## Block 1

### CLASSIFICATION-DDC: 19TH EDITION

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Introduction

Library classification is one of the most important tools for organising both macro and micro documents in a most helpful sequence on the basis of subject matter or thought content. In libraries and information centres documents are classified with the help of a library classification scheme. There are several classification schemes with which we can classify documents. The most popular and widely used library classification scheme is Dewey Decimal Classification (DDC).

This Block introduces you to the theoretical and practical aspects of DDC and to begin with, Unit 1 introduces you to the structure and organisation of DDC. In Unit 2 you are introduced to a variety of definitions, notes and explanations found in DDC. Unit 3 introduces you to the three summaries found in DDC and to the steps in classifying and Unit 4 deals with Relative Index and its use.

In this Block you will also be introduced to the use of Tables and Schedules for synthesizing a class number in DDC. Unit 5 deals with the study of seven Tables and Schedules covering the ten main classes and their divisions and sections. Unit 6 introduces you to the use of auxiliary tables and devices employed in synthesizing the class number. Unit 7 deals with suitable worked out examples. This Unit also familiarizes you with order of precedence and means for fixing the priority of numbers.

The Units in the Block fully demonstrate to you the art of practical classification with DDC 19th Edition. The worked out examples in the Units (5 to 6) will enable you to classify various types of documents under different subject fields using Tables, Schedules and devices to assign compound and complex class numbers. The Self Check Exercises provided under each Unit will provide you an opportunity to classify documents with the 19th Edition of DDC.
UNIT 1 INTRODUCTION, STRUCTURE AND ORGANISATION

Structure
1.0 Objectives
1.1 Introduction
1.2 19th Edition of DDC
1.3 Notation
1.4 Properties of Decimal Fractions
   1.4.1 Constant Place Value of the Digits
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1.5 Basic Plan and Convention of a Minimum of Three Digits
1.6 Volume 1: Introduction and Tables
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   1.9.1 Dot
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1.10 Numbers in Square Brackets, Obsolete Entries
    1.10.1 Never Assigned Numbers
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    1.10.4 Optional Class Numbers
    1.10.5 ‘Formerly’ Notes
1.11 Summary
1.12 Answers to Self Check Exercises
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1.0 OBJECTIVES
In this Unit, we introduce you to Dewey Decimal Classification (DDC), 19th edition, its basic plan, notational features and organisation of the three volumes, viz., 1 Tables, 2, Schedules, and 3. Relative Index.
After reading this Unit, you will be able to:

- explain the salient features of the scheme;
- describe the properties of decimal fraction notational system employed in the scheme;
- discuss the basic plan of the scheme;
- describe the three volume text of DDC 19th edition; and
- refer, read and interpret the schedules.

### 1.1 INTRODUCTION

In a modern library, documents, i.e., books and other reading material are arranged by subject for their location and also for browsing. For arranging books you may devise a home-made system of your own, which is a very difficult and time-consuming process. The other way is to adopt an existing system. There are many universally known and standard classification systems available for this purpose. Well-known among them are Dewey Decimal Classification, Library of Congress Classification, Universal Decimal Classification, Ranganathan’s Colon Classification and many more. Dewey Decimal Classification (DDC) is the most popular of all the general classification systems used all over the world. It was devised in 1873 by Melvil Dewey (1851-1931) of the USA and first published in 1876.

From the first (1876) to the 15th edition (1952), DDC was published in one volume of varying sizes. The 16th edition (1958), a very important edition, was issued for the first time in two volumes. It made the handling of the growing number of the books easy. The second volume was mostly devoted to the index, called the Relative Index.

The 18th edition (1971), was issued in three volumes extending the process a bit further. The 19th edition, published in 1979, is also in three volumes as follows:

<table>
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<th>Content</th>
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<tr>
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<td>2</td>
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### 1.2 19TH EDITION OF DDC

Different libraries throughout the world are using different editions of DDC depending on the year of their establishment or the time they started classifying their books. The three volumes of the 19th edition (1979) consist of 3361 pages in all, bound in light grey colour. Its bibliographic details are as follows:

Activities

1) Visit a few libraries in your town/city and note the classification schemes used by them.

2) Find out which editions of DDC are being used by the libraries in your town/city.

This complete set should be on your table or can be had for reference within the premises of the study centre nearest to you. There is nothing to be afraid of its size, as it is a reference book to be referred and consulted rather than read from cover to cover or memorised. DDC in three volumes is a number building machine, and you have to learn how to use it.

1.3 NOTATION

As every film presents its story and theme through actors, so every library classification employs notation to denote classes and subclasses of subjects. Notation may be defined as a systematic series of shorthand symbols to denote classes and their subdivisions and to show relationship between subjects. It mechanises the arrangement of books in a library. Brevity is implied in notation, but contrary to the popular impression, brevity is not its prime/only concern. It makes the system mechanical.

1.4 PROPERTIES OF DECIMAL FRACTIONS

All decimal fractions follow a whole number preceded by a decimal point, as an indicator. For example, in 10.5, read as ten point five, 5 is a decimal fraction and is preceded by a decimal point. Similarly, 092 is read as zero point nine two or simply as decimal nine two. Decimal fractions have some mathematical properties (qualities) which are not possessed by integral (whole) numbers that we ordinarily use in our day-to-day routine. The properties of decimal fractions are discussed in the following sub sections below:

1.4.1 Constant Place Value of the Digits

If we add any digit to the right end of any decimal fraction, the place value of the already present figures does not change. For example, if a decimal fraction 52 is extended by 5 to make it 525, the original place value of the first two digits, viz., 52 remains unaltered. This is due to the fact that every digit in a decimal fraction has its fixed absolute value irrespective of the total number of digits in a decimal sum. This property is the reverse of what it is in the whole numbers.

1.4.2 Superfluity of the Right End Zero

By virtue of this property, if any zero is added to the right end of a decimal fraction, its value remains the same. For example, 9.5, 9.50, 9.500 have exactly the same value.

On this account, one has to be a bit more careful in arranging decimal fractions according to their value. For example, of the two decimal fractions 23 and 1125, the former is of more value than the later. The simple formula is that of the two or more decimal fractions the one with a higher initial digit will be of higher value than the rest, irrespective of the total number of digits in any decimal fraction. For example, decimal 3 is of far more higher value than decimal 1559.

1.4.3 Ordinal Value of Digits

As in other classification systems, the number/symbols used here to denote subjects have only ordinal value. They do not possess any cardinal value. Here the numerals
are devoid of any measure of their weight or power or quantity. They only indicate their sequential value, that is, which number is to come earlier and which later. In DDC, of the two subjects denoted by numbers, say 953 and 954, it never means that the later is of any more value or importance than the former or vice-versa. It not only indicates that on the library shelves the book bearing the class number 954 will come after that of 953 and so on. Similarly 511 will come earlier than 512 on the shelves, not that it is of less value than 512. And by the same rule, 45 will come earlier than 5, and 301 earlier than 92.

1.4.4 Depiction of Hierarchy through Notation

With notation alone we do not know the importance or value of a subject, but it does help to determine its relative status and location among other subjects in the universe of knowledge. Notation also helps us to know the relative breadth or depth of a subject and its relationship with other subjects on its left and right sides. DDC is a hierarchical classification. This means that coordination and subordination of subjects is depicted through notation. For example, of the two subjects denoted by 5 and 51, we say that 51 is subordinate to 5 and 515 is subordinate to 51 in turn. In other words, 515 is a part of 51 which in turn is part of 5. Thus, the hierarchical order of these figures/subjects will be:

5
51
515

This is only possible if the notation is of decimal fractions.

Self-Check Exercise

Note:  i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) What are the properties of decimal fractions?
2) Arrange the following decimal fractions by their increasing value: 9, 425, 225, 1189, 82, 32552, 8, 65.
3) Arrange the following decimal numbers in a hierarchical order: 455, 401, 4, 45, 4557.

.......................................................................................................................
Strictly and mathematically speaking, the number denoting Main Classes should have been written as 0.0 Generalities, 0.1 Philosophy and related disciplines, 0.2 Religion, and so on. But for the brevity and simplicity of notation, the initial nought and the decimal point are omitted, though these are understood to be there. Thus, in DDC, if you come across a number say 512, then actually it should be treated as 0.512. We read 512 as five one two and not as five hundred twelve. Similarly we read 91 as nine one and not ninety-one; and 025.4 as zero two five point four.

To simplify the ordinal value of these decimal fractions and for their arrangement, there is a convention that no number in DDC shall comprise less than three digits. If any number is of less than three digits, then we add the required number of zeros to make the number of digits three. Hence in actual practice the ten main classes are denoted as:

- 000 Generalities
- 100 Philosophy and Related Disciplines
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Pure Sciences
- 600 Technology (Applied sciences)
- 700 The Arts
- 800 Literature
- 900 General Geography and History

The above ten divisions are also called the First Summary of DDC schedules. For the beginner it is the first practical step to learn the system.

**1.6 VOLUME 1: INTRODUCTION AND TABLES**

It is comparatively a thin volume containing prefatory material and seven auxiliary tables. It gives a brief history of DDC in “Publisher’s Foreword” (pp. xi-xiii) and has the preface (pp.xv-xviii) by the Chairman of the Decimal Classification Editorial Policy.
Committee called DCEPC. This preface describes the special features and policies of the 19th edition. Then comes (Benjamin A. Custer) the Editor’s Introduction. It is a very important and useful part of the system in all respects. The Editor’s Introduction explains in details, the structure of the scheme, its various plans, its fine features and full instructions on its use. It also provides guidance in determining the subject (doing subject analysis) of a book in general (Sec. 9, pp. ivi, ix.) and subsequently, in locating the appropriate class number. It also provides rules to further synthesise (extend) a number either from the schedules or from any of the auxiliary tables or by both.

1.6.1 Auxiliary Tables

Virtually the second part of the Volume 1 is devoted to the seven auxiliary tables. These are: 1. Standard Subdivisions, 2. Areas, 3. Subdivisions of Individual Literatures, 4. Subdivisions of Individual Languages, 5. Racial, Ethnic, National Groups, 6. Languages, and 7. Persons. Use of these tables will be explained to you in Block 1, Unit 5 of this course.

1.6.2 Summaries

But quite important are the so called Three Summaries of the System (on pages 471-482, Volume 1). These are three outlines of the scheme given in the order of their increasing details. The First Summary, also called the Ten Main Classes (p. 471), is the broadest of the first outline of the division of the entire universe of knowledge as per this system. You can remember this summary even on first reading. On the following page, p. 472, each of these ten main classes have further been divided into ten branches called divisions. Hence, there are $10 \times 10 = 100$ divisions in all. This is called the Second Summary or The 100 Divisions of DDC. It is useful to remember this summary also. An extract from the Second Summary is reproduced below:

Second Summary of the Main Class 300 Social Sciences, as an example, is as follows:

| 310  | Statistics    |
| 320  | Political Science |
| 330  | Economics      |
| 340  | Law            |
| 350  | Public Administration |
| 360  | Social Problems and Services |
| 370  | Education      |
| 380  | Commerce (Trade) |
| 390  | Customs, Etiquette, Folklore |

Third Summary of the Division 330 Economic is as follows:

| 330  | Economics     |
| 331  | Labor Economics |
| 332  | Financial Economics |
| 333  | Land Economics  |
The Third Summary (pp. 473-482) divides each of the 100 divisions into ten parts called sections. Hence, there are \(100 \times 10 = 1,000\) sections in all. These 1000 Sections are called Third Summary. These 1,000 sections enumerate and elaborate the scope of the above 100 divisions. There is no need to remember all these 1,000 sections, unless you want to become a super expert.

**Self-Check Exercise**

**Note:**
  i) Write your answers in the space given below.
  ii) Check your answers with the answers given at the end of this Unit.

4) How many Auxiliary Tables are there in the 19th edition of DDC?

5) Assign the class number for the following subjects with the help of the Second Summary. Folklore, Building, Engineering, Logic, French Language, Graphic Arts, Italian Literature.

....................................................................................................................
....................................................................................................................
....................................................................................................................
....................................................................................................................

**Activity 2**

1) Memorise the First and Second Summary of DDC given at pages 471 and 472 of Volume 1.

2) Familiarise yourself with the Third Summary of the DDC given at pages 473-482 of Volume I and remember some class numbers important to you, such as 341 International law, 954 History of India, etc.

### 1.7 VOLUME 2: SCHEDULES

The Schedules are a long table of all DDC numbers given in numerical order and showing hierarchical relations of subjects. In other words, it is a series of numbers in the order of their increasing ordinal value. It is the core and central part of the DDC system. To understand the correct and efficient use of the schedules, it is necessary to understand various notes and instructions provided under various entries.

#### 1.7.1 Hierarchy

Hierarchy means the sequence of subjects in their successive subordination. Hierarchy also means the arrangement as per the increasing specificity of subjects as we go down the chain. This whole-part relationship or increasing specificity of subjects is shown by
the addition of a digit to the number on the left side and the shift of indentation of the verbal heading to the right side.

For Example:

300 Social sciences
330 Economics
332 Financial economics
332.4 Money
332.41 Value of money
332.414 Factors affecting fluctuations in value

In the above case each heading is subordinated to the immediately upper heading. Note the lengthening of the chain by a digit in the number column on the left and the shift in (typographical) indentation on the right in the corresponding headings.

1.7.2 Sequence of Numbers

The entire schedule has been arranged in a single numerical sequence from 001-999. As the value and the ascending order of decimal fractions has already been explained in sub-section 1.4.4, so it should not be difficult for you to reach and locate a desired number. To reach any number the usual page numbers do not help. Here one has to proceed through the numerical order or decimal fractions. For the convenience of the users, the three-digit section number is always written on both the top corners of the page. It has immense locational value. For example, if we are to reach the class number 333, the broader course will be:


Similarly, 333.915 will be reached as:


1.7.3 Understanding the Schedules

Making use of the hierarchical principle, the corresponding heading against every number does not describe the full subject but a term most specific to that digit in the chain of numbers. Therefore, to understand the full meaning of every heading in the schedule, it is to be read in the context of its immediate upper heading and simultaneously in the still broader context of the whole discipline.

Take, for example, a class number:

342.052 Powers, functions and duties

If this entry is taken by itself, one may not understand as to whose “powers, functions and duties” this refers to. But, if we read it in conjunction with (or in the context of) its immediately upper number in the hierarchy, then its meaning becomes abundantly clear, viz., “powers, functions and duties of the legislative branch of the government”. This can further be read in the context of its still higher number, i.e., 342. Then it will mean “Powers, functions and duties of the legislative branch of the government in constitutional and administrative law”.

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Now, take one more example.

546.342 Simple

One may not understand what the adjective “simple” stands for here. But, reading it in the context of its upper number, viz., 546.34, it means simple salt which is quite clear. But when you read further in the context of its still upper class, i.e., 546 Inorganic chemistry, then it becomes totally clear to mean Inorganic Simple Salts.

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Locate (give page numbers of) the following class numbers in the schedules; and also write against each the heading (subject).

a) 362.293 ............................................................
b) 621.38 04 ............................................................
c) 621.48 ............................................................
d) 808.888 ............................................................

1.8 VOLUME 3: RELATIVE INDEX

Volume 3 of the set is devoted to the Relative Index consisting of 1217 pages. The index is always an important part of any classification system. In DDC, it is called Relative Index, which is better than other alphabetical indexes and is considered an important and enduring contribution of Melvil Dewey to library classification. Relative Index is a kind of Index which not only arranges the concepts and their terms in an alphabetical sequence but also shows the relationship between the terms and the contexts in which the subjects appear in the schedule. It is not only a key to the classified schedules, but also makes an independent approach to classification. Thus, it is not an optional part but an integral part of DDC.

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) Give the full meaning of the following class numbers:

a) 348.06 Encyclopaedias............................
b) 385.12 Rates and fares............................
c) 576.11 Physiology..............................
d) 733.5 Roman..........................
e) 799.312........................................At stationary targets

1.9 TRANSCRIPTION OF A CLASS NUMBER

As you already know:

i) The numbers used in DDC are decimal fractions,
i) No class number consists of less than three digits; e.g., 5 is written as 500 and 53 as 530,

iii) When a class number extends beyond three digits, a dot is put between the third and fourth digits, e.g., 324.3, 362.14, 386.242

To break the monotony of lengthy numbers and to aid memory, a dot is used after the third digit. This is further explained below.

1.9.1 Dot

It is essential to remember that the dot used is not a decimal point as it might be thought to be. Mathematically it is absurd; a decimal fraction cannot be divided again decimally. It is simply a psychological pause to break the monotony of numerical digits. It helps to ease the transcription, copying and remembering of the class number for a short while. Educational psychologists believe that 324.12 is more easily remembered than 32412. Hence, this dot has no function other than to reinforce memory.

1.9.2 Spaces

If a class number extends beyond six digits then after every three digits, a space is left. In other words after the sixth digit the remaining digits are transcribed in ‘groups of three’, leaving a space between two groups. This space serves exactly the same purpose as the dot, viz., ease in transcription, copying and remembering of the class number. For example, the number says 384.1065 Telegraph companies is, in actual practice, transcribed in the schedules as:

384.106 5

leaving a space between the sixth and the seventh digits (point is not considered as digit).

Similarly, the class number:

621.38800287 TV testing technique

is actually transcribed as :

621.388 002 87

Leaving spaces between the sixth and the seventh digits and between the ninth and tenth digits. Such spaces can be extended to any extent necessary. To repeat, the dot and spaces in a class number are devoid of any substantive meaning. These are not connecting symbols either.

Self-Check Exercise

Note:  
 i) Write your answers in the space given below.
 ii) Check your answers with the answers given at the end of this Unit.

8) Transcribe the following class numbers as per conventions of the DDC Schedules:
   a) 621.38864 Mobile broadcasting stations
   b) 669.950283 X-ray metallography
   c) 792.0226 Children’s theatre
   d) 351.7222536 Financial administration of development expenditures of central governments
While consulting or referring to the schedules, you will often come across many class numbers at various levels enclosed in square brackets. For example:

- [309] Social situation and conditions
- [396] [Unassigned]
- [654] [Unassigned]
- [511.7] Numerical analysis
- [351.721] Fiscal policy

Any number enclosed in square brackets is no more in use and is empty of any heading or meaning at present. Hence, such a number is not to be used. Such bracketed numbers are, the following five types:

i) Never assigned numbers
ii) Unassigned numbers
iii) Left vacant only
iv) Optional class numbers
v) Formerly notes

### 1.10.1 Never Assigned Numbers

There are numbers never assigned any meaning/heading in the scheme. Such numbers have always remained vacant so far. For example:

- [004] [Never assigned]
- [005] [Never assigned]

The number of such entries is decreasing, in edition after edition. These gaps are helpful to accommodate new subjects.

### 1.10.2 Unassigned Numbers

The second type belongs to those bracketed numbers, which have remained vacant for long since some previous editions. A heading is given against such a number (Unassigned in square brackets). Immediately below that entry, you will find a note stating when the number was used last. For example:

- [040] [Unassigned]
  Most recently used in Edition 16
- [313] [Unassigned]
  Most recently used in Edition 14
- [426] [Unassigned]
  Most recently used in Edition 18
- [655] [Unassigned]
  Most recently used in Edition 17
Several such vacant numbers are created and later reused as a result of the constant revision of DDC.

1.10.3 Left Vacant Only

The third kind refers to numbers left vacant in the 19th edition and their headings shifted, relocated to another number in the same edition.

For example:

[329] Political parties and related organizations and processes
Class in 324

[175.83] Reading comics
Number discontinued; class in 175.8

[602.72] Patents
Do not use; class in 608

1.10.4 Optional Class Numbers

The fourth category belongs to optional class numbers in square brackets. Such subjects have been shifted to other numbers. As a policy, if some libraries do not want to disturb their existing numbers they have been given the option to retain the old numbers.

For example:

[925] *Scientists
Here, as per the footnote on page 1449 *Use is optional; prefer treatment described under 920.1-928.9
This instruction means that the biographies of scientists may either be placed at 925 and its subdivisions or these may preferably be placed in 500.

Below is given another example of optional class number in the DDC schedule.

[330.159] Socialist and related schools
(Use of this number is optional; prefer 335).

Optional numbers signify that a few subjects can be classified at two different places and DDC leaves it to your choice. For example, the bibliography of a mathematician can be classed under 925.1 or at 510.92.

Hence, you have to decide under which number you wish to classify such books. But you have to be consistent in using only one number once you have preferred one of the two choices. It is a policy matter to be decided in advance.

1.10.5 ‘Formerly’ Notes

Linked with one kind of bracketed numbers are the formerly notes appended to some entries. When in the process of revision, a subject (heading) is partially or wholly relocated to a new number, then at the new place a note is given describing the former number of this newly shifted number. This note is in the form of “formerly ....” printed in italics, enclosed in square brackets and followed by the former number.

For example:

002 The book [formerly 001.552]
It simply means that in the previous edition the class number for the subject “The book”
was 001.552 and now it is 002.

If an independently existing number is merged into another number, then it is also indicated
the following device.

418.02 Translation and interpretation

Class here machine translation [formerly 029.756]

It simply means that the subject of machine translation was previously given an
independent number 029.756, but in the present edition it has been merged with 418.02
translation techniques in general.

299.934 Theosophy [formerly 147,212.52]

It means that in the previous edition Theosophy 299.934 was distributed at two places,
viz., 147 (in philosophy) and 212.52 (in religion).

Self-Check Exercise

Note:  
   i)  Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

9) Identify two numbers most recently used in Edition 16.

10) Locate two more numbers, whose use has been discontinued in Edition 19. Also
give the present class number of these headings.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

1.11 SUMMARY

In this Unit, we have introduced you to the Dewey Decimal Classification system and
explained the structure and organisation of the three-volume scheme.

The main points discussed in this Unit are:

1)  DDC was designed in 1873 by Melvil Dewey (1851-1931) and first published in
     1876. The 19th edition, which is prescribed for your practice, was published in
     1979.

2)  DDC uses decimal fraction notation to represent the ten main classes and their
divisions from 0 Generalia to 9 History, etc.

3)  Decimal fraction is a convenient device to show the hierarchy of subjects and to
expand a given subject further to give appropriate places to new subjects.

4)  Volume 1 of DDC contains introduction, seven (auxiliary) tables and the three
summaries of schedules.

5)  Volume 2 (the Schedules) contains divisions of subjects arranged in a sequence of
decimal fraction numbers from 001-999.
6) Volume 3 (the index) is called Relative Index. It is an alphabetical key to the schedules and tables.

7) The class numbers given in square brackets are not to be used.

8) To make full and clear meaning, every class number should be read in the context of the upper number.

### 1.12 ANSWERS TO SELF CHECK EXERCISES

1) Constant place value of the digits, superfluity of the right and terminal zero.

2) 1189, 225, 32552, 425, 65, 8, 82, 9

3) 4, 401, 45, 455, 4557

4) There are Seven Auxiliary Tables in the 19th ed. of DDC.

5) 390, 690, 620,160, 440, 760, 850.

6) a) Page 473 Drug addiction (social welfare problems and services)
   b) Page 949 Color television (engineering)
   c) Page 953 Nuclear engineering
   d) Page 1396 Prose literature anthology

7) a) Encyclopaedias of laws and regulations, cases
   b) Rates and fares in railroad transportation
   c) Physiology of microbes
   d) Roman sculpture art
   e) Shooting with gun at stationary targets

8) a) 621.388 64
   b) 669.950 283
   c) 792.022 6
   d) 351.722 253 6

9) 006,007

10) 175.83 Ethics of reading comics. Present number is 175.8

   364.255 Influence of leisure and recreation on crimes and delinquency. Present number is 364.25

### 1.13 KEYWORDS

**Cardinal Value**: Any of the numbers that expresses amount, quantity as one two, three, etc.

**Classification**: Art and science of arranging entities (abstract or concrete) according to their degree of likeness to one another. It also means sorting or grouping
or separating on the basis of their differences.

**Classification (Library)**: Arranging books and other reading materials in a library primarily on the basis of their subject contents in a way useful to readers. It is also called systematic or logical arrangement. It helps in information retrieval and allows browsing on the shelves.

**Classification Schedule**: A printed or otherwise written list of subjects and their subdivisions arranged in a systematic order with their notation given against each subdivision. It is a ready reckoner to assign class numbers to books on the basis of their subject content.

**Classification System**: A particular scheme/schedules of library classification, such as Dewey Decimal Classification, Ranganathan’s Colon Classification or Library of Congress Classification and many more.

**Digit**: The smallest individual unit in a notation system. For example, the notation 954 has three digits, 9, 5 and 4; and B,7 has three digits, namely B, (Comma) and 7.

**Hierarchy**: A sequence of entities or subjects in successive subordination relations.

**Notation**: A systematic series of shorthand symbols to denote subjects, all their subdivisions and their relations. It mechanises the arrangement of documents on shelves.

**Ordinal Symbols**: Symbols which merely indicate order/sequence and are devoid of any cardinal value.

**Schedules**: The long series of numbers arranging all the subjects and their branches in numerical order from 001-999 of A/Z order. In DDC-19 Volme-2 contains the Schedules, 001-999.

**Summary**: Major outline of the division of knowledge in DDC. There are three summaries of increasing details in DDC.

**Ten Main Classes**: This is the first division of the universe of knowledge as in DDC. Also called the first summary, these ten classes pertain to the major disciplines of knowledge as per this system. The number of main classes varies from system to system.
1.14 REFERENCES AND FURTHER READING


UNIT 2  DEFINITIONS, NOTES AND INSTRUCTIONS

Structure
2.0  Objectives
2.1  Introduction
2.2  Definitions, Explanation and Scope
2.3  Different Types of Notes
   2.3.1  Inclusion Notes
   2.3.2  ‘Class here’ Notes
   2.3.3  ‘Class elsewhere’ Notes
   2.3.4  ‘Class ... in...’ Notes
   2.3.5  ‘For... see...’ Notes
   2.3.6  ‘Class comprehensive works in...’ Notes
   2.3.7  Notes Appearing under Discontinued (Bracketed) Entries
   2.3.8  Importance of Various Notes
2.4  Centred Heading/Centred Entry
2.5  Number Building Notes
2.6  Summary
2.7  Answers to Self Check Exercises
2.8  Keywords
2.9  References and Further Reading

2.0  OBJECTIVES
In this Unit, we will introduce to you the definitions, notes and instructions found under an entry in the schedules of DDC. These notes help in interpreting an entry.

After reading this Unit, you will be able to:
- explain the meaning of various types of notes and instructions appended to an entry;
- apply the instructions while constructing a class number for a subject; and
- describe the concept and utility of centered headings in the schedule.

2.1  INTRODUCTION
In the seven tables (Vol.1) and more so in the schedules (Vol.2), you will find definitions, notes and instructions under each entry. An entry is a self-contained unit in the schedules and tables consisting of a number or span of numbers, a heading and often one or more notes and number building instruction, if needed.

These notes are of various kinds and have different functions to perform. They help us to understand and interpret the definitions, scope and limitations of a subject covered by an entry. Some notes refer us to a more apt number and sometimes to a comparable
and related number. But of greater importance are the notes to extend further a number called “number building” notes. All these types of instructions have been explained to you in the following sections of this Unit.

Understanding these notes and instructions is very essential for classification of documents. Therefore, you have to be familiar with these notes and instructions so as to become a good classifier.

### 2.2 DEFINITIONS, EXPLANATION AND SCOPE

The scope, connotations and boundaries of a class differ from scheme to scheme. Therefore, invariably all library classification schemes define the boundaries of a class by listing all its subtopics. In other words, every library classification follows the principle: “A class is the sum total of all its enumerated subdivisions” (Ranganathan calls it the Canon of Enumeration). However, in addition to enumeration, some notes and devices are employed for more explicitness.

**Definition of a Class**

In the DDC the definitions of some of the classes or their subdivisions are explicitly stated in verbal terms. The definition given is appended immediately below the heading in the entry. For example, there is a very apt definition of “330 Economics” under the entry, which reads: “The science of human behavior as it relates to utilization of scarce means for the satisfaction of needs and desires through production, distribution, consumption.”

Sometimes the scope of a subject is elaborated by a definition-like note. For example: 370.158 Psychological effects of education. Its scope is explained as: “Effects on students of school situation, teaching methods, other factors”. With this note the meaning of the entry and the kind of documents to be placed here become more clear.

Though this is a highly valuable feature of the DDC, yet definition is not the rule. However, where no definition appears, it is to be taken from the any standard English language dictionary such as Webster’s Third New International Dictionary of the English Language.

**Self-Check Exercise**

**Note:**

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) Note down the definitions of the following classes as given in DDC 19th Edition.
   a) 020 Library and information sciences
   b) 351-354 Public administration
   c) 361 Social problems and social welfare
   d) 530.15 Mathematical physics

2) If a formal definition of a class is not given in the entry, what is the other source from which to get its formal definition?

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
2.3 DIFFERENT TYPES OF NOTES

Sometimes, instead of formally defining a subject, its scope is explained with illustrations.

For example:

330.154 2 Historical school of economic thought

One reads the area covered by the entry as “School of Roscher, Knies, Hildebrand, Schmoller, Bucher, Knapp”.

Another under 253 Secular clergymen and pastoral duties (Pastoral theology), here its scope is explicitly explained as:

“Priests, ministers, pastors, rectors, vicars, curates, chaplains, elders, deacons, assistants”. Sometimes the scope of a subject is explained and illustrated with actual examples, preceded by the word “Examples”. For instance, note the examples under the following entry:

549.121 Mechanical properties of minerals

Examples: cleavage, parting, fracture, hardness, tenacity, specific gravity

Take another example:

025.315 Structure of the library catalog

Examples: divided, unified, classified.

It is only from the examples that we are sure of the internal structure or form of the library catalogue.

These examples are only illustrative and by no means exhaustive. Many more examples of a topic could be cited. On the other hand, sometimes the scope is defined by the exclusion of some topics.

For example:

791 Public performances

Other than musical, sport and game performances

It obviously means that arts such as music, games and sports, though are public performing arts, have not been included here, as these, being important subjects, have been given their separate numbers.

Self-Check Exercise

Note:  

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

3) In DDC note down the scope of the following Class Numbers:

a) 385.1 Economic aspects of railroad transportation

b) 573.8 Abnormal dimensions in physical anthropology

c) 641.495 Preservation, storage and cooking of other foods
2.3.1 Inclusion Notes

Some topics that are not part of a class are given a standing place with a class. Actually such topics are not fully developed and their literary warrant does not demand a full and separate number for them. Hence, these topics are given a standing room (on an ad-hoc basis) in a class with which it may have affinity. Later, when sufficient literature is produced on the subject, then, as per policy of DDC editors, these topics may be given a separate number.

For example, see the Inclusion Note in the following entry:

398.47 Ghosts

Including haunted places

It means that logically speaking folklore with “haunted places” as its theme is not a part of the entry “398.47 Ghosts as subject of folklore” is not a fully developed subject. Therefore, for the time being (till giving a full number is justified), it is to be classed at 398.47.

Take another example:

371.104 Relation of teachers to society

Including relation to immediate community, academic freedom; rights, obligations, public status of teachers

The “including note” in this entry contains many important topics such as relation to immediate community, academic freedom, right obligations and public status of teachers. To explain again, the topic of academic freedom has not yet gathered enough literature to justify a separate class for it. Therefore, for the time being, it has been clubbed with other topics under the class number 371.104.

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

4) What else do the following class numbers include?
   a) 296.385 Moral theology in Judaism
   b) 345.075 Trial procedure in criminal law
   c) 519.4 Applied numerical analysis
   d) 530.41 Solid-state physics
   e) 535.846 Raman spectroscopy
   f) 561.52 Paleobotany of Coniferales
   g) 791.435 3 Education and documentary motion films
   h) 792.16 Staging of religious and morality plays
2.3.2 ‘Class here’ Notes

Some topics apparently do not seem to be part of a given subject. These are broader or narrower than a topic to which they are attached with the note: “Class here …”. It means that the place given to them is not very logical, yet it provides a class number to an otherwise unaccommodated topic. For example, note the entry:

576 Microbes
Class here microbiology

It simply means that microbiology, though simply not microbes, is placed with 576 Microbes. Similarly, under:

574.295 Immune reactions
Class here serology

Now, consider the following examples:

370.19 Social aspects of education
Class here educational sociology

370.152 Cognitive processes
Class here intelligence

Principally there is much difference between the topics listed as scope notes and examples, on the one hand, and Inclusion and Class here notes on the other. Yet their practical effect is the same.

