

The Reality Of Using The Dewey Decimal Classification System In The Libraries Of The University Of Basra: A Field Study

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Abstract

The research aims to identify the reality of classifiers' practice of the classification process using the Dewey Decimal Classification system in the libraries of the University of Basra, and the qualifications, problems and suggestions of classifiers. Both the documentary method and the descriptive (survey) approach were adopted to complete the research, and the questionnaire, observation and interview were used to collect the research data. The research community included (12) libraries out of (17) university libraries that use the Dewey Decimal Classification system. The number of classifiers reached Those who answered the questions of the questionnaire (24) classified. The research came out with a set of results, including: that most of the classifiers in the libraries of the University of Basra are holders of a bachelor's degree in the field of information and libraries, and that most of the libraries of the University of Basra use the 22nd edition of the Arabized Dewey Decimal Classification System, and that all the classifiers in university libraries have no knowledge of them The existence of a special website for the Dewey Decimal Classification System on the Internet, and the study recommends the necessity of providing periodic training programs to qualify classifiers and inform them of the most prominent developments in the field of classification in order to increase their expertise and improve their performance in the classification process.

Keywords: classification, Dewey Decimal Classification System, practical classification, classifiers.

First" / general framework for research

Research problem and questions

Some Basra University libraries, like other university libraries, work on classifying their library collections using the Dewey Decimal Classification System. The contents of the research problem can be explained by asking the following questions:

- What is the reality of classifiers' practice of the classification process using the Dewey Decimal Classification System in their libraries?
- What are the qualifications of classifiers working in the field of classification in the libraries of the University of Basra?
- What are the problems that classifiers face while practicing the classification process?
- What are the classifiers' suggestions that would develop the practice of the classification process in their libraries?

The importance of research

The importance of the research lies in the importance of using the Dewey Decimal Classification System in the Libraries of the University of Basra, and the current research is useful for each of the following:

- The Secretariat of the Central Library at the University of Basra and the departments of college libraries in the university.
- Classifiers working in the field of classification in the libraries of the University of Basra.
- Specialists and those interested in the field of libraries and classification systems.

Research objectives

- Identifying the reality of classifiers' practice of the classification process using the Dewey Decimal Classification System in their libraries.
- Identifying the qualifications of classifiers working in the field of classification in the libraries of the University of Basra.
- A statement of the problems faced by classifiers while practicing the classification process.
- Getting to know the classifiers' suggestions that would develop the classification process in their libraries.

Research limits

- Objective limits / classification systems in university libraries.
- Temporal limits: Data and information were collected from Basra University libraries during the time period from November 2021 to February 2022.
- Spatial Boundaries / Twelve libraries of the University of Basra out of (17) libraries that use the Dewey Decimal Classification System, and they are

The Central Library, the Library of the College of Arts, the Library of Administration and Economics, the Library of the College of Education for Human Sciences, the Library of the College of Engineering, the Library of the College of Science, the Library of the College of Law, the Library of the College of Fine Arts, the Library of the College of Veterinary Medicine, the Library of the College of Education for Girls, and the Library of the College of Pharmacy, and the College of Nursing Library.(

Research Methodology

The documentary method was adopted in the theoretical aspect of the research, and the descriptive survey method was adopted to complete the research in its practical aspect.

Data collection tools

The following data collection tools were used:

The questionnaire: The questionnaire was used to collect data from the classifiers working in the libraries of the University of Basra. The questionnaire consisted of three paragraphs, and Table (1) shows the components of the questionnaire.

Table (1) Resolution Components

number of paragraphs	Paragraph title	Paragraph sequence
4	raw data	Or not"
8	classification system used	secondly"
2	Problems and suggestions	Third"
14		the total

Interview

The researcher was keen to conduct an interview with the official of the Cataloging and Classification Unit in the Central Library and the directors of the 12 Basra University libraries, in order to obtain more accurate and objective information.

Observation

The researcher conducted repeated field visits for several times to each library of the University of Basra to observe and examine the Dewey Decimal Classification System used and the edition used to obtain accurate information. In order to verify the validity of the tool, it was presented to three arbitrators of teachers who have experience in classification and teaching classification in the universities of Al-Mustansiriya and Mosul. Of them, they express their opinions on each paragraph of the questionnaire in terms of its validity and suggest the necessary amendments to it or add paragraphs they believe are necessary. Their observations have been taken and the final

version of the questionnaire has been developed (Appendix 1)

Research community

The research community consists of the classifiers working in the libraries of the University of Basra, who are (24) workbooks, and questionnaire forms were distributed to them, and all of them were retrieved from them and all of them are valid for analysis. Table (2)

The number of distributed and retrieved questionnaire forms valid for analysis in the libraries of the University of Basra

percentage	Retrievable and valid forms for analysis	Distributed forms	Number of Classifieds in Basra University Libraries
%100	24	24	24

Previous studies: Many applied studies have appeared that dealt with the topic of using the Dewey Decimal Classification System in libraries, and we will mention the most important and prominent of these studies that are related to the subject of our current research arranged in chronological order.

Local Studies

Muhammad Odeh Aliwi. The practical application of the Dewey Decimal Classification in the Libraries of the University of Basra: A field study. *Library Message Journal*, Volume 28, Vol. 1-2, 1993, pp. 37-51. The research dealt with the problems that appeared during the practical applications of the students of the library department about the use of the Dewey Decimal Classification in the Libraries of the University of Basra and to know the reasons behind these problems. On the practical applications of the Dewey Decimal Classification and the extent to which the correct formulas and rules are applied to this system. The most important findings of the research are that there is only one person in some libraries who does all the office work, and he is not familiar with these works because he is not a specialist and is not qualified. The different editions, translations and modifications used in the libraries, and that the eighteenth edition is the only original edition available in the libraries of the University of Basra, with the exception of the Central Library, which acquires the nineteenth edition, and this indicates that librarians are not aware of the additions and changes that occurred in subsequent editions of the eighteenth edition. As for the most prominent proposals and recommendations, they are to provide libraries with specialized library cadres and distribute them in a way that suits the size of the library. And the establishment of annual training courses by the Central Library Secretariat and in cooperation with the Department of Libraries and Information.

