

13th Annual EDUG Meeting
Thursday, 9 May, 2019

1. Opening remarks

2. Agenda

Elise Conradi proposed that the discussion about translations in 7.2 should be held after Tina Mengel's presentation about translations at the Symposium May 10.

Approved

3. Minutes of the Bern meeting 2018

Approved

4. Decisions of the Executive Committee

4.1 New members

Biblioteksentralen is a new member.

4.2 Other questions about members

Elise Conradi has a new job at Biblioteksentralen and is no longer representing the National Library of Norway. Her new position raised the question about whether it is the person or the institution that is elected as a board member. Elise contacted institutional members by e-mail, alerting them to the question. Unanimous response by mail and again at the meeting, was that it is the person, not the institution the person represents, that is elected as board member.

The EDUG bylaws state that members are institutions, except for individual members. The board will review the text about elections and make this clear. The changes will be sent out for approval.

Harriet has received a request from Manal Balal at the Biblioteka Alexandria for membership. She requested an individual membership, but we have a problem as our bylaws specify that the goals of EDUG is to promote Dewey in Europe.

A discussion followed on whether EDUG should become international or not. Elise said that during the past years technical questions of an international interest has been the focus of our work. When EDUG was formed there was a focus on adapting Dewey to Europe – an important question for all translations.

Sylvie Leblanc asked if Bibliothèque et Archives Nationales du Québec should change to the new membership type as it is situated in Canada. The meeting agreed with Piero Cavaleri who pointed out that translations deal with languages, not countries. Bibliothèque et Archives Nationales du Québec is working in support of a French Dewey, both in Canada and France.

Harriet pointed out that individual members could come from all over the world. Elise said that they only have to have an interest in Dewey in Europe.

Alex: There is a Dewey breakfast at ALA, but there is no formal interest group for Dewey users.

According to our bylaws only institutional members can vote and half of the institutional members have to be present. Seven institutional members were present and we were able to vote.

Option A – to include members outside of Europe in our present membership types

Option B – to create a new type of membership, “non-European institutions”.

All seven institutional member voted for option B. The EDUG board will rewrite the bylaws to adjust to the new membership type non-European institutions.

Peter thought that the only other translation teams that would be interested would be the Indonesian and Vietnamese translation teams.

5. Report from OCLC

Attached report from Alex Kyrios (OCLC).

Alex also informed about OCLC's work with a 24th edition. He said that this was just a first unofficial announcement, but there will be an official information from OCLC. There used to be a new print every seven years. It will not be a lot of new translation work, but there is still a financial aspect.

Peter thought that DDC 24th edition will be more work for Pansoft than for translators, to ensure that everything works well as a 24th edition, a new colour scheme etc.

The EDUG meeting was concerned about the new plans for a 24th edition. We still need a better way of citing Dewey numbers in records. Dates is a better way than editions. Piero was worried about how to communicate about a 24th edition when there is only a webDewey in Italy. It can get difficult to get funding. This was shared by several members.

Harriet was confused about the discussion and asked Alex to clarify what was required of the translation teams.

Elise: OCLC should inform customers about what will happen.

6. Report from EPC

Elise reported from EPC meeting. She attended her first EPC meeting as a member in October. She has also attended two electronic meetings. Elise was impressed by the work done by Rebecca Greene on an alternative arrangement for Religion. It makes it possible for libraries in areas where Christianity is not the norm to have a good alternative presentation. EPC wanted further work on Religion. Alex told us that an update was presented at the 141A electronic meeting. It gives less space for Christianity and more for Islam.

Elise also mentioned variant names for groups. A problem exist with terms that are offensive for some people, but not for others. Elise thought the discussion at EPC was interesting.

Other topics were Spices and changing from Data programming to Software programming.

Rebecca Green has done a good work on hierarchical and equivalent relationships. There is still work to do before hierarchical information and improving visibility of hierarchical force can be implemented in Webdewey. Elise hoped it will be soon.

EPC exhibits are now published on the web for all interested. ¹

7. Discussion

7.1 Dewey as Linked Data: follow-up

Elise talked about Dewey as linked open data at the EPC meeting and got support from EPC members. The workshop this afternoon will deal with Dewey as linked data. Elise has been in contact with Sandi Jones about what information they want from us and was told that it would be useful to send OCLC information about which elements of Dewey data members would need represented as Linked Data.

7.2 Can EDUG promote cooperation of translation work? – follow-up

This discussion will be held at the symposium on May 10, after the presentation about translation by Tina Mengel.

