

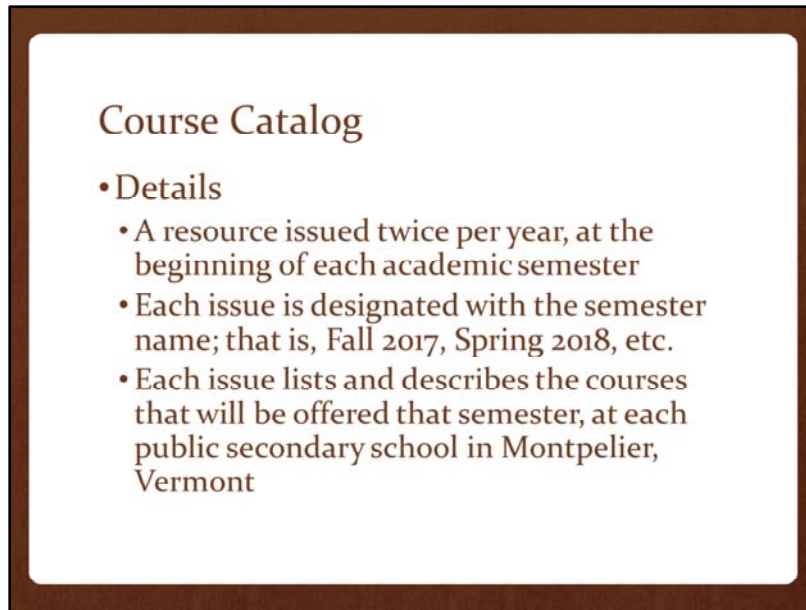
Intent of the This Module

- To demonstrate the process of
 - Determining the topic and form of the resource
 - Converting the topic and form into subject headings
 - Main headings
 - Subdivisions
 - Order of subject headings

In this module we will demonstrate the process for assigning subject headings to a resource. The process begins by determining what the resource is about as well as its form.

We will then convert that information into subject headings, including subdivisions as appropriate.

Finally, if it is necessary to assign more than one heading we will determine the correct order of those headings according to instruction sheet H 80 in the *Subject Headings Manual*.

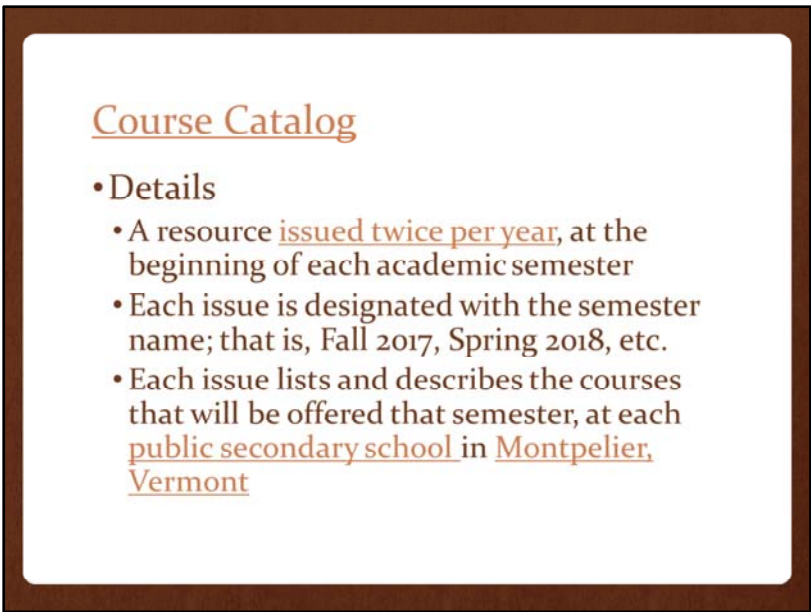


The resource we will catalog in this module is titled *Course Catalog*, which is rather uninformative. However, by examining it we determine two facts.

- First, it is published twice per year, which makes it a periodical or a serial – we will have to consult the SHM to determine which it is for subject cataloging purposes. We’ll do that in a few minutes.
- Second, it describes the courses that will be offered in public secondary schools in Montpelier, Vermont in the semester for which it is published.

Periodicals and serials often do not contain convenient summaries like non-serial resources do. Instead, catalogers often have to base their understanding of the resource on a single issue, and that issue may not be indicative of the whole. Serials and periodicals also tend to change their scope over time, so they are usually assigned broader headings than monographs, in hopes that the subject cataloging will remain valid even if the scope changes slightly.

In the case of the resource we are cataloging, we have four issues and the format and scope are consistent.



Course Catalog

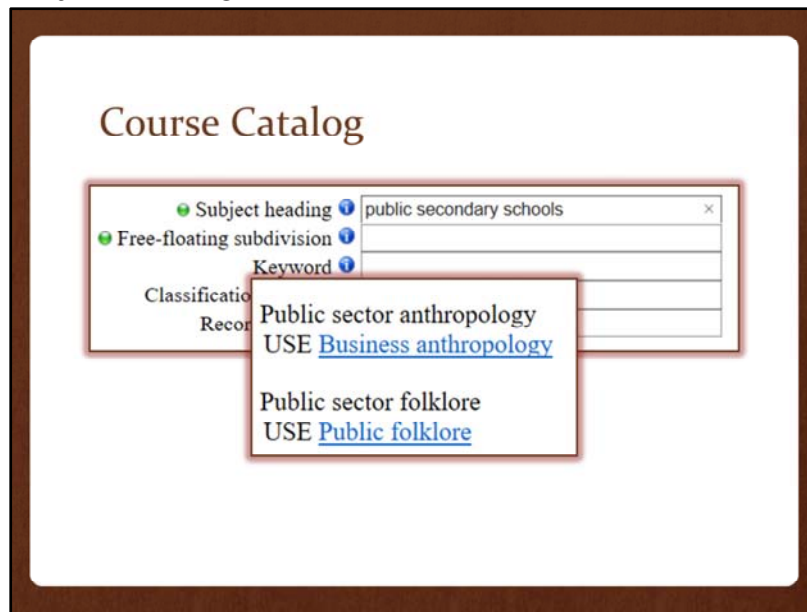
- Details
 - A resource issued twice per year, at the beginning of each academic semester
 - Each issue is designated with the semester name; that is, Fall 2017, Spring 2018, etc.
 - Each issue lists and describes the courses that will be offered that semester, at each public secondary school in Montpelier, Vermont

The key words and phrases are underlined and highlighted in a different color. They are: *course catalog*, *issued twice per year*, *public secondary school*, and *Montpelier, Vermont*, which is in the United States.

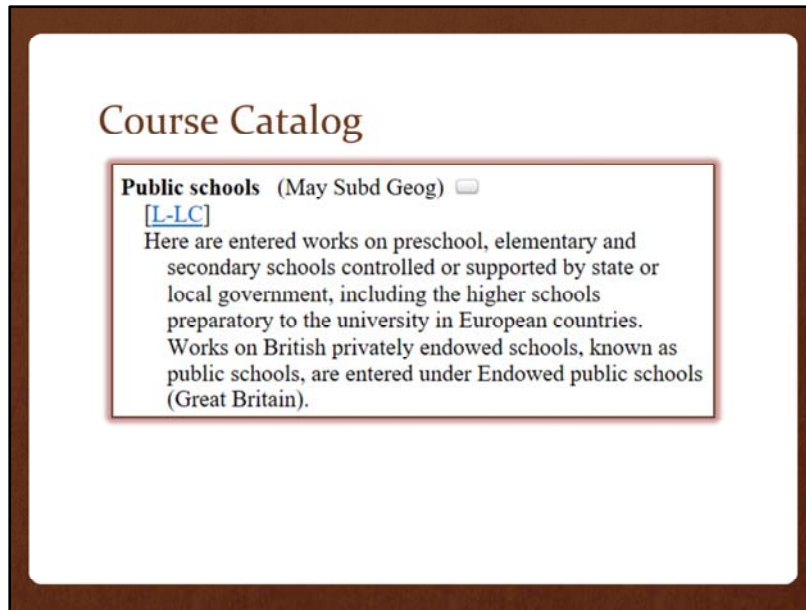
Let's proceed with the theory that the place will be brought out with a geographic subdivision rather than a geographic heading, because that is the most common situation. That leaves three elements: *periodical/serial*, *course catalogs*, and *public secondary schools*.

