Assigning Dewey Decimal Classification Numbers

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Introduction

This week’s background reading asks you to stop at regular intervals, do online activities in WebDewey and Moodle, watch videos, do practice sets, and test yourself by completing more challenging exercises. These activities will help you avoid falling into a Dewey-enchanted slumber. (Note: There is only this one pdf for the background reading this week.)

The Practical Process of DDC Number Assignment

A longstanding consequence of the mark-it-and-park-it use of DDC is that catalogers, especially in school and smaller public libraries, have not been much engaged with the conceptual underpinnings of the scheme. The goal has been to find a topical number quickly (preferably with a limited, arbitrary number of digits after the decimal point) and get the book labeled and on the shelf. Classification tools are available that do not require the average cataloger to build a DDC classification number with the full schedules. This approach is very economical in terms of staff and training costs, but, like many downstream approaches to technical knowledge, it relies on the upstream people being experts and never making mistakes. As a professional cataloger, you are not relieved of analyzing Dewey numbers and correcting mistakes in them just because you are using “found” classification. As a non-tech services person, you do not get a pass by declaring DDC to be pointless “secret codes.” All library professionals must apply the knowledge of topic-in-discipline and meaning-in-hierarchy in their daily work with the collection to improve its accessibility.

Dewey Cheater Pants!

So is it cheating to use freely available resources to assign DDC numbers without re-analyzing every single one? No, of course not. All libraries use DDC numbers from “upstream” data producers and incorporate them into some aspect of their workflows. DDC numbers from the Library of Congress Cataloging-in-Publication program—available since 1930—are generally such a reliable starting point that most libraries accept them as is. OCLC itself has been actively creating tools to map DDC numbers onto other controlled vocabularies to move toward automatic assignment of DDC. There is no doubt that this behind-the-scenes technical work by major players in the cataloging field has made classification with Dewey faster.
Even if you are working with DDC from scratch, checking out numbers assigned for similar works is not “cheating”—it provides a valuable reference point for your own work, especially if you are a one-person cataloging operation. The Library of Congress may not be your only go-to resource—other local libraries with collections similar to yours may have DDC numbers worth checking. For example, if you are in a school library, the larger collection at the local public library can give you a better snapshot of numbers for browsing a particular subject than individual LC MARC records.

However, you need to ask probing questions of any DDC number you find wandering about on the Internet:

1. Does this record use the current edition of DDC?
2. Is the record produced by reliable cataloging staff?
3. Does it make sense in the context of the DDC 23 hierarchy?
4. How will it browse in my library?

The most common place to find a DDC number for a work is from Library of Congress Cataloging-in-Publication, which may be printed on the title page verso of a book or found in a MARC record in the Library of Congress catalog. A Dewey classification number is coded in the 082 field.

### Sample DDC Number Coded in MARC

| 082 00 Sa 636.2/966 $2 23 |

The example shown here presents typical information in an LC record. The first indicator is set to 0 for the full DDC schedules, the second indicator is also 0, meaning that the number was assigned by the Library of Congress. Subfield a is the number itself (with the segmentation mark given as a slash), and subfield 2 contains the edition number from which the number was taken. The DDC edition number is particularly important at this transition point from DDC 22 to DDC 23—all numbers from previous editions that you intend to use must be checked against the DDC 23 schedules for currency.

Catalogers report errors in LC’s Dewey assignments on several cataloging discussion lists. Occasionally you will see posts on AUTOCAT and OCLC-CAT, but the DEWEYERROR report list exists solely to announce problems publicly. Through it libraries are alerted to check for errors in numbers they may have previously accepted during copy cataloging. There are also occasional threads about DDC assignment issues on the AUTOCAT discussion list. An example is a discussion begun on March 20, 2012 on “Fairy tales, Aesop and other folk tales,” which solicited opinions about best practices in using 398.2.

