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PART W

UNIVERSAL Vs SPECIAL CLASSIFICATION

CHAPTER WA

PERSONALITY OF A SUBJECT

1 Uniqueness of Name

A subject has an individuality of its own. The integrity of a subject should be respected in naming it. In other words, its name should be unique. This is now being increasingly recognised. This recognition is reflected in the progressive intensification of the establishment of standard terminology for diverse subject-fields. For example, the British Standards Institution has already established standard glossaries for several subjects. The Standards Bodies in USA and several other countries also are doing so. But the progress is slow. There are difficulties in the way, because the words used for technical terminology are usually taken from those of a natural language. Therefore, the pull of the changes in the words happening in the natural language cannot be totally escaped by the words in the technical terminology. The resulting violation of uniqueness in the name of a subject scatters the documents on it. It also leads eventually to the designation of different subjects by one name, and this creates chaos.

2 Uniqueness of Class Number

The danger mentioned above should be totally avoided in naming a subject in the artificial classificatory language, which is fully under the control of the classificationists. For this purpose, the class number of a subject should be unique. It should respect the individuality of the subject. It should be comparable to the Proper Noun forming the name of an individual.

21 DECIMAL CLASSIFICATION LANGUAGE

DC language was conceived by its author, as the one giving a unique Class Number to each subject. However, the provision for representation of one facet alone or one free facet alone, even if two or more facets are allowed, has vitiated the uniqueness of DC Number for many subjects embodied even in the macro documents of today. Merrill's *Code for classifiers* [85] bears testimony to this. The deviation from the provision of unique Class Number increases with the depth of the subject classified.

22 UNIVERSAL DECIMAL CLASSIFICATION LANGUAGE

The UDC language provides for more than one free facet in a Class Number—at least outside its DC core. But its rules provide for alternative Class Numbers for one and the same subject

by allowing alternative sequences among the facets of a subject. This freedom denies uniqueness to UDC Number. This freedom was taken by the original promoters of UDC, as there was no penetrating theory of classification to guide them. There is no reason for continuing it now.

23 COLON CLASSIFICATION LANGUAGE

The CC language has altogether changed the foundation of classification. In its earlier editions, it was ensuring uniqueness of Class Number for a subject with the aid of a facet formula and by making all the facets free facets. This worked fairly well for macro subjects. By 1948, it came to be used to classify micro subjects also. Then the rigidity of a pre-determined facet formula proved to be an obstruction. It is now realised that facets belong to a subject and not to a Basic Class. Subjects going with one and the same Basic Class may present several facets—many in number and different in nature. To meet the situation, CC took its foundation close to the seminal level. This has led to its being guided by postulates and principles. Indeed, it has become a guided analytico-synthetic scheme (See Chap CY and Part R). In this version of CC, the pattern of facet sequence is similar in all subjects. What is relevant to our present discussion is that the CC Number representing a given subject is unique. The unique CC Numbers of the diverse subjects throw them into a helpful sequence. Helpful to whom? Certainly not to all. But equally certainly helpful to the majority of readers—generalist or specialist. The belief is that this quality of CC Numbers will endure so long as the mode of thinking current today continues unaltered by any sudden mutation.

3 False Notion about Integrity of Class Number

A few years ago, a false notion was started in regard to "Integrity of Class Number". It was apparently forgotten that what is expected of standard terminology—be it in a natural language or in a classificatory language—is uniqueness and not permanence. It is a postulate in standardisation that standards should not freeze development but that they should be revised from time to time to keep step with the development. Overlooking this postulate, when the revision of DC was taken up some years ago, it was argued by some that the then existing DC Number should not be altered. On the other hand, the Method of Osmosis (See Chap DH) is a device to meet the inexorable need for change in Class Number, at the least cost. Change in Class Number only denies permanence to it. But in any one epoch, its uniqueness can be and ought to be respected.

