

3. CLASSIFICATION

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3:A AUTHORITIES

Abridged Dewey Decimal Classification and Relative Index. 14th ed. Dublin, Ohio: OCLC, 2004. (ADDC14)

Dewey Decimal Classification and Relative Index. 22nd ed. Dublin, Ohio: OCLC, 2004. (DDC22)

OR

Abridged WebDewey. Dublin, Ohio: OCLC. <http://connexion.oclc.org>

WebDewey. Dublin, Ohio: OCLC. <http://connexion.oclc.org>

see also <http://www.oclc.org/dewey/versions/webdewey/>

Dewey Services. Updates. New and Changed Entries. Dublin, Ohio: OCLC.

<http://www.oclc.org/dewey/updates/new/default.htm>

3:B REFERENCES

Australia: DDC Area Table and Index. Canberra: National Library of Australia, 1982.

3:C INTRODUCTION

3:C1 Purpose of classification in the database

Since the application of a classification scheme, whether in a single institution or in a network, represents an attempt to provide for the special needs of a special clientele, it is appropriate for cataloguers to keep in mind the nature of their particular clientele and the purposes for which the classification is applied.

The end users of the system are schools and some college libraries, and the purpose for which they require classification numbers is shelf arrangement. For this reason the system favours broad classification and shorter numbers rather than close classification and longer numbers.

The system provides cataloguing copy to schools and aims to provide appropriate and acceptable copy so that library staff do not feel compelled to make adjustments to the records they receive. Call numbers provided in SCIS products must, without modification, mesh with numbers being assigned in local cataloguing.

Congruence of call numbers can occur only if individual schools use the same edition of Dewey as system cataloguers and routinely expand numbers to the same degree. It follows that the rules should be kept as simple as possible so they can be communicated easily to users. The implications for practice are that:

- practice should remain faithful to ADDC14 or DDC22 as published;
- general principles or rules of application should be synthesised to facilitate practice and routine replication;
- deviation from principles should be kept to a minimum.

General principles are outlined in 3:D. Deviations are included with explanations in 3:E Decisions and Interpretations.

3:C2 National and local cataloguing

Schools will not need to acquire DDC22. Schools using DDC22 will find it is not followed to its fullest expanded detail in every section.

3:C3 Two classification numbers

Each record should contain two classification numbers, one from ADDC14 and one from DDC22. An exception is made for fiction, where one classification is used.

Since the classification standard is defined in terms of the current editions of the Dewey Decimal Classification, it will be necessary to revise the standards when new editions of Dewey are adopted.

In defining the classification standard, it has been kept in mind that cataloguing decisions are more significant than classification for information retrieval purposes. If access via the alphabetical catalogues can be assured, then fine subdivisions of Dewey classes or ingenious shelving devices are not especially valuable ways of linking related materials.

3:C4 Book numbers

Alphabetic characters are used rather than numerals for book numbers to eliminate the possibility of confusing the book number with an extension of the Dewey class number.

Book numbers usually comprise the first three letters of the first filing word of the main entry heading.

Exceptions

There are a few exceptions to the normal pattern of book numbers derived from the main entry heading. Special book numbers are employed for certain classes of material. In some instances, a special book number serves as an extension of the subject classification and effects a convenient sub-arrangement within Dewey classes; in others, the special book number serves as a shelving device to place works such as commentaries and adaptations with the original text. See 3:E1 for a full statement of decisions and interpretations concerning book numbers.

3:C5 Call numbers prefixes

Call numbers in the database and SCIS products do not include prefixes or location symbols. It is recognised that individual libraries will need to employ such devices, but how they go about it is not prescribed but left open.

3:C6 Fiction

The policy is to class fiction, regardless of language, as 'F'. See 3:E2 for a full statement of decisions and interpretations concerning fiction.

3:C7 Materials in languages other than English

The system treats materials in LOTE in the same way as materials in English. The unofficial variation noted, but not approved by the Editors of the Dewey Decimal Classification, for showing language in notation is not employed, nor do call numbers incorporate any prefix to signify language or location.

Individual schools wishing to shelve LOTE materials in separate sequences will need to supply their own prefixes or location symbols.

3:D SYSTEM POLICY AND DEWEY DECIMAL CLASSIFICATION

3:D1 Understanding of Dewey Decimal Classification

These Standards assume that cataloguers are totally familiar with the structure and mechanics, theory and application, of the DDC scheme in both the full and abridged editions. They assume knowledge and understanding of the Editors' introduction to each edition, and of the contents of the other authorities listed in 3:A. They assume also a high level of skill in the practice of analysing works and assigning numbers in accord with the scheme's provisions. A consequence of these assumptions is that the Standards do not constitute a manual on how to classify. They are intended to supplement DDC, not to repeat or paraphrase any part of it. Interpretation is offered only where some ambiguity threatens to cause a divergence of practice. As published, DDC provides a high degree of flexibility to meet the needs of diverse users. The purpose here is to reduce the diversity in order to promote consistent practice.

3:D2 Fundamental principles

The fundamental principles to be observed by cataloguers are those inherent in the scheme and those specified by the Editors.

Principle of hierarchy

The Editors stress the significance of the principle of discipline and the principle of hierarchy to an understanding of the DDC structure and notation.

The effective application of DDC requires that the appropriateness of a given number should always be checked upward through each succeeding level of the hierarchy. This fundamental principle is the foundation on which the house rules for practice and style are built.

Classifying with the DDC

The Editors' canon encompasses rules and principles for classifying:

- works on one subject within the boundaries of one discipline,
- works considering one subject within two or several disciplines,
- works dealing with two or more subjects considered separately or in interrelation or in two or more disciplines,
- works treating subjects not yet provided for in the schedules.

Cataloguers will follow the procedures recommended, unless otherwise instructed in 3:E: Decisions and interpretations. Decisions about subjects not yet provided for in the schedules will be circulated to members.

The relative index

The Editors stress the primacy of the schedules over the index in the operation of assigning numbers. Cataloguers are urged to check the index constantly to ensure that no preferable aspect or pertinent cross-reference is ignored.

3:D3 Faithfulness to DDC as published

The classification rules, as a matter of principle, strive to be faithful to DDC22 and ADDC14 as published. Unless otherwise specified in these Standards, cataloguers will follow all notes,

instructions, rules and principles, interpretations and preferences indicated by the Editors. Departures from specific printed provisions are kept to the minimum consistent with the special needs of the user group.

In adopting the principle of faithfulness, it should be observed that the most heralded feature of DDC is its adaptability and flexibility and there are many officially sanctioned opportunities to depart from specific printed provisions. Where appropriate, this flexibility is taken advantage of to serve the special needs of users. The touchstone for all decisions about classification policy is usefulness to school libraries.

3:D4 Number-building

Length of numbers

These Standards limit the number-building allowed by DDC22 and ADDC14. While it is regarded as too arbitrary and limiting to restrict all numbers to a specific length, it is expected that cataloguers will approach number-building cautiously. A logical cut-off point will be the criterion. As a guide, the numbers for the abridged edition will consist of seven digits, four after the decimal point, and for the full edition nine digits, six after the decimal point.

Appropriateness: useful and sensible grouping

In number-building, appropriateness is an important factor. Cataloguers must consider appropriateness of the contemplated subdivision to the subject and the appropriateness of the subdivision to the needs of users.

The first principle is to cut (or stop building) the number at a point that will bring about a useful grouping. The second principle is to cut at a point that will bring about a sensible grouping in the context of curriculum in Australian and New Zealand schools, the character of school library collections, and the needs of teachers and students.

Limits to expansion

In pursuit of appropriateness, cataloguers will exercise extreme caution with respect to number-building. This applies to both 'Add from the schedules' instructions and 'Add from the tables' instructions. Cataloguers will always test the adequacy of a seven- or nine-digit number before proceeding further.

Built numbers in WebDewey

Cataloguers should note that WebDewey contains many built numbers. Built numbers must be tested for length, appropriateness and adherence to these Standards before being assigned to a work.

