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DESCRIPTIVE CATALOGING

ROMANIZATION TABLES

Until such time as individual romanization tables are developed for the Altaic languages written in the Perso-Arabic script (e.g., Azerbaijani), the Library of Congress recommends the use of the romanization table for Persian (cf. Cataloging Service, bulletin 119, Fall 1976).

At the end of this issue are two romanization schemes for two Asian languages. Divehi, an Indo-Aryan languages, also called Maldivian, is the official language of the Republic of Maldives. It is written in an adaptation of the Perso-Arabic script. Moplah (or Mopla) is the form of Malayalam used by Moslems of Kerala; it is written in the Perso-Arabic script. Both tables have been approved by the ALA/RTSD/CCS/Committee on Cataloging: Asian and African Materials.

CATALOGING OFF-THE-AIR VIDEORECORDINGS

There has been considerable discussion this year about cataloging off-the-air, licensed copies of videorecordings and locally-reproduced videorecording copies of motion pictures. After inquiries from member institutions, OCLC discussed the matter in general terms with the Library of Congress' Office for Descriptive Cataloging Policy and announced a tentative decision to treat these materials under the Library of Congress microform cataloging policy. Further discussion at the meeting on On-Line Audiovisual Catalogers at the ALA Annual Conference in Philadelphia led to a rethinking of the original decision, and subsequent exchange between OCLC, LC, and members of On-Line Audiovisual Catalogers have served to modify and clairfy the understanding of the issues. The major points that have been agreed upon are enumerated below. It is expected that OCLC will cover details and exceptions to the policy in its Technical Bulletin.

It has been agreed that the physical description area of a videorecording taped from a broadcast should reflect the actual copy in hand without attempting to reproduce a description of the "original" item. Many of these programs exist as published videorecordings, and existing records for the published versions could be used by libraries that own an off-the-air copy. Locally-reproduced videorecordings (e.g., preservation copies of deteriorating motion pictures, made with permission) could in most instances be treated as copies of the motion pictures. If a record for the original motion pictures exists in the catalog, libraries could use the existing record and indicate the information about the copy in the notes area. If a new record were created, it should reflect the description of the original in the transcription of title and credits information, but the physical description should reflect the copy in hand. There are obvious similarities and differences in these situations with the microform copy policy. One major difference is that preserving the physical description area of the original is much less important for videorecording copies than it is for microform copies of printed originals.

The second major point of discussion was handling the publication, distribution, etc., area for off-the-air recordings. Some catalogers attempted to equate broadcasting with publication and use area 4 to record details of broadcasting. Since broadcasting is not publication either from a legal standpoint or in cataloging theory, this approach

could not be supported. Institutions that own off-the-air copies could use existing records for published videorecordings, or if these records do not exist, catalog their copies as unpublished and not attempt to supply a name as the publisher or distributor.

SUBJECT HEADINGS

SUBJECT HEADINGS OF CURRENT INTEREST

Beginning with this issue Cataloging Service Bulletin will contain as a regular feature a list of new subject headings that represent popular trends or concepts. The list here includes both new subjects and some changed headings covering the time from the last available supplement. The next issue will contain only headings established since the compilation of this list.

The list is not intended to be exhaustive. The selection of "current interest" terms may appear whimsical. The intent is to alert catalogers to terms that they may wish to use in current cataloging. However, catalogers should be alerted that scope notes may be present in the supplements and that these headings should be used with caution if the exact meaning of them is not clear. The full reference structure will appear in the stated quarterly supplement. It is recommended that catalogers not initiate changes in subject headings until the relevant supplement appears.

Third quarter, 1981

35mm cameras (Indirect)
Agent Orange
Apple II (Computer)
Army-Navy stores (Indirect)
Biopolitics
Egg-free diet
Expanding universe
Inmate guards (Indirect)
Job postings (Indirect)
Life care communities (Indirect)
Medium format cameras
Quality circles (Indirect)
Rubik's Cube
User charges (Indirect)
Working class women (Indirect)

Fourth quarter, 1981

Afghanistan--History--Soviet Occupation, 1979-
Bondage (Sexual behavior) (Indirect)
Career changes (Indirect)
Cat owners (Indirect)
Ethnic theater (Indirect)
Healing (Indirect)
Home video systems
Language spread (Indirect)
Life style
Local mass media (Indirect)
Management science
Marine sciences (Indirect)
Mass suicide (Indirect)
Police shootings (Indirect)
Runaway husbands (Indirect)
Solar greenhouses, Underground (Indirect)
Stress in children (Indirect)
Supply-side economics (Indirect)
Test bias (Indirect)

Zero lot line housing (Indirect)

First quarter, 1982

Children of Holocaust survivors (Indirect)
Civil rights demonstrations (Indirect)
Civil rights movements (Indirect)
General Motors J-cars
Hearing impaired (Indirect)
Hearing impaired children (Indirect)
Holocaust survivors (Indirect)
Iraqi-Iranian Conflict, 1980- (Indirect)
Joint custody of children (Indirect)
Legal assistance to abused wives (Indirect)
Political action committees (Indirect)
Pro-choice movement (Indirect)
Pro-life movement (Indirect)
Public broadcasting (Indirect)
Public radio (Indirect)
Public television (Indirect)
Quilts (Indirect)
Rubik's Snake
Senior Olympics (Indirect)
Trucking (Indirect) [Formerly: Transportation, Automotive--Freight]
Urban folklore

Second quarter, 1982

Antinuclear movement (Indirect)
Apple III (Computer)
Cable television (Indirect) [Formerly: Community antenna television]
Camera-ready copy
Commodity tax straddles (Indirect)
Creationism
Food stamp fraud (Indirect)
Hazardous waste facilities (Indirect)
Initiation rites (Indirect)
Interlocking directorates (Indirect)
Interpreters for the deaf (Indirect)
Keogh plans (Indirect)
Low budget cookery
Money-making projects for children (Indirect)
Money market funds (Indirect)
Off Off-Broadway theater
Pac-Man (Game)
Rape in marriage (Indirect)
Ridesharing (Indirect)
Space shuttles
Urban women (Indirect)
Working class whites (Indirect)
Wrong-way driving (Indirect)

Third quarter, 1982

Bulimarexia (Indirect)
Child molesters (Indirect)
Citizen crime reporting (Indirect)
Civil religion (Indirect)
Command performances (Indirect)
Conflict management (Indirect)
Crime scene searches (Indirect)
Deprogramming (Indirect)
Dim sum
Divorced parents (Indirect)
Donkey Kong (Game)
Employee fringe benefits (Indirect) [Formerly: Non-wage payments]

Enterprise zones (Indirect)
Enterprise zones, Rural (Indirect)
Falkland Islands War, 1982
Fraud in science (Indirect)
Herpes genitalis (Indirect)
High-carbohydrate diet (Indirect
Househusbands (Indirect)
Interest arbitration (Indirect)
Interior landscaping (Indirect)
Latchkey children (Indirect)
Machine learning
Negotiation in business (Indirect)
No-strike clause (Indirect)
Political stability (Indirect)
Public land sales (Indirect)
Quality of work life (Indirect)
Resources allocation
Reverse discrimination (Indirect)
Sex change (Indirect) [Formerly: Change of sex]
Sexual abstinence (Indirect)
Sexual masochism (Indirect)
Stocznia Gdanska im. Lenina Strike, Gdansk, Poland, 1980
Visual communication (Indirect)
Wives--Effect of husband's employment on
Work Incentive Program (Indirect)

Fourth quarter, 1982

Alzheimer's disease (Indirect)
City halls (Indirect)
Fashion merchandising (Indirect)
Foster grandparents (Indirect)
Generic products (Indirect)
Hugging (Indirect)
Long-term care facilities (Indirect) [Formerly: Extended care facilities]
Psychosexual disorders (Indirect)
Tax incentives (Indirect)
Telephone fund raising (Indirect)
Video display terminals

SUBJECT CATALOGING OF JUVENILE MATERIALS

Background. The purpose of this article is to present general guidelines for the cataloging of juvenile materials using Library of Congress classification and subject headings. At one time juvenile materials were relegated to a few classification numbers at the end of the Language and Literature schedule. This material is now classed in appropriate numbers in all schedules and assigned suitable headings from Library of Congress Subject Headings. Those cataloging practices and procedures used for adult works are applied to juvenile works unless other special provisions exist.

