

LAND OF LIBRARIES

STORY OF A STUDY TOUR OF THE
U. S. A.

By

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With a Foreword by

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PUBLISHER'S NOTE

The Gurudeva Literary Association, Hubli, came into existence in 1943. Gurudeva Rabindranath Tagore's life-stimulating ideals are the objects of aspiration of our Association. Prof. A. Menezes and Shri S. S. Wodeyar are taking keen interest in the progressive activities of our Association. Their timely advice has always been to our benefit. When we took up the publication of Shri Deshpande's book "The Land of Libraries", we naturally approached them for guidance and got it. We thank them for this guidance.

It is really a pleasure and a privilege to publish this learned story of a study tour. Shri Deshpande has generously given us his consent to publish this book. We thank Shri Deshpande for his generosity. We also thank Shri S. G. Mysoremath for having co-operated with us in all this work.

We thank the proprietor of Ravindra Press, Dharwar, for the beautiful printing of this book.

R. P. Narendramath

Chairman

M. B. Budihalmath

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The Gurudeva Literary Association, Hubli

18-3-1958

ACKNOWLEDGEMENT

For the compilation of this story, I have depended on the notes that I took of the lectures during the Orientation Programme at the University of Illinois and on those that I took during my stay in Boulder and in the course of my tour in the States.

I have also referred to the following publications and my thanks are due to their authors.

1. Handbooks and Annual Reports of the different Libraries referred to in the body of the story
2. Wilson and Tauber: 'The University Library'.
3. U. S. I. S. - 'Facts about the United States, 1956'.
4. "American People's Encyclopaedia".
5. "Encyclopaedia Americana".
6. Lionel R. McColvin: "Chance to Read."
7. "Libraries in India, 1951" Govt. of India, & similar other publications.

I must also thank Miss Beatrice Holt, Cultural Affairs Officer, India-U.S.A. Wheat Loan Educational Exchange Programme, New Delhi, for the two pictures of the Bookmobiles.

—K. S. D.

INTRODUCTION

Some time in September last, I spoke on my visit to the United States and the Continent at a public function, when some of my friends, notably Shri S. S. Wodeyar, suggested that I develop the material presented in the talk into a booklet. What follows is the result of my attempt to put into book form the material of this talk as well as of other talks given before different local audiences. I have also drawn upon the report that I made to the University immediately on my return from the States.

Friends and well-wishers who were kind enough to go through the original draft encouraged me by their appreciation and suggestions. Their names are legion. A few, however, stand out prominently.

My special thanks are due to Principal G. S. Paramasivayya, Chairman of the University Library Committee, who encouraged me not only in this effort but in all my endeavours since I took over as University Librarian.

Prof. A. Menezes, Professor and Head of the University Department of English, under whom I had the good fortune of studying, has placed me under a deep debt of gratitude by going through the final draft.

My greatest debt is due to our popular and distinguished Vice-Chancellor, Wrangler D. C. Pavate, M.A. (Cantab.), but for whose strong recommendation my visit to the Land of Libraries would have been impossible and who, notwithstanding the pressure of work, has graced this booklet with a Foreword.

My thanks are also due to the Gurudeva Literary Association, Hubli, for volunteering to publish the book, and to Shri S. G. Mysoremath, one of the editors of the Association, for help of all sorts.

Lastly, I must thank the Proprietor of the Ravindra Press for the neat printing, and M/s Srinivasa & Co., for the blocks.

25-3-1958
University Library,
DHARWAR

—K. S. D.

FOREWORD

It is one of the most promising signs of the times we live in that the nations of the world are opening out to one another at many levels. True, suspicion and distrust still linger in some quarters. Ideological fanaticism perpetuates cold war and puts an enormous strain not only upon the nations concerned but upon the world at large. Nevertheless, the general desire to give and take, to exchange the instruments of knowledge and civilization, is as genuine as it is indisputable. Never have such large numbers of men and women moved so fast and to better purpose as during the last decade or so. Delegations of all kinds have travelled from one country to another. Conferences on a continental or world basis have met and debated issues of the widest possible significance. Observers and adjudicators have been mutually accepted by most parties. Neutral nations would seem to have an increasing part to play at each crisis in international affairs. Colonialism is discredited if not yet fully disintegrated; and the White Man's Burden is fast slipping from once superior shoulders. There is, or seems to be, everywhere a will to peace and a will to freedom.

It is here that the Library has an inestimable role to play; and it is significant that the author of this book saw a great democracy also as a land of libraries. His visit to the U. S. A., and the United Kingdom was itself one example out of many of this all-round urge to know and share the best of what each country has to show—and give—in the sphere of culture and technical knowledge; and—as far as one can judge from this volume—he has used his rare opportunity to excellent purpose; and I am sure the widened knowledge and practical experience he has gathered in foreign countries will be of advantage, not only to the Library over which he presides, but, through such publications as the present, to the entire Library Movement in our country.

For the Library Movement is one sure measure of the progress of democracy in a country. The Library is one of the most potent tools of freedom; for true freedom is freedom through knowledge. Democracy will remain a political myth or a constitutional formula until the sovereign electorate is a body of truly responsible men and women. Democracy demands that, while a minority may provide the leadership and the technical skill, the large majority possess that minimum measure of enlightenment which can be ensured by a general education; and, of course, that a perfect equality of opportunity be provided to every member of the community

to win a place in the leadership and technical personnel.

The success of democracy, then, would depend upon the widest possible diffusion of knowledge and the largest possible use of that knowledge for the formation of a social conscience. Education obviously takes pride of place among the formal and systematised organs for the diffusion of knowledge; while one of the most powerful and progressive instruments of a sound system of education is the Library.

The teacher was once, for various historical reasons, the hub of the educational system; in our country, he still is. But the accent is steadily shifting from the teacher to the Library. It is one of the more distressing aspects of education in our country that our teachers, who should be—at least at the higher levels—stimulators and guides, are expected to carry their pupils in their arms and spoon-feed them in and out of season. This must undermine all self-reliance and cut at the roots of all initiative on the part of students; for a time must come when the students must cut the strings that tie them to their teachers' aprons and begin to stand and walk on their own legs. It is essential, therefore, even urgent, that our education should be increasingly library-centred rather than teacher-centred; and it follows that our libraries should be so developed and fitted and administered as to serve in the highest possible measure the

known and felt as well as the not yet felt wants of students at all levels of education.

But the library has an equally grave responsibility to discharge towards the common citizen. In an ideal democratic state, the library will have a two-way function: to bring books to the people; and to bring the people to books; so that whatever of old and new is to be found between two covers will have the greatest possible chance of circulating in the community and help make each of its members into a perfect citizen through the development of an all-round individuality; building into a single harmonious pattern a sense of private and public duty, of social responsibility and personal integrity.

In our endeavours to attain this goal, it behoves us to seek inspiration both in the achievement of other countries and in our own traditions. The author of this book has, therefore, done wisely in referring in his report on his foreign tour to the library movement in our country. This will certainly add to the usefulness of a commendable publication which is breaking new ground in this sphere, and bring credit to its author and to the University which he serves so well.

Karnatak University,
Dharwar, 25th February, 1958 }

D. C. Pavate
Vice-Chancellor

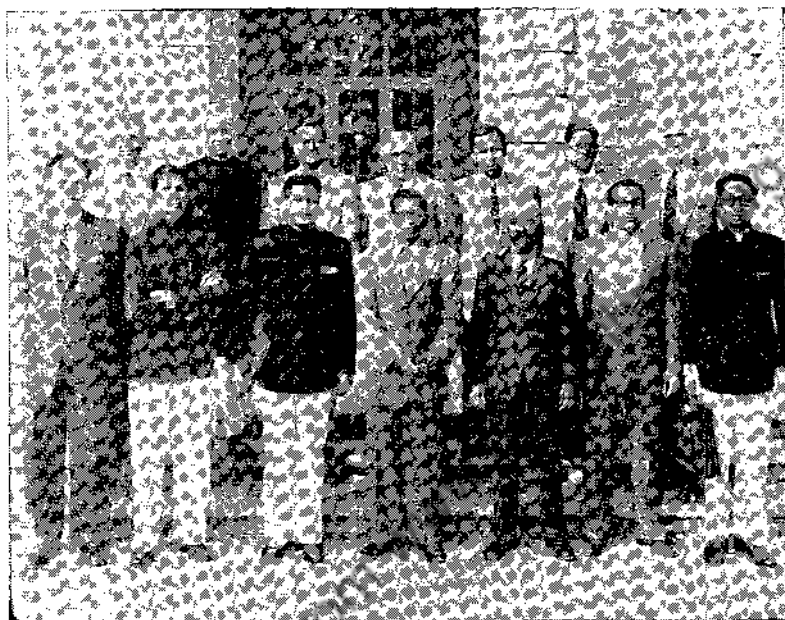
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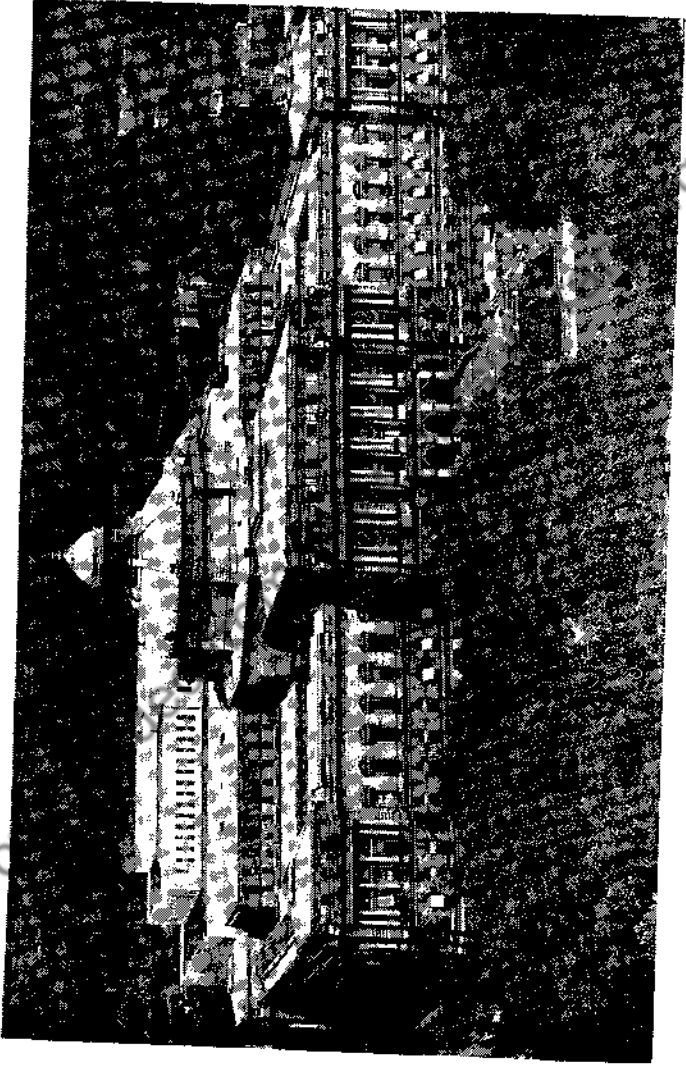
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6. Village children and a Bookmobile.
7. Main Reading-room, Library of Congress.
8. Bodleian Library, Oxford, (England).

The Eleven-man Team
with the Directors of the Orientation Programme.



