in Paris), the word Institute is used to denote that teaching is done on the premises. There are a number of Council headquarters and offices abroad which have large libraries and a hall for lectures and so on, and from which extramural teaching is organised, but these are

continued to administer the Prince of Wales scholarships, but all other activities, such as financial grants to the Anglophile societies, the supply of books and periodicals to these and to schools and universities, were funded and administered by the Council itself. The main interest of the Ibero-American Institute here is that its Director, Philip Guedalla, '"doubled in brass" as simultaneously Director of the Institute and Chairman of the Ibero-American Committee of the British Council'.[6] In 1938, the Institute ceased to exist, the Council taking over its work, and in 1945, after the death of Guedalla in 1944, the Ibero-American Committee was also wound up.

The air of authority and confidence with which the inaugural meeting was conducted was not at the time warranted by the facts. The Treasury grant for the year 1935–6 was £5,000, and at its first meeting the Council gave thanks to Mr W. E. Rootes, who had guaranteed up to £5,000 – this in a year when, according to one estimate, the French, German and Italian Governments were each spending something like £5 million sterling on cultural propaganda.[7] However, the principle had been firmly laid down that success would depend on quality not quantity (there was, in fact, evidence that the lavish expenditure of the other leading European nations was to some extent counter-productive, since it was easily recognised as propaganda and as such resented), while there was still a belief that the leaders of industry would expect sufficient benefits from the work of the new committee to contribute significantly to it. This hope was dashed by Counsel's opinion, given on 8 July 1935, that 'subscriptions made by traders to the company could not be deducted in the computation of their profits as liable to income-tax; such expenditure could not be properly regarded as expenditure wholly and exclusively incurred for the purpose of earning the profits. Any hope of encouraging subscriptions on this ground should be abandoned'.[8] Meanwhile, the Government had increased the grant to the Council in 1935–6 to £15,000, while Lord Eustace Percy (who had succeeded Lord Tyrrell as Chairman in May 1936) on his own retirement in July 1937 was able to report a further increase from £15,000 to £30,000, with a supplementary estimate to Parliament of a further

not called Institutes. In Lisbon the British Council and the British Institute occupy different buildings but both belong to the Council: in Paris the British Council and the British Institute occupy the same building but they are not part of the same organisation. The Ibero-American Institute was merely a small administrative organisation based in London, while on the other hand the activities of the South American Societies (*Culturas*) did (and do) include teaching.

£30,000 which would provide a total grant-in-aid of £60,000.

Consequently, the years before the war were not wasted. The report for the first nine months' work (2 July 1935 to 15 March 1936) stated that permanent premises at 32 Chesham Place, Belgrave Square had been presented to the Council by its Honorary Treasurer, Sir John Power, and showed the Council primarily concerned with setting up an administrative structure and with proposals for its future work. A small Executive Committee had been set up in March 1935 and in November of that year the Finance and Agenda Committee was established to take urgent decisions and to prepare agenda for the Executive Committee, thus enabling representative and distinguished people, who could not give full time, to serve.

The most urgent task of the first years was the setting up of specialist committees. These were to become a permanent feature of the structure of the British Council, although today these have a purely advisory function whereas in 1935, in the absence of money and staff, they acted as working committees. In addition to the Ibero-American Committee, already mentioned, the first year saw the formation of the Education Committee, the Students Committee, the Fine Arts Committee, the Lectures Committee and the Books and Periodicals Committee. (See Appendix 4.)

The Education Committee, which had a sub-committee under Lord Lloyd to deal with the special problems of the Near East, was the most important. Its task was to consider the means of increasing the facilities for teaching English in foreign schools and universities. The Report stated that 'assistance is being given to British schools abroad and Foreign-British Societies are being helped to develop the English classes which most of them organise. Particular attention is being given to the work of the British Institutes in Paris, Florence, Buenos Aires, Rio de Janeiro, Sao Paulo and Montevideo, and the foundation of similar institutes elsewhere is under consideration.'[9]

In a memorandum sent out as a guide to Foreign Office Missions, Rex Leeper had earlier proposed that support should be given to Foreign-British Societies 'which should be encouraged to stand on their own feet and not be entirely dependent on official assistance':

> It will no doubt be found that many of these societies, whether they be purely local or branches of a bigger organisation, are but feeble bodies with the wrong people in charge and little independent initiative. Even so, they should not be condemned or neglected, but

every effort should be made to assist them, and reports on what is required for them should be furnished to the Foreign Office. The growth of such societies is likely to be slow, and it is important to foster them gradually.[10]

Of the British Institutes already existing overseas, perhaps the most important is the one in Florence, not merely because it was an early and a long-term recipient of British Council grants, but also because it is often regarded as the model for all later Institutes. The large British colony in and around Florence had for some years cherished a wish to establish an Institute on the lines of the French Institute there, founded as early as 1908; and in 1917, with support from the Ministry of Information, this plan was realised by a group of Italian and English scholars, prominent among the latter being Mr and Mrs George Trevelyan, Mrs Aubrey Waterfield, William Hulton, Edward Hutton and Herbert Trench. To Lina Waterfield (born Duff Gordon) more than to anyone else the credit for the foundation is given. Its first director was A. F. Spender, the uncle of Stephen Spender.

The aims of the Institute were to promote intellectual relations between the two countries and it had and still has advantages not given to any of the later Institutes. Splendidly housed, for many years in the sixteenth-century Palazzo Antinori and later by the generosity of its Vice-Chairman, Sir Harold Acton, in the Palazzo Lanfredini, it soon acquired, through the discernment and the generosity of its patrons, a library which was recognised as by far the most important for the study of English literature and history in Italy, as well as a large and valuable art library. In 1923 it received a Royal Charter. After the war and the demise of the Ministry of Information, it relied for its funds almost entirely on its earnings and on the generosity of private patrons.

Its most important function was the teaching of English to students of all kinds – to those who wanted merely a knowledge of English for business purposes, to others who wished to take English literature for their university studies, and to still others who wished to acquire a teacher's diploma. Since the object of the Institute was to promote an interchange between the two countries of language, literature, art history and philosophy, classes were also held in Italian for English-speaking people whenever these could be formed. Bursaries were given and scholarships to Italian students wishing to visit Britain, while the Institute ran a Summer School as a refresher-course for teachers of English from all parts of Italy. From the very beginning the demand for

English teaching proved great, although the numbers at the Institute went down as the teachers it had trained began to teach.

The Florence Institute was always short of funds and in order to raise money it allowed the use of the library and reading rooms to the local British colony on the payment of subscriptions. This practice is also sometimes adopted by the British Council, but it is rare for British expatriates to be so thick on the ground or so deeply dependent on the Institute for intellectual pursuits. According to both public and private statements of its directors and staff (past and present), there has tended in Florence to be some division of interest between the British members and the Italians, and a tendency among the former to regard the Institute in the light of a club run for their benefit. The British Council may never have achieved quite the academic distinction of the British Institute at Florence, but they have avoided its slightly dilettante air.

In 1935 the Institute in Florence was enabled to keep going in spite of the Abyssinian war and the application of sanctions by the countries of the League of Nations, only because of the pro-Fascist sympathies of its director, Harold Goad. Nevertheless it was an obvious and immediate object for the support of the British Council. The Council began with a grant of £200 paid annually and in 1937 increased this considerably, subscribing to a pension fund for teachers, to an increase in their salaries and for an assistant to the director. According to figures given by Ian Greenlees, its fourth director, the grant from the British Council was raised to £1,050 a year in 1937, and to about £1,500 a year, in 1939. In 1945 the grant was renewed but 'varied in concertina fashion from £1,000 to £7,000'.[11] In 1977 it was commuted for a final once-for-all grant of £12,000.

In 1930, Harold Goad, unable to interest the Board of Governors of the Florence Institute, started at his own expense a small branch of the Institute in Milan and in 1938 another in Rome. After the war these were absorbed by the British Council, who run them today.

There were also at that time Institutes in Paris (this has remained independent), in Buenos Aires, in Rio de Janeiro and in Montevideo, and the survival of the British Council is before anything else bound up with the formation of teaching institutes all over the world. For, from first to last, in all the fifty years of its existence, it has been proved again and again that, under-valued and under-nourished, sometimes encouraged but as often cut, compelled by changing circumstances and the vagaries of different Governments constantly to alter course, it has nevertheless always possessed one golden egg – the English language.

The Books and Periodicals Committee took over from the Foreign Office the distribution of English literature of all kinds to Foreign-British societies, foreign universities and schools. Its aims were to build up general libraries of English books (by July 1937 presentations had been made to 97 institutions in 37 countries), to supply British scientific and technological books to specialist libraries (20 presentations in 11 countries), to increase the circulation of British periodicals (2,800 general, learned, specialist and technical periodicals to 663 institutions in 51 countries) and to supply bibliographical information. One long-lived and interesting innovation of these years was the Overseas Book Review Scheme which lasted until 1982 and through which English books were sent to foreign periodicals for reviewing. The intervention of the British Council between the publishers and the foreign critics inspired confidence in the selection of books sent and an encouragement to consider them for review.

The Books and Periodicals Committee was chaired from 1936 by Stanley Unwin, who was at that time Vice-President of the Publishers Association and came on to the Executive Committee of the Council as its nominee. The Publishers Association had agreed earlier that the British Council should be entitled to buy books at trade prices provided they procured them direct from the publishers, a decision of great and obvious importance. Stanley Unwin also initiated the publication of a number of pamphlets on special subjects in a series called *British Life and Thought*, which could be bound together in a single volume for libraries.[12] Here in his own words is an account of how he organised this:

> It was decided that [the pamphlets] should be produced ... under my supervision and that half a dozen leading publishers should be invited to tender for the work of distribution on a commission basis; that is to say, that the copies would be printed with the selected publisher's imprint: that they would sell all they could to the booksellers and hand over the proceeds to the Council less a commission. It is seldom that such a commission adequately covers the publisher's overhead, let alone shows a profit, so that it was not surprising that one or two of those approached refused to tender. Messrs Longman were appointed and they have been the Council's most efficient publishers ever since.[13]

In 1936 the Council issued a handbook called *Higher Education in the United Kingdom* which gave information on such matters as the requirements for admission to a university, at which universities particular schools could be found, fees and the cost of living, details of technical and commercial institutions, special courses for overseas students and vacation courses, and also on hostels and social life. Immediately 4,500 copies were distributed and the handbook, now in its eighteenth revised edition, has been kept in print for fifty years.

The Joint Films Committee of the British Council and the Travel Association was less successful because of a complete dearth of suitable films. H. P. Croom-Johnson, an early member of the British Council staff, wrote to Colonel Bridge:

> I feel that the Committee is apt to underestimate the mentality of foreign film audiences. Guedalla remarked that 'We are trying to place ourselves in the position of a low-class Maltese tobacconist'. Admittedly this was flippantly meant, and the Committee are right in remembering that to many film audiences abroad the sound commentary will be incomprehensible and must largely be disregarded. Against this, however, should be remembered the verdict of the Finno-British Society which roundly condemned as very poor two films sent them recently by the Travel Association. By 'playing down' to film audiences we shall not gain the interest of the unintelligent (who don't matter to us any way) and shall lose the sympathy and interest of the intelligent anglophil students and the moderately intelligent newspaper readers at whom we should presumably aim.[14]

An attempt to co-ordinate with the BBC (by a Joint Committee of the Travel and Industrial Development Association and the BBC) failed for a different reason. Neither the Foreign Office nor the British Council seemed at this date to have any conception of the national importance and great future of the BBC. Thus Leeper once suggested to Vansittart that, in view of the fact that both bodies were engaged in cultural propaganda, the British Council should receive a small proportion of the BBC's grant.[15] And in fact in 1935 Sir Robert Vansittart warned the BBC to 'avoid talks put on by the BBC having the appearance of being directed expressly "at" the United States'.[16]

Two other Committees did important work at the time. The Music Committee under the chairmanship of Ernest Makower sent Myra Hess to Norway, Denmark and Sweden, Thelma Reiss and John Hunt

to Lithuania, Finland, Poland, Latvia and Estonia, and Keith Faulkner and Cyril Smith to Czechoslovakia, Hungary and Yugoslavia. Fifteen sets of gramophone records were issued to broadcasting companies which arranged concerts in many countries. In addition, this committee brought a group of European music critics on a visit to London where, if the number of musical events was probably fewer than in any other European capital city, the quality of what they heard was nevertheless high. This included concerts by the London Symphony Orchestra under Landon Ronald, the BBC Symphony Orchestra under Adrian Boult and the Royal Philharmonic under Hamilton Harty, all at the Queen's Hall. They saw a performance of the Sadler's Wells Ballet at which the orchestra was conducted by Constant Lambert, they travelled to Oxford to hear the New College Choir under the organist and choirmaster Sydney Watson, and attended a People's Concert at the London Museum where the soloists were Edwin Fischer (pianist) and Emanuel Feuermann (cellist). Most of these performances owed much to the generosity and enthusiasm of private persons and the People's Concerts, at which a nominal admission of 6*d.* was charged, were paid for entirely by Mr and Mrs Ernest Makower.

The Lectures Committee was chaired by the Poet Laureate, Dr John Masefield, and in its first two years lecturers were sent to almost every country in Europe. Those lecturing in the first year included Philip Guedalla, R. F. Harrod and Rebecca West, and in the second, Robert Byron, Kenneth Clark, Stephen Gaselee, Bruce Lockhart, Lionel Robbins, Josiah Stamp, William Teeling and the Rt Hon. W. Wedgwood Benn. There is in the files of the British Council a twenty-six page letter from Rebecca West to Colonel Bridge, describing the tour she made in Austria, Yugoslavia and Greece. This has the double interest of describing the difficulties of travelling for the British Council in the days when all arrangements were made from London and it had no Representatives abroad, and of suggesting that the experiences she had then, although in many ways so rigorous, remained in her mind and exerted sufficient strength to inspire a second tour, resulting in *Black Lamb and Grey Falcon*.

She begins by saying that she had assumed the journeys would be undertaken in reasonably comfortable trains, that she would get enough sleep and that the lectures she had arranged would be suitable for the audiences, 'and I am sure the Council made the same assumptions'.[17] But in Vienna, where she began, she said there was a plethora of lectures, and she thought cultural propaganda should be handled by

universities and learned societies 'by the lending of distinguished lecturers to give series of lectures', because the isolated lecture by a person of less than international standard did not do much to help Anglo-Austrian relations. Next she went to Ljubljana, which she wrote was the only properly planned part of the entire tour, but where three circumstances made it of doubtful value to send English lecturers. These were that the population understood very little English, had read no English books apart from 'some battered relics in the Club library', had read few books in its own language and had no general idea of literature. 'One cannot get up on a platform and in fifty minutes break the news of what literature is to an uninstructed public.'

After Ljubljana the arrangements deteriorated so much that she spent hours on uncomfortable trains, many of which might have been avoided if her journeys had been properly planned, getting little rest and not enough sleep to be able to do her best, while there were often no proper arrangements for her lectures.

> I found [she wrote] that the Legation people in Belgrade believed Dr Popovic to be a competent person, but I most emphatically dissented. I could not rest the next day after I got back from Athens, because he had made a number of futile appointments without consulting me, and said 'it would be awkward' to cancel them ... There were other annoyances too trivial to relate, but distinctly trying to the nerves. If I had been fit I could have dealt with this half-wit in my stride; as it was I cannot conceal from myself the fact that I allowed these things to submerge me and did not give as good a lecture as I would have wished ...
>
> I think you will agree with me that the tour I have described was not ideal. It seems to me to have been badly planned from every point of view. Granted that I had to visit the places I did visit – Ljubljana, Zagreb, Split, Dubrovnik, Sarajevo, Sofia, Nish and Athens – the obvious order in which I should have visited them if I was not to fall dead in my tracks was, Ljubljana, Zagreb, Sarajevo, Belgrade, Nish, Sofia, Athens, and then by boat, Dubrovnik and Split. But it was not really worth your while to send me to Split or Dubrovnik, since there is no lecture public there, nor to Athens since there are enough lecturers there already. The only places I really needed to go to were Zagreb, Sarajevo, Belgrade and Sofia; and since it is on the way I could have stopped at Nish, and could have travelled a further few hours to Skopje, where there is a struggling

University, and as yet very little English influence. Then you would have saved the railway fare in Greece and the Hotel there, and at Split, and at Dubrovnik; and with a small part of that money I could have spent an extra day or two in each of the places I visited, which would have enabled me both to do my work and to keep fit for it.[18]

The moral, Rebecca West wrote, was that you cannot organise a Yugoslav tour from London. But she also said this:

I found everywhere that there was a substantial residue left of the pro-English feeling that began in the war; and since the French influence is so rapidly fading there is an appetite for culture and liberalism which will be unsatisfied unless we take steps to fill it. It is a field worth cultivating.[19]

Of the original Committees, only the Music and Fine Arts remain today; the others have changed in name or in function. They have proved a great source of strength to the Council since they have always contained men who were the leading authorities on their subject and who were able, not only to give expert advice, but also to secure backing from the Council from outside. Theoretically only advisory, they have often been responsible for initiating new ideas.

Lord Tyrrell, the first Chairman of the British Council, was succeeded in 1936 by Lord Eustace Percy (later Lord Percy of Newcastle, and first Rector of King's College, Newcastle). Lord Eustace had been Minister for Education in 1924 and Minister without Portfolio in the National Government in 1935. He remained only for fifteen months and, because his period in office was short and his personality overshadowed by that of his immediate successor, his contribution to the Council is sometimes underestimated. He has to be given some of the credit for the speedy setting up of the advisory Committees and he achieved very important benefits for some categories of teachers. Because French, German and Italian teachers were part of a state system, the British were at a great disadvantage in recruiting teachers for overseas since, unlike their foreign colleagues, these had no assurance of pensions, promotion or even a job on their return. They went on short-term contracts, entirely at their own risk. Lord Eustace set up an Advisory Committee respresenting Government Departments, local education authorities and associations of teachers and schools. As a

result, teachers serving in recognised schools abroad were able to continue in a contributory service (i.e. rank for pension), while their foreign service would count towards an increase of salary. Even more important, local education authorities and the Headmasters' Conference undertook to find employment for them on their return. Teachers not in recognised schools went at their own risk.[20]

Behind the scenes, the evidence suggests that there was a continuing struggle for power. The line-up seems to have been Rex Leeper and Colonel Bridge for the Foreign Office against on the one hand Meredith of the Travel Association and on the other W. E. Rootes, Philip Guedalla, Arthur Mullins (who had succeeded Pickthall at the Department of Overseas Trade) and possibly others. As early as 14 March 1935, Leeper had written to Vansittart:

I am far from satisfied with the way the British Council is developing. The Treasury has given us £5,000 which is far too little for our purpose; for the rest of the money we require we are at present relying upon industrial firms. On account of that the Board of Trade and the D.O.T. [Department of Overseas Trade] have urged us to increase our industrial representation on the Council with the result that half the members are industrialists. The D.O.T., backed by the industrialists, have seconded one of their own men to the Council with the title of Industrial Commissioner. This preponderance of the industrial element in work which is essentially cultural is not at all what I like, but I have not been able to oppose it so long as we have to rely on industrial firms for the major part of our funds. A D.O.T. man is to do the canvassing and I very much fear that if Industry supplies the money, it will also want to call the tune.

For my own part I have very little faith in the vision or imagination of our industrialists. They will be influenced mainly by the desire for commercial rather than political results and I am convinced that our aim should be political rather than commercial and that the Foreign Office should have the major say in the policy of the Council. I foresee, however, that the Foreign Office will not be able to assert itself fully unless we are able to find the main portion of the funds, i.e. unless we can find a few private individuals to endow the Council on an adequate scale as Mr Lionel Curtis has succeeded in endowing Chatham House for work which is very much less important to this country as a whole ...

The main difference between the Foreign Office view and that of

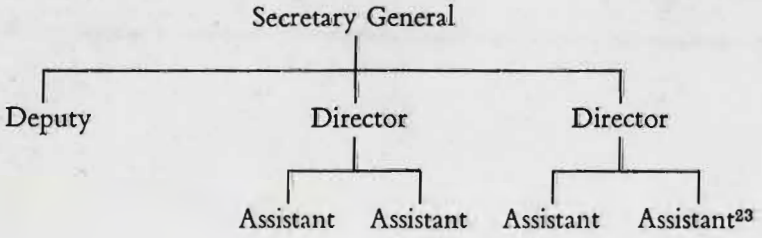
the industrialists is this. The latter wish to concentrate on those countries with which they hope to increase their export trade, while we are concerned with increasing British influence in those countries which are important to us politically. In my view the part of the world which matters most to us for the next few years is Europe and the Near East. If we could strengthen our influence very considerably in these countries with adequate sums at our disposal we could use our cultural work as a very definite political instrument. This work should go hand in hand with our foreign policy and quite definitely the Foreign Office should be the advisers to the Council.[21]

Then on 18 July 1935 he wrote to Bridge:

> You and I started this thing together and you and I have really done the whole job. I have done the touting outside and the lubricating inside while you have been steadily building up the whole structure from within ... I believe that this is going to grow into something really big, and you and I are going to have the chief say in it ... [22]

On 11 April 1936 we find him writing again to Bridge:

> I tried to get away with too much at the last meeting of the B.C. and I quite see why they resisted. But I don't think it was altogether a failure, as I have made them tackle the question of strengthening the staff seriously at last. So long as the staff remains inadequate, the close supervision and interference of the Committee is justified. That will be relaxed and mitigated as the staff develops in such a way as to take things more into its hands. You and I therefore must now concentrate on the question of staff and we should do so quickly. Let us work out some scheme, even if it can't be realised at once in its entirety, for dividing the work of the staff. I would suggest something like this:



This design is not unlike the present organisation of the senior staff of the British Council, if one substitutes Director-General (with executive powers) for the Secretary General. Rex Leeper then defined the duties of these officials, particularly those of the Deputy Secretary, and continued:

> He would then deal direct with members of the Council instead of this being left to the junior assistants as hitherto. People like Guedalla will not be able to bully an older man of some standing as they can Adie and Croom-Johnson.[24]

And he ended his letter by saying 'last week's meeting showed me that reform of the Council will have to be tackled from below and not from above'.

Leeper's attempt to keep matters entirely in his own and Colonel Bridge's hands did not go unremarked, and there was immediate opposition. The first to take offence was Meredith of the Travel Association. Writing to his Chairman, Lord Derby, he complained of a lack of consultation, of Colonel Bridge's behaviour to him, and of duplication 'of our own special activities, including film work, photographs for reproduction etc' and he said: 'We have tried to work with them, but whether of inceptitude or malice prepense, I think a bit of both, on their part, we found it difficult to do so ... '[25] Meredith went on to say that Philip Guedalla was also exceedingly angry and complained that Bridge and Leeper had sent circular instructions to Embassies and Legations in the countries with which he was specially concerned without informing him. Guedalla had insisted on being put on the Executive Committee of the Council and advised Meredith to do the same.

These difficulties were solved, at least temporarily, by a seat on the Executive Committee being given, not to Meredith, but to Lord Derby. However, there were also signs of insurrection on the Executive Committee itself. The letters between its members are written so much in terms of 'our mutual friend' that it is not possible to be sure of the whole of their meaning today. Thus: 'You will naturally understand that it was impossible for me to bring the matter up to you at the Committee meeting for reasons which you were good enough to appreciate.'[26] There seems to be little doubt, however, that, although the relations with Leeper remained cordial, they were gunning for Colonel Bridge. K. R. Johnstone, who worked for Bridge, has left

the following description of him:

> In addition to the energy and exactitude of a first-rate staff officer, the courtesy and knowledge of the world expected of a Military Attaché and the dash and choler proper to an Irish Cavalryman, he possessed in a high degree what a French writer has called 'that indefinable mixture of devilry and charm which is the Celtic spirit'. In an enterprise which might so easily have lost itself in vagueness or foundered in a welter of bright ideas and conflicting pressures, he insisted on order and on action. It was he who, among other things, first established the Council's budget on its twofold basis of countries and subjects and on a basis of territorial priorities. These distinctions may seem obvious enough now, because we have grown accustomed to them; they were a good deal less self-evident then.[27]

Nevertheless even his best friends admit that Colonel Bridge was a difficult man and one with a very hot temper.

