LIST OF ANNEXURES

1 GLOSSARY OF LIBRARY CLASSIFICATION TERMS : A SAMPLE.

2 LIBRARY CLASSIFICATION : DEPTH VERSION OF COLON CLASSIFICATION.

3 ALPHABETICAL THESAURUS OF TERMS IN LIBRARY CLASSIFICATION.
CHAPTER A

TERMINOLOGY CONCERNING IDEAS

0 PRE-IDEA STAGES

01 Pure Percept - A meaningful impression, produced by any entity through a single primary sense and de-
posited in the memory. (Prol, 3, CR 11)

Note: A pure percept in the above sense, not associ-
ated with any other pure percept coming in simultaneously or with the memory of an earlier pure percept, will not be possible except perhaps in a new born baby.

Alternate Term - Percept (Webster's, 3)

011 Perception - Reference of a 'percept' to its entity-
correlate outside the mind. (Prol, 3, CR 111)

Note: The impression of a twinkling light-spot in the sky, obtained through the sense of sight, has the distant star as its entity-correlate. The impression produced by the light in the memory is the Percept; and the star is the Perception.

02 Compound Percept - The impression deposited in memory, as a result of the association of two or more 'pure per-
cepts' formed simultaneously or in quick succession.

(Prol, 3, CR 12)
Example: Consider an infant. The sense of sight produces in its memory, the impression of the pure percept of the figure of a Crow. The sense of hearing produces in the memory the impression of the pure percept of the sound 'Caw.... Caw.... Caw'. The two impressions are associated in the memory. The association produces the Compound percept or the "Cawing Figure".

Concept - The formation, deposited in memory, as a result of the association of 'percepts' - 'pure' as well as 'compound' - already deposited in memory. (Prol, 3, CR 13).

Note: The line of demarcation between a compound percept and a concept is not sharp. The former transitions into the latter.

Elemental Concepts - 'Concepts' that cannot be decomposed or split further in a given system. (STIS, AJ2b (1)).

Compound Concept - A 'concept' that can be mentally split or factored or decomposed into separate concepts, the mental addition of which would generally lead back to the initial concept. (STIS, AJ2b (11)).

Apperception - The assimilation of newly received percepts and newly formed concepts already present in the memory. (Prol, 3, CR 131).
Apperception Mass - The 'concepts' already present in memory to which newly received 'percepts' and newly formed 'concepts' are to be assimilated. (Prol, 3, CR 132).

Idea

Idea - The product of thinking, reflecting, imagining, etc. got by the intellect by integrating with the aid of logic, a selection from the 'apperception mass', and/or what is directly apprehended by the intuition, and deposited in the memory. (Prol, 3, CR 2).

Knowledge - The totality of the 'Ideas' conserved by the humans. In this sense Knowledge = Universe of Ideas. (Prol, 3, CR 21).

Information - 'Ideas' communicated by others or obtained by personal study and investigation. (Prol, 3, CR 22).

Note: Knowledge and information are sometimes treated as synonyms.

Subject

Subject - An organized or systematized body of 'ideas', whose extension and intension are likely to fall coherently within the field of interest and comfortably within the intellectual competence and the field of inevitable specialization of a normal person. (Prol, 3, CR 3).
A21

Note: The exposition of a subject may extend in print to several volumes at one extreme, or to only a single volume, or to an article in a periodical, or to a part, or a chapter, or a section of a book, or even to a single word at the other extreme.

22 Isolate Idea — Any 'idea' or idea-complex fit to form a component of a 'subject', but not by itself fit to be deemed to be a subject. (Prol, 3, CR 31).

Example: '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 subject — such as, Child Medicine, Child Psychology, Child Education, Sociology of Children, and Legal Status of 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.

23 Basic Subject — A 'subject' without any 'isolate idea' as a component. (Prol, 3, CR 32).

Example: Mathematics, Geometry; Physics, Radiation.

24 Compound Subject — A 'subject' with a 'basic subject' and one or more 'isolate ideas' as components. (Prol, 3, CR 33).

Example: Study of emotions in psychology. Here "Psychology" is the basic subject, "Emotion" is an isolate idea. (FID/CR 14-W).
Complex Subject - 'Subject' formed by coupling two or more subjects expounding, or on the basis of, some relation between them. (Prol, 3, CR 34)

Example: Mathematics for Physicists; Geo-politics - that is, the influence of Geography on Political formation.

