Organisation of Knowledge

LIS 202

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you
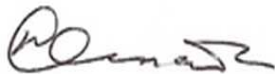
complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

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Course Description

The course focuses on: Information types, parts of information carriers consulted in cataloguing, to include; dusk jacket, cover title, fly leaf/free ended paper, half title, series title, frontispiece, title page and the likes. Also, the course focuses on functions of catalogue, bibliographic description, choice of access points in cataloguing according to AACR2, books produced by corporate bodies. In addition, topics to include subject headings, introduction to subject headings used by library of congress, sears list of subject headings, classification, principles and procedure of classifying a book, functional properties of traditional classification scheme as well as dewey decimal classification scheme (DDC) were also discussed in the course.

Objectives

At the end of the course, students should be able to:
1. Elicittypes of information
2. Identify parts information carriers consulted in cataloguing process
3. Discuss functions of catalogue
4. Examine bibliographic descriptions
5. Determine choice of access points in cataloguing according to AACRS2
6. Highlight books produced by corporate bodies
7. Identify subject headings
8. Understand classification
9. Highlight principles and procedure of classifying a book
10. Investigate functional properties of traditional classification
11. Understand dewey decimal classification (DDC)

Course Contents

Week 1:   Types of information materials
Week 2:   Parts of information carriers consulted in cataloguing
Week 3:   Functions of the Catalogue
Week 4:   Bibliographic Description
Week 5:   Choice of access points in cataloguing based on AACR2
Week 6:   Books produced by corporate bodies
Week 7:   Subject Headings
Week 8:   Introduction to Subject Headings used by the Library of Congress
                    (LCSH)

Week 9:   Sears List of Subject Headings
Week 10:   Classification
Week 11   Principles and procedure of classifying a book
Week 12:   Functional properties of traditional classification scheme
Week 13:   Dewey decimal classification Scheme (DDC)

Study Session 1: Types of Information Materials

Expected duration: 1 week or 2 contact hours

Source: http://www.aventuraebooks.com/images/eBooks2.jpg

Introduction

I know by now you are familiar with the definition of a library. The basic aim of any library is to provide a platform whereby every information seeker or user or clientele will have his needs met satisfactorily. The library attempts to organize all published literature (documents).Libraries hold a wide range of information- bearing materials. The formats bearing this information vary considerably. In broad terms these come as print and non-print materials.

In all fields of human knowledge, disciplines, in all format- whether print, non-print, multi-media and digital (electronic) for easy access through the library processes of appraising (by selection) collections (acquisition) organizing (cataloguing and classification) storing (preservation), retrieving (retrieval), disseminating (providing access to information) and utilizing.

In this study session, you will be introduced to the concept of information materials and the types of information material available in our libraries

Learning Outcomes for study session 1
At the end of this study session, should be able to:
1.1 Discuss the concept of information materials
1.2 Describe the types of information material available in our libraries

1.1 Concept of information materials
Library users are in the library to seek for information for development, the information appears in a various forts like Books- Textbooks, Dictionaries, Encyclopaedia, and Handbooks etc. Non-books like man-make stories, graphs, maps, atlases, audio-visual materials like cassettes, radio cassette, video tapes, slides, filmstrips, overhead projectors, etc.

Figure 1.1:Library users
Source:google.com

Realia, specimens, serials, publications like magazines, newspapers and journals and ephemeral publications like "newspapers cuttings" and "handouts" and modern communication equipments like computers. These materials have one thing in common and that thin is information. That is, they all contain needed information for development.

Aina (2004), broadly categorized library information carriers into the following:
1. Print media: These are regarded as printed texts and they include books, pamphlets, serials etc.
2. Manuscripts: Are regarded as writing made by hand or as type script, such as letters, minutes of meetings etc.
3. Cartographic materials: These are materials representing the whole or part of the earth surface on any celestial body at any scale. They include two and three dimensional objects such as maps, plans, globes etc.
4. Graphic media: These are two-dimensional representation of materials which can be viewed without a projector (photographs, drawings, charts, postcards)

or those that can be projected without by mans of an optical device (filmstrips, slides, transparencies).

5. Audio recordings: These are information materials that have pre-recorded sound vibrations. They are also called sound recordings. They are equivalent of a printed text that can be recorded on a sound recording such as sound disc, sound cassette, tape reel, gramophone records, compact discs etc.

6. Audio-visual media: These are library materials, which can be used to provide information that can be seen and heard, that is they produce sound as well as images that can be projected with motion. They include; motion pictures films, video recordings, television etc.

7. Microforms: These are transparent or opaque media bearing images in a reduced form e.g. microfilm and microfiche. They can be read by the use of microform projectors called readers e.g. microfiche readers.

8. Digital media: These are media in which information is represented in an electronic form e.g. computer files, diskettes, compact discs etc.

It should be noted that in the historical times, information and knowledge are recorded in clay tablets, papyrus rolls, parchment scrolls, and vellum and so on. These ancient materials have given way to a wider variety of information materials mentioned above to form the collection of modern libraries.

It is the duty of the technical services department through its acquisition section to acquire materials to the library. It is done by selecting; ordering and receiving purchased, donated and exchanged materials to the library.

In-Text Question

It should be noted that in the historical times, information and knowledge are recorded in clay tablets, papyrus rolls, parchment scrolls, and vellum and so on. TRUE/FALSE

In-Text Answer

TRUE

1.2 The types of information material

Libraries offer the following types of information materialsefficiently which are listed in the diagram below which can help you research subjects
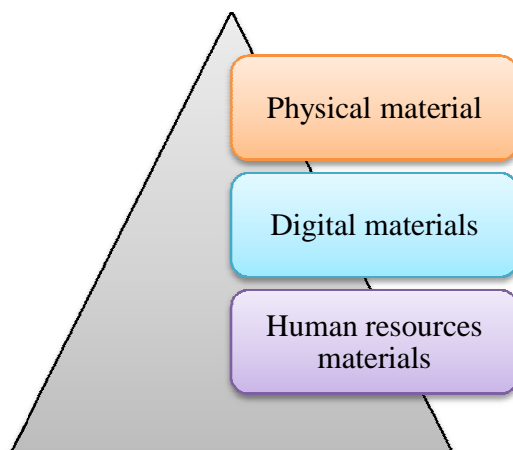
Figure 1.3: Types of information materials

Physical information materials: This houses a number of resources that you can locate, handle, and use immediately. These physical resources include periodicals, magazines, newspapers, maps, and manuscripts, though some may be used only at the library.

In addition, many libraries provide media resources such as films, prints, CDs, cassettes, and videos that you can access during your visit. Of course, libraries also have books on a variety of subjects and often have book-sharing arrangements with other libraries, too. If you need a book that is not on the shelves, ask a librarian to order it for you, if possible. Some libraries can also arrange inter-library loans of media resources, too.
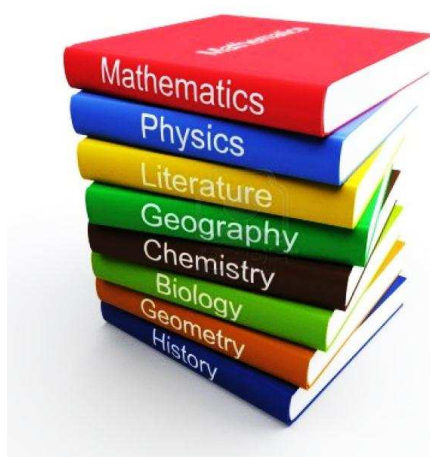
Figure 1.4: Physical information Materials
Source:http://3.imimg.com/data3/KN/XK/MY-6727333/school-course-books-250x250.jpg

Digital information materials: The advent of digital resources has greatly expanded the walls of libraries. Now, libraries have resources such as e-books and online databases which are not limited to physical locations within the library.

Databases, in particular, are useful for researchers because they allow you to search for information by topic, category, author, date or other useful traits. However, many of the best databases are subscription based, so unless you work for a company that has a subscription or attend a university with one, the only practical (and affordable) place to get access is in the library.

Figure 1.5:Digital information materials
Source:http://www.learnfrenchbypodcast.com/img/site/front_carousel/03_laptop.jpg

Databases may specialize in a certain field such as medicine, business, or engineering. These databases provide access to not only historical information, but also information that is not easily found through search engines like Google. The in-depth and historical information makes these databases one of the most valuable resources in the library.

Human resources information materials: Because libraries can house and/or access so much information, you may not discover what you need until you have spent a lot of time exploring what is available.

Enlisting the help of a librarian can often save you time because librarians are trained to evaluate all of their libraries' resources, including the best ways for you to access them and whether they are the appropriate given your specific needs or interests. Librarians can also help you quickly learn to use technology or software, such as microfiche readers or database search programs, which you may need to complete your research.

In-Text Question

All the following are types of information materials except

        a. Human resources information materials

        b. Digital information materials

        c. Analogue information materials

        d. Physical information materials

In-Text Answer

(c) Analogue information materials

Summary of study session 1

1. Library users are in the library to seek for information for development, the information appears in a various forts like Books- Textbooks, Dictionaries, Encyclopaedia, and Handbooks etc.
2. Print media: These are regarded as printed texts and they include books, pamphlets, serials etc.
3. Cartographic materials: These are materials representing the whole or part of the earth surface on any celestial body at any scale. They include two and three dimensional objects such as maps, plans, globes etc.
4. Manuscripts: Are regarded as writing made by hand or as type script, such as letters, minutes of meetings etc.
5. Physical information materials:This houses a number of resources that you can locate, handle, and use immediately.
6. Digital information materials:The advent of digital resources has greatly expanded the walls of libraries.
7. Human resources information materials:Because libraries can house and/or access so much information, you may not discover what you need until you have spent a lot of time exploring what is available.

Self-Assessment Questions (SAQs) for Study Session 1

Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 1.1 (Testing Learning Outcome 1.1)

What is the basic aim of the library?

SAQ 1.2 (Testing Learning Outcome 1.2)

List and describe the various types of library materials you know.

Notes on SAQS For study session 1

SAQ 1.1

The basic form of library is that, library users are in the library to seek for information for development; the information appears in a various forts like Books-Textbooks, Dictionaries, Encyclopaedia, and Handbooks etc. Non-books like man-make stories, graphs, maps, and atlases, audio-visual materials like cassettes, radio cassette, video tapes, slides, filmstrips and overhead projectors

SAQ 1.2

The library information materials are:
    i.   Physical library materials
    ii.   Digital library materials
    iii. Human resources library materials

Physical information materials: This houses a number of resources that you can locate, handle, and use immediately. These physical resources include periodicals, magazines, newspapers, maps, and manuscripts, though some may be used only at the library.

In addition, many libraries provide media resources such as films, prints, CDs, cassettes, and videos that you can access during your visit.

Digital information materials: The advent of digital resources has greatly expanded the walls of libraries. Now, libraries have resources such as e-books and online databases which are not limited to physical locations within the library.Databases, in particular, are useful for researchers because they allow you to search for information by topic, category, author, date or other useful traits.

Human resource information materials: Because libraries can house and/or access so much information, you may not discover what you need until you have spent a lot of time exploring what is available.

Enlisting the help of a librarian can often save you time because librarians are trained to evaluate all of their libraries' resources, including the best ways for you to access them and whether they are the appropriate given your specific needs or interests. Librarians can also help you quickly learn to use technology or software, such as microfiche readers or database search programs, which you may need to complete your research.

References

Aina, L.O. (2004). Library and information science. Text for Africa. Ibadan: Third World Information Series.

Edoka, B. E. (2000). Introduction to Library Science. Onitsha: Palma Publishing Co.

Boundless. "Types of Material in a Library." Boundless Communications. Boundless, 21 Jul. 2015. Retrieved 05 Apr. 2016 from https://www.boundless.com/communications/textbooks/boundless-communications-textbook/topic-research-gathering-materials-and-evidence-8/library-research-42/types-of-material-in-a-library-181-4162/

Study Session 2: Parts of Information Carriers Consulted InCataloguing

Expected duration: 1 week or 2 contact hours

| Title | Pages | ISBN | Spine | Author |
| Back Cover | Illustration | Front Cover | Illustrator |
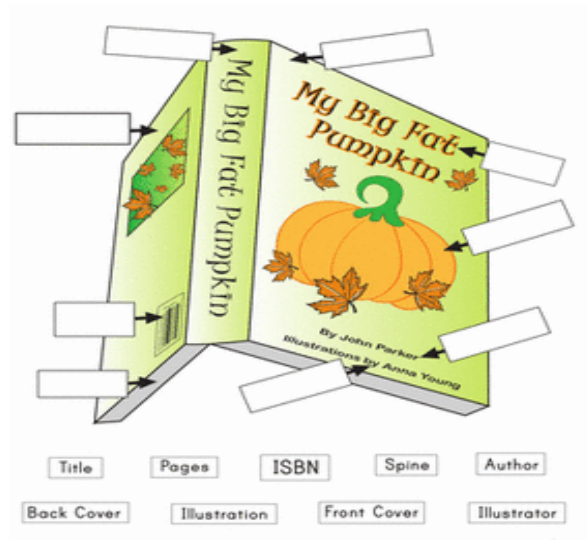
Introduction
It is a stated fact that library users or clientele want as much as possible relevant information no matter the format in which the information appears.
 As information does not exist in just one format, these however make libraries to acquire, preserve and disseminate a variety of information. According to Edoka (2000) "with the invention of printing, a wide variety of materials progressively ensured".
In this study session, you will be introduced to various part of information carriers in our library and the usefulness of the various parts.

Learning Outcomes for study session 2
At the end of this study session, you should be able to:
2.1 Explain the various part of information carriers in our library
2.2 Describe the usefulness of the various parts

2.1 The various part of information carriers in our library

One of the major parts of the information carriers in the library that will be discussed in this study session is BOOK

Books

You have different types of information carriers in the library, but I will like to list and describe parts of book. The book has both physical as well as the intellectual components. **In 1964, UNESCO** described a book as "non-periodical printed publication of at least forty-nine pages".

while pamphlets is defined as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages" and **Aina (2004**) described a book as "any document that has a collection of 49 pages or more that are bound together with a distinctive title.

It is a set of printed sheets of paper bound together along one edge it separately physical existence, although, sometimes, it may appear as part of a set of volumes in which the pagination may be continuous with other volumes. In such a case, each individual book in the set is called a monograph.

Due to the fact that books have physical as well as intellectual components, these components must be mastered very well by cataloguer and classifier, it is important to librarian when processing and cataloguing books for the shelves.

It is essential to describe the work in such a way that a reader can easily visualize the volume, its size, date of publication, the publisher, its subject matter and other contributor(s) to the work that will serve as added entries.

In-Text Question

According to UNESCO 1964 simply define the term "book".

In-Text Answer

According to UNESCO 1964, a book is defined as a"non-periodical printed publication of at least forty-nine pages".

2.2 The usefulness of the various parts

Parts of a Book

Books as already observed have physical as well as intellectual components. These two aspects are important to librarians and sometimes to readers as well. In particular in processing and cataloguing a book.

The librarian must describe the work in such a way that a reader can easily visualize the volume, its size, and date of publication, the publisher and its subject matter. The librarian must therefore develop the technical competence to read rapidly but

adequately the large number of books which come to his desk. This section explains technical terms that are often employed in describing books and pamphlets.

You may well begin by asking a simple question, what is a book? As defined by UNESCO in 1964 a book is "a non-periodical printed publication of at least forty-nine pages, exclusive of cover pages". Since pamphlets have similar features as books, you may also note its definition.

Box 2.1:A pamphlet

UNESCO in the same 1964 defined a pamphlet as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages".

Dusk jacket

This is also known as book jacket, dust over or dust wrapper. It is the paper wrapping covering a book. This jacket protects the book and usually attracts attention to the book since it is normally illustrated. It bears the author's name, the tile as well as the *publisher's blurb,* a publisher's advertising device- describing and recommending a book and sometimes containing its price.

The following are the part of the book

1. Cover title
2. Fly leaf or Free-endpaper
3. Half title, Bastard title or Fore title
4. Series title
5. Frontispiece
6. Title page
7. Dedication
8. Collation
9. ISBN (International Standard Serial Number)
10. Preface
11. Table of contents
12. Introduction

1. Cover title: The cover title is printed on the original over of a book or lettered on the publisher's binding. This should be distinguished from the *Binder's title or spine title* lettered by the binder on the spine of the book. The cover or binding of a book can be hard-cover or paper back.
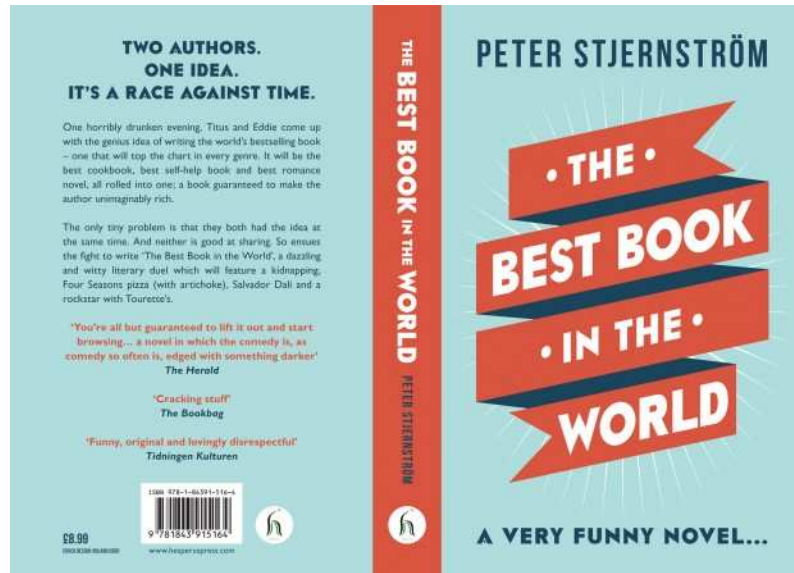
Figure 2.1: *Cover title of a book*
Source:*http://www.rols76.com/wp-content/uploads/2014/09/Best_Book_Cover_Full-620x448.jpg*

2. Fly leaf or Free-endpaper: This is a blank leaf, next to end-papers, at the beginning or end of a book. They are the first and last leaves of a book.
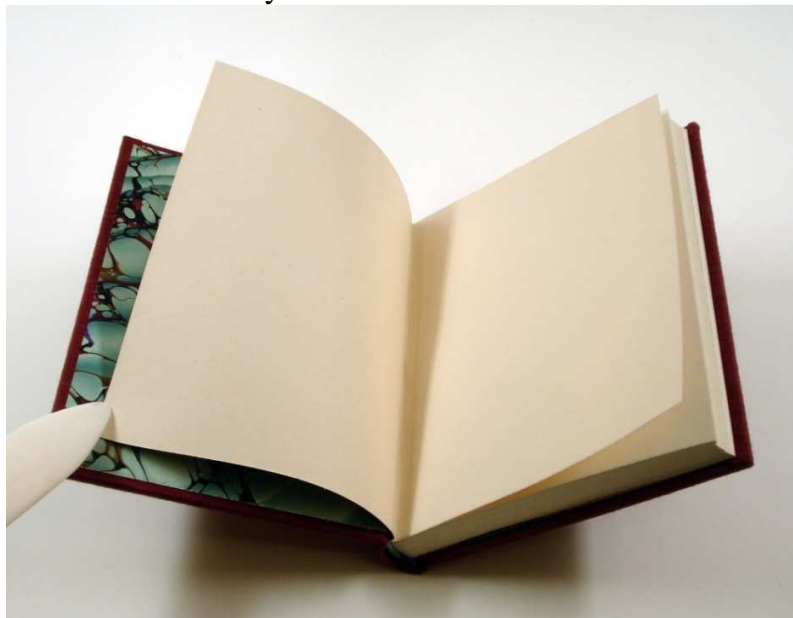
Figure 2.2:*Fly leaf or Free-endpaper of a book*
Source:*https://henryhebert.files.wordpress.com/2011/01/endsheet04.jpg*

3. Half title, Bastard title or Fore title: This is a brief title without author's name or imprint, printed on a leaf preceding the main title-page and helps the printer to identify the book to which the first sheet belongs.

In-Text Question

_____ as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages".

In-Text Answer

A pamphlet
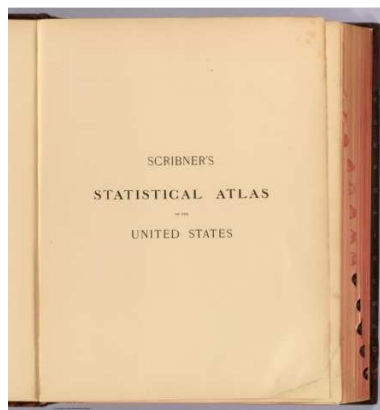
Figure 2.3:*Half title, Bastard title or Fore title*
Source:*http://www.davidrumsey.com/rumsey/Size4/D0116/4521b.jpg*

4. Series title: This is included if the work belongs to a series; A series is a number of books issued successively and related to each other in subject, authorship or publication, for example, African Writers Series. A series is usually a publisher's device for selling books. Some readers may want to buy all the books in a series.
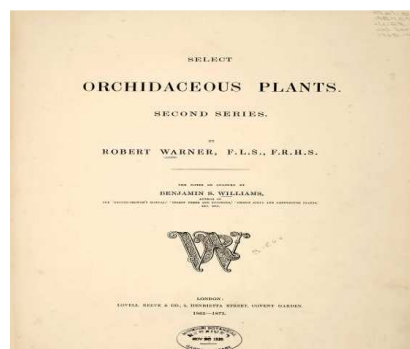
Figure 2.4:*Series title*
Source:*https://upload.wikimedia.org/wikipedia/commons/d/d0/Select_Orchidaceous_Plants_-_Second_series_-_title_page.jpg*

5. Frontispiece: This is a pictorial representation (illustration) relating to the subject matter of the book. It usually faces the title page, and as a rule unnumbered and unpaged.

