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VITALISING THE UNIVERSITY EDUCATION OF
LIBRARIANS.

(Teaching in library science. 7).

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Describes, with illustrations from experience, the perennial struggle between the Young and the Old librarians and explains how the teachers of library science should bridge the gap. Refers to the deterioration in the standard of teaching caused by a sudden increase in the number of library schools and the neglect of the norms of education. Warns against impoverishing the content and lowering the standard of the B Lib Sc course under the influence of some outmoded practices in some other countries, without reference to the present needs of India. Shows how the method of teaching library science is influenced by the British-Indian Factory Method of education in liberal arts, instead of the method appropriate to professional education. Explains the scientific basis of the course-structure recommended by the UGC Committee and enumerates possible methods of teaching. Finally, suggests the evaluation of the teaching, by calling for an assessment by the trained librarians who are giving service, the readers who are the consumers of the service, and the employers of the librarians.

I GAP BETWEEN THE YOUNG AND THE OLD

II UNITED KINGDOM: I

It was November 1956. I was to begin a teaching tour of the post-war Library Schools of UK. During a lunch at Chaucer House, one old colleague in the profession warned me, "Do not assume that our students know about your Five Laws, or Facet Analysis, or Chain Procedure. They do not know

them". My reply was, "What I teach and how I teach are not predetermined. They evolve in a natural way between the students and myself". I began my work in the very first School about two hours later. The teachers were young and it was all enthusiasm among the students. This was a natural tonic. The Dean told the students, "He has no particular subject in mind. He leaves it to you". There was a wave of satisfaction among the students.

S1 (Student) 1.—You have written books on most of the library techniques deducing all the essential points from your Five Laws. We enjoy them. Why have you not done so for Book Selection?

R (Ranganathan).—Are you sure that I have not done it?

S2.—Of course, there are a few pages in the *Five laws of library science*. But there is no whole book on Book Selection.

R.—Are you sure that it has not been done?

A Teacher.—We have a copy of the book in our library.

S1.—Then our library has disobeyed the First Law!

S3.—Poor Third Law also has been violated. We would have grasped the book. The library has it. But it goes without a reader.

(In the meantime, a copy of the book was brought from the library).

R.—Here are the chapter headings: 1 First Law and Book Selection; 2 Second Law and Book Selection; ... 6 Conflict of Laws. Do you want me to repeat what is in this book?

S4.—No sir, we shall read the book ourselves. Let us take up some other subject.

S5.—Your book on Physical Bibliography based on the Five Laws is most interesting. Do you teach the subject in that way?

R.—Yes. Most of my books are based on actual teaching.

S6.—The title of that book has at its end the significant words, "for librarians".

S7.—That is the point. We are not going to be paper-makers and printers. Can you not ask the Chaucer House to change the syllabus and the question papers on this subject?

12 UNITED KINGDOM: 2

Some days later, I was in a School in the North. The students said, "The way your books develop everything from the Five Laws, has made us like this subject. You have rightly said that Reference Service is the ultimate step in the fulfilment of all the Laws of Library Science. Why does not Chaucer House modernise the question paper on this subject? Will you set

for us a model paper where the Five Laws are everywhere immanent?

13 UNITED KINGDOM: 3

The next week I was addressing a large gathering of librarians and library students in another city. At the end of the meeting, some young people stepped up to the platform. One of them wanted my autograph on a tattered copy of my *Elements of library classification*. Another student said, "It is this book that has made some of us stay on in the library profession. The practical way in which the Canons of Classification and Facet Analysis come out in it has given us a taste of the charm and challenge of the discipline of classification." Another said, "We realise that classification is not simply looking up the index of a scheme and either hitting or missing". Another student: "Many of us are not able to get copies of it. Can you not reprint it?" When I said that I had other new books to write, one of them threw out the offer, "Will you allow us to reprint it here? We shall take the help of B I Palmer for any revision that may be necessary".

All such experiences convinced me of the virility of the rising generation of the library profession in UK.

14 UNITED STATES OF AMERICA: 1

It was June 1950. I had been invited to deliver the Golden Jubilee Address of the Division of Classification and Cataloguing at the Conference of the American Library Association. Some days prior to the day of the Conference, I sent to the Secretary of the Association a sheet containing an outline of my Address and requested him to have copies of it ready for distribution at the Conference. Within a few days, a letter came to me from my old friend, the President of the Association. On the next day, copies of the same letter came redirected from different places! It said in effect, "Our people do not know Facet Analysis or any of the new developments in classification. My wish was that you should sell these new ideas to them. But, the words in your outline would scare away the young librarians. Shall we abandon making copies of your syllabus?" I wrote to him that the copies were necessary and that I knew how to sugar-coat the Fundamental Categories without any risk to his good intention. The audience were many many hundreds strong. There was pin-drop silence punctuated by spontaneous laughter and clapping of hands, indicating acceptance of the new ideas. After the meeting, a number of young librarians accompanied me to the Hotel. We had a long-drawn out lunch. Thereafter, they accompanied me to the railway station. From beginning

to end, it was all Facet Analysis and Chain Procedure ! I met some of them in Washington in 1958. They insisted upon a prolonged discussion on the latest ideas being developed on the subject.

