PROCEEDINGS

OF THE

SIXTH ALL-INDIA LIBRARY CONFERENCE

HELD IN

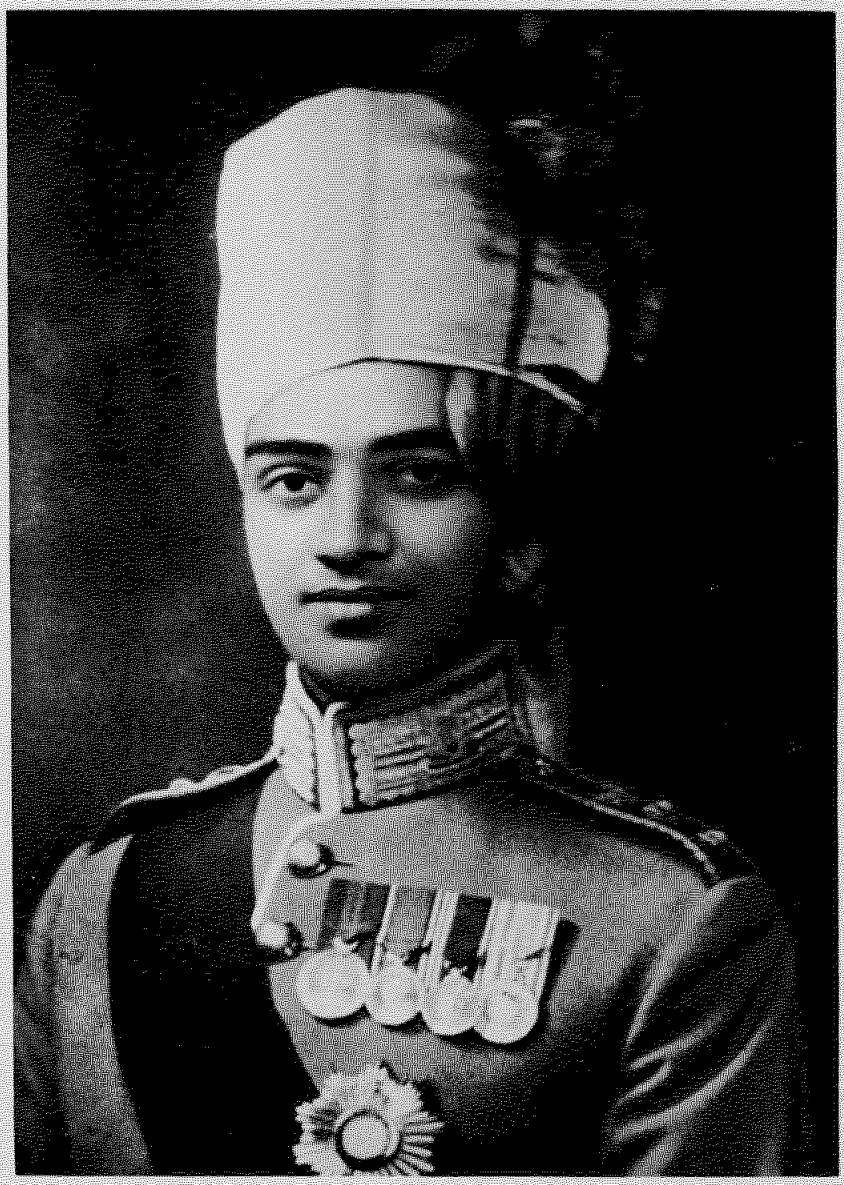
JAIPUR

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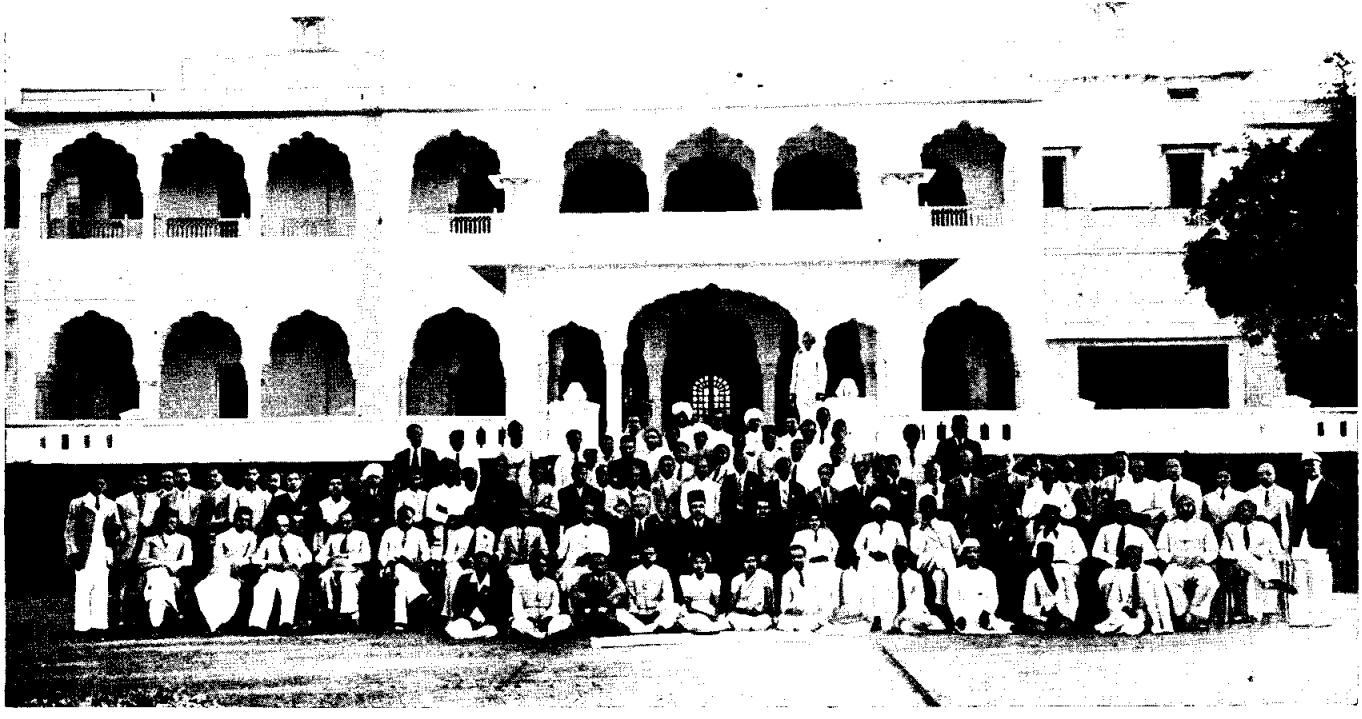
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6. Dr. N. Ray, Librarian, Calcutta University Library. 8. Khan Bahadur K. M. Asadullah, Librarian, Imperial Library, and Hony. General Secretary, Indian Library Association. 9. Mr. J. C. Rollo, President of the Conference. 10. Amin-ul-Mulk Sir Mirza Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur. 13. Rao Sahib S. R. Ranganathan, Librarian, Madras University Library. 14. Dr. P. M. Joshi, Librarian, Bombay University Library.

APPENDIX V

ADDRESSES.

1. INAUGURAL ADDRESS DELIVERED

by

AMIN UL MULK SIR MIRZA M. ISMAIL, K.C.I.E., O.B.E.,

Prime Minister, Jaipur State.

LADIES AND GENTLEMEN,

It is may privilege, on behalf of His Highness the Maharaja, and the Government and people of Jaipur, to extend a very cordial welcome to the members of the Indian Library Association and the delegates to this conference. This is no mere official welcome. Your presence here is very gratifying to us all personally. It is well realized among us that plans for material development are unavailing unless there is the same zeal for educational progress, and we realize, too, that in such progress, the library movement and its wise and scientific direction are of great importance. The notable history of the encouragement of learning in Jaipur has been outlined in the booklet which has been prepared as souvenir of this conference. Modern scholarship also flourishes here, and we expect your deliberations and influence to stimulate its growth.

Of the three professed aims of the Indian Library Association, the second and third—the promotion of the training of librarians and the improvement of their status—are closely related. The importance and complexity of the true librarian's duty are as yet insufficiently realized in this country. It can be properly performed only by men of high capacity, after a specialized training; and such men will not dedicate themselves to this work and submit to this training unless the librarian's status and emoluments correspond to his duty. But this also must be remembered—that no amount of special training will make a librarian out of an uneducated man. It is because of the prevalence of uneducated librarians, trained or not, that the present status is so low. Still further, even an excellent education plus an excellent special training will never make a real librarian unless with them goes reading of an exceptionally wide and intelligent kind. You will not quarrel with me for placing the ideal so high. You desire that the academic librarian should be of professorial standing. I agree, but stipulate also that he must be of professorial quality, not rivalling the professor, of course, in detailed learning within a particular sphere, but often excelling him in range. Naturally, there are many libraries which do not need, and could never obtain, such scholarly librarians. Nevertheless, they can have what I have called *real* librarians—men who, besides their special training, have a good deal of education and are always seeking to extend it by the scope of their reading and study. And such a librarian will deserve a far higher status and salary than is now commonly given to those in charge of such libraries.

The other aim of the Indian Library Association—which is stated first and is of prime importance—is "the furtherance of the library movement in India." This aim is very comprehensive. Judging from the proceedings of previous conferences, it is concerned very largely with library-scholarship—definition, classification, and so on. It is clear that in this science of librarianship India, and this Association, have already attained very great distinction, largely through the scholarly and original work of the Madras University Librarian, Rao Sahib S. R. Ranganathan, who has also stimulated many others, and, in particular, this own very able assistants. These are attractive people. When one glances through the volumes of proceedings, one is at first dismayed by the extremely recondite titles of many of the papers, and their statistical appearance, but when one begains to read one finds plenty of humour, and an intellectual aliveness that is quite stimulating. I imagine that such work, which is being carried on in various parts of the country with the encouragement of the Association, is of international standard and value.

On the other hand, I hope that neither the Association nor our librarians will spend too much of their time and thought on such matters. Their practical importance is, perhaps, less than the library technician is apt to imagine; and there is here a special temptation for the subtly refining Indian mind. I think it should always be kept in view that a librarian's prime duty is the actual service of his readers, in two ways: making the right book as readily accessible as possible, and giving each reader the kind of friendly encouragement and guidance of which he stands in need. It is desirable that every ambitious librarian should have this as the height of his ambition –to be remembered gratefully by many generations of readers. There is no genuine librarian, high or low, who cannot attain this ambition, and no librarian who neglects this is worthy of recognition.

You are going to have a strenuous time in your meetings during the days of the Conference, and I hope that all will go most smoothly and profitably and democratically. Sometimes, at conferences, the same people are always bobbing up, to the boredom of the multitude and the chargrin of others who want a hearing. I am sure you are exempt from this, as from all other possible defects of conferences. I hope you will have a very enjoyable time here, and that you will have none but pleasant memories of us and our city.



Amin-ul-Mulk Sir Mirza Ismail, K.C.I.E., O.B.E.,
Prime Minister, Jaipur.



Rai Sahib Pandit Suraj Narain, M.A.,
President of the Reception Committee.

2. WELCOME ADDRESS

by

RAI SAHIB SURAJ NARAIN, M.A.,

President of the Reception Committee.

LADIES AND GENTLEMEN,

It gives me sincere pleasure to have the privilege of offering you, distinguished delegates, a warm welcome on behalf of the Reception Committee to this sixth session of the All-India Library Conference. The cause of learning and culture which you have undertaken to uphold and promote through the extension of the library system throughout the country is a high and noble one, second to no other cause. In its various aspects it aims at raising the level of intelligence, culture and sanity generally, and serves to create a fuller and larger life in the country; and thus in its results contributes to the public well-being, economic and moral, and to the peace and prosperity of India. You have taken the trouble to come from distant parts of the country, and this shows your earnestness, determination and enthusiasm for the advancement of your great cause. I am grateful that you have chosen Jaipur as the venue of this session. Jaipur has been for long a centre of art and learning, and the generous patronage which has been extended by a line of illustrious rulers has given it an eminent position in both. The most distinguished of these royal patrons was Maharaja Sawai Jai Singh, well known to you, who founded the city of which we have such cause to be proud and built observatories in Jaipur, Delhi, Ujjain and other places. He had a European reputation in astronomy, and with a unique devotion to learning gathered about him a galaxy of great scholars from Delhi, Maharastra, Gujerat and Bihar. Another eminent name as a devoted patron of art and learning is that of Maharaja Ram Singh, who invited and welcomed artists and scholars from far off places, and who founded the Maharaja's College, the Sanskrit College, the School of Arts and the Museum, and supplied this place with many amenities, such as roads, waterworks and gas lighting, at a time when they had not been thought of even in Agra and Delhi. In the present liberal, progressive and enlightened regime, the effort in the cause of art, industry and education has been redoubled, and a large scheme of education has been undertaken by the Government. I may mention that the Jaipur Post-War Reconstruction Committee has put up comprehensive proposals and recommendations, which among other things include a very wide extension of schools and colleges, the inauguration of a university, and the opening of town, village and travelling libraries on an extensive scale in the state. It is thus in the fitness of things that you have chosen Jaipur for your memorable meeting.

Men have an instinctive love of knowledge, and they began to write and collect books at an early period. They were led by their curiosity and impulse towards progress to make collections of books and establish libraries. In ancient times the libraries of Egypt and Greece and later of Rome were famous, and contained thousands of manuscripts. In these days the British Museum, the Bodleian Library at Oxford and the Brooklyn Library in New York are the largest, containing millions of printed volumes and thousands of manuscripts. In India too there were great libraries in places like Nalanda, Taxila, Benares and Patliputra. The present library movement, though of recent origin, has given rise to an increasing number of these institutions. The value of libraries cannot be exaggerated, as the preservation and augmentation of books is an essential pre-requisite of progress in all departments of human welfare and culture. Libraries preserve for us the most cherished and precious possessions we have inherited from the past. Such a conference as this is both an act of veneration and gratitude to the sages and scholars of the past and an evidence of our foresight and solicitude for the welfare and progress of our children.

The organisation and administration of libraries would appear to be a simple and easy business to a superficial observer. But really it is replete with technical and complex problems. You will deliberate how to devise methods for the establishment of different kinds of libraries: town, village, regional, central libraries; school, college and university libraries; and special libraries. You will I am sure tackle the problems of scientific library management and library training, of the functions of the state and the people with regard to libraries, and many other topics. I hope that you will solve many knotty problems, and that your deliberations will be productive of concrete results in the form of a general extension of good libraries in the country, which will help our people to live a better, fuller, more useful life.

I would express the hope that you will enjoy your stay here, and wish you all success in your deliberations. And may I offer our sincere thanks to Sir Mirza Ismail, our distinguished and popular Prime Minister, for so kindly inaugurating this conference?

PRESIDENTIAL ADDRESS

by

MR. J. C. ROLLO, M.A.,
Special Education Officer, Jaipur.

May I thank you for the honour of this office to which you have been kind enough to elect me? Valuing it very highly, I wish it were not mine. I wish that Mr. Sargent were here. The members of the Library Association know well how much it owes to his guidance, and that he is especially devoted to its welfare. He will be missed at this conference. I wish also that, in his absence, it had been possible to find a visiting president, prominent in the public life of the country. The time will come when the Association, with its conference, can stand firmly upon its own prestige and authority. Meantime, it remains in need of such help.

But patronage can do little until the Association itself becomes completely representative. This is a library association, not merely a librarians' association. It needs lay members— their enthusiasm, their subscriptions, their corrective influence upon professional pre-occupations. The library movement should be a public movement if it is to meet the public need. But still, this is, and will be, very largely an association of librarians— the only means by which they can work together. Therefore, every library which can possibly manage it, should be represented here. In Bombay a despairing appeal was made to universities to send their librarians. One realises the difficulties of deputation and, at present, of travel; but perhaps the universities do not realise how important is their leadership, through their representatives, in this movement. Of course, just as librarians must be counterblasted by laymen, so university librarians must be counterblasted by those others less academically inclined, and concerned to meet a wider, less scholarly need. But all should come together, using this opportunity.

The present system, or unsystem, of haphazard management and experiment all over the place is desperately wasteful. Co-operation in every department of library management will mean economy in finance, greater economy in time and labour, and greatest economy of all by the avoidance of mistakes and failures, wasting the urgent opportunity of these days. The Library Association will never legislate or interfere with people's independence, but if it can be made representative it will exercise a decisive influence of the best kind.

That influence will succeed ere long, let us hope, in securing the adoption, throughout the country, of a uniform scheme of training in librarianship. As was pointed out at Bombay, by Mr. Sant Ram Bhatia, training centres are of little use if the training has no definite value. Again, we may hope that a fully representative Association may be able to work more effectively for another of its declared objects—improvement in the status of librarians. In its own activity, the Association makes it plain how intricate and scholarly is the work of the Librarian, and how competently it is done; and it insists on the training without which this status-earning competence is impossible. Growing respect for the Association reacts inevitably on the position of those who compose it.

Already the different types of resolution passed by the Conference have met with a not unfavourable response from the authorities to which they have been communicated. Governments and universities are clearly inclined to be friendly; they recognise the standing of the Association, and show a desire to meet its suggestions. I think the attitude of the Inter-University Board in particular is much to be appreciated. It is a little disquieting, however, to discover that the Assoiation is not entirely faithful to itself. Committees which have been entrusted with important work, which would go far to establish the prestige of the Association, are apt to do nothing. We may be sure that in time, the Association will receive just as much recognition as, by the consistency of its efforts, it deserves. No less, and no more.

Looking through the proceedings of past conferences, one finds them, to one's surprise, rather fascinating reading. I am afraid my favourite passage is the impromptu sketch, given at Bombay by a well known university librarian, of the visiting stockchecker, who begains his task with energy and joy, but by the third month becomes weary, receives an imperative telegram, demands of the *librarian* a list of the books that are missing, and takes his departure, having carefully recorded the undusted rack in the corner. I hope that this year's discussions may be enlivened by such passages. But of course the main impression given by the record is that the Association has already been building up a corpus of considered opinion which will prove an invaluable help throughout the country in the solution of the many problems of librarianship.

This year's conference is of special importance. The time is critical, because of its swiftly passing opportunity. Determined plans are being made for educational progress in the widest sense. This progress inevitably includes a vast extension and a vast improvement of the library provision throughout the country. Many kinds of help, for example, are to be given to the very numerous research men who will now be required for



Mr. J. C. Rollo,
President of the Conference.

economic and industrial development. The Association has shown its awareness of this need by undertaking a compendium of both periodicals and pamphlets of a scientific and technological kind. Doubtless there is much more that it can do, in both bibliographical and other ways.

Incidentally, I wish the Conference could come to a decision about the suggestion made in Bombay by Rao Sahib Ranganathan that the right agency for bibliographical purposes would be "a bibliographical bureau, composed both of research workers and librarians." Bibliography, however, is only one of the urgent demands of the post-war time, to be prepared for now. There are the needs of students, to which I shall refer in a few minutes. And, perhaps above all, there is the leading part which this Association needs must play in our great task of providing everywhere for those who hitherto have had few books or none to read—so that literates slipped back into illiteracy, and the schoolboy's reading stopped with his school days. Free public libraries in every city, as was so eloquently urged in Bombay by Mr. Dadyburjor; but not only that,—how can we be content until there is one in every town, and in every village where there is a school? Even economic prosperity depends greatly upon this widespread education, and there can be no democracy without it; but I am sure that to us the idea of education in its own values is more vital still. There can be no evading of this responsibility.

The list of papers for this conference is of exceptional interest, because they meet at so many points the urgent needs of the time. I hope it will be possible for a good many of them to be read. The foreground, however, is occupied by a vast Madras symposium of fourteen papers, dealing with the technical problem, Decimal *versus* Colon Classification.

As you know, the Colon Classification is the invention of Mr. S. R. Rangnathan, and many consider that, not merely in its application to India, but in its general principles, it has a clear superiority over the current Dewey system. Many delegates, no doubt, have read the remarkably interesting article on this undoubtedly brilliant conception, by Mr. Bernard Palmer, of the Acton Borough Library, in London, which appears in the preliminary Conference issue of the Punjab Library Association's Journal. By the way, there may well be other British—possibly also American—librarians in the country just now. In the armed forces—among both officers and other ranks—there are great numbers of highly educated people, very desirous of contact with the intellectual life of India. Any librarians among them could be found without great difficulty, and quite stimulating talk and correspondence might result. Mr. Palmer, at any rate, has been discovered, and the exemplifies the foreign appreciation of Mr. Ranganathan's system. He is disappointed that this excellent Swadeshi product has not yet been adopted all over the country, and suggests provincialism as a possible reason. But this seems hardly just. In promoting, at this session, an exhaustive comparison of the two systems, and in the meantime keeping an open mind, the Association is acting as it should.

If the Conference can sift the matter thoroughly, this will be a very great service to libraries throughout the contry. Probably we shall be able only to begin the sifting, and it must be delegated to a committee—which, I hope, will include one or two goodly decimal-minded conservatives, learned enough and bold enough to stand up to Mr. Ranganathan, so that we may be assured of the sort of discussion that really will result in a right and final decision. We have reason to be indebted to the many librarians each of whom has worked out for this conference a comparison between Decimal and Colon in some particular field: this is the only way to test the matter.

Thomas Carlyle has gained the special allegiance of librarians by his dictum,—"A true university in these days is a collection of books."—Alas! it was but a paradox, and intended no disrespect to the professorial fraternity. And the truth in it is of importance—first, that the person most handicapped in regard to formal education can become well-educated by his own reading; and, second, that a university student who does not read, and read far beyond the formalities of his prescription, remains an uneducated man. But when the librarian, rejoicing in this support, insists that the library, with himself as its complete professorial faculty, is the very essence of the university,he surely goes too far. In my diligent study of the conference records, I find that once a young university librarian (his age is not on record, but youth shines through his words) followed up this Carlyle quotation in these well-chosen terms.—"In ancient times, when printed books were rare, it was natural that scholars gathered and sat at the feet of a teacher to learn. But the insipid lectures of a modern university professor scenting midnight oil have no more enamourment, and the student wants to get his inspiration from original sources." The language is original, but it is crystal clear. History does not record the reception given to this essayist by his professorial colleagues on his home return.—Now there is no harm in this; it is disarming, and one can easily understand the mood in which it was written: but I think there is a possibility that the librarian, especially when he is conscious that his deserts have not been given him, may exaggerate the value of the merely printed word. What do our own memories tell us? Is there any of us who, looking back to his school or college days, finds that the library is his most cherished recollection? Most of us will best remember the teacher, the person, irrespective of his subject even, whose personality

possessed the wonderful power of illuminating and enchanting the world of which we also read in books : that power which infinitely transcends any other educational influence whatsoever. Let us, however, accept fully what Carlyle *meant*. Let us agree that our col'ege and university libraries have for the student an importance far beyond what has yet been realised either by him or, as a rule, by his teachers. But at the same time let us remember the limitation of what books by themselves can do for him. There, in the library, as in the lecture-room, he needs both the guidance and the stimulus of a friend. As has been shown earlier, I am far from depreciating the technical functions of the librarian; but I contend earnestly that the foremost duty of a college or university librarian is personal contact with those who come to read in his library. May I remind you of what Mr. Sargent said in that 1940 address which I think should constantly remain before us?—"While a librarian must necessarily possess both the technical knowledge of cataloguing, arrangement, etc., and the administrative qualities which will enable him to control his library with efficiency, he should always regard his primary function as that of a guide, philosopher and friend to those who come in search of his treasures."

Finally, there is one matter on which I venture to express disagreement with Mr. Ranganathan's scheme for reconstruction of libraries, of which the Lahore association which has published it, has kindly sent me a copy. Thi s criticism of a small section does not, of course, diminish one's appreciation of this able scheme as a whole. For a very long time I was at once principal of a college and chairman of the university library committee, and it is on the basis of this dual experience that I disagree with this scheme's view of the relation between the college library and the university library. The scheme proposes that the college library should have no books beyond the subjects provided or in the college curricula, and that even within the curricula it should have only the much-used books. The rest are to come from the university library. Not only, therefore, will the arts college have no science books, but if, for example, a college does not offer political science or sociology, the student will not be able to study these subjects in his own library. But surely he *must* have such an opportunity.

I have written at considerable length about these matters, but as president have ruthlessly blue-pencilled these efforts. Briefly, then, to me it seems essential, even at the university centre but still more emphatically in the *mofussil*, that the college libraries should maintain their independence, and that, as far as they possibly can, they should be self-sufficient. The idea that the breadth and height of a student's studies in his own library should be limited by the list of optionals taken in the college seems to me to confirm the fatal narrowness of our curricular system. Perhaps you know the conundrum—what is the difference between intelligence and education? Answer: intelligence is that which enables one to do without education, and education is that which enables one to do without intelligence. That idea not merely of the *divorce* but of the *antipathy* between education and intelligence might make an admirable comment on university education in many parts of India, including this part; and the essence of the plan of our proposed Jaipur University is the reconciliation of these two—education and intelligence. In the college library, then, the student, not to speak of the lecturer, must find, constantly accessible to him, the widest range of books, and the best books, whether they are more or less common in use. The college library must have also, in large and varied selection, the kind of book that the scheme calls recreative and confines to the public library, for non-academic books also are of immense educational value.

Further, I deprecate the idea that the college library should be dominated and standardized by the university—which means inevitably by the university librarian, whether he makes his victorious advance upon the college under barrage of the vice-chancellor's authority or in the uniform of secretary of committee.

I have reached the end of an address that would, perhaps, have been less fragmentary had there been longer time to meditate it.—I close, still in a certain confusion of mind, not yet having quiteshaken off the reception committee complex and acquired the presidential one, so that at one and the same moment I want to renew the Jaipur welcome to our visitors and to renew our thanks to His Highness and the Prime Minister for the warm welcome we have received. Perhaps it is right to re-emphasize both, and also to express the hope that welcomers and welcomed alike will have ample cause for pride that this grand session of the conference has been held at Jaipur.

APPENDIX I

Lists of Members of the Reception, the Working and other Committees including the office-bearers.

(A) Office-bearers.

Chairman :—

RAI SAHIB PANDIT SURAJ NARAIN SHARMA, M.A.

Secretary :—

MR. K. ISWARA DUTTA,
Publicity Officer, Jaipur.

Joint Secretary and Treasurer :—

MR. GANGA SARAN MATHUR, B.Com.,
Librarian and Secretary, Maharaja's Public Library, Jaipur.

(B) List of Members of the Reception Committee.

1.	Mr. J. C. Rollo	...	Special Education Officer, Jaipur.
2.	Mr. M. V. Mathur	...	Professor, Maharaja's College, Jaipur.
3.	Mr. S. L. Kothari	...	Manager, Bank of Jaipur Ltd., Jaipur.
4.	Seth Sohan Mal Golcha	...	Proprietor, The Zoraster & Co., Jaipur.
5.	Mr. M. A. Mughni	...	Professor, Maharaja's College, Jaipur.
6.	Mr. Ganga Saran Mathur	...	Librarian and Secretary, Public Library, Jaipur.
7.	Mr. K. L. Bapna	...	Advocate General, Jaipur.
8.	Mr. S. K. Mukerji	...	Muntazim, Kapardwara, Jaipur.
9.	Mr. R. S. Misra ...	...	Principal, Podar Intermediate College, Nawalgarh, (Jaipur).
10.	Mr. V. N. Pathak	...	Inspector General of Police, Jaipur.
11.	Mr. P. Bhaumik	...	Assistant Secretary, Law Department, Jaipur.
12.	Mr. H. C. Golcha	...	Zoraster & Co., Jaipur.
13.	Dr. A. R. Normand	...	Jaipur.
14.	Rai Sahib Pt. Suraj Narain Sharma.		Controlling Officer, Public Library, Jaipur.
15.	Pt. Ganga Sahai Purohit	...	Secretary to the Govt. in Finance Department, Jaipur.
16.	Dr. G. Dessau ...	...	State Geologist and Mining Engineer, Jaipur.
17.	Mr. S. C. Mukerji	...	Assistant Superintendent, Jaipur House at Mayo College, Ajmere.
18.	Dr. Jwala Prasad	...	Retired Superintendent, Lady Willingdon Hospital, Jaipur.
19.	Dr. S. N. Consul	...	Director of Public Health, Jaipur.
20.	Mr. S. K. Zibou	...	Director of Education, Jaipur.
21.	Mr. K. L. Varma	...	Principal, Maharaja's College, Jaipur.
22.	Mr. S. Jambunathan	...	Professor, Maharaja's College, Jaipur.
23.	Mumtaz-uddulla Nawab Mohd. Mukarram Ali Khan.		Jaipur.
24.	Dewan Bahadur Sardar Santok Singh.		Senior Officer, Sikar, (Jaipur)
25.	Captain S. D. Pande	...	Principal, Birla College, Pilani (Jaipur)
26.	Purohit Swaroop Narain	...	Member, Revenue Board, Sikar, (Jaipur)
27.	Seth P. M. Allah Bux	...	Brass-Ware and Curio Merchant, Jaipur.
28.	Seth Suraj Bux Ghiya	...	Grain Merchant, Jaipur.
29.	Mr. K. Iswara Dutt	...	Publicity Officer, Jaipur.
30.	Raj Guru Pt. Gopi Nath Drawid.		Indian Tutor to Shri Maharaj Kumars, Jaipur.

31.	Lala Inder Lal Shastri ...	Member, Managing Committee, Public Library, Jaipur.
32.	Dr. Ganpat Lal Pareekh ...	Incharge, Mayo Dispensary, Jaipur.
33.	Mr. Ram Gopal Sharma ...	Director, Civil Supply, Jaipur.
34.	Mr. Bijai Narain Temani ...	Superintendent, Records, Mahakama Khas, Jaipur.
35.	Mr. J. M. Ghose ...	Vice-Principal, Maharaja's College, Jaipur.
36.	Mr. N. L. Nigam ...	Headmaster, Maharaja's High Shool, Jaipur.
37.	Mr. G. Seshagiri Row ...	Chief Engineer, Irrigation, Jaipur.
38.	Seth Ram Nath Podar ...	Bombay.
39.	Thakur Kushal Singh of Geejgarh.	Jaipur.
40.	Mr. K. Gundappa ...	Manager, Jaipur State Railway, Jaipur.
41.	Mr. N. G. Krishna Iyanger ...	Municipal Engineer, Jaipur.
42.	Mr. B. C. Chatterji ...	Member, Managing Committee, Public Library, Jaipur.
43.	Mr. P. N. Kathju ...	Director of Industries, Jaipur.
44.	Pt. H. N. Bhawan ...	Headmaster, Darbar High School, Jaipur.
45.	Mr. Mirza M. Rafi ...	Legal Advisor to the Government of Jaipur.
46.	Mr. T. R. Srinivasan ...	Insurance Secretary, Jaipur.
47.	Sardar Labh Singh ...	Director of Agriculture, Jaipur.
48.	Mr. G. Vargees	Glass Engineer C/o. Jaipuria House, New Colony, Jaipur.
49.	Pt. Shiva Kishore Tiwari ...	Additional Sessions Judge, Jaipur.
50.	Mr. Pirbhu Dayal ...	Registar, High Court, Jaipur.
51.	Mr. P. C. Jain	Professor, Maharaja's College, Jaipur.
52.	Mr. F. L. Kala	Superintendent, Political Branch, Secretariat, Jaipur.
53.	Mr. C. L. Agarwal ...	Advocate, Jaipur.
54.	Mr. Ram Pratap Singh ...	Professor, Maharaj's College, Jaipur.
55.	Mr. Gajraj Singh ...	Principal, Man Nobles' School, Jaipur.
56.	Miss L. G. Lutter ...	Headmistress, Shri Maharani Gayatri Devi Girls' High School, Jaipur.
57.	Mr. M. L. Sabherwal ...	Executive Engineer, Jaipur.
58.	Mr. E. da Casta ...	Secretary to the Government in Devlopment Deptt., Jaipur.
59.	Rao Bahadur Thakur Narinder Singh of Jooner.	Member, Public Service Commission, Jaipur.
60.	Mr. K. C. Patni ...	Jaipur.
61.	Mr. Shah Alimuddin ...	Advocate, Jaipur.
62.	Mr. Badiul Hasan Zaidi ...	Ditto.
63.	Mr. Nemi Chand Kasliwal ...	Ditto.
64.	Mr. G. C. Kasliwal ...	Ditto.
65.	Mr. P. M. Kaushik ...	Ditto.
66.	Mr. J. K. Mathur ...	Ditto.
67.	Mr. Hari Mohan ...	Ditto.
68.	Mr. Gulab Narain Joshi ...	Ditto.
69.	Mr. Kapur Chand Sanghi ...	Ditto.
70.	Mr. Sadhu Narain ...	Ditto.
71.	Mr. Bhag Chand Soni ...	Munsif, Jaipur.
72.	Mr. Sagar Chand Soni ...	Advocate, Jaipur.
73.	Mr. Madho Prashad ...	Deputy Director, Civil Supply, Jaipur.
74.	Mr. Jai Deo Singh ...	District & Session Judge, Jaipur.
75.	Mr. Gokul Narain Sharma ...	Advocate, Jaipur.
76.	Mr. R. D. Khanna ...	Private Secretary to Prime Minister, Jaipur.
77.	Dr. Gaja Dhar Prasad ...	Jaipur.



Mr. K. Iswara Dutta,
Secretary, Reception Committee.

78.	Dr. J. L. Vora	Jaipur.
79.	Rai Bahadur Dewan Karam Chand Tondon.	Senior Officer, Khetri, (Jaipur).
80.	Seth Harish Chandra Bumb	Jaipur.
81.	Pt. Durga Sahai Sharma ...	Judge, High Court, Jaipur.
82.	Mr. M. G. Dravid ...	Headmaster, Aggarwal A. V. U. Middle School, Jaipur.
83.	Mr. H. C. Kothari ...	Jaipur.
84.	Mr. D. C. Dutt. ...	Professor, Maharaja's College, Jaipur.
85.	Mr. D. H. Rae	Superintendent, Cerntral Jail, Jaipur.
86.	Lala Gopinath Agarwal ...	Gangapol, Jaipur.
87.	Dr. C. A. Mehta ...	Metal Industry Ltd., Jaipur.
88.	Mr. S. B. Chaturvedi ...	Professor Maharaja's College, Jaipur.
89.	Raj Ratan Mr. P. G. Mehta	Director, Metal Industry Ltd., Jaipur.

(C). List of Members of the Working Committee.

1. Rai Sahib Pt. Suraj Narain Sharma M.A. (Chairman).
2. Mr. K. Iswara Dutt, Publicity Officer, Jaipur (Secretary).
3. Mr. Ganga Saran Mathur, B. Com., Librarian and Secretary, Public Library, Jaipur, (Joint Secretary and Treasurer).
4. Mr. J. C. Rollo, M.A., Special Education Officer, Jaipur.
5. Pt. Ganga Sahai Purohit, M.A., LL.B., Secretary to the Government in the Finance Department, Jaipur.
6. Mr. S. K. Zibbu, M.Sc., Director of Education, Jaipur.
7. Mr. K. L. Varma M.A., Principal, Maharaja's College, Jaipur.
8. Purohit Swaroop Narain, Sikar.
9. Mr. M. V. Mathur, M.A., B.Com., Professor, Maharaja's College, Jaipur.

(D). List of Members of other Committees.

(i) Accommodation Committee.

1. Mr. P. S. Narayan Prasad (Convener).
2. Mr. R. S. Dhiman.
3. Mr. Raghu Nath Prashad Singh.
4. Mr. Ram Pratap Singh.
5. Mr. M. G. Dravid.
6. Mr. Lekh Raj Soni.

(ii) Extertainment Committee.

1. Mr. M. V. Mathur (Convener).
2. Mr. K. K. Mukerji.
3. Mr. T. H. Naqvi.

(iii) Sight-seeing Committee.

1. Mr. K. L. Varma (Convener).
2. Mr. J. M. Ghosh.
3. Mr. H. U. Khan.
4. Mr. M. V. Mathur
5. Mr. K. K. Mukerji.
6. Mr. T. H. Naqvi.

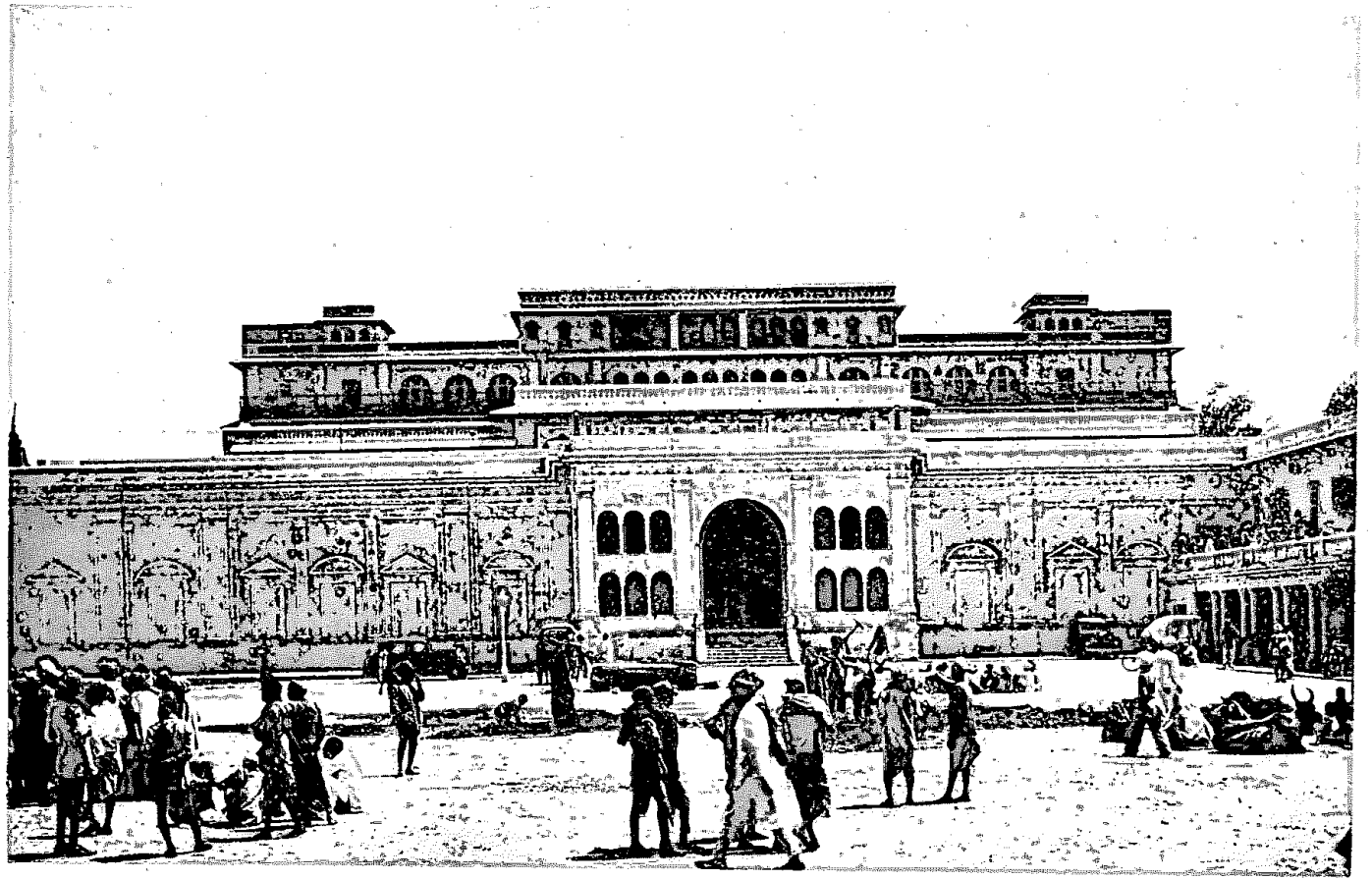
(iv) Exhibition Committee.

1. Mr. J. M. Ghose.
2. Mr. M. A. Mughni.
3. Mr. R. K. Shukla.
4. Mr. P. C. Jain.
5. Mr. G. S. Mathur.
6. Mr. S. K. Mukerji.
7. Mr. K. L. Bapna.

APPENDIX II

List of Delegates to the Conference.

No.	*Name.*	*Designation and address.*
1.	Mr. R. Srinivasan	*Librarian, Department of Labour, Govt. of India, New Delhi.
*2.	Mr. Madan Gopal ...	*Librarian, Legislative Department Library, Govt. of India, New Delhi.
3.	Mr. Brij Bhushan. ...	*Offg. Librarian, Imperial Secretariat Library, Govt. of India, New Delhi.
4.	Mr. Z. A. Ghani ...	*Offg. Librarian, Imperial Council of Agricultural Research, New Delhi.
*5.	Mr. J. L. Bhatnagar ...	Librarian G.H.Q. Central Library, New Delhi.
6.	Mr. Magnanand ...	*Librarian, Office of Director General, Indian Medical Service, New Delhi.
7.	Mr. K. K. Guha Roy ...	*Librarian, Linlithgow Library, Imperial Institute of Agricultural Research, New Delhi.
*8.	Mr. A. N. Malik ...	*Librarian, Central Advisory Board of Education, Library, New Delhi.
9.	Mr. B. B. Bagchi ...	Librarian, Imperial Record Department, New Delhi.
10.	Mr. P. R. Gupta ...	Librarian, Delhi Polytechnic, Delhi.
11.	Mr. G. K. Roy ...	New Delhi.
*12.	Khan Bahadur K. M. Asadullah	Librarian, Imperial Library, Calcutta.
13.	Mr. K. Gangoli ...	Librarian, Bagh bazar, Reading Room, Calcutta.
*14.	Mr. S. Chatterji ...	*Librarian, Commercial Library, 1, Council House Street, Calcutta.
*15.	Mr. J. Saha	Librarian, Indian Statistical Institute, Presidency College, Calcutta.
*16.	Mr. J. A. Naqvi ...	C/o. Imperial Library, Calcutta.
*17.	Mr. T. C. Dutt ...	Inspector of Works, E. I. Railway, Burdwan and representative of Bengal Library Association.
*18.	Dr. Niharranjan Ray ...	*Librarian, Calcutta University Library, Calcutta.
19.	Mr. S. C. Dutta ...	Bansberia Raj, Post Office Bansberia, Dist. Hooghly.
*20.	Mr. K. S. Hingawe ...	Librarian, Deccan College Post-graduate and Research Institute, Poona.
*21.	Mr. V. M. Kolhatkar ...	Librarian, Sir Parashurambhan College Library, Poona.
22.	Mr. V. P. Kolhatkar ...	Librarian, N. M. V. High School, Poona.
*23.	Mr. R. S. Parkhi ...	Assistant Librarian, Fergusson College, Poona.
*24.	Dr. P. M. Joshi ...	*Librarian, Bombay University Library, Bombay.
*25.	Mr. K. S. Kelkar ...	United Service Library, Poona.
26.	Mr. H. S. Patil ...	Librarian, Sydenham College of Commerce and Economics, Bombay.
*27.	Mr. K. G. Bhagwat ...	Librarian, Ram Narain Ruia College, Bombay.
*28.	Mr. S. C. Upadhaya ...	Curator, Victoria and Albert Museum, Bombay and Chief Librarian, Municipal Free Reading Rooms and Library, Victoria Gardens, Bombay.
29.	Mr. N. P.Qureshi ...	Librarian, School Board, Ahmedabad Municipality, Ahmedabad.
30.	Mr. K. R. Desai ...	Seth Manick Lal Jetha Bhai Pustakalaya, Ahmedabad.
*31.	Mr. H. K. Vyas ...	Bombay University, Bombay.
32.	Mr. M. O. Thomas ...	Assistant Librarian, University Library, Madras. *and Representative of Kerala Library Association.
33.	Mr. D. B. Krishna Roy ...	Librarian, Agriculture Observer Institute, Coimbatore.



Sawai Man Singh Town Hall, the venue of the Conference.