Table 2, number reduction

When adding from Table 2 in classes other than history and geography, cataloguers will add only the notation from the country and not its state or regional subdivisions, for all countries except Australia and New Zealand. All classes may be given the expansions for Australian and New Zealand states and regions as required. This number reduction principle is applied in both ADDC14 and DDC22.

Table 2, use limited

A further rule of thumb limiting the use of Table 2 is that cataloguers will avoid adding one area notation to another following instructions such as 'Add notation 3–9; then ... add 0 and to the

result add notation 3–9 ...', unless a special decision to do so is recorded in 3:E: Decisions and Interpretations. This device has been judged useful in dealing with international economics and commerce and with foreign policies of and foreign relations between nations, but superfluous in other instances.

Table 3, use limited

The subdivision of individual literatures allowed by DDC22 is more detailed than required. Consequently cataloguers will limit number-building using Table 3: Subdivisions of Individual Literatures, for specific literary forms by ignoring all instructions to add from Table 3-C. This supplementary table is used for reference purposes only.

Table 4, use limited

The subdivision of individual languages allowed by DDC22 is more detailed than required. Cataloguers will limit expansion by ignoring all instructions given in Table 4: Subdivisions of Individual Languages to 'Add to [Table 4] notation 1–9 (or 2–9) from Table 6'.

Tables 5, 6

No special rules have been devised to limit the use of Table 5: Ethnic and National Groups and Table 6: Languages, with DDC22. These tables are absent from ADDC14, and it is thought they should have limited application even in DDC22. No special limits are placed upon their use, however, since it is expected that the general principles limiting long numbers and requiring appropriate subject groupings will be sufficient guide for cataloguers approaching these tables thoughtfully.

Table 1, Editors' restrictions

Special caution is needed in number-building using the notations from Table 1: Standard Subdivisions. The Editors insist upon several important restrictions on the use of standard subdivisions. Cataloguers will follow carefully the guidelines set out in section 8.3-8.10 of the Introduction and the interpretations and instructions given in the Manual. Numbers derived in this way must then be tested for length and appropriateness before being assigned to a work.

Standard subdivisions and long numbers

Care is required when a cataloguer contemplates adding a standard subdivision to a number which is itself the result of synthesis. Frequently, for example, it will not be possible to use T1–09 + T2 notation with synthesised numbers because the four digits necessary to designate a country will make the notation too long. As a rule of thumb, cataloguers will avoid using T1–09 + T2 notation where the base number is already seven digits.

Standard subdivisions in ADDC14

Particular care is required in using Table 1: Standard Subdivisions with ADDC14. The Editors disallow the use of standard subdivisions if a given topic occupies only a small part of the number where it appears. Cataloguers must avoid the simple error of applying standard subdivisions with ADDC14 base numbers merely because the topic takes the standard subdivision with its more specific base number in DDC22.

Occasionally there is a specific instruction in ADDC14 that appears to suspend the general ruling and permit a useful sub-arrangement, using a standard subdivision with a comprehensive base number from ADDC14. One such instruction is that which encourages the use of 398.209 for the historical and geographical treatment of folk literature.

3:D5 Options

At a number of places in the schedules, options are provided for libraries whose needs are not met by the standard provisions. Cataloguers will follow the standard provisions unless otherwise directed in 3:E: Decisions and Interpretations. The adoption of options is kept to a minimum.

3:D6 Local emphasis

The rule on devices for giving local emphasis is to avoid their use unless 3:E: Decisions and Interpretations specifically directs otherwise. There are few such instructions for the same reasons that topical options are kept to a minimum. The four most significant devices are:

A820

In order to distinguish English-language literature of Australia and provide an effective subdivision, the initial letter A is used.

NZ820

In order to distinguish English-language literature of New Zealand and provide an effective subdivision, the initial letters NZ are used.

298

To give emphasis and a shorter number to religion, spirituality and creation stories of the Australian Aboriginal peoples, the permanently unassigned number 298 is used with both ADDC14 and DDC22.

Area 94 or 93 priority

In some classes local emphasis is achieved by giving priority to the area notation for Australia or New Zealand in number-building. For example, foreign economic policies and relations of Australia to other countries begin 337.94; of New Zealand to other countries begin 337.93.

3:D7 Classification by attraction

In line with its general policy of faithfulness to the scheme as published, SCIS is opposed to classification by attraction (see the Glossary for an explanation of the concept). There is, however, one category of material for which a kind of attraction is judged appropriate: accounts of discovery and exploration in specific continents, countries and localities, and extra-terrestrial worlds. See 3:E18 for the details of the policy of attraction of discovery and exploration in specific countries and localities to 940–990.

3:D8 Amendments to current editions of Dewey

The policy is to adopt changes and amendments promulgated by the publishers of DDC as soon as they are published and to apply them immediately in classifying new materials. In-house decisions and interpretations will be published as updates of these Standards and are to be implemented immediately they are published.

3:D9 Future editions of Dewey

The policy is to adopt each new edition of DDC and ADDC in order to keep abreast of new fields of knowledge and changes in traditional disciplines. It is also considered desirable for SCIS to stay in step with other national cataloguing agencies.

3:E DECISIONS AND INTERPRETATIONS

3:E1 Book numbers

Alphabetic characters are used, rather than numerals, for book numbers to eliminate the possibility of confusing the book number with an extension of the Dewey class number.

Simple book numbers

Book numbers usually comprise the first three letters of the first filing word of the main entry heading, for example:

AND (And a kangaroo too)
BES (The best of children's arts and crafts)
MAC (Macdonald)
MCD (McDonald)

Where the first filing word of the main entry heading is less than three letters, the book number comprises the whole word, for example:

FO (Fo, Dario)
LA (La Fontaine, Jean de)
OH (Oh how silly!)
S (S., Svend Otto)
ST (St. John, Edward)
U (U zooloskom vrtu)

Punctuation such as apostrophes or inverted commas in the first filing word of the main entry heading are ignored; however a hyphen is treated as a space and thus signifies the end of the first word, for example:

DAU (d'Auberge)
DE (De-la-Noy)
ITS (It's a beautiful day)
K (K-12 guide to enterprise education)
OCO (O'Connor)

Where the first filing word of the main entry heading consists of initials, initialisms or acronyms, the book number comprises the first three letters of the initialism, or the initialism with punctuation removed, for example:

FTM (F.T.M. machine)
HSC (H.S.C. English resource book ...)
UBD (The U.B.D. complete street directory ...)
UBD (UBD business to business directory)
US (U.S. history)
US (U.S., Russia, and Australian security)
USA (U.S.A. – still number one?)
USA (USA: a picture book ...)

Numerals that begin a main entry heading are translated into words in the language of the item, for example:

FUN (50 Jahre Onkel Dagobert)
NIN (1984 yearbook)
UN (Un deux trois)

Special Book Numbers

There is a limited number of exceptions to the normal pattern of book numbers derived from the main entry heading. Special Book Numbers are employed for certain classes of material. In some instances a Special Book Number serves as an extension of the subject classification and effects a convenient sub-arrangement within Dewey classes; in others, the Special Book Number serves as a shelving device to place works such as commentaries and adaptations with the original text. Special Book Numbers are used in the following cases:

Individual biography: The book number comprises the first three letters of, or the first filing word of, the subject's name, for example:

SPR (Bruce Springsteen by Marty Monroe)
DE (Robert De Castella by Lorraine Wilson)

Family biography: The book number comprises the first three letters of, or the first filing word of, the family name, for example:

BRO (Everyman's companion to the Brontes by Barbara Lloyd)

Musical group biography: The book number comprises the first three letters of, or the first filing word of, the name of the musical group, for example:

BOY (Boyzone : our world by Eddie Rowley)
REM (R.E.M. : inside out : the stories behind every song by Craig Rosen)