Examples of such notes can be enormously multiplied. These topics given under notes are also indexed in the Relative Index (Vol. 3). It makes their location easy in the schedules.

Self-Check Exercise

Note: i) Write your answers in the space given below.
    ii) Check your answers with the answers given at the end of this Unit.

5) What else is to be classified under each of the following class numbers?
   a) 266 Christian missions
   b) 337 International economics
   c) 519.5 Statistical mathematics
   d) 535.52 Polarization of light
   e) 615.1 Drugs (Materia medica)
2.3.3 ‘Class elsewhere’ Notes

“Class elsewhere” notes are in direct contrast to “Class here...” or “Including” notes. Sometimes a subject, seemingly a part of another subject or related to that, is accorded an independent number, then there appears a note in various forms. Such a note sometimes refers to a more appropriate class number to the scattered topics of a subject. Such a note is analogous to a “see” cross reference in an alphabetical list of subject headings. These notes are further discussed below.

2.3.4 ‘Class…in…’ Notes

Consider the example:

523.302 22  Moon pictures and designs
Class charts and photographs in 523.39

It clearly means that 523.302 22 Moon Pictures and Designs does not include charts and photographs of the moon, for the latter there is a distinct class number 523.39.

Similarly under:

181.4  Indian Philosophy
Class philosophy of Pakistan and Bangladesh in 181.15

One finds the instruction to class philosophy of Pakistan and Bangladesh in 181.15. The relation between these two subjects is obvious, so is the need for this note.

Consider one more example:

177.1  Ethics of courtesy, politeness, hospitality
Class etiquette in 395

There one finds the instructive note: “Class etiquette in 395”. It means that the topic etiquette should not be mistaken as a part of 177.1 Ethics of courtesy, etc. as “etiquette” has a separate class number.

2.3.5 ‘For …see…’ Notes

Another kind of note cross-refers to a related number. In such a case it takes the form of “For…see…” (emphasis their’s) note. For example, note the following entry:

398.356  Scientific and technical themes in folklore
For medical folklore, see 398.353

It means that medical folklore has been given (on the basis of its literary warrant) a distinct number at 398.353, which is a broader subject and seemingly includes it.

Similarly, see the following example:

181.45  Yoga - Indian philosophy
For physical yoga, see 613.704 6; Hindu yogic meditation, 294.543
The instruction given under the class number for yoga means that related to yoga philosophy are the subjects of yogic (physical) exercise and yogic meditation, both of them have their separate class numbers as given in the instruction.

2.3.6 ‘Class comprehensive works in ...’ Notes

This type of note is appended to a centred entry (explained, in the next section (2.4) of this Unit), which is covered by a continuous span of numbers. To assign a single class number to a work covering all the topics, a note gives one number for such a work.

For example:

181.41-181.48 Hindu-Brahmanical Philosophy
Class comprehensive works in 181.4

Similarly, look at

297.12-297.14 Sources of Islam
Class comprehensive works in 297.1

It means that various sources of Islam are denoted by a span of continuous numbers, viz., 297.12-297.14, but for a book, comprehensive of all sources of Islam, the number is 297.1.

2.3.7 Notes Appearing under Discontinued (Bracketed) Entries

When a number is discontinued in the present edition then there appears a note indicating its new class number. These notes again are of two types:

a) Having the Form “Do not use; Class ...”
b) Having the Form “Class in...”

Here are some examples of “Do not use; Class...” type note

[221.03] Dictionaries, encyclopedias, concordances of Old Testament

Do not use; class dictionaries and encyclopedias in 221.3, concordances in 221.4-221.5

It means that in the 19th edition the previous number 221.03 for dictionaries and encyclopaedias of Old Testament has been discontinued and relocated to 221.3 in the present edition.

Here is another example:

[250.68] Management of Local Christian Church

Do not use; class management of local Christian church in 254, of religious congregations and orders in 255

Having the form “Class in...” type note

Under some discontinued, hence bracketed, numbers appear the instructions as to where this subject is to be classed now. For example, see the entry:

[301.56] Educational sociology
Class in 370.19
It simply means that the new number for this topic now is 370.19. This type of note is more simple and straightforward than the previous form, though their meanings and effects are the same.

Self-Check Exercise

Note:  
i) Write your answers in the space given below.  
   ii) Check your answers with the answers given at the end of this Unit.

6) Where to class in…the following subjects? Find out from the schedules.

   a) 001.6 Data processing  
      Class business applications in…
   b) 070.48 Journalism directed to special groups  
      Class school journalism in…
   c) 305.4 Women  
      Class women suffrage in…
   d) 336 Public finance  
      Class financial administration of governments in…
   e) 910.4 Accounts of travel  
      Class scientific travels in…

2.3.8 Importance of Various Notes

An entry may simultaneously have more than one note; in such cases, no note contradicts the other. The DDC schedules abound with numerous such definitional, scope and illustrative or “class here or there” notes. These notes immensely help to correctly classify a document and to arrive at the correct number. Also, these notes contribute to uniformity in the interpretation of entries and consequently achieve much desired consistency in the application of DDC in all libraries in all countries. Moreover, there seems no consensus on the structure of knowledge and the place of various subjects in the tree of knowledge. The structure of knowledge as outlined and delineated in DDC may not be correct or logical, but these notes help to understand the position, boundaries and scope of these subjects as its editors have devised it and wish it to be understood by the classifiers.

2.4 CENTERED HEADING/CENTERED ENTRY

In the schedules you will often come across some headings denoted not by one but by a continuous span of numbers.

For example:

   381-382 General internal and international commerce (Trade)
Here, one topic by virtue of its having many subdivisions has been denoted by a span of numbers 381-382 and their subdivisions. Hierarchy, here, is deliberately broken down. It helps to denote the subdivisions of a centered heading by brief class numbers.

Take one more example

220 Bible
221 Old Testament
222-224 Specific parts of Old Testament

Here, instead of denoting the various parts (books) of Old Testament by hierarchically subdividing 221, these have been denoted by a series of separate sections, viz., 222-224, thus providing ample space (and consequently briefer class numbers) for further subdivisions of Old Testament.

Such entries occur at all the levels of hierarchy. These are called centered entries or centered headings as these entries are always printed in the centre of the page and are invariably marked by an equilateral triangle (△) on the left hand margin pointing towards the entry. Some other examples of centered headings are:

251-254 Local church
281.1-281.4 Early church
368.06-368.08 Insurance of specific forms of risks
574.873-574.875 Specific components of cell anatomy and physiology

Hundreds of more such examples can be found in the DDC schedules. As already said (in the section on class elsewhere notes) every centred heading contains a note as to where the comprehensive works on the topic are to be classed as, in practice, a book is denoted by one class number not by a span of numbers. For example, under 251-254 Local church, one finds the instruction: “Class comprehensive works in 250, special parochial activities in 259.

To repeat, a centred heading is typographically printed in the centre of the schedule page, denoted by a continuous span of numbers, signalled by a pointing triangle (△) and contains a note giving the class number for comprehensive works on that subject.

It may be noted that every entry denoted by a span of numbers is not a centered entry. For example, 324.274-.279 or 367.91-.99 are not centered headings but merely a group of continuous numbers, which can be further individualised as per instructions.

Self-Check Exercise

Note:  i) Write your answers in the space given below.
      ii) Check your answers with the answers given at the end of this Unit.

7) What are the typographical devices to denote a centered heading?

8) Find the class numbers for comprehensive works on the subjects denoted by each of the following centered entries.
   a) 017-019  General catalogs
   b) 017.1-017.4  Classified subject catalogs
   c) 384.1-384.7  Telecommunication
9) Is the following a centered entry’?

373.3-.9  Secondary education and schools by specific continents, countries, localities.

.....................................................................................................................
.....................................................................................................................
.....................................................................................................................
.....................................................................................................................

2.5 NUMBER BUILDING NOTES

Any number in the schedules (Vol.2) (and in some cases in Tables 1-7 also) can be further extended by:

1) Any of the seven tables 1-7 (in Vol. 1).

2) Any number or part of it in the schedules (Vol.2).

The extension (called synthesis or number building) can be with or without instructions.

Without Instructions by the Editor

Any Standard Subdivision in Table 1 can be added to any original or extended number in the schedules, Vol.2. By extending this provision any number in Table 2 Areas, in Table 5 Racial, Ethnic National Groups and Table 7 Persons can be added through the Standard Subdivisions 09,088 and 089.

On Instructions Only

Direct use of numbers from Tables 2-7 (Vol. 1) can be made only on instructions given in an entry.

Similarly, a number in the schedules can be extended by another whole or part number in the schedules only on instructions given in the form of: “Add to the base number… The number following…” Such kind of instruction is invariably followed by an example given as an illustration.

a) Individual “add to” Instructions

Such notes are appended to a specific entry. For example under:

333.31  Land reform

Add “Areas” notation 4-9 from Table 2 to the base number 333.31

One reads an instruction: Add “Areas” notation 4-9 from Table 2 to the base number 333.31. Here, this particular number 333.31 is to be further added to by some appropriate notation from Table 2.

b) Collective Instruction

Sometimes an “add to” instruction applies to a series of numbers all occurring on a single page of the schedules. In, such a case, all those numbers which have to be further synthesised are marked with an asterisk (*), and at the foot of the particular page there is another asterisk and a note giving add-to instructions. This footnote applies to all the asterisk marked numbers. This is done only to avoid repetition of the same instructions time and again. For example, on page 616 of the schedules a series of numbers from
494.811 to 495.8 have been marked with an asterisk. Then at the foot of this page with another asterisk there is an instruction reading-, “Add to base number as instructed under 420-490”. It simply means that all these numbers, if desired, can be further extended, as per instruction given under the class numbers 420-490 (at page 600 of the schedules). These “add-to notes” are the backbone of the number building equipment of DDC. And these “add-to notes” are a major operational asset in the correct use of the DDC. Hence, the majority of the other Units of this Block will be devoted to various forms of “add-notes”. Detailed number building techniques have been explained in Units 5, 6 and 7 of this Block.

### 2.6 SUMMARY

In this Unit we have discussed the definitions, notes and instructions provided in the schedules and their role in the construction of Class Numbers. The main points are:

1) An entry in the schedules of DDC, more often than not, is appended with various notes and instructions helping to interpret the scope of a class number.

2) Definitional notes illustrate or explain the scope of an entry.

3) Inclusion of “class here” notes direct us to a better or more specific class number for a related topic or part of that topic under which that topic appears.

4) “Class elsewhere” notes direct us to a better or more specific class number for a related topic or part of that topic under which that topic appears.

5) A centred heading/entry signalled by a triangular pointer represents a concept by a span of numbers as there is no specific number in the hierarchy to denote that concept.

6) The number building notes “Add to the base number…The number following…” have enormously increased the synthetic or number building capacity of DDC.

### 2.7 ANSWERS TO SELF CHECK EXERCISES

1) a) 020 = “The science and art utilized in identification, collection, organization, dissemination, use of books, other printed and written records, audiovisual materials, information”.

   b) 351-354 = “Public administration: the art and science of conducting government agencies, projects, activities”.

   c) 361 = “Social welfare: social assistance, either free or paid for in part or in full by recipients, to enable individuals to cope with situations beyond their individual capacities”.

   d) 530.15 = “Mathematical description of physical phenomena”.

2) Webster’s Third New International Dictionary of the English Language.

3) a) “Market, supply and demand, costs, finance, income, efficiency, competition”.

   b) “Dwarfs, midgets, giants”.

   c) “Frogs, turtles, snails, insects”.
4) a) Conscience, sins, vices, virtues, duties
   Including Biblical precepts
   b) Including juries and jury selection; opening statements, examination of
      witnesses, summations by prosecution and defense; instructions to jury,
      verdicts.
   c) Including computer mathematics, coding theory.
   d) Including thin films, electron theory of metals.
   e) Including Raman effect,
   f) Including Araucariaceae, Cephalotaxaceae, Cupressaceae, Pinaceae,
      Podocarpaceae, Taxaceae, Taxodiaceae.
   g) Including newsreels.
   h) Including passion miracle, mystery plays.

5) a) Missionary Societies
   b) International Economic Planning
   c) Numerical Data, Parametric and Nonparametric Methods
   d) Polarimeters
   e) Pharmacology

6) a) 651.8  b) 371.897  c) 324.623  d) 350.72  e) 508.3

7) A centred heading is printed at the centre of the schedule page, the terminal numbers
   are hyphenated, and on the left hand margin this entry is marked by a triangle
   pointing towards the entry.

8) a) 010
    b) 017
    c) 384

9) No.

2.8 KEYWORDS

Add Note : An instruction appended to an entry to extend the class number by a part of the number taken either from the schedules (Volume 2) or from any of the Tables 2 to 7 (Volume 1).

Centred Entry/Centred Beading : A heading denoted by a span of numbers, as there is no specific number for that heading. Under every centred entry, a number for comprehensive works is always given.

‘Class elsewhere’ Note : An instruction given under a heading directing to a distinct number for a related subject, or for a part of that subject.
‘Class here’ Note: Instruction under a heading giving explicit instructions to class a topic under that class number where apparently it does not seem a part of that heading. Usually the subject to be classed there is broader than the heading under which this note appears.

Classifier: A person who assigns class numbers from a classification system to books and other reading material in a library.

‘Inclusion’ Note: A note instructing the classing of some topics (listed after the term “including”) under a given number on an ad-hoc basis.

Number Building Note: It is an “add-to” note.

2.9 REFERENCES AND FURTHER READING


UNIT 3  INTRODUCTION TO THREE SUMMARIES AND STEPS IN CLASSIFYING DOCUMENTS

Structure

3.0  Objectives

3.1  Introduction

3.2  Ten Main Classes
    3.2.1  Arrangement of Ten Main Classes

3.3  Second Summary of 100 Divisions

3.4  Third Summary of 1000 Sections

3.5  Multi-Level Summaries

3.6  Steps in Classifying Documents
    3.6.1  Determination of the Specific Subject of a Document
    3.6.2  Procedure for Determining the Specific Subject of a Book
    3.6.3  Other Sources for Determining the Subject of a Book

3.7  Subject Analysis
    3.7.1  Knowledge of the DDC

3.8  Steps in Practical Classification

3.9  Summary

3.10  Answers to Self Check Exercises

3.11  Keywords

3.12  References and Further Reading

3.0  OBJECTIVES

In the previous Units 1 and 2 you have been introduced to structure and organisations and varieties of definitions, notes provided in DDC. In this Unit you are introduced to the three major summaries, i.e., outlines of classes and other lower level summaries in DDC and their role in classifying. You will also be given some tips and other instructions in classifying documents.

After reading this Unit, you will be able to:

- know the three major summaries and other summaries of classes in DDC;
- describe the procedure to determine the specific subject of the document; and
- explain the steps in practical classification.

3.1  INTRODUCTION

DDC is a classification by discipline wherein the universe of knowledge has been divided into major areas of study. These major divisions are disciplines of studies. Within each discipline the classes are divided hierarchically and listed from the general to the specific
order. Every page is crammed with the details of classes and their subdivisions listed hierarchically with increasing details as we go down the hierarchical ladder.

For example:

- 300 Social sciences
- 330 Economics
- 332 Financial economics
  - 332.1 Banks and banking
  - 332.11 Central banks

In many classes such as those of science and technology, the details are immense and minute. But the progression from the general to the specific or from the whole to the part makes the location of a subject easy. To give outlines of the knowledge for an overview, DDC has provided summaries of classes at various levels. A summary is a list of major subdivisions of a number given at the beginning of the full development of a topic. But the first three summaries are given at the head of the whole classification. The three main summaries are listed at the end of Volume 1 (pp. 471-482). As mentioned above the summaries maybe divided into two kinds:

a) Three major summaries of knowledge, i.e., 10 Main Classes, 100 Divisions, and 1000 Sections (given in Vol. 1).

b) Lower level summaries, e.g., of a section, or of a sub-section given in the densely detailed classes of the schedules (Vol. 2).

The three major summaries are technically known as:

1) First Summary or 10 Main Classes (Vol. 1, p. 471),

2) Second Summary, i.e., 100 Divisions (Vol. 1, p. 472),

3) Third Summary, i.e., 1000 Sections (Vol. 1, p. 473-482).

Obviously, the three summaries are in the order of increasing details. Being a decimal classification at each step of division there are ten classes. So each summary has been divided by ten.

### 3.2 TEN MAIN CLASSES

The term “Main Class” is vague. Its definition and scope varies from classification system to classification system. In general, it is the first order of classes, i.e., the result of the first division of the universe of knowledge.

Obviously, the number of main classes in a classification system also depends upon the kind of notation employed. The ten main classes of DDC and their notations are:

- 000 Generalities
- 100 Philosophy and related disciplines
- 200 Religion
- 300 Social sciences
- 400 Language
3.2.1 Arrangement of Ten Main Classes

As said earlier there is nothing logical or philosophical or natural about the number (ten) of the main classes that Melvil Dewey created. It all depended on and was constrained by the only ten places provided by the decimal notation. However, a main class is always social in character. Their number and scope varies from time to time. New main classes emerge as the knowledge progresses. These main classes were more or less the academic disciplines in American universities around the 1870s when the scheme was first conceived by Dewey. He borrowed the arrangement of subjects from a contemporary philosopher, W.T. Harris. Hence, it proves that the main classes are social in character. It is necessary to memorise these ten main classes.

3.3 SECOND SUMMARY OF 100 DIVISIONS

Each of the ten Main Class has further been divided into what is called Divisions. Thus, there are $10 \times 10 = 100$ Divisions in all in the DDC. It is also called second summary given on page 472 (Volume 1). The 100 division are reproduced below:

<table>
<thead>
<tr>
<th>000</th>
<th>Generalities</th>
<th>500</th>
<th>Pure sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>Bibliography</td>
<td>510</td>
<td>Mathematics</td>
</tr>
<tr>
<td>020</td>
<td>Library and information sciences</td>
<td>520</td>
<td>Astronomy &amp; allied sciences</td>
</tr>
<tr>
<td>030</td>
<td>General encyclopedic works</td>
<td>530</td>
<td>Physics</td>
</tr>
<tr>
<td>040</td>
<td>General encyclopedic works</td>
<td>540</td>
<td>Chemistry &amp; allied sciences</td>
</tr>
<tr>
<td>050</td>
<td>General serials publications</td>
<td>550</td>
<td>Sciences of earth &amp; other world</td>
</tr>
<tr>
<td>060</td>
<td>General organizations &amp; museology</td>
<td>560</td>
<td>Paleontology</td>
</tr>
<tr>
<td>070</td>
<td>Journalism, publishing, newspapers</td>
<td>570</td>
<td>Life sciences</td>
</tr>
<tr>
<td>080</td>
<td>General collections</td>
<td>580</td>
<td>Botanical sciences</td>
</tr>
<tr>
<td>090</td>
<td>Manuscripts &amp; book rarities</td>
<td>590</td>
<td>Zoological sciences</td>
</tr>
<tr>
<td>100</td>
<td>Philosophy and related disciplines</td>
<td>600</td>
<td>Technology(Applied sciences)</td>
</tr>
<tr>
<td>110</td>
<td>Metaphysics</td>
<td>610</td>
<td>Medical sciences</td>
</tr>
<tr>
<td>120</td>
<td>Epistemology, causation, humankind</td>
<td>620</td>
<td>Engineering &amp; allied operations</td>
</tr>
<tr>
<td>130</td>
<td>Paranormal phenomena &amp; arts</td>
<td>630</td>
<td>Agriculture &amp; related technologies</td>
</tr>
<tr>
<td>140</td>
<td>Specific philosophical viewpoints</td>
<td>640</td>
<td>Home economics &amp; family living</td>
</tr>
<tr>
<td>150</td>
<td>Psychology</td>
<td>650</td>
<td>Management &amp; auxiliary services</td>
</tr>
<tr>
<td>160</td>
<td>Logic</td>
<td>660</td>
<td>Chemical &amp; related technologies</td>
</tr>
<tr>
<td>170</td>
<td>Ethics (Moral philosophy)</td>
<td>670</td>
<td>Manufactures</td>
</tr>
<tr>
<td>180</td>
<td>Ancient, medieval, Oriental</td>
<td>680</td>
<td>Manufacture for specific uses</td>
</tr>
<tr>
<td>190</td>
<td>Modern Western philosophy</td>
<td>690</td>
<td>Buildings</td>
</tr>
<tr>
<td>200</td>
<td>Religion</td>
<td>700</td>
<td>The arts</td>
</tr>
<tr>
<td>210</td>
<td>Natural religion</td>
<td>710</td>
<td>Civic &amp; landscape art</td>
</tr>
<tr>
<td>220</td>
<td>Bible</td>
<td>720</td>
<td>Architecture</td>
</tr>
<tr>
<td>230</td>
<td>Christian theology</td>
<td>730</td>
<td>Plastic arts Sculpture</td>
</tr>
<tr>
<td>240</td>
<td>Christian moral &amp; devotional</td>
<td>740</td>
<td>Drawing, decorative &amp; minor arts</td>
</tr>
<tr>
<td>250</td>
<td>Local church &amp; religious orders</td>
<td>750</td>
<td>Painting &amp; paintings</td>
</tr>
<tr>
<td>260</td>
<td>Social &amp; ecclesiastical theology</td>
<td>760</td>
<td>Graphic arts Prints</td>
</tr>
<tr>
<td>270</td>
<td>History &amp; geography of church</td>
<td>770</td>
<td>Photography &amp; photographs</td>
</tr>
<tr>
<td>280</td>
<td>Christian denominations &amp; sects</td>
<td>780</td>
<td>Music</td>
</tr>
<tr>
<td>290</td>
<td>Other &amp; comparative religions</td>
<td>790</td>
<td>Recreational &amp; performing arts</td>
</tr>
<tr>
<td>300</td>
<td>Social sciences</td>
<td>800</td>
<td>Literature (Belles-letters)</td>
</tr>
<tr>
<td>310</td>
<td>Statistics</td>
<td>810</td>
<td>American literature in English</td>
</tr>
<tr>
<td>320</td>
<td>Political science</td>
<td>820</td>
<td>English &amp; Anglo-Saxon literatures</td>
</tr>
<tr>
<td>330</td>
<td>Economics</td>
<td>830</td>
<td>Literatures of Germanic languages</td>
</tr>
<tr>
<td>340</td>
<td>Law</td>
<td>840</td>
<td>Literatures of Romance languages</td>
</tr>
<tr>
<td>350</td>
<td>Public administration</td>
<td>850</td>
<td>Italian, Romanian, Rhaeto-Romanic</td>
</tr>
<tr>
<td>360</td>
<td>Social problems &amp; services</td>
<td>860</td>
<td>Spanish &amp; Portuguese literatures</td>
</tr>
<tr>
<td>370</td>
<td>Education</td>
<td>870</td>
<td>Italic literatures Latin</td>
</tr>
<tr>
<td>380</td>
<td>Commerce (Trade)</td>
<td>880</td>
<td>Hellenic literatures Greek</td>
</tr>
<tr>
<td>390</td>
<td>Customs, etiquette, folklore</td>
<td>890</td>
<td>Literatures of other languages</td>
</tr>
<tr>
<td>400</td>
<td>Language</td>
<td>900</td>
<td>General geography &amp; history</td>
</tr>
<tr>
<td>410</td>
<td>Linguistics</td>
<td>910</td>
<td>General geography Travel</td>
</tr>
<tr>
<td>420</td>
<td>English &amp; Anglo-Saxon languages</td>
<td>920</td>
<td>General biography &amp; genealogy</td>
</tr>
<tr>
<td>430</td>
<td>Germanic languages, German</td>
<td>930</td>
<td>General history of ancient world</td>
</tr>
<tr>
<td>440</td>
<td>Romance languages, French</td>
<td>940</td>
<td>General history of Europe</td>
</tr>
<tr>
<td>450</td>
<td>Italian, Romanian, Rhaeto-Romanic</td>
<td>950</td>
<td>General history of Asia</td>
</tr>
<tr>
<td>460</td>
<td>Spanish &amp; Portuguese languages</td>
<td>960</td>
<td>General history of Africa</td>
</tr>
<tr>
<td>470</td>
<td>Italic languages Latin</td>
<td>970</td>
<td>General history of North America</td>
</tr>
<tr>
<td>480</td>
<td>Hellenic Classical Greek</td>
<td>980</td>
<td>General history of South America</td>
</tr>
<tr>
<td>490</td>
<td>Other languages</td>
<td>990</td>
<td>General history of other areas</td>
</tr>
</tbody>
</table>

*Consult schedules for complete and exact headings.

Each Main Class has 9 divisions denoted by 1 to 9 preceded by a Generalia division 0 given at the beginning. The sequence of Divisions of a Main Class is according to some systematic basis. It will add to your efficiency to memorise these 100-divisions, though it is not very necessary to do so.
3.4 THIRD SUMMARY OF 1000 SECTIONS

The third summary comprises 1000 sections. Each of the 100 divisions has been divided into 10 sections. Therefore, there are 100 divisions × 10 = 1000 Sections. A. section is a three digited number. For example, the ten sections of the division 33 Economics are:

- 330 Economics
- 331 Labor economics
- 332 Financial economics
- 333 Land economics
- 334 Cooperatives
- 335 Socialism and related systems
- 336 Public finance
- 337 International economics
- 338 Production
- 339 Macro economics and related topics

It is beneficial to remember some important section numbers such as 327 International relations 954 History of India from the Third Summary “The 1000 Sections”.

3.5 MULTI-LEVEL SUMMARIES

Summaries provide an overview of classes and save the time of a classifier in flipping through the pages. At a glance the classifier is able to select the appropriate class. Such summaries provide a view of the structure of the class. Summaries at lower levels have been carried on in some densely detailed classes. They are called multi-level summaries. These may comprise 4 or 5 or even 6 digited numbers.

For example:

The summaries of 615 Pharmacology and therapeutics

- 615.1 Drugs (Materia medica)
- 615.2 Inorganic drugs
- 615.3 Organic drugs
- 615.4 Practical pharmacy
- 615.5 Therapeutics
- 615.6 Methods of medication
- 615.7 Pharmacodynamics
- 615.8 Physical and other therapies
- 615.9 Toxicology (Poisons and poisoning)
The sub-section 615.7 Pharmacodynamics has its own summary (p. 860, Vol. 2):

615.71 Drugs affecting cardiovascular system
615.72 Drugs affecting respiratory system
615.73 Drugs affecting digestive system and metabolism
615.74 Drugs affecting lymphatic and glandular systems
615.75 Antipyretics (Febrifuges)
615.76 Drugs affecting urogenital system
615.77 Drugs affecting motor and integumentary systems
615.78 Drugs affecting nervous system

To repeat, the summaries printed in bold face in the centre of the page provide a good overview of the sub-divisions of various levels of hierarchy. To arrive at the desired number, by moving down the hierarchy a classifier has not to look through every subdivision, nor does he has to flip through every page. These summaries may also be helpful to libraries which prefer broader numbers. Three major summaries and numerous multi-level summaries are of immense help in locating the desired number efficiently.

Self-Check Exercise

Note:  
i) Write your answers in the space given below.
   
   ii) Check your answers with the answers given at the end of this Unit.

1) Define a summary and state its use in classification.

2) Reproduce the multi-level summaries of the Class ‘628 Sanitary and municipal engineering’.

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.....................................................................................................................
.....................................................................................................................
.....................................................................................................................

3.6 STEPS IN CLASSIFYING DOCUMENTS

Classifying documents is both a science and an art. In fact a classifier is a matchmaker. A classier has two tasks to perform:

1) To determine the specific subject of the document to be classified.

2) To assign appropriate notation from the schedules and tables to the specific subject.

3.6.1 Determination of the Specific Subject of a Document

A document is an embodiment of knowledge and is classified in accordance with its subject contents. It may be clearly noted that the class number is assigned to the subject of the book and not to the book as a physical entity. Determining the subject of a document is an intellectual task. It is an art. Flair in classifying depends upon your knowledge of different subjects. Your efficiency in determining the specific subject of the book increases with experience. That is why it is called an art. However the specific subject of a book can be determined by the following procedure.
3.6.2 Procedure for Determining the Specific Subject of a Book

First of all read the title. Most of the titles, if these are plain and straightforward, are indicative of the subject contents of the book. For example, “Human anatomy”, “Cost accountancy” and “History of Moghul India” are the titles clearly indicative of the subject of the book.

Some titles are fanciful or symbolic of the subject content of the book. The subject is not clear from such titles:

For example:
1) Asian Drama
2) City of Joy
3) I dare
4) Green Wisdom by Arthur Galston

The first is a book on economics, second a book on Calcutta, the third the biography of an Indian woman police officer Kiran Bedi and the fourth is on plant biology. This can be fairly known by the sub-title. A sub-title always clarifies or delimits the title. Sometimes a title though clear of the subject is vague.

For example:

Shakespeare
India

The first book is a biography of William Shakespeare. The second book is on the culture of India, mostly in photographs. Therefore, it is clear that titles may be deceptive, misleading or inadequate to know the exact subject of the book. Therefore, the advice to the classifier is: Never classify by the title alone.

3.6.3 Other Sources for Determining the Subject of a Book

Blurb: Next to the title, read the blurb of the book, i.e., the customary “About the Book” feature given on the book jacket or outer cover. It provides a brief introduction to the subject, its importance and its treatment in the book. It is indispensable for determining the subject of the book.

Preface: Reading the preface is indispensable for knowing the subject of the book and its scope and limitations in details. Some authors also give a conspectus of each chapter in the preface. Every classifier must read it between the lines to know the scope and limitations of the book.

Other parts of the book: If the preface does not help fully, then you must glance through the foreward, if any, the table of contents and the text of the book here and there especially the introductory chapter. Also, look at the index of the book. If there is any published review of the book that may surely help in determining its subject. The last resort is to consult a subject expert. These efforts will yield the subject of the book.
Self-Check Exercise

Note:  
i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

3) Name the sources to determine the specific subject of a book for classification purposes.

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.....................................................................................................................
.....................................................................................................................
.....................................................................................................................

3.7 SUBJECT ANALYSIS

Having determined the subject of the book we are to do a subject analysis in context of the classification used. In library or book classification we have to analyse the subject proper from its viewpoint of presentation, form of internal arrangement of contents, or its outer physical format. Take for example, the subject economics. The book could be a history of economics or dictionary of economics. It could be a journal of economics or a lecture on economics, numerical tables on economics or a video cassette on economics. A complex title has to be split into its main class and sub-topics and form of presentation, etc. The title thus analysed is assigned the notation. Many a times, the full number may be found enumerated. In other cases the number may have to be built with “add-to” instructions.

3.7.1 Knowledge of the DDC

To assign a notation to the above analysed title, obviously we also need to have knowledge of the structure of the DDC schedules and tables, the division of classes and their hierarchical or sequential arrangement in chains and arrays. You must also know the rules for number-building, i.e., the grammar of the DDC. As already said, as a classifier you are a matchmaker - matching the specific subject of the book with the appropriate number from the schedules. For this purpose, you need to have a broader view of knowledge and its various classes and the trends of the media on current knowledge being published. This kind of knowledge is never perfect, but goes on increasing with experience, age and reading.

3.8 STEPS IN PRACTICAL CLASSIFICATION

Classification is an intellectual task which is not bound by any mechanical principles. However, Ranganathen formulated certain steps for classification in his Colon Classification to convert or translate the specific subject of the book into a Class Number. Though fully applicable to a faceted classification, these steps are also helpful in a scheme like DDC.

The steps are:

Step 0: Raw Title

It is the title given as such on the document. For example, Atomic Weight of Gold or Shakespeare.
Step 1: Expressive Title

Here add any word or phrase in the title, if needed, to make it fully expressive of the subject. In other words make clear or explicit what is latent or hidden. If the title is fanciful and an expressive title is not given then you have to spell out the complete subject of the book in your own language. For example: If the title is “Bard of Stratford upon Avon”, the expressive title will be: “William Shakespeare - An Elizabethan English Dramatist : Biography”. In our other example mentioned above you may add the word “Chemistry” to make the title expressive i.e., Atomic Weight of Gold in Chemistry.

