

**STUDY GUIDE**  
**MASTER OF LIBRARY AND INFORMATION SCIENCES**

**FOUNDATION OF LIBRARIANSHIP**

*CODE NO. 5500*

*UNIT 1-9*

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## COURSE ORGANIZATION

### STRUCTURE OF THE COURSE

The course has been structured to make it as easy as possible for you to complete the required course work. This course consists of eighteen units. Each unit consists of study material of one week if you study 12-16 hours in a week. This will include studying the prescribed reading material and carrying out the various self-learning assessments.

We have organized this course to enable you to acquire the skill of self-learning. You will find a course introduction at the end of this part, which will provide you an overall view of the course. This study guide has been written to enhance the foundation of sociological ideas and issues, which are presented in the textbook. A section *course introduction* consists of a brief review of the unit in paragraph form. An effort was made to simplify those concepts, which are covered in the compulsory readings, by giving examples of our own society. Specific learning *objectives* are given which identify the basic knowledge; explanation, comparison and understanding a student should have after studying the unit. Hence, the study guide is intended to be a concise preview and learning tool to accompany the compulsory reading. So the contents are introduced briefly in the study guide.

For each unit, prescribed reading material has been classified as compulsory and suggested reading. Studying all this material is compulsory for successful completion of the course. This study guide is based on prescribed reading. After listing required reading, we have given you a few self-assessment questions and activities. These questions are meant to facilitate you in understanding and self-assessment that how much you have learned.

For this course, *fortnightly tutorials* are arranged in university's study centres. These tutorials are not formal lectures given in any formal university; rather these are meant for group and individual discussion with the course tutor to facilitate you. So before going to attend a tutorial, prepare yourself to discuss course material with your tutor.

After completing the study of first 4 units the Assignment No. 1 is due. Second, third and fourth assignments are due after the completion of every next four units. Last 2 units will be covered in the final examination along with first 16 units.

### HOW TO USE READING MATERIAL

As this is a course through distance education so we have organized the required course work in the following manner to help you in evolving a self-learning process in absence of formal classroom teaching.

- a. Course introduction and objectives
- b. Unit introduction and objectives
- c. The major theme of the unit is divided into sub-themes. They are listed in the beginning of every unit. A brief and simplified introduction of major topic is given in the study guide so that you can get acquainted with the material.
- d. Required reading for each unit is listed as compulsory and suggested reading.
- e. At the end of every unit we have given you few self-assessment questions for each topic or theme. These questions are not only meant to facilitate you in understanding the required reading but also to provide you an opportunity to assess yourself how far you have learned.

Although you choose your own way of studying the required reading material, you are advised to follow the steps, which are given here.

## STUDY CHART

- |        |   |
|--------|---|
| Step 1 | For clear identification of your reading material, thoroughly read description of the course.   |
| Step 2 | Read carefully the way the reading material is to be used.  |
| Step 3 | Complete the first quick reading of your required study materials.  |
| Step 4 | Carefully make the second reading and note down some of the points you were not able to fully understand.   |
| Step 5 | Carry out the self-assessment question with the help of your study material.  |
| Step 6 | Revise your notes. It is quite possible that many of those points which you did not understand previously become clearer to you during the process of carrying out self assessment questions. |
| Step 7 | Prepare yourself for the tutorial meeting i.e. note down the points for discussion with other members of your group and with your course tutor.   |
| Step 8 | Make a third and final reading of your study material. At this stage, you are also advised to keep in view the homework   |

assignments. These assignments are compulsory for the successful completion of the course.

## HOW TO ATTEND A TUTORIAL

Before attending the tutorial you are required to prepare yourself in the following manner to get maximum benefit. The first tutorial is an 'introductory tutorial' for which you are required to do following work:

- |        |  |
|--------|--|
| Step 1 | Go through first part of the study guide, which includes: <ol style="list-style-type: none"> <li>i. organization of the course</li> <li>ii. structure of the programme</li> <li>iii. how to use the reading material, and</li> <li>iv. assessment</li> </ol> |
| Step 2 | Read carefully course introduction 2-3 times to have a better understanding of the course. It will give you an overview of the whole course. Make notes of those points which you could not fully understand or wish to discuss with your course tutor.      |
|        | In tutorials 2-9 you will complete course work containing 18 study units. The way we have arranged these tutorials, it will give you an opportunity to discuss two units in one tutorial. Please see schedule of the tutorial meetings.                      |
| Step 3 | Read summary of the main themes of the concerned units around which the units is constructed.  |
| Step 4 | Study required reading and make notes of those points you are not able to fully understand and wish to discuss with your course tutor.   |

## METHODS OF ASSESSMENT

For each course the registered student will be assessed as following"

### Assignments

Assignments are written exercises that you are required to complete while being at home or place of work after having studied the required material prescribed in the study guide. They are designed in a way to motivate you in reading the required readings and enabling you to relate your reading with the objectives.

After completion, you will send the assignments to your tutor within a time schedule for assessment and necessary guidance. The tutor is supposed to return the same after marking and providing necessary academic guidance and supervision.

The successful completion of assignments will make you eligible to take final examination to be held at the end of the semester. To qualify each assignment, you have to obtain a minimum 40 % marks.

### **Workshops**

Workshops are compulsory component of the post-graduate programmes. The university near the end of every semester will organize the workshops. Detail of the workshops will be sent to you with the course materials.

### **Final Assessment**

Final examination (a three hour written examination) will take place at the end of the semester.

These two components (assignments and final examination) contribute 30:70 to get students final course grade.

The condition to qualify each component are given below:

- i. A minimum of 40 % in assignments
- ii. A minimum of 33 % of the final written examination
- iii. An aggregate of 40% of the both components i.e. assignments and final examination
- iv. To take final examination the student has to pass assignment component.
- v. The grade will be determined as follow
 

40% - 54%	C
55% - 69 %	B
70% - 79%	A
80% and above	A+

## COURSE INTRODUCTION

The course being half credit contains nine units and is meant for the 1<sup>st</sup> semester students of Master in Library and information Science. The introduction provided at the start of each unit summarizes contents within the unit. The students should study this minutely and carefully to have idea of the syllabi for preparing themselves for the solution of assignments, assessment questions, activities and final examination. The following information would provide overview of the whole course.

Every human generation has to ponder once what useful product their forefathers have left for them and how did they gather and acquire. The question of why is very teasing when we don't have logical answer. The history guides us about the happenings of the past. Foundation of Librarianship thus guides you to history of advent of reading material, its preservation, the mode of preservation (libraries) and prevalent situation of information handling.

The course opens with the history of alphabets; the baseline for the emergence of a first library in the world. Basically first alphabets were in pictorial form. With the development of human kind the present shape of alphabets came into being.

Preservation of speech, culture and civilization carved another headway towards development because of the advent of alphabets. The man translated the pictorial form in to alphabets and preserved them for the future generations. The first writings were crude pictures carved on rocks, stones, barks, metal, clay, or whatever material at hand. Consequently he used rocks, stones, walls, leaves, bones, parchment etc. to write on in the ancient period. Medieval period gave rise to other writing material like clay tablets, vellum, parchment, papyrus and cloth. With the advent of paper the process of writing rose to manifold and the written matter stocked as heaps remained housed in the form of bound material.