On 13 November 1936 W. E. Rootes wrote to Lord Riverdale:

> This meeting is being called for the express purpose of engaging additional personnel in connection with appeals, and we have been asked to submit names. The suggestion we are now discussing is, of course, an entirely different proposition in so far as it brings in a number one. Therefore arrangements will have to be made for Colonel Bridge to leave the meeting, otherwise he will sit fast throughout.[28]

Earlier (13 October 1936) Philip Guedalla had written to Rootes with a refreshing lack of guile: 'The more I think about it, the more convinced I am that the British Council has got the right job and the wrong people.'[29]

This correspondence ceases in May 1937 with a letter from Guedalla to Rootes in which he says:

> At the Finance and Agenda Committee this morning Percy spoke to us privately of his own intention of leaving the Council at some future date and of the nomination of a successor by the Foreign Office. This, it seems to me, is the moment for the practical men to find some means of indicating to Van [Vansittart] or elsewhere their views as to a working successor.[30]

We know, however, that Colonel Bridge remained in position and that the British Council was never sufficiently well supported by industrialists for there to be any alternative to the Foreign Office grant and therefore its control. We may also guess that the views of Rootes and Guedalla became progressively less important because the successor to Eustace Percy was Lord Lloyd.

it is to Dundas that credit must go for the foundation and structure of the Council's work in the Middle East and for its survival and expansion during this most difficult period. His is one of the great names in the history of the British Council.

7

Latin America

At the outbreak of war A. J. S. White and Philip Guedalla were on a tour of South America, from where, in consultation with the local educational authorities, they were to make recommendations as to how the Council's work could best be developed. Guedalla, who was also to lecture on history and biography, cabled home offering his services to the new Ministry of Information but received a reply (from Lord Lloyd) telling him not to return. The South American countries were of vital importance to Britain for food supplies and for the oil of Venezuela. The two therefore together visited the Argentine, Brazil, Uruguay, Chile and Peru and A. J. S. White went on to Colombia and Venezuela. (Guedalla lagged slightly behind all the way because he refused to travel by air.) At the end of the tour they wrote a report making recommendations for the future, the majority of which were accepted. This report therefore gives a fairly complete picture of the Council's work in South America during the early years of the war.

A distinctive feature of the Latin American countries is that the Council did not need to establish Institutes there but supported the already existing Anglophile Societies (Asociaciones or Sociedades de Cultura Inglesa, known as the Culturas) and encouraged the development of others. The Culturas had aims exactly similar to those of British Institutes but were Latin American Institutions, controlled by boards of local nationals with local national Chairmen. The Council also supported British schools, many of which had been recently started, particularly in the Argentine and Chile. In Latin America, as elsewhere, the main effort was concentrated directly or indirectly on the teaching of English, although, as in other countries, lectures, performances of drama and music, film shows and the distribution of books and periodicals were all encouraged.

In an appendix to the report A. J. S. White makes some general observations. The South Americans, he says, were by nature more inclined to the French than to the British, and more to the British than

Millington-Drake had also shown much interest in cultural propaganda and he was lavish in support of the Anglophil Society, which, following the pattern of Buenos Aires, he had founded in Montevideo. His energy and enthusiasm were notorious, but by the time he enters this story he had developed a *folie de grandeur* which gave him the manners and some of the attributes of minor Royalty. He was often the recipient of rebukes from the Foreign Office and in reply to a request to make his telegrams shorter since they wasted time and expense, he is reputed to have replied that time was not important and as to the expense he would pay it himself. He then sent as many telegrams and as long, but on his own account. He spoke Spanish well and was much addicted to lecturing and to poetry readings in that language as well as in English, and he was famous for a lecture he called *Joyas de la Poesia Inglesa*. 'Fabulous Millers,' a colleague wrote, 'with his handsome head and lion's mane spotlighted as he read – many, many times – the Spanish and English versions of "If"!'[7]

He was Minister at Montevideo from 1934 to 1941. Early in 1941 the Secretary-General of the British Council had begun to feel that it was essential to have a Representative in South America with headquarters in Buenos Aires. At approximately the same time, Lord Riverdale, Sir John Chancellor* and Sir Malcolm Robertson all received letters from Sir Alexander Cadogan (the Permanent Under-Secretary) in which he said that opinions in the Foreign Office tended 'to the view that, in spite of the great energy Millington-Drake has shown and in spite of the services he has rendered in Uruguay, the time was coming when it would be an advantage to our representation if a change could be made at Montevideo'.[8] He added that, although the very energy which had enabled Millington-Drake to do so much had led to his ceasing to be *persona grata* to certain members of the Uruguayan Government, the Secretary of State was both 'anxious to soften the blow to Millington-Drake and also to make use of his energy and of his knowledge of South America'. Was there any chance that the British Council would appoint him organiser or general representative in South America?

The suggestion was regarded with interest but also with caution. 'Millington-Drake might well be fitted for such a post', Sir John Chancellor replied. 'The only danger seems to be that his enthusiasm

* Sir John Chancellor, a member of the Executive Committee from 1940 to 1946, had served as Vice-Chairman 1940–1 to lighten the load on Lord Lloyd after he became Colonial Secretary.

sometimes runs away with his judgement.'[9] The Secretary-General expressed the view that Millington-Drake would be 'definitely unsuitable as our Representative unless we could attach to him a sort of Staff Officer with enough standing to keep a check on him and to keep the detail in his own hands'.[10] The British Missions in South American countries were then asked their opinion and these were mainly favourable to the idea, the only rider being received from Montevideo.

> Whatever may be the final decision regarding his headquarters, there is one point on which I would like to insist and that is that he should have a complete staff of his own and should do his own accounting. The burden on the staffs of H.M. Missions abroad is too heavy nowa-days to permit of their giving him clerical or secretarial assistance.

The writer added: 'In this connexion, I understand that Millington-Drake has an eye on Crombie, who is now on my staff. If so, I fear that I must disappoint him.'[11]

This then was the man who from the beginning of 1942 was Chief Representative in the Spanish American countries. H. H. Brissenden* was seconded by the Board of Education to become Deputy Chief Representative, in other words as 'a sort of Staff Officer to keep a check on him'.

Millington-Drake lectured and broadcast with enthusiasm and success in English and Spanish, and throughout the war managed to produce a team of other lecturers. He initiated prizes, made book presentations, arranged exhibitions, concerts, dramatic performances and film shows. He travelled extensively and extended his Empire wherever he went, maintaining good relations with the authorities in all the vast territories he visited.

To his own staff, Millington-Drake seems at best to have been an object of affectionate ridicule and at worst to have been heartily disliked. But E. E. R. Church, writing about him twenty-five years later said:

> It is certain that tens of thousands of Uruguayans saw El Draco off when he was finally recalled to England. And that he celebrated his

* Brissenden, who had spent some time working in Argentina, had earlier been approached by the Secretary-General as a possible Chief Representative himself, but had turned down the appointment because 'he finds it difficult to leave the important work ... which he is engaged upon at present and also he is disinclined to leave this country in war-time'.[12]

the Germans. 'They admire our sporting qualities and our tradition for honest business, but they resent our aloofness and are ignorant of our culture.'[1] He continues:

> There is a feeling in the West and North of South America, which is common to all distant places I think, that those countries are not given the notice they deserve from Britain. It was a frequent remark that the British Council's work was welcomed because no-one else took an interest. It was also felt that more attention might be paid to the Diplomatic Representatives of these countries in London.[2]

White made some remarks which might be helpful to the British Council staff today, and, for that matter, are of general interest:

> I was also impressed by the harm that can be done in these countries by our failure to comply with small requests. Not only the British Council's efficiency, but also the efficiency of Britain itself is sometimes judged (and compared with that of other nations) by the response to minor requests ... I have seen too many instances of unacknowledged letters or delayed replies ... Much harm can be done to our reputation by this sort of thing.[3]

By November 1939 the Argentine Association of English Culture in Buenos Aires, which was well established and self-supporting and the prototype of most of the other Culturas, had 4,000 students and 670 members and had no difficulty in filling a large hall for lectures, films, lantern slides, etc. (In that part of the report which deals with Peru the authors say: 'There is great scope for placing British Newsreels. The documentary films hitherto sent have been very poor. It is not worth sending others unless they are first-class, as standards here are high.'[4] These remarks presumably applied equally to other countries.)

In Brazil the Society at Rio de Janeiro had about 500 members and 400 students, while that at Sao Paulo had over 1,000 students. There were two British schools in Rio and one in Sao Paulo. Uruguay had one Cultural Institute and Chile three, 'which fortunately draw their membership and support from different social and educational levels',[5] and also British schools. Peru had a Cultural Association with about 160 members and 120 students; in Colombia a British Institute was proposed in Bogota with branches at Medellin, Cali, and Barranquilla, while a Cultura was projected in Venezuela.

Guedalla and White recommended support for most of these enterprises, in many cases proposing capital grants to improve existing buildings or acquire new ones, and subsidies for the salaries of lecturers and teachers in others. They also recommended an increase in the number of bursaries and scholarships for Argentine and Brazilian scholars.

Throughout the whole course of the war cultural relationships with the Latin American countries ranked only second to those with the Middle East, and if the expenditure was not quite on the scale of the Mediterranean Basin, this was partly because the Anglophile Societies were so largely self-supporting. The difficulty of finding staff to cope with the enormous expansion of the British Council's work was certainly no less, but the circumstances of war contributed here as elsewhere to an individuality in some of its leading personalities.

Pride of place must go to Sir Eugen Millington-Drake, who in the long line of English eccentrics was a minor classic. Tall, handsome and very rich, he had been educated at Eton where he achieved the unusual feat of becoming Captain of the Oppidans, Captain of the Boats and President of the Eton Society (Pop). According to a contemporary he never got over this unusual hat trick.

Then early in the war he achieved a wider fame, because, as Minister to Uruguay, he was credited with having had much influence on the events which led to the sinking of the *Graf Spee* by persuading the Uruguayan authorities to apply Article 17 of the Hague Convention, which decrees that belligerents may not stay in neutral harbours longer than is necessary to render them seaworthy. German as well as British sources gave Millington-Drake much of the credit for this. The diary of Commander F. W. Rasenack of the *Graf Spee* contains the following good description of the man as well as of the events.

> Mr Millington-Drake by clever propaganda and by his personal activities has managed to gain the hearts of the Uruguay people for the British cause. He made himself popular and they like him. He is present on almost all sporting occasions, congratulates the winners ... and gives trophies. He knows the minds of the people and how to flatter them. This Englishman, who from the outset has all the advantages on his side, is now the opponent of our Commander in this diplomatic contest for the fate of the pocket battle-ship *Admiral Graf Spee* ... The British Minister will therefore try to prevent by all means in his power our Captain obtaining prolongation. Meanwhile the Uruguayan Government sends us to the devil.[6]

His greatest fame, however, was for a lecture which he delivered in both English and Portuguese called 'The Old School Tie'. It might be an exaggeration to say that this was heard as often as the poem 'If' recited by Millington-Drake, but it was of frequent occurrence and earned him the name of The Old School Toye.[21]

He is more open in his book about the difficulties of staffing the British Council and the Cultura in time of war than are many of the official accounts, and, as Representative, he had to deal with alcoholics, a distinguished scholar with a double first but suffering from a disease which induced homicidal mania, and an exponent of the Direct Method of teaching English who was in the middle of a nervous breakdown. Of the difficulties of finding teachers he says this:

> We were at our wits' end to find adequate teachers to supplement our existing regular staff. I am far from sure, in fact, that we did so but, almost literally, I went out into the highways and byways to look for them. The result was as odd an assortment of bodies as can well be imagined. The outstanding success was a reformed drunkard recommended by the Anglican Bishop; among Brazilians there was an ex-Berlitz teacher with a perfect mastery of spoken English, whose spelling and writing of the language, however, left almost everything to be desired ... a highbrow pedant ... [with a] predilection for unknown idioms ... sometimes getting his phrases ... wrong as when, for instance, he remarked 'This afternoon I feel at the top of my shape'. At Niteroi we even condescended to an ex-trick-rider from a circus (English) who functioned efficiently enough until such time as he had to be got rid of for some misdeameanour.[22]

He tells us, however, that in spite of all this the hard fact was that the numbers at the Cultura increased at a prodigious rate from 700-odd in 1942 to 2,200 in 1944, with a further large increase despite raised fees in 1945, and he says also that the results were not too bad. 'We made a lot of money, costing the British tax-payer practically nothing.'[23]

When he became Representative, Toye's duties included liaison with the Culturas at Sao Paulo, Belo Horizonte, Santos and Chile which had to be visited at least twice a year. And since, unlike Church, he combined the direction of the Rio Cultura with the work for the British Council, his first step was to house the two under one roof. At the Cultura itself weekly lunches, debates, play-readings with semi-action became regular features of the curriculum, while Toye's most successful

and most cherished venture was a choral society, 'unique of its kind in Brazil, perhaps in South America'.[24] As well as British singers it included Brazilians, French, a Czech and a Pole, and he says of it:

> We never sang worthless music; our repertory ranged from carols and *The Mikado* madrigal to Stanford's delicious *Heraclitus*, and *The Blue Bird*, Elizabethans such as Gibbons and Morley, the Christmas choruses from *The Messiah* ... Of everything I accomplished in Brazil I look back with the greatest pride on that little Choral Society. Not till I returned to Florence and tried, with little success, to repeat the experiment, did I realize what a genuine feat it represented.[25]

When one adds that included among the British Council teachers in Brazil was Frederick Fuller, a professional singer and a friend of the national composer Heitor Villa-Lobos, whose songs he sang at many concerts (later repeating his performance in London), one can reasonably say that, whether or not this was high art, it was cultural diplomacy on a distinguished scale.

Two other things deserve mention, both as showing the scope of the British Council's work and as reflecting the special tastes of the time. The first was the six weeks' tour in 1941 by England's great plastic surgeon, Sir Harold Gillies, who raised enormous interest by lecturing and performing operations in Lima, Santiago, Buenos Aires, Montevideo, Rio de Janeiro and Sao Paulo. The second, even more successful, was a small and comparatively unpretentious exhibition of British children's painting, the work of pupils of elementary, secondary, public and private schools shown in Rio de Janeiro, Sao Paulo and Belo Horizonte (two other collections were shown in Canada and at Savannah in Georgia). No attempt was made to present these pictures as art, merely as something new in education. It was a comparatively new discovery that, before they develop logical processes of thought, children have a natural instinct for symmetry, composition and colour harmonies, and the paintings were exceptionally good of their kind. Press comments on the exhibition included the following: 'The greatest proof of vitality Great Britain could give to her friends in South America ... It is a spectacle that moves us profoundly.' 'The individuality and sincerity of all these pictures is a great educative lesson to our students ... They also indicate the fundamentals of British education ... Personality above all. Movements, initiative, personality, these are the secrets of British education. The science of order and balance without losing the originality, this is what we must learn from them.'[26]

Council appointment by donating thirty thousand pounds for Council uses in Latin America ... It is almost certainly true that one of his secretaries once ran the length of the main platform at the Buenos Aires station while EMD wrote a last telegram on bits of a toilet-roll ... When in London he had the use of the Chairman's room which immediately looked like Victoria Station on a Bank Holiday.[13]

Slightly absurd, he nevertheless has an honourable place in British Council history. He created for the British Council a provincial empire that ran from the Atlantic coast to the Andes. By the end of 1944, in addition to the Cultura in Buenos Aires itself, there were eight provincial institutes; in Chile, 2,300 students and 2,000 members were enrolled at Santiago, Valparaiso and Concepcion; there were five Colombian-British Institutes, one in Paraguay, one in Peru, one in Venezuela, and five provincial branches in Uruguay, in addition to the Cultura in Montevideo. In Uruguay Millington-Drake was once loudly cheered on entrance to a football stadium because he had brought over a football coach with whose help the Uruguayans had beaten the Argentinians.[14]

From 1941 to 1943 E. E. R. Church, quoted above on Millington-Drake, was Representative in Brazil. A far less colourful person, he was nevertheless a first class British Council officer. Francis Toye, who was sent to succeed him as Director of the Rio Cultura when Church was appointed Representative and who later succeeded him in that post, has left this account of him;

Despite few external attributes of distinction he is, in his way, a very remarkable person: conscientious, competent, simple, and, above all, the only man I have ever known whose modesty is so innate, so genuine as to be a positive strength. Previously he had served in a rather humble teaching capacity, first at Bombay, later at St Paul's School in Sao Paulo, whence somebody had been discerning enough to remove him to the direction of the Rio Cultura recently founded by private initiative. Unlike many teachers of his professional status he suffered neither from vanity nor from an inferiority complex; he was content to remain cheerfully himself. When the British Council established connection with the Cultura they soon came to recognise his sterling qualities; indeed, they now intended to establish him as their Representative in Brazil with the specific object of founding new Council Institutes at various places.[15]

Toye goes on to say that, since Church had the defects of his virtues, and was socially timid, he was not necessarily a good choice as Representative, since even if shyness is a minor defect it did constitute a handicap 'in an official whose business it was to meet people, to make friends with them and enlist their support for the projects he had in view'.[16] He adds: 'I dwell on this only because it explains why to succeed Church as representative was comparatively easy, whereas to succeed him as director of the Cultura was very difficult indeed.'[17]

All of which brings us to Francis Toye himself, the most distinguished and the best remembered of all the British Council Representatives in South America. A music critic of some note, he wrote a biography of Verdi which has not been and is not likely to be superseded. In addition to this major claim to fame, he was for seven years Managing Director of the celebrated London *Restaurant Boulestin*. He succeeded Goad as Director of the British Institute at Florence and he was free to go to Brazil for the British Council only because, when Italy came into war and the Italian Institutes were closed, his offer to work for the Ministry of Information was refused. He resented this because, he said, 'I knew Italy and the Italians better than three-quarters of the diplomats and consuls lumped together, and work should have been found or made for me'.[18] It may well have been, however, that the very extent of this knowledge was held against him because, although he was inclined to deny excessive sympathy with the Fascist regime, he could hardly have stayed in Florence until the last minute if he had not in fact been *persona grata* with the regime.

Nevertheless, he was not merely a man of great distinction but in a different way almost as eccentric as Millington-Drake. Having, he tells us, appraised the Brazilians as liking a personality and being impressed by a stunt, he proceeded soon after his arrival to give them one. 'So far from compromising or apologising I would proclaim my background and openly glory in it.'[19] He therefore delivered soon after his arrival a lecture entitled 'Speaking Personally', which he afterwards learned was labelled egotistical, conceited, presumptuous, by the British, but was nevertheless a great success with a capacity audience of Brazilians. Emboldened by this success, he attended a performance of *Romeo and Juliet* at the Opera House, dressed in white tie and tails, and delivered a speech in Portuguese. This had been translated into simple language by the librarian of the Cultura, and learned by heart but it was confidently delivered. 'The fame of the exploit,' he wrote, 'resounded throughout Rio alike in social and academic circles.'[20]

El Consejo Británico. London: reference services, Central office of information, 1987. 8.

Reference Services
Central Office of Information, London

El Consejo Británico

El Consejo Británico (*British Council*), establecido en 1934, tiene por objetivo proyectar la imagen del Reino Unido en el extranjero promoviendo las ideas, experiencia y talentos británicos en las esferas de la enseñanza y formación profesional, libros y publicaciones periódicas, el idioma inglés, las artes, ciencias y tecnología. Conocido inicialmente como «El Comité británico para las relaciones con otros países» (*The British Committee for Relations with other Countries*), fue creado como respuesta a la creciente convicción de que numerosos países no se deban cuenta de lo mucho que el Reino Unido podía ofrecerles en cuanto a enseñanza, formación profesional, cultura, ciencia y tecnología. Para octubre de 1940, cuando se otorgó al consejo una Cédula Real, ya se habían establecido con firmeza los principales aspectos de sus actividades en el sentido de:

1. dar a conocer más profundamente en el extranjero el estilo de vida y la manera de pensar de los británicos así como promover el intercambio mutuo de conocimientos e ideas con otros pueblos;
2. fomentar el estudio y uso del idioma inglés;
3. posibilitar que estudiantes del extranjero sigan cursos de formación educacional e industrial en el Reino Unido;
4. poner a otros pueblos en contacto más estrecho con los ideales y métodos británicos en materia de educación, industria y gobierno, facilitarles los beneficios de la tecnología británica del día y ofrecerles oportunidades de apreciar la labor contemporánea británica en las bellas artes, el teatro y la música.

En sus primeros años, las operaciones del Consejo estuvieron orientadas sobre todo a Europa, el Medio Oriente y América Latina, siendo sus principales actividades en el extranjero el patrocinio de modestas exposiciones, giras musicales, presentaciones de libros y programas de conferencias a cargo de visitantes. El Consejo abrió sus primeras oficinas en el extranjero en 1938 y sus operaciones se expandieron rápidamente en todo el mundo durante la Segunda Guerra Mundial (1939-45) y especialmente después de concluir esa conflagración. Una de las tareas del Consejo en el Reino Unido durante la guerra fue la enseñanza del idioma inglés a los refugiados procedentes de Europa y la creación de centros en suelo británico para las diversas nacionalidades. Ello llevó al establecimiento en el Reino Unido, durante los años de posguerra, de centros del Consejo para prestar servicios de alojamiento y bienestar social a visitantes y estudiantes por él patrocinados. Desde la Segunda Guerra Mundial, miles de estudiantes de países en vías de desarrollo se han trasladado al Reino Unido para seguir cursos y el Consejo participa estrechamente en la administración del programa oficial británico de ayuda en la enseñanza y formación profesional. El Consejo es asimismo un agente reconocido de la Organización de las Naciones Unidas (ONU) para la administración de becas patrocinadas por la Organización Mundial de la Salud, la Organización de las Naciones Unidas para la Agricultura y la Alimentación y otros organismos de la ONU.

No 237/87/Sp *Clasificaciones 2(b), 7(a) y 7(d)* *Diciembre de 1987*

Organización y financiación

El Consejo está registrado como entidad benéfica en el Reino Unido y recibe subvenciones anuales del Estado a través del organismo patrocinador, que es el Ministerio de Relaciones Exteriores y del Commonwealth. En 1986-87, su presupuesto operativo total fue aproximadamente de £238 millones, de los cuales alrededor de £73 millones fueron suministrados en forma de subvenciones por el Ministerio de Relaciones Exteriores y del Commonwealth y su Administración para el Desarrollo en el Exterior (*Overseas Development Administration*—ODA) y £102 millones fueron administrados por el Consejo en nombre de la ODA. La mayor parte del resto provino de los ingresos del Consejo, especialmente de sus servicios de enseñanza del inglés en el extranjero. La ODA contrata al Consejo para que administre una gran parte de la ayuda británica a los países en vías de desarrollo en materia de enseñanza y formación profesional en el extranjero; lo mismo hacen agencias internacionales como las Naciones Unidas, el Banco Mundial, el Fondo Europeo de Desarrollo y el Banco Asiático de Desarrollo. En forma creciente, asimismo, las administraciones públicas e instituciones del extranjero están pagando por los servicios del Consejo, como ya lo han estado haciendo durante muchos años los particulares por la enseñanza del idioma.

Entre los numerosos servicios que ofrece el Consejo en los 81 países donde actualmente está representado figuran los siguientes:

- organizar programas de capacitación, cursos de especialización y viajes de estudios en el Reino Unido;
- proporcionar especialistas británicos para giras de conferencias, cursos, asesoramiento y proyectos de colaboración en el extranjero;
- enseñar el idioma inglés en el extranjero;
- facilitar información sobre el Reino Unido a través de las bibliotecas del Consejo Británico en el extranjero así como presentar libros y asesorar acerca de los libros a elegir;
- contratar a maestros de escuela británicos para cargos en el extranjero;
- presentar en el extranjero arte, música, teatro, danza y cinematografía británicos;
- organizar programas de intercambio y ayudar a crear vínculos entre instituciones docentes y científicas así como «hermanar» pueblos y regiones.

El personal del Consejo ascendió en 1986-87 a alrededor de 4.400, de los cuales unos 1.600 se hallaban en el Reino Unido y unos 2.700 en el extranjero. Comprende asesores en agricultura, las artes, educación, enseñanza del idioma inglés, administración de bibliotecas, literatura, medicina, ciencias físicas y tecnología. Hay comités consultivos de diversas especialidades que ayudan a que el Consejo se mantenga al corriente de los recursos y logros británicos en esos campos y en las muchas otras materias que forman parte de su labor en el extranjero. El Consejo tiene asimismo 1.500 empleados contratados en el extranjero, la mayoría de los cuales trabajan en sus centros de enseñanza del inglés, y otros en diversos cargos de asesoramiento y enseñanza en otras instituciones. Más de las tres cuartas partes se contratan en el ámbito local. En el Reino Unido, la sede central (sita en 10 Spring Gardens, Londres SW1A 2BN) y una red de oficinas regionales en 13 importantes pueblos y ciudades están al servicio de las actividades en el extranjero, manteniendo contacto con las autoridades británicas y velando por los programas y el bienestar de los que visitan el Reino Unido bajo los auspicios del Consejo.

