

Note: Go by the section numbers. The page numbers have changed.

### DDC Worksheet

65 min.	<b>1. General layout and principles of use of DDC</b>
<b>1.1a General layout, print</b>	<p>Examine the printed DDC <b>23</b> volumes or the sample pages starting on p. ~219</p> <p><b>DDC consists of five logical parts, arranged in four physical volumes:</b></p> <p><b>Physical volume 1</b></p> <ol style="list-style-type: none"> <li>1 Introduction (general principles)</li> <li>2 Manual (extensive notes on the usage of individual classes, especially comparing usage of two or three classes )</li> <li>3 Tables (concept with their numbers that can be used to build new classes starting from classes found in the schedules)</li> </ol> <p><b>Physical volumes 2 + 3</b></p> <ol style="list-style-type: none"> <li>4 The schedules (the heart of DDC, the classified listing of many classes)</li> </ol> <p><b>Physical volume 4</b></p> <ol style="list-style-type: none"> <li>5 Relative index (alphabetical index, also a descriptor-find index, access to classes that complements access through the classified arrangement)</li> </ol> <p>The sample pages give a unified view of the Tables and the Schedules. They are slightly edited from the originals in DDC or created for this unified view. Familiarize yourself with the general layout of the classification. by reading through the first and second "summary" (including the summary of the "Tables"). Then skim the third summary, reading thoroughly only the 000 and 370 (all in the sample pages). Then skim 370 in the schedules (vol. 2).</p> <p style="text-align: center;"><b>Outline of sample pages</b></p> <p><b>First summary:</b> the ten main classes (top level, level 1) p. ~220          Comparison of the overall outline of DDC, the Library of Congress Classification, and the Yahoo Classification p. ~221</p> <p><b>Second summary:</b> The 10 main classes &amp; the 100 classes one level down p. ~222</p> <p><b>Third summary:</b> One more level down, adds 1,000 more specific classes</p> <p>Third summary: Overview of the tables p. ~223          Table 2. Geographical area to fourth level p. ~224          Third summary: 000 Computer science, information, &amp; general works p.~225          Third summary: 300 Social sciences p. ~226</p> <p><b>Tables and schedule, full listing</b></p> <p>Standard subdivisions p. ~227          020 Library and information science p. ~229          370 Education p. ~230</p> <p><b>Relative Index</b> (alpha index), sample pages (science, sheep, trucks) p. ~233 - p. ~234</p>
<b>1.1b WebDewey</b>	<p><b>WebDewey</b> provides access through</p> <ul style="list-style-type: none"> <li>• hierarchical browse (schedules and tables) with links to the manual;</li> <li>• search by class number;</li> <li>• search by words or phrases, which takes the place of look-up in the Relative Index. Search uses many access points: words in the class captions, the Relative Index entries for a class, and any notes for the class.</li> </ul> <p><b>Web Dewey Exercise</b> ( p. ~207 - 213): Do parts A and B <b>now</b>, part C later.</p>

65 min. <b>1. General layout and principles of use of DDC</b>	
<b>1.2 Fundamental rules of use</b>	<p>(1) <b>Never assign a class number simply taken from the alphabetical (relative) index; always check the number in the schedules before using it.</b> Finding the appropriate class number is often quicker in the schedules (scan the right section) than in the alphabetical (relative) index with subsequent check in the schedules.</p> <p>(2) <b>Always read the instructions given in the schedules and in the manual very carefully. There are many exceptions to general rules!</b></p>
<b>1.3 Focus of document</b>	<p><b>For determining the proper DDC class always ask yourself:</b></p> <p>What is the <b>focus of this document?</b>                  Where does this document belong basically?                  See the examples below and on the next page</p>

