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PART 8
ANALYTICO-SYNTHETIC CLASSIFICATION
(NOTATIONAL PLANE)

CHAPTER SA

FIXING ORDINAL VALUES OF CONNECTING DIGITS

1 Connecting Digits of CC

Notational System is peculiar to each scheme for classification, though it may generally conform to the Canons and Principles. CC is now the only thoroughly faceted scheme for classification. It has reduced enumeration to short schedules of Basic Classes and of a number of Common and of Special Isolates. As a result of this, it can be used with equal efficiency for the classification of macro subjects as well as micro subjects of any depth whatever. Further, it is the only scheme conforming to the postulates listed in Chap RC, RD, RH, RJ, and RK, and the Principles for Facet Sequence given in Chap RM and RN. For this reason, the chapters of this Part are largely using CC for illustration. Further, the Connecting Digits of CC have been designed with some amount of care. For this reason also, this chapter deals only with the Connecting Digits in CC. These are the punctuation marks with the single inverted comma (‘) added to them.

2 Ordinal Values of Punctuation Marks

Consider the following sentences.

- 1 I saw Rama's clothes. They were fine.
- 2 I saw Rama's clothes: Coat and trousers.
- 3 I saw Rama's clothes; he had worn them for the first time.
- 4 I saw Rama's clothes, car and his house.

In all the four passages, "I saw Rama's clothes" is common. Therefore, the sequence of the passages has to be determined only by the ordinal values of the punctuation marks. The first passage is a sentence-pair. The two sentences are separated by a Full Stop. After pronouncing "I saw Rama's clothes", a long breath is taken in this passage. Therefore, this sentence-pair may be given the first place. In the second passage, the words following the Colon are only tautological. They are mentioned as if it were an after-thought. Therefore, less breath is taken in this passage than in the first. In the third passage, even less breath is taken. In the last, the least breath is taken. Therefore, it is reasonable to arrange the four passages in the sequence in which they are shown above. This implies the ordinal value of Full Stop being the least, that of the Colon being the next greater, that of Semicolon being the next still greater, and that of Comma being the greatest. At any rate, this is the assumption made in CC.

3 Punctuation Marks and Fundamental Categories

In Sec RK7, we saw that the postulates lead to the helpful sequence shown in the table given below. In Sec SC7, the subjects were given CC Numbers as shown in column 3.

Note 1.—The serial number is that given to the subject in Sec RK7 and SC7.

Note 2.—In serial number 3, Time Facet is omitted as it is not relevant to the purpose of this chapter.

Note 3.—In all the cases, the Levels of the Facets are not indicated as they are not relevant to the purpose of this chapter.

SN	Subject	CC Number
1	2	3
2	Agriculture (BF). Dry period [T].	J'e
3	Agriculture (BF). Madras [S].	J.4411
4	Agriculture (BF). Uprooting [E].	J:8
7	Agriculture (BF). Disease [M].	J;4
25	Agriculture (BF). Rice plant [P].	J381

A comparison of columns 2 and 3 shows that the ordinal values of the connecting digits, as determined in Sec SA2 in their use as punctuation marks, exactly fit the needs of classification. We have given to single inverted comma (') an ordinal value lower than that of the punctuation mark Full Stop (.). In a similar way, the ordinal values of the other connecting digits also have been determined. This accounts for the Table of Connecting Digits for diverse fundamental categories given in Sec HB72. The postulates, the theory of bond strength, the Principle of Inversion, and the ordinal values of connecting digits are mutually consistent. Therefore, the ordinal values of the connecting digits mechanically secure the intended sequence of subjects.

CHAPTER SB

CLASSIFYING AS TRANSLATING

1 Introduction

To classify a subject, the name of the subject must be first known. A fairly expressive title of a document usually indicates its subject. By a glance through the document, it should be verified if it is so. But a non-expressive fanciful title will not do so. In this case, the title of the document should be coined in an expressive way by a glance through the document (*See also* Sec RC2). We shall denote the substantive terms—that is, terms other than apparatus words, such as, Prepositions, Conjunctions, and so on—by the term 'Kernel Term'. Normally, each Kernel Term will be a Facet Term. There may, however, be exceptions, as will be seen in Sec SB21.

2 Steps in Classifying

In this section and its sub-sections, we use only a Compound Subject to illustrate how classifying is equivalent to translating the name of a subject from a natural language into a classificatory language—that is, a language of ordinal numbers. It is convenient to carry out the translation in eight successive steps and to verify the result in the final ninth step by reverse translation.

20 RAW TITLE

The more or less expressive title of a document either found on its title page or provided by the classifier in the case of a fanciful title.

201 PREPARATION FOR EXPRESSIVE TITLE

Start the work of classifying with the Raw Title.

But, often the Raw Title is not fully expressive. For example, the Basic Subject Term may be absent. So also some Isolate Terms may be absent. Then, infer the absent terms from the title-context and insert them.

Generally, in a document giving the history or local description, the Time Isolate Term will be absent, nor can it be inferred from the title-context. By a perusal of the document, find out the Time Isolate Term and insert it.

Again, the Raw Title may contain derived composite terms (*See* Sec CR53 and RD8). Break each into its fundamental constituent terms (*See* Sec CR53 and RD8) in order to make the title fully expressive.

21 EXPRESSIVE TITLE

The title resulting from carrying out the directions given in Sec SB201.

211 PREPARATION FOR TITLE IN KERNEL TERMS

Remove all the apparatus words in the Expressive Title. Bring each Kernel Term to its Nominative Singular form. Change the first letter of the first work of each Kernel Term into a capital letter.

22 TITLE IN KERNEL TERMS

The Title resulting from carrying out the directions given in Sec SB211.

221 PREPARATION FOR ANALYSED TITLE

Find out the fundamental category of which the idea denoted by each Kernel Term may be deemed to be a manifestation (See Chap RB to RG).

Thereafter, determine the Round to which each Kernel Term should be assigned (See Chap RH to RN).

After that, determine the Level of each Kernel Term within each Round (See Chap RJ, RL, RN, and RP).

Put against the Kernel Term denoting the Basic Subject the symbol (BF).

Against each of the other Kernel Terms, put the symbol for the fundamental category of which each isolate idea denoted by it is deemed to be a manifestation.

Put before the symbol of each fundamental category, the digit showing the Round.

Put after the symbol the digit showing the Level of each fundamental category facet. Then, it becomes the full symbol for the facet (See RJ2).

23 ANALYSED TITLE

The Title resulting from carrying out the directions given in the preceding section.

It is called Analysed Title, because it is the result of analysing, in the Idea Plane, the Title in Kernel Terms. This is equivalent to the name of the Subject in skeleton form.

231 PREPARATION FOR TRANSFORMED TITLE

Re-arrange the Kernel Terms along with their respective symbols as indicated by the symbols themselves (See Chap RK).

24 TRANSFORMED TITLE

The Title resulting from carrying out the directions in the preceding section.

It is called Transformed Title because it is the result of the transformation of the Analysed Title. This transformation amounts to re-arranging the Kernel Terms to suit the syntax of the classificatory language. This is exactly parallel to the syntactical transformation done while translating a passage from one natural language into another.

241 PREPARATION FOR TITLE IN STANDARD TERMS

If any of the Kernel Terms is not in accordance with the Standard Terms used in the preferred Scheme for Classification, replace it, for convenience, by its equivalent Standard Term, as given in the schedule.

This work lies in the Verbal Plane only.

25 TITLE IN STANDARD TERMS

The title resulting from carrying out the directions given in the preceding section.

251 PREPARATION FOR TITLE IN FOCAL NUMBERS

Replace each Standard Term by its Basic Class Number or Isolate Number, as the case may be, as given in the Schedules of the preferred Scheme for Classification.

26 TITLE IN FOCAL NUMBERS

The Title resulting from carrying out the directions given in the preceding section.

This is the penultimate step in translating the name of the subject into its Class Number.

261 PREPARATION FOR CLASS NUMBER

Replace the symbol after each Focal Number by the connecting digit appropriate to the succeeding Focal Number as prescribed in the rules of the preferred Scheme for Classification.

27 CLASS NUMBER OF THE SUBJECT

The Ordinal Number resulting from carrying out the directions given in the preceding section.

This is the final step in translating the name of the subject into its Class Number in the preferred Classificatory Language.

28 VERIFICATION

281 FACET ANALYSIS OF CLASS NUMBER

Write each Focal Number in successive lines and show against each the name of the Facet in symbols as well as in words.

282 TRANSLATION INTO KERNEL TERMS

Write down each Focal Number in succession and show against it the Basic Subject Term or Isolate Term, as the case may be, which it represents.

283 ASSEMBLY IN SKELETON FORM

Assemble the Facet Terms got in the preceding section in the sequence in which the symbols for the facets indicate.

284 TRANSFORMATION ACCORDING TO THE SYNTAX OF THE NATURAL LANGUAGE.

Re-arrange the Facet Terms obtained in the preceding section according to the syntax of the natural language, inserting the necessary apparatus words.

285 LAST STEP IN VERIFICATION

See if the name of the subject arrived at according to the preceding section is equivalent to the Raw Title of the document classified.

