

Library Work: Its Hub, Foundation, and Purpose

図書館業務：その中枢、基礎および目的

S. R. Ranganathan

S・R・ランガナートン

要 旨

メルヴィル・デューイが図書館学教育を創始(1887)してから、すでに1世紀に近い。インドでは1929年マドラスの図書館学校を最初として、今日では約26の大学で図書館学教育が行なわれるようになった。しかしながら、他の領域に比して、図書館学教育ならびに図書館業務には中心がないことが痛感される。

図書館業務を、図書選択、発注、雑誌の収集、展示、受入、分類、目録、貸出、および参考業務に分けてそれぞれについて、どれがその中枢(ハブ)に値するかを考察した。

図書選択は単に図書の知識を要するのみであり、その他のルーチン業務もこれに値しない。分類・目録作業は知的な努力を要するとはいえ、前記の諸業務がこれから発生するというものではなく、むしろその逆であり、従って中枢にはなり得ない。

残されたものは参考業務である。従来、参考業務の理論は、図書の質と読者の心理的性質とに基いてきた。教育心理学によれば、持続的興味によって裏付けられない限り、学習は全く機械的、漂動的なものにすぎないといわれている。しかも、このような興味は目的に対する好奇心から生まれる。従って、ここでの問題は図書館学の学生および館員に、これを喚起するような業務を見出すことである。

さて、Ready Reference Service(即時参考業務)は、適当な参考図書から、読者の求める事実あるいは情報の切端をとり出すにすぎない。これの反覆によって多数の参考図書の得失に習熟することはできるが、結局ナゾ解きの興味をそそののみである。他の業務の理解を導く持続的興味は生じない。

参考業務は読者のために一片の情報をつまみ出すことではなく、むしろ読者に最新の考え方、あるいは探求方法を示すべきである。このタイプの参考業務は即時参考業務に比して明らかに時間が長くかかり、広範な文献探索をする必要がある。それ故、これをLong Range Reference Serviceと名付ける。

Long Range R. S.は、他の図書館業務にも刺戟を与える。たとえば参考業務で屢々使用する重要文献が所蔵されていない場合には、収書部門に調達を請求する。あるいは、読者の必要とする資料を図書の一部分に見出したが、これが目録に明示していない場合には、これを整理部門に通報する。

図書館学科の学生は、就職後必ずしも参考部門に配置されるとはかぎらない。そのためルーチン部門の退屈に陥るかもしれない。それ故、在学中に徹底的にLong Range R. S.を体得させ、これによって将来いかなる部門に配置されても、その業務の意義が理解できるようにする必要がある。

S. R. Ranganathan, National Research Professor in Library Science, and Honorary Professor, DRTC, Bangalore, India.

S・R・ランガナートン：図書館学国家教授；DRTC 名誉教授。

この実施方法として“臨床教育”が必要である。これは5段階に分けて行なう:(1) Shelf study, (2) Catalogue study, (3) 教師の実施を観察する, (4) 教師の指導下に実習する, (5) 独立で実施し、教師の評価・訂正を受ける。この臨床教育は3~4名をこえない少人数でなければならないから、担当科目の如何を問わず、全教員の分担により小グループを編成する。

Shelf study は書架上の実際の図書から、分類法の理解を深め、これが探索にどのように役立つかを体験せしめる。Catalogue study では、分類目録ファイルを精査する。書架検索と異なり、書架排列に加えて分類副出・分出の意義が明らかにされる。

第3段階では先ず読者を知る。学生は教師のやり方から、読者の質問呈示、これについての教師のファセット分析から問題の定式化の過程を理解する。さらに教師がこれに説明を加え、討議する。

この段階を十分に体験してから実習に入る。ここでは教師の指導は控え目にし、実習後の講評を十分に行なう。最終段階では学生はひとりずつ別個の問題を独力で解決する。もちろん実施後に、講評を加える。

以上の臨床教育は教員のほかに、図書館職員の協力が必須である。またこれによって学生は参考部門のみならず図書館業務の全スペクトルにわたって、それらの意義を知り、かつ参考業務が真に業務の中核(Hub)となることを知るのである〔第1図〕。

図書館の5法則として既に発表した規範原理の第1位にあるのは“図書(文献)は利用のためにある”ということである。これこそ参考業務の機能と目的であり、図書館学のいわば家令に当り、他の業務は小間使いであるともいえよう〔第2図〕。

そして最終的に、図書館の社会的機能は人の精神資源の耕作にあり、参考業務はその手段となり、図書を肥料として、知識と情操が開花するのである〔第3図〕。(Y. K.)