6. Title page: Usually, this is the recto of the second leaf which contains the following details:

 i. **The title:** The name by which the work is designated e.g. things fall apart

 ii. **The subtitle:** An explanatory phrase which clarifies the main title, e.g. The business information maize: an essential guide.

 iii. **Alternative title:** This form of title was widely used before the twentieth century but no longer commonly supplied. When given, it is separated from the title on the title page by the word 'or'.

 iv. **Parallel title:** This is the title of the book written in another language or another script, for instance, bilingual books, e.g. English and German.

 v. **The author's name(s):** Usually the author's name is given in full together with academic degrees and official position. Corporate bodies, such as societies, firms, and institutions are considered authors for publications issued in their name.

 vi. **The name of the editor, if any:** The editor is the person who prepares for publication the work of one author or several authors.

 vii. The name of the illustrator, or translator, if any.

 viii. The name of the person who wrote the introduction, if other than the author.

 ix. **The edition:** If other than the first. An edition is a total number of copies of a book or other publication printed from the same type or plates, and issued at one time or at intervals. A revised edition is a new edition in which the text of the original work has been changed or new material has been added.

   A revised edition will have a new copyright. One edition may have different reprints or impressions. The book is in print if copies are still available from publishers; it is out-of-print if no copies are available.

 x. **The imprint:** The publisher's name, place and date of publication usually printed at the foot of the title page constitute the imprint.

 xi. **Copyright:** This is the exclusive right to publish, reproduce and sell a documentary property (book, article, musical record, artistic work, etc.) usually for a period of time.

   Usually the back or verso of the title page contains the name(s) of copyright owner(s) and the date of copyright, e.g. Charles B. Handy

1976. If several copyright dates are given they signify either a change of the text or a renewal of the copyright, e.g. H.R.

Light 1968, 1971. The title page is thus an important key to the book Librarians, particulars cataloguers, must absorb its contents aright and systematically interpret these to the reader.

7. Dedication: This is the author's expression of gratitude or respect to another person(s). It is normally brief and is placed on the recto of the leaf following the title page. The dedication may reveal biographical information about the link of an author with another person(s).

8. Collation: This is a technical term used to denote the part of a description of a book as a physical or material entity by specifying the number of volumes, pages, columns, leaves, illustrations, photographs, plates, maps, format, and size and so on

i. **Volume:** Firstly, this term is used to signify a bound or unbound book. Secondly, the bibliographical meaning of volume connotes the divisions an author or publisher gives a specific work.

    Usually each specific volume has its own title page. However, sometimes two or more volumes are bound in one cover. This fact must be specified in describing the book in a catalogue or bibliography.

ii. **Pagination:** This term can be used in one of two ways. It means that part of a catalogue entry or bibliographic description specifying the number of pages in a book. Pagination also means a system of signs or numbers by which the consecutive pages of a book or other document are marked to indicate their order.

     In a paged book or document, each leaf is numbered on both sides. The right-hand page of an open book is the recto and the left-hand page is the verso. Sometimes, librarians and other information workers use the term "preliminary leaves" to embrace half-title, title page, table of contents and other preliminary matter not included in the main paging.

     Pagination can be specified as follows: [6], xx, 368. In this example six pages were unnumbered; twenty pages where numbered in Roman numerals and the rest, 368 pages, were numbered in Arabic numbers.

iii. **Illustrations:** This term is used to cover all kinds of display matter included in a book to clarify the text. They include plates, photographs, diagrams, facsimiles, portraits, maps, plans, drawings and tables.

iv. **Size:** The size of a book may be shown by giving the exact measurement in inches or centimeters. To show the reader how much reading matter in a specific book, both paging and height should be given.

9. ISBN (International Standard Serial Number): This is usually given at the verso of the title page. ISBN is a unique number assigned by authorized national agencies, to every book or edition of a book before publication to identify the publisher, title, the edition and volume number.

The ISBN consists of ten Arabic digits (0 to 9) written in definite groups, each group separated by a space or a hyphen. The first group of digits identifies national, geographical, language or other group. The other groups of digits indicate publisher and the title or edition of a title. The last digit serves as a check digit.

ISBN 817525766-0

Figure 2.4: *ISBN (International Standard Serial Number)*
Source:*https://upload.wikimedia.org/wikipedia/en/thumb/c/cc/ISBN_81-7525-766-0.svg/1280px-ISBN_81-7525-766-0.svg.png*

10. Preface: This contains the author's reasons for writing the book, indicates those for whom the book is intended, acknowledges indebtedness for services and assistance and explains any special features of the book. It is usually written by the author, follows the 'Dedication', and precedes the 'Introduction'.

Figure 2.5:*Preface*
Source:*http://unfccc.int/resource/docs/natc/maunc1/preface/preface_img.jpg*

Usually there is a new preface, to a new edition, giving details of changes and additions. Sometimes, the term 'Foreword' is used instead of Preface. Usually, however, a foreword is written by some other authority of expert in the discipline.

11. Table of contents: This is a list of the preliminaries and chapter headings of the book in their correct order, or of articles in a periodical, with the numbers of the pages on which they begin. The table of contents can be sufficiently detailed to serve as an outline of the book.

Table of Contents

Names of the chapters

What page the chapter starts on

Figure 2.6:*Table of contents*
Source:*http://www.studyzone.org/testprep/ela4/i/images/leavestable.jpg*

12. Introduction: This is a general survey or statement written by the author or other authority in the discipline covered by the book and it usually follows the table of contents. It contains a more elaborate development of the author's subject than the preface does, giving some historical, professional or other expert treatment designed to facilitate comprehension of the whole book.

INTRODUCTION*

* This intro reveals the novel's end.

GILBERT, the more voluble speaker in Wilde's dialogue 'The Critic as Artist', has a great deal to say about current and future fiction. Although his general theme is that 'creation is doomed' [1055],¹ while 'the subject matter of criticism increases daily', he does see two possible kinds of fiction still: 'He who would stir us now by fiction must either give us an entirely new background, or reveal to us the soul of man in its innermost workings' [1054]. Kipling's *Plain Tales from the*

Figure 2.7:*Introduction*
Source:*http://i.imgur.com/og7WTmFl.jpg?1*

Sometimes it is the first chapter of the book. When included in the title of a book it shows that it is an introductory book on the subject usually intended for students but not as elementary as a premier.

1. **Running title:** The running title is the title repeated at the top of each page or at the top of left-hand pages, with the chapter heading or the subject contents of both pages on the right hand. Another name for running title is 'running head'.
2. **Bibliography:** This means a systematic list of the books, audio-visual materials and other documents which the author has used in writing his book or which he recommends for further reading. Bibliographies may be included at the end of chapter or at the end of the book, usually before the index. The list may help to relate the book in hand with other books of similar kind.
3. **Appendix:** This may be included at the end of the text of a book. It contains matters or notes referred to, but not explained, in the text.
4. **Glossary:** This section of a book contains an alphabetical list of technical, obsolete, unusual, dialectical, foreign or other terms used but not explained in the book with their definitions.
5. **Index:** The index gives a detailed alphabetical list of topics, names and other note-worthy terms contained in a book, indicating their exact positions in the work, usually by page number but sometimes by section or entry number.
6. **Signature and Gatherings:** Signature is the letter or other mark to be found at the foot of the first leaf of a gathering. Its purpose is mainly to guide the binder in the arrangement of the gatherings.
   Gatherings are the printed sheets of a book folded to the format of the book as bound. It is these folded sheets which require the cutting of leaves in many books.

In-Text Question
Dedication is the author's expression of gratitude or respect to another person(s). It is normally brief and is placed on the recto of the leaf following the title page. YES/NO

In-Text Answer
YES

Summary of study session 2
1.The book has both physical as well as the intellectual components.
2. **In 1964, UNESCO** described a book as "non-periodical printed publication of at least forty-nine pages "while pamphlets is defined as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages

3. Due to the fact that books have physical as well as intellectual components, these components must be mastered very well by cataloguer and classifier, it is important to librarian when processing and cataloguing books for the shelves.

4. Books as already observed have physical as well as intellectual components. These two aspects are important to librarians and sometimes to readers as well.

5. The librarian must describe the work in such a way that a reader can easily visualize the volume, its size, and date of publication, the publisher and its subject matter.

6. UNESCO in the same 1964 defined a pamphlet as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages".

7. This is also known as book jacket, dust over or dust wrapper. It is the paper wrapping covering a book. This jacket protects the book and usually attracts attention to the book since it is normally illustrated.

8. The cover title is printed on the original over of a book or lettered on the publisher's binding.

Self-Assessment Questions (SAQs) for Study Session 2
Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 2.1 (Testing Learning Outcome 2.1)
Explain the term "book".

SAQ 2.2 (Testing Learning Outcome 2.2)
1. Highlight and describe any five parts of book you know.
2. What is the difference between a book and a pamphlet?

Notes on SAQS For study session 2
SAQ 2.1
The book has both physical as well as the intellectual components. **In 1964, UNESCO** described a book as "non-periodical printed publication of at least forty-nine pages".
According to Aina (2004) described a book as "any document that has a collection of 49 pages or more that are bound together with a distinctive title.

It is a set of printed sheets of paper bound together along one edge it separately physical existence, although, sometimes, it may appear as part of a set of volumes in which the pagination may be continuous with other volumes. In such a case, each individual book in the set is called a monograph.

Due to the fact that books have physical as well as intellectual components, these components must be mastered very well by cataloguer and classifier, it is important to librarian when processing and cataloguing books for the shelves.

SAQ 2.2
The part of the book are highlighted below
      1. Cover title
      2. Fly leaf or Free-endpaper
      3. Half title, Bastard title or Fore title
      4. Series title
      5. Frontispiece

1. Cover title: The cover title is printed on the original over of a book or lettered on the publisher's binding. This should be distinguished from the *Binder's title or spine title* lettered by the binder on the spine of the book. The cover or binding of a book can be hard-cover or paper back.
2. Fly leaf or Free-endpaper: This is a blank leaf, next to end-papers, at the beginning or end of a book. They are the first and last leaves of a book.
3. Half title, Bastard title or Fore title: this is a brief title without author's name or imprint, printed on a leaf preceding the main title-page and helps the printer to identify the book to which the first sheet belongs.
4. Series title: This is included if the work belongs to a series; A series is a number of books issued successively and related to each other in subject, authorship or publication, for example, African Writers Series. A series is usually a publisher's device for selling books. Some readers may want to buy all the books in a series.
5. Frontispiece: This is a pictorial representation (illustration) relating to the subject matter of the book. It usually faces the title page, and as a rule unnumbered and unpaged.
(2) The difference between**In 1964, UNESCO** described a book as "non-periodical printed publication of at least forty-nine pages" while pamphlets is defined as "a non-periodical publication of at least five but not more than forty-eight pages, exclusive of the cover pages"

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Study session 3: Functions of the Catalogue

Expected duration: 1 week or 2 contact hours

Source:https://upload.wikimedia.org/wikipedia/commons/7/7e/Schlagwortkatalog.jpg

Introduction

You have have seen a library catalogue before. It is the cataloguing section in the library that maintains it. The functions of a cataloguing section in any library or information centre .ire to organize and provide bibliographic access to the materials stored in the library. In order to provide access to the holdings of a library an index or list of the materials in the collection must be maintained.

In libraries, the principal index or list of available materials is called the catalogue. A catalogue is a list - arranged by alphabet, by number, or by subject - of books or materials in other media that constitute a collection. The purpose of this study is to let the learner know the functions or purposes of engaging in cataloguing of materials in the library.

Learning Outcomes for study session 3

At the end of this study session, should be able to:

3.1 Identify the functions of the catalogue.

3.2 Explain the term bibliography.

Pre-Test

1. What is the function of catalogue?
2. What do you understand by the term bibliography?
3. State the differences between an index and the catalogue.

3.1 The functions of the catalogue

Certain definitions must be learnt and understand. The very terms catalogue and index have become confused. "Indexing" is now used by some library science research workers to embrace all that has been meant in the past by the three terms classification, cataloguing and indexing. According to Wryer (1980) library catalogues distinguish them from other different but closely related of forms of library tools bibliographic and indexes.

Figure 3.1:*Wryer (1980)*
Source:*http://www.irishtimes.com/polopoly_fs/1.2541885.1455950649!/image/image.jpg_gen/derivatives
/box_620_330/image.jpg*

The main function library user to determine

✓ Whether the library contains a certain item.

✓ Which works by a particular author are in the collection?

✓ Which editions of a particular work the library has, and

✓ What materials the library has on a particular subject.

How much information should the catalogue entry give? More than 90 years ago Cutter attempted to answer this by enumerating eight problems, which the catalogue should solve;

1. It should enable a person to find a book of which either

(a) The Author, or

(b) The title, or

(c) The subject is known;

2. It should show what the library has

 (d) By a given author,

(e) On a given subject, or

(f) In a given kind of literature;

3. It should assist in the choice of a book

(g) As to its edition (bibliographical) and

(h) As to its character (literary or topical).

Questions 1(a) and 2(d) can easily be answered by means of entries under the name of the author, but 2 (d) presents the added compilation of how to enter authors who change their name or who use more than one form of name in their works.

Question 1(b) is answered by entries under titles (of independent works of series). Title entries normally appear in the author catalogue, but they are generally only made for striking and significant titles, for novels and other works in the "form" classes like plays and major poems, and for works like periodicals which have no recognized author.

Question 1(c) and 2(e) can be answered by subject entries which are made under a class mark 660 for chemical technology using the (Dewey Decimal Classification) in a classified catalogue or under a descriptive term such as Chemical Technology in an alphabetical subject catalogue; the latter often forms part a dictionary catalogue containing entries under authors, titles and subjects.

A third kind of subject catalogue is the alphabetic- classified catalogue, which consists of entries under alphabetically arranged broad subject headings, subdivided alphabetically.

In-Text Question

The main function library user to determine are except

a) Whether the library contains a certain item.
b) Which works by a particular author are in the collection?
c) Which editions of a particular work the library has, and
d) What materials the library has on a all subject.

In-Text Answer

(d) What materials the library has on all subject.

3.2 The bibliography

A bibliography, in simple terms, lists the literature on one subject- not only books but sometimes also pamphlets, articles in periodicals, documents, or other material not revealed in the ordinary catalogue. It may list the works of a certain author, describing allied catalogue lists, arranges, and de collection.

Bibliography as a discipline is traditionally the academic study of books as physical, cultural objects; in this sense, it is also known as bibliology. Carter (2010) describe bibliography as a twofold scholarly discipline the organized listing of books (enumerative bibliography) and the systematic description of books as physical objects (descriptive bibliography)

Figure 3.2:*Carter (2010)*
Source:*https://www.whitehouse.gov/sites/whitehouse.gov/files/images/first-family/39_jimmy_carter.jpg*

In-Text Question
Defined bibliography in a simple term
In-Text Answer
Bibliography is defined as the organized listing of books (enumerative bibliography) and the systematic description of books as physical objects (descriptive bibliography)

3.2.1 Branches of bibliographies
There are three branches of bibliography which are listed in the diagram below

Enumerative bibliography

Descriptive bibliography

Analytical bibliography
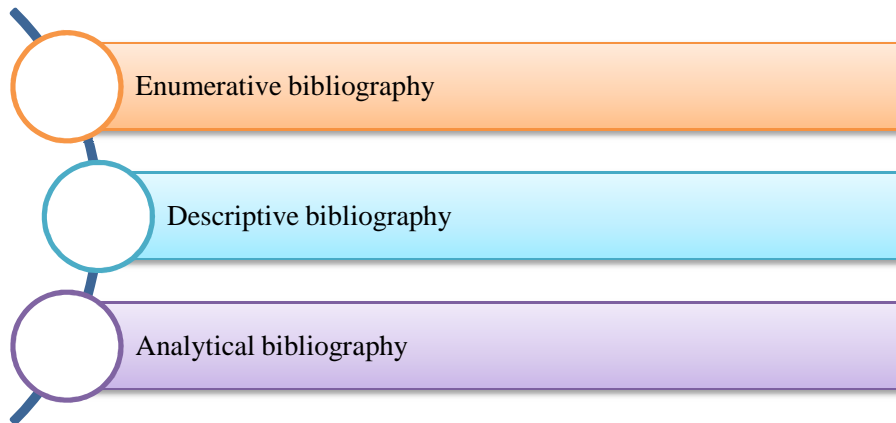
Figure 3.1: Branches of bibliographies

A. An enumerative bibliography: This is a systematic list of books and other works such as journal articles. Bibliographies range from "works cited" lists at the end of books and articles, to complete and independent publications.
A notable example of a complete, independent publication is Gow's, A. E. Housman: A Sketch, Together with a List of His Classical Papers (1936). As separate works, they may be in bound volumes such as those shown on the right or computerized bibliographic databases. A library catalogue, while not referred to as a "bibliography," is bibliographic in nature. Bibliographical works are almost always considered to be tertiary sources.
Enumerative bibliographies are based on a unifying principle such as creator, subject, date, topic or other characteristic. An entry in an enumerative bibliography provides the core elements of a text resource including a title, the creator(s), publication date and place of publication.
Belanger (1977) distinguishes an enumerative bibliography from other bibliographic forms such as descriptive bibliography, analytical bibliography or textual bibliography in that its function is to record and list, rather than describe a

source in detail or with any reference to the source's physical nature, materiality or textual transmission. The enumerative list may be comprehensive or selective.

Figure 3.3:Belanger (1977)
Source:http://olivier.ajaxsoundstudio.com/images/belanger_olivier.png

One noted example would be Tanselle's bibliography that exhaustively enumerates topics and sources related to all forms of bibliography. A more common and particular instance of an enumerative bibliography relates to specific sources used or considered in preparing scholarly paper or academic term paper.

Citation styles vary. An entry for a book in a bibliography usually contains the following elements:

- Creator(s)
- Title
- Publisher and place of publication
- Date of publication

An entry for a journal or periodical article usually contains:

- Creator(s)
- Article title
- Journal title
- Volume
- Pages
- Date of publication

In-Text Question

_____ is a systematic list of books and other works such as journal articles.

(a) Descriptive bibliography
(b) An enumerative bibliography
(c) Analytical bibliography
(d) No Answer

In-Text Answer

(b) An enumerative bibliography

B. Descriptive bibliography: Fredson Bowers described and formulated a standardized practice of descriptive bibliography in his Principles of Bibliographical Description (1949). Scholars to this day treat Bowers' scholarly guide as authoritative.

Figure 3.4:Fredson Bowers
Source:https://news.virginia.edu/sites/default/files/styles/uva_basic_article/public/article_image/Peter_Ochs_02_DA.jpg?itok=NGlzVqdd

In this classic text, Bowers describes the basic function of bibliography as, "[providing] sufficient data so that a reader may identify the book described, understand the printing, and recognize the precise contents" (124).

Descriptive bibliographies as a scholarly product usually include information on the following aspect of a given book as a material object:

1. Binding
2. Title Page Transcription
3. Contents
4. Paper
5. Illustrations
6. Presswork
7. Copies Examined

Binding: This is a description of the binding techniques (generally for books printed after 1800)

Title Page Transcription: This is a transcription of the title page, including rule lines and ornaments

Contents: This is a listing of the contents (by section) in the book

Paper: This is a description of the physical properties of the paper, including production process, an account of chain-line measurements, and a description of watermarks (if present)

Illustrations: This is a description of the illustrations found in the book, including printing process (e.g. woodblock, intaglio, etc.), measurements, and locations in the text

Presswork: This is a miscellaneous details gleaned from the text about its production

Copies Examined: This is an enumeration of the copies examined, including those copies' location (i.e. belonging to which library or collector)

C. **Analytical bibliography:** This branch of the bibliographic discipline examines the material features of a textual artefact such as type, ink, paper, imposition, format, impressions and states of a book to essentially recreate the conditions of its production.

Analytical bibliography often uses collateral evidence such as general printing practices, trends in format, responses and non-responses to design, etc. to scrutinize the historical conventions and influences underlying the physical appearance of a text. The bibliographer utilizes knowledge gained from the investigation of physical evidence in the form of a descriptive bibliography or textual bibliography.

In-Text Question

Analytical bibliography is a branch of the bibliographic discipline examines the material features of a textual artefact such as type, ink, paper, imposition, format, impressions and states of a book to essentially recreate the conditions of its production. YES/NO

In-Text Answer
YES

Descriptive bibliography is the close examination and cataloguing of a text as a physical object, recording its size, format, binding, and so on, while textual bibliography (or textual criticism) identifies variations and the aetiology of variations in a text with a view to determining "the establishment of the most correct form of a text (Bowers 498)

Summary of study session 3
1. Indexing" is now used by some library science research workers to embrace all that has been meant in the past by the three terms classification, cataloguing and indexing.
2. Bibliography as a discipline is traditionally the academic study of books as physical, cultural objects; in this sense, it is also known as bibliology.
3. There are three branches of bibliography which are;
    i. Enumerative bibliography
    ii. Descriptive bibliography
    iii. Analytical bibliography
4. An enumerative bibliography is a systematic list of books and other works such as journal articles. Bibliographies range from "works cited" lists at the end of books and articles, to complete and independent publications.
5. Descriptive bibliography According toFredson Bowers described and formulated a standardized practice of descriptive bibliography in his Principles of Bibliographical Description (1949).
6. Analytical bibliography is a branch of the bibliographic discipline examines the material features of a textual artefact such as type, ink, paper, imposition, format, impressions and states of a book to essentially recreate the conditions of its production.

