

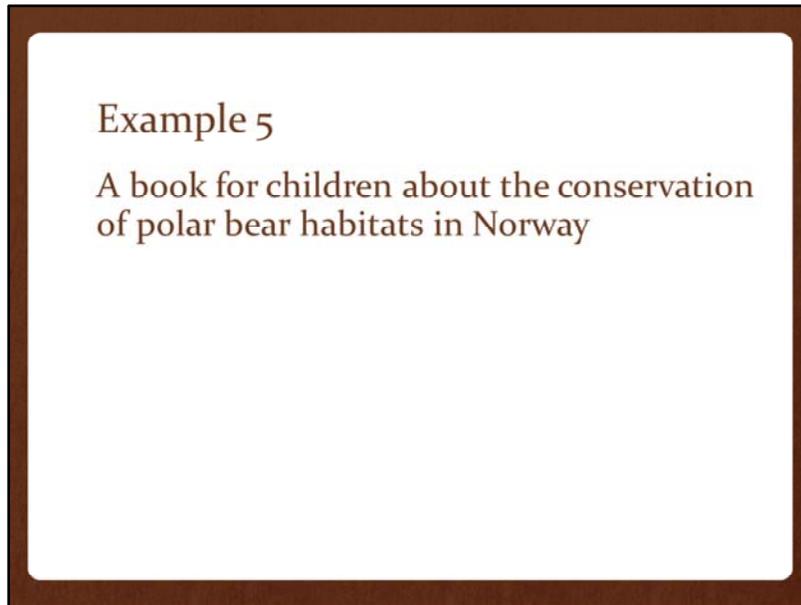
Intent of the This Module

- To create full heading strings
 - Finding and selecting the main headings and subdivisions
 - Determining the order of subdivisions

In the last module we demonstrated how to create full heading strings, based on a brief description of a resource – that is, an aboutness statement.

In this module, we will demonstrate the thought process with two more examples.

The examples in this module are a bit more involved than those in the last, but they are not difficult, if you think them through.



Here is a book about the conservation of polar bear habitats in Norway. It is intended for children.

As before, let's analyze the phrase. There are four elements:

- A book for children
- Conservation
- Polar bear habitats and
- Norway.

Where do we start?

First, think about what you know about the way that LCSH is structured. When we have a choice between a topic and a geographic place as a main heading, which is the more common situation?

Topic. Most subject headings begin with a topic that is subdivided by place. So, let's exclude Norway as a possible main heading.

Sounds good. In an English phrase, the location being discussed often appears as the last element. Since place is usually brought out with a subdivision, this is an exception to using the last concept as the main heading. Now let's consider what we have left. There are topical elements and an audience statement – *this is for children*.

Why don't we start searching in LCSH and see if we find any instructions to help us? That might be easier than guessing.

Yeah, I think that's a good approach.

Let's work backward, and search polar bear habitats first.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear—Counting (May Subd Geog)
RT [Polar bear populations—Estimates](#)

Polar bear hunting (May Subd Geog)
[\[SK295\]](#)
BT [Bear hunting](#)

If it existed, the heading Polar bear habitats would appear between **Polar bear—Counting** and **Polar bear hunting**. It seems strange that LCSH would not have a heading for polar bear habitats, but perhaps LCSH itself provides a clue.

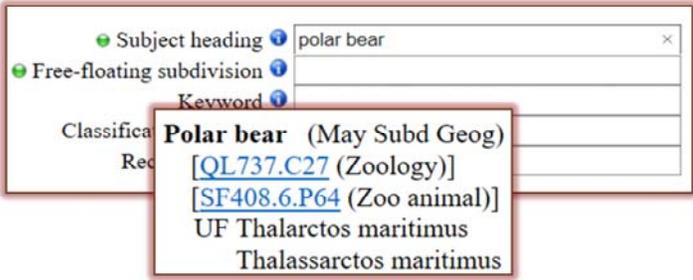
The heading **Polar bear—Counting** would normally be said as a single natural-language phrase, “polar bear counting” or perhaps “the counting of polar bears.”

