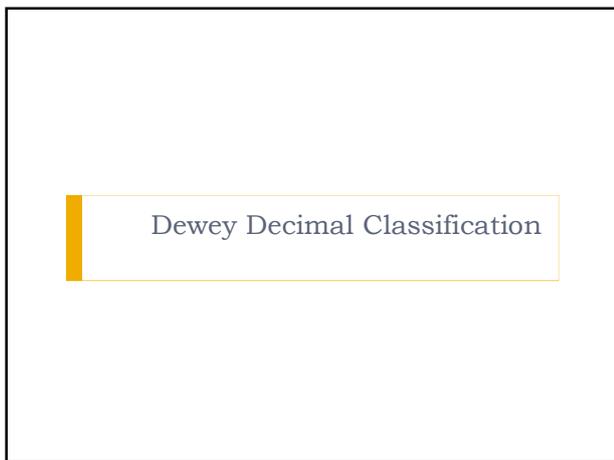


1

### Table of contents

- ▶ Dewey Decimal Classification
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  - ▶ Process of classification (with examples)
- ▶ Colon Classification
  - ▶ PMEST
  - ▶ Steps in classification
  - ▶ Steps in classification (with examples)

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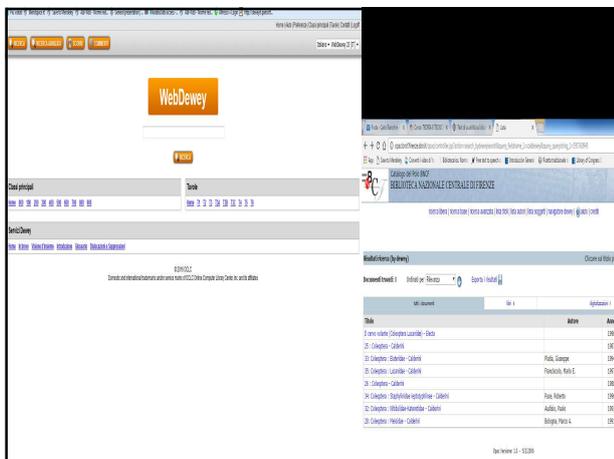
3

### Main structure

DDC 23 is composed of the following major parts in four volumes:

- **Vol. 1:** *Introduction* (⇒), *Glossary* (⇒), *Manual*, six *Tables*, and a list comparing Edition 22. and 23.
- **Vol. 2:** *DDC Summaries* and *Schedules* for the organization of knowledge from 000–599
- **Vol. 3:** *Schedules* for the organization of knowledge from 600–999
- **Vol. 4:** Relative index

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### Construction of the scheme

Dewey Decimal Classification doesn't deal with the world and the knowledge in an abstract way, but by means of the document containing knowledge about the world.

This means that DDC complies with the literary warrant principle: "to reflect the subject content of documents, the vocabulary of a SHL should be developed dynamically, based on literary warrant, and integrated systematically with existing vocabulary."

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## Main structure (2)

The first organizational principle of the DDC is the Baconian triad.

Francis Bacon divided human knowledge by three different faculties: *memory*, *imagination* and *reason*

Dewey takes Bacon's faculties, and use them in an inverted order as a plot for his classification scheme, that in fact is organized on the sequence *reason*, *imagination*, and *memory*

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## The 10 Main Classes

- ▶ 000 Comp. 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

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## Main structure (3)

The second organizational level is obtained by the discipline.

In the Dewey Decimal Classification, subjects are arranged by disciplines

In DDC, the *discipline* is an organized field of study or branch of knowledge, e.g., 200 Religion, 530 Physics, 364 Criminology.

Each discipline can contain other sub-disciplines; for example, Economy is a Social science, and Public finance is a sub-discipline of Economy.

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## Main structure (4)

The third organizational level of the DDC is represented by the subjects.