Self-Assessment Questions (SAQs) for Study Session 3
Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. Write your answers in your study diary and discuss them with your Tutor at the next Study Support Meeting. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 3.1 (Testing Learning Outcome 3.1)
What is the function of catalogue?

SAQ 3.2 (Testing Learning Outcome 3.2)
What do you understand by the term bibliography?

SAQ 3.3 (Test Learning Outcome 3.2)
Mention and briefly explain three branches of bibliography

Notes on SAQS For study session 3
SAQ 3.1
The functions of catalogue are
1. It should enable a person to find a book of which either
      (a) The Author, or
      (b) The title, or
      (c) The subject is known;

2. It should show what the library has
      (d) By a given author,
      (e) On a given subject, or
      (f) In a given kind of literature;

3. It should assist in the choice of a book
      (g) As to its edition (bibliographical) and
      (h) As to its character (literary or topical).

SAQ 3.2
A bibliography, in simple terms, lists the literature on one subject- not only books but sometimes also pamphlets, articles in periodicals, documents, or other material not revealed in the ordinary catalogue. It may list the works of a certain author, describing allied catalogue lists, arranges, and de collection.

Bibliography as a discipline is traditionally the academic study of books as physical, cultural objects; in this sense, it is also known as bibliology. Carter (2010) describe bibliography as a twofold scholarly discipline the organized listing of books (enumerative bibliography) and the systematic description of books as physical objects (descriptive bibliography).
SAQ 3.3

The three branches of bibliography are
  i. Enumerative bibliography
  ii. Descriptive bibliography
  iii. Analytical bibliography

An enumerative bibliography: This is a systematic list of books and other works such as journal articles. Bibliographies range from "works cited" lists at the end of books and articles, to complete and independent publications.

Descriptive bibliography: Fredson Bowers described and formulated a standardized practice of descriptive bibliography in his Principles of Bibliographical Description (1949). Scholars to this day treat Bowers' scholarly guide as authoritative.

Analytical bibliography: This branch of the bibliographic discipline examines the material features of a textual artefact such as type, ink, paper, imposition, format, impressions and states of a book to essentially recreate the conditions of its production.

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Study session 4: Bibliographic Description

Expected duration: 1 week or 2 contact hours

Introduction

While engaging in bibliographic description of library materials, some elements must be highlighted to show their importance to the exercise. The format of most catalogue cards produced today is governed by custom and habit. However, there is a large body of rules governing descriptive cataloguing.

Every cataloguer must appraise these general rules and appraise them again in terms of his/her own library, with a view to determining whether more or less information is needed to meet the needs of the users of his library as they consult the catalogue.

In this study session, you will be introduced to the elements that constitute bibliographical description, the various features in books the various forms and order in which elements in the catalogue are described and the importance of each element in the bibliographical description.

Learning outcomes for study session 4
At the end of this study session, you should be able to:
4.1 Identify the elements that constitute bibliographical description
4.2 Describe the various features in books
4.3 Explain the various forms and order in which elements in the catalogue are described.

4.1 The elements that constitute bibliographical description
Each library may make its own rules for cataloguing (in-house style), but almost all libraries in English speaking countries follow the rules for description derived from the **Anglo-American Cataloguing Rules 2AACR2 (1978)**. Generally, it is necessary, for a professional cataloguer what the entry will be for a given book.

Main entry differs from author in being a way of listing not only by the personal name on the title page but when this is lacking or unimportant, entry can be made under a corporate body as author, or under title. Certain famous books are usually entered under the title especially if the authorship is doubtful or unknown. The title entry is the essential and ultimate form of entry when no other is better.

In-Text Question
It is necessary, for a professional cataloguer what the entry will be for a given book. TRUE/FALSE

In-Text Answer
TRUE

4.2 The various features in books
To identify a great work feature in a book, the following information is necessary for a Bibliographer.
   a. Title (all books printed after 1500 or there about, have a title page).
      The title is the name of the work or book.
   b. Subtitle
   c. Author statement usually a phrase "by" John Oluchi "indicating the author".
   d. Edition.
   e. Editor
   f. Translator (not always available).
   g. Illustrator.

h.   Place of publication.
i.   Publisher.
j.   Date of publication.
k.   Number of pages.
l.   Description of illustration.
m. Series.

All of this information, if applicable must appear in the catalogue entry. In addition to identify a certain copy, descriptive notes may be made for the convenience of users, continent notes are made and to aid the cataloguers, the heading for each cards filed in the catalogue are shown at the head of the card or at the bottom or on the verse (other side) of the card.

The list of other headings is always called tracing. The content of the catalogue card is made up to meet the needs of the readers using cards to get information about books.The form of the card results from the practice known as descriptive cataloguing.

The cataloguer will prepare a single card, indicating all names and subject entries under which he has chosen to enter a work, and give it to a clerk who produces multiple copies of the card either by typing or by some other duplication process. The clerk duplicates a sufficient number of cards to provide one for each entry indicated by the cataloguer.

In-Text Question
All the following are the features of book except
        (a) Place of publication.
        (b) Publisher.
        (c) Date of publication
        (d) Date of establishment

In-Text Answer
        (d) Date of establishment

A professional librarian will check to see the main entry is acceptable and will assign a call number. The basic cards are called unit cards, and all unit cards for each work are always identical. To each of the unit card is added the heading chosen by the cataloguer for each separate name or subject entry.

The author's name appears on every unit card in the lead position, so it is not necessary to add anything but the call number to the unit card servings as main entry card. However, all the other unit cards for the same book have an added heading, and these headings are called secondary entries.

4.3 The various forms and order in which elements in the catalogue are described.

The components of a catalogue entry take the following form and order, closely allied to the elements of bibliographic description necessary for the identification of a book.

The various forms and order in which elements in the catalogue are described are listed below

1. Main Entry
2. Title
3. Sub-Title
4. Author Statement of Responsibility
5. Imprint
6. Collation
7. Notes
8. Tracing and
9. Call number

A. Main Entry

The main entry is usually the author's name, either personal or corporate. It begins four lines down from the top of the card so as to allow for a possible tow lines added entry at the top and eight spaces from the left margin of the card. The author's name is transcribed surname first, with the fore names following a comma.

B. Title

The title begins on the line below the main entry and ten spaces from the left margin, it is transcribed in word order and spelling exactly as it appears on the title page, but the punctuation and capitalization of the title page are not necessarily followed. For example, the title page may capitalize the entire title, but in the catalogue entry only the first word or any proper nouns are capitalized.

Figure 4.1: *Title*
Source:*http://www.tckpublishing.com/wp-content/uploads/2013/11/Choosing-a-Book-Title.jpg.*

C. Sub-Title
The title may be followed by a sub - title as in this example below. A sub - title is sometimes useful in distinguishing between two books with the same title or in clarifying or amplifying the title e.g.Olukayode, J.That hideous strength: a modern fairy - tales for grown-ups.

D. Author Statement of Responsibility
It follows the title or sub - title separated from it by diagonal slash. In the author statement of responsibility, the author's name is transcribed exactly as it appears on the title page of the book.

E. Imprint
The imprint follows the author statement and includes the place of publication, the publisher and the date of publication. The place of publication used traditionally, but for the most part it serves no useful purpose beyond distinguishing between a publishers who has many overseas offices.

The name of the publisher is important for it frequently indicates the quality of the subject matter or the physical make up of, the honk Initials and unnecessary words such as Inc, Co., Sons, Ltd etc are omitted from the publisher's name in the imprint. The date is the most important item in the imprint, because it indicates to readers how recently a book has been published and whether the material is up to date or very old.

In-Text Question
In the author statement of _____ the author's name is transcribed exactly as it appears on the title page of the book.

In-Text Answer
Responsibility

Title, sub-title, author statement and imprint are known as the body of the card. There may be additional matter between title and the imprint. The author statement may include the name of a second author or an editor or a translator.

This additional information provided may help the reader to make a better choice if the translator is known to be reliable or, if the joint/second author is known to be a specialist in his field.

There may an edition statement, between the author statement and the imprint, which serves two purposes; it ensures that a reader gets the exact work which he/she is searching for and may also help to show that the work has beenthrough several editions; 2nd or 3rd edition.

F. Collation
The collation is the cataloguer's physical description of the work. One line skipped between the body of the card and the collation. The collation includes pagination, number of volumes, illustrative materials, size of the book and the likes. Mentioning of illustration may be valuable for specific subjects such as art or science.

Size is useful only when it indicates that the size of the book is peculiar and requires shelving. The name of the series (if any) is included. it serves the reader using a subject approach by indicating that there has been a series published in this subject area.

G. Notes
On the card catalogue, below the collation may appear descriptive notes and content notes,beginning two lines below the collation. These notes supplement the formal description of the book, by describing special features such as bibliographies. Notes are used only if the date cannot be satisfactorily integrated into the body of the card on the collation.

They should be as brief as possible and in accordance with the principle of concise description; the value of each note should be considered in relation to the resulting extra length of the whole entry.

H. Tracing
The tracing is the record of any additional entries that may be called for. This is a record of the necessary supplementary entries that should be produced to complete the card set. Tracings in bibliographic description are also known as added entries or other access points in the catalogue.

These listing (tracings) are useful when cards must be removed from the catalogue for changes or withdrawal. Without tracing, the person pulling cards would have to guess what other entries there might be for the book, the tracing shows exactly that. The subject headings are listed in Arabic numbers and the other added entries are listed in Roman Numerals.

In-Text Question
The tracing is not the record of any additional entries that may be called for. TRUE/FALSE

In-Text Answer
FALSE
Reason: The tracing is the record of any additional entries that may be called for

I. Call Number
The call number consists of the classification number and the book number put the call number in the left margin, but there is no rule that states it must be placed there.

Figure 4.2:*Call Number*
Source:*http://www.clark.edu/Library/iris/start/books_organized/images/guts_dewey.gif*

Samples of card Format

Call No.
    HEADING
          BODY: Title, author statement, edition and imprint.
          COLLATION: Pagination, illustration, sizes.
          SERIES NOTE.
          DESCRIPTIVE NOTES.
          TRACING.
                  ACCESSION NO.
ll No.
    Tonne, Herbert Arthon
        Methods of teaching subjects / Herbert
        A. Tonne and E.L.Popham. - 3rd. New york: Macgraw-Hill, 1965.
        vi, 488p. ill., 24cm. (Columbia University Studies in Education).
          Includes Bibliography
          1. Books and Reading.
          2. Book selection.
          3. Bibliography - best books.
     _____ I. Title II. Popham, Estella L.jt auth. III. Series.

Summary of study session 4
1. Generally, it is necessary, for a professional cataloguer what the entry will be for a given book.

2. Main entry differs from author in being a way of listing not only by the personal name on the title page but when this is lacking or unimportant, entry can be made under a corporate body as author, or under title.

3. To identify a great work feature in a book, the following information is necessary for a Bibliographer.

    a. Title (all books printed after 1500 or there about, have a title page).
       The title is the name of the work or book.
    b. Subtitle
    c. Author statement usually a phrase "by" John Oluchi "indicating the author".
    d. Edition.

4. All of this information, if applicable must appear in the catalogue entry.

5. The various forms and order in which elements in the catalogue are described are listed below

    a) Main Entry
    b) Title
    c) Sub-Title
    d) Author Statement of Responsibility
    e) Imprint
    f) Collation
    g) Notes
    h) Tracing and
    i) Call number

6. The main entry is usually the author's name, either personal or corporate. It begins four lines down from the top of the card so as to allow for a possible tow lines added entry at the top and eight spaces from the left margin of the card.

Self-Assessment Questions (SAQs) for Study Session 4

Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. Write your answers in your study diary and discuss them with your Tutor at the next Study Support Meeting. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 4.1 (Testing Learning Outcome 4.1)

Briefly describe the elements that constitute bibliographical description

SAQ 4.2 (Testing Learning Outcome 4.2)

Enumerate the various features in books

SAQ 4.3 (Test Learning Outcome 4.2)

1. Define the statement of Responsibility
2. What elements constitute the imprint?

Notes on SAQS For study session 4

SAQ 4.1

Each library may make its own rules for cataloguing (in-house style), but almost all libraries in English speaking countries follow the rules for description derived from the **Anglo-American Cataloguing Rules 2AACR2 (1978)**. Generally, it is necessary, for a professional cataloguer what the entry will be for a given book.

Main entry differs from author in being a way of listing not only by the personal name on the title page but when this is lacking or unimportant, entry can be made under a corporate body as author, or under title. Certain famous books are usually entered under the title especially if the authorship is doubtful or unknown. The title entry is the essential and ultimate form of entry when no other is better.

SAQ 4.2

The various features in book are
    a. Title (all books printed after 1500 or there about, have a title page).
       The title is the name of the work or book.
    b. Subtitle
    c. Author statement usually a phrase "by" John Oluchi "indicating the author".
    d. Edition.

e. Editor
f. Translator (not always available).
g. Illustrator.
h. Place of publication.
i. Publisher.
j. Date of publication.
k. Number of pages.
l. Description of illustration.
m. Series.

SAQ 4.3

1. Author Statement of Responsibility

It follows the title or sub - title separated from it by diagonal slash. In the author statement of responsibility, the author's name is transcribed exactly as it appears on the title page of the book.

2. Imprint

The imprint follows the author statement and includes the place of publication, the publisher and the date of publication. The place of publication used traditionally, but for the most part it serves no useful purpose beyond distinguishing between a publishers who has many overseas offices.

References

Ashmore. W.S.H. (1966). *Cataloguing. Clarification and Book Provision in the New London Boroughs.* London: Association of Assistant Librarians.

Quigg, Patrick J. (1968). *Theory, of Cataloguing an ExaminationGuidebook,* 2nd ed. London: Bingley.

Wheatley, H. B. (1969). *How to Catalogue a Library.* London: Elliot Stock. P

Study session 5:Choice of Access Points in Cataloguing Based on AACR2

Expected duration: 1 week or 2 contact hours

Introduction

The last session introduced you to the rules of descriptive cataloguing as outlined by the AACR2. However, cataloguing rules are the essential rules that are observed when deciding which headings are to be assigned on the catalogue cards, for each medium which the library users will look for, when trying to locate a book or a non-book medium in the library.

The headings may be names of individual authors indicated on them, or names of corporate bodies responsible for the production of such works, such as ministries, associations or government agencies. These headings are referred to as access points.

In this study session, you will be introduced to the work of a personal author, works under pseudonym and works of joint authors

Learning outcomes for study session 5

At the end of this study session, you should be able to:

5.1 Identify the work of a personal author.

5.2 describe works under pseudonym.

5.3 Distinguish works of joint authors.

5.1 The work of a personal author

When a standard description for an item has been established according to the rules in part I of AACR2 (which may label Descriptive Cataloguing) headings and/or uniform titles are normally added to that description to create catalogue entries. The only exception is when an entry is made, may be under the first words of the description.

The rules in part II of AACR2 deal with the choice of main and added entries (chapter 21) with the form of headings and uniform titles (chapters 22 -25) and with references (chapter 26). The rules in part II of AACR2 apply to works and not generally to physical manifestations of those works, though the characteristics of an individual item are taken into account in some instances.

A. Personal Author

A personal author is that single person that is responsible for the content of a book or non-book medium. Personal author is defined as "the person that is chiefly responsible for the creation of the Intellectual or artistic content of a work." This can include composers, cartographers, photographers as well as writers.

AACR2 Rule 21 rules that "Enter a work, a collection of work or works by one personal author, under the heading for that person whether named in the work or not", for example.

1. My Life in the Field of Librarianship by Rotimi Akintunde. Mainentry under the heading for Akintunde.

Akintunde, Rotimi.
My Life in the Field of Librarianship

2. Effective English students book by Michael Montgomery. Main entry under Montgomery, M.

Characteristics of personal authors

The following are characteristics of personal author

*Figure 5.1:*characteristics of personal author

Hyphenated Compound Names
Prefixed Surname
Entry under the Title of Nobility

Hyphenated Compound Names

Sometimes, the surname of a personal author may be a hyphenated compound name e.g. William-Stone, Julius. Entry is under the first word of the hyphenated compound name. In this example the first word is Williams and the entry is Williams-Stone, Julius.

Prefixed Surname

Some author's surname have separately written prefix such as Julius D'emorey. Entry is under the prefix D'morey, Julius.
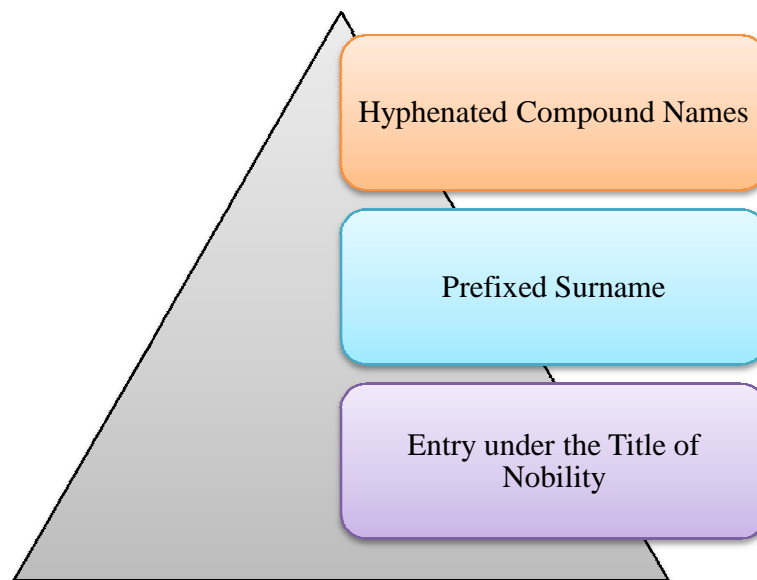
In-Text Question

What is a personal author?

In-Text Answer

A personal author is that single person that is responsible for the content of a book or non-book medium.

Entry under the Title of Nobility

Some authors have title of nobility such as Sir, Chief, Reverend, Pastor,Doctor etc. Added to their surnames for example Chief Obafemi Awolowo and Dr. Nnamdi Azikwe. Enter works under them like these:

    a.   Awolowo, Chief Obafemi.

    b.   Azikwe, Dr. Nnamdi.

5.2 Work under Pseudonym

If an author writes under a name different from his real name, the name under which he writes is known as Pseudonym. For example, Peter Pan is for Peter Enahoro; George Orwell is pseudonym for Eric Blair.

If an author is popularly known by the pseudonym, enter all his works under the pseudonym e.g. under ORWELL as author of Animal Farminstead of BLAIR, Arthur Eric, but make a "see" reference used in the catalogue to the pseudonym that is used.

BLAIR, Arthur Eric (Real name).

ORWELL, George (Pseudonym)

5.2.1 Change of Name

If an author changes his name, either by marriage or otherwise and the new name appears on the new editions of his works or a new publication, the new

name is used as an entry work. Make a "see also" reference to the previous name from the new name and vice versa.

E.g.Adetunji, Ronke Ayodele (Mrs.) New name.

Onwuka, Ronke Ayodele (Miss.) Former name.

Entries will be
  a. ADETUJI, Ronke Ayodele (New name) see also ONWUKA, Ronke Ayodele (former name).
  b. ONWUKA, Ronke Ayodele (Former name) see also ADETUJI, Ronke Ayodele.

5.3 Work of Joint Authors

It is a common thing for a bookor non-book medium to have more than one author. Such work is regarded as a joint authorship work.

Characteristics of joint authors

(i) **Principal Responsibility Indicated AACR21.6B1**

Enter a work of shared responsibility under the heading for the principal person or body if one is indicated by working or typography; make added entries under the headings for other persons e.g. the history of Librarianship by Julius Kayode Apotiade with Eve Kratt and John Akinloye. The principal author is indicated APOTIADE, J. Kayode.

Added entries for KRATT, Ece and AKINLOUYE, John.

(ii) **Principal Responsibility notIndicatedAACR2 21. 6C**

If principal responsibility is not indicated and if they are not more than three names, enter under the one that is named first and make added entries under the others.

(a) Modern Dance by Gay Cheney and Grace Okoro. In this case ofshared authorship, they are not more than three authors listed so the choice of main entry is the first named author.

    Cheney. Gay (Main entry).

    Okoro, Grace (Added entry)

(b) AACR2 21. 6C2. If principal responsibility is not indicated and there are more than one person, enter the work under the title and make added entry under the heading for the person named first is the chief source of information. E.g.Europe reform: the Story of Renaissance Civilisation by Julian Mates (Main entry).Mates, Julian (et al) (Added entry).

(iii) **Collections and Works Produced under Editorial Direction AACR221.7.**

A bock may be produced from contributions from various persons under the direction of an editor(s). Examples of such books are; encyclopaedias, dictionaries and handbooks, such works are entered under the title.

In-Text Question
Is Principal Responsibility Indicated AACR21.6B1 part of the Characteristics of joint authors? YES/NO
In-Text Answer
YES

E.g. Longman Dictionary of Contemporary English, edited by Paul Proter and Robert F. Lison. London: Longman, 1978.

Main entry under the title and added entries for Proter, Paul. Ed. And Lison, Robert F. j ted.

- ✓ Collections of independent work by different persons or bodies.
- ✓ Collections consisting of extract from independent works by different persons or bodies
- ✓ Works consisting of contributions by different persons or bodies, produced under editorial direction.
- ✓ Work consisting or partly of independent works by different persons or bodies or partly of contributions produced under editorial direction.

Do not apply this rule to works that emanate from a corporate body and fall in the scope of 21. B2. (including papers or proceedings of named conference).

