

Lib sc. 7: 1970; PAPER A.

Compound Isolate and Compound Basic Subject :
Evolution of the Concept Through Forty Years.
(Classification problems. 34).

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[The concept of "Divide Locally", necessitated in 1928, has evolved through several stages during the last forty years, as shown in the undermentioned table. The idea of Compound Basic Subject was stimulated in 1968 by the idea of Compound Isolate.

SN	Term	Year	Ed of CC incorporating the term
1	Divide locally	1928	1;1933
2	Auto-biased isolate	1937	2;1939
3	Super-imposed isolate	1960	6;1960
4	Compound isolate	1968	7;1971
5	Amplified Main Subject of Kinds 1 and 2 treated as Levels of Personality	1957	5;1957
6	Compound basic subject	1968	7;1971
7	Special component for compound isolate	1968	7;1971
8	Special use of special component	1968	7;1971

The purpose of this article is to show the continuous and arduous work needed in designing a scheme for classification and improving it towards freedom from fault.]

1 Concept of "Divide Locally"**11 HOW THE NEED AROSE**

The initial design of CC was spread over seven years — 1924 to 1931. The Schedule for Main Subjects was first drawn up in 1924, while still in London. A provisional schedule for the isolates likely to go with the different Main Subjects was also fixed between 1925 and 1926. Then the books in the Madras University Library, going with each Main Subject, were assembled together successively. They were then classified systematically. While doing so, the isolates were sharpened to the extent needed. We reached the Main Subject "L Medicine" in 1928. Then we came across a new situation. The tentative schedule for organs falls into two groups: "1 Regional Organs" and "2 to 8 Functional Organs". But a subject appeared now and then simultaneously covering two organs — such as "Arteries of the forearm" and "Bone of the thigh". "How to manage this?" was the question.

12 TENTATIVE SOLUTION

Many such difficulties arose as we moved on from subject to subject. The books involving such difficulties were set aside for the moment, and work went on with the other books in order to complete the classification of as many books as possible within as short a time as possible. Months and months of concentration led to the slow but partial solution of one such difficulty after another. The first difficulty to be tentatively solved was the one mentioned in Sec 11.

13 ORGAN INSIDE ORGAN

The tentative solution for the case of two organs — one lying within another — being covered by a subject, was indicated in the Schedule of "Organs" in Chap "L Medicine" of the schedule in Part 2 of CC Ed 1 (1933), as illustrated below:—

- 36 Veins (to be divided locally)
- 37 Arteries (to be divided locally)
- 38 Capillaries (to be divided locally)
- 68 Other ductless glands (to be divided locally)
- 74 Peripheral nerves (to be divided locally)
- 75 Sensory nerves (to be divided locally)
- 76 Motor nerves (to be divided locally)

14 MEANING OF 'DIVIDE LOCALLY'

The Rules of CC Ed 1 (1933), explained the term 'Divide Locally' as follows:—

- L13 In schedule L of Part II, some of the subdivisions of the Organ Numbers '3' and '7' are followed by the

remark "to be divided locally". In such cases, the concerned Functional Organ Number is to be amplified by the Bias Number Device, the Number of the Organ served being used as the Bias Number.

L16 In Schedule I of Part II, some of the subdivisions of the Organ Numbers '6' and '8' are followed by the remark "to be divided locally". In such cases, the concerned Functional Organ Number is to be amplified by the Bias Number Device, the Number of the Organ, where the concerned Functioning Organ is located, being used as the Bias Number.

15 BIAS NUMBER DEVICE

A Rule of CC Ed 1 (1933), prescribed 'Bias Number Device' as follows:—

681 The Bias Number Device consists in amplifying the "Basic Number" by the addition of the digit "0" (zero) followed by the appropriate "Bias Number".

For example, L760134 Motor Nerves of Leg.

2 Concept of Auto-Bias Device

21 BETWEEN 1933 AND 1939

Though we succeeded tentatively in meeting this problem by 1933, there was a feeling that it could not be a satisfactory final solution. There were also several other problems needing solution. The strain was becoming unbearable. Consciousness of the risk being taken in using the confidence of the Library Committee and committing the University to the design of a new scheme for classification, often weighed upon the mind.

211 Dewey's Advice

This strain was further increased by the well meant and wise advice that Melvil Dewey gave in one of his letters in 1931. He wrote "It is much wiser to give the tym and muni, which everi librari so urjentli needs, to devyz still another skeme. None will ever be made that is not justli subject to meni criticisms. The librari that adopts sum l skeme in print can blame all its short comings on the author. But if it makes a skeme of its own it is almost sure to spend a larj part of the tym needed for the pressing work of the librari in devyizing, revyizing, and constantli arguing, and in trying to defend the inevitable mistakes". This made me to say to myself, "This would be escapism and evasion of responsibility. I have already gone a long way ahead. No retracing. Either success or ruin".

In those days there was no outsider to find fault and there was no need for defence. But, I myself found fault with my own

tentative solutions. I did not, however, want to defend them to myself. But, I wanted to remove the fault and improve the tentative solutions of one problem after another.

22 FAULT IN THE USE OF BIAS NUMBER DEVICE

The solution of the problem in Medicine given in Sec 15, used Bias Number Device. According to Rule 68 of CC Ed 1 (1933):—

The Bias Number Device is employed for bringing together such of the books in a class as are written with a special bias to some other class or from a special point of view that can be associated with some other class, or for the use of a special class of readers whose primary interest of study is in some other class, or as have some other special relation to some other class. The class to which the book belongs may be termed the 'Basic Class' and its number may be termed the 'Basic Number'. The other class may be termed the 'Bias Class' and its Number may be termed the 'Bias Number'.

In the light of the above Rule, let us consider the illustration of the solution of the problem in Medicine given in Sec 11. In the notational plane the solution will appear as

L136081 Thigh, Bone

If we strictly apply the Rules cited above, the Bias Class Number is L81 and not 81; for "81 Bone" is not a class. Thus we should have in reality,

L1360L81 Thigh, Bone.

23 CAUSE OF THE FAULT

The cause of the fault was due to inadequate terminology. We had not developed the concept of "isolate" in those years. Therefore, whereas the Rule for Bias Number prescribes the Class Number of the Bias Class, we have not used the Class Number of the Bias Class "Bone" in the solution given in Sec 22; but we had unconsciously used only the Isolate Number for the isolate idea "Bone"—namely 81.