No.	Name.	Designation and address.
*34.	Mr. P. K. Garde ...	Bombay.
*35.	Rao Sahib S. R. Ranganathan.	*Librarian, University Library, Madras. *and Representative of Madras Library Association.
36.	Mr. Jawahar Lal Amar Singh	Sindh Library, Karachi.
37.	Miss. Lila Gulrajani ...	Ditto.
38.	Miss Sarojani Gulrajani ...	Ditto.
39.	Mr. Y. M. Mulay	*Librarian, University Library, Nagpur.
*40.	Mr. Ram Labhaya ...	Librarian, Punjab Public Library, Lahore.
*41.	Mr. Sant Ram Bhatia ...	Librarian, Forman Christian College Library, Lahore.
*42.	Sardar Sohan Singh ...	Librarian, Dayal Singh Public Library, Lahore.
*43.	Mr. A. R. Talwar ...	Librarian, Government College Library, Lahore. *and Representative, Punjab Library Association.
*44.	Mr. B. L. Bhardwaja	Professor, Sanatan Dharma College, Lahore.
*45.	Dr. G. T. Kale ...	Librarian, Indian Institute of Science, Malleswaram, Bangelore.
46.	Muntzim-I-Khas Rao Bahadur. S. L. Tambe.	*Indore General, Library, Indore.
*47.	Mr. V. S. Moghe ...	Indore General Library, Indore.
*48.	Mr. T D. Waknis ...	Curator, Central Library, Baroda.
49.	Mr. P. K. Sarkar ...	*Librarian, Ranbir College, Sangrur, Jind.
50.	Prof. Baijal	Education Deptt. Rewa. C.I.
*51.	Mr. Chandra Singh Yadava	Librarian, Secretariat Library, Dewas Junior
52.	Mr. Moti Lal Maharia ...	Librarian, Victoria College, Gwalior.
53.	Mr. P. N. Gaur ...	Librarian, Sinha Library, Patna.
*54.	Rai Sahib I. N. Sinha ...	*Librarian, University Library, Patna.
*55.	Mr. P. N. Mukerjee ...	Librarian, Technical Library, Reasearch Laboratory, Tatanagar.
56.	Mr. S. K. Kukretee ...	*Librarian, Central Library, Forest Research Institute and College, Dehra Dun.
*57.	Mr. S. Bashiruddin ...	*Librarian, Lytton Library, Muslim University, Aligarh.
58.	Mr. B. N. Banerji ...	Librarian, Public Library, Allahabad.
*59.	Mr. Fazal Elahi ...	*Assistant Librarian, Lucknow, University Library, Lucknow.
60.	Mr. Inder Lal Jain ...	Librarian, Rajrishi College, Alwar.
61.	Mr. Mohammad Shujaat Ali Chishti.	Librarian, Scottish Mission High School, Jaipur.
62.	Mr. Babu Lal Jain ...	Mahavir Pustaklaya, Jaipur.
63.	Mr. Jawahar Lal Jain ...	Poddar Inter College, Nawalgarh.
64.	Mr. B. G. Harsey ...	Librarian, Government College, Ajmere.
65.	Mr. Beni Prashad. ...	Rajputna Corporation, Jaipur.
66.	Mr. Vidya Nand Kala ...	Mahavir Vachnalaya, Jaipur.
67.	Mr. Hanuman Prashad ...	Amar Pustakalaya, Kotputli.
*68.	Mr. L. K. Gorey ...	Librarian, Birla College, Pilani.
69.	Mr. Mishri Lal Mathur ...	Public Library, Jaipur.
70.	Mr. Tula Ram Sharma ...	Librarian, Darbar High School, Jaipur.
71.	Mr. Mangi Narain Mathur	Librarian, Government High School, Dausa.
72.	Prof. M. F. Sonawala ...	Maharaja's College, Jaipur.
73.	Mr. R. M. Lumba ...	Ditto.
74.	Mr. T. H. Naqvi ...	Ditto.
75.	Mr. M. L. Sharma ...	Ditto.
76.	Mr. Raghu Nath Prashad ...	Secretary, Shree Mahavir Library, Sikar.
77.	Mr. Murli Manohar Sharma	State Public Library, Bharatpur.
78.	Lala Moti Lal Singhi ...	Manager, Sanmati Library, Jaipur.

No.	Name.	Designation.
79.	Mr. B. H. Zaidi ...	Bar Association Library, Jaipur.
80.	Mr. N. M. Saxena ...	Bar Association, Jaipur.
81.	Mr. Kashi Prashad Joshi ...	Librarian, Navjoyti Pustakalaya, Ramgarh.
82.	Mr. Jogmohan Nath. Langer	Librarian, Maharaja's High School, Jaipur.
83.	Mr. Brahma Dev Sharma ...	Librarian, Shree Kalyan High School, Sikar.
84.	Mr. M. L. Verma ...	Librarian, Herbert College, Kotah.
85.	Mr. K. Madhava. Krishna Sharma.	Curator, Anoop Sanskrit Library, Bikaner.
86.	Mr. G. L. Mathur ...	Librarian, Public Library, Ajmere.
87.	Miss I. Malviya ...	Shree Maharani Gayatri Devi High School, Jaipur.
88.	Dr. Surendra Prashad Garg.	Jaipur.
89.	Mr. P. A. Jibvajani ...	Librarian, Dharamendra Singh College, Rajkot.
90.	Mr. R. K. Sharma ...	Librarian, Poddar Inter College Library, Nawalgarh.
91.	Mr. B. L. Gupta ...	Librarian, Seth G. R. Chamaria High School, Fatehpur.
92.	Mr. Raghu Raj Singh ...	Khetri.
*93.	Mr. Bheem Raj Dugar ...	Saraswati Pustakalaya, Fatehpur.
94.	Mr. Ram Narain Saraswata	Ditto.
95.	Mr. Nand Lal Mukerji ...	Maharaja's College, Jaipur.
*96.	Mr. V. C. Joshi ...	Librarian, College of Agriculture, Poona.
*97.	Mr. S. B. Satchitanand ...	*Librarian, Andhra University Library, Guntur.
98.	Mr. B. M. Deo ...	Poona.
99.	Mr. S. Das Gupta ...	*Librarian, Delhi University Library, Delhi.
100.	Mr. Ahmed Shuja ...	Librarian, Railway Board, Library, New Delhi.
101.	Mr. Nabi Ahmad ...	Librarian Jamia Milia, Islamiya, Delhi.

*Indicates membership of the Indian Library Association.

APPENDIX III

List of donors with amounts of donations.

		Rs.
1.	Shriman Rao Raja Kalyan Singh ji of Sikar (Jaipur)	1000/-
2.	Seth Ram Nath Poddar, Bombay	501/-
3.	Sir Padampat Singhania, Cawnpore	500/-
4.	Mr. Krishna Kumar Birla, New Delhi	500/-
5.	Seth Sohan Lal Murarka, Jaipur	500/-
6.	Shriman Raja Sardar Singhji of Khetri (Jaipur)	300/-
7.	Seth Sohan Mal Golcha, Jaipur	251/-
8.	Seth Shiva Prasad Khetan, Jaipur	251/-
9.	Seth Choti Lal Sunder Lal, Nagawala, Jaipur	201/-
10.	Rao Raja Sardar Singhji of Uniara (Jaipur)	200/-
11.	Seth Suraj Baksh Ghiya, Jaipur	101/-
12.	Seth Jamna Lal Shanker Lal Lohia, Jaipur	101/-
13.	Seth Radha Ballabh & Sons, Jaipur	101/-
14.	Seth Surajmal Durga Lal, Jaipur	101/-
15.	Seth Malji Chhogalal, Pansari, Jaipur	101/-
16.	Seth Sita Ram Madan Gopal, Jaipur	101/-
17.	Seth Ram Chandra Moti Lal, Sootpuniwala, Jaipur	101/-
18.	Seth Khajulal, Munshi Mahal, Jaipur	101/-
19.	Shriman Thakur Saheb Madan Singhji of Nawalgarh (Jaipur) ...	100/-
20.	Seth Badri Das Goenka, Calcutta	100/-
21.	Seth Mohd. Islam, General Merchant, Jaipur	100/-
22.	Seth Mali Ram Nemi Chand, Jaipur	51/-
	TOTAL	5363/-

APPENDIX IV

Receipt and Expenditure Account of the Sixth All-India Library Conference held at Jaipur from 7th to 10th April 1944.

Receipts.	Rs. a. p.	Expenditure.	Rs. a. p.	Rs. a. p.
1. Opening balance	Nil.	1. Expenditure :—		
2. Jaipur Govt. Grant.	2,000 0 0	A. Boarding and Lodging ...	2,190 13 6	
3. Donations received.	5,363 0 0	B. Conveyance T.A. charges.	394 7 6	
		C. Musical Entertainment & Refreshment.	144 2 0	
4. Fees realised :—				
(*i*) R. C. Membership 445/-		D. Photograph charges.	202 12 0	
		E. Postage and Telegrams.	59 7 0	
(*ii*) Delegation fee 234/-	679 0 0	F. Stationery & Printing.	298 12 0	
		G. Electric and Water.	187 8 3	
		H. Rewards and Compensation.	265 4 6	
		I. Donation to Indian Library Association, Calcutta.	500 0 0	
		J. Miscellaneous expenses.	57 6 0	
				4,300 8 9
		2. Closing balance : —		
		Cash in hand 56 3 6		
		Stamps in hand 0 13 0		
		With Bank 3,684 6 9		
				3,741 7 3
Total ...	8,042 0 0	Total ...		8,042 0 0

Accounts Office,
Dated 14th October, 1944.

Sd/- H. N. Choyal.
Auditor.

N.B.—A sum of Rs. 500/- is yet to be spent from the balance on printing of the report of the Conference.

Sd/- K. Iswara Dutt.

APPENDIX VI

Jaipur and its Libraries.

Edited by Professor J. M. GHOSH, with the assistance of Professors R. K. SHUKLA, M.A. MUGHNI, P. C. JAIN and MR. G. S. MATHUR.

CHAPTER I.

Introduction and Historical Background.

JAIPUR is one of the most advanced states of India. "There are few cities in India," writes a distinguished visitor, "as beautiful as Jaipur, and it seems to be in process of becoming one of the show places of the world." The state and city are named after Sawai Maharaja Jai Singh II of European fame, who was the builder in 1728 of the present capital-city. The state covers an area of 15,601 square miles, being the third among the states in Rajputana. In point of population, which was, according to the Census of 1941, 30,40,876, it occupies the first place among them.

Jaipur is rich in minerals—copper, lead, nickel, mica, garnets, etc. There are many places within its territory, such as Bairat, N. Sambhar, Rairh, Dausa, Chatsu, Ramgarh, Khandela, Barnala, Vilaspura and Abaneri near Bandikui which are of great archaeological importance.

Jaipur has a distinctive socio-economic structure of its own. There exists a landed aristocracy, which has survived from the remote past. No less important is the existence of a trading and banking class, which forms a sort of industrial aristocracy. There hardly exists a "middle class."

With its rich heritage of medieval arts and learning, Jaipur occupies in Rajputana the same place as was held by Athens under Pericles in ancient Greece. The Palace Library, popularly known as the Pothikhana, with its unique picture gallery, is the visible symbol of an intellectual life which, nourished by successive ruling princes, has found expression within the last hundred years in a net work of educational institutions and libraries. The historic temples, the palace buildings—old and new—the Armoury, the Observatory, the School of Arts and Crafts, the Sanskrit College and the Museum have deeply interested visitors from different parts of the world.

Prehistoric Period.

The prehistoric period of Jaipur goes as far back as the Epic Age. The ruling family—the Kachhawa Clan of the Hindu Kshattriya caste—has descended, as the tradition goes, from the Sun-God, through Kush, one of the two sons of Sri Ramchandra, the hero of the Ramayana. Even now an annual festival in honour of the sun, called the Bhanu Saptami, is celebrated with special magnificence in the month of Magh (January). Then, the Jaipur territory, which forms a part of the prehistoric Madhya Desh, is the place where many of the incidents described in the Mahabharat are believed to have occurred. Bairat—a Tehsil town in the Nizamat Torawati—is said to be the traditional Viratpura of the Mahabharat, where the Pandavas spent their thirteenth year of exile.

Pre-Moghul Period.

The recent excavations carried out by the Archaeological Department of the State at Bairat have brought to light historical relics which trace the antiquity of the Jaipur territory to the time of theBuddhist emperor Asoka (272-232 B.C.). "Asoka the human caused a temple and a monastery to be built on the top of the hill known as Bijak-ki-pahari, and two edicts to be engraved on the rocks at Bairat."

The history of the Kachhwa Rajputs during the early centuries of the Christian Era is found in conflicting versions. The more probable version seems to be that the Kachhwas, under their leader, Rajah Dulha Rai, round whom cluster a variety of legends, settled at some time in the 11th century A.D. in the central region of the present Jaipur State, after subduing the many Mina chieftains who were then in occupation of that tract under the nominal overlordship of the Mina Raja of Amber. This central tract was known Dhundar after a Demon-King Dhundu. Kakil, the son and successor of Dulha Rai, is said to have taken Amber from the Mina Raja and removed his capital there. He built the temple of Ambikeshwar Mahadev at Amber. "Thus the Kachhwa Raj, previously known by the name of the country Dhundar, began to be named after that of the capital Amber, the latter being superseded by Jaipur in 1728".

Of the many ruling princes during this Amber period in the Pre-Moghul age two—Pujvan and Prithwiraj—specially deserve mention. Pujvan was the contemporary of Prithwiraj Chauhan, the last Hindu emperor, in whom was united the overlordship of Delhi and Ajmer. He married the sister of this chivalrous Chauhan prince, and fought under his banner against the Muslim invader, Muhammad of Ghur.

Prithwiraj Kachhwa was contemporaneous with Rana Sanga, and joined the Rajpur confederacy in fighting Babur at Khanua. One noticeable point about this Kachhwa prince is that "in the persons of his twelve sons, he founded the twelve kotries or houses of Jaipur."

Moghul Period.

With the emergence of the Moghul Empire and its cultured court under Akbar the Great in the middle of the sixteenth century the glorious and more authentic period of the Kachhwa House began. For a hundrded and fifty years the House of the Kachhwas from Maharaja Man Singh to Maharaja Sawai Jai Singh II was the pivot upon which the affairs of the Delhi Empire turned. So conspicuous and brilliant were the parts played in the contemporary Moghul history of war and diplomacy in various quarters of Hindustan by Maharaja Man Singh, Mirza Raja Jai Singh and Maharaja Sawai Jai Singh II, as military commanders, as conquerors and as provincial governors, that they have been rightly regardeu as the pillars of the Moghul Empire.

In recognition of their services these warrior-princes received grants of parganas and titles. Man Singh received the title of Mirza Raja and also the rank of a commander of 5000. Mrza Raja Jai Singh is said to have been awarded the Mansab of 7,000—a rare honour and distinction in those days. He obtained also jagirs worth several lakhs of rupees from Aurangzeb in different instalments. Jai Singh II was the recipient of the title of Maharaja Sawai from the emperor Muhammad Shah.

Thus grew up through storm and stress the Jaipur Kingdom—the crowning achievement of its warrior-rulers - with its nucleus at the hill fort of Amber built in the eleventh century A.D. "The hill-girt valley of Amber being too cramped, Jai Singh II moved southward and chose a spot on the plain. There he laid out his capital in an oblong rectangle of six great blocks of square form, at one hand increased by a seventh, with straight and broad streets, crossing at right angles, opening out in spacious squares at the intersections." The plan of the city was drawn up by a Bengalee Brahman, Vidyadhar Bhattacharyya by name, who was well-versed in ancient Sanskrit literature on architecture and town-planning. Nowhere in the contemporary world could such a beatuifully planned city be seen.

Of the five successors of Maharaja Sawai Jai Singh II during the period from 1744 to 1818 after the removal of the capital to Jaipur City, Maharaja Sawai Madho Singh I was by far the most important. It was in his time that the fortress of Ranthombhor came into the permanent occupation of Jaipur. His name has been immortalised by the city of Sawai Madhopur which he founded. His death was followed by faction strife and the Maratha and Afghan incursions, which continued intermittently till Jaipur entered into the British alliance in 1818 under Maharaja Sawai Jagat Singh.

The forty years 1818-58, which include the entire period of Maharaja Sawai Jai Singh III's rule, the minority period of Maharaja Sawai Ram Singh II, and also a span of seven years (1851-58) after his investiture with full ruling powers, form the prelude to the beginning of the modern age in Jaipur. With the suppression of the Sepoy Mutiny and the transfer of the Goernment of India to the Crown, Jaipur was awakened to the first glow of modern life. *Pax Britannica* and the triumphs of scince have made Jaipur, under the benevolent and enlightened regime of H. H. the present Maharaja Sahib Bahadur and his two illustrious predecessors, one of the most progressive and prosperous states in India. As distinguished have been their loyal services in war and in peace to the British Crown as those rendered by their ancestors to the Great Moghuls.

CHAPTER II.

Amber-Jaipur Ruling Princes as Patrons of Letters.

The history of Jaipur is the history of its rulig princes. Nowhere is royal patronage more noticeable than in the sphere of letters. The State Pothikhana with its rich collection of manuscripts relating to different subjects of human knowledge is the standing monument of their literary pursuits and genuine love for books. Some of them were scholars, some poets and some scientists. Under their patronage a galaxy of learned men was gathered, whose contributions to the cultural enrichment of the country can hardly be described even in part within our limited scope and purpose.

Maharaja Prithiviraj (1502-27) D.A. was a disciple of a great saint poet of the Vaishnava Sampradaya, named Shri Krishna Dev 'Payahari' of Galta, one of the Hindi Ashta Chhap poets, whose name is mentioned in the famous Hindi work written by Nabhadas, the disciple ot Agradas, "Chaurasi Vaishnavon-ki-Varta." His works are "Jugol Man Charita," "Bhramar Geeta," and "Prem Tatva Nirupana."

Under the patronage of Maharaja Bhagwandas (1575-89) Shambhu, the son of Bhatta Laxman, wrote "Laxman Manjari," a work on rhetoric, figures of speech, dramatic plot, etc.

Maharaja Man Singh (1589-1614) was himself a poet in Hindi. Here is one of his dohas :—

" Itai ham Maharaj hain utai apax kaviraj
Hundi likhi hazar ki naika Na Ai Laj."

This doha was a reply to one addressed to Maharaja Man Singh by a poet named Harinath, son of Narahari, who was much oppressed by the repeated reminders of a money-lender to whom the poet owed a sum of one thousand rupees. The poet is said to have been handsomely rewarded by the Maharaja. Dadu Dayal, the founder of the great sant Sect of the Dadus, whose centennial celebrations were performed recently and whose memorial still exists in the vicinity of Naraina (Jaipur State), flourished during this reign. His teachings, mostly in Rajasthani Hindi, have been collected and compiled in the famous work, " Dadujiki-Bani."

A pauranic work, " Maharaja Kosha," was written in Sanskrit in the time of *Maharaja Man Singh* (1614).

" Bhava Vilasa " is another important poetical work written in Sanskrit by Nayaya Vachaspati Rudra, which comemorates the name of *Maharaja Bhawa Singh* (1614-1621).

The regime of *Mirza Raja Jai Singh* (1621-67,) who was himself well-versed in the Turkish and Persian languages, and also in Hindi and Urdu, marked an epoch in the progress of the literary activities of the time. Many works were written on the Puranas, bhakti, dharma, music and philosophy. The more important of these are—" Brihadaranakya Tippani," " Dharma Pradeepa," " Bhakti Ratnawali," "Bhakti Nirnaya," " Bhakti Vivriti," " Karmma Nivritti," and " Hastakar Ratnawali," a valuable work on music. Outstanding is the name of the Hindi poet Beharilal. " Behari Satsai," composed by Behari al, is a collection of about 800 dohas, for each of which the poet is said to have been given in reward a gold mohar from the royal treasury.

Of great importance is the name of *Maharaja Ram Singh* (1667-1689). Himself a great Sanskrit Scholar, he encouraged learned pandits to write works on kavayas, grammar, ayurveda, dharma and joytish (astrology). Some of the works are " Ramvilas " (II Ullasa), " Dhatu Manjari " I, II and III, " Vaidya Villas," " Rajopayogini Paddhati," " Ram Vilas " (I Ullasa), " Muhourta Tatva Teeka," " Bhed Prakash Nataka " (in Hindi), " Janaki Raghava Nataka " (in Sanskrit), and " Baston-i-Khayal " (in Persian).

The age of *Maharaja Sawai Jai Singh II* (1699-1743) was the golden age of literary and astronomical studies not only in Jaipur but in the whole of India. Under him Jaipur became a sanctuary of learning. He was a scholar, a mathematician, an astronomer and an engineer. His name has been consigned to immortality by the design and execution of the city of Jaipur.

The works written during this period may be divided conveniently into two classes—non-astronomical and astronomical. The more important non-astronomical treatises are " Vedic Vaishnav Sadachar Vidhi," by Pandit Hari Krishna Mishra, on the philosophy of the Vishnu worship ; " Ram Geeta," by Maheedhar, on Vedanta philosophy ; " Jaisingh Kalpadrum," by Pandit Ratnakar Bhatta ; and " Pratistha Chandrika," by Pandit Hari Lal. Shri Krishna Bhatta, a poet in Sanskrit and Hindi, was brought to Jaipur by the Maharaja in connection with the Horse Sacrifice. He was granted a jagir and the titles of " Ram Rasacharya " and " Kavi Kalanidhi." Besides, many Jain poets and scholars, such as Pandit Todar Mal, Pandit Khushal Chand, Pandit Shiva Ram Mannalal, Nand Lal and Jeth Mal (whose pen-name was " Mal "), flourished during this time.

The astronomical studies of Maharaja Jai Singh II were a " wonder of the age." The observatories which he erected in the early 18th century at Delhi, Mathura, Ujjain, Benares and Jaipur are " monuments," says Todd, " which irradiate this dark epoch of the history of India." " He attached himself to no particular school but studied Hindu, Muslim and European methods impartially." Under his learned patronage, " Samrat Sidhanta " was written by Samrat Jagannath, who was granted a jagir. It is a translation of the Greek scientist Ptolemy's work from its Arabic version, " Almagest." It is also known as the " Sidhant Sar Kaustuva." Jagannath translated also the whole of Euclid's geometry from Arabic into Sanskrit. The translation was named " Rekha Ganit." Another small work was " Som Sidhant," on the subject " Gol Ganit," dealing with eclipses and the movements of the planets. Pandit Keval Ram edited "Vivhag Sarini"—a Sanskrit version of logarithmic tables—" Dring Paksha Sarini " and " Dring Paksha " on the basis of de la Hire's tables, and " Tara Sarini " on the basis of Uluch Beg's book. Some other works relating to astronomy are—" Okar Rekha Ganit," by Nayansukh Upadhaya, " Jai Singh Karika," Yantra Raj Vidhi," " Yantra Prakar," " Muntahiul Idrak," " Mahadia Ulyat, and " Nuskhai Nujum."

Not content with the information contained in books, like an intellectual missionary, " he sent to Europe several skilful persons along with Padre Manuel. Mohammad Shariff was sent to some place where the southern pole star was overhead, and Muhammad Mahdi was sent to distant isands. In 1728-29, we are told, Jai Singh sent Father Figueredo,

a Portuguese Jesuit, to Portugal. On the 3th January, 1734, two priests set out from Chandernagar for Jaipur at Jai Singh's request. The account of the astronomical work done by these two priests at Jaipur and on their journey was written by Father Boudier, one of the priests who made the journey. Tieffenthaler, a French Jesuit, who landed in India in 1743, writes—"I have made three or four excursions to Agra and Delhi to pay a visit to R. P. Andre Strobel, whom Jai Singh the Raja of Jaipur, a researcher into Astronomy, had called from Germany with a companion.' The only other European connected with Jai Singh.....is a Don Pedro De Sylva, who..... was a physician and an astronomer and resided at Jaipur with Jai Singh."* De Sylva's descendants are still living at Jaipur.

To sum up in the words of Garrett†—"Jai Singh, firstly, revived the Hindu astronomy and gave such an impetus to its study as had not been known in India since the time of Brahma Gupta in the 7th century; secondly, he promoted the study of methematics, history and learning and collected a large library.....; thirdly, he issued a revised star catalogue, reformed the calendar and produced a set of tables of the sun, moon and planets of greatly increased accuracy.....; and lastly, he has left to us the most important record of all, *viz.*, his instruments."

The manuscripts associated with *Maharaja Ishwari Singh* (1743-5 1) are "Vividhaushadha Sangrah," "Bhakta Mala" and "Shyama Khanda."

Maharaja Sawai Madho Singh (1751-1767) inherited "his father's (Sawai Jai Singh's) love of science, which continued to make Jaipur the resort of learned men so as to eclipse even the sacred Benares." It was during his time that Mathuramai Mathur Chaturvedi, the writer of "Samara Bhaskara," came to Jaipur from Bundi. Dwarkanath Bhatta, belonging to the family of Shri Krishna Bhatta, wrote two works in Sanskrit—"Galava Geetam" and "Vanee Vairagyam." Other works which are attributed to this reign are "Kripa Shatak," "Sanskrit Manjari," "Sudarshna Stuti" and "Maharnava Vipaka."

At the time of *Maharaja Sawai Prithwi Singh* (1737-1778) Devarshi Bhatt Jagdish wrote many books in Hindi, among which the translations of Valabhacharya's works are well-known. Under the patronage of this Maharaja the poet Brajlal Ramlal obtained a jagir.

The time of *Maharaja Sawai Pratap Singh* (1778-1803) witnessed a remarkable advancement in Hindi literature. He himself a great poet and is popularly known even today by his pen name "Braj Nidhi."§ Padmakar, the great poet in Hindi, on whom the title of Kavichakra Churamani was conferred by this Maharaja, wrote many books, of which "Jagadvinod" is considered to be the best. Other books of importance belonging to this reign are a Hindi translation of the "Ain-i-Akbari" by Gumani Ram, "Pratab Martanda" and "Dhruva Bhramakhya Yantra" on astrology and astronomy, and "Dharma Jahaza" and "Pratabarka" on Dharmashastra. The five families of the Charans came to Jaipur during this reigh and received royal patronage. The descendants of these families enjoy even today the jagirs granted to them. This reign was also marked by the prominence of some Jain writers.

Maharaja Sawai Jagat Singh, in whose time (1803-1818) Jaipur entered into the British alliance, granted jagirs to some poets—Sheolal, Shambhuram, Sangamlal, Amritram and Kanjuram.

Pandit Narayan Bhatta composed two kavayas during the time of Maharaja Sawai Jai Singh III (1818-1835). These are "Jai Vansha" and "Nripa Vilas," narrating the achievements of the rulers of Jaipur.

The ruling period of *Maharaja Sawai Ram Singh II* (1835-1880), which saw the beginning of modernisation in Jaipur,‡ gave a new impetus to its literary activities. This ruler was proficient in Sanskrit and Hindi and could speak English and Urdu. He was a patron of music. He brought many Sanskrit scholars from Benares and founded the "Moda-Mandir," known as the "Mauj-Mandir." The "Sajjana-Manuranjanam" is a beautiful work recording a religious discussion which took place between Katha Bhatta Har Govind of Champawat's temple and Shri Ranga Charya of Brindaban. Pandit Rajivlochan Ojha wrote "Dharma Chandrodaya" and two works on music—"Sangeet Ratnakar" and "Sangeet Raga-kalpa-drum"—were written by Heeranand Vyas. In the field of Hindi poetry Sundarlal Bhatt's three works—"Kalijuga Rasa," "Sanch Jhoonth Varnama" and "Madhav Vinod"—are specially worth mentioning.

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* G. R. Kaye: The Astrodomical Observatories of Jai Singh, pages 5 and 7.

† Garrett: The Jaipur Observatory and its Builders, page 20.

§ Almost all his works have been compiled and edited under the title "Brija-nidhi Granthawali" by Purohit Harinarain, B.A., of Jaipur. This compilation has been published by the Nagri Pracharni Sabha, Kashi, in the Bala Bus Rajput Char Pustakamala Series.

‡ *See* Chapter III.

Of the many who enjoyed the patronage of the late *Maharaja Sawai Madho Singh II* (1880-1922), and enriched the period by their literary work, two are notable. Pt. Madhusudan Saraswati who died recently, was the author of a large number of Sanskrit works on Vedic Science. He prepared a "Kharda," which is an illustratded collection of various musical tunes, styled "Raga Ragini Sangraha." Raj Vaidya Krishna Bhatta was the author of "Kachha Vansha Mahakavya", "Jaipur Villas" and "Sidha Bhaishyjya Manimala." During this time Braj Ballabh of Sasini wrote "Jaipur Behar," in 1922, on the model of Biharilal's "Satsai." M. M. Pandit Durga Prasad Saraswata edited scores of rare Sanskrit works, many of which have been published.

In fact, with the growth of modern knowledge and means of publication, the patronage of the ruling princes of Amber-Jaipur, which has been in evidence since the 16th century, has become still more fruitful. Jaipur maintains its traditional pre-eminence in the domain of learning, and possesses a large number of notable scholars and poets.

CHAPTER III.

The Modernisation of Jaipur.

At the formative period of its modern history Jaipur possessed a young Maharaja, Maharaja Sawai Ram Singhji Bahadur. For his eminent services during the Mutiny he received from the British Government the district of Kot Kasim.

Maharaja Ram Singhji was endowed with intellectual attainments which enabled him to understand and tackle the problems of modern life. In inaugurating a variety of reforms—political, economic and educational—he was the pioneer in Rajputana. He organised the administrative machinery by instituting a Royal Council of eight members and a Municipal Committee, stimulated the development of agriculture and industry, initiated education on modern lines, and carried out works of public utility—such as, gas lighting, pipe supply of water, and *pucca* drains.

Maharaja Ram Singh's time may be called the seed time of Jaipur. To him is owed the foundation of almost all the existing institutions, particularly educational ones—the Albert Hall (the Museum), the Maharaja's College, the Sanskrit College, the Rajput Nobles' School, the Girls' School with several branches, the School of Arts, the Public Library, the Meteorological Observatory, the Ram Prakash Theatre and the Mayo Hospital (now removed to the Lady Willingdon Hospital). He also laid out the Ram Niwas Garden and instituted an Oriental College to teach exclusively Persian and Arabic, the college, however, being discontinued about 1909. Moreover, the Mayo College at Ajmer owes its existence to the inspiration and generosity of this prince.

The foundation stone of the Albert Hall was laid by H. R. H. the Prince of Wales on February 6, 1876, and the construction of its plinth was well advanced in the lifetime of this Maharaja. The Albert Hall was intended to serve as museum, library and town hall.

A Medical School was set up in 1861, but was closed about seven years later. A noteworthy event was the inauguration under the patronage of the Maharaja of a society called the "Social Science Congress" with the aim of devising ways and means for removing social evils, improving agriculture on a scientific basis, introducing sanitary measures and spreading mass education. He abolished *sati* and slavery and prohibited infanticide.

The progressive and enlightened policy initiated by Maharaja Ram Singh II in every branch of administration was continued and furthered by his successor, the late Maharaja Sawai Madho Singhji Bahadur. Early acts of great scientific and artistic value were, first, the renovation of the Meteorological Observatory, second, the institution of an Economic, Educational and Industrial Arts Museum, after erecting the superstructure of the Albert Hall. The Albert Hall and Museum was formally opened on February 21, 1887.

Two monumental works which were published under his patronage were (1) "Memorials of the Jaipur Exhibition" in four large handsomely illustrated volumes, and (2) "Jaipur Portfolio of Architectural Details," with a number of full-size coloured plates. Many of the specimens illustrated in these two works will be found in the museum.

"To all those who have followed his career," remarked in 1909 the Hon'ble Mr. Colvin, then A. G. G., "two characteristics stand out, bright and conspicuous, *viz.*, an enthusiastic patronage of letters and an unbounded charity." By his unceasing liberality all the existing educational institutions continued to flourish and expand. The Maharaja's College, in particular, witnessed a rapid development, and was raised in 1900 to the M.A. standard, and in 1905 to the B.Sc. standard, of the Allahabad University. Besides, his interest in the cause of education was shown in his princely gifts to the Benares Hindu University, to the endowment fund of the Mayo College, and to the Imperial Institute, London. Even more munificent were his donations in the cause of medical education and hospitals. In fitting recognition of his patronage of learning within the State as well as outside, he received *in absentia*, in 1908, the honorary degree of Doctor of Laws in the University of Edinburgh.

The most notable instance of his "unbounded charity" was "the inauguration of his great philanthropic scheme known as the Indian People's Famine Trust, starting it with a nucleus of sixteen lakhs of rupees to which four lakhs more were added before 1905 and another large grant in 1905."

With the accession of His Highness the present Maharaja Sawai Man Singhji Bahadur, on September 7, 1922, a most eventful chapter opens in the history of modern Jaipur. Possessed of first-hand knowledge and experience of the intellectual capitals of India and abroad, he has set himself to the task of making the State of Jaipur a model state. So many and so varied have been the innovations effected to that end that only the more outstanding of them can be referred to. Among these are the reorganisation of the army after the British model, the substitution of electric light for gaslight, the construction of a net work of roads, the extension of the waterworks, the development and beautification of the metropolis, the establishment of aerodromes, the raising of the Chief Court to the status of a High Court and the foundation of the Zenana Hospital and the Lady Willingdon Hospital and their equipment on up-to-date lines.

A great impetus has been given by the war and by post-war planning to the industrialisation of Jaipur. The establishment of the Bank of Jaipur in 1943 was an event of the highest importance.

There has been considerable progress in education—primary, secondary and higher—under government management. The expenditure on education in 1942-43 was Rs. 16,30,057/- as against Rs. 12,90,475/- in the preceding year. The total number of institutions increased from 286 to 347, and of scholars from 23,752 to 26,140. The number of primary vernacular schools rose from 218 to 257. As many as 45 village libraries were opened in 1939 under the auspices of the Rural Development Department.

Another notable event is the foundation of the Maharani Gayatri Devi High School for the education of the daughters of sardars and high officials of the State.

There are many educational institutions of different grades and types under private management, including a degree college at Pilani and an intermediate college at Nawalgarh. The work done by the Birla Education Trust, Pilani, in the cause of primary education in rural areas is of very great importance.

The Maharaja's College—"the nursery of higher education in Rajputana"—occupies a stately building erected at a cost of Rs. 9½ lakhs in 1933. Besides B.A., B.SC., and B.COM. courses, it provides post-graduate courses in English, History, Economics, Sanskrit, Persian, Philosophy and Mathematics. The college is well fitted to become the nucleus of a teaching university. In fact, the institution of a University of Jaipur is now contemplated. It will include professional colleges (some being government colleges, others privately endowed); and in its arts and science courses important reforms will be introduced.†

The Department of Archaeology and Historical Research, which was instituted in 1935, has carried out excavations at Bairat, Sambhar and Rairh, which have yielded discoveries, palaeographic and numismatic, throwing light on ancient Indian history.

Much enterprise has been shown in the development of journalism. The numbers of weeklies and forthnightlies published at present are: weeklies, 2 in English, 3 in Hindi; fortnightlies, 1 in English, 2 in Hindi. There are seven printing presses including the Government Press.

January 1, 1944, will ever remain a red letter day in the modern history of Jaipur. On this day His Highness the Maharaja Bahadur was graciously pleased to approve the institution of a Legislative Council and a Representative Assembly for the State.

"It has been the cherished aim and endeavour of my life," so runs the inspiring pronouncement of His Highness, "to promote, in every way open to me, the happiness, prosperity and political advancement of my people. Among the measures sanctioned by me towards the fulfilment of that aim, I may recall the establishment, four years ago, of the Central and District Advisory Boards with a view to enabling my Government to ascertain the wishes of my people and affording them opportunities for bringing matters affecting their interests to the notice of my Government. I realise that these institutions, however useful and effective when they were created four years ago, can no longer satisfy the aspirations of my people, and firmly believing that the strength of a State lies in its being broadbased on the contentment and co-operation of the people, I have decided, after taking due counsel, that further steps should now be taken to associate my people more closely with my Government in the administration of the State."

Jaipur has recently been the scene of the All-India Numismatic Conference (February, 1943), the All-India Education Conference (December, 1943), and an All-India Mushaira (March, 1944). These, with the present Library Conference and the Political Science Conference to be held later this year, are emblematic of a new intellectual vitality in Jaipur.

† *Vide* the Report of the Jaipur State Post-War Reconstruction Committee.

Thanks to the far-seeing vision of His Highness the Maharaja Sahib Bahadur and his Council of Ministers with Amin-ul-Mulk Sir Mirza M. Ismail, K.C.I.E., O.B.E., as Prime Minister, Jaipur has entered on a period which promises to be the greatest in her history, and is confident of taking a worthy place in the New Order that will emerge out of the Allied victory in the present world crisis.

CHAPTER IV.

Libraries.

(1) *The State Pothikhana.*

The origin of the Pothikhana as an established library cannot be traced. Presumably, a collection of books in the form of manuscripts began with Mirza Raja Man Singh, who started building the Amber Palace about 1592. Since then the successive ruling princes, notwithstanding their stormy lives, continued to add to the stock of manuscripts. Under Maharaja Sawai Jai Singh II it was considerably strengthened. Besides the manuscripts which were written by his court poets, he purchased 76 books in 1704, 420 in 1711, and 336 in 1716.

With the transfer of the capital to Jaipur city, the Pothikhana was lodged in the Jaleb Chowk, from where it was transferred to its present place.

It contains thousands of manuscripts in Sanskrit, Hindi and Persian, dealing with a multitude of subjects—such as the Veda, the Puranas, the Dharmashastras, mysticism, kavya, grammar, kosh, chhandas, music, history, philosophy, astrology, astronomy, morals and religion, politics, medicine, Jainism and Buddhism. Some of these manuscripts have been referred to in Chapter II under the names of the respective ruling princes.

The great treasures of the Pothikhana are the Razm-Namah and the Persian translation of the Ramayana.

The Razm-Namah (History of the War) is an abridged version of the Mahabharata. The Mahabharata was translated into Persian by order of the Emperor Akbar in 1582. Abdul Qadir Badaoni, Naqib Khan, Mulla Sheri and Sultan Haji Theneshwari were the translators. The translation was turned into prose by Shaikh Faizi. The work was decorated with full-size paintings. The preface was written by Abdul Fazal.

The Jaipur Razm-Namah was written by Khwaja Inayatulan on Doulatabadi paper. The book contains 169 full-page paintings, and the signatures of the artists are given From the seals it appears that the book was in the Imperial Library at Delhi during the time of Emperor Shah Alam.

The translation of the Ramayan into Persian was completed by Badaoni in 1589 A.D. after four years' work. The Jaipur copy is written on Doulatabadi paper with gold-coloured borders. It contains 176 full-page paintngs as exquisite as those in the Razm-Namah. There are the signatures of 52 artists. The seals of the librarians are also there. Like the Razm-Namah, it was in the Imperial Library at Delhi as late as the time of Shah Alam, as is evidenced by a seal on the last page.

Both these copies in the Pothikhana seem to be Akbar's own copies. It is difficult to say how and when they came to Jaipur.

There are two manuscripts in Sanskrit which deserve special mention. One is a copy of the Adhyatma Ramayan (with pictures in roll), and the other is a copy of the Shrimad-Bhagwat (with pictures in roll). The former contains seven kandas, divided into 64 chapters with 4,200 slokas. It is 29 yards in length and three inches in breadth. The latter is 22 yards in length and four inches in breadth. It contains 12 skandhas with 18,000 slokas.

A few more manuscripts may be mentioned :—

(1) "Brihadarankya Tippani."—This was written in 1627 by Shri Nityanandashram, on Vedic philosophy. It contains 4,500 verses.

(2) "Dharma Pradeepa."— This was written in 1629 by Sunder Mishra. It deals with the various duties of domestic life.

(3) "Muhourta Tatva Teeka."—This was written in the time of Maharaja Ram Singh I by Pt. Ganesh, an astrologer. It is a long work on the subject of the determining of auspicious moments for the performance of various duties, such as marriage and travelling.

(4) "Rajopayogini Paddhati."—This work was written by Maharaja Ram Singh I himself after the smritis which deal with the duties of a king.

(5) "Jai Singh Kalpa Druma."—This is a work on "Hindu ritual, giving detailed description of fasts, penances, and devotions to be observed on certain days with the appropriate hymns to be recited. It was actually written by Ratnakar Pundarik, one of Jai Singh's gurus, and was finished in 1714."

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* Garrett :—The Jaipur Observatory and its Builder, page 12.

(6) "Zeech Muhammad Shahi."—This is a set of astronomical tables prepared under the direction of Sawai Jai Singh II and named after the Emperor Muhammed Shah. A detailed description is given by G. R. Kaye in his book, "The Astronomical Observatories of Jai Singh." The preface to this work is interesting. Jai Singh speaks in the third person and tells what led him to construct the astronomical instruments.

(7) "Pratishtha Chandrika."—A work on Dharmashastra written by Pandit Hari Lal in 1730. It contains 5,000 verses, dealing with the consecration of idols.

(8) "Vastumandan."—This is a work, written by Mandan in 1736, on architecture and town planning, and contains 880 slokas. Important chapters relate to the building of houses and defects in the construction of cities.

(9) "Vividhaushadha Sangraha" was written by order of Maharaja Ishwari Singh. It contains 1194 pages and many prescriptions.

(10) "Ghoron-ka-Naqsha."—This was written by Mannalal in Jai Singh II's time. It deals with different types of horsees, their characteristic features, diseases, cures, etc. It contains illustrations.

(11) An illustrated copy of the Ramayana translated into Persian. This translation was undertaken by one Jai Narain, son of Sri Ram, in 1686 A.D. It was completed in 1689 A.D. The translation is in simple and colloquial Persian.

(2) *Maharaja's Public Library.*

The library was founded by His Highness Maharaja Sawai Ram Singh Bahadur in 1866. It includes a reading room and a newspaper room, which are provided with about 60 well known foreign and Indian priodicals. In recent years a large number of books have been added in all sections, and the collection is fairly up-to-date. The scheme of classification is that of Dewey, with necessary modifications. The number of volumes in the library is nearly 25,000. There are 369 manuscripts in Hindi, Sanskrit, Arabic, Urdu and Persian. Librarian : Mr. Ganga Saran Mathur, B. Com.

(3) *Majaraja's College Library.*

The college, established in 1844, has over 11,000 volumes in its library, which receives an annual grant of Rs. 4,000/- from the Government. The scheme of classification is the Dewey Decimal system with necessary modifications. The reading room is provided with 71 periodicals, Indian and foreign. Librarian : Mr. Noor Mohd. Khan, M.A.

(4) *Majaraja's Sanskrit College Library.*

The College, established in 1864, has over 2,000 volumes in its library. Seven periodicals are taken for the reading room. Librarian : Pandit Phoonda Lal Sharma, Sahitya-chariya.

(5) *Birla College Library, Pilani.*

The Birla School, established in 125, was raised to the status of a college in 1942. The total number of volumes in its library is more than 14,000. Besides these printed volumes there are some manuscripts on *Bhoj Patra*. In its reading room there are 85 periodicals, foreign and Indian. Librarian : Mr. Laxman Keshav Gorey, B.A., Dip. L.S.

(6) *Seth G. B. Poddar College Library, Nawalgarh.*

The College library was started in 1931, in which year the Anandilal Education Society was founded. It contains nearly 4,000 volumes. Librarian : Mr. Ram Kumar Sharma.

(7) *Garden Library , Jaipur.*

Founded by the late Rai Bahadur Ishan Chandra Mukerji in 1900. It contains 10,407 volumes. Besides these printed books there are 752 manuscripts.

(8) *Sanmati Library Jaipur.*

Started by Lala Moti Lal Singhi in October 1920. It is located in a Jain temple and contains 30,000 volumes. The library is primarily intended for the use of poor students. Lala Moti Lal Singhi, retired schoolmaster, is the librarian and manager.

(9) *Saraswati Pustakalaya Fatehpur, Sikar.*

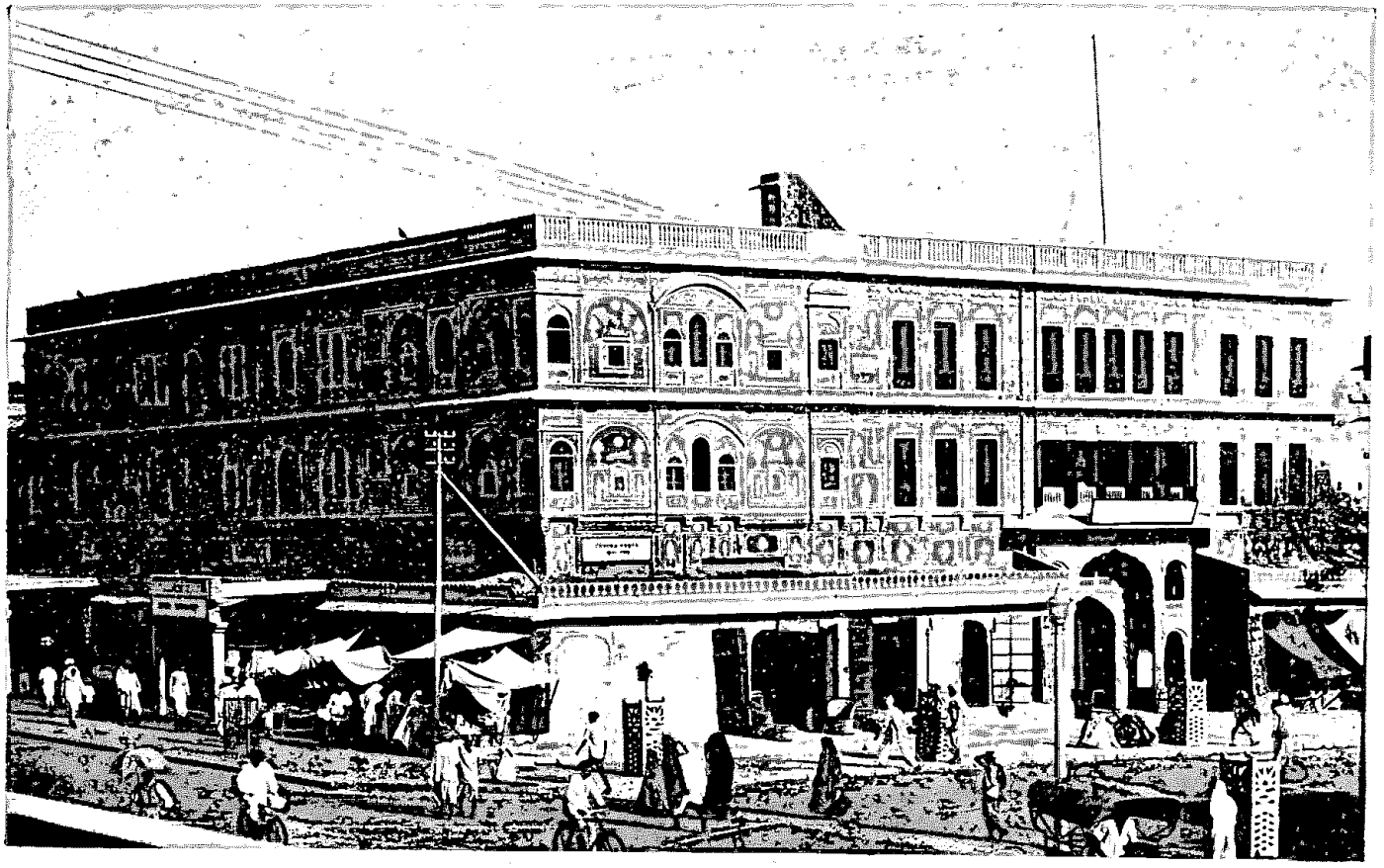
Started in 1911 by philanthropists of Fatehpur for the benefit of the public. The total number of printed books is 14,000. It also possesses 100 valuable manuscripts. Librarian : Mr. Basant Kumar Bhojak.