Step 2: Kernel Title

Remove anciliary or superfluous words from the expressive title. Atomic, Weight, Gold, Chemistry. English, Literature, Drama, Elizabethan. Shakespeare, Life.

Step 3: Analysed Title

The kernel words are to be analysed in terms of facets or categories, main class, standard subdivisions, etc. Chemistry (Division). Gold (Inorganic chemistry). Atomic weight (Physical chemistry). English literature (Basic Class). Plays (Form). Elizabethan (Period). Shakespeare (Author). Life (Standard Subdivision).

Step 4: Transformed Title

Above analysed title is to be rearranged in terms of the citation order.


Step 5: Title in Standard Terms

In the above transformed title if there is any difference in the terminology of the title and the schedules, then the authors terminology in the title may be replaced by the terminology of the schedules. That is, we are to use the standardised terminology of the schedules. In the above cases the term “play” will be re-placed by “drama” as in the DDC Volume 1 Table 3.

Step 6: Title in Facet Numbers

In the above standardised title terms maybe replaced by numbers. For example:

- Chemistry 54
- Inorganic chemistry 6
- Gold 656
- Theoretical (physical chemistry) 4
- Atomic weight 42

Thus, the number after putting the customary dot after the first three digits the number is:

546.656 442

Similarly:

- English literature 82
Step 7: Class Number

Put a dot after the third digit i.e. 822.33B. We have already arrived at a class number. So in DDC this step is rather unnecessary.

Step 8: Verification

If possible the title maybe verified through the Relative Index.

The above procedure, though slow, will make you a systematic and accurate classifier.

Self-Check Exercise

Note:  
1) Write your answers in the space given below.
2) Check your answers with the answers given at the end of this Unit.

4) What is subject analysis?
5) Name the steps suggested by Ranganathan for practical classification.
6) What is the advice to the classifiers?

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....................................................................................................................
....................................................................................................................
....................................................................................................................
....................................................................................................................

3.9 SUMMARY

DDC is a classification of the entire universe of knowledge. It divides knowledge by discipline. It is sufficiently detailed hierarchically. To give outlines and overviews of these details there are three major summaries given at the end of Volume 1 (pp. 471-483) and numerous multi-level summaries scattered in the schedules (Volume 2). All the Seven Tables in Volume 1 have their own summaries. The first summary is of the ten main classes, the second is of 100 divisions - each main class divided into 10 divisions and the third summary is of 1000 sections - each of the 100 divisions divided into ten sections numbered 001 to 999. A section comprises three substantive digits. These summaries provide a good overview of the increasing hierarchical details of the DDC. These summaries give a view of major classes at a glance and help to pick the right number without flipping through the pages of the schedules. A classifier easily and quickly moves down from the first to the third summary and then to the lower summaries and ultimately to the class number from the schedules and tables. The classes are arranged in a general to specific order. Summaries are highly useful in locating an apt class number efficiently.

To classify, we need, first of all, to ascertain the specific subject of the document. The sources for determining the specific subject are the title, the subtitle, the blurb of the book, the table of contents, the foreword, if any, the index and reading the text here and
there. If all these sources do not yield the subject then a published review or consulting a subject expert may definitely help. Sometimes a title is fanciful or inadequate. In such cases the title must be made expressive. Sometimes titles are superficially adequate. Titles are deceptive and are not reliable for classification purposes. Therefore, the advice to the classifiers is: **Never classify by the title alone.**

Having located the specific subject, analyse it into various aspects, sub-divisions and standard sub-division. After analysis we are to give a notation. Here, we can also follow Ranganathan’s Steps for Practical Classification. You have to move through Raw (given) title to Expressive title, Kernel title, Analysed title, Transformed title, Standard terms title and Class number. Lastly, verify the class number from the index or by translating the notation into the words of the schedules. Thus, classification is both an art and a science. In a practical sense a classifier is a matchmaker matching the subject of the book with the place (notation) already given in the schedules. As an art it requires sufficient knowledge of books and subjects and improves with age and experience.

### 3.10 ANSWERS TO THE SELF CHECK EXERCISES

1) It gives an overview of the classes. Gives broader details at a glance. Saves the time of the classifiers. Saves the schedules from wear and tear.

2) 628 Sanitary and municipal engineering
   - 628.1 Water supply
   - 628.2 Sewerage and sewage
   - 628.3 Sewage treatment and disposal
   - 628.4 Public sanitation
   - 628.5 Pollution and industrial sanitation engineering
   - 628.7 Sanitary engineering for rural and sparsely-populated areas
   - 628.9 Other branches

3) Title, sub-title, blurb, table of contents, preface, foreword, index, book reviews and lastly subject experts.

4) An analysis of the subject of the book in term of main class, facets, subdivisions and standard sub-division.

5) 0) Raw title, 1) Expressive title, 2) Kernel title, 3) Analysed title, 4) Transformed title, 5) Title in standard terms, 6) Title in facet numbers, 7) Class number, 8) Verification.

6) Titles are inadequate and deceptive. Never classify by the title alone.

### 3.11 KEYWORDS

**Blurb**  
A brief description of the book printed on the front inside cover of the book. Its usual heading is “About the Book”.

**Division**  
Each class of the second summary is called a division. There are 100 divisions in all in the DDC
got by dividing each main class into equal 10 branches.

Main Classes : In the DDC the entire universe of knowledge has been divided into ten main classes. Main classes are the first order array of the division of the universe of knowledge.

Section : The third summary comprises 1000 sections in the DDC. Each main branch of the 100 divisions (second summary) is called a section. Each section comprises three substantive digits.

Specific Subject : The specific subject of a document is that which succinctly expresses the subject of the book or is a full and exact measure of the length and breadth of the subject as treated in the document.

Steps in Practical Classification : Eight sequential steps have been suggested by Ranganathan to transform the title of the book into the class number.

Subject Analysis : An analysis of the subject of the book in term of main class, facets, subdivisions and standard subdivision.

Summary : An overview of the classes listing its major subdivisions. The first three summaries are 10 main classes, 100 divisions and 1000 sections respectively. These are given at the end of the volume 1 of the DDC.

3.12 REFERENCES AND FURTHERING READING


UNIT 4  RELATIVE INDEX AND ITS USE

Structure

4.0  Objectives
4.1  Introduction
4.2  Need and Importance
   4.2.1  Place of Some Subjects in DDC is Illogical
   4.2.2  Limited Knowledge of Classifiers
4.3  Nomenclature : Relative Index
4.4  Scope of the Index
4.5  Organisation of the Index
   4.5.1  Looking under Key Terms
   4.5.2  Locating Class Numbers in the Index
   4.5.3  Abbreviations Used in the Sub-Entries
4.6  Numbers Given Against Entries
   4.6.1  Entries from the Seven Tables
   4.6.2  Cross-References
4.7  Summary
4.8  Answers to Self Check Exercises
4.9  Keywords
4.10 References and Further Reading

4.0  OBJECTIVES

In the process of assigning a class number to a specific subject of a document, in addition to the Tables (Volume 1) and Schedules (Volume 2), the Relative Index (Volume 3) of DDC-19th edition also acts as an important tool. In this Unit, we will introduce to you the nature and use of the Relative Index.

After reading this Unit, you will be able to:

- define the Relative Index;
- describe its nature and characteristics;
- explain its need and importance;
- describe its organisation and structure; and
- use it for locating a class number in the schedules or tables for a given subject.

4.1  INTRODUCTION

In Unit 3 of this Block, we have explained to you how to do subject analysis and ascertain the specific subject of a document. You have also been instructed about how to assign a class number to the specific subject with the help of the Schedules (Volume 2) and Tables (Volume 1) of DDC. In the process of ascertaining a Class Number, the
Relative Index (Volume 3) also plays a vital role in guiding you to get the appropriate Class Number from the Schedules and Tables.

The Relative Index of DDC has always been a part of the system since the very first edition (1876). It is not merely an adjunct or aid to the use of the schedules, but an entity in itself of value not less equal to the schedules. It is considered to be the paramount and enduring contribution of Melvil Dewey to library classification.

### 4.2 NEED AND IMPORTANCE

DDC is a classification by discipline. It means that subjects are classified in the context of a discipline. In the schedules and in the various auxiliary tables all the concepts and subjects have been arranged logically in their whole part relationship. That is also known as a systematic arrangement proceeding from the general to the specific. To locate a desired subject and its class number in the schedules, at least a preliminary knowledge of its position in the universe of knowledge is necessary. In other words, we should know the discipline. It is very difficult for any person to have even a preliminary knowledge of all the subjects in the universe of knowledge. Therefore, all persons, whatever their knowledge, have to use at one time or the other a key to the schedules. This key is the index called the Relative Index in DDC. A classifier may use the Index for reasons which have been explained below.

#### 4.2.1 Place of Some Subjects in DDC is Illogical

In DDC the position of some subjects is not very logical or as per universal consensus among scholars. Some misplacements in the original plan of 1873-1876 continue to be so. At later stages some new subjects have been adjusted here and there where no vacant numbers available at their appropriate places. Now, nobody defends the system for its logical structure. As a result, the scheme has now a distorted structure. The number of illogically placed subjects increases with new editions. Therefore, sometimes even a systematic approach to the schedules may fail to locate a class number.

#### 4.2.2 Limited Knowledge of Classifiers

Besides the illogical structure of DDC, a classifier at times may not understand the subject of the book to be classified. The term may be new to her/him or the classifier may understand the subject but may not know of its location in the overall system. Take the example of the subject of “Birthday Cards”. At first one may not even understand to which Main Class it may belong. Some classes such as engineering are too crammed with topics to locate the desired subject easily. For these reasons, at times the DDC Schedules (Volumes 2) look like an impregnable fort. In some cases the hierarchical ladder leads to false ends or blind alleys. There seems no way to break open the schedules to reach the desired subject. In such a frustrating situation, the Relative Index provides a royal road to the desired subject in the schedules.

### 4.3 NOMENCLATURE: RELATIVE INDEX

The index is called the Relative Index. The approach of the Relative Index is entirely opposite to the approach of the schedules. In the Relative Index all the entries have been arranged in an alphabetical sequence. But more importantly, the disciplines are scattered by subjects whereas in the schedules the subjects are scattered by the discipline. Thus, the Relative Index brings at one place all the related aspects of a subject scattered in the schedules (Volume 2). Its approach is, thus, complementary to that of the schedules.
This index is called relative because it shows a term and its various aspects in relation to one another. Take, for example, the subject, “Birth”. It may have various aspects scattered in the schedules. Some of its aspects such as birth control, customs, etc. are shown in the following simplified entry from the Relative Index (p. 117).

Birth

control
customs
defects
lit.& stage trmt.
of Jesus Christ

So all the aspects of this subject, otherwise scattered in the schedules, have been collected at one point. This will enable the classifier to study a given topic from different angles and see its ramifications.

Self-Check Exercise

Note:  i) Write your answers in the space given below.
        ii) Check your answers with the answers given at the end of this Unit.

1) Why is the Index of DDC called the Relative Index?

....................................................................................................................
....................................................................................................................
....................................................................................................................
....................................................................................................................

4.4 SCOPE OF THE INDEX

The Index consists of the following terms in a single alphabetical sequence:

1) All the key terms/concepts in the schedules.

2) All the examples and illustrations given under entries

3) Some of the compound concepts which can be obtained by number building notes.

4) All the concepts/entries given in all the seven auxiliary Tables 1-7 (in Volume 1).

5) Cross-Reference entries for synonymous terms and cross-reference to the related concepts, i.e., see and see also entries.

Thus, the total number of more than 80,000 entries in the Relative Index is far more than the total of 29,528 entries in the Schedules and Tables of DDC.

The Index cannot be expected to contain the names of all persons, cities, organisations, minerals, plants, animals, chemical compounds, drugs, manufactured articles and similar entities. Therefore, for specific names we should not consult the Index. For example, if our title is “A Biography of Pandit Ravi Shankar”, it will not be fruitful to look into the Index for Ravi Shankar. Instead we should look under the subject of biography, namely, musician’s biography. Similarly, if our titles for classification are the Indian Library Association or Jawaharlal Nehru University, we should not try to look up these names in the Index. We should rather look under “library associations” and “universities”, respectively.
Self-Check Exercise

Note:  
   i) Write your answers in the space given below.  
   ii) Check your answers with the answers given at the end of this Unit.

2) Under which terms will you look into the Index for the following subjects?  
   a) Shalimar Bagh  
   b) Indian Mathematical Society  
   c) Life Insurance Corporation of India  
   d) Biography of Charlie Chaplin  
   e) Bharatiya Janata Party

4.5 ORGANISATION OF THE INDEX

Each page of the Relative Index has been divided into two columns divided by a vertical line. Each column consists of entries. The entries are arranged alphabetically. Any entry in the Relative Index is defined as: “A term or phrase followed by information in the form either of a number or of a reference to another term or phrase”.

For example (p. 203):

Cities  
   local govt.  352.007 24  
   sociology  307.76  
   s. a. City

Class numbers in the schedules have been given against each entry.

Another kind of index entry, instead of giving the class number, refers to the other term.

For example (p. 124):

Boars see Suiformes

It means that of the two synonymous terms “Boars” and “Suiformes”, the later has been preferred in the Index. Therefore, all the entries of this concept have been gathered under Suiformes (p. 1065, Volume 3). And the users who happen to look into this concept under “Boars” are redirected to Suiformes by a see cross-reference. Another form of entry may refer to related entries in the form of see also (s. a.) entry.

For example (p. 687):

Monism  
   philosophy  147.3  
   indiv phil. 180-190  
   s. a. spec. branches of phil.  
      e.g. Metaphysics
The last line in this entry means *see also* specific branches of philosophy for their monism viewpoint.

Let us see another relatively simple entry (p.):

**Umpiring**

- American football 796.332 3
- baseball 796.357 3
- Canadian football 796.335 3
- cricket 796.358 3
- rugby 796.333 3
- soccer 796.334 3

*s. a. other spec. games*

In the above entry, after talking umpiring in some of the games (listed alphabetically), we may, if desired, refer to other specific games, e.g., hockey, for their umpiring aspect.

### 4.5.1 Looking under Key Terms

For lengthy compound titles we should look into the Index under the key terms. For locating a number for such a title we may have to look under more than one key term. The choice of the first key term to be looked under is very important and requires insight and experience. The simple rule is as follows.

If in the title one term refers to an object/substance and the other is a technique/process/action, then it is better to look under object/substance, i.e., the concrete term. For example, if we have to locate the number for “Lunar eclipse” in the Index, we should first look under “Lunar”. Let us take another title “Manufacture of jute pulp”. Here we should look under “jute pulp” (Adj+Noun form) instead of manufacture. Moreover, manufacture seems too vague a term for immediate location.

But if there is a specific process or technique then that process may be safely looked under. For example, for “Bergius process of manufacturing synthetic petroleum”, look under Bergius.

### 4.5.2 Locating Class Numbers in the Index

In the previous section you were asked to look under key terms, but the term you are looking for may not have been indexed at all. In the Indian context there are several terms used differently, e.g. a subject like “Primary education”. In this case you will find that there are two key terms “primary” and “education”. If you check in the Index you will not find any number for primary education. Under education there is no “primary” term listed. This is because in western countries it is called “elementary education” and hence it is also essential to know the preferred terms.

You are also likely to waste time in locating numbers through the index if you do not understand the subject itself or the correct connection of the terms.

Let us look at a simple example:

**Economic geology of copper**

There are three key terms: (1) economics (2) geology and (3) copper. Under which term will you search in the Index? If you check under “economics” you will not find any number. So will be the case if we look under geology. In this case there is a possibility of combination of two terms “economic” and “geology”. There is a number listed under
“economic geology” but it does not help us further in finding the specific number for the whole subject. But if you check under “copper” you will come across copper, mineral aspects-economic geology (p.250) and the number is 553.43.

Hence, it is essential to check under appropriate terms, otherwise you will be wasting time in searching. It is always advisable to recheck the numbers in the schedules. It helps you to understand the hierarchy of numbers and in a few cases, you will also come to know how the numbers have been coined.

Self-Check Exercise

Note:  
  i) Write your answers in the space given below.
  ii) Check your answers with the answers given at the end of this Unit.

3) Under which term would you look up the following subjects?
   a) Anthology of one act plays
   b) Libraries for children
   c) Fabian socialism
   d) Methods of offset printing
   e) Dynamics of particle
   f) Air-to-air guided missiles
   g) Diseases of legs
   h) Multi-language dictionaries

4.5.3 Abbreviations Used in the Sub-Entries

In every entry you will find abbreviations throughout the Index. This has been done to save pace. The list of all abbreviations used has been given in the beginning of the Relative Index (pp. xi-xiii). Once you go through this list, then it may be easy to comprehend their full forms. If in the beginning you are not able to understand the full meaning of an abbreviated term, you may consult the list of abbreviations. With experience you will learn to read the abbreviations easily.

Some of the abbreviations are:

- gen. wks. = general works
- s. a. = see also
- soc. = social
- spec. = specific
- spec. jur. = specific jurisdictions
- O.T. = Old Testament
- St. = Saint
All the states of the USA have been given in abbreviated form:

- **Ia** = Iowa
- **Ida** = Idaho
- **Wyo** = Wyoming

All the abbreviations have been arranged at their proper places as if they were fully spelled out.

**Self-Check Exercise**

**Note:**
- i) Write your answers in the space given below.
- ii) Check your answers with the answers given at the end of this Unit.

4) Spell out the following abbreviations.

   - a) appl(s).
   - b) gen. wks.
   - c) geog. subd.
   - d) govt.
   - e) ind.
   - f) jur.
   - g) transp
   - h) vet.sci.

---

### 4.6 NUMBERS GIVEN AGAINST ENTRIES

If a concept occurs in the Schedules (Volume 2), the full number is given against it for referring back to the Schedules.

For example (p.125):

**Boilers**

- **bldg. heating equip.** 697.07
  
  *s. a. spec. kinds e.g.* Steam heating

Let us interpret this partial entry:

1) The class number for “Boilers” used as heating equipment for buildings is 697.07

2) The line under “building heating equipment” means: see also specific kinds of heating equipment for buildings. Steam heating has been cited only as an example. It means that in addition to “Boilers” as heating devices for buildings have been given under their specific names. In fact “Boilers” entry is a specific entry for one kind of heating equipment. For example, some other methods of room (building) heating are: solar heating, hot water heating and fireplaces. For these types of room heating equipment, we should directly look under these terms.
For example looking under ‘Solar’ (p.1023):

Solar

heating

buildings 697.78

In this case heating is subordinate to solar and building is subordinate to heating. These subordination aspects have been shown by indenting, i.e., by leaving space to the left.

### 4.6.1 Entries from the Seven Tables

If the entry is from one of the Seven Auxiliary Tables (Volume 1), then the sequence of the number column runs as follows:

First is given the short name of the Table in abbreviated form in italics, followed by a dash and the number proper for the concept.

For example (p.110):

Bhutan  area – 549 8

It means that the term Bhutan is from the Areas Table (Table 2) and its number is 5498. The dash ‘–’ before the number indicates that the number is never used alone but attached to some number in the schedules.

Take another example:

Bhutanese people r.e.n. – 914 18

It means that the term “Bhutanese people” occurs in the Table of Racial, Ethnic, National Groups (Table 5), where its number is - 91418.

Abbreviations for the various Tables as used in the Index are as follows:

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Full Name of the Table</th>
<th>Abbreviations Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Standard Subdivisions</td>
<td>s.s.</td>
</tr>
<tr>
<td>Table 2</td>
<td>Areas</td>
<td>area</td>
</tr>
<tr>
<td>Table 3</td>
<td>Subdivisions of Individual Literatures</td>
<td>lit.sub.</td>
</tr>
<tr>
<td>Table 4</td>
<td>Subdivisions of Individual Languages</td>
<td>lang.sub.</td>
</tr>
<tr>
<td>Table 5</td>
<td>Racial, Ethnic, National Groups</td>
<td>r.e.n.</td>
</tr>
<tr>
<td>Table 6</td>
<td>Languages</td>
<td>lang.</td>
</tr>
<tr>
<td>Table 7</td>
<td>Persons</td>
<td>Pers.</td>
</tr>
</tbody>
</table>

### 4.6.2 Cross-References

Sometimes we may not find a number against an entry. Instead we may be directed to some other term by a see or see also note. Understanding these cross-references is vital in using the Index.
These are of two types:

a) “see” Type

The Index uses standard terminology, wherein only one term for a concept has been used. In case of synonymous terms, we are referred from the unused term to the used term.

For example:

- **Linum** *see* Flax
- **Linoleum** *see* Floor coverings
- **Zyriam** *see* Permian
- **Cartesian systems** *see* coordinate systems
- **Jackals** *see* Canidae
- Dust-caused respiratory diseases *see* Pneumoconiosis
- **Immigrants** *see* Ethnic groups; also Minority groups
- **Zoroastrian music** *see* Zoroastrian sacred music
- **Flautists** *see* Flutists
- **Tswana** *see* Bantu
- **Brass arts**
  - decorative 739.52
  - *other aspects* *see* Metal arts

Similarly from abbreviated terms the reader maybe referred to the full form.

For example:

- **ADP** *see* Automatic data processing
- **VAT** *see* Added value taxes **UN** *see* United Nations

However, if a country has two names in English, then an entry is made under both.

For example:

- **Siam** *area*-593
- **Thailand** *area*-593
- **Ceylon** *area*-549 3
- **SriLanka** *area*-549 3
- **Holland** *area*-492
- **Netherlands** *area*-492
b) “s.a.(see also)” Type

But more important are the see also (entered in the index as s. a.) references. Such cross-references direct us to explore related topics entered under different terms in the Index.

Consider the following entry (p.402):

```
Flags        929.92
mil.sc.      355.15
s a. spec. mil. branches
nonverbal commun. see Flag signals
```

The above entry means that the general number for “Flags” is 929.92. Class number for “Flags” in the context of military science (mil.sc.) is 355.15. Again as a sub-aspect of military science there is s.a. (see also) entry directing us to specific branches of military such as Navy and Air Force, for flags of those branches.

Such a cross-reference is called a scatter reference as it does not refer to a specific term but suggests other possibilities.

### 4.7 SUMMARY

In this Unit, we have discussed the need value, scope, entry format and use of the Relative Index. The main points are:

1) Relative Index contains, in a single alphabet, a word-by-word sequence of all the key terms in the Schedules, the Seven Auxiliary Tables and some of the synonymous terms.

2) Relative Index (Volume 3) of DDC is not only the key to the classified arrangement of the concepts in the Schedules (Volume 3) and Tables (Volume 1) but also provides an independent approach to knowledge classification.

3) In the Relative Index, the disciplines are subordinated to the subject. Through the Index we can see at one glance the various scattered-by-discipline aspects of a subject which is not possible through the schedules.

4) For synonymous terms see cross-reference has been used to direct us from an unused term to the used term in the Index.

5) For related subjects scattered under different terms s. a. (see also) cross-references have been used.

6) Many of the sub-entries have been abbreviated and the key to the abbreviations has been given in the beginning of the Index.

7) We should not lean too much on the Index as it retards our learning and using of Schedules. It should be used only when the direct approach to the Schedules seems difficult or fails.

### 4.8 ANSWERS TO SELF CHECK EXERCISES

1) It is called relative, as its approach to knowledge organization is inverse to that of the Schedules. It also depicts all the relations of the subject.
Classification-DDC: 19th Edition

2) a) Gardens
   b) Mathematics, societies/associations
   c) Life insurance companies
   d) Actors, biographies and work, motion pictures
   e) Political parties
3) a) One-act plays
   b) Children’s libraries
   c) Fabian socialism
   d) Offset printing-There is a see direction
   e) Dynamics, particles
   f) Either under guided missiles or air-to-air
   g) Legs
   h) Dictionaries
4) a) applications, applied
   b) general works
   c) geographical subdivisions
   d) government(s), governmental
   e) industrial, industries, industry
   f) jurisdiction(s)
   g) transport, transportation
   i) veterinary science

4.9  KEY WORDS

Entry : A term or phrase followed by information in the form either of a number or of a reference to another term or phrase or both.

Indentation : Typographical setting in which sub-headings are printed leaving a space to the left of the line of the first letter of the main heading.

Index : Ordinarily an alphabetically arranged list of topics/concepts in the book giving information for each item is to be traced by means of a number. In some indexes the arrangement may be other than alphabetical.

Relative Index : An alphabetical index to a classification scheme in which all relationships and aspects of a subject are brought together under each index entry.
Scatter Reference: A cross-reference in the index not referring to a specific term but suggesting a variety of possibilities. This is done by *see also* references.

See: A direction note from a not used term to the used term. A direction note referring the user to related topics.

s.a.: This refers to related topics scattered in the Index under different terms.

Word-by-Word Alphabetisation: In it terns/concepts which have the same first words are arranged in the alphabetical order of the subsequent word. Here the word (not the letter) is the unit. It is also called the nothing before-something method. This method is also recommended by the British Standards Institution.

4.10 REFERENCES AND FURTHER READING


UNIT 5 STUDY OF TABLES AND SCHEDULES

Structure

5.0 Objectives

5.1 Introduction

5.2 Tables
   5.2.1 Table 1: Standard Subdivisions
   5.2.2 Table 2: Areas
   5.2.3 Table 3: Subdivisions of Individual Literatures
   5.2.4 Table 4: Subdivisions of Individual Languages
   5.2.5 Table 6: Languages
   5.2.6 Table 5: Racial, Ethnic, National Groups
   5.2.7 Table 7: Persons

5.3 Schedules
   5.3.1 Generalities 000
   5.3.2 Philosophy and Related Disciplines 100
   5.3.3 Religion 200
   5.3.4 Social Sciences 300
   5.3.5 Language 400
   5.3.6 Pure Sciences 500
   5.3.7 Technology (Applied Sciences) 600
   5.3.8 The Arts 700
   5.3.9 Literature 800
   5.3.10 General Geography and History 900

5.4 Summary

5.5 Answers to Self Check Exercises

5.6 Key Words

5.7 References and Further Reading

5.0 OBJECTIVES

In this Unit we introduce you to the Tables and Schedules of Dewey Decimal Classification (DDC), 19th Edition. You have to use the Tables very frequently along with the Schedules for building a Class Number.

After reading this Unit, you will be able to:

- understand the nature and utility of the seven (auxiliary) tables;
- apply these tables for synthesis or the number-building process;
- understand the main classes and their divisions and sub-divisions represented in the schedules;
- apply the instructions and guidelines provided at various points in the schedules; and
- build class numbers for titles falling under various branches of main classes using notation from tables and schedules.
5.1 INTRODUCTION

You have already been introduced to the structure, features and characteristics of DDC (19th Edition) in Block 1, Units 1-4. This Unit familiarises you with the Seven Auxiliary Tables, viz., T1 Standard Subdivisions, T2 Areas, T3 Subdivisions of Individual Literatures, T4 Subdivisions of Individual Languages, T5 Racial, Ethnic, National Groups, T6 Languages and T7 Persons. This Unit also brings to your attention important aspects and summary of schedules representing important divisions of the universe of subjects (000-999) and their use in synthesis or the number-building process.

5.2 TABLES

A table has been defined as “a sequence of dependant notation indicating various special concepts used repeatedly with a variety of subjects and disciplines”. There are seven auxiliary tables listed in this section, which support the schedules. The use of these seven tables in the number building process is presented in the following subsections with suitable worked out examples.

5.2.1 Table 1: Standard Subdivisions

Table 1 is very frequently used in DDC. The dash or hyphen (-) preceding each number never stands alone. The hyphen (-) is omitted when you add a specific number from Table 1 to the base number from the Schedules.

Examples

Title: Study and teaching of library classification

Class Number: 025.420 7

Analysis:

020 = Library and Information Science
025.42 = Library classification
-07 (Table 1) = Study and teaching

Synthesis:

025.42 + -07 = 025.420 7

Title: Formula in Physics

Class Number: 530.212

Analysis:

530 = Physics
-0212 (Table 1) = Formulas

Synthesis:

530 + -0212

53 + -0212 = 530.212

Title: Market research in silk textiles

Class Number: 677.390 688
### Analysis:

\[
\begin{align*}
677.39 & = \text{Silk textiles} \\
-0688 \text{ (Table 1)} & = \text{Market research}
\end{align*}
\]

### Synthesis:

\[
677.39 + -0688 = 677.390 688
\]

#### Self-Check Exercise

**Note:**

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) Assign class numbers to the following titles:

   a) Scientific principles in chemistry
   
   b) Serial publications in astronomy
   
   c) Correspondence courses in public administration
   
   d) International organisations in trade
   
   e) History of philosophy

   .....................................................................................................................
   .....................................................................................................................
   .....................................................................................................................
   .....................................................................................................................

5.2.2 **Table 2: Areas**

Table 2 is also one of the important and frequently used tables in DDC for synthesising a class number. Table 2 includes areas, regions, places in general (-1), which include physiographical features, population clusters, political and economic groups. It also includes persons in general (-2), ancient world (-3) and modern world (-4 and -9). In DDC 18th Edition (1971), “Divide like” instruction was replaced by “Add to” from Schedules spans and “Add from” Tables. You will find in DDC-19th Edition “Add to” instruction at several places in the Tables and Schedules for the use of area subdivisions from Table 2 to the base number.

Take for example

\[
327.3 –.9 = \text{Foreign policies and foreign relations between specific nations}
\]

Add “Areas” notation 3-9 from Table 2 to base number 327, e.g., *Foreign Policy of United Kingdom* 327.41 (Table 2).

#### Examples

**Title:** Buddhist religious sects and reform movements in Japan

**Class Number:** 294.390 952
Analysis:
294.39 = Buddhist sects and reform movements
-09 (Table 1) = Historical and geographical treatment
-52 (Table 2) = Japan

Synthesis:
294.39 + -09 + -52 = 294.390 952

Title: Elementary education in India
Class Number: 372.954

Analysis:
372 = Elementary education
372.91 - .99 = Geographical treatment
(Add “Areas” notation 1-9 from Table 2 to base number 372.9)
-54 (Table 2) = India

Synthesis:
372.9 + -54 = 372.954

Title: Geography of the USA
Class Number: 917.3

Analysis:
910 = General Geography
-73 (Table 2) = USA

Synthesis:
910 + -73
91 + -73 = 917.3

Self-Check Exercise

Note: i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

2) Assign class numbers to the following titles:
   a) University libraries in UK
   b) Birds of Burma
   c) Economic conditions in Nepal
   d) Geography of Brazil
   e) Foreign policy of China
5.2.3 Table 3: Subdivisions of Individual Literatures

The subdivisions under Table 3 consist of specific literary forms -1 to -7, miscellaneous writing -8, and specific periods -81 to -89. The notation from Table 3 is never used alone but may be used as required with the base number for individual literature identified by * under 810 4890 (schedules). Tables 3 is followed and supplemented by Table 3-A which provides additional elements for building numbers with Table 3.

Examples

Title: Idealism in English poetry
Class Number: 821.13

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>820</td>
<td>= English literature</td>
</tr>
<tr>
<td>-1 (Table 3)</td>
<td>= Poetry</td>
</tr>
<tr>
<td>13 (Table 3-A)</td>
<td>= Idealism</td>
</tr>
</tbody>
</table>

Synthesis:
820 + -1 + 13
82 + -1 + 13 = 821.13

Title: German short stories
Class Number: 833.01

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>830</td>
<td>= German literature</td>
</tr>
<tr>
<td>-301 (Table 3)</td>
<td>= Short stories</td>
</tr>
</tbody>
</table>

Synthesis:
830 + -301
83 + -301 = 833.01

Title: Critical appraisal of Telugu poetry
Class Number: 894.827 109

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>894.827</td>
<td>= Telugu literature</td>
</tr>
<tr>
<td>-1 (Table 3)</td>
<td>= Poetry</td>
</tr>
<tr>
<td>- 09 (Table 3)</td>
<td>= Critical appraisal</td>
</tr>
</tbody>
</table>

Synthesis:
894.827 + -1 + -09 = 894.827 109
5.2.4 Table 4: Subdivisions of Individual Languages

Table 4 Subdivisions of Individual Languages is never used alone, but may be used as required with the base numbers for individual languages identified by * asterisk under 420 - 490 in the schedule.

