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.
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.
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.
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.
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.
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.
Searching the phrase *books for children* as a heading does not yield any useful results.
But searching for *children’s books* seems to.

The heading **Children’s books** has a lengthy scope note.
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.
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.
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.
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.
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.
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?
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.
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.
Social history also has a general SEE ALSO reference that states that the subdivision –Social conditions can be used under names of countries.
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*.
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**.
Example 6
The social history of Guatemala in the 20th century

Guatemala—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.
It does exist, and it cannot be geographically subdivided.

But are we actually allowed to use it for this resource?
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.
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.
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.
Example 6

The social history of Guatemala in the 20th century

Guatemala—History—20th century.

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.
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.
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.
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.
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.