THE SUBSTANCE OF LIBRARY SCIENCE
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CO-AUTHOR

Library Movement in India
The Art of Living
THE SUBSTANCE OF LIBRARY SCIENCE

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Dedicated
to
the pioneers who made
Librarianship
a
Science
FOREWORD

DR. JAGDEISH SHARMA has paid me the compliment of a request for a preface to his rather ambitiously planned book. He has tried to take the ages in his stride as also to survey the contemporary scene in most parts of the world. The broad emphasis in the book seems to be on what Dr. Sharma calls 'the scene at home'. The author has taken considerable pains in getting together in one place a lot of material which would be tedious in the finding. I think he deserves our thanks for this effort of collecting material out of reports, official publications and the like. He provides the scholar with the raw material for research. For example, the section on the appointments and duties of staff is certainly not bed-side reading, but anybody who is curious to know of the several nagging details apropos conditions of appointment and the qualifications laid down for them would find a lot of information waiting for him. Typical of his approach or actual statement is the comparative tables he has given of classification schemes, the last column of which brings out the distinctive features of the schemes concerned. He covers much familiar ground on the maintenance of the records in the library, the routines of a library, etc. On each topic he refers to important publications, quotes at length from some of them, and presents data based upon his experience. Certain interesting features of his book are the sections on the pioneers and the chronology of important landmarks in the history of librarianship. During the course of his survey of the many aspects of librarianship, Dr. Sharma has referred to a number of standard works. The sumptuous bibliography given at the end of the book, listing more than 650 references, should act as a good appetiser for further reading. I am sure library students will find a lot of factual material in this book which would have required them a lot of time and labour to ferret out of existing literature.

B. S. KESAVAN

22 January 1964
PREFACE

This book is in the nature of a preface to the ever widening knowledge of Library Science. The scope of Library Science is larger than that of other sciences. It is like a no man's land where frontiers of all types of knowledge meet. It encompasses all types of knowledge—Social Sciences, Humanities, Physical and Biological Sciences—and even the knowledge yet to be discovered by man.

Some may feel sceptical about the usefulness of a Library but even they cannot deny the need for it, for it is like a lighthouse of knowledge which lights the path for those who want enlightenment and this writer refuses to believe that in the twentieth century there are people who do not want enlightenment. Since a Library is a lighthouse the personnel who are a part and parcel of it need to be themselves enlightened, well-qualified, and ever willing to perform their task efficiently and to the best advantage to the community in dispelling darkness of ignorance from amongst its members. To achieve this end Library Science has discovered and perfected certain techniques as in the case of other Sciences. More important of these techniques are: (i) Organization; (ii) Administration; (iii) Acquisition; (iv) Cataloguing; (v) Classification; (vi) Reference Service; (vii) Circulation Operations; (viii) Documentation and (ix) Photo reproduction methods etc.

The role of these techniques towards the fulfilment of the objectives of a modern library is summarized in these pages. The panoramic view of Library Science is depicted in the following twelve chapters entitled: Definition; History; Scene at Home; Organization; Administration; Classification; Cataloguing; Technical Services; Use of Library Resources; Creating Library Consciousness; Pioneers; and Chronology.

The first chapter is an attempt to define "Library Science" and to put forth arguments to prove that Library Science is a "Science" as well as an "Art". The second chapter tells in a nutshell the story of Library Science throughout the world from prehistoric days to
the present day. The third chapter under ten sub-headings—Role of Libraries in Free India; Establishment of early Public and University Libraries; Library Legislation; Role of the Union and State Governments; Role of the International and Foreign Agencies; Role of Library Associations; Library Training; Library Literature; Bibliographical Organization; and Library Architecture—summarizes the library activity during the last century and a half in India.

The fourth and the fifth chapters deal with the Organization and Administration in the light of the services which are expected from a modern library to the community. The sixth and the seventh chapters discuss various schemes of classifications and cataloguing respectively while chapter eight surveys various other Technical Services such as acquisition, binding, photographic reproduction and circulation operations. The ninth chapter emphasizes the importance of the Service Points, namely, Reference. Conventional bibliographical tools, Periodical Section, Map-room, Music-room, rare books and manuscript room. The tenth chapter—"Creating Library Consciousness"—deals with the Role of Publicity and Teaching the use of Libraries to Readers.

The eleventh chapter, "Pioneers", deals with those eminent persons who put Library Science amongst the Sciences. The twelfth chapter catalogues chronologically the main landmarks in the field of Library Science.

The writer has treated his subject-matter as of universal importance and has drawn upon the writings and views of the pioneers and the builders in the field in all countries and climes. It has been the effort of this author throughout, to make this work useful to as large a section of the people as he could help and he believes that the readers will find here much that is instructive, informative and original.

ACKNOWLEDGEMENT

It is not possible adequately to thank all those who have helped and encouraged this writer since he first started working on this book about four years ago but he is especially grateful to those eminent librarians throughout the world, from whose writings the author has freely quoted.

I tender my profound gratitude to Dr. A. C. Joshi, Vice-Cha-
cellor, Panjab University, without whose kind blessings it could not have been possible for the author to complete this study and present it to readers in the printed form.

I express my respectful regards to Dr. I. D. Sharma of the Political Science Department who went through a part of the manuscript and made valuable suggestions.

To Shri B. S. Kesavan, Director, INSDOC, New Delhi, I am indebted for the 'Foreword'.

Turning to my colleagues at the Panjab University Library, I am particularly grateful to Jagindar Singh Ramdev and A. K. Anand, for assisting me off and on in making readily available some references for this book. My thanks are also due to Shri Amar Singh Kashyap for typing the manuscript.

I wish to thank Asia Publishing House, Bombay, for undertaking the publication of this book.

Chandigarh
10 June 1965

JAGDISH S. SHARMA
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DEFINITION

Is LIBRARY science a ‘science’? Is it an ‘art’? Is it both a ‘science’ and an ‘art’? Is it ‘library economy’? Is it ‘librarianship’? Is it merely ‘commonsense’? These are the questions which have been engaging the attention of educationists and librarians throughout the world for the last hundred years or so. In the pages to follow an objective study is made with a view to find out some suitable answer to these inquiries.

There must have been some reasons why there are varied definitions of ‘library science’. Perhaps it has something to do with the ancient definition of a library i.e. ‘store-house of books’. In fact before the invention of printing, probably in 1450 by Gutenberg, “Library service was primarily a matter of housing the writings of scholars”.¹ It was also defined as ‘the diary of the human races’,² ‘the sanatorium of the mind’,³ “the great tools of scholarship, the great repositories of culture, and the great symbols of the freedom of mind”,⁴ “as a message centre, containing the messages that authors throughout human civilisation have written to unknown readers of the future”.⁵

In the chapter next to this while tracing the history of libraries in the ancient and mediaeval period, it is said, that the books were

² George Dawson, Address on Opening the Birmingham Free Library (26 October 1866).
³ This is an inscription on the portal of the Library at Alexandria, Egypt. The phrase is usually translated as “Medicine for the mind” or “Nourishment for the soul”.
few and laboriously produced. They were not only kept in locked cupboards but even chained to the desks of readers. Now the books and periodicals are published by millions and they are freely used and lent out in thousands to any member of a library. In comparison with the limited number of books which were available in good old days, during the seven years, i.e. between 1954-1960, alone 1,977,074 books were published in 77 countries. It is also estimated that every year about 100,000 technical and other journals are published in sixty different languages throughout the world. In the United States of America and Canada alone there are 13,676 and 1,328 libraries respectively. In the U.S.S.R. there are 400,000 libraries including 15,000 public libraries. India by the end of March 1954 had nearly 32,000 libraries. It is roughly estimated that there are about 30,000 books, pamphlets and articles of research value so far published on all branches of library science all over the world in different languages. It is also estimated that there are about 250 periodicals on library science in various languages. R. L. Collison's *Bibliographical Services throughout the World* 1950-1959, published by UNESCO reveals that 114 countries and their territories publish bibliographies relating to humanities and sciences. It also reveals that 98 international organizations including the United Nations' Specialized Agencies issue bibliographies and other research material on different subjects.

Library science is taught up to the level of Certificate, Diploma, B.L.Sc., M.L.Sc., and Ph.D., in about 400 institutions all over the world. In the U.S.A. alone 244 institutions offer training in librarianship including the 32 schools accredited by the American Library Association. During the 1958-59 academic year 95 higher education institutions in the U.S.A. alone conferred

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upon the graduates 1,967 library science degrees. It is estimated that during the next 12 years i.e. from 1957-58 to 1969-70 about 3,710 students will graduate. Provision in England for training in library science at various levels has been made by ten schools of Library Training and fifty-three other educational institutions which offer part-time courses. In India, according to a recent survey made by P. B. Mangla and D. S. Aggarwal, there are twenty institutions which offer training in library science at different levels.

There are twenty cataloguing codes and eight well-recognized schemes of classifications which are in practice throughout the world.

So far as status of librarians is concerned they are considered equal to the staff of the academic institutions. In America there are 18 Civil Service General Schedule Grades with salary ranging between $3,185 to $18,500. Mean salaries of Directors of libraries in universities is $11,130 during the year 1959-60. In the U.S.S.R. according to a report on Soviet Libraries "Soviet Librarians enjoy a respected position in Soviet Society." In India the University Grants Commission has ranked librarians equivalent to the status of professors, readers and lecturers. Their grades have also been revised as Rs. 1,000-50-1,500, Rs. 700-40-1,100 and Rs. 400-30-800 respectively.

There are about 150 library associations all over the world. Only in the U.S.A. and Canada there are 33 National and 63 State, Regional and Provincial Library Associations. Several International Documentation Centres are there to assist scientists in making information available in microscopic form for their research work.

12 Ibid. p. 226.
13 Library Association Year Book, 1960, pp. 33-44.
14 Mangla, Pramod and Aggarwal, D. S., How to Become a Librarian, (The authors, Delhi, 1963.) P. N. Kaula's article entitled "Education for Librarians in India", published in the Library World dated March 1962 is also a good source.
15 Ibid. p. 27. 16 Ibid. p. 36.
In view of the tremendous progress made by Physical and Biological Sciences, the character of libraries has been changed from 'store-house of knowledge' to 'fountain of knowledge', where information is made available to a scientist or researcher in the summarized form in the shortest possible time. They are also the sure media of mass education and social contact. They are the "arsenals of a democratic culture". 20 "They have an active part to play in adult education, making use of new techniques of communication such as radio, films, discussions, groups and exhibition, so that the people who use libraries may be helped to read wisely and well and may be led to pay critical attention to the significant problems of their place and time." 21

Mechanical aids like magnetic tape, microphotography, computers, punched cards, edge-notched cards, etc., are commonly used in libraries of today. "The library of tomorrow", according to Marjorie Griffin, with the help of mechanical equipment will be able:

"to catalogue information—even abstract it;
"to solve the critical storage problems;
"to take the patrons' request, analyse it, search for and retrieve the information which answers it;
"to meet the needs of the scientist in advance by anticipating them and selecting the necessary information;
"to answer several queries at once, something the busy librarian has tried to do but not with the dispassionate self-possession of a machine;
"to take a patron's educational background, reading level, age and other pertinent factors, watch them with his request for reading material and produce a printed bibliography suitable to the individual, or even to serve him directly with the document he needs; and finally
"to conduct a search just as the librarian does now, but if the answer cannot be found to transmit the question automatically to a regional centre". 22

The library of today, therefore, is not merely a 'store-house of books'. Now it is a place of self-education and dynamic force for national and international understanding among the people belonging to different races, religions and countries. It is also evident that the art of librarianship is not merely taking care of books, dusting them and issuing them to readers. To organize and to administer libraries of today is not merely a matter of 'commonsense'. It requires as much ability as it does to run any administrative unit.

If the arguments advanced in the above paragraphs are not sufficient to prove that 'librarianship' is merely 'commonsense' and not a 'science' in the correct sense of the term let us examine closely the internationally accepted definition of a 'science' and analyse each word of it in the attempt to prove that 'library science' is also a 'science' in its own right.

According to the Shorter Oxford English Dictionary 'science' is "a branch of study which is concerned either with a connected body of demonstrated truths or with observed facts systematically classified and more or less colligated by being brought under general laws, and which includes trustworthy methods for the discovery of new truth within its own domain".23 Webster's New Twentieth Century Dictionary of English Language, defines 'science' in two ways:

(a) "systematized knowledge derived from observation, study, and experimentation carried on in order to determine the nature or principles of what is being studied ".
(b) "a branch of knowledge or study, especially one concerned with establishing and systematizing facts, principles, and methods as by experiments and hypothesis ; as, the science of music ".24

Defining 'science' Karl Pearson had stated: "The field of science is unlimited; its material is endless, every group of natural phenomena, every phase of social life, every stage of past or

present development is material for science”. Sir James Hopwood Jeans believes that “A science teaches us to know and art to do; and all the more perfect sciences lead to the creation of corresponding useful arts”. While Genung declares that “Science is systematized knowledge if the laws and principles of discourse are exhibited in an ordered and inter-related system, they appear in the character of a science. Art is knowledge made efficient by skill; if the rhetorical laws and principles are applied in the actual construction of discourse, they become the working rules of art.”

On the basis of the above definitions and statements, ‘librarianship’ can also be treated as a ‘science’. The following definitions by well-known librarians support this proposition. L. M. Harrod defined it as “the knowledge and skill concerned with the administration of libraries and their contents; library economy and bibliography”. According to Elizabeth H. Thompson it is “the knowledge and skill by which printed or written records are recognized, collected, organized and utilized”. Raymond Irwin defined it “as the collection, preservation, organization and use of recorded communications”.

To support the proposition that ‘librarianship’ is a ‘science’, a historical treatment of the problem is desirable. Melvil Dewey probably was the first among the modern librarians of our time who developed the library concept into a systematized and organized branch of human knowledge. In 1873 he formulated a scheme of classification which is known as Decimal Classification. Its first edition was published in 1876 and its latest edition which is the 16th edition was published in 1958 in two volumes. The most important reason why Melvil Dewey thought of working out this scheme, perhaps was, to counteract the “lack of efficiency and

15 Pearson, Karl, Grammar of Science (2nd ed., 1900).
waste of time made necessary by the almost universally adopted
fixed systems". That is why he formulated a scheme of the
"greatest possible simplicity", one which would "with its ease of
application, its expansibility, and its universal appeal, be adopted
in most libraries, thus giving the uniformity which seemed
essential".30

Besides, the Decimal scheme he also proposed to President
Bernard of Columbia College, in 1883, the creation of a 'School
of Library Economy'.31

The School officially started working on January 5, 1887.32
Next year when Dewey broadened the scope of the curriculum he
realized the justification of changing the name of the programme
from 'library economy' to 'library science', of which economy
was one aspect.33 Hence from November 10, 1887, a new 'science'
was discovered.

After Melvil Dewey, the scientists who did pioneering work for
the cause of library science were H. E. Bliss, W. C. B. Sayers,
E. C. Richardson, C. C. Jewett, C. A. Cutter, K. Dziatzko,
L. Delisle, K. A. Linderfelt, Herbert Putnam, M. Mann and
E. A. Savage, R. Shaw and others.34 They indeed laid the founda-
tions on which the later younger librarians built up the superstructure
of modern librarianship. It is in their time that the eminent schemes
of classifications i.e. 'Subject Classification', 'Bibliographic
Classification', 'Universal Decimal Classification' and 'Library
of Congress Classification' and 'Colon-Classification' were formu-
lated, tried and applied in the libraries all over the world. Different
types of catalogue codes were also worked out during this period.
A detailed study of these codes has been made under the chapter
'Cataloguing'. A brief microscopic study and scrutiny of these
schemes of classification will reveal that they are scientific and based

30 Phillips, W. Howard, A Primer of Book Classification (Association of
31 Ray, T., "A History of the School of Library Service" Bicentennial
32 "The School of Library Economy" organized by Melvil Dewey, at the
Columbia College was officially started functioning on January 5, 1887. An
article entitled "School of Library Economy" was published in the Library
33 "Changes in the Library School for the second year", in Library
Notes (1 March 1887), p. 268.
34 For details please turn to the Chapter entitled "Pioneers".
on certain internationally accepted and recognized logical principles. To cope with the rapid advancement in the fields of science and technology, revised editions especially in the case of 'Decimal', 'Library of Congress' and 'Colon' are regularly issued. The catalogue codes like 'A.L.A.', 'Library of Congress', 'British Museum', 'Ranganathan’s Classified and Dictionary Codes' are regularly revised. The valuable contributions made by C. A. Cutter, H. A. Sharp, Margaret Mann, R. H. Gjelsness, W. W. Bishop, S. G. Akers and S. R. Ranganathan will ever remain land-marks in the field of cataloguing.

When Dr. S. R. Ranganathan appeared on the scene in January, 1924, he gave an oriental touch to 'library science'. He acknowledges his debt to the West for enkindling in the depth of his heart, love for this 'science'. As he himself gradually unfolded its secrets, the flame of love for it grew higher and higher. When he was a student of library science at the School of Librarianship in the University College, London, he saw the British libraries in action and equipped himself both with theoretical knowledge as well as with practical experience, of librarianship. When he came back home from England in 1925, he put into practice at the Madras University Library, his acquired knowledge of library work. In 1923 he formulated the following five laws of library science which later were published in the form of a book in 1931:

1. Books are for use.
2. Every reader his book.
4. Save the time of the reader.
5. Library is a growing organization.

“According to Ranganathan these laws are the fundamental laws of library science. These form the normative principles which contain in a latent form all the library practices current at any time and to be evolved at a later time".  

Commenting on the five laws, P. S. Sivaswamy Aiyar says, "(Ranganathan) has sought to expand these principles in a systematic form. He has been able to reduce them to five cardinal principles and has developed all the rules of library organization and

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management as the necessary implications and inevitable corollaries of his five laws. Once the laws have been stated, they appear so obvious that one wonders that they were not clearly realized and worked out before." 56 W. C. Berwick Sayers in his introduction to the Five Laws says, "Ours (Librarianship) may claim to be, however, one of the oldest crafts in the world, and some of the quite ordinary processes which have now been brought to such perfection that Mr. Ranganathan is able to formulate their results as 'laws', existed in embryo form in the Assyrian libraries and probably in earlier ones".57

Besides the Five Laws his invaluable contribution to library science is his Prolegomena to Library Classification. It is 'a most precise, theoretical, practical and comparative exposition of library classification theory that, while it acknowledged the influence of Bliss's two well-known books on The Organization of Knowledge, was still intensely original".58 In this book Ranganathan has worked out (a) Canons of Classification; (b) Principles and (c) Devices.

(a) The Canons of Classification have their subdivisions such as canons for characteristics, array, chain, filiative sequence, terminology, notation, knowledge classification and book classification.

(b) The subdivisions of the principles are: general, for facet, formula and helpfulness in array.

(c) Devices has its two main parts, i.e. for hospitality in array and in form chain. A close scrutiny of these canons, principles and devices can convince any scholar that it is a rare piece of scientific research in knowledge and book classification.

He is best known for his Colon Classification which he formulated in 1933. This scheme is also known as 'an analytico-synthetic'. A detailed study of this scheme is made along with other schemes under the chapter 'Classification' but it is evident that not only this scheme but other schemes of classification i.e. Decimal, Expanded, Subject, Bibliographic, U.D.C. and Library of Congress,

are highly scientific in nature and lead to prove that the art of book classification is nothing but 'science' and their authors are no less than 'scientists'.

The same thing is true of cataloguing codes which are "a set of rules for the guidance of cataloguers in establishing headings and preparing entries for a catalogue, sometimes including directions as to the filing and arrangement of these entries". The various codes which were published between 1852 and 1949 are a scientific exposition of this branch of library science.

While concluding one may judge from the analyses of various aspects of the subject discussed above that librarianship is both a 'science' and an 'art'.

It may seem fantastic to say that library science and man were born together, but all evidence from the dawn of history to the present substantiate this line of thought.

The first and the most distinguished mark between human beings and the animals is the ability of men to communicate freely and intelligibly with one another. So long as human beings remained on the animal plane, their communications and records were as primitive as those of animals but when they started living together in groups of families in the early Neolithic age, perhaps 8,000 years ago, they felt the need of finding out some standardized means of communication in the form of some sort of language which can be put into writing, familiar to everyone, able to satisfy all social needs, taught to children, and employed in all human intercourse. This urge “to make thought or feeling visible in a lasting form” indeed can be considered of immeasurable importance in the evolution of men to his present civilized state. Before the appearance of a script in the world, primitive human records depicting events in his life are generally found on the walls of caves in the forms of drawings and paintings showing the bison, the reindeer, the wild horse, and other animals. After the art of writing gradually emerged about 6,000 years ago in Egypt the age of miracles began.

In this art man found a medium of expressing his thoughts. This enabled him to record for posterity his heroic performances

1 Young, J. Z., Reith Lectures: Doubt and Containty in Science.
in wars. Through this medium he could record chronicles of his race, results of his discoveries, and wisdom of his culture and civilization. All this he recorded either on clay tablets, or stone or metal or parchment, or paper. These are the records on which civilization has been built up. The task of preserving them, and making them available to posterity became the responsibility of the ancient librarians. It has been established from the evidence available that these records were preserved, classified and catalogued according to the facilities available to the librarians of those days.

The clay-tablet catalogues in the British Museum prove to us that there were then not only libraries, but a systematic library science. In the later but still early years the work of such a librarian as Callimachus in the libraries of the Pharaohs shows methods of managements, especially in the classification of books, that are the wonder of modern librarians who have considered them. The art of library science, therefore, according to Raymond Irwin may be defined “as the collection, organization, preservation, and utilization of recorded communications”.

The development of the art of library science from antiquity to the present, can best be treated by dividing it into the following three periods: (a) Ancient; (b) Medieval; and (c) Modern.

**Ancient**

The earliest evidence of the existence of a library is to be found in the library established by Sargon I, the Semitic ruler of Akkad in 3800 B.C. In this library were stored recorded experiences of mankind on baked clay tablets. Round about 2500–2000 B.C. Babylonia had libraries practically in all her principal cities. These libraries had about 25,000 clay tablets which were classified under various subjects like astronomy, grammar, hymns, legends, divination and demonology.

In ancient Egypt the libraries consisted of papyrus rolls including sacred books, works on history, philosophy, science, medicine, stories and satirical and humorous writings. The most celebrated

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Egyptian library which was founded near the close of the 4th century B.C. was at Alexandria. It had a collection of about 700,000 papyrus rolls. A classified catalogue of its holdings was also pre-planned. The main subject headings used numbered 120. It is said that it is at this library that the earliest experiment in the field of bibliography was made. The Alexandria library formed a part of a temple to Jupiter-Scrapis. It had a regular staff numbering more than forty scholars-cum-librarians and was considered the best organized and administered library of its time.

The political crises through which the Egyptians of those days were passing caused a great harm not only to this library but also to other libraries in the country. What fate ultimately this library met with, during the wars between the Egyptians and the Romans it is not exactly known, but it is generally believed that the entire library was destroyed by Aurelian, Theodosius the Great. In their fit of pride and anger, the fighting kings and soldiers perhaps never realized that they were doing irreparable loss not only to their own people of that day but to those of succeeding centuries.\(^7\)

Coming to the libraries of ancient Rome, they were established by the Romans out of the spoils from the countries they conquered. Rome had private as well as public libraries. Both Julius Caesar and his adopted son Augustus were interested in establishing libraries for the use of their people. Sufficient evidence is available that the Roman libraries were well organized. Their administrative set up was planned to provide reference service to the scholars interested in both Latin and Greek works. Like the modern libraries, they had different departments, i.e. acquisition, classification and cataloguing. Besides scholars of repute, the Romans also employed in libraries those women who were interested in learning.

Turning to the libraries of ancient India, they are probably as old as the Indus valley civilization. This civilization flourished in India about 8,000 years ago. Unlike the root of the word library in Latin *liber*, (a book) and in Greek *biblas* or *byblos*, (papyrus), in India these institutions were known by different names such as *granthgar, pushthakalaya* etc.

These ancient libraries stocked a large number of cylinder seals

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and tablets with some inscriptions upon them. From Professor Gordon Childe's account of Mohenjodaro, it is evident that these libraries must have been housed in well-planned buildings made of baked bricks.

No specific evidence which throws light on the organization, administration and the nature of the holdings of these libraries is available but from the writings of well-known authors of this period like Sir John Marshall, S. Piggott, M. S. Vats, R. E. M. Wheeler, Radhakamal Mukerjee, and E. Mackay it is clear that not only pictography but the art of writing was known to Indians earlier than it was known to Egyptians. According to Sir John Marshall the Indus valley civilization was in some respects "superior to that of contemporary Mesopotamia and Egypt". The seals of this period were skillfully fabricated bearing representations of animals of pictographic writings. In fact everybody seems to have owned and used such seals. Sir John Marshall who was himself responsible for the excavation of Mohenjodaro further says:

"Nothing that we know of other countries at this period bears any resemblance, in point of style, to the faience models of rams, dogs, and other animals or to the intaglio engravings on the seals, the best of which—notably the humped and short-horned bulls—are distinguished by a breadth of treatment and a feeling for line and plastic form that have rarely been surpassed.

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11 Vats, M. S., Excavations at Harappa.
14 Mackay, E., Early Indus Civilization.
17 Ibid. p. 17.
by the glyptic art nor would it be possible until the classic age of Greece, to match the exquisitely supple modelling of the two human statues from Harappa."

From what is known from the writings of these recognized authorities one may judge, that, the Indus valley civilization was highly developed and must have taken thousands of years to reach that stage. It was obvious that these highly cultured people must have had well-organized libraries to preserve the records of the achievements of their wonderfully rich civilization.

THE ARYAN CIVILIZATION

A sudden end came to the Indus valley civilization. About its end, historians hold different views. Some say that the river Indus washed away cities and villages; some hold climatic changes responsible for the catastrophe but the fact remains that this old civilization gradually decayed and went to pieces in the course of ages.

The next civilization which appeared on the scene was the Aryan one. No reliable evidence is available regarding the nature of libraries of this period. This was a very important period of the Indian civilization because it is during this period, for the first time, great cultural synthesis took place between the incoming Aryans and the Dravidians. This period is also important because out of this synthesis and fusion grew the Indian races and the basic Indian culture, which had distinctive elements of both. Naturally some sort of record of this synthesis must have been in existence and preserved in the libraries of those days for the posterity.

THE VEDIC PERIOD

Scholars are not unanimous on the issue of the chronology of the Vedic period. European scholars usually give later dates and the Indian scholars give much earlier ones. Whatever the exact date may be, it is probable that this literature is earlier than

that of either Greece or Israel. According to Professor Winternitz,\textsuperscript{50} the beginning of *Vedic* literature goes back to 2000 B.C. or even 2500 B.C.

This literature includes the *vedas* and the *vedangas*, i.e. the *upanishads*, *brahmanas* and the *aranyakas*. The existence of this enormous amount of literature indicates that Indians knew the art of writing as early as 2500 B.C. The inscriptions of the Asokan period beyond doubt prove that the "Buddhist texts were prescribed for daily perusal and recital of monks and laity". Hence all through the Buddhist period, writing was extensively used in Buddhist India and reading of manuscript was widely practised. From the grammatical *sutras* of Panini who lived in India in the 4th century B.C. it is clearly revealed that the *granthas* or books in the manuscript form were in existence in those days. Panini himself classified the literature of his times into four classes. The literature which comes under the first category is *drishtam*, seen or revealed; that under the second is *proktam* enounced. The third class of literature distinguished by Panini is that which is 'discovered' and not handed down by tradition. The fourth class of literature comprises the ordinary compositions of common writers on any subject.\textsuperscript{51}

Besides the enormous literature about which Panini speaks, it was enriched further by great scholars of the Maurya Renaissance (322–150 B.C.) and the Brahminical Renaissance (150 B.C.). Between 60 B.C. and A.D. 300 the message of Buddhism was carried to China, Java, Burma, and Ceylon, in the form of Buddhist text and translations. In A.D. 344 the great leader of Chinese Buddhism, Kumerajiva and his mission visited the Chinese capital, Ch'ang-an where he translated about 106 Buddhist texts, contributing more to the spread of the Mahayana in China than any other monk-scholar. The works of Kalidasa also ushered in the golden age of classical Sanskrit. During this highly cultured age of Indian literature two great universities i.e. Nalanda and Valabhi were founded by the Gupta and the Maitreka kings in A.D. 414 and A.D. 475 respectively.

\textsuperscript{50} Winternitz, M. Geschichte, *der indischen Literatur* (Band III, Leipzig, 1920), English translation entitled *History of Indian Literature* was done by Mrs. S. Ketkar (Vols. I & II, Calcutta, 1927), 1933.

\textsuperscript{51} Mookerji, Radha Kumud, *Ancient Indian Education* (Brahmanical and Buddhist) (Motilal Banarsidas, Delhi, 1960), pp. 230-231.
In the context of the Buddhist literature it is essential to note (a) the writing materials and (b) the script which was used by scholars. So far as writing materials are concerned, stone was extensively used because many Buddhist monuments of stone have been found. Some scholars are of the opinion that 'birchbark' and 'palm leaf' were also used for writing purposes. While a few hold that 'bhrjapatra' and 'copper plates' were also used by the Buddhist monk-scholars.

The script used in Asvagosha's writings, which are considered to be the oldest Buddhist literature, is the Prakrit Dhanmnanda. The script of the Gilgit manuscripts of Vinayapitaka is Brahmi. Besides the Buddhist monk-scholars who wrote these manuscripts, there emerged a profession of calligraphy about which, a mention is made in Kautilya's Arthasastra. The art of calligraphy gained importance during the reign of Asoka because he got the Buddhist text written on stupas which were erected all over the country. Historical facts indicate that this enormous Buddhist literature which was written by Buddhist monk-scholars on 'stones', 'copper plates', 'bhrjapatra', 'birchbark', 'palm leaf', etc. was for the use of those who were engaged in spreading Buddhism not only in India but also in China, Japan, Ceylon, Burma, Java etc. Facts also indicate that there was an urge in the people of that age for learning and use of scriptures. Naturally for the preservation and use of this literature on which the Indian culture and civilization were later built, there must have been in existence libraries either in separate buildings of their own or attached with temples or monasteries. Later when Nalanda and Valabhi universities came into existence, the libraries gradually gained importance, a detailed account of which is given in this chapter under the sub-heading 'Mediaeval'.

**MEDIAEVAL**

Scholars differ about the exact dates regarding the beginning and end of the Middle Ages. For the beginning one of the convenient dates is the fall of the Western Roman Empire in 476. For the end, a convenient date is the discovery of America by Columbus in 1492.

The Middle Ages have been defined by some scholars as the Dark Ages. The most important reason perhaps was that in the
early part of this period the importance of books and learning seemed ignored by the common man of the time. Since during the Middle Ages the Christian doctrine was systematized by able theologians like St. Thomas Aquinas, monastic communities set an example of civilized Christian living. The Christians, therefore, all over the Roman world in view of organizing and spreading Christianity collected manuscripts of the Hebrew text as well as the Greek version of the Old Testament. These Church collections though small marked the beginning of monastic libraries. Each monastery library had a *scriptorium*, where manuscripts were copied by monks trained for the work. To the monasteries were brought books that had been saved when the ancient libraries were destroyed, and it is due to the patient work of the monks in copying the old manuscripts that so much classical literature has been preserved to our time.22 Italy was the first country where in the abbey at Monte Cassino, the Benedictine monk established the first monastic library in A.D. 529. Daily reading and study was made compulsory for the monks. The influence of this monastery had great impact upon the monasteries of other religious orders such as the Augustinians, the Dominicans and the Franciscans. The monks belonging to these orders were engaged in collecting, translating and copying manuscripts. Monastic libraries spread from Italy into England, Ireland, France, Spain and other countries. These libraries differed in no essential respect from the libraries of classical times, except in the size. There is one feature of the reading equipment of the monastic library which has been revived in some of the latest library buildings in the United States, viz., the carrel. The carrel was simply a tiny apartment which accommodated a single reader, usually opened at one side. It might be of wood, resembling a sort of sentry box. In the monasteries only the older monks were permitted the use of a carrel.23

Besides the monastic libraries, university libraries too arose and built up collections of books, many of which came from the monastic and cathedral libraries.

The well-known libraries of England of this period were those of Canterbury, York, Wearmouth, Jarrow, Whitby, Glastonbury.


Crowland, Peterborough and Durham. The English libraries which were influenced by St. Benedict monastery library followed the same rule of reading books daily. The books were tied down on desks or lecterns and were chained to a horizontal bar.

In the Islamic world libraries were established at Baghdad, Cordova, Cairo and Tripoli. Greek manuscripts were eagerly sought for and translated into Arabic.

The Renaissance gave a new lease of life to libraries. Besides the monks, even the kings, princely families and other scholars in Italy became interested in reading and learning. Well-known scholars like Petrarch, Boccaccio, and Poggio, stimulated interest amongst people to search for classical literature. In France, Charles V, John, Duke of Berre, and Philip the Bold and the Duke of Burgundy collected very valuable manuscripts. In England, Humphrey, Duke of Gloucester, made a name in collecting books and manuscripts and later he gave many books to Oxford. At the close of the Renaissance period the stage was set for the development of modern libraries all over the world.

India. The Indian concept of Middle Ages is different from that of the European. According to the Indian scholars, 5th century A.D. was the golden age from the point of literature, art and religion. Unlike Europe, it is in this age in India that the great universities and libraries started coming into existence.

Some archaeological and literary evidence, and the accounts of Fa-Hien, Hiuen-Tsang and I-tsing reveal that since the 4th century B.C. writing was known to the people of India; there were books available in manuscript form and they were kept in libraries attached to monasteries and universities. Evidence also indicates that the manuscripts were kept in classified order. They were properly wrapped in coloured cloth and kept on painted stands or shelves. There were rules which governed the working of these monasteries and the libraries and there was a regular administrative set-up to run these institutions.

Fa-Hien, probably the first Chinese who travelled through Buddhist India between A.D. 399 and A.D. 414, tells us valuable facts which are relevant to our study. He admits that in the 5th century B.C. though a teacher had to teach his pupils orally, yet there were also available manuscripts of sacred texts in the Mahayana monastery at Pataliputra and Tamralipti. Fa-Hien copied out (a) The Vinaya, (b) The Sarvastivada, (c) Samyuktabhidhermahridaya
Sastra, (d) Sutra, (e) Parinirvana-Vaipulya-Sutra and (f) The Mahasamghika Abhidharma.\textsuperscript{24}

The second important Chinese pilgrim who travelled through Central Asia and India for sixteen years between A.D. 629 and 645 was Hsiuen-Tsang or Yuan Chwang. During the course of his stay in India he visited and saw in action 90 important monasteries. The total number of members of the order that resided in these monasteries is estimated to be 212,130. These inmates included both the teachers and the taught. In addition to the oral instructions, passages from the scriptures were also read to them. These scriptures in the form of manuscript books were preserved in the libraries attached to the monasteries.

In support of the point raised in the above paragraph it is stated that after Taxila, Hsiuen visited Kashmir. Here he stayed for two years and with the help of Bhadenta and his disciples he got copies made of certain sutras and sastras. Similarly Hsiuen-Tsang found well-organized libraries and eminent scholars in the monasteries of Nagaradhana Vihira, Matipur, the Svetapura, Tiloshika and Jummo (Pofato) where he studied and spent some time.

The third eminent Chinese pilgrim whose accounts support the author’s line of argument is I-ting who stayed in India for twenty-four years between A.D. 671 and A.D. 695.\textsuperscript{25} Like his predecessors he throws enough light on the educational, social and economic conditions of India in the 7th century A.D. His account is considered by scholars as a sort of a Gazetteer of India of those days and it is a valuable addition to Hsiuen-Tsang’s account.

His comments on the libraries are on page 192 of his diary: “Another kind of property held by the monasteries was their libraries. They were stocked only with Buddhist scriptures and their commentaries. If there were gifts of non-Buddhistic works, they were sold and the proceeds utilised by the monasteries for other purposes.”\textsuperscript{26a}

Apart from the libraries which were attached to the Buddhist monasteries there were libraries which were established and patronized by the Hindu rulers like Bhoja and Udayaditya. Substantial

\textsuperscript{24} Mookerji, Radha Kumud, Ancient Indian Education (Motilal Banarsidas, Delhi, 1960), p. 498.
\textsuperscript{26a} Ibid., p. 555.
evidence is available to prove that important seats of learning and universities like Nalanda, Vikramshila, Mithila had well-organized libraries for the use of their students and teachers.

