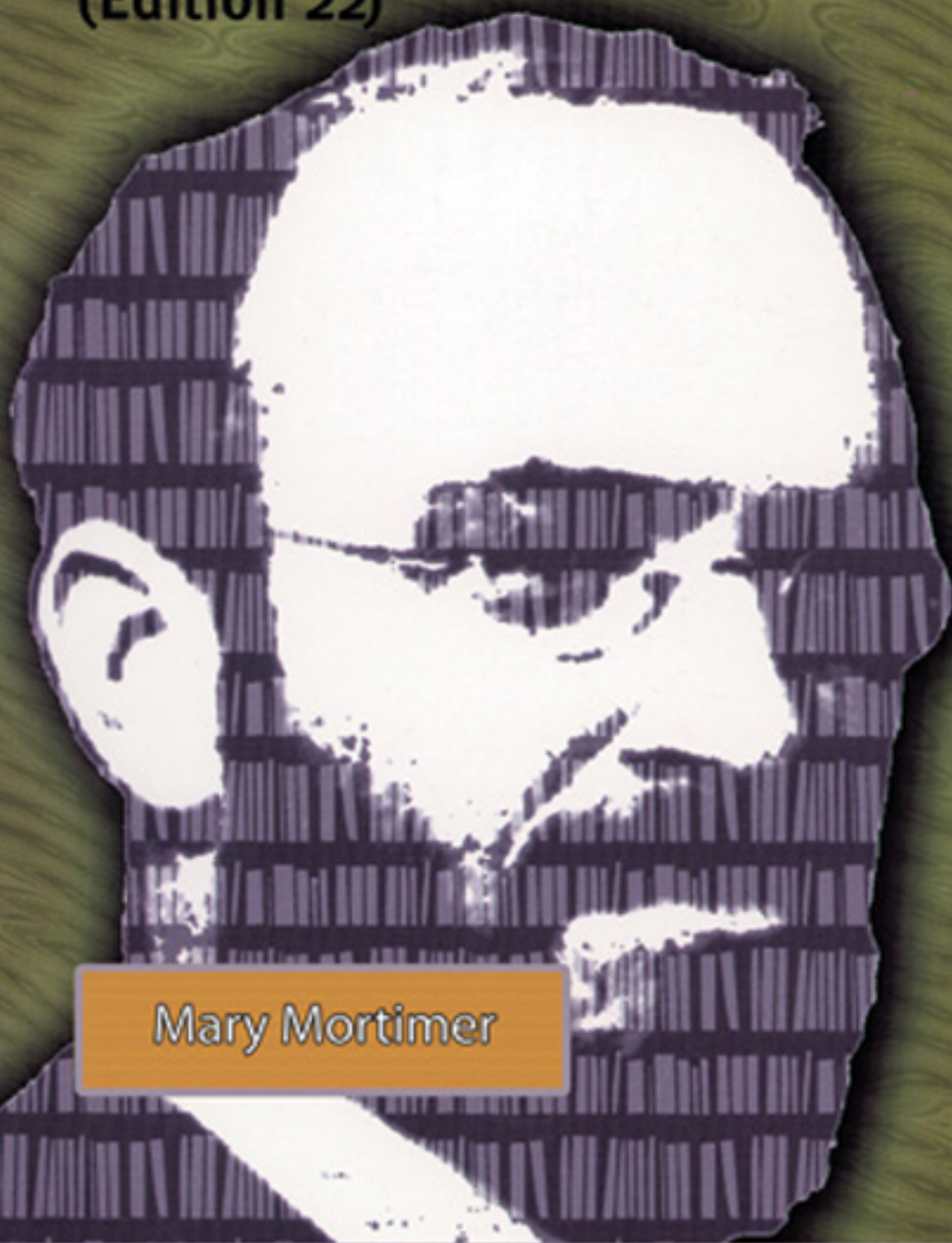


Learn

DEWEY DECIMAL CLASSIFICATION

(Edition 22)



Mary Mortimer



Learn
DEWEY
DECIMAL
CLASSIFICATION
(Edition 22)

FIRST NORTH AMERICAN EDITION

by
Mary Mortimer

TOTALRECALL PUBLICATIONS, INC.

TotalRecall Publications, Inc.

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CONTENTS

Preface	5
1. Introduction to Classification	7
2. Introduction to Dewey Decimal Classification	13
3. Principles of Classifying with DDC	19
4. Components of the Dewey Decimal Classification	27
5. Finding a Number in the Schedules	37
6. Organization of the Schedules	41
7. Number Building and Table 1: Standard Subdivisions	49
8. Table 2: Geographic Areas, Historical Periods, Persons	59
9. Table 3: Subdivisions for the Arts, for Individual Literatures, for Specific Literary Forms	67
10. Table 4: Subdivisions of Individual Languages and Language Families, and Table 6: Languages	77
11. Table 5: Ethnic and National Groups	83
12. Adding from the Schedules	87
13. WebDewey	91
14. More Practice	95
Answers	105
Glossary	127
Bibliography	133
Index	135

PREFACE

This book covers the skills necessary for a classifier using Dewey Decimal Classification in a library or other information agency, whether at a professional or a paraprofessional level. It is equally suitable for use by students studying library science in universities and colleges and others who are studying classification by themselves, either with a specific goal or as part of their continuing professional development. Since most collections are organized according to a library classification scheme, and Dewey Decimal Classification is widely used, especially in public and school libraries, it is important for all library students and most library staff to be familiar with at least the basics.

Throughout the book you will find exercises to practice and test your skills and quizzes to test your understanding. There are answers for checking your exercises at the back of the book. You may not always agree completely with the answers given, and it is useful to check them with a teacher or experienced classifier. Despite the best endeavors of the editors of DDC to standardize the allocation of numbers, there is often room for more than one interpretation or emphasis.

ACKNOWLEDGMENTS

Thanks to my Australian colleagues and students for their suggestions, corrections, and encouragement.

NOTE ON CAPITALIZATION

Titles included in the text are capitalized according to standard library cataloging practice—that is, apart from names, only the first word of the title has a capital letter. This is intended to accustom library students and staff to this style.

Chapter 1

INTRODUCTION TO CLASSIFICATION

Introduction

A classification scheme organizes subjects systematically and shows their relationships.

EXERCISE 1.1

Write down some examples of classification other than library classification:

Library Classification

The basic principle of library classification is to group the items on the shelves according to their subject content, or sometimes literary or bibliographic form.

Works that are used together should be shelved together.

Literary warrant—i.e., the volume of works that have been written, or are likely to be written, on any topic—should be a primary factor in the formulation of a classification scheme.

The Library of Congress Classification scheme is heavily based on this idea, since it was developed using the material actually held in the Library of Congress when the scheme was being developed.

Purposes of Library Classification

Library classification schemes serve to

- bring related items together in a helpful sequence
- provide formal orderly access to the shelves either through a direct search of the shelves (browsing) or via the catalog
- enable easy reshelving of library materials
- provide an order for the classified catalog.

Types of Classification

Enumerative classification attempts to spell out (enumerate) all the single and composite subject concepts required:

e.g., Library of Congress Classification and, to a lesser extent, Dewey Decimal Classification (DDC)

Synthetic classification, also called faceted classification, lists numbers for single concepts and allows the classifier to construct (synthesize) numbers for composite subjects:

e.g., Colon Classification, Universal Decimal Classification, some features of DDC.

Hierarchical classification is based on the division of subjects from the most general to the most specific:

e.g., Dewey Decimal Classification, Library of Congress Classification (to a much lesser extent).

Features of a Classification Scheme

Library classification schemes generally have the following features:

- schedules
- notation
- index
- number building.

Schedules

The schedules are the printed, enumerated classes, divisions, etc., of the scheme, arranged in number order. Schedules range from fairly sparse to extremely detailed. In general, the more enumerative the scheme, the more detailed the schedules; the more synthetic, the slimmer the schedules.

The Library of Congress Classification schedules are much lengthier than the Dewey Decimal Classification schedules, since DDC relies more on number building, whereas LCC lists more of its numbers.

In addition, schedules usually have

- a generalities class
- form classes
- form divisions.

The generalities class is used for very general topics, and comprehensive combinations of topics, e.g., current affairs, general encyclopedias.

Form classes are used for literature. That is, items are grouped not according to subject but according to the literary form—poetry, drama, prose, etc.—in which they are written. These classes also include literary criticism.

Form divisions are used for works on any subject that are presented in a particular bibliographic form, e.g., dictionary, periodical.

Notation

The notation of a classification scheme is the series of symbols that stand for the classes, subclasses, divisions, and subdivisions of classes.

Notation is used to

- indicate a subject
- show its relationship to a class
- provide a sequential order for arrangement.

Pure notation is the use of only one type of symbol, such as numbers—e.g., Dewey Decimal Classification 342.569.

Mixed notation is the use of more than one type of symbol, such as numbers and letters—e.g., Library of Congress Classification TK51011.H37 1994.

Good notation should

- convey order clearly and automatically
- be as brief and simple as possible
- be easy to say, write, and remember
- be flexible, allowing insertion at any point without dislocating the sequence
- facilitate the use of mnemonics (memory aids).

Index

The index is the alphabetical list of the terms used in the schedules, together with the corresponding notation. It provides access to the schedules. It should include, as far as possible, all synonyms for the term and a breakdown of parts of the subject.

There are two types of index:

- specific—with only one entry for each topic mentioned in the schedules
- relative—enumerating all topics and synonyms and showing the relation of each topic to all the disciplines in which it is found.

Number Building

This is the ability of the scheme to allow the construction of notation to include items not specifically mentioned in the schedules.

Criteria of a Successful Classification Scheme

- It should create an order convenient to the user—the main purpose of classification.
- It should be as complete as possible, covering the whole field of knowledge.
- It should proceed from the general to the specific.
- It should be evenly apportioned, so that subjects of equal importance have roughly equivalent space in the schedules.
- It should have
 - generalities and form classes,
 - form and geographical divisions,
 - effective notation, and
 - an alphabetical index.
- It should be able to accommodate new notation as knowledge expands—e.g., new classifications such as computers, environmental issues.
- The terms must be clear and easy to understand, accompanied where necessary by full definitions, the scope of headings, and notes to guide the classifier.
- It should be printed in a form that is easy to handle and consult and enables the user to grasp the structure.
- It must be revised frequently to keep up with new knowledge, new interpretations, and new emphases in the presentation of knowledge.

EXERCISE 1.2

On a large sheet of paper, create a plan of a zoo to house the following animals. Your plan must show some logical system for grouping the animals, although how you do this is up to you.

aardvark	alligator	anaconda	antelope	bison	black swan
brown bear	camel	Cape hunting dog	cheetah	cobra	cockatoo
condor	crocodile	deer	dingo	Indian elephant	emu
frilled-neck lizard		giraffe	goanna	gorilla	hippopotamus
ibis	jaguar	kangaroo	koala	Komodo dragon	kookaburra
leopard	lion	mongoose	monkey		mountain goat
orangutan	ostrich	panther	pelican	platypus	polar bear
tiger	tortoise	water buffalo	white rhinoceros	wolf	zebra

The Needs of the User

A library's classification policy needs to take account of its users and their needs. For example, many public library users regard biographies as a "good read", and are less concerned with the specialization of a famous person than with the interesting life he or she has led. So public libraries are likely to house their biographies together, using the number for general biography, or even the simple location symbol "B". A medical library, on the other hand, is more likely to classify the biographies of medical researchers with the diseases or treatments they have spent much of their lives studying.

How closely a work is classified should also take a library's users into account. A library that has only a few books about bridges does not need to differentiate between concrete bridges, wooden bridges, metal bridges, and so on. However an engineering library with a large collection of works about bridges may decide to classify them very specifically to assist users to find exactly what they want.

A library may supply its catalogers with a list of particular numbers (e.g., for literature) or a statement of general policy (e.g., no more than 8 digits after the decimal point). If the policy is to shorten numbers, the classifier must take care that the number is not reduced arbitrarily, but is still a meaningful number within the classification scheme.

When libraries use another source as the basis for their records (copy cataloging), they need to ensure that the classification number is consistent with their own cataloging and classification policies. This requires familiarity with the policies as well as the classification scheme.

Individual catalogers also make judgments about classification in relation to the library's users, in the same way as other aspects of cataloging take them into account.

Different Sequences

A library usually has several sequences of works in its collection. These can include fiction, non-fiction books for loan, reference works (not for loan), periodicals, children's books, audiovisual materials (which may be divided into different formats—videos, compact discs), and so on.

Fiction is usually indicated by the location symbol “F” and arranged alphabetically by author's surname. Periodicals are sometimes classified, using the same scheme as the main collection, and sometimes arranged alphabetically by title.

Other parts of the collection are either classified, using the same classification scheme, or arranged alphabetically or by their own number (e.g., ISO standards) within their sequence. When a library acquires material in a new format, a decision is made about whether to integrate the material into an existing sequence or house the material separately. If a new sequence is established, a new location and the basis for organizing the material will also be decided.

REVIEW QUIZ 1.3

Use the following questions to review your understanding of library classification. You do not need to write down the answers.

1. Give three reasons for classifying a library collection.
2. What is the difference between enumerative and synthetic classification? Give examples.
3. In what order are classification schedules arranged? Why?
4. What is number building? Why is it a desirable feature of a classification scheme?
5. What is hierarchical classification? How does it work?
6. Why should a library consider the nature of its client group when it classifies its material?

Chapter 2

INTRODUCTION TO DEWEY DECIMAL CLASSIFICATION

Introduction

The Dewey Decimal Classification was developed by Melvil Dewey between 1873 and 1876, when the first edition was published anonymously under the title *A Classification and Subject Index for Cataloguing and Arranging the Books and Pamphlets of a Library*. At that time, libraries used “fixed location” to classify books—that is, the books were kept in a fixed physical space in the library and numbered according to their room, tier, and shelf. They therefore had to be reclassified whenever the library grew beyond its shelving capacity. Dewey’s invention of relative location—numbering books according to their intellectual content—formed the basis of library classification as we know it today.

The first edition of his scheme was a 44-page pamphlet and was based on Dewey’s view of the world of knowledge that is still used today. The scheme was criticized at the time for being too lengthy. It was, however, an immediate success, and in its succeeding editions has become the most widely used classification scheme, being translated into many languages.

The Dewey editorial office has been located in the Decimal Classification Division of the Library of Congress since 1923. The Division allocates over 110,000 numbers annually to works cataloged by the Library of Congress. The editor and four assistant editors responsible for updating DDC work closely with classification specialists, so that they can detect trends in the published literature.

The Decimal Classification Editorial Policy Committee (EPC) is a ten-member international board that advises the editors of DDC on the development of the Classification. EPC represents the interests of all DDC users, and responds to suggestions from many countries and different types of libraries.

DDC is now in its 22nd edition, published in 2003 by OCLC. In recent times it has been revised every 7 to 10 years. There is also an abridged version, with the 14th edition published in 2004.

In 1993 a DOS version of the 20th edition, called *Electronic Dewey*, was published on CD-ROM. *Dewey for Windows*, a Microsoft Windows®-based version of *Electronic Dewey*, was published at the same time as Edition 21 in 1996. These have now been replaced by *WebDewey* and *Abridged WebDewey*, electronic versions of the DDC databases with enhanced interfaces, accessible via the Internet.

Continuous updating of the scheme is achieved electronically by releasing a fully updated version of *WebDewey* quarterly. New numbers and changes to the DDC are posted monthly on the website (www.oclc.org/dewey). Mappings between selected new Library of Congress Subject Headings (LCSH) and Dewey numbers are posted biweekly.

This site also contains up-to-date information about the DDC, DDC products and services, and DDC licensing.