Front Row (From left to right) : (1) Dr. Leslie Dunlap, Associate Director, University of Illinois Library (2) Mr. B. Anderson, (Bombay) (3) Mr. K. S. Hingwe, (Poona) (4) Mr. B. Sen Gupta (Calcutta) (5) Mr. Tara Singh, (Lucknow) (6) Mr. A. K. Mukherji, (Kharagpur) (7) Mr. K. S. Deshpande, (Karnatak)

Back Row (From left to right) : (1) Mr. Robert Delzell, University of Illinois Library (2) Mr. B. K. Trivedi, (Allahabad) (3) Mr. P. K. Banerjea, (Agra) (4) J. M. Kanitkar, (Delhi) *Leader* (5) Mr. M. Yazdani, (Hyderabad Dn.) (6) Mr. B. L. Pathak, (Saugor) (7) Mr. Robert B. Downs, Director, University of Illinois Library.



Library of Congress, Washington, D. C.

I. THE TOUR PROGRAMME

A DREAM
COME TRUE

EVER since I took to the study of Library Science, it had been my dream to see the Libraries at work in the United States, for the States are the cradle of the Library Movement, as they are of many another mighty and progressive movement essential for the working of an enlightened democracy. Believing as I do that the colossal democratic experiment in India has a very great future, and that, for the success of this experiment, an enlightened electorate is an essential pre-requisite, I have always held that the potentialities of a Library Movement in India are indeed tremendous. This movement must seek inspiration from many foreign lands, especially from America, where the Library Movement has been a phenomenal success. So, when I was selected to the

11 man team* by the Government of India, on the recommendation of the Karnatak University, to undertake a study tour of the States, it was to me something more than a long coveted tour. It was a dream come true, a pilgrimage to the land of libraries. It was in this spirit that I greeted this opportunity which came my way in September 1956 through the working of many a benevolent force.

**THE STUDY
TOUR**

The study tour had been sponsored under the India-U. S. A. Wheat Loan Educational Exchange Programme. The tour was spread over five months and all the expenses were borne by the Government of the United States. The terms of the scholarship included first class air travel from the home town to our destination in the States and back, a daily maintenance allowance of \$ 8.00, an extra daily allowance of \$ 4.00 on travel, a block grant of a little over \$ 350.00 for touring in the States, and lastly, another

* The other ten men who constituted the 11 man team were: Sits. (1) J. M. Kanitkar, Indian Institute of Public Administration, New Delhi, *Leader*; (2) B. L. Pathak, Saugor University; (3) B. K. Trivedi, Allahabad University; (4) Tara Singh, Lucknow University; (5) M. Yazdani, Osmania University; (6) K. S. Hingwe, Poona University; (7) P. K. Banerjea, Agra University; (8) Bernard Anderson, Bombay University; (9) B. Sen Gupta, National Library; and (10) A. K. Mukerji, Indian Institute of Technology, Kharagpur.

sum of \$ 100.00 for the purchase of professional literature for personal use. The period of our stay in the States was fixed as from 1st October, 1956 to 28th February, 1957 both days inclusive. But prior to our departure from India, the Ministry of Education, in cooperation with the Director of the Wheat Loan Programme, called a conference at New Delhi of all the eleven of us and the group of Librarians who had been to the States under the same programme in 1955.

WE MET AT
NEW DELHI

This "initiation and preparatory conference", as it may be called, was spread over three days from 27th September, 1956 to 29th September, 1956, during which we were given the opportunity of listening to some very learned and thought-provoking lectures about "Libraries in India and their future", by eminent men like Shri K. G. Saiyidain, Secretary to the Government of India, Ministry of Education, Dr. V. K. R. V. Rao, Director,* Delhi School of Economics, Shri Samuel Mathai, Member-Secretary, University Grants Commission, Dr. E. M. Woodman, Director, Wheat Loan Educational Exchange Programme, and Shri B. S. Kesavan, Librarian, National Library and President, Indian Library Association. We also had discussions on Library problems with our

* Now the Vice-Chancellor of Delhi University.

colleagues who attended the Conference. The discussions were made possible by the breaking up of the Conference into several groups and by each group volunteering to make a detailed study of a particular aspect of librarianship and then framing its recommendations in the matter. These discussions, and the recommendations which were framed by each group at the end, were instructive and gave us an inkling into the nature of things we would see and study in the U. S. A. The Conference ended with a joint meeting of these special groups, where the recommendations put forth by all these groups were again discussed and finally submitted to the Government of India.

ARRIVAL IN
THE STATES
AND THE
ORIENTATION
COURSE

We left India by air on 29th September, 1956, reaching Champaign-Urbana, the home of the University of Illinois (one of the bigger and more famous Universities in the States) on 1st October, 1956. From the very next day of our arrival in Urbana, a thoughtfully and carefully planned 'Orientation Programme' started, in the course of which we listened in the mornings to lectures on every aspect of American life, while in the afternoon we attended lectures on every aspect of American Librarianship. Eminent teachers of the University and other notable experts from different

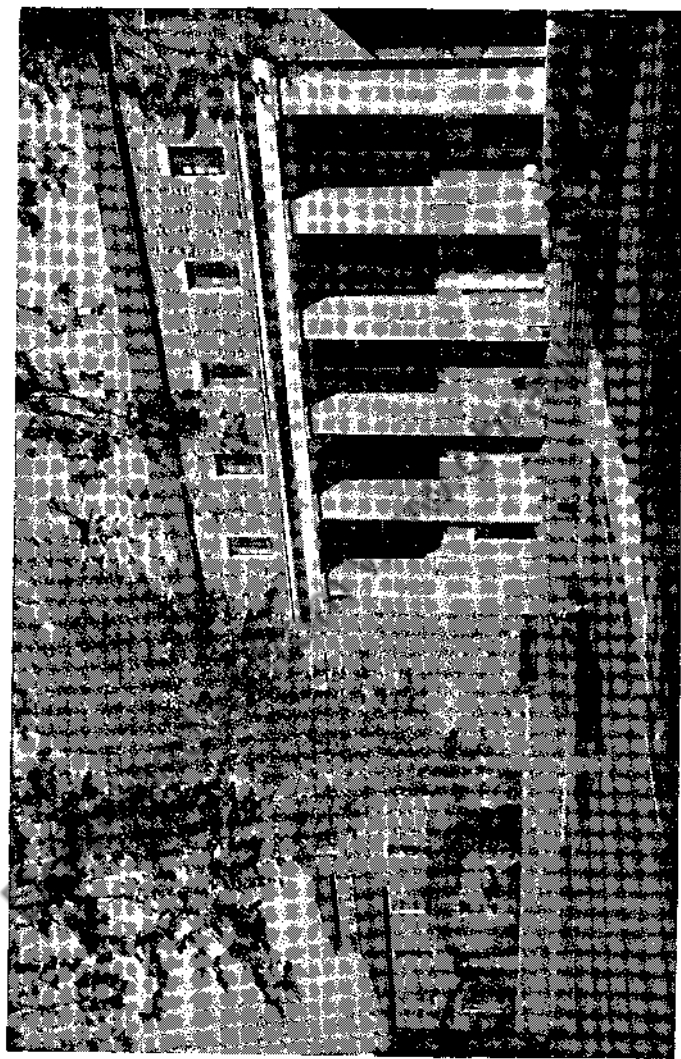
parts of the State had been invited to deliver these lectures. The programme included visits to places of scenic, historic and Library importance in the neighbourhood of Urbana and attendance at many cultural programmes. Thus we were able to visit the beautiful Robert Allerton Park, donated by Robert Allerton to the University of Illinois; New Salem, where Abraham Lincoln spent his youth; Springfield, the capital of the State of Illinois, where Lincoln lived and practised law, from where he was elected to the Presidency and where he was finally laid to rest; Peoria, another beautiful city in Illinois, where we attended for three days the Illinois State Library Association Conference; and lastly, the gusty Chicago, the third largest city in U. S., where among other institutions, we visited the American Library Association Head Office and the Offices of the World-book Encyclopaedia.

On the entertainment side, we witnessed a football game, a drama staged by University students, an ice show, etc. Incidentally I had an opportunity, during my stay at Urbana, of visiting the P. E. O. Women's Club and speaking to them on Women's Movements in our country.

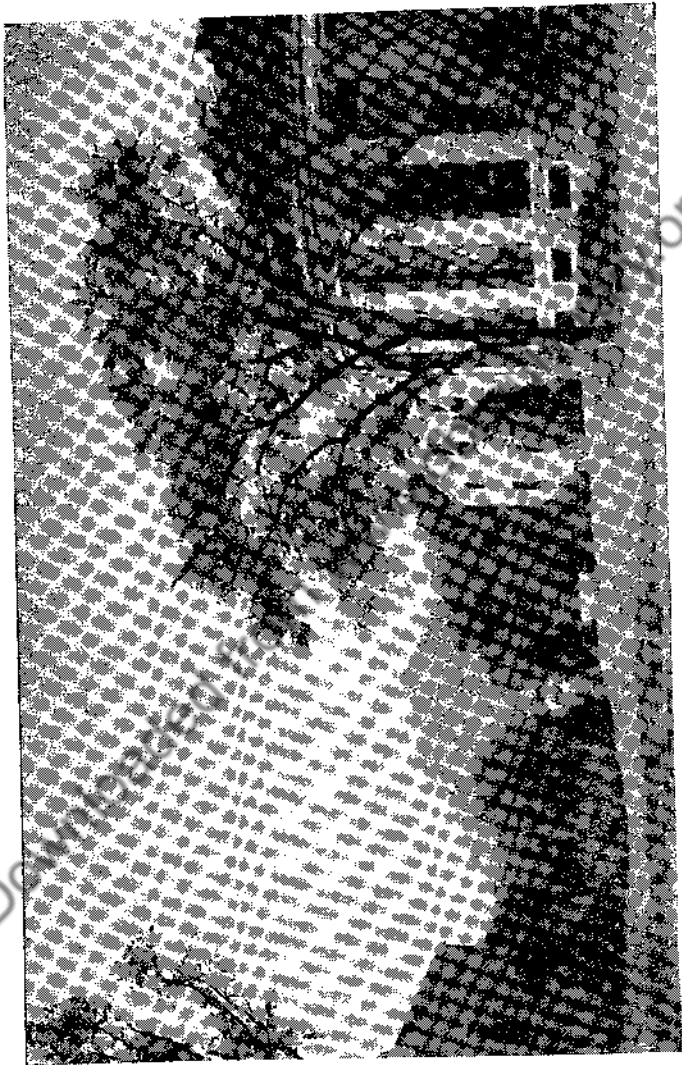
The month's Orientation Programme had been planned very meticulously and the organizers were so kind and friendly that at the end of the month, when the time came for us to leave Urbana, each of us felt a lump rise in his throat.

THE HIT AND RUN TRAVEL The most interesting part of the entire programme was the travel throughout the States from 31st January, 1957 to 24th February, 1957, in the course of which I rushed from coast to coast, visiting over a dozen American cities and over a score or so of important Libraries. The travel also enabled me to see the varied landscape of the U. S., and to meet many friendly Americans. A list of Libraries which I visited on this tour is appended. Among the many institutions which I visited may be mentioned the McGraw-Hill Publishing Co., the Carnegie Foundation Office, the Asia Foundation, which is engaged in collecting second-hand books from American teachers and students and copies of text and other books that may be lying idle with the publishers and then distributing them among the Libraries of the underdeveloped countries of Asia and the Far East, the United Nations Headquarters, etc. My visits to these were highly enlightening.

THE EVALUATION SESSION Telescoping all these items, came the final Evaluation at sweet Princeton, in New Jersey. Here we met the officers of the State Department, the members of the International Relations Committee of the American Library Association, and the Directors of the Orientation Programme, and had a heart-to-heart discussion with them about the



Front view of the University of Colorado Library.
(Nortlin Library)



Back view of the Norlin Library.

merits and drawbacks of the entire programme. The programme ended with the presentation to each member of the eleven-man Indian team, of an "Honorary Diploma"—a pleasant memento of our visit to the States—by the American Library Association.

