

## 9<sup>th</sup> Annual EDUG Meeting – Minutes

**Thursday 16<sup>th</sup> April 2015, 13.30 – 16.30, Biblioteca di Area Umanistica (BRAU), Naples, Italy**

### Attending:

Harriet AAGAARD, National Library, Sweden (harriet.aagaard@kb.se)  
Heidrun ALEX, Deutsche Nationalbibliothek (DNB) Frankfurt am Main (h.alex@dnb.de)  
Uma BALAKRISHNAN, Common Library Network, Germany (Uma.Balakrishnan@gbv.de)  
Julianne BEALL, OCLC (beallj@oclc.org)  
Patricia BELLEC, BnF (patricia.bellec@bnf.fr)  
Elise CONRADI, National Library of Norway (elise.conradi@nb.no)  
Libbie CRAWFORD, OCLC (libbie\_crawford@oclc.org)  
Rebecca GREEN, OCLC (greenre@oclc.org)  
Halina HOHENTHAL, Uppsala University Library (halina.hohenthal@ub.uu.se)  
Caroline KENT, The British Library, Wetherby, West Yorkshire (caroline.kent@bl.uk)  
Karin KLEIBER, Österreichische Nationalbibliothek, Wien (karin.kleiber@onb.ac.at)  
Unni KNUTSEN, University of Oslo Library (unni.knutzen@ub.uio.no)  
Andreas KRAUSZ, Common Library Network (VZG) (krausz@gbv.de)  
Sylvie LEBLANC, BAnQ (sylvie.leblanc@banq.qc.ca)  
Rudolf LINDPOINTER, OÖ Landesbibliothek (Rudolf.Lindpointer@ooe.gv.at)  
Jo MAXWELL, BDS, Dumfries, Scotland (jo.maxwell@bibdsl.co.uk)  
Tina MENGEL, Deutsche Nationalbibliothek (DNB) (t.mengel@dnb.de)  
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Grete SELAND, University of Oslo Library (grete.seland@ub.uio.no)  
Helene STENMAN, Umeå university library (helene.stenman@umu.se)  
Lars SVENSSON, Deutsche Nationalbibliothek (DNB) (l.svensson@dnb.de)  
Vera UHLMANN, Swiss National Library (Vera.Uhlmann@nb.admin.ch)  
Jérôme VILLEMINOZ, BnF (jerome.villeminoz@bnf.fr)  
Peter WERLING, Pansoft (peter.werling@pansoft.de)

### The annual meeting consisted of 2 parts:

The business meeting was preceded by a tour of the Biblioteca di Area Umanistica (BRAU)

**15/4.15 + 16/4.15 AM:** (09.00-12.00) Mapping workshop (program and guidelines to be posted on EDUG website)

**PM:** (13.30-16.30) Business meeting

### Minutes from the Business meeting 13.30-16.30

**Chair:** Harriet Aagaard; **Vice-Chair:** Caroline Kent; **Secretary:** Elise Conradi

## 1. Opening remarks

Harriet opened the meeting at 13.30 PM and welcomed everyone to BRAU.

## 2. Agenda

No changes to the agenda as circulated

## 3. Minutes of 2014 meeting, Reykjavik, Iceland

Caroline had already circulated the final version of minutes for approval. Minutes will be posted on the new website. Caroline is no longer secretary and thanked for her participation. Minutes were formally approved as an accurate representation of the meeting.

## 4. Decisions of the Executive Committee

### 1. New members

Harriet announced the following new members:

- Iceland Academy of the Arts Library (Affl)
- Associazione Italiana Biblioteche (Inst)
- Bibliothèque et Archives nationales du Québec
- Association pour L'avancement des sciences et des techniques de la documentation, ASTED (Affl)
- Bibliographic Data Services (BDS), Scotland (Affl)
- Uppsala University Library, Sweden (Affl)

Elise introduced a discussion regarding the application of a first-year Norwegian student to become an individual member. The decision to accept or reject the application was put to an informal vote in which 11 members voted to accept while the rest abstained.

During the discussion, it was also agreed that we need to explicate and exemplify the different membership types more clearly on our new website. Individual members are individuals with a "professional and/or intellectual interest in Dewey".

Elise will contact the student and find out if he is still interested in membership or if he would like to become involved in other ways.

### 2. Proposed changes to mandate

Harriet had distributed the proposed change to the mandate beforehand, describing the proposition to change our by-laws to allow all members to be elected (instead of reserving this for representatives of institutional members). It was unanimously agreed that all members (institutional, affiliated and individual) can be elected to the Executive Committee.