Format of DDC

The 22nd edition of DDC is published in four volumes with almost 4000 pages:

- Volume 1 Introduction, Glossary, Manual, and Tables 1-6
- Volume 2 Schedules 000-599
- Volume 3 Schedules 600-999
- Volume 4 Relative Index

General Characteristics of DDC

Hierarchy

DDC is a hierarchical classification, proceeding from the general to the specific in terms of discipline and subject relationships.

The basic arrangement is by discipline, and the same subject may appear in a number of disciplines. The various aspects of a subject are brought together by the Relative Index.

There are ten classes (see the first summary). Each of the classes from 100 to 900 represents a broad discipline or group of disciplines, whereas the 000 class contains general subjects (generalities) that are not necessarily related disciplines, e.g., newspapers, encyclopedias, computers, and library science.

Each class has ten divisions, represented by the second digit of the notation (see the second summary).

Each division has ten sections, represented by the third digit of the notation (see the third summary).

This hierarchical structure is continued and incorporated in the notation, which is lengthened by one digit for each more specific aspect of the subject.

For example,

- | | |
|----------|--|
| 600 | Technology (Applied sciences) |
| 640 | Home and family management |
| 646 | Sewing, clothing, management of personal and family life |
| 646.7 | Management of personal and family life |
| 646.72 | Care of hair, face, skin, nails |
| 646.724 | Care of hair |
| 646.7248 | Wigs |

Number Building

Over 23,000 numbers are listed in the schedules. However DDC also uses number building to expand the classification scheme and create even more specific numbers.

Numbers are constructed by taking a number from the schedules and adding to it digits from Tables 1-6, or from another part of the schedules.

Tables 1 to 6 allow the classifier to make numbers more specific in relation to time periods, places, types of persons, language, literary form, and so on. For example, the geographic aspect of almost any subject can be included by adding one or more digits from Table 2 (Geographic Areas, Historical Periods, Persons).

Tables in the schedules enable aspects, or facets, of one subject to be applied to another subject. For example, many aspects of particular animals and animal groups are listed only once in the schedules, but can be added to any of the animals with classification numbers between 592 and 599.

The Relative Index

No one class can cover all the aspects of a subject. For many subjects, different aspects are located in different classes. The Relative Index brings together (relates) the different aspects of a topic and the different classes in which they are to be found. Here are some of the entries for the topic Metals:

Metals	669
applied nutrition	613.285
architectural construction	721.044 7
architectural decoration	729.6
biochemistry	572.51
humans	612.015 24
building construction	693.7
building materials	691.8
chemistry	546.3
decorative arts	739
dowsing	133.323 3
economic geology	553.4
foundation materials	624.153 6
handicrafts	745.56
human toxicology	615.925 3
materials science	620.16
metabolism	572.514
human physiology	612.392 4
metallography	669.95
military resources	355.242
mineralogy	549.23
mining	622.34

and so on.

Notation

DDC notation uses only Arabic numerals. Use of only one type of symbol is called pure notation. All numbers contain at least three digits. Where more than three digits are needed, a decimal point follows the third digit.

In the print version of DDC, numbers are written in groups of three digits, with a space between each group—e.g., 344.063 635 1. This is done only to make writing and remembering numbers easier.

Some notation is mnemonic—that is, it is easy to remember some numbers because they are used consistently for a particular topic or subtopic. For example, 9 often represents geography or history, whether in the class 900 History and geography, or in the standard subdivision -09 Historical, geographic, persons treatment.

Segmentation and Reduction

DDC allows for numbers to be reduced if the library requires a shorter number. Some copy cataloging sources, including cataloging-in-publication, show the segmentation of DDC numbers to enable shorter numbers to be identified easily. For example, 025.4'31 means that 025.431 is the complete number, but 025.4 is also correct (although less specific).

If segmentation is not shown, you need to consult the schedules to find a meaningful reduced number. As you develop familiarity with DDC, reduction will often be possible without needing to consult the schedules.

Advantages of DDC

1. DDC was the first classification scheme to use the concept of relative location to organize materials on the shelf.
2. The pure notation (i.e., all Arabic numbers) is recognized internationally.
3. The straightforward numerical sequence facilitates filing and shelving.
4. The Relative Index brings together different aspects of the same subject that are scattered in different disciplines.
5. The hierarchical notation expresses the relationship between and among class numbers.
6. The decimal system enables infinite expansion and subdivision.
7. The mnemonic notation helps users to memorize and recognize class numbers.
8. Periodic revision keeps it up-to-date.

Disadvantages of DDC

1. Its Anglo-American bias is evident in its emphasis on American, English, and European language, literature, and history in the 400s, 800s, and 900s, and Protestantism/Christianity in the 200s.
2. Some related disciplines are separated: e.g., 400 and 800; 300 and 900.
3. Some subjects are not very comfortably placed:
 - e.g., Library science in 000
 - Psychology as part of Philosophy in 100
 - Sports and amusements in 700.
4. In the 800s, literary works by the same author are scattered according to form:
 - e.g., Shakespeare's poems are separated from his plays.
5. Decimal numbering limits its capacity for accommodating subjects on the same level because there can only be 9 divisions (+ 1 general division).
6. Different rates of growth of some disciplines have resulted in an uneven structure:
 - e.g., 300 and 600 are particularly overcrowded.
7. Although theoretically expansion is infinite, it doesn't allow infinite insertion between related numbers, e.g., between 610 and 619.
8. Specificity results in long numbers, which can be awkward for shelving and on spine labels.
9. Altering numbers because of a new edition creates practical problems in libraries:
 - e.g., the need for reclassification, relabeling, and reshelving.

Order of DDC Numbers

DDC numbers are arranged in decimal number order. In other words, after the decimal point, look at each decimal place one at a time and put those numbers in order. Unless they are the same, you will not need to look at the next place.

For example:

3 4 8 . 0 0 3
 3 4 8 . 0 1
 3 4 8 . 0 2
 3 4 8 . 0 2 2
 3 4 8 . 0 4
 3 4 8 . 0 4 1
 3 4 8 . 6
 3 4 8 . 7 4
 3 4 8 . 7 4 4

EXERCISE 2.1

Check the order of these numbers, and correct them where necessary:

616	361
616.11	361.1
616.122	361.02
616.123	361.04
616.125	361.003
616.1237	361.103
616.09	361.2
616.24	361.3
616.201	361.23
616.241	361.301
616.244	361.32
616.200435	361.322
616.240083	361.37
615.954	361.32205
617.44	361.3703
617.80083	361.37025
617.08	361.3205
617.0083	361.320994
616.2009	

REVIEW QUIZ 2.2

Use the following questions to review your understanding of the structure of DDC. You do not need to write down the answers.

1. Describe the overall structure of Dewey Decimal Classification.
2. What is the purpose of the First, Second and Third Summaries? When would you use them?
3. Why is the Relative Index so called?
4. Give three advantages of DDC.
5. Give three disadvantages of DDC.

Chapter 3

PRINCIPLES OF CLASSIFYING WITH DDC

Introduction

The introduction in Volume 1 outlines a number of principles of classifying with Dewey Decimal Classification. The most significant principles are summarized here. It is important to read the introduction and to refer to it from time to time.

Basic Principles of Classification

1. Place a work where it will be most useful.
Classification must take into account the needs of the users, for example, in how specific a number is given.
2. Class a work according to the author's intent.
A book of drawings of dogs may be classified with drawing or with dogs, depending on whether it is intended as a guide to drawing dogs or to identifying breeds of dog.
3. Class by subject, then by form, except in works of the imagination.
An encyclopedia of art is classified with art rather than general encyclopedias.
4. In works of the imagination, class by original language, then literary form, rather than by subject.
An anthology of English-language poems about the weather is classified with English poetry, not meteorology; a French translation of an English play is classified with English drama.
5. Class a work in the most specific area possible.
A work about violins is classified at the specific number for violins rather than the more general number for stringed instruments.
6. Class a work that covers two or more subjects with the one that receives fuller treatment.
A work about airplanes with a chapter on space shuttles is classified at the number for aircraft.
7. If a work includes two subjects in the same discipline which receive equal treatment and are not used to introduce or explain one another, class the work with the subject coming first in the schedules.
A work on physics and chemistry is classified at the number for physics, since it comes first in the schedules.
8. If a work treats two aspects of a subject in different disciplines, class the work at the interdisciplinary number if one is given (provided the work contains significant material on that discipline).
A work on music in education and religious worship is classified at the interdisciplinary number for music.

9. If no emphasis is apparent, class a work on three or more subjects that are all subdivisions of a broader subject with the first higher number that includes them all.
A work on arithmetic, algebra, and calculus is classified at the number for mathematics.
10. Class a work on three or more subjects in different disciplines in the generalities class.
A work on history, geography, economics, and politics is classified in 000 Generalities.
11. Class biographies, autobiographies, diaries and reminiscences either with specific disciplines or together in a general biography section.
In a technical library, the life of an inventor is classified with the invention, whereas in a public library all kinds of biographies may be located together.
12. In general, class a work first by subject then by geographical location.
A work on German architecture is classified first at the number for architecture.
13. When there is a further subdivision and there is a choice between subject and geographical location, choose the subject first.
For a work on the architecture of German school buildings, the number for the architecture of school buildings is assigned before adding a number for Germany.
14. If a subject acts upon another subject, class it under the subject that is acted upon.
A work on decoration in architecture is classified in architecture.
15. If a work has been treated from a particular standpoint, class it in the subject unless it has been considerably altered.
Mathematics for plumbers is classified at the number for mathematics.
16. Works on topics “with special reference to” are classed under the more specific subject.
A work on contagious diseases, especially leprosy, is classified at the number for leprosy.
17. When a subject has no stated place in the classification scheme, use the number of the subject to which it is most closely related.
For advertising on the Internet, use the number for advertising using particular media.
18. When two headings clash, decide which is to prevail, and be consistent in its use.
For political and armed struggle in Ireland, decide between politics and military science in Ireland.
19. Works pro and con a subject go together at the subject.
Works for and against voluntary euthanasia must be found at the same number—this reinforces the principle of objectivity in the library’s collection.
20. Avoid placings that are in the nature of criticism.
Do not place works on prostitution with law or ethics unless they specifically treat legal or ethical issues.
21. Always have a reason for your placing of a work.
You need to know why you assign a particular number.

22. Record all decisions.
Decisions about classification numbers may need to be referred to, to ensure consistent placement of similar works.
23. Read the introduction to the classification scheme.
It is important to understand the approach of those who have created and maintain the scheme.
24. Check the number in the shelf list or catalog.
This will assist in placing like works together.

EXERCISE 3.1

Using the above guidelines, name the subject at which you would classify the following titles, and which principle(s) you have used:

1. Epilepsy is not a dirty word _____
2. Conversations on drawing, painting and sculpture _____
3. Astrology and your child _____
4. The Miami Herald fishing and boating guide _____
5. Society in view: a graphic atlas for the social sciences _____
6. Kiiroi nezumi, by Hisashi Inoue (Japanese novelist, 1946-) _____
7. Enquire within for everything _____
8. Around Seattle: including the shores of Puget Sound (more than half the text deals with Seattle) _____
9. Words on wine: quotations from world literature _____
10. Seven cities of Australia _____
11. The authority and relevance of the Bible in the modern world _____
12. Inflation in Bolivia _____
13. Apples and pears _____
14. The story of the apple _____
15. Apples, oranges, pears and plums _____
16. Peaches, nectarines and plums _____
17. Mechanical harvesting of berry fruit _____
18. Treasury of Canadian landscape painting _____

19. North American guide to compost gardening with detailed instructions on composting _____
20. Keeping faith alive today _____

Classifying with DDC

“Classifying a work with the DDC requires determination of the subject, the disciplinary focus, and, if applicable, the approach or form” (DDC introduction, paragraph 5.1).

Determining the Subject

The classifier needs to examine the work in hand. This examination includes:

- the title—sometimes not very helpful
- the rest of the title information—often much more informative
- the table of contents / chapter headings / subheadings—good indications of the main topics
- the preface / introduction / foreword—usually state the author’s purpose
- scanning the text—confirms or alters your ideas about the subject
- cataloging-in-publication—can be useful, but take care, since it was prepared before the work was published.

If you are unfamiliar with the subject, you may need to consult a subject expert. Very occasionally it is necessary to consult reference works or reviews.

Determining the Discipline

Once you have decided on the subject of the work, choose the discipline in which the subject belongs. For example, if the work is about horses, decide whether it belongs with zoology in natural sciences (if it is about the anatomy and physiology of horses) or animal husbandry in applied sciences (if it is about breeding and rearing horses).

Then you can choose to look first in the Relative Index or go straight to the schedules. Many experienced classifiers turn to the schedules, but while you are learning the structure of DDC, it is usually easier to look up the terms in the Relative Index. The Relative Index offers several numbers for most terms, so your decision about the discipline is important in helping to identify the most likely number. It is still necessary to check the number in the schedules before making the final decision. Never use a classification number direct from the Relative Index without also checking the schedules.

Broad and Close Classification

Broad classification uses the main divisions and subdivisions of a scheme without breaking down into narrower concepts.

Close classification means classifying each work as specifically as possible, using all available subdivisions in the classification scheme.

EXERCISE 3.2

Is the classification of each subject broad or close?

Subject	Classification Heading	Broad / Close
Family therapy	Family therapy	_____
Marital relationship	Marriage & family	_____
Atlanta's history	History of Georgia	_____
Marriage counseling	Family problems & services	_____
Business mathematics	Mathematics	_____
Modern Spanish Bible	Modern language Bibles	_____
The Shakers (religious group)	Adherents of religious groups	_____
Blood	Blood	_____
Banking in Mexico	Mexican banks & banking	_____
Christian Church's views on sex, marriage & family	Christian attitudes on sex, marriage & family	_____

Citation and Preference Order

When a number of aspects (or characteristics or facets) of a subject (e.g., age, gender, place, historical period) need to be considered, citation and preference order give guidelines as to the order in which to deal with them.

Citation Order

Citation order applies when you are allowed to add two or more characteristics when building a number. It is the order in which you are instructed to add aspects of the subject, and is clearly specified in the number-building instruction. For example,

909.04 History with respect to ethnic and national groups

Add to base number 909.04 notation 05-99 from Table 5, e.g., world history of Jews 909.04924; then add 0 and to the result add the numbers following 909 in 909.1-909.8, e.g., world history of Jews in 18th century 909.0492407

In other words, the citation order is

subject + specific ethnic or national group + historical period.

Preference Order

When a subject has more than one characteristic but the rules allow only one to be added, the classifier needs to choose. Preference notes provide guidance; for example,

Except where instructed otherwise, give preference to ethnic group over nationality, e.g. ...

There are also preference tables. For example,

371.91 Education of students with physical disabilities

Unless other instructions are given, observe the following table of preference:

Students with linguistic disorders	371.914
Students with mobility impairments	371.916
Students with blindness & visual impairments	371.911
Students with hearing impairments	371.912

That is, a work on the education of blind and deaf students is classified at 371.911, not 371.912. However, the education of paraplegic blind students is classified at 371.916, not 371.911.

Notes indicating citation and preference order can be found throughout the schedules and tables. It is very important to read all instructions in the sections you are consulting.

Call Numbers

A call number is the number on a library item that shows where it is located. It usually consists of a classification number, a book number and often a location symbol. For example,

REF	location symbol
636.7	classification number
HEW	book number

The classification number indicates the subject of the work and sometimes also the bibliographic form.

The book number relates to the item itself. It is usually taken from the author or the title of the item.

The location symbol shows where the item is housed. For example, a reference work may have “R” or “REF”; an audiovisual item may have “AV”. Location symbols may also indicate a branch of a library system.

Classification Numbers

In DDC, the classification number is taken straight from the schedules or built according to instructions. It can be used with any type of book number. Since call numbers usually have to fit on the spine of the books, some libraries limit the length of the classification number for convenience.

Book Numbers

There are many types of book number. They include:

- a running number for each work at one classification number

e.g.,

625.1	625.1	625.1	625.2
1	2	3	1

This is easy to apply, but does not arrange the works in alphabetical order of author, and separates different editions of the same title.