Human being applied intelligence to transform alphabets into writing and then preserved his intellectual endeavours for future generations. The place where he stored the information was called library. What and where was the first library established is still a question. Yet the zone where human civilization developed might be the venue of first library's emergence. It must be storage of stones with some logical organization. The history relates that ancient libraries contained material of carved rocks, stones, barks, engraved metal pieces, etc. Similarly medieval period libraries comprised of material containing information on clay tablets, vellum, parchment, papyrus and cloths logically arranged.

Within one hundred years of paper use electronic media caused information explosion which dazzled the entire world. Microforms, (i.e. microcards, microfiche, microfilm, filmstrips etc.) floppy discs, CD-ROMs and on-line databases have now totally changed information arena.

The computer use in information handling, such as Internet, has transformed the concept of electronic libraries. The access to information has become so easy that any library or information centre anywhere in the world linked with internet or any other information network is browseable on a home-placed computer. This has given rise to paperless society.

Now let us have a look at the developmental process of Librarianship profession and achievement or library profession in Pakistan.

With the development of libraries the profession of Librarianship also developed. Interference of technology in education is driving cause of the enhancement of librarians.

Introduction of paper and then other paperless material and their placement in libraries provoked to chalk out how the information is to be handled. Organization of reading material became sophisticated because of complex type of material pouring in the libraries. Their acquisition, processing and dissemination involved new technique to provide information to the readers in the shortest possible time. The techniques used by a librarian of an olden day to handle the information are entirely different from the techniques of modern era librarian. Now the Librarianship has developed as profession of highly technical field. The existence of a profession and its development is only due to the body of its teaching and training organizations. Similar is the case with Librarianship.

The profession of Librarianship demands specialized knowledge and skills, which are acquired at least in part by courses of university or other authorized institutions.

Some library historians date beginning of the profession from 17<sup>th</sup> century, when writing dealt with library problems and functions.

Some professional organizations, like ALA (American Library Association), L.A. (Library Association) have authenticated the professional status of Librarianship by framing Librarianship standards through legislation by the state. Until now Librarianship is a developed profession.

Education of Librarianship has now become a necessity, as handling of library is not commonly understood job but it is a professional and technical assignment. So library education is initially a professional education that is to be acquired on-the-job. Library science education therefore was started in the second decade of 20<sup>th</sup> century. Asa Don Dickinson in India Punjab University (Lahore), Melvil Dewey in America and Arundell Esdaile in Britain pioneered library science education. They had their own visions. The institution of library is service oriented.

The teaching of library science in Pakistan emerged with the coming of American librarians in British India, eventually resulted in the introduction of library science instruction at university level in the sub-continent. In 1915 Asa Don Dickinson came to Lahore as Punjab University Librarian and also to teach modern library method. The Dickinson course, being undergraduate, was later on converted to post graduate in 1928.

Looking at this background the first Pakistani librarian received his BLS from Canada in 1954. Prior to that the Punjab University programme had already been revived in 1950 offering the same certificate course.

Library education attained recognition as programme for post-graduate studies though some solid proposals to start postgraduation courses were turned down by the government in the 1950's decade. The publication of the reports of Scientific Commission in 1960 and Commission on National Education in 1961 sparked some interest in university education in library science. Now seven library science departments have been established to impart education in the country.

Pakistan Library Association, universities, SPILL (Society for Promotion and Improvement of Libraries), UGC (University Grants Commission), NLDP (Netherlands Library Development Project) and other organizations have played developmental role in library science education in Pakistan.



### Course Objectives

After completion of the course the students will be able to:

1. Explain history of alphabet
2. Describe writing material's development especially the paper
3. Discuss history of printing
4. Describe history of development of book binding
5. Provide explanation about the emergence of book
6. Explain concepts of library and developmental process of Librarianship profession
7. Express achievements of library education in Pakistan.

### Required Readings

1. Adams, Roy J. "A Future of Libraries". Information Technology and Libraries ... London: Croom Helm, 1986. Pp. 94-108.
2. Allauddin, Shaikh et al. Libraries and Librarianship during Muslim rule in India. New Dehli. Reliance Publishing House, 1996.
3. "Alphabet". Collier's encyclopedia. New York: Macmillan Educational Corporation, 1979. Vol. 1.
4. Burns, Diane et.al. "Overview of Xerox Ventura publisher and desktop publishing". Using the Ventura publisher. Carmel: Que Corporation, 1988. [Chapter 1]
5. Esdail's manual of bibliography. 4<sup>th</sup> ed. London: Barnes & Noble, 1967.
6. Gates, Jean Key. Introduction to Librarianship. New York: McGraw-Hill, 1976. [Prologue, Chapter 1-8]
7. Hamid Rehman. "Establishing the library Schools in Pakistan: an overview from the history". An anthology of library science. Peshawar: Association of pakistan Library Schools, 1994. [Chapter 1 & 2]
8. Harrison, K.C. "Professional Association and other interested Bodies". In Manual of Library Economy. London: Clive Bingley, 1977. Pp. 417-428.
9. Hoffman, Paul. Microsoft Word: made easy. 2<sup>nd</sup> ed. Berkley, Cal.: McGraw-Hill, 1987. Pp.xv-xx, 1-4.
10. Ishtiaq Ahmad. "Services of University Grants Commission in developing library and information science profession". News Bulletin. Federal Branch, 1993. Pp 28-29.
11. Khan, Muhammad Fazil. Kutub Khanon Key Tareekh. Multan: Beacon Books, 1988.
12. Khan, Sadiq Ali. Educational institutions and library development in Paistan. Karachi: Khurshid Nishan, 1994. [Chapter 9]
13. Klinefelter, Lee M. "Bookbinding ... its beginnings". Bookbinding made easy. Milwaukee: The Bruce Publishing, 1960. Pp. 1-5.
14. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943.
15. Nazir Ahmad. "Arabic and Persian Alphabet". Oriental presses in the world. Lahore: Qadiria Book Traders, 1985.
16. Niaz Hussain. "Department of Library and Information Sciences, AIOU". News Bulletin PLA(FB), pp. 58-61.
17. "The Paperless Society". Encyclopedia of library and information science. New York: Marcel Dekker, 1986. Vol. 41. Pp. 277-87.

18. Turabian, Kate L. A manual for writers of term papers, theses, and dissertations. Chicago: The University of Chicago, 1980.
19. Wardle, D.B. "Lamination". Document repair. London: Society of Archivists, 1971. pp. 56-60.



# Unit - 1

## HISTORY OF ALPHABETS

### 1.1 Introduction

Alphabet is defined as "A system of writing, in which each sign represents a single phonetic value, as opposed to systems in which sign represent syllables or complete words". It is the most common type of writing in the world today. Only a few languages, such as Chinese and Japanese, do not use the alphabet. History of alphabets goes to 1700 B.C. when the first alphabets were developed in Palestine. Alphabetic writing made it possible for languages to be expressed by means of relatively few characters, in contrast to word-based writing system (such as modern Chinese and Japanese), which employ hundreds and even thousands of symbols. The modern languages that can be represented with some signs are the descendants of the first alphabetic writing system.

