

To Dewey or Not to Dewey - Notes to take away:

- The smaller the library, the easier it is to go Deweyless
- Check out area bookstores to see categories and how they are arranged
- Smaller collections (perhaps 100,000 volumes or less) are probably better suited to de-Dewey shelving strategies (**It's fine to drop Dewey. *Library Journal***)
- easier to implement in smaller, popular libraries than in deep research collections (**NewsDesk *Library Journal***)
- The books are shelved in neighborhoods based on subject matter. (**Customers are enjoying refurbished...*US Fed News Service***)
- Many of the libraries that have done it decided to do it with a new branch or when a branch was closed for an extended period of time – made it easier to move books and label – the process takes a lot of staff time to move, re-label, figure out categories etc.
- Categories are similar to BISAC from big box stores, but libraries also come up with their own categories based on their collections
- Labeling: some go by author's last name, then category; some by title of the book, then category. Colored stickers are key. Baker and Taylor will pre-label book orders with BISAC categories
- Deweyless is more than words over numbers. It also includes library arrangement, signage, furniture, shelving, self checks and one desk service point (**Dewey or don't we? *Public libraries***)
- It's not really about Dropping Dewey; it's about customer service (**NewsDesk *Library Journal***)
- What librarians think: patron difficulty in finding nonfiction is related to three factors: having trouble understanding the online catalog, feeling intimidated by a classification system they don't understand well, and wanting to go straight to the right shelf without having to look anything up. (**The Dewey dilemma; *Library Journal***)
- **Fister, B. (2009). The dewey dilemma.** Jennifer Miele, Maricopa County Library District The top four most important suggestions I would advise for the next generation of potential "non-Dewey" libraries are:
 - A clear and concise understanding with library staff of the BISAC-based schematic you are adopting. You need as much staff buy-in as you can.
 - Most certainly you need a plan to work closely and continuously with any vendor, if you outsource your material, or cataloger(s) to keep them apprised of changes and additions in your BISAC-based scheme-they can't read minds!
 - You absolutely need clear and bold signage for this to work, just as you see in a bookstore
 - Continually respond and listen to the feedback, positive or negative, that your customers give you about their library

Answer the following questions: (**Leaving Dewey behind: *School library monthly***)

- Why do I want to make this change?
- Would my students/staff benefit from this type of change?
- Does it make sense at my school/public library?
- Can I easily make this change within my catalog system?
- Do I have the time/support to make this large of a change without major disruption?

- Final question: What is best for your students? What is best for your patrons? It is about knowing your community

Burke High School (Omaha, NE) categories:

Large General Categories:

Art
Architecture
At Home
Literature
Beliefs
Animals
Science & Technology
Astronomy
Health & the Human Body
Sports & Games
Education & Careers
Business & Economics
Law, Politics, & Government
Current Issues
Biographies
Ancient History
World History
War
US History
Nebraska
Reference

Examples of Large Categories and Their Subcategories:

(Each large category also contains a “general” subcategory not listed)

At Home

Repair	Yard
Crafts	Food
Recipes	Multi-Cultural Recipes
Child Care	Sewing
Interior Design	

Current Issues

Gun Control	Freedom of Speech
Civil Liberties	Capital Punishment
Immigration	Animal Rights
Abortion	Drugs
Abuse	Teen Issues
Medical	Privacy
Poverty	Technology

Science & Technology

Biomes	Plants
Environment	Weather
Archeology	Biology
Chemistry	Physics
Geology	Evolution Genetics
Theory	Sci-Tech
Energy	Forensics
Communication	Inventions
Vehicles	Math

Darien, CT Library categories:

DL's nonfiction collection contains the following glades. Each book now has a prefix in front of the Dewey number – namely, the glade name:

- * Body and Soul: religion, philosophy, parenting, self-help, and health;
- * Nature: animals, science, and math;
- * Home: cooking, gardening, decorating, and crafts;
- * Places: travel, language, and travel writing;
- * Lives: biographies and memoirs;
- * Times: history;
- * Play: cars, recreation, and sports;
- * Work: economics, test preparation, accounting, marketing, and college admissions;
- * Art and Literature: poetry, art, essays, writing, and literature;
- * Finance: investing, personal finance, banking; and
- * Technology: these books are not located with the nonfiction collection but rather housed in the Technology Education Center on the lower level of the library.

First Five Years section in the children's area contains these micro -collections, which are also call glades:

Celebrations - a year-round sampling of holiday books, including other celebrations like birthdays, mother's and father's day, etc., with orange labels.

Concepts - books about the alphabet, counting, time, opposites, colors, shapes, etc. with purple labels.

Favorites - popular characters, series, and award winners with pink labels.

Folk/Fairy Tales - mostly pulled out from nonfiction, the introduction to classics like The Little Red Hen, Three Little Pigs, Jack and the Beanstalk and Cinderella with white labels.

Growing Up - books about the child's experience; emotions (for example, anger, sharing) getting a haircut, losing a tooth, going to school, and getting a "Big Boy Bed" with light blue labels.

Nature - books about animals, seasons, and weather with green labels.

Rhymes and Songs - here Mother Goose can be found along with picture books told in verse or of songs themselves Hush Little Baby, The Wheels on the Bus, etc.) with dark blue labels.

Stories - this section is for books that didn't fit into any other category, but is promoted as a fun place to explore your imagination with yellow labels.

Transportation - trucks, trains, boats, bikes, cars, buses, etc. with red labels

Articles consulted for the Rethinking the Call Number presentation:

Pentland, C. (2010). Leaving Dewey behind: Nonfiction reorganization. *School Library Monthly*, 27(1), 20-21. Retrieved from <http://search.proquest.com/docview/749649550?accountid=44871>

Hill, N.M. (2010, Dewey or don't we? *Public Libraries*, 49, 14-20. Retrieved from <http://search.proquest.com/docview/746104545?accountid=44871>

Oder, N., Blumenstein, L., Genco, B., Hoffert, B., & Miller, R. (2010). NewsDesk. *Library Journal*, 135(8), 12. Retrieved from <http://search.proquest.com/docview/196830634?accountid=44871>

Customers are enjoying refurbished Litchfield Park Library. (2012, Mar 09). *US Fed News Service, Including US State News*, pp. n/a. Retrieved from <http://search.proquest.com/docview/926913731?accountid=44871>

Casey, M., & Stephens, M. (2009). It's fine to drop Dewey. *Library Journal*, 134(12), 19-n/a. Retrieved from <http://search.proquest.com/docview/196847552?accountid=44871>

Whelan, D. (2007). Arizona Library Ditches Dewey. *School Library Journal*, 53(7), 14.

Fister, B. (2009). The dewey dilemma. *Library Journal*, 134(16), 22-22. Retrieved from <http://search.proquest.com/docview/196811379?accountid=44871>