15 UNITED STATES OF AMERICA : 2

In 1964, I did Library Organisation for the Master's Degree class in an American University. The Dean had asked me to tell them something about Library Legislation. On the first day, I made the students draw out from the Five Laws the need for a Library Act and the various factors to be covered by it. I then distributed among the students the work of collecting the necessary statistical data for the State — about the population of the cities, density of population in countries, the scatter of the industries, the State and the Local Finance, and other relevant facts. In the class of the next week, these data were pooled together and organised so as to indicate the lay-out of a viable library system for the State. On the third day, the students were helped to draft a Library Bill so as to satisfy the Five Laws. They were excited by this experience. A few days later, some students brought to me a copy of the report of the Committee for the Revision of the Library Act of that State and they said, "Almost all the points in that report are covered by our Bill. We have now learnt how to organise a library system; and above all, how to organise our own thinking".

All such experiences convinced me of the virility of the rising generation of the library profession in USA.

16 INDIA

It was only today that I came across a young graduate librarian who had come to DRTC to discuss his draft Schedule for the Depth Classification of the Production of Aircrafts. He was about 30. Professor Neelamegham and myself were so pleased to see that his schedule was very much on the same lines as the one just being developed in DRTC. The young librarian had not had the opportunity to study much of the literature produced by DRTC during the last four years. His story is extremely encouraging for the future of India. For some months he has been looking after the library of an air company. He realised that he could not help the engineers and others effectively unless he classified the documents minutely. For this, he read documents on aeronautics as widely as he could with the help of the Principles of Facet Analysis. When he consulted the engineers in the earlier stages, they could not be of much help to him. They had their own idea about the way in which the documents should be classified. They only

said, "In England they do like this. We shall arrange for your visit to the air company libraries there and in USA". But the young librarian knew that we could do much better. He designed a tentative scheme and arranged the books accordingly. He also prepared a classified documentation list as a pilot project. After seeing the arrangement on the shelves and in the list, the engineers said that this was more helpful than what they had seen in the other countries. Then he told them:—

1 That the design was based on the technique of Facet Analysis invented in India;

2 That he would like to complete the project with the help of the library experts in India; and

3 That he would gladly visit UK and USA thereafter for a comparative study.

He also told us, "Now, you know the purpose of my visit to you. I find the work fascinating. There is real joy in it. I want your help in refining my schedule".

This is New India. This fills my heart with high hopes for the future of library science, library service, and library profession in India and for the future of India in general.

17 THE MORAL

Such experiences confirm my faith that the Young are ahead of the Old. The Old soon become rigid in their mind. But with their power and position, they often suppress the Young throbbing with new life. The weaker among the Young get inhibited. But a few refuse to be inhibited and keep up their freshness of outlook and maintain alive the "apical bud" in their personality, until they would get the freedom to grow freely and shoot up. I wish that New India has many more of such Young men. I also appeal to the Old in India, "Hands off, please. The future belongs to the Young. Allow them to march on".

2 BRIDGE BETWEEN THE YOUNG AND THE OLD

21 TEACHER AS THE BRIDGE

At all times, in all countries, and in all disciplines, the Young and the Old have to grow together. The gap between them will always be there. It is perennial. Who is to play the bridge between the Young and the Old? Who is to take the Young from where the Old would like to tie them up, to where they would like to go and they should go for the advancement of Society? Traditionally, the Teacher is the bridge. Playing such a bridge is an essential social function of the teacher. This will be possible if, and only if, in spite of growing old in body, the teacher keeps his mind ever fresh, ever growing, and ever

open. The higher the age of the student, the more necessary is this quality in the teacher. This quality is imperative in the teachers of professional disciplines. For, the ideas, the techniques, and the practices of a profession change very fast. Continuing an outmoded technique or practice will soon liquidate the profession. For, no Society, with a will to survive, can tolerate it for long.

22 APPLICATION TO TEACHER OF LIBRARY SCIENCE

Librarians' education is professional education. The moral is, therefore, that the teachers of Library Science should keep themselves ever up-to-date. They should not resort to arm-chair comfort either in the class-room or outside it. They should know the latest library techniques being evolved. They should follow the nascent ideas being expounded in the current periodicals in library science. They should cultivate the habit of scanning through general periodicals in the sciences and other disciplines, that highlight in a not too highly sophisticated language the current developments in the various sciences and other disciplines. Above all, they should be extremely agile in picking out the original ideas consciously or unconsciously appearing in the responses of the students themselves. They should also be sufficiently alert to detect where failure occurs in their own communication to the students and to trace this failure to any faults in themselves—such as, going too fast, over-estimating the apperception of the students, or omission of certain steps in thinking due to their own skipping over them through reflex-action, or even faults in their own thinking. For a true teacher, there is always a two-way flow of benefit in the class-room; it is seldom one way from teacher to students. I have experienced it all these 50 years I have taught. This two-way flow helps a teacher in becoming a true bridge between the Young and the Old.