A Subject is "an object of study. Also called topic. It may be a person or a group of persons, thing, place, process, activity, abstraction, or any combination of these"

*Since the parts of the DDC are arranged by discipline, not subject, a subject may appear in more than one class. For example, "clothing" has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.95 as part of the discipline of psychology; customs associated with clothing belong in 391 as part of the discipline of customs; and clothing in the sense of fashion design belongs in 746.92 as part of the discipline of the arts.*

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## Hierarchy and notation

*Hierarchy* in the DDC is expressed through structure and notation.

*Structural hierarchy* means that all topics (aside from the ten main classes) are subordinated to and part of all the broader topics above them.

*Notational hierarchy* is expressed by length of notation. Numbers at any given level are usually *subordinate* to a class whose notation is one digit *shorter*; *coordinate* with a class whose notation has the *same number* of digits; and *superordinate* to a class with numbers one or more digits longer

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## Hierarchy and notation. Example

- 600 Technology (Applied sciences)
- 630 Agriculture
- 636 Animal Husbandry
- 636.6 Birds
- 636.68 Song and ornamental birds
- 636.686 Finches, parrots, hawks
- 636.6865 Parrots
- 636.7 Dogs
- 636.8 Cats

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## Classifying process

Classifying a work requires determination of the subject, the disciplinary focus, and, if applicable, the approach or form

Determining the subject of a work depends on the work in hand and is a process common to any subject indexing language

In DDC, a very important step of the process is determining the discipline of a work. Detailed guidelines on determining the discipline of a work are given in the *Introduction* (vol. 1)

Once the subject and the discipline have been determined, the classifier turns to the Schedules

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## Determining the subject. Examples

In case of works with more than one subject, from the viewpoint of a single discipline:

**A** Class a work dealing with interrelated subjects with the subject that is being acted upon (e.g. Shakespeare's influence on Keats → Keats)

**B** Class a work on two subjects with the subject receiving fuller treatment

**C** If two subjects receive equal treatment, class the work with the first of the two in the DDC Schedules (Italian and French Literature → French literature)

**D** [...]

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## Determining the discipline. Examples

In case of works with more than discipline:

**A** Class a work dealing with interrelated subjects with the subject that is being acted upon (e.g. Shakespeare's influence on Keats → Keats)

**B** Class a work on two subjects with the subject receiving fuller treatment

**C** If two subjects receive equal treatment, class the work with the first of the two in the DDC Schedules (Italian and French Literature → French literature)

**D** [...]

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Tables

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## Tables

Besides general Schedules, DDC provides tables containing recurring concept to be represented frequently (e.g. the form 'Serial publications' or 'Dictionaries' from Table T1, etc. or a place from Table 2; see Educational Material no. 7)

Notations from the Tables are never used alone, but may be used as required with any regular schedule number:

Museums (—074 in Table T1) of Arithmetic (513)  
→ 513.074

General libraries (027) in France (—44 in Table T2)  
→ 027.44

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DDC. Process of classification

Educational Material no. 2

18

## Process of classification. Exercise

- ▶ Aristotelian Philosophy?
  - ▶ 185
- ▶ African languages?
  - ▶ 496
- ▶ History of France?
  - ▶ 944
- ▶ Mollusks & Molluscoids?
  - ▶ 594

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## Process of classification. Exercise 2

- ▶ Magnetism?
  - ▶ 538
- ▶ Labor Economics?
  - ▶ 331
- ▶ German Poetry?
  - ▶ 831
- ▶ History of Mesopotamia?
  - ▶ 935

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## Process of classification. Exercise 3

- ▶ Wind instruments?
  - ▶ 788
- ▶ Incunabula?
  - ▶ 093
- ▶ English etymology?
  - ▶ 422
- ▶ Textile arts?
  - ▶ 746

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## Process of classification. Exercise 4

1. Working alone, find out two subjects and their notation at your choice
2. Working in couples, in turn ask your subjects each other and check the answers

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## Process of classification. Tables

- T4 Subdivisions of Individual Languages and Language Families
- T5 Ethnic and National Groups
- T6 Languages

Except for notation from Table 1 (which may be added to any number unless there is an instruction in the schedules or tables to the contrary), table notation may be added only as instructed in the schedules and tables. (For a detailed discussion of the use of the six tables, see paragraphs 8.3–8.20.)