7.3 EDUG participation in Dewey development - follow up

Participation in Dewey development was initiated by Alex Kyrios last year.

¹ EPC 141A https://drive.google.com/drive/folders/112z8Sr9BQcIEFrHXXTLQ9LaEIWcl43S_

Alex: I will give Violet's presentation tomorrow. Earlier this week I was at Oslo University and had a good discussion about the development of geosciences and physics. We also have good help from classifiers at LC and with a graphic designer who help with parts of 700's.

7.4 Dewey and machine learning: updates

The past three years we have had several presentation at EDUG about machine learning. Elise thinks this is of growing importance for EDUG. Does EDUG have thoughts about this? Work is changing, e.g. in Germany and Norway. Automatic classification could have huge consequences for the way we classify and use Dewey.

Harriet commented that she has put in a slide about this in her presentation for the symposium tomorrow. If the use of Dewey continues to be restricted, it will be increasingly difficult to support full classification with a complicated (and therefore costly) classification system like Dewey. Libraries all over the world try to save money and if automatic classification is good enough; it will be adopted. The question is what is good enough and if we can accept that. Also, if machines are the major users of Dewey it will affect Dewey as a system.

Elise reported on the work done in Norway with automatic classification. The machine called "Nancy" are given full text academic articles that has been manually classified, that teach Nancy to classify with up to 70-100% correctness. Nancy only looks at the first 4-5 digits, not because the machine cannot handle it, but because we do not have enough test material.

Other aspects discussed were the use of short numbers in Germany, and inherent difficulties involved in machine processing of classification, including whether a machine can recognize new knowledge and biases.

Harriet told about an interesting AI presentation at the National Library of Sweden where biases were discussed. Use of full text from different ages will find a lot of biases not accepted today, and the machine has to be taught what is a bias. Machine learning is an ongoing process. Harriet was more worried about the fact that projects with automatic classification purport to can get 70-95% correctness and sometimes be even better than a human, even though this likely isn't the case. A library manager with a financial problem will only hear 95% correct and "better than humans", not the rest. It is important to think about this and how we can get good use of the Dewey data. This is a discussion we will have during the workshop this afternoon. People want often to search by subject – they do not always know which specific works they should be looking for.

Elise: Automatic classification should be discussed at EDUG.

Piero: We have no projects as we do not have funding. But some libraries work with this. Is Dewey the best tool for automatic indexing systems? Would it be better with facets than built

numbers? Machines only understand digital works and not everything is digitized. We have to use the information inside of Dewey and stop seeing it as only a shelf system.

Elise: In Norway everything is digitized, but print is still important, especially for public libraries.

Jean: I agree with Piero. In France we index subjects with Dewey but we cannot index all texts and it is better to get machine indexing for the rest than nothing.

Elise: That is exactly what we have proposed in 2017 in response to the decision by the German National Library.²

Heidrun: At the German National Library we use short notations only to some categories and only for on-line publications.

Uma: Machines will not be able to do everything; we still need humans.

Elise: We have to show that human classification is still needed. We have to gather good arguments for this.

Unni: We have to think about the end-user perspective. We classify deeply because we think that will help end users, but then we have to be able to use the facets in Dewey built numbers.

Jean: As a scholar of Dewey I was fascinated about the fact that Dewey can be used for all subjects and is used all over the world. But we need to be able to use it – make it visible for users at data.bnf.fr.

Piero: We use data from the National Library of Germany but it is not clear what quality the Dewey codes have. Are they manually produced or are they made by a machine? Mixing Dewey from machines and humans could result in different meanings of the same code. How can we solve this?

Elise: Traditionally Dewey classification has been a question for the local library, but it is increasingly becoming an international standard. For Dewey to really become an international standard it needs to be open and in linked data where we can say that this number meant this at that time in that translation.

² <http://edug.pansoft.de/tiki-index.php?page=DDC+and+automatic+classification>

Terrance: How will a machine cope with the concept of “approximately the whole of a subject”?

Elise: Machines will not really classify, but compare with other document. It is challenging to use with new knowledge. Artificial intelligence cannot be stopped. We need to address this; it will have consequences for the system.

At the next EDUG meeting we should have a focus on the value of Dewey for end-users.

7.5 Contact lists, attendance and involvement

Harriet has looked at our e-mail contact list and found it to be not very updated and not very useful as a contact list for members. Everyone interested in EDUG work could be on the contact list, but we need to have a good contact list for all members (institutional, affiliated and personal). Harriet showed a new type of contact list sorted by country that she will continue updating and send out for comments.