(iv) **Works with Collective Title Rule AACR2 21. 7B**
Sometimes, a work under editorial may be made up of a collection of independent works, or extract from individual works by different persons Examples of work under this category are analogies. If such work has a collective title, make entry under the title and added entry for each of the listed editors when they are not more than three, make added entry for the first named editor. E.g.

1. Altruism, morality and economic theory/edited by Edmund S. Phelphs (Based on the proceedings of a conference held March 3-4, 1998, sponsored by Julkay Foundation, Ibadan. Main entry under the title and added entries for
   a) Phelphs, Edmund S. and
   b) Julkay Foundation, Ibadan.

Figure 5.1:*Edmund S. Phelphs*
Source:*http://img.welt.de/img/videos/crop120695605/5709401502-ci16x9-w780/Bildschirmfoto-2013-10-07-um-14.png*

2   The Yoruba-English Dictionary edited by Julius Apotiade, Chineka Abu, Tunde Olufemi, Yomi Omosola and Toyin Abimbola.
Main entry - under the title.
Added entry - Apotiade, Julius (Et al).

(v) Works without Collective Title 21.7C

If a work falling into one of the categories given in 21.7A lacks a collective title, enter it under the heading appropriate to the first work, or contribution named in the chief source of information. If a chief source is lacking, the first word in the item is used. Added entries are made as instructed in 21.7B.

E.g.Buildings/by Ralph E. Ellsworth. Shelving/by Jerrold Orne.

   Main entry under first named author which is Ellsworth, Ralph E; make name - title added entries for the others. E.g.

(i)   Kaplan, Romer. Shelving.
(ii)   Orne, Jerrold. Storage warehouse
(Hi)   Title.
(iv)   Title: Shelving.
(v}   Title: Storage warehouses

Summary of study session 5
1. A personal author is that single person that is responsible for the content of a book or non-book medium.
2. Characteristics of personal author are
    i. Hyphenated Compound Names
    ii. Prefixed Surname
    iii. Entry under the Title of Nobility
3. If an author writes under a name different from his real name, the name under which he writes is known as Pseudonym.
4. If an author is popularly known by the pseudonym, enter all his works under the pseudonym
5. If an author changes his name, either by marriage or otherwise and the new name appears on the new editions of his works or a new publication, the new name is used as an entry work.
6. It is a common thing for a bookor non-book medium to have more than one author. Such work is regarded as a joint authorship work.
7. If principal responsibility is not indicated and if they are not more than three names, enter under the one that is named first and make added entries under the others.

Self-Assessment Questions (SAQs) for Study Session 5
Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. Write your answers in your study diary and discuss them with your Tutor at the next Study Support Meeting. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 5.1 (Testing Learning Outcome 5.1)
Describe personal authorship

SAQ 5.2 (Testing Learning Outcome 5.2)
Explain Work under Pseudonym
SAQ 5.3 (Test Learning Outcome 5.2)
Which rule are you going to use to enter works without collective title?

Notes on SAQS For study session 5
SAQ 5.1
A personal author is that single person that is responsible for the content of a book or non-book medium. Personal author is defined as "the person that is chiefly

responsible for the creation of the Intellectual or artistic content of a work." This can include composers, cartographers, photographers as well as writers.

AACR2 Rule 21 rules that "Enter a work, a collection of work or works by one personal author, under the heading for that person whether named in the work or not", for example.

1. My Life in the Field of Librarianship by Rotimi Akintunde. Mainentry under the heading for Akintunde.

> Akintunde, Rotimi.
> > My Life in the Field of Librarianship

2. Effective English students book by Michael Montgomery. Main entry under Montgomery, M.

Characteristics of personal author are:

  i. Hyphenated Compound Names
 ii.   Prefixed Surname
iii.   Entry under the Title of Nobility

SAQ 5.2

If an author writes under a name different from his real name, the name under which he writes is known as Pseudonym. For example, Peter Pan isfor Peter Enahoro; George Orwell is pseudonym for Eric Blair.

If an author is popularly known by the pseudonym, enter all his works under the pseudonym e.g. under ORWELL as author of Animal Farm insteadof BLAIR, Arthur Eric, but make a "see" reference used in the catalogue to the pseudonym that is used.

BLAIR, Arthur Eric (Real name).

ORWELL, George (Pseudonym)

SAQ 5.3

In work without collective title, If a work falling into one of the categories given in 21.7A lacks a collective title, enter it under the heading appropriate to the first work, or contribution named in the chief source of information. If a chief source is lacking, the first word in the item is used. Added entries are made as instructed in 21.7B.

E.g. Buildings/by Ralph E. Ellsworth. Shelving/by Jerrold Orne. Main entry under first named author which is Ellsworth, Ralph E; make name - title added entries for the others. E.g.

  (i)   Kaplan, Romer. Shelving.
  (ii)   Orne, Jerrold. Storage warehouse
  (Hi   )Title.

(iv)   Title: Shelving.

(v}   Title: Storage warehouses

References

Anglo-American cataloguing Rules(1978). London: Library Association.

Bakewell, K.G. (1972). *A Manual of Cataloguing Practice. Oxford:* Pergasmon Press.

Curley, Arthur (1977). *Akers' Simple Library Cataloguing,* 56th ed. Metuchen N.J: The Scare Crow Press.

Wynar, Boldan S. (1980). *Introduction to Cataloguing and classification.* Littleton, Colorado: Libraries Unlimited.

Study session 6: Works of Mixed Responsibility

Expected duration: 1 week or 2 contact hours

Introduction
In many works, the responsibility is divided. This happens when different persons or bodies come together to produce a work: for example, we may have writers, adaptors, illustrators, translators, reviewers and other type of people contributing to produce a work or material. How to determine the main and added entries depends to a large extent on the relative importance of such contributors.

In this study session, you will learn how to enter illustrated texts and the modifications of other works
The rules in these sections are divided into two basic categories of mixed responsibility:
a) a previously existing work that has been modified (e.g. a translation, a musical arrangement and an adaptation).
b) a new work to which different persons or bodies have made different kinds of contributions (e.g. a collaborative work by a writer and artist rule 21.24 and a work that report an interview. 21 . 25).

Learning Outcomes for study session 6
At the end of this study session, you should be able to:
6.1 Enter illustrated texts.
6.2 Discuss works that are modifications of other works.

6.1 Enter illustrated texts
Adaptations of Texts Rule 21.10
Enter a paraphrase, rewriting adaptation for children or revision in a different literary form (e.g. novelization, dramatization) under the heading for the adaptor. If the name of the adaptor is unknown, enter the heading under the title, make aname-title added entry for the original work. In case of doubt about whether a work is an adaptation, enter under the heading for the original work.

RULE21.10. Entry under Adaptor: For example Little Pilgrim's progress Helen L. Taylor. Note expanding upon statement of responsibility. Adaptation for children of: The Pilgrim progress by John Bunyan. Main entry under Taylor, Helen *L.* makes name- title added entry for original author.

  i.   Bunyan, John. The pilgrim progress.
  ii. Title.

IllustratedTexts Rule 21.11A
Enter a work that consists of a text for which an artist has provided illustrations under the heading appropriate to the text. An added entry for the illustrator may be made if appropriate (see 21. 30k 2).

Works of collaboration between an artist and a writer are treated in 12. 24. E.g. The beautiful bride by Julius Apotiade, Julius illustrated by Jimmy Okonkwo main entry should be under Apotiade, Julius and added entry for Okonkwo, Jimmy and another added entry for the title.

Revised Texts Rule 21.12 A procedure
 A. Enter an edition that has been revised, enlarged, updated, abridged, condensed, etc under the heading for the original if the person or body responsible for the original is named in a statement of responsibility or in the title or if the wording of the chief source of information.
     Indicates that the person or body is still considered to be responsiblefor the work make an added entry under the heading for the reviser, abridger etc. The foolish monkey/by Julius Apotiade; Abridged and introduced by Charles Okoro.Main entry under Apotiade, Julius, added entries for the reviser and title. I. Okoro. Charles II. Title.
 B. If the wording of the chief source of information indicates that the person or body responsible for the original is no longer considered to be responsible for the work, enter under reviser etc. make a name - title added entry under the heading for the original. E.g.

Ogun festival in Ondo by Bamigboye E.O. 2nd ed. (Note expanding upon statement of responsibility first edition, in 1943 by Folu Adekeye) main entry should be under Bamigboye, E.O. and name - title added entry for original author.
I. Adekeye, Folu. Ogun Festival m Ancient Ondo II.Title.

Figure 6.1:*Ogun festival in Ondo by Bamigboye E.O*
Source:*https://www.ondostate.gov.ng/new/webpix/ogun_festival.jpg*

Translations Rule 21.14 procedure
A. A single translation is entered under the heading appropriate to the original. An added entry for the translator may be made in accordance with 21. 30k 1. E.g.

In-Text Question
_____ isentered under the heading appropriate to the original. An added entry for the translator may be made in accordance with 21. 30k 1. E.g.

In-Text Answer
A single translation

The beautiful bride/by Oslo Kabor; (translated from Halian by Kenneth Obaro).The main entry is Kabor, Oslo and added entries are I. Obaro, Kenneth II. Title.A collection of translations of works by different authors is treated   as   a collection. 21. 7 the main entry is under the title.

6.2 Works that are modifications of other works
Works that are modifications of other works may be entered under the heading appropriate to the new work or that appropriate to the original, depending upon the nature of the modification. If the modification has changed the nature or content of the original in a substantial way, or if the medium of expression is different, the new heading is chosen.
However, if the modification is an updating, re-arrangement, abridgment, or revision where the original person or body is still represented as being responsible,

the original heading is chosen. Rules 21.10-21.23 give specific guidance in applying this general rule.

In-Text Question

Works that are modifications of other works may be entered under the _____to the new work or that appropriate to the original

In-Text Answer

Heading appropriate

Summary of study session 6

1 In Adaptations of Texts Rule 21.10**,** enter a paraphrase, rewriting adaptation for children or revision in a different literary form (e.g. novelization, dramatization) under the heading for the adaptor.

2. Enter a work that consists of a text for which an artist has provided illustrations under the heading appropriate to the text. An added entry for the illustrator may be made if appropriate

3. A single translation is entered under the heading appropriate to the original.

4. Works that are modifications of other works may be entered under the heading appropriate to the new work or that appropriate to the original, depending upon the nature of the modification.

Self-Assessment Questions (SAQs) for Study Session 6
Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.
SAQ 6.1 (Testing Learning Outcome 6.1)
Explain the term "illustrated texts."

SAQ 6.2 (Testing Learning Outcome 6.2)
1. How are modified works entered in the descriptive cataloguing?
2. Describe revised texts with two examples
Notes on SAQS For study session 6
SAQ 6.1
IllustratedTexts Rule 21.11A
Enter a work that consists of a text for which an artist has provided illustrations under the heading appropriate to the text. An added entry for the illustrator may be made if appropriate (see 21. 30k 2).

Works of collaboration between an artist and a writer are treated in 12. 24. E.g. The beautiful bride by Julius Apotiade, Julius illustrated by Jimmy Okonkwo main entry should be under Apotiade, Julius and added entry for Okonkwo, Jimmy and another added entry for the title.

SAQ 6.2
1. Works that are modifications of other works may be entered under the heading appropriate to the new work or that appropriate to the original, depending upon the nature of the modification. If the modification has changed the nature or content of the original in a substantial way, or if the medium of expression is different, the new heading is chosen.
However, if the modification is an updating, re-arrangement, abridgment, or revision where the original person or body is still represented as being responsible, the original heading is chosen. Rules 21.10-21.23 give specific guidance in applying this general rule.
 2. Enter an edition that has been revised, enlarged, updated, abridged, condensed, etc under the heading for the original if the person or body responsible for the original is named in a statement of responsibility or in the title or if the wording of the chief source of information.

Indicates that the person or body is still considered to be responsiblefor the work make an added entry under the heading for the reviser, abridger etc. The foolish monkey/by Julius Apotiade; Abridged and introduced by Charles Okoro.Main entry under Apotiade, Julius, added entries for the reviser and title. I. Okoro. Charles II. Title.

Example

Ogun festival in Ondo by Bamigboye E.O. 2nd ed. (Note expanding upon statement of responsibility first edition, in 1943 by Folu Adekeye) main entry should be under Bamigboye, E.O. and name - title added entry for original author.

I. Adekeye, Folu. Ogun Festival m Ancient Ondo II.Title.

References

Anglo-American Cataloguing Rules (1978). London: Library

Bakewell, K.G. (1972). *A Manual of Cataloguing Practice. Oxford: Pergamon Press*.

Curley, Arthur (1977). *Aker's Simple Library Cataloguing,*6th ed. Metuchen N.J.: The Scarecrow Press.

Horner, John (1970). *Cataloguing*. London: Association of Assistant Librarians.

Wynar, Bolidan S. (1980). *Introduction to Cataloguing and classification.* Littleton Colorado: Libraries Unlimited.

Study session 7: Books Produced by Corporate Bodies

Source: https://progresspublishing.files.wordpress.com/2013/01/books.jpg?w=604

Introduction

There is a kind of publication for whose contents no single individual is responsible. Examples include the publications of societies, institutions, business firms, churches, governments and their agencies, conferences and workshops. Among such publications are annual reports of the Board of the Surveys.

Journals of Historical Society of Nigeria, guides to work in the Kenneth Dike Library of University of Ibadan, Annual Reports of Methodist Church of Nigeria etc. Since the various organizations are the authors of their works, they are entered in the catalogue under their names in the same way as other works.

This study session will teach you how to identify works produced by corporate bodies, Enter books produced by corporate bodies in the catalogue and differences between corporate bodies and subordinate bodies.

Learning Outcomes for study session 7

At the end of this study session, should be able to:

7.1 Identify works produced by corporate bodies.

7.2 Explain how to enter books produced by corporate bodies in the catalogue.

7.3. Discuss the differences between corporate bodies and subordinate bodies.

7.1 Works produced by corporate bodies

A corporate body is an organization or group of persons that is identified by a particular name, such as University of Ibadan, Ministry of Education, and National Library Board.

Rule 21.1B defines a corporate body as an organization or a group of persons that is identified by a particular name and that act or may act as an entity. Typical examples of corporate bodies are associations, institutions, business firms, non-profit enterprises, government agencies, projects and programmes, religious bodies, local churches and conferences.

You should note that some corporate bodies are subordinate to other bodies e.g. Kenneth Dike library is subordinate to University of Ibadan, also Department of Library, Archival and Information Studies is subordinate to the Faculty of Education and the Centre for External Studies (C.E.S.) is subordinate to University of Ibadan.

Also, you need to consider Ad hoc events such as athletics contests, exhibitions, expeditions, fairs and festival and vessels, ships and space -craft to be corporate bodies.

In-Text Question
Define the term "corporate bodies"?
In-Text Answer
A corporate body is an organization or group of persons that is identified by a particular name, such as University of Ibadan, Ministry of Education, and National Library Board.

Rule 21.1B2 provides general rule for corporate bodies. Rule 21.1B2 states that you should enter a work emanating from one or more corporate bodies under the heading for the appropriate corporate body if it falls into one or more of the following categories:
 (a) Those of an administrative nature dealing with the corporate body itself or its internal policies, procedures, and or operations or itsfinances or its officers and or staff or its resources (e.g. catalogues, inventories, membership and directories).
 (b) Some legal and governmental works of the following types. Laws (see 21.31) decrees of the chief the executive that has that have the force of law (21.31) administrative regulations (21.32) court decisions (21.36) treaties etc. (21.35) and legislative hearings.

(c) Those that record the collective thought of the body (e.g. reports of commissions, committees, etc. official statements of position on external policies.

Those that report the collective activity of a conference (proceedings, collected papers etc.), or of an expedition (results of exploration, investigation, etc.), or of an event (an exhibition, fair, festival etc.)Falling within the definition of a corporate body (21.1B1) provided that the conference expedition or event is prominently named in the item being catalogued.

Sound recordings, films and video recordings resulting from thecollective activity of a performing group as a whole where the responsibility of the group goes beyond that of performance, execution etc. For corporate bodies that function solely as performance on sound recordings (see 21. 33).

> **Rule 21.1B4**allows a work that falls into one or more of the categories given in 21.1B2 and if a subordinate unit of a corporate body is responsible for it, applies the following provisions:
> a) If the responsibility of the named subordinate unit is notstated prominently, enter the work under the heading for the subordinate unit.
> b) If the responsibility of the named subordinate unit is not stated prominently or if the parent body is named in the chief source of information and the subordinate unit has no name, enter the work under the heading for the parent body.

Examples of corporate bodies
1. Nigerian Federal Ministry of Education Blue prints on nomadic education. Fair deal for nomadic - Lagos: Federal Ministry of Education, 1988, 217p.
2. The books of the disciples of the United Apostolic Church of Nigeria, 1944. Main entry under the heading for the church.
3. Constitution of the Orogun Social Club, Ibadan. (The work emanates from the society itself).Main entry under the heading for the Club.
4. Proceeding of the symposium on Library education in Nigeria. Ibadan July 13, 1994. Main entry under the heading for the symposium.
5. NIGERIA: President, 1990-1993 (Babangida) Nigeria in the United Nations- Abuja: Ministry of External Affairs (1993). 11g4cm. (Nigeria: Ministry of External Affairs Publication 1981). International Organization and Conference Series.
6. From President Babangida's letter in the United Nations during 1993.

In-Text Question
One examples of corporate bodies is _____

In-Text Answer
Nigerian Federal Ministry of Education Blue prints on nomadic education. Fair deal for nomadic - Lagos: Federal Ministry of Education, 1988, 217p.

Examples of Corporate Bodies as Subordinate Units
1. U.S. Library of Congress: Aeroplane Technology Division. CBE Factors, Annotated Bibliography No 1 - 3, Washington, 1965.
2. University of Ibadan, Kenneth Dike Library. Guide to the work in the Kenneth Dike Library - Ibadan: U.I Press, 1990.

Entry under Titles Rule 21.1C
The AACR2 allow us to enter a work under its title when:
1. The personal authorship is unknown (see 21. 5) diffuse (21. 6c2), or cannot be determined, and the work does not emanate from a corporate body.
2. It is a collection of a work produced under editorial direction (see 21.7).
3. It emanates from a corporate body but does not fall into one or more of the categories given in 21.1B2 and is not of personal authorship.
4. It is accepted as sacred scripture by a religious group (see 21.37) e.g. Koran and Bible.

To make added entries for work under Title as main entries you follow instructions under Rules 21-29 and 21.30.

Summary of study session 7
1. The study session looks at the concept of corporate authorship and the basic difference between the personal authorship and that of corporate aerator was shown.
2. It is suggested that the main entry should be under a person if a person is mentioned in the author statement and a corporate body only in the imprint, and under a corporate body if no person is mentioned but the responsibility of the body is indicated.
3. If both an individual and a corporate body are mentioned, entry should be under the body if the work is of a deliberative, legislative, directive judicial, administrative or routine character limited by the corporate body.
4. When a work is to be entered under the title is also analysed.

Self-Assessment Questions (SAQs) for Study Session 7
Now, that you have completed this study session, you can assess how well you have achieved its learning outcomes by answering the following questions. Write your answers in your study diary and discuss them with your Tutor at the next Study Support Meeting. You can check your answers with the Notes on the Self-Assessment Questions at the end of this study session.

SAQ 7.1 (Testing Learning Outcome 7.1)
1. Define corporate authorship
2. When can we enter a work under its title?
3. List five organizations as corporate bodies

Notes on SAQS For study session 7

SAQ 7.1

1 A corporate body is an organization or group of persons that is identified by a particular name, such as University of Ibadan, Ministry of Education, and National Library Board.

Also according to the Rule 21.1B defines a corporate body as an organization or a group of persons that is identified by a particular name and that act or may act as an entity. Typical examples of corporate bodies are associations,   institutions, business   firms,   non-profit   enterprises, government agencies, projects and programmes, religious bodies, local churches and conferences.

2. The AACR2 allow us to enter a work under its title when:
   i.   The personal authorship is unknown (see 21. 5) diffuse (21. 6c2), or cannot be determined, and the work does not emanate from a corporate body.
   ii.   It is a collection of a work produced under editorial direction (see 21.7).
   iii. It emanates from a corporate body but does not fall into one or more of the categories given in 21.1B2 and is not of personal authorship.
   iv.   It is accepted as sacred scripture by a religious group (see 21.37) e.g. Koran and Bible.
   v.   To make added entries for work under Title as main entries you follow instructions under Rules 21-29 and 21.30.

Five examples of corporate bodies
1. Nigerian Federal Ministry of Education Blue prints on nomadic education. Fair deal for nomadic - Lagos: Federal Ministry of Education, 1988, 217p.
2. The books of the disciples of the United Apostolic Church of Nigeria, 1944. Main entry under the heading for the church.
3. Constitution of the Orogun Social Club, Ibadan. (The work emanates from the society itself).Main entry under the heading for the Club.
4. Proceeding of the   symposium on Library education in Nigeria. Ibadan July 13, 1994. Main entry under the heading for the symposium.
5. NIGERIA: President, 1990-1993 (Babangida) Nigeria in the United Nations- Abuja: Ministry of External Affairs (1993). 11g4cm. (Nigeria: Ministry of

External Affairs Publication 1981). International Organization and Conference Series.

References
Anglo-American cataloguing rules (1978). London: Library Association.

Bakewell, K.G. (1972), *A Manual of Cataloguing Practices,* Oxford: Pergamon Press.

Horner, John (1970). *Cataloguing.* London: Association of Assistant Librarians.