- the first three (sometimes four) letters of the author's surname, or the title if there is no author (in other words, main entry)

e.g.,

625.1	625.1	625.1	625.2
MAC	MAC	MAD	BAT

This is also easy to apply and arranges the works in alphabetical order of main entry, but results in some call numbers being identical.

- the first three (sometimes four) letters of the author's surname, or the title, followed by a number to make each call number unique

e.g.,

625.1	625.1	625.1	625.2
MAC	MAC.1	MAD	BAT

This arranges the works in approximate alphabetical order of main entry, but more care needs to be taken in allocating the book numbers so as not to duplicate them.

- a Cutter-Sanborn number (also called a Cutter number) taken from the Cutter-Sanborn three-figure author table. This table enables a library to have a unique call number for every item, while maintaining alphabetical arrangement by main entry.

e.g.,

625.1	625.1	625.1	625.2
M118	M135	M179	B329

This arranges the works in alphabetical order of main entry, but it requires use of the Table, and care needs to be taken to allocate book numbers correctly. Detailed instructions on how to create these numbers are included in the Cutter-Sanborn Table.

Biographies

It is common for the book number for biographies to be taken from the subject of the biography, rather than the author. A second symbol is sometimes added to represent the author's surname.

Shelf Listing

A shelf list is the record of the works in a library. Items in the shelf list are arranged in the same order as the works on the shelves.

Before automation, one card from each set of catalog cards was filed in the shelf list, which was accessible only to library staff. It was used

- to guide classifiers as to the use of a particular number
- to check the most recent allocation of book numbers if the library used unique call numbers
- to show classifiers which numbers were used previously, to maintain consistency
- as an aid to collection development, to show the strengths, weaknesses, and gaps in the collection
- as an inventory record for stocktaking
- as a historical and statistical record of the collection
- as an insurance record
- to provide subject bibliographies for reference staff.

Almost all these functions can be performed by the automated catalog, and increasingly libraries do not maintain a separate shelf list:

- The need for a unique call number is reduced, since in most automated systems the circulation records are controlled by a separate barcode.
- Stocktaking (where it still occurs) is done by reading the barcodes on the items with a wand, and using the automated system to compare this information with its database.
- Classification numbers can be checked direct from the catalog.
- Subject bibliographies can be produced by the system.
- In an automated system, each item has only one record with several access points, compared with the several cards for each item in a card catalog. Therefore the catalog is an accurate historical and statistical record and inventory, provided that it is backed up regularly and a backup copy is stored off-site.

Where automated libraries do have a separate shelf list, consideration must be given to its usefulness, compared with the cost of maintaining it.

REVIEW QUIZ 3.3

Use the following questions to review your understanding of the principles of classifying with DDC. You do not need to write down the answers.

1. How much of a work do you need to examine to determine its subject?
2. Why is it important to decide the discipline?
3. Describe the difference between broad and close classification. Give an example.
4. What is citation order? What is preference order? Are they the same?
5. What does a call number consist of, and what is its purpose?
6. List three functions of a traditional shelf list that can be performed by an online catalog.

Chapter 4

COMPONENTS OF THE DEWEY DECIMAL CLASSIFICATION

Introduction

Volume 1 of DDC provides an introduction that explains quite simply the principles, structure and operation of the Classification. Much of it can be read immediately. Leave the sections you find too technical until you have begun to use DDC, and then try again—you will find it all makes sense once you have developed an understanding of the scheme.

Glossary

Volume 1 also contains a glossary of technical terms.

Overview—The Summaries

Ten Main Classes

Dewey Decimal Classification is designed to encompass all knowledge, dividing it into ten very broad classes—one for general works and nine for subject disciplines. This is called the first summary. You may find it useful to memorize it, since knowing the overall structure will help you to use the scheme more effectively.

The summaries can be found at the front of Volume 2.

The first summary lists the ten classes, as shown below:

First Summary

The Ten Main Classes

- 000 Computer science, information & general works
- 100 Philosophy & psychology
- 200 Religion
- 300 Social sciences
- 400 Language
- 500 Science
- 600 Technology
- 700 Arts & recreation
- 800 Literature
- 900 History & geography

EXERCISE 4.1

Once you have identified the subject of a work, you need to place it in one or another of these ten classes.

For example, subject	discipline	class
logic	philosophy	100
Buddhism	religion	200
economics	social sciences	300
Latin grammar	language	400
chemistry	natural science	500
engineering	technology	600
sculpture	the arts	700
poetry	literature	800
history of Indonesia	history	900

Write the class number for each of the following:

1. My book of opera _____
2. A child's Bible _____
3. Three Irish plays _____
4. World Book encyclopedia _____
5. Teach yourself Vietnamese _____
6. The psychology of violence _____
7. Russian rockets _____
8. Physics for beginners _____
9. Road atlas of New Zealand _____
10. Employment of aged persons _____
11. Multicultural education _____
12. Encyclopaedia of Papua New Guinea _____
13. How to draw cartoons _____
14. Introductory philosophy _____
15. Agricultural pest control _____

The Hundred Divisions

Each class is divided into ten divisions. Each division represents a part of the discipline. This is the second summary.

Second Summary *The Hundred Divisions*

000 Computer science, knowledge & systems	500 Science
010 Bibliographies	510 Mathematics
020 Library & information sciences	520 Astronomy
030 Encyclopedias & books of facts	530 Physics
040 [Unassigned]	540 Chemistry
050 Magazines, journals & serials	550 Earth sciences & geology
060 Associations, organizations & museums	560 Fossils & prehistoric life
070 News media, journalism & publishing	570 Life sciences; biology
080 Quotations	580 Plants (Botany)
090 Manuscripts & rare books	590 Animals (Zoology)
100 Philosophy	600 Technology
110 Metaphysics	610 Medicine & health
120 Epistemology	620 Engineering
130 Parapsychology & occultism	630 Agriculture
140 Philosophical schools of thought	640 Home & family management
150 Psychology	650 Management & public relations
160 Logic	660 Chemical engineering
170 Ethics	670 Manufacturing
180 Ancient, medieval & eastern philosophy	680 Manufacture for specific uses
190 Modern western philosophy	690 Building & construction
200 Religion	700 Arts
210 Philosophy & theory of religion	710 Landscaping & area planning
220 The Bible	720 Architecture
230 Christianity & Christian theology	730 Sculpture, ceramics & metalwork
240 Christian practice & observance	740 Drawing & decorative arts
250 Christian pastoral practice & religious orders	750 Painting
260 Christian organization, social work & worship	760 Graphics arts
270 History of Christianity	770 Photography & computer art
280 Christian denominations	780 Music
290 Other religions	790 Sports, games & entertainment
300 Social sciences, sociology & anthropology	800 Literature, rhetoric & criticism
310 Statistics	810 American literature in English
320 Political science	820 English & Old English literatures
330 Economics	830 German & related literatures
340 Law	840 French & related literatures
350 Public administration & military science	850 Italian, Romanian & related literatures
360 Social problems & social services	860 Spanish & Portuguese literatures
370 Education	870 Latin & Italic literatures
380 Commerce, communications & transport	880 Classical & modern Greek literatures
390 Customs, etiquette & folklore	890 Other literatures
400 Language	900 History
410 Linguistics	910 Geography & travel
420 English & Old English languages	920 Biography & genealogy
430 German & related languages	930 History of ancient world (to ca. 499)
440 French & related languages	940 History of Europe
450 Italian, Romanian & related languages	950 History of Asia
460 Spanish & Portuguese languages	960 History of Africa
470 Latin & Italic languages	970 History of North America
480 Classical & modern Greek languages	980 History of South America
490 Other languages	990 History of other areas

EXERCISE 4.2

Using the second summary, write down the number of the division in which each of the following topics belongs. First decide the class, then the division.

1. Audiovisual materials in libraries _____
2. Japanese printmaking _____
3. Growing wheat for export _____
4. Twentieth-century architecture _____
5. A concise history of Chile _____
6. The nursing handbook _____
7. Paleontological studies _____
8. Women into politics _____
9. A historical atlas of ancient Egypt _____
10. Carnivorous plants _____
11. The Methodist Church in the Pacific _____
12. Abortion _____
13. The planet Mars _____
14. How to play hockey _____
15. Learn Polish: an audiovisual approach _____
16. The Oxford English dictionary _____
17. Caring for rare books _____
18. Child psychology _____
19. The legal handbook _____
20. Jewish folktales _____

The Thousand Sections

Each division is divided into ten sections. Each section is a whole number that represents a topic. This is the third summary.

It is useful to spend some time looking through the third summary, since it provides a more detailed overview of the content. However, in order to locate classification numbers, you need to refer to the schedules, usually via the Relative Index. Here is part of the third summary:

Computer science, information & general works

- | | |
|---|---|
| 000 Computer science, information & general works | 050 General serial publications |
| 001 Knowledge | 051 Serials in American English |
| 002 The book | 052 Serials in English |
| 003 Systems | 053 Serials in other Germanic languages |
| 004 Data processing & computer science | 054 Serials in French, Occitan & Catalan |
| 005 Computer programming, programs & data | 055 In Italian, Romanian & related languages |
| 006 Special computer methods | 056 Serials in Spanish & Portuguese |
| 007 [Unassigned] | 057 Serials in Slavic languages |
| 008 [Unassigned] | 058 Serials in Scandinavian languages |
| 009 [Unassigned] | 059 Serials in other languages |
| 010 Bibliography | 060 General organizations & museum science |
| 011 Bibliographies | 061 Organizations in North America |
| 012 Bibliographies of individuals | 062 Organizations in British Isles; in England |
| 013 [Unassigned] | 063 Organizations in central Europe; in Germany |
| 014 Of anonymous & pseudonymous works | 064 Organizations in France & Monaco |
| 015 Bibliographies of works from specific places | 065 Organizations in Italy & adjacent islands |
| 016 Bibliographies of works on specific subjects | 066 In Iberian Peninsular & adjacent islands |
| 017 General subject catalogs | 067 Organizations in eastern Europe; in Russia |
| 018 Catalogs arranged by author, date, etc. | 068 Organizations in other geographic areas |
| 019 Dictionary catalogs | 069 Museum science |
| 020 Library & information sciences | 070 News media, journalism & publishing |
| 021 Library relationships | 071 Newspapers in North America |
| 022 Administration of physical plant | 072 Newspapers in British Isles; in England |
| 023 Personnel management | 073 Newspapers in central Europe; in Germany |
| 024 [Unassigned] | 074 Newspapers in France & Monaco |
| 025 Library operations | 075 Newspapers in Italy & adjacent islands |
| 026 Libraries for specific subjects | 076 In Iberian Peninsular & adjacent islands |
| 027 General libraries | 077 Newspapers in eastern Europe; in Russia |
| 028 Reading & use of other information media | 078 Newspapers in Scandinavia |
| 029 [Unassigned] | 079 Newspapers in other geographic areas |
| 030 General encyclopedic works | 080 General collections |
| 031 Encyclopedias in American English | 081 Collections in American English |
| 032 Encyclopedias in English | 082 Collections in English |
| 033 In other Germanic languages | 083 Collections in other Germanic languages |
| 034 Encyclopedias in French, Occitan & Catalan | 084 Collections in French, Occitan & Catalan |
| 035 In Italian, Romanian & related languages | 085 In Italian, Romanian & related languages |
| 036 Encyclopedias in Spanish & Portuguese | 086 Collections in Spanish & Portuguese |
| 037 Encyclopedias in Slavic languages | 087 Collections in Slavic languages |
| 038 Encyclopedias in Scandinavian languages | 088 Collections in Scandinavian languages |
| 039 Encyclopedias in other languages | 089 Collections in other languages |
| 040 [Unassigned] | 090 Manuscripts & rare books |
| 041 [Unassigned] | 091 Manuscripts |
| 042 [Unassigned] | 092 Block books |
| 043 [Unassigned] | 093 Incunabula |
| 044 [Unassigned] | 094 Printed books |
| 045 [Unassigned] | 095 Books notable for bindings |
| 046 [Unassigned] | 096 Books notable for illustrations |
| 047 [Unassigned] | 097 Books notable for ownership or origin |
| 048 [Unassigned] | 098 Prohibited works, forgeries & hoaxes |
| 049 [Unassigned] | 099 Books notable for format |

EXERCISE 4.3

Using the third summary, decide the section in which each of the following titles belongs. First decide the class, then the division, then look for the section.

- | | |
|-------------------------------------|-------|
| 1. Developing educational curricula | _____ |
| 2. Harrap's new German grammar | _____ |
| 3. The plays of William Shakespeare | _____ |
| 4. Electricity | _____ |
| 5. Let's visit Kenya | _____ |
| 6. The philosophy of Socrates | _____ |
| 7. Southeast Asian cooking | _____ |
| 8. What bird is that? | _____ |
| 9. Journalism in the new Russia | _____ |
| 10. Steam trains for enthusiasts | _____ |
| 11. Islam | _____ |
| 12. Introduction to trout fishing | _____ |

The Schedules**Introduction**

The schedules provide a systematic breakdown of the main classes, their divisions and their sections. More than 23,000 numbers are listed in a straight numerical sequence from 000 to 999. In addition, numbers can be made by using the number-building features of DDC, which are treated in Chapters 7-12.

The principle of hierarchy that governs the scheme means:

broad numbers—broad subjects		specific numbers—specific subjects	
e.g., 500	science	551.6365	long-range weather forecasting
780	music	787.8719366	techniques for playing the guitar left-handed

In general, the longer the DDC number, the more specific is the subject it represents.

Hierarchy in the Schedules

In the overall hierarchy of DDC the ten classes are divided into 100 divisions and 1,000 sections. Each division is a specific aspect of its main class, and (almost) every section is a specific aspect of the division in which it is found.

For example,

within 900 History and geography
we find 930 History of ancient world

within 930 History of ancient world
we find 938 Greece (history of ancient)

This principle extends into the schedules.

For example,

900 History and geography
930 History of ancient world to ca. 499
938 Greece to 323 (history of)
938.03 Persian Wars, 500-479 B.C. (part of the history of Greece to 323)

Here each topic within 900 (History and geography) is a more specific aspect of the subject above it.

In this example, 938.03 is described as subordinate to 938; 938 is superordinate to 938.03.

EXERCISE 4.4

Using the above example, complete the following:

1. 900 is superordinate to _____.
2. 930 is _____ to 900.
3. _____ is subordinate to 938.

Layout of the Hierarchical Structure

The layout of the schedules shows the hierarchy both by type size and by indentation. Here is the same hierarchy again as printed in the schedules, showing clearly the subordination of the more specific numbers:

900 History and geography
930 History of ancient world to ca. 499
938 Greece to 323
0938.03 Persian Wars, 500-479 B.C.

As you read the subordinate numbers, remember to include the superordinate headings above, since they are not always repeated for each more specific topic.

The Tables

DDC contains six auxiliary tables, which are used to build more specific numbers than are listed in the schedules.

For example, for almost every topic, it may be necessary to add a geographic aspect—e.g., there may be works on trade unionism in most places. So that the schedules do not have to list each topic for every place, the scheme allows a constant number for a place to be added to the number for almost any topic. The numbers for geographic places are found in a table.

In the same way, there are dictionaries or encyclopedias of many subjects. DDC allows the classifier to construct a specific number for a dictionary of religion by adding to the schedule number for religion a number from a table that represents dictionaries.

The tables are:

Table 1	Standard subdivisions
Table 2	Geographic areas, historical periods, persons
Table 3	Subdivisions for the arts, for individual literatures, for specific literary forms
Table 4	Subdivisions of individual languages and language families
Table 5	Ethnic and national groups
Table 6	Languages

Numbers in the tables are intended to be used only with numbers from the schedules, never alone. They are always quoted as T1-, T2-, T3-, etc., to show that they are added to an existing classification number.