Elise asked if we should have contact information on the web for persons responsible for the Dewey translation in each country. It will need approval by the individual to conform to GDPR rules. The meeting approved of this proposal.

Harriet thought that it the possibility of virtual attendance to our meetings will enable more attendance and involvement. It got a bit complicated this year, as the British Library does not allow use of Zoom – the web meeting tool used by the National Library of Sweden. This year the focus was on enabling Terrence Mann to attend and he could do that by Skype for Business from Harriet’s computer. It is also possible to attend by Zoom, but information about this was unfortunately sent out late.

Harriet would like to engage members between meetings. It will be easier to send information by e-mail with a better contact list.

8. National reports

Elise asked all institutional members to mail their national report to Harriet.

9. Issues and plans for 2019-2020 (including annual meetings and symposia)

Next year’s EDUG meeting and symposium will be hosted by the British Library and held in Britain. More information will come later.

10. Other EDUG business

No other business.

Appendix: OCLC/EPC report and National reports

OCLC Report (Alex Kyrios, Editor)

It's been a busy and eventful year for OCLC and the Dewey team, including personnel changes, technical support, and establishing a new model for community-driven contributions to Dewey development.

Last June, Dr. Rebecca Green retired after 11 years of distinguished service. I reported at last year's meeting that we were about to hold interviews for a new editor, and of course, we selected one! Violet Fox is here today. She has previously worked as a cataloger at the University of Illinois at Chicago and at St. John's University in Collegeville, Minnesota, and was the second-ever Dewey intern, in 2012 and 2013. She has already proven herself invaluable to our efforts to engage the Dewey user community in the editorial process. Last summer, the third-ever Dewey intern Rachel Maxwell, returned for a second term to continue review of LCSH mappings from *People, Places & Things* (2001). Next week, we'll welcome our fourth intern: Emily Zinger, a master's student at McGill University in Montréal, Canada.

EPC Meeting 141 was held at OCLC headquarters 15-16 October of last year. We have held electronic meetings 141A and 141B, and the face-to-face Meeting 142 is scheduled for 23-24 September of this year, at the Library of Congress.

Violet Fox will represent the Dewey team at this year's IFLA World Library & Information Conference in Athens, Greece, 24-30 August. She'll be helping to facilitate discussions about cultural challenges in classifying resources with Dewey.

Not long after last year's EDUG meeting, we completed an exciting new agreement with PANSOFT that lets us work much more closely with them for WebDewey development. The agreement makes additional funds available for fixes and enhancements, and allows PANSOFT developers to work directly on the OCLC network. We've already conducted several successful installs of WebDewey. Besides fixing bugs and creating long-desired enhancements, we've also been able to bring some features from WebDewey translations to the English version, such as an enhanced hierarchy with hover-over capability. Still to come are enhancements to the Editorial Support System (ESS) that editors use.

As I discussed last year, we're making major efforts to facilitate community participation in the editorial process. We've created a public Google Drive folder that gives users unprecedented access to EPC exhibits, plus a regular poll where the community can rate the importance of potential future exhibit topics. It's not just about telling the editorial team what we should do, but informing the community of desired areas for development where they can get directly involved. We're continuing to work on streamlined documentation for contributors to make the process as simple as possible.

In a similar vein, we're establishing an OCLC Community Center for WebDewey. These are forums where users of OCLC products can interact with each other and OCLC staff about desired new features, bug reports, and other matters of interest to many users. This will be for the English WebDewey, though we are offering access to EDUG members and translation partners as well. It will be an easy way for you to get product feedback about WebDewey to us.

National report Austria

AK Library Vienna (AK Bibliothek Wien für Sozialwissenschaften): The library uses the DDC for the listing of new acquisitions and also for indexing. Currently documents of the Sowidok, a collection of newspaper articles from 1969-2001 (in total about 1 million articles) are digitized and indexed with the DDC.

Austrian National Library: DDC subject categories are assigned to all resources for classification in the Austrian National Bibliography. DDC notations are also retrieved from external data bases (above all DNB).

Library and Archive Services of the University of Vienna (Universitätsbibliothek der Universität Wien): Classification by DDC is conducted by single subject libraries. For the institutional repository PHAIDRA shortened DDC numbers are assigned partly.

Upper Austrian Federal State Library (Oberösterreichische Landesbibliothek): Classification of books for open stacks with full DDC-numbers according to the newest German online edition. Shelving of open stacks is organized accordingly plus letters of author/title, sometimes with shortened numbers. As for books stored in the stacks only part of it, namely „Obderennsia“, are classified using full Dewey numbers. Dewey is also used for facet-building in the search interface Primo.