**See** Appendix 1: Proposed changes *below*

This raised the questions as to whether all members should be allowed to vote (which is currently restricted to Institutional members), and whether we should extend the possibilities for re-election of the Executive Committee (which currently is once). Both of these questions will be addressed at next year's EDUG meeting.

### 3. New website

Elise unveiled the new website for EDUG, generously sponsored by Pansoft. All members of the Executive Committee can edit the main content of the website. Members discussed which resources to include in the Resources section of the site. These included:

- OCLC training site
- Other OCLC material (blog, etc)
- Dewey news letter
- IFLA version of the Dewey news letter
- Research projects (regarding Dewey) in European countries

When Harriet and Elise have updated the new site, the old one will be shut down and redirect.

The address for the new site is: <http://edug.pansoft.de>

### 4. Dewey as an international standard

Harriet had distributed a rough draft of an EDUG-statement as well as a draft of an EPC-statement as background information for a discussion on Dewey as an international standard.

**See Appendix 2: Draft of EDUG-statement *below***

**See Appendix 3: Draft of EPC-statement *below***

Pat confirmed that the EPC-statement covers the EPC-discussion very well: There is concern about the lack of support for Dewey within OCLC; as a standard it could leverage other products and be part of the international standards landscape.

Rebecca and Libbie provided background for the concern: There has been a major change in management at OCLC (to the better good of Dewey). They need, however, a better understanding of how Dewey in Europe fits in. Dewey has to be cost-effective. The way Dewey is being used in Europe enhances the product.

It would be quite significant for OCLC to hear statements and user-stories from EDUG and from national libraries and other institutions and forums:

How is Dewey used in your libraries, in particular in national libraries?  
How are end-users being served?

Libbie stressed the significance of pragmatic marketing and the use of user personas to get the point across.

Elise will make a draft of a model statement and send to other institutions. An EDUG statement with individual letters from institutions and affiliates should be sent to OCLC by July 31<sup>st</sup>, 2015.

## **5. Working groups: proposed changes to workflow**

Vera summarized the work of the 930-working group. It officially does not exist anymore. Patricia (BnF), Heidrun (DNB) and Vera (Swiss National Library) have written a paper explaining the difficulties remaining in the class with proposed expansions of the Iron Age in France, Germany and Switzerland. The paper will be sent to the editorial team.

Harriet and Elise introduced the next topic: There are no longer any active working groups and there is a need for a new workflow. They proposed the use of the new website as a working platform. A net forum can be set up in which anyone can introduce and comment on issues, and a wiki can be set up in which members can continue to work on issues in an open environment. Lars and Caroline mentioned the need to check with OCLC regarding licensing issues when parts of the schedule are published.

Harriet and Elise will continue work with Peter to incorporate a net forum and wiki onto the site.

## **6. Report from OCLC/EPC -- Libbie Crawford and Caroline Kent**

EPC – Caroline was absent from the last EPC meetings, but was able to give a broad overview of news from the past year. It had been a relatively stable year, with Jonathan Furner and Deborah Rose-Lefmann being re-elected to chair and vice-chair. There were two electronic meetings that were held after EPC last year, dealing with a small number of changes and papers that could be done without face to face discussion. They were held October 2014 and February 2015.

OCLC – Libbie reported on issues the editorial team has been working on over the past year. Several issues may have consequences outside the U.S., including: Native Americans, languages in South Africa, lethal vs non-lethal weapons, winter sports. Libbie urged EDUG members to send issues to OCLC to attain a more European perspective in Dewey.

There is an opening for a new editor on the editorial team. Libbie expects a new member to be hired in the near future, at which time Juli can “really retire”.

Dewey by the numbers: <http://ddc.typepad.com/025431/2015/04/dewey-by-the-numbers.html>

There was recently a survey circulated amongst Dewey print users in the U.S., UK and Australia. Based on results, OCLC intends to distribute printed relative indexes with auxiliary tables.

Another recent survey on the Latin American Spanish Dewey has circulated. A print edition is in the works.

BISAC mappings are not open.

## **7. National Reports**

Short National reports were received from: Austria; France; Germany; Italy; Norway; Switzerland; Sweden; UK. In addition, Pat Riva was asked to comment on the use of Dewey in Canada as compared to the situation in Europe.

**See** Appendix 4: *below for full reports*

## **8. Issues and plans for 2015/2016 (including annual meeting)**

Harriet and Elise will continue to update the new website and set up the net forum and wiki.

All members are encouraged to work on statements to the OCLC. Elise will draft a model statement that others can use.

