

Lib sc. 4; 1967; PAPER M.

LIBRARY PROFESSION AND ITS EVOLUTION.

(Development of library science. 5).

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Describes the foundation, growth, and achievements of the library associations in USA, UK, and India. Shows that librarianship, which started as a mere vocation in 1870s, has now become a full fledged profession on par with that of lawyers, medical men, and engineers, as a result of the formulation of fundamental laws as the basis of its purpose and work. The Five Laws of Library Science and the Canons and Principles for several of its branches have given scope for pure, applied, and developmental research in library science and have successfully paved the way for library science to attain the status of a University subject. This, along with the improved method of teaching, as indicated, provides for education for a progressive library profession.

1 SARADA RANGANATHAN ENDOWMENT

This is a review article occasioned by the publication of the book *From little acorns: Library profession in Britain** embodying the First Series of the Sarada Ranganathan Lectures delivered by Bernard I Palmer, a distinguished British Librarian and one of the foremost expounders of the Indian School of Thought in Library Science. The Sarada Ranganathan Endowment for Library Science was initiated in 1952 by some old students of Dr S R Ranganathan. Since 1962, Dr Ranganathan has turned the Royalties on all his books to the Fund of the Endowment on a suggestion from his wife, Mrs Sarada Ranganathan. The objects of the Endowment are:—

- 1 Furthering the cause of Library Science;
- 2 Organising periodically a course of lectures, based on the latest thought and research in Library Science, called 'The Sarada Ranganathan Lectures in Library Science'; and

* PALMER (B I). *From little acorns: Library profession in Britain.* 18×13 cm; P 176. Asia Publishing House. 1966. Sarada Ranganathan lectures (1965). (Ranganathan series in library science 19).

3 Publishing these lectures and any nascent thought in Library Science. The lectures may be delivered anywhere within India, under the auspices of any university or any library association or any other body having similar interest.

2 SARADA RANGANATHAN LECTURES 1

The publication of the book *From little acorns* is in fulfilment of the second and the third objects of the Endowment. After describing his first meeting with Dr Ranganathan in Madras in 1942, Mr Palmer traces the emergence of library profession, library association, and library education in UK. Taking cataloguing as an example, Mr Palmer indicates the beginning of research in Library Science and the continued refinement of library techniques.

3 RISE OF THE ASSOCIATION

31 MOTIVATION

The nineteenth and the twentieth centuries have seen the rise of many vocational and professional associations. The renaissance and the Industrial Revolution were the primary factors that gave rise to such associations. The motivation that led to the formation of such associations are many and different. Mr Palmer summarises some of these as follows:

1 To protect the good name of a profession and prevent fraudulent, unauthorised practices (Example.—Institute of Chartered Accountants);

2 To develop effective techniques, so that they could be identified by the society as a separate group of practitioners (Example.—Institute of Surveyors); and

3 To act as a defensive organism against the exploitation by non-practitioners who are mainly concerned with mercenary interest rather than social interest (Example.—Pharmaceutical Society).

These indicate that the rise of an association was not merely to safeguard the interest of a small group of people, but it also aimed at building a better society. The associations played a significant role in curbing self-interest in individuals. They inculcated in each of their practitioners lofty ideals of serving the humanity to live a better life. Thus, the rise of associations symbolises a path of progress wherein the persons sharing a common practice and common goal are bound together to bring in a better quality of work which ultimately results in a healthy, productive development of the community.

32 LIBRARY ASSOCIATION

It may be worthwhile to compare the foundation, growth and achievements of the library associations in different countries. Their emergence is largely due to a desire to enable the public to draw maximum benefit possible from the use of documents. The Library Associations in USA, UK and India are taken for illustration.

33 AMERICAN LIBRARY ASSOCIATION

331 FOUNDATION AND GROWTH

The seed for the formation of the American Library Association was sown in 1853 by Charles Coffin Jewett, a famous librarian. In that year the first conference of librarians was held in New York. In the words of Jewett himself, the Association sought to be begun in order "to provide for the diffusion of knowledge of good books and for enlarging the means of public access to them" (3). But, the American Library Association was actually formed only a generation later. It was the pioneering spirit of Melvil Dewey that watered the seed sown by Jewett and made it sprout into the American Library Association at the Philadelphia Conference in 1876. Its 103 founder-librarians had specified its object to be "The promotion of the library interests of the country and of increasing reciprocity of intelligence and good-will among librarians and all interested in library economy and bibliographical studies" (4). It was mainly an Association of practising librarians. For a whole generation thereafter it was virtually tended by Melvil Dewey as its first Secretary. For nearly half a century after its foundation the Association was developing slowly. Thereafter the progress was rapid. Carl Milam's dynamic personality and drive lifted it to a high eminence before 1948. Currently, the Association has a membership of nearly 30,000; it has a huge building of its own in Chicago; and its staff is about one hundred strong.