The tables follow the introduction in Volume 1. Numbers can only be added from the tables by following particular rules. The tables are treated in Chapters 7-11.

The Manual

The Manual gives advice about how to classify difficult topics, especially where it may be hard to choose between two possible numbers.

For example, building and architecture are in different places in the classification scheme (Building is in the 600s; Architecture is in the 700s). It is sometimes difficult to decide where some works about buildings and building design belong. The relevant parts of the Schedules, 690.1 and 721, refer to the Manual - *See Manual at 721 vs. 690.1*. The Manual at 721 vs. 690.1 explains the specific uses of each number, and concludes “If in doubt, prefer 721.”

It is very useful to consult the Manual when assistance or more information is needed. It follows the Introduction in Volume 1.

The Relative Index

The Relative Index relates subjects to the disciplines of which they are part. The subjects are arranged alphabetically showing the disciplines in which they are treated.

For example,

Computers	004
access control	005.8
management	658.478
elementary education	374.34
engineering	621.39
instructional use	371.334
adult level	374.26
elementary level	372.133 4
law	343.099 9
music	780.285
composition	781.34
musical instruments	786.76
social effects	303.483 4

The first number given (004) is the interdisciplinary number for a work on computers. Listed below the heading are alternative numbers for computers, depending on the discipline in which they belong or the aspect of the subject being emphasized.

It is important to decide on the class before consulting the Relative Index. Then the class will help locate the best number for the subject.

For example, the electronic performance of computers belongs in Technology (600s). Look at the index entry above. There are only two numbers in the 600s—one in the 620s (Engineering) and one in the 650s (Management). So the number 621.39 seems the best choice.

Terms in the Relative Index

The following are included in the Relative Index:

- terms found in the headings and notes of the schedules
- synonyms
- selected terms in common use
- names of countries, their states and provinces
- names of counties in the U.S.
- names of capital cities and other important municipalities
- names of certain important geographical features, e.g., Pacific Ocean
- heads of state used to identify historical periods, e.g., Louis XIV
- founders of religion, e.g., Muhammad
- initiators of schools of thought, e.g., Adam Smith.

Place names and proper names should be in *AACR2 (Anglo-American Cataloguing Rules 2nd Edition)* format.

The following are *not* included in the Relative Index:

- phrases beginning with the adjective form of languages and countries, e.g., American short stories, French cooking
- phrases containing general concepts represented by standard subdivisions such as education, statistics, laboratories and management, e.g., art education, educational statistics

The Relative Index is found in Volume 4.

REVIEW QUIZ 4.5

Use the following questions to review your understanding of the components of DDC. You do not need to write down the answers.

1. What is the importance of disciplines in the Dewey Decimal Classification?
2. What is hierarchy in DDC and why is it important?
3. In the hierarchy
150 Psychology
155 Differential and developmental psychology
155.4 Child psychology
is 155 superordinate to, coordinate with, or subordinate to 155.4? What does this mean?
4. If a DDC number is very long, is it more likely to be a specific number or a broad number? Why?
5. What is the role of the auxiliary tables?
6. Does the index contain all the subjects listed in the schedules?
7. Why is it called the Relative Index?
8. In this excerpt from the Relative Index, what is the interdisciplinary number for helicopters?

Helicopters	387.733 52
engineering	629.133 352
military engineering	623.746 047
piloting	629.132 525 2
transportation services	387.733 52
9. Where would you look for a comparison of the use of 550 (Earth sciences) and 910 (Geography and travel)?
10. Where in DDC will you find a definition of the “rule of three”? What is it?

Chapter 5

FINDING A NUMBER IN THE SCHEDULES

Introduction

To classify a work, first determine the subject, then the discipline to which the subject belongs.

It is also important to consider the nature of the collection and its users and whether there are any library policies (e.g., location of particular items, level of specificity, maximum number of digits) that may affect the classification.

Specific Aspects of a Subject

As well as a whole subject being more or less specific, aspects or facets of a subject can be more or less important. For example, to classify the topic “Breeding horses in Montana in the 1970s”, you must identify the main subject and each of the aspects of the subject.

In this example:

Main subject:	Breeding horses
Secondary aspect:	in Montana
Secondary aspect:	in the 1970s.

Some classification numbers will allow you to include both secondary aspects of the subject and others will not. Sometimes, you will have to decide which of the secondary aspects is more important. Sometimes the citation or preference order makes this decision.

EXERCISE 5.1

For the following titles, identify the main subject and as many secondary aspects of the subject (in any order) as you think there are.

1. An illustrated history of 15th century Japan

Main subject: _____

Secondary aspect: _____

Secondary aspect: _____

2. A dictionary of terms for motorists

Main subject: _____

Secondary aspect: _____

3. The history of glass-blowing in Venice in the Middle Ages

Main subject: _____

Secondary aspect: _____

Secondary aspect: _____

Secondary aspect: _____

Begin with the Class

Since the classes govern the overall structure, once you have decided what the work is about, determine the class in which the main subject belongs.

Next, identify all the secondary aspects of the work and then the importance of each of these aspects.

For example,

Censorship in Iran: an encyclopedia

Main subject:	Censorship
Discipline (class):	Social sciences (300)
Secondary aspects:	Iran Encyclopedia
Order of importance:	1 - Censorship 2 - Iran 3 - Encyclopedia

Looking for DDC Numbers: A Summary

1. Determine:
 - i. subject
 - ii. discipline (class)
 - iii. significant parts of the subject
 - iv. significant order of the parts.
2. Look up the subject in the index, choosing the number that corresponds to the discipline.
3. Check the number in the schedules to ensure that
 - i. it is correct
 - ii. it is at the required level of specificity.

Note: Never classify directly from the index. Always check the schedules.

Searching the Relative Index

Once you have decided what the work is about, choose the most specific description of the subject. Always search the index first for the most specific term. If the term is not found, try a broader term.

Terms are arranged alphabetically, word by word. Terms are indented below the main heading. The DDC numbers are spaced at every third number after the decimal point; this is only for convenience of reading.

See-also references are used for synonyms and for references to broader and related terms.

EXERCISE 5.2

Assign DDC numbers to each of the following subjects.

- i. Decide what the subject is.
- ii. Decide which class it belongs to.
- iii. Look in the index for as specific a topic as possible.
- iv. Check the number in the schedules.

1. Keyword indexing: an introduction to KWIC and KWOC

Class _____ Specific term(s) _____

DDC number _____

2. Laws relating to the disposal of human remains

Class _____ Specific term(s) _____

DDC number _____

3. Home care nursing

Class _____ Specific term(s) _____

DDC number _____

4. Homosexuality—right or wrong?

Class _____ Specific term(s) _____

DDC number _____

5. The twelve tribes of ancient Israel

Class _____ Specific term(s) _____

DDC number _____

6. Build your house with adobe bricks

Class _____ Specific term(s) _____

DDC number _____

7. Blood banks—a public service

Class _____ Specific term(s) _____

DDC number _____

8. God in Islam

Class _____ Specific term(s) _____

DDC number _____

9. How volcanoes are formed

Class _____ Specific term(s) _____

DDC number _____

10. Family counseling

Class _____ Specific term(s) _____

DDC number _____

11. The psychology of perception

Class _____ Specific term(s) _____

DDC number _____

12. Ancient Chinese philosophy

Class _____ Specific term(s) _____

DDC number _____

13. Hazardous toys

Class _____ Specific term(s) _____

DDC number _____

14. Architecture of school buildings

Class _____ Specific term(s) _____

DDC number _____

15. The causes of World War II

Class _____ Specific term(s) _____

DDC number _____

Chapter 6

ORGANIZATION OF THE SCHEDULES

Reading the Schedules

Reading the full number and its complete heading depends on understanding the principle of hierarchy.

Here is an extract from the schedules:

302 *Social sciences*

.2 **Communication**

.2223 Symbols

To read the whole number, include the number at the top of the page, since most of the entries only show the decimal portion. So,

.2223 Symbols

is not the whole number. Find the superordinate (whole) number 302 at the top of this page to read the number as 302.2223.

Similarly, the heading

.2223 Symbols

is not clear, until you read back up the hierarchy to the heading above:

.2 Communication

So, 302.2223 means Symbols of communication.

EXERCISE 6.1

DDC numbers are hierarchical. Here is an example of the hierarchy:

796.8309

700	The arts
790	Recreational and performing arts
796	Athletic and outdoor sports and games
796.8	Combat sports
796.83	Boxing
796.8309	History of boxing

Reconstruct these numbers in the same way, showing the hierarchy and including in each heading enough detail to identify the complete heading:

1. 345.072

2. 659.143

3. 375.001

4. 599.972

5. 910.452

Interpreting the Schedules

Here is another extract. Open Volume 2 at this section of the schedules and study it alongside the explanations below:

300 Social sciences

Class here behavioral studies, social studies

This is a **class-here** note that tells us what to use the number for

Class a specific behavioral science with the subject, e.g., psychology 150 ...

This is a **class-elsewhere** note, which refers us to a different number

For language, see 400; for history, see 900

These are **see references** which direct us to other locations for specific parts of the subject

See Manual at 300; also at 150; also at 300 vs. 600

This **see-Manual** note directs us to more detailed explanations in the Manual

SUMMARY
300.1-.9 Standard subdivisions
301 Sociology and anthropology
302 Social interaction
303 Social processes
304 Factors affecting social behavior
305 Social groups
306 Culture and institutions
307 Communities
...

The many **summaries** of the coverage of a division or a number may help you find your way around

301 Sociology and anthropology

...
[.019] Psychological principles
Do not use; class in 302

Square brackets are used when numbers are not to be used, because the number is not assigned, or has been relocated or discontinued

Options

Parentheses are used for optional numbers that may suit individual libraries but are not part of the standard notation.

For example, DDC recognizes that Christianity is not the main religion of many users of the Classification. So, at 291, it provides this option:

(Option: To give preferred treatment or shorter numbers to a specific religion other than Christianity, class it in this number, and add to base number 291 the numbers following the base number for that religion in 292-299, e.g., Hinduism 291, Mahabharata 291.923. Other options are described at 290)

A few other optional numbers are also included, e.g.,

(330.159) Socialist and related schools
(Optional number; prefer 335)

Centered Entries

Many headings refer to a span of numbers rather than a single number. In these cases, the heading is printed in the center of the page and is marked by the symbol > in the number column.

For example,

> 930-990 History of ancient world; of specific continents, countries, localities; of extraterrestrial worlds

All instructions under this heading apply to all numbers in the range 930-990. This saves having to provide the same information separately for each number.

Other Notes

There are other notes in the schedules, most of which are self-explanatory.

It is very important to read the relevant section of the schedule, including checking the hierarchy and reading all the notes that apply to your number, as well as the superordinate numbers in the appropriate part of the hierarchy.

For example, when checking the number 693.22 Building with sun-dried blocks, it is useful to read the notes at 693, 690.1 and 690. Also read the Manual entry at 721 vs. 690.1, which is referred to under 690.1 Structural elements.

EXERCISE 6.2

Find an example of each of these in the schedules. If you are not sure what a term means, check the glossary in Volume 1 of DDC or at the back of this book.

1. A heading _____
2. A summary _____
3. A centered heading _____
4. A subordinate number _____
5. A relocated topic _____
6. A class-elsewhere note _____
7. A see-also reference _____
8. A see reference _____
9. A scope note _____
10. An option _____

EXERCISE 6.3

Which is the correct number in each of the following groups?

- i. Find each number in the schedules and identify the topic it represents
- ii. Choose the number that most closely represents the subject given

1. Sodium vapor lighting in public areas

621.3276

621.324

628.95

2. Decorative horn carving

788.94

681.8

736.6

3. Gold in folklore

398.3

398.365

549.23

739.22

553.41

4. Victims of crime

364.44

362.88

363.23

365.46

5. Household heating

665.5384

621.4025

644.1

6. Prevention of heart disease

616.12

617.412

641.56311

614.5912

EXERCISE 6.4

Find DDC numbers for the following using the index and the schedules:

1. The history of the Punic Wars

2. An introduction to photochemistry

3. Big game hunting

4. How valleys are formed

5. The Ouija board in spiritualism

6. The identification of waterbirds

7. How to read maps _____
8. The Lutheran Church in America _____
9. New ideas in tax reform _____
10. Unemployment resulting from technological change _____
11. Cycle racing _____
12. Behavior of people in disasters _____
13. Electricity from the wind _____
14. Cleaning clothes at home _____
15. Sculpture in wax and wood _____

EXERCISE 6.5

Find DDC numbers for the following using the index and the schedules:

1. Ethiopia under Italian rule _____
2. Drawing and preparing maps _____
3. Social responsibility of executive management _____
4. Talismans in witchcraft _____
5. Rules of Parliament _____
6. Detergent technology _____
7. Military intelligence _____
8. Ultrasonic vibrations _____
9. Design of roadworks _____
10. Sculpture in the twentieth century _____
11. Plant diseases _____
12. Speed drills for typing _____
13. The ethics of government _____
14. Music for the guitar _____
15. Discipline in the classroom _____
16. Zodiac: an astrological guide _____

17. Making trousers commercially

18. Looking after your pet canary

EXERCISE 6.6

Find DDC numbers for the following using the index and the schedules:

1. An introduction to the violin and other bowed string instruments

2. Design and construction of clocks

3. Cookery in restaurants

4. How to code computer programs

5. The use of radio in adult education

6. Evolution of microbes

7. Growing carrots in the home garden

8. Techniques for indoor photography

9. Eighteenth-century sculpture

10. Manufacture of paper

11. Triplets, quads and more: an obstetric guide

12. The Panama Canal: modern aid to transportation

13. The physics of auroras

14. Flying fishes and seahorses: odd marine creatures

15. A guide to cooking with pressure cookers

Chapter 7

NUMBER-BUILDING AND

TABLE 1: STANDARD SUBDIVISIONS

Introduction

DDC began as an enumerative classification scheme. That is, all the numbers were listed, and the classifier simply looked them up. Over time, the scheme has provided for more numbers to be constructed (synthesized) by adding to a number in the schedules.

Numbers can be built by adding to a base number

- from a table
- from another part of the schedule.

Chapters 7-11 deal with the auxiliary tables. Adding from another part of the schedules is covered in Chapter 12.

The Auxiliary Tables

The auxiliary tables in DDC are intended to be used only with numbers from the schedules, never alone. They are always quoted as T1-, T2-, T3-, etc., to show that they are added to an existing classification number. There are six auxiliary tables:

Table 1	Standard subdivisions
Table 2	Geographic areas, historical periods, persons
Table 3	Subdivisions for the arts, for individual literatures, for specific literary forms
Table 4	Subdivisions of individual languages and language families
Table 5	Ethnic and national groups
Table 6	Languages

With the exception of the standard subdivisions, they are only to be added to a classification number when special instructions appear at that number.

Unless special instructions are given, only one number from an auxiliary table can be added to a classification number. If more than one applies to a work, there is a table of preference on page 186 of Volume 1, and the classifier must choose the number that appears first in that table.

Table 1: Standard Subdivisions

In nonfiction materials, there are some regular patterns of treatment. For example, in a subject such as Psychology, there are works that deal with:

- Philosophy and theory of psychology
- Research in psychology
- History of psychology
- Psychology as practiced in different parts of the world

In the same way, a subject may appear in a number of recognized forms, e.g.,

- | | |
|----------------------|--------------|
| Serial | Illustrated |
| Directory | Dictionary |
| Tables or statistics | Encyclopedia |

In DDC, these regularly recurring forms or treatments of a subject are recognized as “standard” methods. This allows a work to be classified at its main subject and added to by using numbers from Table 1.

No special instructions from the schedules are needed to add standard subdivisions. They can be added freely, when needed, to any classification number, although only one is added for any one work.

