

## **Slide 1: ABLE 7 - Introduction to Dewey Classification**

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## **Slide 2: Welcome**

The course is designed for members of the library community who do not have formal library training. It will help you understand basic information about how to assign and use the Dewey Decimal Classification system (DDC). If you have not already done so, you may want to take ABLE 5: Introduction to Technical Services and Cataloging, as it covers material that would be helpful for taking this course.

The course is divided into five sections, each with content and a self-evaluation test. Due to the detailed nature of the cataloging process some of the sections are broken into subsections with their own self-evaluation tests. The course takes approximately three hours to complete. You may stop working on the course at any time. When you re-enter, you will be returned to the point you stopped.

This course uses examples, with permission, from the online version of Dewey Decimal Classification (OCLC Online Computer Library Center, Inc.). Click on the Attachments tab to download a Word file providing Course Examples that will be used during this unit. You may want to print this document to have on hand for your reference as you complete the course.

After you complete the final examination, you will be prompted to access a course survey which will allow you to print your own certificate of completion for the course.

## Slide 3: Course Objectives

In this course, you will learn about:

- The purpose of classification
- The organization of the Dewey Decimal Classification system
- The basic steps for classification of an item
- How to use Dewey Decimal Classification
- How to create a complete call number

## Slide 4: Course Sections

This course contains the following sections:

- Classification of Library Materials
- Dewey Decimal Classification
- Steps in Classification
- Using Dewey Decimal Classification
- Creating the Complete Call Number

Use the links to navigate to the next section you need to complete. Once you have successfully completed all five sections, then click on “Complete Final Survey and Print Certificate.”

## Slide 5: Section 1. Classification of Library Materials

What is classification?

Throughout history, libraries have faced the challenge of organizing their collections and have done so in a number of different ways. Items have been organized by:

When the items arrived.

Size or color.

Author, title, and/or subject.

The process of classification is organizing library materials into hierarchical classes based on shared characteristics. Most libraries now classify items

by a combination of subject and author. Non-fiction items are organized using a subject classification system, and fiction items are usually organized by author.

### **Slide 6: Why Classify?**

Library collections are classified for several reasons.

It is difficult to find library materials unless each item has a place where it belongs and can always be found if it is in the library.

Classification enables browsing a collection by placing items of similar topics together in the same area of shelving.

With a classification number on each library item, staff can easily return materials to the shelves, making them available for the next patron.

### **Slide 7: The Process of Classification**

The process of classification involves using an established classification system, created for library use, and applying it to the materials in the library collection. Classification systems are designed to give a numerical or alphanumerical notation to each item in the library. This notation indicates the subject of the item.

Library items should also be given an author indicator, made up of letters or letters and numbers, indicating the author's last name. Some libraries may also add a title indicator, date of publication and/or a copy number. All of these elements together form the Call Number.

The call number provides an address for an item to live within the library. This address is where the staff will be sure to shelve the item, and where the patron can look for the item to use it. This address also allows a patron browsing the collection to find all of the available items on any given topic.

The challenge in creating this address, or call number, is that each item can only have one address. This is different from our previous work with Subject Headings, where several different terms could be assigned to the same library item. It becomes the cataloger's job to determine the main focus of the item being cataloged and group various materials dealing with the same topic together, creating an organized, browse-able collection.

### **Slide 8: Classification Systems**

Two classification systems are most commonly used in libraries today. These are the Dewey Decimal Classification (DDC) system and the Library of Congress (LC) Classification system. Dewey is based on a numerical breakdown of all areas of knowledge while the Library of Congress system is made up of an alphanumerical subject organization.

Other classification systems exist, usually designed for special libraries that need more detail in their subject organization than can be provided through the DDC or LC systems. For example, the National Library of Medicine uses a system of letters and numbers that gives increased detail in the areas of medicine.

### **Slide 9: Classification Terms**

As with other areas of cataloging, there are specific terms used to describe the processes needed for assigning classification numbers. Here is a list of terms that will be helpful to know.

Once you have reviewed all of the terms, click the link to take the Classification quiz and then proceed to the next section.

#### **Book Number**

This refers to the combination of letters or letters and numbers used to indicate an individual work in the library. The book number may consist of several parts:

- an indicator for the author (i.e. author's last name),

- an indicator for the title (when an author has published more than one work in the same subject area),
- the date of publication (i.e. 1999),
- a copy number if there is more than one copy of this particular work in the collection (i.e. copy 2).

While the use of the term 'book' seems to indicate this can only be used on print materials, it is a carryover from days when library collections consisted solely of print items. Book numbers can be developed for any type of library material.

### Call Number

This is the location or address of an item on the library shelves. The call number is made up of the notation (the number indicating the subject of the book) and the book number (indicating the author and information about that particular copy).

There should be a unique call number for every individual item in the library. This can be done through the use of the indicators for the title, date and copy number in the book number.

### Fiction

This refers to library materials dealing with imaginary characters and events. Fiction collections are usually organized with a simplified classification system using the author's last name.

An exception to this might be classic literature, which is sometimes included in the non-fiction section.

### Non-fiction

This refers to library items containing primarily factual information. The non-fiction collection is the part of the library collection that classification systems are designed to organize.

## Notation

The notation is the number combination developed using the information given in a classification system (i.e., the schedules and tables of the DDC).

## Schedules

These are the part of a classification system listing known topics and assigning basic numbers or alphanumerical combinations to them. The schedules are where catalogers look when creating a classification number for any library item.

## Summaries

In the DDC, everything is organized in groups of 10, hence the “Decimal” in the name of this system. DDC includes three summaries that show how information is organized.

The first summary lists the ten main classes of information, the second summary lists the one hundred divisions of those classes, and the third summary lists the one thousand sections of those classes.

## Tables

The DDC contains four tables of information used in creating numbers from the schedules. These tables assist in modifying numbers from the schedules when creating specific, topical numbers.

## **Slide 10: Quiz: Classification of Library Materials**

## **Slide 11: Section 2. Dewey Decimal Classification**

Melvil Dewey first developed the Dewey Decimal Classification System (DDC) in the 1870's. He was looking for a way to organize library materials by their subject. By looking at all known information in the world at that time, and planning for some new future knowledge, he organized information into ten broad categories (the first summary). These main classes are:

# Idaho Commission for Libraries

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|     |                               |
|-----|-------------------------------|
| 000 | Generalities                  |
| 100 | Philosophy, Psychology        |
| 200 | Religion                      |
| 300 | Social Sciences               |
| 400 | Language                      |
| 500 | Natural Sciences, Mathematics |
| 600 | Technology (Applied Science)  |
| 700 | The Arts                      |
| 800 | Literature                    |
| 900 | Geography, History            |

Please refer to the attachment so you can use this table for reference.