Course catalog and *periodical/serial* are the forms of the resource, and forms are also often subdivisions.

Let's begin by searching for a heading for *public secondary schools*.



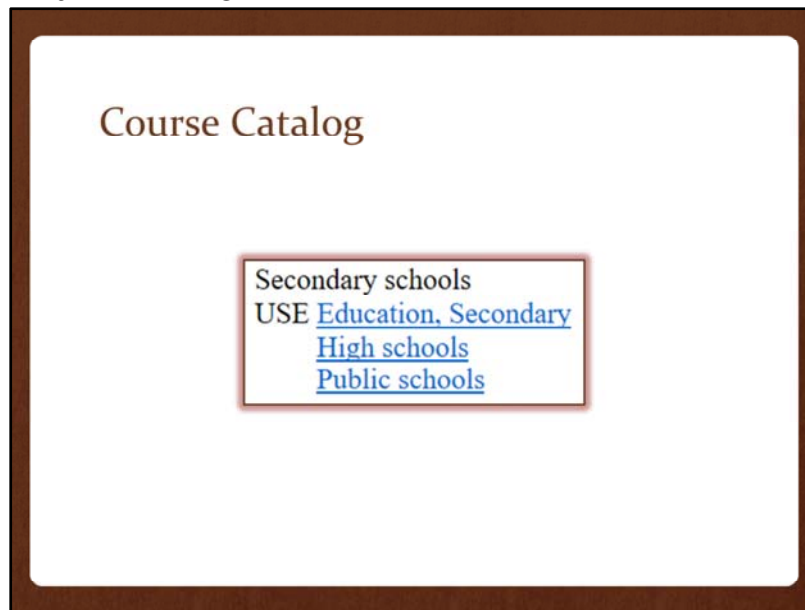
LCSH does not include a heading for public secondary schools, so let's break it down into its component parts: *public schools* and *secondary schools*.



There is a heading for **Public schools**, and it includes a scope note because what Americans and Europeans call a *public school* is not what the British call a *public school*.

The first part of the scope note is the American and European definition: *schools controlled or supported by the state or local government*.

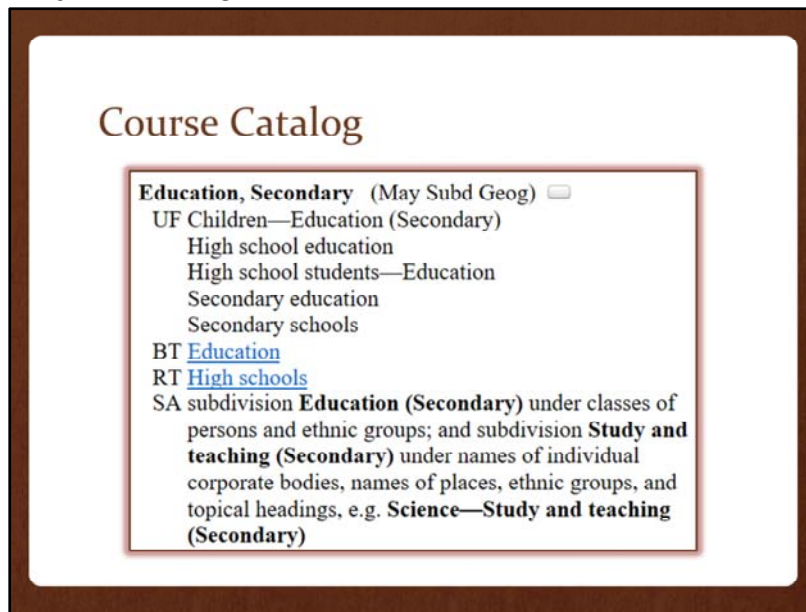
Since Montpelier is in the United States, we can use this heading, which reflects the American definition. This heading looks pretty good.



There is not a heading for secondary schools in LCSH; there are three!

Education, Secondary;
High schools; and
Public schools.

We have already decided on the heading **Public schools**, so let's try looking at the others.



Education, Secondary looks like it might fit the resource.

There is a general SEE ALSO reference, which indicates that there are subdivisions that can be used under classes of persons and ethnic groups, names of individual corporate bodies, names of places, and topical headings.

Let's investigate whether the general SEE ALSO reference applies.

The image is a screenshot of a web page titled "Course Catalog". It displays a list of subject headings under the heading "Education, Secondary (May Subd Geog)". The list includes "UF Children—Education (Secondary)", "High school education", "High school students—Education", "Secondary education", "Secondary schools", and "Teenagers—Education (Secondary)". Below these are "BT Education" and "RT High schools". The "SA" subdivision is highlighted in pink and reads: "SA subdivision Education (Secondary) under classes of persons and ethnic groups; and subdivision Study and teaching (Secondary) under names of individual corporate bodies, names of places, ethnic groups, and topical headings, e.g. Science—Study and teaching (Secondary)".

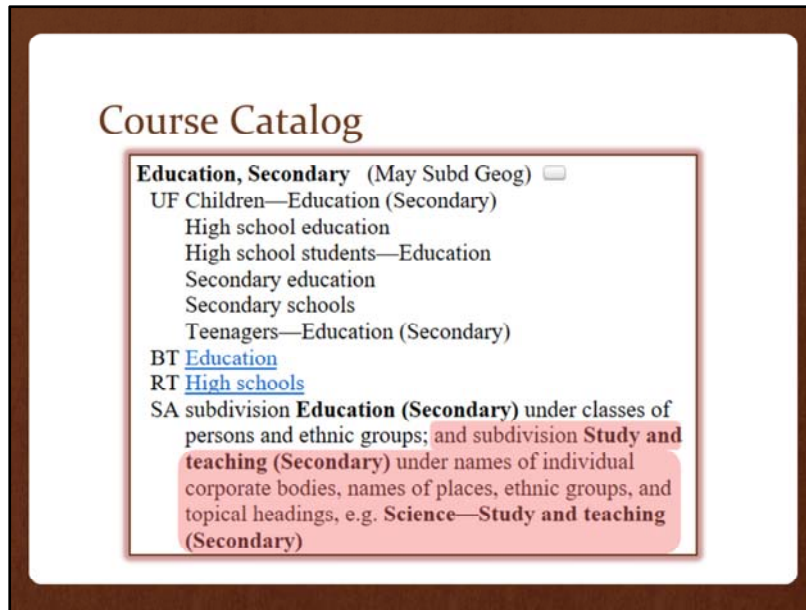
The subdivision –**Education (Secondary)** can be used under classes of persons and ethnic groups.

But look at the UFs for the heading.

The image shows a screenshot of a 'Course Catalog' interface. The main heading is 'Course Catalog'. Below it, there is a list of subject headings. The first heading is 'Education, Secondary (May Subd Geog)' with a small square icon to its right. Underneath this, there are several sub-headings: 'UF Children—Education (Secondary)', 'High school education', 'High school students—Education', 'Secondary education', 'Secondary schools', and 'Teenagers—Education (Secondary)'. Below these, there are three more headings: 'BT Education', 'RT High schools', and 'SA subdivision Education (Secondary) under classes of persons and ethnic groups; and subdivision Study and teaching (Secondary) under names of individual corporate bodies, names of places, ethnic groups, and topical headings, e.g. Science—Study and teaching (Secondary)'. The text is presented in a clean, sans-serif font with some headings in bold.

The two classes of persons, *Children* and *Teenagers*, subdivided by **–Education (Secondary)** are UFs.

