UNIT 2  DEFINITIONS, NOTES AND INSTRUCTIONS

Structure

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2.0 OBJECTIVES

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

After reading this Unit, you will be able to:

- explain the meaning of various types of notes and instructions appended to an entry;
- apply the instructions while constructing a class number for a subject; and
- describe the concept and utility of centered headings in the schedule.

2.1 INTRODUCTION

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

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

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

### 2.2 DEFINITIONS, EXPLANATION AND SCOPE

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

#### Definition of a Class

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

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

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

#### Self-Check Exercise

**Note:**

i) Write your answers in the space given below.

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

1) Note down the definitions of the following classes as given in DDC 19th Edition.

   a) 020 Library and information sciences
   b) 351-354 Public administration
   c) 361 Social problems and social welfare
   d) 530.15 Mathematical physics

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

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

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

For example:

330.154 2  Historical school of economic thought

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

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

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

549.121  Mechanical properties of minerals

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

Take another example:

025.315  Structure of the library catalog

Examples: divided, unified, classified.

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

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

For example:

791  Public performances

Other than musical, sport and game performances

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

Self-Check Exercise

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

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

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

   a) 385.1  Economic aspects of railroad transportation
   b) 573.8  Abnormal dimensions in physical anthropology
   c) 641.495  Preservation, storage and cooking of other foods
2.3.1 Inclusion Notes

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

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

398.47 Ghosts

Including haunted places

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

Take another example:

371.104 Relation of teachers to society

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

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

Self-Check Exercise

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

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

4) What else do the following class numbers include?

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

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

576  Microbes
    Class here microbiology

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

574.295  Immune reactions
    Class here serology

Now, consider the following examples:

370.19  Social aspects of education
    Class here educational sociology

370.152  Cognitive processes
    Class here intelligence

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

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

Self-Check Exercise

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

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

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

2.3.4 ‘Class…in…’ Notes

Consider the example:

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

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

181.4 Indian Philosophy
Class philosophy of Pakistan and Bangladesh in 181.15

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

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

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

2.3.5 ‘For …see…’ Notes

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

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

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

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

2.3.6 ‘Class comprehensive works in ...’ Notes

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

For example:

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

Similarly, look at

297.12-297.14 Sources of Islam
Class comprehensive works in 297.1

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

2.3.7 Notes Appearing under Discontinued (Bracketed) Entries

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

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

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

[221.03] Dictionaries, encyclopedias, concordances of Old Testament
Do not use; class dictionaries and encyclopedias in 221.3, concordances in 221.4-221.5

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

Here is another example:

[250.68] Management of Local Christian Church
Do not use; class management of local Christian church in 254, of religious congregations and orders in 255

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

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

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

**Self-Check Exercise**

**Note:**

i) Write your answers in the space given below.

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

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

   a) 001.6 Data processing  
      Class business applications in…

   b) 070.48 Journalism directed to special groups  
      Class school journalism in…

   c) 305.4 Women  
      Class women suffrage in…

   d) 336 Public finance  
      Class financial administration of governments in…

   e) 910.4 Accounts of travel  
      Class scientific travels in…

2.3.8 Importance of Various Notes

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

**2.4 CENTERED HEADING/CENTERED ENTRY**

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

For example:

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

Take one more example

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

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

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

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

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

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

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

Self-Check Exercise

Note:  

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

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

8) Find the class numbers for comprehensive works on the subjects denoted by each of the following centered entries.

   a) 017-019 General catalogs
   b) 017.1-017.4 Classified subject catalogs
   c) 384.1-384.7 Telecommunication
9) Is the following a centered entry’?

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

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

2.5 NUMBER BUILDING NOTES

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

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

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

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

Without Instructions by the Editor

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

On Instructions Only

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

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

a) Individual “add to” Instructions

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

333.31 Land reform

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

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

b) Collective Instruction

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

2.6 SUMMARY

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

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

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

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

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

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

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

2.7 ANSWERS TO SELF CHECK EXERCISES

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

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

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

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

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

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

   b) “Dwarfs, midgets, giants”.

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

5) a) Missionary Societies

   b) International Economic Planning

   c) Numerical Data, Parametric and Nonparametric Methods

   d) Polarimeters

   e) Pharmacology

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

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

8) a) 010

   b) 017

   c) 384

9) No.

2.8 KEYWORDS

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

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

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

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

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

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

2.9 REFERENCES AND FURTHER READING


