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INVOKING THE HELP OF THE SUBJECT-SPECIALIST.  
(Teaching in library science. 18).

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Examines the need for and the stage at which the subject-experts should be asked to give the students a bird's eye view of specific subjects and deals with the choice of the subject, the subject expert and methods of orienting the lecture.

## 1 INTRODUCTION

The student has to acquaint himself with the highways and byways of a number of subjects as a preparation for the learning of library techniques such as Reference Service, Classification, and Book Selection. A student of the B Lib Sc course should be helped to acquire such a knowledge through a study of articles in an encyclopaedia, reviews, basic texts, and orientation books with the guidance of the teacher. Lectures by subject-experts are not necessary for this. Further, the teacher himself will deal with it as an introduction to their classification. However, in the M Lib Sc course, it is necessary to supplement this knowledge of subjects through lectures by subject-experts. The deeper knowledge of the subjects got in this way would be necessary for classifying subjects of narrow extension and the

study of the Universe of Subjects: Its development and structure. It will also be necessary in advanced reference service.

## 2 SUBJECT AND SUBJECT-EXPERTS

The subjects of the lectures should be those with which the student will be concerned either in project work, or in the development of depth schedules, or in the organisation in which he expects to be employed and on which knowledge of the high-ways and byways are not easily obtainable by a mere reading of the documents on it. The subject-expert may be drawn from the local academic, research, and industrial institutions, or from those experts visiting the town. In all cases, it is necessary to ensure that the expert is capable of talking with flair.

## 3 MEETING IN ADVANCE

To ensure that the expert presents the subject in a manner suitable to the students of library science and not to the subject-specialist, it is necessary for the teacher to visit the expert's institution and settle with him the points to be developed in the lecture in a properly oriented way and arrive at an agreed syllabus so that he may give

- 1 A brief survey of the recent history of the subject with mention of the outstanding contributors and their seminal contributions (with years and the names of books or articles embodying the contribution, if possible);

- 2 The various branches of the subject and the scope of each in brief;

- 3 The latest developments and trends in the subject; and

- 4 The several characteristics on the basis of which the subject and its varied developments can be grouped.

## 4 ORGANISATION

The experts should be contacted and the meeting dates fixed at least 4 to 6 weeks in advance. The expert should be asked to give in advance a note incorporating his speaking points and a reading list including reference books. This note is to be mimeographed and distributed to the participants at the time of the lecture to enable the students to follow the lecture with ease.

Each week the librarians in the town may be notified about the colloquium through circulars. On the day of the colloquium an announcement may be inserted in the local newspapers. This will secure a suitable audience for the lecturer to get warmed up.

Incidentally, this will also enable the Department of Library Science to maintain good contact with the local librarians.

#### 5 PREPARATION BY STUDENTS

On their part, the students should read in advance encyclopaedic articles on the subject of the lecture, so that they are in a better position to understand and absorb the various points covered by the lecture.

#### 6 DURATION

The lecture should not normally exceed an hour and it may be followed by a few minutes for questions and answers.

#### 7 REPORT OF THE LECTURE

Two of the students should function as rapporteurs for each lecture. The rapporteurship should rotate among the students. The rapporteurs should record the points dealt with in the lecture and in the question-time. On the basis of this record and the note of speaking points, a brief report of about 300 words should be prepared by them, checked by a member of the teaching staff, and sent to a few newspapers shortly after the lecture. A similar report may be sent to a periodical in library science such as the *Herald of library science*.

On the same day a more detailed report of the colloquium should be prepared according to the prescribed standard, checked by a member of the staff, and then copied into the Lecturers Book.

#### 8 STUDENTS' VISIT

After the lecture, the students should be taken on a visit to the organisation where the lecturer works. This will help them to learn more about the subject at the spot.