

# Introduction to the Dewey Decimal Classification

## About the Introduction

- 1.1 This Introduction explains the basic principles and structure of the Dewey Decimal Classification (DDC) system.
- 1.2 The Introduction is intended to be used in conjunction with the Glossary and the Manual. The Glossary defines terms used in the Introduction and elsewhere in the Classification. The Manual offers advice on classifying in difficult areas, and explains how to choose between related numbers.

## Classification: What It Is and What It Does

- 2.1 *Classification* provides a system for organizing knowledge. Classification may be used to organize knowledge represented in any form, e.g., books, documents, electronic resources.
- 2.2 *Notation* is the system of symbols used to represent the classes in a classification system. In the Dewey Decimal Classification, the notation is expressed in Arabic numerals. The notation gives both the unique meaning of the class and its relation to other classes. The notation provides a universal language to identify the class and related classes, regardless of the fact that different words or languages may be used to describe the class.

## History, Current Use, and Development of the Dewey Decimal Classification

- 3.1 The Dewey Decimal Classification—conceived by Melvil Dewey in 1873 and first published in 1876—is a general knowledge organization tool that is continuously revised to keep pace with knowledge. The system is further extended through number building, interoperable translations, association with categorized content, and mappings to other subject schemes.
- 3.2 The DDC is published in full and abridged editions by OCLC Online Computer Library Center, Inc. The abridged edition is a logical truncation of the notational and structural hierarchy of the corresponding full edition on which it is based, and is intended for general collections of 20,000 titles or less. Both editions are issued in print and electronic versions; the electronic versions are updated frequently and contain additional index entries and mapped vocabulary. OCLC owns all copyright rights in the Dewey Decimal Classification, and licenses the system for a variety of uses.
- 3.3 The DDC is the most widely used classification system in the world. Libraries in more than 138 countries use the DDC to organize and provide access to their collections, and DDC numbers are featured in the national bibliographies

of more than sixty countries. Libraries of every type apply Dewey numbers on a daily basis and share these numbers through a variety of means (including WorldCat). Dewey is also used in a variety of applications on the web in support of categorization, browsing, and retrieval.

- 3.4 The DDC has been translated into over thirty languages. Since 1988, authorized translations of the full and abridged editions of the DDC have been published or are under way in Arabic, French, German, Greek, Hebrew, Icelandic, Indonesian, Italian, Norwegian, Russian, Spanish, Swedish, Turkish, and Vietnamese. The DDC Summaries, the top three levels of the Dewey Decimal Classification system, have been translated into Afrikaans, Arabic, Chinese, Czech, French, German, Hebrew, Italian, Norwegian, Portuguese, Russian, Scots Gaelic, Spanish, Swedish, and Vietnamese.
- 3.5 One of Dewey's great strengths is that the system is developed and maintained in a national bibliographic agency, the Library of Congress. The Dewey editorial office is located in the Dewey Section of the Library of Congress, where classification specialists annually assign over 60,000 DDC numbers to records for works cataloged by the Library. Having the editorial office within the Dewey Section enables the editors to detect trends in the literature that must be incorporated into the Classification. The editors prepare proposed schedule revisions and expansions, and forward the proposals to the Decimal Classification Editorial Policy Committee (EPC) for review and recommended action.
- 3.6 EPC is a ten-member international board whose main function is to advise the editors and OCLC on matters relating to changes, innovations, and the general development of the Classification. EPC represents the interests of DDC users; its members come from national, public, school, and academic libraries, and from library schools.

## Overview of the Dewey Decimal Classification

### CONCEPTUAL FRAMEWORK

- 4.1 The DDC is built on sound principles that make it ideal as a general knowledge organization tool: meaningful notation in universally recognized Arabic numerals, well-defined categories, well-developed hierarchies, and a rich network of relationships among topics. In the DDC, basic classes are organized by disciplines or fields of study. At the broadest level, the DDC is divided into ten *main classes*, which together cover the entire world of knowledge. Each main class is further divided into ten *divisions*, and each division into ten *sections* (not all the numbers for the divisions and sections have been used).
- 4.2 The main structure of the DDC is presented in the *DDC Summaries* preceding the schedules. The *first summary* contains the ten main classes. The *second summary* contains the hundred divisions. The *third summary* contains the thousand sections. The headings associated with the numbers in the summaries have been edited for browsing purposes, and do not necessarily match the complete headings found in the schedules.

- 4.3 The ten main classes are:
- |     |   |
|-----|---|
| 000 | Computer science, information & general works |
| 100 | Philosophy & psychology                       |
| 200 | Religion                                      |
| 300 | Social sciences                               |
| 400 | Language                                      |
| 500 | Science                                       |
| 600 | Technology                                    |
| 700 | Arts & recreation                             |
| 800 | Literature                                    |
| 900 | History & geography                           |
- 4.4 Class 000 is the most general class, and is used for works not limited to any one specific discipline, e.g., encyclopedias, newspapers, general periodicals. This class is also used for certain specialized disciplines that deal with knowledge and information, e.g., computer science, library and information science, journalism. Each of the other main classes (100–900) comprises a major discipline or group of related disciplines.
- 4.5 Class 100 covers philosophy, parapsychology and occultism, and psychology.
- 4.6 Class 200 is devoted to religion.
- 4.7 Class 300 covers the social sciences. Class 300 includes sociology, anthropology, statistics, political science, economics, law, public administration, social problems and services, education, commerce, communications, transportation, and customs.
- 4.8 Class 400 comprises language, linguistics, and specific languages. Literature, which is arranged by language, is found in 800.
- 4.9 Class 500 is devoted to the natural sciences and mathematics.
- 4.10 Class 600 is technology.
- 4.11 Class 700 covers the arts: art in general, fine and decorative arts, music, and the performing arts. Recreation, including sports and games, is also classed in 700.
- 4.12 Class 800 covers literature, and includes rhetoric, prose, poetry, drama, etc. Folk literature is classed with customs in 300.
- 4.13 Class 900 is devoted primarily to history and geography. A history of a specific subject is classed with the subject.
- 4.14 Since the parts of the DDC are arranged by discipline, not subject, a subject may appear in more than one class. For example, “clothing” has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.9 as part of the discipline of psychology; customs associated with clothing belong in 391 as part of the discipline of customs; clothing in the sense of fashion design belongs in 746.9 as part of the discipline of the arts.

