



Ranganathan, Shiyali Ramamrita.
New education and school library: Experience of half a century.
(Sarada Ranganathan Endowment for Library Science, Series 4).
Delhi, Vikas Publishing, 1973.
482 pages

Copyright ©Sarada Ranganathan Endowment for Library Science (SRELS) Foundation

Digitization: Fang-ching Tsai, Graduate Research Assistant, School of Information Resources & Library Science, University of Arizona, Tucson, 1515 East, First St. Tucson, AZ 85719.

Digitized: May 2006

Acknowledgments: SRELS Foundation (A. Neelameghan, K.N. Prasad, K.S. Raghavan, DRTC) and dLIST Advisory Board Member, S. Arunachalam (MS Swaminathan Research Foundation)

dLIST Editor-in-chief: Anita Coleman, University of Arizona

dLIST Classics (Book) Editor: Michael May, Carnegie Stout Library, Dubuque, Iowa

dLIST Classics - Titles by S.R.Ranganathan

Five Laws of Library Science, Ed. 1 (1931 & 1963 reprint)

Philosophy of Library Classification (1973)

Prologemena to Library Classification, Ed. 3 (1967)

Classification and Communication (1951)

Documentation Genesis and Development (1973)

Documentation and its Facets (1963)

Library Book Selection, Ed. 2 (1966)

New education and school library: Experience of half a century (1973)

Reference Service, Ed. 2 (1961)

Other Titles:

S.R. Ranganathan's Postulates and Normative Principles: Applications in Specialized Databases Design, Indexing, and Retrieval (1997).

Compiled by A. Neelameghan

Memorabilia Ranganathan: A compilation of useful quotations of S.R.

Ranganathan from his various works (1994)

Putting Knowledge to Work: An American View of the Five Laws of Library Science (1970). By Pauline Atherton

Read the dLIST Classics online!



Digital Library of Information Science & Technology

<http://dlist.sir.arizona.edu/>

PART A
PRELIMINARIES

CHAPTER AA

CONSPECTUS

0 This book is based on the experience of the author during the last 50 years.

1 The book consists of 162 Chapters grouped into 2 parts.

2 The two other Chapters of this Part describe the necessity for library service in schools and its possible place in education.

3 Parts B to E take the reader through the highways and byways of educational theory. They throw all the activities and work of a school in a perspective showing the prepotent place to be given to a school library.

4 Parts F to J examine the resources to be had in a school library. Further, they picture the interrelation among the library staff, the teachers, and the taught; and end with a description of a school library building.

5 Parts K to N examine the work of each student in the library. They correlate the school library work with the methods of New Education; and end with illustrative achievement tests.

6 Parts P to R examine the present difficulties of the school libraries of India. They suggest possible lines of remedy.

7 Parts T to Y describe "School Library Practice." Chapters VK and VL give a brief schedule of ready-made Colon Class Numbers, suited to books commonly found in school libraries. For the benefit of teachers it also gives Class Numbers for select subjects on Education and Library Science. Part W gives brief cataloguing rules and model entries. Chapter F3 outlines library lessons arranged in two cycles for the Concentric Method of teaching. There are descriptions of the routines of circulation work and library rules, shelf arrangement, binding, book ordering, and accessioning, periodical publication work, and school library finance.

8 The numbering of the parts, chapters and sections is on a decimal basis. A decimal point is to be understood at the beginning of the number of each Chapter and Section. If this is done mentally, the sequence of the numbers of the Chapters and of Sections will

CHAPTER AB

FOREWORD TO EDITION 1 (1942)

Sir John Sargent, *Educational Commissioner, Government of India*

1 Competence of the Author to Write this Book

S R Ranganathan needs no introduction to the reading public of India. Few people in this or any other country have devoted more thought or study to library technique than he has done. Even those not accepting all his conclusions nor adopting his methods, will, I am sure, acknowledge the debt under which his industry and erudition have placed them.

2 Status of the Library Profession

No one loving books and regarding the appreciation of them as one of the main hall-marks of a civilised society, will despise the craft of the librarian. It is an encouraging sign that the status due to this learned profession is beginning at last to receive the recognition, hitherto withheld from it for some mysterious reason. The extent to which this most desirable change has been due to Ranganathan's untiring efforts, other people can judge even better than I can.

3 Ranganathan's Vision of the Functions of a Library

My gratitude to Ranganathan, and I am sure that of a great many people who like myself cannot claim to be experts in Library Science, arises not so much from his contributions to the techniques of assembling and distributing a large number of books as from the fact that he never allows what I may perhaps almost irreverently describe as professional details to obscure his vision of the essential value and function of a library. To him all the complicated business of accessioning, indexing, cataloguing and distributing, however important and even c o n t r o v 4 the issued involved in it may be, remains always subordinate to the fundamental aim of getting as many books into as many hands and their contents into as many heads as possible.