0 Felicitations

Felicitations to the School of Library and Information Science of Japan on its completing 20 years of useful service. Pleasant memories come, of my giving a talk in this School and in other Japanese Schools in 1958. The long queue of readers standing along the pavement leading to the Public Library at Osaka was an index of the great degree to which Law 2 of Library Science was being fulfilled in Japan. According to a recent letter received from the National Diet Library, Japan appears to be not one day too late in taking up the services of Electronics in the automation of library work of all kinds, including the finding of the documents needed by a Reader. Congratulations on this splendid up-to-dateness. Also thanks to the Mita Society for the opportunity given to contribute to this Special Issue of the *Library and Information Science*.

1 A Century of Drift Without a Tow-Line

Formal Library Education was started by Melvil Dewey in Albany (N Y) in 1887. It is now being practised in many countries. It began in India on a firm and continuous footing with the establishment of the School of Library Science in Madras in 1929. Now it is being conducted by about twenty six Universities. It began in Japan with the Institute of Library Training founded by the Ministry of Education, in 1921. In many of the Library Schools in the world, library education has been, for long, a matter of teaching discrete library routines. At any rate, this is what I experienced when I took the course in 1924-25 in the Library School of the University College (London). Moreover, the teachers in that School were mostly librarians of public libraries. Whatever their experience, they had not had the benefit of University Education. The students were not led to see the 'Hub' from

which all the items of library work radiated and got irradiated. This failure was a disappointment to me and to a few of my co-students. It produced in us a sense of drifting along without a Tow-line. Even today, perhaps library education in many of the Library Schools in the world is not very far from that state. About a century is too long a period for such a drift.

2 Search for the 'Hub'

20 Items of Library Work

I had intensive experience in the educational profession for 7 years before changing over to the library profession. Probably, this made me feel the consequences of the absence of a 'Hub' in library education and in library work. Even when I began to teach library science in 1929, I could not find the necessary 'Hub'. Therefore, the first year of my teaching was a disappointment to me. However, a close observation of the practical work done by the students, threw some distant light on the problem. I began to think which of the items of library work could be used as the 'Hub' for the entire library work. I tried out each of the items of library work—Book Selection, Book Order, Acquisition of Periodicals and their Display, Accessioning, Classification, Cataloguing, Preparation of Books for Use by Readers, Circulation Work, and Reference Service.

21 Book Selection Eliminated

Book Selection required a knowledge of the books available for acquisition and of the likely demand from readers. This did not allow itself to be treated as the 'Hub' of all the other items of library work.

22 Many Library Routines Eliminated

The work of book order, of the periodicals section, of accessioning and of the preparation of books before releasing them for use, consisted mostly of routine and did not at all deserve to be considered as a possible claimant for the status of the 'Hub'.

23 Classification and Cataloguing Eliminated

Of all the items of library work, the techniques of Classification and Cataloguing throw a challenge to the intellect. But, not any of the earlier mentioned items of library work could be said to be irradiated by these techniques. So far from those items radiating from those techniques, it is the latter that radiated from the former.

24 Circulation Work Eliminated

Circulation work appeared to be more of a routine than of anything of depth in library work, though it had to be organised effectively to see that

241 Every reader had a chance to read book needed by him;

242 No book was inordinately held up by any one reader leading to denial to others; and

243 The books were all got back from the readers without any leakage.

3 Reference Service Alone Left Over

Can Reference Service then be the 'Hub' sought for? At any rate, it alone was left over by the elimination done so far. This made me examine with some care its claim to be the 'Hub' of all library work.

4 Failures in the Field of Reference Service

41 Failure of the Theory of Reference Service

From 1929 I paid special attention to the place of Reference Service in library work while imparting library education. Reference Service, it must be remembered, is establishing contact between the right reader and the right book. The theory course in Reference Service covered a variety of the qualities of books and the varieties in the psychological qualities of readers. But the theory of these factors did not give much hope in finding the 'Hub' in Reference Service. This failure of the Theory of Reference Service led me towards a mood of despair.

42 Educational Psychology and Divine Curiosity

But, educational psychology persisted in reminding me that no learning can be anything other than mechanical and fleeting, unless it was promoted by interest of a lasting kind. Such an interest can only be created by curiosity about the purpose—the ultimate purpose—of the learning taken up or of the work being done. It is on account of this that Einstein described it as Divine Curiosity. The problem was therefore to search for that item of library work that will rouse Divine Curiosity in the students of Library Science, and in the workers in libraries.

43 Potentiality of Practical Reference Service to the 'Hub'

The persistence of educational psychology led me to examine the potentiality of Practical Reference Service, for functioning as the 'Hub' of all the other items of library work. In 1929—the first year of my teaching the subject—I did not pay any special attention to explore the possibility of Practical Reference Service to be the 'Hub' of all the other items of Library Work.

