We are privileged to present in the following pages very substantial comments from Dr S R Ranganathan on a paper entitled "Users' survey concerning teachers and research scholars in the Department of Chemistry, University of Delhi" by Krishan Kumar published earlier in the Annals (Vol 15 No 4 Dec 1968, 175-207), — Ed.

ANNOTATION ON "USER'S SURVEY"

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1 Introduction

11 This is a kind of work which I had been for long looking forward to be taken up by the librarians, or atleast by the teachers of library science in our country.

12 With a little concentrated purposeful thinking, such a piece of work will be possible by every teacher.

13 I trust that this work will enthuse others, and stimulate them to do similar work.

14 There is an endless number of areas calling for such a piece of work.

15 Survey of this kind should lead on to developmental research of one kind or another

16 It may also lead on to applied research.

17 A cumulation of results of such surveys may ultimately lead on to fundamental research also.

18 It is gratifying to find that this Survey, when research in universities is at high level, confirms my own findings made forty years ago in the Madras University Library, when research was at a low level, recorded in my books and papers. My inferences were both from observation and from the Five Laws -- that is, both by induction and deduction. (See Paper P in Library science with a slant to documentation, V 4, 1967, Development of library science series. 6).

2 Annotation

The sub-sections of this section, give some annotations on the statements by the author of the Survey, just preceding the respective annotations.

20 Reference

The reference within brackets, after a Section Heading, is to the page number in the Survey and to the paragraph number therein. For example, 176.4 means paragraph 4 in page 176.

21 Book Selection

211 Selection Solely by Teachers (201.6)

"A library which totally depends upon teachers to do selection can never build up a balanced collection".

This is a wise statement. This must be brought home to the Faculty members in a tactful way. I have had to deal with such cases when a Professor would recommend most of the books from his own field of specialisation. It took me a few talks "over tea" so to speak, to make him realise the absurdity of it.

212 Lack of Interest (201.6)

".... lack of interest on the part of thos who are responsible for book selection".

This is a truism. But this was the actuality in 80% of the subjects in the Madras University Library when I was there. I used to send to the Board of Studies in each subject, a select list of the latest books costing more than double the amount available, asking its Committee of Experts to indicate the sequence of their preference, or to select to the extent of the finance available. Very often, I used to get a reply such as, "I leave it to you", or "The first forty books"! It is another matter if the library itself is negligent. Then it is criminal.

213 Keeping Track of New Publication (201.6)

"Some of the members of the library staff must keep track of information regarding publications in different fields".

See Sec 2131:2 to 2132:38 of my Library administration, Ed 2 (1959), for the routine to be done by the library staff systematically, as a preliminary to final book selection.

See also Sec LD1:2 to LD2:1:38 of my Library book selection, Ed 2 (1966).

The routine mentioned above was stabilized after an experience of eight years in the Madras University Library, from 1926 to 1934. It worked well till I left Madras in 1945. It also worked well when I introduced it in Banaras in 1945. But the Professors there were not found disciplined to do the final selection even when such well prepared list was placed before

them. Therefore, I had to visit their houses in morning hours and make them sit with me and do the work. Some would evade even such a gentle pressure.

214 No need for Subject Specialist in the Book Selection Staff (201. 6)

"In order to do full justice, the university library should employ atleast one person who must be a specialist [in the subject]. "

This is an extravagant and unnecessary demand. The librarian and the reference staff should be able to do this work. If a specialist reference librarian (documentalist) is appointed for work in a large Departmental Library, he should be the member of the reference staff who should share this work with the librarian.

215 Policy on Duplication (200. 12)

"Duplication would be desirable"

A reference book such as Beilsteins Handbuch, of exclusive use only to the Department of Chemistry, could be housed in its Departmental Collection. This will satisfy Law 4 of Library Science without violation to the other laws. A multilingual technical dictionary on this subject will also come in this category. These need not be duplicated. But general linguistic dictionaries may have to be duplicated for several Departments. All othe- reference books, with probable use by several Departments, cannot be duplicated.

In the University of Delhi, where all higher teaching and research is done by the Department of Chemistry, even advanced treatises of a specialised nature may be housed in that Departmental Collection.

Back volumes of a periodical, exclusively on chemistry, without any seepage of other subjects, may be housed in the Departmental Collection for the number of back years to be determined by the Department. But the current issues should be kept on display in the Central University Library for a specific period. After that period it may be lent to the Members of the Department in the usual way. If this lending is left to the Department itself, it often happens that delicate situations arise in the Department, leading to a virtual, though unintended, denial of the use of the current issues to many of the Members of the Department, involving a violation of Laws 2, and 3 of Library Science.

Learned periodicals and up-to-date reference books form the very breath of research work. Their number is large in each discipline and is also ever increasing. This is in accordance with Law 5 of Library Science. Their cost too is mounting up. This leaves the policy of duplication to be determined by the book fund available. The main guiding principle should be that the book fund should be used for the purchase of as many different periodicals and reference books as possible (See Sec C51 of the Report of the Library Committee of UGC, 1965).

22 Organisation

221 Use of Central Library (185. 12)

"Research fellows depend much more on the Departmental Library. But the teachers seem to use both libraries about equally".

One of the dangers of a Departmental Collection, to which a young research person is exposed, is brought out by this finding. This would amount to a violation of Laws 2 and 3 of Library Science. He is likely to become a frog in the well, without acquainting himself with the fringe and the penumbral subjects. This should be corrected in two ways:-

1 The teachers should induct in each new entrant to research the habit of going to the Central University Library, atleast as much as they themselves do, if not a little more; and

2 The reference staff of the Central University Library also has a responsibility in this matter. They should know each individual research worker and attract and retain him as their clientele by bringing to their notice the documents in the fringe and penumbral regions, and in accustoming them to browse the current issues of periodicals on display -- not only periodicals exclusively in their subjects but also other periodicals in which there is usually some seepage pertaining to his own subject. The seepage problem is now wide spread. (See Paper G in Library science with a slant to documentation, V5, 1968, Teaching in Library Science series. 20).

222 Central University Library less used than Departmental Library (186. 1)

"Researchers consulted the Delhi University Library less than the Departmental Library".

The corrective to this has been indicated in the annotation in Sec 221. Further, the Survey should have put up a supplementary follow up questionnaire asking for the reason to this practice.

No Reference Service in Departmental Library (176.4)

"The Departmental Library.... issues material to those who are connected with the Department. Beyond this, it does not provide any service".

This is the risk in forming a Departmental Collection. (See also annotation in Sec 263).

224 Research Materials Available at One Place in Foreign Libraries (189.1)

"Those who have experience of foreign libraries like British Museum, Science Museum (London), the Institute of Chemistry of Natural Products (Moscow), the Rutgers University, the Manchester University, and the University of London Libraries feel less satisfied with the facilities and the collections of Delhi University Library System. They mentioned that...most of the research material is available in one place".