286 RECTIFICATION

If the name of the subject arrived at is not equivalent to the Raw Title of the document, a mistake should have occurred in one step or other while classifying. Trace it out, rectify it, and verify again.

3 Examples of Classifying Compound Subject

Only some of the steps are demonstrated. The obvious ones have been omitted. In particular, the step of verification is omitted.

31 EXAMPLE 1

0 Raw Title :-Dry period farming.

1 Expressive Title :-Dry period Farming.

2 Title in Kernel Terms :-Dry period. Farming.

There is only one Round in the Subject. Apply Postulate of Space and Time.

3 Analysed Title :-Dry period [T1]. Farming (BF).

4 Transformed Title :-Farming (BF). Dry period [T1].

Colon Classification

5 Title in Standard Terms :-Agriculture (BF). Dry period [T1].

6 Title in Focal Numbers :-J (BF). e1 [T1]

7 Class Number :-J'e1

Universal Decimal Classification

5 Title in Standard Terms :-Same as for CC.

6 Title in Focal Numbers :-63(BF). 3951 [T1].

7 Class Number :-63 "3951"

32 EXAMPLE 2

0 Raw Title :—Chemical protection of Rice plant from injuries during dry period in Madras.

1 Expressive Title :—In agriculture, chemical protection of rice plant from injuries during dry period in Madras.

2 Title in Kernel Terms :—Agriculture. Chemicals. Protection. Rice plant. Injury. Dry period. Madras.

21 Preparation for Analysed Title

1 Identification of the fundamental category :—

Agriculture (BF). Chemical [M]. Protection [E].

Rice plant [P]. Injury [M]. Dry period [T]. Madras [S].

2 There is only one Energy Isolate— viz, "Protection"—giving rise to two Rounds in this subject.

3 Begin with "Protection". Consider "Rice plant" with it. The concept "Protection" cannot be operative unless the concept "Rice plant" is conceded. By Wall-Picture Principle, "Rice plant" should precede "Protection"—that is, Rice plant belongs to Round 1.

4 Consider "Injury" with "Protection". The concept "Protection" cannot be operative unless the concept "Injury" is conceded. By Wall-Picture Principle "Injury" should precede "Protection"—that is, "Injury" belongs to Round 1.

5 Consider "Chemical" with "Protection". The concept "Chemical" cannot become operative unless the concept "Protection" is conceded. By Wall-Picture Principle "Protection" should precede "Chemical". That is, it does not belong to Round 1. As there are only two Rounds, "Chemical" belongs to Round 2.

3 Analysed Title :—Agriculture (BF). Chemical [2M1]. Protection [1E]. Rice plant [1P1]. Injury [1M1]. Dry period [T1]. Madras [S1].

31 Preparation for Transformed Title :—Apply Postulate of Sequence within a Round and Postulate of Space and Time.

4 Transformed Title :—Agriculture (BF). Rice plant [1P1]. Injury [1M1]. Protection [1E]. Chemical [2M1]. Madras [S1]. Dry period [T1].

Colon Classification

5 Title in Standard Terms :—Agriculture (BF). Rice [1P1]. Disease [1M1]. Prevention [1E]. Drug [2M1]. Madras [S1]. Dry period [T1].

6 Title in Focal Numbers :—J (BF). 381 [1P1]. 4 [1M1]. 5 [1E]. 3 [2M1]. 4411 [S1]. e1 [T1].

7 Class Number : J381;4:5;3.4411'e1

Universal Decimal Classification

5 Title in Standard Terms :—Agriculture (BF). Rice plant [1P1]. Injury [1M1]. Control [1E]. Chemical [2M1]. Madras [S1]. Dry period [T1].

6 Title in Focal Number :—63 [BF]. 318 [1P1]. 2 [1M1]. 9 [1E]. 34 [2M1]. 548.1 [S1]. 3951 [T1].

7 Class Number :—633.18-2934(548.1) "3951"

33 EXAMPLE 3

0 Raw Title : Spraying instrument and chemicals to mitigate virulence of injury to the stem of rice plant during 1967 dry period in the Cauveri Delta.

1 Expressive Title : In agriculture, spraying instrument for applying chemicals to mitigate virulence of injury to the stem of rice plant during the 1967 dry period in the Cauveri delta in Madras.

2 Title in Kernel Terms :—Agriculture. Spraying instrument. Application. Chemical. Mitigation. Virulence. Injury. Stem. Rice plant. 1967. Dry period. Cauveri delta. Madras.

21 Preparation for Analysed Title :

1 Identification of the fundamental categories :

2 In addition to what is given in step 2 of Example 2, we have the following : Stem [P]. Virulence [M]. Application [E]. Spraying instrument [M]. Cauveri Delta [S]. 1967 [T].

3 There are two Energy Isolates—*viz.* "Mitigation" and "Application" giving rise to three Rounds in this subject.

4 Begin with "Application". Consider "Mitigation" along with it. The concept "Application" cannot be operative unless the concept "Mitigation" is conceded. By Wall-Picture Principle "Mitigation" should precede "Application"—that is, "Mitigation" is [1E] and "Application" is [2E].

5 Consider "Chemical" along with "Application". The concept "Application" cannot be operative unless the concept "Chemical" is conceded. By Wall-Picture Principle, "Chemical" should precede "Application". Further, as shown in Example 2, "Mitigation" precedes "Chemical". Thus, "Chemical" belongs to Round 2.

6 Consider "Spraying Instrument" along with "Application". The concept "Spraying Instrument" cannot be operative unless the concept "Application" is conceded. By Wall-Picture Principle, "Application" should precede "Spraying Instrument"—that is, "Spraying Instrument" belongs to Round 3.

7 "Rice plant" and "Stem" are not separable though they are separate. By Cow-Calf Principle, they should be assigned to the same Round.

8 In example 3, we have seen that "Rice plant" belongs to Round 1. Therefore, "Stem" also belongs to Round 1. Further, by the Postulate of Level Cluster, "Rice plant" and "Stem" should be kept together. Again, since "Rice plant" is the whole, and "Stem" its organ, by the Whole-Organ Principle, "Rice plant" should precede "Stem"—that is, "Rice plant" belongs to Level 1

in Round 1 and "Stem" belongs to Level 2 in Round 1.

9 Since "Injury" and "Virulence" are not separable though they are separate. By Cow-Calf Principle, they should both be assigned to the same Round. As we have seen in example 2, "Injury" belongs to Round 1. Therefore, "Virulence" also belongs to Round 1. Again, by the Postulate of Level Cluster, "Injury" and "Virulence" should be kept together in Round 1. By Wall-Picture Principle, "Injury" should precede "Virulence"—that is, "Injury" belongs to Level 1 and "Virulence" to Level 2, of Round 1. Moreover, we have in example 2, that "Rice plant" precedes "Injury"—that is, the pair "Rice plant" and "Stem" should precede the pair "Injury" and "Virulence".

10 Cauveri Delta is a physiographical feature— that is, an Organ of Madras. Therefore, by the Whole-Organ Principle, Madras should precede Cauveri Delta. Again, by the Postulate of Level Cluster, Madras and Cauveri Delta should be kept together. Thus, Madras belongs to Level 1 and Cauveri Delta to Level 2 of Round.

11 Dry period is a featured time—that is, Organ of 1967. Therefore, by Whole-Organ Principle, 1967 should precede Dry period. That is, 1967 belongs to Level 1 and Dry period belongs to Level 2. Again, by Postulate of Level Cluster, 1967 and Dry period should be kept together.

12 By the Postulate of Space and Time, Space and Time Clusters should be assigned Round 3. Therefore, by the Whole-Organ Principle, the former should precede the latter.

3 Analysed Title: Agriculture (BF), Spraying instrument {3M1}, Application [2E], Chemical [2M1], Mitigation [1E], Virulence [1M2], Injury [1M1], Stem [1P2], Rice plant [1P1], 1967 [T1], Dry period [T2], Cauveri delta [S2], Madras [S1].

4 Transformed Title:—Agriculture [BF], Rice plant [1P1], Stem [1P2], Injury [1M1], Virulence [1M2], Mitigation [1E], Chemical [2M1], Application [2E], Spraying instrument [3M1], Madras [S1], Cauveri delta [S2], 1967 [T1], Dry period [T2].

Colon Classification

5 Title in Standard Terms:—Agriculture (BF), Rice [1P1], Stem [1P2], Disease [1M1], Virulence [1M2], Protection [1E], Chemical [2M1], Application [2E], Spraying instrument [3M1], Madras [S1], Cauveri delta [S2], 1967 [T1], Dry period [T2].

6 Title in Focal Numbers:—J (BF), 381 [1P1], 4 [1P2], 4 [1M1], 0c7 [1M2], 5 [1E], 3 [2M1], 7 [2E], 5 [3M1], 4411 [S1] e50C [S2], N67 [T1], e1 [T2].