The common ancestor of all alphabetic writing systems currently in use i.e. Latin, Greek, Cyrillic, Arabic, Hebrew and others – is the so-called Proto-Canaanites script, which was introduced by the Canaanites in the first half of the second millennium B.C., that is between 2000 and 1500 B.C. The Canaanite branch includes Phoenician and an alphabet called Early Hebrew (not to be confused with modern Square Hebrew, which belongs to the Aramaic branch). Also from the Canaanite branch, somewhat later, the Greek branch, which gave rise to all of the alphabets used in Europe today. The Aramaic branch gave rise to the alphabets of Asia, the Near East, and North Africa, including Arabic, Hebrew and Devanagari, the major alphabet of India. By the time other scripts, each of which included hundreds of signs, were already flourishing in the ancient world.

As the time went by alphabets of different languages emerged specially in the medieval period. The Arabic alphabet originated in the 4<sup>th</sup> century and the earliest existent written Arabic work is dated to A.D. 512. Like many other oriental scripts, Arabic is written from right to left, and its alphabet consists of 28 consonantal letters of which three are also used as long vowels, 22 letters are derived directly from the Aramaic-Nabataean branch of the North Semitic alphabet, and six are new additions. The individual letters are subject to modification according to position within a word. Apart from six letters which can be joined to the preceding ones, the initial and medial letters are abbreviated, whilst the final form comprises the initial form with triumphant flourish. In the beginning the need to indicate short vowels was not felt, but with the revelation of the Holy Quran these diacritics are not used, except in school books and grammars. Persian is one of the Indo-European languages, but its alphabet is based solely on that of Arabic, except that the Persians added four letters. Whereas Urdu added three more to the Persian alphabet.

Every language has its own way of writing and their alphabet; some are from right to left, some are written from left to right and some start from up to downward.

In 1929, during excavations at Ras Sharma in northern Syria, where the ancient city Ugarit once stood, archaeologists found, entirely unexpectedly, thousands of clay tablets bearing a new kind of writing. The characters were made up of the wedge-shaped marks known from Babylonian cuneiform. For the system, upon being deciphered, proved

to be alphabetic and represented a Semitic language. Six of the letters of the new alphabet resembled Semitic letters very closely.

In 1949 several abecedaries in the newly discovered script also came to light. The first 22 Ugaritic letters were ordered like those of North Semitic, but the 8 additional letters were placed at the end.

In 1994 and 1995 inscriptions containing few enough symbols to be alphabetic were discovered in Sinai. This Paleo-Sinaitic, or Proto-Sinaitic, writing bears a resemblance to the pictorial forms of Egyptian hieroglyphics on the one hand and to the Semitic script on the other.

This is somewhat brief and introductory description about the history of alphabets. The students will have to study much more in detail what happened before and after the emergence of alphabet. Other ways of human communication before the development of proper alphabet the earliest devices were pictographs, hieroglyphics and ideographs. Compulsory and suggested readings will make you aware of these concepts.

Whether you have gathered what you have studied may be gauged by the assessment questions and activities provided for the purpose at the end of this unit. This enables you to improve your studying capability in case there is any lapse somewhere.

## 1.2 OBJECTIVES

This unit will enable you to:

1. Describe pictographic, hieroglyphic and ideographic Communication.
2. Critically analyze the development of alphabets.
3. Explain history of emergence of western and oriental alphabets.

## 1.3 COMPULSORY READINGS

1. "Alphabet". Collier's Encyclopedia. New York: Macmillan Educational Corporation, 1979. Vol. 1
2. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943. [Chapter 2, 3]
3. Nazir Ahmad. "Arabic and Persian Alphabet". Oriental presses in the world. Lahore: Qadiria Book traders, 1985. [Chapter 1]

## 1.4 SUGGESTED READINGS

1. Hunter, Dard. Papermaking: the history and techniques of paper craft. 2<sup>nd</sup> ed. New York: Alfred. A. Knopf, 1957. [Chapter 1]
2. Marshall, D.N. History of libraries: ancient and mediaeval [medieval]. New Delhi: Oxford IBH Publishing, 1983. [Chapter 1.4.7 & 8]
3. Rider, Alice Damon. A story of books and libraries. Metuchen: The Scarecrow Press, 1976. [Chapter 1]

## 1.5 SELF-ASSESSMENT QUESTIONS

Q.1 What is pictography? Name the source from which you have taken the answer.

Q.2 "It seems perfectly clear from all the available evidence that in every part of the world in which writing developed its earliest form was ideographic. It must have taken a long time to work out ideograms for the expression of abstract ideas but imaginative uses or combinations of symbols for concrete things did even

that. Thus by figures of speech so to speak, the symbol for "ear" also meant "hearing", the symbol for "sun" also meant "day", and so on".

From which book this paragraph has been taken and what this text is all about?  
[The book/ McMurtrie chapter 2]

Q.3 Name four languages of alphabets that resemble each other?

#### 1.6 ACTIVITIES

1. Search images of pictograph from any book.
2. Collect 3 objects other than paper used for writing in the ancient period.
3. Go in a library or office and look for a stylus.

## Unit - 2

### WRITING MATERIAL

#### 2.1 Introduction

Writing is main event of man, which he used for communicating his ideas to other fellow beings. Therefore he was dependent on writing to convey his thoughts. Writing requires medium to write on. That media was stones, walls, clay and baked clay tablets, buffalo skins, birch barks, leaves, bamboo, shells, bones, cloths, vellum, parchment, papyrus etc.

The first writing material was stone, and the first pens were implements for scratching, engraving and painting on that surface. The earliest known man-made marks of his kind are still visible in the caves of Altamira and Lascaux and on the rocks at Tassili. This evidence gives us a history of writing surfaces of some 8,000 years. When it became necessary to record minor transactions and to set down ceremonies, rituals, dedications and such like, in something more portable than cave walls and lighter than stones blocks, the Sumerians incised clay tablets and hardened them by baking. These tablets, being well-nigh indestructible, are extant in vast quantities, and examples can easily be seen in museums. The jabbing action of stylus into the damp clay produced a wedge-shaped impression with the result that the cuneiform writing came to be applied to this particular form. The shapes and sizes of the tablets vary considerably but the majority indicates that they were shaped between the hands.

Another important surface to write on was papyrus. It was manufactured from the pith within the stem of a river plant which freely grows in Nile valley. The pith was taken from the plant and rolled on to make sheet. It was then dried to use as writing material.

Animal skins came into use as writing surfaces at a very early period and in many communities had obvious advantages. In the case of other materials the writing surface was the prime, sometimes the only, result of the process of manufacturing. When skins were used, they were by-products of other processes and the capability of a community to make skins into writing surfaces depended also on the economy of the community and the ability to eat or utilize the flesh of the animal. However to make the surface writeable the skins were tanned and treated in much the same manner as modern leather. The resultant surface was markedly unlike that of parchment and vellum, and that remained in use for years as writing material.