44 Ready Reference Service: Narrow Interpretation of the term 'Reference Service'

Under the pressure of tradition, Reference Service was first interpreted narrowly. It was taken to consist virtually of picking out for a reader any fact or piece of information from the appropriate ready reference book; and there were plenty of them covering various spheres of life. There, education in Practical Reference Service consisted only of giving to the students some "Find me out" questions from week to week, until they had a good drill in locating the fact, or the item of information sought by a reader, in the right ready reference book with the least waste of time. An assortment of 108 such "Find me out" questions, actually set to students, has been given by me by way of illustration⁹³.

45 Failure of Ready Reference Service

No doubt, this "Find me out" work secured for the students of Library Science as well as workers in libraries with the various reference books and their respective coverage, and their defects and merits. But it made me realise that Practical Ready Reference Service did not at all make itself eligible to function as the 'Hub' of the other items of library work. At best, the exercise of "Find me out" gave the students only the excitement of a cross word puzzle. It roused in them only ephemeral curiosity, but not lasting Divine Curiosity leading to an understanding of the purpose of every item in library work and of their sum-total. This was certainly the case with the staff doing Ready Reference Service.

46 Boredom of Ready Reference Service

While taking the course in Library Science in 1924-25, the only kind of Reference Service to which I was exposed was the one described in Sec. 44. But even then I had a feeling that it was too trivial a piece of work to occupy much of the attention of a librarian. It soon became a boredom.

47 Testimony about Boredom

After about 45 years—in 1970—, a testimony about the Boredom of Ready Reference Service was given by a young so-called Reference Librarian of Calcutta—quite unsolicited. Here is an account of the conversation between us:

RLC (Reference Librarian of Calcutta).—I feel bored in library work. Is there no way of making it enjoyable?

R (S. R. Ranganathan).—How does this work make you feel bored?

RLC.—It is the same old reference books; it is the same old reference questions; it is the same old answers that I have been giving from day to day, from week to week, from month to month and from year to year.

R.—I sympathise with you. Is there not anybody doing Reference Service in the stack room?

RLC.—Yes, Sir, There are three.

R.—Then why don't you exchange your work with one of them?

RLC.—Their boredom is even greater than mine, Sir.

R.—It is strange. How can it be? I had always derived the greatest enjoyment of my life while doing Reference Service in the stack room.

RLC.—I cannot imagine Sir that it can be so. For, the Reference Librarians in the stack room do not even have the chance, as I have, to meet a Reader.

R.—What do they do in the stack room?

RLC.—They pick out the books for which slips are received from the Service Counter and send them to the Counter for distribution among the readers concerned! They also replace the books returned from the Counter!!

This was the first time that I ever heard about this new definition of "Reference Service". Surely such a Reference Service cannot function as the 'Hub' of every item of Library Work!

5 Seed for Self-Examination

51 Team of Research Consultants

The seed for self-examination had been sown into my mind even when I was in the School of Library Science in London. The seed fell into my mind while listening to a talk by Prof. E. C. Richardson of USA. He mentioned that the Library of Congress had just begun to experiment with the system of what he called "Research Consultants". In this system, when a reader comes to the Library of Congress and finds it difficult to get at the correct line of approach to his point of interest at the moment, or to the right kind of knowledge—and not mere fact—being sought by him, the Library of Congress would provide him with a Research Consultant. For this purpose the Library would keep a list of retired Specialists in diverse subjects with their addresses. Whenever the reader in a particular subject felt stranded without help, a telephone message would go to the appropriate specialist and

he would come to the Library and help the reader to get the knowledge or the documents containing the knowledge, satisfying his needs. At that time, this scheme fired my imagination.

52 Seed Buried in the Sub-Conscious Level

But, under the pressure of the traditional reference service being given in UK at that time, the new seed contained in Prof. Richardson's talk got buried in the sub-conscious level.

53 Long Range Reference Service Sprouts Out

While in a painful state of despair in finding the 'Hub' of all items of library work, this seed rose up to the conscious level, having nearly sprouted in a lovely way. This lovely seedling emphasised that Reference Service could not end with the picking out, for the reader, of facts or items of information from Ready Reference Books. On the other hand, true Reference Service should seek to furnish the reader with an account of the latest way of thinking or the latest method in the pursuit of his Subject of interest. It should also find out for the reader the books or the articles in periodicals, giving account of the latest way of thinking or method of work. When the documents in the Library fail him, the Reference Librarian should get the necessary documents from other libraries in the locality or in the country, or even the world as a whole. Nay, he should also press into use the ideas contained in the brains of specialists not yet committed to writing or to print. I practised this Long Range Reference Service after the first stage of organising the Madras University Library on modern lines so as to introduce open access. By 1930, I could get into the full swing of Reference Service of this kind. Obviously this kind of Reference Service required a much longer period of time than Ready Reference Service. It also made the search to be taken through a far larger range of documents of all kinds than Ready Reference Books. For these

reasons I called it, "Long Range Reference Service".