4 Real Difficulty

The real difficulty to be overcome in securing uniqueness of class number lies in improving the Scheme for Classification so as to conform absolutely to the Canon of Co-extensiveness (See Chap JH). It should be possible to secure co-extensiveness in respect of all the facets and phases presented by the subject. Further, in each phase, the class number should be co-extensive. Similarly, in each facet of each phase, the isolate number should be co-extensive. The endeavour of the classificationist should be turned on this problem. But there is still a lingering resistance to this.

5 Corruption by One Good Custom

Oliver Goldsmith administered a warning about the danger of *one* good custom corrupting humanity. The splendid achievement of DC was in getting the practice of classified arrangement of books accepted. It really planted "One Good Custom" in the library world about a century ago. Blind adherence to it and the upholding of it with near-bigotry are now taking that "One Good Custom" to the brink of corrupting and splitting the library world.

6 Resistance to Change

There is resistance to re-thinking on classification. This was pointed out in 1944 by Bernard I Palmer [93]. In 1951, the British National Bibliography made an attempt to adapt DC to the needs of today. This too is now resisted with the passionate words, "Take DC or leave it, but pray do not tinker with it" [33].

7 Open Mindedness of Dewey

The "one good custom" of DC had not been taken to this extremity in 1896, when UDC adapted DC to the needs of documentation. Willing permission was given to the Institute of International Bibliography to do the adaptation. Even more, co-operation was extended in the following words of Dewey himself, "Over-detailed as the classification already seemed to many librarians, lack of sub-division was the Institute's 1st difficulty ... State Library duties at that time made concentration on this impossible, but we promise cooperation and criticism if IIB would draft required extensions" [45].

71 DEWEY ON FEAR WITHOUT FAIR TRIAL

The librarians, who speak glibly about complex notation as too difficult for arrangement by library attenders, should read the following words written by Melvil Dewey in 1926. It amounts to a protest against the "one good custom" leading to corruption. "IIB has devised and uses ingenious symbols, expressing many

interrelations and greatly increasing numbering capacity. But these new symbols are tho't by many too complex for ordinary shelf or catalog use, tho 25 years use by IIB with unskilled clerks has proved that this objection is more fear than result of fair tryal. . . . Obviously these symbols allow subdivision of the same number in many different ways, without confuzion. The most important of these devices are 3 Relation Syn and 6 place syn and their use in libraries where they have been tryd has proved that it is entirely practicabl, even for marking books" [45].

8 Conformity Vs Heresy

In the sphere of Religion, long after the dynamic personality of the founder of the Religion had disappeared, the common followers, encrusted by the corruption by "one good custom", cry "Heresy" against any adaption of old customs to new conditions. Ultimately, the advantage of the Heresy asserts itself. Then, Heresy itself is given the status of a Religion. Vedic Religion and Buddhism, Judaism and Christianity, Roman Catholic Religion and Protestantism are well known examples. Though Dewey was fully tolerant of change, some of the users of DC began to cry, "Heresy". But they have by now begun to recognise the Heretics as equals though different. The hard-dying habit of inertia has driven the old guards to concede, "By all means have special classifications for documentation. But allow us to go on in our own way for libraries" (*See also Sec MC6*). People on the fence catch hold of the plural form, 'Special Classifications'. They insist that there should be a special classification for each discipline. We have thus been brought to the slogan, "General Classification vs Special Classifications". The next problem is to realise that one and the same scheme for classification can serve all purposes.

CHAPTER WB

SPECIAL CLASSIFICATION VS COLLECTION NUMBER

1 Tug of War

We saw in the last chapter that the tug of war between No-Change and Change in the discipline of Classification has been changed into tug of war between General Classification and Special Classifications. The basis for the setting up of the second tug of war is five-fold.

- 1 Inadequate old foundation of schemes;
- 2 Misapprehension about the notational plane;
- 3 Concern for minority interests;
- 4 Hasty solution; and
- 5 Non-recognition of class number as proper name.