Arabic Studies

Sadoqi Nassima. Applications of the Dewey Decimal Classification in Libraries: Libraries of Oran as a Model / Supervision of Sahibi Muhammad. (PhD thesis) 1 Ahmed Ben Bella University of Oran, Faculty of Humanities and Islamic Sciences, Department of Library and Documentary Sciences, 2018, 330 p. Available at: <http://theses.univ-oran1.dz>

The study aimed to reveal the extent of the application of a global classification system, namely, the Dewey Decimal Classification, in the libraries of Oran University 1 "Ahmed Ben Bella", Oran University 2, "Mohammed Ibn Ahmed" and the University of Science and Technology "Mohamed Boudiaf" in addition to the libraries. The study found a set of results, the most important of which is the acceptance of most workers of the idea of applying a global system such as the Dewey Decimal Classification System. Also, all university libraries do not apply the Dewey Decimal Classification System even if the ten major ranks are applied, and the rest is independent library diligence, and classification needs an understanding of the principles and rules. Building plans, and its construction requires the assistance of experts in classifying libraries more than it requires specialized expertise in the subject. The most important recommendations are the need to take into account the rapid development in various fields, especially in the classification of library groups, in order to ensure the quality of information retrieval. The main sections and divisions of the system, as well as the basic instructions and directives that help it in choosing the appropriate classification number.

Status of the current research

The current research differs from previous studies in that it deals with the reality of the Dewey classification system used in the libraries of the University of Basra at the present time, and thus it differs from the previous studies in terms of time period, but it is similar to the first local study spatially, which is the libraries of the University of Basra.

Secondly, the theoretical aspect

The concept of classification, its importance and benefits

The concept of classification

Classification is defined in the language and it is said: "Categorizing something - making it classes" and distinguishing some of them from each other. The meaning of classification in its general concept does not differ from its linguistic meaning, meaning collecting and arranging similar things into sections according to "like adjectives." (Ahmad Al-Badawi Abu Zaid Al-Sayed, 1993, p. 9) The word Classification is derived from the word Class meaning a department, sect, class, or class, all of which mean a group of things or individuals similar in certain characteristics. For this reason, classification is defined in the general sense as "gathering similar things together" and separating dissimilar things. Similarities and differences are determined on the basis of things possessing or not possessing a specific characteristic called characteristic" (Ahmed Anwar Badr, Mohamed Fathi Abdel Hadi, 1995, p. 19) Mahmoud Ahmed Atim (Mahmoud Ahmed Atim, 1998, p. 9) gave a definition of "W.C. B. Sayers, 1944, p79" which is "the mental process through which mental concepts or images of things are identified with similarities or concordance." , where one linked to the other is organized according to this similarity or compatibility. Classification, idiomatically, in library and information science means arranging the materials of the same subject in a logical and systematic order, in which the materials are graded from the general to the particular, and the topics are divided into precise divisions, as they prevent the crowding of large numbers, and thus the classification in one topic helps to extract all the vessels of information that are not related to the topic. In this way, it is easy for the librarian and the reader to find the topics and books required in the field of research easily. (Ministry of Culture, Directorate of Cultural Centers, 2011, pp. 8-9)

The importance of classification and its benefits

Classification has a prominent and important place among the branches of information science, libraries, studies and curricula, as it represents part of a more general topic, which is the organization of information or the so-called organization of knowledge. T Presented by the library to its patrons. (Omar Ahmad Hamshary, 2009, pp. 212-213) Classification is a branch of information science and libraries, as it falls within the four basic functional courses upon which any library is built. The functions are: selection and acquisition, technical organization, service and retrieval. As for the practical technical aspect, classification is one of the most important basic technical operations that are used in information institutions in processing and organizing information containers, storing them and facilitating the process of retrieval to benefit from them. For the successful library service that facilitates the reader to obtain the desired information easily and quickly. (Jamal Youssef Badir, 2008, pp. 310-311) The benefits of classification can be determined as follows: (Jassim Muhammad Jarjis, Riyad bin Lalam, 2008, p. 146) Organizing information containers and arranging them on shelves in libraries and information centers, as classification works to collect books of the same subject in one place, as well as topics related to relative closeness and isolate items related to other topics.

The classification is based on the following symbols

- A. The arrangement of the large numbers of the library's holdings ensures a "logical" arrangement. Contributes to the preparation of entries or index cards. It also facilitates the process of withdrawing and retrieving books on the shelves without negatively affecting the arrangement.
- B. The means of close connection between the index and the shelf.
- C. Contributes to guiding the reader to the groups of one topic, as classification is the key to the library.
- D. The symbols facilitate the lending of information containers and return them to their rightful place.
- E. Facilitates the process of retrieval of information containers in computerized databases.

Classification helps in selecting receptacles of information and achieving balance in library collections by using classified records as a base for selecting repositories of information in libraries and using them in reviewing the contents of the library and up to the library from publishers. The classification was not used or used for a small number of information containers, and this indicates the weakness of the topics represented by those numbers. (Ribhi Mustafa Alyan, 1999, pp. 184-185) Classification contributes to facilitating all office

services and activities, and it also facilitates the process of lending information containers. (Ministry of Culture, Directorate of Cultural Centers, 2011, p. 12)

II" / Dewey Decimal Classification System

Definition and origin of the Dewey Decimal Classification System

It is a logical system for arranging the particles of human knowledge, and it is characterized by its comprehensiveness and flexibility in accommodating all knowledge topics. Part of a "special" symbol. The system consists of a set of basic elements, namely the tables that make up the sections, assets, branches, parts, auxiliary tables and the alphabetical index. (Hani Al-Amad, 2009, pg. 64) The first edition of the Dewey Decimal Classification System was issued in 1876 AD, and its title was (Classification and Objective Tables for Cataloging and Organizing Books and Pamphlets in the Library), which is a small volume of 42 pages containing the 12-page introduction, 12-page lists, and indexes from 18 pages. And that the lists included only the first branches of the system, which are the thousand branches from 99 000. (Ribhi Mustafa Alyan, Amin Al-Najdawi, 1999, p. 174) The second edition was issued in the year 1885 AD, expanded and revised, entitled (The Decimal Classification and the Relative Index), which consists of 314 pages, including 162 pages for the classification tables of the system. After that, editions followed, and the twenty-first edition was published in 1996 AD, while the twenty-second edition used by most Arab libraries was issued in 2003 AD. (Ribhi Mustafa Alyan, 1999, p. 197)

Characteristics of the Dewey Decimal System: (Omar Ahmed Hamshary, 2009, pp. 229-231)

