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New education and school library: Experience of half a century (1973)

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#### **Other titles**

S.R. Ranganathan's Postulates and Normative Principles: Applications in Specialized Databases  
Design, Indexing, and Retrieval, 1997. Compiled by A. Neelameghan.

Memorabilia Ranganathan: A compilation of useful quotations of S.R. Ranganathan from his various  
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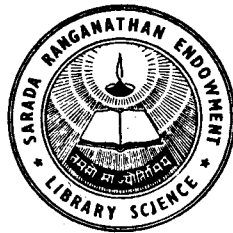


# **Memorabilia Ranganathan**

*Ranganathan Centenary Series 5*

**Memorabilia Ranganathan**

# Memorabilia Ranganathan



Sarada Ranganathan Endowment for Library Science  
Bangalore  
1994

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*Books are for Use*

*Every Reader his/her Book*

*Every Book its Reader*

*Save the Time of the Reader*

*Library is a Growing Organism*

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# Introduction

1. Memorabilia Ranganathan is an attempt to make live the thoughts of Prof. S. R. Ranganathan.
2. He was a thinker, analyser, consolidator of his thoughts and used to put them in a crisp and telling manner.
3. His thoughts ranged on many subjects, but most of them were on libraries, library and information science and service.
4. To help Ranganathan Reader with a sort of a ready reckoner on his thoughts and expressions, they are brought together in the form of a book.
5. This forms part of Ranganathan Birth Centenary Celebrations and this book is published in this series.
6. This document is compiled by the younger generation of librarians.
7. It also contains a short biography of Ranganathan.

**June, 1994**  
**Bangalore**

**M. A. GOPINATH**  
*Editor*

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# S.R. Ranganathan – a Short Biography

## 1 Birth and Parentage

Ranganathan was born in Shiyali in Tanjavoor District of Tamil Nadu (then part of Madras Presidency) in his maternal grandfather's house in North Rampart Street, (Vadaku Madavilaga Theruvu) around 9.30 A.M. on 9th August 1892. It was a Gayathri Japam day in the month of *Adi* of the year *Nandana*. On that day and at that time, South Indian Brahmins recite Manthram to Gayathri to redeem them from the sins committed by them thus far. His Janmanakshatra was *Danishta* and Lagna *Kanya*. He was the first child of his parents and the first grandchild of the grandparents both paternal and maternal. His father, Ramamrita Ayyar, belonged to the village of Ubhayavedanthapuram in the Nannilam Taluk at Tanjavoor District. He was a landlord holding a medium-sized property of wet land, growing paddy, the principal food crop of the Cauvery delta. He was a learned and cultured man, used to giving Ramayana Pravachanam to small audiences was influential and was held in high esteem by the people of the neighbourhood and by visiting officials. Seethalakshmi, mother of Ranganathan, was a simple and very pious lady. The parents had three sons and a daughter – one of the sons died in its early age and the daughter was born a posthumous child.

Ramamrita Ayyar died (on 13 January 1898) rather suddenly after a bout of illness at the age of 30, when Ranganathan was only six years old. Ranganathan's mother survived this loss for nearly 55 years and died at Delhi due to a fire accident at the home in January 1953. Ranganathan's another brother Nateshan died in 1964 at Madras and his sister is alive.

## 2 Family Life

Ranganathan married when he was fifteen years old in 1907. Rukmini was his wife's name. She was very devoted to Ranganathan and an able house keeper. But she died in an accident on 13 November 1928 at the Parthasarathy Koil Tank, Triplicane, Madras where she had gone for a bath. The couple had no children. Ranganathan married again in 1929 to Sarada in December 1929; she was also devoted to Ranganathan and helped him to work ceaselessly for the cause of the library profession. She even persuaded



him to donate large sums of money for the Chair of Library Science in Madras University and to the Endowment. She died at the age of 78 years on 30 July 1985 in Bangalore.

Ranganathan was blessed with only one son, Shri R. Yogeswar, born in 1932. He is an Engineer by profession and is an international consultant on machine tool design and development. He has two sons and a daughter. All of them are living in Luxembourg.

Ranganathan had a simple taste for food. He would not unnecessarily waste money and energy. He was sympathetic to good people; encouraged intelligent students and guided them towards better goal and achievements.

### 3 Education

Ranganathan's education was initiated on Vijayadasami day in October, 1897 with *Aksharabyasam* at Ubhayavedanthapuram near Shiyali. After this, Ranganathan was admitted to a school in Shiyali, and was handed to the care of Subba Ayyar, a brother of his maternal grandfather and a primary school teacher. During his school days, Ranganathan came under the influence of two of his teachers who shaped his mind – R. Antharama Ayyar and Thiruvenkatachariar, the Sanskrit teacher. From them Ranganathan learnt about the life teachings of nayanars (Shaivaite Bhaktas) and Alwars (Vaishnavaites Bhaktas). Depth of scholarship and essence of life were ingrained in Ranganathan which kept in good stead in his later life to make decisions at crucial junctures.

Ranganathan attended the S.M. Hindu High School at Shiyali and passed Matriculation examination in 1908/1909. Ranganathan passed the examination in First Class, inspite of sickness like anaemia, piles, and stammering. In his high school career he came under the influence of P.A. Subramanya Ayyar, a scholar on Sri Aurobindo.

Ranganathan joined the junior intermediate class at the Madras Christian College in March 1909. Even in those days, there were paucity of college seats. Ranganathan was picked up for his excellent marks in all the subjects and the principal, Prof. Skinner spotted him in a crowd of students and admitted him into the course. Ranganathan passed B.A. with a first class in March/April 1913. In June, same year, he joined the M.A. class in Mathematics with Professor Edward B. Ross as his teacher. Being a favourite student of Prof. Ross, Ranganathan had an excellent Guru-Shishya relationship. More than class room discussions, corridor and staircase discussions were taken recourse to. Ranganathan ingrained this trait into his own discipline later on. Ranganathan did his Master's degree in 1916 and he wanted to be a teacher in Mathematics. He also took a course in teaching technique and gained L T degree from a teachers' college.

During his college days, Ranganathan cultivated intimacy with his teachers, Professors Moffat and J.P. Manickam of Physics, Prof. Sabhesan of Botany, Prof. Chinnathambi

Pillai and L.N. Subramanyam of Mathematics. But Prof. Ross remained his favourite Guru throughout his life.

#### 4 Teaching Career

In 1917 Ranganathan was appointed to the Subordinate Education Service and worked as Assistant Lecturer in the Government College in Mangalore and Coimbatore between 1917 and 1921. In July 1921, he joined the Presidency College, Madras as Assistant Professor of Mathematics. At Mangalore and Coimbatore, Ranganathan taught Physics and Mathematics and at the Presidency College, he taught Algebra, Trigonometry and Statistics. He was a follower of the individual method of teaching putting discussion method into active use. The classes used to be lively, learning – active, and teaching – purposive. Ranganathan earned an epithet *born teacher*. He would interpose his teaching with many anecdotes and examples from life which would keep his students engaged and attentive. Each hour of his class used to be punctuated by applauses. He also adopted the technique of assigning students with new topics, to gather data from books, and learning from discussions among themselves and amidst teachers. He organised several seminars and colloquia for students. He continued the same methods with greater vigour while teaching Library Science to students.

Ranganathan was also active in extracurricular activities. From 1921 to 1923, he was Secretary of the Mathematics and Science Section of the Madras Teacher's Guild. He roused public awareness by lectures. He introduced some uniformity and standardization in compiling the question papers for various examinations.

He obtained pension facilities for private school teachers through his writings in papers and association journals. He augmented the finances of the Indian Mathematical Society. He was a popular figure in the mathematical circles and was regarded as an efficient organiser of meetings. His friends have quoted Ranganathan's attitude to work, thus: *Our right is only to do the work falling to our share, never to the fruits of our work. Flirt not with fruits.*

#### 5 Towards Librarianship

Ranganathan left Presidency College in January 1924 to take appointment as the first librarian of Madras University. It was natural for Ranganathan – who was a lively teacher and had thrilling intellectual experiences with students and faculties of the Presidency College – not to opt for the post of librarian, even though it carried a handsome salary. Ranganathan quite often narrated to us that he never wished to be a librarian. He said that Providence had made him one, for which he never regretted in his later life. In spite of his diffidence and lack of interest, his colleagues and supervisors – being keen on using his innate abilities – saw to his appointment as the Librarian of the Madras University in 1924. He took charge of the University Library at 4.00 P.M. on Thursday, 4th January 1924. But Ranganathan was back within a week at Presidency College to plead with the Principal, *I have come with a specific request. I can't bear*

*the solitary imprisonment day-after-day. No human being, except the staff. How different from the life in the college. The principal, Mr. Duncan, had to pacify him by saying: If you feel bored even after you return from England, I shall certainly take you. I shall see that your place in the college is not permanently filled up till you come back from your travel and training abroad.* [Ranganathan (SR). A librarian looks back. *Herald of Library Science*. 2;1963;p130].

Ranganathan left for England in September 1924 and returned in July 1925, after 9 months of study-cum-observation tour. In England, Ranganathan came in close contact with W.C. Berwick Sayers, Chief Librarian of Croydon Public Library and a lecturer in the University School of Librarianship, London. Under his guidance, Ranganathan visited a large number of libraries. He witnessed how the libraries there had become community reading centres. He also found how the libraries rendered service to various strata of the society: to children, to the working class and to women, besides other groups. This made a lasting impression on his mind; it considerably changed his outlook and he discovered a social mission in his mind; thus he discovered a social mission for the library profession and for himself. The impact of these experiences was expressively stated in 1931 by Sir P.S. Sivaswamy Aiyar, one of the enlightened statesmen of Madras Presidency at that time:

*He has brought to his task extensive knowledge of literature on the subject of libraries, personal acquaintance with methods of management of libraries in Britain, trained analytical intellect and a fervid but enlightened enthusiasm for the library movement. He has been the pioneer of the library movement in the Madras Presidency and has been carrying on an energetic propaganda to spread it. He knows how to rouse and sustain the interest of the reader.* [Foreword to Ranganathan (SR). *Five laws of Library Science*. 1931. p. xxxii].

## 6 Activities at Madras

After returning to Madras, Ranganathan began a mission for librarianship. He began to reorganise the University Library. His first concern was to attract more readers to the library and provide facilities for them. He took it upon himself to educate the public on the benefits of reading to one's society and to oneself. He charged the library with a mission of self-education for every one. He used mass media to make the library hub of activity. The University Library soon acquired a niche in the world of the enlightened public of Madras. The Government of Madras took a keen interest in this and offered a handsome annual grant on a statutory basis.

Within the library, Ranganathan initiated behind the scene work in several aspects of ab initio. Here emerged the Five Laws of Library Science, the Colon Classification, the Classified Catalogue Code. and the Principles of Library Management. Active reference service began to blossom. He introduced open shelved system and provided open access. This gave impetus for readers to come quite often. The atmosphere throbbed with human activity and intellectual atmosphere. Ranganathan designed a functional

library building near Madras Beach. All these changes did not happen in a piecemeal but were developed in a holistic manner, inspired by his Five Laws of Library Science:

*Books are for use;*  
*Every reader, his book;*  
*Every book, its reader;*  
*Save the time of the reader; and*  
*A library is a growing organism.*

Outside the library, Ranganathan, launched an endless and eternal mission. He gathered the enlightened persons of the area and formed the Madras Library Association, which became the living symbol of the library movement. Ranganathan worked as the Founder Secretary from 1928 until he left Madras in 1945. He pushed the library movement to all the corners of the Madras Presidency, which at that time covered almost two-thirds of South India. Looking at his efforts today, after nearly 60 years, we see that the public library network is quite widespread in South India. The seed sown by Ranganathan has been cultivated for nearly 60 years, and it is currently yielding fruits.

A school of library science was also initiated by Ranganathan in 1929, first under the auspices of the Madras Library Association and later taken over by Madras University. Ranganathan was the director of the school for nearly 15 years. Later in 1957, during centenary celebrations of the University, he donated his life's savings of one lakh rupees to the University to endow a chair known as Sarada Ranganathan Professorship in Library Science. The students of this school have taken leading parts at all levels of activity – local, national, and international.

## **7 Activities at Banaras**

Having performed active library service for 21 years, Ranganathan sought voluntary retirement in 1945 and wanted to engage himself in active research. But he received an invitation to develop the library system of the Banaras Hindu University, by the then Vice-Chancellor Sir. S. Radhakrishnan. At Banaras, Ranganathan found the library in a chaotic condition. He reorganized the entire collection single-handedly, classified and catalogued about 100,000 books with a missionary zeal during 1945-47. He also conducted the Diploma Course in Library Science during the same period.

## **8 Activities at Delhi**

Ranganathan moved over to Delhi University in 1947 on an invitation from Sir. Maurice Gwyer. He did not take the responsibility of organising the library. He confined himself to teaching and research in library science. Prof. S. Das Gupta, one of Ranganathan's brilliant students, became the librarian of Delhi University. Delhi began courses in Bachelor of Library Science and Master of Library Science between 1947 and 1950. It was probably for the first time in the whole of the Commonwealth, Study Circle and

Research Circle meetings were organized. The Research Circle met every Sunday at his residence. Many new ideas and innovations began to emerge. Team research began to develop. Ranganathan was also elected the President of the Indian Library Association (ILA) and Shri S. Das Gupta was elected as its Secretary. The Association was activated and as part of its programme a confluence of three journals, viz., Annals, Bulletin, and Granthalaya were founded. An acronym ABGILA was given to this composite, three-in-one periodical. The Annals contained research papers of the Delhi Research Circle and soon gained international acclaim.

While Ranganathan was in Delhi, his international contacts began to grow. He had a close liaison with Donker-Duyvis, the then dynamic Secretary-General of FID. Ranganathan was the Chairman of the Classification Research Group of the International Federation for Documentation (FID) between 1950-62, when he produced 12 research reports for FID and from 1962 he was the Honorary Chairman of FID/CR till his death in 1972.