Storage and preservation of material were the main problems to solve. When all the above-mentioned objects could not mostly be preserved, the man invented the paper as he was continuously struggling to search the material, which may be handled easily and preservable for long time.

Paper is of great antiquity and there is no reason to doubt the well-established tradition that it was invented in China. It is generally accepted that the inventor was Ts'ai Lun and the year of his discovery was A.D. 103. For 17 centuries Ts'ai Lun's source of raw materials, viz., rags and related scrap fibers, were the fundamental ingredients for paper, but the search for a new raw materials was always an abiding problem.

It became particularly acute in the early 19<sup>th</sup> century, when the real breakthroughs were made. The endeavour to make the paper qualitative continued

throughout the 19<sup>th</sup> century. A lot of researches were conducted to make the paper white and durable till it reached the present shape.

The contribution of Muslims should not be overlooked. The achievements of Muslims from the era of Muhammad (PBUH) to their fall in India is also to be studied by the students.

The medieval and modern era information generation has paved the way for enormous production of paper. This developed quality and types of paper to a huge extent. The literature so produced has gone to unhouseable extent. This has given rise to look for paperless medium as to house the information.

We are now at the brink of paperless society. The automated office, multiplexing, telefacsimile devices, cable television, electronic mail, interactive video system, computer based instruction, teleconferencing, microforms, cassettes, floppy and compact discs etc. have almost replaced the paper. This is the sign of paperless writing emergence, which has given rise to paperless libraries in some parts of the world.

## **2.2 OBJECTIVES**

After completing the unit you will be able to:

1. Explain early writing material.
2. Describe development of writing material in the medieval era.
3. Name material used for writing in the modern world.

## **2.3 COMPULSORY READINGS**

1. Allauddin, Shah. Libraries and Librarianship during Muslim rule New Dehli: 1996. [Chapter 7]
2. Esdail's manual of bibliography. 4<sup>th</sup> ed. London: Barnes & Noble. 1967. [Chapter 3]
3. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press. 1943. [Chapter 1]
4. "The Paperless Society". Encyclopedia of Library and Information Science. New York: Marcel Dekker. 1986. Vol. 41.

## **2.4 SUGGESTED READINGS**

1. Marshall, D.N. History of libraries: ancient and medieval. New Delhi: Oxford IBH Publishing. 1983. [Chapters 1,2,3 & 4]
2. Rider, Alice Damon. A story of books and libraries. Metuchen: The Scarecrow Press. 1976. [Chapters 1 & 2]
3. "Writing". Encyclopaedia Britannica. 15<sup>th</sup> ed. Chicago: Encyclopaedia Britannica, 1985. Vol. 29. pp. 982-1034.

## **2.5 SELF-ASSESSMENT QUESTIONS**

- Q.1 In which era the clay tablets were used for writing.
- Q.2 How stone was used for writing.
- Q.3 What is papyrus? Discuss its origin and birthplace.

## **2.6 ACTIVITIES**

1. Search for paperless books in any library. Provide citations of the two and name the medium.
2. Collect some writing materials available around you.

## DEVELOPMENT OF PAPER

### 3.1 Introduction

Though a brief history of paper has been provided in the previous unit yet due to its great importance in the Librarianship and society full unit is being allocated.

To handle and preserve writings available on stones, leaves, barks, bones, vellum, parchment, papyrus clothes etc. was enormously difficult. The man therefore invented the paper. Perhaps no invention in human cultural history excels in importance than the invention of paper.

The papermaking discussion will encompass manual, semi-mechanical and mechanical manufacturing processes. To have wide information of the paper, different types of paper e.g. rice, off set, duplicating, wall, binding etc. have to be studied in detail.

The contribution of Muslims especially in India should not be overlooked. Other aspects of the paper regarding its standard and quality of measurement are the points of discussion. The purpose of all this detail is to let the students recognize quality of paper, which would enable them to identify the life of paper.

One author expressed that the date usually given for the actual invention of paper is A.D. 105, but this date is chosen rather arbitrarily, since the first experiments in papermaking from disintegrated fiber, probably extended over a long period before the process was actually brought to any degree of perfection and publically announced.

Another writer described that paper is a great antiquity and there is no reason to doubt the well-established tradition that it was invented in China. It is generally accepted that the inventor was Ts'ai Lun and the year of his discovery was A.D. 105. For 17 centuries Ts'ai Lun's source of raw materials, viz., rags and related scraps fibers, were the fundamental ingredients for paper, but the search for a new raw materials was always an abiding problem. It became particularly acute in the early 19<sup>th</sup> century, when the real breakthroughs were made.

Apparently the Chinese attempted to keep the knowledge of the craft from spreading westward, but a fateful turn came in 751 when the Chinese attacked the Muslim Arabs in Transoxania. They were badly defeated, and among the prisoners taken by the Arabs were several papermakers. Taken to the governor of Samarkand and offered freedom in exchange for their knowledge, the prisoners did not find their usual raw material, mulberry barks, and they used the abundant supplies of flax and linen rags. But the craft continued to spread, and in 795 the Caliph Haroun-al-Rashid brought Chinese papermakers to Baghdad. Paper soon spread to other parts of the world.

The most significant development in the history of papermaking since Chinese came at the end of the 18<sup>th</sup> century was when Robert, an Englishman, developed a papermaking machine with an endless reel.

Equipment for development of papermaking gave rise to swift manufacturing of paper and improvement of its quality.

The endeavour to make the paper qualitative continued throughout the 19<sup>th</sup> century. Lots of chemicals were brought in practice to make the paper white and durable till it reached the present stage.



The paper is now available in different weights. Weight of paper depended on the proportion of fibre to water, which the vatman had to determine, and quality had little relation to weight. In the days of handmade paper, weight was given in terms of pounds in the ream, with no regard to size or number of sheets in a ream. Today it is described with considerably more accuracy in terms of grams per square meter.

A watermark, which actually has no more relation to water than any other part of the finished sheet, is produced simply by lacing or otherwise attaching fine wires to the laid or chain wires. In modern machine-made papers, the watermark is produced by "dandy-roll", said to have developed in the 19<sup>th</sup> century by John Marshall. The earliest papers do not show watermarks due to the fact that the molds were made of bamboo, on which designs cannot be readily made.

### 3.2 OBJECTIVES

After going through the unit you will be able to:

1. Explain the history of the paper.
2. Discuss different quality and kinds of paper.
3. Describe the manufacturing process of paper produced semi mechanically and mechanically.
4. Express contribution of Muslims in India about production of paper.

### 3.3 COMPULSORY READINGS

1. Allauddin, Shaikh, et al. Libraries and Librarianship during Muslim rule in India. New Dehli. Reliance Publishing House, 1996. pp. 267-68.
2. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943. [Chapter 4]
3. Tribolet, Harold W. "The Pature of Daper". Deteriorating and preservation of library material. Chicago: The University of Chicago, 1970. pp. 18-38.

