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EDUCATION FOR LIBRARIANSHIP IN INDIA

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Formal education for librarianship in India dates from 1911 and the activities of William Alanson Borden, an American librarian. Borden, born in 1853, began his library career in 1883 at the Boston Athenaeum. He organized the Reynolds Library, Rochester, New York, in 1886, and the Library of the Young Men's Institute in New Haven, Connecticut, in 1887. He remained in charge of the latter until 1910 when the Gaekwar of Baroda, an enlightened ruling prince, invited him to organize a library system for the state of Baroda. Borden spent three years in Baroda where, in addition to developing libraries, he started a library school in 1911. This school did not last long.

Borden returned to the United States in 1913, and in 1915 he became a library engineer, a career he pursued until his death in 1931. According to Who's Who in America, he invented "...the Borden cantilever bookstack (steel), and the removable card catalog drawer, now in general use in pub. libraries. ... Wrote: Scheme of Classification for the Libraries of Baroda State; Alternate Classification for Libraries--a modification of the Decimal Classification."¹

Interestingly enough, the second effort to establish formal education for librarianship in India also involved an American. Asa Don Dickinson, well-known for his "Best Books" series and for a number of years Librarian of the University of Pennsylvania and of Brooklyn College, served as Librarian of the University of Panjab, Lahore, in 1915/16. A library training class was established in 1915, and this program continued until partition in 1947 when this section of the Panjab became a part of Pakistan. This was

a short practical course and according to one Indian writer, P. N. Kaula, its influence was largely local.² However, there is no doubt that Dickinson's The Punjab Library Primer³ had wide circulation and use throughout India. Kaula continues by stating: "It was left to the dynamic personality of Dr. Ranganathan to give a country-wide lead in library education and to make the country library training conscious. Under his inspiring leadership, the Madras Library Association started its first Certificate Course in 1929. This was taken over by the University of Madras in 1931."²

Shiyali Ramanrita Ranganathan was born in 1892. From 1917 to 1923, he was a college teacher of mathematics. In January, 1924, he assumed the newly created post of University Librarian at Madras University. He states that his initial reaction was one of boredom and that many of his teaching colleagues commiserated with him on his new assignment. In October, 1924, he entered the School of Librarianship, University College London, and mastered the content of the literature on librarianship available there in a couple of months. He was very critical of library school, for its lack of coordination and for the disjointed way in which information was presented. For a month or six weeks, he worked in the Croydon Public Library, under W. C. Berwick Sayers, and there "...the functional organisation of the work, the functional distribution of the books in different apartments and the refreshing human touch...[suggested the] possible existence of some central principles...."⁴ Before his return to India in 1925, Ranganathan visited, by his own count, some 120 libraries of all types and sizes. More than twenty years later, he referred to this experience as follows: "Indeed, even as a student of Library Science I found the bewildering variety in the practices of libraries in the West not to be the result of purposeful variation in all cases, but to be unintended ones due to drifting along without a normative force."⁵

Upon his return to Madras University, he said, "The 32,000 volumes of the library had to be classified and re-catalogued; concurrently with this, the Colon Classification and the Classified Catalogue Code had to be designed and developed."⁶ From 1925 to 1928, Ranganathan's "mind was in ferment" experimenting and shaping the classification scheme, forging cataloging technique, rendering reference service single-handed, and observing repetitive jobs of administration. In 1931 the first edition of The Five Laws of Library Science⁷ appeared, followed by the Colon Classification⁸ in 1933, and the Classified Catalogue Code⁹ in 1934. Since then, Ranganathan has been a prolific writer. As long ago as 1951, he was credited with thirty-one published books and about 800 articles.

Ranganathan remained at Madras University until 1945 when he became Librarian and Professor of Library Science at Banaras Hindu University. After two years in this post, he moved to Delhi University as a full-time

teacher in librarianship, serving from 1947 to 1955. His departure from Delhi resulted in a temporary suspension of the master's degree program; however, it was revived in 1959.

At the present time there are fifteen universities offering programs of instruction in librarianship at the graduate level.

<u>Institution</u>	<u>Location</u>	<u>Date Program Inaugurated</u>	<u>Current Credential</u>
Aligarh Muslim University	Aligarh, Uttar Pradesh	1958	B. L. S.
Andhra University	Waltair, Andhra Pradesh	1935	Diploma
Banaras Hindu University	Banaras, Uttar Pradesh	1941	Diploma
Baroda University	Baroda, Gujarat	1956	Diploma
Bombay University	Bombay, Maharashtra	1944	Diploma
Calcutta University	Calcutta, West Bengal	1946	Diploma
Delhi University	Delhi	1947	Diploma, M. L. S., Ph.D.
Kerala University	Trivandrum, Kerala	1961	B. L. S.
Madras University	Madras, Madras	1931	B. L. S., M. L. S., Ph.D.
Nagpur University	Nagpur, Maharashtra	1956	Diploma
Osmania University	Hyderabad, Andhra Pradesh	1959	Diploma
Panjab University	Chandigarh, Panjab	1960	Diploma
Poona University	Poona, Maharashtra	1958	Diploma
Rajasthan University	Jaipur, Rajasthan	1961	B. L. S.
Vikram University	Ujjain, Madhya Pradesh	1957	Diploma

All of these universities offer programs of one academic year in duration; a bachelor's degree is required for admission, and a diploma or a degree is awarded upon completion of the work. Delhi and Rajasthan specify a degree in arts or sciences for admission. The initial one year program results in a diploma at Delhi University and in a bachelor's degree at Madras University. In both institutions, the second year program has the master's degree as the credential.

The material which follows is based primarily upon 1960/61 prospectuses and syllabi obtained from nine of the fifteen universities late in 1961. Andhra University reported that its program was being changed from a diploma to a degree course with 1962/63 and that the new syllabus was not then available. The nine universities providing data were those of Baroda, Bombay, Calcutta, Delhi, Osmania, Panjab, Poona, Rajasthan, and Vikram.

Curriculum

Although there is a relatively high degree of common content in the

curriculum, there are significant variations in the combinations of subject matter in the various papers. The universal solid-core consists of courses in theoretical and practical classification, theoretical and practical cataloging, library organization, and library administration. Book selection, physical bibliography, document bibliography, and reference service are organized in a variety of combinations.

In an effort to escape a narrow professionalism and to broaden the general educational background of the candidate, a few of the library schools have included non-library science courses in the curriculum. Bombay, for example, requires a paper on "The Cultural History of India" and one on "Outline of Knowledge"; Calcutta requires a paper on "General Knowledge." Poona has a paper which combines "General Survey of the Literary History of India and General Knowledge." Calcutta is the only institution which has a specific language requirement in addition to English, which may be assumed for all institutions. The Calcutta requirement may be met by presenting either French, German, Hindi, or Russian, provided the one offered is not the mother tongue.

Table 1 presents in outline form the courses and examination requirements for the nine schools.