332 ACHIEVEMENTS

The achievements of the American Library Association during the past ninety years are described in the following words:—

"The Association has concerned itself with the qualification, salaries, working conditions and the general welfare of librarians and equally with the expansion and improvement of library service. In its infancy it created classification and cataloguing schemes and other techniques for making library materials more easily available both to general readers and to students and scholars. Over the years it encouraged public access to books

on open shelves; lending books for home use; special services for children and young people; tax support for public libraries; the extension of library service to rural areas and to outlying sections of cities; the establishment of libraries in schools, hospitals and correctional institutions; the expansion of library resources for scholarship and research; and the design of buildings suited to the requirements of library service.

"Later activities of the Association include the support of federal legislation favourable to libraries. In 1964 the Association secured the passage of bill providing 55 million dollars a year in federal aid to public libraries. It has concerned itself with raising the standards of library service by establishing standards for all types of libraries, and of professional performance through better education for librarians. ALA accredits the graduate library schools of the United States and Canada and establishes standards for their curricula"

has brought out more than 2,000 publications and a few periodicals (7).

34 LIBRARY ASSOCIATION IN UK

341 FOUNDATION AND GROWTH

In his review of the *Proceedings* of the Philadelphia Conference in the *Academy* (London), of 27 January 1877, E W B Nicholson, Librarian of the London Institution, Finsbury Circus, suggested the formation of a Library Association in UK (37). This suggestion bore fruit on 5 October 1877, the last day of the International Conference of Librarians held in London. Thus was the beginning of the Library Association of UK. For about sixty years the progress was slow except for the institution of its own system of examination for librarians. Currently, the Association has a membership of nearly 16,000; it has a modern four-storey building of its own and its staff is about seventy strong. Its annual income is approximately £165,000.

The object of the Association was specified as "To unite all persons engaged in or interested in library work, for the purpose of promoting the best possible administration of existing libraries, and the formation of new ones where desirable. It shall also aim at the encouragement of bibliographical research" (9).

342 ACHIEVEMENTS

The achievements of the Association during the past ninety years are as follows:—

- 1 The creation and maintenance of *esprit de corps*;

- 2 Promotion of better administration of libraries;
- 3 Providing for the training of librarians and steadily improving its standard and now having brought it to the status of a University Degree Course;
- 4 Securing the universal adoption of the Public Libraries Act and periodical revisions of the Act to make it keep pace with the changing social requirements;
- 5 Promotion of the establishment of public libraries in the countries of the Commonwealth;
- 6 Promotion of research in recent years; and
- 7 Publication of library literature.

35/38 LIBRARY ASSOCIATIONS IN INDIA

35 ANDHRA PRADESH LIBRARY ASSOCIATION

The oldest surviving Library Association in India is the Andhra Pradesh Library Association. It was founded on 10 April 1914 through the efforts of Venkatanarasimha Sastry and Iyyanki Venkataramanayya who had been greatly impressed by the Statewise Library Service inaugurated by Sayyaji Rao Gaekwad, the then Ruler of the State of Baroda. Its purpose was to establish popular libraries throughout the State. Its distinctive activity has been public relation work. It secured library grants from Local Bodies. It also persuaded a few Local Bodies to maintain public libraries. Through Konda Venkatappiah, a member of the legislature, it also secured Government Grant for libraries. For some years, it has been publishing the library monthly *Granthalaya sarvaswamu* and some occasional booklets on library matters. Its work is managed by honorary officers.

36 MADRAS LIBRARY ASSOCIATION

361 FOUNDATION AND GROWTH

The Madras Library Association is the second surviving oldest Association in the country. It was founded on 31 January 1928 by K V Krishnaswamy Ayyar, a public-spirited member of the legal profession in Madras, and Dr S R Ranganathan, then the only librarian with professional status in the State. They became the first President and the first Secretary respectively. The former continued as President till 1958 when the latter succeeded him. By convention K V Krishnaswamy Ayyar looked after the business side and Dr Ranganathan looked after the academic and technical side. At the time of the foundation, there were less than twenty librarians; none but one of them had professional training and status; and all but that one had only a miserably low salary. The membership of the Association was therefore made up mostly by persons in other walks of life who yielded to the persuasion of K V Krishnaswamy Ayyar. In the founda-

