

**Trends in Continuing Education for Librarians and Documentalists.**  
(Education for library science. 3).

S Seetharama and M A Gopinath, *Documentation Research and Training Centre, Indian Statistical Institute, Bangalore 560003.*

A review of the current ideas on continuing education of librarians is presented. The variety of factors which make continuing education in library science a necessity, is described. Detailed description of formal and informal methods with their advantages and disadvantages are given. Implementation of programmes of continued education will help acceleration of generation and dissemination of ideas, thereby promoting efficient library service. Agencies for conducting such programmes are mentioned.

**0 Definition of 'Continuing Education'**

The term 'Continuing Education' has been defined by Houle, and also by Stone. Both the definitions given below, emphasise that continuing education is a lifelong process, and it is through such a programme that a librarian can remain efficient and competent in the changing World of Librarianship.

**01 HOULE**

Houle defines Continuing Education as "that learning which clearly, in the mind of the learner or teacher, advances from some previously established base to extend and amplify awareness or capacity — and do so during the years of adulthood ... In Continuing Education, it is always necessary to look to the immediate situation. Somewhere earlier a base has been established; now that base is being built upon". (8).

**02 STONE**

Stone defines Continuing Education as "All activities and efforts by the individual to upgrade his knowledge, abilities, competencies, and understanding in his field of work or specialization so that he can become a more effective professional". (16).

**03 ANNOTATION**

While both the definitions imply that Continuing Education is a necessity for updating one's field of specialisation, Stone points out also the necessity for up-dating — that is, to become a more effective professional.

**1 Introduction**

**11 NEED FOR CONTINUING EDUCATION**

The need for Continuing Education of any person in general, and a librarian in particular, has been recognised for long. Various factors have prompted the realisation, recognition and necessity for continuing education. Some of the factors were:

- 1 Education has no terminal point;

- 2 Idea obsolescence exists;

- 3 Idea generation is slow;

- 4 There is lack of extensive dissemination of ideas;

- 5 Absence of idea anticipation;

- 6 Need for dissemination of information about innovations; and

- 7 Improvement of library service to readers, etc.

**111 Education has no Terminal Point**

To quote Jesse and Mitchell "A rapidly changing age is forcing the professions to attach a new importance to continuing education. Librarians realise that while there may be terminal academic degrees, there can never be an end to the continued learning which alone insures against inflexibility in the face of new problems". (10). The concept that education, has a terminal point is out-of-date. As a matter of fact, a 'drop-out' has been redefined to mean anyone who has not returned to school. (2). Perhaps, when one talks of 'continuing education', it should be understood as the degree of continuing education and the type of continuing education, since self-education of one kind or another of the individual does always occur. It should also be understood that continuing education is not something done to someone, but rather something the individual must constantly do for himself. (17).

**112 Idea Obsolescence**

Idea obsolescence is a phenomenon characteristic of all disciplines, and library science is no exception. It is this fact that emphasises the need for continuing education of the librarian. Since, if one did not update his knowledge, his service to the users will not be as efficient as it should be. In other words, library service based on obsolete ideas is no service at all — may be, it is a disservice!

As a matter of fact, the teaching in many of the library schools in India as well as in other countries of the world is based on conditions perceived by the faculty members several years ago. With the result,

the student is already somewhat out-of-date before graduation, since he has received an incomplete education and this handicap can be rarely overcome, unless he makes a concentrated effort in a programme of continuing education. This, however, is beset with difficulties. Perhaps, a better course of action would be for the library academicians to periodically review the curricula and the methods of teaching in the light of recent findings in research, as well as in the social conditions prevailing. This review would certainly help in introducing newer methods of teaching as well as teaching of the latest thinking on librarianship.

Assuming that a periodical review is done, idea obsolescence would continue to take its toll if the librarians do not embark on a life-long programme of continuing education. In this context, Shera's remarks, "... the librarian must remember that his professional education does not stop the moment he receives a degree. The process of learning must go on, throughout his life. One of my good friends at Case Western Reserve University has said that every diploma ought to be printed in ink that would fade into oblivion in ten years, by which time the student will have to return to school and repeat the educational process..." are worth considering. (15). Thus, the reviewing of the educational system on the one hand, and a programme of continuing education by the individual on the other, can produce qualified young professionals who are competent and well educated to meet the challenges of change.

