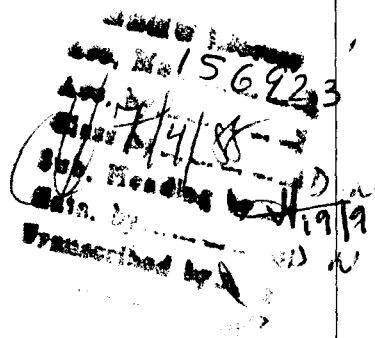
an introduction to the dewey decimal classification

an introduction to the dewey decimal classification

C D Batty
BA FLA

Asia Publishing House
Bombay-Calcutta-New Delhi
Madras-Lucknow-Bangalore



28

FIRST PUBLISHED 1966 BY
CLIVE BINGLEY LTD
16 PEMBRIDGE ROAD LONDON W11

FIRST PUBLISHED IN INDIA 1966
BY ASIA PUBLISHING HOUSE
BOMBAY 1

SET IN 10 ON 11 POINT BASKERVILLE
AND PRINTED IN GREAT BRITAIN
BY THE CENTRAL PRESS (ABERDEEN) LTD

preface

BY THE PRINCIPAL OF THE COLLEGE OF LIBRARIANSHIP WALES

PROGRAMMED LEARNING is a method of teaching which has been emerging slowly in thought and practice for many years. As far as we can ascertain this book, and the work that went into it, is the first attempt in this country at least, to apply what we know of programmed learning to the teaching of library science. Lecturers in librarianship have, of course, encountered the same educational problems as teachers in other subjects, and have tried to find solutions in a variety of ways. I think this book offers a valid contribution, and one worth developing by further research and experiment.

Traditional examinations and tests too often involve an element of chance, not only in the selection a candidate must make from a list of questions already selected from the full range of the syllabus, but also in the variation of examiners and examiners' marking. Objective tests can be searching and many consider that they are fairer because the short answers are likely to be marked in the same way by all examiners; but these tests too have their disadvantages. Any examination or test in which students are required to obtain a given percentage to pass can never give complete or even sufficient control over the management of teaching. Does a score of eighty per cent indicate a good student, a student good in this particular test, or simply a student better than those who obtained less than eighty on this occasion? And what of the other side of the picture: why did the student obtain only eighty, is the missing twenty per cent significant, is extra tuition required? Finally, what of the standard? Should the student be satisfied with eighty, should he have had more, or would fifty per cent have sufficed?

Of course, this is why we have seminars and tutorials, but lecturers' time is precious and students are never with us for long enough. There are many different wrong ways of solving a problem or completing a task; it is obviously helpful to the teacher to know *why* a student does not do as he should and why he has made a particular mistake, and each student may make his own mistakes which require individual remedial treatment. Further, unless mistakes are corrected and remedial treatment given immediately it is likely that the error will persist. Feedback is therefore important in any form of teaching and its control, and immediate feedback is the ideal to strive for. Self checking, the

student's discovery for himself of the cause of error, and self correction, his taking the appropriate remedy, will give immediate feedback, and should be encouraged whenever possible. Mistakes do not always imply carelessness, but may reveal some ineffectiveness in teaching. Self checking gives the student an immediate result of the test, considered by educationalists an important factor in the learning process, and it leads to the encouragement and reinforcement of right knowledge and the correction of wrong knowledge. Programmed learning provides self checking and immediate feedback together with remedial treatment.

The teacher embarking on programmed learning in his own subject is not faced with an easy task, but it is a worthwhile one. Lectures are always too simple for some and too complex for others, or too fast for some and too slow for others. Programmed learning is a method which involves the student in making frequent active responses which are immediately reinforced by further steps in the teaching programme. The teacher must therefore analyse his material afresh and arrange it so that his topic is broken down into finely graded steps for individual performance and self correction. The teacher must try over his material in a pilot study and modify it by adding or reducing frames as required. Thus the teacher himself is learning during the process; he learns why and where particular errors occur, and he learns the remedial treatment that meets with the greatest success.

Mr Batty has been experimenting with this method of teaching for a comparatively short time and with a limited number of students. He would, I know, have preferred to experiment for a much longer period before this book was published. He has been persuaded to publish, however, as part of his research, in the hope that because it is now available other teachers will make use of it and let us have their views. We should like to try programmed learning in other areas, and we already have a number of schemes in hand, but the chance of trying out the first of this College's programmes on a wider section of the profession was too good to be missed.

Mr Batty has a wide interest in new ideas of all kinds. He has an effervescent enthusiasm, and within a week or two of his appointment to the College staff and the start of our first term, he was already experimenting with many of his ideas. This book is the result of only a small part of his work; he has already carried this interest further, and I am sure we may expect other books of this type. I am glad he has agreed to the book's publication and I congratulate him on his initiative.