Examples

Title: French grammar
Class Number: 445

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>French language</td>
</tr>
<tr>
<td>-5 (Table 4)</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>440 + -5</td>
</tr>
<tr>
<td>44 + -5 = 445</td>
</tr>
</tbody>
</table>

Title: English words in Hindi
Class Number: 491.432 421

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>491.43</td>
</tr>
<tr>
<td>-24 (Table 4)</td>
</tr>
<tr>
<td>-21 (Table 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>491.43 + -24 + -21 = 491.432 421</td>
</tr>
</tbody>
</table>

Title: German French dictionary
Class Number: 433.31

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
</tr>
<tr>
<td>-3 (Table 4)</td>
</tr>
<tr>
<td>-31 (Table 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>430 + -3 + -31</td>
</tr>
<tr>
<td>43 + -3 + -31 = 433.31</td>
</tr>
</tbody>
</table>

5.2.5 Table 6: Languages

Table 6 Languages never used alone, but may be used with those numbers from the schedules and other tables to which the classifier is instructed to add notation from Table 6. The use of this table is mostly confined to the main classes, 400 Language and 800 Literature.
Examples

Title: Bengali language encyclopaedias

Class Number: 039.914 4

Analysis:

039 = Encyclopedias in other languages
     (Add “Languages” notation 2-9 from Table 6 to base number 039)

-9144 (Table 6) = Bengali language

Synthesis:

039 + -9144 = 039.914 4

Title: Bible in Malayalam

Class Number: 220.594 812

Analysis:

220.5 = Modern versions and translations of the Bible
220.53 -.59 = In other languages
     (Add “Languages” notation 3-9 from Table 6 to base number 220.5)

-94812 (Table 6) = Malayalam

Synthesis:

220.5 + -94812 = 220.594 812

Title: Social status of Nepalis

Class Number: 305.791 49

Analysis:

305.7 = Social status of language groups
     (Add “Languages” notation 1-9 from Table 6 to base number 305.7)

-9149 (Table 6) = Nepali

Synthesis:

305.7 + -9149 = 305.791 49

Self-Check Exercise

Note:  i) Write your answers in the space given below.
      ii) Check your answers with the answers given at the end of this Unit.

3) Assign class numbers to the following titles:
   a) French rhetoric
   b) Technical writing in Russian
   c) Collection of letters of social themes.
5.2.6 **Tables 5: Racial, Ethnic, National Groups**

The notation in this Table is never used alone but may be used as required either directly or with “Add to” instruction or through the interposition of notation -089 from Table 1, with any number from Schedules.

**Examples**

**Title:** Religion of Bantus  

**Class Number:** 299.683

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>299.6</td>
<td>= Religion of Black African and Negro Origin</td>
</tr>
<tr>
<td>299.68</td>
<td>= Of specific groups and tribes</td>
</tr>
<tr>
<td></td>
<td>(Add to base number 299.68 the numbers following 96 in Racial, Ethnic, National Groups’ notation 961 - 969 from Table 5).</td>
</tr>
<tr>
<td>- 963 (Table 5)</td>
<td>= Bantus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>299.68 + - 963</td>
</tr>
<tr>
<td>299.68 + 3</td>
</tr>
</tbody>
</table>

**Title:** Japanese cooking  

**Class Number:** 641. 592 956

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592</td>
<td>= Ethnic cookery</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 03 – 99 from Table 5 to base number 641. 592).</td>
</tr>
<tr>
<td>- 956 (Table 5)</td>
<td>= Japanese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592 + - 956</td>
</tr>
</tbody>
</table>
Title: North American native races
Class Number: 572.897

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>572</td>
<td>= Human races</td>
<td>572.8 + -97 = 572.897</td>
</tr>
<tr>
<td>572.8</td>
<td>= Specific human races</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01 – 99 from Table 5 to base number 572.8)</td>
<td></td>
</tr>
<tr>
<td>-97 (Table 5)</td>
<td>= North American Native races</td>
<td></td>
</tr>
</tbody>
</table>

5.2.7 Table 7: Persons

The notation from Table 7 Persons is never used alone, but may be used as required with any appropriate number from the schedules with “Add to” instruction or through interposition of notation -024 from Table 1.

Examples

Title: Hindu religious groups in South Africa
Class Number: 305.694 506 8

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>305.6</td>
<td>= Religious groups-</td>
<td>305.6 + -2945+ 0 + -68 = 305.694 506 8</td>
</tr>
<tr>
<td>-2945 (Table 7)</td>
<td>= Hindus</td>
<td></td>
</tr>
<tr>
<td>0 (Zero, Vol. 2, p.206)</td>
<td>= Facet Indicator</td>
<td></td>
</tr>
<tr>
<td>-68 (Table 2)</td>
<td>= South Africa</td>
<td></td>
</tr>
</tbody>
</table>

Title: Custom of doctors
Class Number: 390.461

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>390.4</td>
<td>= Customs of people of various specific occupations</td>
<td>390.4 + -61 = 390.461</td>
</tr>
<tr>
<td></td>
<td>(Add “Persons” notation 09-99 from Table 7 to the base number 390.4)</td>
<td></td>
</tr>
<tr>
<td>-61 (Table 7)</td>
<td>= Doctors</td>
<td></td>
</tr>
</tbody>
</table>
Title: Psychology books for teachers
Class Number: 150.243 72

Analysis:

150 = Psychology
-024 (Table 1) = Works for specific types of users

(Add “Persons” notation 03-99 from Table 7 to the base number -024)

-372 (Table 7) = Teachers

Synthesis:

150 + -024 + -372
15 + -024 + -372 = 150.243 72

Self-Check Exercise

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

4) Assign class numbers to the following titles:
   a) Religion of Nigerians
   b) Social status of Koreans
   c) Buddhist religious groups
   d) Custom of lawyers
   e) Psychology books for doctors

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5.3 SCHEDULES

In the preceding sections and sub-sections you have been introduced to the seven auxiliary Tables (1-7) and the number-building process with suitable worked out examples. In the following sections and sub-sections you will be introduced to Schedules, i.e., the main classes and their divisions. The worked out examples under each Main Class will give an idea as to the nature of the titles and the need for following “Add to” instructions to be found at various points in the Schedules to build appropriate Class Numbers.

5.3.1 Generalities 000

The schedule of this Main Class not only deals with general aspects of knowledge but also some specific disciplines/subject fields such as Bibliography 010, Library and Information Sciences 020, Museology 060, Journalism, Publishing, Newspapers 070 and Book Rarities 090. This class is also known as the hold-all class. The second and
third summaries in DDC, Vol. 1, will provide you an idea of the divisions and sections of this Main Class. The following worked out examples cover some of the important divisions of this Main Class.

Examples:

**Title:** British National Bibliography  
Class Number: 015.41

<table>
<thead>
<tr>
<th>Analysis</th>
<th>015 = Bibliographies from specific places</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add “Areas” notation 1-9 from Table 2 to base number 015)</td>
</tr>
<tr>
<td>-41 (Table 2)</td>
<td>= Britain</td>
</tr>
</tbody>
</table>

**Synthesis:**  
015 + -41 = 015.41

**Title:** Classification of Botany  
Class Number: 025.465 81

<table>
<thead>
<tr>
<th>Analysis</th>
<th>025.46 = Classification of specific disciplines and subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add 001 - 999 to base number 025.46)</td>
</tr>
<tr>
<td>581 (Vol. 2, p.763)</td>
<td>= Botany</td>
</tr>
</tbody>
</table>

**Synthesis:**  
025.46 + 581 = 025.465 81

**Title:** General organisations in Mexico city  
Class Number: 068.7253

<table>
<thead>
<tr>
<th>Analysis</th>
<th>068 = General organisations in other geographical areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add “Areas” notation 1-9 from Table 2 to base number 068)</td>
</tr>
<tr>
<td>-7253 (Table 2)</td>
<td>= Mexico state</td>
</tr>
</tbody>
</table>

**Synthesis:**  
068 + -7253 = 068.725 3

**Title:** Social welfare reporting  
Class Number: 070.449 361

<table>
<thead>
<tr>
<th>Analysis</th>
<th>070.449 = Specific subject (Journalism)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add 001-999 to base number 070.449)</td>
</tr>
<tr>
<td>361 (Vol. 2, p. 359)</td>
<td>= Social welfare</td>
</tr>
</tbody>
</table>

**Synthesis:**  
070.449 + 361 = 070.449 361
Title: German incunabula

Class Number: 093.094 3

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>093 = Incunabula</td>
</tr>
<tr>
<td>-09 (Table 1) = Geographical treatment</td>
</tr>
<tr>
<td>-43 (Table 2) = Germany</td>
</tr>
</tbody>
</table>

Synthesis:

093 + -09 + -43 = 093.094 3

Self-Check Exercise

Note:  
i) Write your answers in the space given below.  
ii) Check your answers with the answers given at the end of this Unit.

5) Assign class numbers to the following titles:
   a) Journalism in developing countries  
   b) Catalogue of Persian manuscripts  
   c) Data processing in banking  
   d) Bibliographies of Nuclear physics  
   e) Selection and acquisition of motion pictures  

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5.3.2 Philosophy and Related Disciplines 100

This Main Class includes two important branches of the Universe of Knowledge, i.e., philosophy and psychology. The important branches are metaphysics, epistemology, logic, ethics, ancient, medieval and oriental philosophies and modern western philosophies. The second and third summaries in DDC, Vol. 1, provide you an idea of the divisions and sections of this Main Class. The following worked out examples cover some of the divisions of this Main Class.

Examples

Title: A survey of research in child psychology

Class Number: 155.407 23

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>155.4 = Child psychology</td>
</tr>
<tr>
<td>-0723 (Table 1) = Research survey</td>
</tr>
</tbody>
</table>

Synthesis:

155.4 + -0723 = 155.407 23
<table>
<thead>
<tr>
<th>Title</th>
<th>Class Number</th>
<th>Analysis</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetic theories</td>
<td>111.850 1</td>
<td>111.85 = Beauty (Aesthetics) -01 (Table 1) = Theory</td>
<td>111.85 + - 01 = 111.850 1</td>
</tr>
<tr>
<td>Psychology for teachers</td>
<td>150.243 72</td>
<td>150 = Psychology -024 (Table 1) = Works for specific types of users</td>
<td>150 + - 024 + -372 = 150.243 72</td>
</tr>
<tr>
<td>Ethics of painters</td>
<td>174.975</td>
<td>174.9 = Ethics of other professions and occupations -75 (Table 7) = Painters</td>
<td>174.9 + -75 = 174.975</td>
</tr>
<tr>
<td>Hindu philosophy</td>
<td>181.045</td>
<td>181 = Oriental philosophy 181.04 - .09 = Based on specific religions</td>
<td>181.0 + 294.5 = 181.045</td>
</tr>
</tbody>
</table>

**Classification-DDC:**
19th Edition
Self-Check Exercise

Note:  
   i) Write your answers in the space given below. 
   ii) Check your answers with the answers given at the end of this Unit.

6) Assign class numbers to the following titles:
   
   a) Dictionary of astrology
   b) Psychology of Indians
   c) Ethics of musicians
   d) Buddhist philosophy
   e) Canadian philosophy

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5.3.3 Religion 200

This Main Class is mostly devoted to the various aspects of Christianity. Most parts of the notation 210-289 are devoted to Christianity. Other major religions of the world are listed at 292-299. The divisions and sections of this Main Class are listed under second and third summaries (Vol. 1). The following worked out examples cover some of the important branches of religion.

Examples

Title: Bible in German language

Class Number: 220.531

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>220.5     = Modern versions and translations of Bible</td>
<td></td>
</tr>
<tr>
<td>220.53-.59 = In other Languages</td>
<td></td>
</tr>
<tr>
<td>(-31 (Table 6) = German)</td>
<td></td>
</tr>
<tr>
<td>220.5 + -31 = 220.531</td>
<td></td>
</tr>
</tbody>
</table>
Title: Worship in Buddhism

Class Number: 294.344 3

Analysis:

294.34 = Doctrines and practices in Buddhism-

(Add to base number 294.34 the numbers following
291 in291.2-291.4)

291.43 = Worship

Synthesis:

294.34 + 291.43

294.34+ 43 = 294.344 3

Title: Sacred books of Jainism

Class Number: 294.482

Analysis:

294.4= Jainism

294.41-.48 = Jainism, general principles

(Add to base number 294.4 the numbers following 291
in 291.1-291.8)

291.82 = Sacred books

Synthesis:

294.4 + 291.82

294.4 + 82 = 294.482

Title: Hindu religious gurus

Class Number: 294.561

Analysis:

294.5 = Hinduism

294.56-.57 = Leader organisations, activities

(Add to base number 294.5 the numbers following 291
in 291.6-291.7)

291.61 = Religious gurus

Synthesis:

294.5 + 291.61

294.5 + .61 = 294.561
Title: Religion of Hottentots

Class Number: 299.681

Analysis:

\[
\begin{align*}
299 & = \text{Other Religions} \\
299.68 & = \text{Religion of specific groups and tribes} \\
\text{(Add to base number 299.68 the numbers following 96 in “Racial, Ethnic, National Groups” notation 961-969 from Table 5)} \\
-961 (\text{Table 5}) & = \text{Hottentots} \\
\end{align*}
\]

Synthesis:

\[
\begin{align*}
299.68 + -961 \\
299.68 + -1 & = 299.681
\end{align*}
\]

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

7) Assign class numbers to the following, titles:
   a) English version of New Testament
   b) Religious freedom in Buddhism
   c) Worship in Jainism
   d) Sikh religious organisations
   e) Translations of Babylonian Talmund

5.3.4 Social Sciences 300

All the important disciplines in the social science are listed in this Main Class. Some of the disciplines such as psychology, history and geography are listed under 150 and 900, separating from the Main Class 300. At several places in the schedules for social sciences you will find special tables. The notation from these tables have to be applied to those divisions identified by an asterisk. The divisions and sections falling under social sciences are found in Vol.1, p.476 under second summary and third summary. The following worked out examples cover some of the important branches of social sciences.
### Examples

**Title:** Indians in the United States  
Class Number: 305.891411073

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>305.8</td>
<td>Social stratification of Racial, Ethnic, National Groups</td>
</tr>
<tr>
<td>-91411</td>
<td>Indians</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-73</td>
<td>United States</td>
</tr>
</tbody>
</table>

**Synthesis:**

305.8 + -91411 + 0 + -73 = 305.891411073

---

**Title:** Conservation and protection of forest lands  
Class Number: 333.7516

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>333.75</td>
<td>* Forest lands</td>
</tr>
<tr>
<td>333.7</td>
<td>Natural resources</td>
</tr>
<tr>
<td>16</td>
<td>Conservation and protection (Listed under 333.7)</td>
</tr>
</tbody>
</table>

**Synthesis:**

333.75 + 16 = 333.7516

---

**Title:** Election law of India  
Class Number: 342.5407

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>342</td>
<td>Constitutional and administrative law</td>
</tr>
<tr>
<td>342.3-9</td>
<td>Specific jurisdictions and areas</td>
</tr>
<tr>
<td>-54</td>
<td>India</td>
</tr>
<tr>
<td>342.07</td>
<td>Election law</td>
</tr>
</tbody>
</table>

**Synthesis:**

342 + -54 + 342.07 = 342.5407
Title: Cabinet government in France

Class Number: 354.440 4

Analysis:

354 = Public international organisations and specific central governments other than those of United States

354.3-.9 = Specific central governments other than those of the United States

(Add “Areas” notation 3-9 from Table 2 to base number 354)

-44 (Table 2) = France

04 = Cabinet (Special divisions listed under 354.3-.9)

Synthesis:

354 + -44 + 04 = 354.440 4

Title: Admission procedure in elementary schools

Class Number: 372.121 6

Analysis:

372 = Elementary education

372.11-.18 = Organisation and administration

(Add to base number 372.1 the number following 371 in 371.1-371.8)

371.216 = Admission procedures

Synthesis:

372.1 + 371.216

372.1 + .216 = 372.121 6

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

8) Assign the class numbers to the following titles:

a) Religious holidays of Hinduism

b) Trade agreements between India and Russia

c) Counselling and guidance of drug addicts

d) Government corporations in France

e) Law of evidence in Canada.

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5.3.5 Language 400

The Main Class Language 400 includes important languages of the world. The other major and minor languages of the world are listed under Table 6 Languages. Various aspects of languages such as etymology, dictionaries, structural systems, etc., are listed under Table 4 Subdivisions of Individual Languages. Individual languages identified by an * asterisk in the schedules listed under 420-490 have to be further expanded by taking notation from Table 4. The use of notation from Table 4 has already been explained to you in sub-section 5.2.4

Examples

Title: Structure of Hindi

Class Number: 491.435

Analysis:

491.43 = *Hindi

(Add to base number as instructed under 420-490 “Under each language identified by *, add “Subdivisions of Individual Language” notation 01-86 from Table 4 to designated base number)

- 5 (Table 4) = Structure

Synthesis:

491.43 + - 5 = 491.435

Title: English-Telugu dictionary

Class Number: 423.948 27

Analysis:

420 = English language

-32*to-39 (Table 4) = Bilingual dictionaries

(Add “Languages” notation 2-9 from Table 6 to-3)

-94827 (Table 6) = Telugu

Synthesis:

420 + - 3 + - 94827

42+ -3+ -94827 = 423.948 27

Title: Pronunciation of French

Class Number: 441.81

Analysis:

440 = French language

441 = Written and spoken codes of standard French

-81 (Table 4) = Pronunciation

Synthesis:

441 +- 81 = 441.81
Title: Sanskrit words in Kanada

Class Number: 494.814 249 12

Analysis:

494.814 = Kanada

-24. (Table 4) = Foreign elements
(Add “Languages” notation 1-9 from Table 6 to -24)

-912 (Table s-6) = Sanskrit

Synthesis:

494.814 + 24 + -912 = 494.814 249 12

Title: Russian grammar for students

Class Number: 491.750 243 75

Analysis:

491.7 = Russian language

-5 (Table 4) = Grammar

-024 (Table 1) = Works for specific types of users
(Add “Persons” notation 03-99 from Table 7 to base number-024)

-375 (Table 7) = Students

Synthesis:

491.7 + 5 + -024 + -375 = 491.750 243 75

Self-Check Exercise

Note:  
i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

9) Assign the class numbers to the following titles:

a) Spanish phonology

b) Homonyms in Italian language dictionaries

c) Portuguese paleography

d) Tamil vocabulary

e) Chinese language readers

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5.3.6 Pure Sciences 500

This Main Class covers important branches of pure sciences such as Mathematics, astrology, physics, chemistry, geology, biology, botany and zoology. The branches have been minutely divided. At certain places in the schedules you will find use of special tables to achieve synthesis for number building.

Examples

Title: Size of Venus
Class Number: 532.421

Analysis:

\[ 523.42 = \text{*Venus} \]
\[ (\text{Add as instructed under 523.41-523.48}) \]
\[ (\text{Add to each subdivision identified by * the numbers following 523.3 in 523.31-523.37}) \]
\[ 523.31 = \text{Size} \]

Synthesis:

\[ 523.42 + 523.31 \]
\[ 523.42 + 1 = 523.421 \]

Title: Liquid state Chemistry
Class Number: 541.0422

Analysis:

\[ 541 = \text{Physical and theoretical Chemistry} \]
\[ 541.042 = \text{States of matter} \]
\[ (\text{Add to base number 541.042 the numbers following 530.4 in 530.41-530.44}) \]
\[ 530.42 = \text{Liquid-state physics} \]

Synthesis:

\[ 541.042 + 530.42 \]
\[ 541.042 + 2 = 541.0422 \]

Title: Forecasting snowstorms
Class Number: 551.6455

Analysis:

\[ 551 = \text{Geology, meteorology, general hydrology} \]
\[ 551.64 = \text{Forecasting of specific elements and phenomena} \]
\[ (\text{Add to base number 551.64 the numbers following 551.5 in 551.51-551.57}) \]
\[ 551.555 = \text{Snowstorms} \]

Synthesis:

\[ 551.64 + 551.555 \]
\[ 551.64 + 55 = 551.6455 \]
**Title:** Pathology of rose plants  
**Class Number:** 583.372 042

**Analysis:**

\[ 583.372 = \text{*Roses} \]  
\[ \text{(Add as instructed under 582-589)} \]

\[ 04 \text{ (Vol. 2, p. 769)} = \text{General principles (Listed under 582-589)} \]  
\[ \text{(Add to 04 the number following 581 in 581.1-581.8)} \]

\[ 581.2 = \text{Pathology} \]

**Synthesis:**

\[ 583.372 + 04 + 581.2 = 583.372 \, 042 \]

---

**Title:** Respiratory organs of amphibians  
**Class Number:** 597.604 42

**Analysis:**

\[ 597.6 = \text{*Amphibians} \]  
\[ \text{(Add as instructed under 592-599)} \]

\[ 04 \text{ (Vol. 2, p. 795)} = \text{General principles (Listed under 592-599)} \]  
\[ \text{(Add to 04 the numbers following 591 in 591.1-591.8)} \]

\[ 591.42 = \text{Respiratory organs} \]

**Synthesis:**

\[ 597.6 + 04 + 591.42 = 597.604 \, 42 \]

---

**Self-Check Exercise**

**Note:**

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

10) Assign class numbers to the following titles:

   a) Bird watching in India
   b) Botanical gardens in USA
   c) Fresh water microorganisms
   d) Geomorphology of China
   e) Quantitative analysis of hydrocarbons

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5.3.7 Technology (Applied Sciences) 600

In this Main Class a very detailed and elaborate treatment has been given to all branches of technology. At different places in the Schedules you will find Special Tables to assist in number building. The Tables have enhanced the synthetic feature in DDC. This Main Class covers important subject fields such as medical sciences, engineering, agriculture, home economics, management, chemical engineering, manufacturing and buildings.

Examples

Title:  Treatment of gastric ulcers

Class Number:  616.334 06

Analysis:

616.334   =  *Gastric ulcers

(Add as instructed under 616.1-616.9)

06 (Vol. 2, p.869)  =  Therapy (Listed under 616.1-616.9)

Synthesis:

616.334 +  06 =  616.334 06

Title:  Testing of copper material

Class Number:  620.182 028 7

Analysis:

620.182   =  *Copper (material)

(*Add as instructed under 620.12-620.19)

0287 (Vol. 2, p.919) =  Testing and measurement (Listed under 620.12-620.19)

Synthesis:

620.182 +0287  =  620.182 028 7

Title:  Fungus diseases of grapes

Class Number:  634.824

Analysis:

634.82    =  Grape diseases

=  (Add to base number 634.82 the numbers following 632 in .632.1-6319)

632.4.  =  Fungus diseases

Synthesis:

634.82 + 632.4

634.82 +  4  =  634.824
Title: Aromatic ethers
Class Number: 661.846

Analysis:
661.84 = *Ethers
(*Add as instructed under 661.82-661.89)
(Add to each subdivision identified by * the-numbers following 661.81 in 661.814-661.816)
661.816 = Aromatic

Synthesis:
661.84 + 661.816
661.84 + 6 = 661.846

Title: Sheep wool fabrics
Class Number: 667.316 4

Analysis:
677.31 = Sheep wool
677.312-.317 = Techniques, etc.
(Add to base number 677.31 the numbers following 677.028 in 677.0282-677.0287)
677.028 64 = Fabrics

Synthesis:
677.31 + .677.028 64
677.31 + 64 = 677.316 4

Self-Check Exercise

Note: i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

11) Assign the class numbers to the following titles:
   a) Plastic building material's
   b) Zinc welding
   c) Chinese-cookery
   d) Fungus diseases of wheat
   e) Surgical therapy of digestive system

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....................................................................................................................
5.3.8 The Arts 700

In this Main Class, important branches of fine arts, viz., civic art, architecture, plastic arts, drawing arts, painting, graphic arts, photography, music and recreational arts have been enumerated. Under each art, aspects like description, critical appraisal, techniques, procedures, apparatus, equipments and materials have been listed. The fine arts have been broadly grouped under fine, decorative, literary, performing and recreational arts.

Examples

Title: Remodeling of industrial buildings

Class Number: 725.402 86

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>725.4 = industrial buildings (*Add as instructed under 721-729)</td>
</tr>
<tr>
<td>0286 (Vol. 2, p1238) = Remodeling (Listed under 721-729)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>725.4 + 0286 = 725.402 86</td>
</tr>
</tbody>
</table>

Title: Religious symbolism in Iconography

Class Number: 731.88

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>731.8 = Iconography</td>
</tr>
<tr>
<td>731.82-.89 = Specific subjects in Iconography (Add to base number 731.8 the numbers following 704.94 in 704.942-704.949)</td>
</tr>
<tr>
<td>704.948 = Religious symbolism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>731.8 + 704.94 8</td>
</tr>
<tr>
<td>731.8 + 8 = 731.88</td>
</tr>
</tbody>
</table>

Title: Preservation of rugs and carpets

Class Number: 746.704 88

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>746.7 = *Rugs and carpets (*Add as instructed under 746)</td>
</tr>
<tr>
<td>0488 (Vol. 2, p1283) = preservation (Listed under 746)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>746.7 + 0488 = 746.704 88</td>
</tr>
</tbody>
</table>
**Title:** Mythology and legend in water colour painting  
**Class Number:** 751.422 47  

**Analysis:**  
751.4224 = Water colour painting techniques by subject  
(Add to base number 751.4224 the numbers following 704.94 in 704.942-704.949)  
704.947 = Mythology and legend  

**Synthesis:**  
751.422 4 + 704.947  
751.422 4 + 7 = 751.422 47  

**Title:** Scores in Rock ‘n’ Roll music  
**Class Number:** 784.540 6  

**Analysis:**  
784.54 = *Rock V Roll music  
(*Add as instructed under 784.1 -784.7)  
06 (Vol. 2, p. 1335) = Scores (Listed under 784.1 - 784.7)  

**Synthesis:**  
785.54 + 06 = 784.540 6  

**Self-Check Exercise**  
**Note:**  
i) Write your answers in the space given below.  
ii) Check your answers with the answers given at the end of this Unit.  

12) Assign the class numbers to the following titles:  
a) Personnel management of athletic games  
b) Violin concerts and recitals  
c) Motion picture photography of mammals  
d) Silver vases  
e) Remodeling of hotels and motels  
.......................................................................................................................
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**Study of Tables and Schedules**
5.3.9 Literature 800

This Main Class includes important literatures of the world including literary forms such as poetry, drama, fiction, essays, speeches, letters, etc. The basic arrangement is first by language followed by forms and period. This Main Class is supported by Table 3 and Table 3-A and Table 6 for specific languages. Indian literatures are listed under 891 and 894.

Examples

Title: English short stories of early 20th century
Class Number: 823.01912

Analysis:

820 = English literature
-301 (Table 3) = Short stories
912 (Vol. 2, p.1404) = Early 20th century (Period)

Synthesis:

820 + -301 + 912
82 + -301 + 912 = 823.01912

Title: Critical appraisal of idealism in French poetry
Class Number: 841.00913

Analysis:

840 = French literature
-1009 (Table 3) = Critical appraisal of poetry
13 (Table 3A) = Idealism

Synthesis:

840 + -1009 + 13
84 + -1009 + 13 = 841.00913

Title: Collection of Spanish essays
Class Number: 864.008

Analysis:

.860 = Spanish literature
-4 (Table 3) = Essays
-400M009(Table3) = Standard subdivisions
-1008 (Table 3) = Collection

Synthesis:

860 + -400 + -1008
86 4—.400 + -8 = 864.008
Title: Hindi satire and humour after 1940

Class Number: 891.437 7

Analysis:

891.43 = Hindi literature
-7 (Table 3) = Satire and humour
7 (Vol. 2, p. 1422) = After 1940 (Period)

Synthesis:

891.43 + -7 + 7 = 891.437 7

Title: Collection of modern Telugu poetry

Class Number: 894.827 100 87

Analysis:

894.827 = Telugu literature
-1008 (Table 3) = Collection of poetry
7 (Vol. 2, p. 1430) = Modern period

Synthesis:

894.827 + -1008 + 7 = 894.827 100 87

Self-Check Exercise

Note: i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

13) Assign the class numbers to the following titles:

   a) Critical appraisal of comedy in Tamil drama
   b) Collection of Panjabi poetry
   c) Japanese historical fiction of late 20th century
   d) Sanskrit poetry displaying religious concepts
   e) Persians quotations

5.3.10 General Geography and History 900

This Main Class includes important subjects such as geography, history and biography. At a few places in the Schedules you will find special tables to facilitate number building. For important countries you will also find the historical periods.
**Examples**

**Title:** Travel in ancient India  

Class Number: 913.404

**Analysis:**

913 = Travel in ancient world  
913.1-.9 = Continents, countries, etc.  

(Add “Areas” notation 31-39 from Table 2 to base number 91 then add as further...)

-34 (Table 2) = Ancient India  
04 (Vol. 2, p 1442) = Travel (Listed under 913.1-.9)

**Synthesis:**

913 + -34 +04  
91 + -34 +04 = 913.404

---

**Title:** Geography of Brazil  

Class Number: 918.1

**Analysis:**

918 = *Geography of South America  

(*Add as instructed under 914-919)  
(Add “Areas” notation 4-9 from Table 2 to base number 91)

-81 (Table 2) = Brazil

**Synthesis:**

918 + -81  
91 + -81 = 918.1

---

**Title:** Dictionary of Indian National Biography  

Class Number: 920.054

**Analysis:**

920.03-.09 = General collections of biography  

(Add “Areas” notation 3-9 from Table 2 to base number 920.0)

-54 (Table 2) = India

**Synthesis:**

920.0 + -54 = 920.054
Title: Study and teaching of independent India’s history

Class Number: 954.040 7

Analysis:
954.04 = Independent India
- 07 (Table 1) = Study and teaching

Synthesis:
954.04 + - 07 = 954.040 7

Title: Historians of Mauryan period of India

Class Number: 934.040 072 02

Analysis:
934.04 = *India, Mauryan period
= (*Add as instructed under 930-990)
007202 (Vol. 2, p. 1451) = Historians (Listed under 930-990)

Synthesis:
934.04 + 007202 = 934.040 072 02

Self-Check Exercise

Note: i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

14) Assign the class numbers to the following titles:
a) Travel in USA
b) History of tropical regions
c) Travels in Indian ocean
d) Maps of southern hemisphere
e) Indian genealogy

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5.4 SUMMARY

In the preceding sections of this Unit you have been introduced to the seven auxiliary tables, viz., T1 Standard Subdivisions, T2 Areas, T3 Subdivisions of Individual Literatures, T4 Subdivisions of Individual Languages, T5 Racial, Ethnic, National Groups, T6 Languages, and T7 Persons and schedules, i.e., main classes, viz., generalia 000, philosophy and related discipline 100, religion 200, social sciences 300, language
400, pure sciences 500, technology 600, the arts 700, literature 800 and the general geography and history 900.

The seven auxiliary tables help in synthesising or number building in DDC. These seven tables have to be used along with schedules. You have been introduced to the main divisions of each main class and various types of add notes found in the schedules. These add notes are to be followed carefully for synthesis process in construction of a class number for simple, compound and complex subjects using the schedules and tables of DDC, 19th edition.