Commentaries and critical works: The book number comprises the first three letters of, or the first filing word of, the main entry heading of the author, artist etc., musical group or work being written about, for example:

BEA (The complete guide to the music of The Beatles by John Robertson)
BLA (Study guide to Ridley Scott's film Blade runner)
BRO (Emily Bronte's Wuthering heights by Frances McCarthy)
LE (Ursula K. Le Guin by Charlotte Spivak)
MIC (David, by the hand of Michelangelo : the original model discovered by Frederick Hartt)
SAM (Study guide to accompany Economics [by Paul A. Samuelson] by Romney Robinson)
WAG (Wagner's Parsifal : the journey of a soul by Peter Bassett)

Abridgments and adaptations of literary works, including film adaptations: For abridgments and adaptations of literary works (i.e. of works originally classed in the 800s, or F), the book number comprises the first three letters of, or the first filing word of, the main entry heading of the original work, for example:

AND (The ugly duckling [by Hans Andersen] retold by Brenda Parkes)
DIC (Great expectations [by Charles Dickens] abridged and simplified by S.E. Paces)

- MIT (Gone with the wind [videorecording of the motion picture based on the book by Margaret Mitchell])
 SHA (ADDC14) and U3 (DDC22) (William Shakespeare's Romeo & Juliet [videorecording of the motion picture directed by Baz Luhrmann])

Retellings and adaptations of folk literature (Class 398.2 and subdivisions): The book number comprises the first three letters of, or the first filing word of, the main entry heading of the original work, for example:

- AES (Le lion et la souris [by Aesop] by Carol Burnett)
 GRI (Snow White and the seven dwarfs [original by Grimm Brothers] by Jane Carruth)
 ARA (Tales from the thousand and one nights ... [from the Arabian Nights])
 ARA (Aladdin and his magic lamp [from the Arabian Nights])

Dewey instructions for sub-arrangement: Special Book Numbers are employed in all ADDC14 and DDC22 classes where the Editors give the instruction to sub-arrange alphabetically. Where this instruction is given, or where an option to be arranged alphabetically is to be applied, the book number comprises the first three letters of, or the first filing word of, the name of the item at that classification number, for example:

- 629.2222 MG (Specific named passenger automobiles – eg MG) DDC22
 791.4572 STA (Specific television program – eg Star trek) DDC22

For computers, computer languages and computer programs, the book number comprises the first three letters of, or the first filing word of, the subject heading which applies for the specific computer, computer programming language and computer program.

- 004.165 MAC (Specific named computer – eg Macintosh) ADDC14 and DDC22

Where a number-building instruction appears in Dewey such as 'Add to base number ... the numbers following ...', and where the number referred to is sub-arranged alphabetically, interpret this to mean that the new number formed may itself be extended by alphabetical sub-arrangement.

William Shakespeare: Use the book numbers provided in the schedules for DDC22 numbers, for example:

- H (Lambs' tales from Shakespeare) DDC22
 P3 (The merchant of Venice by William Shakespeare) DDC22
 P4 (Twentieth century interpretations of The merchant of Venice: a collection of critical essays) DDC22
 BUT
 LAM (Lambs' tales from Shakespeare) ADDC14

Exceptions to Special Book Numbers

Novels or plays inspired by other literary forms: Do not use Special Book Numbers for novels or plays inspired by other literary forms, for example:

- A822.3 ABE (The princess and the pea by Donna Abela [a play based on a Hans Christian Andersen tale], ie *not* F AND)
 F WHI (The sword in the stone by T.H. White [an adaptation of the King Arthur story], ie *not* 398.20941 ART)

Adaptations: If an adaptation of a literary work or folk literature is so loosely based on the original that it may be considered a new work, do not use a Special Book Number, for example:

- F NOR (Barbie as Rapunzel by Merry North, ie *not* 398.20943 GRI)
- F THR (Throne of blood [videorecording of the Kurosawa film based on Macbeth], ie *not* 822.33 T5)

Do not use Special Book Numbers for new works which are based on concepts or characters from an earlier work or series, for example:

- F RIP (Scarlett by Alexandra Ripley [“the sequel to Margaret Mitchell's *Gone with the wind*”], ie *not* F MIT)
- F PET (Writ in stone by Stefan Petruca [graphic novel based on the Nancy Drew series by Carolyn Keene], ie *not* F KEE)

Number coextensive with work or topic: Do not use Special Book Numbers if the number is coextensive with the work or topic, for example:

- 232.9 BAR (Jesus of Nazareth by William Barclay) ADDC14
- 232.901 BAR (Jesus of Nazareth by William Barclay) DDC22
- 829.3 NYE (Beowulf, a new telling by Rober Nye) DDC22
- BUT
- 829 BEO (Beowulf, a new telling by Rober Nye) ADDC14

Book number ABL: For works where the book number would, if built according to the rules above, be ABO and covers topics on Australian Aboriginal peoples, substitute the letters ABL.

3:E2 Fiction

SPECIAL ISSUES

Relation to DDC 800

To avoid confusion and fruitless endeavours to distinguish between the meaning of F and the Dewey classes for fiction, F is used for all works of prose fiction regardless of language. Commentaries and critical works are classified in DDC 800 classes.

Easy books

All fiction will be classified at F, and individual users may add a prefix E or J as they will. Easy books which cannot properly be called stories will be assigned a Dewey class number, and individual users may add a prefix E or J as they will. For example, alphabet books will be classified in 411 or 420–490 with T4–11.

Picture books

One category of easy books that deserves special consideration is the picture book. Most picture story books and stories in comic strip format fit happily in F, to which users may add a prefix. However, picture book folktales belong in 398.2, traditional rhymes belong in 398.8, and stories in rhyme and pictures belong in the classification for the poetry of the specific literature, eg 821. Some judgement is required for picture story books where there is a mix of prose and verse; if in doubt, prefer F. Picture books which tell a story without words are classified at F, but simple

picture books, with text (including those in rhyme) or without text, which illustrate topics or concepts are assigned the most appropriate Dewey class number.

Graphic fiction

The Editors' recommendations at 741.5 are not followed when dealing with stories in pictures or comic strip format. F is preferred if picture books, cartoons, comic books and graphic novels form a narrative. Use 741.5 only for those cartoons and comics, with or without captions, which do not form narratives. If in doubt, prefer F.

Fairy tales

Clearly, folk tales and their retellings belong in 398.2 (and subdivisions), but care is needed in classifying stories that are labelled or even subtitled 'fairy tales' but are of recent origin and are not retellings. The most obvious example is Hans Andersen, for whose works prefer F.

Films

Films which are based on novels, or which tell a story, are classed at F. Films which are adaptations of plays or poetry, eg film versions of Shakespeare's plays, Dr. Seuss' *The cat in the hat, the movie!* are classed at drama or poetry according to the original work on which the film is based. Subject-oriented films or documentaries, eg *Rabbit-proof fence*, are classed with the subject. Use 791.43 only for critical works and commentaries.

Readers

Fiction when presented as, or thought to be useful as, readers for remedial programs or language-learning programs, can present problems in deciding between F and the 420–499 classes with the Individual Languages subdivision –86. The policy is to class readers or reading schemes, including support materials, when packaged as a set, in 420–499 classes with T4–86, but to prefer F for individual works. Note that individual readers which are not fiction should be classified by subject content at the appropriate part of the schedules.

Information books

Fiction works containing factual information should be classified at F, and non-fiction works containing a fiction narrative should still be classified to the appropriate Dewey number. Fiction and non-fiction subject headings should be given on both types of material to cover both types of content. When applying a non-fiction heading to a fiction work, a note clarifying the heading should be included as a general note.

eg 'Includes a section containing factual material on dinosaurs.'

When applying a fiction heading to a non-fiction work, a note clarifying the heading should be included as a general note.

eg 'Includes fictional material.'