54 Subjective Time of Long Range Reference Service

So far from causing boredom, Long Range Reference Service is highly rewarding and enjoyable. Cutting a productive path amidst the myriads of printed pages, in company with a serious reader, until finding out all the documents—books, parts of books, or articles in periodicals—giving the reader the latest way of thinking or method of work are located, is most exhilarating. The subjective time involved in this much shorter than the objective time. Indeed the subjective time appears to be not more than a moment! It even looks as if time had stopped!! This guarantees that there is no chance at all for getting bored while doing Long Range Reference Service.

55 Ever Becoming, Ever New

No two readers seldom bring up the same problem for Long Range Reference Service. If anybody does, the records of what had been obtained for the earlier reader make it a piece of Ready Reference Service. Further, no Specialist working progressively brings up precisely the same problem for pursuit on more than one occasion. If he appears to do so, it would be really for getting additional documents for his help. In fact, in Long Range Reference Service, it is always a case of "Ever Becoming, Ever New". Therefore, there can never be any boredom in Long Range Reference Service.

56 Examples of Long Range Reference Service

Every Reference Librarian doing Long Range Reference Service will have his bag full of actual cases needing for solution only as little as 10 minutes at one end, and even a month or two at the other end, for solution. Sixteen of the former kind and six of the latter kind have been recorded by me for the benefit of beginners^{4, 5}. Ramananda has given quite a recent example in his report to the

Annual Seminar of DRTC held in 1970¹). I remember an instance when an American Library asked the Madras University Library for a Tamil document giving the 801 uses of the Palmyra tree. The prolonged romance of the pursuit of this problem through catalogues, stocks in second hand book shops, stocks of old books hawked out by pedlars, the brains of erudite scholars, and of ultimately locating the poem in a volume of the *Tropical agriculturist* (1884) of Ceylon, filled the reference librarians of that library with a delight carried by them through a number of days.

57 Stimulus of Long Range Reference Service

Long Range Reference Service gives a stimulus to every item of work in a Library. If an important document is not in the library, but the Reference Librarian finds the need for it sufficiently often, he requests the Book Section to procure a copy of it. Since the Selection and the procurement of a copy of it are in response to an actual demand from readers, the Books Section feels true zest in its procurement. It is not done as a part of dull routine. If the Reference Section locates in a few pages of a book the material needed by a reader but not found entered in the library catalogue, it passes on this information to the Classification and Cataloguing sections. These sections prepare the necessary Cross Reference Cards and the associated Added Entry Cards, and inserts them in the library catalogue. These sections feel a true zest in making such entries on actual demand. They also examine why they fail to anticipate such a demand. All such experience drives away boredom from the work of these sections. Occasionally, the Maintenance Section also may get stimulus from Long Range Reference Service. A specialist reader may require for immediate reference the current volume of a periodical lying in the Bindery. It then either gets the volume from the Bindery for temporary use or it may send the specialist reader to the Bindery with a letter of request that he might be given facilities to consult the volume. Further the

Maintenance Section can learn from the Long Range Reference Librarian about the periodicals whose current volumes are in frequent demand on account of some special work in progress by some readers. Then the Maintenance Section asks the Bindery to give line-clear-treatment to the volumes in question and return them to the Library in the least possible time. Such a stimulus coming from Long Range Reference Service has the effect of the work of the Maintenance Section meaningful. So also the Long Range Reference Section may ask for line-clear-treatment to be given to certain books by all the other Sections to fulfil the human purpose of meeting the urgent needs of readers. This fact can humanise the outlook of each of the Sections doing routine work and make them realise the importance of their routine in the overall purpose of the Library.