1. Comprehensive exclusive system: The Dewey Decimal System can be considered an "exclusive" system because it has the ability to identify and limit all branches of human knowledge.
2. Decimal system: The system is distinguished by its use of the decimal point, so it was called "decimal." Another opinion is that the Dewey system divided human knowledge into ten main principles and included them in a list called the first summary. Then he divided these assets into ten sub-sections, which are one hundred sections called The divisions were called the second summary, then Dewey's system divided each of the hundred sub-sections into ten other divisions, which he called the branches, numbering a thousand branches, and called them the third summary term (Ribhi Mustafa Alyan, Amin Al-Najdawi, 1999, pp. 178-179)
3. Hierarchical, Ladder, Ordinal System: The Dewey classification system is characterized by being hierarchical, meaning that it steps in a logical way in dividing the topics of human knowledge from general to specific, and that each ladder or step of the division is represented by the symbol (classification number) by adding a new number to The original base number. And that every subject of human knowledge in sequential numbering is part of the general subject to the particular. (Ribhi Mustafa Alyan, 1999, pp. 101-102)
4. Memorization methods in the system: One of the important features of the system is its use of mnemonic methods that facilitate the classification process for the information vessels, because the system adopted a unified and fixed approach, which is to give the same number to some topics, as those numbers are repeated in the head The main and auxiliary symbols lead to the same meaning. He also used the abstract symbol, and this symbol is easier to remember than the mixed symbol. (Sabah Muhammad Clou, 2000, p. 101)

Among the means of remembrance provided by the system are the following: (Rebhi Mustafa Alyan, Younis Ahmed Al-Shawabkeh, 2012, pp. 87-88)

- A- Repetition of the base numbers for language 400 and literature 800.
- B- Repeated use of numbers or symbols for the unified divisions.
- C- Repeating the symbols for the place, as it is possible to use the symbols for the countries with the section of geography and history.
- D- Repetition of the use of numbers related to topics in the field of translations.

The main tables: (Al-Saeed Mabrouk Ibrahim, 2013, p. 19)

The first summary (The Ten Principles): The Dewey Classification System assigned to each asset a group of (100) numbers, and it was briefly touched upon by mentioning the first number and the last number, and between them a dash (100-199). In the following are the ten principles: (Younis Ahmed Al-Shawabkeh, Qasim Mahmoud Al-Khalidi, 2008, pp. 137-139).

Computer science, information, and general business	099 - 000
Philosophy and psychology	199 - 100
religions	299 - 200
social science	399 - 300
Languages	499 - 400
Natural sciences and mathematics	599 - 500
technology	699 - 600
Arts . Fine and decorative arts	799 - 700
Literature and the art of writing	899 - 800
.History, geography and auxiliary tables	999 - 900

The second summary: Dewey divided each of the ten origins into ten other branches, and each branch was assigned ten numbers: In the following are the ten origins: (Younis Ahmed Al-Shawabkeh, Qasim Mahmoud Al-Khalidi, 2008, pp. 139-167)

Computer science, information and general business	099 - 000
Bibliography	- 010 019
Library and information science	029 - 020
General encyclopedic works	039 - 030
Non-user	049 - 040
General series (periodicals)	059 - 050
Public organizations and museology	069 - 060
Media, press and publishing	079 - 070
public groups	089 - 080
Manuscripts, rare books	099 - 090

Helping tables: (Rahim Abboud, 2004, p. 105)

The six auxiliary tables called the term "Table" to distinguish them from the main tables in the classification system called the term "Schedule". These auxiliary tables are one of the most important special features that distinguish the system because they represent one of the means for constructing and synthesising numbers that will help the classifier to build the most specialized numbers." Those numbers contained in the auxiliary tables are not used alone, but are added to the basic numbers in the Dewey classification system. The system contains six auxiliary tables whose symbols (according to the function of each table) are used consistently with the system sections:

Assistant Table No. 1 (unified divisions or regulated branches)

It can be defined as formal divisions of knowledge and divisions showing the method of treatment in terms of historical or theoretical aspects of the subject.As for the summary of the table (the standardized divisions or codified branches) it is as follows: Salman Judi Dawood. Dewey Decimal Classification: Auxiliary Tables) is available on the website:

Philosophy and theories	-01
Miscellaneous and miscellaneous	-02
Dictionaries and encyclopedias, articles arranged .alphabetically	-03
Special Topics	-04
Periodicals and serial materials	-05
Organizations and management	-06
Education, research and related topics	-07
History and description according to the relationship to types of people	-08

Historical and geographical treatment and translations of people	-09
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Assistant Table No. 2 (Geographical Areas) (Hani Al-Amad, 2009, pg. 77)

List of geographical places: It is the largest list in the tables auxiliary to the Dewey Decimal Classification, and includes spatial and geographical subdivisions. This table is usually used based on certain observations or directly using the form code 09 for geographical and historical treatment. The number of the specific geographical area is determined along with the base number This table allows the classification number to be more specific from a geographical point of view. As for the summary of the “geographical areas” table, it is as follows:

Regions, regions and places in general	-1
people	-2
old world	-3
Europe, Western Europe	-4
Asia, East, Far East	-5
Africa	-6
north america	-7
south america	-8
Other parts of the world, alien worlds, and Pacific islands	-9

Auxiliary Table No. (3) (The Branches of Individual Arts and Literatures and Specific Literary Forms) List of Divisions of Individual Literatures: The symbols of this table are exclusively used for literary forms with the basic numbers of individual literatures that have instructions next to them or appear in front of them with an asterisk (*) under the section (810-890). The numbers of specific literatures are prepared according to language first and then the literary form of a particular literature. (Rahim Abboud, 2004, p. 134) It may not be used for singular manners that do not contain instructions stipulating adding numbers from Table No. 3. This table is divided into three sub-tables, which are as follows: (Mahmoud Ahmed Ateem, 1998, p. 88)

Table 3-A (3-A): It includes sub-divisions for literary and critical works, descriptive and translational studies composed by or written about by one specific author, as well as for literary creative works of that author. .

Poetry	-1
the play	-2
the story	-3
literary articles	-4
sermons	-5
Messages	-6
Satire and humor (this number is found in Table3-B)	- 7
Miscellaneous writings	-8

Table 3-B (3-B)

(Sub-divisions for works composed about or by two authors) It contains symbols for the unified literary divisions from Table 3-a. It also includes new symbols for satires, humors and literary anecdotes. The table also includes subdivisions for each literary division. For example, poetry is divided into:

Poetry theatrical	-102
narrative poetry	103 -
lyric poetry	104 -

educational poetry	105 -
Satire or humorous poetry	-107

Sub-divisions for the classification of literary works authored by more than one author in a specific literature. It includes symbols that should be used in conjunction with the sub-table (3-B) in constructing the figures within Table 3-B and according to the instructions with the base numbers "808" (groups of literary texts by more than two writers) or "809" for literary criticism, history and description for more than one author Or under the number 700.4 related to arts subjects or under 791.4 (movies, television and radio) (Mahmoud Ahmed Ateem, 1998, p. 131)

Table 3-C (3-C)

This table includes symbols that reflect specific features, elements, ideas, and themes, and symbols for people belonging to certain categories that literature was written by them or that literature is directed at.