Macro Subject - 'Subject' of great extension and small intension (Prol, 3, CR 36)

Note:

1) A macro subject consists either of (1) A basic subject; or (2) A compound subject, with a basic subject and a few isolates as its components.

2) A macro subject is usually embodied in the form of a book.

Micro Subject - 'Subject' of small extension and great intension. (Prol, 3, CR 37)

Note:

1) A micro subject is a compound subject with a basic subject and a large number of isolates as its components.

2) A micro subject is usually embodied in the form of an article in a periodical, or a part, or chapter, or section of a book, or in the form of a pamphlet.

Spot Subject - 'Subject' of very tiny extension and enormous intension.

Note: It is usually embodied in a single sentence or even in a single word.
3 CLASS AND RANKED ISOLATE

31 Basic Class - A 'basic subject' taken along with its rank, as fixed in the course of the successive assortments of the universe of basic subjects (Prol, 3, CR 41).

32 Ranked Isolate - An Isolate taken along with its rank, as fixed in the course of the successive assortments of the universe of isolate ideas. (Prol, 3, CR 42).

33 Compound Class - A 'compound subject' taken along with its rank, as fixed in the course of the successive assortments of the universe of compound subjects (Prol, 3, CR 43).

34 Complex Class - A 'complex subject' taken along with its rank, as fixed in the course of the successive assortments of the universe of complex subjects. (Prol, 3, CR 44)

35 Class - A generic term used to denote either a 'basic class', or a 'compound class', or a 'complex class' - but not a ranked isolate. (Prol, 3, CR 45)

4 CLASS TERM AND ISOLATE TERM

41 Basic Class Term - Term denoting a 'basic class'; it is the name of the 'basic subject'. (Prol, 3, CR 51)

42 Isolate Term - Term denoting a 'ranked isolate'; it is the name of the isolate. (Prol, 3, CR 52)
Compound Class Term - Term denoting a 'compound class'; it is the name of the 'compound subject'. (Prol, 3, CR 53)

Note: A compound class term may consist of a single term consisting of a word or word-group, or it may consist of a succession of blocks of a basic class term and of isolate terms. The single term is called a derived composite term. If it is expressed in the form of successive blocks of terms, it is said to be made of fundamental constituent terms.

Example: Paediatrics is a derived composite term. It is equivalent to 'Medicine, child', which is made of two fundamental constituent terms.

Complex Class Term - Term denoting a 'complex class'; it is the name of the 'complex subject'. (Prol, 3, CR 54)

Note: It usually consists of the names of the component class term connected by some words as in 'Physics compared with Chemistry'. It may occasionally be a single word or word-group as in 'Geo-politics' standing for 'Political Science influenced by Geography'.

Class Term - Term denoting a 'class-basic, compound, or complex' - but not a ranked isolate; it is the name of the subject. (Prol, 3, CR 55)

Basic Class Number - The number denoting the rank of a basic class and thus representing it. (Prol, 3, CR 61)
52 Isolate Number - The number denoting the rank of a ranked isolate and thus representing it. (Prol, 3, CR 62)

53 Compound Class Number - The number denoting the rank of a 'compound class' and thus representing it. (Prol, 3, CR 63).

54 Complex Class Number - The number denoting the rank of a 'complex class' and thus representing it. (Prol, 3, CR 64)

55 Class Number - The number denoting the rank of either a basic class, or a 'compound class' - but not a ranked isolate. (Prol, 3, CR 65)

Note: - The term 'Class Number' is a generic term used to denote either a basic class number, or a compound class number, or a complex class number - but not an isolate number.

6 Facet - A generic term used to denote any component - be it a 'basic subject' or an isolate - of a 'compound subject', and also its respective ranked forms, terms, and numbers. (Prol, 3, CR 7)

7 Focus - A generic term to denote any isolate or any 'subject' and also the number representing any of them; and the name denoting any of them. (Prol, 3, CR 8)
Sharpening Focus - Decreasing the extension and increasing the intension of the focus. (Prol, 3, CR 81)

Sharpening Basic Focus - A basic focus is sharpened by lengthening its chain. (Prol, 3, CR 82)

Sharpening Isolate Focus - An isolate focus is sharpened by lengthening its chain. (Prol, 3, CR 83)

Sharpening Compound Focus - A compound focus may be sharpened by 1) Increasing the number of its isolate foci; 2) Sharpening its basic focus; 3) Sharpening any of its isolate foci; and 4) Combining the first three, taking all the three or any two together. (Prol, 3, CR 84)

