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do-American Library Cooperation

(In Two Parts)

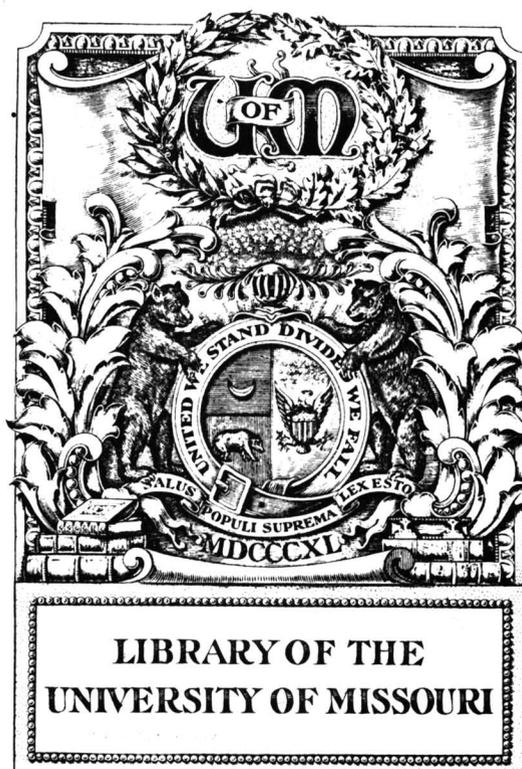
Narrated by

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International Library Center

Columbia, MO

1991



Presented by
Dr. and Mrs. Murari Nagar
Through
Friends of the Libraries

Indian Library Movement
was conceived in
Colorado Springs, Colorado
on 21 June 1906

A SPECTRUM OF ALPHA

America's Library Promotional
Heritage in Asia

* * *

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* * *

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A GENERAL INTRODUCTION TO ALPHA SPECTRUM

Maharaja Sayajirao of Baroda (India) was inspired by the progress of American public libraries during his visits to this country. He invited William Alanson Borden to provide similar library services for his own people. Borden went to Baroda in 1910 and founded the first public library system in the world. And the University of the Panjab at Lahore invited Asa Don Dickinson in 1915 to organize its University Library on modern American lines. These two pioneering American librarians became the architects of the Indian library edifice. They set the path for the progress of the Indian library movement. Many other American educator-librarians contributed toward this great cultural renaissance. ALPHA Spectrum presents a display of these phenomena.

The publications issued in this series are not treatises systematically organized or methodically arranged. They are just a collection of scattered thoughts, disjointed ideas, notes, memoranda, extracts, quotations, etc. on "America's Library Promotional Heritage in Asia" (ALPHA). And they include speeches, addresses, papers, and talks. The general theme is the Indo-American Library Cooperation or America's Contribution to the Development of Library Service in South Asia.

These literary gems were gathered over a long period of three decades. It was my hope that I would be able to work on them and present them in a coherent, orderly, and systematic form as a multi-volumed publication. But my preoccupation with many other publications and projects such as TULIP, TULASI, TEST & IRIS (another unfinished mighty project) did not permit me to fulfill my ambition.

Now it seems that at this age and stage of my life I may not be able to do any justice to this enormous wealth of literary writings. So I have decided to bring them out as they are. They can very well serve as the sources and resources--just the raw materials--for any scholar who finds interest in this subject and is able to realize their value. I could not bear the thought of their being recycled--consigned to the "circular file" and made to disappear into permanent oblivion.

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PART ONE

**AMERICA
THE INSPIRER:
INDIAN LIBRARIANS COMMENT**

American Library Heritage

in

Baroda and Beyond

The Ultimate Outcome

Concluding my study on the history of the Baroda Library Movement,¹ I had stated:

One final question that still remains to be answered is this: What was the ultimate outcome of the Baroda Library Movement? Waknis concludes one of his significant reports with the following remarks: 'Until this (provision of ennobling literature) is done, the establishment and running of libraries may be like so many battles of Blenheim, flattering the conceit of promoters, but prompting grandchildren to ask, "What good came out of it at last?' Today the great grandchildren of the promoters of the Baroda library movement may very well repeat the question: What good came out of it at last?

The value and importance of an experiment does not lie in its size.

Borden had proclaimed:

I determined to introduce into Baroda what we in the United States have recognized as a goal to be ultimately attained, but which we have not yet reached....If there is any value in this library cooperation throughout a large State, let it be remembered that it was first introduced, not in the home of the modern library movement, our own country, but way down in India, 10,000 miles from here.

¹ *Public Library Movement in Baroda, 1901-1949*. 1969.

In another report Borden had claimed: "What America could only dream of Baroda could do, and in a measure has done."

Borden had established in Baroda not merely scattered libraries here and there but a whole library system. That is the greatest value, the greatest gain. Libraries had been in existence in India and Baroda even before the Baroda Library System was established, but there was no unified library organization anywhere in the country. Its first appearance in India outside Baroda could be traced to 1949, the year when Madras enacted its library law and put it into effect. Baroda exercised a tremendous influence on the minds of contemporary public leaders in India. Baroda lit the torch which was carried forward by many native states and some British provinces in India. A seed sown under the earth disappears, but shoots forth a sapling which turns into a great tree providing sweet fruits and cool shade to many. Something similar happened in Baroda as well. Its library system disappeared in 1949, ironically enough, with the advent of independence in India, but the inspiration it had already given to Madras which included the Andhradesa (the country of the Andhras) enabled that State to have the first public library act in the same year. Thus Madras made history, but it owed much to Baroda. The emergence of a public library system in Madras in 1949 was almost like the transmigration of soul, a kind of resurrection, a lamp lighting another lamp. In this sense, the library movement in Baroda was abundantly successful.

Bombay's new Government did not care for Baroda's public library system and did not support it the same way Baroda had done. However, its wholesome effects still remain deeply rooted in the soil of Baroda. Even after a lapse of fifteen years, the results of the splendid work of this pioneer state were still found living by a leader of the same Congress Party which came to power in Bombay after India achieved independence and allowed the Baroda Library System to disappear through neglect. In his "Message" to the *Commemoration Volume* (1964), Mehdi Nawaz Jung, the then Governor of Gujarat, said: 'During my tour in Gujarat, whenever I have been to a village or a town far ahead of other villages and towns, I wondered if it had been a part of the old Baroda State and invariably my guessing came true.'

Speaking on the occasion of the diamond jubilee celebrations of the Shree Jayasinhrao Library of Baroda on 16 December 1937, Maharaja Sayajirao said: 'I have done the best I could (do) within my

limitations and I am happy to say that I have been able to provide a network of libraries for my people, bringing about a healthy change in their outlook, culture, and general knowledge.' If this is true, then the ultimate outcome of the Baroda Library Movement was a real success.

On pages 154-56, 218-221, 263, and 329-330 of my study it was briefly shown how Borden's work in Baroda had exercised such a tremendous influence over many other parts of contemporary India. That study was limited in scope, being only a history of the library movement in Baroda from 1901 to 1949. Borden lived and worked in Baroda only for three years. However, a critical analysis of the extensive data collected for my research showed that Borden was one of the greatest American librarians that had ever flourished. He made a unique contribution toward the development of libraries and librarianship in India. He was the first American librarian to have established a permanent library link between India and the United States. His work in Baroda stands out as the foundation for Indo-American cultural cooperation. Many great librarians have lived and worked in the USA. Maybe because of this, the present generation of the American librarians has almost forgotten Borden's name. But he is still remembered in India with reverence and affection as a great American librarian who rendered valuable service to the cause of Indo-American library cooperation in the second decade of the twentieth century. I have been feeling very strongly all along that Borden's life and work deserve an extensive as well as an intensive study.

When Borden was 75, the *New Haven Register* featured a special story on him and named him "India's Literary Emancipator." Borden was indeed India's literary emancipator and his work in Baroda generated a new movement which became the foundation on which the present structure of India's public library edifice is based.

During the course of my investigations, I found that there is at least one field wherein America inspired India more than England did. And that is the field of libraries and librarianship. This may appear quite strange, because in education and law, in economics and politics, in language and literature, even in food and dress, in almost every walk of life, India has been tremendously influenced by the British, whose institutions had served as the models for India's various types of educational, social, political and other institutions. This was but natural. The British were the rulers of India and wielded the destinies

of her people for a very long period. India was merely a British colony for generations--the brightest jewel in the Imperial Crown of Great Britain.

Consequently, almost all of India's institutions bear a profound stamp of the British influence; yet this is not true as far as India's library development is concerned. Indian libraries are patterned more after the American models than the British. In other words, the Indian library system, as it is found today, shows more influence of America than of England. India's education for librarianship especially reflects the underlying American image. It will be a fruitful study, so I concluded, to investigate what factors led to this type of development.

It was necessary for me to visit India for a field trip. My University not only granted me a sabbatical but also some funds to carry out my research in India. I worked there during the academic year 1972/73. Once I was discussing with a fellow Indian librarian the question I was trying to get answered: "Why did America exercise greater influence on India's libraries and librarianship than England did?" He said, "I can give you the answer right away. It is because of their All-mighty (i.e. Almighty) dollar!" This quick answer reminded me of another ready-made answer recorded by me on pp.332-33 of my earlier study on Baroda, wherein I had stated: I had just begun my study when an American lady librarian asked me what the objective of my research was. "I want to find out why libraries in Baroda did not survive," was my response. This old American lady librarian had lived and worked in India for seven years and knew about India's libraries and librarianship more than even many Indian librarians! She exclaimed: "What is there to RE-search? I can tell you right away. The Maharaja (of Baroda who succeeded Sayajirao, i.e. Pratapsinhrao) was interested more in the horses (racing) than in libraries! That is the reason why Baroda libraries did not survive." How pitiful! How ugly!! She was just echoing a popular gossip--reporting only what she had heard in the bazaars!

It is not easy to determine whether the view of the above Indian librarian, (that America exercised greater influence over India than England did because of their All-mighty dollar) is even a gossip of the bazaar, or just a reflection of his sardonic self. Probably he was full of frustrations. I immediately responded: "No, sir. You are not

well-informed. The American dollar in the form of financial assistance did not reach India until after World War II and my story goes back to 1910!" Fortunately, the story is now pushed back by four more years. It began in 1906. Now it is found that Colorado Springs, Colorado, is the birth place of the Indian library movement! And the date is 21 June 1906!!

On April 23, 1973, I wrote to the Dean of the School of Library Service--Columbia University, New York, my Alma Mater, as follows:

I am pleased to inform you that I have just returned from India, having lived there seven months on sabbatical leave and worked on a research project--America's contribution to the development of library service in India. My hypothesis is: In spite of the fact that we (Indians) were ruled by the British for generations and in spite of the fact that the British have influenced us in every walk of life, yet there is at least one field in which they did not contribute as much as the Americans did and that is the field of libraries and librarianship. I have been trying to ascertain "Why" and "How" of this phenomenon.

You will be pleasantly surprised to know--as I was--that the story is now pushed back by four more years! The foundations of the Indian library movement were laid not in India but in Colorado Springs, Colorado on 21 June 1906. Colorado in America is the Birthplace of Indian library movement!

It is a very interesting project. When I left for India last Fall, I did not have the slightest idea that I would be able to get such an extensive and fundamental data on my topic.

America Inspired

Indian Librarians More Than England Did!

VIEWS OF SOME INDIAN LIBRARIANS ON MY HYPOTHESIS

I decided to find out what the leading librarians of India thought about the subject I was pursuing--whether the view of that exceptionally smart Indian librarian (as presented above) was a rule or an exception.

In Feb. 1973 I wrote from India to many Indian librarians with regard to my hypothesis inviting their opinion and criticism. Many did not respond. Some made brief comments. Some wrote extensive letters conveying helpful views. I am reproducing below some major comments. No attempt is made to edit or change the original writing. Their words are reproduced here as they were communicated to me.

Mr. Anderson

Librarian, University of Bombay

He was one of the thirty five University librarians who visited the U.S.A. for five months under the Wheat Loan Program and took an active part in the Wheat Loan Library Workshop organized in the Bombay region. He suggested that "the Wheat Loan Records should provide much material for the subject for the later period." However, in spite of my specific request made at the time of the closure of the Wheat Loan Program (1962) to preserve the records for posterity, when I visited the U.S.I.S., New Delhi in 1973, I found to my utter dismay that all the records were totally destroyed. Nothing remained there for the future historians.

S. S. Lal

Librarian, Punjab University Extension Library, Ludhiana

The response from S. S. LAL was more extensive as compared to others. He wrote:

The subject of your thesis is rather interesting. Certainly Borden and Dickinson can safely be called the forerunners of systematic librarianship in India. The Britishers somehow did not believe in expansion of library services in India, although for their use all the officers had libraries in the offices of Deputy Commissioners in every state, and believe me those were quite informative and useful books as I had a chance to select some of them from a few district headquarters in the Punjab. Again for their use they had a few public libraries as well as libraries attached to clubs meant for their exclusive use. Against this background, it will not be wrong to call the Americans the forerunners of library movement in India. I fully agree with you that dollar diplomacy is of very late origin. But unfortunately due to my limited study of Dr. Ranganathan's works, I have not been able to recollect that context in which the British critic attributed too much Americanism in his writings. Till fifty's, our educational system was totally British and we had only British books in the market. It is only from late fifty's that American educational system as well as American publications started coming in size. Unfortunately, I have not made a detailed study of the subject nor have I prepared any paper, as such I will not be of any great help to you in this matter.

If anything comes to my mind, I shall certainly send you. But I recollect that in the Library School at Chandigarh, one or two students had prepared studies on the effect of Wheat Loan Program on Libraries in India.

My immediate reply to Lal was worded as follows:¹

While I have been able to collect a good deal of materials on Borden, there is very little available on Dickinson. Our difficulties are further aggravated by the fact that the latter's field of activity was that part of the Panjab, which is now in Pakistan with which we do not have very friendly relations. Most of the collections that might have cast some light on Dickinson's contribution are located in Pakistan. Whatever was developed in the former East Panjab after the partition is too recent to give any information about what happened around 1915.

¹ From Central Library, Baroda.

I do not know if you could find some useful material on Dickinson and his work. He died comparatively recently.

Regarding the criticism of S. R. Ranganathan by a British critic, I believe I had read more than what I have been able to locate after I came to India. What little I have found recently can be seen in the "Foreword" to the *Library Administration* of S. R. Ranganathan (Madras, 1935). R. Littlehails, who was the Vice Chancellor of the University of Madras at that time had said this: "Its defects--if defects they are--lie in the influence that is observed here and there of colloquial American linguistic practice, an excusable defect in one whose mother tongue is not English and who reads much American literature on his subject."

You have correctly stated: "Till fifties our educational system was totally British and we had only British books in the market. It is only from the late fifties that American educational system as well as American publications started coming in size." If so, it is further surprising that we were influenced more by the Americans as compared to the British.

It is just possible that you may not have made a detailed study of the subject, but you can do it now and let me have your considered view in due course of time. Such studies never end. We can only begin. You have already stated so very kindly: "If anything comes to my mind, I shall certainly send you." Please make a systematic search and let me have whatever you are able to get hold of.

Please give me the names of some librarians to whom I could write. Is Shri Sant Ram Bhatia still active? There may be some librarians in the Panjab (like Mr. Gujarati) who could give firsthand information about Dickinson. Unfortunately I did not have much time and hence I could not visit the Panjab during my present trip to this country.

Would you please help me to get copies of the studies on the Wheat Loan that you have spoken about? Or, shall I write to Dr. Sharma? Of course, I have already sent a personal appeal to him, but I have not yet received his reply.

Jagdish Saran Sharma

Librarian, Punjab University Library, Chandigarh

With regard to the last paragraph of your letter, I write to inform you that I have already dealt in nutshell the contribution made by the United States toward the betterment of library profession in our country, in a book entitled *Substance of Library Science*, pp. 44-48 (only 5 pages!). The book was published by Messrs. Asia Publishing House, Bombay in 1965.

With regard to the 3rd paragraph of your letter, you already know that my usual nature is of being a neutral person and to live in peace. However, I consider that each inventor of scheme of classification is right in its own place. What I know is that in the world we live in, we make use of each other's knowledge and contribution.

I wrote him back:

With regard to the third paragraph of your above letter, there is no question of being neutral or partial. In other words, we do not break the peace if we try to analyze the influence of one country over another. It is evident that my letter was not clear enough to you.

Sharma talks about the classification scheme. We are not discussing here who is right and who is wrong; we are discussing the influence of American librarianship on the emergence and development of libraries and librarianship in India. If there has ever been a librarian in India who has openly and squarely acknowledged the debt of the American librarianship, it is Ranganathan, whom Sharma probably tries to defend or shield.