A vivid account of the Nalanda University Library is available in S. C. Vidyabhushana’s *Mediaeval School of Indian Logic*. He comments: “University possessed a well-equipped library. It was situated in a special area known by the poetical name of Dharma-ganja (Mart of Religion), comprised three huge buildings, called Ratnasagara, Ratnodhadhi and Ratnamanjaka, of which Ratnasagara, which was a nine-storeyed building, specialized in the collection of rare sacred works like *Prajnaparamitra-sutra* and Tantrika books like *Samajaguhya* and the like”.

So far as the existence of libraries during the Muslim period is concerned “the Sultans and later the Mughal emperors were also great lovers of books. In fact during the Mughal times it was the fashion for every nobleman to build up his own library. One was in fact not regarded as an aristocrat unless he had a library of his own. Nevertheless, the benefits of these libraries were confined to royalty and the nobility.”

**MODERN**

Modern European scholars associate the beginning of the modern age with the invention of printing with movable type by John Gutenberg in 1454. This invention brought a great revolution, in the world of scholarship all over Europe and its effects were felt in various parts of the world. With the invention of printing, the history of library science entered a new phase, which is modern.

By the beginning of the 15th century, the monastic collections had grown so large that the cloister was no longer a suitable place for them; books were kept in more than one place, and the inconvenience of the scattered repositories made the provision of a room for the sole purpose of a library a necessity.

“Chains began to fall into disuse in the 17th century, when the libraries were revived after their almost total suppression in the sixteenth century, but they continued, especially in the parochial and church libraries, to a much later date. While the chains

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themselves disappeared, their influence persisted for a while in one curious respect, the books continued to be shelved with their fore-edges facing the reader, and the titles were lettered on the clasps or bands with which the boards of the book were fastened or, it may be, the tradition of the roll was still in men's minds, and the fore-edge assumed to be the obvious display side of a record."

With the growth of the ancient libraries the seminarum or seminar or department libraries also came into being for the first time in Germany at the beginning of the 19th century. They were simply private conferences between the professor and a little group of advanced students for the critical study of the sources of mediaeval history in the professor's own library.

By the end of the 19th century, the German seminar libraries had grown to such an extent that many of them were dignified with the name of Institutus bibliothecen. Many students and instructors did their research exclusively in these libraries, and the story is told of one German Professor that the first suspicion he had of the university library's existence was when the first consistory appointed him to one of the library committees. By 1893 the Prussian university libraries, Leipzig and Munich, had 114 seminar libraries with over a thousand titles.

Enough evidence is there to prove that in the 19th century the seminar libraries of England were greatly influenced by the German libraries. Similarly in the United States of America several American scholars recognize that their libraries were also influenced by the scholars educated in Germany. Henry Bliss is of the opinion that before 1870, the condition of American university libraries, was not very satisfactory. Only Harvard, Yale, Dartmouth and Williams had separate buildings devoted exclusively to library purposes. But when these scholars were appointed

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Ibid. pp. 10-11. This term is sometimes used to describe libraries for the Applied Sciences and Humanities. However, this terminology is not universally accepted. "Institute" is always larger than the "Seminar Library".
as teachers in American universities, they insisted on the establishment of their departmental libraries. The idea of the seminar or departmental libraries was so deeply rooted in the minds of these young men educated in Germany that Johns Hopkins preferred to establish first the departmental libraries and the Central Library afterwards. Sixteen years later essentially the same system was inaugurated at Chicago.\(^{23}\)

The seminar method of university instruction was first introduced in the United States in 1869, when Charles Kendall Adams held a special class at the University of Michigan to study English constitutional history with reference to original sources as well as to the standard literature on the subject. From Michigan, the experiment spread to Cornell, Harvard, Missouri, etc.\(^{24}\)

Besides the seminar libraries the great libraries namely Bibliothèque Nationale, Paris; Preussische Staatsbibliothek, Berlin; Det Kongelige Bibliotek, Copenhagen; Kungl Bibliotekat, Stockholm; National Library of Scotland, Edinburgh; Biblioteca Nacional, Madrid; British Museum, London; Biblioteca Nacional de Lisboa, Lisbon; Koninklijke Bibliotheek, The Hague; Library of Congress, Washington, D.C.; Magyar Nemzeti Múzeum Orazagos Szechenyi Konyvtara, Budapest; Biblioteca Nacional, Mexico; Biblioteca Nacional de Rio, Brazil; Biblioteca Nacional de Mexico; Mexico; The Lenin State Library, Moscow; Biblioteca Nazionale Centrale, Florence; Bibliothèque Nationale Suisse, Switzerland; Bibliotheka Narodowa Josefa Pilsudskiego, Warsaw; and many University libraries were founded during the modern period in the years of 1480, 1659, 1661, 1666, 1682, 1712, 1753, 1756, 1798, 1800, 1802, 1810, 1857, 1865, 1875, 1895 and 1930 respectively.

The principal schemes of Book Classification namely the Decimal Classification of Melvil Dewey, the Expansive Classification of Charles Ammi Cutter, The Library of Congress Classification, The Universal Decimal Classification, the Subject Classification of James Duff Brown, the Colon Classification of S. R. Ranganathan and the Expansive Classification of H. E. Bliss, were formulated in the years 1876, 1891, 1904, 1905, 1906, 1933, 1935 respectively.

\(^{23}\) Like Hopkins, Clark and Chicago, the New University of Stressburg was planned with due regard for the special requirements of seminar institutions.

The well-known cataloguing codes on which is based the theory and practice of cataloguing of books in the modern libraries were also worked out mainly between 1852 and 1949. Eminent amongst the codes are On the construction of catalogues of libraries by C. C. Jewett (1852); Rules for a printed dictionary catalogue by C. A. Cutter (1876); Cataloguing rules by Library Association (1883); Condensed rules for an author and title catalogue by American Library Association (1883); Supplementary rules on cataloguing by the Library of Congress (1905); Cataloguing Rules by Library Association and American Library Association (1908); Classified catalogue code by S. R. Ranganathan (1934); Rules for compiling the catalogues of printed books, maps and music by British Museum (1936); Dictionary Catalogue Code by S. R. Ranganathan (1945); A.L.A. Cataloguing rules for author and title entries by American Library Association (1949) and Rules for descriptive cataloguing in the Library of Congress, by Library of Congress, (1949).

During this period books on library organization and administration were written by eminent authors such as J. D. Brown, B. J. Carnell, W. E. Doubleday, B. M. Headicar, C. A. Joeckel, E. W. Mc Diarmid, S. R. Ranganathan, M. F. Tauber, L. R. Wilson and M. F. Tauber, Guy R. Lyle, Ralph R. Shaw (ed.), J. L. Wheeler and H. Goldhor.

In the fields of bibliography prominent amongst the authors

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35 Brown, J. D., Manual of Library Economy (Eds. 1-6, 1903-49, 7th ed. completely rewritten.
36 Carnell, E. J., Library Administration, 1948.
37 Doubleday, W. E., Primer of Librarianship, 1933.
40 Mc Diarmid, E. W., Administration in the American Public Library, 1943.
who wrote on this branch of library science are: Van Hoesan, Georg Schneider, J. C. Cowley, Fredson Bowers, A. Esdaile, and T. Besterman.


Librarians will ever remain deeply indebted to great philanthropists namely Andrew Carnegie, Rockefeller, Ford and U. S. Foundation of Education for their generous contribution for the betterment of libraries all over the world. Library Associations like American Library Association (Chicago); Library Association (London); Special Libraries Association (New York); ASLIB (London); I.L.A.; and other associations of the world made lasting contribution by publishing literature on library science. During the last fifteen years or so the contribution made by the UNESCO is a unique one in establishing a network of libraries throughout her member countries. On behalf of the UNESCO many seminars were held, surveys of library services in different countries were made and pilot project libraries were established in the countries belonging to Far East, Middle East and Africa. Very recently necessary arrangements of starting libraries by UNESCO in Nigeria and Tunisia have been completed. Lately in India under the U.S. Wheat Loan Scheme many Indian librarians

48 Schneider, Georg, Theory and History of Bibliography, 1934.
49 Cowley, J. D., Bibliographical Description and Cataloguing, 1939.
52 Besterman, Theodore, Beginnings of Systematic Bibliography, 1936.
54 Warner, John, Reference Library Methods, 1928.
56 Hutchins, M., Introduction to Reference Work, 1944.
58 McColvin, L. R., Library Stock and Assistance to Readers, 1936.
60 Shores, L., Basic Reference Services, 1954.
were sent to U.S. for training in library science and the libraries were given monetary aid to purchase books from the United States of America. Under the Colombo Plan also a few librarians were sent for training in the Commonwealth countries. During this period training facilities were also provided more than ever before all over the world. One of the most important differences between the libraries of the ancient, medieval and the modern period is that the libraries of today freely use mechanical aids such as microphotography, computers, magnetic tape, punch cards etc. The name of Dr. Ralph Shaw in introducing these gadgets figures most prominently.

These gadgets had to be used in the libraries because daily thousands of books, pamphlets and periodicals on all branches of knowledge are published and their thought contents are so enormous that they cannot be made available to a research worker in the microscopic and summarized form without the help of these mechanical aids. The students of library science, therefore, are given training like the students of other sciences in handling these mechanical gadgets.

The details of running the modern libraries have been dealt elsewhere in this book. Hence this is in a nutshell the story of library science from the birth of man to the present day.
SCENE AT HOME

This chapter briefly surveys the library activity in India during the last hundred and fifty years, under the following heads:

a. Role of Libraries in Free India
b. Establishment of early Public and University Libraries
c. Library Legislation
d. Role of the Union and State Governments:
   (1) Five Year Plans
      (i) First Five-Year Plan
      (ii) Second Five-Year Plan
      (iii) Third Five-Year Plan
      (iv) Fourth Five-Year Plan
   (2) Library Advisory Committee
   (3) University Grants Commission
      (i) Work Flow Seminar
      (ii) Revision of Pay Scales
      (iii) Review Committee
e. Role of the International and Foreign Agencies
   (1) UNESCO
   (2) U.K. : British Council : Colombo Plan
f. Role of Library Associations
g. Library Training
h. Library Literature : Books : Periodicals
i. Bibliographical Organization and Control in India
   (1) General Survey
   (2) INSDOC, New Delhi
   (3) D.R.T.C., Bangalore
   (4) Indian Standards Institution, New Delhi
j. Library Architecture
No comprehensive study presenting objective perspective of the history of library activity during this period has so far been made. Some fragments of the subject in the form of articles have been compiled either in the form of two books\(^1\) or are available in professional journals.

The prominent amongst the writers on this subject are Dr. S. R. Ranganathan, B. S. Kesavan, N. C. Chakravarty, P. N. Kaula, K. Ramakrishna Rao, and R. Janardhanam Naidu. Since they deal with some phase of the movement or other, their scope and method of presenting the facts is different. To remove these lacunae an attempt in the following pages has been made to present in a nutshell an objective study of library movement in India from 1784 to 1964.

**ROLE OF LIBRARIES IN FREE INDIA**

Maulana Abul Kalam Azad while inaugurating the UNESCO Seminar on the Development of Public Libraries in Asia on October 6, 1955, told the audience that India with a population of 360 millions possesses only 32,000 libraries. In other words, there is only one library provided for every 11,250 people. "Many of them", he continued to point out "are libraries only in name for they lack some of the essential prerequisites of a good library". In the same speech he revealed that "there is hardly one book for every 50 persons and more than 10 per cent have to content themselves with one book per year".\(^2\)

The above statement of the then Union Minister for Education, Government of India, clearly indicates that there is great need for establishing libraries all over the country if the issue of self-education of the citizens of our country is considered of primary importance.

**WHY AND HOW LIBRARY SERVICE IS IMPORTANT?**

The Preamble and the Directive Principles of the Indian

\(^1\) \(a\) Kaula, P. N. (ed.) *Library Movement in India*, (Delhi Library Association, Delhi, 1958), p. 153.


Constitution lay stress on social justice and equality of status and opportunity to her citizens.

But how library service comes into the picture at all in realizing the objectives of the Constitution? Some might argue that India existed throughout her long history without proper library service and even can claim to have a rich literary heritage. In the same way she can continue to progress as an enlightened democracy without caring for the establishment of libraries throughout the country and educating her people. But a little thought will convince those who subscribe to these views that during the last hundred years or so India has had to depend solely on her emotions to win her independence. All energy that has shaped her in recent years has sprung from dynamic power of racial pride, and her faith in her leadership. But after the turning point in the modern history of India in 1947, this kind of emotional energy will be of little use for the reconstruction work of our nation. Besides, there is a great urge among our people today to rediscover themselves. We, therefore, cannot afford to keep them any longer illiterate, ignorant and without library service.

USES OF LIBRARY SERVICE AND HOW IT AFFECTS OUR SOCIETY

Contrary to the old conception of a library, today, it is not a mere store-house where books are collected, classified and preserved for the use of lovers of knowledge who knock at its portals. But it is now an integral part of public education, one essential component of the machinery employed for imparting mass education on a larger scale. It has an active part to play in adult education, making use of new techniques of communication, such as radio, films, discussion groups and exhibitions so that people who use libraries may be helped to read wisely and well and may be led to pay central attention to the significant problem of their place and time. It can help in building up our country peacefully, democratically, with as little conflict as possible. It can help in eradicating deep-rooted notions of communalism and casteism from our people. It can also wipe out the evil of untouchability from the minds of our people who do not realize, out of sheer ignorance, the danger of this evil in reorienting our society. It can help in making them understand the dynamic forces hidden behind a few current nation-building schemes in our land. It can also help in the implementation of the recommendations made by the Emotional
Integration Committee. Hence establishment of libraries all over the country is an essential task before the people of India.

Establishment of Early Public and Universities’ Libraries

Some authors are of the opinion that the modern library movement in India began in 1910 in Baroda but some scholars are inclined to believe that its beginning probably can be associated with the establishment in 1784, of the library of the Asiatic Society of Bengal. Another early library of importance is the Madras Library Society which was founded in 1812. The Public Library of Calcutta was started in 1836 which was meant to serve “all ranks and classes without distinction.” This library later formed the nucleus for the Imperial Library, now the National Library of India, Calcutta. In Bombay, the Peoples’ Library was started by citizens in 1846.

Amongst the earliest university libraries, those in Bombay, Calcutta and Madras were founded in 1857. Allahabad, Banaras, Mysore, Patna, and Osmania University Libraries were established in 1887, 1916, 1917 and 1918 respectively. Later, University Libraries of Lucknow, Delhi, Nagpur, Andhra and Kerala were founded in 1921, 1922, 1923, 1926 and 1937 respectively. Between 1938 and 1963 almost all of the rest of the university libraries in India including the Panjab University Library, Chandigarh, came into existence.

Since the contribution made by the Maharaja Sayajirao Gaekwad of Baroda is considered unique in the history of modern library movement in India it needs special treatment. Maharaja Sayajirao Gaekwad can be considered the most enlightened Maharaja of the early 20th century. Some educationists are of the opinion that he was fifty years ahead in educational policies for his State. In 1907 he made elementary education compulsory for children throughout the State of Baroda. During the course of his visit to the United States of America he was so deeply impressed by the effective role of public libraries in the advancement of education that he immediately decided to establish public libraries throughout his State. To organize them on modern lines he requested W. A. Borden, Librarian of the Young Men’s Institute, New Haven, Connecticut, to accompany him to India. W. A. Borden

 gladly accepted the offer and "during his three years' tenure of office (1910-13), he established the Central Library, initiated a system of state-aided free public libraries and reading rooms and organized travelling libraries and an agency to impart visual education to the illiterate masses".4

The Baroda experiment paved the way for the establishment of public libraries throughout the country. Bombay, Ahmedabad, Poona and Dharwar followed suit. Today both Maharashtra and Gujarat, the two newly created states have a network of libraries developed on the lines of the Library Development Committee which was appointed by the Government of Bombay in 1939.

In Bengal because of the efforts made by Kumar Munindra Deb Rai Mahasai, as a Member of the Legislative Assembly and as President of the Bengal Library Association, subscription libraries were started in the city of Calcutta and other towns of Bengal.

The Southern States of India like Madras, Andhra, Hyderabad, Kerala, Travancore, Cochin and Malabar5 had the public libraries even earlier than they had Library Acts. After the Library Acts in the three states, i.e. Madras, Andhra and Hyderabad came into force the establishment and the maintenance of public libraries became easier and the library service was made available to all citizens of these states.

India had her National Library only after she won her independence in 1947. In fact the present National Library was formerly known as the Imperial Library, Calcutta. The forerunner of the Imperial Library is the Calcutta Public Library which was bought from its trustees and was housed in a building which was raised to do honour to Mr. Charles Metcalfe.6 This library was thrown open to the public in January, 1903.

In 1948 the Imperial Library was renamed by the Government of India as the 'National Library' and "the work of re-shifting the library from the Esplanade premises to Belvedere was started towards the end of 1948".7

5 Travancore, Cochin and Malabar now form part of the State of Kerala.
7 Ibid. p. 271.
The Government of India on May 21, 1954, passed the Delivery of Books (Public Libraries) Act, which holds all the publishers in India directly responsible for delivering to the National Library, books and periodicals within a month of their publication.

On 15 August, 1958, the National Library, Calcutta, released the first issue of the *Indian National Bibliography* on the lines of the recommendations of the "Indian National Bibliography Committee", which was appointed by the Ministry of Education of the Government of India in 1955. Under the able guidance of its former librarian Padmasri B. S. Kesavan, the National Bibliography has been proving a valuable reference tool in the libraries all over the world. Today this is not only the largest library in India but also the best organized and administered one.

The establishment of the Delhi Public Library in 1951 in Delhi is another landmark in the history of public libraries in India. It was one of the pilot projects of the UNESCO which was taken into hands with the co-operation of the Government of India. Had it been housed in a new building of its own, it could have been an example of a modern library today. Even without a modern building it has been a successful venture. Besides a large collection and staff it maintains a few book mobiles, which visit fifteen places every week, as well as several deposit stations.

The library has been proving of immense use to thousands of readers residing in Delhi and New Delhi.

A few branches have also been started recently in addition to seven deposit stations. The establishment of the Delhi Public Library is no doubt an epoch-making event in the library movement in our country and it is expected that it will have far-reaching effects towards the betterment of library services in India.

The contribution of Dr. S. R. Ranganathan towards the establishment of libraries not only in the *Southern States* but throughout the country is unique. In 1950 he published *Library Development Plan*. In this book he worked out a thirty-year programme for Library Development Plan for India. He also drafted library bills for the Union and the Constituent States. Between 1950 and 1964, these plans were considered in some form or other by the Government of India, Library Associations and other educationists.

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Ultimately a draft bill for public libraries has been finalized by the Union Government and copies of the draft have already been sent to the various states for their consideration and adoption. Many library associations including the Panjab Library Association, Chandigarh, have considered this draft and made certain suggestions. It is hoped that the Indian states after due consideration would like to adopt the bill and in due course libraries will be established even in the states which so far have no Library Acts.

**LIBRARY LEGISLATION**

Library legislation is very important for the establishment, development and maintenance of public libraries in any state. Some may ask why from times immemorial libraries flourished all over the world without library legislation. They may also enquire why even after the invention of movable metallic types by Gutenberg in 1454, and subsequent series of mechanization of typesetting, printing and the rapid production of books in quantity and quality, the need for library legislation did not catch as much attention of the educated masses as it has done today. The main reason probably is that during this period, the nature and character of libraries was different than it is today. Libraries today have become the sure media of mass education. They are the cultural centres of a society. To finance these important social institutions and make them more useful and effective in the service of humanity, library legislation is considered essential.

**NEED FOR LIBRARY LEGISLATION**

Library service, the importance of which has not yet attracted the attention of our legislators in India, in spite of our rich literary heritage, has a great role to play in the implementation of our state policies with regard to mass education and 'emotional integration'. The nature of the society we dream provides social, economic and political opportunities equally to all. This is possible only through proper arrangements for their education—basic, secondary or university. In order to provide them education we need books, pamphlets and other materials. And to organize the

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materials for productive use, we need libraries, and to set up libraries in the most effective and modern way, we need finances and to provide finances, we need legislation.

SURVEY OF LIBRARY LEGISLATION IN INDIA

The history of library legislation in India is as full of events as her struggle for independence. Many librarians and educationists of our country did make many attempts to put before our legislators the need of library legislation but their efforts did not bear fruit. Most eminent among them is Dr. S. R. Ranganathan. Dr. Ranganathan went to England to study Library Science in November, 1924. When he sailed back home in June 1925, his mind was full of one thought i.e. “How to secure the necessary foundation of library legislation?”

In his book *Library Legislation*, Dr. Ranganathan tells a woeful tale of his struggle for getting into operation the Madras Library Act. Subsequently Hyderabad and Andhra followed the example of Madras. Dr. Ranganathan drafted library bills for many other states in India. In 1950 he published his well-known book entitled *Library Development Plan: Thirty-Year Programme for India with Draft Bills for the Union and the Constituent States*. The Advisory Committee for Libraries in its report, also pleaded for library legislation for each state. Since 1948, when the Madras Library Act came into force, things stand where they were, but certainly the attention of our legislators towards the need for library legislation has been drawn. It is a matter of great satisfaction that the Library Draft Bills are being considered by a few states sympathetically. It is expected that during the Third and Fourth Five-Year Plans period, most of the states will have library legislation in India.

In conclusion, it can be said that a library is responsible for the development of the personality of citizens of a nation, for keeping them well informed and their intellect in constant exercise; and library legislation is responsible for establishing a library authority

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in which powers are vested for the establishment of public libraries and the organization of a comprehensive rural and urban library service. India being a young democracy with its vast and multi-sided regional, cultural, social, economic and political problems, the need for library legislation becomes pressing. It is, therefore, of the utmost importance that Government of India give serious consideration to library legislation. Only then the wish of the late Prime Minister Shri Jawaharlal Nehru can be fulfilled which he expressed while inaugurating the Gujarat Vidyapith Library on January 5, 1955. He said, "It should be our endeavour to locate at least one library in every village in the country".14

ROLE OF THE UNION AND STATE GOVERNMENTS

The library activity of the last one hundred and fifty years as summarized earlier is mostly responsible for creating library consciousness among the people of India. After India became free in 1947, this consciousness took a different turn. The Government of India decided not to delay any longer the establishment of libraries because they are excellent media not only of education but also of self-education.

FIVE-YEAR PLANS

(i) First Five-Year Plan: Realizing the important role of a modern library today, the Government of India in the First Five-Year Plan of Educational Development 1951–56, included the scheme of 'Improvement of Library Service'. This scheme envisaged a network of libraries spread all over the country. The proposal of setting up at New Delhi a National Central Library was also made.18 During the First Plan period (1951–56) nine State Governments i.e. Assam, West Bengal, Madhya Pradesh, Punjab, Pepsu, Rajasthan, Saurashtra, Bhopal and Vindhya Pradesh decided to set up state central libraries. A very promising start was thus made towards the betterment of library service under the First Plan.

(ii) Second Five-Year Plan: Under the Second Five-Year Plan (1956–61) the Government of India allocated about Rs. 140 lakhs


for setting up a country-wide network of libraries in her 320 districts. As a result of this plan most of the states in this country had state central libraries and district libraries as the main distributing centres.\textsuperscript{16} Under this plan the Institute of Library Science at University of Delhi was also established. The first Refresher Course on "The Public Library and National Development", was inaugurated by Dr. K. L. Shrimali, then Union Minister for Education on March 2, 1959.

\textit{(iii) Third Five-Year Plan:} In the Third Five-Year Plan (1962–67) the Government of India has recognized that "an adequate system of libraries is an essential part of any well organized system of education".\textsuperscript{17}

The Government of India has further agreed that "During the Third Plan, steps will be taken to set up or develop all four National Libraries at Delhi, Calcutta, Bombay and Madras".\textsuperscript{18} In this Plan, "There are provisions also for strengthening libraries at the State headquarters and for increasing the number of libraries at the district and taluka levels. An Institute of Library Science was set up during the Second Plan to train key library personnel. During the Third Plan other universities will also have facilities for research in library science and facilities for training library personnel".\textsuperscript{19}

\textit{(iv) Fourth Five-Year Plan:} Under the Fourth Five-Year Plan the Planning Commission made an appointment of a Working Group on Libraries consisting of eminent librarians and educationists of India with Prof. V. K. R. V. Rao as its Chairman to evolve a sound programme of library development in the Fourth Plan consistent with the needs and requirements of the country as also its resources. Shri D. R. Kalia and Shri N. C. Chakravarty have prepared for this Working Group two papers in which they have made a survey of the existing conditions of the libraries and have suggested many ways and means for the propagation of library movement in India. They have also given an estimate for the implementation of their proposals.

It is heartening to note that the Government of India announced on July 16, 1964, the appointment of a 16-member Education

Commission to make a comprehensive review of the entire field of education and advise the Government on evolving a national pattern at all stages of education. The Commission has formed various sub-committees to prepare reports on various aspects of Education including the Libraries. A few eminent librarians have been associated to advise the Commission with regard to the role of libraries for the advancement of Education.

The decisions of the "Working Group" of Education as well as of the Sub-Committee appointed by the Education Commission will go a long way towards the betterment of libraries in our country.

ADVISORY COMMITTEE FOR LIBRARIES

The appointment of the Advisory Committee for Libraries in 1957 by the Ministry of Education, Government of India, was another landmark towards the betterment of libraries in India. This Committee came into existence as a result of one of the recommendations of the Seminar on the "Role of Libraries in Social Education", which was organized by the Indian Adult Education Association at Chirag, Delhi, in September-October, 1955.

The terms of reference of the Advisory Committee for Libraries were as under:

1. To enquire into the present reading needs of the people, how they are met and what part the existing library set-up plays in meeting the needs.
2. To enquire into the reading tastes of various sections of the people, what agencies are there to provide suitable literature and how the reading taste and the literature can be improved.
3. To recommend the future library structure in India.
4. To recommend the forms of co-operation between the library and social education set-up.
5. To go into the question of training of librarians and the conditions of their services.
6. To make recommendations on the administrative and financial measures necessary to support the future set-up in India.

The Committee submitted its report to Dr. K. L. Shrimali,
then Minister for Education, Government of India, on 12 November, 1958. The implementation of its recommendations is under consideration by the Union Government as well as by the State Governments.

UNIVERSITY GRANTS COMMISSION

The University Grants Commission gave a new lease of life to the university and college libraries. It gave librarians a status, prestige and a better deal in life.

Since the improvement and expansion of libraries has been a major item of the U. G. C. programme the Commission appointed a Committee under the Chairmanship of Dr. S. R. Ranganathan to advise it on a wide range of subjects including the standards and principles for the designing of library buildings, fittings, and furniture, administration of university libraries, training of librarians, etc.

(i) Work Flow Seminar: To associate the staff of the university and college libraries with the proposal for the reform of library administration and development of libraries, the Commission organized a seminar on 'Work Flow' in libraries. Universities and many colleges deputed members of their library staff to attend the Seminar,\(^1\) which met in New Delhi from March 4 to 7, 1959.

Dr. C. D. Deshmukh, the then Chairman of the U. G. C. in his address said that "it is my belief that during the last four or five years of the existence of the U. G. C., we have extended assistance to libraries for buildings and furniture as well as for the purchase of books and latterly for the engagement of part of the staff on a scale which is relatively speaking larger than would be found in many other countries, particularly the United Kingdom, the University Grants Commission in which is a kind of prototype of our Commission. We have operated in this way because we realize that in the first place there were many relatively new Universities which were ill-equipped with libraries and secondly, because there were many colleges which even if as they were told have not been able to get together anything that could be regarded as an adequate library. I suppose that since most of you are experts here you will agree that ideally speaking a college of the strength that we have contemplated for one, normally round about 1,000 should have at least 50 volumes per student making a total of 50,000

volumes and that a University should have at least double that number normally, i.e. 1,00,000 which comes to 100 volumes per teacher as against 50 volumes per student, assuming that the pupil-teacher ratio is 20 : 1, which is not a too good ratio.

"Obviously we all know that these ideal standards are not attained in many places in India both in colleges and in universities. But we in the Commission believe that the grants that we have made in the course of the last few years have enabled these institutions of higher learning to make a good beginning both with buildings as well as with equipping them with a stock of books." 22

Dr. S. R. Ranganathan, Director of the Seminar in his address said that "the University Grants Commission is fully convinced of the new and intimate role of the libraries in the university and college life in our renaissant India. They have a policy to give liberal grants for all library purposes—reading materials, buildings and library staff. The Commission did not take long to realise that the proper way to develop our library service along helpful lines is to entrust the planning of the whole affair to the library profession itself. This functional sharing to their responsibility has been a commendable and welcome step." 23

The recommendations of the Seminar were circulated to the universities and colleges all over the country. Their comments were considered by the Commission and most of them were accepted.

(ii) Revision of Pay Scales: Another great landmark in the history of university and college libraries is the revision of salary scales of professionally qualified librarians under the Third Five-Year Plan. The U. G. C. prescribed the following qualifications for the professional library staff in university libraries if they were to be put on the revised scales for the posts: (a) Professional Junior (Lecturer), (b) Professional Senior (Reader) and (c) Professional Senior (Professor).

Qualifications laid down by the Commission

PROFESSIONAL JUNIOR a) First/Second class B.A./B.Sc./B.Com. (LECTURER) (400—30— degree plus 1st or 2nd class M.Lib.Sc. 800) degree (two years' course).

23 Ibid. p. 172.
According to the survey recently made hardly a dozen universities have so far implemented the above recommendations. It is expected that in all the universities these scales of pay will be accepted in due course.

(iii) Review Committee: In order to consider the question of improving and co-ordinating the standards of teaching and research in the departments of library science in Indian universities, the University Grants Commission set up a Review Committee in July, 1961, under the Chairmanship of Dr. S. R. Ranganathan.

The terms of reference of the Committee are:

(i) To determine the type of courses which should be offered by the universities.

(ii) To work out objectives of different types of courses.

(iii) To recommend to universities schemes of papers for each type of course with a view to providing specialization in any field.

(iv) To work out agreed syllabus as far as possible in each of the subjects for these different courses, including the relative place of theory and practice in each subject in the curriculum.

(v) To recommend teaching methods suitable for teaching
various parts of the syllabus and to lay down guiding principles for the conduct of examinations.

(vi) To lay down the entrance qualifications of students for the various courses.

(vii) To lay down minimum standards for passing of question papers for the purposes of the examinations.

(viii) Any other steps to achieve uniform and highly developed standards such as qualifications of lecturers etc.24

The first meeting of the Committee was held on 15 July, 1961, in which a questionnaire was finalized. On the basis of the data supplied by the Indian universities in response to this questionnaire a note was prepared by the U. G. C. and was sent to the members of the Committee for their perusal and comments. The final decisions of the Committee have recently been published.

ROLE OF THE INTERNATIONAL AND FOREIGN AGENCIES

UNESCO

The great contribution of UNESCO to the library profession in India probably is that it gave it an international status. The Indian librarians and reading public will ever be grateful to the UNESCO for its decision of setting up its first pilot project library in India by establishing the Delhi Public Library in October, 1955. The main aim of the UNESCO for taking this decision was to provide information on the problems of public library service for other parts of India in particular and for Asia in general.25

The second eminent step that the UNESCO took in this direction was the holding of a Seminar on the development of public libraries in Asia, in Delhi from October 6 to 26, 1955. "It was the first international meeting on this subject to be organized in an Asian country."26

"The purpose of the Seminar was to study the principal public library problems in Asia and to make recommendations for the

24 From a Communication No. F. 53-32/590 (H), dated 7 July, 1961 of the U.G.C. to the author who was a member of the Committee.
development of public library services in Asia."\cite{27} "Forty-six librarians and educators of whom 25 were participants, 18 were observers and 3 were members of the staff of the Delhi Public Library, took part in the Delhi meeting. They came from the following countries: Afghanistan, Australia, Burma, Ceylon, India, Indonesia, Japan, Malaya, British Borneo Group, Nepal, Pakistan, Philippines and Thailand.\cite{28}

The main work of the meeting was carried out in three working groups:

Group I: The development of national public library service.
Group II: Provision and maintenance of elementary reading material for adults.
Group III: Library services for children.

On the whole the Seminar was a great success. For the library profession in India it was of immense value.

Another UNESCO Seminar which had far-reaching effects on library profession in India was the ‘Regional Seminar on Library Development in South Asia’. It met at the University of Delhi Library from 3 to 14 October, 1960. Apart from various professional problems on which papers were read in this Seminar, the most significant were: ‘grading of staff’, ‘salary scales’ and ‘the status of librarians’.

(i) Grading of Staff and Salary Scales: After discussing questions of grading and salary of the library staff in relation to those of the academic staff of the university, the Group II of the Seminar was of the view that the difficulty experienced in recruiting staff which would be qualified academically as well as professionally would be solved by equating library posts to corresponding posts on the academic staff. It could be insisted that in order to be eligible for their equality of status, librarians should possess academic and professional qualifications required from faculty members of the corresponding classes in the university. A resolution was adopted accordingly that the profession of librarianship should be developed as an academic profession and the library regarded as an academic rather than an administrative department.

The schedule given below is accordingly suggested as deemed

\cite{Ibid. p. 13.}  \cite{Ibid. p. 13, 14.}
worthy of adoption by all university authorities of order to secure the results which the Group foresees.\textsuperscript{29}

\textbf{SCHEDULE}

<table>
<thead>
<tr>
<th>Description of Staff Members</th>
<th>Nature of Duties</th>
<th>Equivalent to Faculty Post and Enjoying Scale of</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Librarian</td>
<td>Supervisory</td>
<td>University Professor</td>
</tr>
<tr>
<td>2. Deputy Librarian</td>
<td>Senior Professional</td>
<td>University Reader</td>
</tr>
<tr>
<td>3. Asstt. Librarian</td>
<td>Junior Professional</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>4. (a) Senior Library Asstt.</td>
<td>Professional Assistant</td>
<td>Assistant Lecturer</td>
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<td>in any section</td>
<td></td>
<td></td>
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<tr>
<td>(b) Technical Assistant</td>
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</tbody>
</table>

\textit{(ii) The Status of Librarians:} During the transitional stage when the library services are being initiated, established and accepted as important public institutions, the old idea of the librarian being merely a caretaker of book collection persists. The library services can develop only when librarians of good academic qualifications and professional training suitable for their jobs are made available and are given proper status in society which includes pay, service condition, etc. equivalent to those of the members in other and allied established professions. The Seminar, therefore, recommended as follows:

"As librarianship is a profession calling for specialised training the only way to attract and hold suitable talent for the developing of library services would be by assuring librarians appropriate status and pay. It, therefore, follows that the status, pay and hierarchy of librarians in academic institutions should correspond to those of the academic staff, of librarians in public libraries to those in the educational cadre, and of librarians to those of the technical personnel."\textsuperscript{30}

Besides establishing the Delhi Public Library as its pilot project and holding international seminars, the UNESCO honoured the

\textsuperscript{29} Extracts from the UNESCO’S \textit{Seminar Reports of Group II.}
\textsuperscript{30} Extract from the UNESCO’S \textit{Seminar General Report of the Plenary Session.}
Indian librarians by inviting them to advise upon various library projects meant for the member countries. The prominent amongst those are, Dr. S. R. Ranganathan, B. S. Kesavan, D. R. Kalia, S. S. Saith and a few others. The role of the UNESCO for the upliftment of library profession in India can, therefore, be considered of a very great importance.

UNITED KINGDOM

Under the Colombo, Commonwealth and British Council Scholarship plans, a few librarians namely Bimal Kumar Datta, D. B. Krishna Rao, late T. N. Koranne and a few others received specialized training under these programmes. Besides these British scholarships which were made available recently to young librarians, India’s veteran librarians, namely K. M. Asadulla, S. R. Ranganathan, B. S. Kesavan, S. Bashiruddin, M. Y. Mullay, N. R. Ray, S. S. Saith took training in librarianship in London. Indian librarianship, therefore, owes a lot to the United Kingdom.