This implies their asking for all research materials to be concentrated in a central place; while elsewhere (See Sec 225) they have asked for scattering in Departmental Collection. Can this self-contradiction be due to the still persisting Pre-Gandhian difference in attitude to practices and things, Indian and Foreign!

225 Departmental Collection (187.3)

"Eighty-four percent use the University Library atleast once a week".

(187.8)

"Fifty-five percent use the Departmental Library daily".

To make the two percentages comparable, "Eighty-four percent use once a week" may be reduced to an average of "Fourteen percent using the Central University Library daily", as against "Fifty-five percent using the Departmental Library". This makes out a case for a Departmental Collection, if the number of research workers and finance allow it. In the

Delhi University, these conditions are satisfied by the Department of Chemistry. Therefore, the formation of the Departmental Collection in Chemistry in the University, may satisfy Laws 1 and 4 of Library Science.

226 Dormitory Library (200.10)

"Some suggested that college libraries ought to do weeding of books, which should be collected at the University Library".

This is a deep problem in the organisation of the Library System of the country. This problem is not generally examined in the proper way. The above suggestion would make every university library a dormitory library for rarely-used and out of date books. This will decrease its efficiency as a service library. Further, it will call for undue expenditure on building, fittings, and maintenance in each university library. This fact should be brought to the notice of the research workers in the Department to correct the spread of such an unrealistic attitude.

2261 An Experience

About ten years ago, I visited a big university library, as the Chairman of the Library Committee of the UGC. That University had asked for a fantastically large Building-Grant for the Library. On enquiring on the spot, it was found that some of the dons of that University were interested more in the size of the Library than in its service. They wanted to retain all kinds of outmoded and very infrequently wanted materials. When the Members walked round the stackroom, the dust collected on the top-edges of a large number of books pleaded eloquently against a University Library becoming a Dormitory Library.

2262 Direction of Law 5

In this connection, it should be remembered that Law 5 of Library Science - a Library is a Growing Organism - would ask us to pay special attention to the implications of the word 'Organism'. There are two ways in which an Organism grows:-

1 Child growth, implying addition and increase in size; and

2 Adult growth, involving replacement, and little or no growth in size.

4

A Dormitory Library has Child Growth. A Service Library should have only Adult Growth; and a University Library is a Service Library. For reasons of economy of every kind, a single National Dormitory Library is sufficient for a small country; and in a large country, such as India, a single State Dormitory Library for each constituent State is sufficient. Thus according to Law 5 of Library Science, all books weeded out from all Service Libraries should be notified to the Dormitory Library concerned. And it will select the soundest copy of each book for its Dormitory Collection, and ask the other copies to be "reduced to pulp". For, it is dangerous to make out-of-date books accessible to readers other than those interested in antiquaria, bibliographical, and historical research.

From this angle, the Indian Standards Institution has recommended on upper limit of 100,000 to 300,000 volumes to be kept in a University Library. (See IS:1553-1960; Code of practice relating to primary elements in the design of library buildings, of the Indian Standards Institution).

23 Function

(183.6)

"If an item in which a researcher is interested is not available in the library, he tries to get it from a local library. In most cases, if the researchers are not able to get it from the local library, they try to manage without it".

(191.4)

"In certain cases, they were so disillusioned that they had to go to the local libraries to get material or get it through some friend".

The above remarks imply the neglect of one of the essential functions of the library -- fulfilling Law 2 of Library Science, which demands that the Librarian should know the needs of a reader and get his book from the nearest library in the world, in case it does not itself have it. Insdoc was established as a national agency to facilitate this work. Apart from this, the library should make the readers know that it is prepared to help them in this way. Insdoc too should make this service of it, well-known to the researchers in the country. To announce it once, is not sufficient. It should

be done at frequent intervals. It is not merely "Scotch-Whisky" or "Lipton's Tea" that should be frequently advertised. It is even more important in intellectual service. The Insdoc and our libraries should be aware of this and act up to it, if they are to live up to the demands of Law 2 of Library Science.

24 Inter-Library Loan (203.3)

"If the library does not possess certain material then the librarian must see to it that the user is supplied with his requirements, through inter library loan".

This was widely practised by the Madras University Library even in 1930s. Here again, our readers should be constantly reminded of the preparedness of the library to get reading material on inter-library loan. We in Madras, used to find opportunity for this, while doing long range reference service. It is then that either the reader or the reference librarian, or both jointly become aware of the documents likely to be useful to the reader but not possessed by the library itself. In the Madras University Library, most of the inter-library-loans got started in such a setting.

241 Rules for Inter-Library Loan

About 20years ago, formal rules for inter-library loan were framed by the Indian Library Association. Again, at the request of the Inter-University Board, I furnished a set of rules for the same which were published by the Board. (See also my Library administration, Ed 1 (1935) Sec 635 and Ed 2 (1959) Sec 2635. These Rules were sent to the Inter-University Board on request and it adopted them). But I do not know how far inter-library loan is now practised by our libraries, either directly or through Insdoc.

242 Annual Statistics

The publication of annual statistical data on this will itself be a method of stimulating readers and libraries to use inter-library loan. Insdoc is probably the best suitable body to collect and publish such statistical data. It should ask each library to send to it a copy of the requisition for inter-library loan sent out from time to time. These can form the basis for annual statistics.

25 Catalogue

(194.3)

"It was found that ninety two percent of them said they could use the library catalogue effectively".

(197.1)

"Overwhelming majority regards Delhi University Library card catalogue easiest to use".

I am glad to hear that the Classified Catalogue of the Delhi University Library is found useful by the researchers and also easy to consult. For, between 1948 and 1954, when I was teaching in that University, I found it to be of sub-standard. I suppose that it has now been set right and that an adequate number of Cross References are given in the classified part, to the satisfaction of Laws 2, 3 and 4 of Library Science. Does each guide card in the classified part carry, in addition to the class number, its meaning in the form of feature heading? See Abstract and feature heading: symbiosis, Paper AF of DRTC Seminar (6) (1968). I trust that the Class Index Entries also are adequate in the alphabetical part.

26 Circulation

261 Consultation (177.16)

"Total number of persons who had to consult outside the field of Chemistry was 41".

This measure of consultation of document in penumbral region is a useful piece of information. It also indicates a healthy habit. (See annotation in Sec 221).

262 Loan (186.3)

"Sixteen persons ... borrow equally from [University library and Department library]".

Perhaps it is too low a percentage. Some public relation work should be sone to increase it.

263 Return of Borrowed Books (199.11)

"Research fellows mentioned that the teachers should be asked to return items on loan with them in time".

The disease of a teacher, forgetting the existence of other people needing the documents borrowed by him but allowing it to lie idle on

his table for an inordinate time, is well brought out by this complaint. A kind of prestige sense develops in the teacher in this matter.