Auxiliary Table No. 4 (Single Language Branches and Language Families)

These tables are used with the basic classification numbers of languages only, and the auxiliary table No. 4 cannot be used. Except with language families and individual languages according to instructions under 410-490. This table includes symbols for the unified linguistic divisions: (Hamdi Abdel-Alim Al-Badawi, 2008, p. 101)

The summary of the table is as follows

1. Writing systems, phonology, spelling and pronunciation in the classical language
2. Derivation in the classical language
3. Classical language dictionaries
4. Neglected (Al-Balaghah is for Arabic only, according to Arabic modifications)
5. Grammar (grammar and morphology)
6. Neglected (Offers are for Arabic only, according to Arabic modifications)
7. Dialects (historical and geographical differences, modern non-geographical differences)
8. Standardized (eloquent) use of language, applied linguistics

Assistant Table No. 5 (Ethnic, Nationality and National Groups)

This table includes figures that refer to ethnic minorities, nationalities and races in different parts of the world, in addition to people residing in places or places other than their original homeland. (Rahim Abboud, 2004, p. 147)

The summary of the table is as follows

Arabs (according to Arabic modifications)
The British, the English, the Anglo-Saxons
The Germans
Current Latinos
Italians, Romanians and related groups
The Spaniards and the Portuguese
North Americans
Greeks and related groups
Other ethnic and national groups

Auxiliary Table No. (6) Languages: This table is used to indicate the language of the document. The function of this table is that it determines the language in which a particular vessel was written in a language other than its original language. The lists of the table have assigned numbers to various dialects and languages in the year. The table is not used alone. Rather, the table numbers are added to the basic numbers that are given instructions below that refer to adding numbers from this table.: (Rahim Abboud, 2004, p. 152)

The summary of the table is as follows

,The Arabic language (according to the Arabic modifications (which is a substitute for the Indo-European languages	-1
English, Old English	-2
German language	-3
Romance languages	-4
Italian Language	-5
Spanish and Portuguese languages	-6
Latin language	-7
Greek languages	-8
Other languages	-9

Relative index or analytical index: (available on the website: visit date 1/1/2022

https://uomustansiriyah.edu.iq/media/lectures/8/8_2021_03_01!10_59_44_PM.pdf

The index is a list of the various concepts, terms, and topics contained in the main and auxiliary tables. Those concepts, terms, and topics are arranged in alphabetical order, with the classification numbers representing them mentioned against each of them. Within the tables in one place in the main tables, as well as it reflects the relative relationship between related topics. The Relative Analytical Index is a reference guide that helps the beneficiaries or classifiers to identify the locations of the entries within the main and auxiliary tables, in addition to identifying the classification numbers assigned to each entry.

As for the cases of relative analytical index, they are of two types

1. directly
2. Referring to a term at the same level.
3. b- Referring from a term at a general level to a term at a narrower level.

General

The reference is from a term that does not have a number assigned in the table. As the index gathers the different aspects of one subject, which were dispersed by the original tables, and shows in front of each aspect its place in the main tables. When using the relative analytical index, the following steps must be followed: (Ahmed Abdullah Al-Ali, 2005, p. 160

1. Determining the topics of the vessels, the point of view that the author dealt with, and the angle from which the issues were dealt with.
2. Finding the subject headings in alphabetical order and choosing the corresponding classification numbers for the subjects.
3. You must refer to the system tables to verify the correctness of the classification numbers.

Notes and instructions for constructing and installing numbers within the main tables: (Mahmoud Ahmed Ateem, 1998, pp. 121-126)

Notes

The Dewey Classification System includes a set of notes and instructions under some classification numbers, and the purpose of its existence is to guide the classifier and guide him regarding the classification of some topics or the installation of some classification numbers, the most important of which are:

1. Notes examples or example: This note is used to describe the content of the portal when there are certain contents that are not clear directly from the portal itself.
2. Field or definition notes that define the concept and meaning of the section.
3. Inclusion notes: they identify topics that do not appear clearly as part of the entry.

4. Notes Categorize here: It shows the areas contained in the section to indicate the place of classification of the comprehensive and overlapping works.

Instructions for building and installing numbers within the main tables, which are of different types: (Rahim Abboud, 2004, pp. 85-92)

1. Building the numbers using the entire original tables.
2. Adding the branches of the base number to a complete base number for the same topic through instructions under the base number to complete all aspects of the desired topic by adding those branches
3. Adding the subdivisions of the base number to another base number in a different topic, and this case is one of the most used cases in the main tables, as these additions are made through the instructions below the base number that need those additions.

The website of the Dewey Decimal Classification System on the Internet webDewey and its features: (Yasser Youssef Abdel Muti, 2000, pp. 144-145)

The beginning of work on computing the Dewey Decimal Classification was in 1979 AD, and it can be said that the process of computing the Dewey Decimal Classification began early “before the classification of Congress. The 19th edition was produced on photocopy tapes through a computer. In 1984 this development encouraged (Forest Press Company, Forest) Press) to work on developing an automated system for updating and editing the Dewey Decimal Classification. In 1989 this system was used in the production of the twentieth and twenty-first editions. Until 2003, when the Center for Computerized Libraries was made available on its website and online, where the 22nd edition was issued in hard and electronic copies under the title : Web Dewey via OCLC's website: <http://connexion.oclc.org>, and in 2011 it was followed by the twenty-third edition in two copies, one hard copy and the other electronic. Currently, the system can be accessed via the link <https://dewey.org/webdewey/login/login.html>



Figure 1 Dewey Classification System homepage on the web

It is noted from Figure (1) that the main page of the Dewey Classification System on the web contains two fields:

(Available on the system's website via the link: <https://dewey.org/webdewey/login/login.htm>, date of visit 12/3/ 2021)

1. Username
2. password password

WEBDEWEY is distinguished by the following: (Younis Ahmed Al-Shawabkeh, 2013, pp. 553-573) (Rebhi Mustafa Alyan, Younis Ahmed Al-Shawabkeh, 2012, pp. 88-91)