UNITED STATES OF AMERICA

The lasting and valuable contribution made by the United States of America to the library profession in India will figure prominently if someone writes its detailed history. The programmes under which Indian librarians were benefited by the generous help of the people of ‘the land of libraries’ are the Rockefeller Foundation, U. S. Education Foundation, Fulbright and Smith Mundt Scholarship and the Wheat Loan.

Prominent amongst those who benefited by the generous scholarships of the Rockefeller Foundation are : N. M. Ketkar, S. Parthasarathy, P. B. Mangla, Narinder Kumar Datta and the writer of this book. If objective evaluation of the Wheat Loan programme is made by someone who is neither an American nor an Indian perhaps his ruling will be that the library profession made more progress between 1951 and 1962, than during any other period. The maximum number of libraries and librarians were benefited by this programme. Practically all librarians who visited the U. S. A. under this programme have submitted their reports. Some of them have been published in various Indian and foreign professional journals. They have recorded their impressions of their visits to American libraries. The reports published by Prof. S. Das Gupta, K. S. Hingwe, V. Khandwala, K. A. Isaac, B. P. Misra and
A. K. Mukherjee, are worth mentioning.

The following extract from a report by Laurence J. Kipp and Cecilia R. Kipp, who visited India to evaluate the programme presents the American as well as the Indian view of the programme.\footnote{Kipp, L. J. and Kipp, C. R., \textit{Indian Libraries and the India Wheat Loan Educational Exchange Program}: \textit{A Report} (The Wheat Loan Office, American Embassy, New Delhi, 1961), pp. 7–8.}

"The India Wheat Loan Educational Exchange Program was authorised by United States Public Law 480, passed in 1951. This act provided for a loan of $190,000,000 to India for the purchase of two million tons of wheat to help relieve an acute food shortage. The first $5,000,000 (Rs. 2,38,00,000) of interest on this loan was, the act specified, to be used for the following programmes:

(1) Studies, instruction, technical training, and other educational activities in the United States and in its Territories or possessions (a) for students, professors, other academic persons, and technicians who are citizens of India, and (b) with the approval of appropriate agencies, institutions, or organizations in India, including in both cases travel expenses, tuition, subsistence and other allowances and expenses incident to such activities; and

(2) The selection, purchase, and shipment of (a) American scientific, technical, and scholarly books and books of American literature for higher educational and research institutions of India, (b) American laboratory and technical equipment for higher education and research in India, and (c) the interchange of similar materials and equipment from India for higher education and research in the United States.

"At that time foreign exchange was not in such critically short supply for India as it is today, and India began payment of the interest in dollars. Some delay was encountered in setting up the machinery to employ this dollar fund, but by 1955 the India Wheat Loan office was established, headed by the American staff, to work with the Ministry of Education and the University Grants Commission. Since then, the Wheat Loan Educational Exchange Programme has worked in three areas: to provide laboratory and technical equipment to Indian universities and libraries, and to exchange Indian and American specialists in academic fields. Now, at the end of six years, the fund is nearly exhausted and the Wheat Loan Office will close at the end of 1961.

"This report is concerned only with that part of the Wheat
Loan Programme which was concerned with books, libraries and librarians. In dollar cost this part of the programme has accounted for approximately $1,700,000 exclusive of the administrative costs. Of this amount $1,400,000 has been allocated for the purchase of books, $160,000 for study-travel grants in the United States for 33 Indian librarians, $40,000 to bring five American librarians to India, and $75,000 to provide Indian government documents to American libraries.

"In evaluating the book and library aspects of the Wheat Loan Programme, we have not attempted a critique of its administrative aspects. Our only observation is that this is a most interesting example of bi-national administration in the cultural relations field. The Wheat Loan Office has, since 1954, operated with two and at times three Americans. One of these has been a library specialist. Lucile Dudgeon was assigned there for part of the first year and since then Beatrice H. Holt has held the post."

Mr. and Mrs. Kipp who stayed in India for eight months visited practically all prominent Indian libraries including the Panjab University Library, Chandigarh, and its Extension Library, Ludhiana. They also directed deliberations of the four Zonal Workshops which were held in Baroda, Hyderabad, Patna, and Jaipur. These workshops were attended mainly by those librarians who got training in the U. S. A. under the Wheat Loan Programme.

To present different impressions of the librarians, below are quoted a few extracts from the reports which they gave at the Jaipur Workshop.

"In the States I observed two important practices which I could follow or adopt in my library: First, every library has its procedural methods put on paper so that uniform practices are followed. Second, service is rendered by an excellent staff which helps students as well as faculty. Communication is so fine that each one is satisfied with the library service." V. Khandwala, S.N.D.T., Bombay.

"The most powerful impression which I gained from the experience in U.S.A. was the role of the University Library itself, the recognition given to the University Library by the administration and faculty. I found the Library in the educational activities of the University as the most important constituent part. I hope to share with my administration and faculty these ideas on the proper development of Library and to conduct periodical surveys, which I saw used

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in the States, to evaluate the resources and services as well as the capabilities and limitations of the University Library.” K. A. Isaac, Kerala University, Trivandrum.

“Dr. Deshmukh laying the foundation stone of Patna University Library said, ‘The Library is the heart of the University, the Teachers are the soul and the Students are the body’. This situation I actually found in U.S.A. I was impressed most with periodical staff meetings for the purpose of discussing problems to develop services and to co-ordinate work. I propose to issue a Library Handbook for students which I saw in every University Library in U.S.A. This trip has given me great confidence and I am full of new ideas.” B. P. Misra, Patna University, Patna.

“I returned home from the U.S.A. with an enthusiasm for the profession and the spirit of service. I was impressed with the planned approach to all problems and I believe I can work on a five-year plan and demonstrate what can be done in my Library without additional funds or assistance from my Administration. I propose to concentrate on public service instead of cataloguing and classification. Other practices in U.S.A. which impressed me are:

- Place of library in the educational set-up
- Status and rank of librarians
- Well-organized professional associations
- Increasing use of non-book materials
- Use of time-saving gadgets
- Library co-operation in book acquisition
- Inter-Library Loan
- Wide use of student assistants
- New concept of undergraduate service

V. Durairajan, Annamalai University, Chidambaram

“I was impressed and briefed on the modular concept of library buildings. I learned about advantages and disadvantages of centralization and departmentalization and of subject approach for internal organization. I was impressed with the reforms in library administration and the methods of evaluating the systems by job and cost analysis. I propose to introduce orientation lectures for students, to strengthen the reference collection and to introduce a central catalog, and also to introduce co-operation in acquisition of materials for the benefit of colleges, which are affiliated and have limited resources.”—M.L. Kaul, Jammu & Kashmir University, Srinagar

The above statements are not emotional; they express the true experience and feelings of those librarians who have benefited by the Programme and have improved the services in their respective libraries.

Besides the Rockefeller Foundation, U. S. Education Foundation, Fulbright and Smith Mundt Scholarships, many American
universities awarded to Indian librarians, grants-in-aid, freeships and part-time jobs to carry on their studies in the field of library science. The library profession in India will ever be indebted to the American people for their generous assistance.

ROLE OF LIBRARY ASSOCIATIONS

An association which has been defined as "a body of persons associated for a common purpose" is essential if a profession is to be well-organized to make it effective in the service of its members.

Towards the fulfilment of this dictum the librarians especially of the United States of America and the United Kingdom established National Library Associations in their respective lands as early as in 1876 and 1877 respectively. Other countries followed suit.

According to the American Library and Book Trade Annual 1963, there are 141 International and National Library Associations in 68 countries.\(^{39}\) If the regional associations are also taken into consideration the total might reach to three hundred library associations throughout the world.

Turning to India we find that the State Associations came into existence before the National one. Andhra Provincial Library Association was probably the first one which was established in 1914. The Bengal, Madras, and Panjab Library Associations came into existence in 1927, 1928 and 1929 respectively.

Library Associations in India can conveniently be classified under three main heads: (i) National; (ii) State and; (iii) Special.

NATIONAL

(i) Indian Library Association (I.L.A.): India has two Library Associations of national stature. One is the Indian Library Association (I.L.A.) and the other is the Indian Association of Special Libraries and Information Centre (IASLIC).

The I.L.A. was founded on 12 September, 1933, during the course of the Conference which was inaugurated by J. Leitch Wilson the then Educational Commissioner, Government of India. The Conference was held in the Asiatic Society Hall in Calcutta. The eminent amongst the founder-members of the Association are

K. M. Asadullah, S. R. Ranganathan, Kumar Munindra Deb Rai Mahasaya, R. V. Sabnis, S. Bashiruddin, Labhu Ram, G. S. Misra, M. O. Thomas, J. A. Chapman and Justice Sir Abdul Qadir.34


During the first thirteen years of its existence seven annual conferences were held. Eminent amongst its main activities during this period are : (a) it drew up a scheme for inter-library loan, (b) compiled a Directory of Indian Libraries, and (c) drafted a Model Library Bill. Besides, it started the publication of a quarterly in 1942; the publication came to an end in 1946.

At the appearance of Dr. S. R. Ranganathan on the scene at the Eighth All-India Library Conference at Nagpur, where he was elected President, a new phase began. In his presidential address Dr. Ranganathan presented to the librarians "a thirty-year library development plan for India". Besides, he revived and renamed Library Bulletin as Annals, Bulletin, and Granthalaya of the Indian Library Association, (ABGILA). A series of publications both in English and Hindi was started and between 1946 and 1953 nine books were published.

The ninth, tenth, eleventh, twelfth and the thirteenth annual conferences were presided over by Sarvshri T. D. Wakens, S. Das Gupta, S. Bashiruddin, B. S. Kesavan and Dr. Nihar Ranjan Ray in 1951, 1953, 1956, 1960 and 1962 respectively. Between 1951 and 1962, the I.L.A. made substantial progress. It conducted eight symposia on subjects such as “Public Library Provision and Documentation Problems”, “Development by Demonstration”, “Depth Classification”, “Reference Service and Reference Material”, “Report of the Advisory Committee”, “Bibliographical Organization and Control in India” etc. The Seminar on “Bibliographical Organization” was well attended and it served useful purpose. It was sponsored and financed by the Government of India, Ministry of Education.

(ii) Indian Association of Special Libraries and Information Centre (IASLIC) : The second National Library Association in India


So far, fourteen topics dealing with the problems of librarianship have been discussed by the IASLIC in its conferences and seminars. Prominent amongst the topics are: mechanization of library services; documentation problems in India; industrial planning and information; training of special librarianship in India; development of libraries under the Third Five-Year Plan; rendering of India names; bibliographical control in special libraries; methods of scientific communication; National Central Science University of India; users and library and information services; education for librarianship in India; role of library associations and document and data processing in academic, research and special libraries.

These seminars have done a lot of good not only to the librarians but also to the institutions where they work. In fact IASLIC's contribution to the library profession is unique in the sense that even non-librarians such as scientists, educators and administrators, who guide the destinies of research institutions have been brought into touch with the profession. Naturally IASLIC has raised librarians' status in the eyes of those who generally do not pay special attention to library profession.

To maintain record of its activities and to make available proceedings of its seminars it issues quarterly IASLIC Bulletin. It also publishes books.

The Association has been able to make a thorough and extensive survey of scientific and research libraries in India, as far as possible particularly relating to their resources and a systematic assessment of their facilities and services. The Directory of Special and Research Libraries in India published with an ad hoc financial grant of Rs. 2,500 only as a subsidy, from the Government of India, Ministry of Scientific Research and Cultural Affairs, is a useful reference work.

This association has been conducting regularly language classes in German and Russian at Calcutta and operating documentary reproduction and translation services at nominal rates for its constituents and others including universities, research institutions, government departments, commercial and business organizations, individual scientists and research scholars all over India, other than Great Britain, U.S.A., Canada, Australia, Burma, France, Ceylon, U. S. S. R. and Pakistan.

IASLIC is affiliated to the international professional organizations like IFLA and FID and in the international field it works in close co-operation with them. The following annual awards are being regularly made by the association:

(i) IASLIC Medal to the contributor of the best article in IASLIC Bulletin.

(ii) Benoy Chatterjee Memorial Language Medal to the best student in language class donated by Shri S. Ghosal, one of its founder-members.

This association has also been doing substantial work in aid of research in the fields of humanities, sociology, science and technology. Its membership at the end of 1961 stood at 91 institutional members and 299 personal members, the latter divided into honorary 6, life 5, ordinary 205 and associate 83.

"It is felt that India may well be proud to have in its midst an association like IASLIC who is responding to the immense challenge thrown out by the national plans of industrialization and educational development. There is still a long way to go but it is definitely set in the right direction."**

### STATE LIBRARY ASSOCIATIONS

There are sixteen States and nine Territories which are administered by the Union Government. Each State has a library association. Out of the nine Territories Delhi probably is the only one, which has a library association.

It has been already mentioned that some state library associations were founded even earlier than the National Associations. Their constructive activities, in fact, paved the way for further development of the profession. N. C. Chakravarty in his Library Movement in India, says: "The situation was ripe enough for formation of the Indian Library Association to co-ordinate and

**Ibid, p. 46.
stimulate the good work begun by the library association in Andhra, Maharashtra, Baroda, Bengal, Madras, Punjab and at Delhi.\textsuperscript{97}

The eminent amongst the State associations are: Andhra, Kerala, Madras, Panjab, West Bengal, and Delhi. The State associations which top the list in publishing and creating library consciousness in the country are the Madras, Bengal and Delhi Library Associations. Other associations namely Andhra, Panjab, Baroda, Bihar, Maharashtra and Uttar Pradesh are also engaged in publishing books and journals. The Panjab Library Association recently made a survey of all types of libraries in the State and published the results in its \textit{Year Book for 1962}. Some of the State associations such as Delhi, U. P., Bengal, etc. have also taken up the work of training courses in library science.

\textbf{SPECIAL}

Under this category fall the following types of library associations:

(i) \textit{Associations of Students of Library Science} at the universities like Banaras, Delhi, Panjab, etc. where the courses are taught.

(ii) \textit{Indian Academic Libraries Association} the constitution of which was adopted at the Fifth Wheat Loan Library Workshop, at Delhi, in March, 1962. The activities of this association are mainly limited to those libraries which were assisted under the Wheat Loan Programme in India.

(iii) \textit{Government of India Libraries Association}. This being in existence for about three decades, its membership is limited to those librarians who work in the government libraries.

(iv) \textit{Delhi Co-operative Educational Society Ltd.} It is difficult to define the aims and ideals of an organization like this. Its main aim is to run on commercial basis, courses in library science leading to certificate and diploma. An organization like this, it has been noticed, does not do much good to the profession.

In the preceding paragraphs, the story of National, States and Special library associations, has been told. An objective evaluation of their work has also been made. A further probe into their activities will convince any librarian that there is great need for co-ordinating the valuable services they are rendering to the profession. The author's only plea is that if betterment of library profession is

\textsuperscript{97} Chakravarty, N. C., \textit{Library Movement in India: An Introductory Essay} [Hindustan Publishing Corporation (India), Delhi, 1962], p. 12.
desired their programmes must be well-organized and co-ordinated in the service of librarians and readers.

**Library Training**

Provision for some sort of training in librarianship must have been in existence since times immemorial. But a separate school for a systematic professional training was made for the first time in the world in 1887, by Melvil Dewey at the Columbia College, New York. From the U.S.A. it came to the United Kingdom as late as 1921 when the School of Librarianship was established in London.

Though British influence is most discernible in India in practically every field, yet surprisingly enough, the United States of America had great impact upon her in the field of library science. The Maharaja of Baroda invited Mr. W. A. Borden, an American librarian, to organize library movement in his State in 1911. Mr. Borden in addition to his work of organizing libraries in the State, also started a training class for librarianship in the same year.

Panjab was the second State which started training in librarianship in 1915. The initiator was Mr. A. D. Dickinson. He was the librarian of the Panjab University. Like Mr. Borden he was also an American. He was probably the first librarian in India who published a book on library science entitled, *Panjab Library Primer.*

Like other British educational institutions the School of Librarianship of the University of London became popular among the Commonwealth countries. Dr. S. R. Ranganathan was one of the early Indian librarians who went to London for training in librarianship. He was so much genuinely inspired by library science that he started in 1929, after his return home, a certificate course in library science, under the auspices of Madras Library Association. The University of Madras took over the course in 1931 and made it a diploma course.

Along with the consciousness of education, people also became library-minded and need for library training grew rapidly. Andhra University started its course in 1935. The Imperial Library, now the National Library, Calcutta, under the guidance of its librarian

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Dickinson, A. D., *Panjab Library Primer* (Panjab University, Lahore, 1916), p. 242,
K. M. Asadullah, in 1935, started a summer course. A course in librarianship was also started by the Bengal Library Association.

Since the demand for librarians increased by leaps and bounds, other universities such as Banaras, Bombay, Calcutta, Delhi, Baroda, Aligarh, Nagpur, Vikram, Osmania, Rajasthan, Panjab, Kerala and Saugar also started diploma in library science courses in 1941, 1944, 1946, 1947, 1951, 1956, 1956, 1957, 1959, 1960, 1961 and 1963 respectively.

According to the recent survey made by Pramod B. Mangla and D. S. Aggarwal following are the non-university courses which are run by the Delhi Library Association and Women’s Polytechnic, Delhi. Some library associations and governmental agencies also run short term certificate courses in library science.

The Institute of Library Science, University of Delhi, which was started in 1959, offers the following types of courses:

(i) “A basic course of one academic year leading to the existing Diploma in Library Science;”

(ii) “Refresher courses of three to five months’ duration for librarians who already hold a Diploma in Library Science;” and

(iii) “Special courses of varying duration from a few weeks to one academic year in selected fields of Library Science.”

It has been stated earlier that in India there is no standard so far set for teaching of library science in universities, library associations and other organizations. Not only the syllabi but also duration of the courses and qualifications of teachers differ. A great need for the re-organization of the syllabi of library science courses in university and non-university institution was felt. The U. G. C. realizing its importance has appointed a Review Committee to consider the question of improving and co-ordinating the standards of teaching and research in the departments of library science in Indian universities. Dr. S. R. Ranganathan is the Chairman: the author of this book is one of the members of the Committee. The terms of reference of the Committee are given under item 4: “Role of the Union and State Governments” of this chapter.

A few valuable suggestions have already been made by a few

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98 Mangla, P. B. and D. S. Aggarwal, How to Become a Librarian (The authors, Delhi, 1963), p. 17.
99 Institute of Library Science, University of Delhi, The Public Library and National Development (The Delhi University, Delhi, 1959), p. 2.
university librarians in response to a questionnaire issued by the University Grants Commission. It is expected that the findings of this Committee will go a long way towards standardization of the library training in India.

**LIBRARY LITERATURE: BOOKS AND PERIODICALS**

From the chapter preceding this it is evident that libraries in India existed in some form or other even during the course of the Indus Valley Civilization which flourished about 8,000 years ago. It is clear from the writings of Panini, the eminent Chinese travellers, R. E. M. Wheeler, Sir John Marshall, R. K. Mukerjee, M. S. Vats, S. Piggott and others, that these libraries stocked a large number of cylinder seals, tablets with some inscriptions upon them, manuscripts written on *Phurigapata*, "birch bark" "palm leaf" etc. We also know from their writings that famous universities like Taxila, Nalanda and Vikramshila had well-organized libraries. But little is known whether or not separate literature on the library practice, procedure, administration and organization was also written. It is also not known whether or not there was a regular training in librarianship in those days.

Whatever evidence of the existing literature on library science in India in English language is available, it is hardly one hundred and sixty-five years old. In the case of the library literature too, whether some of us like it or not, a foreigner paved the way for us. According to L. G. Parab 41 the first book on library science was written in English by J. Macfarlane in 1898. Mr. Macfarlane, was the first librarian of the Imperial Library, now the National Library of India, Calcutta. B. H. Mehta was probably the first Indian who wrote on this subject. The title of Mehta’s book is *Hints on Library Administration in India*. It was published in 1913.

When we look upon the enormous literature written and published by the librarians outside India, we have a strange feeling in spite of the fact that we have to our credit rich literary heritage. However, whatever literature in India on library science has been published in English during the last one hundred years has been briefly summarized in the following pages. The survey has been made under the following heads:

(i) Organization and Administration
(ii) Classification
(iii) Cataloguing
(iv) Reference and Bibliography
(v) Library Movement
(vi) Directories
(vii) Periodical Literature and Journals

ORGANIZATION AND ADMINISTRATION

A large number of books have been written on organization and administration of libraries.

The notable amongst the earliest authors are J. Macfarlane, B. H. Mehta, A. D. Dickinson and T. O. De Dunn who published their books in 1898, 1902, 1913 and 1922 respectively.

In 1924 a renaissance dawned upon India’s library literature. This gave a new lease of life not only to library literature but also to library profession. Between 1924 and 1963 the notable books on library organization and administration are The Five Laws of Library Science; Organization of Libraries; Library Administration; Preface to Library Science; Library Manual; Post-War Reconstruction of Libraries; National Library System; A Plan for India, Library Development Plan; Library Legislation etc. all by Dr. S. R. Ranganathan. Introduction to Public Library Organization by C. G. Viswanathan. Manual of Library Service by S. Parkhi and Practical Guide to Library Procedures by B. K. Datta can be considered the elementary books on this subject.

CLASSIFICATION

The most notable books on classification have been written by Dr. S. R. Ranganathan. They are: Library Classification: Fundamentals and Procedure; Colon Classification; Depth Classification; Philosophy of Library Classification; Elements of Library Classification; Classification and Communication; Classification and International Documentation; Prolegomena to Library Classification; and Classified Terminology: A Glossary.

Other librarians who wrote on this subject are S. Parkhi and K. S. Hingwe.
CATALOGUING

On cataloguing too Dr. S. R. Ranganathan has written the maximum number of books. They are: Theory of Library Catalogue; Library Catalogue: Fundamentals and Procedure; Dictionary Catalogue Code: Heading and Canons: Comparative Study of Five Catalogue Codes and Classified Catalogue Code. The other books available on this subject are: Imperial Library Cataloguing Rules: Practical Cataloguing by M. Zubair; and Cataloguing Theory and Practice by C. G. Viswanathan.

REFERENCE SERVICE AND BIBLIOGRAPHY

Eminent amongst the books on this subject are: Dr. Ranganathan's Reference Service and Bibliography in two volumes; Indian National Bibliography edited by B. S. Kcsavan is an indispensable reference tool for librarians all over the world. Another useful book which has recently been published is A. K. Mukherjee's Annotated Guide to Reference Materials in the Human Sciences. Between 1955-1963 the author of this book has published, Descriptive Bibliographies on Mahatma Gandhi, Jawaharlal Nehru, Vinoba Bhave, A. I. C. C. Circulars, Indian National Congress, and India's Struggle for Freedom.

LIBRARY MOVEMENT

Besides numerous articles, two books i.e. Library Movement in India and Library Science in India edited by P. N. Kaula and K. Chandrasekharan respectively are available on this subject. Shri N. C. Chakravarty's Library Movement in India: An Introductory Essay, provides new source material and throws light on certain aspects of the movement which were never brought to light before. It is a valuable contribution to the subject.

DIRECTORIES

The notable earliest directory is List of Scientific Periodicals in the Bombay Presidency, Bombay (1901); NIFOR Guide to Indian Periodicals is a new venture in India and has proved very valuable to librarians all over the country.

PERIODICAL LITERATURE AND JOURNALS

The Union Catalogue of Learned Periodicals in the Libraries of South Asia is a unique venture. Eminent amongst such reference
books on periodical literature are: Catalogue of Periodicals Available in CSIR Organizations; Guide to Selected Newspapers and Periodicals in India; Kemps' Catalogue of Scientific Serial Publications in the Principal Libraries in Calcutta and INSDOC List of Current Scientific Literature. It is worthwhile to mention that agencies and organizations such as the Indian Council of World Affairs, Dewan Chand Trust, Planning Commission and a few ministries of the Union Government of India issue periodically bibliographies of periodical literature.

Below is given a chronological list of Indian periodicals on library science:

(i) Granthalaya Sarvasvanne (1916) (Telugu)
(ii) Indian Library Journal (1924–36)
(iii) Bulletin of Bengal Library Association (1937)
(iv) Memoirs of the Madras Library Association (1939)
(v) Modern Librarian (1930–47)
(vi) Andhra Granthalayana (1939–41)
(vii) Indian Library Association's Official Bulletins
   (a) Library Bulletin (1942–46)
   (b) Abgila (1945–53)
   (c) Journal of the Indian Library Association (1953).
(viii) Indian Librarian (1946– )
(ix) Pustakalaya Sandesh (1950– )
(x) Pustakalaya (Bihar Library Association) (1948– )
(xi) Sahitya Sahakar (Marathi) (1951– )
(xii) Annals of Library Science: (New Delhi) (1954– )
(xiii) Granthalaya (Hyderabad Library Association) (1955–57)

The above chronological survey of the journals indicates that unlike the journals in U. S. A. and U. K., the ones in India lack continuity.

It naturally gives an impression that Indian librarians did not take it seriously that the production of high class literature is very
essential for the progress and prestige of the profession. Hence, there is great need in India to encourage writing on current problems of librarianship which the workers in the field daily face while working in their libraries.

BIBLIOGRAPHICAL ORGANIZATION AND CONTROL IN INDIA

The following paragraphs aim:

(a) to survey the attempts so far made towards the bibliographical organization and control in India, and
(b) to make suitable recommendations in this connection.

The progress so far made in this direction is classified under the following categories:

- Pioneering Attempts
- Legislative Attempts
- Government Publications
- Subject Bibliographies
- Periodicals and Newspapers, Directories
- Author Bibliographies
- Contribution of Foreign Agencies

PIONEERING ATTEMPTS

The first major attempt ever made in India in this direction on scientific lines is the *Indian National Bibliography*.

Prior to its first annual volume which appeared in 1958, under the general editorship and able direction of Shri B. S. Kesavan, there is no evidence available to prove that there was any attempt made in India to organize her rich literary heritage. It is in fact as Professor Humayun Kabir said in his foreword to the first volume, "... the first major contribution to the world of bibliography made in independent India". According to Professor Ralph R. Shaw "Its publication is a bibliographical event of major magnitude".\(^{42}\) The publication of the *Indian National Bibliography*

Bibliography for the current literature and The National Bibliography of Indian Literature for the literature published in India between 1901 and 1953 is, therefore, a great step towards the integration of the literature which has so far been published in India’s fourteen major languages recognized by her Constitution. The dynamic personality who is responsible for the creation of this great project is Padmashri B. S. Kesavan, the distinguished former Librarian of India’s National Library, Calcutta, and now the Director of the INSDOC, New Delhi.

Amongst those who made minor attempts to survey the bibliographical sources in India the eminent ones are Mr. T. Besterman; 43 Dr. S. R. Ranganathan; 44 Shri Ajit Kumar Mukherjee; 45 Shri Benoy Sen Gupta; 46 Shri T. Gopalakrishna Rao; 47 Shri A. Neelameghan; 48 and Shri N. Appathura Iyer; 49 in their learned papers they had very skillfully summarized important bibliographical sources in India. Indian Council of World Affairs Library’s Select Articles in Current Affairs and Documents of Asian Affairs and Select Bibliography are also worth mentioning.

LEGISLATIVE ATTEMPTS

The first attempt under this category was made in India by enforcing the Indian Copyright Act, 1847. According to its preamble it was:

"An Act for encouragement of learning in the Territories subject to the Government of the East India Company by defining and

providing for the enforcement of the right called copyright thereon."  

Section 3 of the Act provided that "A book of registry wherein may be registered, as hereafter enacted, the proprietorship in the Copyright of books and assignments thereof, and licences affecting such copyright, shall be kept in the office of the Secretary to the Government of India for the Home Department."  

The second legislative measure was taken in passing the "Press and Registration of Books Act, 1867". According to this Act "Printed or lithographed copies of the whole of every book which shall be printed or lithographed in British India after this Act shall come into force, together with all maps, prints or other engravings belonging thereto, finished and coloured in the same manner as the best copies of the same, notwithstanding any agreement between the printer and the publisher thereof, be delivered by the printer at such place and to such officer as the Provincial Government shall, by notification in Official Gazette from time to time direct, and free of expense to the Government..."  

The third attempt in this direction was made in 1914, when the Copyright Act, (1847) was repealed.  

The last attempt was made in 1954 when "The Delivery of Books and Newspapers" (Public Libraries) Act, 1954 was enforced. The Act of 1954 was further amended in 1956. This is "an Act to provide for delivery of books to the National Library and other Public Libraries". This Act has facilitated the work of compilation of the Indian National Bibliography; it will also greatly help in controlling and organizing the bibliographical sources in India.

GOVERNMENT PUBLICATIONS

Under the Copyright Acts of 1847, 1867, 1914 and 1956, the

61 Ibid.  
Publishers submitted either to the Imperial Library (now the National Library) Calcutta or to the State Governments copies of their publications. The State Governments and the Imperial Library published the catalogues of these publications. The government also published from time to time catalogues of their own publications.

Below are given a few outstanding examples of the bibliographies of the government publications as selected from Mr. Besterman's *A World Bibliography of Bibliographies.*

5. *Publications received in the Record Department.* (India Office). (Official Publications received in the Publications Branch, Office of the High Commissioner for India, from 1880 to 1936).
7. *List of Official Publications (other than confidential) issued by local governments and administrations and departments of the Government of India during the quarter...which are exempted from Registration.* Calcutta, 1892–1907.

Besides the above major official bibliographies there are also catalogues of books issued from time to time by Provincial Governments such as Assam, Bengal, Bombay, Madras, Mysore, Panjab etc. These lists are not compiled on any uniform principle and the essential bibliographical details are not given.

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Among them the eminent are:

Sanskrit

1. A bibliography of the 108 Upanishads occurs in verses 30 to 39 of the Muktikopanishad which is usually cited as the last of them.

2. A list of the Puranas is found in several Puranas. Brahaddharma Purana is an example.

3. A list of all the sixty-four main Tantras is given in the Vamakesvara tantra.


6. Aufrecht, Theodor, Catalogues Catalogorum, 1891, 1903, 3 Vols.

7. Aufrecht, Theodor, Catalogues Codicum Sanskritorum, being part 8 of "Catalogi Codicum Manuscriptorum" Bibliothecae Bodleianae, Oxford, 1864.

Hindi


Bengali


2. Sen, Dinesh Chandra, Vangabhasa of Sahitya. Calcutta, 1948. (It is a reprint of J. Long's A Descriptive Catalogue of Bengali works.)

3. Vangiya Sahitya Parisat, Sahitya Sadhak Charitamala—It is a series of biobibliography of Bengali authors.

Among other Indian languages some bibliographical works are also being done in Marathi, Telugu and Urdu.

There are some minor bibliographies available on subjects 'Adult

Pansikar, Wasudev Laxman Shastri, (Ed.), One Hundred and Eight Upanishads (Ixa and others) with various readings, 1925.

Education', 'Arts', 'Philosophy' and 'Indian History' but the major work the Bibliography of Indian Anthropology published by the National Library of India is a unique work of its nature. It is another fine example of the beginning of 'Bibliographical Organization in India'.

PERIODICALS AND NEWSPAPERS DIRECTORIES

Some attempts towards the compilation of bibliographies of Indian periodicals and newspapers have also been made which are worth mentioning. They are: *Nisor’s Guide to Indian Periodicals, Union Catalogue of Learned Periodical Publications in South Asia, Catalogue of Periodicals available in CSIR Organizations, Guide to Selected Newspapers and Periodicals in India, Kemp’s Catalogue of Scientific Serial Publications in the Principal Libraries of Calcutta, INSDOC List of Current Scientific Literature*, etc.

AUTHOR BIBLIOGRAPHIES

A few early Sanskrit scholars such as Vachaspati Misra, a famous commentator of 9th century and Sriharsha, a poet of 12th century mentioned their chief works in their publications.⁶⁸

The following examples testify that some later scholars such as King Kumbherana of Mewad of the 14th century, Divakara and Venkatamakhi both of the 16th century, mentioned in their publications their own printed books. The commemorative essays published in 1934, are listed in Shri Kashinath Pathak’s other works.

The author of this book has published the following author bibliographies: *Mahatma Gandhi, Jawaharlal Nehru, Vinoba and Bhooman, A. I. C. C. Circulars, Indian National Congress and India’s Struggle for Freedom.*

INSDOC, ISI, AND DRTC

After the establishment of the Indian National Scientific Documentation Centre (INSDOC) and Documentation Research and Training Centre (DRTC) in 1952 and 1962 respectively, the bibliographical organization in India entered into a new phase. These two national organizations paved the way for systematic research work in India. The Indian Standards Institution is also an important step towards the advancement of the bibliographical organization in India.

INSDOC: The INSDOC was established by the Government of India in the National Physical Laboratory, New Delhi, in 1952, with the co-operation of UNESCO under the Technical Assistance Programme. For the last ten years the organization of the INSDOC was under the administrative control of the Director, National Physical Laboratory of India but after the appointment of Shri B. S. Kesavan, as its Director in 1963, the status of the INSDOC has been raised equivalent to any National Institute of the Council of Scientific and Industrial Research, New Delhi. With the raising of its standards, widening of its scope of work and functions has become inevitable. The most important amongst its functions are:

1. to receive and retain all scientific periodicals which may be of use to the country;
2. to inform scientists and engineers of articles which may be of value to them by issuing a monthly bulletin of abstracts;
3. to answer specific enquiries from information available only in the centre;
4. to supply photo copies or translations of articles required by individual workers;
5. to be a national depository for reports of the scientific work of the nation, both published and unpublished; and
6. to be a channel through which the scientific work of the nation is made known and available to the rest of the world.

So far as the scheme of work is concerned it has been organized under the following sections:

(i) Documentation Section
(ii) Translation Section
(iii) Publications Section
(iv) Photo Reproduction Section
(v) Administrative Section

DRTC: The second national institute of this nature is the Documentation Research and Training Centre (DRTC). It was inaugurated on Saturday, 18 August, 1962 in Bangalore, by Dr. C. D. Deshmukh, Vice-Chancellor of the University of Delhi and the President of the Indian Statistical Institute.

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**INSDOC Reports, 1956-57, pp. 1-2.**

Dr. Desmukh in his inaugural address declared its two-fold objectives as (a) "to train documentalists for service within India" and (b) "to extend such facilities to documentalists needed for other countries particularly in the fast developing Afro-Asian countries".\textsuperscript{41}

Dr. S. R. Ranganathan, emphasizing the need for documentation in the face of rapid scientific progress in the world said, "today documentation has become a social necessity. Intensive research in natural sciences and their application has become inevitable for social progress. Nearly 25,000 articles embodying nascent thought are now going out of the press each day. In the interest of scientific research, it is imperative that the research worker should not miss any idea which he should have or waste any time in getting what is wanted. It is also necessary to conserve the research potential of humanity and whatever new idea created yesterday brought to the notice of the research worker today in order to prevent repetition."\textsuperscript{42} He further said that documentation was equally necessary in social sciences also.

**CONTRIBUTION OF FOREIGN AGENCIES**

So far as contribution of foreign and international agencies towards 'Bibliographical Organization' is concerned the UNESCO has made a valuable contribution by publishing UNESCO Bibliography of Scientific Publications of South Asia and Social Sciences Bibliography. The printed catalogues of the British Museum, the Royal Empire Society and the Library of Congress contain lists of books on India available in these libraries. The B. N. B. and C. B. I. also contain books on India.

**SUGGESTIONS FOR THE BIBLIOGRAPHICAL ORGANIZATION AND CONTROL**

From the above brief survey of the bibliographical sources, it is clear that attempts in the past were made in this direction but they were not as systematic and scientific as they should have been in a country which is known for its many-sided achievements. Now the time has come when we have to work out a scheme

\textsuperscript{42} Ibid, p. 194.
for the "systematic listing of the records of human communication." 63

Some of us may feel that the methods adopted in U. S. A. and U. K. can suit us as well. But in this particular case we have to proceed rather cautiously because our problems are quite different from theirs. Ours is an ancient land where so many languages and dialects are spoken by the people. The Government of India, out of these languages, has recognized only fourteen as official languages. We have to search, collect, classify and organize bibliographical materials at least in all these languages.