AC Program. These guidelines, however, do not provide instructions for the cataloging done for the Annotated Card Program. This program encompasses most books issued by American publishers, as well as foreign books distributed in the United States, that could be usefully shelved in juvenile collections. A detailed explanation of its features appears in the special section of the introduction to the ninth edition of Library of Congress Subject Headings. Works selected for AC treatment are identified by this code that appears in the bibliographic record as part of the LC card number, e.g., 79-76813 AC, bracketed subject headings, and a brief, noncritical summary.

General Statement. Treat all materials intended primarily for children through age 15, or the 9th grade, as juvenile. Class juvenile fiction intended primarily for children through high school in PZ.

Determining the Intellectual Level of a Work. For many juvenile works, the publisher indicates intellectual level by providing a span of years. Works coded by the publisher for children pre-school through age 15, e.g., 10 up, 14+, or described as suitable for junior high school students, are juvenile, especially if there is no further indication that the audience extends beyond the high school level. With the exception of fiction, works intended solely or primarily for high school age and above are given adult treatment. The notations "young adult" or "YA" should be construed to mean high school level. Treatment of borderline works, including works with the notation "for all ages," is based on a determination of the primary audience. Fiction for high school age or young adults is treated as juvenile.

1) Intellectual level not indicated. Often the intended age level is not explicitly stated on a juvenile work, particularly if its dust jacket is missing. Recognition of its character must then be based on evidence obtained from a careful examination (e.g., series statement, preface, portions of the text, etc.). In more difficult cases the determination is based on contents, format, publisher, treatment of previous works in the same series, etc. Give any work of this type juvenile treatment if definite evidence is found within the work itself that the publisher or author intended the work to be primarily a juvenile work, or if, because of its format or contents, it is readily evident that it is for juvenile readers.

2) Intellectual level of films. Films are given a MARC code for their intellectual level as follows:

A -- Age 0 - 5 (i.e., Preschool through kindergarten)
B -- Age 6 - 8 (i.e., Primary)
C -- Age 9 - 15 (i.e., Intermediate through junior high)
D -- Age 16 - 19 (i.e., Senior high)
E -- Adult
F -- Special audiences
G -- General

Regard all films through C as juvenile films. A film that has been coded "F" for special audiences can receive no second designation for intellectual level. The intellectual level of this type of film must, therefore, be determined on the basis of its title, summary, or intended audience note.

Classification

1) Topical juvenile materials. Class all topical juvenile material in the appropriate classes A-Z. The numbers PZ9, PZ10, PZ15, and PZ16 are used only in rare cases of amorphous children's books that do not lend themselves to subject classification.

2) Juvenile works numbers. Under any specific topic, assign the class number for Juvenile works to all works for juveniles through age 15 or 9th grade and to all films coded A to C for intellectual level. Materials specifically for senior high school students do not receive juvenile treatment. If no Juvenile works number exists nor deemed necessary for the particular topic, assign the General works number. Do not follow the obsolete practice of classing juvenile materials on a specific topic in an available juvenile number for a broader topic simply because no juvenile number exists for the specific topic. The Popular works number, if available, should be considered for works in the AC program that are not considered to be juvenile by LC definition.

3) Textbooks. Class school textbooks in the Juvenile works number for the particular topic unless the schedule provides specifically for textbooks. If no special caption exists, class school textbooks in the General works number. Do not class juvenile textbooks, including teachers' editions, in class L. Class teachers' editions together with the students' editions.

4) Juvenile belles lettres. Class in PZ all books of fiction, in all languages, through young adult, as well as films coded A to D for intellectual level, juvenile fiction sound recordings, picture storybooks, alphabet and counting books with a story line, stories in rhyme, juvenile folk tales, and traditional nursery rhymes. Juvenile fiction, folklore, etc., in English are classed in PZ5-10.3; other languages are provided with similar ranges. Class juvenile poetry, drama, and humor in the P-PT literature schedules.

5) Juvenile films and sound recordings. Class these materials by subject in the appropriate classes A-Z. Under any specific topic, assign the class number for Juvenile works to all works through age 15 or 9th grade.

6) Polyglot and bilingual books. Class juvenile polyglot belles lettres, including fiction, poetry, and drama in PZ10.5. Class topical polyglot juvenile books in the appropriate classes A-Z. Class bilingual juvenile fiction, fairy tales, folklore, and fables in the juvenile numbers of the lesser-known language. Class bilingual editions of juvenile poetry and drama in P-PT with the original language.

Subject Headings

1) Topical juvenile materials. Assign LC juvenile subject headings and subdivisions to topical materials for juveniles through age 15 or 9th grade. Use the form subdivisions **--Juvenile films**, **--Juvenile literature**, and **--Juvenile sound recordings** as the final element in all subject headings assigned to topical juvenile materials unless special form headings or subdivisions have been established, e.g., **Children's encyclopedias and dictionaries; --Dictionaries, Juvenile.** With rare exceptions, if a work is assigned any juvenile heading, all headings assigned must reflect the juvenile nature of the work.

2) Textbooks. Assign the heading **[topic]--Juvenile literature** to textbooks for children through age 15 or 9th grade. Do not use the subdivision **--Text-books** as a form subdivision for textbooks. Follow the criteria for the use of this subdivision presented in the "Introduction," 8th ed., LCSH, which specify that **--Text-books** is used under topical headings for works that discuss textbooks on the topic. In those few cases when usage of a form subdivision for textbooks has become an established practice, however, continue to follow the practice.

Geography--Text-books--1945-
Religious education--Text-books--Jewish

3) Juvenile belles lettres. Assign juvenile form headings and subdivisions to belles lettres for children through high school, including young adults, e.g., **Children's stories; Nursery rhymes; --Juvenile drama; --Juvenile fiction; --Juvenile poetry.** When juvenile form headings do not exist and are not deemed appropriate to establish, assign adult headings, e.g., **Ghost stories; Detective and mystery stories.**

Do not use the subdivision --Juvenile literature under form headings for juvenile belles lettres. The exceptions to this practice that occurred in the past, e.g., Limericks--Juvenile literature; Riddles--Juvenile literature, have been removed from LCSH and should not be used or re-established.

Do not treat folklore materials as belles lettres.

Polyglot books. Establish and assign to both individual works and to collections of juvenile fiction, drama, and poetry presented in three or more languages headings of the type Children's stories, Polyglot; Children's plays, Polyglot; Children's poetry, Polyglot.

4) Juvenile films and sound recordings. Assign headings of the type [topic]--Juvenile films or [topic]--Juvenile sound recordings to materials with the intellectual level code A, B, or C. Also assign headings of this type to materials coded F (for special audiences) if there is evidence that the material is juvenile in nature.

5) Audiovisual materials related to books. When a juvenile sound recording or film represents an audio or projected version of a published work already cataloged at LC, the original headings assigned are not necessarily retained unless the contents and intellectual levels are the same for both manifestations of the work. The same is true for books based on AV materials. For belles lettres, for example, a film version of a juvenile work is frequently produced for a much broader audience and, therefore, is assigned an intellectual code of E or G. In such cases, treat the film version as an adult work, although the published work requires juvenile treatment.

Summary

1) Books (Topical)

a) Assign juvenile class numbers in topical classes through age 15 or 9th grade.
b) Use --Juvenile literature or other juvenile headings through age 15 or 9th grade.
c) Bracketed children's literature headings are assigned to all works in the AC program.
d) Summaries are added to all works in the AC program.

2) Books (Belles lettres)

a) Assign PZ class numbers to fiction primarily for children through high school; for other belles lettres assign numbers in P-PT literature schedules.
b) Use --Juvenile fiction or other juvenile headings or subdivisions through high school, including young adults.
c) Bracketed children's literature headings are assigned to all works in the AC program.
d) Summaries are added to all works in the AC program.

3) Textbooks

a) Assign juvenile class numbers in topical classes through age 15 or 9th grade or class with elementary texts, etc., if schedule so provides.
b) Use --Juvenile literature or other juvenile headings through age 15 or 9th grade, unless subdivided by --Text-books (or variation thereof).
c) Bracketed children's literature headings are assigned to all works in the AC program.

d) Summaries are added to all works in the AC program.