- Ease of use and speed of updating
- Save the classifiers' time and effort.
- The possibility of accessing the Dewey Decimal Classification tables quickly and easily through the website available on the Internet and obtaining information related to it.
- The possibility of adding thousands of numbers and words available in the relative index that are not available in the paper version.
- The ability to access the Library of Congress subject headings list available online, the Business Subject Heading List, and the Sears Subject Heading List, adding to the medical subject heading list.
- The possibility of continuous updating of the database with the incorporation of the latest revisions and periodic changes to the Dewey Decimal Classification issued every three months.
- It presents the ten main and auxiliary tables in a way that makes it easier for the workbook to browse those tables page by page, knowing that Dewey Web does not allow the possibility of searching or browsing by the title of the book.
- A hierarchical display showing the required classification numbers and the numbers of other classifications, both wider and narrower.
- Enable classifiers to construct and construct Dewey Decimal Classification numbers by applying the instructions contained in classification records and allowing the link between the automated index and the electronic classification tables available on the web. Dewey web data with user notes using available search options such as searching in Dewey indexes and searching for terms combined in one or more Dewey indexes using Boolean search links (AND/ OR/ NOT) or using the truncation method.
- Great possibilities for searching and browsing, as the browsing process is done using contextual keyword indexes for both the relative index and the Library of Congress subject headings list.
- There are links between the Library of Congress subject headings, which are provided with Dewey Classification numbers, and its authority records.
- Use the important links extensively to easily access the relevant numbers and entries in addition to the guide entries referred to in the notes.
- The possibility of subscribing to the site for all libraries and individuals around the world at reasonable prices with a low annual subscription value. In addition to providing the opportunity for subscribers to show their own specifications that benefit from the facilities and functions provided by the system.

Third: The practical aspect of the research

Overview of Basra University Libraries: We will start this chapter by giving a brief introductory overview of Basra University Libraries in terms of the years of their establishment, the size of their library collection, and the total number of human resources.

The total number of human resources in the library	Desktop group size	Year Founded	Library name	No
9	99020	1964	the central Library	1
12	30321	1964	Faculty of Arts library	2
12	21275	1965	Library of the College of Administration and Economics	3
2	57420	1965	College of Engineering Library	4
6	59575	1975	Library of the College of Education for the Humanities	5
2	74556	1979	College of Science Library	6
7	25423	1986	Law College Library	7

6	15124	1992	College of Fine Arts Library	8
4	5776	1999	College of Veterinary Medicine Library	9
3	15287	2001	Library of the Faculty of Education in Nat	10
1	1664	2002	College of Pharmacy Library	11
2	2118	2009	Nursing college library	12

Classifiers in Basra University Libraries

Distribution of the classifiers according to the certificate.

Table (3) Distribution of classifiers in Basra University libraries by degree

Certificate					Library name	No
the total	Bachelors		Higher Diploma			
	%	the number	%	the number		
6	100	6			the central Library	1
3	66,66	2	33,33	1	Faculty of Arts library	2
5	100	5			Library of the College of Administration and Economics	3
1	100	1			Library of the College of Education for the Humanities	4
1	100	1			College of Engineering Library	5
1	100	1			College of Science Library	6
1	100	1			Law College Library	7
2	100	2			College of Fine Arts Library	8
1	100	1			College of Veterinary Medicine Library	9
1	100	1			Girls' College of Education Library	10
1	100	1			College of Pharmacy Library	11
1	100	1			Nursing college library	12
24	95,83	23	4.16	1	the total	

Table No. (3) shows the distribution of the two workbooks working in Basra University libraries according to the certificate, where the total of the two workbooks is (24). And the highest percentage is for holders of a bachelor's degree, who are twenty-three classifiers, 1961

with a rate of (95.83 percent) of the total number of classifiers in the libraries of the University of Basra. It is also clear from Table No. (3) that the highest percentage of classifiers who have a bachelor's degree work in the central library at the University of Basra, numbering six, and at a rate of (100%) of the total classifiers working in the central library. There is also only one classifier from Holders of a higher diploma work in the library of the College of Arts with a percentage of (4.16%) of the total number of classifieds in the libraries of the University of Basra.

Distribution of classifiers according to specialization

Table (4) Distribution of classifiers in the libraries of the University of Basra by specialization

the total	Business Administration		information and libraries		computers		Library name	No
	%	the number	%	the number	%	the number		
6			100	6			the central Library	1
3			100	3			Faculty of Arts library	2
5			100	5			Administration and Economics Library	3
1			100	1			College of Education for the Humanities Library	4
1			100	1			College of Engineering Library	5
1					100	1	College of Science Library	6
1			100	1			Law College Library	7
2			100	2			College of Fine Arts Library	8
1			100	1			College of Veterinary Medicine Library	9
1			100	1			Girls' College of Education Library	10
1			100	1			College of Pharmacy Library	11
1	100	1					Nursing college library	12
24	4.16	1	91,66	22	4.16	1	the total	

In Table No. (4) the classifiers were distributed in the libraries of the University of Basra by specialization, and it is clear from it that the number of classifiers in the specialty of (information and libraries) are twenty-two, and their percentage is (91,66%), which is the highest percentage of the total of classifiers in the libraries of the University Basra, and one classifier in both disciplines (computers) and (business administration), with a percentage of (4.16%) of the total classifiers in the libraries of the University of Basra. This indicates that the vast majority of classifiers in university libraries are specialists in libraries and information.

Distribution of classifiers according to the years of service they spent in the classification process.

Table (5) Distribution of classifiers in Basra University libraries according to the years of service they spent in the classification process

the total	Years of service												Library name	No
	%	30-26	%	25-21	%	20-16	%	15-11	%	10-6	%	15th		
6				33,33	2	16,66	1	16,66	1	33,33	2	the central Library	1	

3					33,33	1			33,33	1	33,33	1	Faculty of Arts Library	2
5	40	2			40	2			20	1			Library of the College of Administration and Economics	3
1											100	1	College of Education for the Humanities Library	4
1	100	1											College of Engineering Library	5
1							100	1					College of Science Library	6
1											100	1	Law College Library	7
2							100	2					College of Fine Arts Library	8
1									100	1			College of Veterinary Medicine Library	9
1	100	1											Girls' College of Education Library	10
1											100	1	College of Pharmacy Library	11
1											100	1	Nursing college library	12
24	16,66	4	-	-	20,83	5	16,66	4	16,66	4	29,16	7	the total	

It is noted from Table No. (5) that the highest percentage was for the category (1-5) years, as the percentage amounted to (29.16%) of the total compilers of Basra University libraries. Followed by the category (16-20) years, which constitutes (20,83%) of the total classifiers in the libraries of the University of Basra. The category (6-10) years, the category (11-15) years, and the category (26-30) years got the lowest percentage, as the number of classifiers in those categories reached four in equal proportions, which is (16.66%)

The auxiliary means that guide classifiers in the libraries of the University of Basra to determine the subject of the document

Table No. (6) contains the means that classifiers use to determine the subject of the document, and it is clear from it that all the classifiers in the libraries of the University of Basra use the title of the source to determine their topic. It is used by all classifiers to determine the subject of the document (the title of the main and sub-article) with a number of twenty-four workbooks and a percentage of (100%) of the total options presented.