S. Sengupta

Librarian, Calcutta University

I believe there is much truth in your contention that America has greatly influenced and molded the minds of Indian librarians, and the reasons for that are not far to seek. I sincerely believe you are on the right track and hope you will find it easy to reach the logical conclusion.

Librarian

Sri Venkateshwara University

The librarian-in-charge of Sri Venkateshwara University Library, Tirupati, made an interesting remark. He said: "I have not prepared any matter [paper?] that can help you to settle the current controversy."

Mr. Gidwani

Librarian, Rajasthan University, Jaipur

His reply was prompt, brief, and encouraging. He used an ornamental language. He said:

I am glad to note that you are digging deep into the historical roots of Indian librarianship and I hope you will discover something that is worthwhile. I am certainly not competent to adjudge your hypothesis, but would certainly be interested to know what your studies finally lead you to.

Shri Girja Kumar

A colleague and friend of long-standing, reacted as follows: "I am glad to hear from you after a long interval. The topic selected by you for research is worth exploration. I have no suggestions to make at the present moment. I hope, it will be possible for us to exchange ideas with you when you come next to Delhi."

R. K. Misra

Asst. Librarian in charge of Bhopal University

His response was invigorating. He said:

I do agree with you that the Yankees (!) did a lot in the field of Library Science and for the development of Library Service in India, the only field left untouched by the Britishers.

Dr., only I can cite an example--our University library is at infant stage, most of the shelves are packed with USIS gift books. My library reading room is full with American gift magazines such as "Time," "Newsweek," "Fortune," "Span," etc. etc. Only this morning I had an opportunity to meet Mr. K. D. Chandran, Chief of Library Extension Services, USIS, Bombay, and I had two hour long talks with him regarding the interest extended by the USIS. Chandran told me that they will send books on medical technology, arts, social science on loan for a specific

period so we may lend them for use. He also promised me to give more aid in the form of books--textbooks to our library.

May I add here that I have no published paper to my credit in that field. If deemed proper I shall advise you to contact Mr. K. D. Chandran.¹

Chitrabhanu Sen
Librarian, University of North Bengal

He did not see any "difference between the American and the British theory." However, he had an open mind. Here is the full text of his response:

I am glad to know that you are working on the problem of the American influence on Indian Library Movement. The subject as you propose to study is quite interesting. I do not think that we are free from the British influence. In the development of Indian Libraries, we still follow the British pattern. Naturally therefore we build up our Libraries on theories as propounded by the British authors.

Besides, in the modern library technique there is hardly any difference between the American and the British theory.

All these are my impressions which may prove wrong after you shall have made a thorough study on the subject.

I shall be glad to know the result of your research.

H. C. Mehta
Librarian, Birla Institute of Technology, Pilani,

He had worked earlier in Baroda. He disagreed with my views. I am not sure if he had read my study on the history of the Baroda library movement entitled the *Public Library Movement in Baroda*. (1969). Mr. H. J. Upadhyaya of the Central Library of Baroda had worked there for more than fifteen years. Acknowledging that my work had given him a new light, he had stated:

¹ My letter to him was dated 10 Feb. 1973.

"I thought I had read all about the Baroda Library Movement and that I knew everything about the subject. But your dissertation has shown me that I did not know all. Your conclusions are very sound and they are derived through logic and reasoning. Your work has given me a new light, a new insight into the subject."

It is more beneficial to receive an opposite view than to receive none at all. At least the former (a view contrary to what we hold as true) gives us an opportunity to re-think and re-examine whether we are on the right path. Mehta reacted as follows: He has brought out the "Almighty Dollar."

The topic of your research is really interesting and I would like to give my views. It is not true to say that American Librarians have exercised greater influence on the minds of Indian Librarians. This was not true even in 1910 when Sir Sayajirao III brought Borden to Baroda. Sir Sayajirao III, while introducing compulsory education in the state, could foresee the need for public library to educate further his people and he saw in it the powerful tool which would not allow those who had become literate to slip down again to the stage of illiteracy. To say that the illustrious ruler of Baroda was under the influence of American Librarians is far from truth! His vision and wisdom about the utility of the public library came out of his many tours round the world including America and his alert, ever changing and dynamic intellectual perception. Let me say with all the respects to Borden that Borden was not brought by Sayajirao just to transplant an American Library in the state but just to find out what Baroda needs and what is suitable for Baroda. I will (would?) like to describe this meeting of minds as a "Useful exchange." Let me make the phrase "Useful exchange" little more clear. I use it in the sense in which Lester Asheim has used in his book "Librarianship in the developing countries." (Mehta quotes only one writer who is an American! He did not find any British writer, his old master, to quote from! And yet he denies American influence.

. . . "Useful" and "exchange." The latter, exchange, is meant to imply a two-way flow, not only from us (i.e. American Librarians) to them, but from them to us. And the former, useful, is meant to imply an exchange which has meaning and which is not just a contact or a movement.

This "useful exchange" between these two minds created the Baroda Library Movement. I refuse to accept that Baroda Library Movement was due to American Librarians (s') influence.

Going deep into the history of Baroda Library Movement it will be found that the illustrious librarians of the famous Central Library of Baroda, whose names we all admire and respect with the profound sense of glory for the profession, viz. Mr. Newton Mohun Dutt, Mr. Motibhai Amin and Mr. T. D. Waknis were never the products of American influence. (No mention of Kudalkar, the progenitor!) Shri T. D. Waknis is now at Bombay. Though he is now retired librarian he is very much active through his professional writings in many of our journals. He is the most authoritative (!) source to speak about Baroda Library movement (that is, I am not!)

Coming to the modern day Baroda, you will find Baroda University Library (Smt. Hansa Mehta Library) (What?). It does follow Library of Congress Classification. So what? Does that mean that this is due to the influence of American Librarian over Indian Librarian? You are in Baroda. Please go and check the catalogue very carefully. First you will find that the catalogue is a classified catalogue. You will agree this is not an American influence. If you will check up the method of establishing subject headings you will find that famous chain procedure indexing of Ranganathan is applied very carefully. I may mention here that American Librarians in general (exception Dr. Shera and Boston University Library) are unable to understand Classified Catalogue. They always feel that the dictionary catalogue is the only real catalogue and all others are below standard or something not helpful to the readers or to the Librarians. Even Lester Asheim is not free from this feeling!

Whenever I go through the proceedings and final recommendations of the International Conference on Cataloguing Principles held at Paris; (!) I always find that some of the cannons (!) of cataloguing of Dr. Ranganathan are knowingly or unknowingly put into practice in revising the Old A.L.A. Cataloguing Rules.

Whenever American Librarians tried to transplant their library system in India either as Library Consultant or experts under the pressure of all-mighty dollar (emphasis added), Indian Librarians did find out their own solutions which were more relevant (!) to the Indian culture and tradition and environment. Let me make this point more

clear. The library at I.I.T. Kanpur was having an exchange programme with the Purdue University Library. The Purdue was purchasing and processing the entire book requirement of I.I.T. Kanpur to the extent that even the Indian publications purchased directly by I.I.T. Kanpur were processed by the Purdue University Library. They were sending the slips of this publication (!) to Purdue for Classification and Cataloguing. In the first Conference of I.I.T. Librarians at Kanpur I raised the question as to what will happen to I.I.T. Kanpur library after the Purdue exchange programme is over and Mrs. Johnson, the then Library Consultant agreed that they did not have any answer!¹

Coming to the library science courses we feel that we have accepted American Pattern, i.e. the courses are given by University Departments and not like British professional Course by the Library Association, London. In an overall and superficial observation we can say that this is American influence. But if we examine the structure of the courses run by the Indian Universities you will find that most of the courses both B. Lib. Sc. and M. Lib. Sc. they are extremely technique oriented and less broad principle and philosophy based, with the result that we produce librarians with a narrow technical background and with parrot like understanding of principles and philosophy, while the American courses are broad based but very keen about the basic principles and philosophies. [We are unable to follow what Mehta wants to convey here.]

I cannot claim that I have done any research on all these (?) that I write. These are purely my observations and they are out of my little experience of an extremely small part of the entire Indian Library Scene, i.e. Baroda and Pilani. I do not have that fine (?) calibre of a research worker and as such I leave it entirely to your best judgement how far you should take my observations as valid for your work.

R. S. Saxena

Librarian, University of Roorkee

He was my student at the Library School of the University of Delhi. He "begged" to differ from my views. He said:

¹ Because the question was silly and the American lady librarian was a typical American citizen! Mehta's mother might have helped him with the diapers when he was an infant, but he had to take care of himself after he had grown enough.

As regards my personal views on the delicate issue as to whether the Americans succeeded in influencing the minds of Indian Librarians more than Britishers due to superiority of their techniques and methodology or due to mighty dollar influence, I wish to inform as under:

1. Frankly speaking I beg to differ from your hypothesis and I subscribe to the views expressed by other Indian colleagues as mentioned in your above referred letter.

2. Next to Engineers and Doctors, Librarians fall to the category who visited most the USA, under one Programme or the other. Under PL-480, Ford Foundation, Exchange of visitors programme, exchange of teachers programme etc. (!) practically all the top notch Librarians were greatly influenced by American books and techniques and methodology in the field of Library Science and hence they naturally choose (!) the American practices in their libraries.

3. The series of articles on critique of UDC and my article on L.C. Cards and their use in Indian Libraries go to point out clearly that their techniques are in no way superior to several of the Indian and British practices.

4. It is the money in the present world that makes the May-er[?] go and this is true for America too.

K. S. Hingwe

Librarian, University of Poona

He disagreed with me on my view and said: "Perhaps there can be two opinions about your remark" 'The latter had imbibed too much Americanism in his writings.' Please permit me to express that I do not agree." Unfortunately, however, he did not give any reasons for his not agreeing with me.

N. K. Goil

Librarian, Institute of Economic Growth, Delhi

He said that he agreed with my hypothesis that "America has exercised greater influence on the development of library science in India." However, my hypothesis was not restricted to the "science" only

but to the arts as well. I believe the entire universe of Indian libraries and librarianship has been influenced more by America than Great Britain. With regard to the pattern of library movement, Goil stated that "it is perhaps U.K. we tried to emulate. I do not know the methodology you are following to test your hypothesis. I think it is the methodology which will matter supreme than the impressions of some of us. At the moment I have nothing else to add."

K. L. Kaul

Librarian, University of Delhi

He too was my student. He is a shrewd young man, has worked in U.S. Libraries for long, and is now back home in his own former institution. His reply is typical of his nature. He said:

I do not have to my credit any publication relevant to your subject of research. Your question has made me "think." A considered reply can be sent only after I complete a lot of self-analysis.

Do you think that the British have not been influenced by the Americans in the intellectual sense, as far as Libraries and Librarianship are concerned?"

My reply to his letter was as follows:

Thank you very much for your generous reply dated Feb. 19 to my request of Feb. 10. I am glad that my question has made you "think." If you get some ideas, please do communicate to me. You can send your response to the address given above. If I am not in Baroda, your letter will reach me wherever I am.

However, he had nothing to say beyond what he had said, and probably he did not get any time to think.

Jogesh Misra

Librarian, Haryana Agricultural University, Hissar

He responded as follows: "The research topic 'America's Contribution to the Development of Library Service in India' is really an excellent topic to my knowledge. Nobody has so far done any work on this topic."

D. R. Kalia

Director, Central Secretariat Library

Kalia, a leading librarian of modern India, was formerly the Director of Delhi Public Library, and later on the Librarian of the National Library, Calcutta. He wrote:

I wonder whether you would be visiting Delhi. If so, we shall discuss the matter in detail when we meet. In case, you are not visiting Delhi, I could send you a copy of my article which was presented by me at the IFLA Conference held at Liverpool (UK) in December, 1971. This article highlights the contribution made by American Librarians during 1910s.

I replied to him as under:

Thank you very much for your kind letter of 13 February 1973. I was in Delhi but could not see you due to some circumstances which can be explained only in person. If and when I visit Delhi again, I shall certainly see you. In the meantime, I shall be grateful to you if you kindly send me a copy of your paper which was presented by you at the IFLA Conference held at Liverpool (U.K.), which, I hope, will be of great help to me in my research work.

I never received the article Kalia spoke about!

S. Parthasarathy

Scientist-in-Charge, Indian National Scientific
Documentation Centre

He was one of my closest friends and a colleague at Delhi University. He was an antevasin (direct disciple) of S. R. Ranganathan in the true sense of the term. His reaction was thoughtful. This is what he said:

The British, as a policy, did not want to develop library facilities in India. They had consistently torpedoed our efforts to bring in library legislation in the various provinces from 1920 onwards. Even in 1946 the Madras Act could be brought about only because we had our own Ministry in power.

The Baroda State could have a network of public libraries due to the personal interest taken by the Maharaja in developing such institution. For this purpose he had secured the services of an American Librarian. Naturally the techniques used in these libraries were American techniques. Again the American practices spread in the Panjab due to Dickinson. He not only held classes in librarianship but also brought out a primer based on American practices for the use of our librarians.

Dr. Ranganathan had his library education in England. But he had his practical training in a number of British public libraries. He was highly impressed by the wide range of services provided by them. After his return to India, he started a publicity campaign for introducing public library services. The *Five Laws of Library Science* reflects throughout the influence of the British practices. (No, this is not true.) It is world-wide. He was, however, influenced by American contributions in the field of library techniques. He had regular correspondence with Melvil Dewey regarding design of classification schemes. He was impressed by Cutter's *Rules for a Dictionary Catalogue*. The prescriptions given in this publication for deriving subject headings are lucidly analysed in Dr. Ranganathan's *Theory of Library Catalogue*. Again in the field of classification he was influenced by Bliss, especially the Organisation of Knowledge for Libraries. The Prolegomena to Library Classification got crystalised after a study of Bliss.

Even in England the techniques studied in the field of library classification and cataloguing were based on American contributions. The Anglo-American Code and the Decimal Classification are widely followed even now (the BNB follows UDC!)

Though Dr. Ranganathan introduced the library training programme first under the auspices of the Madras Library Association, he later on shifted the course under the Madras University, a practice similar to that followed in the U.S.A.

You may consult the series of articles Dr. Ranganathan has written in *Herald of Library Science*, which may throw some light on the subject you are interested in."

Parthasarathy's views represent the most precise, pertinent, and valid appraisal of the state of things. He is objective and critical.

It is hard to disagree with him whatever may be one's dislike toward what America stands for and has contributed.

My response to Parthasarathy was:

Dear Parthasarathy:

Thank you very much for your kind letter of February 20, 1973. Your thoughtful letter has given me a good deal of information and a line of direction to proceed further. I will try to consult the series of articles Dr. Ranganathan has written in the *Herald of Library Science*.

Thanking you once again,

Yours sincerely,

Murari L. Nagar

Mr. S. Parthasarathy
Scientist-in-Charge
Indian National Scientific Documentation Centre
Hillside Road
Delhi-12

K. A. Isaac
Librarian, Kerala University, Trivandrum

Isaac, another of my able students, wrote:

I am glad to know that you are engaged in research on a subject that should be of great interest to librarians in India and America. I am in agreement with what you say of the significant contributions of America in the field of libraries and librarianship in India. I have not written any paper or book on this subject.

I wish you all success in your research endeavour.

A Search for the Research Resources

I continued my search for the research resources. Several major libraries in London were explored through the help of my friends residing there, among which special mention should be made of the following libraries: British Museum, India Office, University of London, and the Library Association.

Furthermore, the collections of some major American libraries were explored. These are: Libraries of the American Library Association, Chicago University, Columbia University, Yale University, New Haven Public Library, the Library of Congress, Washington, D.C. and above all the Young Men's Institute, New Haven, Connecticut where Borden had worked for 23 years and which had served as his laboratory for library experiments and innovations.

I developed a detailed proposal to visit India and some other neighboring countries for an extensive field work and intensive research on the subject. It was absolutely essential if a good job had to be done. I applied for a grant. But man proposes and God disposes. And there are gods upon this earth too--I mean the selectors, or the screeners, or the reviewers, or the evaluators of the applications for grants, appointed or nominated by the granting agencies. They are omnisciences. They know everything, much better than anyone else on this earth. They have their own view as to what is worthy and what is trash. I tried my best to get a grant but could not get one. It was in a way beneficial from the global point of view, because I was forced by circumstances to continue my work on TULIP and other publications. The Almighty God did not want me to leave incomplete what I have been able to complete during the last two decades.