**Document focus examples**

**Example 1. Sheep**

The anatomy of sheep		Keeping sheep. A farmer's manual		Sheep hunting for profit and pleasure	
<b>500</b>	<b>Natural sciences and mathematics</b>	<b>600</b>	<b>Technology (Applied Sciences)</b>	<b>700</b>	<b>The arts. Fine &amp; decorative</b>
590	. Animals [natural history and descriptive biology]	630	. Agriculture and related	790	. Recreational and performing
599	. . Mammalia (Mammals)	636	. . Animal husbandry	799	. . Fishing, hunting, shooting
599.6	. . . Ungulates	<b>636.3</b>	. . . <b>Sheep</b>	799.2	. . . Hunting
599.64	. . . . Bovidae			799.27	. . . . Specific big game
<b>599.649</b>	. . . . <b>Sheep</b>			799.27 6	. . . . . Ungulates
				799.27 64	. . . . . Bovidae
				<b>799.27 649</b>	. . . . . <b>Sheep</b>

- **Always interpret the meaning of a class caption in context**  
 599.649 means the *natural history and descriptive biology of sheep*  
 799.27|649 means the *hunting of sheep*
- The classes 799.27|6, 799.27|64, and 799.27|649 are built from the pattern under 599; more on building classes in Section 3. (the symbol | separates components of a built class number.)
- All these numbers are found under *sheep* in the relative index where you can also see that *sheep's milk* and *sheep's wool* are in different places still.

### Document focus examples

**Example 2. Taxicabs.** Document: **Urban transportation services using taxicabs**

The document is clearly focused on *Commerce, communication, transportation*, specifically local transportation. It would therefore be wrong to use

629.222 32 Taxicabs

which is part of 600 *Technology* and means *Technical aspects of taxicabs*. The correct class is

300	The social sciences (the main class)
380	. Commerce, communication, transportation
388	. . Ground transportation
388.4	. . . Local transportation [ <i>Urban transportation</i> is local]
388.41	. . . . Vehicular and pedestrian traffic
388.413	. . . . . Activities and services
388.413 2	. . . . . . Vehicular services
388.413 21	. . . . . . . Services by private passenger automobiles
<b>388.413 214</b>	<b>. . . . . . . Taxicabs and limousines</b>

Now give the class number for

**The economics of trucking services** (Hint: check out 629.22 and 388.3 and note that trucking services could be local or long-distance, thus do not fit under 388.4):

►A **388.324 Trucking services**

Note: The economics aspect is implied by being under class 380

Note: Very similar, but with emphasis on trucks as a type of vehicle (rather than on services provided by trucks) is the following class which is built by method 2.3 (see below)

388.34|4 Social sciences > Commerce, communication, transportation >  
 Transportation. Ground transportation > Vehicular transportation > Vehicles >  
 Trucks (629.224 is trucks)

40 min.	<b>2. Building new precombined classes</b>	<b>May need to ask in class about this</b>
<b>Introduction</b>	<p>The DDC schedules (vols 2 and 3) enumerate many precombined descriptors, but packing all the concepts of a document theme into one class often requires still more precombination. DDC allows for building new precombined descriptors (classes). Since each built class is represented by a built class number, this is often called <b>number building</b>.</p> <p>Any Dewey class number (enumerated or built) has a decimal point after the third digit and a blank space after the sixth digit. We show the division of a built number into its components through  . (<b>The symbol  </b> setting off components of a built number <b>is not part of the “official” Dewey number</b>. Nevertheless, in this assignment include the   for your own understanding.)</p> <p>To build the number for a new precombined class, one starts with a class number given in the schedule and appends digits from another place, often from a table, as explained in this part of the worksheet.</p> <p>Note: In Dewey number building instructions, “add” it means “append”. In LCC number building instructions, “add” means “use a calculator”.</p>	