**NOTATION**

- 4.15 Arabic numerals are used to represent each class in the DDC. The first digit in each three-digit number represents the main class. For example, 500 represents science. The second digit in each three-digit number indicates the division. For example, 500 is used for general works on the sciences, 510 for mathematics, 520 for astronomy, 530 for physics. The third digit in each three-digit number indicates the section. Thus, 530 is used for general works on physics, 531 for classical mechanics, 532 for fluid mechanics, 533 for gas mechanics. The DDC uses the convention that no number should have fewer than three digits; zeros are used to fill out numbers.
- 4.16 A *decimal point*, or dot, follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed. The dot is not a decimal point in the mathematical sense, but a psychological pause to break the monotony of numerical digits and to ease the transcription and copying of the class number. A number should never end in a 0 anywhere to the right of the decimal point.

**PRINCIPLE OF HIERARCHY**

- 4.17 *Hierarchy* in the DDC is expressed through structure and notation.
- 4.18 *Structural hierarchy* means that all topics (aside from the ten main classes) are part of all the broader topics above them. The corollary is also true: whatever is true of the whole is true of the parts. This important concept is called *hierarchical force*. Certain notes regarding the nature of a class hold true for all the subordinate classes, including logically subordinate topics classed at coordinate numbers. (For a discussion of notes with hierarchical force, see paragraphs 7.10–7.16 and 7.18–7.20.)
- Because of the principle of hierarchical force, hierarchical notes are usually given only once—at the highest level of application. For example, the scope note at 700 applies to 730, to 737, and to 737.4. The words “Description, critical appraisal . . .” found in the scope note at 700 also govern the critical appraisal of coins in 737.4 Coins. In order to understand the structural hierarchy, the classifier must read up and down the schedules (and remember to turn the page).
- 4.19 *Notational hierarchy* is expressed by length of notation. Numbers at any given level are usually *subordinate* to a class whose notation is one digit shorter; *coordinate* with a class whose notation has the same number of significant digits; and *superordinate* to a class with numbers one or more digits longer. The underlined digits in the following example demonstrate this notational hierarchy:

<u>6</u> 00	Technology (Applied sciences)
<u>63</u> 0	Agriculture and related technologies
<u>636</u>	Animal husbandry
<u>636.7</u>	Dogs
<u>636.8</u>	Cats

“Dogs” and “Cats” are more specific than (i.e., are subordinate to) “Animal husbandry”; they are equally specific as (i.e., are coordinate with) each other; and “Animal husbandry” is less specific than (i.e., is superordinate to) “Dogs” and “Cats.”

- 4.20 Sometimes, other devices must be used to express hierarchy when it is not possible or desirable to do so through the notation. A see reference leads the classifier to subdivisions of a subject located outside the notational hierarchy. A centered entry (so called because its numbers, heading, and notes appear in the center of the page) constitutes a major departure from notational hierarchy. A centered entry is used to indicate and relate structurally a span of numbers that together form a single concept for which there is no specific hierarchical notation available. In the DDC, centered entries are always flagged typographically by the symbol > in the number column.

## Classifying with the DDC

- 5.1 Classifying a work with the DDC requires determining the subject, the disciplinary focus, and, if applicable, the approach or form. (For a discussion of approach or form, see paragraph 8.3.)

### DETERMINING THE SUBJECT OF A WORK

- 5.2 Classifying a work properly depends first upon determining the subject of the work in hand. A key element in determining the subject is the author’s intent.
- (A) The title is often a clue to the subject, but should never be the sole source of analysis. For example, *Opera* could be the title of a work on the familiar dramatic musical art form or on the web browser Opera. Likewise, a title with specific terms that are subdivisions of a field may in fact use such terms symbolically to represent the broader topic. For example, titles containing terms like chromosomes, DNA, double helix, genes, and genomes may use these terms symbolically to represent the whole subject of biochemical genetics.
  - (B) The table of contents may list the main topics discussed. Chapter headings may substitute for the absence of a table of contents. Chapter sub-headings often prove useful.
  - (C) The preface or introduction usually states the author’s purpose. If a foreword is provided, it often indicates the subject of the work and suggests the place of the work in the development of thought on the subject. The book jacket or accompanying material may include a summary of the subject content.
  - (D) A scan of the text itself may provide further guidance or confirm preliminary subject analysis.
  - (E) Bibliographical references and index entries are sources of subject information.

- (F) Cataloging copy from centralized cataloging services is often helpful by providing subject headings, classification numbers, and notes. Such copy appears in online services, and on the verso of the title page of many books as part of Cataloging-in-Publication (CIP) data. Data from these sources should be verified with the book in hand, since the cataloging record is based on prepublication information.
- (G) Occasionally, consultation of outside sources such as reviews, reference works, and subject experts may be required to determine the subject of the work.

#### **DETERMINING THE DISCIPLINE OF A WORK**

- 5.3 After determining the subject, the classifier must then select the proper discipline, or field of study, of the work.
- 5.4 The guiding principle of the DDC is that a work is classed in the discipline for which it is intended, rather than the discipline from which the work derives. This enables works that are used together to be found together. For example, a general work by a zoologist on agricultural pest control should be classed in agriculture, not zoology, along with other works on agricultural pest control.
- 5.5 Once the subject has been determined, and information on the discipline has been found, the classifier will turn to the schedules. The summaries are a good means of mental navigation. The headings and notes in the schedules themselves and the Manual provide much guidance. The Relative Index may help by suggesting the disciplines in which a subject is normally treated. (For a discussion of the summaries, see paragraph 7.1; for a discussion of the Manual, see paragraphs 10.1–10.6; for a discussion of the Relative Index, see paragraphs 11.1–11.15.)
- 5.6 If the Relative Index is used, the classifier must still rely on the structure of the Classification and various aids throughout to arrive at the proper place to classify a work. Even the most promising Relative Index citations must be verified in the schedules; the schedules are the only place where all the information about coverage and use of the numbers may be found.

#### **MORE THAN ONE SUBJECT IN THE SAME DISCIPLINE**

- 5.7 A work may include multiple subjects treated separately or in relation to one another from the viewpoint of a single discipline. Use the following guidelines in determining the best placement for the work:
  - (A) Class a work dealing with interrelated subjects with the subject that is being acted upon. This is called the *rule of application*, and takes precedence over any other rule. For instance, class an analytical work dealing with Shakespeare's influence on Keats with Keats. Similarly, class a work on the influence of the Great Depression on 20th century American art with American art.
  - (B) Class a work on two subjects with the subject receiving fuller treatment.

