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PART C

WHY OF SCHOOL LIBRARY :
FROM THE ANGLE OF CURRICULUM

CHAPTER CA

TELEOLOGY OF EDUCATION

1 Three Lines of Pursuit

We can pursue the mentined in chapter BD problem from the angle of the following three factors:

- 1 The Curriculum;
- 2 The Educand; and
- 3 The Process of education.

2 Purpose of Education

In the direct study of the problem of school library, we sh^ould first clarify our ideas about "Education" itself. We shall do this with the aid of Teleology — the conscious purpose, according to Bosanquet (77). The purpose of education has been an ever-widening one. Each age has criticized as narrow the purpose generally believed in during that age. The forward among them have suggested their own Utopian purpose. Later ages have found these to be narrow practicable and formulated their own Utopian purpose.

3 Examples of Changing Purposes of Education

The following are some examples of the purposes of education emphasised in different ages:

- 1 Plato (427-347 BC) : Fitting the individual to community life.
- 2 Sir Thomas Moore (1478–1535): Giving a grind in classics.
- 3 Lord Bacon (1561–1626) : Advancement of science.
- 4 John Dewey (1859-1952) ; Transmission of the acquired powers to the new generation in order to secure the continued existence and growth of the community (20).
- 5 George S Counts (1889) : Induction of the maturing individual into the life of the group, including the dead, as well as the living (67).
- 6 S R Ranganathan (1892–1972) : Releasing and exercising the creative ability of each member of the community in his own field and in his own measure.

CHAPTER CB

EDUCATION FOR A CHANGING WORLD

1 Curricular Load

The curriculum has to take into account, the variety of facts, information, and ideas, to be transmitted without forgetting the brain-capacity of the students to stand the strain of its transmission. The progressive expansion of the curriculum went on for long without much thought being devoted to the brain-capacity of the students, until reaching the breaking point. Still the additions to the facts, information, and ideas to be transmitted, went on growing at an ever increasing rate; nor could they be ignored. This phenomenon calls for consideration while on the way of examining the "why of school libraries and library hours in schools." This consideration may be centred round three factors:

- 1 Rate of change in the volume of facts, information, and ideas;
- 2 Limit to the holding capacity of the brain; and
- 3 Over-loaded curriculum, a chronic feature.

2 Rate of Change in the Universe of Ideas

The culture of no non-regenerating human group is static. It has to be ever progressing; for, the needs and conditions of life are ever changing. The rate of change is now becoming appallingly high. This is due to the rapid succession of great inventions; their effects speedily reach the level of our daily life. To meet their inevitable incidence, we should keep ourselves constantly in-formed, educated, and re-educated at the peril of our otherwise going to the wall. We are utterly oblivious of the enormous weight of nearly half a ton of air carried by us on our head every moment of our existence. So also, many of us do not realise the impact of the enormous downpour of inventions being experienced by us. Here is a rough list of the major inventions of a single generation — inventions that have already come to affect our daily life :

1892 Automatic telephone patented.
1894 Typhoid anti-toxin and diphtheric anti-toxin introduced.
1895 X-Rays discovered.
Principles of the motorcar patented. 1896
Steam turbine patented.
First cinema show.
1897 Electrons identified.
1898 Radium discovered.
1899 Long distance telephone invented. 'Sugar' prune developed.
1900 Gasoline motor invented.
Submarine invented.
1901 Wireless signals flashed across the Atlantic.
1902 Active emanations of radium discovered. 1903
Ford car patented.
First flight of 120 feet in 12 seconds.
1904 Fessenden's plan of radio-wave production patented.
1905 Theory of Relativity announced. 1906
Crystal detector patented.
1907 Vitamin hypothesis postulated.
1908 Two and a half miles of continuous flying.
1909 Installation of wireless in steamship. 1910
Ionic medication invented. 1911 Hydro-air
plane invented.
1912 Talking pictures invented.
1913 Tungsten filament patented.
1914 Military tank invented.
1915 Continental telephone installed. 1916
Browning machine gun invented. 1917
Submarine detector invented. 1918 First
Air-mail service begun.