- 7.5 Some numbers in the schedules and tables are enclosed in parentheses or square brackets. Numbers and notes in parentheses provide options to standard practice. Numbers in square brackets represent topics that have been relocated or discontinued, or are unassigned. Square brackets are also used for standard subdivision concepts that are represented in another location. Bracketed numbers should never be used. (For a discussion of options, see paragraphs 12.1–12.7; for a discussion of relocations and discontinuations, see paragraphs 7.24–7.25; for a discussion of bracketed standard

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## Process of classification. Tables 2

025.431: The Dewey blog

January 03, 2019

### What is an easy way to determine whether adding a standard subdivision to a specific number in WebDewey would violate the rule against adding one standard subdivision to another standard subdivision?

The rule against adding one standard subdivision to another standard subdivision is complicated, as can be seen in this note at T1–0 Table 1. Standard Subdivisions:

Do not add one standard subdivision to another standard subdivision unless specifically instructed. Standard subdivisions may be added to special notation listed in the regular standard subdivision sequence, to subdivisions of T1–04 Special topics that are specifically listed in the schedules, and to displaced standard subdivisions wherever they appear. Numbers in the schedules that look as though they were built with notation from this table but are outside the regular sequence of standard subdivisions are not considered "standard" subdivisions. Hence notation from Table 1 may be added to such schedule numbers.

The **Introduction** (section 8) expands on this instruction with examples, but the matter is still difficult. What is the simplest way to determine whether it is OK to add a standard subdivision to a specific number in WebDewey? Look for the Synthesized number components box, newly introduced in a September 2018 WebDewey update.

[1] If the Synthesized number components box shows that the number was built with standard notation from Table 1, then it is forbidden to add another standard subdivision. For example, **370.1 Philosophy and theory, education for specific objectives, educational psychology** has this Synthesized number components box:

Synthesized number components 370.1

- 37 Education
- + T1-01 Philosophy and theory

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## Colon Classification. Steps in classification

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## Classifying as translating

- ▶ To classify a subject, the name of the subject must be first known.
- ▶ A fairly expressive title of a document usually indicates its subject.
- ▶ By a glance through the document, it should be verified if it is so. If not, the title of the document should be coined in an expressive way by an analysis of the document.
- ▶ Classifying is equivalent to translating the name of a subject from a natural language to a classificatory one.

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## Process of classification. Examples

- ▶ Adolescents?
  - ▶ S2
- ▶ Joy in Child?
  - ▶ S1:523
- ▶ Memory in Genius?
  - ▶ S61:43
- ▶ College Library?
  - ▶ 233
- ▶ Book selection in State Libraries?
  - ▶ 215:1

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## Fundamental categories (Postulate)

- ▶ “There are five and only five fundamental categories: Time, Space, Energy, Matter, and Personality.
- ▶ These terms and the ideas denoted by them belong strictly to the context of classificatory discipline.
- ▶ This set of fundamental categories is, for brevity, denoted by the acronym PMEST”

(Ranganathan, PLC, 399-401)

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## Fundamental categories. Punctuation

- ▶ In any subject, fundamental categories can be up to 5; they can be less, but not more
- ▶ Each FC is represented by a distinct symbol and connecting punctuation:

▶ Personality	[P]	,	(Comma)
▶ Matter	[M]	;	(Semi colon)
▶ Energy	[E]	:	(Colon)
▶ Space	[S]	.	(Dot/Full stop)
▶ Time	[T]	'	(Inverted comma)