7 Class Number:—J381,4;4;0c7;5;3;7;5.4411.e50C*N67'e1

Universal Decimal Classification

5 Title in Standard Terms:—Agriculture (BF), Rice plant [1P1].

Stem [1P2]. Injury [1M1]. Virulence [1M2]. Control [1E]. Chemical [2M1]. Application [2E]. Spraying instrument [3M1]. Madras [S1]. Cauveri delta [S2]. 1967 [T1]. Dry period [T2].

6 Title in Focal Numbers :-63 (BF). 318 [1P1]. 581.44 [1P2]. 2 [1M1]. 7 [1M2]. 29 [1E]. 34 [2M1]. 7 [2E]. 5 [3M1]. 548.1 [S1]. 282.6 [Cauveri] [S2]. 1967 [T1]. 3951 [T2].

7 Class Number :-633.18:581.44-2-7-2934-7-5 (548.1:282.6 Cauveri) "1967:3951"

4 Complex Subject

0 Raw Title :-X-Ray Spectrum for Orthopaedic Surgery.

The above is a complex subject having the two Compound Subjects "X-Ray Spectrum" and "Orthopaedic Surgery" in Bias Phase Relation. Here, the Biased Phase is "X-Ray Spectrum" and the Biasing Phase is "Orthopaedic Surgery". We shall construct the class numbers for each one of these two phases and then combine them together.

41 CLASSIFICATION OF PHASE 1

Let us take "X-Ray Spectrum" first.

0 Raw Title :-X-Ray Spectrum.

1 Expressive Title :-In Radiation Physics, X-Ray Spectrum.

2 Kernel Title :-Radiation Physics, X-Ray Spectrum.

20 Preparation for Analysed Title :

1 The kernel term Radiation denotes a Focus in Basic Facet. Therefore, the Symbol (BF) should be inserted after it. There is only one Round in this subject. The kernel term "X-Ray" denotes a focus in the Personality Facet. Therefore, the Symbol [1P1] should be inserted after it.

2 The kernel term "Spectrum" denotes a focus in the Matter Facet.

3 Therefore, the symbol [1M1] should be inserted after it.

3 Analysed Title :-Radiation Physics (BF). X-ray [1P1]. Spectrum [1M1].

30 Preparation for Transformed Title: Apply Postulate of Sequence within a Round.

4 Transformed Title :-Radiation physics (BF). X-ray [1P1]. Spectrum [1M1].

Colon Classification

5 Title in Standard Terms :- Radiation physics (BF). X-ray [1P1]. Dispersion [1M1].

6 Title in Focal Numbers :-C5 (BF). 3 [1P1]. 3 [1M1].

7 Class Number :-C53;3

Universal Decimal Classification

5 Title in Standard Terms :-Physics (BF). X-ray [1P1]. Spectrum [1M1].

Note.—In UDC, the Basic Facet is Physics instead of Radiation Physics.

6 Title in Focal Numbers :—53 (BF). 7531 [IP1]. 535.33 [IM1].

7 Class Number : 537.531 : 535.33

42 CLASSIFICATION OF PHASE 2

Let us next take "Orthopaedic Surgery".

0 Raw Title :—Orthopaedic surgery.

1 Expressive Title : In Medicine, Surgery of deformation of bones.

2 Title in Kernel Terms :—Medicine. Surgery. Deformity. Bone.

21 Preparation for Analysed Title :

1 Medicine is (BF). Surgery [E]. Deformity [M]. Bone [P]. There are two Rounds in the above subject.

2 Begin with "Surgery". Consider "Bone" along with it. The concept "Surgery" cannot become operative unless the concept "Bone" is conceded. By Wall-Picture Principle, "Bone" should precede "Surgery"—that is, "Bone" belongs to Round 1—that is, "Bone" is [IP1].

3 Consider "Deformity" along with "Surgery". The concept "Surgery" cannot become operative unless the concept "Deformity" is conceded. By Wall-Picture Principle, "Deformity" should precede "Surgery"—that is, "Deformity" is [IM1].

3 Analysed Title :—Medicine (BF). Surgery [1E]. Deformity [1M1]. Bone [1P1].

30 Preparation for Transformed Title :—Apply Postulate of Concreteness.

4 Transformed Title : Medicine (BF). Bone [1P1]. Deformity [1P1]. Surgery [1E].

Colon Classification

5 Title in Standard Terms :—Medicine (BF). Bone [1P1]. Structural Disease [1M1]. Surgery [1E].

6 Title in Focal Numbers :—L (BF). 82 [1P1]. 47 [1M1]. 7 [1E].

7 Class Number :—L82;47:7

Universal Decimal Classification

5 Title in Standard Terms :—Medicine (BF). Surgery [1E]. Orthopaedics [1P1] and [1M1].

6 Title in Focal Numbers :—61 (BF). 7 [1E]. 3 [1P1] and [1M1].

7 Class Number : 617.3

43 SYNTHESIS OF THE CLASS NUMBER OF THE PHASES

Full CC Number :—In CC, symbol for inter-subject bias relation is 'b'. Further, according to rule 62b of CC, Biased Phase should precede Biasing Phase. Wall-Picture Principle also gives the same sequence. Therefore, the Full CC Number is

C53;30bL82;47:7

Full UDC Number :-In UDC, symbol for phase relation is “:”. UDC does not prescribe any sequence for phases. We can apply Wall-Picture Principle here also. Then, the Full UDC Number would be

537.531:535.33:617.3

5 Subject with Anteriorising Common Isolate

0 Raw Title :-Indian cocoanut journal started in 1947.

The above subject consists of an Anteriorising Common Isolate “Periodical”. The core subject is “Cocoanut”. Therefore, the class number for these two is to be constructed separately and then combined together. Let us take the Core Subject first.

51 CLASSIFICATION OF HOST CLASS

0 Raw Title :-Cocoanut.

1 Expressive Title :-Agriculture of Cocoanut.

2 Title in Kernal Terms :-Agriculture. Cocoanut.

Agriculture is (BF). Cocoanut is [1P1].

3 Analysed Title :-Agriculture (BF). Cocoanut [1P1].

30 Preparation for Transformed Title : Apply Postulate of Sequence within a Round.

4 Transformed Title :-Agriculture (BF). Cocoanut [1P1].

Colon Classification

5 Title in Standard Terms :-Agriculture (BF). Cocoanut [1P1].

6 Title in Focal Numbers :-J (BF). 582 [1P1].

7 Class Number :-J582.

Universal Decimal Classification

5 Title in Standard Terms :-Agriculture (BF) Cocoanut [1P1].

6 Title in Focal Numbers :-63 (BF). 4616 [1P1].

7 Class Number :-634.616.

52 NUMBER FOR ANTERIORISING ELEMENT

Let us next take “Indian journal started in 1947”.

0 Raw Formulation :-Indian journal started in 1947.

1 Expressive Formulation :-Indian journal started in 1947.

2 Kernel Formulation :-India. Journal. 1947.

Journal is (ACI). India is Space Individualiser. 1947 is Time Individualiser.

21 Preparation for Analysed Formulation :-Apply Postulate of Concreteness.

3 Analysed Formulation :-Journal (ACI). India (SI). 1947 (TI).

4 Transformed Formulation :-Journal (ACI). India (SI). 1947 (TI).

Colon Classification

5 Formulation in Standard Terms :—Periodical (ACI). India (SI). 1947 (TI).

6 Formulation in Focal Numbers :—m (ACI). 44 (SI). N5 (TI).

7 Formulation in Number :—m44, N5

Universal Decimal Classification

5 Formulation in Standard Terms :—Periodical (ACI). India (SI). Time (TI).

6 Formulation in Focal Numbers :—051 (ACI). 540 (SI). 1947 (TI).

7 Formulation in Number : (051) (540) "1947"

53 SYNTHESISING THE HOST NUMBER AND THE NUMBER OF THE ANTERIORISING ELEMENT

CC Class Number : J582m44,N5

UDC Class Number :—634.616(051) (540) "1947"

CHAPTER 5C

GUIDANCE AND AUTONOMY TO CLASSIFIER

0 Extensiveness of a Subject and Its Class Number

As stated in Sec SBI, classifying a subject is translating its name from a natural language into a classificatory language—that is, a language of ordinal numbers. The translation can be co-extensive with the original; or its extension may be greater than that of its original. For example, in classifying the subject, “Manure for Rose”, the Class Number may represent each of the explicit Isolate Facets making up the subject—Manure and Rose—and the implied Basic Facet—Agriculture. Such a Class Number is co-extensive with the name of the subject. But a Scheme for Classification may not be capable of giving a co-extensive Class Number. It may give, for example, a Class Number representing merely ‘Agriculture of Rose’. Then, the Class Number has a greater extension than the subject. Or, it may even be that the Class Number can represent only Floriculture. This Class Number is of even a much greater extension than the subject.

1 Enumerative Classification

11 NO AUTONOMY

An Enumerative Classification gives no autonomy to the classifier. He has merely to wade through pages and pages of the Index, angling for what he has to look for a subject of greater extension. He will have to continue doing so until the Class Number for some broad approximation to the subject.

If he feels that the Class Number is not co-extensive with the subject being classified, the Scheme for Classification merely says, as it were, “Take it or Leave it. You cannot have any autonomy of your own. You have no freedom to improve upon what I have given. You cannot construct co-extensive Class Number.”