4) Films and Sound Recordings (Topical)

a) Assign juvenile numbers in topical classes through age 15 or 9th grade or for intellectual levels A-C (and F, if appropriate).
b) Use **--Juvenile films** or **--Juvenile sound recordings** through age 15 or 9th grade or for intellectual levels A-C (and F, if appropriate).
c) Bracketed children's literature headings are assigned for intellectual levels A-D, as well as E-G if suitable also for children.
d) Summaries are added.

5) Films and Sound Recordings (Belles lettres)

a) Assign PZ class numbers to fiction films through high school or for intellectual levels A-D, unless limited to 11th and 12th grades (and if appropriate); for other belles lettres films assign numbers in P-PT.
b) Use **--Juvenile films** or **--Juvenile sound recordings** through age 15 or 9th grade or for intellectual levels A-C; do not use for age 16+ or level D.
c) Bracketed children's literature headings are assigned for intellectual levels A-D, as well as E-G if suitable also for children.
d) Summaries are added.

PUNCTUATION FOR SUBJECT TRACINGS

1) Period after subject tracing number. Always place a period after the arabic numeral designating subject tracing number. Leave one space before the first letter of the subject heading.

2) Period at the end of a tracing. Always place a period at the end of a tracing. Omit, however, the final period if the final element in the tracing is a closing parenthesis, an open date, or some other mark of ending punctuation.

1. Seasonal variations (Economics)
1. Education--Washington (D.C.)
1. United States--Economic policy--1981-
1. Capote, Truman, 1924-
1. Sienkiewicz, Henryk, 1946-1916. Quo vadis?

3) Dashes. Subdivisions are designated by placing a dash before the subdivision (two adjacent hyphens on a typewriter).

1. Soviet Union--Foreign relations--United States--Bibliography.

4) Hyphens

a) Use the hyphen with no space before or after.

Afro-Americans
X-rays
High school teachers--In-service training
St. Louis-San Francisco Railway

b) Dates. Use a single hyphen to separate dates, even when the hyphen is the last element of a tracing because the date has not yet been filled in.

1. United States--History--1945-
1. China--Civilization--1912-1949.

For specific instructions on open dates and spacing if a subdivision or other information follows the open date, see below.

5) Abbreviations

a) Do not leave space after periods within an abbreviation.

C.O.D. shipments
Bible. N.T. Matthew.
Washington (D.C.)
Russian S.F.S.R.
Egypt--History--To 332 B.C.

b) Do not leave space between adjacent initials when a personal name forms part of a corporate name or part of a subject heading.

C.S. Wertsner & Son
I.G. Farben Trial, Nuremberg, 1947-1948

c) Do not leave space after letters within an acronym.

DYNAMO (Computer program language) MARC System

d) Do not leave space after an abbreviation and the dash designating a subdivision or after an abbreviation and the hyphen of a date span.

China--History--Han dynasty, 202 B.C.-220 A.D.--Bibliography

e) Leave one space after the period of an abbreviation and a word that follows in the same element.

C.O.D. shipments
Breakage, shrinkage, etc. (Commerce)
Church finance--Early church, ca. 30-600

However, if the word that follows an abbreviation is a subheading (see 8) below), leave two spaces after the abbreviation.

Bible. O.T. Genesis.
Bible. N.T. Corinthians, 1st.

f) Leave one space within adjacent initials in personal name headings.

Manchester, P. W.
Smith, J. J., 1910-

g) Leave one space between preceding and succeeding initials if an abbreviation consists of more than a single letter.

Charleston (W. Va.)
Adelaide (S. Aust.)
Whitehead, David, Ph. D.

h) Leave one space before and after an ampersand.

Columbus & Greenville Railroad

6) Open dates. If an element ends with an open date and a subdivision or other information (e.g., a title) follows it, leave three spaces after the hyphen before beginning the dash and subdivision or other information.

1. United States--Foreign relations--1981-
Periodicals.
1. Capote, Truman, 1924- --Criticism and interpretation.
1. Capote, Truman, 1924- In cold blood.

Note: In LCSH name/title headings with an interposed open date appear as [name], [open date-] . [title].

Dalí, Salvador, 1904- . Homage to Goya.
Wyeth, Andrew, 1917- . Christina's world.

When assigning headings of this type, ignore LCSH and delete the period between the open date and the title. Leave three spaces after the hyphen before transcribing the title.

Dalí, Salvador, 1904- Homage to Goya.
Wyeth, Andrew, 1917- Christina's world.

7) Name headings established by descriptive catalogers. Use the same punctuation, capitalization, diacritics, and spacing indicated on valid AACR 2 name authority records.

1. St Joseph des Vieux Habitants (Church) [no period after St]
1. Eglise de St-Joachim (Saint-Joachim, Quebec) [no acute accent over capital "E"; no period after St]
1. C.S. Wertsner & Son.
1. Chung-kuo kung ch'an tang.
1. Athens (Greece)--History.

Headings on name authority records usually end with a period. In assigning such headings as subject headings with further subdivision, delete the period before adding the subdivision,

1. Christie, Agatha, 1890-1976.
1. Christie, Agatha, 1890-1976--Addresses, essays, lectures.

However, if the heading ends with a mark of punctuation other than a period, retain this mark of punctuation before adding the subdivision.

1. Association of Flight Attendants (U.S.)--Periodicals.
1. Sienkiewicz, Henryk, 1846-1916. Quo vadis?--Addresses, essays, lectures

8) Subheadings. Subheadings are used in name headings to designate relationships between units and subunits, much in the same way that subject catalogers use subdivisions. Subheadings are always preceded by a period and two spaces. Titles in author/title entries are be considered subheadings for punctuation purposes.

Yale University. Library.
United States. Army. Chaplain Corps.
Shakespeare, William, 1564-1616. Sonnets.
Bible. N.T. Mark.

a) Leave a period and two spaces before each subheading within a tracing.

b) If the name or unit before the subheading is qualified, always place a period after the parentheses, when the name authority record does not have the period

1. New York (N.Y.). Dept. of Social Services.

THE USE OF ABBREVIATIONS IN SUBJECT HEADINGS

1) Policy for subject headings. Generally, do not include standard abbreviations when establishing new subject headings, except when specifically authorized in these instructions. However, transcribe existing headings with abbreviations exactly as they have been established, except when specifically prohibited in these instructions.

2) Policy for name headings used as subject headings. Assign valid AACR 2 personal, corporate names, and jurisdictional names exactly as they appear on name authority records, including all abbreviations.

3) Form and topical subdivisions with abbreviations. Many standard subdivisions were formerly abbreviated on LC cards and may be encountered today when working with pre-1970 records. Spell out all topical and form subdivisions when assigning headings to new works being cataloged. Do not use abbreviations in form or topical subdivisions except etc.

--Description and travel	not	--Desc. & trav.
--History	not	--Hist.
--History and criticism	not	--Hist. & crit.
--Periodicals	not	--Period.
--Politics and government	not	--Pol. & govt.
--20th century	not	--20th cent.

4) Acronyms, initialisms, etc. Establish concepts that are known primarily in an abbreviated form as such. Use the form of the abbreviation, acronym, etc., preferred in reference sources. In all cases, make a see reference from the spelled out form to the abbreviated heading.

C.O.D. shipments
x Cash on delivery shipments
Collect on delivery shipments

DBS/R (Computer system)
x Datenbankbetriebssystem Robotron (Computer system)

DC-to-DC converters
x Direct current-to-direct current converters

DDT (Insecticide)
x Dichlorodiphenyltrichloroethane

MARC System
x Machine-readable Catalog System

T-shirts
x Tee shirts

5) Ampersands. Do not use ampersands in form or topical subdivisions, e.g., --History and criticism not --Hist. & crit. Do not use ampersands to connect the qualifier of a geographic heading, e.g., Harding, Lake (Ga. and Ala.) not Harding, Lake (Ga. & Ala.). In subject headings, always spell out ampersands except in the following situations:

a) Name headings used as subjects. Use the name heading with an ampersand, if it appears on a name authority record.