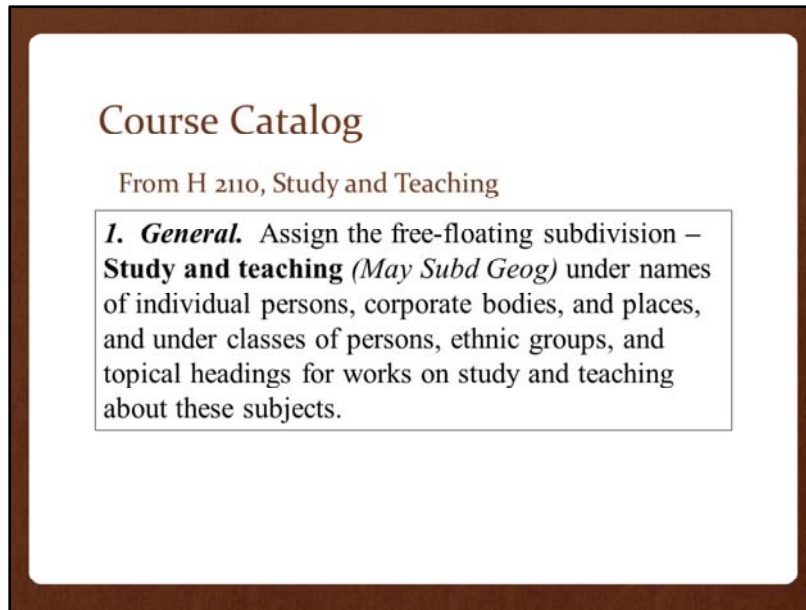
Therefore, they cannot be headings.



The image is a screenshot of a 'Course Catalog' page. It features a title 'Course Catalog' at the top. Below the title is a list of subject headings. The main heading is 'Education, Secondary (May Subd Geog)'. Underneath it are several sub-headings: 'UF Children—Education (Secondary)', 'High school education', 'High school students—Education', 'Secondary education', 'Secondary schools', and 'Teenagers—Education (Secondary)'. There are also three blue hyperlinks: 'BT Education', 'RT High schools', and 'SA subdivision Education (Secondary) under classes of persons and ethnic groups; and subdivision Study and teaching (Secondary) under names of individual corporate bodies, names of places, ethnic groups, and topical headings, e.g. Science—Study and teaching (Secondary)'. The text for the 'SA' heading is highlighted in a light pink box.

The subdivision –**Study and teaching (Secondary)** can be used under names of individual corporate bodies, names of places, ethnic groups, and topical headings.

To determine whether this instruction applies, we should consult the SHM.



Course Catalog

From H 2110, Study and Teaching

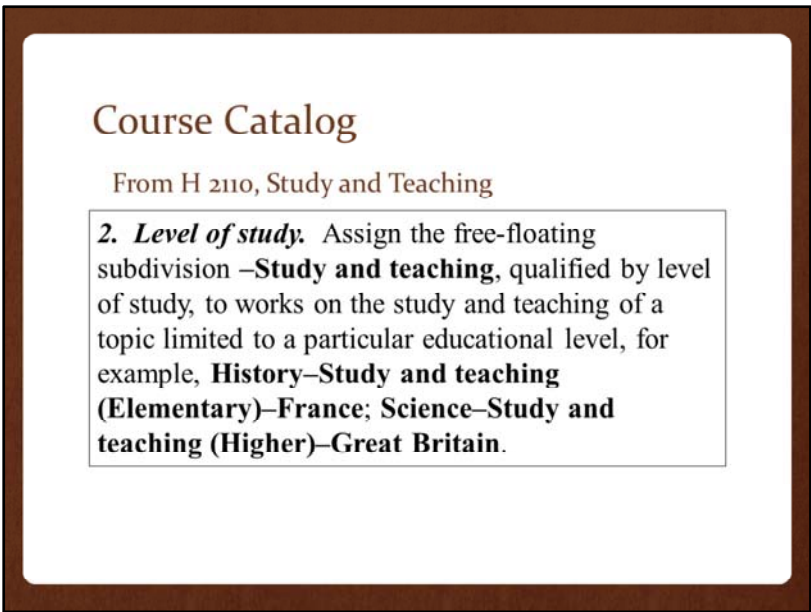
1. General. Assign the free-floating subdivision – **Study and teaching** (*May Subd Geog*) under names of individual persons, corporate bodies, and places, and under classes of persons, ethnic groups, and topical headings for works on study and teaching about these subjects.

Instruction sheet H 2110 is about the use of the subdivision –**Study and teaching**.

Section 1, the general rule, states,

Assign the free-floating subdivision –**Study and teaching** under the names of individual persons, corporate bodies, and places, and under classes of persons, ethnic groups, and topical headings for works on study and teaching about these subjects.

The important phrase is “about these subjects.”



Course Catalog

From H 2110, Study and Teaching

2. Level of study. Assign the free-floating subdivision **-Study and teaching**, qualified by level of study, to works on the study and teaching of a topic limited to a particular educational level, for example, **History-Study and teaching (Elementary)-France; Science-Study and teaching (Higher)-Great Britain.**

Further, section 2 states that the subdivision **-Study and teaching** can be qualified by level of study for “works on the study and teaching of a topic limited to a particular educational level.” Again, it is for the study of the topic.

Let’s examine the general SEE ALSO reference on **Education, Secondary** again.

The image is a screenshot of a 'Course Catalog' page. It features a title 'Course Catalog' at the top. Below the title is a list of subject headings. The main heading is 'Education, Secondary (May Subd Geog)'. Underneath it are several sub-headings: 'UF Children—Education (Secondary)', 'High school education', 'High school students—Education', 'Secondary education', 'Secondary schools', and 'Teenagers—Education (Secondary)'. There are also blue hyperlinks for 'BT Education' and 'RT High schools'. A red box highlights a paragraph starting with 'SA subdivision Education (Secondary) under classes of persons and ethnic groups; and subdivision Study and teaching (Secondary) under names of individual corporate bodies, names of places, ethnic groups, and topical headings, e.g. Science—Study and teaching (Secondary)'.

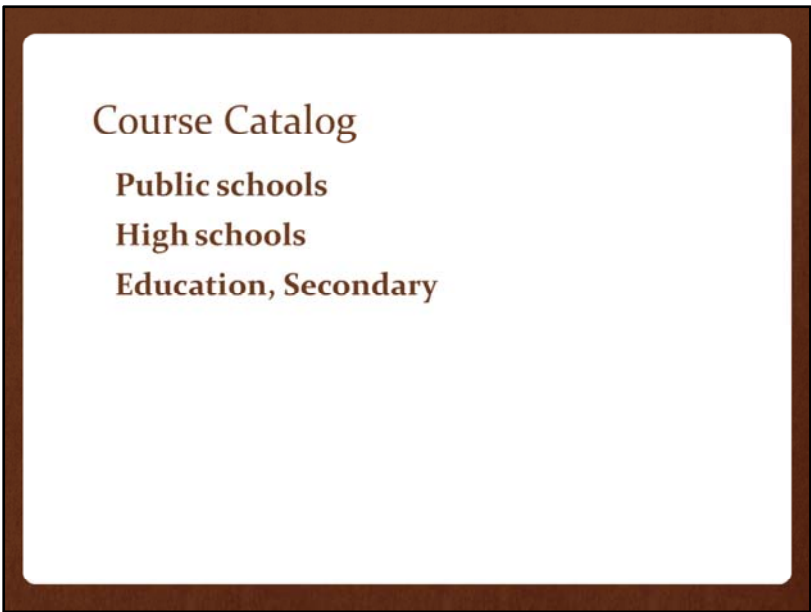
If we used the subdivision –**Study and teaching (Secondary)** under Montpelier, for example, the heading would mean secondary education *about* Montpelier, not secondary education *in* Montpelier.

The subdivision is *not* pertinent to this resource.

However, we should keep the heading **Education, Secondary** in mind, because it might be useful.