However, I believe it would be helpful to reproduce the paper here so that it might be used by someone else someday in the future in order to try to complete what I had begun but could not complete the way I wanted. So here is the proposal:

Indo-American Library Cooperation

A Research Proposal

By Dr. Murari Lal Nagar
University of Missouri-Columbia

Contribution of Borden in Baroda

Maharaja Sayajirao III, Gaekwar of Baroda (1862-1939) was one of the most progressive princes of modern India. He developed Baroda economically, socially, and culturally. Baroda was the first territory in India to have been provided with universal, compulsory, free, primary education. Sayajirao's interest in education was the basis of his enthusiasm for libraries. He traveled extensively throughout the West and visited the U.S.A. twice. He was quite impressed by the development of American public libraries. He invited an American librarian to Baroda so that the people of Baroda too could enjoy the benefits of modern library service. The Maharaja chose William Alanson Borden (1853-1931) to be his first Director of Libraries.

Borden went to Baroda in 1910 and served there for three years. He established a network of libraries constituting a state central library, four divisional or district libraries, forty-five town libraries and a thousand village libraries--all integrated into one system. He established the first library school in India and trained his own assistants and successors. He founded the Baroda Library Club, a professional forum and a journal called *Library Miscellany*. Among his other achievements may be mentioned an extensive traveling library system, a children's library service and a visual instruction department. He inaugurated many novel bibliographical services.

This is what Borden himself said (in 1913) about his work in India:

I determined to introduce into Baroda what we in the United States have recognized as a goal to be ultimately

attained, but which we have not yet reached. . . . If there is any value in this library cooperation throughout a large state, let it be remembered that it was first introduced not in the home of the modern library movement, our own country, but way down in India, 10,000 miles from here (emphasis added).

In another report Borden had claimed: What America could only dream of Baroda could do, and in a measure has done.

Attached to the proposal were "Selections from the Reviews" of my study on Borden and Baroda, which has just been published in an American edition under the title--*First American Library Pioneer in India*. It is an earlier study on the outstanding contribution made by Borden toward the development of libraries and librarianship in India. Borden was the first American librarian to render valuable service to the cause of Indo-American library cooperation. When he was seventy-five, the *New Haven Register* featured a special article on him and named him "India's Literary Emancipator." Borden was indeed India's literary emancipator and his work in Baroda initiated a new movement.

My earlier study on Baroda shows how Borden's work in Baroda exercised a tremendous influence on many other parts of India, such as the Panjab, Gujarat, Maharashtra, Madras, and Andhra. Borden returned home in 1913. He was followed by another American librarian, Asa Don Dickinson (1876-1960), who was invited to Lahore by the University of the Panjab to organize its Library on "modern American lines." Dickinson went to Lahore in 1915 and stayed there for a year. While Borden laid the foundations of the first public library system in India, Dickinson created a model for India's subsequent academic library system. The work of these two American librarians in two major types of library systems was so fundamental and deep-rooted that it became the permanent foundation for the Indian library structure of today, and they became the architects and founders of modern Indian librarianship.

Contribution of the Panjab: Dickinson and Others

Following Borden, Dickinson made a distinct contribution toward the development of libraries and librarianship in India. He too

established a library school, but in an academic environment, and wrote the *Panjab Library Primer* the first systematic book on library organization and administration in India. His students established themselves all over India and became the leaders in their respective regions, some achieving all-India stature.

In addition to Borden and Dickinson, many other American educators played significant roles in the progress of education and libraries in India. For example, Sir James Ewing, the then Vice-Chancellor of the University of the Panjab, who invited Dickinson to Lahore for "organizing the Library of the University on modern American lines" was himself an American who served India for more than forty years. Friederich Mowbray Velte, the founder-editor of *The Modern Librarian* (Lahore, 1930-1947) was another American educator who rendered distinguished service to the cause of the Indian library movement. Velte also organized the Panjab Library Association and led the movement for years. Thus it is seen that a successive line of Americans worked in India for her library advancement.

The Public Library Movement in Baroda (1969) is an account of the outstanding contribution made by Borden. But this account was quite limited. My primary focus then was to study the origin and development of Baroda's library movement wherein Borden had played a significant role. Yet his work there was a cause; it had many effects. Now I want to study Borden as well as the effects of his work in greater detail. It will be an extension of my previous study and will include an assessment of Dickinson's contribution.

A systematic account of the contribution of Dickinson and other librarians of the Panjab toward the development of libraries and librarianship in the whole of South Asia is yet to be attempted, which can be done only through personal visits to prominent libraries and educational centers in India and by interviewing retired yet still living librarians who may be able to give firsthand information on the early development of libraries and librarianship in the Panjab. Among such knowledgeable library leaders may be mentioned the names of Messrs. Sant Ram Bhatia (alas, he is no more in this world!), B. S. Gujarati, S. S. Saith, and D. R. Kalia now living in India.

America's Influence: Why and How?

While it is generally accepted that Baroda was the leader of India in library movement and that it exercised a tremendous influence over other parts of the country and even beyond, there is no unanimity as to the role America played in this development. During the course of my studies on the history of the library movement in Baroda, I found that America exercised a far-reaching influence on Baroda, and that Baroda in its turn exercised great influence on other territories. However, opinions differ as to the nature, scope, and contributory causes of this phenomenon. Some critics would even deny its occurrence!

It is my theory that there is at least one field wherein India has been influenced more by America than by England. It is the field of libraries and librarianship. This may sound incongruous, because in education and law, in economics and politics, in language and literature, even in food and dress, in almost every walk of life, India has been tremendously influenced by the British, whose institutions have served as the models for India's various types of educational, cultural, political, and social institutions. This was but natural. The British were the rulers of India and the wielders of her destiny for generations. India was merely a British colony. But this influence is almost negative as far as India's library development is concerned. Indian libraries are patterned more after the American models than the British. In other words, the Indian library scene, as it is seen today, shows more influence of America than of England. I wish to investigate what factors led to this development.

The *Library Journal* of December 1913 took note of "one of the most remarkable library developments in the world," made possible by the Maharaja of Baroda through "an American director, Mr. Borden," in creating a state library system.

The *Journal* added:

This combination of Asian control and American progress has indeed produced wonderful results.... Equal credit should be given to the Maharaja for the American progressiveness which he took back from his journeys to America, where he proved, as at the Library of Congress, one of the most intelligent and progressive of library inquirers, and to Mr. Borden for his Asian adaptation of American methods.

The Maharaja of Baroda engaged the services of many American specialists in finance and banking, economic resources, education and library service, to name only a few fields of activities, to ameliorate the condition of the masses in the territory under his government. Dr. H. C. Bumpus, the Director of the American Museum of Natural History in New York was his friend, philosopher, and guide. The Maharaja was in constant communication with Dr. Bumpus. He sought advice of Dr. Bumpus on many projects and proposals. Naturally, there was a tremendous influence of America on Sayajirao and his Baroda.

Some impartial observers hold the view that the Americans by their very nature might have been more friendly towards the Maharaja and his aspirations. On the other hand, the British (barring a few exceptions, no doubt) might have felt a kind of superiority complex, an attitude of being the bosses. Is this the reason why the Maharaja was attracted more towards the Americans?

There are many other questions that need investigation. For example, it will be useful to examine why Borden's scheme of library classification did not attract and hold the minds of the Indian librarians, and why Dewey's Decimal Classification reigned supreme until Ranganathan's Colon Classification established its sway over certain parts of India, and why the Decimal is still equally popular, if not more.

Another question: Did Borden play any part in Dickinson's assignment to the Panjab? Why did Ewing nominate Dickinson? How did it happen? Who was the medium?

I would like to ascertain to what extent, if at all, the developments in the Panjab were the effects of Borden's work in Baroda.

Here is another viewpoint: Although S. R. Ranganathan, sometimes referred to by his devoted disciples as the "Father of the library movement in India," received his library training in England and did not visit the U.S.A. until he was almost sixty, yet America exercised greater influence on his mind as well as on those of his followers than did Great Britain, with the result that today's Indian library situation bears a clear reflection of the image of the American

library organization and administration. Of all the librarians India has brought forth in recent times, S. R. Ranganathan has been most influential in shaping India's library structure and function. He has greater imprint on the Indian library scene today than any other Indian librarian.

Yet he was a clear product of the British librarianship as far as the initiation is concerned. It was in England that he learned his first lessons in Library Science. Nevertheless, subsequently America must have exercised greater influence on his mind as compared to Great Britain, thereby setting the course of the ship of Indian libraries and librarianship along American lines. In fact, some British librarians have criticized him for having imbibed too much of American ideas and ideals in his library thinking. They have implicitly accused him of excessive Americanism in his writing. How and why did this happen? I would like to explore the causes of this phenomenon.

A Note in the *Indian Library Journal* (1929, 2:43) comments on the view of the *Library Journal* with regard to the Indian library movement. It is entitled: "American View of Us." Here are the words (of *LJ*) as quoted by *ILJ*:

Even before the seed sown by Mr. Borden in the fine opportunity given by the Gaekwar of Baroda, for the development of library system within his state, India had started on its own initiative in (sic) a public library movement which is having abundant fruitage. The All India Library Association, to some extent the outgrowth of the nationalist spirit in India, includes now district associations and a considerable number of public libraries which have the modern idea as their motive and the fulfillment of library possibilities as their goal. The addresses at the recent meeting parallel very closely what might have been said at similar meetings in this country, and that these were made by the natives of India tells in itself a great story. Much of the Chinese development has been directly of American inspiration, while Japan has looked rather to itself for its development. India, with the exception of Mr. Borden's work in Baroda and that of Mr. Dickinson in organizing the Panjab libraries for the Indian

Government has not had from America such help as she has accorded to China, and its development is largely, as in the case of Japan, of indigenous character. This is wholesome, and it would be interesting to note in these three countries the lines of development both in parallel with and divergence from American methods and ideals.

While the *Library Journal* says that India's library development is taking shape along independent lines, the *Indian Library Journal* says:

The Indian library movement conducted under the auspices of the All-India Public Library Association works, as is well-known, on the pattern of the American Library Movement (emphasis added).

Problems to be Investigated and Sources to be Studied

The preceding discussion has presented some of the problems to be investigated. There are many more questions that need answers: Why did the Maharaja invite an American librarian? Did Borden fulfill the Maharaja's expectations? Why did Baroda lead the country in library matters? Why did the Imperial Library (f. 1903) in Calcutta not become what its founder Lord Curzon wanted it to become--the Indian counterpart of the British Museum of London or the Bodleian of Oxford? What features of Baroda's library organization and administration became the permanent bases of Indian libraries and librarianship? Borden and Dickinson brought to India new ideas and ideals of American librarianship, such as the provision of books for all, free access to libraries, and personalized reference service, ideas and ideals that were emerging at a time when India herself was struggling for political, social, and economic freedom. Would it be correct to assume then that the pioneer Indian librarians preferred to go the American way as demonstrated in Baroda because it was in full consonance with their own new rising nationalism? If not, what factors led India adopt American methods?

Research Methodology to be Followed

Since this will be a study of historical developments, the historical method of investigation will have to be followed. Original source materials will have to be collected by exploring the archives

of government departments, educational institutions, libraries, offices of library associations, and by personally meeting Indian librarians in order to elicit direct evidence in support of the thesis or its modification.

Kinds of Data to be Gathered and their Sources

In March 1973 I visited Baroda and briefly viewed the collections of old documents preserved in the Central State Archives, Laxmi Vilas Palace, Central Library, and the Office of the Education Minister. There are precious research resources such as the Maharaja's correspondence with his ministers, accounts of his travels in the West, correspondence between various library centers in India and the Central Library, and reports on Borden's work in Baroda, partly in his own hand. I had secured permission to examine all these records.

On the influence of Baroda over India in general, data will have to be gathered also by visiting library centers in India, such as Calcutta, Bombay, Madras, Vijaywada, Mysore and Indore. Documents seen at Baroda had assured me that visits to these centers of learning would be rewarding.

I can read, write, and speak most of the major regional languages of North India, including Urdu. Since I know Gujarati and Marathi as well, I was able to make good use of the documents also in Baroda, some of which are in these two languages. I have been speaking and using English since my high school days. Thus my linguistic ability was adequate to complete this research undertaking.

I wished to complete my study in a year and to prepare a detailed report on America's contribution to the development of libraries and librarianship in India. I also thought that the study would also contain an account of the dissemination of American library heritage not only in India but also in countries beyond her boundaries. I believe, America has made a distinct contribution in shaping and evolving Indian libraries and librarianship. I wanted to verify if this is a fact or merely my opinion.

Certainly the proposed research project would have yielded fruitful results and led toward greater understanding and better cultural

cooperation between the United States of America and India and her neighboring countries in the years to come.

However, inspite of my best efforts I could not get an opportunity to complete this research. Once the AIIS forwarded my proposal to the Government of India for clearance. It was approved. However, the AIIS did not make the final award. There were many other applicants who were better known to the members of the Selection Committee and were in a better position to deliver the goods in return!

However, this proposal is presented here for a prospective future research scholar.

What follows is part two, earlier published independently as a separate book under the title *What They Say; Indian Librarians Speak on the Wheat Loan Program* in the series: A Spectrum of ALPHA, Array: 1. This was not circulated.

PART TWO

WHAT THEY SAY:
INDIAN LIBRARIANS SPEAK ON THE
INDIA WHEAT LOAN EDUCATIONAL EXCHANGE
PROGRAM OF THE FOREIGN SERVICE OF THE
UNITED STATES OF AMERICA
(1956-1962)

U. S. WHEAT LOAN PROGRAM

PROMOTES PROGRESS AND PROSPERITY OF INDIAN LIBRARIES

Wheat Loan Library Workshops¹

Wheat Loan Program

The India Wheat Loan Educational Exchange Program of the Foreign Service of the United States of America originated in 1951 when the U.S. Government granted a loan of \$190,000,000 to assist India in relieving her acute food shortage. It was stipulated in the Law that the first five million dollars of the interest would be returned to India in the form of books, scientific equipment, and exchange of persons.

Reports of the Government of India noted the inauguration of the program in the following words:

Library Development in India and the American Aid (1955)

The India Wheat Loan Educational Exchange Programme enabled India to receive about five million dollars to be spread over a period of five years. This programme provides for exchange of books as well as personnel. Twelve university and other academic librarians were invited to the United States of America for a study of four or five months.²

¹ This account is based on: India Wheat Loan Educational Exchange Program of the Foreign Service of the United States of America, Fifth and Final Wheat Loan Library Workshop, Delhi, March 5 to 9, 1962. *Report of the Proceedings*. Edited by Murari L. Nagar, Director, Indian Council for Library Development. New Delhi: United States Information Service, 1963. 116p. illus. (*Wheat Loan Messenger*, 3)

² *Education Quarterly* 6 (June 1955): 111.

Citing Mukherjee¹ as the source, Khurshid says: "University Grants Commission received \$5,000,000 accruing from the interest on the U.S. Wheat Loan Fund (!) for the exclusive use of developing libraries."²

This is not true. Libraries were only one component of the program, the other two being scientific equipment for laboratories and exchange of specialists.

And who says that the UGC alone received the funds? It was also a function of the Ministry of Education of the Government of India to implement the Programme and distribute the funds. So Khurshid is ill informed. (See Lal's comments, for example, in "What They Say!" pp.65-68)

The Program proved quite valuable to Indian libraries and librarianship. Although it operated in many other areas also, such as scientific research, laboratory equipment, general education, curriculum reform, university administration, etc., the assistance to libraries proved the most valuable to India because the libraries and librarianship in India had not received full recognition till then.

During the course of its operation, the Program provided approximately \$1,700,000 in U.S. dollars for the promotion of libraries and librarianship in India. Of this amount nearly \$1,400,000 were allotted for the purchase of books, \$160,000 for study-travel grants to thirty-five Indian librarians for visiting the U.S.A., \$40,000 to invite five American librarians to India, and \$75,000 to provide Indian Government documents to selected American libraries. However, the value of the Program cannot be measured in terms of dollars and cents. Its impact was immeasurable, and the energy generated by it would long remain active, because it helped to create a strong, vigorous, self-helping Indian library profession.

¹ A. K. Mukherjee, *Librarianship: its Philosophy and History* (London, Asia Publishing House, 1966): 13.

² *Standards for Library Education in Burma, Ceylon, India, and Pakistan* (Pittsburgh: University of Pittsburgh Book Center, 1969: 212. The information Khurshid cites is found on page 184, not page 13, of Mukherjee's book.

Four library workshops for university, college, and research librarians in India were organized between December 1960 and April 1961. They provided a new experience to Indian librarians, who derived immense benefit from them. In March 1962 the fifth and final workshop was arranged to evaluate what had been achieved during the preceding period and to establish a permanent corporate body in order to continue the work begun at the previous four workshops.