## **Slide 12: Notational Hierarchy**

Through the use of a 10-based decimal style of creating numbers, Dewey allowed for each of these ten main classes to be further divided into ten sections, which can further divide into ten, and so on. These divisions are reflected in the various digits of the numbers created from DDC schedules. For example, 300 is the main class for Social Sciences, 320 is the division for Political science, and 324 is the section on The Political Process. By adding a digit from left to right (i.e., replacing the '0'), the number created gets more specific within a given subject.

This concept is known as Notational Hierarchy, meaning that numbers are created in DDC through the process of breaking large areas of knowledge into more specific divisions.

## **Slide 13: Notational Hierarchy**

Here is another example of this process:

In this example, the main class is Technology (indicated by a 6). This is further divided into Agriculture (indicated by a 3 added to the 6). Further specification is made through dividing Agriculture into sections (here Animal husbandry, indicated by another 6), and Animal husbandry is divided into

several subcategories, including specific kinds of domestic animals (636.1-636.8) and other mammals (636.9). This type of hierarchy is found throughout DDC.

### **Slide 14: Editions of DDC**

The basic principles of organizing information that were developed by Melvil Dewey were well-designed. The problems many libraries currently have with the DDC come from the fact that in the late 1800's, Mr. Dewey had no idea of the explosion of knowledge that would come in the 20th century. Because of this increase in knowledge, many areas of the DDC have been divided again and again, making sections with notations that are five or six or more numbers long. This has led to the development of two editions of the DDC.

The unabridged DDC attempts to remain true to the organizational design developed by Dewey, fitting in new knowledge where it falls based on his plan. Because Dewey did leave some sections blank, for the addition of new information, this is possible for the most part. Problems come when knowledge in areas completely unknown by Dewey (computers, for example) have to fit into a place in the hierarchy, often leading to very long notations.

### **Slide 15: Editions of DDC**

An abridged DDC was developed to address the problem of very long notations. This shortened schedule is particularly designed for smaller libraries that do not need the detail of the complete DDC. Because schedules go into less detail in many areas of knowledge, the notations are usually only three to five digits long, making more user-friendly call numbers. The same basic organizational design is used for the abridged DDC. The three summaries and all areas of knowledge are covered, but the level of detail for each knowledge area is less.



Smaller libraries that purchase print editions of the DDC will choose to buy the abridged version, as it's considered easier to use, is made up of fewer volumes, and is less expensive. Libraries with larger collections who classify their items according to the DDC often find that they need the extra coverage provided by the full version.

Both versions of the DDC are also available in Web Dewey, an online version of the DDC available by subscription through OCLC. Any libraries downloading their cataloging or copying cataloging from resources such as OCLC or the Library of Congress will be looking at Dewey numbers created using the full version of the DDC.

## **Slide 16: Sections of DDC**

The DDC is made up of a number of sections, which need to be used together to create a notation. These sections are:

- the glossary
- the tables
- the summaries
- the schedules
- the index
- the manual

Whether a library is using the unabridged or abridged versions of the DDC, all of these sections will be included. It is important to know the purpose of each section when using the DDC.

## **Slide 17: Glossary**

The Glossary contains the definitions of terms. If there are terms that the cataloger does not understand when looking through any of the other sections, the glossary is useful.

## **Slide 18: Tables 1 and 2**

The Tables consist of four different tables of number categories. The options they provide are added to numbers in the schedules to create more specific notations.

Table 1 consists of Standard Subdivisions. Similar to the free-floating subdivisions found in the Library of Congress or Sears Subject Headings manuals, these notations can be used in any area of knowledge in the schedule. Numbers from Table 1 may be used to indicate that an item is a dictionary, biographical, educational or other notation within any given subject area.

Table 2 consists of hierarchical notations for geographic areas and countries around the world and in outer space. These notations are used only when specified in the schedules. They can be used to indicate the geographic emphasis of a work in most of the subject areas found in the schedules. An example of a difference between the unabridged and abridged DDC is found in Table 2. For the abridged DDC, the geographic divisions go only as far as the state level. In the unabridged DDC, geographic numbers can be found divided down into counties, and often also to the city level.

### **Slide 19: Tables**

An example of how Table 2 works is shown on this slide. The number --76 is used to indicate the South Central region of the United States. By adding different numbers to the regional number, individual states may be indicated. Thus, by adding a "2" to the regional number, a number may be created for the state of Mississippi, 762. Adding "7" to the regional number creates a number for Arkansas, 767. We will practice with Table 2 later in this course.

### **Slide 20: Tables 3 and 4**

Table 3 contains the notations for various subdivisions used with literature. These are notations for particular literary forms, such as poetry, drama, fiction, essays, speeches, letters, humor, etc. These notations are only used with the information in the 800 class of the schedules. Guidelines for using this table are included in the introductory material in Table 3 and the

800 section in the DDC Schedules.

Table 4 also has notations for subdivisions, to be used only with the languages in the 400 class. These subdivisions of language include notations to indicate the use of writing, the development of grammar, standard usage of a language, a section for dictionaries, information about language structure, etc. These notations are designed to be used with any language from the divisions found in the 400 class. Again, instructions and guidelines for the use of this table are included before Table 4 and in the 400 section of the Schedules.

### **Slide 21: Summaries**

Three progressively detailed lists make up the Summaries found in the DDC. The first summary, shown earlier in the course, illustrates the ten main classes into which Dewey divided all knowledge.

### **Slide 22: The 2nd Summary**

The second summary divides each of those classes further into ten subsections of knowledge. This results in one hundred divisions of knowledge.

For an example, the section of the second summaries pertaining to The Arts, 700, is displayed here.

This example shows how the additional digit added to the number 700 further divides the knowledge in this area to more specific categories.

### **Slide 23: The 3rd Summary**

The third summary divides each of those one hundred divisions of knowledge into ten sections. This more detailed breakdown results in one thousand sections, each made up of a 3-digit notation. Many times catalogers will refer to these summaries to find a likely area for a given

subject.

Here is an additional breakdown from the 700 category, showing the third summary numbers for 720, Architecture.

Looking at these summaries helps to show how knowledge is broken down by Dewey's design, but the summaries should only be used as a starting point.

### **Slide 24: Schedules**

The Schedules arrange knowledge in numerical order from the first class of 000 through the 900 class. These make up the main section of the DDC and are used to determine the assigned notation. The schedules contain definitions, explanations and directions for creating notations in the many scope notes.

Scope notes are often found following the corresponding listings to the breakdowns in the summaries. For example, scope notes addressing science generally will be found under the listing for 500 (Science) in the schedules. Notes addressing mathematics will be found under the listing for 510, and notes addressing notations for algebra will be found under 512.