tion year (1928) the number of members was 417 of whom 157 were Members for Life. In 1936 the number of members was 645 of whom 328 were Members for Life. This marks the high watermark. Thereafter the membership dwindled down steadily to 276 in 1965, of whom 183 were the surviving Members for Life. This has been due to the demise of Life Members through years. These were all non-librarians. The librarians have not yet begun to join the Association in sufficient number. Although the number of librarians in the State has now increased to about 400, about 300 of them are yet to join the Association. During the last few years the management of the Association is slowly being shifted to the younger members of the profession. It is hoped that the strength and the work of the Association will improve further. Though the Association is nearly forty years old its affairs are still managed by honorary officers and its office has to be kept in the house of the Secretary. Its annual income is, even now, Rs 5,000 only. The object of the Association has been specified as "To organise library movement in the State of Madras; encourage the better utilisation of the existing library facilities; work for the promotion of Library Legislation; promote a trained class of librarians; and publish books and promote research in library science" (1).

362 ACHIEVEMENTS

The achievements of the Association during the forty years are as follows:—

1 After twenty years of intensive public relation work making the public library-conscious, the Madras Public Libraries Act was passed in 1948 and brought into force in 1950. During the last sixteen years all the districts have formed their Local Library Authorities and have established Central and Branch Libraries. Some have also established travelling libraries. The Association helps them with its free advice;

2 The Association has brought out twenty-four publications. Some of them have already become classics and have gone through several editions; and

3 The Association started a library school in 1929. This was taken over by the University of Madras in 1931 and it is still being continued with provision for B Lib Sc, M Lib Sc, and Ph D Degrees. The influence of the Madras Library Association permeated allthrough India. Several libraries in the country seek the consultant service of its office-bearers. One of its office-bearers played a great part in persuading the Varadachari Pay Commission of 1946, to put the status and the salary scale of the librarians of the Government of India on a par with those of Professors, Readers, and Lecturers. So also so in 1959, the

University Grants Commission was persuaded to give a similar treatment to the librarians of universities and colleges.

37 LIBRARY ASSOCIATIONS IN THE OTHER STATES

The Library Associations of the other States are largely made of librarians. They were established in the following years:—

Year of Founding	Name of the State	Year of Founding	Name of the State
1925	Bengal	1951	Assam
1936	Punjab	1953	Delhi
1943	Kerala	195	Uttar Pradesh
1944	Bihar	1958	Madhya Pradesh
1945	Orissa	162	Rajasthan
1948	Maharashtra	1962	Mysore
1949	Gujarat	1965	Kashmir

The Mysore Library Association has succeeded in getting a Mysore Public Libraries Act. Most of the State Library Associations except those of Madras and Mysore hold periodical conferences and conduct library schools for semi-professionals.

38 INDIAN LIBRARY ASSOCIATION

Mainly through the efforts of K M Asadullah, the Librarian of the Imperial Library, the Indian Library Association was founded in 1933. He continued to be its Secretary till he opted to Pakistan in 1947. The Educational Commissioner of the Government of India, who had the Imperial Library in his portfolio, used to be the President till 1944. From 1944 to 1953 Dr S R Ranganathan was its President. Thereafter came Shri B S Kesavan and others in succession. A biennial conference was the chief work of the Association till 1946. In 1948 a research circle was formed in Delhi. Thereafter the Association published some advanced books on Library Science. It also conducted a learned quarterly *Abgila* from 1949 to 1953. The

Association now holds an annual conference and has started a quarterly *Indian Library Association bulletin* in 1964.

4 LIBRARY PROFESSION

40 THREE PERIODS

The following three periods may be recognised in the development of the Library Profession:—

- 1 Scholarly Period (Roughly till 1850s);
- 2 Vocational Period (Roughly from 1850 to 1950); and
- 3 Professional Period (Roughly after 1950).

These three periods are not clear-cut ones. Each overlaps a good deal into the later periods. The name given to a period is determined by the latest of the three stages found in it.

41 SCHOLARLY PERIOD

Prior to 1850s, the libraries were largely owned by royalties, noble men, monasteries, and universities. The primary objective of the first two groups of libraries appear to have been more to function as marks of nobility than to get their books widely used (14). But a monastery was interested in the use of their books by the scholarly monks. It was managed by one of the scholarly monks as a secondary occupation. For example, about the end of the fifteenth century Johann Tritheim, a learned monk, managed the library of the monastery of Spanheim (35). As the monasteries declined, their libraries passed into the possession of the newly rising universities. But the tradition of their being used mostly by scholars alone and of one of the scholars functioning as the librarian continued till the end of the World War I. This tradition still lingers on in a few stray universities and colleges in India. The work of the scholarly librarian was largely the personal advancement of his scholarship. Thus, the stage of scholarly librarian germane to the first period, had overlapped heavily into the second period, and has its traces even in the third period. Thus, in these circumstances, there was little chance for librarianship to emerge even as a vocation.