2631 Banaras Hindu University

I enforced the "time-rule" on the teachers of the Banaras Hindu University Library. Some took it to the Vice-Chancellor as interfering with "their long established privilege". This habit came, because of the University Library Staff having been in the past in the habit of propitiating the most influential among the teachers, at the cost of others—even to the extent of the violation of the Rules of the Library. But Sir S Radhakrishnan, Vice-Chancellor, did not entertain their complaint.

2632 Madras University Library

In the Madras University Library, this was solved amicably as follows:-

1   Books borrowed by a teacher on his own personal tickets should be returned within the time prescribed by the Rules for individual members; and

2   Books wanted, for a long period by a Department, were lent out on Departmental tickets (75 for each Department). Such books were returnable, according to the Rules, only on the last day of the term, but were subject to recall earlier by the University Library. See also annotation in Sec 223. This arrangement minimised the difficulties arising out of "Seniority-Prestige-Protocol".

264 Bespeaking Books (200.1)

"The facilities for the reservation of books came under severe criticism. The purchase of multiple copies of textbooks was suggested".

The period of loan of a book, that is heavily bespoken at certain times, should be reduced suitably to give a chance to all—even to the point of over-night issue only, and making it available for study in the library during day time. When this does not meet the situation, duplication should be thought of subject to a proper use of the finance available. The determination of the break-even-point, between the two methods of meeting the situation, will depend on the context of each book.

265 Hours of the Library (189.1)

"They [research workers] mentioned that foreign libraries are open for longer hours".

According to Law 1 of Library Science, the ideal is to allow a reader access to the library at any hour, in the day or in the night.

2651 University College, London

I saw this ideal virtually attained by the Library of the School of Librarianship of the University College (London). Like any other participant of the School, I was given a key of the Library against a deposit of ten shillings. My Hostel was next door to the University College. This enabled me to read in the Library till mid-night on many of the days (See Sec 144 of my Five laws of library science, Ed 2 (1957).

2652 Fergusson College, Poona

R S Parkhi, Librarian of the Fergusson College, Poona, carried away the palm in India by keeping its library open from 8 am to 10 pm on all the days of the year. This fact was mentioned to me, a few weeks ago, by Mr Tukol, Vice-Chancellor of the Bangalore University, and till recently Judge of the High Court of Mysore. And he described with joy how this arrangement enabled him to do his M A Course, without himself buying many books.

2653 Madras University

Madras University Library came second. When I was its librarian, its hours were 7 am to 8 pm on all the days of the year,— no Sunday or any other holiday. I learn that Law 1 of Library Science has now been pushed aside by that library, to some extent, in the matter of library hours.

27 Reference Service

271 The Homonymous Term 'Reference Service' (176.5)

"The important services provided by the University Library are: ... reference service".

Citation, in the Survey, of some typical examples of reference service would have been of use. For, the term 'Reference Service' is a homonym. It can mean either "Ready Reference Service" or "Long Range Reference Service". The latter does not seem to be practised in many libraries, especially by those who have taken training in the Far-West.

2711 Example in Delhi University Library

Example 1 - In 1950, one of the old students of the School of Library Science of the University of Delhi had just completed his Masters Course in Library Science in USA. I visited USA at that time. I found him stranded there. I arranged for his return to India. I also wrote to Das Gupta, Librarian, University of Delhi and also an old student of mine, that he might be taken into the University Library Staff. When I came back, I found a strange situation. In the old building of the University Library there was a spacious control enclosure. I found the America-returned student of mine seated within that enclosure. He had collected some of the ready reference books in the Library, and had them arranged in his desk. I asked the Librarian, "What is the work you have given to the person about whom I had written to you?" The reply was, "He said that he had specialised in Reference Service in USA, and that he would like to do that work. He was too overbearing to take any suggestion from me. Therefore, out of deference to your letter, I allowed him to have his way". I asked, "Is that why he is sitting within the control enclosure, instead of moving about in the floor of the stack room? This is not a business library or a public library. The ready reference questions arising here are few and far between. " I thought that the only way of giving relief to the University Librarian was to send out the "America-returned Reference Librarian". At the same time, I did not want any harm to happen to him. Therefore, I had him accepted by the local American Library. What happened there is another story. It does not concern us here.

2712 Another University Library

Example 2 - About two years ago, a "Reference Librarian" of a big University Library called on me. He was a stranger to me. After putting him at ease, I told him, "You have the most human and rewarding job in your library". "No, Sir", he replied, "My life is one of boredom. In fact, I have come to consult you about it. Though, thanks to your efforts, all the reference librarians in our library are having salary-satisfaction, but I do not get work-satisfaction". I said, "This

is contrary to my experience. If Reference Service does not give work-satisfaction, what else can?" He replied, "From morning to evening I have only to refer to the Calenders of a few Universities, including ours— all assembled on my desk— and answer questions about admission qualifications, examination fees etc. In many hours I do not even have such questions, to answer. But all the same I am obliged to pin myself to my seat". On finding from him that there were a few other "Reference Librarians" in that Library, and that they were working in the stack room, I asked, "Why don't you exchange your work with theirs". Then came an astonishing story from him, "There plight is even worse than mine. I am atleast able to see the faces of readers passing through the control region. But, my poor colleagues do not have even that advantage; for, readers have no access to the stack room. The work of my colleagues there is to pick out the books for which slips are brought by the peon and send the books through him. Another piece of work for them is to replace all the books brought back by the peon to the stack room, from time to time".

It is such experiences as this that makes one call for a little spelling out of the term 'Reference Service' with the aid of a few actual examples taken from the Reference Service, done by the Central University Library in Delhi.

272 Long Range Reference Service (203.2)

"Uptil now, in India, we have been providing traditional services in libraries. We should go beyond this and think of providing new services in the form of intensive reference service".

The term Brought into use, as early as 1926, to denote intensive reference service is 'Long Range Reference Service'. Every general statement has an exception. The phrase 'uptil now etc', in the quotation given above, has also an exception. As far back as 1926, Long Range Reference Service was introduced in the Madras University Library.

2721 Madras University Library

It had first to be demonstrated for two years. This had to be done by me single handed, as there was no staff for it; and I could do it because the daily number of visitors continued to be very small until this new form of service

came to be known widely. By 1927, it was possible to get full-timed posts for Long Range Reference Service. Eventually, out of the staff of fifteen posts in the library, five went to Long Range Reference Service.

There was no need for a full-timed ready reference librarian. The few cases of a ready reference nature, happening in the University Library, could be looked after by the Long Range Reference Librarians. Further, the readers had been trained to help themselves with the ready reference books kept at the very beginning of the general Reading Room. None of our reference librarians had any desk work. They had to receive the readers coming to the stack room, find out their requirements in precise terms, and put them on to their documents, check up at intervals by going into the Reading Room, and find out if the readers were satisfied or if they wanted anything more. Whenever I could find time, I used to join the reference staff; because it was the most enjoyable and human work in the library. This "Intensive Reference Service" was continued throughout my period in the Madras University Library.