While he was in Delhi, Ranganathan drafted a comprehensive 30 year plan for the development of library system for India as a whole. He was intimately involved in the founding of the Documentation Committee of the Indian Standards Institution of which he was the Chairman till 1967. In 1950, the Indian National Scientific Documentation Centre (INSDOC, Delhi) was founded. During this period, he also promoted the Madras Public Library Act. He also initiated the Classification Research Group at London. He visited USA in 1950 under Rockefeller Foundation and wrote the book *Classification and Communication*.

## 9 Towards Zurich

In order to gain first hand knowledge of Industrial documentation and to meet his international commitments Ranganathan moved over to Zurich. He wrote the second edition of *Prolegomena to Library Classification* (Published by the Library Association, London). He also regularly contributed to the Annals of Library Science published by the INSDOC.

## 10 Activities at Bangalore

In 1957, Ranganathan moved over to Bangalore. He did not plan for any institutional organization of documentation activities. But it happened that Bangalore began to be industrialized and was in its ascendancy towards metropolis. Ranganathan was helping as an adviser, the INSDOC, the Planning Commission, and the University Grants Commission. However, soon Ranganathan's solitude ended. Many young librarians of Bangalore began to gather around him. Informal discussions and research investigations were carried out to publish books and other research papers. The crowning point of Ranganathan's activity was in the founding of the *Documentation Research and Training Centre, Bangalore* under the auspices of the Indian Statistical Institute in 1962. The

main functions of this Centre are centred around research and teaching activities in library and information science.

Ranganathan was the Honorary Professor of this Centre during 1962-72. He directed the institutional activities with great efficiency and created an atmosphere of academic excellence and simplicity. It was like a Gurukula. Around Ranganathan were his young students eager to learn from him and Ranganathan was equally eager to get the new ideas from them. In 1965, Ranganathan was recognised by the Government of India and made him the National Research Professor in Library Science. This was also an honour to library science and librarianship. At that time, only four other National Research Professors were there. They were Dr. C.V. Raman (Physics), S.N. Bose (Physics), P.V. Kane (Law), S.K. Chatterjee (Literature and Linguistics). Ranganathan was honoured by Delhi University and Pittsburgh University by awarding Doctor of Letters degrees in 1948 and 1964. Ranganathan received these awards and honours in simple and humble stride and advised his students to do hard work saying that reward would come in appropriate time. He used to say *God has chosen me as an instrument, the honour done to me should act as an incentive to the younger generation to devote their lives wholeheartedly to library science and service*. Most of his salary as National Research Professor and the royalties on his books were donated to the Sarada Ranganathan Endowment for Library Science (1961). During the last five years, Ranganathan abstained from travelling and did deep thinking and intensive writing. He wrote many books and articles. He postulated *Absolute Syntax* for indexing language. He kept on working on Colon Classification and proved that the design and development a scheme for classification is a life time activity. Until the end of his life, to the very last day, Ranganathan kept on working. He died on 27 September 1972 after a fruitful 80 years of his life. While he himself contributed to the field of library service, science and profession, he catalysed a human movement whose manifestation is witnessed even today. He wrote sixty books and 2000 articles.

His life was a symbol of immortality. The integral nature of Ranganathan's theory emerged from occasional intuition; and his intellect strove to make it more explicit to the rational mind of the scientific worker. His contributions sometimes bordered on a poetic beauty and sometimes on uncouth prose – but his life and work in the field of library science modelled an ever-inquiring mind, well-entrenched in the philosophy of *Bhagavad Gita* (Chapter 18, Verse 20).

# Source Documents for Quotations

The number in parentheses given at the end of each quotation corresponds to the serial number of the document listed below. In case of the journal *Library Science with a slant to Documentation*, the details in the parentheses refer to the volume, the year and the page(s) where the quotation appears.

1. Classified Catalogue Code with Additional Rules for Dictionary Catalogue Code, *Ed. 5*, 1964.
2. Five Laws of Library Science, *Ed. 2*, 1957.
3. Heading and Canons, 1955.
4. Library Administration, *Ed. 2*, 1959.
5. Library Development Plan: Thirty-year Programme for India with Draft Library Bills for the Union and the Constituent States, 1950.
6. Library Manual, *Ed. 3*, 1960.
7. Prolegomena to Library Classification, *Ed. 3*, 1967.
8. Reference Service, *Ed. 2*, 1961.
9. Suggestions for the Organisation of Libraries in India, 1946.
10. Social Education Literature, 1952.
11. Library Book Selection, *Ed. 2*, 1964.
12. Library Classification: Fundamentals and Procedures, 1944.
13. Descriptive Account of CC, 1965.
14. Theory of Library Catalogue, 1938.
15. Education for Leisure, 1949.
16. Public Library System: India, Sri Lanka, UK, USA: Comparative Library Legislation, 1972. (Jointly edited with Prof A. Neelameghan).
17. Library Science with a slant to Documentation, 1964-1971.

# Chapter 1

## General

### IDEA

The product of thinking, reflecting, imagining, etc. got by the intellect by integrating with the aid of logic a selection from the apperception mass, and/or what is directly apprehended by intuition and deposited in the memory.

(17; Vol. 5, 1968, p14)

### HABIT BEHIND ALLERGY

Habits have to be changed whether we like it or not. An adult, with his mind fully charged with a particular habit usually develops allergy to any change in that habit. He resists change.

(17; Vol. 5, 1968, p26)

### SPOKEN WORD

The term *Spoken Word* implies more than one person. When the *spoken word* is committed to writing and thereby converted into a work, its title-page will have the name of more than one person.

(17; Vol. 6, 1969, p41)

### "LOTUS EATER" IN MAN

The *Lotus Eater* in Man is inexorable. On the slightest pretext it makes man fall into a mood of inaction saying to himself, as it were, *Why should life all labour be, when there is a God or somebody else to do everything for us.* This mood begins first as complacence, then transitions into inaction, and finally lands him in indolence. Here the native inertia in man gains the upper hand. Any inner urge for an active life and work-satisfaction gets smothered. The danger of this is particularly severe and widespread in a profession just born; and the library profession is one such. Therefore, the library profession should keep itself on the alert against the *Lotus Eater*.

(17; Vol. 4, 1967, p197)

The *Lotus Eater* in them prevents them from either seriously studying any indigenous attempt in the subject or applying the results of such an attempt. Perhaps this is due



## General

to their being too old and their mind having become too rigid. But, however, we should remind ourselves of Bernard Shaw's definition of a gentleman. The new generation of librarians in a newly developing country should take it as a matter of honour to their country to be a gentleman among nations. To be so, each country should give to the world at least as much as it takes from others in respect of research and design in classification.

(17; Vol. 4, 1967, p203)

## PRACTICE AND THEORY

In any sphere of life, practice precedes theory. Life-force stimulates man to improvise, to design, and to develop various aids – both at the physical and at the mental levels. After a long experience is gained with an improvised aid, a theory is developed in order to understand the aid deeply and to systematise, improve, refine and develop it. So it has been with classification too.

(17; Vol. 6, 1969, p208)

## TIME MANAGEMENT

We do not think of the various items of work we should do and how much time they involve and then arrive at an approximate duration of time required to complete the work. If you do not take care in estimating time, on the basis of a standard evolved for the purpose, you will be making a blunder. Your estimate of the staff requirement suffers, your estimate of finance required suffers, and finally you would never be able to complete the work. You know how important the estimation of time and work is. This kind of pre-planning is now said to be a part of *Operations Research*. I call it *Organised Common Sense*.

(17; Vol. 7, 1970, p86)

To estimate time required for each job exactly and to organise the work in a most productive manner, you should have the Grace of Mahasaraswati as described by Shri Aurobindo. Mahasaraswati symbolises perfect perfection and nothing is trivial to her. *Her action is laborious and minute and often seems to our impatience slow and interminable, but it is persistent, integral and flawless.*

(17; Vol. 7, 1970, p87)

## DEMOCRACY

Democracy insists on each citizen having free access to books in the measure of his needs. It goes further and appeals to every citizen to press this right of his. Because, access to the latest and correct knowledge and information being given to every citizen is necessary to make democracy safe. Correct knowledge and information being made available to every citizen of each country about each of the other countries in the world,

is necessary to ensure international understanding and peace and the realisation in due course of the idea of *One World*.

(17; Vol. 8, 1971, p290)

In a democracy, everybody has a right to the latest information, to the latest knowledge, and to the immortal classics.

(17; Vol. 1, 1964, p305)

### **Democracy implies ABIDE BY RULES**

No social institution can fulfill its purpose in a democratic way unless every member agrees to abide by certain necessary rules and is prepared to look upon their rigid enforcement as a help rather than a hindrance.

(9; Sec. 1272)

### **EQUALITY OF OPPORTUNITY**

The intention of true democracy is equal opportunity for each according to the measure of his capacity, and not a blind, mechanical, quantitative equality.

(9; Sec. 12721)

### **MONEY**

Money rules the world. It determines the status of men as well as the value of the services rendered by them. Unfortunately, people are prepared to benefit by a service only in proportion to the value set on it by money.

(2; Sec. 1733(1))

### **CRISIS**

It is crisis that lift one from the rut of irrational ways imposed by blind tradition.

(3; Sec.474)

### **CO-OPERATION AND CO-ORDINATION**

The life-giving principle which can convert a series of isolated institutions, often of low vitality, in to a system functioning with full vigour as a single organism, is willing co-operation and co-ordination.

(9; Sec. 35(1))

### **HOLISTIC DEVELOPMENT**

An integrated holistic development of the system should consider a proper division of the roles to be played in Library Service, by the different library tools and techniques – such as, classification, cataloguing and reference service. This implies a clear definition

## **General**

of the functions of each of the tools, designing each of them to perform its function efficiently, and leaving to each of them that which it is capable of doing efficiently – that is, without overlap so as to avoid the resulting confusion of responsibility.

(17; Vol. 8, 1971, p101)

### **SPECIALIST LIBRARY**

Specialist library is a library whose services lay emphasis on the serving of nascent micro documents to specialist readers, pinpointedly, exhaustively, expeditiously.

(17; Vol. 4, 1967, p289)

### **SPECIAL READER**

The concept of *Subject Specialist* comes only as one of several meanings of the term *Special Reader*. On the other hand, if we use the term *Specialist Library* instead of the term *Special Library*, the only unusual reader that will go with the term *Specialist Library* is the Subject Specialist and none of the other kinds implied in the term *Special Library*.

(17; Vol. 4, 1967, p291)

### **CORRECTION WORK IN A LIBRARY**

Correction work is a continuing process in any library seeking to do its best for the readers, in due fulfillment of the Laws of Library Science.

(17; Vol. 6, 1969, p234)

My faith is that the young members of the library profession in India and those who are just entering the profession will not fall a victim to an easy going evading habit. My hope is that they will not be misled by any wrong tradition prevailing in some library or other. My further hope is that they will not hide the results of their evasion from the eyes of their top management by methods of courtiership and of splashy demonstration of mechanical contrivances of unproven value – and, even if proved, not viable in the present conditions of India. The wish is that every young librarian will make correction work a part of the daily routine of the library and make it a point of honour to keep the books classified by the latest version of the scheme in use and not bequeath any arrears of correction work to his successor. May our librarians rise to this high sense of responsibility and high level of professional ethics.

(17; Vol. 6, 1969, p237-238)

### **APPEAL TO THE YOUNG LIBRARIANS**

I would appeal to the forward-thinking, scientific-minded, young librarians to meditate and to do hard work, to discover and to bring into practical use some more implications of the Five Laws. They can do this individually and collectively.

*(17; Vol. 8, 1971, p303)*

### **BREAKING OF THE BARRIER BETWEEN SPECIALIST AND GENERALIST LIBRARIES**

The boundary line between a specialist library and a generalist library was never sharp. For the last few years, the boundary line is becoming increasingly broader. The functions of the two kinds of libraries have begun to overlap each considerably.

*(17; Vol. 7, 1970, p304)*

### **Dr. S.R.RANGANATHAN – HIS OWN CRITIC**

In those days there was no outsider to find fault and there was no need for defence. But, I myself found fault with my own tentative solutions. I did not, want to defend them to myself. But, I wanted to remove the fault and improve the tentative solutions of one problem after another.

*(17; Vol. 7, 1970, p4)*

## *Chapter 2*

# Effective use of Human Resources

### PLANNED USE OF LEISURE

Enjoyment of leisure is an art which needs careful thought and preparation. The art of life, indeed, consists largely in the capacity to spend wisely and happily the moments in which we are most free – free from the demands of relaxation and hygiene – free to plan our activities in and at our own time. To waste these moments is to waste something extraordinarily precious. One of the most horrible and insensate forms of cruelty is *killing time*. It is a most vital concern for organised society – the State – that the leisure of the citizens shall be wisely spent. Change the character of a nation's leisure and a corresponding change in its efficiency and culture is bound to follow. Thus, use of leisure leading to the enrichment of adult life is no light activity. It is no peripheral problem. Nor is it an incidental task. It is rather a fundamental problem affecting the welfare of society and its prosperity. As such, the State calls for a major consideration to it.

(6; Sec. 286)

### GROUP ACTIVITY

A very efficient mode of utilising leisure, which centuries of folk ways had established, has now been rendered unavailable. This outmoded utilisation was of the group variety. As those were days of mass illiteracy, the leisure was transformed by some folk-institutions, not demanding literacy, into periods of intellectual, social, and spiritual enrichment.

(6; Sec. 2861)

### LIBRARY SERVICE AND LEISURE

The new mode of utilising leisure is through Library Service. The mere putting in juxtaposition of the books of the library and the people during leisure time, does not lead to the occupation of leisure by reading for relaxation or inspiration or information. The affinity between books and men is weak. It needs the catalytic action of library staff to get activated. The demand of this new way of using leisure for the benefit of the individual and society is one of the factors which has led to the emergence of library service, backed by active public relation.

(6; Sec. 2862)

### **SOCIALISED EXTERNALISED MEMORY**

Humanity has now to work for its vital, mental, and spiritual sufficiency in a world-trend, which had long ago transcended the closed systems of village life and of provincial or regional life and is struggling to replace even closed national systems by a world system. However much national barriers persist in matters material, they have been nearly washed out in matters mental. Occurrences, utterances, and additions to knowledge of all kinds in any corner of the world get reported in print and relayed everywhere. All thinking has now to be in a world-context of facts and figures. Even the most encyclopaedic memory will fail in these circumstances. The only memory that can function is what I call *externalised memory*. The State wants that the library should induce all to use it. This can be done only by public relation work.