<b>2.1 Building new precombined classes 1: General tables</b>	
<b>General Tables</b> (v. 1)	<p>The most prominent number-building feature in DDC. General <i>Tables</i> are used in many places in DDC. Numbers from these tables are never used alone but combined with (appended to) simpler numbers. The following instructions introduce</p> <p><b>Table 1. Standard subdivisions</b> and <b>Table 2. Geographical areas</b>.</p>
<b>Table 1. Standard Subdivisions</b>	<p>Numbers from Table 1 may be combined freely with any number from the schedules, e.g.,</p> <p><i>modern Indic languages</i> (491.4), <i>classification of</i> (<b>Table 1 / -012</b>): 491.4 <b>012</b>.</p> <p>(Note: The '-' in front of 012 just shows that this number must not be used alone; the hyphen does <b>not</b> become part of the number: 491.4-012 is wrong!)</p> <p>Example 2:</p> <p>530 <b>0712</b> <i>All aspects of teaching (curricula, study, teaching) high school physics</i> (530 Physics, <b>Table 1 / -0712</b> Secondary ed.)</p> <p>Now build the class number for</p> <p><b>Railroads (385) directory (of persons and organizations) (T1 / -025):</b></p> <p>►B <b>385 025</b></p>

## 2.1 Building new precombined classes 1: General tables, continued

Table 2.  
Areas.

**Areas from Table 2 can be added according to the following rules:**

(1) **By direct addition when so noted in an instruction in the schedules**

Examples:

378.73 Higher education in the US (as instructed at 378.4-.9)

372.9 *Historical, geographical, persons treatment of elementary education* has a note to add directly from Table 2, T2 / -52 is *Japan*, thus  
372.9|52 *Elementary education in Japan*

(2) **Through the interposition of "Standard Subdivisions" notation -09 from Table 1** whenever there is no special instruction.

Example:

385 *Railroad transportation* has no special instruction about adding areas directly, thus

385|.09|52 *Railroad transportation in Japan*

The "linkage" function of the standard subdivision -09 is fully explained under

Table 1, -093-099 Treatment by specific continents, countries, localities; extraterrestrial worlds  
History and description by place, by spec. instance of the subject

Add "Areas" notation 3-9 from Table 2 to base number - 09. e.g., the subject in the *United States* - 09|73, in *Brazil* -09|81, in *North America* -09|7.

Class persons associated with the subject regardless of area, region, place in -092; treatment by areas, regions, place not limited by continent, country, locality in -091; history and description of the subject among groups of specific kinds of persons in -088, among specific racial, ethnic, national groups nondominant in their continents, countries, localities in -089.

Now build class numbers for the following::

**River transportation (386.3) in the U.S. (T2 / -73) (no instruction with 386.3)**

►C **386.3|09|73**

(no instruction with 386.3, use 09 to combine with 73 from Table 2)

**The role of trucks in transportation in Germany (area T2/ -43)**

►D **388.344|09|43**

Again: Add area numbers without intervening 09 only if instructed to do so.

<b>2.1 Building new precombined classes 1: General tables, continued</b>	
<b>General tables 3 -7</b>	Never append numbers from Tables 3-7 unless an instruction tells you that they can be used.
<b>Combination from several tables</b>	When so instructed (and only then), you can build a highly precombined class by appending from two tables. For example, go to Table 1 / -025; following the instruction, one can build 385 .025 52 <i>Railroad directories for Japan</i> .

15 min.	<b>2.2 Building new precombined classes 2: Local tables</b>
	<p>Local tables found in the schedules apply only to a specified range of classes. For example, at the beginning of 372.3 - 372.8 <i>Elementary education in specific subjects</i> (DDC23 vol.2, p. 836, in the sample pages), there is a table that applies only to this range of classes. This table “hijacks” -04 of Table 1. Read this table and the instructions, and then build the class number for</p> <p><b>Curriculums for elementary school science:</b></p> <p>►E <b>372.35 043</b>      372.35 from the schedules, <b>043</b> from the local table  Elementary education &gt; Elementary education in specific subjects &gt;  Science and technology   <b>Curriculums</b></p> <p>For a more extensive local table see 362-363 <i>Specific social problems and services</i> (vol.2, p. ~720-722), which gives such concepts as 1 <i>Social causes</i> and 62 <i>Standards</i>, or 616.1- 616.9 <i>Specific diseases</i> (v 3, p. ~84-88).</p>