TABLE 1

COURSES AND EXAMINATION REQUIREMENTS

Baroda

Part I. Theoretical

Library Classification	100 marks	3 hours
Library Cataloguing	100 marks	3 hours
Bibliography and Book Selection	100 marks	3 hours
Reference Service, General and Special	100 marks	3 hours
Library Organization	100 marks	3 hours
Library Administration	100 marks	3 hours

Part II. Practical

Practical Classification (40 marks for practical work during year)	60 marks	2 hours
Practical Cataloguing (40 marks for practical work during year)	60 marks	2 hours
Practical Reference Work (40 marks for practical work during year)	60 marks	2 hours

Bombay

Evolution and Development of Writing, Books, and Libraries	100 marks	3 hours
Library Organization	100 marks	3 hours
Library Administration	75 marks	2 hours
Reference Work and Documentation	100 marks	3 hours
Classification	100 marks	3 hours
Cataloguing	100 marks	3 hours
Cultural History of India	100 marks	3 hours
Outline of Knowledge	100 marks	3 hours
Practical Test in Classification) 200	2 hours
Practical Test in Cataloguing) marks	2 hours
Practical Test in Reference Service) total	10 minutes

Calcutta

Library Classification(Theoretical)	75 marks
Library Classification(Practical)	75 marks
Library Cataloguing(Theoretical)	75 marks
Library Cataloguing(Practical)	75 marks
Library Organization and Administration	100 marks
Bibliography and Book Selection	100 marks
Reference Work	100 marks
General Knowledge	100 marks
Language(Any One of the Following Other Than the Candidate's Mother Tongue: German, French, Russian, Hindi)	100 marks

Delhi

Library Classification(Theory)	100 marks	3 hours
Library Classification(Practical)	100 marks	3 hours
Library Catalogue(Theory)	100 marks	3 hours
Library Catalogue(Practical)	100 marks	3 hours
Physical Bibliography and Reference Service	100 marks	3 hours
Book Selection and Document Bibliography	100 marks	3 hours
Library Organization and Public Library Service	100 marks	3 hours
Library Administration	100 marks	3 hours

Osmania

Classification	100 marks	3 hours
Cataloguing	100 marks	3 hours
Bibliography, Book Selection, and Reference Work	100 marks	3 hours
Library Administration	100 marks	3 hours
Library Organization	100 marks	3 hours
Practical Test in Classification	100 marks	3 hours
Practical Test in Cataloguing	100 marks	3 hours

Panjab

Library Classification	100 marks	3 hours
Library Classification and Cataloguing(Practical)	100 marks	3 hours
Library Cataloguing	100 marks	3 hours
Bibliography	100 marks	3 hours
Book Selection and Reference Service	100 marks	3 hours
Library Organization	100 marks	3 hours
Library Administration	100 marks	3 hours
Term Paper(Project Report)	50 marks	
Sessional Notebooks	100 marks	

Poona

History of Libraries, Bibliography, and Book Selection	100 marks	3 hours
Library Organization	100 marks	3 hours
Library Administration and Reference Work	100 marks	3 hours
Classification(Theory)	100 marks	3 hours
Cataloguing(Theory)	100 marks	3 hours
General Survey of the Literary History of India and General Knowledge	100 marks	3 hours
Practical Test in Classification	80 marks	3 hours
Practical Test in Cataloguing	80 marks	3 hours
Practical Test in Reference Service	50 marks	oral
Practical Work in Above Three Subjects During Year	40 marks	

Rajasthan

Library Organization	100 marks	3 hours
Library Administration	100 marks	3 hours
Physical Bibliography and Book Selection	100 marks	3 hours
Document Bibliography and Reference Service	100 marks	3 hours
Library Classification(Theory)	100 marks	3 hours

Rajasthan (continued)

Library Classification (Practical) (Written Examination)	100 marks	3 hours
Library Catalogue (Theory)	100 marks	3 hours
Library Catalogue (Practical) (Written Examination)	100 marks	3 hours

Vikram

Library Organization	100 marks	3 hours
Library Administration	100 marks	3 hours
Bibliography, Book Selection, and Reference Service	100 marks	3 hours
Library Classification (Theory)	100 marks	3 hours
Library Classification (Practical)	100 marks	3 hours
Library Catalogue (Theory)	100 marks	3 hours
Library Catalogue (Practical)	100 marks	3 hours

Instruction is still heavily slanted toward preparing the student to pass a series of examinations set and graded by outside examiners. Under these conditions, the prevailing pedagogical method is the lecture, although attempts are being made to introduce other procedures. It is difficult, however, for an instructor to attempt to require a term paper or a project in a situation where the student's success and grade are generally completely dependent upon passage of the examinations.

Of the nine prospectuses examined, the number of papers in which examinations were to be taken ranged from seven to ten, and the total number of marks from 700 to 900. A typical pattern consists of six papers in "theoretical courses," i. e., administration, organization, book selection, bibliography, cataloging (theory), and classification (theory), and two practical papers, one each in cataloging and classification. In most cases, each examination is of three hours duration and consists of 100 marks. However, there are variations.

Attempts to place greater emphasis on work done during the academic course are being made. At Baroda, for example, where a reference "practical" is given as well as a cataloging and classification "practical," 120 marks out of a possible 300 are reserved for the work done during the year. Panjab requires a term paper with a maximum of 50 marks and the keeping of a "sessional notebook" (100 marks) as a part of the total 850 marks possible. Poona allows a maximum of 40 marks out of a possible 850 for practical work during the year.

A passing grade of 40 per cent in the aggregate represents the norm. This practice reflects the British pattern of setting stiff examinations with a relatively low passing grade. There are internal variations on this pattern, e. g., 30 per cent

on the theoreticals and 50 per cent in the practicals for an aggregate of 40 per cent and 35 per cent in each theoretical and 40 per cent in the aggregate of theoreticals plus 50 per cent in each practical. In one instance the requirement drops as low as 33 per cent in each paper with no over-all higher requirement.

In general, a candidate passing the examinations with a grade of 60 per cent receives a first class or first division degree, and with a grade from 50 to 59 per cent, a second class degree. This is a matter of some importance because specifications for academic appointments frequently require a first or a high second class degree. Practically all of the prospectuses examined specified an attendance performance of 75 per cent.

It was possible to determine from eight of the syllabi what books were used. Due to differences in terminology ("for reference," "recommended," "text"), an exact determination of the relative emphasis placed on each title cannot be attempted. In the listings in this paper, variant editions and imprints have been disregarded.

Library Classification(Theory)

(Baroda, Bombay, Calcutta, Delhi, Osmania, Panjab, Poona, Rajasthan, Vikram)

The syllabi examined showed a great amount of similarity. In general, the topics covered include the nature and purpose of classification, general rules of classification, and the comparative study and history of the major classification schemes. There appears to be some difference in the degree of emphasis placed upon study of a specific scheme, or schemes.

Baroda, for example, provides for a "detailed study of any one of them" (Dewey, Universal Decimal Classification, Library of Congress, and Colon). Bombay makes a specific reference in its outline to the "Dewey Decimal Classification with modifications to suit Indian libraries," and Calcutta speaks of "special reference to Dewey's Decimal System." Delhi and Panjab require "detailed study of the Decimal and Colon schemes of classification," and Osmania requires "detailed study of the Dewey Classification." Poona lists "critical and comparative study of Dewey Decimal and Colon Classification," while Rajasthan and Vikram use the description "detailed and comparative study of the basic classification of books and periodicals according to Colon Classification and Decimal Classification."