6 Clinical Education in Long Range Reference Service

60 Start of a Freshly Trained Librarian

A person taking a course in Library Science cannot be sure of the Section in which he will have to work in the Library appointing him after his Training. If it is the Section doing Long Range Reference Service he will certainly find his library work enjoyable. But he may not be able to continue in that Section for ever. When he goes to any of the other Sections he is sure to ward off any boredom arising out of routine, with the pleasant memory of his work in the Reference Section and with an understanding of how each routine is of help in the fulfilment of the Library in its ultimate purpose of serving readers, as effectively as possible. On the other hand, what is to happen to one who is appointed, immediately after his training period to work in any Section other than the Long Range Reference Section. Is he to get worn out by the boredom caused by routine? The School of Library Science will be doing harm to the personality of such an ex-student. This should be avoided. To get

this avoided, the School of Library Science should have already filled him with all the joy derivable from Long Range Reference Service. Then, this will stand him in good stead in escaping the boredom of routine work, whatever be the Section of a Library in which he may be first appointed. All his work will become meaningful in such a case. This shows the high responsibility of the teachers in Library Schools in getting each student well soaked in the joy of Long Range Reference Service. We have already seen in Sec. 41 that a student does not get this benefit while learning the Theory of Reference Service—including Long Range Reference Service. Therefore, the only chance for him lies in learning the Practice of Long Range Reference Service. Therefore we must now examine this problem with care. We can recognise five stages in the training to be given in Long Range Reference Service—1 Shelf study; 2 Catalogue study; 3 Observation of Long Range Reference Service being done by the teacher; 4 Doing Long Range Reference Service under the guidance of the teacher; and 5 Doing Long Range Reference Service independently and getting his notes of the same evaluated and corrected by the teacher. This method of training a student in Long Range Reference Service, we shall denote by the term 'Clinical Instruction'.

61 Clinical Instruction in Small Batches

Clinical Instruction will have to be in the stack room, even as Clinical Instruction in Medicine has to be given in the wards where patients are lying. This makes it necessary that Clinical Instruction should be given only to a few—say not more than three or four—students at a time. Therefore, for the purpose of Clinical Instruction in Long Range Reference Service, the students should be divided into small batches of that size. One teacher of Library Science should take charge of each batch through out its course of Clinical Instruction, whatever be the branch of Library Science entrusted to him in the general timetable of the school.

62 The Stage of Shelf-Study in Clinical Instruction

During the first two months the students should have learnt the rudiments of the general lay out of the scheme for classification used in the library. Though they may not be able to classify books of great intension, they should have learnt to appreciate the helpfulness of the sequence in which the books stand arranged on the shelves. The students should be well accustomed in appreciating the helpfulness of the sequence in the diverse subjects. The teacher in charge of the batch should find effective methods of helping his batch in this work of appreciation of the minutely classified arrangement. No general method can be prescribed for this purpose. It is a matter of Field Psychology; and it will vary with the "Field" formed by the teacher, the subject of the books examined and the student batch itself. But any resourceful teacher should be able to devise an effective method to suit each "Field". He may set them "Chase me out" problems. He may make the students of the batch compete with one another in this work. It should look like a play rather than a task to go through this stage of Clinical Instruction.

63 The Stage of Catalogue Study in Clinical Instruction

It is presumed that the catalogue of the library is in two parts—the Classified or the Systematic Part and the Alphabetical or the Index Part. If the catalogue is not in this form hardly much Clinical Instruction can be given with the catalogue. Assuming then that the catalogue is a classified one, the students may be made to appreciate that the entries in the classified part run parallel to the books on the shelf but that they also contain cross reference entries to parts of books. The batch may be told about the use of the Cross Reference Entries and also to experience the benefit of giving them. Further, the alphabetical part can be used to give Clinical Inst-

ruktion to the students in starting with any Class Index Entry in it and using the Class Number given at its end as a guiding line with which the batch can descend at the right entry in the classified part and to realize the helpful sequence of the entries on either side of that entry. This part of Clinical Instruction will incidentally enable the students to know the "Why" of the various kinds of entries which they are obliged to learn in the Classes on cataloguing.

64 The Stage of Observation Work in Clinical Instruction

After having learnt something about the books and their interrelation during the first two stages of Clinical Instruction, the batch should next "Know" the readers. In the first instance, they will have to learn how to Know the readers by merely observing the work of the teacher. The reader will state a problem on which he wants documents. It is seldom that any reader states the problem precisely. Then the teacher applies the method of facet analysis in approximating progressively towards the precise formulations of the problem of the reader. Here each student of the batch will see the exact parallelism between the Facet Analysis of the Subject of a document and the Facet Analysis of the "Mind of the Reader", so to speak. This experience will make the student appreciate the profound purpose of the technique of Facet Analysis. This experience will make him take deep interest in the theory and practice of classification. After the clinic hour is over, the teacher should sit with his batch of students and explain in detail the change of front made now and again in eliciting from the reader a precise statement of his problem. He should also show which line of approach proved faulty and which proved helpful. This "After-the-Clinic" discussion is of great value. Without it, the full benefit of this stage of Clinical Instruction could not be had.