3 Static Curriculum Ruled out

This staggering succession of inventions has profoundly affected our concept of the purpose of education and consequently the curriculum of schools. The curriculum is no longer exhausted by the three R's. It is no longer learning to till the same hands with the same ploughs at the same season as our fathers and grandfathers did. It cannot be gone through merely by committing to memory once for all the peptonised wisdom of the past ages.

**EDUCATION FOR ACCELERATED CHANGE IN
UNIVERSE OF IDEAS**

1 Change Has to Give Place to Acceleration

It is not merely the absolute change that counts. It is the rate of change. We want to get a grasp of not only the rate of change but also rate of change of the rate of change or the acceleration, as used in mathematics. Let us take one or two fundamental factors of civilisation and examine their rate of change.

2 Illustration of Accelerated Change

21 ACCELERATED SPEED OF TRANSPORT

Let us forget for the time being the *Pushpakavimana*, the air vehicle, used by Rama. Let us also forget Hanuman capable of flying from the Himalayas to Sri Lanka within a day. About 1,000,000 years ago Rama could send a letter from Ayodhya to his ally Vibhishana at Sri Lanka just as quickly as the Viceroy of our grandfathers' days in the nineteenth century after Christ, could send his letters to the Governor of Sri Lanka. The roads were no better in the one case than in the other and conveyances, no faster. But see what has happened since our grandfathers' days. First the steam engine of the nineteenth century quadrupled the speed; then the superheater of the twentieth century quadrupled it again and increased the speed to fifty or sixty miles per hour. More recently the motor has come to compete with the superheater; while in still more recent years, the aeroplane has increased the average speed to three figures, and its speed has become greater than that of sound.

22 ACCELERATED COMMUNICATION OF NEWS

Trace again the rate at which telegraph, telephone, wireless, television, teletyping and broadcasting have come in rapid succession. Examine again the rate at which the art of writing and the art of reproducing writing have been changing during recent

5 Illustrations

51 LEGAL PROFESSION

Nobody can thrive in any of the professions, merely with the stock of facts ideas, and information, acquired while at school. Can any advocate mint his money with the mere stock of the ideas learnt at the law college, without reading books from day to day to know the latest case law and the numerous new acts added after his leaving the college.

52 TEACHING PROFESSION

Imagine the effect of a teacher teaching his students only the facts ideas, and information, taught by his own teacher, in the very way of his teaching, without learning new ones by his own continuous reading.

The lawyer will not get any brief and the teacher would unfit his students to modern life.



CHAPTER CD

FACTORS LEADING TO OVERLOADED CURRICULUM

1 A Dilemma

On the one side we have an ever-increasing mass of facts, ideas, and information. On the other hand, the capacity of our memory to retain facts, ideas, and information is very limited and the capacity of the brain to supplement rote memory by rational memory is even more limited in most people (*See* Sec CF7). It is impossible even for the cleverest person to know and to remember a thousandth part — nay, even a billionth part — of the facts, ideas, and information accumulated and available. But yet, any of us may have to know and use some of them at any time. This is a perennial dilemma.

2 The Dilemma and the School Curriculum

The dilemma descends heavily on the design of a curriculum of studies in schools. The inherent reaction of self-defence makes the students resist any heavy curriculum beyond the capacity of their brain and memory. But, family ambition — and occasionally even a student's ambition egged on by family — leads to overloading of curriculum. This dilemma at the school level and its one-sided solution against the inherent resistance by students, cause much damage to the self-confidence and the natural capacity of the student. Cases are not unknown of this forced solution of the dilemma having resulted in occasional insanity or even suicide among some students.

3 Sociological Factor and Overloading of Curriculum

A sociological factor urges over-loading of curriculum. In the present formative stage of India, after a few centuries of intellectual in-action, the sociological factor forces intensification of education. This is parallel to a similar happening in UK about a few centuries ago — during the period of Industrial Revolt i.e. - But, in those days UK had a great chance for spreading itself out into thinly populated countries in rest phase, and making them-its

colonies. This made the people of UK take intensification of education in small doses. But, today there is no spot in the world for the expansion of India. Therefore the inexorable force of the instinct for self-preservation is leading to an aggressive intensification of education in all spheres of life. This naturally tends to increase curricular load.