(6; Sec. 287)

### **STATE AND THE LIBRARY**

The State is interested in world peace. Without world peace, no nation can thrive hereafter. But world peace is being constantly threatened by the spirit of aggression. Spirit of aggression is but the next cousin of cold war and of war-like preparation for defence. This is because of mutual suspicion among the nations. The suspicion is born out of mutual ignorance. The State wants this mutual ignorance to be replaced by mutual understanding. The State looks upon the library as one of its agents to promote mutual understanding among nations. For this purpose, the library should make all the people accept its service.

(6; Sec. 288)

## *Chapter 3*

# Body, Mind and Soul

### **MIND**

The mind, if established in a state of activation, is not exhausted as quickly as the body. It recovers from exhaustion much earlier than the body... The soul, when activated, knows no exhaustion. It is ever in ecstasy and it radiates.

*(11; p37)*

### **PSYCHO-GENETIC FORCE**

The growth of unfoldment of personality is under three forces: hereditary or biological force, environmental or ecological force, and a third – not easily granted but well-known in traditions not obliterated by the anti-occult European drive of the last few centuries – psycho-genetic force which gains in momentum as the soul marches on from embodiment to embodiment.

*(11; p34-5)*

### **SOUL**

The soul eludes all. All that you can do is to attempt to reach it through the mind – not a very easy task, nor an effective one. You can at best disseminate among the masses information about great souls – realised souls, saints, prophets, founders of religion, seers, and rishis.

*(15; p34)*

### **INTUITION**

Intuition is known to be notoriously erratic. In Shambandar it got realised at 3. In Appar it got realised at 50. In Sankara it got realised at 7. In Pattinattar it did not flare up till after middle age. The inner light blazed forth in Christ and Buddha at the threshold of adolescence. It was delayed till about the fortieth year in Muhammad. In Ramana Rishi intuition began to function when he was at school; in Aurobindo it waited till he had been in service for some years.

*(15; p43)*

## INTELLECT

Intellect is best cultivated at adolescence and till about 25. That is why that, except in the case of the few who are slow to mature, the best fruits of cultivation of intellect are borne before the thirtieth year is reached. Newton, Abel, Galois, Gauss, Ramanujam, and many others are well-known examples.

(15; p42-3)

### Limits of Intellect

Intellect can take ideas only bit by bit and not enmasse.

(17; Vol. 7, 1970, p87)

### Intellect and Intuition

Even as Sugriva had to turn to Rama when overpowered and vanquished by Vali, intellect has to turn to intuition and to ask to be pulled out and restarted on a further lap of flight.

(11; p164)

## MEMORY

Memory is a reservoir of sensory and intellectual experiences and terms. In respect of memory, man differs essentially from animals. An animal can have its memory enriched only by its own experience. In other words it is time-bound. It cannot enrich its memory with the experiences stored in the memory of its ancestors or fully even of its contemporaries. On the contrary, man can do so – his memory is not time-bound.

(10; p37)

## VERBAL EXPERIENCE

The invention of articulate speech to express thought and the communication of expressed thought from man to man and from generation to generation, by word of mouth or by printed records have added a new source of experience – verbal testimony. This source is different from those of sensory and intellectual experiences. The experience emanating from this source may be called *Verbal Experience*.

(10; p39)

## HOMONYMS AND SYNONYMS

The verbal apparatus should not create *noise* in the process of communication. Grossly disturbing noise is usually caused by the presence of homonyms and synonyms in the verbal apparatus. Even more dangerous and virus-like is the subtle difference in the shade of meaning of a work, due to slight shift of undertone and overtones.

(3; p23)



## *Chapter 4*

# Communication

### **MIND MEETS MIND**

Mind is the place of origin of ideas. The creator of ideas needs self-communication within the mind in order to create more ideas. The density of any idea created by one mind is the minds of others.

*(7; Sec. MA1)*

### **LANGUAGE**

Along with the capacity to create ideas, came also the capacity to develop an articulate language as medium for communication. Language differentiates man from all other creatures.

*(7; Sec. MA2)*

### **Language leads to Interpretation**

The Language of our conversation is notoriously vague. The language of even carefully prepared documents lends itself to several interpretations; and it hides or confuses the original intention to such an extent that society is forced to maintain the costly profession of advocates.

*(7; Sec. GA1)*

### **Stages of Language**

The stage of a language does not mean the whole language as it obtained all through time. It means, only, the part of a language current in a certain time interval.

*(17; Vol. 1, 1964, p201)*

Normally, a language reaches a new stage in a period of about five to ten centuries. After a few stages, the language may be one totally different from the original language. Then, it becomes a daughter of a language.

*(17; Vol. 1, 1964, p201)*

### **ILLS OF ARTICULATE SPEECH**

We humans pride ourselves on our profession of articulate speech – that is, language – denied to other creatures. Yet many of our ills – social, legal, economic, political and even domestic – are traceable to the imperfection and vagueness of language.

(7; *Sec. GA2*)

### **COMMUNICATION BEYOND WORDS**

Wherever wisdom, as against mere knowledge, survives, it is recognised that a word from one who embodies it conveys something of its essence which is absent from any formal record. Even at lower levels, it is recognised that the living speech of a *school* or group is charged with a certain atmosphere, potentiality, mode of experience and vision which the same words on the page do not necessarily convey.

(9; *Sec. 115(2)*)

### **NOTATION AIDS THINKING**

The function of the notation is not mere enumeration. It will amount to missing one of the most powerful aids to systematic thinking, if the use of notation is restricted to this trivial function...

(4; *Sec. 071*)

### **THE ART OF TRANSLATING**

The expression of the thought-content of the author's work into a language other than that of the author belongs to the Translator-Art. This involves no creative work in the level of thought, but it does involve as much creative work in the level of expression as that of the author himself. In this creative work, the translator is to have competence in the translated-in to language, a good knowledge of the translated-from language, and capacity to follow and handle the thought-content of the original without fault.

(17; *Vol. 1, 1964, p100*)

## *Chapter 5*

# Teaching and Education

### TEACHING

#### Teaching Methodology

The impact of democracy attempts to show that it calls for changing the current memory-filling, text-book centered mass-talk method of teaching. It should be replaced by the intellect-sharpening, library-centered, individual and group guidance method of instruction, if the education of the whole man is to be achieved – each along his own lines at his own speed and to his own fullness.

*(17; Vol. 2, 1965, p297)*

The normal method of teaching should be discussional and exploratory. All the students should collectively take part in this work.

*(17; Vol. 3, 1966, p47)*

*Mass lecturing* should be avoided. There may be need for an occasional one-way talk, of an inspiring kind. Their number, timing, and spacing should be decided by actual context.

*(17; Vol. 3, 1966, p47)*

The objective should be to energise each student to reach his own fullness, at his own speed, along his own lines, in the context of the team life he leads in the training centre. Each student should be fired with enthusiasm and faith in the opportunity to fulfill himself by working as a documentalist.

*(17; Vol. 3, 1966, p47)*

The technique of teaching should be changed towards individual instruction. Teaching will have to become child-centered or student-centered instead of teacher-centered.

*(17; Vol. 2, 1965, p314)*

For a true teacher, there is always a two-way flow of benefit in the class room; it is seldom one-way from teacher to students.

*(17; Vol. 3, 1966, p298)*

### **Project Method of Teaching**

Project method impregnates education with a reality and an intimacy lacking in any other method taken severally. In this method, education goes very much on its own steam. It is carried forward in a natural way. Nothing is learnt in this method without the need for its immediate application. No lecture is attended, no work is done, and no book is read except under the urge to achieve something here and now. The motive force of interest is not hidden. It is nascent.

(10; p50)

### **Seminar Method of Teaching**

Seminar Method develops team-spirit and self-reliance. Granted skill in the teacher in piloting the work, the seminar method is very effective... It harnesses the inner urge for discussions. It sublimates it into one of real value.

(10; p48-9)

### **UNIFIED TEACHING**

The process of learning must be unified by some central interest which can guide and focus all that is thought and done. Each new insight or experience will then, in the joy of learning, be integrated into a deepening power and consciousness, increasingly prompt, sensitive and resourceful. The pupil will have found and developed in himself capacities for understanding and adaptation — for self-education, self-direction and creative work — for capacities more and more necessary in the rapidly widening and changing modern world.

(9; Sec. 132(2))

### **TEACHING SHOULD STIMULATE MIND**

The New Education holds that the test of successful teaching is not what the pupil does under the master's eye but the effect that the stimulus of lessons produces outside the classroom — what the pupil does for himself *for love*, out of enjoyment. Does he go eagerly to the library for another poem like the one the teacher read or does he say, *No more English for me after this examination!?* Does he turn to supplementary books for more examples or does he shun mathematics as an impossible subject? It is these responses that the New Education would ask us to examine.

(9; Sec. 132(2))

### **IMPART A FERMENT**

Work in the classroom should not be limited to the mere passing on of information but that the teacher should *impart a ferment*. Compulsion limits or counters the spontaneous urge for global experience; by the fear or opposition it arouses, it inhibits the creative impulse instead of stimulating it; it produces frustration and a sense of inferiority rather

than self-confidence and success. And the motive of passing examinations is at best unworthy, as its worst leads to hypocrisy and trickery. The only true motive for acquiring knowledge is living interest.

*(9; Sec. 1323(1))*

### **PLASTICITY IN APPROACH**

Friendly co-operation will not only prevent narrowness of outlook and lack of tolerance among pupils, but will tend to develop unselfishness, plasticity, tact, and a sense of proportion – an attitude towards others invaluable for the whole of life.

*(9; Sec. 133(3))*

### **MEMORISING INHIBITS THINKING**

Memorising unrelated items for so many minutes apiece merely divides and paralyses the mind. It kills the synthetic power by which intuition suddenly perceives or creates new relation and new possibilities.

*(9; Sec. 132(2))*

### **DICTIONARY INHIBITS THINKING**

Preparation for a lesson may require the looking up of certain facts or the reading of books or parts of books. If the teacher looks up everything himself and dictates it all as notes, a splendid opportunity is missed for getting pupils to enjoy independent investigation.

*(9; Sec. 13233(2))*

### **CLASS WORK AND LIBRARY**

It is often supposed that the library hour should be used only in connection with language classes. This is a great mistake; every subject can and should be pursued in books beyond the classroom and should be so taught that this will naturally happen.

*(9; Sec. 13232(1))*

### **GIFTED STUDENTS**

Genius will sprout even from a dunghill. The slightest external aid is enough to stimulate the unusually gifted. This fact made possible the teaching of large classes. But as less and less gifted children came to school, this indiscriminate method proved a failure. The teacher was addressing himself to an often non-existent average pupil. Those above the average felt bored; those below, felt bewildered; the rest became rebellious, so that even discipline was undermined.

*(9; Sec. 131)*

### **THOUGHT-TERM RELATION**

The process of intellectual development is a correlate of the development of Thought-Term Relation in one's mind... Making Thought-Term Relation precise is essential in the process of teaching.

*(10; p31)*

### **TEACHING OF CLASSIFICATION AND CATALOGUING**

The allergy to Classification and Cataloguing on the part of some teachers and librarians, is one of the imported faults adversely affecting the post-graduate university education of librarians today. They do not realise that these two disciplines are all-pervasive in library work of every kind. In particular, they form the very back-bone of reference service – that is, the very fulfillment of the purpose of the library.

*(17; Vol. 3, 1966, p311)*

### **EDUCATION**

Education is at the junction-point between the interests of an individual and those of the society as a whole. All along, there has been an attempt at reconciling these two interests. In one sense the evolution of the social ideas is the evolution of this reconciliation. The quality of the reconciliation has been changing with the changes in the prevalent social philosophy – particularly political and economic philosophy.

*(17; Vol. 2, 1965, p302)*

Each pupil is to educate himself. We can only help him to do so. A gardener can only supply manure to a plant. But it is the plant itself that has to grow.

*(17; Vol. 2, 1965, p313)*

Education

is not equal to Memory-training; but

is equal to Training for the use of externalised memory (or books), which requires library work at the school and college.

Education

is not equal to Mass-lecturing, absorbing the same field of knowledge and learning, by one and all at uniform speed; but

is equal to Individual instruction, varying the field of study with the individual and learning by each at his own speed, which requires library work at school and college.

Education

is not equal to Passive, partial, transmissive, inhibiting anti-social process; but

is equal to an active, global, experimental, creative, socialising process, which is helped by the library work at school and college.

*(17; Vol. 2, 1965, p316)*

**SPIRIT OF LEARNING**

Exact knowledge of facts is as essential as common sense; a thorough grasp of the latest forms of technique is as necessary as general flair. A true spirit of learning and research should replace the attitude of self-sufficiency.

*(5; p139)*

**COLLOCATION OF IDEAS**

Building up of knowledge requires not only experiment and observation but also the collocation – the placing side by side in new and fruitful conjunctions – of the elements of knowledge, which have already been ascertained and recorded.

*(5; p143)*

**DEVELOPMENT OF PERSONALITY**

Man's personality is dynamic. It is ever in flux. It seeks unfoldment at its own speed, in its own way, and towards its own fullness. Such unfoldment is true education.

*(11; p134)*

**DEVELOPMENT OF WILL**

The conscious development of intellect and the total neglect of the development of will by our educational agencies lead to devastating results of a far reaching kind. The intellectuals possess a powerful tool in their hands to make plans of all kinds, to speak to the masses in all sorts of appealing styles, and to entrench themselves in advantageous positions. They do not have the will to carry out the plans conjured by their intellect, or to carry out the promises glibly made by them or to pay back to the community in a worthy way for the advantages derived by them in their entrenched positions... But alas! our educational agencies do precious little to develop the will.

*(10; p28-9)*

**PERPETUAL SELF-EDUCATION**

Education is a life-long process in which the school provides only the initial momentum, and the library system is one of the necessary aids to perpetual self-education for all.

*(9; Conspectus pv)*

### **TEAM WORK**

Education through global experience needs the leaven of teamwork.