12 NO GUIDANCE

Further, Enumerative Classification does not give any guidance to the classifier in determining the subject of the document being classified. The classifier cannot draw any help from the Canons and Principles for Classification, which the theory of classification might mention. Perhaps, he may have to use the two Canons for the Verbal Plane—the Canon of Context and the Canon of Enumeration. But even this would be unnecessary if the classificationist had explicitly given the name of every class in full without himself utilising the two Canons.

13 ROADS WITHOUT SIGNPOSTS

Reaching at the subject of a document is comparable to reaching at a particular locality. In Enumerative Classification, it is like having to travel through roads which do not have signposts at points where two or more roads meet. One has to get at the correct road only by trial and error.

2 Rigidly-Faceted Classification**21 LIMITED AUTONOMY**

A Rigidly-Faceted Classification gives some autonomy to the classifier. He has no autonomy, of course, in respect of adding to the schedule of Basic Classes. But he has the satisfaction of constructing the Class Number of a subject by his own effort. It is a great thing to have the autonomy to put in effort and to get something done through that effort. But even here, the autonomy is only limited. If a subject presents more facets than those provided for in the Facet Formula for the Facet Structure of the Compound Subjects going with the Basic Subject in question, the classifier has no freedom to make the Class Number co-extensive.

22 GUIDANCE

A Rigidly-Faceted Classification gives guidance to the classifier determining the subject of the document being classified. The Facet Formula for the Facet Structure tells the classifier what Isolates he should look for in a Compound Subject. Moreover, Postulates for the Idea Plane and the Canons for the Notational Plane give him further help. This is in addition to the help given by the Canons for the Verbal Plane.

23 ROADS WITH SIGNPOSTS

In a Rigidly-Faceted Classification reaching at the subject of a document is comparable to travelling through roads with signposts.

3 Analytico-Synthetic Classification**31 GREAT MEASURE OF AUTONOMY**

In a Freely-Faceted Classification—that is, in an Analytico-Synthetic Classification—the classifier has a greater measure of autonomy than in a Rigidly-Faceted Classification. For, he is not bound even by a Rigid Facet Structure. Whatever facets a Compound Subject may present, he can provide for all of them in the Class Number of the subject. In any faceted classification, each enumerated schedule is fairly short. Therefore, picking up the correct facet number for any facet is an easy matter. Further, if a Compound Subject presents a facet for which the scheme has not provided a schedule, he has the freedom to improvise the schedule in accordance with prescribed Canons and Principles.

tico-Synthetic scheme is absolutely essential. Any small enumerative scheme will soon be outgrown even by small libraries. Therefore, what is wanted is for somebody to bring out, from time to time, a suitable enumerative schedule giving ready-made class numbers according to an Analytico-Synthetic Classification for the benefit of the just-literate librarians of small libraries".

44 THE SNAKE IS IN ANOTHER GARDEN

All these three kinds of persons put their finger at the right point so far as competence of classifiers goes. But the trouble is not there. The snake is in some other garden—the Garden of Organisation. The common premises of the three types of persons are that each just-literate librarian of each of the myriads of small libraries including school libraries, should classify his own books. This is really part of the larger question of the organisation of a national library system. This fault is due to the failure to understand the Principle of Viability in library organisation. It is known that no single small public library has got the economic viability to give real book service to its small clientele. So it is with any school library.

5 Consolidation and Co-ordination

A sound library organisation would make the small libraries, part of a larger viable library system. This is what the modern Library Acts provide for in respect of the public libraries. It is also now being followed in respect of school libraries. The central library for each such group will have a sufficiently able classifier to do centralised classification and cataloguing for all its branches and affiliated libraries. Modern library organisation would go even further. It would centralise all classification and cataloguing work for the entire library system of a linguistic area in a multi-lingual country or of the whole country if it has only one language. It has been shown that the saving by such a centralisation will be as much as 79 per cent in the cost of classification and cataloguing [131]. Surely, any country can afford to spare a sufficient number of scholarly classifiers for such centralised work. This is the world-trend today. Some countries have begun it. Looked at from this larger angle, no autonomy for classifier can be too much.

6 Mechanisation in Formation of Helpful Sequence

While classifying with an enumerative scheme and fixing the class number for a document, a classifier does not at all think of the resulting arrangement of documents. This virtue persists in the Analytico-Synthetic Classification also. In the former the classificationist at least has in view a pre-determined arrangement. On the other hand, in the Analytico-Synthetic Classification the classi-

ficationist is not determining the actual sequence of subjects. He is guided by the Postulates and Principles applicable to the seminal level. In their light, he puts up small schedules for all kinds of facets

basic or common isolate or special isolate. Of course, he takes care to make the foci in each such facet fall in a helpful sequence. If subjects are classified on its basis, there is a certainty that they will fall in a helpful sequence, though one had no notion of what that helpful sequence would be. The class numbers constructed for each subject by Analytico-Synthetic method mechanise, in this way, the Compound Subjects falling into a truly helpful sequence. The succeeding section illustrates this. In Sec RK7, seventy subjects were analysed in the Idea Plane with the guidance of Postulates and Principles. While doing so, the helpfulness of the sequence of the subjects was not explicitly borne in mind. But the sequence is helpful. To maintain that sequence even as in the case of an enumerative classification, we want that the name of each subject should be translated into its Class Number. The Analytico-Synthetic Scheme provides for this translation. It is only CC and UDC that can provide co-extensive class numbers to the subjects beyond the first half of the list. For that reason, only CC and UDC numbers are given in the succeeding section.

7 CC and UDC Class Numbers

Note.—The isolate number marked with * has been improvised as it is not provided in the published schedule.

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
1	Agriculture (BF).	J	63
2	Agriculture (BF). Dry period [T1].	J'e1	63"3951*"
3	Agriculture (BF). Madras [S1]. Dry period [T1].	J.4411'e1	63(548.1) "3951*"
4	Agriculture (BF). Up-rooting [1E].	J:8*	63-1598*
5	Agriculture (BF). Up-rooting [1E]. Dry period [T1].	J:8*'e1	63-1598* "3951*"
6	Agriculture (BF). Up-rooting [1E]. Madras [S1]. Dry pe- riod [T1].	J:8*.4411 'e1	63 1598* (548.1) "3951*"
7	Agriculture (BF). Disease [1M1].	J;4	63 2
8	Agriculture (BF). Disease [1M1]. Dry period [T1].	J;4'e1	63-2"3951*"

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
9	Agriculture (BF). Disease [1M1]. Madras [S1]. Dry period [T1].	J;4.4411 'el	63-2(548.1) "3951**"
10	Agriculture (BF). Disease [1M1]. Prevention [1E].	J;4:5	63-29
11	Agriculture (BF). Disease [1M1]. Prevention [1E]. Dry period [T1].	J;4:5'el	63-29 "3951**"
12	Agriculture (BF). Disease [1M1]. Prevention [1E]. Madras [S1]. Dry period [T1].	J;4:5 .4411'el	63-29 (548.1) "3951**"
13	Agriculture (BF). Disease [1M1]. Prevention [1E]. Chemicals [2M1].	J;4:5;3*	63-2934
14	Agriculture (BF). Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Dry period [T1].	J;4:5;3* 'el	63-2934 "3951**"
15	Agriculture (BF). Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J;4:5;3* .4411'el	63-2934 (548.1) "3951**"
16	Agriculture (BF). Disease [1M1]. Virulence [1M2].	J;4;0c7*	63-2-7*
17	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Dry period [T1].	J;4;0c7* 'el	63-2-7* "3951**"
18	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Madras [S1]. Dry period [T1].	J;4;0c7* .4411'el	63-2-7* (548.1) "3951**"
19	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Prevention [1E].	J;4;0c7* :5	63-2-7*-29
20	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Prevention [1E]. Dry period [T1].	J;4;0c7* :5'el	63-2-7*-29 "3951**"
21	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Prevention [1E]. Madras [S1]. Dry period [T1].	J;4;0c7* :5.4411 'el	63-2-7*-29 (548.1) "3951**"
22	Agriculture (BF). Disease	J;4;0c7*	63-2-7*

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
	[1M1]. Virulence [1M2]. Pre- vention [1E]. Chemicals [2M1].	:5;3*	-2934
23	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Pre- vention [1E]. Chemicals [2M1]. Dry period [T1].	J;4;0c7* :5;3'e1	63-2-7* -2934 "3951**"
24	Agriculture (BF). Disease [1M1]. Virulence [1M2]. Pre- vention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J;4;0c7* :5;3* .4411'e1	63-2-7* 2934 (548.1) "3951**"
25	Agriculture (BF). Rice plant [1P1].	J381	633.18
26	Agriculture (BF). Rice plant [1P1]. Dry period [T1].	J381'e1	633.18 "3951**"
27	Agriculture (BF). Rice plant [1P1]. Madras [S1]. Dry period [T1].	J381.4411 'e1	633.18 (548.1) "3951**"
28	Agriculture (BF). Rice plant [1P1]. Up-rooting [1E].	J381:8*	633.18 -1598*
29	Agriculture (BF). Rice plant [1P1]. Up-rooting [1E]. Dry period [T1].	J381:8* 'e1	633.18 -1598* "3951**"
30	Agriculture (BF). Rice plant [1P1]. Up-rooting [1E]. Mad- ras [S1]. Dry period [T1].	J381:8* .4411'e1	633.18 -1598* (548.1) "3951**"
31	Agriculture (BF). Rice plant [1P1]. Disease [1M1].	J381;4	633.18-2
32	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Dry period [T1].	J381;4'e1	633.18-2 "3951**"
33	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Madras [S1]. Dry period [T1].	J381;4 .4411'e1	633.18-2 (548.1) "3951**"
34	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Pre- vention [1E].	J381;4:5	633.18-29
35	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Pre-	J381;4:5 'e1	633.18-29 "3951**"

