CHAPTER TWO

DEVELOPMENT OF LIBRARY EDUCATION

ABROAD AND IN INDIA
while going through the development of library education, it is essential to look into the reasons which gave birth to library education or library school. It was gradual development from personal collection libraries of monarch or very rich people to organised library system for public, academic institutions and research centres.

The organised librarianship brought with it certain pre-requisite of methods of preservation and circulation of documents among selected clientele. Another factor which was responsible for the art of librarianship as it was called in earlier stages - was the adoption of certain methods of arranging documents and its proper indexing i.e. cataloging to enable the user to locate the books, which had grown in larger numbers with the invention of printing and other method of multiplication of documents.

The tremendous increase in the output of the world's printing presses made, and continue to make, increasingly complex and difficult the mere task of collecting, arranging and disseminating; the rapid development in the nineteenth century of many new fields of knowledge; the
almost universal rise in the general educational level of the people and the spread, in many quarters of the globe of the idea and the ideals of democracy changed the order concept of a library as a place primarily for the preservation of books for the chosen few to one of an educational storehouse of knowledge, guidance and inspiration for the many.¹

The idea of libraries for the classes gave place to the idea of libraries for the masses.² The man, who more than anyone else, was responsible to clothe this new idea flesh and blood and to breathe into his nostrils the breath of life³ was the librarian. Obviously he, "... needed a great deal more education and technical knowledge of many sorts than did his predecessor, and the library would discovered, as law, medicine and other professions had discovered, that the necessary education could be more easily, efficiently, comprehensively and cheaply acquired through formal schooling than it could...by means of an apprentice system."⁴ Time was when the young practitioner began out driving the doctor's horse or sweeping out the lawyer's office; today he must attend a professional school ... that system (of apprenticeship) is now become a solote.⁵
Thus we observe the origin of the library education/library school in the latter half of the nineteenth century.

In 1829 Martin Schrettinger (of Munich) emphasized the value of training in special library schools. He wrote:

No man with a literary education, however highly educated he is, even if he is a great scholar, is fitted to be a librarian without a special study, preparation and practice.

Anton Klette made his extensive plea for library training in Germany in 1871.

In 1874 Rullman (Librarian of the University of Freiberg) outlined a 3 year University Course in Library Science.

A: Development of Library Education in the United States of America:

The development of library education in the United States of America may be categorised into two significant periods - the 1880s and the 1920s.

In 1880s: The credit for the most important event of this period goes to Melvil Dewey. It is the establishment at Columbia of the first library school in the English speaking world on 5th January, 1887. Two significant decisions were involved in the establishment of this first school: (1) American librarians, after full and careful consideration,
decided in favour of educating librarians through a professional school in preference to apprenticeship in libraries; (ii) They approved a thorough practical curriculum embodying best practice, with little consideration of theoretical studies.

Both of these decisions have had important consequences, the effects of which are still evident. As a result of the first decision, the foundation for the present system of library schools was formally established, contrary to the English system of apprenticeship which continued unbroken until 1919 and is still preferred by many English libraries .... To this decision, more than to any other are thing, may be attributed to American's acknowledged leadership in the field of modern library procedures.7

When Dewey outlined his proposal for a school of library Economy at a meeting of the American Library Association in 1883, almost everyone else in that august body opposed him. In a barbed attack on Dewey, William F. Poole said:

I have entertained the idea that practical work in a library ... was the only proper way to train good librarians.8

Justin Winsor thought that:

Practical experience in a good library is the best preparation for librarianship.9
Dewey carried his point against such stalwarts and his mission to prefer the library school to a system apprenticeship was achieved.

Though Dewey had preferred the school to the library as the place for training, the content and method of his course was not to be very different from apprenticeship. In fact he described the new course as a "systematic apprenticeship" and outlined its aims:

Its aim is entirely practical, to give the best obtainable advice with specific suggestions on each of the hundreds of questions that arise.  

This preoccupation with practice and neglect of theory has been severely criticised by CC Williamson\textsuperscript{11}, J L Wheeler\textsuperscript{12} and J P Danton\textsuperscript{13}. In fact library literature is so full of this criticism that it may not be very out of place to say that the history of education for librarianship in the USA is a record of the continuous and systematic efforts made to liberate the library school curriculum from the shackles of the "Thoroughly practical" tradition of Dewey and to raise it to the status of a professional graduate study with due emphasis on principle and theory.

In 1920s: Carl M white\textsuperscript{14} describes the 1890s as the seed-time in education for librarianship. This era of
firsts - starting of the first professional association, viz. the American Library Association in 1876, the publication of the first professional journal, viz. the library journal in the same year and as we have already seen, the establishment of the first library school in 1887 - was indeed a most fertile seed-time. The next important period, a period of flowering, was the 1920s. Four significant factors may be noticed here: (i) Williamson Report 1923 which was published in September, 1923. No other single document has perhaps influenced later development of education for librarianship as this volume; (ii) Board of Education for Librarianship 1924, one of the recommendations of Williamson was the creation of a national accrediting body. This was given effect to by the American Library Association in 1924 when it established the Board of Education for Librarianship. This is the second significant event in the 1920s. (iii) The third factor, is the noble and exemplary role of the Carnegie Corporation of New York. In the first half of the 1920s the Corporation started its "Ten year programme of Library Service" which involved an expenditure of five million dollars, most of which was for the improvement of education for librarianship. (iv) Directly arising out of the benevolence of the
Carnegie corporation was the establishment of the Graduate Library School at the University of Chicago in 1926. This event, forming the fourth major factor of the 1920s.