(9; Sec. 133(3))

### **EDUCATION FOR LEISURE**

A man's leisure will illuminate and illustrate his work. For, work and play, industry and art will have come together, leisure will complete the life of work and work will complete the life of leisure... Education for leisure and the enrichment of adult life is no light educational activity, it is no peripheral problem, nor is it an incidental task. It is rather a fundamental problem, affecting the welfare of society and its prosperity, and as such should receive major consideration.

(5; p37-8)

### **EDUCATION AND PUBLIC HEALTH**

Education is on par with sanitation so far as the rights and duties of government go. Ignorance in people is as great a danger to a community as small-pox. If the argument for a Public Health Act is valid on the ground of the necessity for the physical well-being and growth of every individual of a nation, the argument for an Education Act and for a Library Act is equally valid on the ground of the necessity for the mental well-being and growth of every individual of the nation.

(5; p54-5)

### **ACTIVATION OF COMMUNITY-POTENTIAL**

Loyalty to a powerful personality can also activate community-potential into public service. We are witnessing it today in the *walking mission* of Vinobha Bhave. We saw the height reached by it during Mahatma Gandhi's days. I saw it recently in the camp of Sri Sankaracharya, the head of the Kanchipuram Mutt. The newly formed university at Vallabha Vidyanagar, near Anand, is another demonstration of the activation of community-potential by the force of the personality of a leader.

(6; p79)

### **SPIRITUAL EDUCATION**

Spiritual education leading to self-realisation is to be got by one's own inner effort and that books are neither necessary nor sufficient.

(17; Vol. 2, 1965, p299)

### **PHYSICAL EDUCATION**

Physical education is largely made possible by imitating a master in the technique. Even today this practice persists in physical education. Books showing pictures of different



poses are no doubt available. But they are not of as much help as the living man. In fact, there is a wrong tradition in some places. According to it a person who trains his body seldom cares for books. It has even led to the belief that only a person unfit for intellectual education should be turned on to physical culture.

*(17; Vol. 2, 1965, p300)*

### **EXAMINATION AND EDUCATION**

Passing the examination should cease to be the primary motivation. It is futile at its best and trickery at its worst.

*(17; Vol. 2, 1965, p314)*

### **LIBRARY EDUCATION**

Librarians' education is professional education. The moral is, therefore, that the teachers of Library Science should keep themselves ever up-to-date. They should not resort to arm chair comfort either in the class-room or outside it. They should know the latest library techniques being evolved. They should follow the nascent ideas being expounded in the current periodicals in library science. They should cultivate the habit of scanning through general periodicals in the sciences and other disciplines, that highlight in a not too highly sophisticated language the current developments in the various sciences and other disciplines.

*(17; Vol. 3, 1966, p298)*

Let us always remember that education for librarians is education for a profession – for a profession whose methods of work are rapidly changing. Therefore, a teacher of library science is exposed to the danger of getting out of touch with the actualities.

*(17; Vol. 3, 1966, p300)*

### **COURSE CONTENT FOR LIBRARY SCIENCE COURSES**

The content and the standard of the course for the university education of librarians in India are now impeded by certain practices in other countries. They are blindly imported forgetting that they were developed long back when the library profession had not taken shape.

*(17; Vol. 3, 1966, p307)*

In the earlier days, each subject in library science was taught as a bundle of practices, with hardly any theory to integrate them. Nor was there an overall theory to unify all the subject taught and to give students a whole picture. But the art of the librarian has already entered the Spiral of Scientific Method. It has now its normative principles called the *Five Laws of Library Science*, around which cohere every thought and practice connected with library service.

*(17; Vol. 3, 1966, p308)*

We have so few libraries and so few librarians that any trained librarian should be able to do any kind of library work and should also think of it in order to improve it. Neither the teachers, nor the students can afford to omit any branch of library science. In spite of it, one of the important faults adversely affecting the post-graduate university education of librarians today is the tendency to practice that kind of omission.

*(17; Vol. 3, 1966, p309)*

### **LIBRARY SCIENCE AS A DISCIPLINE**

Library science has now developed into a distinct specialized discipline with its own fundamental laws, theory and techniques. Mastery of the theory and the techniques requires an intellectual caliber equal to that necessary in a top-class scholar in any other discipline. The preparation to master the theory and the techniques requires as much time as that needed to be proficient in any other discipline.

*(17; Vol. 1, 1964, p365)*

### **LIBRARY'S ROLE IN EDUCATION**

In the library, each child will have the freedom to grow at his own speed and along his own lines, to his own fullness, with the help of books just suited to him under the guidance of the teacher and the librarian. The guidance may often be group-guidance. Indeed, to make education effective in a democracy, the library should become the heart of the school.

*(17; Vol. 2, 1965, p314)*

### **LIFE-LONG SELF-EDUCATION**

So long as knowledge was intuitive or hereditary, and education, therefore, only for the elite, libraries (collections of books enlivened by the personality of a librarian) were not indispensable. But, if education is to become universal and perpetual – if not merely some (the uppermost centiles) but all are to enjoy life-long self-education – libraries stocked with a wide variety of books and activated by librarians who can transform the potential energy stored in books into kinetic energy in the minds of readers – have a part to play whose importance can hardly be over-stressed.

*(9; Sec. 116(3))*

### **UNIVERSAL SELF-EDUCATION**

The library is a means of universal self-education. It is available to all men and women; young and old, rich and poor, learned and ignorant, good and bad, normal and abnormal. Its potentiality for good or otherwise is, therefore, very great.

*(9; Sec. 113)*

### **INITIATION INTO SELF-EDUCATION**

Mere literacy is quite insufficient nowadays to enable a young man to continue his education through books. Already at school, before his habits have become rigidly set, he must be given constant practice in the use of books. By the time he leaves school, he must be able to make even the most special or artificial books serve the living purpose of self-education. He must no longer be baulked by any conventional or intrinsic difficulty in any kind of book; he must be able to get quickly and confidently whatever he likes or wants.

*(9; Sec. 122(2))*

### **OPPORTUNITY FOR SELF-EDUCATION**

In the school library, the pupils must have frequent opportunities of tasting the benefits of self-education and self-entertainment. By the time the young citizen leaves school, the urge for perpetual self-education through libraries should have become part of his nature.

*(9; Sec. 121(3))*

## *Chapter 6*

# Universe of Knowledge

Knowledge is a result of the knower (as distinct from *Seer*) knowing the Universe of Knowees. This he does gradually over centuries. We shall assume that the Universe of Knowees exists whether any knower knows it or not. The Universe of Knowledge grows with the extent to which the knowers know the Universe of Knowees; it is only a sub-universe of the Universe of Knowees; and it is ever-growing. Thus, the Universe of Knowledge is a correlate of the Universe of Knowees.

*(17; Vol. 6, 1969, p202)*

Indeed the universe of knowledge is dynamic turbulently dynamic -with capacity to throw forth, for ever, new items of knowledge, calling for their own respective positions among the ones already existing.

*(17; Vol. 1, 1964, p5)*

Universe of knowledge is a continuum, that is it has no holes. Whatever be the holes currently present in the universe of knowledge, it is believed that, with the development of the universe through research, the holes will be successively filled up. In other words, it is our faith that any spot in the universe of knowledge lying fallow up to any moment will be cultivated at a later time.

*(17; Vol. 1, 1964, p5-6)*

The state of universe of knowledge at any one moment may indicate which of the alternative models would be most helpful. For example, a hundred years ago a severely enumerative model proved sufficient.

*(17; Vol. 1, 1964, p6)*

### DEVELOPING UNIVERSE OF KNOWLEDGE

So long as the deduced laws are empirically verified to be true and the new empirical facts are found to be in conformity with the implications of the fundamental laws, there is no further movement in the spiral, and the fundamental laws hold sway and continue to be deemed helpful. But, this seldom holds good for long. Disturbance arises sooner

or later in almost all the domains in the universe of knowledge, as they get cultivated and developed.

*(17; Vol. 3, 1966, p21)*

### **GROWTH IN THE UNIVERSE OF KNOWLEDGE**

Another result of social pressure is the continuing narrowing down of the time-interval between the discovery of any idea or principle and its practical utilisation.

*(17; Vol. 7, 1970, p293)*

### **PROLIFERATION IN THE UNIVERSE OF SUBJECTS**

The increase in research activity brought about by social pressure, has resulted in a great proliferation in the universe of subjects.

*(17; Vol. 7, 1970, p293)*

### **INFINITY OF KNOWLEDGE**

The number of items of knowledge — past, present, and future taken together tends to infinity.

*(17; Vol. 1, 1964, p14)*

According to a Vedic statement if infinity is taken away from infinity, then infinity itself will be left as residue. This represents the intuitive grasp of a certain experience by the seers of yore. In recent years, the intellectual work of mathematicians has led to the statement of the same result as a Postulate about Infinity.

*(17; Vol. 1, 1964, p15)*

### **DEVELOPMENT OF A SUBJECT**

An organised or systematised body of ideas, whose extension and intension are likely to fall coherently within the field of interest and comfortably within the intellectual competence and the field of inevitable specialisation of a normal person.

*(17; Vol. 6, 1969, p200)*

Art and practice precede science. The art and practice of speaking began with the early man. It had to be practiced through ages before the science of linguistics emerged.

*(17; Vol. 3, 1966, p2)*

## Chapter 7

# Library Science

### LAWS OF LIBRARY SCIENCE

The Five Laws of Library Science are:

1. Books are for Use;
2. Every Reader his Book;
3. Every Book its Reader;
4. Save the Time of the Reader and Save the Time of the Staff; and
5. Library is a Growing Organism.

(2; p9)

### PHILOSOPHY OF THE FIVE LAWS OF LIBRARY SCIENCE

Perhaps, the great contribution of India is in this field (the foundation of all modern library techniques and services). *It is the Five laws of Library Science.* In the words of Mr. W.C. Berwick Sayers, one of the greatest British librarians, *The Five Laws of Library Science is a work of great simplicity which conceals depths and yet reveals what may be called the spiritual but intensely practical springs of all activities in libraries.*

(17; Vol. 6, 1969, p103)

Any librarian who feels bored because of his work not being interesting will be relieved from that mood if he studies the Five Laws, meditates upon them, and finds out the human purpose to be served by the work he has to do. I am sure that he will begin to enjoy his work. He will turn a new leaf in his life.

(17; Vol. 6, 1969, p104)

The Five Laws protest saying *For a parent, the weakest child is as important as the strongest. So also for us, the minority specialists are as important as majority specialists. Library technique should carry out our needs.*

(17; Vol. 2, 1965, p208)

## **FIVE LAWS AS GUIDELINES FOR IMPROVING LIBRARY TECHNIQUES**

What is more important,

1. There is a continuous turbulence in the universe of subjects.
2. New subjects are continuously thrown forth; and
3. There is continuous increase in the number and variety of readers.

Therefore, the library techniques require continued improvement. The Five Laws of Library Science provide the necessary guidelines to improve each technique from time to time and to perform it in the latest style.

*(17; Vol. 6, 1969, p104)*

## **LAW OF PARSIMONY & LAWS OF LIBRARY SCIENCE**

The Law of Parsimony may well lose its breath at the wholesale capitulation to the Laws of Library Science. It may well say that the Laws of Library Science remind of Caliban, *Oh Ho, O Ho! wouldn't had been done! Thou didst prevent me; I had peopled else, this isle with Calibans.*

*(3; Sec. 616)*

## **SOCIAL CHANGE AND LIBRARY SCIENCE**

When the cumulated unconscious shift in the social purpose of the library calls for an altogether different kind of library service, organisation, and technique, and the current ones stand abandoned by sheer folk-force, new normative principles should replace the old ones. And the cycle should be started again.

*(1; Sec. AB2)*

## **CLASSIFICATION AND CATALOGUING**

The symbiosis between classification and cataloguing is a true symbiosis. It is not parasitism. Not only the Class Number throws forth a tow in the form of Chain Procedure to reach at the correct subject heading; but also its obligation to catalogue alerts classification scheme to be careful and circumspective about the terminology in its schedules.

*(3; Sec. 65)*

Classification and Cataloguing will jointly state as follows *We do not claim to be the only library techniques. What we cannot do by ourselves, we shall ask administrative methods to do.*

*(17; Vol. 2, 1965, p210)*

## **CIRCULATION**

The counter is the Rubicon and the Circulation Section forms in a sense the sentinels watching and regulating the ingress and the egress of the library while the Circulation Section would have all the circumspection, the loyalty and the pre-vision of a sentinel, it should remember that it is not in the employ of the military department, but of the human library department.

*(4; Sec. 26112)*

## **PLANNED FOUNDATION FOR LIBRARY SERVICE**

In proportion to the immense and lasting benefit that a well-ordered library system can give, it requires long preparation. As is often the case with fundamental social institutions, its foundations must be laid in the youngest and this demands far-sight and wise planning.

*(9; Sec. 313)*

## **LIBRARY DEVELOPMENT PLAN FOR INDIA**

I launch this paper-boat containing Library-Seeds suited to the soil of Bharat. May the Government of India and the Constituent States pick them up, sow them, manure them, water them and tend the seedlings with faith and zeal! May the harvest of fruit soon bring to the people happiness, joy and bliss!! May Bharat be thus enabled to radiate into the world at large the redeeming rays of Sat-Chit-Ananda!!!

*(5; p16)*

## **A SYSTEM OF LIBRARIES**

Even the richest of libraries cannot find finance to buy books in occasional demand. It is still more so with a small public library. The Second Law, therefore, recommends all the libraries of a land forming a single system, with inter-library loan facilities. The entire book-resources of a country should be regarded as a single pool. A book lying idle on the shelf of any library should be made available to any reader whatever be his own service-library.

*(6; Sec. 125)*

## **FORMATION OF LIBRARIANSHIP**

A triangle of forces came into operation : Too many books, too many authors and too many non-scholar readers not familiar with authors' names or titles of books. The formation of the library profession was a result of this triangular forces.

*(17; Vol. 5, 1968, p291)*

Three decades ago, when library work was equated to that of a store keeper or custodian, there was a pioneering spirit in the few working librarians that received training in Library



Science. Thanks to these pioneers the concept of library work and service has changed and gone up to a higher level so that the library profession enjoys a much higher status in society than it had three decades ago.