THE LAND
AND THE
PEOPLE OF
AMERICA

After this brief outline of the tour programme, I must say something about the land and the people of the U. S. A. This is an age of statistics; let me too cite some facts and figures pertaining to the U. S. A. The U. S., are three times the size of our country. But the population of the U. S., is only about 17 crores. This 'New World' which was just a wild, wild land with practically no human habitation about 400 years ago, is to-day perhaps the richest and the most progressive country in the world. In this 'New World' everything is new—the straight roads, the tall and stately buildings, the plotted fields, the tiny and tidy houses, the large factories. Nay, even the people who inhabit this 'fairy land' are new. As we flew from New York to Chicago over the mainland of the U. S., on the morning of 1st October, 1956, we could see from the window of our air-craft down below the very model of an architect. Everything was pieced, plotted and planned.

An average American home has almost all the amenities that wealth can possibly buy, viz., electricity, hot and cold running water, central heating, telephone, radio and television. Besides, the houses are decently, comfortably and often luxuriously furnished. There is almost no family which does not own a car. As a matter of fact, some families own more than one car. Employers and employees, parents and children, husbands and wives, teachers and the taught—everybody seems to be racing in these 20th century streamlined 'chariots'. While at Urbana for our orientation programme, we often had to trudge the distance between our hotel and the University, and the fact that we were the only pedestrians using those smooth American roads was again and again impressed on our minds. While at Los Angeles during February, I was told that in that city—oozing with prosperity, there were more cars than men. What wonder then if America is called the Land of Cars?

The average American lives well and also eats well. A vegetarian-cum-teetotaler visiting the U. S., can pull on very well; for the States are literally a "land of honey and milk". Fresh fruit and fruit preparations, milk and its products, vegetables, wheat-bread, rice etc., are available in plenty.

A week before we bade farewell to this Land of Liberty, Industry and Plenty, we read an illustrated

news item. The news said that in that part of the country the milk yield had gone up beyond expectations during that week and the milkmen were at a loss to know what to do with the excess produce. They had, therefore, been compelled to offer the excess produce to Mother Earth. The illustration appearing above the news item showed a couple of milkmen emptying their milk cans into a road side receptacle.

I may remark in passing that, in the course of my subsequent Continental tour, I never tasted such wheat-bread, fruits and vegetables.

The people in the States—men, women and children impressed me as an industrious, informal and kind lot. Our ideals of "*Yogah karmasu kausalam*" and "*Kayakave Kailasa*" are actually being lived by the Americans. Work is Worship for them, and it gladdened my soul to find no distinction being made between work of one kind and another. Every job was as important and as dignified as any other.

To quote an instance. I was visiting Salt Lake City, the capital of the State of Utah, in the company of three friends. It was a Sunday; but we had earlier written to the Librarian of the University of Utah that we would be calling on him that day early in the afternoon. Accordingly, we went to the library in a cab at about 2-00 p. m. The previous day, Salt Lake

City had been hit by a snow-storm and the entire landscape was covered with knee-deep snow. As we entered the portals of the Library, we found a very well-dressed and handsome man shovelling off the snow that had collected in the passage. We went in and inquired of the Librarian. We were told by the Student Assistant on duty that the Librarian was out of town and that the Associate Librarian had come to the Library to meet us. The Student Assistant requested us to wait in the Librarian's room and went forthwith to apprise the Associate Librarian of our arrival. A few minutes later he was shaking hands with us. It was the very man who had been shovelling off the snow at the entrance!

I said the Americans are a warm and hospitable people. I should like to cite one among many incidents which has left a deep and indelible impression on me. During my three months' stay at Boulder, I was putting up with an elderly landlady who was working as a teacher in a local High School. One busy morning I was preparing to go to the Library. As I put on my socks I felt there was something wrong about them. But being in a hurry I did not see what exactly was the trouble. When late in the evening I returned home, pulled out my socks and examined them closely, I found that both of them, which had been showing signs of wear and tear, and

which I had hung up for drying in the bath-room had been neatly darned. Evidently the landlady had darned them. I could recount many such anecdotes. Suffice it to say that, wherever I went in the States, I was received with the utmost cordiality, warmth and affection.

A WORD
ABOUT THE
PROGRAMME

Judged by any standard, the programme was a great success. It was evident that much hard work and thought had gone into its planning and execution. I only wish I had been taken to the States in spring and summer, for, I am told, springtime in the Rockies is wonderful and I happened to spend 3 months in the Rockies but during a very severe winter surrounded by literally snow-capped mountains. (Of course, I did enjoy the pretty snow, which I saw for the first time in my life on 1st November, 1956 when I detrained at Denver from Chicago on my way to Boulder). I also wish I had more time at my disposal during the travel part of the programme, so that I could have lingered a little longer in cities like San Francisco, Los Angeles, Washington, New York, Boston, Cambridge and others, studying a little more closely the working of the Library of Congress, the University of Southern California Library at Los Angeles, etc.

My tour of the U.S.A., was at once a pilgrimage and a holiday. I went full of curiosity, eager to see things and to learn, an utter stranger in a new land. I returned home after seeing many new things and imbibing many new ideas. I am no longer a stranger to the U. S., and to the Americans, but one who has left behind a host of friends across the seas. I shall always treasure the memory of my American tour. Whatever else may fade from the mind with the passage of time, one thing will ever remain fresh and green. I could never forget the friends who lavished their affection, generosity and kindness upon me during my sojourn in the States and from whom I parted with regret.

We are an ancient people with a rich spiritual and cultural heritage. Only material prosperity is still eluding us. The Americans are a young nation who have made tremendous advances in the direction of material prosperity but are still seeking the wisdom of the ages. A harmonious blending of these two mighty forces would go a long way in transforming this war-torn world into a paradise and towards this end Indians and Americans could work in fruitful co-operation.

II. THE LAND OF LIBRARIES

AMERICA is a land of libraries, I said at the beginning of this story. I will, in the course of the next few pages, attempt to substantiate this statement by recollecting the impressions I have formed of the Library Movement, the set up and the working of the University Libraries in the United States.

LIBRARY: For an average American, the Library
A GREAT is not a luxury but an essential amenity.
NECESSITY.

It is the heart of every community in the United States. It is as indispensable as is a Public School or a Public Hospital. That explains why Americans pay liberally and willingly towards the maintenance and development of the Library Institute. For they sincerely believe that, for the

successful working of Democracy, the Library is one of the most potent instruments.

LIBRARY MOVEMENT A RETROSPECT To understand the very important role that Libraries play in the United States, one will have to acquaint however, cursorily with the history of the Library movement.

The history of Libraries in the States can be traced to the early private collections and to the early College and University Libraries. As early as 1638, the Rev. Harvard donated 329 volumes and a half of his earnings to the Harvard College. These 329 volumes became the nucleus of the Harvard College Library. The 18th century, however, saw the coming into being of Subscription Libraries. The Library of the Company of Philadelphia, organized by Benjamin Franklin in 1731, was the first of this kind. With the dawn of the 19th century, Mercantile Libraries came into vogue, the Mercantile Library Association, started at Boston in 1820, being the first in this category.

The first Public Libraries in the U. S., may be supposed to be those attached to the Presbyterian Churches, which in the beginning stocked only religious material. Later, however, the secular atmosphere seeped in, and other books also found their way into those Libraries. The latter part of the 19th

century, however, saw the birth of the Public Library in its present-day sense. Josiah Quincy, the then Mayor of Boston, was the first to found a Public Library. He appealed to his colleagues in the Municipal Council to support him in his plea to the State Legislature that the Municipality be allowed to levy a special tax for the purpose of founding and running a Public Library in Boston. Mr. Quincy's perseverance met with success. The example set by him was copied by the other cities in Massachusetts and, by 1851, a 'Library Tax' was being levied by law in the whole State of Massachusetts.

From now on, the Library movement began to make very rapid strides. The formation of the American Library Association in 1876, the munificent donations from philanthropists like Andrew Carnegie* and others, and the entrance into the Library field of eminent and dynamic men, above all the keen and active interest and sympathy evinced by top lights like Jefferson, Franklin, Lincoln and others, all these factors gave a big impetus to the movement. People even came to believe that the surest and swiftest way of achieving immortality was to found, or own, a good Library.

* It is said that Andrew Carnegie donated, between 1898 and 1917, over 41 million dollars for the founding of 1,679 Libraries!

In 1898 the Washington County in Madison, not content with serving the townfolk, began using a 'Book Mobile' with a view to reaching the rural folk. Children and youngsters also received due attention at these early Public Libraries. The first Public Library to have a separate section for children was the Pawtucket Library, Rhode Island, in 1877.

AND NOW To-day, there are in the U. S., nearly 10,000 Public Libraries. Worked out in terms of population, there is, for every 17,000 persons, one Public Library. Also, the Library service that the U. S., Government provides its armed forces is indeed noteworthy. Over a thousand trained librarians cater to the needs of a vast American army.

Libraries in the U. S., aim at providing both recreational and informative material to their readers. Besides, they aim at encouraging research work. Books are for use, and they must be made available in the shortest possible time to every one who enters the Library asking for them, no matter at what cost,—these are the mottos which lurk behind the organization and administration of Libraries in the States. Entering one of these bigger American Libraries, a lover of books, an admirer of learning and scholarship, a man 'who follows knowledge like a sinking star', cannot help feeling that he is walking

into a 'Temple of the Goddess of Learning', into Divine Light as it were. The comforts, and the facilities that a Library offers its clientele are really amazing. The Denver Public Library may be cited as a very good instance. Its new building, which is hailed as the best in the Western part of the U. S., "has sweeping expanses of glass which offer inviting vistas of the lobby, tempting the passer-by to step in and browse". The Regional, County, Branch and Extension Services that the Public Library system of the U. S., provides are worthy of emulation.

THE WELD
COUNTY
LIBRARY

I will digress a bit here and say a word or two about the Weld County Library at Greeley which I visited in November 1956. This Library serves an area of 4,033 sq. miles with the help of two beautiful Book Mobiles. Every four weeks, these mobiles visit 27 High Schools, 75 Elementary Schools, 6 Town Public Libraries and 5 Adult collections. In addition to distributing books, the Library distributes films, film strips and slides to these schools and centres. With a view to encouraging reading among youngsters, the Library awards certificates to those who have completed the reading of a number of prescribed books within a particular period. I rode on one of the mobiles into the interior. The mobile visited Smith, Observatory and Pierce. The first two mentioned

hamlets had just over half a dozen houses each and there were in the schools at both these places a dozen children or so. But, even so, the mobiles made these costly weekly trips, only to reach to the eager children and their parents the books they thirsted for. For was it not said, "That to starve men's minds is worse than to starve their bodies? The sight of the village children making a raid, as it were, on the 'mobile' as soon as it entered a tiny village, and then greedily poring over the books in the mobile, was a thrilling experience.

SCHOOL LIBRARIES Before I pass on to say a word or two about the Library of Congress, I feel I should make a brief reference to School Libraries, which have had a phenomenal growth during the present century and which have actually become Public Libraries for the young. On 3rd December, 1956, I paid a visit late in the afternoon to the South Denver High School, at Denver. At the time I was in the Library, a Class Teacher, an Englishman, who had come to the States on a scholarship, had brought his class and was explaining the set-up and importance of the Library and commending to the notice of the students some classics in English. The Librarian told me that of the nearly 2,700 students in the school, over 1,500 students attended every day

at least one of the many reading rooms in the School. The Central Library had a collection of 20,000 volumes in addition to the class-room libraries. The Library Staff was assisted every day by four members of the teaching staff, who volunteered their services. Though access to the book-shelves was open, a good deal of explanation regarding how to use Library material had to be given to the students. The annual book fund hovered in the neighbourhood of \$ 5,000. I was also told that, though damage to books was negligible, the loss of books was about 300 a year.