The image shows a screenshot of a 'Course Catalog' interface. It features two overlapping boxes with red borders. The larger box on the left contains the following text: 'Education, Secondary (May Subd Geog) [checkbox]', 'UF Children—Education (Secondary)', 'High school education', 'High school students—Edu', 'Secondary education', 'Secondary schools', 'Teenagers—Education (Se', 'BT [Education](#)', 'RT [High schools](#)', and 'SA subdivision **Education (Secondary)** under classes of persons and ethnic groups; and subdivision **Study and teaching (Secondary)** under names of individual corporate bodies, names of places, ethnic groups, and topical headings, e.g. **Science—Study and teaching (Secondary)**'. The smaller box on the right contains: '**High schools** (May Subd Geog)', '[\[LB1603-1694\]](#)', 'UF Secondary schools', 'BT [Schools](#)', and 'RT [Education, Secondary](#)'. The background is white with a dark brown border.

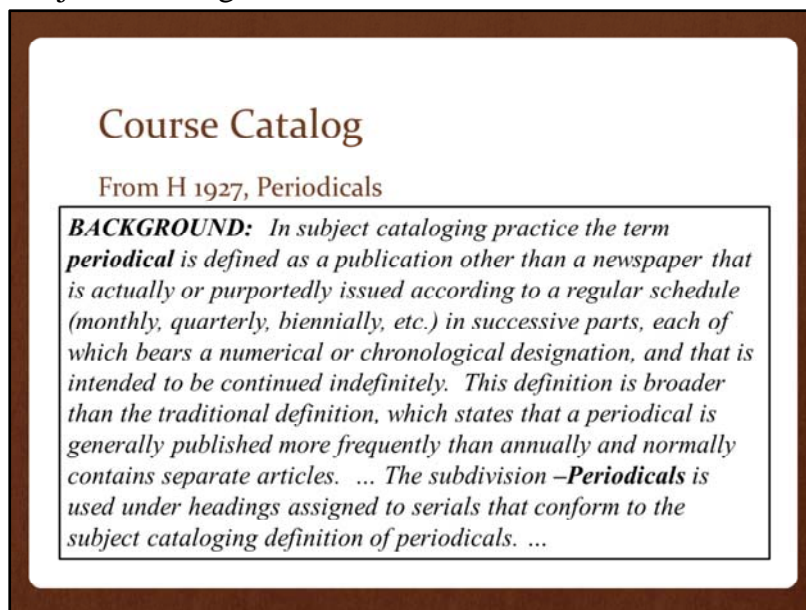
The heading **High schools** is also clearly relevant to the resource.



We therefore have three headings to start. It was not possible to assign a single heading to reflect secondary schools that are public, so we needed to use two headings, **Public schools** and **High schools**.

The third heading, **Education, Secondary**, may not be perfect for the resource, but it is reasonable. We should retain it on our list for now, and determine its usefulness after doing all of our searching.

Now, we have to discover how we should represent the fact that the resource is a course catalog and a serial or periodical. Let's address the periodical question first.



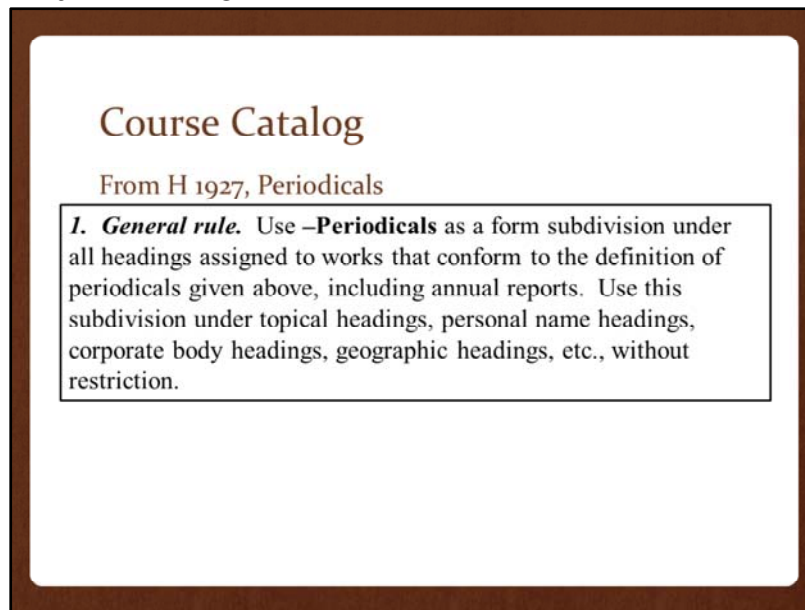
SHM instruction sheet H 1927, Periodicals, provides the definitions that we need to use to determine whether we should use a form subdivision – and what that should be, if so.

The background statement says,

In subject cataloging practice the term **periodical** is defined as a publication other than a newspaper that is actually or purportedly issued according to a regular schedule (monthly, quarterly, biennially, etc.) in successive parts, each of which bears a numerical or chronological designation, and that is intended to be continued indefinitely. This definition is broader than the traditional definition, which states that a periodical is generally published more frequently than annually and normally contains separate articles. ... The subdivision –**Periodicals** is used under headings assigned to serials that conform to the subject cataloging definition of periodicals.

The course catalog is issued on a regular schedule: twice per year, at the beginning of each semester. Each issue has a chronological designation – the semester to which it applies. The final condition, that it be continued indefinitely, is a matter of judgment. The fact that we have four issues in hand and that courses will continue to be taught in public high schools in Montpelier together indicate that it is likely the resource will continue to be published. Therefore, the form subdivision –**Periodicals** applies.

Let's read more of the instruction sheet.

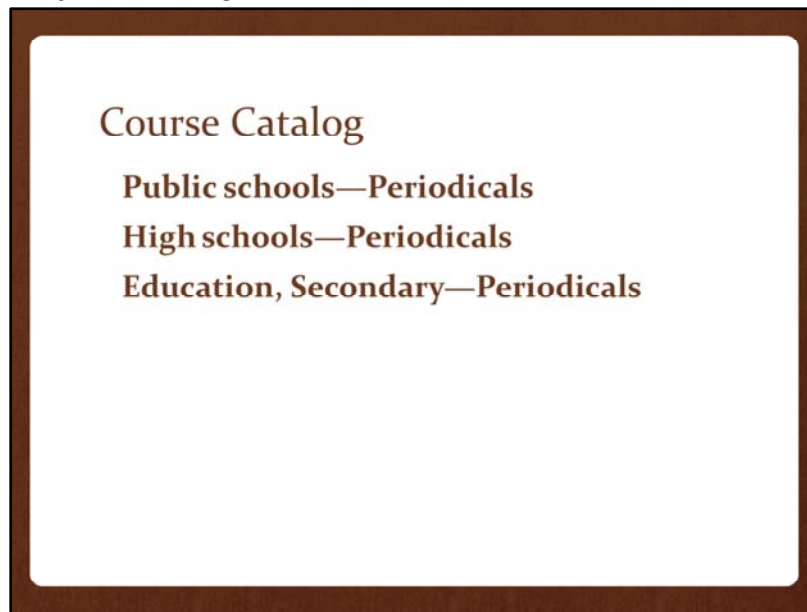


The general rule states,

Use **–Periodicals** as a form subdivision under all headings assigned to works that conform to the definition of periodicals given above, including annual reports. Use this subdivision under topical headings, personal name headings, corporate body headings, geographic headings, etc., without restriction.

In other words, use under subjects.