24 DISCOVERY OF THE FAULT

This unconscious fault was discovered only a few years after 1933, the year of publication of CC, Ed 1. It was discovered in the course of the incidence of a similar problem in subjects going with the M. in Class "Y Sociology". (In those years the digit-pair "Y1" was used as the number for Sociology instead of the digit "Y". We shall, for convenience, use only the digit "Y" for Sociology in what follows, as it is done now.) In Page 115 of my *Prolegomena* Ed 1 (1937), we argued as

follows:—

A book on Women will get the class number Y15. A book on Middle Class people will get the class number Y53. What about a book on Middle Class Women? Is it to be placed in the class "Y15 Women" or in the class "Y53 Middle Class"? Of course we may say, "Each library may fix one of these places by convention". Suppose it is agreed that such a book is placed in the Class "Y15 Women". Then surely it would happen that all general books on the Sociology of Women, as well as books dealing with Rural Women, Aristocratic Women, Middle Class Women, Women of Military Class, and Harijan Women would all be huddled together without distinction. The fact is that each such class of books require to be placed in a class of greater intension (higher order) of its own, than "Y15 Women". That means, it must be possible for the class "Y15 Women" to be subdivided as the class "Y5 Groups Arising from Birth or Status". This argument brought to conscious level the fact that, it is not the whole class number for a "Group Arising from Birth or Status" that should be used in Bias Device but only the Isolate Number for that Group. This is stating the discovery in modern terminology, because the concept "isolate" had not taken shape at that time.

25 SOLUTION

The way out of the fault was found by developing the Concept of Auto-Bias Device. In this Auto-Bias Device, the Indicator Digit is not "0" (zero), but it is "-" (hyphen). The ordinal value of this new Indicator Digit was prescribed to be between those of the digits "0" (zero) and 1. Originally in 1937, it was the digit "-" (dash) that was prescribed as the Indicator Digit. But we have here stated "-" (hyphen), so as to be in conformity with the current practice. Moreover now the Ordinal Value of "-" (hyphen) is just below that of "a". This is an aside. The Auto-Bias Device will give the Class Number.

Y15-53 for Sociology of middle class women, instead of the class number,

Y15053 for Sociology of middle class women.

The Auto-Bias Device is used to lengthen the chain (to subdivide a class) which ends with a particular isolate in a specific schedule, by further subdividing it by some other Isolate in the same Schedule. This distinction implies an unconscious recognition of the difference between a "Class" and an "Isolate".

26 IMPLEMENTATION OF THE SOLUTION

The solution by Auto-Bias Device was implemented, in CC Ed 2 (1939), not only in "Y Sociology" but also in other subjects such as in "L Medicine" and "U Geography". The Rules part on these subjects indicate the use of Auto-Bias Device.

27 INTRODUCTION OF THE TERM 'FOCUS'

It was difficult to handle and expound the Concept of "Isolate", unconsciously seized in CC, Ed 2 (1939), without a term to denote it. The term 'Focus' was provisionally hit upon to denote the concept, denoted in later years by the term 'Isolate'. This is evident from the following Rule of CC, Ed 3 (1950):—

631 When a focus is not scheduled in a facet but can be got by combining two of the scheduled foci, it is called an "Auto-Biased Focus".

But, even the term 'Focus' was not sufficiently precise. It was a homonym. This difficulty was finally cleared only in the year 1957.

28 INTRODUCTION OF THE TERM 'ISOLATE'

The following Rules in CC Ed 5 (1957), introduced the term 'Isolate' for the first time, as follows:—

62 Each division in a Facet is said to be an "Isolate Focu." or simply an "Isolate".

621 The term 'Isolate' is applicable equally in the Plane of (1) Idea, (2) Notation, and (3) Terminology.

622 In the Plane of Idea, "Isolate [Idea]" is the equivalent of "Isolate".

623 In the Plane of Language, "Isolate Term" is the equivalent of "Isolate".

624 In the Plane of Notation, "Isolate Number" is the equivalent of "Isolate".

In this version the term 'Isolate Focus' has been replaced by the term 'Isolate' in conformity with the current practice. This avoids the homonymous and redundant use of the term 'Focus'.

281 *Re-statement of the Rule about Auto-Bias Device*

The old Rule about Auto-Bias Device was re-stated in CC, Ed 5 (1957), as follows:—

688 When an isolate is not scheduled in a facet but can be regarded as the mutual denudation of two of the scheduled isolates, it is called an Auto-Biased Isolate.

6881 The Number of an Auto-Biased Isolate is got by the Auto-Bias Device.

6882 The Auto-Bias Device consists in connecting

the numbers of the constituent isolates by the Connecting Symbol [Indicator Digit] "-" (hyphen).

6883 The constituent isolate which occurs earlier in the schedule should normally form the first member of an Auto-Biased Isolate.

6884 If the number got by Rule 6883 is unintelligible and the using of the constituent isolate, which occurs later in the Schedule as the first member, it must be made the first member.

6885 If both the sequences of the constituent isolates give intelligible isolate numbers and yield different meanings, the sequences should be determined by the meaning sought to be represented.

These Rules provided a solution to what was described as the fourth unsolved problem in Sec 4224 of my *Library classification: Fundamentals and procedure*, Ed 1 (1944).

Example:

1 In the Schedule of "Organ" Isolates of Chap "L Medicine", 163 is Arms, 36 is Veins, and the Veins of Arms is not scheduled. The number for the last may therefore be fixed as 163-36 or 36-163. Both are intelligible and also specify the same thing. We therefore prefer the former.

2 According to the practice prevalent till this Paper was written, in the Geographical Divisions, 44 is India and 56 is England. 44-56 will mean British Territory in India. 56-44 will similarly mean Indian Territory in Great Britain. Here both the combinations are intelligible. But they specify totally different ideas. The number to be used will, therefore, depend upon what we wish to represent.

A full discussion and more examples will be found in Sec 351 and its subdivisions of my *Library classification: Fundamentals and procedure*, Ed 1 (1944).

3 The Right and the Wrong Use of the Word 'Phase'

31 DISSATISFACTION WITH THE TERM 'AUTO BIAS DEVICE'

The term 'Auto-Bias' was provisionally brought into use in my *Prolegomena* Ed 1 (1937), and in CC, Ed 2 (1939) to Ed 5 (1957), as the term 'Divide locally' was not applicable in the case of all Main Subjects. For, this term implies that the exposition of the first Component Isolate in the Auto-Biased Isolate was biased by the second Component Isolate. That this was not the correct position was felt unconsciously all along. This was the cause of dissatisfaction. The investigation into this problem went on for several years. The stages through which it went, are described in the succeeding subsections.

32 RECOGNITION OF THE CONCEPT "PHASE"

The first step towards clarification and removal of dissatisfaction was the recognition of the concept "Phase". The Rules on this concept are given as follows in CC, Ed 3 (1950):—

8 Phases

81 A specific subject is "One-Phased" when it involves only a single Main Class or any of its sub-classes *ie*, when it constitutes a Simple or Compound Focus [Subject].

82 A specific subject is "Two-Phased" when it is made of two Simple or Compound Foci [Subjects]

820 The focus [Subject] formed by a Two-Phased specific subject is called a "Complex Focus" [Complex Subject].

8201 The constituent of a Two-Phased specific subject, which is the primary subject of exposition or is otherwise deemed to be primary, is called its "First Phase".

8202 The constituents of a Two-Phased specific subject, which is merely affecting the exposition of the First Phase, is called the "Second Phase".

8203 The Class Number of a Two-Phased specific subject is got by inserting a Connecting Symbol [Indicator Digit] between the Class Numbers of the First and the Second Phases.