It is worthwhile to recollect here this writer’s conversation with the world’s greatest bibliographer, the late Mr. H. W. Wilson, in January 1950 when he spent a few days in his company in New York. The difficult question of so many languages figured prominently in the discussion because, it was felt, that that was the main hurdle in the way of bibliographical organization in India. Since our Constitution has declared Hindi as our national language and recognized fourteen other languages we have to plan the organization of our bibliographical materials keeping in view this very complicated issue.

The following suggestions are offered keeping in view this complicated issue:

For a country like India where the bibliographical materials in at least fourteen languages are to be compiled and classified in a sequence for the benefit of the entire nation, the best solution would be the one adopted in the bibliography entitled Vinoba and Bhoo dan. 64

In this book, material available in any Indian language on Vinoba Bhave and Bhoo dan has been entered in one sequence under various subject-headings appropriate for a work like this. The author’s name appears in Roman. The title of the book is entered in the original language and its English version is given in brackets. The language is indicated by an abbreviated form of the language, i.e.

63 Mr. Verner W. Clapp in his paper "The Role of Bibliographic Organization in Contemporary Civilization" has coined this phrase. This paper was published in Bibliographic Organization edited by J. H. Shera & M. E. Egan (University of Chicago Press, Chicago, 1951), pp. 3–23.

64 Sharma, J. S., Vinoba and Bhoo dan : A Selected Descriptive Bibliography of Bhoo dan in Hindi, English and other Indian Languages (VI, I.N.C., New Delhi, 1956), p. 92.
H for Hindi. The rest of the bibliographical information is given in English. The related notes and annotation are also given in English. The following examples are illustrative of the idea:

1. Bhave, Acharya Vinoba, सर्वोदय का भोकण-प्रय (Manifesto of Sarvodaya) H. New Delhi, Sasta Sahitya Mandal, 1953, p. 62, 5" × 7". Illus. Collections of three important addresses Vinoba Bhave delivered in Chadil Sarvodaya Sammelan on 7-9 March, 1953.

2. Dharmadhikari, Dada. नान्हीय काल्पित (Humanistic Revolution) H. New Delhi, Sasta Sahitya Mandal, 1954, p. 60, 5" × 7". A collection of eleven articles which appeared in Sarvodaya from time to time.


It is hoped that this method may render classifications and cataloguing of materials in any language easy. If a good Dictionary Index is provided it would further help the scholars in their reference of such bibliographical tools.

The Scheme of Classification to be used: Scholars all over the world are anxious to know more about India’s rich literary wealth. As copies of I. N. B. are seen on the shelves of all the eminent libraries, other such publications will, no doubt, be used in all countries and in all national libraries of the world. While adopting some scheme of classification we must keep this important view in mind.

Shri Benoy Sen Gupta in his learned paper 66 has dealt with this issue in detail. He has discussed objectively the scheme of classification which can suit most our requirements. At this stage we could consider two alternatives:

(a) If some scheme of classification is to be adopted, it should be a scheme which is internationally accepted and easily understood by the people all over the world. If need arises this scheme may duly be extended and modified to accommodate all types of materials available in India.

(b) If none of the schemes of classification is favoured, either Sears’ or Library of Congress subject-headings, may be used. Many well-known bibliographers have followed this method, and their works have proved of tremendous value to research scholars all over the world.

Organization: To organize bibliographical sources in many languages of a vast country like ours is a huge task. No individual or a group of individuals without some sort of financial help either from some philanthropic foundation or the Government of India can take such an ambitious scheme on hand. In the United States it was possible for the librarians and the library associations to take initial steps because the major financial help came from prominent philanthropic foundations. But since in India such an aid may not be made available easily the Government of India is the only hope. It is suggested that an act like ‘The Delivery of Books and Newspapers (Public Libraries) Act, 1954’ may be passed and enforced for the purpose.

An organization under the name ‘Bibliographical Akademi (or Society) of India’ (or any other name) may be constituted on the lines of the Sahitya Akademi. All efforts should be made to associate only those specialists who are active in their respective fields and can find time to attend the meetings. This Committee which may be named as Central Committee of Experts must consist mainly of outstanding librarians and linguists of the country.

(a) For each language, one language and one subject specialist of high standing be appointed.

(b) To assist these specialists two well-qualified librarians be appointed to classify and catalogue materials in each language. These librarians should have mastery over English, Hindi and one particular state language.

(c) Two typists who can either type or prepare cards in English, Hindi and one particular state language are recommended for appointment.

Search of Materials: The above staff should be deputed to visit all types of libraries and learned institutions of a particular state or linguistic region to search for the materials and prepare catalogue cards according to the accepted scheme. The sets of cards prepared by the group of a language will be merged subjectwise with the sets of cards of rest of the languages under one sequence.

Location of the Headquarters: It is recommended that the
headquarters of the proposed Bibliographical Akademi or Society of India (or any other name) be located in the National Library, Calcutta or New Delhi in order to facilitate its activities. Its sub-offices may be located in the proposed National Libraries at Delhi, Calcutta, Bombay and Madras.

LIBRARY ARCHITECTURE

The cardinal principles in library architecture are simplicity, efficiency, economy, flexibility, functional usefulness and the avoidance of monumentality. These principles are essential to meet the needs of a busy library service. Today a library is neither a store-house of books nor a refuge for the idle, nor a civic monument.

In India the library buildings before 1930 were designed as works of beauty and art rather than buildings for utility. A close scrutiny of these buildings will reveal that they did not follow any uniform pattern of library architecture. Like the foreign influence on the life and thought of India during the last hundred and fifty years, library architecture too was greatly influenced by the British libraries. The library plan of the Banaras Hindu University, for example, slightly resembles the British Museum, London. Similarly a few older university library buildings were also influenced by the British library architecture.

Since some of the libraries did not have their own buildings they were housed in buildings mainly meant for residential purposes. The best example of this kind of library building is the National Library, Calcutta. It was shifted from Esplanade premises to Belvedere, the Viceregal Mansion at Alipore. The Panjab University Library after the Panjab was truncated was shifted to U. S. Club, Simla. In the same way, many government libraries were shifted from one building to another. But after India won her independence in 1947, there was a renaissance in library architecture. There were several reasons for this. One of the most important was the appointment of the Library Committee in 1958 by Dr. C. D. Deshmukh, Chairman of the University Grants Commission to advise on library matters. Dr. S. R. Ranganathan was appointed the Chairman of the Committee.

In 1958 the University Grants Commission convened a Seminar in which all the university librarians in India participated for the
first time to discuss, their professional problems including library architecture.

The Committee made valuable recommendations regarding the library buildings which were accepted mostly by those universities which were financed by the University Grants Commission. Besides the norms worked out by the Library Committee of the U. G. C., Dr. Ranganathan also incorporated them with slight modification, in the norms prescribed by the Indian Standards Institution.

The most important university library buildings which came into existence after India won her independence are: Agra, Aligarh, Baroda, Delhi, Poona, Panjab, Rajasthan and Roorkee. While planning these university library buildings, the latest techniques of library architecture were put into practice by the designers. Besides these buildings, the most modern public library building is the Annexe of the National Library, the foundation stone of which was laid by late Shri Jawaharlal Nehru, Prime Minister of India, on 8 May, 1961.

DELI UNIVERSITY LIBRARY, DELHI

"The building has been planned to be a flexible and functional structure. Presently it provides adequate space for about 150,000 volumes and 600 readers, but in future, with the extensions which have been contemplated, it should house about 800,000 volumes and provide extra reading space. The service areas are planned with a wider perspective so that the building should function well even under altering conditions and meet the needs of changing or emerging patterns of education and of research. Only the outside walls have been made load-bearing. The interior partition walls are load-free and, if need be, may be removed. Similarly, the dimensions of the building are such that standard units of furniture, used in the library, may be regrouped freely to adapt an area to a new or different function with less difficulty. The services which are of general interest, including those of periodicals, reference books and bibliographies have been all located on one floor at the ground level; separate facilities have been provided for research students on the top floor to suit the needs both of individual and of co-operative research. A lecture room and a seminar room have also been provided. The building also houses the University's

Department of Library Science. Book movements from floor to floor will be by book-lifts which have not been set up yet, and horizontal movements will be by book-trolleys. An internal telephone system has been installed for messages and book-orders.

"Located centrally at the heart of the university area, the building is about 300 feet long and will be not less than 200 feet deep when completed. On the ground floor along the entire front from east to west is the main hall, 300' × 35', approached from the south through a central foyer. Two halls, each 145' × 35', from north to south, form the flanks of the building, having independent access from outside. In the rear 60 feet away from the main hall and parallel to it are the units of the stack halls placed between the two halls on the flanks. A hall in the middle across the building, 90' × 30', connects the stack halls with the main hall and provides access to the upper floors by a central stair-case, and by a lift which is yet to be provided. The interior open space form two courts on which turfs and flower beds have been planned. Such open spaces will be repeated when the envisaged extensions to the rear of the building will be made. The height of the building is about 38 feet, without the parapet walls. The building has two floors in the front, one on the sides, three in the middle and two of the proposed four in the rear. The intervening upper floors in the middle and the rear are at different levels but on the top at 28 feet the floors are flush again. The height of the top floor is 10 feet all round. The interiors of stack halls have been provided with natural light both from the windows and infiltered through pavement glass lens studded in floors and roofs. Artificial lighting has been planned in a manner to give efficient light on the tables and at all service and working areas. Furniture has been planned both for formal and informal arrangements and designed to give comfort in addition to facility. Architecturally, from outside and inside, the building is simple and dignified, and blends harmoniously with the style of other buildings in the same area. The main hall is impressive. The structure is built with brick walls. Columns, beams, floors and roofs are of reinforced cement concrete. In most parts the floors are of terrazzo, otherwise of cement. External treatment is open bricks with Delhi quartzite stone used occasionally. Red sand stone and colour finish has been given to the porch and the pylons at the main entrance. The total covered area of all floors is about 75,000 sq. ft. and the total cost of the building with services,
Pl. I. Panjab University Library, Chandigarh
General view of the building (p. 75)

Pl. II. Panjab University Library, Chandigarh
Reading Room (p. 75)
Pl. III. Panjab University Library, Chandigarh
A sample of the reading table (p. 76)

Pl. IV. Panjab University Library, Chandigarh
Periodical rack (p. 76)
Pl. V. Panjab University Library, Chandigarh
Show Window (p. 76)

Pl. VI. Model of the Annex to the National Library, Calcutta (p. 77)
furniture and fittings is about Rs. 13 lakhs which includes height of halls up to 26 feet”.  

RAJASTHAN UNIVERSITY LIBRARY, JAIPUR

“"The foundation stone of the university library building was laid on 19 October, 1956 by His Highness the Maharaja of Jaipur, the then Rajpramukh of Rajasthan and Chancellor of the University. The library building has been constructed opposite the administrative building in the university campus. It is a double storeyed building and its outer dimensions are 235’ × 145’. It is an ‘L’ shaped building to match the building of the administrative block. With the expansion of the library, further wings can be added to make it ‘H’ shaped. The building is architecturally simple and dignified and blends with the style of other buildings in the university campus. The interior of the building has been designed on modern lines; but domes and other ornamental features have been provided to give a touch of Jaipur architecture—a speciality of this place. The structure is built mostly of stone mingled with reinforced cement concrete work where necessary. The reading rooms are completely R. C. C. structure except the outer walls which are of Amagarh (Jaipur) stone.

“"The floors are both mosaic and in ordinary cement as found necessary for a utility point of view. Marble flooring has been done in the main delivery hall for the sake of light. Architectural features on the outer face of the building have been shown both in red Karauli stone and red cement imitation. The total cost of construction and equipment for the building is estimated at about seven lakh rupees; out of which the University Grants Commission has made a grant of over rupees four lakhs.

“"It provides adequate space for about two lakh volumes and four hundred readers. There are two reading rooms, 70’ × 53’ each—one on the ground floor and the other on the first floor. In addition to one reading room, there is on the ground floor, a delivery hall 26’ × 26’, and the administrative wing consisting of five rooms for the librarian, assistant librarian and technical and other administrative sections. Over the administrative sections on the first floor, there is a committee room. Sufficient accommodation on the first floor is also available for class rooms and additional research

47 Delhi University Library, The Opening of the New Library by Dr. S. Radhakrishnan on 1 December, 1958.
carrels. The basement has been divided into several sections for starting a "bindery", keeping out-of-date books and other library needs.

"The stacks are situated opposite the delivery hall and consist of four magazines each of 74' × 43½'. Each floor is connected with the other through a staircase. There is also a provision for an electric lift to take book-trolleys from one stack-room to the other".88

BARODA UNIVERSITY LIBRARY, BARODA

"This building was completed in the year 1957. The first floor is the main floor of the library. In order to secure the advantage of the north light, the reading room is placed in the rear. The main reading room is 220' by 55' and accommodates about 500 readers.

"The east-west corridor through the building separates the service and the administrative areas. On the south side of the corridor are the acquisition and cataloguing sections, administrative offices and conference area. The public catalogues are near the counter on the entrance side of the reading room and stack area. The reading room contains the curricular, general and reference collections as well as current periodicals.

"There are two stack rooms of the same size as reading room which has an accommodation of about 300,000 books. In addition to this, the stack area has an accommodation for about 250 readers, about 85 being in single carrels. The stack room has free standing stacks; the floors are made sufficiently strong to take load uniformly throughout the area so that the stacks could be changed in any position. The whole area has been made flexible and free from any permanent construction.

"The front of the building has a multichrome cement plaque of sculpture depicting motifs of knowledge and study, done by the Department of Sculpture of the University. The total floor area of the library is 80,000 sq. feet and total cost including steel shelving and furniture is Rs. 1,300,000".89

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88 Opening of the Rajasthan University Library, Jaipur, by the late Shri Jawaharlal Nehru, Prime Minister of India, on 2 October, 1959.
PANIAB UNIVERSITY LIBRARY, CHANDIGARH

Hardly three years ago the new building of the Panjab University Library, Chandigarh, was completed. Visitors from all over the world have classified it differently. Some say that it is the most modern library building in the whole of Asia. Some are of the opinion that it is the best library building in India.

Objectively speaking it has been designed and built keeping in view the latest techniques in library architecture. Modular system is the cardinal principle of this building. It is simple. It is probably the first university library building in India which is completely air-conditioned. The specification of each module is 17’ × 3 × 17’ × 3. It is a six storeyed square building. Its plinth area is 157’ × 157’. Steel reinforced concrete, red stone has extensively been used in constructing this massive earthquake-proof structure. It provides ample room for casual readers, serious research scholars and teachers. Plenty of room for other technical services such as cataloguing, classification, microfilm, photostating, binding, etc., has also been provided. Other specifications of different areas are as under:

<table>
<thead>
<tr>
<th>Area</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total plinth area</td>
<td>1,01,901 sq. ft.</td>
</tr>
<tr>
<td>Reading area</td>
<td>24,850 sq. ft.</td>
</tr>
<tr>
<td>Research area</td>
<td>2,137½ sq. ft.</td>
</tr>
<tr>
<td>Office area</td>
<td>5,144 sq. ft.</td>
</tr>
<tr>
<td>Stack area</td>
<td>25,440 sq. ft.</td>
</tr>
<tr>
<td>Exhibition lobby</td>
<td>2,000 sq. ft.</td>
</tr>
<tr>
<td>Seating capacity for:</td>
<td></td>
</tr>
<tr>
<td>(a) general readers</td>
<td>1,000</td>
</tr>
<tr>
<td>(b) research scholars</td>
<td>150</td>
</tr>
</tbody>
</table>

Keeping in line with the modern concept of library service it has been equipped with carefully designed modern library furniture. Special provision for lighting, both natural and artificial, has been made both for reading, stack and public areas. It has 24 carrels, and a spacious teachers’ reading room for teachers in addition to two large reading rooms equipped with linoleum flooring to avoid noise. For stacking the books steel racks have been provided. The stacks which extend to four floors are adjacent to the reading rooms. In the first and the second floors are shelved books on social sciences and humanities. The books belonging
to physical and biological sciences are shelved on the third and fourth floors. This provision has been made to minimize wastage of time of a reader to find out his or her book.

Another important feature of this building is that the readers have open access to the shelves. Unlike in some libraries, the stacks of this library are not segregated. They are located between the reading area and the office area. On the shelves of the left wing of the stacks on the first floor are arranged reference books on all subjects and bound periodicals on the subjects relating to the social sciences and humanities. To provide reference service to readers belonging to physical and biological sciences, reference books and backsets of bound periodicals are made available in the left wing of the stacks on the third floor where the second reading room is located. Special provision for natural lighting is made throughout the reading and stack area in the building.

Provision for mechanical services has also been made and separate rooms have been provided for microfilming, photostating and binding. On the pattern of the Lamont Library of Harvard University a separate text book reading room has been provided which is kept open for 12 hours a day.

To inculcate interest amongst the readers for learning and research a browsing room and one beautifully designed display window has been provided at the ground floor. Exhibit cases in which manuscripts and rare books are displayed also add to the beauty of the library.

This is probably the first university library in India where two dumb elevators to carry the books back and forth have been provided in addition to the passenger one. These dumb elevators are situated in each bay of the stacks to carry the books from the Return and Issue Counters, which are located at the ground floor.

The foundation stone of this six-storeyed building was laid down on 25 December 1958 by Dr. S. Radhakrishnan and was formally declared open by the late Prime Minister Shri Jawaharlal Nehru on 23 October 1963. It has been built to accommodate 5 lakhs of volumes and its total approximate cost is Rs. 3,000,000, more than 50 per cent of which was met by the University Grants Commission.

The chief designer of this building is Mon. P. Jeanneret who was assisted by Shri B. P. Mathur.
The above are a few salient features of the Panjab University Library.  

ANNEXE NATIONAL LIBRARY, CALCUTTA

"The foundation stone of this building was laid by late Shri Jawaharlal Nehru, the Prime Minister of India on the 8th May, 1961. When completed, this will be a nine-storeyed building in reinforced concrete, a framed structure, on pile foundations, with an auditorium, a reading room, a work room, and a canteen. Seventy-five thousand square feet of book storage area was provided for. Provision was made for air-conditioning the rare book room. Space was provided for microfilm and photo-copying equipment."

"As originally planned, the first phase of the annexe to the National Library comprising the auditorium, the stack room, the new reading room, the work room and canteen has since been completed. The stack room block will be nine-storeyed of which the ground floor and first floor have now been constructed. This comprises a total floor area of more than 25,000 sq. ft. Provision has also been made to air-condition the auditorium, and the portion of the stack room block on the ground floor for housing the rare books of the library. The total cost of the project in the first phase as sanctioned by the Government of India, is Rs. 1,314,900, including departmental charges.

"The second phase of the building covering five additional floors in the stack room block and certain other work rooms on the first floor is estimated to cost Rs. 1,426,000, excluding departmental charges. It is expected that in a couple of years the second phase of the building will be completed.

"The area of each of the stack room floor is 8,800 sq. ft., and the height of the stack room floor available for shelving, considering that the shelves have to be placed on the R. C. C. beams and not in between them, is 7′-4″. It is estimated that each of the two floors will accommodate nearly 150,000 volumes of books.

"So far as shelving is concerned, new style stacks have been designed for the stack room of the Annexe. Orders worth about Rs. 136,000 for the supply of such stacks have already been placed

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70 Adapted from the manuscript of the proposed brochure on the Panjab University Library, Chandigarh.

with certain firms. It is expected that the racks will be supplied to the library before the end of this year. Regarding the steel stacks required for the rare book section of the Annexe, similar orders for their supply are likely to be placed soon."

"Quoted from the information supplied by Shri Y. M. Mulay, Librarian, National Library, Calcutta, on 15 June 1963."
ORGANIZATION

Whether or not library organization must precede library administration, has been a matter of controversy amongst the librarians all over the world. Some authors deal with library organization and administration separately while some combine them together. Wilson and Tauber have treated library organization, as one of the functions of library administration.\(^1\) L. M. Harrod believes that "Library Organization must obviously precede Library Administration".\(^2\) Elizabeth H. Thompson in her *A. L. A. Glossary of Library Terms* defines library administration but remains silent on library organization.\(^3\) Thomas Landau, in his *Encyclopaedia of Librarianship*, deals with organization and administration together.\(^4\) James Duff Brown's *Manual of Library Economy* (now in 7th edition)\(^5\), which has been regarded in England for more than half a century a standard book on library administration, does not deal with organization and administration separately.

Well-known authors like A. E. Bostwick,\(^6\) E. J. Carnell,\(^7\) Leo

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Crozet, W. E. Doubleday, Immelman, Guy R. Lyle, S. R. Ranganathan, P. Butler, C. W. Herbert, C. B. Joeckel, R. D. Leigh, L. Martin and A. Miles have defined organization and administration and have dealt with the subjects in detail.

B. M. Headicar’s is the only standard British book which has distinguished to a great extent library organization from library administration.

In most of the library schools in the United States of America library organization and administration are taught as separate courses. But in the British institutions these are considered as one combined course. In India, contrary to the previous practice, at some universities including the Punjab, library organization is treated as a separate paper carrying one hundred marks.

The specialized services which the libraries of today are called upon to render, have made the library organization gain an important place amongst other branches of library science. This chapter is an attempt to emphasize that library organization is the bedrock of library administration and good administration is possible only when a library is well planned. In view of the importance of a library as defined in Chapter 1, it is essential that a

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17 Martin, L. (ed.), *Personal Administration in Libraries*, papers presented before the Library Institute at the University of Chicago (University of Chicago, August 27, Sept. 1, 1945).
library in its formative stage should be well planned because today it is "an active agency in the fields of education, self-improvement and moral reform".\textsuperscript{20}

Library organization, as defined by L. M. Harrod "... is the act or process of organizing, i.e. creating a systematic union of individuals in a body whose officials, agents and members work together for a common end". In other words "Organization creates the machine; administration runs it."\textsuperscript{21} Library organization must, therefore, precede library administration.

"Decision upon the methods and lines along which the library is to be run, and getting these methods into working order is the basis of library organization. Plans for, and creating of, the library building; executive decisions with regard to selection, appointment and duties of the staff, the planning and putting into practice of a definite system upon which the work of the library is to be carried on—these are successive stages in library organization."\textsuperscript{22} The topics which come under the purview of library organization are (a) planning and construction of library building; (b) equipping it with necessary furniture; (c) appointment and duties of the staff; (d) co-ordination of work of various departments and sections.

PLANNING AND CONSTRUCTION OF LIBRARY BUILDING

Since a library is the cultural centre of a community, it has to render some specific services to the community. A library building has to be designed keeping in view its functions. The cardinal principles of library building planning therefore, should be simplicity, efficiency, economy, flexibility, functional usefulness and avoidance of monumentality.\textsuperscript{23}

Realizing the tremendous impact of the library building on its services, the American Library Association as early as in 1882, passed a resolution in its Cincinnati Conference that in the opinion


\textsuperscript{22} Ibid, p. 167.

\textsuperscript{23} Boyd, Julian P., Foreword to Planning the University Library Building (Princeton, New Jersey, 1949), p. viii.
of the Association, "the time has come for a radical modification of the prevailing typical style of library building and the adoption of a style of construction better suited to the economy and practical utility".26

In 1891 Charles C. Soule made a significant contribution to the subject of library building planning in the form of an article.26 Later in 1912 he published his views in the form of a book.26

Soule's 'Points of Agreement' were followed by an important book by the Snead and Company Iron Works in 1915 27 and Gerould's College Library Building in 1932.28

Miss Hanley's College and University Library Buildings published in 1939, is another landmark in the history of library architecture.29 It is a valuable book for architects and librarians and includes a collection of floor plans and photographs accompanied by brief descriptions and criticisms. According to Miss Hanley, a library building should be able to meet the following functions:

"(a) the acquiring, cataloguing, classifying, and shelving of a book collection completing the instructional programme of the college;
(b) the sufficient and rapid production of information and material when demanded;
(c) the provision of quiet, comfortable, and attractive rooms for reading and studying;
(d) the provision of individual studies for the use of students doing special work, for faculty members doing research;
(e) assistance in developing the reading habit, thereby acquiring knowledge through the independent use of books;

28 Soule, Charles C., How to Plan a Library Building for Library Work (Boston, 1912).
(f) the acquainting of the users with the contents of the library, thereby arousing in them a desire to read, and stimulating them to read for culture and for pleasure.\textsuperscript{*20}

Another important landmark took place in the U. S. A. in 1944, when President Harold W. Dodds of Princeton University invited the heads of fifteen colleges and universities in different parts of the United States to join in setting up a committee the report of which was later published in 1949 by the Princeton University Press.\textsuperscript{*21}

Eminent amongst American librarians who contributed on the library buildings are Randall and Goodrich, \textsuperscript{*22} Lyle,\textsuperscript{*23} L. R. Wilson and Tauber \textsuperscript{*4} and Schunk.\textsuperscript{*36}

So far as history of library planning before 1947 in Great Britain is concerned emphasis was laid down on an imposing exterior of a building rather than the interior accommodation suitable for various modern library services for readers. Mr. B. M. Headicar correctly remarked "that it would not be altogether a bad thing if many of them (library buildings) could be swallowed up in a single night and provide an opportunity to put in their places structures which would be suitable for their purpose".\textsuperscript{*34} But when the Town and Country Planning Act of 1947 was enforced the library buildings constructed after this date followed some specific pattern of library architecture.\textsuperscript{*37}

A very recent publication entitled Library Buildings of Britain and Europe by Mr Anthony Thompson (1963) is an excellent book on library buildings. It is a systematic and well-illustrated study

\textsuperscript{*20} Ibid, p. 11.


\textsuperscript{*25} Schunk, R. J., Pointers for Public Library Building Planners (Chicago, 1945).


of the whole field of library design. It provides the basic data which an architect needs to know about the organization of libraries, before he discusses the brief in detail with his client, and it gives him a list of points to remember as the scheme proceeds. To librarians and library committees engaged in preparing a building programme, it offers essential background reading and sources for comparative analysis; and to the student of librarianship it forms an invaluable and unique reference book from which he can gain a broad insight into the operation of many important libraries. This writer is of the opinion that Mr. Thompson’s book is the best study on library buildings after Wheeler and Githens’s *The American Public Library Building* (1941).

The British way of library planning had a great impact upon the library buildings of the Commonwealth countries. Madan Mohan Malaviya, the founder of the Banaras Hindu University, Varanasi, was so much influenced by the British Museum Library, London, that he planned the library of the Banaras Hindu University more or less on the same lines. Some modern libraries which were influenced by the British architects after 1947 are Antrim County Library (1953), The Regional Central Library, Enugu, The Accra Library, Ghana (1956), etc. The contribution of the UNESCO towards the modern library architecture is also of great importance.

In the field of library architecture India has made remarkable advance. The Library Committee appointed by the U. G. C. in 1958, Dr. S. R. Ranganathan as its Chairman, made certain recommendations under the chapter entitled “Library Buildings, Fittings and Furniture”.38

The Indian Standards Institution has also done very useful work for standardizing specifications for library furniture and fittings.39

The eminent amongst the modern library buildings which were constructed after 1947 in India are Agra, Aligarh, Baroda, Delhi, Panjab, Rajasthan and Roorkee University libraries. The annexe of the National Library, Calcutta, is also a unique example of modern library architecture in India.40

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40 The details of these buildings are given under the heading “Library Architecture” in Chapter 3.
A number of well-known persons have come forward with new theories on modern library architecture and internal arrangements; but Mr. Soule's 41 nine points (given below and which he worked out in 1891) hold good even today in the designing of any modern library:

(i) A library building should be planned for library work.
(ii) Every library building should be planned especially for the kind of work to be done, and the community to be served.
(iii) The interior arrangement ought to be planned before the exterior is considered.
(iv) The convenience of arrangement should never be sacrificed for mere architectural effect.
(v) The plan should be adapted to probabilities and possibilities of growth and development.
(vi) Simplicity of decoration is essential in the working rooms and reading rooms.
(vii) A library should be planned with a view to economical administration.
(viii) The rooms for public use should be so arranged as to allow complete supervision with the fewest possible attendants.
(ix) Modern library plans should provide accommodation for readers near the books they want to use, whatever system of shelving is adopted.

According to Mr. B. M. Headicar "the library is surely intended to serve special purposes and should be designed accordingly, leaving it to the architect to rectify inconsistencies and so relate one part to another that the accepted idea functions properly, and then to clothe it with a suitable shell best fitted to bring results desired from the internal arrangements". 42

According to the results of the report of the Committee constituted by the heads of fifteen American colleges and universities organized in 1944 by President Harold W. Dodds of Princeton

University, the following factors must be kept in mind for the success of a university library planning.48

(i) General education
(ii) Faculty-study relationship
(iii) Teaching in the library
(iv) Place of the undergraduate
(v) Library specialization
(vi) Responsibility to the community

In case of public libraries the following factors if taken into consideration can help in designing a good public library.44

(i) Public, goods and staff entrances to be separate. Separate public entrances for adults, children and those attending evening lectures, meetings, etc., without using the book collection.
(ii) Public departments to be on one level as far as possible.
(iii) Book lifts at point of goods entry and wherever desirable to link service points and stack vertically.
(iv) Like departments—public and non-public—to be grouped together, so as to obviate staff traffic through public rooms on internal business and reduce noise.
(v) Segregation of traffic streams in public areas, so as to avoid crossing at focal points, such as entrances to departments.
(vi) Books and other materials to move through the building, as far as possible, in straight lines.
(vii) Close correlation of staff working area and service counters, so as to supply a ready reserve of staff for emergencies.
(viii) Reserve stock distributed so as to be quickly accessible from each public department.

So far as India is considered no survey of this nature has been undertaken till now but the above recommendations with some modifications may be adopted to suit the Indian conditions.

ORGANIZATION

EQUIPPING IT WITH NECESSARY FURNITURE

Other eminent authors like Wilson and Tauber, Wheeler and Githens, Hanley, John E. Burchard, W. M. Randall, and Headicar more or less agree with each other on the same principles of library planning. Schunk has worked out certain rules, dimensions, and standards for the Western libraries in particular and for the libraries of the rest of the world in general. Below is given a brief summary of the vital statistics:

(i) READERS

25 to 30 square feet per reader in adult reading rooms and 20 square feet per child in juvenile reading rooms.

(ii) BOOK CAPACITY

(a) In the open access system 6 to 7 volumes per lineal foot.
(b) In the closed shelves 15 volumes per square foot.

(iii) CONSTRUCTION COSTS

(a) General construction 57%
(b) Lighting, heating, air-conditioning etc. 13%
(c) Equipment 20%
(d) Architects’ fees etc. 10%

(iv) SHELVING

(a) Adult 7 feet 6 inches
(b) Children 5 feet 5 inches

For Indian libraries the University Grants Commission and the Indian Standards Institution have worked out certain standard specifications for library furniture and fittings. Keeping in view the building fittings of the Panjab University Library as a standard, the ‘units for measurements’ for various service points are given below:

**SPACE REQUIRED FOR THE PANJAB UNIVERSITY LIBRARY**

(1) Classification  4 persons @ 125 per head  500
(2) Cataloguing     4 persons @ 125 per head  500
(3) Others          6 persons @ 125 per head  750
(4) Administration  8 persons @ 125 per head  1000
(5) Librarian       1 person @ 300 per head   300
(6) Deputy librarian 1 person @ 250 per head  250
(7) Book binders    4 persons @ 200 per head  800
(8) Micro film      3 persons @ 200 per head  600
(9) Documentation   4 persons @ 200 per head  800
(10) Specialists’ field  4 persons @ 200 per head  800
(11) Specialist field junior  4 persons @ 125 per head  500
(12) Reference       4 persons @ 125 per head  500
(13) Clerical staff  4 persons @ 80 per head   320

**UNITS FOR MEASUREMENTS**

(1) SPACE FOR BOOKS
   (a) Standard size of one unit of stack: height 84"; width 36"; depth 10".
   (b) Number of shelves: 7
   (c) Average number of volumes per running foot of shelves: 7.

(2) SPACE FOR READERS
   (a) 4'-4" square for carrels
   (b) 25 sq. ft. per person in a reading room
   (c) 150 sq. ft. per study cubicle
   (d) 35 sq. ft. per person in reference and bibliography

*These specifications were supplied by the Office of the Senior Architect of the Panjab University, Chandigarh.*
(3) **SPACE FOR STAFF WORKERS**

(a) 125 sq. ft. per employee in purchase, classification, cataloguing departments
(b) 100 sq. ft. per employee in all other work rooms
(c) 35 sq. ft. per employee in general reading area

**APPOINTMENT AND DUTIES OF THE STAFF**

For the successful culmination of the desired aims of an institution, organized human effort is essential. Libraries being the cultural centres of a society have to render literary services to a community. "The organization of a library is, therefore, of fundamental importance in the consideration of personal administration. It is the house in which the members like their professional lives and should partake of the characteristics of a happy home. It should be well regulated, smooth running, co-operative, comfortable in which each member of the staff may find his rightful place."  58

To achieve this cherished aim a library should be governed by certain principles while recruiting its personnel who have to perform some specialized cultural and educational duties.

Since there are various types of libraries, the recruitment policy should generally be influenced by the nature of its services. The minimum basic and professional qualifications should remain uniform but emphasis should be laid on the specialization in some specific branch of library science. The recruitment policy of a university library should, therefore, differ from a public library or a school library or a research library. A university which imparts instructions in humanities, social sciences, physical and biological sciences, its professional library staff must have their basic degrees in these subjects and they must have done at least post-graduate diploma course in library science.

Besides the professional staff, each library has non-professional staff also which includes administrative assistants, stenographers, typists, clerks, bindery assistants, janitors, peons, messengers and student assistants. Since even the non-professional work in libraries differs from the routine work of an office, it is always in the interest of a library if the non-professionals have a refresher course of at least four weeks in the general routines of library work.

In the United States education for librarianship is of three types (a) pre-professional, leading to a Bachelor’s degree; (b) professional, leading in most library schools to a Master’s degree in library science; and (c) advanced professional, leading to the doctorate. In the United Kingdom unlike U. S. A., degrees in library science are not awarded. There are a few full-time teaching institutions in library science which either award a diploma in library science, or A. L. A. or F. L. A., leading to chartered librarianship.

In India, the Library Committee, appointed by the University Grants Commission in 1958 under the chairmanship of Dr. S. R. Ranganathan has made the following recommendations regarding designation, professional status, qualifications and pay scales.\(^{34}\)

<table>
<thead>
<tr>
<th>Qualifications laid down by the Commission</th>
<th>Grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Junior (Lecturer)</td>
<td></td>
</tr>
<tr>
<td>First/Second class B.A./B.Sc./B. Com. degree plus 1st or 2nd class M.Lib.Sc. degree (two years' course).</td>
<td>Rs. 400—800 p.m.</td>
</tr>
<tr>
<td>First/Second class M.A./M.Sc. degree and 1st or 2nd class M. Lib. Sc. or one year diploma course in Lib. Sc.</td>
<td></td>
</tr>
<tr>
<td>Professional Senior (Reader)</td>
<td></td>
</tr>
<tr>
<td>(a) First/Second class B.A./B.Sc. Rs. 700—1,100 degree plus 1st or 2nd class M.Lib. Sc. degree (two years' course).</td>
<td>Rs. 700—1,100 p.m.</td>
</tr>
<tr>
<td>First/Second Class M.A./M.Sc. degree and 1st or 2nd Class B.Lib. Sc. or one year diploma course in Lib. Sc.</td>
<td></td>
</tr>
<tr>
<td>(b) Five years’ experience as librarian or of working in a responsible professional capacity in a library.</td>
<td></td>
</tr>
<tr>
<td>Professional Senior (Professor)</td>
<td></td>
</tr>
<tr>
<td>(a) First/Second class B.A./B.Sc./B.Com. degree plus 1st or 2nd class M.Lib. Sc. degree (Two years' course) or</td>
<td>Rs. 1,000—1,500 p.m.</td>
</tr>
</tbody>
</table>

\(^{34}\) University Grants Commission, *Library Committee Report*, 1959, pp. 9-11. These recommendations are partly contained in the circulation letter No. F. 63-2/61 (SS), dated May 1962, sent by the U.G.C. to various Universities in India.
**Qualifications laid down by the Commission.**

| First/Second class M.A./MSc. degree and 1st or 2nd class B.Lib. Sc. or one year diploma course in Lib. Sc.  
| (b) At least 10 years’ experience as librarian or of working in a responsible professional capacity in a library.  
| (c) Recognized research experience of work on special projects. |

The Advisory Committee which was appointed by the Government of India in 1958 to make a survey of conditions of public libraries has made the following recommendations:

Besides the professional and academic qualifications mentioned above, a library worker “should have a good personality, high character, a certain spiritual outlook, a generous attitude towards his work and his colleagues along with vigour and genuine enthusiasm”. He should also be “motivated by genuine interest in the profession or an honest desire to try it out and not from any negative attitude towards it”.