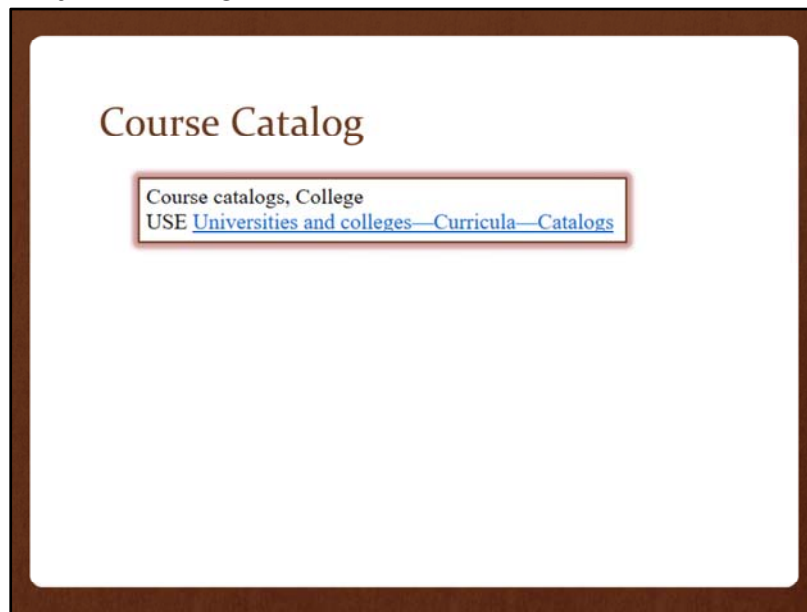
We should use it for this resource.



Our headings so far are:

Public schools—Periodicals;
High schools—Periodicals; and
Education, Secondary—Periodicals.

We still have to determine how we will bring out the fact that this is a catalog of courses.

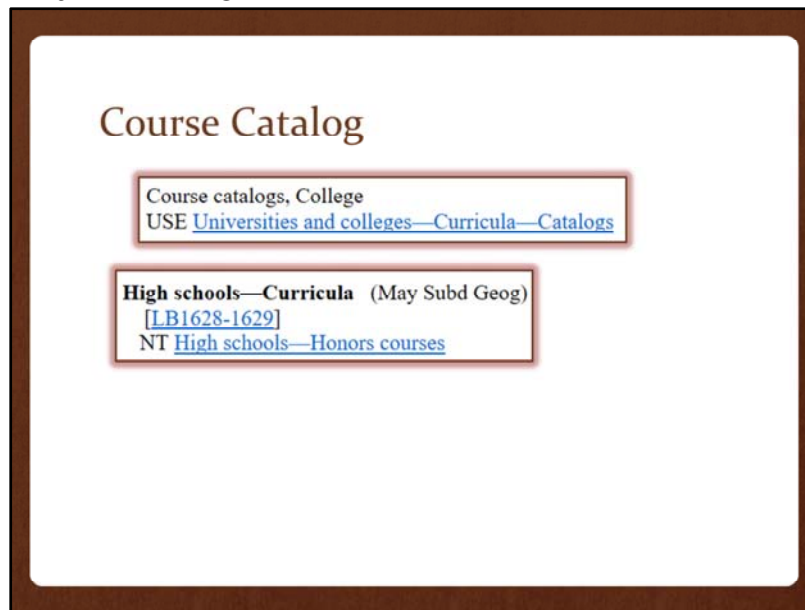


If we search the phrase as given, “course catalog,” we find that there is a UF for college course catalogs.

The authorized heading is **Universities and colleges—Curricula—Catalogs**.

That specific heading is clearly not appropriate for this resource about high schools, but it does give us an idea.

Can other types of schools also have the subdivision **—Curricula—Catalogs**?

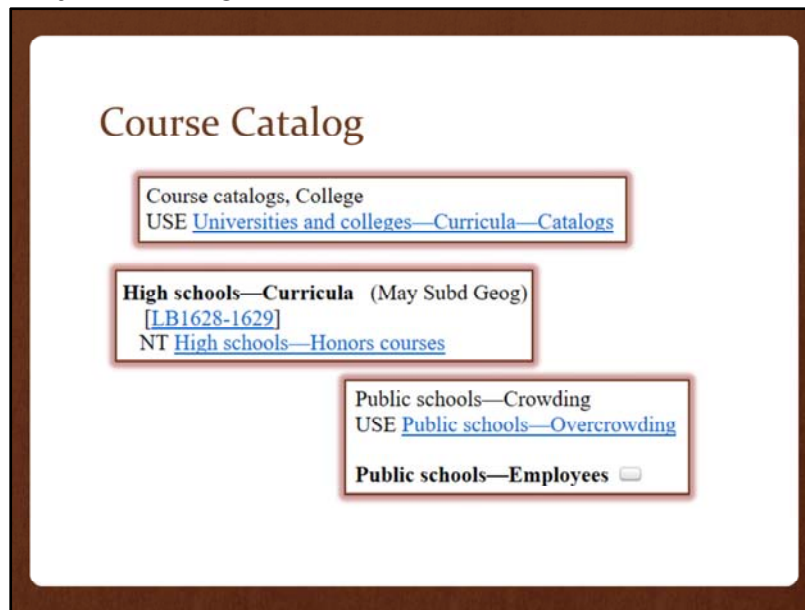


Course Catalog

Course catalogs, College
USE [Universities and colleges—Curricula—Catalogs](#)

High schools—Curricula (May Subd Geog)
[\[LB1628-1629\]](#)
NT [High schools—Honors courses](#)

A search of LCSH shows that **High schools—Curricula** is established, which is hopeful, but *High schools—Curricula—Catalogs* is not.



The image shows a screenshot of a web page titled "Course Catalog" with a dark brown border. It contains three distinct boxes with red borders, each containing text and hyperlinks. The first box is at the top, the second is in the middle, and the third is at the bottom right.

Course Catalog

Course catalogs, College
USE [Universities and colleges—Curricula—Catalogs](#)

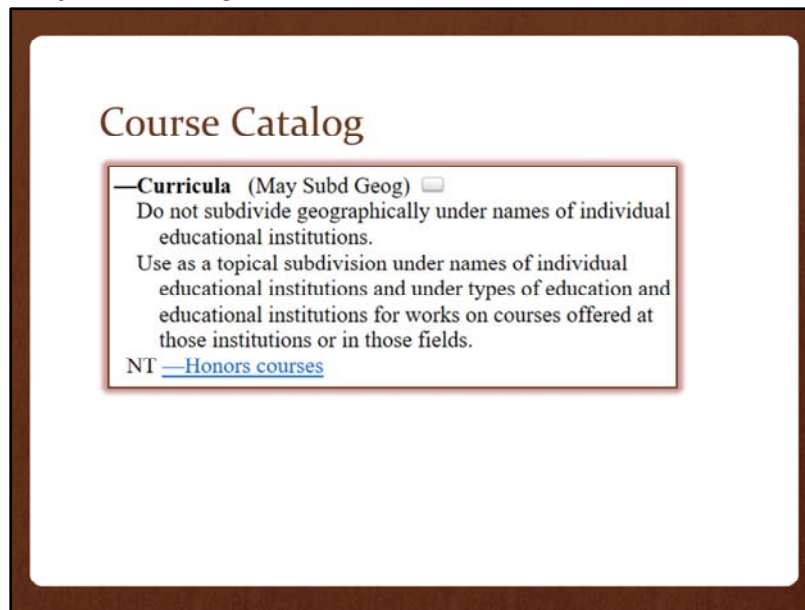
High schools—Curricula (May Subd Geog)
[\[LB1628-1629\]](#)
NT [High schools—Honors courses](#)

Public schools—Crowding
USE [Public schools—Overcrowding](#)

Public schools—Employees

No relevant subdivisions are established under **Public schools**, either. But let's not give up hope yet. There is something else we can try.

Let's search for a free-floating subdivision –**Curricula**.



We find that there is one.

The scope note says that it should be used under “names of individual educational institutions and under types of education and educational institutions for works on courses offered at those institutions or in those fields.”

The important concept here is “types of educational institutions.”

Let’s scroll down.

The screenshot shows the 'Course Catalog' heading in a large, dark brown font. Below it, there are two overlapping white boxes with red borders containing instructions. The top box is for the heading '-Curricula (May Subd Geog)' and the bottom box is for '-Curricula—Catalogs'. The bottom box also includes the codes 'UF —Course catalogs' and 'BT —Catalogs'.