If you have access to OCLC Connexion, it is possible to directly search the 082 field to see which works have been assigned a particular DDC number. The public versions of worldcat.org and WorldCat Local do not allow you to view the MARC record. There are two projects from OCLC Research that provide similar WorldCat access for catalogers who do not subscribe to OCLC’s cataloging database. Classify, “an experimental classification web service,” allows you to search for a title or subject heading and see a pie chart view of DDC numbers that have been assigned to a particular work (based on the number of WorldCat holdings for each). DeweyBrowser allows you
to drill down the DDC hierarchy to the section level and sort by DDC number, or to search a specific DDC number to see what kinds of works have used it.

Classify and DeweyBrowser are data-mining static collections of WorldCat records with 082 fields. Because many of the 082 fields in WorldCat are found in Library of Congress records, these two systems are chiefly easier-to-scan glimpses into the same data you would find by looking up a title in the LC catalog. However, Connexion, Classify, and DeweyBrowser allow you to navigate to similar titles and see their DDC numbers, which is not a search option in the Library of Congress catalog. When you are trying to weigh your options for DDC number assignment, these additional DDC resources outside of WebDewey allow you to triangulate the hierarchical meaning of a number in the schedules against real-world application of it.

(Links to all other resources mentioned in this section are found in the Moodle resource “DDC Assignment Resources for Catalogers.” You should take a break here and see what Classify and DeweyBrowser look like.)

### Assigning Enumerated Numbers from the DDC Schedules

Now you know how to find DDC numbers without ever going into the DDC schedules, but you would not be taking this course if you thought that ready-made numbers will fill all your library’s classification needs. Classifying less common works with more complex subjects is where the fun begins anyway. This section will address how to think about the subjects of works and some decision-making processes you must take into account when searching the DDC schedules.

### What is the Work “About”?

In an ordinary cataloging workflow, you will have already chosen your subject headings before you classify the work. Therefore, you should have a rich set of vocabulary terms to search in WebDewey—from the title, the table of contents, and from review of the work’s content.

You may also find Library of Congress Subject Heading terms already mapped to DDC numbers, but you cannot be fully aware of the meaning of any DDC number under you double-check how it has been used on your shelves or in some other library’s shelf list. There is a subtle conceptual difference between In LCSH, the cry is “literary warrant.” Its “literary warrant” does not make a 100% correspondence with the warrant behind DDC numbers. DDC and LCC (Library of Congress Classification) are different in their warrants. That is, much of the development of LCSH is triggered by concepts found in books as they are cataloged. LCC is tightly connected to LCSH because LCSH is de facto the index to the classification. You can find the correct LCC number by looking up an LCSH term in ClassWeb. You may be able to find corresponding DDC numbers from LCSH and LCC—after all, WebDewey itself is enriched with LC subject headings—but ultimately your analysis of the work’s discipline and your weighing of DDC choices should determine the number you choose. As a classifier you are not bound to any structural hierarchies but those in DDC itself. And you can choose a different number if you do not agree with the one assigned by the Library of Congress.
Learning DeweySpeak

As with any other technical vocabulary, it is experience that leads to functional literacy in the language of Dewey Decimal Classification. Total immersion is the solution for fluency in a language, but you cannot spend every waking hour practicing DDC this month, so my goal for this section of the course is more modest. The goal of this week’s more set of exercises is to sensitize you to words that signal the scope and meaning of DDC numbers. Only long-term practice after the course ends can bring complete fluency in DeweySpeak, but you will leave the course with the vocabulary and the grammar rules.

Parsing Captions & Deciphering Note-Chatter

The words in DDC captions and notes can seem very slippery to a beginner. There is something about the phrases DDC uses that seem to be without fixed meanings; they are almost hopelessly generic until you have worked with the DDC hierarchical for a while. Although I will cover important terms below (at the point of need for particular exercises), there are a few common issues in DeweySpeak that should be highlighted before you search the schedules.