2722 Banaras Hindu University Library

During the short period, I worked later in the Banaras Hindu University Library, the first few weeks had to be spent in re-arranging the book-racks so as to suit open access service. Then the catalogue had to be re-formed so as to serve Long Range Reference Service. There was hardly any member of the staff capable of giving Long Range Reference Service to individual readers. The only two graduate staff were not accustomed to do it and they had become too rigid to start doing it. Still, something was attempted before I left that University.

2723 Delhi University Library

I remember Garde, Parthasarathy, and Ramabhandran doing Long Range Reference Service in the Delhi University Library, when I was teaching Library Science there. I hope that this tradition is even now being continued there.

273 Satisfaction with Present Service in Libraries (204.5)

"Some of the [readers] thought that the present libraries were serving them too well, naturally their expectations were too low".

One should perfectly agree with the second part of the above statement. A great handicap, which denies stimulus to the library profession to improve its service, is the readers not knowing what can be and should be expected of real library service.

2731 Supply Before Demand

This is the stumbling block in the progress of the librarians "growing in their profession". This is a case of supply first and demand later. It is generally so in giving service in the matter of intellectual hunger, as against physical hunger. The library profession should be aware of this. It should "almost aggressively" thrust their service on readers, even as a capable salesman does".

274 Training of Readers in the Use of Library Tools

2741 Under Graduates (199.1)

"At present, at the undergraduate level, the students mostly consult textbooks, for which they do not need any special skill".

This is an unfortunate mistaken notion prevalent in our country. But, as far back as 1926, the Madras University Library had a special programme of initiation of fresh men and also helped them in the choice of textbooks and collateral books. This was continued throughout my period. Years later, students of those days, employed in different levels of offices, used to meet me off and on in Delhi and other places. It was rewarding to hear from them that the help they got in this matter, as under-graduate readers in the Madras University Library, had helped them in the use of other libraries in their later life. And they also used to say that they were surprised to find that no such help was given in other libraries to their sons and daughters.

In Sec 5313 of my School and college libraries (1942), I have given an outline of a Concentric System for such help to be given to the students in school and college libraries.

2742 Research Workers (193.2)

"Those [research workers] who seek assistance ask to locate a book or a current periodical. Hardly anybody seeks assistance of any other kind".

This is a case where "supply" should provoke "demand". There should be agressive offer of help and also a good demonstration of help, to each research worker.

2743 Method of Training (199.2)

"Perhaps, literature seminars, special lectures, and short courses with guided experience could be organised to [train research workers]".

"Lectures", God forbid. When are we going to get disillusioned about the utility of formal lectures developed in our educational system during the last one century. Mass lectures help neither the trainer nor the trainee. Training of research workers should be only "individual".

"Seminars": This is a much abused term, probably under the influence of the Far-West. In reality, a Seminar should be a "coming together of near-equals in a subject, each with his own contribution. for discussing a specific subject area". Training of research workers will not lend itself to "Seminars".

The correct method of training of research workers should be severely individual and pragmatic. On each occasion a research worker brings up a problem for searching documents in the library, he should be in a gentle way exposed to a trilogue between himself and the reference librarian on the one side, and the library catalogue or the documentation list, on the other. In this process, the research workers should never be obliged to be idle. He must be led on from the alphabetical index entry with any constituent term in its - Subject Heading, he may mention (it is bound to be a multiple subject heading in the case of a research worker), to land on that region of the classified part of the catalogue or the documentation list, that presents an Apupa Pattern of entries bearing on his subject (See Sec QB7 of my Prolegomena to library classification. Ed 3. 1967). This Apupa region should be arrived at by trial and error. In this trial and error method the reference librarian should facet analyse the problem brought up by the research worker until all its facets and the respective faci in them could be formulated jointly by him and the research worker. To do this work, the reference librarian should be an adept in "Psychology-in-Action". A detailed account of this is given in my Paper, Formal vs

Pragmatic training of users, being presented to the forthcoming FID Congress (1970) at Buenos Aires.

275 Training of Reference Librarian (204.5)

"All indications are that the number of students, research scholars, and teachers, and the amount of information are increasing rapidly ... Are our library schools in a position to train persons who would be able to face the challenge presented by [these] changing conditions?"

The pathetic answer to this question is, "Not as our Library Schools are conducted at present." It is time that the teachers of library science should take this to heart and re-think their duty to their students and to society.

2751 A Priori and Pragmatic Training

At one end, all kinds of library service -- past, present, and future--and the library techniques needed to make them efficient, draw their sustenance from the seminal roots-- the Five Laws of Library Science. At the other end, the "Individuating particularities" of the service and the techniques are determined by the service to be rendered to each reader in the choice of his documents - and this is "Reference Service". Therefore, library training should both be a priori and pragmatic. It should expose students plentifully to the task of rendering reference service, under guidance to begin with and later on independently also. The difficulties met with doing reference service will lay bare the improvements needed in library techniques. At this stage the value of the priori approach, from the seminal Five Laws will become clear. See paper D in Library science with a slant to documentation V7, 1970, Teaching in library science series 21.

2752 Clinical Training

This implies that the teaching of reference service should not be a mere dictation of notes, or reading from a book, and certainly not mass-lecturing.

The essence of training in reference service is clinical training in the floor of the stack room. This would present three phases:-

1 Phase 1. - The teacher himself does reference service to a specialist reader; each student observes this; and afterwards, the teacher explains to each student the route taken in doing the reference service, the difficulties met with, and the way they were surmounted;

2 Phase 2. - Each of the students of the group himself does reference service; the teacher observes it; and afterwards a discussion as in the case of Phase 1, takes place; and

3 Phase 3. - Each student does reference service by himself; after it, he brings up his experiences to the teacher for discussion, as in Phase 1.

2753 Reference Service Makes Library Techniques Meaningful

It can easily be seen that a student should have already acquired a fair knowledge of the library techniques, such as Cataloguing, Classification, Book Selection, and Document Bibliography, before clinical training is started. Of course, in the course of his clinical training in reference service, he will learn more and more of these techniques, of their importance, and of the value of the illumination received from the seminal Laws of Library Science. Thus, training in reference service is the coping stone of every branch of library science. And reference service is the summmum bonum of library service. Books are bought, classified, catalogued, and bibliographies are built and bought all these labourius tasks become meaningful only while doing reference service. The students should be made to realise this fully.

2754 Periodical Exchange of Reference Staff with Other Staff

A corollary as an aside-- in a library itself every member of the different sections should be given opportunity to do reference service at intervals, if he is temperamentally fit for it. Then only he can improve his own works. Reciprocally, the reference librarian, who exchanges his work with the member of any other Section who takes his place, will gain opportunity to improve his knowledge of library techniques.