Wynar, Bohdan S. (1980). *Introduction to Cataloguing and Classification.* Littleton, Colorado: Libraries Unlimited.

Study Session 8: SubjectHeadings

Source:http://www.slideserve.com/Antony/library-of-congress-subject-headings
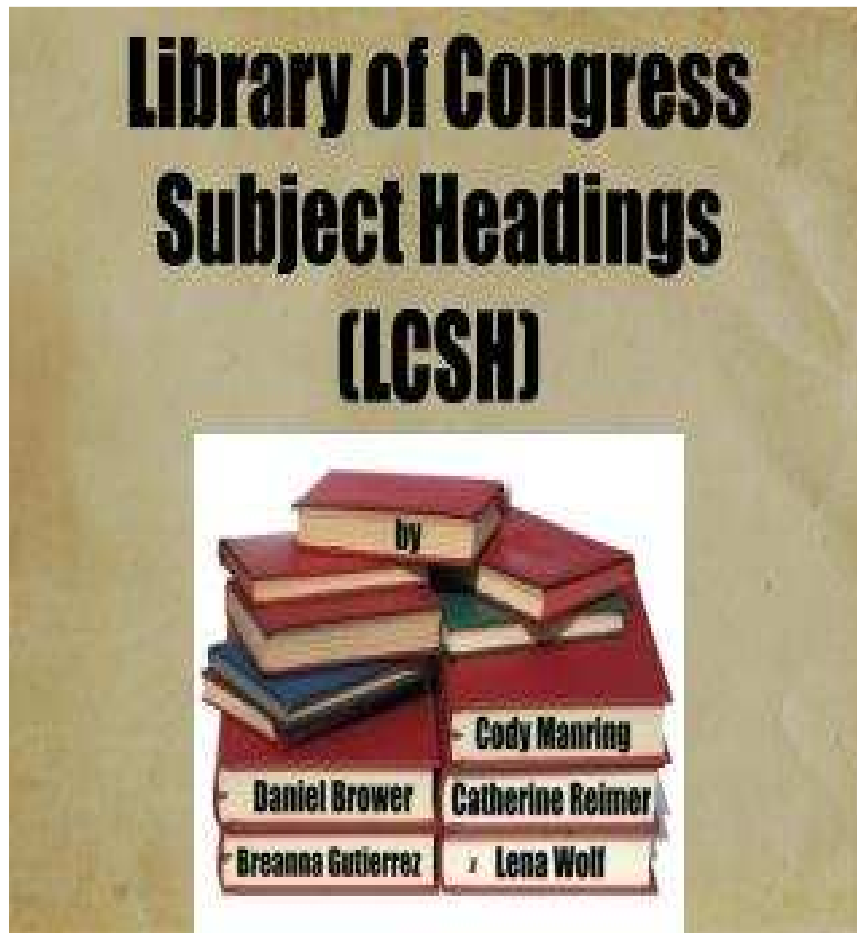
Introduction

It is important for you to note that the nineteenth century marked the time where a standardised list called subject heading list was developed.

As lists of subject headings were developed by the Minnie Eal Sears, the advantage of standardized lists became apparent. One of the important reference services of the catalogue is to show what material the library has on different subjects.

Classification locates the book by subject, but each book can only stand in one place, and object entries in the catalogue bring out other subject facets, and also

relate subjects to one another and suggest new approaches. Professional Librarians and other information workers lean heavily on the subject approach. This study session will introduce you to the subject headings and its features.

Learning Outcome for Study Session 8
At the end of this study session, you should be able:
8.1 Discuss the subject headings.

8.1 Subject Headings

A library catalogue is useful if it provides information on the holdings of a library to those who have some identifying features of books they know of, and to those who simply know the subject areas of their interest. To require that everyone knows all the books before he could use any of them would defeat the purpose of the library.

Access by subject is essential, and the access is the easiest for the user when the subject headings are in the user's own language and in terms that he/she already knows. When the nature of language was less well-understood, it seemed obvious that a good noun or noun phrase would supply every want.

In-Text Question
_____useful if it provides information on the holdings of a library to those who have some identifying features of books.

    A. A library catalogue
    B. A bank draft
    C. A subject heading
    D. None of the above

In-Text Answer
Option A

Box 8.1: Definition of Subject Heading

Subject heading has been defined as "a word or a group of words indicating a subject under which all material dealing with the same theme is entered in a catalogue or a bibliography, or is arranged in a file".

Subject headings have two important objectives:
1. To identify pertinent material on a given subject or topic.
2. To enable the inquirer to find mater on related subjects.
3. Both objectives pose problems of communication; both demand on a set of terms that match, as far as possible, the terms likely to be in the minds of inquirers wishing tolocate material on a given topic or in a given discipline. E.J. Coates warns:

This would be fairly simple to achieve if there were an uncomplicated, one-to-one relationship between concepts and words: that is to say, if there were a single word corresponding to each separate concept and a single concept corresponding to each separate word.

 In fact, we have on the one hand concepts that can be rendered by any one of a number of words, and on the other hand, a concept for which no single word equivalent exists in the natural language."

English, as a Lingua Franca, that is a language, which has crossed ethnic and cultural boundaries to the extent that any word may be in reality borrowed and utilized, present problems of organization in a subject catalogue and these became apparent only as thesauri for information retrieval files were developed.

In-Text Question

A group of words indicating a subject under which all material dealing with the same theme is entered in a catalogue or a bibliography, or is arranged in a file" is called_____

    A. Library catalogue
    B. Bank draft
    C. Subject heading
    D. Classification

In-Text Answer

Option C

The presence or lack of an "S" indicating plural may change the meaning of a term, as in words derived from verbs such as "drawing" and "drawings."

Further problems of terminology occur when two different terms may refer roughly to the same thing as in "automobiles" or "cars".

One will be chosen as a subject heading but reference must be made to the one term chosen from those, which are not chosen. The device that has been formulated to use from term chosen to the term not chosen is called "see-reference".

Further, boundary of words is still a problem, so that the only valid definition of a word is purely typographical. Many phrases are roughly equal to a single word in some cases, so that the single word may be selected as the subject headings. However, there are no one word equivalents for the larger number of terms, and as technology advances there tend to be fewer words than we need to name all the parts of all the tools that modern science employs.

Finally, words change as time passes. An established list which limits the possibilities of variation and produces consistency is essential for any retrieval system which aims at something better than haphazard retrieval standardized in its terminology and in the relationships between terms, and yet be flexible enough to allow for growth of terminology and change of meaning.

In-Text Question
The device that has been formulated to use from term chosen to the term not chosen is called_____
    A. "See-reference".
    B. Synthetic device
    C. Subject heading
    D. Library catalogue

In-Text Answer
Option A
Various synthetic devices have been used to assist the user form a heading which does not quite fit the subject for which he is searching, to the heading which more nearly states the object of his search. Modern lists commonly employ see also references, which require see-also-from references in order to function adequately.

A growing body ofevidence suggests that the desired standardization and flexibility can only be achieved in a classified system, and the method of classification must be fairly precise and readily expanded if the lists is to have any degree of permanence.

Indeed, the problem of subject headingsis focusing attention, once again, on the classified catalogue as the best way of providing subject access to information in a large on highly specialized system.

According to Wynar (1980), modern subject heading practice has its roots in Charles A. Cutter's Rules for a Dictionary Catalogue. Immorth (1981) reminds us that Cutter's "rules for subject entries are the basis for two major American lists of Subject headings – the Library of Congress Subject Headings and the Sear's List of Subject Headings.

Figure 8.1: *Dr. Bohdan Stephan Wynyard*
Source:*http://www.archdenmort.org/memsol.cgi?user_id=1158828*

The principles on which the choice of terms for a subject list must rest are summarized as follows:

1. The reader as focus: The heading, in wording and structure should be compiled or constructed in the way that the reader will like to seek in the library catalogue. Readers' interests must be in our mind when compiling the subject headings.

2. Unity: A subject catalogue must bring together less than one heading all the books which deal principally or exclusively with the subject, whatever the terms applied to it by the authors of the works and whatever the varying terms applied to it at different times. A term, which is not ambiguous and does not overlap in meaning, must be chosen.

3. Usage: The heading chosen must represent common usage, e.g. "cars" instead of "Automobiles" in Nigerian public libraries or at any rate, the usage of the class of reader for whom the material on the subject within which the heading falls is intended. Whether a popular term or a scientific one is to be chosen depends on several considerations. If the library serves a miscellaneous public, it must prefer the popular to the scientific term.

4. Specificity: The heading should be as specific as the logic it is intended to cover. As a corollary, the heading should not be broader than the topic; rather than use a boarder heading, the cataloguer should use tow specific headings which will approximately cover it.

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In-Text Question
The following are the principles on which the choice of terms for a subject list must rest except_____
    A. Specificity
    B. Unity
    C. Usage
    D. All of the above

In-Text Answer
Option D

Summary for study session 8
In this study session, you have learnt the following:
- The topic discusses subject headings as an important aspect of cataloguing
- The dual purposes of subject headings highlighted
- The principles of compiling subject list

Self-Assessment Questions (SAQs) for study session 8
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Testing Learning Outcomes 8.1)
What do you understand by the term "subject headings"?
What is see reference?

Notes on Self-Assessment Questions (SAQs) for study session
SAQ 8.1
A group of words indicating a subject under which all material dealing with the same theme is entered in a catalogue or a bibliography, or is arranged in a file" is called subject heading.
The device that has been formulated to use from term chosen to the term not chosen is called "see-reference".

References

Foskett, A.C. (1977). *The Subject Approach to Information.* 3rd ed. London: Clire Bingley.

Coates, E. *J.* (1960). *Subject Catalogues: Headings and Structure.* London: Library Association.

Cutter, C. A. (1904). *Rules for a Dictionary Catalogue,* 4th ed. Washington.

Immorth, *J.* P. (197J). Cutter, Charles Ammi, in *Encyclopaedia of Library and Information Science,* vol 6. New York: Marcel Dekker.

Haykin, D. J. (1951). *Subject   Headings: A Practical Guide.* Washington.

Study Session 9: Introduction to Subject Headings Used By the Library of Congress

Expected duration: 1 week or 2 contact hours
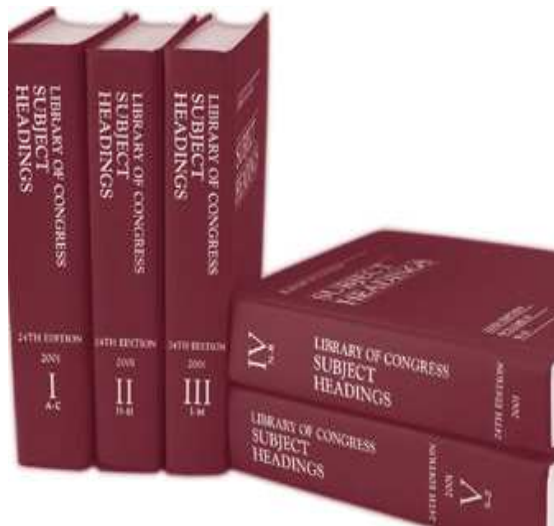
Introduction
In 1914 the Library of Congress issued the first edition of subject headings used in the dictionary catalogues of the library of congress. This list was followed by a second edition in 1919, a third in 1928, a fourth in 1943, and the fifth in 1948. The sixth edition was published in 1957 and the seventh in 1966.

The Library of Congress Subject Headings is kept current by monthly, bi-monthly, semi-annual and annual supplements. This study will introduce you to the meaning of 'library of congress subject headings', its use and the terms involved.

Learning Outcomes for Study Session 9
At the end of this study session, you should be able:
9.1 Explain the meaning of the term 'Library of Congress Subject Headings'.
9.2 Define References

9.3 Discuss References to Black Headings

9.1 Library of Congress Subject Headings

Library of Congress Subject Headings (LCSH), just as is the case with LCclassification, are developed for the actual holdings of the Library of Congress. LC Subject Headings appear on LC printed cards. LC subjectHeadings may be used with either LC classification system, especially Dewey Decimal Classification (DDC).

Large Public Libraries, College and University libraries and some special libraries use LC subject headings, especially the one on LC printedcards. Although LCSH and Sears List of Subject Heading are often used in the same catalogue, neither system is completely compatible with the other.

Many adjustments arerequired if both are to be used together. It is not recommended to use more than one subject headings list in any librarysituation

9.1.1 Basic Types of LC Subject Heading

One definition of subject heading is, "Subject Headings are terms denoting the subject under which material is entered in a catalogue". This concept may be amplified by a discussion of the structure of LC subject headings. The following types of the main subject headings are used by the Library of Congress:
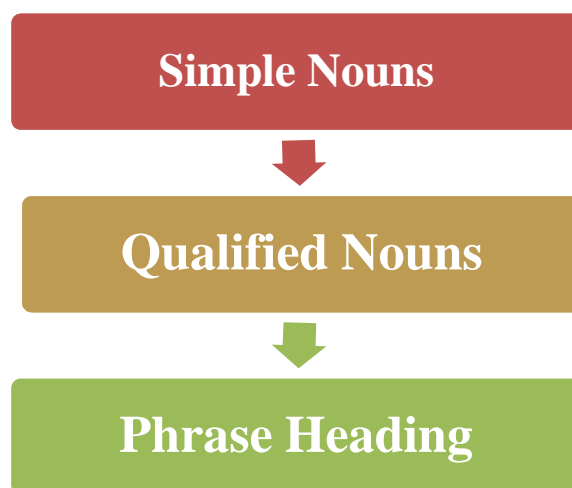
Figure 9.1: Basic Types of LC Subject Headings

In-Text Question

Which of the following is not part of basic types oflibrary of congress subject headings?

A. Simple nouns
B. Qualified nouns
C. Cataloguer
D. Phrase headings

In-Text Answer

Option C

1. Simple Nouns

This type of headingsconsists of a simple noun either in singular or plural form. Examples are "Botany" or "Airports".

2. Qualified Nouns: This type of heading consists of a noun and an adjective or adjectival noun. These headings may be called adjectival or modified headings. The very nature of the English Language allows many different possibilities for this type of heading. The modifier may be simply a common adjective, e.g. "Agricultural credit:" the modifier may be a proper adjective. e.g. "Brownian movements:" the modifier may be a common or proper noun in the possessive ease. e.g. "Nurses' aides", or, modifier may be an adjectival noun e.g. "play schools."

Further, this type of heading may take the form of an inverted adjectival 'heading if the noun is felt to be more important than the adjective, e.g. "Harmony, keyboard" or "propaganda, American". A third type of qualified noun heading is the use of parenthetical statement following the noun. e.g. "Programming (Mathematics)" or "Perfection (Ethics)".

In-Text Question

_____ is the type of subject heading that consists of a noun and an adjective or adjectival noun.

A. Simple nouns
B. Qualified nouns
C. Cataloguer
D. Phrase headings

In-Text Answer

Option B

3. Phrase Headings: Phrase headings consist of one or two nouns with or without modifiers connected by a preposition or conjunction. These include:

1. Simple phrase headings such as "Divine right of kings"
2. Inverted phrase headings (used when the second element is considered to be more important) such as "Groups, Theory of;
3. Compound phrases consisting of two or more coordinate elements joined by a conjunction, e.g. "Medicine and religion"; and
4. Phrase headings qualified by parenthetical elements, e.g."promoters   of justice (Canon Law)."

In-Text Question

Phrase headings consist of one or two nouns with or without modifiers connected by a preposition or conjunction. **True/False**

In-Text Answer

True

9.1.2 Types of Subheadings

There are four basic types of subheadings for LC subject heading. These subheadings are designed to subdivide individual subject headings. A subheading is separated from the subject heading it subdivides by a dash. E.g. France-History. "History" is the subheading. The four types of subheadings are:
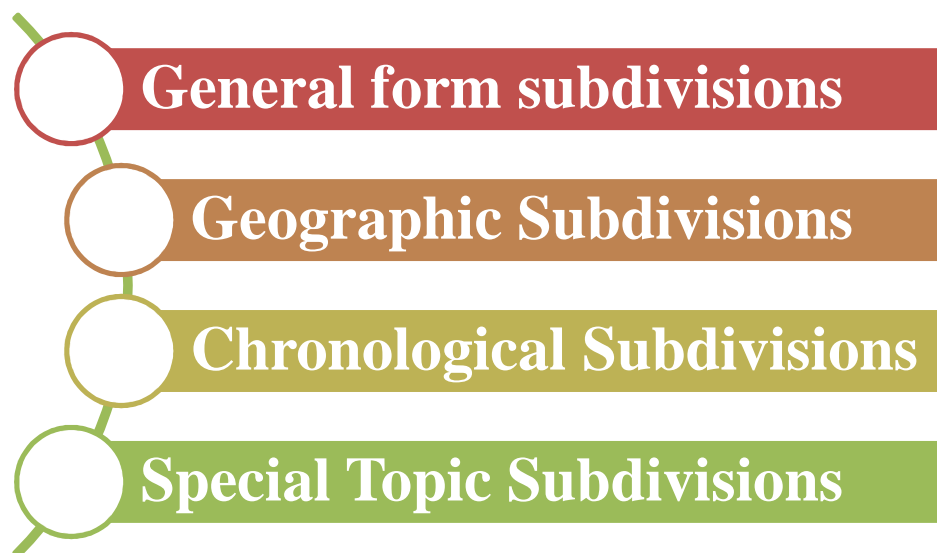
Figure 9.2 : Types subheadings

1. General form Subdivisions

This type of subheading may be used with any subject heading in the LC list. These subheadings are used to indicate the physical or philosophical form or arrangement of an   individual   book. The General Form subdivisions are listed at the beginning of the LC Subject Headings List.

2. Geographic Subdivisions

This type of subheading is used when a subject is Limited to a geographic or political area. The qualifiers "direct" or "indirect" must appear following the subject heading in the LC subject-heading list, if geographic subdivisions are to be used.E.g.Physical Geography (indirect) or Methane Industry (Direct).

A subject heading that may geographically subdivide "directly" may use any geographic subdivision interposes the names of the country or state between the heading and the place within that country or state to which the subject matter is limited e.g. Physicalgeography El fabo Colorado.

3. Chronological Subdivisions

Period of time subdivisions may be used either directly or indirectly. Some headings for a subject may be divided chronologically in a direct fashion.e.g. Arithmetic - Before 1846. Arithmetic- 1880.Geographic headings subdivide chronologically in an indirect fashion.

The following terms may be interposed between the geographic heading and the chronological subdivision. e.g Hungary - Economic conditions -1918 Holy Roman Empire - History - 1648-1804 Ireland-History-Civil War, 1922-1923 Italy-Church history- 18th century

1. Church history
2. Description and travel
3. Economic conditions
4. Economic policy
5. Foreigner relations
6. History
7. History, Military

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1. History, Naval
2. Politics and government
3. (Politic - if used under name of a continent)
4. Religion
5. Social life and customs.

4. Special Topic Subdivisions
Each heading may have special topic subdivisions particular heading or similar headings only.
E.g. Dressmaking - pattern design or Kimouos - Pattern design.

In-Text Question
All the following are types of subheadings except_____
    A. Special Topic Subdivisions
    B. Chronological Subdivisions
    C. General form Subdivisions
    D. Individuals Names

In-Text Answer
Option D

9.1.3 Proper Names as Subject Headings
Proper names, either individual or geographic, may be used as subject headings. Although most proper names are not included in the list of the list of the Subject Headings used in the Dictionary Catalogues of the Library of Congress and proper name may be used.

1.   Individual Names
An individual name may be used as a subject heading for a critical, historical or bibliographical works about the individual person. Individual names may be either real or imaginary persons, corporate bodies individual works of literature or art, sacred books and anonymous classics, animals which are identified by name, structures and any other individual entries bearing a proper name.

2. Personal names
The properly verified form of personal names is to be used for the subject heading. Ifthe literature about a person is voluminous, the heading form of the personal name may be subdivided by the form of material, Shakespeare, Lincoln, Napoleon, Washington, and Richard Wagner is all fully developed as examples in the LC list.
Also the cataloguer should be aware that the Library of Congress omits the dates of well-known authors when used as subject headings.

Further the cataloguer using LC printed cards should be aware that the Library of Congress will usually omit author subject headings for bibliographies. If a library has a divided catalogue, it is important that a personal name subject heading be made for the author of an autobiography.

3. Corporate Bodies

ALA Rules must be followed for subject headings of accounts of the origin and development, analyses and discussion of the organization and functions of corporate .However, the name of the corporate body should be used for works about that body specifically, not for works, which are limited to the physical plant.e.g. Colorado. Adams Slate College, Alamosa.

For works on the history, organization, and activities of the college as a state school. But Adams State College, Alamosa, Colorado. For works about the school itself.

In-Text Question

Proper names as subject headings include the following except_____
   A. Corporate Bodies
   B. Personal names
   C. Individual Names
   D. Directory catalogue

In-Text Answer

Option D

9.1.4 Biblical, Imaginary, Mythological and Legendary Names

Names of such beings may be used as subject headings in the same fashion as those of real persons. The form biblical names should follow the form of the name in the Authorized (King James) Version of the Bible. References from other forms, including the forms used in the BonyVersion should be made e.g. Elijah, the prophet. And refer from Elias, the prophet. For the form of imaginary, mythological and legendary names, the best known English form of the same should be given preferences with references from other forms.

1. Proper Names of other Kinds

Ships, famous horses, buildings, individual monuments, etc. may serve as the subject the subject of a book. The proper names of these other kinds may then serve as subject headings. Usually such names willbe qualified by a parenthetical expression describing their nature.

"References should be made from the next broader category of heading within which the subject matter covered bythe specific heading.e.g. Titanic (Steamship) Refer from shipwrecks.Manjo War (Race horse) Refer from Horse-racing.