Towards the end of my stay in Boulder, my kindly landlady took me to her school. The book-collection in the Library was impressive. I was especially attracted by the children's literature. All the books were very well made, very beautifully printed, profusely illustrated, and all of them contained either good stories or other good reading material.

THE LIBRARY OF CONGRESS At the apex of the Library system, if I may put it that way, is the Library of Congress of the United States, which is probably the largest Library in the world. It was brought into being by an Act of Congress on April 24, 1800. Originally meant to serve the members of the Congress and the Officers of the Government, its

services to-day extend not only to all the residents of the U. S., but also to the people living in the remotest corners of the globe. The Library occupies two buildings which together cover nearly 14 acres of ground, contain 36 acres of floor space and 250 miles in steel shelving for books. There are in the Library of Congress, to-day, more than 35 million books, pamphlets, periodical files, manuscripts, gramophone records, microfilms, etc. Among the 2 lakhs and odd titles in the Rare Book Division, there are nearly 5,400 titles published before 1501. Over 2,300 Librarians and specialists in different subjects man the Library. The 1956 budget of the Library showed a provision of \$ 14,845,187.

The Library's "Braille Books" and "Talking Books" service for the blind throughout the nation is indeed unique. In 1955 more than one million such volumes were distributed to over 55,000 blind readers in the States.

In addition to all these libraries, there are 4,200 University, College, Research, Government, Endowed and other Libraries. Even so, a recent survey made by the American Library Association revealed that nearly 70 million Americans have either insufficient or no Library facilities.

In all this varied and rapid spread of the Library movement in the United States, the part played by the American Library Association can hardly be over-estimated. Ushered into being in October 1876, the Association has, over the years, been attempting to improve the Library services not only in the U. S. A., but also in the other parts of the world. (It is significant to note here that in that year there were in the U.S., only 257 Public Libraries and of these 144 were in the State of Massachusetts only). It has also been persevering to push up the standards of the profession through better professional education. It again has been endeavouring to ensure better working conditions and handsome salaries for the Librarians. Development of professional literature, coordination of Library resources for research and co-operation in national and international programmes etc., form the other major activities of the Association. The Association has to-day a membership exceeding 20,000 and these members hail not only from within the States but also from 50 or more foreign countries. Over 700 Librarians work voluntarily on the various Committees and Boards appointed by the Association. It would not be far from the truth to say that the American Library Association is perhaps the oldest and biggest of such organizations in the world to-day.

Besides the American Library Association, there are Regional and State Library Associations, and these Associations are also endeavouring to carry the torch of knowledge to the very doors of the Common Man.

SOME MORE STATISTICS Libraries in the United States spend more on their staff than on their books. The University of Colorado, which does not belong to the category of richer Universities in the States, spent on its Library a sum of \$ 3,07,833 during 1955-56. Of this, \$ 1,82,412 was spent on staff and \$ 1,07,771 on books and binding. The ratio of expenditure on staff and books works out on an average at 2:1. Libraries spend on books per annum per reader from a meagre sum of \$ 4 to a high figure of \$ 196 (as does the University of Harvard). The University of Illinois spent \$ 69 on books per student during 1955-56. It is claimed that 90 per cent of the people in the U.S. read newspapers, 2/3 read magazines, 25 per cent read a book a month and 50 per cent claim to have read a book in a year. It is also claimed that 1/4 of the adults are registered borrowers of books in the Public Library system.

Now a word about the loss of books and other Library materials in the States. At the Bradley University Library at Normal, which we visited in

the last week of October, the Director of Libraries told us that, within a span of six years, the Library had lost about 3,000 titles. At the Denver Public Library which I visited during Christmas, the average loss of books was about 1,300 volumes a year.

The percentage of literacy in the U.S., is nearly a hundred. Education is compulsory, and every American child has to be in School from the age of 6 to the age of 16. It is estimated that nearly 50 per cent of high school students enter college every year. Even with this high percentage of literacy, the use made of Public and other Libraries is not so impressive as one would imagine it to be. The reason is not far to seek. The growth in the number of popular and picturesque magazines, the coming into vogue of cheap pocket editions* and, above all, the craze for Television, all these factors explain the relatively small use made of available Library facilities.

LIBRARY OF TO-MORROW Having said so much about the libraries in the past and the present, I am tempted to hazard some remarks about the libraries of to-morrow in the U. S. The age we are living

* It may be noted here that the annual sales of low-priced (25 cents) paper backs have passed the 250,000,000 mark.

in is one of tremendous scientific inventions and technological advancement which affect the set-up and working of libraries. The radio, television and the movies have had their effect on the reading habits of the people in the States. Nevertheless, one may reasonably hope that these and the microfilms and microcards will never replace the book as we know it to-day, nor radically alter our present conception of the library.

Even so, libraries in the U. S., are bound to make greater use of these inventions in the future. This would result in Library buildings having a number of large and small auditoriums and listening rooms. For then, instead of reading a novel, one could take a movie version of the same into one of the smaller auditoriums. Or, a reader desirous of reading a particular speech, for example, one of President Eisenhower, might, instead of reading it from a book, either listen to a record of it, or at once see and hear its movie version. Perhaps, he need not even have to go to the Library at all. He or she may simply have to ring up and request a member of the Library staff to play either a recorded version of the speech on the radio or show its filmed version on the T. V., specially for him or her at a nominal charge. These are only some of the immediate probabilities and who knows what the remote future has in store for us?

With this as a background, I will now deal in some detail with the set-up and working of the University Libraries in the States.

Downloaded from www.dbraulibrary.org.in

III. THE UNIVERSITY LIBRARY

I was delighted beyond measure to find in the States "that the Library was the keystone of the University arch". It was the hub and centre of all activity on the University campus. Its building was the busiest and the most outstanding on the campus. To teachers and taught the Library was more than a Library; it was a laboratory, a workshop, where they could think, read, discuss and work out their problems.

Besides attempting to conserve and disseminate existing knowledge through its teaching, publication and extension programmes, the University in the U.S., aims at encouraging research work and backing up efforts at pushing the limits of knowledge to ever widening horizons. In this, as well as in the other efforts of the University at producing full

personalities by giving adequate training to the youngsters in the different disciplines, the Library plays a big role. In addition to helping the teachers and the students of the University and their other clientele to win their ambitions with distinction, Libraries in the U. S., also endeavour to help them win a life time of good reading.

**LIBRARIAN
OR
DIRECTOR
OF LIBRARIES** It is but natural, therefore, that the Librarian, or the Director of Libraries as he is usually called, should occupy an important position in the social and academic life of the University. As the Officer charged with the administration of the Library, he maintains contacts with the President (Vice-Chancellor), the Board of Trustees (Syndicate), other University Bodies, University Departments and Colleges. He sits on the Senate and is a member of the Academic Council. He is usually nominated by the President in consultation with the Faculty Deans. (At the University of Colorado Library, where I worked for 3 months, the Director of the Libraries had acted as the Vice-President of the University for some time in the leave absence of the regular incumbent of the post, which is usually held by the Senior Dean. The Librarian's name was even being mentioned as a prospective President of the University. At the University of Colifornia, the

Librarian is also the Vice-Chancellor of the University).

A Library Committee, or a Library Board, consisting of members of the Faculty and Board of Trustees and appointed by the President, advises the Librarian in regard to the educational programmes of the University, in the allocation of book funds etc.

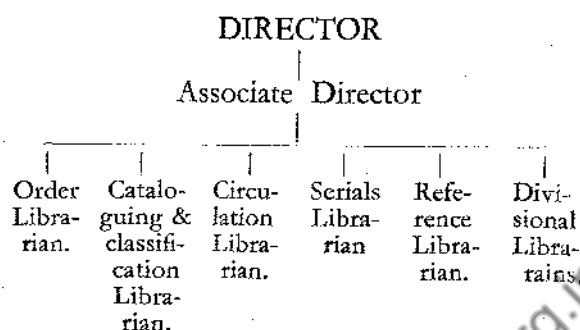
ADMINISTRATION To record very briefly my impressions of the internal administration of the Library I may say that each Department in the Library is a self-contained unit. The Head of the Department is responsible for all the work to be done in his Department and he, in his turn, is responsible to the Librarian. The Librarian holds daily or weekly or fortnightly meetings with the Divisional Heads and discusses problems pertaining to their respective Departments. (At the University of Colorado, the Librarian used to hold such meetings every week. I enjoyed attending these meetings in which ideas were exchanged very freely, and problems were discussed in a frank and forthright manner in an atmosphere of friendship and co-operation). Heads of the Departments are authorised to carry on direct correspondence. I did not find any outward or inward registers being maintained by any Department in the Library.

Every query was promptly and suitably attended to, which is probably why inward or outward registers are considered superfluous.

In addition to the Librarian (or Director of Libraries) every Library has an Assistant Librarian (or Associate Director), a Catalogue Librarian, a Serials Librarian, a Documents Librarian, a Reference Librarian and a number of divisional Librarians. A complement of professional and non-professional men and women work under the guidance of these Librarians. (It may be pertinent to add here that in the U. S., the Library profession is dominated by the members of the fair sex).

The Librarian usually enunciates the administrative policies and frames the rules and regulations regarding the use of the Library, makes recommendations to the President on all matters pertaining to the Library, including the appointment, status, promotion, etc., of staff members; guides the development of the collection of books in the Library etc. The Assistant Librarian usually supervises the work of the Library Staff, assists the Librarian in the compilation of the budget, the annual report, etc. He also acts as a link between the Librarian and the Divisional Heads.

The structure of the Library set-up is generally like this :



In the bigger Universities, like Illinois, there are three or more Associate Directors, who look after the Library School, the Technical Departments (Acquisition, Cataloguing, Classification, etc.) and the Public Service Departments (Reference, Circulation, etc.). The working of these different Departments will be detailed later.

FINANCE University Libraries in the States derive their income from allocations from the University funds, endowments, gifts, fees, sales of library publications if any, sales of duplicate copies of books, photographic service etc. etc. Of these, only the first two are the major sources. Libraries have been spending from \$ 5,00,000 to 10,00,000 or more per annum. The rise in the cost of publication and other library materials and the rise in the strength of staff are responsible for such inflated budgets. Recent investigations in the rise

of subscriptions of periodicals indicated that within the last eight years the rates have gone up by 63 per cent. The prices of books, periodicals and bindings, all together have increased by 100 per cent since 1944.

A detailed description of the working of the different Departments is essayed below.

ACQUISITION DEPARTMENT In view of the fact that the book market is literally flooded with new publications,* book selection and acquisition has become a major job. Librarians, Faculty members, Friends of the University, students, members of the Committees, co-operate in building up the book collection. While Librarians aim at building up the reference, bibliographical, general and periodicals sections, Faculty Members help in building up collections in their special subjects.

Reference works, text and recommended books, good fiction, research publications, general and research periodicals, newspapers, Government publications of U. S., and other foreign countries, reports of a technical nature, municipal documents, U. N. publications etc., etc., are generally to be found in an American University Library.

* The U.S., puts out annually 12,000 titles.

