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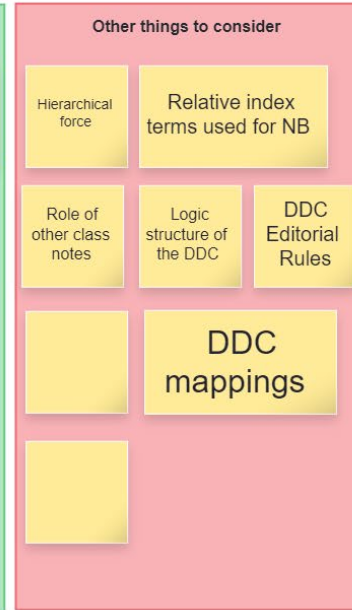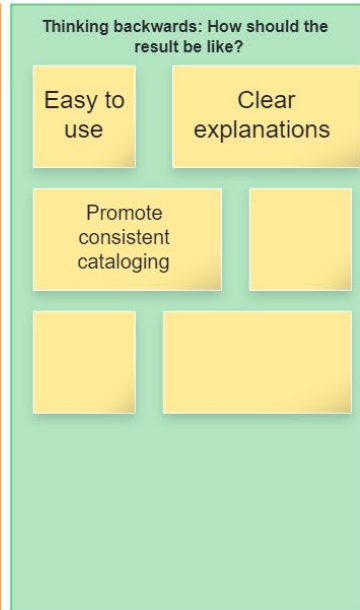# Approximate the whole – EDUG work plan & next steps

What can EDUG do?

– Look at the problem from different perspectives

- Librarian, classifier/cataloger, Dewey translator, Dewey teacher, etc.
- Close collaboration with the Dewey editor and the EPC
- Experience in DDC mapping

Goal:
A recommendation paper that will be submitted to Alex and the EPC for further discussion and final decision.

Is Approximate the whole still acceptable in the 2020's?

Reasons for the need to change

- Difficulties in under-standing the rule
- Difficult to explain the rule
- Not allowed to add SS when needed
- Re-classification
- Loss of information
- Printed DDC plays minor role today
- Specific topics together with general topics
- Exceptions to the rule
- There is no "one" literary warrant
- Local compromises (ignoring the rule)

Thinking backwards: How should the result be like?

- Easy to use
- Clear explanations
- Promote consistent cataloging

Other things to consider

- Hierarchical force
- Relative index terms used for NB
- Role of other class notes
- Logic structure of the DDC
- DDC Editorial Rules
- DDC mappings

Roles involved

- Librarian
- Classifier/Cataloguer
- Dewey editorial team
- Translator
- Dewey teacher
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Hopes...

Roles involved

- Librarian
- Classifier/Cataloguer
- Dewey editorial team
- Translator
- Dewey teacher
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Easy to understand

Approximate the whole,
Class-here, Including/
Standing room,
Hierarchical force,
Standard-
subdivisions-are-
added note, Literary
warrant,
...

Easy to use

...and reservations

– Long-established local solutions and workflows might not be easy to adapt to a change

– Keep the added value provided by DDC mappings

– Keep a Dewey number's inner structure for topics to reflect their level of congruency with the number

How could a change look like (hypothetically)?

1. Abolish only the rule that prohibits adding to standing room topics

2. Keeping the rule while reviewing all information about the rule and provide information where missing

3. Develop further exceptions to the rule

4. Review the meaning and descriptions of the notes and related concepts, and modernize them for more claritiy and simplicity

Next steps & tasks (A)

Task A

– Draft a content structure of the paper (Table of content)

– Start writing the first parts: background, history

→ Who: Core writing team (Alex, Terrance, Harriet, Tina)

→ When: First meeting soon

Next steps & tasks (B)

Task B

– Develop What-if scenarios

→ Who: All of us!

→ When: Over the nexts months, sent to the Writing team

Next steps & tasks (C)

Task C

– Analyses and statistical statements:

- Editorial & translation-related issues (Class-here notes, Including notes, Hierarchical force, Captions, Relative Index, types of topics in Including notes, etc.)
- built numbers, facets
- mappings

→ Who: Alex, Terrance + Translation group

→ When: Next translation group meetings or extra meetings

Next steps & tasks (D)

Task D

- Exceptions to the rule & Special use cases & Mappings

→ Who: Alex, Terrance (Exceptions to the rule existing today)

→ Who else: Those who practice a special approach (DNB, BnF, Norwegian team, etc.)

→ When: Over the nexts months, sent to the Writing team

Next steps & tasks (E)

Task E

– List places where definitions and explanations about Approximate the whole can be found today

– What kind of information do we need in the future? And where do we want to find it?

→ Who: Writing team

→ Who else: All of us!

→ When: Over the nexts months, sent to the Writing team

Next steps & tasks (F)

Task F

-   Pilot project: Pick areas for live testing and analyze impacts

→ Who: Alex, Terrance + Translation group

→ When: To be analyzed and developed over the year taking into account the input received for the other tasks

Time target

- Send out a first draft of the paper to all members by beginning of 2025

- EDUG meeting 2025: Either have a final version or a draft version to be approved at the meeting

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Contact

We look forward to your input and any other contribution or comment on this discussion!

Alex Kyrios kyriosa@oclc.org

Terrance Mann terrance.mann@bl.uk

Tina Mengel t.mengel@dnb.de

Harriet Aagaard harriet.aagaard@kb.se