2. Individual Works of Literature

An individual work of Literature may require a subject heading if the work is the subject of a criticism or commentary. This type of subject heading consists of the name of the author followed by the form of the title used as a filing title e.g. Shakespeare, William. Hamlet.

## 3. Sacred Books and Anonymous Classics

Anonymous Classics require subject headings if they are the subject of criticisms or commentaries. The form of this heading is to follow exactly the form used for anonymous classics according to the usage of the Library of Congress. The same usage is basically true of a subject heading for a Bible or a part of it.

However, in Bible subject headings, the elements of the main entry form beyond the name of the part are not used.e.g. Bible O.T. Isaiah. But not Bible O.T. Isaiah English. 1914. Authorized. Subheadings are often used with Bible subject headings e.g. Bible. O.T. Isaiah - commentaries, or Bible.

3.   Geographic Names

The Library of Congress uses the form of geographic names as established by the U.S. Geographic Names Board. Whenever possible, a purely geographic name is preferred to a political one i.e. the form of the name by which an area is continued to be known by even after a new political name is adopted.e.g. Russianot Union of Soviet Socialist Republicsor Russian Socialist Federal Soviet Republic. Great BritainNot United Kingdom.

United StatesNot United States of America. Geographic subject headings may be used whenever a geographic area is the subject of an account or other work. Geographic headings may be qualified in three different fashions which are:
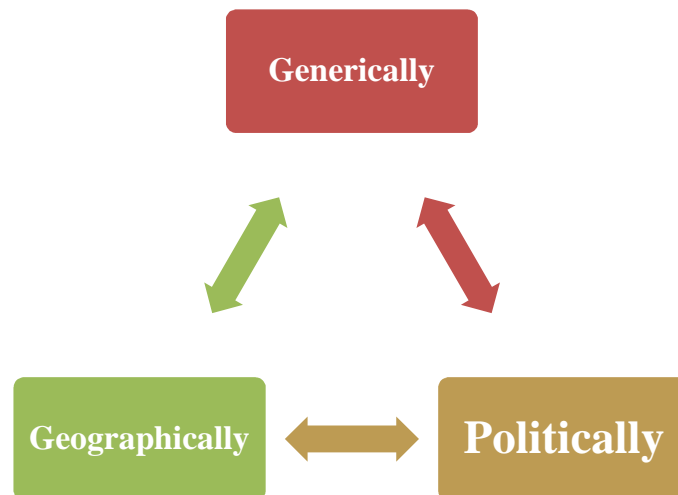
Figure 9.3: *Classes of Geographic Headings*

Generic Qualifiers: Proper names of natural geographic feature usually consist of a specialterm and a generic term.e.g. English Channel, Rocky Mountains. If the generic term proceeds the specific term, the inverted form is used.e.g.Mexico, Gulf of. Dover, Strait of.

Geographic Qualifiers: If the name of a place or locality is not readily identifiable, the name of a major larger geographic or political area is needed. Especially for the majority of cities in the United States the state is necessary.e.g.Boulder, Colorado. The Library of Congress omits the designation of state or province or country for well-known cities.

Political Qualifiers
If the same name is used for different political and/or ecclesiastical jurisdictions a qualification in parenthesis follows:
- New York (Archdiocese).
- New York (City).
- New York (Colony).
- New York (State).

This qualification may be extended to the names or abbreviations and dates of different political regimes, e.g. Russia.(No qualification refers to the ImperialGovernment prior to 1917.)
- Russia (1917 - Provisional Govt.)
- Russia (1917-R.S.P.S.R.)

- Russia (1923 - U.S.S.R.)

Geographic Names of the Ancient World
The geographic names of the ancient world are generally treated in fashion similar to the personal names of the ancient world. For Greek or Roman names, use the Latin form of the name as used in standard classical dictionaries. For the names of biblical places, use the form of the name as found in the Authorized Version of the Bible.

Changes in Geographic Names
Although one may often use a geographic name for a country in preferences to a political one, the cataloguer is forced to use the various changed names of cities and localities. As ageneral rule, prefer the latest form of the name; however, if the material deals with the city during the period of an earlier name, the earlier name is preferred. This means that there must be a complete network of references from one form of the name to the others.e.g.St. Petersburg. See also other forms of the name.

- Petrograd.
- Leningrad.
- Petrograd.

See also other forms of the name.

- Leningrad.
- St. Petersburg.
- Leningrad.

See also other forms of the name.

- Petrograd.
- St. Petersburg.

Duplicate Entry
Duplicate entry is the "entry of the same subject matter under two distinct aspects of it." Duplicate entry is used to express a mutual opposition of two interests or points of view. It is important for the cataloguer to include subject headings for both forms of the duplicate entry.

- U.S. - Foreign relations - France. France - Foreign relations - U.S.
- Literature, Comparative - French and German.
- Literature, Comparative - German and French.
- French drama – Translations from Greek
- Greek drama – Translation into French.

Syndetic Devices

A syndetic device is one that binds together or connects. The references in a card catalogue may be called syndetic devices. Entries are connected bycross references.

There are three basic types of syndetic devices used in a card catalogue. "See references", "See also" references and general individual names and scope notes are additional syndetic devices.

In-Text Question

_____is the "entry of the same subject matter under two distinct aspects of it."

    A. Duplicate entry
    B. Direct entry
    C. Syndetic devices
    D. Subject headings

In-Text Answer

Option A

9.2 "See" References

A "See" reference is a reference from a heading (term or name) not used as a subject heading to the corresponding subject heading that is used.From the Greeks to the French.e.g.Blackmail.

- "See" Extortion.
- "See" Language and Language- Religious questions.
- "See" Language question in the church.

9.2. 1 "See also" References

A "see also" reference is a reference from one subject heading to another subject heading. A "see also" refers from a more or general subject heading to a more specific subject heading or from one co-coordinating subject heading to another subject heading- but no form of a specific subject heading to a more general subject heading.e.g. Science.

See also.

- Astronomy.
- Physics.
- Astronomy.

See also.

- Physics.
- But not astronomy

See also
- Science.

In-Text Question

The type of reference that move from one subject headings to another subject headings is called _____
- A. "see also"
- B. "see what"
- C. "see how"
- D. "see thereafter"

In-Text Answer

Option A

9.2.2 General References

A "see also" reference is a reference from one subject heading to another subject heading. A "see also" refers from a more general subject heading to a more specific subject heading or from one coordinating subject heading to another subject heading - but not from a specific subject heading to a more general subject heading.e.g.Cats. See also names of different kinds of cats, e.g.
- Angora cat, Siamese cat, etc.
- Libraries, see also subdivision libraries, under
- Names of cities, e.g. Chicago - Libraries.

9.3 References to Black Headings

This phrase recalls the period in American cataloguing when all subject headings were typed in red ink and all main and secondary entries were typed in black ink. A reference to black headings is then a reference from a red heading, i.e. subject heading, to in individual name.e.g.Architects.

British.See also, Wren, Sir Christopher. 1632-1723.This form of syndetic device is not widely used today. There are obvious problems in keeping such a reference card current.

9.3.1 Scope Notes

Scope notes are statement indicating the subject matter covered by a given heading. Scope notes may state what is included and what is excluded. The scope notes in the LC subject heading list may be used quite advantageous in any card catalogue, using LC subject headings.e.g.Library statistics. Here are entered works on the compilation and study of statistics of libraries.

Collections of statistics are entered under Libraries- (Local sub-division), names of special types of libraries, and names of individual libraries with

subdivision statistics. E.g. libraries-Wisconsin - Statistics: Libraries University and College Statistics; New York. Public library- statistics.

In-Text Question
The statement that indicating the subject matter covered by a given heading is known as_____
   A. Library statistics
   B. Syndetic device
   C. Scope note
   D. Library catalogue

In-Text Answer
Option C

9.3.2 Physical Characteristics ofthe list
All main headings in the LC list of subject headings are printed in boldface type. All headings not used and all subdivisions are printed in lightface roman type. Immediately following the main heading is the provision for geographic subdivided geographically.

The next element in the LC is the suggested class number according to Library of Congress classification. The fourth element is occasional inclusion of a scope note for the subject heading. The references, sax, and xx, make up the next element.

The symbol sa, x, and xx, mean; sa-refer to; x; - refer from; and xx- refer from. Or ss read down in the normal order and x and xx both read up. The following example demonstrates this, e.g.the following is found in the subject heading listsBalloons:

- Sa Balloon ascension.
- X Military balloons.
- Xx Airships.
- Thismeans: Balloons see also Balloons ascensions
- Military balloons see also Balloons
- Airships see also Balloons.

The last element is normally the list of special subdivisions available to that particular subject heading. The following example demonstrates all of the elements in the format of an individual subject heading in the LC list.e.g.Libraries and schools. (Indirect) Z718.

Here are entered general works and workson libraries and schools in the United States. Works dealing with libraries and schools in other Countriesare entered under Libraries and schools (country), e. g., Libraries andschools - France.

1. Children's Literature.
2. Libraries, Children's
3. Library Day.
4. School Libraries.
5. Children's Literature.
6. Libraries, Children's
7. School libraries
8. School libraries
9. Schools.
10. France.
11. Note under libraries and schools.

In-Text Question
All main headings in the LC list of subject headings are printed in boldface type. **True/False**

In-Text Answer
True

9.3.3 Auxiliary Lists
There have been five different auxiliary or special lists of subject headings and subdivision: The special lists of subject headings are:
- Music-subject Headings (1952)
- Literature Subject Headings
- Language Subject Headings (5 ed., 1926):
- The auxiliary lists of subdivision are: (1) Period subdivisions (6th ed. 1924)
- Subject Headings with Local Subdivisions (5th ed., 1935).

All of these lists may prove helpful to the cataloguer interpreting LC printed cards. However,only period subdivision under names of place is truly necessary as a supplement to the LC list.

In-Text Question
Which of this is not part of auxiliary lists of subject headings and subdivision?
A. Music-subject Headings (1952)
B. Literature Subject Headings
C. Language Subject Headings (5 ed., 1926)

D. Cultural-social subject Headings

In-Text Answer
Option D

Summary for Study Session 9
In this study session, you have learnt the following:
1. The meaning of Library of Congress
2. The List of Subject Headings popularly called LCSH.
3. How LCSH was divided and the various terms and numerous examples were given.
4. The LCSH was developed to give subject access to the vast collections of one particular library of all sizes especially in Nigeria by University libraries.

Self-Assessment Questions (SAQs) for study session 9
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Testing Learning Outcomes 9.1)
What is LCSH?
What are the examples of subheadings?

SAQ 9.2 (Testing Learning Outcomes 9.2)
What do you understand by "See" reference?
Define qualified nouns

SAQ 9.3 (Testing Learning Outcomes 9.3)
Describe the four basic types of headings for LC subject headings.
With examples, explain the term "Chronological subdivisions"

Notes on Self-Assessment Questions (SAQs) for study session 9
SAQ 9.1
Library of Congress Subject Headings, just as is the case with LCclassification, are developed for the actual holdings of the Library ofCongress. LC Subject Headings appear on LC printed cards. LC subjectHeadings

may be used with either LC classification system, especially Dewey Decimal Classification (DDC).

Examples of subheadings are:
- ✓ General form Subdivisions
- ✓ Chronological Subdivisions
- ✓ Special Topic Subdivisions

SAQ 9.2

A "See" reference is a reference from a heading (term or name) not used as a subject heading to the corresponding subject heading that is used. From Greek. !s into French.e.g. Black mail.

- • "See" Extortion.
- • "See" Language and Language- Religious questions.
- • "See" Language question in the church.

References

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Study Session 10: Sears List of Subject Headings

Expected duration: 1 week or 2 contact hours
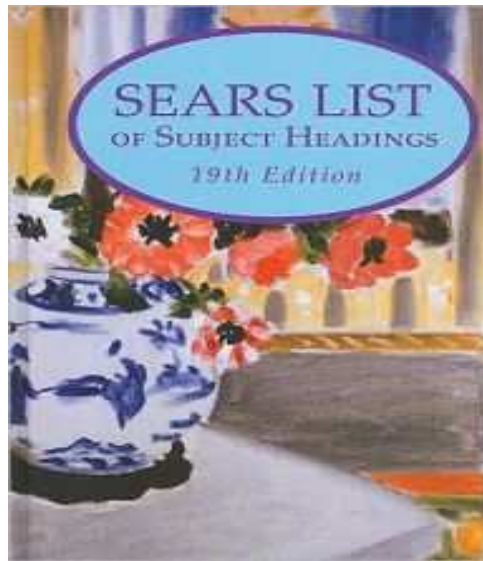
Introduction
The last study session introduced you to the Library of Congress Subject Heading. This session will focus on another subject heading list called the Sears List of Subject Headings (SLSH). The Sears list of subject headings is widely used by small public libraries and by school libraries. It is very much smaller in scope and more general in treatment than Library of Congress Subject Headings (LCSH), which is commonly used in academic and research libraries. The list came after much work to formulate a list of headings for a small library.

This study session will introduce you to Sears's list of subject heading and try as much as possible to provide the differences between LCSH and Sears's list of subject headings.

Learning Outcome for Study Session 10
At the end of this study session, should be able to:
10.1 Explain Sears's list of subject headings.

10.1 Sears's list of subject headings

Sears list of subject headings was designed on the same principles and follows in general the practices of the LC list. The two can be used to supplement each other with some alterations. Sears is revised every five or six years with emphasis on updating terminology; it contains terms simple enough for children's cataloguing and subject adequate for most adult materials. In addition, it indicates the Dewey decimal classification number for the term used.

Minnie Earl Sears guided three editions through the publishers in 1923, 1926 and 1933. Isabel Stevenson Monro and Berth Frick edited the next five editions. Under Barbara M. Westby, the most significant change of method and structure was made when the suggested Dewey Decimal Classification (DDC), common to all the previous editions was dropped. Some librarians were assigning class numbers on the basis of the subject headings and Miss Westby along with others thought this was a misuse of the system.

Figure 10.1:*Minnie Earl Sears*
Source:*http://yuantzecentre.com/teachers/new-zealand/page/7/*

The Sears list of subject headings contains mostly simple broad terms, using single nouns with qualifiers and a few phrases. The principles of sub-division by form chronology and geography have been followed along special topic subdivisions as needed. Other subdivided headings are shown in bold face type as main headings. The large number of omitted headings, with reliance on U.S., Ohio, and

Chicago as key headings, indicates that the careful cataloguer will be required to make many more headings in the Sears system than in the library of congress system. Aside from its comparative brevity and simplicity, the following Sears differences from LCSH are mostly of note:

- Simple phrasing - Sears uses city planning: LCSH uses cities and towns - Planning".
- More current terminology and spelling - Sears uses "air planes", "crisis centres" and "motion pictures"; LCSH until quite recently used "aero planes" and continues to use "crisis intervention (psychiatry)" and "moving-pictures" as primary headings.
- Less emphasis on specificity - Sears uses "silk screen painting"; LCSH uses only two narrower terms "screen process printing" and "serigraphy".

In-Text Question
Sears list of subject headings was designed on the same principles and follows in general the practices of the LC list. **True/False**

In-Text Answer
True
The Sears list contains detailed instructions and examples of how the subject heading system is meant to work. These instructions are valid for any system using the same kind of subdivisions and syndetic devices.
Half of each page is blank so that the cataloguer has adequate space to write in headings which are not included in the book. The only full elaborate syndetic structure is the familiar see also method found in the Library of Congress list of subject headings.
However, through the eight editions, a classified list was at least theoretically possible, and an example of the grouping of headings using the suggested Dewey decimal classification numbers for the headings in the eight edition of Sears is enclosed. The fully classified list can be found in the Encyclopedia of Library and Information Science under the heading "Classification".

In-Text Question
The fully classified list can be found in the _____and Information Science under the heading.
    A. Encyclopedia of Library
    B. Library of Catalogue
    C. See Also Reference
    D. Sear's list

In-Text Answer
Option A
The general philosophy of sears list of subject headings is contained in two phrases.

- "The theory of specific entry" which means that a specific heading is preferred to a general one: "CATS" is preferred to "DomesticAnimals". The cataloguer heeds to the collection, its emphases and the users before assigning subject heading.

- "The theory of Unique Headings". This means that one subject heading, and one alone, is chosen for all books on that subject. The choice of subject headings must be logical and consistent. Cross-references should be inserted in the catalogue wherever it is anticipated that patrons are likely to approach the topic through different terminology. A few general principles on guidelines are useful for constructing subject headings.

Compared with the LC list, the sears list is much shorter and simpler in the kind and number of scope notes, the clarity of explanation, and in the clear instructions for the use of the key headings. However, this very simplicity argues against the use of sears for anything but a small library, because a great many of the terms included will be found too broad and general in their coverage to serve a special library or even a medium-sized general library.

If the list were recognized to include both alphabetic and classified arrangement, then the problems with the see also structure would largely be eliminated. Just how this is so can be seen form a portion of the classified list included below though the kind permission of the editors of the Encyclopedia of Library and Information Science.

Implicitly in the method is the listing of more than one classification number, which has the effect of providing several different lists of related terms. Such a procedure, even on an uncontrolled basis, results in better organization of the list and make it more useful both to the cataloguer and to the instructed user of the library.

1. Intellectual Cooperation
2. Learning and Scholarship
3. Books
4. Cybernetics
5. Research
6. Bibliography

7. Book-Collection
8. Information storage and retrieval systems
9. Pseudonym
10. Bibliography- Editions
11. Catalogues Publisher's
12. Government Publications
13. Paper Books
14. U.S.- Government Publications
15. Ohio- Government Publications
16. Chicago- Government Publications
17. Bestsellers
18. Books and Reading- Best Book as
19. Catalogue Subject
20. Agriculture- Bibliography
21. Literature- Bibliography
22. American Literature- Bio-bibliography
23. English Literature- Bio-bibliography
24. Shakespeare, William- Bibliography
25. Directories
26. Chicago- Bio-bibliography
27. Ohio- Bio-bibliography
28. U.S. - Bio- bibliography
29. U.S. - Bibliography
30. Ohio-Bibliography
31. Chicago- Bibliography
32. Catalogues, Classified
33. Library Catalogues
34. Catalogues, Booksellers'
35. Library Catalogues
36. Catalogues, Booksellers'
37. Libraries
38. Library Schools and Training
39. Library Science
40. Library Service'
41. Libraries and Readers
42. Libraries and Schools
43. Subject Headings
44. Files and Filing
45. Classification, Books
46. Classification, Decimal

47. Reference Books
48. Libraries- Circulation, Loans
49. Bookplates

Instead of issuing quarterly supplements, as does LCSH, Sears updates its usage by successive editions at intervals of five to seven years. A parallel contrast holds between the sporadic revisions of the Dewey decimal classification and the quarterly additions and changes of the LC Classification.

The relatively limited scope of Sears and DDC, for use in small- and medium-sized libraries, makes comprehensive revision more manageable for both editors and users. The results are possibly more coherently integrated. However, nine, seven or even five years is a long time to wait for the updated version of a subject access tool in today's rapidly developing bibliographic environment.

The Library of Congress is quarterly supplements to both its classification scheme and its subject heading list permit (if they do not always ensure) early professional response on the part of one enormous library to inevitable, but generally unpredictable, shifts in publishing interests and emphasis.

While they may absorb and distribute better the shocks of linguistic and epistemological change, they quickly clutter one's workspace with their numerous partial revisions, at least in their paper formals. Actually neither approach monopolizes all the advantages.

What matters is that every viable subject access mode remains under constant surveillance and revision, offering a dynamic compromise between rigid custom and assimilative change.

In-Text Question
The Library of Congress is quarterly supplements to both its classification scheme and its subject heading list permit which involve the following except-
_____
    A. Generally unpredictable,
    B. Shifts in publishing interests
    C. Emphasis
    D. Analytical process

In-Text Answer
Option D

Summary for Study Session 10
This looks at the Sears list of subject headings. Its differences with Library of Congress Subject Heading (LCSH) were discussed and the procedure for

making use of the list was given based on the examples culled from Encyclopedia of Library and Information Science.

Self-Assessment Questions (SAQs) for study session 10
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Testing Learning Outcomes 10.1)
- Define Sears's list of subject headings.
- What is specific entry as described by sears list of subject headings?
- Describe the theory of unique heading.

Notes on Self-Assessment Questions (SAQs) for study session 9
SAQ 10.1
Sears list of subject headings was designed on the same principles and follows in general the practices of the LC list. The two can be used to supplement each other with some alteration. Sears is revised every five or six years with emphasis on updating terminology; it contains terms simple enough for children's cataloguing and subject adequate for most adult materials. In addition, it indicates the Dewey decimal classification number for the term used.

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Study Session 11: Classification

Expected duration: 1 week or 2 contact hours

Source:https://libraryarchitecture.wikispaces.com/file/view/3505080634_26226bf049.jpg/137247627/250x 185/3505080634_26226bf049.jpg

Introduction

It will interest you to note that from the day when a man first assembled books of any kind or form, men have been interested in the ways of arranging them. It is merely a part of the divine instinct at order is Heaven's first law: for arrangement, or classification as we call it, lies at the base of every well-managed life and occupation.

As it has shown, the clay tablets which formed the books of the library of the Assyrian or the Papyrus of the Egyptians were placed on their shelves in considered order; and in the record of libraries throughout the ages, wherever we have any details of them. In this study, you will learn about the term 'classification' and the basic techniques of classifying library materials.

Learning Outcomes for Study Session 11
At the end of this study session, you should be able to:
11.1 Define the term "classification".
11.2 Explain the basic technique of classifying library materials.