23 "RETREATS" FOR THE POOLING OF EXPERIENCE

Small groups of teachers of library science should have periodical "Retreats". The term "Retreat" denotes "Temporary retirement for collective Meditation on one's profession". In such a "Retreat", they should live together, walk together, eat together, relax together, and think together. There should be a frank exchange of experience. The members of the "Retreat" can enrich their knowledge mutually by doing some team-study of the latest ideas on library science. They can also similarly enrich their methods of teaching. Such an enrichment through "Retreat" is different from the Seminar Method which is now becoming almost epidemic in our country. A few dozens of people meeting for two or three days and discussing papers which

most of them have not read is now becoming quite common. On the other hand, a "Retreat" should extend over a few weeks at a time. It should be confined to a small group of persons with mutual understanding and freedom from rivalry of any kind. There should be occasions for a sincere step-up for every member of the "Retreat" in mutual respect and unperturbed harmony. Such a "Retreat" will not involve the great drain in the energy of those who organise Seminars. The "Retreat System" will help the teachers in becoming a true bridge between the Young and the Old.

24 DANGERS TO BE AVOIDED

There is a general impression that a librarian is one without much work. In fact, when I changed over from a teaching post to librarian's post in 1924, one of my Scottish professors told me, "You are too young and active to become a librarian". There was also an impression that a librarian need not be a scholar. I shall give but one example. After my return from UK in 1925, I began to organise the University Library in Madras. A few new posts were sanctioned. A high official of the City came to me, mentioned the name of a distant relative of his, and said, "He had taken an average of 2 years to go from one class to another in the school. He is already 26. There is very little chance for passing the School Final Examination. Therefore, he has no chance for any decent occupation anywhere. The library is the only possible place for him. I learn that you are going to ...". The library salary was also low in those days. Hardly any brilliant person would take up work in a library. But now the scale of salary of librarians has been brought up to the level of Professors, Readers, etc. But the impression of "No Work to Do" still persists. A few years ago, the students of the Department of Library Science of the University of Delhi met me at a meeting. Most of them had a post-graduate degree. I asked them why they were taking the library science course without pursuing their own subject. The answer was revealing. They said, "We are not particular. But our parents say that there is much money and no work in the library profession". This approbium of the library profession and the usual approbium attached to the teaching profession combine themselves in relation to teachers of library science. The greatest danger to be avoided by the teachers of library science, responsible for the education of young men for the profession, is to avoid both these errors. Nobody should think that as a teacher of library science his duty is to pass on to the students just what he learnt when he was a student. Nor should he live an intellectually low life spending about two hours

a day in the class-room and utilising most of the other hours as private time for private work and enjoyment. Unless the teachers of library science give up this attitude towards their profession, they cannot function as true bridges between the Young and the Old.

25 RESEARCH AS FOUNDATION

It is now an acknowledged experience that for teaching of any subject to post-graduate students, in an effective and productive way, the teacher should be doing some research, and if possible, take a Doctorate in some branch of his subject. We cannot go back on this in teaching of library science unless we are prepared to write the library profession down. In the present conditions of India, it may be difficult to get a teacher of library science with a Doctorate Degree. But it is not at all difficult to get one with research experience or with a determination to do research in library science. It is only when the root runs deep into the research level and draws up sustenance from there, that the teaching will be characterised by the glow and the scintillation that are necessary to arrest the attention of the students and to increase the probability for their being convinced that library science does offer a mighty challenge to the intellect and is worthy of being pursued with zeal and persistence. The more the teaching of library science is energised in this way, the greater is the chance for the gap between the Young and the Old steadily narrowing down.

26 PERIODICAL FIELD EXPERIENCE

Let us again remember that education for librarians is education for a profession — for a profession whose methods of work are rapidly changing. Therefore, a teacher of library science is exposed to the danger of getting out of touch with the actualities. No doubt, he can minimise this danger by keeping up-to-date with the nascent thought on library science appearing in periodicals. While this is necessary, it may not always be sufficient. A year's work in an active library, done at intervals, is necessary. The enrichment of experience gained thereby will go a long way in fitting the teacher to become a true bridge between the Young and the Old.

3 CONTENT OF THE UNIVERSITY COURSE IN LIBRARY SCIENCE

30 EDUCATION OF SEMI-PROFESSIONALS

A large proportion of the staff in the libraries in the country taken together will be semi-professionals. They need training

only in doing repetitive work as skilled technicians. For their education, there is already provision in the different Constituent States. About a thousand semi-professionals are being now trained in a year. Progressively, this number should be increased until there is ultimately one school for semi-professionals in each of the 315 districts in the country. These schools should be left to the care of the Library Associations under the supervision of the Government Departments of Libraries. The universities should not enter into this field. If they do, it will be like the university departments being asked to teach school children, or the workmen taking training in a Polytechnic. For this reason, this issue which is on "University Education of Librarians" does not go into the details of the education of semi-professionals.