Course Catalog

—**Curricula** (May Subd Geog)

Do not subdivide geographically under names of individual educational institutions.

Use as a topical subdivision under names of individual educational institutions and under types of education and educational institutions for works on courses offered at

NT —**Curricula—Catalogs**

Use this subdivision combination as a form subdivision under names of individual educational institutions and types of educational institutions for listings of courses offered.

UF —Course catalogs

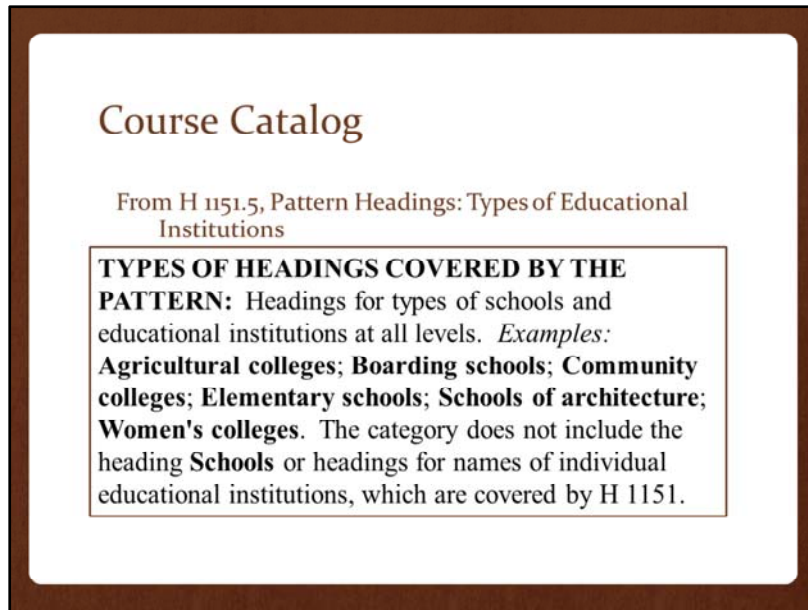
BT —[Catalogs](#)

There is also a subdivision **—Curricula—Catalogs**, which can also be used under types of educational institutions for listings of courses offered.

Notice the UF on this record, *—Course catalogs*. That subdivision appears to reflect the resource perfectly.

But are high schools and public schools types of educational institutions?

The answer may seem obvious, but it is always a good idea to check the SHM.



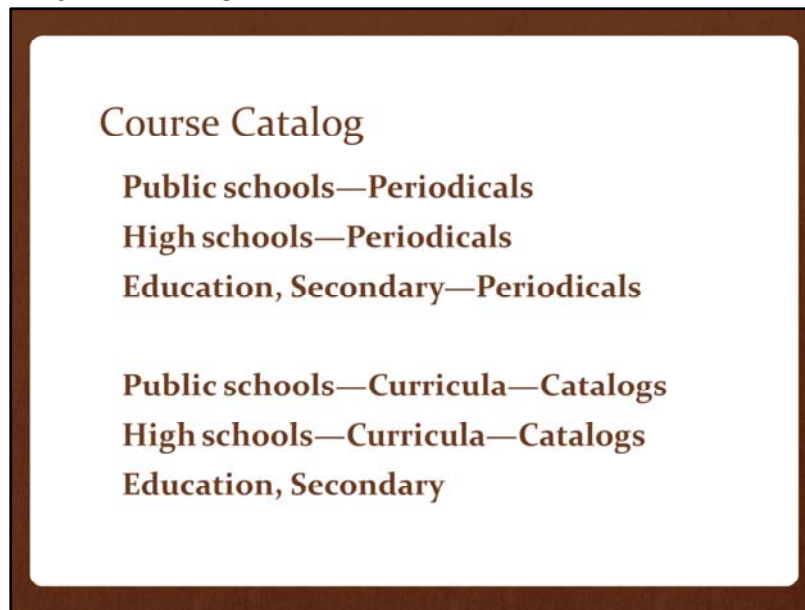
The pattern subdivision instruction sheet for types of educational institutions, H 1151.5, is the place to look.

The first paragraph states that it covers “Headings for types of schools and educational institutions at all levels” and provides examples:

Agricultural colleges; Boarding schools; Community colleges; Elementary schools; Schools of architecture; Women’s colleges

Public schools and **High schools** certainly seem to fit the pattern.

Therefore, we can use the subdivision –**Curricula—Catalogs** on both of those headings.



Here are our headings so far.

Can we add the subdivision string **—Curricula—Catalogs** to the heading **Education, Secondary**?

Course Catalog

—**Curricula** (May Subd Geog)

Do not subdivide geographically under names of individual educational institutions.

Use as a topical subdivision under names of individual educational institutions and **under types of education** and educational institutions for works on courses offered at those institutions or in those fields.

NT —[Honors courses](#)

The subdivision —**Curricula** can be used under types of education, so that is fine.

Course Catalog

—Curricula (May Subd Geog)

Do not subdivide geographically under names of individual educational institutions.

Use as a topical subdivision under names of individual educational institutions and under types of education and educational institutions for works on courses offered at

—Curricula—Catalogs

Use this subdivision combination as a form subdivision under names of individual educational institutions and types of educational institutions for listings of courses offered.

UF —Course catalogs

BT —[Catalogs](#)

But the scope note for **—Curricula—Catalogs** says that the subdivision can be used only under names of individual educational institutions and types of educational institutions. It cannot be used under types of education.

Course Catalog

—**Curricula** (May Subd Geog)
Do not subdivide geographically under names of individual educational institutions.
Use as a topical subdivision under names of individual educational institutions and under types of education and educational institutions for works on courses offered at

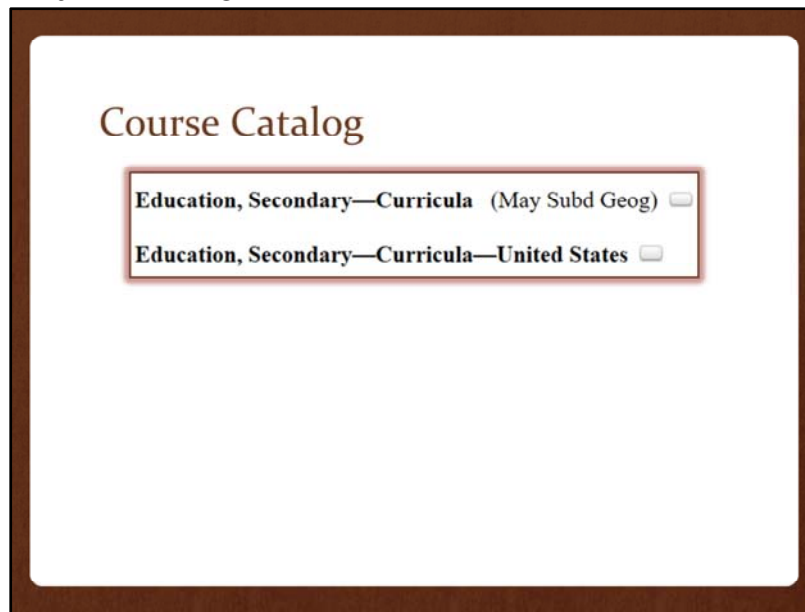
NT —**Curricula—Catalogs**
Use this subdivision combination as a form subdivision under names of individual educational institutions and types of educational institutions for listings of courses offered.
UF —Course catalogs
BT —[Catalogs](#)

**Education, Secondary —
Curricula—Catalogs** ?

When one heading assigned to a resource has a form subdivision, all of the headings usually have the same form subdivision. It seems like we should therefore use the form subdivision **—Catalogs** for the secondary education heading, too, but the instructions say “no.”

There is something else that we can try. Sometimes heading strings that are invalid according to the free-floating rules are specifically established, because there is a need for them.

These exceptional heading strings always have to be proposed before they can be used. Let’s see if *Education, Secondary—Curricula—Catalogs* has been specifically established.