4 Pedagogical Factor and Overloading of Curriculum

The traditional pedagogical solution of the dilemma has generally been to ignore the angle of students and uphold increasing the curricular load. A good example of this tendency can be got by a comparison of the Matriculation Curriculum of the mid-nineteenth century with the curriculum for the Secondary School Leaving Certificate of today.

5 Anecdote of a Meeting of the Madras Teachers' Guild

The pedagogical preference to increase the load of curriculum is well brought out by the following anecdote. In 1929, a meeting of the Madras Teachers' Guild was held to consider the revision of the school curriculum. In that meeting, each participating teacher played the role of a specialist in his subject. They harangued for adding substantively new ideas to the syllabus in their subject. With all vehemence and sincerity each specialist predicted disaster to the future of the nation by failure in adding to the contents of the syllabus in his subject! At the stage of voting, each specialist voted for the additional load proposed for every subject in self-defence. For, each wanted the others to reciprocate by voting for adding to the contents of the syllabus of his own subject. This was done spontaneously and not by any pre-meditated plan. Mine was a solitary voice. I said, "Brother teachers, our voting re-minds me of Hamlet without the Prince. I wish we could also get the vote of the students. For, all these additions to the curricular load would over-strain their brains and over-load their memories beyond their capacity."

6 How to Stop Increase of Curricular Load

Any further loading of the curriculum should be given up. The curriculum should be reconstructed on newer principles. To do so we require a new outlook. It can be got by a sharp analysis of the objectives of education.

A WAY OUT OF OVER-LOADED CURRICULUM

1 Postulate 1: Induction into Current knowledge

Postulate 1 in the new out look is, "Each student should be inducted in the use of current facts, ideas, and information, tailored to his needs and capacity." To make progress possible, students should be given the fundamental ideas and essential facts and information. Further more, each student must have some grasp of the essential factors involved in his specific type of work and other occupations. No doubt, the greater their extent, the better the students are fitted for life. There are many things, the student need not know at present; they need not be carried in their memory even from now.

2 Postulate 2: Education for a Changing Future

The prescription by Postulate 1 is not, however, sufficient. Therefore Postulate 2 introduces a new out look. It is, "Replace `no change' by `change' ". What is the effect of this Postulate of Change. The factors guiding us in the technique of education are to be decided in the light of the terms such as `change,' `Rapid Change,' `Increasingly Rapid Change,' and `Unknown Future.' The method of education must help our students in acquiring a dynamic outlook, habit, and attitude, enabling them to steer their course amidst change. No longer can one generation presume to know the precise new problems likely to be met with by the next one. To meet such a future, one can at best train the students in the general and flexible techniques likely to serve them in facing the unknown problems of the future. We cannot do this by giving pre-digested facts, by cramming them with information, and by drilling them in skills, determined solely by the passing social and material conditions.

3 Postulate 3: Internal Memory and Externalised Memory

The Postulates 1 and 2 lead us to Postulate 3. It is, "Divide facts, ideas, and information into two varieties —

1 those to be carried in memory (in Internal Memory); and
 2 those to be found out when necessary from Reference Books
 ("Externalised Memory").

The quantity of facts, ideas, and information to be found out an immense one. Without experience and guidance it is not easy to find out all the facts, ideas, and information required. In spite of there being difficulty to find out, if not totally inaccessible, large part of the ground has been thoroughly surveyed, 'mapped' and embodied in Reference Books — 'Externalised Memory.' (See Sec CF6). In addition to developing Internal Memory, education should also train students to become adepts in the use of

reference books as 'External Memory.' This training only by students in school library work. The in addition

to their being better equipped for normal work, they will also save time by locating information from Reference Books.