Recommendations for the purchase of new titles are normally sent to the Order Librarian by the Faculty members through the Head of the Faculty. Much bibliographical investigation is done before placing orders. Order Departments are equipped with standard bibliographies like the Cumulative Book Index, the British National Bibliography, the French National Bibliography, catalogues of the British Museum, catalogues of publishers, renowned booksellers etc. Book recommendations are not placed before the Library Committee for approval or final sanction. Books are acquired also by exchange of University publications, duplicates in the Library and by gifts. Libraries usually have a 'Gift Policy' for receiving gifts.

CLASSIFICATION AND CATALOGUING DEPARTMENT Classification and Cataloguing are not regarded as two separate jobs, to be handled by two categories of experts.

The members of the Cataloguing Department, which usually has a very large staff, generally classify books. The majority of the Libraries order out Library of Congress printed catalogue cards. These cards bear the call numbers of the books, both according to the Decimal system and the Library of Congress classification system. Books, for which there are no Library of Congress cards, are catalogued by the Library purchasing such

books only. The Unit card which mentions seriatim, the author, title, place of publication, publisher's name, date of publication, class number etc., of each book, is the order of the day. This system, though a bit expensive, saves time and speeds up work. For, once the master—the small stencil on which the entry for a card is cut out—is corrected, as many cards as may be necessary for that particular book are taken out. The different entries for the book are then prepared by typing on the top the title of the book, the subject, the editor's or translator's name etc., as the case may be. For the reproduction of catalogue cards for such books, different methods like multilithing and 'Xeroxing', mimeographing, etc., are employed by different Libraries. Every Library has "Authority Files" in Authors and Subjects; the first helps to know the exact spelling under which an author has been entered in the main catalogue, the second the correct entry under a subject.

Nearly 85 per cent of the College and University Libraries in America have adopted the Decimal Scheme of classification; about 14 per cent the Library of Congress Scheme, and the remaining 1 per cent have their own systems of classification. Yale and Harvard Universities come under the last category. The School Libraries have adopted a simplified form of the Decimal System.

The Dictionary form of catalogue is in universal use. At the Baker Library (Harvard University), however, the Catalogue was divided. Authors and Titles were arranged in one sequence, while the subject cards were filed separately.

PERIODICALS DEPARTMENT The number and variety of periodicals being subscribed to by Libraries in the States are impressing. At the Colorado University Library about 4,048 periodicals were being received. Of these 1,878 were being subscribed to, 1,081 were being received on an exchange basis and 1,089 as gifts. Besides, 897 titles were received (during 1955-56) in parts as published. At the University of Illinois about 12,000 periodicals were being received. Of these 700 were newspapers. For checking up the arrival etc., of the periodicals, the Visible Index Files were being largely employed.

CIRCULATION DEPARTMENT Generally, books are issued to students for a fortnight. Faculty Members and Research workers are allowed to retain books for a longer period. Certain books are loaned out to students for overnight reading. Reference and rare works are generally not lent out. Fines on overdue books are levied invariably and strictly in almost all Libraries. Experiments at doing away with fines, are being made in a couple of Universities. For

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charging out books, the usual book card method is employed. For filing charges, metal tabs bearing different figures etc., are used. At the Denver Public Library, however, I saw a photocharger being used.

REFERENCE DEPARTMENT Reference service is provided in American University Libraries either by a Central Reference Department or by the Departmental Libraries or by both. At the Colorado University Library all the Divisions had their own reference works. In addition, there was a central Reference Department where general reference works and general periodicals were kept.

MAPS DIVISION At Colorado, again, the map collection was housed in the Documents Division. But in larger Universities like Illinois, the collection is formed into a separate Department. During World War II, the dearth of maps for doing research work became very apparent in many American Libraries. With a view to wiping out this want, the Army Map Service was ushered into being. According to this scheme, Army maps are being deposited in different Libraries of the country, and Colorado University happens to be one such. At Illinois there were more than 1,70,000 maps, at Colorado there were 34,402 maps. For storing the maps the usual steel cabinets with shallow drawers are used.

DOCUMENTS DIVISION The U. S., Government publishes a large number of documents (nearly 15,000 a year), all of which are classified by the Superintendent's Office according to a scheme of classification invented by the Office. "Depository Libraries", where Government publications are made available on demand, dot the States. These "Depositories" are usually attached to University or Public Libraries in the different regions. Colorado University is one of such centres, and the Documents in this Library are segregated and serviced apart from the main collection. (Some of the other Libraries do not have any separate division for housing the Documents). The number and variety of U. S., Government Documents impressed me. The system of distributing these is very well organised. 'Depository Libraries' select only those Documents which are likely to be demanded by their clientele.

UNDER-GRADUATE DIVISIONS OR LIBRARIES One of the major differences in the structure of University Education in India and in the States is that, whereas Indian Universities directly deal only with Post-graduate instruction, their American counterparts do so with education right from the freshman stage. Thus, an average American University has, on its campus, a very large body of students, under-

graduates, graduates and research workers. In the Library, the presence of this conglomeration of students might result in the needs of either the undergraduates or the graduates being neglected.

The establishment of a separate Library for Undergraduates has provided a solution for this problem. Bigger Universities like those of Columbia and Harvard have erected separate buildings for housing the Undergraduate Libraries. The Lamont Library of the Harvard University is an ideal undergraduate Library. At Illinois, separate facilities for the Undergraduates are provided in the same building. At Colorado, the Library Authorities were planning to have a separate Undergraduate Library building.

The Undergraduate Libraries (which can be compared to our College Libraries) have on an average a collection of 25,000 volumes and have been a big success.

DIVISION OF SPECIAL COLLECTIONS Invariably every University Library in the States has what is known as a Division of Special Collections, or a Rare Books Division. By special collections is meant an "assemblage of human records, prints, books, etc., which generally relate to a central theme and which are segregated and serviced apart from the general Library Departments". The collections are indeed unique. For example, at Illinois there is a

collection of Lincoln's works. At Colorado and at the Denver Public Library, there are collections of materials pertaining to the history etc., of the State of Colorado and the Western part of the U. S. These collections are rich and interesting and include many rare titles, manuscripts, pictures, etc.

The Rare Books Room is another feature of American University Libraries. At Colorado there are translations of the Holy Bible in a number of languages, English political tracts of the 16th and 17th centuries, the earliest works printed in U. S. A., Incunabula, costly art books, Limited editions (autographed, illustrated etc.,) of standard works, books with fore-edge paintings etc., coins and other curios. (Books of unusually small size were also stocked in one of the Libraries I visited.)

SPECIAL LIBRARIES Besides these Special Collections in the different Libraries, there are separate Special Libraries in the States; e. g., The Folger Shakespeare Library at Washington and the Hoover Institute and Library on War, Revolution and Peace at Stanford, to quote only two instances. I was able to visit the latter in the course of my visit to Stanford University. Founded in 1919 by Herbert Hoover, it is to-day hailed as "one of the important independent Libraries and a research centre in U. S., in the field of world affairs". The Library part of it

“collects and preserves records of war, revolution and peace in the 20th century. The Institute sponsors research, instruction and publication based upon these records”. Dedicating the building with the 285-foot tower in 1941, President Hoover said, “The purpose of this Institution is to promote peace. Its records stand as a challenge to those who promote war. They should attract those who search for peace”.

AUDIO-VISUAL AIDS DIVISION Audio-visual aids consist of films, film strips, slides, prints, pictures, tape and gramophone records. Every library has a good collection of all these in the different subjects. Stress is being laid on the use of these aids in the imparting of instruction in the American Universities.

[Photo-duplication is largely employed, because Librarians are eager to make every human record (even rare manuscripts, by obtaining a micro-film or photo-stat copy of it) available to readers, to make them more enduring, by saving them from natural deterioration or from the chances of wars and, most important of all, to save space. (It is estimated that back volumes of newspapers, if microfilmed, can save 98 per cent of space!)]

Audio-visual aids play a very effective role in the imparting of instruction. To cite only a couple of examples : while at the University of Colorado, I attended a class for students of the Fine Arts. The

Professor was lecturing on the paintings of Rubens. He spoke for just ten minutes and then showed a film which exhibited all the important works of Rubens with suitable captions and comparing them with the works of Rubens's contemporaries.

During the third week of December, 1956, I was working in the Music Division of the Library. Besides having a large collection of the recorded versions of Western music etc., the Division had a small collection of Indian music records also—classical as well as folk-songs etc. In the English Department of the University were recorded versions of the dramas of Shakespeare etc., and recordings of recitations of English poems. The number of records in the Division totalled over 6,000.

One afternoon, after finishing my work in the Division, I went into the Listening room (a room which is equipped with electrically operated gramophones with listening aids, where at a time about a dozen people can sit and play records each of his own choice) and played and listened to the recorded version of Paul Robeson's *Othello* for a couple of hours. It was a moving experience. I sincerely felt that teachers of Shakespeare who happen to teach *Othello*, would do well to play this version to their students both before and after teaching the text.

**EXTENSION
DIVISION**

Some University Libraries in the States have Extension Divisions which loan

out Library materials to institutions and individuals in rural and other areas where there is inadequacy of Library service. The Extension service being rendered by the University of Colorado is concerned with the provision of materials to off-campus students who take Correspondence courses, to High Schools which conduct debates and organize plays, to Adult forums and Women's clubs. The collection of this Division consists mainly of books needed for off-campus courses, of plays, reference works, bibliographies, pamphlets, Package Libraries, etc. The Division also draws whenever necessary, on the resources of the main Library. During 1955-56, the Division loaned out 14,063 items to all the 48 States and even to some foreign countries.

Serving the alumni, broadcasting information about books and presenting cultural programmes, through television and radio, supplying reading courses and lists etc., to the people in the region, all these form the other features of the Extension service. An effective Extension service can win for the University, the affection and esteem of the people residing in the area.

Other characteristics of administration.

ACCESSION
REGISTER

Most of the Libraries have abandoned maintaining an Accession register.

The invoices sent in by the publishers, or the shelf list, or the order cards take its place.

MANUALS OF PROCEDURE Every Division in the Library has a Manual of Procedure giving details about the working of the Library, for the guidance of the staff members.

INVENTORY Some of the Libraries have discontinued the practice of stock-taking. It is the considered opinion of the authorities of these Libraries that stock-taking is a costlier affair than replacement of lost books by purchase.

BINDERIES Some of the bigger Libraries have binderies attached to them. In some of the Universities, like the University of Colorado, the bindery forms part and parcel of the Print-shop. Binding costs in U. S., are pretty high, and the chief justification for having a bindery attached to the Library is economy

LIBRARY STAFF-SELECTION AND TRAINING The size of the staff of an average American Library is quite considerable. Illinois and Harvard have respectively, more than 250 and 360 people on their staff. In addition, both have an army of part-time Student Assistants. At the Colorado

library, which is one of the relatively under-staffed Libraries, there were 41 full-time people and 60-70 part-time Student Assistants. Of the 41 full-time workers, 21 were trained librarians.

The University Librarian is usually a technician and an administrator. He is, besides, one who understands the needs of research workers. For manning the Divisional Libraries, subject specialists, who have had Library training, are usually preferred. Professional posts are being manned only by professionally trained people. The selection of the staff is mainly done by the Librarian through reference to the Heads of the Library Schools which train prospective Librarians.

(There are 35 such Schools in the States, which take in about 1,500 students every year. Even so, there is a great dearth of trained Librarians, and I found many Libraries in search of trained men to man some of their technical positions. There is truth in the saying that in the U. S., jobs hunt after men and not *vice versa*).

SALARIES ETC. There is no uniformity in the scales of pay of the Library staff in the Universities. The richer Universities pay handsomely, while the poorer ones are obliged to cut their costs according to their budgets. To attract suitable persons, however, attractive salaries are being offered.