11 INADEQUATE FOUNDATION

The words of Dewey quoted in Sec WA7 portray clearly his own feeling about the inadequacy of the foundations of DC. They also throw light on the vision with which he accepted the notational devices of UDC. Those words can be restated in current terminology as follows: "Obviously these connecting digits allow the subdivision of any isolate number in any facet without the risk of creating any homonyms. Whereas in DC, the isolate number in the last facet alone is free to grow and those in all the earlier facets are frozen. The connecting digit makes it possible to keep the isolate in any facet to grow—from the very first facet to the very last" (See Chap CV and CW). If only these words were read and understood, the first tug of war could not have been started. And there would have been no need at all in that case for replacing it by the second tug of war. The words of Dewey imply the need for basing a scheme for the classification of the Universe of Subjects on a foundation allowing multiple facet structure in the idea plane as well as in the notational plane. This is the proof of the inadequacy of the old foundation of schemes.

12 MISAPPREHENSION ABOUT THE NOTATIONAL PLANE

We often hear the glib statement that the notational system of a general scheme for classification will give unmanageably long class numbers to every subject including the simple subjects of the ordinary books in a generalist library. To use Dewey's words, this misapprehension is the result of "more fear than result of fair trial". The actuality is stated in Chap MD and statistically illustrated in Chap SM to SS.

13 CONCERN FOR MINORITY INTEREST

A third reason behind the demand for special classifications is based upon the fact that all persons do not approach a subject in the same way. In a scheme for classification, the sequence preferred for the facets of subjects might be the one answering the approach of the majority of persons, but not of all. Apart from the normal intrinsic difference between person to person, a different sequence of facets may be necessary to answer the approach of certain specialists, though they may form a minority. To suit their needs the sequence of facets may have to be changed. Perhaps, even the sequence of Basic Subjects may have to be changed. For example, while the sequence

"Form of Literature. Author"

may be the one suited to a majority of persons, there may be some in whose case the Laws of Library Science would be better served when the facet sequence is

"Author. Form of Literature"

or, again, while the majority of readers would like to have a pure science and its application coming in juxtaposition, there may be a few who would prefer to have all the Pure Sciences together and all the Applied Sciences together. It will depend on the area of specialisation of the reader. There is substance in this argument.

14 HASTY SOLUTION

But the pronouncement of the incapacity of a single general classification to meet this problem and the establishment of a special scheme for each of the different special interests should not be resorted to hastily. All the other relevant factors should be taken into account. And the possibility of other solutions should be explored.

15 NON-RECOGNITION OF CLASS NUMBER AS PROPER NAME

Perhaps, the move towards a hasty solution through different schemes for classification for generalist and specialist libraries would not be made naively if the status of the class number of a subject is realised to be that of a proper noun as in the case of the name of a person. The name of a person is not made different in different contexts. So it should be in the case of the class number of a subject which is its name in ordinal language.

2 The Only True Problem

Let us next explore for a solution of the only true problem mentioned in Sec WB3—viz, specialists needing a change in Facet Sequence. The democracy of the Five Laws of Library Science is

of a severe kind. A specialist reader, even if he were in a minority of one, should be served as efficiently as the majority. There is, thus, a dilemma. Are we to respect the severe democratic demand of the Five Laws and change the sequence of facets in the Class Number to suit the needs of the minority, sacrificing the uniqueness of Class Number? Or, are we to preserve its uniqueness, disobeying the demands of the Five Laws of Library Science? The UDC decided in favour of the first alternative. In the view of CC, the dilemma can be resolved without sacrificing either of the apparently conflicting alternatives. It can be done in one of three ways—invoking the aid of the catalogue, or invoking the aid of administrative methods, or extending the catalogue. The succeeding sections explain these three methods. We shall start with some examples and arrive at a generalisation.

3 Needs of the Majority of Specialists

31 TABLE 1. FIFTY-ONE SUBJECTS

Consider the following set of macro subjects.