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Bliss, H. E. A Bibliographic Classification	1
Bliss, H. E. Organization of Knowledge in Libraries, and the Subject-Approach to Books	4
British Standards Institution. Universal Decimal Classification. Abridged English Edition	1
Broadfield, A. The Philosophy of Classification	2
Brown, J. D. Subject Classification	3
Cutter, C. A. Three-Figure Alphabetic-Order Table	1
Dewey, M. Decimal Classification	8
Hulme, E. W. Principles of Book Classification	1
Jevons, W. S. Elementary Lessons in Logic	1
Kelley, G. O. The Classification of Books	1
Mann, M. Introduction to Cataloging and the Classification of Books	4
Merrill, W. S. Code for Classifiers	2
Palmer, B. I., and Wells, A. J. The Fundamentals of Library Classification	7
Parkhi, R. S. Dwibindu Vargikaran Paddhiti - Bhag I	1
Phillips, W. H. A Primer of Book Classification	2
Ranganathan, S. R. Classification and Communication	1
Ranganathan, S. R. Colon Classification	7
Ranganathan, S. R. Elements of Library Classification	6
Ranganathan, S. R. Library Classification; Fundamentals & Procedure	2
Ranganathan, S. R. Philosophy of Library Classification	1
Ranganathan, S. R. Practical Classification; Postulational Approach with 1008 Graded Examples and Exercises	1
Ranganathan, S. R. Prolegomena to Library Classification	7
Richardson, E. C. Classification, Theoretical and Practical	1
Savage, E. A. Manual of Book Classification and Display	1
Sayers, W. C. B. An Introduction to Library Classification	7
Sayers, W. C. B. A Manual of Classification for Librarians and Bibliographers	4
U. S. Library of Congress. Classification Schedules	2
Vickery, B. C. Classification and Indexing in Science	2

Library Cataloguing(Theory)

(Baroda, Bombay, Calcutta, Delhi, Osmania, Panjab, Poona, Rajasthan, Vikram)

The syllabi differed substantially in the degree of fullness with which the content was outlined. In general, the content covers the purpose of the catalog, the types of catalogs, and the study of the major cataloging codes. Four syllabi included a reference to special problems in Indian libraries.

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Akers, S. G. Simple Library Cataloging	2
A.L.A. Cataloging Rules for Author and Title Entries	6
A.L.A. Rules for Dictionary Catalogue	1
A.L.A. Rules for Filing Catalog Cards	3
A.L.A. and (British) Library Association. A.L.A. Catalog Rules, Author and Title Entries	3
Cutter, C. A. Rules for a Dictionary Catalog	6
Fellows, J. D. Cataloging Rules, with Explanations and Illustrations	3
Frick, B. M., ed. Sears List of Subject Headings	4
Hanson, J. C. M. A Comparative Study of Cataloging Rules Based on the Anglo-American Code of 1908	2
Indian Standards Institution. New Delhi. Rules for Making Alphabetical Indexes	1
Mann, M. Introduction to Cataloging and the Classification of Books	5
Mann, M. Subject Headings for Use in Dictionary Catalogs of Juvenile Books	1
MacPherson, H. D. Some Practical Problems in Cataloging	1
Norris, D. M. A Primer of Cataloguing	2
Quinn, J. H. A Manual of Cataloguing and Indexing	3
Randall, W. M., ed. The Acquisition and Cataloging of Books	1
Ranganathan, S. R. Classified Catalogue Code	7
Ranganathan, S. R. Dictionary Catalogue Code	1
Ranganathan, S. R. Heading and Canons	4
Ranganathan, S. R. Library Catalogue; Fundamentals and Procedure	4
Ranganathan, S. R. Theory of Library Catalogue	5
Sharp, H. A. Cataloguing	8
Shera, J. H., and Egan, M. E. The Classified Catalog; Basic Principles and Practices	2

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Taylor, M. S. Fundamentals of Practical Cataloguing	1
Taylor, M. S. A Handbook of Classification and Cataloguing for School and College Librarians	1
Thornton, J. L. Cataloguing in Special Libraries; A Survey of Methods	1
U. S. Library of Congress. Catalog Division. List of Subject Headings	2

Library Classification (Practical) and Library Cataloguing (Practical)

Eight of the nine institutions reported papers on practical classification and practical cataloging. In four cases, the examinations were each of three hours duration with a maximum of 100 marks (Delhi, Osmania, Rajasthan, Vikram). Calcutta's examination carried a score of seventy-five in each with no time limit given in the syllabus. Baroda specified a two hour examination of sixty marks, with the remaining forty marks assigned on the basis of practical work done during the year.

Bombay listed a two hour examination in each which was combined with a reference practical for a total possible score of 200. Poona reported a three hour examination in each subject with a maximum of eighty marks each, with additional marks up to forty for practical work done during the year in classification, cataloging, and reference.

Panjab, the ninth university, combined the classification and cataloging practical into one paper of three hours with a maximum of 100 marks.

Library Classification (Practical)

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Bliss, H. E. Organization of Knowledge in Libraries	1 *
Brown, J. D. Subject Classification	1 *
Cutter, C. A. Three-Figure Alphabetic-Order Table	1 *
Dewey, M. Decimal Classification	3 *
Jevons, W. S. Elementary Lessons in Logic	1 *

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Kelley, G. O. The Classification of Books	1 *
Mann, M. Introduction to Cataloging and the Classification of Books	2 *
Palmer, B. I., and Wells, A. J. Fundamentals of Library Classification	2 *
Phillips, W. H. A Primer of Book Classification	1 *
Ranganathan, S. R. Classification and Communication	1 *
Ranganathan, S. R. Colon Classification	2 *
Ranganathan, S. R. Elements of Library Classification	2 *
Ranganathan, S. R. Library Classification; Fundamentals & Procedure	1 *
Ranganathan, S. R. Philosophy of Library Classification	1 *
Ranganathan, S. R. Prolegomena to Library Classification	2 *
Richardson, E. C. Classification, Theoretical and Practical	1 *
Savage, E. A. Manual of Book Classification and Display	1 *
Sayers, W. C. B. An Introduction to Library Classification	2 *
Sayers, W. C. B. A Manual of Classification for Librarians and Bibliographers	1 *
Vickery, B. C. Classification and Indexing in Science	1 *

*Also used in theory class

Library Cataloguing(Practical)

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Akers, S. G. Simple Library Cataloging	1 *
A.L.A. Cataloging Rules for Author and Title Entries	2 *
A.L.A. Rules for Filing Catalog Cards	1 *
A.L.A. and (British) Library Association. A.L.A. Catalog Rules, Author and Title Entries	1 *
Cutter, C. A. Rules for a Dictionary Catalog	2 *
Fellows, J. D. Cataloging Rules, with Explanations and Illustrations	1 *
Hanson, J. C. M. A Comparative Study of Cataloging Rules Based on the Anglo-American Code of 1908	1 *
Mann, M. Introduction to Cataloging and the Classification of Books	2 *
MacPherson, H. D. Some Practical Problems in Cataloging	1 *
Norris, D. M. A Primer of Cataloguing	1 *