(17; Vol. 1, 1964, p372)

The first principle in planning the public library system of a country is then *Find out the viable unit for a Unitary Library System.*

(17; Vol. 1, 1964, p292)

### **STAFF RELATION**

The stuff of which the staff is made, the relation among the staff, and the staff atmosphere, will affect very intimately the service of the library. If these relations are bad, neither good buildings, nor good collections, nor efficient methods will be of use. The members of the staff should be on the most cordial terms among themselves. There should not be the least trace of jealousy or envy. Self should be suppressed to such a degree that every member is prepared to pass off all work as anonymous.

(6; Sec. 346)

### **PLANNING FOR ACCURACY AND ECONOMY**

Library administration has to be so planned and adjusted that the highest accuracy and the greatest promptness and economy are achieved.

(4; Sec. 03)

### **NEED FOR SYSTEMATIC INVESTIGATION**

Objective studies and experiments in the routine of the work are to be done in libraries. Time-study, therbligs, motion study, areas for further simplification and standardisation, manpower analysis, and mechanisation with the aid of photography, machines, and electronics, were some of the topics which need investigation.

(4; Sec. 021)

## Chapter 8

# Seminal Work

### SEMINAL WORK

Seminal work can act as a lever to lift the universe of knowledge. They open up horizons even wider than their ostensible subjects. They stir the imagination over the whole broad scope of life. They skirt the deep ineffable impulse of religion. They stimulate the flow of life itself. The ultimate consummation of the purpose of a library lies in finding currency for such seminal works. They are charged with the personality of the authors. They are immortal.

(6; Sec. 327)

### SEMINAL WORK EMANATES FROM SEERS

Seminal literature is fundamental. It emanates from *seers*. Seers work more through intuition than through intellection. No doubt they bring what they *intuit* unmediated by intellect or primary senses, to the level of intellectual communication. The Seers are self-centres of illumination. They are few and far between. Their occasional advent is still shrouded in mystery. Seminal literature fertilises several minds.

(10; p89)

### CREATOR OF WORK

Authors and artists are creators. They work mostly through intuition rather than intellect. Their intuition is cosmic. Works come through them and not from them. They are the product of universal energy. This is true not merely of the men of letters, but of every creative author whatever may be the subject – even if it is dry-as-dust arithmetic. This is more easily conceded in regard to artists. But it must be equally true of the author whose medium is words.

(10; p148)

### SPONTANEOUS CREATION OF WORK

The glow and the effect of a book depend upon the spontaneity of the author whose medium is words. All the impressions received by his senses, all his learning, all his thought and all his message, if any, gets condensed and integrated into a unique composition. The final act of its creation is spontaneous. It almost precipitates involuntarily.

When it is so precipitated, it has a charm and an aroma. They arrest and retain attention – the attention of even the unlettered!

(10; p148)

### **LITERARY WORK**

The perfect economy of first class poetry and prose is the result of the ineffability of the penetrating global experience of the highly gifted author... It is so benign that it interprets our experience and soothes and confirms and reassures us. It thus induces in us a greater degree of self-confidence and sends us back to live our life a little more fully, with greater zest and delight, and come back to it to get a further push. Works like the *Ramayana* of Valmiki, the *Iliad* of Homer, the *Aeneid* of Virgil, the works of Kalidasa, Tulsidas, Shakespeare, Blake, Bernard Shaw, Tagore, and Subramania Bharathi, are like cyclotrons pushing up our life potential to higher and higher levels in each round.

(11; p147-8)

### **IMMORTAL SOUL IN A MORTAL BODY**

From the point of view of a service library, every book is a mortal. Its physical body will perish by use, or by mere efflux of time and ageing even when locked up against use. This does not mean that the work embodied in a book is necessarily a mortal. The work may be immortal. Examples are the vedas, the Talmud, the Bible, the Koran, the Gita, the poems, the dramas, and the stories handed down through ages, and the seminal books in any subject. Such immortal works get embodied repeatedly in new editions, translations and versions. It is called a Classic. Each particular embodiment of a classic is mortal. But the work contained in it migrates from one body to another. It is like the immortal soul in a mortal body.

(6; p23)

## *Chapter 9*

# Library Service

### GENERAL

Historically, library service grew out of local efforts in most places in an unco-ordinated way. This has been particularly so in India. During the British period the country was in the sleeping phase of one of its cultural cycles. There was no intrinsic urge in the people to seek information, knowledge, and enlightenment. There was no desire to utilise leisure time in an elevating way through reading books or hearing books read. The traditional elevating encyclopedic folk way of Harikatha (=Exposition interposed with Music) was also at a low ebb. If at all, it was largely turned on the repetition of puranic (=old) stories of devotional value. These were turned on a small local audience. This tradition too reinforced the idea of having independent small libraries in each locality, however small.

*(17; Vol. 1, 1964, p291)*

Efficient library service requires adequate provision of reading materials and the personnel to prepare and serve them, and to administer the libraries. Experience shows that, to ensure this, the expenditure on a library should be equally divided between cost on establishment on the one side and the rest of the cost – cost of reading materials, binding, and other administrative expenses – on the other.

*(17; Vol. 1, 1964, p347)*

To understand the purpose of library service it is helpful to postulate that the personality of man consists of four sheaths, – vital (physical), emotional, intellectual and spiritual. Library service began with the satisfaction of intellectual wants alone and then extended to the satisfaction of emotional wants and then to vital wants.

*(17; Vol. 3, 1966, p1)*

At bottom, library service is service to a person – the individual.

*(17; Vol. 3, 1966, p3)*

We shall assume that the field of library service is confined to the satisfaction of intellectual, emotional, and vital wants. It then got extended to the satisfaction of emotional wants. The supply of materials to satisfy emotional wants through library service depends on a prior satisfaction of intellectual wants. Lastly, library service got extended

## *Library Service*

to the satisfaction of vital wants. The library does not itself supply the commodities and services needed to satisfy the vital wants. It merely helps the intellect in the production of the commodities and services needed.

(17; Vol. 3, 1966, p5)

The short letter of invitation sent to me by young Ibrahim contains the obvious answer—dedication to service, receiving each reader with a smile, finding the information or the book he wants in the least possible time. May I add to these words, *Maintain your status. Live among yourselves like a nest of happy affectionate birds, without any strain, or intrigue, or bitterness.*

(17; Vol. 6, 1969, p100)

### **SERVICE FOR ALL**

The diversification of the functions of the library is a result of social pressure. Democracy makes the library serve one and all. It should serve not merely the aristocracy of birth, wealth, power, intellect. On the other hand, it should serve every citizen - high or humble by birth, rich or poor, powerful or meek, each in the measure of his intelligence quotient and field of interest.

(6; Sec. 102)

### **LIBRARY CHORUS**

*There's Room for all  
Let not the mean  
Or learned dean  
Restrict the books  
To a favoured few;  
We 've Books for all.*

*Books for the sick  
And Books for the fit  
Books for the blind  
And Books for the dumb.*

*Books for the rich  
And Books for the poor  
Books for the man  
And Books for the dame.*

*Books for the bungler  
And Books for the wrangler  
Books for the burgler  
And Books for the cotter.*

*Books for the lettered  
And Books for the fettered  
We 've Books for all  
For one and all.*

A stranger slips in singing:

*Books for all; yes, Books for all  
If and only if you add  
Books for the land  
And Books for the sea.*

(2; Sec. 25)

## **EXTRA-INTELLECTUAL APPEAL**

It is only comparatively recently that a common pool of books has been made available for the gratuitous use of every one. This is something so new that people do not yet quite take its existence for granted; nor does the force of imitation yet take them to it as it does to the village temple. And unlike the temple which makes an emotional and *luminous* appeal or the playing field and the cinema engaging the muscles and the senses that familiarise the new very easily, the library appeals essentially to the intellect. One method of overcoming this handicap, no doubt, is to increase the extra-intellectual appeal of the library – by means of beauty, comfort, and courtesy.

(9; Sec. 123)

## **BOOKS ARE FOR USE**

### **Library is not a Museum**

A library is not a museum but a workshop full of life and activity. It is not the books which gets rapidly worn out by constant use that should worry a library according to this view, but it is the book which would seldom leave the shelf that needs anxious attention and effective treatment. This view is now revolutionising everything connected with the library.

(1; Sec. DA3)

### **Numbers do not count**

A library is made big not by the number of its books, but by its use. A few books kept continuously in active use form a library than miles of books kept largely locked in the cupboards of a monumental building.

(6; Sec. 111)

### **Library Staff**

The advent of First Law has had the most vital effect on the Library Staff. It has affected the question of staff in several ways. We should examine each one of them with the greatest possible care and thoroughness. Whatever be the Library Location, the Library Hours, the Library Furniture, and the way in which books are kept, it is the Library Staff that ultimately make or mar a library. In fact, an enormous struggle has been going on for the past fifty years to adjust the Library Staff to the needs of this new concept **BOOKS ARE FOR USE**.

(2; Sec. 17)

### **Service – Library should Weed out Books**

In a Service-Library, outdated books are not only a burden, but they may even be a social danger. Because, the lower intellectual strata in democracy may not be able to sense the erroneousness of the information or the knowledge given in such books. I

usually highlight this new element in the context by the provocative statement: *The expectation of life of a modern book is only ten years. A Service-Library hoarding books, over ten years old, is punishable for one or other of two reasons: Either it has neglected to circulate the books properly as is evident from its being not worn out sufficiently and reduced to pulp by legitimate use to make its being weeded out a necessity or it is retaining a book embodying out-of date knowledge and exposing it to use by the public. Either of these is a social danger. If work as well as the book embodying it are of fleeting value, there is no harm in weeding the book out in ten years. If the work is immortal and its body perishes by actual use, one will have to withdraw it in ten years and replace it by a fresh copy; moreover, its very lasting value will enable it to come again in a few embodiments. In that case, it is wiser to replace it by a later edition.*

(1; Sec. BF4)

### **BOOKS TO BE CHARGED WITH PERSONALITY**

The library has a very special limitation. It is a deposit of an abstract record of ideas, divorced from the living voice, from the powerful or tender eyes, from changing expression that may so subtly extend or modulate the meaning of words — in short, from every means by which the incalculable influence of personality is transmitted.

(9; Sec. 115(1))

### **PERSONALITY OF A LIBRARIAN**

The vivifying influence of personality is essential if the library is to be fruitful as a means of education. To supply it is the vital function of the librarian. His real object is not subservience to books, but mastery of them. He does not want to lure people into illusion, for no man can see life solely through books — but simply to bring the unenlightened into contact with the minds of others, so that through the vision of great authors, the ordinary man may be led to face his social and moral obligations, to solve his material problems, to think of his spiritual needs and to achieve a balanced view of the universe.

(9; Sec. 116(1))

### **LIBRARY IS AN ELECTRO-MAGNET**

The precise properties of the electro-magnet do not lie in the iron, in the wire, or in the electricity taken separately. They come into existence — the electro-magnet itself exists — only when current passes through the wire about the core. So it is with a library: it comes into existence only when readers, books, and staff function together. Readers, books, and staff form the trinity in a library.

(9; Sec. 160)

### **LIBRARY SERVICE PAYS**

Modern society maintains that any extra money spent on library establishment is legitimately spent and is well spent. After all, what is the proportion of the extra cost

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Memorabilia Ranganathan: A compilation of useful quotations of S.R. Ranganathan from his various  
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Putting Knowledge to Work: An American View of the Five Laws of Library Science, 1970. By  
Pauline Atherton.

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of establishment to the benefit flowing from a wider use of library? What a large sum of money is locked up in the books of libraries? Is it not penny-wise and pound-foolish to grudge a few rupees more on the establishment and to restrict the full use of such a treasure? Sometimes, wisdom consists in throwing good money after better.

*(2; Sec. 143)*

## **OPEN ACCESS**

### **Swayam-Vara**

Open access blesseth him who gives and him who takes. The joy of a librarian reaches its maximum only in an open access library – only when the right reader and the right book choose each other in the SWAYAM-VARA set-up of open access.

*(6; Sec. 177)*

### **Do Not Deny Open Access**

Even on socio-legal grounds, it is considered unjust to penalise the honest folk of the community and deny them the immense benefit of open access, simply because there are a few criminals in the community who could neither be detected nor prevented from doing mischief.

*(6; Sec. 173(1))*

### **Moral Responsibility**

There is first of all imperative need for strict observance of the rule of the queue at entrance and exit. As one of the ways of helping education through books, modern libraries adopt the open access system – readers are allowed to wander freely in the stack-room and pick out book for themselves. This is freedom of a high order, and unless it is exercised with a great sense of moral responsibility, it will lead to abuse.

*(9; Sec. 1272(1))*

## **LIBRARY IS A MESSENGER OF LIGHT**

Library socialises thought. International library cooperation will socialise the thought of every national group among every other national group. It will internationalise thought. Bad thought laid bare to the world-community will get sterilised. Good thought circulated among the world-community will lead to the creation of better thought. Libraries will thus become messengers of light.

*(3; Sec. 972)*

## **LIBRARIAN IS A PARTNER IN RESEARCH**

Intensification and extension of research activity in the community creates new demands on the catalogue. Overall economy in the manpower of a nation calls for a new division

of labour. There should be no dissipation of research potential. For this, a new division of labour is necessary among the intellectuals. In this new division of labour, the Library Profession should relieve the other professions of the task of literature-search. The librarian should become a partner in every research enterprise.

(1; Sec. BF5)

## **PUBLIC LIBRARY**

### **Objective**

The public library is a source not merely of information, but also of recreation and inspiration.

### **Qualitative Service**

When public libraries are still in the pioneering stage, their main object, no doubt, is simply to get people to read. But as soon as total illiteracy is abolished, the interest of the librarian must be in what people read, and how they read.

(9; Sec. 116(2))

## **FOSTER LIBRARY HABIT**

The library habit must be fostered with the greatest care. It must be induced by deliberate methods even in childhood. For its ultimate success as a means of universal, perpetual self-education, the library must therefore invoke the aid of the school.