SN	CCN	Subject
1	Bv42	History of mathematical thought in Japan
2	Bv423	History of mathematical thought in Kyushu
3	Bv45	History of mathematical thought in Persia
4	B2	Algebra
5	B3	Analysis
6	K96	Birds
7	K96.42	Birds in Japan
8	K96.423	Birds in Kyushu
9	K96.45	Birds in Persia
10	K96;2	Anatomy of birds
11	R	Philosophy
12	R3	Metaphysics
13	R842	Japanese philosophy
14	R842,3	Japanese metaphysics
15	R8423	Kyushu philosophy
16	R8423,3	Kyushu metaphysics
17	R845	Persian philosophy
18	R845,3	Persian metaphysics
19	T3	Adult education
20	T3.42	Adult education in Japan
21	T3.423	Adult education in Kyushu
22	T3.45	Adult education in Persia
23	T3:2	Curriculum for adult education
24	T3:2.42	Curriculum for adult education in Japan



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Atherton.

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SN	CCN	Subject
25	T3:2.423	Curriculum for adult education in Kyushu
26	T3:2.45	Curriculum for adult education in Persia
27	U47	Human geography
28	U47.42	Human geography of Japan
29	U47.423	Human geography of Kyushu
30	U47.45	Human geography of Persia
31	U5	Political geography
32	V42:2	Constitutional history of Japan
33	V423:2	Constitutional history of Kyushu
34	V45:2	Constitutional history of Persia
35	Wa	Bibliography of political science
36	Wv42	History of political thought in Japan
37	Wv423	History of political thought in Kyushu
38	Wv45	History of political thought in Persia
39	W	Political science
40	Y	Sociology
41	Y:2	Anthropometry
42	Y742:2	Anthropometry of Japanese
43	Y7423:2	Anthropometry of Kyushu-ites
44	Y745:2	Anthropometry of Persians
45	Z	Law
46	Z42	Japanese law
47	Z423	Kyushu law
48	Z45	Persian law
49	Z56	British law
50	Z73	United States law
51	Z(Q7)	Islamic law

32 STRENGTH OF BOND AND THE READER

Normally, the interest of readers goes by Basic Class. Specialisation is also by Basic Class. These form the majority of readers—generalist as well as specialist. Therefore, the above-mentioned sequence of the fifty-one subjects will meet the needs of the majority of readers. This is what we mean by saying that

1 The bond strength is greatest in the left end of the Class Number.

2 The bond strength is the least at the right end of the Class Number.

3 The bond strength decreases gradually as we move from the left end to the right end of the Class Number (*See Chap RQ*).

4 The interests of the majority of readers including specialists

cluster round the strong-bond end of the Class Number.

5 The interests of a small minority of specialists may cluster round the weak-bond end of the Class Number.

6 The interests of some other small minority of readers may cluster round some facet in the middle of the Class Number. The above-mentioned statements will be valid if the Class Number of a subject is got on the basis of an analytico-synthetic classification such as the Colon Classification guided by a set of postulates and principles.

4 Needs of Area Specialists

To consider the insistence of the Five Laws on the equal rights of the minorities for helpful sequence, for convenience and without loss of generality, we may consider the rights of an Area Specialist—that is, one specialising in every subject as it is incident in a specific geographical area. In the case of an Area Specialist with Japan as the focus of his specialisation, the sequence of subjects given by the Class Number given in Sec WB31 will not serve the Five Laws. His interest clusters round 'Japan' occurring generally at the weak-bond end. His needs will be satisfied, if and only if the 22 subjects mentioned in Sec WB31, having 'Japan' or one of its subdivisions as a kernel term, are brought together without the interpolation of books belonging to any of the other 29 subjects. Let us remember that a guided analytico-synthetic classification implies the upholding of the uniqueness of Class Number. Such a scheme, therefore, says, "I cannot serve two masters—two groups of readers with differing interests. I can only serve one group. It is desirable that it is the majority group". The Five Laws protest saying, "For a parent, the weakest child is as important as the strongest. So also for us, the minority specialists are as important as majority specialists and generalists. Library technique should carry out our needs". Classification pleads, "I do not claim to be the only library technique. What I cannot do without causing confusion and inconsistency, I shall ask the catalogue to do. I shall co-operate with the catalogue. I shall spin out the Class Number into a chain. I shall throw out, as a tow for the catalogue, the weak-bond end of a Space Isolate and also any intermediate space facets having less bond strength than the one at the left end—whatever is needed".