31 UNIVERSITY COURSES IN LIBRARY SCIENCE

The universities should confine themselves to the post-graduate levels in the education for librarians. Courses leading respectively to the degrees of B Lib Sc, M Lib Sc, and Ph D are now recognised in India as three levels in the university education of librarians. India had set up this pattern of three university levels and one non-university level about 20 years ago [9, 10]. Indeed, India was the first to do so in its fullness. Countries which began education of librarians about half a century earlier did not naturally distinguish between the semi-professional level and the university levels. The tradition had been to dwell largely on the semi-professional level. The Department of Library Science in the University of Pittsburgh is one of the first American schools to recognise the need for the differentiation of the various levels of education for librarians, soon after its establishment in 1962 [1]. As the M Lib Sc course is offered by only two universities at present and the Ph D course is not yet much in vogue, this issue is largely turned on the B Lib Sc course. The areas of study for the B Lib Sc are described in the succeeding sections.

32 LIBRARY ORGANISATION

The course on Library Organisation comprehends the following: Five Laws of Library Science; National and local library system; Library legislation; and library housing. The latter subjects are all directly deduced from the Five Laws, whereas the other subjects in library science are deduced from the Five Laws *via* their own distinctive canons and principles. It is for this reason, that the courses and the paper on Library Organisation is made to comprehend the subjects mentioned above.

33 LIBRARY ADMINISTRATION

The course on Library Administration comprehends the following: Work analysis; Job analysis; and Routine for all kinds of administrative work in a library, whether falling within the distinctive library functions of a library or general office functions. It also deals with the organisation of the staff, the distribution of work among them, and the methods for streamlining administration so as to release the maximum number of the members of the staff to the vital work of Reference Service. In the development of the subject, the Laws of Library Science as well as the Theory of Management are to be blended. The possibility of this can be seen by the very lay-out and development of the subject in the *Library administration* [9]. It is for this reason, that a separate course and a paper are prescribed for Library Administration.

34 PHYSICAL BIBLIOGRAPHY AND BOOK SELECTION**341 PHYSICAL BIBLIOGRAPHY**

The course on Physical Bibliography comprehends the following: Paper-making; Printing; and Binding. These subjects are not to be developed as for the vocations of paper-makers, printers, and binders. They should be developed only to the extent and in the manner just useful to the library profession. Such a development is easily made to stem from the Five Laws of Library Science. This is illustrated in the *Social bibliography: Physical bibliography for librarians* [11].

342 BOOK SELECTION

The course on Book Selection comprehends the theory and the practice of the subject, but not its routine which is included in Library Administration. How the theory can be deduced from the Five Laws is shown in the *Library book selection* [8].

343 COVERAGE BY A SINGLE PAPER

Neither Physical Bibliography nor Book Selection has sufficient curricular content to prescribe a separate paper for each. Apart from the reader and subject aspects, Book Selection has also to take the physique of the book into consideration; and Physical Bibliography comes into relation only with Book Selection. For these reasons, a single joint paper is prescribed to cover these two subjects.

35 DOCUMENT BIBLIOGRAPHY AND REFERENCE SERVICE**351 DOCUMENT BIBLIOGRAPHY**

The term 'Bibliography' is an over-worked term. It denotes four different ideas :

- 1 Physical Bibliography. (as defined in Sec 34);
 - 2 Document Bibliography (as defined in this section);
 - 3 Descriptive Bibliography, of special value for the early printed works and to book collectors; and
 - 4 Historical Bibliography being developed by scholars engaged in tracing the hierarchy of the successive versions of a book and particularly, the authenticity of the different versions, and in establishing the authorised text. This technique has got the interesting name, "Calculus of Variants".
- The term 'Document Bibliography' has been brought into use to distinguish it from the other denotations of the term 'Bibliography'. It is concerned with the preparation of exhaustive or selective lists of books and/or articles, and/or kindred reading materials for general purpose, or a specific purpose, for generalist reader or a specialist reader.

352 REFERENCE SERVICE

Reference Service marks the ultimate stage in the reader-document-staff context in which the Five Laws of Library Science reach their fulfilment. This is the human part *par excellence* in library practice. It is called Readers' Advisory Service in some countries. In rendering the service, the whole man in the librarian should be brought into harmonious action. Knowledge of documents and a knowledge of the psychology of the readers are equally essential. Helping a reader to formulate his needs at the moment is best done with the very Facet Analysis with which the library profession finds out the full content of a document in all its details in the process of its classification.

353 COVERAGE BY A SINGLE PAPER

Neither Document Bibliography nor Reference Service has sufficient curricular content to prescribe a separate paper for each. Apart from the Reference Librarian being an adept in eliciting the needs of the reader, he should also have a good knowledge of the document bibliographies available and of the method of compiling them. Though knowledge of classification and cataloguing is necessary for building a document bibliography, for balancing all the papers as a whole and as Reference Service is the user of the bibliographies, a single joint paper is prescribed for these two subjects.

