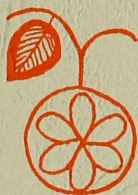


TORONTO PUBLIC LIBRARY



BOYS & GIRLS BOOK CLASSIFICATION



A GUIDE
to the
Children's Book Collection

A GUIDE
to the
Children's Book Collection

*arranged under headings representing
the reading interests of Boys & Girls*

Toronto Public Library
Toronto · Canada
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INTRODUCTION

The classification system developed by the Boys and Girls Division of the Toronto Public Libraries has been in use since 1931. During this time it has provided the children's librarians with a scheme of book classification and shelf arrangement that is simple and efficient. Technically it has the advantage of being quick, easy to process and relatively inexpensive. It groups the reading interests of children more naturally and so makes it easier for them to find their own books than is the case with the systems developed primarily for different purposes.

In libraries where collections are designed for special purposes and for special groups of readers as in Music, Law and Medicine, it has been necessary to develop systems to suit these demands. Schemes have had to be devised to meet the needs of readers in these specialized fields, since none of the conventional systems of classification filled their particular requirements.

It is apparent that no one of the main classification theorists has undertaken to develop a classification scheme for children's books nor have any of these theorists given consideration to the special problems that arise in classifying children's books.

The present Toronto Public Libraries classification plan puts into practice the theories these specialists expound, in that it is "based on and derived from an examination of the literature of the field" and on a "consideration of the intended reader". The Toronto scheme takes into account the interests and point of view of the readers for whom it was intended and it makes books available to them in a way that is understandable and easy to grasp.

When a boy comes to the library to get a book about Ulysses, a section with the heading "Hero Stories" will seem to him the obvious place to look. A girl interested in sewing and cooking, or any child wanting books about stamps, photography or model boats will turn naturally to look over the books under the heading "Things to do". A boy or girl does not become interested in the Odyssey because it is Greek literature, but because it is the story of the troubles and adventures of a brave and enduring man. If a child has a hobby, it is a help to be able to go to one place and to find all the books on hobbies there together, and not scattered through a number of classifications, as they would be under the Dewey System. Again, if he found Ulysses under Greek literature (Dewey Classification) and liked it, and went back there for more books like it, he would not find, shelved near it, the stories of King Arthur, Roland and Grettir. This would be unfortunate because they would be the kind of stories he was really looking for, and the right books for him to have at that moment.

These are some of the reasons why in 1931 Boys and Girls House, and the branch boys and girls rooms of the Toronto Public Libraries, changed from the Dewey Decimal System of classification to an arrangement which represents the reading interests of children instead of forcing children's books into a classification scheme intended for an adult collection. The advantages of the change, for which an examination of children's broad natural reading interests provided the logical framework, were immediate from every standpoint. The arrangement was intelligible to the children and made it possible for us to obtain accurate figures of how many books of fairy tales, or epic heroes or poetry or biography, etc., are read by boys and girls. It simplified the mechanical processes, and considerably reduced the cost of getting children's books into circulation. The classification highlights both the broad and specific categories which have significance for the intended reader and which have some relation to what has been written for that reader.

Our experience with this arrangement over a number of years has proved both its flexibility and its satisfactoriness. We have found one of its chief values to be the importance it gives to the individual books and their relation to each other. Indifferent books are readily seen as such and superior books quickly proclaim themselves. The result has been the gradual weeding out of the former and duplication of the latter.

The subjects chosen as representing children's reading interests are: Picture Books, Fairy Tales, Myths, The Heroes, Famous People, History, Lands and People, Natural History, Science, Applied Science, Things to Do, Art, Music, Plays, Poetry, World Religions, High Days and Holidays, Standard Works of Literature (not written for children but read by them).

The order of the subject arrangement has been made to correspond roughly with the general progression of a child's reading interest from one type of book to another, as he matures, i.e. from picture books to fairy tales, from fairy tales to legendary heroes, and from there to the heroes of history, and so on to the standard fiction that is read by older boys and girls. This sort of progression through the field of literature has proved through experience a natural basis on which to arrange the classification. It does not, of course, preclude the variety of reading interests to which an individual child may turn at one particular moment or the side lines his path of reading may follow, as anyone who has worked with children knows.

Every classification scheme requires periodic review. The number of books written for children, the changes in the style of writing and the expansion of special fields of interest make it advisable to undertake a revision of the 1931 scheme. The revision and expansion of the Toronto Public Libraries classification scheme allows for changes which have taken place in the field of children's books in recent years.