“Polar bear habitats” or “the habitats of polar bears” works the same way. Perhaps we should use a heading and subdivision instead?

We can see on the screen that the heading for polar bears is **Polar bear**, but we should look up the heading itself.

Example 5

A book for children about the conservation of polar bear habitats in Norway



The screenshot shows a web interface for adding a subject heading. It includes a search bar with 'polar bear' entered, and a dropdown menu with the following options:

- Subject heading
- Free-floating subdivision
- Keyword
- Classification
- Record

The 'Classification' option is selected, showing a list of related terms:

- Polar bear** (May Subd Geog)
- [QL737.C27 (Zoology)]
- [SF408.6.P64 (Zoo animal)]
- UF Thalarctos maritimus
- Thalassarctos maritimus

Our main heading is likely to be **Polar bear**, which can be subdivided geographically.

As an aside, headings for biological names are often established in the singular. (If you are interested in why, please see SHM instruction sheet H 1332.)

Now let's search for the concept of *habitat*. We can search for it in LCSH itself, or in the list of free-floating subdivisions. Let's search for it in LCSH.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Habitat conservation (May Subd Geog)

- UF Conservation of habitat
- Habitat preservation
- Habitat protection
- Habitat (Ecology)—Conservation
- Habitat (Ecology)—Protection

SA subdivision **Habitat—Conservation** under individual animals and plants and groups of animals and plants, e.g.
Fishes—Habitat—Conservation;
Corn—Habitat—Conservation

When we searched “habitat,” the first heading that came up is **Habitat conservation**, which is interesting because the resource is about the conservation of habitats. The heading has a general SEE ALSO reference that says, “see also the subdivision **–Habitat—Conservation** under individual animals and plants and groups of animals and plants.”

Are polar bears a type of animal? Yes!

So, do we use the heading or the subdivision? Let’s review what we have found so far.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear
Habitat conservation
—Habitat—Conservation

So, there is a heading **Polar bear**, and a heading **Habitat conservation**. There is also a subdivision **—Habitat—Conservation**, which can be used under headings for animals.

Whenever there is a choice between assigning two main headings and a single heading composed of a main heading and a subdivision, we should choose to assign the heading with the subdivision. Doing so provides context to the heading.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear
Habitat conservation
—Habitat—Conservation

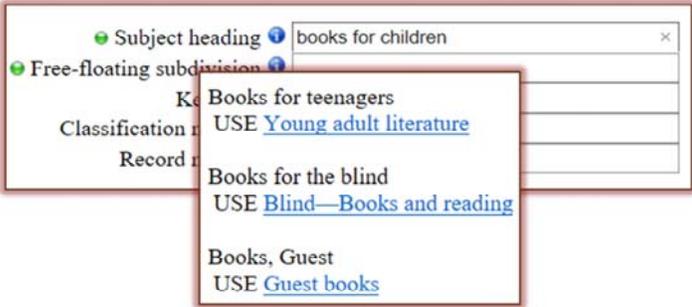
✓ **Polar bear—Habitat—Conservation**

Therefore, our heading so far is **Polar bear—Habitat—Conservation**.

We still have the audience to bring out, though: the fact this a book for children.

Example 5

A book for children about the conservation of polar bear habitats in Norway



The image shows a screenshot of a subject heading search interface. At the top, there is a search bar with the text "books for children" and a close button (X). Below the search bar, there is a dropdown menu with the following options:

- Subject heading
- Free-floating subdivision
- Books for teenagers
- USE [Young adult literature](#)
- Books for the blind
- USE [Blind—Books and reading](#)
- Books, Guest
- USE [Guest books](#)

Searching the phrase *books for children* as a heading does not yield any useful results.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Children's books (May Subd Geog)

Here are entered works on books for children considered as physical objects. Collections of works published for children, including literary works, nonliterary works, or both, are entered under Children's literature. Works on the reading interests of children or books recommended for children, are entered under Children—Books and reading. Collections of literary works or individual literary works written by children under 15 years of age are entered under Children's writings. Works on child authors as a class of persons are entered under Child authors.