This follow-up workshop was also aimed to create favorable opinion in high circles for the implementation of the decisions taken at the earlier workshops. Delhi being the capital of the nation, it was felt that the workshop would attract the attention of the powers that controlled the purse strings. And the results achieved fulfilled the expectations. Prominent educationists, librarians, and representatives of the Government of India and the U.S.A. kindly associated themselves with the proceedings by attending the open sessions and addressing the group. All gave their whole-hearted cooperation.

During the workshop, the Constitution of the Indian Academic Libraries Association was adopted, and a Board of Officers representing all parts of India was elected. In addition, a permanent body of librarians, called the Indian Council for Library Development was formed. It was hoped that this Council would work for the development of libraries and librarianship in India. It was also decided during the Workshop that the *Wheat Loan Messenger* be continued in the same form until it was taken over by the Indian Academic Libraries Association. It would then be renamed and made the official journal of the Association.

Organizers of the Indian Council for Library Development also discussed the prospects of the Indian Academic Libraries Association and problems of Indian academic libraries with Dr. C. D. Deshmukh, the then Vice-Chancellor of the University of Delhi, Mr. A. N. Dhawan, Education Officer in-charge of the Wheat Loan Program in the Ministry of Education, and Mr. N. N. Iyengar, Deputy Secretary, University Grants Commission. These officers were greatly impressed by the work done during the five workshops and the problems being acted upon by the librarians. Mr. Dhawan suggested that the proposals and plans being developed by the Indian Council for Library Development be submitted in writing so that official government action might be considered.

Toward a "National Union List of Serials" in India

This was one of my dreams in early 1960s. Although I had been vigorously trying to seek support for the compilation of a "Union List of American Serials in India," because of my close association with the Wheat Loan Program, yet India needed a comprehensive national union list of serials, covering all the subjects and all the titles from all the countries of the world, on a national scale. "The Union List of Learned American Serials in India (ULLAS)" was planned to be quite limited in scope. The present and future demands of the total research community of India could be met only by a compilation comparable to the *Union List of Serials* (Gregory) or the *British Union Catalogue of Periodicals*. Hence this subject was given due prominence in the organizational framework of the Fifth and Final Wheat Loan Library Workshop.

Delhi Workshop

The second day of this Library Workshop in Delhi was exclusively devoted to the "Union List of Serials." The report of the discussions and deliberations on the subject provide us with an insight into the minds of contemporary library leaders of India. Most of the participants had made some contribution toward the development and promotion of some kind of a union list. Their views were helpful. As a result of these deliberations the Indian Council for Library Development became a reality. The United States Information Service in India granted Rs. 80,000/- to the Council on my request to complete the American Union List. Within the next fifteen years, INSDOC prepared and published a series of union catalogues. The Social Science Documentation Centre of the Indian Council of Social Science Research came into being and published its own series of catalogues in Social Sciences. The Librarians of the India International Centre compiled and published a *Union Catalogue of Periodicals in Humanities and Newspapers in Delhi Libraries*. Thus the workshop achieved some lasting results. This writer was mainly responsible for its organization. Today, looking back upon those disturbing days, when the Wheat Loan Office was about to be closed and the friends of the Office were quite worried about the future of the "American Union List," I feel a deep sense of gratitude to God Almighty that my prayers were heard and that I was able not only to complete a great undertaking, but also to become an instrument in the promotion of the union catalogues in India. Many of my dreams stand today fully fulfilled.

More On Delhi Workshop

The fifth and final Wheat Loan Library Workshop was held in Delhi from March 5 to 9, 1962. Four library workshops had preceded this. At each of these workshops the participants had discussed some of the "Immediate Problems of University and Research Libraries in India Today." Solutions were sought and decisions arrived at. The recommendations of the first four workshops fell into two categories. Some were self-injunctions which the librarians put upon themselves. These could be implemented by them without seeking any external help. The second category of recommendations needed financial help from external agencies such as the University Grants Commission or the Ministry of Education of the Government of India.

At each of these workshops an Action Committee was formed and at the last workshop a Joint Action Committee was constituted. This committee took upon itself the task of making efforts for the implementation of those recommendations which belonged to the second category, i.e. those which could not be implemented without the blessings of the powers which controlled the purse strings.

The last Workshop had ended on April 29, 1961. By February 1962 all the members of the Joint Action Committee felt that a good deal of time had elapsed since the fourth Workshop was held. It was, therefore, high time that another workshop of a follow-up nature was held to take stock of what, if any, had been achieved, and how the decisions arrived at earlier workshops could be fully implemented. It was also realized that the Office of the Wheat Loan Program would be closed on June 30, 1962. One of the most important projects undertaken by this Office was the compilation of a Union List of American Serials deposited in Indian libraries. A good deal of time, money and energy of all the cooperating libraries had already been invested. It was also felt that if that much-needed research tool could not be completed and brought out into a published form the result would be a total waste. It was felt too that the Joint Action Committee should take charge of the incomplete work, seek financial help from an agency, and complete it.

The participants of the first four library workshops had decided to bring out a newsletter called the *Wheat Loan Messenger* to serve as a medium of communication for the Wheat Loan grantees. With the help of Mr. Deshpande, Chairman of the Joint Action Committee, the Wheat Loan

Office had managed to bring out the first issue, while the second issue was brought out by Mr. Deshpande with his own efforts. The members of the Joint Action Committee resolved that efforts should be made to see that the "Messenger" was published regularly as a library journal.

One of the most important decisions made at the Wheat Loan Library Workshops was to establish a professional association for the college and university librarians in India. But this was a decision on paper only and little had been done to implement it. Therefore, the leading members of the Joint Action Committee decided to make one more attempt to get together, discuss and adopt the constitution, and elect the office-holders so that the Association might really start functioning.

These were the objectives of arranging the fifth and final workshop. All the members of the Joint Action Committee and also the local librarians of Delhi were invited. In order to enlist full cooperation of the latter and to seek their whole-hearted support, the afternoon sessions were held in various libraries of Delhi.

The Delhi Workshop was a great success. The results achieved fully satisfied the organizers. One of the most important achievements of this Workshop was to form a permanent body called the Indian Council for Library Development out of the nucleus membership of the ad-hoc body formed at the Jaipur Workshop, i.e. the Joint Action Committee of the Wheat Loan Library Workshops, and also by co-opting some other librarians from all over India. It was decided that this Council should request the Wheat Loan Office to hand over the incomplete files of the "Union List of American Serials" to the Council and to try if funds could be provided for its completion and publication.

Another achievement of this Workshop was to discuss Mr. Deshpande's "Draft Constitution" of the Academic Libraries Association and to adopt it. Office-holders of the Association were also elected and the Association was brought into being.

One more valuable decision arrived at this Workshop was to continue the *Wheat Loan Messenger* until it was taken over by the Indian Academic Libraries Association.

Also it was decided at this Workshop to recommend to the authorities to establish a Bibliographical Centre to promote bibliographical

services and a national centre for documentation in the humanities and social sciences.

Wheat Loan Library Workshop, Delhi

CONCLUDING SPEECH OF MURARI LAL NAGAR THE PRINCIPAL CONVENER¹

M. L. Nagar: Mr. Chairman, Friends and Colleagues: As you already know, this is the fifth and final day of the Fifth and Final Workshop of the Wheat Loan Program. Certainly it will not be possible for us to get together again under the auspices of the Wheat Loan Program. As Mr. Sharma and others have put it, this Program has been very useful. I am an employee of the Wheat Loan Program. Naturally, if I say something good about the Wheat Loan Program I might be taken as praising my own self. Yet I am an Indian librarian. I was an Indian librarian before the Wheat Loan Program came into existence. I will remain an Indian librarian even after the Wheat Loan Program has ceased to exist. So if I say something about the Wheat Loan Program it is as an Indian librarian.

Since this is a fine opportunity--this is the last meeting of this Workshop--I must say that the Wheat Loan Program has given many benefits of so many kinds to so many people. Indian librarians have gone to the U.S.A. American librarians have come to India. Many scientific laboratories have received scientific equipment. Many libraries have received books. But I have received something unique from the Wheat Loan Program, which many Indian librarians have not received. That is, to see my own country, meet my own people, talk to my professional colleagues throughout the country. During the past five years, I have gone to almost all the large cities in India. I have met the librarians of India, and it was a splendid opportunity, I can tell you. When VIP's, I mean the top librarians, visit these very libraries they receive VIP treatment. They are shown only the best things the librarians have. But when I went there I was just a friend, a brother to them. They expressed their hearts to me. They said, "These are our problems." And I was also able to see some of the slums they have got!

¹ *Wheat Loan Messenger*, 3 (January 1963): 100-102. This is a direct quotation.

So it has been an excellent opportunity, a great challenge for us to work together to solve some of the problems, and that is an experience which will be one of the best in my life.

This is the Fifth Workshop. The Wheat Loan Program had already organized four such workshops earlier. Now the Workshop is a new idea, as you know, and the first four workshops were just confined to one room, because they were meant to be strictly workshops. When I was asked to organize the Workshop in Patna, I was also asked to meet the people at the railway station. I had to put up a sign-board there: "Those who want to attend the Workshop, must come here." Everybody was surprised: "What is this Workshop?" They did not know what the Workshop was!

We started the planning of this Workshop in October or September (1961), even earlier than that. Mr. Deshpande, Mr. Patnaik, Miss Holt and I met in Bangalore. We decided to have one more opportunity, before the Wheat Loan Program was finished, to find out whether some of the major recommendations made by the Wheat Loan Workshops could be implemented.

As Mr. Sharma correctly put it, the Wheat Loan Program is finished. As I have already told some of you, one day a gentleman, a VIP asked me: "What is this? We heard that the Wheat Loan Program was dead and you are still here! What are you doing here?" I said, "Yes. This is the final glow of a dying oil lamp, but it is hoped that this lamp will light another lamp and that lamp will continue the light generated by this lamp of the Wheat Loan Program." So that is our wish. As an Indian librarian I thought let us have one more opportunity. We could have easily organized the Workshop in the same old way, but I thought: Let us make a departure--establish a new precedence. We decided that the morning sessions would be workshop sessions, while the afternoon sessions would be conference sessions. I was very much doubtful about it, to tell you the truth. Our great poet and dramatist Kalidasa has said:

*Ā paritoṣād viduṣām
sādhu na manye prayogavijñānam.
Balavad api śikṣitānām
ātmanyapratyāyam cetaḥ.*

Until the learned critics are satisfied, I don't think my performance is a success. The mind of the educated, even if resolute, is doubtful about itself.

I couldn't say these words, express just these sentiments, yesterday or day before, because the fifth day was yet to come; but today I am very happy to say that through your full cooperation this arrangement has worked so successfully! It has been a great education to me, personally, and I am very much thankful to you all.

The Joint Action Committee members, who have come all the way from their respective places, during this March, which is a very busy month for them, and all the other friends and co-workers who have spared their time, energy, and attention in making this Workshop such a great success, deserve our hearty thanks. I am sure the decisions we have made, especially the creation of the Indian Academic Libraries Association, are bound to be fruitful and with the cooperation of all of you, we are certain to make some progress towards the implementation of the suggestions and recommendations of the Wheat Loan Library Workshops.

Evidently the afternoon sessions were meant for the general audience. We wanted to learn from others and we requested some distinguished personalities to address us. On the first day Mr. Das Gupta gave us a wonderful talk for more than an hour. When I approached him with the request to deliver a talk, he asked: "How long do you want me to talk?" I said, "Maybe twenty minutes!" He was surprised. He exclaimed: "Twenty minutes!" It was a very lengthy period for him! But when he started speaking he spoke for one hour and fifteen minutes. There was a pin-drop silence. Everyone was so attentive and listened with great devotion. It was such a successful meeting. Then we had some other speakers--Mr. Finzi, from the Library of Congress came one day. He addressed us. Mr. Kalia spoke to us yesterday. He helped us a great deal. One day we had Mr. Girja Kumar, Mr. Parthasarathy, and Miss Dilley. They gave us the benefit of their experience and knowledge. Today Mr. Sharma has done us a great favour.

Today we expected also Dr. Kothari. This is the reason for my coming to this seat and telling you a few things. But when I started speaking I decided to express my gratitude to all of you. Dr. Kothari was very much anxious to come today and talk to us. He had said, "No, no, definitely I am coming. You remind me on Friday morning." When I

reminded him this morning, he said, "I am very busy, I have got a more pressing engagement. Some people are coming and I am the Chairman of the Committee. You tell the (workshop) group that I am very much interested in the libraries." As you all know very well, he has been very much interested in the libraries. He continued, "The U.G.C. has been taking a great interest in the development of libraries. We have given large grants for books, buildings, reading rooms; and we are going to continue the same interest in libraries. Library development receives priority, top priority as far as the U.G.C. Programme is concerned. But I also want you to tell the group that the libraries"--and this is the most important thing he asked me to tell you and tell me also--"that the libraries are not meant for librarians." And he repeated it, "Libraries are not meant for librarians; they are meant for readers--students and teachers. It is alright to collect the books, catalogue them, classify them, display them; but that's not the end; the end is the service." And he added, "In many libraries I have seen beautiful collections, fine reading rooms, expert library staff; but there is no service! So will you please ask the Workshop Group to find out whether we can do more service so that the ultimate objective of collecting the books is fulfilled?" He was very happy that we have organized this Workshop; he was very unhappy too that he was unable to come. But he has asked me to convey this message to you all!

I thank you all again for having cooperated with us in such a wonderful way to make this Workshop such a grand success!

Thank you very much.

America Assists India

Through The Wheat Loan Program

WHAT THEY SAY
SOME IMPRESSIONS AND REFLECTIONS
OF THE WORKSHOP PARTICIPANTS¹

P. K. Banerjea

Vikram University, Ujjain

The Workshop at Baroda was the first of its kind to be conducted in India where the case method was first introduced in library seminars. The participants were drawn from different types of libraries and as such it offered a good opportunity of studying the problems from different standpoints. The method of discussion too was also a novel one, wherein a senior member was asked to open the discussion as the speaker of the day and then the whole group discussed the point at length. We came back with many new ideas. Altogether the Workshop was a very great success, and the moving spirit of this Workshop, beside the Kipps, was Miss Holt, who by her effective dynamism effected the working to a very great extent and radiated her influence throughout. The U.G.C. should arrange every year such seminars where librarians, teachers of library science and such other workers may have the opportunity of coming in close contact with each other and be able to derive inspiration from the work of their colleagues.

The Wheat Loan Scheme proved to be a source of great help to Indian librarians. For the first time Indian librarians got some recognition in our country, and as it afforded them an opportunity to go abroad and study at first hand under the able leadership of most eminent people in librarianship in U.S.A., they derived a good experience. Indian librarianship got a tremendous fillip towards progress. Since then most of the university libraries have been reorganized and librarians too

¹ *Wheat Loan Messenger*, 3 (January 1963): 103-15. These are all direct quotations.

have now realized the vital role they are capable of playing in bringing about an educational revolution in the country. The Wheat Loan Scheme in this way became an eye-opener to Indian librarianship and most of the participants derived inspiration from what they had seen and studied in U.S.A.

It is true that the methods of American librarians cannot be applied in toto in our country; but I am absolutely certain that the Program influenced to a great extent the development of Indian librarianship. Those of us who are engaged in the teaching of Library Science in Indian universities have learnt to discard the insular and antiquated ways of library education and have tried our best to bring it in line with the patterns of other countries.

In this way our library teaching has also been influenced and the Wheat Loan Scheme has thus played a dominant role in making the Indian librarianship a vital force in educational movement in this country.

It is a matter of regret that the Scheme has now been terminated and the future generations of librarians are now deprived of the opportunity of learning things at first hand from abroad. If some other agency or some other scheme takes its place, I am sure the momentum that has been given will also be perpetuated and thus Indian librarianship will be vitalized and in course of time it will be as advanced as it is in U.S.A. and Great Britain.

It would be better if from time to time an exchange programme is introduced in which the teachers of library science can also participate actively in such a programme and a specialized section for them may be reserved, for the institutes are now responsible for the training of the future generation of librarians and as such their responsibility in this direction is supreme.

Miss Svati Daru

S. N. D. T. Women's University, Bombay

I found the workshop way to be a beautiful combination of instruction and interest. Librarianship in our country is on the threshold of a new era of competence, and an untiring desire to scale new heights is the watchword. It is most opportune, then, that this should be the time for "pooling of experiences and resources" on a

common footing. I should like to emphasize in particular the effectiveness of the "Role-playing technique" employed at the Workshop, which made a participant feel the individual problem to be his own. While displaying new dimensions of common problems facing our profession, the workshop way also offers a clearer perspective for their solution. It hardly needs to be added that the continuation of such workshops would be a sure means of future growth. Indeed, whatever I learnt during the Workshop at Baroda has helped me in a better understanding and more effective discharging of my work and duties. It would always stand out as a pleasant and memorable experience for me.