15 min.	<b>2.3 Building new precombined classes 3: Applying the pattern of subdivision found in a different place in the schedules as a model</b>
<b>Pattern models</b>	<p>In Section 1 (Example 2) we saw <b>388.413 214 [Transportation services by] Taxicabs and limousines</b> (focus on service, qualified by the type of vehicle used). Now assume we have a book <i>The role of taxicabs in transportation</i>, a book on taxicabs, not on their technical construction but how they are used in transportation. The focus on vehicles, specifically taxicabs. There is no enumerated class for this topic, the classification goes only as far as shown here:</p> <pre> 300          The social sciences (the main class) 380          .   Commerce, communication, transportation 388          .   .   Ground transportation 388.3        .   .   .   Vehicular transportation 388.34       .   .   .   .   Vehicles </pre> <p>To build a class that specifies the role of <b>taxicabs</b> in transportation, follow the instruction given for 388.342-.348: Add to 388.34 the numbers following 629.22 in 629.222-228, where <i>taxicab</i> is 629.22<b>232</b>, thus <i>taxicabs as used in transportation</i> is 388.34 <b>232</b>. In other words, the subdivision of vehicles given in the technical class is reused here, saving space in the schedule.</p> <p>Now build the class number for <b>Trucks (transportation focus)</b></p> <p>►F <b>388.34 4</b> 388.34 from the schedule in the 300s, 629.22<b>4</b> is trucks Social sciences &gt; Commerce, communication, transportation &gt; Transp. Ground transportation &gt; Vehicular transportation &gt; Vehicles   <b>Trucks</b></p>

<b>2.4 More examples for building classes</b>	
<b>More examples</b>	<p>For further examples see the model catalog. But note that in the model catalog, numbers for area and historical period have been added far beyond what is usual, resulting in long numbers. The common practice often omits the area 73 U.S. and the modern time periods. DDC 18 allowed for even more highly precombined (and longer) numbers: 09 followed by area notation followed by time notation taken from 930-990; the official rules of DDC23 (started in DDC19) allow only subdivision by place and <b>not</b> further subdivision by time. Example:</p> <p>DDC18: 386.4 <b>09 73 0917</b> Canal transportation in the <b>U.S.</b> in the <b>Administration of Franklin D. Roosevelt</b></p> <p>DDC23: 386.4 <b>09 73</b> Canal transportation in the U.S.</p> <p>Any individual system can, of course, apply DDC any way its designers see fit if they are not worried about compatibility.</p>

45 min.	<p><b>3. Probing the conceptual cross-reference structure (Broader Term, Narrower Term, Related Term)</b></p>
<p><b>Cross-reference structure</b></p>	<p>For each example, give the class number and list 5 - 7 cross-references (class number and full caption) that <i>should</i> be there, followed by (Sched) if they are given in the schedules, (Rel) if they can easily and obviously be located through the Relative Index, and (No) if they are not given either place. Remember that semantic factoring can be used to detect cross-references needed. Use the Relative Index or search WebDewey to find the class numbers for the concepts to which cross-references should be made, but do not spend more than 45 min. on this section.</p> <p>Note: A cross-reference "should" be there if it would help the user to know about the classes referred to. Of the cross-references that should be there by this definition, Dewey includes very few. Your task is to supply the missing cross-references, or at least some of them.</p> <p><b>Example</b></p> <p>Class number and full caption:</p> <p><b>616.891 42 Behavior therapy (Behavior modification therapy)</b>      Technology &gt; Medicine &amp; health &gt; Diseases &gt; Specific diseases &gt; Diseases of specific systems and organs &gt; Diseases of nervous system and mental disorders &gt; Mental disorders &gt; Therapy &gt; Psychotherapy &gt; <b>Behavior therapy (Behavior modification therapy)</b></p> <p><b>Cross-references</b> (class number and full caption)      All Related Terms. Mostly found through searching WebDewey for words I knew to be related, such as <i>conditioning</i> and <i>punishment</i>. I thought of social work and found 362.27 through a combination of searching and browsing in WebDewey I thought of <i>school discipline</i> as related and knew to find it under 371. Some of these related terms important for a thorough search.</p> <ol style="list-style-type: none"> <li>1 153.1526 Associative learning             <ul style="list-style-type: none"> <li>• Including Pavlovian conditioning (classical conditioning), operant conditioning</li> </ul> </li> <li>2 344.0793 Law &gt; ... &gt; Discipline and student rights</li> <li>3 355.133 Military science &gt; ... &gt; Regulation of conduct</li> <li>4 362.27 †Disorders of personality, intellect, impulse control              Under 362 Social problems of and services to groups of people</li> <li>5 371.5 School discipline and related activities              DSNote: Includes 371.53 Rewards and 371.54 Punishment</li> <li>6 658.314 General management &gt; ... &gt; Motivation, morale, discipline</li> </ol>