330.09 History, geographic treatment, biography of economics as a discipline

Late on a Friday night I received an email from a fellow cataloging instructor who was driven to despair by the DDC caption you see here. I was not surprised; I had seen students reduced to tears by such captions before. This kind of caption is as difficult to parse as it is common. Somehow when you read it, you end up thinking that the phrase after the last comma is all together, and the words “history” and “geographic treatment” stand alone. Then it makes absolutely no sense. It is a kind of “Eats, Shoots, and Leaves” problem.

When you see a series of words like this in DDC, you have to imagine them surrounded by nested, quasi-mathematical parentheses.

( ( (History) or (geographic treatment) or (biography) ) of (economics as a discipline) )

If you read it from the inner parentheses outward instead of left to right, the hidden meaning appears. The “history, geographic treatment, biography” is referring to the –09 standard subdivision pattern that you see in the notation, and the experienced DDC cataloger reads it as a stock phrase and ignores the commas. When you are faced with an impenetrable caption in the future, resist the temptation to do textual analysis word by word and move back from your computer screen—the meaning will appear from the center outwards.

DDC also uses the word “specific” so much in notes and captions (over 4000 times!) that it may stop making sense when you see it. Whenever you read the word specific in Dewey, imagine a visual image of a box in a hierarchical organization chart. “Specific” in DDC means that there are places in the hierarchy for a laundry list of whatever things are under discussion: A place for every specific, and every specific in its place.

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An essential reading strategy for DDC is being able to cut through the note clutter. Notes for individual numbers in DDC can have dozens of sentences with lots of links embedded, and it will seem like every other sentence will have the word “specific” in it. Again, the solution involves leaning back from your computer screen and parsing what you see—perhaps, if you’re far-sighted, also increasing the font size a notch. Don’t try to read everything top to bottom and understand each in sequence; define what you are looking for and ignore the rest of the sea of words as you look for it. At any given time, you will probably only need one or two kinds of notes: a scope note; a “class here” instruction; a link to adding instructions signaled by an asterisk; a table of preference; a link to a manual entry or a flowchart. Calmly evaluating each line in the note box to identify its type will part the sea of words and the information you need will pop its head out of the water.

As we go through the next weeks, be patient as you work with DDC notes and captions. I am taking you through the most important concepts one by one, so focus on the ones you know and the new ones you are learning now, and leave the others to become clear when their time arrives.

Tables of Preference

When you cannot include every characteristic of a subject in your DDC number, you must choose which of its characteristics is the most important. Tables of preference are the tools DDC gives you to make this decision about preference order. You will find tables of preference in the notes at the beginning of some number ranges or in the Manual. There are about eighty of them altogether, so you may not encounter them very often, depending on the subjects you classify—you may never need to use the table of preference for international commerce or the one for human figures as iconography in art. It is more likely that you will need to use the table of preference that governs the 800 Literature class or the one that covers Cooking in 641.5. However, there are two specific tables of preference that you will want to remember:

- **The table of preference for Table 1**, which is found in notes at the top-level list of the Standard Subdivisions. (You will see this table used in the section on Standard Subdivisions below.)
- **Table of Last Resort**, which is found in section 5.9 of the DDC Introduction. (You will recall that the Introduction is a downloadable pdf file—you cannot find it by searching in WebDewey.)

Applying a table of preference is as easy as pie. You read it top to bottom, looking for the characteristics of your subject. When you run into the first characteristic, stop and use that number. The table of preference given here reproduces the one at 641.5. One thing you will notice is that the subdivision notation does not follow the preference order. Say you were faced with a cookbook called *School Lunch Cooking for the Beginner*—what number would you choose? How about *Cooking for the Beginner on a Budget* or *Bulgarian Cooking for your Microwave*?