36 CLASSIFICATION

The ever-increasing number of books and documents and the ever-increasing number of readers drawn from all intellectual strata make a classified arrangement of books and of their entries essential. The discipline of classification has to keep pace with

the Universe of Subjects. The Universe of Subjects is turbulently growing at every moment. To keep pace with it, classification has to be based on a sound resilient foundation. It should be capable of meeting any proliferation whatever in the Universe of Subjects. At the same time, Classification should present only short class numbers to generalist readers needing books of great extension and of little intension. The possibility of this was not thought of about a century ago, when classification was first brought into wide use. Today, such a scheme has been made possible with the aid of the Analytico-Synthetic method involving Facet Analysis in the Idea Plane and Facet Synthesis in the Notational Plane. This has now made Classification a fascinating intellectual discipline of a high order on its own merit. It has to do its service to Book Selection as well as Reference Service. Therefore, graduate students taking the B Lib Sc course should be given a good knowledge of the elements of the modern theory of classification and a good grind in the practical classification of books. The grind in the Depth Classification of micro documents should be left to the M Lib Sc course. This is a subject that captures the whole personality of a student. In view of the theory and the practice being of equal importance in this subject, a paper is prescribed for each of them.

37 CATALOGUING

Cataloguing is perhaps the oldest of the librarians' art. Therefore, conservatism resigns supreme in the realm of Cataloguing. It was witnessed in the International Conference on Cataloguing held in Paris in 1961. The Old outnumbered the Young in that Conference [6]. However, the time has now come for drafting as well as interpreting a Catalogue Code as a whole with all the rigour of a legal text. Further, in 1938, the Five Laws of Library Science yielded a set of Normative Principles special to the art of Cataloguing — the Canons of Cataloguing [12]. These have now been very much refined and their relation to the general normative principles has been brought out recently [5]. It is happy to note that the American Code for Cataloguing is getting rigged up in a scientific way. Now that the Theory of Library Catalogue has accumulated sufficient substance, it is necessary to prescribe a separate paper for Theory and Practice respectively.

38 COURSE FOR M LIB SC DEGREE

In the present conditions of our country, it is premature to provide elective subjects in the B Lib Sc course. It should be possible for a B Lib Sc to change over from one kind of library to another. However, for work in libraries for specialists —

such as, libraries of laboratories, factories, and advanced institutes — an intensive course in comprehending the developments in the wavefront of knowledge in the different disciplines is necessary. And such specialist libraries are rapidly increasing in number in our country today. Further, already three States are having Public Library Acts. More States will soon do so. The organisation of the Public Library System will then reach a dimension calling for specialised knowledge. The M Lib Sc course will have to provide for this also. In due course other specialisations may develop. Above all, since the commodity handled by the libraries is Ideas or Knowledge, the advanced student should have a full grasp of the evolution, development, and structure of the Universe of Knowledge. He should also learn the organisation of micro documents — their classification, cataloguing, and retrieval. For these reasons, the M Lib Sc syllabus should cover courses in "Universe of Knowledge" and in "Advanced Classification and Cataloguing" as compulsory subjects. It should also provide elective subjects such as, Public Library System, Academic Library System, Specialist Library System, and Documentation. For reasons stated already towards the end of Sec 31, the papers in this issue do not work out details about the M Lib Sc course.

4 SUDDEN EXPANSION AND TRANSITORY DETERIORATION

During the last ten years there has been a sudden increase in the number of universities having a Department of Library Science. Normally one would expect a fall in the standard in such circumstances. But it is aggravated by three other causes: Prestige, Non-observance of Educational Principles, and Un-Ordinated Drift.

41 PRESTIGE

A University Librarian often takes it as a mark of prestige to have a Library School under him. This sense of prestige invades the University Authorities also. Thought is not given to the availability of competent teachers. The same sense of prestige stands also in the way of allowing the establishment of a separate, independent Department of Library Science with full-timed teachers. The early practice of the library staff itself running the library school — the only one school in the country about 25 years ago — is cited as a precedent for this. But two factors are forgotten. In those early days, there was the tonic of pioneership; also the library finance was not much; and the use of the library either by the teachers or by the taught was also

not much. Therefore, the library staff could spare some energy and time to run the school. But all these conditions have now disappeared. This difference is forgotten by those who quote precedence for not separating the Library and the Department of Library Science in a University.

42 NON-OBSERVANCE OF EDUCATIONAL PRINCIPLES

The University Authorities do not always apply to their own Departments the Rules and Regulations of Recognition, rigorously enforced on affiliated institutions. The teacher-student ratio is thrown to the winds. Proper accommodation is not provided. Library facilities are poor. The teachers are denied the vacation necessary for their "Retreat" where they should unwind themselves individually in company with peers with whom they can meditate, discuss and do research in harmony. The University Authorities take advantage of the library science course being its monopoly. A few universities even insist upon the course being self-supporting. Therefore, without any regard to the Law of Supply and Demand and the teacher-student ratio so essential in a professional course, students are admitted even upto a hundred. To make this number possible, the course is thrown open to those employed as clerks during the daytime. To accommodate them, the classes are conducted only after the office hours. But hardly any library with posts carrying better emoluments than those of clerks, appoints the mass-trained persons coming out of such universities. Obviously, the authorities, the teachers, and the students regard the course in library science as a very light one. Naturally, the schools of library science in such universities complain that the curriculum for B Lib Sc is heavy. Further, the full-timed teachers in such universities are tempted to utilise the whole daytime on some other occupation or to dissipate it away.