### 3.4 SUGGESTED READING

1. "Paper". The Encyclopedia Americana. Danbury: Grolier, 1983. Vol. 21. pp. 376-83.

### 3.5 SELF-ASSESSMENT QUESTIONS

- Q.1 What is the difference between handmade and machine made paper?
- Q.2 Describe different types of paper?
- Q.3 How do you identify the brittle and good paper?
- Q.4 What is the use of bamboo in papermaking?
- Q.5 Explain watermark and its effective use in today life.

### 3.6 ACTIVITIES

1. Search at least two types of papers having different watermarks.
2. Collect the following kinds of papers:
  1. Rice paper      2. Butter paper      3. Card paper
  4. Brittle paper    5. Binding paper      6. Duplicating paper

## Unit - 4

### PRINTING

#### 4.1 Introduction

Writing books with hand was time consuming and uneconomical. Handwritten book was, being one copy, could be studied only by one person living near the place of its storage. The information contained in the book could not attract other persons living outside the vicinity. This problem was solved by the invention of printing.

When we speak of printing we generally mean book-printing, but if so we are using the term loosely. Printing covers the very ancient art of taking impressions from blocks of wood or metal on paper or on textiles.

In the history of making of books, the beginning of printing in the Far East must be considered entirely independently of the origins and progress of printing in the Europe, for in the Orient books were printed nearly six centuries earlier. Just as paper was first made there, so also the first printed books were produced in China.

Those earliest books were block books i.e. books printed from wooden blocks on which text and illustrations had been engraved. But movable types were also made in China long before Gutenberg's epochal invention. Emergence of printing machines made the printing process quicker and easier.

Block printing is said to have been the endeavour of Chinese and Japanese, and it was prevalent since the Chinese invented the paper, which spread all over the world. The first printed works are called "incunabula" (from the Latin *incunabulum*, meaning, "cradle", indicating that printing was in its infancy).

The development of moveable type received the impetus with John Gutenberg of Germany's moveable type printing invention in 1440's AD. The western historians reveal that first book printed with movable type was "Gutenberg Bible" produced between 1450 and 1456. This type of printing was significant revolution in the history, which paved the way for unparalleled and effective impetus to the rebirth of learning.

When we talk of type, it means peculiar style of handwriting. In general term we may call it font or typeface. This segment also developed with the passage of time. The students would study different types-faces like, 'gothic', 'roman', 'italic', 'Greek' etc. These are familiar terms we practice while having hands on computer.

Development of paper, the techniques of taking impression on paper and printing presses grew side by side. However it is understood that mass scale production of new literature is due to the emergence, of printing press.

History reveals that when machine-printing process took over it started producing European literature. Application of machine printing was introduced to oriental languages much later.

Composing is very important segment of process of printing. In the beginning the matter to be printed was to be written by calligraphist. Later on machines replaced the process. In Oriental languages the application of machines was introduced very late. Till 1950's printing with machines remained in need of calligraphists. Now the computer technology has mostly replaced calligraphic and hand composing arts.

Computer composing has changed the scenario of whole process. Many computer software have emerged for composing in Oriental languages. In European, especially English language, Ventura and other software have revolutionized printing process. This has given rise to desktop publishing. Desktop publishing introduces a broader range of typefaces than ever was possible outside of most printing shops.



With desktop publishing one can combine a variety of typefaces, type style and type sizes within a single document and print or typeset full pages. These features may vary among printers.

Microsoft "Word" has replaced Ventura. It is the latest software in this field. Since it is menu driven, it is very easy to operate. INTERNET users are very familiar to it. The software is capable to produce illustrations, charts, tables, diagrams, images etc.

One result of these recent technologies changes is the availability of new software programmes that can combine text and graphics i.e. charts, images etc.

## 4.2 OBJECTIVES

This unit will enable you to:

1. Express the ancient, medieval and modern history of printing
2. Explain clearly mechanical and other methods of printing
3. Describe different types of modern printing
4. Explain computer use in printing processes regarding illustrations: charts, tables, diagrams, images etc.

## 4.3 COMPULSORY READINGS

1. Burns, Diane et al. "Overview of Xerox Ventura publisher and desktop publishing". Using the Ventura publisher. Carmel: Que. Corporation, 1988. [Chapter 1]
2. Hoffman, Paul. Microsoft Word: made easy. 2<sup>nd</sup> ed. Berkley, Cal.: McGraw-Hill, 1987. pp.xv-xx, 1-4.
3. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943. [Chapter 6 to 15, 22 to 39]
4. Nazir Ahmad. Oriental presses in the world. Lahore: Qadiria Book Traders, 1985. [chapter 2,3, 4, 6,7, 8, 9]

## 4.4 SUGGESTED READINGS

1. Gates, Jean Key. Introduction to Librarianship. New York: McGraw-Hill, 1976. [Chapter 5]
2. Rider, Alice Damon. A story of books and libraries. Metuchen: The Scarecrow Press, 1976. [Chapter 7]

## 4.5 SELF-ASSESSMENT QUESTIONS

- Q.1 Before printing was done through machines what was the method of printing?
- Q.2 What Gutenberg did significant in printing?
- Q.3 What almost replaced calligraphists and how?

## 4.6 ACTIVITIES

1. Trace the image of printing by Gutenberg from any book.
2. Search handwritten book from any library around you.

# Unit - 5

22.

## BINDING

### 5.1 Introduction

Though the invention of paper was very helpful in the processes of printing and production of mass scale information yet it made cumbersome for the human being to keep intact the different pieces of information printed on various pages of papers for longer period. The binding was found most successful technique to cope with the situation.

While we tend to associate bookbinding with printing, the art of binding was far advanced before the appearance of the first book printed from movable type. There is evidence that as early as the 5th century, Greek scrolls and parchments were cut into sheets and bound between covers.

During the past centuries before the invention of printing hand-lettered and engrossed manuscripts were bound into books for convenient use and to ensure their preservation. During the thousand years before 1455 the process of binding was being developed, until the year the Gutenberg bible was published. This book has been generally accepted as the first of the flood of books that has covered the civilized world since invention of movable type. By that time binding had reached a state of perfection that has seldom been surpassed. It can well be said that the book appeared then as finished product and the centuries since have done little to improve it.

The first books were sewed on leather thong or bands of parchment, the ends of which were laced into wooden sideboards. The back was usually covered with leather and the boards of important or valuable books were frequently decorated with inlays of gold, silver, ivory enamel, and precious stones.

As the number of books increased, it became necessary to stand them on bookshelves in order to conserve space. This exposed the undecorated back to view, and led to the sinking of the cords into the back, and provided a smooth surface suitable for decoration. About the middle of the 16th century, in the interest of sound binding the cords were again allowed to stand out, the title and other decoration being stamped between them.

For many years application of leather has remained the main and the integral part of binding. You may have seen some books of more than hundred years old having leather binding lying in some of the old libraries.