- (C) If two subjects receive equal treatment, and are not used to introduce or explain one another, class the work with the subject whose number comes first in the DDC schedules. This is called the *first-of-two rule*. For example, a history dealing equally with the United States and Japan, in which the United States is discussed first and is given first in the title, is classed with the history of Japan because 952 Japan precedes 973 United States.

Sometimes, specific instructions are given to use numbers that do not come first in the schedules. For example, at 598, the note “class comprehensive works on warm-blooded vertebrates in 599” tells the classifier to ignore the first-of-two rule and class a work on birds (598) and mammals (599) in 599, which is the comprehensive number for warm-blooded vertebrates.

Also disregard the first-of-two rule when the two topics are the two major subdivisions of a subject. For example, primary forms of energy (333.792) and secondary forms of energy (333.793) taken together constitute most of 333.79 Energy. Works covering both of these topics are classed in 333.79 (not 333.792).

(For a discussion of comprehensive numbers, see paragraphs 7.16 and 7.18–7.19.)

- (D) Class a work on three or more subjects that are all subdivisions of a broader subject in the first higher number that includes them all (unless one subject is treated more fully than the others). This is called the *rule of three*. For example, a history of Portugal (946.9), Sweden (948.5), and Greece (949.5) is classed with the history of Europe (940).
- (E) Subdivisions beginning with zero should be avoided if there is a choice between 0 and 1–9 at the same point in the hierarchy of the notation. Similarly, subdivisions beginning with 00 should be avoided when there is a choice between 00 and 0. This is called the *rule of zero*.

### MORE THAN ONE DISCIPLINE

5.8 Treating a subject from the point of view of more than one discipline is different from treating several subjects in one discipline. Use the following guidelines in determining the best placement for the work:

- (A) Use the *interdisciplinary number* provided in the schedules or Relative Index if one is given. An important consideration in using such an interdisciplinary number is that the work must contain significant material on the discipline in which the interdisciplinary number is found. For example, 305.231 (a sociology number) is provided for interdisciplinary works on child development. However, if a work that is interdisciplinary with respect to child development gives little emphasis to social development and a great deal of emphasis to the psychological and physical development of the child (155.4 and 612.6, respectively), class it in 155.4 (the first number in the schedules of the next two obvious choices). In

short, interdisciplinary numbers are not absolute; they are to be used only when applicable. (For a discussion of interdisciplinary numbers, see paragraphs 7.16, 7.18–7.19, and 11.8–11.9.)

- (B) Class works not given an interdisciplinary number in the discipline given the fullest treatment in the work. For example, a work dealing with both the scientific and the engineering principles of electrodynamics is classed in 537.6 if the engineering aspects are introduced primarily for illustrative purposes, but in 621.31 if the basic scientific theories are only preliminary to the author's exposition of engineering principles and practices.
- (C) When classifying interdisciplinary works, do not overlook the possibilities of main class 000 Computer science, information & general works, e.g., 080 for a collection of interviews of famous people from various disciplines.

Any other situation is treated in the same fashion as those found in the instructions at More Than One Subject in the Same Discipline (paragraph 5.7).

#### **TABLE OF LAST RESORT**

- 5.9 When several numbers have been found for the work in hand, and each seems as good as the next, the following table of last resort (in order of preference) may be used as a guideline in the absence of any other rule:

Table of last resort

- (1) Kinds of things
- (2) Parts of things
- (3) Materials from which things, kinds, or parts are made
- (4) Properties of things, kinds, parts, or materials
- (5) Processes within things, kinds, parts, or materials
- (6) Operations upon things, kinds, parts, or materials
- (7) Instrumentalities for performing such operations

- 5.10 Do not apply this table or any other guideline if it appears to disregard the author's intention and emphasis.

### **How Abridged Edition 15 Is Arranged**

- 6.1 Abridged Edition 15 is composed of ten major parts:
- (A) New Features in Abridged Edition 15: A brief explanation of the special features and changes in Abridged Edition 15
  - (B) Introduction: A description of the DDC and how to use it
  - (C) Glossary: Short definitions of terms used in the DDC
  - (D) Index to the Introduction and Glossary
  - (E) Manual: A guide to the use of the DDC that is made up primarily of extended discussions of problem areas in the application of the DDC.



Information in the Manual is arranged by the numbers in the tables and schedules

- (F) Lists that compare Abridged Editions 14 and 15: Relocations and Discontinuations, and Reused Numbers
- (G) Tables: Four numbered tables of notation that can be added to class numbers to provide greater specificity
- (H) DDC Summaries: The top three levels of the DDC
- (I) Schedules: The organization of knowledge from 000–999
- (J) Relative Index: An alphabetical list of subjects with the disciplines in which they are treated subarranged alphabetically under each entry

## Key Features of the Schedules and Tables

### SUMMARIES

- 7.1 *Summaries* provide an overview of the structure of classes. Two types of summaries appear in the DDC:
- (A) DDC Summaries, the summaries of the top three levels of the DDC, are found in front of the schedules in volume 2. (For a discussion of DDC Summaries, see paragraphs 4.2–4.13.)
  - (B) Single-level summaries in the schedules and tables provide an overview of classes with subdivisions that cover more than three pages. For example, 380 Commerce, communications, transportation has the following summary:

#### SUMMARY

<b>381</b>	<b>Commerce (Trade)</b>
<b>382</b>	<b>International commerce (Foreign trade)</b>
<b>383</b>	<b>Postal communication</b>
<b>384</b>	<b>Communications</b>
<b>385</b>	<b>Railroad transportation</b>
<b>386</b>	<b>Inland waterway and ferry transportation</b>
<b>387</b>	<b>Water, air, space transportation</b>
<b>388</b>	<b>Transportation</b>
<b>389</b>	<b>Metrology and standardization</b>

### ENTRIES

- 7.2 Entries in the schedules and tables are composed of a DDC number in the number column (the column at the left margin), a heading describing the class that the number represents, and often one or more notes. DDC numbers are listed in groups of three digits for ease of reading and copying. All entries (numbers, headings, and notes) should be read in the context of the hierarchy. (For a discussion of the principle of hierarchy, see paragraphs 4.17–4.20.)
- 7.3 The first three digits of schedule numbers (main classes, divisions, sections) appear only once in the number column, when first used. They are repeated at

the top of each page where their subdivisions continue. Subordinate numbers appear in the number column, beginning with a decimal point, with the initial three digits understood.