3:E3 Table 1: Standard subdivisions

SPECIAL ISSUES

Editors' restrictions

Special caution is needed in number-building using Table 1. The Editors direct that standard subdivisions should be added only for works that cover or approximate the whole of the subject of the number. An explanation of approximating the whole is given in the glossary. Certain notes indicate whether the topic does or does not approximate the whole. For clarification of this, see 7.16 and 7.18 in the ADDC14 Introduction (pp. xxxiii-xxxiv) and 7.14 and 7.16 in the DDC22 Introduction (pp. xlviii-xlix).

While this restriction applies in both editions of Dewey, particular care is required with the abridged edition where the topic of the work may occupy only a small part of the number where it appears. Cataloguers must avoid the simple error of applying standard subdivisions to ADDC14 base numbers merely because the topic takes the standard subdivision with its more specific base number in DDC22. Cataloguers should follow the guidelines set out in 8.3–8.9 of the Introduction (ADDC14, pp. xxxvii-xxxviii; DDC22, pp. lii–liv).

Table 1: Standard subdivisions

ADDC14	DDC22
	–019 para. 3, p. 188 Do not apply the instruction to ‘class psychology of learning a specific subject at elementary level in 372.3–372.8’ but class with specific subject plus –019.
–02 p. 119 This number does not have the same scope as s.s. –02 in DDC22. Do not use when –0208 is used in DDC22.	
–092 p. 127 Do not use when Table 2, –2 is the appropriate number-building device.	–092 p. 212 Do not use when Table 2, –2 is the appropriate number-building device.

3:E4 Table 2: Geographic areas, historical periods, persons

SPECIAL ISSUES

Reduction of numbers

The subdivisions provided by Table 2 in both DDC22 and ADDC14 are considered too detailed for general use in number-building in classes other than history and geography. The policy is to reduce the area notation in both cases.

When an instruction to ‘Add notation 3–9 from Table 2’ occurs in classes other than history and geography, cataloguers will add only the notation for the country and not its state or regional subdivisions, for all countries except Australia and New Zealand. All classes may be given the expansions for Australian and New Zealand states and regions as required. An exception to this reduction rule is made for Hawaii, for which area –969 is used for geography and natural history subjects. See 3:D4 for an overview of the policy on number-building.

Using areas notation twice

Do not add one area notation to another following an intermediate zero, unless specifically instructed in these decisions and interpretations. For an example, see 337.3–.9 Foreign economic policies, etc. Where this dual area notation is allowed, it can sometimes result in overlong numbers, which is why the practice is restricted.

Table 2: Geographic areas, historical periods, persons

ADDC14	DDC22
<p>–969 p. 164 An exception to the rule of not expanding other countries beyond the country notation in classes other than history and geography. Use as appropriate where the Pacific aspect of topics is significant and the use of –73 would be misleading.</p>	<p>–969 p. 613 An exception to the rule of not expanding other countries beyond the country notation in classes other than history and geography. Use as appropriate where the Pacific aspect of topics is significant and the use of –73 would be misleading.</p>

3:E5 Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

SPECIAL ISSUES

Table 3-C

The detailed expansions afforded by Table 3-C exceed SCIS requirements. Consequently the policy is to ignore all instructions to add notations from Table 3-C.

Individual authors

As spelled out in the Manual Entries: T3 (ADDC14, p. 15) and T3A (DDC22, p. 26) on literary form, comprehensive collected works, critical evaluation and biography of individual authors are classed with the literary form with which the author is chiefly identified. Individual works by such an author and critical appraisal of individual works are classed with the form exemplified by the work. If an author is not chiefly identified with one form, then the miscellaneous writings notation –8 from Table 3-A p. 620 (ADDC14, p. 171) is used. The policy is to use the miscellaneous writings subdivision very cautiously.

Literature for children

One of the guiding principles for cataloguers is that children’s literature and authors should enjoy parity of esteem with adult literature and authors in school libraries. Thus the history and critical appraisal of children’s literature in general is classified with notation –09, and the description, critical appraisal and biography of individual authors is classified in the standard way

by language, form and period. One reason for ignoring Table 3-C is to avoid the possibility of creating subclasses for children's literature.

Literature by children

Works written by children are not assigned any distinguishing notation as part of the class number or book number.

Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

ADDC14	DDC22
Table 3	Table 3-A
Number-building, pt 4, p. 166 Apply the option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.	Number-building, pt 3, p. 617 Apply the option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.
	-11-19 p. 618 Apply the option for English-language literatures only. Use notation from the 'Period table for English' for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the 'Optional period tables for English' for Australia and New Zealand only.
	-21-29 p. 619 Apply the option for English-language literatures only. Use notation from the 'Period table for English' for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the 'Optional period tables for English' for Australia and New Zealand only.
-3 p. 169 Do not use for fiction. Prefer F. Use for works about fiction and authors, ie description, critical appraisal, history and biography, in all languages.	-3 p. 619 Do not use for fiction. Prefer F. Use for works about fiction and authors, ie description, critical appraisal, history and biography, in all languages.
	-31-39 p. 619 Apply the option for English-language literatures only. Use notation from the 'Period table for English' for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the 'Optional period tables for English' for Australia and New Zealand only.

Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

ADDC14	DDC22
	<p>–41–49 p. 619 Apply the option, for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>
	<p>–51–59 p. 620 Apply the option, for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>
	<p>–61–69 p. 620 Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>
<p>–8 p. 171 Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form.</p>	<p>–8 p. 620 Proceed cautiously if considering this number for criticism and biography of authors not chiefly identified with a particular literary form.</p>
	<p>Number-building, pt. 2 Apply the option. Apply the option (1) Distinguish English language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</p>
	<p>–81–89 p. 621 Apply the option. Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>

Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

ADDC14	DDC22
Table 3-B. Not applicable.	Table 3-B, p. 622
	<p>–81–89 p. 624 Number-building, pt 4 and pt 8 Apply the option. Apply the option (1) Distinguish English language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</p>
	<p>090 01–090 09 p. 626 Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>
	<p>–11–19 p. 629 Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>
	<p>–8 p. 637 Number-building, pt. 2 Apply option (1) Distinguish English-language literature of Australia by the initial letter A. Also distinguish English-language literature of New Zealand by the initial letters NZ. Do not distinguish English-language literatures of any other country.</p>
	<p>–81–89 p. 639 Apply the option at the end of the paragraph. Apply the option for English-language literatures only. Use notation from the ‘Period table for English’ for Great Britain and Ireland only, not for comprehensive works on literature in the English language. Apply the ‘Optional period tables for English’ for Australia and New Zealand only.</p>

Table 3: Subdivisions for the arts, for individual literatures, for specific literary forms

ADDC14	DDC22
Table 3-C. Not applicable.	Table 3-C, pp. 641-650 Do not use.

3:E6 Table 4: Subdivisions of individual languages and language families

SPECIAL ISSUES

Readers

The organisation of readers presents particular problems in schools. Class sets of readers are not a problem because they are usually kept in stack or storeroom areas and are not on the open shelves. For the rest, however, there is a potential conflict between T4–86 and F for stories, and between T4–86 and the whole of the schedules for simply written topic books designed to be used as readers. SCIS policy is to class individual readers in F or the appropriate Dewey subject class, rather than in 420–490 with the T4 subdivision –86. Individual teachers’ guides belonging to a series or set of readers, reading scheme outlines, etc will be classed in 420–490 with T4–86. If a set of readers or a reading scheme is packaged as an item and cataloguers have the entire package in hand, they may catalogue the item as a closed multipart work and class it in 420–490 with T4–86.

Bilingual dictionaries

SCIS policy is to class all bilingual dictionaries where English is one of the languages, with the other language. Other bilingual dictionaries are classed with the language in which they will be more useful or, if classification with either language is equally useful, with the language coming later in the Dewey sequence 420–490. SCIS prefers to class bilingual dictionaries with entry words in one language only, in the same way as dictionaries with entry words in both languages. This is contrary to current DDC practice, but serves the needs of school libraries.