4 Anecdote 1: Without Training in the Use of Reference Books

One day a university graduate was helping me in writing out the addresses of certain of the lecturers in the colleges affiliated to the University of Madras. The rough notes, furnished to him, contained only the names of the colleges such as, St Christopher's, Government Brennen, Victoria, etc, without the name of their respective places. At the end of the day, I found many of the covers without the station written. I naturally fretted. But he said, "I do not know the information." All the while, a copy of the University Calendar was within his reach. This graduate was not an idler. He was quite industrious. He is really typical of many of the graduates turned out by our educational system without their even being told about the existence of reference books.

5 Anecdote 2: Ignorance of Encyclopaedia Britannica

In this anecdote it was a graduate of the University of Madras, an adult middle-aged man and a City Father. Worried by the ever perplexing, unsolvable problem of the Madras water-supply, he stepped into the library one day and asked for some book on "Water Purification." We did not have any book on the subject and, more than that, we did not have even a set of the Encyclo-

paedia Britannica. This fact, itself, is a measure of the scant regard of our library even for basic reference books. I directed him to a sister-library under the same roof having a set of the Encyclopaedia. But the location of the Encyclopaedia in that library is another indication of the scant regard of that library for reference books. The volumes were put in the third gallery. I was looking from a distance. My friend was frequently going from his seat to the counter and back with a volume in his hand. A little later, the counter clerk — an "old veteran in the art of scaring away readers — got into a temper, and said something in a loud voice. Then I approached them. Our graduate friend did not know the existence of an index volume to the Encyclopaedia, nor did he know of the alphabetical arrangement of the article. Hence he began to ask first for the first volume and, not finding the article on "Water Purification" in it, asked for the second volume, and so on. I need not repeat the whole story leading to the veteran clerk's noisy words.

6 General Inference

The legitimate general inference from the two anecdotes given in the preceding sections is, "Neither our schools nor our colleges train our students in the use of reference books, not to speak of the general use of libraries." This is a measure of the idea about education prevailing a few decades ago.

7 Postulate 4: Formal Education for Life-long Self-Education

A student knowing only a few things taught, while at school, and being not taught how to find out additional information from published materials, is sent out into the world only half-equipped. This leads us to Postulate 4, "School education should involve not merely the three time-honoured R's but should involve also the fourth R — Reference Method." Students should receive equal instruction and practice in the use of the chief sources of facts, ideas and information in the elements of the methods of research in-little" — that is, finding out ideas by one's own effort. If the term 'Research' is too high-sounding, I would call it 'Tiny Research.' If even that is high sounding, we may call it 'Reference Method.'

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To put it in plainer terms, we must develop in the students the capacity to find facts, ideas, and information promptly and accurately as and when required. The outlook on education should no longer confine the aim of education to the cramming of a tiny brain with more than what it can hold of the vast universe of facts, ideas, and information. According to the new outlook, work at the formal school should be mainly for educating the student for life-long self-education, with the aid of materials published from time to time.

8 Postulate 5: The Term 'Book' Transcends the Term 'Text Book'

The new outlook on education has its repercussion on the conception of "Book" in its relation to students. Before the advent of the new outlook the term 'Book' meant only "prescribed Text Book" and even came to mean "manuscripts containing the notes dictated by teachers." 'Teaching' meant "Dictation of select notes," including the "Dictation of punctuation marks" ! But the new outlook has released the connotation of the term 'Book' from such narrow limitations. Books for students and books for adults are now required to include also:

- 1 Informative books, including ready reference books;
- 2 Recreative books, including books on positive ideas thrown into the traditional recreative literary forms of drama and fiction; and
- 3 Inspirational books.

The "division of books" into the above three categories has led to Postulate 5, "The term 'book' transcends the term 'Text Book.'

FROM ORAL COMMUNICATION TO SOCIALISATION OF BOOKS

1 Recent Entry of Library into School Education

The delay in the acceptance of the need to give a place to library in the complex of school education is due to the relative recency of books as a means of communication. Books have been socialised, as a means of communication only within less than two centuries. Education has been democratized even later. This 'period of time is almost negligible in the long stretch of time taken by the evolution of education for communicating ideas from one generation to another.