Before undertaking the present revision, we felt that the Dewey System (which had been used formerly) should be re-examined to determine whether our original points of view were still valid. We found that since this date Dewey has made a few concessions to meet current needs; simplified classification has been introduced; 'Easy reading' books have been removed from the main scheme of classification. Nevertheless, the primary reason for developing a special scheme for children's books remains.

At the time that the present scheme was set up, provision was made for possible subdivisions in some classes. These could be used, or not, depending on the size of the book collection and on the special needs of a particular library. From time to time minor changes have been made, i.e., some classes dropped, others combined. Now, in order to meet the increase in the body of children's literature, some of the subdivisions have been expanded to provide for a uniform system of classification in certain areas. A breakdown has been made in certain categories, particularly in the sciences where scientific ideas themselves are changing rapidly, and in the history and geography sections where new nations are coming into being and new ways of viewing human relations are being developed. Other optional expansions are provided for, if they are required.

The work of the Toronto Public Library Boys and Girls Book Classification has been a continuing process. We are indebted to Lillian H. Smith, former Head of the Boys and Girls Division, for its conception and initiation. Her successor, Jean Thomson, supervised the present extension of the classification with special assistance from Marguerite Bagshaw, the present Head of the Children's Services, Winifred Davis, Elizabeth MacRae and Doris Scott.

All the children's librarians have contributed to the re-classification. Frances Trotter has provided the index.

We trust that the present publication may be useful to other libraries as well as our own in assigning children's books to their most effective position on the shelves.

December 21, 1965.

H. C. Campbell,
Chief Librarian.

SUMMARY OF CLASSIFICATION

- X Picture books
- Z Informational picture books
- A Folk and fairy tales
- C Myths
- D Epic and romance
- F Famous people
- G History
- H Lands and people
- K Natural history
- L Pure science
- N Applied science
- O Things to do
- P Art
- Q Music
- R Plays
- S Poetry
- T World religions
- V High days and holidays
- W Standard works of literature
- Reference

THE CLASSIFICATION

The number of subdivisions is governed to a certain extent by the size of the book collection. It should be emphasized that the smaller library will find the letter classification adequate. Subdivision in any part can always be formulated by adding the assigned number. It is not imperative to have many subdivisions and numbers on books just because there is a number available.

The contents of a book and the point of view from which it is written should determine its classification. If two or three subjects are covered in the same book, it is assigned to the class which will highlight the subject more useful to the collection, or to the class and subdivision of the subject first treated or more fully treated. If a book deals with three or four subdivisions within a class, give the general class number which covers all of them.

The index indicates where there is likelihood of more than one point of view to be considered in determining the classification of a book; e.g.,

Prehistoric life

Animal L40

Man G9

The use of the index should make it easier to find quickly the recommended place for a book. Before a final decision, always refer to The Classification itself, for any explanatory notes are given there.

X PICTURE BOOKS

Books in which text and pictures are mutually important.
Nursery rhyme books.

Z INFORMATIONAL PICTURE BOOKS

Including controlled vocabulary titles.

A FOLK AND FAIRY TALES

Folk-lore and fables and other stories which have a folk-lore basis, such as "tall tales" and the stories of Hans Christian Andersen.

Shelf arrangement: alphabetically by author, collector, editor, subject, etc. Shelf arrangement may be aided by underlining, e.g., Andersen, Grimm, Arabian nights.

90 Tall tales

C MYTHS

Stories from various sources derived from the religions of early races.

General

10 Greek and Roman

20 Norse

90 Other

D EPIC AND ROMANCE

"The heroes" on shelf label.

Stories of the great legendary heroes retold from epic literature and mediaeval romance.

General

10 Greek and Roman

20 Viking heroes

Anglo-Saxon, Icelandic, Germanic heroes, e.g., Havelock,
Beowulf, Grettir, Siegfried

30 King Arthur

40 Robin Hood

90 Other heroes

"Knights and champions" on shelf label

Including collections

Include here Cid, Rustem, and others

91 French

Charlemagne, Roland

92 Celtic

Cuchulain, Fionn

F FAMOUS PEOPLE

Biography, individual and collective, and autobiography

Collections

Including pirates

Arranged by author or editor

10 Individual

Arranged by biographee

G HISTORY

World history

Comprehensive surveys

1 World wars

2 United Nations

3 Law, system of government

Specific local government with place

4 Heraldry and flags

5 History of costumes

6 History of guns and other weapons

7

8 Archaeology

9 Prehistoric man

10 Ancient civilizations

Greek, Roman, and other ancient history

20 Exploration

In the following, classification is considered from the political aspect,
e.g., Alaska and Hawaii are G 45

30 Europe

Including Middle Ages

31 Great Britain and Ireland

Including the British Commonwealth of Nations
collectively

40 North America

Including books which deal comprehensively with the Americas

41 American Indians

42 Central America and Atlantic islands

45 United States of America

50 Canada

60 South America

70 Africa

80 Asia

90 Other parts of the world

Where the size of the collection does not warrant detailed classification, this number may be used for all continents or countries with the possible exception of the local one, e.g., Canada

91 Australia

92 New Zealand

H LANDS AND PEOPLE

Geographies; description and travel; voyages and expeditions.