(9; Sec. 111(3))

## **DISCOURAGEMENT BY THE LIBRARIAN**

The school libraries have not recognised the need even for a librarian-clerk. It is usually the drill master or the drawing master that is asked to look after the library – if there is one. In a school that I knew, the stoutest and cruelest of the staff was marked out as the guardian angel of the library. He was nicknamed Mohammad of Ghazni, in honour of the number of his unsuccessful attempts at Matriculation. And, he proved to be too zealous a guardian. When an inquisitive child of the school picked up courage to approach him and ask for a book for *extra-reading*. It was late in the evening. He was dead tired after the day's task of teaching for six hours.

*What do you want? thundered Mohammad of Ghazni, almost scorching the child with his reddish eyes.*

*Peeps into many lands: Japan, Sir, stammered the child.*

*How many marks did you get in the last Quarterly?*

*Fo-Forty-two out of fifty, Sir.*

*Go and get the remaining eight marks before you can think of extra-reading.*

came forth the emphatic injunction in company with the right-hand fist of the Mohammad of Ghazni, which settled on the forehead of the quivering child with painful force. The child ran away sobbing – never, never to return to the library.

(2; Sec. 1707)

## **ROLE OF LIBRARY IN SOCIETY**

The very spread of library service will be of help in the increase of wealth-producing capacity of the people.

(17; Vol. 1, 1964, p283)

Our democracy is wedded to a socialistic pattern of society as the goal. Therefore, the vital place of public library service in developing social well-being is widely recognised both by the public and by the governments.

(17; Vol. 1, 1964, p285)

The library became an agency for harnessing leisure for fruitful purposes; a potential instrument for universal education; an agency for self education; a medium for fostering national integration and for making democracy safer and stabler.

(17; Vol. 1, 1964, p364)

It (Library) has become an essential supporting agency for the conservation of the research, production, and managerial potential of the world. Often some or all of these goals have to be simultaneously pursued in one and the same library.

(17; Vol. 1, 1964, p364)

Today there is an unmistakable trend to make education compulsory. This means buying literacy at a heavy cost. It is but natural that the state should ensure that this costly commodity is not dissipated or lost. To prevent relapse to illiteracy, library service has to be made free to all – nay, the persuasion of every person to use the library should be one of the essential functions of a library.

(17; Vol. 4, 1967, p300)

## **WORLD WAR I, LITERACY AND ROLE OF PUBLIC LIBRARY SYSTEM**

The World War I was essentially a trench war. An army was scattered along trenches many miles long. Communication had to be through documents. But it was found that many soldiers could not read them though they had gone through compulsory education costing millions of pounds through years. This disclosed a colossal wastage of National Funds. *How could this relapse to illiteracy can be prevented?* That was the question.

The relapse to illiteracy can be prevented only by the exercise of literacy. Do you now see the new function to be taken up by the Public Library System?

(17; Vol. 2, 1965, p286)

### **LIBRARY IS FOR THE PUBLIC**

A public library socialises books. The books in it form public property. The fact that it is public property for the use of every member of the present generation as well as the future generation takes a long time to dawn upon the minds of the people. It takes even longer for the realisation of the full implication of these facts. What is worse, even when the implication are intellectually perceived, it appears to be almost impossible to implement them in practice, if they are pursued for the first time in adulthood.

(6; p86-7)

### **LIBRARY SERVICE CAN CORRECT SOCIAL MALADIES**

Library service can be used to correct social maladies of an emotional kind developing between social groups within a nation, by feeding the mind with correct information and inducing in it a better sense of values through the supply of comparative views.

(5; p32)

### **LIBRARY IS A CENTRE FOR PERPETUAL SELF-EDUCATION**

The provision for the perpetual self-unfoldment of every citizen by intellectual means is beginning to be recognised as one of the positive functions of the government only in our own days. No country has had too great a start than India in this matter. In every country where this function has been assumed by the government, the organisation set up for its discharge is the library. This does not imply that a library is an organisation newly created for this purpose. It had existed ever since writing came into vogue. It had been set up long ago mostly for preserving written or printed reading materials and to make them available for use on demand by the few who were after scholastic attainment. The government is now seized of its potentiality for the perpetual mental advancement of one and all. It was first put to the use of leisure hours for mental recreation. Later it was developed also as a store-house of reference books for furnishing information on demand. It was thus made to function as *externalised memory*. It is now used also as a means for the sharpening of intellect and the sublimation of emotions. In short, it is now being fully exploited for the perpetual self-education of self-unfoldment of each citizen.

(6; p96)

### **LIBRARY INSTILLS CIVIC SENSE**

As the library is a social institution, which is guided by the most democratic principle – every reader his or her appropriate book; every book its appropriate reader; and save the time of the reader – life in a library itself implies a civics of its own. It presents all the

important factors of citizenship which have been enumerated in elucidating the connotation of the term New Civics. Hence, the library forms a very effective laboratory for practical training in citizenship.

(6; p86)

### **COMMUNITY INTELLIGENCE SERVICE**

To fulfill the demands of the First Law (Books are for use) in the matter of personal service, the library staff should ever be prepared to run to specialists and experts whenever necessary, for advice regarding the books that can be recommended to readers who may be interested in the pursuit or enjoyment of abstruse branches of knowledge.

(2; p76)

### **CHANGE AND TIME**

The social outlook, the social purpose, and the social range of any social institution or activity change from age to age.

(11; p72)

### **CHANGE AND LIBRARY**

Capitulation to the dead past is fatal to any social institution; and library is a social institution.

(3; p84)

### **LIBRARY PROFESSION AND ITS ROLE**

If the library profession is not merely that of a store keeper, if it is to fulfill its possible role in making library service a social institution for the perpetual unfolding of the personality of one and all, the library profession cannot rest on its oars. It should be ever blazing new trails. It will have to press into its service all disciplines – and indeed create a new brand of them suited to its peculiar needs. If this is not done the library profession will be failing in its duty to society.

(11; p90)

The Library profession should not exhaust its thought, energy and interest in merely acquiring and processing reading materials. It should realise that these are only means to an end and that the end is to get the books used widely and profitably.

(17; Vol. 2, 1965, p295)

The library profession had been for long oblivious of the crisis brewing in the efficiency of library service for several decades. It had neglected to equip itself for the work of documentation. It had been all along finding complacence and feeling its duty fulfilled by merely serving whole books. Naturally, the research workers could not build up any

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confidence in the capacity of the library profession to help them. But, that confidence can be easily produced if only the library profession takes up Documentation as a natural extension of its field of service.

*(17; Vol. 7, 1970, p297)*

Developing the capacity to sense the problems, the capacity to systematically think out and investigate the problems, and the urge to keep up with the developments in the subject, should develop during the training period. Otherwise Library Science will never be able to keep up with the developments in the universe of knowledge. The library profession will not be able to deliver the goods expected of it.

*(17; Vol. 1, 1964, p374)*

### **SERVICE LIBRARY AND ADULT GROWTH**

The body of a child grows steadily in size and weight. So also, a newly started library grows steadily in the number of its reader, books, and staff. But there is an upper limit to the possible size and weight of a child. This upper limit is reached when adulthood is reached. Thereafter, growth consist only of a continuous replacement of cells and tissues. So it is with a Service Library. After some time, there can be no increase in the number of readers or books or staff of a Service Library. Thereafter, its growth consists only of a new generation of readers replacing the old continuously, of a new set of books replacing the old continuously, and of a new staff replacing the old continuously.

*(6; p40)*

## *Chapter 10*

# Attracting the Reader

### **SERVICE TO READERS**

We should tap the potential of readers for social service. This we can do if we give excellent service to our readers.

*(17; Vol. 6, 1969, p102)*

Library service is essentially an intellectual service. Here, the reader, the document and the librarian meet; and Reader is paramount. Document and the librarian are there for service of readers. Therefore, in our thinking, we should ultimately aim at helpfulness to reader.

*(17; Vol. 7, 1970, p96)*

### **LOVABLE ATMOSPHERE IN LIBRARY**

Every attempt should be made to retain the custom of every citizen of the locality coming into the library. To this end, he must be welcomed with geniality. His comfort should be attended to. A sense of composure should pervade him. The liveliness of the library should charm him. Its silence, in spite of its being busy, should impress him. He must feel a sense of freedom. Nothing should be forbidding. Nothing should scare him. The kindness of the staff should make him love to come again and again to the library.

*(6; p73)*

### **MAKE EVERYONE FEEL AT HOME**

One of the necessary conditions for social service institutions, such as the library, becoming popular is the fostering of a feeling of mutual cordiality and helpfulness between those who offer service and those who are served, together with a disposition to self-sacrifice. To this end, the library should strive to reduce formality to a minimum and make everyone feel at home. As a natural extension of this attitude, a modern library even goes so far in its effort as to make personal and social contacts and not infrequently offers meeting place for local learned organisations in an attempt to make them, as constituent parts of the general public, feel that it desires to function as an intellectual centre for the locality.

*(6; p77)*

### **STIMULATE DESIRE FOR READING**

The object of extension service may be said to be to turn the library into a social centre with the encouragement of reading as its ultimate objective. Its aim is to make readers of non-readers, to create and stimulate the desire for good reading, and to bring book and reader together.

(6; p75)

### **CUSTOMER LOVETH A CHEERFUL ASSISTANT**

The library has now to develop the methods of a modern shop. It is true that, in a great many libraries, it may not be possible to have enough assistants just waiting around for someone to come in. We must keep a cheerful outlook and on no account show discourtesy. It is an excellent thing to remember that the *customer loveth a cheerful assistant*.

(2; p70)

### **RADIANT PERSONALITY**

Every reader should feel the presence of the radiant personality of the librarian. *Krishna-like*, the librarian should now and again be by the side of every reader. He should not settle down in his seat; nor should he escape into the retiring room. He should move among readers; he should be very accessible to them.

(2; p71)

### **FRIEND OF ALL**

The librarian should be friend, philosopher and guide to every one who comes to use the library. It is such sympathetic personal service and *such hospitality that makes a library big, not its size*, as Tagore put it.

(2; p77)



## Chapter 11

# Reference Service

### GENERAL

Reference service forms the penultimate stage in the library's achievement of its ultimate end of cultivating the mental resources of the community.

(16; p214)

*Amulya* actually means *Harmonious integration*. *Seva* means *service*. Thus *Amulya Seva* means *Service leading to harmonious integration*. The two-worded term-of-art *Reference Service* really connotes *Service leading to a harmonious integration of the reader and the book*.

(17; Vol. 2, 1965, p277)

The two factors determining the stages of evolution of reference and documentation service are then:

- Reading Public – that is the extent of literacy and of scholarship; and
- Documents – that is the number of books or macro documents and the number of articles or micro documents produced in a year.

(17; Vol. 2, 1965, p281)

The change in the first parameter-reader-has made intensive reference service as an absolute social necessity.

(17; Vol. 2, 1965, p290)

### COME-MY-FRIEND ATTITUDE

The floor of a library is always believed to be a place of great equality. There we meet at the democratic level of the world of thought and its records. But some readers set this at naught. Our courage in such situations should be drawn from the words of our national poet (Rabindranath Tagore): *Come friend, come my hero, give us courage to serve man even while bearing the brand of infamy from him*. The moral is *no pestering*.

Some one has said, *you must beware of bludgeoning the mind into sensibility*. That is advice worth remembering.

(6; Sec. 333)

### **GENIALITY**

The first requisite to initiate readers is geniality. Next, it goes without saying that the Librarian must have a clear grasp of all that he is expected to initiate them into. He should also be an adept in psychology and in methods of teaching. He must know how to make the initiation absolutely free from boredom; nay, must make it pleasurable. He should know how to charge it with mirth and laughter by telling stories; and indeed the anecdotal aroma of the initiation should be so strong and enduring that readers recall it at the instance of the feeblest association.

(9; Sec. 231)

### **ANALOGY FROM RAMAYANA**

A reference librarian has models for himself in the fourfold picture painted by Valmiki. He must emulate Bharata in hard work sailing on the steam of his own conscience and in knowing thereby every document in the library, so as to make the library yield ten times more result than it would otherwise. This he must do, not for his own private purpose but for the good of others. To be able to live such a life, he must emulate Satrugna in continually controlling the little ego in him. He should emulate Laxmana in serving readers efficiently and without any eye on reward or praise or even a word of approbation. He should emulate Rama in geniality, charm, ease of accessibility, freedom from any sense of prestige, equableness of temper, love and respect for readers, willingness to share their problems, their difficulties, and the joy coming on them with the solution of the problem and, above all, in attaining competence of a high order.

(8; Sec. E35)

### **TAKE MY HAND AND KNOW THE TRUTH**

When the material, technical, and red-tape activity of conducting a library begins to take precedence over the experience of living, sooner or later we shall have to pay in ennui and decadence. Hence the need for introducing a human agency – a *someone* – to redeem everything else by putting them to active use. When the reader comes amidst the library, there must be *someone* to say:

*Take my hand;  
For I have passed this way,  
And know the truth.*

(6; Sec. 312)

## **IDENTIFICATION WITH REFERENCE SERVICE**

Losing oneself in the service of readers is the best form of insuring one's health. Overstaying with readers in the library may look like a task, until one gets into the full swing of enthusiasm for the work. But once one gets into the swing, the mind will easily transcend the limitations of time. Nay, it will find its delight only in one setting, and that is, the setting provided by a library full of books and full of readers feeling fully at home in the confidence that personal help will be forthcoming whenever necessary.

(4; Sec. 3917)

## **PRISTINE PURITY OF REFERENCE SERVICE**

All stain of egoistic choice, of hankering after personal profit, and of self-regarding desire must be extirpated from the reference librarian while effecting contact between reader and book. There must be no demand for fruit and for seeking for reward; the only fruit is the fulfillment of establishing contact between books and readers; the only reward is a constant progression towards the attainment of the ideals set up by the Laws of Library Science. The reference librarian should allow nothing to creep in to stain the purity of the self-giving. His only object in action should be to serve, to fulfill, and to become a manifesting instrument of the Divine Sakti in her works. There must be no pride of the instrument, no vanity, no arrogance. The books constitute purusha as Akshara Brahma (Scriptural form of God). The readers constitute Prakriti manifesting itself as Manushya Prakriti (human manifestation of nature).