Library, Archive, Collections, Austrian Academy of Sciences (Bibliothek, Archiv & Sammlungen, Österreichische Akademie der Wissenschaften): DDC is used for the project "Linked Cat+". Here, session reports of the Imperial Academy of Sciences in Vienna from 1848 to 1918 (more than 5000 data records to date) are digitized and indexed with the DDC.

Single libraries and departments of libraries in Austria like the **C3-Bibliothek für Entwicklungspolitik** are using DDC for indexing and/or shelving.

National report from Switzerland (13th annual EDUG meeting)

We continue to classify our open stack collection, but due to grave problems with the building's statics, we have to avoid overloading the concerned floors. The part where the open stack collection is stored is particularly endangered. Until the planned renovation resolves this problem, the quantity of new documents will have to be reduced to a strict minimum.

Last year (see Swiss national report at the annual meeting 2018) mention was made of our old subject catalogue (1898-1998) and our wish to integrate it in our main catalogue. A feasible possibility would be the mapping of our old UDC numbers with the DDC subject categories used by the German speaking countries for structuring their national bibliographies. Though this is still at a stage of evaluation and no final decision has been taken, the mapping has commenced and about two-thirds of about 14500 notations were achieved in a first run, snatching here and there some minutes from other duties.

Some lobbying in favour a consistent use of the above-mentioned DDC subject categories lead to a proposal to add them to the BSG (Bibliography on Swiss History). This is still in discussion, the change of the BSG's head and of the library system having an impact on the decision-making.

National Report from the Deutsche Nationalbibliothek/German National Library

In 2018, DNB assigned full Dewey numbers to about 59.000 publications from the publishers' booktrade. The plans to replace the intellectual assignment of full Dewey numbers by machine-assigned DDC Short Numbers, has been postponed.

The postponement is due to the fact that DNB's concept for subject cataloging (<https://www.dnb.de/EN/Erwerbung/Inhalterschliessung/grundzuegelInhalterschliessungMai2017.html>), which relies primarily on automatic subject cataloging procedures, has been heavily criticized by the library public in Germany in the last two years.

As a result, a transition scenario for intellectual subject cataloging was decided for those publications from the publisher's booktrade that are considered most important. This transition scenario is to begin on the 1st July 2019 and will apply for an interim period of 3 to 5 years. (<https://www.dnb.de/EN/Erwerbung/Inhalterschliessung/veraenderungInhalterschliessungJuli2019.html>)

From July, only academic publications in so-called "book-related" subjects will be cataloged intellectually as before (i.e. with GND subject headings and full DDC numbers).

Book-related subjects are subjects for which users have a clear need for printed academic books from German publishers. This concept and also the question of which subjects or Subject Categories are considered book-related were decided by the Director-General together with the Committee for Library Standards (it's a cooperative alliance of libraries and library networks of Germany, Switzerland and Austria). Primarily the humanities and social sciences are regarded as book-related.

In the meantime, there has been – as expected – criticism of this transition scenario, especially of the criterion "book-related" and of the fact that only academic literature will continue to be fully cataloged, when in particular a national library is responsible for all types of literature and all user groups.

For the DDC, the transition scenario at least has the advantage that the replacement of intellectually assigned full DDC numbers by machine-assigned Short Numbers is postponed for the time being. However, work is still continuing on the production of Short Numbers, especially for online publications, which have never been assigned intellectually before.

Currently, DDC Short Numbers for the following Subject Categories are in productive use: 004 (Computer science), 300 (Social sciences, ...), 510 (Mathematics), 530 (Physics), 540 (Chemistry), 610 (Medicine) und 640 (Home and family management). We will now continue to work primarily in the non-book-related Subject Categories in which DDC numbers are no longer assigned according to the transition scenario.

National report from Sweden

Most university libraries use Dewey, but it has proved difficult to get public libraries and school libraries to stop using the Swedish classification system SAB. Slowly more libraries start with Dewey. We have started to get better information about what classification system libraries use.

The number of built numbers are growing.

The Swedish WebDewey is still a mixed translation. It is still difficult to find time to do enough translation and updating.

National report from Norway 2019

The Norwegian WebDewey continues to grow with an average of 30 user-contributed built numbers added daily. These numbers are checked by Dewey editors at the National Library. Invalid numbers are rejected and notification is sent to the contributor. Relative Index terms are checked to make sure they adhere to rules and patterns in WebDewey. The current total of user-contributed built numbers in the Norwegian WebDewey are over 21,400.

Dewey continues to be used by all public and school libraries and by most university and research libraries.