UF Juvenile books

But searching for *children's books* seems to.

The heading **Children's books** has a lengthy scope note.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Children's books (May Subd Geog)

Here are entered works on books for children considered as physical objects. Collections of works published for children, including literary works, nonliterary works, or both, are entered under Children's literature. Works on the reading interests of children or books recommended for children, are entered under Children—Books and reading. Collections of literary works or individual literary works written by children under 15 years of age are entered under Children's writings. Works on child authors as a class of persons are entered under Child authors.

UF Juvenile books

The first sentence of the scope note indicates that this is not the heading we want to use. It says, “Here are entered works on books for children considered as physical objects.”

What does that mean – “as physical objects”? Well, it means resources that are *about* the thing you hold in your hand that consists of pages and cover, the binding, etc., not the stories or information within them. It is not appropriate for the resource we are cataloging, because it is not a resource *about* children’s books.

The rest of this contrasting scope note provides information on other headings that are superficially similar to this one. None of them appear to fit the resource we are cataloging. We will give you a moment to read it...

Rather than continue to search blindly in LCSH, let’s consult the SHM.

Example 5

A book for children about the conservation of polar bear habitats in Norway

From H 1690, Juvenile Materials

1. Topical juvenile materials. Assign LC subject headings and subdivisions to topical materials for juveniles up through age 15 or 9th grade. Use the form subdivisions **–Juvenile literature**, **–Juvenile films**, **–Juvenile sound recordings**, and **–Juvenile software** as the final element in all subject headings assigned to topical juvenile materials ...

By doing a keyword search for the word *children* in Cataloger’s Desktop, we find that there is an instruction sheet titled *Juvenile Materials*, H 1690.

The first section of that instruction sheet is pertinent. The word *topical* in the section’s title means *nonfiction* in this case. If we did not know that, we could determine it by context because one of the other section titles is *Juvenile belles lettres* (meaning fiction, drama, and poetry).

Section 1 begins, “Assign LC subject headings and subdivisions to topical materials for juveniles up through age 15 or 9th grade. Use the form subdivisions **–Juvenile literature**, **–Juvenile films**, **–Juvenile sound recordings**, and **–Juvenile software** as the final element in all subject headings assigned to topical juvenile materials.”

Children fit the age range indicated, and the instruction sheet tells us which subdivisions we can use. The relevant one is **–Juvenile literature**.

Why literature? Doesn’t that mean literary?

Well, no, although we usually use it that way in everyday speech. In LCSH, **–Juvenile literature** refers to any textual resource that is intended for children. There are several other subdivisions for specific types of textual materials for children, including

–Juvenile fiction, **–Juvenile drama**, and **–Juvenile poetry**, which are used for fiction, drama, and poetry for children, respectively. Because there is not a specific subdivision for nonfiction for children, we use **–Juvenile literature** to describe textual nonfiction.

Example 5

A book for children about the conservation of polar bear habitats in Norway

—**Juvenile literature**

Use as a form subdivision under subjects.

UF —Children's literature

—Literature for children

NT —[Children's sermons](#)

—[Dictionaries, Juvenile](#)

—[Encyclopedias, Juvenile](#)

—[Juvenile drama](#)

—[Juvenile fiction](#)

—[Juvenile humor](#)

—[Juvenile poetry](#)

As we can see in this excerpt from the list of free-floating subdivisions, **—Juvenile literature** can be used “under subjects.”

It has a list of narrower terms, including some for nonfiction, like **—Dictionaries, Juvenile**, and some for literary works, like **—Juvenile fiction**. The rule of specificity tells us to use the heading that most closely matches the topic of the resource, and that rule applies to subdivisions, too. For example, if the resource were a play for children, the subdivision **—Juvenile drama** would be assigned. Since there is not a specific subdivision for juvenile nonfiction, we use **—Juvenile literature**.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear—Habitat—Conservation—Juvenile literature

Our heading so far is **Polar bear—Habitat—Conservation—Juvenile literature**.