4 Importance of the Library

It must always be true of libraries intended for the benefit of students or the general public, as distinct from private collections, that the best will be the one with the smallest proportion of its books on its shelves at any given time. For, in this modern age, the store of accumulated human experience is so vast that, in spite of the manifold media for publicity and inter-communication the great bulk of it can only be transmitted through the written word; and a library is the essential channel by which the wisdom of the past can be brought to aid or to satisfy the needs of the present. Nearly four hundred years ago a wise man writing in praise of books pointed out that anyone who neglected their help and trusted solely to his own experience for the acquisition of knowledge would be dead long before he had attained even to the rudiments of it.

5 Means to World Peace

In his new book to which this is, I fear, a most inadequate Foreword, Ranganathan turns to an aspect of his main subject which has never been more important than it is today. Many people for many years have expressed their dissatisfaction with the Indian system of education. Apart from its general inadequacy to fit a country of 400 millions [550 millions in 1972] to take its proper place in a society of civilised and peace-loving nations they have pointed out that only too often for all its materialistic objectives it fails to be practical and for all its academic emphasis it misses the inspiration of true learning. In spite, however, of many past disappointments and of the widespread inertia and pessimism which these have produced one need not be a visionary to nourish the hope that out of the tribulations through which we are now passing the realisation may come at no far distant date that a tithe of the cost of destroying men in war, if wisely and persistently applied to improving their condition in peace, might in the fullness of time remove the causes of war altogether.

6 School Library: A Live Workshop

Once the necessity for providing India with a comprehensive 17

ndia

blic
lited
me.
his
his

em
lise
tus
he)
n.
to
ter



public system of education is recognised and its implications, financial and otherwise, are boldly faced, those responsible for providing and equipping schools and colleges will at last be in the happy position of being able to consider what these institutions ought to have rather than what they must do without. Then, it is to be hoped, every school even in the lower stages of education will be in possession of a library which deserves to be ~ called in Ranganathan's words "a live workshop."

7 Library: The Hub of Educational Institution

There are even now many well-equipped libraries. But, through an imperfect appreciation of their possibilities, by those managing or using them they fail to produce their full cultural influence. To teach the proper significance of reading and writing is one of the main aims of education. In order to write well it is necessary to have read well and there is hardly any branch of study, even the most practical, which does not bring us sooner or later to the use of books. How to extract from them, ruthlessly yet reverently, the last ounce of value is therefore one of the things which every teacher should know and every student should learn. The library should be literally and figuratively the hub of every educational institution and the librarian should be the guide, philosopher, and friend of all its inhabitants. This book aims at explaining how the whole curriculum can be made to radiate and indeed can be irradiated from this hub.

8 Educational Theory and its Translation into Practice

It contains much educational theory but it does not despise even the smallest details which may help in translating theory into practice. I should much like to comment on some of the opinions and suggestions found in the following pages. But, writers of Forewords must resist the temptation to usurp the function of reviewers. I will

therefore content myself with commending this book to all workers in the field of education, and particularly to those refusing to allow the contemplation of "what is" to blind their eyes to the vision of "what might be".

CHAPTER AC

PRE-LIBRARY DAYS IN SCHOOLS AND COLLEGES

1 Dissatisfaction with the Absence of a Functional Library

This book is based on the experience gained as a teacher and as a librarian. From July 1917 to December 1923, I was teaching successively the students of the School Final course, of the Intermediate Course, and of the Pass and the Honours Courses of the University of Madras. The first course covered Mathematics and Physics; and the other Courses covered Mathematics only. This experience as a teacher led me to realise that the potency of a well-equipped library in,

- 1 Stimulating the self-educability of each student; and
- 2 Helping each student to develop along his own lines, at his own speed, to his own fullness.

This realisation came to me very pointedly, because it threw some light on some unexpressed dissatisfaction felt by me through-out my student career. Even during the course in the Teachers' College, Saidapet, library did not figure either in the teaching given or in actual use. A picture of the attitude towards library work in educational institutions, prevalent in those days is illustrated by an incident experienced by me in 1920.

2 Anecdote about the Lack of Faith in the Use of a Library

In July 1920, I was transferred from the Government College, Mangalore to the Government College, Coimbatore. The latter College did not have a library suited to student-centred, library-centred teaching. Therefore, I gave to the Principal a list of essential books to be bought by the library. This was returned to me with the remarks "Extravagant." Then I had the certitude and fearlessness of a youth. I wrote back, "I should not be held responsible for the results in the University examination, if forced to teach without the books requisitioned." I realised the rashness of this act of mine and its possible danger in a Governmental institution !

3 At Long Last the College Provides for a Library

One day the Principal sent for me.

Principal.— Why do you want so many books?

S R R.— For the use of the students.

Principal.— Do you really think that your students are going to use them all?

S R R.— Yes, certainly.

Principal.— If so, each of your students will become a "Ramanujan" !

S R R.— Why not?

Principal.— You are thinking of the students of Mangalei. The students here are a poor lot. You can't make much out of them.

S R R.— According to my faith with the aid of the books the students of even this College will go up.

Principal.— You are too optimistic. Anyhow, I shall sanction your list of books this year as a special case.

4 Attributing to the Teacher the Phenomenal Success in the University Examination

The year came to an end. I had been transferred from that College. I went to the Principal to say "Good-bye."