42 VOCATIONAL PERIOD

About the middle of the nineteenth century public libraries came to be started in some countries such as UK and USA. Scholars were not put in charge of these libraries. They were manned largely by non-university men who had not yet developed any scholarly pursuit of their own. Without spending their time in their own scholarly work with the help of the books in their charge, they took their work to be that of providing, as Palmer says, "A source of information and enjoyment for all

men." According to Palmer, this made "the new librarians (in public libraries) . . . to think about their functions anew" (15). As the number of public libraries increased, and their staff also increased, their common goal of making the public widely use the information embodied in books led to the emergence of librarianship as a new vocation. The arts of Book Selection, Classification, Cataloguing, and Reference Service, were casually developed by methods of trial and error. With the advance in these arts, the vocation got more and more crystallised. Librarianship continued as a vocation for a long time. Even today, it lingers on in that stage in some places. For example, even as late as 1950, Leigh described librarianship to be merely as "a skilled occupation" (11).

43 PROFESSIONAL PERIOD

Has librarianship achieved its goal of becoming a profession? This has been a moot question. In 1951, Pierce Butler compared librarianship to the typical professions, such as medicine, law, and engineering, and opined that the intellectual content of librarianship was not so "abstruse as to become a special professional scholarship". Further, Butler continued, "Librarians always have operated, and still do, with an empirical rather than a theoretical attitude toward their problems. Their techniques are so matter of fact that a layman can quickly learn them on the job" (2). Even as recently as 1961, William Goode opined, "Several key elements are missing to prevent its (librarianship's) knowledge base from being sufficient for full professional status. The central gap is of course the failure to develop a general body of scientific knowledge bearing precisely on this problem in the way that medical profession with its auxiliary scientific field has developed an immense body of knowledge with which to cure human diseases" (5). Further, Goode feels, "In a very general way, it is possible at least to define the major task or problem of the librarian, but I doubt that it is possible to identify the fund of principles or generalisations—the *science*—which solves it" (5). Goode is right in his assumption that a body of fundamental laws is a condition precedent for the formation of a profession. A set of such fundamental laws have been formulated as far back as 1931 by Dr S R Ranganathan of India (26). During the past three decades, we have seen how these laws have helped not only in the inference of the past and the present techniques needed for library service but also in the anticipation of new techniques needed for library service in changing social conditions. These fundamental laws have in a potential form all the intellectual content demanded by Butler for Librarianship to be

deemed to be a profession. Fortunately, however, the Laws of Library Science and the application of scientific method to every library technique have already begun to permeate widely. The permeation began in UK nearly twenty years ago. It was initiated by Palmer shortly after his return from India in 1945. Today the minds of the younger librarians are fully charged with these laws and their potentialities. Thus, the librarians no longer belong to a mere vocation but to a learned profession on a par with the professions of Lawyers, Medical men, and Engineers.

5 LIBRARY SCIENCE

51 DEFINITION OF SCIENCE

Is there a Library Science? There is some scepticism about it. Dr Ranganathan discussed this question elaborately in 1957 (27). He has shown that the scepticism arose because of two kinds of restrictions in the definition of 'Science' — Subject of study and Method of study. After showing that none of these two definitions leads to a precise denotation of a 'Science', he resorted to the Spiral of Scientific Method. He then defined 'Science' as "Any domain in the universe of subjects irrespective of the subject and the method of study, which admits of the Spiral of Scientific Method in its development" (28).

52 LIBRARY SCIENCE AND THE SPIRAL OF SCIENTIFIC METHOD

Further, Ranganathan showed that the development of library science had already completed a full cycle in the Spiral of Scientific Method. He points out, "the typical library practices current before 1931 correspond to quadrant 1 of the Spiral. They state facts of experience corresponding to the nadir. They also mention in a few places some empirical laws derived from the facts by induction. This corresponds to quadrant 2. The five fundamental laws seized by intuition in quadrant 3 from the normative principles corresponding to the zenith. All the empirical laws formulated in quadrant 2 reappear in quadrant as laws deduced from the normative principles in quadrant 4. This quadrant receives also new deduced laws not found among the Empirical laws. New library techniques and practices get generated in this way from the normative principles" (29). The Five Laws of Ranganathan are the normative principles of Library Science. The entire range of Documentation Work and Documentation Service including the auxiliary services—all these are post-war developments—are implied in the Five Laws of Library Science. Thus, the Five Laws of Library Science—1 Books are for use; 2 Every reader his book; 3 Every book its reader; 4 Save the time of the reader and the staff; 5 Library is a growing organism—have lifted the art of Librarianship

to that of a science — Library Science. In the words of Palmer, the Five Laws are a "succinct statement of the reasons for our profession" (23).