Early American bindings were commonly of leather, and being generally used for books of a serious and practical nature, as a rule they were not elaborately decorated. In the early 1800's, although leather was still used for binding dictionaries, schoolbooks, and other volumes. Cheaper books were bound in paper-covered boards with leatherbacks. Because the cheaper grades of leather used in such bindings had a tendency to crack and wear poorly, cloth came into use as substitute. In turn this led to the full cloth covers so commonly used today.

The principal changes that have taken place in binding in the recent years have had to do with mechanization and cost reduction. Edition binding has become a factory process rather than an art or craft.

The students are expected to study the contribution of Muslim in development of binding especially in the subcontinent.

The term lamination, as generally used, covers a number of different methods of repairing or strengthening documents by sandwiching them between sheets of transparent material.

Lamination on binding and paper is now being used for durability and to beautify books and documents. In Pakistan British Council, American Center and

some military libraries are applying this technique to preserve publication for a longer period.

There are different processes of laminating objects. The famous are:

1. Hot lamination with cellulose acetate
2. Solvent lamination with cellulose acetate
3. Continuous-roll laminators

Laminating processes have resulted from the application to document repair of new materials developed in the industrial and commercial sphere and new ways of using them. Progress in this field continues and it is to be expected that further developments in laminating techniques will result.

## 5.2 OBJECTIVES

This unit will enable you to:

1. Explain history of binding
2. Express different types of binding and binding material
3. Describe the kinds and functions of lamination

## 5.3 COMPULSORY READINGS

1. Allauddin. Sheikh. Libraries and Librarianship during Muslim Rule in India 1996. [Chapter 7]
2. Esdail's manual of bibliography. 4th ed. Rev. London: George Allen & Unwin, 1967. [Chapter 7]
3. Klinefelter, Lee M. " Bookbinding. its beginnings". Bookbinding made easy. Milwaukee: The Bruce Publishing, 1960. pp. 1-5
4. Wardle D.B. "Lamination". Document repair. London: Society of Archivists, 1971. pp. 56-60.

## 5.4 SUGGESTED READING

McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943. [Chapter 38]

## 5.5 SELF-ASSESSMENT QUESTIONS

- Q.1 Name the maximum types of binding [case, spiral, card, hard]
- Q.2 What is the difference between cloth and leather binding? Which one is the oldest type?
- Q.3 Is machine binding economical than manual binding?
- Q.4 What is the function of lamination?
- Q.5 What is the contribution of Muslims in binding?

## 5.6 ACTIVITIES

1. Trace five books having different kind of binding.
2. Visit a bindery and study different books having card and hard binding.
3. Observe some books having laminated and non-laminated binding.

**DEVELOPMENT OF BOOK****6.1 Introduction**

In the inscriptional records of Egypt, we have our first introduction to what may be called rocks books. If we study the evolution of book, we will find that it has undergone many changes. We are so familiar today with the printed book that our conception of library or preservation or records naturally emphasizes a collection of printed books or printed-paper.

Books in the form with which we are familiar, made up of leave bound together at the side, were a relatively late development in Europe and did not appear there for many centuries later than the papyrus or parchment rolls of the ancients. Although the papyrus roll continued as the main form of written material down to the end of the third century A.D. some books were beginning to be produced in codex form from the beginning of 2<sup>nd</sup> century. This resulted in the 'hinged' book as we know it today, in contrast to the rolled books. As rolls were very difficult to handle while studying the earliest books were given the shape of codex. From the 4<sup>th</sup> century until the middle of 15<sup>th</sup> century it is the codex book written on parchment or vellum which is mainstay of European book making. Towards the end of this period paper begins to appear as well as parchment and vellum, but the overall pattern is similar.

Public attention in the field of manuscripts has always been largely focused on the great specimens of illumination and decoration and it is towards these that most steps turn in our libraries and museums. They are so great a part of the glory of the manuscript age that it is difficult to resist this. This manuscript form remained the part of history till the invention of paper and printing.

Wood-block printing had been practiced in Western Europe for textiles, playing cards, figures of saints, and so forth, for perhaps a century before the invention of typography. Surviving cuts, dated in the years round 1420, induced the belief that the 'block books', or books printed from woodcuts, were of the same date and that they were a stepping stone to typography; but this is most probably not true. They exist in several forms. The mass of block-books are datable from 1460 to 1480 and no date earlier than 1460 can be certainly assigned to any example of this class of printing.

The problem was to produce a printing surface which could be used again and again, and which could be built up without the labour of cutting out the letter every time. Development in printing at this juncture was this very point of hard printing surface. Gutenberg's moveable type and other inventors made a great headway in printing.

Fifteen to 20<sup>th</sup> centuries made a great impact on printing and revolutionized the development of book format and style. This also played major role in shaping the book to modern style, type and size. Finally, throughout the whole of the 19<sup>th</sup> and 20<sup>th</sup> centuries one social factor has dominated the activities of the book trade. That is education and literacy that caused production of cheap reading matter.

The sizes of books vary from subject to subject. For example books on art are usually available on high quality and large size paper whereas the books on fiction are produced on low quality and comparatively small size paper. Similar or a little bit varied treatment is happening with other subjects.

The idea of miniaturizing the publications emerged some decades ago, which has successfully materialized in the shape of microforms. The form of the book in the

last quarter of the twentieth century is no longer limited to the printed form. Among its many new forms are microforms i.e. microfilm, microfiche, micro card, filmstrip.

Programmed book, disk and tape recording audio and videotape, compact discs, CDROM, sound track etc are other examples of material: carrying information in bulk.

Computers have taken another step forward. Online and offline databases have diminished the scope of book. The paper has, to an extent, disappeared in some of the countries resultanty the books. Consequently we are heading towards the paperless society. Even then the paper books will survive. Lane Jennings revealed his belief of the fact that "Why books will survive". He provided this information in his article: Why books will survive".

## 6.2 OBJECTIVES

After reading this unit you will be able to:

1. Express history of development of book.
2. Describe types, size and parts of book.
3. Explain the role of electronic media in book production.
4. Express trends towards movement of paperless society.

## 6.3 COMPULSORY READINGS

1. Adams, Roy J. "Future of book". Information technology and libraries London: Croom Helm, 1986. pp. 94-95.
2. Jennings, Lane. "Why Books will Survive". In the computerized society Bethesda: World Future Society, 1985. pp.53-59.
3. Esdail's manual of bibliography, 4th ed. London: Barnes & Noble, 1967. [Chapter 8]
4. McMurtrie, Douglas C. The book: the story of printing and book making. London: Oxford University Press, 1943. [Chapter 37]
5. "The paperless society", Encyclopedia of library and information science. New York: Marcel Dekker, 1986. Vol. 41 pp.277-89.

## 6.4 SUGGESTED READINGS

1. Marshall, D.N. History of libraries: ancient and medieval. New Delhi: Oxford IBH Publishing, 1983. [Chapter 1 pp. 13-15]
2. Rider, Alice Damon. A story of books and libraries. Metuchen: The Scarecrow Press, 1976. [Chapter 5,8]

## 6.5 SELE-ASSESSMENT QUESTIONS

- Q.1 What is codex, explain?
- Q.2 How papyrus was kept in libraries?
- Q.3. What role has printing played in the development of book.
- Q.4 What is meant by electronic books?
- Q.5 Explain miniature trend of book production?