#### 113 *Idea Generation*

Useful ideas in any professional discipline are generated only when rich professional experience is creatively analysed with the aid of logic and hammered through a discussion group consisting of persons with professional ability, teaching and learning capacity. Therefore, research, invention and innovation in Library and Information Science can be achieved only when we provide a forum for continued interaction between working librarians, research workers, teachers and students of library science. Over the years, it may be seen that the rate of generation of new useful ideas has been rather slow and laborious in coming. This is mainly due to the paucity of forums bringing together men with imagination, creativity and extensive practical experience. A programme for continued education is urgently needed so that it gives a pep to the rate of generation of new useful ideas. Usefulness of such forums in generating new ideas has been demonstrated by the Research and Study Circle meetings held in India under the leadership of late Dr. S R Ranganathan. Classification Research Group, London, is another example. A more intensive forum for continued education is the institution of DRTC, which has a continuous program of bringing together people with practical experience, research workers, teachers and advanced students in Library Science.

#### 114 *Idea Dissemination*

Mere production and accumulation of new ideas does not ensure their proper and full utilisation. They need to be disseminated widely, so that they are made accessible to a larger number of potential users. There is usually a time lag between idea production and its assimilation into the general stream of knowledge. This is generally due to slowness of the process of dissemination of ideas. Further, this slow dissemination may be complicated by publication of the ideas in a small number of publications and the publications in their turn, give incomplete information omitting details on the ideas leading to reduced accessibility. In other words, there is a long chain of events between idea production and idea assimilation. Hence, unless one makes a deliberate effort of educating himself continuously, he will become out-of-date much sooner than he visualises.

#### 115 *Absence of Anticipation of Ideas*

Since the library is considered as a social institution, any change in the social context is bound to have an influence on the library and its service to the readers. So the library staff have to observe and anticipate any change likely to take place in society. To meet the demands of the changed context, the library may have to develop new principles, techniques, and methods. Unless, one constantly tries to educate himself, by reading publications of government and cultural groups studying community developments, hearing their speakers, and conversing with them, it will not be possible for the librarian to meet the exigencies of changed situations. Not only should one study the problem, but should seek solutions by discussing with others. While it may not always lead to solutions, continuing education leads to the development of new meanings for the work done, and new interferences and interrelations with the various segments of society for which it exists. (3).

#### 116 *Spread of Innovation*

Continuing education is also a potent force in the spread of innovation. It is well known that the medicine practised in our teaching hospitals is very different from the medicine practised in backward rural communities; but it is this same principle which dictates that the librarianship practised by those in intellectually dynamic geographic areas is very different from the librarianship practised by most librarians in intellectual cul-de-sacs. What is known and being uncovered in the centres is not getting through to the large majority of remote practitioners. Continuing education, however, is one key to changing this situation. (3).

#### 117 *Better Library Service to Readers*

As a result of continuous learning, the librarian is able to detect easily changed situations and to study the psychology of readers. This capacity enables him to modify his techniques, methods as well as his

behaviour, to adjust to the new trends and thereby he is able to give better service to his clientele. In other words, continuing education enables the librarian and his staff to give a client-oriented service, rather than a medium-oriented service. As a matter of fact, it has been recognised that lack of continuing education is a major factor contributing to the inability of librarians to satisfy the newly emerging user-demand for in-depth information. (12).

#### 118 *Broadening of One's Perspective*

Lastly, continuing education keeps one involved personally with real life and the intellectual and cultural conditions of his time. This helps the individual in the broadening and deepening of understanding of the problems which daily beset us. In other words, continuous education gives to the individual a broader perspective of life (3).

#### 12 CONTINUING EDUCATION FOR ALL

The next question to be considered is "who needs Continuing Education". While it is obvious that the qualified librarians need it to keep themselves up-to-date with his or her knowledge, the other staff — semi-professionals and non-professionals — need it more so, just as it becomes essential for the physicians and the various types of para-medical personnel to partake in a program of continuing education for the spread of inventions and innovations in medical practice, it is essential that the entire staff in the library need continuing education if the organisation is to meet the challenges of the technological and social changes. (7). Further, as time progresses, the other staff may be asked to do what the qualified personnel were doing. Hence, continuing education for the staff at all levels becomes a necessity. This has been recognised by many library administrators. For example, in Toronto, it is said that a well developed orientation and in-service education program is given to new staff members and also to the other staff (6). However, there are some library managers who take a passive, almost indifferent role towards continuing education (11).