Followed by the method (reading the introduction). The author in the introduction shows the purpose of writing the document and the specialized category to which it belongs, as the number of classifiers who used this method reached twelve, at a rate of (50%) of the total options presented.

The method (the author of the article and his specialization) is a "good" guide to the content of the document through the author's specialization and qualifications and the purpose of writing the document, as it inevitably contributes to "determining the subject of the document, so the number of writers who chose that method reached eleven works" and by proportion (45.83%) of the total options presented, as well as the method (reading the abstract) used by eleven authors, and for the same percentage.

Then the method (reading the list of contents) and the number of users of this method was eight classifiers and a percentage of (33.33%) of the total options presented.

As for the two methods (reading the scout if the material contains a scout) and (the question of specialists from professors and researchers), both methods were used by three classifiers at a rate of (12.5%), and the two methods were (reading the list of sources)

and (using the index card during publication). contained in the article) at the lowest percentage of (8.33%) of the total options offered chosen by the classifiers.

Use the Dewey decimal classification System.

Dewey Decimal Classification System editions, translations and data for translated editions

Table (6)Dewey Decimal Classification System editions and translations and data for translated editions

year of release	Issuer	Translated ?or original	edition	Title of the edition used	Library name	No
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	the central Library	1
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	Faculty of Arts Library	2
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	Library of the College of Administration and Economics	3
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	Library of the College of Education for the Humanities	4
1971	Forest Press / New York	original	,18th edition original, not ,Arabized reproduced	Dewey Decimal Classification and Relative Index	College of Engineering Library	5
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	College of Science Library	6
2000	Academic Library Cairo /	subtitled	Encyclopedia of decimal ,classification Arabized	encyclopedia of decimal classification	Law College Library	7
1984	Institute of Public / Administration General Administration of Libraries / Central Library / Riyadh	subtitled	Arabized and modified edition	Dewey Decimal Classification	College of Fine Arts Library	8
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	College of Veterinary Medicine Library	9
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	Girls' College of Education Library	10
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	College of Pharmacy Library	11
2012	Jordan Library / Association Amman	subtitled	The 22nd Arabized and Modified Edition	Dewey Decimal Classification and Relative Index	Nursing college library	12

Through the researcher's observation and the compilers' response to the questionnaire, it is clear that most of the libraries at the University of Basra use the Dewey Decimal Classification and Relative Index folder, and that the edition used is (the 22 Arabized and Modified Edition) issued in Amman by the Jordan Library Association for the year 2012, and its nine libraries are: The Central Library, the Library of the College of Arts, the Library of the College of Administration and Economics, the Library of the College of Education for Human Sciences, the Library of the College of Science, the Library of the College of Veterinary Medicine, the Library of the College of Education for Girls, the Library of the College of Pharmacy, and the Library of the College of Nursing. As for the other three libraries, each one uses an edition of the Dewey Decimal Classification System that differs from the other. The College of Engineering's library uses the 18th edition, with its original version in English, issued in New York by Forest Press in 1971, and it is the only library that uses an original, non-arabized copy that differs from its counterparts from other libraries, and it is an old edition that does not fit modern scientific developments, especially in the field of subjects engineering. As for the library of the Faculty of Law, it uses the encyclopedia of decimal classification, prepared by Muhammad Awad Al-Aydi, Al-Maarabah, issued in Cairo by the Academic Library for the year 2000, and the Library of the Faculty of Fine Arts, it uses the Arabized and modified edition of the Dewey Decimal Classification System, issued in Riyadh by the administration General Libraries for the year 1984.

The editions of the Dewey Decimal System used in Basra University libraries contain an introduction, instructions, help tables and an alphabetical index.

Table (7) The editions of the Dewey Decimal System used in the libraries of the University of Basra contain an introduction, instructions, help tables and an alphabetical index.

Alphabetical Scout	Help tables	Introduction and tips	Libraries name	No
√	√	√	the central Library	1
√	√	√	Faculty of Arts Library	2
√	√	√	Library of the College of Administration and Economics	3
√	√	√	Library of the College of Education for the Humanities	4
√	√	√	College of Science Library	5
√	√	√	Law College Library	6
√	√	√	College of Fine Arts Library	7
√	√	√	College of Veterinary Medicine Library	8
√	√	√	Girls' College of Education Library	9
√	√	√	College of Pharmacy Library	10
√	√	√	Nursing college library	11
			College of Engineering Library	12

The College of Engineering Library uses the original (not translated) edition of the Dewey Decimal Classification System, and through the workbook's answer in the College of Engineering's library to the current question, he confirmed that the copy does not contain an introduction, instructions, help tables, and an alphabetical index only because it contains the main tables because The copy in the library is a copy of the original and incomplete. As for the rest of the libraries, which number (11), all translated editions of the Dewey Decimal Classification System contain: introduction, instructions, help tables, and an alphabetical index in addition to the main tables. The answers to the question were (100%)

Classifiers' use of the orthographic index in the Dewey Decimal System

Table (8) Frequencies and percentages of classifiers' use of the orthographic index in the Dewey Decimal System

%	the total	%	both	%	yes	the question
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99,99	23	13,04	3	86,95	20	,If you are using the Dewey Decimal Classification System do you use an orthographic index to get the appropriate ?classification number
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The College of Engineering’s library was excluded from the classifiers’ answers because the edition used by the library is a copy of the original edition and is incomplete and does not contain the alphabetical index. As it is noted from Table No. (8) that most of the classifiers’ answers were “yes” and they numbered twenty from the total (23) classified, with a rate of (86.95%), and this indicates that most of the classifiers use the alphabetical index to obtain the required classification number. The following libraries (the Library of the College of Science, the Library of Veterinary Medicine, and the Library of the College of Pharmacy)

Building numbers using auxiliary tables in the Dewey Decimal Classification System

Table (9)Frequencies and percentages of using auxiliary tables

%	the total	%	both	%	yes	the question
99,99	23	17,39	4	82,60	19	If you are using the Dewey Decimal Classification system, do you combine the numbers using the ?auxiliary tables

From Table No. (9) it is clear that the answers of the classifiers about their use of auxiliary tables when practicing the classification process are as follows: (19) classifiers out of a total of 23 classifiers whose answer was “yes” with a percentage of (82,60%), that is, they use tables Assistance when they construct the classification numbers. As for the classifiers whose answers were (no), their number was (4) classified and with a percentage of (17.39%). Fine, and the library of the College of Pharmacy. Through the interview and the question of some classifiers, the researcher found that most of the classifiers who work in the libraries of the scientific faculties do not use the auxiliary tables and are satisfied with the main tables, which include the one specialization with its sub-lists.