Intercambio de personas

La tarea más importante del Consejo es ayudar a personas del extranjero a estudiar en el Reino Unido y a ponerse en contacto con británicos. Casi las dos terceras partes de su presupuesto total de programas se asignan a trasladar a personas al Reino Unido en visitas profesionales, de capacitación y estudio, y en enviar a británicos al extranjero a enseñar, asesorar y participar en una gran variedad de actividades. Alrededor de 5.000 especialistas británicos fueron enviados al extranjero como consultores o maestros en 1986-87, y 26.300 personas del exterior se hallaban en el Reino Unido por motivos educacionales o profesionales en programas administrados por el Consejo. Estos programas comprendieron desde visitas breves para especialistas o jefes de instituciones hasta formación profesional de plazo más prolongado en una variedad de esferas artísticas y científicas, tecnología y estudios de administración y negocios. El 50% de las 17.800 personas que se trasladaron al Reino Unido en 1986-87 lo hicieron para estudiar materias científicas, entre ellas medicina, agricultura e ingeniería.

Hay muchos programas de becas administrados por el Consejo, en virtud de los cuales hay personas que se trasladan al Reino Unido para seguir cursos de jornada completa o trabajar en establecimientos industriales a los que son asignados. Con mucho, el mayor número de becas de largo plazo son financiadas por el Programa de Capacitación para la Cooperación Técnica de la ODA, cuyo objetivo es promover la transferencia de especialidades para el desarrollo económico y social. En 1986-87, alrededor de 11.000 estudiantes de 110 países se hallaban en el Reino Unido en virtud de dicho programa. Se atiende a miles más en nombre de gobiernos extranjeros y agencias de las Naciones Unidas, y como parte de proyectos financiados por agencias internacionales de crédito, por ejemplo, el Banco Mundial.

Un nuevo programa introducido en 1987 es el Programa Sino-británico de Becas de la Amistad (*Sino-British Friendship Scholarship Scheme*), financiado por el armador de Hong King Sir Y. K. Pao y los gobiernos del Reino Unido y China. En virtud de este programa, se prevería que 400 estudiantes chinos habrían de trasladarse al Reino Unido en 1987, y más de 3.000 en los diez años siguientes. El Consejo administra asimismo un programa del Estado británico destinado a proporcionar formación universitaria a sudafricanos de color, con la intención de que 80 estudiantes por año se trasladen al Reino Unido durante los próximos cinco años.

Educación y formación profesional

El sistema de educación británico continúa gozando de gran prestigio en el extranjero, y el Consejo facilita información acerca de sus métodos, material didáctico y organización. El Consejo también da explicaciones sobre experimentos e innovaciones recientes y, mediante la organización de cursos, visitas de estudio y programas de capacitación profesional, permite que los profesores y los administradores de la enseñanza locales vean todo ello por sí mismos. Además, pone en comunicación a profesores, académicos y otros especialistas de la enseñanza con sus colegas en el extranjero. Se organizan cursos de capacitación en universidades, escuelas y colegios politécnicos británicos para graduados seleccionados del exterior y se da consejo e información a otros solicitantes. Por medio de su Comité para la Cooperación Internacional en Educación Superior (*Committee for International Co-operation in Higher Education*), el Consejo gestiona el establecimiento de vínculos institucionales, sobre todo entre universidades británicas y del extranjero, que sirven de marco para proyectos de colaboración relativos a capacitación de personal e investigación y fomento. Con el apoyo de la ODA, se ha ampliado la gama tradicional de actividades del Consejo hasta el punto de abarcar la capacitación profesional, la transformación e innovación en el terreno de la educación y el desarrollo de instituciones de ámbito local. A fin de atender la creciente demanda proveniente del extranjero, el Consejo ha alentado a la industria británica a que aumente su capacidad para la capacitación en especialidades técnicas, y se han llevado a cabo programas completos de capacitación profesional en esferas tales como suministro de agua, saneamiento, mecánica del automóvil, ingeniería eléctrica, análisis químico, y aire acondicionado y refrigeración.

El Consejo ha asumido el compromiso de aumentar el número de estudiantes extranjeros en el Reino Unido y de asegurar que los que se trasladan al Reino Unido en virtud de sus programas obtengan el máximo beneficio de su permanencia en el país. El Consejo publica material informativo que los estudiantes pueden consultar antes de comenzar sus estudios y colabora con otros a fin de que se facilite su llegada, hace que familias británicas les brinden hospitalidad, promueve contactos con la industria y también se propone mantenerse en contacto con ellos cuando regresen a su país. En 1984 se estableció un servicio de orientación en Hong Kong, Malaysia y Singapur a fin de brindar a estudiantes potenciales información exhaustiva sobre las oportunidades educacionales en el Reino Unido. En su primer año de actividad, este servicio atendió más de 17.000 solicitudes de información y se ofrecieron vacantes en el Reino Unido a casi 600 estudiantes. Los servicios de orientación se extienden ahora a otros países. En 1986, las exposiciones sobre la educación británica celebradas en Hong Kong y Kuala Lumpur atrajeron a casi 100.000 visitantes en total.

El servicio de información educacional del Consejo en Londres atiende 1.800 solicitudes de información general por mes, principalmente de estudiantes extranjeros en el Reino Unido. También hay servicios especiales de información, tales como el Centro Nacional de Reconocimiento Académico (*National Academic Recognition Centre*), que asesora sobre el modo en que pueden compararse los títulos otorgados tras cursos educativos en otros países

con los del Reino Unido, y atiende 9.000 solicitudes de información por año. En respuesta a tal interés, el Consejo ha creado varios tipos de cursos «puente» para facilitar la incorporación de estudiantes extranjeros en el sistema educacional británico. En 1985-86, por ejemplo, casi 300 estudiantes de Omán se matricularon en cursos avanzados de ciencias e ingeniería a través del programa especial de acceso (*Access*) del Consejo. Varias universidades británicas tienen ahora cursos «puente» que llevan a títulos de investigación especializada.

El Programa de Capacitación para la Cooperación Técnica, financiado por la ODA, es la principal actividad del Consejo en los países en vías de desarrollo. Brinda capacitación en temas que van desde administración educacional, creación de programas de estudios, planificación de recursos humanos y medicina tropical hasta riego, agroeducación, desarrollo rural y capacitación industrial. Una creciente proporción del programa de capacitación se está dedicando a becas relacionadas con proyectos de inversión o de cooperación técnica de la ODA. En 1986, financió la capacitación en el Reino Unido de 1.000 profesionales indios, entre ellos ingenieros de minas, gerentes del sector público, técnicos de tratamiento de aguas residuales, personal médico de campo y empleados públicos. En Botswana se adjudicó un número sin precedentes de 153 nuevas becas en 1986-87 para capacitar allí a profesionales en ciencia y tecnología. A través de su red de oficinas, el Consejo puede estar en estrecho contacto con las administraciones públicas e instituciones extranjeras, y conoce bien la situación local, criterio esencial para toda agencia de ayuda.

En cuanto al personal superior y medio, el Consejo ofrece muchos programas para visitantes, tales como seminarios, cursillos, escuelas de verano, giras de estudio y visitas individuales. Todos los años se organizan alrededor de 50 cursillos y seminarios en una gran variedad de temas, en particular medicina y educación. En 1985 se celebraron 19 seminarios médicos relativos a temas en los que están surgiendo nuevos trabajos importantes como resultado de iniciativas británicas, y el Consejo organizó un seminario para agregados científicos recientemente designados en misiones diplomáticas en Londres a fin de que se familiarizaran con los trabajos de investigación y fomento realizados en el Reino Unido. El alcance del programa se está ampliando a fin de incluir temas relacionados con la industria y los medios de difusión. En 1986, el Consejo organizó 42 seminarios educacionales, financiados por ayuda exterior, para maestros y otras personas dedicadas a la enseñanza.

El Consejo mantiene un programa de becas (*Fellowships Scheme*), de las que se adjudicaron unas 850 en 1986. El programa está destinado a atraer a profesionales clave del extranjero, muchos de los cuales se trasladan al Reino Unido por menos de un año lectivo. En 1985 se estableció el programa de becas superiores (*Senior Fellowships Scheme*), a los efectos de que viajasen al Reino Unido personas de ambos sexos de máxima distinción, y durante el primer año se concedieron cinco becas.

Una actividad importante del Consejo es el establecimiento de vínculos académicos, entre instituciones británicas y del extranjero, que fomenten proyectos colaborativos de investigación, promuevan el desarrollo profesional del personal y permitan compartir experiencia y conocimientos. Hay unos 600 vínculos de tal clase en más de 70 países, y 2.000 personas se trasladan al y del Reino Unido cada año con finalidades relativas a tales vínculos. En la República Popular de China, un programa de vínculos académicos financiado en forma conjunta por el Consejo y la ODA representa el principal modo de desarrollar el contacto sino-británico en la enseñanza superior. Se tiene intención de que un proyecto conjunto en el que participan las universidades de Xian en China y Lancaster en el Reino Unido capacite a 120 gerentes de administración de negocios durante el próximo decenio. El Consejo promueve cursos británicos para investigadores postuniversitarios, con la posibilidad de dividir el trabajo de investigación entre el Reino Unido y el país del estudiante.

El Consejo participa activamente en la capacitación industrial a través de trabajos financiados por la ODA y dirige programas en más de 40 países. En 1986-87, se enviaron al exterior para estos trabajos a más de 276 asesores y a otros 98 para el desarrollo de gerencia y administración pública. Los métodos de la Universidad a Distancia (*Open University*)[1], universidad de estudiantado no residente que brinda cursos de diploma mediante estudios de jornada parcial y que utiliza en gran medida las transmisiones por televisión y radio para la enseñanza, han sido adaptados por el Consejo para aplicarlos en la India, Sri Lanka y la República Popular de China, donde se necesita con urgencia un inmenso proyecto nuevo de «universidad por televisión» para mejorar los conocimientos de los trabajadores.

[1] Para mayor información, ver el documento de consulta de la COI *Britain's Open University*, No 2/84.

Desde 1975 el Consejo ha prestado un servicio de asesoramiento que proporciona asistencia técnica en educación y capacitación a clientes que pagan por el servicio. Más de 36 países han solicitado este servicio, al igual que instituciones internacionales como el Banco Mundial, la Organización de las Naciones Unidas para el Desarrollo Industrial y el Fondo Europeo de Desarrollo. El cliente más importante es, con mucho, la ODA, a solicitud de la cual el Consejo dirige una gran proporción de proyectos relativos a educación, ciencia y tecnología. En 1985-86, el Consejo emprendió más de 350 trabajos de asesoramiento a solicitud de la ODA en las esferas de la enseñanza técnica, administración pública, y capacitación agrícola e industrial.

Enseñanza del idioma inglés

El conocimiento del inglés es muy solicitado hoy día en el mundo entero. Su enseñanza en el exterior así como la ayuda para que otros lo enseñen siempre han figurado entre las actividades más importantes del Consejo. Este tiene sus propios especialistas y mantiene estrechos vínculos con otras autoridades en el Reino Unido, y su operación internacional de enseñanza del inglés es una de las más grandes y más respetadas del mundo. A través de sus propias instituciones docentes en el extranjero y mediante consultores externos o asesores residentes, el Consejo está ayudando a introducir cursos más finamente adaptados a las necesidades del estudiante. El diseño de los cursos y los métodos didácticos se refinan constantemente a la luz de los estudios de mercado. En Hong Kong, por ejemplo, el Consejo utiliza una computadora para analizar las opiniones de sus estudiantes. El Consejo también se halla estrechamente asociado con institutos y sociedades anglófilas que enseñan inglés en el exterior.

El Consejo asesora a la ODA sobre la enseñanza del inglés y dirige la mayoría de sus proyectos en esta esfera. En virtud del programa titulado Enseñanza del Inglés Esencial (*Key English Language Teaching* –KELT), que el Consejo dirige en nombre de la ODA, se facilita apoyo especializado del más alto nivel a organismos de educación, escuelas de formación docente y otras instituciones escogidas, en asuntos tales como la elaboración de planes de estudios y la formación del profesorado antes y durante el magisterio. Alrededor de 200 especialistas en idioma inglés que trabajan en instituciones extranjeras son administrados por el Consejo en virtud del KELT y otros programas. En Bangladesh, los fondos suministrados por la ODA están apoyando la expansión de clases de idioma a fin de preparar a las personas que se trasladan al Reino Unido en virtud de su programa de cooperación técnica. Desde 1986 la ODA ha suministrado fondos crecientes para la enseñanza del inglés con relación a sus proyectos en la India y el Africa Occidental francófono.

El Consejo dirige 49 centros de enseñanza del inglés en 31 países, con más de 1.000 profesores. En 1986-87 se inauguraron centros en Corea, Malaysia, España y el Estado de los Emiratos Arabes Unidos. Otros tres se abrirán próximamente. El número de personas que aprenden inglés en los centros en cualquier momento dado ha aumentado constantemente en los últimos años, ascendiendo a 56.000 en 1986-87. Los cursos varían de pocas semanas a un año entero.

Sean cuales fueren sus intereses en particular, los estudiantes de los centros del Consejo se familiarizan con la cultura británica además de estudiar el idioma, y tanto los profesores como los estudiantes tienen acceso a publicaciones y materiales británicos relacionados con sus necesidades especiales. También se utilizan videograbaciones y filmes británicos. En « Television English », videoserie de gran éxito creada por el Consejo y la British Broadcasting Corporation (BBC), se utilizan escenas de programas populares de televisión para combinar la enseñanza del idioma con la cultura contemporánea. La enseñanza del idioma asistida por computadora también ha tenido éxito y se utiliza ahora en 36 de los centros de enseñanza del inglés del Consejo.

En aquellos centros donde hay capacidad no aprovechada en los períodos de menor concurrencia, el Consejo ha comenzado a dar clases para estudiantes de colegios secundarios y también responde a la creciente demanda de enseñanza de inglés más especializado. En las instalaciones de los propios clientes, ha organizado cursos para entidades tales como Singapore International Airlines y el Instituto de Servicios Sanitarios (*Institute of Health Services*) de Omán. El programa de enseñanza del inglés se está ampliando a fin de incluir otros sectores de la comunidad. Por ejemplo, en la región oriental de Malaysia el Consejo administra un nuevo proyecto rural de inglés básico financiado por la ODA.

En el Reino Unido el Consejo dirige un programa voluntario de inspección y reconocimiento de organizaciones y colegios privados de enseñanza del inglés que se ha ampliado constantemente desde su adopción en 1982. El Consejo organiza asimismo cursos y escuelas de verano para la enseñanza del inglés en el Reino Unido. El Servicio de Exámenes de Inglés (*English Language Testing Service*), para estudiantes extranjeros potenciales en el Reino Unido, desarrollado por el Consejo juntamente con la Dirección de Exámenes Locales (*Local Examinations Syndicate*) de la Universidad de Cambridge, está destinado a medir con precisión la capacidad de los aspirantes de emplear el inglés en sus estudios y goza de gran renombre. En 1986-87 se establecieron otros quince centros de exámenes, con los que el total asciende a 150 en el mundo entero.

Libros y bibliotecas

Una de las principales tareas del Consejo ha sido siempre la de aumentar la accesibilidad a los libros, publicaciones periódicas y revistas profesionales británicos. Su red de más de 140 bibliotecas en el extranjero, que contienen más de 2 millones de libros así como diarios y otras publicaciones periódicas, constituye un servicio mundial de préstamo, consulta e información y es parte esencial de la ayuda educacional del Reino Unido a los países en vías de desarrollo, no sólo estimulando al público a leer libros británicos sino también proporcionando un mecanismo para la transferencia de conocimientos a esos países y un importante punto de acceso a los recursos británicos en una gran variedad de especialidades. En 1986-87 se facilitaron más de 6,5 millones de libros a más de 410.000 lectores inscritos en bibliotecas. La mayor actividad del Consejo en la esfera de las bibliotecas en el extranjero se desarrolla en la India, donde hay 13 bibliotecas utilizadas diariamente por 5.000 personas.

Los libros de todas las bibliotecas del Consejo están catalogados por una computadora central. Las bibliotecas prestan servicios de información sobre el Reino Unido y la educación británica; muchas tienen filmes y otro tipo de material audiovisual británico, y se han introducido sistemas de información conectados por computadora que suministran acceso en línea a bases de datos británicas. Algunas bibliotecas tienen equipos de demostración de programas de computadora. El Reino Unido se destaca mundialmente en los usos educacionales de la microelectrónica y en 1986 las exposiciones de programas de computadora del Consejo Británico recorrieron 27 países y se establecieron nueve centros de demostraciones. El Consejo promueve asimismo el empleo de computadoras en los colegios.

Dondequiera que sea posible, las bibliotecas del Consejo complementan otros servicios de igual naturaleza disponibles en el país y el Consejo ayuda a varias bibliotecas pertenecientes a institutos culturales y sociedades anglófilas. También brinda asesoramiento y asistencia en el mejoramiento de los servicios de biblioteca nacionales y la formación de bibliotecarios, y ofrece algunos cursos de capacitación en administración de bibliotecas en el Reino Unido.

El Consejo se encarga de administrar dos programas financiados por la ODA: el Programa de Donación de Libros (*Books Presentation Programme*) y el Programa de Libros Baratos (*Low Priced Books Scheme*). En virtud del primero, se hacen donaciones de libros autoelegidos y especialmente adaptados a instituciones docentes y de fomento de países en vías de desarrollo. El segundo suministra libros de texto baratos a estudiantes. Durante 1985-86, el Programa de Donación de Libros financió libros por valor de £2,5 millones, y el Programa de Libros Baratos puso alrededor de 1 millón de libros, principalmente técnicos, en colegios y universidades de países en vías de desarrollo. En Sierra Leona, el Consejo administra un proyecto de £1,4 millones financiado por la ODA y el Banco Mundial para suministrar libros de texto destinados a escuelas primarias. En 1986 el programa de suministro de libros de la ODA a Malawi duplicó sus fondos, a un total de £160.000, suma que permitió a cada colegio secundario del país tener una selección de material auxiliar.

El Consejo colabora estrechamente con editoriales británicas a fin de promover libros británicos en ferias internacionales del libro y exposiciones de libros en el extranjero. Al stand del Consejo en la Feria Internacional del Libro de Francfort de 1986 concurrieron 8.000 visitantes. El Consejo participó asimismo en la primera feria internacional del libro de Pekín y ha distribuido 19.000 guías en chino relativas a cómo solicitar libros británicos.

El Consejo está introduciendo un sistema computerizado para simplificar y acelerar los pedidos entre las librerías y los proveedores, y se proyecta ofrecer este sistema a importadores

de libros del mundo entero. El Consejo ha vuelto a lanzar su publicación mensual *British Book News*, en la que se presentan listas detalladas de nuevos libros británicos e iniciativas de las editoriales del Reino Unido, y tiene intención de establecer centros de promoción de bases de datos británicas en 11 de sus oficinas.

Las artes

Reconociendo el valor de las artes como medio de comunicación, el Consejo procura que se presente en el extranjero lo mejor del arte, teatro, cinematografía, música, ópera y danza británicos, ya sea antiguo o moderno, tradicional o experimental. Desde 1936, cuando patrocinó su primera gira de conciertos, ha adoptado las disposiciones necesarias para que miles de actores, bailarines y músicos efectúen presentaciones tanto en ciudades importantes como en comunidades rurales del mundo entero. El 7% del presupuesto total de programas del Consejo está destinado a las artes, y cada año organiza aproximadamente 600 giras de teatro, danza y música así como exposiciones de bellas artes y fotografía a las que concurren cientos de miles de personas. En los últimos cinco años se ha obtenido asimismo patrocinio comercial por valor de £1,4 millones, principalmente para acontecimientos artísticos.

La temporada teatral de 1986-87 comprendió desde una gira de la Royal Shakespeare Company por Australia y una visita del National Theatre al Canadá hasta representaciones de la Sociedad Teatral de la Universidad de Oxford para escuelas e institutos de Kenia y presentaciones de mimos en la India y Bangladesh. El Consejo está fomentando giras de teatros regionales británicos: la Bolton Octagon Company viajó a Pakistán y el Sherman Theatre de Cardiff visitó varios países africanos.

Se organizó un gran número de acontecimientos musicales. Entre ellos figuraron giras de la London Sinfonietta y la BBC Symphony Orchestra por la Unión Soviética, y conciertos de la Kent Youth Orchestra en Brasil. El Consejo llevó música folklórica y «western» a Checoslovaquia, y jazz a Ecuador y Perú. Colaboró en la primera presentación escénica profesional de una ópera de Wagner en Hong Kong, que fue el punto culminante del Festival de las Artes de 1987 en dicha ciudad. Compañías de danza británicas realizaron giras de éxito por Australia e Indonesia.

En 1986 el Consejo envió filmes británicos a 70 festivales y semanas cinematográficas. Casi 15.000 personas asistieron a la semana de la cinematografía británica en Hungría, y una semana cinematográfica en Bahrein tuvo tal éxito que debió prolongarse. Se organizó una exposición de fotografía británica contemporánea en Checoslovaquia, y una exposición de fotografías de Arabia que el Consejo organizó en Arabia Saudita atrajo a 50.000 visitantes en pocos meses. Entre los aspectos destacados del programa de bellas artes del Consejo se contaron una exposición premiada de pinturas de Frank Auerbach en la Bienal de Venecia y una exposición de Turner en Tokio, a la que concurrieron 440.000 personas.

Muchas de las presentaciones artísticas están destinadas a los jóvenes. En 1986-87, el Consejo envió por primera vez al extranjero a un grupo «pop» británico que visitó Egipto, Jordania y Chipre, y entre los futuros planes se cuenta enviar a un grupo de «reggae» a Kenia. Una exposición «pop» de diversos medios de expresión artística también realizó una gira por primera vez y se está estudiando el potencial de las transmisiones de televisión por satélite.

Como parte del programa destinado a promover la literatura británica, el Consejo envió al extranjero a 380 escritores y críticos para que dieran conferencias y seminarios, en particular una gira por la India de William Golding, novelista galardonado con el Premio Nóbel. El Consejo organiza asimismo seminarios literarios, que se han ampliado a fin de incluir temas tales como novelas policiacas y de ciencia-ficción. Al más prestigioso de estos seminarios, el Seminario de Estudios Ingleses de Cambridge (*Cambridge English Studies Seminar*), celebrado anualmente, asisten escritores y críticos del mundo entero.

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Todas las publicaciones del Consejo Británico pueden obtenerse en 10 Spring Gardens, Londres SW1A 2BN.

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[1] Adquirible por suscripción anual. El importe de las suscripciones del extranjero es de £30 para particulares y £42 para instituciones.

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CAPITULO II

INTRODUCCION

El Instituto Anglo-Mexicano de Cultura, A.C., fue legalmente constituido en junio de 1943, y empezó sus actividades culturales y cursos de inglés en febrero de 1944. Es una asociación sin fines lucrativos y opera bajo las leyes mexicanas. Sus propósitos son los de fortalecer y ampliar la relaciones culturales entre México y la Gran Bretaña.

Estos propósitos se persiguen por múltiples caminos:

La enseñanza del idioma inglés. *El Instituto ha tenido siempre la convicción de que el acceso a la cultura, la educación y la comunicación internacionales requiere algún conocimiento del idioma inglés. El éxito de nuestros cursos puede juzgarse por el número de estudiantes inscritos a la fecha en sus ocho Sucursales, que alcanza un total de 21,999 en el semestre actual. (ver pág. 40).*

Cursos de capacitación para maestros. *El año pasado se otorgaron certificados a 261 estudiantes al completar uno u otro de los varios cursos de capacitación que ofrece el Instituto. Por medio de estos cursos la metodología de la enseñanza empleada en el Instituto continúa teniendo una considerable influencia en la enseñanza del inglés en todo México. (ver pág. 41).*

Actividades Culturales. *El Instituto organiza un programa mensual de variadas actividades culturales que consisten en exposiciones, conciertos, conferencias y programas de cine, dirigidas tanto a nuestros estudiantes en los cursos de inglés, como a diferentes sectores del público en general.*

Se ofrecen además cursos culturales para complementar los cursos de inglés.

Biblioteca. *La Biblioteca de la Sucursal Centro cuenta con alrededor de 26,000 volúmenes, y se reciben regularmente periódicos y revistas.*

Recientemente la biblioteca ha extendido los servicios que proporciona y es conocida oficialmente, como la Biblioteca Anglo-Mexicana y Centro de Información y Recursos (AMLIRC). Las bibliotecas de las otras Sucursales varían en capacidad de acuerdo con el tiempo que llevan de haberse establecido (ver pág. 35).

Publicaciones. *De tiempo en tiempo, el Instituto publica catálogos y artículos en español y en inglés, y se planea ampliar nuestras actividades en esta área (ver pág. 44).*

Contactos. *A través de 40 años de existencia del Instituto se han logrado innumerables contactos tanto formales como informales, entre mexicanos, personal del Instituto, y visitantes de la Gran Bretaña.*

Organización. *El Instituto es administrado por un Consejo Directivo integrado por 11 miembros mexicanos y 11 miembros británicos o de la comunidad británica, todos ellos personalidades distinguidas en los campos de la ciencia, la educación o los negocios. El consejo se elige en la Asamblea General Anual por los 61 miembros activos; todos ellos son personas que fueron miembros del Consejo en el pasado y personas que actualmente forman parte del Consejo. Siendo el Instituto una organización sin fines de lucro, los miembros del Consejo no reciben remuneración alguna.*

Durante las juntas del Consejo, que se llevan al cabo por lo menos cuatro veces al año, se toman decisiones de política en general, expansión o consolidación, compra de propiedades, aprobación de presupuestos semestrales, etc. Cumplir con estas decisiones es la labor del Comité Ejecutivo.

