18th Annual EDUG Meeting

Friday, 26 April 2024

1) **Opening remarks and agenda**

Harriet Aagaard welcomed members to the 18th Annual EDUG business meeting which could not be held at the British Library in London as originally planned, due to the cyberattack on the British Library systems. The hope is EDUG 2025 will be an in-person meeting.

Harriet covered the proposed agenda which would feature national reports and a brief recap of last year's business meeting minutes. This is an important election year, as Harriet is stepping down as Chair, so Elise Conradi will manage the voting. An approximate the whole rule discussion and next steps will be covered, along with short presentations from Jean Maury, Heidrun Alex, and Unni Knutsen. Further information on adding contacts to the EDUG website will be covered, along with a brief discussion on the disappearance of OCLC Classify, along with the impact of AI on classification.

No additions were added to the agenda.

2) **Minutes of the 2023 Oslo meeting**

Approved

Jo Maxwell recapped last year's minutes from EDUG 2023 in Oslo. It was lovely to see everyone in-person again and the hope is EDUG 2025 will be another face-to-face/hybrid symposium. Looking at the three major discussion points from last year: the implementation of the Dewey timestamp, how to handle EDUG member contact details on the website, and an introduction to 'approximate the whole rule' issues. At the time it was noted this was a very complex subject. Reference was made to the EDUG 'Approximate the Whole' meeting held in March 2024 which was the first step towards what Tina had talked about in the symposium on EDUG producing a discussion paper to present to EPC on what EDUG would like to see happen with the approx. rule and recommendations. Harriet reiterated the importance of reading the minutes and getting back to the committee if any changes are required when it is in draft form.

3) **National reports (brief summaries)**

See reports in the Appendix.

4) **Report from OCLC/EPC**

See report in the Appendix.

5) **Election of the EDUG Board (Chair, Vice-Chair, Secretary)**

Elise Conradi ran the election for the EDUG Board:

We have one candidate for Chair, two for Vice-Chair and one for Secretary. Would anyone else like to nominate themselves or anyone else for a position?

Can each candidate present themselves to the EDUG members starting with Tina Mengel:

Tina Mengel: I've been in charge of the German translation and further development of Dewey software and have been in the Dewey business for more than 20 years now, starting with translation of DDC22. Since 2011, I have been involved in EDUG and have not missed one meeting. I would be happy to be there for you next term.

Uma Balakrishnan: I am from the headquarters of the Common Library Network in Göttingen, Germany. I oversee projects for subject indexing at the VZG. Like Tina, I have been in the EDUG group since 2011 and contributed to mapping projects. I would like to give a hand where possible.

Manal Balbaa: I have been working as DDC translation coordinator since 2009, specialising in language and translation. Hands on experience in library science, translating for the community of library science and library specialists. RDA translation into Arabic and Dewey translation into Arabic and the UNESCO Thesaurus. I hope to be able to do something for the Dewey community for library specialists, libraries, archive centres.

Jo Maxwell: I work for BDS and I train new subject analysts in DDC, LCSH, LCC and other MARC fields. I still classify every day, and I am also the UK DDC User Forum representative and EPC Vice Chair. I am interested in Dewey development and how, moving forward, WebDewey could be less tied to the print format to improve functionality and usability.

Elise noted for the first time in many years there will be an actual vote.

Elise Conradi: It really warms my heart seeing so many people wanting to get involved and hopes this is a trend that continues. Congratulations to Tina as Chair and Jo as Secretary. Voting for Vice Chair, only institutional members can vote. All members stated it was a difficult choice between two very strong candidates. Congratulations to Manal Balbaa being voted in as Vice Chair.

Elise expressed deepest gratitude to Harriet, who has been serving on the EDUG Board for 10 years, for her dedication and good leadership throughout this past tumultuous decade. Harriet thanked everyone and reiterated the importance of EDUG and the work we do.

6) Approximate the whole – Discussion and next steps

Tina Mengel: The presentations yesterday did a good job of covering the issues surrounding the topic and summarising the work that has been done so far and taking a look at the next steps. Subsequently, after the March approx. meeting we have asked Jean Maury, Heidrun Alex and Unni Knutsen to provide us with some more information so we all have a better understanding of the points raised last time, so we can take them into account when drafting the EPC discussion paper.