5.5 ANSWERS TO SELF CHECK EXERCISES

1) 

a) 540.15

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>540</td>
<td>Chemistry</td>
</tr>
<tr>
<td>-015 (Table 1)</td>
<td>Scientific principles</td>
</tr>
</tbody>
</table>

**Synthesis:**

540 + -015  
54 + -015 = 540.15

b) 520.5

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td>Astronomy</td>
</tr>
<tr>
<td>-05 (Table 1)</td>
<td>Serial publication</td>
</tr>
</tbody>
</table>

**Synthesis:**

520 + -05  
52 + -05 = 520.5

c) 350.007 154

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>350</td>
<td>Public administration</td>
</tr>
<tr>
<td>-007 154 (Table 1)</td>
<td>Correspondence courses</td>
</tr>
</tbody>
</table>

**Synthesis:**

350 + -007 154 = 350.007 154

d) 380.10601

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>380.1</td>
<td>Commerce (Trade)</td>
</tr>
<tr>
<td>-0601 (Table 1)</td>
<td>International organisations</td>
</tr>
</tbody>
</table>

**Synthesis:**

380.1 + -0601 = 380.106 01
e) 109

| Analysis: | 100 = Philosophy |
| -09 (Table 1) = History |
| Synthesis: | 100 + - 09 |
| 10 + - 09 = 109 |

2)

a) 027.741

| Analysis: | 027.7 = University libraries |
| 027.709 = Historical and geographical treatment |
| 027.73-.79 = Specific institutions |
| (Add “Areas” notation 3-9 from Table 2 to base number 027.7) |
| -41 (Table 2) = UK |
| Synthesis: | 027.7 + -41 = 027.741 |

b) 598.295 91

| Analysis: | 598 = Aves (Birds) |
| 598.293-.299 = Treatment by specific continents, countries, localities |
| (Add “Areas” notation 3-9 from Table 2 to base number 598.29) |
| -591 (Table 2) = Burma |
| Synthesis: | 598.29 + -591 = 598.295 91 |

c) 330.954 96

| Analysis: | 330.9 = Economic situation and condition |
| 330.91 - .99 = Geographic treatment |
| (Add “Areas” notation 1-9 from Table 2 to base number 330.9) |
| -5496 (Table 2) = Nepal |
| Synthesis: | 330.9 + -5496 = 330.954 96 |
d) 918.1

**Analysis:**

914 – 919 = Geography of and travel in specific continents, countries, localities in modern world...

(Add “Areas” notation 4-9 from Table 2 to base number 91)

-81 (Table 2) = Brazil

**Synthesis:**

91 + -81 = 918.1

e) 327.51

**Analysis:**

327 = International relations

327.09 = Historical and geographical treatment (Class foreign policies of and foreign relations between specific nations in 327.3 - 327.9)

(Add “Areas” notation 3-9 from Table 2 to the base number 327)

-51 (Table 2) = China

**Synthesis:**

327 + -51 = 327.51

3) a) 808.0441

**Analysis:**

808.043-.049 = Rhetoric in Other languages

(Add “Languages” notation 3-9 from Table 6 to base number 808.04)

-41 (Table 6) = French

**Synthesis:**

808.04 + -41 = 808.044 1

b) 808.066 609 171

**Analysis:**

808.0666 = Technical writing

(Add 0 and to the result add ‘Languages’ notation 2-9 from Table 6)

0 = Facet Indicator

-9171 (Table 6) = Russian

**Synthesis:**

808.0666 + 0 + -9171 = 808.066 609 171
c) 808.869 355

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>808</td>
<td>Rhetoric and collections</td>
</tr>
<tr>
<td>808.869</td>
<td>Letters displaying specific features</td>
</tr>
<tr>
<td></td>
<td>(Add notation 1-3 from Table 3-A to base number 808.869)</td>
</tr>
<tr>
<td>355 (Table 3-A)</td>
<td>Social themes</td>
</tr>
</tbody>
</table>

**Synthesis:**

808.869 + 355 = 808.869 355

---

d) 443.21

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>French language</td>
</tr>
<tr>
<td>-3 (Table 4)</td>
<td>Dictionary</td>
</tr>
<tr>
<td>-21(Table 6)</td>
<td>English language</td>
</tr>
</tbody>
</table>

**Synthesis:**

440 + -3 + -21 = 443.21

---

e) 089.927

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>089</td>
<td>General collections in other languages</td>
</tr>
<tr>
<td></td>
<td>(Add “Languages” notation 2-9 from Table 6 to base number 089)</td>
</tr>
<tr>
<td>-927 (Table 6)</td>
<td>North Arabic languages</td>
</tr>
</tbody>
</table>

**Synthesis:**

089 + -927 = 089.927

---

4) a) 299.689 669

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>299.6</td>
<td>Religion of Black Africans and Negro Origin</td>
</tr>
<tr>
<td>299.68</td>
<td>Of specific groups and tribes</td>
</tr>
<tr>
<td></td>
<td>(Add to base number 299.68 the numbers following 96 in “Racial, Ethnic, National Groups” notation 961-969 from Table 5)</td>
</tr>
<tr>
<td>-966 -968 (Table 5)</td>
<td>National Groups in Africa(Add to base number -96 the numbers following 6 in”Areas” notation 66-68 from Table 2)</td>
</tr>
<tr>
<td>-669 (Table 2)</td>
<td>Nigeria</td>
</tr>
</tbody>
</table>

**Synthesis:**

299.68 + -96 + -669 = 299.689 669
b) 305.895 7

**Analysis:**

305.8 = Social stratification of racial, ethnic, national groups

(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8)

-957 (Table 5) = Koreans

**Synthesis:**

305.8 + -957 = 305.895 7

c) 305:694 3

**Analysis:**

305.6 = Social stratification of adherents of religious groups

(Add to base number 305.6 the numbers following 2 in “Persons” notation 21-29 from Table 7)

-2943 (Table 7) = Buddhism

**Synthesis:**

305.6 + -2943 = 305.694 3

d) 390.434 4

**Analysis:**

390.4 = Customs of people of various specific occupations

(Add “Persons” notation 09-99 from Table 7 to base number 390.4)

-344 (Table 7) = Lawyers

**Synthesis:**

390.4 + -344 = 390.434 4

e) 150.246 1

**Analysis:**

150 = Psychology

-024 (Table 1) = Works for Specific types of users

(Add “Persons” notation 03-99 from Table 7 to base number -024)

-61 (Table 7) = Doctors

**Synthesis:**

150 + -024 + -61 = 150.246 1
5)  

a) 079.1723  

**Analysis:**  
079 = Journalism in other geographical areas  
(Add “Areas” notation 1-9 from Table 2 to base number 079)  
-1723 (Table 2) = Medium (developing countries)  

**Synthesis:**  
079 + -1723 = 079.1723  

b) 016.091  

**Analysis:**  
016.001-.003 = Bibliographies and catalogs of interdisciplinary works  
(Add 001-003 to base number 016)  
091 (Vol. 2, p. 51) = Manuscripts  

**Synthesis:**  
016 + 091 = 016.091  

c) 332.10285  

**Analysis:**  
332.1 = Banks and banking  
-0285 (Table 1) = Data processing  

**Synthesis:**  
332.1 + -0285 = 332.10285  

d) 016.5397  

**Analysis:**  
016.1-.9 = Bibliographies and catalogs of specific disciplines and subjects  
(Add 100-900 to base number 016)  
539.7 (Vol. 2, p. 674) = Atomic and Nuclear Physics  

**Synthesis:**  
016 + 539.7 = 016.5397
<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>025</td>
<td>025.28 + 025.1773</td>
</tr>
<tr>
<td></td>
<td>025.28 + 73 = 025.287 3</td>
</tr>
</tbody>
</table>

**c)** 025.287 3

Analysis:
- 025 = Library operations
- 025.28 = Selection and acquisition of materials in special forms
  
  (Add to base number 025.28 the numbers following 025.17 in 025.171 - 025.179)
- 025.1773 = Pictures and materials for projection

Synthesis:
025.28 + 025.1773
025.28 + 73 = 025.287 3

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>133.5</td>
<td>133.5 + -03</td>
</tr>
<tr>
<td>-03 (Table 1)</td>
<td>= 133.503</td>
</tr>
</tbody>
</table>

**a)** 133.503

Analysis:
- 133.5 = Astrology
- -03 (Table 1) = Dictionary

Synthesis:
133.5 + 03 = 133.503

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>155.89</td>
<td>155.89 + -54</td>
</tr>
<tr>
<td></td>
<td>= 155.895 4</td>
</tr>
</tbody>
</table>

**b)** 155.895 4

Analysis:
- 155.89 = National Psychology
  
  (Add “Areas” notation 3-9 from Table 2 to base number 155.89)
- -54 (Table 2) = India

Synthesis:
155.89 + -54 = 155.895 4

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>174.9</td>
<td>174.9 + -78</td>
</tr>
<tr>
<td></td>
<td>= 174.978</td>
</tr>
</tbody>
</table>

**c)** 174.978

Analysis:
- 174.9 = Ethics of other professions and occupations
  
  (Add “Persons” notation 09-99 from Table 7 to base number 174.9)
- -78 (Table 7) = Musicians

Synthesis:
174.9 + -78 = 174.978
d) 181.043

Analysis:
181 = Oriental Philosophy
181.04-.09 = Based on specific religions
          (Add to base number 181.0 the numbers following 29 in 294-299)
294.3 = Buddhism

Synthesis:
181.0 + 294.3
181.0 + 4.3 = 181.043

---

e) 199.71

Analysis:
199 = Philosophy of other geographical areas
-71 (Table 2) = Canada

Synthesis:
199 + -71 = 199.71

---

7)

a) 225.5201

Analysis:
225 = New Testament
225.1-.8 = General principles
          (Add to base number 225 the numbers following 220 in 220.1-220.8)
220.5201 = English version before 1582

Synthesis:
225 + 220.5201
225 + 5201 = 225.5201

---

b) 294.3372

Analysis:
294.33 = Relationships and attitudes in Buddhism (Add to base number 294.33 the numbers following 291.1 in 291.13 - 291.17)
291.1772 = Religious freedom

Synthesis:
294.33 + 291.1772
294.33 + 772 = 294.3372
### c) 294.443

**Analysis:**

| 294.4  | = | Jainism |
| 294.41-.48 | = | General principles |

(Add to base number 294.4 the numbers following 291 in 291.1 - 291.8)

| 291.43 | = | Worship |

**Synthesis:**

\[
294.4 + 291.43 = 294.443
\]

### d) 294.66

**Analysis:**

| 294.6  | = | Sikhism |
| 294.61-.69 | = | Specific elements |

(Add to base number 294.6 the numbers following 291 in 291.1 - 291.9)

| 291.6 | Leaders and organisation |

**Synthesis:**

\[
294.6 + 291.6 = 294.66
\]

### e) 296.125 05

**Analysis:**

| 296  | = | Judaism |
| 296.12 | = | Talmudic literature |
| 296.125 | = | Babylonian Talmud |

(Add as instructed under 296.123 - 296.127)

| 05 | = | Translations (Listed under 296.123-296.127) |

**Synthesis:**

\[
296.125 + 05 = 296.125 05
\]
8)

a) 394.268 294.5

**Analysis:**

- 394 = General customs
- 394.268 = Specific holidays
- 394.268 29 = Other
  
  (Add to base number 394.268 29 the numbers following 29 in 292-299)

- 294.5 = Hinduism

**Synthesis:**

394.268 29 + 294.5 = 394.268 294.5

b) 382.095 404.7

**Analysis:**

- 382 = International commerce (Foreign Trade)
- 382.09 = Historical and geographical treatment

  (Add “Areas” notation 1-9 from Table to base number 382.09, for trade between two countries add 0 and again add “Areas” notation 1-9 from Table 2)

- -54 (Table 2) = India
- 0 (Vol. 2, p. 556) = Facet Indicator
- -47 (Table 2) = Russia.

**Synthesis:**

382.09 + -54 + 0 + -47 = 382.095 404.7

c) 362.293 86

**Analysis:**

- 362 = Social welfare problems and services
- 362.293 = Drug addiction (Add as instructed under 362-363)
- 86 = Counseling and guidance (Listed under 362-363 specific social problems and services)

**Synthesis:**

362.293 + 86 = 362.293 86
d) 354.440 92

**Analysis:**

- 354 = Public international organisations and specific central governments other than those of United States
- 354.3 - .9 = Specific central governments other than those of United States
- (Add “Areas” notation 3-9 from Table 2 to base number 354)
- 44 (Table 2) = France
- 092 = Government cooperations (Listed under 354.3 - .9)

**Synthesis:**

\[
354 + 44 + 092 = 354.440 92
\]

e) 354.710 6

**Analysis:**

- 345 = Criminal law
- 345.06 = Evidence
- - 71 (Table 2) = Canada

**Synthesis:**

\[
345 + -71 + 345.06 = 345.710 6
\]

9)

a) 461.5

**Analysis:**

- 460 = Spanish
- -15 (Table 4) = Phonology

**Synthesis:**

\[
460 + -15 = 461.5
\]

b) 453.1

**Analysis:**

- 450 = Dictionaries of Italian
- -31 (Table 4) = Homonyms

**Synthesis:**

\[
450 + -31 = 453.1
\]
c) 469.17

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>469</td>
</tr>
<tr>
<td>-17 (Table 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>469 + -17</td>
</tr>
</tbody>
</table>

d) 494.811 82

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>494.811</td>
</tr>
<tr>
<td>-82 (Table 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>494.811 + -82</td>
</tr>
</tbody>
</table>

e) 495.186

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>495.1</td>
</tr>
<tr>
<td>-86 (Table 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>495.1 + -86</td>
</tr>
</tbody>
</table>

t) 598.072 345 4

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>598</td>
</tr>
<tr>
<td>598.07234</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-54 (Table 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>598.07234 + -54</td>
</tr>
</tbody>
</table>

b) 580.744 73

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>580.744</td>
</tr>
<tr>
<td>-73 (Table 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>580.744+ -73</td>
</tr>
</tbody>
</table>
c) 576.192 9

**Analysis:**
- 576 = Microbes
- 576.19 = Geographical treatment of Microbes
  (Add to base number 576.19 the numbers following 574.9 in 574.909 - 574.999)
- 574.929 = Fresh water biology

**Synthesis:**
576.19 + 574.929
576.19 29 = 576.192 9

d) 551.409 51

**Analysis:**
- 551.4 = Geomorphology
- -09 (Table 1) = Standard subdivision
- -51 (Table 2) = China

**Synthesis:**
551.4 + -09 + -51 = 551.409 51

e) 547.010 465

**Analysis:**
- 547 = Organic Chemistry
- 547.01 = Hydrocarbons
  (Add as instructed under 547)
- 0465 = Quantitative analysis (Listed under 547)

**Synthesis:**
547.01 + 0465 = 547.010 465

11)

a) 693.992 3

**Analysis:**
- 693.99 = Miscellaneous materials for building
  (Add to base number 693.99 the numbers following 620.19 in 620.191 - 620.199)
- 620.1923 = Plastic

**Synthesis:**
693.99 + 620.1923
693.99 + 23 = 693.992 3
b) 673.525 2

**Analysis:**

\[ 673.52 = \text{*Zinc} \]

(Add as instructed under 673) (Under 673 add to each subdivision identified by * the numbers following 671 in 671.2 - 671.8)

\[ 671.52 = \text{Welding} \]

**Synthesis:**

\[ .673.52 + 671.52 = 673.525 2 \]

c) 641.592 951

**Analysis:**

\[ 641.592 = \text{Ethnic cookery} \]

(Add “Racial, Ethnic, National Groups” notation 03-99 for Table 5 to base number 641.592)

\[ -951 (\text{Table } 5) = \text{Chinese} \]

**Synthesis:**

\[ 641.592 + -951 = 641.592 951 \]

d) 633.4

**Analysis:**

\[ 633.11 = \text{*Wheat} \] (Add as instructed under 633-635)

\[ 9 = \text{Injuries diseases, pests} \] (listed under 633-635)

(Add to 9 the numbers following 632 in 632.1-632.9)

\[ 632.4 = \text{Fungus diseases} \]

**Synthesis:**

\[ 633.11 + 9 + 632.4 = 633.1194 \]

e) 617.430 59

**Analysis:**

\[ 617.43 = \text{*Digestive system} \] (Add as instructed under 617)

\[ 059 = \text{Surgical therapy} \] (Listed under 617)

**Synthesis:**

\[ 617.43 + 059 = 617.430 59 \]
Classification-DDC: 19th Edition

12)

a)  796.069 3

Analysis:

796 = Athletic and outdoor sports and games
796.069 = Management

(Add to base number 796.069 the numbers following 068 in 'Standard Subdivisions’ notation 0681 - 0688 from Table 1)

-0683 (Table 1) = Personnel management

Synthesis:

796.069 + - 0683
796.069 + 3 = 796.069 3

b)  787.107 3

Analysis:

787.1 = * Violin (Add as instructed under 787 - 789)
073 = Concerts and recitals (Listed under 787 - 789)

Synthesis:

787.1 + 073 = 787.107 3

c)  778.538 599

Analysis:

778.538 = Photography of specific subjects

(Add 001 - 999 to base number 778.538)

599 (Vol. 2) = Mammalia (Mammals)

Synthesis:

778.538 + 599 = 778.538 599

d)  739.238 4

Analysis:

739 = Art metalwork
739.23 = Silversmithing

(Add to base number 739.23 the numbers following 739.22 in 739.22028 - 739.228)

739.2284 = Vases

Synthesis:

739.23 + 739.2284
739.23 + 84 = 739.238 4
e) 728.502 86

**Analysis:**

728.5 = Buildings of hotels and motels  
(Add as instructed under 721 - 729)

0286 (Vol. 2, p. 1238) = Remodelling (Listed under 721-729)

**Synthesis:**

728.5 + 0286 = 728.502 86

13)

a) 894.811 205 230 9

**Analysis:**

894.811 = Tamil literature
- 205 23 (Table 3) = Comedy  
(Add as instructed under 1 - 8)

-09 = Critical appraisal (Listed under 1-8)

**Synthesis:**

894.811 + - 20523 + - 09 = 894.811205 230 9

b) 891.421 008

**Analysis:**

891.42 = Punjabi literature
- 1008 (Table 3) = Collection of poetry

**Synthesis:**

891.42 + -1008 = 891.421 008

c) 895.635

**Analysis:**

895.6 = Japanese literature
-3 (Table 3) = Fiction
5 (Vol. 2, p. 1431) = Late 20th century

**Synthesis:**

895.6 + - 3 + 5 = 895.635

d) 891.210 093 82

**Analysis:**

891.2 = Sanskrit literature
- 1009 (Table 3) = Critical appraisal
382 (Table 3-A) = Religious concepts

**Synthesis:**

891.2 + - 1009 + 382 = 891.210 093 82
104

c) 891.558 02

Analysis:
891.55 = Modern Persian
- 802 (Table 3) = Quotations

Synthesis:
891.55 + - 802 = 891.558 02

a) 917.3

Analysis:
917 = Geography of and travel in North America
(Add as instructed under 914-919) Under 914 – 919 (Add “Areas” notation 4-9 from Table 2 to base number 91)
- 73 (Table 2) = USA

Synthesis:
917 + - 73
91 + - 73 = 917.3

b) 909.093

Analysis:
909 = General World history
909.09 = Areas, regions, places in general
(Add to base number 909.09 the numbers following 1 in “Areas” notation 11-19 from Table 2)
- 13 (Table 2) = Tropical regions

Synthesis:
909.09 + - 13
909.09 + 3 = 909.093

c) 910.091 65

Analysis:
910 = General geography Travel
910.09 = Travel in areas...
(Add “Areas” notation 1 from Table 2 to the base number 910.09)
- 165 (Table 1) = Indian Ocean

Synthesis:
910.09 + - 165 = 910.091 65
d) 912.198 14

**Analysis:**

\[
\begin{align*}
912 &= \text{Graphic representation of surface of earth and of extra terrestrial Worlds} \\
912-19 &= \text{Areas, regions, places in general} \\
&\text{(Add to base number 912.19 the numbers following 1 in “Areas” notation 11-19 from Table 2)} \\
-1814 \text{ (Table 2)} &= \text{Southern Hemisphere}
\end{align*}
\]

**Synthesis:**

\[
\begin{align*}
912.19 + &-1814 \\
912.19 + &814 = 912.198 14
\end{align*}
\]

e) 929.354

**Analysis:**

\[
\begin{align*}
929 &= \text{Genealogy} \\
929.33 - .39 &= \text{Treatment by specific continents, countries, localities} \\
&\text{(Add “Areas” notation 3-9 from Table 2 to the base number 929.3)} \\
-54 \text{ (Table 2)} &= \text{India}
\end{align*}
\]

**Synthesis:**

\[
\begin{align*}
929.3 + &-54 \\
929.3 + &814 = 929.354
\end{align*}
\]

### 5.6 KEYWORDS

**Add Note**

An instruction directing the addition to a designated base number of digits derived either from a number sequence in the schedules or from a table.

**Schedules**

The series of numbers constituting the notation for the ten main DDC classes and all their subdivisions.

**Tables**

A sequence of dependent notation indicating various special concepts used repeatedly with a variety of subjects and disciplines.

### 5.7 REFERENCES AND FURTHER READING


UNIT 6  AUXILIARY TABLES AND DEVICES

Structure

6.0 Objectives
6.1 Introduction
6.2 Number-Building with Tables
6.3 Use of Table 1: Standard Subdivisions
   6.3.1 Characteristics of Standard Subdivisions
   6.3.2 Use of Standard Subdivisions
   6.3.3 Adding a Standard Subdivision with Varying Numbers of Zeroes
6.4 Use of Table 2: Areas
   6.4.1 Adding an Area Number
   6.4.2 Adding Area Number through Standard Subdivision 09
   6.4.3 Adding Area Number on Add-to Instructions
   6.4.4 Adding Two Area Numbers
6.5 Table 3: Subdivisions of Individual Literatures
   6.5.1 Classifying Literary Works of Individual Authors
   6.5.2 Anthologies and Literary Criticism of Literature in Specific Languages
6.6 Use of Table 4: Subdivisions of Individual Languages
6.7 Use of Table 6: Languages
   6.7.1 Classifying Bilingual Dictionaries
6.8 Use of Table 5: Racial, Ethnic, National Groups
   6.8.1 Using Table 5 on Instructions
   6.8.2 Extending Table 5 by Areas Notation from Table 2
   6.8.3 Extending Table 5 Using Zero as a Facet Indicator
   6.8.4 Using Table 5 through Standard Subdivision 089
6.9 Use of Table 7: Persons
   6.9.1 Using Table 7 on Instructions
   6.9.2 Using Table 7 through Standard Subdivision 088
6.10 Summary
6.11 Answers to Self Check Exercises
6.12 Keywords
6.13 References and Further Reading

6.0 OBJECTIVES

You have been already familiarised with Seven Tables in Unit 5 of this Course.

In this Unit we introduce you to the use of the Seven Auxiliary Tables given in Volume I for extending a Class Number from the Schedules (Volume 2). You will be frequently using these Tables in conjunction with the Schedules for minute classification.

After reading this Unit, you will be able to:
6.1 INTRODUCTION

Auxiliary Tables and Devices

The DDC started as a purely enumerative classification scheme listing all known basic and compound subjects. Gradually provisions for synthesis of Class Numbers were introduced to cope with the turbulently expanding universe of knowledge throwing forth extremely complex and compound subjects. One provision is to extend any number from any whole or part number from the Schedules by the add-to device. The other provision is to extend a number from the Schedules to form a number from separate Tables now given in Volume 1. Table 1 was introduced in the 2nd edition (1885). Table 2 “Areas” was separately listed in the 17th edition (1965), and the last five Tables were introduced for the first time in the 18th edition (1971). These are Auxiliary Tables. It means, these are peripheral or non-essential Tables required only for depth classification. In other words, these are supplementary to the Schedules. These numbers are never used alone. For small libraries desiring broader Class Numbers these may not be used. Their use is optional. The Seven Tables given in Volume 1 are:

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Abbreviation</th>
<th>Pages in Vol. 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Standard Subdivisions</td>
<td>s. s.-</td>
<td>1-13</td>
</tr>
<tr>
<td>Table 2</td>
<td>Areas</td>
<td>area -</td>
<td>14-386</td>
</tr>
<tr>
<td>Table 3</td>
<td>Subdivisions of Individual Literatures</td>
<td>lit. sub. -</td>
<td>387-403</td>
</tr>
<tr>
<td>Table 4</td>
<td>Subdivisions of Individual Languages</td>
<td>lang. sub. -</td>
<td>404-407</td>
</tr>
<tr>
<td>Table 5</td>
<td>Racial, Ethnic, National Groups</td>
<td>r. e. n. -</td>
<td>408-417</td>
</tr>
<tr>
<td>Table 6</td>
<td>Languages</td>
<td>lan. -</td>
<td>418-431</td>
</tr>
<tr>
<td>Table 7</td>
<td>Persons</td>
<td>pers. -</td>
<td>432-452</td>
</tr>
</tbody>
</table>

6.2 NUMBER-BUILDING WITH TABLES

It may be noted that these numbers in the Tables are never used alone. These are only attachable to a number in the Schedule. As already said, a number in the Schedules can be further extended on specific instructions as to what to add, and from where, to a given Class Number as the base. But the addition of a number from Table 1 Standard Subdivisions can be done without any instruction to do so. Table 2 Areas can be added on your own through the ss-09; and Table 5 through the w-089; and Table 7 through the M-088 whenever needed by a classifier. Otherwise all the tables from 2 to 7 can be added directly only on instructions given under an entry in the Schedules. Use of Tables has made the DDC more synthetic and has also made number-building easier.

6.3 USE OF TABLE 1: STANDARD SUBDIVISIONS

A Standard Subdivision usually represents the viewpoint of presentation of the subject or the medium and form of the document. For example, philosophy, history, and research
are viewpoints. Serials, conference proceedings, dictionaries, anthologies are forms. All these non-subject recurring concepts are known as standard subdivisions, as their name/term and the notation remain the same. For example, the standard subdivision for encyclopaedia of any subject will always be -03 whether it be encyclopaedia of philosophy, or mathematics, or algebra.

### 6.3.1 Characteristics of Standard Subdivisions

a) These are non-subject recurring aspects of a subject.

b) They always begin with a zero, e.g., -01 philosophy and theory; -05 serial publications; -09 history.

c) By themselves these do not form a class number; these are only attached to a class number.

### 6.3.2 Use of Standard Subdivisions

To classify a title, first of all identify the Standard Subdivision, if any, from the subject proper.

The subject proper is given the Class Numbers from the Schedules as usual. Then to the result the ss from Table 1 is added at the end.

**Examples**

**Title:** A dictionary of algebra

**Class Number:** 512.003

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>512</td>
<td>= Algebra</td>
</tr>
<tr>
<td>-003 (Table 1)</td>
<td>= Dictionary</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
512 + -003 = 512.003
\]

**Title:** A journal on Hinduism

**Class Number:** 294.505

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>294.5</td>
<td>= Journalism</td>
</tr>
<tr>
<td>-05 (Table 1)</td>
<td>= Serial</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
294.5 + -05 = 294.505
\]

### 6.3.3 Adding a Standard Subdivision with Varying Numbers of Zeroes

At places, as per instructions or examples in the Schedules, a Standard Subdivision requires more than one zero for attachment to a given Class Number; and in some cases of Main Classes and divisions, these are seemingly attached without a zero. When we add a Standard Subdivision to a Main Class (with two zeros), or to a division
(with one zero) the superfluous (or filler) zeroes are removed, for example:

**Example**

**Title:** Dictionary of science

Class Number: 503

**Analysis:**

\[
\begin{align*}
500 & = \text{Science} \\
-03 \text{ (Table 1)} & = \text{Dictionary}
\end{align*}
\]

**Synthesis:**

\[
\begin{align*}
500 + -03 = 503
\end{align*}
\]

**Title:** Dictionary of mathematics

Class Number: 510.3

**Analysis:**

\[
\begin{align*}
510 & = \text{Mathematics} \\
-03 \text{ (Table 1)} & = \text{Dictionary}
\end{align*}
\]

**Synthesis:**

\[
\begin{align*}
510 + -03 = 510.3
\end{align*}
\]

**Title:** History of medicine

Class Number: 610.9

**Analysis:**

\[
\begin{align*}
610 & = \text{Medicine} \\
-09 \text{ (Table 1)} & = \text{History}
\end{align*}
\]

**Synthesis:**

\[
\begin{align*}
610 + -09 = 610.9
\end{align*}
\]

However, there are many exceptions to this rule. For example:

200.7 *Study and teaching of religion*

300.3 *Encyclopaedia of social sciences*

Whenever such variations occur clear examples or instructions are given in the Schedules.

**Using Two Zeros**

Under some Class Numbers you will get instructions or examples indicating the use of Standard Subdivisions with two or three zeroes. For example:
**Title:** Encyclopedia of constitutional law

The class number for the constitutional law is 342. Here we find the instructions/pattern: use 342.001 -.009 for standard subdivisions (Vol. 2 p.333). Hence our number will be:

Class Number:  342.003

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>342  = Constitutional law</td>
</tr>
<tr>
<td>(Use 342.001 – 342.009 for standard subdivisions)(Use 342.001 -342.009 for standard subdivisions)</td>
</tr>
<tr>
<td>-003 (Table 1) = Encyclopaedia(Instead of 03 we are using 003 as instructed)(Instead of 03 we are using 003 as instructed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>342 + 003 = 342.003</td>
</tr>
</tbody>
</table>

Similarly,

**Title:** Research in mammals

Class Number:  599.007 2

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>599  = Mammals</td>
</tr>
<tr>
<td>(.001 -.009 standard subdivisions)</td>
</tr>
<tr>
<td>-0072 (Table 1) = Research</td>
</tr>
<tr>
<td>(Instead of -072 we are using -0072 as instructed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>599+ -0072 = 599.007 2</td>
</tr>
</tbody>
</table>

**Title:** Journal of human anatomy

Class Number:  611.005

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>611  = Human anatomy</td>
</tr>
<tr>
<td>(.001 -.009 standard subdivisions Notations from Table 1)(.001 -.009 standard subdivisions Notations from Table 1)</td>
</tr>
<tr>
<td>-005 (Table 1) = Journal</td>
</tr>
<tr>
<td>(Instead of -05 we are using -005 as instructed)(Instead of -05 we are using -005 as instructed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>611 + -005 = 611.005</td>
</tr>
</tbody>
</table>
Take another example:

**Title:** Dictionary of Economics

Class Number: 330.03

Under 330 Economics we have the enumerations as:

- 330.01 philosophy and theory
- 330.02-08 standard subdivisions

(Notations from Table 1)

It has shown as the pattern of adding the ss, though no direct instructions are given.

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>330 = Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(.02-.08 standard subdivisions Notations from Table 1)</td>
</tr>
<tr>
<td>-03 (Table 1) = Dictionary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
<th>330 + -03 = 330.03</th>
</tr>
</thead>
</table>

**Title:** Research in economics

Class Number: 330.072

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>330 = Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(.02-.08 standard subdivisions Notations from Table 1)</td>
</tr>
<tr>
<td>-072 (Table 1) = Research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
<th>330 + -072 = 330.072</th>
</tr>
</thead>
</table>

**Using Three Zeros**

There are cases when a standard subdivision is attachable even with three zeroes as per instructions. Take for example, the class 351 Central governments:

- 351.0001 Philosophy and theory of Central governments
- (351.0002-.0003 standard subdivisions)

Therefore:

**Title:** A journal on central governments

Class Number: 351.0005

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>351 = Central governments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-0005 (Table 1) = Journal</td>
</tr>
<tr>
<td></td>
<td>(Zeros are added as instructed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
<th>351 + -0005 = 351.0005</th>
</tr>
</thead>
</table>
Title: Research on central governments

Class Number: 351.000 72

Analysis:
351 = Central governments
35J.0007-.0009 = Standard subdivisions (Notations from Table 1)
-00072 (Table 1) = Research (Zeros are added as instructed)

Synthesis:
351 + -00072 = 351.000 72

Similarly,

Title: A journal on curriculum

Class Number: 375.000 5

Analysis:
375 = Curriculums (.0001 -.0008 standard subdivisions Notations from Table 1)
-0005 (Table 1) = Journal

Synthesis:
375 + -0005 = 375.000 5

There are no fixed rules regarding the number of zeroes in a Standard Subdivision. You are simply to look for any special instruction or the pattern for adding Standard Subdivisions. These instructions/patterns are given under the entry.

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

1) Build class numbers for the following titles:
   a) Dictionary of physical chemistry.
   b) History of science
   c) Study and teaching of astronomy
   d) Manual of (human) diseases
   f) An audiovisual on the history of Central Europe
   g) Tables, and formulas in economics
   h) International organisations on human diseases
   i) Dictionary of law
6.4 USE OF TABLE 2: AREAS

It is a systematic list of areas, population clusters, political, natural, physical and geophysical divisions of the world. The major divisions of Table 2 are:

- 1 Areas and places in general
- 2 Persons/population clusters
- 3 Ancient world
- 4 Europe
- 5 Asia
- 6 Africa
- 7 North America
- 8 South America
- 9 Other parts of the world

6.4.1 Adding an Area Number

An area number is added to the ultimate Class Number. A Class Number may have an area number in three ways:

1) It is already a part of the enumerated Class Number.
   - 315 General statistics of Asia
   - 915 General Geography of Asia
   - 950 General History of Asia

2) Area can be added to any Class Number through the ss-09

3) Area may be added directly on instructions.