- 7.4 Table numbers are given in full in the number column of the tables, and are never used alone. There are four numbered tables in Abridged Edition 15:

T1	Standard Subdivisions
T2	Geographic Areas, and Biography
T3	Subdivisions for Individual Literatures, for Specific Literary Forms
T4	Subdivisions of Individual Languages and Language Families

Except for notation from Table 1 (which may be added to any number unless there is an instruction in the schedules or tables to the contrary), table notation may be added only as instructed in the schedules and tables. (For a detailed discussion of the use of the four tables, see paragraphs 8.3–8.16.)

- 7.5 Some numbers in the schedules and tables are enclosed in parentheses or square brackets. Numbers and notes in parentheses provide options to standard practice. Numbers in square brackets represent topics that have been relocated or discontinued, or are unassigned. Square brackets are also used for standard subdivision concepts that are represented in another location. Bracketed numbers should never be used. (For a discussion of options, see paragraphs 12.1–12.7; for a discussion of relocations and discontinuations, see paragraphs 7.22–7.23; for a discussion of bracketed standard subdivisions, see paragraph 7.24.)

- 7.6 Standard subdivisions are also bracketed under a *hook number*, that is, a number that has no meaning in itself, but is used to introduce specific examples of a topic. Hook numbers have headings that begin with “Miscellaneous,” “Other,” or “Specific”; and do not contain add notes, including notes, or class-here notes. For example:

573.9	Miscellaneous systems and organs in animals, regional histology and physiology in animals
[.901–.909]	Standard subdivisions
	Do not use; class in 571.101–571.109

**NOTES**

- 7.7 Notes are important because they supply information that is not obvious in the notational hierarchy or in the heading with regard to order, structure, subordination, and other matters. Notes may appear in the record for a number or a span of numbers. Notes may also appear at the beginning of a table. Footnotes are used for instructions that apply to multiple subdivisions of a class, or to a topic within a class. Individual entries in the Manual are also considered notes.

- 7.8 Notes in the schedules and tables generally appear in the following order: revision, former-heading, definition, number-built, standard-subdivisions-are added, variant-name, scope, including, class-here, arrange, add (including sub-

divisions-are-added), preference, class-elsewhere, see-reference, see-also reference, see-Manual, option, discontinued, and relocation notes.

- 7.9 The notes below do the following: (A) describe what is found in the class and its subdivisions; (B) identify topics in *standing room*, i.e., topics with insufficient literature to have their own number; (C) describe what is found in other classes; and (D) explain changes in the schedules and tables. Other notes are described in the sections on number building (paragraphs 8.1–8.20), citation and preference order (paragraphs 9.1–9.5), the Manual (paragraphs 10.1–10.6), and options (paragraphs 12.1–12.5).

*Notes in categories (A) and (C) have hierarchical force (i.e., are applicable to all the subdivisions of a particular number). Those in category (B) do not have hierarchical force.*

**(A) Notes That Describe What Is Found in a Class**

- 7.10 *Definition notes* indicate the meaning of a term in the heading. For example:

364 Criminology  
    Crime and its alleviation

- 7.11 *Scope notes* indicate whether the meaning of the number is narrower or broader than is apparent from the heading. For example:

700 The arts  
    Description, critical appraisal, techniques, procedures, apparatus,  
    equipment, materials of the fine, decorative, literary, performing,  
    recreational arts

- 7.12 *Number-built notes* identify and explain the source of built numbers included in the schedules and tables. Built numbers are occasionally included in the schedules or tables to provide additional information or to indicate exceptions to regular add instructions. For example:

822 English drama  
    Number built according to instructions under 821–828 and at  
    beginning of Table 3

- 7.13 *Former-heading notes* are given only when the heading associated with a class number in the previous edition has been altered to such a degree that the new heading bears little or no resemblance to the previous heading, even though the meaning of the number has remained substantially the same. For example:

004.16       \*Personal computers  
    Former heading: Microcomputers

- 7.14 *Variant-name notes* are used for synonyms or near synonyms. For example:

001.942 Unidentified flying objects (UFOs)

Variant name: flying saucers

7.15 *Class-here notes* list major topics in a class. These topics may be broader or narrower than the heading, overlap it, or define another way of looking at essentially the same material. Topics in class-here notes are considered to *approximate the whole* of the class. For example:

371.04 Alternative schools

Class here experimental schools, free schools

*Standard subdivisions may be added for any topic in a class-here note.* (For a detailed discussion of the use of standard subdivisions for concepts that approximate the whole of a class, see paragraphs 8.3–8.11 and the beginning of Table 1.)

7.16 Class-here notes are also used to indicate where interdisciplinary and comprehensive works are classed. *Interdisciplinary works* treat a subject from the perspective of more than one discipline. For example:

391 Costume and personal appearance

Class here interdisciplinary works on costume, clothing (apparel, garments), fashion; casual wear (sportswear)

*Comprehensive works* treat a subject from various points of view within a single discipline. Comprehensive works may be stated or implied in a class-here note. For example:

612 Human physiology

Class here comprehensive works on human anatomy and physiology (stated)

—76 South central United States

Class here Gulf Coast states, Old Southwest (implied)

**(B) Including Notes (Notes That Identify Topics in Standing Room)**

7.17 *Including notes* identify topics that have “standing room” in the number where the note is found. Standing room numbers provide a location for topics with relatively few works written about them, but whose literature may grow in the future, at which time they may be assigned their own number. For example:

362.16 Extended care medical facilities

Including convalescent homes, sanatoriums for people suffering from chronic diseases

Including notes may also contain topics from subclasses in the full edition that are not part in the notational framework of the abridged edition. For example:

534 Sound and related vibrations

Including generation of sound, transmission of sound, characteristics of sound

The topics in the including note under 534 in the abridged edition are drawn from subclasses of 534 found only in the full edition: 534.1 Generation of sound, 534.2 Transmission of sound, and 534.3 Characteristics of sound.

