

CHAPTER CX

RIGIDLY-FACETED CLASSIFICATION

1 Faceted Classification

A Faceted Scheme for Classification consists of schedules of Basic Classes, Common Isolates, and Special Isolates only. In a Faceted Classification there will be no schedule enumerating Compound Subjects. The class number of any Compound Subject is constructed with the aid of the Basic Subjects, the Common Isolates, and the Special Isolates enumerated for each subject. All the schedules are usually short. Many of them may not extend to more than two or three columns. A Faceted Classification will not be overpowered by the emergence of new subjects. They may at best call for new schedules of Isolates and/or extensions of the existing schedules of Basic Subjects and of Isolates. The class numbers of a Compound Subject will have connecting digits of species different from the semantically rich digits used in the schedules for the Basic Class Numbers and the Isolate Numbers. Therefore, all the Compound Class Numbers of a Faceted Classification will be Polythetic.

2 Colon Classification

CC should be said to be the first full-fledged Faceted Classification. Though the term 'Faceted' was not then known, the idea behind it was conceived and put into operation in 1924. This was due to two causes. It was my first year in the library profession. I had no access to the schedules of UDC; but I had read an account of it [161]. I had studied the schedules of DC and LC fairly well. In those years, the chief subjects of my interest were Mathematics, Literature, and Education. In all these subject-fields, I found the enumerative scheme of DC failing to give co-extensive class numbers. I found that this was even worse in the subject History. I could not express what fault in DC was responsible for it. I could not then say that what was needed was a faceted classification. But something was engaging my thought continuously. While in that condition, I happened to see a Meccano Set in one of the Selfridges Stores in London. That gave me the clue. It made me feel that the class number of a subject should really be got by assembling 'Facet Numbers' found in several distinctive schedules, even as a toy is made by assembling an assortment of parts. I chose the digit Colon (:) as the connecting digit for any isolate facet. Further, this also made me feel that a subject should be analysed into facets before its class number could be constructed. In an afternoon talk, W C Berwick Sayers gave his general approval to my pursuing the

design of a scheme for classification on this basis. I soon discovered that most of the schedules were short. I found that the average number of isolates in a schedule did not exceed a hundred; in fact, it was far less. Assuming that one schedule will occupy one page of two columns, about a hundred schedules would occupy a hundred pages. With this schedule of 100 pages it was realised that it was possible to construct class numbers to all the subjects given in DC and LC.

3 Rigidly-Faceted Classification

In a Rigidly-Faceted Scheme for Classification, the facets and their sequence are pre-determined for all the subjects going with a Basic Class. CC Ed 1 (1933), Ed 2 (1939), and Ed 3 (1950) had given a facet formula for each Basic Class. The facet formula amounted to pre-determining the special isolate facets eligible for use and compulsorily to be used in the Compound Subjects going along with the Basic Class. This amounted to a rigidity.

4 Cluttering of Connecting Digits

One implication of the rigid-facet formula was that each one of the facets prescribed by the formula should find a place in any Compound Subject going with the Basic Class concerned. This did not give trouble if a Compound Subject did not present any of the end-facets in the formula. In that case, those facets can be dropped out. But if a Compound Subject did not present any intermediate facet, there was the necessity to insert the connecting digit even for the absent facets. For example, in Engineering, the formula was

D Engineering [Work] : [Secondary work] : [Part] : [Engineering Problem]

The following are some examples of the resulting Class Numbers.

D66 Electrical Engineering

In this subject only the first facet occurs. Therefore, the later facets have been omitted.

D66 : 121 Electrical Generator

In this subject only the first two facets occur. Therefore the last two facets have been omitted.

D66 : 121 : : 4 Design of Electrical Generator

In this subject the Part Facet alone is absent. It occurs in the middle of the facet formula. Therefore, the connecting digit colon needed for it has been inserted immediately after the Secondary Work Number and just before colon preceding the Engineering Problem Number. Thus, two consecutive colons appear in this class number.

D66 : : : 4 Design in Electrical Engineering

In this subject, the second and the third facets are absent but the fourth is present. Therefore, three colons appear together in the