El Consejo designa al Director General, quien es responsable del manejo y las finanzas de las ocho sucursales. En esta tarea, cuenta con la asesoría de un Comité Nacional de Directores que se reune cada mes. Cada Director de Sucursal es responsable de su personal académico y administrativo, y del desarrollo académico de su sucursal. (véase organigrama en la página 7).

Finanzas. *El Instituto es una organización autosuficiente. Depende de las colegiaturas, intereses sobre inversiones de las colegiaturas a corto plazo, y donativos eventuales. Sin embargo, el Consejo Británico renta el espacio para sus oficinas en la Sucursal Centro, proporciona libros y periódicos para las bibliotecas y otorga alrededor de 5,000 Libras Esterlinas al año en varios subsidios menores.*

El Consejo Británico colabora también con el Instituto en la dirección de la Biblioteca y Centro de Información y Recursos la Sucursal Centro y la Unidad de Cursos y Proyectos Especiales, que organiza cursos fuera del Instituto (ver pág. 10).

DIRECTORES DEL INSTITUTO DESDE SU FUNDACION

El éxito del Instituto ha dependido en gran parte de la dedicación y entusiasmo de sus Directores y de sus sufridas familias.

Director General:

(Este puesto se creó en 1977; anteriormente el Director de la Sucursal Centro desempeñaba en la práctica ambos puestos.)

1977 Walter J. Plumb, O.B.E.
1978 John D. Shepherd, O.B.E.

Sucursal Centro (México, D.F.)

(El Representante del Consejo Británico desempeñó también el puesto de Director del Instituto hasta 1959.)

1943 Theodore Bullock
1944 Charles de Winton
1945 Kenneth G. Wilson
1945 Frank Whitbourn (interino)
1949 Lynndon Clough
1953 Wesley Woods, O.B.E. (interino)
1954 Cedric Hentschel
1958 Guy de G. Sells (interino)
1958 Maurice Cardiff, O.B.E.
1959 Walter J. Plumb, O.B.E.
1976 John D. Shepherd, O.B.E.
1978 Maria Jessen

Sucursal Sur (México, D. F)

1966 Edward J. Foulkes
1967 Paul Davies
1972 Richard B. Rossner
1978 Leslie Adams

Sucursal Guadalajara (Guadalajara, Jal.)

1966 John D. Shepherd, O.B.E.
1974 Ethel Brinton (interina)
1975 John D. Shepherd, O.B.E.
1976 Michael Scott
1977 Michael G. Wadham
1979 Jeremy Harmer
1983 Jean Pender

Sucursal Satélite (Cd. Satélite, Edo. de México)

(En 1981 se estableció una segunda sucursal en la misma zona, la Sucursal Lomas Verdes)

1975 Maria Jessen
1977 Peter Shaw
1978 Walter J. Plumb, O.B.E.

Sucursal Puebla (Puebla, Edo. de Puebla)

1976 Paul Davies

Sucursal Coyoacán (México, D.F.)

1979 Alan Stark

Sucursal Monterrey (Monterrey, Edo. de Nuevo León)

1979 John Hanson

El Instituto desea expresar colectivamente su gratitud a los distinguidos miembros mexicanos y británicos que han desempeñado el cargo de Presidentes de su Consejo Directivo

1947 Lic. Alejandro Quijano
1950 Arq. Carlos Contreras
1951 Lic. Licio Lagos
1952 Dr. Luis Garrido
1954 Lic. Antonio Armendáriz, K.B.E.
1960 Sr. Joseph A. W. Turner
1961 Sr. Donald MacKenzie
1962 Lic. E. Guillermo Salas, O.B.E.
1963 Sr. Eustace H. E. Bourchier
1964 Dr. Antonio Buch, O.B.E.
1965 Sr. Martín Kiek
1966 Sr. Juan Riveroll
1967 Sr. John Duncan, M.B.E.
1968 Sr. Florencio Acosta
1969 Sr. John Cooper
1970 Dr. José Noriega Limón
1971 Sr. Martin Kiek, O.B.E.
1972 Dr. Octavio Montañez
1973 Sr. Roberto Blackmore
1974 Sr. Joaquín Cortina Goríbar
1975 Sr. John Dalrymple
1976 Ing. José Luis Ruiz Mijares
1977 Sr. John Duncan, C.B.E.
1978 Arq. José Antonio Madrid B.
1979 Sr. Anthony D. Rump
1980-81 Sr. J.A.W. Turner, C.B.E.
1981-83 Sr. Richard Atherton
1983-84 Lic. Isaías Gómez Guerrero

El Instituto ha recibido siempre valioso apoyo de los Embajadores Británicos en todas sus actividades y está en deuda de gratitud con los que se mencionan a continuación:

1943 Sir Charles Harold Bateman. K.C.M.G., M.C.
1947 Sir Thomas Cecil Rapp
1950 Sir John Taylor K.B.E.
1954 Sir William Sullivan K.B.E.
1956 Sir Andrew Napier Noble. B.T., K.C.M.G.
1960 Sir Isham Peter Garran. K.C.M.G.
1964 Sir Nicholas John Alexander Cheetham. K.C.M.G.
1968 Sir Charles Peter Hope. K.C.M.G., T.D.
1972 Sir John Edgar Galsworthy. K.C.N.O., C.M.G.
1976 S.E. Norman Cox, C.M.G.
1980 Sir Crispin Tickell. K.C.V.O.
1983 S.E. Kenneth James. C.M.G.

"El Cornité Británico de Relaciones con Otros Países" fue establecido en 1934 por la iniciativa privada y con el apoyo de la Foreign Office. Pronto se simplificó el nombre a "El Consejo Británico". Se tenía la convicción de que era necesaria una corporación que representara la vida e instituciones británicas en general y que tuviera el propósito, a largo plazo, de propiciar un mejor entendimiento entre la Gran Bretaña y otros países. Esto únicamente podría lograrlo una corporación que no fuera un departamento del Gobierno y que por lo tanto estuviera libre de todo recelo en el sentido de que su trabajo estuviera dirigido hacia fines a corto plazo, o que pudiera ser influída por exigencias políticas de tipo transitorio. En 1940 se concedió al Consejo Británico una Cédula Real que definía sus propósitos como la promoción de un mayor conocimiento del Reino Unido y del idioma inglés en el extranjero y el desarrollo de relaciones culturales más estrechas con otros países. Esta extensa definición ha permitido al Consejo cambiar el patrón de sus actividades para satisfacer nuevas necesidades.

Los asuntos del Consejo Británico están dirigidas por un Consejo de veinte miembros. Entre ellos se incluyen representantes de la Foreign and Commonwealth Office y el Ministry of Foreign Development Administration. Otros miembros incluyen representantes de universidades, literatura y publicaciones, ciencia, artes, industria, sindicatos y Miembros del Parlamento de ambos partidos de la Cámara de los Comunes.

Hoy en día el Consejo Británico tiene oficinas en alrededor de 80 países. La mayor parte de los servicios del Consejo está dedicada a los países en desarrollo y está representado en todos aquellos países cuya lengua nativa es el inglés. El Consejo Británico realiza también una gran labor en la Gran Bretaña, en lo que se refiere a visitantes y estudiantes del extranjero. Mantiene alrededor de quince centros en todo el país, además de sus oficinas principales en Londres.

El Instituto desea felicitar al Consejo Británico con motivo de su 50o. Aniversario y expresarle su agradecimiento por su constante respaldo. El Instituto se ha visto honrado con la visita de dos de sus Presidentes anteriores, Lord Bridges y Lord Ballantrae y en este año espera la visita de su Director General, Sir John Burgh. También desea expresar muy particularmente su reconocimiento a los Representantes del Consejo en México:

1942	Theodore Bullock
1944	Charles de Winton
1945	Kenneth G. Wilson
1948	Frank Whitbourn (interino)
1949	Lynndon Clough
1953	Wesley Woods, O.B.E. (interino)
1954	Cedric Hentschel
1958	Gy de G. Sells (interino)
1958	Maurice Cardiff, O.B.E.
1963	Hugh Paget, O.B.E.
1966	Leonard S. Downes
1970	Richard Du Vivier O.B.E.
1973	Peter Allnutt O.B.E.
1977	Sr. Roberto Taylor
1981	Dr. Barry Brown O.B.E.

Personal actual del Consejo Británico

Representante	Dr. Barry Brown O.B.E.
Asesor Científico	Dr. Geoffrey Penzer
Asesor en Lengua Inglesa	Sr. Huw Williams
Asesor en Bibliotecas	Sr. Patrick Villa
Representante Adjunto	Sr. John Chapman

HISTORIA GENERAL

El "Anglo" como lo llaman afectuosamente sus alumnos y amigos, fue una de las muchas asociaciones de este tipo ("Culturas") que se establecieron en diversos países de la América Latina durante la Segunda Guerra Mundial. El grupo original de miembros fundadores incluía al Excmo. Sr. Charles Harold (más tarde Sir Charles H.) Bateman, y a los Sres. Lic. Alejandro Quijano, George Conway, Dr. Pablo Martínez del Río, Leonard Adams, Eduardo Villaseñor, Patrick O'Hea, Kenneth Bannister y Arq. Carlos Contreras. El capital inicial del Instituto, según la escritura constitutiva original, era de $440.00 una suma bastante exigua; aun en aquellos días. El Instituto Anglo-Mexicano de Cultura, A.C., fue formalmente inaugurado en una ceremonia a la que asistieron el entonces Presidente de la República, General Don Manuel Avila Camacho y el Excmo. Sr. Charles H. Bateman, en noviembre de 1944.

Como el Instituto fue originalmente patrocinado por el Consejo Británico, esta organización envió a México al Sr. Theodore Bullock, con licencia de la Universidad de Cambridge; sin embargo, cuando el Instituto abrió sus puertas en febrero de 1944 el Sr. Bullock ya había regresado a Inglaterra. Le sucedió en el puesto el Sr. Charles De Winton, quien igualmente lo desempeñó por corto tiempo. El primer Representante/Director que completó su período fué el Sr. Kenneth G. Wilson (1945-1948).

Los primeros años de la existencia del Instituto están en tanto envueltos en el misterio, ya que el primer volumen de las Actas del Consejo, que cubría los años de 1944 a 1947, estaba en posesión del Secretario Honorario de ese período, quien por desgracia lo guardaba en su casa en Texcoco. Cuando él murió en 1947 el libro no fué recuperado. Tampoco existen registros formales de las actividades culturales de los siguientes cuatro o cinco años.

La Biblioteca en Río Pánuco No. 10, primer edificio del Instituto

Desde 1944 hasta 1953 el Instituto ocupó una casa rentada en la Calle de Pánuco 10, en la Colonia Cuauhtémoc. Las construcciones, el pequeño teatro y el jardín, eran sumamente agradables, pero algunos de los salones de clase apenas si eran adecuados para el objeto, ya que antes habían sido usados como bodegas o caballerizas por los anteriores propietarios. En 1953 el Consejo Directivo decidió que el Instituto debía adquirir una propiedad. Se compró una casa antigua y terreno en la esquina de las calles de Antonio Caso y Altamirano, en la Colonia San Rafael, y empezaron las clases en el nuevo domicilio en febrero de 1954; el terreno colindante (Antonio Caso 129) se adquirió en el mismo año. Este cambio a una colonia en decadencia, aunque provechoso a largo plazo, tuvo un efecto desastroso sobre las inscripciones para los cursos de Inglés, que declinaron persistentemente de un máximo de poco más de 2,000 en 1953 a 1,513 en el primer período del año académico 1958-1959. Distinguidos visitantes, como el historiador Arnold Toynbee y el escultor Henry Moore, quienes hicieron breves visitas a México en 1953, siempre habían visitado el Instituto, pero en el antiguo edificio de Antonio Caso no había facilidades para desarrollar un programa cultural en forma.

El Consejo Directivo, bajo la decidida presidencia del Sr. Lic. Don Antonio Armendáriz, se embarcó en una campaña local para colectar fondos. Los resultados impresionaron lo bastante al Consejo Británico para decidirlo a prestar al Instituto 3,000 Libras Esterlinas, préstamo que más tarde en 1957, se convirtió en franco donativo. Se tomó la decisión de construir en los lotes de Antonio Caso 127 y 129 combinados y en 1958 su Alteza Real, la Duquesa de Kent, acompañada por la Princesa Alexandra, colocó la primera piedra. El Consejo Británico hizo una donación de 10,000 Libras Esterlinas y Lady Eccles colectó 700 Libras en una campaña que ella personalmente dirigió en Inglaterra. El Sr. J.A.W. Turner, C.B.E., miembro del Consejo, obtuvo la que sería la primera de una asombrosa serie de hipotecas. Con esta ayuda financiera se empezaron a construir los dos primeros edificios, diseñados por el Arq. Enrique de la Mora, en 1959.

La Duquesa de Kent en la ceremonia en que se colocó la primera piedra de los nuevos edificios en 1958. De izquierda a derecha: Sir Andrew Noble, S.A.R., La Duquesa de Kent, La Princesa Alexandra, y Sr. Maurice Cardiff.

Al mismo tiempo la administración del Instituto sufrió un cambio radical. Se decidió que el Consejo Británico, que hasta entonces había proporcionado un Director/Representante y un Director de Estudios, debía retirarse de estos puestos. El Representante estaba ocupado totalmente con el trabajo del Consejo, se encontraba dividido entre su obligación hacia el Consejo y su lealtad al Instituto y debido a los cambios inherentes a los puestos diplomáticos no había continuidad en el esfuerzo. Desde el punto de vista tanto del Instituto como del Consejo, se consideró que lo correcto sería una separación amistosa. El Consejo nombró atinadamente un Comité Ejecutivo para encargarse de los detalles del manejo del Instituto y el Sr. Walter Plumb, quien había desempeñado brevemente el puesto de Director de Estudios, fue nombrado primer Director independiente del Consejo Británico en junio de 1959.

El Aula Magna del nuevo Instituto en 1959, Antonio Caso No. 127.

De izquierda a derecha: Lic. E. Guillermo Salas, Vivien Leigh, Sra. Eva Sámano de López Mateos y Roberto Helpman en la inauguración del Instituto Centro en 1962.

Los nuevos edificios, incluyendo la inusitada y versátil sala diseñada por el Arq. Felix Candela, fueron terminados en 1962. Doña Eva Sámano de López Mateos, esposa del entonces Presidente de la República, los inauguró en una ceremonia a la que asistieron personajes tan diversos como la bella actriz Vivien Leigh, Robert Helpman, primera figura del Teatro y del ballet, y Sir Sidney Caine, Director de la London School of Economics. Otra intensa campaña para colectar fondos, encabezada por el Sr. Eustace Bourchier y otro donativo de 15,000 Libras Esterlinas hecho por el Consejo Británico en el mismo año, constribuyeron a sufragar el costo de la construcción.

En 1962 el Sr. Roger Kingdon, fonetista internacionalmente respetado y ex-funcionario del Consejo Británico, fue nombrado director de Estudios. En 1964 le sucedió la Srita. Ethel Brinton. Ambos trabajaron afanosamente para mejorar los niveles académicos. Esta nueva administración junto con los atractivos y funcionales edificios nuevos pronto dieron por resultado un aumento considerable en el número de alumnos. Con creciente confianza en la sólidez financiera del Instituto el Consejo Directivo adquirió otro lote contiguo, Antonio Caso 131 en el que se construyó una extensión del cuerpo de aulas que ahora aloja la Biblioteca y el Centro Autodidáctico. Esta extensión fue inaugurada por el Sr. Lic. Don Agustín Yañez, Secretario de Educación Pública, en 1968.

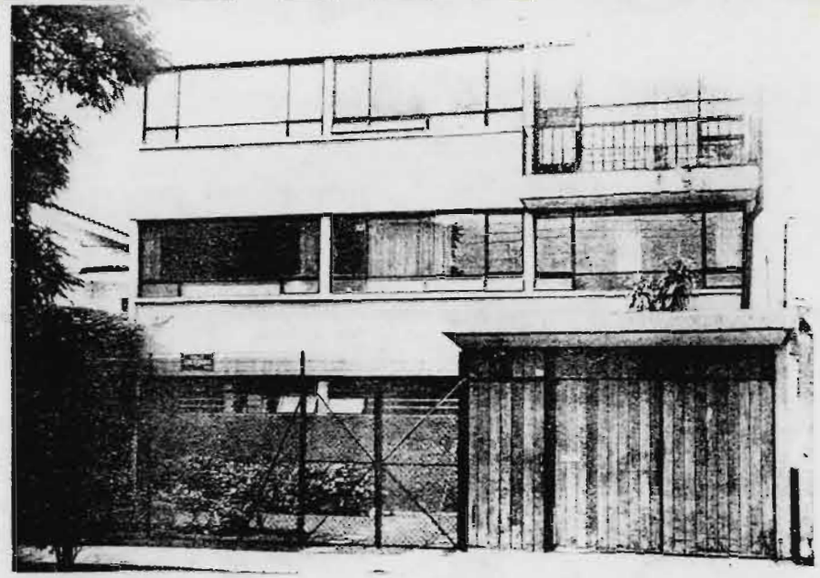
En un arranque de fervor expansionista el Consejo estableció dos sucursales en 1966. La Sucursal Sur en la ciudad de México empezó sus actividades en un local rentado en la Colonia del Valle, como Instituto vespertino. Su primer Director, el Sr. Edward J. Foulkes, también habia trabajado en el Consejo Británico en México y siempre trabajó infatigablemente por el Instituto en una u otra capacidad hasta su muerte en 1977. El éxito de esta empresa fue tal que un año después se introdujeron clases matutinas y el Sr. Paul Davies se hizo cargo de la Dirección. En ese mismo año se abrió una segunda sucursal en Guadalajara. Como el Instituto tenía pocos contactos en esa ciudad, el primer año de actividades resultó muy difícil, pero gracias a los esfuerzos y dedicación de su Director fundador el Sr. John D. Shepherd, y el Presidente de su Comité Ejecutivo local, Capitán William Strange, O.B.E., el Tesorero Honorario, Sr. Robert Taylor, y el Sr. Anthony Rump, la Sucursal logró rápidamente una reputación de excelente centro de enseñanza y actividades culturales de alta calidad.

Tony Rump, Sra. de Norman Cox, Nancy Blackmore y Robert Blackmore

Tanto la Sucursal Sur como la Sucursal Guadalajara, pronto tuvieron que mudarse a edificios rentados más amplios. Inevitablemente, las Sucursales parecen tener el hábito de crecer y de exigir sus propios edificios especialmente diseñados. En la década de los 60 el Instituto no podía aún financiar la compra de terreno y la construcción de edificios de sus ingresos por colegiaturas únicamente, así pues, el Sr. Martín Kiek, O.B.E., un miembro de nuestro Consejo que siempre consideró el bienestar de la Sucursal Guadalajara como su propia responsabilidad, organizó otra ambiciosa Campaña de Recaudación de Fondos. Gracias a sus esfuerzos, en una Función de Gala de la película "The Battle of Britain", se recaudó la cantidad de 35,000 Libras Esterlinas suma sorprendente en aquellos días. Con este dinero se adquirió en 1971 un buen terreno en la calle de Tomás V. Gómez. Posteriormente, gracias a un donativo de 20,000 Libras Esterlinas del British National Export council, a los esfuerzos de Don Edmundo Stierle, del Lic. E. Guillermo Salas y otros Consejeros, y una más de las hipotecas conseguidas por el Sr. J.A.W. Turner, un grupo de edificios atractivos y poco comunes, fue inagurado en enero de 1973 por el Sr. Lic. Alberto Orozco Romero, Gobernador Constitucional del Estado de Jalisco, y Sir John Galsworthy, entonces Embajador de la Gran Bretaña. Los edificios, diseñados por el Arq. Edmundo Peimbert, contenían no solamente un atractivo teatro, sino Aulas de forma exagonal que resultaron ser tan prácticas que esta forma se ha adoptado, con algunas modificaciones, en la construcción de los edificios de otros Institutos.

Mientras tanto, la Sucursal Sur había sobrevivido a las manifestaciones estudiantiles de 1968, cuando tuvo que suspender las clases por una tarde, después de que el edificio fue rodeado por tanques. Más tarde, la Sucursal se cambió a un edificio de oficinas en Mixcoac. Sin embargo, para 1971 la Sucursal estaba llena a reventar.

Siendo director de la surcursal el Sr. Richard Rossner, se adquirió un magnífico terreno con una construcción antigua en Felipe Villanueva 52, Colonia Guadalupe Inn. En la parte de atrás de la propiedad se construyó un edificio de aulas diseñado por el Arq. Vladimir Kaspé, que se terminó en 1974 y adaptando una de las habitaciones del edificio antiguo, fue posible iniciar las actividades culturales.



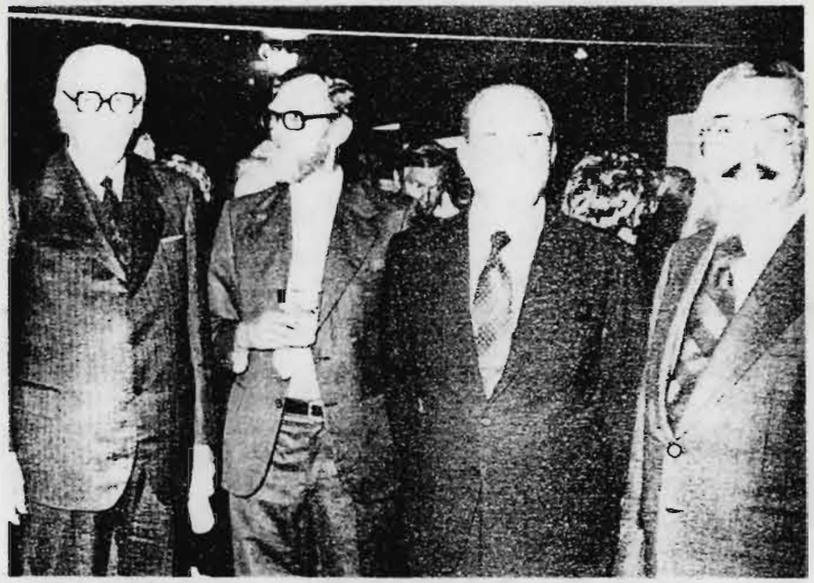
El primer edificio del Surcursal Sur en la Colonia del Valle, 1966.

La década de los 70 fue testigo de un período de tal crecimiento en el número de estudiantes, que se hizo necesario reclutar más y más maestros del Reino Unido y de otros países de habla inglesa bajo contratos de dos años, aunque la mayor parte de los maestros del Instituto han sido siempre mexicanos, la mayoría de ellos graduados de nuestros Cursos para Maestros. Estos cursos empezaron en forma modesta en 1968; sin embargo, muy pronto vinieron a jugar un papel muy importante en el programa académico del Instituto y a influenciar notablemente la enseñanza del Inglés en toda la República. Durante este período mejoraron también las prestaciones al personal; por ejemplo, en 1975 se introdujo el Plan de Pensiones.

Después de este período de consolidación, el Consejo decidió establecer una sucursal en el norte de la ciudad. Aunque Ciudad Satélite pertenece ya al Estado de México, es el punto central de una sección del Area Metropolitana que se expande rápidamente. En 1975 se compró allí una casa y bajo la dirección de la Srita. María Jessen la Sucursal atrajo estudiantes rápidamente.

Las relaciones entre la Gran Bretaña y otros países parecen mejorar notablemente con las visitas de la Familia Real. La visita oficial de S.A.R. el Príncipe Felipe al Instituto en 1964 fue extraordinariamente apreciada tanto por el personal del Instituto como por los estudiantes. El Instituto se complació igualmente con la visita oficial a México de Su Majestad la Reina Isabel II en 1975. Una vez más el Instituto se vió honrado en 1978 con la visita de S.A.R. el Duque de Kent quien se dignó inaugurar una importante exposición.

Surcursal Lomas Verdes, Estado de México.



Don Edmundo Stierle, Sr. Walter Plumb, Sr. Joaquín Cortina Goríbar, y Lic. E. Guillermo Salas.