Harriet is checking with BNF to see if next year's meeting can be held in Paris.

## **9. Other EDUG business**

There was no other EDUG business this year.

## **Appendix 1: Proposed changes**

### ***Election***

Background

We discussed the problem with too few institutional members last year in Reykjavik. We propose a change in our by-laws to allow all members to be elected.

Current text:

*Article 15 Only representatives of institutional members are entitled to serve on the Executive Committee.*

*Members of the Executive Committee can be elected for no more than four years.*

*They are elected from the General Meeting for two years and may be re-elected once.*

New text:

*Article 15 All members are entitled to serve on the Executive Committee.*

*Members of the Executive Committee can be elected for no more than four years.*

*They are elected from the General Meeting for two years and may be re-elected once.*

### ***Voting***

Voting is also reserved for institutional members. As there is good reason to give all countries an equal vote, we propose that we do not change this.

## **Appendix 2: Draft of EDUG-statement**

### ***Dewey as an international standard***

Is Dewey a product or a standard? In the minutes from the EPC meeting 2014, there was a discussion about the treatment of Dewey as a product vs as an international standard.

It is our contention that all countries using Dewey, and especially those who translate Dewey, have chosen to do so because of the perception of Dewey as an international standard. The choice of Dewey as classification system allows for the use and reuse of classification data within and across national boundaries and for the search and retrieval of documents across languages. Furthermore, an increasing number of institutions are currently investing resources to map external subject vocabularies to Dewey, thereby opening up for the interoperability of subject metadata across knowledge organization systems.

We propose that EDUG as an organization support the EPC resolution and also that institutional members support the resolution as National Libraries in Europe.

## **Appendix 3: Draft of EPC-statement**

The Dewey Decimal Classification (DDC) Editorial Policy Committee (EPC) is a ten-member international board whose main function is to advise on matters relating to the development and enhancement of the DDC. EPC members represent the interests of cultural institutions and their users from around the world. We write to communicate our concern that OCLC may not realize the value of the asset they have in the DDC and to encourage ongoing and increased support so that Dewey's value may be more fully realized by the worldwide community.

Used in over 140 countries worldwide, translated into more than thirty languages, and employed to organize over 55 national bibliographies, the DDC is the most widely used classification system of its type and is an international standard for knowledge organization. Its expressive notation and number-building capabilities enhance its power as a retrieval tool, while the multitude of its translations can be mined to strengthen multilingual access.

As records from institutions around the world are added to WorldCat, the percentage of WorldCat records with Dewey numbers promises to increase.<sup>1</sup>

By virtue of developments in the DDC over the past several years as well as ongoing and future developments, DDC coverage in WorldCat is being extended beyond the standard assigned DDC numbers recorded in the statistics noted above. For example, fields added to the MARC format make it possible to assign additional DDC numbers, carried in ca. 245,000 records, and to assign Dewey number components, carried in over 445,000 records. (While these are small numbers in the WorldCat context, the fields have existed for only a few years.) The combination of automatic classification, the new MARC 883 Data provenance field, and the development of a Dewey distance matrix should result in the assignment of DDC numbers to a substantially larger number of WorldCat records; the numbers may not accord exactly with those that would be assigned by a human classifier, but the records will indicate the provenance of the number, and the distance matrix will aid in computing a confidence value.

Plans exist to strengthen Dewey through updated mappings and crosswalks, e.g., from LCSH, BISAC, Sears, GeoNames, MSC (Mathematics Subject Classification). Additionally, the Dewey team has been involved in a long-term effort to develop a version of the DDC that will support automatic applications. This version will incorporate topical enhancement of DDC classes and greater systematicity in its network of relationships.

OCLC's participation in building the infrastructure needed for the Semantic Web is closely tied up in [dewey.info](http://dewey.info), the only OCLC linked data initiative in which the content is owned by OCLC.

The features of the DDC highlighted above and other developments being envisioned are all designed to support knowledge discovery in innovative ways. The DDC is poised to bolster OCLC's purpose of improving access to the information held in libraries around the world and thus increasing the availability of library resources to individual patrons. Dewey has a significant potential to add value to the metadata resources that are WorldCat.

At this critical juncture, we urge OCLC to strengthen its own future capabilities by continuing and expanding investment in the development of the DDC. While Dewey itself is not a typical product, as it undergoes further development, we envision its being leveraged into a suite of products that will vastly strengthen OCLC's ability to fulfill its own purpose.