**METHOD OF SELECTION AND APPOINTMENT OF LIBRARY STAFF**

The usual method of selection and appointment of library staff is to invite applications by advertisement for the posts and prescribing the qualifications, experience and the pay scales. The advertisement is generally inserted in professional journals and newspapers. In U. S. A. and U. K. posts are generally advertised in professional journals like *Library Journal, Library World, A. L. A. Bulletin, Assistant Librarian, Library Association Record*, etc. In India the common practice is to advertise the jobs in the well-known daily newspapers such as: *The Hindustan Times, The Statesman, The Tribune, The Hindu, Indian Express, Times of India* and *The Patriot* etc.

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<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Library Units/Library Posts</th>
<th>Librarian's Qualifications</th>
<th>Equivalent in Educational Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Director of Libraries An Officer in overall charge of the administration of libraries in a State, either through an Independent Library Department or a sub-department within the Education Department (Designation: Director of Libraries).</td>
<td>M.A. and two years' training in Lib.Sc. with 10 years' experience or original publication in librarianship.</td>
<td>If he is head of an independent library department, he will be equated with other heads of departments. If not he should be Class I Officer of the rank of a Deputy D.P.I.; Director of Education with a special allowance.</td>
</tr>
<tr>
<td>2</td>
<td>State Central Library (Designation: State Central Librarian)</td>
<td>M.A. and two years' training in Lib.Sc. with 10 years' experience or original publication in librarianship.</td>
<td>Class I (Education) Service.</td>
</tr>
<tr>
<td>3</td>
<td>City Library A library of a city of 1 to 3 lakhs of population (Designation: City Librarian).</td>
<td>Second class graduate and a full year's course in library science and not less than 5 years' experience.</td>
<td>Junior Class II (Education) Service.</td>
</tr>
</tbody>
</table>
4 Small City Library
A Library of a small city of 50,000 to 100,000 population (Designation: Small City Librarian).

Second class graduate with a full year’s course in library science and at least 2 years’ experience.

Higher start in the same grade as Headmaster of a High School.

5 Head of Department
An officer in charge of an administrative division of a library or of a particular type of work which employs not less than 4 workers including the Head. (Designation: With the library, the Officer may be known as Reference Librarian, Head Processing department, Head Cataloguer, Head Children and Adult department, etc.).

Second class graduate with at least a second class in library science and with at least 5 years’ experience.

Headmaster of a High School.

6 Large Town Library
A library of a town with 20,000 to 50,000 population (Designation: Large Town Librarian).

Graduate with a full year’s training in library science.

High school trained graduate teacher.
Usually four to six weeks are allowed for the candidates to submit their applications to the authority concerned. The applications so received are sorted out and the synopses of the qualifications and experiences of the candidates who fulfil both the essential and desirable qualifications are prepared and put up to members of the Selection Committee appointed by the highest authority of the library concerned. The Selection Committee generally comprises the Head of the Institution as its Chairman, one expert member and two or three other members either of the Library Committee or Senate, or Syndicate or Executive Council or any other authority of a library. The suitable candidates are called for interview out of whom the Committee might select the one they consider suitable for the job. Sometimes a panel of names are recommended so that, if the candidate placed at the top does not accept the job, offer is sent to the second one.

Some librarians are of the view that "it is impossible to estimate intelligence through interviews". Dr. Charters is of the opinion that one can find out in an interview a candidate’s interests and hobbies, his forcefulness, his brightness in conversation and any disagreeable mannerisms. But it is rather impossible to know whether or not he is honest, loyal and persistent. Another method used in selecting library personnel is of giving tests of mental ability. I noticed in the United States of America during the course of my stay there that the representatives of some large libraries do preliminary selection of their prospective employees in professional conferences and the library schools. Sometimes librarians write to the heads of various library schools to recommend names of some of their ablest students who are prepared to accept jobs at certain libraries. When in 1949, the United Nations Library needed some librarians of foreign origin to work in the U. N. Library, Dr. C. Milam, then the Director, wrote to the various schools of library science in the United States. I was one of the foreign students whose name was recommended by the Chairman of the Department of Library Science of the Michigan University and consequently got an opportunity of working in 1949–50 in the U. N. Library, at Lake Success, and later in its new building in New York.

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A well organized library has several service points such as acquisition, classification, cataloguing, reference, administrative office, maintenance of building, etc. To run these service units smoothly and efficiently delegation of duties amongst the staff members is most essential. The American libraries have successfully adopted a method which permits the necessary direction of operation through the line officers, and the staff officers bring to the service the expertness in different fields necessary for growth and improvement. The ‘line and staff’ organization probably furnishes the best solution for the large library’s problem. E. W. Smith has described the duties of ‘line and staff’ as under:

1. ‘Line and staff’ are jointly responsible for performance.
2. A line officer discharges his responsibility by taking direct action: a staff officer discharges his responsibility by furnishing information and advice which he makes available to the line officer unselfishly and without thought of personal credit for the results accomplished.
3. Although staff executives are charged with responsibilities that have to do with internal administrative phases of the works in their own departments, this does not give them direct authority over the line forces in subordinate organization strata, nor does it relieve their line superiors of the basic responsibility for the results of their work.
4. The line recognizes the purpose and value of the staff and makes full use of its advice and assistance. In order that the line may properly do so, the staff must create for itself an authority of ideas, and must, by competence and fact, obtain and justify the line’s confidence.

The ‘line and staff’ method of organization is merely a suitable approach for the co-ordination of library work. It is subject to modification and adjustments according to the needs and requirements of an individual library. To ensure efficiency in libraries


Ibid, p. 1487.
The organizational chart of the Panjab University Library given below indicates that 'line and staff' method is strictly adhered to:

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Assistant Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sciences (Bio)</strong></td>
<td></td>
</tr>
<tr>
<td>Incharge Tech. Section</td>
<td></td>
</tr>
<tr>
<td>1st Asst., Incharge Cat.</td>
<td></td>
</tr>
<tr>
<td>Senior Assts.</td>
<td></td>
</tr>
<tr>
<td>Junior Assts.</td>
<td></td>
</tr>
<tr>
<td>Bindery</td>
<td></td>
</tr>
<tr>
<td>Gold Finisher</td>
<td></td>
</tr>
<tr>
<td>Binders</td>
<td></td>
</tr>
</tbody>
</table>

| Sciences (Phy)          |                      |
| Incharge Evening Shift   |                      |
| 1st Asst. Incharge Classification |    |
| Senior Assts.           |                      |
| Junior Assts.           |                      |
| Non-Technical Staff Librarian's Office |            |
| Assistant (Accounts)    |                      |
| Steno                   |                      |
| Dist. Typist Typist     | General Clerk        |

| Humanities              |                      |
| Incharge Ref. Section   |                      |
| Senior Assts.           |                      |
| Junior Assts.           |                      |

| Languages               |                      |
| Incharge Acquisition Section |                  |
| Senior Assts.           |                      |
| Junior Assts.           |                      |
The organizational chart given below of India's National Library, Calcutta,\textsuperscript{61} is also based to a great extent on the 'line and staff' method.

\begin{center}
\begin{tikzpicture}
\node (librarian) at (0,0) {LIBRARIAN};
\node (deputy librarian) at (0,-1) {Deputy Librarian};
\node (administrative officer) at (-3,-2) {Administrative Officer};
\node (administration division) at (-3,-3) {Administrative Division};
\node (acquisition division) at (-4,-4) {Acquisition Division};
\node (stack division) at (-2,-4) {Stack Division};
\node (cataloging division i) at (-1,-4) {Cataloging Division I};
\node (cataloging division ii) at (0,-4) {Cataloging Division II};
\node (reading room division) at (1,-4) {Reading Room Division};
\node (reference division) at (2,-4) {Reference Division};
\node (bibliographical division) at (3,-4) {Bibliographical Division};
\node (bahar library) at (4,-4) {Bahar Library};
\node (preservation division) at (5,-4) {Preservation Division};
\node (hindi division) at (6,-4) {Hindi Division};
\node (librarianship training class) at (7,-4) {Librarianship Training Class};
\node (lending section) at (8,-4) {Lending Section};
\node (children's library) at (9,-4) {Children's Library};
\node (senior lecturers) at (10,-4) {Senior Lecturers};
\node (under the direct charge of the librarian) at (11,-4) {Under the direct charge of the Deputy Librarian};
\node (periodical section) at (-4,-5) {Periodical Section};
\draw (librarian) -- (deputy librarian);
\draw (administrative officer) -- (administration division);
\draw (administration division) -- (acquisition division);
\draw (administration division) -- (stack division);
\draw (administration division) -- (cataloging division i);
\draw (administration division) -- (cataloging division ii);
\draw (administration division) -- (reading room division);
\draw (administration division) -- (reference division);
\draw (administration division) -- (bibliographical division);
\draw (administration division) -- (bahar library);
\draw (administration division) -- (preservation division);
\draw (administration division) -- (hindi division);
\draw (administration division) -- (librarianship training class);
\draw (administration division) -- (lending section);
\draw (administration division) -- (children's library);
\draw (administration division) -- (senior lecturers);
\draw (administration division) -- (under the direct charge of the librarian);
\end{tikzpicture}
\end{center}

the points suggested by Clara W. Herbert are worthy of consideration.

(1) The organization should be as simple as possible; it should not be over-organized with unnecessary overhead or under-organized so that too many conflicting duties are placed on too few officers.

(2) Authority must always go with responsibility; and these lines should be so clear as to be readily and generally understood.

(3) Executives are of two types; those that like responsibility for the execution of work and those that like planning. While the two qualities have to be combined to a certain extent in each executive, a large library needs to provide for both types with corresponding separation of duties.

(4) The organization should be built upon the basis of community needs and be sufficiently flexible to adopt itself to changing demands and conditions.

(5) Personnel should be appointed to fit the known requirements of the organization rather than that the organization should fit itself to individuals. This is one of the difficulties of reorganization since libraries must naturally make the most of the capacities of present members of the staff. Yet too great consideration of these personal factors makes for an unbalanced development of the service as a whole.

(6) The best organization is the one that gives the largest number of its members individual responsibility and opportunity for creative work and professional growth.68

In conclusion it may be said that since library is an arsenal of our democratic culture, its organization is not merely a mechanical arrangement of groups and individuals but it is a highly specialized human mechanism of co-ordinating of technical efforts of trained librarians for the welfare of the reading humanity.

ADMINISTRATION

In the preceding chapter it was briefly stated that "library organization creates the machine while administration runs it". In this chapter an attempt is being made to examine the theory and principles of library administration.

Library administration is an off-shoot of the theory of administration as brought into prominence by Gulick and Urwick more than fifty years ago in the United States of America.¹ Before librarians found them useful, they were profitably applied as business administration, office administration and public administration. Many well known authors made valuable contribution in this field.² During the last two decades public administration has been found so essential in business, industry, education and libraries that it has been taught as a subject in many eminent universities of the world.

Before describing its elements it is essential to know a few definitions of library administration. According to the A. L. A. Glossary of Library Terms, library administration is "the active management of a library, including the formation and carrying out of policies and plans".³ Another authority on library terminology states that "the administration of a library is the force behind the machinery of its working routine. To oversee the work

of a library in all its relations, to plan for and promote its usefulness, is the work of the library administrator, and it embraces the supervision and development of the work of all departments and the solution of their various problems; library administration must of necessity begin where library organization ends.\(^4\)

Some very eminent librarians\(^6\) belonging to the U. K., U. S. A. and India have published outstanding books on library administration. A close scrutiny of the contents of their valuable contributions reveals that with slight variation they present their views more or less on the same lines. Their observations naturally are based on their own experiences. The political and social conditions of their respective countries too have greatly influenced their points of view. In the pages which follow, no doubt, I have taken advantage of the experiences of all these Western authors but my conclusions are based upon my own experiences of working both in the Western and Indian libraries, with special reference to the new building of the Panjab University Library, with which I have been associated from its very beginning.

As they are adopted in business and public administration, Henri Fayol's and Luther Gulick's principles of administration are also adopted by librarians to their benefit. The purpose of a library is to serve the public through its various service points. It is possible only if there is a co-ordination of their service points. Harmonious co-ordination is possible only when the elements of library administration are properly administered to the best advantage of a library's


policies. In the paragraphs to follow, an attempt has been made to study briefly some important constituents of administration, namely (a) library committee; (b) library rules; (c) maintenance of library statistics and records; (d) annual report; (e) finances; (f) stock verification; (g) staff meetings, committees and welfare; (h) timings; (i) leave rules etc.

**LIBRARY COMMITTEE**

A library committee may be defined as “the committee responsible for the management of a library”. In other words it is the government of a library. As the constitutions and names of governments vary from country to country, library committee too has its different names. It is also called ‘Library Board’, ‘Board of Directors’, ‘Library Trustees’, ‘Advisory Committee’, and ‘Public Libraries Committee’. By whatever name it may be called, its main functions are of legislative character. A librarian has to carry out its decisions. The general policy in administration of a library is laid down by the committee while the librarian is responsible for seeing that the policy is carried out. If better results are expected, there should be no undue interference by the committee with the methods adopted by the librarian to carry out the determined policy. The librarian should always be its ex-officio secretary.

About fifty years ago the functions of a library committee were more or less administrative but since the library profession now enjoys fairly respectable status, a librarian has been entrusted to do work of an administrative nature. A library committee now is “intended to serve in an advisory, rather than in an administrative, capacity”. In co-operation with the librarian it concerns itself particularly with (i) formulating a library policy in relation to the development of resources for instruction and research; (ii) advising in the allocation of book funds to the library and the various departments and schools; (iii) advising on the policy of reproducing unique materials; (iv) collaborating on decisions regarding the allocation of library space needed by departments of instruction;

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and (v) developing a general programme of library service for all
the interests of the university. 8

As I stated earlier that there is no hard and fast rule with regard
to the constitution of a library committee. It generally depends
upon the nature of a library and the social and political environ-
ments in which it is situated. So far as the constitution of the
library committee or a board of a public library is concerned it is
determined by the Public Library Act or Library Authority which
delegates its powers to the library committee or board. In the
Delhi Public Library, Delhi, for example “the governing body of
the library is the Library Board, consisting of a chairman and a
maximum of 12 members, of whom three, including the chairman,
are nominated by the Government of India, two by the Delhi
Municipal Committee, one by the Delhi District Board, and one
by UNESCO. The board has full powers, subject to the over-riding
financial control of the Government of India, that is to say it has
no powers to raise funds other than those it receives by grant.
The board holds approximately six meetings annually and has three
sub-committees.”9

India’s National Library, Calcutta, has got a Governing Council.
It consists of one Chairman, two members nominated by the
Government of West Bengal, one member nominated by the
University of Calcutta, one member nominated by the central
universities by rotation, six members nominated by the Government
of India and the Librarian of the National Library, Member-
Secretary.10 For a university library its constitution is determined
by the highest governing bodies like the Syndicate or Senate, or
Executive Council, or the court of a university. In the Panjab
University Library for example the constitution of the library
committee is as under.11

8 Wilson, Louis Round and Maurice F. Tauber, The University Library
9 Gardner, Frank M., The Delhi Public Library : An Evaluation Report
10 Kesavan, B. S., India's National Library, Calcutta : An Evaluation Report
11 Panjab University, Chandigarh, Calendar (Volume III, The Registrar,
Panjab University, Chandigarh, 1962), pp. 132-133. The Constitution since
been revised by the Syndicate on 27-2-‘65 reducing its membership to eight
only.
CONSTITUTION OF THE PANJAB UNIVERSITY LIBRARY COMMITTEE

1. "The University shall maintain a library.

2. "The management of the University Library (here-in-after called 'the Library'), so far as the financial and administrative matters are concerned, shall be vested in the Syndicate, subject to the control exercised by the Senate in any matter requiring the sanction of that body. Provided that all matters relating to the library shall be considered in the first instance by the Library Committee appointed by the Academic Council in the manner provided in the following Clause 3. The Syndicate may delegate to this Committee powers to decide any matters requiring the sanction of the Syndicate under the regulations.

"The Academic Council shall control the academic policy of the library.

3. "The Library Committee shall be appointed triennially by the Academic Council in November and shall consist of the following:

(i) Three Principals of Degree Arts Colleges affiliated to the University to be elected by the Academic Council.
(ii) All Heads of University Teaching Departments who are at least Readers.
(iii) Deans of all the Faculties.
(iv) One Syndic nominated by the Syndicate who is not included in (i), (ii) and (iii) above.
(v) The Dean of University Instruction, as ex-officio Chairman.
(vi) The Librarian, as ex-officio Secretary. The term of office of the members in (i) and (iv) shall begin from January 1. Four members shall form a quorum.

"In the event of any vacancy among the members, the committee shall report the vacancy with or without suggesting a nominee to the Syndicate for (iv) and to the Academic Council for (i).

"The committee shall hold its meeting as often as the work may necessitate.

4. "The committee shall frame rules for the use of the library subject to the approval of the Academic Council.

5. "The committee shall have power to sanction the expenditure under various budgeted heads as sanctioned by the Syndicate and the Senate with such limitations as are prescribed in the financial
rules and it shall have power to re-appropriate funds from one budget head to another within the budgeted allotment.

"The committee shall have power to delegate its financial power to Chairman, or Librarian, or both as and when necessary.

6. "The committee shall determine the number, nature and salaries of the officers of Class 'B' and the establishment of the library and shall recommend them for appointment to the Syndicate as prescribed by the Regulations relating to the appointment, removal and control of, the grant of leave to, and the making of provision for the retirement of officers and servants of the university.

"The Syndicate, subject to the approval of the Senate, shall decide the number, nature and salaries of the officers of Class 'A'.

"The committee, shall be competent to take such disciplinary action including fine, stoppage of an annual increment and reduction in salary up to the equivalent of two annual increments, as it may think necessary against any officer of Class 'B' and the menial establishment in case of serious neglect of duty or misconduct. The member so affected may, however, appeal to the Syndicate as prescribed by the regulations relating to appointment, etc.

7. "The Librarian shall be under the orders and control of the Library Committee in all matters connected with the definition and discharge of his duties and shall obtain the sanction of the Chairman of the Library Committee in all matters where action is to be taken in anticipation of the sanction of the Committee and in such matters as may from time to time be entrusted by the Committee to the discretion of the Chairman.

"In other matters the Librarian shall be responsible for the internal discipline and arrangements of the institution and the Chairman shall intervene only to obtain information and where he thinks it necessary to obtain the orders of the committee."

**Library Rules**

Contrary to the old conception, libraries today have been defined as 'the stronghold of freedom'.12 The United Nations under

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article 27 of its Human Rights declared "that it is the birth right of every individual to have free access to the results of human ingenuity exercised in art or science". These results are enshrined in the form of books in various libraries of the world. To govern the use of libraries, therefore, there should be rules.

Some authorities on library science have expressed their views on library rules. The eminent amongst them are B. M. Headicar, James Duff Brown, L. R. Wilson, M. F. Tamber, and G. R. Lyle. It is also worthwhile to examine the "Draft Public Library Regulations" 13 published by the Library Association (London, 1953) and the "Model Library Rules" of S. R. Ranganathan.14

As an example of library rules of a modern university library, I quote below the library rules of the Panjab University Library which were recently drafted and passed by the Senate and Syndicate of the Panjab University, Chandigarh. While drafting them I have made use of the liberal ideas of many eminent librarians of our time and consulted library rules of some very well-known American, British and Indian university libraries.

RULES FOR THE USE OF PANJAB UNIVERSITY LIBRARY

I. Working days and Hours: The library is open throughout the year except on university holidays. On Sundays, only the reading room will remain open and books will not be issued or returned. The books will be issued and returned from 9 A.M. to 5 P.M. on all days except Sundays and holidays. The Issue Counter will remain closed for two working days after every long vacation for return of books.

<table>
<thead>
<tr>
<th>Season</th>
<th>Working Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Monday to Saturday</td>
<td>8 A.M. to 9 P.M.</td>
</tr>
<tr>
<td></td>
<td>Sundays</td>
<td>4 P.M. to 9 P.M.</td>
</tr>
<tr>
<td>Winter</td>
<td>Monday to Saturday</td>
<td>9 A.M. to 9 P.M.</td>
</tr>
<tr>
<td></td>
<td>Sundays</td>
<td>3 P.M. to 8 P.M.</td>
</tr>
</tbody>
</table>

Books for summer vacation will be issued by special permission of the librarian and these must be returned as soon as vacations are over.

II. Membership: The following are entitled to draw books from the library on loan after they have secured their Membership Pass Book/Reader's Ticket, duly signed by the librarian. Application for membership, duly recommended by the competent authority is to be made to the university librarian on prescribed form obtainable free of charge at the library. The rule of submitting an application does not apply to the Chancellor and the Vice-Chancellor.

(a) Chancellor, Vice-Chancellor and Fellows of the University.
(b) Members of the various faculties of the university.
(c) Members of teaching staff of the university and affiliated colleges located at Chandigarh.
(d) Students of the university actually on the rolls of the Teaching Departments.
(e) Approved candidates for the degree of Doctor of Philosophy, Doctor of Science and Doctor of Literature.
(f) All the confirmed employees of the university are entitled to the privilege of membership of the library. Temporary employees can also become members by depositing Rs. 30.00 as refundable security.
(g) The Librarian at his discretion can enrol borrowing members, on depositing Rs. 30 as refundable security plus Rs. 5 as annual subscription fee on the approval of the Dean, University Instruction.
(h) Any library which has established inter-loan relationship with this Library and Institutions of standing approved by the Vice-Chancellor/Dean, University Instruction.

III. Loan Privileges:

(a) (i) Fellows 8 books
         (ii) Members of Faculties 6 books
(b) University Teachers and others who have been given status of the University Teachers 8 books
(c) (i) Class 'A' Officers of the University 4 books
         (ii) Other employees of the university 2 books
(d) Research scholars enrolled in the University Departments 6 books
(e) Students of M. A., M. Sc., Hons. post-graduate diploma or certificate courses of teaching 4 books
(f) Institution Members 10 books

IV. Conditions of Loan:

(a) Period of loan
   (i) Members of Faculties, Fellows, Professors, Lecturers and Teachers 1 month
   (ii) Students and other members 14 days
   (iii) All out-stationed Institution members 1 month

(b) The loan is not renewable ordinarily. The books may, however, be renewed, if not in demand, at the discretion of the librarian.

(c) Over-dues: An overdue charge of 10 P. per volume per day will be levied if a book is kept beyond the permissible period of loan. But for books issued for overnight use the rate of overdue charge will be 25 P. per volume per hour. Normal period of loan for such work will be from one hour before closing of the library to one hour after the library is opened on the next working day. These overdue charges may be remitted in special cases at the discretion of the librarian. Books not returned on due date laid down under the rules and after due notice or reported to have been lost shall be replaced or paid for immediately on the expiry of the prescribed limit of time, and this amount shall in no case be refundable.

(d) The librarian is empowered to recall any book at any time if necessity arises.

(e) Manuscripts, reference books and rare books are placed in restricted category and are not to be lent out except in very special cases where the rule may be relaxed on the recommendations of the head of the department and at the discretion of the librarian.

(f) Bound volumes of the periodicals and certain books kept in the reserved category may be issued to teachers and research scholars, in special cases, for a period of one week only.

(g) Out-of-print books will not be issued out in any case except, when borrowed on inter-library loan. If there are additional copies of the text-books other than the reserved ones, the same will be made available for issue as per general rules of the library.
A book which is on loan can be reserved for other members if they so desire and if they pay postal charges of 5 P. for intimation. A book so reserved will be kept for the requesting member for three days after which, if not claimed, it will be reserved for the next members.

Books lost or damaged will be paid for or replaced to the satisfaction of the librarian. Readers and borrowers shall not write upon, damage, or mark any book, periodical, map or manuscript nor shall they trace any material belonging to the library. Infringement of this may mean the replacement of books.

Members who wish to have books sent out of Chandigarh must deposit Rs. 10.00 to cover cost of postage. Balance if any will be refunded on claim.

V. Issue System: The teachers will be given the Member’s Pass Book at the time of membership. The students will get as many Reader’s Tickets as the number of books they are entitled to borrow. A Reader’s Ticket is to be given at the Issue Counter and the Membership Card shown. The ticket will be returned to the reader only when the book is returned.

For books of ‘Reserved Books Section’, students entitled to borrow them will obtain a special token ticket to be used along with a Reader’s Ticket.

VI. Admission to the Library: Before entering the library the gate register is to be legibly signed. Private books and personal belongings should be deposited at the counter and a token obtained for them.

VII. Cards and Tickets not Transferable: Special care should be taken that the Membership Card and Reader’s Ticket are not misplaced or lost. All losses are to be reported immediately to the librarian.

When a Membership Card is lost together with a Reader’s Ticket, a special deposit of Rs. 25 will be required, refundable when the validity (one academic year) of the lost card expires. A simple precaution to reduce the possibility of such losses will be to keep the Membership Card separately from the Reader’s Tickets while carrying them about.

To enable the members losing Membership Card or Reader’s Ticket to continue the membership duplicate Membership Card
and Reader's Ticket will be issued on payment of Re. 1.00 each. Pass Book may be replaced at the cost price of Rs. 2.00.

The member, however, will continue to be responsible for any loss which the library may suffer through the loss or misuse of his/her card or ticket.

VIII. Clearance Certificate: The Membership Card and the Reader's Ticket are the property of the library and are to be returned, dues, if any, paid and a Clearance Certificate obtained for them before a university examination or terminating connection with the college or the library.

The library security will be refundable after one month of the return of books and tickets in possession of the member and payment of overdues, if any. The application for refund is to be filled on the prescribed form addressed to the librarian, who is empowered to refund the security.

If after due notice a borrower does not withdraw his deposit or claim it for three years from the last date of operation, the deposit or balance thereof shall be treated as dead account and shall lapse.

IX. Change of Address, etc.: Members should keep the library informed of any change of address, change of college, class or subject or study during the period of membership.

X. Any misuse of the library privilege would be considered a serious breach of discipline and the librarian is empowered to take such action as is necessary after consulting the V. C./D. U. I.

My experience with regard to these rules has been very encouraging. Two important reasons may be attributed to this. The first is that my colleagues render cordial service. The readers are at liberty to make suggestions for the improvement of library service. Their suggestions, though not quite practical in most of the cases, are duly considered and acknowledged. Their criticism, destructive or constructive, keeps the library staff always conscious of their duties. On the whole I have observed that the rules should be for the guidance of the readers and, before enforcing them both the readers and the library staff should have training for putting them into practice. To illustrate my point of view I quote below a 'Request' which was circulated amongst the readers of the Panjab University Library.
1. "As you must have noticed the Panjab University Library has been provided with a very spacious cycle-shed, so that cycles, scooters, motor-cycles etc. are parked safely inside this shed. All the same it has been observed that cycles are parked in front of the main gate of the library in spite of the fact that not only indicators in writing are there, but also a chawkidar (watchman) has been posted to guide visitors to park their cycles in the cycle-shed.  

2. The university library is your library. You are a part of this seat of learning, but, if you will park your cycles in front of your library, its approach will not look nice. You will appreciate, that you will like to keep your library neat and clean so that it can appear as pleasant as possible. So you are requested to park your cycles in the cycle-shed and not anywhere else.  

3. If, in spite of this request, any reader (which includes students, teachers, and employees of the university or any other person) keeps his or her cycle outside the cycle-shed, his or her cycle will be removed (whether it is locked or unlocked) by the person on duty and it will be returned to the owner on payment of 50 P. as penalty for violating this request.

Sd/-  
Jagdish S. Sharma  
Librarian  
Panjab University Library  
Chandigarh"

The language of the circular is a deviation from the stereotyped circulars of this nature. This circular had a great impact upon the readers and now it is rarely that somebody parks his cycle in front of the library.

**Maintenance of Library Statistics**

Maintenance of statistics in a library is most essential. It is on the basis of these statistics that the progress of work of a library is evaluated and judged. Besides, if examined critically, the statistics can guide us in making necessary improvements in the routine
practices or even economies in the staff. It can assist in streamlining the entire administration of a library. The statistics maintained in the circulation department can reveal tastes of readers, their age groups, occupations, marital status and the like. The budgetary records are always necessary to make sure of the current expenditure and the balance. They help in preparing the budget estimates for the next financial year. The most important advantage of maintaining statistics is that they are of immense value for the preparation of the annual report.

The library statistics can be classified broadly under the following two main categories i.e. statistical and organizational.

The statistical data include the work done daily or weekly by the personnel working in various technical sections of a library. Technical services according to Maurice F. Tauber are (i) acquisition, (ii) cataloguing, (iii) classification, (iv) binding, (v) photographic reproduction, and (vi) circulation operations. The organizational statistics include (i) budget, (ii) personnel, (iii) visitors, (iv) cultural activities such as book exhibitions, popular lectures, film shows etc.

Daily statistics of the work done, are maintained in most of the libraries. In the Panjab University Library I have devised the following form:

**Figure 1**

Return of the work done during the week ending ________________

<table>
<thead>
<tr>
<th>Section</th>
<th>Name</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Signature:  Section Incharge ________________

Librarian ________________
The assistant concerned daily puts down the statistics of the work he/she has done in a particular department. On each Saturday he submits the form duly completed to the in-charge of his section which he passes on to the deputy librarian after having it duly scrutinized. The deputy librarian scrutinizes it further and puts it up to the librarian with his signature on it. The librarian, after having the reports initialled sends them to the superintendent for record.

Some samples of the statistical forms are given below.

**TECHNICAL SERVICES**

(a) *Acquisition Section*: Acquisition, which is considered a section of primary importance in any library, means getting books, periodicals and other reading materials keeping in view the needs of its readers and the budget at its disposal. To purchase the books economically, to minimize duplication, and to run the section smoothly, one has to devise ways and means of filling the relevant information in such a manner so that without unnecessary delay the statistics may be checked in no time.

Some eminent authors have suggested certain forms for maintaining statistics. Below I quote from Dr. Ranganathan’s *Library Manual*.

![Figure 2](image)

<table>
<thead>
<tr>
<th>Ac N</th>
<th>Don N</th>
<th>WIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cl N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>Coll</td>
<td></td>
</tr>
<tr>
<td>Pub</td>
<td>Ed</td>
<td>Yr</td>
</tr>
<tr>
<td>Series etc</td>
<td>Pub. Price</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Inits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid</td>
<td></td>
<td></td>
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<tr>
<td>Acqual</td>
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<td>Cut</td>
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<td></td>
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<tr>
<td>Clasd</td>
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<td></td>
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<tr>
<td>Cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shld</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cost
Indian
Foreign
Order N
Voucher N
TheIndentnotingformwhichDr.Ranganathansuggestsisasunder:

Figure 3

<table>
<thead>
<tr>
<th>Outside N</th>
<th>Dated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>File N</td>
<td>Date of receipt</td>
</tr>
<tr>
<td>Subject</td>
<td>Indent for books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Librarian's note</th>
<th>Office Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N of items recommended</td>
</tr>
<tr>
<td></td>
<td>N of items already available or on order</td>
</tr>
<tr>
<td></td>
<td>N of items recommended for duplication</td>
</tr>
<tr>
<td></td>
<td>Estimated cost of the items not in Library</td>
</tr>
<tr>
<td></td>
<td>Rs.</td>
</tr>
<tr>
<td></td>
<td>Estimated cost of the duplication recommended</td>
</tr>
<tr>
<td></td>
<td>Rs.</td>
</tr>
<tr>
<td></td>
<td>Total estimated cost Rs.</td>
</tr>
<tr>
<td></td>
<td>Allotment of books——Rs.</td>
</tr>
<tr>
<td></td>
<td>Amount already appropriated Rs.—</td>
</tr>
<tr>
<td></td>
<td>Balance available Rs.—</td>
</tr>
<tr>
<td></td>
<td>Remarks</td>
</tr>
</tbody>
</table>
To maintain statistics of book grants for different teaching departments, the following form is used in the Panjab University Library, Chandigarh.

**Figure 4**

<table>
<thead>
<tr>
<th>Sciences</th>
<th>Book Grants</th>
<th>Social Sciences</th>
<th>Book Grants</th>
<th>Languages</th>
<th>Book Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>(Year———)</td>
<td>Economics</td>
<td>(a) University, (b) U.G.C.</td>
<td>Arabic</td>
<td>(a) University, (b) U.G.C.</td>
</tr>
<tr>
<td>Botany</td>
<td>(a) University, (b) U.G.C.</td>
<td>Education</td>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Fine Arts</td>
<td></td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Chem. Engg.</td>
<td></td>
<td>History</td>
<td></td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>Ancient History</td>
<td></td>
<td>Hindi</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td>&amp; Culture</td>
<td></td>
<td>Panjabi</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>Music</td>
<td></td>
<td>Persian</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
<td>Journalism</td>
<td></td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>Library Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td>Philosophy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Educa-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Admin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Funds at the discretion of the V.C.,
D.U.I.
Librarian
In order to ensure availability of books and periodicals, orders are placed with those reputed firms in India and abroad which specialize in supplying books and periodicals belonging to either sciences or humanities or social sciences. To maintain statistics of the orders placed and books received, the following form is used in the Panjab University Library, Chandigarh.

**Figure 5**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Firm (Arranged Alphabetically)</th>
<th>Order No. Indicating Despatch No. and Department Concerned</th>
<th>No. of Books Ordered Dated</th>
<th>No. of Books Supplied Dated</th>
<th>Balance</th>
<th>Reasons for not Supplying O.P. N.P. etc. Dated</th>
<th>Reminders Sent Dated</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBSTANCE OF LIBRARY SCIENCE**
There are twenty-four teaching departments in the Panjab University. Each department has been allocated a book grant. To maintain statistics of the amount allocated for each Department and how it was spent, the following form is used in the Panjab University Library, Chandigarh.

**Figure 6**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Department (Arranged Alphabetically)</th>
<th>Book Grant Unity.: U.G.C. Total</th>
<th>Indents Received Date</th>
<th>Orders Placed Books. Periodicals: Date— Date—</th>
<th>Amount Spent Books Periodicals: Date— Date—</th>
<th>Balance Books Periodicals</th>
<th>Reminders re: Utilization of Funds Sent</th>
<th>Remarks</th>
</tr>
</thead>
</table>

**Administration**

117
CATALOGUING AND CLASSIFICATION

The statistics card mentioned below is in use in the Panjab University Library and has proved quite successful.

**Figure 7**

**Panjab University Library, Chandigarh**

Return of the work done during the week ending ________________, 1963

<table>
<thead>
<tr>
<th>Section</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of books catalogued</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of books classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of books re-catalogued</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of books re-classified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of duplicates added</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of catalogue cards made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of shelf-list cards made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of cards filed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section Incharge

Librarian
BINDING

To maintain statistics of the binding section, the following statistical card has been devised:

**FIGURE 8**

**PANJAB UNIVERSITY LIBRARY, CHANDIGARH**

Return of the work done during the week ending------------------, 1963

Section

<table>
<thead>
<tr>
<th>No. of Books Bound</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Full buckram</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Half buckram</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Half leather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Full leather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Periodicals Bound</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Full buckram</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Half buckram</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Half leather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Full leather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Books Repaired</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of books &amp; periodicals assembled and stitched</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lettering done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section Incharge

Librarian
The following statistical card is suggested for the maintenance of statistics of this section:

**Figure 9**

**PANJAB UNIVERSITY LIBRARY, CHANDIGARH**

Return of the work done during the week ending: 196

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book or Periodical Microfilmed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Order No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) No. of pages</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Books or Periodicals Photostated</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Order No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) No. of pages</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Cost</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Section Incharge: 

Librarian:
R. Northwood Lock mentions the following two types of issue analysis sheets:

**Figure 10**

<table>
<thead>
<tr>
<th>Date</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lantern Slides</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Blank I (Other Material)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blank II (Other Material)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remarks</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Lending Issues</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Receipts from fines

---catalogues, etc.