Jean Maury, Heidrun Alex and Unni Knutsen proceeded to present:

Jean Maury – Dewey authority examples containing an inclusion note

Jean presented on the difficulties at the BnF if the approx. rule was removed or amended, for topics that appear in including notes. At the BnF, Dewey is used for two things - classification and for indexing subjects for many different works. The BnF is the only library to have and manage a Dewey authority file. If the rule concerning the inclusion note "including" no longer applied, it would be difficult to implement at the BnF. Indeed, it would first be necessary to identify all the records containing this note, then examine the associated bibliographic records to identify the subjects concerned by this inclusion note. This would ensure that these subjects could be subdivided. In addition, the inclusion notes should also be modified to replace them with "Class here" notes.

Using the following examples, Jean highlighted the level of complexity involved if the rule was to be changed:

- 5447 authority records which have the including note, which would have to be checked and modified.
- For ethics of love, 177.7, which has the following including note 'Including benevolence, caring, charity, kindness, liberality, philanthropy' would require 68 records to be checked.
- 289.9 Denominations and sects not provided for elsewhere has 164 linked records, which highlight the complexity of maintaining the Dewey authority records if the approx. rule changed.

Heidrun Alex – DDC: separate storage of number components in DNB

Heidrun's presentation was not on the opinions or arguments about the subject of 'standing room' but of a single aspect that concerns the storage of number components in DNB. Examples included highlighted the DNB's approach in general as well as the approach for subjects in standing room. Using an example of a bibliography of Freiburg Minster, the separate number components in the built number 016+7266+09+4346262 are stored separately, which means they are available for retrieval purposes.

WebDewey Search integrates various catalogues from German libraries and library networks, including DNB. This splits search results into three columns using the stored number components, so a work that includes 726.6 in its DDC can still be retrieved, even if 726.6 does not appear as the base number. These titles can be accessed on the DNB Catalogue via WebDewey Search. It is also possible to search using Table numbers in the German WebDewey Search for the DNB and SWB catalogues, as they are the only two catalogues to show number component storage.

Subjects in standing room still have number components stored to aid research and retrieval, which is an emergency solution to avoid the loss of information, however preference would be to have the ability to add the components (using example The Benedictine Sisters in Bavaria during the Reformation).

Unni Knutsen – Mapping and approximates the whole
Unni presented on the mapping and how the approximate the whole rule can affect equivalences, reminding us of the EDUG recommendations for best practice, mapping according to the ISO 25964-2 – Part 2: Interoperability with other vocabularies.

EDUG recommendations for best practice in mapping involving DDC was published in 2016, and in mapping there are two major expressions used – source vocabularies and target vocabularies. Source vocabularies are from the University of Oslo and the target vocabulary is DDC. The relationship between the vocabularies and DDC is expressed through relationship types: exact equivalence (=EQ), inexact equivalence (~EQ), broader mapping (BM), and related mapping (RM). In DDC, hierarchy is expressed through structure and notation, with specificity increasing in subordinate classes. On researching, the most mistakes in classification are made when we add subdivisions to subjects that are in including notes. In mapping, this is okay, we treat them as broader mappings where the term from the source vocabulary is more specific than the Dewey caption. Single concepts in DDC captions are unproblematic in mapping as they are treated as an exact equivalence. Captions with multiple concepts are more problematic, as the approximate the whole rule needs to be considered. In the case of 'Gloves and mittens', the standard subdivisions are added note for either or both topics means the subjects both approx. the whole, so a mapping of exact equivalence can be made. Using 635.976 Shrubs and hedges as an example, inexact equivalence mappings can be made if the source vocabulary does not have an exact match term in the target vocabulary and there is a different interdisciplinary number elsewhere in the schedules for shrubs (582.17). Bushes can be mapped to 635.976 as an inexact equivalence. Multiple concepts in captions is where difficulties arise, see 747.5 Draperies, upholstery, rugs and carpets. There are no subordinate classes and no notes to advise about subdivision. The subject 'carpets' does not approx. the whole of this number and in this case the EDUG mapping recommendation to map a concept as an inexact equivalence if the DDC caption contains multiple concepts, one of which matches the source vocabulary, applies. 'Ranches and farms' at 636.01 is another multiple concept caption which has built

numbers in WebDewey for 'Ranches—serials' and 'Ranchers', but with no notes or guidance. With extra research, 'ranches' do appear to approx. the whole along with 'farms', so in mapping this would be an exact equivalence.