The only aspect we have yet to bring out is the location: **Norway**.

For that, we will need a geographic subdivision.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Norway

781 0 Sz Norway

First we have to find the heading for *Norway*. Because it is a jurisdiction, it will be established in the Name Authority File.

The heading is **Norway**, and the form when used as a geographic subdivision is also **Norway**.

Now that we know what the subdivision is, we have to figure out where to place it.

And, as I am sure you remember, that will all depend on the magic phrase: MAY SUBD GEOG.

Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear (May Subd Geog)

—**Habitat** (May Subd Geog)

—**Habitat—Conservation** (May Subd Geog)

—**Juvenile literature**

The main heading and each of the two topical subdivisions may be subdivided geographically, but the form subdivision –**Juvenile literature** may not be.

Recall that the geographic subdivision goes as close to the end of the heading string as possible.

Therefore, it will follow the subdivision –**Conservation**.

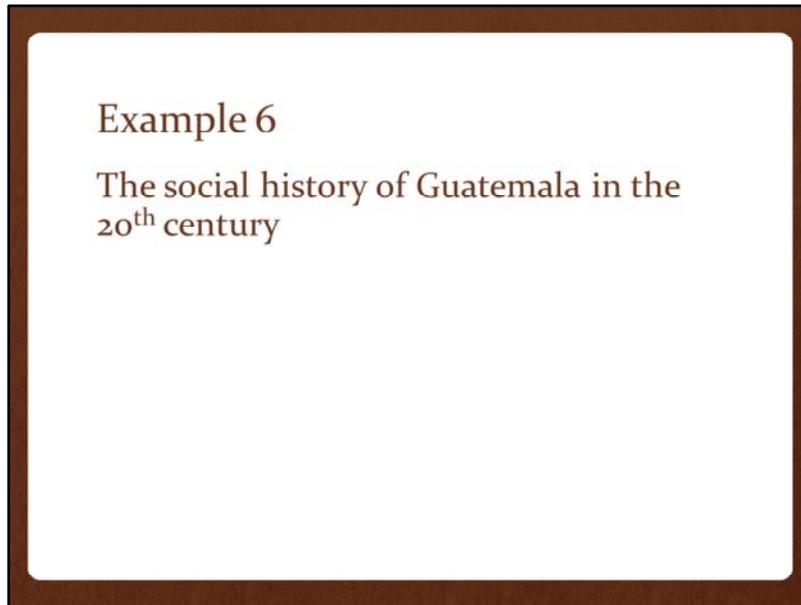
Example 5

A book for children about the conservation of polar bear habitats in Norway

Polar bear—Habitat—Conservation—Norway—Juvenile literature.

The full heading is **Polar bear—Habitat—Conservation—Norway—Juvenile literature.**

There is a period at the end because it would not otherwise have a terminal mark of punctuation.



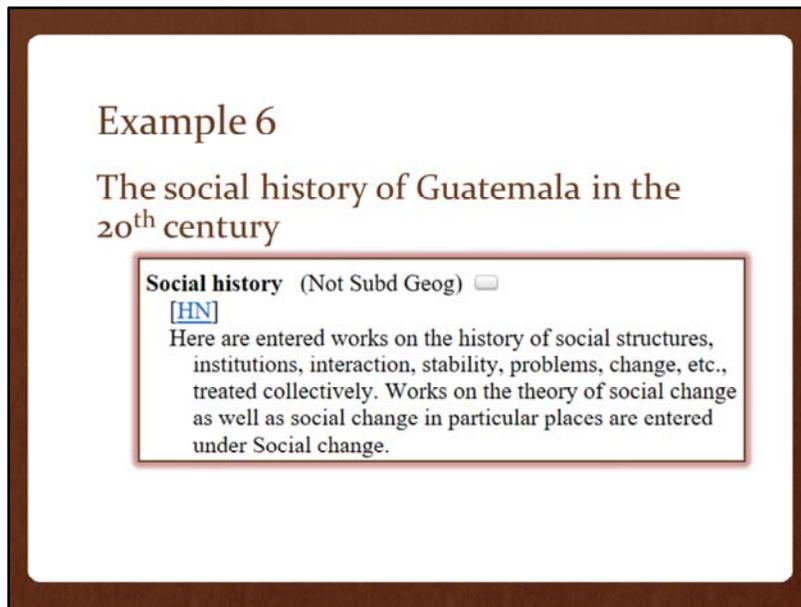
Our sixth and final example is a social history of Guatemala in the 20th century.