43 DEMAND

There is no doubt, that libraries are being suddenly established in the country in large numbers. They do want trained librarians. But there seems to be nobody taking the responsibility to approach this problem of sudden expansion in a rational way. In other words, there is no well-thought-out policy in the development of libraries. While I am glad that libraries induce even politicians to speak often of them and while I am equally glad that the funds are more liberally provided for libraries than, say 40 years ago, it cannot be said that the funds are properly utilised. This is due to no thought being given to the time-table which should regulate the provision of libraries and the prior training of the librarians needed for them. In the *Ramayana*

and the *Bhagavatha*, we read that God Himself insists upon several years' training being given to those who should help Him when He would come down to the Earth. In establishing engineering and technological production or service plants, our governments have fortunately learnt that preparation over several years is necessary before the plant can be commissioned to make its production or give its service. But we seem to forget this obvious common-sense principle when it comes to the establishment of libraries. Authorities of universities, technical colleges, and industrial houses often come and tell me, "I want a good trained librarian". When I tell them that there are no unemployed trained persons and ask them to select a competent man with certain educational and personal qualities and then get him trained in a university, they say that they cannot wait for a year. They forget that they had established the library three or four years earlier and that they had been "running it" without a proper librarian; but they could not wait for one more year! It is this un-co-ordinated, unthoughtful, *ad-hoc*, and sudden expansion of libraries that leads to the establishment of the Departments of Library Science in the universities in an equally un-co-ordinated, unthoughtful, *ad-hoc*, and sudden way ignoring all principles of professional education. This requires the attention of the authorities concerned.

5 IMPORTED FAULTS

The content and the standard of the course for the university education of librarians in India are now impeded by certain practices in other countries. They are blindly imported forgetting that they were developed long back when the library profession had not taken shape. In those days the public library dominated the scene. It often recruited young men from the Elementary School and gave them in-service-training in library routine. When a library school came to be established, it naturally took over the traditions of such in-service-training. These traditions are now being re-examined by the foreign countries. The younger generation in those countries are struggling to break the encrustation which stands in the way of the curriculum being modernised to fit in with the university education of librarians. A new tradition will now be mentioned.

51 LITERATURE AND LANGUAGE

In 1924, the London School of Librarianship had made History of English Fiction and one or two languages as compulsory subjects. Most of the students were non-graduates.

Perhaps this was alright for them. But just a few of us were graduates. The Director of the School saw the absurdity of forcing these subjects on us and gave us exemption. But unfortunately, some of the universities in India include these very subjects and also the so-called "General knowledge" in the curriculum for the post-graduate university education of librarians. They forget that this would amount to a mockery of the primary degree already given to the students. They also forget that, as a result of including them, either the total curricular load will increase or the professional subjects will have to be watered down to the semi-professional level. It is the latter that is happening in most of such universities; and it is these universities that complain of the professional part of the course being too heavy. This is one of the imported faults adversely affecting the post-graduate university education of our librarians today.

52 ABSENCE OF WHOLE VIEW

In the earlier days, each subject in library science was taught as a bundle of practices, with hardly any theory to integrate them. Nor was there an overall theory to unify all the subject taught and to give students a whole picture. But the art of the librarian has already entered the Spiral of Scientific Method. It has now its normative principles called the Five Laws of Library Science, around which cohere every thought and practice connected with library service. As shown in Sec 1 of this paper the Young librarians in the foreign countries have begun to enjoy the benefit of it, in spite of the scepticism of the Old. Unfortunately, many of the library schools in India prefer to import the outmoded views of those old-guards. Some of the old students of the different library schools in India often tell me that they were not taught the Laws of Library Science. Some others say that they were told about the Laws, but had not been shown how to deduce library practices from them. A few others even confess that they never had a chance to read a book developing a library practice on the basis of the Laws of Library Science. Evidently, the teachers of library science prefer the easier course (easier for themselves) of describing each library practice as an independent unit by itself. The views of the old-guards of foreign countries or the kind of teaching to which they themselves had been exposed as students either in India or abroad, encourage inherent inertia to prevent them from the re-thinking of library science as a coherent discipline derivable from the Laws of Library Science from time to time to suit the changing social demands. This is another of the imported faults adversely affecting the post-graduate university education of our librarians today.

53 PREMATURE SPECIALISATION

I have come across another experience in foreign countries. One librarian says, "I do not know anything about Subject Cataloguing, as my work is only Descriptive Cataloguing". Another says, "I am a Reference Librarian. Therefore, I have not devoted much thought to Classification". This statement implies that the Reference Librarian has not experienced the value of the Facet Analysis of Classification in finding out the needs of a reader at the moment and correlating them with the appropriate documents. Still another says, "I did not learn much about Library Legislation, as it is the concern of State Librarians only". I am not sure whether this kind of exclusiveness is good at all in any country. Perhaps those developed countries believe that specialisation is good. But we have so few libraries and so few librarians that any trained librarian should be able to do any kind of library work and should also think of it in order to improve it. Neither the teachers, nor the students can afford to omit any branch of library science. In spite of it, one of the imported faults adversely affecting the post-graduate university education of librarians today is the tendency to practise that kind of omission.