Many sections of the print version of the Schedules also include a summary list, which serves as a miniature table of contents.

### **Slide 25: Index**

The Index is an important part of the process of assigning notations. The index in the back of the DDC is detailed and will direct the user to the correct section of the schedules. The index also includes indications referring the user to information in the tables.

For example, looking up the name of a country or state, such as China, in the index will give the user a reference to a number in the 900 section of

the schedules. An additional entry in the index, preceded by T2, is the geographic notation from Table 2 for that country or state. The index should be the first place to look when developing a notation for an item. In the WebDewey version, the index is incorporated into the search function for the database.

### **Slide 26: Manual**

The Manual is included in the DDC to help explain how decisions were made in organizing the information. Many times areas of knowledge overlap or relate to each other.

In classification, this overlap becomes complicated because only one location can be assigned to each item in the library. Many times catalogers have a difficult time determining whether an item should be given a notation from one class or from another.

For example, should a book on modern Islamic principles be listed in the 200 class as a work on a religion, or be listed in the 300 class as a work of political science?

The manual contains many explanations for situations such as this, defining the meaning of each of the conflicting areas so that the cataloger can choose the best location for the item. In WebDewey, information from the manual is indicated by an M in the search results list.

### **Slide 27: The Work of the Cataloger**

When using DDC, the cataloger will be switching from the index to the schedules to the tables to the manual and back to each of these locations over and over. This is part of the design and is expected.

Frequently, notations are easy to create. There are times, however, when deciding where to place an item becomes a challenge, or when a notation in the schedules must have additions from one or more of the tables added

to it to make a complete number. When these situations occur, it is important to understand how the various sections of DDC are designed to work with each other.

Please take the following quiz and then proceed to the next section.

### **Slide 28: Quiz: Dewey Decimal Classification**

### **Slide 29: Section 3. The Steps in Classification**

There are several steps to complete when classifying and this should be done with all library materials, regardless of format.

Step 1: Fiction or Non-fiction

Step 2: Non-book Items

Step 3: Determining the Subject

Step 4: Notation

We are going to look at these steps as we prepare to use the DDC.

### **Slide 30: Step 1: Fiction or Non-fiction**

First, determine whether the item being cataloged is fiction or non-fiction. In most libraries, these two types of materials are shelved separately and treated differently in the cataloging process.

#### **Fiction**

Fictional materials are typically shelved alphabetically by the author's last name to create a very browse-able collection of recreational-use materials. If this is the case, the call number is usually made up of the author's last name with indicators for the title and the date of publication.

Alternatively, some works of fiction are considered to be classical literature and are sometimes shelved in the 800's (the section for literary works). This section contains literature that is exemplary of a time period or a particular

style, is well-studied, and is regarded as a necessary part of a library collection. These works should be treated the same as any other non-fiction work when it comes to using the DDC. Creating complete call numbers for fiction materials treated as literature will be covered in the final section of this course.

### NonFiction

After the fiction materials have been separated from the non-fiction materials, a further breakdown may be necessary before DDC notations can be assigned to the non-fiction items.

### **Slide 31: Step 2: Non-book Items**

Usually non-book items are shelved separately from book items. When this happens, the non-book items may or may not be given classification numbers as part of their call numbers.

Some libraries, choosing not use classification numbers, will instead use an indicator of the item's format as the beginning of the call number, and follow this by an accession number or words from the title of the non-book item. For example, a video may have the call number VIDEO 1364, indicating it was the 1364th video to be added to the library collection.

These call numbers are simple, easy to create, and work moderately well for small collections. This type of organization becomes a problem if the non-print collection is large. Because the collection is not organized by subject, it is more difficult for the patron to locate materials without consulting the catalog.

Other libraries shelve non-book collections in separate locations for convenience but still assign classification numbers and complete call numbers. This creates a collection of special materials that is easier to browse and more user-friendly for both patrons and staff.

Many libraries felt in the past that if non-book collections were shelved

separately, they should not use the same sort of classification system as used for books. Few if any libraries still feel that this is true. Non-book materials can be shelved in their own sections, divided into fiction and non-fiction, and treated the same as books in those categories.

### **Slide 32: Step 3: Determining the Subject**

The next step is to determine the subject matter of each of the items. This can easily be completed if the cataloging is done in the same order as presented in the ABLE Technical Services courses.

Looking at subject headings before doing classification can be helpful in starting the search for a notation. For materials with just one or two headings, looking at DDC index terms may result in an obvious choice for a notation. For materials that cover more variations of a subject, several indexes and terms may need to be consulted before a notation is decided. Either way, the existing subject headings will give a good starting place for consulting DDC.

### **Slide 33: Step 4: Notation**

The final step in this process is to consult the various sections of the DDC to construct the correct notation needed to classify the item. This provides the first piece of information needed to create a complete call number for items being placed in the library collection.

Please complete the following quiz and proceed to the next section.

### **Slide 34: Quiz: The Steps in Classification**

### **Slide 35: Section 4. Using Dewey Decimal Classification**

Using the Dewey Decimal Classification System is not difficult, but it does take some careful reading to determine the correct notation. Library staff may become confused about the use of the DDC because they do not



carefully read and follow the instructions under the listings in the schedules.

When using the DDC, it is important to think in terms of significant digits. When we think of a Dewey classification number, we think of three digits, perhaps followed by a decimal point and further digits.

This is the end result of using the schedules, but in creating a number it is helpful to string together all of the necessary numbers, and then place the decimal point as the final step in the process. This is particularly true when using the tables to add specific details to the notations from the schedules.

### **Slide 36: Creating a Simple Notation**

There are three different ways notations can be created. We will look at those three ways, with examples, to show how the DDC is designed to work for the cataloger.

The examples that will be shown in this course come from WebDewey, but similar examples can be found in the current editions of either the unabridged or abridged print versions of the DDC.

Because most copy cataloging currently available uses the unabridged DDC, that is the edition chosen for these examples. Finding similar examples should be possible in the abridged DDC, through careful use of the index and following the hierarchical paths illustrated in these sections.

## **Slide 37: Using Dewey Decimal Classification**

In this section, we will look at specific examples of how to use DDC to build a classification number. Because of the large amount of information covered, this section is divided into smaller subsections, each with its own quiz to complete.

Click the button to continue to the next subsection you need to complete. When finished, click the button to “Return to Course Sections page.”

## **Slide 38: The Index**

The first way that a notation can be created is to look up a subject in the index and find a complete notation in the schedules. The following slides provide some examples of that process.