The University of Oslo Library completed their mappings of Humord to the Norwegian WebDewey in October 2018, and will continue to map new added subject headings. Realfagstermer, a subject heading system, also mapped by the University of Oslo Library, is almost completely mapped (97 %).

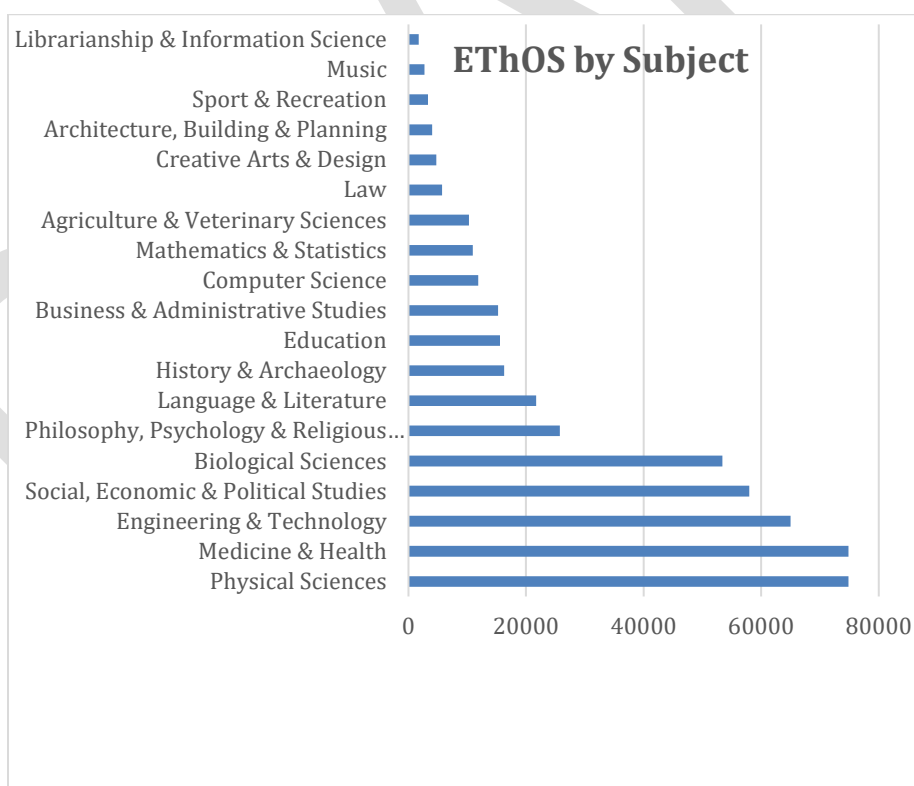
Biblioteksentralen and Bokbasen, two primary suppliers of bibliographic metadata to public libraries, also map their subject headings to the Norwegian WebDewey. Bokbasen has almost completed mapping their thesaurus, and will continue to follow up mapping new subject headings. Biblioteksentralen continues to map BIBBI-termer to WebDewey.

The translation team has updated the Norwegian county and regional merges in Table 2 (changes that came into effect January 1st 2018), and has started working on the many upcoming Norwegian merges in Table 2, changes that will come into effect January 1st 2020. The National Library continues to maintain the Norwegian WebDewey, but are not fully up to date with translation updates, due to lack of personal resources.

United Kingdom

Due to other priorities, the BL project to generate DDC numbers from its former *Science Reference and Information Services Classification Scheme* (SRIS) has been suspended. This hybrid project is based on a mapping of the SRIS schedules to DDC. Machine processing is used to add DDC to records containing the equivalent SRIS class in areas where it is both safe to do so and justified by user transactions – classifiers assigning the same in areas not meeting these criteria. To date the project has assigned DDC numbers in *Astronomy, Geology, Pharmacology, Medicine, Mathematics* and the *Animal Kingdom*. The aim is to process additional sets in future.

The BL *E-Theses Online Service* (EThOS) continues to use DDC to select suitable records to meet the requirements of individual researchers working in particular fields, 90% of records on EThOS now having at least an Abridged DDC number. Examples of data supply based on DDC for inclusion in subject-based services include: ADIT (*Arts and Crafts*), DBLP (*Computer Science*), DDM (*Musicology*), University of Oxford (*Education*), FLAX (*Law*), Freshney Consulting (*Immunology*), ViFaMath (*Mathematics*), RSC (*Chemistry*). EThOS continues to use DDC to analyse its full dataset in order to provide an overview of UK research in particular disciplines:



National report from Iceland

The use of Dewey in Iceland has not changed since last year. It can be said that we are set in our ways of using the system.