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
	vention [1E]. Dry period [T1].		
36	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Prevention [1E]. Madras [S1]. Dry period [T1].	J381;4:5 .4411'e1	633.18-29 (548.1) "3951**"
37	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Prevention [1E]. Chemicals [2M1].	J381;4:5 ;3*	633.18 -2934
38	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Dry period [T1].	J381;4:5 ;3'e1	633.18 2934 "3951**"
39	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J381;4:5 ;3*.4411 'e1	633.18 2934 (548.1) "3951**"
40	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2].	J381;4 ;0c7*	633.18-2 -7*
41	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Dry period [T1].	J381;4 ;0c7*'e1	633.18-2 -7*"3951**"
42	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Madras [S1]. Dry period [T1].	J381;4 ;0c7* .4411'e1	633.18-2 -7*(548.1) "3951**"
43	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E].	J381;4 ;0c7*:5	633.18-2 -7*-29
44	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Dry period [T1].	J381;4 ;0c7*:5 'e1	633.18-2 -7*-29 "3951**"
45	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Madras [S1]. Dry period [T1].	J381;4 ;0c7*:5 .4411'e1	633.18-2 -7*-29 (548.1) "3951**"

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
46	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1].	J381;4 ;0c7*;5;3*	633.18-2 -7*-2934
47	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1].	J381;4 ;0c7*;5 ;3*'el	633.18-2 -7*-2934 "3951**"
48	Agriculture (BF). Rice plant [1P1]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J381;4 ;0c7*;5 ;3* 4411 'el	633.18 2 -7*-2934 (548.1) "3951**"
49	Agriculture (BF). Rice plant [1P1]. Stem [1P2].	J381,4	633.18 :581.44
50	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Dry period [T1].	J381,4'el	633.18 :581.44 "3951**"
51	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Madras [S1]. Dry period [T1].	J381,4 .4411'el	633.18 :581.44 (548.1) "3951**"
52	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1].	J381,4;4	633.18 :581.44-2
53	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Dry period [T1].	J381,4;4 'el	633.18 :581.44-2 "3951**"
54	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Madras [S1]. Dry period [T1].	J381,4;4 .4411'el	633.18 :581.44-2 (548.1) "3951**"
55	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Prevention [1E].	J381,4;4 :5	633.18 :581.44-29
56	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Prevention [1E]. Dry period [T1].	J381,4;4 :5'el	633.18 :581.44-29 "3951**"
57	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease	J381,4;4 :5.4411	633.18 :581.44-29



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	[1M1]. Prevention [1E]. Madras[S1]. Dry period [T1].	'e1	(548.1) "3951**"
58	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Prevention [1E]. Chemicals [2M1].	J381,4;4 :5;3*	633.18 :581.44 -2934
59	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Dry period [T1].	J381,4;4 :5;3*'e1	633.18 :581.44 -2934 "3951**"
60	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Prevention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J381,4;4 :5;3* .4411'e1	633.18 :581.44 -2934 (548.1) "3951**"
61	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2].	J381,4;4 ;0c7*	633.18 :581.44 -2-7*
62	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Dry period [T1].	J381,4;4 ;0c7*'e1	633.18 :581.44 -2-7* "3951**"
63	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Madras[S1]. Dry period [T1].	J381,4;4 ;0c7* .4411'e1	633.18 :581.44 -2-7* (548.1) "3951**"
64	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Pre- vention [1E].	J381,4;4 ;0c7*:5	633.18 :581.44-2 -7*-29
65	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Pre- vention [1E]. Dry period [T1].	J381,4;4 ;0c7*:5 'e1	633.18 :581.44-2 7*-29 "3951**"
66	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Pre- vention [1E]. Madras [S1]. Dry period [T1].	J381,4;4 ;0c7*:5 .4411'e1	633.18 :581.44-2 -7*-29 (548.1) "3951**"

SN	Transformed Title (See Sec SB24)	CC Number	UDC Number
67	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1].	J381,4;4 ;0c7*:5 ;3*	633.18 :581.44-2 -7*-2934
68	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1]. Dry period [T1].	J381,4;4 ;0c7*:5 ;3*el	633.18 :581.44-2 -7*-2934 "3951**"
69	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1]. Madras [S1]. Dry period [T1].	J381,4;4 ;0c7*:5 ;3*.4411 'e]	633.18 :581.44 -2-7* -2934 (548.1) "3951**"
70	Agriculture (BF). Rice plant [1P1]. Stem [1P2]. Disease [1M1]. Virulence [1M2]. Prevention [1E]. Chemicals [2M1]. Distribution [2E]. Sprayer [3M1]. Madras [S1]. Cauveri / Delta [S2]. 1967 [T1]. Dry period [T2].	J381,4;4 ;0c7*:5 ;3*:7*:5 .4411 .e50c'N67 'e]	633.18 :581.44 -2-7* -2934-7* -5*(548.1) :282.6 (Cauveri) "1967 :3951**"

CHAPTER 5D

NOTATION FOR PHASE RELATION

1 Colon Classification

CC is the only scheme with an elaborate provision for Phase Relation. The following table gives its schedule [116].

Intra-Array	Intra-Facet	Inter-Subject	Nature of Relation
t	j	a	General
u	k	b	Bias
v	m	c	Comparison
w	n	d	Difference
y	r	g	Influencing

The connecting digit between the class number and the digit denoting phase relation is '0' (zero).

2 Level of Phase Relation

The above table provides for three levels of phase relation.

1 Inter-Subject;

2 Intra-Facet; and

3 Intra-Array except in the case of Array of Order 1.

The above terms are self-explanatory [106].

Example

SN	CCN	Subject	UDCN
1	W0aX	General Relation between Political Science and Economics	32:33
2	B280bD445	Statistical Analysis for Railway Engineering	31:625
3	V0gU	Influence of Geography on History (Geopolitics)	91:93
4	Q60r4	Influence of Buddhism on Christianity	22/28:294.3
5	K979710w5	Difference between Lemuroidea and Anthropeidea	599.812:599.82

(See also Sec PE4 and PE5).

3 Law of Parsimony

The provision for Intra-Facet Phase Relation eliminates the

need for repeating the entire number for the host subject in the second phase. Further economy is effected by the provision for Intra-Array Phase Relation. Thus, these two concepts satisfy the Law of Parsimony.

4 Universal Decimal Classification

In UDC, a coloned number may represent subjects in Phase Relation. But it cannot distinguish the different kinds of Phase Relation. Further, the colon may also be used to represent facet relation (See Sec SD2, for example).

5 Bibliographic Classification

According to Mills, "The hyphen (-) ... is now generally used as a phase link, comparable with the UDC Colon". [87].

6 Decimal Classification

DC does not provide for Phase Relation. For example, we have the instruction, "Class an analytical work dealing with Shakespeare's influence on Keats with Keats" [38], though there will be no representation of Shakespeare or of his influence in the class number.

CHAPTER SE

HOSPITALITY AMONG FACETS

1 Hospitality in Rounds

The notational system of a scheme for classification should be capable of providing any number of Rounds of facets in a class number.

In CC, any number of Rounds of Facets can be provided in a class number. The only thing required is that if a new facet, not scheduled hitherto, is presented by a subject, a schedule for the corresponding isolates likely to occur in any subject going with the Basic Subject concerned, should be constructed. The Canons—particularly, the Canons for Mnemonics—will be of help in constructing such a schedule.

2 Hospitality in Levels

The notational system of a scheme for classification should be capable of providing any number of Levels of Personality and Matter in any Round and Space and Time in the last Round. The levels of Space, Time, and Personality will be respectively Organs of Remove 1, Remove 2, etc.

In CC, the sector notational system for use within an array (See Sec HC73 and HD5) is used in determining the isolate number to each isolate in each level.

3 Levels of Space Isolate

In CC, the isolates in the different Levels of Space are represented by the isolate numbers in the sectors in (Z—a) and in the sectors (S—9A) and (S—A).

Example

411.e50C Cauvery Delta of Madras

In UDC, the isolates in different levels of Space are enumerated as array of order 2 under "2 Physiographic Designation". But *Guide to UDC* permits "Colonizing" of Level 2 of Space with Level 1 [22].

Example

548.1:282.6Cauveri Cauveri Delta of Madras

4 Levels of Time Isolates

In CC, the isolates in the different Levels of Time are represented by the Isolate Numbers in sectors in (Z—a) and (Z—1).