#### 13 CONTINUING EDUCATION AS EDUCATIONAL THIRD DIMENSION

James E Allen, Jr, coined the phrase "Educational Third Dimension" to represent the concept of 'Continuing Education'. His concept is built on the surmise that education is a life-long process, and that after basic elementary and secondary education, followed by post-secondary training, there must be a concern with a third dimension — the life-long learning of adults (1). This indeed is a good annotation to Allen's concept, especially the emphasis that 'there must be a concern with lifelong learning'. However, this third dimension can occur only when one is fully equipped, maintains and develops his ability as a normal part of his responsibility to life in general, and work in particular (9).

#### 14 MOTIVATION FOR CONTINUING EDUCATION

The factors motivating individuals to pursue the 'third dimension' may be either direct or indirect. Stone, for her analysis of a sample of library school classes in 1956 and 1961, has recognised the following factors (16).

##### (A) *Direct Influences*

- 1 Work-study forces, that is, on-the-job atmosphere;
- 2 Incentives;
- 3 Internal individual forces; and
- 4 Job mobility.

##### (B) *Indirect Influences*

- 1 Development opportunity group forces; and
- 2 Situation forces.

But, Gaver has recognised a direct influence — the availability or accessibility of opportunities for continued education — and other indirect influences — threat of obsolescence or conversely the desire for advancement in profession; and changes desired in one's own qualifications — which motivate individuals to this program (5).

Strangely, Stone's survey of the 1956 and 1961 library school classes has shown that in spite of the various motivational factors, the situation was not a happy one. She has recognised three implications on the basis of her findings. They are:

- 1 Library schools have not given sufficient information to its students as to what they should do to qualify as a professional;
- 2 Library administrators have not created conditions for the existence of such programmes; and
- 3 Librarians, themselves, have not recognised that for efficient clientele-service, there is a need for continued education (17).

#### 2 Types of continuing education

Continuing education may be of two types. They are:

- 1 Formal education or study; and
- 2 Informal education or learning activity.

In formal education, there is a certain amount of serious commitment on the part of the individual. It involves a certain amount of time and money, and hence the student or participant tends to be serious so that the effort and input is not wasted. On the other hand, informal education, as the phrase suggests, is informal. In other words, the participants may not be serious and tend to take things in a light-hearted manner or in a relaxed way. In an informal study, an individual chooses what he wishes, and rejects what does not interest him. At times the individual remains a passive spectator to the happenings rather than as an active participant. Though formal and informal education seem to be distinct, there is always a certain degree of overlapping and invariably a program of continuing education includes both.

#### 21 FORMAL EDUCATION

Formal education includes the following:

- 1 Formal courses;
- 2 Extension courses;
- 3 Refresher courses; and
- 4 In-service training.

### 211 Formal Course

The formal courses are those conducted by accredited library schools and associations which have as one of their objectives the continuing education of its members. These courses, as in some cases, may lead to advancement in qualifications apart from an advancement in education. For example, the partaking in doctoral programmes. Library science doctoral programmes provide at least three kinds of continuing education for leadership.

- 1 Preparation qualifying the graduate to carry on research;
- 2 Preparation for teaching; and
- 3 Preparation for administration. (6).

Advanced formal courses conducted by institutions, such as DRTC and INSDOC also aid in giving continuing education and in preparing librarians to be more efficient and client-oriented in the services they render. At times, one or two librarians—generally from Specialist Libraries—are taken at DRTC and given an intensive course on a particular aspect of Library Science or a subject of their choice, for a period of about three months. These short-term courses have found favour with many of the institutions.

### 212 Extension Courses

Extension courses such as the summer Schools organised by the different Indian universities also form a medium of continuing education. Initial step in organising summer schools in library science was taken in 1973 by the University Grants Commission. Two Universities, the Delhi University and the Karnataka University conducted summer schools in Library Science. Extension courses may also be in the form of practical demonstrations in the different libraries.

### 213 Refresher Course

Refresher course also forms a part of formal education that an individual can undergo for the purpose of continuing education. The primary objective of such a course would be to familiarize the working librarians with the theory and practice of Library Science with a view to increase their efficiency. Such a course would be different from a formal course (see Sec 211) in that a refresher course seeks to refresh the individual, that is, brush-up his knowledge, apart from being a medium of continuing education. The duration of such refresher courses may be from a week to a few months. These courses may be run either by library schools or individual professional associations.

The Mid-Year Seminar conducted by the DRTC is one such example. Four such seminars have been held so far.