Black & Decker Manufacturing Company (Towson, Md.)
C.S. Wertsner & Son.
Dow, Jones & Co.

b) Railroad headings established by subject catalogers. Headings for specific railroad lines are established by subject catalogers and should match the corporate railroad heading as closely as possible, but should not contain the word "Company" or its equivalent. If the corporate railroad heading includes an ampersand, retain the ampersand in the subject heading for the railroad line.

Columbus & Greenville Railroad
Chicago, Burlington & Quincy Railroad

6) Dates

a) Anno Domini: Before Christ. Continue using the abbreviations A.D. and B.C., when appropriate, but only after a specific year or span of years. Do not add A.D. to dates unless the dates span both B.C. and A.D. Always specify B.C. dates. If a date span is B.C., add B.C. only to the end of the date span.

Egypt--History--332-30 B.C.
China--History--Han dynasty, 202 B.C.-220 A.D.

b) [...] century. Spell "century" in full,

English literature--20th century
Twenty-first century

c) Circa. Continue using the abbreviation "ca." in period subdivisions.

United States--History--Colonial period, ca. 1600-1775
Church history--Primitive and early church, ca. 30-600

d) Names of months. Spell names of months in full.

Washington (D.C.)--Demonstration, 1971 (April 28-May 7)
Bulgaria--History--September Uprising, 1944

7) Doctor: Doctor of [...] Use the abbreviation used in the name authority record.

Dr. William's Library--Catalogs
Francis, John, Dr.--Art collections
Hartmann, Peter, Dr. jur.--Poster collections
Villeneuve, André, M.D.--Addresses, essays, lectures

8) Et cetera. Continue using the abbreviation "etc." in headings and subdivisions.

Law reports, digests, etc.--United States
Surveying--Handbooks, manuals, etc.
Subject cataloging--Anecdotes, facetiae, satire, etc.

9) Geographic qualifiers. Most geographic headings are qualified by the name of the larger geographic unit. Jurisdictions that can be abbreviated when used as geographic qualifiers are listed in AACR 2, p. 556-557.

West (U.S.)
Harpers Ferry (W. Va.)
Harry S. Truman Dam (Mo.)
Kremlin (Moscow, R.S.F.S.R.)
Red River (Tex.-La.)

Note: Do not use ampersands to connect the qualifiers of a geographic heading.

Harding, Lake (Ga. and Ala.)
Overland Telegraph Line (N.T. and S. Aust.)

10) Great Britain. Spell in full; the abbreviation "Gt. Brit." is no longer authorized by AACR 2.

Great Britain--History
Women authors--Great Britain
Labour Party (Great Britain)
Great Britain. Royal Navy

11) Mount; Mountain; Mountains. Spell in full.

Mount Zion Cemetery (Washington, D.C.)
Signal Mountain (Tenn.)
Appalachian Mountains

12) Mr.; Mrs. Use the abbreviation "Mr." or "Mrs." if used in the name authority record.

Mr. A's Boy's Ranch--History
Mr. Lucky. Trick dog training.
Downing, Clyde, Mrs.--Art collections--Catalogs

13) Saint (including foreign equivalents). Spell in full.

Bellini, Giovanni, d. 1516. Saint Francis in ecstasy.
Saint Lawrence River
Saint Ninian's Island (Scotland)

However, when assigning name headings as subjects, use the headings exactly as they appear in name authority records.

Federal Reserve Bank of St. Louis.
Saint Louis Museum of Fine Arts.
St. Louis post-dispatch.
St Joseph des Vieux Habitants (Church) [no period after St]
Eglise de St-Joachim (Saint-Joachim, Québec) [no acute accent over capital "E"; no period after St]

14) United States. Spell in full.

United States--Economic conditions
France--Foreign relations--United States
Progressivism (United States politics)
Post exchanges (United States Army)

However, as a geographic qualifier, "United States" is always abbreviated "(U.S.)".

Atlantic Coast (U.S.)
West (U.S.)

However, when assigning name headings as subjects, use the headings as they appear in name authority records.

United States. Congress. House.
United States. Dept. of Agriculture.

U.S. Army Engineer Topographic Laboratories.
U.S. Nuclear Regulatory Commission.

US Army Military Police School.
US-USSR Joint Symposium on Myocardial Metabolism.

Chemical Center and School (U.S.)
Ryukyu Islands (United States Civil Administration, 1950-1972)

GENERAL SEE ALSO REFERENCES

Definition. A general *see also* reference is a reference made not to specific individual headings but to an entire group of headings, frequently listing one or more individual headings by way of example.

Background. There are numerous instances in *LCSH* of general *see also* references having been made because it was considered impractical to list as specific *see also* references all individual headings encompassed by a broader heading even though such specific references would have been theoretically logical and proper within a hierarchical reference structure. In such situations, a general *see also* reference serves to suggest to the user of the subject headings list the pattern of the headings under which a particular class or group of topics is entered. It would have been, for example, appropriate in theory to construct the following heading and reference structure:

Tools
sa Axes
Files and rasps
Hammers
Knives
Pliers
Saws
Screwdrivers
Wrenches
etc.

For reasons of economy in *LCSH*, however, listings of individual headings of this type were not normally made. Instead a single general *see also* reference was made.

Tools
sa individual tools, e.g. Files and rasps; Saws

Such references serve also to alert users of *LCSH* who are unaware of the principle of specificity that they may be searching under a broader term than is proper for the specific topic they seek and to provide guidance as to the *type* of heading more appropriate to their search.

The practice of making new references of this type has now largely been abandoned in favor of making a specific reference from a broader heading whenever a new heading is established. Existing general *see also* references of this type are being retained in *LCSH* until all individual headings that had formerly been covered by the general reference are actually printed as specific *see also* references. There are other categories of general *see also* references that have been made in the past and that may still be made. These include references to sub-

divisions that are free-floating or that are so frequently established that it would be impractical to list in LCSH each instance of their use.

Law
sa subdivision Law and legislation under subjects

Taxation
sa subdivision Taxation under subjects

Piers
sa subdivision Docks, wharves, etc. under names of cities

Also included are general references to categories or types of name headings.

Baseball clubs
sa names of individual baseball teams

and general references of the type

Kidneys
sa headings beginning with the word Renal

Many general see also references combine elements of more than one of these categories.

Exhibitions
sa subdivision Exhibitions under names of cities and subjects, e.g. Bookbinding--Exhibitions; and names of individual exhibitions

These references always appear at the end of the alphabetical listing of specific see also references.

Procedures

1) General see also references and free-floating subdivisions. There is no direct relationship between general see also references to subdivisions and provisions making subdivisions free-floating. The presence of a general see also reference to any subdivision does not automatically authorize the assignment of that subdivision on a free-floating basis. Treat only those subdivisions that have been explicitly listed as being free-floating (for example, see the preface to the 1979 Supplement to LCSH).

2) General see also references vs. specific references. Provide specific see also references in preference to a single general see also reference whenever possible. Make new general see also references only in the following circumstances:

a) To refer from a generic heading to a free-floating subdivision or to a non-free-floating subdivision used so frequently that it would be impractical to provide a complete list of specific references

Taxation
sa subdivision Taxation under subjects

Note: Whenever a formerly non-free-floating subdivision is declared free-floating, cancel all specific see also references that have been made to the subdivision under the generic heading and provide

instead a general see also reference. For example, when the subdivision --Alchohol use was made free-floating, specific references to it under the heading Alcoholism were cancelled and a single general reference established in their place.

b) To refer from a subject heading to a category or type of name heading that is normally not printed in LCSH.

Banks and banking
sa names of individual banks

c) To refer from a generic heading to a group of headings all beginning with the same word.