## 6.6 ACTIVITIES

1. Visit a library and study microfiche, microcard and microfilm.
2. Look for a CD material.
3. Read the article "The paperless society" from the Encyclopedia of library and information science, 1986, vol. 41 and express your views regarding paperless society.



## CONCEPT OF LIBRARY:

### 7.1 Introduction

According to Harrod's Librarians' Glossary, library is " a place, building, room or rooms set apart for the keeping and use of collection of books etc."

The need of storage and organization of material was felt in the primitive period long ago. The later stages let the name the storage place of books as library.

In different regions of the world there have been various stages and forms in the past and, similarly libraries in the future may not be like what they are today. In fact the earliest forms of libraries which we will study do not fit in with our present ideas and notions of a library. This is not surprising, because form in which has inscribed the records human hands have changed over time.

Examining the genesis of the library the birth of the idea or conception of a library in its simplest form - it is found that the real beginning was when man first attempting to preserve in some permanent form, on a surface external to himself, the contents of his inner thoughts or a record of his own voice or speech, or a pictorial representation of any visual impression he had in mind.

Pyramids; underground rock tombs; temples, constitute an important source of ancient written material and here we begin our actual study of ancient human records and also of ancient libraries. As repositories of ancient inscriptions, these monuments are known familiarly as rock books and they constitute the idea of libraries in embryo.

There were not all merely rock libraries. The manuscript libraries were also found including well-preserved codices bound in leather. This is a little account of the ancient and mediaeval libraries Mediaeval period libraries are very much known as religious libraries.

Church libraries are one of them. Among the earliest examples of church libraries was a library at Jerusalem founded by a priest, Bishop Alexander. This library has been described as storehouse of historical records. A library became an almost integral of part of a monastery, particularly one belonging to the Benedictine order. In this order, there was unusual dedication to the development of libraries. In 1170, a monk said, "A monastery without a library is like a castle without an armoury."

Earlier the period of Muslims was the era of knowledgeable society. Great Muslim universities came into being. The libraries flourished a lot. Baitul Hikmat was one of the greatest libraries. The Muslim ruler of India were the knowledge lovers. The Mughal emperors, Khiljis, and Tughlaq kings established a number of libraries in India.

Turning to libraries of somewhat later middle ages; the period that just preceded the discovery of printing in Europe. During this period, in addition to these monastic collections, libraries of greater or less importance began to grow in cathedrals. In the 14 and 15 centuries, the monasteries lose their eminence and are gradually overshadowed by the newly rising universities.

We are now seeing the modern libraries. Since the media has changed. It brought enormous changes to the society. The concept of library has also changed. Now we are listening to the word virtual libraries. The electronic age changed the whole scenario..

## 7.2 OBJECTIVES

This unit will enable you to learn about

1. Development of the concept of library.
2. History of libraries from ancient to the modern period.
3. Development of libraries in Indo-Pak subcontinent.
4. Modern concept of libraries.

## 7.3 COMPULSORY READINGS

1. Allauddin, Shaikh, et al. Libraries and Librarianship during Muslim Rule in India. New Dehli: Reliance Publishing House, 1996. [Chapter 1]
2. Neill, S.D. "Libraries in the year 2010". Communication tomorrow. Bethesda: World Future Society, 1982. pp. 108-11.
3. Khan, Muhammad Fazil. Kutub Khanoon Key Tareekh... Multan: Beacon Books, 1988. [Chapter 1-35]
4. Marshall, D.N. History of libraries: ancient and medieval New Dehli Oxford (BH Publishing, 1983. [Chapter 1 pp. 73-75]

## 7.4 SUGGESTED READING

Jackson, Sidney' L. Libraries and Librarianship in the West: a brief history. New York: McGraw-Hill, 1974.

## 7.5 SELF-ASSESSMENT QUESTIONS

- Q.1 Described some specific features of the Alexandria Library.
- Q.2 What is the story of the king as told by Muhammad Fazil Khan in the preface of his book.
- Q.3 Explain the term 'paperless library'.

## 7.6 ACTIVITIES

1. Trace some images from books through which you may visualize pictures of ancient libraries.
2. Pick some books defining the word 'library'.

## Unit - 8

### DEVELOPMENT OF LIBRARIANSHIP AS PROFESSION

#### 8.1 Introduction

The question whether Librarianship is a profession or otherwise needs to be explained. What should be the essential elements of a profession? Different sources have defined the profession in different ways. But definitions by some authentic sources, like 'The Oxford English Dictionary, A dictionary of Social Sciences, etc. have revealed some of the ingredients of profession which are used as basis of comparison.

The Oxford English Dictionary defines a profession as "a vocation in which a professed knowledge of some department of learning or science is used in its application of the affairs of others or in practice of an art founded upon it".

Whereas the Dictionary of Social Sciences expresses that "the term profession denotes occupations which demand a highly specialized knowledge and skill acquired at least in part by courses of a more or less theoretical nature and not by practice alone, tested by some form of examination either at a university or some other authorized institution, and conveying to the persons who possess the considerable authority in relation to 'clients'. At present the term usually denotes certain occupations whose members give service rather than engage in the production and distribution of goods".

Jean Key Gates, in his book, "Introduction to Librarianship" has expressed that there are six essential elements of a profession, which are generally agreed upon by analysts of the subject, are:

1. A systematic theory which delineate and supports the skills that characterize the profession
2. A level of authority which comes from extensive education in the systematic theory
3. Community sanction and approval of this authority as expressed in the conferring on the profession of such power as accreditation, formulation of standards of performance and establishment of rules for admission into the profession
4. A code of ethics which regulates relations of professional persons with clients and colleagues.
5. A professional culture sustained by formal associations, consisting of its value, norms and symbols and having at its center the career concept
6. A service orientation

The profession of Librarianship demands specialized knowledge and skills, which are acquired at least in part by courses of university or other authorized institutions. It is not a simple task to isolate clearly the beginnings of Librarianship as a self-occupation. Some library historians date this beginning from 17th century.



when writings, which dealt seriously with library problems and functions, appeared for the first time.

Some professional organizations, like ALA, LA had framed standard for library profession. This paved the way for granting status to Librarianship through legislation by the state. The library associations had to work hard to attain professional pride. There are series of library professional association in every country of the world. Library associations in developed countries are stronger than the associations of developing countries. It is because of these organizations that Librarianship is now a developed profession.

Librarianship profession did not gain its appropriate status in the subcontinent because of least priority to education. It is usually the literacy rate that makes the public realize importance of libraries resultantly the profession of Librarianship. The state of Librarianship is a bit encouraging now as compared to two or three decades ago.

Every profession has its own ethics. Similar is the case of Librarianship. The library associations or other responsible bodies should frame code of ethics. It helps to let the information free flow smoothly for which the library staff is chiefly responsible. Americans are the pioneers of framing the code of ethics. Each country should follow the example to facilitate the public to freely use the available information. In Pakistan the Pakistan Library Association has framed codes of professional ethics in 1982. Though Pakistan Library Association has taken step forward yet implementation process is in jeopardy.