The most frequently used auxiliary tables.

Table (10)The most used auxiliary tables by classifiers in libraries that use the Dewey Decimal Classification System

Use auxiliary tables												number of classifiers	Library name	No
%	number 6	%	no 5	%	.No 4	%	Number 3	%	Number 2	%	.No 1			
50	3	50	3	50	3	50	3	100	6	100	6	6	the central Library	1
100	3	100	3	100	3	100	3	100	3	100	3	3	Faculty of Arts Library	2
-	-	-	-	-	-	20	1	100	5	100	5	5	Library of the College of Administration and Economics	3
-	-	-	-	-	-	-	-	-	-	100	1	1	College of Education for the Humanities Library	4
-	-	-	-	-	-	-	-	-	-	100	1	1	College of Science Library	5

-	-	100	1	-	-	-	-	100	1	100	1	1	Girls' College of Education Library	6
-	-	-	-	-	-	100	1	100	1	100	1	1	Law College Library	7
33,33	6	38,88	7	33,33	6	44,44	8	88,88	16	100	18	18	the total	

From Table No. (10), it is clear that the auxiliary table most used by classifiers (18) is the auxiliary table No. (1), where the percentage of its use reached (100%), followed by the assistant table No. (2) with a percentage of (88.88%). The auxiliary table No. (3) came in third place with a percentage of (44.44%), then Table No. (5) with a percentage of (38.88%), and the lowest percentage was for the two tables (4) (6), the number of users from Those classified in both tables are equal, with a percentage of (33.33%)

Classifiers' level of understanding of the notes and instructions under the main numbers in the Dewey Decimal Classification System.

Table (11) Frequencies and percentages of classifiers' level of understanding of the notes and instructions under the main numbers in the Dewey Decimal Classification System

%	the total	%	both	%	yes	the question
100	24	-	-	100	24	Are the notes and instructions (containment notes, class instructions here) in the Dewey Classification System ?under Head Numbers understandable

In Table No. (11) above, it is indicated that the classifiers' answers to the question about the notes and instructions (containment notes, class instructions here) that are under the main numbers in the Dewey classification system, all the classifiers answered that these instructions and notes are understandable and there is no ambiguity regarding For the classifier, the percentage of the total answers for (24) classifiers was (100%)

Library materials that are classified according to the Dewey Decimal Classification System used in the libraries of the University of Basra

Table (12)Library materials that classify the Dewey Decimal Classification System used in Basra University libraries

Other materials	Maps and pictures	laser discs	periodicals	University Theses	books	Libraries name	No
√		√	√	√	√	the central Library	1
			√	√	√	Faculty of Arts Library	2
			√	√	√	Library of the College of Administration and Economics	3
				√	√	College of Engineering Library	4
		√	√	√	√	Library of the College of Education for the Humanities	5
			√	√	√	College of Science Library	6
		√	√	√	√	Law College Library	7

			√		√	College of Fine Arts Library	8
			√	√	√	College of Veterinary Medicine Library	9
			√	√	√	Girls' College of Education Library	10
			√	√	√	College of Pharmacy Library	11
				√	√	Nursing college library	12

It is clear from the answers of the classifiers to the question related to the forms of library materials that are classified according to the Dewey Decimal Classification System used in the libraries of the University of Basra, as books represent the main source of information in all libraries, and it is the first library material that is classified according to the Dewey Classification System followed in libraries (12) as in Table No. (12). As for university theses, they are classified in (11) libraries, and periodicals are also categorized into (10) libraries, which are (the Central Library, the Library of the Faculty of Arts, the Library of the Faculty of Administration and Economics, the Library of the Faculty of Education for Human Sciences, the Library of the Faculty of Sciences, and the Library of the Faculty Law, the Library of the College of Fine Arts, the Library of the College of Veterinary Medicine, the Library of the College of Education for Girls, and the Library of the College of Pharmacy). As for the other materials, which are rare books, they are classified in the Central Library only.

Problems and suggestions

Problems that classifiers face while practicing the classification process

Table (13)

the total	the problems							
	%	The reliance of some classifiers on the title only for the purpose of determining the subject of the article	%	Lack of experience with poor qualification of some classifiers	%	Existence of new topics not provided by the old edition of the Dewey Decimal Classification System	Library name	No
6	16,66	1			83,33	5	the central Library	1
3					100	3	Faculty of Arts Library	2
5	40	2			60	3	Library of the College of Administration and Economics	3
1			100	1			Library of the College of Education for the Humanities	4
1	100	1					College of Engineering Library	5

1	100	1					College of Science Library	6
1					100	1	Law College Library	7
2					100	2	College of Fine Arts Library	8
1			100	1			College of Veterinary Medicine Library	9
1					100	1	Girls' College of Education Library	10
1			100	1			College of Pharmacy Library	11
1			100	1			Nursing college library	12
24	20,83	5	16,66	4	62.5	15th	the total	

Classifiers in Basra University Libraries identified three basic problems they face while practicing the classification process, and it is clear from Table No. (13) that the most prominent of these problems is the problem (the existence of new topics not provided by the old edition used of the Dewey Decimal Classification System) and it obtained the highest percentage percentage (62.5%), while other classifiers believe that the problem of (some classifiers relying on the title only for the purpose of determining the subject of the article), which sometimes leads to an error in determining the exact subject of the source of the information, and therefore placing a wrong classification code that does not fit the subject of the article, and its percentage reached (20.70%), while four classifiers mentioned another problem, which is (lack of experience with poor qualification of some classifiers) with a rate of (16.66%) of the total classifiers in Basra University libraries.

Suggestions of classifiers for the development of the classification process in the Libraries of the University of Basra Table (14)
Suggestions of classifiers for the evolution of the classification process in the libraries of the University of Basra

suggestions								
the total	%	Holding continuous development training courses for classifiers	%	Keeping abreast of developments and providing the library with the latest versions of the Dewey Classification System	%	Providing the library with qualified authors with experience and specialization	Library name	No
6	33,33	2	50	3	16,66	1	the central Library	1
3	66,66	2	33,33	1			Faculty of Arts Library	2
5	40	2	60	3			Library of the College of Administration and Economics	3

1					100	1	Library of the College of Education for the Humanities	4
1					100	1	College of Engineering Library	5
1	100	1					College of Science Library	6
1					100	1	Law College Library	7
2					100	2	College of Fine Arts Library	8
1			100	1			College of Veterinary Medicine Library	9
1					100	1	Girls' College of Education Library	10
1					100	1	College of Pharmacy Library	11
1					100	1	Nursing college library	12
24	29,16	7	33,33	8	37,5	9		

Table No. (14) reveals the classifiers' suggestions that would develop the classification process in Basra University libraries. As the proposal (supplying the library with qualified classifiers with experience and specialization) obtained the highest percentage of (37.5%), followed by the proposal (keeping up with developments and supplementing the library with the latest versions of the Dewey Decimal Classification System) at a rate of (33.33%). Who supplied the library and provided it with prints The modern Dewey Decimal Classification system is the system adopted in most libraries. As for the proposal (to establish continuous development training courses for classifiers), it received a percentage of (29.16%), which is a significant percentage, and this proposal indicates that there is a desire among the classifiers to participate in training courses On the subject of classification, as the establishment of continuous courses for all cadres working in the field of classification makes the classification process more accurate and gives classifiers high skills in the field of classification.