Useful standard subdivisions include:

- 01 Philosophy and theory
- 022 Illustrations, models, miniatures
- 025 Directories of persons and organizations
- 03 Dictionaries, encyclopedias, concordances
- 05 Serial publications
- 06 Organizations and management
- 07 Education, research, related topics
- 08 History and description with respect to kinds of persons
- 09 Historical, geographic, persons treatment

The standard subdivision -09 is sometimes combined with numbers from Table 2, so that the geographic treatment can be linked to a specific country or location, e.g.,

Number from schedules	364	Criminology
+ standard subdivision	-09	Geographical treatment
+ number from Table 2	-773 11	Chicago
	= 364.0977311	Criminology in Chicago

Purposes of Standard Subdivisions

Standard subdivisions are used

- to make a classification number more specific
- to distinguish between different ways of treating the subject
- to describe how a work is treated, so that items dealing with a “big” subject can be grouped together on the shelves, e.g.,

Brown	Smith
Theory of	Banking
banking	theory
332.101	332.101

As standard subdivisions begin with -0, DDC ensures that these “standard” treatments of the subject can be shelved in their groups before the subject is further subdivided in the tables, e.g.,

Brown	Smith	Adams	Carter
Theory of	History of	Commercial	Theory of
banking	banking	banks	commercial banks
332.101	332.109	332.12	332.120 1

If the schedules are already full at the -0 number, there are special directions on how to apply standard subdivisions at those numbers. Usually -001, -002, -003, etc., are used to keep the standard subdivisions at the beginning of the number for the topic.

Principles for Applying Standard Subdivisions

1. They must never be used alone, but only with a number from the schedules. This is why they are always quoted as T1-01, -03 etc. The dash is not used in the combined number; it simply shows that the number is incomplete.
2. The digits in the standard subdivisions may be applied to any base number. If the base number is less than 3 digits, combine it with the standard subdivisions number, and add the decimal point where necessary, e.g.,

Base number for technology	6 +	
Trademarks & service marks		-0275
Trademarks & service marks of products	=	602.75
3. Do not add one standard subdivision to another, unless there are specific instructions to do so.

When Not to Use the Standard Subdivisions

Although standard subdivisions are applicable throughout the schedules, under some circumstances they should not be used:

- When the number is already built into the schedules (e.g., 501, 502, 503). Always check the classification number to see if this is the case. Do not try to add standard subdivisions to a number found in the index.
- When they would be redundant (i.e., if the base number already means safety measures, it would be unnecessary to add -0289—safety measures).
- When there is an instruction not to use the standard subdivisions.
- When the subject of the work is more specific than the classification number. For example, a work on Black widow spiders has to be classified at 595.44—Spiders, because there is no number that is more specific. In this case, don't add a standard subdivision. Many kinds of spiders will have to be grouped at this number, and in future editions of DDC new numbers may be developed to separate them. This space to add more specific numbers is called "standing room". Since any addition to the number now may conflict with a future expansion of the number, do not build further.

How to Add from Table 1

1. Identify the subject proper, and then the element(s) represented by standard subdivision(s).
2. Classify the subject proper using the Relative Index and checking in the schedules.
3. Find the notation you need for the standard subdivision, either using the Relative Index or directly from Table 1.
4. Check the schedules to see whether there are any instructions about standard subdivisions.
5. Add the table number to the schedule number.
6. Check the schedules again to ensure there is no conflict with a number or instruction.

For example,

Encyclopedia of international law				
Law of nations	341 +			
Encyclopedia		-03	=	341.03
The terminology of stars				
Stars	523.8 +			
Terminology		-014	=	523.801 4
Civil engineering as a profession				
Civil engineering	624 +			
As a profession		-023	=	624.023
Workbooks in algebra				
Algebra	512 +			
Workbooks		-076		
But 512 Algebra lists				
.001-.009 Standard subdivisions				
So				
Workbooks in algebra			=	512.007 6

EXERCISE 7.1

Construct DDC numbers for the following topics, using the Relative Index, the schedules and Table 1.

1. Dictionary of child psychology _____
2. Journal of manufacture of electronic toys _____
3. The language of soccer _____
4. Pony weekly _____
5. Teaching netball _____
6. The philosophy of idealism _____
7. The philosophy of social work _____
8. Standards for lathes _____
9. Dictionary of biochemistry _____
10. A history of child care _____
11. Systems of long-range weather forecasting _____
12. Sales catalog of kitchen goods _____
13. Guidebook for a toy museum _____
14. The terrier encyclopedia _____
15. Genetics research _____
16. Handicrafts for people with disabilities _____

EXERCISE 7.2

Look at the schedules and standard subdivisions in Table 1. Find the subject for each of the following numbers and supply a suitable title.

For example,
658.008 694 1—Management skills for the unemployed

1. 796.352 05 _____
2. 370.3 _____
3. 371.003 _____
4. 372.03 _____
5. 375.000 3 _____

6. 629.132 300 5 _____

7. 181.005 _____

8. 336.002 85 _____

9. 621.388 007 2 _____

10. 730.74 _____

11. 300.724 _____

12. 512.005 _____

13. 512.705 _____

14. 338.430 007 2 _____

“Nonstandard” Addition of Standard Subdivisions

As you have seen in the last exercise, there are many places in the schedules where you cannot simply add the notation -01, etc., to the number in the schedule. These include:

- main classes
- divisions
- some other numbers indicated in the schedules.

It is necessary to check the schedules, where most irregular usage is indicated by an instruction, e.g., SUMMARY

540.1-.9 Standard subdivisions

or

Use 335.001-335.009 for standard subdivisions

Also check the schedule for patterns. Where one standard subdivision is used in a particular way, the others follow the same pattern, unless otherwise instructed.

For example,

500 Natural sciences and mathematics

501 Philosophy and theory

502 Miscellany

These are the standard subdivisions, so follow the pattern for all of them.

510 Mathematics

510.1 Philosophy and theory

The other standard subdivisions for Mathematics follow the same pattern, so Mathematics as a profession = 510.23

375 Curricula

.0001-.0009 Standard subdivisions

This pattern requires extra zeroes.

Use of -04 for Special Topics

Some numbers in the schedules make use of the standard subdivision -04, which is reserved for special topics.

For example,

621	Applied physics
.04	Special topics
.042	Energy engineering
.044	Plasma engineering

Facet Indicators

In the notation -09, 0 is called a facet indicator. That is, its purpose is to indicate that a facet is being added to the number. Facet indicators are sometimes shown as part of the base number. For example, in 778.52 General topics of cinematography and video production, 2 is added to the number 778.5 to introduce the special numbers for the facets of cinematography that follow.

EXERCISE 7.3

Assign DDC numbers to the following works, using the Relative Index, the schedules, and Table 1.

1. Dictionary of library and information science _____
2. Philosophy of library science _____
3. Library and information science: a journal _____
4. Dictionary of psychology _____
5. Psychology: historical research _____
6. Dictionary of ethics _____
7. Ethics: a quarterly journal _____
8. Epidemiology: psychological principles _____
9. Dictionary of architecture _____
10. Study and teaching of chemical technology _____

EXERCISE 7.4

Assign DDC numbers to the following works, using the Relative Index, the schedules and Table 1.

1. Popular engineering (quarterly journal) _____
2. Agricultural pest control monthly _____
3. Techniques and apparatus used in puppetry _____
4. Correspondence courses in electronics _____

- | | |
|---|-------|
| 5. Cookery in the Middle Ages | _____ |
| 6. Encyclopedia of horses | _____ |
| 7. History of the social sciences | _____ |
| 8. Philosophy of Christianity | _____ |
| 9. Historical research into public administration | _____ |
| 10. Lives of ten great artists | _____ |
| 11. Theory of the solar system | _____ |
| 12. Research in oceanography | _____ |
| 13. Trotting monthly | _____ |
| 14. Theory of personnel management | _____ |
| 15. Book publishing trade catalogs | _____ |
| 16. Journal of the philosophy of socialism
(Hint: use the table of preference) | _____ |

More Than One Standard Subdivision

Some works have more than one aspect of the main subject, each of which could be represented by a standard subdivision. However, the rules prohibit use of more than one standard subdivision in most cases.

First consider whether one standard subdivision is much more important in the subject than the other(s).

For example, in the subject Research in Japanese photography, there are two possible standard subdivisions: Research and Geographical treatment (Japan). The main subject is Japanese photography, so use the standard subdivision -09 to include the geographical aspect, and ignore the secondary aspect of research.

However, if the secondary aspects of the subject are of equal significance, refer to the table of preference at the beginning of Table 1. This shows which aspect of the subject to include.

For example, a journal of economic geology research has the main topic Economic geology and two possible standard subdivisions: Research and Serials. In the table of preference, -072 (Research) comes before -05 (Serial publications), so the completed number will be

Economic geology	+	research	
553	+	-072	= 553.072

REVIEW QUIZ 7.5

Use the following questions to review your understanding of standard subdivisions. You do not need to write down the answers.

1. Why does DDC use standard subdivisions?
2. When can they be added?
3. How do you know that a number given in the Relative Index is a standard subdivision?
4. Are there situations in which standard subdivisions should not be used? What are they?
5. What do the following standard subdivisions stand for?
 - 01 _____
 - 03 _____
 - 05 _____
 - 07 _____
 - 09 _____
6. Why do standard subdivisions begin with -o?
7. Why do you need to check the schedules when constructing a number using a standard subdivision?
8. 335 Socialism and related systems lists
.001-.009 Standard subdivisions
What is the number for a dictionary of socialism?
9. What is the table of preference? When is it used?
10. Using the table of preference, which standard subdivision will you use for the topic Equipment and teaching in hydraulic engineering?

Chapter 8

TABLE 2: GEOGRAPHIC AREAS, HISTORICAL PERIODS, PERSONS

Introduction

Table 2 is the largest table in the DDC. It consists mainly of place names, which are sometimes very specific—e.g., Bryce Canyon National Park in Garfield County, Utah—and sometimes more general—e.g., Thailand. The more specific numbers tend to reflect the major English-speaking users of the classification scheme.

In addition to specific places, Table 2 provides for general geographic treatment by, for example, zone (e.g., tropics), type of vegetation (e.g., deserts), socioeconomic status (e.g., rural regions), and so on.

The historical periods listed in Table 1 are included in Table 2, so that they can be added in accordance with the instruction to “Add ... from Table 2”. Similarly, -2 Persons is given here.

Geographic Treatment

A large number of subjects can be treated by place—e.g., football in the United States, Indian sculpture, cookery of Italy, and so on.

Some parts of the schedules include the place as an integral part of the classification number. For example,

190 Modern western and other non-eastern philosophy

191 United States and Canada

192 British Isles

and so on.

However, the geographic treatment of most subjects is represented by building a number using Table 2: Geographic areas, historical periods, persons (also called the Area table).

Table 2 (unlike Table 1) cannot be used without an instruction, e.g.,

Add to base number 912 notation 3-9 from Table 2, e.g., ...

The instruction always specifies the base number and the section of the table that you are entitled to use in this case.

Study the summary at the beginning of Table 2.

-1 deals with places not limited by continent, etc.—e.g., forests, oceans

-3 deals with the ancient world (although with the same overemphasis on European countries)

-4 to -9 cover the modern world, continent by continent. Within each continent, the notation divides into countries, then regions and so on

Area numbers can be found either by following the division of the larger place or by consulting the Relative Index.

Geography

The centered entry

- > **913-919 Geography of and travel in ancient world and specific continents, countries, localities in modern world; extraterrestrial worlds**

carries the instruction

Add to base number 91 notation 3-9 from Table 2, ...

That is, write down the base number 91, then check Table 2 for the particular place. Note that this instruction restricts the notation to 3-9. That is, you can construct a number for the geography of any specific place in the ancient or modern world, but not the geography of places in general such as forests (-152).

For example,

Geography of Stone County (Mississippi)			
Geography	91 +		
Stone County (Mississippi)	-762 162	=	917.621 62

Geography of the Great Barrier Reef (Australia)			
Geography	91 +		
Great Barrier Reef	-943	=	919.43

Below the centered heading for 913-919, there is a table of other numbers to add, after you have made the geography number.

For example,

Travel in Stone County (Mississippi)			
Geography of Stone County (Mississippi)	917.621 62 +		
Travel	-04	=	917.621 620 4

An illustrated geography of the Great Barrier Reef (Australia)

Geography of the Great Barrier Reef	919.43 +		
Illustrations	-00222	=	919.430 022 2

EXERCISE 8.1

Assign DDC numbers to the following:

1. The geography of Zimbabwe _____
2. A textbook of the geography of Alaska _____
3. The Amazon River: a geography _____
4. Geography of ancient Rhodes _____
5. A hotel guide to the French Riviera _____

-
-
-
-
-

The centered entry

- carries the instruction

That is, write down the base number 9, then check Table 2 for the particular place. Note that again this instruction restricts the notation to 3-9. That is, you can construct a number for the history of any specific place in the ancient or modern world, but not the history of places in general such as forests (-152).

History of Indonesia

History of Namibia

Remember that when you have added the table number to the base number, always put the decimal point after the third digit.

Periods of History

Each country has its own period table, which must be used rather than the one in Table 1. These period tables apply to the country as a whole and to its subdivisions, such as states, provinces, cities, etc.

For example,

History of Indonesia under the Dutch

History	9 +		
Indonesia	-598	=	959.8

Now check the schedules at 959.8:

Dutch period, 1602-1945	=	959.802
-------------------------	---	---------

History of Namibia in the twentieth century

History	9 +		
Namibia	-6881	=	968.81

Now check the schedules at 968.81:

South African period, 1915-1990	=	968.810 3
---------------------------------	---	-----------

EXERCISE 8.2

Assign DDC numbers to the following:

1. A history of ancient Sparta _____
2. A short history of the mountain regions of Bolivia _____
3. The causes of World War II _____
4. The United States under Ronald Reagan _____
5. A history of the Thirty Years War _____
6. The French Revolution _____
7. The Russian Revolution _____
8. History of the Persian Empire _____
9. Norway in the 1950s: an outline history _____
10. The encyclopedia of Zambian history _____

Other Subjects

Many other subjects have instructions for adding from Table 2 to include geographic treatment in the complete classification number.

For example,

372.9 Historical, geographic, persons treatment of elementary education
carries the instruction “Add to base number 372.9 notation 01-9 from Table 2, ...”

Elementary education in Brazil	
Base number	372.9 +
Brazil	-81 = 372.981

EXERCISE 8.3

Assign DDC numbers to the following subjects:

- | | |
|---|-------|
| 1. Geology of Quebec | _____ |
| 2. Printmaking in Japan | _____ |
| 3. General statistics of Hungary | _____ |
| 4. Political conditions in the Irish Republic | _____ |
| 5. Economic conditions in Algeria | _____ |
| 6. Higher education in Vietnam | _____ |
| 7. Libraries in New Zealand | _____ |
| 8. The Roman Catholic Church in Paraguay | _____ |
| 9. Constitutional law of ancient China | _____ |
| 10. Life expectancy in Burundi | _____ |

Adding from Table 2 without Instructions

There are many subjects in the schedules which may need geographical treatment, but which have no special instructions to add from Table 2.

However, special instructions are not needed to add from Table 1. So first add -09 from Table 1, then the area notation from Table 2.

For example,

Boxing in Mexico	
Boxing	796.83 +
Add -09 from Table 1	-09
Mexico	-72 = 796.830 972

EXERCISE 8.4

Assign DDC numbers to the following:

1. Snowmobiling in Scotland _____
2. New Orleans brass bands _____
3. Design and construction of buildings in Nagasaki _____
4. Working mothers in ancient Rome _____
5. Family counseling in Sweden _____

EXERCISE 8.5

Look at the schedules and Tables 1 and 2. Find the subject for each of the following numbers and supply a suitable title.