Addition from Table 6

Cataloguers will limit expansion of T4 by ignoring all instructions given in T4 to ‘Add notation 1–9 (or 2–9) from Table 6’.

Table 4: Subdivisions of individual languages and language families

ADDC14	DDC22
–3 p. 174 Do not class bilingual dictionaries with entry words in one language only with that language. Treat them as other bilingual dictionaries, eg an English-French dictionary 443.	–32–39 p. 655 Do not class bilingual dictionaries with entry words in one language with that language. Treat them as other bilingual dictionaries, eg an English-French dictionary 443.

Table 4: Subdivisions of individual languages and language families

ADDC14	DDC22
<p>–86 p. 176 Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</p>	<p>–86 p. 658 Proceed cautiously if considering this number. Prefer F for stories and numbers from the schedules for topic books, eg science readers in 500.</p>
	<p>–864 p. 658 Do not follow the instruction at T1–014 vs., T4–864, p. 911, for readers for non-native speakers intended to instil a knowledge of the special vocabulary of a specific subject or discipline. Prefer the specific subject or discipline.</p>

3:E7 Table 5: Ethnic and national groups

Proceed cautiously when considering this table for number-building.

ADDC14	DDC22
<p>Not applicable.</p>	<p>Para. 3, p. 660 Except where specifically provided (for example see –96073, African Americans, p. 676) do not extend this notation by adding 0 to the number from this table and to the result adding area notation from Table 2.</p>

3:E8 Table 6: Languages

ADDC14	DDC22
<p>Not applicable.</p>	<p>–1–99993 pp. 682–713 Proceed cautiously when considering this table for number-building.</p>

3:E9 000 Computer science, information & general works

SPECIAL ISSUES

American emphasis

The American emphasis built into several of the divisions of this main class is thought to be unnecessary and inappropriate for Australian and New Zealand school libraries. For example, it is not particularly helpful to separate American encyclopaedias from those originating in Australia, New Zealand or the United Kingdom. To avoid the separation, 031 and 032 are not

used and all English-language encyclopaedias are classed at 030. Similar changes are made in other divisions to avoid inconvenient fragmentation.

Local emphasis

In this main class there are many points at which the Editors suggest devices for giving local emphasis to subclasses of materials. The policy is to ignore all such suggestions in the schedules, unless a special note to the contrary appears in these Decisions and Interpretations.

000 Computer science, information & general works

ADDC14	DDC22
030 p. 221 Class here all English-language encyclopaedias.	030 p. 72 Class here all English-language encyclopaedias.
030.2 p. 221 Class here all English-language works of miscellaneous information.	030.2 p. 72 Class here all English-language works of miscellaneous information.
031 p. 222 Do not use. Prefer 030.	031 p. 72 Do not use. Prefer 030.
031.02 p. 222 Do not use. Prefer 030.2.	
032 p. 222 Do not use. Prefer 030.	032 p. 72 Do not use. Prefer 030.
032.02 p. 222 Do not use. Prefer 030.2.	
050 p. 223 Class here all English-language general serial publications.	050 p. 75 Class here all English-language general serial publications.
051 p. 224 Do not use. Prefer 050.	051 p. 75 Do not use. Prefer 050.
052 p. 224 Do not use. Prefer 050.	052 p. 75 Do not use. Prefer 050.
080 p. 230 Class here all English-language general collections.	080 p. 92 Class here all English-language general collections.
081 p. 230 Do not use. Prefer 080.	081 p. 92 Do not use. Prefer 080.
082 p. 230 Do not use. Prefer 080.	082 p. 92 Do not use. Prefer 080.

3:E10 100 Philosophy & psychology

100 Philosophy & psychology

ADDC14	DDC22
153.4 p. 244 Avoid using, unless the work is clearly a work of psychology. Class 'how to' works on thinking skills and works on teaching reasoning and problem-solving at 160.	153.43 p. 126 Avoid using, unless the work is clearly a work of psychology. Class 'how to' works on thinking skills and works on teaching reasoning and problem-solving at 160.
160 p. 251 Class here 'how to' works on thinking skills and works on teaching reasoning and problem-solving. Avoid using 153.4 unless the work is clearly a work of psychology.	160 p. 143 Class here 'how to' works on thinking skills and works on teaching reasoning and problem-solving. Avoid using 153.43 unless the work is clearly a work of psychology.

3:E11 200 Religion

SPECIAL ISSUES

Myths and legends

Cataloguers are guided by the definition of myth provided in *Funk & Wagnalls standard dictionary of folklore, mythology and legend* (p. 778): 'The purpose of myth is to explain ... myths tell of the creation of man, of animals, of landmarks; they tell why a certain animal has its characteristics ... why or how certain natural phenomena came to be ... how and why rituals and ceremonies began, and why they continue.'

The Manual entry: 398.2 vs. 201.3, 230, 270, 292-299 (ADDC14, p. 68; DDC22, p. 114) contains guidance on classification of myths and legends. Numbers in 200 are used for mythology presented from a strictly theological point of view or presented as an embodiment of the religion of a people. Interdisciplinary works on mythology, or works on mythology with a non-religious basis, are classed at 398.2.

Cataloguers should not make the assumption that all myths, even Greco-Roman ones, that are retold for a juvenile audience should be classed in 398. Cataloguers should examine the work according to content, mode of presentation, or author's or editor's intention, to determine whether the retelling has a religious focus or is for cultural entertainment.

Local emphasis

The permanently unassigned number 298 is used to give emphasis and a shorter notation to materials on the religious beliefs and creation stories of the Australian Aboriginal peoples. All works about the Dreamtime and the Dreaming are classed in 298.

Australian Aboriginal peoples: religion, spirituality, and creation stories

All works on the religious beliefs and creation stories of the Aboriginal peoples are classed in 298.

200 Religion

ADDC14	DDC22
	200 p. 157 Use Option D at 290 for the religion and mythology of Australian Aboriginal peoples. Do not use the other options.
230.071 p. 270 Do not use for works about religious education in secular schools. Prefer 379.28.	230.071 p. 189 Do not use for works about religious education in secular schools. Prefer 379.28.
	290 p. 261 Use option D for religion and mythology of Australian Aboriginal peoples. Do not use the other options.
298 p. 297 Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.	298 p. 305 Class here religion, spirituality and creation stories of the Australian Aboriginal peoples.
299 p. 297 Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.	299.92 p. 311 Do not class here religion, spirituality and creation stories of the Australian Aboriginal peoples. Prefer 298.

3:E12 300 Social Sciences

SPECIAL ISSUES

Local emphasis

There are some classes in the social sciences where the policy, in conformity with the Editors' proposal for local emphasis, is to give priority to the area notation for Australia in number-building (see for example 327.3-.9, Foreign relations of specific nations, ADDC14, p.339; DDC22, v.2, p. 393, etc.). Specific instances are listed below.

300 Social Sciences

ADDC14	DDC22
	303.4821-4829 p. 322 Add area notation once only, giving priority in notation to the nation emphasised.
305.6 p. 311 Class persons occupied with religion at 305.9.	305.6 p. 336 Class persons occupied with religion at 305.9.

300 Social Sciences

ADDC14	DDC22
305.9 p. 316 Class here persons occupied with religion.	305.9 p. 337 Class here persons occupied with religion.
324.2711 –.2719 p. 334 Do not add standard subdivisions.	
324.274 –.279 p. 334 Do not add standard subdivisions.	
327.3–.9 p. 339 Add areas notation twice as instructed. Apply the option.	327.3–.9 p. 393 Add areas notation twice as instructed. Apply the option.
	332.456091 p. 430 Add areas notation twice as instructed. Apply the option.
	332.456093–.456099 p. 444 Add areas notation twice as instructed. Apply the option.
337.3–.9 p. 362 Add areas notation twice as instructed. Apply the option.	337.3–.9 p. 496 Add areas notation twice as instructed. Apply the option.
	342–349 p. 543 Follow the preferred arrangement for law.
352.23 p. 392 Class here works on the administrations of particular chief executives. Use 930–990 for their biographies.	352.23–352.293 pp. 630-634 Class here works on the administrations of particular chief executives and heads of state. Use 930–990 for their biographies.
362.88 p. 420 Class here prevention education.	362.88 p. 721 Class here prevention education.
371.26 p. 442 Class standardised tests for a specific subject, regardless of level, with the subject in 001–999, plus notation 076 from Table 1.	371.26 p. 781 Class standardised tests for a specific subject, regardless of level, with the subject in 001–999, plus notation 076 from Table 1.
371.3 p. 443 Class methods of instruction in a specific subject, regardless of level, with the subject in 001–999, plus notation from Table 1.	371.3 p. 783 Class methods of instruction in a specific subject, regardless of level, with the subject in 001–999, plus notation from Table 1.