53 CANONS AND PRINCIPLES

Further, normative principles have been formulated also for certain branches of Library Science such as Classification and Cataloguing. These normative principles are, for distinction, called 'Canons' instead of 'Laws'. The Canons of any branch of Library Science have necessarily to be consistent with Laws of Library Science in general. Palmer has clinched the value of these Canons (in classification) in the following words:—"Ranganathan has systematised the study of classification into principles, rules, and canons, . . . which have worked a revolution in our subject, and changed it from a dull theory with apparently little relevance to practise into an incisive intellectual tool which could be used to analyse existing scheme or to help in the construction of new ones" (24).

6 RESEARCH IN LIBRARY SCIENCE

60 BEGINNINGS OF RESEARCH

"The primary biological duty of any species is to secure its own continuation. If it is not unreasonable to look for a carry over into social organisms of the basic urges of the biological ones, we could expect the primary duty of a social organism to be self-prepetuation," says Palmer (17). This is as true of the library profession as of any other. If the library profession is to grow, library science should grow. If library science is to grow, library research should grow. If research in library science grows, more refined and more efficient library techniques will flow out of library science. If these are harnessed, and put to use in serving the public, the library profession will grow in its own inner satisfaction and in the estimation of the public. As stated in Sec 5 the seeds of library science were sown in 1931. Till then, barring a few isolated items of research by exceptional men of genius, hardly any continuous team research along lines floodlighted by normative principles had been possible. This statement does not deny the *ad hoc*, often, disjointed, improvements in library practice made during the century before 1931. Improvements of this kind, happening few and far between, are necessary even to maintain a vocation at a fairly acceptable level. The library vocation has, therefore, been inevitably doing this all along. But research is different from casual improvement in this practice or that. Research is something global, something deeper, and something far-reaching in its effect. After the normative principles of a discipline are laid bare, team research

becomes possible. At its pure stage, it will amount to laying bare the implications of the normative principles without a direct eye on their utilisation. Further work on implication of these, done by another kind of team, results in applied research. Thereafter follows developmental research and utilisation. Since 1931, research in library science has been slowly moving along such lines.

61 UNITED STATES OF AMERICA

For a long time, bibliography-building and survey type of work abounded in the research activities of USA. The brilliant work of Melvil Dewey, Charles Ammi Cutter, and Henry Evelyn Bliss stand quite apart by themselves, are outside the main stream. During recent years, a considerable body of investigations in what may be called the penumbral region of Library Science are being financed by the Council of Library Resources Inc. Strength of paper, binding, mechanics of cataloguing, reprography, mechanisation of library routine—these are some examples. The National Science Foundation sponsors research falling much more within the umbral region of Library Science. An annotated list of the research projects are published periodically in the *Current research and development in scientific documentation*. All this research is conducted in libraries and library schools often on contract. The point of contact between computer and library work looms large in their coverage. Mrs Pauline Atherton and Mrs Phyllis Richmond formed a Committee for pure research in Library Science as an adjunct to the American Library Association at its conference held in Canada in 1959. Most of the research papers are published in the periodicals—*Library quarterly* (1930–), *College and research libraries* (1939–), *American documentation* (1950–), *Library trends* (1952–), and *Library resources and technical services* (1957–).

62 UNITED KINGDOM

In UK there was not much research activity in library science for a long time, except for a few *ad hoc* improvement in library practices. In 1911, J D Brown designed the Subject Classification. By about the end of World War I, W C Berwick Sayers formulated some Canons for Classification. Except for this, there was not much research activity in UK till 1946, when the effervescence of the Five Laws of Library Science had permeated to UK. In that year, Palmer attempted to form a research circle. But it seems to have been virtually stillborn. In the middle of 1948, Dr Ranganathan visited UK at the invitation of the British Council. During that period, the whole