(10) *Jaipur Bar Library.*

Situated in the High Court building. It contains 1,537 volumes on Law.

(11) *Public Library, Khetri.*

Started in 1906. It is located in a hall of the Jai Singh High School, Khetri, and contains 5614 volumes. Librarian : Madho Prasad.



The Public Library, Jaipur.

(12) *Shri Mahabir Library, Sikar.*

Founded in 1908. It contains 5,700 printed volumes and 309 valuable manuscripts. In its reading room here are 46 periodicals. Librarian : Pt. Murli Dhar Pujari.

(13) *Public Library, Gudha.*

Contains 6,657 volumes.

(14) *Shri Navjyoti Pustakalaya, Ramgarh.*

Founded in Sambat 1975. It contains 7,500 volumes.

(15) *Shri Vidawaiwardhan Pustakalaya, Nawalgarh.*

Started in Sambat 1967. It contains 4,500 printed books and 61 manuscripts.

Other Important Libraries and Reading Rooms.

1. Shri Mahabir Library, Jaipur City.
2. Arya Samaj Library, Jaipur City.
3. Vaish Vachnalaya, Jaipur City.
4. Darul Akhbar, Jaipur City.
5. Mahakma Khas Secretariat Library, Jaipur City.
6. Law Department Secretariat Library, Jaipur City.
7. Jaipur State Railway Institute Library, Jaipur City.
8. Ganesh Vachnalaya, Jaipur City.
9. Public Reading Room, Chandpole Bazar, Jaipur City.
10. Shyam Library, Dariba Pan, Jaipur City.
11. Suriya Vachnalaya, Jaipur City.
12. Urdu Public Library, Sikar.
13. Ramgarh Pustakalaya, Ramgarh, Sikar.
14. Seva Sadan Pustakalaya, Lachmangarh, Sikar.
15. R. B. Ashram Pustakalaya, Lachmangarh, Sikar.
16. Kalyan Pustakalaya, Reengus, Sikar.
17. Amar Pustakalaya, Kotputli, Khertri.
18. Bar Library, Khetri.
19. Public Library, Churi Ajitgarh, Khetri.
20. Chirawa Pustakalaya, Chirawa.
21. Sarjanik Vachnalaya, Kanwat.
22. Makharia Pustakalaya, Bagar.
23. Saraswati Library, Gudha Gorji.
24. Jhunjhunu Pustakalaya, Jhunjhunu.
25. Shri Mitra Mandal Pustakalaya, Bagar.
26. Shri Sarawswati Pustakalaya, Sawai Madhopur.
27. Sarjanik Vachnalaya, Shri-Madhopur.
28. Sarjanik Pustakalaya, Malpura.
29. Shri Saraswati Pustakalaya and Vachnalaya, Bandikui.
30. Shri Mahabir Vachnalaya, Danta.
31. Shri Yuwak Shabha Library, Mandawa.
32. Mahansar Pustakalaya, Mahansar, Bissau.
33. The Hindu Pustakalaya, Bissau.
34. Library and Reading Room, Mukandgarh.
35. Chomu Library, Chomu.
36. Pilani Pustakalaya, Pilani.
37. Surajgarh Pustakalaya, Surajgarh.
38. Dausa Pustakalaya, Dausa.
39. Hindaun Pustakalaya, Hindaun.
40. Gangapur Pustakalaya, Gangapur.
41. Public Library, Neem-ka-Thana.

42. Public Library, Sambhar.
43. Dundlod Pustakalaya, Dunlod.
44. Prajamandal Vachnalaya, Sanganer.
45. Prajamandal Vachnalaya, Jobner.
46. Prajamandal Vachnalaya, Danta.
47. Prajamandal Vachnalaya, Naraina.
48. B. M. S. Vachnalaya, Niwai.
49. Shri Adersh Vachnalaya, Badhal.
50. Nav Yuvak Mandal Public Vachnalaya, Hastera.
51. Bal Veer Mandal Pustakalaya, Jaipur.

CHAPTER V.

Some Places of Interest.

(1) *The Palace of Amber.*—Mirza Raja Man Singh began the building of the palace about 1592 A.D., and Mirza Raja Jai Singh added several of the beautiful halls. "For varied and picturesque effect, for richness of carving, for wild beauty of situation, for the number and romantic singularity of the apartments," says Heber, "I am able to compare nothing with Amber."

(2) *The Armoury.*—"Contains many thousands of arms of every variety, and covering several centuries of Indian history. Many of the swords are Persian, and among them are blades of rare workmanship."

(3) *The Observatory.*—Is the largest of five which were erected by Maharaja Sawai Jai Singh II in the early 18th century—one of the "monuments which irradiate this dark epoch in the history of India."

(4) *The Albert Hall (the Museum).*—"Set like a jewel amidst the fascinating Ram Niwas Garden, designed in the Indo-Saracenic style, laid with stone carvings and delicate trellis work, and decorated with fresco paintings and other reproductions—some from the Indo-Persian and Greek schools and some from the Hindu epics and the Ajanta caves, as well as from the Razm-Namah of Akbar's day—the Museum is not the least attractive of the noble structures Jaipur is proud of."

Among the many exhibits—educational, scientific and economic—the most wonderful is the Persian garden carpet.

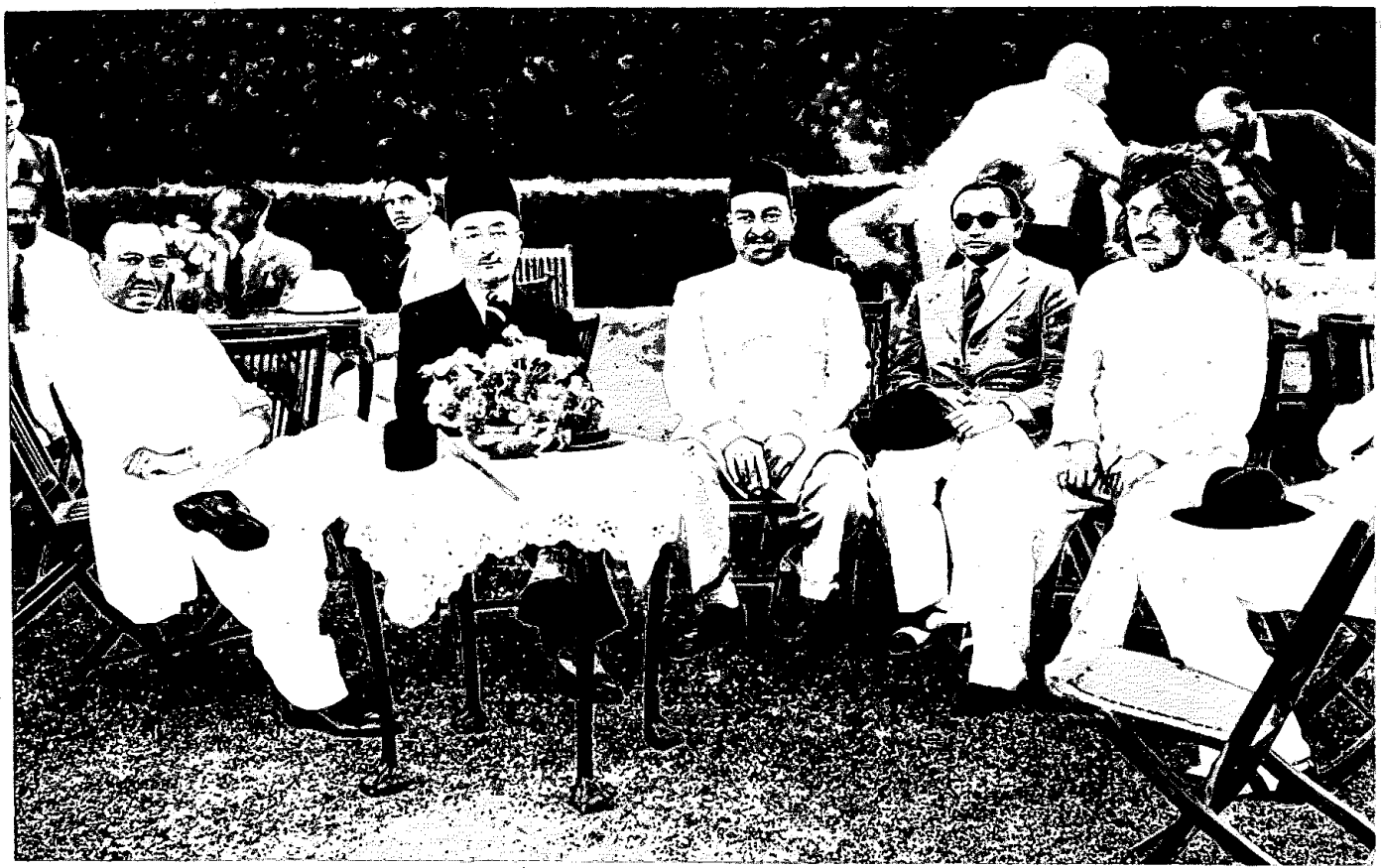
(5) *Maharaja's College.*—Established in 1844, the college was removed in 1933 to its present building, the finest college building in Rajputana, provided with well-equipped laboratories and library, a well-built hostel, a botanical garden, a gymnasium and ever-green playing fields, it teaches up to the post-graduate standard of Agra University.

(6) *The Sanskrit College.*—This is the second largest Sanskrit College in India, and imparts knowledge in various fields of Sanskritic language, literature and culture to about five hundred students. It gives lessons in astronomy, astrology, medicine and medical botany.

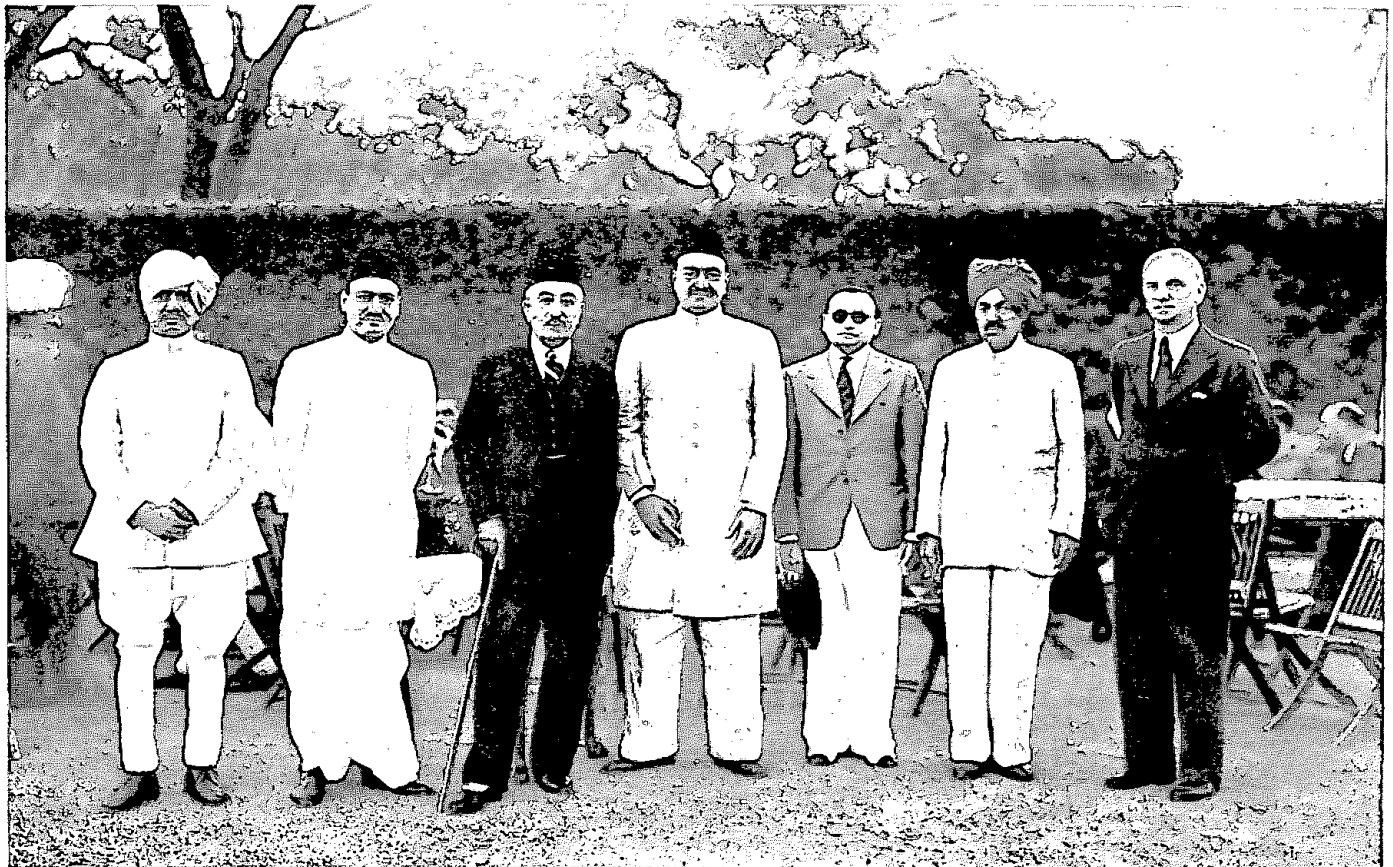
(7) *The School of Arts and Crafts.*—The school imparts instruction in the indigenous arts and crafts of Jaipur, such as painting, sculpture, architecture, modelling, brass work, and enamelling on gold, silver and pottery.

(8) *The Naya Ghat.*—"Beyond the Transport Corps Lines and about two miles north-east of the railway station, there are some very beautiful gardens lying in the bed of the Amani-Shah river. This locality is known as the Nayaghat. What was a reed-grown pestilential swamp has been converted into one of the most pleasant spots in all Jaipur."

(9) *Galta.*—"Galta is the name given to a beautiful and remarkable gorge in the hills to the eastward of the city of Jaipur. It is a holy resort dating from the time of a saint named Galab, who spent his life here some fifteen centuries ago, and whose shrine is one of the places of pilgrimage."



A view of the 'At Home' given by Amin-ul-Mulk Sir Mirza Ismail (second from the left) at Natani-Bagh.



Another view of the ' At Home '.
The host (third from the left) and some of the guests.

APPENDIX VII

Programme of the Conference.

Friday, 7th April.

9-30 A.M. Meeting of the Council of the Indian Library Association. (Open to members of the Council only)—Park House.

11-00 A.M. Meeting of Sub-Committees—Park-House.

3-00 P.M. Opening of the Conference—

(*i*) Inaugural Address by Amin-ul-Mulk Sir Mirza M. Ismail.

(*ii*) Address of Welcome by Rai Sahib Pt. Suraj Narain Sharma, M.A., Chairman, Reception Committee.

(*iii*) Reading of Messages (to be read by the Secretary, Reception Committee).

(*iv*) Election of President.

(*v*) Presidential Address by Mr. J. C. Rollo, M.A., Special Education Officer, Jaipur.

(*vi*) Reading of Papers.

(*vii*) Group Photo.

6-30 P.M. Sir Mirza M. Ismail's 'At Home'—Natani-Bagh.

8-00 P.M. Meeting of the Representatives of Indian and Affiliated Library Associations.—Park House.

Saturday, 8th April.

10-00 A.M. Second Session of the Conference.

(*i*) Consideration of Resolutions.

(*ii*) Reading of Papers.

3-00 P.M. General Meeting of the Indian Library Assocation.
(Open to members of the Association only)—Town Hall.

7-00 P.M. Third Session of the Conference.

(*i*) Consideration of Resolutions.

(*ii*) Discussions.

(*iii*) Reading of Papers.

10-00 P.M. Entertainment (Music and Dancing)—Town Hall.

Sunday, 9th April.

9-00 A.M. Visit to Museum and Observatory.*

10-30 A.M. Fourth Session of the Conference :

(*i*) Discussions.

(*ii*) Reading of Papers.

(*iii*) Consideration of Resolutions.

3-00 P.M. Concluding Session of the Conference.

4-00 P.M. Visit to Pothi Khana and City Palace etc.†

7-00 P.M. Meeting of the Council of the Association.
(Open to members of the Council only)—Town Hall.

Monday, 10th April.

9-00 A.M. Visits to Amber etc.*

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* To start from Delegates' Camps.

† To start from the Town Hall.

APPENDIX VIII

Messages received on the occasion of the Sixth All-India Library Conference.

Message from His Highness tde Maharaja of Jaipur.

I should like to send my greetings to the members of this Conference, extending to those who come from other parts of India a very warm welcome to Jaipur.

It is very gratifying to know that, in spite of the difficulties of these times, so many members of the Indian Library Association and delegates to the Conference have been able to assemble here. I am sure that your discussion of the means and measures by which libraries and librarians may meet the growing need of our time will be purposeful and effective. Since you meet only every two years, it is the more necessary that on each occasion some great success should be recorded, some clear mark of progress. May this be so in your Jaipur session. I hope, too, that your discussions will be animated, refreshing, and widely shared, so that every one may feel afterwards that he has himself been part of a Conference as delightful as it has been useful to its cause.

Finally, I trust that, though your meetings leave you but little leisure, you will see a good deal of Jaipur, and meet many of its people, and store up happy memories of both.

1. Mr. Amarntth Jha, Vice-Chancellor, University of Allahabad.

I greatly regret that my previous engagement at Gurukula will prevent my attending the Library Conference which is meeting in Jaipur. I have been in charge in the past of the University Library and of the Allanabad Public Library, and in his early career my father was in charge of the Raj Library at Darbhanga. You will readily understand, therefore, how close to my heart the Library movement is and how deeply interested I am in it. I wish the Conference all success.

2. Dr. Sir S. Radhakrishnan, Vice-Chancellor, Benares Hindu University.

.....I am very glad to know that the All-India Library Conference will meet in Jaipur during the Easter and it will be inaugurated by Sir Mirza Ismail. I have no doubt that the Conference, organised under such high auspices, will be a great success.....

3. Sir C. P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University. (By telegram):

Vice-Chancellor Annamalai University wishes Library Conference success. He believes multiplication of libraries, especially village libraries, to be the powerful instrument for education of people of India.

4. Rev. Dr. E. D. Lucas, Principal, Forman Christian College, Lahore.

We in the Punjab and particularly at Lahore have been deeply interested in the development of Libararies and the Library movement throughout India. Books are one of the main agencies for the advancement of learning and culture, but their proper use depends entirely upon the Library Staff. At this stage in India's history it is important that the Librarians should confer at this time and make plans for the strengthening and extension of Library Service in the post-war India. I wish the Conference all success.

5. The Hony. Secretary, R. S. Dixit Library, Sitabuldi, Nagpur.

I wish the Conference every success.

6. K. Kasthuri Rangachar, Esq., Librarian, Public Library, Bangalore.

.....May I have your permission to send my hearty greetings on the even of this unique occasion..... ...

7. Malaela Sriramsety Esq. Betwada. (By telegrams):

.....Wish success.....

Among others who were pleased to send similar messages may be mentioned the Hon'ble Sir Jogendra Singh, Education Member of the Council of H. E. the Viceroy; and the Vice-Chancellors of Agra, Annamalai and the Andhra Universities and the Pro-Vice-Chancellor of Travancore University.

APPENDIX IX

Resolutions adopted at the Conference.

1. Resolved that this Conference places on record its profound sense of sorrow at the premature death of Messrs. Yusufuddin Ahmad and G. P. Tewari, representatives of Osmania and Patna Universities respectively on the Indian Library Association, and considers their demise as a great loss to the Profession.

2. Resolved that this Conference places on record its deep sense of sorrow at the untimely death of Messrs. D. F. Taraporevala and Zahoorul Hasan, both members of the Indian Library Association.

3. Resolved that this Conference suggests to the Government of India and the Provincial Governments the extreme desirability of establishing a Central Copyright Library in a central place, and Provincial Copyright libraries and enacting the necessary legislation, in this behalf, as early as possible.

4. (*a*) Resolved that this Conference recommends to the authorities of institutions where training in Librarianship is imparted to (*i*) include among the teaching staff of those centres qualified persons other than those on the staff of the library, if available locally; and (*ii*) appoint qualified persons as examiners, besides those who are responsible for teaching the classes.

(*b*) Resolved also that this Conference suggests to the authorities of the existing centres of Library Training the desirability of introducing uniformity in the system of training as far as possible, in the matter of duration of course, syllabus, etc.

5. Resolved that the authorities of All-India Radio be requested to help the Library movement in India by educating the public regarding the use of libraries through courses of talks at regular intervals, in the regional languages of the Radio stations.

6. Resolved that the Punjab University authorities be requested to bring out a new and revised edition of A. D. Dickinson's "Punjab Library Primer" or else extend permission to the Indian Library Association to do this.

7. Resolved that this Conference recommends to the Indian Library Association that it may prepare a consolidated list of books and periodicals relating to libraries and librarianship in the various libraries in India possessing fairly large collections in the subject.

8. Resolved that the Government of India be approached with the request that a more liberal import quota than what obtains at present may be allowed to libraries in regard to books and periodicals of all categories.

9. Resolved to recommend to the Indian Library Association that it may form a standing committee on Library Planning in India.

APPENDIX X

Part I

List of Papers received.

1. The Professor and the Library—by Mr. J. C. Rollo, Special Education Officer, Jaipur.

‡2. Forward March—by Mr. Bernard I. Palmer, Deputy Borough Librarian, Acton Public Library, Acton (London).

‡3. Imperial Secretariat Library (War Time Changes)—by Mr. R. Gopalan, Librarian, Imperial Secretariat Library, New Delhi.

*4. The Role of Libraries in Rural Reconstruction of India—by Mr. K. K. Guha Roy, Librarian, Linlithgow Library, Imperial Agricultural Research Institute, New Delhi.

*5. Service of Library in Adult Education—by Mr. H. K. Vyas, Assistant, Bombay University Library, Bombay.

6. Post-War Planning for Indian Libraries—an Outline—by Mr. K. Nagaraja Rao, Librarian, Annamalai University.

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‡* *See* note, page 82.

7. Readers' Point of View in Libraries—by Mr. R. S. Parkhi, Assistant Librarian, Fergusson College, Poona.

8. Adult Education Problem and the Necessity of Free Circulating Libraries as an aid to Adult Education—by Mr. V. M. Kolhatkar, Librarian, Sir Prashurambhan College Library, Poona.

9. Our Duties and Responsibilities of Running a Library—by Mr. Ananta Kumar Chakravarti, Assistant Librarian, U. S. Office of War Information, Calcutta.

10. Place of Library in Post-War India—by Mr. N. C. Chakravarty, Assistant Librarian, Imperial Secretariat Library, New Delhi.

*11. A Plea for a Local Union Catalogue—by Mr. K. Hingwe, Librarian, Deccan College Postgraduate and Research Institute, Poona.

*12. Wanted an Indian Library Law—by Tekumalla Ramchandra Rao, President Kistna Distt. Library Association, Andhradesa, Madras Province.

*13. Librarian in a Changing World—by Mr. Sant Ram Bhatia, Librarian, Forman Christian College Library, Lahore.

Madras Symposium on Library Classification.

14. Decimal and Colon Classifications: Views in Perspective—by Rao Sahib S. R. Ranganathan, Librarian, Madras University Library, Madras.

15. Indology in Decimal Classification and Colon Classification—by Mr. R. S. Parkhi, Assistant Librarian, Fergusson College, Poona.

16. Mathematics in Decimal Classification and Colon Classification—by A. Rajabhupati, Reference Assistant, Madras University Library.

17. Physics in Decimal Classification and Colon Classification—by Mr. S. Ramabhadran, Reference Assistant, Madras University Library.

18. Biological Sciences in Decimal Classification and Colon Classification—by Mr. K. M. Sivaraman Classifier and Head of the Technical Section, Madras University Library.

19. Agriculture in Decimal Classification and Colon Classification—by Mr. D. B. Krishna Row, Librarian, Agricultural College and Research Institute, Coimbatore.

20. Fine Arts in Decimal Classification and Colon Classification—by Rao Sahib S. R. Ranganathan, Librarian, Madras University Library.

21. History and Political Science in Decimal Classification and Colon Classification—by Mr. S. Das Gupta, Sub-Librarian, Delhi University Library.

22. World War 1939 in Decimal Classification and Colon Classification—by Mr. G. M. Patil, Librarian, Kannada Research Institute, Dharwar.

23. Economics in Decimal Classification and Colon Classification—by Mr. Parthasarathy, Librarian, Hindu School, Triplicane, Madras.

24. Law in Decimal Classification and Colon Classification—by Mr. K. M. Sivaraman, Head of the Technical Section, Madras University Library.

25. Common Sub-Divisions in Decimal Classification and Colon Classification—by Mr. P. S. Srinivasan, Head of the Counter Section, Madras University Library.

26. Is the Colon Notation really long?—by Mr. K. S. Hingwe, Librarian, Deccan College Postgraduate and Research Institute, Poona.

27. Does Colon point a Way?—by Mr. B. I. Palmer, Deputy Borough Librarian, Acton Public Library, Acton (London).

28. The Open Shelf System in University Library—by Mr. G. Hammantha Rao, University Libraries, Mysore.

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‡ Published in Library Bulletin for July, 1944.

* Summaries not received.

Summaries of other papers follow in the order in which the papers are listed above.

PART II

Summaries of Papers.

2. FORWARD MARCH

by

MR. B. I. PALMER.

Apologies are first offered for what may be described as a " Polonius " paper by one who is only a visitor to India. It is suggested that an effort be made to overcome the mutual suspicion which seems such a part of Indian life, and to endeavour to co-operate for the common good of the profession. The suggestion is mooted that some sort of minimum standard qualification might be set up, which will enable intending employers to know that prospective librarians are at least competent practitioners. The erection of such standards and the publicising is one of the first steps towards adequate recognition and remuneration of the service. This leads naturally to a consideration of methods of publicity, and the organisation required to put them into effect. Brief attention is given to the question of low salaries, and tentative suggestions are offered as to how to overcome the difficulties of different standards obtaining all over India. Finally, it is urged that members must back their Association, since it is in its members that the strength of any Society lies. The difficulties inherent in any action are stressed, and five terse suggestions are offered in the form :—

I. Close your ranks.
II. Erect standards of qualification.
III. Formulate and publicise the " ideal librarian."
IV. Tabulate and state your demands.
V. Back your words with action.

3. IMPERIAL SECRETARIAT LIBRARY WARTIME CHANGES

by

MR. R. GOPALAN.

The paper opens with a list of the important general technical and scientific libraries of the various Government of India departments in Delhi. The permanent location of the General Headquarters in Delhi and the concentration of war offices there soon after the outbreak of war resulted in the removal of libraries in the train of non-essential departments to various places. The loss of air-conditioned rooms and the substitution of inadequately equipped hutments, basements and attic stories to which some of the libraries were shifted have exposed the books to bad weather conditions, white ants and leakage during rains. Dislocation of service, reduction in shelf-space, separation of library services by considerable distance are added problems. Other effects of the war include the loss of books ordered from abroad and their sporadic supply due to shipping restrictions resulting in emaciated and lopsided sections in Library. The withdrawal of binding facilities by the Government presses coupled with the shortage of binding leather, cloth and paper has adversely affected the preservation side of large libraries. The problem created by greatly accelerated use of books during wartime necessitates much greater attention to books and a " First Aid to Books " outfit has been set up in the Imperial Secretariat Library with trained menders to attend to books in their early stages of deterioration. The outstanding change in the Secretariat library caused by the war is the extension of loan and reference facilities to the officers belonging to the war offices and the various commands in Delhi and Simla and to the Foreign Governments and missions at the headquarters. This has strained the resources of the library to its utmost and has caused specialised problems in connection with loans to officers on short notice transfer, British and other officers of other ranks, recovery of books taken out to front line etc. The bibliographical and information side of the library are constantly used but the absence of a Cumulated Catalogue of the principal contents of different libraries and a well-defined co-ordination in loan service among them greatly detract the value of the library service especially during now.

6. POST-WAR PLANNING FOR INDIAN LIBRARIES AN OUTLINE.

by

MR. K. NAGARAJA RAO.

The necessity of post-war planning of libraries in India is pointed out. The creation of special libraries for demobilized soldiers, improvements in library architecture with reference to that of English Library architecture, and the necessity of having a well conducted systematic rural library service—all these are mentioned. The importance of having a library legislation of an All-India type promulgated by the Central Legislature is advocated. The creation of a bibliographical bureau and Booksellers' and Publishers' Associations and an employment bureau are all considered. The connection of libraries and adult education is stated. Other topics of library activity requiring planning are touched upon and conclusion is given with a few lines of Tagore.

7. READERS' POINT OF VIEW IN LIBRARIES

by

MR. R. S. PAREKH.

Introductory

The great slogan of the A. L. A., *viz.*, "The best reading for the largest number at the least cost," laid in 1876 the foundation of the idea expressed by the caption of this paper.

Since then, hundreds of technicalities in the working of libraries to promote the use of books have been introduced. The idea of introducing these technicalities in Indian libraries is taking root in the minds of the present generation of Indian librarians.

Open Access

To begin with, it is essential to introduce Open Access System in our libraries. Certain methods to prevent the loss of books have been sugested.

Classified Arrangement

Open Access System requires books on shelves to be closely classified according to some well tried standard scheme of classification.

Stack-Room Guides

The search by readers for books on various subjects from among so many arrays of books is facilitated by an efficient system of tier-guides, gangway guides, bay guides and shelf guides.

The Catalogue and Its Utility

A classified catalogue on cards of $5'' \times 3''$ showing all the resources of the library with author and title indexes in alphabetical order is quite essential, for they provide a lot of information to readers and bring before them all the resources of the library on a particular topic with the least expense of time and without trouble.

Reference Service

Devoid of vitalizing human touch, the said technicalities prove insignificant and ineffective. And hence, there is great need for trained and cultured reference librarians to render efficient service to readers and to vitalize the atmosphere in libraries.

Books for Home Reading

Lending methods that ensure rapidity of issue and help to keep accurate record should be introduced.

Publicity

Publicity methods help to attract the attention of such persons to libraries as are not aware of the facilities offered and the advantages provided by them.

Conclusion

It is suggested that the Librarians in India should introduce these technicalities in their libraries and try to remove the sort of seclusion that many of our libraries have developed and turn them into active civic institutions frequented by all classes and communities and considered as the popular centres of education, information and recreation, with a trained personnel to direct them.

8. ADULT EDUCATION PROBLEM AND THE NECESSITY OF FREE CIRCULATING LIBRARIES AS AN AID

by

MR. V. M. KOLHATKAR.

Synopsis

1. Illiteracy of the masses and its causes.
2. Pioneer efforts to get rid of the curse of illiteracy.
3. Tentative solution of the problem even if the attainment of the goal is yet a long way off.
4. The right kind of books for free circulating libraries.
5. Basic Marathi and other Basic vernaculars are likely to be helpful.

9. OUR DUTIES AND RESPONSIBILITIES OF RUNNING A LIBRARY.

by

MR. ANANTA KUMAR CHAKRAVARTI.

The very system of education in vogue in our country, does not tend to inculcate in the minds of our boys and girls, the real ardour for knowledge in the true sense of the word. The University is taken to be the last step leading to the altar of the Goddess of learning. Whatever is to be learnt, is to be learnt from within its limited bounds. Most of our boys and girls have to bid good-bye to their respective educational institutions, and jump upon a career with these sham ideas in view. They cannot dream of nor venture to know anything beyond these books prescribed for study in schools and colleges. The consequence is deplorable – the ruination and spoliation of the fire of life when these boys and girls wage struggle, for existence face the problems of life.

Cultivation of new ideas, exploration of new truths, experimentation of the unknown are, in a word, the keystone to ultimate success. The idea of desperate venture to meet this end is to be cultivated in the placid minds of our boys and girls from the very beginning. Equipped with such training to their credit, they will have a natural tendency to dare go into matters of complex hegemony of life. Then and then only, the importance and intrinsic merits of our libraries will be felt and realised.

We must begin our drive against illiteracy and ignorance and our campaign for the organisation of libraries through those devotees only who have really led for the static and stalemate condition off the existing public organisations, no matter, however small their numbers may be.

A librarian is the pioneer of constructive ideas and the torch-bearer of the progressive age. He must be conversant with something of the flowing tide of affairs of every-day-life. He will have a ken of the proper perspective of this ever vascillating world. On the other hand, he will be a man of good nature, amiable temperament and cool circumspection. Amiability and open heartedness on his part will make friends with all he meets. These are the qualities which can enchain the hearts of others around him. It is the sincerity of purpose which can let flow the rapid current of progressive ideas in an open channel and help and assist the reading public to grow in them an insatiable thirst for knowledge and also the ways and means to appease their inordinate thirst.

Principles and formalities are to be observed; but the time, place, manner and spirit should not be ignored. A false sense of dignity and an unusual veil of prestige cannot bring in what is easily achieved by virtue of sincerity and mutual understanding, amity and and equity. In the name of order and discipline, undue license should not be forced upon the institutions, making null and void the main object—service to humanity. Freedom should prevail—Freedom of thought and action will ultimately lead to freedom of the Nation. These are the primary factors which we should take as criteria before working out our plans for country-wide organisations.

Selection of books should be very carefully done. The library possessing a file of third-rate volumes will surely broaden the way for the real aspirant after knowledge to flee away disappointed. So in a library, where the store of books is small, proper care and attention should be given to select the best out of the selected lots, and this is what is technically known as "selection between sections."

10. PLACE OF LIBRARY IN POSTI-WAR INDIA

by

N. C. CHAKRAVARTY.

1. A library is considered as an educational institution with immense possibilities and advantages under democratic governments.

2. It is advocated that to make the plan of 'Post-War Reconstruction' for India comprehensive and really serviceable the framers of the plan must consider library as an important institution for national welfare.

3. Adult education service through libraries is considered to be the most practical and effective way of combating the staggering percentage of illiteracy in India.

4. After the war is over, the prospective mechanisation of labour must demand a heavy supply of relevant literature and expert book service which can be met only by well-organised libraries.

5. Public libraries imperceptibly influence public opinion. Libraries can dispel many evils and instil blessings instead in the minds of the Common lords of the 'Franchise' through intelligent and efficient book service.

MADRAS SYMPOSIUM ON LIBRARY CLASSIFICATION.

14. Decimal and Colon classifications viewed in perspective—*by* RAO SAHIB S. R. RANGANATHAN.

Evaluates the epoch-making discovery of the Decimal Fraction notation by Melvil Dewey. Shows how it is by-passed by the book-world of to-day. Describes the incentive for a new classification. Shows how an alliance between Decimal Notation, Octave Notation, Colon Notation and Phase-Analysis will stand four-square against every conceivable onslaught.

15. Indology in D. C. and C. C.—*by* MR. R. S. PARKHI.

Examines the treatment of every branch of Indology in the Colon and Decimal Classifications. Demonstrates the superior advantages gained by the former on account of its Chronological and Classical Devices. Shows the universal nature of the C. C. and the localised nature of the D. C. Appeals to the Indian Library Profession to adopt the C. C. in all libraries and thus attain uniformity.

16. Mathematics in D. C. and C. C.—*by* MR. A. RAJABHUPATI.

Applies the canons of classification to the C. C. and the D. C. Examines the subdivisions of Algebraic Equations, Analysis, Geometry, Mechanics and Physico-mathematics. Shows that the D. C. utterly ignores the development during the last thirty years, while the very synthetic structure and the powerful devices of the C. C. enable it to number every new mathematical topic co-extensively and filiatorily. Suggests directions along which C. C. needs further improvement.

17. Physics in D. C. and C. C.—*by* MR. S. RAMABHADRAN.

Shows that even the 14th edition of the *Decimal Classification* has failed to include the topics of modern physics like Wave-mechanics. Points out some faulty placings like that of 'Ultra-violet rays' under colour. Demonstrates the superior hospitality of the C. C. on account of its Colon and Chronological Devices. Concludes that the D. C. is too out-worn to be reconditioned to meet the demands of the modern science.

18. Biological Sciences in D. C. and C. C.—*by* MR. K. M. SIVARAMAN.

Makes a comparative study of the two schemes as applied to Biology, Botany, Zoology and Medicine. Demonstrates the utter violation of the Canons of Mnemonics and Consistent Order by D. C. and the automatic observance of the same in the C. C. on account of its Colon Device. Shows how the Facet Analysis of the C. C. enables it to reach co-extensiveness in subjects like Pediatrics and Veterinary Medicine, in which D. C. is unable to show any hospitality. Gives a list of 39 titles to demonstrate the superiority of the C. C. over the D. C.

19. Agriculture in D. C. and C. C.—*by* MR. D. B. KRISHNA ROW.

Demonstrates the richer hospitality of the C. C. on account of its implementing Facet-Analysis by the use of the Connecting Symbol 'Colon.' Points out the handicap of the D. C. which is obliged to put in one and the same array classes based on two different characteristics. Criticises the treatment of 'Forestry' in D. C. Proves that the 4½ pages of the Colon Schedule individualises many more specific subjects than the 1½ pages of the Decimal Schedule.

20. Fine Arts in D. C. and C. C.—*by* RAO SAHIB S. R. RANGANATHAN.

The 14th edition of the D. C. has expanded the schedule of Fine Arts from 31 to 164 pages. Shows the mixing of classes based on three different characteristics in one and the same array and the consequent loss of hospitality in D. C. Shows the advantages gained by the C. C. by the use of Facet Analysis and the Connecting Symbol 'Colon' to assemble facets—particularly in economy of schedule space and conformity to the Canon of Consistent Order.

21. History and Political Science in D. C. and C. C.—*by* MR. S. DAS GUPTA.

What is excluded from the Class 'History' in D. C. is more important and revealing than what is included. Demonstrates that the D. C. dismembers and scatters the branches of history, as typified by the placing of History of Foreign Policy in Political Science, Constitutional History in Law, History of British Parliament in Political Science, History of the British Cabinet in Administration and of Numismatics in Fine Arts. Demonstrates how the collocation of subjects is more satisfactory in C. C.

22. World War 1939 in D. C. and C. C.—*by* MR. G. M. PATIL.

A Class Number is not merely an intelligible concatenation of the digits of the notation with ordinal valves, but a symbolic representation of concepts, ideas, thought and matter, and fixing its place in association with or in relation to others, so as to convey a significance of the subject-matter represented. The C. C. and the D C. numbers of some of the classes under the 'World War 1939' are treated in this view and are discussed in this paper in order to elucidate how far they are suggestive, expressive and significant.

23. Economics in D. C. and C. C.—*by* MR. S. PARTHASARTHY.

Though the 14th edition of the D. C. has more than doubled the length of the schedule in Economics and has revised some of the terms to respect the Canon of Currency, the Canons of Mnemonics and Consistent Order are not respected as much as in C.C. Economics is dismembered and scattered in several places in D. C., whereas all its divisions are kept together and arranged in a helpful order in the C. C. The hospitality in the C. C. is far greater than that in D. C. as shown by examples. D. C. has not yet distinguished Economics history and History of Economics as the C. C. does.

24. Law in D. C. and C. C.—*by* MR. K. M. SIVARAMAN.

The D. C. is mixing up without discrimination phases of different species whereas C. C. keeps them quite clear of one another. Facet-Analysis is unconsciously and hesitatingly introduced in D. C. while it is fully and deliberately implemented by C. C., D. C. does not provide for communities other than nations, whereas the C. C. is able to individualise the law of any kind of community by virtue of its Subject Device. International law is fully worked out in C. C. The provision of an additional problem facet makes C. C. more hospitable than the D. C.

25. Common subdivisions in D. C. and C. C.—*by* MR. P. S. SRINIVASAN.

The anterior positions given to common subdivisions in the Colon Notation is a happy stroke, whereas they occupy a non-filiatory place in D. C. The C. C. is able to individualise periodicals, conferences and commissions, etc., as it has fitted common subdivisions with facets and assembles them by the Colon Device, whereas the D. C. fails to mechanise the separation and the filiatory arrangement of such categories. The connecting symbol of D. C. is clumsy, while the C. C. manages the problem even without a connecting symbol. Since more than 50 per cent of the material in a Library require common sub-divisions, the economy thus effected by the C. C. is of great value.

26. Is the Colon Notation really long?—*by* MR. K. S. HINGWE.

Enumerates the qualities essential in a notation. The Colon Numbers are longer than the Decimal Numbers only in cases where they show a greater degree of hospitality than is possible for the Decimal Numbers. The only scientific method of comparing lengths of notations is the statistical one. Even then the length of a notation should be judged only by its effectiveness and the degree of its minuteness.

27. Does Colon point away?—*by* MR. B. I. PALMER, F.L.A., Deputy Borough Librarian, Acton (Near London).

The notation of a scheme is the clue to its nature. The inanity of D. C. makes even those reared on it to wish for a complete re-organisation. The Decimal point should be used as 'Characteristic changer' as the Colon is used in C. C. Common subdivisions should be sharply differentiated. The existing schedules should be replaced by shorter ones from which the Number for any subject can be constructed as in C. C.

PART III.

SELECT PAPERS.

THE PROFESSOR AND THE LIBRARY

by

MR. J. C. ROLLO,

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There are a few simple duties, worthy of mention since we sometimes neglect them.

(1) The first is, to buy books for ourselves instead of depriving students of the use of the library copies. It is a duty of every academic person to spend a certain amount of his income on books. He cannot perhaps buy every book that is essential to this study, but he can gradually form what might be called a "basic" library relating to his subject. He should create for himself, also, a library of books for his own more general education, for without scope of reading and of constant reference he cannot be a satisfactory teacher of anything. Possession of books is vital. They will have his own markings and glosses, and he will be part of all that he has thus studied. He must not mark orcdness umiy books. And if he finds that any book has been marked by a borrower, he sr it isr thtao find him, to castigate him; for it is an academic duty to teach people the sacthe l-oapd inviolability of book-possession. It is mean to mark any one else's book; andšosshy lib dent to mark a library book, the property of a community of readers who seekr rtarould —not the marginal views of other readers, however learned.

(2) An obvious duty is the proper selection of books for the college library. While the needs of advanced research are to be met in varying degrees by different grades of libraries, the main reference is to the needs of students. The means of students being so limited, there should be a large number of copies of all essential books. Of other books there is, in most subjects, a much larger output than most libraries can afford to buy; and there is need for careful selection, based both on one's own knowledge of authors and publishers, and on authoritative reviews. It is necessary, moreover, to achieve, within the small limits of our library, a certain balance, (*a*) between divisions of our subject, and (*b*) between schools of thought. Mere extent of reading is not enough for a student: all of it must be of *value*, and it must provide all the data needed by his judgment. Such care in selection, no doubt, is commonly exercised, but any lapse in it may be unfortunate for generations. And it is not so very rare for a list-maker to regard publishers' lists and blurbs as sufficient authority. There is special danger in the selection of works of literary criticism, for two reasons: (*a*) very many of these are of little value, especially among the innumerable Ph. D. theses that are printed now-a-days; and (*b*) our students tend to wallow deeper and deeper in criticism and its jargon, without personal knowledge of the works that are its theme.

(3) I would suggest that those who choose books for college libraries should set aside quite a large proportion of the library fund for books that are not necessarily books of scholarship but deal soundly and attractively with matters of general interest. I cannot agree with certain remarks of our friend Mr. S. R. Ranganathan regarding college libraries. He says (in his scheme for the post-war reconstruction of libraries in India), "College libraries should have their stock limited in range and variety by the field and standard of specialisation of the college..... For ordinary recreative books, its members should be referred to the public library of the locality". I think it would be wrong to limit college libraries in this way. In the first place, it is here laid down that a college library should contain no books on academic subjects not dealt with in the college curriculum. That is, for example, if a college is purely an arts college, it should have no science books. Or if, being an arts college, it has not yet introduced the study of political science, for instance, it should have no books on that subject. How are young men to become really educated men in such a place? This is just an illustration of the narrowness of our academic custom. On this I could speak for hours on the absurdities of the present system, and on our determination to change it in our Jaipur University. But suffice it to say here that the present-day graduate is thwarted in mind and handicapped for life by the narrowness of his range, and the extraordinary narrowness of treatment even within that range; and his only hope of escape from his curriculum is the opportunity of reading more widely for himself. Of course I do not mean that an arts college should provide a complete library in physics, chemistry and the other sciences, but it should undoubtedly provide, in all academic subjects beyond its own curricula, a selection of books abundantly sufficient for the interested, non-specialist reader. And further, beyond the range of academic subjects the college itself, quite independently of the public library, must provide a very large stock of works of general interest, not merely to *refresh* the student in his leisure hours, but to widen his interests, his information, and his responsiveness to the world and all the human and non-human creatures in it. The public library is for the public, but the student's library is for himself, chosen for him, especially available to him.