Subdivisions-are-added notes are very helpful in determining whether a concept approximates the whole or not. Is there room for even more such notes or has this practice been exhausted? Could including notes be transformed into new numbers more quickly? In mapping we seek to have exact conceptual equivalents (for the sake of precision in searching).
To do mapping properly it is important to determine whether a concept in Dewey matches the concept from the source vocabulary.   We therefore need to do painstaking work of understanding the relationship between concepts in multiple concept captions.

The EDUG mapping recommendations take into consideration whether a concept approximates the whole. If we change this DDC practice, we will have to partly redo the recommendations and also redo many mappings.

Alex talked yesterday about considering the amount of work involved if we abolish the approx. rule and it is an issue those of us involved in mapping to the DDC need to think about. The rule is very complex, and I am happy with the discussion yesterday on how not to rush into any decision and potentially do pilot work before we reach a final decision.

Tina Mengel: Thank you for your contributions and presenting some different aspects we have to consider when thinking about the approx. rule.

Heidrun Alex: We are talking about topics in including notes but in my opinion, we need to also talk about the topics not mentioned anywhere. The topics in including notes are not the real problem here but the thousands of topics not mentioned – when classifying we have to consider whether a topic has standing room. Classes are like boxes in which you sort or collect something, and we have to talk about the very small topics that are not mentioned and not focus on those that are already in including notes.

Tina Mengel: I see that too and we should also look together into the notes and how topics are described there. Maybe we can find a better solution so more topics are covered there – maybe invent another note. Also in translations, as there can be differences in the English and the target language version in the representation of the topics in the notes.

Jo Maxwell: I agree with Heidrun, there are issues with topics that are not mentioned at all. When training I see numbers built for topics as someone has assumed the subject approximates the whole. Like Terrance mentioned yesterday, this puts pressure on subject knowledge – we are supposed to be generalists, at least where I work, and one minute could be working on a baby board book, the next an academic Springer publication. I think we should be focussing on

the gaps. When there is an including note it is a prompt to remind classifiers they cannot add further.

Tina Mengel: Also need to look at captions in that context too.

Harriet Aagaard: I agree with Heidrun and Jo, there are problems – the including note is quite important, you might not like it as you can't build further, but it is easy to understand. The problem is the approximate the whole as it is very vague concept. When Unni talked about mapping it was clearer, but for classification it isn't clear, especially when you don't understand the subject, which is very often the case. It is also a problem when translating. We don't want more complicated rules about Dewey.

Unni Knutsen: I agree that specific topics that are not mentioned in DDC are problematic, something we come across every day. But that is not just an approx. the whole rule issue. It is the nature of classification – classifying from 000-999.

Piero Cavaleri: The problem is with the future and not in the past. Libraries are not going to reclassify books which previously could not have subdivisions added. We also have to think of the consequences of this rule – for example the Orders in the Catholic Church for women. There are a lot of numbers in the Central Library of Florence for individual biographies of sisters who are part of very small orders, but the biography subdivision is not expressed, creating a very big class with lots of books but are very specific because they are biographies. We are losing a lot of information for nothing as there will not be a number established for these orders. We need to look at real cases and the consequences, not theory.

Harriet Aagaard: Dewey classification is not the only subject source in cataloguing a record. We would add biography to the record, so you would know it is a biography. It might be different when we get Dewey as linked data and see what we can do with it. Correct classification is really important, but we also have other sources of subject information.

Tina Mengel: We have a lot to talk about and a lot to look at.