Science
sa headings beginning with the word Scientific

3) Formulating general see also references. For the consistency in LCSH, use, whenever possible, the following formulations in constructing general see also references:

a) References to subject headings:

sa headings beginning with the word [...]

b) References to name headings:

sa names of individual [...]

c) References to subdivisions used under subject headings:

sa subdivision [...] under subjects

sa subdivision [...] under individual [wars, animals, parts of the body, languages, etc.]

d) References to subdivisions used under name headings:

sa subdivision [...] under names of individual [...]

e) References to subdivisions used under place names:

sa subdivision [...] under names of countries, cities, etc.

sa subdivision [...] under names of countries, etc. [for subdivisions used only at the country level]

sa subdivision [...] under names of cities [for subdivisions used only at the city level]

If several of these elements are incorporated into a single reference, use the following order in constructing the reference:

sa subdivision [...] under [type of place name]; also subdivision [...] under names of [category of name headings] or subjects [or individual wars, animals, etc.]; also headings beginning with the word [...]; and names of individual [category of name headings]

Note that each clause begins with the word "also" except for the final clause which begins with the word "and." Each clause is separated from the following clause by a semicolon.

This phraseology should serve as the pattern for the most common situations in which general see also references are required; slight modifications may be required for especially complex or unusual situations.

4) Providing examples in the reference

a) Past practice, reflected throughout LCSH, was to provide examples routinely to illustrate nearly all general references. This practice is no longer followed. Instead, provide examples in the reference only if they are required for clarity.

Time management
sa subdivision Time management under classes of persons

Pamphlets
sa subdivision Pamphlets under 16th, 17th and 18th century period subdivisions of European and American history, e.g. Germany--History--1517-1648--Pamphlets; and under individual wars, e.g. United States--History--Civil War, 1861-1865--Pamphlets.

b) Never provide an example illustrating the use of a subdivision under the name of a place, since such usage is self-evident.

Libraries
sa subdivision Libraries under names of cities

not

Libraries
sa subdivision Libraries under names of cities, e.g. New York (N.Y.)--Libraries

c) Avoid, whenever possible, using name headings as examples, especially name headings that are not already printed in LCSH. However, if the name heading also serves as a pattern subject heading and is, therefore, already printed in LCSH, it may be cited as an example.

d) Pattern headings as examples. When providing examples to illustrate a general reference, always choose a pattern heading if the category being illustrated is controlled by a pattern heading. Be more generous in providing examples to illustrate the use of a subdivision if it can be illustrated by adding a pattern heading.

LATIN AMERICA

Purpose. To provide guidelines for assigning the subject heading **Latin America** and **Latin Americans** and for constructing and assigning headings incorporating the adjectives **Latin American** and **Spanish American**.

Background. The subject heading **Latin America** replaced **Spanish America** in 1964. The heading **Spanish Americans** was discontinued and made a see reference to **Latin Americans** in 1979.

Reference. The information presented here updates Cataloging Service, bulletin 5 (page 2).

Procedures

1) Latin America. Assign the heading **Latin America** to works dealing collectively with the area and/or countries south of the Rio Grande, as well as all or parts of three or more of the regions that make up Latin America, i.e., Mexico, Central America, South America, and the West Indies.

Also assign **Latin America** as the collective geographic heading and subdivision for the Spanish-speaking countries of Latin America.

2) Latin Americans. Assign the heading **Latin Americans** to works dealing with the citizens of Latin America.

Use the heading **Hispanic Americans** for United States citizens of Latin American descent.

3) Latin American. Construct and assign headings incorporating the adjective "Latin American" to designate region, ethnic group, etc.

Arts, Latin American
National characteristics, Latin American
United States--Foreign opinion, Latin American

Use **"Latin American"** to qualify literary subject headings, or those with a linguistic connotation, to refer to material relating collectively to the Spanish, Portuguese, and/or French-speaking countries of Latin America.

Authors, Latin American
Children's stories, Latin American
Latin American newspapers

4) Spanish American. Qualify literary subject headings, or those with a linguistic connotation, with the adjective **"Spanish American"** to refer to material limited to the parts of Latin America where Spanish is the prevailing language.

Spanish American periodicals
Spanish American poetry
Satire, Spanish American

MULTIPLE SUBDIVISIONS

Background. Cataloging Service Bulletin, no. 10 (p. 30) contained background information on the use of multiple headings. As indicated there, construction of new multiple headings was discontinued in 1979. Each newly created heading that would formerly have been unprinted because of the existence of a multiple heading in LCSH is now printed if it is required for new material being cataloged. Existing multiple headings are being retained in LCSH, however, only to serve as an indication to users that the individually printed headings do not necessarily constitute an exhaustive list of valid forms of the heading and that many additional forms of the heading may have been created for works cataloged before 1979. Subject Cataloging Division policy regarding multiple subdivisions, however, is quite different from the policy for multiple headings. Multiple subdivisions are still in use and are still being added to LCSH. The purpose here is to describe the conditions under which new multiple subdivisions are being established and how they are to be used.

Definition and description. A multiple subdivision is a subdivision in LCSH that incorporates bracketed terms, generally followed by the word "etc." This device is used to suggest the creation of similar subdivisions under the heading. The presence of a multiple subdivision under a heading in LCSH automatically gives free-floating status to analogous subdivisions under the same heading and, if the heading is a pattern heading, under those headings that it controls.

World War, 1939-1945--Personal narratives, American, [French, German, etc.]
Jesus Christ--Attitude towards Jewish dietary laws, [Attitude towards Jewish law, etc.]
Subject headings--Aeronautics, [Education, Law, etc.]
Abortion--Religious aspects--Buddhism, [Christianity, etc.]
Handicapped children--Education--Art, [etc.]
Names, Personal--Scottish, [Spanish, Welsh, etc.]

Many free-floating subdivisions under place names, although not actually printed under any heading in LCSH, also function as multiple subdivisions, in that not only the subdivision itself but also the bracketed element may be assigned on a free-floating basis.

--Hurricane, [date]
--Siege, [date]

The functional equivalent of a multiple subdivision is in some instances presented in LCSH in the form of an instructional scope note.

Ocean currents
Subdivided by body of water, e.g. Ocean currents --Atlantic Ocean.

Eclipses, Solar
Subdivided by date, e.g. Eclipses, Solar--1854.

Such scope notes allow for free-floating subdivision of the heading as described and illustrated in the note in the same manner as a multiple subdivision. (Do not confuse scope notes of this type with general see also references that do not necessarily authorize free-floating usage of a subdivision.)

Procedures

1) Proposing new multiple subdivisions

a) When proposing a new multiple subdivision, follow the format and punctuation of the following example, including placement of commas and brackets:

Jesus Christ--Attitude toward Jewish dietary laws, [Attitude toward Jewish law, etc.]

b) List one subdivision outside the brackets and generally only one additional subdivision inside the brackets unless more than one is needed to avoid ambiguity as to the type of subdivision or qualifier being illustrated. Use the word "etc." as the final element within the brackets.

c) Never propose any x, xx, or sa references to be established under headings with multiple subdivisions. If a reference is required for an individual subdivision that would be free-floating because of the existence of the multiple, establish that individual subdivision separately, making the required reference(s).

2) Further subdividing headings with multiple subdivisions. If it is necessary to use a non-free-floating subdivision as a further subdivision under a heading having an established multiple subdivision, establish the non-free-floating subdivision as a further subdivision under the multiple, provided the subdivision has general application. Its usage will thereby be allowed under all subdivisions of the type illustrated by the multiple. For example, if it is necessary to assign the heading **Mentally handicapped children--Education--Reading--Law and legislation--United States**, establish the subdivision **--Law and legislation** under the existing multiple, as follows:

Mentally handicapped children--Education--English language, [Reading, etc.]--Law and legislation

Do not make any x, xx, or sa references. The subdivision **--Law and legislation** would then be authorized for use under any heading of the type **Mentally handicapped children--Education--[topic]**.

3) Assigning headings with established multiple subdivisions. Once a multiple subdivision (or its equivalent, as described above) has been established under a heading, formulate and assign any subdivision falling within the scope illustrated by the multiple subdivision as a free-floating subdivision under that heading or, if it is a pattern heading, under any heading that it controls.

Note: It is usually necessary when assigning a free-floating subdivision of this type to assign at least one additional heading to the work being cataloged to bring out the topic named in the subdivision.

Title: The Hawaiian incident : an examination of Mr. Cleveland's attitude toward the Revolution of 1893.
1. Cleveland, Grover, 1837-1908--Views on the Hawaiian Revolution of 1893.
2. Hawaii--History--Revolution of 1893.

The first subject heading is authorized by **Lincoln, Abraham, 1809--1865--Views on slavery, [Views on temperance, etc.]**

Title: The best name book in the whole wide world
1. Names, Personal--English.
2. English language--Etymology--Names.