Self-Check Exercise

Note: i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.

2) Classify the following titles involving the use of Table 2.
   a) Education of women in ancient China
   b) Education policy in India
6.4.2 Adding Area Number through Standard Subdivision 09

Some topics warrant the addition of an area number but there are no instructions to do so under that entry in the Schedules. In such cases, it is to be added through the ss-

- 09 You may recall that in the ss-09 we have:
- 091 Treatment by area, regions, places in general
- 093-099 Treatment by specific continents, countries, localities, extraterrestrial worlds. Under these entries there appear instructions which ‘read’:

“Add “Areas” notation 1 from Table 2 to base number -09”. It means that the area numbers covered by the span 1 or 3-9, may be added. Since the ss-09 can be added to any number in the schedules, so, through, this any area number may be added to any Class Number, without any difficulty.

Examples

Title: Commercial banks in India

Class Number: 332.120 954

Here the core subject is “commercial banks”. Its class number is 332.12. Under this entry, there is no provision for its geographical treatment. Hence, we will add area notation through the ss-091, or -093-099.

Analysis:

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>332.12</td>
<td>Commercial banks</td>
</tr>
<tr>
<td>-09 (Table 1)</td>
<td>Historical and geographical treatment</td>
</tr>
<tr>
<td>-54 (Table 2)</td>
<td>India</td>
</tr>
</tbody>
</table>

Synthesis:

332.12 + -09 + -54 = 332.120 954
Let us take another example:

**Title:** Women labour in China

**Class Number:** 331.409 51

Here the core subject is “women labour or women workers”. Its class number is 331.4. Under 331.4 and its subdivisions, there is no provision for the addition of an area number. Hence, we will add area number through the ss-09. The number for China in Table 2 is -51.

### Analysis:

- 331.4 = Women workers
- -09 (Table 1) = Historical and geographical treatment
- -51 (Table 2) = China

### Synthesis:

\[ 331.4 + -09 + -51 = 331,409 51 \]

**Title:** Freedom of speech in Communist countries

**Class Number:** 323.443 091 717

### Analysis:

- 323.443 = Freedom of speech
- -09 (Table 1) = Historical and geographical treatment
- -1717 (Table 2) = Communist bloc

### Synthesis:

\[ 323.443 + -09 + -1717 = 323.443 091 717 \]

It may be noted that here the “Areas” notation from Table 2 has been added as per instructions under ss-091, and not under ss-093-099.

**Self-Check Exercise**

**Note:**

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

3) Build class numbers for the following titles with the help of Area Table:

   a) Political rights in Pakistan
   b) Child, labour in developing countries
   c) Taxes and taxation in Kuwait
   d) Costumes of Gujarat
   e) Prices in France - an economic study
   f) Sea (Naval) forces in India

.....................................................................................................................
6.4.3 Adding Area Number on Add-to Instructions

DDC, while enumerating some of the subjects, has anticipated the use of area notation and accordingly, made provision at several places to add geographical place names. Under several entries an “Add-to from Table 2 Areas” instruction is given. Usually such an instruction is extended at subdivision marked for geographical treatment of the subject.” In such cases, adding an area number from the Schedules is as simple and easy as adding a ss from Table I.

Examples

Title: Elementary education in India

Class Number: 372.954

Here the core subject is elementary education. Its class number is 372. Scanning its special summary (page 529) we find that:

372.9 Historical and geographical treatment of elementary education his is our appropriate base number. Looking at its subdivisions (Vol. 2, page 534) we find:

372.91 - .99 Geographical treatments

Here we find an “Add-to” instruction which reads:

Add “Areas” notation 1-9 from Table 2 to base number 372.9

The number for India in Table 2 is -54. Adding this to the base number we get:

372.9 + -54 = 372.954

This is the required number.

Title: Elementary education in Assam

Class Number: 372.954 162

Analysis:

| 372 | = | Elementary education |
| 372.9 | = | Historical and geographical treatment |
| 372.91 -.99 | = | Geographical treatment |

(Add “Areas” notation 1-9 from Table 2 to base number 372.9)

-54162 (Table 2) = Assam

Synthesis:

372.9 + -54162 = 372.954 162
Title: Elementary education in rural areas of the world
Class Number: 372.917 34

Analysis:
372 = Elementary Education
372.9 = Historical and geographical treatment
372.91 -.99 = Geographical treatment
   (Add “Areas” notation 1-9 from Table 2 to base number 372.9)
-1734 (Table 2) = Rural areas

Synthesis:
372.9 + -1734 = 372.917 34

Title: Economic-conditions in India
Class Number: 330.954

Analysis:
330 = Economics
330.9 = Economic situation and conditions
330.91 -.99 = Geographical treatment
   (Add “Areas” notation 1-9 from Table 2 to base number 330.9)
-54 (Table 2) = India

Synthesis:
330.9 + -54 = 330.954

Title: Economy (Economic conditions) of Himachal Pradesh
Class Number: 330.954 52

Analysis:
330 = Economics
330.9 = Economic situation and conditions
330.91-.99 = Geographical treatment
   (Add “Areas” notation 1-9 from Table 2 to base number 330.9)
-5452 (Table 2) = Himachal Pradesh

Synthesis:
330.9+ -54 52 = 330.954 52
Title: Birds of Antarctica

Class Number: 598.299 89

Analysis:

598 = Aves (Birds)
598.29 = Geographical treatment of aves
598.293-.299 = Treatment by specific continents, countries, localities
(Add “Areas” notation 3-9 from Table 2 to base number 598.29)
-989 (Table 2) = Antarctica

Synthesis:

598.29 + - 989 = 598.299 89

Sometimes a section (three digit figure) is directly divided by area.

Take for example the subject:

Examples

Title: Foreign policy of China

Class Number: 327.51

Analysis:

327 = Foreign policy
327.3 -.9 = Foreign policies of and foreign relations between specific nations
(Add “Areas” notation 3-9 from Table 2 to base number 327)
-51 (Table 2) = China

Synthesis:

327 + -51 = 327.51

Here the subject is “foreign policy”, and its number is 327. Looking under its subdivisions 327.3 -.9, it means that the foreign policies of different countries are to be classed here. The instruction here reads: “Add ‘Areas’ notation 3-9 from Table 2 to base number 327.

Title: Foreign policy of Sri Lanka

Class Number: 327.549 3

Analysis:

327 = Foreign policy
327.3 -.9 = Foreign policies of and foreign relations between specific nations
(Add “Areas” notation 3-9 from Table 2 to base number 327)
-5493 (Table 2) = Sri Lanka

Synthesis:

327 + -5493 = 327.549 3
Self-Check Exercise

Note:  
   i) Write your answers in the space given below.  
   ii) Check your answers with the answers given at the end of this Unit.

4) Assign class numbers to the following titles:
   a) Social welfare programmes in the third world countries  
   b) General clubs in Afro-Asian countries  
   c) General clubs in Nicaragua  
   d) Insurance system of China  
   e) Insurance system in communist countries  
   f) Economic policies of the United States of America

   ....................................................................................................................
   ....................................................................................................................
   ....................................................................................................................
   ....................................................................................................................

6.4.4 Adding Two Area Numbers

Examples

Title: Foreign relations between India and Russia
Class Number: 327.540 47

Analysis:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>327</td>
<td>International relations</td>
</tr>
<tr>
<td>327.3 -.9</td>
<td>Foreign policies of and foreign relations between specific nations (Add “Areas” notation 3-9 from Table 2 to base number 327...then for foreign relations between that nation and another nations, region, area, place add 0 and to the result add “Areas” notation 1-9 from Table 2...)</td>
</tr>
<tr>
<td>-54 (Table 2)</td>
<td>India</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-47 (Table 2)</td>
<td>Russia</td>
</tr>
</tbody>
</table>

Synthesis:

327 + -54 + 0 + -47 = 327.540 47
Title:  Foreign relations between Japan and the USA

Class Number:  327.520 73

Analysis:

327 = International relations
327.3 - .9 = Foreign policies of and foreign relations between specific Nations

(Add “Areas” notation 3-9 from Table 2 to base number 327...then for foreign relations between that nation and another nations, region, area, place add 0 and to the result add “Areas” notation 1-9 from Table 2...)

-52 (Table 2) = Japan
0 = Facet Indicator
-73 (Table 2) = United States

Synthesis:

327 + -52 +0 + -73 = 327.520 73

Now take another example:

Title:  Trade between India and Iran

Class Number:  382.095 405 5

Analysis:

382 = International commerce (Foreign Trade)
382.09 = Historical and geographical treatment

(Add “Areas” notation 1-9 from Table 2 to base number 382.09...then for trade between two countries regions, areas, places add 0 and again add “Areas” notation 1-9 from Table 2)

-54 (Table 2) = India
0 = Facet Indicator
-55 (Table 2) = Iran

Synthesis:

382.09 + -54 + 0 + -55 = 382.095 405 5

Self-Check Exercise

Note:  i) Write your answers in the space given below.
         ii) Check your answers with the answers given at the end of this Unit.

5) Classify the following titles involving two areas:
   a)  Migration from Asian countries to the USA
   b)  Trade agreements between India and Italy
TABLE 3: SUBDIVISIONS OF INDIVIDUAL LITERATURES

Rarely is a class number found readymade in the schedule of 800 literature. Class numbers for Literary work have to be constructed, with the help of Table 3 or 3-A or both as per Instructions in the main class 800 and its subdivisions. Table 3 lists notation for regularly recurring topics applicable to any language literature 810-890. Table 3 lists various forms of literature such as -1 Poetry, -2 Drama, -3 Fiction, and so on. Table 3-A lists various themes in literature. Table 3-A usually supplements Table 3.

6.5.1 Classifying Literary Works of Individual Authors

For works of an individual author the formula is Base (Language) Number (Vol.2) + Form (Table 3) + Period (Special chronological tables are given under each language literature in Vol. 2).

Title: Paradise Lost by John Milton (1608-1674)

It is a post-Elizabethan English poetry.
Class Number: 821.4

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>English literature</td>
</tr>
<tr>
<td>-1 (Table 3)</td>
<td>Poetry</td>
</tr>
<tr>
<td>4</td>
<td>Period (1608 -1674) (Vol. 2, p. 1403)</td>
</tr>
</tbody>
</table>

Synthesis:

\[82 + -1 + 4 = 821.4\]

Title: Poetry of John Keats (1795-1821)

He was an English poet of the Romantic period.
Class Number: 821.7

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>English literature</td>
</tr>
<tr>
<td>-1 (Table 3)</td>
<td>Poetry</td>
</tr>
<tr>
<td>7</td>
<td>Period (1795 - 1821) (Vol. 2, p. 1404)</td>
</tr>
</tbody>
</table>

Synthesis:

\[82 + -1 + 7 = 821.7\]
Title: David Copperfield by Charles Dickens (1812-1870)

He was an English novelist of the Victorian era.

Class Number: 823.8

Analysis:
82 = English literature
-3 (Table 3) = Fiction
8 = Period (1812-1870)

Synthesis:
82 + -3 + 8 = 823.8

Now, let us make class numbers for some Indian writers. The period table for Indian languages is given under 891.4 (page 1422 vol.2).

Title: Hindi poetry of Jai Shanker Prasad (1890)

Class Number: 891.431 6

Analysis:
.891.43 = Hindi literature
-1 (Table 3) = Poetry
6 = Period (Vol. 2, p. 1422)

Synthesis:
891.43 + -1 + 6 = 891.431 6

Title: Godan by Prem Chand (1880-1936)

Class Number: 891.433 5

Analysis:
891.43 = Hindi literature
-3 (Table 3) = Fiction
5 = Period (Vol. 2, p. 1422)

Synthesis:
891.43 + -3 + 5 = 891.433 5

Title: (Bengali) Plays of Tagore (1861-1941)

Class Number: 891.442 5

Analysis:
891.44 = Bengali literature
-2 (Table 3) = Drama
5 = Period (Vol. 2, p. 1422)

Synthesis:
891.44 + -2 + 5 = 891.442 5
Title: Poetry of Malyalam Poet Shanker G. Kurup (1901 - )
Class Number: 894.812 6

Analysis:
894.812 = Malyalam literature
-1 (Table 3) = Poetry
6 = Period (Vol. 2, p. 1430)

Synthesis:
894.812 + -1 + 6 = 894.812 6

6.5.2 Anthologies and Literary Criticism of Literature in Specific Languages

Examples

Title: History of English literature
Class Number: 820.9

Analysis:
82 = English literature
-09 (Table 3) = History

Synthesis:
82 + -09 = 820.9

Title: History of 20th century English literature
Class Number: 820.900 91

Analysis:
82 = English literature
-09 (Table 3) = History
-09001 -09009 (Table 3) = Literature from specific periods
(Add to 0900 the notation from the period table for the specific literature)
91 = 20th Century (Vol. 2, p. 1404)

Synthesis:
82 + -0900 + 91 = 820.900 91

Title: An anthology of German poetry
Class Number: 831.008

Analysis:
830 = German literature
-1008 (Table 3) = Anthology

Synthesis:
830 + -1008
83 + -1008 = 831.008
Title: Anthology of English literature displaying romanticism

Class Number: 820.80145

Analysis:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>English literature</td>
</tr>
<tr>
<td>-08 (Table 3)</td>
<td>Collections (In more than one form by more than one author)</td>
</tr>
<tr>
<td></td>
<td>(Add to 080 notations 01-99 from Table 3-A)</td>
</tr>
<tr>
<td>-145 (Table 3-A)</td>
<td>Romanticism</td>
</tr>
</tbody>
</table>

Synthesis:

82 + -08 + -145 = 820.80145

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

6) Classify the following titles:

a) English Poetry of John Donne (1572-1632)
b) History of Urdu literature
c) Dictionary of Hindi Epic poetry
d) Anthology of one-act plays in German
e) Collections of English poetry for children
f) Dramatic works of Oscar Wilde (1854-1900)

Use of Table 4: Subdivisions of Individual Languages

It is a table of notation designating regularly recurring topics applicable to any language in the main class 400. It is to be used on instructions. Any asterisked (*) number in the 400 class, via the footnote, leads us to the instructions under 420-490 specific languages. The relevant instruction (on page 600, Volume 2) reads: “Under each language identified by *, add ‘Subdivisions of Individual Languages’ notation 01-86 from Table 4 to designated base number”. Let us take some examples:

Examples

Title: German grammar

It is a subject of the German language. Its base number is 43, which is an asterisked number. “Grammar” is a linguistic aspect whose number in Table 4 is -5. Hence the complete class number is:
Class Number: 435

Analysis:
43 = *German language
-5 (Table 4) = Grammar

Synthesis:
43 + -5 = 435

Title: Sanskrit grammar

Class Number: 491.25

Analysis:
491.2 = - *Sanskrit language
-5 (Table 4) = Grammar

Synthesis:
491.2 + -5 = 491.25

Title: A dictionary of Hindi language

Class Number: 491.433

Analysis:
491.43 = *Hindi language
-3 (Table 4) = Dictionary

Synthesis:
491.43 + -3 = 491.433

It may be reminded here that a number in 420-490 without an asterisk cannot be extended by Table 4. For example:

Grammar of Pali Language
491.37

Grammar of Nepali language
491.49

Self-Check Exercise

Note: i) Write your answers in the space given below.
ii) Check your answers with the answers given at the end of this Unit.

7) Classify the following titles pertaining to the subject languages.
   a) Pronunciation of Bengali language
   b) Sanskrit paleography
   c) Translating Hindi in other languages
d) Study of modern Persian (Farsi) words

e) Grammar of Portuguese language

f) Grammar of Konkani language

6.7 USE OF TABLE 6: LANGUAGES

This table systematically lists almost all the known languages. It is to be added on instructions.

Unlike Tables 3 and 4, Table 6 is applicable in many places in the Schedules and Auxiliary Tables. However, sufficient and clear add-to-notes exist under the entries requiring addition of notation from Table 6.

Examples

Title: Bible in Hindi

Class Number: 220.591 43

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>220.5</td>
<td>220.5 + -9143</td>
</tr>
<tr>
<td>220.53 -.59</td>
<td></td>
</tr>
<tr>
<td>(Add “Languages” notation 3-9 from Table 6 to base number 220.5)</td>
<td></td>
</tr>
<tr>
<td>-9143 (Table 6) = Hindi</td>
<td></td>
</tr>
</tbody>
</table>

Similarly:

Bible in French language

220.5 + -41 (Table 6) = 220.541

Bible in Sinhalese language

220.5+ -9148 (Table 6) = 220.59148 66
Title: Talmudic literature in English

Class Number: 296.120 521

Analysis:

296.12 = Talmudic Language
296.1205 = Translations

(Add “Languages” notation 1-9 from Table 6 to base number 296.1205)

-21 (Table 6) = English

Synthesis:

296.1205 + -21 = 296.120 521

Let us take some more cases officially inviting us to add notation from the Table 6.

Title: A social study of English speaking people

Class Number: 305.721

Analysis:

305 = Social stratification
305.7 = Language groups

(Add “Languages” notation 1-9 from Table 6 to base number 305.7)

-21 (Table 6) = English

Synthesis:

305.7 + -21 = 305.721

Title: A social study of Bengalis

Class Number: 305.791 44

Analysis:

305 = Social stratification
305.7 = Language groups

(Add “Languages” notation 1-9 from Table 6 to base number 305.7)

-9144 (Table 6) = Bengali

Synthesis:

305.7 + -9144 = 305.791 44

As per instructions under 305.7 the number got by the addition of Table 6 to 305.7, it can further be extended by Table 2 through 0 (Zero) as a facet indicator. For example:
Title: A social study of Bengalis in England

Class Number: 305.791440 42

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>Social stratification</td>
</tr>
<tr>
<td>305.7</td>
<td>Language groups</td>
</tr>
<tr>
<td>.9144 (Table 6)</td>
<td>Bengali</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-42 (Table 2)</td>
<td>England</td>
</tr>
</tbody>
</table>

Synthesis:

$$305.7 + -9144 + 0 + -42 = 305.791440 42$$

General encyclopaedias 031-039 have been divided on the basis of their languages; and class numbers for some of the general encyclopaedias in major languages have been given readymade.

Title: Hindi Vishv Kosh - a general encyclopaedia in Hindi language

Class Number: 039.914 3

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>039</td>
<td>Encyclopaedia in other languages</td>
</tr>
<tr>
<td>-9143 (Table 6)</td>
<td>Hindi</td>
</tr>
</tbody>
</table>

Synthesis:

$$039 + -9143 = 039.914 3$$

Title: General encyclopaedia in Telugu

Class Number: 039.948 27

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>039</td>
<td>Encyclopaedia in other languages</td>
</tr>
<tr>
<td>-94827 (Table 6)</td>
<td>Telugu</td>
</tr>
</tbody>
</table>

Synthesis:

$$039 + -94827 = 039.948 27$$

Similarly, 051-059 general periodicals have been divided by language on the pattern of 031-039 general encyclopaedias.
Title: General periodicals in Spanish
Class Number: 056.1

Analysis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>056</td>
<td>Periodicals in Spanish and Portuguese</td>
</tr>
<tr>
<td></td>
<td>(Add “Languages” notation 61-69 from Table 6 to base number 05)</td>
</tr>
<tr>
<td>-61 (Table 6)</td>
<td>Spanish Spanish</td>
</tr>
</tbody>
</table>

Synthesis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 + -61</td>
<td>056.1</td>
</tr>
</tbody>
</table>

Title: General periodicals in Portuguese
Class Number: 056.9

Analysis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>056</td>
<td>Periodicals in Spanish and Portuguese</td>
</tr>
<tr>
<td></td>
<td>(Add “Languages” notation 61-69 from Table 6 to base number 05)</td>
</tr>
<tr>
<td>-69 (Table 6)</td>
<td>Portuguese</td>
</tr>
</tbody>
</table>

Synthesis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 + -69</td>
<td>056.9</td>
</tr>
</tbody>
</table>

Title: A general periodical in Hindi
Class Number: 059.914 3

Analysis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>059</td>
<td>Periodicals in other languages</td>
</tr>
<tr>
<td></td>
<td>(Add “Languages” notation 2-9 from Table 6 to base number 059)</td>
</tr>
<tr>
<td>-9143 (Table 6)</td>
<td>Hindi</td>
</tr>
</tbody>
</table>

Synthesis:

<table>
<thead>
<tr>
<th>Base Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>059 + -9143</td>
<td>059.914 3</td>
</tr>
</tbody>
</table>

Self-Check Exercise

Note: i) Write your answers in the space given below.
     ii) Check your answers with the answers given at the end of this Unit.

8) Classify the following titles involving the use of Table 6.
   a) French language encyclopaedia
   b) General encyclopaedia in Bengali language
   c) Bible in Urdu language
   d) Swahili - an African language
6.7.1 Classifying Bilingual Dictionaries

As already said, Table 6 can also be used on instructions with other tables. Its important use is with Table 4 which it supplements for many linguistic subjects especially in bilingual dictionaries. In bilingual dictionaries the words are given in one language and their meanings in another. The formula for number building of such dictionaries is:

Base number + -3 (Table 4) + Table 6

There is a clear cut rule in Table 4 for building the number for bilingual (two languages) dictionaries. You are directed to classify under the language which is more useful in the library concerned.

A Russian - English Dictionary in our country will be more useful if it is first classified in Russian.

Examples

Title: Russian English Dictionary
Class Number: 491.732 1

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.7</td>
<td>Russian language</td>
</tr>
<tr>
<td>-3 (Table 4)</td>
<td>Dictionary</td>
</tr>
<tr>
<td>-21 (Table 6)</td>
<td>English</td>
</tr>
</tbody>
</table>

Synthesis:

491.7 + -3 + -21 = 491.7321

Title: Tamil Hindi Dictionary
Class Number: 494.811 391 431

<table>
<thead>
<tr>
<th>Analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>494.811</td>
<td>Tamil language</td>
</tr>
<tr>
<td>-3 (Table 4)</td>
<td>Dictionary</td>
</tr>
<tr>
<td>-91431 (Table 6)</td>
<td>Hindi</td>
</tr>
</tbody>
</table>

Synthesis:

494.811+ -3+ -91431 = 494.811 391 431
A Tamil Hindi Dictionary in Hindi speaking area will be more useful if it is first classified in Tamil. (See the above title) The same dictionary in Tamil speaking area will be:

**Title:** Tamil Hindi Dictionary  
**Class Number:** 494.433 948 11

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
</table>
| 494.43   | = Hindi language  
| -3 (Table 4) | = Dictionary  
| -94811 (Table 6) | = Tamil  

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>494.43 + -3 + -94811</td>
</tr>
</tbody>
</table>

Hence you will note here that the class number for a bilingual dictionary will vary according to the library where it is classified. A question may arise under which language it is to be classified first when two languages are equally useful. Table 4 prescribes another rule for such contingencies. A Spanish Greek Dictionary in our country can be classified under any one. But the rule says such dictionaries be first classified under the language coming later in sequence.

The number for

- Spanish = 451  
- Greek = 480

In these numbers 480 comes later in sequence and as such it is to be taken as the base number hence the class number will be:

**Title:** Greek Spanish Dictionary  
**Class Number:** 483.61

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
</table>
| 480   | = Greek language  
| -3 (Table 4) | = Dictionary  
| -61 (Table 6) | = Spanish  

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>480 + -3 + -61</td>
</tr>
<tr>
<td>48 + -3 + -61</td>
</tr>
</tbody>
</table>

In Table 4 (page 405) there are worked out numbers for bilingual dictionaries and also the rules prescribed for them. Try to work out the numbers and classify the examples given in Self Check Exercise 9 and Check your Answers later.

As per instructions, Table 6 is also used with the following subdivisions in Table 4:

- 24 Foreign elements
- 834 Audio-lingual approach to expression for those whose native language is different
- 864 Readers (primers) for those whose native language is different. Let us take some cases illustrating their use:

**Title:** French words and phrases used in English

Class Number: 422.441

**Analysis:**

\[
\begin{align*}
420 & = \text{English language} \\
-24 \text{ (Table 4)} & = \text{Foreign elements} \\
-41 \text{ (Table 6)} & = \text{French}
\end{align*}
\]

**Synthesis:**

\[
420 + -24 + -41 = 422.441
\]

Here it is the English language, which will form the base number.

**Title:** Latin elements in French language

Class Number: 442.471

**Analysis:**

\[
\begin{align*}
440 & = \text{French language} \\
-24 \text{ (Table 4)} & = \text{Foreign elements} \\
-71 \text{ (Table 6)} & = \text{Latin}
\end{align*}
\]

**Synthesis:**

\[
440 + -24 + -71 = 442.471
\]

**Title:** Persian words in Urdu language

Class Number: 491.439 249 155

**Analysis:**

\[
\begin{align*}
491.439 & = \text{Urdu language} \\
-24 \text{ (Table 1)} & = \text{Foreign elements} \\
-9155 \text{ (Table 6)} & = \text{Persian}
\end{align*}
\]

**Synthesis:**

\[
491.439 + -24 + -9155 = 491.439 249 155
\]

**Self-Check Exercise**

**Note:**

i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.
9) Classifying the following titles involving the simultaneous use of Tables 4 and 6.

a) German-English Dictionary

b) Hindi-Telugu Dictionary

c) English words absorbed in Marathi language

d) Sanskrit words in Bengali language: a study

e) Learning French through English

f) Audio-lingual approach to Russian for Hindi speaking learners

6.8 USE OF TABLE 5: RACIAL, ETHNIC, NATIONAL GROUPS

It is a table listing groups of people by their national, racial and ethnical origins. This table is to be applied mostly on invitation. In case of need it can be applied through the w-089.

6.8.1 Using Table 5 on Instructions

Let us take some examples to see the use of this table in building Class numbers.

Examples

Title: Ethnopsychology of German people

Class Number: 155.843 1

Analysis:

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>.155.8</td>
<td>Ethnopsychology</td>
</tr>
<tr>
<td>155.84</td>
<td>Ethnopsychology of specific and racial groups</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 155.84)</td>
</tr>
<tr>
<td>-31 (Table 5)</td>
<td>German</td>
</tr>
</tbody>
</table>

Synthesis:

155.84 + - 31 = 155.843 1
Similarly:

**Title:** Ethnopsychology of Jews

Class Number: 155.849 24

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>155.8</td>
<td>= Ethnopsychology</td>
</tr>
<tr>
<td>155.84</td>
<td>= Ethnopsychology of specific and racial groups</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 155.84)</td>
</tr>
<tr>
<td>-924 (Table 5)</td>
<td>= Jews</td>
</tr>
</tbody>
</table>

**Synthesis:**

155.84 + -924 = 155.849 24

Also under 305.8 Social stratification of racial, ethnic, national groups we are asked to add notation from Table 5 to the base number 305.8. For example:

**Title:** A social stratification of German people

Class Number: 305.831

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>305.8</td>
<td>= Social stratification of racial, ethnic, national groups</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8)</td>
</tr>
<tr>
<td>-31 (Table 5)</td>
<td>= German</td>
</tr>
</tbody>
</table>

**Synthesis:**

305.8 + -31 = 305.831

Under 362.797 social welfare services to young people of various specific racial, ethnic, national groups, we are inevitably asked to add notation from Table 5. For example:

**Title:** Social welfare services to Indians

Class Number: 362.797 914 11

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>362.797</td>
<td>Young people of various specific racial, ethnic, national groups.</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 362.797)</td>
</tr>
<tr>
<td>-91411 (Table 5)</td>
<td>= Indians</td>
</tr>
</tbody>
</table>

**Synthesis:**

362.797 + -91411 = 362.797 914 11
Ethnic cookery 641.592 is to be extended by Table 5.

Title: Australian cookery
Class Number: 641.592 24

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Ethnic cookery</td>
</tr>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 03-99 from Table 5 to base number 641.592)</td>
</tr>
<tr>
<td>-24 (Table 5)</td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>Australian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592 + -24</td>
</tr>
<tr>
<td>641.592 24</td>
</tr>
</tbody>
</table>

Title: Punjabi culinary art
Class Number: 641.592 914 2

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-9142 (Table 5)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>641.592 + -9142</td>
</tr>
<tr>
<td>641.592 914 2</td>
</tr>
</tbody>
</table>

### 6.8.2 Extending Table 5 by Areas Notation from Table 2

As per instructions preceding Table 5 (page 408) each number in this table may further be extended by a notation from Table 2. This addition of Areas Table 2 to Table 5 can be done in two ways:

1) Through 0 (zero) as a facet indicator. Any number in Table 5 may be extended by areas notation through 0 as a facet indicator. To do this, there is no need of any specific instruction.

2) Sometimes instructions exist to directly divide a number in Table 5 by a number in the Areas Table. In such cases there is no need of a zero to work as a facet indicator.

### 6.8.3 Extending Table 5 Using Zero as a Facet Indicator

The requisite instruction reads: “Except where the schedules instruct otherwise, and unless it is redundant, add 0 to the number from this table and to the result add ‘Areas’ notation 1-9 from Table 2”. For example:

Germans in Brazil

-31 (Table 5) + 0 + -81 (Table 2) = -31081
### Analysis:

<table>
<thead>
<tr>
<th>305.8</th>
<th>Social stratification of racial, ethnic, national groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8... add 0 and to the result add “Areas” notation 1-9 from Table 2)</td>
</tr>
<tr>
<td>-924</td>
<td>Jews</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-43</td>
<td>Germany</td>
</tr>
</tbody>
</table>

### Synthesis:

\[ 305.8 + (-924) + 0 + (-43) = 305.8924043 \]

**Title:** A social study of German nationals in the USA

**Class Number:** 305.831073

### Analysis:

<table>
<thead>
<tr>
<th>305.8</th>
<th>Social stratification of racial, ethnic, national groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8... add 0 and to the result add “Areas” notation 1-9 from Table 2)</td>
</tr>
<tr>
<td>-31</td>
<td>Germans</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-73</td>
<td>United State</td>
</tr>
</tbody>
</table>

### Synthesis:

\[ 305.8 + (-31) + 0 + (-73) = 305.831073 \]

**Title:** A social study of Nepalis in India

**Class Number:** 305.891495054

### Analysis:

<table>
<thead>
<tr>
<th>305.8</th>
<th>Social stratification of racial, ethnic, national groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8... add 0 and to the result add “Areas” notation 1-9 from Table 2)</td>
</tr>
<tr>
<td>-91495</td>
<td>Nepalis</td>
</tr>
<tr>
<td>0</td>
<td>Facet Indicator</td>
</tr>
<tr>
<td>-54</td>
<td>India</td>
</tr>
</tbody>
</table>

### Synthesis:

\[ 305.8 + (-91495) + 0 + (-54) = 305.891495054 \]
Title: Relation of state to Negroes (Africans) in USA: a political study

Class Number: 323.119 607 3

Analysis:

323 = Relation of state to its residents  
323.11 = Racial, ethnic, national aggregates  
(Add “Racial, Ethnic, National Groups” notation 2-9 from Table 5 to base number 323.11... add 0 and to the result add “Areas” notation 1-9 from Table 2)  
-96 (Table 5) = Negroes  
0 = Facet Indicator  
-73 (Table 2) = United States  

Synthesis:  
323.11 + -96 + 0+ -73 = 323.119 607 3

Title: Education of Bengali children in UK

Class Number: 371.979 144 041

Analysis:

371.97 = Students exceptional because of racial, ethnic, national origin  
(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 371.97 then add 0 and to the result add “Areas” notation 1-9 from Table 2)  
-9144 (Table 5) = Bengali  
0 = Facet Indicator  
-41 (Table 2) = UK  

Synthesis:  
371.97 + -9144 + 0 + -41 = 371.979 144 041

Self-Check Exercise

Note:  
i) Write your answers in the space given below.  
ii) Check your answers with the answers given at the end of this Unit.