Example

1967'e1 Dry period of 1967

In UDC, the Levels of Time are coloned with Level 1.

Example

1967:3951 Dry period of 1967

5 Generalised Facet Structure

The use of symbols enables us to set down a generalised facet structure based on the postulates mentioned in Part R. It will be as follows. Though it is spread over several lines due to exigency of space in the printed page, it should be read continuously as if it were in one line.

(BS)

[1P1], [1P2], ... , [1PL_p]
 {1M1}; {1M2}; ... ; {1ML_m]
 [1E]:
 [2P1], [2P2], ... , [2PL_q]
 {2M1}; {2M2}; ... ; {2ML_n]
 [2E]:
 ...
 [RP1], [RP2], ... , [RPL_r]
 [RM1]; [RM2]; ... ; [RML_r]
 [RE]:
 [S1], [S2], ... , [SL_s]
 [T1] ^ [T2] ^ ... ^ [TL_t]

where L_p, L_m, L_q, L_n, L_r, L_s, L_t may have any integral value.

The above generalised faced structure is for Rounds started by Energy Facet. A generalised structure can be similarly constructed for rounds started by common isolates.

CHAPTER SF

HOSPITALITY AMONG SUPERIMPOSED ISOLATE

1 Superimposition in Personality Facet

In effect, superimposition of isolates within a facet is basically equivalent to superimposition of Quasi Isolates in the same facet. In this matter, experience has been gained till now with Personality Facet only. Even there, with Personality Facet of Round 1 and Level 1.

2 Components of Superimposed Isolate Numbers

The components of Superimposed Isolate Numbers are usually those of isolates based on different Quasi Isolates.

3 Wall-Picture Principle

As already stated in Chap RP, the sequence of the components of a superimposed isolate is determined with the aid of the Wall-Picture Principle.

4 Principle of Inversion

The sequence of Quasi Isolates in the Facet Structure is in accordance with the Principle of Decreasing Concreteness. Therefore, according to the Principle of Inversion (See Sec RK5), the first component of a Superimposed Isolate Number should be an Isolate Number occurring later in the schedule than that of the second component.

5 Superimposed Matter Isolate

Consider the "Production of Ice Cream". The different kinds of ice cream will appear in the schedule of Personality Facet. The raw materials—such as, Milk, Sugar, Binding Medium, and Flavouring material will appear in the Matter Facet and they will have to be superimposed. Perhaps, the sequence of the components of the Superimposed Isolate will have to be parallel to the sequence of their addition. It is conjectured that in this way Superimposition of Isolates in Matter Facet may have to be made in Technology.

CHAPTER SG

CHAIN IN ONE FACET DIMENSION

0 Introduction

The meaning of a term, such as, 'Chain lying in Three Facet-Dimensions', is given in Sec QA87.

The following are the examples of bare Basic Subjects. The chains of all these subjects lie in One Facet-Dimension.

SN	Subject	CC	UDC	BC
1	Mathematics	B	51	AM
2	Algebra	B2	512	AO
3	Determinant	B24	512.83	AQM
4	Philosophy	R	1	AA
5	Epistemology	R2	165	AHP
6	Sources of Knowledge	R21	165.1	AHP
7	Inference	R212		ALK
8	Geology	H	55	DG-DP
9	Dynamic geology	H4	551	DHD
10	Internal Dynamics	H41	551.2	DHE
11	Movement of Earth's crust	H413		
12	Earthquake	H4132	550.341	DHK

Each of the schemes has potentially the capacity to conform to the Canon of Extrapolation in Chain (See Chap LF). But this potentiality is fully used only by CC.

BC does not respect the Canon of Relativity. But CC and UDC respect it.

CHAPTER 5H

CHAIN IN TWO FACET-DIMENSIONS

The following are examples of subjects, the chain of each of which lies in Two Facet-Dimensions.

Connecting digits in CC are as revised for the forthcoming Ed 7; and in some cases semi-colon is used instead of colon [150]. The digit before * in UDC Number is an improvised one.

SN	Subject	CC	UDC Number	BC
1	Formal solution of algebraic equation	B23;5	512.47*	APM
2	Cubic equation	B23;3	512.33	APS
3	Spectrum of Radiation	C5;5	535.33	BFN
4	X-Ray	C53	537.531	BFT
5	Molecular Weight	E;14	541.24	CCE
6	Organic Chemistry	E5	547	CO
7	Technology of Sulphuric Acid	F3626	661.25	CUYS
8	Dramatic Literature	O,2	8-2	YX
9	Sanskrit Literature	O15	891.2	XADH-Y
10	Word	P,3	413	WAL
11	Sanskrit Linguistics	P15	491.2	XADA-G
12	Public Worship	Q;454	264	PDF
13	Islam	Q7	297	PK
14	Anger	S;524	159.9424*	IDV
15	Psychology of Youth	S2		IV
16	Foreign Medium for Instruction	T;35		
17	Secondary Education	T2	373	JUP
18	Franchise	W;55	324	
19	Communist State	W691	321.63	RBT
20	Price	X;76	338.51	TMG
21	Agricultural Economics	X8(J)	33:63	UAE
22	Over-population	Y;52	312.8	KAS
23	Sociology of Indian people	Y744	301(540)	KQO

CHAPTER SJ

CHAIN IN THREE FACET-DIMENSIONS

The following are examples of subjects, the chain each of which lies in Three Facet-Dimensions.

SN	Subject	CC	UDC	BC
1	Formal solution of Cubic equation	B23;3;5	512.33:512.47	APS
2	X-Ray spectrum	C5,3;5	537.531:535.33	BF-T
3	Molecular weight in Organic Chemistry	F5;14	547:541.24	CODE
4	Sanskrit drama	O15,2	891.2-2	XAD
5	Word in Sanskrit	P15,3	491.2-8	XAD-D
6	Public worship in Islam	Q7;454	297.3	PK-F
7	Anger in adolescent	S2;524	159.9424*	IVDV
8	Franchise in Com- munist State	W691;55	321.63	RBI
9	Agricultural price	X8(J);76	338.51:63	UAMG
10	Over-population in Indian nation	U744;52	312.8(540)	KASq

CHAPTER SK

CHAIN IN MANY FACET-DIMENSIONS

The seventy subjects given in Sec SC7 are examples of subjects, the chains of which lie in one to thirteen Facet-Dimensions.

The following is a frequency table showing the number of chains lying in different sizes of Facet Dimensions.

Number of Chains	lying in	Number of Facet Dimensions
1		1
4		2
9		3
13		4
15		5
13		6
9		7
4		8
1		9
1		13

In the case of macro subjects embodied in books, the minimum number of Facet Dimensions in which the chain lies is one; the optimum number is five; the maximum may go up to nine. In the case of micro subjects embodied in articles in periodicals, there are already cases in which the chain lies in twenty Facet-Dimensions.

CHAPTER SL

PERSONALITY COMMON ISOLATE

1 Structure of Personality Common Isolate Number

We have seen in Sec RR4 that the structure of a subject with a Personality Common Isolate following the Host Subject consists of

- 1 The Host Subject ending with Space Isolate;
- 2 The bare Personality Common Isolate;
- 3 The individualising facet; and
- 4 Any other facets as in subjects going with the Main Subject 'History'.

2 Colon Classification

Accordingly, in CC the Class Number of a subject having a Personality Common Isolate usually consists successively of

- 1 The Class Number of the Host Subject;
- 2 The Digit or Digit-Group for the bare Personality Common Isolate;
- 3 The Individualising Facet Number; and
- 4 Any other Facet Numbers as for subjects going with the Main Subject 'History'.

Examples

B.44.g.9N.1;3'N67 Functions of the President of the Indian Mathematical Society in 1967

Here, B.44 represents the Host Subject "Mathematics in India"

- g = Common Personality Isolate for Institution
- 9N = Indian Mathematical Society
- 1 = President
- 3 = Functions
- N67 = 1967

3 Universal Decimal Classification

In UDC, the Class Number of a subject having a Personality Common Isolate usually consists successively of only

- 1 The class number of the Host Subject;
 - 2 The Digit-Group for the bare Personality Common Isolate;
- and
- 3 Individualising Geographical Facet Number.

Example

51:061(540) Indian Mathematical Society

CHAPTER SM

RISK IN ESTIMATION OF THE LENGTH OF NOTATION

1 Long or Short of Notation

The term 'Length of Notation', as applied to a single class number, means the number of digits in it (See Sec HC11). Any statement about the Length of the Notation of a scheme for classification will be illusory unless it is stated with special care. A Notation is any one of the many numbers of the Notational System used by the Scheme to represent subjects. Therefore, the term 'Length of Notation' of a scheme does not have a meaning unless all the numbers of its Notational System have the same number of digits. No scheme applicable to a Growing Universe can have the same number of digits in all its class numbers. The Universe of Subjects is a growing universe. No scheme for its classification can provide Class Numbers of the same number of digits for the broadest subjects as well as any of the minute subjects known today and likely to be known in the future. This is the joint import of the Canon of Co-extensiveness (See Chap JH) and of the Canon of Reality (See Chap JD). The length of the Class Number of a subject can vary from one digit to as many as forty or even more. Therefore, 'Length of Notation' is not a precise term applied to a Scheme for the Classification of the Universe of Subjects. Nothing should be asserted about it light-heartedly. But, in ignorance of this, some speak glibly of the Notation of one scheme being short and that of another being long.