5 Help of the Catalogue

The Class Index Entries with Japan (as a whole) as the first heading will bring together the Class Number of all the subjects of interest to the Area Specialist on Japan in the following way.

51 TABLE 2. WITH 'JAPAN' AS FIRST HEADING

SN	Subject heading
1	Japan (in), Adult (of), Education
2	Japan (of), Anthropometry
3	Japan (of), Birds
4	Japan (of), Constitution (of), History
5	Japan (in), Curriculum, Adult (for)
6	Japan (in), History, Mathematics (of)
7	Japan (in), History, Political science (of)
8	Japan (of), Human geography
9	Japan (of), Law
10	Japan (of), Metaphysics
11	Japan (of), Philosophy

52 DIVISIONS OF JAPAN

But a 'Japan specialist' will need also documents on the subjects with Kyushu as Kernel Term. Those will be the following:

53 TABLE 3. WITH KYUSHU AS FIRST HEADING

SN	Subject heading
1	Kyushu (in), Adult (of), Education
2	Kyushu (of), Anthropometry
3	Kyushu (of), Birds
4	Kyushu (of), Constitution (of), History
5	Kyushu (in), Curriculum, Adult (for)
6	Kyushu (in), History, Mathematics (of)
7	Kyushu (in), History, Political science (of)
8	Kyushu (of), Human geography
9	Kyushu (of), Law
10	Kyushu (of), Metaphysics
11	Kyushu (of), Philosophy

54 PROTEST OF LAW 4

The above-mentioned 22 Class Index Entries will ask the 'Japan specialist' to look up 22 different spots in the stack room. In the case of micro documents, it will ask him to look up 22 spots in the classified part of the documentation list. Against this the Fourth Law will say, "This will involve waste of time for the specialist. Very often the specialist may feel too worn out and even too dis-

gusted to go from spot to spot". Against this legitimate protest of the Fourth Law, classification and cataloguing will jointly state as follows: "We do not claim to be the only library techniques. What we cannot do by ourselves we shall ask administrative methods to do."

6 Favoured Collection in a Specialist Library

In a library specialising on Japan, the protest of the Fourth Law can be met by pulling out all the books with "Japan" or any of its divisions as a kernel term in their respective subjects and forming a special collection of them. This will be the Favoured Collection for that specialist library. The books in the Favoured Collection will stand arranged strictly in the sequence of their unique Class Numbers. This will certainly be a help to the specialist. If the library is for Area Specialist in general, the Favoured Collection may consist of sub-collections—one for each area. All the other books will together form the Secondary Collection. Then, in an Area Specialist Library, the resulting sequence of the 51 subjects mentioned in Sec WB31 will be as follows.

61 TABLE 4. PRIMARY COLLECTION

SN	CCN	Subject
JAPAN		
1	Bv42	History of mathematical thought in Japan
2	Bv423	History of mathematical thought in Kyushu
3	K96.42	Birds in Japan
4	R842	Japanese philosophy
5	R842.3	Japanese metaphysics
6	R8423	Kyushu philosophy
7	R8423.3	Kyushu metaphysics
8	T3.42	Adult education in Japan
9	T3.423	Adult education in Kyushu
10	T3:2.42	Curriculum for adult education in Japan
11	T3:2.423	Curriculum for adult education in Kyushu
12	U47.42	Human geography of Japan
13	U47.423	Human geography of Kyushu
14	V42:2	Constitutional history of Japan
15	V423:2	Constitutional history of Kyushu
16	Wv42	History of political thought in Japan
17	Wv423	History of political thought in Kyushu
18	Y742:2	Anthropometry of Japanese
19	Y7423:2	Anthropometry of Kyushu-ites