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<sup>1</sup> According to [MARC Usage statistics in WorldCat](#), as of 1 January 2013, 16.6% of the MARC records in WorldCat had LC call numbers and 13.3% had DDC numbers; as of 1 January 2014, 16.1% [over 50 million records] had LC call numbers and 13.5% [over 42 million records] had DDC numbers.

## **Appendix 4: National Reports**

Short written reports submitted at/following the meeting:

### **Austria: Report from Karin Kleiber**

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### **France – Report from Patricia Bellec**

The BnF Dewey business in 2014 (twenty fourteen) has been divided into management, control of production and translation.

1. The BnF continues to classify and to index with Dewey classification the French national bibliography (less than 100 000 works, on hundred thousand) and additionally open stack collections.
2. 2014 has been a special year : most of the time has been used to translate the 23e ed. (twenty third ed.) that we have handled in partnership with two other national libraries : Bibliothèque et Archives nationales du Québec, Bibliothèque Archives du Canada, in partnership with ASTED, a library association, in the double goal of printed version (it will be the last one) and webdewey version. Eighteen persons at the BnF have been working on the revision for almost two years.

The project methodology is composed of several stages. First, the updates were translated using the Pansoft translation software. This was done by a librarian-translator hired by ASTED for the project (Louise Chagnon-Côté). A review of the full text of all tables and schedules started in July 2013 ). Each table and schedule was reviewed by both a Canadian partner and the French team at the BnF using PDFs extracted from Pansoft. As there are no revision marks in the PDF, the whole text was considered by the reviewers. In some way, we made a lack an opportunity. Comments were added in the PDF followed by a lot of exchange and discussions. Once a section was finalized, the changes were input in Pansoft by the Canadian partners and published to our test WebDewey. There has been an editorial review of the relative index, made by the Canadian partners in the major part.

3. At the beginning of 2015 (twenty fifteen) a proposal has been presented to EDUG in 930 (nine hundred thirty) WG with Switzerland and Germany. Time periods in 930 (nine hundred thirty): expansions and use of specific prehistoric ages.
4. Four trainings a year were given to the BnF staff and indexation tools were provided for productors.

### **Germany – Report from Heidrun Alex**

The German National Library continues to classify most titles of the German national bibliography using full Dewey numbers. In 2014, DNB assigned Dewey numbers to about 90000 titles.

We regret to say that the planned further developments of the DDC translation software and WebDewey Deutsch could not be realized in 2014. The reason was a tense budget situation at DNB. We are currently working to get the funding in a second try. A big thanks goes to the Norwegian translation team who has taken over the financing of some functionalities for the translation software. The translation software has become a very powerful tool that Dewey translators don't want to miss anymore. Thanks to Peter and his team.

The DDC updating process from edition 22 to 23 is still going on. In 2014, over 7200 Dewey numbers have been processed in the translation software but due to troubles with the OCLC distribution server publishing the updates in WebDewey Deutsch wasn't possible for a longer time. We are glad being able to publish again since April 2015, and are now releasing step by step a very long queue of ready updates.

Users of the German DDC subject categories (DDC-Sachgruppen) will be pleased to know that since June 2014 a new user guide is available that is equally valid for the national bibliographies in the German-speaking countries. The guide is freely available as online publication and accessible via the DNB online catalog (<http://nbn-resolving.de/urn:nbn:de:101-2014050500>). The new version is replacing the outdated print version of 2004.

### **Italy – Report from ...**

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### **Norway – Report from Ingebjørg Rype**

The Norwegian WebDewey will be formally launched on September 15th, and my report will emphasize on how we will arrange the switch to the new tool and to a full Dewey edition. As you may know we will not have a printed version at all, and we will switch from a customized Norwegian edition to a full Dewey edition.

This spring NB has started an internal training program for the librarians at the National Library who classify for the National bibliography. The training program consists of workshops and tasks covering the issues “Learning how to use the WebDewey tool”, “Changes from DDK to a full Dewey edition. Relocations and discontinuations” and “How to build numbers”.

An external training program will take place during October and November. We are planning this program together with Biblioteksentralen (the Library Center that provides classification for the public- and school libraries) and the Library Education. It will consist of regional 1 or 2 days training courses for the public-, school and special libraries all over the country. Day one for staff who do not classify themselves (most public- and school libraries are in this category), but who need to learn about issues like the difference between shelf marking and classification, what the different parts of a built number means, how the index terms work, how Dewey can be useful in reference work and end user services. Day 2 is for those who are going to use the tool for classification, and will have emphasis on number building.

Some of the University libraries already use the full English version of WebDewey, we are planning another training program for them, emphasizing sharing of built numbers and other issues concerning classification politics.