<u>Bibliography</u>	Number of Schools <u>Citing</u>
Quinn, J. H. A Manual of Cataloguing and Indexing	1 *
Randall, W. M., ed. The Acquisition and Cataloging of Books	1 *
Ranganathan, S. R. Classified Catalogue Code	2 *
Ranganathan, S. R. Dictionary Catalogue Code	1 *
Ranganathan, S. R. Heading and Canons	2 *
Ranganathan, S. R. Library Catalogue; Fundamentals and Procedure	1 *
Ranganathan, S. R. Theory of Library Catalogue	1 *
Sears, M. E. List of Subject Headings	2 *
Sharp, H. A. Cataloguing	2 *
Shera, J. H., and Egan, M. E. The Classified Catalog; Basic Principles and Practices	1 *
Taylor, M. S. A Handbook of Classification and Cataloguing for School and College Librarians	1 *
Thornton, J. L. Cataloguing in Special Libraries; A Survey of Methods	1 *
U. S. Library of Congress. Catalog Division. List of Subject Headings	1 *

*Also used in theory class

Library Administration

A course entitled library administration was prescribed in seven of the nine universities included in this study. Judging from the descriptions given, this paper is concerned mainly with the details of library operation: ordering and accessioning; lending methods; shelf work and stock-taking; budget and accounts; statistics, records, and reports; the staff; and the library committee.

Four schools made some reference to "general principles of administration," "scientific management," or "philosophy of librarianship." Only two made any reference in the syllabus to buildings and equipment.

Judging from the list of books used in conducting the course, the practical orientation is not surprising. Ranganathan's Library Administration,¹⁰ a very detailed manual of operations, shared honors with Doubleday's Manual of Library Routine¹¹ and with Brown and Sayers' Manual of Library Economy.¹²

Library Administration

(Baroda, Bombay, Delhi, Osmania, Panjab, Rajasthan, Vikram)

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Ashburner, E. H. Modern Public Libraries	2
Bean, D. E., and Ellsworth, R. E. Modular Planning for College and Small University Libraries	1
Brown, J. D., and Sayers, W. C. B. Manual of Library Economy	6
Carnell, E. J. Library Administration	1
Cockerell, D. Some Notes on Bookbinding	1
Doubleday, W. E. Manual of Library Routines	6
Drury, F. K. W. Order Work for Libraries	1
Geer, H. T. Charging Systems	2
Gray, D. Fundamentals of Librarianship	1
Hanley, E. R. College and University Library Buildings	1
Harrod, L. M. Lending Library Methods	4
Lamb, J. P. Commercial and Technical Libraries	1
Lyle, G. R. The Administration of the College Library	1
McColvin, L. R., and McColvin, E. R. Library Stock and Assistance to Readers, a Textbook	1
Ranganathan, S. R. Library Administration	6
Ranganathan, S. R. Library Manual	4
Tauber, M. F. Technical Services in Libraries	1
Wilson, L. R., and Tauber, M. F. The University Library	1

Poona offered a paper combining library administration and reference work. The administration portion appears to include the same content as that covered in the courses devoted solely to administration in the other schools, but it would seem unlikely that as much depth could be achieved. For example, the list of titles specified for this course is heavily weighted on the side of reference service.

Library Administration and Reference Work

(Poona)

Brown, J. D., and Sayers, W. C. B. Manual of Library Economy
 Carnell, E. J. Library Administration
 Cockerell, D. Bookbinding, and the Care of Books
 Collison, R. L. Library Assistance to Readers
 Cowley, J. D. Use of Reference Material

Geer, H. T. Charging Systems
 Gray, D. Fundamentals of Librarianship
 Hutchins, M. Introduction to Reference Work
 Parkhi, R. S. Reference Service in Libraries
 Ranganathan, S. R. Library Administration

Ranganathan, S. R., et al. Reference Service and Bibliography, V. 1
 Shores, Louis. Basic Reference Sources
 Winchell, C. M. Guide to Reference Books

Library Organization

Seven of the nine universities offered a paper in library organization. One used the title library organization and public library service; the other combined library organization and administration. The general content, judging from the outlines, is fairly uniform: organization and function of libraries; library organization in India, with some reference to that in the United Kingdom and the United States; legislation, policy making, and administrative authority; finance; types of library systems; and, in several instances, buildings and equipment.

The combined library organization and administration course appears to include the same general ground as that covered by the separate library administration and library organization papers. Recommended books were not listed in the material made available to the writer; consequently, no inferences could be drawn from that source. The list of titles which follows is drawn from the seven library organization papers and the library organization and public library service paper. Five titles appeared in connection with the latter course which were not specified by any other school. These have been marked with an asterisk.

Library Organization

(Baroda, Bombay, Osmania, Panjab, Poona, Rajasthan, Vikram)

and

Library Organization and Public Library Service

(Delhi)

<u>Bibliography</u>	<u>Number of Schools Citing</u>
American Library Laws	1
Bombay (Government) Report of Library Advisory Committee, 1930-1940	2
Brown, J. D., and Sayers, W. C. B. Manual of Library Economy	2
Esdaile, A. National Libraries of the World	2
Fussler, H. H., ed. Library Buildings for Library Service	1

Number of Schools
Citing

Bibliography

Galvin, H. R., and Van Buren, M. The Small Public Library Building	1
Great Britain. Ministry of Education. The Structure of the Public Library Service in England and Wales (Roberts Committee Report) (Command Paper 660)	2
Headicar, B. M. A Manual of Library Organization	4
Hewitt, A. R. A Summary of Public Library Law in England and Wales, Scotland and Northern Ireland	1
India. Ministry of Education. Advisory Committee for Libraries. Report 1959	4
Indian Standards Institution. Code for Library Buildings... 1960	1
Jast, L. S. The Library and the Community	1
Kaula, P. N., ed. Library Movement in India	3
Landheer, B. Social Functions of Libraries	1
McColvin, L. R., and Revie, J. British Libraries	2
McColvin, L. R. The Chance to Read; Public Libraries in the World Today	4
McColvin, L. R. Public Library Extension	5
*McColvin, L. R. Public Library Services for Children	1
McColvin, L. R. The Public Library System of Great Britain; A Report on its Present Condition with Proposals for Post-War Reorganization	3
Minto, J. A History of the Public Library Movement in Great Britain and Ireland	4
Minto, J. Public Library Movement in England and Wales	1
*Munford, W. A. Penny Rate; Aspects of British Public Library History, 1850-1950	1
*Murison, W. J. The Public Library; Its Origins, Purpose, and Significance as a Social Institution	1
Newcombe, L. Library Co-operation in the British Isles	1
*Osborne, E., and Sharr, F. A. County Library Practice	1
Pafford, J. H. P. Library Co-operation in Europe	1
Ranganathan, S. R. Five Laws of Library Science	7
Ranganathan, S. R. Library Development Plan for the University of Allahabad	1
Ranganathan, S. R. Library Development Plan; Thirty-Year Programme for India, with Draft Library Bills for the Union and the Constituent States	6
Ranganathan, S. R. Library Legislation; Handbook to Madras Library Act	2