821 Biasing Phase

The Second Phase is called a "Biasing Phase" if it merely indicates the subject towards which the exposition of the First Phase is biased *ie*, the subject for the specialists in which, the exposition is specially attuned either by selection or by arrangement of topics or by emphasis or by standard or by examples or by other means.

8211 The Connecting Symbol [Indicator Digit] for a Biasing Phase is "0" (zero).

8212 The mode of constructing a Bias-Phased focus [Subject] is called the "Bias Device".

Example:

BOC Mathematics for Physicists.

822 Tool Phase

The Second Phase is called a "Tool Phase" if it is the specific subject with the aid of which the problems belonging to the First Phase are investigated.

8221 The Connecting Symbol [Indicator Digit] for a Tool Phase is normally ":" (colon).

If, however, the foci [Subjects] of the facet of the First Phase, which is prescribed by its facet formula to follow the facet after which the Tool Phase should be added, begins with a capital letter, the Connecting Symbol [Indicator

Digit] is ":9".

8222 A Tool Phase must be more abstract or more artificial than the First Phase.

8223 This mode of constructing a Tool-Phased focus [Subject] is called the "Last Octave Device" or "Penultimate Octave Device" according to the use of the Connecting symbol [Indicator Digit] is ":" (colon) or ":9".

823 Aspect Phase

The Second Phase is called an "Aspect Phase" if it indicates the aspect of the First Phase which is studied.

8231 An Aspect Phase is treated and connected to the First Phase in the same way as a Tool Phase.

Example:

D646:C47 Engines of high output: Thermo-dynamical considerations.

824 Comparison Phase

The Second Phase is called a "Comparison Phase" if it is the specific subject with which the First Phase is compared.

8241 The Connecting Symbol [Indicator Digit] for Comparison Phase is ".c".

8242 When two specific subjects are compared, the one whose Class Number is the smaller ordinal number should be treated as the First Phase.

Example:—

C.cE Physics compared with chemistry.

825 Influencing Phase

The Second Phase is called "Influencing Phase" if it is the specific subject — whose influence on the content or development of the First Phase is studied.

8251 The Connecting Symbol [Indicator Digit] for an Influencing Phase is ".d".

Example:—

W.dU Geopolitics

826 Relation Phase

The Second Phase is called the "Relation Phase" if it is related to the First Phase in any way other than those mentioned in Rules 824 to 825.

8261 The Connecting Symbol [Indicator Digit] for a Relation Phase is ".e".

The same Rules about Phase were continued even in CC, Ed 4 (1952). Apart from the faults in the above definitions of "Phase" having been removed in CC, Ed 6 (1960), the above definitions of "Phase Relation" covered only Subjects and not Isolates. Therefore, the effect of the concept "Phase" did not reach down to the isolates within a schedule. Thus, the dissatisfaction with

the term 'Auto-Bias' continued to exist. The latest clear account about the Inter-Subject Phase Relations, Intra-Facet Phase Relations, and Intra-Array Phase Relations, will be found in Chap SD of my *Prolegomena*, Ed 3 (1967).

33 PHASE RELATION COVERS ISOLATES

The second step towards clarification and removal of dissatisfaction was the taking of the concept "Phase" to the level of Isolates. This was done in CC Ed 5 (1957). The relevant Rules on this subject are the following:—

84 Intra-Facet Relation

It is possible to have books expounding the relation between two isolates in one and the same facet [Schedule] of a class. We shall call it "Intra-Facet Relation".

841 An isolate formed by them bringing into relation two isolates in the same facet [Schedule] shall be called a "Complex Isolate".

842 The following is the table for digits representing the different kinds of "Inter-Subject" and "Intra-Facet" Phase Relations.

Nature of relation	Inter-Subject	Intra-Facet
General	a	j
Bias	b	k
Comparison	c	m
Difference	d	n
Tool	e	p
Influencing	g	r

The Indicator Digit for the digit representing either an Inter-subject or an Intra-Facet Phase Relation, was the digit "0" (zero).

34 DIFFICULTY RESOLVED

The following Rule in CC, Ed 5 (1957), resolved the difficulty by a categorical statement of the difference between "Intra-Facet" and "Auto-Bias".

846 Intra-Facet Relation is different from mutual denudation or Auto-Bias.

35 PERSISTENCE OF THE TERM 'AUTO-BIAS'

In spite of the explicit differentiation between Intra-Facet Relation and Auto-Bias, the term 'Auto-Biased Isolate' persisted in continuing even in CC, Ed 5 (1957), as shown by the following Rule in it:—

688 When an isolate is not scheduled in a facet [Schedule] but can be regarded as the mutual denudation of two of the scheduled isolates, it is called an "Auto-Biased Isolate".

Indeed, traditions die hard. It is particularly so with wrong traditions. It is even more so in the Verbal Plane. The wrong tradition about Auto-Bias Device could not be thrown out easily.

4 Super-Imposition

41 SUGGESTION FROM THE WORD 'DENUDATION'

The dissatisfaction was not fully removed. We were still groping in the dark. Suddenly, the use of the term 'Denudation' gave some clue. But, approach along this line did not for some years give any relief in the difficulty which truly belonged to the verbal plane — the difficulty in using the word 'Auto-Bias'.

42 NEW METHOD OF DENUDATION

In a few years, it was recognised that this method of Denudation was different from the normal method. Normally, Denudation of an Isolate Number is represented by the addition of a substantive digit at its end. But in the so called Auto-Bias Device, Denudation of an Isolate is represented by the addition of the Indicator Digit "-" (hyphen) after the Isolate Number and adding thereafter another isolate Number taken from the same schedule.

43 ANALOGY WITH LAMINATION

The use of the Indicator Digit "-" (hyphen), made us think of the use of other kinds of Indicator Digits used to distinguish one facet from another in the Class Number of a Subject. The term 'Lamination' was taken to indicate the placing of one "Lamina" over the other—that is, one Facet Number over another Facet Number. This can also be looked upon as Super-Imposing of one Facet Number over another. This led us to replace the term 'Auto-Biased Isolate' by the term 'Super-Imposed Isolate'.

44 IMPLEMENTATION OF THE IDEA

This idea was implemented in CC, Ed 6 (1960). The Rules on this are as follows:—

0586 When an isolate is not scheduled in a facet but

can be regarded as the mutual denudation of two of scheduled isolates, it is called a "Super-Imposed Isolate".

05861 The number of a Super-Imposed Isolate is got by Super-Imposition Device.

05962 The Super-Imposition Device consists in connecting the numbers of the constituent Isolates [Components] by a "-" (hyphen).

5 Analogy of Compound Subject

51 DISSATISFACTION PERSISTS

No doubt, the new term 'Super-Imposed Isolate' is not as misleading as the term 'Auto-Biased Isolate'. However, it did not give full satisfaction, as a name to denote two isolates brought together in a way different from Phase Relation. When we attach two or more Railway Carriages together, we do not denote the result by the term 'Attached Carriage'. The term 'Attached Carriage' can only denote the carriage which is attached to another. So also, the term 'Super-Imposed Isolate' can denote only the second isolate imposed on the first isolate. This was the cause of persistence of dissatisfaction. But, until the correct term could be had, I had to use successively the terms 'Auto-Biased Isolate', and 'Super-Imposed Isolate'. It is a well known experience of teachers that the student, so to speak, "swallow" any term, accurate or inaccurate, found in a book or given by a teacher.