Terrance Mann: I still think the whole issue is linked to whether we can assign numbers to topics in including notes or many of them, as the point of doing that was to keep to no more than four volumes in a standard printed edition. It is a question of resources. If you have the resources, which I presume we don't, to expand everything that could be expanded because of literary warrant, it would mean we wouldn't have to scratch our heads over the approx. rule as many more subjects would have their own number, and the fact you would lengthen all the schedules is irrelevant in an online environment. The print-on-demand version would have to expand a lot, perhaps, but that could be a slightly different edition, like the abridged edition. If we do a pilot, it is worth considering whether we could easily ascertain whether a topic in an

including note could have its own number. It is just the literary warrant figure is a bit fuzzy. I've seen it quoted as 20 items, 30, or they have to be more recent publications. It would be nice to know what that is, and it seems like there are a lot of topics in including notes that should have their own number by now. And a lot of headings, like steam locomotives, that could be divided into a more precise granular schedule. Worth thinking about that as well. When it comes to abolishing the rule or not, we have to look at what Dewey is about and which direction we want to go in. If it is about the pure nature of synthesis and the number really meaning what it appears to be, which was the old definition, or do we want to treat Dewey more like UDC (Universal Decimal Classification). That will be great for retrieval but need to face facts those numbers will most likely be cut short on the shelf. Lots of libraries won't have more than a certain number of digits after the decimal point and hopefully they won't truncate in the middle of a facet, but they often do. So, either way, I don't think reclassification will happen. If we abolish the rule there will be lots of double runs on the shelf the same as there are if the number changes now and the books are not reclassified. We have to think how important is the theory, and do we want the scheme to more closely resemble UDC and what makes it distinct. It is a very difficult decision and I just wonder what people would say if the resources were there, would we, as a first approach, prefer more expansions. You can't have a number for everything, there will always be topics in including notes, but those that are already there, I suspect, should have their own numbers by now.

Unni Knutsen: I agree with Terrance, we shouldn't be thinking about the print edition and concentrate on the online edition that is important. Also feel that we should know about what literary warrant is, I don't know what the sources are now. WorldCat had a lot of resources on the Viking age but that doesn't reflect the literary warrant for Norwegian history in our catalogue. Reclassification will not happen – it might happen if a number completely changes but adding subdivisions from tables will not prompt reclassification. We don't have the resources for that. Could Alex answer my questions from the presentation – whether more subjects in including notes could have their own numbers added quickly and if the addition of standard subdivisions are added notes had been exhausted.

Alex Kyrios: I am hearing a lot that it would be helpful to review subjects in including notes to see if they warrant their own numbers. That would be a valuable part of this work overall and having more than just me reviewing this could be very helpful. Especially if we take this pilot approach – it is one thing to say we are going to look at every including note in the entire classification but if we are just looking at a certain area and figuring the implication – that could be a fruitful step. Unni had some good examples of multiple topics in captions and whether they approx. the whole or not. I would say they probably don't, but then we have approved built numbers elsewhere for multi-caption topics.

Terrance Mann: The standard subdivisions are added for either or both topics note, that is what I mean by a fuzzy area as you do wonder sometimes if that should happen. It would be easier

if they had their own numbers. We should look at these notes along with including notes in the pilot and see if expansion solves a lot of our problems.

Jo Maxwell: We have all talked about how complex the rule is and how the instructions in how to apply the rule need to be clearer. This also needs to be considered as well as the pilot study. If the rule stays, in some way, shape or form, it must be very clear how that is applied and the more examples the better – in the introduction and manual notes. The concept needs to be explained better.

Tina Mengel: Agreed and in all the analysis to come we must think about all these aspects in parallel. How would we communicate this, what explanations do we need, what examples do we need.

Harriet Aagaard: We have a lot to do, and we need to decide how to move on.

Tina Mengel – Is approximate the whole still acceptable in the 2020's?

What could a change to the approx. rule look like (hypothetically)?

- Abolish only the rule that prohibits adding to standing room topics.
- Keeping the rule while reviewing all information about the rule and provide information where missing.
- Develop further exceptions to the rule.
- Review the meaning and descriptions of the notes and related concepts and modernise them for more clarity and simplicity.

Next steps & tasks

I added to these slides who could oversee tasks and when the actual work should begin.

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 + ?)
  Should not be too many people. Need one or two extra people.
  When: First meeting soon.

Task B

- Develop what-if scenarios
  What Alex referred to yesterday as workflows and to point out consequences for possible changes or worst-case scenario vs good ideas/consequences.
  Who: All of us!
  What I have heard yesterday and today shows you have already started to think in this direction.
  When: Over the next months, send them to writing team (writing team to send out reminders).

Task C

- Statistical analyses: notes (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.
  Here we not only have to look at the English version but consider the other language versions.
  When: Next translation group meetings or extra meetings.