Moreover, in his own library, he will be helped to find what he needs by his teachers and his librarian. I think that all colleges should pay special attention to this general-interest section, partly because of the broadening effect of such reading, and partly because the reading by the student of books that he wants and chooses to read, in large numbers, will improve his knowledge of the English language, in its variety and intimate qualities, better than anything else. It is necessary that such borrowing should be in addition to other borrowing. Students who can borrow only a small number of books at a time will naturally take those they need for their studies: a general-interest book must be allowed extra.

(4) It is necessary to see that students know what is in the library—not merely the names of books and authors, but, in some degree, what is to be looked for in each book. It is the duty of members of the staff to give this guidance, and in some subjects this is a much harder task than in others. The teacher naturally gives such guidance in class, to students specially studying a particular subject. But brief notes on the library wall may interest others also, and are there for reference; and may gradually form a most valuable bibliography. Very useful work can be done, too, in indexing the more valuable articles in periodicals. The open shelf, or the periodically opened shelf, is of variable utility in different colleges and at different stages of study. But all possible means of familiarising the students with the contents of the library should be used. The question of sectional libraries is relevant to this, and also to the question of easy availability and circulation.

(5) A further duty of college professors is that they should wage united warfare against Mr. S. R. Ranganathan's desire to destroy the independence of their libraries. (By the way, my great appreciation of Mr. Ranaganathan's booklet is not lessened by the

necessity of quarrelling with him on certain points). He declares that a plan for the reconstruction of college libraries should be implemented by the laws of the university concerned. He adds, "The maintenance of standard should be left to the Vice-Chancellor of the university assisted by the University Librarian" (which of course means under the expert guidance of the University Librarian). He goes on, "Co-ordination of service and stock should be in charge of a small council of college libraries with the Vice-Chancellor as President, the University Librarian as Secretary, and representatives of principals and librarians of colleges."

In rejecting the idea of the overlordship over all college libraries of the University Librarian, acting through the Vice-Chancellor, I would suggest two principles. (1) Any librarian is a custodian, classifier, and distributor of books, not a selector, still less a critic of other selectors, each competent within his own department. Many a man who is a librarian is also a competent selector, in one or more departments; but this is personal, it does not belong to his office, and no such powers must be assigned to that office. (2) A university librarian is concerned with the management of the university library, a task which will fully occupy the energy, wisdom and time of any man. In no sense or degree can he be the director of the college libraries within the university. The functions assigned to him in Mr. Ranaganathan's scheme are an unwarranted extension of his powers, and an encroachment on the independence and judgment of college principals, professors, and librarians. The existence of a committee including a few principals and librarians makes the position worse, if anything, for those colleges not thus represented. University inspection of college libraries (in the course of general college inspection) by a board of inspectors concerned each with his own subject is a very different matter, and so is technical advice on organization, to be given, when required, by the university librarian.

But just as it has suddenly become necessary to be very wary and energetic in safeguarding the universities against threatened encroachment on their independence by a proposed central body, so college libraries must be wary of this attempt at a standardising authority that would take away their freedom and individuality.

(6) Those professors who are also principals have a further important duty, a twin duty, to perform. They must send their librarians to this Conference every time, and when they come back they must watch them carefully for any symptoms of librarian's disease. This disease, which is contagious and fatal, is, briefly, the caring more for the system than for the books. The decimal habit of thought is not human. However intricately it be devised, it is not nearly subtle enough to correspond with human distinctions. It is useful, it has for large libraries become invaluable, and for librarians it is a necessary and indeed educative study. But it is nothing but a device, and perhaps the more subtle the less adequate or true. And any system of classification or all systems together, are only a small fraction of librarianship. Indeed, librarianship consists, in the main, of a particular kind of knowledge of the *insides* of books—it is humane learning in a broad and accurate though not detailed sense. Though not exhaustive it is, above all, intelligent. Too much attention to systems of classification may make the wrong kind of expert, whose joy is to put asunder those books or themes that nature joined together. Where so many librarians are gathered together, an outbreak of librarian's disease may well be feared, and when this is so the returned delegate must be watched carefully throughout the period of incubation. This is the more important because this sickness is only one type of the general disease called classification mania, from which, in a mild form at least, very many students and some university teachers suffer. The most obvious symptom is rigidity of mind, and this occurs quite early; but as the poison spreads there comes one form of anaesthesia after another, till the end is reached in paralysis of the heart,—and we all know that this means death. Professors can cure this in students by never answering or tolerating a particular type of question, and refusing ever to tabulate anything except figures. The librarian's form can generally be cured by a litle genial laughter. But it need not be caused, and let us at this Conference be so preoccupied with the life of things that the classification of the treatments of things will occupy only its rightful small place in our deliberations.

(7) Finally, if ever a professor is appointed to membership, or ever chairmanship, of the committee of a public library, let him behave in a becoming manner. It is likely that his fellow-members will know better than he, both what the public needs and what the public wants. And it is perhaps rather difficult for academic people to realise that the want is just as important as the need, and that the provision of relief and pleasure is just as important a part of a public library's function as its educational duty. I can remember a public library which used to be regarded as a sort of supplement of the college library—proividing extra copies of its academic volumes, very useful for students. Light literature was frowned on. It was not even understood that imaginative literature—in particular the novel and the drama—is far more illuminating, more instructive, than any treatise on ethics or economics. Sometimes the man in the street best understands such matters, and in his company on such a committee we professors should be modest and deferential, reserving our airs for each other's company.

THE ROLE OF LIBRARIES IN RURAL RECONSTRUCTION OF INDIA.

by

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In the 6,85,665 villages of India there live the bulk of her children comprising 89 per cent of the total population out of which only 9.5 per cent are literate; whereas the remaining 11 per cent of the population are distributed over 2,320 towns with a literacy percentage of only 25. The condition is appalling and has been gradually deteriorating by the migration of the educated people from villages to cities. Although of late years rural reconstruction has claimed an increasing measure of attention, yet the attempts so far made have not been on a vast scale. Added to this is the fatalistic and listless outlook on life of the humble village folks, which largely accounts for the backwardness of the rural population. The desire to live better, to learn more, or to take a more lively interest in the village affairs, is practically absent from the rural mind. In any scheme of rural reconstruction, therefore, the policy should not only be to do the villagers direct good but also to rouse into them the feeling that they are as important citizens as any one else of India and that their contribution to the society is in no way less for the promotion of the general welfare of the country at large. This requires a countrywide propaganda through education, which can be done partly through schools. In the whole of British India the percentage of pupils attending all types of schools to the total population is 5.2 only. The propaganda through schools can, therefore, touch only the fringe of the population. Another ostensible way is enlightening the people from the pltatform through lectures, reinforced by lantern slides and popular films. If this method is not persisted in, the result will be the lapse into indifference and darkness as before. The villagers, therefore, need a sort of permanent arrangement by means of which they can be regularly given assistance in the matter of education, literary as well as vocational, in order to do better than what they are already doing, to learn new things, to follow current events intelligently, to find relaxation, to fill gaps in their early education, or to develop their understanding generally. Through books they can and do accomplish these aims and it is the books which supply the main sources of information and relaxation. It is not one or two books but a collection of them with a variety that can accomplish this object. '*A true university is a collection of books*' or in other words a collection of books does the function of university. A collection of books is, therefore, as important as a university for purposes of education, provided the books are properly made use of and added to from time to time to replenish the stock of knowledge which is ever expanding. In order to provide facilities for education through books and to keep the books in safe custody for making them available whenever required, a permanent home *which is a library* is necessary. This is how a library can become useful for the education of the masses, supplemented by schools and occasional lectures with demonstrations to keep alive the interest of the village folk in their common welfare.

But the question is how to achieve this object. If one rich or enlightened family in the village or in a group of villages were to buy all the books for the purpose, it would soon be too much for them. But by a pooling of resources, many families living in the same district can be brought within reach of thousands of books and magazines. For the public library is, after all, just another cooperative service. But the establishment of libraries by local initiative alone may be haphazard, the territory that has adequate means and plenty of leadership establishes a library whereas neighbouring villages or districts that need the service fully as much go without. Therefore, planning for the country as a whole is important. This will mean dividing the country into library regions suitable for library service. This can be done only by the State. Once the principle has been accepted by the authorities concerned, it may not be difficult to divide the country into suitable regions in the library sense. A region may be one large district or a combination of adjacent subdivisions, or even a convenient geographic or linguistic division. But whatever the type of area, the service is practically the same. It is only the method of co-ordination and co-operation which will determine the success or failure of the scheme. A regional library service properly organised may secure the desired results. But what is a regional library service? In a regional library system books are taken to the remotest parts of the region from the headquarters library which serves as the main reservoir. There should be branch libraries distributed throughout the region located at convenient centres through which books are distributed. In addition to the branch libraries there may be service stations at convenient points like crossroad centres, schools, railway stations and book automobiles or boats according to the available facilities. The number of schools in the country is 2,48,561 and they are proverbially ill equipped with books and other tools of knowledge to be useful to the general public. This apart, their location is haphazard and not so well distributed as to be within easy reach of the population. The railway stations, which number about 7,600 over a total railway mileage of 41,154 penetrating deep into the countryside, and which are the meeting-places of a great number of population and are within reasonable distances from their village homes, may be with the co-operation of the railway authorities made into branch stations for the purpose of rural library service. The weekly markets and fairs are also good centres for the dissemination of knowledge through library stations. The rural motor service in the country has of late years developed to

such an extent that people can be served through automobile associations on book lorries over a mileage of 1,86,166 motorable roads throughout the year and over 1,02,554 miles in fair weather. The remaining 99,147 miles of unmotorable roads can be served on wheels drawn by bullock power or other convenient means of transport. This mobile service can be supplemented by country boats where there are no other modes of conveyance. As the object of the scheme is to put books and other reading materials into the hands of every citizen, the methods used must be effective. They should be determined by the local pecularities and requirements.

Branch or station libraries may have their own reading rooms or reference collections and they can draw upon the resources of the large regional book collection and on the help and advice of the experienced and especially trained regional librarian. These branch and station libraries, the school libraries, the railway libraries and the automobile libraries should combine themselves into one association and affiliated to the central regional library having direct relationship with the provincial library Association. Inter-library loan should be so arranged as to ensure the proper circulation of books from centre to centre, *i.e.*, the books that have been read at one station should move on to another. The regional librarian should be placed in charge of the organization and administration of the rural library service for the region. He should organise the service in such a way that local workers are enlisted for the service and serve as custodians of the books in circulation. In this way a close touch with the interests and needs of the local readers is possible. The local workers should also be entrusted with the task of reading out to the illiterate masses interesting news items, articles contributing to the welfare of the locality and such other items as will enlighten them on the problems of life and keep them constantly alive with the desire to learn more and more so that in the long run desire to know things by themselves becomes a permanent attribute with them.

The problem of rural library service in India is so vast and important that without State help the object cannot be achieved. Planning for the State as a whole is important, for the local approach is bound to be devoid of the correct attitude to be taken for the solution of the problem and may be spasmodic. The appropriate body to take action in this matter is the Central Advisory Board of Education in India with the help of the local authorities, the Indian Library Association and such other bodies as the Board may think fit to co-opt in the performance of the task. No voluntary association has been able to forge its way in the right direction without the support and sanction of the Government. It may succeed here and there but all its wishes to see it done is not achieved. The Indian Library Association has passed resolutions on the subject of mass literacy but how many of them have been given effect to in the provinces? This is a common knowledge. Without State approach therefore nothing can be achieved in this country. Whereas in every progressive country there are laws to administer, organise and promote library service ; in India there is none such. It is well known that without appropriate legislation no progress can be made insocial work. There are many legislative acts in the country dealing with social aspects. Similarly, a libraries act is as much a necessity for the emanicaipation of the illiterate millions of the country as any other.

In America an annual income of $1 per head is recommended for libraries serving a population of 25,000 or more in the Standards for Public Libraries adopted by the American Library Association. According to the detailed provisions of the State law, if a small beginning is made, plans can be worked out to obtain adequate funds as soon as the service has proved its value. The county authorities determine the approrpriation each year and are responsive to public opinion. Many areas that want county or regional libraries are not able to bear the whole cost of the service. The State, however, has access to new sources of revenue and has a responsibility for libraries as it has for schools and other services of like nature. Federal aid for libraries is believed by the American Library Association to be necessary in addition to State aid, if inequalities between the States in ability to support adequate library service are to be overcome. President Roosevelt's Advisory Committee on Education recommended grants to the States specifically for the development of rural public library service. These recommendations have been embodied in legislation introduced in the United States Congress. From this will result a rapid development of libarary service in rural areas in the United States of America. Only by the united efforts of local, State, and Federal governments can the ideal of a nationally adequate programme of library service be approached. The final result should be a co-operative partnership in library development in which the Federal Government shares responsibiity with the States and local units. Such was the finding of the American Advisory Committee on Education on a study of library service for the country. A similar study is necessary for India as a whole before the necessary legislation is undertaken and steps taken to implement the provisions thereof.

The initiative therefore lies with the Central Government to give a start to the idea through the Central Advisory Board of Education who should collect the information required through local agencies and library associations, collate it and finally appoint a committee to go into the question. The war period may not be opportune for such a task to be undertaken but the preliminaries can be gone through and the stage set for action after the war.

POST-WAR PLANNING FOR INDIAN LIBRARIES—AN OUTLINE.

by

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In recent times we are familiar with the discussions and planning going on in practically all countries, which is to be taken up as soon as peace dawns upon the world. In England there is the Beveridge plan of social insurance promising the four freedoms. There is the Educational Bill of Bulter which proposes to make more extensive provision for primary and secondary education and give greater facilities for entrance to Universities with emphasis on religious instruction in all stages. Regarding public libraries there has already been a systematic examination and study which has resulted in the Report of McColvin and in the proposals by the Council of Library Association, London entitled the *Public Library Service*—its post-war re-organization and development, a pamphlet issued in 1943.

For India we have the New India planning groups, more than three hundred in number, which discuss the economic policy of our land for peace time. The Government of India have appointed Re-Construction Committees and Re-Construction Policy Committees in different branches—(1) re-settlement and re-employment, (2) disposals contracts and Government purchases, (3) public works and communications, (4) Trade and industry and (5) Agricultural policy. The Central Advisory Board of Education has a scheme of post-war educational development in India which promises to provide universal and compulsory education for all.

But we have not yet heard of a scheme for post-war planning for Indian Libraries. The time is propitious for such a plan to be formed and discussed by those in the profession. Detailed schemes for each branch of library activity have to be framed and examined by special committees of Librarians as it is always better to think ahead, of the problems likely to confront us in the near future. Profiting by the experiences of the past, the librarians can take account of the defects and inadequacies in rural and town library systems, the need for a library legislation, creation of adequate library facilities for the future, and improving library facilities where they exist—all these are problems worth serious consideration and decision.

The first and immediate problem is that of demobilization. When an army of over 2 million Indian soldiers is demobilized, the question of their absorption and employment in other services in civil administration becomes paramount. The Eastern Economist advises that demobilization should not be sudden but spread over 3½ years and suggests employment of these men in civil life and in industries in the case of skilled workmen. To keep the trainning and knowledge of the ex-service men fresh in their minds and to improve their condition, there is need to establish special libraries in the country. These special libraries comprising of books on industrial and engineering subjects like aviation and ship-building have to be established by the Government and suitable books on technical, scientific and technological studies, have to be acquired and kept in these special libraries. Instead of allowing the ex-service men to forget what they learnt, these libraries will help them to keep their minds quite alert. They will be in a better condition for use in the future.

The second problem is that of Library architecture. Library architecture has to come in line with general architecture for peace times, making special provision for bomb-proof roofing, impregnable and ideally safe under-ground cellars or vaults to act as repositories of books for each library in times of war.

In this connection let us consider what the library authorities are planning in England for library architecture. "Library architecture should make allowance for lecture rooms for adults in addition to separate junior departments already provided. In these rooms should be held classes which fall under Adult Education Regulations. An educational film apparatus, a radio, gramphone and wireless should form part of the library equipment. In such buildings could be held study circles, play-reading groups, debates and musical programmes, which with careful planning need not interfere with the quiet atmosphere of the normal library. Such institutions combining best features of the public library and educational settlements, would counteract the boredom of frustration common in many districts and would develop a community spirit. A Club atmosphere must be substituted to the rigid institutionalism common to many public libraries." (Vide *The Times Educational Supplement* for 1942 page 15).

In the case of new libraries to be built in India, these suggestions may be seriously considered and adopted. In the case of older institutions and buildings, as many of the suggestions as are practicable might be adopted. The engineering skill and knowledge must be thoroughly utilized in making the library buildings absolutely impregnable and throughly impervious to all air attacks. The library authorities must be given the adequate power to carry out the recommendations of the architect and the engineer in this matter.

To make the Scheme of Compulsory Education really effective and useful we ought to have well organized and well equipped systems of village and town libraries. There are over six lakhs of villages in India. We have no complete statistics regarding the economic condition of the people, language spoken and their adaptability to library service. A preliminary survey of the villages is necessary and may be undertaken by provincial and district library associations wherever they are in existence. Wherever there are already village and town libraries these must be brought uptodate.

Books in these rural libraries will not cost much. In the province of Bihar and in the state of Kashmir rural libraries are having books worth Rs. 36/- or 40/- in each as these contain only pamphlets or rudimentary topics and subjects, and compositions in vernacular languages. In view of the extreme poverty of the rural population, imposition of a rate or contribution, cannot be thought of. The Government of the country must finance the scheme and wherever private philanthropy and endowment are possible these must be sought for and secured. Loe Strachey, sometime Editor of the *Spectator* long ago emphasized the need of starting libraries when he said " To educate people and not to provide them with tools to work with (books), is obviously an absurdity, if not a crime." The Reports of Education Departments deplore lapses into illiteracy during the primary stages of education. If there is a well organised scheme of village and town libraries such lapses will not occur. In the State of Baroda which is a living example of library efficiency and organisation, such lapses did not occur in the districts served by village libraries.

It is better to have a translation bureau which can compose easy works in simple language in the vernacular on the elements of sanitation, hygiene, geography, civics and contemporary history that can be easily read by the village blacksmith, carpenter and the artisan. Our country's national reconstruction is wholly dependent upon the awakening to a sense of citizenship and its rights of over 350 milions of the illiterates who form the rurual population.

For the furtherance and systematization of all matters connected with libraries in India a public Libraries Act, of an all India type, must be framed and submitted to the Government. The Libraries Bill framed by the Indian Library Association in 1942, makes the Act permissive and adoptive, instead of a mandatory and compulsory piece of legislation. The Library Association, London in their pamphlet issued recently entitled *Public Library Service* (already referred to) deplore the adoptive nature of the English Library Act and agitate for compulsory legislation with a view to making it obligatory on the Government to establish and maintain libraries in an adequate manner. In view of this, we cannot afford to have the adoptive and optional clauses in our Libraries Bill. Only when the Library Act is of an All India type that the question of Union Catalogue, Co-operative Cataloguing, a national and central library and the system of inter-loaning of books—will be really possible. Like the Income Tax Act and other Imperial Acts, the Library Act must be one promulgated by the Central Legislature.

We have long been feeling the need of a Bibliographical bureau for our country, financed either by the Government or by private philanthropy. Most of India's great works on religion, philosophy, sociology and vernacular literatures are sadly wanting in critical and uptodate bibliographies of the types we are familiar with, in the West. The bibliographies compiled by foreign scholars of Indian culture are becoming old fashioned and do not take account of recent advances in sciences and of modern publications in the several branches of knowledge. Serious efforts in this direction have to be made by the Indian Library Association and the kind cooperation of eminent men of India has to be sought for in points of dispute and doubtful authorship and other controversial matters. A suitable Committee has to be organized to go into the method of the compilation of subject bibliographies for Indian culture in all its branches.

The present war has brought to our notice the scarcity of paper and difficulties in the importation of books from abroad. If the immense quantity of paper manufactured in our country is well conserved in peace time and if there are associations to deal with the manufacture of paper and its conservation and use for different publications in India, we need not be ashamed of the nature and format of Indian publications any longer. An association of booksellers and publishers may be formed to improve the quality of paper, the standard of printing and binding of all Indian publications. Some of the leading booksellers of the presidency towns, like Bombay, Madras, Calcutta, Lahore etc., can easily become members of the Association. The aim of this association must be to co-ordinate the activities of different presses in the country, to print books on better paper, give more bibliographical details on title pages, and to secure uniformity in the trade. A committee of librarians may be appointed to advise the association as to the kind of paper to be used, the quality of the printing ink, the type face to be chosen and bindings to be used for the books. The Booksellers' Association may also be induced to sell books at special rates to libraries of India.

Indian Libraries have also to play some part in the scheme of adult education. An American Librarian, Rose (E) describes the connection of libraries and adult education as follows : " Three of library's objectives in adult education are outlined (1) Book service

to library users — general availability of reading material for information, culture and amusement of the entire community, (2) Co-operative service to groups or organizations particularly to those conducting adult educational activities (3) conduct by the library of adult education activities if such action seems called for and is feasible. In all such activities the library should retain its unique characteristics, freedom, voluntary use, re-creative quality, informality, presentation of unbiassed information." These statements refer to the State Planning Committee of New York—adult education section—1936 (Vide *The Library Journal*, Vol. 61, pages 468-69). In planning libraries for the future, the library training centres must equip the students with sufficient information and guidance to help and advise the adult who may happen to visit the libraries. The characteristics pointed above must also hold good in the case of Indian libraries.

An employment bureau for Librarians and assistants trained in library science may be set up. This will be useful to secure employment for librarians and library assistants by providing the necessary information to places in need of such people.

The starting of Children's libraries, adoption of a uniform scheme of classification for the whole country, the creation of a national library at the capital of the country, starting of library training centres in each province, the compilation of a Union Catalogue of all Indian books, popularising hospital and travelling libraries—all these too are some of the subjects that demand a good deal of study and consideration at the hands of Librarians.

As effective instruments of liquidation of illiteracy, libraries played an important part in European countries like the Soviet Russia, Bulgaria, and Czechoslovakia. Librarians and Educationists in India, must emulate the examples of such countries in the pre-war period in Europe, and bring about the much needed social, economic and political re-generation of the masses, who are steeped in ignorance, misery and poverty. By doing so they will be earning the gratitude of over 350 millions of the Inidan population and rendering a most patriotic act of service to the Motherland.

We began by a need for a plan for libraries, considered opening of special libraries, nature of library architecture for the future, and equipment of village libraries. The need for a library Act was emphasized, the creation of a bibliographical bureau was noticed, the formation of a Booksellers' and Publishers' Association was also mentioned; and the role of libraries in adult education was also touched upon. All other matters connected with libraries deserve careful planning in good time and it is obvious that discussions and committees must be started on the lines suggested above. Let me conclude with those inspiring lines of our great poet Tagore:—

" Where the mind is led forward by thee
into ever widening thought and action—
into that heaven of freedom,
my Father, let my country awake."

READERS' POINT OF VIEW IN LIBRARIES

by

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Introductory.

The great slogan of the American Library Association, *viz.*, " the best reading for the largest number at the least cost " laid in the year 1876 the foundation of the idea expressed by the caption of this paper, *viz.*, " The Readers' Point of View in Libraries." The exponent of this slogan, we all know, was the late Dr. Melvil Dewey, the founder of the American Library Association and the father of the modern library movement.

Since then the profession of librarianship has introduced several improvements in the working of the libraries with a view to promoting the use of print to the civil end of putting the right book in the right hand at the right moment. The idea of introducing these improvements in the working of the Indian libraries is taking root in the minds of the present generation of librarians in India and some leading librarians' pioneering attempts in that direction have resulted in earning glowing tributes from the world at large. Now-a-days questions like the following have been very often haunting the minds of a good many librarians.

How to get the books in our libraries used as fully and by as many persons as possible? How to equip our libraries in such a way as would enable us to adequately satisfy the needs of our clientele? How to systematically organize the working of our libraries which will facilitate prompt and efficient service to readers? What methods would prove most effective to popularise our libraries and attract the maximum number of readers and what types of books would be most useful for them?

Open Access.

To begin with, it is essential to introduce " Open Access System " in our libraries. Let the readers be allowed to handle books. Let them be permitted to go to the shelves without let or hindrance. This may result in additional damage to books and even to the loss of same. But from the readers' point of view the great advantage of this system is that they are not required to wait at the counter nor are they required to wade through cumbrous catalogues for an unlimited time. They can personally browse among shelves and select books according to their tastes and requirements with a good deal of saving in their time. An efficient counter arrangement at the entrance and exit, a suitable treatment of all other openings such as windows so as to prevent unauthorised removal of books and a vigilant, helping, and cautious movement of trained and experienced readers' advisers among the stacks will automatically minimise the loss of books a good deal. As a further precaution, the collection of rare books and manuscripts may be kept under custody and issued to readers according to certain reasonable regulations.

Classified Arrangements.

When readers are allowed free access to shelves, the primary task of the librarian is to arrange books on the shelves in a scientific way according to a standard scheme of classification. Otherwise, much of the time of the readers might be wasted in searching for the books they require. The best arrangement of books on the shelves is to bring together books on correlated subjects, arranging the subjects themselvs in a filiatory order. This will facilitate the task of the readers exceedingly well ; because, on account of this arrangement, they will not only find the books on the particular subject of their interest, but also books on allied subjects by the consultation of which they will be much benefited. The gathering together of books relating to a particular subject, and their division into sections and sub-sections is a help to the general reader ; and to the student, it is an incalculable boon. The closer the classification, the more useful it is to the student.

Stack-Room Guides.

The third important item that requires to be considered is how to facilitate the search for the various subjects by readers from among so many arrays of books in the stack-room. The best way to solve this problem is to introduce an efficient system of guides in the stack-room, such as tier guides, gangway guides, bay-guides, and shelf-guides. A large plan of the room showing the arrangement of the book-racks and the subjects of books stored there should be drawn and put up prominently near the entrance to the room. Each row of book-racks should be furnished at each end, with a " signal " guide, indicating the subjects accommodated in the row in a manner calculated to catch the eye of the reader. In addition to this, every shelf-plank should also be provided with the necessary number of shelf-labels, containing the names of the subjects of books just above them.

The Catalogue and its utility.

" Open Access," " Classified Arrangement," and " Stack-Room Guides " help much to bring about intimate contact between books and readers ; but they are not sufficient to disclose the full value of all the books in the library to the readers, due to the fact that all the books possessed by the library on a particular subject cannot be found always available in their respective shelves as some of them are sometimes lent out to certain members. Secondly, there are a good number of books of a composite nature which very often contain an excellant account of a specific topic not brought out by its title or class number. It is, therfore, essential to prepare a classified catalogue on cards of 3″ by 5″ size of all the resources of the library according to the standard rules of cataloguing and to give in it adequate analytic cross-references and to supplement it with author alphabetical and title alphabetical indexes. This reference tool will prove to be a mine of information to the readers and bring to their notice all the resources of the library on particular topics with the least possible trouble.

Reference Service.

All that has been mentioned above refers to the mechanical processes and technique used to help readers to find books of their individual interests with the least delay. But devoid of the vitalising human touch they prove insignificant and ineffective. There must be some one to explain to the reader the utility of all the technique and the method of using that. There are certain catagories of books called reference books which contain very valuable material, for and over which many persons may be obliged to waste their time and energy if these books are not brought to their notice by some one who is well versed in reference service. Hence, there is great need for trained and cultured reference librarians who are well read and widely acquainted with books to render efficient reference service to readers and to vitalize the atmosphere in libraries. The reference librarian is expected to be a first-class judge of books, and of books for definite use. He must be an expert in the technique of library organization as well as in the methods of study and research.

Books for Home-Reading.

So far, we have discussed the problems confronting us with regard to the effective use of libraries by readers in library-premises. But many a reader desire to be allowed to take books for home-reading. This necessitates the adoption of an accurate and

time-saving charging method such as "the reader's ticket and book-card" method, which if introduced helps to charge books to any number of readers with a great speed without leaving any flaw in the record to be preserved, to enable the counter staff to give prompt and satisfactory replies to queries of the following types from the readers :—

(1) What and how many books a reader has out on any date? (Reader's Record).
(2) Who has the particular books on loan on any date? (Book Record).
(3) What books are due on any date? (Time-Record).

Any method that ensures rapidity of issue from the readers' point of view should always be preferred as a slow supply irritates readers and creates bad reputation.

Publicity.

The technical processes, described above in brief, help us to satisfy only those readers who visit the library of their own accord. But what about a good number of those who have no knowledge of the service, the library offers to them? It is therefore essential to attract these people to the library by means of publicity methods.

There are numerous ways of giving publicity to the resources of libraries. Many libraries in foreign countries publish at regular intervals, journals or bulletins announcing recent acquisitions to stock and giving certain items of library news such as book-circulation statistics, special facilities offered to readers, special features of library resources, etc. Lists of books on subjects of topical interest may be drawn up and displayed from time to time. Books on matters engaging public attention and books recently published may be displayed prominently in libraries. This publicity work can be carried on through press-notices, magazine articles, radio-talks, public lectures, demonstration tours, attractive sign-boards, periodical and itinerant exhibitions and arranging for country-wide celebration of book-weeks.

L. Stanley Jast.

L. Stanley Jast, the doyen of the present-day leading library-personalities of international repute and a great reformer of the modern technique in libararianship has made the following valuable suggesions to meet the readers' points of view in his most eloquent address entitled, "An Ex-Librarian at the other side of the Counter" (Library Association Record, June, 1938, pp. 338-344) delivered at the Sixty-first (British) Library Conference held in June, 1938.—

(1) The Librarian ought to be readily accessible to readers and his office door should be labelled "Librarian" or "Chief Librarian," and not "Private'..... The Librarian should cultivate his public, as far as his administrative duties permit—and he should see to it that they do permit—and, above all, he should never hide himself.

(2) The time allowed for reading a book should be proportionate to the importance of books lent—generally a month or so, but definitely more than a fortnight. In the case of certain books, such as Gibbon's *Decline and Fall*, even more time than a month will have to be allowed.

(3) The enclosure of the counter at the entrance is like the "ring-pass-not" and should be done away with.

(4) The shelves in the library should never be over-crowded with books. There should be sufficient space left in every shelf for the convenient movement of books.

(5) The books that no longer justify their place in the library should be immediately weeded out or stored at some other place if they are worth retaining.

(6) Those novels which in the nature of their subject and appeal lend themselves to an arrangement by topic should be kept in shelves in a classified order such as (1) detective novels, (2) occult novels, (3) ghost or sea stories, (4) social novels, (5) topographic novels, (6) domestic stories, etc.

(7) Serious books and fiction should not be mixed in the same tier of shelves.

(8) The catalogue cards should neither be too loose nor too tight in the drawers of the catalogue-cabinet so that the reader should find it easy and convenient to consult them.

(9) The Library Association should draw up a list of books that are needed but have not been published, and should then approach the most likely publishers with a guaranteed list of libraries which would buy, assuming an authoritative writer, and a reasonable price.

Conclusion.

The new technique of modern librarianship and the valuable reforms in certain library problems suggested by L. Stanley Jast as briefly described in this paper will help a good deal to keep the torch of the noble cause of our libraries constantly burning and attracting continuous flow of readers to them. These points have been elaborately discussed in some indispensable books and periodicals by prominent library experts. In the post-war recons-

truction programme the library profession is sure to play an important role in the scheme of the spread of education and cultural development of our great nation. It is, therefore, expected that the brotherhood of librarians in India will give their close attention to the proper organization and administration of the existing libraries as a preliminary step towards the furtherance of the sacred and noble cause of the Indian Library Movement. This step is sure to remove a sort of seclusion experienced by many of our libraries and turn them into active civic institutions resorted to by all classes and by all communities and considered as popular centres of education, information and recreation, with a trained personnel to assist them.

THE ADULT EDUCATION PROBLEM AND THE NECESSITY OF FREE CIRCULATING LIBRARIES AS AN AID TO THAT

by

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Synopsis.

1. Illiteracy of the masses and its causes.
2. Pioneer efforts to get rid of the curse of illiteracy.
3. Tentative solution of the problem even if the attainment of the goal is yet a long way off.
4. The right kind of books for free circulating libraries.
5. Basic Marathi and other Basic vernaculars are likely to be helpful.

Illiteracy of the Masses.

The great majority of the population of India—as many as 80 per cent have no access to book-learning. They can not get into direct touch with "the Mighty Minds" of old, as Southey calls them. The priceless heritage of philosophy and literature—the wisdom of the Upnishads, the Geeta and the works of poets and dramatists in Sanskrit and the vernaculars—this priceless heritage of India does not exist for them. Priests, scholars and preachers in temples do, on occasions, dole out to them crumbs of this time-honoured teaching of the sages. But this can by no stretch of imagination be regarded as a substitute for a direct perusal of the Mahabharata, the Ramayana, or the matchless commentary of Dnyanadeo on the Bhagwatgeeta. To illustrate by a political metaphor "Foreign Government however benevolent can never be a substitute for self-Government.

Throughout the past and down to the present age large numbers of the population of India have remained sunk in utter ignorance. This has partly been due to the rigidity of caste-system which confined learning to the so-called high-born classes and denied the blessing to two-thirds of the population—some of them being little better than hewers of wood, and drawers of water. Partly again, the evil is due to an alien government which —for the simple reason that it is alien— can not completely identify itself with the interests of the Indian people and strive for their welfare. Nevertheless the evil is largely of our own making, and we shall be shouldering the heavy responsibility of perpetuating it. Whatever the reasons and whosoever's responsibility, this foul blot of illiteracy which disfigures India's name shall have to be wiped out. Free circulating libraries can play a vital part in this endeavour, in as much as they bring within reach of the masses all kinds of books which assist them of polish up what little they have learnt and add very considerably . . . to their stock of knowledge. The true university of these days, says Carlyle, is a collection of books.

One of the hopeful signs of the times is that educated men and women of India are waking up to their responsibilities. There is the movement for Adult Education in Bombay, which is making slow but steady progress. Very recently they organised a literacy week which met with a genrous response. In Poona, again, Mr. S. R. Bhagwat has been tireless in his efforts to level up the ignorant and the down-trodden by teaching them the three R's. He is trying to simplify the alphabet and economise the time ordinarily required for teaching it. Principal R. V. Parulekar and others are encouraging authors to write books in a simple and easy style so that men and women who have mastered the three R's might be able to read them and keep in touch with contemporary literature and life. The Educational Department is also doing its bit in this matter...of Adult Education. Free circulating Libraries, it will be seen, supplement and strengthen the work of those who devote their days and nights to the spread of literacy among the ignorant masses. It is their mission to carry the torch of knowledge forward. They are the channels of water which fertilises the fields of knowledge. Much has been done in this respect by the Baroda State whose pioneer efforts in this direction are beyond all praise.

His Highness Sir Sayajeerao Gaekwar was the first to introduce free compulsory education in his state. He was again the first to realise that Free Compulsory Education must be followed up by Free Circulating Libraries. In British India the progress in this

direction has not been as rapid as one would like it to be. But time will come when a national Government will tackle this gigantic task, and bring it to a successful conclusion. Mr. Sargent, the Educational Advisor to the Government of India, has already given us a lead. He is not distrubed by the staggering cost, which runs into hundreds of crores. If a thing is to be done, it must be done well. The Ceylon Educational committee goes a step.....further. It lays stress on the educated citizens as the chief asset of the state. It is the educated citizen, it says, who will help to build the post-war world. Nations must spend freely if they want the people to be educated so that they may be a real help to progress and not a drag on them.

All this is for the future. In the meanwhile we must do everything we can to encourage the foundation and maintenance of Free Circulating Libraries, as carrying forward the work of those who have laid the basis of literacy. Baroda has blazed the trail and it is upto us to follow. It was the distinguished head of the Baroda State—Sir Sayajeerao—of honoured memory who realised that all efforts at teaching the elements of education to the people are of no use, if they are not taught to cultivate the habit of reading, which will help the people to build up a cultured life of their own and qualify them to discharge their duties towards the state and to their own people with perfect satisfaction to themselves and others. Thus the Free Circulating Library has to perform a function in the educational life of a nation which is essential to its all round development and welfare. But the working of the libraries calls for co-operation and workers trained for the job. Above all and more than all, there must be large number of books adapted to the needs of persons who have had just an acquaintance with the three R's and whose understanding of language does not reach very far. Here again, Baroda has set a shining example. At the moment the state has more than 25 Town Libraries, 698 Villlage Libraries and 196 free Reading Rooms. The last named is a patent means for spreading the habit of reading. These Libraries are managed by Committees elected by the contributors to the maintenance funds, and are allowed (says Newton Mohan Dutt) a large amount of autonomy, subject to keeping their records and accounts in a prescribed form, rendering regular reports to the Headquarters and complying with the rules laid down by the Department.

In a word, in the educational life of the country free circulating libraries have an honoured place. But without an intelligent librarian the Free Library will not go very far. And the intelligent librarian must have books full of helpful information conveyed in a clear and attractive style. Unfortunately in India we do not have a plentiful supply of such books. The Madras Library Association produced a book the other day, as an aid to the adult and popular education which is a model of its kind. This book consists of the following important chapters on everyday subjects. (1) Personal Hygiene, (2) Village sanitation, (3) Prapancham, (4) Agricultural Life, (5) Rural Economics, (7) Law, (7) Education and (8) Electricity. This book has been of immense help in the great drive for popular and universal education ("Memoirs," Madras Library Association Publication).

Finally I would conclude this paper with a suggestion. I am persuaded that we must introduce Basic Marathi, Basic Gujarathi, and other Basic vernaculars. The vocabulary may be limited to 700 or 800 words. Most of the great books in Marathi or their summaries could be produced in Basic Marathi or Basic Gujrati or any other vevernacular pecular to province. Books on literary, social, religious and historical subjects written in Basic vernacular would make it easy for the comparatively uneducated men and women to absorb the valuable information conveyed in them. And this will enable them to follow intelligently the course of events and play an active part in shaping them. I look forward to the day when Free Circulating Libraries would be largely stocked with Basic vernacular books.

To sum up :—Illiteracy is the curse of India. Adult Education and Free Cirulating Libraries are the crying need of the hour. The larger and more comprehensive ideal will be realised later when the state will see to it that every citizen owning allegiance to it is given an opportunity not only to learn the three R's, but to receive the benefits of higher education, which will develop the best that is in him. In the intervening period, Free Circulating Libraries will have to be founded and maintained in large numbers. It is to be hoped that these libraries....supplementing the acquisition of the three R's will be stocked with books written in Basic vernaculars.

PLACE OF LIBRARY IN POST-WAR INDIA

by

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We are told that a very concerted and well-intentioned attempt is going to be made after the termination of the war for making this world a better place to live in for one and all. A fundamental formula has been accepted to the satisfaction of all concerned ; and appropriate authorities are at work to plan its adoption in various lands. India will have her own plan. To make the plan comprehensive and serviceable the makers of the plan

must consider all the aspects of national welfare and explore all the possible ways of advancement. We hold that libraries can render valuable service in more than one ways. It will really be a blunder if we do not recognise libraries as one of the best agencies for national service. Considering our present pressing needs and the greater needs of days to come we may divide library service into three major heads; (1) Adult education service (2) Technical or Specialised service and (3) General service.

The percentage of illiteracy in India is appalling. The existing educational structure in India is rather like a steel edifice, built on a small base, with narrow entrances and having spiral ways upto its cloud-kissing pinacles, visible even from overseas. There are so many educational 'Yatims' in India but there are few or no 'Yatimkhanas' for them. But Indian tradition and clime have never been averse to liberal education. Since the time of the establishment of Fort William College in Calcutta, educationists in India have been working upon a non-elastic and aristrocratic plan of education for well nigh a century and a half. During the early years, generous and friendly people like William Carry and David Hare made this education very attractive. Time rolled on and by now we have realised that this system works well in training up gifted individuals but it has proved a complete failure for catering elementary learning to the masses. In mass education, besides compulsory primary education the following considerations are of supreme importance :—

(1) Framing of an intensive programme of adult education.

(2) Establishment of agencies to distribute reading materials to the less educated people with a view to preventing them from lapsing into illiteracy by satisfying their growing desire for learning and forming them into congenial units of social life.

Libraries are specially suited for both these arduous tasks. The American Library Association appointed in 1924 a Commission to study and report on Adult Education from a library point of view. "Libraries have very clearly defined functions to fulfill in the present movement for adult education." Thus remarked the Commission. It devoted two years to the study and the analysis of the subject and among its principal findings are the following "It (Commission) believes that the supply of books whether for classes or for inindividual study, is primarily a library obligation. Libraries owe consulting and advisory service supplemented by suitable books, to those who wish to pursue their study alone, rather than in organised groups or classes. Such a service which can function efficiently only through a specially trained and well-educated personnel, will offer advice in the choice of books, and will assist students through the preparation of reading courses adopted to their age, education, taste and previous experience. This is a contribution which the library is peculiarly fitted to render." The Commission also recommended a special course of instruction in adult education work for librarians. Russia has attained unique success in combating illiteracy through library service. In India too the state of Baroda has been using her libraries for the purpose with decent results.

We hope our educational authorities also will consider the advisability of having this indispensable service rendered by libraries. Unfortunately for us there are very few libraries in our country and still fewer are the qualified librarians here. Yet we are sure these few people will not lag behind if they are called upon to organise this service of national importance. Though it may now appear to be a formidable task, yet we may look forward for a day when we shall find a net-work of libraries spread throughout the whole Country doing useful work in this direction.

After the war is over, we are going to have more mills and factories. In fact we are going to have greater and better specialised labour. Mechanical specialisation must demand a heavy supply of relevant literature and expert book service which can be met only by well-organised libraries. Technical or specialised libraries have a definite place in the successful training of skilful technicians and organisation and promotion of industries in this country.

Public libraries imperceptibly influence public opinion. Library science directs a librarian to know his clientele or reading public. This is, in fact, essential for a librarian if he is true to the noble profession and the community he serves. A librarian who has the good of the society in his view can dispel many evils and instal instead, blessings in the minds of the common lords of the 'Franchise' through intelligent book service.

It is not within the limited scope of this article to supply any detailed plan showing the extent of service desired, relation between the Government and the Local Self-Governing bodies in the matter of sanction of grants, control, etc., and such other things. Yet we feel sure that if the matter receives proper consideration at the hands of the Central Government and Provincial and State Governments, framing of a workable programme will not be a prohibitive task. To our advantage we may accept some of the recommendations of the Library Association (London) made in connection with the Post-War Library Reorganisation in Great Britain. The Association considers the following as the essential conditions of reorganisation : (*a*) The provision of adequate services by suitable library authorities must be made compulsory. (*b*) There must be an appropriate department

of the Central Government responsible for guiding, encouraging and co-operating the work of local library authorities and insisting upon their efficiency. "Let us also believe as the London Association does that it is the duty of every democratic state to provide library facilities to such an extent that "every accredited person must be enabled to borrow books from or consult them in any public library regardless of his place of residence or employment. No barriers to the full and free use of library should exist."

We are convinced of the great importance and urgency of the matter and we are of the same opinion with the London Association which remarks "As all democratic progress depends on an informed, alert, thoughtful and consciously accepting majority in the community, we believe that the public library service of Great Britain, (India) must be so reorganised organised and strengthened as to be capable of playing its full and vital part in the post-war world."

INDIAN LIBRARIAN IN THE CHANGING WORLD

by

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Where does the Indian Librarian stand today? What position will the Indian Librarian have in the post-war era? In the changing world will he have the security of a independent man, free from the worries and anxieties in the stress and strain of everyday life? Will he remain the ever exploited instrument in the hands of a few who claim vested interests in the temples of knowledge? Or will he be allowed to serve the best interests of the society and the nation as a happy man? These are some of the questions which agitate our minds today.

For answers to these questions I will ask my brother librarians to see within. We stand today on the threshold of a new era. United we stand and disunited we fall. United we shall have to face the inimical forces of tyranny, oppression and respression; united we shall have to remove all impediments that stand in our way to progress.

We, in India, have to go a long way to achieve our goal. We are to progress and progress we must and will.

Of course, the progress will be restarted if we do not take stock of the situation, if we do not make a searching examination of our own weaknesses and difficulties. For that purpose I crave your patience for a while.

The library movement in India is yet in its infancy. Today the Indian Librarian is working without the aid of the Government. That is the truth. Ill-paid, half-starved, unprotected, ill-equipped, groaning under the impact of high prices and high expenses he is a prey both to the whims of his masters and to his own staggering helplessness.

I ask you to answer the question: Do you get the same protection as people in other spheres do? If dearness allowance and bonuses and increased salaries can be given to Government employees, and employees in many big firms, have you not got the same right as your comrades in other fields? Cannot we produce any Beveridge from amongst us or force the hands of the Government to produce one for us?