El período de expansión continuó con el establecimiento de otra Sucursal en provincia, en la ciudad de Puebla, Pue. Se tomó en renta un magnífico edificio en la Avenida Juárez 1511, en la "Zona Esmeralda", y fue inaugurado en septiembre de 1976 por el Dr. Alfredo Toxqui Fernández de Lara, Gobernador Constitucional del Estado de Puebla, y S.E. Sir John Galsworthy. El Sr. Paul Davies, quien había realizado una brillante labor en las Sucursales Sur y Centro, fue designado Director. Una vez más, el Sr. Martin Kiek fue el medio clave pará poner en marcha esta Sucursal. Su muerte en 1978 significó una gran pérdida para el Instituto. Otro miembro del Consejo, el Sr. John Duncan, C.B.E., había demostrado también ser un pilar de fuerza en el establecimiento de la Sucursal Satélite, y gracias a sus esfuerzos se consiguió el local para el establecimiento de una Sucursal más, esta vez, en París 36, Colonia del Carmen, Coyoacán. Esta Sucursal fue inaugurada por S.E. el Sr. Norman Cox y el Delegado de Coyoacán en noviembre de 1979. Bajo la dirección del Sr. Alan Stark, la Sucursal Coyoacán creció a un paso espectacular. En septiembre de ese mismo año, una séptima Sucursal fue inaugurada en la Privada Peñoles 1515, Col. María Luisa, en Monterrey, N.L.,

por el Sr. Lic. Alfonso Martínez Domínguez, Gobernador Constitucional del Estado de Nuevo León. Al igual que en Guadalajara, la falta de contactos locales hizo difícil para el Director fundador, Sr. John Hanson, hacer que el Instituto marchara, sin embargo para 1982 estaba ya funcionando con eficacia.

El programa de construcción continuó con la compra de un terreno bastante grande para la Sucursal Satélite, ya que se tenían que rentar salones es una escuela local para dar servicio al exceso de estudiantes, un arreglo que resultaba muy poco satisfactorio. Cuando el edificio de aulas en Alamo Plateado 45, Col. Los Alamos se terminó y fue inaugurado en 1981, en realidad se convirtió en una octava Sucursal (la Sucursal Lomas Verdes). El edificio de Satélite se conservó y ambas sucursales operan bajo la misma administración y la Dirección del Sr. Walter J. Plumb.

Para 1978, el Instituto había crecido enormemente, casi 17,000 estudiantes estaban inscritos para el primer semestre del año académica 77/78. Había llegado el tiempo de llevar al cabo extensos cambios administrativos. El Sr. Walter Plumb, quien había hecho las veces de Director General y Director de la Sucursal Centro, durante el período de expansión desde 1959, decidió volver a la vida académica que era su principal interés y se hizo cargo de la Dirección de la Sucursal Satélite en 1978. El puesto de Director General, creado en 1977, fue ocupado por el Sr. John Shepherd, quien tenía años de inapreciable experiencia como Director de la Sucursal Guadalajara. La Srita. María Jessen fue nombrada Directora de la Sucursal Centro después de su gran éxito en Satélite. El puesto de Director de Estudios desapareció y fue reemplazado por puestos de jerarquía académica que han proporcionado una estructura de carrera interna para el personal docente. El Sr. Shepherd ha introducido otros cambios incluyendo la computarización de la contabilidad en el Area Metropolitana, y la computarización de las inscripciones en las Sucursales Sur y Centro.

CAPITULO 4

LA ACTUALIDAD Y EL FUTURO

A mediados de 1982 todas las sucursales del Anglo estaban creciendo o trabajando a su máxima capacidad; todas estaban cubriendo el costo de sus operaciones, con excepción de la nueva sucursal de Monterrey, que avanzaba decidamente hacia el punto de equilibrio. En estos momentos tan boyantes llegó la noticia de la primera de una serie de devaluaciones y se hizo del conocimiento público que el país entraba en una etapa de crisis. Lo mejor que podía esperarse era una época de austeridad cuya duración podría resultar muy larga.

Dentro del Anglo se sintió un ambiente de grave preocupación.

¿Cómo vería la gente sus estudios de idiomas? ¿Los consideraría como de primera necesidad, o como un lujo superflujo que habría que suprimir durante los años de las vacas flacas? Se prepararon planes de despido del profesorado por orden inverso de su iniciación de labores; se habló de diversificación, de buscar otras actividades; se vió la posibilidad de hacer una intensa campaña de publicidad. Como para confirmar los malos augurios llegó la noticia de que la sucursal en Monterrey —nueva, todavía débil, no reconocida del todo por los regiomontanos— había sufrido una baja del 40% en sus inscripciones. Los tiempos difíciles habían empezado; la mentalidad colectiva se preparó para el estado de sitio.

Pero nos esperaba una sorpresa: efectivamente la inscripción bajó, pero muy poco y en forma muy lenta. En septiembre de 1982 bajó un 6.7%; en febrero de 1983 otro 2.3%; en septiembre de 1983 siguió la baja, pero ya en forma muy reducida, 1.3%, en febrero de 1984 hubo un aumento, pequeño, pero general, en la población estudiantil de todas las sucursales, menos una, que quedó estable, quedando el promedio de incremento en 2.4%. Inclusive la sucursal de Monterrey, después de la tremenda reducción del alumnado que había sufrido, empezó a crecer de nuevo antes que las demás sucursales y en febrero de 1984 alcanzó el mayor número de alumnos que haya tenido hasta ahora en su breve historia. Todavía le falta establecerse del todo, pero ya se está perfilando un futuro optimista para esa sucursal.

¿Qué nos traerá el futuro? nos sentimos optimistas y creemos tener buenas razones para sentirnos así; sin embargo, hemos aprendido de esta experiencia. No podemos descansar sobre la fama ganada en el pasado; hay que seguir siempre buscando nuevas maneras de mejorar el proceso de aprendizaje, poniéndolo al día con nuevos enfoques, intensificando la capacitación continua de los maestros en funciones, ofreciendo nuevos planes de estudio y nuevos horarios y diversificando los servicios al público.

Ya se han puesto en marcha nuevas modalidades en la enseñanza. Se ofrecen, en colaboración con el Consejo Británico, cursos especialmente diseñados a un creciente número de empresas; se imparten los cursos en las instalaciones de la propia empresa y se le entregan reportes detallados sobre el progreso de cada alumno. Se imparten cursos de capacitación para maestros en algunas ciudades de provincia, generalmente en colaboración con las autoridades. Se ofrecen cursos dentro de las sucursales con horarios, intensidad y duración distintos a los tradicionales. Se está activando el Centro Autodidáctico con nuevos materiales. Se ha iniciado un período de experimentación en el uso de las computadoras en el salón de clase. De este último no se esperan resultados inmediatos; a largo plazo, sin embargo, se cree que la introducción de la computadora puede cambiar profundamente los procesos de aprendizaje. A pesar de la etapa de austeridad por la cual está atravesando el país, los cursos de verano en la Gran Bretaña siguen funcionando, aunque a menor ritmo que hace tres años. Este año se espera un ligero incremento en esta actividad.

Desde hace varios años se ha sentido la falta de una buena instalación cultural en el Sur. La ciudad es tan grande que la población de San Angel y Coyoacán se ha vuelto renuente a asistir a los eventos culturales en Antonio Caso, aunque el evento en si les parezca atractivo. Por lo tanto se esta planeando en la actualidad la construcción de un centro cultural y biblioteca junto a la sucursal Sur. Con este nuevo centro esperamos intensificar las actividades culturales y de información. Se desarrollarán series de eventos de actualidad en que se tratará de combinar experiencias y problemas mexicanos y británicos; se organizarán cursos culturales sobre una gran variedad de temas dentro de las ciencias sociales; se ofrecerán servicios de biblioteca; se abrirá un centro de consulta sobre lengua, linguística y literatura y sobre educación y estudios en la Gran Bretaña, en colaboración con el Consejo Británico.

Se está analizando además la idea de publicar libros británicos en México. Serán ediciones pequeñas, de libros que no han sido publicados en español, o que se encuentran agotados. Se escogerán títulos que a nuestro juicio hagan una aportación valiosa a la cultura en México. Inicialmente el proyecto será de alcance modesto; nos proponemos publicar uno o dos libros al año.

Por último, el Instituto ha iniciado un modesto plan de investigación en la lingüística aplicada. Creemos que una institución de enseñanza, para mantenerse al día y enriquecer su vida interna, debe estar activa en los campos de la investigación aplicada que corresponden a su área de trabajo. Actualmente se está haciendo investigación en tres áreas. Primera, los programas. ¿Qué estamos enseñando? Se esta preparando un análisis detallado de gramática, semántica, fonología, funciones linguísticas y objetivos. Segunda, los alumnos. ¿Cómo aprenden? Se están analizando sus reacciones a diferentes técnicas de enseñanza y buscando la manera de entrenarlos para aprender con más eficacia. Tercera, los maestros. ¿Cómo enseñan? Se están anlizando los sistemas actuales de capacitación contínua, la participación de los maestros en la toma de decisiones y la auto-evaluación. Creemos que por medio de estas investigaciones, llevadas a cabo por el personal del Instituto, se enriquecerá la vida intelectual de la institución.

Lic. Raúl Ortiz y Ortiz, cuando actuó en la obra "Richard III" en 1961.

Edward J. Foulkes, Miembro del Consejo Directivo y frecuente conferencista en el programa cultural del Instituto.

Charles H.E. Phillips, O.B.E. benefactor del Instituto y S.E. el Sr. Norman Cox, C.M.G.

CAPITULO 5.

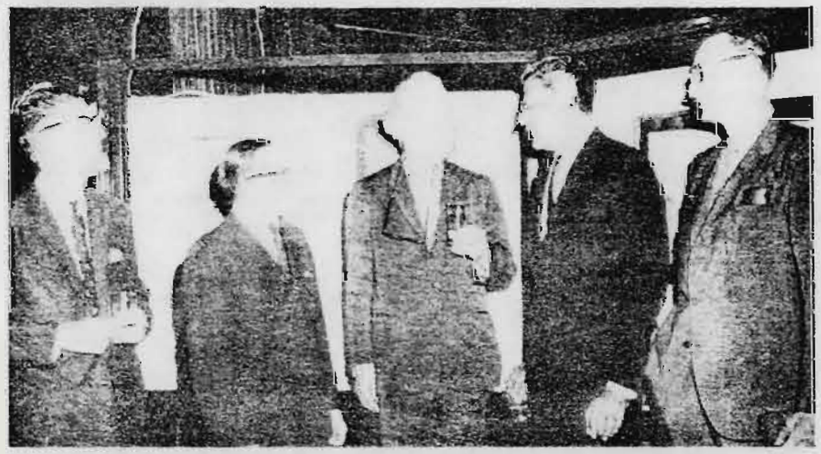
ACTIVIDADES CULTURALES

Todas las Sucursales del Instituto elaboran sus propios programas Culturales tan variados como es posible, con muchas actividades dirigidas específicamente a los estudiantes de Inglés: conferencias sobre temas populares, lecturas de obras y poesía, debates, programas de preguntas y otros. Aunque las Sucursales más pequeñas y recientes se ven en cierta forma limitadas debido a la falta de instalaciones adecuadas, las Sucursales Sur y Guadalajara tienen florecientes programas culturales. Sin embargo, la mayoría de las actividades de mayor importancia en el pasado, se han originado en la Sucursal Centro y posteriormente se han repetido en una o más de las otras Sucursales. El Consejo Británico, al traer visitantes y actores distinguidos a México, por ejemplo, ha hecho posible la realización de muchas de las actividades que se anotan a continuación.

La mayoría de las actividades pueden clasificarse bajo los títulos de teatro, conferencias, exposiciones, etc. Sin embargo estos encabezados no cubren eventos poco comunes como la Competencia simultánea de Ajedres contra Kenneth Frey, el Campeón Mexicano de Ajedrez abierto, o una recepción al famoso actor Basil Rathbone, estrella del cine británico. La reciente serie de gran éxito (1984) "Mujeres en México" que consistió en 26 eventos que podrían enumerarse bajo muchos encabezados: películas, pláticas, talleres, exposiciones y representaciones teatrales. Resulta imposible en esta breve historia, mencionar más que una selección de los cientos de eventos culturales organizados o auspiciados por el Instituto en estos últimos 40 años. Tampoco es posible nombrar a los cientos de personas que han dado su tiempo y su talento al participar en ellos.

El Instituto tiene una deuda de gratitud, con todos ellos.

Profesorado de 1954 en Río Pánuco No. 10. Sentadas: Sra. Hentschel, Elsie Escobedo, Mary Davison, Antonia Katz, Mariana Plumb, May Arguimbau.
De pie: Cedric Hentschel, Representante del British Council, Daphne Ledger, Guy de B. Sells, Director de Estudios del British Council, Sra. Sells, Carlota Rosales, Guadalupe Ramos, Leti Neale, Francisco Trujillo, Margarita Quijano, Clotilde Nichol, Walter Plum, Lyn Sustins, George Neale. No aparece en esta fotografía Gabriela Madrazo, una de nuestras maestras en Río Pánuco No. 10.



Recepción ofrecida a Robert Graves, el distinguido poeta. De izquierda a derecha: Sr. Leonard S. Downes, Dr. Antonio Buch, Robert Graves, S.E. Sr. Peter Hope, y Sr. Noel Lindsay

En 1946 la lectura de obras teatrales había llegado a ser un acontecimiento semanal en el programa del Instituto. Un entusiasta grupo de aficionados que se hacía llamar "The Aguileón Players", nombre que tomaron del pequeño e íntimo teatro en Pánuco 10, se integró en 1947. Ellos fueron los primeros de varios grupos de actores que representaban obras en Inglés en la Ciudad de México; los Mexico City Players, seguidos de Players Incorporated fueron los predecesores del Theatre Workshop de hoy en día. Recordados aún en conexión con las producciones de los Aguileón Players, se cuentan Frank Whitbourn, Aenid McCrae, Josephine Yorke, Toby Dickins, Edward J. Foulkes, y Earl Sennet, el Director Técnico. En 1947 "The Importance of Being Earnest" constituyó un éxito de taquilla, dejando la magnífica ganancia de $150.00 pesos. ¡En es ese año los boletos costaban un peso para los estudiantes y tres pesos para los miembros! Otros éxitos fueron "Joan of Arc", "Blithe Spirit", "The Hollow", "Trespass", "The Circle", "The Rivals", "Arms and the Man", "Venus Observed", y finalmente, en 1953 el alegre "Knight of the Burning Pestle".

Cuando el Instituto se cambio a Antonio Caso, el grupo perdió su teatro, aunque las lecturas de obras continuaron. No fue sino hasta 1958 cuando se reanudaron las producciones teatrales completas realizadas por un nuevo grupo conocido como The Shakespeare Society, bajo la dirección e inspiración de Leonora Cardiff, esposa del entonces Representante del Consejo Británico. Su primera producción fue "The Tempest" con exquisito vestuario de la época y escenografía diseñada por Leonora Carrington (1959) seguida por "Twelfth Night" (1960) dirigida por Nina Lincoln. Raúl Ortíz y Ortíz, quien hizo una brillante caracterización de Malvolio, volvió como Richard en "Richard III" (1961), dirigida por Virginia McHenry. La serie terminó con la obra "Much Ado about Nothing". Todas las cautivadoras representaciones de estas obras se presentaron en el Teatro Orientación y en el Teatro del Bosque. El Instituto celebró el cuarto centenario del nacimiento de Shakespeare (1964) con una gran variedad de exposiciones, lecturas dramatizadas, películas y conferencias.

Tres actrices del Teatro Aguileón: Mema Dickens, Josephine Yorke y Alison

Barry Grail como Ariel en "The Tempest". Vestuario y obra diseñada por Leonora Carrington, 1959

Nunca ha sido costumbre del Instituto pagar por los servicios de Directores y actores –sólo esporádicamente cobrar cuota de admisión a sus actividades culturales, así que el número y calidad de los espectáculos teatrales han dependido siempre del entusiasmo de algunos residentes locales y del personal del Instituto y del Consejo Británico. Un prominente miembro de la Comunidad Británica, Elsie Escobedo, ha producido, dirigido y actuado en docenas de obras para el Instituto. Durante años, ha dirigido obras de Shakespeare, Shaw, Arden y Osborne. Su producción de "Loot", comedia de humor negro, de Joe Orton (1969) provocó cierta indignación diplomática (no británica), pero fue ampliamente disfrutada por el público. También dirigió una memorable lectura dramatizada de "Don Juan in Hell". Esta última fue repetida recientemente por Tony Cruz, con la participación de Claudio Brook, Phil de Kanter, Joy y Nigel Parkinson y Mick Wadham.

Muchos otros miembros de la comunidad británica hicieron o han hecho continuas contribuciones a la vida teatral del Instituto. Las representaciones de John Dalrymple serán recordadas por largo tiempo. Virginia McHenry y Philip Guilmant fueron prominentes miembros de la Shakespeare Society y responsables de muchas producciones de la Pantomima Anual Navideña; la muerte de Virginia McHenry en 1979 fue una severa pérdida para el mundo del teatro inglés en la ciudad de México. Algunos miembros del Personal del Consejo Británico también han tomado parte en obras y lecturas dramatizadas. Francis King dirigió "The Taming of the Shrew" (1979), "Zigger Zagger" (1980), y ofreció una conmovedora dramática y extraordinaria actuación en "Whose Life is it Anyway?" (1981), dirigida por Victoria Martin. Muchos de los asiduos concurrentes al teatro en las Sucursales están familiarizados con los vicaces e ingeniosos monólogos del actor Brian Barnes. En sus ocho visitas a México hasta ahora, ha representado muchos papeles, desde "Under Milk Wood", y "The Pickwikians at Manor Farm", hasta "Three Men in a Boat". Otros memorables actores han sido Susana Alexander en su dramático monólogo "Si me Permíten Hablar", y Bruno Schwebel en su representación de "The Diary of Madman" de Gogol (1981) y su propia versión de "Rudolf Hesse" (1983).

Philip Guilmant y Bernard Randell en la pantomima "Jack and the Beanstalk", 1974

Tampoco ha habido escasez de directores, actores y actrices de talento entre los miembros del propio Instituto. Alan Stark ha actuado en muchas obras y siempre se le recordará por sus Pantomimas (véase cuadro). Jane Brayshaw y Christoper Cabot, por ejemplo, actuaron en "Endgame" de Becket, dirigida por Jeremy Fox y "After Magritte" de Stoppard Dirigida por Mike Long (ambas en 1972). Dirigieron "The Importance of Being Earnest" (1974), la quinta vez que esta siempre popular obra fue representada en el Instituto. Una sexta versión, que incluyó a Tom Hawthorn y Tim Eyres en el reparto, fue puesta en escena en 1983.

La Sucursal Guadalajara ha aprovechado su bien diseñado teatro. Jane Alexander y Patty Bellinger han producido y dirigido notables éxitos, tales como las obras musicales "Jacques Brel is Alive and Well" (1975), "Godspell) (1976), "A Funny Thing Happened on the Way to the Forum" (1977), y "Joseph and his Amazing Technicolor Dreamcoat" (1981), con el Director de la Sucursal, Jeremy Harmer en el papel principal. También han producido obras de mayor seriedad, tales como la reciente lectura dramatizada "Murder in the Cathedral". Joan Evashuk, maestra de esta Sucursal, ha trabajado con alumnos del Instituto y otras personas para producir y dirigir gran número de obras de teatro, incluyendo "Visit to a Small Planet", "Drácula Lives" y "UFOS over Cow Town".

A pesar de la falta de espacio, la Sucursal Sur también ha producido un torrente de obras bajo la activa dirección de Angela Llanas, quién ha formado un grupo conocido como la "Sucursal Sur Students Repertory Company", que ha representado "Doctors of Philosophy" de Muriel Spark y la revista "The Best of British", escrita por Angela Llanas, además de una variedad de pantomimas cómicas.

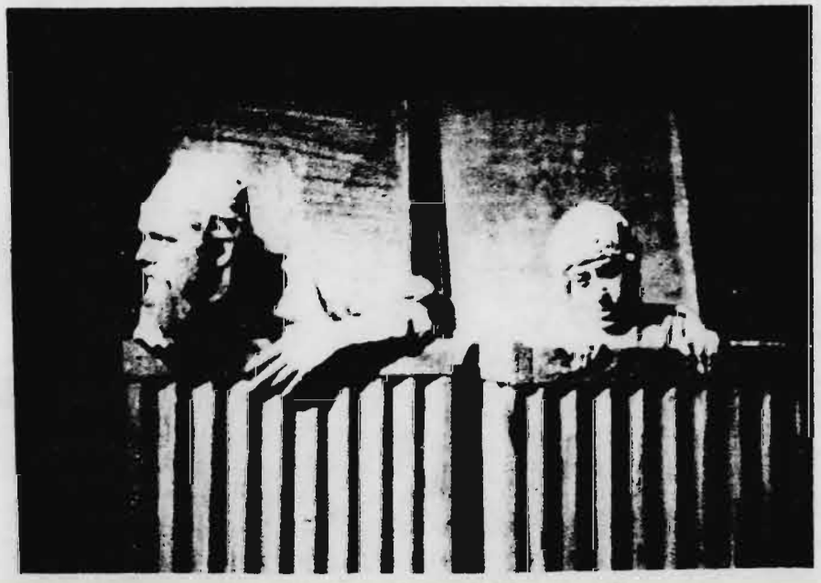
La terminación del Aula Magna en la Sucursal Centro coincidió con la primera de una serie de Pantomimas Navideñas Tradicionales Inglesas que han proporcionado tanta alegría a innumerables niños y adultos.

Pantomima	Autor	Director
Dick Whittington (1962)		Philip Guilmant
Cinderella (1963)		Philip Guilmant
Aladdin (1964)		Virginia McHenry
Robinson Crusoe (1965)		Virginia McHenry
Puss in Boots (1966)		Philip Guilmant
Mother Goose (1967		Alan Stark and Virginia McHenry
Turkish Delight (1968)	Patrick Dennis	Phil de Kanter
The Magic Ribbon (1968)	Alan Stark	Alan Stark
Alice in Wonderland (1969)	Adapted by Alan Stark	Elsie Escobedo
Ali Baba and the forty Thieves (1971)	Virginia McHenry	Virginia McHenry and Alan Stark
Babes in the Wood (1972)	Alan Stark	Alan Stark
The Sleeping Beauth (1973)	Virginia McHenry	Virginia McHenry
Jack and the Beanstalk (1974)	Alan Stark	Virginia McHenry
King Stag (1975)	Carlo Gozzi (1972)	Philip Guilmant
Little Red Riding Hood (1976)	Virginia McHenry	Alan Stark
Humpty Dumpty (1979)		Alan Stark (con el Theatre Workshop)
Cinderella (1983)	Personal de la Embajada Británica y amigos	Gay Murphy y Claire Oliver

Mientras tanto, la Sucursal Sur empezó a producir Pantomimas Navideñas, aunque no muy tradicionales.

Cinderella, or all you ever wanted to know about the English but never dared ask (1975)		Angela Llanas
Aladdin and his Wonder ful Lamp, or How to be a Genii at English (1976)		Angela Llanas
The Princess and the Frog, (1978)		Angela Llanas
Cinderella (1979)	Angela Llanas	Star Villavicencio
Charlesing and Dianarella (1982)	Patty Grounds	Angela Llanas
Snowhite and the Seven Mental Dwarfs (1983)	Patty Grounds y Angela Llanas	Angela Llanas

En la Sucursal Guadalajara, Joan Evashuk escribió y dirigió War of the Galaxies (1981)



Jeremy Harmer y Jane Brayshaw en "Endgame", 1973

Phil De Kanter y Elsie Escobedo durante los ensayos de "The Magic Ribbon", 1969.

Una revista Teatral "Bawd and Lodging" 1979, con: izquierda a derecha al frente: Tom Hawthorn, Clair Melia, Margaret Brooke, Valerie Hawthorn, John Boyd. Atrás: John Crosby, Philip Guilmant y Jeremy Shearman.

Películ

Cientos de películas documentales y de largo metraje se han exhibido en las Sucursales a través de los años, que varían desde las primeras comedias Ealing, tales como "Passport to Pimlico", pasando por el realista y sombrío período que produjo "Room at the Top" y "Saturday Night and Sunday Morning", hasta películas tan refinadas como "The accident" y "The Caretaker". Si existe un común denominador para las películas de largo metraje, debe ser su origen literario. No menos de 17 películas de diferentes obras de Shakespeare se han exhibido; varias de ellas en más de una versión ("Macbeth", "Romeo and Juliet", "Julius Caesar"). De las novelas de Dickens, "Great Espectations", "The Pickwick Papers", "Scrooge", "Oliver Twist", y "Nicholas Nickleby". El talento de H. G. Wells nos ofreció "The History of Mr. Polly", Kingsley Amis, "Lucky Jim" y Graham Greene, "The Comedians".

