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Clare Beghtol. (2001). **Knowledge Representation and Organization in the Iter Project: A Web-Based Digital Library for Scholars of the Middle Ages and Renaissance** (<http://iter.utoronto.ca>). *Knowledge Organization*, 28(4). 170-179. 20 refs.

ABSTRACT: The Iter Project (“iter” means “path” or “journey” in Latin) is an internationally supported non-profit research project created with the objective of providing electronic access to all kinds and formats of materials that relate to the Middle Ages and Renaissance (400-1700) and that were published between 1700 and the present. Knowledge representation and organization decisions for the Project were influenced by its potential international clientele of scholarly users, and these decisions illustrate the importance and efficacy of collaboration between specialized users and information professionals. The paper outlines the scholarly principles and information goals of the Project and describes in detail the methodology developed to provide reliable and consistent knowledge representation and organization for one component of the Project, the Iter Bibliography. Examples of fully catalogued records for the Iter Bibliography are included.

Pauline Rafferty. (2001). **The Representation of Knowledge in Library Classification Schemes.** *Knowledge Organization*, 28(4). 180-191. 18 refs.

ABSTRACT: This article explores the representation of knowledge through the discursive practice of ‘general’ or ‘universal’ classification schemes. These classification schemes were constructed within a philosophical framework which viewed ‘man’ as the central focus in the universe, which believed in progress through science and research, and which privileged written documentation over other forms. All major classification schemes are built on clearly identifiable systems of knowledge, and all classification schemes, as discursive formations, regulate the ways in which knowledge is made accessible. Of particular interest in determining how knowledge is represented in classification schemes are the following:

- **Main classes:** classification theorists have attempted to ‘discipline epistemology’ in the sense of imposing main class structures with the view to simplifying access to knowledge in documents for library users.
- **Notational language:** a number of classification theorists were particularly interested in the establishment of symbolic languages through notation.

The article considers these aspects of classification theory in relation to: the Dewey Decimal Classification scheme; Otlet and La Fontaine’s Universal Bibliographic Classification and the International Institute of Bibliography; Henry Evelyn Bliss’s Bibliographic Classification; and S.R. Ranganathan’s Colon Classification.

Richard P. Smiraglia. (2001). **Works as Signs, Symbols, and Canons: The Epistemology of the Work.** *Knowledge Organization*, 28(4). 192-202. 45 refs.

ABSTRACT: Works are key entities in the universe of recorded knowledge. Works are those deliberate creations (known variously as opera, oeuvres, Werke, etc.) that constitute individual sets of created conceptions that stand as the formal records of knowledge. In the information retrieval domain, the work as opposed to the document, has only recently received focused attention. In this paper, the definition of the work as an entity for information retrieval is examined. A taxonomic definition (that is, a definition built around a taxonomy) is presented. An epistemological perspective aids in understanding the components of the taxonomic definition. Works, thus defined as entities for information retrieval, are seen to constitute sets of varying instantiations of abstract creations. These variant instantiations must be explicitly identified in future systems for documentary information retrieval. An expanded perception of works, such as that presented in this paper, helps us understand the variety of ways in which mechanisms for their control and retrieval might better be shaped in future.