Principal.— The Director of Education was here a few days ago. He congratulated the College on the excellent results in Group I - Mathematics being one of its subjects. 17 out of 19 passed; 10 gaining distinction in your subject. Above all, the First in the University was one of your students! I told the Director, "This should not be taken as the standard for future years. For Ranganathan would be no longer with us!"

5 Phenomenal Success due to the Integration of Library Work and Class Room Work

S R R.— But the library will still be with you and your students can use it fully. This phenomenal success is largely trace-able particularly to the integration of students' work in the library and class room work. I am sure that this can and will be continued by my successor.

CHAPTER AD

GENESIS OF THE BOOK

1 A Surprise Invitation from the Teachers' College to Give a Course of Lectures on "School Libraries"

Little did I dream in 1920 about my being transferred, within three years thereafter, to develop the Madras University Library almost from scratch. Five years after becoming University Librarian, the Principal of the Teachers' College asked me to give a course of lectures on "School Libraries" to the teachers under training. This was a God-sent. This new interest, in developing the library of a school as the hub of all educational processes practised in the school, naturally gave me immense satisfaction.

2 One Hour of Discussion on each Friday during the Second Term of each Academic Year

In response to the request of the Principal, I discussed the function of the library in a school, with the graduate teachers under training, one hour each Friday all through the second term of each academic year. The Principal himself attended the course. This gesture on his part made the students take the Course on School Library Work with some seriousness and willingness. This was encouraging. Some of the students appeared to have shared with their senior teachers in their respective schools the value attached by them to the course.

3 The Director of Education Makes Library Hour Compulsory in Schools

Some of the students of the Course given in the Teachers' College began to develop interest in setting apart, for the students doing work in the library, at least one hour in a week in the time-table of each class. This idea was reinforced by the public relation work on the subject done by the Madras Library Association. The result: By 1933, the Director of Education issued Proceedings making Library Hour compulsory in schools.

4 Request from Headmasters

In 1934, the Senate of the University of Madras accepted a resolution of the Headmaster of a high school asking for the University arranging for a suitable training for the teachers in conducting library work in schools. In view of the University requiring about a year to give effect to the resolution, with the consent of the University of Madras, the Madras Library Association arranged for a course of twenty lectures to be delivered by me during the Christmas vacations of 1933 and 34. (See Sec LA 2).

5 Source for this Book

On the recommendation of the Director of Education, a n appreciable number of teachers were admitted to the Course. The Director himself attended a few talks of the course. This gesture on his part added value to the Course.

During 1935 to 1937, the Course was conducted by the University of Madras. The experience gained in conducting these Courses has been embodied in this book.

6 Genesis for the Request of the Headmaster

At the request of the Director of Education, I had prepared in 1933, a draft form for the library diary of a student. The Director had asked each Inspector of Schools to include in his Inspection Report a short account on Student's School Library Work. The student's Library Diary contained the item "The new words the student would like to use." This admitted of simple numerical measure. Most of the Inspectors reported that the Library Work by the students was poor. This report was based on the very small number of the new words mentioned in the Diaries. The headmasters realised the fault of this simple method of judging the quality of school library work. They protested against this to the Director of Education and to myself. Finally, one of the headmasters asked the University of Madras to give a course of lectures in school library work. This was the genesis for the four years of course given to the teachers of schools.



Ranganathan, Shiyali Ramamrita.
New education and school library: Experience of half a century.
(Sarada Ranganathan Endowment for Library Science, Series 4).
Delhi, Vikas Publishing, 1973.
482 pages

Copyright ©Sarada Ranganathan Endowment for Library Science (SRELS) Foundation

Digitization: Fang-ching Tsai, Graduate Research Assistant, School of Information Resources & Library Science, University of Arizona, Tucson, 1515 East, First St. Tucson, AZ 85719.

Digitized: May 2006

Acknowledgments: SRELS Foundation (A. Neelameghan, K.N. Prasad, K.S. Raghavan, DRTC) and dLIST Advisory Board Member, S. Arunachalam (MS Swaminathan Research Foundation)

dLIST Editor-in-chief: Anita Coleman, University of Arizona

dLIST Classics (Book) Editor: Michael May, Carnegie Stout Library, Dubuque, Iowa

dLIST Classics - Titles by S.R.Ranganathan

Five Laws of Library Science, Ed. 1 (1931 & 1963 reprint)

Philosophy of Library Classification (1973)

Prologemena to Library Classification, Ed. 3 (1967)

Classification and Communication (1951)

Documentation Genesis and Development (1973)

Documentation and its Facets (1963)

Library Book Selection, Ed. 2 (1966)

New education and school library: Experience of half a century (1973)

Reference Service, Ed. 2 (1961)

Other Titles:

S.R. Ranganathan's Postulates and Normative Principles: Applications in Specialized Databases Design, Indexing, and Retrieval (1997).

Compiled by A. Neelameghan

Memorabilia Ranganathan: A compilation of useful quotations of S.R.

Ranganathan from his various works (1994)

Putting Knowledge to Work: An American View of the Five Laws of Library Science (1970). By Pauline Atherton

Read the dLIST Classics online!



Digital Library of Information Science & Technology

<http://dlist.sir.arizona.edu/>