300 Social Sciences

ADDC14	DDC22
371.9 p. 447 Class material on teaching specific subjects with the subject, plus 07– from Table 1.	371.9044 p. 793 Class material on teaching specific subjects with the subject, plus 07– from Table 1.
371.95 p. 448 Class material on teaching specific subjects with the subject, plus 07– from Table 1.	371.953 p. 796 Class material on teaching specific subjects with the subject, plus 07– from Table 1.
372.11–.18 p. 450 For use of drama as a method of instruction use 372.139.	372.11–.18 p. 799 For use of drama as a method of instruction use 372.139.
372.3–.8 p. 451 Do not use. Class all materials regardless of level with the specific subject.	372.3–.8 p. 800 Do not use. Class all materials regardless of level with the specific subject. Do not add numbers from 372.3–.8 to numbers in the schedules when instructed to do so.
375 p. 458 Class curricula of a specific subject regardless of level with the subject, plus 071 from Table 1. Class curricula of a particular level not related to a specific subject with the level.	375 p. 815 Class curricula of a specific subject regardless of level with the subject, plus 071 from Table 1. Class curricula of a particular level not related to a specific subject with the level.
	382.091 p. 835 Add areas notation twice as instructed. Apply the option.
	382.093–.099 p. 835 Add areas notation twice as instructed. Apply the option.
	382.93–.99 p. 838 Add areas notation twice as instructed. Apply the option.
394 p. 472 Class here general works on fairs, ie, where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.	
	394.6 p. 875 Class here general works on fairs, ie, where there is an equal emphasis on sideshows. Class agricultural shows in 630.74.

300 Social Sciences

ADDC14	DDC22
	398.2093–.2099 p. 880 Add to the base number 398.209 notation from Table 2, then add only 001–007 as outlined. Do not add the standard subdivisions following 01–07.
398.20994 p. 476 Do not use for the religious beliefs or creation stories of the Australian Aboriginal peoples. Class religion and creation stories of Australian Aboriginal peoples, including adaptations and retellings for a juvenile audience, in 298.	398.20994 p. 880 Do not use for the religious beliefs or creation stories of the Australian Aboriginal peoples. Class religion and creation stories of Australian Aboriginal peoples, including adaptations and retellings for a juvenile audience, in 298.
	398.2452 p. 881 Do not add the numbers following 59 in 592–599.

3:E13 400 Language

SPECIAL ISSUES

Local emphasis

None of the options for giving emphasis to a special language or group of languages will be taken up.

Readers

The difficulties relating to the classification of readers have been discussed in Decisions and Interpretations for Table 4: Subdivisions of Individual Languages. Thus, the policy is to class individual readers in F or the appropriate Dewey subject class, rather than in 420–490 with the Individual Languages subdivision –86. Individual teachers' guides belonging to a series or set of readers, with reading scheme outlines etc, are classed in 420–490 with T4–86. If a set of readers or a reading scheme is packaged in an item and cataloguers have the entire package in hand, they may catalogue the item as a closed multipart work and class it in 420–490 with T4–86.

400 Language

ADDC14	DDC22
427 p. 485 Including Australian English.	
499 p. 495 For 'Australian' read 'Australian Aboriginal'.	

400 Language

ADDC14	DDC22
	499.15 p. 936 Add to the base number notation 01–08 from Table 4.

3:E14 500 Natural sciences and mathematics

SPECIAL ISSUES

Geographical treatment

Number-building

Take care in number-building within 571–577 (DDC22). There are footnotes leading to six different add instructions, four of which have add tables. There are five facet indicators.

Take care with ‘add’ instructions at 583–588 (DDC22) and 592–599 (DDC22); the instruction under 09 historical, geographic, person treatment ‘Do not use; Class in 173–176’ refers to the faceted number-building in the next instruction ‘add to the base number 1 the numbers following ...’

500 Natural sciences and mathematics

ADDC14	DDC22
582.16 p. 547 Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.	582.16 p. 1160 Do not use this number for works on specific kinds of trees. Prefer 583–588. For example, Eucalyptus 583.766.

3:E15 600 Technology (Applied sciences)

SPECIAL ISSUES

Number reduction

The 600 main class illustrates most vividly the reduced number-building power available with ADDC14. The issue was discussed above in relation to Table 1: Standard Subdivisions. Because the full edition 600 schedules provide expanded notations for most of the abridged edition numbers, the ADDC14 number often does not include a standard subdivision.

Very careful reading of the instructions given in the abridged edition is essential. Sometimes it appears that the correct number entails disregarding a number-building instruction printed in the abridged edition. However, a close reading of the instruction suggests that the Editors of

ADDC14 are observing the restriction against adding standard subdivisions to a work that deals with a subject more specific than the content of the number. See the note at 621.37 below.

600 Technology (Applied sciences)

ADDC14	DDC22
<p>613.6 p. 572 Note that the instruction to class personal safety in a specific field with the subject using s.s.–028 will not always be possible. It works with recreational boating, which is the example given. But it does not work with motor boating, which is more specific than 797.1, and in DDC22 is given the expanded number 797.125.</p>	
<p>621.37 p. 599 Note that the instruction to class testing and measurement ... with the subject will often not be feasible because of the further expansions given in DDC22. For example, the inappropriateness of adding standard subdivisions to 621.319 for testing transmission cable, which is more specific than the number 621.319.</p>	
<p>629.133 p. 615 Class here the aerospace engineering aspects of kites. Class the making of toy kites in 745.592. Class flying toy kites for recreation in 796.15.</p>	<p>629.133 32 p. 278 Class here the aerospace engineering aspects of kites. Class the making of toy kites in 745.592. Class flying toy kites for recreation in 796.158.</p>
	<p>629.2222 p. 285 Sub-arrange alphabetically by using initial three letters of trade name of car as book number. For example: Honda Civic motor car 629.2222 HON.</p>
	<p>629.287 p. 291 Add as instructed for type of vehicle. Then sub-arrange alphabetically by using initial three letters of trade name of vehicle as book number. For example: Repair of Honda motor cars 629.2872 HON, Repair of Honda motor cycles 629.28775 HON.</p>
<p>630.74 p. 619 Class here agricultural shows. Class general works on fairs, that is, where there is an equal emphasis on sideshows in 394.</p>	<p>630.74 p. 299 Class here agricultural shows. Class general works on fairs, that is, where there is an equal emphasis on sideshows in 394.6.</p>
<p>646.4 p. 636 Including sewing fancy dress costumes. Class making fancy dress costumes from composite materials in 745.59.</p>	<p>646.478 p. 383 Add 'fancy dress costumes' to examples. Class making fancy dress costumes from composite materials in 745.59.</p>

3:E16 700 The Arts

SPECIAL ISSUES

Local emphasis

None of the suggestions for giving local emphasis in any specific branch of the arts will be taken up.

Graphic fiction

The Editors' recommendations are not followed when dealing with stories in pictures or comic strip format. F is used if picture books, cartoons, comic books and graphic novels form a narrative, and 741.5 is used only for those cartoons and comics, with or without captions, that do not form narratives. If in doubt, prefer F. The Manual entry: 741.5 vs 741.56 (WebDewey), contains helpful examples of the distinction between comic books, graphic novels, fotonovelas (use F) and cartoons, caricatures, comic strips (use 741.5).