Las series para la televisión de la BBC, han sido muy populares, incluyendo "Civilization" de Sir Kenneth Clark, "The Ascent of Man" de Bronowski, y "The Voyage of Charles Darwin". Las series de películas locales, han includio 30 documentales sobre arte, prestadas por diferentes embajadas y películas sobre la India, Australia y otros países de la Comunidad Británica. Canadá ha proporcionado varias fascinantes películas de Norman McLaren.

Verdaderamente notables fueron los documentos "Mount Everest" "Sentinels of Silence", "The Tribe that Hides from Man" y "The Lost World of the Mayas", una película de la BBC introducida por Eric Thompson. En 1968 se escribió la discutida película "Paz". Esta película, dirigida por el productor británico Wolf Rilla, se basa en una tesis desarrollada por el Dr. Santiago Genovés.

Sacando provecho de su nuevo teatro, la Sucursal Guadalajara formó un cine-club con una organización local, Cine Arte, A.C., y se exhibieron muchas películas, algunas de ellas bastante vanguardistas "Clockwork Orange" y cortos realizados por estudiantes de la London School of Film Technique —que provocaron consternación diplomática.

Durante algun tiempo, ésta Sucursal ha venido colaborando con el Instituto Cultural Alemán y "Cine y Crítica" para formar un nuevo cine-club que exhibe películas cada fin de semana. Una reciente serie se ha venido elaborando alrededor de películas dirigidas por Werner Herzog y Luis Buñuel.

Música

Resulta muy apropiado que el primer evento musical del cual hay registro, fuera una plática ilustrada titulada "Music is Fun" ofrecida por Elsie Escobedo, quien tanto ha hecho en favor del programa musical y teatral del Instituto. Con Noel Lindsay, ofreció una serie de pláticas de apreciación musical en los últimos años de la década de los 40, utilizando el enorme tocadiscos Decca del Consejo Británico. En los primeros años de la década de los 50, se llevó al cabo una notable serie de conciertos de música mexicana y británica bajo el título de "Música intima para México". A esta serie no solamente asistió Carlos Chávez, sino —según las poco amables palabras del Presidente del Consejo en su informe anual— "hasta la Colonia Británica" Durante este período, coros locales, el Coro de la Christ Church, Los Cantantes de Cámara de la Ciudad de México, el Coro Bach-Conrad y los Cantantes Unicorn, ofrecieron innumerables conciertos.

Benjamín Britten ha sido muy popular en las audiciones del Instituto; "Let's Make an Opera" fue presentado en 1947, "A Ceremony of Carlos" en 1955, y una ambiciosa producción de extraordinario éxito de "Noye's Fludde", en 1963. Esta última, producida por Elsie Escobedo con el Maestro Icilio Bredo dirigiendo la orquesta y Erika Kusbascek como cantante solista y el númeroso coro de niños "Noye's Fludde" fue presentada nuevamente en 1970 por la Sucursal Guadalajara, esta vez, traducida al español por John D. Shepherd y Teresa Cervera, como estreno mundial en este idioma. La Sucursal Guadalajara fue anfitriona de una recepción ofrecida a Benjamín Britten y a Peter Pears con motivo de su visita a México en 1969.

La década de los 60 también fue testimonio de otra gran producción el ballet opera "Dido and Aeneas" de Purcell, producida por Elsie Escobedo, dirigida por Alan Stark y por el Maestro Icilio Bredo.

En la misma década, el Instituto disfrutó de varios excelentes conciertos ofrecidos por la Sociedad de la Flauta Barroca, y el primero de varios conciertos de los Folkloristas, ofreciendo su soberbia contribución de música popular mexicana y latinoamericana.

Muchas personas han contribuido a los eventos musicales además de las ya mencionadas: Gene Gerzo, Josephine Nicolín, Jaime González y la pianista Klara Kacs, son solamente algunas de ellas. El Maestro José Antonio Alcaraz ha ofrecido pláticas interesantes y bien documentadas sobre Benjamín Britten (1969 y 1978), la música de los Beatles (1970), Gustav Holst (1974) y ha dirigido representaciones de su propio repertorio "Todtentanz" y "Treatise" de Cornelius Cardew (1975). Alan Stark, actualmente Director de la Sucursal Coyoacán, a través de los últimos quince años, ha ofrecido numerosas pláticas y demostraciones de danza tradicional y contemporánea. Su más reciente representación/ conferencia fue "Music and Dances of the Renaissance 1450-1650" con la Dra. Ingrid Brainrd, de Boston. Desde 1977 ha encabezado a incontables estudiantes y público en general en su espectáculo "All Join In" en el cual, los espectadores se unen en bailes populares tradicionales. Peter Crossley, miembro de la Sucursal Sur y virtuoso pianista, ha tomado parte en numerosos conciertos de música de cámara, primero con el Conjunto de Música de Cámara, después con el Trío Crossley integrado por Jane Thorpe (violín) y Anna Isabel Berlin (cello), quien también es miembro del Dueto Crossley.

La música popular es siempre la favorita de los estudiantes y del público más joven. Un experto local, César Aguilera, ha ofrecido varias pláticas sobre los Beatles; Mike Long e Ian Campbell, ambos maestros del Instituto han ofrecido pláticas formales sobre Jimmy Hendrix y John Lennon respectivamente. Otros miembros del personal, como Jeremy Harmer y Bill Urwin han ofrecido amenos recitales de música popular contemporánea. Los recitales de Jazz ofrecidos por otro grupo local, Mickey e Hilario, han demostrado tener gran popularidad.

Acontecimientos musicales de importancia han sido los recitales ofrecidos por los pianistas Michael Snelling, John Clegg y Anthony Peebles, y por el guitarrista Julián Byzantine. Un grupo de talentosos jóvenes mexicanos, Consortium Musicum, ofreció un programa bajo el título de "Music of the 13th and the 17th Centuries". Finalmente, un evento extraordinario fue el concierto de Gala ofrecido por el Sexteto de la Orquesta Clásica de México, organizado por Josephine Yorke de Nicolín para celebrar las nuevas leyes de protección a los animales que acaban de ser aprobadas en México.

El trio Crossley: Ana Isabel Berlin, Peter Crossley, y Jane Thorpe.

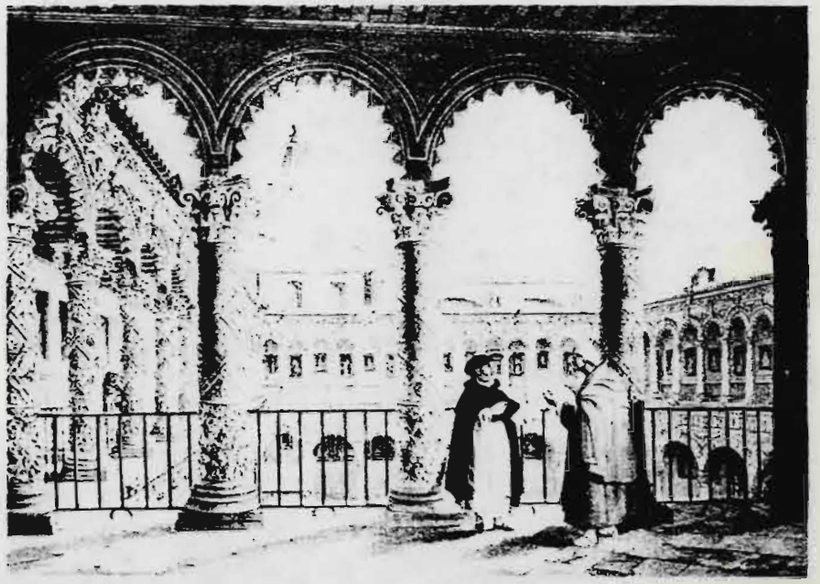
Un concierto en el Aula Magna del Surcursal Centro por la Sociedad Mexicana de la Flauta Barroca

Exposiciones

Las grandes exposiciones locales no fueron una parte importante del programa cultural del Instituto, sino hasta la década de los 60 cuando se contó con espacio adecuado en las Sucursales Centro y Guadalajara. Sin embargo, se montaron pequeñas exposiciones de cuando en cuando, como las de Hayman Chaffey (1954), Cora van Milligen (1955), Walter Plumb (1955 y 1957) y una exposición colectiva de jóvenes abstraccionistas canadienses (1956).

La primera exposición a gran escala que se llevó a cabo en el Instituto (1963) se tituló "British Paintings in Mexico, XVI to the XIX Centuries". El Representante del Consejo Británico, Hugh Paget, con la ayuda de Walter Plumb, localizó una soberbia colección de obras maestras de propiedad pública y privada. Estas incluían un Holbein, un Van Dyck, dos Hogarth, dos Gainsborough, un Reynolds, un Constable, y no menos de tres Turners. La exposición fue tan importante que se llevó al cabo en el Palacio de Bellas Artes y fue inaugurada por el Sr. Don Celestino Gorostiza, Director General del INBA.

Otro entusiasta coleccionista y detective aficionado fue Martin Kiek, cuyo principal interés eran aquellos artistas británicos, aficionados y profesionales, que habían trabajado en México en el Siglo XIX. El más conocido de estos artistas es, por supuesto, Daniel Thomas Egerton, y "Egerton in Mexico" (1964) fue, por amplio margen, la mas completa exposición de sus obras jamás presentada. El catálogo contenía detalles poco conocidos de su vida y muerte en México; junto con su amante inglesa, fue brutalmente asesinado en Tacubaya, en 1842. Egerton fue uno de los 15 artistas del Siglo XIX cuyas obras se exhibieron en una serie de exposiciones en el Instituto. Otra fue "Mexico in the 19th Century as Seen by John T. Haverfield", que tuvo lugar en el Museo de San Carlos, y fue auspiciado conjuntamente por el INBA y el Instituto.



"Convento de la Merced". Litografía coloreada a mano de John Phillips y A. Rider. 1848.

Una gigantesca exposición de "British Artists in Mexico 1800-1968" fue organizada para su inauguración al mismo tiempo que las Olimpiadas de 1968. Además de artistas del Siglo 19, contenia obras de 39 pintores del Siglo 20, entre los cuales tal vez los más conocidos son Edward Burra, Juan O'Gorman (de extracción irlandesa), HelenEscobedo, Brian Nissen y Leonora Carrington, cuyas obras ya habían sido exhibidas en una exposición retrospectiva en el Instituto en 1965.

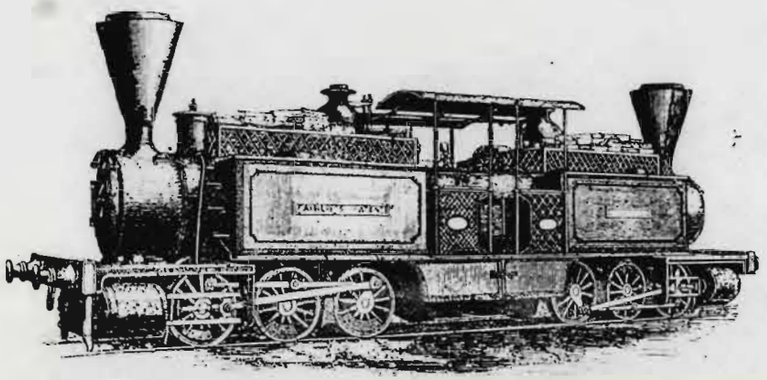
Otros artistas británicos, han sido Ian Canning, Toby Joysmith, cuya exposición en 1966 fue seguida por varias de las obras de sus dotados alumnos, Jean Joysmith, Bridget Tichenor, Barbara Carey de Mejer, Joan Bruckner, y William Jackson, el pintor canadiense. Algunas exposiciones recientes parecen haber causado mayor polémica: "Silences, Virgins and other Feminist Themes" (1980), obras de Mónica Mayer, y "Art and Evolution" (1981), del pintor australiano Sterlac.

Entre las exposiciones de artistas mexicanos han destacado las obras de Nicolás Moreno y Alberto de la Vega (1971), Rodolfo Nieto (1971), Héctor Cruz y Feliciano Béjar (ambas en 1973). Tres exposiciones de mayor importancia de artistas mexicanos se originaron en la Sucursal Guadalajara: "Preparatory Drawings for Murals by José Clemente Orozco" (1974), dió una penetración poco común en los procedimientos de ese gran artista; "José Jara 1867-1939" (1975), redescubrió a un artista jalisciense de gran talento, y "Printings and Drawings by Dr. Atl" (1976) conmemoró el 1er. Centenario del natalicio de ese discutido artista. Las bellas tradiciones del arte y artesanías populares mexicanas han sido exhibidas en numerosas exposiciones: "100 Masterpieces of Mexican Popular Art'. (1972), consistió en obras prestadas por el Museo Nacional de Artes e Industrias Populares. Más recientemente, el Instituto montó una exposición "Tapestries and Rugs from Guadalupita Yancuictlalpan (1981) y "Carpets from Temoaya" (1982).

De las muchas exposiciones de fotografía, las más notables fueron aquellas del Grupo de Arte Fotográfico en los últimos años de la década de los 60, y los primeros de la Década de los 70, y la selección de soberbias fotografías de Manuel Carrillo (1982).

Algunos miembros del personal del Instituto han sido entusiastas fotógrafos aficionados; Alan Fisher, Hilary Maxwell y Bill Urwin han montado exposiciones de su talentoso trabajo en los últimos años.

La tradición de grandes exposiciones, ha continuado. En 1972, el Instituto conmemoró el Centenario del Ferrocarril Mexicano, que corría de Veracruz a la ciudad de México, y que había sido construído por ingenieros británicos. La exposición contenía documentos, mapas, grabados y una impresionante colección de objetos incluyendo una caja de velocidades de una de las primeras locomotoras y un sable ceremonial obsequiado a Thomas Braniff por los Hapsburgo después de que la Emperatriz Carlota huyó de la ciudad de México por el Ferrocarril Mexicano. Como en tantas de estas exposiciones, Martin Kiek fue una inagotable fuente de información e inspiración. Otra gigantesca exposición (1980)



Una locomotora Fairlie del tipo utilizado por el Ferrocarril Mexicano, que se exhibió en la exposición "El Ferrocarril Mexicano".

Otra gigantesca exposición (1980), "The First Hundred Years, 1821 to 1921", que reveló muchos ejemplos de la presencia británica en México, fue también de considerable significado histórico. Los numerosos objetos fueron reunidos por Katherine Walsh, quien también escribió una extensa introducción al catálogo; tanto el catálogo como la exposición fueron diseñados por Poshun Leong. El Instituto se vió honrado con la presencia de S.A.R. el Duque de Kent quien, con S.E. Sr. Norman Cox, inauguró esta exposición. Una reciente y singular exposición (1983), fue "Life and Struggle" un testimonio en fotografías y carteles del desarrollo de las organizaciones de la clase trabajadora en la Gran Bretaña, con textos del Dr. Peter Archard y Margaret Hooks.

Con frecuencia, el Consejo Británico ha facilitado pequeñas exposiciones, tales como "Small Bronzes by Henry Moore" o "A Voyage Round Great Britain, 1814-1825", una serie de 50 grabados de William Daniell, R.A., "Grabados de Henry Moore", recientemente expuestos en Puebla y Guadalajara, y ha colaborado en muchas otras. Una colaboración de particular éxito tuvo lugar en 1983, cuando la Embajada Británica, la Cámara de Comercio Británica, el Consejo Británico y el Instituto auspiciaron conjuntamente la exposición "Two Centuries of Co-operation: Mexico-Great Britain". La exposición, diseñada por Philip Guilmant, contenía exhibiciones de 31 compañías británicas-mexicanas, y su objetivo fue demostrar que la Gran Bretaña estaba tratando, más arduamente que nunca, de fortalecer sus lazos comerciales con México. También se debe hacer mención de la colaboración de la Sucursal Guadalajara en eventos del gobierno local, tales como las Ferias del Libro, Artes y Oficios Internacionales, y exposiciones de Cocina Internacional.

Esta Sucursal está ahora celebrando cada mes diferentes exposiciones organizadas por Penelope Downes, en su sala de exposiciones.

Conferencias

Tanto las conferencias individuales como las series de conferencias y los seminarios han sido siempre parte importante del programa cultural del Instituto.

La exposición "Dos Siglos de Cooperación, México-Gran Bretaña", montada en el Aula Magna del Sucursal Centro en 1983 por el Arq. Philip Guilmant.

1. Literatura

Ha habido pláticas sobre literatura mexicana dadas por el Prof. Francisco Monterde y por el Maestro Oscar Bonifaz, quien habló sobre Rosario Castellanos. Se han ofrecido recitales poéticos como el reciente de la poetisa Pita Amor. Se han programado pláticas de Ethel Brinton y Mario Monteforte sobre traducción Español-Inglés. Sin embargo, se ha puesto énfasis, como es natural, en la gran tradición de la literatura inglesa. Tanto miembros del Consejo Británico como del personal del Instituto han dado numerosas pláticas. Tan solo Colin White dió 36 conferencias en el año académico de 1966/1967. Otros maestros que con frecuencia han hablado sobre temas literarios son Maria Jessen, Mick Wadham y John D. Shepherd, entre otros muchos. Sus contribuciones han variado desde la erudita "Shakespearean Tragedy" a la ligera y festiva lectura poética intitulada "Sex and Sausages".

Algunos de [illegible] visitantes han sido fascinantes: Stephen Spender, Hugh Sykes y Charles Thomlinson eran poetas; el Dr. Thomas Cranfill de la Universidad de Texas habló sobre los novelistas americanos y sobre Shakespeare; Arnold Wesker, el dramaturgo, habló sobre el teatro en Inglaterra. La novelista Iris Murdoch fue otra distinguida oradora, acompañada por su esposo, el crítico literario John Bayley. Otras pláticas de particular interés fueron las de Graham Storey, el Prof. Jack Morpurgo y Malcolm Bradbury.

No todos los visitantes han dado conferencias formales. J.B. Priestley prefirió tomar parte en una discusión de mesa redonda con miembros seleccionados del personal docente y alumnos del Instituto. El Instituto ofreció una recepción al poeta novelista y hombre de letras Robert Graves, durante su visita a México para participar en el Seminario Mundial de Poetas (1968). Algunos de los asistentes a la recepción se sintieron alternadamente deslumbrados, llenos de reverente admiración y desconcertados por la conversación del poeta.

Fiona Alexander, Martin Kiek, Lady Galsworthy, Brian Nissen y Mariana y Walter Plumb en la inauguración de la exposición "Artistas Británicos en México".

John D. Shepherd, S.A.R., el Duque de Kent, el Arq. José A. Mandri Bellot, Dr. Guillermo Massieu y Sra. Massieu en la inauguración de la exposición "The first hundred years 1821-1921", presencia británica en México. 1978.

Clara Porcet, pionera en México en 1950 de la nueva profesión de Diseño Industrial, con el Sr. Toby Joysmith, conocido artista escritor y conferencista.

2. Ciencia y Tecnología

Aunque atrajeron auditorios menos numeroros, algunas de las conferencias más estimulantes que se hayan dado han tratado temas científicos y técnicos. De particular interés fue la serie de conferencias programadas en 1963 bajo el título de "Ciencia en nuestros Días" y dictadas por el Dr. Félix Córdoba, el Dr. Guillermo Massieu, el Dr. Carlos Guerrero y el Dr. Alonso de la Florida. El tópico "La Automatización y Usted" se trató en una serie de discusiones de mesa redonda en las que participaron personalidades de diferentes profesiones, entre ellas el Sr. Ramón Xirau, el Sr. Vicente Rojo, el Sr. Lic. Fernando Rafful Miguel, el Sr. Lic. Ramón Carlos Torres Flores, el Sr. Lic. Héctor M. Espinosa Berriel, el Sr. Ing. Sergio F. Beltrán. El Sr. Lic. E. Guillermo Salas y el Sr. Dr. José Martínez. De vital interés fue el tema de otra serie de discusiones de mesa redonda "La Esplosión Demográfica en México" conducida por un distinguido grupo de médicos y economistas incluyendo a la Lic. Ifigenia de Navarrete, al Dr. José Noriega Limón y al Dr. Roger Díaz de Cosío, actuando como moderador el Sr. Eduardo Villaseñor.

Algunos científicos británicos también han dado pláticas: Sir John Cockcroft sobre "The Course of Scientific and Technological Development in the World". Lord Bessborough sobre "Scientific Britain", el Prof. Eric Tait, F.R.S. sobre "The Origen and Evolution of the Atlantic Ocean", y el Prof. R.L.S. Wain, F.R.S. sobre "World Population and Food Resources" No todas las conferencias han tenido tópicos de tanto interés, sin embargo la ofrecida por Sir Richard Wooley, F.R.S., Astrónomo Real, bajo el título de "Expeditions to Mexico to Observe the Transit of Venus in 1976" fue fascinante.

Walter Plumb en amena plática con Leonora Carrington durante la exposición "Artistas Británicos en México".

3. Arte

Tres distinguidos visitantes de la Gran Bretaña han dado conferencias sobre pintura y escultura: Sir Philip Hendy, Director de la National Gallery, habló sobre "Henry Moore", Sir John Rothenstein, Director de la Tate Gallery de 1938 a 1964, sobre "J.M.W. Turner", y el crítico Edward Lucie-Smith sobre "The Visual Arts in Britain". De Australia vino Graeme Sturgeon, Director de Exhibiciones de la National Gallery of Victoria, Melbourne, quien disertó sobre "The Landscape Tradition in Australian Art".

Los oradores locales han incluido al famoso muralista, Arq. Juan O'Gorman, quien dió una conferencia sobre "The Relation and Integration of Sculpture and Architecture", y el distinguido crítico Dr. Justino Fernández, quien disertó sobre "Francis Bacon". El pintor, maestro y crítico, Toby Joysmith, ha dado varias pláticas sobre pintura. Otras las han dado miembros del personal docente del Instituto, particularmente Walter Plumb. La más reciente conferencia sobre arte (1984) fue una plática sobre "David Hockney", ofrecida por Sam Seaman, maestro del Instituto.

4. Antropología e Historia

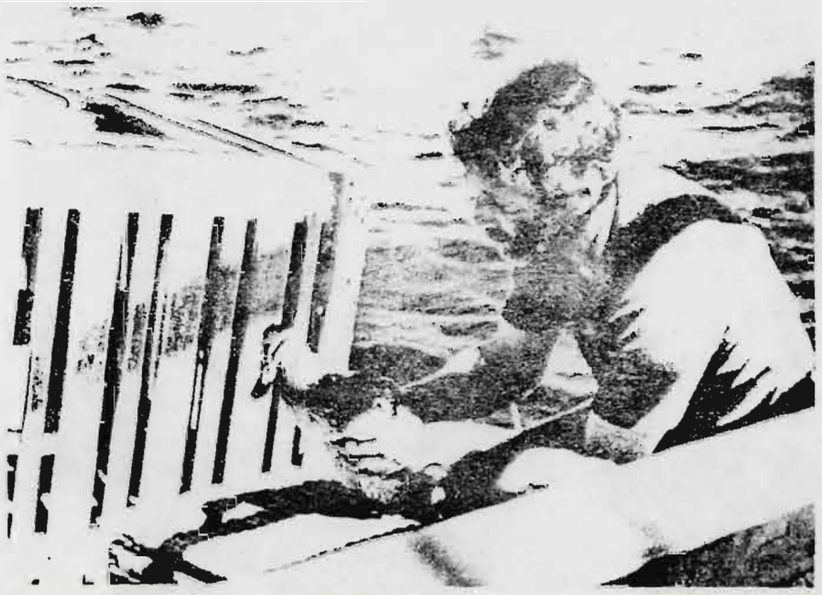
Estos temas han sido de particular interés para los públicos del Instituto. Quizá la más memorable conferencia haya sido "The Place of Africa in Human Evolution" dictada por el mundialmente famoso y controvertido Dr. L.S.B. Leakey (1964). Otros expertos británicos han sido el Prof. A.L. Basham, el Dr. Ian Cornwall y el Dr. Christoph von-Furer Maimendorf de la Universidad de Londres, quien disertó sobre "Aspects of Buddhist Civilization". El Dr. Nigel Davies, muy conocido en México, ha dado tres fascinantes conferencias: una sobre "The Aztecs" y dos sobre "Human Sacrifice in Aztec Culture and Throughout the World". Sin embargo muchas conferencias han sido dictadas por distinguidos expertos mexicanos, tales como el Dr. Pablo Martínez del Río y el Dr. Ignacio Bernal. El Dr. Jaime Litvak King ha disertado sobre "British Contributions to Mexican Archaeology and Anthropology in the 20th Century"; igualmente hizo la introducción de un brillante documental de la B.B.C., "Lost World of the Mayas", narrado por Eric Thompson. Es de notar también la reciente conferencia de Antonieta Nelken "Recent Discoveries in the Mayan Region of the Caribbean". La historia de México se presentó en dos eruditas a la par que dramáticas series de conferencias dictadas por el Lic. Jorge Gurría Lacroix, en colaboración con el Instituto Nacional de Antropología e Historia: cuatro de dichas conferencias versaron sobre "La Guerra de Independencia" y seis sobre "La Conquista de México.