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Ranganathan, S. R. Preface to Library Science	3
Rose, E. The Public Library in American Life	2
Savage, E. A. The Librarian and His Committee	1
Sewell, P. H. The Regional Library Systems, Their Development Through Two Decades and Their Possibilities for the Future	1
*Thomsen, Carl, <u>et al.</u> Adult Education Activities for Public Libraries	1
University Grants Commission. Library Committee Report	1
UNESCO. Public Libraries for Asia; the Delhi Seminar	2
Viswanathan, C. G. An Introduction to Public Library Organization, with Special Reference to India	1
Vollans, R. F. Library Co-operation in Great Britain; Report of a Survey	2
Wilson, L. R., and Tauber, M. F. The University Library	1
Woledge, G., and Page, B. S., ed. A Manual of University & College Library Practice	1

Book Selection, Bibliography and Reference

The organization of courses in the areas of book selection, bibliography, and reference service shows less uniformity than in classification, cataloging, organization, and administration, although the overall combined content appears comparable. The following various combinations were used:

Baroda-	Bibliography and book selection
	Reference service, general and special
Bombay-	Reference work and documentation
Calcutta-	Bibliography and book selection
	Reference work
Delhi-	Book selection and document bibliography
	Physical bibliography and reference service
Osmania-	Bibliography, book selection and reference work
Panjab-	Book selection and reference service
	Bibliography
Poona-	History of libraries, bibliography and book selection
Rajasthan-	Physical bibliography and book selection
	Document bibliography and reference service
Vikram-	Book selection, bibliography and reference service

Comparison of the syllabi indicates that the term "book selection"

generally covers the principles of book selection, with reference to demand and to finance, together with a consideration of the aids and the guides to selection. "Physical bibliography" is concerned with paper, typography, composition, illustration, and binding. "Document bibliography," on the other hand, considers the various types of bibliographies and their construction, subject, and national bibliography, and indexing and abstracting tools. "Reference work" or "reference service" covers the theory and practice of reference service, evaluation of reference materials, and study of the principal works of reference. Where the term "bibliography" is used without a qualifying word, it generally includes elements of both physical and document bibliography.

<u>Bibliography</u>	<u>Number of Schools Citing</u>
Ashworth, W., ed. Handbook of Special Librarianship and Information Work	1
Berelson, B. R. Library's Public	1
Bradford, S. C. Documentation	1
Brown, J. D. A Manual of Practical Bibliography	1
Cockerell, D. Some Notes on Bookbinding	3
Collison, R. L. Library Assistance to Readers	2
Cowley, J. D. Use of Reference Material	1
Davenport, C. J. H. The Book; Its History and Development	1
Desmond, R. W. Newspaper Reference Methods	1
Drury, F. K. W. Book Selection	5
Esdaile, A. A Student's Manual of Bibliography	7
Foskett, D. J. Reader's Advisory Service	2
Haines, H. E. Living with Books	3
Hepworth, P. A Primer of Assistance to Readers	1
Hessel, A. A History of Libraries	1
Horne, M. P. The Binding of Books	1
Hutchins, M. Introduction to Reference Work	1
Indian Standards Institution. Canons for Making Abstracts	1
Jennet, Seán. The Making of Books	1
Larsen, Knud. National Bibliographical Services	1
Lydenberg, H. M., and Archer, J. The Care and Repair of Books	1
Mallaber, K. A. A Primer of Bibliography	1
McColvin, L. R. How to Find Out	2
McColvin, L. R. The Theory of Book Selection for Public Libraries	2
McKerrow, R. B. An Introduction to Bibliography for Literary Students	4

<u>Bibliography</u>	<u>Number of Schools Citing</u>
McMurtrie, D. C. The Book; the Story of Printing and Bookmaking	1
Mudge, I. G. Guide to Reference Books	1
Parkhi, R. S. Reference Service in Libraries	2
Ranganathan, S. R. Library Book Selection	4
Ranganathan, S. R. Social Bibliography or Physical Bibliography for Librarians	4
Ranganathan, S. R., <u>et al.</u> Reference Service and Bibliography, V. 1	9
Ranganathan, S. R., <u>et al.</u> Reference Service and Bibliography, V. 2	3
Roberts, A. D. Introduction to Reference Books	3
Shores, Louis. Basic Reference Sources	7
Thompson, J. W. The Medieval Library	1
Walford, A. J., ed. Guide to Reference Material	1
Wilson, L. R. The Practice of Book Selection	1
Winchell, C. M. Guide to Reference Books	7
Wyer, J. I. Reference Work	3

The reference course at Baroda makes specific provision for "general" and "special" reference service. Under the latter heading, the student is permitted to select any one of the following fields for special study: modern Gujarati literature from 1850 to 1950, modern English literature from 1800 to 1950, the humanities, the social sciences, or science and technology. This appears to be the only instance in which special emphasis is placed upon regional language and literature. Four titles are listed in the syllabus for modern Gujarati literature:

Granth, Ane Granthkar. Ahmedabad. Pts. 1-10 (Published by the Gujarat Vernacular Society)

Joshi, Jivram. **Bal Sahitya Sarva Sangraha**

Munshi, K. M. **Gujarat and Its Literature**

Thacker, Dhirubhai. **Gujarati Sahityani Vikas Rekha**

For modern English literature the special texts are:

Cambridge Bibliography of English Literature

Chambers' Cyclopaedia of English Literature

Harvey, Sir Paul, ed. **Oxford Companion to English Literature**

Legouis, Emile H., and Cazamian, Louis. **History of English Literature; The Middle Ages and the Renaissance (650-1660)...Modern Times (1660-1950)**

In the other areas--humanities, social sciences, science and technology--the reference books for special study are selected by the instructor.

Bombay is the only school offering a separate paper on "The Evolution and Development of Writing, Books and Libraries." This covers the origin and development of writing, early writing materials, the invention of paper, the development of printing, lithography, engraving and allied processes, binding, the collation and description of books, and microforms, together with the history of libraries--ancient, medieval, and modern. Some of the above content is covered in papers offered by other schools. However, the bibliography is unique with the exception of two titles listed by Poona for its paper "History of Libraries, Bibliography and Book Selection," and the ubiquitous Esdaile's A Student's Manual of Bibliography.¹³

Evolution and Development of Writing, Books and Libraries
(Bombay)

Bushnell, G. H. The World's Earliest Libraries
Esdaile, A. A Student's Manual of Bibliography
Hessel, A. A History of Libraries (Also Listed by Poona)
Kenyon, Sir F. G. Books and Readers in Ancient Greece and Rome
Pandey, R. B. Indian Palaeography

Reynolds, H. J. The World's Oldest Writings
Thompson, J. W. The Medieval Library (Also Listed by Poona)

Non-Professional Courses

Bombay, Calcutta, and Poona universities require papers in a non-professional field.

Bombay has a paper entitled "Outline of Knowledge"; and Poona has a paper called "General Survey of the Literary History of India and General Knowledge." The bibliography is the same with the exception of one additional title in the Poona syllabus.