The three concepts in the aboutness statement are: social history, Guatemala, and the 20th century.

Which one should be the main heading? We can read the aboutness statement as *the social history of Guatemala* and *Guatemala in the 20th century*. The common element is *Guatemala*.

In most headings, the main heading is a topic, not a geographic, but there are exceptions.

To see why, let's search each of the three concepts as main headings and read the instructions that we find. Let's take them in order, and start with social history. What exactly does social history mean, anyway?



The screenshot shows a heading 'Social history (Not Subd Geog)' with a scope note enclosed in a box. The scope note explains that works on social structures, institutions, interaction, stability, problems, change, etc., are entered under this heading, while works on social change are entered under 'Social change'.

There is a heading **Social history**, and the scope note gives us a definition.

Social history refers to the history of social structures, institutions, interaction, stability, problems, change, etc., discussed collectively.

Every cataloger will at some point have to work on a resource that uses unfamiliar terminology. In this case, LCSH itself gave us a scope note defining the unfamiliar phrase, which was just what we needed! Other times, the references provided in LCSH will provide some context for unfamiliar terminology. And if LCSH does not help, it is a good idea (and completely acceptable!) to consult a dictionary or look it up on the Internet.

In addition to the scope note, the entry provides another useful element.

Example 6

The social history of Guatemala in the 20th century

Social history (Not Subd Geog)

[\[HN\]](#)

Here are entered works on the history of social structures, institutions, interaction, stability, problems, change, etc., treated collectively. Works on the theory of social change as well as social change in particular places are entered under Social change.

Notice that after the heading, it states NOT SUBD GEOG.

This means the heading cannot be subdivided geographically, so the heading can be used for only the most general of resources; that is, the social history of the entire world, or at least a very large portion of it.

Example 6

The social history of Guatemala in the 20th century

Social history (Not Subd Geog)

[\[HN\]](#)
Here are entered works on the history of social structures, institutions, interaction, stability, problems, change, etc., treated collectively. Works on the theory of social change

SA subdivision **Social conditions** under names of countries, cities, etc., and under classes of persons and ethnic groups

Social history also has a general SEE ALSO reference that states that the subdivision –**Social conditions** can be used under names of countries.

Example 6

The social history of Guatemala in the 20th century

—**Social conditions** 

Use as a topical subdivision under names of countries, cities, etc., and under classes of persons and ethnic groups.

UF —Social history

—Socioeconomic status [Former subdivision]

NT —[Colonies](#)—[Social conditions](#)

If we look in the list of free-floating subdivisions, we find that —**Social conditions** does indeed free-float under names of countries, as well as under classes of persons and ethnic groups.

Let's focus on the fact that we can use it under names of countries and search for *Guatemala*.

