Library of Congress Classification: Module 4.4

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Classifying by Form: The Form Captions
Part 2

Policy, Training, and Cooperative Programs Division
Library of Congress
September 2019
In the previous module we described several of the form captions that are found in the schedules:

- General works;
- General special;
- Periodicals and serials; and
- Societies.

In this module, we will continue with

- Congresses;
- Popular works;
- Juvenile works; and
- others.

As in the previous module, we describe here the most common form captions found at the beginning of schedules and the top of major hierarchies.

As we saw in the module on the principles of classification, generally resources should be cataloged by *topic* and not by *form*.

This means that the LC classification numbers for form are used relatively infrequently when compared to other types of numbers in the schedules.
The caption **Congresses** can be used for several types of resources.

One. Collections of papers delivered or published for a conference, or multiple conferences. This includes condensations and abstracts of the papers. In addition, the conference does not have to have a formal name to be considered for classification in a **Congresses** number.

Two. Reports of the proceedings, lists of attendees, and so forth.

Three. A combination of papers and reports.

To use this caption, the resource’s main entry should be the name of the conference, the name of a corporate body, or the title.
The *Congress* numbers are used for both monographs and serials. If there is not a *Congress* number, then it is classed in either the periodicals number or in *General works*.

Use the periodicals number if the resource is cataloged as a serial and there is a periodicals number available.

Use the *General works* number if the resource is cataloged as a monograph, or if it is cataloged as a serial but there is no periodicals number available.
The principle of classifying by topic instead of by form applies to conferences.

Class individually cataloged monographs by topic. There is a tendency to try to class all of the monographs of a conference together, but that is not the policy.

Class each monograph by the topic of the monograph. If two monographs of the same conference happen to have the same topic, they are classed together. Otherwise, they are separated.

Let’s look at some examples.
The hypothetical organization called the European Association for American Studies had a conference in 2006, and the theme of that conference was conformism in American culture.

The papers were published under the title *Conformism, Non-Conformism and Anti-Conformism in the Culture of the United States*.

It was classed in E169.1, the *General works* number about American national characteristics.
The same organization had another conference in 2012 in Turkey, and the theme of that conference was medical care and health in the United States.

The papers were published under the title *The Health of the Nation*. It should be classed at R151, **General works** about the history of medicine in the United States.
So what is the difference between the captions **Societies** and **Congresses**?

Resources that are entered under the name of an organization and that report on business meetings, and resources that include little or no substantive topical material are classed with **Societies**.
Resources that provide information on the content of a conference are classed with **Congresses**, even if the resource also happens to include reports of business meetings and so forth.

In short, resources about the *organization* are classed with **Societies**. Resources that provide *topical content* are classed with **Congresses**.
The caption **Collected works (nonserial)** is almost never used, but it is a valid option in three circumstances.

The first use is for a set of monographs that consist of works by more than one author. This might be a multipart resource that collects the writings of multiple authors on a subject, such as zoology or genetics or sociology.

Another use for this caption is when all of an individual author’s works on the topic are collected. The selected works of an author on a topic – that is, some of the author’s writings, but not all of them, on that topic – are classed in the **General works** number.

And the final use for this caption is for collections of abstracts on the topic.
Addresses, essays, lectures is also rarely used.

Collected papers, miscellaneous articles on the topic, anthologies, and the like can be classed there, although they are more likely to be classed with the specific topic that is the focus of the collection.
The use of the caption **Popular works** is not addressed in a CSM instruction sheet, but it bears mentioning.

Introductory resources intended for people who do not have a background in the field (that is, laypersons) are classed in **Popular works** numbers. These captions can be found throughout the schedules, but chiefly in legal, scientific, and technical hierarchies.

Sometimes the caption is combined with the caption for **Juvenile works**, which is our next topic.
A lot of libraries keep their juvenile materials separate from the adult materials, but that is not the case in Library of Congress classification. There are Juvenile works numbers, but again, because that is a form caption, topic should be preferred.

What do you mean by “juvenile”?

In LC classification, juvenile fictional resources are those that are intended for children and teenagers through high school age. Juvenile fiction is classed in PZ.

Nonfiction juvenile materials are resources that are intended for young people through the age of 15 or the 9th grade. Our next several slides will focus on nonfiction.
The preference is to class nonfiction juvenile resources with the *Juvenile works* number for the topic.

Most topics do not have a *Juvenile works* number, though, and in those cases the resources are classed with the adult materials on the topic.

Again, according to the policy, the most specific topical number is used.
For example, let’s say that we are cataloging a resource for children that is about the chemical elements.

It should be classified in QD466 with General works on Chemical elements, which is part of the Chemistry schedule.
It should not be classed in the **Juvenile works** number under **Chemistry**, QD35, because the resource is not about chemistry in general.
The classification of textbooks can raise questions, and those questions are also answered in CSM instruction sheet F 615.

Generally speaking, the preference is to class a textbook in a Textbooks number.

If that is not available, then class it in the Juvenile works number (assuming that it is for children under the age of 15 or 9th grade).

If there is not a Textbooks or a Juvenile works number for the specific topic, then class it in the General works number.

Textbooks are not classed with education in class L. They are classed with the topic they teach.

Here are some examples.
A textbook called *A History of the American People* would be classed with high-level resources on the history of the United States.

There is a **Textbooks** number available, E178.1, so that is the best class number.

**Juvenile works**, E178.3, would be used only if there were not a textbook number.
A textbook about the history of the Americas as a whole (North, Central, and South America) would class at the beginning of the E schedule.

There is not a **Textbooks** number, but there is a **Juvenile works** number, which should be used.

**General works** would be used only if there were not a **Textbooks** number nor a **Juvenile works** number.
Finally, let’s say that you are cataloging a textbook on the American Revolution. There is not a **Juvenile works** number nor a **Textbooks** number in the hierarchy for the American Revolution, so you would class it in E208, **General works** on the American Revolution.
You would not go up a hierarchical level to the general history of the United States, which is where the **Textbooks** and **Juvenile works** numbers are located.
As our last topic, we would like to talk about how the related captions Study and teaching, Research, and Methodology are to be used.

**Study and teaching** is to be used for resources describing how to teach or do research in the discipline, including from a historical viewpoint.

It is *not* used for the results of research, or for textbooks.
Resources about teaching a topic at the elementary level, or the elementary and secondary levels together, may be classed in two different ways.

These resources are classed in LB1572-LB1599, if the subject is listed in that range. If not, then they are classed in the schedule for the subject being taught.
Resources about teaching a topic at the secondary level or higher are classed in the schedule for the subject.

The only exception is resources about teaching English reading and composition, when English is the mother tongue. Those resources are classed in LB1631-1632.
Some schedules provide several narrower topics under Study and teaching, such as this selection from the Linguistics schedule.
Most schedules, though, provide only one or two numbers.
Like Study and teaching, Methodology and research should be used for resources describing how to do research in the discipline, or how research has been done.

These numbers are not for the results of research.
For example, *A guide to oral history*, which is about how to conduct oral history research, is classed in D16.14, **Oral history** as a methodology in history.
On the other hand, *Voices from Pittsburgh’s steel mills*, which is a research study that was conducted by using oral history methods, is classed under the steel industry in Pittsburgh.
We have covered most of the common form captions as well as those that have special provisions.

There are several more that we have not covered.

For those, remember to class resources with the more specific topic rather than with a form caption at a higher, more general, level of hierarchy.
Exercises

Click when you are ready to begin