2 Oral Communication

In the most ancient days known — in the Vedic period of India — education was through oral communication for, writing had not come into vogue so early as that. In oral education, India is said to have reached a high-water mark. The teachers achieved the unbelievable feat of carrying all the Vedas, all the Smritis, all the Poems, and even the Dictionaries in their memory. Even now, we come across occasionally persons with such a memory capacity. One of my friend's T Sundarachari, an advocate by profession, was a prodigious example of this kind. So it should have been in every other community.

3 Invention of Writing

The credit for the invention of writing goes, according to some, to the Indian Community. After the invention of writing, a movement should have set in to redo the technique of education. Education through reading should have made a small beginning in minimising total dependence of education on oral instruction. The invention of writing would have begun to revolutionise the equipment of the school. Sand trays with the forefinger as the stylus to write with, was perhaps the first stage in the revolution. I myself had used this primitive first equipment of a school during

the last three months of 1897 on being put to school. By slow degrees, other surfaces and other forms of stylus came into vogue. The new invention, manuscript books, would have been admitted. Thereafter, atleast some of the time of the students might have been diverted from hearing and memorising to writing and reading.

4 Invention of Paper

The next great epoch was that of the invention of paper by the Muslims of the ninth or the tenth century, and according to some even earlier by the Chinese. This invention led to the production of written books on a progressively large scale, in a convenient and plastic form. This intensified the change in the technique of education. Part of the time of a student was spent in making manuscripts for his own use. Calligraphy slowly reached its high water mark. Increase in the manuscripts, considerably modified the techniques of formal education. In particular, a student was given some time to learn for himself.

5 Invention of Printing

Perhaps the invention of a far-reaching influence on educational methods was that of printing. This increased the speed of multiplication of copies of books, by mechanical means. This invention is said to have become popular from the fifteenth century. And yet, this invention took a few centuries to have its fullest repercussion on the techniques of education.

6 Invention of Ready Reference Books

From the angle of the need for re-thinking about the purpose and the method of education, the invention of ready reference books, about 200 years ago, carries the palm. Their essential quality is their use as "Externalised Memory." (See Sec CE3). We are now living in the age of Directories, Encyclopaedias, and Yearbooks. There are many other structural varieties of reference books. We have many of them in each of many subjects. The following table gives an idea of their variety of forms about 30 years ago (63):

Atlas		81
Bibliographical periodical and abstracting periodical	, .	161
Bibliography of subjects	..	520
Bibliography of persons		188
Bibliography of bibliographies	..	27
Biography (total)		896
Bibliographical dictionary and who's who		^
Concordance		80
Dictionary, general	..	336
Dictionary, special — that is of terms peculiar to special subjects		92
Dictionary (total)		428
Encyclopaedia		164
Formulae		21
Gazetteer		27
Guide		52
Leading cases		18
List		21
Statistics		17
Tables		153
Yearbooks, directories, and calendars		148

The number of such reference books in the world today goes far into four digits. The publishing trade is bringing these reference books up to date from time to time.

7 An Anachronism in School Practice

A school becomes an anachronism if it,

1 Merely brings to the notice of the students the existence of ready reference books;

2 Does not give the students practice — amply living practice — in the use of ready reference books; and

3 Does not induce in its students, the spirit of self-reliance and the desire for self-education.

Recently, however, in several countries, the initiation of the students in the use of ready reference books has been taken up as one of the necessary functions of the school. This new function has transformed the technique of education in unthought-of

ways. The transformation has been brought about with eagerness. For, it has given a new solution to the conflict between the acceleration of the coming in of the facts, ideas, and information and the limited capacity of memory (See Chap CD).

8 India and Externalised Memory

It is not fair to carry on the work at school, as if ready reference books were not invented. Ready reference books should be recognised as Externalised Memory. India should be second to none in the world in harnessing this new invention of Externalised Memory. For, we are the descendants of those famous, for having harnessed ordinary memory to educational purposes to an unparalleled degree.

9 Socialisation of Books

Another consequence of the sequence of inventions, mentioned in the preceding sections, is that it provides newer and newer facilities for the transmission of the community's new facts, information, and experience to everybody. With the production of printed books on all subjects in large numbers and at small cost, books can now be socialised for the free use of everybody. They are being socialised in "Public Libraries". The establishment of public libraries too has had considerable effect in hastening the changes in the technique of education initiated by the invention of ready reference books. School education should accustom students to take advantage of the socialisation of books, throughout their life.