SN	CCN	Subject
20	Z42	Japanese law
21	Z423	Kyushu law
PERSIA		
22	Bv45	History of mathematical thought in Persia
23	K96.45	Birds in Persia
24	R845	Persian philosophy
25	R845.3	Persian metaphysics
26	T3.45	Adult education in Persia
27	T3:2.45	Curriculum for adult education in Persia
28	U47.45	Human geography in Persia
29	V45:2	Constitutional history of Persia
30	Wv45	History of political thought in Persia
31	Y745:2	Anthropometry of Persians
32	Z45	Persian law
UNITED KINGDOM		
33	Z56	British law
UNITED STATES		
34	Z73	United States law

Then will follow the other subjects, forming the Secondary Collection as shown in Table 5 below.

62 TABLE 5. SECONDARY COLLECTION

SN	CCN	Subject
1	B2	Algebra
2	B3	Analysis
3	K96	Birds
4	K96:2	Anatomy of birds
5	R	Philosophy
6	R3	Metaphysics
7	T3	Adult education
8	T3:2	Curriculum in adult education
9	U47	Human geography
10	U5	Political geography
11	Wa	Bibliography of political science
12	W	Political science

SN	CCN	Subject
13	Y	Sociology
14	Y:2	Anthropometry
15	Z	Law
16	Z(Q7)	Islamic law

The Collection Number for these books may be suitably designed. Perhaps, '42' may be written above the Class Number for the "Japan collection". Similarly, '45' may be written above the Class Number for the "Persia collection", and so on. Similarly, bay guides with legends such as '42 Japan' and '45 Persia' may be put up in the stack room to mark off the respective "Area Collections". The classified part of the catalogue also may be staggered, if preferred, into corresponding number of parts with guide cards, such as, '42 Japan', '45 Persia', etc (See also Part V).

7 Sub-Areas

The sub-areas in the solution mentioned in Sec WB6 raise another problem. The subjects under the heading '42 Japan' include not only those with area '42 Japan' as isolate but also those with sub-area '423 Kyushu' as isolate. In fact, subjects with many other co-ordinate sub-areas as isolates will occur in the "Japan collection". Similarly, subjects with many other sub-sub-areas as isolates will also occur in the collection.

71 MOOT POINT

Should there be a single collection under 'Japan'? Or, should there be several collections under 'Japan'—one for 'Japan' as a whole, one for each of the first order divisions of Japan, one for each of the second order divisions of Japan, and so on, as shown in Table 6 below?

72 TABLE 6. STAGGERING OF PRIMARY COLLECTION

SN	CCN	Subject
1	Bv42	History of mathematical thought in Japan
2	K96.42	Birds in Japan
3	R842	Japanese philosophy
4	R842.3	Japanese metaphysics
5	T3.42	Adult education in Japan

SN	CCN	Subject
6	T3:2.42	Curriculum for adult education in Japan
7	U47.42	Human geography of Japan
8	V42:2	Constitutional history of Japan
9	Wv42	History of political thought in Japan
10	Y742:2	Anthropometry of Japanese
11	Z42	Japanese law
KYUSHU		
12	Rv423	History of mathematical thought in Kyushu
13	K96.423	Birds in Kyushu
14	R8423	Kyushu philosophy
15	R8423,3	Kyushu metaphysics
16	T3.423	Adult education in Kyushu
17	T3:2.423	Curriculum for adult education in Kyushu
18	U47.423	Human geography of Kyushu
19	V423:2	Constitutional history of Kyushu
20	Wv423	History of political thought in Kyushu
21	Y7423:2	Anthropometry of Kyushu-ites
22	Z423	Kyushu law

It is for consideration whether helpfulness of arrangement will not be jeopardised, if the collection is staggered in a detailed way. This is a moot point that will arise if favoured collections are to be formed for isolates at the weak-bond end or even at any intermediate point in the bond-scale in the Class Number. Perhaps, a satisfactory solution can be found to suit the specific context of a particular specialist library. The solution will be different in different contexts.