511 *Trace of Dissatisfaction in the Face of Five Students only*

In spite of my endeavour to pay attention to even the traces of dissatisfaction visible in the facial expression of students, I seldom found any such trace during most years. But in each of the five batches out of the thirty three, I found one student who was sufficiently sensitive to observe a trace of dissatisfaction in my own face. In each such case the student used to come to me and say, "You were struggling with something while teaching. What was it about?". I used to spend an hour or two with him to explain my difficulty.

512 *Solution from one Student only, about "Hospitality"*

But the discussion with only one of the five students pulled me out of one of my difficulties. He was Mr Ramanathan, deputed for training by the Office of Epigraphy of the Government of India. The difficulty out of which he pulled me was the term 'Hospitality'. I had been using this term ever since I heard it used by Berwick Sayers in the class on library classification in London in 1924. From that moment it had been giving me some inexpressible dissatisfaction. While teaching about

"Hospitality" in the class, the sense of dissatisfaction used to haunt me year after year. But no student, except Ramanathan of 1936 batch, had noticed it. He waited for me in the library till 8 pm, when the library would be closed. He accompanied me in my walk home along the Beach Road in Madras and started asking, "I saw you halting with a sense of dissatisfaction in the class. What was it about?" Being unable to express it directly, I described it in different indirect ways. Ramanathan was an expert in "Nyaya", the system of Indian Logic. About two hours of discussion with him on the road, solved the difficulty by the recognition of the term 'Hospitality' being a homonym used to denote "Hospitality in Array" and "Hospitality in Chain" respectively. [See *Prolegomena*, Ed 1 (1937). Page 99 and 106 respectively]. In fact, these two terms were coined then and there. This resolution of the difficulty in the Verbal Plane made possible further progress in the Idea Plane. When I re-did the same lesson on the next day, using these two ideas, I could find an unmistakable sign of relief and happiness in the faces of all the students. During the 33 years after 1936 these precise expressions have come into vogue not only in my classes but in the classes conducted by my old students. There was no more dissatisfaction on this account.

513 *No Help about "Super-Imposed Isolate"*

But, in respect of the unprecise term 'Super-Imposed Isolate' introduced in 1960 as an improvement over the still worse term 'Auto-Biased Isolate', no help came till 1968. It is worth tracing the slow emergence of the help during these 9 years.

52 ANALOGY WITH LAMINATION OF FACETS

The help was started by the analogy between Super-Imposition of Isolates and Lamination of Facets. We do not denote a subject formed by the Lamination or Super-Imposition of Facets by the term 'Laminated Facet' or 'Super-Imposed Facet'. This gave the clue and led to a re-capitulation of the successive ways in which a satisfactory term was arrived at in the case of faceted subjects.

53 TERM COINED IN 1950

Till 1950, the year of CC, Ed 3, no technical term was introduced to denote a subject formed by Lamination of Facets. Such a subject was described by the term 'Faceted Subject'. In CC, Ed 3 (1950), however, the epithet 'Compound' was introduced as a technical term. The following Rule of CC, Ed 3, is an evidence of it:—

6191 A Focus formed by a Main Class or a Canonical Class or an Amplified Class or by adding to any of these one or more simple Foci appropriate to it, or one or more Common Subdivisions, is called a "Compound Focus". No doubt, the term 'Compound' was introduced by this Rule. A librarian of today will observe that every other term in the Rule—Focus, Main Class, Canonical Class, Amplified Class, Simple Foci, and Common Subdivisions—are quite different from those we use today. In fact, they are all unprecise. We shall see in the succeeding section, how some of these terms were progressively changed.

54 VERSION OF 1952

In CC, Ed 4 (1952) a listless unconscious move was made towards preciseness in the terms going with the word 'Compound'. The first point to be recognised was the homonymous nature of the word 'Focus' in CC, Ed 3 (1950). And the homonym was resolved by the following series of Rules of CC, Ed 4 (1952):—

63 Compound Focus

A subject made of a Basic Class and one or more Isolates is said to be a "Compound Class".

631 The term 'Compound Focus' is applicable equally in the Plane of (1) Idea, (2) Language, and (3) Notation.

632 In the Plane of Idea, "Compound Class" is the equivalent of "Compound Focus".

633 In the Plane of Language, "Compound Term" is the equivalent of "Compound Focus".

634 In the Plane of Notation, "Compound Class Number" is the equivalent of "Compound Focus".

The above Rules have brought out the homonymous nature of the word 'Focus'. It is a generic word used to denote a "Class" in the Idea Plane, a "Term" in the Verbal Plane, and a "Class Number" in the Notational Plane.

Again, the word 'Subject' has been unconsciously allowed, so to speak, to speak in at the beginning of the Rule 63 cited above. This unconscious admission of the word 'Subject' into the terminology was later found to be one in the right direction.

55 NO PROGRESS TILL 1962

Dissatisfaction still continued on account of the classificatory terminology not having been set up with sufficient clarity. This defective terminology was inhibiting any attempt to forward-thinking in the Idea Plane. No doubt, out of sheer necessity due to lack of preparedness, the students had to be dragged through such Rules with unsatisfactory terminology. I was conscious that the students should have had some unexpressed

difficulty in comprehending what they heard in the class and read in the books. But as I have stated in Sec 51, no student expressed his difficulty. Therefore, I had to continue using terminology which was still unsatisfactory to my own mind. I did not teach from 1954 to 1962, except for occasional isolated lectures to the library science students in some universities, both in India and abroad. Further, I was frequently travelling during this period. Therefore, I could not sit down and concentrate on these problems either by myself or along with one or two others. Consequently, there was no improvement in CC, Ed 5 (1957) nor in CC, Ed 6 (1960).

56 PROGRESS THROUGH THE *Prolegomena*

561 *Prolegomena*, Ed 2

For the same reasons which marked no progress in Ed 5 and 6 of CC, *Prolegomena* Ed 2 (1957) also failed in making any progress towards the clarification and establishment of precise terminology in this respect. However, that edition separated out the three Planes of Work — namely, Idea Plane, Verbal Plane, and Notational Plane. This separation paved the way for better thinking when I resumed teaching in 1965.

562 *Indian Standard*

In the year 1963, the Indian Standards Institution brought out a standard glossary of classification terms, prepared by its Documentation Committee under my Chairmanship. It too did not mark any further stage in the progress towards the clarification and establishment of precise terminology.

563 *Prolegomena*, Ed 3

Resuming the teaching of classification was made possible by the establishment of the Documentation Research and Training Centre at Bangalore in 1962. The students admitted to this Centre were experienced and matured. The first batch of lecturers also sat with me in the class. The difficulties in the mind have also been incubating at the subconscious level for several years. These difficulties were essentially in the Verbal Plane, though this plane had clouded the issue in the Idea Plane. A high level discussion in the DRTC class from year to year slowly cleared up the cloud in the Idea Plane and corrected the errors in the Verbal Plane. This process was finalised by 1968.