K. Bala Sundara Gupta

Maharaja's College, Mysore

Being a librarian, I consider books as real bridges across the nations to create feelings of friendship and oneness, and whatever is done to promote libraries is worthy of praise. Wheat Loan Programme is worthy of praise and an object of thankfulness of Indian librarians, as it has been an unpretentious ambassador in the world of books and librarians.

The workshops afforded a unique opportunity for the Indian librarians to meet together and discuss various library problems. There was also the stimulation from the three American librarians (Mr. Kipp, Mrs. Kipp and Miss Holt) who readily shared their experiences with us to solve problems relating to building, staff and service to readers.

Another aspect which impressed me most was the picture of American experiences of some Indian librarians who spent some time in America.

The Wheat Loan Programme did help many a library to have increased budget for books at least for a few years. On account of this, the libraries could divert their own funds to buy books published in countries other than America. American books began to flow into Indian libraries in different areas of knowledge. Some libraries bought non-book materials (Microfilm readers etc.). Some libraries built up their collection of reference tools.

For the selection of books, the librarians were provided with extensive bibliographies and the ordering too was systematized by giving multiple order forms. All these were designed to render easy selection

and quick disposal. All the assistance given was quite unobtrusive. Libraries got their requirements without being involved much in official routine.

The Program established three extension libraries under the auspices of the universities of Rajasthan, Punjab and Madras to render effective service to far-off colleges.

The workshop helped many librarians to think that problems which seemed to be peculiar to their own libraries were also the problems of other librarians. Its salutary effect was that it touched off open discussions and helped them to present their problems to their authorities effectively and fearlessly.

An interesting feature of the workshop was the discussion of real problems of libraries in disguise. Mixing of fact with fiction lent real vigour to solve them objectively. The discussions were marked by realism, humour, fervor and candour. They were all round and hardly there was anything which was not touched upon--all areas of librarianship were succinctly dealt with.

Even to this day I treasure the inspiration I derived in the Hyderabad Workshop.

C. R. Patel

S. V. Vidyapeeth, Vallabh Vidyanagar, Via Anand

University libraries in India today are facing quite a number of problems. These libraries have received a fresh, rather unprecedented impetus after independence, and generous grants from the University Grants Commission have made rapid progress possible. Schemes which would never have otherwise seen the light of day were not only formulated but sanctioned. New buildings are coming up, equipments purchased and a generous book fund is provided. These are the signs of a transformation, a metamorphosis.

The demand for higher education has become more pressing; there is a great need for research and new methods are being tried and tested in different universities. It is against such background, where university libraries are passing through an important stage of their development, that the Workshop was held at M. S. University, Baroda, under the

auspices of the India Wheat Loan Educational Exchange Programme to discuss the many and varied problems which confront these libraries in their current set-up. The problems were determined by the participants themselves.

During the discussion it was felt that some problems were really basic, the solution of which demanded urgent attention. The problem of personnel (including the training), of reference work and advisory services, and of the acquisition of research materials are really pressing at present, the adequate solution of which would go a long way in stepping up of the overall level of the service. This is a sort of challenge that must be faced. The necessary personnel is not forthcoming and the professional training that is being imparted at present leaves much to be desired. The problem of personnel is at the root of it and unless the right personnel is created, other problems will not be solved.

The human element in the organization is very important; it is this element which can give service, and if this is not well provided very little progress can be made. Huge buildings, millions of books and mechanical aids in themselves can achieve nothing. Not that they are unimportant, but the need for the right library personnel is the first necessity. Before anything substantial is achieved, a sound training should go into the making of it. The strengthening of the syllabus in the regions of organization, administration, and reference work is highly desirable. University libraries are the centres where the bulk of the professional training is being imparted at present and it is, therefore, natural that the problem addresses itself to these bodies which can make the necessary improvements.

Then again the need for the development of Reference and Reader's Advisory Services is also keenly felt. Today, these services are conspicuous by their absence and unless they are developed there cannot be an organized communication of systematized knowledge. University libraries are frequently called upon to give specialized service and the librarian and his staff must equip themselves for the task.

The acquisition of the research material is also a problem. There is no out of print and rare market which can be relied upon, with the result that the required material is difficult to locate and procure, even if it is presumed that the necessary funds are available. Even in

other respects where simple book buying is concerned, lack of a decisive policy, properly organized book trade, indigenous reference tools and the inevitable shortage of the foreign exchange present a serious situation.

Then comes the problem of the status of the librarian. Of course, everyone feels he should have a status and that too a well-defined one. But very little can be hoped in this direction so long as the authorities continue to remain apathetic as they are. This indicates that the effectiveness with which a well co-ordinated library program can step up the entire educational achievement of the university is still not well appreciated.

The Workshop was really representative, and there was a surprising agreement in the views expressed, which may perhaps be due to the fact that all faced similar problems. If there was a difference, it was in degree only. Discussions were free and unfettered; they were lively too; and humour frequently acted as a welcome astringent. Such crucibles of free exchanges do sharpen the edge of reasoning, focus the problem by placing it in the correct perspective and many prejudices are rudely shaken. One can't help feeling that workshops of the type should be arranged from time to time by a suitable Indian agency so that a periodic stock-taking may be done and a way opened for continuous progress.

It cannot be denied that the workshop has done a real valuable work. Its deliberations were comprehensive and covered all the main problems of academic libraries. Thanks are due to the India Wheat Loan Educational Exchange Programme for having provided a forum for free exchange. This Programme, be it said, has been really instrumental in shaking up the lethargy and bringing about a sort of new consciousness in University librarianship in India through exchange programmes, workshops, gifts of books etc. An atmosphere where thought could flourish has been created, bringing to light fresh problems which demand urgent attention. The University libraries are in the fore-front, enjoying a privileged position in the Indian library world of the day, and let it be hoped that the fourteen-point program may be acted upon seriously so that in the words of Mr. Kipp India can really "make it" up.

K. R. Rao

Tata Institute of Social Sciences, Bombay

I left for Baroda on 17th December 1960. I never knew what a "workshop" meant. I was familiar with "seminars" and "conferences". For this Workshop, I was not asked to submit any working paper, but was just invited to attend. Just a few days before the commencement of the Workshop, Mr. and Mrs. Kipp were on their way to Baroda. They halted for a day in Bombay. I called on them to take them to our Institute. I asked Mr. Kipp the meaning of the word "workshop." He replied: "Workshop is a place where we work!" I was pleased with the answer which looked so obvious. It was in Baroda that I understood its special meaning. It is no doubt true that in a Seminar as in a Workshop, the participants discuss problems and put across their points of view on a particular problem. In a Workshop, in addition to these methods, different techniques such as Case Study, Role-Playing, Group Discussions etc. are employed to give the problem a touch of realism. Harvard University is renowned for popularizing these techniques. Mr. & Mrs. Kipp of the University Library initiated these techniques to Indian librarians.

I found that the deliberations at the Workshop were of immense professional value to me. Meeting people from various parts of the country was quite stimulating and invigorating. The Workshop gave me an occasion to take active part in discussions and to establish closer contact with librarians of our region. I learnt many things. I could find solutions to problems by discussion and exchange of views. I now realize fully how different a "Workshop" is from a Seminar or a Conference! It is indeed a place where people in groups discuss problems and "work" cooperatively for the benefit of all. Miss Holt and Mr. and Mrs Kipp are instrumental in bringing us together and forging friendship among persons of the same profession, but who lived as strangers.

S. Gnanamuttu

Madras University Extension Library, Madurai

The Workshop of Librarians organized in Hyderabad discussed common problems of Indian librarians. One of the main objectives of the Workshop was how these problems could be solved. By mutual group discussions, by relating one's experience in solving library problems to that of another, and by going deep into some of the papers and case

studies presented to us, we tried to tackle these problems. By conducting this Workshop, the Wheat Loan Educational Exchange Programme widened my horizons and increased my knowledge of books, people and their activities. It gave me depth and direction not only to initiate more readers to come to the library in pursuit of knowledge, but also to stimulate their reading habit. I feel I was able to learn quite a lot about libraries and librarians in this country in a short time.

Beerendra C. Banerjea

Visva Bharati University, Santiniketan

When I received a letter from our much loved friend and guide, Miss Beatrice H. Holt, inviting me to participate in the Workshop to be held at Patna on 12 March through 17 March 1961 under the Wheat Loan Library Project, I was naturally overjoyed and recalled my days with her, with Mr. & Mrs. Laurence J. Kipp and other colleagues connected with the Exchange Project in the United States of America in 1955. There is much behind my remembering the Programme in the States under the Wheat Loan, as it not only gave me impetus and confidence in my profession, but opened before me a new horizon and changed the shape of my career.

I recall my days when I was working as a lecturer in a college and when, at the instance of Late Dr. Prabodh Ch. Bagchi, the then Vice-Chancellor of Visva Bharati University, I changed my profession and took charge of the Post-graduate Departmental Library of the University. But, I must confess, I was still reluctant to give up the teaching profession, and, in spite of my uncertain mind, Dr. Bagchi sent me for the Diploma Course in Librarianship, and when, after completing it, I was selected as a recipient of the Wheat Loan fellowship, he urged me to accept it. And it was definitely a blessing to me.

I went to the States and came to know how much the profession of librarians means. I became a librarian out and out and took it as my mission. We were in the first batch of recipients and were there for five months, but actually stuffed ourselves with a work-load of ten months and a momentum for the whole life. The librarian's profession in India was not viewed much above an ordinary office job and the general attitude often was that the library staff are mere caretakers of books--the store-keepers of store-houses of reading materials. Hence this profession did not look attractive and those who received higher education rather tried for other (more) suitable positions. With the

advent of Dr. S. R. Ranganathan as a doyen of librarianship and the efforts made by Madras, Baroda and Bengal, the picture gradually changed, and, after the independence of India, librarianship also received proper attention of the Ministry of Education and the University Grants Commission.

It was at this opportune moment that the scheme of Indo-American Wheat Loan Educational Exchange Fellowship was worked out by the joint efforts of U. S. Department of State and the Ministry of Education of the Government of India. Before this few librarians went to the U.S.A. and had their training. But the Wheat Loan Project came to the aid of libraries in India in general and university libraries in particular. It gave them a new life, a new hope and prestige to their profession. To me it meant more than I could think of. It not only gave me a permanent foothold in librarianship, but changed my viewpoint entirely, and I was as if born anew. It imparted a confidence in myself and I began to think highly of my profession. I was eager to do any kind of service to the reading public with whatever meagre resources available to me and even under adverse situations. I felt that I was not alone in this field of work, that I had all my brother-librarians with me and a good-will from those beyond the boundaries of my country.

So when I got a call to join the Patna Workshop, I became eager to participate in it, to be once more with my friends and colleagues from home and abroad, and to discuss matters relating to ourselves. The libraries of India are getting their due recognition from the authorities, and we are now to assert ourselves and give expression to our united ideas. There are many things to be discussed amongst ourselves and to be reviewed by us. There are problems unique to a library and problems common to all libraries.

The Workshop discussion held at Patna and the conclusions arrived thereby have shown us a new way. The principal achievement of discussions which impressed me much was what we can do for ourselves and not what others might do for us. Apart from the group discussions, there were those interesting programmes of 'case studies' and 'role-playing' which seemed to me to be of immense benefit. When we discuss certain problems, say the salary scales of librarians, we take certain theories and apply them to practical situations. We consider the existing salary scales of different services, in different institutions, compare them with other similar cadres and try to fix up a

uniform scale. But when we take a definite case in our hand, say "Library Salaries at Khajuraho University," we are at once entangled in it and become face to face with the problem. Similar is the case with "role-playing" where we view the problem by way of our participating into the actual situation. So the workshop with its three-fold aspect of individual statements, collective cases and actual participation helps us to review the entire library picture. The decisions arrived at by the Patna and other three workshops are the starting point of a unified and collective effort and the proposed schemes, such as of the union list of serials, cooperative acquisitions, etc., will go a long way in imparting immense benefit.

The projects under Wheat Loan Programme have come to an end. But it will be unfortunate if its results die along with it. I believe they cannot die out. Its impact on the individual recipients, the benefit libraries derived by it in many respects, and its total effect on Indian Librarianship have far-reaching consequences. Although the much advanced system of library work in the U.S.A. with its congenial environment and set-up cannot be compared with that of India as it exists, still they are the same in essence, and the programme thus has helped us a lot. I think we should try to maintain it in one form or other, both in spirit and content. The lessons of such a project are too dear to be forgotten and we must keep the torch burning. I have got every hope and belief that such periodic meetings can be arranged, zonally and centrally, through some agency with the support of the Government of India in the Ministry of Education. I once again remember all my colleagues of India and of U.S.A. who, I feel, are always with me in spirit.

P. C. Bose

Calcutta University, Calcutta

"Library Workshop!" What it really might be, I wondered when I received a cordial invitation from the great American friend of Indian librarians, Miss Beatrice H. Holt to attend a "Library Workshop" to be held at Kharagpur in March 1961 under the auspices of the India Wheat Loan Educational Exchange Programme in cooperation with the Ministry of Education, Government of India and the University Grants Commission. We were familiar with library seminars, symposia, and conferences; but frankly speaking I had till then no clear idea of what the library workshop would mean. I could only guess and I eagerly awaited the

inauguration and holding of the Workshop, the venue of which was for some unforeseen reason shifted at the last moment from Kharagpur in West Bengal to Patna in Bihar.

The experience I gained in the Patna Workshop was, in brief, delightful, wonderful and educative. A small group of librarians--about sixteen in number from the eastern part of the country--gathered there to participate in the business of the Workshop. Some of them were old friends who did not meet for a long time, and therefore, were very happy to meet one another once again and renew the old tie of friendship; some knew one another only by name or through correspondence, but had no personal acquaintance earlier and were glad to make such acquaintance on the occasion, and the others were jubilant to meet new faces and make new friends.

The Workshop was organized and directed by Miss Beatrice H. Holt, Cultural Affairs Officer of the India Wheat Loan Programme, Mrs. Cecilia Rae Kipp and Mr. Laurence J. Kipp of the Harvard University (Baker) Library. Miss Holt had been a familiar figure in the Indian library world for a pretty long time and was liked and respected by the Indian librarians, because of her interest in and sympathy for the Indian library profession. The Kipps couple were good old friends of most of us among the participants in the Workshop, who had the privilege to enjoy their ideal hospitality in the United States. Besides them Miss Ruth Krueger, the very popular Director of Library Services, Calcutta U.S.I.S. and our friend Mr. Murari L. Nagar, Librarian, Wheat Loan Educational Exchange Programme were also present in the Workshop. Needless to mention that we all were extremely happy that the Workshop gave us an opportunity to meet them at Patna once again and enjoy their care and company in the Workshop to which the Patna U.S.I.S. Library splendidly played the host.

It is true that the main theme of the Workshop, namely the "Immediate Problems of University and Research Libraries in India today" and the component topics into which it was broken up for discussion were not new. All or most of them had been either discussed or seriously thought of by many of us in the past. But the workshop way of tackling them was, no doubt, novel and stimulating. The week-long programme of the workshop was quite compact, heavy and crowded in the right American way, and the practical problems of the present-day university libraries of our country were thrown to the participants in a variety of exacting

but at the same time interesting ways for finding out solutions. The searching, sifting, thrashing and grinding of the problems by the participants, through threadbare discussion of all pros and cons and all nooks and corners of the problems, based on their personal experience were thorough and exhaustive. At the same time they never appeared to be dull or boring to anybody but were, on the contrary, all along lively, realistic and enjoyable. The professional communication on specific topics and problems among the participants was thus more successful than what can be achieved in big gatherings at conferences and seminars in a more rigid and formal atmosphere. So if it has not done anything else, the Workshop has at least initiated the participants to a new approach to problems and a new technique to discuss them, which is itself a great achievement.

The gathering in the Workshop being small, everybody had the opportunity to participate in the discussion and narrate his experiences. Not only that, even those who were shy and did not like to be drawn to the attention of others were, by the very technique of the workshop method, goaded to think over the problems and recount their experiences or express their views freely. The result of this wide participation was that there was in the Workshop always a common pool of experiences which was shared by all present. Even experienced and veteran librarians often had opportunities to learn from the experiences of their comparatively younger colleagues.

To me the most striking and constructive feature of the Workshop appeared to be the determination it infused in the participants not to shirk their responsibilities, both individual and collective by only passing pious resolutions and cleverly shifting responsibility of their implementation on others, but to come forward voluntarily to put responsibilities on their own shoulders for the development and efficient rendering of library service within their capacities. In other words, the Workshop made the participants lay the foundation-stone of self-help on which the edifice of hard, honest and sincere work was to be constructed in the libraries of our country.