### 214 In-Service Training

#### 2141 Definition

In-service training has been defined by the American Library Association as "planned and organized instruction originated and generally executed by management after an employee enters a job. Its purpose is to increase knowledge of job, foster high morale, and to aid employees to perform effectively, apply knowledge properly, and demonstrate ability for future growth or promotion potential" (14). Another definition of in-service training is "Management's process of aiding employees to gain effectiveness in their present and future work assignments by providing, planning, and organizing a programme of systematic instruction and practice on the job." (18).

#### 2142 In-Service Training and Professional Education

Both the definitions clearly show the difference between professional education and in-service training. While the former is a general programme geared with a view on examinations, the latter is controlled by the library itself and is geared to the needs of the library with the objective of increasing its efficiency in service to the readers. This sort of in-service training is given both to non-professionals and professionals. While, for the former it is to orient them to the different library activities, for the latter it is a practical demonstration and in the nature of a post-professional education, that is, it is a continuing education. In-service training becomes essential to professionally qualified persons since there are situations when theory comes into conflict with practice of librarianship. This conflict may be due to local conditions, and it is only in-service training that can overcome this conflict by appropriate adaptations.

#### 2143 Duration

The duration of in-service training is based on factors, such as the size of the library, the services it offers, the teacher and the taught. It also depends on the time that can be spent for this purpose without disrupting the library routines and services.

#### 2144 Methods of Training

For the purpose of in-service training, the traditional method of teaching through lectures can be adopted. However, this should be supplemented by practical demonstration and informal discussion between the teacher and the taught.

### 22 INFORMAL EDUCATION

Informal education is self-directed and includes a wide spectrum of activities such as,

- 1 Reading, Writing and Editing;
- 2 Attending lectures, professional meetings, or study circles, conferences and workshops;
- 3 Through Technological Gatekeepers;
- 4 Teaching; and
- 5 Research.

**221 Reading, Writing and Editing**

There can be no doubt that reading, writing and editing of publications will lead to self-education. These are obvious and need no explanation. As a matter of fact, the authors can vouch for the fact that the writing of this article was itself a continuing education for them!

**222 Attending Lectures, Meetings, Conferences, Workshops**

One other spectrum of activity leading to continued education is the attending of lectures, study circles, conferences and workshops.

**223 Lectures**

One of the main activities of a professional library association is to organise periodically lectures by working librarians, research workers and teachers in library science. In such lectures, the speakers would usually put across the latest developments and their implications as they see them. Persons attending these lectures could themselves interact by generating a discussion. This may sometimes generate a ferment in the minds of participants which may ultimately lead them to seek more information on that subject. It may also be a refreshing experience for the working librarians to invite users of library service to present their reactions in an unbiased manner in forums provided by the library professions.

**224 Study Circle**

Groups of individuals voluntarily meet periodically to discuss problems that they face in their libraries such as loss of books, or they may discuss the recent trends in some aspect of librarianship which is usually led by a leader, or they may collaborate with one another on some piece of work. These groups have been variously described as Study Circle, Library Research Circle, etc. In India, Dr Ranganathan had organised Library Research Circles, and Study Circles at Delhi, Bangalore and other places to discuss the various problems met with by the different librarians in an effort to find solutions to them. These study circles were quite productive in that not only did they give solutions to problems, but also have made significant contributions in the advancement of the discipline itself. A similar study group, which started in a small way, is the Classification Research Group (CRG), London, which is today recognised as one of the important groups discussing research problems in classification. Study Circles are excellent media for the working librarians to extend and update their knowledge.

**225 Conferences and Workshops**

As scientific information and activity increases due to the many investigations conducted, a need for a forum where-in there can be free exchange of ideas is felt. Conferences, Seminars and Workshops are such forums and are important components in the com-

munication system.

In Conferences and Seminars, there is a presentation of formal papers which is followed by Informal discussions. Very often the speakers at a Conference have, less experience than the listeners! But, on the other hand, in Workshops the discussion is led by an expert in the field and is usually based on a Working Paper prepared for that purpose. Workshops present a comprehensive picture of the topic discussed unlike the Conference which is a piece-meal presentation of various topics. In other words, workshops form better vehicles of continuing education than Conferences and Seminars.

**223 Through Technological Gatekeepers**

In many of the organisations there are certain individuals who act as "Technological Gate-keepers". It is to these individuals that a large proportion of the technical personnel in the organisation turn to for information and also for enlightenment on a subject through discussion. To put it in a different way—it would seem that it is these technological gate-keepers who become media for education.