* 641.56—it’s cooking for children; 641.55—money-saving comes before skill level; 641.58—appliances come before geographic facets.
Cooking for special situations, reasons, ages 641.56
Quantity, institutional, travel, outdoor cooking 641.57
Money-saving and timesaving cooking 641.55
Cooking with specific fuels, appliances, utensils 641.58
Cooking specific meals 641.52-641.54
Beginner and gourmet cooking 641.51
Cooking characteristic of specific geographic environments, ethnic cooking 641.59

Incorporating Other Choices into Number Assignment

You will notice that the table of preference for cooking does not cover every combination of cookery characteristics that you might encounter—cookbooks these days present kaleidoscopes of ingredients, cuisines, techniques, and equipment. To make decisions where you must weigh other aspects of Food & Drink in the 641 section, you have two aids for classification. The first aid is cross-references in the notes for various numbers in DDC. If you go to 641.61 “Cooking preserved foods,” for example, you will learn that you should class “home preservation” in 641.4 and “cooking using specific preserved foods” in 641.63-641.69. If these suggestions in the notes do not fit your situation, you can go back to basic principles of choosing subjects in the same discipline. These are found in section 5.7 of the DDC Introduction.

There are five basic guidelines that govern the selection of one subject over another. Briefly, they are A) choose the subject being acted upon if your subjects are interrelated; B) choose the subject receiving fuller treatment if you must choose between two subjects; C) if two subjects are equal, use the first-of-two rule and class the work in the subject that comes first in the DDC schedules; D) if you have three or more subjects in the same discipline, use the first higher number that includes them all. This is DDC’s rule of three; and E) if the choice is between subdivisions that begin with zeroes and those that begin with 1-9 in the same section, choose the subject that fits in 1-9. (If you ever need to use the five guidelines, you should read the full explanations.)

If you have a dilemma about choosing a discipline, you should look around for interdisciplinary numbers (don’t forget about class 000), and failing those, choose the discipline given the fuller treatment in the work. (Again, read the full Section 5.8 in the Introduction if you need to apply these principles.) Finally, if you have diligently gone through every guideline in the DDC Introduction and find yourself weeping, paralyzed with indecision, or frustrated that nothing seems to apply, you are ready to use the Table of Last Resort.

(Now is the time to stop reading and watch the video on searching in WebDewey, then to proceed to the complex number assignment exercise. It will ask you to classify some cookbooks and weigh some options while searching WebDewey.)
**Number Building: the First Steps**

After completing the previous exercise, you should feel comfortable with finding numbers in the main schedules of DDC and weighing your choices based on tables and other ins. Now you are ready for a bigger challenge: number-building. Ever since the seventeenth edition, DDC has given catalogers the option to expand the meaning of numbers by adding digits. There are two ways additions are done. The simplest is to add a “standard subdivision” from Table 1. More complex addition is done using tables within the schedules or parts of other numbers from within the main schedules or from Tables 2 through 6.

In Weeks 2 and 3 you will learn several methods by which these additions are made. In order to make them easier to remember, I have invented some unofficial terms that have never appeared in the *DDC Glossary*: Pin the Tail On and Zero Musical Chairs (*for Week 2*), then Slice and Glue and Dewey Ping-Pong (*for Week 3*).

Before we start, though, you must learn two official DDC concepts that apply to the entire number-adding process: *approximate the whole* and *base number*.

**Approximate the Whole**

Before you are allowed to add standard subdivisions to any DDC number, you must determine if the subject of the work that you are classifying *approximates the whole* of its DDC number in hierarchy. Unless the topic is “nearly coextensive,” you are not allowed to add subdivisions.

Imagine that you are cataloging a journal called the *California Potbellied Pig Association News*. Based on your review of Table 1, you can see several tempting standard subdivisions that might apply here: --05 for a serial, --06 for an organization, or --09794 for California. But before you decide on any standard subdivision, the topic must be tested for “approximates the whole.” Pot-bellied pigs are an Asian breed of swine, the correct DDC number for them is 636.485, and that number is the lowest enumerated level of the hierarchy. (ILLUSTRATION 18) However, this one breed of Vietnamese pig is not the only swine of Asia: *it does not approximate the whole*. No standard subdivisions are allowed, no matter how much you want to use them.