73 ELEGANT SOLUTION

Let us forget the problem of sub-areas, sub-sub-areas, etc, for the time being. Or, let us assume that it is solved satisfactorily. The method of meeting the needs of minority specialists with the aid of Collection Numbers and the formation of favoured collections preserves the uniqueness of Class Number. Perhaps, this is a more elegant and less disturbing method of serving minority specialists than varying the Class Numbers themselves to suit the interests of different kinds of minority specialists.

CHAPTER WC

SPECIAL CLASSIFICATION VS SPECIAL ENTRIES IN THE CATALOGUE

1 Documentation Lists

The question of forming favoured collections of books in the stack room does not arise in respect of micro documents without independent physical existence but occurring in host macro documents. In their case, their retrieval has to depend only on the documentation list. In the documentation list itself, all the problems discussed in Sec WB3 to WB7 will arise. But there may be one difference. The staggering of the collection of main entries into a number of specialist collections of main entries will involve difficulties and may become uneconomical, unless the documentation list is strictly a local one serving a single specified class of specialists. Similar difficulties will also arise in a library having to serve specialists of different kinds. These difficulties can be met by the enrichment of index entries.

2 Enrichment of Index Entries

B C Tewari of the Indian Council of World Affairs pressed this problem on me at the time of the Library Seminar on Research in the Social Sciences (New Delhi, 1959). Area-grouping may arise in several other specialist interests. When I met P K Garde in November 1964 at the Rutgers Seminar on Colon Classification, he told me that he had faced these difficulties in the ECAFE Library at Bangkok. He had improvised a method to get over this difficulty. That method was to add an 'Area Index Entry'—index entry having the name of a geographical area as the heading for specified areas of interest.

3 Formation of Classified Pocket in the Index

In our discussion, the following solution was arrived at as more economical and helpful. For each main entry, whose Class Number has an Area Isolate Number—be it in Personality Facet or in Space Facet—a duplicate card of the main entry should be prepared. One of these cards should be filled in the normal way in the classified part of the documentation list. On the top of the second card, the name of the area isolate should be added in words. This card should be filed in the proper place in the alphabetical index part. As a result, for example, under the heading 'Japan' in the alphabetical part, will be found together a duplicate set of the main entry cards of all the subjects with Japan or any of its divisions as the

case may be, as the kernel term. These main entry cards will be arranged among themselves according to their class numbers. These will form a classified pocket in the alphabetical index giving the needed help to the Area Specialist working on Japan. Similarly, with every other geographical area. Similarly, with every other isolate term denoting the primary kernel idea of specialisation. The economy in this method is two-fold. In the physical production of the entries for the index part, no appreciable extra cost of typing out is involved. In respect of the mental strain of the users, all the entries relating to, say, 'Japan' will appear in the index part in a helpful sequence. This economy is a subtle hidden one, but of great value.

4 Uneconomical in Generalist Library

The above-mentioned solution may not be economical in a generalist library with but a few specialist readers. In this case, it is more economical to follow the method indicated in Sec WB5.

5 Universally Applicable Solutions

It is advantageous to uphold the Uniqueness of Class Number and meet the requirements of the Five Laws of Library Science with the aid of the catalogue and of administrative method. These solutions to the problem of meeting of the needs of minority specialists are not special to the set of postulates and principles now formulated and used in guiding the design of an analytico-synthetic classification. The same conflict will arise and the same solution will be valid even when any alternative postulates and principles are formulated and brought into use as guides to classification. The solutions suggested are universally applicable.



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S.R. Ranganathan's Postulates and Normative Principles: Applications in Specialized Databases
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