11.1 Understanding Classification

We have also evidences of the pre-occupation of their librarians with this question. It is one of much interest and in simple list basic essentials, but in the courses of years has assumed a complexity which is perhaps in part the outcome of the general tendency of men to seek scientific or philosophical reasons for the processes they employ, but this also lead to the rapid increase annually in the number of newly published documents.

The activity, which is called classification in the library, is to ensure collection accessibility. In Librarianship, subject classification has been the most satisfactory basis for organizing materials for quick and easy accessibility.

Apart from this service, which enables a library user to find quickly and easy any material that he is looking for on the library shelves, classification gathers similar things together and separate unlike things. This is an additional aid to ease of use. The following are the definition of classification.

- Classification can be regarded as the process of grouping things or abstracts concepts or ideas based on common characteristics. In other words, classification tends to bring together items that are related by virtue of certain common characteristics which they possess.
- The arrangement of books on the shelves or the systematic arrangement of booksin the manner which is most useful to those who need them.
- It that exercise of the powers of perception and reason which enables us to assemble things in an order of likeness and to separate them according to an order of unlikeness.
- Classification means division of document into groups and the arrangement of such groups into preferred sequence. Tiling to an order of unlikeness.
- It is a technique involving the systematic grouping of books by subject and is designed to expedite the full use of the knowledge stored in the books and other material housed in the library.

In-Text Question
_____can be regarded as the process of grouping things or abstracts concepts or ideas based on common characteristics.
   A. Identification
   B. Accommodation
   C. Classification
   D. Advancement

In-Text Answer
Option C

Classification, then, is a tool for a very simple but infinitely important purpose. The   whole object of library classification is to secure an arrangement which will be   useful to   our readers with smallest complication of search or other effort for them or for ourselves.

In Librarianship, we can classify not only tangible objective things; we can also arrange impressions, ideas, motions etc. We can arrange things, which exist, have existed, or may exist. Thus classification clarifies thought, advances investigations, shows gaps in the sequence of and promotes discovery; revealing, as it should the relationships or things. It enables a more or less complete survey of knowledge to me made.

11.2 Technique of organize library materials
Classification of books and other library materials using a classification scheme is one of the most sophisticated operations carried out by the Librarian. It requires independent judgment of the librarian on the best class number to assign a specific publication within an array of closely related subjects.

Proficiency in classification can only be attained through constant practice. The librarian or library officer must have a good grasp of the particular classification scheme used in his library and at the same time master the basic classification principles.

The library personnel must study and abide by all the instructions in the scheme being used while the material being classified should be thoroughly checked for accurate identification of the subject; its scope and other special features that could influence its being placed within a specific class number.

In-Text Question

Proficiency in classification can only be attained through_____

    A. Constant practice

    B. Delay in services

    C. Practical oriented

    D. Carelessness

In-Text Answer

Option A

Due to the fact that cataloguing and classification are central to the practice of librarianship and also practical oriented, they easily became subjects of tests for prospective employees of libraries.

- A mastery of cataloguing and classification almost guarantees a new job for the applicant. Even among existing employees of libraries finds that job mobility is higher with the staff involved in cataloguing and classification than with the staff undertaking other routine operations.

- Classification can only be difficult for those who are disposed to carelessness and so are not given to paying attention to details. Once one can follow a set of instructions meticulously, then the classification of materials, by whatever scheme can be a great delight. In his famous book, "The Five Laws of Library Science", Ranganathan stated that:

  - Books are for use: This makes it imperative for libraries to expose users to books for long periods. The practice of keeping mainly closed stocks, limiting the hours of library use and restricting book loans to bonafide users tend to negate this first principle. Another major significance of this principle is that newly acquired library materials should be processed and classified as quickly as possible in order to put them in circulation. Every user his book.
  - Every book its user.

- These two principles necessitate the consideration of the user characteristics in library classification. For example, while a book on public relations may be classified under business in one library, thesame material may be classified under journalism in another library. Incidentally, classification schemes have, for the same reason been made flexible to permit such alternative placements to be made whenever the need arises.

- Do not waste the of library user: This again has serious implications for classification practice. One a material has been wrongly classified; it is separated on the library shelves from other related materials. In that case, it will take a much longer time to locate such a material than when the users prefer to retrieve information materials by browsing rather than going through the library public catalogue.

- The library is a growing organization: This principle has implication for acquisitions and preservation of materials in libraries. However, it is pertinent to note that as materials are acquired so will they be classified.

  Classification and re-classification (whenever the need arises) are continuous library routines. In a functional library, staff responsible for classification of materials will be buried all through the lifespan of that library.

- In another sense, the principle makes it necessary for the personnel responsible for the classification of library materials to consider not only the present users of the library but also the potential users in deciding where to place a book.

In-Text Question
The practice of keeping mainly closed stocks, limiting the hours of library use and restricting book loans to bonafide users tend to negate this first principle is refer to as_____
   A. A mastery of cataloguing
   B. Books are for use
   C. Every book its user
   D. Classification

In-Text Answer
Option B
This is very much so in rapidly expanding institutions like the Universities and Colleges with expanding academic programmes. It is for this reason that a book on statistics if there is the likelihood of allied, academic disciplines like Building, Surveying and Architecture, being introduced in the parent institution.

11.2.1 Values of Classification

Classification is a key to knowledge, because it is clear that if we arrange things in a definite order, and we know what that order is, we have a very good nap of, or key to, these things. What is the purpose of this and what does this mean in relation to librarianship? Merely that classification is the basis of all order in handling literature and its record. Some of the advantages of classification in libraries are:

1. To bring together books within the same subject field (Discipline).
2. To simplify the location of materials on the shelves.
3. To identify the subject of a book.
4. To guarantee shelf arrangement of books in a helpful sequence.
5. To ensure optimum utilization of library books and to eradicate loss of time often resulting from the clientele.
6. It is a great time saver as immediate location and retrieval of books is made possible.
7. Bringing a user in contact with specific books or information as requested.
8. It helps in subject analysis of books.
9. It arranges books in helpful order on the shelves and assists in re-shelving books more easily.
10. It refers readers quickly from the catalogue to the shelves.
11. It offers a method of clear and effective shelf-guiding.
12. It helps in collecting library statistics - library statistics are often taken on basis of the subject grouping system, which is adapted, by the library. Stock-taking and other special tasks are often helped by the classification system.

In-Text Question

The following are values of classification except_____
 A. To simplify the location of materials on the shelves.
 B. To identify the subject of a book.
 C. To guarantee shelf arrangement of books in a helpful sequence.
 D. To subject the frame of work

In-Text Answer

Option D

11.2.2 Disadvantages of Classification

The following are the disadvantages of classification:
1. It is impossible to arrange books so that every relationship can be shown.
2. Detailed sub-division often separates books, which might be more usefully shelved together.

3. The changing order of knowledge has been a problem as libraries struggle to keep pace with new knowledge.

4. Content and make up of book also affect the usefulness of classification as not all topics treated are highlighted.

5. Unavoidable disorder of book shelves.

6. Impracticability of re-classifying large sections of the library dueto modification in the scheme.

In-Text Question
Which of this is not part of the disadvantages of classification?
    A. It is impossible to arrange books
    B. Detailed sub-division often separates books
    C. Unavoidable disorder of book shelves
    D. Avoidable book shelves

In-Text Answer
Option D

Summary for Study Session 11
In this study session, you have learnt the following:
    1. For effective classification of library materials there is need to know the system
    2. The practice of classifying the materials in the library
    3. The values of classification
    4. The limitation of classification.
    5. The value, advantages and disadvantages of classification.

Self-Assessment Questions (SAQs) for study session 11
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Testing Learning Outcomes 11.1)
    Define classification.
    Why do we need to classify library materials?

SAQ 11.2 (Testing Learning Outcomes 11.2)
    Describe the disadvantages of classification.

- Mention five values of classification.
- What is the relationship between cataloging and classification?

Notes on Self-Assessment Questions (SAQs) for study session 11
SAQ 11.1
- Classification can be regarded as the process of grouping things or abstracts concepts or ideas based on common characteristics. In other words, classification tends to bring together items that are related by virtue of certain common characteristics which they possess.
- Reason for classify library materials:The activity, which is called classification in the library, is to ensure collection accessibility. In Librarianship, subject classification has been the most satisfactory basis for organizing materials for quick and easy accessibility. Apart from this service, which enables a library user to find quickly and easy any material that he is looking for on the library shelves, classification gathers similar things together and separate unlike things.

SAQ 11.2
The following are the disadvantages of classification:
- It is impossible to arrange books so that every relationship can be shown.
- Detailed sub-division often separates books, which might be more usefully shelved together.
- The changing order of knowledge has been a problem as libraries struggle to keep pace with new knowledge.
- Content and make up of book also affect the usefulness of classification as not all topics treated are highlighted.

Values of classification
- To bring together books within the same subject field (Discipline).
- To simplify the location of materials on the shelves.
- To identify the subject of a book.
- To guarantee shelf arrangement of books in a helpful sequence.
- To ensure optimum utilization of library books and to eradicate loss of time often resulting from the clientele.

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Study Session 12: PrinciplesandProcedure of Classifying a Book

Expected duration: 1 week or 2 contact hours

Source: *http://www.langumtrust.org/images/law%20books.jpg*
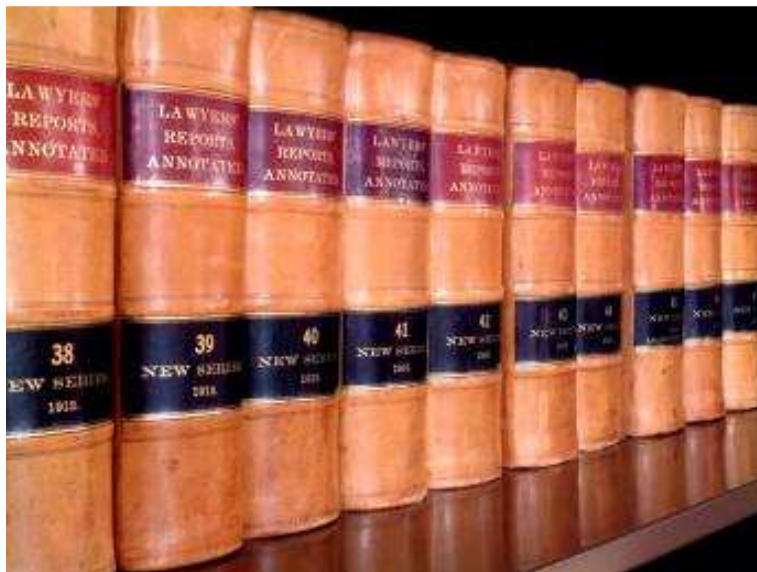
Introduction

Most activities in our daily lives deal with decision-making processes concerned with orderly (or disorderly) systems. Some of these systematic arrangements are made by others and we must conform to them, some we make ourselves. For instance, in a grocery store or a departmental store we must discern what sort of systematic arrangement or classification has been used to display the merchandise.

In these instances, materials are often classified by type and then by size. We too, develop our own classification system in our homes. We are involved in a systematic distribution or arrangement of the groceries in the cupboard or pantry and in the refrigerator. We live with and by hundreds of different classification systems, which affect us every day.

In the library system, materials acquired to the library are arranged or grouped according to the classification system. Classification in librarianship is the process of grouping the contents of books and non-book media in the library collection in a systematic order according to subjects. It is the intention of this session to look at the principles behind how library materials are classified or arranged.

Learning Outcome for Study Session 12
At the end of this study session, you should be able to:
    1.1 Discuss the principles of classifying library materials.

12.1 Principles of Classifying Library Materials
All books acquired by a library are required to be classified according to the classification scheme chosen by the library. Each book is assigned to the class division, section or subsection to which its subject belongs and marked with the corresponding number or notation. The notation, when used to arrange the books on the shelves, brings together all the books fiat the library possesses on a given subject placing them next to books on related subjects.

When classifying an item with respect to the particular library's holdings, the classifier should as well as the system allows, observe and translate that item's characteristics of discipline, topic, and form etc. into the conceptual frame of the system.

To do so, it may be necessary to by-pass existing minute or narrow concepts and class numbers, or to insert new ones into the existing schedules. Modifications are usually possible to some degree by classification. Schemes vary in their hospitality to local manipulation.

In-Text Question
All books acquired by a library are required to be classified according to the classification scheme chosen by the library. **True/False**

In-Text Answer
True
The following principles apply primarily to popular classification schemes like the Dewey Decimal Classification (DDC) and the Library of Congress Classification Schemes (LCCS):

1. Class the item first according to subject, then by the form in which thesubject is represented, except in the general class and in the literature where form might be paramount. For example, a book with the title"Introduction to Economics" has form presentation.

This is classified first into the subject class. Economics before the Dictionary is considered. In most cases, the classifier has to determine the subject matter of the item using the classification schedules .

This is no easy task, especially when the item does not cover a specific topic, but features like the preface, introduction, table of contents or even the index may help the classifier to recognize the subject matter.

2. Class an item where it will be most useful. The classifier considers the nature of the collection and the needs of user. Generally speaking, this second principle is a part of the fundamental rule. Those characteristics chosen for classification are essential to the purpose for which the scheme was developed. At least two questions can be raised in this context:

   ✓ What is the subject matter of the item and how does it relate to the nature of the collection? The procedure in a highly specialized library with a professional clientele will be different from those used in a public library.
   ✓ What is the form in which the subject is presented, or its method of treatment? For example, subject bibliographies can be classed in one or two ways. If they are put with related subject materials they will be more useful to a patron who wants titles on a given subject already represented in the library holdings.

   If, as in both DDC and LC classifications the preferred location is in a separate bibliography section which is further subdivided into author bibliographies, national bibliographies, subject bibliographies etc. then the 'user' who benefits most is the librarian doing bibliographic verification, book order preparation, and the like.

   So, to consider and class a book where it will be most useful, we should look at these two titles. An outline of world history" would be more useful in the class world history but would a book on "Honey bee" be more useful with other books on insect or with books on "Bee keeping"? The decision must be based upon an accurate knowledge of the aims of the individual library; and that can only be gained by the classifier's own experience not by any rule set down here.

3. Place a book in the most specific subject division that will contain it, rather than with the general topic. For example, a book on football should be placed in the specific class rather than neither in the more generalclass for outdoor games nor in the still more general class for athletics, sports, and outdoor ball games.

In placing a book in the most specific class that will contain it, it is helpful for the classifier to study the morphology of the entire scheme, in order to answer such questions as:

- ✓ What is the specific heading embracing the subject?
- ✓ How is this subject subdivided in the classification schedule?

Obviously if most libraries of any size would assign a single number to all books dealing with the history of Nigeria failing to subdivide .them by time period and places, the result would be a discouraging large assortment of volumes under one number. On the other hand, the uses of broad classification for definite, clearly recognized objectives should not be overlooked.

1. When a book deals with two or three subjects, place it with the predominant subject or with the one treated first. For a book like "An Introduction of History and Geography." Assign it to the subject class in which it will be most useful or to HISTORY that is treated first.

There are some refinements to this general principle. For example, if the work covers two subjects, one of which is represented as acting upon or influencing the other, such a work should be classed under the subject influenced or acted upon.

Thus a work discussing French influence on English Literature should be classed with English Literature. On similar grounds a work such as Religious aspects of Philosophy should be classed under Philosophy not Religion, since a treatment of some particular aspect of a subject should be classed with the subject, not with the aspect.

2. When a book treats more than three subjects, place it in the general class that combines all of them. For example, a book that treats heft, light, sound and mechanics should be placed in the general class physics.

In-Text Question
In placing a book in the most specific class that will contain it, it is not helpful for the classifier to study the morphology of the entire scheme. **True/False**

In-Text Answer
False

12.1.1 Procedures of Classifying a Book
To classify a book is to choose optimum (most useful) location for such book in the library. The basic principle in classifying a book is that of usefulness for the

library concerned. A classifier needs to determine exactly what a book is about before placing it in the specific subject class or division where it will be most useful in the library. There are several methods of determining the subject of book including:

1. **Title:** The title usually indicates what a book is about. It is sometimes vague and misleading and so further check for the subject matter becomes necessary.
2. In view of this, the examination of the following sources will be necessary in other to provide useful information that will enable us to get to the real subject matter of the books.
3. **Table of Contents:** The table of content lists the topics and subjects to be covered by the book. It is usually an excellent guide to the subjects covered by a book and must be consulted first.
4. **Preface:** It is always wise to read the preface for the author's point of view, why he decided to write the book and for who the book is meant for. We can develop an idea of what the subject matter of the book is.
5. **Introduction:** This is to introduce us to the book and what the book is about. It will briefly tell us the subject covered by the book and to some extent the scope and the areas covered by the work. The introduction therefore could be very useful in determining the subject treated by a book.
6. **Text:** This is the real work and it is arranged in topics and the subject covered will be shown. It is divided into chapters or headings. A careful examination of the text will occasionally be necessary to determine the subject.
7. **Publisher Blurb:** This is usually concise but easily highlights the subject matter. This is brief description of the contents and statements about the author on the back cover.
8. **Index:** This is alphabetically arranged list of terms used in the text. It could give us clue to the subject of the book.
9. **Bibliography:** This is the list of other books or publications that are related to the book.
10. **Brochure/Flyer:** Cover or jacket - brief description of the book. It contains more information than blurb. It is found on the cover jacket.

In-Text Question
There are several methods of determining the subject of book including the following except_____
    A. Publisher Blurb

B. Index
C. Bibliography
D. Paraphrase

In-Text Answer
Option D

12.1.2 Step-by-Step Procedure for Classifying a Book
The following states the step-by-step procedure for classifying a book
- Determine exactly the subject of the book by going through the above named parts of the books.
- Take classification scheme that the library is using (DDC, LC, BLISS) and use the index of the scheme to select the appropriate main class.
- From the index, go to consult the schedules to find the exact divisionof the subject.
- If it is necessary for the subject to be given a more specific place,consult the tables.
- Write the subject number on the book.

In-Text Question
The step-by-step procedure for classifying a book involve the following except_____
A. Determine exactly the subject of the book
B. Take classification scheme that the library is using
C. Identification of library catalogue
D. Write the subject number on the book

In-Text Answer
Option C

Summary for the study session 12
In this study session, you have learnt the following:
1. It is necessary to arrange library materials in orderly manner which we tend to regard as classification system. In the process of engaging in classifying library materials certain principles are important to be followed.
2. The session looks at these principles and it is of die greatest importance that books on the same subject are kept together and given the same classification number. The principles will create standard and it will equally be useful for consistency in library operations and the procedure for classifying library materials was also explained. The basic aim of the procedure is to assist a classifier in placing classified books in the best class.

Self-Assessment Questions (SAQs) for study session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Testing Learning Outcomes 12.1)

Describe the principles of classifying library materials.

Why do we need to classify an item first according to subject then by form?

Explain the procedure for determining the subject of a book.

Notes on Self-Assessment Questions (SAQs) for study session 12
SAQ 12.1

- All books acquired by a library are required to be classified according to the classification scheme chosen by the library. Each book is assigned to the class division, section or subsection to which its subject belongs and marked with the corresponding number or notation. The notation, when used to arrange the books on the shelves, brings together all the books fiat the library possesses on a given subject placing them next to books on related subjects.
- Class the item first according to subject, then by the form in which thesubject is represented, except in the general class and in the literature where form might be paramount.
- Class an item where it will be most useful. The classconsiders the nature of the collection and the needs of user. Generally speaking, this second principle is a part of the fundamental rule.

The following states the step-by-step procedure for classifying a book

- Determine exactly the subject of the book by going through the abovenamed parts of the books.
- Take classification scheme that the library is using (DDC, LC, BLISS) and use the index of the scheme to select the appropriate main class.
- From the index, go to consult the schedules to find the exact divisionof the subject.
- If it is necessary for the subject to be given a more specific place,consult the tables.
- Write the subject number on the book.

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Study Session 13: Properties of Traditional Classification Schemes

Expected duration: 1 week or 2 contact hours

Introduction

A classification scheme is simply defined as an orderly arrangement of terms or classes with assigned notation. Given notation, a classification scheme can be used to arrange documents on the shelves or entries in the catalogue and it is the only way of achieving preferred order of subjects.

In this session, you will be introduced to classification of schemes, identify various part of identification schemes and explain the importance of classification schemes.

Learning Outcomes for Study Session 13

At the end of this study session, you should be able to:

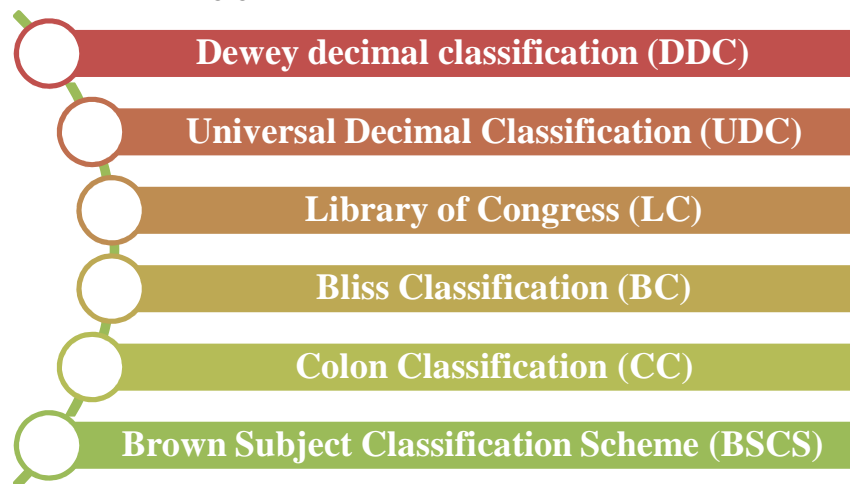13.1 Define impart as "Classification Schemes".