700 The Arts

ADDC14	DDC22
708.13--19 p. 667 Use 708.13 only.	708.13--19 p. 545 Use 708.13 only.
741.5 p. 683 Do not class fotonovelas, comic books, graphic novels here. Prefer F. Class here cartoons, caricatures, comic strips, with or without captions, which do not form a narrative. If in doubt, prefer F.	741.5 p. 601 Do not class fotonovelas, comic books, graphic novels here. Prefer F.
	741.56 Class here cartoons, caricatures, comic strips, with or without captions, which do not form a narrative. If in doubt, prefer F.
745.59 p. 686 Including making fancy dress costumes from composite materials. Class sewing fancy dress costumes in 646.4.	745.59 p. 607 Including making fancy dress costumes from composite materials. Class sewing fancy dress costumes in 646.478.
745.592 p. 686 Including making toy kites.	745.592 p. 607 Including making toy kites.
759.14--19 p. 696 Do not use. Class at 759.13.	
781.6 p. 708 Follow instructions in the Manual entry p. 94, and class comprehensive works on musicians in the most specific number that describes their careers.	781.6 pp. 664--666 Follow instructions in the Manual entry p. 157, and class comprehensive works on musicians in the most specific number that describes their careers.

700 The Arts

ADDC14	DDC22
	781.6200901–.62900905 p. 665 Do not use class in 781.62009.
	781.621–.629 p. 665 Add to the base number 781.62 notation 1–9 from Table 5, but do not subdivide further.
	781.711–.719 p. 668 Add to base number 781.71 the numbers following 28 in 281–289, but do not subdivide further.
	781.74–.79 p. 669 Add to base number 781.7 the numbers following 29 in 294–299, but do not subdivide further.
	782.3221–.3229 p. 674 Add to base number 782.322 the numbers following 28 in 281–289, but do not subdivide further.
	782.34–.39 p. 675 Add to base number 782.3 the numbers following 29 in 294–299, but do not subdivide further.
789 pp. 567–9 Do not use.	789 pp. 706-711 Do no use.
791.43 p. 726 Do not class dramatic films here. Films which tell a story, or are adaptations of fiction, plays or poetry are classed at fiction, drama or poetry according to the original work on which the film is based.	791.43 p. 716 Do not class dramatic films here. Films which tell a story, or are adaptations of fiction, plays or poetry are classed at fiction, drama or poetry according to the original work on which the film is based.

3:E17 800 Literature (Belles-lettres)

SPECIAL ISSUES

Table 3: Subdivision of individual literatures

The 800 main class is inseparable from the auxiliary Table 3, and many of the key issues relating to the classification and literature have been discussed in Decisions and Interpretations for Table 3 and for fiction.

Picture books

One category of easy books that deserves special consideration is the picture book. Most picture story books and stories in comic strip format fit happily in F, to which users may add a prefix.

However, picture book folktales belong in 398.2, traditional rhymes belong in 398.8, and stories in rhyme and pictures belong in the classification for the poetry of the specific literature, eg 821. Some judgement is required for picture story books where there is a mix of prose and verse; if in doubt, prefer F. Picture books which tell a story without words are classed at F, but simple picture books, with text (including those in rhyme) or without text, which illustrate topics or concepts are assigned the most appropriate Dewey class number.

Local emphasis

The policy is to give local emphasis and shorter numbers to the literatures of Australia and New Zealand, by using the initial letters to create the class numbers A820 and NZ820. No other literature is distinguished in this manner.

Note limitation on use of literary period tables with literatures in the same language, but from countries other than the traditional or principal user. However, optional period tables are used for Australia and New Zealand.

Translations, retellings and adaptations

Translations, abridgements and retellings of literary works are classed with the original work. Adaptations are somewhat different and may require a different class. However, SCIS prefers to class adaptations with the original more often than the Editors recommend. In the words of the Editors: ‘An adaptation may alter the form of a work or modify the content to such an extent in language, scope, or level of presentation that it can no longer be considered a version of the original. Class an adaptation in the number appropriate to the adaptation, e.g., Lamb’s *Tales from Shakespeare* 823.7’. (Manual entry 800: Adaptations, ADDC14, p. 800; DDC22, p. 165). SCIS prefers to class Lamb’s *Tales ...* in 822.3 (ADDC14) and 822.33/H (DDC22). In general, not much weight is given to the level of presentation when determining where to class adaptations, and it is preferable to put them with the original unless the form of the new version is important. For example, a play version of a children’s fiction title or folk tale is classed in drama rather than with the original.

Collections of jokes

Jokes are usually of very mixed origin despite the language or national orientation of the text to hand. To avoid inconvenient fragmentation in the classification of books of jokes, 808.88 (ADDC14) and 808.882 (DDC22) rather than 818, 828, A828, 838 etc. are used for all collections of jokes irrespective of language.

800 Literature (Belles-lettres)

ADDC14	DDC22
808.88 p. 748 Class here all books of jokes.	808.882 p. 769 Class here all books of jokes.
810–890 para. 1. p. 749 Class translations with the original works. Note that fiction in all languages is classed F. However, stories in rhyme are to be classed in the poetry of the specific literature, eg 821.	810–890 p. 773 Class translations with the original works. Note that fiction in all languages is classed F. However, stories in rhyme are to be classed in the poetry of the specific literature, eg 821.
	810–890 p. 774 Apply option C.1

800 Literature (Belles-lettres)

ADDC14	DDC22
<p>820.1–828 para. 4 p. 750 Distinguish English-language literature of Australia by the initial letter A and of New Zealand by the letters NZ. Do not distinguish English-language literatures of any other country.</p>	<p>820.1–828 p. 777 Distinguish English-language literature of Australia by the initial letter A and of New Zealand by the letters NZ, and use special period table on p. 778. Do not distinguish English-language literatures of any other country. Use the period table on p. 777 only for literatures of Great Britain and Ireland. Do not assign period numbers for English-language literatures of any other country.</p>
<p>822.3 p. 750 Book numbers for works by or about Shakespeare will consist of the first three letters of the main entry heading.</p>	
	<p>822.33 p. 779 Apply the option for sub-arranging works about and by Shakespeare, but do not adapt for other specific authors.</p>
	<p>822.33/Y p. 780 Do not use. Prefer 821.3 for Shakespeare’s poems and critical appraisal of the poems. Class criticism of Shakespeare’s work in general in 822.33/D.</p>
<p>A820–828 Use for English-language literature of Australia.</p>	<p>A820–828 Use for English-language literature of Australia.</p>
<p>NZ820–A828 Use for English-language literature of New Zealand.</p>	<p>NZ820–A828 Use for English-language literature of New Zealand.</p>
	<p>891.4 p. 807 Apply the option. Treat literatures of all modern Indic languages as literature of one language, with base number 891.4.</p>
	<p>893 p. 817 Do not add numbers from Table 6. Apply the option. Treat all non-Semitic Afro-Asiatic literatures as literature of one language, with base number 893.</p>
	<p>894.8 p. 819 Apply the option. Treat literatures of all Dravidian languages as literature of one language, with base number 894.8.</p>

800 Literature (Belles-lettres)

ADDC14	DDC22
	896 p. 825 Apply the option. Treat literatures of all African languages as literature of one language, with base number 896.
	897 pp. 826-827 Apply the option. Treat literatures of all North American native languages as literature of one language, with base number 897.
	898 p. 827 Apply the option. Treat literatures of all South American native languages as literature of one language, with base number 898.
899 p. 762 Including literatures of Australian Aboriginal languages.	899 p. 828 Including literatures of Australian Aboriginal languages.

3:E18 900 History & geography

SPECIAL ISSUES

Table 2: Areas and local emphasis

The 900 main class is inseparable from the auxiliary Table 2 and some of the issues relating to the classification of history and geography have been touched upon in Decisions and Interpretations for Table 2.