When I came back from the Workshop my colleagues in my Library found me, as I was told, full of reinforced vigour, vitality and enthusiasm. I believe the same opinion was held about other participants by their colleagues in their respective libraries. The Workshop not only provided for us a pleasant break from the monotony of routine at home,

but it was also interesting, stimulating and invigorating as we were able to meet one another and freely and unreservedly exchange ideas on matters of mutual interest and then return home with more confidence in ourselves. How I wish such workshops could be organized from time to time in different parts of the country by some competent agency or agencies truly interested in the development of libraries and library service in our country!

J. Misra

Utkal University, Cuttack

Discussions in the different workshops were mostly on topics like library building, furniture and equipment, bibliographical service, union list of serials, library education, library staff, library extension service and publicity, cooperative acquisition and processing of books and serials, and other problems which the librarians are generally confronted with. Like the industrial workshops to the students of engineering and industries, the library workshops were the most essential necessity to the library workers. In fact it was the best forum for lively discussion, the best medium for mutual exchange of ideas, the best avenue to promote fellow feeling and brotherhood, sympathy and friendly spirit.

I will never forget the happy experience, the joyous company, the lively cheering discussion, the most cordial treatment of the local university and other librarians, the hospitable reception and entertainment of U.S.I.S. library staff and above all the smiling face of Miss Holt, generating inspiration, awe and reverence from the participants. I still remember with exactitude and vividness the memory of our visits to Khuda Baksh Library, Nalanda University, Rajagriha and Pawa Puri. In a word, as one of the participants in one of these workshops, I feel myself very lucky.

Thus the workshop, the first of its kind in this country, served as a problem-solving instrument. It strengthened professional bond among the librarians of the country and helped them to solve some of their common problems. In the words of Mr. Deshpande, "the informal and friendly atmosphere encouraged even the shy and retiring type of person to cast off his purdah and to come to the limelight. It proved (paved?) the way for a more enduring fellowship. The best in each was brought out and a rich pool of experience was created."

A. K. Mukherjee

Indian Institute of Technology, Kharagpur

The university libraries have received tremendous impetus to rise to their full stature from the Wheat Loan Programme. The much-needed money which came through the Programme enabled quite a large number of university and research libraries to equip themselves with latest books and back volumes of periodicals.

No less in importance was the programme of exchange of librarians. As many as 35 librarians had the privilege to undertake the journey to the United States--the "Land of Libraries". It has to be seen to be believed what the United States has achieved in her endeavour to bring books and reading materials within easy reach of every citizen of the country. The Indian librarians who undertook the study-tour came back from the United States far richer in their outlook and experience. There is no doubt that if their widened outlook towards library organization as a whole and enriched experience in that are properly utilized, Indian academic libraries will no longer trail behind similar libraries in the advanced countries of the world.

But the difficulties are still there; difficulties like lack of sufficient technical personnel, lack of space, lack of cooperation, etc. These hinder the healthy growth of the libraries. Much has been said and discussed about such difficulties that come in the way of implementing the ideas into action. It is none the less true that the disheartened librarians have to stop short in the middle being unable to surmount these obstacles.

Wheat Loan had an answer to this aspect of the problem too. Through the initiative of this Programme, four zonal library workshops were held in 1961. The main emphasis in these workshops was to discuss what the participating librarians themselves could do to improve the library service within their own organization without looking for help from outside. Many present day problems were discussed in the workshops in an informal atmosphere.

Library workshops of this nature are very essential; wherein the librarians can meet and open their minds without restrictions, discuss among themselves about their own individual problems and get new ideas. The four zonal workshops held last year proved to be very popular and

the participating librarians without any exception wished that workshops of this nature should be held at regular intervals, under the auspices of some Indian agency like the University Grants Commission.

India Wheat Loan Programme has done yeoman's service to the academic libraries in India and it is hoped that the ball which has been set rolling will continue to be played on for years to come.

B. Sen Gupta

National Library, Calcutta

What is interesting about the Wheat Loan Library Workshops is that discussions were held among small groups in an atmosphere of cordiality and cooperation. Though the agenda was largely determined by the participants themselves, the workshops were directed and piloted by Mr. Laurence Kipp, who, during his short but searching preliminary study of Indian libraries and library associations, grasped the fundamentals of the problems needing immediate solution. His case-study method proved immensely helpful to the participants. Besides, the small groups in the four regional workshops had a heart-to-heart discussion about the specific problems facing Indian librarians, the focus being on the problems of university libraries in India.

In fact, many of the participants--particularly the new in the profession--were able to learn more about libraries and librarians in India in one week than they would have done in a whole year. They were convinced of the efficiency of collective thinking and pooling of experiences and opinions in an atmosphere of cordiality helped by the foreign experts like the Kipps who piloted the discussions in a business-like manner and in an objective way.

I may conclude by remarking that workshops and seminars on all aspects of Indian librarianship should be periodically held under the auspices of the Indian Library Association, which should be rejuvenated and developed along the lines of the British Library Association or the American Library Association.

S. Bashiruddin

Rajasthan University, Jaipur

Mr. & Mrs. Kipp conclude their Report on Indian Libraries and India Wheat Loan Educational Exchange Programme, quoting one of the participants in the Workshop as saying, "I feel that I was able to learn more about libraries and librarians in this country in one week than I would have done in a whole year. "I would like to substitute "a whole year" with "a whole life-time", for that was the impression with which I left Jaipur at the conclusion of the Workshop held at that tourists' paradise. It is a fact that we do not know each other's problems, we seldom have an opportunity of meeting on a common platform not only because of distances and other causes, but also because we never had an active national organization like the A.L.A. of U.S.A. or the L.A. of U.K. Firstly, the India Wheat Loan Educational Exchange Programme provided us with an opportunity of meeting in groups during our tours of the libraries in the States and, secondly, it afforded us a much-needed platform to discuss problems we face in respect of technical and service work at the library workshops, ably organized by Mr. & Mrs. Kipp, at different points in the country.

The workshops were fruitful in that for full one week we engaged ourselves in "an attempt" to determine how the many new buildings and greatly strengthened collections can be used effectively and how such use can demonstrate the important role of the library in higher education.

An 'attempt' it was, reinforced by the cleverly and carefully thought out terms of reference, Mr. & Mrs. Kipp used to formulate for the direction of the "attempt". For, it must be frankly admitted that librarianship in India has yet to enter a stage of adulthood when library problems can be seen in relation to the wider and fundamental problem of higher education. True, the organizers had in mind such problems, but our mental grasp seldom extended beyond strictly routine techniques. The topics did stimulate lively discussion, but always stopped short of growing out of thinking in narrow technical grooves. True, experience gained during our tours of the great libraries in the States provided many of us with new ideas and this important gain enabled many a participant to approach problems from a new angle. But a comprehensive grasp of the philosophy that lies behind our profession was less in evidence.

We discussed the difficulties an "ill-organized book-trade" in the country creates for us and tried to determine means of meeting bibliographical inadequacies on a cooperative basis.

More than anything else the workshop in which I participated brought to light much of the talent that lies unexplored. Furthermore, it demonstrated that, given proper lead and encouragement, our younger colleagues can give better account of themselves than their elders have done, in creating a unity of purpose in the profession. The lead the India Wheat Loan gave them was utilized not only in contributing to the furtherance of librarianship in India; it made them appreciate the need of banding themselves into a professional body. It is to the credit of the Workshop at Jaipur that the "Association of Academic Libraries" was brought into being. Mr. & Mrs. Kipp were the first to enrol themselves as foundation members of the Association.

For the first time in the world of librarianship in India we attended library workshops. We returned home from these workshops convinced that these serve the highly useful purpose of bringing colleagues in a profession together and afford them an opportunity for fruitful exchange of views on problems we encounter in the different spheres of our duties.

The lasting impression one carried home was of the sense of dedication, understanding, and keenness to contribute to the advancement of Indian Librarianship that characterized everything the Kipps did during their strenuous tour of the country. More than their contribution to Indian Librarianship, the Kipps, unwittingly you may add, if you please, have left on the mind of everyone who came to know them an indelible mark of America's genuine desire to further the cause of higher education in our country through the libraries.

K. S. Hingwe

Poona University, Poona

Like several others, benefited under the India Wheat Loan Programme, I had the opportunity of attending the workshops organized by the India Wheat Loan Programme. I consider myself fortunate particularly because I had the opportunity of watching the beginning and the end of the series of these workshops.

All participants had an opportunity of expressing their views on professional matters, very freely and informally. Mr. & Mrs. Kipp introduced varied and novel methods in stimulating and controlling the discussions. This was a new experience to all of us. For instance, one of us posed as an Architect, other one as the Librarian and some others as Members of the Library Committee, Chairman of the Library Committee, etc. when we discussed the question of "Library Planning." This method created a true atmosphere for discussing real problems. Each participant in the Workshop was given an opportunity.

I could gather from the final Workshop that the U.G.C., U.S.I.S. and the Ministry of Education, Government of India, are genuinely interested in assisting any programme that would promote cooperation and efficiency in library services in India. I also had an opportunity of listening to the views of some top-ranking officials in the matter, and I am convinced that financial assistance might come forth, in one way or other, provided the participants in these workshops put up proposals for some constructive work.

After attending these workshops, I have come to the conclusion that such workshops enable the participants to study the problems in a realistic manner and to devise solutions to overcome them. There ought to be some permanent machinery, equipped with staff and adequate financial assistance, to see that the recommendations made at various workshops are implemented. How to give effect to the recommendations is the real problem. This can only be achieved by establishing strong and active professional association with various sections, which ultimately depends upon the sincerity and devotion of the professionals in the field.

S. S. Lal

Panjab University Extension Library, Ludhiana

The impact of the Programme on Indian libraries has been tremendous. Thirty-five Indian librarians from various institutions of higher learning visited U.S.A. They went to the "Land of Libraries" with open mind to study the working of libraries. Situations were compared, solutions to library problems were sought and new ideas were picked up. To complete their training, most of them on their return journey visited libraries on the Continent also. When they came back they were better equipped for their jobs.

On book purchase side, the libraries, which because of shortage of foreign exchange were traditionally deficient in reference and research materials of American origin, were able to acquire such materials on an unprecedented scale. The bibliographic assistance provided by the Wheat Loan Office made this task still easier as bibliographies, both trade as well as specialized, covering almost every field of knowledge, supplied by that Office, offered the selectors a very wide range of selection. The works thus acquired enriched the collections beyond imagination so much so that Indian libraries now have a nucleus of strong reference collections and are in a better position to offer reference service to the readers. Same is true of research material.

Another impact of the Wheat Loan Programme has been the establishment of three Extension Libraries, one each at Madurai, Ludhiana and Udaipur, under the Universities of Madras, Panjab and Rajasthan respectively. This is a new experiment in cooperative librarianship, and if justified by results, will prepare grounds for opening similar libraries in other towns which, because of strong concentration of students and educational institutions, are small university towns in themselves.

Unfortunately, the Programme came to a close on June 30, 1962, shattering the hopes of the librarians who had realized the benefits and had hoped for its continuation. In a period of acute shortage of foreign exchange, presently faced by India, the continuance of the Programme might have benefited the libraries even more; and benefit to libraries means benefit to higher education and scientific research, without which the pace of technological progress and industrial growth is bound to receive a setback.

In September 1960 two American Librarians, Mr. Laurence J. Kipp and Mrs. Cecilia R. Kipp came to India on an eight months' assignment as Library Consultants, to evaluate the Programme and conduct workshops. They travelled throughout the length and breadth of India, visiting the libraries which were beneficiaries under the Programme, meeting their librarians to find out their problems, and holding library workshops in various regions of India to enable the librarians find out solutions of the problems faced by them.

The workshop idea is quite new in the library field of this country. There have been seminars and conferences, wherein only a few participate actively and the others are merely passive onlookers, whereas a workshop is for work where every participant has to contribute effectively.

Hard work is expected of each as the problems have to be recognized, analyzed, and solved almost with the combined efforts of all. Naturally such a process is sometimes taxing, but the results achieved are worth it. It is group dynamism at work, inter-relationship in action, and is based on the belief that each individual has not only a right but also a duty to express himself on the problems facing him and the solution of which is also as much his concern as that of others. As such the extent of active participation and the solutions found determine the success or failure of a workshop. With large unwieldy groups and lack of unanimity of purpose, it is difficult to achieve desired results.

The exchange librarians who had visited U.S.A. had endeavoured to find solutions to their specific problems. On their return they had experimented with the new techniques and ideas. Each one was working on his own without effectively communicating with his counterparts in other libraries. It was not only desirable but essential that these librarians should meet to exchange their experiences for mutual benefit of all, and this was made possible through the series of workshops.

The unanimity in recognizing our problems and the discussions resulting in finding out practical solutions to them, achieved mainly through professional communication, are in no way a mean achievement. The participating librarians now have a clearer picture. They have come to realize that for the problems it is not always desirable to be dependent on external agencies. Problems are theirs and they (librarians) have to solve them. Sooner they do it, better it is for them as well as for their clientele. Self-confidence born out of such conviction gives the energy and aptitude to work wonders. Just to cite one instance, almost all the university libraries had acquired reference works, but hardly any of them offered reference service, nothing to say of having a separate Reference Librarian or a Reference Section. But it is heartening to note that the participants have started giving more and more attention to the readers' services even without additional staff. In other words, realization of the fact that readers' services are far more important than behind the scene services has persuaded them to

change the priorities. Such a simple change in outlook can perhaps revolutionise the whole field of librarianship in this country.

Such workshops have academic as well as practical value, as these help to provide insight into the very roots of our problems. Hence it is desirable that such workshops are arranged periodically on zonal basis. For the purpose, India may be divided into five zones and in each zone a workshop may be arranged at least once every year. Now that we have the Indian Academic Libraries Association, the work of organization, coordination, and follow-up can be entrusted to the Association. The University Grants Commission and the Ministry of Education should provide requisite finances as is being done for seminars of specialists in other fields.

A. K. Mukherjee

Jadavpur University, Jadavpur

I had the good fortune of attending three out of the five workshops sponsored by the authorities of the India Wheat Loan Educational Exchange Programme to discuss and solve some of the immediate problems of the university and research libraries in India today.

The librarians in India meet occasionally to discuss their problems--technical, administrative or otherwise, in conferences, usually organized by the Indian Library Association or the Indian Association of Special Libraries and Information Centres. Recently the University librarians had also another opportunity to attend a Seminar sponsored by the University Grants Commission.

Although I have some experience of participating in seminars, I personally feel that these workshops had been more purposeful and yielded much useful and positive results. The number of participants being limited to 15 to 20, and the topics for discussion having been chosen on a realistic basis, it was possible for the majority of participants to project their minds on each issue and make definite recommendations. The main idea behind the workshop was to encourage each participant to search his own mind regarding each problem and to find out to what extent he could exert himself to solve it, instead of making high-sounding resolutions and leaving everything to be done by others, especially the authorities. This was a lesson in self-confidence, which we librarians perhaps lack. The posing of each

problem on case-study method was a novel idea which naturally augmented our interest, as everyone of us felt--"it is my problem"--and tried to give the best in tackling it. The way the Kipps couple induced even the most shy and tight-lipped amongst us to open out and air his point of view, revealed that nobody could be passive participant in a workshop.

A work is judged by the result achieved. In my opinion, one of the most important results obtained out of these workshops is the reorientation of the philosophy of our profession. We have been trained more or less to mind the "book" and not the "reader", whereas the emphasis should be reversed according to modern trends. There lies the imperative necessity of organizing a Reference Service in every type of library, of popularizing the use of "good books" of enduring value among the students, especially who are only textbook-minded, and of bringing the readers in close contact with the books through "open access." The workshops laid much stress on these points and most of us, I believe, have already started working on these lines. That is a positive gain.

Certain other problems, important in another context, for the solution of which moral and financial support was necessary, viz. having a Union List of Serial in Indian Libraries, better status and pay-scales for working librarians, cooperative purchasing, education for librarianship, organizing the Academic Libraries Association, etc., were also considered thoroughly. It was ultimately left to the Joint Action Committee formed by the participants at the Jaipur Workshop to meet in March last, to establish a machinery for the implementation of some of the recommendations in this regard, so that the ideas obtained through useful deliberations were not lost through inaction.

If the Union List of Serials is unlikely to be an immediate reality, we are at least having the Union List of American Serials in India, and the Indian Academic Libraries Association has already taken shape. A permanent body of librarians called the "Indian Council for Library Development" has also been instituted to continue the work formulated by us. The groundwork is now already there to build the superstructure carefully planned.