57 PRESENT VERSION OF THE TERMINOLOGY: COMPOUND SUBJECT

The new version of terminology is being incorporated in CC, Ed 7 (1971). To make the new terminology intelligible, it is reproduced here in full, from Chap "CF Idea Plane" of CC,

Ed 7 (1971):—

1 Idea

In an exceptional person, idea may be directly apprehended through intuition.

But in an ordinary person, idea is the product of thinking, reflecting, imagining, with an occasional trace of intuiting, and other intellectual processes, got by the intellect by integrating with the aid of logic a selection from the apperception mass deposited in the memory.

2 Subject

Subject is a systematised body of ideas, with its extension and intension falling coherently within the field of interest and comfortably within the intellectual competence and the field of inevitable specialisation of a normal person.

3 Isolate Idea

Isolate Idea is any idea or idea-complex fit to form a component of a subject, but no. by itself fit to be a subject.

Example:

1 The term 'Child' denotes an isolate idea. It is not, by itself, fit to be a subject. But it is fit to be a component of many subjects—such as Child Medicine; Child Psychology; Child Education; Sociology of Children; and Legal Status of a Child. When expounded fully and thoroughly, all these subjects cannot fall within the competence of a single normal person. Each will be a subject for a specialist of its own.

2 The term 'Gold' denotes an isolate idea. It is not, by itself, fit to be a subject. But it is fit to be a component of many subjects—such as Chemistry of Gold; Gold Mining; Gold Metallurgy; Goldsmithy; and Economics of Gold. When expounded fully and thoroughly, all these subjects cannot fall within the competence of a single normal person. Each will be a subject for a specialist of its own.

3 The term 'Structure' denotes an isolate idea. It is not, by itself, fit to be a subject. But it is fit to be a component of many subjects—such as Physical Structure; Chemical Structure; Geological Structure; Linguistic structure; Political Structure; and Social Structure. When expounded fully and thoroughly, all these subjects cannot fall within the competence of a single normal person. Each will be a subject for a specialist of its own.

4 The term 'India' denotes an isolate idea. It is not, by itself, fit to be a subject. But it is fit to be a component of many subjects—such as Geology of India; Agriculture

in India; Education in India; Geography of India; and History of India. When expounded fully and thoroughly, all these subjects cannot fall within the competence of a single normal person. Each will be a subject for a specialist of its own.

5 So also the year '1950' cannot be, by itself, a subject. But it is fit to be a component of many subjects treated historically or descriptively.

4 Basic Subject

Basic Subject is a subject without any isolate idea as a component.

401 Each of the following subjects, taken as a whole, is a Basic Subject. By way of comparison, the names of one or two Compound Subjects are given after the Basic Subject terms introduced by the term '*as against*'.

- 1 Mathematics — *as against*, History of Mathematics;
- 2 Geometry — *as against*, Geometry of Solids;
- 3 Ayurvedic Medicine — *as against*, Treatment of Cancer in Ayurveda;
- 4 Child Medicine — *as against*, Children's Disease; and
- 5 High Altitude Medicine — *as against*, High Altitude Physiology.

5 Compound Subject

Compound Subject is a subject with a Basic Subject and one or more Isolate Ideas as components.

Example:— Agriculture of Rice in India in the 1970s.

571 Subject vs Class

It can be seen that in Rule 5 cited above, the term 'Compound Subject' is used instead of the old term 'Compound Class'. This recognises the fact that a subject *qua* subject is not a class. It becomes a class if and only if it is "ranked" and given a definite place in the sequence of all the subjects. The recognition of this difference between 'subject' and "class" has cleared the mind and made progress in thinking possible.

572 Generic Term

Some of the other terms used in a loose way hitherto, have now been given a definite meaning. The following are examples:—

- 1 The term 'Focus' is the generic term used to denote the terms defined in categories 2 to 5 in Sec 57, and in addition a "Complex Subject", not defined in that section.
- 2 The term 'Sharpening of Focus' denotes decreasing

the extension and increasing the intension of a subject or an isolate, as the case may be. It also denotes making a closer approximation to coextensiveness to the subject. Focus is sharpest when coextensiveness is reached.

In the Idea Plane, we may speak of sharpening a Basic Subject, or an Isolate Idea, or a Compound Subject, or a Complex Subject—or in general any subject.

In the Verbal Plane, we may speak of sharpening of a Basic Subject Term, or an Isolate Term, or a Compound Subject Term, or a Complex Subject Term—or in general any Subject Term.

In the Notational Plane, we may speak of sharpening of a Basic Subject Number, or an Isolate Number, or a Compound Class Number, or a Complex Class Number—or in general any Class Number.

3 The term 'Facet' is the generic term used to denote a component of a Compound Subject, such as the Basic Subject or an Isolate Idea.

In the Idea Plane, we may use the term 'Facet Idea'.

In the Verbal Plane, we may use the term 'Facet Term'.

In the Notational Plane, we may use the term 'Facet Number'.

6 Compound Isolate

61 TERMINOLOGY ASSOCIATED WITH COMPOUND ISOLATE

The introduction of the idea "Compound Isolate", led us at last to do away with terms such as 'Divide locally', 'Auto-Biased Isolate', and 'Super-Imposed Isolate'. The term 'Compound Isolate' has now been brought into use. To make the new terminology associated with the term 'Compound Isolate', it is reproduced in full, from Chap "CJ Focus and Facet" of CC, Ed 7 (1971):—

8 Compound Isolate Idea, Term, and Number

81 Compound Isolate Idea

Sometimes it may happen that the isolate idea in an isolate facet of a Compound Subject going with a Basic Subject has to be formed by combining two or more isolate ideas taken from one and the same schedule of isolates. Such a combination of isolate ideas is denoted by the term 'Compound Isolate Idea'.

82 Compound Isolate Facet

An Isolate Facet made of a Compound Isolate idea is denoted by the term 'Compound Isolate Facet'.

83 Sub-Isolate Idea

Each component of a Compound Isolate Idea is denoted by the term 'Sub-Isolate Idea'.

831 Sub-Isolate Facet

Each Component of a Compound Isolate Facet is denoted by the term 'Sub-Isolate Facet'.

84 Principal Sub-Isolate Idea

The first Sub-Isolate Idea in a Compound Isolate Idea is denoted by the term 'Principal Sub-Isolate Idea'. The other Sub-Isolate Ideas are denoted respectively by the terms 'Second Sub-Isolate Idea', 'Third Sub-Isolate Idea', and so on.

841 Principal Sub-Isolate-Facet

The first Sub-Isolate Facet in a Compound Isolate Facet is denoted by the term 'Principal Sub-Isolate Facet'. The other Sub-Isolate Facets are denoted respectively by the terms 'Second Sub-Isolate Facet', 'Third Sub-Isolate Facet', and so on.