Descriptions of ancient civilizations to be classified in history.

5 Human ecology

Including mountain life, desert life

9 Atlases and maps

Including cartography

10 Polar regions

20 Voyages and travels

Including accounts of journeys, expeditions, voyages of adventure in several parts of the world or in one, as in Fleming. *Brazilian adventure.*

In the following, classification is considered from the geographical aspect, e.g., Alaska may remain H 45 but Hawaii is H 93

30 Europe

40 North America

42 Central America and Atlantic islands

45 United States of America

50 Canada

60 South America

70 Africa

80 Asia

90 Other parts of the world

91 Australia

92 New Zealand

93 Pacific Islands

BORING

K NATURAL HISTORY

Botany and Zoology

General plants and animals

5 Animal life in general (i.e. more than one of the following categories *except* plants)

10 Mammals

“Animals” on shelf label

20 Birds

30 Insects

40 Spiders

50 Reptiles and amphibians

60 Water life

Including fish, shellfish, water snails and those mammals which are fitted for life in the sea, e.g., whales, seals, walrus

80 Plants

Including trees, shrubs, flowers, weeds, fungi, mushrooms

90 Other animal life

Including worms, land snails

Shelf arrangement: shelf labels may bring together several consecutive groups, e.g., “Reptiles, amphibians and water life”.

SCIENCE

L *Pure science*

N *Applied science*

A great number of books fall clearly into one or other of these classifications but there are areas where they seem to overlap as in electricity.

The suggested criteria for division are as follows:

L — a book describing a “machine” or practical device and how it works in order to illustrate a scientific principle or to describe the history of its development.

— a book describing a “machine”, the use of which is to find out more about pure science, e.g., telescopes, weather instruments.

— a book giving instructions on how to construct something — the construction of which will illustrate a scientific principle, e.g., how to build a magnet or make an electric fuse.

— books of experiments of all kinds designed to illustrate scientific principles.

N — books which describe machines or inventions which, although based on scientific principles, are described not from the point of view of illustrating the principle but of the practical use mankind makes of them, e.g., radios, how to build a foxhole radio, radios from the point of view of communication.

L PURE SCIENCE

“Science” on shelf label

General

Including books which deal comprehensively with natural, pure and applied science

8 General science experiments

For specific subjects use Physics, L 60,

Chemistry, L 70

9 Museums of science

10 Astronomy

19 Time, clocks, calendars

20 Earth

Including mountains, rocks, volcanoes, glaciers

27 Sea

30 Weather

40 Prehistoric life

Including dinosaurs and fossils but excluding man

50 Mathematics

60 Physics

Atoms, electricity, magnetism, gravity, heat, sound, light,
optics, water

Including experiments

70 Chemistry

Including experiments

80 Biology

For works on living matter denoting development of cells in
animals, including man, and plants

90 Other

N APPLIED SCIENCE

General

Include here general books about automation

1 Inventions

Individual inventions are classified with their subjects

2 General engineering

Including public utilities

10 Natural resources, industries and trade

In this section all of the above aspects of a given subject are usually considered in one book, e.g., Lent. *From trees to paper*. The following list shows the subjects covered. Frequently for children a number of these are covered in one book; that is, the subjects are more numerous than the books. One number has been found adequate and presents a well-integrated group of books. If desired, however, in a more specialized collection, such as a detailed school library, the following subjects might be used as subdivisions and assigned numbers.