## **Slide 39: Example 1**

If we need to classify a work about WATER SKIING, we begin by looking up "water skiing" in the index.

This index entry leads to the notation of 797.35 for WATER SKIING. In the WebDewey version, locating this entry by using the search function is the equivalent of finding the information contained in the schedules in the print version.

Even when a cataloger is confident a final number has been found using the index, it is still good practice to verify the number by looking it up in the printed schedules. It is important to remember that the number given in the index is the classification number, not the page number in the schedules. When looking up a notation in the print versions, the numbers at the top corners of each page are guide numbers designed to show the user what section of the schedules he or she is looking in. Page numbers are listed at the bottoms of the pages.

## **Slide 40: Example 2**

The next example is to look up CARPENTRY. This will refer the cataloger to the number 694 in the schedules.

Looking up notation 694 in the schedules shows the number is clear and simple to understand. This notation is defined as standing for Wood construction and carpentry. Further detail can be provided, if needed, by narrowing the focus down to rough or finish carpentry as noted in the detail provided. This would be the DDC number for an item on this topic, and, to create the complete call number, all that would be needed was the rest of the call number information.

### **Slide 41: Example 3**

Look up "ARCHITECTURE" in the index.

This entry has several choices under ARCHITECTURE. The basic notation is 720, in the class of fine arts. There are also choices in the 200 class (Religion) addressing the religious significance of architecture or architecture and Christianity. Assuming our work is dealing with the basics of architecture as an art, we would be led to the following section for notation 720.

The scope note shown defines ARCHITECTURE in this section of the schedules. The note explains that comprehensive works on architecture are placed here. There is also a reference to the subject of civic and landscape art, where the user is directed to notation 710. This note may be of value if a considerable portion of the work deals with these related topics.

Scope notes in the DDC often suggest additional related subject terms that might be of interest to the cataloguer. These notes are found in suggestions like the one above from the schedules, or through a "see also" notation in the index.

### Slide 42: Example 4

This time the subject of the item is WEATHER FORECASTING.

The index directs us to notation 551.63, included under the section for notation 550, Earth Sciences & geology. This notation is further divided into Geology and then Climatology and weather, which are listed as notation 551.6. The specific notation for Weather forecasting is under 551.63.

This section has two notes: one indicating that a standard subdivision can be added (using notations from Table 1), and the second giving some subjects to be included in this notation (weather lore, weather satellites, use of radar).

Again, using the index led us directly to a complete notation for the subject in question.

Please complete the following quiz.

### Slide 43: Quiz: The Index

### Slide 44: Table 2 – Adding Geographic Locations

Another way to create classification numbers is by adding notations from the tables to numbers contained in the schedules. Again, the starting point for finding these notations will be the index. For the next sections of this course, the information found in the index will be given, but the examples will be from the schedules only.

In addition to classification numbers, the index may refer the cataloguer to a table that might also be relevant to the subject. Such a reference will begin with the letter "T," followed by the number of the table and then the relevant number in the table. Examples on the following slides will demonstrate exactly how these references appear in the index.

### Slide 45: The Use of Table 2

Table 2 is used when classifying items with a geographical focus. Using the index to find table information is helpful when classifying items that have a geographical focus but are not about the history of a specific area and thus classified in the 900's. It is possible to create a geographical breakdown within most of the subjects covered in the DDC schedules through the use of the geographic numbers contained in Table 2.

### Slide 46: The Use of Table 2

An example of this process can be illustrated by starting with the entry for Chicago in the index.

Doing this gives two pieces of information. One shows that 973.311 is a classification number for the history of Chicago. As we saw in the summaries breakdowns, numbers starting with 9 indicate geographical regions and history.

The other listing for Chicago, T2-77311, shows that a geographical subdivision for Chicago appears in Table 2. Thus, the geographic subdivision -77311 can be used on notations for other subjects.

For example, a book on birds found in the Chicago area would be classified 598 for birds, with the addition of .09 as the standard subdivision for geographical treatment, and the 77311 from Table 2 to indicate Chicago.

This would build the number:

598.0977311

Let's look at a few more examples of building numbers using the schedules and Table 2, to clarify the use of this table in different situations.

### **Slide 47: Example 1 - ELEMENTARY EDUCATION IN IDAHO**

The subject is ELEMENTARY EDUCATION IN IDAHO. Looking in the index, we find that Elementary education is in notation 372. There is no mention of geographic locations under this subject in the index. However, we do find in the index a listing for Idaho that looks like this:

Idaho T2—796

This indicates the geographic notation from Table 2 for Idaho is 796.

### **Slide 48: Example 1 - ELEMENTARY EDUCATION IN IDAHO**

Let's start with the schedule for Elementary Education. Here is what the section for 372 looks like in the DDC Schedules.

### **Slide 49: Example 1 - ELEMENTARY EDUCATION IN IDAHO**

The scope note under this entry indicates that specific schools and school systems should be entered here.

“Class here elementary schools, grade schools, grammar schools (United States), junior schools (United Kingdom), primary schools (United Kingdom); lower sections of all-age schools”

An additional note under the section for 372.9, which covers geographic treatment of elementary education, indicates how to create our final Dewey number:

“Class here specific schools and school systems  
Add to base number 372.9 notation T2--01-T2--9 from Table 2 , e.g.,  
elementary education in Brazil 372.981”

### **Slide 50: Example 1 - ELEMENTARY EDUCATION IN IDAHO**

We are told to use a base number (372.9) and to add the geographic notation from Table 2 to this base number. Following these directions, we would take this base number and add our geographic notation for Idaho to it (796, found in Table 2 or in the index). This results in the following notation:

372.9796

This notation can be dissected to determine the subject it indicates. Remember, 372 indicates the subject is Elementary education, the .9 indicates that we are dealing with a geographic area within Elementary education, and the 796 is the geographic number for that area (i.e. Idaho). All Dewey notations are created in this way—building on numbers progressively to add specificity to the final notation.

### **Slide 51: Example 2 – SECONDARY EDUCATION IN BRAZIL**

The subject is SECONDARY EDUCATION IN BRAZIL.

Here is another example of using the geographic notations from Table 2. In the schedules, notation 373 covers the subject of Secondary education. Looking through the schedules under that notation shows that Secondary Education in specific places can be classified using the numbers 373.3 through 373.9.

### **Slide 52: Example 2 – SECONDARY EDUCATION IN BRAZIL**

Again, we have the option for a specific notation for this type of education in a specific geographic area. Looking in the index gives us the information that the notation from Table 2 for Brazil is 81.

The scope note under Secondary education in specific countries indicates how to build our notation.