Education, Secondary—Curricula has been established, but *Education, Secondary—Curricula—Catalogs* has not.

There is one more possibility. Let's look at the instruction sheet for catalogs and see what it says.

Course Catalog

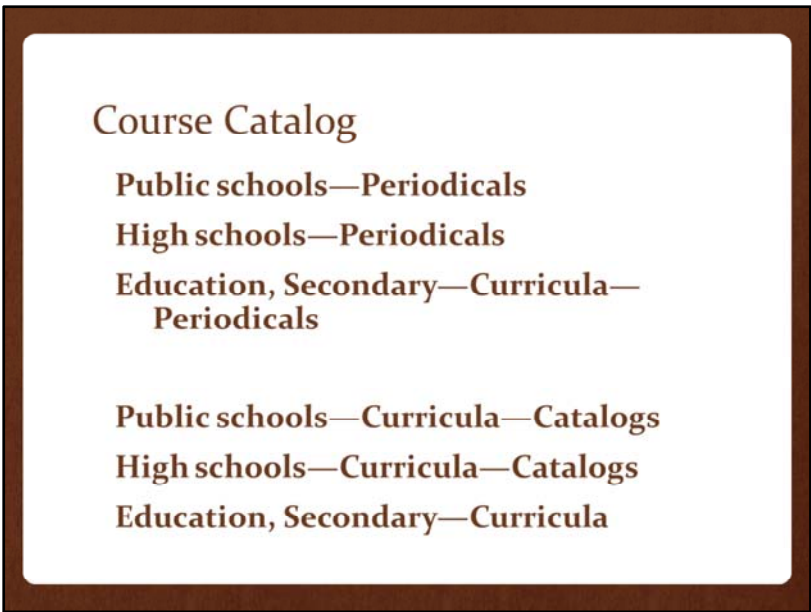
From H 1360, Catalogs

I. General rule. Use the subdivision **-Catalogs** as a free-floating form subdivision under types of objects ... under the heading **Excavations (Archaeology)** ... under headings for individual archaeological sites ... under artists or craftspersons and families of artists or craftspersons ... under names of persons and families doing business as sellers under their own names ... under types of organizations and names of individual corporate bodies...

If it says in H 1360, Catalogs, that we can use the subdivision **-Catalogs** “under subjects,” we can use it with **Education, Secondary—Curricula**.

The general rule says that **-Catalogs** can be used as a free-floating form subdivision under types of objects, the heading **Excavations (Archaeology)**, headings for individual archaeological sites, artists and craftspersons and their families, names of persons and families, types of organizations, and individual corporate bodies.

It does not say “under subjects” and it does not say anything about types of education. Therefore, we *cannot* use the subdivision.



Here are the six headings we have developed so far. Can we combine them somehow? They seem redundant, particularly considering that the form subdivision – **Periodicals** can be used under all subjects.

Form subdivisions usually come last in a complete heading string, but the headings for public schools and high schools have two form subdivisions, –**Periodicals** and –**Catalogs**.

Which one should come first?

Course Catalog

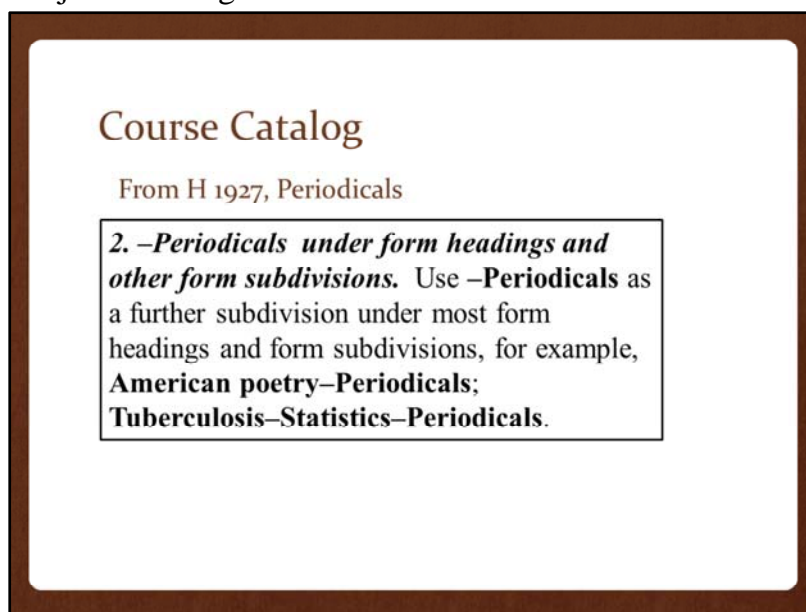
Public schools—Curricula—Catalogs—Periodicals
High schools—Curricula—Catalogs—Periodicals
Education, Secondary—Curricula—Periodicals

OR

Public schools—Curricula—Periodicals—Catalogs
High schools—Curricula—Periodicals—Catalogs
Education, Secondary—Curricula—Periodicals

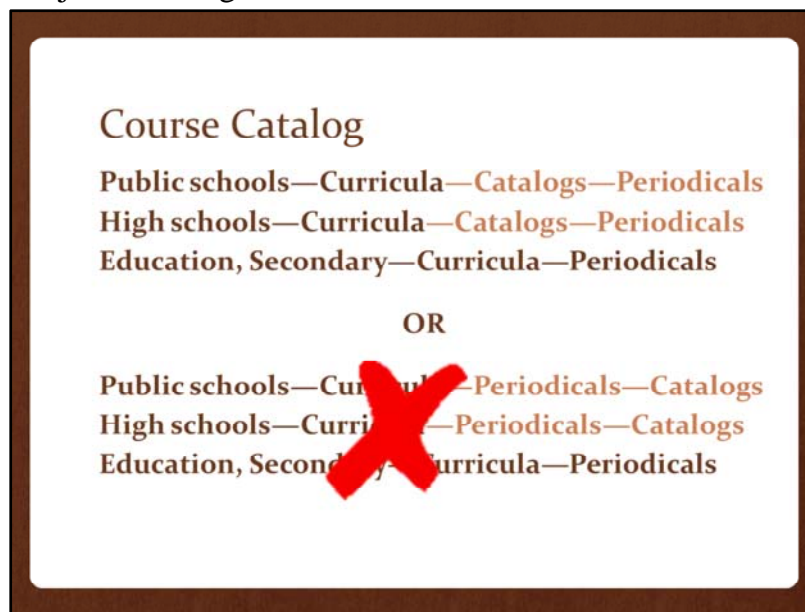
Here are our options.

The instruction sheet on periodicals may have some guidance.



Section 2 says, “Use **–Periodicals** as a further subdivision under most form headings and form subdivisions.”

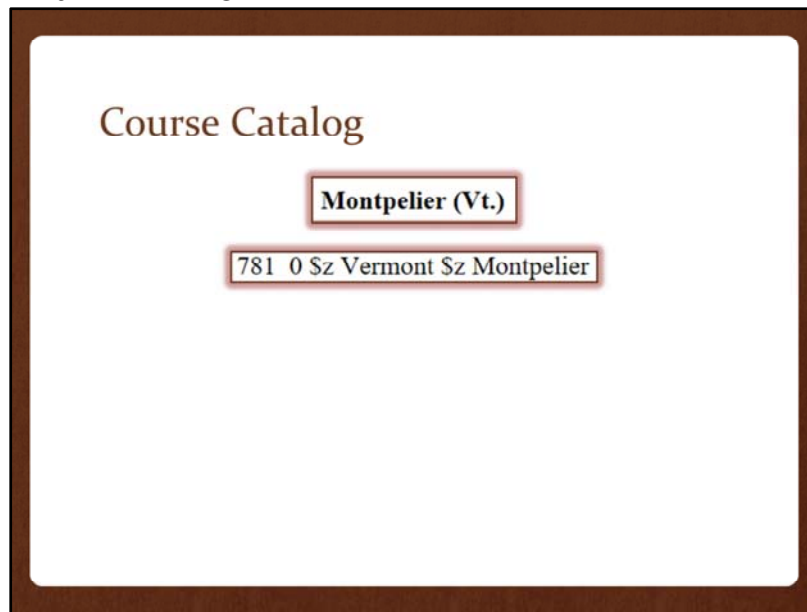
The phrase “further subdivisions” means that **–Periodicals** follows any other form subdivisions.