54 ALLERGY TO CLASSIFICATION AND CATALOGUING

During the last ten years, I have had to work in Boards of Studies or Courses Committees for Library Science in half a dozen universities. Everywhere I found just one person, and occasionally two, saying as it were in undertone, that the courses in Library Science in India were over-weighted with intellectual disciplines such as Classification and Cataloguing. I found that practically all those persons have had their courses in the subject in USA and have had no experience of either actual teaching or practising these subjects. This made me understand their allergy. Due to historical reasons—of which an earlier development of the public library system was an important one—, classification and cataloguing have inherited a low position in the curriculum in that country.

541 TESTIMONY FROM UK

It is not so in UK. For example, D J Foskett of London, who had worked as a teacher for a few months in USA, has been led to observe: "In USA, Classification has for long been held in low repute, largely because of the rigid structure of the DG, and still more of that of the Library of Congress" [3].

542 A SIGNIFICANT SCENE

In 1958, I witnessed a phenomenon. The new generation

feels frustrated and somewhat restless against old methods. In one of the universities in USA, I was observing a class on Classification. The students challenged many of the placings in DC on the ground of the Canons of Classification. The teacher was naturally ill-at-ease. He could not meet the arguments of the students. I intervened saying that none of us, teachers, could be held responsible for what an old printed scheme had done!

543 TESTIMONY FROM AMERICAN PH D STUDENTS

In another university in USA, I had to teach Classification to Ph D students. They had taken their M A in Library Science at different universities. On the first day I found no response in the faces of the students. Therefore, I lowered the key of my talk. I had to go on lowering it further for three or four days, until I reached what I generally teach during the first month on Classification — practical classification with the aid of postulates and principles. I began with very simple examples. The response was good. Then I slowly raised the standard. By that time, the students had become very friendly. Some of them came and said to me in effect, "In our Master's degree course, we never learnt any real theory of classification. We had only to learn a few hundreds of DC numbers and the general ability to lift two or three possible alternative numbers from the schedule, using the alphabetical index as the fishing rod. There was nothing interesting to engage us. Now we realise how useful classification based on theory can be and enjoy it as an intellectual discipline."

544 TESTIMONY FROM AN AMERICAN LIBRARY PERIODICAL

About four months ago, a copy of volume 10, issue 2 (1966) of the *Library resources and technical services* reached my hands. It contained a review of C D Batty's *Introduction to Dewey decimal classification* (1965), by an Assistant Professor of Library Science. Here are some extracts from it: "*Cataloguing* teachers are especially aware of the differing rates of speeds at which students progress ... A dilemma confronts the teachers of large classes in beginning *cataloguing* ... Its unique approach [to classification] makes Mr Batty's book an important addition to materials for the teacher of *cataloguing*." All along, the reviewer means "Classification" by the term "Cataloguing". This is at once a typical evidence and effect of the 'low repute' referred to by Foscett. (In the above quotation the italisation and the information within the square brackets are mine).

545 REDEEMING EXPERIENCE

On the other hand, when I was in USA in 1964, I experienced a redeeming craving in some of the teachers of library science in that country. They confessed to me how difficult it was for the younger teachers to break the encrustation of the old tradition so persistently continued by the old guards.

This experience showed me the reason why the American-trained librarians were murmuring against the courses offered in the Indian Universities.

The allergy to Classification and Cataloguing on the part of some teachers and librarians, is one of the imported faults adversely affecting the post-graduate university education of librarians today. They do not realise that these two disciplines are all-pervasive in library work of every kind. In particular, they form the very back-bone of reference service — that is, the very fulfilment of the purpose of the library.

55 DEWEY ON FEAR WITHOUT FAIR TRIAL

Perhaps, some of the librarians and teachers of library science, that speak glibly of "complex notation" and of "too difficult for arrangement by library attenders," have not read the following words written by Melvil Dewey himself in 1926: "IIB has devised and uses ingenious symbols, expressing many interrelations and greatly increasing numbering capacity. But these new symbols are tho't by many too complex for ordinary shelf or catalog use, tho 25 years use by IIB with unskilled clerks has proved that this objection is more fear than result of fair trial ... Obviously these symbols allow subdivision of the same number in many different ways, without confusion. The most important of these devices are 3 Relation syn and 6 Place syn and their use in libraries where they have been tried has proved that it is entirely practicable, even for marking books" [2]. If these words are read, the imported allergy against classification and cataloguing will get cured. At any rate, there will be a chance for the Teachers of Library Science to realise their long-term responsibility and give proper training to our students in developing the classification and cataloguing practices so as to keep abreast of the irrepressible developments in the universes of subjects and of documents.