Example 6

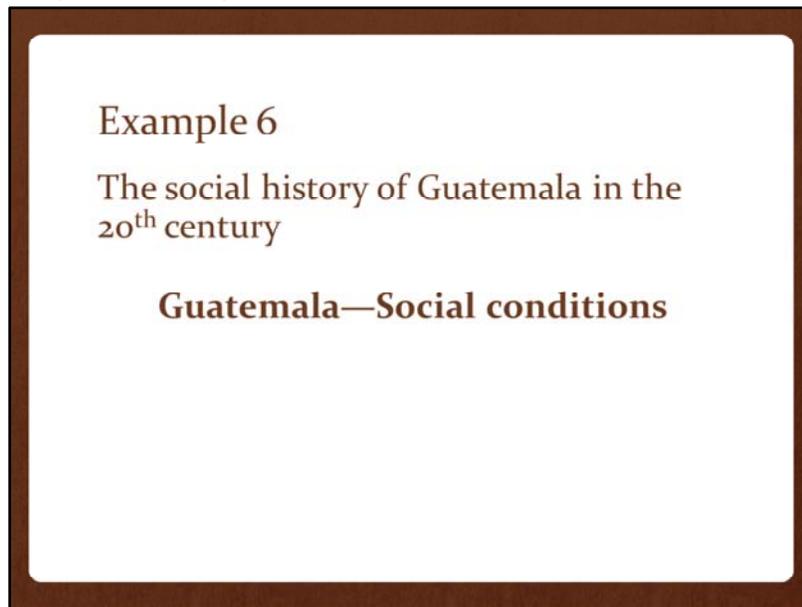
The social history of Guatemala in the
20th century

Guatemala

781 0 Sz Guatemala

The heading for Guatemala is **Guatemala**, and it can also be used as a geographic subdivision.

We have just determined, though, that we want to use it as a heading so that we can use the topical subdivision –**Social conditions**.



So far, our heading is **Guatemala—Social conditions**.

We still have to incorporate the time period. Let's search for the 20th century as a heading.

Example 6

The social history of Guatemala in the 20th century

Twentieth century (Not Subd Geog)

[\[CB425 \(Civilization\)\]](#)

[\[D401-725 \(History\)\]](#)

UF 1900s (Century)

20th century

Nineteen hundreds (Century)

It does exist, and it cannot be geographically subdivided.

But are we actually allowed to use it for this resource?

Example 6

The social history of Guatemala in the 20th century

From H 620, Chronological Headings and Subdivisions

2.c. General headings for centuries, years, and other periods. For certain periods of time, separate headings are established, for example, **Renaissance; Eighteenth century; Nineteen thirties; Nineteen sixty-eight, A.D.** Assign these headings only to general works on the time period not limited to specific topics.

Recall from Module 4.2 that main headings that reflect a general time period should almost never be assigned.

SHM H 620, Chronological Headings and Subdivisions, states,

For certain periods of time, separate headings are established, for example, **Renaissance; Eighteenth century; Nineteen thirties; Nineteen sixty-eight, A.D.** Assign these headings only to general works on the time period not limited to specific topics.

Example 6

The social history of Guatemala in the 20th century

From H 620, Chronological Headings and Subdivisions

2.c. General headings for centuries, years, and other periods. For certain periods of time, separate headings are established; **Eighteenth century**, Nineteenth century, **Twentieth century**, Sixty-eight, A.D. Assign these headings only to general works on the time period not limited to specific topics.

Although the heading **Twentieth century** exists, we cannot use it for this resource because the resource has a specific topic: **Guatemala**.

We can still bring out the 20th century in the subject headings, but it has to be done through the application of a subdivision.

Example 6

The social history of Guatemala in the 20th century

Twentieth century (Not Subd Geog)

[\[CB425 \(Civilization\)\]](#)

[\[D401-725 \(History\)\]](#)

UF 1900s (Century)