Exploration and explorers

The treatment of exploration and explorers in both DDC22 and ADDC14 is inappropriate for school needs. In DDC22 the separation of discovery and exploration at 910.91 from explorers at 910.92, and from discovery and exploration by specific countries at 910.93–.99, and the possibility of classing some discovery and exploration in specific countries in 913–919 as travel and some in 930–990 as early history of the country, allow too much room for scattering materials on the shelves. This is one case in which the subtle distinctions made by the Editors and followed by other national cataloguing agencies are less than helpful for the school library.

The policy is to accept the scattering that occurs within class 910, but to attract discovery and exploration in specific countries to the periods for discovery and exploration in the history of those countries

Australian Aboriginal peoples

In assigning class numbers to works on the history and civilisation of Australian Aboriginal peoples, both place and time factors will be considered.

If a work deals with Australian Aboriginal peoples within one state, it is classed in the number for the state. If a work deals with Australian Aboriginal peoples in two or more states, it is classed in 994.

If a work deals with the history and civilisation of Australian Aboriginal peoples before 1788, it is classed in 994.01 or the appropriate state number with the period subdivision 01. Similarly, works dealing with the history and civilisation of Australian Aboriginal peoples within other periods are classed in 994 or the state with the appropriate period subdivision. Works dealing with two or more periods are classed according to the rules of emphasis, preponderance, instruction, and primacy in the schedules as set out in section 5.7 of the Introduction to DDC22 (p. xliii) and section 5.7 of the Introduction to ADDC14 (p. xxviii).

Australian history

The policy is to use all the period notations given for Australia with state and district base number without quibble about when the states attained statehood. With Australian history, considerable scope for confusion and cross-classification exists because the name ‘Australia’ came slowly into use for what was officially the colony of New South Wales, and because the historical boundaries of New South Wales changed frequently as other colonies were created.

It has been resolved to minimise the confusion and cross-classification by imposing a present-day perspective on the organisation of works on Australian history. Thus the name New South Wales and class 994.4 are used for the state which currently exists, and likewise the name Victoria and class 994.5, the name Queensland and the class 994.3, etc.

Particular care is needed in classifying works declaring themselves to be histories of New South Wales. If such works deal only with Sydney, Botany Bay, the Blue Mountains or other districts which are within the current state boundaries, they are assigned the number 994.4 with appropriate place and time subdivisions. If, however, a work on the early history of ‘New South Wales’ deals with the government, exploration and settlement of the colony in general, it is classed in one of 994.02 or 994.03. If a work deals only with the exploration and settlement of the Port Phillip District of New South Wales before 1851, it is classed at 994.502.

It is thought to be more useful that schools, especially those in states other than New South Wales, ignore the historical nomenclature in arranging materials, and classify according to present-day boundaries and as if the name ‘Australia’ had been in use before European settlement.

Citation order and historical periods

The policy is to give precedence to historical periods over standard subdivisions in the classes 930–990 to avoid unnecessary and unhelpful fragmentation. This policy means ignoring the Editors’ instruction in ADDC14 (p. 776) and in the Manual entry 930-990: Historical periods (ADDC14, p. 109) to class ethnic and national groups (other than indigenous groups in a prehistoric period that is set forth in the schedules) at the basic history number without any historical period subdivisions. It also means giving precedence to period notation over the DDC22 special notations –004 and –0091–0098, which are used only if the work covers two or more periods. This policy is contrary to the Editors’ instruction in DDC22 under 930–990 (pp. 858-9).

Biography

With both ADDC14 and DDC22, cataloguers will, whenever practicable, follow the Editors’ instruction ‘Class biography of persons associated with a specific discipline or subject with the discipline or subject’. In cases of difficulty, such as with a biography of Leonardo da Vinci or

Albert Schweitzer, cataloguers will make their decision according to the emphasis of the material, and in the last resort classify under 920.

Special care is needed in classifying works about persons (description, critical appraisal, biography) who are associated with the history of particular countries and localities. ‘Associated with the history’ is interpreted as signifying an involvement with ‘historic events’ as opposed to ‘nonhistoric events’ (see Manual entry 900: Historic events vs. nonhistoric events (ADDC14, p. 102; DDC22, p. 175).

Persons who fit this interpretation include, inter alia, discoverers, explorers, heads of state, and political figures such as prime ministers. Include figures whose story gives an insight into social history, eg Albert Facey, *A fortunate life*. Not all nationals, not even all political figures, will be classed in history. The first choice of number for significant nationals is the discipline or subject with which they are identified. Those who are not associated with a particular subject and who have not been involved in events ‘important enough to affect the general social life and history of the place’ are classed in 920 and its subdivisions.

Works about individuals (biography, etc) judged to be associated with the history of a place are classed in the appropriate area and period subdivisions, with the notation –092 from Table 1 and a Special Book Number consisting of the first three letters of the subject’s name.

Collected biography (etc) about a number of persons judged to be associated with the history of a place is classed in the appropriate area and period subdivisions with the notation –092 from Table 1 (ADDC14 = –092, DDC22 = –0922).

Collected biography (etc) about a number of persons judged to be associated with the history of a place but who belong to two or more periods is classed in the base number for the history of the area with the special subdivision for persons from the Schedules at 930–990 (ADDC14 = –009, DDC22 = –0099).

Biography (etc), whether individual or collected, is not classed in the special subdivision –004 for racial, ethnic and national groups. Place plus period is preferred with the –092 notation from Table 1, or place is classed with the special subdivision –009 for persons from the Schedules.

Special care is needed also in classifying works about persons not associated with a discipline or subject and not strictly speaking participants in ‘historic events’. General biography belongs in 920, not in 930–990. Persons are not classed in 930–990 simply because they belong to a national group.

Individual biography (etc) about persons not associated with a particular discipline or subject or the history of a particular place is classed in 920.71 or 920.72 and their appropriate expansions.

Collected biography (etc) about a number of persons not confined to a particular discipline or subject or the history of a particular place is classed in 920 with the following expansions:

DDC22 & ADDC14	
920.02	
920.03–.09	with notation –3–9 from Table 2
920.71	with notation –093–099 from Table 1
920.72	with notation –093–099 from Table 1

Prefer 920.71 and 920.72 above 920–920.099. Do not use 920.009 and subdivisions, preferring to arrange by place or class in 920 or 920.02.

Works about persons associated with the history of Australia are classed in number for the country as a whole, with the appropriate period subdivision and notation –092 from Table 1. Biography (etc) is not classed in the state subdivisions.

Works about prime ministers are classed in 994 and the appropriate period subdivision. The numbers 320.9 or 324 or 328 are used only when the work is very restricted in scope. Biography is not classed in 994.004 and subdivisions.

900 History & geography

ADDC14	DDC22
910 p. 766 Class biography of individual explorers associated with specific countries in 930–990.	910.92 p. 840 Class biography of individual explorers associated with specific countries in 930–990.
913–919 p. 769 Sub. 04 Travel. Delete the note ‘Class here discovery, exploration’ and add the note ‘Class discovery and exploration in 930–90 with appropriate period notation.’	913–919 p. 842 Sub. 04 Travel. Delete the note ‘Class here discovery, exploration’ and add the note ‘Class discovery and exploration in 930–990 with appropriate period notation.’
920–920.72 pp. 771-774 Prefer to class biography of persons associated with a specific discipline or subject with the discipline or subject. Note that standard subdivisions, including 093–099, can be added to effect sub-arrangement by place, to these numbers.	920–920.72 pp. 847-850 Prefer to class biography of persons associated with a specific discipline or subject with the discipline or subject. Note that standard subdivisions, including 093–099, can be added to effect sub-arrangement by place, to these numbers.
	929.2 p. 854 Apply the option.
930–990 p. 776 Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.	930–990 p. 858 Add the note ‘Class here discovery and exploration in specific continents, countries and localities’.