13.2 Discuss the notation

13.1 Classification Schemes

A library should adopt one classification scheme at a time and adopting a general classification scheme to:

- Easy exchange of materials among libraries using the samescheme.
- Purchase of publications with their catalogue cards.
- Copying CIP (Cataloguing inPublication) data instead ofundertaking original cataloguing. This is not only time saving butalso economical.

A classification scheme is simply defined as an orderly arrangement of terms or classes with assigned notation. Given notation, a classification scheme can be used to arrange documents on the shelves or entries in the catalogue and it is the only way of achieving preferred order of subjects.

There are general classification schemes which are comprehensive in scope embracing all know subjects, disciplines and the relationships that exist between the disciplines.Notable among general classification schemes are:

Dewey decimal classification (DDC)

Universal Decimal Classification (UDC)

Library of Congress (LC)

Bliss Classification (BC)

Colon Classification (CC)

Brown Subject Classification Scheme (BSCS)

Figure 13.1 :*Classification Schemes*

These schemes are known as the Traditional Classification Schemes. They are universal in application and are easily adopted as they suit most libraries and information centres.Special classification schemes are narrow in scope and are designed to organise materials in special libraries or special collections that are highly subject based.

The use of special classification schemes is usually limited to the library or information centre for which it is designed. Examples of special classification schemes include:

- Oxford Decimal Classification Scheme (ODC) suitable for publications on FORESTRY.
- National Library of Medicine Classification used by Medical Libraries.
- Monica Greaves Classification Scheme (formerly used in-house for the classification of materials in the library Department of LARIS, U.I. Ibadan).

A special classification scheme is detailed in the treatment of topics and provides variety, flexibility and simplicity which modern information indexing requires.

In-Text Question

_____is simply defined as an orderly arrangement of terms or classes with assigned notation.

A. Classification Schemes
B. Subject Headings
C. Library of Congress (LC)
D. Career Cluster

In-Text Answer

Option A

In-Text Question

Which of this is not among general classification schemes?

A. Dewey decimal classification (DDC).
B. Universal Decimal Classification (UDC).
C. Library of Congress (LC).
D. Bliss Demonstration

In-Text Answer

Option D

13.1.1 Enumerative and Facetted Systems

Classification systems may be categorized as enumerative or facetted. Enumerative system set forth-major subjects and various levels of sub-division in a bicar fashion.

Facetted systems attempt to represent more than one logical relationship through the representation of a number of facets of a subject by combining segments of

the system. Facets are usually listed in the schedules in the order, which terms are to be combined to form compound subjects.

In-Text Question
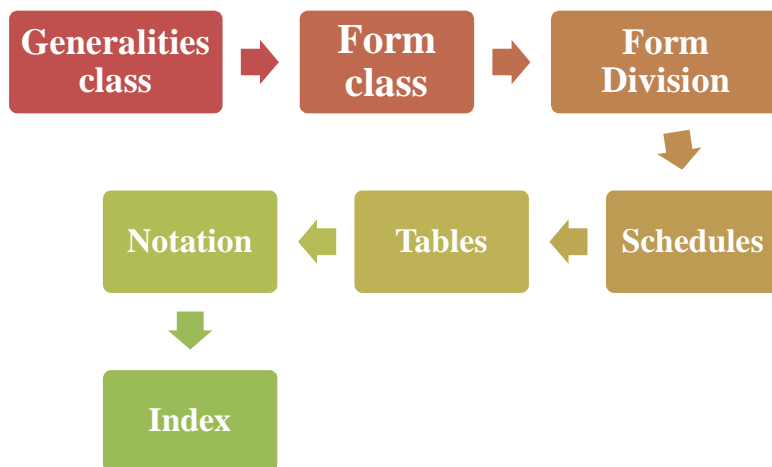Classification systems may be categorized as_____
   A. Enumerative system
   B. Facetted system
   C. Segment system
   D. Analytical system

In-Text Question
Option A

13.1.2 Functional Properties of Traditional Classification Schemes
To be of maximum benefit to classifiers, classification schemes need to include the following features:

Figure 13.2 : Functional properties of Traditional classification Schemes

In-Text Question
Classification schemes need to include the following features except_____
   A. Generalities class (Generalia)
   B. Form class.
   C. Form Division
   D. Library

In-Text Answer
Option D

Generalities Class
This class caters primarily for books ofgeneral knowledge which are too broad in scope for incision into any single class. Such works usually overlap several traditional disciplines or classes e.g. Encyclopedias. Dictionaries, general periodicals etc. Class 000 of Dewey scheme is a generalities class.

Form Class
This organise books according to their form of presentation rather than their subject content. Literary works e.g. poetry, drama; fiction, etc are the most obvious. For example, a play or drama about coal mining will be read because it is a play or poem and very seldom because it is about coal mining. Dewey's literature class 800 is an example of form class except that the class is divided first by language and then by form:

820	English Literal
821	English Poetry
822	English Drama
823	English Fiction

Form Division
Form division is for the treatment of books that deals with different subjects in the same mode of presentation. It indicates a special way in which a book is written or an aspect form which a topic is studied.

Often, this aspect such as history, apply to many subjects and common form division may be used to described such topic e.g. History of literature; History of education; History of banking etc. other groups such as philosophical or theoretical treatments, works dealing with teaching or study and research in a subject are classified by their form division.

Schedules
The term "Schedule is used to describe the printed list of all the main classes, divisions and sub-divisions of a classification scheme. The schedules provide a logical arrangement by notation of all the subjects covered by the classification scheme. The schedules provide a logical arrangement usually being hierarchical i.e. showing the relationship of specific subjects to their parent subjects. The relevant classification symbol is shown against each subject:

300   Social Sciences.

391   Sociology and Anthropology.

302   Social Interaction etc.

Tables

The tables of a classification scheme are additional to the schedules and provide lists of symbols which can be added to class numbers to make them more specific and precise. For example Dewey has seven TABLES notable among them are standard sub-division table and Areas Table. A standard sub-division number is added to a subject to indicate the form of treatment of such a book e.g. Medical Dictionary

13.2 Notation

Notation is the systems of symbols used to represent all the subjects, topics and terms covered by a classification scheme. Notation may consist of any symbol letters, figures or arbitrary signs and could be pure or mixed notation.

In-Text Question

_____is the systems of symbols used to represent all the subjects, topics and terms covered by a classification scheme.

    A. Form Division

    B. Schedules

    C. Notation

    D. Tables

In-Text Answer

Option C

13.2.1 Types of Notation

The following are the types of notation:

Figure 13.3: *Types of notation*

Pure Notation: This consists of only one type of symbol-figures, letters or signs e.g. Dewey Decimal Classification Scheme.

Mixed Notation: Thiscombines two or more symbols, utilizing letters and figures e.g. Library of Congress Classification Scheme. Notation like 330 (in DDC for ECONOMICS) appears on the spines of library books to facilitate shelving and to ensure that each book is in its correct position. The notation is also shown on catalogue entries to help users retrieve books quickly. It therefore serves as:

- ✓ a link between the index and the schedule of a classification scheme, and
- ✓ a link between the librarycatalogues and the shelves.

13.2.2 Characteristics of Notation

The following are the characteristics of notation:

Hospitability

A notation must be hospitable to accommodate new knowledge.The purpose of notation is to mechanize a preferred order since knowledge is dynamic. New subjects should be accommodated in their proper places in the scheme as they arise. There should be room for expansion.

Mnemonic Value

Notation may also help the mnemonic value of a classificationscheme. Mnemonics are memory aids which are frequently used to indicate certain aspects of topic, which may be represented by the same symbols whenever they are used. Some classification schemes can indicate form divisions and geographical divisions in the same way each item they occur and this reduces the need for repetition in the schedules.

For example in DDC, periodicals (05), U.S. (73) and Nigeria (669). Sometimes literal mnemonic are used e.g. in *LC* the letter T stand for Technology and is for useful arts. The constant expression of these concepts by particular symbols make them familiar in time to library staff and even users and minimize reference to the main tables.

Expressiveness

A good Notation should be expressive. An expressive notation not only mechanizes the order but reveals the structure of the classification scheme. For example, in Literature class in DDC, the hierarchy is related in the notation as shows:

- 800 Literatures.
- 820 English.
- 821 English Poetry.

- 821.3. Sixteenth Century Poetry.

Flexibility: A notation should be flexible to allow for number building.

In-Text Question

Which of the following is not part of the characteristics of notation?

A. Flexibility
B. Expressiveness
C. Hospitability
D. Data

In-Text Answer

Option D

Index: For ease of reference, most Purification schemes have index, which comprises of alphabetical list of terms, with their corresponding notations e.g. ECONOMICS 330. *A* good index should:

- Be written in simple and clear terminology includingsynonyms,
- Helps to ensure that topic are always classified in the sameplace.
- Assist in finding subjects in the main schedule of the classification scheme.

There are two types of index:

Figure 13.4: Types of Index

Relative Index: This type of indexprovides alphabetical references to all terms used in the schedules and shows the relation of each specific subject to other relatedsubject or their aspect. It includes broad topics in its alphabetical arrangement but indented below the broad subject heading, is a list of all the aspects of the subject. The DDC has an excellent relative index e.g.

- Flight, history of Flight natural
- Flight with Egypt
- Flight of the Bumblebees.

13.2.3 Summary of Essential Properties of Traditional Classification Scheme

1. The scheme must be comprehensive in scope. It has to cover aspect ofall known of knowledge.
2. It must have space for general classes.
3. It must have room for expansion (i.e. elastic to accommodate newknowledge).
4. It must be systematic and consistent.
5. It must have a notation which should be simple and easy to remember.
6. It must have an index written in clear and descriptive terminology.

In-Text Question

Essential Properties of Traditional Classification Scheme includes the following except _____
  A. It must have space for general classes.
  B. It must have room for expansion
  C. It must be systematic and consistent
  D. It is inefficiency

In-Text Answer

Option D

Summary for study session 13

In this study session, you have learnt the following:
  1. This session explained the term "classification scheme."
  2. The various components of library classification and their usefulness were explained.
  3. The summaries of essential properties of traditional classification schemes were given.

Self-Assessment Questions (SAQs) for study session 13
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 13.1 (Testing Learning Outcomes 13.1)
What is a traditional classification scheme?
What is Generalia?
Describe Notation.
What is the basic difference between "form class" and "formdivision"?

Notes on Self-Assessment Questions (SAQs) for study session 13
SAQ 13.1
A classification scheme is simply defined as an orderly arrangement of terms or classes with assigned notation. Given notation, a classification scheme can be used to arrange documents on the shelves or entries in the catalogue and it is the only way of achieving preferred order of subjects. **Generalities Class**

This class caters primarily for books ofgeneral knowledge which are too broad in scope for incision into any single class. Such works usually overlap several traditional disciplines or classes e.g. Encyclopedias.

Notation: Thisis the systems of symbols used to represent all the subjects, topics and terms covered by a classification scheme. Notation may consist of any symbol letters, figures or arbitrary signs and could be pure or mixed notation.

Form Class
This organise books according to their form of presentation rather than their subject content. Literary works e.g. poetry, drama; fiction, etc are the most obvious. For example, a play or drama about coal mining will be read because it is a play or poem and very seldom because it is about coal mining.

Form Division
Form division is for the treatment of books that deals with different subjects in the same mode of presentation. It indicates a special way in which a book is written or an aspect form which a topic is studied.

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Study Session 14:Dewey decimal classification Scheme (DDC)

Expected duration: 1 week or 2 contact hours
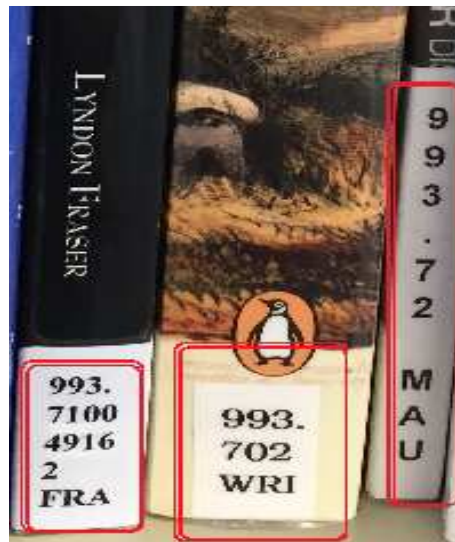
Introduction

Quite a number of schemes have been devised for classifying the library collection. Notable ones are Dewey Decimal Classification Scheme (DDC), Universal Decimal Classification Scheme (UDC), Library of Congress Classification Scheme (LCC), and Bliss Classification Scheme.

Theoldest surviving classificationschemeisDDCwhichwasnamedafter its originator Dr. Melvil Dewey who compiled it when he was a Student Library Assistant in Amherst College Library in 1896.

It is widely used in very large libraries especially public libraries. The basic principle of this scheme is that all knowledge is divided into ten classes.

This is called the schedule. Each class in the schedule is allocated numbers. The main classes are usually written in three figures base 000 to 900. This study introduces you to the basic concepts of Dewey Decimal Classification Scheme

Learning Outcome for Study Session for 14
At the end of this study session , you should be able to:
14.1 Define the basic concepts of Dewey Decimal Classification SchemeL

14.1 The basic concepts of Dewey Decimal CL
The Dewey Classification is called "decimal" because it arranges all knowledge as represented by library materials into ten broad subject classes numbered from 000 to 900. Using Arabic numerals for symbols, it is flexible only to the degree that numbers can be expanded in linear fashion to over special aspects of general subjects.
Theoretically, expansions may continue indefinitely. The more specific the work being classified, the longer the number combination l tends to grow.
The Dewey decimal classification system is based on the system that its content is compact, consisting of a volume for introductory matter, auxiliary tables, a list of relations and schedule reductions, and a series of three schedule summaries, plus a second volume for schedule development and a third for the relative index.

In-Text Question
The Dewey Classification is called_____because it arranges all knowledge as represented by library materials into ten broad subject classes numbered from 000 to 900.
  A. Decimal
  B. Octagonal
  C. Dozen
  D. Numerals

In-Text Answer
Option A
It incorporates many mnemonic devices that can be transferred from one class to another (e.g. "-07" at the end of class number of any length often indicates a study and teaching of the subject at hand).
According to DDC, the whole field of knowledge is divided into ten classes.
  1. 000-099   General works (e.g. Encyclopedia and other reference materials).
  2. 100-199   Philosophy.
  3. 200-299   Religion.
  4. 300-399   Social Sciences (Economics, Government, Education etc.)
  5. 400-499   Languages.
  6. 500-599   Pure Science.
  7. 600-699   Technology (Applied Science).

8. 700-899 Arts.
9. 800-899   Literature.
10. 900   History, Geography and Biography.

Each of the main class is sub-divided. For example, the main class for science is sub-divided into General Sciences, Anthropology, Mathematics, Astronomy, Physics, Chemistry, Geology, Pathology, Biology, Botany and Zoology while each sub-division is further sub-divided.

For example the subject mathematics which is a sub-division of Science is further divided into Generalities, Algebra, Arithmetic, Topology Analysis and Calculus; Geometry, Probability, and Applied mathematics. The main classes are sub-divided as follows:

1. 500-509   Science in General
2. 510-519   Mathematics
3. 520-529   Astronomy
4. 530-539   Physics.
5. 540-549   Chemistry.
6. 550-559   Geology.
7. 570-579   Anthropology, Biology.
8. 580-589   Zoology.

Each sub-division is further divided. For example, mathematics, is divided as follows:

1. 510   Mathematics (including weights and measures)
2. 511   Generalities (including mathematical logic, Boolean algebra, graph/theory, mathematical models and numerical analysis Topology.
3. 512   Algebra
4. 513   Arithmetic (including logarithms, permutation, numeration systems e.g. binary decimal ready reckoners)
5. 514   Topology
6. 515   Analysis and Calculus.
7. 516   Geometry (including Euclidian and non-Euclidean geometry planes, solids trigonometry).
8. 517   Probability and applied Mathematics.

The classification number of a book with classification number 516 can be interpreted as:

500   The subject which is Science.
510   The subject which is Mathematics.
516   Further sub-division of Mathematics which is Geometry.

The book with classification number 516 is Geometry and this number will be for other Geometry books even though they may not be the same book in terms of the

author. Apart from providing for various subjects, it also takes care of the form in which the book appears. This is the standard sub-division table and it is referred to as table 1.

Table 1
Standard Sub-Division Table

01   Philosophy and theory an exposition of the subject.
02   Miscellany a subject treated briefly or in outline.
03   Dictionaries, encyclopedias.
04   General Special reserved for special concepts that have general application e.g. God.
05   Serial Publication.
06   Organization.
07   Study and Teaching.
08   Collections.
09   Historical and geographical treatment description by area and geographical treatment by continent,countryandlocality.

Table 2

When a given heading can be subdivided geographically and the library has many books dealing with that subject, if is recommended that the classifier use Table 2 (area table) which allows one to expand the number systematically by region or site.

1. -1 Areas, regions places in general.
2. -2 The ancient world.
3. -4 Europe.
4. 42 Gt. Britain.
5. 43 Germany.
6. 44 France.
7. 47 USSR.
8. 54 India.
9. -6 Africa.
10. 61 North Africa.
11. 65 Algeria.
12. 66 West Africa.
13. 67 Ghana.
14. 68 Nigeria.
15. -7 North America.
16. 71 Canada.
17. 73 United States.
18. 74 Australia.

19. -8 South America.
20. -9 Either parts of world and extra enstic worlds, Pacific Ocean Island (oceanic).

Other tablesin DDC are:

Table 3: This contains the sub-division of individual literature.

Table 4: Individual languages- This table is used with base number for individual languages, as explained under 420-490. It provides mnemonic form divisions for language.

1. -1Written and spoken codes for the standard form of the language e.g. 431.Written and spoken codes of standard Germany.
2. -2Etymology of the standard form of the language (e.g. 442Etymology of the standard form of French).
3. -3 Dictionaries of the standard form of the language (e.g. 439.313) Dictionaries of the standard form of Dutch).
4. -5 Structural system (Grammar) of the standard form of the language.(e.g. 469.5 The grammar of the standard form of Portuguese).
5. -7 Non-standard forms of the language (e.g. 437 Non-standard Germany).
6. -8 Standard usage of the language (e.g.) 448 standard French usage).

In-Text Question

Which of the table mention in this session used with a base number for individual languages, as explained under 420-490?

A. Table 1
B. Table 2
C. Table 5
D. Table 4

In-Text Answer

Option D

Table 5: "Racial. Ethnic, National Groups, is used according to specific instructions at certain places in the schedules, or through the interposition of "089 Treatment among specific racial, ethnic, national groups" from Table 1. These applications are exactly parallel to the use of Table 2, either on direct instructions in the schedule, or on interposition of "09Historical and geographical treatment" from Table 1. The table 5 is summary which is:

-1 North Americans.
-2 Anglo-Saxons, British, English.
-3 Nordics.
-4 Modern Latins.

-5   Italians, Romanians, related groups

-6   Spanish and Portuguese.

-7   Other Italic peoples.

-8   Greeks and related groups.

-9   Other racial, ethnic, national groups.

Table 6: "Languages" is a basic mnemonic table used to indicate the particulars language of a work, or which is the subject-matter of a work. It is used as instructed in the tables and particularly relevant to classes 400 and 800. The summary is:

-1 Indo-European (Indo-Germanic) languages.

-2 English and Anglo-Saxon languages.

-3 Germanic (Teutonic) languages.

-4 Roman languages.

-5 Italian, Romanian, Rhacto-Romanic.

-6 Spanish and Portuguese.

-7 Italic language.

-8 Hellenic languages.

E.g. The number for a Bible in French is 220. 541.

In-Text Question

_____is a basic mnemonic table used to indicate the particulars language of a work, or which is the subject-matter of a work.

    A. Structural

    B. Language

    C. Administration

    D. Library

In-Text Answer

Option B

Table 7: Persons-is used when the schedules say to add the "persons" notation to a base number. The table deals with various characteristics of persons.

14.1.1 The Relative Index

The index constitutes the third volumes of the *DDC*. The index of DDC enumerates alphabetically all the main headings in the classification schedules. The relative index is so-called because it is claimed 10 show relationships of each specific topic to its discipline, and to other topics.

Terminological sub-divisions are indicated, not by hyphens, but by lists of entries successively indented from the left margins of each column. Many "see also references" are given in italics (e.g. organizations,kinds, e.g. labour unions; corporations).

There are also seen references to other aspects (see plane regions). Geographic name entries usually refer the user to the appropriate area table (e.g. Macerata, Italy area 45673). A few referrals occur to the standard sub-divisions and to other auxiliary table (e.g. "Repairs and repairing ... Sa. S.S. -0288").

In-Text Question
Many "see also references" are given in italics. **True/False**

In-Text Answer
True

Summary for study session 14
In this study session, you have learnt the following:
1. The concept of Dewey Decimal Classification Scheme;
2. The various tables and relative index of DDC and how to use the DDC in classifying library materials.
3. From the lecture, it is discovered that Dewey divides all knowledge into nine subject classes (100-900) with a tenth (000) for general materials.
4. Each class i umber is sub-divided by 10, these 10 again by 10, and then each whole number by decimals for specific breakdown.

Self-Assessment Questions (SAQs) for study session 14
Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 14.1 (Testing Learning Outcomes 14.1)
Describe the ten main classes of DDC.
Explain table 5 of DDC.
What is going to be DDC number for this subject "Economy ofNigeria"?
310 means what in DDC?

References

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