Fourth: Findings and Recommendations

Results

The research concluded with a number of results, which are

- Most of the classifiers in Basra University libraries are holders of a bachelor's degree, and their number is twenty-three out of (24) works, with a rate of (95.83%). As for the lowest percentage, it was obtained by only one classifier who held a higher diploma.
- Most of the classifiers in the libraries of Basra University are from the information and library specialization, as they constituted (95.83%) of the total classifiers in the university libraries. As for the other disciplines, they constituted a small percentage, which is (4.16%) of the total classifiers in the university libraries.
- The majority of the classifiers have little experience in the classification practice, as the highest percentage of the classifiers in the category (1-5 years) reached (29.16%), while the category (26-30) years got the lowest percentage, which is (16, 66%) of the total of Basra University classifiers. This indicates the small number of classifiers who have experience, competence and qualifications to carry out the classification process.
- The most important means by which classifiers are guided to determine the subject of the information source is (the title of the main and sub-article), as all (24) classifiers in Basra University libraries use this method at a rate of (100%). The title of the document sheds light on the content of the subject matter of the document and therefore may be a "useful" brief for the subject of the document
- It can be said that most of Basra University libraries use the 22nd edition of the Dewey Decimal Classification System, as this edition is used in nine out of twelve libraries to classify their library collections.

- Despite recent developments in the field of engineering sciences and the emergence of recent editions of the Dewey Decimal Classification System, the College of Engineering library still uses an incomplete copy of the 18th edition of the Dewey Decimal Classification System issued in 1971.
- The majority of classifiers in the libraries of the University of Basra use the alphabetical index first to determine the appropriate symbol for the subject, and their percentage is (86.95%) of the total classifiers in the libraries of the University of Basra.
- Most classifiers use auxiliary tables, and their percentage constitutes (87.26%), and the auxiliary table No. (1) comes first in terms of use by classifiers, while we find some classifiers in scientific libraries do not use orthographic indexes or auxiliary tables in the process of fitting classification numbers.
- Also, classifiers in both the Central Library and the Library of the College of Arts use all the auxiliary tables in the Dewey Decimal Classification System. Dewey Decimal Using Auxiliary Tables.
- All Basra University classifiers confirmed that the notes and instructions (containment notes, and instructions categorized here) in the Dewey Decimal Classification System under the main numbers are understandable with a percentage of (100%) of the total of Basra University classifiers.
- All the classifiers in the libraries of the University of Basra are not aware of the existence of sites related to the international classification systems on the Internet, with a percentage of (100%) of the classifiers, such as the Web Dewey Classification System and the Library of Congress Classification Web Classification System.
- The most important problem that the classifiers faced is the problem (the existence of new topics that are not provided by the old used edition of the Dewey Decimal Classification System)
- One of the most prominent suggestions of the classifiers is the proposal (supplying the library with qualified classifiers with experience and specialization), which was put forward by (9) classifiers from the library of the University of Basra, and got the highest percentage of (37.5%)

Recommendations and suggestions

The research recommends the recommendations below after taking into consideration what was suggested by the classifiers in the libraries of the University of Basra:

- Providing the libraries of Basra University with specialized workbooks, especially those with a bachelor's degree and higher degrees in libraries and information, and distributing them in a manner commensurate with the size of the libraries and their services and the size of their holdings.
- Develop future plans regarding the classification system used, such as changing from the traditional form to the electronic form in the classification process, subscribing to an available classification system, and obtaining a version of the Dewey system on the web from the system publisher for the purpose of completing the classification process accurately and quickly, and allocating a budget for subscription. .
- Work to standardize the use of an edition of the Dewey Decimal Classification System in all Basra University libraries, provided that that edition is recent, the 23rd edition was the modified edition, and that there is no confusion by using more than one edition, and the Central Library Secretariat should provide this edition.
- Involve the largest possible number of human resources in the library in periodic courses in the field of classification and indexing in order to make the classification process not limited to the library manager or a specific number of workers, and All human resources have developed experience and skill in this field.
- The necessity of providing annual, semi-annual and quarterly periodic training programs to train classifiers and inform them of the most prominent developments in the field of classification in order to increase their expertise and improve their performance in the classification process, and it is recommended to involve the largest possible number of human resources working in libraries in these training courses.
- The necessity of contacting Iraqi, Arab and foreign bodies with regard to human resources training in university libraries in the field of cataloging in general and classification in particular. These bodies are represented by libraries and academic departments specialized in library sciences.

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Questionnaire form

first / raw data

- The name of the library..... /
- Certificate... .. /
- General specialization..... /
- How many years of service have you spent practicing the classification process in the library ?
.....

Second: Uses of the Dewey Decimal Classification System

If your library uses the Dewey Decimal Classification System

- What edition is used..... ?
- Is the edition used the original or translated edition?

If it is translated, what are its data:

- Its title is.....
- Issuing entity.....
- Year of publication.....

Does this translated edition of the Dewey system contain, in addition to the main tables:

- Introduction and tips
- Tables Help
- Alphabetical Scout

If you use the Dewey Decimal Classification System, you often use the orthographic index to get the appropriate classification number : yes no

If you use the Dewey Decimal Classification system, do you construct the numbers using the auxiliary tables.: yes no

If the answer is yes to the previous question. What are the most commonly used auxiliary tables:

- Auxiliary Table No. 1
- Auxiliary Table No. 2
- Assistant Table No. 3
- Auxiliary Table No. 4
- Auxiliary Table No. 5
- Auxiliary Table No. 6

Are the notes and instructions (containment notes, class instructions here,) in the classification system (Dewey) under the main numbers understandable? Yes no

What library materials are classified according to the Dewey Decimal Classification System in your library?

- books
- Undergraduate Theses
- periodicals
- laser discs
- Maps and pictures
- Other materials

(mention it please(.....

Third / Problems and Suggestions:

- What problems do you face in practicing the classification process? mention it please
- Do you have suggestions that would improve the classification practice in your library? mention it please?