(1; Sec. E412)

## **TRINITY IN REFERENCE SERVICE**

A library is a trinity made up of books, readers, and staff – particularly the reference staff. We have a library only at the moments of all the three factors standing integrated. The reference staff are the power mediating between reader and book and stimulating integration.

(8; Sec. E41)

## **LIGHT FROM THE VEDAS**

*The reader-guest is supreme to you.*

*Give service with all attention and in all sincerity.*

*Give him service to the entire capacity at your command.*

*Give him service in all modesty and in full freedom from any touch of prestige or ego.*

*Give him service in full measure lest there should be any offence to the Laws of Library Science.*

*Acquire the best of knowledge and information for giving him in your service.*

## ***Reference Service***

This is the import of some of the passages in the Vedas. These passages occur in the Taittiriya-Upanishat.

*(8; Chap. 2)*

### **JOY OF REFERENCE SERVICE**

The joy of the reference librarian should be derived not only from the consciousness that he himself had practically done everything, but from the sight of the dawn of joy in the face of the reader who has been helped to help himself.

*(6; p119)*

### **TEMPO FOR READING IS MOMENTARY**

Save the time of the reader. Save the tempo of the reader. Physical hunger for food is compelling. Physical thirst for water is inexorable. Neither will extinguish itself by its not being attended to. Each will persist through time till satisfied. But mental hunger for books is not compelling in the case of most people. Mental thirst for information is not inexorable in the case of most people. Both of them are fleeting in their nature. They both die out, unless satisfied immediately on their taking shape. No time-lag should come between demand and supply. The tempo for reading is often momentary. It should be harnessed at the very moment. That is the message of the Fourth Law.

*(6; p34)*

### **ENRICHMENT THROUGH REFERENCE SERVICE**

To a reference librarian who really enjoys his work, every contact with an enquirer and pursuit of every new problem provide an additional opportunity for enrichment. It gives a delightful exercise to his flair. It invariably enhances his mastery over reference books. For, the pursuit of a new problem may disclose potentialities which were unnoticed hitherto.

*(6; p122)*

### **FACET ANALYSIS**

Questions of readers are usually wide off the mark. They are often oblique. But the cumulated experience of a reference librarian with a variety of readers, day in and day out, often enables him to think in consonance with the reader. His discipline in facet analysis in classification enables him to break the vague question of a reader into all its relevant facets. He can then work with the reader in finding out the focus in each of the facets. In this way, the question of the reader can take a clearer shape.

*(6; p118)*

## UNDERSTANDING THE READER

It is only a sympathetic, patient, and clever questioning, clothed as conversation, which can clinch the specific subject sought by a reader. Even then, it may happen that a prolonged pursuit, by the method of trial and error, is necessary and that specific subject can be reached only when the right book itself is reached. All this may look fearful, but sincerity to help reader, determination to succeed, and perseverance uncontaminated by indolence or impatience, will provide the reference librarian with the necessary acumen to know what exactly a reader wants and what exact book will satisfy his want.

(6; p118-9)

## OBJECTIVE TIME AND SUBJECTIVE TIME

The Fourth Law distinguishes between subjective time and objective time. When we wait at the airport expecting a dear one from a far-off land, every minute looks like an hour to us. When we are losing ourselves in enjoying something, even an hour runs out as quickly as a minute. If time is hanging on us, each second strikes our consciousness; we become impatient, sour at heart, and restless. If we are kept busily absorbed in some work or thought, time races; but we are composed; we are even surprised that a long period slips out without our realising it. This difference is due to the difference between objective and subjective time. The Fourth Law asks us to save objective time as well as subjective time.

(6; p34)

## EVERY BOOK ITS READER

Every book its reader. The book pleads with the librarian as follows: *I am inert. Of my own accord, I am unable to leap into my reader's hands. My voice is not audible to him. I depend on you for my being taken to my reader or my reader to be taken to me.* Every book left for long on the shelf pining away for its reader, covered with dust, and untouched by readers, would leave a curse on the librarian. It will leave a curse on the library authority too, if it does not provide librarians, adequate in quality and sufficient in number, to find readers for every book.

(6; p31)

## UNPLEASANT EXPERIENCE

It is difficult for a librarian to escape being misunderstood or misinterpreted by some reader or other. Sometimes, it leads to an unseemly situation on the floor of the library. It makes one feel miserable. But it is not all one-sided. Probably for every one such mishap, there are hundreds of pleasant experiences. But the scar of misery lasts longer than the feel of a kind touch. A librarian should learn to heal quickly the wound occasionally caused by unreasonable readers. To minimise its recurrence, a librarian will have to be firm. To be firm without offence, to combat the momentary unreasonableness of a reader without losing him as a customer, and to be good, kind, and helpful to readers

without passing for a simpleton totally insensitive to bullying, is an art difficult to practice. However, there are many compensations in the life of a reference librarian.

(6; p126)

### **GOOD TEMPER FOR TWO**

Even experienced men lose their temper when over-worked and exhausted. As reference service is a new idea, the amount of physical and mental strain it involves is not yet realised by those in power. Explosion between reader and librarian develops occasionally, and the recipe for such miscarriages: is there one? One really cannot say, because we all go on doing our job to the best of our ability, learning from actual experience – and then find out knowledge has come a trifle late for practice. Life batters us into shape; we are examples and spectacles to the young at our heels. There is a modern craze for sharing. May be the sharing out of good temper – witness Henry James's four words: *Good temper for two*, would help to solve the problem of facing readers.

(6; p115-6)

### **REFERENCE LIBRARIAN**

Readers know that their new love often prefers to live amidst its own kith and kin – in joint families of enormous size. Hence when they do not find it alone, they go in search of it in such joint families – general treatises. But these joint families have the uncanny practice of having similar names and class numbers painted on their door front. The reader enters one of them in high hope. But to his disappointment all the sisters are there but not his own sweetheart. He has to withdraw with discomfiture and try the next one so on. Sometimes continued disappointment overpowers him. Shyness comes on him. He then goes away in disgust, too dejected by too many failures. When the reader has to look up such partially comprehensive works even the catalogue may desert him. And it is only the human reference librarian that can be of help. The reference librarian has to play the part of the old granny. He should direct him with kind words like *She is in that family, living in that green house*.

(8; p122)

Books are mute; they are immobile; and they cannot shout to the readers, as it were, *I am the book you want. Please come and read me*. Therefore, precision of books is only half the battle. To make the books work, human canvassers and interpreters are necessary. These are called *Reference Librarians*. Their service is called *Reference Service*.

(17; Vol. 8, 1971, p294)

The reference librarian in the Specialist Library should closely watch the reader when he comes to the library, what kinds of books and periodicals he reads, what are the subjects he is interested in, etc. He should also watch him when he is at his work in the laboratory or at his work-table, his temperaments, etc. He can also have an informal talk in the canteen. The reference librarian in a Specialist Library should also keep a watch

on the trends in the parent organisation – change in objectives, change in business production, or research activities.

(17; Vol. 7, 1970, p89-90)

Any service to reader – specialist or generalist – will have to be ultimately on person to person basis – on individual reference librarian to individual reader basis.

(17; Vol. 7, 1970, p304)

### **IMPORTANCE OF REFERENCE SERVICE**

Reference Service marks the ultimate stage in the reader–document–staff context in which the Five Laws of Library Science reach their fulfillment. This is the human part par excellence in library practice.

(17; Vol. 3, 1966, p303)

In rendering the service, the whole man in the librarian should be brought into harmonious action. Knowledge of documents and a knowledge of the psychology of the readers are equally essential.

(17; Vol. 3, 1966, p303)

### **SKILL IN REFERENCE SERVICE**

Any skill improves by repetition. But the profoundness which practice secures for skill in reference service is remarkable.

(6; p122)

### **REFERENCE BOOK**

The staggering succession of inventions prove too many for memory. It can only take in and retain so much. It is impossible for the memory of any one to hold even a billionth part of what there is to be remembered. And yet any of us will have occasion to know and use any of the billion existing facts. To meet this dilemma humanity invented writing materials printing and more recently a special class of books – reference books – to relieve memory of a considerable amount of its contents. Indeed a reference book is an *externalised memory*.

(10; p39)

A reference book cannot be read throughout. Hence, however conscientious a reference librarian may be, it is hardly possible to know all its nooks and corner by a formal study at the preparation stage. Absorption of its unusual features or the unexpected pieces of information scattered in it becomes far easier when a nascent awareness is stimulated and maintained at a high pitch by the thrill of grappling with a difficult problem in the presence of an expectant enquirer. A moment's experience or stay at this high level of energy can be far more productive in getting a masterful grasp of a reference book than

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hours or even days of a dull mechanical poring over its pages. While in such a stage, it happens that not only is the particular book on hand rendered transparent and illuminating but it even discloses its integral relation to several other reference books and delightfully lands us at an eminence which gives a clear and lasting view of past reference experiences in almost a prophetic inter-relation with what awaits in future. It is possible to describe this supreme type of experience in full detail as it is so essentially conditioned by its concreteness with all its infinite shades of context, which goes into our very being but gets distorted by any attempt at generalization or abstraction.

*(6; p122-3)*



## *Chapter 12*

# **Classification**

### **CLASSIFICATION AND EDUCATION**

Classification is one of the unavoidable incidents in broadening education into a great highway whereon all can travel to the end of life. It is a technique that is inextricably involved in education – education which is not merely the progressive unfoldment of the personality of each individual to the fullest extent and at his own speed but also a composite social process whereby organised community itself develops its own personality and efficiency. The invention of classificatory language is, therefore, not a mere professional indulgence but a necessity brought on the library profession by its new primary mission of education.

*(12; p392)*

### **CLASSIFICATION AND THINKING**

Indeed, a person gets better educated, his mind gets more acute and analytical, and he becomes a better thinker if he is exposed effectively to the results of classification in the stack room, and in the catalogue, in the indexing periodicals, in abstracting periodicals, and in the organised way in which a book conforming to the principles of classification develops its subjects.

*(7; Sec. XB7)*

### **CLASSIFICATION SHOULD BE TAUGHT**

Today classification is assigned to a late and hurried stage in the course on Logic, chosen only by a section of the students at the university stage. This amounts to a merely formal recognition of its existence. It is necessary that the rudiments of deliberate classification should be taught to every youth before being discharged from school.

*(7; Sec. BB4)*

### **FUNCTION OF THE CLASS NUMBER**

The functions of the Class Number is exhausted as soon as the reader enters the region indicated by it. Thereafter the numbers do not occupy his thought or distract him. His mind is fully occupied with the helpful filiiary way in which the names of his books follow one after another. He is delighted. This delight is at bottom due to the satisfaction

## **Classification**

of unexpressed wants and to the getting of something which he did not know how to ask for. This represents a deeper function to be performed by the library catalogue.

(1; Sec. DC11)

### **CLASSIFICATORY LANGUAGE**

Knowledge all over the world is being diversified along one line and synthesised along another in a continuous almost bewildering flux in varied media, a *lingua franca* with fixed etymology and semantics, and a syntax capable of marshalling and presenting it all in the most helpful filial order is indispensable. Whether he knows it or not, it is involved in the least demand of the most ordinary reader. It is known by those who serve him to be an imperative necessity. It is needed so, to organise contributions to knowledge of all kinds expressed in diverse languages as to establish contact between them and the readers in the measure of their affinity and specificity. Classificatory language is the only *lingua franca* answering this purpose.

(12; p21-2)

### **ARTIFICIALITY OF CLASSIFIED SEQUENCE**

The open access system brings to prominence the necessity for initiating the freshman in the scheme for classification in use. For, under the pressure of the Laws of Library Science, an open access library arranges its books in a classified sequence in accordance with some scheme for classification. However logical the scheme may be, it cannot escape altogether an element of forcedness and artificiality. There is no unique system of natural classification even for the universe of knowledge in abstract. When it comes to classification of embodied knowledge or books, many complications set in.

(8; p88)

### **DEWEY'S NICHE OF FAME**

Dewey has achieved enough to be immortalised and be provided with a special niche of fame, even by his one bold attack on the notational barrier. To exploit the territory so conquered to the maximum possible extent and to consolidate the position – to do that alone – was the task of a life-time. It is easy for us who stand on his shoulders, as it were, to say *He was so near it and yet he did not reach it*, but it would be irresponsible, ungrateful and irreverent to say so.

(12; p332)

### **DEWEY'S CONTRIBUTION**

The first to make classification finer by breaking through the notational barrier with the phenomenal success was Melvil Dewey. He realised the potentiality of decimal fraction

notation to provide for filiation interpolation of classes and their ordinal representation. With the freedom it gave, in 1876 he increased the groups at one stroke to beyond 1,000.

(12; p326)

### **OVERPOWERING THE CLASSIFICATION SCHEME**

Subjects began to multiply faster and books appeared in classes of still narrower extension. The result was that even Decimal Classification's 1000 classes merely meant *broad divisions* once again; and the persistence of alphabetical or accession arrangement within each of them mixed up subjects too promiscuously to be of help. The very helpfulness of having as many as 1,000 classes arranged in a filiation order was responsible for bringing to notice in an arresting way the unhelpfulness of such mixing up within each class.

(12; p326-7)

### **KEEPING THE SCHEDULE UP-TO-DATE**

Dewey found his creation too going down very soon to the status of *rough classification*. But his decimal fraction notation was a powerful weapon and he used it incessantly to go on increasing the number of classes and thereby making it finer again and again. He brought out edition after edition, the size swelling on each occasion.

(12; p327)

### **FUTILITY OF READYMADE CLASS NUMBERS**

Now and again, Dewey realised the futility of attempting to enumerate all the possible subdivisions of a class and give their numbers in a readymade form. It acted as a clog. He felt that one way of checkmating the surging onslaught of the book-world reducing the obesity of his schedule would be to share with classifiers the task of reaching co-extensiveness. He felt the need for throwing on them the duty of building up by themselves some of the class numbers at least.

(12; p328)

### **DEWEY AND CO-EXTENSIVE CLASS NUMBER**

The achievement of Dewey is a marvellous step towards the ideal of co-extensiveness between a specific subject and its class number so that the books on no two specific subjects may get mixed up promiscuously, irritatingly and deceptively. The urge towards this ideal had been working in him all along, though he does not appear to have explicitly stated it anywhere.