### *Guidelines*

Together with Norsk komité for klassifikasjon og indeksering (NKKI) = The Norwegian Committee on Classification and Indexing, the National Library is developing guidelines for practical use of Dewey, examples of issues these guidelines will cover:

- Guidelines for treatment of continuous changes
- Complete or abbreviated classification?
- Reuse and sharing of classification from other libraries
- Sharing of built numbers
- The role of the National library as editors of WebDewey

#### *WebDeweySearch*

Parallel with the launch of the Norwegian WebDewey this fall, the National Library will release the Norwegian WebDeweySearch. WebDeweySearch is an external search tool that uses Dewey data to allow end-users to browse collections through Dewey hierarchies or search collections with Dewey Relative Index terms. The Norwegian WebDeweySearch is set up to browse and search the collections of the Norwegian union catalog, Biblioteksøk.

#### *Mapping*

The University of Oslo Library received funding from the National Library of Norway to continue their work on mapping two of their vocabularies (Humord and Realfagstermer) to Dewey. The project has undergone a number of test mappings in their pursuit to create a mapping tool which will assist in the intellectual work involved in mapping by automatically providing suggestions. The project group was also responsible for the mapping workshop preceding this year's EDUG conference.

### **Sweden: Report from Harriet Aagaard**

Most university libraries and academic libraries in Sweden use Dewey. A few are still in the process of changing to Dewey. Most public libraries and school libraries still use the Swedish classification system SAB, but some libraries have adopted Dewey. In April 2015 Malmö public library, one of the largest Swedish public libraries, started using Dewey. A national conference about Dewey & public libraries (how to become a Dewey library) were held at April 10 with about 115 participants.

A new function, Automatic publication, has been implemented in the Swedish WebDewey. New notation and notation not translated into Swedish will be automatically published. There is still need for more updating before it will be possible to launch the number building tool.

### **Switzerland: Report from Vera Uhlmann**

Business as usual: the Swiss National Library continues the classification of its open stack collection, the collection of the Literary Archives and the conservation service. New staff members and the occasional student in information & documentation were introduced to and trained in classifying with DDC.

The mapping from our previous 100 DDC classes for the "Schweizer Buch" (Swiss national bibliography) to the scheme developed by the German National Library and adopted by all three germanophone national bibliographies has been carried out. MARC21 082 fields have been implemented for the "Bibliography on Swiss history" so that any copied bibliographic entries containing DDC numbers will be maintained.

But we are still waiting for a new OPAC allowing the exploitation of the notations in the MARC21 082 fields.

### **UK: Report from Caroline Kent**

The UK DDC Forum met in May 2014, shortly after EDUG and prior to EPC, to discuss papers to be presented at EPC 137 in June. Caroline was unable to attend EPC 137, but the UK Forum sent the minutes for inclusion at the meeting.

The British Library is working on a number of potential areas to increase the coverage of DDC, particularly increasing coverage of a backlog of electronic theses through the application of Abridged DDC. In addition the British Library is undertaking to develop a programme of training in the use of Abridged DDC to facilitate wider application on areas of the collection that are historically unclassified.

The British Library is about to deliver training to cataloguing staff in the use of the WebDewey number building tool to the cataloguing department, this has been on hold due to other commitments in the training team but is scheduled for development in Summer/Autumn 2015.

Bibliographic data Services have now officially joined EDUG, broadening representation from the UK at the European level.

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At the end of the national reports from the institutional members, Harriet asked the Canadians whether the use of Dewey in Canada is similar to the use in Europe or whether it differs in some ways.

Pat Riva answered that, based on a survey project she was involved in during 2001-2002, in Canada Dewey is used by all public and school libraries, large and small, English or French language. The smaller libraries often use the abridged edition. All university libraries use the Library of Congress classification. As for other types of libraries (museums, research, government) many use LCC, but there is some variety. Very few Canadian libraries use UDC. Canadian Cataloguing-in-Publication records offer both LCC full call numbers and Dewey class numbers so that both main user groups can be served. At Library and Archives Canada, LCC is used as a shelf-classification, At BAnQ, Dewey (full edition) is the main shelf-classification; in the current bibliography, the Bibliographie du Québec, monographs other than government documents are organized in broad subject categories based on DDC.

In Canada, libraries tend to think of Dewey or LCC as shelf classifications, so that users can browse in open stacks and discover similar resources physically grouped together. There is no history of use of classification captions for subject searching in online catalogues, libraries tend to depend on subject headings (LCSH in English, RVM in French) for subject searching.