2755 Training in Psychology-in-Action

In addition to the above, to do reference service with success, a student should be trained in "Psychology-in-Action". He should be trained, in action, to recognise and adjust

himself to readers with inferiority complex, superiority complex, and traumatic complex. The following publications of mine will be of use in this connection:-

1 Reference Service, Ed 2 (1961), Sec D22 to D24; and

2 Psychology and the nature of work of users, a Paper being presented to the forthcoming FID Congress (1970) at Buenos Aires.

276 Knowledge of Documents and Bibliographical Tools (202.14)

"A librarian must become familiar with literature, bibliographical tools, literature search, etc, in the particular [subject] field and related areas".

This is a truism. But this is often forgotten. After acquiring some initial knowledge of the document, bibliographical tools etc, a reference librarian's knowledge of them will continuously grow like a snow ball, by the very process of doing reference service in the subject field. He must, of course, find time to familiarise himself with the appearance of nascent subjects-- particularly micro subjects— in the subject field.

277 Qualification for Rendering Reference Service to Specialists (204.2)

"Department [of Chemistry] ... should... create a post of Documentation Officer ... he should be atleast an M Sc in Chemistry and hold a B Lib Sc degree".

For a daily average of 50 specialist readers seeking long range reference service, there should be one reference librarian. (See Sec K4 of the Report of the Library Committee of UGC (1965). It has been stated that the Department of Chemistry has a total of 110 specialist staff. There, it is likely that an average of atleast 50 of them will seek long range reference service in a day. Therefore the appointment of a Documentalist with M Sc in Chemistry, in the Department, may be possible. But on the professional side, the B Lib Sc degree will be inadequate. Either M Lib Sc degree with specialisation in Documentation, or an Associateship in Documentation of the Documentation Research and Training Centre in Bangalore, is necessary.

2771 Doubtful Viability if the Number of Researchers in a Subject is Small

But, such a thing may not be viable in any other Department in any of our Universities. The reference librarians will have to be drawn from different subject-groups instead of different subjects.

2772 Acute Analytical Mind and Proper Training is Sufficient

Till the salary scale of the profession was raised after 1958, my experience has been that no M A or M Sc, and hardly even B Sc, would care for the library profession. Only B A's joined the Course. I had experienced this from 1929 to 1954. This compelling situation led me to discover a very important fact. What is wanted in doing documentation work or documentation service in a subject is not a knowledge of the subject in the way in which a specialist has. A documentalist has only to develop the flair to grasp the layout of a subject-- even if it be in its wave front-- to identify new ideas (that is, isolates)-- appearing in the wave front and to relate them in a filiatory way with what exists already. In addition to an acute analytical mind, this requires a proper introduction to classification. I have developed it during all these years. And I have found non-scientists acquiring efficiency in dealing with any science. Sundaram of the Madras University Library, and Garde and Parthasarathy of the Delhi University Library, were outstanding examples. They were only graduates in Economics or History. Again, when Das Gupta was with me in Madras, he acquired this capacity with great ease, though his subject was History. This is because, he had an unusually analytical intellect. Saying this does not deny that a graduate in the science concerned is certainly preferable, if we can get him.

2773 Survey of the Basic Subject of the B Lib Sc's of Ten Years

In this connection, I should very much like that a survey is made of all the persons who had taken the Post-graduate diploma or B Lib Sc or M Lib Sc in all our Universities, during the last ten years, in respect of their basic subject in their prior degree course. Here a correction must be applied. In 1960, the B Lib Sc students of the University of Delhi came to meet me at the Indian Standards Institution. Some of them said that they had an

M Sc degree. I asked them if their own subject did not interest them any longer. They said that they did. Then I asked them why they changed over to the B Lib Sc course. The answer was revealing. They said, "We are not keen about it. But our fathers asked us to change over because, as a result of your own effort, a library post has been put on a par with an academic post in a University in respect of salary-scale but that there was little or no work in a library"! Science graduates who had taken the B Lib Sc course with this idea should be excluded from the count, unless they later developed true interest in the work of the profession.

2774 Professional Men not Joining Library Course

In respect of professional subjects such as Engineering, Technology, Agriculture, Veterinary Science, and Medicine, DRTC has not yet been able to get even a single candidate belonging to these subjects. Thirty years ago, a graduate in Agriculture very much wanted to join my School of Library Science. But, he finally gave up the idea. Two years ago, an Engineering graduate brought pressure on DRTC to admit him. But after two months he went away, because he had a good offer within his own profession. These are hard facts to be faced in respect of the subject specialisation of a do umentalist in his primary degree course.

278 Public Relation Work

2781 Publicity Work (201.4)

"Services being provided by the University Library have not been publicised sufficiently"

This is a great drawback. This should be immediately rectified. Good public relation work should be started without fail, and what is more, it should be continued without stop. Let me give an example: When I was in charge of the Madras University Library we used to make some thing or other about library service appear in the Dailies, atleast twice a month. Sometimes it would be a bibliography on some local or national events. Some times it would be a straight announcement of one or other facilities or forms of services available in the Library. Atleast once in a month there would be an announcement that the Library was opened on all the 365 days of the year from 7 am to 8 pm. I used to visit and address Associa-

tions in Colleges and Hostels, Bar Associations, and other Cultural Associations once or twice a month to "sell" the service of the library.

27811 Public Relation Work to the Repeated without Stop

In spite of this, even after 15 years, people would ask, "Is the library open on Sundays?" or "Can I get any help in getting relevant documents on a Thesis I am writing or on a lecture I have to deliver?" This proves that the library should not be afraid of publicity work, but should go on repeating it, without stop.

2782 Circulation of Accession List (202.3)

"Circulation of an accession list is the least a library can do towards dissemination of information".

It is presumed that "accession list" means, "list of books accessioned" and not a documentation list. If so, this is an essential part of public relation work. It can produce the best result if it is a classified list. In the Madras University Library, we used to publish in the Dailies a classified accession list every week, and also send copies of it to all Colleges, and certain cultural institutions. This was done every Saturday. On the next Sunday several persons used to come to the library with a cutting from the newspaper, peruse the new arrivals, and bespeak what they wanted to take on loan after a fortnight. I learn K A Isaac of the Kerala University Library is following this practice.

28 Library Administration

283 Periodical

2831 Acquisition (202.1)

"The library should try to get more [periodicals] by air".

There is no doubt that this will be ideal But it is a question of finance. Information should be furnished in the case of a periodical of average size now being got by air, about its annual subscription, and the annual cost of air post or its freight incurred in getting all its issues for a year.

28311 An Alternative Measure for National Economy

It also needs consideration, from the point of view of the economy of all the University, and Research Libraries of the country taken as a whole, whether the revival of the Insdoc list and each library getting a microfilm copy of only those articles in immediate demand, and if research work will be held up if one has to wait for the arrival of the original by Surface Mail. We should also consider in this connection, the average number of weeks elapsing within the publication of a periodical and the receipt of its issues in India by Surface Mail.