CHAPTER CG

FROM CAMEL THEORY TO NEW EDUCATION

1 Consolidated Postulate 6 About the Function of a School¹

¹ The substance of the five Postulates formulated in Chap CF may be consolidated into the single Postulate: "Educating for a changing world means imparting to the students the basic and current facts, ideas, and information, and habituating them the methods of finding out from books and periodicals other facts, ideas, and information, as and when, getting developed and needed."

2 Camel Theory of Education Ousted out

The Consolidated Postulate 6 will oust out the Camel theory of Education. According to this Theory, Education means imparting to all students of the class, through a one-way talk, all conceivable facts, ideas, and information likely to be required by them at any time in their journey to the end of their life. Many of these will not be within the comprehension of the students. They can only be received and stored in their memory — rote memory. This is similar to the belief about a Camel starting on a long desert journey filling its hump with all the food necessary till the end of the journey. In following this Theory, Education would mean dictation of notes (*See Sec CE8*).

3 New Education: Ushered in

The consolidated Postulate 6 would usher in "New Education." New Education would change the whole outlook on education and its methods. In particular:

1 Students would not be kept passively receptive.

2 No student would be able to be thinking of something else, though apparently listening to the teacher's words

3 Each student would be made the chief actor in the arena.

4 The curiosity of each student would be kindled instead of being smothered by his being thrown into a passive mood de-void of much interest in the words reaching his ears.

5 The enquiring and exploring attitude would be roused up in each student only in the measure of his interest.

6 Teaching the methods of "Finding out" would be half the task of educating.

7 The only way to teach a method would be providing opportunities for applying it.

8 Situations should be created for each student or each small group of students to "Find out" facts, ideas, and information, by themselves from the library.

9 After the rousing of curiosity in the class room the students should be thrown amidst the books in the library.

10 In the library itself the librarian and the teacher should make the necessary plan for helping the students to enjoy their "Work in the library and benefit from it.

11 The librarian and the teacher should:

1 Guide the students to find their way about so as to reach "their books" to the satisfaction of Law 2 of Library Science — Every reader his book — and Law 3 — Every book its reader;

2 Train the students in taking relevant notes from the books; and

3 Teach them to weave these notes into a whole so as to form the fact, idea, or the information, sought.

4 Memory Testing: The Wrong Way of Examination

The "New Education" would bring a change in the objective and in the technique of examination now in vogue. Examination need no longer mean solely "squeezing the sponge of the memory of a student." This makes an ambitious student to over-work his memory to the point of making himself unfit for creative work. Cases of students standing first in the public examination but becoming failures and gloomy misanthropes in later life are many. Surely the educational world can not be so bankrupt as to be unable to invent an examination system free from the tragic results mentioned above.

5 Examination with Books

The aim of examination should be to find out the capacity

of a student to conduct himself successfully in situations in life. In an examination with such an aim questions are not confined to testing those memory — either internal memory or the externalised memory stored in books in a readily available form; on the other hand, testing the capacity of the student to think in his own original way.

In the case of those requiring the use of facts or of formulae printed in books, the students are allowed to look them up in books. I have myself conducted this new type of examination. I have also seen this in common use in some of the countries of Europe. The new examination even admits of assessing the relative capacity of students by bringing in six or seven of them at a time and the examiner and the student engaging themselves in a vigorous discussion in pursuing some proposition falling within the scope of the course of studies taken by the students.

CHAPTER CH

NEW EDUCATION AND LIBRARY SCENE IN ELEMENTARY SCHOOL

1 General Feature

The library of an elementary school adopting New Education will be a live work-shop. The students will be running about. A small group of students will be sitting at a round table engaged in discussion without much noise. The teacher and the librarian being here there and everywhere guiding the students. There will be no regimentation of a static variety with sepulchral silence.