*Standard subdivisions cannot be added for topics in standing room, nor are other number-building techniques allowed.*

**(C) Notes That Describe What Is Found in Other Classes**

7.18 *Class-elsewhere notes* lead the classifier to interrelated topics, or distinguish among numbers in the same notational hierarchy. They are used to show preference order, to lead to the comprehensive or interdisciplinary number, to override the first-of-two rule, or to lead to broader or narrower topics in the same hierarchical array that might otherwise be overlooked. They may point to a specific number, or to a concept scattered throughout the schedules. All notes that begin with the word “class” are class-elsewhere notes, except when they begin with “class here.” For example:

641.7 Specific cooking processes and techniques

Class specific processes applied to specific materials in 641.6; class specific processes applied to specific kinds of dishes, preparing beverages in 641.8

370.15 Educational psychology

Class behavior modification methods of instruction in 371.39; class interdisciplinary works on psychology in 150. Class psychology of a specific topic in education with the topic, plus notation 01 from Table 1, e.g., psychology of special education 371.901

155.4 Child psychology

Class national psychology of children in 155.4093–155.4099; class general topics applied to children by specific attributes in 155.42–155.45; class socialization in 303.3; class interdisciplinary works on child development in 305.231

7.19 *See references* lead from a stated or implied comprehensive number for a concept to the component (subordinate) parts of that concept in a different notational hierarchy. See references also lead from the interdisciplinary number for a concept to treatment of the concept in other disciplines. A see reference may point to a specific number, or to a concept scattered throughout the schedules. Each see reference begins with the word “For” and appears in italics. For example:

577.7 Marine ecology  
Class here saltwater ecology  
*For salt lake ecology, freshwater lagoons, see 577.63;  
for saltwater wetland and seashore ecology, see 577.69*

305.4 Women  
Class here interdisciplinary works on women, on females  
*For a specific aspect of women not provided for here,  
see the aspect, e.g., women's suffrage 324.6, legal status  
of women 346.01*

Throughout Table 2, see references (often in footnote form) lead from the implied comprehensive number for a jurisdiction, region, or feature to its subordinate parts in other classes. For example:

—417 Republic of Ireland (Eire)  
Class here \*Shannon River

\*For a specific part of this jurisdiction, region, or feature, see the part and follow instructions under —4–9

7.20 *See-also references* lead the classifier to related topics. They are reminders that minor differences in wording and context can imply differences in classification. Each see-also reference appears in italics. For example:

599.65 Deer  
Including chital, muntjacs; *Odocoileus*; white-tailed (Virginia) deer; mule deer; *Cervus*; fallow deer; elk (moose); caribou (reindeer); roe deer  
*See also 599.63 for mouse deer*

**(D) Notes That Explain Changes or Irregularities in the Schedules and Tables**

7.21 *Revision notes* warn users that there have been changes in the subdivisions of a class since the previous edition. A *new schedule*, *complete revision*, or *extensive revision* is always introduced by a revision note that appears first under the heading of the class affected. (There are no new schedule, complete revision, or extensive revision notes in Abridged Edition 15.)

7.22 *Discontinued notes* indicate that all or part of the contents of a number have been moved to a more general number in the same hierarchy, or have been dropped entirely. For example:

354[.2] General considerations of administration  
Number discontinued; class in 354

748.2 Blown, cast, decorated, fashioned, molded, pressed glass

Use of this number for glassware discontinued; class in 748

7.23 *Relocation notes* state that all or part of the contents of a number have been moved to a different number. For example:

[018] Catalogs arranged by author, main entry, date, or register number

Relocated to 017

398 Folklore

Interdisciplinary works on chapbooks relocated to 002

The former number is usually given at the new number, either in the heading or in the appropriate note. For example:

002 The book

Including interdisciplinary works on chapbooks [*formerly* 398]

017 General bibliographies and catalogs of works held in specific collections or offered for sale

Class here catalogs arranged by author, main entry, date, or register number [*formerly* 018], ...

7.24 *Do-not-use notes* instruct the classifier not to use all or part of the regular standard subdivision notation, but instead to use a special provision or standard subdivision notation at a broader number. When the whole standard subdivision is removed from use, the note appears under a bracketed standard subdivision; when only part of the standard subdivision is *displaced*, the part displaced is specified. For example:

259[.09] History, geographic treatment, biography

Do not use; class in 253.09

337.109 History and biography

Do not use for geographic treatment; class in 337.1

## Number Building

8.1 The classifier will often find that to arrive at a precise number for a work it is necessary to build or synthesize a number that is not specifically listed in the schedules. Such *built numbers* allow for greater depth of content analysis. They are used only when instructions in the schedules make them possible (except for standard subdivisions, which are discussed in paragraphs 8.3–8.11). Number building begins with a base number (always stated in the instruction note) to which another number or notation is added.

8.2 There are four sources of notation for building numbers: (A) Table 1 Standard Subdivisions; (B) Tables 2–4; (C) other parts of the schedules; and (D) add tables in the schedules.

**(A) Adding Standard Subdivisions from Table 1**

8.3 A *standard subdivision* represents a recurring physical form (such as a dictionary, periodical, or index) or approach (such as history or research) and thus is applicable to any subject or discipline that covers or approximates the whole of the meaning of the number. Here are a few examples with the standard subdivision concept underlined (in some cases an extra 0 precedes the standard subdivision according to instructions found in the schedules):

150.1	<u>Philosophy and theory</u> of psychology
230.003	<u>Dictionary</u> of Christianity
340.025	<u>Directory</u> of lawyers
405	<u>Periodical</u> on language
507.8	<u>Use of apparatus and equipment in the study and teaching</u> of science, e.g., science fair projects
624.0285	<u>Computer applications</u> in civil engineering
796.812092	<u>Biography</u> of a wrestler
808.0071	<u>Teaching</u> of rhetoric

Further instructions on using Table 1 are found at the beginning of Table 1. See also Manual notes on selected standard subdivisions.

8.4 Standard subdivisions are not usually listed in the schedules except where needed to fill out three-digit numbers, e.g., 605 Serial publications, and in a few other instances. Standard subdivisions may be listed in the schedules when the subdivisions have extended or narrowed meanings. For example:

580.75	Museum activities and services	<i>(extended meaning)</i>
	Including preserving botanical specimens	
390.088	[Customs of] Religious groups	<i>(narrowed meaning)</i>
	Do not use for occupational groups; class in 390	

Standard subdivisions may also be listed to introduce an expansion featuring special notation (the subdivisions in the expansion are not standard subdivisions). Such standard subdivisions are accompanied by a special note. For example:

370.1	Philosophy and theory, education for specific objectives, educational psychology
	Notation 01 from Table 1 as modified below

Sometimes, standard subdivisions are listed because references to other classes or the Manual are required. For example:



507.2 Research

Class research covering the sciences in the broad sense of all knowledge, scientific method as a general research technique in 001.4

*See Manual at 500 vs. 001*

8.5 When standard subdivision notation from Table 1 is listed in Tables 2–4 and in the schedules, all of the notation’s notes and subdivisions as given in Table 1 are applicable unless other instructions are given. Other Table 1 notation that is not listed in the schedules may also be used. For example, the fact that 610.7 is listed, but not 610.8 or the subdivisions of 610.7, does not exclude the use of 610.8 or 610.71.