The first subject heading is authorized by **Names, Personal--Scottish, [Spanish, Welsh, etc.]**

Title: Ordination of priests in the Roman Catholic Church.
1. Ordination--Catholic Church.
2. Catholic Church--Clergy.

The first subject heading us authorized by **Ordination--Baptists, [Catholic Church, etc.]**

LC CLASSIFICATION

BIOGRAPHY CLASS NUMBERS AND THE CLASSIFICATION OF BIOGRAPHY

Background. In the LC Classification System it is customary to provide special biography numbers under a discipline whose span of class numbers has been expanded to any great extent. These

numbers are normally positioned in the generalities area, which occurs at the beginning of the span of numbers before the subtopics of the discipline are indicated. A typical provision for biography is

	Biography
425	Collective
426	Individual, A-Z

Although such numbers are called biography numbers, various kinds of other works are classed in such numbers in addition to works that merely present facts concerning the personal life of an individual. Such numbers are used for any work whose purpose it is to relate an individual (or group of individuals) to a discipline. Such works may and often do give personal details, but they may also merely discuss the individual's activities, contribution, views, etc., relating to the discipline. The purpose here is mainly to present guidelines for classing works in biography numbers. In addition, it also provides some guidance on the classification of biographies in general, regardless of whether they are classed in biography numbers.

Procedures

1) General rule. Class biographical works, individual or collective, with the topic with which the biographee(s) is most closely identified. Use the special biography numbers provided under the topic for this purpose. Class in CT (General biography) only biographies of individuals not identified with a special topic. For an exception, see 5) below.

2) Establishing biography numbers. If biography numbers have not been provided under the topic, provide them in accordance with the traditions of the particular schedule.

Provide new numbers under specific subtopics the first time they are required, if custom so dictates, as often is the case in the history classes.

Use the biography numbers provided under the major discipline rather than creating new numbers under the subtopic, if that is the normal treatment, such as in Class Q.

If normal for the class, use the General works number under very specific subtopics when no biography number is available and under existing circumstances an expansion of the form caption area is unjustified.

3) Form of captions. When establishing biography numbers, establish a pair of numbers at the same time, following the above example. Use the captions indicated unless the particular schedule provides for other standard captions. When possible, avoid splitting class numbers by use of Cutters; use decimals instead.

	Biography		915.5	Biography
915.49	Collective	not	.A1A-Z	Collective
.5	Individual		.A3-Z	Individual, A-Z

4) Collective vs. individual biography

a) Works of collective biography. Class as collective biography works that discuss the lives and/or contributions of two or more individuals, if a discrete section in the work is devoted to each individual.

b) Works on the individual. Class as individual biography a continuous narrative that discusses the life or the contribution to the topic of a single individual. Also class autobiographies as individual biography.

Consider as individual biography works of the type My life with [a famous person] as well as combined biographies of two closely related people, such as a husband and wife, brother and sister. Class such works with the more illustrious person.

c) Single continuous text in which several disparate lives are discussed. Class according to the intention of the author or publisher. If the apparent intent is to tell a single story with stress on one person, class the work as an individual biography. If the intent is to discuss several lives in relation to a topic, family, place, etc., class as collective biography.

d) Biographies of the members of one family. Class as individual biography (unless the particular schedule makes special provision for individual families).

5) Individual biography of persons with multi-faceted careers

a) If the biography emphasizes one particular career, class with that career. For example, class a biography of Schweitzer as a musician in ML; Leonardo da Vinci as a scientist in Q.

b) If a biography discusses several careers in which a person is/was engaged, class with the topic with which the biographee is/was most closely associated. If according to reference works no single career predominates in the life of the biographee (e.g., Albert Schwitzer), class the biography in CT.

6) Order of subject tracings. Whether the work is classed in a general works number or biography number, always assign to biographical works the name of the biographee as the first subject heading. This name will in turn be the name on which the first of two Cutters in the call number will be based.

The word "biographical" above is used in the very broad sense to include only works that are true biographies, but also works that discuss mainly an individual's beliefs, contributions, relation to the discipline, etc. For the above to apply, the individual must be the subject of the work for at least the major portion of the text. However, if the work focuses mainly on a topic and the name of the individual is assigned merely as an additional subject, do not assign the name as the first subject tracing. Instead, assign as the first heading a heading designating the topical aspect of the work.

7) The individual biography table. Works classed in individual biography numbers are always further subarranged in accordance with an appropriate biography table. If such a table is not provided in the particular schedule (such as the individual biography tables of Class D, the artist table of Class N, or the literary author tables of Class P), the following general table is used:

.x	Cutter for the individual
.xA2	Collected works. By date
.xA25	Selected works. Selections. By date Including quotations
.xA3-39	Autobiography, diaries, etc. By title
.xA4	Letters. By date
.xA5	Speeches, essays, and lectures. By date
.xA6-Z	Biography and criticism

Unless the schedule makes special provision, the numbers for Collected works, Selected works, and Speeches, essays, and lectures are very seldom used, since collections of this kind are normally classed with the topic. Without special provisions, assign these numbers only when the collection by the individual biographee is so general that no specific topic can be identified and the work would be otherwise classed in A, e.g., the collected writings of a journalist on all topics. Therefore, most decisions involving the table will be to determine if the work is autobiography, correspondence, or biography and criticism.

Biography tables normally provide for the assignment of two Cutters in the formulation of the call number. Assign the first Cutter for the name of the biographee, i.e., the name of the person indicated in the first tracing of the individual record. Assign the second Cutter according to the provisions of the number and caption selected from the table. For example, if the work is to be classed under Biography and criticism, assign as the second Cutter a Cutter based on the main entry heading of the work. (Note: in case it is not obvious to the reader that the second Cutter in the example is by main entry heading, it should be remembered that subarrangement of works under any class number of the classification system is alphabetically by main entry heading unless there are explicit provisions for another arrangement. For example, in the table .xA4 "Letters" utilizes an arrangement other than by main entry heading. The second Cutter is fixed and the uniqueness of the call number is achieved by the use of dates).

8) Biographies classed in a General works numbers. Never apply a biography table to any biography classed in a General works number, even if a note under the General works caption states "Including biography." Use only the standard provision for Cuttering works of a single author in a General works number (see Cataloging Service, bulletin 120, (page 16)). Such a Cuttering arrangement may be summarized as follows:

Collected works. By date
Selected works. By date
Separate works. By title
Biography and criticism. By author, A-Z

Works by the author (represented by the first three caption lines above) make use of a single Cutter that is applied successively to achieve the indicated subarrangement of works. Works about the author (the fourth caption line above) are arranged by a double Cutter: the first for the author and the second for the main entry heading of the work. Exception: single Cutter autobiographies and correspondence, tracing them as Separate works (the third line above).

ADDITIONS AND CHANGES

At the end of this issue is a questionnaire on the use made of Additions and Changes to LC Classification that the Library of Congress would appreciate your filling out and submitting.

SHELFLISTING

ADDING DATES TO MONOGRAPHIC CALL NUMBERS

Purpose. To provide guidelines for adding dates to monographic call numbers, including listing of exceptions and resolution of conflicts that arise when more than one date is available for use. Also included is the preferred order for shelflisting various editions, facsimiles, translations, abridgments, and criticisms of a work.

Reference: The following supersedes "Shelflisting the various editions of a work" in Cataloging Service Bulletin, no. 3, (page 20-23).

Background: Until April 1982 a date was added, or not added, to a call number for a variety of reasons, including corporate authorship, previous edition(s), publishing statements, etc. Several memoranda were followed by LC shelflisters in determining if a date were necessary and, when applicable, which date to add. No standard, easily followed guideline existed. There is currently only one rule, which has a severely limited number of exceptions.

The implementation of the following guidelines will have a positive impact on other library activities, such as collections improvement in facilitating the identification and subsequent weeding of previous editions, surplus copies, etc.; on bibliographic control in assisting the reference librarians to identify more readily the most recent work in a given subject area; and on acquisitions in identifying new works or the most recent editions.

The basic rule is to add the date of imprint to all monographs.