Outline of Knowledge
(Bombay)
and

General Survey of the Literary History of India and General Knowledge
(Poona)

Gregory, R. Discovery; or, The Spirit and Service of Science
Havell, E. B. A Handbook of Indian Art

Leicht, H. History of the World's Art
 Moulton, F. R., and Schifferes, J. J., ed. Autobiography of Science
 Sahitya Akademi, New Delhi. Contemporary Indian Literature (Poona only)
 Shipley, J. T., ed. Encyclopedia of Literature
 Sykes, Sir P. M. History of Exploration from the Earliest Times to the
 Present Day

Thorndike, L. A Short History of Civilization
 Weech, W. N., ed. History of the World

No bibliography was available for Calcutta's paper called "General Knowledge." Bombay has a second non-professional course entitled "Cultural History of India." In this, H. G. Rawlinson's India; A Short Cultural History,¹⁴ is listed as "for study." The nature and scope of the paper is to follow Rawlinson.

One library school listed a group of "general references and aids." Most of these were assigned to the course where they obviously seemed to belong, but a few defied arbitrary classification.

Advanced Studies

The program of study for the master's degree at the University of Delhi consists of the following courses:

1. Universe of knowledge. The structure and organization of the various types of knowledge in various fields, and the social organization and dissemination of knowledge. Recommended books are:

Bernal, J. D. Social Function of Science
 Bliss, H. E. The Organization of Knowledge and the System of the Sciences
 Cardwell, D. S. L. Organization of Science in England; A Retrospect
 Curti, M. E., ed. American Scholarship in the Twentieth Century
 Dampier, Sir W. C. Shorter History of Science

Levi, A. W. Varieties of Experience; An Introduction to Philosophy
 Madge, J. H. Tools and Social Science

2. Advanced library classification(theory). Advanced study of the syllabus prescribed for the diploma examination.
3. Advanced library classification(practical). Practical classification using the Colon and Universal Decimal Classification schemes.

Recommended books for theory and practical are:

Abgila (Annals, Bulletin, Granthalaya of the Indian Library Association). Annals, 1949-1953

Annals of Library Science, New Delhi, INSDOC, 1954 --

Bliss, H. E. A Bibliographic Classification

Bliss, H. E. The Organization of Knowledge in Libraries and the Subject-Approach to Books

Bradford, S. C. Documentation

Brown, J. D. Subject Classification

Collison, R. L. W. Indexes and Indexing

Collison, R. L. W. The Treatment of Special Material in Libraries

Dewey, M. Decimal Classification

Institut Internationale de Bibliographie, Brussels. Classification Décimale Universelle

Osborn, A. D. Serial Publications; Their Place and Treatment in Libraries

Ranganathan, S. R. Classification and Communication

Ranganathan, S. R. Classification and International Documentation

Ranganathan, S. R. Colon Classification

Ranganathan, S. R. Depth Classification and Reference Service and Reference Material

Ranganathan, S. R. Library Classification; Fundamentals & Procedure

Ranganathan, S. R. Philosophy of Library Classification

Ranganathan, S. R. Prolegomena to Library Classification

Ranganathan, S. R., et al. Union Catalogue of Learned Periodical Publications in South Asia. Vol. 1, Physical and Biological Sciences, Indian Library Association, 1953. (Introduction Only)

Sayers, W. C. B. A Manual of Classification for Librarians and Bibliographers

Tauber, M. F. Technical Services in Libraries

4. Advanced library catalogue(theory). History of library cataloguing. Detailed and comparative study of the Classified Catalogue Code, With Additional Rules for the Dictionary Catalogue Code, and A.L.A. Cataloging Rules, advanced aspects and special problems.
5. Advanced library catalogue(practical). Practical cataloguing for classified and dictionary catalogues using the Classified Catalogue Code,

the A. L. A. Cataloging Rules, and the L. C. List of Subject Headings.
Recommended books for theory and practical are:

A. L. A. Cataloging Rules for Author and Title Entries

Cutter, C. A. Rules for a Dictionary Catalog

Haykin, D. J. Subject Headings; A Practical Guide

Library of Congress, Catalog Division. List of Subject Headings

Lubetzky, S. Cataloging Rules and Principles

Norris, D. M. A History of Cataloguing and Cataloguing Methods,
1100-1850

Pettee, Julia. Subject Headings; the History and Theory of the
Alphabetical Subject Approach to Books

Piggott, Mary, ed. Cataloguing Principles and Practice: An Inquiry
Ranganathan, S. R. Classified Catalogue Code; With Additional Rules
for Dictionary Catalogue Code

Ranganathan, S. R. Headings and Canons; Comparative Study of Five
Catalogue Codes

Sayers, W. C. B. First Steps in Annotation in Library Catalogues

Shera, J. H., and Egan, M. E. The Classified Catalog; Basic
Principles and Practices

6. Advanced library organization. Advanced study of the syllabus
prescribed for the diploma examination. Recommended books are:

A. L. A. American Library Laws.

A. L. A. Committee on Post-War Planning, Post-War Standards for
Public Libraries

Esdaile, A. National Libraries of the World

Joeckel, C. B. The Government of the American Public Library

Johnsen, J. E. County Libraries; Retrospect and Forecast

Kudalkar, J. S. The Baroda Library Movement

McColvin, L. R. The Public Library System of Great Britain;
A Report on Its Present Condition with Proposals for Post-War
Reorganization

McComb, D. Q. Public Library Buildings; Their Financing, Design,
Construction, Equipment and Operation

Minto, J. A History of the Public Library Movement in Great Britain
and Ireland

Ranganathan, S. R. Library Development Plan; Thirty-Year Programme
for India, with Draft Library Bills for the Union and the Constituent
States

Ranganathan, S. R. Library Legislation; Handbook to Madras Library Act'
 Sanderson, C. R. Library Law

7(a) Academic libraries. School, college, university, and research institution libraries. Recommended books are:

Bushnell, G. H. University Librarianship
 Douglas, M. T. The Teacher-Librarian's Handbook
 Fargo, L. F. The Library in the School
 Lyle, G. R. The Administration of the College Library
 Randall, W. M., and Goodrich, F. L. D. Principles of College Library Administration

Ranganathan, S. R. School and College Libraries
 Rider, Fremont. The Scholar and the Future of the Research Library
 Wilson, L. R., and Tauber, M. F. The University Library

7(b) Special libraries. Special libraries in Great Britain, America, and India. Organization and administration of various types of special libraries. Recommended books are:

Ashworth, W., ed. Handbook of Special Librarianship and Information Work
 Collison, R. L. Indexes and Indexing
 Collison, R. L. The Treatment of Special Material in Libraries
 Cope, E. A., and Curtes, C. R. Filing Systems
 Foskett, D. J. Information Service in Libraries

Grenfell, D. Periodicals and Serials; Their Treatment in Special Libraries
 Holmstrom, J. E. Records and Research in Engineering and Industrial Science
 Jackson, M. L., ed. Technical Libraries; Their Organization and Management
 Lamb, J. P. Commercial and Technical Libraries
 Ranganathan, S. R., ed. Public Library Provision and Documentation Problems

Thornton, J. L. Special Library Methods
 Vickery, B. C. Classification and Indexing in Science