For example,

324.249 650 75 — The Communist Party of Albania

1. 942.052 007 2 _____
2. 954.035 005 _____
3. 306.743 094 93 _____
4. 283.753 _____
5. 372.959 3 _____
6. 996.11 _____
7. 359.009 611 _____
8. 759.949 2 _____
9. 026.340 025 766 38 _____
10. 974.710 430 922 _____

EXERCISE 8.6

Assign DDC numbers to the following. They include numbers direct from the schedules and numbers built by using Tables 1 and 2.

1. Raising pigs _____
2. How to make soft toys _____
3. Surfacing dirt roads _____
4. Mobility of labor _____
5. Food and shelter for the needy _____
6. The encyclopedia of household pets _____
7. Teaching drawing _____
8. The theory of underwater photography _____
9. The philosophy of evolution _____
10. Correspondence course in mathematics _____
11. Radio in the 1930s _____
12. The sociology of slavery in the Roman Empire _____
13. Death customs in ancient Britain _____
14. Theater in Zimbabwe _____
15. Air pollution controls in Mexico _____
16. Political parties in Peru _____
17. Alligators of the Everglades _____
18. Gold mining in Nevada _____
19. Firefighting in Quebec Province _____
20. Firefighting in the Gatineau Park (Quebec) _____

EXERCISE 8.7

Assign DDC numbers to the following. They include numbers direct from the schedules and numbers built by using Tables 1 and 2.

1. Modern archeology: techniques and equipment _____
2. The dictionary of place names _____
3. Maps of Irian Jaya _____
4. Connecticut during the Colonial period _____
5. Scotland in the 1960s _____
6. Ohio history quarterly _____
7. The diplomatic history of World War II _____
8. Exploration of the moon _____
9. Lake fishing _____
10. Marine transportation across the Atlantic Ocean _____
11. Baboons of the grasslands _____
12. Wind systems in valleys _____
13. Paintings in the seventeenth century _____
14. Ancient Egypt during the Middle Kingdom _____
15. The Thai Historical Association journal _____
16. Life expectancy in Spain _____
17. Modern British philosophy _____
18. Customs of Easter Island _____
19. Dictionary of building _____
20. Experimental research in pharmaceutical chemistry _____

Chapter 9

TABLE 3: SUBDIVISIONS FOR THE ARTS, FOR INDIVIDUAL LITERATURES, FOR SPECIFIC LITERARY FORMS

Introduction

Table 3 is used with numbers from the 800 class (Literature and rhetoric). (Rhetoric is the branch of knowledge that treats the rules or principles of effective composition, whether in prose or verse; the art that teaches oratory.)

The 800s are used for works of the imagination; works of information should be classed with the subject.

Literature is restricted to:

- works of the imagination that are written in a particular form, e.g., poetry, fiction, drama
- criticism or description of such works
- history of a form (literary history) and biographies.

There are 3 sub-tables:

- | | |
|----------|---|
| Table 3A | works by or about individual authors |
| Table 3B | works by or about more than one author |
| Table 3C | only used when an extra aspect of the work needs to be added. |

Language

Literature is first treated according to the language in which it was originally written. The 800s are divided into:

- | | |
|---------|--|
| 800-809 | Literature and rhetoric (in general) |
| 810-819 | American literature in English |
| 820-829 | English & Old English literatures |
| 830-839 | Literatures of Germanic languages |
| 840-849 | Literatures of Romance languages |
| 850-859 | Italian, Romanian, & related literatures |
| 860-869 | Spanish & Portuguese literatures |
| 870-879 | Italic literatures; Latin literature |
| 880-889 | Hellenic literatures; Classical Greek |
| 890-899 | Literatures of other languages |

Clearly this overemphasis on certain European literatures reflects the bias of American scholarship in Melvil Dewey's time. The allocation of so many literatures into 890-899 results in some very long numbers. There is also bias in favor of the "mother country" of the language, so that American and British literatures are well provided for, but Canadian, Australian, New Zealand, Indian, West Indian, and South African literatures in English are not.

This fault cannot be rectified without restructuring the 800s. Options are provided in an attempt to accommodate particular needs. For Canadian literature in English, options include:

- using 810-818 for American literature and 819 for Canadian literature in English
- classifying Canadian literature in English with American literature in 810-818
- using C810-C818 for Canadian literature in English
- classifying Canadian literature in English with English literature in 820-828.

There are also separate period tables for Canadian literature in English.

A similar set of options is available for Canadian literature in French, the literature of American countries in Spanish or Portuguese, and for other literatures requiring local emphasis.

Since practice varies, you should familiarize yourself with the policy and usage of one library you know well.

Form

The literary form of the work is considered next. Forms in Table 3 include:

- 1 Poetry
- 2 Drama
- 3 Fiction
- 4 Essays
- 5 Speeches
- 6 Letters
- 8 Miscellaneous writings.

Some of these forms are further subdivided—e.g., Romantic fiction is a subdivision of Fiction. There is a preference table to look up when works have more than one form—e.g., a play in verse.

Period

Each major literature is further divided into recognized time periods, which are listed in the schedules at the number for the individual literature.

Other Aspects

It is also possible to reflect in the DDC number a particular aspect of a group of works. Classification numbers can represent works on a theme (e.g., Christmas), by particular people (e.g., children), or with a special feature (e.g., an experimental approach).

Literary Criticism

Literary criticism is classed with the literature being criticized. So discussion or criticism of a work is at the same number as the work itself (except optionally for Shakespeare and other very prolific authors). Criticism of several literatures is classed in 809.

Adaptations

An adaptation alters the form of a work or modifies its content in language, scope, or level of presentation so that it can no longer be considered a version of the original. It should then be classed as a work in its own right.

How to Add from Table 3

First decide whether the work is by one author or more than one author.

Table 3A: Works by or about One Author

1. Determine the original language. (This includes translations, which are classed with the original language.)

Use the schedules (810-890) to find the *base number* for the language

e.g., English 82

Note that numbers from Table 3 can only be added to a base number, which is identified by the words “base number” or an asterisk (*). If a literature is not identified as a base number, do not add from Table 3. For example,

Shan poetry 895.919

2. If there is a specific literary form:
Use Table 3A to find the number for the form

e.g., poetry -1

Add it to the base number

e.g., English poetry $82 + 1 = 821$

If there is no specific literary form:

Go to the instructions under -8 in Table 3A

3. If there is a specific period:
Use the schedules (810-890) to find the period table

e.g., English poetry of the Victorian period $821 + 8 = 821.8$

Note that there are optional period tables for other English-language literatures

e.g., for Canada, Australia, and so on.

EXERCISE 9.1

Find the base number for the following literatures:

1. American (in English)

2. Dutch

3. Swedish

4. French

5. Italian

- | | |
|--------------------|-------|
| 6. Catalan | _____ |
| 7. Portuguese | _____ |
| 8. Classical Greek | _____ |
| 9. Urdu | _____ |
| 10. Assamese | _____ |
| 11. Breton | _____ |
| 12. Slovak | _____ |
| 13. Kota | _____ |
| 14. Korean | _____ |
| 15. Xhosa | _____ |

EXERCISE 9.2

Find a DDC number for the following, using the schedules and Table 3A:

- | | |
|--|-------|
| 1. Poetry by an American poet | _____ |
| 2. A drama in Dutch by one author | _____ |
| 3. A collection of a Swedish novelist | _____ |
| 4. Short stories in English translation by a French author | _____ |
| 5. Letters written by a high-ranking Italian lady | _____ |
| 6. Speeches in Catalan by a famous politician | _____ |
| 7. A Portuguese author's miscellaneous writings | _____ |
| 8. Classical Greek poetry by a medieval poet | _____ |
| 9. Twentieth-century drama by an Urdu author | _____ |
| 10. A modern Assamese novel | _____ |
| 11. Letters by a sixteenth-century Breton | _____ |
| 12. Speeches by a Slovenian citizen in 1920-1930 | _____ |
| 13. Poems of a Kota woman | _____ |
| 14. Reminiscences of a Korean during the Yi period | _____ |
| 15. Xhosa fiction | _____ |

Table 3B: Works by or about More Than One Author

1. Determine the original language. (This includes translations, which are classed with the original language.)

Use the schedules to find the base number for the language

e.g., Chinese 895.1

2. If there is a specific literary form:

Use Table 3B to find the number for the form

e.g., drama -2

Add it to the base number

e.g., Chinese drama $895.1 + 2 = 895.12$

If there is no specific literary form:

Go to the instructions under -01-09 in Table 3B

3. If the literary form can be specified further (e.g., tragedy):

Use Table 3B to find the more specific form

e.g., tragedy -20512

Add it to the base number

e.g., Chinese tragedy $895.1 + 20512 = 895.120\ 512$

If the literary form cannot be specified further, and if there is a specific period, go to step 4

4. If there is a specific period:

Use the schedules to find the period table

e.g., Chinese drama of the Ming dynasty

$895.12 + 46 = 895.124\ 6$

EXERCISE 9.3

Find a DDC number for the following, using the schedules and Table 3A or 3B. Decide first whether the work is by one or more than one author:

1. The Penguin book of Chinese verse _____
2. Fifteenth-century English drama _____
3. French essays between the wars _____
4. A yearbook of Finnish literature _____
5. Essays of Umberto Eco translated from the Italian (late twentieth century) _____
6. War and peace, a novel by Leo Tolstoy, translated from the Russian _____
7. Mother Courage and her children, by Berthold Brecht, a tragedy translated from German, written 1936-1939 _____
8. Letters home: letters of Sylvia Plath, U.S. poet, late twentieth century _____
9. Famous Greek ballads of the nineteenth century _____
10. The Spanish love story _____

Complex Numbers for Literature

It is possible to build extremely complex DDC numbers for literary works, e.g.,

An anthology of English limericks about cats	821.075 083 629 752
American television plays about death	812.025 083 548

However, for many libraries, this level of close classification is not appropriate. Libraries need to consider how many works they will have on these subjects, and weigh the advantages of specificity against the disadvantages of very long numbers—on spines, on OPAC screens, for users to write down, for library staff to shelve, and so on.

Many libraries have policies about how specific their literature numbers are. For example, a library may decide that in the literature of a single language, only the form and time period will be reflected. Remember that classification is for the purpose of shelving like works together, and helping users to find the material they want. Extremely long numbers are likely to be useful only in very large literature collections, where users are interested in very specific aspects of the literary works.

Complex Number-Building: Tables 3B and 3C

For full use of Table 3B, read and follow the instructions given at the beginning of the table. There is also a detailed explanation, including flowcharts, in the Manual entry on Table 3.

Many sections of Table 3B refer to another section, where instructions are to be followed. Be especially careful whether they refer to -1-8 or -102-108.

Remember only to add to any DDC number when there are instructions to add (other than standard subdivisions).

Table 3C: To Be Added Where Instructed

Table 3C enables many aspects of a literary work to be classified, including specific qualities of style (e.g., post-modernism), themes (e.g., seasons), subjects (e.g., religion), persons (e.g., for and by children, Vietnamese).

This table can also be used with some base numbers in the 700s. For example,

Urban themes in the arts	700.421 732
700.4	Special qualities of the arts (schedules - base number)
2	places (number following -3 in -32 in Table 3C)
1732	urban regions (Table 2)
Films portraying the Bible	791.436 822
791.436	Special aspects of films (schedules - base number)
82	Religious themes (number following -3 in -382 in Table 3C)
2	Bible (number following 2 in 220 Bible)

EXERCISE 9.4

Follow each step of the construction of the following numbers. You do not need to construct the numbers yourself.

Example: Collections of contemporary English-language poetry about Lincolnshire
821.914 080 324 253

82	English language literature (schedules - base number)
1	poetry (Table 3B)
914	later 20th century (schedules - English period table)
0	(as instructed at -11-19 in Table 3B)
80	collections (Table 3B)
32	about places (Table 3C)
4253	Lincolnshire (Table 2)

1. A collection of poetry for children 821.008 092 82

2. An anthology of American poetry about animals 811.008 036 2

3. Poems by English women, Elizabethan to Victorian 821.008 092 87

4. An anthology of modern American plays 812.540 8

- | | | |
|----|---|---------------|
| 5. | The Faber book of contemporary Latin American short stories | 863.010 886 8 |
| 6. | Best sellers by French teenagers | 843.009 928 3 |
| 7. | A critical study of Manx literature | 891.640 9 |
| 8. | Soviet literature of the 1980s: a decade of transition | 891.709 004 4 |
| 9. | The Virago book of ghost stories | 823.087 33 |

10. The journal of Beatrix Potter from 1881-1897	828.803
11. The grotesque in the arts	700.415
12. Comedy films	791.436 17

Chapter 10

TABLE 4: SUBDIVISIONS OF INDIVIDUAL LANGUAGES AND LANGUAGE FAMILIES AND TABLE 6: LANGUAGES

Introduction

Table 4 is used with numbers from the 400 class (Language). Comprehensive works about both language and literature are classed in the 400s.

Table 6 is used with numbers from the schedules and other tables, whenever there is an instruction to add from Table 6.

Numbers from these tables are never used alone, and they are only used at all when there is an instruction to add from the appropriate table.

The Language Class

Like the 800s, the first part of 400 is concerned with the treatment of the subject in general. 410-419 (Linguistics) is the science and structure of spoken and written language.

Specific languages are located in 420-490. The 400s are divided into:

400-409	Standard subdivisions and bilingualism
410-419	Linguistics
420-429	English and Old English (Anglo-Saxon)
430-439	Germanic languages German
440-449	Romance languages French
450-459	Italian, ..., Romanian, Rhaeto-Romanic languages
460-469	Spanish & Portuguese languages
470-479	Italic languages Latin
480-489	Hellenic languages Classical Greek
490-499	Other languages

The divisions of the 400 class follow the same pattern as the 800s. There is the same over-emphasis on European languages, so that non-European languages are squeezed into one division. This results in an uneven distribution of numbers through the class, and much longer numbers for non-European language works.

There are options to give local emphasis to a specific language. These options are not used as frequently as the options for literature. Each library has its own policy about the use of options, depending on the type of collection and the needs of its users.

Table 4

Table 4 is divided into

-01-09	Standard subdivisions
-1	Writing systems, phonology, phonetics (standard)
-2	Etymology (standard)
-3	Dictionaries (standard)
-5	Grammar (standard)
-7	Historical and geographical variations, modern nongeographical variations (dialects, slang, etc.)
-8	Standard usage of the language

Note

- Do not use standard subdivisions -03 for dictionaries. They are an important part of language, and have their own Table 4 number (-3).
- Phonology and phonetics deal with the sounds of a particular language.
- Etymology is concerned with the origin and history of a word.

How to Add from Table 4

1. Determine the language. Use the schedules (420-490) to find the *base number* for the language
e.g., English 42

Note that numbers from Table 4 can only be added to a base number, which is identified by the words “base number” or an asterisk (*). If a language is not identified as a base number, do not add from Table 4. For example,

A dictionary of Middle English = 427.02

2. If there is a specific aspect of the language:

Use Table 4 to find the number

e.g., grammar -5

Add it to the base number

e.g., English grammar 42 + 5 = 425

Examples

A Hungarian dictionary	494.511 3
494.511	Hungarian language (schedules - base number)
3	dictionary (Table 4)
History of the Korean language	495.709
495.7	Korean language (schedules - base number)
09	history (Table 4 to Table 1 - standard subdivision)

EXERCISE 10.1

Check the following numbers. Find the correct number if necessary.

- | | | |
|----|--|--------|
| 1. | Mind your spelling (how to spell English words) | 428.1 |
| 2. | Let's learn our ABCs | 421.1 |
| 3. | A Chinese reader | 495.1 |
| 4. | Street French: slang, idioms, and popular expletives (a historical approach) | 447.09 |
| 5. | A crossword dictionary | 423 |

EXERCISE 10.2

Assign DDC numbers for the following, using the schedules and Table 4.