65 The Stage of Performance Under Guidance in Clinical Instruction

After having done sufficient observation work, the teacher should make each student of his batch do practical Long Range Reference Service under his observation and guidance. At this stage, the teacher should reduce his interference to the minimum possible extent. It should be possible for the teacher to pay equal attention to all the students of the batch though each may be working in different parts of the stack room. In this stage of Clinical Instruction also, the teacher should conduct "After-the-Clinic" discussion like the one described in Sec. 64.

66 The Stage of Independent Performance in Clinical Instruction

At the last stage in Clinical Instruction, each student should be allowed to do practical Long Range Reference Service all by himself. He should have been trained by this time to record the experiences gained in this work. After each student has done his Long Range Reference Service of the day, he should meet the teacher in charge of his batch and go through "After-the-Clinic" discussion in the same way as in the two earlier stages. Probably the students will reach this stage during the last months of his course.

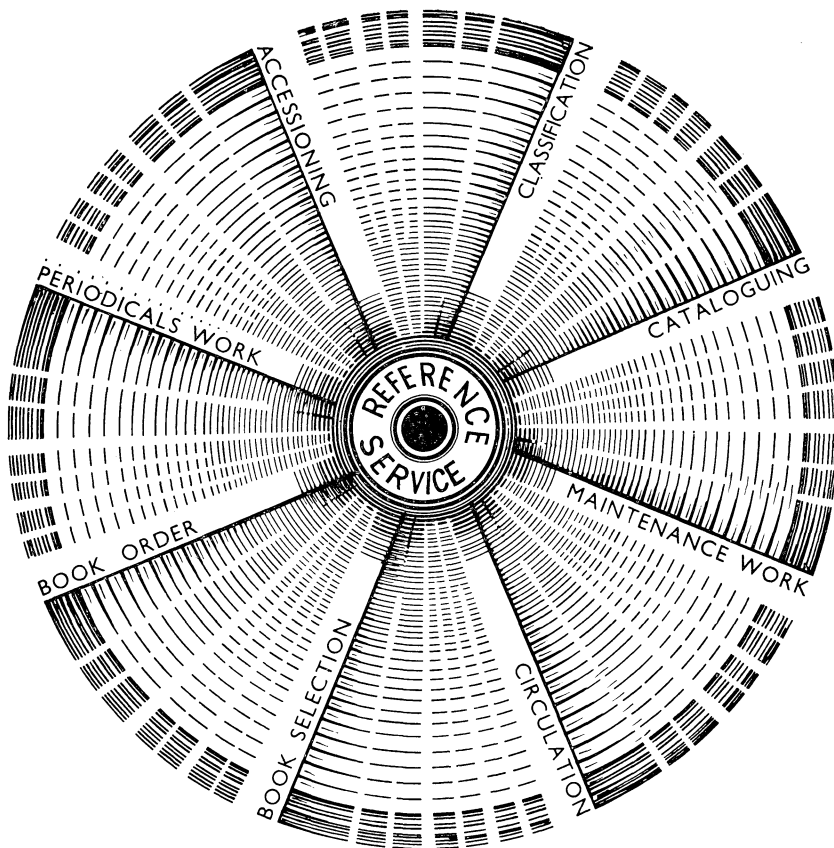


Fig. 1. Hub of Library Work. (See Sec. 68)

67 Hour Chosen for Clinical Instruction

The hours, chosen for Clinical Instruction in Long Range Reference Service, should be those when serious readers are generally abundant in the stack room. This hour will vary from library to library and even in the same library from season to season. Therefore, the teachers of library science should study the ingress of serious readers into the library and determine the useful peak hours.

68 Co-operation with the Library Staff

Clinical Instruction in Long Range Reference Service requires full cooperation between the teaching staff and the library staff. Cooperation will be needed not merely with the reference staff but also with the staff of every other section. For, it is during the course of Clinical Instruction in Long Range Reference Service, that the students realise the significance of every routine being done in every other item of library work. It is then that they realise how Long Range Reference Service influence all the other items of library work. It is at this stage that they realise that reference service is truly the 'Hub' of all other items of work in a library. This realisation by the students should be exploited, when it is quite fresh, to make them examine and if necessary even experience and enjoy the routine in every other item of library work. Figure 1 in the Annexure gives a schematic representation of Reference Service as the 'Hub' of all items of library work.