There is no specific number for pot-bellies, so works about this single topic must be classed in a number that is “too large” for them. The Dewey term for this situation is that they have been given *standing room* in the subdivision. This term likens the subject that is smaller than its subdivision to someone at a theater who is allowed into the performance, but does not have an assigned seat. You can imagine individual Asian breeds like the bristly-backed Hezuos and sleek black Tibetans milling around with potbellies and jostling each other in the 636.485 pigpen. Only a work discussing *all* of them collectively can accept additional specificity. Now, the Dewey editors may yet decide in a later DDC edition that the pot-bellied pig requires a more specific number. If that should happen, all those pot-bellied swine could be reclassed to a number with one more digit, where they can oink around in their own pen and have standard subdivisions added to the end of their number.
Do not despair! It is true that there is no hope for specifying the pot-bellied swine of California, but sometimes the Dewey editors give special instructions for other numbers that allow catalogers to get around the basic principle of “approximates the whole.” Those instructions will be discussed below when we cover the details of applying standard subdivisions.

**Base number**

There are over two thousand instructions within the DDC schedules and tables that contain a phrase like: “Add to the base number xxx.xx notation xxxx from some other part of DDC.” The base number is your starting set of digits for number building. Whenever DDC tells you a base number, write it down, right away, because you will be following a process that may have several steps. You can easily forget where you started.

If you are classifying in WebDewey, you can use the Build box to record the base number and additions as you work. The Build box is visible whenever you are viewing a number record, and whatever you type into it stays there as you move around in WebDewey, even if you open new windows and tabs. (ILLUSTRATION 19)

Once you have recorded the base number, you are ready to go wherever the instructions lead you. Always keep track of the stops you make, because you may need to refer back to them. In the DDC print volumes, you will want to put a bookmark at your starting point and at every stop along the way. In WebDewey, you should right-click on any link to open it in a new tab.

Sometimes in WebDewey (as seen in the primate illustration ## with 599.83-599.88), you are given a range of numbers without a link. Always jot down the range before you leave the first page, because you will forget it otherwise. Then you can navigate to the range by hierarchical browsing or by going to the search button to copy and paste the numbers into a search box. As always, right-click to open the hierarchical and search windows in a new tab, otherwise you will lose your starting place.

Following these very simple recording and navigational steps will protect you from 78.3% of the pain* that beginners experience when building DDC from base numbers. The process of number-building can become complicated, but when you make a habit of tracking the base number and keeping all instructions bookmarked or open, you will be able to concentrate on the meaning of the numbers you are building rather than flailing around in the schedules.

**Applying Standard Subdivisions**

You probably had a moment of enlightenment when you began to recognize standard subdivision patterns in a DDC number string. To move from reading literacy to writing literacy—being able to construct standard subdivisions when needed—you must now grapple with a more advanced understanding of zeroes.

* This statistic is made up. But it feels true.
But first, some basics. Here is the DDC Glossary definition of standard subdivisions:

Subdivisions found in Table 1 that represent frequently recurring physical forms (dictionaries, periodicals) or approaches (history, research) applicable to any subject or discipline. They may be used with any number in the schedules and tables for topics that approximate the whole of the number unless there are instructions to the contrary.

Let’s consider each part of the definition in turn.

Standard subdivisions come from Table 1. (ILLUSTRATION 20) There are nine of them. They all begin with zero as a signal of their purpose, and they are common facets that could be useful for just about any topic. The table in the illustration shows the top level of the standard subdivision hierarchy. Each number except T1—03 (Dictionaries) and T1—05 (Serials) has subdivisions and/or adding instructions. For example, you can add three more digits to T1-07 Education to mean T1—07155 “On-the-job training.” And T1—09 (History and geography) allows you to add from to Table 2 to make specific geographical numbers.