197- ; use 1970z. [if corporate body, use 1970]
197-? ; use 1970z. [if corporate body, use 1970]
19-- ; use 1900z. [if corporate body, use 1900]
19--? ; use 1900z. [if corporate body, use 1900]
1976? ; use 1976
ca.1976 ; use 1976.
1981, c1980 ; use 1981.
1971, c1972 ; use 1972.
1979 [i.e. 1978] ; use 1978.
1962 or 1963 ; use 1962.
1969 (1973 printing) ; use 1973.
1980 printing, c1957 ; use 1980.
1979 [distributed] 1980 ; use 1979.
1979-1981 ; use 1979.
between 1977 and 1980 ; use 1977.
1978/79 [i.e. 1978 or 1979] ; use 1978

Special situations

1) Congress or conference heading. If present, add the date of the congress or conference found in the heading; otherwise, use the imprint date.

date in heading: 1981, use 1981.
date in heading: 1979-1980, use 1980

2) Photocopy or facsimile. Add the date of the original work and the work letter "a".

.U54 1952, .U54 1952a, .U54 1952aa, [etc.]

3) Edition. Use the imprint date. If another edition is received with the same imprint date, use work letters starting with "b".

.I33 1982, .I33 1982b, .I33 1982c, [etc.]

4) Corporate authorship. Use the imprint date. If another work by the same corporate body is received, use work letters starting with "a".

.R37 1981, . R37 1981a, .R37 1981b, [etc.]

Exceptions

1) Supplement. Supplements are indicated by adding "Suppl." to the call number of the original work. No date is to be added.

.K56, .K56 Suppl., .K56 Suppl. 2, [etc.]

.C64 1977, .C64 1977 Suppl., .C64 1977 Suppl. 2, [etc.]

2) Class subarranged by date only. If a work is classed in an area that is subarranged by date only, do not add another date to the call number. Instead, add a work letter to the date.

CD1106 1918, CD1106 1918a, [etc.]

3) Class subarranged by date and main entry heading. Although a date appears as part of the classification number, the imprint date should also be added to the call number.

GV722 1952 .W4 1981

Sheflist order

original work	Cutter and date	.L55 1952
facsimile or photocopy of original work	Cutter and date with "a"	.L55 1952a (.L55 1952aa, ab, etc.)
edition or reprint	Cutter and date	.L55 1967
facsimile or photocopy of edition	Cutter and date of edition with "a"	.L55 1967a (.L55 1967aa, ab. etc.)
translation	Cutter expanded by 12-19 and date	.L5513 1963 English translation)
abridgement or condensed version	Cutter expanded by 2 and date	L552 1980 .S6L552 1980
translation of abridgement or condensed version	Cutter expanded by 212 - 219 and date	.L55213 1982 (English translation)
selection	Cutter expanded by 25 and date	.L5525 1981 .S6L5525 1981
translation of selection	Cutter expanded by 2512- 2519 and date	.L552513 1982 (English translation)
criticism	Cutter expanded by 3 or 3-39 and date	.L553T5 1976 .S6L5537 1976

If shelflisting a translation of a criticism, use the translation table.

VOLUME DESIGNATIONS

In the Library's semi-annual report that appeared in the Library of Congress Information Bulletin, June 11, 1982, it was reported on page 174 that a change in shelflisting practice was instituted whereby volume designations would henceforth be expressed in English in all cases. It was also noted that this change would be reflected in call numbers of bibliographic items. In essence, the change is strictly a change in internal Library of Congress procedures and does not affect the call numbers of records distributed to the library community.

Briefly stated, this change is: When maintaining the inventory record within the Shelflisting Section and when writing the final call number in the individual volume, use English volume designations rather than those in the vernacular of the catalog record for all monographic, non-analyzable, multipart items. This change in procedure does not affect serial entries, entries of any type which are analyzable in nature, or volumes being added to catalog records already established in the library.

DECIMAL CLASSIFICATION

DEWEY MANUAL

The Manual on the Use of the Dewey Decimal Classification, prepared by the Decimal Classification Division, is now available from its publisher Forest Press, 85 Waterliet Avenue, Albany, New York 12206, for $20.00 (595 pages, plastic-impregnated paper binding). The manual consists of three parts: 1) general principles of library classification and of the DDC, 2) a discussion in schedule order of the structure of the tables and schedules, accompanied by guidance in classifying items in difficult areas, and 3) indexes by DDC numbers referred to and topics discussed.

BRACKETED DDC NUMBERS IN LC CATALOG RECORDS

The following indicates the meaning of bracketed number for specific classes of works as assigned by the Decimal Classification Division:

1) Adult works

a) Works belonging to a series. A class number followed by an "s," e.g., 081s, is the number assigned to the entire series as a collected set. The associated bracketed class number, e.g, [326.9747], is the specific class number for the analytic of the series covered by the particular record. The specific number is supplied for those libraries wishing to classify separately the various individual items in the set.

b) Biography. A bracketed "B" is assigned to works that are primarily biographical; if more than half the work deals with the person's relation to the subject or to the field of study with which he/she is associated, the [B] is not given.

1)) Monographs. For monographic items, separately classified, a specific class number and a bracketed "B" are given.

780′.92′4 [B]

2)) Series. For series that LC collects, the series number is given followed by a bracketed specific number for the particular analytic and a bracketed "B".

780/.92 4s
[788/.66/0924] [B]

c) Works classed in a legal series. Four numbers are usually assigned to works in a legal series classed together. The Decimal Classification Division gives both the preferred number (collected set number and specific number for the analytic) and the Option B number (collected set and analytic). The preferred citation order is: 34 & kind of law & jurisdiction & subdivision of kind of law; Option B: 34 & jurisdiction & kind of law then subdivision of the kind.

Preferred	345.73s	[345.73/077]
Option B	347.305s	[347.30577][1]/

2) Juvenile works

sion.

a) Easy books. Easy books without a readily defined topic in a recognized field of study, e.g., Tommy Takes His First Trip to the Store, are assigned a bracketed "E."

[E]

Easy books with a discernible topic in a recognized field of study are assigned a specific number for the topic and a bracketed "E."

942 [E]

b) Fiction. For works K-3, through age 8, only a bracketed "E" is assigned. If the protagonist is near adulthood (over 16) or the style of writing requires the language skills of an adult (e.g., Oliver Twist), a class number will be assigned as well.

823/.8 [Fic]

Adult fiction that has been deemed appropriate for a juvenile as well will bear a class number.

823/.8 [Fic]

c) Biography

1)) Without subject or disciplinary association. If the biography is of one person, [92] is assigned; if it is of more than one person, [920] is assigned.

2)) With subject or disciplinary association. If the biography is of one person, a class number for biography in the particular subject is assigned as well as a bracketed "B" and a bracketed "92."

509/.2/4 [B] [92]

If the biography is of more than one person, a class number for biography in the particular field, a bracketed "B," and a bracketed "920" are assigned.

509/.2/4 [B] [920]

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[1]/ Segmentation marks can be given for the preferred citation order only.

PUBLICATIONS

CLASS S, AGRICULTURE

The fourth edition of Class S, Agriculture, was recently published. It is for sale by the Cataloging Distribution Service for $15.00.

This edition is a cumulated edition. The only significant change is the relocation of nurseries and the nursery industry to a more logical location in the scheme. Other changes are the deletion of parenthetical numbers, the updating of terminology, and the arranging of notes and references to conform to current practice. The index is new.

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ADDITIONS AND CHANGES TO LC CLASSIFICATION

The Library of Congress has published Additions and Changes to LC Classification since 1928, generally on a quarterly, noncumulative basis. It has been assumed that upon receipt of each issue subscribers record the changes into their classification schedules. However, it is recognized that this assumption may be wrong. If Additions and Changes would be used more easily by subscribers if it appeared on a less frequent basis, the frequency of publication would be changed. However, cumulation would still not be possible.

Your response to the questions below would assist in determining whether to change the frequency of Additions and Changes.