8.6 Notation from Table 1 Standard Subdivisions may be added to any number in the schedules unless there is a specific instruction to the contrary. The classifier should never use more than one zero in applying a standard subdivision unless instructed to do so. If more than one zero is needed, the number of zeros is always indicated in the schedules. When using standard subdivisions with numbers built by adding from Tables 2–4 or other parts of the schedules, be sure to check the table or schedule used for the segment preceding the standard subdivision for special instructions on the number of zeros.

8.7 *The most important caveat with respect to standard subdivisions is that they are added only for works that cover or approximate the whole of the subject of the number.* For example, a work on the management of educational voucher programs should be classed in 379.3, not 379.3068. Notation 068 from Table 1 may not be added to 379.3 because educational vouchers are in an including note at 379.3; therefore, educational vouchers do not approximate the whole of the subject of the number.

8.8 *Standard-subdivisions-are-added notes* indicate which topics in a multiterm heading may have standard subdivisions added for them because the designated topics are considered to *approximate the whole* of the subject. For example:

371 Schools and their activities; special education

Standard subdivisions are added for schools and their activities, special education together; for schools and their activities together; for schools alone

Standard-subdivisions-are-added notes do not have hierarchical force beyond the standard subdivisions associated with the number itself. For example, the note under 371 governs the application of standard subdivisions to 371 itself, but not to 371.1–371.9.

8.9 Do not add multiple standard subdivisions to the same number except when specifically instructed to do so, and in the following instances. Standard subdivisions may be added to subdivisions of —04 Special topics that are specifi-

cally listed in the schedules. For example, standard subdivisions may be added to 621.044 Plasma engineering, a subdivision of 621.04 Special topics of applied physics.

Standard subdivisions may also be added to special notation in the regular standard subdivision sequence. For example, under 370.1, there is an expansion for educational objectives at 370.11 Education for specific objectives. Standard subdivisions may be added to 370.11 and its subdivisions, since 370.11 and its subdivisions are special notation.

Standard subdivision concepts may be displaced to a special provision in the regular sequence of standard subdivisions or elsewhere; in either case, standard subdivisions may be added to the special provision. For example, the standard subdivision concept “testing and measurement” has been displaced from 370.28 Auxiliary techniques and procedures to 371.26 Examinations and tests; academic prognosis and placement. Notation 03 from Table 1, the standard subdivision for encyclopedias, may be added to 371.26 Examinations and tests; academic prognosis and placement to represent an encyclopedia of educational testing 371.2603.

The full range of standard subdivisions may also be added to standard subdivision concepts displaced to notation outside the regular sequence of standard subdivisions, e.g., directory of social service agencies in Great Britain 361.941025 (history, geographic treatment, biography has been displaced from 361.009 to 361.9).

- 8.10 In many places in the schedules, there are numbers outside the regular sequence of standard subdivisions that look like standard subdivisions but are not standard subdivisions. If additional subdivisions are intended to be used at the special provision, an add note is provided. For example, at 027.009, a regular standard subdivision, geographic treatment is displaced to 027.01–027.09:

027.009            History and biography  
                         Do not use for geographic treatment; class in  
                         027.01–027.09

027.01–027.09    \*Geographic treatment  
                         Add to base number 027.0 notation 1–9 from Table 2,  
                         e.g., libraries in France 027.044

The special provision for geographic treatment at 027.01–027.09 is not a standard subdivision. If appropriate, standard subdivisions may be added to the resulting notation, e.g., an encyclopedia of libraries in France 027.04403.

- 8.11 Standard subdivisions should not be used where redundant, i.e., where the subdivision means the same as the base number, or where application of the standard subdivision would needlessly segregate material by aspects not emphasized by the author. Special care should be taken in adding standard subdivisions to built numbers, since the standard subdivision applies to the whole number and not just to part of the number.

**(B) Adding from Tables 2–4**

- 8.12 The classifier may be instructed to add notation from Tables 2–4 to a base number from the schedules or to a number from a table. A summary of the use of each table follows. Further instructions on using Tables 2–4 are found at the beginning of each table. See also the Manual notes for Tables 2–4.
- 8.13 *Table 2 Geographic Areas, and Biography.* The major use of Table 2 is with notation 09 from Table 1, where it can be added to every number in the schedule unless there are specific instructions to the contrary. For example, reading instruction in the primary schools of Australia is 372.40994 (372.4 reading instruction in primary schools + 09 History, geographic treatment, biography from Table 1 + 94 Australia from Table 2).
- 8.14 Area notation is sometimes added directly to schedule numbers, but only when specified in a note. For example:
- 373.3–373.9      Secondary education in specific continents, countries, localities
- Add to base number 373 notation 3–9 from Table 2, e.g.,  
secondary schools of Australia 373.94
- 8.15 *Table 3 Subdivisions for Individual Literatures, for Specific Literary Forms.* These subdivisions are used in class 800 as instructed, usually following numbers for specific languages in 810–890.
- 8.16 *Table 4 Subdivisions of Individual Languages and Language Families.* These subdivisions are used as instructed in class 400, following numbers for designated specific languages or language families in 420–490.

**(C) Adding from Other Parts of the Schedules**

- 8.17 There are many instructions to make a direct addition to a number from another part of the schedules. For example:
- 016    Bibliographies and catalogs of works on specific subjects
- Add to base number 016 notation 001–999, e.g., bibliographies of computer programs and software 016.0053, of general encyclopedic works 016.03, of philosophy 016.1, of novels 016.80883, of general collected biographies 016.92
- In this example, the 0053 in 016.0053 comes from 005.3 Programs, the 03 in 016.03 comes from 030 General encyclopedic works, the 1 in 016.1 comes from 100 Philosophy (note that the final zeros are dropped from the end of the number), the 80883 in 016.80883 comes from 808.83 Collections of fiction, and the 92 in 016.92 comes from 920 Biography, genealogy, insignia (note that the final zero is dropped from the end of the number).
- 8.18 In many cases, part of a number may be added to another number upon instruction. For example:

636.9 Other mammals

Add to base number 636.9 the numbers following 599 in 599.2–599.8, e.g., rodents 636.935, fur-bearing animals 636.97 ...

In this example, 35 comes from 599.35 Rodents, and 7 comes from 599.7 Carnivores, where the topic “fur-bearing animals” appears as a class-here note.