10) Classify the following titles:  
a) Ethno psychology of Brazilians  
b) Folksongs of Gypsies  
c) Dutchs - a social study  
d) Bengali dishes
6.8.4 Using Table 5 through Standard Subdivision 089

In the 19th Edition its use has been universalised. Now it can be freely added to any class number in the schedules through a standard subdivision, namely:

-089 Treatment among specific, racial, ethnic, national groups

Here we are instructed to add 01-99 from Table 5 to base number -089.

Examples

Title: Development of hockey among Punjabi people
Class Number: 796.355 089 914 2

Analysis:

\[
\begin{align*}
796.355 & = \text{Field hockey} \\
-089 \text{ (Table 1)} & = \text{Treatment among specific, racial, ethnic, national groups} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)} \\
-9142 \text{ (Table 5)} & = \text{Punjabis} \\
\end{align*}
\]

Synthesis:

\[
796.355 + -089 + -9142 = 796.355 \ 089 \ 914 \ 2
\]

Title: Development of puppetry among Bengalis
Class Number: 791.530 899 144

Analysis:

\[
\begin{align*}
791.53 & = \text{Puppetry} \\
-089 \text{ (Table 1)} & = \text{Treatment among specific, racial, ethnic, national groups} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)} \\
-9144 \text{ (Table 5)} & = \text{Bengalis} \\
\end{align*}
\]

Synthesis:

\[
791.53 + -089 + -9144 = 791.530 \ 899 \ 144
\]

Title: Punjabi Ahmadiyyas - a religion derived from Islam
Class Number: 297.860 899 142
Title: Punjabi Ahmadiyyas in England

Class Number: 297.860 899 142 042

Analysis:

297.86 = Ahmadiyya movement
-089 (Table 1) = Treatment among specific racial, ethnic, national groups

(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)

-9142 (Table 5) = Punjabis

Synthesis:

297.86 + -089 + -9142 = 297.860 899 142

Note that -9142 in Table 5 has been further divided by areas notation from Table 2 through 0 as a facet indicator.

Self-Check Exercise

Note: i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

11) Classify the following titles using Table 5.

a) Use of libraries by Indians in UK

b) Labour-unions of Indians in USA

c) Judicial Judges of Indian origin in UK

d) English poetry written by Sindhis - a collection

e) Collection of English poetry by Sindhis in India

....................................................................................................................

....................................................................................................................

....................................................................................................................

....................................................................................................................
6.9 USE OF TABLE 7: PERSONS

It is a table of notation designating persons by their specific occupations and other characteristics such as their social, economic and marital status. Table 7 is used in two ways: on instructions in the schedules; and on your own through the Standard Subdivision 088.

6.9.1 Using Table 7 on Instructions

390.4 Customs of people of various specific occupations

As per instructions here, to 390.4 we are to add appropriate notation from Table 7.

Title: Customs of lawyers

Class Number: 390.434 4

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
</table>
| 390.4     | = Customs of people of various specific occupations  
Add “Persons” notation 09-99 from Table 7 to base number 390.4 |
| -344 (Table 7) | = Lawyers |

Synthesis:

\[ 390.4 + -344 = 390.434 4 \]

Title: Customs of surgeons

Class Number: 390.461 7

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
</table>
| 390.4     | = Customs of people of various specific occupations  
Add “Persons” notation 09-99 from Table 7 to base number 390.4 |
| -617 (Table 7) | = Persons with surgical specialties |

Synthesis:

\[ 390.4 + -617 = 390.461 7 \]

Title: Customs of military personnel

Class Number: 390.435 5

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
</table>
| 390.4     | = Customs of people of various specific occupations  
Add “Persons” notation 09-99 from Table 7 to base number 390.4 |
| -355 (Table 7) | = Military personnel |

Synthesis:

\[ 390.4 + -355 = 390.435 5 \]
### 6.9.2 Using Table 7 through Standard Subdivision 088

Under ss-088 (Table 1) there is an instruction to extend it by Table 7, if needed.

**Examples**

**Title:** Cartoons drawn by school children  
Class Number: 741.508 805 4

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
</table>
| 741.5     | Cartoons  
| -088 (Table 1) | Treatment among groups of specific kinds of persons  
|           | (Add “Persons” notation 04-99 from Table 7 to base number -088)  
| -054 (Table 7) | Children  
|           | Synthesis:  
| 741.5 + -088 + -054 | 741.508 805 4  

**Title:** Contributions to music by blind persons  
Class Number: 780.880 816 1

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
</table>
| 780       | Music  
| -088 (Table 1) | Treatment among groups of specific kinds of persons  
|           | (Add “Persons” notation 04-99 from Table 7 to base number -088)  
| -08161 (Table 7) | Blind persons  
|           | Synthesis:  
| 780 + -088 + -08161 |  
| 78 + -088 + -08161 | 780.880 816 1  

---

**Title:** Muslim artists  
Class Number: 704.297 1

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
</table>
| 704       | Fine and decorative art  
| 704.04-.87 | Treatment among other groups of specific kinds of persons  
|           | (Add “Persons” notation 04-87 from Table 7 to base number 704)  
| -2971 (Table 7) | Muslims  
|           | Synthesis:  
| 704 + -2971 | 704.297 1  

---
The filler zero in 780 has been removed while adding the ss-088, as per instructions under 780 in the Schedule.

Self-Check Exercise

Note:  
    i) Write your answers in the space given below.
    ii) Check your answers with the answers given at the end of this Unit.

12) Classify the following titles.
    a) Customs of police
    b) Customs of Journalists
    c) Handicrafts by handicaps
    d) Ethics of social scientists
    e) Reading habits of pre-school children

6.10 SUMMARY

In the 19th edition of the DDC there are in all seven Tables given in volume 1. The last five of these tables were introduced for the first time in the 18th (1971) edition. These tables designate with notation various non-essential aspects of subjects; or some aspects supplementary to the class numbers in the Schedules. These numbers never come alone, but are to be added to the numbers in the Schedules; on instructions a number in a Table may also be used to extend another number in the table. These Tables are supplementary to the Schedules. The numbers in the Tables 2-7 are usually added on instructions. Table 1 lists viewpoints, internal forms and the mode of presentation of a document, e.g., bibliography, encyclopaedia, history, philosophy, are all standard subdivisions. The standard subdivisions are attachable to any class numbers in the schedules. No invitation is required for their use. These begin with a featured zero; but in some cases the ss are added with one, two or even three zeroes. While adding a standard subdivision to a main class or a division the filler zeroes are usually removed unless there are instructions to the contrary.

Table 2 is a list of political, and geographical, geophysical areas and population clusters of the world. The main divisions are political. Numbers from this Table can be added directly on instructions or through ss-09. Table 3 “Subdivisions of Individual Literatures” has two parts Table 3 and 3-A. Table 3 lists standards subdivisions applicable to literature and forms of literature such as poetry, drama, fiction, etc., Table 3-A list various themes or topics treated in literature. It is mostly used in the main class 800 literature. Table 3 is to be used only on invitation. Table 4 “Subdivisions of Individual Languages” lists linguistic aspects such as grammar, word usage, phonetics, etc. It is used on invitation with the main class 400 only. Bilingual dictionaries involve the use of Table 4 and 6 together. Table 5 is a listing of people by their racial, ethnic and national origins, and can be used either on instructions or through the w-089, if needed. It is obviously used to specify such racial and ethnic groups in relation to a subject. Table 6 lists the languages of the world. It is used on instructions when the language aspects of a subject or a group of people are to be specified. It is also used in conjunction with Table 4. Table 7
“Persons” lists persons by their social, economic, marital status. But the major part of this table lists people by their professions and occupations, e.g., doctors, lawyers, economists. This is to be used either on instructions or through the ss-088.

The use of all these tables increases the versatility and number-building power of the DDC. These tables, especially Table 3 to Table 7, are required for depth/classification.

6.11 ANSWERS TO SELF CHECK EXERCISES

i)

a) 541.03

Analysis:

541 = Physical chemistry  
-03 (Table 1) = Dictionary

Synthesis:

541 + -03 = 541.03

b) 509

Analysis:

500 = Science  
-09 (Table 1) = History

Synthesis:

500 + -09  
5 + -09 = 509

c) 520.7

Analysis:

520 = Astronomy  
-07 (Table 1) = Study and teaching

Synthesis:

520 + -07  
52 + -07 = 520.7

d) -616.002 02

Analysis:

616 = Diseases(.001 -.008 Standard Subdivision Notation from Table 1)  
-00202 (Table 1) = Manuals

Synthesis:

616 + -00202 = 616.002 02
Classification-DDC: 19th Edition

c) 353.000 5

**Analysis:**

353 = United States federal and state government  
0005 = Serial publications

**Synthesis:**

353 + .0005 = 353.000 5

f) 943.000 208

**Analysis:**

943 = Central Europe  
(.0001 -.0009 standard subdivisions)

-000208 (Table 1) = Audio visual treatment

**Synthesis:**

943 + -0002 08 = 943.000 208

g) 330.021 2

**Analysis:**

330 = Economics(.02 -.08 standard subdivisions Notations from Table 1)

-0212 (Table 1) = Tables, formulas, specifications, statistics

**Synthesis:**

330+0212 = 330.021 2

h) 616.006 01

**Analysis:**

616 = Diseases(.001 -.008. standard subdivisions Notations from Table 1)

-00601 (Table 1) = International organizations

**Synthesis:**

616 + -00601 = 616.006 01

j) 340.03k)

**Analysis:**

340 = Law  
- 03 (Table 1) = Dictionary

**Synthesis:**

340 + - 03 340.03
2)

a) 376.931

| Analysis: |
|------------------|------------------|
| 376 = Education of women |
| .91 -.99 = Geographical treatment (Add “Areas” notation 1-9 from Table 2 to base number 376.9) |
| -31 (Table 2) = China |
| **Synthesis:** |
| 376.9 + -31 = 376.931 |

b) 379.54

| Analysis: |
|------------------|------------------|
| 379 = Education and the state |
| 379.4-.9 = Education and the state, public education by specific continents, countries, localities in modern world (Add “Areas” notation 4-9 from Table 2 to base number 379) |
| -54 (Table 2) = India |
| **Synthesis:** |
| 379+ -54 = 379.54 |

c) 314.897

| Analysis: |
|------------------|------------------|
| 314 = General statistics of Europe (Add as instructed under 314-319) |
| 314 -319 = General statistics by specific continents, countries, localities in modern world (Add “Areas” notation 4-9 from Table 2 to base number 31) |
| -4897 (Table 2) = Finland |
| **Synthesis:** |
| 314+ -489731 + -4897 = 314.897 |

d) 555.452

| Analysis: |
|------------------|------------------|
| 555 = Geology treatment in Asia |
| (Add as instructed under 554 -559) |
| 554-559 = Treatment by continents, countries... |
| (Add “Areas” notation 4-9 from Table 2 to base number 55) |
| -54 (Table 2) = Himachal Pradesh |
| **Synthesis:** |
| 55 + -5452 = 555.452 |
c) 954.6

Analysis:
954 = History of India (Add as instructed under 930-990)
930-990 = General history by...
(Add “Areas” notation 3-9 from Table 2 to base number 9)
-546 (Table 2) = Jammu and Kashmir

Synthesis:
9 + -546 = 954.6

f) 954.602 58

Analysis:
954 = History of India (Add as instructed under 930-990)
930-990 = General history...
(Add “Areas” notation 3-9 from Table 2 to base number 9)
-546 (Table 2) = Jammu and Kashmir
954.0258 = Aurangzeb, 1658-1707 (Vol. 2, p. 1504)

Synthesis:
9 + -546 + .0258 = 954.602 58

g) 062.753

Analysis:
062 = General organizations in British Isles in England
062.1-8 = In England
(Add to base number 062 the numbers following 42 in “Areas” notation 421-428 from Table 2)
-42753 (Table 2) = Liverpool

Synthesis:
062 + -42753
062 + - 753 = 062.753

h) 078.1

Analysis:
078 = Journalism in Scandinavia
(Add to base number 078 the numbers following 48 in “Areas” notation 481-489 from Table 2)
-481 (Table 2) = Norway

Synthesis:
078 + -481
078 + - 1 = 078.1
### i) 708.85

**Analysis:**

<table>
<thead>
<tr>
<th>708</th>
<th>Galleries...</th>
</tr>
</thead>
<tbody>
<tr>
<td>708.3 - .8</td>
<td>In other modern European countries</td>
</tr>
<tr>
<td></td>
<td>(Add to base number 708 the numbers following 4 in “Areas” notation 43 - 48 from Table 2)</td>
</tr>
<tr>
<td>-485 (Table 2)</td>
<td>Sweden</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
708 + -485 = 708 + 85 = 708.85
\]

### j) 353

**Analysis:**

| 353 | United States Federal Government |

**Synthesis:**

| 353 |

### 3)

#### a) 323.509 549 1

**Analysis:**

| 325.5 | Political rights |
| -09 (Table 1) | Historical and geographical treatment |
| -5491 (Table 2) | Pakistan |

**Synthesis:**

\[
325.5 + -09 + -5491 = 323.509549 1
\]

#### b) 331.310 917 24

**Analysis:**

| 331.31 | Children workers |
| -09 (Table 1) | Historical and geographical treatment |
| -1724 (Table 2) | Low (developing countries) |

**Synthesis:**

\[
331.31 + -09 + -1724 = 331.310 917 24
\]
c) 336.200 953 67

**Analysis:**
- 336 = Taxes and taxation
- 336.2009 = Historical and geographical treatment
- -5367 (Table 2) = Kuwait

**Synthesis:**
\[336.2009 + -5367 = 336.20095367\]

---

d) 391.009 547 5

**Analysis:**
- 391 = Costumes and personal appearance
- 391.009 = Historical and geographical treatment
- -5475 (Table 2) = Gujrat

**Synthesis:**
\[391.009 + -5475 = 391.009 547 5\]

---

e) 338.520 944

**Analysis:**
- 338 = Production
- 338.52 = Prices
- -09 (Table 1) = Historical and geographical treatment
- -44 (Table 2) = France

**Synthesis:**
\[338.52 + -09 + -44 = 338.520 944\]

---

f) 359.009 54

**Analysis:**
- 359 = Sea (Naval) forces and warfare (Use 359.001 -.009 for standard subdivision)
- -009 (Table 1) = Historical and geographical treatment
- -54 (Table 2) = India

**Synthesis:**
\[359 + -009 + -54 = 359.009 54\]
### a) 362.917 24

**Analysis:**
- 362 = Social welfare problems and services
- 362.9 = Historical and geographical treatment
- 362.91 -.99 = Geographical treatment
  
  (Add “Areas” notation 1-9 from Table 2 to base number 362.9)
- -1724 (Table 2) = Low (Third World Countries)

**Synthesis:**
- 362.9 + -1724 = 362.917 24

### b) 367.917 165

**Analysis:**
- 367 = General clubs
- 367.9 = Historical and geographical treatment
- 367.91 -.99 = Geographical treatment
  
  (Add “Areas” notation 1-9 from Table 2 to base number 367.9)
- 17165 (Table 2) = Afro-Asian bloc

**Synthesis:**
- 367.9 + -17165 = 367.917 165

### c) 367.972 85

**Analysis:**
- 367 = General clubs
- 367.9 = Historical and geographical treatment
- 367.91 -.99 = Geographical treatment
  
  (Add “Areas” notation 1-9 from Table 2 to base number 367.9)
- -7285 (Table 2) = Nicaragua

**Synthesis:**
- 367.9 + -7285 = 367.972 85
d) 368.951

**Analysis:**

\[
\begin{align*}
368 & = \text{Insurance} \\
368.9 & = \text{Insurance by specific continents, countries, localities in modern world} \\
& \quad \text{(Add “Areas” notation 4-9 from Table 2 to base number 368.9)} \\
-51 \text{ (Table 2)} & = \text{China} \\
\end{align*}
\]

**Synthesis:**

\[
368.9 + -51 = 368.951
\]

e) 368.909 171 7

**Analysis:**

\[
\begin{align*}
368 & = \text{Insurance} \\
368.9 & = \text{Insurance by specific continents, countries, localities in modern world} \\
& \quad \text{(Add “Areas” notation 4-9 from Table 2 to base number 368.9)} \\
-09 \text{ (Table 1)} & = \text{Historical and geographical treatment} \\
-1717 \text{ (Table 2)} & = \text{Communist bloc} \\
\end{align*}
\]

**Synthesis:**

\[
368.9 + -09 + -1717 = 368.909 171 7
\]

f) 338.973

**Analysis:**

\[
\begin{align*}
338 & = \text{Production} \\
338.9 & = \text{Development programs and policies of specific jurisdiction...} \\
& \quad \text{(Add “Areas” notation 3-9 from Table 2 to base number 338.9)} \\
-73 \text{ (Table 2)} & = \text{United States} \\
\end{align*}
\]

**Synthesis:**

\[
338.9 + -73 = 338.973
\]
5)

a) 304.873 05

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Movement of populations</th>
<th>304.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement to specific areas</td>
<td>304.83 - 0.89</td>
<td></td>
</tr>
<tr>
<td>(Add “Areas” notation 3-9 from Table 2 to base number 304.8... then add 0 and to the result add “Areas” notation 1-9 from Table 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-73 (Table 2) = United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = Facet Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-5 (Table 2) = Asia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
304.8 + (-73) + 0 + (-5) = 304.87305
\]

b) 382.954 045

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>International commerce (Foreign Trade)</th>
<th>382</th>
</tr>
</thead>
<tbody>
<tr>
<td>by specific countries</td>
<td>382.93 - 0.99</td>
<td></td>
</tr>
<tr>
<td>(Add “Areas” notation 3-9 from Table 2 to base number 382.9 then for bilateral agreements add 0 and again add “Areas” notation 3-9 from Table 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-54 (Table 2) = India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = Facet Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-45 (Table 2) = Italy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
382.9 + (-54) + 0 + (-45) = 382.954045
\]

c) 382.095 404 5

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>International commerce (Foreign Trade)</th>
<th>382</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical and geographical treatment</td>
<td>382.09</td>
<td></td>
</tr>
<tr>
<td>(Add “Areas” notation 1-9 from Table 2 to base number 382.09, then for trade between two countries, regions, areas, places, add 0 and again add “Areas” notation 1-9 from Table 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-54 (Table 2) = India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = Facet Indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-45 (Table 2) = Italy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
382.09 + (-54) + 0 + (-45) = 382.0954045
\]
d) 327.540 94

**Analysis:**

327 = International relations
327.3-.9 = Foreign policies and foreign relations between specific nations

(Add “Areas” notation 3-9 from Table 2 to base number 327... then for foreign relations between that nation and another nation, region, area, place add 0 and to the result add “Areas” notation 1-9 from Table 2)

-54 (Table 2) = India
0 = Facet Indicator
-94 (Table 2) = Australia

**Synthesis:**

327 + -54 + 0 + -94 = 327.5494

e) 338.917 301 724

**Analysis:**

338.9 = Economic development and growth
338.911 -.919 = International assistance (Aid) by specific jurisdiction and groups of jurisdictions

(Add “Areas” notation 1-9 from Table 2 to base number 338.91... then for assistance by a specific jurisdictions to another jurisdiction or groups of jurisdictions add 0 and to the result add “Areas” notation 1-9 from Table 2)

-73 (Table 2) = United States
0 = Facet Indicator
-1724 (Table 2) = Low (developing countries)

**Synthesis:**

338.91 + -73 + 0 + -1724 = 338.917301 724

f) 325.345 096

**Analysis:**

325 = International migration
325.3 = Colonization
325.33-.39 = Colonization by specific countries

(Add “Areas” notation 3-9 from Table 2 to base number 325,3... then add 09 and to the result add “Areas” notation 1-9 from Table 2 for place colonized)

-45 (Table 2) = Italy
-6 (Table 2) = Africa

**Synthesis:**

325.3 + -45 + 09 + 6 = 325.345 096
6) a) 821.3

Analysis:
82 = English literature
-1. (Table 3) = Poetry
3 = Period (1572-1632) (Vol. 2, p. 1403)

Synthesis:
82 + -1 + 3 = 821.3

b) 891.439 09

Analysis:
891.439 = Urdu literature
-09 (Table 3) = History

Synthesis:
891.439 + -09 = 891.439 09

c) 891.431 030 3

Analysis:
891.43 = Hindi literature
-103 (Table 3) = Epic Poetry
-03 (Table 1) = Dictionary

Synthesis:
891.43 + -103 + -03 = 891.431 030 3

d) 832.04108

Analysis:
83 = German literature
-2041 (Table 3) = One-act-plays
-08 (Table 3) = Collections

Synthesis:
83 + -2041 + -08 = 832.041 08

e) 821.008 092 82

Analysis:
82 = English literature
-1008 (Table 3) = Collections of poetry by more than one author from more than one period

(Add to 10080 notations 1-9 from Table 3-A)

9282 (Table 3-A) = Children

Synthesis:
82 + -1008 + 9282 = 821.008 092 82
### f) 822.8

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>English literature</td>
</tr>
<tr>
<td>-2 (Table 3)</td>
<td>Drama</td>
</tr>
<tr>
<td>8</td>
<td>Period (1854 – 1900) (Vol. 2, p. 1404)</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
82 + (-2) + 8 = 822.8
\]

### 7)

#### a) 491.441 52

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.44</td>
<td>Bengali language</td>
</tr>
<tr>
<td>-152 (Table 4)</td>
<td>Spelling and pronunciation</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
491.44 + (-152) = 491.441 52
\]

#### b) 491.217

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.2</td>
<td>*Sanskrit language (Add as instructed under 420-490)</td>
</tr>
<tr>
<td></td>
<td>(Add “Subdivisions of Individual Languages” notation 01-86 from Table 4)</td>
</tr>
<tr>
<td>-17 (Table 4)</td>
<td>Paleography</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
491.2 + (-17) = 491.217
\]

#### c) 491.438 02

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.43</td>
<td>Hindi language</td>
</tr>
<tr>
<td>-802 (Table 4)</td>
<td>Translation to and from other languages</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
491.43 + (-802) = 491.438 02
\]

#### d) 491.558 1

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.55</td>
<td>Modern Persian Words</td>
</tr>
<tr>
<td>-81 (Table 4)</td>
<td>Words</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
491.55 + (-81) = 491.558 1
\]
e) 469.5

**Analysis:**

469 = Portuguese language
-5 (Table 4) = Grammar

**Synthesis:**

469 + -5 = 469.5

f) 491.467

**Analysis:**

491.467 = Non standard Marathi including Konkani dialect

**Synthesis:**

491.467

8)

a) 034.1

**Analysis:**

034 = Encyclopaedia in French

(Add "Languages" notation 51-59 from Table “6 to base number 03)

-41 (Table 6) = French

**Synthesis:**

03 + -41 = 034.1

b) 039.914 4

**Analysis:**

039 = Encyclopaedia in other languages

(Add “Languages” notation 2-9 from Table 6 to base number 039)

-9144 (Table 6) = Bengali

**Synthesis:**

039 + -9144 = 039.914 4

c) 220.591 439

**Analysis:**

220 = Bible

220.5 = Modern versions and translations

220.53 -59 = In other languages

(Add “Languages” notation 3-9 from Table 6 to base number 220.5)

-91439 (Table 6) = Urdu

**Synthesis:**

220.5 + -91439 = 220.591 439
d) 496.392

**Analysis:**

\[
\begin{align*}
496 & = \text{African languages} \\
& \quad \text{(Add to 496 the numbers following 96 in “Languages” notation 961-969 from Table 6)} \\
-96392 \text{ (Table 6)} & = \text{Swahili}
\end{align*}
\]

**Synthesis:**

\[
496 - 96392 = 496.392
\]

e) 493.1

**Analysis:**

\[
\begin{align*}
493 & = \text{Hamitic and Chad languages} \\
& \quad \text{(Add to 493 the numbers following 93 in “Languages” notation 931-937 from Table 6)} \\
-931 \text{ (Table 6)} & = \text{Egyptian languages}
\end{align*}
\]

**Synthesis:**

\[
493 - 931 = 493.1
\]

f) 493.1

**Analysis:**

\[
\begin{align*}
493 & = \text{Hamitic and Chad languages} \\
& \quad \text{(Add to 493 the numbers following 93 in “Languages” notation 931-937 from Table 6)} \\
-931 \text{ (Table 6)} & = \text{Egyptian languages}
\end{align*}
\]

**Synthesis:**

\[
493 - 931 = 493.1
\]

g) 372.654 1

**Analysis:**

\[
\begin{align*}
372 & = \text{Elementary education} \\
372.65 & = \text{Foreign languages} \\
& \quad \text{(Add to “Languages” notation 1-9 from Table 6 to base number 372.65)} \\
-41 \text{ (Table 6)} & = \text{French}
\end{align*}
\]

**Synthesis:**

\[
372.65 - 41 = 372.654 1
\]
h) 398.995 1

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>398.9</td>
<td>Proverbs</td>
</tr>
<tr>
<td>398.9 - 951 (Table 6)</td>
<td>Chinese</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[398.9 + (-951) = 398.995\]


i) 745.619 917 1

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>745.61</td>
<td>Decorative lettering calligraphy</td>
</tr>
<tr>
<td>745.619</td>
<td>Language notations</td>
</tr>
<tr>
<td>745.6199</td>
<td>Other languages notations</td>
</tr>
<tr>
<td></td>
<td>(Add “Languages” notation 91-99 from Table 6 to base number 745.619)</td>
</tr>
<tr>
<td>-9171 (Table 6)</td>
<td>Russian</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[745.619 + (-9171) = 745.619\]


9)

a) 433.21

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>433</td>
<td>Dictionaries of standard German English</td>
</tr>
<tr>
<td>433 - 21 (Table 6)</td>
<td>English</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[433 + (-21) = 433.21\]

b) 491.433 948 27

<table>
<thead>
<tr>
<th>Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>491.43</td>
<td>Hindi language</td>
</tr>
<tr>
<td>491.43 - 3 (Table 4)</td>
<td>Dictionary</td>
</tr>
<tr>
<td>491.43 - 94827 (Table 6)</td>
<td>Telugu</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[491.43 + (-3) + (-94827) = 491.433\]
c) 491.462 421

**Analysis:**

- 491.46 = Marathi language
- -24 (Table 4) = Foreign elements
  
  (Add “Languages” notation 1-9 from Table 6 to -24)
- -21 (Table 6) = English

**Synthesis:**

\[ 491.46 + (-24) + (-21) = 491.462 \ 421 \]

d) 491.442 491 2

**Analysis:**

- 491.44 = Bengali language
- -24 (Table 4) = Foreign elements
  
  (Add “Languages” notation 1-9 from Table 6 to -24)
- -912 (Table 6) = Sanskrit

**Synthesis:**

\[ 491.44 + (-24) + (-912) = 491.442 \ 4912 \]

e) 448.642 1

**Analysis:**

- 440 = French
- -864 (Table 4) = For those readers whose native language is different
  
  (Add “Languages” notation 2-9 from Table 6 to -864)
- -21 (Table 6) = English

**Synthesis:**

\[ 440 + (-864) + (-21) = 448.642 \ 1 \]

f) 491.783 491 431

**Analysis:**

- 491.7 = Russian language
- -83 (Table 4) = Audio-visual approach to expression
- -834 (Table 4) = For those whose native language is different
  
  (Add “Languages” notation 2-9 from Table 6 to -834)
- -91431 (Table 6) = Hindi

**Synthesis:**

\[ 491.7 + (-834) + (-91431) = 491.783 \ 491 \ 431 \]
a) 155.84698

**Analysis:**

\[
\begin{align*}
155 & = \text{Psychology} \\
155.84 & = \text{Ethnopsychology of racial, ethnic, national groups} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 155.84)} \\
-698 & = \text{Brazilians}
\end{align*}
\]

**Synthesis:**

\[
155.84 + -698 = 155.84698
\]

b) 784.769147

**Analysis:**

\[
\begin{align*}
784.76 & = \text{Songs of ethnic and cultural groups} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 784.76)} \\
-91497 & = \text{Gypsies}
\end{align*}
\]

**Synthesis:**

\[
784.76 + -91497 = 784.769147
\]

c) 305.83931

**Analysis:**

\[
\begin{align*}
305.8 & = \text{Social stratification of racial, ethnic, national groups} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number 305.8)} \\
-3931 & = \text{Dutch}
\end{align*}
\]

**Synthesis:**

\[
305.8 + -3931 = 305.83931
\]

d) 641.5929144

**Analysis:**

\[
\begin{align*}
641.592 & = \text{Ethnic cookery} \\
& \quad \text{(Add “Racial, Ethnic, National Groups” notation 83-99 from Table 5 to base number 641.592)} \\
-9144 & = \text{Bengali}
\end{align*}
\]

**Synthesis:**

\[
641.592 + -9144 = 614.5929144
\]
e) 331.639 149 5054

**Analysis:**

- 331.6 = Categories of workers by racial, ethnic, national origin
- 331.63 = Native-born non indigenous ethnic groups

(Add “Racial, Ethnic, National Groups” notation 03-99 from Table 5 to base number 331.63... then add 0 and to the result add “Areas” notation 1-9 from Table 2)

-91495 (Table 5) = Nepalis
-54 (Table 2) = India

**Synthesis:**

331.63 + -91495 + 0 + -54 = 331.639 149 5054

f) 323.119 480 549 3

**Analysis:**

- 323 = Relation of state to its resident
- 323.11 = Racial, ethnic, national aggregates

(Add “Racial, Ethnic, National Groups” notation 2-9 from Table 5 to base number 323.11... add 0 and to the result add “Areas” notation 1-9 from Table 2)

-948 (Table 5) = Dravidians
-5493 (Table 2) = Sri Lanka

**Synthesis:**

323.11 + -948 + 0 + -5493 = 323.119 480 549 3

11)

a) 025.580 899 141 104 1

**Analysis:**

- 025.58 = Library use studies
-089 (Table 2) = Treatment among specific racial, ethnic, national groups

(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)

-91411 (Table 5) = Indians
-41 (Table 2) = England

**Synthesis:**

025.58 + -089 + -91411 + 0 + -41 = 025.580 899 141 104 1
b) 331.880 899 141 107 3

**Analysis:**

331.88  =  Labour unions  
-089 (Table 1)  =  Treatment among specific racial, ethnic, national groups  
(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)

-91411 (Table 5)  =  Indians  
0  =  Facet Indicator  
-73 (Table 2)  =  United States  

**Synthesis:**

331.88 - 089 - 91411 + 0 + -73 = 331.880 899 141 107 3

---

c) 347.014 089 914 11

**Analysis:**

347.014  =  Judges  
-089 (Table 1)  =  Treatment among specific racial, ethnic, national groups  
(Add “Racial, Ethnic, National Groups” notation 01-99 from Table 5 to base number -089)

-91411 (Table 5)  =  Indians  

**Synthesis:**

347.014 - 089 - 91411 = 347.014 089 914 11

---

d) 821.008 894 8

**Analysis:**

820  =  English literature  
-1 (Table 3)  =  Poetry  
-1008 (Table 3)  =  Collections of poetry by more than one author from more than one period  
8 (Table 3A)  =  Literature for and by various specific racial, ethnic, national groups  
(Add “Racial, Ethnic, National Groups” notation 03-99 from Table 5)

-948 (Table 5)  =  Sindhis  

**Synthesis:**

820 + -1008 + 8 + -948  
82 + -1008 + 8 + -948 = 821.008 894 8
c) 821.008 894 805 4

**Analysis:**

820 = English literature  
-1008 (Table 3) = Collections of poetry by more than one author from more than one period  
8 (Table 3A) = Literature for and by various specific racial, ethnic, national groups  
-948 (Table 5) = Sindhis  
0 = Facet Indicator  
-54 (Table 1) = India  

**Synthesis:**

820 + -1008 + 8 + 0 + -54  
82 + -1008 + -8 + 0 + -54 = 821.008 894 805 4

12)

a) 390.436 32

**Analysis:**

390.4 = Customs of people of various specific occupations  
-3632 (Table 7) = Police  

**Synthesis:**

390.4 + -3632 = 390.436 32

b) 390.409 7

**Analysis:**

390.4 = Customs of People of various specific occupations  
-097 (Table 7) = Journalists  

**Synthesis:**

390.4 + -097 = 390.409 7
c) 745.508 80816

**Analysis:**

745.5 = Handicrafts

-088 = Treatment among groups of specific kinds of person

(Add “Persons” notation 04-99 from Table 7 to base number-088)

-097 (Table 7) = Persons with handicaps

**Synthesis:**

745.5 + -088 + -0816 = 745.508 808 16

d) 174.930 1

**Analysis:**

174.9 = Ethics of other profession and occupations

(Add “Persons” notation 09-99 from Table 7 to base number 174.9)

-301 (Table 7) = Social scientists

**Synthesis:**

174.9 + -301 = 174.950 1

e) 028.534 3

**Analysis:**

028.53 = Reading and use of other information media by specific age groups

(Add to base number 028.53 the numbers following 05 in “Persons” notation 054-055 from Table 7)

-0543 (Table 7) = Preschool children

**Synthesis:**

028.53 + -05 43028.53 + - 43 = 028.534 3

6.12 **KEYWORDS**

**Non-Subject Aspects:**

These aspects of a document which represent the viewpoint, or inner form of a document embodying knowledge; or the medium of knowledge. For example history, philosophy are viewpoints but dictionary is inner form. These are required only in library classification, and not in knowledge classification.
Schedules: A schedule means a list. Here a Schedule is a long list of classes arranged systematically along with their notation. Volume 2 of the DDC is named Schedules.