“Class here specific schools and school systems

Add to base number 373 notation T2--3-T2--9 from Table 2, e.g., secondary schools of Australia 373.94”

Following these instructions, we must use the base number 373 and add our geographic notation to this. The resulting notation becomes 37381. Because a preset decimal point does not exist, we must place it ourselves. This involves counting over three places from the left, and placing the decimal point between the 3 and the 8. The resulting number for SECONDARY EDUCATION IN BRAZIL is:

373.81

### **Slide 53: The Use of Table 2**

In the two previous examples, we have had a base number of 4 digits, and a base number of 3 digits. It is important in DDC to always use the base number specified for the notation you are consulting. The number of digits found in the base number can vary and the geographic notation is not always added after the decimal point. Let's look at an example of where this can occur.

### **Slide 54: Example 3 – GEOLOGY OF NEW ZEALAND**

Let's look at another example of adding a geographic notation to a number from the schedules. The item being catalogued has the subject GEOLOGY and specifically deals with the country of New Zealand.

The index lists the notation from Table 2 for New Zealand as 993. Looking in the index under Geology gives us the choice of 551 for Geology, or 554-559 for specific areas of Geology. Because we have a specific area (New Zealand) we will go to the section for 554-559.

### **Slide 55: Example 3 – GEOLOGY OF NEW ZEALAND**

Here is the section for 554-559. New Zealand falls into the category fitting



the description “Earth sciences of other parts of world and of extraterrestrial worlds”

Note the base number of 55.

### **Slide 56: Example 3 – Geology of New Zealand**

In this section, the base number is just two digits, 55. We add our notation (993) from Table 2 for New Zealand and have the notation 55993. Again, there is no indication of the decimal point in our instructions. A decimal point is added by counting over three places from the left, resulting in the following classification number for the Geology of New Zealand:

559.93

It is sometimes confusing that the decimal point is actually in the middle of the geographic notation for New Zealand in this number, but if the directions given in the schedules have been followed, it does not matter that the decimal point falls that way.

This confusion is one reason why it is sometimes easier not to worry about the decimal point until the classification number has been completely created. Placing the decimal point last keeps the user from worrying about where it will fall, and getting confused when looking at the directions for adding notations to base numbers.

Please take the following quiz.

### **Slide 57: Quiz: Table 2**

### **Slide 58: The Schedules - Adding Topical Meanings**

The third way that numbers can be created is by adding part of one notation from the schedules to the base number from another notation. This is sometimes done, though less often than adding notations from one of the tables to a base number.

Usually, the digits taken from one section of the schedules have particular topical meanings, and adding them to the base number from another section adds the same meanings to the new section. The best way to understand how this can be done is to look at examples from the schedules that use this method of number building.

### **Slide 59: Example**

The subject given is ORGANIZATION AND ACTIVITIES IN ELEMENTARY EDUCATION. First, check the section of the schedules dealing with Elementary Education (Notation 372.1). This has a subsection .11--.18 defined as 'School organization and activities in elementary education.'

When looking at the notes given under this subsection, we learn that types of activities can be specified by adding notations from the 371 section of the schedules to a base number 372.1. We will look at how this is done step-by-step.

### **Slide 60: Example**

The 371 section of the schedules deals with schools and their activities in general, not specified by an age level such as elementary. According to this summary, for example, student counseling is 371.4, physical plant is 371.6, and special education is 371.9.

While keeping these breakdowns in mind, also recall the instructions given in the note from 372.11--.18. We were told to use 372.1 as the base number and add the numbers from 371 to create numbers for these topics in elementary education.

### **Slide 61: Example**

Using these instructions, the following classification numbers can be created for specific topics in ELEMENTARY EDUCATION:

For student counseling, we take the base number of 372.1. To this, we add a 4, which is taken from the number following 371 in 371.4 (student counseling at schools in general). The result is a notation for student counseling at the elementary level: 372.14.

For physical plant, we again take the base number of 372.1. To this we add a 6, taken from 371.6 (physical plant at schools in general). The result is a notation for physical plant at the elementary level: 372.16.

For special education, we take the base number of 372.1 and add a 9. The resulting notation for special education at the elementary level is: 372.19.

These examples show that the same principles are used as were used for the additions to numbers from Table 2. There is a base number in one subject area that has numbers added to it to create more specificity in the resulting classification number. The only difference here is that the numbers adding the specificity come from another section of the schedules rather than a table at the beginning.

Also notice that while the digit added to the base number came directly after the decimal point in the 371 section, it did not end up in that same place in the 372 notation. This is another instance where writing down the numbers first and adding the decimal point last will keep catalogers from being confused about where the decimal should be placed.

### **Slide 62: Creating a Notation by Adding Topical Meanings**

The reason for using this type of number building is that there are specific topical breakdowns within the schedules that can be used by several related subjects.

Rather than repeating these directions and breakdowns, the editors have chosen to refer the user to the section already defined and developed, with instructions on how to use that information to create numbers in other

related subjects. This does not happen often, but the user must understand the intent of Dewey and be able to follow these directions.

Please take the following quiz.

### **Slide 63: Quiz: The Schedules**

### **Slide 64: The Use of Table 1 – Standard Subdivisions**

While Table 2 covers the use of the geographic areas, Table 1 contains notations for standard subdivisions. These notations are used to narrow a subject and may be added to any number in the DDC schedules, unless instructions in the schedules state otherwise.

For example, if the item is a magazine, the standard subdivision –05 could be added to a notation for the subject to indicate this. Or, an agricultural dictionary could be classified by adding the standard subdivision –03 from Table 1, indicating a dictionary, to the correct notation for the agriculture from the schedules. These numbers from Table 1 should never be used by themselves but always added to a notation from the schedule.

### **Slide 65: The Use of Table 1 – Standard Subdivisions**

Here is a look at Table 1 – Standard Subdivisions. We will now review several examples from the schedules using Table 1.

### **Slide 66: Example 1 – AGRICULTURAL DICTIONARY**

Here is the section from the schedules showing the listing for Agriculture.

Assuming we have an item to catalog with the subject AGRICULTURAL DICTIONARY, we find in the index that Agriculture is given notation 630.

This entry for Agriculture gives several additional notes on the use of this section and lists references to sections in the manual that help clarify

questions on where certain topics should be classified.

### **Slide 67: Example 1 – AGRICULTURAL DICTIONARY**

In the notations for agriculture, the first section listed in the summary is for the standard subdivisions. These are placed in notations 630.1—630.9. This listing in the notations, as well as the first note shown, indicate that any of the standard subdivisions can be used with the topic of Agriculture.

By comparing the categories in the general listing for Table 1 with the notations listed under 630, a pattern can be discerned for creating standard subdivision breakdowns through the examples shown (630.2, 630.7, 630.9). For example, compare the notation 630.9 for Agriculture--history with the standard subdivision T1--09 for Historical, geographic, persons treatment.