28312 Information To Be Got in the Time-lag in getting the Issues of Periodicals by Surface Mail

Before World War II, the periodicals were received by the Madras University Library within two weeks from Europe, and after a little more time from USA. This was secured by insisting the suppliers to send the periodicals by Mail-Ship, instead of by Freight-Ship. Now, probably there is no Mail-Ship, therefore information should be made available about the present interval of time between the publication of a periodical and its receipt in India by Surface Mail.

28313 Japanese Practice

In 1958, I found the Japanese Documentation Centre getting an issue of each periodical, taken by it, through Air Mail. The Centre said that this was costly, but they had to do it because its Documentation list was an abstracting one and not an indexing one, as the Insdoc list was.

2832 Display of Current Issues (199.1)

"New issues of periodical publications should be placed on display by the same evening".

I would go further. They should be displayed within an hour or two after their receipt. Here is a description about what we were doing in the Madras University Library, when I was incharge of it. In those days all the foreign periodicals would arrive on the morning of each Saturday. The Post Office used to deliver them in a big Postal bag. This indicates the number usually received. The periodicals librarian

and myself would be in the Library at 7 am. We knew the workers in what subject would come to the Library at about that time to peruse the new issues of periodicals. For example, the new renowned physicist Dr. S Chandrasekhar, who was an under-graduate during three years of that period, used to be one of the first readers to reach the library to peruse the new arrivals. The periodicals in those subjects would be first picked out. I would take about five minutes to glance through each issue one by one, to find out if there was any article about which the concerned scholar should be informed. Then the periodicals librarian would process it, and the peon will place it on the display table within ten minutes of its receipt. In this way, most of the new arrivals would have been placed, in this staggered manner, on the display table before 11 am, when the majority of the scholars, eager to peruse them, would reach the library.

If the arrival of periodicals is now staggered throughout the week and not in bag-full, once in a week, each day's arrivals can reach the display table even in a much shorter time. Why should it be delayed till the evening?

285 Processing of Books (200.2)

"The processing routines need to be expedited in case of books in much demand".

The normal period for the completion of the processing of the books received, is one week. But a book for which a demand has been registered, should be given a line-clear treatment and released within one day, if such books are not many. If a reader wants to have only a quick perusal of a new arrival and is prepared to wait for its release till the end of the week, he should be given facilities for this.

But there is a danger here. A teacher occupying a position of authority in the University would use his authority to go to the table at which the new books are received and ask for quite a number of them to be given line-clear treatment. Such an unreasonable demand does happen. I shall give one instance.

2851 An Example of an Unreasonable Demand

In 1944, I was a guest of a Research Institute in Poona. The Director and the staff invited me for lunch. The Director said that he wished to use the occasion to discuss

library problems with me. I then insisted that the librarian also should be asked to join us at lunch. The Director agreed. But some of the senior research workers did not like it very much. In spite of this, the librarian joined us. Each of two seniors complained, "I often find that about 20 or 30 books intended for my Department arrive at the Library on a certain day. But the librarian does not release them for a week. This is atrocious". I asked, "Do you want to use all of them at once?" He said, "Not exactly so". "Then why do you want all of them to be released immediately", I asked. The naive reply was, "Because they belong to my Department". Then I turned to the librarian and told him jokingly, "You are tactless. You should not allow the senior research workers to enter into your processing room, even as nobody is allowed to enter into a green room". There was a hearty laughter, though the two seniors were too glum to join in the laughter.

288 Maintenance Work

2881 Misplacement (199. 5)

"Many a time [books] were misplaced".

This should not be allowed. There should be systematic shelf rectification— both casual and systematic. If there are reference librarians, they should detect misplacement and rectify it as pick up work in their free movement on floor duty and in the course of actual reference work. In the much used part of the stack room, shelf rectification should be done by each member of the library staff (other than of the Circulation Section) for about half an hour each day, in the region assigned to him. In the infrequently used regions of the stack room the Maintenance Section should do shelf rectification. In fact, the Maintenance Section should combine the weekly routine shelf rectification and stack verification in the region of the stack room allotted to the week. (See Sec 2833 of my Library administration, Ed 2 (1959).

2882 Binding of Volumes of Periodicals (199. 10)

"The late return of periodicals after lapse of several months from the bindery was underlined [by research workers]".

A batch of volumes for binding should be sent out to the binder on an appointed day of each month. The agreement with the binder

should stipulate the period to be allowed for each batch to be bound and returned. This period will depend upon local conditions. It should not ordinarily exceed two months. But, it can be one month in many cases. This was the time allowed by the Madras University Library during my period. In addition, the agreement should contain a clause for "Express Binding" of the specified volumes, when needed. It should also contain a clause that a research scholar needing urgent consultation of a volume in the bindery should be allowed the freedom to consult it there. These provisions were working satisfactorily in the Madras University Library.

Further, after the bound volumes are received, the routine of verification and other details will take one to two weeks for each batch. Here again, line-clear treatment should be given to such of the volumes as are in urgent demand to a research worker.

29D Documentation

29D1 Appetising the Research Students (182. 9)

"One Professor goes through Chemical abstracts, Current chemical papers, ... and marks the items of interest with the initial of the names of the scholars to whom it might be of interest".

This is very good; but the documentalist should be able to give much relief to the Professor in this matter. This he can do by preparing and sending copies to each worker a weekly documentation list including only articles bearing, directly or indirectly, on the work in progress in the Department. The documentalist should do this as soon as the periodicals arrive in the Library. This will be months earlier than the arrival of the Chemical abstracts.

29D2 Offer of Professor to do Documentation Service (200. 5)

"One senior Professor was of the view that senior teachers should volunteer ... for providing information ... to readers".

This is a wonderful offer. But, can the Professor afford to do this systematically? This is really the job of the reference librarian. He may, of course, consult the Professor in difficult cases. It should be considered

whether the cost would justify the Professor doing this or the Documentalist.

29D21 Research Consultant of the Library of Congress

I remember the Library of Congress (USA) once had a team of research consultants. It maintained a panel of retired specialists who were willing to do difficult cases of documentation service, as a leisure time occupation. when specially called for. Is it wise to make an active research professor to do this work systematically? This is quite different from a Professor calling the attention of the research worker casually something of importance. (See Chapters A1 to A5 and particularly A4 in my Reference service. Ed2. 1961).

29D3 Seepage in Periodicals (183. 1)

"Those whose work is of interdisciplinary nature occasionally depend on their colleagues and friends in other areas [to know what they should read]".

It is a healthy, natural welcome habit. But in this problem on seepage the documentalist can do much. For, his weekly classified select documentation list will bring out to the notice of workers, all such seepage cases by giving multiple entries under different subjects, wherever necessary.