7 Foundation of Library Work

71 The Five Laws of Library Science

It has been shown that the normative principles known as the Five Laws of Library Science²⁾ may be taken to form the foundation of Library Science and of all kinds of library work. These normative principles are

1. Books (Documents) are for use;
2. Every Reader his Book (Document);
3. Every Book (Document) its Reader;
4. Save the time of the Reader; and

5. A Library is a Growing Organism.

72 Reference Service, the Major Domo of the Laws of Library Science

It can be seen that Law 1 is the most vital of these Laws and that Reference Service aims at the fulfilment of that Law. It is also seen to be quite necessary to fulfil Law 2 and Law 4. Again Law 5 makes expert Reference Service an absolute necessity, as otherwise a reader would be lost amidst the large mass of books (documents) contained in a library and to which new books (documents) are continuously added in several unpredictable classes of subjects—large or minute. Further, Law 3 puts an additional responsibility on Reference Service; for, according to it, it is a sin for a Library to allow a book to lie in the shelf untouched by any reader's hands for any length of time. Thus Reference Service forms the major domo of the Laws of Library Science forming the foundation of Library Work.

73 Hand Maids to Reference Service

Viewed from the angle of Reference Service, every other item of Library work is its hand-maid. Book-Selection should respond to it. It is the initial item of work. Figure 2 in the Annexure is a schematic diagram showing how the other successive items of work are piled one over another until Reference Service is reached and it releases the books into Circulation among readers—each in the measure of his need. The diagram emphasises that all these items of work are built on the *Five laws of library science*, which act as the pile foundation touching the primordial rock as it were and thus becoming resilient enough to carry any amount of load of library work. Reference Service is the ultimate human manifestation of the Five Laws lying hidden in the foundation.

8 Social Purpose of Library Work

81 Cultivation of Human Resources

According to an ancient Tamil Poem its people form "the wealth of all the wealth"

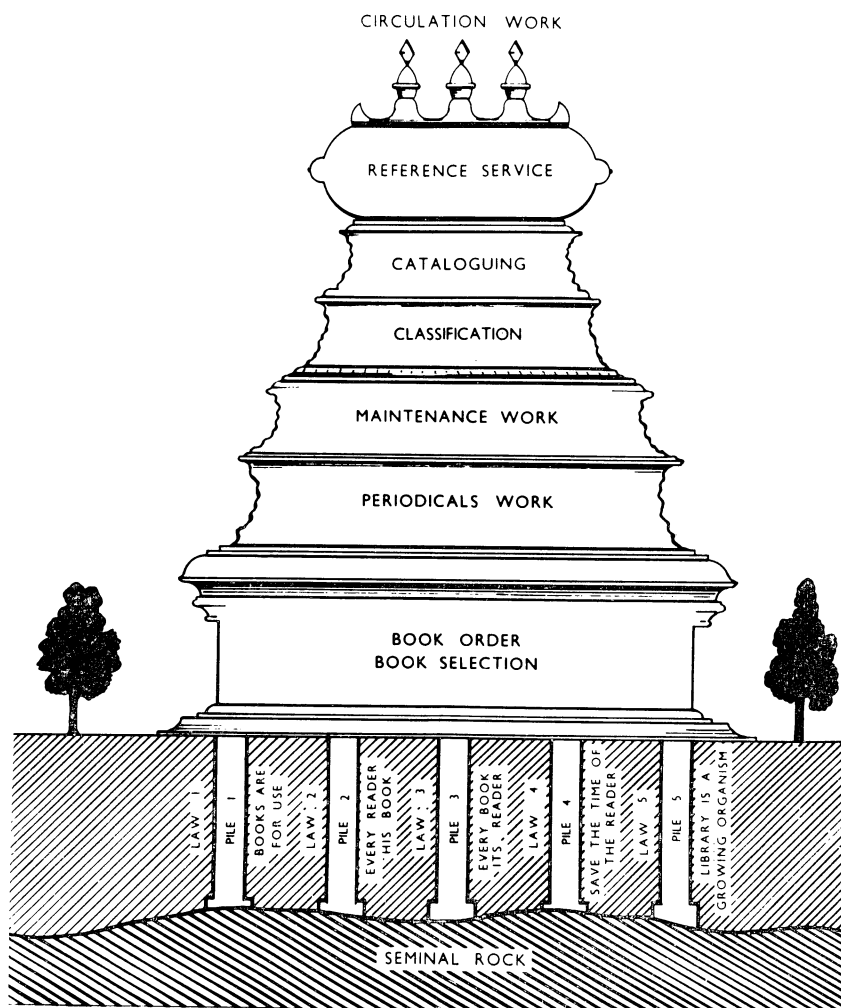


Fig. 2. Foundations of Library Work. (See Sec. 73)

of a community⁷². The development of the natural and industrial resources forming the material wealth depends on the prior cultivation of its human resources.