University Librarians draw from a minimum \$ 6,000 to a maximum of \$ 14,000 per annum. Recent findings indicate that a professionally trained new entrant in a library draws annually a salary exceeding \$ 3,600.

Staff members work for about 40 hours a week, though Libraries are open for about 85 hours. Regular hours of work are from 8-0 a.m. to 5-0 p.m. with an hour's break for lunch and with brief breaks for coffee—morning and afternoon. Saturdays and Sundays are usually off days, when Student Assistants and clerks help keep the Library open and going.

With a view to increasing the general efficiency of the Libraries, Library authorities encourage staff members to engage themselves in professional activities, to attend conferences and to undergo orientation, specialised and higher training courses. Promotions etc., are made on merit, seniority not being of much importance.

A number of facilities are offered to Library employees. Decently and comfortably furnished rest rooms with adjoining kitchenettes are provided. Staff Associations exist in all Libraries. These Associations bring staff members closer to each other and organize social functions.

STUDENT ASSISTANTS

As already mentioned above, University Libraries employ students studying in the different classes as part-time workers.

An hourly wage of \$ 0.60 to \$ 1.25 is paid to each such student. There is a separate item in the budget entitled "Assistance to students" for meeting out such expenses. The jobs assigned to these Assistants normally include shelving of books, pasting of labels and tags, charging books etc. The object of having such Assistants is, firstly, to help financially needy and deserving students; secondly, to kindle and foster interest among them in the Library and the profession, and, thirdly, to effect economy. The major defect of the system is that when new Student Assistants are enrolled they need training if they are to be of effective use. By the time they become useful they will probably have completed their studies in the Universities and be about to quit. Thus, the Library is again faced with the problem of appointing a new bunch of Assistants. These constant and inevitable replacements may affect the smooth working of the Library and ultimately the idea may prove uneconomical.

THE LIBRARY BUILDING On the campus of almost all Universities I visited, the Library building was a prominent structure. With a view to making the Library the focal point of all University activity, a central location for the Library Building is invariably given on the University campus. The difference between the older buildings and the newer

ones is marked. The reason for this change can be seen in the gradual shifting of emphasis from the original idea of preservation and storage of books in a Library to the new doctrine of making books available to readers at any cost. An attempt to respect all the Five Laws of Library Science, is being very effectively and admirably made in the newer buildings.

In the planning of the older Libraries, greater emphasis seems to have been laid on their architectural design than on their functional utility and their capacity to expand with the growth of the collections. The result was that these buildings soon became overcrowded. So a number of Departmental Libraries sprang upon the campus. At the University of Colorado, a new experiment of having all these Divisional Libraries in a single building was made in 1940. This building, which has a very imposing architectural structure, was then hailed as an ideal Library building. But over the years its architectural style has proved to be a hindrance to the growth of the Library. The physical limitations of the building, coupled with its incapacity to expand have resulted in overcrowding and in a limited library service.

In the planning of the newer buildings, stress is being laid on flexibility and functional utility. Architectural manifestations, though still sought after, have been assigned a secondary position. Close

attention is given to the situation of the building on the campus (a central situation is usually preferred) and to its capacity for future expansion. (It may be interesting to note that an American University Library doubles itself within a span of about 20 years. The annual acquisitions run into several thousands. The University of Colorado Library, for example, acquired 30,744 volumes during 1955-56.) Members of the Board of Trustees, Librarians, members of the Library Committees and Architects, who cooperatively plan new buildings, are aiming at providing greater facilities. Thus, in every new building we find provision being made for special rooms—for storing films, records, rare books, maps, periodicals. Carrels, binderies, photographic rooms, Library administrative offices, lounges for smoking and relaxing, staff rooms etc., are also quite common. Some Library buildings even have finely equipped auditoriums. The Malcom G. Wyer auditorium of the Denver Public Library is an instance in point. This auditorium, which has seating accommodation for 372 persons at a time, "has varied facilities for diverse functions. Regular programmes of slides and motion pictures are produced here under the Library's Adult Education Programme. The engineered acoustics help provide an ideal setting for chamber music and speakers". Some buildings also have typing rooms, which are sound-proof and are located just by the side

of the Reading Room. Here readers can bring their typewriters and take down notes from books. Some Libraries even provide typewriters on a rental basis.

**MODULAR
CONSTRUCTION**

The modular type of construction seems to be holding an answer to many of these problems, and Universities are experimenting with this type of construction. The recently constructed building of the University Library at Princeton is a good example of modular construction. Each module in the building measures 18' x 25'. In a modular structure there are no permanent walls inside. (While at Boulder, I learnt that the Library of the University of Wyoming at Laramie was under construction. I, therefore, paid a visit to Laramie. I was impressed by the plan of the building.)

An interesting feature which particularly fascinated me in the older as well as the newer buildings was the inscriptions which some of them bore. For example, the portals of the Norlin Library to which I made a reference above, and which is built out of comely red-sand stones hewn out of the neighbouring Rockies, displayed the following inscriptions very boldly: "Who knows his own generation remains always a child"; and "Enter here the timeless fellowship of the human spirit".

The Los Angeles Public Library had, carved on its four outer cornices, the names of Shakespeare, Milton, Aristotle, Socrates and other eminent men.

The ceilings and interior walls of some of the rooms of the University of Southern California Library at Los Angeles, were covered with beautiful paintings which depicted the history of the art of printing. The effect that such inscriptions and paintings etc., have on the minds of the more sensitive and percipient readers is indeed remarkable. They attempt as it were to bring about a transformation in the mind of the reader, transplant him from the atmosphere of hustle and bustle of the life outside, into a calmer, more soberer and serious atmosphere so very necessary for serious and concentrated study or, in other words, for taking in the light of knowledge.

**AIR
CONDITION-
ING**

Air-conditioning is quite common in the States, and the cost of air-conditioning is worked out at 20 per cent of the total cost of the building. For us in India, this is a pretty big amount. But with a view to lengthening the life of books, air conditioning may be introduced in the stack rooms.

LIGHTING

Lots of experiments are being carried on with regard to lighting in Libraries. Fluorescent lighting is frequently resorted to on the

plea that it gives adequate light and is economical. General fluorescent lamps may be unsuitable in reading rooms, for they rob the rooms of the atmosphere of privacy so very necessary for serious study. The glare of these lamps and the noise they produce are another drawback. The mellow lighting arrangement, both individual and general, in the Milner Library (College of Education) at Normal was delightful.

EQUIPMENT The stack room, in the older libraries,
ETC. forms the core of the building.

A number of tiers of racks are built in the centre. In the modular buildings, where reading spaces are intermingled with stacks, bracket type racks are being used. In some of the Libraries wooden racks measuring 4' x 3' were displayed in the reading rooms. In the Midwest Reserve Centre at Chicago, which is essentially a storage centre for duplicate copies of books etc., an experiment at economising space has been made. The central rack is fixed and two more racks are hung on to the two end portions of the central rack and these two can be wheeled in and out in the gangway, so as to shut or open the central rack. For displaying periodicals, ordinary racks were mostly being used. In one Library, I noticed a novel method for displaying periodicals. Almost all the walls in the periodicals room were mounted with wooden boards which had small holes bored in them.

In these holes were inserted trays of different sizes, all made up of steel wire and the periodicals were displayed in these trays.

The two buildings of the Library of Congress, between which runs a broad highway are connected by an underground tunnel, and books from one building to the other are transported with the help of electrically operated book-conveyors. I found a similar arrangement in the Bodleian Library at Oxford.

For calling books from the stack room to the Issue Desk, for notifying the readers whether the book called by them is ready for issue or not, and for similar other purposes, a number of useful gadgets like electrically operated book conveyors, vacuum tube slip conveyors etc., have been in use in many of the Libraries in the States.

A very interesting equipment was at the Library of the Massachusetts Technical Institute, Boston. This equipment was being used to detect differences in two copies of the same incunabula.

Micro-card readers, Micro-film readers, listening aids, vacuum dust cleaners, projectors—these and many other such useful equipments are available in almost all Libraries—big or small.

TEACHING
FUNCTION OF
LIBRARIES

The American University Libraries attempt to conduct their affairs in such a way that, as a result, every teacher

in the University teaches more and teaches better and every student learns more and learns better, than it would have been in the absence of their help. This means that the Library plays a very positive, and almost aggressive role in University education. This is achieved by—

- (a) Orientation, which means the imparting of instruction, with illustrations, to readers (especially the freshmen) in the use of the Library. Some Libraries show motion pictures which depict the Library set-up, the facilities it offers etc. In Colorado, the Library staff, in co-operation with the teaching staff of the English Department, holds a test examination for all freshmen with a view to assessing their knowledge of a library set-up. Those who fare ill in the test are given special instruction by senior members of the library staff.
- (b) The open-access system encourages students and professors to make increased use of the Library, and almost all Libraries, with certain exceptions, allow their clientele to approach the book-shelves without let or hindrance.
- (c) Some Libraries issue attractive handbooks which explain with maps and charts and other illustrations the plan of the Library and its rules and regulations.

(d) A monthly list of books added to the Library, which goes a long way in bringing books and readers together, is issued by many Libraries. Some issue them with brief annotations.

(e) Browsing rooms, which have the capacity of converting potential into actual readers, are also being employed in this programme. These rooms are attractively and comfortably furnished. The collection in such rooms mostly consists of light, popular literature, including fiction and picture magazines etc.

(f) Exhibitions of books to commemorate anniversaries and such other occasions, stimulate reading and promote interest in specific subjects; and Libraries in U. S., fully exploit this device.

(g) Faculty members often send lists of books pertaining to a specific subject on which they are to deliver lectures, with a request that the books listed be reserved for students of that particular class.

In this and many other ways University Libraries attempt to inculcate in their readers a liking for reading and love for good books.

Many of our Libraries could adopt some, if not all, of these with profit.

IV. LIBRARY CO-OPERATION IN U. S. A.

The U. S., abounds in many co-operative enterprises in every sphere of human activity, and the Library profession is no exception. I shall indicate a couple of examples.

NATIONAL UNION CATALOGUE The National Union Catalogue, one of the greatest aids to scholarship, is being maintained by the Library of Congress. Over 700 Research and other Libraries send, by mutual agreement, catalogue cards on the basis of one card one book to this Union Catalogue, which gives information about the exact location of over 8 million volumes. This Catalogue is supplemented by an auxiliary Union Catalogue which records the location of nearly 6 lakhs of books in Chinese, Russian, Japanese, etc.

THE DENVER
BIBLIO-
GRAPHICAL
CENTRE

Besides this National Union Catalogue, there are some Regional Union Catalogue centres. The Denver Bibliographical Centre is an example of this type of regional co-operation. There are in this Centre more than 5 million catalogue cards with locations of millions of books in 198 libraries. The Centre, which was founded to serve the Rocky Mountain region, entertains enquiries coming not only from within the region but also from other parts of the States, nay, even from other parts of the world.

This is with regard to the location of Library materials. There are similar enterprises in respect of acquisition of new materials and storing away of materials which are likely to be less used.

THE
FARMINGTON
PLAN

“This is an experiment in specialisation by voluntary agreement among American Research Libraries. Its objective is to make sure that at least one copy of each new foreign book and pamphlet that might reasonably be expected to interest a research worker in the U. S., will be acquired by an American Library, promptly listed in the Union Catalogue at the Library of Congress and made available by inter-library loan or photographic reproduction.” According to the Plan, Yale University collects books on Indology, and the University of Illinois specialises in French literature and language.

Books on Dravidian civilization in general are collected by the Yale University, and those pertaining to Dravidian languages and literatures by the California University at Berkeley.