62 GENERIC TERMS 'COMPOUND ISOLATE' AND 'SUB-ISOLATE'

The generic term 'Compound Isolate' is used to denote Compound Isolate Idea, Compound Isolate Term, and Compound Isolate Number. So also with the generic terms 'Sub-Isolate', 'Compound Facet', and 'Sub-Facet'.

63 SEQUENCE OF COMPONENT ISOLATES IN A COMPOUND ISOLATE

In Sec 281, the component isolate occurring earlier in the schedule was prescribed as the Principal Component Isolate of a compound isolate, unless the context required the reverse of this. This prescription has been all along giving some dissatisfaction. This problem became acute and assumed great dimensions while designing Depth Schedules of CC for the classification of articles in documentation work. We had been on the look out for a more helpful basic guiding principle in respect of this matter.

64 WALL-PICTURE PRINCIPLE

In Sec N32, of my *Elements of library classifier*, Ed 3 (1962), the Wall-Picture Principle was formulated as a guiding principle to determine the sequence between any two consecutive facets in a Compound Subject. It reads as follows:—

If two facets A and B of a Compound Subject are such that the concept behind B will not be operative unless the

concept behind A is conceded, even as a mural picture is not possible unless the wall exists to draw upon, then the facet A should precede the facet B.

With a little experience it was easy to apply the Wall-Picture Principle in determining the sequence between any two consecutive facets of a Compound Subject.

Example:—

Consider the facets "Disease" and "Cure". The concept of "Cure" cannot become operative unless the concept of "Disease" is conceded. Therefore, the facet "Disease" should precede the facet "Cure".

Again, consider the facets "Disease" and "Prevention". Here also, the concept of "Prevention" cannot become operative unless the concept behind "Disease" is conceded. Therefore, the facet "Disease" should precede the facet "Prevention".

It was then found that the Wall-Picture Principle can also be applied in determining the sequence of component sub-facets in a Compound Facet. It was found that if the enumeration of the isolates in an array or in a schedule is done in such a way that between any two isolates that which corresponds to "Wall" occurs later than that which corresponds to "Picture", then the Components of a Compound Facet will fall in a helpful sequence, if we frame the Rule that the isolate which occurs later in the array or in the schedule should be the Principal Component of a Compound Isolate.

641 *Application to Depth Schedules*

The following example from Commodity Production Engineering illustrates this application:—

We represent "Commodity Production" by D8; and D8, 9c3 as "Production of Screw". This will be the number for the "Host Commodity". For the classification of this Commodity, here is an extract from the Schedule of Personality Isolates:

```

9a By thread fit
    ... ..
9e Friction thread fit
    ... ..
(1) By strength
    ... ..
(8) High strength
    ... ..
(A) By Purpose
    ... ..
(F28) Steel structural work
  
```

Then we get the following result involving a Compound

COMPOUND ISOLATE AND COMPOUND BASIC SUBJECT

Isolate: D8,9c3-(F28)-(8)-9e High strength screw with friction-grip thread, fit for structural steel work.

642 *Helpful Sequence of Compound Subjects*

In this method, the resulting Compound Subjects fall in a helpful sequence. The schedules now being constructed for depth classification follow this method.

643 *Non-Depth Schedules for Books*

The non-depth schedules given for books in the published volumes of CC, were systematically examined from this angle. It was found that nearly 90 per cent of the schedules conform to this method. This should have happened unconsciously or as a result of the Canons for Classification used in designing the later editions of CC. The few schedules, if any, going against this method are to be re-examined and re-done wherever necessary.

7 Compound Basic Subject

The idea "Compound Basic Subject" has been developed in Chap "DD Basic Subjects etc" of CC, Ed 7 (1971). The following are the relevant Rules:—

0 Kinds of Basic Subjects

A Basic Subject may be a Main Subject or a Non-Main Basic Subject.

1 Non-Main Basic Subject

A Non-Main Basic Subject may be one of the following five kinds:—

1 Canonical Basic Subject — that is, a traditional division of a Main Subject, such as "B1 Arithmetic", "B2 Algebra", and "B6 Geometry" in Mathematics.

2 Specials Basic Subject — that is, the subject of study restricted in some special manner, not amounting to any of the Anteriorising Isolates or any other Isolate Ideas.

Example:

L9C Child Medicine;
L9H Female Medicine; and
XX9B Small Industry.

3 Environmented Basic Subject — that is, the entity in the study of a Main Subject being within extra-normal environment such as those illustrated in the schedule in Chap "DC Environmental Divisions" of CC, Ed 7 (1971).

Example:—

C9M42-2;62 Viscosity in low temperature (=Physics low temperature, Viscosity)

L9UG8;3 High altitude physiology (= Medicine high altitude; Physiology)

S9Y55 Psychology of a person amidst alien group environment.

S9Y55;526 Fear in a person amidst alien group (= Psychology alien group; Fear)

4 Systems Basic Subject — that is, the subject of study expounded according to a particular School of Thought other than what is currently popular — that is, Currently Favoured System. For example:—

CN1 Quantum physics;

LB Ayurvedic medicine; and

SN1 Behaviouristic psychology.

5 A Compound Basic Subject is formed by a combination of two or more of the above-mentioned four kinds of modes of derivation of a non-main division of a Basic Subject from its Main Subject. For example:—

CN1-M42 Quantum physics of low temperature;

LB-9UA3-9C Ayurvedic tropical child medicine; and

XM2-9F Private enterprise in socialistic economic system.

The following is the substance from Sec '6 Notational Plane':—

1 A Canonical Division Number begins with an Indo-Arabic numerical;

2 A Specials Number begins with any one of the digit-pairs 9A to 9K;

3 An Environment Number begins with any one of the digit-pairs 9L to 9Y; and

4 A System Number begins with a Roman Capital.

7 Compound Basic Subject Number

In the formation of a Compound Basic Subject, the sequence of combination should be System Division, Environment Division, Specials Division, and Canonical Division, to the extent warranted. For example:—

CN-5 Quantum theory of light

LB-9C Ayurvedic child medicine

LB-9UA3 Ayurvedic tropical medicine

LB-9UA3-9C Ayurvedic tropical child medicine

The method of forming a Compound Basic Subject is on the analogy of forming a Compound Isolate Facet.

71 EARLIER STRUGGLE

The Concept of Compound Basic Subject was developed only in 1968, after the concept of Compound Isolate was developed.

loped. Till then many methods were adopted to represent them. These involved the formulation of terms such as Amplified Main Subject of Kind 1 and Amplified Main Subject of Kind 2 (See CC, Ed 5 (1957), Sec 64; and CC, Ed 6 (1960) Sec 054). Amplified Main Subject of Kind 1 was called "Level-2" of the Fundamental Category Personality, and Amplified Main Subject of Kind 2 was called "Level-1" of the Fundamental Category Personality.