Books asked for

Books wanted from central

Supplies wanted

Callers and occurrences

Signed: ___________________
Lyle in his famous book *College Library Administration* publishes results of a test made to determine the percentage of non-fiction supplied and percentage not supplied. In another table he gives reasons for failure to supply books. Below are reproduced both the tables.

**Figure 12**

<table>
<thead>
<tr>
<th>Date 1944</th>
<th>No. Called for</th>
<th>No. of Loans</th>
<th>Percentage Supplied</th>
<th>No. not Supplied</th>
<th>Percentage not Supplied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 6</td>
<td>375</td>
<td>294</td>
<td>78.4</td>
<td>81</td>
<td>21.6</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>360</td>
<td>287</td>
<td>79.7</td>
<td>73</td>
<td>20.3</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>267</td>
<td>214</td>
<td>80.1</td>
<td>53</td>
<td>19.9</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>266</td>
<td>217</td>
<td>81.6</td>
<td>49</td>
<td>18.4</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>219</td>
<td>189</td>
<td>86.3</td>
<td>30</td>
<td>13.7</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>320</td>
<td>269</td>
<td>84.1</td>
<td>51</td>
<td>15.9</td>
</tr>
</tbody>
</table>

| Date 1944 | No. of Loan | No. on Reserve | No. of Bindery | No. on Extende
d Loan to Facility | Missing from Shelves | Missing in Inventory |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 6</td>
<td>52</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>46</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>30</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>18</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>39</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
In the Panjab University Library, the following statistical card is used for issue and return of books indicating the Decimal Classification.

**FIGURE 14**

**PANJAB UNIVERSITY LIBRARY, CHANDIGARH**

Return of the work done during the week ending

**Section : Circulation Section**

|       | 0  | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | Card | Reservation | Books | Remarks |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----| Sorted | Card Reserved | Reserved |          |
| Issue |     |     |     |     |     |     |     |     |     |     |        |              |        |          |
| Return|     |     |     |     |     |     |     |     |     |     |        |              |        |          |
| Issue |     |     |     |     |     |     |     |     |     |     |        |              |        |          |
| Return|     |     |     |     |     |     |     |     |     |     |        |              |        |          |
| Issue |     |     |     |     |     |     |     |     |     |     |        |              |        |          |
| Return|     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Monday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Tuesday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Wednesday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Thursday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Friday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

**Saturday**

|       |     |     |     |     |     |     |     |     |     |     |        |              |        |          |

Signature : Section In charge

" Librarian "

ADMINISTRATION
For the organizational statistics the following statistical charts may be used in public and university libraries.

**BUDGET**

Budgetary statistics generally depend on the sources of income and expenditure of a library. The main sources of income of both of public and university libraries generally are (i) funds received from the government agencies; (ii) endowments and gifts from public; (iii) membership fees; (iv) fines; (v) sale of publications if any and (vi) by disposal of duplicates, waste papers etc.

In the following is suggested a suitable statistical card for maintaining income record:

![Figure 15](image)

**Expenditure:** The main heads of expenditure in any library may be (i) staff salaries; (ii) purchase of book and non-book reading materials; (iii) binding; (iv) maintenance of library...
building; (v) expenditure for the maintenance of library office and other library services like cataloguing, classifications, reference service etc. As an example below is given a chart which is in practice at the Panjab University Library.

**Figure 16**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provident Fund Contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(a) Contingencies including telephone, stationery, postage, printing, advertisement charges uniform to class IV employees, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Library supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Medical Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Purchase of New Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Subscription to current periodicals and scientific journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Purchase of back sets of journals and other serial publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Search for and purchase of manuscripts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Fire insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Library building maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Contribution towards library class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Audit of accounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Overtime allowance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For maintenance of statistics of allocation of grants to various Teaching Departments in the Panjab University Library please see Fig. No. 4.

**PERSONNEL**

The important statistical forms generally used for maintaining the records of the personnel in a library are the following:
### Figure 17

**Punjab University Library, Chandigarh**

(For general record)

<table>
<thead>
<tr>
<th>Name</th>
<th>Surname</th>
<th>Middle</th>
<th>First</th>
<th>Date of Birth</th>
<th>Bachelor/Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Permanent</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Designation</td>
<td>Grade</td>
<td>Date of Appointment</td>
<td>Date of Confirmation</td>
<td></td>
</tr>
</tbody>
</table>

**Basic**

**Professional**

**Experience**

**Remarks**

---

### Figure 18

**Punjab University Library, Chandigarh**

(Monthly Progress Report)

<table>
<thead>
<tr>
<th>Name</th>
<th>Surname</th>
<th>Middle</th>
<th>First</th>
<th>Date of Birth</th>
<th>Bachelor/Married</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Permanent</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designation</td>
<td>Grade</td>
<td>Date of Appointment</td>
<td>Date of Confirmation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Monthly Return of Work

<table>
<thead>
<tr>
<th>Section</th>
<th>Period</th>
<th>Description of work</th>
<th>Signature of Asst.</th>
<th>Section Incharge</th>
<th>Dy. Librarian</th>
<th>Librarian</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Surname</td>
<td>Middle</td>
<td>First</td>
<td>Date of birth</td>
<td>Bachelor/Married</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Permanent</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designation</th>
<th>Grade</th>
<th>Date of Appointment</th>
<th>Date of Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
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<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Casual leave due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Privilege leave</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Besides, these statistical cards some librarians also maintain *Personal Files* for all their employees and keep them under lock and key. The ‘Pass Books’ or service books as they are generally called in India are also maintained to keep record of the provident fund of the employees. In these books records of privilege leave, promotion, demotion and any other incident concerning the service of an employee is maintained.

**VISITORS**

It has been a practice to maintain two types of visitors’ book in libraries. One for the occasional use for the record of impressions of dignitaries and the other for the daily attendance of all members. The latter is placed on the main gate of the library and the former is either kept in the librarian’s office or with some assistant librarian deputed for this job. The columns in both the registers are almost identical except that there is the difference in the quality of the paper and binding of both the registers. An example of a page from both the registers is given below:

**Figure 20**

**Visitors’ Book**

**Panjab University Library, Chandigarh**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Date</th>
<th>Name</th>
<th>Designation</th>
<th>Address</th>
<th>Remarks, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
CULTURAL ACTIVITIES

Since a library is the nerve centre of cultural activities of a community, there is always some function or other such as book exhibition, popular lecture, film show etc. It is generally a practice in libraries to fix one particular day in a week (Friday) and time for these functions to be held in the library hall. It is essential to maintain a record for these cultural activities. Instead of maintaining different records I suggest below one general statistical card for the purpose.
<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Name of Speaker</th>
<th>Subject of Talk</th>
<th>Title of Films or Drama</th>
<th>Subject of Book Exhibitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Popular lectures
Film shows
Book exhibitions
Miscellaneous

**BACK OF FIGURE 22**

<table>
<thead>
<tr>
<th>Inaugurated by</th>
<th>No. of Guests</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Substance of Library Science

Panjab University Library, Chandigarh
(Cultural Activities)
CLASSIFICATION

Classification probably is the bed-rock on which is based the super-structure of library science. In fact it is classification which gives library science the character of a "science" as well as an "art". In this chapter it is intended to define "classification". It is also intended to discuss in brief the salient features of those internationally recognized schemes of classification which are practised in libraries of all types throughout the world. Eminent among the originators of these schemes are Melvil Dewey, C. A. Cutter, J. D. Brown, H. E. Bliss and S. R. Ranganathan. The well-known authors who made valuable commentaries on these schemes are M. Mann, B. L. Palmer, A. J. Wells, E. A. Savage, W. C. B. Sayers, A. Broadfield, E. C. Richardson, B. C. Vickery and W. H. Phillips.

DEFINITION

Book classification as defined by W. C. Berwick Sayers is "The arrangement of books on shelves, or descriptions of them in the manner which is most useful to those who read". It is also "the putting together of similar things, or more fully described, it is the arranging of things according to likeness and unlikeness. It is sorting and grouping of things, but in addition, classification of books is a knowledge classification with adjustments made necessary by the physical form of books". According to J. S. Mill 'classification' is a contrivance for the best possible ordering of

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the ideas of objects in our minds. It is "a mechanical time saving operation for the discovery of knowledge in literature". W. S. Jevons has assessed the relationship between 'science' and 'classification' as: 'science' is the detection of identity, and 'classification' is the placing together, either in thought or in actual proximity of space, those objects between which identity has been detected. 'Classification', therefore, is a key to knowledge enshrined in a collection of a library. With its help librarians arrange books on shelves in some definite order and make them available to readers in the minimum possible time. It also helps in classifying knowledge into its microscopic bits and plays a prominent role in research.4

**VALUE OF CLASSIFICATION**

The purpose of a modern library today is to make available the desired information to a reader in the minimum possible time. To serve this purpose promptly and effectively a librarian has to find out a method or scheme of classification which suits the nature of his collection and clientele.

Before some logical schemes of classification were originated books in libraries were arranged either by their accession numbers or alphabetically or by their authors or titles or subjects or languages or publishers. Sometimes they were also arranged by size or colour or binding or value. These indigenous methods of arranging books in libraries had to be discarded because after the invention of printing press, a large number of books on various subjects were printed and bought by the libraries for the use of readers.

It is at this time that the librarians must have felt the necessity of devising some sort of logical method of arranging the collections in their libraries. The pioneering attempt made in this direction was probably by Francis Bacon in 1623. In his Chart of Human Learning he based his scheme on philosophical concept which is also called 'evolutionary order'. Other scientific attempts were made in 1876, 1891, 1904, 1906, 1935 and 1935 by Melvil Dewey, C. A. Cutter, Library of Congress, J. D. Brown, S. R. Ranganathan and H. E. Bliss respectively.

Before discussing the salient features of these prominent schemes

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of classification, below are given those special features which make
a scheme adaptable and flexible. They are:

(i) Generalia class  (ii) Form classes
(iii) Form divisions  (iv) Notation  (v) Index

(i) Generalia Class: This is called the main class of a classifica-
tion which is reserved for general books such as encyclopaedias,
bibliographies, dictionaries etc.

(ii) Form Classes: Form classes are those parts of a classifica-
tion in which the books are arranged according to the form in
which they are written, such as poetry, drama, fiction, essays etc.

(iii) Form Divisions: Form Divisions are the "adjuncts to a classi-
fication which enable books to be arranged (within their subject)
according to the form in which they are written. They usually have
mnemonic notation which can be applied to any part of a scheme."

(iv) Notation: The "notation" are the symbols which stand
for the divisions in a scheme of classification. They are two kinds:
' mixed ' and ' pure '. A "flexible notation " is one which expands
with the classification, and permits the insertion of new subjects
without any dislocation.

(v) Index: "An index is an alphabetical list of the terms men-
tioned in the schedule, with the corresponding notations attached."
It includes all the synonyms of these terms, together with minute
parts of a subject even if they are not included in the schedule.
Since this book is not intended to make a detailed study of the
various schemes of classification below are summarized the salient
features of the following schemes in the form of charts:

1. Decimal Classification
2. Expansive Classification
3. Subject Classification
4. Library of Congress Classification
5. Universal Decimal Classification
6. Colon Classification
7. Bibliographic Classification
8. Soviet Classification
<table>
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<tr>
<th>No.</th>
<th>Classification</th>
<th>Abbreviation</th>
<th>Author</th>
<th>First Year of Publication</th>
<th>Country of Origin</th>
<th>Main Schedule</th>
<th>Distinguishing Features</th>
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<tbody>
<tr>
<td>1</td>
<td>Decimal Classifi-</td>
<td>D.C.</td>
<td>Melvil Dewey (1851-1931)</td>
<td>1876</td>
<td>U.S.A.</td>
<td>000 General works, 100 Philosophy, 200 Religion, 300 Social Sciences, 400 Philology, 500 Natural Sciences, 600 Useful Arts, 700 Fine Arts, 800 Literature, 9 Geography, 900 Biography, 9 History</td>
<td>The Decimal Classification is probably the most popular scheme of book classification. Its author divides the field of human knowledge into nine larger classes, which he calls the First Summary Classes. In the Second and the Third Summary are expanded Divisions and Sections respectively. Much in favour and against has been said and written about this scheme but surveys made by A.L.A. show that more than 96 percent of the public libraries and 89 percent of college libraries in the United States use this system of classification. It is also used in most of the libraries in India, the United Kingdom, Europe, Middle and Far Eastern countries. Besides, because of its simplicity, it is popular amongst readers also.</td>
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<td>2</td>
<td>Expansive Classifi-</td>
<td>E.C.</td>
<td>Charles Ammi Cutter (1837-1903)</td>
<td>1891</td>
<td>U.S.A.</td>
<td>The main schedule consisted of eight classes, under eight letters, i.e. A, B, C, D, E, H, L, X, Y and YF but in the fifth expansion all the letters from A to Z were used as under: A General works, B Philosophy, Br. religion, C Christianity and Judaism</td>
<td>It is called the Expansive Classification because &quot;The author compiled seven successive classification schemes, each an expansion of the one before.&quot; This scheme according to J. D. Brown is &quot;one of the most scientific and complete modern schemes of classification&quot;. H. E. Bliss thinks</td>
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</table>
very high of this scheme. In the words of Richardson it is “a really scientific work of high value”.

This scheme is fairly flexible. It puts into use “capital letters, and small capital letters representing the divisions, both used alphabetically”. A few American libraries classify their books according to this scheme. It influenced the Library of Congress Classification up to some extent. It is a “one man scheme”, like the Colon Classification.

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<th>Distinctive Features</th>
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</table>
| 3      | Library of Congress    | L.C.         | Library of Congress | 1904                      | U.S.A.            | The outline of the main classes are as under:                                  | A close scrutiny of Cutter’s and Library of Congress scheme of classification will show a great similarity.  
This is probably the most up-to-date scheme amongst the classification schemes since it is being revised constantly by a team of experts belonging to various fields of knowledge. Its main classes are published separately along with their relative index. Like the D.C. it has got no relative index to the whole scheme but its substitute has been provided which is known as “Subject headings used in the dictionary catalogues of the Library of Congress”.  
One of the most distinctive features of this scheme is that its class numbers along with decimal numbers are put on all printed cards which are subscribed by most of the libraries in the U.S.A. and abroad. Because of this advantage, printed cards and the printed catalogue of this library are sold to eminent libraries all over the world.  
This scheme appears to be quite successful since it is being used by the world’s most modern and the largest library without any special difficulty.  

- A General works  
- B Philosophy and religion  
- C Auxiliary sciences of history  
- D History: general & old world  
- E-F America  
- G Geography, anthropology, sports  
- H Social sciences  
- J Political science  
- K Law  
- L Education  
- M Music  
- N Fine arts  
- P Philology (language & literature)  
- Q Science  
- R Medicine  
- S Agriculture, etc.  
- T Technology  
- U Military science  
- V Naval science  
- Z Bibliography & library science  |
<table>
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<tr>
<th>Universal Decimal Classification</th>
<th>U.D.C.</th>
<th>Originally formulated by Melvil Dewey, modified by Otlet, La Fontaine, Donker, Duyvis and others. Sponsored by Federation Internationale de Documentation.</th>
<th>1905</th>
<th>Belgiums</th>
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<td>0. Generalities</td>
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<td>1. Philosophy, metaphysics, psychology, logic, ethics</td>
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<td>2. Religion, theology</td>
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<td>3. Social sciences, sociology, law, government education</td>
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<td>4. Philology, Language</td>
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<td>5. Pure sciences</td>
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<td>6. Applied sciences, medicine, technology</td>
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<td>7. Fine arts, applied arts, entertainment, recreation, sports</td>
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<td>8. Literature, belles letters</td>
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<td>9. Geography, biography, history</td>
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The main purpose of deriving U.D.C. from D.C. was to make it a comprehensive scheme of classification suitable to classify all types of recorded information, i.e. books, papers, letters, and documents of all types. This classification may be called a subject classification in the correct sense of the term. It is based on "the principle of processing from the general to the more particular, so that related concepts are brought together in more helpful way than can be achieved by alphabetical, or other arrangements". The notation used in the U.D.C. consists of Arabic numerals. Critics of the U.D.C. say that this classification has not proved as effective as was contemplated by the F.I.D. However "it is being used mostly by the European libraries in the compilation of scientific bibliographies, and in the classification of abstracts from periodicals and other fugitive material".

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<th>Abbreviation</th>
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<th>Main Schedule</th>
<th>Distinctive Features</th>
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<tr>
<td>5</td>
<td>Subject Classification</td>
<td>S.C.</td>
<td>James Duff Brown (1863–1914)</td>
<td>1906</td>
<td>U.K.</td>
<td>A Generalia, B-D Physical sciences, matter &amp; force, E-F Biological science, G-H Ethnology &amp; medicine, I Economic Biology, J-K Philosophy &amp; religion, L Social and political science, M Language &amp; literature, N Library Forms, O-W History, geography, X Biography</td>
<td>J. D. Brown believed that human knowledge has got its four main facets i.e. matter, life, mind and record. It is on these four cardinal principles that his &quot;Subject Classification&quot; is based. This classification is basically simple to understand and reasonably well proportioned, but suffers from over-indulgence in a personal theory by the author which results in many classes being ill-placed for modern needs. The arrangement of main classes is an improvement on Dewey. The mixed notation is effective. This classification is still an active and useful book classification and, with certain modifications to expand and modernize it, could prove effective for small and medium sized libraries. It is mostly used by the small and medium sized British libraries. According to its author the Colon Classification is an &quot;Analytic-Synthetic Classification&quot;. Like the Decimal Classification and Library of Congress Classification, Colon Classification does not provide ready-made class numbers for most sub-</td>
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<td>6</td>
<td>Colon Classification</td>
<td>C.C.</td>
<td>S. R. Ranganathan (1892–)</td>
<td>1933</td>
<td>India</td>
<td>Z Generalia, ( \Delta ) Spiritual experience &amp; mysticism, 1 Universe of knowledge, ( \mu ) Humanities &amp; Social Sciences, 2 Library Science, ( \gamma ) Humanities</td>
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<td>3 Book Science</td>
<td>N Fine Arts</td>
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<td>4 Journalism</td>
<td>NZ Literature &amp; Language</td>
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<td>A Natural Sciences</td>
<td>O Literature</td>
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<td>B Mathematics</td>
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<td>P Physical Sciences</td>
<td>R Philosophy</td>
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<td>C Physics</td>
<td>S Psychology</td>
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<td>D Engineering</td>
<td>X Social Sciences</td>
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<td>E Chemistry</td>
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<td>G Biology</td>
<td>V History</td>
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<td>H Geology</td>
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<td>HZ Mining</td>
<td>X Economics</td>
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<td>I Botany</td>
<td>Y Social Work</td>
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<td>J Agriculture</td>
<td>Z Law</td>
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<td>K Zoology</td>
<td>(: g) Criticism technique</td>
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<td>KZ Animal Husbandry-(q)</td>
<td>Conference technique</td>
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<td>L Medicine</td>
<td>(r) Administration report techniques</td>
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<td>LZ Pharmacognosy (P)</td>
<td>Communication theory</td>
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<td>M Useful Arts</td>
<td>(X) Management</td>
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Hence it is not an enumerative scheme.

"The schedule in the Colon Classification may be said to consist of certain standard unit-schedules. By combining these standard pieces in different ways, many different objects can be constructed. So also, by combining the numbers in the different unit schedules in assigned permutations and combinations, the class numbers for all possible subjects can be constructed. In this scheme, the function of the colon (:) and other connecting symbols is like that of bolts and nuts in a meccano set."

During the last fifteen years or so the Colon Classification has greatly influenced eminent schemes of classification such as Decimal and Library of Congress Classification. It has also attracted attention of many prominent authors like W. C. Berwick Sayers, H. E. Bliss, E. I. Palmer, A. J. Wells, and others. Both in favour and against has been said, about this scheme, but majority of the writers feel that "the erudition, insight, and ingenuity of the author are truly admirable". Several university as well as special libraries have adopted it in India. Eminent among them are Delhi, Banaras, Rajasthan and Roorkee.

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</thead>
</table>
| 7     | Bibliographic Classification | B.C.        | Henry Evelyn Bliss (1870-1955) | 1935                      | U.S.A.            | Anterior Numerical Classes  
1. Reading-room collections, chiefly for reference.  
2. Bibliography, library science and economy (prepared in "Z")  
3. Select or special collection, segregated books, etc.  
4. Department of special collections.  
5. Documents or archives of Governments, institutions, etc.  
6. Periodicals (including serial publications of societies).  
7. Miscellaneous  
8. Collections, historic, local or institutional interest.  
9. Antiquated Books or historic collections.  
A Philosophy and general science, including logic, mathematics, meteorology and statistics.  
B Physics, including applied physics and special physical technology.  
C Chemistry including chemical technology, industries: mineralogy.  
D Astronomy, geology, geography and natural history, including microscopy  
E Biology, including paleontology and biogeography |

Like other systems of classification this scheme too has been appreciated and criticised. W. C. B. Sayers in his *A Manual of Classification* estimating the scheme states: 

"... and in such conditions librarians would have at hand in the B.C. a scheme unexcelled in completeness, catholicity and scholarship; in the adequacy of the alternatives it provides the brevity of the notation; the exposition value of the introductions and of the notes throughout the schedules and the conciseness and lucid index."  

In U.S.A. it is in use in the college of the city of New York library but in U.K. it has been applied in the University of Hull Education Library, the City of London College Library, etc. Some librarians are of the opinion that in this scheme "the treatment is much too bizarre in its emphasis on a personal interpretation of ‘logical’ relationships, that the notation is cumbersome in its frequent use of ugly conglomerations, and finally that it is likely to be ignored to become an orphan scheme."
F Botany, including bacteriology
G Zoology, including zoogeography and economic zoology
H Anthropology, general and physical including the medical sciences, hygiene, eugenics, physical training, recreation, etc.
I Psychology, including comparative psychology and racial psychiatry
J Education, including psychology of education
K Social sciences: sociology, ethnology and anthropogeography
L History, social, political and economic, including geography, historical, national (political) and ethnographic
M Europe
N America
O Australia, East Indies. Asia, Africa and Islands geography, ethnography and history
P Religion, theology and ethics
Q Applied social science and ethics
R Political science, philosophy and ethics and practical politics

Derek John Campbell remarks “It is one of the most flexible classification systems ever produced, and the use of alternative placings contributes notably to this. Libraries of different sizes can use it easily in various degrees of detail, and helpful suggestions on this problem are numerous in the schedules.”

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<th>Country of Origin</th>
<th>Main Schedules</th>
<th>Distinctive Features</th>
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</table>
| 8     | Soviet Library Classification | S.L.C. | Library Commission of Academy of Sciences of the U.S.S.R. | 1939 | U.S.S.R. | The science of the general laws of nature and society | The Soviet Library Classification, the latest amongst the book classifications, is based on the following principles.  
1. Marxism-Leninism,  
2. All the other divisions are arranged according to the historical development of the action of nature on society, and divided into two cycles: the sciences of nature and the sciences of society. |

- S Jurisprudence and law
- T Economics
- U Arts, useful, industrial arts, and the less scientific technology.
- V Fine arts and arts of expression, recreation and pastime
- X Indo-European philology, languages and literature
- Y English, or other, language and literature in general, rhetoric, oratory, dramatics, etc.
- Z Bibliology, bibliography and libraries
<table>
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<tr>
<th>Classification of the Natural Sciences</th>
<th>The sciences of the action of man on nature</th>
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<tr>
<td>I. Technological sciences</td>
<td>The sciences of society</td>
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<td>II. Agriculture and agricultural sciences</td>
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<td>P. Medical sciences</td>
<td>θ. Religion and atheism</td>
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<tr>
<td>C. Social sciences in general</td>
<td>Ω. Philosophical sciences; psychology</td>
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<td>T. Historical sciences</td>
<td>A. Literature of universal content</td>
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<td>Y. Economical sciences</td>
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<td>X. Government and law</td>
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<td>3. The natural sciences are arranged according to the Marxist-Leninist classification of the natural sciences. The applied sciences, technology, agriculture, and medicine, which are concerned with how man harnesses nature, stand between the natural and the social sciences.</td>
<td></td>
</tr>
<tr>
<td>4. The sciences of society are arranged according to the Marxist-Leninist teaching on foundation and superstructure.</td>
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<td>5. The general section for literature of complex content comes at the end of the classification scheme.</td>
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Also in Encyclopedia of Librarianship, p. 341.
In the above paragraphs it is intended to define in a nutshell, book classification and also to summarize the salient features of eight eminent schemes of book classification. For detailed study readers are referred to the following books.18

(vi) Brown, J. D., *Subject Classification, with Tables, Indexes, etc.* (Rev. ed. Grafton, London, 1939).
(xiv) ——— *Elements of Library Classification*.
(xviii) Sayers, W. C. B., *An Introduction to Library Classification*.
(xx) Vickery, B. C., *Classification and Indexing in Science*. 
CATALOGUING

If 'CLASSIFICATION' as defined in the chapter preceding this is "mechanical time-saving operation for the discovery of knowledge in libraries" 'cataloguing' "is the art of making records in such a manner that they may be readily identified, located and examined".¹

It is to exhibit the resources of a library by means of entries which may be provided either under author or, subject or title or under all the three.² While defining its purpose Isadore Gilbert Mudge says that "a Catalogue is to provide a tool which will give the reader accurate information on four different points:

1. "has the library a given book about which the reader has accurate information on any one of the heads under which a modern catalog code would enter it;
2. description of that book containing all the bibliographic facts that average readers, not bibliophiles, read;
3. full list of books, pamphlets and other separately published works by a given author that are in the library;
4. full list of such separate works, on a given subject, that are in the library".³

According to Margaret Mann "The purpose of Cataloguing is to put order into a collection of books so that the volumes may be located and used for reference and circulation".⁴ It is, therefore,

² Ibid. p. 2.
³ Mudge, Isadore Gilbert, Catalogers' and Classifiers' Yearbook, 1934.
⁴ Mann, Margaret, Introduction to Cataloguing and the Classification of Books (American Library Association, Chicago, 1943), p. 4.
the most important reference tool in the library. Susan Grey Akers is of the opinion that “a Catalog is a record of the material in a library”.6

Like the libraries ‘catalogue’ too has its history. Scholars believe that the celebrated Alexandrian Library had a list of its holdings. Later after the invention of printing and the consequent rapid growth of libraries both in number and size, catalogues of libraries in book form began to appear.6 Becker’s probably is the first printed catalogue (printed in 1885). Other earlier examples of the printed catalogues are the Catalogue of Printed Books of the British Museum, Catalogue of the London Library, Catalogue of the Printed Books in the Library of the University of Edinburgh, Catalogue General des Livres Imprime’s, Catalogues of the Boston Athenaeum, the Astor Library, the Peabody Institute of Baltimore, and the Carnegie Library of Pittsburgh. In India the eminent examples of the early printed catalogues are A Catalogue of Printed Books in European Languages in the Library of the Asiatic Society of Bengal and The Imperial Library Catalogue, Calcutta.

Since knowledge is ever growing and new books are printed on various subjects everyday all over the world, to maintain these catalogues up-to-date, printing of supplements every year, became essential. Besides it being uneconomical, it was unscientific too. The Card Catalogue was found a suitable substitute in place of the printed one. Though it was known in France as early as the 18th century, actually libraries realized its importance in the 19th century.7 At present all modern libraries all over the world use Card Catalogue.

Cataloguing like the science of chemistry is essentially a laboratory art. “Every art is not merely a practice; it is a valuable discipline also. Of no art is that truer than the cataloguing. It is first and foremost a discipline in accuracy. Without accuracy, cataloguing is a snare and an offence.”8 Another authority on cataloguing says that “No amount of training and no extent of study can make a

8 Ibid. p. 16.
person of an habitually inaccurate turn of mind a good cataloguer."

To maintain accuracy and uniformity, therefore, librarians worked out various catalogue codes. To depict the origin and development of the prominent among them are tabulated as under:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Author</th>
<th>Title of the code</th>
<th>Year of its First Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C. C. Jewett</td>
<td>On the construction of catalogues of libraries</td>
<td>1852</td>
</tr>
<tr>
<td>2</td>
<td>C. A. Cutter</td>
<td>Rules for a printed dictionary catalogue</td>
<td>1876</td>
</tr>
<tr>
<td>3</td>
<td>Cambridge University</td>
<td>Rules to be observed in forming the alphabetical catalogue of printed books</td>
<td>1878</td>
</tr>
<tr>
<td>4</td>
<td>Library Association (London)</td>
<td>Cataloguing rules</td>
<td>1883</td>
</tr>
<tr>
<td>5</td>
<td>American Library Association (Chicago)</td>
<td>Condensed rules for an author and title catalog</td>
<td>1883</td>
</tr>
<tr>
<td>6</td>
<td>Library of Congress</td>
<td>Supplementary rules on cataloguing</td>
<td>1905</td>
</tr>
<tr>
<td>7</td>
<td>Library Association (London) and American Library Association (Chicago)</td>
<td>Cataloguing rules : author and title entries</td>
<td>1908</td>
</tr>
<tr>
<td>8</td>
<td>S. R. Ranganathan</td>
<td>Classified Catalogue Code</td>
<td>1934</td>
</tr>
<tr>
<td>9</td>
<td>British Museum (London)</td>
<td>Rules for compiling the catalogues of printed books, maps and music</td>
<td>1936</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>S. No.</th>
<th>Author</th>
<th>Title of the code</th>
<th>Year of its First Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>S. R. Ranganathan</td>
<td>Dictionary Catalogue Code</td>
<td>1945</td>
</tr>
<tr>
<td>11</td>
<td>American Library Association (Chicago)</td>
<td>A.L.A. cataloguing rules for author and title entries 2nd ed. Revised</td>
<td>1949</td>
</tr>
</tbody>
</table>

Like the codes catalogues too have their kinds. They are: (a) Name; (b) Dictionary; (c) Classified; and (d) Alphabetico-Classed Catalogue. The Dictionary and Classified Catalogues are in common use in the modern libraries throughout the world. Below is given the definition of each kind:

(a) The Name Catalogue: It is "a catalog arranged alphabetically by names of persons and places, whether used as authors or subjects".\(^{11}\)

(b) The Dictionary Catalogue: It is "a catalog, usually on cards in which all the entries (author, title, subject series, etc.) and their related references are arranged together in one general alphabet. The sub-arrangement frequently varies from the strictly alphabetical".\(^{12}\)

(c) The Classified Catalogue: It is "a catalog arranged by subject according to a systematic scheme of classification. Also called Class Catalog, Classified Catalog, Systematic Catalog, Classified Subject Catalog, and Catalogue raisonné".\(^{13}\)

(d) The Alphabetico-Classed Catalogue: It is "a catalog with entries under broad subjects alphabetically arranged and subdivided by topics in alphabetical order".\(^{14}\)

In the above paragraphs the purpose, the scope and the kinds of catalogues have been defined. Below are given samples of (1) a skeleton card, (2) main and (3) added entries and (4) the shelf list.

The main information given on the card is: Call number;

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\(^{12}\) Ibid. p. 46.

\(^{13}\) Ibid. p. 30.

\(^{14}\) Ibid. p. 4.
author | title | edition | imprint | collation | series note | notes and contents.

The reason for providing the above information on the main card and added entries is that a reader would like to know what books by a particular author, on a particular subject and under a particular title a library has. He also may be interested in knowing its edition, imprint, and contents. With the help of call number he straightaway goes to the shelf and locates his desired book. A good catalogue, therefore, must successfully solve these problems.

TYPES OF ENTRIES

Main Entry: Definition: It is "a full catalog entry, usually the author entry, giving all the information necessary to complete identification of a work. In a card catalog this entry bears also the tracing of all the other headings under which the work in question is entered in the catalog. The main entry, used as a master card, may bear in addition, the tracing of related references and a record of other pertinent official data concerning the work." 18

Added Entry: It is, "a secondary entry, i.e. any other than the main entry. There may be added entries for editor, translator, title, subject, series, etc." 19

Shelf List: Definition: It is "a record of the books in a library arranged in the order in which they stand on the shelves." 20

CLASSIFIED CATALOGUE

As already defined it consists of three parts: (a) The main body of the catalogue where the entries are made under subjects only, and the latter are arranged according to the symbols of the classification scheme in use, (b) an alphabetical author index, and (c) an alphabetical subject index. 21

Main Entry: Like the dictionary catalogue the main entry of the classified catalogue contains full bibliographical details. The main difference between these two types of catalogues is that the entries in the case of classified catalogue are made under subjects only. The arrangement of the cards in the catalogue trays follows the

18 Ibid. p. 85.
19 Ibid. p. 2.
20 Ibid. p. 126.
order of the classification scheme and also the order of the books on the shelves. The headings within each class descend from the general to the particular.  

*Author Index*: The record part of the classified catalogue is the author index in which entries are arranged alphabetically by authors, editors, illustrators, translators, series and titles. It also contains the class numbers by the help of which readers can find the main entry in the first part of the catalogue.

*Subject Index*: The third part of the classified catalogue consists only of the subjects which are arranged alphabetically. The class numbers for these subjects also appear against them enabling readers to find out the main entry in the first part of the catalogue for detailed bibliographical informations.

"Cataloguing" as defined above "is essentially a laboratory art". Accuracy is its cardinal principle. That is why librarians for the last one hundred years have been engaged in working out different catalogue codes for the entry of books, serials, maps, etc. A brief tabulated survey of these codes has already been made in the above paragraphs. The most important among these codes are *A. L. A. Cataloguing rules for author and title entries and the rules for descriptive cataloguing in the Library of Congress*. Some librarians in India follow Ranganathan’s *Classified Catalogue Code* and the *Dictionary Catalogue Code*.

The preparation of catalogue cards is merely half the job done. They are to be arranged in the trays of the catalogue case according to certain filing rules. Like various schemes of classification there are also a few filing rules. The American Library Association has prepared *Rules for Filing Catalog Cards* which are followed by most modern libraries. The basic A. L. A. filing rules are "(1) Arrange all entries according to the order of the English alphabet, (2) Arrange word by word, alphabeting letter by letter to the end of each word".

Before concluding this brief survey of "cataloguing" it is worthwhile to add a few lines on the treatment of "Indic names" by cataloguers in foreign and Indian libraries. The "Indic names" or the names of Indian Hindu authors have been entered by cataloguers

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in different ways. Even the authors themselves exercised great freedom in the treatment of their own names on their various publications.

Before the publication of S. R. Ranganathan’s *Classified Catalogue Code* in 1934 (and even now) the Western cataloguers used to enter these names on the Western style i.e. to enter either under *surname* or *family name*. But later on, this practice was found inadequate.

In the second edition of the *A. L. A. Cataloguing Rules for Author and Title Entries*, published in 1949, Dr. S. R. Ranganathan’s rule No. 1212 from his *Classified Catalogue Code* was followed. The Library of Congress too adopted his rules. In 1957 the Council of the International Federation of Library Associations (I. F. L. A.) decided to hold a worldwide conference for seeking agreement on certain basic cataloguing principles. Shri Benoyendra Sengupta attended a Preliminary Meeting in London as a representative of India. In January 1960 the IASLIC held the Seminar of this important issue in Calcutta. The IASLIC has published the proceedings of the Seminar on the *Rendering of Indic Names* which is a valuable source material on the difficult question of *Indic Names*.

In the above paragraph an attempt has been made to give a critical summary of *‘cataloguing’* and the significant role it plays in the machinery of a library.

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A list of books is given below, which, readers, who want to have a detailed study of the subject, may find useful.