You have already learned the meaning of some standard subdivisions in last week’s background reading, and most of the others are self-explanatory. However, the headings for of “T1—02 Miscellany” and “T1—04 Special Topics” are rather strange. What is miscellany? Miscellany is a collection of numbers that express the form and treatment of a subject. Are you classifying a commercial seed catalog? Add T1—029 as a standard subdivision for product catalogs. Do you have a book full of pictures of the birds of North America? Add T1—0222 as a standard subdivision. What is special topics? Special topics T1--04 gives subject-specific topics a reserved space in the main schedules so that they are highlighted for browsing. So, T1—04 is just a placeholder within Table 1 itself, as you can see in the screen shot. (ILLUSTRATION 21)

T1—04 is a tool that the Dewey editors have at their disposal, but it is not used all that often in the schedules. 388.04 “Special topics of Transportation” demonstrates the function of –04. (ILLUSTRATION 23) Here it allows the cataloger to highlight works that discuss something like “Passenger services,” which is unique to transportation as an area of study, but common to all kinds of transportation. The very nature of –04 is diverse, so it is impossible to make generalizations about what kinds of topics to expect in it. No matter what specifics are under each number, its position as a standard subdivision occurring near the top of the hierarchy means that the concepts represented are general in nature and that they apply to every subdivision in that hierarchy.

Table 1 is unique within DDC. These nine numbers and their subdivisions are the only part of DDC that the cataloger can use to build numbers without specific instructions. Standard subdivisions are applicable at the end of any Dewey number except where the editors note that you may not use them. Exceptions are rare. Usually, the instructions that forbid you to use standard subdivisions are limited to one or two numbers only. An example: you are forbidden to use standard subdivision T1—09 for cookbooks from cuisines around the world (641.509 plus Table 2 notation) because cookbooks for specific cuisines have a special class in 641.59 plus Table 2 notation for geographical areas. Even though you cannot use –09 as a standard subdivision in this
context, you still are free to build “dictionaries of cooking” (641.503) from standard subdivisions and other notation from Table 1. [Go to WebDewey and browse to 641.50… options to see this for yourself! There is no way to show all of this in a screenshot.]

Students often ask how they can remember all the standard subdivision building options. There is no magic memory potion: you must memorize the nine top-level numbers by studying them, and you will only become familiar with their subdivisions if you read Table 1 thoroughly. There is no way you can even guess what odd subdivisions are found in T1—02 Miscellany! Stop reading this background paper now and go look at Table 1 and its subdivisions, then come back to learn several methods of how to build with them.

Before you add standard subdivisions, however, you must check two things:

1. Consider whether the topic you are classifying approximates the whole or if there are notes that allow you to add subdivisions even if the topic does not approximate the whole.
2. Review the DDC schedules for that number to make sure there are no restrictions on using standard subdivisions. As noted above, exceptions to using standard subdivisions are relatively rare, of limited scope, and they are easy to see in the schedules.

Pin the Tail On

The simplest adding situation for standard subdivisions is what we’ll call “pin the tail on,” as in “pin the tail on the donkey.” (ILLUSTRATION 24) You append the numbers as found in Table 1 to the end of the number. Imagine the zero as the pushpin.

If the schedules tell you to put standard subdivisions in ranges with more than one zero. If you do find that you must add multiple zeroes, you cannot use “pin the tail on” as an adding method. You must play “zero musical chairs,” which is described in the next section.

One final thing: There is only one tail on a donkey. DDC will allow you add a standard subdivision at the end of a number without explicit instructions, but you may only add one standard subdivision. You cannot chain them together in sequence, unless there are specific instructions in the Table.

Consider a second imaginary journal of the Asian Swine Breeds Association Quarterly. (ILLUSTRATION 25) Because “Asian swine breeds” approximates the whole of 636.485 (unlike pot-bellied pigs), standard subdivisions are allowed. Two standard subdivisions are possible: --05 for a serial, --06 for an organization. But you cannot add both of them together (neither --0605 nor --0506 is correct!) to make the meaning “a serial for an organization.” Which single subdivision do you choose? The notes in the DDC Schedules at Table 1 give you a table of preference to guide your decision. (Go look at it!) In this case, --06 is preferred over --05, so the correct number will be 636.48506. The cataloger is free to take the first step to add a standard subdivision on
her own authority, but **for every subsequent building decision** s/he must obey the instructions in the DDC schedules.