Conservation

Including soil, water, forests

For animals use K divisions

N *APPLIED SCIENCE* (continued)

- Dams and water power and other kinds of power
- Economics, business, currency
- Farming and related industries
- Fishing and related industries
- Food processing
- Fur trapping and related industries
- Lumbering, forestry and related industries
- Mining and related industries
- Textile, synthetics, glass and other industries
- 30 Communication
 - Including language, speech, writing, journalism, books and printing, postal communication, moving pictures, telephone and telegraph, radio, television, radar, communication satellites
- 40 Transportation
 - Taken in the broad sense to mean movement from one place to another
- 50 Transportation by land
 - Including roads, bridges, tunnels and subways, besides land vehicles
- 60 Transportation by water
 - Including canals
 - 69 Diving and salvage
 - Including submarines and underwater projects
- 70 Transportation by air
 - 75 In space
 - Including rockets, satellites
 - Satellites used for a specific purpose are classed with their subject, e.g., weather satellites with Weather
- 80 Medicine and health
 - Including safety and fire prevention, first aid, microbiology, diseases, bacteriology, anatomy, physiology, nutrition
- 90 Vocations

O *THINGS TO DO*

This brings together all books on handicrafts and hobbies which, in such a classification as Dewey, are scattered in many places, e.g., 383.2 Stamps, 623.8 Cork ships, 694 Woodwork, 790.2 Books of pets and hobbies, 636 Pet book for boys and girls. These all represent to the children the same interest — of finding out how to make or do something — and for that reason it is more useful to have all the books of this kind grouped under one head than divided up on the shelves among practical science, boat-building, carpentry, amusements and games.

- 10 Games and sports

- 11 Indoor social games and activities
 - Including parties, finger plays, singing games
- 12 Sports and athletics
 - Including hockey, baseball, basketball, football, boxing, judo, track and field, gymnastics, physical fitness
- 19 Outdoor activities
 - Including archery, boating, fishing, hunting, horsemanship, skating, skiing, swimming, kites
- 20 Camping and woodcraft
 - Including Boy Scouts and Girl Guides
- 30 Handicrafts
 - 31 Papercraft
 - 32 Needlecraft
 - 33 Dolls
 - 34 Models
 - 35 Woodworking
 - 39 Other handicrafts
 - Tincraft, leathercraft, modelling, knots, and other single handicrafts
- 40 Cooking
 - 45 Etiquette
- 50 Pets and aquariums
- 60 Collecting
 - Including coins and stamps
- 70 Magic tricks
 - Including riddles, stunts and skits, puzzles, ventriloquism
 - 89 Other hobbies
 - Including photography, gardening, codes
- 90 Other recreations
 - Including circus

P *ART*

Taken in the broad sense to include architecture, art museums, sculpture, design, as well as painting and drawing

General

Including history and appreciation

- 10 Art materials and techniques used in drawing, painting, sculpture, etc.
- 40 Architecture

Q *MUSIC*

General

Including history, theory, appreciation

- 10 Instruments
- 20 Vocal and instrumental music
- 30 Opera
- 40 Ballet and the dance

R PLAYS

Including retellings such as Lamb. *Tales from Shakespeare*

General

Including history of drama and theatre

10 Plays

20 Play production and costume

30 Puppetry

S POETRY

Including prose retellings

Prose retellings of epic hero tales are classified in D

General

10 Collections

20 Individual poets

30 Ballads

40 Rhymes and jingles

T WORLD RELIGIONS

General

10 Bible and Bible retellings

Including prayers

Except books only superficially related, e.g., Lenski.

Mr. and Mrs. Noah; Fanchiotti. *The bow in the cloud*.

20 Biblical geography and history

30 Biographies of biblical characters including saints of the Church

90 Other individual religions

Including strictly religious aspects of holidays

V HIGH DAYS AND HOLIDAYS

General

10 Individual holidays

Secular aspects of holidays, e.g., Sawyer. *The long Christmas*.

Holiday plays, poetry, etc., to be classified by subject but shelved with
Holidays if preferred

W STANDARD WORKS OF LITERATURE

For those who wish to keep statistics of this group and whose charging
system allows them to do so.

Books by standard authors such as Dickens, Scott, Thackeray, Lamb,
Kipling. We do not include books written specifically for children by
these authors, e.g., Thackeray. *The rose and the ring*; Kipling. *Just so
stories* and *Jungle book*; Ruskin. *King of the Golden River*.

Standard works are arranged in one alphabet with the fiction in the shelf list and on the shelves and are not kept together under the class letter as are other classes.

The class letter may be prefixed to the fiction accession number wherever necessary inside the book.

REFERENCE

In our arrangement such books as almanacs, dictionaries, encyclopaedias and year books, that are definitely reference books are marked "Reference" and kept together in a separate section. These books do not circulate. Familiarity with all the books in the collection on the part of the librarian makes it possible to use books on the regular shelves for reference work as well. As seasonal or occasional demand requires it, copies of books in general circulation may be made temporarily Reference.

Reference books dealing exclusively with one field of knowledge may be classified by subject but shelved with the general reference collection.

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