2 Glib Statements about Length of Notation

Occasionally, a librarian throws out the statements such as, "DC number is shorter than CC Number", "CC Number is too long for public libraries", and "UDC Numbers are too long for books, though necessary in a bibliography". These impressions are formed and aired without having constructed or even seen a random sample of the class numbers of each of the systems concerned. One superficial and irresponsible way in which such impressions are formed is as follows. Most books and reviews giving an account of CC or UDC seek to demonstrate the capacity of these schemes to provide co-extensive class numbers for minute subjects. In this demonstration, long class number naturally appear. The books seldom give and the reviews do not at all give, samples of the short class numbers of broad subjects. Even if they be given, they escape notice; and it is only the long class numbers of minute subjects that come into the mental picture. As against

this, schemes avowedly designed or restricted only for use in the Universe of Books—that is, the Universe of Broad Subjects—emphasize the shortness of their Class Numbers. This claim even prevents the on-looker-librarian, that does not actually classify, from seeing the longer class numbers recommended and prescribed by the instructions scattered in the body of the schedule of these very schemes. From this, start the unscientific slogans about 'Length of Notation'.

3 Analogy From Experience

Such naive slogans remind me of an experience I had when I was only 16. I was sent on an errand to a relative in a village (Kadam-bangudi) about 20 miles away. I had to go by rail to the place K (Kilavalur) and then walk about four miles. On the way, two rivers had to be crossed—each about 500 feet wide and each with a dry sandy bed. When I entered the first river-bed, the sun was about to set. As I walked half way through, a black short figure was seen at a distance. As it came nearer, it was seen to have the form of a man. I thought it to be a ghost and I swerved from the beaten path and stayed with closed eyes for a few minutes. Thank God, it had got up the bank. Then, I began to walk. As soon as I got into the second river-bed, I had to face an exactly similar experience. My heart began to sink. My old trick succeeded. After some minutes, I entered the village. In front of the very first house in the street, I saw a similar figure. I was almost certain that I had strayed into a village of ghosts and that I would not survive the night. I walked softly, controlling my breath as much as possible. Fortunately, my relative appeared. I gave him the errand and I began to return. But I begged the relative to accompany me to the railway station. On the way, I narrated to him about my experience with the ghosts and I asked him why he lived in the village of ghosts. The relative laughed and said, "They are brothers; and they are the only short, black persons in this village. Unfortunately, it is them you met and no other normal person. Give up your fear. This is not a village of ghosts, or even of short black persons". Wrong samples can distort the universe to any extent. The moral: Beware of falling a victim to any slogan about the Length of Notation of a Scheme for Classification. (See also Sec WA7)

CHAPTER SN

STATISTICAL APPROACH

1 Universe of Large Population

The Universe of Class Numbers is a large and ever-growing one. It is improper to describe its character in respect of Class Number on the basis of the impression formed casually. The proper approach is the statistical approach. Statistical Calculus has been developed for nearly a century just to study large universes—tending to infinity in size. In the jargon of Statistical Calculus, the totality of the entities of the universe is denoted by the term 'Population'. In terms of this jargon, the Class Numbers of Subjects form the Population of the Universe of our Study. It is a Universe of Large Population. It is therefore amenable to the application of Statistical Calculus. This method was first used to study the length of class numbers by K M Sivaraman [171]. These results are summarised in Chap SP.

2 Random Sample

Statistical Calculus replaces the entire universe, which is too large, by a smaller sample of it. It also takes care to see that the sample is not biased in any way but is a fairly reliable Random Sample.

3 Statistical Constants

By working with the Random Sample, Statistical Calculus replaces the universe by certain representative constants specific to it. For our purpose, we need only the under-mentioned five of those constants. Each of the terms 6, 7, and 8 is called an Average. We also include a few other statistical terms in the definitions.

1 Frequency.—The number of class numbers of the random sample, having 1 digit, 2 digits, etc respectively.

If 108 class numbers of the random sample have each one digit, the frequency of 1 digit is 108. If 16 class numbers have each five digits, the frequency of 5 digits is 16.

2 Frequency Table.—A table showing the frequencies of different numbers of digits.

3 Frequency Curve.—A presentation of the frequency table in a graphical form, marking the number of digits along the X-axis and the frequencies along the Y-axis.

4 Frequency Distribution. Alternative name for frequency table of frequency curve.

5 **Correlation Table.**—A double-table giving the frequency tables of two universes as shown in Sec SP3.

6 **Mode.**—Most frequently occurring number of digits.

7 **Median.**—Number of digits which is not exceeded by half of the class numbers.

8 **Mean.**—The average number of digits in the class numbers.

9 **Standard Deviation.**—A measure of the spread of the range of the length of notation.

10 **Correlation Coefficient.**—A measure of the relation between the frequency distribution of the population of two different universes.

CHAPTER SP

COMPARISON OF CC AND DC NUMBERS AT BOOK LEVEL

1 Material

The sample taken for statistical study consists of the class numbers of the books taken out on loan in February 1934 from the Madras University Library, in subjects other than the class "Literature". Periodical publications were also excluded from the study.

2 Procedure

The loan slips of the books issued were used in the study. They already contained CC Numbers at the top. The number of digits in the CC Number was entered at the left-hand corner of the loan slip. The corresponding DC Number was written at the bottom of each slip; and the number of digits in it was entered at the right-hand bottom corner. The slips were sorted in the usual way by the number of digits in the CC Number and the DC Number to arrive at the correlation table.

3 Correlation Table

		Colon Number											Frequency		
N of digits		1	2	3	4	5	6	7	8	9	10	11		12	
Decimal Number	3	108	66	27	59	16	2	9	3	1					
	4														
	5	2	60	122	54	60	44	74	11	16	9		1	453	
	6	3	5	34	49	43	39	49	30	14		1	1	268	
	7			9	16	33	45	31	25	11	2	1	1	174	
	8		2	2	10	10	10	11	14	5	3			67	
	9		1	1	1	4	2	5	9					23	
	10				1		4	2	9	1			1	18	
	11						2		3					5	
	12											1		1	
	Frequency		113	134	195	190	166	148	181	104	48	15	2	4	1300

4 Frequency Curves

The frequency curves for each of the two schemes were drawn (See Fig 22 in the last page of this Chapter). X-axis shows the number of digits in the class number. The Y-axis shows the number of class numbers (that is, slips). The continuous line is the CC

Curve. The dotted line is the DC curve. The DC curve is taller and sharper than the CC curve.

5 Constants of Distribution

The following are the chief constants of distribution of the lengths of CC Numbers and DC Numbers respectively.

SN	Statistical Constants	CCN	DCN
1	Mode (most frequently occurring number of digits)	3	5
2	Median (number of digits which is not exceeded by half of the class numbers)	4	5
3	Mean (the average number of digits in the class numbers)	4.8	5.8
4	Standard deviation (a measure of the spread of the range of the length of notation)	2.4	1.7
5	Correlation co-efficient between CC and DC	0.56	

51 ANSWER BY THE MODE

The Mode is 5 in DC and 3 in CC; the peaks in the DC and the CC curves reflect this. Thus, the length of the class number that occurs most frequently in CC is less by two digits than the corresponding one in DC. According to the Mode, then, the CC Number is distinctly 'shorter' than the DC Number.

52 ANSWER BY THE MEDIAN

The Median is 4 in CC and 5 in DC. This means that 50 per cent of the CC Numbers have four or less than four digits; while 50 per cent of the DC Numbers have five or more than five digits. Thus according to the Median too, the CC Number is 'shorter' than the DC Number.

53 ANSWER BY THE MEAN

Perhaps a more popular measure is the Mean—that is, the arithmetical average of the numbers of the digits in the class numbers. The Mean is 5.8 in DC and 4.8 in CC—one digit more in DC than in CC. Thus, according to the Mean also, the CC Number is 'shorter' than the DC Number.

6 Standard Deviation

The Colon Curve with its standard deviation of 2.4 is much more spread out than the Decimal curve with its standard deviation of 1.7. Is this difference significant at all, and if so, what is it?

With our knowledge of books, we may state that the distribution of the "intension" of the subject of the books in a random sample is more likely to be spread out and graduated as in the "Colon Curve". In other words, the CC Number imitates more closely the variation of the "intension" of the subjects. The comparative flatness of the "Colon Curve" visualises it. In this sense, CC is closer to reality than DC.

On the other hand, it is clear that the DC Numbers lean more towards artificiality. They get unnaturally crowded within a narrow range in the neighbourhood of five digits. This is prominently visualised by the steep and narrow shape of the "Decimal Curve".