of a Sunday was spent with him in Chaucer House, by D J Foskett, B I Palmer, and A J Wells. That day was spent with undivided attention in breaking open the field of Library Science. The design of a faceted scheme for the classification of bread-making and tailoring was a tangible outcome. But a more far reaching though intangible result was the conviction that research in library science was possible and the determination that it should be taken up. This feeling reached its climax during a lecture on "self-perpetuating classification" delivered by Dr Ranganathan under the joint auspices of the ASLIB and the Society of Visiting Scientists in London on the eve of his return home—that is, on 29 September 1948 (34). Palmer and Wells evaluate this impact of Dr Ranganathan in the following words:— "British librarianship may look back on the summer of 1948 as the watershed which divides the old librarianship from the new . . . More than anything else, his message to us has been a suggestion that we should probe into greater depths to find the fundamental drives that form the basis of our tasks" (25). This planting of seed inside the profession for an urge to do research was followed, about a year later, by a call for research in classification made by the J D Bernal Committee of Royal Society Conference in 1948. This led to the establishment of the Classification Research Group (=CRG) in 1952. The Group is still going strong, it has done much to bring to the notice of the world the basic work of Dr Ranganathan on Facet Analysis and Chain Procedure. CRG is continuing its research punctuated by monthly meetings. Both the ASLIB and the Library Association are now sponsoring research and have research officers on their staff. The Cranfield experiment is a well-known example of applied research. ASLIB and CRG were the prime movers in the convening of the Dorking Conference in 1957—the first international conference on the theory of classification. The second conference was held at Elsinore in 1964. It was organised by the FID/CR Committee on Classification Research and the Danish Centre for Documentation. The Presidential Address of Dr Ranganathan on each of these conferences was turned on the scope for pure and applied research in classification (30, 31). Thus, as measured by the rod of research the British library profession has become mature. Mr Palmer has devoted three of his five lectures to show the progress in research in Library Science, taking Cataloguing as an example.

63 INDIA

W C Borden and Asha Don Dickinson introduced into India the then prevailing library practice of USA. But there was no thought of research. Kudalkar, who succeeded Borden, was

a man of great promise. Research might have been initiated by him. But he died prematurely. In the 1920s, Newton Mohan Dutt and Dr S R Ranganathan brought with them the then prevailing library practice of UK. The latter had visited about a hundred British libraries at different stages of development during the first half of 1925. To quote Dr Ranganathan, "This facilitated a comparative study of library practices. But there was no means of finding out any common point of emergence of the new trends in the different library practices. Consequently, what could be seen was only a bundle of diverse practices, without an integral relation. It looked as if future developments were unpredictable. . . . Cannot all the known practices be got by the process of deduction from some basic principles? Do not the basic principles contain, as necessary implications, many other practices not current or known at present? . . . Such questions began to simmer in the mind . . . from the first half of 1925. The acute stage of emergence (of the Five Laws) to the conscious level was reached late in 1928. . . . About three hours were spent in filling up in skeleton form five sheets of paper with some deductions from the Five Laws" (32). Within a month after that an opportunity came for Dr Ranganathan to expound these laws and a few deductions from them to an audience of about a thousand teachers. In a few months thereafter the School of Library Science was founded in Madras. From 1929 to 1931, he developed all these branches of Library Science as implications of the Five Laws. The book *Five laws of library science* was published in 1931, embodying all these experiences. This set the stage for the beginning of pure research in Library Science. During the next ten years, similar fundamental laws were formulated under the name 'Canons' for different branches of Library Science such as, Classification and Cataloguing. Till 1947, Ranganathan and his colleagues in his library wrote symposia papers on the basis of the Laws and the Canons, for the biennial All-India Library Conferences. After he joined the University of Delhi and organised the Department of Library Science, he turned his whole time to research and teaching. Since then he has been having successively a few young colleagues to work with him as a team. The *Annals* part of the *Abgila* (1949-53), the *Annals of library science* (1954-1963), and the *Library science with a slant to documentation* (1964-) have been the media for their research papers. The Documentation Research and Training Centre was founded in 1962, with research and advanced training for the documentalists as the primary objective. Every year this centre holds a Seminar, which attracts about a hundred young librarians interested in research. Its *Proceedings* forms another medium for the publication of research papers. During the

seventeen years, 1949 to 1966, these four media taken together have published about 450 research papers. Besides these 205 additional papers appeared also as part of the Symposia presented to the All-India Library Conference from 1935 to 1953. These papers cover Depth Classification, Cataloguing, Documentation, Library Organisation and Administration, Standardisation of Library Techniques and Teaching in Library Science. It is hoped that many centres for systematic research in library science will begin to function continuously in due course of time.

7 EDUCATION FOR THE LIBRARY PROFESSION

70 EDUCATION FOR A PROGRESSIVE PROFESSION

The evolution of a profession and the education of its practitioners are mutually dependent. If the profession is to grow, the education must project itself far beyond the fringe of its current general practice. The horizon should be lifted, as it were, quite often during the course of education and the students should be helped to have a glimpse of what lies beyond for pursuit by them in due course. The history of education for librarians in USA, UK, and India illustrates this.