TECHNICAL SERVICES

In order to provide efficient library service to the enlightened readers of the present-day world, it is essential that the technical services of a library should be well-organized with proper demarcation and definition of their fields of work. These services include (a) acquisitions, (b) classification, (c) cataloguing, (d) binding, (e) photographic reproduction and (f) circulation operations. This chapter is an attempt to deal with the salient features of these services.

ACQUISITION AND BOOK SELECTION

Great importance has been attached by librarians to the acquisition section of a library. Eminent authors like Helen E. Haines, F. K. Drury, L. R. McColvin, M. F. Tauber, L. R. Wilson, S. R. Ranganathan, H. V. Bonny and James H. Wellard have written standard books on this topic.

6 Wilson, L. R. (ed.), The Practice of Book Selection (Chicago University Press, Chicago, 1940).
Other authors who throw light on the philosophy and practice of book selection are: Mortimer J. Adler, Jennie M. Flexner, W. S. Gray, Robert D. Leigh and Douglas Waples.

A close scrutiny of the thought content of these books upholds in principle, Melvil Dewey's motto which he devised shortly after the establishment of the American Library Association in 1876. His motto is: "The best reading for the largest number at the least cost". S. R. Ranganathan arrives at the principles of book selection in two different ways—by empirical method as well as by a priori reasoning. According to him the empirical method consists of field work in libraries while a priori approach relates to "the judgement to be exercised in the selection of books either directly to the Five Laws of Library Science or to some principles which are derivable from those Laws".

Drury's summary of the principles of book selection which is considered quite handy and popular is quoted below:

1. "So apportion the Library funds as to obtain books of the highest quality for the greatest number of people.
2. "Secure any book which the Library can use to advantage. The book may be for knowledge and information, for power and inspiration, for amusement and recreation, either now or in the future.
3. "Fix upon a policy of selection and stick to it until it has been proved wrong, buying consistently along the line of this policy, until a better one is found.
4. "Select books that represent any endeavor aiming at human development—material, mental or moral."

Helen E. Haines\textsuperscript{18} puts down fourteen principles of book selection while Harold V. Bonny\textsuperscript{19} summarizes them into the following five:

1. "Stock first by range and then by appeal.
2. "Book selection must be primarily in relation to the needs of the community which the Library serves, but also bear in mind our national responsibility consequent upon the introduction of the Regional Library Scheme.
3. "Provide for actual demand and anticipate any reasonable demands which may be made upon the Library's resources.
4. "Evaluate the demand, as far as possible.
5. "Beware lest personal bias affects book selection, and guard against the personal bias of certain types of readers in pushing certain subjects, i.e. religion, antiquarian, mystic etc."

\textbf{CLASSIFICATION\textsuperscript{20}, CATALOGUING\textsuperscript{21} AND BINDING}

According to Dr. S. R. Ranganathan's Fifth Law of Library Science a library is a growing organism.\textsuperscript{22} The main parts of the organism that are capable of growing, according to him "are the books, the readers and the staff".\textsuperscript{23} These paragraphs deal only with the books. Thousands of books are daily published all over the world. Each library adds to its collections some books according to its funds and policies. Books and periodicals are issued to readers for their use. In this process naturally wear and tear of the reading material is inevitable. Some material not of lasting value is weeded out and written off but there are some publications which are repaired for the constant use of readers. It is here that the need of binding and repairing of books and periodicals comes into the picture.

\textsuperscript{20} Please see Chapter 6: "Classification".
\textsuperscript{21} Please see Chapter 7: "Cataloguing".
\textsuperscript{23} \textit{Ibid.} p. 327.
The practice of getting the books and periodicals bound varies from library to library. Some libraries get their materials bound through the commercial book binders while some prefer to have their own bindery. But a common practice which is gaining ground now-a-days is that of a library having its own bindery. The following arguments have been put forward in favour of having a library's own bindery:

(a) It is always economical;
(b) Personal supervision can be done;
(c) Experiment even in cheaper binding can be made;
(d) The material if required for immediate reference can be consulted even in the process of binding;
(e) It saves time and labour of the staff.

With regard to the organization of the binding department and the prescribed duties of the in-charge of the bindery section, the following are suggested by the American Library Association, in its publication entitled *Descriptive List of Professional and Non-Professional Duties in Libraries.* They include "(1) determining methods and techniques for preservation; (2) establishing policies concerning binding, mending, and discarding; (3) preparing binding specifications; (4) making final decisions on items to be bound, mended or discarded; (5) negotiating with bindery agents, and (6) supervising upkeep processes".

Other obligations the librarian in charge of binding has to fulfil are that he should maintain in his stock the types of the covering materials like leather, cloths and buckrams which his library prefers. He will generally call attention to items which cannot be bound for certain reasons, such as incompleteness of the volume, poor paper, or insufficient binding margins. In cases where special work has to be done, the binder should notify the Librarian before any work is performed on the items.

With regard to the techniques of book-binding, the machines it

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requires and materials which are used have been dealt with in detail by D. Cockerell, J. B. Oldham, H. P. Horne, Arundell Esdaile, R. F. Drewery, W. Town, E. Diehl, Library of Congress, American Library Association Committee on Binding, and Library Association Records, London. The Library Binding Institute issued in 1951 the Library Binding Manual, which contains information useful to libraries.

In conclusion it is suggested that a library should have its own bindery if better binding is required.

PHOTOGRAPHIC REPRODUCTIONS

MICROFILM AND MICROPRINT SECTION

Even the most ardent adherents of these inventions, i.e. microfilm and microprints, will admit that they are not 'cure-alls' for every ill that besets our profession, and that the thing that is sure to come and sure to revolutionize every phase of librarianship, may be an evil in itself. But it is a very small evil as compared to the enormity of the dilemma in which we will professionally find ourselves in the very near future, that of enormous stockpiles of books and related materials and no place to put them in.

There are two possible solutions to the problem; either (1) enlargement of buildings much beyond their present capacity, or (2) reduction of the contents to be put into the present buildings. The enlargement of buildings can only go to certain limits. There

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17 Oldham, J. B., English Blind-stamped Bindings, 1946.
21 Town, W., Book Binding by Hand (Fabor, London, 1951).
23 U.S. Library of Congress, Binding Division.
then remains the reduction of contents. This is where the use of microfilm and microprint is felt necessary. It will solve the problem of space whereby certain types of materials, now taking more room than apparently necessary, can be disposed of. Microfilm and microprint use will, however, for some time to come, be limited to research libraries and/or bulky and loosely connected materials such as newspapers and periodicals.

Herman H. Fussler in *Photographic Reproduction of Libraries*\(^{37}\) states four primary functions of microprinting: (1) condensation, (2) preservation, (3) acquisition and dissemination, and (4) special uses. He enlarges upon the use of each.

The expansion of the service of microprinting could be facilitated by (1) the existence of a few basic and well-equipped laboratories in the big research libraries of the country, capable of meeting nationwide requests, and (2) simple and inexpensive laboratories in medium-sized institutions, catering to the more common demands of individuals, business organizations and small special libraries in their vicinity. Commercial firms could probably handle such requests, but it is still a debatable question whether or not this service rightly belongs to the library.

If microfilms need justification, we might easily cite their low cost, their capacity to provide in a handy shape, not only long run material, such as complete books, newspapers, etc., but also short extract material, and their simplicity in handling right from cataloguing and classification to servicing to the patron. Storage is definitely no problem, except for, perhaps, some short-run material.

Fremont Rider\(^{38}\) has taken the problem of space by the proverbial horns and has come up with microcards. There is no question here of a book being 'in' or 'out', for as soon as the card is located, the book is in the patron's hands.

For present practical use, not more than 100 pages are transferred on to a microcard — although 500 pages should be a future possibility. This method cuts 100 per cent storage space for books. Cataloguing of books is eliminated altogether, since whoever prints the contents side of the card will also print the catalogue side. This can be possible with a centralized issuing agency for these

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cards, and thus reducing the cost to all participating libraries.

The saving in personnel and procedures is evident. Frightening too, when we think of what kind of function librarians will have in a set-up of this kind. But it may be that we will become real professionals, concentrating on the essentials of bibliography, instead of semi-clerical and semi-mechanical procedures.

With the advent of widespread use of the microcards, it is possible to envision a university of the future, housing ten, or twenty or even fifty million copies of books and related materials, giving the research workers unlimited resources upon which to draw.

Here are some special materials which might be reduced to microcards. They are: (a) theses, (b) maps and charts, and (c) government documents. These constitute a problem in any and all libraries which might be solved if these materials are preserved in the form of microcards.

**ADMINISTRATIVE PROBLEMS**

A growing emphasis upon the microfilm and microprint materials in research libraries has created many new administrative problems for libraries.

The microfilm materials reading room should be separate from the room in which the materials are stored. This arrangement eliminates most of the confusion and noise that annoys readers. If only one room is available, the two sections should be separated as much as possible. The microfilm materials room should be provided with typing facilities, diffused lighting, and adequate wiring with a large number of outlets for handling the demands of present and future equipment. In addition to this, the room (or rooms) ought to be in a location of ready access to the public, preferably near the public catalogue.

Equipment for microfilm materials is basically of two types: storage facilities and reading machines. Some libraries shelve the micro-materials with the book collection, but separating the materials from the machines makes servicing difficult and supervision is almost impossible. If microfilms are kept together, excellent storage equipment is available which is compact and provides the necessary humidity controls. Microcards and microfilms fit in standard catalogue drawers and microprints are easily kept in slip cases on standard shelving.

The selection and purchase of reading machines for micro-
materials is a more difficult task than storage. The librarian must try to keep enough up-to-date equipment to meet demand without investing large sums in equipment that will soon be outmoded. In order to make intelligent purchases the librarian must keep up with the latest trends and developments. Equipment once got requires constant attention to keep it in good repair.

The materials available in microform are coming in increasingly greater variety. The variety has not, however, been accompanied by improved bibliographic sources. Selection and purchase requires scanning of dozens of bibliographies published by manufacturers and institutions. After the material has been purchased it requires cataloguing and some type of classification. Because there is a precedent in the library profession for the classification of micro-materials the librarian must see that some flexible classification system is devised.

The physical handling of micro-materials presents some difficulties. If the reader is allowed complete freedom with the materials, damage to the machines and materials is unavoidable. Constant supervision of readers will result in bad public relations plus the expense of a large staff. The solution seems to be a brief period of instruction on the use of the material and machine and then allowing the reader to proceed on his own unless he requests help. (Heavy use of micro-materials, particularly newspapers on microfilm, that cannot be corrected. Replacements are a continuing problem for the administrator.)

Because only a few are acquainted with micro-materials and equipment, the librarian has to train his staff to handle the equipment, execute simple repairs and service the materials. A brief manual is an asset to the training programme. Scheduling a staff to service a micro-material room is difficult because the extent of use varies from day to day.

Apart from microfilm and microprint reproductive methods, which are used in modern libraries now-a-days, the following photographic means are also in practice.

Photographic devices: Photostating: The Shorter Oxford English Dictionary defines photostating as "a trade name for a photographic apparatus designed for taking a copy of a flat original or sensitized paper, and giving a negative image".39

This method is in common use and considered as the best method of reproducing single copies of documents.

It has been used to make copies of tabular material or illustrations or to replace lost pages in volumes.

**Offset Litho**: Offset litho reproduction method is even cheaper than photostating because the cost of composition, proof reading, correction, etc., can be avoided. It is suitable both for a small edition of work as well as for printing books. One of America’s well-known printing firms M/s. Edward Brothers, Ann Arbor, Michigan, have printed many books including a complete catalogue of the Library of Congress, Washington, D.C.

The other methods employed for reproduction of documents in libraries are *Dexigraph, Rectigraph* and *Diazo Prints*.

*Dexigraph* is a trade name for the equipment produced by Remington Rand. It is generally used to produce catalogue cards.\(^{40}\) It has also been used in the making of an official catalogue.\(^{41}\)

*Rectigraph* photographic machine which works on the same principles as the photostating machine is designed and manufactured by M/s Haloid Company. As in the photostat, rolls of sensitive paper are fed into the *Rectigraph*. Exposures can be made as needed. These are cut from the roll and fed mechanically into the developed and fixing solution.\(^{42}\)

*Diazo Prints* is the machine designed and produced by the General Aniline and Film Corporation, the Charles Bruning Company, and the Eugene Dietzgen Company. This machine can copy only loose materials probably of 3\(\times\) 5\(\prime\) or 4\(\frac{1}{4}\)\(\times\) 7\(\prime\) size. There is no need of using photographic lens in this process. “Light-sensitive dye papers or dye-coated papers may be handled in ordinary artificial illumination and contact prints can be quickly produced.”

In addition to the photographic reproduction methods the modern libraries are also making use of scientific communication methods such as *Teletype* and *Telereference*. The advantages of a teletypewriter exchange for use in libraries are: accuracy;


a permanent record of the transaction; a brief message (still complete and accurate); and perhaps most important, inter-library loan acceleration.

CIRCULATION

CHARGING SYSTEMS

The circulation desk is the focal point of library philosophy and function; two forces meet here: people and books. The adequacy of service in this area is the determining factor in the library’s success as an institution. Despite the importance of routines and techniques in providing this service it should never be forgotten that these are subordinate to a spirit of helpfulness and intelligent guidance.

The function of the circulation department is that of bringing the book to the reader, primarily for outside use. The relative importance of circulation work varies with the type of library: almost non-existent in the reference and special libraries, its highest development has been reached in the public library. Broadly speaking, the historical development of charging systems can be broken down into four periods.

The first and early period was characterized by extensive manual procedures which exerted a rigid control over both books and the people to whom they were lent. The ledger system, the wooden dummy and the temporary slip, whereby flexibility was introduced are examples of the systems of this time. The next period of development emphasized control of borrowers. The Newark Public Library system, based upon a time record and using book card, date slip and borrower’s card is the basis of other like schemes of the period. The continued growth of library circulation brought the third phase of development, the emphasis now was placed upon the reader and upon service to the public. The Detroit Self-Charging System which asked the reader to prepare the charge slip proved to require only $\frac{1}{2}$ to $\frac{3}{4}$ the time of other systems and had also other advantages: considerable flexibility, and a great saving in staff work.

MECHANICAL SYSTEMS

The systems developed thus far had solved the circulation problems of their time adequately enough but a still greater increase
in library use by the public brought forth (as termed by Ralph Shaw) the ‘era of gadgets’, the use of mechanical means to cope with the demands placed upon the circulation department. The basic necessities of the charging system registration record, borrower’s identification card, book and date due cards, have not been changed with these new systems. The primary changes that have come about are in techniques of procedure.

The Dickman book charging machine was the first of the acceptable machines. It was designed to be used with the Newark charging system and stamped the date and reader’s number upon the book card. The Toledo method was an improvement upon this system. The Dickman machine became electrically operative in 1941. The machine brought mechanical accuracy and speed to the charging process, released the librarian for more important duties, and reduced the triple charge of the Newark system to one.

The increasing costs of book circulation caused libraries to look for still better methods. The IBM machine, used at the University of Texas since 1936, provides a rapid, almost error-proof method but whose primary drawback is the necessarily large initial outlay of funds. The McBee Keysort punched card system, worked out at Harvard, cards being notched according to the pre-arranged dates due scheme, is a quick, essentially inexpensive system. The University of Pennsylvania and the Mayne County Library have adopted variants of this scheme, Pennsylvania using a system of coloured inks and Wayne, coloured cards.

Two other methods introduced by circulation departments have been photographic and audio charging. The Remington Rand Photocharger is an outgrowth of early experiments in this method. Elimination of book cards, numerical registration and rapidity, and accuracy are the benefits of this type of charging—high cost of equipment and high operating cost are its disadvantages. The newer audio system also requires high initial cost but upkeep is very low. Here, the basic information required by the library is recorded upon a disk by use of an audiograph machine.

COLLEGE AND UNIVERSITY SYSTEMS

The college or university library being part of larger educational institutions and having the demands of a special group of readers placed upon it has not always adopted the methods used by public libraries. The tabbing system used at Trinity College in
Washington, D. C., and at Michigan with tabs being placed on the book card according to a pre-arranged date scheme has been adopted by several other schools.

In Indian libraries various charging systems are in vogue but generally a modified Newark system is preferred. At the Panjab University for example the students are issued as many Reader’s Tickets as the number of books they are entitled to borrow. At the time of issue a student presents his/her ticket at the Issue Counter. The assistant concerned takes out the book card and inserts it in the Reader’s Ticket and hands over the book to the reader duly stamping the date on the date slip and the book card on which the books are due. The Reader’s Ticket along with the book card is filed under the pre-arranged date. When the student returns the book, the book card is taken out from the Reader’s Ticket and inserted in the book pocket. The Reader’s Ticket is returned to the student.

The teachers of the Panjab University receive a Pass Book at the time of their enrolment as members. The Call No. of the book is noted down and due date is stamped. In this Pass Book are recorded the books one has read during a year.

For books of ‘Reserved Books Section’ the students can get them issued to study them in the premises of the library. The book cards in this case are filed with the Identification Cards and kept on the shelf from where the book has been taken.

**INTER-LIBRARY LOAN**

Although the lending of books to other libraries for a short time had been a practice of libraries in Europe, inter-library loan was first suggested in America by S. S. Green in an article published in the first issue of the *Library Journal*, in 1876.\(^{48}\)

Melvil Dewey in 1892 warned librarians regarding the misuse of inter-library loan; his objections were: (a) costs much and extra trouble; (b) exposes book to injury in the mails, and (c) book is made inaccessible to patrons of library which bought it. In practice a few complaints were registered. Dr. Richardson of Princeton University Library suggested a central lending library with branches in various parts of the country to handle loans and in 1909 Mr. Lane of Harvard University added at A. L. A.

\(^{48}\) Green, Samuel S., “The Lending of Books to One Another by Libraries”, *Library Journal* (1, 1876), pp. 15-16.
conference the suggestion of central storage houses and bureaus of information. The suggestion was reviewed at A. L. A. conference in 1910 and it was decided to leave the matter to the Library of Congress which was a natural centre for such a plan, with the foundation already laid in the union catalogue.

Mr. Hicks of Columbia, in 1913, stated three needs in relation to inter-library loan: (a) more information as to the location of books; (b) greater measure of safety in their transportation; and (c) indemnity of losses. He suggests also (1) special lists hereafter published be union lists, (2) that financing of inter-library loans be recognized in library budgets, and (3) that a system of accounting involving the distribution of cost among libraries shall be agreed upon.

The annual report of the Boston Public Library for 1896 mentions 63 books loaned to other libraries at their request. This report also gives the limitations under which the system operated: (1) book must be one which it is not the duty of the applicant library to supply, (2) must be required for research, (3) be a book which may without injury be sent by express, and (4) must be spared without inconvenience to local readers. These were policies adopted by most lending libraries at that time and for some time to come. In 1909 the Library of Congress, Washington, D. C., sent up similar regulations regarding lending books on the inter-library loan. The following types of books were not sent out: books which should be in the local library, or can be borrowed from a library having a duty to the community from which requested, inexpensive and easily procured books, textbooks, popular manuals, books for ordinary thesis work or self-instruction, material in constant use in Washington D. C., genealogies and newspapers. Material which might be needed by any department of government or reference readers of Library of Congress are among the types excluded from loan service.

In 1917 the A.L.A. set up a code with a view to systematizing inter-library loan. This code is given in the A.L.A. Bulletin, Vol. 11: 27–29, 1917. It includes a statement of (1) purpose, (2) scope or extent (of material included), (3) materials which should not be applied for. (These include current fiction, any book requested for trivial purposes, or which is available in other libraries more readily accessible to the applicant; with regard to public libraries, current publications that can be readily purchased and for which
there is demand in public library, (4) materials which should be lent only under exceptional circumstances (materials in constant use, i.e., books of reference; books not to be taken from library applied to except under special permission; materials which by reason of size or character require expensive packing or insurance; material which by reason of size, delicate texture, or fragile condition is likely to suffer from being sent by mail), (5) music, (6) how affected (procedure for borrowing), (7) limit of number of volumes, (8) duration of loans, (9) notices of receipt and return, (10) expenses in connection with loan, (11) safeguards, (12) responsibility of borrower, (13) general provisions and suggestions.

Mr. M. O. Yung in a paper at A.L.A. October 1926, gives the purpose of inter-library loan "to procure books as speedily as possible, to insure good care and a safe and prompt return". He suggests that extra records be kept. Records should not be kept with the regular charging file. All possible information should be secured from the person wanting the loan, need for the material, work being done, etc., union list of serials, union catalogues, bulletins and lists from individual libraries and subject bibliographies may be used to locate the book.

Opinions vary as to who should borrow. Mr. M. J. Ewing contended that small colleges should be able to borrow from large universities. The person in charge should be one interested in inter-library loan, and informed as to procedures, and equipped with at least such minimum tools as the A. L. A. code and union lists of serials. The Library of Congress, despite the limitations of its stated purpose, is its prime source for inter-library loans.

The A. L. A. code for inter-library loan was revised in 1940. The code is to be found in the Library Journal, 1940, Vol. 65 : 802–803. Additions to the 1917 code include (1) Purpose: Graduate students and use for research purposes are definitely included. (2) Scope: The reare new alternatives to book-lending in the form of photo-prints, microprints, microfilming and film strips. (3) Materials not to be requested include "note may be borrowed for class use". (4) Applications: New aids to location have been mentioned "Union Catalog of the Library of Congress or regional union catalogs".

The inter-library loan system in India is becoming popular day

by day. The first step towards this direction was taken by the National Library, Calcutta, when in 1903 it made arrangements for inter-library loan with the Asiatic Society of Bengal. Now it has become the main centre of international loan of books, procuring book service and microfilm service from abroad for the research scholars throughout India. The list of that this section maintains with the National Central Library in London and the Library of Congress in Washington D. C. has been most fruitful. Books have been sent on international loan basis from here to Pakistan, Thailand, China, U. S. S. R., and other continental countries of Europe. Various university and public libraries in India also loan books to each other. The INSDOC, New Delhi, requests for book issues of the scientific periodicals from various university libraries. The postal expenses incurred on this service are to be borne by the borrowing library.

The library rule concerning the inter-library loan in the Panjab University Library is given below:

IV. CONDITIONS OF LOAN
(j) "Members who wish to have books sent out of Chandigarh must deposit Rs. 10 to cover cost of postage. Balance if any will be refunded on claim."

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USE OF LIBRARY RESOURCES

REFERENCE SECTION

EMINENT AUTHORS such as James I. Wyer,1 Isadore Gilbert Mudge,2 Constance M. Winchell,3 Louis Shores,4 Margaret Hutchins,5 Robert L. Collison,6 D. J. Foskett,7 A. D. Roberts,8 S. R. Ranganathan,9 J. D. Cowley,10 Pierce Butler,11 and H. S. Hirshberg12 in one form or other all uphold the concept that one of the most important functions of a library is the dissemination of information, to keep its readers well-informed and up-to-date in their own and related subjects. This function of a library is termed by authors

as 'reference service', 'assistance to readers', etc. The library personnel who render this service, too are known differently as 'reference librarian', 'readers' adviser' and so on.

In order to explain briefly the theory and philosophy of Reference Service and its place in a library, below are quoted opinions of some eminent and outstanding reference librarians. In the words of James Ingersoll Wyer Reference Service is "sympathetic and informal personal aid in interpreting library collections for study and research". According to William Warner Bishop, "Reference work is an organized effort on the part of libraries in aid of the most expeditious and fruitful use of their libraries". According to the American Library Association Glossary of Library Terms it is "that phase of library work which is directly concerned with assistance to readers in securing information and in using the resources of the library in study and research". Louis Shores believes that "Reference is to library service what intelligence is to the military". He adds, "In the reference room the library's resources are utilized to meet specific needs. Most frequently the need is for a particular fact to answer a question. Other demands involve aid to research and instruction or simply counsel on cultural and recreational reading". Margaret Hutchins defining the objectives of Reference Work points out, "Reference work includes the direct, personal aid within a library to persons in search of information for whatever purpose, and also various library activities especially aimed at making information as easily available as possible. Selecting and organizing materials with this end in view is as important a part of reference work as their interpretation to the individual reader. It is the driving power without which the goal cannot be attained."

From the foregoing definitions of Reference Service it is clear that the Reference section of a library is a pivot around which the entire activities of a library rotate. It may be termed as the heart of a library. Let us now describe its functions. Probably the first scientific attempt made to define functions of

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Reference section is by the American Library Association, when in 1942 it undertook a series of library job analyses.\textsuperscript{16} Louis Shores\textsuperscript{17} has discussed and summarized six functions of a reference section under the following heads: supervision, information, guidance, instruction, bibliography and appraisal. Under supervision comes the proper organization of facilities, selection of materials, direction of personnel, and study of clientele. The main aim of the information is to furnish suitable answers to queries while that of guidance is to give readers advice on the availability of good books in their fields of interests. Instruction and bibliography help make the best use of a library and its various bibliographical resources. Appraisal is considered to be the most important of these functions because it deals with the right type of materials a reference section should possess and the way the maximum use of these materials can be made. Louis Shores suggests that before purchasing reference books the librarian should take into account the author of the reference work, its scope, the treatment of materials, its arrangement, format and special features.\textsuperscript{18}

Reference section is the only section in a library where readers and library personnel face each other and where personal factors play a very important role. It is, therefore, very essential that the reference librarian should be well-versed in all branches of human knowledge. He ought to have encyclopaedic knowledge, sweet temperament, and pleasant personality. He should be imaginative and should have good memory.

In order to gauge progress and success of the reference section of a library, it is very essential to evaluate the reference work done in a library. The methods generally used for evaluating reference are: (i) by classifying questions as to types; (ii) by determining time spent on work; (iii) by analysing a different kind of work done by the reference staff and the time devoted to each; (iv) accounting the time readers spend in the library and the number of questions asked; (v) compiling a list of questions for which satisfactory answers were not found; and (vi) conducting spot surveys.


\textsuperscript{18} \textit{Ibid.} pp. 18-19.
More emphasis has been placed upon classifying questions as to type or methods. Miss Guerrier\textsuperscript{19} divides reference questions into the following categories: (i) questions of the passer-by type such as persons and places, the library and the card catalogue, (ii) fact-finding questions calling for trained intelligence and experience on the part of the assistant, (iii) questions calling for background of education, training and experience and requiring more-or-less research in the fields of history, literature, fine arts, rare books and science, and (iv) questions about what to read, calling for wide knowledge of general literature and first hand thorough acquaintance with the resources of the library.

The most workable plan of all those proposals is that of making 'spot surveys'—a project to be undertaken at a brief interval several times during each year, or perhaps during a rotating schedule whereby a "record of a different day is kept each week until the period of experiment has been covered".

In an attempt to answer a form for emphasizing the importance of reference work in statistical reports "the College Library Advisory Board" recommended the inclusion of certain reference questions in the new statistical form for college and university libraries. The Library Service Division of the U. S. Office of Education incorporated these questions in its new uniform statistical blank, which may or may not be the answer to the evaluation of reference work.

**CONVENTIONAL BIBLIOGRAPHICAL TOOLS**

In the earlier paragraphs reference section was defined as the pivot around which rotate the entire activities of a library. In other words there is not a single section or department of a library which is not directly or indirectly connected with this prince amongst the sections of a library. It is named 'prince' because it is this section of a library which interprets a library's collection to its users. In fact this section is primarily responsible for making the use of non-circulating library materials. The conventional reference materials may be broadly classified under these heads, i.e., (1) Dictionaries; (2) Encyclopaedias; (3) Year Books; (4) Biographical Dictionaries; (5) Geographical Sources; (6) Directories of Agencies;

(7) Handbooks; (8) Manuals; (9) Serials; (10) Indexes; (11) Bibliographies; (12) Government Publications; and (13) Audio-Visual Sources.

To co-ordinate and run smoothly and efficiently this section, it is essential to have an administrative set-up. This unit might involve some administrative and professional problems too. Mary N. Burton in her paper entitled, "Administrative Problems in Reference Work" discusses in detail the problems and their solutions of a reference section. She pleads that this section be separated from the general reading room to avoid any sort of noise or disturbance both for the reference staff and the readers. She also suggests that there should be ample "provision of work space for the staff", if efficient service is expected. "The workroom must," she continues to say, "be near the service desk or connected with it by inside telephone or by buzzer, so that in emergencies help may be quickly summoned."

Since the success of the reference section is largely dependent upon the ability of the staff it is very essential that the personnel so selected for this section should have a high degree of intelligence and mental curiosity. Besides good memory and sweet temperament the reference staff must have charming personality with an evergrowing interest of self-education. The librarian should provide all possible facilities to the reference staff to develop and expand "their mental resources, through study, reading, travel, discussion, research and writing, so that they may all the better assume places of improved leadership in the community which they serve and give a more intelligent service to the library's clientele."

**Periodical Section**

Apart from the books, human knowledge is also enshrined in the periodicals or magazines or serials which are issued at regular or irregular intervals. In the forms of articles and treatises they publish the latest researches made by scholars in the fields of their specialization. In other words periodicals are the spearhead of current human knowledge.

In almost all the branches of knowledge periodicals are

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published and libraries, whether large or small, subscribe to them for the use of their readers. Because they carry the current thoughts of human race, the periodicals-rooms in libraries are gaining importance.

As in the case of books, an administrative machinery for the selection of periodicals, their purchase, payment of bills, cataloguing, classification, issue, return, binding, etc., is required. The authors writing on library administration have dealt with this issue. But Andrew D. Osborn’s suggestions contained in his book, *Serial Publications*, are worth giving due consideration.\(^{21}\) Louis R. Wilson and Maurice F. Tauber in their *The University Library* \(^{22}\) refer to the following routines suggested by Osborn: “(1) receiving, recording, and stamping periodicals acquired by the library, (2) distributing periodicals to the current reading room shelves or to departmental and professional school libraries, (3) claiming missing numbers and returning imperfect numbers, (4) keeping necessary records and statistics, (5) developing periodical procedures, (6) checking exchange lists, (7) examining periodicals and rendering reference service in connection with them, (8) maintaining exhibits, and (9) preparing periodicals for binding”.

The records of current periodicals are kept on cards containing essential information such as title supplied, subscription and frequency. Some libraries use one suit card while others use separate cards according to their frequency. Dr. S. R. Ranganathan suggests the *Three Card System*. He claims that “Vigilance is best practised by the Three-Card system in a big library and by a Two-Card system in a small library”\(^{23}\).

Since the periodicals are issued in different parts and numbers, they are to be bound regularly for future use of readers. If binding is neglected, there is the likelihood of losing some numbers which render the whole volume incomplete. Periodicals are published in limited numbers keeping in view the number of the subscribers. After a few years it is difficult to replace the missing ones. Hence

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it is essential to get them bound regularly according to a policy suitable for a particular library.

**MAP ROOM**

Historical facts reveal that man drew up maps several centuries before he invented writing. He did so because maps helped him in moving from place to place. Scholars believe that “the first maps to attempt to show relief features were perhaps those made by the Incas in the 12th century B.C. Anaximander, in the 6th century B.C. is credited with producing the first map of the ‘world’, which to him was circular and bound by a river”. As nations progressed and extended their political, and trade interests, the importance of cartography grew proportionately from the ancient to the modern times.

Since maps have proved their great usefulness to scholars and governments alike, the necessity for their acquisition and preservation was felt in libraries all over the world; this naturally resulted in having a map room in the libraries.

Like other special collections the map room too has many administrative problems such as storage and equipment. The map materials include globes, different sizes of maps in the forms of roll maps, folder maps, sheet maps, etc. One of the best account available on the preservation and care of all types of map materials is by Clara Egli Le Gear who summarizes all the problems of a map room under the topics, i.e., preliminary processing; secondary processing; atlases; mounting and reconditioning maps; map filing equipment and the map room. Another very useful account of special interest to librarians is available in the form of a report prepared by the Committee of the Royal Geographical Society, London, in 1954. The main recommendations of the report comprise suitable atmospheric conditions, adequate ventilation and non-exposure to bright light. Ideally, maps should be preserved in their original physical form. If they must be folded they should be dissected and mounted on linen, holland or jaconetta. Repairs should be done with handmade repairing paper, parchment

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or vellum, according to the original, and silk gauze, using only pure flour paste. The chief storage methods prevalent in Great Britain are horizontal or vertical filling or in portfolios. Small and folded maps are usually kept in boxes or on shelves, and wall maps on rollers, hung or in racks.

STORAGE

The various ways and means for classification, cataloguing and preservation of maps in American libraries have been described in detail by S. W. Baggs and Dorothy C. Lewis,28 Angres Whitmarsh,27 Clara E. Le Gear,28 Lloyd A. Brown,28 Louis R. Wilson and Raynard C. Swank,30 in their famous publications. S. W. Baggs and Dorothy C. Lewis have some useful suggestions to make in this book, The Cataloguing and Classification of Maps and Atlases. They are:

1. Classification: (a) to provide for each map a definite position in the map files in relation to every other map; and (b) to bring together in the files, as closely as possible, those maps which consultants will most frequently have occasion to use in association with one another.

2. Cataloguing: (a) to record that information which is pertinent, including that information which is peculiar to maps (e.g., scale and map projection); and (b) to make map catalog cards as nearly uniform as possible with printed Library of Congress book Catalogs — in size, order of information and typographical appearance.

3. Subject cataloguing: (a) to develop a system or body of headings relating to both the subject matters and the areas

28 Baggs, S. W. and Dorothy C. Lewis, Classification and Cataloguing of Maps and Atlases, (Special Libraries Association, New York, 1945).
covered by the card, and (b) to make them similar to headings already used in library card catalogs for books and periodicals."

Since the nature of problems regarding reference service, handling, preservation, classification and cataloguing is different from books, the librarians of the map division must have suitable qualifications for the work. It is essential that "he should have a background in cartography and history if he is to help users to make the most effective use of the materials".

So far as the organization of a map room in Indian libraries is concerned it is still in the infant stage. It is at very few universities where geography as a subject is taught, and a separate map room is provided in their libraries.

It is also noticed that no special thought has been given to the cataloguing and classification of maps in Indian libraries as in the case of the British and the American libraries.

**Music Room**

Librarians of large libraries have not yet agreed among themselves whether or not music scrolls and recordings should form a part of libraries since they are potentially problem materials—these can be either the despair or the particular pride of a library which houses them. The problem whether these materials belong to the library or not is no longer there. Scrolls of music at least are fully accepted, and the recordings are rapidly establishing their place as legitimate library materials in the eyes of both the library readers and librarians. Yet the integration of music into the library system is not quite complete, chiefly for the reason that its materials demand special handling, special equipment, and frequently specialized personnel. The adjustments made by the libraries in response to the growth of music and record collections are many and varied. It is difficult to generalize about practices because no two patterns of administration are the same, but the common interest of librarians concerned with music have brought them together in a remarkable way considering the limited scope of the field.

The administration of a self-contained music library is not the same thing as the handling of music in a general library, but the difference is merely one of scale. Although music, more than any
other subject field, lends itself to special treatment, only the larger libraries are in a position to create music divisions with specialized equipment and personnel to go with them. The music library as a separate unit is the exception rather than the rule. Sometimes an alliance is made between music and the fine arts collection, sometimes with the audiovisual centre. More often than not the responsibility for the music materials is undelegated, but this does not prevent music from making its impact upon the wide range of library procedures. Even cataloguing, classification, reference service, processing and storage of music scrolls and recordings need different treatment than the books and other published materials.

RARE BOOKS AND MANUSCRIPTS ROOM

Rare books, which have been defined as "the unexpendable parts of a library's collection" are segregated from other books in practically all the eminent libraries throughout the world. They are important to a library and deserve special care because they can be exhibited for educational purposes and principally because, they provide materials for research activities.

The place of rare books in a university or a public library actually depends upon the taste, discrimination and feelings of its readers (including the library staff) as well as upon their intellectual training and erudition. In a university, for example, where the teachers are mere scholars, the place of rare books will be relatively low: in a university where the teachers are men and women of fine feelings, sentiments, and appreciation, as well as scholars, the place of rare books will be higher.