7(c) Archival libraries. Archival administration; preservation, calendaring, and indexing of archival materials. Recommended books are:

Building and Equipment for Archives. (United States National Archives, Bulletin No. 6)

Forsyth, K. M. Bookbinding for Teachers, Students and Amateurs

Frey, R. W., and Veitch, E. P. Preservation of Leather Bookbindings

Grant, J. Books & Documents; Dating, Permanence, and Preservation

India, Imperial Records Department. Rules for Indexing Records

Jenkinson, Hilary. Manual of Archive Administration
London, University. Institute of Historical Research.
Bulletin No. 1

Minogue, A. L. E. The Repair and Preservation of Records. (United States, National Archives Bulletin No. 5)

Muller, Samuel, et al. Manual for the Arrangement and Description of Archives; Drawn Up by Direction of the Netherlands Association of Archivists

Plenderleith, H. J. The Conservation of Prints, Drawings, and Manuscripts

Saintsbury, N., ed. Instruction to Editors

Sola, R. D. Microfilming

Wheatley, H. B. How to Make an Index

8. Literature survey. A sessional paper and bibliography with abstracts in a special subject selected by the student in consultation with the Director.

The degree examination consists of eight papers. Seven are prescribed; the eighth may be either academic, special, or archival libraries. Each paper consists of a total of 100 marks. A three hour examination is given in each with the exception of the literature survey. The minimum number of marks for a place in the first division is 60 per cent; in the second division, 50 per cent; and for a pass, or third division, 40 per cent. The program for the Ph.D. is based upon research in library problems pertinent to Indian conditions. To date, however, only one doctorate in library science has been granted.

The University of Madras began to offer a two year master's program and a doctorate in 1960.

Faculty

University faculties in India are divided into three ranks: lecturer, reader, and professor. In general, the minimum qualifications for lecturer are a first or high second class master's degree from a recognized university, with three years of teaching experience of degree classes. In the case of library science, candidates possessing at least a second class master's degree in the humanities or sciences plus a diploma in library science, and three years of teaching experience at the degree level are eligible. The minimum qualifications for a reader are a first or second class master's degree, a research degree or published work of high standard, and five years of teaching experience at the graduate level. In the case of library science, candidates are expected to have a diploma in library science and may substitute five years of teaching experience of degree classes for graduate level classes. The qualifications for a professor are a first or second class master's degree, a research degree or published work of high standard, ten years of teaching experience at the graduate level, and experience in guiding research.

In the opinion of the writer, the rigid application of these standards in the field of librarianship may sometimes be unfortunate because responsible, practical experience may be of greater value in teaching than previous teaching experience. An examination of these requirements, for example, poses an obvious question: How does one secure the three years of teaching experience of degree classes which is necessary for appointment in the initial grade of lecturer? This can be obtained only by teaching in another field at the college level or on a somewhat informal basis as a part-time teacher in librarianship.

In a recent article, P. N. Kaula states that "Generally, the teaching in schools is conducted by the overworked librarians and their staff. Some universities have recently appointed some full-time staff and these are still assisted by part-time teachers. Apart from the Delhi University where Dr. Ranganathan was a full-time teacher, for seven years from 1947, the Aligarh University was the first university in India to appoint a full-time lecturer in Library Science. This it did in 1956. Within the last five years, 10 university schools have been able to appoint one or more full-time teachers.... The other four university schools are still without even a single full-time teacher."¹⁵

Of the twenty-five faculty members in the ten schools referred to above, twenty were lecturers, four readers, and one a professor. The distribution in size of faculty was one in four schools, two in two schools, three in one school, four in two schools, and six in one school.

In discussing the preparation of teachers of library science in 1957, Ranganathan suggested two alternatives: (1) to take trained teachers and give

them an intensive course of six months in library science, or (2) to take selected librarians and give them an accelerated course in teaching library science. In concluding this discussion, Ranganathan warned against continuance of the unfortunate practice of employing part-time, out-of-office - hours librarians as teachers.¹⁶ Although some improvement has taken place, it is evident from Kaula's article¹⁷ that the problem has not yet been fully resolved. However, the University Grants Commission is actively encouraging the formation of full-time faculties.

Securing an adequate supply of qualified teachers of library science is a major problem. In 1950, Ranganathan estimated that India would need 120,000 trained library personnel when her library personality was developed to its full stature. This was later revised as follows:¹⁸

<u>Grade</u>	<u>Total Strength by 1980</u>	<u>Average Number to be Trained Per Year</u>	
		<u>For India</u>	<u>For Each State</u>
Semi-Professionals	100,000	2,300	220
Professionals	30,000	1,000	70
Leaders	900	30	2

Organization

Several years ago P. N. Kaula suggested that departments of library science should be separate from the library.¹⁹ The exact scheme of organization at the present time is not clear from the evidence at hand as most of the material examined was silent on this point. Only two schools stated that the department was organized in the Faculty of Arts and listed a department head or director. Of the remainder, if we attempt to draw conclusions from the individual to whom applications for admission to the program should be sent, three specified the university librarian and one the Department of Library Science. Three gave no information on this point.

In the 1962 edition of the Commonwealth Universities Yearbook,²⁰ only seven of the fifteen universities with departments of library science listed these departments with other university departments and faculty. In two cases, it was possible to identify the department head as the university librarian.

Number of Students

Data are available from ten of the thirteen schools which were in operation during 1960-1961 on the number of diplomas awarded in library science that year.

These ten schools granted a total of 283 diplomas. The range was from nine to sixty-eight; the median, twenty-five.

Certificate Courses

Four of the universities also conduct certificate courses (Madras, Aligarh Muslim, Osmania, and Rajasthan). These are open to high school graduates and are of three to four months in duration. The general content is much the same as for the diploma or degree course, but at an elementary level.

Some library associations conduct training courses of varying length and depth. The Delhi Library Association's course is of one year's duration, but at the other extreme there are several which are only six weeks in length. The standard of teaching and the content is uneven. In general, these offerings might be considered as in-service training for subprofessional and clerical personnel. Some Indian librarians are of the opinion that training at the certificate course level should be left to professional associations rather than conducted by university departments.

Conclusion

From this brief survey, it appears that there are some decided similarities in the pattern of education for librarianship in India and in the United States. The establishment of library schools, or departments of library science, as regular university departments at the graduate level is perhaps the most striking similarity. A second similarity is the trend toward upgrading the credential from a diploma to a bachelor's degree. Delhi and Madras use the master's degree for a second year of professional work. Another observation of note is the effort which is being made to move from part-time teaching by library staff to full-time faculty.

An obvious dissimilarity is the formal pedagogical method employed; namely, the use of the examination as virtually the sole determinant of the candidate's success or failure, following the general practice in Indian education. As a result there is a tendency toward prescription in teaching, rather than discussion or experimentation.

