

Gopinath, M.A., ed.  
Memorabilia Ranganathan  
(Sarada Ranganathan Endowment for Library Science, Series 5).  
Bangalore, Sarada Ranganathan Endowment for Library Science, 1994.

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**Digitized:** Spring 2007

**Acknowledgments:** SRELS (A. Neelameghan, K.N. Prasad, K.S. Raghavan, DRTC) and dLIST  
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## *Chapter 12*

# **Classification**

### **CLASSIFICATION AND EDUCATION**

Classification is one of the unavoidable incidents in broadening education into a great highway whereon all can travel to the end of life. It is a technique that is inextricably involved in education – education which is not merely the progressive unfoldment of the personality of each individual to the fullest extent and at his own speed but also a composite social process whereby organised community itself develops its own personality and efficiency. The invention of classificatory language is, therefore, not a mere professional indulgence but a necessity brought on the library profession by its new primary mission of education.

*(12; p392)*

### **CLASSIFICATION AND THINKING**

Indeed, a person gets better educated, his mind gets more acute and analytical, and he becomes a better thinker if he is exposed effectively to the results of classification in the stack room, and in the catalogue, in the indexing periodicals, in abstracting periodicals, and in the organised way in which a book conforming to the principles of classification develops its subjects.

*(7; Sec. XB7)*

### **CLASSIFICATION SHOULD BE TAUGHT**

Today classification is assigned to a late and hurried stage in the course on Logic, chosen only by a section of the students at the university stage. This amounts to a merely formal recognition of its existence. It is necessary that the rudiments of deliberate classification should be taught to every youth before being discharged from school.

*(7; Sec. BB4)*

### **FUNCTION OF THE CLASS NUMBER**

The functions of the Class Number is exhausted as soon as the reader enters the region indicated by it. Thereafter the numbers do not occupy his thought or distract him. His mind is fully occupied with the helpful filiiary way in which the names of his books follow one after another. He is delighted. This delight is at bottom due to the satisfaction

## **Classification**

of unexpressed wants and to the getting of something which he did not know how to ask for. This represents a deeper function to be performed by the library catalogue.

(1; Sec. DC11)

### **CLASSIFICATORY LANGUAGE**

Knowledge all over the world is being diversified along one line and synthesised along another in a continuous almost bewildering flux in varied media, a *lingua franca* with fixed etymology and semantics, and a syntax capable of marshalling and presenting it all in the most helpful filial order is indispensable. Whether he knows it or not, it is involved in the least demand of the most ordinary reader. It is known by those who serve him to be an imperative necessity. It is needed so, to organise contributions to knowledge of all kinds expressed in diverse languages as to establish contact between them and the readers in the measure of their affinity and specificity. Classificatory language is the only *lingua franca* answering this purpose.

(12; p21-2)

### **ARTIFICIALITY OF CLASSIFIED SEQUENCE**

The open access system brings to prominence the necessity for initiating the freshman in the scheme for classification in use. For, under the pressure of the Laws of Library Science, an open access library arranges its books in a classified sequence in accordance with some scheme for classification. However logical the scheme may be, it cannot escape altogether an element of forcedness and artificiality. There is no unique system of natural classification even for the universe of knowledge in abstract. When it comes to classification of embodied knowledge or books, many complications set in.

(8; p88)

### **DEWEY'S NICHE OF FAME**

Dewey has achieved enough to be immortalised and be provided with a special niche of fame, even by his one bold attack on the notational barrier. To exploit the territory so conquered to the maximum possible extent and to consolidate the position – to do that alone – was the task of a life-time. It is easy for us who stand on his shoulders, as it were, to say *He was so near it and yet he did not reach it*, but it would be irresponsible, ungrateful and irreverent to say so.

(12; p332)

### **DEWEY'S CONTRIBUTION**

The first to make classification finer by breaking through the notational barrier with the phenomenal success was Melvil Dewey. He realised the potentiality of decimal fraction











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