- | | | |
|-----|----------------------------------|-------|
| 1. | The Russian alphabet | _____ |
| 2. | The history of Hebrew | _____ |
| 3. | A new Lao reader | _____ |
| 4. | Spanish pronunciation | _____ |
| 5. | Modern German slang | _____ |
| 6. | A handbook of Malay script | _____ |
| 7. | Speak standard Indonesian | _____ |
| 8. | Teach yourself Swahili | _____ |
| 9. | English Creoles of the Caribbean | _____ |
| 10. | Portuguese as spoken in Brazil | _____ |

How to Add from Table 6

Table 6 provides numbers to add whenever instructed in the schedules or other tables. This enables language to be added as an aspect of many subjects, and a second language to be added to many numbers in the 400s (e.g., a bilingual dictionary).

The numbers do not necessarily correspond to the numbers in 420-490, although the pattern is very similar. Table 6 contains:

- 1 Indo-European languages
- 2 English and Old English (Anglo-Saxon)
- 3 Germanic languages
- 4 Romance languages
- 5 Italian, Sardinian, Dalmatian, Romanian, Rhaeto-Romanic
- 6 Spanish & Portuguese
- 7 Italic languages
- 8 Hellenic languages
- 9 Other languages

Follow the instructions to add from Table 6 whenever they occur, provided this level of specificity is appropriate for your library collection and users.

Examples

A Hungarian-English dictionary	494.511 321
494.511	Hungarian language (schedules - base number)
3	dictionary (Table 4 -32-39)
21	English (Table 6)

The Bible in the Korean language	220.595 7
220.5	The Bible (schedules - base number)
957	Korean language (Table 6)

EXERCISE 10.3

Check the following numbers. Find the correct number if necessary.

- | | |
|--|---------------|
| 1. A quick beginners' course in Hindi for English speakers | 491.438 342 1 |
| 2. Speak Greek in a week (for English-speaking persons) | 489.834 21 |
| 3. Arabic phrase book (for English-speaking persons) | 492.783 |
| 4. Fluent English for Danish speakers | 428.340 398 1 |
| 5. A Dutch-English dictionary (one-way—i.e., with entries in Dutch only) | 423.393 1 |
| 6. A Japanese-German/German-Japanese dictionary | 495.631 |

Bilingual Dictionaries

Read carefully the instruction in Table 4 at -32-39. A distinction is made between one-way dictionaries (i.e., with entry words in only one language) and two-way dictionaries (i.e., with entry words in both languages).

EXERCISE 10.4

Assign DDC numbers for the following, using the schedules and Tables 4 and 6:

1. A French-Vietnamese dictionary _____
2. A Khmer-English/English-Khmer dictionary _____
3. Spanish words in the English language _____
4. Serial publications in Tagalog _____
5. Folktales in Yiddish _____

Chapter 11

TABLE 5: ETHNIC AND NATIONAL GROUPS

Introduction

Table 5 is used to represent groups of people, and lists notation for ethnic and national groups. (Table 7 has been removed, as there is notation available in the schedules and using -08 in Table 1 to cover occupations and other characteristics—e.g., age, gender.)

Table 5 is used according to instructions that occur throughout the schedules and the other tables.

Table 5

Table 5 lists persons according to their ethnic and national origins. Numbers can be added either directly via an instruction, or indirectly by first adding -089 from Table 1 (which does not need a specific instruction). This enables the classifier to build a number for any subject studied by or in relation to any ethnic or national group.

Table 5 includes:

- 1 North Americans
- 2 British, English, Anglo-Saxons
- 3 Germanic people
- 4 Modern Latin peoples
- 5 Italians, Romanians, related groups
- 6 Spanish and Portuguese
- 7 Other Italic peoples
- 8 Greeks and related groups
- 9 Other ethnic and national groups

Although the same European emphasis occurs in this table, it does assist the classifier to remember and locate particular numbers that appear in the schedules and several of the tables (e.g., Spanish contains -6 in the 400s, 800s, and Tables 2, 5, and 6).

Preference Order

Read the introduction to Table 5, which gives clear instructions as to which aspect to choose, if there is more than one in the work. In summary, ethnic group is preferred to nationality.

There are further instructions about choosing between two ethnic groups, and between two national groups.

How to Add from Table 5

With Specific Instructions

1. Identify the base number
e.g., ethnic and social groups 305.8
2. Add from Table 5
e.g., the sociology of the Inuit
 $305.8 + -9712 = 305.897\ 12$

Without Specific Instructions

1. Identify the classification number
e.g., athletic and outdoor sports and games 796
2. Check the number in the schedules for any specific instructions about standard subdivisions
796.01-.09 Standard subdivisions
3. Add -089 from Table 1
e.g., sports and games with respect to ethnic or national groups
 $796 + -089 = 796.089$
4. Add from Table 5
e.g., Inuit sportspeople
 $796.089 + -9712 = 796.089\ 971\ 2$

EXERCISE 11.1

Assign DDC numbers to the following subjects, using the schedules and Tables 1 and 5.

1. Social anthropology of the Kurdish people _____
2. Social anthropology of French-Canadians _____
3. Bedouin art _____
4. Afrikaner folk music _____
5. Social services to Catalans _____
6. Metal engraving of Portuguese-speaking people _____
7. Child-rearing practices of the ancient Romans _____
8. Polynesian football players _____
9. Rum distilled by South American native people _____
10. Palestinian Christians _____

EXERCISE 11.2

Assign DDC numbers to the following, using the schedules and tables as required.

1. Chemistry for potters _____
2. The ethics of psychologists _____
3. Preschool children as artists _____
4. The art of North American native peoples _____
5. Aerodynamics for ornithologists _____
6. Choreography for opera singers _____
7. An anthology of poetry by well-known detectives _____
8. Lesbian TV stars _____
9. Eritrean cooking in Los Angeles _____
10. Civil and political rights in Muslim countries _____

Chapter 12

ADDING FROM THE SCHEDULES

Introduction

Very specific numbers can be built using the auxiliary tables. DDC numbers can also be built by adding to a schedule number from elsewhere in the schedules.

Within the schedules there are many tables, which are enumerated for one subject but apply equally to other subjects of the same type. For example, the specific topics of animals, such as behavior, genetics, and so on, apply to each individual species of animal. Extra numbers are therefore listed once in the schedules, with instructions to copy this pattern for all the specific animal numbers.

There are also many numbers in the schedules, parts of which can be used with other numbers.

As with other number-building, you must follow the instructions, and check the schedules when you have constructed the number to ensure that it does not conflict with another number.

Adding from the Schedules

Look at the following examples from the 900s:

987.063005	a journal of twentieth-century Venezuelan history
987	Venezuelan history
.063	20th century
005	serial publication (standard subdivision, added by following the instruction “*Add as instructed under 930-990”. Here we have a table of numbers to add to any of the numbers in the range 930-999—hence 005)
919.9104	exploration of the moon
919.91	geography of the moon
04	exploration, travel (added by following the instruction “*Add as instructed under 913-919”. Here we have a table of numbers to add to any of the numbers in the range 913-919—hence 04)

There are a number of ways to add from another part of the schedules.

Add a Direct Number from Another Part of the Schedules

Example: Agricultural libraries

1. Identify the base number
e.g., libraries 026
2. Add notation 001-999 (i.e., any number in the schedules)
e.g., agricultural libraries
 $026 + 630 = 026.63$

Add Part of a Number

Example: Secondary education for social responsibility

1. Identify the base number
e.g., 373.011 secondary education for specific objectives
2. Add the numbers following 370.11 in 370.112-370.118 ...
Look at the range 370.112-370.118 and find the number with the same aspect as we are looking for
e.g., 370.115 education for social responsibility
Write down the number 370.115
The instruction states “numbers following 370.11”
Draw a line after 370.11
e.g., 370.11|5—this is the only number we want

So, secondary education for social responsibility
 $373.011 + 5 = 373.0115$

Add from a Table in the Schedules

These tables can only be used when directed; the numbers to which they can be added are usually indicated by an asterisk (*) or a dagger (†).

1. Identify the classification number
e.g., racehorses 636.12*
2. Follow instructions at the asterisk (*)
e.g., *Add as instructed under 636.1-636.8
3. Add from the table at 636.1-636.8
e.g., Breeding racehorses
 $636.12 + 2 = 636.122$

EXERCISE 12.1

What do the following DDC numbers represent?

1. 940.316 2 _____
2. 025.171 6 _____
3. 255.530 09 _____
4. 725.210 87 _____
5. 782.107 941 _____

EXERCISE 12.2

Assign DDC numbers to the following, using the schedules and tables as required.

1. Financial journalists and journalism _____
2. Snakes in the Bible _____
3. Commerce in the Koran _____
4. Conversion of non-Jews to Judaism in India _____
5. Diseases in corn crops _____
6. Restoration of commercial buildings _____
7. Care of games in libraries _____
8. Learning about crocodiles from museums _____
9. Scientific works as literature _____
10. Raising goats as stunt animals _____

Chapter 13

WEBDEWEY

Introduction

WebDewey is a Web-based version of the Dewey Decimal Classification, developed to maximise the usefulness of the scheme through the capacity to search electronically. As well as the classification scheme contained in the four printed volumes, it provides many additional features.

Learning to Use WebDewey

It is easier to use WebDewey if you already have an overall grasp of the scheme, especially the hierarchy and the procedure for building numbers. If you are new to DDC, refer to earlier chapters of this book to gain an understanding of the structure before you begin to use WebDewey.

OCLC provides a free tutorial, *Using OCLC WebDewey: an OCLC tutorial*. It introduces you to searching and browsing, teaches you how to create user notes, and shows you how to build DDC numbers using WebDewey. It is accessible from www.oclc.org/dewey/resources/tutorial/

Options

There are two basic options for searching WebDewey: Search and Browse. Several indexes are available for each option.

Users can create and store their own notes, whether they refer to the general practice of their library or relate to a specific topic and/or Dewey number.

By entering a library catalog's URL, a user can send a search from any Dewey number to the catalog's call number index.

Access to WebDewey is part of OCLC's fee-based cataloging service. If you can log in to WebDewey via your library, the following exercises will introduce you to the most common options. Over time you will establish your preferred approach(es), and sharing techniques with colleagues who use WebDewey will be invaluable to you.

EXERCISE 13.1

Assign DDC numbers to the following topics using the **Search** option:

Example

Manufacturing outdoor furniture

1. In the **Search for** box - enter 'outdoor furniture'. Leave the **All Fields** index selected. Click **Search** (or press Enter).
2. The terms displayed are:
 1. 392.36 Dwelling places
 2. 645.4 Furniture and accessories
 3. 645.8 Outdoor furnishings
 4. 648.5 Housecleaning
 5. C 684.12-684.16 Specific kinds of furniture
 6. 684.18 Outdoor furniture
 7. 749.3 Specific kinds of furniture
 8. 749.8 Outdoor furniture
3. Identify the likely numbers.
4. Click on 684.18 Outdoor furniture for closer examination.
5. You can see the hierarchy, notes, and LC Subject Headings.
6. This looks like the right number. Choose 684.18.

1. A guide to coffee table design

2. Growing begonias

3. The law of income tax

4. Aerial photography

5. Upholstering your sofa

6. Causes of unemployment

7. Journalism in Moscow

8. Modern British sheep breeds

9. Modern art

10. Church architecture

EXERCISE 13.2

Assign DDC numbers to the following topics using the **Browse** option:

Example

Social class

1. In the **Browse for** box - enter 'social class'. Choose the **Relative Index**. Click **Browse** (or press Enter).
2. The terms displayed are:

Social choice	<u>302.13</u>
Social classes	<u>305.5</u>
Social classes	<u>T1--0862</u>
Social classes	
<i>see Manual at 305.9 vs. 305.5</i>	
Social classes--civil rights	<u>323.322</u>
Social classes--customs	<u>390.2</u>
Social classes--dress	<u>391.02</u>
Social classes--dwellings	<u>392.36086</u>
Social classes--Koran	<u>297.12283055</u>
Social classes--relations with government	<u>323.322</u>
Social classes--religion	<u>200.862</u>
Social classes--religion--Christianity	<u>270.0862</u>
3. Click on any of the numbers to see an expansion of the hierarchy, notes, and LC Subject Headings.
4. Click on the link to the Manual to see a discussion of the use of the two numbers shown.
5. Choose the number that best suits the emphasis in the work you are classifying.

1. Etruscan sculpture _____
2. Dinosaurs _____
3. Halley's comet _____
4. A history of drug addiction _____
5. Having twins : a parent's guide to pregnancy, birth and early childhood _____
6. Chemical contraception _____
7. Educating children with communicative disorders _____
8. Sports injuries _____
9. Fashion modeling _____
10. Bringing up children _____

EXERCISE 13.3

Check the following DDC numbers, and correct them if necessary, using the **Browse** option:

Example

Radio advertising 659.1402

1. In the **Browse for** box - enter '659.1402'. Choose **Dewey Numbers (with Captions)**. Click **Browse** (or press Enter).
2. The terms displayed include:
659.14 Advertising in electronic media
659.1402 No partial match, see nearby terms
659.142 Radio
659.143 Television
659.144 Advertising in digital media
659.15 Display advertising
659.152 Exhibitions and shows
659.152092 Exhibitors
659.157 Point-of-sale advertising
3. There is no matching caption, and 659.1402 says 'No partial match, see nearby terms'
4. 659.142 is the number for radio advertising. Click on Radio to see an expansion of the hierarchy, and LC Subject Headings.
5. Choose 659.142.

1. The Crusades 909.07
2. The Apostles' Creed 238.11
3. Rhymes and rhyming games 398.84
4. Xhosa language 496.39805
5. Forecasting storms 551.6425

Chapter 14

MORE PRACTICE

EXERCISE 14.1

What do the following DDC numbers represent?

1. 005.382

2. 070.593

3. 133.54

4. 155.937

5. 268.67

6. 303.484

7. 920.72

8. 590.734 6

9. 428.42

10. 423.15

11. 509.2

12. 428.405

13. 658.45

14. 786.509 2

15. 796.323 082

EXERCISE 14.2

Assign DDC numbers to the following works.

1. Thailand: description and travel _____
2. Wisconsin: discovery and exploration (1795-1869) _____
3. Vancouver Island (B.C.): description and travel in the nineteenth century _____
4. Asia: description and travel in the 1980s _____
5. The waterfalls of Hawaii: a description _____
6. Natural monuments in Central America: a pictorial work _____
7. The Rand McNally guide to the coasts of Massachusetts, New Hampshire and Maine (a work designed to show points of interest in the 1980s) _____
8. A guidebook for travel in Colorado _____
9. An illustrated guide to the geography of ancient England _____
10. Geographic features of ancient Rhodes _____
11. Travel in India during 318-500 A.D. _____
12. The cities of ancient Egypt: a geography _____
13. Prehistoric geography of Carthage _____
14. Maps of Yellowstone National Park _____
15. Atlas of the ancient world _____

EXERCISE 14.3

Assign DDC numbers to the following works.

1. Atlas of the oceans of the world _____
2. Physical geography of mountains _____
3. An illustrated atlas of islands _____
4. Maps of the Mediterranean Sea in the eighteenth century _____
5. Maps of the ancient Roman Empire _____
6. Spiritualism in Catholic countries _____
7. Trade unions in Argentina _____
8. Social welfare services to the mentally ill in British Columbia _____
9. A guide to the snakes of Ireland _____
10. Rail passenger transport in Belgium _____
11. Printmaking in France _____
12. Waterbirds of the world _____
13. Local government in the Southern Hemisphere _____
14. Birds of the Indian Ocean _____
15. A guide to wine making in Virginia _____

EXERCISE 14.4

Assign DDC numbers to the following works.