(12; p328)

### **PURSUIT OF TRAIL BLAZED BY DEWEY**

The bright new trail blazed by the genius of Dewey has been thinned and finally lost in the waste. The sincerest tribute the library profession can offer its doyen is to re-direct it into more fruitful lands. One step in this direction is to provide that all the facets of a subject be represented in its class number and this is what the Colon Classification seeks to do. We are on the way to finding a co-extensive class number for any subject, whatever be its facets.

(12; p70)

### **TACTICS OF CUTTER AND BROWN**

The tactics of equipping classifiers with a weapon capable of being turned on any subject at will instead of laboriously and exhaustively anticipating and providing class numbers in advance for every possible line of movement of knowledge and of books, had, however, already been familiarised by others. Charles A. Cutter had provided a separate *Local List* or geographical schedule and a separate table of Common Subdivisions. James Duff Brown had similarly provided an independent set of *Categorical tables*. Numbers from these can be attached to any class number to make a closer approximation to the ideal of co-extensiveness.

(12; p329)

### **GROUPING OF SUBJECTS**

Should Meteorology go with Physics or with Geology or with Geography? Should Dynamics go with Mathematics or Physics? Should Astronomy be an independent main subject or part of Mathematics? Should Astrophysics be looked for in Astronomy or Physics? Does Biochemistry belong to Chemistry or Biology or Medicine? Is Veterinary science to be found with books on Medicine or Zoology, or with those on Useful Arts? Do Plant Pathology and Plant Breeding belong to Botany or Agriculture? What about Wave Mechanics, Wave Geometry, and Wave Functions? This string of questions can be lengthened *ad infinitum*. There can be no unique answers to these questions. Whatever be the logical or psychological foundations claimed for each scheme, there is no escaping the fact that at bottom the grouping of subjects is a matter of convention.

(8; p94)

### **SCOPE FOR CLASSIFIER'S ABILITY**

The design of classification should be such that there is scope for classifiers of ability to improvise at least new foci or to sharpen some to meet new situations; the apparatus provided for it should lead to one and only one solution whoever handles it. Such a quality is necessary in a scheme of classification for two reasons; one, the practical one that the work of a library should not be held up by the necessity to look to the designer of the scheme at this level, for his prescription of all the foci; second, the human reason that classification should not degenerate into a purely repetitive boredom but should

provide scope for the exercise and fulfillment of the creative urge in man. In other words, the classifiers should be given opportunity to function also as classificationists a little.

*(12; p438)*

## **TEACHER OF CLASSIFICATION**

A scheme of classification that has organic unity is conceived by a direct, global, intuitive act of consciousness or by a series of such acts; the designer does not analyse, he projects; he does not propose or construct, but disposes and creates. As for the classifier, with him classification soon becomes a habit and he forgets his difficulties as a beginner. If he meets new situations, he more often looks to the designer for help than tackles them himself. A teacher of classification, on the other hand, who has to help beginners, must face every difficulty objectively.

*(12; p18)*

## **MECCANO SET TRIGGERED FACETED CLASSIFICATION**

In a Selfridge's Department Stores in London, I saw for the first time, a Meccano set consisting of slotted strips, wheels, rods, screws, nuts, and pieces of spring. By the combination of a suitable assortment of these pieces several kinds of toys could be easily constructed. I spent an entire hour observing a demonstration of the construction of different kinds of toys with the aid of a Meccano set. It brought to my mind that the alphabet of a language was itself a formidable analogue of a Meccano set. With a few digits, called the letters of the alphabet, an endless variety of words, phrases, sentences, paragraphs, and whole works are being produced, each totally different from every other. Viewed from one angle, the work in every book is only a combination of an assorted collection of the letters of the alphabet. These ideas gave me the courage to think that there was nothing wrong in building up class numbers as in a Meccano set, though the book of the numbers was unusual. I was encouraged to pursue the designing of the Colon Classification as a type of faceted classification.

*(13; p16-7)*

I decided that the onslaught of the new subjects of today could be met by a scheme only if it was based upon a multiple foundation. Then, I happened to visit one of the shops of Selfridge. There, I saw, for the first time, a Meccano Set. It consisted only a few metal strips, small metal plates, a few wheels and axles, some screws and nuts, hooks and pieces of strings. With this set, the shop-keeper would make all the kinds of toys. This gave me a clue. I decided that a Classification Scheme should be like a Meccano Set. It should not give an enumerative list containing thousands and thousands of class numbers to suit all the subjects. On the other hand, it should consist only of perhaps two or three dozen short lists – each of a page or two – of isolates and not of compound subjects. The classifier should analyse a subject into its isolates or facets and then pick out the

## *Classification*

correct facet numbers from the appropriate short lists and synthesize them into a Class Number.

(17; Vol. 6, 1969, p199)

### **BRIDGE LANGUAGE**

The natural languages current in the world are many, and documents of value are being produced in most of the languages. It is impracticable for any scientist, deeply involved in his own field of speciality to learn all the languages in order to be able to locate the documents of his interest written in other languages. If such linguistic group produces a classified bibliography of the current documents in its area, and if they all use one and the same analytico-synthetic classification the classificatory language will prove to be an efficient bridge language.

(13; p190)

### **CLASSIFICATION, DESIGN, SCHEMES...**

Due to increase in literacy, there is now a great increase in the number of generalist readers seeking to find books suited to them from among thousands of books expounding a large variety of subjects. In addition, in order to conserve the research potential of humanity without wastage due to united duplication of research, each specialist reader has to be served with articles in periodicals relevant to his work – that is, micro documents – pinpointedly, exhaustively, and expeditiously, in order to satisfy respectively Laws 2,3, and 4 of Library Science. For this purpose, Classification should be made very deep and powerful.

(17; Vol. 6, 1969, p199)

During the First Century of the Classification Era, a good number of schemes have come out. Their comparative study has enabled us to realise that the design of classification has entered the Spiral of Scientific Method. Each cycle in this spiral is made of work pertaining to the one quadrant of intuition and to the three quadrants of intellection.

(17; Vol. 2, 1965, p23)

The terms *Like* and *Unlike* are in respect of a single attribute or a complex of attributes. Classification in this primitive sense should have originated with the primitive man. It is practised very early in childhood. It may be done on the basis of a single characteristic to begin with. But, with the evolution and the development of the cortex of the brain, the single characteristic has been giving place to a characteristic – complex; the complex itself has been steadily increasing in complexity. A single characteristic gives place to a Train of Characteristics. DC represents this stage. A single train of characteristics has now given place to Sequence of Trains of Characteristics. CC represents this stage.

(17; Vol. 1, 1964, p3)

In its first sense, classification means dividing the existents of the universe of discourse – concrete or conceptual, things or ideas – into different groups.

In its second sense, classification is arranging the groups formed by the classification in sense 1.

The groups can be arranged in one or other of several sequences. The number of possible sequences equals the number of permutations of the groups. One of these sequences has to be preferred in classification in sense 2. The sequence preferred should be one as helpful as possible for the purpose served by the arrangement.

(17; Vol. 1, 1964, p3)

Arrangement in a sequence is in effect a Linear Arrangement. But the universe of knowledge is a multi-dimensional one. Therefore Classification in sense 2 – that is arranging – virtually amounts to mapping a multi-dimensional space on a uni-dimensional one. To change the analogy, it amounts to transforming a multi-dimensional space into a uni-dimensional one.

(17; Vol. 1, 1964, p4)

Compromise between conflicting claims is a well-known principle in practical life. So it is in the design of a classification too. In other words, each method should be used as a check on the other. At what stages and how often the check up should be made will vary with the context of the subject and the experience of the designer of classification.

(17; Vol. 1, 1964, p19)

The depth classification has to organise not the universe of the frozen micro-thought of the past – but with an extremely turbulent and fast developing universe of nascent micro-thought.

(17; Vol. 1, 1964, p38)

The term *Classification* should be taken to include also the representation of each group of subjects – that is, each subject or each subject-complex of any possible degree of intension – by a unique ordinal number of its own. This is necessary to re-insert, in its correct place, any book taken out of the shelves or any entry taken out of the classified part of the catalogue.

(17; Vol. 5, 1968, p4)

There will always be a ceiling on classification; although Dr. Ranganathan has done a great deal to raise the ceiling a little higher than it was in Dewey's or Cutter's day. The ceiling will be low until we can solve the problem of the psychology of the user... Only God can make a classification true to the needs of all readers at all times.

(17 Vol. 5, 1968, p296)

## ***Classification***

There is another phenomenon in the subject document relation. At the beginning of its creation, a subject is usually able to attract to itself only articles in periodicals. As time passes on, some of them attract to themselves whole book – that is, macro documents. Therefore, convenience suggests that classification for article-level and that for book level should be the same.

(17; Vol. 6, 1969, p199)

### **CLASSIFICATION OF KNOWLEDGE WITH AN ANALOGY IN VEDIC SCHEME OF CLASSES**

The Vedic Scheme of Classes postulates four Main Classes of knowledge – Dharma, Artha, Kama and Moksha. These main classes correspond roughly and successively to our modern partially comprehensive classes:

Religio-Social Sciences with Law as an auxiliary (= Dharma);

Economic–Political Sciences with Natural Sciences as auxiliaries (= Artha);

Creative or Fine Arts including Literature and Linguistics and Psychology as auxiliaries (= Kama); and

Spiritual Experience with Logic, Epistemology and Metaphysics as distant intellectual auxiliaries mediating between intellectual and trans-intellectual experiences (= Moksha).

(17; Vol. 2, 1965, p3)

### **THE HELPFULNESS OF CLASSIFICATION**

If a scheme for classification forms an essential element to be built into a document-finding system, the helpfulness of the document-finding system will depend upon the efficiency of the scheme for classification in keeping step with the incessant growth of the Universe of Subjects and also with the variation, from time to time, of the subject approach of readers. To secure this efficiency, the scheme for classification should be based on a dynamic theory of classification.

(17; Vol. 7, 1970, p99)

The Universe of Subjects is turbulently growing at every moment. To keep pace with it, classification has to be based on a sound resilient foundation. It should be capable of meeting any proliferation whatever in the Universe of Subjects. At the same time, Classification should present only short class numbers to generalist readers needing books of great extension and of little intension.

(17; Vol. 3, 1966, p304)



## **CANON OF RELEVANCE**

Do not think that the Canon of Relevance is only for classification. It is also helpful in our thinking and we have to use it in our day-to-day work.

*(17; Vol. 4, 1967, p286)*

## **INERTIA IN DEVELOPMENT OF CLASSIFICATION**

Inertia is a well-known quality of things. Even the human mind shares that quality to some extent. But the life-force prevents the absolute sway of the Law of Inertia over the humans. Therefore, it has to allow itself to be replaced by the Law of Least Action in all human work, mental or physical. This has retarded the development of schemes for classification of subject.

*(17; Vol. 6, 1969, p206)*

## **INVARIANTS IN CLASSIFICATION**

However helpful and even necessary such a complex of invariants may be in mapping the universe of knowledge of today, on a uni-dimensional space, the inertia and the conservatism of some librarians make them allergic to it. They oppose it. They denounce it. But this cannot hold back the work of the forward looking librarian.

*(17; Vol. 1, 1964, p4)*

A theoretical determination of the helpful complex of invariants to be aimed at in classification in sense 2 is made even more difficult by some of the qualities of the universe of knowledge.

*(17; Vol. 1, 1964, p4)*

Experiments show that the mere fact of a scheme being faceted does not go the whole way in determining the invariant-complex to be preserved. It is felt that the desirable invariant-complex cannot be seized with our present methodology and mode of thinking, by searching for them in the phenomenal, surface level of the universe of knowledge. At this level, the invariant-complex appears to play the will-o'-the-wisp. To escape its tantalisation a break through the phenomenal surface level has been made and a dive taken towards the noumenal seminal level.

*(17; Vol. 1, 1964, p6-7)*

## **HELPFUL SEQUENCE OF CLASSES**

The advantage of postulates is that the question of their being right or wrong does not arise. The only reason for accepting them is that work based on them leads to a helpful sequence of the classes in the universe of knowledge.

*(17; Vol. 1, 1964, p7)*

## ***Classification***

We should not go to the Law making Parliament on every occasion. On the other hand, we must try to use the Principles for Helpful Sequence implied in the Laws of Library Science, already listed. We must use the rules framed under the act rather than go to the Parliament.

*(17; Vol. 1, 1964, p221)*

### **SCHEME OF CLASSES**

#### **Scheme for Classification of Universe of Subjects**

Let us represent the Universe of Subjects by an unknown terrain with all kinds of surprises at every turn. Here comes an analogy from Valmiki's Ramayana. The King Bhagiratha goes in advance in his chariot carving out a suitable course for the river Ganga; and the river is tamed and trained to follow that course. Similar is the relation between Universe of Subjects, Theory of Classification and Scheme for Classification.

*(17; Vol. 6, 1969, p213)*

The Schemes for Classification of applied subjects available till now have been improvised rather superficially. Their roots do not run deep enough to make them stand the challenge of the new developments in the universe of nascent micro-thought. They had been put up adhoc to meet the exigencies of the moment. They therefore breakdown frequently.

*(17; Vol. 1, 1964, p38-39)*

In relation to enumerative classification, a statement of the classes of knowledge in their helpful sequence is known as a Scheme of Classes.

*(17; Vol. 1, 1964, p7)*

In an enumerative classification each class in the Scheme of Classes is fitted with its (CN). The result is a single Schedule of Classes. It forms the Scheme of Classification.

*(17; Vol. 1, 1964, p9)*

It is helpful to distinguish between a Scheme of Classes and a Scheme of Classification. The latter differs from the former in having a distinctive class number to represent each class.

*(17; Vol. 2, 1965, p4)*

### **DESIGNING A CLASSIFICATION SCHEME**

The scatter of the tongues of flame shooting up from a pile of logs cannot be changed to our liking and brought into a line by catching the tongues of flame and rearranging















































Gopinath, M.A., ed.  
Memorabilia Ranganathan  
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