## 8.2 OBJECTIVES

The unit will enable you to explain

1. Characteristics of a profession
2. Ingredients and importance of Librarianship as a profession
3. Role and function of a librarian

## 8.3 COMPULSORY READINGS

1. Gates, Jean Key. "Librarianship as a Profession". An Introduction to Librarianship. New York: McGraw-Hill, 1976. Pp. 73-76 & Appendix 1.
2. Anwar, Mumtaz A. "State of the library profession in Pakistan: from celebration to reality", in Library education in Pakistan. Lahore: PULSAA, 1992. pp. vii-xx.
3. Harrison, K.C. "Professional Associations and other interested Bodies". Manual of Library Economy... London: Clive Bingley, 1977. pp. 417-428.
4. Khan, Sadiq Ali. Educational institutions and library development in Pakistan. Karachi: Khurshid Nishan. 1994. [Chapter 9]
5. [Pakistan Library Association]. Code of Professional Ethics for Librarians in Pakistan. Peshawar; [The Association]. [1982]
6. Haider, Syed J & Akhtar Hanif. Studies in Pakistan Librarianship. Karachi: Librarians' Forum, 1971. [concerned pages]

**8.4 SUGGESTED READING**

1. Jackson, Sidney L. Libraries and Librarianship in the first a brief history.  
New York: McGraw-Hill, 1974. [Chapter 9, pp.405-20, 438-48]

**8.5 SELF-ASSESSMENT QUESTIONS**

- Q.1 What are the characteristics of a profession?
- Q.2 Is the Librarianship a profession?
- Q.3 Define Librarianship.
- Q.4 What is professional ethics?
- Q.5 What is the state of Librarianship in Pakistan?

**8.6 ACTIVITIES**

1. Visit a library and observe minutely the work of the librarian for sometime and compare the same with the characteristics of a librarian.
2. List three publications of Pakistan Library Association.

## Unit - 9

### EDUCATION OF LIBRARIANSHIP IN PAKISTAN

#### 9.1 Introduction

While discussing the profession of Librarianship in the previous unit it emerged that education of Pakistan Librarianship needs full-length discussion. This unit would therefore, elaborate history of library science education in Pakistan.

The present educational system of Pakistan owes its origin to the days of British rule dating some 200 years. It continued till announcement of "New Education Policy (1972-1980)". This policy introduced semester system in the country. Presently some of the library schools are observing semester system and some annual.

Library education, which is to be acquired through classroom instruction plus on-the-job training is a very important segment for development of libraries. This concept is still not clear in our country. A century ago, a first library of school in North America opened at Columbia University because, of Melvil Dewey. He felt the best way to prepare librarians was through classroom instruction combined with a practical work in a library that was January 5, 1887. But in the subcontinent library science education was started in the second decade of 20th century. Asa Don Dickinson in Punjab University (Lahore), Melvil Dewey in America and Arundell Esdaile in Britain pioneered library science education. Remember that Asa Don Dickinson had his library science training under Melvil Dewey.

It is worth mentioning to have a look at the background of library science introduction in Pakistan. The coming of American Librarians in British India eventually resulted in the introduction of library science instruction at university level in the sub-continent. Alanson Borden who was commissioned to establish a public library system in Baroda started library instruction. Later in 1915 Asa Don Dickinson came to Lahore as Punjab University Librarian and also to teach modern library method. The Dickinson's course, being undergraduate, was later on converted to postgraduate course in 1928.

In this background, in 1954 the first Pakistan Librarian received his BLS from Canada. Prior to that the Punjab University programme had already been revived in 1950 offering the same certificate course.

Library education attained recognition as programme for post-graduate studies though some solid proposals to start postgraduation courses were turned down by the government in the 1950's decade. In the later period of the same decade Karachi University saw the establishment of Library Science Department. In 1960 and 1961 after the publication of the reports of Scientific Commission and Commission on National Education sparked some interest in university education in library science. Until now seven library science departments have been established to impart library science education in the country.

Pakistan Library Association (PLA) and Society for Promotion and Improvement of Libraries (SPIIL) by offering training and publishing reports on librarianship. Pakistan Bibliographical Working Group (PBWG) at Karachi by offering library science education. University Grants Commission (UGC) by developing and updating library science curriculum. Netherlands Library Development Project (NLDP), being an NGO, by conducting seminars, workshops, monetary help and research, and universities responsible for imparting library science education and Govt. of Pakistan by planning played a vital role in the development of Librarianship in Pakistan.

## 9.2 OBJECTIVES

This unit will enable you to:

1. Describe history of library education in Pakistan
2. Discuss participatory role of professional organizations and NGOs in developing library science education.
3. Explain universities and government role in library science education

## 9.3 COMPULSORY READINGS

1. Anis Khurshid. "Library science education in Pakistan: concerns, Issues and Practices", in Library Education in Pakistan. Lahore: PULSAA, 1992 pp.11-32.
2. Hamid Rehman. "Establishing the Library Schools in Pakistan- an overview from the history". An anthology of library science. Peshawar: Association of Pakistan Library Schools, 1994. [Chapter 1 & 2]
3. Ishtiaq Ahmad. "Services of University Grants Commission in developing library and information science profession" News Bulletin, Federal Branch, 28-29,1993.
4. Khan Sadiq Ali. Educational institutions and library development in Pakistan. Karachi: Khurshid Nishan,1994 [Chapters]
5. "Pakistan, library education in" Encyclopedia of library and information science. New York: Marcel Dekker, 1977 Vol 21 pp. 282-99.

## 9.4 SUGGESTED READINGS

1. Hamid Rehman. "Development of library education at Peshawar University: a descriptive account". A treatise on library and information services in Pakistan. Lahore: PULSAA, 1990. pp. 120-121.
2. Hamid Rehman. "Library science education in university of Balochistan". Hallmarks of library and information services. Lahore: PULSAA, 1993. pp. 151-56.
3. Niaz Hussain. "Department of Library and Information Sciences, AIQU". News Bulletin PLA (FB) 34-36. pp.58-61.
4. Sheikh, Rafia Ahmad. "Department of Library and Information Science University of Sindh: an overview". Hallmarks of library and information services. Lahore: PULSAA, 1993. pp. 157-63.

**9.5 SELF-ASSESSMENT QUESTIONS**

- Q.1 Describe the role of Asa Don Dickinson in library education.
- Q.2 When did the library education get the status of postgraduation in Pakistan?
- Q.3 Name the university departments imparting library science education in Pakistan.
- Q.4 Describe some services of UGC regarding Librarianship.

**9.6 ACTIVITIES**

- 1. Search some theses, articles and reports on library science education and prepare a bibliography.
- 2. Trace some publications of Department of Library and Information Science, of AIOU and provide bibliographic citations in chronological order.
- 3. Visit a large local library and ask for some issues of Pakistan Library Bulletin from the librarian. Prepare a list of 3 articles out of the issues on library science education.
- 4. List the names of any five Pakistani personalities who hold Ph.D. degree in Library and Information Science.