**(D) Adding from Tables Found in the Schedules**

8.19 Add tables in the schedules provide numbers to be added to designated schedule numbers (identified by a symbol and accompanying footnoted instruction); these tables must be used only as instructed. For example:

384.54 \*Radiobroadcasting

The asterisk in the entry above leads to the following footnote: “Add as instructed under 380.” The add table at 380 is used only for headings tagged with an asterisk or for topics in class-here notes under headings tagged with an asterisk.

8.20 *Subdivisions-are-added notes* indicate which terms in a multiterm heading may have subdivisions applied to them. For example:

672 Iron, steel, other iron alloys

Add to base number 672 the numbers following 671 in 671.2–671.8, e.g., welding 672.5

Subdivisions are added for any or all topics in heading

**Citation and Preference Order**

9.1 Citation and preference order must be considered when multiple aspects or characteristics of a subject (such as age, area, gender, historical periods, national origin) are provided for in the Classification, and a single work treats more than one of them.

**CITATION ORDER**

9.2 Citation order allows the classifier to build or synthesize a number using two or more characteristics (*facets*) as specified in instruction notes. Success in building a DDC number requires determining which characteristics apply to a specific work, and then determining from the instructions in the schedule the sequence in which the facets will be ordered.

9.3 The notes at the beginning of Table 3 are an example of number-building instructions that specify the sequence in which characteristics of literature (if applicable) will be shown: first language; then literary form; then standard subdivisions, or collections, or history, description, critical appraisal.

**PREFERENCE ORDER**

9.4 If there is no provision to show more than one of the aspects or characteristics, it is a matter of preference (because a choice must be made among several characteristics). Preference notes supply either an instruction or table establishing the order in which to make the choice. An example of a preference instruction is found at 571–575:

571–575 Internal biological processes and structures

Unless other instructions are given, class a subject with aspects in two or more subdivisions of 571–575 in the number coming last, e.g., cytology of animal circulatory system 573.1 (*not* 571.1 or 571.6)

9.5 An example of a table indicating preference order is found at 302–307:

> 302–307 Specific topics in sociology and anthropology

Unless other instructions are given, observe the following table of preference, e.g., friendship among women 302.34082 (*not* 305.4):

Factors affecting social behavior	304
Social processes	303
Social interaction	302
Culture and institutions	306
Groups of people	305
Communities	307

**The Manual**

10.1 The Manual gives advice on classifying in difficult areas, and provides guidance on choosing between related numbers.

10.2 *See-Manual references* in the schedules and tables refer the classifier to the Manual for additional information about a certain number, range of numbers, or choice among numbers. In some cases, the see-Manual reference refers only to a portion of a longer Manual note, or topic narrower than the numbers in the heading, e.g., “See Manual at 930–990: Historic preservation.” The see-Manual reference is repeated in the entries for each of the numbers or number spans covered in the Manual note. For example, “See Manual at 004.6 vs. 621.382, 621.39” is listed in the entries for 004.6, 621.382, and 621.39.

10.3 Brief Manual-like notes are sometimes given directly in the schedule or table entry. For example:

640 Home and family management

Use 640 for housekeeping covering activities related to running the home, e.g., preparing meals and doing routine repairs as well as cleaning. Use 648 for housekeeping limited to cleaning

**ARRANGEMENT AND FORMAT OF THE MANUAL**

10.4 The Manual is arranged by table and schedule numbers, with the broadest span coming before entries for narrower spans or individual numbers. Manual notes are entered under the preferred or “if-in-doubt” number. If there is no if-in-doubt number, prefer the interdisciplinary number.

10.5 The Manual note heading summarizes the contents of the note. The terms in the Manual note headings need not match the terms associated with the same number(s) in the tables and schedules if the note is narrower than the number, or the note refers to more than one number. For example:

T1—01

Philosophy and theory

T1—01 vs. T1—02

Scientific principles vs. The subject for people in scientific and technological occupations

10.6 If the Manual note is very long, or part of the note focuses on a topic narrower than the heading, subheadings may be provided. For example:

T1—068 vs. 353–354

Public administration and management in specific fields

Exceptions

(*subheading*)

**The Relative Index**

11.1 The Relative Index is so named because it relates subjects to disciplines. In the schedules, subjects are distributed among disciplines; in the Relative Index, subjects are arranged alphabetically, with terms identifying the disciplines in which they are treated subarranged alphabetically under them. For example:

Clothing	391
armed forces	355.8
arts	746.9
commercial manufacturing	687
customs	391
home economics	646
home sewing	646.4
product safety	363.19
psychological influence	155.9
<i>see Manual at 391 vs. 646, 746.9</i>	

In some cases the term implies rather than states the discipline. In the example above, the discipline of home economics is listed, but the discipline of military science is implied by “armed forces.”

- 11.2 The Relative Index is primarily an index to the DDC as a system. It includes most terms found in the schedules and tables, and terms with literary warrant for concepts represented by the schedules and tables. The Relative Index is not exhaustive. If the term sought is not found, the classifier should try a broader term, or consult the schedules and tables directly. The schedules and tables should always be consulted before a number found in the Relative Index is applied.

#### **ARRANGEMENT AND FORMAT OF THE RELATIVE INDEX**

- 11.3 Index entries are arranged alphabetically word by word, e.g., Birth order precedes Birthdays. Entries with the same word or phrase but with different marks of punctuation are arranged in the following order:

- Term
- Term. Subheading
- Term (Parenthetical qualifier)
- Term, inverted term qualifier
- Term as part of phrase

Initialisms and acronyms are entered without punctuation and are filed as if spelled as one word. Hyphens are ignored and treated as a space. Terms indented below the main headings are alphabetized in one group even though they may be a mixture of disciplines, topical subheadings, and, to a limited extent, words that form phrases or inverted phrases when combined with the main heading.

- 11.4 Class numbers are listed in groups of three digits for ease of reading and copying. The spaces are not part of the numbers and do not represent convenient places to abridge the number.
- 11.5 See-also references are used for synonyms and for references to broader terms (but only when three or more new numbers will be found at the synonym or broader term), and for references to related terms (which may provide only one or two new numbers).
- 11.6 See-Manual references lead the classifier to relevant discussions in the Manual.
- 11.7 Numbers drawn from Tables 1–4 are prefixed by T1 through T4. (For a complete listing of table names and abbreviations, see paragraph 7.4.)