**224 Role of Teaching**

Teaching a subject is itself a continuing education for teachers. It is imperative on the part of a conscientious teacher that he gives latest information on the topic which he is going to teach the students. Therefore, he has to be thorough with the details of many of the latest developments in the subject. This will in many cases enlighten the teacher himself.

**225 Role of Research**

To undertake to do research on a problem, however small it may be, would itself be a means of self or continued education. In order to do research, one has to keep himself abreast with the wavefront of knowledge in the subject. This would necessarily involve a considerable search of the publications and subsequent reading of the same. This process would continue as the researcher is likely to take up newer studies on the various problems that confront him and others. This would raise himself to higher levels of efficiency and creativity. Incidentally, he makes his own contribution to the advancement of the discipline. At this juncture, it will not be out of place to mention that apprenticeship in an institution, conducting research will help the young researcher. For,

1 He will have an opportunity to find for himself the area of work in which he can do his best;

2 He will experience, be guided into, and informed about what cannot probably be learnt in a formal course; and

3 The apprenticeship period will help to lay a sound foundation for his future work whether it be research, teaching or service (13). In other words, it is itself a continued education. However, as a continuing education method, research has not been widely used (6).

### 3 Planning for Continuing Education

The factors that affect the planning for continuing education are:

- 1 Persons— Participants — to whom it is intended;
- 2 Topic(s) for continued education;
- 3 Teachers or Guides; and
- 4 The employing institution.

### 31 PARTICIPANTS

Since it is essential that the entire staff — professionals, semi-professionals and non-professionals — in the library needs continuing education of one kind or another to meet the challenges of technological and social change the level of education will be different. This must be identified, and careful alignment of each member's goals and his education programme should be made. The possible levels that can be identified are — General or Special, and theoretical or practical.

### 32 TOPIC

The topic of the course might give room for some theoretical discussion, sometimes practical demonstration, and sometimes both. Further, the topic of the course may cover a large area or may be restricted to a small portion of it. For example, the topic can be either Documentation, Classification or Cataloguing; Or an aspect of any of the above mentioned topics, say — Documentation Work, Documentation Service or Design of Depth Classification.

### 33 TEACHERS AND GUIDES

The experience, qualifications, and attitudes of the teachers and guides will also affect the programme of continued education. The teacher or guide should:

- 1 Adopt measures to orient (or reorient) the individuals thinking to systematic methods conducive to continuing education;
- 2 Intimately study the aptitude and handicaps of each individual through personal contact, individually as well as in small groups, and suggest appropriate methods; and
- 3 Inspire the student to see beyond the text-book knowledge, to get glimpses of the great potentiality of library service, and the challenges it poses for investigation by the best of the intellectuals (13).

### 34 EMPLOYING INSTITUTION

The attitude of the employing institution also affects the success or failure of such an educational program. While there are some library administrators who have realised the value of continued education, there are some who are passive and almost indifferent to it. Further, the degree to which personnel development and continued education can be used effectively in any library organisation is, to a large extent, dependent on the management perspective of the administrators (11).

### 4 Constraints for continuing education

The constraints on librarians to participate in

continued education can largely be centered around the following points:

- 1 Human inactiveness;
- 2 Human ignorance;
- 3 No motivation towards knowledge acquisition;
- 4 Psychological complexes towards attending formal courses;
- 5 Attitude of Management to Library Personnel development;
- 6 Financial restrictions; and
- 7 Duration, date, and timing of the courses.

### 5 Overcoming the constraints

The programme for continued education should envisage methods and means of overcoming some of these constraints. The natural tendency of persons towards inactiveness and ignorance should be overcome by providing means for promotion both in the official and social status. This is possible if it is shown that acquisition of knowledge about the latest developments helps them to do their functions more efficiently and also provides a chance for conversing with newer generation of librarians with greater authority and meaning.

Lack of motivation to acquire more knowledge can also be overcome by showing incentives such as guidance for writing articles and helpfulness of publishing them, participation in colloquia, study circle and seminars. All these may ultimately help him in his personal and professional development. In addition, professional bodies can award diplomas and certificates to the participants, which also adds to the professional qualifications of the participants.