I must acknowledge with deep gratitude the great impetus that the India Wheat Loan Educational Exchange Programme has given us in various ways: by providing the timely and much-needed book grants and the opportunity to Indian librarians to have a direct experience of the

libraries and library services in the U.S.A. The last but not the least act of commendation of this body was the workshop series sponsored and directed so efficiently. Their impact will be felt not only by the present generation of librarians, but also by others who will follow.

Laurence J. Kipp

Boston, Mass.

We observed Indian libraries and held four workshops for Indian librarians at a time (1960-61) when the most obvious features of Indian librarianship were its tremendous growth in recent years and its even greater potential for growth in future years. The demand that libraries of all types play a role in the development of India had created numerous problems of growth. The most acute problem of all, it seemed to us, was that of developing the human resources necessary to successful library development. This is always a problem in any kind of growth or change, but it seemed to us particularly acute in India at this time.

The Indian Government, the universities and research institutions had focused attention and very considerable financial support upon new library buildings, larger collections and larger staff for educational institutions. These could be built upon a basis of library theory, library experience and the wisdom of many Indian librarians, for these had been thoroughly developed in India during the previous generation.

The need, then, in developing human resources was to communicate this theory and experience, to share the learned wisdom which had solved many problems in the past. The need was to communicate and to share in all parts of India and with men and women working in many different kinds of libraries and on many different levels. We soon realized that Indians were working out many means of communicating and sharing in and it was our job to introduce another method.

The workshop method was a promising means of developing librarians, because it called for each person to think through or to act through a problem and to contribute toward the solution of specific problems. The solutions would be valid and might have value, but the process was of primary importance.

The workshops were planned to provide as realistic a framework as possible toward the solving of library problems. They had to deal with problems in the form that librarians found them and solutions had to be sought within the framework in which librarians actually operated. Solutions had to be found not in prepared answers, nor easy generalizations, but in suggestions based on experience, in critical examination of each suggestion and in acceptance of a partial solution if a whole solution could not be found.

The workshops were intended to suggest ways of operating not in an ideal situation, but in an actual situation full of frustrations. They were to emphasize not what someone else could do for libraries, but what librarians--with all the limitations placed upon them--could do for libraries. They were to encourage each individual, realizing that he could make a contribution if he analyzed his own experiences clearly and honestly. They provided experience in step-by-step analysis and encouraged taking as many steps as librarians could take without the aid of higher authorities.

Perhaps results of such workshops could be measured; this we did not try. We were satisfied, however, by two intangibles: the sense of unity and the high morale which developed within each workshop. We were satisfied that the discussions added new meaning for all of us in our roles and activities as librarians. We sensed an increased pride in the goals of librarianship and renewed determination to move actively toward those goals.

Discussions covered such topics as these: the responsibilities of librarians toward library associations, the hazards and advantages of open shelf collections, faculty pressures and centralization of book collections, and encouraging development of library staff members. So much information was presented, examined and placed in perspective that everyone in the workshops had better data on which to make decisions and to act. Developing of librarians rather than developing data was the purpose of the workshops. Nevertheless, the data developed may influence Indian librarianship for many years.

The workshops were, of course, only one aspect of the programmes which had been developed by the Ministry of Education and the University Grants Commission working with the Wheat Loan Office. The largest part of the Wheat Loan funds had been spent for books, and the book programme

had helped to develop the bibliographic skills of many librarians. More than thirty-five grants to librarians for study and travel in the United States had also preceded the workshops. New experiences and broadened horizons had, therefore, already stimulated many Indian librarians; and the workshops tied in closely with, benefited from and stimulated further, the earlier experiences.

An observer can see that Indian librarianship has changed, grown, become much more skilful since Indian independence was achieved. In the next few years librarianship must continue to develop very rapidly if it is to keep pace with the opportunities open to it, if it is to contribute its share to Indian educational and economic development. The workshop method may provide one way of developing on many levels active, skilled librarians who are contributing ideas as well as daily work to their libraries, their library associations and their communities.

Universal Library Service Corporation
In Association With
Indian Library Institute and Bibliographical Centre

The preceding observations of the Indian librarians participating in the Wheat Loan Program have repeatedly referred to the "Immediate Problems of Academic Libraries in India Today." In fact this was the theme of the series of Wheat Loan Library Workshops. I was quite impressed by the development of American libraries and librarianship during my sojourn in that great "Land of Libraries", like so many others who preceded me, beginning with that great librarian-scholar, Janardan S. Kudalkar. Upon returning home (India) in 1956 I had the splendid opportunity of visiting India's libraries and meeting with their librarians. What I saw and found is briefly expressed in my concluding talk to the Delhi Wheat Loan Workshop. It took me years to formulate one means to solve some of the "Immediate Problems." The following paper was an humble contribution from an American alumnus, Murari L. Nagar:

Some Major Problems of Indian Libraries
and
Their Solutions

Dear Librarian:

This paper¹ attempts to examine some major problems of Indian libraries and then tries to find their solutions. It also shows what some of the immediate bibliographical needs of India are and how can they be filled.

Importance of Technical Services: All library activities fall into two main categories, viz. the Technical Services and Reader's Services. The former is the preparation of reading materials for use, and the latter is the actual servicing of the material so prepared. Unless the food is prepared, it cannot be served. Furthermore, it must be prepared well if it is to nourish the user and is to be relished by him.

¹ Circular letter submitted to Indian librarians in 1960 on behalf of the Universal Library Service Corporation in association with Indian Library Institute and Bibliographic Centre.

Therefore, the technical services must precede the reader's services. The success of the latter will depend on the care, attention, and time given to the former. The quality, speed, and efficiency of reader's services are dependent upon those of the technical services. If the library cannot perfect its operation in technical services, it can never satisfy its readers. Collections of books are worthless without being systematically organized. Accessioning, cataloging, classifying, subject-heading, and shelf-listing are some major components of technical services, which serve as the foundation of library organization. How much importance is attached to these technical jobs by the Indian library profession can be well realized if we recall that out of a total of seven hundred marks allotted to the entire course for a post-graduate examination in library science, as many as four hundred marks are given to just two subjects--cataloging and classification.

Non-existence of Reference Service: Libraries in India are as a rule understaffed. Therefore, all the professional staff that they can employ has to be kept busy in doing the technical work--work behind the screen, which is so basic to a successful library operation as shown above. Consequently, there is none there to do the reference service which is the heart and soul of librarianship--the ultimate objective--summum bonum. There is no one there to help the readers to get their books. They are left in a maze of books to take care of themselves. The first four laws of library science stand flouted. Books are not used, every reader does not get his (or her) book, every book does not get its reader, and the time of both the reader and staff is terribly wasted. Only the fifth law works inexorably--thanks to the huge book grants, both recurring and non-recurring--the library grows from year to year, thereby still aggravating the problem of mobilizing the resources!

Vicious Circle: It is an irony of fate that the libraries in India spend a good deal of their time, money, and energy in doing the technical work, yet it is not generally appreciated by the reader because he has no idea of what goes on behind the screen. He does not know how much work has been put in at what cost to bring the book to the shelf and to him. Since the reader does not know the pains taken by the library staff in preparing the book, he seldom has respect for them. Since the librarians do not get appreciation from the readers, although they work very hard to please them, they (librarians) become disheartened and disinterested. So the vicious circle moves on and on!

Librarians shall certainly earn gratitude, recognition, and appreciation if they could come out of the purdah, as it were, work on the stage and help the reader to get the book of his choice without any delay. Reference service is the only means through which the reader and the library staff could know each other and fulfill the mission in the library. No true library service can be rendered without this mutual understanding and goodwill. The staff must be freed to do the reference service, which is the highest type of service a library can render its readers.

Need of a Central Agency: But the staff must remain busy in doing the technical work unless and until we find another agency to do the work. Is it possible? Yes, of course. These technical services are impersonal, mechanical, and common jobs, jobs which can be uniform and identical throughout the world and consequently can be performed by a central agency for all the libraries wherever located. Therefore, a library may entrust its technical work to a central cooperative agency, thereby freeing its technical staff from uniform mechanical work and allowing them to perform reference service, which is a strictly personal and individualized job, and which will differ not only from library to library but even from reader to reader. A great cause of librarianship will be served if the librarians are enabled to serve the food personally rather than spending all their time, money, and energy in only preparing the food, so diligently and laboriously over a long period, and then getting no opportunity to serve it!

Selection and Acquisition: The first major problem confronting Indian librarians today pertains to the selection and acquisition of books. India does not yet have a systematic trade bibliography. We have neither a Bookseller nor a *Publisher's Weekly*. Indian books are selected either from the publishers' announcements, or the initiative is left with the booksellers, who take the books to the libraries "on approval." Foreign bibliographical aids are used in selecting books from overseas. Due to some reasons which need not be discussed here, the book selection work has to be postponed as long as possible. Consequently, in many libraries more books are purchased in the last month of the financial year than all the preceding eleven months combined. One of the causes of this inordinate delay is the collective list of books, which proves to be a bottleneck in the selection process.

Book Selection Slips: Indian librarians prepare Book Selection Cards on 5" x 3" slips (on the basis of one card one entry) transferring all the bibliographical details on the cards either by hand or at best by typing, thus running the risk of committing an error for every letter or figure being copied. This is not a history of the past, but the statement of the conditions existing today--this very moment! It is the latest and best procedure recommended by Library experts in India. Whether these cards are prepared from publishers' catalogue or any other standard source like *Publishers' Weekly*, they have to be very brief by force of circumstances. Consequently they are divested of the "review" or "annotation" which helps a selector in evaluating the work. Therefore, when these "recommendation" or "suggestion" cards are received by the members of the faculty (or Book Selection Committee), there is nothing to guide them except the title, which, in many cases, is vague and misleading. Taking examples from only one section in the field of knowledge: *Green Grass* is recommended by an expert for his Department of Agriculture! *Leaves of Grass* is purchased by the Botany Department! And *Late Summer Fruit* (Essays on Judaism) is ordered by a horticulturist. Such examples can be cited in thousands!!

Rich western libraries solve this problem by ordering multiple copies of book selection sources. They use photographic technique in preparing their Book Order Cards. Indian libraries can afford neither of these luxuries because of their limited funds. So they have to follow the long and arduous path of copying out all the bibliographical details for each book they would like to be recommended or purchased.

Book Selection Slips--A Stumbling Block: Thus it is evident that even if a librarian receives a collective list, he cannot take any prompt action. Moreover, the work can hardly be exhaustive. The preparation of book selection cards becomes a deterrent in the ordering procedure. If the only copy of a book selection source, or even the publishers' catalogue is sent for circulation among all the faculty members, it takes several months to complete a round!

Is there any way in which the Indian librarians could be relieved of this drudgery and wastage and might be given facilities to proceed instantaneously in their book selection and book order work the moment they see the first announcement of a book? Yes, if we could produce individualized book lists.

Individual Cataloguing: The second major problem faced by Indian libraries today pertains to the cataloguing and processing of books. There is not even a single agency in India today wherefrom libraries in India or abroad could secure ready-made (printed) catalogue cards for the Indian books they acquire. In the absence of this much-needed service, each library in India is forced to catalogue all the books it acquires in its own way. Maybe one and the same title is catalogued individually by several libraries in the same city! No attempt has yet been made anywhere in India to catalogue books collectively as a joint enterprise and to distribute their printed catalogue cards. This is a horrible national wastage, which can be illustrated as follows:

Wastage in Cataloguing: A book is published in one thousand copies, each of which goes to a library in the country. Consequently, one thousand cataloguers, employed in one thousand different libraries, catalogue one thousand copies of one and the same book! If only an hour is spent by a cataloguer in cataloguing his copy and preparing a set of five catalogue cards (either handwritten or typed), at least one thousand work-hours are lost in cataloguing just one title! If the cost of one library is taken to be only two rupees, at least two thousand rupees are spent collectively by all the one thousand libraries of the nation!!

An Alternative: If, on the other hand, the same book is catalogued by a central agency in a single place before it is published, the total cost of cataloguing shall not exceed two rupees and the total expenditure to be incurred by an individual library for the cataloguing will come to only Rs. 1/500, or just .2nP. per title--a difference of two thousand times!!

Furthermore, this plan will enable libraries to obtain printed catalogue cards for as little as 5nP. each, provided, of course, enough subscribers are available to share the cost, whereas, if they are to be printed by an individual library, the cost to that library may be about Rs. 5.00, and the total cost to the entire nation may amount to Rs. 5,000/- per title!¹

¹ All this was written in 1959 or so. Those figures are now totally obsolete. They can serve only as examples. This note also reminds us that India, my land of birth, has done nothing in this regard even by the year 1986! How sad!!

Additional Advantages: It is to be remembered that the central agency can maintain a very competent, large staff and can pay very high salaries even at the initial stage. In order to get the kind of superior service provided by the central agency, each library will have to maintain an equal number of cataloguers with equal competence and will have to pay the same amount--an impossible proposition! In passing it may be remarked that the best an ordinary library can do with its limited resources is to get its catalogue cards typed, each card involving a separate operation of typing, thus running the risk of committing errors and making corrections. Theoretically an error may be committed for each character typed! When we consider the time element, advantages of a centralized, cooperative cataloguing seem to be immeasurable. Librarians alone know how many books they have to keep uncatalogued for weeks, months, and even years! The burden of back-log really breaks their back. How happy they would feel if they could acquire all the books precatalogued, each accompanied with a set of five printed catalog cards!

Wastage in Recataloguing: India's national wastage in recataloguing foreign books can be demonstrated as follows:

A great majority of books acquired by major academic and research libraries in India today happen to be British or American, and this state is likely to continue for many years to come. These books are already catalogued in their country of origin. Yet these are recatalogued in India! In the words of Mr. Verner W. Clapp (President, Council on Library Resources, Inc., Washington, D.C., an agency created (in 1958?) by the Ford Foundation with grants totalling \$13 million (Rs. 6,50,00,000) for the solution of library problems), "it is absurd that a major part of the cataloging effort of many libraries should be for the cataloging of books of foreign origin, books which presumably have already been cataloged in their own countries."

In order to explain this wastage in India, we will proceed with certain assumed figures: If fifty Indian libraries are granted Rs. 1,00,000 each for the purchase of British and American books, the total of the grant comes to Rs. 50,00,000 (fifty lakhs). Even if each library spends only twenty percent of its book grant toward the acquisition and processing of its books, they all collectively spend a total of Rs. 10,00,000 (Rupees ten lakhs) toward technical processing. Although

these Anglo-American books are already technically processed in their country of origin and we can take advantage of their work, yet we do not!

Double Wastage: The nation spends ten lakhs of rupees in repeating the technical processing of foreign books in India, a major portion of which is a sheer wastage! We not only do not take advantage of the work already done in the country of origin, but we also don't take the advantage internally, i.e. work done by one Indian library is not utilized by another Indian library. In other words, Indian libraries incur wastage in two ways: externally as well as internally, i.e. work done by U.K. or U.S.A. is repeated in India and at the same time in all the different libraries in India!

All this wastage, both external and internal, can be eliminated if libraries in India could entrust their work of cataloguing to a central agency, if India could establish a Bibliographical Centre charged with the function of Centralized, Cooperative Cataloguing and Card Distribution Service for Indian books and the same centre could supply printed, ready-made catalog cards for foreign books as well.

Western Libraries: This Centralized, Cooperative Cataloguing and Card Distribution Service is one of the greatest achievements of the Western Library World, designed to improve and advance the technical library operation throughout a country. The service also promotes international exchange of ideas by providing a means for systematic organization of research materials in the libraries of other countries subscribing to the service. For example, the U.S. Library of Congress took a long step in the direction of cutting cataloguing costs and reducing duplication of cataloguing efforts among libraries when in 1901 it began to sell copies of its printed catalogue cards to other libraries. Since then it has sold almost a billion such cards. Other American libraries and the H.W. Wilson Company also print and distribute catalogue cards on a large scale, both individually and under various cooperative arrangements. Just in one year (1960) the Library of Congress sold thirty two million cards. Wilson too sold a comparable number. Still American libraries produced for their own use one hundred million cards!

Search for the Complete Answer: Although it is a great achievement of the library profession, saves time, money and energy, and enables the

librarian to render library service expeditiously and efficiently, yet the Centralized Cataloguing & Card Distribution Service is not the complete answer. Therefore, (in 1958?) the Council on Library Resources granted a sum of \$55,000 (Rs. 2,75,000) to the Library of Congress to make an experiment in "Cataloging in Source." LC did it and declared it as impracticable. There were many difficulties. It interfered with the tight schedule of the publisher; it disfigured the title page; it got nullified by the last-minute changes; it disclosed secrets; and above all it posed a vital question--Who is to pay and why?