Task D

- Exceptions to the rule and special use cases plus 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 next months, send to the writing team.

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: Core writing team.
  Who else: All of us!
  This is something we all have to think about, and we need your input. You all may have a different communication infrastructure – how you do training, how you publish information and what access to information you would like to provide.
  When: Over the next months, send to the writing team.

Task F

- Pilot project: pick areas for live testing and analyse impacts.
  Who: Alex, Terrance + Translation group.
  When: To be analysed and developed over the year taking into account the input received for the other tasks.
  We need a time target. We should bear in mind the next EDUG meeting and what we would like to have before then. Send out the first draft of the paper to all members by the end of 2024/beginning of 2025. By the next EDUG meeting either have a final version or a draft version to be approved at the meeting.

Terrance Mann: I think it is great we ask everyone for their views and get as much input as we can but of course the one person we could do with hearing from is Melvil Dewey himself. If he were here, and could see Dewey 23 in WebDewey, what would he make of it? And once he got over the shock of getting his head around an online environment with unlimited possibilities, I honestly think he would look at it and say it was fantastic and loved the translations but what are we doing with such broad numbers. He would want more numbers, to reflect the literary warrant first and foremost, and that I am sure is true. Resourcing it is another thing; in his day they didn't worry about that and just thought about the benefits to the end user. Having more numbers would please the theorists, the purists, because the integrity of the system would not change and the notation would still be pure, and it would please the pragmatists because they would have more facets. Something needs to be done about local history studies which are proliferating rapidly but you can't express them because Table 2 doesn't go down to the right level, and maybe there is a problem with travel in the same regard. What would be the greatest lasting benefit to the end user, not what is necessarily best for us – hopefully they coincide.

Harriet Aagaard: Thank you, and Tina and I am so happy you are chairing this huge and complicated issue.

7) EDUG website contact information

Harriet Aagaard: With the help of Tina, I have added some contact information to the website for some individuals as well as institutional links. Can you all look at this page and send me an email with what contact information you want displayed.

Neil Murray: Maybe provide a link to main catalogue or database provided by that organisation, especially if you have a search possibility by Dewey number. It would be very helpful in that context.

Harriet Aagaard: Neil's idea is very good so I will try to add a link to Libris.

8) OCLC Classify & AI

Harriet Aagaard: I want it included in the minutes that we still need Classify. I have heard from a librarian at Umeå University Library in the north of Sweden that he has started using ChatGPT since Classify is no longer available. I tried ChatGPT and it is quite scary because even the really bad answers can look just as reliable. I would not recommend using ChatGPT for Dewey Decimal Classification. AI will affect classification and will be used but we need to really think about how it affects classification, including DDC.

Tina Mengel: I haven't tried yet but understand users are trying to find solutions since we no longer have Classify and AI tools are easily available.

Neil Murray: OCLC are pushing users to WorldShare, the removal of Classify might be something to do with that.

9) EDUG 2025

No plans were made for EDUG 2025 but the hope was it would be a hybrid meeting allowing face-to-face, along with remote access for those members unable to attend in-person. More information to come.

Appendices

OCLC/EPC Report and National Reports

OCLC Report by Alex Kyrios, Editor

Since the last EDUG meeting, EPC has met twice. Annual Meeting 144 was again held virtually, in July 2023. Besides the proposals reviewed, the committee discussed the pros and cons of the virtual meeting format. There was a general sense that while in-person meetings can be quite valuable, virtual meetings might still meet the committee's needs. I hope there will be some in-person EPC meetings in the future, though there is something to be said for the low overhead of a virtual one.

I'd highlight a few exhibits from EPC 144 and virtual meeting 144A, held in January of this year, that were authored by and/or inspired by requests from European users (not necessarily exhaustive!):

- EPC 144-T5.2 Irish Travellers (Mincéirs)
- EPC 144–S27.1 272.1-.9 Persecutions in general church history—historical periods
- EPC 144-S36.2 Climate change
- EPC 144-S89.1 Period table for Cornish literature at 891.67
- EPC 144A-T6.1 Luxembourgish
- EPC 144A-S34.1 340 Computers in law

EPC 145 will again be held virtually in July. Some planned topics of interest include political radicalism and institutions of the European Union.