Becoming familiar with the terms used for the various areas of standard subdivisions will help you recognize how those categories may be used in the DDC notations listing.

### **Slide 68: Example 1 – AGRICULTURAL DICTIONARY**

Looking again at the summary from Table 1, the notation for dictionaries is found to be –03 (Dictionaries, encyclopedias, concordances). In the listing for Agriculture, a base number is not given for the use of standard subdivisions as was done for the use of Table 2 in the previous section. Instead, the range of notations that can be used with Table 1 is usually indicated by giving examples of the numbers that may be created within each area of the notations.

### **Slide 69: Example 1 – AGRICULTURAL DICTIONARY**

When we look at these examples of how notations may be used with this specific number, we see the notation for dictionaries will fit into the range of standard subdivisions to create the following notation for AGRICULTURAL

### DICTIONARIES:

630.3

Because the DDC is designed to allow the use of these subdivisions with most subjects in the schedules, the editors prefer to indicate the range of notations within most of those subjects. To allow for further expansion of the sections of the DDC, often the range of notation numbers set aside for the standard subdivisions includes one or more '0' digits, as placeholders to free shorter notations for subject expansion in the schedules. These standard subdivisions with extra zeros will usually be found in subjects in the 3rd Summary, or the thousand sections level of the breakdown.

### **Slide 70: Example 2 – FOOD**

As an example of the use of these '0' digits, look at the section for Food (641.3) shown here. While no specific mention of standard subdivisions is given in the notes under Food, looking at the first notations listed under this broader notation shows that they are the same as the first two sections of the Standard Subdivisions Summary from Table 1.

The actual heading of 'Standard Subdivisions' is listed with the number range '.3003--.3009.' Again, we are not given a base number, but are shown the number ranges to fit the standard subdivisions into. Using this example, a dictionary (--03) of Food would have the following notation:

641.3003

### **Slide 71: Example 3 – ETHICS**

Another example of the use of the standard subdivisions is found in the section from the schedules on Ethics. Looking in the index leads the user to notation 170.

There is no mention of the standard subdivisions under the notes for this

section, but a clue to their use is given under notation 170 with the further breakdown '170.9 Historical, geographic, persons treatment.' Familiarity with the notations from Table 1 lets the cataloger know this is one of the standard subdivision options.

### **Slide 72: Example 3 – ETHICS**

This indicates that for notation 170 Ethics, the standard subdivisions can be placed in number ranges 170.1—170.9. Notice that this number range includes a '0' in the place just to the left of the decimal point. Also notice that in the summary from Table 1 listed at the beginning of this section, all of the notation numbers are shown with a '0' preceding the various numerical indicators.

This is important to remember when looking at the next section in the 'Ethics' example.

### **Slide 73: Example 3 – ETHICS**

The notation 172 is shown in the schedules to cover the subject of Political Ethics.

There is a note listed under Applied ethics clarifying the meaning of this section, but no instructions indicating how to use the standard subdivisions. Because there is no statement indicating these subdivisions cannot be used, the cataloger is free to apply them to this section.

### **Slide 74: Example 3 – ETHICS**

Since there are no instructions on how to apply the subdivisions, the cataloger must return to the introductory instructions given in the DDC specifically for the use of Table 1.

"The following notation is never used alone, but may be used as required with any regular schedule number, e.g., workbooks (T1--076 in this table) in

arithmetic (513): 513.076. When adding to a number from the schedules, always insert a decimal point between the third and fourth digits of the complete number. (Full instructions on the use of standard subdivisions are found in the Introduction to the Dewey Decimal Classification)”

These are the basic instructions. The notes in the DDC manual and preliminary material listed with Table 1 provide further details about the use of these modifications to notations in the schedule.

### **Slide 75: Example 3 – ETHICS**

If the item to be cataloged is a magazine about political ethics, then we will need the notation from schedules for Political Ethics (172) and the notation from Table 1 for Serial Publications (—05). Combining these two numbers creates the following notation for a magazine with the subject of political ethics:

172.05

It is important to include the ‘0’ digit in the complete number, as that is how the notation is shown in Table 1.

### **Slide 76: Standard Subdivisions and Geographic Indicators**

A geographic indicator is another type of notation that can be created using Table 1. If the instructions for adding a geographic notation from Table 2 are not listed in the schedules, this type of notation can still be created using Table 1.

The Summary for Table 1 shows that the last division is ‘—09 Historical, geographic, persons treatment’. This notation can be used to add geographic specificity if needed.



### Slide 77: Example – BANKS IN CANADA

As an example, the classification number is needed for a general work on banks in Canada. The index gives the information that banks are located in the schedules at 332.1.

This example has several notes defining the topics in this section. Also, there are no instructions prohibiting the use of Standard Subdivisions, and no indications of adding geographic definitions using base numbers and Table 2. Because that information is not included, Table 1 can be used. There is a hint of how this is done in the listed number 332.10973 Banks (Finance)—United States.

### Slide 78: Example – BANKS IN CANADA

Table 1 gives the notation –09 for geographic treatment. Looking at Table 2 or the index gives the notation –71 for Canada. These two notations can be added together to create the following geographic indicator for Canada:

—0971

Taking the notation for banks (332.1) from the schedule, we can add this geographic indicator for Canada to create a notation for Banks in Canada:

332.10971

It is important to remember the ‘0’ digit preceding the 9 from Table 1, creating the correct number of digits for this notation to fall in the correct order in the DDC schedules.

Please take the following quiz.

### Slide 79: Quiz: Table 1

## **Slide 80: Tables 3 and 4**

### Table 3: Literature

In DDC, Table 3 is used only with the notations in schedule 800, Literature. The 800 class is divided both by types of literature and by countries of origin.

In the unabridged DDC, Table 3 is split into several parts, each dealing with a specific aspect of the study of literature. Most libraries will typically use Table 3A.

Tables 3A and 3B are similar. Which one is used depends on whether the item is written by or about one individual author, or by or about a collection or group of authors. For our examples, we will assume that Table 3A is the appropriate one to use, but the same principles will apply to the use of Table 3B.

## **Slide 81: Table 3A**

Table 3A is a listing of various types of literature divided into numerical breakdowns. Detailed instructions are included directing the cataloger on the use of Table 3 with literature notations. We will look at a few simple examples, but the cataloguer should carefully read all of the directions.

Here is the Summary list from Table 3A. The various divisions shown in the summary are further subdivided in each of the subsections of Table 3A.