29D4 Reference Librarian: A Partner in Research (205. 5)

"The University Library ... should try to know about the research programme ... in advance"

This is an essential function of the University Library. The reference librarian concerned with the subject of the research department should do this informally but systematically, by being in close relation with the research workers. It is by doing this that the reference librarian can give his best service and it is in this sense that he will become a "Partner in Research". This work will involve a good deal of tact. Much of the success of this work will depend upon the geniality and personality of the reference librarian. This kind of work is commonly done by all business enterprises through their Sales Promotion Staff.

29D5 Documentation: Fringe Area: Translation

29D51 Self Translation (184. 7)

"One teacher ... was able to understand the relevant portion [in an article in Spanish] even without knowing the language".

This is quite possible in subjects rich in international symbolic languages and terminology— such as Mathematics, Physics, Chemistry, and perhaps even Medicine. When I was a student, I was myself able to read Mathematical books in French and German, though I knew 10thing of their apparatus words and syntax. But, as a subject recedes from the Natural Sciences, this would become increasingly difficult, if not impossible.

29D52 Ph D Students learning Two Languages (184. 10)

"Each Ph D Student should ... learn two foreign languages. "

This is wroth doing if it can be done without prejudice to the concentration on his own subject of specialisation. About half a century ago, the medium used was largely one of the three languages, English, French, and German. At that time many research scholars acquired familiarity with two of the languages, other than the mother tongue, to the extent necessary to follow articles in their respective subjects. This process of learning was usually clinched by a research worker by spending a few weeks with his peers in the countries of other languages. For example, G H Hardy told me in 1925 that he used to spend a couple of months of his Summer holidays in some years with Edmund Landau in Germany, who was specialising in his own subject. Landau also would reciprocate. This was possible on account of the proximity of the countries concerned.

But now, several other language have gained importance— Semitic, and Asian. Some of these are gaining so much importance as media, that they elbow out one another. Each research scholar may at best learn one or two languages, and should depend on translators for other languages.

29D53 Compulsory Course in Foreign Languages for Lib Sc Students (203. 5)

"Students of library science [should] learn foreign languages".

This idea was prevalent about half a century ago, when library science and techniques were virtually static.

In my own case, when I joined the School of Librarianship of the University College (London) in 1924, there was an enormous linguistic load in curriculum -- English literature, French, German, and Indian or European palaeography. In about three weeks, I sensed that there was much to do in library science itself, if I was serious about it. I, therefore, asked Berwick Sayers, and the Director E A Baker, to exempt me from the language part of the course. When my quarterly report was sent to the University of Madras through Sir Mark Hunter, who had been asked to arrange for my course in London, an explanation was asked why I was not learning French and German. This was referred to Berwick Sayers, by Sir Mark Hunter, and he gave a slashing reply which silenced the University. In later years when library science was developed at a rapid rate, Berwick Sayers used to refer with supreme satisfaction to my having been saved the distraction of learning German, French, and Palaeography.

29D531 Example of the Indian Institute of Science

The advertisement for the Librarian's post made by the Indian Institute of Science (Bangalore) in 1925, mentioned the qualifications as:-

" 1 Proficiency in two or more European languages essential; and

2 Familiarity with library work desirable." "

In actuality, T Amrita Rao, my former Colleague in the Presidency College who was teaching Latin, French, and German, was selected. He had had no experience in library work. Two months after taking charge he came to me and said, "My work is all translation. I cannot manage the library. Can you give me one of your able Assistants"?

29D532 Persistence of the Tradition

This tradition would not disappear easily. As late as 1947, the post of the Librarian of the National Library in Calcutta felt vacant. I was then teaching in the Department of Library Science in the University of Delhi. It was then somehow believed that I would

have much say in the selection. Therefore, a Professor of Sanskrit came to me with notes of recommendation from high placed persons like Sir Maurice Gwyer. His ground for his suitability for the post was somewhat as follows:- "I have much teaching work to do. But my chief interest is in editing and translating manuscripts in some Indian Languages. Teaching handicaps me in this work. If I am appointed as Librarian of the National Library I can devote all my time to this work" ! I had to disillusion him, by stating that stepping up library service and the research necessary for it would occupy the full-time of a librarian.

Even as late as ten years ago, a librarian, who had never done any work in library science, and indeed did not believe in the existence of such a science, used to insist in Committees that Competence in editing and translating manuscripts, was an essential qualification for librarians. In one of those meetings a Professor in the Committee retorted, "I would like to do the editing and translation myself. I would never leave it to a librarian. He cannot know all the subjects in which manuscripts appear. Surely, the librarian must have his hands full with his own distinctive speciality. "

29D55 Teachers' wives as Translators (184. 8)

"The wives of the University teachers ... should ... learn foreign languages".

This is a pretty suggestion, brimming with grace. But is it realistic? The domestic and sociological implications of this should be examined. However, this suggestion may work in stray cases.

29D56 Full-Time Translators in a University Library (184. 8)

"The library should employ full-time translators".

This raises two issues:-

1 Firstly, will there be sufficient work to make it economically viable?; and

2 For technical translation a triple qualification is necessary -- competence in the translated-from language, the translated-into language, and the subject of the document.

Remembering this it should be examined that how many full-time translators a University Library should have.

29D561   Attempt in Humboldt University

This three-fold competence in technical translators was being seriously considered by the Humboldt University of East Berlin, when I visited it in 1961. It was considering the diversification of the training of translators so as to secure the triple competence.

29D562   Part-Time Panel System

Neither the Insdoc nor the Viniti of USSR, which are National Pooling Centres, do find it viable to employ full-time translators for all languages. They have to depend upon part-time panel system.

29D563   Insdoc and Translation Service (184.5)

"If it is Japanese or a less known language even Insdoc may show its inability. In that case some people would request the local embassy to arrange for translation".

This would imply that there is not enough work in such languages even for including in the panel of the part-time translators a person competent in each of such languages. Taking the services of the Embassy, in such cases, is a reasonable course. I have had to do it occasionally even 30 years ago in the Madras University Library.

29D57   Slowness of Service by Insdoc (184.5)

"Some of those who have tried INSDOC indicated that its service was very slow".

I have also heard even a more damaging remark that the translation arrives too late for use. This is, no doubt, a serious situation. The causes for delay should be systematically investigated. Whatever cause is removable, should be removed. This is the responsibility of the Insdoc and its Committee. It is not proper to evade this problem and drift along.

29D6   Documentation: Fringe Area: Reprography (200.3)

"Australian High Commission was prepared to supply a micro-copy of any document from Australia".

This offer should be certainly accepted and tried out. But the need for reprographs of Australian documents will be very small. What about documents of other countries? This needs investigation. If the Australian experiment succeeds, other Embassies may be approached for similar help.