B: Development of Library Education in the United Kingdom

When we examine the development of education for librarianship in the United Kingdom, we are struck by a few similarities but no less are we impressed by the strong differences it has with education for librarianship in the United States of America. Both have their beginnings in the 1880s and both make a big leap forward in about the 1920s. Both move, though not with equal speed, towards making the library school an integral part of the University.

We shall trace the development of education for librarianship from the 1880s to the 1960s under the following periods and landmarks:

1. The period from 1881 to 1919
2. The London School of 1919
3. The post-war period of full-time scholars
4. The winds of change in favour of University Schools
5. The role of the Association of British Library Schools.
Period from 1881 - 1919:

From the very beginning it is the Library Association that is the pioneering champion of library training in the United Kingdom. In 1881, just four years after it was established, a special committee of the Association was set up to draft a syllabus. In 1884 the syllabus was approved and in 1885 the first examinations were held at London and Nottingham.

The initiative of the Library Association in this regard was greatly boosted up by the Royal Charter of 1890. The tenth objectives of the Association under the Charter was:

To hold examinations in librarianship and to issue certificates of efficiency.15

The official 'Register of Librarians' was inaugurated in 1909 and in 1914 Fellowships (FLA) and Associationships (ALA) were introduced.

But, the Association, was as yet largely incapable of providing training and merely conducted the examinations. Part-time courses, notably the one conducted by the London School of Economics between 1902 and 1917 (the school was not yet a part of the London University) and the correspondence
courses organised by the Association from 1904 (taken over by the Association of Assistant Librarians in 1934) were all that was available in the name of professional education.

B:2 The London University College Library School 1919:

Viewed against this black background the starting of the first library school at the University College London in 1919 is a supremely important point of departure. J C. Harrison points out its importance in the following words:

For the first time in the history of education for librarianship in Britain, there were now to be found full-time students at a full-time professional school under a full-time director and all within the walls of an institution of University rank.¹⁶

B:3 More Full-time Schools:

Immediately after World War II between 1946 and 1950, nine new full-time schools were established. They were all located in sub-university level technical and commercial colleges. Nevertheless the opening of these schools as well as the revision of the syllabus in 1946 were both epoch-making. They meant that new frontiers of library education were at long last within reach.¹⁷
Winds of Change:

It is said that traditions, including bad ones, die hard in Britain. Previously, there was tenacious opposition of British universities to vocational studies within their walls. But already the winds of change had begun to blow and they were blowing through even the most hallowed halls of the most ancient of the universities. In 1962, the Vice-Chancellor of the Sheffield University proposed a "Post-graduate school, offering its own qualification". True, one sparrow does not make a summer. But in the next year Queen's University, Belfast, announced its "full-time school of librarianship... for graduates". Clearly the die was cast in favour of post-graduate library education because, "in Britain as elsewhere, it is so obviously the wave of the future".

Association of British Library Schools:

A fact that might appear strange to Indian and American observers is that "participation in the setting of examination papers or in assessing the results is still denied to the teaching representatives."

Development of Library Education in India:

S.R. Ranganathan has given the four phases regarding the teaching of library science in India. These are:
Phase 1 : Dawn of teaching of library science: American Heritage;

Phase 2 : Teaching of library science strikes root;
Phase 3 : Master's degree;
Phase 4 : Another line of phase 2.

The development of library education in India will be examined under the following two headings:

1. Pre-Independence;
2. Post-Independence.

C1.1 Pre-Independence:

We have seen that the first library school in the English speaking world was established at Columbia in 1887 by Melvil Dewey. It was in the fitness of things that the first course in librarianship in India should be treated by a disciple and colleague of Dewey in the Columbia School, William Allanson Borden. During one of his visits to U.S.A., the enlightened Maharaja of Baroda, Sayaji Rao III was greatly impressed by the advanced condition of library service in that country. He decided to develop library science in his own state and appointed Borden as Director of libraries. As part of his comprehensive plans for library development for the state, Borden instituted a librarianship course in the state central library at Baroda in 1912.²⁴
Borden left India in 1913. His school did not last long thereafter.25

The next library school, the one started in 1913 at Lahore, was again by an American, Mr. Asa Dan Dickinson (Librarian of the Pennsylvania University) in organising Punjab University Library.26 In that year he also established a class in library science and wrote his Punjab library primer as text book for the class. This class was continued for a few months each alternate year for nearly two decades. But its influence was mostly confined to the Punjab.27

The training classes in Baroda and Lahore were largely turned on equipping young men with a knowledge of library routine, for these schools were meant mainly to run the libraries established in their respective areas. The time was not yet ripe to develop library science as an intellectual discipline starting from basic laws through a priori method at one end and from actual experimental and observational work through empirical methods at the other end.28

By the 1920s we see the vibrant personality of Dr. S.R. Ranganathan giving his dynamic leadership in India. In 1929,29 under the auspices of the Madras Library Association, which itself was largely his creation, Dr. Ranganathan started a short course in librarianship. In 1931 the Madras University,
whose library Dr. Ranganathan was then heading, took over this course and conducted it as a certificate course. In Dr. Ranganathan's words:

The objective of the school was more to establish a modern library outlook than to teach library technique. But that outlook was introduced through the medium of library technique.