## **Slide 82: 800 Literature**

The class information for 800 shows the following summary of the section of the hundred divisions:

### Slide 83: Literature

Most of the divisions contained in the 800's deal with the literature of specific countries or language groups. One DDC design weakness appears in this 800's class. A scan through the countries listed in the 810-880's shows that they are all North American or European in origin. The last division, 890, is for Other literatures. The section for 890 shows those other languages to be Celtic, Slavic, Indic, Semitic, Asian, African, North and South American Indian, Polynesian and Australian.

Dewey had a very 'western' view of the world, and for him the countries of Asia, Africa, the Middle East and South Pacific were minor players in modern society. Today, we realize that these areas of the world are vital parts of the information base in our libraries.

In the Dewey schedules, notations related to these areas of the world are often longer, because these areas are combined into a small section of the schedules and start with more lengthy notations. This also holds true for the class of languages, 400, and for the history and geography class, 900.

### Slide 84: Building Literature Numbers

Building notations in the 800's is not difficult, but takes the same sort of attention to directions as was used for Table 2.

For each of the different major literature/language divisions, a base number is given. The notations for different types of literature from Table 3 are added to this base number, giving the correct classification numbers for each literary type in each language.

### Slide 85: American Literature

Here is one example:

The base number for American literature is 81. This is shown by the 81

bolded in the first line above, with the '0' included in light type to show it is a place holder for adding emphasis.

### **Slide 86: American Literature**

The summary from Table 3A indicates that essays have notation –4. If the item is a collection of American essays, the resulting notation would be 814.

Poetry has the notation from Table 3 of –1. If the item is works of an American poet, the resulting notation would be 811.

A work of American humor would be placed in 817.

### **Slide 87: Building Literature Numbers**

Using the example above, we will see how Dewey numbers can be created for all types of literature from any language represented in the 800 notations.

Base numbers for all of the major sections of literature from various American and European countries are illustrated just as in the example above, or as specified in the notes area if using a print DDC schedule. To create a notation, locate the base number for a particular language family and add the number for the literature type from Table 3A.

In the section for other languages, 890, base numbers are not specifically indicated. For these sections, the notation assigned to each language group becomes the base number, and the notations from Table 3 are added to this base.

### **Slide 88: Other Literatures**

Look at the this section of the schedules for Other literatures.

The base number for Chinese literature is 895.1. If the item is a work of Chinese drama, adding the notation –2 for Drama from Table 3, creates the notation 895.12.

Japanese literature has a notation of 895.6. A work of Japanese poetry would be classed in 895.61.

This section of the 800's creates longer classification numbers, but the same subject divisions of literature exist in these longer notations as are in the shorter notations created in the earlier parts of the 800's.

### **Slide 89: Table 4: Language Study**

Table 4 is designed to accomplish the same purpose for the study of languages that Table 3 provides for the study of literature. This table covers the various forms of language study, and is only used with the 400 class, Language. The 400 class is subdivided into languages from all over the world.

As with the 800 class of literature, the 400 class gives priority to languages from Europe and America, as well as Classic languages such as Greek and Latin. Languages from Asia, Africa and the South Pacific, as well as native groups from the Americas, are combined together in the 490 division.

### **Slide 90: Languages**

Here is the summary from the beginning of the 400 section of the schedules.

### **Slide 91: Areas of Language Study**

The Table 4 summary lists various areas of study into which any language from the 400 class can be divided. Each of these notations from Table 4 has further explanations listed in the pages of the table. The examples in this course will just use the summary for the topical breakdowns.

Looking at the summary, for example, phonetic study of a language receives notation –1, dictionaries receive notation –3, grammar receives notation –5, etc.

### **Slide 92: Classifying Language Materials**

To create classification numbers for language materials, find the base number for each language in the schedules, and then add the notation for the type of language study from Table 4 to this base number.

### **Slide 93: French Language Study**

For example, here is the section from the schedules for French.

The base number for French is given in the information about the use of subdivisions and shown by the use of dark and lighter type, as in the previous 800s example. The base number is 44.

If the item is a grammar of French language, the notation –5 from Table 4 is added to the base number, resulting in a classification number of 445.

For a French dictionary, the notation –3 from Table 4 is added to the base number, giving a classification number of 443.

### **Slide 94: Non-Western Languages**

The previous examples demonstrated the creation of notations for all of the major language groups found in divisions 420-480 in DDC. As in the 800 class, the last section of language, 490, deals with non-western languages.

Unlike the previous divisions in 400, these language groups are not given base numbers. The number assigned to each language becomes its base number.

### Slide 95: Non-Western Language Examples

Here are two examples.

In the first example, the Hebrew language is given the notation 492.4. If the work deals with the phonetics of the Hebrew language, the notation –1 (phonetics) from Table 4 is added to the number for Hebrew, resulting in a classification number of 492.41.

For another example, we find the notation for the Arabic language is 492.7. A dictionary of Arabic, after adding the notation –3 (dictionaries) from Table 4, receives classification number 492.73.

Although they must each be used only with the section of the schedules for which they are intended, the application of both Table 3 and Table 4 is similar. Catalogers who have extensive collections of literature or language materials quickly become familiar with the application of these tables.

Please complete the following quiz and then proceed to the next section.

### Slide 96: Quiz: Tables 3 and 4

### Slide 97: Section 5. Creating the Complete Call Number

Creating a carefully determined classification number can take time and a good knowledge of the chosen classification system. But the classification number is just the first step in creating a complete call number. Whether the item is fiction or non-fiction, a book or a non-book item, it is important to have a unique location identifier.

A carefully crafted call number is made up of several pieces of information. There are several decisions that must be made on a consistent basis, so all call numbers will be easy to use and consistently created.

## **Slide 98: Fiction**

For books, the top line of the call number is information indicating whether the item is fiction or non-fiction.

If the work is fiction, there are several choices. Many libraries put the word 'FICTION', 'FIC', or an 'F' as the top line, so it is obvious to the patron that this is a work of fiction.

Other libraries just use the author's last name, or portions of that name, as the first line of a fiction call number.

## **Slide 99: Non-fiction**

For non-fiction, the first line should be the classification number developed by using the DDC schedules and tables. There must be at least three digits, although it may be considerably longer, depending on the subject and the level of specificity.

## **Slide 100: Non-book Items**

For non-book items, the first line of the call number for both fiction and non-fiction works may be a term or abbreviation indicating the format of the item. This could be something like 'VIDEO' for videocassettes, or 'CD' for compact discs, or 'COMP' for computer software. There are no widespread standards as to what terminology or abbreviations should be used. If a library is creating call numbers in this way, the terms or abbreviations chosen should be easily understood by users.