82 Cultivation of Mind

What does cultivation of human resources amounts to? It is essentially the cultivation of the mental resources. For, according to a vedic passage, "Man" is essentially "Mind"⁶⁵. We can recognise five elements in mind—Memory, Emotion, Absorbing Intellect, Creative

Intellect and Sublimated Emotion. In its variety of books, the library provides manure so to speak needed in the cultivation of each of these five elements. The variety of books comprehends

1. Reference Books or Externalised Memory;
2. Entertaining but Elevating books of biography, fiction, and travel;
3. Ordinary books suited to the needs of the generalist readers;
4. Treatises and advanced books and periodicals suited to the needs of the specialist

Library Work: Its Hub, Foundation, and Purpose

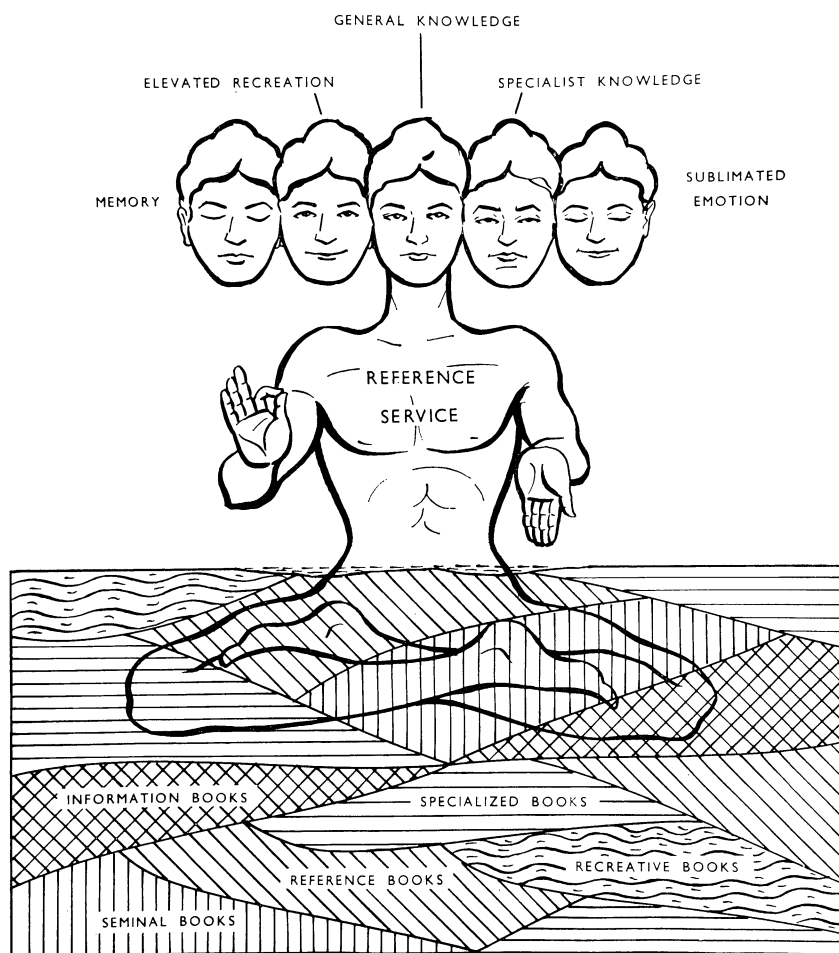


Fig. 3. Cultivation on Mental Resources of a Community. (See Sec. 83)

readers; and

5. Seminal books in literature and religion capable of sublimating the emotions of those longing for self realisation.

83 Reference Service: The Means of Cultivating the Mind

All such "manure" needed for the cultivation of the mental resources of a community is to be ploughed in by the various items of library work. The resultant of this ploughing is to be sorted out by Reference Service in such a way as to make it compatible with the

mental make-up of each member of the community. Thus Reference Service forms the penultimate stage in the library's achievement of its ultimate end of cultivating the mental resources of the community. Figure 3 in the Annexure is a schematic diagram depicting this role of Reference Service.

9 Bibliography

The following is the list of documents used. Column 1 is Serial Number. Column 2 gives the

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| <p>Section of the Text in which the Reference occurs.</p> <p>1) Sec. 56 Ramananda (B. S.). Role of reference service in converting scientific knowledge into useful technology: A case study. (Annual Seminar, (DRTC). 8; 1970; Paper CP).</p> <p>2) Sec. 71 Ranganathan (S. R.). Five laws of library science. Ed. 2. 1957.</p> | <p>3) Sec. 44 ————. Reference Service. Ed. 2. 1961. Part G.</p> <p>4) Sec. 56 ————. ————. Part J.</p> <p>5) Sec. 56 ————. ————. Part K.</p> <p>6) Sec. 82 Taittiriya Upanishad. Siksha-adhyaya. Sec. 6.</p> <p>7) Sec. 81 Thiruvalluvar. Thirukkural. Chap. 25. Sec. 1.</p> |
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