Let the Library Association form a committee to examine critically the existing arrangements, so far as librarians are concerned, for providing pensions, insurance benefits, allowances and compensation to the mass of men behind the counters, men who are serving the best interests of the nation by working on a famine wage to keep the lamp of knowledge burning. Let the Association's Committee take up the discussion of the fundamentals of a social security scheme at once comprehensive, unified, consistent and based on intelligible principles. We want, like others, not only dearness allowance at a fair and decent scale, but also two month's bonuses in a year, higher grades of salaries to cope with inflationary prices, old age pensions, free medical service, unemployment benefit, disability benefit, basic retirement pension after a transition period, and training benefits. We want every library to set up social security budget for its employees. The time has come when we should recast the whole range of library services, bring them up to date, infuse them with modern doctrines, organise them on consistent principles, place them in a definite relationship with one another, integrate the machinery of central and local administration vis-a-vis the library administration, and reform the entire system by *constructive ideas.*

I would suggest to the Association's Committee or the Association itself to press for an Assistance Board or Librarians' Assistance Committee in each Province side by side a Library Advisory Committee, with a number of Area Officers to assist in the task of helping deserving librarians now and then or to fight out their cases with their authorities. I would also suggest in this chain a Vigilance Committee to look to the needs of the librarians and to see that no encroachment is made on their rights. Whereas we need a Public

Libraries Act or Libraries Aid (financial) Act to chain up the entire edifice, we also need Provincial Determination of Librarians' Needs Act, public assistance authorities rendering emergency relief to poor librarians or indoor or institutional relief, guaranteeing at the same time health or medical relief.

For the purpose of social insurance in the case of librarians, I assume that when they get high salaries in view of the enhanced prices, they are also willing to accept taxation to provide rates of benefits which would be adequate for reasonable maintenance of the economically incapacitated and their dependents, and also to provide the constructive allowances, family, marriage, training, etc. I also assume that there are real advantages to the employer and the society if they take financial interest in the safety of the librarian.

We have to chalk out in our case a plan, in fact, for living, for work for social security, for the librarians; we have to choose the planners who understand our needs. Extreme inequality in wealth possessions is to be abolished in our sphere as in others; every one of us has to have equal opportunities of library education, suitable for the development of our peculiar capacities. Want, Disease, Ignorance, Squalor—these four giants are to be destroyed. We want our Government now to declare and to make us believe that it will be prepared to use the powers of the state to whatever extent may prove to be necessary, in order to maintain employment for the librarians after the war; that it has set up Library General Staff to prepare a plan or plans for that purpose and or helping our comrades in other occupations.

I have a word for librarians too. They should, means permitting, urge the authorities to plan library insurance whether property insurance or liability insurance.

To the public librarian I would say: make your library a democratic institution, well equipped, and well administered. It is to be entirely a modern phenomenon. The librarian must weigh social or human values. He must have faculty for social, mental and moral improvement, must believe in the potential equality of men, must respect the rights of others and must tolerate the opposing points of view. Don't depend upon the traditional methods of library circulation statistics. Know your readers; know what they are reading, whether their reading is worth while; know who are the people or groups who do not use the library, and what are the reasons for their indifferences, and whether they have legitimate reading needs which the library can satisfy. You are to see the political position of your library, its social relationship; you are to weigh technical and professional considerations. Provide as many books to public as you can. Provide book service to a majority of the population; provide a variety of techniques to assist readers to find the books they need. The public library has a plan. The plan is reading with a social purpose, recognition of need for special work by giving encouragement to juvenile and adult study groups and assistance to studious readers through the agency of the National Central Library. Books are to be given to those institutions which care for the blind, maintain hospitals, prisons, army camp libraries. The public librarian must make this library an institution for the furtherance of popular education. He must create war information centre, helping the soldier as well as the civilian. It is to be a training centre, inspirational centre, a service centre.

The college librarian is still backward, still not fully trained to be a guide to the teacher and the taught. Expert in reference work, he must direct the research scholars and maintain an inter-collegiate service for the benefit of his institution. For the first time he has to organise study circles and make a selection which help growth of a juvenile mind.

The college librarian is to freely draw upon the rich resources of a University library which must not hesitate to help its borrowers who are no more students. It is to be the centre to guide the college librarians and to create a scholarly atmosphere for the post-graduate research scholars and others. It is to support the inter-collegiate book lending service and to have various research centres to assist different university departments. It must be a real reference library. Libraries and universities, educational institutions in general, are closely knit. The university library is the bey centre in war effort helping the university to provide laboratories for training economists, historians, geographers, meteorologists, mathematicians, chemists, physicists and all the rest for war purposes. The university librarian is not to forget that he is to live and work in a rapidly-changing world. He is not only to conserve the values which civilised man has developed but also to look into the future as well, of course becoming adaptable to the needs of the new order, the resourcefulness of the moment, a tremendous awareness of national needs, having selflessness and devotion to the national effort towards the liberation of the country.

To the school librarian I would say: you have in your hands a nation to build. Build it well. Help the school teacher—the brick-layer. You cannot remain inadequately equipped and paid in the changing world. You are to be yourself a teacher, a psychologist, an analyst, a character-builder, your book selection is to be the best, inspiring the importance of national interests in the minds of the child you handle. The school library is to contribute to the preparation of our youth to meet the perplexing problems of the future. For it is the youth of our schools to-day, the citizens of tomorrow, who

will have to solve many post-war problems. The librarian is to give students a wide background or unbiased information to enable them to adapt their thinking to a new ecoonomic system with its high taxes for years to come, with the largest national debt the country has ever faced. In revitalizing the libraries to meet new needs he is not to forget the importance of emphasising the books which give us the perspective of history, the tolerance which comes with understanding another's problems and beliefs, and the books which through the years have inculcated faith in he democratic ideals for which the nation is fighting today.

The library edifice will not be properly raised if we neglect the rural librarian. India is a land of villages. If you raise worthy rural librarians in whose hands the interests of the country are well protected, you do your job well. I would ask the Association to appoint a committee of experts to plan out rural library scheme in which the rural librarian, as the central figure, should work as the man with protected rights to live, equip, and build himself and around him worthy institutions, freely and independently. Give him mobile units, well fed and supported, give him panchayat circles as library centres or give him village school library centres to educate the sturdy villager ; but at the same time give literature and books well selected and well-written by specialists according to the needs and requirements of rural masses. Unless you start good library centres in every nook and corner of your rural area the count will remain steeped in poverty and ignorance.

The librarian in a business, trade, hospital, prison, banking concern research, library, has to be fully trained for the task. He is to be s scholar, a psychologist, an educationist a social worker. He has a difficult role to play. Let the Association start centres for his training and guide him with ready-made literature published by its own experts.

I need not take much of your time. We are passing through an unprecedented crisis today. The librarian has onerous duties to perform and change with the changing times.

The librarian today cannot escape the responsibility of making survey of community reading. The popular library is to be developed from a sporadic, local institution into a powerful national movement helping those forces which are fighting for our freedom. For that purpose the librarian must encourage national interests, do essential part of the cultural work of the community, collect nationalist literature and popularise it, protest against political censorship, resist police attempts tomake serious inroads into the libraries, urge the Government to release foreign books at the ports as early as possible. He is to have probity, integrity, business ability and experience and training. He is to emphasise the fact that if libraries are worth having at all, they are only worth it provided they are properly financed. Whatever the librarian may say concerning the value of classification schemes, cataloguing codes, and technical devices in general, the fact remains that the excellence of a library ultimately depends on the staff who is well paid. A new order of libraries according to his training, experience, education, pay, cultural attainments, is to be created out of the chaos. He is to examine social trends, social origins of institutions, attitude of people to books ; he is to be a student of social conditions and reading needs, having a humane view. His library is to be on the side of progress and prosperity. He is to be the library architecture with an asesthetic taste. The custodian of civilization as he is, this custodian of books, must have discretion, originality and a judicial calm, far from communalism or any isms except nationalism. Not only he is the keeper of books, keeper of print and paper on the shelves, he is also the keeper of the records of the human spirit--the records of men's watch upon the world and themselves. When there is nationalisation of libraries in our country—which I hope will be soon if we are able to get a national Government at the centre—he is to be the leader of the community, the book producer and publisher ; let the Insititute of Library Studies train him for the future ; let the Association help him through expert advice ; let educationists, in their plan, realise that without the aid of a good librarian and library their scheme will not make any strides. For the key to India's future progress lies in the hands of the Indian Librarian !

DECIMAL AND COLON CLASSIFICATIONS VIEWED IN PERSPECTIVE

by

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This is the first All-Indian Library Conference convened after we received a copy of the fourteenth edition of the *Decimal classification* of Melvil Dewey. That accounts for the choice of the theme for this symposium from Madras.

The loftiest Deweyian Peak

It is no exaggeration if we say that we owe our existence as a profession to that marvellous genius—Melvil Dewey. There is hardly any branch of library science and technique which was not either created or enriched by him. Turn where you will in modern library

practice, you can not fail to see the hand of Dewey. But time is a solvent of everything-- good, bad and indifferent. Time may dissolve away from human memory many of the details that Dewey embellished in the art and science of librarianship. But even when it ruthlessly washes out everything in the ultimate deluge, there is one Deweyian peak it can not submerge– the lofties one. And that is the unique service Dewey did in establishing classificatory science firmly and permanently, not only in the mind of the library "profession but in public mind as well.

ASSYRIAN CLASSIFICATION

Dewey is the father of modern classification. The emphasis here is on 'modern.' For classification of a sort had been in existence from time immemorial. We are told that there was classification even in the library of Assyrian tablets. For even then alphabetical and accession arrangements were disliked as they did not give any consideration whatever to the subject-approach which was the most common among readers. So, the Assyrian librarian grouped his tablets into a few broad divisions like

History ;
Law ;
Science ;
Magic ;
Dogma ; and
Legends.

Pre-Dewey Days

During the middle ages it was felt to be 'rough classification,' as alphabetical order was reigning supreme in each of these six groups. Gesner, that bibliographical genius who was the first to build up a universal bibliography, increased the number of groups to 21. About a century ago, Brunet introduced groups within group.

9	sub groups	in the group	Theology ;
4	,,	,,	Jurisprudence ;
10	,,	,,	Science and Arts ;
9	,,	,,	Belles-lettres ; and
8	,,	,,	History.

He arranged the subgroups of a group among themselves and the groups themselves in a FILIATORY ORDER and used numbers to REPRESENT them. This was the first remarkable step in classification in pre-Dewey days.

A Stroke of Genius

But subjects went on dividing and subdividing. The crowd in each class become too great. The alphabetical scattering in each class was most irritating. But the notational barrier stood in the way of finer division. The first to break through this barrier with phenomenal success was Melvil Dewey. While still an undergraduate, he visualised the potentiality of Decimal Fraction Notation to provide for filiatory interpolation of classes and their ordinal representation. Possessed by this new idea and with the freedom it gave, this unshaven youth increased the number of classes at one stroke to beyond 1,000. This was in 1876.

The Race Begins

Almost immediately began the never-ending race between new subjects and new editions of the *Decimal classification*. Subjects began to multiply faster and books began to appear in classes of still narrower extension. The result was that even the 1,000 classes of Dewey once again meant "rough divisions" and the persistence of alphabetical scattering within each of them appeared even more appealing as a result of the very helpfulness of having as many as a thousand classes in a filiatory order. Dewey found his creation slipping down rapidly to the status of "rough classification." But quite undaunted he used his Ariel of Decimal Notation to regain the lost status. Edition after edition of the *Decimal classification* began to appear, the size swelling on each occasion.

Pathological Obesity

By 1927 *i.e.*, in about half a century, 12 editions had come out. The number of classes had gone beyond 40,000. The schedule had grown from 12 to 683 pages. And yet the race between the multiplication of subjects and editions would not stop. The threat of a slip down to the status of 'rough classification' would not stop. 1932—another edition. 1942 –fourteenth edition. Number of pages peeping into four digits and number of classes well beyond 50,000 ! The obesity had crossed the limits of comfort and become pathological ; and yet the cruel book-world goes on surging, putitng forth ever so many new subjects and challenging the *Decimal classification*, to swell still further at the peril of being again relegated to the status of 'rough classification.'

Ostrich Attitude

It looks as if the race has been given up so far as the sciences go. An ostrich- like closing of the eyes to the gigantic marches made by Mathematics, Physics and Chemistry during the last two or three decades appears to persist all through the last few editions. Mathematicians have isolated innumerable special functions, recognised several forms of space, several species of algebra, analysis and geometry. But the mathematical schedule of the *Decimal classification* remains unchanged, as if no such ting had happened. The physicist has broken inside the atom and isolated the neutron, proton, positron and the electron. His penetration has become so deep that matter stands at bay as it were and makes itself indistinguishable from energy. Undaunted by this, the physicist invents his Wave Mechanics and with its aid triumphs over this matter-energy-combine. The *Decimal classification* appears to stand dazed at this, as its once powerful tool of Decimal Notation is of no avail to meet the situation. The chemist and the biologist have isolated the protaplasm, the nucleus and the gene. Chemical reactions are no longer a matter of test-tube experiments. A new technique has been developed to study reactions inside the bodies of living organisms and in living cells. The *Decimal classification* stands confused and scatters such studies into biology, botany, zoology and medicine, almost indiscriminately. The individuality of social groups has now been recognised and a new type of specialists have come into being studying the morphology, physiology, pathology, etiology and cures and the personality of such social organisms. The fourteenth edition's attempt to size up and accommodate these new concepts reminds one of the pitiable groping of a blind man. Because all these new developments overpower the Ariel of Decimal Notation, the *Decimal classificatim* seeks to cover its discomfiture by burying its head in sands as the ostritch is said to do when overpowered.

Co-extensiveness—the Ideal

The achievements, however in subjects like Economics and Fine Arts where the ostrich is still awake and keeps up the race even in recent editions and the achievement throughout, hour the scheme in the earlier editions show us unmistakably that it was the ideal of establishing CO-EXTENSIVENESS between a specific subject and its class number and preservation of FILIATORINESS that had urged Dewey to work his Decimal Ariel to the utmost possible limit.

Decimal By-passed

But any further approach to that ideal is now obstructed by a fresh notational barrier—a formidable one which is quite impenetrable for the Decimal Ariel. The Decimal Notation is now totally by-passed by several specific subjects on which literature is forthcoming. The fourteenth edition is even more full of such by-passing than any earlier one. The succeeding papers in this symposium will demonstrate this phenomenon unmistakably. This by-passing must be checkmated. For this, the Decimal must seek a new ally for it. The mission of the Colon Classification was just to find this ally. Let us next look at the whole of this picture from another angle to evaluate the new ally it ultimately found.

Divide and Rule

The progressive solution of the difficulties of classificatory technique has involved one fundamental principle. The invention and the sharpening of the devices used in the solution depended on a prior separation of the problem into its simpler elements. The closer the analysis and the nearer it took us to the ultimate elements, the more powerful and successful could be the devices. It is the coelescence of several difficulties—an alliance on their part—that baffles us. DIVIDE AND RULE is as efficient in subduing them as it is in the political sphere. Further it is the only one of the classical *Panchatantras* (Five methods) available in the sphere of classification.

Decimal Notation—the first landmark

Before Dewey's days, when new subjects got created, they used to move as a medley and and settle down anywhere without respect to filiatoriness ; nor would they allow themselves to be divided and ruled. Dewey saw the difference between showing the whole crowd of specific subjects somewhere and dividing them and showing for each its right filictory place among those already in existence. He divided as well as ruled them. The weapon which his genius invented for the purpose was the Decimal Notation. He seems to have grasped this weapon by sheer intuition.

Canons of Classification—The second landmark

But the Decimal Notation proved inadequate to achieve fully all that was implied in the division that Dewey effected. It soon became necessary to evolve a set of canons to guide a critical scrutiny of schemes of classification and to provide an objective prop to intuition. W. C. Berwick Sayers stepped in here and paved the way for an objective analysis of the intuitive achievements of Dewey. He developed a set of CANONS OF CLASSIFICATION and isolated several of them and among them was the CANON OF HOSPITALITY. This was the second landmark.

Octave Principle—The third landmark

Bliss's intuition vaguely saw that this canon was not a single one but was a treacherous coalition. He prowled uneasily round it but could not succeed in dividing or ruling. The *Prolegomina to library classification* finally succeeded in dividing it into its constituents and dubbed them HOSPITALITY IN ARRAY and HOSPITALITY IN CHAIN. To provide for these independently and to prevent their confounding coalescence, it prescribed the brushing up of the OCTAVE PRINCIPLE and making it an ally of Decimal Notation on an equal footing. This step in ' Divide and Rule ' as the third landmark.

Colon Notation--the fourth landmark

But even this alliance was inadequate to checkmate the by-passing by new subjects. A class was found to divide itself along several lines—on the basis of several trains of characteristics. Dewey had seen this. He had ' divided ' successfully in many such cases. But he could not ' rule ' them. This may be put in another way. His mental microtome dissected and separated the different Facets or sections. He mounted them on separate slides. But in this process, the original was permanently dismembered. His Decimal Notation—the only Ariel of his—could not help him to re-assemble the sections and revive the original and restore the inherent power of each part and the whole to grow according to their respective specificity. Tables 3 and 4 of the 14th edition show how narrowly the *Decimal classification* had missed the next simple step, which was to invent a CONNECTING SYMBOL to fuse the different facets together.

It is just this that the COLON DEVICE has managed to do intuitively. In a recent book of ours we have taken up an objective study of this achievement and we have called by the name ' FACET ANALYSIS.' the process taken up to the point reached by Dewey (his ' divide ' without ' rule '). To stain the facets, so to speak, in a differential way to assemble them altogether with the aid of the Connecting Symbol ' Colon ' to form the unmaimed whole and to get them distinctively displayed in the class number is the achievement of the Colon Notation. This is the fourth landmark in the tactics of ' divide and rule.'

Benefits of the Alliance

This new Triple alliance effected by the Colon Classification between the Decimal, Octave and Colon notations has done much. The Colon Classification has found also a fourth ally, which has been named Phase-Analysis in the recent books of ours. This quadruple alliance can now stand four-square and meet any challenge from the ever growing universe of subjects and writings--not merely books but even pamphlets and articles of deep intension.

The autonomy bestowed by the Colon Device and the other associated devices on the Facets and Phases has resulted in a much-needed autonomy of the classifier himself. He need not any longer look to the designer of classification to meet every now situation. To an amazing extent it has secured automatic conformity to several canons like those of consistent order, helpful order, hospitality in array, hospitality in chain and above all mnemonics.

The Facet and Phase-Analysis fully implemented by the Colon Classification has brought us much closer to the paramount ideal of co-extensiveness and filiatoriness. The schedule length has been reduced to one-sixth of the Decimal schedule. One may almost risk the conjecture that the best that can be done in the matter has been achieved. A scheme need no longer involve itself in the laborious and impossible task of making an exhaustive list of all possible specific subjects of the past, present and future. It is sufficient if it lists the far fewer fundamental—constituent concepts, rather than the ever growing infinity of derived composite ones. The former will have to be added to far less often and they are far more stable in denotation as well as in total number. Thus, the disease of obesity has been completely up-rooted and there is no danger of its relapse in the near future.

These benefits have released the classifier's mind to dive deeply into the realm of unscheduled mnemonics and increase still farther his independence of the designer of classification. The Facet and Phase-Analysis soon induces in him a new and healthy mental set, which helps an effective canalisation as a preliminary to the final step of translating the name of a specific subject into its class number.

The invention of the Connecting Symbol has led to great success in dealing with Common Subdivisions. As one of the papers in this symposium show, it is now possible to fit even Common Subdivisions with appropriate Facets and thereby approach the ideal of INDIVIDUATION to a marvellous degree of closeness.

We are even provided with a means of representing the imponderable element in the seminal books. The Classic Device has rendered possible the grouping together of a classic and all its auxiliary literature—all its editions, Translations, versions, adaptations, commentaries, sub-commentaries, criticisms and expositions. This is of immense use in dealing with Indology and Orientalia the provision for which is legitimately our field and not

that of Dewey or of the West. Let us not atempt to tire you by exhausting the list of achievements or go into the list of problems that still remain unsolved. We have done that in the *Library Classification—fundamentals and procedure.* But we believe that enough has been said to show that this business of Colon Clafissification is not the professional indulgence of a crank. Nor is it a freak quiet unrelated to the present state of classificatory science. On the other hand it just carries the achievement of the Decimal Classification one step further—a logical and a circumstantial necessity. It freely accepts and adopts all that the Decimal has done. In fact, it really stands on the shoulder of the colossus, Decimal, so as to collect the fruits which have begun to grow beyond the reach even of that giant.

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 by means of its Colon Device. We need no longer translate 'Rose' grossly by 'Flower'! We can even find a distinctive term in classificatory language for every strain and variety of roses. We are on the way to finding a co-extensive class number for any subject, whatever be its facets. And the urge to make our translation from current to classificatory language perfectly exact leads us incidentally to make continuous improvement in the technique of classification and its designing. What was static becomes dynamic ; what tended to become a dead language becomes a virile living one ; and Ever-Becoming, which is a vital attribute of life, begins to characterise the art and scinece of classification.

INDOLOGY IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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Introductory.—

The Webster's New International Dictionary second edition 1939, defines Indology thus :—

"Indology the study of the languages, literature, history, philosophy, customs, etc., of India." The subjects that treat of ancient Indian culture with its various aspects may be said to be the subjects of Indology. When we pronounce the word Knowledge, it means the knowledge of the whole world in general ; while the term Indology is specially applied to the province and scope of the knowledge and culture of the ancient Indians.

The Annual Bibliography of Indian History and Indology, Vol. II for 1939 : Books and Articles on Indian History and Indology in General published during the year 1939 with notes, by Braz A. Fernandes (Published by Bombay Historical Society, Bombay 1941), classifies this subject into five main sections which are again subdivided into 70 sub-sections. The total number of individual entries incorporated in the Bibliography is 1401. The list of periodicals dealing with Indology as given in the Bibliography is 84 and the total number of publishers represented in it is 367. It comprises publications and periodicals dealing with Indology throughout the world. Attention of the scholars to this most important subject has been very rapidly attracted now-a-days. There are a large number of Institutions in India—Government and Non-Government—specially devoted to this subject. European scholars have been studying it for nearly four centuries past and have unearthed heaps of rare works on different branches of Indology.

A very valuable and most impressive description regarding the importance of Indian culture and Indic studies is given by W. Norman Brown, under the caption "India and Humanistic Studies in America" in Bulletin No. 28, May, 1939 ; Indic Studies in America (American Council of Learned Societies). The veteran scholar observes, "India has one of the world's great historic cultures. . .Of the four great contemporary civilizations which derive from these (Indic, Chinese, Islamic, and European) the Indic and the Chinese have the greatest length of continuous tradition, extending back roughly five thousand years, possibly more."

Humanities.—

Our theme in this paper is to examine and compare the provision made for the logical and convenient classification of the various subjects of Indology in both the schemes, *viz*, the Colon Classification and the Decimal Classification, which we shall term hereafter as the **C. C.** and the **D. C.**

A casual look at the topics of Indology tackled by the scholars so far, reveals to us that the flow of literature on the branches of Humanities is profuse. Especially the classical religious works, the basic works of the various philosophic systems, their commentaries and sub-commentaries have been published by various agencies with great

rapidity and the whole expanse of this type of literature has increased considerably, so much so, that it has become a very difficult task for librarians and classifiers to bring about a helpful order in them. The learned librarian of the University of Madras has already devised the best possible methods for arranging in a convenient order all the works of Indology in his Colon Scheme. It is a well known fact that the D. C. treats the most important subjects of Indology such as Indian Religion, Indian Philosophy, Indian Philology, and Indian Literature as minor subjects and leaves them unschedulised.

Terminology and Arrangement.—

Let us examine the terminology of the First Order Array of Humanities in both these schemes and see how far they are self explanatory. The order of the main classes of Humanities in both the schemes is given below :—

The C. C.	The D. C.
N Fine Arts	100 Philosophy
O Literature	200 Religion
P Linguistics	300 Sociology
Q Religion	400 Philology
R Philosophy	700 Fine Arts
S Psychology	800 Literature
T Education	900 History
U Geography	
V History	
W Political Science	
X Economics	
Y (Other) Social Sciences including Sociology	
Z Law	

From the point of view of the terminology of the First Order Array the percentage of the classes that are self explanatory and do not require any special elucidation is 70 % in the C C. and 40 % in the D C. In the case of D. C., it is required to point out that Philosophy includes (1) Psychology; Sociology includes (1) Political Science (2) Economics, (3) Law, and (4) Education ; and History includes Geography.

From the point of view of the canon of Helpful Order, we find that the order of the above classes under the C. C. is better than that under the D. C.

The separation of 4 Philology from 8 Literature and 3 Sociology from 9 History in the D. C. is very severely criticised by specialists like Henry Evelin Bliss.

Literature and Linguistics.—

In the C. C, the order of the languages under the classes—Lterature and Linguistics, is according to their families which is perfectly logical ; while in the D. C., special preference is given to the Modern European Languages in these classes with a special provision in the literature class for the American Literature (810 to 819). Thus we get :—

Under the C. C.	Under the D. C.
1 Indo-European languages	410 Comparative
2 Semitic	420 English language
3 Dravidian	430 German ,,
4 Other Asiatic languages	440 French ,,
5 Other European languages	450 Italian ,,
6 Other African language etc.	460 Spanish ,,

From these divisions we find that the divisions of the languages in the Colon scheme have got an impartial and filiatory order in them while the divisions of the D. C. are quite contrary to that. This is a special advantage for us in India. In addition to their filiatory order in the schedule, the special advantage for us from the point of view of the length of notation is that it is briefer in the C. C. than that in the D. C.

Thus we find :—

The C. C.	The D. C.
P15 Sanskrit language	491.2
P151 Prakrit ,,	491.3
P154 Gujarati etc. ,,	491.47

Literary Authors.—

With the help of the Chronological Device in the C. C., the literary authors get themselves automatically individualised and facilitate much to keep a consistent and convenient order in the shelves which is not possible in the D. C. In the D. C. an attempt of partial assignments to some authors in the respective literature and respective forms according to their chronological order is made in the schedules of the languages of the European Literature ; but the literary authors that have flourished in the various Indian languages are left unschedulised. This creates a great difficulty for us in India.

Examples:—

	The C. C.	The D. C.
015 : 2D35	Bhasa (born sometime before 350 A. D.)	891.22
015 : 2D40	Kalidasa (born near about the 5th century A. D.)	891.22
015 : 2D42	Dinnaga (born sometime during the 5th century A. D., perhaps during the 3rd decade of that century *i.e.*, 420 A. D.)	891.22

In the above examples, we see that the Sanskrit dramatists are individualised with the help of the Chronological Device in the C. C. ; while there is no provision for their individualisation in the D. C.

The digits D35, D40, and D42 in the C. C. class numbers indicate the approximate birth dates of the respective authors. About the exact birth dates of these authors there might be much difference of opinion amongst the scholars of Sanskrit literature ; but the order of these authors as indicated by these numbers is quite accurate. It will never be changed.

These numbers are arrived at according to a table of Chronological Divisions specially prepared for being used for the sub-divisions of a Class which is capable of a Chronological Division. The table reads as follows :—

A Before 1999 B. B.

B 1999 to 1000 B. C.

C 999 to 1 B. C.

D 1 to 999 A. D. and so on

With the help of a portion of the Chronological Divisions as given above, we can interpret the numbers D35, D40, and D42 thus.—D represents the first millennium A. D., the digits after D indicate the century and the decade during the particular century. And hence D35 means 350 A. D. and so on.

In the C. C. the individual works of the literary authors can also be individualised by writing the work number after the birth-date number of the author and separating both these numbers by the insertion of a colon between them. Thus the plays of Bhasa can be individualised as below :—

015 : 2D35 : 1 Madhyamavyayoga

015 : 2D35 : 2 Pancaratra

015 : 2D35 : 3 Dutavakya

015 : 2D35 : 4 Dutaghatotkaca.

The different editions of these plays can again be individualised by Book Numbers, which consist of :—

(1) The Language Number

(2) The Date of publication number

(3) The Accession part of the Book Number

(4) The Volume Number

and (5) The Supplement Number.

For the sake of effecting economy in the notation, the language part of the Book Number is to be eliminated in the case of a book belonging to the Main Class "Literature" if the language of the book is the same as the language of the literature.

Classical Works.—

The classical works, their commentaries and sub-commentaries are numerous in the Sanskrit literature and therefore special provision is made in the Colon Scheme to arrange them with the help of the Classic Device. It is employed for bringing together the different editions of each of a classic in a class, the different editions of each of its commentaries, the different editions of each of the sub-commentaries. . . and so on.

The classic device consists in putting the digit after the number representing the ultimate class to which the book should be otherwise assigned, and amplifying the digit by the Favoured Category or the Chronological Device to individualise the classic concerned.

Examples :—

P15 : Cx1 Astadhyayi (wherein P15 is Sanskrit language, C is Classical Sanskrit, and x1 is the basic text for the grammer of Classical Sanskrit.)

The bsaic text, its commentaries and sub-commentaries along with their individual numbers are shown thus :—

P15 : C1 Panini-Astadhyayi
P15 : C11 Katyayana or Vararuci Vritti
P15 : C12 Patanjali—Mahabhasya
P15 : C121 Kaiyyata—Mahabhasya-pradipa
P15 : C1211 Nagoji Bhatta—Mahabhasya Pradipodyota.

The Decimal Scheme has made no provision for accommodating these classics in its respective divisions.

Religion.—

The assignment of 7 divisions to the Christian Religion (220 to 280) in the Class Religion (200) out of the basic 9 divisions in the Decimal Scheme is a concrete example to prove that the scheme was not at all devised so that it should be universally used. On the contrary, the C. C... arrangement in this Class is impartial and universal which can be seen from the following schedule :—

	The C. C.	The D. C.
Q1	Hinduism (Vedic)	294.1
Q2	Hinduism (Post Vedic)	294.2
Q3	Jainism	294.4
Q4	Buddhism	294.3
Q5	Judaism	296
Q6	Christianity	220—280
Q7	Muhammadanism	297
Q8	Other Religions	290 Other Religions

The arrangement of the different Vedas and their respective Sakhas as brought about in the C. C. is simply unique. The mnemonic numbers *viz.*, 21 Samhitas, 22 Brahmanas, 23 Aranyakas, and 24 Upanisadas under the Vedas and their sakhas help to create a completely convenient order of these books in the shelves.

Thus :—

Q11 : 21 Rigveda Samhita
Q111 : 22 Aitareya Brahmana
Q111 : 23 Aitareyaranyaka
Q111 : 24 Aitareyopanisad

The Kalpasutras under the respective Vedas and Sakhas are arranged with the help of the Classic Device. Thus the Kalpasutras of Taittireyins are individualised as follows :—

Q125 : 4x1 Baudhayana
Q125 : 4x2 Apastamba
Q125 : 4x3 Bharadvaja
Q125 : 4x4 Hiranyakesin
Q125 : 4x5 Vadhula

The Dharma Sastras and their commentaries and sub-commentaries have also been arranged in a filiatory order under Q2 Hinduism (Post Vedic) thus :—

Q2 : 4x1 Manu
Q2 : 4x11 Medhatithi
Q2 : 4x12 Kullukabhatta
Q2 : 4x13 Govindaraja and so on.

The different Vaisnavait, Saivait, etc. Sects which have specialised sacred books, rituals and organisations have also been well arranged and shown as sub-divisions of Q2 Hinduism (Post Vedic).

Q21 Samartaism

Q22 Vaisnavism

Q23 Saivism, etc.

Philosophy.—

The different schools of Indian Philosophy are arranged in the C. C. as follows :—

R621	Vaisesika	R635	Yoga
R625	Nyaya	R64	Purva Mimamsa
R631	Sankhya	R65	Vedanta

The classics, their commentaries and sub-commentaries of these schools have been arranged in a filiatory order. The D. C. gives only one sub-section to this very vast subject., *viz.*, 181.4

The following examples will give an idea as to how the classics, their commentaries and sub-commentaries are individualised by the C. C.

R621x1 Kanada. Vaisesika-sutra

R621x11 Prasastapada Acarya. Padartha-sangraha

R621x111 Padartha-tattvanirnaya

and so on.

The school which has got the greatest volume of literature under this Class is R65 Vedanta. To meet the special requirements of this School the Colon Classification has given it four places. In fact, R66 Advaita., R67 Visistadvaita, and R68 Dvaita and other systems are to be regarded as subdivisions of R65 Vedanta.

The further subdivision of the Vedanta Schools presents another peculiarity which is not observable in other schools. In addition to direct exposition, which can be treated in a way similar to the classics of the other Schools, some of the fundamental treatises of each of the Vedanta Schools are in the form of commentaries of three groups of basic texts, known technically as Prasthanatraya, *viz.*—

1 to 4 the Upanisads

5 the Brahmasutra

6 the Bhagavat Gita

The commentaries on these basic texts are individualised under the main class numbers assigned to different Schools of Vedanta to which the individual commentaries belong. The numbers given above are written to indicate the specific Prasthana after the Class Number of the particular School, the distinguishing mark between the two numbers being a colon. Thus R66 is the number assigned to the Advaita School of Sankara. The commentaries of Sankara on these Prasthanatraya will be numbered as below.—

R66 : 114x1 Sankara—Aitareya Upanisad Bhasya

R66 : 224x1 Sankara—Kathakopanisad Bhasya

R66 : 314x1 Sankara—Chandyogya Bhasya

R66 : 5x1 Sankara—Brahmasutra Bhasya

R66 : 6x1 Sankara—Bhagavadgita Bhasya

In the above numbers the numbers assigned to the Upanisads are according to their respective Vedas and Sakhas.. The 114 assigned to the Aitareya Upanisad can be interpreted thus :—

1 is Rigveda, 11 represents Aitareyins (a Sakha of Rgveda), and 4 represents Upanisad ; in fact this number is mnemonic for the principal Upanisads under the different Vedas and their Sakhas. The remaining numbers can be similarly interpreted. The commentaries on the various Upanisads get themselves arranged under the following numbers.—

R66 : 1x1 Sankara—Comm. on Rigveda Upanisads.

R66 : 2x1 ,, ,, ,, Yajurvedic Upaisads

R66 : 3x1 ,, ,, ,, Samavedic Upanisads

R66 : 4x1 ,, ,, ,, Atharvavedic Upanisads

It is for this reason that 5 is assigned to Brahmasutra and 6 to Bhagavat Gita. Numbers 7 and 8 are assigned to commentaries on Bhagavata Purana and Mahabharata and No. 9 is assigned to other texts.

Classification of History.—

According to the Colon scheme different problems of History can be brought together which is a great advantage to the readers.

The different problems are :—

V : 1 Political and General History
V : 2 Constitutional History
V : 3 Economic History
V : 4 Military, Naval and Aerial History.
V : 5 Cultural History
V : 6 Tradition, Language and Literature as sources of History
V : 7 Archaeology, Epigraphy, etc.
V : 8 Archives

Indian History.—

Books treating of these problems in general are assigned these numbers and books treating of them with reference to a particular country, have a particular geographical number written immediately after V ; *e. g.*, the problems of Indian History will be classed as shown below. The D. C. numbers are also given against the respective problems to facilitate comparison between the assignments in both the schemes :—

Colon No.		*Decimal No.*
V2 : 1	Political History of India	954
V2 : 2	Constitutional History of India	342.54
V2 : 3	Economic History of India	330.954
V2 : 4	Military, Naval and Aerial History of India ...	355.0954
V2 : 5	Cultural History of India	901.54
V2 : 6	Tradition, Language and Literature as source of the History of India	954
V2 : 7	Archaeology, Epigraphy, etc. of India	913.34
V2 : 8	Archives of India	491.17 or 913.3407

From these numbers, we see that the arrangement of the Colon divisions is definitely convenient and helpful to the readers and far better than the assignments to these problems arrived at according to the D. C. as indicated against each of these topics.

History : Period Divisions.—

There is always a difference of opinion amongst the historians regarding the fixation of definite terminology to definite periods of history ; and no consistent order is generally followed in a standard work of history. E. G. the title " Modern Indian History " may be given to any number of books convering different periods in each case. Some books may take European Settlement as the starting point ; some may begin with the British East India Company ; and the others may even begin with the India under the Crown. Similarly the total period covered by these books may also vary—some may cover the period upto 1900 ; some upto 1914 and the others may bring the account upto the present date. So, how to bring about a completely filiatory order in these books is a great problem.

The D. C. has prepared fixed period schedules with a fixed terminology for the U. S. A. and the respective European countries. This method is followed by some classifiers for the period sub-divisions of Indian History and special schedules have also been prepared and those libraries which have adopted the D. C. have to follow some such method to keep consistency with the scheme.

But the method followed by the C. C. is an ideal one. It has directed to use the Chronological Deivice to construct the period numbers according to different periods under any country. Its chronological numbers give the exact period covered by the books concerned. The epoch used for the construction of the chronological number is the latest point of time covered by the book. This has saved the scheme from the ordeals of the terminological flickerings and fight and helps to bring about a completely helpful order in the shelves.

In the following table the period numbers as fixed by the late librarian of the Osmania University and those constructed by the C. C. are given to help comparison between the numbers of both the schemes.—

	D. C. with Osmania No.	C. C. No.
History of India ...	... 954	V2
Ancient	... 954.01	V25 : 1 : A
Greek invasion ...	... 954.0143	V25 : 1 : C7
Chandragupta ...	... 954.01441	V25 : 1 : C7
Asoka	... 954.01443	V25 : 1 : C5
Medieval India ...	... 954.02	V25 : 1 : J4
Delhi Empire ...	... 954.0211	V25 : 1 : J2
Slave Dynasty ...	... 954.0211	V25 : 1 : G9

As the books covering the history of the periods given above treat about Northern India only the C. C. has definitely classed them under the particular geographical number *i.e.*, V25 meaning Northern India ; while the Osmania divisions class them under India in general. The C. C. specifically indicates the special point of view by the digit 1 after the Geographical number and the colon ; and the indication of the periods given by the C. C. carries exact meaning regarding the appropriate period covered *e.g.* A represents before 2000 B.C. ; C7 represents 800 B.C. ; C5 represents 600 B.C. ; J2 represents 1520 A.D. ; J4 represents 1540 A.D. ; and G9 represents 1290 A.D. These interpretations of the C. C. Chronological numbers reveal the fact that the order of the divisoons as fixed by the Osmania Scheme is not perfectly chronological ; while the C. C. method is entirely satisfactory and accurate.

Fine Arts.—

There are some classical works on Architecture and Music and the C. C. has accommodated them in the respective divisions under N Fine Arts arranging them according to the Classical or Chronological Device. Under the D. C. there is no such special provision for them. Some of the classical works and the respective class numbers according to the C. C. are given below.—

N144x1	Manasara (N144 is Indian Architecture).
N844x1	Sarngadeva—Sangitaratnakara (N844 is Indian Music).
N844x2	Dattilamuni—Dattila.
N844x3	Matangamuni—Brhaddesi.
N844xJ20	Ramamatya—Svaramelakalanidi etc.

Spiritual Experience and Mysticism.—

This is a branch of knowledge which cannot be conveniently accommodated in any particular class as all the classes of knowledge are generally represented in it and they are presented from an occult or mystical point of view.

The C. C. has brought all literature of this type under a special class called Spiritual Experience and Mysticism and it is indicated by the symbol △. A mystical, occult or spiritual exposition of any subject—say E Chemistry— is referred to the Main Class △ in in the C. C.—and individualised as △E. The scope and province of this class is clearly explained by the author the Colon scheme as below.—

" Its province falls within a large debatable territory between science and Philosophy, between theory and practice, ...from that wide and wild No man's Land between sciences and humanities it rises like some forbiding mountain peak into that heavens ; and no daring spirit except the Mystics, the Seers and Rishis has yet ventured to approach it, let alone to scale its dizzy heights. Beyond a doubt it is going to occupy a foremost place in the attention of even the ordinary inquirers in future. And the time may come when the Main Class △ may be the very keystone of the arch, and serve to complete the full growing circle of organised human knowledge. It will then synthesise all sciences and humanities and become the basis of a truer spiritual outlook than we can possibly have in the ignorance and confusions of our present state of knowledge."

" That time is not yet ; but it may be ventured to hope that the assignment of a proper place to the Main Class △ in the map of knowledge such as has been attempted here will help to direct attention to what is undoubtedly one of the greatest and most potential fields for cultivation.

The main divisions of this class are based on the train of Religion characteristics in the C. C. Thus we get.

△1 Integral, Purna
△2 Hindu
△3 Jaina
△4 Buddhistic and so on.

The author has already assigned class numbers to the important classical works in this class and this has solved the most difficult problem of classifying these works to a large extent.

In the D. C. this subject gets a sub-section *viz.*, 149.3 under the Philosophical Systems and no further indication about its sub-divisions is given.

Science.—

Out of the branches of Science that were developed by the ancient Indians, the branches of Mathematics, especially Astronomy and Medicine have attracted the attention of the scholars so far and the classical works, their commentaries and sub-commentaries in these

branches have been coming out gradually. These works are arranged under the respective divisions of the classes concerned according to the Classical and Chronological devices by the C. C. ; while there is no special provision for them in the D. C. A few examples are given below along with the appropriate Colon numbers for them.—

Mathematics.—

BxF14	Bhaskaracharya—Lilavati.
B2xF14	Bhaskaracharya—Bijaganitam.
B9xF14	,, Siddhanta Siromani.

Medicine.—

The C. C. has set apart LA for the Ayurvedic system, LB for the Siddha system, and LC for the Unani system—the three ancient systems of Medicine—current in India. The classical works, their commentaries and sub-commentaries get themselves arranged according to the Classical and Chronological devices.

Examples.—

LA	Ayurveda system
LAX1	Carakasamhita
LAX11	Patanjali's Commentary
LAX12	Cakrapanidatta—Carakatatparyadipika or Ayurveda dipika
LAX2	Vagbhata I—Astangasangraha etc.

Conclusion—

From the above discussion we come to the conclusion that the various branches of Indology cannot be conveniently classified according to the Decimal Classification as they are invariably treated as minor subjects and sometimes absolutely neglected in that scheme. On the contrary, we find them satisfactorily attended to in the C. C. Indology is only a branch of the very great universe of knowledge and the Colon Scheme is the universal and impartial scheme of classification useful for the classification of books of the entire field of knowledge in a completely filiatory order. It can be adopted in any type of library and in any country. It is thought to be difficult and complicated until one has not developed one's familiarity with it. But once, the whole system is mastered one cannot express in words the extraordinary advantage and pleasure that one gets from it. It is earnestly hoped that the professional librarians in India will make it a point to study the system and adopt it in their libraries, so that, in future we shall have the great advantage of having a uniform scheme of classification specially devised in our own country.

We are indeed very proud of the fact that our generation of librarians is fortunate enough to have amongst us a great genious that the author of this indispensable scheme is. Let any librarian with a sufficiently wide experience put it to any severe test with a perfectly right perspective and complete knowledge of the subject of classification and the scheme itself. Then and then alone the critic will be able to evaluate it in an appropriate manner.

MATHEMATICS IN THE DECIMAL AND COLON CLASSIFICATION

by

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The purpose of this paper is to study the classification of Mathematics and to show how the Colon scheme, though an off shoot of the Decimal system, is an improvement over the latter. Though almost all the schemes of classification have in common Arithmetic, Algebra, Geometry, Trigonometry etc., they vary markedly in other factors. For example the Decimal Classification completely ignores the entire region of Applied Mathematics in the class 51. The Congress Classification likewise refuses to recognise Astronomy as a branch of Mathematics and hence it makes it an independent class. The Subject Classification includes in Mathematics 'Weights and measures,' 'Book-keeping' etc. In including Statistics, it is followed by the Colon Classification. Dewey tears away Probabilities from Statistical Methods, which he accommodates in Social Sciences leaving Probability alone to find a place in Mathematics.

The author of the Colon Classification who was himself a professor of Mathematics, has penetrated heart and soul into the subject and has greatly improved its schedules by his wonderful tool Colon (:) which facilitates march along many dimensions. The Canon of Hospitality *i.e.*, the capacity of accommodating any number of newcomers, is at its maximum in the Colon Classification while the Subject and the Congress Classifications have reserved a few gaps which eventually may prove insufficient. Likewise the Canon of Helpful Order is well satisfied by the Colon Classification while the Decimal Classification violates it very much as is evident in the places offered to Calculus, probabilities and

Trigonometry. So has Dewey offended against the Canon of Exclusiveness. The places offered, for example, to Abelian Functions and Higher Plane Curves are sufficient to prove this statement. Functions already in existence should have a proper and legitimate place in any scheme of classification. The Subject Classification has completely neglected the Functions while the provision made in the Decimal Classification is very meagre and haphazard. The Colon and to some extent the Congress Classifications have understood the importance of the already existing Functions and have also made reasonable provision for new functions that may come to be studied in the future. Thus the ' Almost Periodic Functions ' which came to be studied for the first time in 1923 finds a place all for itself in the Colon Classification. The degree or order of chain to which each classification is able to penetrate also varies, the Colon Classification beating the others easily. It is also noteworthy that this scheme has to its credit a smaller number of digits though it increases at later stages, say after the 5th order, after which the other schemes fail entirely.

The author of the Colon Classification who first enunciated the Laws of Library Science found it necessary to modify the existing schemes of classifications including that of Dewey, so that his Five Laws may help a Library to be effectively serviceable to the public. To meet the cry ' Every book its reader,' ' Every reader his book,' and ' Save the time of the reader,' a new system of classification taking into account the enormous progress made in all branches of knowledge had to be evolved. Such system should remember that very often useful original unit thoughts come from research workers and laymen in the form of pamphlets.

Let us consider the three following books belonging to the Theory of Numbers :—

	Author & Title	Colon No. worked to maximum capacity.	Decimal No. worked to maximum capacity.	Colon No. equivalent to Decimal No. in column 3.	Meaning of the Decimal No. in column C.
1.	Dickson (L.E.).: Introd. to theory of numbers ...	B13 : 2	512.81	B13	Theory of integers.
2.	Cashmore (M.) : Three lect. on Fermat's last theorem 1921	B13 : 5K37	,,	,,	,,
3.	Ingham (A.E.) : Distribution of prime Numbers 1932	B131 : 2 : 3	,,	,,	,,

The crowding of all kinds of different specific subjects in the Theory of Numbers into a single broad class of the Decimal Classification is obvious from these examples. Column 2 shows the separation and the provision of distinctive but filiatory places for these in the Colon Classification.