Otra serie que tuvo muy buena acogida fue "México Ayer y Hoy, en la que participaron el Sr. Rafael Solana y el Sr. Arturo Arnáiz y Freg. El Instituto está en deuda con el Sr. Joaquín Cortina y Goríbar, miembro de su Consejo Directivo, quien fue con frecuencia pieza clave para la organización de estas conferencias.

Naturalmente la historia británica ha sido el tema de muchas conferencias aisladas y series de conferencias, tales como "Britain Since 1945" (1976-1977) y "Victorian England" (1978-1979). El Sr. Edward J. Foulkes dió frecuentemente conferencias sobre historia, al igual que otros miembros del personal del Instituto, entre los que destacan John D. Shepherd, Maria Jessen y Mick Wadham.

5. Otros

El público se interesa muy particularmente en los viajes y las aventuras. Dos conferencias de este tipo fueron: "A Voyage across the Atlantic in a Papyrus Raft" (Ra II), dictada por el Dr. Santiago Genovés, y la narración de una espectacular ascensión a una montaña rocosa en Noruega, "The Ascent of the Troll Wall" hecha por Hugh Drummond, maestro del Instituto. Otra fue "Two Years in the Antarctic" plática de Christopher Horton, Asesor Científico del Consejo Británico.



Dr. Santiago Genovés durante su épico viaje a bordo de RA II

Más difíciles de clasificar son pláticas tales como "The Wild Life of East Africa" del Sr. Gordon Harvey, Chief Game Warden of Tanganyika. El popular novelista Dennis Wheatley, quien fue uno de los "backroom boys" de Churchill durante la Segunda Guerra Mundial, dió una plática intitulada "Sir Winston Churchill". Por una triste coincidencia la plática se efectuó en el mismo día de la muerte de Sir Winston.

Otras pláticas han sido más estimulantes. "Forecasters and Diviners, Science or Magic?" y "Witches and their Craft: Magic and Healing" fueron los títulos de dos conferencias dictadas por el Dr. Michael Kenny. Una discusión de mesa redonda "The University – Can it Survive?" con la participación del Dr. Roger Díaz de Cosío, el Lic. Miguel González Avelar y Colin White, causó considerable polémica. El solo título de algunas conferencias, "British Economic Planning" (1966) dictadas por John B. Hynd, M.P., fue suficiente para despertar escepticismo.

Cursos Culturales

Recientemente se han introducido en el programa de actividades culturales series de cursos "culturales" para complementar las clases de inglés.

Sucursal Sur: "History of Western Ideas" impartido por Daryl Joseph, actualmente en su tercer semestre.

Sucursal Guadalajara: "Art Appreciation", serie de 10 pláticas dadas por Jane Horton.

Sucursal Satélite: "The History of Western European Painting", serie de 10 pláticas dadas por Walter Plumb.

Sucursal Coyoacán: "English Literature", curso impartido por Alan Stark, actualmente en su tercer año.

Sucursal Puebla: "Peoples of the English speaking world", curso impartido por David Atkinson, Jocelyn Potter y Paul Davies.

BIBLIOTECAS

En 1944 el Consejo Británico estableció una biblioteca circulante en Pánuco 10, la que se convirtió en la Biblioteca principal, localizada ahora en la Sucursal Centro del Instituto. Actualmente contiene más de 26,000 volúmenes con particular énfasis en la literatura inglesa, novelas, biografía y lecturas simplificadas para los estudiantes de inglés. Hay también libros sobre las ciencias sociales, ciencia y tecnología, las artes y libros para niños, al igual que discos, cassettes y periódicos. La biblioteca está abierta a todo el mundo y es gratis para los estudiantes menores de 18 años y para los estudiantes de inglés en el Instituto. Para los demás la cuota es de $500.00 anuales, o $200.00 para los estudiantes inscritos en otras instituciones. Durante 1983 el Consejo Británico y el Instituto conjuntamente invirtieron más de 12,000 Libras Esterlinas en nuevos libros y periódicos británicos, sólo para la Biblioteca Central y la política de mejorar continuamente las existencias y servicios está ya firmemente establecida.

El Instituto tiene también bibliotecas circulantes en sus dos sucursales más antiguas: Guadalajara, con 6,500 volúmenes y la Sucursal Sur, con más de 5,000 volúmenes. Las sucursales más recientes tienen bibliotecas más pequeñas para el uso de sus alumnos y personal. La Biblioteca Central esta dirigida por la Srita. Aurora Vela, que ha sido Jefe de la Biblioteca desde 1966; el Sr. Patrick Villa, Asesor en Bibliotecas del Consejo Británico para México y Venezuela, mantiene vigilancia experta sobre todas las bibliotecas del Instituto y asesora al personal sobre mejoramiento de la existencia de libros y servicios.

Centro de Información y Recursos para la Enseñanza del Idioma Inglés

En junio de 1980 el Dr. Roger Díaz de Cossío, Subsecretario de Asuntos Culturales y Recreativos, de la Secretaría de Educación Pública, inauguró el Centro Nacional de Recursos para la Enseñanza del Inglés, del Consejo Británico, situado en el mezzanine de la Biblioteca Central del Instituto.

El Centro de Recursos tiene equipo de video-cassettes y recientemente ha estado colaborando con el Instituto para montar un aula-estudio de video, en la cual se pueden realizar proyectos de capacitación de magisterio y estudiantes. También hay equipo para la rápida reproducción de cassettes de sonido, para ver transparencias y películas, etc.

El Centro de Recursos se estableció con el fin de poner al alcance tanto de los maestros como de los estudiantes de Inglés, un acervo de materiales tan amplio como fuera posible y ofrecer servicio de consultoría a aquellas personas que necesiten consejo sobre metodología, selección de materiales, etc.

El centro ha crecido considerablemente desde su inauguración y contiene una gran variedad de libros de texto, materiales suplementarios, material de referencia, libros sobre lingüística y lingüística aplicada, periódicos, magazines, artículos sobre investigación, películas sobre metodología para la enseñanza del inglés, cintas, diapositivas, y "paquetes" audiovisuales, así como material sobre literatura inglesa. El Asesor Adjunto en Lengua Inglesa, Fred Rogers, está siempre disponible para consultas sobre enseñanza del inglés, incluyendo el diseño de cursos para la enseñanza del Inglés a grupos especiales ya sea por tema o por ocupación o profesión, para cuyo objeto el Consejo Británico y el Instituto operan una Unidad de Proyectos Especiales. También se llevan al cabo en el Centro seminarios y talleres sobre una amplia gama de tópicos sobre la enseñanza y aprendizaje del inglés.

Inauguración de la Biblioteca del Instituto Centro, Lic. Agustín Yañez, Secretario de Educación Pública, Dr. Jaime Torres Bodet, Lic. Antonio Armendáriz, John Duncan y Sir Nicholas Cheetham. 1968.

AMLIRC

En 1983 se estableció la Biblioteca Anglo-Mexicana y Centro de Información y Recursos (AMLIRC) como resultado de la fusión del Centro de Información y Recursos para la Enseñanza del Idioma Inglés del Consejo Británico y la Biblioteca Central del Instituto. En este año se están desarrollando sucursales "completas" similares de la AMLIRC en las Sucursales Sur y Guadalajara. Los principales servicios que ofrece la AMLIRC, además de los ya mencionados, son:

1. Información sobre libros británicos. La Biblioteca Central contiene todas las principales bibliografías de libros británicos. También tiene acceso por línea directa a toda la información bibliográfica disponible por computadora de banco de datos de BLAISE (the British Library Automated Information Service) a través de cuyo servicio se pueden reproducir bibliografías de libros británicos sobre cualquier tema, rápida y fácilmente y con relativa economía.

2. Información sobre educación en el Reino Unido. Una de las principales funciones del Centro de Información de AMLIRC es proporcionar información a aquellas personas que desean estudiar en el Reino Unido. Existen guías de escuelas, colegios, universidades, politécnicos y otras instituciones educativas en la Gran Bretaña, incluyendo una colección completa de prospectos de las universidades, politécnicos y colegios en forma impresa y en microfichas. El Centro también recopila información sobre las instituciones educativas y gubernamentales de México.

3. Exhibiciones de libros. Cada año el Consejo Británico monta exhibiciones de libros británicos recientes sobre una amplia gama de temas en las universidades y en otras instituciones en toda la República, en las principales Ferias del Libro, en la propia AMLIRC y en las bibliotecas de las sucursales del Instituto. Estas exhibiciones son montadas por el Book Promotion Department del Consejo Británico en Londres y hacen una gran labor en cuanto a la propaganda y venta de libros británicos en México, poniendo al alcance de los lectores ejemplares de las publicaciones sobre un tema en particular para que las examinen.

4. Otra información bibliográfica. Además de las bibliografías de BLAISE arriba mencionadas, AMLIRC puede obtener información de muchos otros bancos de datos bibliográficos y de textos completos británicos y de los Estados Unidos, por ejemplo DIALOG. También se pueden obtener rápidamente copias de artículos pertinentes del Overseas Photocopy Service of the British Library Lending Division (BLLD) a través de AMLIRC. Existe un volante en inglés y español sobre estos servicios por línea directa y de fotocopiado.

Finalmente, AMLIRC tiene una extensa existencia de libros de referencia sobre todos los temas y también los principales periódicos británicos en microfichas y los índices correspondientes, por medio de los cuales una gran variedad de preguntas pueden recibir rápida contestación.

LOS CURSOS DE INGLES

Antecedentes.

La enseñanza del inglés como lengua extranjera es actualmente una preocupación mundial que involucra a decenas de miles de maestros y millones de estudiantes. Desde 1945 el dominio de una o más lenguas extranjeras, y particularmente el inglés, ha llegado a ser una urgente necesidad. La demanda ya no se limita únicamente al estudio de una literatura extranjera, aunque esta sigue siendo parte del programa sino que se extiende a la comunicación internacional para fines prácticos: turismo, negocios, ciencia, tecnología y estudios académicos. La demanda tampoco se limita a una reducida élite de la clase alta; incluye a todos los sectores de la sociedad y a todas las edades. Estos cambios, tanto en objetivos como en el estudiantado, han representado grandes problemas y desafíos tanto para los maestros como para los administradores. En México la expansión demográfica y económica de los últimos treinta años ha corrido paralelamente con una creciente necesidad del idioma inglés. El Instituto ha respondido a este reto por medio de la capacitación de sus maestros y cambiando y mejorando gradualmente su metodología didáctica.

Durante el primer cuarto del siglo el tradicional método de Gramática-Traducción empezó a ser remplazado por el Método Directo que daba importancia principal a la forma hablada del idioma y evitaba el uso de la lengua materna en el salón de clase. Las estructuras gramaticales y el vocabulario se controlaban de tal manera que los estudiantes progresaban por medio de una serie de etapas breves y fáciles. Este fue el método que en forma modificada introdujo al Instituto el primer Director de Estudios (1947-1950) Roger Kingdon, fonetista de reputación internacional, quien entonces estaba al servicio del Consejo Británico, una institución con valiosa experiencia en la enseñanza del inglés en todo el mundo desde 1934. Roger Kingdon no solamente entrenaba a los maestros en el método entonces aceptado, sino que también enfatizaba la necesidad de una pronunciación correcta.

Mientras tanto, en los Estados Unidos se había desarrollado el método Audio-Lingual y se usó ampliamente en las décadas de los 50 y 60. Este método, firmemente basado en las teorías de la psicología del conductismo y en las estructuras lingüísticas de Bloomfield, ha influenciado muchas técnicas utilizadas por los maestros del Instituto, aunque como puntualizó en una ocasión Peter Strevens, los maestros británicos "se han mostrado menos ansiosos que sus colegas americanos de justificar sus procedimientos de enseñanza haciendo referencia a la teoría".

Colin White trabajando en el Laboratorio de Idiomas, 1978

En la segunda mitad de la década de los 60 el Instituto estaba iniciando un nuevo "Enfoque Contextualizado" (Situational Approach) en la enseñanza del inglés, al mismo tiempo que trataba de preservar las características más útiles de otros métodos, aunque este enfoque nunca alcanzó la calidad de Metodología. El enfoque sostenía que los eventos del lenguaje no ocurren en forma aislada: ambiente, tópico y participantes son esenciales a cualquier comprensión real del significado. Se creía que colocando lenguaje nuevo en un contexto más realista sería más interesante y por lo tanto motivaría más a los estudiantes. El desarrollo de este enfoque se vió fomentado por las visitas que realizaron a México en esa época expertos británicos tales como A. S. Hornby, el Dr. William Lee y David Wilkins y por el inagotable entusiasmo de la Directora de Estudios, Ethel Brinton (1964-1974). Fue Ethel Brinton quien, esforzándose por lograr grupos más homogéneos, diseñando y experimentando con nuevos tipos de pruebas, consiguió elevar el nivel en todos los aspectos del trabajo académico del Instituto. En 1973 estableció un equipo de maestros dedicados a la elaboración de pruebas. Desde 1964 había iniciado cursos de traducción a nivel avanzado y en 1975 el Instituto empezó a otorgar el Certificado de Traducción a aquellos estudiantes que satisfacían los requisitos de su Curso de Traducción.

Los últimos años de la década de los 60 fueron también el período en que la Secretaría de Educación Pública se interesó cada vez más en el trabajo del Instituto y con mayor frecuencia el Instituto era invitado a tomar parte en seminarios, talleres y cursos cortos de capacitación para maestros en servicio activo, tanto en el Distrito Federal como en la provincia.

La revolución en la lingüística que provocó Noam Chomsky tuvo poco efecto práctico en la enseñanza del idioma en el Instituto. Su ataque al conductismo mecánico fue aplaudido por la mayoría de los maestros, pero su brillante descripción del lenguaje continuó dando importancia central a las estructuras gramaticales del mismo. La década de los 70 habría de tener un enfoque diferente. La enseñanza de un idioma echa mano de percepciones de muchas disciplinas: semántica, fonética, filosofía, antropología, etc. Fue el hecho de que los psicólogos sociales consideraran el lenguaje como comunicación lo que más afectó la enseñanza de idiomas. Su preocupación se centraba en el significado y en el *porqué* del uso del lenguaje. Las funciones lingüísticas tales como disculparse, invitar, persuadir, aconsejar, etc., siempre se habían incluído, pero ahora se les daba un sitio prominente en el diseño de programas. Lo que con frecuencia se llama el Enfoque Comunicativo a la enseñanza de idiomas ha dado impulso a varias generaciones de nuevos libros de texto y ha conducido al desarrollo de muchas nuevas técnicas.

Algunos observadores creen que la metodología de la enseñanza de un idioma es como un péndulo que se balancea regularmente de un extremo a otro. Puede haber algo de verdad en este criterio, pero en general, los maestros del Instituto no han sostenido convicciones extremas; para bien o para mal, su enfoque ha sido empírico. Lo que ha sucedido es un continuo proceso de explotar nuevas percepciones y técnicas y desarrollar conocimiento y habilidad profesional.

Profa. Laura García Menéndez en una clase de Juniors en el Surcursal Lomas Verdes

Durante la década de los 70 el Instituto aprendió mucho de las visitas de expertos británicos: Peter Strevens, S. Pit Corder, Frank Candlin, John Mumby, Henry Widdowson, Cristopher Brumfit, John Sinclair, Susan Holden, Marion Geddes y Maurice Broughton, entre otros. También recibió el estímulo de las ideas de maestros con frecuencia jóvenes contratados por tiempo corto de la Gran Bretaña; su contribución al mejoramiento de los procedimientos de enseñanza ha sido de importancia decisiva.

Es discutible si la Enseñanza del Inglés como Lengua Extranjera (TEFL) debe considerarse como un empleo o como una profesión. Ciertamente, las carreras en la mayoría de las profesiones están estructuradas, mientras que la Enseñanza del Inglés como Lengua Extranjera, no lo está. Tampoco los maestros de esta rama están organizados en un grupo homogéneo que fije normas de ingreso a la profesión. Sin embargo, los tiempos del maestro improvisado han pasado. El Instituto puede afirmar con cierto orgullo que todos sus maestros están entrenados, algunos tienen alguna maestría, y sus condiciones de trabajo son mejores que el promedio en general. Más aún, el Instituto ofrece la posibilidad de hacer carrera dentro del mismo, a través de los puestos de maestro, coordinador, Jefe de Departamento, Director de Departamento, hasta llegar a Director de una Sucursal. Por lo menos en el Anglo, los maestros pueden considerarse a sí mismos como profesionales.

Los Cursos

Un curso en el Anglo consiste aproximadamente en 40 horas de enseñanza en el aula, excluyendo el tiempo que toman los exámenes finales. La mayoría de las clases son de una hora y cuarto, dos o cuatro veces por semana. A solicitud se dan cursos más intensivos para adultos. Los cursos para adultos se dividen en tres áreas: Básica (5 cursos), Intermedia (5 ó 6 cursos) y Avanzada (4 ó 5 cursos). Unos cuantos cursos muy avanzados preparan candidatos para el Diploma of English Studies of the University of Cambridge. Se ofrecen cursos opcionales de traducción, gramática, conversación, literatura, etc., a nivel intermedio y avanzado. En todas las sucursales se imparten cursos para jóvenes (entre 12 y 15 años) y algunas sucursales ofrecen ahora cursos especiales para niños de 8 a 11 años.

Los Maestros

En 1983 el Instituto empleaba un total de 295 maestros, de los cuales 90 (o sea aproximadamente un 30.5%) eran angloparlantes.

Inscripciones en Febrero de 1984

SUCURSAL	ADULTOS			Niños	TOTAL
	Regulares	Intensivos	Especiales	Jóvenes	
Centro	3,838	994	363	1,685	6,830
Sur	2,137	501	199	1,650	4,597
Coyoacán	1,614	469	237	672	2,992
Guadalajara	1,095	99	121	1,433	2,748
Puebla	539	407	50	147	1,413
Monterrey	207	200	56	185	728
Satélite y Lomas Verdes	1,627	319	139	606	2,691
	11,057	2,989	1,165	6,748	21,999

Ethel Brinton con una estudiante.

Certificados

El Instituto otorga los siguientes Certificados:

1. **Basic Certificate in English,** a los estudiantes que llenan los requisitos del Curso Básico (200 horas).
2. **Translation Certificate,** a los estudiantes que llenan los requisitos de un curso especial a nivel avanzado (80 horas).
3. **Basic Certificate in the Teaching of English as a Foreign Language,** a maestros-estudiantes que ya ejercen el magisterio en escuelas u otras instituciones y que tienen un dominio limitado del inglés (100 horas).
4. **Certificate of Proficiency in the Teaching of English as a Foreign Language,** a estudiantes mexicanos con un buen dominio del idioma inglés y a estudiantes cuya lengua materna es el inglés que llenan los requisitos del curso de alrededor de 250 horas. Este es el principal curso de entrenamiento y capacitación para maestros de inglés del Instituto.
5. **Diploma in the Teaching of English as a Foreign Language,** a aquellos maestros que ya han obtenido el Certificate of Proficiency o su equivalente y tienen además considerable experiencia en la enseñanza (curso de alrededor de 150 horas.)
6. **Certificate in the Teaching of English as a Foreign Languaje to Children and Adolescents,** a maestros que han obtenido ya el Certificate of Proficiency y cubren los requisitos del curso especial (60 horas).

Varias instituciones en la Gran Bretaña otorgan los siguientes Certificados a través del Instituto:

Oxford University

En algunas sucursales del Instituto se ofrece un curso avanzado para preparar a los estudiantes para el examen de la "Oxford Delegacy" (Nivel Avanzado).

Royal Society of Arts Examinations Board

El Instituto es el único centro autorizado en México para presentar los exámenes para el "Certificate in the Teaching of English as a Second or Foreign Language" of the Royal Society of Arts. Los cursos de preparación para el examen se organizan de acuerdo con el número de solicitudes.

Cambridge University

1. **First Certificate in English.** Los estudiantes del Instituto presentan este examen después de 450 horas de estudio aproximadamente.
2. **Certificate of Proficiency in English.** Después del First Certificate se requieren alrededor de 200 horas de estudio para poder aprobar este examen.
3. **Diploma of English Studies.** Se requieren estudios muy avanzados de inglés y literatura inglesa.

Resultados de los exámenes de la Universidad de Cambridge en 1983

	Total Estudiantes	Pasaron	Porcentaje de Pases	Porcentaje Mundial (Estudiantes fuera del Reino Unido)
First Certificate				
Junio	293	225	77%	71.4%
Diciembre	264	180	68%	67.6%
Proficiency Cert.				
Junio	48	26	54%	43%
Diciembre	26	16	62%	42%

El prof. Colin White ha preparado con mucho éxito a 6 estudiantes de la Sucursal Sur para obtener la licenciatura (B.A. Hons) en literatura inglesa, de la Universidad de Londres.

Cursos de Capacitación de Maestros

Los cursos de capacitación de maestros han llegado a constituir una parte de creciente importancia en el programa académico del Instituto. Los cursos dieron principio en el año académico 1967-1968 y fueron originalmente desarrollados por Ethel Brinton, Walter Plumb y Colin White, con talleres de fonética a cargo de Roger Kingdon. El curso tenía una duración de 100 horas e incluía una introducción general a la teoría del lenguaje y el aprendizaje, identificación y análisis de las estructuras básicas del inglés, el sistema fonético del inglés, métodos y técnicas y prácticas de enseñanza.

Pronto hubo de ser extendido a 200 horas y se le llamó Proficiency Teacher Training Course (ver los Certificados). Actualmente está destinado a personas con un buen dominio del inglés que, o bien desean convertirse en maestros a nivel de secundaria o superior, o ya están enseñando pero desean mejorar sus habilidades y conocimientos. En este semestre hay 175 maestros en entrenamiento inscritos en este curso en las diversas sucursales.

La demanda para un curso a nivel más bajo y diseñado para maestros que ya están ejercido en escuelas y otras instituciones se cubrió proporcionando un Basic Teacher Training Course (1972/1973). Este curso para maestros en servicio activo ha resultado muy popular y ha atraído maestros de lugares tan lejanos como Tijuana y Mérida. Con frecuencia se lleva al cabo, en una u otra sucursal, durante los meses de vacaciones de verano. En 1983, 118 maestros se inscribieron en este curso.

El Instituto proporciona también un curso para maestros que desean obtener más altos grados de competencia. En el año académico de 1973-1974 Richard Rossner impartió un curso piloto para preparar candidatos para el Certificate in the Teaching of English as a Second or Foreign Language, otorgado por el Consejo se Exámenes de la Royal Society of Arts. De este curso se derivó un Higher Teacher Training Course local con su propio Diploma, aunque el Certificado de la Royal Society of Arts sigue siendo el más alto grado británico en la enseñanza que puede obtenerse en México. Actualmente hay 34 maestros inscritos en uno u otro de estos cursos avanzados. Más recientemente (en 1983) Jean Pender introdujo otro curso posterior al Proficiency Teacher Training Course, para la enseñanza de niños y adolescentes. El curso se dió originalmente en el Instituto Centro, pero actualmente se imparte en las diferentes sucursales.

El Consejo Británico ha sido una gran ayuda en cuanto al entrenamiento de los maestros del Instituto. Ha otorgado becas de 6 meses y un año para cursos para obtener Certificado, Diploma y grado de Master of Arts; además otorga tres o cuatro becas cada año para los cursos de verano del British Council en el Reino Unido. El Instituto a su vez ha instituído un sistema según el cual el personal de más alta jerarquía puede tomar un año con licencia para seguir un curso para obtener un Diploma en Lingüística, o el grado de Master of Arts o Master of Science en Lingüística Aplicada, con medio sueldo. Hasta ahora cinco Directores han aprovechado esta facilidad.

Además del grupo iniciador, por lo menos tres miembros del personal merecen especial mención por su contribución a los cursos de entrenamiento para maestros. Richard Rossner fue siempre fuente de ideas y entusiasmo mientras fué Director de la Sucursal Sur; Paul Davies hizo quizá más que nadie para convencer a los maestros mexicanos de las escuelas oficiales y particulares de los beneficios prácticos de nuestro cursos de entrenamiento y Mike Long introdujo muchas técnicas útiles y enfatizó la importancia de los materiales audio visuales auxiliares. En la página 47 aparecen las listas del actual personal de los cursos de entrenamiento para maestros.

El Director de la Surcursal Puebla, Paul Davies con una estudiante.