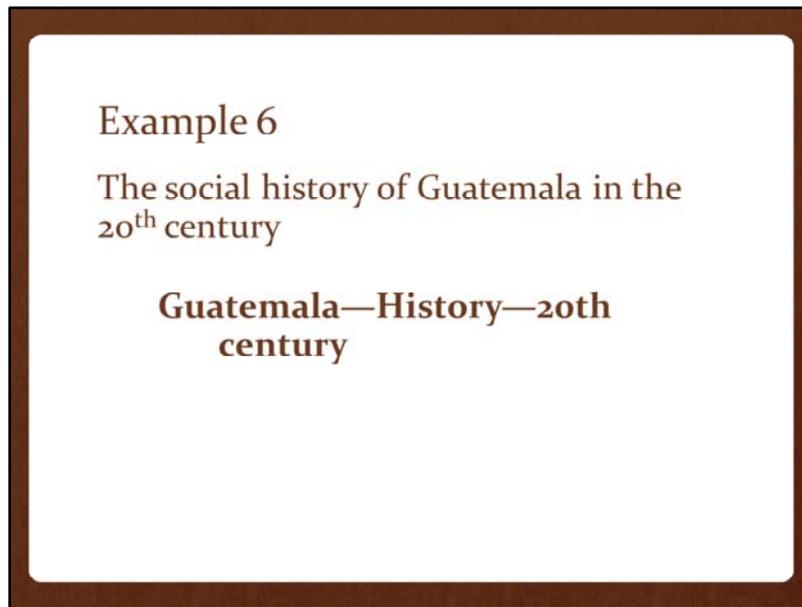
20th century

Nineteen hundreds (Century)

SA subdivision **History—20th century** under names of countries, cities, etc., individual corporate bodies, and under classes of persons, ethnic groups, and topical headings

There is a general SEE ALSO reference that helps to explain how to use the twentieth century as a chronological subdivision. It says to use **–History—20th century** under names of countries, and so on.

We already know what the heading for **Guatemala** is, so we can easily make the heading.



Guatemala—History—20th century.

Example 6

The social history of Guatemala in the
20th century

**Guatemala—History—20th
century**

Guatemala—Social conditions

But we already have **Guatemala—Social conditions**.

Can we combine them into one heading?

Example 6

The social history of Guatemala in the 20th century

Guatemala—History—20th century

Guatemala—Social conditions

**Guatemala—Social conditions—
History—20th century** ?

Perhaps *Guatemala—Social conditions—History—20th century?*

It *looks* reasonable.

Example 6

The social history of Guatemala in the 20th century

From H 1647, History

9. Subdivisions not further subdivided by –History or –History—[century].

- ...
- Rural conditions
- Social conditions (*H 2055*)
- Social life and customs (*H 2055*)
- ...

Instruction sheet H 1647, History, says that we cannot use the subdivision **–History** or **–History—20th century** after the subdivision **–Social conditions**.

Notice that **–Social conditions** has a cross-reference to another instruction sheet, H 2055. Let’s look at that instruction sheet.

Example 6

The social history of Guatemala in the 20th century

From H 2055, Social Conditions

5. *Period subdivisions.* Further subdivide headings of the type *[place]*–**Social conditions** by established chronological subdivisions or by the free-floating century subdivisions listed under –**Social conditions** in H 1140: –**16th, [17th, 18th, 19th, 20th, or 21st] century.** Assign century subdivisions only when they do not conflict with established subdivisions for specific time periods. ...

Section 5 states,

Further subdivide headings of the type *[place]*–**Social conditions** by established chronological subdivisions or by the free-floating century subdivisions listed under –**Social conditions** in H 1140: –**16th, [17th, 18th, 19th, 20th, or 21st] century.** Assign century subdivisions only when they do not conflict with established subdivisions for specific time periods.

Therefore, we should assign the chronological subdivision directly after the subdivision –**Social conditions**, and not interpose the subdivision –**History**.

But first we have to see if there are any specifically established chronological subdivisions after **Guatemala—Social conditions**.

Belize question'."/>

Example 6

The social history of Guatemala in the 20th century

Guatemala—Politics and government—To 1821

Guatemala-British Honduras dispute
USE [Belize question](#)

If there were any, they would display between **Guatemala—Politics and government—To 1821** and *Guatemala-British Honduras dispute*.

Therefore, we can use the free-floating combination.

Example 6

The social history of Guatemala in the 20th century

 **Guatemala—Social conditions—History—20th century.**

 **Guatemala—Social conditions—20th century.**

The correct heading is **Guatemala—Social conditions—20th century.**

We added a period because the heading did not yet have a terminal mark of punctuation.