Here is another set of four books belonging to the Theory of Equations :

	Author & Title	Colon No. worked to maximum capacity.	Decimal No. worked to maximum capacity.	Colon No. equivalent to Decimal No. in column 3.	Meaning of the Decimal No. in column 3.
1.	Dickson (L.E.) : Elements of equations ...	B23	512.82	B23	Algebraic Equations.
2.	Dickson (L.E.) : Introduction to the theory of Algebraic Equations	B23 : 7	,,	,,	,,
3.	Klein (F.) : Lectures on icosohedron and the solution of equations of the 5th degree, tr. by George Gavin Morrice	B235 : 7	,,	,,	,,
4.	Runge (C.) : Praxis der Gleichungen ...	B23 : 1	512.1	B23 : 1	Numerical solutions of equations.

The first three of these examples demonstrate the inability of the Decimal Classification to differentiate between ' Elements of equations,' ' Theory of existance of solutions in general' and ' Theory of existence of solutions of equations of the 5th degree.' Further a comparison of the 1st and the 4th examples show that the theory of equations is separated from numerical solutions of them by several unrelated subjects like ' series ' (512.4), ' Progressions ' (512.6), ' Involutions and evolutions ' (512.7) and ' Theory of numbers ' (512.81). Surely this is not Helpful Order by any means. All this haphazard arrangement disappears automatically in the Colon Classification.

When we turn to Analysis there is no provision whatever in the Decimal Classification for the development of the ' Theory of Foundations of Analysis ', which has been so pronounced during the last fifty years. There is no place for ' Sets of points ' or ' Irrational numbers ' or ' Transfinite numbers ' or abstract spaces like Hilbert Space or Topology except for 513.83 as a subdivision of Non-Euclidian Geometry. On the other hand a good deal of space assigned to 517 Calculus is wasted over trivialities like ' Curve tracing ', and 'Interminate forms.'

There is again no filiatory place or even mention of modern developments like Divergent series or Dirichlets series or Theory of groups. There is no mention of the ' Theory of the real variable ' ' Cauchy's integration ' or ' Integral functions ' or, 'Singularities ' or ' Analytic representation.'

Every one of these and every kind of function get their individuality recognised and given a distinctive place in the Colon Classification.

Geometry has been overwhelmed and torn to pieces by the liberality of the Decimal Classification. Three out of the eight occupied places in Mathematics fall to the share of Geometry apart from, as if not satisfied with this liberality, ' Mathematical drawing ' being shown a place all for itself in the distant 744. Again 513 is evidently meant to re-represent Pure Geometry. It is lavishly subdivided as follows :—

513.11 Right lines
513.12 Intersecting lines
513.13 Parallel lines

God knows for what purpose ! Curiously Infinitesimal Geometry is given the number 513.7 under pure Geometry. ' 515 Descriptive Geometry ' occupies a whole page showing its hospitality to such details as stereotomy applied to

515.81 Stone cutting
515.82 Carpentry
515.83 Stair building

The divisions of Analytical Geometry are bewildering. In as much as Infinitesimal Geometry has been accommodated in Pure Geometry, it is not clear how 516.5 Modern Analytical Geometry is to be distinguished from the earlier divisions entitled Cartesian Geometry. Conics and Conicoids occur under both of them ; and so also surfaces of higher order and higher plane curves are expected to occupy special places under each category. It is a wonder how this confused, non-filiatory disproportionate, conglomerate of divisions under Analytical Geometry are being printed in edition after edition. Is it because nobody uses these divisions and the faults are never brought to notice ?

The treatment of Geometry is simplicity itself in the Colon Classification. All work on Plane Geometry fall together grouped by the method of study like enumerative, analytical, differential, projective and pure. Solid Geometry too gets divided similarly. Next follow dimensions greater than three.

Applied Mathematics comes off even worse in the Decimal Classification. Mechanics is obliged to seek shelter under 531, 532 and 533 under Physics. In spite of the liberality of space thus given to it by Physics, we find that it has wasted all the available numbers on trivialities. There is no distinctive place for Rigid Dynamics, nor for irrotational and rotational motions of perfect, compressive and viscous liquids. The place 533 given to gases is again wasted over 533.2 problems and questions, 533.8 Applications, 533.3 Atmosphere, 533.5 Air pump and so on. Along side these, the more profound and fundamental ' Kinetic theory of gases ' is obliged to shake off all its dignity and sense of richness and settle down amidst them at 533.7. ' Aerodynamics ' which is surging ahead today is shown a solitary and unexpected place next to ' Air pumps.' Here again why does the Decimal Classification fail to take note of the downpour of books on modern dynamics and statistics ?

Lastly when even the theory of Potentials and Attractions which is more than half a century old has not been given a proper place in the Decimal Clasification, we need not wonder that have Geometry which is only half a decade old has to remain in heard of.

What can be the explanation for this primitive condition of the schedule of Mathematics and generally of most of the Sciences in the Decimal Classification ? Is the lagging behind times of the Decimal Classification to be explained on the hypothesis that it is worn out and become too old to meet new demands ?

Mathematics is indeed the test of any scheme of classification. Because though it is chronologically as old as any other Science it is the most youthful of all subjects. Its potentiality to send out new roots and branches at any time and from any point is unmeasurable. Unless a scheme has got extraordinarily powerful apparatus and is armed with sharp devices to fence with its surprise developments, it will soon fail. It cannot be said that even the Colon Classification which has managed several other subjects with great deftness has succeeded to an equal degree with Mathematics. To say that it is better than the Decimal Classification does not mean much. Its provision for keeping trace of all the endless developments in the theory of numbers is inadequate. Its treatment of Higher Algebra, and Differential Forms particularly in relation to transformations and invariants is clumsy as well as inadequate. It has no doubt isolated special functions ; but their numbers should be made shorter. It feels baffled and has not yet subdivided new special methods of analysis like ' Tensor calculus,' ' Operational calculus ' and ' Calculus of functions.' Surely Mathematics throws a challenge to designers of classification. Until they discover some more powerful and subtler principles or device than those known today, Mathematics will continue to baffle them and it cannot be expected that students of Mathematics can be served by libraries in conformity to the Five laws of Library Science.

PHYSICS IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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The 14th edition of the *Decimal Classification* has made hardly any change in ' 53 Physics ' over what was given in the 13th and the two earlier editions except to add a few headings in the index. The places given by the index for new topics are however too general or unfiliatory or, in some cases, even wrong. On the other hand a great degree of co-extensiveness, individualisation and filiatoriness is secured in the Colon Classification in virtue of its implementing the results of facet analysis by the colon device and of its use of chronological device.

The following table illustrates this difference between the two schemes :—

Colon Numbers	*Subject*	*Decimal Number*
C81N05	Relativity	530.1
C84M60	Ether theory	530.1
C84N01	Quantum theory	530.1

Today there are any number of books and pamphlets published not only giving a general account of these theories but also expounding various single phenomena on the basis of each of these theories. They all get automatically sorted out by the Colon Numbers which, by the way, can be further divided both canonically and on the basis of appropriate characteristics like ' C or classical physics ' itself. For example : Arnold Sommerfeld's *Atomic structrre and spectral lines* gets its specific subject individualised absolutely by the Colon Number C84NO15 : 3 whereas an ordinary account of the spectral lines will get the number C5 : 3. If the purpose of classification in a library is to sort out and assemble books according to their specificity, the buddling of all such books by the Decimal Classification under the hold-all number 530.1 is the very negation of classification.

Neither the Complete Tables nor the index of the *Decimal Classification* prescribe any number for ' Wave Mechanics ' which is now revolutionising physics and attracting a shower of publications or for the ' Electromagnetic Theory ' which held sway throughout the latter half of the 19th Century. The ' Electron Theory ' is even treated worse ; for while the Complete Tables have no place for it, the index misleads one to 541.2 which represents ' Atomic Theory ' in theoretical chemistry and mentions only ions of the pre-electron theory days. The chronological device automatically fits the above subjects with distinctive Colon Numbers as shown below :—

C82N26	Wave Mechanics
C83M95	Electron theory
C84M65	Electromagnetic theory

These three are only examples. There are many others which are unrepresented in the D. C. nor is there any apparatus in the Decimal Classification to fix Decimal Numbers automatically to the theories of the future. In this matter the Colon Classification owes all its success to the marvellous capacity of the Chronological device.

As examples of greater intension which are unrepresented even in the 14th edition of the *Decimal Classification* we may mention the following :—

Colon Numbers	*Subject*	*Decimal Number*
C285	Molecular rays	?
C35	Ultra-sonics	?
C57	Hertzian waves	?

Here are examples of classes of similar degree of intension which do not find any mention in the Complete Tables of the *Decimal Classification* through the index provides some numbers.

Colon Number	*Subject*	*Decimal Number*
C2863	Canal rays	537.53
C2866	Cathode rays	537.53
C53	X-rays	537.53
		539.7
C54	Gamma rays	539.7
C55	Cosmic rays	537.53

The first two of the above, like the molecular rays in the earlier table, are streams of material particles while the last three are forms of pure radiation. True to this difference, the Colon Classification accommodates the last three in the class 'Radiation' and the others in the class 'State of matter.' But all these except Gamma rays are forced to find shelter in the Decimal Number 537.53 which according to the Complete Tables really stands for 'Induction spark in rarified gases.' Perhaps the reason for their being shown this place is the extremely casual one that they were for the first time recognised while studying the conduction of electricity through gases. But even this explanation is not equally applicable to 'Cosmic rays.'

If the place for the above rays is merely nonfiliatory and thus faulty the treatment given by the D. C. to 'Ultraviolet' and 'Infrared' rays borders on mockery. Here is the table :—

Colon Number	*Subject*	*Decimal Number*
C52	Ultra violet rays	535.6
C56	Infrared rays	535.6
		535.84

The Colon Number shows due respect to their being forms of radiation and gives them distinctive places quite apart from the visible rays White, Violet, Indigo, Blue, Green, Yellow, Orange and Red which alone produce the sensation of Colour. But the Decimal Classification labels the 'Colourless' Ultra Violet and Infrared rays with the Number '535.6 Color'! Not only that it makes a distinction without difference by giving an extra place to the latter under spectrum analysis but denying a similar privilege to Ultra-violet rays.

Need we mention that in physics too as in other subjects the Decimal Classification puts us in the embarrassing position of having to ignorejone of two facets presented by a specific subject. Here is a demonstration :—

Colon Number	*Subject*	*Decimal Number*	
		Either	*or*
C25 : 5	Elasticity of liquids	539.3	532
C53 : 53	Spectrum analysis of X-rays	537.53	535.84

The above table shows that the Colon Number is able to represent both the facets of the specific subjects but the Decimal Number can only represent the one of the other. Or is it permissible to link up both the facets with the connecting symbol '0005' as indicated in the note under '150 Psychology'?

Looking at the layout of physics the divisions 531 and 539 are conglomerate; the former comprehends 'Kinematics,' 'Statics,' 'Gravitation theory' and 'Mechanics.' The latter includes 'Molecular hypothesis,' 'Properties of solids' and 'Radioactivity'; whereas properties of liquids and gases are separated from the properties of solids as far as possible by being shown the respective Numbers 532 and 533.

Why is it that the successive editions of the Decimal Classification are being printed from the old plates prepared years ago for the class 'Physics' when such a tremendous progress has taken place in that subject? Indeed, there is hardly any other branch of science which is in a greater state of flux to-day. Is it because that the structure of the scheme in physics has proved faulty, but the editors are unwilling to demolish it and rebuild? If so, why are they unwilling? Is it because that they have not had opportunity to handle the oerwhelming literature in New Physics? This cannot be true since they have at their disposal the marvellous and complete collection of the Library of Congress as their laboratory. Can it be true that they deliberately overlook the need of Modern Physics because public libraries may not stock books on it? But this can be true only if the D. C. is not intended for Academic, National and other varieties of Libraries. But even then is it necessary or is it even wise to have one scheme for one type of libraries and another for another? We cannot for once believe that the genius of Dewey which showed to the world what the science of classification should be would have meant such a thing. It is likely that the true explanation lies in the fact that the pioneer scheme of Dewey has been outworn and become tooesnile to be reconditioned to meet the present-day rate of march of knowledge.

BIOLOGICAL SCIENCES IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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The 14th edition of the Decimal Classification had added as an appendix a table for systematic botany arranging the natural group of plants in the ascending order of evolution and thus gives at least an option to those who had always revolted all these years against its original reverse order. But strangely it has not yet removed an unsightly anomaly of accommodating under biology (the science of living bodies), pre-historic archaeology, ethnology and somatology, the first two of which deal not with the physique but with the culture of humanity. In our comparative study, therefore, we shall ignore this occlusion.

Biology, botany, zoology, medicine and animal husbandry including veterinary science form really one class. Biology with its emphasis on methods is the most general of these. The others are its subclasses dealing respectively with plant and animal forms and the human body and bodies of animals of economic value. The problems involved in all these five classes should therefore be nearly the same except perhaps that there would be more elaboration in medicine and animal husbandry in relation to diseases and drugs. A recognition of this fundamental fact will result in great economy in schedule-length. This has been taken advantage of by the Colon Classification as it furnishes only one comprehensive list of problem divisions for all the five subjects with indications of slight adjustments and additional elaboration under different 'subjects' wherever necessary. The Decimal Classification seems to have been conscious of this possibility as the remarks under

'574 physiology and structural biology,' '575.3 ecology,' '576.3 cytology' imply. But the idea has not been fully exploited. This difference between the Colon and the Decimal Classifications is illustrated by the following :—

Table I

Colon Classification No.					Subject.	Decimal Classification No.				
Biology	Boty.	Zooly.	Medn.	Ani. Husy. and Vet. Sci.		Biology	Boty.	Zooly.	Medn.	Ani. Husy. and Vet. Sci.
No No.	I : 12	K : 12	No No.	MK : 12	Systematic	...	582-599	592--599	...	636.2-.9
G : 2	I : 2	K : 2	L : 2	MK : 2	Morphology	574.4 574.7	581.4 581.7	591.4 591.7	611 ...	636.0891 ...
G : 3	I : 3	K : 3	L : 3	MK : 3	Physiology	574.1	581.1	591.1	612	636.0892
G : 4	I : 4	K : 4	L : 4	MK : 4	Diseases	574.2	581.2	591.2	616	619 or 636.0896
G : 5	I : 5	K : 5	L : 5	MK : 5	Ecology ... ... (Public health & hygiene)	575.3	581.5	591.5 ...	614	636.083 636.0893
G : 6	I : 6	K : 6	...	MK : G : 6	Phylogeny	575	581.15	591.15	..	636.08241-.08244 631.08245-.08247
G : 7	I : 7	K : 7	L : 7	MK : G : 7	Ontogeny	576	581.134 581.135 581.3	591.134 591.135 591.3	... ...	... 611.013

The Colon Numbers in the above table bring out clearly the advantage of having a single problem schedule for all the biological sciences. The Decimal Numbers on the other hand demonstrate not only unwanted deviation from consistent order and mnemonics but also the dispersal of subdivisions of some problems like morphology, phylogeny and ontogeny. It also brings out the vacillation about the placing of hygiene and diseases of economic animals.

A similar opportunity has been utterly missed in regard to the organ divisions in the Decimal Classification. There are more than one schedule of organs in Medicine. In zoology the organ divisions are enumerated afresh and left in a primitive stage and that too under morphology only. In ' 591 physiologic zoology ' the organ divisions are left to be inferred. A similar thing happens in botany too. In the prefered place 619 for veterinary science there is no provision at all for organ divisions. But it is a relief to find the following note under 636.089 which covers all the problems mentioned in table I. " 636.0891—636.0896 may be sub-divided like 611-617 " really a purple patch ! How one wishes that the wisdom of this note had pervaded the entire Decimal Classification ! !

On the other hand the Colon Classification avoids all these difficulties by recognizing the fact that these organ divisions really form an organic unit, and giving a single organ schedule for use in any of the subjects. This single schedule will be found distributed under biology, botany and medicine. The division for ' basic cells ' and ' tissues ' are found elaborated under biology. The divisions of functional organs are elaborated in medicine and those of the regional organs, differently in botany and medicine as their nature demands it. This is really an organic and most economical approach to organ divisions. Mnemonics and consistent order have therefore become automatic. Failure to implement this economy has led the Decimal Classification to devote about 100 pages for the organ classes and their partial combinations with very uneven elaboration. If in 14th edition had realised the value of a single schedule for organ classes the number of pages could have been reduced to about 20. The corresponding schedules of the Colon Classification secure not only identical degree of elaboration in all cases but occupies only five pages. These facts are demonstrated by the following table :—

Table II

			Subject			
Biology	***Botany***	***Zoology***		***Biology***	***Botany***	***Zoology***
G11	I : : 11	K : : 11	Cells	576.3	581.87	...
G12	I : : 12	K : : 12	Tissues	574.8	581.81-.84	591.8

The absence of provision of an exclusive division for the cytology in the main class ' Zoology ' and the helpless separation of histology from cytology in biology should be attributed only to the attempt to enumerate organs independently in each class.

Even something worse has happened in medicine. The organ divisions are enumerated afresh under each problem division without any regard whatever to the Canons of Consistent Order and Mnemonics. Here is a demonstration :—

Table III

Anatomy	Physioy.	Dises.	Surgy.	Pharmy.	Subject.	Anatomy	Physioy.	Dieases.	Surgery.	Pharmy.
L1 : 2	L1 : 3	L1 : 4	L1 : 4 : 7	L1 : 63	Regional Organs	611.9	...	...	617.5	...
L23 : 2	L23 : 3	L23 : 4	L23 : 4 : 7	L23 : 63	Oesophagus	611.329	612.315	616.32	617.43*	...
L32 : 2	L32 : 3	L32 : 4	L32 : 4 : 7	L32 : 4 : 63	Heart ...	611.12	612.17	616.12	617.41*	615.71*
L41 : 2	L41 : 3	L41 : 4	L41 : 4 : 7	L41 : 63	Nose	611.21	612.2154	616.21	617.42*	615.72*
L55 : 2	L55 : 3	L55 : 4	L55 : 4 : 7	L55 : 63	Female Genital Organ ...	611.65	612.62	618	617.46*	615.766
L71 : 2	L71 : 3	L71 : 4	L71 : 4 : 7	L71 : 63	Brain	611.81	612.82	616.83 616.84 616.875 616.895 616.898	617.48*	615.78*
				...						
L82 : 2	L82 : 3	L82 : 4	L82 : 4 : 7	L82 : 63	Bones	611.71	612.75	616.71	617.47*	...

In the above table the items with asterisks are not usubdivided to reach the particular organ although the corresponding Decimal Numbers for other problems do so. Loyalty to law of Parsimony would have certainly effected without any difficulty whatever conformity to the Canons of Consistency and Mnemonics also. One is unable to understand what is gained by this random choice of numbers to represent different organs under different problems. What can be gained by conforming to this Law and those Canons is shwon by the Colon Numbers.

Lastly we shall refer to the handicap which the Decimal Classification has brought on itself by not having a distinctive connecting symbol to link up the parts of a number belonging to different characteristics or facets and similarly a connecting symbol for autobias division of an organ like the ' veins of gall bladder.' The absence of these denies in the Decimal Classification the autonomy which the problem facet gets in the Colon Classification. In the Decimal number all problems are unable to reach the same degree of co-extensiveness because their freedom is blocked by the appearance of organ number. This embarrassment caused by the denial of autonomy appears to have stood in the way of the Decimal Classification venturing to have more than two facets. This awkwardness becomes a definite fault in cases like treatment of specific diseases by specific drugs, prevention of diseases, effect of specific drugs upon specific organs and so on.

As if unable to bear this discomfiture, the Decimal Classification coaxes as it were the common subdivision 01 to act as the representative of Etiology and common subdivision 07 to do the additional duties of looking after Diagnosis, Pathology, etc. However it buries its head in sands as the ostritch when it has to face the anatomy, physiology and diseases of children. It impounds all of them under one number. The same cause lands the Decimal Classification in a dilemma. If it puts diseases of animals under 636.089 it has to close its eyes to the existence of different animals in the world, and is obliged to impound all animals into one and the same number. As if in an attempt to avoid this Scylia it adds a note under the above number in the words ' disease is usually better classed 619.' If we follow this direction we clash against Charybdis because though that number prescribes a separate place at least for eight animals, it has to huddle together all the problems regarding on animal without separate numbers to represent them. Naturally the books in this class yet promiscuously mixed up.

The practice of providing schedules only for fundamental constituent concepts *i.e.*, only for the focil in each facet and prescribing the construction of the number for any derived composite concept with the aid of these and above all the provision of a special connecting symbol has saved the Colon Classification from one and all of these faults, embarrasment and dilemmas. The degree of approach to the ideal of co-extensiveness has also become far greater.

The 39 titles in the accompanying table illustrate this difference between the two schemes. The first column against each title gives the Decimal Number, the second column gives the Colon Number worked to the same degree of co-extensiveness as the Decimal Number. The third column gives the Colon Number worked to its fullest capacity reaching co-extensiveness in most of the cases.

There is a delusion and fallacy usually creeping up in the comparison of the lengths of Colon and Decimal Numbers. For these 39 subjects the average length of the Decimal Number is 7.2 digits, while the number of digits in the Colon Number worked to the same degree of intension is only 6.2—that is one less. What is more significant is the average of the third column which shows that, with about $1\frac{1}{2}$ extra digits in the average, the Colon Number reaches co-extensiveness which is impossible for the Decimal Number. It is but natural. As Mr. Phillips says ' It must be remembered, however, that a detailed schedule, one that utilizes close classification, *i.e.*, subdivides to the minutest topic, will of necessity demand a longer notation as a whole than a general, or less detailed, schedule'.*

It is worth spending time over the following table contemplating not only on these features but also on the extent of conformity achieved by the two schemes to the Canons of Consistent Order, Helpful Order, Mnemonics and Hospitality in Chain.

* Phillips (W. Howard) : A primer of book classification, 1938. P. 40.

		Decimal No.	*Colon No.*	*Coextensive with Subject.*
1.	Rossiter (Frederik M.) : Practical guide to health, a treatise on anatomy, physiology, etc.	61	L	L
2.	Taylor (Alfred Swaine) : Principles and practice of medical jurisprudence	340.6	LOZ	LOZ
3.	Osler (William) : Principles and practice of medicine	616	L : 4	L : 4
4.	Horder (Thomas), *etc.* : Essentials of medical diagnosis	616.07	L : 4 : 3	L : 4 : 3
5.	Hubert (K.) : Poisoning caused by gold therapy	615.925	L : 44191	L : 44118
6.	Abdul Kadir (Y.) : Sodium hyposulphite in accidents of chrysotherapy	615.925	L : 44191	L : 44118 : 6341161
7.	Marafion (J.), *etc.* : Philippine ginger in relation to U. S. A. Food and Drugs, etc., 1935	614.352	L : 526	L:526:J63G5:73:N3
8.	Neuber (E.) : Pharmacology of gold preparations	615.1000154691	L : 63 : 118	L : 63 : 118
9.	Preparation of sancorysin (Gold thio-sulphate)	615.000154691	L : 68 : 118	L : 68 : 41118612
10.	Edmund (K.) : Reactions of normal eyes in patients treated with sanocrysin	615.1000154691	L : 63 : 118	L185 : 63 : 118
11.	Hughes (T. A.) : The effect of sanocrysin on the efficiency of the liver	615.1000154691	L : 63 : 118	L291 : 63 : 118
12.	All about gall bladder	611.366	L292 : 2	L292
13.	Kreider (P. G.) : Anatomy of the vein of gall bladder	611 : 1495	L292—36 : 2	L292—36 : 2
14.	Muller (R. A.) : Gall bladder visualisation	611.366	L292	L292 : C53
15.	Gorham (F.W.), *etc.* : General physiology of the gall bladder ...	612.35771	L292 : 3	L292 : 3
16.	Abrenson (L.) : Diseases of the gall bladder	616.36	L29 : 4	L292 : 4
17.	Deaver (J.B.) : Etiology of gall bladder disease	616.3601	L29 : 4 : 2	L292: : 4 : 2
18.	Brown (P. W.) : Clinical aspects of cholecystic diseases	616.3607	L29 : 4 : 3	L292 : 4 : 3
19.	Smith (C. T.) : Signs and symptoms of gall bladder	616.3607	L29 :4 : 3	L292 : 4 : 31
20.	Beilin (D. S.) : Gall bladder disease : Roentgen interpretation and diagnosis	616.36077	L292 : 4 : 253	L292 ; 4 : 3253

		Decimal No.	*Colon No.*	*Coextensive with Subject.*
21.	Andrews (E.) : Pathology of the gall bladder disease	616.3608	L292 : 4 : 4	L292 : 4 : 4
22.	Bessesen (A. N.) : Medical therapy of gall bladder disease ...	616.36	L29 : 4	L292 : 4 : 6
23.	Daly (R.) : Some recent developments in the surgery of gall bladder ...	617.43	L2 : 4 : 7	L292 : 4 : 7
24.	Cassitty (G. H.) : Chronic cholecystitis	616.36	L29 : 4	L292 : 415
25.	Antonizzi (E.) : Sulla etiologia epetogneoi della colecistiti ...	616.3601	L29 : 4 : 2	L292 : 415 : 2
26.	Buchbinder (J. R.) : Diagnostic problems of early cholecistitis ...	616.3607	L29 : 4 : 3	L292 : 415 : 3
27.	Dever (F. J.) : Symptomatology of cholecystitis	616.3607	L29 : 4 : 3	L292 : 415 : 31
28.	Cignolinu (P.) : Radio diagnostica delles colecistiti non Glcolose ...	616.36077	L29 : 4 : 3253	L292 : 415 : 3253
29.	Lachman (E. P.) : Our changing conception of inflamatory disease of Goll bladder	616.3608	L29 : 4 : 4	L292 : 415 : 4
30.	Medical treatment of cholecystitis	616.36	L29 : 4	L292 : 415 : 6
31.	Gage (M.) : Surgery of acute cholecystitis	617.43	L29 : 4 : 7	L292 : 415 : 7
32.	Berry (W. H.) : Torsion of the gall bladder	617.43	L29 : 4 : 7	L292 : 4712
33.	George (C.) : Rupture of the gall bladder : report of a case with operation and recovery	617.55	L14 : 4 : 7	L292 : 4718 : 7
34.	Kirklin (R.R.) : Colecistographic diagnosis of neoplasms of gall bladder	616.3607	L29 : 4 : 3	L292 : 472 : 3
35.	Higgins (S. M.) *etc.* : Gall bladder rhythm and effect of certain drugs	615.1	L : 63	L292 : 63 : 56
36.	Mitchell (A. G.) : Cholecystitis in childhood	618.9	L91	L91292 : 415
37.	Zeligs (M.) : Acute typhoid cholecystitis in children : report of a case treated with mercurochrome	618.9	L91	L91292 : 415 : 634
38.	Kovacs (A.) : Colecystitis polyposa des hundes	619.7	MK541	MK541 : 4292 : 15
39.	Winden (W. I.) : A study of the lymphatics of the gall bladder of the cat	619.8	MK542	MK542 : 2292—396

AGRICULTURE IN THE COLON AND DECIMAL CLASSIFICATIONS

by

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Agriculture in the decimal classification is a subdivision of the main class 6 USEFUL ARTS. It is a second order class, placed after Engineering and before Domestic Economy, which are co-ordinate classes. The class is represented by the number 63.

In the colon classification, Agriculture is one of the main classes and as such is a first order class. It is represented by J, is placed after I, Botany, and is followed by K, Zoology.

Applying the canon of enumeration it is found that Agriculture in D. C. includes domestic animals, dairy and dairy products, sericulture, hunting, trapping, and pusciculture. The C. C. accommodates these under the main class USEFUL ARTS. The class J in C. C. corresponds only with classes 630—635 of D. C. as illustrated below and the following comparative study shall be restricted to these classes only.

TABLE 1

C. C.	D. C.
J Agriculture	630 Agriculture 631 Farm, Farmstead 632 Hindrances, Protection 633 Field Crops, Grains, grasses, etc. 634 Fruits, Forestry. 635 Garden Crops.

Characteristics of Classification

The C.'C. prescribes four trains of characteristics for classifying Agriculture. These are Utility or " U " Part or " P," Crop or " C," and Farming or " F." The three facets U, P, and C together gives us the Crop Characteristic and the aspects of farming are enumerated under Farming facet " F."

Except for the general literature on soils, manures, propagation of plants, diseases and injuries, crop development, and harvesting, the primary approach to literature is through the particular crop of interest. Basing on this the C. C. has given the first place to the crop characteristic or facet. Foci relating to the several aspects of study are given under farimng facet F. The several Foci under farming facet are available for each crop and *vice versa*. This is possible since the C. C. has provided a special connecting symbol " : ". The scheme has divided each main class on the basis of more than one train of characteristics. The Foci under each train or facet denote only the fundamental concepts. The composite concepts could be arrived at by selecting the required focus in each facet and assembling them with the help of the connecting symbol. The C. C. differs fundamentally from the D. C. in this respect. This has given to the scheme a unique richness of hospitality. The scheme is a synthetic one since the class numbers are synthesised from fundamental concepts. Such a mechanism is lacking in D. C. This difference between the two schemes is brought out clearly in classifying the following book, " Winter Legumes for Green manuring in the Cotton belt." The class number for this book in D. C. is 633.51 which means only Agriculture of cotton. The Class number for Agriculture of cotton in C. C. is J771. But here one could proceed further and reach J771 : 22 which is green manuring of cotton. In this case co-extensiveness is reached between the book and its class number.

TABLE 2

(Illustrative of Foci in C. C. in different facets).

Foci under Crop facet.	Foci under Farming facet.
J321 Potatoes	1 Soils
J341 Sugarcane	2 Manures
J452 Tobacco	3 Propagation of plants
J771 Cotton	4 Injuries Diseases
J982 • Cocoanut	5 Crop Development
	7 Harvesting
	91 Nomenclature, etc.

The possibility of assembling the foci under the different facets in all possible permutations and combinations enables one to get the co-extensiveness between the book and its class number to the same intension.

To find out the trains of characteristics used in D. C., let us examine the array of the first order given below :—

TABLE 3

631 Farm, Farmsteads.
632 Hindrances, Protection.
633 Field Crops : Grains, grasses, etc.
634 Fruits, Forestry.
635 Garden crops.

The classes 631 and 632 belong to farming characteristics and 633 634, and 635 are based on crop characteristics. Thus the array of the first order in D. C. enumerates classes based on two different characteristics in one and the same array.

Array of the Second Order.

Let us examine the array of the second order in D. C. under each one of the five classes enumerated above and compare with C. C.

Table 4

631 Farm Farmsteads
.1 Farm Economics
.2 Farm buildings
.3 Farm machines
.4 Land Soils
.5 Farm operations
.6 Reclamation Drainage
.7 Irrigation Water supply
.8 Fertilisers
.9 Climate roads.

The classes enumerated under 631 correspond in intension with the foci under farming facet in C. C., with the differences brought out below. The class 631.1 and the chain of classes of higher orders are treated in C. C. under Agricultural economics under the main class X Economics. The economics of fruit farm in D. C. is 631.143. The corresponding number in C. C. is X9J37. Besides, it is possible to individualise the economic aspects of one crop as distinct from the other. The classes 631.2 and .3 are assembled in C. C. with the help of the common subdivision digits. Thus 631.312 Ploughs correspond with J : 1 : 4e in C. C. The classes 631.4, .5, .6 and .7, and .8 correspond to focil, 3, 5 and 2 under farming facets. But 631.5 also includes the focus 7 under farmingfacet. The class 631.55 is equal in intension only to the class J : 7. The differences are followed if we observe the note under 631.55. The note says, " These numbers treat of the material operations of harvesting. Class anything about a definite crop nnder its special number ; *e.g.*, 633.11 Wheat crop. The intension of the class 633.11 is simply agriculture of wheat crop and it does not express the harvesting aspect. Whichever of the two class numbers 633.11 and 631.55 is chosen co-extensiveness is not reached between the specific subject and the class number. In C. C. the number corresponding to harvesting of wheat is J382 : 77 which expresses the intension required. This is due to the synthetic nature of the scheme which enables one to assemble the class number, however great the intension.

It is to be observed that the reasoning that had led to the inclusion of the note under 631.55 has not suggested itself under 632. A note under this class to class diseases of definite crops under the special number would be in accord with the canon of consistency, but the note only says, " Including blights, pests and insects injurious to either plants or animals is better clast in 636.089 and may attract all matter specially relating to animals." It is of course a relief to find that subconciously nature has been directing the grouping of specialised matter but unfortunately this has not been exploited. Besides the outright exploitation is no doubt difficult due to the very nature of the scheme being enumerative. The result of all these is that literature relating to diseases of all plants get classed under 632 while in the case of harvesting, the literature pertaining to special crops get placed under the respective crops. In the former case the literature would certainly present a promiscuous mingling of all crops, a hotch potch indeed.

The denotation of the class 631.9 is not clear since no chain of classes of higher orders are enumerated.

Soils and fertilizers are closely related subjects and the canon of helpful order would insist on the books of these classes being in juxta position. The C.C. satisfies this canon while in D. C. the books on soils and fertilizers are separated by books on farm operations, irrigation, drainage etc.

In the C. C. each one of the foci under the farming facet can further be increased in intension by two additional facets, *e.g.*, the focus 4 diseases are further classified on the basis of the Disease or 'D' and co-operation or 'O' characteristic. So one could not only individualise diseases but also assemble the specific point of view such as Etiology, Prevention, Treatment, Control etc. The table 9 contains illustrations of these.

632 Hindrances Protection

The classes of second order array are as follows :—

.1 Elemental destruction
.2 Galls Cocidiology
.3 Bacteria Bacterial diseases
.4 Fungi
.5 Parasitic and injurious plants
.6 Injurious animals
.7 Injurious insects
.8 Diseases and injuries
.9 Means of protection.

In the C. C. as has already been pointed out each focus under diseases can further be increased in intension. In D. C. the disease and operation characteristics are found in the same array. The provision of an exclusive class 632.9 Means of protection ignores the possibility of a distinctive mode of protection for each one of the diseases. One is rather happy to read the note under 632.95 which suggest that fungicides and insecticide are better classed with 632.4 and .7. If fungicides are better classed with fungus diseases, is it not better to class fungus diseases of each crop under the respective crop? Canon of consistency! Why have you not guided!

633 Field crops Grains, Grasses etc.

The classes of the second order array are as follows :—

Table 6

D.N.		*C.N.*
633.1	Cereals Grains	J38
633.2	Grasses	J2
633.3	Legumes	
633.4	Root Crops	J33
633.5	Fibre Crops	J7
633.6	Sugar plants Starches etc.	J3
633.7	Alkaloidal plants	J6
633.8	Perfumes Spices	J9
633.9	Other plants	

The Characteristics of classification of crops in C. C. and D. C. are more or less the same except that the sequence differs.

634 Fruits Forestry

The array of classes under 634 are as follows :—

Table 7

.1 Pomaceous
.2 Drupaceous
.3 Citrus
.4 Minor fruits
.5 Nuts
.6 Palmaceous
.7 Small fruits
.8 Grapes
.9 Forestry.

It is obvious that the array enumerates classes based on more than one characteristic in the same array. 634.6 is based on family characteristic; 634.2 and .5 are based on fruit characteristic; 634.3 and .8 on crops characteristic since these individualise the crops. Thus in the same array we find classes based on three different characteristics.

The placing of Forestry is rather peculiar. Forestry today is so specialised a branch that it has developed several branches of higher orders of intension *e.g.*, Wood Technology etc. The co-ordinate placing of so extensive a class with 634.3 and 634.8 is rather striking. In the C. C. Forestry is represented by J.A. and is classified as the main class J. The tree is got by the alphabetic device. This place in C. C. needs research and working out for individualising Forest trees by characteristics etc., after careful study of specialised collections.

Canon of Reticence

Mango is included under the class 634.4 Minor fruits. A minor fruit of one country may be the major fruit of another country. Mango is certainly not a minor fruit in India. The bananas so common in other parts of the world as well are classed under 634.7 small fruits. It is obvious that bananas are not smaller than grapes. The canon of reticence would insist on avoiding such classes and terminology. These could well have been put under a class "Other fruits." Besides one is surprised that so important and common a fruit as bananas should come under a class "small fruits."

635 Garden Crops. Kitchen and Market Gardening.

The classes of second order array are as follows :—

Table 8

.1 Edible roots including tubers, galls
.2 Tubers and bulbs
.3 Edible beans and flowers
.4 Greens and pot herbs
.5 Salads
.6 Edible seeds and fruits
.7 Condimental and sweet herbs
.8 Mushrooms and truffles
.9 Floriculture.

In the C. C. all these classes are synthesised with the U, P, C facets of the crop characteristics. The favoured category device and the alphabetic device together with the U, P, C facets have lent admirably for individualising crops and the difficulty of enumerating these one by one is overcome.

Law of Parsimony

The C. C. escapes many of the difficulties faced by D. C. by its very synthetic character. This has also enabled to conform to the law of parsimony. The length of the class Agriculture in D. C. is 41½ pages. Agriculture in C. C. is displayed on 4½ pages. Despite this the hospitality of the notation is far greater than in D. C. and more minute classification is possible.

Minute Classifications

Lastly I wish to point out that all technical and specialised Libraries ought to follow minute classification if all the bibliographic resources on every topic however great its intension, be made available to the readers with the least expenditure of time. Such a minute classification is imperative in Libraries attached to Research Organizations if really efficient quick service is to be rendered to the Research Organization.

The following table with 12 titles classified as per D. C. and C. C. will illustrate the differences between the two schemes. The first column against each title gives the decimal number worked to the maximum possible intension; the second column gives the colon number worked to the same degree of intension as D. C.; the third column gives the colon number worked to the maximum possible intension reaching co-extensiveness between the title and the number in most cases.

Table 9

1.	Cotton (Text book)	...	633.51	J771	J771
2.	Green manures for the cottonplant ...	...	633.51	J771	J771 : 22
3.	Progress in the study of harvesting of cotton	...	633.51	J771	J771 : 77
4.	Diseases of cotton plants	632	J : 4	J771 : 4	
5.	Black arm of cotton, a successful method of control	632.72	J : 4I21	J771 : 4I21	
6.	Field cricket in relation to the cotton plant in Louisiana	632.72	J : 4K862	J771 : 4K862	
7.	Control of the cotton boll weevil ...	632.76	J : 4K865	J771 : 4K865 : 6	
8.	A predatory bug reported as an enemy of the cotton boll weevil	632.76	J : 4K865	J771 : 4K865 : 68	
9.	Chemical control of the spotted boll worms of cotton	632.78	J : 4K8675	J771 : 4K8675 : 63	
10.	Cotton louse control	632.75	J : 4K8772	J771 : 4K8772 : 6	
11.	Study of the biology of the flower thrips with special reference to Cotton ...	632.73	J : 4K876	J771 : 4K876	
12.	The red spider on cotton and how to control it	632.6544	J : 4K88	J771 : 4K88 : 6	

FINE ARTS IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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The treatment of Fine Arts in the 13th and earlier editions of the *Decimal Classification* was too meagre to be subjected to comparative study. The 14th edition has elaborated the schedules sufficiently to stand such a study. The following statement gives a quantitative measure of the elaboration.

Decimal No.	Subject.	Number of pages 13th edn.	14th edn.
7	General	½	3
71	Landscape and civic art	½	38
72	Architecture	9½	46
73	Sculpture	½	10
74	Drawing etc.	½	11
75	Painting	½	6
76	Engraving	½	3
77	Photography	½	30
78	Music	10	10
79	Amusements	7	7
	Total Total ...	31	164

All the subdivisions except 'Music' and 'Amusements' have undergone revision. The schedule of 'Landscape and civic art' has increased 76 times in length, 'Sculpture' and 'Painting,' 20 times and 12 times respectively.

Array of the first Order.

Applying the Canon of Enumeration, it is found that the Colon differs from the Decimals in accommodating 'Photography' and 'Amusements,' (except Theatre) in the main class 'Useful Arts.' Subject to this difference, the two schemes agree virtually in the order in which the classes of the first order are arranged. Here is the comparative table.

Colon No.	*Subject.*	*Decimal No.*
N1	Architecture	71 ; 72
N2	Sculpture	73
N4	Drawing etc.	74
N5	Painting	75
N6	Ceramics	738
N8	Music	78

To compare arrays of higher order, we shall select 'Painting' as the type.

Characteristics of Classification

The Colon prescribes three trains of characteristics : Style, Material of Surface and Figure. (*See* Rule N50 of Part 1 of the *Colon Classification*).

The foci in the Style Facet are represented by a combination of the Geographical and Chronological Devices. Here are some examples :—

Colon No.	*Style.*
44 : C	Buddhist
44 : E	Jaina
44 : J	Moghul
441 : G	Pallava
443 : D	Chalukya
45 : C	Persian
47 : A	Babylonian
5 : D	Romanesque
5 : F	Gothic
5 : J	Renaissance
56 : N	Victorian

and so on.

The foci of the first order in the Material and Figure Facets are shown in the following table with their numbers :—

Material Facet		*Figure Facet*	
Colon No.	Focus	*Colon No.*	Focus.
1	Wood	1	Human figures
2	Paper	2	Nature
3	Fresco	3	Landscapes
4	Stone	4	Plants
5	Metals	5	Animals
6	Glass	6	Scenes
7	Canvas	7	Numismatics
8	Ivory	8	Sepulchres
9	Others	9	Others
(to be divided by subject device).		(to be divided by Subject device).	

To know the trains of characteristics used by the Decimal, we should examine the table in the Third summary. It is as follows :

Decimal No.	*Subject.*
751	Materials, methods etc.
752	Color
753	Epic, mythic, idealistic
754	Genre
755	Religious
756	Historical
757	Portrait
758	Landscape, still life, etc.
759	Various schools.

It is clear that the above array of the second order enumerates divisions based on all the three trains of characteristics prescribed by the Colon.

759 belongs to the Style Characteristic.
751 is devoted partly to Material Characteristic
and the rest belong to the Figure characteristic.

Choice of Facets

A specific subject of the canonical class ' Painting ' may present three Facets :—Style, Material and Figure. If it does, they can all be represented in the Colon Number with the aid of the Colon Device. But only one of them can be represented in the Decimal Number and the others must be ignored. The choice of the one to be retained must be regulated by a suitable convention to be improvised by each library.

For example, " Victorian landscape painting on glass " will have its words distributed according to the Facets they belong in the following manner :—

Colon No.	*Focus and Facets.*	*Decimal No.*
N5	Painting (canonical class)	75
56	Victorian (Style)	9.2081
6	Glass (Material)	1.226
3	Landscape (Figure)	\8.1

The Colon can assemble all these Facets into the Number N556 : N6 : 8 and eo-extensiveness between the specific subject and its Colon Number is reached.

But the Decimal cannot assemble all the Facets. It is obliged to choose one of the following numbers :—

759.2081	Victorian Style of painting
751.226	Painting on glass
758.1	Lansdscape painting

Whichever of these is chosen, co-extensiveness with the specific subject is not reached. They will reach respectively only as much intensio n as the folloiwing partial Colon Numbers.

N556 : M	Victorian Style of painting
N5 : 6	Painting on glass
N5 : : 3	Landscape painting.

Economy in Schedule Length.

There is another difference between the Colon and the Decimal which manifests itself in the length of the schedules. Take the train of Style characteristic for example. This will call for subdivision of every cannonical class of Fine Arts. But the Decimal has provided style divisions only for Architecture, Sculpture, and Painting. The omission of Style division for Music, Dance and other classes is quite serious. In spite of this restriction, the *Decimal Classification* enumerates the style quite independently under each of Architecture, Sculpture, and Painting and the total style schedule runs to seven pages. In the Colon no schedule space whatever is used up for this except for a few illustrations. It provides for it by a simple rule which indicates how the number for any style for any subject can be constructed by the geographical and the chronological Devices. The Decimal too uses exactly the same two Devices for the purpose and yet it fails to gain the necessary economy. This failure leads also to a violation of the Canons of Consistency, Helpful Order and Mnemonics, as can be easily seen by comparing the numbers given for Style under Architecture, Sculpture and Painting. In sculpture, the Decimal deivides Style first chronologically and then geographically. But in Painting it reverses the order. The result is that both Consistent Order and Mnemonics are sacrificed without purpose.—*e.g.*,

Decimal No. in Sculpture	*Style*	*Decimal No. in Painting.*
5.42081	English Victorian ...	... 9.2081
4.4202	English Norman ...	... 9.202
3.5702	Roman Republic ...	... 9.935702

On the contrary, the Colon Numbers for these styles will be the same, mnemonically and consistently, whatever be the Fine Art classified. They will be :

Colon No.	*Style*
56 : M	English Victorian
56 : E	English Norman
52 : C	Roman Republic

An opportunity for economy is similarly lost by giving an independent schedule based on Figure Characteristic under each of the Classes : Sculpture, Drawing and Painting. The Colon gives a single schedule based on the train of Figure Characteristics and it is available for use in any class that may demand it.

