UNIT 1    INTRODUCTION, STRUCTURE AND ORGANISATION

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1.0 OBJECTIVES

In this Unit, we introduce you to Dewey Decimal Classification (DDC), 19th edition, its basic plan, notational features and organisation of the three volumes, viz., 1 Tables, 2, Schedules, and 3. Relative Index.

After reading this Unit, you will be able to:

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

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

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

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

<table>
<thead>
<tr>
<th>Volume</th>
<th>Introduction, Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume</td>
<td>Schedules</td>
</tr>
<tr>
<td>Volume</td>
<td>Relative Index</td>
</tr>
</tbody>
</table>

The 20th edition (1989) and the 21st edition (1996) are in four volumes each. In this Unit we will be discussing 19th edition of the scheme.

1.2 19TH EDITION OF DDC

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


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

Activities

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

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

1.3 NOTATION

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

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

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

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

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

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

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

5
51
515

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

Self Check Exercise
1) What are the properties of decimal fractions?
2) Arrange the following decimal fractions by their increasing value: 9, 425, 225, 1189, 82, 32552, 8, 65.
3) Arrange the following decimal numbers in a hierarchical order: 455, 401, 4, 45, 4557.
1.5 BASIC PLAN AND CONVENTION OF A MINIMUM OF THREE DIGITS

DDC is a universal scheme and is able to classify books in all branches of knowledge. It treats the whole of knowledge as unity, and divides it in ten mutually exclusive Main Classes denoted by decimal numbers 0 to 9 as follows:

0  Generalities
1  Philosophy and related disciplines
2  Religion
3  Social sciences
4  Language
5  Pure sciences
6  Technology (Applied sciences)
7  The arts
8  Literature (Belles-letters)
9  General geography and history and their auxiliaries

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

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

000  Generalities
100  Philosophy and related disciplines
200  Religion
300  Social sciences
The above ten divisions are also called the First Summary of DDC schedules. For the beginner it is the first practical step to learn the system.

1.6 VOLUME 1: INTRODUCTION AND TABLES

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

1.6.1 Auxiliary Tables

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

1.6.2 Summaries

But quite important are the so called Three Summaries of the System (on pages 471-482, Volume 1). These are three outlines of the scheme given in the order of their increasing details. The First Summary, also called the Ten Main Classes (p.471), is the broadest of the first outline of the division of the entire universe of knowledge as per this system. You can remember this summary even on first reading. On the following page, p. 4'12, each of these ten main classes have further been divided into ten branches called divisions. Hence, there are 10x10 = 100 divisions in all. This is called the Second Summary or The 100 Divisions of DDC. It is useful to remember this summary also. An extract from the Second Summary is reproduced below:

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

- 310 Statistics
- 320 Political science
- 330 Economics
- 340 Law
- 350 Public administration
- 360 Social problems and services
- 370 Education
- 380 Commerce (Trade)
- 390 Customs, etiquette, folklore

Third Summary of the Division 330 Economic is as follows:

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

The Third Summary (pp. 473-482) divides each of the 100 divisions into ten parts called sections. Hence, there are 100x10=1,000 sections in all. These 1000 Sections are called Third Summary. These 1,000 sections enumerate and elaborate the scope of the above 100 divisions. There is no need to remember all these 1,000 sections, unless you want to become a super expert.

Self Check Exercise
4) How many Auxiliary Tables are there in the 1901 edition of DDC?
5) Assign the class number for the following subjects with the help of the Second Summary. Folkore, Building, Engineering, Logic, French Language, Graphic Arts, Italian Literature.

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

Activity 2
1) Memorise the First and Second Summary of DDC given at pages 471 and 472 of Volume 1.
2) Familiarise yourself with the Third Summary of the DDC given at pages 473-482 of Volume 1 and remember some class numbers important to you, such as 341 International law, 954 History of India, etc.

1.7 VOLUME 2: SCHEDULES

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

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

For Example:

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

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

1.7.2 Sequence of Numbers

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


Similarly, 333.915 will be reached as:


1.7.3 Understanding the Schedules

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

342.052  Powers, functions and duties

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

Now take one more example.