71 UNITED STATES OF AMERICA

Largely through the work of Melvil Dewey, the Columbia College (New York) founded, in 1887, a School of Library Economy for the education of librarians. This was indeed a far-sighted vision of Dewey, at a time when librarianship was only just emerging as a mere vocation. This bold take-off at the very start had given a university status to the education for librarians in USA even eighty years ago. In spite of this happy university start, neither the standard of teaching nor the content of the course can be said to have attained an adequately high level. They were largely tilting towards a vocational course rather than a professional one. There was no concerted attempt to probe into the depths of the several library practices and trace them to some fundamental principles or *vice versa*. Lack of such fundamental principles has had its effect in the education of librarians in USA. This retarded the course in library science coming to be at par with the courses in long-established conventional sciences. Another consequence was the devotion of most of the thought to survey of literature and of current library practices. As if to compensate for this lack of depth in the training courses given, a feeling of much needed satisfaction appears to be now being sought by letting in electronic engineering and turning the profession's thought to the interstice between library profession and the engineering profession. A socially more productive result

would have been possible if greater depth had been reached in teaching library science proper, so as to make the electronic age yield its best to social and intellectual objective of the library profession.

72 UNITED KINGDOM

According to Mr Palmer, "The Universities (in UK) were not concerned themselves with vocational education" (18). Therefore, as a "self-conscious social organism", the Library Association took upon itself the task of vocational education. As depicted by him, after two unsuccessful attempts in 1880 and in 1885, the Library Association firmly established a correspondence course in 1904. It lasted until the introduction of the 1964 syllabus. In 1933, the Association had amended the syllabus to suit a three-tier-examination system — Elementary, Intermediate, and Final. According to Palmer, "This syllabus showed an unconscious understanding of the need for a three-tiered structure of staff in the library service" (19). On the whole the education for librarianship was not of a high standard. It was largely text-book-centred and examination-centred. In the words of Palmer, "The standard of professional (vocational?) education of the first four decades of the twentieth century (in Britain) does not seem very high. It was too pre-occupied with the here-and-now of library practice. It was uneven, some subjects being examined on the basis of daily practice, and offering little more than certification of training" (20). Full-time course for librarianship emerged in UK only after 1944. After two decades of effort by enthusiastic librarians, teachers, and students, the Library Association was able to convince some British Universities that Library Science had enough intellectual content to become a subject of study for a university degree (13). The School of Librarianship and Archives of the University of London, which was at one time marginal to the work of the University College, elevated its Director to the status of a University Professor in 1959. Since October 1965, the School offers higher courses leading to M A (by examination, one year), M Phil (by thesis, not less than two years), and Ph D (by thesis, not less than two years). After a prolonged discussion with the Library Association, the University of Sheffield started a Postgraduate School of Librarianship in 1964. In October 1965, the Queen's University of Belfast did similarly. The newly formed University of Strathclyde in Scotland has also included a Postgraduate Course in Librarianship. Today, UK has four university and nine non-university Library Schools. As Palmer puts it, "Where the United States and India have led Britain at last follows!" (21).

73 INDIA

The first of the still continuing schools of library science in India was started in 1929 by the Madras Library Association on the initiative of Dr S R Ranganathan. It was taken over by the University of Madras in 1931. In 1937, it became the first Postgraduate Diploma Course in India. In 1957, Ranganathan's family endowed the Sarada Ranganathan Professorship in Library Science in the University of Madras. This led to the separation of the School of Library Science from the University Library. It is now an independent Department of Teaching and Research of the University. As stated in Sec 362, it has the provision for B Lib Sc, M Lib Sc, and Ph D degrees. Again on the initiative of Dr Ranganathan and prompted by the then Vice-Chancellor, Sir Maurice Gwyer, the University of Delhi started a Department of Library Science in 1947 with provision for all the three levels of education. There are 20 other universities in the country giving the B Lib Sc course. A few have independent departments of teaching, while others entrust the work to the staff of the University Library. The number of full-timed teachers is steadily on the increase. The objects of the Documentation Research and Training Centre established in Bangalore in 1962 is mainly advancement of research in library schools and the advanced training of a few select documentalists for service in industrial and other specialist libraries and for feeding the research team in the country. In 1964, the Insdoc started a course in Documentation and Reprography. Some State Library Associations or other agencies conduct schools for semi-professionals.

74 TRADITIONAL METHOD OF TEACHING

At the time of the beginning of courses for librarians, teaching in most colleges was largely curriculum-centred. DICTATED notes and a few prescribed text-books were the rule. The proportion of students to teacher was very high, often exceeding 30. Further, though there might be three teachers for ninety students, each teacher had to address all the ninety students *en masse*. Students were kept in a passive state with the inevitable wandering of their mind. Thus in reality the student-teacher ratio was as high as 90:1. This traditional method of teaching naturally descended on the courses in library science also. Learning by heart, class numbers, bibliographical lists, and pre-made answers to anticipated standard questions, vitiated education and corrupted teaching methods. In these circumstances, it is no wonder that the practical Britishers preferred, for long, in-service-training and apprentice course. In this, to quote Palmer, the student "was daily at work among the books which are a

librarian's stock-in-trade and the readers who are his only real reason for existing" (22). The experience so picked up could be patterned to suit examination purposes, through correspondence courses. But as stated in Sec 72, UK is now outgrowing this mode of training.