HISTORY AND POLITICAL SCIENCE IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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In the lay out of the main classes of knowledge, History and Politics occur side by side in the Colon Classification but in the Decimal they are widely separated. It is no doubt quite futile to judge any scheme of classification by the mere surface distribution of its classes. Yet, if the natural evolutionary order of the classes of knowledge mean any thing at all, one should feel at once that the relative position of History and Politics in the Decimal Classification can be understood only by straining the imagination. To understand it with less effort is a dubious compliment to one's own intelligence.

No historian will deny the intimate relationship of Geography to History or the historical importance of some travel books but not even the chauvinist among historians will entertain the idea of aggrandising his subject by a total absorption of Geography and Travels in the manner Dewey as a classificationist has done. Nor is the wedge of Biography into History likely to produce happy results.

But far more important and revealing than what is included under History in the Decimal Classification is what is excluded from it. Let us examine the following chart giving the Colon and Decimal numbers for some aspects of British History.

	COLON	*DECIMAL*	
		Number	Under what class.
GENERAL & POLITICAL ...	V3 : 1	942	Modern Hist. (940)
Colonial Policy	V3 : 12	325.342	Political Science (320)
Foreign Policy	V3 : 19	327.42	Political Science (320)
(Treaties)	V3 : 19q	341.242	International Law (341)

COLON DECIMAL

		Number	Under what class.
CONSTITUTIONAL HIST. ...	V3 : 2	342.42	Law (340)
Crown	V3 : 21	354.4203	Administration (350)
Cabinet	V3 : 22	354.4205	Do. do.
Parliament	V3 : 23	328.342	Political Science (320)
Political Parties	V3 : 24	329.942	Do. do. do.
Political Rights	V3 : 25	323.4	Do. do. do.
Local Bodies	V3 : 26	352.042	Administration (350)
Judiciary	V3 : 27	347.99	General Works of Law (347)
Administration (*i.e.*, Departments)	V3 : 29	354.4206	Administration (350)
ECONOMIC HIST. (General) ...	V3 : 3	330.942	Economics (330)
MILITARY ETC., HIST. ...	V3 : 4	Not differentiated from general hist.	
CULTURAL HISTORY ...	V3 : 5	942.001	Modern History (940)
SOURCES OF HISTORY—			
Archaeology	V3 : 71	913.42	Geography (910)
Numismatics	V3 : 73	737	Sculpture (730)

The schedule of classes here has been arranged according to the order of the Colon Classification. It reveals at once a certain intelligent plan, though not the only one that is possible. The meaning of History expressed by it is broad and consistent with the development of the subject itself. True there are debatable points in it. One may say that Dewey's placing of Economic History under Economics is preferable to Ranganathan's placing of it under History. But Ranganathan is not unaware of the other placing as will be clear from the perusal of the rules governing the Economics schedules. Here he has merely indicated an alternative placing of the subject when it is treated generally in more than one aspect. No one who has handled a scheme of classification will question the need of and provision for alternative possibilities. Again, it is possible to pick holes with his placing of Constitutional History ; but Ranganathan is quite categorical about this placing because he has not merely rejected the alternative placing under Law but has also brought Constitutional Law to this place on the principle that the law of a subject goes with the subject. Is History then the proper class under which Constitutional History ought to find a place? Ranganathan's answer will be almost unanimously endorsed by historians. Whatever may be the objections one raises one must yet admit that they only show how well the Colon Scheme has upheld the principle of collocation of subjects in the construction of the History schedules.

A study of the Dewey numbers on the other hand shows how he has scattered and dismembered the branches of History. It is difficult to justify this scattering. One may however argue that it is tenable to maintain that Dewey has merely preferred the alternatives different from Ranganathan's and therefore has produced a different schedule. But is it the choice of an alternative placing which has taken the History of Foreign Relations to Political Science? Is it the same choice again which has resulted in the separation of the History of the British Parliament (328.342) and the History of the British Cabinet (354.4205) from British Constitutional History (342.42)? Is it also an alternative placing for Economics and Law to intrude between the British Parliament and the British Cabinet? Surely there must be something other than the choice of almost equally good alternatives which is responsible for this chaos.

Dewey must have consistently violated the laws of classification to have had so many "alternative places" to choose from. Between Political Science and Constitutional History very little differentiation has been made and many topics of Constitutional History have found their way to Political Science more or less as illustrative material. It would have been better perhaps if Dewey had been throughout consistent with himself and not dispersed some of the other topics of Constitutional History elsewhere under Administration.

The creation of the class Administration, seemingly harmless, has been a major mistake. By its very nature it was bound to develop into a cross-section of the classification scheme analogous to the class Biography. The danger it represented has been however realised, though inadequately so far. The provision of the common sub-divisions 0003 and 061 are wobbly steps in the right direction and the information that "a large number of questions properly classed under Administration are classed with related topics" shows how unwillingly the Decimal system is coming round to take a more consistent view of classification. But the mischief has been done where the theory and the practice of Executive Government, which are the proper study of Political Science and Constitutional History respectively, are concerned. And it cannot be undone unless the scheme of History classification, and with it the entire scheme of the Decimal classification, is recast.

It is unnecessary to comment on the place of Archaeology and Numismatics. Let them who will extol the virtues of the Relative Index.

The claim that the Decimal Classification was capable of ' minute classing ' did not for a long time apply to the classification of History. That all History must be classified, as the Colon scheme classifies it, simultaneously by three different kinds or trains of characteristics *i.e.*, by country or geography, by topic or problem and by period or chronology, was not realised in the Decimal scheme upto a very recent time. Surely the element of time is not a refinement in the classification of History. The Decimal scheme had made no specific provision for the use of the chronology characteristic any where except under 909 and 930-999. The deficiency has now been made up to a large extent by allowing the common sub-division 09 to be further subdivided with 01-04 which together with 09 stand for period divisions. It is now possible to express notationally a subject like the ' History of the British Cabinet in the 20th century ' thus 354.42050904 which the Colon notation will express as V3 : 22 : N.

The Decimal number 354.42050904 is significant. Each of these naughts represents a combining device similar in nature to the Colon Device of the Colon Classification. Formally the Decimal numbers is very much like Colon numbers and if we ignore for the present that 0904 is a common sub-division number and regard it as a chronology number representing a new train of characteristic, the Decimal number can be written as follows :

354 (42) 0 (5) 0 (904)

i.e., ADMINISTRATION (Britain) 0 (Cabinet) 0 (20th century). (of Central Govt.)
which in general terms is

ADMINISTRATION (Geography) 0 (Problem) 0 (Chronology).

We notice the similarity of this with the Colon formula
HISTORY (Geography) : (Problem) : (Chronology)

but the Decimal number has really none of the simplicities of the Colon number though both mean the same thing *i.e.*, the Constitutional History of the British Cabinet in the 20th century. The complicated nature of the number is shown as follows :

35 (4) (42) 0 (5) 0 (9) 0 (4)
which in general terms is

ADMINISTRATION (Problem) (Geography) 0 (Secondary) 0 (History) 0 (Chronology) Problem

The complication is evident from the fact that the Problem number has been split and the Chronology number has been brought in together with a common sub-division number.

One may get the impression that the difficulties of the Decimal Classification notation are now over and the ' naught device ' which is being used both in the characteristic divisions and common sub-divisions will enable the scheme to get over its past difficulties. To some extent such hope is not unfounded. But it is difficult to change the fundamental nature of a scheme of classification by invoking a different notational principle from time to time. The Decimal Classification is primarily non-synthetic and the attempt that is being made now to fashion its future development on the rails of a synthetic notation will never give it the finesse which the Colon Classification being primarily synthetic will always have. For one thing, in the field of classification and notation childhood inhibitions will continue to conflict with adult decisions. Then there will be new difficulties created. One of these is already evident. The ' naught device ' is far too over-worked. It is used in three separate ways as a common sub-division device, as a Colon Device and finally as a Bias Device (*e.g.*, Anglo-Japanese Foreign Relations will be express as 327.4200952, where the second naught represents the Bias Device). There is also the provision in the common sub-division note that where one naught is in conflict with another an additional naught is to be used to resolve the conflict. One may well apprehend that ' minute classing ' will be drowned in an ocean of naughts unless other symbols are quickly improvised. But whatever is done it is not likely that the wholeness of History will be ever restored.

Turning now to the schedule of classes under Political Science in the two schemes of classification we note that here again in the Decimal Classification on account of illogical classification there has been an unfortunate scattering of closely related subjects. Political Science as a study of the State ought to include in it, as it does in fact, the three aspects of the State, the legislative, the administrative and the judicial. The Decimal scheme, however, so narrowly defines Political Science that it includes in it only the legislative aspect and excludes the two others. When we also remember, what has been already pointed out, how some aspects of Constitutional History have drifted into Political Science we understand the anatomy of the confusion which the Decimal Classification has made. The conclusion is inevitable that Political Science in Decimal Classification is a class which contains in it at once too much and too little, and no simple remedy can cure this deformity.

The Colon schedule of Political Science is on the other hand refreshingly consistent and clear cut. What is more, it bears a remarkable resemblance to the schedule of classes under history, especially Constitutional History. The parallellism between theory and

practice of Government is thus forcefully presented which helps to make the Colon schedule of History and Politics not merely more logical and instructive but also more economical. The meaning of Political Science which emerges from the schedules may be formulated as the study of the State, explaining its genesis, its structure and functions, and its various relations. Once again this is a definition which is acceptable, far more so than the one which may be abstracted in a similar way from the Decimal schedules.

The inadequacy of the Decimal schedule is further illustrated by its incapacity to take into cognizance the simple fact that the various problems of Political Science are intimately dependant on the type of State which is being studied. The present schedule can give a number to a subject like the 'appointment of door keepers in a legislature' (328.3625) but cannot adjust itself to express a subject like the 'structure of the legislature under Communism.' Such instances of not seeing the forest on account of the trees can be easily multiplied. The "naught device" has not started playing its role yet in the Political Science schedules, and whatever expansion is taking place is in a single direction so far. But it is a reasonable hope to entertain that one day the editors of the scheme will utilise the potentialities of the synthetic device here too as elsewhere, within its own limitations, and make the present schedules, literally by a stroke of the pen, many times more useful.

The comparative study of History and Political Science presented here is not intended to be a fastidious criticism of the Decimal scheme. Its aim is to show that essentially the Colon Classification is a better one mainly because it is able to maintain with the help of its notation the filiatory arrangement of classes which alone, in the last analysis, justifies the existence of a classification scheme. Dewey's warning that it is wiser for anyone whose time is of value to use it in something more practically useful to himself and his library than in trying to construct a "satisfactory" scheme of classification should not really make one blind to the merits of a superior scheme when it is already there as an accomplished feat and no longer a mere hypothetical possibility. Nor should it be construed to mean that the gift of restlessness of the mind, the most valued gift of all, should be stilled and deadened to a dull conformity.

WORLD WAR 1939 IN THE DECIMAL AND COLON CLASSIFICATIONS.

by

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Summary

A class number is not merely an intelligible concatenation of the digits of the notation with ordinal values, but a symbolic representation of concepts, ideas, thought and matter, and fixing its place in association with or in relation to others, so as to convey a significance of the subject matter represented. The class numbers of the Decimal classification and the Colon classification of some chief divisions under the 'World War 1939' are treated in this view and are discussed in this paper in order to elucidate how far they are suggestive, expressive and significant.

Full Paper

Abbrevations :— D.C. = Decimal classification
C.C. = Colon classification
Char. = Characteristic
Chars. = Characteristics
Geog. = Geography
Chro. = Chronology
No. = Number and Nos. = Numbers.

Emergency:—A state of emergency occurs in the life of every being, organism and organisation. It is so even with the scheme of things. This element is so powerful and brings in its train all the stress and strain that it modifies, utterly changes, cries a halt to some, why even wipes out some and makes obsolete. It shakes the foundations, roots out the established false concepts, rules out the extant worn out forms and procedures. It manifests so to say an acute state of struggle for existence.

The catastrophe of World War 1939 has created such an emergency. It is visible in all kinds of State and social activity. The sphere of thought and ideas is not immune from its effects. Reconstructive measures are already afoot to suit the altered conditions and outlook. In short, the spirit of the time has been 'look before and after and make amends.'

In the situation it is only proper to set out here the relative merits of the two schemes of classification, namely, Decimal and Colon. The following class numbers of the two schemes of some chief divisions falling in the subject 'World War 1939' are taken for comparison. The D. C. numbers are taken from the 14th edition ; the C. C. numbers are constructed in accordiance with the rules provided by the author of the scheme.

C. C. Nos.	*Subject World War* 1939.	*D. C. Nos.*
MV4N39	Military matters	940.53—54
V1N39 : 1	Political history ...	940.531
V1N39 : 12	Post-war reconstruction	940.53144
V3 : 12 : N4	,, in Britain ...	?
Y111OV1N39 : 12 ...	,, in relation to children ...	940.53161
Y111 : : : N4OV1N39 : 12 ...	,, in Gr. Britain ...	?
V1N39 : 19	Diplomatic history	940.532
V1N396 : 19	,, of United Nations ...	940.5322
V1N397 : 19	,, Axis Powers ...	940.5324
V1N393 : 19	,, Nuetrals	940.5325
MV4N39 : 32	Strategy	940.5401
MV4N39 : 32u1996 ...	,, United Nations ...	940.54012
MV4N39 : 32u1997 ...	,, Axis Powers	940.54013
MV4N39 : 32u42 ...	,, Japan	940.540152
MV4N391	Land operations	940.541
MV4N391u1996 ...	,, ,, United Nations ...	940.5412
MV4N398	Air Force	940.5441
MV4N398u1996 ...	,, ,, United Nations ...	?
MV4N398 : 33 ...	Organised raids	940.5442
MV4N398 : 33u1997 ...	,, Axis raids	?
MV4N3955	Submarine war	940.5451
MV4N3955u1997 ...	,, Axis Powers ...	940.54512
MV4N3955u1996 ...	,, United Nations ...	940.54513
MV4N3955 : 311 ...	Naval bases	940.5453
MV4N39 : 6	Exchange of Prisoners... ...	940.5473
MV4N39 : L	Medical Department	940.5475
MV4N39 : L : 5 ...	Sanitary affairs	940.54752
MV4N39 : L : 14 ...	Hospitals	940.5476
MV4N39 : L : 4 : 97 ...	Red Cross work	940.5471
MV4N39z7	Personal narratives	940.548
MV4N39z7 : 1996 ...	,, United Nations ...	940.5481
MV4N39z7 : 3	,, Gr. Britain	940.548142
MV4N39 : 65	Refugees	940.54
V53-3 : 2 : N4	Govt. of France in exile ...	940.5344
XA7 : : 53 : N4 ...	Finance of France ...	940.5344
XA9F53 : 7 : 53 : N4 ...	Food question in France ...	940.5344

Analysis.—(1) In D. C. the two topics, (1) Finance of France (2) Food question in France occur in the history of the world war, while they get a place in the Main class Economics in C. C., the touch of war being given by suffixing A to X as in Law. It seems only natural to assign the two topics to the Main class Economics rather than to History in as much as the main point of study or interest is the economic aspect.

Similarly the class Nos. for children are the constituents of the class 'other special classes' in the political history of the world war, whereas in the C. C. they are placed in the Main class Sociology and shown a bias to world war. The thrusting of children into the main or basic class 'war' in the D. C. is unnatural and contrary to reason. The children have no connection or concern with war. They do not wish nor being about, nor help, nor promote, much less can they stop it. Chidlren are children even during war time and have to be cared for and protected as ever. It may be that their safety and well-being might be greatly affected by war. But that is no sufficient ground to lodge them into war. The bias device in C. C. brings forth the apt implication of the case.

Going down the chain of history, let us examine its links. Three chars. *viz.*, State (represented by Geog. No.), problem and time are necessary for the subdivision of history. The garb of history is woven by the warfs and woofs of time and space, and coloured by problem. We shall analyse here how the three factors occur in the two schemes.

2. In D. C. the Geog. char. has been applied twice *e.g.* No. 940.534 and to other classes in the array. Both the II and VI digits represent (Europe) the same entity. Hence it is redundant and unduly lengthens the notation. Further, the representation of groups of countries is not uniform throughout.

c.f.	940.5322 940.54012 940.5412 940.54513 940.5481	The digits 1, 2 & 3 are used to convey the (same geog. group) United Nations.	940.5324 940.54013 940.54512	Similarly—the digits 2, 3 & 4 are used to signify Axis Powers.

3. In some instances the amplification of the class Nos. by the geog. notation is not permissible. Witness for example the topics (1) Postwar reconstruction in Britain (2) War in relation to children in Britain (3) Air force of the United Nations (4) Axis raids.

In the C. C. it may be noticed that there is no such unnecessary recurrence of the same entity nor is there a vagary in the representation of countries by a variety of digits. The geog. divice, being one of the eight devices recommended and employed in the scheme, makes the geog. representation consistent and mnemonic.

Next turning to the problem char. it may be observed that it occurs last in the chain in D. C. *i.e.*, after the geog. and chro. chars. are used. But the application of the problem char. as the IInd char. in C. C., *i.e.*, between geog. and chro. chars. is more appropriate.

In D. C. chro., the time factor is represented as the IInd char. by the digit 5 which denotes later 20th century. To give a touch of gravity of war one more digit 3 is added to it. It may be noticed that a parallel situation 'World War 1914' is represented by only one digit. c.f.

World War 1914	World War 1939
940.3	940.53

In C. C. chronology is usually expressed in decades and occasionally by a particular year, if it is eventful or marks an epoch. It is the last to come in the train of char. as against the intermediate position in D. C. But here in this special case we observe that time assumes its full proportion and transgresses its limits, besides imposing upon the geog. No. (V1N39). One may wonder as to how it is that a scheme which vaunts much of consistency, violates the self imposed law. One may ask why this swoop upon and graps pling of time with State. If one thinks over the situation, its full import will be clear. Here, time is not merely indicated. Time asserts itself and is triumphant. Now time is not marking itself or passing unnoticed into days, months, years, decades nor century. Time is fate. Time must be venerated; if not always, at least when it has gathered momentus. Great time does not sit at this moment brooding Over. It is playing—playing havoc shall we say! Nay it is sitting in judgement. It is trying every State directly and humanity indirectly. Every thing must render accounts and plead for its right to survive. Indeed the geog. No. 1N39 (—World of 1939) represents "the world in the grip of the fateful year 1939" in which the old political boundaries have been obliterated and which is expected to give birth to a new world—we know not of what alignment or shape. One is at a loss to know how else the world-number can be divided except by the chronological Device to arrive at "World in War."

Thus the colon notation has gained in suggestiveness and expressiveness and squares with the gravity of the situation, without creating confusion.

Next coming upto military science it may be noticed that the C. C. uses three distinct chars. *viz.*, (1) Force (2) Problem and (3) Material, and applies them wherever necessary. The D. C. uses digits to denote force and problem in the same array of classes. c.f.

C. C. No.	*Subject.*	*D. C. No.*
MV4N398	Air force	940.5441
MV4N398 : 33	Organised raids	940.5442
MV4N39 : 6	Exchange of prisoners	940.5473

At present the use of two chars. *viz.*, problem and force are discernible in D. C. But the use of problem char. before the force char. does not seem to be natural.

4. In D. C. while diplomatic history is divided on the basis of geog. char., the political history has not been so treated but is further subdivided by problem.

	Political history	
940.53144	Post-war reconstruction	
?	,, ,, in Britain,	
Similarly		
940.53161		
	Diplomatic history	940.532
	,, ,, of United Nations	940.5322
	,, ,, of Axix Powers	940.5324

and so on.

In C. C. these matters are assimple as A B C and do not present any difficulry in using either of the chars. wherever necessary.

5. In D. C. the composite class 940.547 doth contain such heterogenous elements *viz.*, prisons, hospitals and charities. Similar is the case with the class 940.5344 which includes (1) Finance, (2) Food question and (3) an exile Govt. of France. The term 'condition' (conditions in Europe 940.534) is vague. Applying the canon of enumeration and context, it may be remarked that these classes are not homogenous but appear like a "hold-all."

The C. C. Nos. avoid such a contingency by bringing the relevant digits by the use of subject device, which convey the adequate and apt sense. The full significance of the Govt. of France in exile is brought out by the auto-bias device which makes a distinction between the two governments of the same country. The C. C. No. conveys the meaning, Government of France functioning in England.

Results.—From the foregoing analysis it follows that the classes in D. C. show, after the 4th order, a lack of systematic or scientific order. Certain classes are misplaced or misrelated (paral) ; appropriate chars. are not used for further sub-division wherever necessary (para 3) ; unnecessary recurrence of the application of certain char. (para 2) ; some topics are so clubbed together that they make ahotch-potch (para 5); disregard to the conon of mnemonics para 2). The result is that the class Nos. by themselves are unintelligible without a reference to the book and that these classes, as they increse in intensity, merely become a "convenient sequence of various groups, considering them as groups of books."

The C. C. on the other hand, being based on theoretical foundations proceeds step by step. Not a step is misled or astray ; nor is there a jump ; nor does it ask the subject to come down to its level because of its incapacity to reach to the hieght. Every foot-print has a distinct trace and a meaning. The scheduled and unscheduled mnemonics, the subject, bias and auto-bias devices render the scheme capable of expressing any subtle or complex concepts or ideas. The result is that a class No. in C. C. is a symbolic representation of concepts, ideas, thought and matter and fixes its place in relation to or in association with others so as to convey a significance of the subject. Hence it is suggestive, expressive and significant.

Analogy.—The analogy of a patent medicine may be given to D. C. Nos. and that of physician's mixture to the C. C. Nos. The patent medicine will have to be administered, beneficial or not, for all the hundred and one sufferings and ailments the patentee prescribes. In any case it cannot be the one that suits all individuals. Either one will have to take it or leave it. There is no other go. But a physician's mixture is different from it. It is prepared to remedy the exact ailments of an individual. It consists of substances and elements whose properties are known, whose actions and reactions are well ascertained and whose cumulative effect is certain. This is exactly what should be expected of the digits in a class No. Every digit in it should have meaning and be capable of conveying the full significance of the books classified, in combination with others. Such an attainment is possible in a synthetic scheme of classification.

Conclusion.—In these days of advanced science when every notion and idea in the field of science is being expressed in terms of symbols, when c, f, n, and k have definite associations and meanings, can we Librarians afford to forego the wisdom? When every thing is being rendered intelligible and appealing to reason, can we prove ourselves and exception and accept a scheme of classification whose digits and notation appear as nothing but Arabic Numerals? Shall we rest content with the simple arithmetic knowledge about these numbers? Or shall we infuse into them sense and ideas, and make them yield valuable aid in our task?

ECONOMICS IN THE DECIMAL AND COLON CLASSIFICATIONS

by

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In the 1942 edition of the Decimal Classification 33 Economics gets a thorough revision. The number of pages allotted to this subject thas grown to more than twice that in 1932, *i.e.*, from 14 pages to 38 pages. This is virtually the first edition that is sent into the world by a Committee of Experts after the death of Dewey, as the 1932 edition was 'very largely prepared before Dewey's death.' In this new edition unnecessary expansions of certain parts of the schedules have been curtailed. The use of Form divisions in the main schedule is also given up in two places as unnecessary. In some cases the names of classes are revised, thereby respecting the Canon of Currency.

The Canon of Mnemonics is respected only rarely. Let us illustrate with the newly expanded schdules of 331.3 Labour of Children and 331.4 Labour of Women :—

	Labour of Children-Hours	*Labour of Women-Hours*
Decimal Number	331.33	331.41
Colon Number	X : 911-951	X : 915-951

By examining the above newly worked out Decimal schdules we can see that the Canon of Mnemonics is unnecessarily violated. In the Colon Number, on the other hand, conformity to the canon is automatic.

Again in the newly worked out schdules of 332.1 Banks and Banking, more than one characteristic are used to derive co-ordinate classes in one and the same array. This is against the very spirit of classification.

332.1	Banks and banking
.11	Central banks
.12	State banks
.13	Private banks
.14	Trust companies
.15	International banking
.16	Multiple banking
.17	Administration

Here the first six subdivisions are based on the 'type of banking' characteristic whereas 332.17 Administration is based on 'problem' characteristic. 332.17 stands for only books on the administration of banks in general. Its connotation is too extensive for books on, say, central banks, or state banks or private banks. In the Colon classification 'types of banks' and 'Administration' figure in different train of characteristics, with the result that not only cross-classification is avoded but also the number for administration can be attached to the number for any type of bank.

In the new edition of the Decimal Classification some of the major divisons are improved. The elaborate subdivisions of 331 Labour are cut down. In the 1932 edition Labour was given so much prominence that it occupied 9 pages out of the 14 pages allotted to Economics. As if to reduce this overemphasis, in the 1942 edition, the 5 pages devoted to other topics in Economics have been increased to 27 pages. 335 Socialism is worked out in greater detail. The names of its subdivisions are thoroughly altered. A new class is provided for Fascism and Nazism ; so also is one provided for Syndicalism. Under 336 Public Finance a new division is opened for Public Expenditure. But in spite of all these little elaborations this edition has not made any improvement on the previous one in its effectiveness in classifiying books on Economics. The reason is that though the super-structure has been added to, the foundation is the same weak one of the previous editions.

First of all if we examine the Lay Out in the Decimal Classification we find that the subject Economics is scattered in three different places as follows :—

D.C.	*Subject.*	*Colon.*
330	Economics	X
380	Communication	X4
650	Business	X : 8

33 Economics and 380 Communication are separated by 340 Law, 350 Administration, 360 Associations, 370 Education. Such a scattering violates the Canon of Helpful Order. 380 Communication is at least within the field of Social Sciences. But 650 Business is taken beyond the pale of 300 Social Sciences and dumped under Useful Arts. Colon Classification does not scatter them like that but keeps them together as can be seen from the worked out Colon Numbers.

Confining ourselves now to the basic class 330 Economics, some of its subdivisions are as follows :—

D. C.	*Subject.*	*Colon.*
331	Labour	X : 9
332	Financial Economics	X6
333	Land Natural resources	X : 271
334	Cooperation	XM25
335	Socialism	X : 3M24
336	Public Finance	X7
337	Tariff Policy	X : 53
338	Production	X : 2

These eight divisions form the array of the first order in the D. C., but they are not all divisions based on one and the same train of characteristics. The division 334 Co-operation stands quite apart as one based upon type of orgaisation used as characteristic. The divisions 332 and 336 are based upon the train of Business characteristic. The remaining five are based on Problem characteristic. Presenting them as coordinate classes in one array violates the Canon of Exclusiveness and involves cross-classification, as a subject like co-operative banking demonstrates.

The Colon Classification avoids this pitfall. The structure of the Colon Numbers for the eight subjects shows the easy way in which these three groups of classes are differentiated without any inter-mixture.

As an example of an array of second order we shall consider the following divisions which appear for the first time in the 14th edition :—

D. C.	*Subject.*	*Colon.*	
338.1	Agriculture	X9J	
.2	Mining products	X9D3	
.4	Manufactured products (divided like 680).	X9	(divided by subject device)
.5	Prices	X : 76	
.6	State planning	X : 75	

Here again the first three subjects are divisions of Economics based on the train of Economic or Problem characteristic. Presenting these five as coordinate classes in one and the same array violates as before the canon of exlusiveness and involves cross-classification. The structure of the Colon Numbers show how this pitfall is avoided.

This fundamental flaw in the Decimal Classification lands it also in other difficulties. We shall illustrate by a concrete example. During the last ten years many books have appeared on agricultural crises, business cycles and the movement of crime statistics with business cycles. The 1932 edition of the Decimal Classification had listed only one class involving 'Business Cycle.' It was 380.124 which represented the 'theory of trade cycles,' though 'Business Cycle' was not mentioned in the complete tables, the index showed the above number against it. Thus there was no means for classifiers to find class numbers for the other two topics. They had to wait till the 1942 edition came. This edition gave :—

Specific subject.	*Decimal Number.*
Agricultural crisis	338.15
Crime and business cycles	364.2

No classifier could have arrived at these numbers. They are quite arbitrary.

In the Colon Classification 'Agriculture' belongs to the Business Facet and 'Business Cycle' to the Economic Facet of the main class Economics. They have the respective number:—

Specific subject.	*Colon Number.*
Theory of business cycles	X : 74
Agricultural crisis	X9J : 74
Crime and business cycles	Y1 : 450X : 74

If tomorrow we get books on 'Crisis in textile industry' or 'Crisis in motor-car industry' or 'Crisis in aircraft industry' classifiers have no means of finding the Decimal Numbers for them. They will have to wait till another edition of D. C. lists them. But they can themselves build the following Colon Numbers for them, they will in order be :—

X9M7 : 74
X9D5113 : 74
X9D535 : 74

Here is another subject illustrating the same difficulty and in addition showing how the 14th edition has set aside both the alternatives framed by the Merrill's *Code for classifiers* based on the 13th edition. The subject is 'Five year plan of Russia.' Merrill code has suggested for this subject either 380.947084 or 338.0947084. The former means strictly Economic history of Russia brought upto the present time while the latter means History of production in Russia brought upto the present time. The 14th edition of the D. C. has shown its leanings towards the latter place but altered its number to 338.947084. This alteration really implies equating 'planning' with 'industrial legislation' which could not have been anticipated until the 14th edition amplified explicitly and elaborately the laconic 'industrial legislation' of the 13th edition, stating among other things that this number should also take state control and planning.

Making 338.9 Planning coordinate with 338.1 Agricultural products and 338.4 Manufactured products disables the D. C. from givng an exact and co-extensive number for a subject like 'Planned agriculture in Russia brought upto the present time.' We can have only one of the following :—

D C.	*Subject.*	*Colon.*
338.947084	Planning in Russia today	X : 75 : 58 : N3
338.10947084	Agricultural products in Russia today.	X9J : : 58 : N3

Neither of these numbers represents the subject fully. But the Colon Classification can offer X9J :75 :58 :N3 as the exact translation of the subject.

A serious deffect in the classification of Economics in the 13th edition continues in the 14th edition also without any attempt at removal. It is illustrated by the following:—

D. C.	*Subject.*	*Colon.*
331.0943085	History of Labour in the German republic.	X :9 :55 :N3
331.0943085	History of the theory of Labour in the German Republic.	X :9v55 :N3

Put in general terms the D. C. has not provided any means of distinguishing between Economic history and History of Economics. The Colon Classification has succeeded in in distinguishing them.

LAW IN DECIMAL AND COLON CLASSIFICATIONS

by

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From the 11th edition of 1922 onwards or perhaps even from an earlier one the *Decimal Classification* has been printing notes under '343 Criminal law' and '347 General works' which hold out promise of 'an elaborate division, similar to Medecin.' Apart from the analogy to medicine being mysterious, this promise has not been fulfilled even in the 14th edition. In these circumstances we are obliged to do the comparative study with some hesitation since the Decimal schedule available is too meagre. It will be shown that there are faults, however, which are not likely to be removed by mere elaboration.

Mixture of Phases

The D. C. mixes up indiscriminately Phases of different species while the C. C. keeps them quite clear of one another. Here is an illustrative table.

Decimal Number.	*Specific Subject.*	*Colon Number.*
340.1	Philosophy of law	Z :91
340.2	Antiquities : torture, etc.	Y : 3Z
340.4	Trial by jury	Z : 8825
340.5	Comparative legislation	Z
340.6	Medical jurisprudence	LOZ
340.7	Education: training	ZB
340.8	Collections	ZX
340.9	Legal anecdotes	ZY7

The last three specific subjects present Common subdivision as secondary phases and they are numbered accordingly in the C. C. and D. C., with this anomaly, however that the Decimal common subdivision '09' which stands for 'History' is usurped for another purpose. It is strange why this is done and history is left without a number when Table 2 at the end of the *Decimal Classification* provides the common subdivision number '0383' exclusively for anecdotes.

It is worth considering whether 'antiquities' which usurps the common subdivision number 03 and thus leaves 'encyclopaedias' in the lurch, is not more appropriately placed in anthropology as the C. C. prefers to do. The specific subject medical jurisprudence similarly plays the usurper and leaves the Common-subdivision societies in the lurch. This is really a case of Bias-Phase as the C. C. has represented and should be given the number 340.00161 as provided in Table 2. Comparative legislation is another usurper throwing periodicals overboard. It ought to be content with general law number 34 which is not differentiated on community basis.

In law, philosophy is a substantial subclass. In fact the *Oxford dictionary* gives it the special name 'Jurisprudence.' But curiously enough the relative index assigns 'Jurisprudence' to 340 while the Complete Tables assigns 'Philosophy of law' to 340.1. 'Trial by jury' is also an essential part of legal procedure or adjectival law as it is called. This is given a place among common subdivisions which ought to go to 'essays.' The C. C. avoids these errors and places 'Jurisprudence' and 'Trial by jury' in distinctive divisions of law based on characteristics of its own.

Thus without any purpose the D. C. mixes up Primary Phase and Secondary Phases of the common and bias varieties. The provision of places in the body of Law Schedule for Common Subdivisions like Codes, Digests and Reports is another demonstration of thus mixing up.

Community Facet.

The following table demonstrates the hospitality of the C. C. and the incapacity of the D. C. to accommodate the law of communities other than nations.

Decimal Number.	*Specific Subject.*	*Colon Number.*
349.54	Indian law	Z2
349.42	British law	Z3
89.54 ?	Hindu law	ZQ2
?	Muslim law	ZQ7
?	Marumakka tayam law of the Malayalees	ZY173P32

The equation of the Hindu law with Indian law (as shown by the index) by the D. C. is quite unacceptable. The use of subject Device as an alternative to the Geographical Device eindows the C. C. with infinite hospitality. The D. C. must find some method of distinquishing the Laws of different kinds of communities.

Law Facet

Till the 12th edition, the D. C. bad prescribed the placing of the Law Facet immediately after the Geographical Facet without a connecting symbol. It is however a matter for gratification that the endless ambiguity and the utter negation of the primary purpose of inventing a classificatory language which this short-sighted move involved have been set right by the 13th edition. It prescribed ' O ' as the connecting symbol between the two facets. The primary function of zero in the D. C. is however to cnonnect primary phase with the common subdivision Phase. Is it anything short of proverty of symbolic language that it should be forced to do this additional duty in ' Law.' It is sure to take revenge by causing ambiguity at one turn or another. Is it in fear of this revenge that the following note is added ' If preferred, 347 may be used to include treatises on law in any country and 071-079, be disregarded after country subdivisions of 349.' But the note fails to mention or envisage what use there is after this debacle for the country subdivisions of 349.

This indident in law is an unmistakable demonstration of the pressure of facet analysis at the subconscious level of Dewey. The use of a special connecting symbol ' : ' in the C. C. is also shown as the most natural evolution to get out of the staguated position of the D. C.

Further Facets.

The narrow miss by the D. C. to realise the need for a distinctive connecting symbol to assemble facets has deterred it from adding the very necessary third facet having for its foci the various problems that arise in different kinds of law. Consider the following illustrative table :—

Decimal Number.	*Specific Subjects applied to Indian Law.*	*Colon Number.*
349.54074	Contracts	Z2 : 3
349.54074	Consideration	Z2 : 3 : 2
349.54074	Formation	Z2 : 3 : 3
349.54074	Avoidance	Z2 : 3 : 4
349.54074	Enforcement	Z2 : 3 : 6
349.54074	Dissolution	Z2 : 3 : 7
349.54074	Act of God	Z2 : 3 : 72
349.54074	Dissolution of Partnership	Z2 : 33 : 7
349.54074	Quasi-contracts	Z2 : 396

The repitition of the same Decimal Number for all the above different specific subjects is proof positive of the D. C. having receded to the status of the very ' broad classification ' to undo which it was brought into existence. The freedom of the C. C. to increase the number of facets and its capacity to individualise classes thereby are demonstrated by the Colon numbers in the above table.

The same defect as the above prevents D. C. from giving filiatory subdivisions of ' Public international law ' either under peace or belligerent conditions. Nor is it able to provide a filiatory place for the special, emergency, municipal laws of a country during war times. These problems are solved in a very neat way by the C. C. as a reference to its rules and schedules will show. I need not go into the non-filiatory thrusting in of constitutional history under public law as Mr. S. Das Gupta has dealt with it in his paper.

COMMON SUBDIVISIONS IN THE DECIMAL AND THE COLON CLASSIFICATIONS

by

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INTRODUCTION.

It may be admitted on all hands that the main purpose of classification of works in a library is to " save the time of the reader " and to see that " every reader gets his or her book," (1) or, in short, to cater efficiently to the intellectual needs of the society. To fulfil this object is not an easy affair unless the classification scheme which the library adopts, is exhaustive and expansive. If it does, the Reference Staff will be able to help any reader then and there. For instance, if any reader asks for a book on Shakespeare's use of music or a book on the bibliography of Thomas Hardy, it is likely that there may be a large collection of books on Shakespeare and Hardy in most of the libraries and to fish out these two particular books from among them will be a job. But if there is a distinctive place assigned for each such book among the works on and by these authors, the Reference Staff will be able to help the reader at once with these materials ; the result is that the psychological tempo of the reder is preserved and he goes away fully satisfied. Otherwise he gets impatient and the need for the books would have gone before these two books are fished out after much fumbling about.

While attempting to achieve the object, mentioned above, it would seem plain that more than half of the works cannot be classified satisfactorily merely with the aid of the subject headings but will require their Class Numbers to be further amplified in other ways. The form of the work and the bias and the last octave approach (which Ranganathan calls in his recent book as Phase Analysis) (2) would involve the use of the COMMON SUBDIVISIONS, which is, by itself, self-explanatory. These sub-divisions, which can be attached to any subject, whetever be its extension or intension, and which serve a purpose which the subject headings fail to do, are adopted in all the schemes of classification in one form or other. " Many schemes recognize their generalness of application by converting them into Common Subdivisions *i.e.*, a constant set of divisions which can be used to qualify any one subject throughout the schedules " (3) It is the purpose of this paper to study their importance their construction, their use or application and their relative efficiency as used in the Decimal and the Colon classifications, which are referred to hereafter in this paper, as D. C. and C. C. respectively.

(1) IMPORTANCE.

The importance of the Common Sub-divisions in any scheme of classification cannot be gainsaid : it is the main spring of classification. Sayers says " Classify by subject and then by form " (4). In fact, they appeared to him so important, that, earlier in the same book, he says that the " subject of the book is abandoned in favour of the characteristic of form ; the books and material. . . . are arranged not by the subject but by the form in which the subjects are presented " (p. 76). " It ignores the subject of the books and arranges them into broad groups which show their forms " (p. 79). But this opinion carries their importance too far. For " The work is first allotted its subject and then afterwards, its form determines its final placing " (5). If the Common Subdivisions were not used, in many cases, works in a particular subject, get huddled together. Thus works on the history of Mathematics and the history of Philosophy would be lost among the general treatises on Mathematics and Philosophy respectively. But the use of the Comomon Sub-divisions with the basic subject class assembles such works in one distinctive place.

The Common Sub-divisions were employed in the Madras University Library even before the first edition of the *Colon Classification* was published in 1933 The experiment was on the anvil for about five years before 1933 and the marvellous success they achieved in classification and the remarkable aid they rendered both to the staff and the clientele ever since make us bold to remark that they had not only covered past knowledge but also had stood foursquare against any new development in knowledge.

Indeed, they had gone further ; they have carried the classification of classics in Indology, periodicals, serials, works of literary authors and others to a remarkable degree of approach to individualisation. (*Vide* Table I).

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(1) Ranganathan (S. R.) ; Five laws of library science, 1931.
(2) Ranganathan calls the classification of books by subject headings as the Facet Analysis.
(3) Phillips (W. H.) : A primer of book claslification, 1938, p.34.
(4) Sayers (W. C. B.) : A manual of classification, 1926, p. 82.
(5) Wright (W. F.) : Form headings in classification. (Library World, V.39, p. 204).

Hence the first edition of the C. C. foresaw the immense possibilities of the Common Subdivisions and it gave them in the preliminary schedules themselves a prominent place—a place next to the Schedule of the Main Classes. On the other hand these divisions lie scattered among the Complete Tables of the D. C. There was in addition a small schedule of half a page devoted to them at the end of the 11th edition (1922). In the 13th edition (1932), in which they have been improved, the schedule begins with those of '000.' to denote relation to other subjects and ends with those of '0.' The Editorial Committee must have evidently felt dissatisfied with this arrangement of the Common Sub-divisions and hence, in the 14th edition, (1942) they had reversed the order, *i.e.*, the schedule begins with '0' and ends with '000.' They had also rechristened it as "Uniform Sub-divisions." Except for two or three additions (6) the so-called improvement at any rate is not one in substance and the schedule remains a bewildering labyrinth. As if conscious of it, at the beginning of the schedule an appeal is made to the classifier not to get "confused" (7) but to see the "number of '0's attached to the main classes" and to resort, if need be, to the alphabetic arrangement !—the very demon in driving away which Dewey immortalised himself.

Thus it may be seen that the Common Sub-divisions play a "major role in the classification" of books in a library (8).

(2) CONSTRUCTION

The need for a connecting symbol in the C. C. was by-passed by using a distinctive species of symbols to represent the Common Sub-divisions—the lower case letters of the Roman Alphabet. This is an unexpected success of the C. C. over all other schemes which require an extra connecting symbol.

(3) COMPARATIVE EFFICIENCY

The Comon Sub-divisions have no value by themselves, *i.e.*, they cannot stand independently as the main classes do; but it is only in relation to the main classes that their use or significance is brought out. Their use is regarded as the "second stage in classification." (9)

(*a*) *Anterior position.*—These divisions are used freely in classifying periodicals, serials, collected works, *etc.* so as to bring each of them in one place and assign to it a distinctive Class Number with a view to individualise it. It may be admitted that a major portion in some libraries consists of the abovementioned works and the advantage and economy that can be effected in classifying them with the aid of the Common Sub-divisions is immense. The distinctive Class Numbers secure for such works priority in the arrangement over others which admit of subject divisions only. *Vide* Rule No. 0241 of Pt. 1 of the C. C. which reads :—

> "0241. Any number followed by a small letter shall have precedence over the Number itself, *e.g.*,
>
> B63v has precedence over B63
> L23 : 45a ,, ,, L23 : 45"

Bliss calls this "Priority place" as "anterior position" (10). It is by a stroke of good fortune that this was secured by the Colon by such a neat and simple notational device. The D. C. fails to secure the 'anterior position' since the connecting symbol '0' interpolates the Common Sub-divisions between the basic class and the subordinate divisions. (*Vide* TABLE II)

It is again a happy coincidence that Ranganathan and Bliss arrived independently of each other in 1933 and 1935 respectively at the same conclusion regarding the 'anterior position' secured by the use of the Common Subdivisions.

(*b*) *Individualisation.*—(11) Another feature of the Common Subdivisions in the C. C. is that they individualise the works and secures for them absolute co-extensiveness. In other words no two works can have the same Class Number. This individualisation of the

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(6) The following additional entries are found in '0' Form Divisions.

024 Books for special classes of persons
028 Technic
058 Annuals, directories

(7) D. C., 14th ed. 1942, Table 2, p. 1880.

(8) Wright (W. E.), Form headings in Library classification (Library World, V. 39. P. 204).

(9) For the four stages of Classification *See* Rangathan (S. R.): Prelegomena to classfication, p. 272-279; 270-271; 270; and 269-270.

(10) Bliss (H. E.): A system of bibliographic classification, 1935, p. 15.

(11) For a comparative study of the Common subdivisions in the Colon and other schemes of classification *see* Ranganathan (S. R.): Prolegomena to library classification, Tables on pp. 164-165 and pp. 168-169.

works by the use of the Common Sub-divisions is carried a step further in the C. C. by the provision of Facets for most of them. They are the Geographical and the Chronological Facets. Subjects which require to be amplified by the Common Sub-divisions to denote bibliographies, laboratories, surveys, history, biography, memorial volumes, periodicals, yearbooks or directiories, conferences, acts or bills or codes, reports, statistics, commissions, committees, collected works or selections, parodies, case studies and other forms of expositions, get themselves individualised with an case and elegance all their own by using one or the other facet or both (*Vide* TABLE III).

Here is again another difference between the C. C. and the D. C. " In the amplification of a Class Number by certain Common Sub-divisions *e.g.*, societies, periodicals, directories, conferences, commissions, surveys, history, biography and so on—the Colon Classification differs from other schemes in one respect. In the other schemes there is no prevision, for example, for individualising the serials, periodicals, commissions, surveys and so on *in the same subject.* (Italics mine). In the Colon Classification we find a definite set of rules for individualising them. The Geographical and the Chronological Devices of the scheme play a large part in this individualisation in conformity to the Canon of Helpful Order, the Canon of Hospitality in Array and the Canon of Mnemonics." (12)

The use of Common Sub-divisions and other symbols L to ' accounts of Societies ' and M to ' periodical publications ' even though published by Societies is a distinct feature of the C. C. (*Vide* TABLE IV). It has ensured filiatory and absolute mechanisation of arrangement whereas the D. C. is not as precise in this matter as the C. C. In the Madras University Library which receives about 1,500 periodical publications, there is no confusion felt in classifying them but each gets classified systematically and individualised automatically.

This method of individualisation of works in a library bestows still another far-reaching benefit. It has (expecially in periodicals and Classics) automatically converted itself into a distinctive class by itself. The D. C. individualises the works of Shakespeare, Milton and Spenser (13) only, as if the works of others are not important. This unhappy feature clearly demonstrates the absence of individualisation in the D. C.

(*c*) *Mnemonics.*—In the C. C., which adopts the Facet principle, the mnemonic representation has become automatic. It is more or less perfect also in the C. C whereas in the D. C. it is found lacking, as shown below.