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## Steps in classification

Educational Material no. 8

30

### Steps in classification

- ▶ Step 0. Raw Title
- ▶ Raw Title is the title found in the document – The more or less expressive title of a document, either found on its title page or provided by the classifier
- ▶ *Cooperation among University Libraries during the XX Century in Poland*

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### Steps in classification

- ▶ Step 1. Expressive title
- ▶ Expressive title is derived from the Raw Title by *filling up* any ellipses such as Basic Class or any other facet implied in Raw Title and breaking down composite terms;
- ▶ *In Library Science, cooperation among University Libraries during the XX Century in Poland*

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### Steps in classification

- ▶ Step 2. Kernel Title.
- ▶ Kernel Title is derived from the Expressing Title by *omitting* all the auxiliaries and puffs, replacing in the nominative singular form all the substantive words retained
- ▶ Library Science. Cooperation. University Library. XX Century. Poland.

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### Steps in classification

- ▶ Step 3. Analyzed Title.
- ▶ Analyzed title is derived from Kernel Title by *marking* the Basic Class and inserting, against each of the other Kernel Terms, the symbols for the fundamental category (PMEST) of which it is deemed to be a manifestation
- ▶ Library Science (BC). Cooperation (E). University Library (P). XX Century (T). Poland (S).

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### Steps in classification

- ▶ Step 4. Transformed Title.
- ▶ Transformed title is derived from Analyzed title by *rearranging* all the facets according to the symbols put against them and according to the postulates for Facet Sequence (provided in the Main Class Schedule and/or by PMEST).
- ▶ Library Science (BC). University Library (P). Cooperation (E). Poland (S). XX Century (T).

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### Steps in classification

- ▶ Step 5. Title in standard terms.
- ▶ Title in standard terms is derive from Transformed title by *replacing* any term which does not belong to the accepted standard by its equivalent standard term.
- ▶ Library Science (BC). University (P). Co-operation (E). Poland (S). 1900 to 1999 AD (T)

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## Steps in classification

- ▶ Step 6. Title in facet numbers.
- ▶ Title in facet numbers is derived from Title in standard terms by *translating* the Basic Class Facet and every other facet into its basic Class Number or the Isolate Number, as the case may be.
- ▶ 2 (BC). 34 [P]. 4 [E]. 595 [S]. N [T]

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## Steps in classification

- ▶ Step 7. Class Number
- ▶ Class Number is obtained from Title in facet numbers by *removing* all the symbols after each facet (BC, P, etc.) and *inserting* the class number and the punctuation required by the Facet Formula in the Schedule of the Basic Class.

234:4.595'N

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## Steps in classification

- ▶ Step 8. Checking up (Optional)
- ▶ Make a facet analysis of the Class Number and *verifying* the correctness of the number.

234:4.595'N

2 BC Library Science  
34 University  
: 4 Co-operation  
. 595 Poland  
' N XX Century

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## CC. Process of classification

Educational Material no. 8

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## Exercise no. 1

Essential cataloguing / J. H. Bowman. - London : Facet Publishing, 2003. - VIII, 216 p. : ill. ; 25 cm

- ▶0. Essential cataloguing
- ▶1. Cataloguing in library science
- ▶2. Cataloguing. Library science.
- ▶3. Cataloguing [E]. Library science [BF]
- ▶4. Library science [BF]. Cataloguing [E].
- ▶5. Library science [BF]. Cataloguing [E]
- ▶6. 2 [BF]. 55 [E]
- ▶7. 2:55

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## Esercise no. 2

The Future of Classification / edited by Rita Marcella and Arthur Maltby. - Burlington : Ashgate, c2000

- ▶0. The future of classification
- ▶1. Classification in Library Science
- ▶2. Classification. Library science
- ▶3. Classification [E]. Library science [BF]
- ▶4. Library science [BF]. Classification [E]
- ▶5. Library science [BF]. Classification [E]
- ▶6. 2 [BF]. 51 [E]
- ▶7. 2:51