### ►G School nursing services

Class number and full caption:

371.712 Social sciences > Education > Schools and their activities; special education > Schools and their activities > Student welfare > Student health and related topics > **School nursing programs**  
No cross-references here to any of the classes listed below

**Cross-references** (class number and full caption) (NT = Narrower Term, etc.)

- 1 NT **372.1|71 2** Elementary education > Organization and activities in elementary education > School organization and activities in elementary education > Student welfare in el. ed. > Student health and related topics in el. ed. > **School nursing programs in elementary education**
- 2 NT **373.1|71 2** Secondary ed. > ... > **School nursing programs in secondary education**
- 3 NT **374.1|71** Adult education > ... > **School nursing programs in adult education**
- 4 NT **378.19|7 12** Higher ed. > ... > **School nursing programs in higher education**

All these are built following instructions, for example at 372.11-18 to append to base number 372.1 the number following 371 in 371.1 - 371.8. There should be a note at 371.1 - 371.8 Schools and their activities that the class numbers under this class are used to build corresponding classes under each educational level.

- 5 BT **362.173** Social sciences > Social problems and services; associations > Social problems and services > Specific social problems and services > Social welfare problems and services > Problems of and services to persons with illnesses and disabilities > Physical illness > Specific services > **Services of nurses**

This class covers the social provision of nursing services, the next class the technology of nursing services (i.e. the craft of nursing. Comprehensive works go here. This has no cross-reference to 371.712. From Relative Index under Nursing

- 6 RT **610.73** Technology (applied sciences) > Medical sciences; medicine > Education, research, nursing, related topics > **Nursing and services of allied health personnel**

This has a cross-reference to 371.712. From Relative Index under Nursing

### ►H Blind students

Class number and full caption:

371.911 Social sciences > Education > Schools and their activities; special education > Special education > Students with physical disabilities > Students with blindness and visual impairment

Note: Blind students at the elementary level can be expressed as the built number 371.911| 72, but this class still falls under 371.911, not under 372, as was the case with nursing. This built class does not need to be listed as NT because it is arranged under 371.911.

**Blind students, continued**

Cross-references (class number and full caption)

- 1 BT 362.41 Social sciences > Social problems and services; associations > Social welfare problems and services > Problems of and services to people with physical disabilities > Persons with impaired vision [Relative Index]
- 2 RT 305.908|1 Social sciences > Social groups > Occupational and miscellaneous groups > Persons by physical and mental characteristics > Persons with blindness and visual impairments [Relative Index]
- 3 RT T1-0871 Table 1 > History and description with respect to kinds of persons > Persons with disabilities and illnesses, gifted persons > Persons with blindness and visual impairments [Relative Index]  
Any class formed by appending 0871 would be an RT, for example
- 4 RT 794.8|08 71 Arts and recreation > Recreational and performing arts > Indoor games of skill > Electronic games > Persons with blindness and visual impairments [built class]  
Note: While such classes can be built, I did not find any book with such built classes.
- 5 RT 617.712 Technology > Medicine and health > Surgery and related medical specialties > Ophthalmology > Pathology and surgery of eyes > Blindness and partial blindness [Relative Index]

**►I Elementary education in music composition**

Class number and full caption:

372.874 Social sciences > Education > Elementary education > Other studies > Music > **Composition**

**Cross-references** (class number and full caption)

- 1 BT **781.3|071** Arts and recreation > Music > General principles and musical forms > **Composition** | > **Education, research, related topics > education**  
[The first part in the Relative Index under Composition (Music), then append from Table 1]  
[This built class is explicitly listed in WebDewey.] There are 23 books under this in WorldCat  
  