Andrea Kappler, one of the ALA appointees on the committee, recently retired and resigned. ALA has nominated Emily McDonald of Lawrence Public Library in Kansas for the vacant seat. Emily has written a Dewey blog guest post and was recently on a panel with me, and I'm glad that she's joining EPC.

We are aiming to launch Dewey as linked data in June. The product will feature a user interface similar to that of WorldCat Entities. Some information there will be freely available; logging in with existing WebDewey credentials will reveal the rest, as well as advanced features such as a data download. For developers, we will have an API that can retrieve a URI from a DDC number or vice versa. Among other plans OCLC has for Dewey as linked data, we will be populating WorldCat DDC fields with the new URIs, thanks to the MARC Advisory Committee's recent approval of subfields $0 and $1 for those fields.

National report from Bibliotheca Alexandria by Rania Osman and Manal Balbaa

Since our last report that was presented to EDUG in September 2023, the uploading of the Arabic translation of Volume 4 Relative Index has been continued. It is still a work-in-progress under certain constraints due to a shortage of translators, but still going ahead.

The Relative Index sections which are fully uploaded onto the PANSOFT International DDC Translation Software are:

Volume 1 Tables 1, 3, and 4,
and
Volume 2 000s, 100s, 200s, 300 through 330s.

The rest of the Relative Index sections that correspond to Volumes 1, 2, and 3 still need to be fully uploaded. It is intended that the full Arabic translation of Volume 4 Relative Index is accomplished by September 2025.

National report from Austria by Wolf-Dieter Lang

No news from Austria.

National report from the British library by Terrance Mann

Due to the cyberattack we have not been able to do a lot at the British Library, but the rest of the country are still functioning without us. The UK DDC Forum is still regularly meeting, and we do like the more frequent online EPC meetings, than one very big meeting once a year. That is enabling us to attract new members, and Jo Maxwell is going to publicise our work at the NAG Forum in London next month. The British Library are currently rebuilding systems after the cyberattack, but we were on the brink of applying the timestamp. We will still implement the timestamp but can't do it right now. There are plans to enable Dewey as a main search term in the OPAC. The reason it hasn't been done up until now is because our collections go so far back and we have inherited collections from other libraries, so not everything has a Dewey number. We are looking to automatically assign broad numbers to those works.
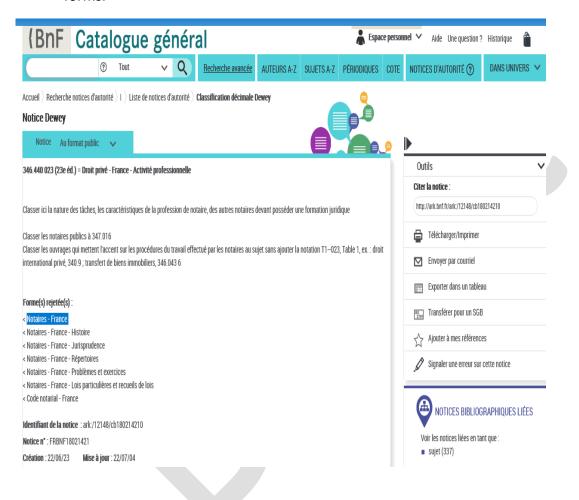
National report from France by Jean Maury

Some major projects in the catalog concerning authorities and Dewey indexing:

- Among the most significant Dewey projects, we can cite the creation of Dewey authorities concerning pandemics, Covid, refugees and Kosovo, in response to requests from the Dewey General Coordination at the BnF. These new creations mainly impacted the resumption of the indexing of these subjects in bibliographic records.

- Another series of bibliographically important indexing corrections focused on subjects relating to notaries, due to the differences between this function exercised in France and in Anglo Saxon countries, which had created confusion in its use by cataloguers. Moreover, various other legal subjects pose problems due to the divergence between the German-Roman law, that we use, and that of the Anglo-Saxons referenced in the DDC.
- The Dewey authorities' notices on the topics of climate change and home care have also been updated in the 23rd edition, including in these changes particularly rejected notes and forms.
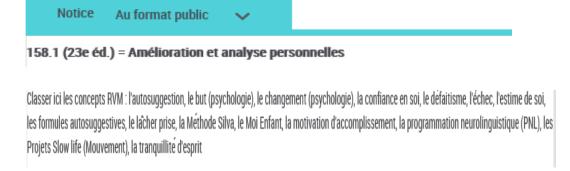

Latest instructions:

From the last general coordination meeting, it was also agreed with the coordinators that country captions, which designate both a geographical region and a specific country, must systematically include cross-reference to the name of the particular country.