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### Exercise no. 3

Reference service / by S.R. Ranganathan. - 2. ed.  
- New York : Asia Publ. House, 1961

- ▶0. Reference service
- ▶1. Reference service in Library science
- ▶2. Reference service. Library science
- ▶3. Reference service [E]. Library science [BF]
- ▶4. Library science [BF]. Reference service [E].
- ▶5. Library science [BF]. Reference service [E]
- ▶6. 2 [BF]. 7 [E]
- ▶7. 2:7

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### Exercise no. 4

Les bibliothèques universitaires allemandes et leur organisation / par Jules Laude. - Paris : E. Bouillon, 1900.

- ▶0. Les bibliothèques universitaires allemandes et leur organisation
- ▶1. Organization of the University Libraries in Germany in Library science
- ▶2. Organization. University Library. Germany. Library science
- ▶3. Organization [E]. University Library [P]. Germany [S]. Library science [BF]
- ▶4. Library science [BF]. University Library [P]. Organization [E]. Germany [S]
- ▶5. Library science [BF]. University [P]. Organisation [E]. Germany
- ▶6. 2 [BF]. 34 [P]. 2 [E]. 55 [S]
- ▶7. 234:2.55

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### Exercise no. 5

Modern libraries and librarianship in Poland / edited by Maria Kocojowa & Alicja Altenberger. - Krakow, Poland : PTB, 1995.

- ▶0. Modern libraries and librarianship in Poland
- ▶1. Libraries in Poland, in Library Science.
- ▶2. Libraries. Poland. Library Science.
- ▶3. Libraries [P]. Poland [S]. Library science [BF]
- ▶4. Library Science [BF]. Libraries [P]. Poland [S].
- ▶5. Library science [BF]. Libraries [P]. Poland [E]
- ▶6. 2 [BF]. 595 [S]
- ▶7. 2.595

45

### Exercise no. 6

Encyclopedia of library and information science / editors Allen Kent and Harold Lancour. - New York [etc.] : M. Dekker. - 50v. ; 26 cm.

- ▶0. Encyclopedia of library and information science
- ▶1. Encyclopedia of library and information science
- ▶2. Encyclopedia. Library science.
- ▶3. Encyclopedia [CI]. Library science [BF]
- ▶4. Library science [BF]. Encyclopedia [CI]
- ▶5. Library science [BF]. Cyclopaedia [CI]
- ▶6. 2 [BF]. k [CI]
- ▶7. 2k

46

### Exercise no. 7

Indian Journal of Library Science : a quarterly journal of Library and Information Service. [first published in 2007]

- ▶0. Indian Journal of Library Science
- ▶1. Indian Journal in Library Science first published in 2007
- ▶2. India. Journal. Library Science. 2007.
- ▶3. India [P of CI]. Journal [CI]. Library Science [BF]. 2007 [P2]
- ▶4. Library science [BF]. Journal [CI]. India [P of CI]. 2007 [P2 of CI]
- ▶5. Library science [BF]. Periodical [CI]. India [P-CI]. 2007 [P2-CI]
- ▶6. 2 [BF]. m [CI]. 44 [P-CI]. P07 [P2-CI]
- ▶7. 2m44,P07

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### Exercise no. 8

Collection management : a quarterly journal devoted to the management of library collections. (*f. p. 1977*)

- ▶0. Journal of library collection management
- ▶1. Journal of collections management in library science first published in 1977.
- ▶2. Journal. Collection management. Library science. 1977
- ▶3. Journal [CI]. Collection management [E]. Library science [BF]. 1977 [P2 of CI]
- ▶4. Library science [BF]. Collection management [E]. Journal [CI]. 1977 [P2 of CI]
- ▶5. Library science [BF]. Administration [E]. Periodical [CI]. 1977 [P2 of CI]
- ▶6. 2 [BF]. 8 [P]. m [CI]. N77 [P2 of CI]
- ▶7. 2:8m,N77

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