72 VAGUENESS IN THE CONCEPT OF LEVEL

All such make-shifts were due to vagueness in the Concept of Level in respect of the Fundamental Category Personality. This vagueness has now been removed. According to the present concept, all the isolates which are Wholes of Personality, should be enumerated in a single schedule. No two different Whole Isolates of Personality should be put in different schedules and be regarded as belonging to different Levels. It is only the Organs of a typical Whole that should be enumerated in a different schedule and be regarded as belonging to a Later Level. This clarification has led to many useful advances in thought and in practice.

73 FINAL REMOVAL OF DISSATISFACTION

The dissatisfaction with regard to the status of System Divisions, Environment Divisions, Specials Divisions, and Canonical Divisions, forming Basic Subjects, when taken along with the appropriate Main Subjects, got finally cleared up only after the Concept of "Compound Basic Subject" in 1968. This in its turn, was induced by the formation of the Concept of "Compound Isolate" in the same year.

8 Concept of Special Component for a Compound Isolate

81 A NEW PROBLEM

Towards the end of 1968, another new problem arose. The second or the last component of a Compound Isolate sometimes turned out to be such as was incapable of its being an Isolate by itself. To meet this situation, the Concept of "Special Component" was developed.

82 DEFINITION OF SPECIAL COMPONENT FOR COMPOUND ISOLATE

The Special Component for a Compound Isolate is an idea, which is not by itself a subject or an isolate, but which can be used as a Component to be attached to a host Isolate as well as to its subdivisions in order to form a Compound Isolate. Illustrations are given in the succeeding subsections.

83 SPECIAL COMPONENTS FOR COMPOUND ISOLATES OF LANGUAGE

831 *Practice Till 1968*

In the schedules of "P Linguistics" in CC, Ed 4 (1933) to Ed 6 (1960), we had the following:—

9A	Variant	117.D	Old Icelandic
9B	Slang	117.J	Modern Icelandic
9D	Dialect		
9J	Jargon	122.A	Old French
A	Stage	122.F	Middle French
		122.H	Modern French
	(Illustrative divisions of particular languages)	1295.D	Old Irish
		1295.E	Middle Irish
		1295.N	Modern Irish
111	English		
111.D	Old English	15.A	Ancient or Vedic Sanskrit
111.E	Middle English	15.B	Epic Sanskrit
111.J	Modern English	15.C	Classical Sanskrit
113.D	Old German	31.A	Ancient Tamil
113.E	Middle German	31.D	Sangam Tamil
113.J	Modern German	31.J	Modern Tamil
114.D	Old Swedish	33.A	Ancient Kanarese
114.J	Modern Swedish	33.E	Old Kanarese
		33.J	Modern Kanarese
115.D	Old Norse		
115.J	Modern Norwegian		

84 DISSATISFACTION WITH LEVEL FORMATION

From the above illustrations it can be seen that the Variants and Stages of languages have been treated as if they belonged to different levels of the Personality Facet. This caused dissatisfaction. For, it has been realised that it is only an "Organ" of a "Whole" that can form a new Level. Neither a Variant nor a Stage is an "Organ" of the Language concerned. But along with the Language each of them forms a "Whole". Therefore, a Variant or a Stage cannot be taken to form a different Level of the Language concerned. This was got over only after the concept of Compound Isolate was brought into use.

85 COMPOUND LANGUAGE ISOLATE

The following schedule illustrates the effect of the concept of Compound Isolate. It is taken from chap "DE Language Isolates" of CC, Ed 7 (1971);

111-a	Variants of English	111-/185	Yorkshire dialect
111-b	English slang		
111-d	English dialects	111-j	Local jargons of English
	Divisions by (GD)		Divisions by (GD)
	(illustrative)	111-/41	(illustrative) Pidgin English

111-j42	Japlish	117-A	Stages of Icelandic language
111-j44	Anglo-Indian	117-D	Old Icelandic
111-k	Technical jargon of English	117-J	Modern Icelandic
	Divisions by (SD) (illustrative)	122-A	Stages of French language
		122-D	Old French
111-k(B)	for Mathematics	122-F	Middle French
111-k(C6)	for Electricity	122-H	Modern French
111-k(Z)	for Law		
		1295-A	Stages of Irish language
111-A	Stages of English language	1295-D	Old Irish
111-D	Old English	1295-E	Middle Irish
111-E	Middle English	1295-N	Modern Irish
111-J	Modern English		
111-J-d185	Modern Yorkshire English	15-A	Stages of Sanskrit languages
		15-B	Ancient or Vedic Sanskrit
		15-C	Epic Sanskrit
113-A	Stages of German language	15-D	Classical Sanskrit
113-D	Old German		
113-E	Middle German	31-A	Stages of Tamil language
113-J	Modern German	31-B	Ancient Tamil
		31-D	Sangam Tamil
114-A	Stages of Swedish language	31-J	Modern Tamil
114-D	Old Swedish		
114-J	Modern Swedish	33-A	Stages of Kannada language
		33-E	Old Kannada
115-A	Stages of Norwegian language	33-J	Modern Kannada
115-D	Old Norse		
115-J	Modern Norwegian		

86 ZONE FOR SPECIAL COMPONENTS

Except in the case of Space Isolates, special components for compound isolates, should be assigned to Zone (Z— a).

87 SPECIAL COMPONENTS FOR COMPOUND ISOLATES OF SPACE

871 *Practice Till 1968*

In all the editions of CC, the schedule of Space Isolates contain the following divisions:—

1	World	19C	Near
1-0	Empire	19D	Middle
	To be divided by (GD)	19E	Far
	(illustrative)	19F	South-east
1-52	Roman empire	19G	South
1-56	British empire	19L	South-west
		19M	West
16	Atlantic countries	19R	North-west
161	Mediterranean countries	19S	North
167	Baltic countries	19W	North-east
17	Pacific countries	19X	Inside
		19Y	Outside
19	By Zone		
191	Equatorial	1A	Near-Sovereign formation
192	Tropical		To be divided by (CD)
1923	South		(illustrative)
1927	North	1N	League of Nations area
193	Sub-tropical	1N4	United Nations area
195	Temperate	1N48	The Commonwealth area
197	Sub-arctic		
198	Arctic	1(O)	Divisions by (SD)
			(illustrative)
19A	By Orientation	1(P, 111)	English speaking countries
19B	East	1(Q,7)	Muslim countries

There was also the following Rule:—

47 The Isolate Number of an area made of non-contiguous sub-divisions of any geographical division or an orientation division of it, is to be derived from the number of that geographical division on the analogy of the Rules and the schedule for the world.

Example:—

44L	India under Mahratta Power
44M	West Asia
44(P152)	Hindi speaking States of India
4N	Seato

872 *Cause 1 for Dissatisfaction:*

The above-mentioned prescription has been giving dissatisfaction all along. The cause of dissatisfaction can be seen from the following sequence of Isolates.

5	Europe	5973	Latvia
51	Greece	5975	Estonia
52	Italy	59B	East Europe
56	Great Britain and Ireland	59F	South-east Europe
561	England	59S	North Europe

Here the Orientation Divisions, comprehending several political divisions, coming after the political divisions violates the Canon of Decreasing Extension.