IMPORTANCE AND NATURE OF RARE BOOKS

Emphasizing the necessity and importance of a rare book collection in a university library, Dr. Adams, a well-known rare book specialist, once wrote, "The universities are places where, presumably, men and women are taught greater discrimination, how to make distinctions, what to regard as evidence, and how to evaluate it, in short, how to tell a counterfeit from the real thing". To illustrate this dictum a teacher may suggest to a student several editions of the same book: a first edition, a first revised edition,

\*1 Adams, R. G., "The Place of Rare Books in a College or University Library", College and Research Libraries (Vol. 11, 1940), pp. 27-32.
the last edition published during the author's lifetime, the first effort at a critical edition, a popular modern edition and the latest edition. The student studies all these editions with a view to make a comparative study of a particular problem which is dealt differently in different editions either by the author himself or the commentators. The interesting thing about such a comparative study would be that a student will have to read all the editions in order to reach a particular decision. This kind of study will certainly add to his knowledge and will make him well-versed in doing research work. So without having provided a good rare book collection, training in research in a university is almost impossible.

The segregation of rare books from the general collection creates numerous administrative and organizational problems. First of all, the procedure is to screen the rare items from the general collection and from current acquisitions. But before screening the items a librarian must be fully alive to those factors which make a book rare. According to the 'rare book code' of the University of California, those books are considered rare which were printed before 1600, have limited edition (300 copies or so), autographed by important authors, have aesthetic importance, cost more than Rs. 250, have archival value, are in the form of portfolios of loose plates, the rare illustrations of which make them subject to mutilation, significant manuscripts or other materials laid or tipped in.

ACQUISITION, CATALOGUING AND CLASSIFICATION

Some university libraries have a special appropriation for rare books, but most libraries buy them out of other appropriations, if they buy them at all. It is recommended by at least one authority that the rare book room should be an independent unit within the university library, doing its own ordering and processing, in order to ensure efficient and safe treatment of books. Since the books must be acquired outside the rare book room in most of the university libraries, great care should be taken that they are not marked, stamped or perforated in the same manner as other books.

Cataloguing of rare books requires attention to detail if they are to be of maximum use to scholars; in addition to a separate rare book catalogue and shelf-list there should be auxiliary indexes of printers, places, dates or autographs, etc., depending on the reference needs of a particular library.
ADMINISTRATION

The administration of many special collections as units is a problem which can get out of hand if the librarian is not firm with benefactors. For the most part, rare book librarians try to adhere to the classification scheme in effect, in the library as a whole. Authorities agree that a rare book curator or librarian should be a person of superior attainments and literary background. He should have done graduate work in a subject field, must have diploma or degree in library science, and should be well-versed in bibliography. He should also have some experience in book trade.

Some regulations are needed to protect rare books from the public, although flexibility in their application is also generally recommended by the wiser authorities. Ordinarily, it is enough if the public appreciate the fact that rare books are not for circulation outside the library and that no ink should be used while taking notes from them.

Like many well-known foreign universities, we in India, in spite of our rich literary background, do not adequately care for our rare books. It has been observed that on the shelves of some of our university libraries are dumped rare manuscripts and rare books in which are enshrined India’s unique literary achievements. But, these rare collections, due to lack of funds and trained personnel, are not put for the use they deserve to be. If these rare books are properly catalogued, classified, indexed and made available to scholars they can contribute substantially towards the literary reconstruction work of our nation.
CREATING LIBRARY CONSCIOUSNESS

PUBLICITY

It has been noticed that even the librarians of those countries where the rate of literacy is almost cent per cent have to make special efforts to publicize the resources of their libraries. The question of library publicity therefore, in the case of libraries, belonging to those countries where the rate of literacy is negligible, becomes essential and vital. The UNESCO has made considerable efforts towards wiping out ignorance from its member-countries by establishing a network of libraries.

Dr. S. R. Ranganathan has emphasized the need of library publicity through his Third Law of Library Science, i.e., Every Book its Reader. He is of the opinion that well-considered publicity is as necessary for the public library as for a commercial firm, in order that the public may know of its existence and of the varied services that it offers.¹

Eminent amongst the British librarians, i.e., Mr. Ernest A. Savage,² James Duff Brown,³ and L. Stanley Jast⁴ have emphasized in their writings the importance of publicity in interpreting library functions, policies and procedures to the public served by them.

In the United States of America much has been written on the ways and means of making the resources of a library known to its

public. The Publicity Committee of the American Library Association published a pamphlet entitled, *Visual Materials: Aids for Publicity and Display.* Apart from various periodical articles by different librarians such as Matilde Kelly, Marie D. Loizeaux, Agnes Reagan and Ina Roberts, have written books on this subject. Guy R. Lyle, Wilson and Tauber have also dealt with this aspect of librarianship. *The Wilson Library Bulletin* under the sub-head "Displays for the Month", publishes in each issue, with comments, pictures of the best displays acquired from different libraries in the United States of America. From the references mentioned above it is evident that publicity or making known the resources of its library, is an essential duty of a modern library of today. The meaning of library publicity may not be taken in a cheaper sense of the word. It has got its own dignified meaning and purpose. Ernest A. Savage in the introductory chapter of his book says, "After choosing the books for a public library, the librarian organizes them for use, tries to make them productive. The method he adopts—classing, cataloguing, indexing, personnel guidance, display and publicity—are directed to one end, the making known of books and their contents."

Expressing his views on library publicity, James Duff Brown frankly admits that "Libraries, it is agreed, must speak up their cause, or be trampled underfoot." Arguing further, he says, "A good wine needs no bush, it is said; a good library will attract the support it needs to become better". Continuing his comments

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7 Kelly, Matilde, *Display Materials* (Public Relations Division, Chicago, 1940).
he adds, "A worthy exterior and location do not, however, themselves make a library service. For that there must be books, forms of recorded knowledge, staff, and a policy directing the method of service. No effective propaganda for libraries can be undertaken without clear aims—the nature of the audience and the object to be publicized; for, without these, any action must necessarily be lacking in intensity and extravagant in execution. A sound library policy must therefore, be formulated." Mr. Brown is of the opinion that a sound library policy of a library should be published nationally through national newspapers, television, radio, and the national library associations. Like the Roberts Committee in U. K., in India too a committee like this may be appointed to make such recommendations in addition to the recommendations of the Advisory Committee\(^1\) and the U. G. C.\(^2\) Indian Library Association and the various state library associations may also take up this question for their consideration. Library Division of the UNESCO has already taken up the cause of popularizing libraries internationally by establishing pilot project public libraries and by publishing the results of surveys on library activity throughout the world. A few titles are listed below for further study.\(^3\)

From the point of view of an American librarian, library publicity programme or "interpretation of library service" will not only explain what libraries are for, what they need, and what librarians do but will also call attention to educational needs on the campus to which libraries can make a real contribution.\(^4\) Guy R. Lyle

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\(^{14}\) Ibid., p. 234.


\(^{16}\) University Grants Commission, Government of India, New Delhi.

\(^{17}\) (a) Education for Librarianship.
(b) Public Library Extension.
(c) Adult Education Activities for Public Libraries.
(d) Libraries in Adult and Fundamental Education.
(e) Development of Public Libraries in Latin America.
(f) Development of Public Libraries in Africa.
(g) Public Libraries for Asia.
(h) The Delhi Public Library: An Evaluation Report.
(i) Public Library Service for Children.
(j) The Small Public Library Building.
(k) National Libraries: Their Problems and Prospects.

suggests that the aims, ideals and programme of a library with special reference to the college library are two-fold, "(1) Through personal contact between librarians and individuals and groups they serve, and (2) through the planned distribution of information about the Library".19

Under the first category can be classified (a) campus groups such as the college administrative officers, boards and advisory committees, the faculty council, department heads, teachers, faculty committees and the students. Under (b) off-campus groups come the alumni and friends of the library groups, members of the college community, professional accrediting and educational councils and associations and foundations.20

With regard to the media of library publicity Guy R. Lyle suggests that the information about the library can be disseminated through the annual reports, handbooks, the college catalogue, book bulletins and booklets, local and students’ newspapers, bulletin boards and posters, exhibits and book displays, television and radio.21

Book Displays and Exhibits: Since the common practice in libraries is to display exhibits it will be useful if exhibits serve the following purposes:22

(1) To publicize little-known or rare library;
(2) To stimulate reading for information and recreation;
(3) To promote interest in a specific field or group of subject fields;
(4) To call attention to a particular anniversary or special occasion;
(5) To promote the work of an individual teacher, or to promote interest in a specific course or group of related courses;
(6) To encourage donations by honouring benefactors and by calling attention to valuable gifts to the library;
(7) To encourage hobbies;
(8) To further the work of student organizations;
(9) To publicize research and any other activities of the faculty.

Radio and Television: Radio and television today are among

19 Ibid. 20 Ibid. 21 Ibid.
22 Reagan, Agnes, A Study of College Library Exhibit Policy and Practice, p. 69.
the best media of creating interest in people for reading and making use of library resources. Book reviews, book panels, author talks etc., can help readers understand the importance and programme of a library.

_Book Lists:_ 'Weekly additions' to the library can be mimeographed and distributed amongst the members. It has been observed in the Panjab University Library, Chandigarh, that many readers feel interested in getting issued the newly added books after having received regularly the 'weekly additions'.

_Library Bulletin:_ If a library can afford, through its bulletin, be it monthly or weekly or bimonthly, it can publicize its activities which include significant acquisitions, its programme, its staff, etc. Perhaps the best example of such a kind of bulletin is of the Library of Congress, Washington, D. C. Other examples are the _Reader's Index_ of the Croydon Public Library, _Bodelian Library Record; Bulletin of the John Rylands Library_, Manchester; _Bulletin of the New York Public Library; and Harvard Library Notes_ of the Harvard University Library. According to Lionel Roy McColvin\(^2^3\) the purpose of these library bulletins should be as under:

1. "to interest the public in the library as an institution;
2. to keep the public informed of all the library's activities and facilities;
3. to relate books to the existing tastes and interests of the public;
4. to relate fresh topics to those about which borrowers already read;
5. to arouse fresh interests;
6. to keep the reader in touch with methods that can be followed up in books; and
7. generally to stimulate—in an attractive and gentle way—education and culture."

_Press:_ When a library is regarded as a cultural centre of a community, its librarian naturally should be in touch with the local cultural organizations and with those members who have interest in reading and research including the press representatives. 'He should, therefore, be a friend of the editors of the newspapers of

his city. The editors will be willing to publicize a selected list of weekly additions to the library and its other cultural activities which might interest the public. The librarian should regularly send extracts from the extension lectures, annual report etc., to the editors of these newspapers. Such news items will keep the public informed of the activities of a library and create in them interest for reading and learning.

Posters: Publicity of a library through posters is another approved medium. These posters should carry the news to various places in the town regarding some cultural show, extension lectures, book and art exhibitions, etc. They should be attractively prepared in different colours and normally be displayed in colleges, schools, Municipal Town Hall and such other public places which are frequently visited by the people.

Extension Lectures: The librarian should always be vigilant about the visits of eminent specialists to the city. If they agree they might be requested to deliver talks to the readers. If funds of the library permit he may also invite speakers from outside the city or state to speak on subjects of interest to various types of readers. Through their popular lectures people may be tempted to make use of library services.

Audio-visual Aids: Film shows which may include full-length films and documentaries on common interests can also attract people to a library. Some of them later may become regular members and make use of its resources.

All these approved media of publicity are helpful in creating library consciousness amongst the people of a community.

Teaching the Use of Libraries

The need to teach readers the use of libraries is gaining importance day by day for the specialized research work in various fields of knowledge. Eminent educationists and librarians are of the opinion that in order to attain its goals as a social and educational institution, a library must assist its members in the effective use of the materials it contains. If this assistance or reference service is to be made dynamic, many inherent difficulties and outmoded practices, which dominate even today some library systems, have to be got rid of.

The first step towards overcoming these difficulties is to discover
the various impediments which obstruct facile library use. Except two general attempts by the Advisory Committee for libraries and the U. G. C. Committee, no systematic nation-wide surveys have yet been made in India. The IASLIC in its seminar held at Chandigarh from September 28 to October 2, 1962, discussed this important problem. The Panjab Library Association made a preliminary survey of various libraries in the state and published its findings in the handbook. But in the U. S. A. and U. K. such surveys have already been made. In the U. S. A., for example, Peyton Hurt\(^{24}\) made such a study. His findings were based on the enquiries he made from the graduate students of the Universities of California and Stanford. Peyton’s findings show that students are inadequately familiar with reference tools besides being ignorant of many primary sources of information pertinent to their fields of specialization. It has been noticed that they did not know how to use the card catalogue. The principal conclusion to be drawn from these surveys is that either the library systems, chiefly the public catalogue, must be drastically simplified or the readers must be more satisfactorily trained to use the existing system.

The librarians as well as the faculty and library committee members have to find a solution for this problem. The place of library instruction in the curriculum in the universities and colleges is determined ultimately by the faculty members. To combat students’ ignorance in library matters some faculty members encourage the continuance of the reserve book system. It is with the help of this system that many students can find their materials. It is noticed particularly in the university libraries in India that two or three months prior to their examinations students make effective use of text-book section. But, though this system brings them immediate success, yet it prevents them from making full use of the resources of the library and hence leads to scrappy knowledge in the fields of their specialization.

Once decided that instruction in the use of books and libraries is both desirable and necessary, the specific questions to be settled are: what shall be taught and how thoroughly should this material be taught? In the United States of America, for example, at Eastern Illinois State College, Mr. Jensen taught a course which covered library rules and regulations, principal parts of the book,

\(^{24}\) Hurt, Peyton, “Teaching the Use of Libraries”, *Proceedings of Association of Special Libraries and Information Bureau* (13, 1936), pp. 24–28,
Dewey’s Decimal Classification, Cutter numbers, use of Card Catalogue, reference books and magazine indexes.

It was a compulsory course for all freshmen for a quarter. The text used was Flexner’s *Making Books Work.* The method of instruction Mr. Jensen used was ‘through problem assignments’. At other institutions different methods of instruction were used. The University of California used lectures and class discussions, striving for as much integration as possible with other courses and emphasizing methodology.

Besides these methods of instruction in library usage many other ways are also employed. They are: (1) orientation week, (2) tours of the library, (3) regular instruction for five or six class hours or a whole semester, (4) instruction and problems as part of the freshman English course, (5) elective compulsory courses, (6) printed handbooks of information, (7) individual assistance by members of the library staff, (8) films and other audio-visual aids, (9) special bibliography courses and (10) the use of readers’ advisors—this has proved a successful method in many of the large American and British Public libraries. In India, at the National Library, Delhi Public Library and at various university libraries like those in Panjab, Delhi and Madras, this method has made a large number of readers library-minded.

A careful analysis of the above methods indicates that they have both advantages and disadvantages; but a combination of two or more techniques can often give satisfactory results when geared to the needs of a particular institution. Librarians in general agree on the ideal situation desired, but the limitations of time, staff and funds force them to accept partial solutions. In Indian libraries particularly those that are understaffed and have meagre funds, insufficient even to meet bare necessities, this problem is acute. They find it almost impossible to give the fresh students even the briefest introduction to the library. Hardly a few of them have printed handbooks: even these were published at the time of the inauguration of the libraries by some national leader.

While most librarians direct their activities towards the freshmen, some contend that this is a waste of time considering the results achieved against the cost and efforts. Preferable, they say, are courses limited to graduate students who have a real need for the

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training. Others believe that two courses would provide the answer to the problem: one course for undergraduates and another for graduates, each designed to suit the particular needs of the group taught. But the ideal can be achieved only if training is begun in the elementary schools and continued in higher secondary schools and colleges. It is only then that we might be able to realize our goal of the truly educated men and women. This, in fact, requires dynamic change in our outlook towards education through libraries.
PIONEERS*

IN THE second chapter it was stated that man and library science were born together. During the course of this long journey of many thousand years, there were philosophers, educationists, scientists and librarians who made lasting contribution to this field. In the pages to follow a modest attempt has been made to acknowledge their valuable contributions to this science. The names included in this alphabetical list are highly selective and belong both to the past and the present of all nations. The information furnished is brief and relates only to their special contribution to library science.

BACON, FRANCIS, BARON VERULAM: VISCOUNT ST. ALBANS (1561–1626)

English philosopher, statesman and essayist, his contribution to book classification is invaluable and everlasting. His Chart of Human Learning which he published in 1623 influenced directly or indirectly several schemes of book classification including Melvil Dewey’s Decimal Classification (1876).

BISHOP, WILLIAM WARNER, (1871–1955)

A great American librarian whose contribution to library science and devotional attitude towards profession will continue to inspire librarians all over the world. There is no branch of library science on which he did not express his views but to cataloguing he made an original contribution.

*All possible efforts have been made to give correct information about the date of birth and death of the PIONEERS but this writer will be indebted to any one who may help him to correct information given here or to make good any omissions in subsequent editions.
BLISS, HENRY EVELYN (1870–1955)
A great American librarian, his *Bibliographic Classification* (1935) is his chief contribution to library science. Its details are given elsewhere in this book. This scheme is "undoubtedly a great gift to library organization and economy".

BRADFORD, SAMUEL CLEMENT (1878–1948)
A great British librarian who is amongst the earliest advocates of the Universal Decimal Classification. His book *Documentation* will ever remain an original contribution to the field of documentation.

BROWN, JAMES DUFF (1862–1914)
Eminent British librarian whose everlasting contribution to library science is three-fold. (a) He founded in 1898 the *Library World* which is still serving the library profession, (b) prepared the first comprehensive *Manual of Library Economy* in 1903, the 7th edition of which has been completely re-written by R. Northwood Lock, and (c) compiled the *Subject Classification*, first published in 1906. His life was a life of dedication. He lived and died for the betterment of library profession all over the world.

BRUNET, JACQUES-CHARLES (1780–1867)
A great French bibliographer and scholar, who devised a scheme of classification adapted by the Paris booksellers. His scheme has the following five main classes only: Theology, Jurisprudence, History, Philosophy, and Literature. He summarized his conclusions in his *Manual du Libraire et l'Amateur de Livres*, the first edition of which was published in 1809.

CARLYLE, THOMAS (1795–1881)
British Man of Letters, Carlyle's main contribution to library science is his concept of classification of knowledge. His famous utterance that the greater part of knowledge consists in the giving of right names to things inspired authors of different schemes of classification.

CARNegie, ANDREW (1835–1919)
Librarians all over the world will ever remain indebted to Andrew Carnegie who was the greatest among the great
philanthropists and library benefactors. He made available generous grants for library buildings not only in the United States but also to all English-speaking countries like Great Britain, Canada, etc. In fact he was mostly responsible for making people realize the importance of public libraries in the life of a nation.

**COLERIDGE, SAMUEL TAYLOR (1772–1834)**

An eminent British poet and essayist, Coleridge in his “Essay on Method” which is the introduction to the *Encyclopaedia Metropolitana*, he formulates a scheme of classifying human knowledge. His main contribution in library science, therefore, is a system of knowledge classification.

**COLLISON, ROBERT LEWIS (1914– )**

A British librarian whose contribution to Reference Service and Bibliography is valuable. His book entitled *Bibliographical Services throughout the World, 1950–59*, published by UNESCO in 1961 is a cumulative report on the development of bibliographical services throughout the world. It is probably the first attempt of its kind.

**COMTE, AUGUSTE (1798–1857)**

French philosopher and sociologist, the founder of Positivism, was born at Montpellier. So far as library science is concerned his contribution to knowledge classification is unique. The aim of his Positive philosophy is “to organize our knowledge of the world”. He believes that the abstract sciences form a hierarchy—mathematics, astronomy, physics, chemistry, biology and sociology. The sociological development is from militarism to industrialism; the fullest life according to the Positive polity, is that which rests on the fullest knowledge.

**CUTTER, CHARLES AMMI (1837–1903)**

C. A. Cutter’s greatest contribution to library science is his *Expansive Classification* which according to E. C. Richardson is “the most logical and modern in its nomenclature of the recent systems . . . . The painstaking intelligence of sub-division are of the highest order, both of scholarship and method.” It is believed that the Library of Congress Classification was also influenced by Cutter’s scheme to a great extent.
DEWEY, MELVIL LOUIS KOSUTH (1851–1931)
A great American librarian whose contribution to library service will remain unsurpassed for at least some centuries to come. There is no branch of library science to which he did not contribute something or other: his gifts to the library profession are two viz., *The Decimal Classification* and the first full-fledged school of library science. He gave to librarians throughout the world, prestige, unity, solidarity, and co-operativeness. In the words of Bruce Barton, "When he spoke, his imperfections were lost in the glow of his enthusiasm. When he organized, the fire of his faith burned away all obstacles. He abandoned himself utterly to his task; and the task molded him into greatness." (For detailed study please read F. Rider's *Melvil Dewey*).

ESDAILE, ARUNDEL (1880–1956)
A great British bibliographer and scholar, he has to his credit numerous contributions to the field of bibliography. Notable amongst them are: *A List of English Tales and Prose Romances Printed before 1740* and *A Student's Manual of Bibliography*.

EVANS, LUTHER HARRIS (1902–
Former librarian of the Library of Congress, Washington, D.C. and Director-General of the UNESCO, he is greatly responsible for giving library science an international character and high honour.

FLINT, ROBERT (1838–1910)
His well-known book entitled *Philosophy as a Scientia Scientiarum, and a History of Classifications of the Sciences*, which was published in 1904 is an excellent, critical and descriptive view of knowledge systems. It is believed that he has influenced directly or indirectly the current schemes of book classification.

GESNER, KONRAD VON (1516–1565)
Swiss naturalist, his contribution to library science is *Bibliothæque Universalle* which is also called "The first bibliographical system". "The scheme is a classification of knowledge according to definite principles" and "it is the great medieval attempt to relate the arrangement of books to the educational and scientific commonsense of the day."
GJELNESS, RUDOLPH H. (1894—)

An American librarian, he is prominent amongst those who are responsible for library education not only in the U.S.A. but in other countries too. He has been the Chairman of the Department of Library Science of the University of Michigan for the last several years. His other contribution is the A.L.A. Catalog Code. He has been the Chairman and Editor-in-Chief of the Catalog Code Revision Committee for the last many years. This writer is one of his pupils.

GUTENBERG, JOHANNES (1397–1468)

A German printer who is generally regarded as the inventor of printing by movable types. His invention revolutionized the very concept of library science. Because of his invention more books were printed and made available to readers in libraries throughout Europe and other parts of the world.

HAINES, HELEN E. (1872—)

Her book Living with Books is a masterpiece on book selection. Her other books include: The Art of Book Selection, and What's in a Novel? She has in fact honoured library profession by writing such books.

JEVONS, WILLIAM STANLEY (1835–1882)

English economist and logician, his logical treatment of classification, which he dealt with in his The Principles of Science: a Treatise on Logic and Scientific Method (1874) is generally considered as probably the most useful to librarians. Some classifiers disagree with Jevons' approach to knowledge classification.

KESAVAN, B. S. (1909—)

An eminent Indian librarian who was appointed the first librarian of Free India's National Library, Calcutta. Now he is the Director of the Indian National Scientific Documentation Centre, New Delhi. Shri Kesavan's main contributions to library profession are two: the first is that he is mainly responsible for starting the Indian National Bibliography and the second is, that he is one of the librarians through whom library profession in India obtained high status.
LANDAU, THOMAS (1919– )
An eminent British librarian. His main contribution to the library profession is *Who's Who in Librarianship* (1954) and *Encyclopaedia of Librarianship* (1961). Robert L. Collison in the foreword to the former book remarks, "Mr. Landau has done us all a service: he has given us our reference book at last".

MCCOLVIN, LIONEL ROY (1896– )
A British librarian, his contribution to library profession is remarkable. His main gifts to library science are his two eminent books published by the UNESCO, i.e., *Public Library Extension* (1951) and *Public Library Services for Children* (1957).

MANN, MARGARET (1873– )
Miss Margaret Mann’s name in cataloguing is as well known as of Dewey’s for classification. Her *Introduction to Cataloguing and the Classification of Books* is used as a text-book by librarians throughout the world.

MILAM, CARL HASTINGS (1884– )
His contribution for the betterment of the American Library Association will ever be considered of immense value. As the Director of Library Service, United Nations, he rendered valuable service to the library profession all over the world by inviting librarians from many member-countries to work in the United Nations Library. He is mainly responsible for giving library profession an international character.

MILL, JOHN STUART (1806–1873)
English philosopher and radical reformer, he made valuable contribution to book classification. The chapter entitled "The Nature of Classification and the Five Predicables" of his well-known book *A System of Logic* is of special interest to librarians.

NAUDE, GABRIEL (1600–1653)
An eminent French bibliographer who in his *Advis pour dresser une bibliothèque* classified knowledge into twelve main classes, i.e., *Theology, Medicine, Bibliography, Chronology, Geography, History, Military Art, Jurisprudence, Council and Canon Law, Philosophy, Politics* and *Literature*. It is generally believed that Gabriel
Naude’s system greatly influenced the system of the Paris booksellers.

OTLET, PAUL (1868– )

His name will ever be remembered by documentalists all over the world. In 1934 he published his *Traite de Documentation*. He is greatly responsible for making libraries as research institutions with the help of documentation.

PANIZZI, SIR ANTHONY (1797–1879)

Italian by birth; fled to Liverpool in 1821. In 1828 he became Professor of Italian in the University College, London. Because of his scholarship he was appointed in 1837 Keeper of Printed Books in the British Museum and in 1856 he became Chief Librarian of the British Museum. His main contributions to the library profession are two: (1) formulation of 91 cataloguing rules and (2) the enforcement of the Copyright Act. He finally returned to his native country Italy, where he died in 1879.

PEARSON, KARL (1857–1936)

British scientist, born in London, he is one of the thinkers who influenced directly or indirectly the current systems of book classification.

RANGANATHAN, SHIYALI RAMAMRITA (1892– )

National Professor of Library Science and a great librarian whose contribution to library science in India in particular and throughout the world in general will remain everlasting. There is no aspect of library science on which he has not contributed; his outstanding gift to the library profession is his *Colon Classification*. According to Prof. S. Das Gupta, “He had turned Library education into an intellectual discipline and lifted it above the level of simple skills”. In the words of W. C. Berwick Sayers, “His reputation as a librarian extends far beyond the borders of his own country and his opinion and advice are valued in all lands where libraries are held in honour”.

For detailed study please see *Festschrift to Dr. Ranganathan* in two volumes.

* Preface to Prolegomena to Library Classification, p, 20.
ROEBUCK, GEORGE EDWARD (1877–1953)

A British librarian, his main and everlasting contribution to the library profession was to get passed after a long Parliamentary campaign the Public Libraries Act of 1919 which brought into existence a network of public libraries in England.

SAVERS, W. C. BERWICK (1881–1960)

There are hardly a few modern librarians of our time who influenced the library profession all over the world more than this great British librarian. Many of the prominent librarians of today, in England and abroad, have studied under him. His Manual of Classification can be compared to any ancient or modern classic. He was a great librarian and scholar in the true sense of the term. The library profession owes him a great debt.

SHAW, RALPH R. (1907– )

An eminent American librarian who is responsible for introducing photographic charging system in libraries. He is also responsible for streamlining library administration and mechanizing bibliographical services in research libraries. Besides many books to his credit, he has been the editor of The State of the Library Art. His contribution to the library profession is of lasting value. He has also been head of the Graduate School of Library Service, Rutgers, U.S.A.

SPENCER, HERBERT (1820–1903)

English evolutionary and philosopher, his suggestions on book classifications contained in Essays, scientific, political and speculative, had some indirect influence on Bliss’s scheme of classification.

TAUBER, MAURICE F. (1908– )

An eminent American librarian whose most remarkable contribution to the library profession is The University Library which he wrote in collaboration with Louis R. Wilson. He is also well-known for his Technical Services in Libraries. He may be considered one of those librarians who are responsible for giving prestige to library science.

WILSON, HALSEY WILLIAM (1868–1954)

Mr. Wilson was a great bibliographer, not only of the United
States of America but of the entire world. It is true that if Ford put America on wheels, Mr. Wilson put information on the finger tips of librarians all over the world. His name is to bibliography what Webster's is to dictionaries, and Bartlett's to quotations. On the fiftieth anniversary of the H. W. Wilson Company's founding in 1948, the American Library Association saluted it as "the most important bibliographical enterprise ever conceived and brought to position by any one man". His company is the world's largest publishing house of reference materials. It publishes more than twenty major indexes. Best known, perhaps are the Cumulative Book Index and the Readers' Guide to Periodical Literature. H. W. Wilson no doubt "played a vital part in nearly every scholarly activity of the past half-century".

WILSON, LOUIS R. (1876- )

His contribution to library administration is superb. His The University Library which he wrote in collaboration with Maurice F. Tauber is indispensable for the students of library science not only in the United States of America but throughout the world. Besides other books on library science, he contributed editorials to the Library Quarterly. He can be considered amongst those librarians who are responsible for providing library science the character of a science.
CHRONOLOGY

This chapter is an attempt to depict chronologically a few very important landmarks in the field of library science and libraries. The information included is very brief and precise.

1348 Establishment of Narodni a Universitni Krihovna : Klementium, Prague.
1397 Born Johann Gutenberg, the inventor of printing with movable types. Died 1468.
1495 The Italian publishing firm Aldus was founded.
1498 Aldus Manutius gave the earliest example of classification in his Libri Groci Impressi.
1526 Was founded the National Bibliothek, Vienna.
1545 Konrad Gesner’s Bibliotheca Universitatis published containing a systematically classified arrangement of books catalogued in the first part of the above book with various additions.
1561 Francis Bacon known for his contribution to classification was born. Died 1626.
1623 Francis Bacon produced his Chart of Human Learning.
1643 Gabriel Naude’s Scheme of Classification appeared.
1659 Establishment of Preussische Staatsbibliothek, Germany.
1661 Establishment of Det Kongelige Bibliothek, Copenhagen, Denmark.
1689 Born Francis Didot, famous French printer. Died 1757.
1692  Born William Caston, English type designer and founder. Died 1766.
1706  Born John Baskerville, a famous English printer and type founder. Died 1775.
1740  Born Gianbattiste Bodoni, a printer of Parma who designed the first modern face roman types. Died 1813.
1753  Establishment of British Museum Library, London.
1772  British poet S. T. Coleridge, also known for his concept of knowledge classification, was born. Died 1834.
1775  Earliest use made of the Card Catalogue by the Abbe Rosier.
1780  In this year was born Jacques-Charles Brunet, noted French bibliographer. Died 1867.
1795  Born Thomas Carlyle, famous scholar also known for his concept of knowledge classification. Died 1881.
1796  Establishment of Biblioteca Nacional de Lisboa, Portugal.
1797  Born Sir Anthony Panizzi, one time librarian of the British Museum. Died 1879.
1798  Born Auguste Comte, the founder of Positivism. Died 1857.
1802  Establishment of Magyar Nemzeti Museum Orgzefos Scechenyi Ronyvtara, Budapest.
1806  Born J. S. Mill, also famous for his contribution to book classification. Died 1873.
1810  Establishment of Biblioteca Nacional, Mexico.
1810  Brunet's Scheme of Classification appeared.
1812  Born Edward Edwards, noted British librarian. Died 1886.
1820  Born Herbert Spencer, the noted philosopher known for his suggestions on book classification. Died 1903.
1829  Braille system published.
1835  Born W. S. Jevons, British logician, also famous for his logical treatment of classification. Died 1882.
1835  Great American philanthropist and library benefactor, Andrew Carnegie, was born. Died 1919.
1837 Born Charles Ammi Cutter, known for his Expansive Classification. Died 1903.

1837–8 British Museum Scheme of Classification was formulated.

1838 Born Francis Thornton Barret, librarian of the Mitchell Library, Glasgow and City Librarian of Glasgow. Died 1919.

1850 Enactment of the Public Libraries Act by the English Parliament.

1851 Born Melvil Louis Kossuth Dewey, who gave to the world his Decimal Classification. Died 1931.

1852 Publication on the construction of catalogue of libraries by C. C. Jewett.

1857 Establishment of Biblioteca Nacional de Mexico.

1859 Edward Edward’s Classification Scheme for a town library appeared.

1860 Born Sir John Ballinger, the foremost Welsh librarian of his time. Died 1933.

1862 James Duff Brown the eminent British librarian was born. Died 1914.

1864 William Willis patented the Aniline process.

1865 Establishment of Lenin State Library, Moscow.

1867 Press and Registration of Books and Newspapers Act passed (India).

1868 Born Louis Stanley Jast, noted British librarian. Died 1944.

1870 Henry Evelyn Bliss who formulated the bibliographic classification was born. Died 1955.

1871 The great American librarian W. W. Bishop was born.

1872 Born H. E. Haines, the author of Living with Books.

1875 Establishment of Biblioteca Nazional Centrale, Florence, Italy.


1876 Publication of Melvil Dewey’s Decimal Classification.

1877 Born George Edward Roebuck, a noted British librarian. Died 1953.

1878 Publication of Cambridge University’s Rules to be observed in forming the alphabetical catalogue of printed books.

1878 Was born Samuel Clement Bradford, the great British librarian. Died 1948.
1880 Year of birth of the noted British bibliographer Arundel Esdaile. Died 1956.
1883 Publication of Library Association Cataloguing Rules.
1885 First professional examination held by the Library Association, London.
1887 School of Library Economy founded at Columbia due to the work of Melvil Dewey.
1891–3 C. A. Cutter published Expansive Classification (first six expansions).
1892 Born S. R. Ranganathan, a great Indian librarian.
1894 Born R. H. Gjelsness, a noted American librarian.
1895 International Federation for Documentation founded (name modified to International Federation for Documentation in 1938).
1895 Library Assistant’s Association was founded. In 1922–23 its title was changed to Association of Assistant Librarians.
1895 Swiss National Library, Berne, was founded.
1896 Born L. R. McCollvin, noted British librarian.
1902 Born Luther Harris Evans, former librarian of Library of Congress.
1902 The Imperial Library (Indentures Validation Act) was passed (India).
1903 Opening of the Imperial Library of India later known as National Library from 1948.
1904 Library of Congress Classification was published.
1905 Publication of Library of Congress Supplementary Rules on Cataloguing.
1905 Publication of Universal Decimal Classification.
1906 Publication of J. D. Brown’s Subject Classification.
1907 Born the eminent American librarian, R. R. Shaw.
1908 Publication of Library Association and American Library Association Cataloguing Rules: Author and Title Entries.
1909 B. S. Kesavan, an eminent Indian librarian born.
1914 Year of birth of R. L. Collison, known for his contribution to bibliography.
1919 Born Thomas Landau a famous British librarian, author of the Encyclopaedia of Librarianship.
1924 Was founded the ASLIB (Association of Special Libraries and Information Bureaux).
1928 Was formed the Madras Library Association.
1929 Punjab Library Association was formed.
1930 Establishment of Biblioteka Narodowa Josefa Pilsudskiego, Warsaw, Poland.
1933 Indian Library Association was formed.
1933 Publication of the *Organization of Knowledge in Libraries and the Subject Approach to Books* by H. E. Bliss.
1933 Publication of S. R. Ranganathan's *Colon Classification*.
1934 British Council was founded.
1935 H. E. Bliss published the *Bibliographic Classification*.
1941 Publication of the Preliminary edition of A. A. Code.
1942 Kerala Library Association came into existence.
1944 Bombay Library Association was formed.
1945 S. R. Ranganathan published the *Dictionary Catalogue Code*.
1945 Poona Library Association was formed.
1946 The UNESCO was formed.
1948 Publication of *Index Translationum* by UNESCO.
1948 The Imperial Library (Change of Name Act) was passed in India.
1948 The Madras Public Libraries Act was passed.
1949 Publication of American Library Association *Cataloguing Rules for Author and Title Entries*, 2nd ed.
1949 Maharashtra Library Association was formed.
1950 Publication of the *British National Bibliography*.
1952 Establishment of Indian National Scientific Documentation Centre, New Delhi.
1953 Delhi Library Association was formed.
1953 Gujarat Library Association formed.
1954 The Delivery of Books and Newspapers (Public Libraries) Act was passed in India.
1958 Recommendations of the Library Advisory Committee appointed by the Government of India were presented.
1960 Andhra Pradesh Public Libraries Act was passed.
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