Under the circumstances, the library world has to find another solution. LC recommended that no further experiment be made with "Cataloging-in-source" but that the effort should be directed towards alternatives like BPR (*American Book Publishing Record*) and SACAP (Selection, Acquisition, Cataloging and Processing) Plan of Bro-dart industries.¹

ILIBIC Gives It: Is it possible to invent a plan which will simultaneously answer all the questions raised so far and solve all the technical problems Indian librarians have been facing in the selection, acquisition, cataloguing, and processing of Indian as well as foreign books?

Yes, certainly, says the ILIBIC! The ILIBIC has invented a new scheme, naming it as "Four-C"--the Centralized Cooperative Concurrent Cataloguing, which will solve many library problems and answer all the objections levelled against prepublication cataloguing. Unlike the Library of Congress (Pre-publication cataloguing), the ILIBIC does not attempt to print the entry organically in the book, but it seeks to provide a set of complete catalogue cards along with the book--cards inserted in the book pocket as an illustrative material.

Who Is to Pay?: The question still remains: Who is to pay and why? Four-C expects the publisher to pay for the cost of cataloguing as an integral part of his expenditure for production and publicity campaign. It assumes his willingness to spend (for concurrent cataloguing) a small amount--a very minute fraction of his total capital investment--provided

¹ Since then a new plan called "Cataloging data in publication" has been inaugurated and is operating. But it is only a shadow of its former self.

he is satisfied that it will promote the sales to a considerable extent and bring him his desired returns many times more than what he is asked to pay for Four-C. This is the most important feature of the plan!

Four-C takes advantage of the unavoidable time-lag between the publication and release of a book--between the moment the last form is struck and the bound copy is mailed to a library. This plan is intended to serve libraries, which have to catalogue their books and which can wait a little to get a precatalogued copy; it is not for an eager collector, who wants to pick up his book from the "stone."

Book-Bio-Record Card: The Book-Bio-Record Card constitutes the CORE of the Four-C Plan. It is a combination of the Book Selection Card, Book Order Card, Accession Card and Catalogue Card. It can also be used as a Shelf List Card and a Withdrawal Card. It can perform the functions of so many different cards, which a librarian has to perform in the course of his technical processing of a book. The BBRC can serve the librarian from "Selection to Withdrawal." It contains the whole history of the book, and shows all its stages of life. It describes the book in every conceivable way. These are the reasons why it is called a Book-Bio-Record Card. It is of 5" x 3" standard size and, therefore, fits perfectly into any standard library file; it can be interfiled with any other library record kept in the standard size.

Greatest Ideal Achieved: These BBRC's will not only eliminate the wastage in cataloguing and recataloguing--which every sensible librarian would like to avoid, but these will also streamline, simplify, and standardize all the technical library work from selection to withdrawal. Certainly these BBRC's will effect tremendous economies in time, money, and labour and will increase the efficiency of the total library operation. These will free the over-worked Indian library staff from common technical jobs, which they are forced to do behind the screen. They will enable the librarians to come out of the purdah, as it were, and render the reference service--the heart and soul of librarianship. They will promote mutual understanding and cordial relationship between the librarian and the reader--an ideal which is not yet achieved in this country because there is hardly any contact between the reader and the librarian.

Mode of Operation: Since the BBRC is an answer to so many library problems, the Indian Library Institute and Bibliographical Centre

proposes to undertake this Four-C Project as its first enterprise. The type of service proposed by the Institute-Centre will be unique in this part of the world. Arrangements will be made in cooperation with Indian publishers to catalogue and classify books before they are published, and to make their printed catalogue cards available to libraries in India and abroad at the same time they get the books. The same treatment will be given to overseas books and Indian librarians will get their catalogue cards long before they will get the books. Facilities will be provided to the booksellers to supply "pre-catalogued" books to their customer-libraries at nominal extra cost. Libraries subscribing to this BBRC Service will no longer be forced to keep their books pending "in process"--away from their eagerly awaiting readers! There will be no more backlogs. Books shall be placed into the hands of their readers right after they are received in the library.

A New Era: The successful implementation of this Plan under the auspices of the Indian Library Institute and Bibliographical Centre will inaugurate a new era in the history of libraries and librarianship in India. The fruition of the Plan will enable Indian libraries to obtain printed catalogue cards--as many copies as they desire--for all the books and periodicals they acquire, irrespective of the fact whether they are new or old, published in India or abroad, for it will be possible to supply to an Indian library printed catalogue cards for any book published anywhere in the world, in cooperation with similar organizations in the leading countries of the world.

Need of Cooperation: But the success of the Plan will depend to a large degree on the extent of the cooperation the Institute-Centre would be able to secure from the libraries acquiring Indian books in India and abroad. The first BBRC will come to the libraries free of cost--a gift from the publisher! But if they decide to buy the book, they will be able to buy a precatalogued copy at a very nominal extra cost. They can also order the catalogue cards directly from the central agency. The cost of a unit catalogue card will depend on the total number of subscribers, because the service will be operated on co-operative, non-profit, share-the-cost basis; yet it will be a very minute fraction of what the libraries are already spending to catalogue their books individually. The larger the number of subscribers it will secure to share the operational costs, the smaller will be the burden on the purse of an individual library. It is estimated that a set of eight printed unit catalogue cards will cost no more than eighty naye paise (Rs.00.80)

provided, of course, enough subscribers are available to share the costs. It is to be remembered that this price (80nP.) covers both the container as well as the contents, i.e. the cards as well as the cataloguing information!

Unique Service: The Indian Library Institute and Bibliographical Centre is now approaching you to ascertain your opinion as a potential library subscriber to this service. It is proposed that as soon as a book is catalogued in the Centre, we will mail you free of cost two BBRCs relative to the title. One you can use as your Book Selection Card, and if you decide to order the book, the other can be used as your Book Order Card. When you receive the book, you can write to us for additional catalogue cards, or you can obtain them through your own standing vendor. Each card will cost you only 10nP. except the first two, which will be absolutely free!

Let it be repeated: We will try to supply you (an Indian library) with catalogue cards for any book, published anywhere in the world, whether new or old, in print or rare!!

Kindly let us know whether you will be one of our subscribers and thus help a great cause of bibliographical enterprise in India.

Please do not hesitate to write to us for any further clarification you need.

Always at your service.

Yours sincerely,

Sarla D. Nagar
Director, ULISCO

The following discussion was led by the author of the preceding paper at the Fifth Wheat Loan Library Workshop (1962). Some participants press Mr. Nagar to give the details of his Four-C scheme for the promotion of the bibliographical services in India.

M. L. Nagar: I wanted to avoid, but I think I cannot avoid now.¹ Here is a card which I have designed. It is named Book Bio-Record Card. If you see the front, this card is completely identical with the Library of Congress catalogue cards. It has complete bibliographical information, as much as you may need, or any library would like to give. It gives the Colon classification number in addition to the Decimal number. It has subject headings. It is completely descriptive. It follows the A.L.A. Catalogue Code. This (card) seems to be a mere catalogue card, but if you see the back--on the back we have a review of the book; on the left margin you see the space for selecting, ordering, and processing annotations, such as selected by, number of copies ordered, order number, vendor, received, cost, fund charged, accessioned, accession number, circulated, and withdrawn. I had been thinking for the last two years whether it was possible for us to devise some instrument--some mechanism--which would help the librarian in his library-technical processing, beginning with book selection. The ideal procedure which Dr. Ranganathan recommended for Indian libraries is to prepare a Book selection slip or Book selection card, by going through the sources such as the *Bookseller* or *Publishers' Weekly*, or some other book selection aid. We felt that it was a bottleneck. It is very difficult for the librarians to prepare these book selection slips. Libraries have been receiving all kinds of book selection aids from the publishers, but the publishers advertise their books in their own way; they don't care--they cannot even if they want--what form of listing takes place in a library. They are interested in their own advertisement, in selling their own wares! We investigated whether it was possible to enlist the cooperation and support of the publishers and publicize their books in such a way that it would help them and the librarians as well.

Well, we approached many publishers and found some of them willing to cooperate with us. As far as I know--you may know better--so far all the attempts which have been made for centralized or cooperative

¹ *Wheat Loan Messenger*, January 1963: 68-70. This is a direct quotation.

cataloging are by an agency other than the publisher. For example, the Library of Congress spends a lot of money. The British people have established the B.N.B. to catalog their own books there. Now, the publishers everywhere spend a lot of money definitely for the publishing. In order to publicize a book they have to spend some extra money. We inquired whether it was possible--let us find out from the publisher whether it was possible to help him in his publicity and at the same time help the librarian in his library work! Fortunately some publishers came forward. The first publisher to cooperate with us in India was Messrs Motilal Banarsidass. He published a reprint of Stein's *Rajatarangini*. He said, "Well, I am here to cooperate with you." So we prepared a catalog card exactly like this and sent it out to one thousand libraries all over the world. We have received a very encouraging response from Japan, New Zealand, U.S.A. and U.K. Librarians in all these countries have said: "It's a wonderful thing." You will readily see, for the first time in the history of book publishing, a publisher has been asked to bear the cost of cataloging. I would like you kindly to give me your reaction and tell us whether it is a correct statement, or just an exaggeration to say that for the first time in the history of the world book publishing, a publisher has come forward to catalogue the book before it is published.

There is a difference between pre-natal cataloging (as advocated by S.R. Ranganathan) and what I have called "Concurrent Cataloguing." It is a new name--Centralized Cooperative Concurrent Cataloging. As a result of an expensive experiment in "Cataloguing in Source", the Library of Congress and the American publishers have realized that it was not possible to hold the release of the published book until the cataloging was done. We decided that let the publishers publish (i.e. release) their books in their own way, but the moment they begin their publicity campaign and start sending out their circulars, we step in. Our "circular" will be in the form of a catalogue card and also a leaflet.

So, for the *Rajatarangini*, the book which was reprinted by Motilal Banarsidass, we had two kinds of publicity material, a folder, and there was a card also, which is a library catalogue card. We sent two catalog cards free of cost to 1,000 libraries all over the world. Librarians did not have to pay anything. If they wanted to purchase the book, well, they could send one catalogue card to their own book dealer

as an order card. If they did not want to purchase it, they could at least keep the card in their (desiderata) files as a "wanted" material.

The response has been good. There are several other publishers, American publishers, I mean, e.g., Children's Press, Barron's Educational Series, etc. who have cooperated with us. We have received responses from at least ten publishers, and there are many others--Indian as well as American, who are willing to cooperate with us, but the only difficulty is that so far they have not fully realized the value of this operation for the librarians. They ask us: "What is the reaction of the librarians?" We don't have a full answer to this question as yet. We have just done some experimental work. If the librarians declare that this is a very useful thing, and, of course, they do not have to spend anything for that, it is possible to evolve a new system of cataloguing which will help the publisher in publicizing the book and at the same time help the librarian in cataloging the books!

You must have seen that this catalogue card contains full bibliographical details which are available to the librarian even before the book arrives. When the book comes, it is possible to have the desired number of catalogue cards along with it. Messrs Atma Ram & Sons and some other publishers have agreed that the books can be supplied along with five catalog cards. This is a problem which neither the Library of Congress, nor the Pre-natal cataloging, not even the Pre-publication cataloging, has solved as yet. The Library of Congress wanted to make an experiment in Cataloging-in-Source, because there is a horrible time lag between the receipt of the book and the receipt of its cards. First the book comes, and then the libraries order the cards. When the cards come, they have to be matched with respective books. The separate ordering for both involves extra expenditure. So they decided to make an experiment. The L.C. did not succeed. However, if this system comes into being--and the L.C. is trying for alternatives-- it is possible for the libraries to have catalogue cards along with the books, because the publishers are willing to cooperate with us. However, the real key lies with librarian.

Deshpande: I would like to know whether anybody has made a survey of the clientele of these cards. According to me, we have 14 languages in the country--14 languages, official languages--and books are being published in all the 14 languages. I don't know how many of these would

be purchased by the libraries concerned. As far as the books in the English language are concerned, I think that most of the books that we are purchasing now come from U.K. and U.S.A.¹ and I don't know how you are going to cover these foreign books in your project.

Dilley: This is all very interesting, but I don't see any relation of this with the issue we are going to frame.

Nagar: That's the reason why I did not want to speak anything about my plans. But my friends specifically asked me to speak.

Dilley: Yes, I know, everybody is interested in that. Everybody would be a strong supporter, and probably would be most enthusiastic supporter of it. But I think we are getting away from the main theme.

Nagar: You may be right. Even before you brought out this point, I was thinking whether we are not going away from the subject. But this is one of the things which we should consider. Everyone feels like that. This forms part of the general subject--Bibliographical Services in India. Let me resume my talk. You want to know how it is possible--how we will cover foreign publications. The publishers will send their information to the Centre, to the Agency here, and the Centre will distribute the cards even before the books arrive. The publishers like McGraw-Hill, Macmillan and Wiley send their advertisements to various libraries in India so that this particular agency....

A participant interrupts and says:

I have been receiving many McGraw-Hill books directly from America on approval.

Nagar: Books on approval? But not many books you can get on approval. Not many publishers would send their books to you. It would be a terrible cost to them. How is it possible? If they send, then they know that you are going to buy their books whether they are good or bad!

¹ It is difficult to say whether this American librarian was instigated by one or two non-progressive Indian librarians to interrupt and break such useful proposition! It was truly a non-American step.

A Participant: Under the Oxford Book Plan, we receive books from many publishers. The books which are not approved are returned to them, to the publishers, who bear the cost.

Deshpande: What I am driving at is that this would involve a lot of waste of cards and energy.

Nagar: Waste for whom?

Deshpande: On the part of the agency which wants to undertake it.

Nagar: No, no. The agency is not going to spend anything for that. The publishers will spend. We are concerned here with one aspect of Catalog Card Distribution Service and Cooperative Cataloging. This is just one method of Cooperative Cataloging; this is just one part.

Lal: I only wanted to point out another publisher, Scarecrow Press. They supply catalogue cards along with their publications. All publications published after April '60, are being accompanied with cards.

Hingwe: Excuse me. I am getting cards from John Wiley; I am getting cards from Van Nostrand; I am getting cards from

Nagar: They are not catalogue cards. Scarecrow Press is the first and the only publisher in the U.S.A....

A Participant: To supply ready-made cards?

Nagar: Yes, L.C. Cards, completely ready-made.

Hingwe: Wiley cards are also annotated.

Nagar: But they are not catalogue cards.

Goil: Let us frame the issue like this. The publisher should take up the supply of catalogue cards along with their publication.¹

¹ Some highly placed librarians of the day used all their skill and eloquence in condemning the plan! They did nothing to see if there was a problem and, if so, how could it be solved. They were prompted more

This Scheme did produce some results but not enough. The cow was yielding enough milk to feed herself and her calf, but not the owner and his family. It was necessary to bring in more cows. The Office of the India Wheat Loan Program got terminated as desired by Uncle Sam. And the Government of India couldn't care less. I lost my job and so had to leave Delhi for good!

A Postscript

Khurshid on ULISCO

Reference has already been made of the work by Khurshid in various places. With regard to this plan of ULISCO, he wrote:

Printed card service has, however, yet to start. But in 1961 a commercial service, called the Universal Library Service Corporation (ULISCO), announced a scheme in which it was proposed to send printed cards along with the book itself. (Ref. Sarla D. Nagar, Circular Letter to Librarians, November 6, 1961). The cost of the cataloging, according to this announcement, would be borne by the publisher as part of its (?) promotional expenditure. Motilal Banarsidass, a leading publisher, according to this announcement, had agreed to join this program. [p.230 of his dissertation]

This is a very scanty information! Khurshid entirely misses the BBRC idea. The project was actually put into action. It worked. He (Khurshid) does not have the complete information. Little knowledge is a dangerous thing. Khurshid might have seen the ULISCO Circular preserved in some library--in India, Pakistan, or even the U.S.A.! It was sent to 1000 libraries all over the world!!

by personal jealousy and hatred rather than a genuine desire to help a great common cause.

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Digitization Information Page

Local identifier nagar0017

Capture information

Date captured	09/2013
Scanner manufacturer	Zeutschel
Scanner model	OS 15000
Scanning system software	Omniscan v.12.4 SR4 (1947) 64-bit
Optical resolution	600 dpi
Color settings	24 bit color
File types	tiff

Source information

Content type	text
Format	book
Source ID	010-101802480

Notes

Derivatives - Access copy

Compression	Tiff:compression: 1
Editing software	Adobe Photoshop CS5
Editing characteristics	
Resolution	300 dpi
Color	gray scale / color
File types	pdf
Notes	