In 1937 this certificate course was raised by the University to a one year post-graduate Diploma Course, which continued till 1956 when it was converted into a Bachelor of Library Science Course at Aligarh Muslim University, Aligarh.

Two other library pioneers were responsible for starting library training in Bengal. In 1937, the Bengal Library Association started a summer course under the leadership of Kumar Munindradeb Rai Mahasai. K.M. Asudullah, the Librarian of the imperial Library, Calcutta started a library course in 1935. Later several universities started library science courses - Banaras in 1941, Bombay in 1944 and Calcutta in 1946.

C:2 Post-Independence Period:

In this period we see the starting of library science courses in several other universities - Aligarh in 1951,
Daroda and Nagpur in 1956 and Vikram in 1957. But the most significant events were the establishment of the Department of Library Science in the University of Delhi and the institution of the Sarada Ranganathan Chair in the University of Madras.

C:2.1 Department of Library Science, Delhi 1947:

Before 1947 all the library science courses were being conducted in University libraries, by the library staff teaching on a part-time basis in addition to their full-time library work. But, thanks to the vision and initiative of Sir Maurice Gwyer, the then Vice-Chancellor, for the first time in India a full fledged Department of Library Science was established in the University of Delhi in 1947. Dr. S.R. Ranganathan was appointed as the Professor of Library Science. Master of Library Science and Ph.D. Courses in library science were started.

This at once placed the University in the Vanguard of library teaching and research in India. The Department was conceived as a national institution and the courses were conducted from 1948 to 1954 by part-time teachers and a full-time honorary teacher, Dr. Ranganathan. Since 1953, however, the University Grants Commission has strengthened the teaching resources by sanctioning the appointment of one full time reader, a lecturer and a part-time lecturer.
At the same time the Government of India set up the Institution of Library Science at Delhi University within the existing Department of Library Science as a part of its second five year plan, to train librarians in large numbers for the public libraries, and to conduct research in librarianship. As a result of this co-operation between the Government and the University, it has been possible to create for the first time in the country a full-time school of library science. The Institute was discontinued and its staff became the staff of the Department of Library Science.

The establishment of the Department of Library Science and later the Institute of Library Science in the University of Delhi was a historic step, comparable to the opening of the London University College Library School in 1919 and the establishment of the Chicago School in 1926.

C: 2.2 _Sarada Ranganathan Chair in Library Science 1957:_

In 1957 came the other great event—the gift of one lakh of rupees by Dr. Ranganathan to the University of Madras. This was a most gracious act which, if not in terms of the amount at least in the spirit of the gift, can be compared with that of Andrew Carnegie's munificence. In
fact it is even more praiseworthy than Carnegie's gift. What Dr. Ranganathan did was a "supreme act of setting apart (his) life's savings". The University of Madras gratefully accepted the gift and showed good responsive gestures by adding to it another lakh of rupees. The University Grants Commission gave a third lakh. Thus with an endowment of a total of three lakhs of rupees the Sarada Ranganathan Chair of Library Science, "the first endowed professorship of library science in the Commonwealth" was established in the University of Madras.

At the end of this chapter it is essential to mention it here that like Melvil Dewey in USA, we had a prototype of his nature, devotion and leadership in Dr. S.R. Ranganathan. He laid the pattern of education in India of his own, being the pioneer, innovator, propounder of new thought, a crusader and everything that library science stands for. Unlike Dewey, he contributed to almost all aspects of library and information science. He was the founder of the pattern for post-graduate diploma in library science from Madras University in 1937 and advanced training programme leading to M.Lib.Sc. from Delhi University in 1948 and doctorate programme in 1954. His pattern of library and information science education adopted by UGC through its Review Committee
on library science is also a great contribution.

The present position of library and information science education in India is given in Chapter five.
REFERENCES


6. Dewey's School of 1887 is popularly spoken of as the first library school in the world. This is an erroneous notion because there are several records to show that library school existed in Europe prior to 1887 e.g. the University of Naples had a library school in 1865 and there were two royal decrees in 1876 establishing chairs of librarianship in the five national libraries of Italy. For a further account of the early continental schools, one has to go through WHITE (Carl M). Ibid. P. 65-68.


16. Ibid; P. 129.

17. Ibid., P. 136.

18. Ibid., P. 125.

19. Ibid., P. 140.

20. Ibid.

21. Ibid., P. 133.
22. Ibid.


28. Ibid.


34. An address presented to S.R. Ranganathan by various associations and institutions of Delhi on April 21, 1965.