Sharpening Complex Focus - A complex focus can be sharpened by sharpening any of its component classes. (Prol, 3, CR 85)
CHAPTER B

TERMINOLOGY FOR NOTATIONAL SYSTEM

0 NOTATIONAL SYSTEM

0 Notational System - System of ordinal numbers used to represent the classes in a scheme of classification (Prol, 3, HC 0)

01 Notation - 1) A number forming a member of a 'notational system'. (Prol, 3, HC 01)

2) The system of ordinal numbers representing the classes in a scheme of classification. (Lib Sc.2; 1965; 194)

1 DIGIT AND BASE

11 Digit - A single, isolated, primary symbol occurring in a 'notational system'. (Prol, 3, HC 11)

12 Base - A set of digits used by a 'notational system'. (Prol, 3, HC 12)

13 Length of Base - The number of 'digits' in the base of a 'notational system'. (Prol, 3, HC 13)

Note: The length of the base of a notational system using Indo-Arabic numerals alone is 10; Roman capitals alone is 26; using both of them is 36; and so on.
2 BY SHAPE

20 Shape of Number - Pattern formed by the 'digits' in the class number. (Prol, 3, HC 20)

21 Linear Notation - 'Notation' with the digits in the class number arranged in a straight line. (Prol, 3, HC 21)

22 Horizontal Notation - 'Notation' with the digits in the class number arranged in a horizontal straight line. (Prol, 3, HC 22)

221 Right-handed Notation. - 'Notation' with the digits in the class number arranged from left to right in a horizontal straight line. (Prol, 3, HC 221)

Example: 73157

222 Left-handed Notation - 'Notation' in the class number arranged from right to left in a horizontal straight line. (Prol, 3, HC 222)

Example: The number given as example in Sec 221 is written as 75137

23 Vertical Notation - 'Notation' with the digits in the class number arranged in a vertical straight line. (Prol, 3, HC 23)
Downward Notation - 'Notation' with the digits in the class number arranged from top downwards in a vertical straight line. (Prol, 3, HC 231)

Example: 7
3
1
5
7

Upward Notation - 'Notation' with the digits in the class number arranged from bottom upwards in a vertical straight line, (Prol, 3, HC 232)

Example: The number given as example in Sec 231 is written as

7
5
1
3
7

Curved Notation - 'Notation' with the digits in the class number arranged along a curve.

Note: A curved notation takes the name of the curve formed by the digits.

Example: Circular Notation; Elliptic Notation; Parabolic Notation.

Plane Notation - 'Notation' with the digits in the class number arranged in a plane - that is, in two dimensions. (Prol, 3, HC 25)
Example: 7345
6231
9586

251 Suffix Notation - 'Right handed horizontal notation
with one or more digits having a suffix digit added.
(Prol, 3, HC 251)
Example: 240
1

252 Superior Notation - Right handed horizontal notation
with one or more digits having a superior digit - that is,
an index digit-added. (Prol, 3, HC 252)
Example: 240
1

3 DIGITS USED IN NOTATION

30 Species of Digits - A conventional set of 'digits'.
(Prol, 3, HC 40)
Example:
1) Indo-Arabic numerals;
2) Capital letters of the Roman Alphabet;
3) Small letters of the Roman Alphabet;
4) Letters of the Greek alphabet;
5) Letters of the Sanskrit alphabet;
6) Punctuation marks.

31 Pure Base - 'Base' containing one and only 'species
of digits'. (Prol, 3, HC 41)
32 **Mixed Base** — 'Base' containing two or more 'species of digits'. (Prol, 3, HC 42)

33 **Pure Notational System** — A 'notational system' in which no 'class number' contains more than one 'species of digits'. (Prol, 3, HC 43)

Example: 551 HOG ape

34 **Mixed Notational System** — A 'notational system' in which a 'class number' may have two or more species of digits'. (Prol, 3, HC 44)

Example: 2;51 D8,A3:3

35 **Scale of Absolute value** — Regarding the absolute ordinal values of the 'digits', they are conventionally fixed in Indo-Arabic numerals as of increasing sequence while progressing from 0 towards 9. The scale may be similarly fixed for other 'species of digits'. So also any convenient scale may be fixed for the relative values of different species. For example, the Roman Capitals are taken to be of higher ordinal value than the Indo-Arabic numerals in both CC and BC. But it is the reverse in DC. (Prol, 3, HC 45)