1. Transplants in Transylvania _____
2. The paintings of Tom Thomson (Canadian) _____
3. Postage stamps of Angola _____
4. Country music from Texas _____
5. Horse racing tracks in Hong Kong _____
6. Horse riding in Wyoming _____
7. Hunting in South Africa in the nineteenth century _____
8. German Christian church architecture of the sixteenth century _____
9. *The Sydney Morning Herald* & other Sydney newspapers _____
10. Folksongs of Chile _____
11. Dutch narrative poetry _____
12. Spanish farce _____
13. Twentieth-century Spanish drama _____
14. The modern Indonesian novel—the works of Pramoedya Ananta Toer _____
15. An Indonesian dictionary _____

EXERCISE 14.5

Assign DDC numbers to the following works.

1. English-Indonesian dictionary _____
2. English-Indonesian-English dictionary _____
3. Dictionary of Indonesian acronyms _____
4. Use of French words in English _____
5. English for Spanish people _____
6. English for Malayalam-speaking people _____
7. Choral singing for the hearing impaired _____
8. Case histories in psychiatry _____
9. Pasteur the chemist: a biography _____
10. General biology: a quarterly magazine _____
11. A guide to fascist political theory _____
12. Harrap's Russian dictionary _____
13. The Roman Catholic Church in Spain _____
14. The journal of sports medicine _____
15. Kenya before the British _____

EXERCISE 14.6

Assign DDC numbers to the following works.

1. How to read maps _____
2. Make-up for pantomime _____
3. The ethics of euthanasia _____
4. Biographies of ancient Egyptians _____
5. Biographies of notable Jamaicans _____
6. The movement for women's suffrage _____
7. The Pankhursts: a biography _____
8. Modern archeology: techniques and equipment _____
9. Genealogical sources of Scotland _____
10. An introduction to historiography _____
11. The spiritual discipline of yoga _____
12. Erotica in art _____
13. Design of caravan parks for long-term residents _____
14. An introduction to pumps _____
15. Dictionary of biology _____

1. Dutch poetry of the seventeenth century

2. The design of motels for the aged

3. First aid for gunshot wounds

4. Scotland under James II

5. Modern joinery: a guide to North American practice

6. Preparing microscopic plant slides

7. Scale models of solar-powered automotive engines

8. Manufacture of toilet tissue: patents

9. Research in the manufacture of hand tools

10. Underwriting health and accident insurance

11. English fiction: a secondary school study guide

12. The Robben Island (South Africa) prison riot

13. The San Diego Museum of Art

14. The design of tugboats

15. A zoological study of clams, mussels and cuttlefish

EXERCISE 14.8

What do the following DDC numbers represent?

1. 549.911

2. 513.071 2

3. 634.709 777

4. 853.914

5. 912.431 55

6. 978.112 5

7. 025.065 786 809 759

8. 004.015 1

9. 285.295 95

10. 296.830 974 811

11. 305.488 958 073

12. 324.630 899 755

13. 338.274 309 959 2

14. 362.102 308 2

15. 378.33

EXERCISE 14.9

Assign DDC numbers to the following works.

1. Traditional Jewish rites: Bar mitzvah _____
2. Research into the manufacture of synthetic perfumes _____
3. Collecting pistols _____
4. The Kansas City Jazz Festival _____
5. How to lip-read _____
6. Corals of the Australian Barrier Reef _____
7. Canada under Trudeau _____
8. The building of rock-fill dams in the nineteenth century _____
9. Nursing aged psychiatric patients _____
10. Nebraska between the World Wars _____
11. Residential care for heroin addicts _____
12. Prostitution in the twentieth century: a sociological study _____
13. Photographs of animals _____
14. Rotary clubs in South Carolina _____
15. The mining of tin _____

EXERCISE 14.10

What do the following DDC numbers represent?

1. 181.07

2. 153.947 96

3. 155.911 67

4. 428.340 706 69

5. 331.124 15

6. 331.137 810 274

7. 331.119 66

8. 331.252 916 59

9. 331.413 7

10. 338.372 757

11. 336.266 73

12. 230.98

13. 220.52033

14. 230.071 185

15. 220.872 582 704 72

GLOSSARY

This glossary contains the main terms used in the book. For a comprehensive glossary, see Mortimer, Mary, *LibrarySpeak: a glossary of terms in librarianship and information management*.

add To add in DDC means to attach or append a number to the end of another number—e.g., 636.825 + 39 = 636.82539

add note A note instructing the classifier to append (add) one number to another number

author number *See* book number

auxiliary table A table of numbers and/or letters that can be added to notation in the schedules to make a classification number more specific

base number The number found in the schedules of Dewey Decimal Classification to which a number can be added from the tables

Bibliographic Classification (BC) A classification scheme devised by H. E. Bliss, using letters and numbers. Completely revised in 1976, but not widely used

Bliss Classification *See* Bibliographic Classification

book number The numbers, letters, or combination of numbers and letters used to distinguish an individual item from other items with the same classification number

broad classification Classification using the main divisions and subdivisions of a scheme without breaking down into narrower concepts

built number A number not printed in the schedules which is built by beginning with a base number and adding another number to it

call number A number on a library item consisting of a classification number, a book number and often a location symbol

caption *See* heading

CC *See* Colon Classification

centered heading A heading in Dewey Decimal Classification that applies to a range of classification numbers

citation order The order in which two or more aspects of a topic are combined in number building

class The broadest grouping of numbers in a classification scheme representing a subject group or discipline—e.g., religion

class-elsewhere note A note giving the classifier the location of related topics

classification A system for arranging library materials according to subject

classification number Number allocated to a library item to indicate a subject

classification scheme A particular scheme for arranging library materials according to subject—e.g., Dewey Decimal Classification, Library of Congress Classification

classified catalog A catalog in which the entries are arranged in order of classification number

classify To allocate a classification number

close classification Classifying as specifically as possible, using all available subdivisions of a scheme

collocation Arrangement that locates like material together

Colon Classification (CC) A classification scheme devised by S. R. Ranganathan for Indian libraries, using numbers and letters and a colon to separate different parts of the classification number

complete revision A revision in which virtually all the subdivisions of a part of the schedule are changed; formerly called a phoenix schedule

comprehensive number A number that covers all the aspects of the subject within a discipline

co-ordinate A number or topic at the same level as another number or topic in the same hierarchy

Cutter number A system of author numbers, devised by Charles A. Cutter, beginning with the first letter of the author's name and followed by numbers. Used in Library of Congress Classification for authors, titles and geographic areas

Cutter-Sanborn number An extension of the Cutter author number system, outlined in the Cutter-Sanborn Three-Figure Author Table. Designed to maintain works with the same classification number in alphabetical order of author

DDC *See* Dewey Decimal Classification

definition note A note giving the meaning of a term in a heading

Dewey Decimal Classification DDC. A classification scheme, devised by Melvil Dewey in 1873, using numbers to represent subjects

discipline A very broad group of subjects in a classification scheme—e.g., social science

discontinued number A number from a previous edition which is no longer used. These numbers are shown in square brackets—e.g., [361.323]

division The second level of subdivision in Dewey Decimal Classification, represented by the first two digits of the notation—e.g., 51 in 510 (Mathematics)

enumerative classification Classification that attempts to spell out (enumerate) all the single and composite subjects required—e.g., Library of Congress Classification

EPC Dewey Decimal Classification Editorial Policy Committee. An international committee of experts that advises on the development of the Dewey Decimal Classification scheme

extensive revision A major reworking of some subdivisions without altering the main outline of the schedule

facet An aspect or orientation of a topic

facet indicator A digit used to introduce notation representing an aspect, or facet, of a subject—e.g., the 0 in standard subdivisions like -09

faceted classification Classification that allows for notation to be built up by the use of tables and other parts of the schedules. All modern classification schemes are faceted to a degree. Colon Classification is the definitive faceted classification scheme

first summary The ten classes, each of which represents a broad discipline or group of disciplines

first-of-two rule The rule that requires a work covering two subjects in the same discipline to be classified at the number coming first in the schedules

fixed location Items are labeled according to their physical location, rather than their intellectual content

form 1. The way in which bibliographic text is arranged—e.g., dictionary. 2. Type of literary work—e.g., poetry, drama

form class Used for literature. Items are classified not according to subject, but according to their literary form—e.g., poetry, drama

form division Used for works on any subject that are presented in a particular bibliographic form—e.g., dictionary, periodical

generalia class Used for very general topics and comprehensive combinations of topics—e.g., current affairs, general encyclopedias

heading A name, word or phrase used to name a classification number

hierarchical classification Classification in which the division of subjects is from the most general to the most specific—e.g., Dewey Decimal Classification

hierarchical force The principle that each topic in a class is subordinate to and part of all the broader topics above it

hierarchy The ranked order of subjects in a classification scheme

including note A note enumerating topics that are included in the number but are less extensive than the heading. Standard subdivisions may not be added to the numbers for these topics

index 1. An alphabetical list of terms or topics in a work, usually found at the back. 2. A systematically arranged list that indicates the contents of a document or group of documents

integrated shelving Shelving in which all physical formats of material are shelved in one sequence

interdisciplinary number A number covering a subject from the perspective of more than one discipline, including the discipline where the number is located

Library of Congress Classification A classification scheme developed by the Library of Congress, using numbers and letters

literary warrant The volume of books written, or likely to be written, on a topic

location Where an item is housed. This can be the name of the library or the part of a collection

location symbol A symbol showing which collection an item belongs to—e.g., “F” for fiction

mixed notation A combination of types of symbol—e.g., numbers and letters used in Library of Congress Classification

mnemonic Aiding memory

Moys Classification A specialized classification scheme for law, devised by Elizabeth (Betty) Moys, based on the law schedule of Library of Congress Classification

notation The series of symbols that stand for the classes, subclasses, divisions and subdivisions of classes

notational synthesis *See* number building

number building Construction of classification numbers not listed in the schedules, following rules given in the scheme for combining numbers

option An alternative to the standard notation, provided to give emphasis to a particular aspect of a library's collection

pattern entry One or more numbers in the schedules using standard subdivisions in a particular pattern

phoenix schedule *See* complete revision

preference order The order indicating which one number is chosen when there is more than one possible number representing different aspects of the topic

pure notation One type of symbol only—e.g., numbers—used as the notation of a classification scheme

reduction Making a classification number shorter by omitting one or more groups of digits from the end of the number

related term A subject heading at the same level of specificity to another heading and related in subject matter

relative index In a classification scheme, an alphabetical list of all topics and synonyms, showing the relation of the topics to all the disciplines with which they are associated

relative location Items are classified in relationship to others depending on the subject

relocated topic A subject that has been given a different classification number

relocation Moving a topic to a new number in a new edition

revision An alteration of the text of DDC. There are three degrees of revision: routine revision—updating terminology, clarifying notes, providing modest expansions; extensive revision—a major reworking of subdivisions, without altering the main outline of the schedule; complete revision—virtually all the subdivisions of a part of the schedule are changed

routine revision Updating terminology, clarifying notes, and providing modest expansions

rule of application The rule that a work about the application of one subject to a second subject is classified with the second subject

rule of three The rule that a work which gives equal treatment to three or more subjects that are all subdivisions of a broader subject is classified with the first higher number which includes all of them

rule of zero The rule that subdivisions beginning with 0 should be avoided if there is a choice between 0 and subdivisions beginning with 1-9. Similarly, avoid subdivisions beginning with 00 if there is a choice between 0 and 00

schedule The enumerated classes, divisions, etc., of a classification scheme, arranged in number order

scope note A note describing the range and meaning of a term or classification number, especially where the use of the number is broader or narrower than is apparent from the heading

second summary The 100 divisions, each of which represents a broad topic

see also reference A direction from one heading to another when both are used

see reference A direction from one heading that is not used to another heading that is used

segmentation The division of classification numbers into meaningful parts, with a view to abbreviating them for a particular library

shelf list The record of the works in a library in the order in which they are shelved

specific index An alphabetical list that gives one entry only for each topic mentioned in the schedules, together with synonyms

standard subdivision An auxiliary number in Dewey Decimal Classification that represents a standard form or treatment of a subject—e.g., -09 for historical treatment

standing room Where a topic does not have enough literature to have its own number. The topic is narrower than the number in which it is included, and number building is not allowed. This leaves open the possibility of adding a more specific number to a future edition

subdivision A section of a classification scheme or subject heading

subordinate At a lower or more specific level than another number or topic in the same hierarchy

summary A listing of the main classes, divisions, sections or subdivisions, which provides an overview of the structure

superordinate At a higher or broader level than another number or topic in the same hierarchy

synthesis The process of constructing a number by adding notation from the tables or other parts of the schedules to a base number

synthetic classification Classification that allows the classifier to construct (synthesize) numbers for composite subjects—e.g., Colon Classification, Universal Decimal Classification

table A set of numbers in a classification scheme that are added to a number from the schedules to make a more specific number

table of preference A list of numbers indicating the order (preference order) in which they are to be chosen if all aspects cannot be included

third summary The 1,000 sections, each of which is a whole number and represents a specific topic

UDC *See* Universal Decimal Classification

unique call number A number on a library item—consisting of a classification number, a book number and often a location symbol—which is different from every other call number in the library

Universal Decimal Classification (UDC) A classification scheme developed by the International Federation for Information and Documentation (FID) by expanding Dewey Decimal Classification. It offers the most specific classification for specialized collections and is widely used in special libraries

work mark A letter used in Cutter-Sanborn numbers to distinguish different titles by the same author

INDEX

- area table, *see* Table 2
- auxiliary tables, *see* tables, auxiliary
- biography, 10, 25
- book number, 25
- broad classification, 22
- call number, 24-25
- centered entry, 44
- citation order, 23, 37
- classes, 14, 27
- classification
 - number, 24
 - policy, 10, 11, 72
 - principles, 19-21
- close classification, 22
- Colon Classification, 8
- Cutter-Sanborn number, 25
- Decimal Classification Division of Library of Congress, 13
- Decimal Classification Editorial Policy Committee, 13
- Dewey, Melvil, 13
- Dewey Decimal Classification,
 - advantages of, 16
 - disadvantages of, 16
- Dewey for Windows*, 13
- discipline, 22, 27, 37, 38
- divisions, 14, 29
- Electronic Dewey*, 13
- enumerative classification, 8, 49
- facet, 15, 23, 37, 55
- facet indicator, 55
- faceted classification, 8
- first summary, 14, 27
- fixed location, 13
- form, 8, 50, 68
- generalities class, 8, 9
- geography, *see* Table 2
- hierarchical classification, 8, 14
- hierarchy, 14, 33, 41, 44
- history, *see* Table 2
- index, 9
 - see also* Relative Index
- integrated shelving, 11
- interdisciplinary number, 35
- language, *see* Table 4, Table 6
- Library of Congress Classification, 8, 9
- literary warrant, 7
- literature, *see* Table 3
- location symbol, 10, 11, 24
- Manual, 34
- notation, 8-9, 15-16
 - mixed, 9
 - pure, 9
- notes, 43, 44
- number building, 9, 14-15, 49-89
- options, 44, 68, 77
- persons, *see* Table 5
- preference order, 23, 24, 37, 49, 56, 68, 83
- reduction, 16
- Relative Index, 15, 35-36, 39
- relative location, 13
- schedules, 8, 32-33, 41-44
- second summary, 14, 29
- sections, 14, 31
- see-also* reference, 39, 45
- see* reference, 43
- segmentation, 16
- shelf list, 26
- shelving order, 11, 17
- specific index, 9
- standard subdivisions, *see* Table 1
- standing room, 52
- subordinate number, 33
- summaries, 14, 27-31, 43
- superordinate number, 33, 41, 44
- synthetic classification, 8, 49
- Table 1, 49-57
- Table 2, 59-66
- Table 3, 67-76
- Table 4, 77-79, 81
- Table 5, 83-84
- Table 6, 77, 80
- table of preference, *see* preference order
- tables, auxiliary, 14-15, 34, 49
- tables in schedules, 14-15, 87-88
- third summary, 14, 31
- unique call number, 25, 26
- Universal Decimal Classification, 8
- users' needs, 10, 19, 68, 76
- WebDewey*, 13, 91-94

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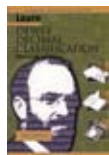
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