## **Slide 101: Book Numbers**

After the fiction designation or the DDC classification number is determined, the second part is the Book Number. The book number is made up of indicators for the author, the title, the date and the copy. Not all items will have all of these indicators, but using indicators in combinations makes it possible to devise a unique call number.



## **Slide 102: Author Indicators**

Author indicators are usually various combinations of letter or letters and numbers. The simplest type of author indicator is the author's last name, or a specified number of letters from the author's last name. Here are a few examples of the full and partial name.

## **Slide 103: Author Indicators**

For larger libraries, using just a portion of the author's last name is usually not specific enough, while using the full name may make a call number too long for the label. One way to eliminate this problem is to use a name table that creates a letter-number combination to stand for a name. This type of table can be found commercially published for the purpose of helping in the cataloging process.

Most of these commercially produced tables are based on one first developed by Charles Cutter in the late 1800's. They are often referred to as 'Cutter Tables' and contain an alphabetical listing of names, along with alphanumeric combinations that can represent those names in book numbers. They are used by finding the author's last name in the alphabetical listing, and using the indicated combination of letters and numbers to stand for that name in the book number.

Depending on the particular variation chosen, Cutter tables usually combine one to three letters with one to three numbers to create an author indicator. Many times this takes up fewer spaces on a call number label than a full name. Cutter numbers are easy to file when shelving. The letter is sorted alphabetically, and then the numbers following it are put in numerical order.

## **Slide 104: Title Indicators**

After an author indicator is determined, the next component of the book

number is a title indicator. This type of indicator might be needed if an author is very prolific in a given subject area. The title indicator can also be helpful in fiction collections, by placing all works by one author together alphabetically. Both author and title indicators are created by the same method.

The first word of the title is used as the indicator (or the second word if the first word is an initial article such as A, AN or THE). The following examples use both a Cutter number for the author (Twain—T935) and the title (Huckleberry Finn—H835) to create unique numbers for several versions of this title.

It is also optional to use all or a portion of the author's last name for the author indicator and a Cutter number for the title. All of these options can be used together in several combinations to create a call number—the important element in the process is to be consistent.

### **Slide 105: Author Indicators – Library of Congress**

The Library of Congress created their own version of an author table by assigning groups of the letters to numbers from 1-9. Using the initial letter in the author's last name and replacing the other letters with the assigned numbers, an alphanumeric indicator is created. There is no specified length for these LC author numbers, but most libraries use only 3 or 4 digits. The library should check for LC author numbers already in use. This eliminates any confusion or duplication of numbers.

### **Slide 106: Other Call Number Information**

The date of publication could also be added to the book number. One reason is that it helps to differentiate various editions of the same work. A date will also help to keep editions in chronological order on the shelf. The correct date is found in the descriptive cataloging. For consistency, the publication date should either be added to everything in the library, or not used at all.

The final part of the book number is a copy number. Since automated library management systems track copies through item barcodes, many libraries choose not to add copy numbers to labels unless they feel the visual clue is necessary on the shelves. Usually, a library will assume that a work without a copy number is copy 1. However, most libraries will save the label space.

### **Slide 107: DDC and Purchased Cataloging**

Knowing how to create complete cataloging records does not mean that catalogers should ignore the options for purchasing or copying cataloging. Many of these options provide a Dewey Decimal Classification number determined by either the Library of Congress or some other institution. If the cataloging seems to be professionally done, there is no reason to doubt the quality of the DDC notation assigned.

### **Slide 108: Shortening DDC Numbers**

Whether creating original classification numbers from the DDC or taking numbers from purchased or copied cataloging records, a strong reason to be familiar with creating these numbers is the advisability of shortening DDC numbers in smaller collections.

Many of the frustrations with the DDC are created by the length of numbers needed in a larger collection. Long notations create problems in several areas:

- They are difficult to fit onto labels.
- They are harder to re-shelve accurately.
- The patrons have a more difficult time writing them down correctly from the catalog.
- They are challenging to read on the shelves, and
- The library staff need a good understanding of Dewey to be able to interpret differences in classification numbers.

### **Slide 109: Shortening DDC Numbers**

This course illustrates a few of the reasons why the numbers in Dewey become lengthy. The necessity to adapt and add to the original structure created by Melvil Dewey has made the beginning notations for many areas longer, and the ability to add detail through the use of standard subdivisions or other specific indicators only adds to the length.

There are libraries that have set limits for the number of assigned digits, sometimes without a clear understanding of how those numbers were developed. If a library wants to limit the number of digits used in notations from the DDC, there are guidelines for this process.

### **Slide 110: Shortening DDC Numbers**

In copied or purchased cataloging, Dewey numbers are usually derived from the unabridged version of DDC. This often results in longer numbers because of a higher level of specificity. Often in purchased MARC (Machine Readable Cataloging) records, there are marks spaced part way through the Dewey number.

These spacers indicate an acceptable place to split the notation without changing the meaning of the number in relation to other items classified nearby. Here is a shortened notation for each example.

This indicator offers libraries preferring shorter numbers a way to maintain the integrity of the DDC. If a number needs to be shortened, use the spacing indicators provided. If indicators are not provided, the entire number should be examined for elements that could be removed, such as standard subdivision notations, geographic notations and so on. These are the only ways a number should be shortened.

## **Slide 111: In conclusion...**

The correct application of the Dewey Decimal Classification System greatly impacts the usability of the library. Patrons rely on the organizational design of the DDC when browsing the library collections and when searching in the library catalog. Staff members rely on the DDC when aiding patrons and when returning items to the shelf.

The descriptive information in the cataloging record and the subject headings assigned to that record help patrons determine whether or not a library item is suitable for their needs. The DDC classification number becomes the key to finding a needed item.

The call number, created by using all of the elements discussed in this course, gives each library item its own unique address on the shelves. The catalog gives reference to each address, but a misclassified or misshelved item in essence becomes lost. Correct application of the DDC helps avoid this type of situation, creating an accessible library for all users.

Please complete the following quiz and then proceed to the conclusion of the course.

## **Slide 112: Quiz: Creating the Complete Call Number**

## **Slide 113: Conclusion**

For additional resources related to Dewey Decimal Classification, download the files provided under the Attachments tab in the upper right corner of the course window.

The next slide will be the Final Exam for this course.

## **Slide 114: Able 7: Final Examination**

## **Slide 115: Certificate of Completion**

## Idaho Commission for Libraries

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Click on the link to access the course survey. Completing this survey will allow you to print a personalized Certificate of Completion for your continuing education files.

Be sure to check the attachment “States Recognizing ABLE” to see if your state is on the list of recognizing ABLE as a continuing education credit for your state’s required library certification.

Thank you for taking the Alternative Basic Library Education Introduction to Dewey Classification course.