#### **INTERDISCIPLINARY NUMBERS**

- 11.8 The first class number displayed in an index entry (the unindented term) is the number for interdisciplinary works. If the term also appears in a table, the table number is listed next, followed by other aspects of the term. The discipline of the interdisciplinary number may be repeated as a subentry if the discipline is not clear. For example:

Oceans	551.46
	T2—162
biology	578.77
ecology	577.7
law of nations	341.4
physical geology	551.46
resource economics	333.91
<i>see Manual at</i>	T2—162

- 11.9 Interdisciplinary numbers are not provided for all topics in the Relative Index. They are omitted when the index entry is ambiguous, does not have a disciplinary focus, or lacks literary warrant. In such cases, there is no number opposite the unindented entry. For example:

Proof theory	
mathematical logic	511.3

(For more information on interdisciplinary numbers, see paragraphs 5.8, 7.16, 7.18–7.19.)

#### TERMS INCLUDED IN THE RELATIVE INDEX

- 11.10 The Relative Index contains most terms found in the headings and notes of the schedules and tables, and synonyms and terms with literary warrant for concepts represented by the schedules and tables. The Relative Index also contains terms for the broad concepts covered in Manual notes.

Inverted phrases are avoided, except for personal and geographic names (see paragraphs 11.12–11.13). Qualifiers are used for homonyms, ambiguous terms, and most initialisms and abbreviations. The most common use of the term may not be qualified. Disciplinary qualifiers are avoided.

- 11.11 The following types of names from Table 2 Geographic Areas are included in the Relative Index: (A) names of countries; (B) names of the states and provinces of several countries; and (C) names of certain important geographic features.

- 11.12 Also included in the Relative Index are the personal names of the following groups of persons: heads of state used to identify historical periods, e.g., Abraham Lincoln; and founders or revealers of religions, e.g., Muḥammad.

- 11.13 Place names and other proper names are generally given in the form specified by the second edition, 2002 revision, 2005 update, of the *Anglo-American Cataloguing Rules (AACR2)*, based on the names established in the Library of Congress authority files. If the *AACR2* form is not the common English name, an entry is also included under the familiar form of the name.

Plants and animals are indexed under their common names.

- 11.14 The choice of singular form versus plural form follows ISO 999:1996, *Guidelines for the content, organization and presentation of indexes*. Count nouns are



generally in the plural; noncount nouns and abstract concepts are generally in the singular. Parts of the body are in the plural only when more than one occurs in a fully formed organism (e.g., ears, hands, nose). Plants and animals follow scientific convention in the choice of singular form versus plural form, with the decision based on whether the taxonomic class has more than one member (e.g., Dogs, Lion, Yorkshire terrier). Where usage varies across disciplines, the index entry reflects the form preferred in the discipline where interdisciplinary works are classified.

#### TERMS NOT INCLUDED IN THE RELATIVE INDEX

11.15 Terms usually not included in the Relative Index are:

- (A) Phrases beginning with the adjectival form of countries, languages, nationalities, religions, e.g., English poetry, French cooking, Italian architecture, Hindu prayer books.
- (B) Phrases that contain general concepts represented by standard subdivisions such as education, statistics, laboratories, and management; e.g., Art education, Educational statistics, Medical laboratories, Bank management.

When there is strong literary warrant for such a phrase heading as a sought term, it may be included in the Relative Index, e.g., English literature. When the phrase heading is a proper name or provides the only form of access to the topic, it may also be included, e.g., French horns.

#### Options

12.1 Some devices are required to enable the DDC to serve needs beyond those represented in the standard English-language edition. At a number of places in the schedules and tables, *options* are provided to give emphasis to an aspect in a library's collection not given preferred treatment in the standard notation. In some cases, options are also suggested to provide shorter notation for the aspect.

12.2 Options are provided throughout the Classification to emphasize jurisdiction, ethnic or national group, language, topic, or other characteristic.

12.3 Options described in notes appear in parentheses and begin with "Option:". Options that apply to the full entry appear at the end of the entry; options to a specific instruction in the entry are indented under the appropriate note. For example, the following option appears indented under a note in the entry for 810–890:

(Option: Class translations into a language requiring local emphasis with the literature of that language)

12.4 Some *optional numbers* are enumerated in the schedules and tables and appear in parentheses in the number column.

12.5 *Arrange-alphabetically* and *arrange-chronologically notes* are not placed in parentheses, but are also options. They represent suggestions only; the mate-

rial need not be arranged alphabetically or chronologically. An example of an arrange-alphabetically note is found at 005.265 Programming for specific computers: “Arrange alphabetically by name of computer, e.g., Apple iMac®.”

- 12.6 Some national libraries and central cataloging authorities assign a few optional numbers, e.g., Library and Archives Canada uses C810 for Canadian literature in English and C840 for Canadian literature in French.
- 12.7 Most of the time, the responsibility for implementing an option rests with the local library. Libraries should weigh the value of using an option against the loss in interoperability of numbers. The library will not be able to use numbers assigned by other libraries, and other libraries will not be able to use the optional numbers assigned by the library. In addition, unless the option is widely used in a region, users may be confused by the alternate notation.

### **Close and Broad Classification**

- 13.1 The Dewey Decimal Classification provides the basic option of close versus broad classification. *Close classification* means that the content of a work is specified by notation to the fullest extent possible. *Broad classification* means that the work is placed in a broad class by use of notation that has been logically abridged. For example, a work on French cooking is classed closely at 641.5944 (641.59 Cooking by place + 44 France from Table 2), or broadly at 641.5 (Cooking).
- 13.2 A library should base its decision on close versus broad classification on the size of its collection and the needs of its users. For example, an engineering library might prefer close classification for works in engineering, but broad classification for disciplines outside science and technology.
- 13.3 The classifier should never reduce the notation to less than the most specific three-digit number (no matter how small the library’s collection). A number also must never be reduced so that it ends in a 0 anywhere to the right of the decimal point.
- 13.4 One aid to logical abridgment of DDC numbers is the segmentation device provided by the Dewey Section of the Library of Congress and some other centralized cataloging services.

### **More Information**

- 14.1 Classifiers desiring a more in-depth introduction to the Dewey Decimal Classification may consult *Dewey Decimal Classification: Principles and Application*, 3d ed., by Lois Mai Chan and Joan S. Mitchell (Dublin, Ohio: OCLC, 2003).
- 14.2 More information about the use and application of the DDC, plus training materials, can be found on the Dewey web site (<http://www.oclc.org/dewey/>) and on *025.431: The Dewey blog* (<http://ddc.typepad.com/>).