Icelandic libraries of all kinds continue using Dewey for organizing their collections. We use the English version of WebDewey. Some smaller libraries use the Icelandic edition from 2002 (translation of the 13th abridged edition).

The National and University Library (NULI) uses the Dewey system in the National Bibliography and Dewey numbers are, as well, used for organizing the NULI's digital depository – Rafhladan.is

Icelandic Music and Sound Archive is now a part of NULI. Its collection consists of various material such as sheet music, cassettes, CDs, DVDs etc. A part of that collection has now been classified according to the Dewey system.

The tendency now is to use broader classification due to increased use of subject headings and for the fact that Dewey numbers are not visible to the end user in the Consortium interface but are of course important for shelf browsing.

National report from France. General coordination mission of Dewey indexing to the BnF:

Within the BnF metadata department, to which the DDC general coordinator belongs, he is responsible for ensuring the operational coordination of all the activities that contribute to a consistent use of this classification.

In this capacity, he is responsible for:
 manage the Dewey authority file of the BnF (consistency check, enrichment and retrospective correction); animate the network of local coordinators and coordinate the use of systematic indexing in cataloging services, develop work instructions and control the consistency of indexing; contribute to the development of the institution's indexation policy and to the reflection on the use of indexes and classifications in the context of the semantic web; contribute to the production and development of the subject policy of the institution; to be a force of proposition on the exploitation of the Dewey classification, as much on the interfaces of research of the BnF as a tool of opening and navigation in the web; participate in the translation, revision and enrichment of the Dewey International Classification (French translation with ASTED and Bibliothèque et Archives nationales du Québec; design and ensure training actions both within the BnF and within the framework of the network of associated libraries; publishes in the

professional journals and to present papers in conferences at national and international level, in particular this year 2018, the coordinator intervened in the revision of the publication of the new French edition abridged of the Guide of the decimal classification of Dewey (work in progress); provides training in the Dewey classification and external training as requested (Mediadix, CNFPT (Centre national de la fonction publique territoriale = National center of the territorial public service), Medialille; participates in the reflection on the evolution of the indexation policy, the working group on the indexation to the genre and form of documents.

Translation of the DDC23 – The WIKI tool

Work on the Wiki tool which is dedicated entirely to the translation project of the 23rd edition of the Dewey Decimal Classification (CDD23) and its updates.

Collaborators: BAnQ, BnF, BAC and ASTED

Proofreading of records dating back to May 14, 2018 to March 2019
Revised and published updates (and archived)

May 14, 2018, (2 forms)

Diets: - Adding notes

-Add probiotic foods, new cues for special foods, in 641 *cooking* and in *food technology*

Ethiopia : Addition of the recent period in the history of the country

Updates

October 2018 (3 forms)

Children's Education Guide

Religious education of children

Education of children (649 and 649.1), the notion of ***child care*** (*puériculture*) in France contains an important care aspect and less education

December 2018

- **December 6, 2018 (9 forms)**

Relationship between religions: some additions and notes

Wales: additions of period of ancient history

Latin and Greek classical literature : additions of notes and built numbers instructions with common subdivisions

Lesbian, Gay, Bisexual, Transgender: additions of Notes and the *Transgender Identity Concept*

Endangered languages: adding notes

Various governments: additions of periods in history for various countries

England: update of -42 in table 2

347.24: new index built with Europe 347.240 1 Courts

December 14, 2018 (4 records)

Orthodox Churches: Adding Notes and Construction Guidelines

Guide for the Orthodox Churches

Scouting: update notes and additions of boy and girl scout movements

Autonomous Vehicles: Addition of Concept in Equipment and Vehicle Type

March 2018 (11 forms)

Infertility: instead of sterility (362, 616 and 618)

Updates on ancient history localities for countries in Africa, South America, Central America, Canada, USA, and others such as those in the Pacific regions

Metaphor and metonymy: Metonymy added element and updated notes

Serbian and Montenegrin culture: the designation of Montenegrin has been added (037, 491.82 ..., 891.82 ..., -9182 ... table 6)

Bird Hunting: Updates Regarding Inclusion Notes and New Indices

Multiculturalism and Multilingualism in Education: Multiculturalism instead of Interculturality and Multilingualism instead of Bilingualism (370, 370.117 ...)