7 Correlation Co-efficient

The correlation co-efficient is 0.56. Perhaps this low figure may also be taken as a measure of some fundamental difference between the two schemes. If they are not fundamentally different, remembering that they are both intended to serve a similar purpose and that they both use the digits as in decimal fractions, one would expect a much higher value for the correlation co-efficient—something as high as 0.8 or 0.9. In what direction has one to look for this fundamental difference? One aspect of it is already indicated, *viz.*, that the DC leans more towards artificiality; the CC leans more towards a faithful expression of the nature of the subjects of the books.

8 Conclusion

It is evident from this statistical study that only those people with a limited experience, that have not had either the inclination or the opportunity to classify a large number and variety of books, would consider CC Number longer when compared with DC Number.

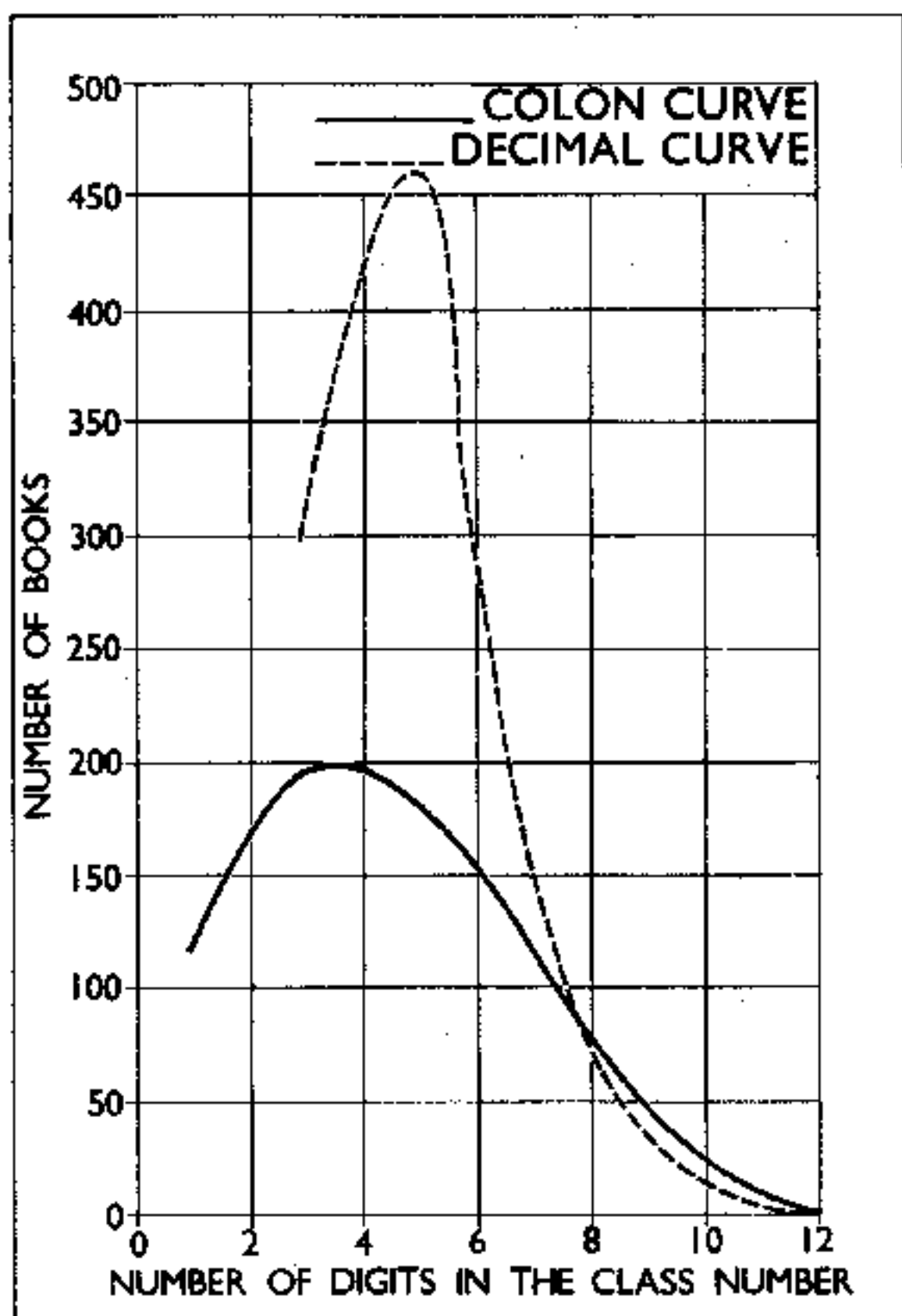


FIG. 22

CHAPTER SQ

CC AND UDC NUMBERS AT MICRO SUBJECT LEVEL

1 Material

The sample for statistical study consists of the class numbers of an assortment of 70 subjects with a large contingent of micro subjects given in Sec SC7.

2 Frequency Table

21 CC NUMBER

N of Digits	Frequency	N of Digits	Frequency
1	1	13	4
3	2	14	6
4	2	15	5
5	1	16	3
6	5	17	3
7	3	18	3
8	3	19	2
9	5	20	3
10	5	22	2
11	5	24	1
12	5	36	1
		Total	70

22 UDC NUMBER

N of Digits	Frequency	N of Digits	Frequency
2	1	14	1
4	1	15	4
5	1	16	3
6	2	17	5
7	2	18	2
8	2	19	5
9	2	20	2
10	2	21	3
11	4	22	4
12	2	23	2
13	4	24	4

N of Digits	Frequency	N of Digits	Frequency
26	3	31	1
28	3	33	1
29	1	35	1
30	1	57	1
		Total	70

3 Statistical Constants

	CC	UDC
Mode ...	12	18
Median ..	12	17
Mean ...	12	18

Statistically viewed, the average number of digits in the UDC numbers is 50 per cent more than that in the CC Numbers. This is generally true. It is largely due to the core of the UDC Number being the DC Number and the consequent need, quite often, to combine whole class numbers with a colon in the absence of provision for faceted numbers. It may be repeated that 62 of the subjects included in the frequency table are micro subjects. None of them is likely to attract whole books exclusively in itself. Only the 8 subjects listed in Sec SC7 against the serial numbers 1, 4, 7, 10, 13, 25, 31, and 34 are macro subjects likely to attract whole books.

CHAPTER SR

WRONG ATTITUDE

1 Red Herring of Economic Limit

It is wrong to uphold shortness of notation as against expressiveness and co-extensiveness. To ignore the proliferations in the universe of subjects calling for distinctive class numbers is like the cat closing its eyes and imagining the absence of any kind of danger. Progress in research in library classification will then stop. But the proliferations of the universe of subjects will never stop. The class number within economic limit will soon collect under it a hotchpotch of several subjects. Therefore, do not replace the red herring of three digits, suggested about a century ago, by one of ten digits today.

2 Unfairness to Notational Plane

It is unfair to the notational plane, if we prevent its spreading its wings by tying them with the thong of economic limit. As stated in Chap ME, it is the duty of the notational plane to implement the findings of the idea plane and these findings are determined entirely by the universe of subjects.

3 Rama Vs Ravana

We should not black out any of the discomfitures in the notational plane. The dangers of the trickery of black-out and the benefits of keeping bare all the problems and all the discomfitures needing solution are well brought out in an episode in the *Ramayana* [175]. Rama, the hero, and Ravana, the anti-hero, are engaged in a war to the finish. Prompted by prestige and for propaganda, Ravana orders that all the dead bodies on his side should be cleared and thrown into the sea, and that the battlefield should always show victory on his side. Rama does not do anything of this sort. He does not believe in hiding facts. The war ends. Mahendra, the Lord of gods offers a boon to Rama. He asks for the resurrection of all those lying dead in the war theatre. They are all resurrected. No, no, we should not hide the unsolved problems in getting co-extensive and expressive class numbers, in order to show only short numbers.

CHAPTER 55

RIGHT ATTITUDE

1 Scientific Approach

The scientific approach to the problem should not start with a prejudice against either an economic limit to the length of class number or full expressiveness and co-extensiveness of class number. Both are necessary. When the two cannot be secured in equal measure, the basic purpose of classification would make us uphold the latter, because the demand for expressiveness and co-extensiveness is made by the universe of subjects and belong to the idea plane. While economic limit to length of class number is imposed on the notational plane. A scheme for classification has no option but to accept the proliferations in the universe of subjects fully as they are and will become; while the universe of class numbers is its own creation. At the same time, we should always keep in mind the urge of the Law of Parsimony to shorten the notation; indeed, the very length of the notation will act as a constant reminder. It will keep alive the apical bud of research in library classification. It will continue as a persistent challenge to classification.

2 Testimony of Sayers

What is the value that should be attached to the length of class number? Here is the opinion of Berwick Sayers.

"The length of a notation should always be judged in relation to its effectiveness. To object to a sign that consists of five or six symbols—letters or figures—is unworthy of present-day librarianship. Minute classification must always have a fairly long notation" [168]. A librarian who chooses or advocates the adoption of a classification scheme, solely because of a shorter class number shows a lamentable disregard for what is essential in classification.



Ranganathan, Shiyali Ramamrita.
Prolegomena to Library Classification. Assisted by M.A. Gopinath. 3rd edition.
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