2 The Library Room

The library will be a gay little room, with books arranged in a classified sequence in open book racks. The books on a shelf plank may be in moderate disarray suggesting frequent handling by students. There will be low chairs and tables to suit the students. There will be also puranic pictures, historic portraits, maps of the human land as well as the fairy land, and diagrams of topical interest, all along the walls and/or in special stands.

3 A Typical Library Scene

The 11 o'clock bell goes. The distant pattering of the tiny feet of children reaches the ears of the librarian. He throws down the work on hand and rushes to the entrance with a few bunches of flowers. Gopu, Sanku and Yogu get the bunches. For, their library diaries had been declared to be the best for the month. They are taken into the librarian's enclosure to help him in discharging the books returned by their classmates. They are beaming with satisfaction in getting this privilege.

In two minutes, the class is found spreadout all through the library. Some are browsing at their favourite shelves; some are turning through the pages of their favourite magazines; some are doubled over a set of pictures spread over the table by their leader. A child hurries over the noiseless floor and asks the librarian for the best book on "Railways." Another child wants

pictures of "Bombers and Fighters." A third child wants his little notes to be looked through by the librarian.

4 Story Corner

There are still a restless few not yet settled down. They are collected by the librarian to the "Story corner," the gangway between the western wall and a parallel book-shelf. The story is finished and the children rush to the shelf to find books on that story. All is quiet thereafter.

5 The Class Leaving the Library

The leader strikes the gong. Chairs are replaced. Each child has a book under its arm. They form in line to leave the library. Gopu, Sanku, and Yogu again get into the counter to help the librarian in charging work. There is the march past. The librarian has some funny personal remark to make about each child as it steps out of the wicket gate. They all leave the library in hilarious laughter. They all love to come back next week.

CHAPTER CJ

NEW EDUCATION AND LIBRARY SCENE IN HIGIL SCHOOL

1 General Feature

A suite of rooms. A spacious reading room. Its northern slides forms the stack-room. The room in the east is the students' conference room, with a magic lantern and its equipment. The room in the west is the teachers' study room. The tables and the chairs are higher. Some of the books in the racks are just what we may expect to find in the adult's library. These is the same busy hum and a similar division of duties between the librarian and the student-helpers as in the Elementary School Library.

2 A Typical Library Scene

A forward group is engaged in the conference room to organise for a project. Some students are working on special assignments. Some browse among the shelves on personal quests other than cross-word puzzles! The organizing hand of the librarian is in evidence everywhere. A student is rummaging the file of pamphlets and clippings. A student messenger comes from the Fourth Form for the promised lantern slides or cinema reels on "Sugar Cane" for the use of his class.

3 Library Ethics Gets Fostered

A student in the library rushes to the circulation assistant.

Student.—Three pages of this beautiful book are missing. I want to impeach the unknown vandal at the next group conference!

Librarian.—God bless you for your righteous anger! With efforts like yours, our little community will soon be rid of all such vandals.

4 Special Services by the Library

Now comes the Mathematics teacher.

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4 Special Services by the Library

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Can you lay your hands on a few pictures of mathematicians"? The cabinet of picture index reveals an exhaustive list of the requirement. Immediately the books containing the pictures are sent over to the class room with book marks at appropriate pages.

A group of students in charge of the decoration of the library for the "Dasara" come in to discuss their plan with the librarian.

There is a discipline running through all the bustle of the crowd of students in the library. It is not a forced discipline. It is self-imposed or group-imposed. It is the result of an organised school citizenship. Attendance is optional, but the rooms are always full. Hence, there is need for the scheduling ahead of the conference room. Throughout there is a spirit of helpfulness, sympathy, and give and take. It is truly the heart of the school, stimulating currents go out of it into every corner of the school.

6 Wish

May God hasten the day of minimising, if not eliminating, the harmful inner forces in our adults—*Kama* (Desire), *Krodha* (Anger), *Lobha* (Covetousness), *Moha* (Illusion), *Mada* (Excitement) and *Matsarya* (Envy).

Then they will be in a position to take a selfless and farsighted and social view of things. Thereafter, they will bestow on our new generation the right educational and library opportunities and facilities, worthy of Independent India.



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

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