MID-WESTERN LIBRARY CENTRE The Mid-Western Library Centre at Chicago, which was started in 1951, now covers eight States. Seventeen libraries, which are members of the Centre to-day, periodically send to it duplicates of books, old text-books, College and University Handbooks, foreign newspaper files, telephone and other directories, and all other material which may be of a low-use nature. The arrangement is saving all the participating Libraries a good deal of shelf space.

CO-OPERATION IN MICRO-FILMING Libraries in the U. S. have launched a number of co-operative microfilming projects, such as the microfilming of all English books published before 1600 and all American books published before 1800. The Foreign Newspaper Project, sponsored by the Association of Research Libraries, allows co-operative access to microfilms of a large number of current foreign newspapers. Libraries are also getting important local newspapers microfilmed. At the University of Colorado, the Library, in co-operation with the publishers of the "Boulder Daily Camera",

an important newspaper in the State of Colorado, undertook the microfilming of the back files of this paper.

INTER-
LIBRARY
LOANS

The most obvious instance of Library co-operation in the U. S. is the inter-library loan practice. Inter-library loans are procured with a view to meeting the needs of the students, the Faculty etc. Very few Libraries refuse requests for loan from other Libraries. The standard form of Inter-Library loan is used by most Libraries. The borrowing Libraries take the responsibility for the loans and bear the postage both ways.

V. CONCLUSION

It will be evident from the foregoing that the U. S. is a veritable Land of Libraries and that the Americans are a people who love and admire books. India was also an abode of Learning and Libraries. A people— whose priceless possessions were the Vedas, the Upanishads, the Mahabharata, and the Ramayana; who later applauded the literary works of Kalidasa, Bhavabhuti, Banabhatta, Magha and many other great Sanskrit writers; and who, still later, developed the different regional languages and a wealth of literature dating back many centuries and embracing many branches of knowledge—did collect, preserve and transmit to posterity the written heritage. History tells us that through the hoary past Libraries flourished for a time and then floundered.

To-day, after all these thousands of years of history, culture and spiritual glory, we find that our Library movement is still in its infancy, and that it needs to derive inspiration from those lands where the movement is in full swing.

According to 'Libraries in India', published by the Ministry of Education in 1951, there were only 1,166 Libraries of all kinds in the whole country. Of these, only 248 were Public Libraries and that for a population of 360 millions. In the U. S., there are nearly 14,000 Libraries of different kinds, and all these Libraries cater to the needs of the entire population of 170 millions, which may be presumed to be cent per cent literate. Of our 360 millions only about 60 millions are literate.* Taking the Library facilities available in the U. S. as a standard (the Americans themselves still feel that their library facilities are quite inadequate), and basing our argument on the figures available in the "Libraries in India, 1951", it may be said that, for catering to the intellectual needs of the nearly 60 million literates, there ought to be in our country about 5,000 Libraries. (Worked in terms of population, there is one Public Library for every 17,000 persons in the U. S. whereas here in India the figures would be one Public Library for every 1.4 million persons.)

* The percentage of literacy according to the 1951 Census was 16. 61.

It can be safely surmised from this that there are many millions in this country who would very eagerly make use of books and libraries were they to be made available to them. Lack of Governmental interest and support in the pre-Independence era and of active sympathy from the public, may be said to be, among others, the main reasons for this state of affairs. Many of the other reasons exist even to-day.

Illiteracy, poverty, dearth of good reading material, let alone research material, in the different languages—all these are eating into the vitals, not only of the movement, but also of the country's progress. But, as I said at the outset of this story, the movement has a tremendous future in resurgent India. In the light of the progress of the movement in other countries, an attempt to indicate the lines along which the movement in our country may and will develop is made below. Also some suggestions are essayed.

The immediate problem in India is not so much one of dotting the entire land with Libraries; but one of striking life into the existing ones and making them into live organisms which can be relied upon to serve the community in which they are constituted. Examples of existing Libraries, which have been starving for want of funds, could be copiously quoted.

The next problem is that of grappling with the book famine which prevails in the country in general and in our own region in particular. The production of 'good' books has not been commensurate with the demand for such books. Before we think of starting more Libraries we should do something about stepping up the production of good books in the country in the different languages. The efforts being made in this direction by the Sahitya Akadami are indeed laudable. The recent creation of the National Book Trust of India, and the Book Industry Council of South India, constitutes a very big, very significant and far-reaching development in this connection. (Before my departure for the States, in collaboration with Professors of Kannada and other eminent men of letters, I compiled a select list of Kannada books for the Sahitya Akadami. The list, which contained about 1,200 titles, was prepared after perusal of over 7,000 titles. Though there was scope for selection in the subjects of the Humanities and the Social sciences, it must be conceded that there was no scope for selection in the Science subjects. In certain subjects, as, for example, Physics, Chemistry, Biology, there were hardly any remarkable titles. The only encyclopaedic type of work was the one meant for youngsters. The get-up of a majority of the publications, too, was not up to the mark.)

As matters stand at present, the majority of the Colleges affiliated to the Universities do not have trained Librarians. This, coupled with other 'wants', has resulted in books not being easily made available to teachers and students. It is, therefore, suggested that the Universities lay down a condition that all the Colleges which are affiliated or which seek affiliation should have trained Librarians, with a fair complement of clerical and menial staff, to manage their Libraries. It goes without saying that the Universities themselves should have an adequate number of qualified and experienced Librarians, so that the University Libraries serve as models to the College Libraries.

The Public Library is the custodian of some of the means and processes so very necessary for keeping an electorate well informed and enlightened in a great Democracy. The School Libraries help educate the citizens of to-morrow. The College and University Libraries hold the key to the doors of knowledge so essential for research. If these Temples of Learning are to effectively play their rôles, they need to be manned by a staff of good status and standing. It is, therefore, suggested that, while making appointments to a Library, well qualified personnel only be selected. It is also suggested that due status be given to the Library staff.



Children greedily poring over the books in a Bookmobile.



Village children and a Bookmobile.

Downloaded from
www.industrydocuments.ucsf.edu

There is a dearth of trained Library personnel. There are also not enough Library Schools to train young persons for Library positions. The Ministry of Education through the University Grants Commission should encourage Universities in the different regions to start full-fledged Library Schools. Meanwhile, adequate financial assistance needs to be given to Universities already conducting such courses, so that they could have better trained teachers.

Some of the existing Schools which are conducting part-time courses may be encouraged to convert the courses into full-time courses, provision being made for adequate equipment and a competent teaching staff. Admission to these schools should be restricted to those who can benefit from such training.

Uniformity in the courses being taught at these Schools needs to be aimed at.

With the dawn of freedom, a larger number of Government publications are coming out, and these are in demand in every part of the country. Depository centres need, therefore, to be started in the different regions. The Universities and the bigger Public Libraries may be asked to shoulder this responsibility.

A Union Catalogue of the holdings of some of the important Libraries in the country may be thought of by the National Library in co-operation with the Indian Library Association.

The importance of Audio-visual aids in the imparting of instruction in Schools, Colleges and Universities can hardly be over-emphasised. It is, therefore, suggested that Libraries be encouraged to stock and use Audio-visual aids and equipment.

The Government of India may be requested to negotiate with the Government of the U.S. regarding exchange of its documents with those of the U. S. Government, and arrange for their free distribution among the University Libraries in India.

Along with the printing and publishing of the Indian National Bibliography, the first issue of which is expected to be out very soon, arrangements for printing catalogue-cards may be made.

The possibility of publishing separate classified catalogues of the books printed up to date in the different regional languages in India, may be explored. This may be followed up by annual classified lists for each region. The work may be undertaken co-operatively by the Indian Library Association, the Regional and State Library Associations and the Sahitya Akadami.

Inter-Library lending needs to be encouraged.

With a view to stepping up Inter-Library loans and the movement of books otherwise, the Government of India might be requested to introduce reduced postal rates for the transport of such materials.

Development of Library literature in the different regional languages needs to be attended to.

The Central and State Governments need to be requested to give adequate financial assistance to the Indian Library Association and the other Regional and State Library Associations, so that they can play their part to better advantage.

Special Departments of Libraries may be started both at the Centre and at the State Government level, to guide the Library Movement in the country.

Suitable Library legislation should be enacted in all the States along with the Compulsory Primary Education legislation.

The Indian Library Association, the State and Regional Library Associations and, the Indian Standards Institution should co-operatively apply themselves to standardising publication methods.

Regional, University and Public Libraries need to be encouraged to specialise in collections pertaining to the region.

The story of the Library Movement in India is as old as the story of its civilization, and as colourful; but there is not a single work which recounts it fully and continuously with authority. A comprehensive, well-documented history of the Library Movement in the country, from ancient times to the present day, is a great necessity. The Government of India in

the Ministry of Education might undertake this work in collaboration with the Indian Library Association.

The reading habits of the few literates, and of School and College-going youngsters, are on the decline. Many are the reasons responsible for this. An attempt to inculcate this good habit needs to be seriously made. One of the ways to achieve this, would be to institute prizes or merit certificates for such of the youngsters as successfully complete reading a number of prescribed good books within a stipulated period.

It was not until the beginning of the 16th century that the art of printing came to India. Even so, it took another century or two before books and journals could be printed in India in the different regional languages. These early printed books and periodicals need to be preserved for posterity, as they contain much information which may be useful to research workers. Many of these printed works are not available. While making every effort to preserve those few which are still available and to prolong their life, a plan to microfilm some of the very important publications from amongst them may be thought of by the Government of India in the Ministry of Education, in co-operation with the Indian Library Association, the State and Regional Library Associations and the Sahitya Akadami.

* * * *

All this is no doubt, a long way off. But a vigorous attempt in this direction is being made by the Union as well as the State Governments.

With a view to liquidating illiteracy, the framers of our Constitution have stipulated that by 1961, every State in the country shall provide free and compulsory primary education for every child up to the age of 14. So, by 1980, the entire nation will have a large literate population. The existing library facilities will, therefore, have to be adequately augmented if many of them are not to relapse into illiteracy, and if the working of our young democracy is to be a real success.

According to Dr. S. R. Ranganathan, there should be in the country, by 1980, a National Central Library, 22 State Central Libraries, 154 City Central Libraries, 712 City Branches, 373 Rural Central Libraries, 4,100 Rural Branch Libraries, 13,107 Mobile Libraries and 268,361 Delivery Stations. But even this may ultimately prove to be inadequate.

FIRST
FIVE-YEAR
PLAN

Fortunately the Union Government have been moving in the right direction. They have made provision in the Five-Year Plans for the librarisation of the country. The First Five-Year Plan saw the coming into being of 148 District Libraries and 9 State Libraries. The Delivery of Books Act was promulgated in 1954.

Among other useful clauses, the Act contains one which stipulates that a copy of every publication brought out in the country should be supplied free to the National Library of India and 3 other select Libraries.

SECOND
FIVE-YEAR
PLAN

The Second Five-Year Plan envisages the establishment of libraries in 320 districts. These libraries will serve as Central Libraries for the districts, with distribution centres scattered all over the district.

Of course, every State will have a Central Library which will be linked up with the National Libraries proposed to be established at Bombay, Calcutta and Madras. These, in their turn, will be linked up with the National Central Library to be opened at New Delhi.

The transformation of the Imperial Library at Calcutta into the National Library of India, and its tremendous expansion during a short span of years, and the sponsoring of the Delhi Public Library under the joint auspices of the Union Government and the UNESCO, constitute a significant landmark in the direction of the librarisation of the country.