Update memo records for the captions in table 1

These are guidelines for drafting Dewey authority record captions : Table 1 Common Subdivisions

Subdivision	Libellé Dewey
-01	Philosophie et théorie
-011	Systèmes
-0112	Prévisions
-0113	Modélisation et simulation par ordinateur
-012	Classification
-014	Langage et communication
-014 1	Analyse du discours
-014 8	Abréviations, acronymes et symboles
-015	Principes scientifiques
-0151	Principes mathématiques
-015118	Modèles mathématiques
-0153	Principes physiques
-015192	Probabilités
-019	Principes psychologiques
-02	Ouvrages divers
-020 2	Tableaux synoptiques et chronologies
-020 7	Traitement humoristique
-020 8	Traitement audiovisuel
-021	Statistiques

...

-086 22	Étude en relation avec les classes moyennes
-086 222	Étude en relation avec les intellectuels
-086 23	Étude en relation avec la classe ouvrière
-086 24	Étude en relation avec les classes populaires
-086 25 -086 25 -086 25 -086 25 -086 25 -086 25	Étude en relation avec les salariés Étude en relation avec les esclaves Étude en relation avec les serfs Étude en relation avec les esclaves Étude en relation avec les serfs Étude en relation avec les péons <i>L'usage BnF de la subdivision commune 086 25 est exceptionnel : une seule notation indiciaire est associée, en forme retenue, à trois libellés distincts. Selon les contenus à indexer, on doit créer une notice d'autorité pour chacune des trois catégories de personnes</i>
[086 3] abandonné	Étude en relation avec les personnes selon le niveau de développement culturel
[086 31] abandonné	Étude en relation avec les personnes cultivées
-086 32	Étude en relation avec les personnes de niveau culturel moyen
[086 33] abandonné	Étude en relation avec les personnes de niveau culturel faible
-086 5	Étude en relation avec les personnes selon la situation conjugale
-086 52	Étude en relation avec les célibataires
-086 523	Étude en relation avec les personnes fiancées
-086 53	Étude en relation avec les personnes séparées et divorcées
-086 54	Étude en relation avec les veufs et veuves
-086 55	Étude en relation avec les personnes mariées en partenariats et en unions
-086 59	Étude en relation avec les polygames

...

-090 1	Des origines à 0499
-090 12	Des origines à 4000 av. J.-C.
-090 13	3999-1000 av. J.-C.
-090 14	0999-0001 av. J.-C.
-090 15	0001-0499
-090 2	0500-1499
-090 21	0500-1199
-090 22	1200-1299
-090 23	1300-1399
-090 24	1400-1499
-090 3	1500-1899
-090 31	1500-1599
-090 32	1600-1699
-090 33	1700-1799
-090 34	1800-1899
-090 4	1900-1999
-090 41	1900-1919
-090 42	1920-1929
-090 43	1930-1939
-090 44	1940-1949
-090 45	1950-1959
-090 46	1960-1969
-090 47	1970-1979
-090 48	1980-1989

...

-091	<i>Étude par aires géographiques ; construction directe avec les intitulés de la Table 2,[1]1-[1]9</i>
-092	Étude relative à une personne Biographie
-092 2	Étude relative à un groupe de personnes Biographie collective
-092 3	Étude relative à un groupe Biographie collective <i>de personnes membres de groupes ethniques, nationaux particuliers [là où ils ne sont pas majoritaires] + 05-9, Table 5</i> Ex. : - 092 392765044 Étude relative aux Biographie d'Algériens en France
-092 5	Biographie collective de personnes selon le genre ou le sexe ; selon les groupes d'âge, selon les relations + les chiffres qui suivent la subdivision -08 de cette même table Ex. : -092 52 Biographie de femmes
-092 6	Biographie collective de personnes selon diverses caractéristiques sociales + les chiffres qui suivent la subdivision -086 de cette même table Ex. : -092 664 Biographie d'homosexuels
-092 7	Biographie collective de personnes handicapées et malades, de personnes surdouées + les chiffres qui suivent la subdivision -087 de cette même table Ex. : -092 71 Biographie de personnes aveugles
-092 8	Biographie collective de membres de groupes religieux particuliers + les chiffres qui suivent les indices commençant par 2 sous 230-290 Ex. : -092 897 Biographie de musulmans
-092 9	Étude relative aux êtres non humains Biographie d'animaux et de plantes
-093-099	<i>Étude par continents, pays, localités ; construction avec les intitulés de la Table 2</i>

Training

Coordination Dewey provided a half-day training at National School of Information Science and Libraries, which is located in Lyon for future curators library students. It was more of a presentation (because too little time for training) than a training that requires at least 3 days.

In October 2018, a 3-day training course on Dewey indexing was given at the University of Lille via the Medialille library training center.