546.342 Simple

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

Self Check Exercise

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

a) 362.293…………………………………………………

b) 621.38 04…………………………………………………
1.8 VOLUME 3: RELATIVE-INDEX

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

Self Check Exercise
7) Give the full meaning of the following class numbers
   a) 348.06 Encyclopaedias
   b) 385.12 Rates and fares
   c) 576.11 Physiology
   d) 733.5 Roman
   e) 799.312 At stationary targets

1.9 TRANSCRIPTION OF A CLASS NUMBER

As you already know:
   i) The numbers used in DDC are decimal fractions,
   ii) No class number consists of less than three digits; e.g., 5 is written as 500 and 53 as 530,
   iii) When a class number extends beyond three digits, a dot is put between the third and fourth digits, e.g., 324.3, 362.14, 386.242

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

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

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

384,106 5

leaving a space between the sixth and the seventh digits (point is not considered as digit).
Similarly, the class number:

621.38800287 TV testing technique

is actually transcribed as:

621.388 002 87

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

**Self Check Exercise**

8) Transcribe the following class numbers as per conventions of the DDC Schedules:

a) 621.38864 Mobile broadcasting stations
b) 669.950283 X-ray metallography
c) 792.0226 Children's theatre
d) 351.7222536 Financial administration of development expenditures of central government

**Note:**

i) Write your answers in the space given below.

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

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**1.10 NUMBERS IN SQUARE BRACKETS, OBSOLETE ENTRIES**

While consulting or referring to the schedules you will often come across many class numbers at various levels enclosed in square brackets. For Example:

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

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

i) Never assigned numbers

ii) Unassigned numbers

iii) Left vacant only
iv) Optional class numbers
v) Formerly notes

1.10.1 Never Assigned Numbers

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

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

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

1.10.2 Unassigned Numbers

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

[040] [Unassigned]
Most recently used in Edition 16

[313] [Unassigned]
Most recently used in Edition 14

[426] [Unassigned]
Most recently used in Edition 18

[655] [Unassigned]
Most recently used in Edition 17

Several such vacant numbers are created and later reused as a result of the constant revision of DDC.

1.10.3 Left Vacant Only

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

For Example:

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

[175.83] Reading comics
Number discontinued; class in 175.8

[602.72] Patents
Do not use; class in 608

1.10.4 Optional Class Numbers

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

[925] *Scientists

Here, as per the footnote on page 1449 *Use is optional; prefer treatment described under 920.1-928.9

This instruction means that the biographies of scientists may either be placed at 925 and its subdivisions, or these may preferably be placed in 500.
Socialist and related schools

(Optional number is optional; prefer 335).

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

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

1.10.5 ‘Formerly’ Notes

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

For Example:

002 The book [formerly 001.552]

It simply means that in the previous edition the class number for the subject "The book" was 001.552 and now it is 002.

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

418.02 Translation and interpretation

Class here machine translation [formerly 029.756]

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

299.934 Theosophy [formerly 147,212.521]

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

Self Check Exercises

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

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

Note:

i) Write your answers in the space given below.

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

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

The main points discussed in this Unit are:

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

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

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

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

5) Volume 2, (the Schedules) contains divisions of subjects arranged in a sequence of decimal fraction numbers from 001-999.

6) Volume 3 (the index) is called Relative Index. It is an alphabetical key to the schedules and tables.

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

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

1.12 ANSWERS TO SELF CHECK EXERCISES

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

2) 1189, 225, 32552, 2552,425, 65, 80, 82, 9

3) 4, 401, 45, 455; 4557

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

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

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

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

8) a) 621.38864
   b) 669.950283
   c) 792.0226
   d) 351.722 253 6

9) 006,007

10) 175.83 Ethics of reading comics. Present number is 175.8
    364.255 Influence of leisure and recreation on crimes and delinquency.

    Present number is 364.25
1.13 KEY WORDS

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

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

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

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

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

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

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

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

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

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

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

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

1.14 REFERENCES AND FURTHER READING