**Zero Musical Chairs**

When you put a part of the DDC schedule with multiple zeroes reserved for standard subdivisions next to the numbers in Table 1 (as in the before image, ILLUSTRATION 26), your eyes are confused by all the zeroes. It is obvious that you cannot simply pin a tail onto your number to add a standard subdivision, but what should the result of adding these two sequences of zeroes together look like?

In this situation it is like the zeroes are playing a game of musical chairs. When you add, there will be places for one less zero than you see dancing around in the schedules. The zero from Table 1 always loses the round of “zero musical chairs,” because the multiple zeroes listed in the schedules have already taken the only available seats (as in the after image in ILLUSTRATION 27). The relevant digit for the standard subdivision from Table 1 is placed behind the zeroes as listed in the schedules, and the zero from Table 1 goes away, disappointed every time because there is no chair for it.

And the same restriction applies no matter whether you are pinning a tail on a number or playing zero musical chairs: you cannot chain standard subdivisions together one right after the other. Anything you add after the first digit of the standard subdivision must be done from WebDewey instructions or enumerated subdivisions.

Before you forget the basics of standard subdivisions that you have just learned, take a few minutes to go into Moodle, watch the videos, and do a set of practice exercises to reinforce the concepts. Once you are confident about applying these two methods of adding, return to the textbook and read about more advanced issues in applying the concept of “approximate the whole.”

**Exceptions to Approximate the Whole**

Sometimes the Dewey editors decide that some topics deserve more than standing room only, even if they are smaller in scope than the number in which they are classed. These exceptions are found in several kinds of notes. Very, very rarely, the notes use explicit wording to grant permission, as in “Standard subdivisions may be added … even if the subject of the work does not approximate the whole.” Most often, there are two other notes: “Standard subdivisions are added for …[specific topics],” or a class-here instruction.

One exception to “approximate the whole” is when the heading for the number implies that there are two separate topics, but in fact the concept is the same. Consider 133.3244 “Fortune-telling by tea leaves and coffee grounds.” (ILLUSTRATION 28) If you had a periodical on reading tea leaves you might assume that you could not add –05 if it contained no information on reading coffee grounds. But the editors clarify that you may add –05 by noting, “Standard subdivisions are added for either or both topics in heading.” So, periodicals about tea leaves alone, coffee grounds alone, or tea leaves and coffee grounds together may use –05.
Another note that indicates an exception to “approximates the whole” is a class-
here note, which is used over 7500 times in the schedules. When the Dewey editors
declare that something should be “classed here,” it is immediately given the special
privilege of accepting standard subdivisions. In ILLUSTRATION 29 you can see a
specific example of class-here: in 641.2224 a work about any single variety of sparkling
wine may be given a standard subdivision. What this means for sparkling wines in
particular is that you may distinguish them through geographical subdivisions:
Champagne will have its own place at 641.2224094431, Asti will be with other local
Italian sparkling wines at 641.2224094515, and California sparkling wines will gather
together at 641.222409794. (These geographical numbers can be truncated so they are
shorter and class more broadly by country or continent, if you wish.) Since the vineyard
is so important to wine, subarrangement by place will help wine-lovers do systematic
browsing for books of interest. By allowing a class-here approximation of the whole, the
DDC editors have also indicated they have no plans to create closer classification under
sparkling wines to specifically express Champagne or other prominent kinds of these
beverages.

You will also see notes that use the word “including” to signal that certain topics
belong in a particular DDC number. Do not confuse the words “including” and “class
here.” They have opposite meanings! When you see the word “Including” it means a
topic has standing room only—it does not approximate the whole.

( Go to Moodle again now, watch the video on Approximating the Whole, and do
the short practice exercises that go with it, then you will be ready to do the SSS (Standard
SubdivisionS exercise.)

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3/26/12