873 *Cause 2 for Dissatisfaction*

Further, Homonymous Isolate Numbers, such as the following pair, will occur:—

- 56 Atlantic countries
- 56 Great Britain and Ireland
- 56I Mediterranean countries
- 56I England

This was another cause of dissatisfaction. But till 1968, we had no means of overcoming such difficulties. In 1968, the concept of Compound Isolates formed with "Special Components for Compound Isolates" gave a neat solution. When we were reaching this solution in Bangalore, Shri P B Roy of Calcutta wrote to us about the same difficulty and said that a solution should be found.

874 *Source of Difficulty*

The true cause for this difficulty arose from the fact that the Schedule of Geographical Isolates was a telescoped schedule. In the Idea Plane, "1 World" belonged to Array of "Order 1" and "4 Asia" onwards belonged to Array of "Order 2". That is why the direct application of the divisions of "1 World" caused trouble of the kind indicated in Sec 872 and 873, when such divisions were applied directly to "4 Asia" onwards.

875 *Removal of the Difficulty*

The Schedule of Special Component Isolates for Compound Space Isolates brought into use in 1968 removed this difficulty. Any of these following Special Components may be attached to any Space Isolate of any Level whenever warranted.

Q(...)	By Subject-group	7	Sub-arctic
	<i>Divisions by (SD)</i>	8	Arctic
	<i>illustrative</i>	9I	By Area surrounded by ocean
Q(J,381)	Rice belt		<i>(illustrative)</i>
Q(P,111)	English speaking area	96	Atlantic countries
Q(O,7)	Muslim area	96I	Mediterranean countries
Q(W,6)	Democratic area	97	Pacific countries
Q(Y,691)	Communitistic area		
Q(Y,491)	Underdeveloped area	9A	By Orientation
		9B	East
1	By Zone	9C	Near-east
2	Equatorial	9D	Middle-east
3	Tropical	9E	Far-east
4	Sub-tropical	9F	South-east
5	Temperate	9G	South

9H	South-west	A56	British empire
9J	West		
9M	North-west	B	By Near-sovereign formation
9N	North		<i>Divisions by (CD)</i>
9P	North-east		<i>(Illustrative)</i>
9Q	Centre	N	League of Nations
9R	Inside	N4	United Nations
9S	Outside	N48	The Commonwealth
		N49	NATO countries
A	By Empire	N5	Colombo plan countries
	<i>Divisions by (GD)</i>	N53	SEATO countries
	<i>(illustrative)</i>	N54	Western European Union
A52	Roman empire	N55	CENTO countries
A55	French empire		

875 *Examples of Compound Space Isolate*

The following schedule illustrates the effect of the Concept of Compound Isolate:—

1-0(Q,7)	Islamic countries
1-3	Tropical zones of the world
1-97	Pacific countries
1-9B	Eastern hemisphere
1-A56	British Empire
1-N48	Commonwealth countries
4-g70H-9B	Eastern region of the Himalaya mountains
4-0(W,691)	Communist countries of Asia
4-97	Pacific countries of Asia
4-9F	South-east Asia
4-9F-0J,381)	Rice belt or South-east Asia
4-A56	British Empire in Asia
4-N48	Commonwealth countries of Asia
44-0(J,381)	Rice belt of India
44-9G.05	Cities in South India
44-9P	North-east region of India
44-A56	British India

88 SPECIAL COMPONENTS FOR COMPOUND ISOLATES

881 *B Linguistics*

Here is a small Schedule of Special Components for Compound Isolates to be formed with "11 Vowel" and its subdivisions as the Principal Isolates:—

<i>b</i>	Close	<i>e</i>	Open
<i>c</i>	Half-close	<i>f</i>	Nasal
<i>d</i>	Half-open		

Here is a small Schedule of Special Components for Compound Isolates to be formed with "15 Consonant" and its subdivisions as the Principal Isolate:—

<i>b</i>	Plosive	<i>e</i>	Fricative
<i>c</i>	Lateral	<i>f</i>	Semi-vowel
<i>d</i>	Rolled	<i>g</i>	Nasal

Here is a small Schedule of Special Components for Compound Isolates to be formed with "3 Words" or any of its sub-divisions as the Principal Isolate:—

- | | |
|--------|-----------------|
| b Root | d Compound word |
| c Stem | e Load word |

882 Z Law

The Schedule of Special Components for Compound Isolates to be formed with "17 State" and its subdivisions:—

- Same as the "Organ" Isolates given for Compound Subjects going with "V History".

The Schedule of Special Components for Compound Isolates to be formed with "21 Immovable Property" and its subdivisions:—

- | | |
|------------|--------------|
| b Boundary | f River |
| c Natural | g Watershed |
| d Coast | h Mountain |
| e Lake | j Artificial |

91 Purpose of this Paper

Why did I write this Paper? No doubt, it gives an intensive and subjective experience. Why did I lift the curtain and lay bare an illustration of the successive struggles gone through the last 40 years in developing a small single problem in the Science and Practice of Library Classification and testing the result at every stage by its application to Colon Classification? It has been written in response to questions from the new generation of librarians, "Why are changes made from time to time?" Changes will be necessary unless God Himself presents us with a perfect Library Science and a perfect Scheme for Classification. But, God never does that. He wants us to struggle for ourselves and to work out our own ideas and tools with the help of our own experience and intellect. But neither the experience nor the intellect of a person like me is of an order high enough to put forth something closely approximate to what God would have done. My intellect has to work inch by inch. It takes a whole life-time, in spite of using everything inherited from the predecessors. It has taken me 40 years to clear up, at least partially, this single problem in the Idea Plane, Verbal Plane, and Notational Plane. I say, "partially," because the indicator digit "-" (hyphen) which works quite well up to a certain depth is challenged by possible occurrences in greater depths. So it has been with every other problem in Library Science. Another external reason is that the Universe of Subjects is ever-changing, and the interests of readers too are ever-changing; they demand Library Technique and Library Service to be continuously changed and improved. My successors have still much

to improve upon what has been reached till now. Still others ask me. "How to work in this field so as to get useful results?" This laying bare of my struggle through 40 years to solve a single problem—I have had to solve several problems—is in reply to such questions. Industry, persistence, and single-mindedness are the only tools available for ordinary intellectuals. The Lord has emphasised this in the *Bhagavadgita*. Shri Aurobindo has also emphasised this in the Chapter "Mahasaraswati" in his book *The Mother*. It is that advice of the Lord that has been the kindly light leading me into the path of industry, persistence, and single-mindedness. My prayer is that He should act as the kindly leading light in a similar way to the young librarians of the Gandhian period of reascent India, that I observe are sincerely throbbing to do research in Library Science in order to make the library service in our country improve continuously so as to increase the intellectual joy and output of each citizen to his own full measure and thus help the continuing improvement of the social well-being of humanity in general and of the people of our Motherland in particular.

92 Index

- Note.*— Index number is
Section number.
- Abbreviations used:*—
def = Definition
irt = In relation to
qitr = Quoted in relation to
riit = Referred in relation to
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