75 NEW METHOD OF TEACHING

As stated already, the Madras School was started by Dr Ranganathan in 1929. For seven years before becoming librarian he had been teaching in colleges, after taking a degree in education. Even in his student days he had been revolting against the traditional method of teaching (33). When he started, teaching in 1917, he straight away plunged into student-centred, discussional method of teaching reinforced by individual instruction. If the class was more than ten strong he would engage them in smaller groups rather than have to recourse to mass-lecturing. This method of teaching was adopted by him in the Madras School of Library Science all the fifteen years he taught there and in the Banaras and Delhi Schools till he left the latter in 1955 and continued in the Documentation Research and Training Centre, since 1962. In his method, there is a two-pronged approach. One proceeds from the observations made in the stack room and elsewhere, the experience gained in the prescribed practical work, and in the preparatory study with the guidance of the teacher. The second approach is by deduction from the Five Laws of Library Science or from the Canons, as the case may be, made in the class-room, through discussional method. These two lines of approach were blended together. Occasionally, there is also a forceful lecture or two to spread before the students a birds-eye-view of the terrain to be covered, and at the end of the course, assembling together coherently, and rapidly all the essential results obtained, and also towards the very end lifting the horizon and giving the students a glimpse of the beyond as described in Sec 70 (12). Here is a pen-picture of Dr Ranganathan's work with his students, "He takes the subject of Library Science in a practical way. He does not simply deliver a lecture in the class and go away. He encourages every brain in the class to exercise itself. He introduces the topic and puts the problem before the class to think and answer there and then. That is why everybody in the class had to be alert to think quickly and give one's contribution in the discussion of that topic. The contributions of all and the reshaping of them in the end by himself, would produce an excellent and original answer to the question. Then he will give the guidance for future reading on the topic" (36). Some of the students of Dr Ranganathan have become teachers and naturally there is a chance for their adopting

a similar method of teaching. This method of teaching is in full force and is being continuously refined since 1962 in the Documentation Research and Training Centre, Bangalore. There is evidence that the value of this method of teaching is just beginning to be seen in other countries too (10). This method of teaching developed in a few schools in India answers the following exhortation of Quiller-Couch, Edward VII Professor of English Literature at Cambridge in 1913, "... so that the man we are proud to send forth from our Schools will be remarkable less for something he can take out of his wallet and exhibit for knowledge, than for *being* something, and that *something* a man of unmistakable intellectual breeding, whose trained judgement we can trust to choose the better and reject the worse" (8).

8 MESSAGE OF THE BOOK

It is indeed a feast to read the *From little acorns*. Palmer's lucidity makes one envy his power of exposition. Palmer knows how to hold the attention of his readers. He knows when to tell facts and how, and how to lead the reader to think for himself. He is an adept in lighting up seriousness with humour. Here is an exquisite sample, "Indeed, as some one somewhere once remarked about God, if He did not exist it would be necessary to invent Him, so with the librarian" (16). He charges the reader with a firm faith in the "essential social purpose of my (the library) profession", without which "The modern, progressive, democratic society ... would work far less efficaciously" (23). The unity of idea running through the chapters in the book is transparent. The unity of a lower level, found in each of the sections, is brought out by apt section headings. The section headings of a chapter taken together function as an abstract to that chapter. This feature facilitates in picking up the needed references on later occasions. The expressive index prepared according to the Indian Standard (6) reinforces this facility. The artist's design of the Jacket clinches the message of the book. The credit for the excellent and expeditious publication of this book goes to the Asia Publishing House. This, the first volume in the Sarada Ranganathan Lecture series, sets a high standard for its successors.

91 BIBLIOGRAPHICAL REFERENCES

- Note.*— 1 The following is the list of documents used.
- 2 Column 1 of this bibliography gives the serial number of the documents included in it.
 - 3 Column 2 of this bibliography gives the number of the section in the text, where the reference to the document occurs.

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- 2 Sec 43 BUTLER (Pierce). Librarianship as a profession. (Library quarterly. 21; 1951; 245).
- 3 Sec 331 CLIFT (David H). Associations in the United States. (Library trends. 3; 1955; 221).
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- 18 Sec 72 —. —. Sec E21.
- 19 Sec 72 —. —. Sec E23.
- 20 Sec 72 —. —. Sec E3.
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- 37 Sec 341 STOKES (Roy). Associations in the British Commonwealth. (Library trends. 3; 1955; 238).