Standard Subdivisions: These are non-subject recurring aspects of a subject such as bibliography, serial, conference, philosophy, history, dictionary. Their name and notation remain the same whatsoever the subject -, so their name is standard subdivisions. These are listed as Table 1 (Volume 1).

Tables: List of auxiliary non-essential, aspects of a document. There are seven Tables (Table 1 to Table 7) in the DDC-19. These have been listed in Volume 1 of the DDC-19th edition.

6.13 REFERENCES AND FURTHER READING


UNIT 7  PRACTICAL CLASSIFICATION

Structure

7.0  Objectives

7.1  Introduction

7.2  Simple Synthesis

7.3  Multiple Synthesis
    7.3.1  Examples from Social Sciences
    7.3.2  Examples from Science and Technology
    7.3.3  An Example from the Humanities

7.4  Order of Precedence
    7.4.1  Table of Precedence
    7.4.2  Order of Precedence Note

7.5  Other Means for Fixing Priority of Numbers
    7.5.1  By the Number of Zeros in a Class Number
    7.5.2  Preferring the Concrete over the Abstract

7.6  Table of Precedence for Standard Subdivisions (Table 1)

7.7  Summary

7.8  Answers to Self Check Exercises

7.9  Key Words

7.10  References and Further Reading

7.0  OBJECTIVES

This Unit will help you to apply multiple synthesis to building of complex class numbers which require the use of repeated add to instructions on the same base. Secondly, you learn to choose more appropriate or specific number in case the Schedule does not allow the synthesis. This requires the use of Precedence Tables appended to some entries in the Schedules.

After reading this Unit, you will be able to;

- handle cases involving multiple synthesis; and
- interpret and apply the precedence tables and notes for choice between two class numbers.

7.1  INTRODUCTION

You have been introduced to the process of synthesis of numbers in Unit 5 and the use of seven Tables in Unit 6 of this Block. This Unit is devoted to the process of multiple synthesis required for the advanced/depth classification of highly complex subjects. Multiple synthesis may be defined as the process of number building carried out with more than one add-to instructions. The provisions for multiple synthesis are increasing with each edition of the DDC, though the term “multiple synthesis” as such has not been used in the DDC.
As in the case of simple synthesis the basic issue is the identification of the correct base number. Choice of the right base number will depend upon your knowledge of the structure of the DDC and on your perception of those aspects in a subject which are of primary importance. It will also require some experience to become proficient in identifying a base number in a complex subject. Ranganathan's facet formula PMEST may also be of great help. In a basic class, if one of the two aspects, is concrete and the other is abstract, the concrete facet will usually form the base number for further synthesis. The core number is the base. There is ample guidance in the Schedules to identify the base number. A base is invariably appended with “add-to” instructions in the Schedules. In the process of multiple synthesis we have to move backward and forward in the Schedule to pick up components of some numbers to add them to the chosen base.

7.2 SIMPLE SYNTHESIS

To a base number a full or part number from the Schedules is only added on instructions. When you are given such an “add to” instruction, it is essentially accompanied by an example. On the basis of that readymade number, given as example, you can coin the number for the document you are classifying. There is ample step by step guidance in the Schedules to build on the base number. Let us take the title whose worked out number has been given in the Schedules.

Now we will analyse the different steps given in the Schedules for this worked out example.

Example

Title: Administration of secondary school libraries

Class Number: 025.197 822 3

<table>
<thead>
<tr>
<th>Analysis:</th>
<th>Synthesis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>025.19</td>
<td>025.19 +027.822 3</td>
</tr>
<tr>
<td>= Administration of specific types of libraries(Add to base number 025.19 the numbers following 02 in 026 - 027)</td>
<td>025.19+7.822 3 = 025.197 822 3</td>
</tr>
<tr>
<td>027.8223</td>
<td></td>
</tr>
<tr>
<td>= Secondary school libraries</td>
<td></td>
</tr>
</tbody>
</table>

7.3 MULTIPLE SYNTHESIS

The above one was an example of simple synthesis. Let us now take an example involving double synthesis:

Title: Administration of Jaw libraries

Class Number: 025.196 34

<table>
<thead>
<tr>
<th>Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>025.19</td>
</tr>
<tr>
<td>= Administration of specific types of libraries(Add to base number 025.19 the numbers following 02 in 026 - 027)</td>
</tr>
<tr>
<td>026</td>
</tr>
<tr>
<td>= Special Library(Add 001 - 999 to base number 026)</td>
</tr>
</tbody>
</table>
340 = Law
026 + 340 026.34 = Law Library (Now going back to 025.19 we are to add to this base number the number following 02 in 026.34)

**Synthesis:**
025.19 + 026.34
025.19 + 6.34 = 025.19634

### 7.3.1 Examples from Social Sciences

**Title:** International law for trade in tobacco

**Class Number:** 341.75471371

#### Analysis:

- **341** = International law
- **341.7547** = International law for trade in specific commodities (Add to base number 341.7547 the numbers following 380.14 in 380.141; - 380.145)
- **380.141** = Commerce in products of agriculture (For specific number of Tobacco there is an instruction under 380.141 which says: (Add to base number 380.141 the number following 63 in 633-638)
- **633.71** = Tobacco (We will add the number following 63 in 633.71, i.e., 371 to the base number 380.141)

#### Synthesis:

380.141 + 633.71
380.141 + 3.71 = 380.141371

This is the number for Tobacco Trade. Now again going back to original base 341.7547 where we are to add to this number the number following 380.14 in 380.141 371. Now adding this number to 341.7547 we get: 341.7547 + 380.141 37141.7547 + 1371 = 341.75471371 Repeating the process: 341.7547 (Base Number) + 1 (From 380.141) + 371 (From 633.71) ‘The number for International Law for Trade in Tobacco is 341.75471371

**Title:** Wages of women in the textile industry

**Class Number:** 331.42877

This is a subject of economics.

#### Analysis:

- **331.4** = Women workers
- **331.41-.42331.28** = Specific aspects of employment of women (Now, there is an instruction to add to the base number 331 in 331.1-331.2) Wages in specific industries...

#### Synthesis:

Thus, the wages of 331.4 + 331.28 -331.4 + 28 = women in (manufacturing) industry is
Analysis:
331.282 - .289 = Extractive, manufacturing, construction
(Add to the base number 331.28 the numbers following 6 in 620-690)
(Now 331.28 is further extended by the numbers following 6 in 620 - 690)
677 Textile
We will add to base number 331.28 the number following 6 in 677.

Synthesis:
331.28 + 677 = 331.2877

Hence, the number for Wages of women in the textile industry will be:
331.4 Wages
28 from 331.28 = Wages
77 from 677 = Textile industry

Synthesis:
331.4 + 331.28 + 677 = 331.2877

Title: Foreign Ministry of the Government of India
Class Number 354,540 61

Analysis:
354 = Public international organizations and specific central
governments other than those of United States
354.3 - 9 = Specific central governments other than those of United
States
(Add “Areas” notation 3-9 from Table 2 to base number
354 then also add further as the table provided under
354.3 - .9)
-54 (Table 2) = India
06 = Specific executive departments and ministries of cabinet
rank (Special Table provided under 354.3 - .9)
(Under 06 there is an instruction Add to 06 the number
following 351.0 in 351.01 - 351.08)
351.01 = Foreign ministry

Synthesis:
354 + -54 + 06 + 351.01
354 + -54 + 06 + 1 = 354.540 61
Title: Home Ministry of the Indian Government
Class Number: 354.540 63

Analysis:

354 = Public international organizations and specific central governments other than those of United States

354.3 - .9 = Specific central governments other than those of United States

(Add “Areas” notation 3-9 form Table 2 to base number 354 then also add further as the table provided under 354.3 - .9)

-54 (Table 2) = India

06 = Specific executive departments and ministries of cabinet rank (Special Table provided under 354.3 - .9) (Under 06 there is an instruction Add to 06 the number following 351.0 in 351.01 - 351.08)

351.03 = Home affairs departments

Synthesis:

354 + - 54 + 06+ 351.03 = 354.540 63

7.3.2 Examples from Science and Technology

Title: Atomic structure of uranium
Class Number: 546.431 44

Analysis:

546.431 = *Uranium(Add as instructed under 546)

4 = Theoretical chemistry(listed under 546)The digit 4 is further amplified.

(Add to 4 the numbers following 541.2 in 541.22 - 541.28)

541.24 = Atomic structure

4 + 541.24

4+ 4 = 44

Synthesis:

546.431 + 4 +541.24

546.431 +4 +4 = 546.431 44
**Title:** Radiochemistry of uranium  
Class Number: 546.431 58

**Analysis:**

<table>
<thead>
<tr>
<th>Digit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>546.431</td>
<td><em>Uranium</em> (Add as instructed under 546)</td>
</tr>
</tbody>
</table>
| 5        | Physical chemistry (listed under 546) The digit 5 is further amplified.  
(Add to 5 the numbers following 541.3 in 541.34 - 541.39) |
| 541.38   | Radiochemistry |
| 5 + 541.38 |  |
| 5 + 8    | 58 - |

**Synthesis:**

\[
546.431 + 5 + 541.38 + 5 + 8 = 546.431 \ 58
\]

---

**Title:** Anatomy of horses  
Class Number: 636.108 91

**Analysis:**

<table>
<thead>
<tr>
<th>Digit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>636.1</td>
<td>Horses</td>
</tr>
</tbody>
</table>
| 636.101-.108 | General principles  
(Add to the base number 636.10 the numbers following 636.0 in 636.01 - 636.08) |
| 636.089  | Veterinary sciences/medicine (Anatomy is a topic of veterinary medicine) (Add to base number 636.089 the numbers following 61 in 610 - 619) |
| 611 (Vol. 2, p. 828) | Anatomy |

**Synthesis:**

\[
636.089 + 611 + 636.089 + 1 = 636.089 1
\]

---

**Title:** Monkeys as pests of apple orchards  
Class Number: 634.119 698 2

**Analysis:**

<table>
<thead>
<tr>
<th>Digit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>634.11</td>
<td><em>Apples</em> (Add as instructed under 633 - 635)</td>
</tr>
</tbody>
</table>
| 9        | Pests (Listed under 633 - 635 with an instruction)  
(Add to 9 the numbers following 632 in 632.1 - 632.9) |
| 632.6    | Animal pests (Add to base number 632.6 the numbers following 59 in 592 - 599) |
| 599.82   | Monkey |

**Synthesis:**

\[
634.11 + 9 + 632.6 + 599.82 + 634.11 + 9 + 6 + 9.82 = 634.119 698 2
\]
Title: Rats as wheat pests

Class Number: 633.119 693 233

Analysis:

633.11 = *Wheat (Add as instructed under 633 - 635)
9 = Pests (Listed under 633 - 635 with an instruction) (Add to 9 the numbers following 632 in 632.1 - 632.9)
632.6 = Animal pests (Add to base number 632.6 the numbers following 59 in 592 - 599)
599.3233 = Rats

Synthesis:

633.11 + 9 + 632.6 6+ 599.3233633.11 + 9 + 6 + 9.3233 = 633.119 693 233

Title: Anatomy of the lungs of horses

Class Number: 636.108 912 4

Analysis:

636.1 = Horses
636.101-108 = General Principles
(Add to the base number 636.10 the numbers following 636.0 in 636.01 - 636.08)
636.089 = Veterinary sciences/medicine (Anatomy is a topic of veterinary medicine) (Add to base number 636.089 the numbers following 61 in 610 - 619)
636.089 + 611.24 = 636.089 124

Synthesis:

636.089 + 611.24 = 636.089 124

7.3.3 An Example from the Humanities

Title: Photography of Hindu religious festivals

Class Number: 778.9894536

Analysis:

770 = Photography
778.9 = Photography of specific subjects (Add to the base number 778.9 the numbers following 704.94 in 704.942 - 704.949)
704.948 = Religion and religious symbols
Classification-DDC: 19th Edition

704.9489 = Other religions (Add to base number 704.9489 the numbers following 29 in 292 - 299)

294.5 = Hindu Religion

But in this example we need a number for Hindu Religious Festivals.

294.51-53 = Relationships, doctrines, public worship (Add to base number 294.5 the numbers following 291 in 291.1 - 291.3)

291.36 = Religious festivals

So we will add 36 number following 291

294.5 + 291.36
294.5 + 36 = 294.536
294.536 = Hindu religious festivals

Now we will again go back to 704.9489 to add the number following 29 in 294.536

704.9489 + 294.536
704.9489 + 4.536 = 704.948 945 36
704.948 945 36 = Art Hindu religions festivals

Now we will again go back to 778.9

Here we are told to add the number following 704.94 in 704.948 945 36

Synthesis:

778.9 + 704.948 945 36
778.9 + 8 945 36 = 778.989 4536

To sum up, multiple synthesis is simply a repeated synthesis wherein we carry out the “add to” instructions more than once. If you choose the correct base and then follow the “add to” instructions carefully, there is nothing to be afraid of in the slightly circuitous process. In tact building the correct class number by repeated synthesis gives joy and confidence.
Self-Check Exercise

Note: i) Write your answers in the space given below.
    ii) Check your answers with the answers given at the end of this Unit.

1) Classify the following titles involving multiple synthesis.
   a) Social reform movement for drug-addicts
   b) Synthesis of organo-sodium drugs
   c) Study of respiratory system in cats
   d) Administration of medical libraries
   e) Diseases of pet dogs
   f) Electrotherapy for blood diseases
   g) Debates in Indian Parliament
   h) Indian marriage law
   i) Injuries caused to tomato plants by high temperature

7.4 ORDER OF PRECEDENCE

Notwithstanding synthesis, multiple-synthesis, and indepth enumeration of multitopical subjects, it is not always possible to provide a co-extensive (covering all facets of the subject) class number for a given subject. For example, let us take a simple title “Classification in public libraries”. In the DDC the class number for library classification is 025.42, and for public libraries it is 027.4. Separate numbers exist for both but nothing can be done to combine them. One reason for such problems is that the DDC is still an enumerative classification, with the aim to broadly group documents (and to be a shelf classification). It is not a device for complete subject analysis of the documents.

Anyhow, as a practical classifier in libraries you will often find yourself face to face with such situations and problems. Inevitably in such situations we will have to take one facet/aspect and ignore the other. The problem here is which to ignore and which to consider.

Decision making in such situations depends upon many factors-. Firstly, the aspect emphasised by the author must be considered foremost. It may also depend upon the library policy. If this situation does not apply, then the general (and common sense) rule is that more specific of the two aspects is to be chosen though to know which is more specific of the two is not as easy. To help resolve such situations some guidance has been provided officially in the Editor’s Introduction to the DDC. These include providing Tables of Precedence or Precedence Notes under various entries; and some other general rules for comparing the specificity of two or more aspects.
7.4.1 Table of Precedence

Table of Precedence is a tabulated list of aspects of a subject fixing the priority of one aspect over the other. The priority may also be fixed in a note form. A Table of Precedence is officially defined as a “note stating the correct citation order under a subject that the Schedules subdivide according to more than one aspect”. For example, under:

155.42-155.45 Child psychology by specific groupings (Vol.2, p. 175) is given a table of precedence with a note observe the following table of precedence, e.g., preschool boys 155 423 (not 155.432).

| Exceptional children | 155.45 |
| By class, type, relationships | 155.44 |
| By age groups | 155.42 |
| By sex | 155.43 |

Let us take an example:

Title: Psychology of exceptional sibling children

Class Number: 155.45

This complex subject can be broken into the following viable components:

155.43 = Psychology of sibling children
155.45 = Psychology of exceptional children

Preferred Class Number will be 155.45

Since as per the above Table of Precedence 155.45, exceptional children is to be preferred over 155.44 or its derivatives, so our preferred class number will be 155.45

Similarly:

Title: Psychology of pre-school girls

Class Number: 55.423 not 155.433

Another table of precedence has been provided under: 291.61-291.64 Religious leaders and their work (Vol.2, p. 176)

291.63 = Divinely inspired persons
291.62 = Persons endowed with supernatural power
291.61 = Clergy and counselors
291.64 = Interpreters of religion

For a title:

‘Clergymen with supernatural power’

291.62(not 291.61)

Divinely inspired religious writers

291.62(not 291.64)
Again under:

362.79 (Problems of and welfare services to) other classes of young people (Vol.2, p. 476).

Here we are given the following table of precedence with a note:

“Observe the following table of precedence, e.g., adolescent male immigrants 362.799 (not 362.792 or 362.796)”

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>362.799</td>
<td>Miscellaneous classes</td>
</tr>
<tr>
<td>362.795</td>
<td>Children</td>
</tr>
<tr>
<td>362.793</td>
<td>Females</td>
</tr>
<tr>
<td>362.792</td>
<td>Males</td>
</tr>
<tr>
<td>362.796</td>
<td>Adolescents</td>
</tr>
<tr>
<td>362.796</td>
<td>Young people of various specific racial, ethnic, national groups</td>
</tr>
</tbody>
</table>

Let us take an example:

‘Welfare services to city youth males’

Here as per the above table “city youth”, falling in miscellaneous class 362.799, is to be preferred over “males” 362.792. Hence the correct number is 362.79.

Another example of the table of precedence occurs at page 1125 (Vol.2) under specific management activities 658.401-658.409.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>658.409</td>
<td>Personal aspect of management</td>
</tr>
<tr>
<td>658.407</td>
<td>Management of executive personnel</td>
</tr>
<tr>
<td>658.402</td>
<td>Internal organisation</td>
</tr>
<tr>
<td>658.406</td>
<td>Managing change</td>
</tr>
<tr>
<td>658.401</td>
<td>Planning, policy making, control</td>
</tr>
<tr>
<td>658.403</td>
<td>Decision making and information management</td>
</tr>
<tr>
<td>658.408</td>
<td>Social responsibility of management</td>
</tr>
<tr>
<td>658.404</td>
<td>Project management</td>
</tr>
</tbody>
</table>

Applying the above table

Decision making and information management for internal organisation is 658.402 (not 658.403) Policy making for project management is 658.401 (not 658.404) Examples of many more such Tables throughout the Schedule can be cited.

Self-Check Exercise

Note:  
   i) Write your answers in the space given below.
   
   ii) Check your answers with the answers given at the end of this Unit.

2) Classify the following titles by using the table of precedence.
1) Preparing luncheon for schools
2) Deportation for political offences
3) Painting of miniature portraits of women
4) Cooking lunch in schools
5) Rearing deaf boys
6) Miniature portraits of men

7.4.2 Order of Precedence Note

Instead of giving the order of precedence of topics in a tabulated form, we are given a blanket instruction to use either an earlier or a later number coming in the Schedules. These are called precedence notes and have the same purpose and effect as those of Precedence Order Tables.

Let us take some examples of both the cases.

Using Last Number

For example under “365 Penal institutions”, the instruction reads: “Unless other instructions are given, class complex subjects with aspects in two or more subdivisions of this schedule in the number coming last in the schedule.” Therefore

Examples

Maximum security military prisons (camp)
365.48 (not 365.33)

Prison discipline for political prisoners
365.643 (not 365.45)

Similarly under:
395 Etiquette (manners)
A similar note appears instructing us to use the class number coming later in the Schedules.

Examples

Etiquettes for entertainments at weddings
395.3 (not 395.22)

Table manners for people of specific ages and sex 395.54 (not 395.1)

In Table 7 “Persons under -03-08 persons by various non-occupational characteristics” appears a note: “Unless other instructions are given class complex subjects with aspects in two or more subdivisions in this table in the number coming last in the table”
Examples

Upper class retired persons
-0696 (not -0621)

Upper class middle-aged persons
-062 (not -0564)

Using the above titles in a full number:
Upper class middle-aged persons as artists
704.062 1 (not 704.056 4)

Upper class retired persons as artists
704.0696 (not 704.062 1)

Using an Earlier Number

On the other hand there are occasions in the DDC when we are asked to use the earlier number in such situations.

Examples

Under 331.3-.6 Labour Force by Personal Characteristics

The instruction reads: “Unless other instructions are given, class complex subjects with aspects in two or more sub-divisions of this schedule in the number coming first in the Schedules”.

Immigrant women labour
331.4 (not 331.62 or its subdivisions)

Middle-aged casual labour force 331.394 (not 331.544)

Self-Check Exercise

Note:  
i) Write your answers in the space given below.

ii) Check your answers with the answers given at the end of this Unit.

3) Classify the following titles using last or earlier numbers from the Schedules.

1) Educational service in adult women prisons

2) Gifted male adolescents as artists

3) Middle aged migrant workers
7.5 OTHER MEANS FOR FIXING PRIORITY OF NUMBERS

When no obvious instructions are provided under that class, then there are some general or commonsense rules, for determining the specificity of a subject. Here are some tips as given by the editors in Section 8.55 of the Editor’s Introduction. (Vol. 1, pp. xlvii-xlix)

7.5.1 By the Number of Zeros in a Class Number

There is one very interesting tip to prefer one number over the other. As per this tip, a class number without a zero is to be preferred over a class number with a zero; and similarly a class number with one zero is to be preferred over a class number with two zeros.

Examples

Social aspects of direct relief to young people

362.71 (not 362.704)

Manufacture of metallic outdoor furniture

684.18 (not 684.105)

Architecture of wooden ceilings

721.7 (not 721.044 8)

Planning and policy making in home affairs department

351.03 (not 351.007 2)

7.5.2 Preferring the Concrete over the Abstract

Examples

Curriculum for kindergarten

372.218 (not 372.19)

(Preferring concrete over the abstract)

Harvesting of China jute

633.56 (not 631.5)

Grammar of Oriya language 491.45 (not 415)

In the last two examples we have preferred material (concrete) entities over the process/operation; besides this the citation order is also the one used in these two respective classes of agriculture and language.

Self-Check Exercise

Note:  
i) Write your answers in the space given below.
   ii) Check your answers with the answers given at the end of this Unit.
4) Classify the following titles by preferring concrete over the abstract.
7.6 TABLE OF PRECEDENCE FOR STANDARD SUBDIVISIONS (TABLE 1)

Usually two standard subdivisions are not applied in succession to a class number. If a subject poses two standard subdivisions, then only one is to be applied, on a preferential basis, and the other is to be ignored. The table of precedence is prefixed to the Table 1. A brief extract is reproduced below:

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study and teaching</td>
<td>-07</td>
</tr>
<tr>
<td>Management</td>
<td>-068</td>
</tr>
<tr>
<td>Miscellany</td>
<td>-02</td>
</tr>
<tr>
<td>Organizations</td>
<td>-06</td>
</tr>
<tr>
<td>Terminology</td>
<td>-014</td>
</tr>
<tr>
<td>Dictionaries, etc.</td>
<td>-03</td>
</tr>
<tr>
<td>Serial publications</td>
<td>-05</td>
</tr>
</tbody>
</table>

If we examine, the preferential order, it becomes obvious that the facet indicator “general special” is followed by “viewpoints”, and the real form divisions come in the end. It means internal forms are to be preferred over external forms.

Let us take the example “encyclopaedia of organisations on applied psychology”. Here “Encyclopaedia” and “Organisations” both are standard subdivisions with notation -03 and -06 respectively. Therefore, only one of them is to be added. As per preferential table, “-06” is to be given preference over “-03”. Therefore, the correct class number is 158.06 and not 158.03 or any number combining the two, viz., 158.0306.
Similarly, “Directory of library schools in India” will get the class number:

020.711 54 instead of 020.255 4

Journal of terminology of science

501.4 (not 505)

Therefore, whenever there are two standard subdivisions coming together in a subject, this table must be consulted to know which of them is to be applied, and which is to be ignored.

If, however, a class number is susceptible to two standard subdivisions, such cases in the schedule have been spelled out. Such cases admitting two ss are a few, but clearly indicated. However, any standard subdivision from 01-09 may be added to the ss 04. The reasons are obvious 04 is not a ss in the real sense.

7.7 SUMMARY

In this Unit you have been introduced to the process of multiple synthesis and the order of precedence in the number building process in the DDC. The examples given and explained in various sections of this Unit will clearly demonstrate the use of multiple synthesis for classification of complex subjects. The main points are:

1) The term multiple synthesis has not been formally used in the DDC. We may define it as the process of number building through the addition of two or more facets or aspects one after another to the same base number by repeated add-to instructions.

2) There are many situations and provisions in the DDC where you will have to use the “add-to” operation more than once on the same base number.

3) In classifying complex subjects, the main problem is the identification of the base number and deciding the sequence of various aspects or facets, which may go with the base number.

4) The formula may be: entity/operation/agent.

5) The order of precedence means fixing the priority number in case there is a choice between two or more class numbers. Generally we have to prefer the more specific of the two numbers. The choice may also depend upon author’s emphasis.

6) The table of precedence in a tabular form gives us guidance in preferring one number over the other. It is a list of classes in preferred order.

7) In a precedence note we are directed either to use the number coming earlier or latter in a schedule. We are also advised to prefer a number without a zero over the one having a zero; a number with one zero is preferred over a number having two zeros.

8) If no clear guidance is available, we have to prefer the more specifics of the two numbers, though at times it may not be easy to compare the specificity of two numbers. In such cases we have to prefer the concrete over the abstract; the whole over the part; and the entity over the process.
### 7.8 ANSWERS TO SELF CHECK EXERCISES

1) 362.293 524.

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>362.293</td>
<td>Drug addiction (Add as instructed under 362 - 363)</td>
</tr>
<tr>
<td>5</td>
<td>Social action (As given in the special table in 362 - 363 with an instruction) (Add to 5 the numbers following 361 in 361.2 - 361.8)</td>
</tr>
<tr>
<td>361.24</td>
<td>Reform movements</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
\begin{align*}
362.293 + 5 + 361.24 &= 362.293 + 5 + 24 = 362.293 524
\end{align*}
\]

2) 615.315 382

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>615.3</td>
<td>Organic drugs</td>
</tr>
<tr>
<td>615.3.1</td>
<td>Synthetic drugs</td>
</tr>
<tr>
<td></td>
<td>(Add to base number 615.31 the numbers following 547.0 in 547.01 - 547.08)</td>
</tr>
<tr>
<td>547.053 -.056</td>
<td>Specific Organo metallic compounds</td>
</tr>
<tr>
<td></td>
<td>(Add to base number 547.05 the numbers following 546 in 546.38 - 546.68)</td>
</tr>
<tr>
<td>546.382</td>
<td>Sodium</td>
</tr>
</tbody>
</table>

**Synthesis:**

\[
\begin{align*}
615.31 + 547.05 + 546.382 &= 615.315 382
\end{align*}
\]

3) 636.808 912

**Analysis:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>636.8</td>
<td>Cats</td>
</tr>
<tr>
<td>636.801 .808</td>
<td>General principles (Add to base number 636.80 the numbers following 636.0 in 636.01 - 636.08)</td>
</tr>
<tr>
<td>636.089</td>
<td>Veterinary sciences/medicine (Add to base number 636.089 the numbers following 61 in 610 - 619)</td>
</tr>
<tr>
<td>612.2</td>
<td>Respiratory organs</td>
</tr>
</tbody>
</table>
4) 025.196 61

Analysis:
- 025 = Library operation
- 025.19 = Administration of specific types of libraries
  (Add to base number 025.19 the numbers following 02 in 026 - 027)
- 026 = Libraries devoted to various specific disciplines and subjects
  (Add 001 - 999 to base number 026)
- 610 = Medicine

Synthesis:
025.19 + 026 + 610
025.19 + 6 + 61 = 025.196 61

5) 636.708 96

Analysis:
- 636.7 = Dogs
- 636.701-708 = General principles (Add to base number 636.70 the numbers following 636.0 in 636.01 - 636.08)
- 636.089 = Veterinary sciences/medicine (Add to base number 636.089 the numbers following 61 in 610 - 619)
- 616 = Diseases

Synthesis:
636.70 + 636.089 + 616
636.70 + 89 + 61 = 636.708 96

6) 616.150 645

Analysis:
- 616.15 = Diseases of blood (Add as instructed under 616.1 - 616.9)
- 616.1-616.9 = Specific diseases
- 062-069 = Other therapies (Listed under specific disease 616.1 - 616.9 with an instruction) (Add to 06 the numbers following 615.8 in 615.82 - 615.89)
- 615.845 = Electrotherapy

Synthesis:
616.15 + 06 + 615.845
616.15 + 06 + 45 = 616.150645
7) 328.540 2

**Analysis:**

- 328 = Legislation
- 328.4-9 = Legislative branch of specific jurisdiction in modern world (Add “Areas” notation 4-9 from Table 2 to base number 328, then add further from the special table given) then add further from the special table given)
- 54(Table 2) = India
- 02 = Debates (Listed under special table in 328.4 - .9)

**Synthesis:**

328+ -58+02=328.540 2

8) 346.540 16

**Analysis:**

- 346 = Private law
- 346.3-9 = Specific jurisdiction (Add “Areas” notation 3-9 Table 2 to base number 346 then to the result add the numbers following 346 in 346.001-346.096
- 54(Table 2) = India
- 346.016 = Marriage law

**Synthesis:**

364+-54+346.016

9) 635.642 912

**Analysis:**

- 635.642 = Tomatoes  
  (Add as instructed under 633 - 635)
- 633 - 635 = Specific plant crops  
  (Add to the notation for each term identified by *.)
- 9 = Injuries (Listed under 633 - 635)  
  (Add to 9 the number following 632 in 632.1 - 632.9)
- 632.12 = Injuries caused by high temperatures and drought

**Synthesis:**

635.642 + 9 + 632.12

635.642 + 9 +12 = 635.642 912
2) 1) 641.571 *(not 641.53)*
   2) 364.68 *(not 364.131)*
   3) 757.7 *(not 757A)*
   4) 641.571 *(not 641.53)*
   5) 649.1512 *(not 649.132)*
   6) 757.7 *(not 757.3)*
3) 1) 365.66 *(not 365.43)*
   2) 704.082 *(not 704.055 or 704.041)*
   3) 331.52 *(not 331.62)*
   4) 331.394 *(not 331.544)*
4) 1) 338.1 *(not 338.06)*
   2) 362.74 *(not 362.704 2)*
   3) 375.9 *(not 375.006)*
   4) 686.232 *(not 686.230 42)*
   5) 684.13 *(not 684.105)*
   6) 546.442 *(not 541.242)*
   7) 636.11 *(not 636.082)*
   8) 633.56 *(not 632.4)*
   9) 891.3
10) 685.363 *(not 685.3104)*
11) 371.12 *(not 371.02)*

### 7.9 KEYWORDS

**Complex Subjects**: A subject with multiple aspects. All class numbers obtained through synthesis are of complex subjects. The DDC is still not able to provide complete (co-extensive) class numbers for many complex subjects, so one has to rely on the order of precedence of characteristics to avoid cross classification. (The term multiple synthesis has not been formally used in the DDC).

**Cross Classification**: Situations in the classification of complex subjects having inconsistency in the use of precedence of characteristics. For example, in classifying “*storing of China jute*” one classifies in storing; and the other may put it under China jute.

**Order of Precedence Table/Note**: A table or note fixing the priority in case of a choice between two or more aspects of a subject. This instruction may be in a tabulated or note form.
7.10 REFERENCES AND FURTHER READING