I give some classes that fall below this one just to illustrate how Dewey works
- 2 RT **781.3|0712** Arts and recreation > Music > General principles and musical forms > **Composition** | > **Education, research, related topics > education > Secondary education**  
[The first part in the Relative Index under Composition (Music), then append from Table 1]  
[This built class is not explicitly listed in WebDewey.] There are 7 books under this in WorldCat
- 3 RT 781.37|076 Arts and recreation > Music > General principles and musical forms > Composition > Arrangement | > Education, research, related topics > Review and exercise  
[The first part in the Relative Index under Composition (Music), then append from Table 1]  
[This built class is not explicitly listed in WebDewey.] There are 4 books under this in WorldCat
- 4 BT 780.7 Music instruction (Relative Index under Music)
- 5 RT 153.9478 Philosophy & psychology > Psychology > Specific topics in psychology > Conscious mental processes and intelligence > Intelligence and aptitudes > Aptitude tests > Tests for aptitudes in specific fields > **Musical aptitude tests**  
Searched for *musical ability* in WebDewey

<b>4. Exploring the structure of DDC from a facet perspective (in class)</b>																											
<b>Overview</b>	<p>In Lecture 9.1, we identified <b>three important facets in education</b>:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Grade level</li> <li>• What vs. how of education, or, broader, Aspects of education(curriculum, methods of instruction; how students learn, ...)</li> </ul> <p><b>In the following you will find</b></p> <ul style="list-style-type: none"> <li>• some segments of DDC that show how these facets are implemented</li> <li>• some examples to illustrate how it works</li> </ul>																										
<b>Subject</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">300</td> <td style="width: 10%;">Social sciences</td> </tr> <tr> <td>370</td> <td>. Education</td> </tr> <tr> <td>372-374</td> <td>. . Specific levels of education</td> </tr> <tr> <td>372</td> <td>. . . Primary education (Elementary education)</td> </tr> <tr> <td><b>372.3-372.8</b></td> <td>. . . . <b>Primary education in specific subjects</b></td> </tr> <tr> <td>372.3</td> <td>. . . . Knowledge, computer science, library and information sciences, science, technology</td> </tr> <tr> <td>372.35</td> <td>. . . . . *Science and technology</td> </tr> <tr> <td>372.357</td> <td>. . . . . *Nature study</td> </tr> </table> <p>DSNote: Here grade level (specifically elementary level) and subject are precombined. The precombined class is arranged under the grade level</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 10%;"><b>500</b></td> <td style="width: 10%;"><b>Science</b></td> </tr> <tr> <td>530</td> <td>. Physics</td> </tr> <tr> <td>534-538</td> <td>. . Specific forms of energy</td> </tr> <tr> <td>535</td> <td>. . . Light and related radiation</td> </tr> <tr> <td>535.2</td> <td>. . . . Physical optics</td> </tr> </table>	300	Social sciences	370	. Education	372-374	. . Specific levels of education	372	. . . Primary education (Elementary education)	<b>372.3-372.8</b>	. . . . <b>Primary education in specific subjects</b>	372.3	. . . . Knowledge, computer science, library and information sciences, science, technology	372.35	. . . . . *Science and technology	372.357	. . . . . *Nature study	<b>500</b>	<b>Science</b>	530	. Physics	534-538	. . Specific forms of energy	535	. . . Light and related radiation	535.2	. . . . Physical optics
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372-374	. . Specific levels of education																										
372	. . . Primary education (Elementary education)																										
<b>372.3-372.8</b>	. . . . <b>Primary education in specific subjects</b>																										
372.3	. . . . Knowledge, computer science, library and information sciences, science, technology																										
372.35	. . . . . *Science and technology																										
372.357	. . . . . *Nature study																										
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530	. Physics																										
534-538	. . Specific forms of energy																										
535	. . . Light and related radiation																										
535.2	. . . . Physical optics																										
<b>Aspects of education</b>	<p>DS: This is tricky. There are two places to look for this:</p> <ol style="list-style-type: none"> <li>(1) Table 1, specifically T1–071 Education</li> <li>(2) the local table at 372.3-372.8 Primary education in specific subjects</li> </ol> <p>See next two pages</p>																										