Relaciones con otras instituciones de enseñanza

Durante los últimos años de la década de los 60 el Instituto empezó a atraer la atención de ciertos departamentos de la Secretaría de Educación Pública. Algunos miembros del personal del Instituto fueron invitados a dar conferencias y a participar en seminarios y talleres y a dar cursos de entrenamiento de 40 horas a maestros en servicio activo. El principal promotor de la organización de estas participaciones fué Geoffrey Kaye, el Asesor en Lengua Inglesa del Consejo Británico, secundado por Ethel Brinton, Paul Davies, Richard Rossner y Walter Plumb en la ciudad de México y John D. Shepherd en Guadalajara. En la década de los años 70 se dieron numerosos cursos en el Distrito Federal y en los siguientes centros de provincia, muchos de ellos en más de una ocasión: Toluca, Mérida, La Paz, Oaxaca, Cuernavaca, Tuxtla Gutiérrez, Pachuca, Guadalajara, Chihuahua, Hermosillo, Torreón, Monterrey, Iguala, Guanajuato, León, Ciudad Obregón, Culiacán, Tepic, y por último pero no por ello menos importante, San Cristóbal Ecatepec. En 1975-1976 personal del Instituto ayudó a entrenar instructores mexicanos de la Escuela Normal Superior; se esperaba que los instructores mexicanos de la Escuela Normal Superior; a su vez entrenarían a otros maestros en la provincia, produciendo así un efecto multiplicador. La demanda de instructores dentro del Instituto fue tal que Richard Rossner organizó un curso especial en la Surcursal para entrenar personal para dar los Cursos Básicos de 100 horas. El Instituto ha colaborado también con varias asociaciones mexicanas de enseñanza, de las cuales la primera fue la Mexican Association of Teachers of English (MATE). Personal del Instituto dió muchas pláticas a este grupo durante la década de los años 60 y también a su efímera sucesora la Asociación Nacional de Lenguas Extranjeras y Literatura. Más tarde, en 1974, se formó la Mexican Association of Teachers of English to Speakers of Other Languages (MEXTESOL), afiliada a TESOL, la organización matriz en los EE.UU. El personal del Instituto ha presentado ponencias y talleres con regularidad en las convenciones anuales y en las mini-convenciones regionales y ha desempeñado muchos puestos de elección en la Mesa Directiva. Tres miembros del personal del Instituto, Paul Davies, John D. Shepherd y Marcela Cabrera, han desempeñado el cargo de Presidentes.

Además de los maestros ya mencionados el Instituto estará siempre agradecido a los que se citan a continuación por su participación en actividades relacionadas con la enseñanza fuera del Instituto: Maria Jessen, Leslie Adams, Mick Wadham, Peter Shaw, Mike Long, Angela Llanas, Terence Gogarty, Jon Roberts, Barbara Taylor, Alan Stark, Patricia Chávez, John Hanson, Peter Crossley, Jean Pender, Ray Ziesing, Rose Clabburn y Jeremy Harmer.

Desde 1976 el Instituto ha tenido el privilegio de proporcionar el sistema completo de enseñanza de la lengua inglesa a la institución de educación superior más prestigiada de México: el Colegio de México. Nuestro agradecimiento a la maestra Bertha Cea por la eficaz coordinación de estos cursos a la dirección del Colegio por su constante apoyo y estímulo.

Encarnación Ventura, Richard Rossner, Amelia Farrés, Peter Allnut, Representante del British Council, y Loli Robles.

Otras Contribuciones del Instituto

1. Inglés por Televisión. "Walter and Connie" una serie de la BBC, fue presentada por primera vez en la televisión local en Guadalajara (1968). John D. Shepherd introducía el programa y además proporcionaba material de práctica adicional. La misma serie se presentó en 1969 y 1970 en la ciudad de México en el Canal 11 del Instituto Politécnico Nacional. Richard Rossner y más tarde Anthony Whitney-Coates dieron las clases suplementarias.

2. El Inglés a través del Teatro. Muchos estudiantes disfrutaron los regocijados sketches de "Review" que se proponía enseñar inglés a través del teatro y que fué introducido a México por Mike Long y Hugh Drummond por primera vez en 1972. Se han dado muchas representaciones, con variaciones considerables, en las sucursales del Instituto. El espectáculo original se presentó también en la U.N.A.M. y en el Instituto Mexicano Norteamericano de Relaciones Culturales, English Language Teaching Theatre sigue vigente: Tony Stratton está activo en la Sucursal Guadalajara con su grupo teatral Más o Menos

3. Centro Autodidáctico. La idea de un Centro Autodidáctico fué originalmente de John D. Shepherd y Janet McAlpin, quienes trabajaron con un equipo de ayudantes para desarrollar materiales audio-visuales especiales en 1979. El Laboratorio de idiomas de la Sucursal Centro que contaba con 16 cubículos y había sido donado al Instituto en 1964 por el Consejo Británico, se incorporó al Centro Autodidáctico.

4. Video. El Consejo Británico ha donado al Instituto equipo de video y se ha formado una Unidad de Video en la Sucursal Centro. Este equipo es de gran utilidad en el entrenamiento de maestros, en la enseñanza directa y para los programas culturales. Se planea instalar equipos de video en otras sucursales en un futuro cercano.

5. Materiales Didácticos. Es imposible enumerar el inmenso caudal de materiales audio-visuales que se han producido localmente en los últimos 15 años. Muchos cursos utilizan folletos producidos por personal local. Sin embargo a continuación aparece una lista de libros publicados por personal del Instituto.

Publicaciones.

Producción Edit.

A. Patrocinadas por el Instituto.

The English, are they Human? Eduardo Villaseñor.
Mexico through British Eyes of the Past, Martin Kiek.
A British Bibliography of Mexico, Norman Pelham-Wright y William Mayer.
The Rhinoceros, Patrick Goldsmith.
The First Hundred Years, Katherine de la Fosse.
Vida y Lucha, Peter Archard y Margaret Hooks.

B. Escritas por miembros del personal del Instituto.

Los siguientes son títulos de algunos de los libros escritos o publicados por miembros del personal académico mientras estaban bajo contrato con el Instituto:

A. Acevedo y M. Gower – **Reading Comprehension Course.** (Próximo a aparecer).

L. Adams y A. Llanas – **Start Reading.** Readin 9 course of three books for preparatoria level (Pergamon Press)

E. Brinton – Traducciones. **The Lean Lands** y **The Edge of the Storm** de Agustín Yáñez (University of Texas Press)

E. Brinton, P. Davies, W. Plumb, C. White – **Active Context English.** Course for Adults. Three books, Teachers' guides, cassettes. (Macmillan)

E. Brinton, C. White et al – **Translation Strategies** (Macmillan)

L. Castañón y M. Webster – **Crosstalk,** Course for adults. Three books, Teacher's guide, cassettes. (Oxford University Press). También una edición Norteamericana.

P. Davies y E. Pearse – **Course for Adults** (Nelson) Próxima aparición.

P. Davies, J. Roberts, R. Rossner – **Situational Lesson Plans.** A handbook for teachers of English. (Macmillan)

J. Harmer – **The Practice of English Language Teaching** (Longman)

P. Hubbard (co-author) – **A Training Course for TEFL** (Oxford University Press)

A. Llanas (co-author) – **Sunrise,** Course for younger children. 6 books, workbooks, cassettes. (Nelson)

E. Pearse (co-author) – **Reading and Understanding.** For preparatoria level. Three books. (McGraw-Hill)

R. Rossner y J. Taylor – **Basic Active Context English,** for secondary schools. Three books, teacher's guides, cassettes. (Macmillan) También una edición Norteamericana.

R. Rossner, P. Shaw, J.D. Shepherd, J. Taylor – **Contemporary English.** Course for adults. 6 books, teacher's guides, cassettes. (Macmillan) También una edición Norteamericana.

J.D. Shepherd, R. Rossner, J. Taylor – **Ways to Grammar.** (Macmillan) Próxima aparición.

P. Shaw and T. de Vet – **Using Blackboard Drawing.** (George Allen and Unwin)

J.D. Shepherd – **Graded Readers.** 8 readers to accompany the Active Context English Courses. (Macmillan)

M. Díaz Zubieta y E. Ventura – **College English,** for preparatoria level. 3 books, teacher's guides. (Editorial Edicol, S.A.)

Cursos en Inglaterra

Durante años, los estudiantes habían solicitado que el Instituto ofreciera cursos en Inglaterra. En virtud de que la Escritura Constitutiva del Instituto establece que su objetivo es fortalecer las relaciones culturales entre México e Inglaterra, se decidió ofrecer cursos en Inglaterra en asociación con una escuela cuyo nivel y calidad de enseñanza podían recomendarse. El Instituto ofreció por primera vez cursos de inglés en Inglaterra, en asociación con The Bell Educational Trust, en el verano de 1980.

En la organización de estos cursos se mantuvo una estrecha colaboración entre el personal del Instituto y el personal de The Bell Educational Trust. Se aprovechó al máximo la presencia de los estudiantes en Inglaterra para organizar proyectos de trabajo fuera del salón de clases, excursiones y visitas culturales. Los cursos demostraron ser muy populares y benéficos para los estudiantes.

Desde 1982 el Instituto no ha administrado directamente los cursos, sin embargo, tiene un representante y consejero permanente en la ciudad de Bath donde éstos se llevan a cabo.

De 1980 a 1982, los cursos se ofrecían únicamente para estudiantes de 17 años de edad o más. Sin embargo en 1983 debido a la demanda por parte de los padres de familia, se ofrecieron por primera vez, cursos para adolescentes de entre 10 y 16 años. Estos cursos se organizan en asociación con International House y se llevan a cabo en Bath, Hasting, sy Henley-on-Thames. Los estudiantes viven con familias inglesas durante su estancia en Inglaterra y los acompaña un miembro del personal del Instituto quien desempeña el papel de consejero.

Ahora cada año, en los meses de julio y agosto, entre cincuenta y cien estudiantes mexicanos asisten a los cursos en Inglaterra bajo los auspicios del Instituto. El Instituto, en asociación con The Bell Educational Trust e International House, hace todos los arreglos de viaje y alojamiento, así como los arreglos académicos para estos cursos. Durante los otros meses del año el Instituto hace reservaciones en esas escuelas para estudiantes mexicanos que desean estudiar en Inglaterra.

Unidad de Proyectos de Inglés

El Instituto Anglo-Mexicano de Cultura y el Consejo Británico establecieron conjuntamente una Unidad de Proyectos de Inglés. En abril de 1982, al principio, sobre la base de una colaboración informal y después, más formalmente, en abril de 1983. Las instrucciones de la Unidad eran ofrecer su pericia y experiencia en el diseño de cursos especiales tanto al sector público como al sector privado.

Con frecuencia, el tipo de curso requerido por muchas instituciones educativas y compañías públicas y privadas era uno que tratara específicamente la materia, bastante especializada de su profesión, en inglés. En consecuencia, la Unidad empezó a proporcionar cursos de inglés "hechos a la medida" en las áreas de "Inglés para propósitos ocupacionales" e "Inglés para propósitos Académicos".

El primer proyecto de la Unidad se llevó a cabo con el "Instituto de Madera, Celulosa y Papel" de la Universidad de Guadalajara cuyos estudiantes en Maestría y Doctorado en Ciencias, encontraban en su falta de conocimientos de inglés un serio obstáculo para sus estudios.

La Unidad de Proyectos de Inglés implementó para el Instituto antes mencionado el procedimiento que se ha aplicado desde entonces con considerable éxito, a una serie de casos de gran variedad. Primero se realizó un "análisis de necesidades" que involucraba cuestionarios y entrevistas exhaustivas con estudiantes en potencia, así como una serie de pruebas de inglés, todo esto diseñado para descubrir qué necesidades y capacidad existían. Este análisis dió por resultado un "Reporte de Necesidades" ofreciendo un extenso informe al Instituto de Madera, Celulosa y Papel sobre el tipo y duración del curso, método y materiales de enseñanza. Se empezó un curso en el que todos los materiales de enseñanza estaban especialmente escritos por personal del Consejo Británico, utilizando "auténticos" documentos especializados, proporcionados por los estudiantes, como la médula del curso. Tanto maestros como estudiantes se sintieron muy satisfechos con los resultados alcanzados.

En este caso, y en otros subsecuentes, la estrecha conexión de la enseñanza del inglés con otras áreas de entrenamiento y el uso de materiales de verdadera relevancia para el trabajo de los estudiantes, parecen haber dado por resultado un alto incremento en la motivación y un ataque directo a los problemas más urgentes del estudiante. Los estudiantes sienten, por decirlo así, que están aprendiendo a través del inglés, más que aprendiendo el inglés por sí mismo.

Desde entonces, la unidad de Proyectos de Inglés ha proporcionado una amplia variedad de tales cursos para la Industria Petrolera, la Agricultura, la Industria del Acero, y en creciente escala, para la Banca.

Tres actuales Directores de Institutos: Maria Jessen, Surcursal Centro; Leslie Adams, Surcursal Sur; y Alan Stark, Surcursal Coyoacán.

¿Qué ventajas tiene?

Este tipo de servicio permite contar con un sólido apoyo bibliográfico de manera oportuna para elaborar investigaciones y facilitar la toma de decisiones en los diferentes campos del conocimiento.

El Centro de Documentación ofrece una amplia gama de servicios para satisfacer toda clase de necesidades, desde una simple fotocopia hasta el préstamo de un archivo completo.

Esperamos que tanto usted como su organización encuentren este eficiente servicio informativo de gran utilidad. Estamos a sus órdenes para mayor información al respecto Nos dará mucho gusto poder colaborar con usted.

Para mayor información favor de comunicarse:

El Consejo Británico
Centro de Información
Antonio Caso 127
Col. San Rafael
06470 México, D.F.
Teléfonos: 566-6144 y 566-6191
Extensiones 237 y 238
Fax: 535-5984
De lunes a viernes de las
9:00 a las 14:00 horas.

EL CONSEJO BRITANICO

Y

EL CENTRO DE DOCUMENTACION DE LA BIBLIOTECA BRITANICA (BLDSC)

CONSEJO BRITANICO EN MEXICO
Y
BIBLIOTECA BRITANICA

¿Qué es la Biblioteca Británica?

La Biblioteca Británica es una institución esencial y la fuente de información más completa del mundo, en todos los campos del conocimiento: científico, técnico, médico y humano. El Centro de Documentación de la Biblioteca Británica se encuentra en York, Inglaterra y es una de las divisiones más importantes de dicha biblioteca y pone a la disposición de los usuarios un extenso acervo bibliográfico.

El acervo incluye siete millones de documentos divididos de la siguiente manera: 220,000 títulos de publicaciones periódicas, 500,000 tesis, 300,000 actas de congresos, tres millones de libros además de una incontable cantidad de literatura de difícil obtención.

Esta enorme colección del saber está a su disposición de una manera rápida y eficiente, gracias a una avanzada tecnología de acceso y recuperación del documento y al profesionalismo de un equipo conformado por 850 expertos. El Centro de documentación recibe más de 14,000 peticiones y se satisfacen, en dos horas si es preciso, alrededor del 95% de las mismas. El documento se envía 48 horas después de haber recibido la petición. Una vez que su documento ha sido localizado, se fotocopia y se envía sin demora a cualquier parte del mundo.

En México, el material fotocopiado se recibe en un período de tres a cuatro semanas a partir de la fecha en que se efectúa el pedido debido a los tiempos de entrega del correo nacional.

¿En qué consiste el servicio proporcionado por el Consejo Británico?

El Consejo Británico es representante oficial de la Biblioteca Británica en México. Nos encontramos a sus órdenes para la venta de cupones para adquirir material bibliográfico.

Existen dos opciones para la compra de los cupones. Si el uso que se le va a dar es esporádico, los cupones se pueden adquirir de manera individual. Estos cupones se los entregamos en nuestras oficinas junto con la forma correspondiente para su envío. Si su uso va a ser constante, es conveniente abrir una cuenta, para lo cual es necesario comprar un mínimo de 40 cupones. Dicha cuenta la tramita el Consejo Británico directamente con el Centro de Documentación en York. De esta forma, se le descontará automáticamente el número de cupones utilizados. Nosotros nos encargamos de enviarle de manera mensual un estado de cuenta para su control.

Los cupones se cotizan en moneda nacional a un tipo de cambio, exclusivo del Consejo Británico, menor al del mercado. El mismo día en el que recibimos su pago, nosotros nos encargamos de depositar de inmediato los cupones en su cuenta. Con este servicio el cliente evita la adquisición de giros bancarios, envío y cobro del mismo antes de poder disponer de los cupones.

Además, estamos a su disposición para servir como enlace con la Biblioteca en cualquier duda, comentario o problema que se pudiera presentar.

El Consejo Británico
México

Para mayores informes:

El Consejo Británico
Antonio Caso 127
Col. San Rafael 06470
México D.F.
Tel. (5) 566 6144
Fax. (5) 535 5984

Centro de Información

Horario al público:
Lunes a jueves de 9:00 a 15:00
Viernes de 9:00 a 14:00

The British Council

El Consejo Británico (British Council) se fundó en 1934 y en México en 1943. Es parcialmente financiado por la Secretaría de Relaciones Exteriores del Gobierno Británico (Foreing Commonwealth Office), sin embargo es un organismo independiente, sin fines de lucro habiéndosele otorgado una cédula real en 1940. El Consejo Británico se encuentra bajo el auspicio de Su Majestad la Reina Isabel II y el Príncipe Carlos de Gales.

Actualmente tiene oficinas en 108 países las cuales tienen como objetivos promover un mayor conocimiento de la Gran Bretaña y enseñanza del idioma inglés así como fomentar la cooperación científica, tecnológica, educativa y cultural con el Reino Unido. Con este propósito, el Consejo establece relaciones culturales y ofrece ayuda para el desarrollo.

El Consejo Británico es la agencia británica de relaciones culturales más importante y es parte integral del esfuerzo diplomático y de ayuda internacional del Reino Unido.

Ciencia, Tecnología y Ciencias Sociales

En México el Consejo Británico colabora con diversos organismos gubernamentales y no gubernamentales para promover el uso sustentable y conservación de recursos naturales renovables. También se promueve el desarrollo social sustentable y la importancia de la mujer en el desarrollo de la sociedad. Asimismo, apoya iniciativas que fortalezcan la democracia, la apertura de gobierno, los derechos humanos, la modernización de la administración pública, reformas económicas y el cumplimiento de la ley. En el sector educativo ofrece a la Secretaría de Educación Pública apoyo y asesoría en el área de Educación Vocacional y Tecnológica, principalmente sobre el sistema de certificación y acreditación.

Trabajo en Chimalapas, Oaxaca

Becas e Intercambio

El Consejo ofrece becas para estudiantes y profesionales para recibir entrenamiento, realizar estudios de posgrado y/o investigación en el Reino Unido. También otorga apoyos financieros para la realización de visitas de expertos británicos y mexicanos en ambas direcciones y cuenta con un programa de intercambio académico, mediante el cual los profesores e investigadores de ambos países realizan actividades conjuntas.

Arte

En el área cultural ofrece regularmente una serie de eventos artísticos en colaboración con instituciones mexicanas y británicas en las áreas de artes visuales, música, literatura, teatro, danza y cine. La mayoría de estas manifestaciones se presentan en el marco de los festivales culturales más importantes en México.

Bill Cooper

Ballet Nacional Inglés

Enseñanza de la Lengua Inglesa

En este campo se administra un extenso programa en el área de la enseñanza de la lengua inglesa. Apoya, asesora y coordina un programa con cobertura nacional de capacitación y actualización de maestros de enseñanza del idioma inglés como lengua extranjera en todos los niveles educativos. Su objetivo es el de brindar apoyo a la enseñanza y aprendizaje del idioma inglés.

ABC TEFL Mérida

El Consejo Británico también es centro autorizado para la administración de los exámenes de la Universidad de Cambridge (IELTS, PET y FCE).
Por otra parte colabora con la Secretaría de Educación Pública en un proyecto de capacitación para maestros del idioma inglés en las universidades estatales y en la asesoría para el establecimiento de centros de Auto-Acceso de Lengua Extranjera en las mismas.

Servicios de Información

Por último, proporciona información sobre educación, ciencia y tecnología y cultura de la Gran Bretaña a través de su Centro de Información.

Centro de Información

BIBLIOTECA

La Biblioteca tiene un acervo especializado en el idioma inglés sobre literatura inglesa y, en menor medida, libros en las áreas de ciencia y tecnologia, ciencias sociales y arte; novelas; novelas de bolsillo; biografías y libros simplificados. También existe una sección que contiene periódicos, revistas, diccionarios y enciclopedias.

La biblioteca cuenta también con computadoras, videos, reproductora de cassettes y lector de microfichas. Asimismo, se cuenta con un centro especializado para niños con libros, videos y programas de computadoras para todas las edades. Se ha instituído una hora infantil todos los viernes.

AMLIRC se encuentra a disposición del público en el siguiente horario:

Centro de Información y de Recursos

Lunes-Viernes	09.00-19.00 hrs.
Sábados	10.00-12.00 hrs.

Biblioteca

Lunes-Viernes	09.00-19.30 hrs.
Sábados	10.00-13.00 hrs.

Para cualquier información adicional sírvase contactar nuestras oficinas:

Antonio Caso 127
Col. San Rafael
06470 México, D.F.

Tels.: 566-6144 (09.00-15.00 hrs.)
566-6285 (15.00-19.00 hrs.)
incluyendo los sábados.

Telex: 01772938BRCOME
Telefax: 5355984

The British Council
Consejo Británico

AMLIRC

Anglo Mexican Library Information and Resources Centre

Centro Anglo Mexicano de Información, Recursos y Biblioteca.

CENTRO DE RECURSOS PARA LA ENSEÑANZA DEL INGLES

A través de los años, Gran Bretaña ha sobresalido en el campo de la enseñanza del inglés. Este liderazgo se mantiene en el presente ya que los lingüistas británicos siguen estudiando e investigando los métodos de enseñanza y desarrollando nuevas aplicaciones de la tecnología actual, tales como el uso de video y computadoras en el salón de clases.

EL Centro de Recursos del Consejo Británico cuenta con una colección de aproximadamente 4,000 volúmenes en inglés que reflejan esta excelencia metodológica. Se ha puesto especial énfasis en ilustrar todos los avances en el campo de la investigación pero sin olvidar el desarrollo histórico de la enseñanza del inglés. En nuestro Centro de Recursos usted podrá encontrar libros que detallan cómo ha evolucionado la enseñanza, pasando de los métodos tradicionales (traducción gramatical, método audiolingual, etc) así como nuevos enfoques (funcional, comunicativo, etc) e incluso técnicas audaces e innovadoras (suggestopaedia, etc).

La colección también cuenta con secciones importantes de fonética y fonología, psicolingüística, sociolingüística, así como una sección representativa de los mejores diccionarios en inglés.

Como complemento de la parte teórica de la enseñanza del inglés, el Centro de Recursos se ha preocupado de reunir libros con fines prácticos, que pueden ser usados indistintamente por maestros o estudiantes. Esta sección esta subdividida en las cuatro habilidades básicas: práctica oral y auditiva, composición y lectura.

Asimismo, el Centro de Recursos ha reunido una variada selección de material de práctica para los exámenes de inglés ofrecidos por las universidades de Cambridge y Oxford: el FCE, CPE y los Oxford Delegacy Exam.

En cuanto a la utilización de la tecnología moderna, el Centro de Recursos ha ido formando una colección de videos y programas de computadora que pueden ser demostrados en el mismo Centro ya que cuenta con un Salón de Seminarios utilizado para ofrecer talleres y seminarios de distintos aspectos de la enseñanza del inglés y para demostrar el uso de este material.

Para complementar la sección de práctica auditiva, el Centro cuenta con una colección de aproximadamente 200 audiocassettes.

La mayor parte de esta colección de recursos puede ser prestada al público, exceptuando los videos y programas de computadora debido a las restricciones del derecho de autor.

Para los usuarios de provincia, el préstamo se realiza por medio de una solicitud escrita y la forma de servicio de préstamo del Centro.

CENTRO DE INFORMACION

El Centro de Información proporciona información a todas aquellas personas que deseen realizar estudios a cualquier nivel educativo en la Gran Bretaña, así como información sobre los diversos programas de becas que ofrece el gobierno británico para estudios de postgrado.

El Centro de Información también proporciona otros servicios como son el préstamo de películas y videos documentales de la Filmoteca del Consejo Británico en Londres a instituciones mexicanas en las áreas de ciencia y tecnología, ciencias sociales y arte.

Asimismo, el Centro de Información pone a la disposición de sus usuarios la tecnología más avanzada para proporcionar servicios bibliográficos tendientes a identificar el material de su interés.

A través de la consulta de catálogos de editoriales británicas, del "British Book News", del "British Books in Print" en disco compacto o CD-ROM, y del acceso a diversos bancos de datos bibliográficos internacionales como los de BLAISE (Servicios de Información Automatizados de la Biblioteca Británica) proporcionamos listados de todo lo publicado sobre un determinado tema o de un autor en especial.

Para complementar el servicio anterior, el Centro de Información ofrece el fotocopiado del documento de su interés, así como el trámite administrativo para el préstamo de libros del acervo del Centro de Documentos de la Bibliotecà Británica.