FRANK HOGG

author's note

THIS BOOK IS a by-product of research in progress at the College of Librarianship, Wales into the applicability of programmed learning techniques to education for librarianship. Its purpose in the research programme is to test the suitability of the scrambled textbook for certain kinds of tuition; its purpose in the general educational effort of the College is to acquaint students with the mechanics of a classification scheme outside the classroom, thus increasing the class time available for more valuable discussion and evaluation. In addition to this, the strictly practical instruction offered by this book is of direct relevance both to library inservice training and to the training of teacher librarians, neither of which command the time or facilities normally offered by full time professional education.

Few can be more aware than the author of the book's imperfections. It is offered in the hope that comment and criticism may improve future editions, as this one has already been improved by the help and criticism of students and colleagues, whose generosity is here gratefully acknowledged. Those parts of the book directly reproduced from the sixteenth edition of *Dewey decimal classification* are by permission of Forest Press Inc, owners of the copyright.

C D BATTY
SENIOR LECTURER
COLLEGE OF LIBRARIANSHIP WALES

introduction

THIS BOOK is intended to teach you the rudiments of practical classification with one classification scheme, Dewey's *Decimal classification*, sixteenth edition. It is not intended for use with any other classification scheme, even though the devices and methods discussed are of general validity.

The *Decimal classification* is a work in two volumes: the main schedules arranged in the order of the classes of the scheme, together with their numerical notation that gives the scheme its name; and the alphabetical subject index, called a 'relative index'. These volumes will be referred to respectively as *the schedules* and *the index*. The scheme will be referred to as DC.

You should have a copy of DC by you as you work through this book, and you should use it not only to solve the problems but also to check the examples and see how the scheme works.

This book is a 'scrambled textbook'; *ie* its pages are not read consecutively. On page one you will be given the first step of the course, and at the bottom of the page you will find a question on the information you have been given. You will be offered a number of solutions to the question, only one of which is correct. If you choose the correct answer you will be directed to the next step of the course; if you choose the wrong answer you will be directed to an intermediate step where you will be shown your mistake and given more instruction. A further question will offer you the opportunity of proceeding to the next main step of the course.

for finding a class number for any subject are always the same; first consult the *index* for the required topic, then check the number given there in the *schedules.*

If you are asked to find a number for LOBE FINNED FISH you might look under FINNED FISH, LOBE; FISH, LOBE FINNED; or LOBE FINNED FISH.

FINNED FISH, LOBE does not appear in the *index,* nor does any useful variation of the word FIN.

FISH, LOBE FINNED is not in, but FISH is, and of the numbers given at that entry the most likely is 597 FISH, BIOLOGY. You may then turn to the *schedules* at 597 and read through all the numbers and headings until you find 597·46 LOBE FINNED FISH.

LOBE FINNED FISH is in the *index* and gives the number 597·46—the precise class number.

Clearly then, LOBE FINNED FISH is a more useful term to look for than FISH (or FINNED); this is because it is a *precise* term, a *specific subject* term. FISH, LOBE FINNED is a classified arrangement in itself, and the *index,* intended as a key to the *schedules,* cannot include such a term. The *index* enters only FISH, which leads to the whole class.

The art of using the *index* properly lies in looking for the *specific* term rather than the *general*—for LOBE FINNED FISH rather than just FISH. The English language helps because it often makes general terms more specific (distinguishing members of a class from the class itself) by the use of adjectives put in front of nouns. Thus ELECTRICAL ENGINEERING is more precise than ENGINEERING, and MOTOR VEHICLES than just VEHICLES (though the phrase CONSTRUCTION *of* MOTOR VEHICLES would have to be recast to see nouns as adjectives standing first). *Always look for the most specific term you can identify and you will save time and trouble.*

Under which term would you look for

LIBRARIES OF RECORDED SOUND

LIBRARIES OF RECORDED SOUND see page 76
RECORDED SOUND, LIBRARIES see page 68
SOUND, RECORDED—LIBRARIES see page 39

No

It is true that 09 is a form division which is extended to become *geographical subdivision* by the addition of subdivisions for particular countries taken from the main class HISTORY, but it is not a question simply of writing down 09 and following it with a history number like 942 for GREAT BRITAIN to get 09942 (this actually means SOUTH AUSTRALIA). The instruction in 09 HISTORY AND LOCAL TREATMENT says 'divide *like* 930-999' not divide *by*. In other words, we have the 9 already—what we want now is the *rest of the number* from the history *schedules*.

Now try this

CENTRAL HEATING SYSTEMS IN CANADA

697·30971 see page 54
697·3971 see page 82
697·3071 see page 16
697·309971 see page 69

No	You have not read the instruction for the application of *common subdivision* carefully enough. Since you are already using a special subdivision (the 'divide like' device) which is of greater importance than any common subdivision and which can begin with 0, then the common subdivision must have 00. In your answer 026 SPECIAL LIBRARIES is extended by the main class number 509 HISTORY OF SCIENCE to give 026·509 A SPECIAL LIBRARY ON THE HISTORY OF SCIENCE. The correct answer for A HISTORY OF SCIENCE LIBRARIES is 026·5009.	Now try ESSAYS ON THE ETHICS OF JOURNALISM 070·1104 see page 59 070·11004 see page 93