1. When an issue of Additions and Changes is received: (check all that apply

   _____ All class numbers are written into a master schedule.

   _____ Important class numbers are written into a master schedule.

   _____ The issue is routed to catalogers, who may write some class numbers into their copies of the schedules.

   _____ The issue is routed/looked at and filed.

   _____ The issue is filed.

   _____ The older issues are consulted as needed.

   _____ The older issues are not consulted because it's difficult and time-consuming

   Comments:

2. The ideal frequency of publication of the noncumulative Additions and Changes would be: (check only one)

   _____ Quarterly as currently

   _____ Twice a year (containing 6 months of class numbers)

   _____ Once a year (containing 12 months of class numbers)

   _____ Other (describe)

3. I would want LC to develop a service that would inform me of new numbers on a monthly basis, even if it were expensive,

   a. If A&C is published on a semi-annual basis Yes No (Circle one)

   b. If A&C is published on an annual basis Yes No (Circle one)

   Comments:

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DIVEHI

Consonants

؀	h	؁	t[4]
؂	ś or ẖ[1]	؃	l
؄	n[2]	؅	g
؆	r	؇	ñ
؈	b	؉	s
؊	ḷ	؋	ḍ
،	k	؍	j
؎	' or ẖ or omit[3]	؏	c
ؐ	v	ؑ	z
ؒ	m	ؓ	ṭ
ؔ	f	ؕ	p
ؖ	d	ؗ	y

Vowels[5]

ـَ	a	ـِ	e
ـَا	ā	ـِي	ē
ـِ	i	ـِو	o
ـِي	ī	ـُ	ō
ـُ	u	ـْ	omit[6]
ـُو	ū		

Divehi equivalents to represent Arabic letters

ثـ (ث)	th	ضـ (ض)	ḏ
ـح (ح)	ḥ	ـط (ط)	ṭ
ـخ (خ)	kh	ـظ (ظ)	ẓ
ـذ (ذ)	dh	ـع (ع)	ʿ
شـ (ش)	sh	ـغ (غ)	gh
ـص (ص)	ṣ	ـق (ق)	q

Notes

1. **Romanize ﷺ as ḫ, when it doubles the following consonant, or is used as a glottal stop, e.g.,**

ﷺوَنَ	**aḫvana**
مَﷺ	**maśaḫ**

2. **When used in medial position without ْ (sukun), romanize as ṁ, e.g.,**

ﷺنگَ	**aṁga**
ﷺنڈُ	**haṁdu**

3. (a) **When used in the initial position with any vowel sign, do not romanize, e.g.,**

ﷺتَ	**ata**
ﷺدُ	**idu**
ﷺمُرُ	**umuru**
ﷺگَﷺگِ	**egahugi**

(b) **When used in the medial position with any vowel sign, romanize as ' , e.g.,**

ﷺﷺنُ	**ha'ihūnu**
ﷺﷺسَ	**fa'isa**
ﷺﷺنْ	**k'in**

(c) When a consonant follows ؋ in a medial position, double it in romanization, e.g.,

ؠَ؋ؠَ؋؋ cappalu

ؠَ؋ؠَ؋؋ؠِ appacci

(d) When used in the final position with ؉, romanize as ḫ, e.g.,

؋ؠؠ boḫ

؋ؠؠؠ biheḫ

4. Romanize ؋ followed by another ؋ as ṭ, e.g.,

ؠَ؋ؠَ؋ؠِ aṭteri

5. Only the vowel forms that appear at the beginning of a syllable are listed. When the vowels follow a consonant, ؋ is not used and the vowel signs are added to the consonant forms. Do not distinguish between the two in romanization.

6. ؉ (called sukun), generally indicates omission of inherent vowel in a consonant. For its other uses, see notes 1, 3, and 4 above.

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MOPLAH IN ARABIC SCRIPT

Vowels and diphthongs[1]

اَ	a	اَ	e
آ or اٰ	ā	اَے	ē
اِ	i	اَيْ	ai
اِي	ī	اُ	o
اُ	u	اُو	ō
اُو	ū	اَوْ	au
اُرْ	r̄		

1. Only the vowel forms that appear at the beginning of syllables are listed; the forms used for vowels following a consonant exclude ا (alif), except in the case of ā (آ or اٰ). No distinction between the two is made in romanization.

Consonants

Gutturals

Initial	Medial	Final	Alone	Value
ک or ک	ـکـ	ـک	ک	k
کھ	ـکھـ	ـکھ	کھ	kh
گ	ـگـ	ـگ	گ	g
گھ	ـگھـ	ـگھ	گھ	gh
ڱ	ـڱـ	ـڱ	ڱ	ṅ

Palatals

چ	ـچـ	ـچ	چ	c
چھ	ـچھـ	ـچھ	چھ	ch
ج	ـجـ	ـج	ج	j
جھ	ـجھـ	ـجھ	جھ	jh
ڃ	ـڃـ	ـڃ	ڃ	ñ

Cerebrals

Initial	Medial	Final	Alone	Value
ڊ	ـڊـ	ـڊ	ڊ	ṭ
ڊھ	ـڊھـ	ـڊھ	ڊھ	ṭh
ڏ	ـڏـ	ـڏ	ڏ	ḍ
ڏھ	ـڏھـ	ـڏھ	ڏھ	ḍh
ڻ	ـڻـ	ـڻ	ڻ	ṇ

Dentals

ٽ	ـٽـ	ـٽ	ٽ	t
ٽھ	ـٽھـ	ـٽھ	ٽھ	th
ڊ	ـڊـ	ـڊ	ڊ	d
ڊھ	ـڊھـ	ـڊھ	ڊھ	dh
ڼ	ـڼـ	ـڼ	ڼ	n

Labials

Initial	Medial	Final	Alone	Value
پ	پ	پ	پ	p
پھ	پھ	پھ	پھ	ph
ب	ب	ب	ب	b
بھ	بھ	بھ	بھ	bh
م	م	م	م	m

Semivowels

ی	ی	ی	ی	y
ر	ر	ر	ر	r
ل	ل	ل	ل	l
و	و	و	و	v
ڑ	ڑ	ڑ	ڑ	ṛ
ڑھ	ڑھ	ڑھ	ڑھ	ṛh
ظ	ظ	ظ	ظ	ḷ
ژ	ژ	ژ	ژ	ḷ

Sibilants

Initial	Medial	Final	Alone	Value
ش	ـشـ	ـش	ش	š
ث	ـثـ	ـث	ث	ṯ
س	ـسـ	ـس	س	s

Aspirate

ه	ـهـ	ـه or ـة	ه	h

Arabic letters representing non-Malayalam consonants

Initial	Medial	Final	Alone	Value
ثـ	ـثـ	ـث	ث	th̲
حـ	ـحـ	ـح	ح	ḥ
خـ	ـخـ	ـخ	خ	kh̲
ذ	ـذ	ـذ	ذ	z̲
ز	ـز	ـز	ز	z
صـ	ـصـ	ـص	ص	s̲
ضـ	ـضـ	ـض	ض	ẓ
طـ	ـطـ	ـط	ط	ṭ
ظـ	ـظـ	ـظ	ظ	ẓ̣
عـ	ـعـ	ـع	ع	ʿ
غـ	ـغـ	ـغ	غ	gh̲
فـ	ـفـ	ـف	ف	f
قـ	ـقـ	ـق	ق	q
		ـة	ة	h

RULES

1. ـْ, ـٰ, or ـۡ (jazm) indicates the absence of any vowel following the letter over which it is written. Do not romanize it.

پْراکْرِتَمْ — prākṛtam

2. When ّ (shaddah) appears over any consonant, represent it in romanization by doubling the consonant.

اُنْبْاکَّپَّتْ — unṭākkappeṭṭat

3. Romanize ىٰ (alif maqṣūrah) used in place of اٰ to represent the long vowel as á.

مُوسىٰ — Mūsá

عِيسىٰ — 'Īsá

4. When the word ending in ة is in the construct state, romanize ة as t.

تَرْجَمَة السِّرُّ الْجَلِيلْ — Tarjamat al-sirru al-jalīl

سُورَة الْفَاتِحَة — Sūrat al-Fātiḥah

5. When medial or final, romanize ء (hamza) as '.

خُلَفَاء — Khulafā'

عَائِشَة — 'Ā'iśah

ضَائِعَة — Ẕā'ah

6. Romanize the Arabic article الْ (also written as ال) as al-

عَلَيْهِ السَّلَامْ — 'alaihi al-salām

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