3   Spots in the Sun

Here are a few suggestions for the improvement of Survey reports of this kind, without in any way distracting from the usefulness of Krishan Kumar's Survey. In fact, it is the otherwise good quality of his work that has stimulated the writing of this Section on desirable improvements.

31   Idea Plane

311   Principle of Unity of Idea

The Principle of Unity of Idea should be observed in each of the structural elements -- the sentence, the paragraph, the sub-section of any order, the section, and the text as a whole.

312   Helpful Sequence of Idea

The Principles of Helpful Sequence should be followed for the arrangement of idea among the sentences in a paragraph, the subsections of a section, the sections of the work, in short, in every structural element of a work. For a list of the Principles for Helpful Sequence, See Chap BD of my Prolegomena to library Classification. Ed 3 (1967).

32   Verbal Plane

The following principles should be observed in the verbal plane:-

1   Principle of Demarcation - The expression of the content of each structural element should be kept clear of each other and not made to overlap;

2   Principle of Simple Sentence;

3   Principle of Transparancy;

4   One-one correspondence between term and idea;

5   Avoiding Homonyms;

6   Avoiding Synonyms;

7   Use of Technical Terminology, where available;

8   Consistency in Presentation;

9   Any new term absolutely necessary should be defined; and

10   Elegance in expression.

33   Section Heading

Each section as well as subsection should be given a brief heading, descriptive of its contents. This will be of immense help in referring to the article and picking up precisely what is wanted, with the least effort and waste of time. It will also be of help in the first perusal of the article as a whole.

34   Notational Plane

Each section as well as subsection should be given a number. It should be in pure decimal fraction notation so as to bring out the coordination and subordination of the sections and subsections. This also is of help both in later references and in first perusal.

35   Index

A long paper, such as this Survey, should be provided with its own contents page and index. As the Survey is, of necessity, long and of a sprawling nature, it would be difficult to locate any specific information wanted, without the aid of an index. The index number should be its section number and not the page number. If so the index can be prepared even at the press copy stage. In the Contents page too, it is sufficient to give section numbers.

351   Detection of Repetition and other Errors

The index will incidentally lead to the detection of repetition of ideas. For example, "the transfer of materials from the University Library to the Departmental Collection" occurs in Sec 176.1 and 176.2 of the Survey. These two could have been coalesced in a suitable way in one and the same Section.

36   Cross Reference

In addition to the index, it is also desirable to give Cross References within the text. Even here, the section numbers will make the cross references elegant.

37   Indian Standards on Presentation of Text

The above guiding principles for the presentation of the text of a book or of an article were the result of my experiment on the subject in writing my books and articles during 40 years. Then, as the Chairman of the Documentation Sectional Committee of the Indian Standards Institution, I requested the Institution to take up the Standard on this subject. The draft based on my experience was considered in several sittings of a Sub-Committee which included a printer. The contents of the draft were also brought to the notice of industrialists, businessmen, and certain other groups of persons, at meetings arranged by them. They all welcomed the proposed Standard and declared that it would be useful in their own writings. By the time the draft standard completed wide circulation and was about to be approved, I resigned my Chairmanship, because I had completed 50 years of public service. Thereafter, certain adverse circumstances prevented the adoption of the Standard in the form in which it was generally approved in wide circulation and on which much labour had been spent by several persons.

However, anybody interested may be able to get from the Indian Standards Institution copies of that draft Standard which had completed wide circulation. Even otherwise, the essence of the Standard could be found in the quarterly Library science with a slant to documentation, 5; 1968. It appears therein as Paper B, Books and articles: Guiding principles for presentation of text (Book science series. 1), by A Neelameghan.

38   Technical Terminology

It is desirable in a learned article, such as this Survey, that technical terms should be preferred to popular terms, wherever they are available. For example,

1   The term 'Periodical' should be used instead of the term 'Journal'; and

2   The term 'Document' should be used instead of the term 'Literature'. The term 'Literature' is a homonym. It disturbs the mind, while reading, by the suggestion of its several meanings. No doubt, it may be said that the context will minimise the disturbance. But, why this dependence on context, when this

disturbance can be completely avoided by the technical term 'Document', which is quite precise in its denotation. A technical terminology provides a neutral set of terms, removed from the subconscious thought patterns.

39 Back Log of Pre-Gandhian Mentality

When are we going to give up the Pre-Gandhian habit of looking to beyond the seas for an authority even for obvious things? I can understand the old generation still sticking on to that old habit. But I do wish the new generation stands on its own legs. I am aware that the old generation is still importing outsiders

at a terrible cost for what our young men can do much better and at a much lower cost. I know that the authorities of the Delhi University Library have become, during recent years, one of the worst victims of this outmoded habit. They do not realise how much the continuation of this practice frustrates and inhibits the young librarians of renascent India bubbling with enthusiasm, to do their best. The Survey could have found out the fact mentioned in its Sec 176.3 by itself, perhaps in a more accurate form. This does not mean that we should shut out windows against all good ideas coming from outside. But we should not keep the windows open only to receive travialities.

4 INDEX

Compiled by P JAYARAJAN, Research Assistant to the National Research Professor in Library Science, Bangalore, and by M A GOPINATH, Lecturer, Documentation Research and Training Centre, Bangalore.

Note:- Index Number is Section Number·

Abbreviations Used   def   =   Definition
                         irt   =   In relation to
                         qirt   =   Quoted in relation to
                         rirt   =   Referred in relation to

Table of Man-hours spent on the Preparation of this paper. Prepared by M A GOPINATH, Lecturer, Documentation Research and Training Centre, Bangalore.

Work	N of persons	Hours spent	
		Individual	Cumulative
A Writing Work			
1 Reading and making marginal notes of the Survey	2	10	
2 Organising the marginal notes	2	6	16
3 Preparing first draft	2	12	28
4 Reading and correcting first draft	2	12	40
5 Reading and correcting fair copy	4	36	76
B Indexing Work			
1 Preparation of Index slips (400)	1	8	84
2 Checking with the text	1	2	86
3 Consolidating and preparing the manuscript	1	2	88
4 Revision of manuscript	2	2	90
5 Revision of final draft	1	1	91
Total			91

(Continued)

Work	N of persons	Hours spent Individual	Cumulative
C Contents-cum-Abstract			
1 Writing the first draft on abstract	2	1.0	92.0
2 Revising the draft	2	0.5	92.5
3 Correcting the fair copy	2	0.5	93.0
D Typing Work			
1 Typing first draft of paper,	1	8	
2 Typing fair copy of the paper (40 pages)	1	8	16
3 Typing of index	1	2	18
4 Typing the faircopy of abstract	1	1	19
	Grand Total	112	

The entire work on this paper was done in the course of one week (30 April 1970 to 5 May 1970).

Note: In all the jobs (A to C), the author participated. On account of his 45 years of experience in writing, one hour of his should be taken to be equivalent of 3 hours of others.