Evolution of WebDewey in French:

Part if the RVM (repertoire des vedettes matières) has been integrated into WebDewey. Indeed, the BnF, together with its partners the BnQ and the BAC, approved the joint project to introduce part of the RVM into WebDewey. This added value is an aid not only for research in WebDewey, but also it enriches the Dewey authority file of the BnF which is fed with data from the WebDewey tool. It is required that not all RVM terms must necessarily be mentioned, only those which are of interest to the documentation and which are not redundant must appear in the cross-reference.

Forme(s) rejetée(s) :

‹ Analyse de la personnalité
‹ Amélioration de la personnalité
‹ Confiance en soi (psychologie appliquée)
‹ Acceptation de soi (psychologie appliquée)
‹ Actualisation de soi (psychologie appliquée)
‹ Amélioration personnelle (psychologie appliquée)
‹ Analyse personnelle (psychologie appliquée)
‹ Conduite de vie (psychologie appliquée)
‹ Estime de soi (psychologie appliquée)
‹ Personnalité (psychologie appliquée)
‹ Réalisation de soi (psychologie appliquée)
‹ Règles de vie (psychologie appliquée)
‹ Respect de soi (psychologie appliquée)
‹ Programmation neurolinguistique (psychologie appliquée)
‹ PNL (psychologie appliquée)
‹ Autosuggestion
‹ But (psychologie)
‹ Changement (psychologie)
‹ Défaitisme
‹ Échec
‹ Formules autosuggestives
‹ Lâcher prise
‹ Méthode Silva
‹ Moi Enfant
‹ Motivation d'accomplissement
‹ Slow life (Mouvement)
‹ Tranquillité d'esprit

Dewey training 2023:

During January and February 2023, the BnF organised two Dewey training sessions, each lasting three and a half days. These sessions focused on common core training including the use of the different tables, the Dewey authorities, the writing of captions and the creation of Dewey authority records, as well as the use of the WebDewey tool (one day is devoted to this). In April, specific training in the use of WebDewey was provided to the Literature and Arts Department and to the French Bibliography of Serial Publications.

Deutsche Nationalbibliothek/German National Library (Heidrun Alex and Tina Mengel)

Intellectual and machine classification with DDC

First, a few details about the intellectual and machine classification with DDC:

In 2023, DNB intellectually assigned DDC Subject Categories to about 125.000 publications and full Dewey numbers to about 39.000 publications from the publishers' booktrade.

In addition, about 1.3 million DDC Subject Categories are still assigned automatically.

Although in 2023 the focus was still on replacing the currently used software by the tool Annif (https://annif.org/), DDC Short Numbers for online publications were still assigned: namely more than 1 million.

Enhancements to the translation software and WebDewey

In 2023, our work focused on the contracting of Pansoft, the associated planning of the further developments and finally their implementation.

This assignment will bring several long overdue enhancements as well as some new features to the translation software and WebDewey. Due to a difficult budget situation, we were only able to contract parts of the work, but we are happy that we were able to do so at all.

Shortly before the EDUG meeting, the most extensive new feature, the international sharing of built numbers, was implemented in the live environment. From now on, built numbers can also be reviewed with regard to their suitability for the international community and be shared with the other translations. With shared built numbers, we now have another option to get specific topics into the DDC faster or to share numbers for areas that have no or few built numbers.

For all the new features and improvements, we will provide detailed information in the Dewey Translation Wiki.

National report from Iceland by Rósfríður Sigvaldadóttir
No news from Iceland.

National report from Norway by Ingebjørg Rype
The Norwegian WebDewey now has about 32 000 user contributed, national numbers, with about 5-10 new 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 follow rules and patterns in WebDewey.

Most of the time we manage to keep up-to-date on the updates of translations. We give priority to translate larger revisions as soon as they are launched, and inform the Dewey users about the changes.