The tribe of the latter which is hailed as the first of its kind in the whole of Asia, will soon increase, and it is hoped that there will be, in the course of a decade or two, miniature Delhi Public Libraries all over the land. With the ushering into being of the University

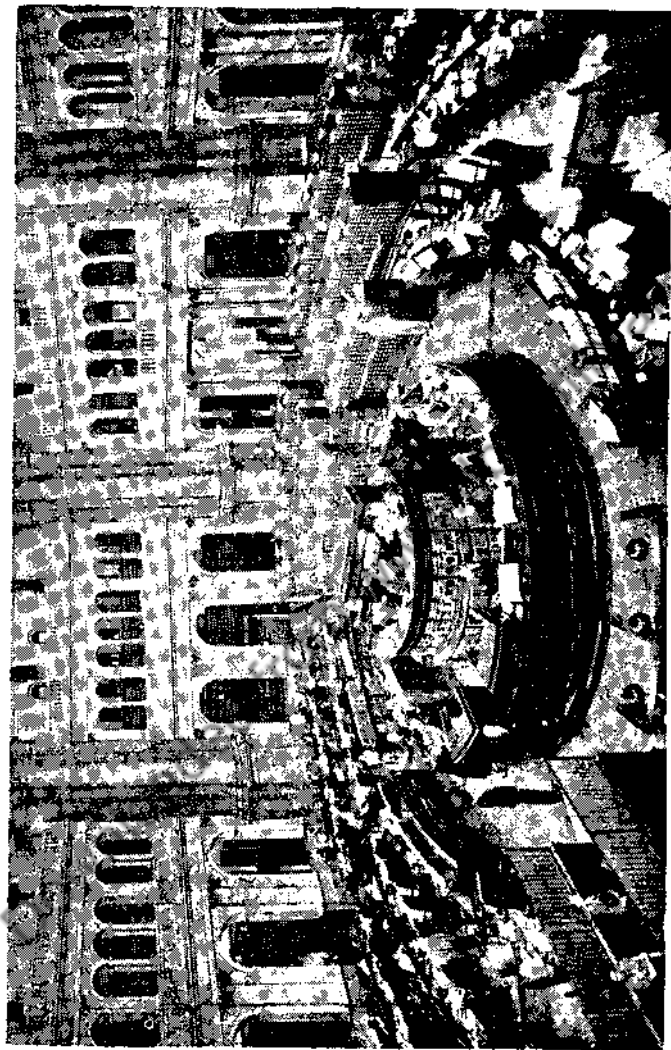
Grants Commission, that august body has been playing the fairy godmother to the Universities and their libraries in the country. The Library Advisory Committee appointed by the Union Government is currently touring the country to go into the circumstances in which Public Libraries 'exist' and to advise the Government on the steps to be taken to adequately and suitably librarise the whole country. All this points to a bright future. Verily, India too will soon be a Land of Libraries. To quote Swami Vivekananda of hallowed memory, 'The star arose in the East; it travelled steadily towards the West.... till it made a circuit of the world and now it is again rising on the very horizon of the East'.

× × × ×

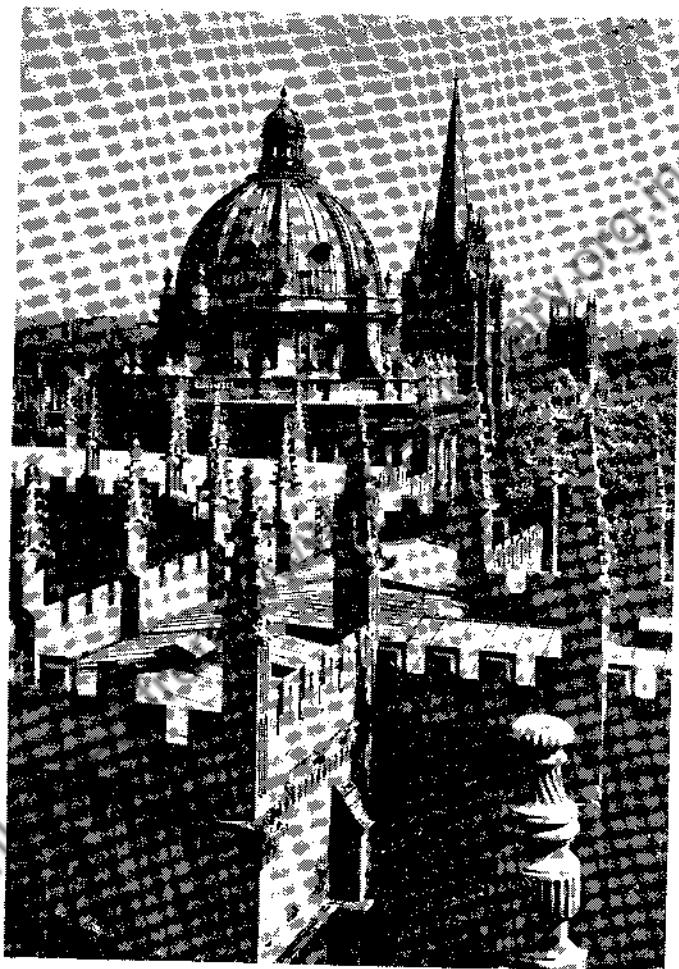
Before I make an end, I deem it my duty to express my gratitude to the many institutions and individuals that made this trip possible and contributed towards its success. To the University authorities, who very strongly recommended me for the scholarship, to the Government of India, which selected me for the tour, to the American Government, which conferred the scholarship, to the officials of the American Library Association, to the Director of the entire Programme, to the Director of the Orientation Programme, the officers and staff of the University of Colorado, Library, the many Americans, both men

and women, who made my stay in the States a great and unforgettable experience, I owe a deep debt of gratitude.

The debt I owe to the University especially, is considerable. It would be idle on my part to think in terms of repaying this debt in full. I can only say that I shall endeavour to repay at least a fraction of this debt in sincere and devoted service.



Main Reading-room, Library of Congress.



Bodleian Library, Oxford (England).

VI. A NOTE ON THE EUROPEAN TOUR

On my way back home, I stopped for about a fortnight in Europe and visited Libraries in England and some Continental countries. I had written to the British Council requesting them to make arrangements for my visits to Libraries in London, Cambridge and Oxford. The Council obliged me by arranging for my visits to the Library Association, the National Central Library, the University College Library, the Westminster Public Library and the Marylebone Public Library, all in London. They also arranged for my trips to Cambridge and Oxford.

I visited the National Central Library, London, on 1st March, 1957, immediately after my arrival in London. I was greatly impressed by the British National Book Centre, which is a Department of the National Central Library. This centre was started

in 1947 with a view to "encouraging the redistribution of redundant books and periodicals in all fields of serious study and research". Every month, the Central Library issues a list of 'wants' and sends out copies of this to member Libraries all over the world. Member Libraries submit their requests in the form of a memorandum showing the name of the Library, number of the 'wants' list and the item required, and the Central Library takes immediate action on this claim.

My visits to the British Museum, the Marylebone Public Library and the Westminster Public Library were also quite educative. The 'Paste-on' catalogues of the British Museum interested me.

The visit to Cambridge had been arranged for the 5th of March, 1957. I was at the Cambridge University Library for nearly 4 hours. The Library has well over 3 million volumes. It has adopted the open-access system. It is open to readers from 9-0 a. m. to 6-30 p. m. (The loss of books in the Library, I was told by the Secretary, hovers round 80 per year). Here I also found the catalogue being maintained in the ledger form, entries in which were printed and pasted on. For imaginative literature, school books and pamphlets, however, there was a separate catalogue on cards. There was no subjects catalogue at all, but only an author catalogue. No accession registers are being maintained

in this Library. The scheme of classification is indigenous. Books are arranged on the shelves in the different classes by size.

The next day, I paid a short visit to the Bodleian Library at Oxford, with its buildings both ancient and modern.

While in Paris, I visited the *Bibliothèque Nationale*—the National Library of France. The reading room of this Library impressed me as one better than that of the British Museum and the Library of Congress. Natural and artificial lighting arrangements were very near perfection. The *Bibliothèque Nationale* publishes the *National Bibliography* in co-operation with publishers.

My visits to the Central Library in Zurich and the Vatican Library in Rome were also quite interesting. The building in which the Vatican Library is housed is quite outstanding in that its ceilings are covered with frescoes by great painters of Italy. The Library has a very fine collection of manuscripts.

Though hurried, the Continental tour was quite interesting. I have to thank the officers of the British Council for the very efficient and cordial way in which they arranged my tour.

I have also to thank the Librarians of all the Libraries I visited in England, Paris, Zurich and Rome for the courtesy and kindness they extended to me.

LIST OF LIBRARIES VISITED

Name of the Library	Date
University of Illinois Library, Urbana	1st Oct. 1956
Public Library, Peoria	18th Oct. 1956
Bradley University Library, Peoria	19th Oct. 1956
Illinois State Normal College Library, Normal	20th Oct. 1956
University of Chicago Library and American Library Association Head Office, Chicago	26th Oct. 1956
University of Colorado Library (<i>Norlin Library</i>), Boulder	1st Nov. 1956
Weld County Library and Colorado State College of Education Library, Greeley	23rd Nov. 1956
South Denver High School Library, Denver	3rd Dec. 1956
Denver University Library (<i>Mary Reed Library</i>) Illiff Theological Library, Denver	6th Dec. 1956
Bibliographical Centre and Public Library, Denver	26th to 28th Dec. 1956
University of Wyoming Library, Laramie	17th Jan. 1957
Public Library, Colorado Springs	23rd Jan. 1957
Public Library and Mid-Western Library Centre, Chicago	30th Jan. 1957
University of Utah Library, Salt Lake City	3rd Feb. 1957
University of California Library, Berkely; Stanford University Library, Stanford;	
Hoover Institute & Library, San Francisco	5th Feb. 1957
University of Southern Colifornia Library and California Technical Institute Library, Pasadena, Los Angeles	8th Feb. 1957

Huntington Museum and Library, San Marino, Los Angeles	8th Feb. 1957
Library of Congress, Washington	15th Feb. 1957
Department of Agriculture Library, Washington	18th Feb. 1957
Donnel Library Centre and Columbia Univer- sity Library (<i>Butler Library</i>), New York	19th Feb. 1957
H. W. Wilson Co., New York	20th Feb. 1957
Public Library, New York	21st Feb. 1957
Massachusetts Institute of Technology Library and Harvard University Library, Boston	22nd Feb. 1957
University of Princeton Library, Princeton	25th Feb. 1957
Library Association and University College Library, London	1st March 1957
National Central Library and British Museum London	2nd March 1957
Westminster Public library and its Referenc Division, Maryelbone Public Library, London	4th March 1957
University Library and Fitz William Museum, and Library, Cambridge	5th March 1957
Bodleian Library and Indian Institute Library, Oxford.	6th March 1957
Bibliothèque Nationale, Paris	8th March 1957
Central Library, Zurich	11th March 1957
Vatican Library, Rome	14th March 1957

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ERRATA

Picture of the eleven-man team:—

First line: First name—please read as Dr. Leslie W. Dunlap.

Eighth line: Fourth name—please read as Mr. J. M. Kanitkar.

Page

- 15 Para 1: Last line please add 'etc.' after the words United States.
- 20 Line 7 —please read "worse then" as "worse than"
- 22 Line 16 please read "the Librarys'" as "the Library's".
- 29 Last line: - please read 'Colifornia' as 'California'.
- 32 Line 3 from bottom please read figure 10,00,000 as \$ 10,00,000.
- 51 Para 2: Line 11 please read it as 'a calmer, soberer, and more serious atmosphere'
- 79 Line 3 from bottom please read 'Colifritia' as 'California'.
- 77 Lines 3 & 5 - please add 'D. C.' after 'Washington'.

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