56 PRESENT OPENINGS FOR B LIB Sc's

Moreover, more than 80 per cent of those with a B Lib Sc degree have now to work in

1 College and university libraries which have to serve the students in their advanced studies and the teachers in their research;

2 Libraries of the Research Laboratories of the Civil or Defence Departments;

3 Departments of Government requiring documentation work and service;

4 Industrial Establishments fast becoming documentation-conscious; and

5 Commercial and Business Organisations which are also fast becoming documentation-conscious.

This state of affairs will continue for some years. Therefore, our Teachers of Library Science in the universities should be realistic and adjust their work to the present needs of our country.

6 INHERITED FAULTS

The method of teaching library science in the universities in India and the attitude of the teacher towards the student and the subject are impeded by a century-old faulty tradition, developed in the Liberal Arts Colleges in the country. It may be described as the British-Indian Factory System of Education producing thousands of graduates uniformly conditioned to serve as robots in the Lower Civil Service. Its evil effects will continue because our own Government has not attempted anything like the re-orientation of the educational methods. Unfortunately, the teachers of library science have studied only in the Liberal Arts Colleges. They are not at all aware of the vitalised methods of education used in Professional Colleges. Therefore, they resort mostly to dictation of notes on specific topics expected to appear in the examination paper. No attempt to give a whole view of library science. No attempt to throw the ferment. No attempt to fill the student with life-long zeal and enthusiasm. Nor any attempt to indicate to the students the challenge which library science and library service will ever continue to throw to their intellectual abilities and human qualities. The result is boredom and ennui. It is pitiable to see young graduates in library science bereft of all life and feeling as if there is nothing in their profession except repetitive routine. They have not been even informed of the growing volume of literature on the subject. They do not seem to have ever looked into any good periodical in library science. They look prematurely old. They often become frustrated cynics, closing the door to the future. This inherited fault should be exorcised.

7 METHODS OF EDUCATION

The university education of librarians should be vitalised. The faulty imported and inherited attitudes and methods should

be abandoned. One-way traffic in the form of mass lectures or notes-dictation should go. Teaching each branch as a bundle of practices and all the branches taken together as a mere bundle without integral relation, should be given up.

71 FALSE PHILOSOPHY OF LIBRARY EDUCATION

Some of the false philosophies implied in the current methods of teaching should be given up. For this, we must realise that

- 1 Education is not merely learning words;
- 2 Education is not memory filling;
- 3 Education is not possible by the teacher and the taught meeting only in formal classes;
- 4 Education is not transmission of old knowledge and techniques; and
- 5 Education is not one-way talk or notes-dictation by the teacher to passive students.

72 THE RIGHT PHILOSOPHY OF EDUCATION

Education of Librarians should be based on the right philosophy of education. For this purpose, we must realise that

- 1 Education is possible only if the teacher and the taught live intimately;
- 2 Education is possible only if the teacher and the taught think together;
- 3 Education must open up the curiosity and the creative power of the taught;
- 4 Education can emerge only from *doing* by students — both individually and collectively; and
- 5 Education can emerge only from discussion in pairs, in small groups, and in large groups — both with the teacher and without him.

73 FRUITFUL METHODS OF EDUCATION

Open-minded new methods of education such as the following should be adopted.

- 1 Preliminary Apprentice Method;
- 2 Discussion Method;
- 3 Case-Study Method;
- 4 Introduction of the system of preparatory work and follow-up work by the students in relation to each discussonal lesson;
- 5 Project Method;
- 6 Learning by doing — Practical work;
- 7 Tutorial Work;

- 8 Essay Work;
- 9 Colloquium Method;
- 10 Seminar Method; and

11 An occasional inspiring lecture to rouse the curiosity in students or to collect together and clinch the results got by the other methods, or to lift the horizon and give the students a glimpse of what awaits pursuit by them during their professional career.

Most of these and the importance of teachers of library science getting trained in the theory and practice of education are stressed either collectively or individually in the succeeding papers in this issue. Papers X, Y, and ZA illustrate the application of these methods to the teaching of three different Branches of Library Science.

8 ASSESSMENT

As in any other professional course, the university course in library science educates specialists to produce a commodity or to give a service. It is not proper to decide the details of the contents and the methods of teaching by looking around as to what happens in the several schools of library science today and fix the average as the standard to be aimed at. On the other hand, the aim should be to improve upon the best being done now. This is not, therefore, a case for the practice or the vote of the majority of teachers to determine what is of social value. That does not happen in the other professions such as Engineering, Technology, Agriculture, and Medicine. For this, they make "Market Study" and anticipate the "Market" of the future. They improve their methods of education accordingly. So also, to evaluate and improve the university education of librarians, we should get the assessment by the consumers (readers), the employers (library authorities), and the old students actually giving service in libraries. In the light of their evidences and opinions, we teachers should establish the content of the course and design the teaching method to be used. As an example, here is a recent evaluation by a post-graduate British student of Library Science. "The commendable prominence attached to cataloguing and classification within the post-graduate course, certainly goes a long way towards fulfilling the need to teach the exploitation of library materials" [4].

9 BIBLIOGRAPHICAL REFERENCES

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