Therefore, our headings should be:

Public schools—Curricula—Catalogs—Periodicals
High schools—Curricula—Catalogs—Periodicals, and
Education, Secondary—Curricula—Periodicals

But we still need to bring out the geographic location.



Montpelier is established in the Name Authority File and it can be used as a geographic subdivision.

Now we have to determine where the geographic subdivision should appear in each heading.

The diagram is enclosed in a dark brown rectangular border. At the top, the title "Course Catalog" is centered. Below it, four boxes are stacked vertically, each containing a heading element: "Public schools (May Subd Geog)", "-Curricula (May Subd Geog)", "-Curricula—Catalogs", and "-Periodicals". At the bottom of the diagram, the final subject heading is displayed: "Public schools—Curricula—Vermont—Montpelier—Catalogs—Periodicals."

Public schools can be geographically subdivided, and so can **–Curricula**, but **–Catalogs** and **–Periodicals** cannot be.

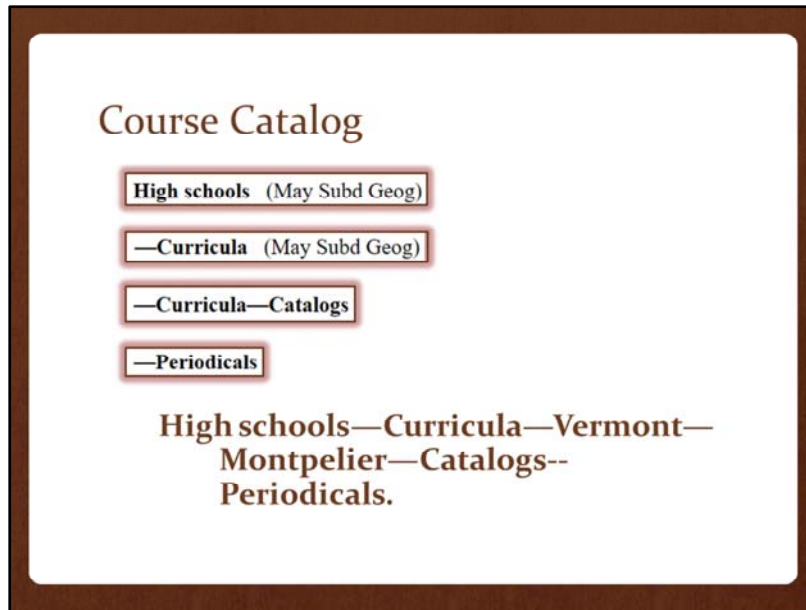
The geographic subdivision goes as far to the end of the heading as possible, so it belongs after **–Curricula**.

The first heading is

Public schools—Curricula—Vermont—Montpelier—Catalogs—Periodicals.

Notice the period at the end!

It may seem odd to you that we are dividing the established subdivision combination **–Curricula—Catalogs** with a geographic subdivision, particularly since the subdivision means “course catalogs.” It is perfectly fine, and in fact it is required. Just follow the rules by putting the geographic subdivision as far to the end of the heading as possible. There are absolutely no exceptions to that rule!

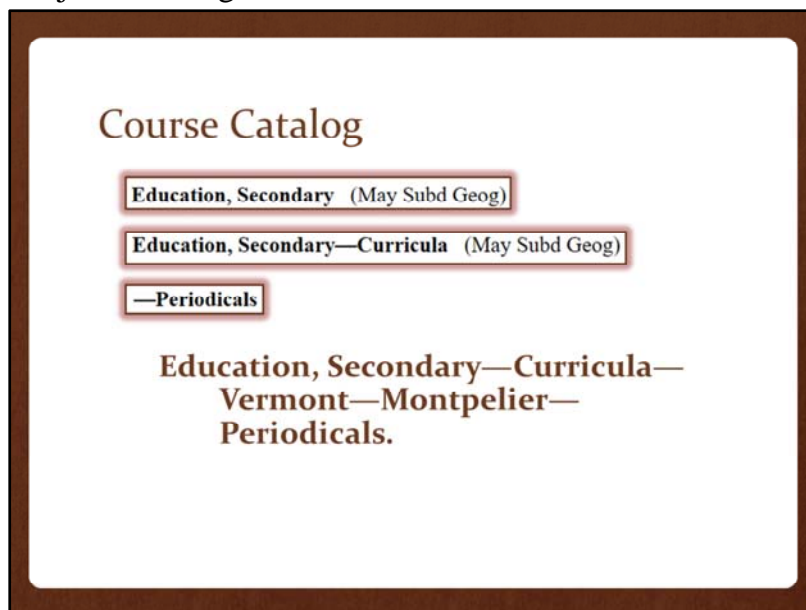


The image shows a screenshot of a 'Course Catalog' interface. At the top, the title 'Course Catalog' is displayed. Below it, there are four stacked rectangular boxes, each containing a subject heading. The first box contains 'High schools (May Subd Geog)'. The second box contains '—Curricula (May Subd Geog)'. The third box contains '—Curricula—Catalogs'. The fourth box contains '—Periodicals'. Below these boxes, the full hierarchical heading is shown: 'High schools—Curricula—Vermont—Montpelier—Catalogs--Periodicals.'

Like **Public schools**, **High schools** can be geographically subdivided.

As before, the geographic subdivision is placed as far to the end as possible, giving us the heading

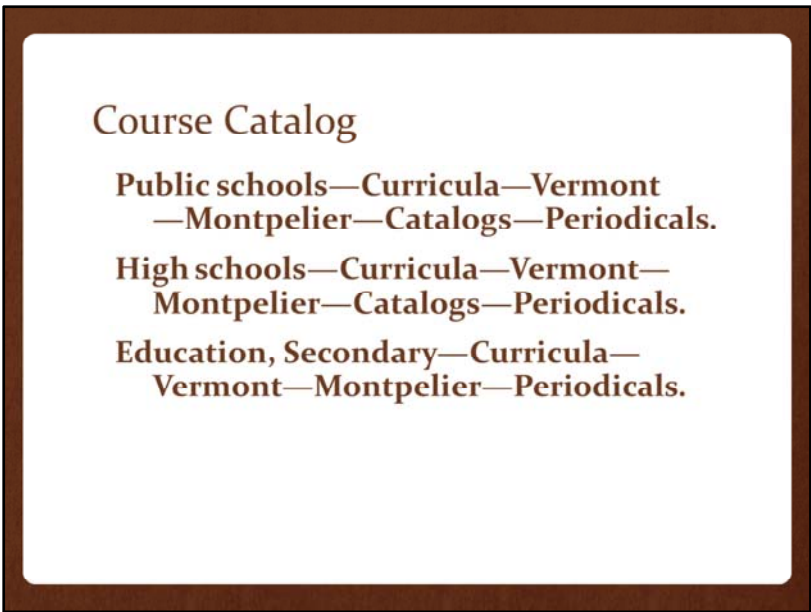
High schools—Curricula—Vermont—Montpelier—Catalogs—Periodicals.



Finally, **Education, Secondary** can be subdivided geographically and so can **—Curricula**. But **—Periodicals** cannot be, as we have seen.

The geographic subdivision goes after **—Curricula**, giving us the heading

Education, Secondary—Curricula—Vermont—Montpelier—Periodicals.



Here are the three valid headings for this resource.

The resource should definitely be assigned the headings for public schools and high schools, the first two on the screen, because together they precisely represent the content and form of the resource.

The third heading, for secondary education, does not represent the contents of the resource as precisely, but it is still valid for the resource. A cataloger would decide whether to use it, based on whether it would provide useful access for the researcher.