In the C. C. all the common sub-divisions are mnemonic.

In the D. C. the following common sub-divisions are given :—

" 018 Scientific and technical methods
For experimental methods *See* 071 :
For teaching methods *See* 077 " (14).

It is self-evident that 018, 072, 077 are *not* mnemonic.

(*d*) *Educative value.*—Another note-worthy benefit of individualisation in the C. C. is the educative value of its Class Numbers. If we examine any Class Number in the C. C. of a periodical, it shows (1) its subject (2) the country of origin and (3) the date of its origin. (*Vide* examples given in TABLE I).

The D. C. achieves only the first of these ; it does not provide for the last two. Here it must be remembered that though the Geographical Facet is omitted in the Common Sub-divisions, they are provided in the form of linguistic facets in the corresponding divisions of the Generalia class. The failure to do so similarly in the Common Subdivisions is due to the absence in the D. C. of a connecting symbol to assemble facets. The C. C. marvellously brings into relief all the three aspects in a most facile and exact manner. It is the last two aspects, the Geographical and the Chronological Facets, which are instructive in the periodicals as well as in other works. [*Vide* TABLE I AND TABLE III (*b*)].

(4) CONCLUSION

In the D. C. are found some serious omissions ; it has not provided for bibliography, memorial volumes, criticism and exposition of positive sciences and subjects in the form of verses, drama, fiction, letters *etc.* (*Vide* TABLE V). The consequences of the omission of bibliography in the Common Sub-divisions and a conjecture as to why they had been omitted will be found discussed in th *Modern Librarian.* (15).

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(12) Ranganathan : Prolegomena to Library classification, p. 168.

(13) Dewey : Decimal Classification, 14th ed., Last Table.

(14) Dewey : Decimal Classification, 14th ed., Table 2.

(15) Ranganathan (S. R.) : Bibliography in the Decimal and Colon classifications (Modern Librarian, V. 14, 1944, pp. 21-27).

Thus it may be seen that by making use of the Common Sub-divisions the C. C. has satisfied in no small measure the following Canons, *viz* :—

(1) the Canon of Permanence (in that it has successfully tackled the classification of periodicals and Classics by shaking off the old tradition).

(2) the Canon Exhaustiveness (in that it has provided for the past, present and future developments in the Universe of Knowledge).

(3) the Canon of Exclusiveness (in that it has given full and explicit definition and specification for amplifying the Common Sub-divisions). (16)

(4) the Canon of Distinctiveness (in that it has advocated distinctive symbols for for the common sub-divisions) and

(5) the Canon of Individualisation (in that it takes any work to its ultimate class).

TABLE I.

Here are a few examples of *individualisation* of periodical publications :—

Serial No.	*Colon No.*	*Wroks.*	*Decimal No.*
1	Am2 : N18	Journal of the Indian Institute of Science, Bangalore.	505
2	Am2 : N 84	Current science. (India)	505
3	Am3 : K60	Royal Society of London-Philosophical Transactions. A Series.	505
4	Gm3 : K60	Do. Do. B. Series ...	570.5
5	O : 3Xm3 : N25	Best short stories (English) ...	823.05
6	0 : 3xm73 : N19	O'Henry Memorial Award Prize Stories (American).	823.05

In the first four examples, the D. C. gives the same class Number to all of them though the first two are published in India and the next two in England. But the C. C. differentiates them by using the Geographical and Chronological facets so that each has been *individualised completely*. Again the mnemonic feature is maintained in Nos. 3 and 4 above though they go to different subjects. Nos. 5 and 6 are two different annual publications : they get the same Class Number in the D. C. though No. 5 is an English publication and No. 6 is an American one. But in the C. C. each gets independent Class Numbers by adopting the above two facets. If any other English or American similar publications were to come, they go along with No. 5 or No. 6 as the case may be undifferentiated in the D. C. but differentiated in the C. C.

TABLE II

The following examples illustrate the *anterior position* secured by the use of the Common Sub-divisions in the C. C.

Serial No.	*Colon No.*	*Works.*		*Decimal No.*
1 Ee	Caven (R. M.) Etc.	Symbols and formulae in Chemistry.	(2)	540.832
2 Ev1 : M2	Thomson (Thomas)	History of chemistry	(3)	540.9
3 E	Arrhenius (Svante August)	Chemistry in modern life	(1)	540
4 E1 : 1	Jones (Harry C).	Principles of inorganic Chemistry.	5)	546
5 E2	Walker (James)	Introduction to physical Chemistry.	(4)	541.3

In the C. C. the first two books, which admit of classification by the Common Sub-divisions, occupy an *anterior position* to the treatises in Chemistry (No. 3) while the other two books, which are of narrower extension and which admit of Facet Analysis, come later. But in the D. C. (as indicated in circular brackets above) the first two books go to the second and third place respectively, the fourth goes to the last place and so on. Thus books, which admit of Phase Analysis, get themselves inserted between the basic class and its subordinate divisions, *i.e.*, they do not occupy the *anterior position*, pointed out by Ranganathan and Bliss.

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(16) ,, : Colon Classification, 1933, Pt. 1., Chapter 2.

TABLE III

Here below are given few examples of *individualisation* of (*a*) *Reports* (*b*) *commissions* (*c*) *Biographics* by using the Common Sub-divisions amplified by the Geographical Facet, Geographical and Chronological Facets, and Chronological Facet.

(*a*) *Reports*

Serial No.	*Colon No.*	*Works.*	*Decimal No.*
1	Jr2	Report on the progress of agriculture in India ...	630.61
2	Jr21	,, of the Agricultural Departments, Madras ...	630.61
3	Jr231	,, ,, ,, Bombay ..	630.61
4	Jr73	,, ,, ,, United States.	630.61
5	Jr7312	,, ,, ,, Pennsylvania.	630.61

All these reports, which are on the face of it different, get the same Class Number in the D. C. while in the C. C. they get their appropriate Numbers by the advantage, secured by the use of the *Geographical Facets*. The D. C. fails to mechanise either (1) the grouping together of the successive issues of any Government publication or (2) the arranging of the groups of different Government publications in any preferred order.

(*b*) *Commissions.*

Serial No.	*Colon No.*	*Works*	*Decimal No.*
1	Tt2 : M82	Indian Education Commission, 1882	37.061
2	Tt2 : N28	Hartog Committee Report on Indian Education, 1928	37.061
3	Tt3 : N26	Report of the Haldane Committee on Education in England, 1926	37.061
4	Tt73 : NO3	Report of the Mosley Educational Commission to the United States, 1903	37.061
5	Tt73 : N26	Report of the Advisory Committee on Education in the U. S., 1936	37.061

The D. C. fails to distinghish these five different Commissions. On the other hand the C. C., by using both the Geographical and Chronological Facets, translates, as it were, each Commision into different Numbers and in such a way that all the Commissions of a particular *country* automatically come together and get arranged among themselves *chronologically*. Apart from individualising such Commissions and mechanising their arrangement the Colon Numbers place the Reference Librarian in a position of vantage with the full information about the works which they give to him and perhaps not to most of the readers. He is able to evaluate them to the readers with a spontaneity and case which arrest the attention of the readers. The psychological tempo thus created throws the readers in a mood to receive the help of the Reference Librarian with willingness.

(*c*) *Biographics.*

Serial No.	*Colon No.*	*Works.*	*Decimal No.*
1	CwC71	Biography of Archimedes	530.92
2	CwM2	Hart (Ivor B.) The great Physicists	530.92
3	CwM24	Biography of Lord Kelvin	530.92
4	CwM79	,, Einstein	530.92
5	CwM85	,, Sir C. V. Raman	530.92

Comment is needless here except that the biographies of Physicists from Archimedes down to Raman get the same Number ! But in the C. C. they get their distinctive Numbers by the use of the *Chornological Facet*. Item 2 calls for special remarks. It is a collection of biographics, the youngest of the Physicist included is Lord Kelvin. In the C. C a collection of biographies is distinguished from a single biography by the former having the Class Number worked out two digits and the latter to three. The result is that item 2 which includes the life of Lord Kelvin comes just before exclusive biographies of him.

TABLE IV.

The following examples illustrate the use of the Common Sub-division L and M.

Serial No.	*Colon No.*	*Works.*	*Decimal No.*
1	A173 : M63r	National Academy of Sciences, United States. Reports.	506.273
	AM73 : M63	Do. Proceedings	506.273
2	BL2 : NO7r	Indian Mathematical Society, Annual reports ...	510.6254
	BM2 : NO7	Do. Journal	510.6254
3	DL3M18vN2	Institute of Civil Engineers. A brief history with an account of the charter 1928	620.6242
	DM3 : M18	Do. Journal	620.6242

In the C. C. historical accounts or reports of Societies are differentiated from the periodicals published by them by the application of the Common Sub-division L to the former and M to the latter while the D. C. does not differentiate the one from the other at all.

TABLE V

The omissions in the D. C. have not been lost sight of in the C. C. which has provided for them, as shown in the following examples.

(*a*) *Criticism.*

Serial No.	*Colon No.*	*Wroks.*	*Decimal No.*
1	Q6 : 21	Holy Bible (Text)	220
2	Q6 : 21 : 9	Ramaswamy Iyer (M. S.) : New light on the Holy Bible (criticism) ...	220
3	Q6 : 21 : 90Q4	Edmunds (Albert I) : Buddhist *vs* Christian gospels (Criticism with a bias to Buddhism)	220
4	Q6 : 21 : 90V2	Ramaswamy Iyer (M. S.) : Bibilical reference to the Mauryan dynasty. (Criticism with a bias to Indian history)	220
5	Q6 : 21 : 90Y117 : 351	Folklore in the Bible (Bias to folklore)	220

While all the above five books get promiscuously mixed up in one Class Number in the D. C., their Numbers are worked to the greatest intension in the C. C. *i.e.*, to the point of individualisation. It has been rendered possible to do so by the use of the Common Subdivision, : 9 (Criticism) in No. 2 and by the use of the bias device in Nos. 3-5.

(*b*) *Expositions in positive Sciences in verse, dramatic and story forms* for which Common Sub-divisions have been provided for in the C. C. but not in the D. C.

Serial No.	*Colon No.*	*Works.*	*Decimal No.*
1	Bz61	Bhaskarcharya : Lilabati (a well-known Indian Classic on Elementary Mathematics *in verse*) ...	51
	B	Seshu Iyer (P. V.) : Arithmetic	51
2	R6z62	Probodachandrodayan (Indian Philosophy in Dramatic form)	181.4
	R6	Radhakrishnan (S) : Indian Philosophy ...	181.4
3	Tz63	Bogoslovsky (B. B. ; The ideal School Education expounded in the form of a story)	37
	T	Adams (J. E.) : Introduction to education ...	37

In any one of the above three pairs the same Decimal Number occurs against each of the two books making no distinction between the one expounded in the ordinary way and the other given in a special literary form. In the C. C. these different forms of expositions are given distinctive numbers so that they stand separated.

"Is the Colon Notation Really Long?".

by

K. S. HINGWE, B.A. (Bom)., D.LIB. (Madras).

Librarian, Deccan College Postgraduate and Research Institute, Poona.

INTRODUCTORY.—

Being the Librarian of the certain research library, in which the Colon classification is adopted from the very beginning, I had several chances to hear some remarks expressed by the readers regarding the length of the class numbers written on the labels, pasted on the covers of the books. But to my surprise, the grumbling voices of the old readers have been subsided considerably. The reason of this change as I suppose is very simple. These readers must have arrived at the conclusion that as long as we are getting the books required, in the shortest possible time, why should we unnecessarily bother ourselves about the length of the class numbers!

My personal motive behind selecting this topic is just to point out to the criticisers of the Colon system that the notation of Colon is not at all lengthy but on the contrary it is perfectly moderate in length and serves the purpose for which it is used, in its true sense.

DEFINITION AND THE FUNCTION OF THE NOTATION:—

A notation may be defined as a set of symbols or characters used to denote things of relations in order to facilitate the recording or considering them. In other words, a notation may be recollected as the system of ordinal numbers used to represent classes in a scheme of classification.

The function of the notation or a class number is to reflect the central idea or the subject matter of the book in a brief, unique and constant manner. Besides this, its function in classification is to facilitate the arrangement of books in a systematic and helpful manner.

WHY NOTATION?

Sometimes, readers question that why do you put these intricate symbols on the labels instead of writing the names of subjects of the books concerned. Its answer is as follows. As the ordinary language does not possess the necessary qualities to serve the purpose in question, the creation of this artificial language has become essential. It will be very well illustrated from the following points that how the ordinary language fails to suit the requirements.

(*a*) *Uniqueness of Meaning.*—In an ordinary language one can find various alternative meaning for a given word and therefore we hardly find a word with unique meaning. For instance, take the word "Foundations." It may mean foundation in Analysis (B31), Foundations in Geometry (B61), or Foundations in the main class Engineering as (D : 2). On the contrary the particular symbol which is used for Foundations in Analysis as B31, will never be misunderstood for Foundations in Geometry as B61, or in Engineering as D : 2.

(*b*) *Brevity.*—Taking into consideration the size of the spine, it is impracticable to write the subject matter of the book in an ordinary language. We cannot occupy more than an eighth of a square inch of the spine in writing the name of the embodied knowledge. For instance, if written in artificial language, a book which deals with the Laws of Ceylon will bear simply a four digits class number as Z298 (according to Colon), but the attempt of writing the subject matter of the book in question in ordinary language is simply impossible.

(*c*) *Speed of writing.*—The Class number of the book has to be written in several places, such as on the spine, on the back of the title page, on accession register etc. It is without question a tedious affair if one means to do it in ordinary language.

(*d*) *Constancy.*—Constancy is absolutely different from uniqueness. Some words are changed from generation to generation. For instance, "Political—Economy" in the old days is now known as "Economics." The name of "Singapore" has changed as "Shonan." Taking into consideration that the "Library is a growing organism," it would be a hazardous task to change the labels from time to time. On the contrary, even if "Singapore's" name has been converted to "Shonan," it will be written in artificial language as "435CS3" as was done before.

If judged from the above points, it will be seen that how the ordinary language fails to satisfy the purpose for which this artificial language is devised.

It begians to be like some pre-historic monster which, finding that a long neck had proved useful in the past, can only think of lengthening its neck to meed altered conditions. And like that pro-historic monster, D. C. must surely expire if it persistently closes its eyes to the modern trends in classificatory science.

Of course, it is easy thus to level criticisms at Dewey : it is done biennially by candiates in the (British) Library Association examinations. But are there no methods by which Dewey can be brought into line with modern needs, methods which will not bog us in the swamps of cross-classification ? It is many years since Sayers first pointed out the evils of cross-classification, and just as many years since he uttered his first apology for its occurrence in D. C. Since that time, classificatory science has made tremendous strides forward, bringing forth new methods of analysis, and now ways of displaying them. Yet D. C. has continued in its old ways, and is rapidly losing the respect with which at one time it was wont to be hailed.

The reason for this obstinate clinging to tradition (for what else is it) is not far to seek. In the days when Dewey's great work was meeting with the contempt and opposition which it is always the lot of a prophet to bear, he attempted to meet at least part of the objection to his scheme, that it would grow with the growth of libraries and make frequent revision of numbers necessary, by undertaking to fix the main classes and divisions permanently as they were. Although the opposition to systematic classification has long since died away, that ancient shibboleth still holds sway in D. C., and has effectively prevented thorough revision taking place. The outline of knowledge needed for today is vastly different from that of an age in which locomotives were still regarded with some suspicion by many. An arbitrary fixing of subject arrangement upon the concepts prevalent seventy years ago is fundamentally unsound. What is needed now is something far more tentative : schedules which are based upon certain ideas fundamental to each science, without any attempt at fixing the details. Something which has been attempted in Colon.

The notation of a scheme is the clue to its nature. Decimal notation was based upon Arabic figures conceived not only as ordinal numbers, but also as cardinal ones. Hence, the tradition that every class number must have at least three figures in it, even if two of them be zeros. Suppose the decimal point had early been moved a place more to the left, or two places, or even three : or, suppose it had been dispensed with altogether : surely it would have been released for a far more valuable purpose ? In Universal Decimal Classification, the decimal point has thus been released, and can be placed anywhere in the class number at will, in order to emphasise a given aspect of the subject marked. But even this is a wasteful squandering of a device that might have been used with far greater effect in another way. And all this probably arose because of the unfamiliarity of the average man with the idea of decimal numbers, except when preceded by a decimal point. So today we are in the grip of a scheme which spawns new problems on every hand, because it began at a time when people were not prepared for such a revolutionary idea as subject arrangement in logical order.

Like every librarian reared upon D. C., I am loath to surrender this scheme which, superficially at least, is so beautifully simple. But like every librarian, these are times when I feel that almost anything would be preferable to the inanities which D. C. forces us to envisage. Consider, for example, a book on drinking vessels of the stone age : when correctly classified by D. C. this finds its place as a subdivision of biology ! Examine the schedules of class 300 ; they abound with anomalies. No distinction is made between history of Economics, and Economic History : Constitutional history appears as a subdivision of Law : the Science of statistics (a mathematical study, if ever there were one) appears as a branch of Social Sciences. The whole thing teems with errors : errors which by the very nature of the revision undertaken now-a-days by the editors of D. C., must be perpetuated. Cannot we retain the beautiful simplicity of Decimal numbers, and yet have a completely reorganised Dewey ? Is it quite impossible ?

But already the way has been opened for us. The use of the point as merely and emphasising device by U. D. C. frees us at once from the sway of the cardinal decimal number. Why not take it one step forward, and simply use the point as a separating device, to indicate a change of characteristic in the sub-division ? The most obvious use for it would be with the common sub-divisions. At present, the method of indicating a change of characteristic here is to use a zero : thus,

621 Mechanical engineering. 62109 History of Mech. Eng.

if the point were used instead of the zero, the second number would read :—

621.9 History of mechanical engineering. But we should be little further forward : we should certainly be indicating a change of characteristic here, but it would be the only case where we could use it. We should have effectively barred its use elsewhere.

So we are driven to make much more fundamental changes than the mere use of the point as the characteristic changer to introduce common subdivisions.

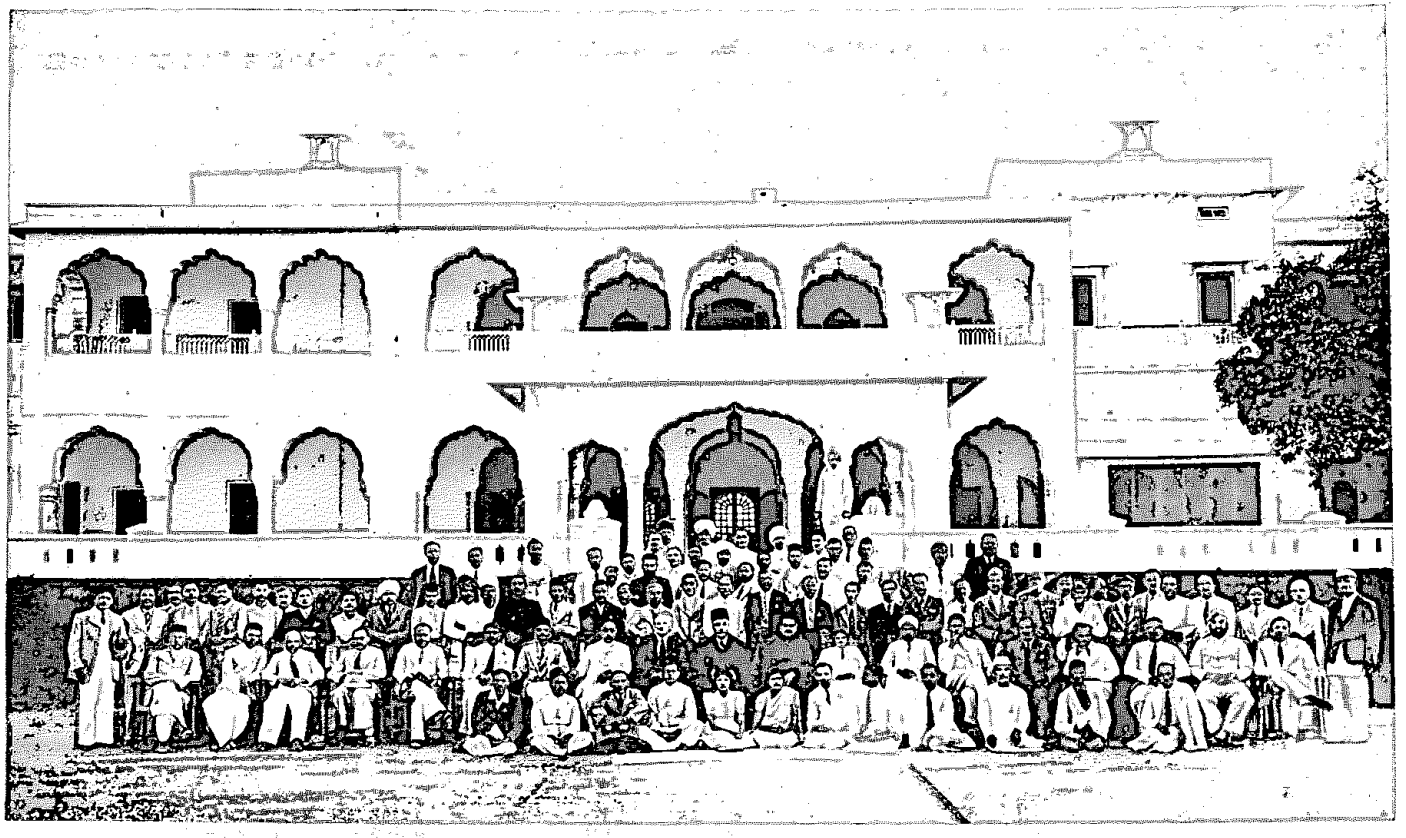
First of all, it is essential that the common sub-divisions themselves should be sharply differentiated from all other kinds of division. To do this we must introduce some other form of symbol, and that indicates an alphabetical one. Need we hesitate to do this? In the fourteenth edition, D. C. itself recommends the use of such symbols in a very restricted way as *alphabetical mnemonics* in the common sub-divisions. This step has obviously been taken very reluctantly, but as the result of great pressure from necessity. Unsupported figures were getting out of hand.

The next, and most drastic step is to abolish the existing schedules as they stand altogether. Doubtless this strikes fear into the heart of every hearer. Abolish the schedules, and you abolish Dewey, they will say. Yet what is the purpose of D. C.? Is it to maintain an out-of-date conception, or is it to reduce to some sort of order the welter of books and ideas that pour in upon us from day to day? There is no point in retaining the physical form of D. C. provided we retain its spirit.

But in doing away with the finite printed schedules, we can open the way for an infinitude of potential placings. The practical task is a great one. Each main class must be examined to discover the principles upon which it is divided and sub-divided. The correct order of the application of these principles must be determined, and the train of sub-divisions introduced as a result of such principles must be worked out. Then, with the aid of the point as a cement, the various blocks of figures can be built into a structure. No topic would ever have a number for it until it was needed, and librarians would be spared that endless poring over pages of numbers "useless" to them, in the hope of finding the right one.

If you want an example of how such a scheme would work, take up a copy of the COLON Classification, by S. R. Ranganathan, and you will find it all done there. There are the main classes, and there are to be found the principles upon which each is to be divided. The point there has become a colon: but we cannot therefore decide that a revised D. C. would only be half as good. Every problem that would arise in so revising D. C. is there anticipated and dealt with, in respect to a quite different scheme. The revisers of Dewey would only need to grasp and apply principles already laid down, and settle various difficulties of a minor character as they went on. It would be a Godsend to students of classification, for no longer would theory of classification and its practice lie such poles apart.

But, I hear someone object, why go to all this trouble to revise D. C., when the work has already been done by Colon? Well, I think I said earlier, I (and many like me) are fascinated by the beautiful simplicity of Decimal numbers. We have been brought up to regard a mixed notation with suspicion: tradition is strong within us, so we do not attempt to grasp anything fundamentally new. But *you* could try!



Seated from left to right :—

6. Dr. N. Ray, Librarian, Calcutta University Library. 8. Khan Bahadur K. M. Asadullah, Librarian, Imperial Library, and Hony. General Secretary, Indian Library Association. 9. Mr. J. C. Rollo, President of the Conference. 10. Amin-ul-Mulk Sir Mirza Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur. 13. Rao Sahib S. R. Ranganathan, Librarian, Madras University Library. 14. Dr. P. M. Joshi, Librarian, Bombay University Library.

The Indian Library Association

PROCEEDINGS

of the Sixth All India Library Conference held in Jaipur from the 7th to the 10th April, 1944.

Introduction.—At the invitation of His Highness the Maharaja Sahib Bahadur of Jaipur the authorities of the Indian Library Association decided to hold the 6th All-India Library Conference in Jaipur, from the 7th to the 10th April, 1944. The Jaipur Government made a handsome grant of Rs. 2,000 towards the expenses to be incurred in this connection, and Amin-ul-Mulk Sir Mirza M. Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur, was the host at a garden party given to the delegates at Natani-Bagh on the opening day of the Conference. Our grateful thanks are due both to the Jaipur Government and the Prime Minister, Jaipur.

Reception Committee.—Those interested in the library movement in general and the Conference in particular formed themselves into a Reception Committee and Mr. J. C. Rollo, M.A. Special Education Officer, Jaipur, was appointed their President. Subsequently, Rai Sahib Pt. Suraj Narain Sharma, M.A., Controlling Officer, Public Library, Jaipur, was appointed, when Mr. Rollo was elected President of the Conference. The appeal of the Committee for funds met with great success, as generous donations were received from Rao Raja Shri Kalyan Singhji Bahadur of Sikar as well as from other jagirdars and business men of the State. Many prominent citizens of Jaipur gave donations and also joined the Reception Committee. A fairly large number of professors, lawyers, businessmen and others engaged in different walks of life joined the Reception Committee as members. The Receiption Committee published a booklet called "Jaipur and its Libraries" which was distributed free to all the delegates as well as to those who took part in the Conference. The booklet, besides giving a short history of Jaipur State and an account of its libraries had a vivid description of places worth visiting in Jaipur City.

The Committee consisted of over one hundred persons, who, according to the various categories, could be distributed as under:—

1.	Patrons	2
2.	Donors	21
3.	Members	89
	Total	112

The names of members of the Reception, Working and other Committees form Appendix I of these proceedings.

Amin-ul-Mulk Sir Mirza M. Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur, very kindly agreed to inaugurate the funtction; and Mr. J. C. Rollo, M.A., Special Education Officer, Jaipur was unanimously elected to be the President of the Conference.

Finance.—Reference has been made above to the donations by the Jaipur Government, Rao Raja Shri Kalyan Singhji Bahadur of Sikar and other citizens. The total amount thus collected by the Reception Committee was Rs. 8,042/- and the total expenses came to Rs. 4,300-8-9, including a donation of Rs. 500/- to the funds of the Indian Library Association. Details of these will be found in Appendix IV. The fees and donations from members of the Reception Committee totalled Rs. 5,808/- and those from delegates came to Rs. 234/-

The balance *viz.*, Rs. 3,741/7/3- after defraying the cost of printing these proceedings is to be given to the Public Library, Jaipur.

The audited accounts appear as Appendix IV.

We are sincerely grateful to all those who so generously donated, and to those who were helpful in collecting this large sum, the biggest collected so far, in connection with the Conference.

Delegates.—In all, 101 delegates attended the Conference from various parts of the country. Their names will be found in Appendix II. The attempts of the organisers of the Conference are to be praised for their bringing together such a large number of persons to partake in the deliberations of the Conference.

Papers and Messages.—The number of papers received either from the members of the Association or others was 28. A list of these along with the papers, barring a few, appears as Appendix X.

A fairly good number of messages were received from prominent educationists, Vice-Chancellors of Indian Universities and others including that from H. H. the Maharaja, which are reproduced as Appendix VIII.

Visits to Libraries.—Visits were as usual paid to local libraries and to places of historic interest in the state among which may be mentioned the Pothi Khana, Picture Gallery, Museum, Public Library, Amer Palaces, Chandra Mahal, Hawa Mahal, Astronomical Observatory, Maharaja's College and Purana Ghat.

Accommodation.—Arrangements for the stay of delegates were made at Park House, New Hotel, Kaiser-i-Hind Hotel and in the premises of Maharaja's A. V. Middle School. All the delegates were treated as guests of the Reception Committee.

A musical *soiree* was arranged on the night of the 8th April which was enjoyed very much by all present.

The work of organising all functions connected with the Conference was entrusted to an Executive Committee with Rai Sahib Pandit Suraj Narain Sharma M.A., as Chairman.

The programme of the Conference as drawn up by the Reception Committee is given as Appendix VII.

The Exhibition.—The special feature of the Conference was the "Manuscripts in Jaipur" Exhibition organised by the Exhibition Committee with a view to bringing to light the rare manuscripts existing in the State.

The actual work of arranging the Exhibition was done by Mr. J. M. Ghose, M.A., Vice-Principal, Maharaja's College with the help of Mr. G. S. Mathur, B.Com., Librarian, Public Library, Jaipur, both of whom deserve our best thanks.

The Souvenir.—The Reception Committee also prepared a booklet giving a brief history and account of the important libraries of Jaipur State, besides a history of the magnificent city itself. The booklet was distributed free among the delegates. It forms part of these proceedings as Appendix VI.

Resolutions.—The Conference adopted nine resolutions, of which the most important ones dealt with the establishment of Central and Provincial Copyright Libraries, training in Librarianship, and Library planning in India. These appear in these proceedings as Appendix IX.

THE OPENING SESSION.

The Conference assembled on Friday, the 7th April, 1944, at 3 p.m. for the inaugural session in the spacious and well-decorated Sawai Man Singh Town Hall, which was full to capacity, both with delegates and visitors.

First of all was read the message from H. H. the Maharaja Sahib Bahadur by Amin-ul-Mulk Sir Mirza M. Ismail, K.C.I.E., O.B.E., the Prime Minister, extending to the visitors a welcome to his state, and wishing the Conference success. This was followed by the inaugural address of Sir Mirza, which forms part of Appendix V. The Maharaja's message will be found in Appendix VIII.

Next was delivered the welcome address by Rai Sahib Pandit Suraj Narain, M.A., Chairman of the Reception Committee, which also forms part of Appendix V. Select messages received from various personages including those from the Vice Chancellors of certain Universities were read by the Secretary of the Reception Committee, Mr. Iswara Dutt.

Rao Sahib S. R. Ranganathan in a short neat speech proposed the name of Mr. J. C. Rollo, for the Presidentship of the Conference which was duly seconded and adopted with acclamation. Mr. Rollo then delivered his Presidential address, which appears as part of Appendix V.

Then followed the reading of two papers which had been contributed for the purpose. The first entitled "Forward March" by Mr. B. I. Palmer, Deputy Librarian, Public Library, Acton, (now on active service in the East), was read in his absence by Dr. Niharranjan Ray, Librarian, Calcutta University Library. This was much appreciated for the useful suggestions contained therein. Mr. K. K. Guha-Roy, Librarian, Linlithgow Library, Imperial Agricultural Research Institute, next read his paper called the "Role of libraries in the Rural reconstruction of India." The paper was equally well appreciated and both these have already been published in the July (1944) issue of the Library Bulletin.

The Conference was adjourned to enable the delegates to attend the Garden Party given by Sir Mirza, at his residence Natani Bagh. Every one appeared to have enjoyed the function not only on account of the lavish hospitality offered but more than that owing to the cordial welcome extended to each and every one by the host himself. The party were also photographed after tea.

The evening was dovoted to a meeting of the Representatives of the Indian and Affiliated Library Associations, at Park House.

SECOND SESSION.

The second session of the Conference started at 10-15 a.m. on the 8th April in the same Hall, under the Presidentship of Mr. J. C. Rollo, for the consideration of some of the draft resolutions. About 60 persons were present.

Resolutions Nos. 1 and 2 which condoled the death of Messrs. Yusuf ud din Ahmad, G. P. Tewari, Zahoor ul Hasan and D. F. Taraporevala were moved from the Chair, and adopted all standing.

Resolution No. 3, given below was moved by Sardar Sohan Singh of Lahore and seconded by Rao Sahib S. R. Ranganathan, and adopted unanimously without any discussion.

> 3. Resolved that this Conference suggests to the Government of India and the Provincial Governments the extreme desirability of establishing a Central Copyright Library in a central place, and Provincial Copyright Libraries and enacting the necessary legislation, in this behalf, as early as possible.

Resolution No. 4 (*a*) which read as under :—

> 4. (*a*) Resolved that this Conference recommends to the authorities of institutions where training in Librarianship is imparted to (*i*) include among the teaching staff of those centres qualified persons other than those on the staff of the library, if available locally ; and (*ii*) appoint qualified persons as examiners, besides those who are responsible for teaching classes.

was moved by Mr. S. Bashir ud din of Aligarh, and seconded by Mr. S. Chatterji of Calcutta.

Rao Sahib S. R. Ranganathan was opposed to the resolution concerned on the ground that it was not only likely to annoy the authorities, but also difficult to be carried out. According to him, the University rules may prevent the appointment of outside examiners and teachers; and being an administrative rather than a technical matter, it was not within the purview of the Conference. He was supported by Messrs. T. D. Waknis, Madan Gopal, B. N. Banerji, T. C. Dutta, Drs. P. M. Joshi, and N. Ray. Messrs. Mulay, Bhardawaj, and Khan Bahadur Asadullah supported the resolution and explained that the fears expressed were mostly imaginary and not real and that instances were not wanting where Universities and other bodies conducting library training classes were already following these suggestions made. On being put to the vote, the resolution was carried by a very large majority.

The undermentioned draft resolution was placed before the house by Mr. Y. M. Mulay, seconded by Mr. K. K. Guha-Roy :—

> "Resolved that with a view to establishing uniformity as far as practicable, this Conference recommends to the authorities of the training centres for training in librarianship that only graduates or those who have worked in a library for at least five years and have passed the Intermediate examination of a recognised University be admitted to the Diploma course of Librarianship."

Mr. A. N. Malik proposed an amendment to the effect that the portion reading "or those who have worked in a library for at least five years and have passed the Intermediate examination of a recognised University" be deleted, for according to him, those who were Intermediates were not sufficiently qualified. Dr. Ray seconded the amendment and asserted that even graduates could not at times answer the questions put to them as librarians even by juvenile readers. Wide general knowledge was essential, and a pass degree was the minimum academic qualification for a librarian, if he was expected to guide readers or command their respect. For others, a short Certificate course lasting for six months could be instituted.

Mr. Ram Labhaya was opposed to the amendment as according to him many Municipal and small libraries were in charge of persons with lower qualifications and those libraries could not afford to have graduate librarians. He was for trained men with lower academic qualifications being employed by such libraries. Messrs. Vyas, Gurdey and Jawaharmal also expressed their views and opposed the amendment, with a view to safeguarding the interests of Municipal and other small libraries.

The Honorary Secretary of the Indian Library Association explained the position in this regard and pointed out that the Association was committed to the condition of graduation and that in the Scheme for Training in Librarianship promulgated by the Association a Certificate Course for undergraduates was also provided.

Sardar Sohan Singh proposed and Mr. Sant Ram Bhatia seconded that in view of the explanation given by the Honorary Secretary, the resolution may be sent back to the Council for reconsideration.

The matter was considered at a special meeting of the Council and it was decided that the Association stood by what it laid down in its scheme for Training in Librarainship, which scheme had been adopted by the General Body and on the basis of which, the Inter University Board had also passed a resolution to this effect. On the Conference reassembling, the decision of the Council was announced, and the resolution was withdrawn, as it was hardly necessary to take it up, in view of what had already been decided by the Association.

Resolution 4 (*b*) reproduced below was placed before the Conference by Dr. Ray and seconded by Mr. Bashir-ud-din, with suitable comments, and was carried unanimously.

> 4. (*b*) Resolved also that this Conference suggests to the authorities of the existing centres of Library Training the desirability of introducing uniformity in the system of training as far as possible, in the matter of duration of course, syllabus, etc.

Resolution No. 5, which reads as under, was proposed by Mr. Das Gupta of Delhi and seconded by Mr. Ram Labhaya of Lahore. Both narrated briefly what was being already done, but more was wanted, and it was for this reason that the resolution was placed before the House, who agreed to it unanimously.

> 5. Resolved that the authorities of All India Radio be requested to help the Library movement in India by educating the public regarding the use of libraries through courses of talks at regular intervals, in the regional languages of the radio stations.

The consideration of the remaining resolutions was left over till the following day, and a paper contributed by Mr. Nagaraja Rao, Librarian, Annamalai University, called " Post-war planning for Indian Libraries : an Outline " was read in his absence by Mr. Praphulla Mookerji of Tata Iron and Steel Co. and aroused some lively discussion. Those who participated in it were Mr. T. C. Dutta who was of the opinion that bomb-proof shelters for books were not practicable in this country, in sufficient numbers, and that library-taxation was impossible. He was for deferring such ideas till after the war and suggested that questions of paper, printing and producing should be considered by a committee consisting entirely of librarians.

Mr. T. D. Waknis said that it was not a fact that literacy in Baroda was as high as had been stated by the writer of the paper, nor as it was desired to be. Experience had shown that uneducated people were interested only in books touching their daily lives. Therefore, libraries in Baroda meant for such people were stocked with books (in addition to children's books) dealing with simple everyday matters. But there was a famine of such books, and unless those could be produced in sufficient numbers, village libraries were of little or no use.

According to Dr. N. Ray, who spoke next, our ideas of librarianship were derived from text books with a British or American background, *e.g.*, in respect of Library buildings. Everything was to be altered to suit Indian conditions, and the western elaboration in equipment was also to be avoided. Conditions here did not permit that, nor were funds available for that purpose. Funds were limited by what are called prior claims, for instance, of rural sanitation and agricultural development. We ought to face realities. Universal compulsory education was a prerequisite for library development. The dearth of juvenile literature and of simple books in Indian languages was to be made good, with no concern for fine paper. There was need for innumerable pamphlets dealing with rural pursuits and problems. Books and pamphlets must be supplied by Government to village libraries.

Dr. Ray was followed by Dr. P. M. Joshi, of the Bombay University Library, who said that money was everything ; for in England and America it was largely the endowments of Carnegie, Rockefeller, and other immensely rich philanthropists that made possible library development on such a scale in those countries. We too must seek funds from wealthy men, and we must also secure the diversion of religious endowments for the purpose. The provision of libraries would be a worthier cause than many of those for which religious endowments were commonly used.

With the conclusion of the discussion, this sitting of the Conference was adjourned for luncheon, at 1 p.m.

The afternoon was occupied by the General Meeting of the Indian Library Association, and the evening session fixed for 7 p.m. was abandoned as the local library workers wanted to discuss the desirability of founding a Rajputana Library Association. It is hoped that something will come out of the deliberations of this meeting, and there will be founded shortly a Rajputana Library Association.

A musical soirée was held after dinner, reference to which has been made elsewhere. It was a very enjoyable evening as it provided a wholesome diversion from discussions which are not always very enjoyable.

THIRD SESSION.

The Conference met again in the morning of Sunday, the 9th April, at 10-30 a.m. in the Town Hall, under the Presidency of Mr. J. C. Rollo.

The items which had been suggested for discussion did not meet with the approval of the Council of the Indian Library Association and so no meeting was held to discuss problems relating to librarianship.

Out of the fourteen papers comprising the Madras Symposium (all dealing with the Colon Classification) Nos. 15, 19, 21 and 27 were read during this session. Mr. Palmer's paper entitled "Does Colon point a way?" was the first to be read by Mr. Rollo, when the chair was taken by Rao Sahib S. R. Ranganathan. The remaining three were read by their writers in the order given above. Discussion followed the reading of all these papers, in which Rao Sahib Ranganathan, Messrs. Guha Roy, Das-Gupta, Fazal Elahi, and Khan Bahadur Asadullah took part. Mr. Guha Roy, who was particularly interested in Mr. Krishna Rao's paper (Agriculture in Decimal Classification and Colon Classfiication), was of the opinion that Universal Decimal Classification was the remedy for the defects alleged against Dewey Decimal Classification, and thought that the Universal was equal to Colon, although not completed as yet. He applied Colon to his library, but experienced certain difficulties and was thus of the idea that Colon Classification was not the only solution of such difficulties.

Dr. Kale remarked that if Colon numbers could be shortened and the scheme provided detailed and minute Classification, Colon may be given a trial. Rao Sahib in his reply discribed the genesis of the Universal Decimal and the limitations placed upon it by Dewey. Dewey's Successors had permitted further modifications, and before the war broke out, the International Institute of Bibliography was thinking of planning a radically different system.

Mr. Das Gupta remarked that the classification of scientific works was in a very unsatisfactory condition, and in Dewey there was a notable lack of uniformity. The Indian Library Association might recommend to Scientific Associations the desirability of studying in their libraries or in sections thereof the applicability of Colon. It would be well if there could be an international system of classification, but it might rather be specious than actually workable. Why not then exploit the possibilities of this valuable scheme, the Colon? He suggested that Rao Sahib and the scientific libraries should explore this matter together, and discover whether Colon could be adapted for the use of scientific and technological libraries. This should be done under the aegis of the Indian Library Association.

Rao Sahib Ranganathan said that, having been a science-man before he became a librarian, he had been dismayed to find that all previous schemes were most inadequate in the classification of scientific subjects. A large number of papers in the Madras Symposium were concerned with the application of Colon to different departments of science, and demonstrated its adequacy.

The Conference then dispersed for luncheon.

FOURTH (CONCLUDING) SESSION.

The Conference reassembled at 3 p.m. in the same place, to consider the few resolutions that were left over the other day. The chair was occupied by Mr. J. C. Rollo.

Resolution No. 6 reproduced below was moved by Sardar Sohan Singh, and seconded by Mr. Ram Labhaya and carried unanimously, as the consensus of opinion was that the Primer was an absolute necessity for students of librarianship and so must be brought up to date.

> 6. Resolved that the Punjab University authorities be requested to bring out a new and revised edition of A. D. Dickinson's "Punjab Library Primer" or else extend permission to the Indian Library Association to do this.

Mr. A. R. Talwar moved resolution No. 7 which reads as under :—

> 7. Resolved that this Conference recommends to the Indian Library Association that it may prepare a consolidated list of books and periodicals relating to libraries and librarianship in the various libraries in India possessing fairly large collections in the subject.

This was seconded by Mr. Malik and carried unanimously; as such a compilation according to mover would be found of great help by the Provincial and other Library Training centres.

The next resolution, No. 8, which is reproduced below was moved by Mr. Brij Bhushan and seconded by Mr. Ram Labhaya.

8. Resolved that the Government of India be approached with the request that a more liberal import quota than what obtains at present may be allowed to libraries in regard to books and periodicals of all categories.

The proposer emphasised the difficulties that were being experienced in getting books from England, although there was no dearth of those; for, in spite of the war, books were being produced in sufficient numbers.

There was a general discussion about the matter in which Messrs. Das Gupta, S. Sinha, Madan Gopal, Praphulla Mookerji, Bhardwaj, Guha-Roy, Drs. Joshi and Kale, Khan Bahadur Asadullah and Rao Sahib S. R. Ranganathan took part. One speaker disagreeing with the mover stated that the books produced in England were not sufficient for her own needs, and thus it would be difficult to obtain an increased quota. Further, there were the difficulties of shipping space, of a suitable agency and of making a sufficiently precise calculation.

Rao Sahib said that the limitation of the quota for libraries was due mainly to the desire to protect booksellers, and booksellers naturally preferred to devote their quota to books on which they could make considerable profit, *e.g.*, text-books. Consequently, libraries with an inadequate quota for direct import could not get even from the booksellers the books they needed. Hence the necessity for this resolution, which was then carried unanimously.

The last resolution (No. 9), given below was moved by Mr. Sant Ram Bhatia, and seconded by Mr. T. C. Dutta.

9. Resolved to recommend to the Indian Library Association that it may form a standing committee on Library Planning in India.

This aroused some discussion, in which Messrs. Sohan Singh, Ram Labhaya, Magnanand, Brij Bhushan and Rao Sahib Ranganathan took part; and the resolution was carried unanimously.

With the passing of the aforesaid resolutions, the business of the Conference came to an end, and the President while congratulating the Conference on the genuine fruitfulness of its deliberations remarked: "One was struck by the eminent ability shown in the papers and discussions and also by the concentrated interest of those who spoke little. The growing prestige and influence of the Association and its Conferences was thus assured, provided that, in this small membership, every one continued to feel his personal responsibility for the success of the library movement. In particular, it was necessary that committees entrusted with work which would be of great value to the country and would also be the making of the Association, should faithfully and speedily perform it. Librarians were very busy men, and the best were the busiest; but all great achievements were the work of men who, already overburdened, had gladly shouldered yet another burden."

The Honorary Secretary of the Association (Khan Bahadur K. M. Asadullah) expressed on behalf of the Association his grateful thanks to all concerned with the convening of the Conference and making it the success that it was. He especially expressed his gratitude to His Highness the Maharajah Sahib Bahadur; the Jaipur Government; the Prime Minister, Sir Mirza M. Ismail; Mr. J. C. Rollo, the President of the Conference; Rai Sah b Suraj Narain, the Chairman of the Reception Committee; the Secretary Mr. Iswara Dutt; and the Joint Secretary Mr. Mathur, and other workers. He also thanked the delegates who came from all corners of the country, and who were equally responsible with others for making the Conference successful.

The President declared the Conference closed.

K. M. ASADULLAH,

Hony. General Secretary.