There seems to be more emphasis on the technical aspects of library operations and less on reference or service aspects. A striking example of this is the heavy concentration on cataloging and classification as opposed to courses involving the literature of subject fields, or the emphasis on detailed routines in the library administration course. This orientation may be attributed

to S. R. Ranganathan who expressed the judgment that the curriculum should not be "...smothered with weeds..." such as general knowledge or the history of literature.²¹

Inspection of the bibliographies indicates that the Indian library school student receives a good introduction to the professional texts of three countries--his own, Great Britain, and the United States. The overwhelming dominance of S. R. Ranganathan in the national literature is obvious even to the most casual observer. In one area at least, classification, it is likely that the Indian student is better prepared in that he knows more about the Colon Classification and Dewey than his American counterpart knows about Dewey and the Colon Classification.

There is no doubt that tremendous strides are being made in education for librarianship in India. As Laurence and Kipp state, "Everywhere we went in India we heard--from university administrators, librarians and teachers of library science--of the needs of library education. This is at present the fastest developing area of librarianship, and the reasons for rapid growth are obvious. Indian university libraries have grown apace in recent years; more growth (perhaps in other kinds of libraries) is just beginning; the demand for librarians has caused many new departments of library science to be established; library science departments are changing rapidly from part-time teaching staffs to full-time staffs; libraries are changing not only in size but in character, and curriculum changes in library science are essential."²²

In the latter connection, an advisory committee to the University Grants Commission has already been formed to study curricular needs. A further desirable development in the near future would be the formation of an organization of library schools which could address itself to such matters as the improvement of instruction and standards as well as curriculum. There needs to be some mechanism whereby teachers of library science can establish and maintain communication in order to work together on matters of common concern.

The relationship between education for librarianship in India and in the United States is already evident, and hopefully will become stronger. The facts that more than thirty Indian librarians visited the United States for study and travel under the India Wheat Loan Educational Exchange Program between 1955 and 1961, that other Indian librarians came under other auspices, and that several American librarians visited India during approximately the same period, are bound to affect the whole structure of librarianship. For example, two of three full-time faculty appointments made during the writer's assignment at the University of Rajasthan went to individuals holding degrees from American library schools. This is not to suggest that American patterns are best or that they should be adopted but

merely to stress the value of a broadened outlook--in both directions--and wider, first-hand knowledge which can then be applied to Indian conditions. P. N. Kaula states this clearly as applied to librarianship as a whole when he says, "India should not blindly imitate the methods of other countries. It has developed its own methods, techniques and organization. Its contributions to library science have been recognized all the world over,"²³ and Ranganathan warns that "...we have to abstain from imitating the leisurely casual methods of the West of the last century and adopt rapid planned methods.... We have not accustomed ourselves to sift the grain from the chaff and to adopt the western methods to our conditions."²⁴

FOOTNOTES

1. Who's Who in America; A Biographical Dictionary of Notable Living Men and Women of the United States, 1930-1931. Chicago, The A. N. Marquis Company, 1930, Vol. 16, p. 344.

2. Kaula, P. N. "Library Education in India." In P. N. Kaula, ed., Library Movement in India. Delhi, Delhi Library Association, 1958, p. 43.

3. Dickinson, Asa Don. The Punjab Library Primer. Lahore, University of the Panjab, 1916.

4. Ranganathan, S. R. Preface to Library Science. Delhi, University of Delhi, 1948, p. 93.

5. Ibid., p. 90.

6. Ranganathan, S. R. The Five Laws of Library Science. 2d ed. Madras, The Madras Library Association, London, Blunt and Sons, Ltd., 1957, p. 21.

7. Ranganathan, S. R. The Five Laws of Library Science. Madras, The Madras Library Association, 1931.

8. Ranganathan, S. R. Colon Classification. Madras, The Madras Library Association, 1933.

9. Ranganathan, S. R. Classified Catalogue Code. Madras, The Madras Library Association, 1934.

10. Ranganathan, S. R. Library Administration. Madras, The Madras Library Association; London, E. Goldston, 1935.

11. Doubleday, William E. A Manual of Library Routine. New York, Charles Scribners' Sons, 1933.

12. Brown, J. D., and Sayers, W. C. B. Manual of Library Economy. London, Grafton & Co., 1931.

13. Esdaile, A. J. K. A Student's Manual of Bibliography. London, G. Allen & Unwin Ltd. & The Library Association, 1931.

14. Rawlinson, H. G. India, A Short Cultural History. New York, F. A. Praeger, 1952.

15. Kaula, P. N. "Education for Librarians in India," Library World, 63:225-226, March 1962.

16. Ranganathan, S. R. "Training of Teachers of Library Science," Annals of Library Science, 4:62-64, June 1957.

17. Kaula. "Education for....," op. cit., pp. 223-228.

18. Ranganathan, S. R. "Training for Librarianship," Annals of Library Science, 5:55-59, June 1958; see p. 58 for table.

In this article, Ranganathan proposes a course of formal lessons for three months preceded and followed by an apprentice course of six weeks each in an approved library for semi-professionals. This group will work mainly in the circulation and maintenance sections of all libraries and in school libraries.

The professionals will work as reference librarians, classifiers and catalogers, book selectors, acquisition librarians, and in documents. They should receive a post-graduate university course of one academic year preceded and followed by an apprentice course of three months each in an approved library. This program should lead to the B. Lib. Sc. degree.

The leaders will work as national, state, and district librarians and as chief librarians in university and business libraries. In brief, their training should consist of a course leading to the M. Lib. Sc. degree subsequent to the B. Lib. Sc. degree.

19. Kaula, "Library Education....," op. cit., p. 48.
20. The Association of Universities of the British Commonealth.
Commonwealth Universities Yearbook, 1962. Edinburgh, R. & R. Clark,
Ltd., 1962.
21. Ranganathan, "Training for Librarianship," op. cit., p. 56.
22. Kipp, Laurence J., and Kipp, Cecilia R. Indian Libraries and the
India Wheat Loan Educational Exchange Program: A Report. August
1961, p. 22.
23. Kaula, P. N. "Library Movement in India." In P. N. Kaula, ed.,
Library Movement in India. Delhi, Delhi Library Association, 1958, p. 73.
24. Ranganathan, S. R. "Library Way for India." In P. N. Kaula, ed.,
Library Movement in India. Delhi, Delhi Library Association, 1958, p. 11.

RECENT ISSUES OF OCCASIONAL PAPERS

The issues of Occasional Papers which are listed below are currently in print and may be ordered from the Publications Office, University of Illinois Graduate School of Library Science, Urbana, Illinois. A number of the earlier papers in the series are available and may be obtained by writing the Publications Office.

Number Title

52. The Effective Location of Public Library Buildings, by Joseph L. Wheeler (July 1958). PRICE: \$1.00.
53. Libraries in British West Africa, by Harold Lancour (Oct. 1958).
56. A Public Opinion Survey of the Evansville Public Library, by Herbert Goldhor (Nov. 1959).
58. The Literature of Library Technical Services, by Helen M. Welch, et al. (1st printing, March 1960; reprinted with revision, May 1963). PRICE: \$1.00.
61. Reference Service in American Public Libraries Serving Populations of 10,000 or More, Report of the Public Library Reference Survey Committee of the Reference Services Division, American Library Association (March 1961). PRICE: \$1.00.
62. A Study of Current Practices in Public Library Service to an Aging Population: An Evaluative Report, by Eleanor Phinney (Nov. 1961). PRICE: \$1.00.
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