The last revisions of graphic design and communication design actualized the question of changes within the same edition (DDC 23). In Norway we have decided to use the time stamp option in Marc 21 to indicate versions of Dewey. This was implemented from February this year. A webinar about this decision was arranged at the beginning of February, and we have updated the recommendations on use of WebDewey (Anbefalinger for bruk av Norsk WebDewey). We also give some general information on time stamp (Datomarkering av Dewey I katalogen) on the National Library website.

The last two years we have been developing WebDewey training material on internet. This is done in cooperation between the National Library, Department of Library and Information Science at OsloMet, and Elise Conradi. The course was launched in March this year. The WebDewey course has resulted in a renewed interest in the Norwegian WebDewey. We have received many requests about licenses to the system.

National report from Italy by Piero Cavaleri

Italian WebDewey is updated on the basis of records that we receive from the English edition daily. We receive many built numbers from our users, and we are inserting some of them in the Italian WebDewey edition.

There are thousands of Italian libraries using DDC, but most of them use old editions.
Every year there are new libraries that begin to use WebDewey, but we need to do more to convince more libraries to update their indexing system.

During the last year the Italian Library Association organized many courses about DDC and WebDewey.

In 2024, the Italian Library Association started and financed a project to create a version of WebDeweySearch for Italian libraries.

We hope to convince the Italian Libraries System that manages the most important union catalog in Italy to use WebDeweySearch to search its OPAC. We hope to include in our project also the two central national libraries and some other important regional systems. AIB thanks very much Pansoft for the support we are receiving from them to implement this project.

National report from Sweden by Harriet Aagaard

We keep on trying to enhance DDC quality in the nation union catalog Libris. Our goal is to have a reliable DDC quality in the National Bibliography and for other books at the National library. It has

always been possible for colleagues to ask for help with DDC classification, but we have now re-established a shelf for books that classifiers need help with.

More digital courses have been added to the National Library's digital DDC –training packages. I will also update and add other types of training material in Metadatabyrån. Examples of newly added topics are law and guidebooks.

The Swedish translation is still a mixed translation, but now ca. 90% is translated into Swedish. We have about 2380 Swedish built numbers in the Swedish WebDewey. Mapping DDC to the Swedish Subject Heading is a work in progress. Most Swedish public libraries still use SAB, a Swedish classification system.

National report from Switzerland by Patrick Sciamanna

As in the previous years, one of the things we worked on this year was the integration of our old subject catalogue into Helveticat. Helveticat is the online catalogue of the Swiss National Library. Since 1898, the monographic documents of the Swiss National Library have been indexed. Until 1998, the DK (UDK adapted to the Swiss National Library) was used for indexing. The University of Applied Sciences of Fribourg has developed a System for the integration of our old subject catalogue. This integration is partly automated, partly we have to help manually. Among other things, it depends on the quality of the digitized catalogue cards. We are currently working intensively on this project are making good progress.

What we hope to achieve concerning the DDC is to integrate the mapping of the UDC numbers to the DDC subject categories – a full mapping demanding too many resources both in time and in money.

Currently we are not using time stamps at the Swiss National Library, but I was asked to create a paper regarding a future implementation.

National report from Greece by Dimitra Hioti

Work is being done revising the Greek DDC with many libraries involved.

Translators Group report from Tina Mengel

Last year, the Dewey translators decided to initiate an additional group that could concentrate more on the actual issues of DDC translation.

This means that there are now two groups:

A. The OCLC-hosted WebDewey partners group: This group meets quarterly and remains a valued group for the representatives of the translation teams, as ongoing exchange with OCLC is considered important. In this group, more general issues can be addressed, like the Classify shutdown or other things where response from OCLC is required, as well as topics related to developments in any of the translation teams, EDUG or at OCLC.

B. The Dewey translators meeting: This group meets bi-monthly and follows the request of members to have a meeting dedicated specifically to translation issues. This also involves questions about translation workflows, the Dewey translation software or Dewey content-related or editorial topics for which Alex's expertise is needed (and highly appreciated). Alex usually also attends the meetings.

The last meetings were mainly used either on "Approximate the whole" or on topics related to the new software features. Both will keep the group busy for a few more months, but there will certainly be opportunities to add other things to the agenda as well.