During last October and November, 2 Dewey training sessions of 3 and a half days were held at the BnF. It was, as every year, to train new catalogers including a core part of the Dewey, another on the drafting and constitution of Dewey authority records, and finally on the use of the WebDewey tool.

Specific training for WebDewey was felt by the cataloguers of the department of philosophy, history and social sciences. This was done in January 2019.

In March, a presentation of the same tool was also given to the new catalog coordinator in the Department of Science and Technology.

Finally new Dewey coordinators from the end of 2018 - 2019 departments of the Legal Deposit - Books, Literature and Arts, and Audiovisual (for multimedia) were able to follow a training dedicated to literature and linguistics. This training ran from January to April.

Realized projects and those to come

First of all, what could be done automatically via an a request for a computer service :

- Note area 203\$a becoming 202\$r (intermarc areas):

An InterMarc format note 203\$a area was used until last February by Dewey authority records to warrant additional formulate access that is not in the WebDewey. Except this note is used by all other authorities notices to indicate confidential information. So that these data can be public side Dewey, an automatic operation was carried out in February 2019 which consisted in changing the zone 203\$a in zone 202\$r. These notes are thus made public in the general catalog.

- Full records but bad status:

Before the creation of the Dewey authority file in 2000, the French National Bibliography-books began to write, as they were produced in the legal deposit catalog, in a Word file, complete Dewey records (number + caption, sometimes with notes and references). It seemed interesting to evaluate this work beforehand one year before the real phase of realization. At the time of the creation of the new cataloging production application, these records were paid. Although complete, these records had retained a bad status, as well as basic records because they are loading records, which prevents their interrogation. Many have been used since indexing needs by catalogers and thus revalidated with a good status. The other 207 remained in the state, were therefore subject in last March to an automatic change of their status.

Realization of building sites by hand

- Basic authority notice of the 20th edition:

Until last July, there remained in the general catalog about 320 elementary records of the 20th edition without any caption. These were records created in the early 1990s by departments managing open access acquisitions. These 320 or so records not used since indexing had therefore remained in their current state since they were loaded into the catalog.

This year they were completed and updated according to the 23rd edition by the general coordinator Dewey.

- Records of the 21st and 22nd editions to be updated :

During the two automatic conversions in the latest versions 22nd editions and then 23rd editions, 450 records belonging to the 21st and 22nd editions were deliberately identified not to switch in these successive versions. These numbers had been recast, deleted or dispatched to other numbers. A manual correction site has just begun, it should be completed at the end of the year.

- Among many other updates on medium-sized projects, a much larger number were updated, among them:

017. [5] - [8] bibliographies and catalogs become vacant and relocated to 17.1, 17.2 and 17.3
All [018] Catalogs arranged by author, main entry, date, or register number relocated to 017

The series of 262 [.2], [.22], [.24] and [.26] Local churches and small groups in the church organization relocated to 251-254

649.1 which was labeled Childcare, changed to Child rearing

Many numbers in law

Many clues in botany

Construction sites for the revision of the 400 and 930 indices

Two major series of numbers of the 23rd edition of DDC have been extensively revised, requiring Dewey subscript and basic numbers corrections in the General Catalog. This operation sometimes led to a re-indexing of the bibliographic records.

The first set of corrections, resulting from a change in the specific construction mode of the class 400 (languages) numbers, concerned historical and regional variants and variations as well as modern non-regional variations and variations, ie different patois and dialects including creoles, but also slang and jargon. Corrections and updates of elementary records were thus made for the variants of French, Germanic languages, English, Italian including Romanian, Sardinian and Corsican, Spanish and Portuguese. Modifications, improvements and updates of elementary records have also been made for the dictionaries of these languages as well as for those of the Italic, Hellenic and Slavic languages.

The second record review site focused on the Copper Age and Bronze Age indices, which shared the same number (930.15) in the previous DDC. Each period now has its own number: 930.153 (Copper Age), and 930.156 (Bronze Age). The main number 930.15 (Copper Age and Bronze Age) is maintained and used to index documents covering both periods

Publication

The new shortened version of the Dewey decimal classification in French was published in September 2018, it meets strong expectations, mainly small and medium libraries, as well as documentation and information centers of high schools and colleges . This guide has been developed as a pedagogical tutor and as a manual scoring tool for all libraries while being a preferred instrument for easier access to the full version of the Dewey. Updates of the tables and the index introduce many clarifications and enrichments, particularly in computer science, religion, social sciences and arts, and also present the new division of the French regions. Jean Maury, general coordinator of the Dewey classification at the Metadata Department, contributed his expertise to the writing of this guide.

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