<p>Aspects of education, <b>Table 1</b></p>	<p><b>T1-0</b> Table 1. Standard Subdivisions</p> <p><b>T1-07</b> . Education, research, related topics</p> <p><b>T1-071</b> . . Education [really means Aspects of education, see <b>Notes</b> below]</p> <p><b>T1-0711-T1-0715</b> . . . Specific levels of education</p> <p><b>T1-0711</b> . . . . Higher education (Tertiary education)</p> <p><b>T1-0712</b> . . . . Secondary education</p> <p><b>T1-0715</b> . . . . Adult education and on-the-job training</p> <p>DS Note: Here Aspects of education and Grade level are precombined. T1--0712 Secondary education really means Aspects of education at the secondary level. Remember that this number is appended to a subject.</p> <p><b>Note with T1-07 Education, research, related topics</b></p> <ul style="list-style-type: none"> <li>• Including programmed texts</li> <li>• Class here subject-oriented study programs; comprehensive works on education and research, on resources for education and research</li> <li>• Class psychology of learning specific subjects in T1--019</li> <li>• For a specific resource not provided for here, see the resource, e.g., directories T1--025, bibliographies 016, libraries 026</li> <li>• See Manual at 016 vs. 026, T1--07</li> <li>• <b>Class textbooks, school activities in a subject in 001-999 without adding notation T1--071 from Table 1</b></li> <li>• For review and exercise, see T1--076</li> <li>• For use of apparatus and equipment in education, see T1--078</li> <li>• For competitions, awards, financial support in education, see T1--079</li> <li>• <b>or special education in specific subjects, see 371.9</b></li> </ul> <p><b>Note with T1-071 Education</b></p> <ul style="list-style-type: none"> <li>• Class here curricula, study (education), teaching, vocational education</li> <li>• Class student organizations in T1--0601-T1--0609</li> <li>• <b>Class textbooks, school activities in a subject in 001-999 without adding notation T1--071</b></li> <li>• Class comprehensive works on education and research in T1--07</li> <li>• Class interdisciplinary works on education in 370</li> <li>• Class interdisciplinary works on teaching in 371.102</li> <li>• For review and exercise, see T1--076</li> <li>• For use of apparatus and equipment in education, see T1--078</li> <li>• For competitions, awards, financial support in education, see T1--079</li> <li>• <b>For special education in specific subjects, see 371.9</b></li> <li>• See Manual at 407.1, T1--071 vs. 401.93, T4--019, 410.71, 418.0071, T4--80071</li> </ul> <p><b>Note with T1-0711-T1-0715 Specific levels of education</b></p> <ul style="list-style-type: none"> <li>• Class comprehensive works in T1--071</li> <li>• For education in specific subjects at primary level, see 372.3-372.8</li> </ul>
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<p>Aspects of education, <b>Local table with 372.3-372.8</b></p>	<p>Add to each subdivision identified by * as follows:</p> <ul style="list-style-type: none"> <li><b>04</b>            General topics</li> <li><b>042</b>         . Place of subject in education</li> <li><b>043</b>         . Curricula</li> <li><b>044</b>         . Teaching             <ul style="list-style-type: none"> <li>• Class here methods of instruction, teaching materials</li> <li>• <b>Class textbooks with the subject in 001-999, e.g., primary textbooks on arithmetic 513</b></li> </ul> </li> <li><b>(045)</b>       . Textbooks             <ul style="list-style-type: none"> <li>• <b>(Optional number; prefer the subject in 001-999, e.g., primary textbooks on arithmetic 513)</b></li> <li>• Including readers (if option at 372.4122 is used)</li> </ul> </li> <li><b>049</b>         Instruction at specific levels             <ul style="list-style-type: none"> <li>• Including kindergarten</li> <li>• Class a specific aspect of instruction at a given level with the aspect, e.g., curricula for kindergarten 043</li> <li>• Class comprehensive works in 372.19</li> </ul> </li> </ul>
<p>More complexity <b>Special education</b></p>	<p>For your own exploration (optional)</p> <ul style="list-style-type: none"> <li><b>300            Social sciences</b></li> <li><b>370            Education</b></li> <li>371           Schools and their activities; special education</li> <li>371.9         . Special education</li> <li>371.904      . . General topics of special education</li> <li>371.9044    . . . Programs in specific subjects             <ul style="list-style-type: none"> <li>• Class here curricula</li> <li>• Add to base number 371.9044 the numbers following 372 in 372.3-372.8, e.g., mathematics 371.90447 (372.7 Mathematics)</li> </ul> </li> </ul>

