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

But look at the UFs for the heading.
The two classes of persons, *Children* and *Teenagers*, subdivided by –*Education (Secondary)* are UFs.

Therefore, they cannot be headings.
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.
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 (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.

The important phrase is “about these subjects.”
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.
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 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
- 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**?
A search of LCSH shows that **High schools—Curricula** is established, which is hopeful, but **High schools—Curricula—Catalogs** is not.
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.
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. The category does not include the heading Schools or headings for names of individual educational institutions, which are covered by H 1151.

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?
The subdivision –Curricula can be used under types of education, so that is fine.
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.
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.
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 craftpersons 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?
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.
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!
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

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