Psychological complexes such as inferiority and superiority complex forms one of the great barriers to continuing education. Senior professional would not normally like to join formal courses along with their juniors in profession. It may be due to the fear that their ignorance of some facts may come to surface and which may result in the diminishing respect to them by their juniors. Therefore, the formal courses should adopt admission restrictions such as 'Course open to seniors only', 'Course open to juniors only', etc. It may also be conducive sometimes to call seniors to teach or guide juniors in a Formal course. For, it makes them read and re-read writings on the subject which they are supposed to teach. As regards people who are suffering from an inferiority complex, the organisers of courses for continued education should have to put more efforts. They should take every possible step to entice these persons to come out of their shell by persuading them and providing them with a forum for mingling with people. This may help them in discovering their potential abilities in some field or other.

Traditional managers look with suspicion any endeavour of library staff to seek for continued education. For, this may mean loosening their purses to meet the additional expenditures in the form of increased salary or increased expenditure on library

service. It may also sometimes mean that the person who gets a continued education may change his attitude to the employer and sometimes even leave the organisation. However, this can be overcome if the professional organisations exert influence on the management in making them aware of the advantages they can derive by providing such opportunities to the library staff. They (professional bodies) could also help by giving weightage to the deputation of candidates from different organisation. This may be taken advantage of by the organisation on insisting the candidates to serve the organisation for a period of few years after the education.

The financial constraints can be overcome by providing regularly a sum for the development of library personnel in the library budget.

The problems posed by deviation, timings etc. can be off-set by suitably adjusting the formal courses to convenience of the participants. Sometimes it may be useful to run correspondence courses (4).

#### 6 Holistic development

The provision of many forms of continuing education in any professional discipline, not only helps individual professional practitioners, research workers and teachers but it also helps in the overall churning of the ideas prevalent in the discipline. This itself helps in the refinement of some of the already existing ideas and creation of new ideas and problems. Thus the continued and integrated development of the discipline is ensured.

#### 7 Agencies

Seeking for continued development of personnel should first germinate among librarians. They activate the different agencies such as the Departments of library science in Universities, Research institutions, and the Professional associations. All these agencies should have as their primary objective "creation and dissemination of knowledge among its peers".

#### 8 Bibliographical References

- 1 Sec 13 ALLEN (J E) quoted in STONE (E W). Personnel development and continuing education in libraries: An introduction. (Lib Trends. 20;1971;10).
- 2 Sec 111 BENNIS quoted in STONE (E W). Quest for expertise: A librarian's responsibility. (Coll Res Lib. 32;1971; 435).
- 3 Sec 115 BRODMAN (E). A philosophy of continuing education. (Bull Med Lib Assoc. 56;1968;147).
- 4 Sec 5 DAVIS (R A). Continuing education: Formal and Informal. (Spec Lib. 58; 1967;29).
- 5 Sec 14 GAYER (M V). The educational third dimension. I. Continuing education to meet the personalized criteria of librarians. (Lib Trends. 20;1971; 125).
- 6 Sec 12 HARVEY (J F) and LAMBERT (B). The educational third dimension. II. Programs for continuing library education. (Lib Trends. 20;1971;444-68).
- 211  
225
- 7 Sec 12 HIATT (P). The educational third dimension. III. Toward the development of a national program of continuing education for Library personnel. (Lib Trends. 20;1971;169-83).
- 8 Sec 01 HOULE (C O) quoted in STONE (E W). Personnel development and continuing education in libraries: An introduction. (Lib Trends 20;1971;3-18).
- 9 Sec 13 —. The role of continuing education in current professional development. (ALA Bul. 61;1967;260).
- 10 Sec 111 JESSE (W H) and MITCHELL (A E). Professional staff opportunities for study and research. (Coll Res Lib. 29;1968;87).
- 11 Sec 12 KASER (D). The training subsystem. 34 (Lib Trends. 20;1971;74).
- 12 Sec 117 KLEMPNER (I M). Information centers and continuing education for librarianship. (Spec Lib. 59;1968;729-32).
- 13 Sec 225 NEELAMEGHAN (A). Research in library science: Its need and its promotion. 33 (Lib Sc. 4;1967; Paper C).
- 14 Sec 2141 SHANK (R). In-service training in libraries. (ALA Bull. 55;1961;38).
- 15 Sec 112 SHERA (J H). Sociological foundations of librarianship. 1970. Sec H56.
- 16 Sec 02 STONE (E W). Factors related to the professional development of librarians. 14 1969. P21.
- 17 Sec 111 —. Quest for expertise: A librarian's responsibility. (Coll Res Lib. 32; 1971;432-41).
- 18 Sec 2141 TUKER (W H) quoted in WIGHT (E A). Inservice training of professional librarians in college and university libraries. (Coll Res Lib. 10;1949; 103-7).