<p><b>Example 1</b></p>	<p><b>Curriculum of basic concepts in physics for fourth grade</b>  372.35 043      372.35 Science and technology   043 Curricula</p> <p><i>Facet analysis</i></p> <table border="0"> <tr> <td><i>Grade level</i></td> <td><i>Subject</i></td> <td><i>Aspect</i></td> </tr> <tr> <td>372 Elementary Broad</td> <td>.35 Science and technology Broad</td> <td>043 Curricula Specific</td> </tr> </table>	<i>Grade level</i>	<i>Subject</i>	<i>Aspect</i>	372 Elementary Broad	.35 Science and technology Broad	043 Curricula Specific
<i>Grade level</i>	<i>Subject</i>	<i>Aspect</i>					
372 Elementary Broad	.35 Science and technology Broad	043 Curricula Specific					
<p><b>Example 2</b></p>	<p><b>A modern curriculum for 12<sup>th</sup> grade physics</b>  530 .0712      530 Physics   T1--0712 Secondary education</p> <p><i>Facet analysis</i></p> <table border="0"> <tr> <td><i>Subject</i></td> <td><i>Aspect</i></td> <td><i>Grade level</i></td> </tr> <tr> <td>530 Physics Specific</td> <td>T1--0712 Aspects of education. Broad</td> <td>Secondary education Broad</td> </tr> </table>	<i>Subject</i>	<i>Aspect</i>	<i>Grade level</i>	530 Physics Specific	T1--0712 Aspects of education. Broad	Secondary education Broad
<i>Subject</i>	<i>Aspect</i>	<i>Grade level</i>					
530 Physics Specific	T1--0712 Aspects of education. Broad	Secondary education Broad					
<p><b>Example 3</b></p>	<p><b>Bodies, mass, force, and movement: Physics for elementary schools</b>  530 Physics</p> <p>This is a textbook, so only the <i>Subject</i> facet is considered; the subject can be as specific as the entire DDC schedule  <i>Grade level</i> and <i>Aspect of education</i> are not considered</p>						
<p><b>Example 4</b></p>	<p><b>A workbook of optics experiments for high school</b>  535.2 Physical optics</p> <p>Same comment as for Example 3</p>						
<p><b>Example 5</b>  On your own</p>	<p><b>Relating physics to other subjects in the elementary school curriculum</b></p>						
<p><b>Example 6</b>  On your own</p>	<p><b>Teaching high school physics with applications of calculus</b></p>						
<p><b>Effects on retrieval</b></p>	<p>Whenever a facet value is marked as <b>Broad</b>, search by Dewey class cannot be specific. One cannot search specifically for <i>Physics curriculum for elementary grades</i> because the subject can be specified only to <i>Science and technology</i> or <i>Curriculum for 12<sup>th</sup> grade physics</i>, because <i>Aspects of education</i> is as specific as one can get in that facet, and <i>Grade level</i> can be specified only to <i>Secondary education</i>. This is worse if one wants to find in one search all science curricula for 12<sup>th</sup> grade (for physics, chemistry, biology, earth science).</p> <p>One cannot search specifically for <i>12<sup>th</sup> grade physics textbooks</i>. One must look through all the books under 530 Physics</p>						