4 **NOTATION IN BLOCKS**

41 **Unipartite Notation** — Linear, horizontal, 'right-handed notation' with all the 'digits' written closely so as to form one block. (Prol, 3, HC 51)
Alternate Term: Non-faceted Notation. (Prol, 3, HC 61)

42 Multipartite Notation - Linear, horizontal, 'right handed notation', with the 'digits' separated into blocks of 3 to 6 digits by a space or by a semantically poor (not meaningful) digit - usually a dot. (Prol, 3, HC 42)

5 NOTATION IN FACETS

51 Faceted Notation - 'Multipartite notation' with the blocks of digits connected by a meaningful 'indicator digit', analogous to punctuation marks, each indicator digit indicating the distinctive character of the idea represented by the succeeding block of 'digits'. (Prol, 3, HC 62)

511 Facet Number - The number forming a block in a 'class number' in a 'faceted notation'. (Prol, 3, HC 621)

512 Indicator Digit - A 'digit' that indicate the inter-relation between two component ideas of a 'subject' (Lib Sc. 10; 1973;525)

Alternate Term: Connecting Digit - Any digit in a class number prefixed to a facet number other than the Basic Number (Prol, 3, HC 632)

5 ARRAY IN NOTATIONAL PLANE

60 Array - The set of 'class numbers' or isolate numbers used to represent the classes or ranked isolates, as the
case may be in an array and taken in the sequence of the classes or of the ranked isolates. (Prol, 3, HC 70)

61 Capacity of Array - The maximum number of distinct class number or isolate numbers that can be accommodated in an array. (Prol, 3, HC 71)

62 Empty Digit - A digit with ordinal value but without semantic value. (Prol, 3, HC 72)

Alternate Term: Octavizing Digit (obsolete)

63 Sector Device - A device used for increasing the capacity of an array with the aid of an empty digit. (Prol, 3, HC 73)

64 Sector Notational System - A notational System. (Prol, 3, HC 745).
INDEX

The index number in each entry is the number of the chapter or the section in which the term occurs in this sample glossary. The first letter in the index number denotes the chapter. The Indo-Arabic numerals following the first letter denote the section.

Abbreviation used:

- alter = alternate term to the approved term
- eq term = equivalent term to the approved term
- obs = obsolete term

A

- Apperception A033
- mass A034

Array B60

B

- Base B12

Basic

- class A31
- number A51
- term A41
- subject A23

C

- Capacity of array A61

Class A35

- number A54
- term A45

Complex

- class A34
- number A54
- term A44
- subject A25

Compound

- class A33
- number A53
- term A43
- percept A02
- subject A24

Concept A03

- Connecting digit B512 eq term

Curved notation B24

D

- Digit B11

Downward notation B231

E

- Elemental concept A031

Empty digit A62

F

- Facet A6
- number B511
- Faceted notation B51

Focus A7
Notation (contd.)

H
Horizontal notation B22

I
Idea A11
  isole A22
Indicator digit B512
Information A112
Isolate
  idea A22
  number A52
  term A42

K
Knowledge A11

L
Left-handed notation B222
Length of base B13
Linear notation B21

M
Mixed
  base B82
  notational system B34
Macro subject A26
Micro subject A27
Multipartite notation B42

N
Non-faceted notation B41 alter
Notation B01
  faceted B51
  horizontal B22
  left-handed B222
  linear B21
  multipartite B42

Notation (contd.)
  non-faceted B41 alter
  plane B25
  right-handed B221
  suffix B51
  superior B252
  unipartite B41
  upward B232
  vertical B23
Notational system B0
  mixed B34
  pure B33
  sector A64

Number
  facet B511
  isolate A52

O
Octavising digit B62 obs

P
Percept A01 alter
Plane notation B25
Pure
  base B31
  notational system B33
  percept A01

R
Ranked isolate A32
Right-handed notation B221

S
Sector
  device A63
  notational system A64
Shape of number B20
Sharpening
  basic focus A72
  complex focus A75
  compound focus A74
  focus A71
  isolate focus A73

Species of digits B30

Spot subject A28

Subject A21
  macro A26
  micro A27
  spot A28

Suffix notation B251
  Superior notation B252

T
  Term
  isolate A42

U
  Unipartite notation B41

Upward notation B232
  V
  Vertical notation B23