

SUSAN GREY AKERS

Fourth edition

Simple library cataloging

AMERICAN LIBRARY ASSOCIATION

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Introduction

The catalog. A catalog is a record of the material in a library. It answers such questions as: What books have you by Robert Nathan? Have you a copy of *Some Enchanted Evenings*? Have you material on interplanetary voyages? The catalog can also answer questions about the individual author or book, for instance: What is the most recent book in the library by A. J. Cronin? Does Schlesinger's *Rise of Modern America* include illustrations? Who published Anne Terry White's *Prehistoric America*? Besides showing what authors' works are represented in the library, whether or not the library has material on a given subject or contains a particular book, whether or not a certain book has illustrations, and so forth, the catalog may bring out portions of books; for example, there may be a card for *High Tor* in Barrett H. Clark's *Nine Modern American Plays*, and one for material on Christmas in Deming and Bemis' *Pieces for Every Day the Schools Celebrate*.

A given book is represented in the catalog under its author, title, and, if nonfiction—or, in some libraries, even if fiction—under the subject of which it treats. To illustrate: *City Neighbor: the Story of Jane Addams* would have cards under the title, *City Neighbor*; the author, Clara Ingram Judson; and under the subjects ADDAMS, JANE and HULL HOUSE, CHICAGO. Books may also be found under the name of the series, if it is an important subject series, e.g., "American Guide Series." In addition to the cards for specific books there are reference cards referring the reader from the form of the author's name under which he may look to the form used in that catalog:

Struther, Jan, pseud.

See

Maxtone Graham, Joyce Anstruther.

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There are also cards referring the reader from the term or terms under which he may look for material on a subject to the term or terms used in the catalog for that subject:

INTERSTELLAR VOYAGES

See

INTERPLANETARY VOYAGES.

Purpose of this manual. This book has a three-fold purpose: (1) to give to the librarian of the small public, school, college, or special library who lacks professional education and experience under expert guidance the necessary directions for classifying and cataloging a collection of printed and audio-visual materials, that they may be made accessible; (2) to serve as a textbook for short elementary courses in cataloging; and (3) to serve as collateral reading in the earlier parts of the basic cataloging courses. Fundamental rules for classifying and directions for using the Dewey Decimal Classification tables are given. An effort has been made to state the necessary cataloging rules as clearly, simply, and briefly as possible. These rules have been adapted from those in the *A.L.A. Cataloging Rules*, 1949 edition, and *Rules for Descriptive Cataloging in the Library of Congress*, 1949 edition and its supplements.

Order of the chapters. There were three groups of users to be considered in deciding upon the order in which to arrange the chapters: (1) instructors of courses in cataloging; (2) inexperienced librarians with little or no training who study this book alone and follow it through in direct connection with their work; and (3) librarians using the book as a catalog code. The first group is the most diverse and thus was considered least. Cataloging instructors, like instructors in other subjects, vary widely in the order and the method they follow in presenting topics. It is expected, therefore, that they will use the material in whatever order best suits the requirements of their courses. The material has been arranged with reference to the convenience of the second group especially and to some extent to that of the third. It is logical in bringing together closely related topics; e.g., Chapter I treats of classification and Chapter II of subject headings, two allied processes. Then follow the chapters which deal with the headings used as entries; and these chapters in turn are followed by the ones concerned with the actual description of the book in the catalog entry. At

the end of the volume are chapters on the use of printed catalog cards, the arrangement of the cards in the catalog, and other subjects not strictly concerned with cataloging processes but essential in the cataloging of a library.

Scope. The following paragraphs summarize the contents of the chapters and indicate the changes made in this edition. It is based on the *A.L.A. Cataloging Rules*, 1949 edition, the *Rules for Descriptive Cataloging in the Library of Congress*, 1949 edition with its supplement, 1949-1951, rules for *Phonorecords*, 1952, and *Motion Pictures and Filmstrips*, 1953; and the sixth edition of the *Sears List of Subject Headings*, edited by Bertha M. Frick. The Standard (15th) Edition Revised of the Dewey Decimal Classification system omits such detailed expansions as that for 630, Agriculture; changes the place of many topics, some quite radically, and is considerably abridged throughout. The chapter on classification discusses some of the differences between the fourteenth and fifteenth editions and their effect on a library.

An entirely new chapter has been added to this edition to treat of the cataloging of the audio-visual materials most commonly found in small general libraries; namely, maps, records, filmstrips, and lantern slides. An appendix of sample catalog cards, with captions pointing out their special features, has also been added. These cards are in addition to typewritten and printed cards in the body of the text.

Recent books have been substituted in many of the examples. As in former editions there is an appendix of definitions of technical terms, almost all of which are taken from the *A.L.A. Glossary of Library Terms*; an appendix of abbreviations, revised to conform with the practice of the new rules for headings and the body of the entry; and an appendix which gives a short bibliography of aids for authors' names, subject headings, filing cards, etc. To these has been added the new appendix of sample catalog cards.

Chapter I defines and describes classification and discusses book numbers. Illustrations are taken from the fourteenth and the fifteenth editions of the Dewey Decimal Classification tables. Chapter II on subject headings has illustrations from the sixth edition of the *Sears List*. Chapters III-V, treating of personal names, anonymous classics and sacred books, and names of organizations are rewritten to incorporate the changes made in the new editions of the catalog rules.

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Chapters VI and VII deal respectively with main and added entries. More recent books have been substituted for examples, and a section on cataloging fiction more simply than nonfiction has been added to Chapter VI.

Chapter VIII on cataloging sets, serials, and independent works bound together is much the same as in earlier editions. Chapter IX, on cataloging audio-visual materials, is entirely new. Chapter X, on the use of printed catalog cards, has had few changes. Chapter XI on arranging cards in a dictionary catalog is now based almost entirely on Appendix V, "List of the Rules Recommended to Small Libraries: Comprehensive Example," in the *A.L.A. Rules for Filing Catalog Cards*. Chapter XII, "Related Topics and Miscellaneous Information," remains practically the same.

Two minor changes in the form of the cards have been introduced in this edition: (1) tracing is given in the style used on Library of Congress and Wilson printed catalog cards and is put on the front rather than on the back of the card; and (2) *See* and *See also* are put on a separate line on reference cards, as it is believed that this form will be clearer for the reader and easier for the cataloger.

Acknowledgments. The author wishes to express her appreciation of the kindness of the Library of Congress in granting permission to quote from their catalog rules and to use their printed catalog cards freely as sample cards; to the H. W. Wilson Company for permission to use their printed catalog cards; and to the critics whose replies to a questionnaire were so helpful in deciding certain points about this revision. The author also wishes to record the assistance that she has received from her students during many years in the teaching of cataloging.

Chapel Hill, North Carolina
September, 1953

S. G. A.

Classification

Definition. "To classify books is to place them in groups, each group including, as nearly as may be, all the books treating of a given subject, for instance, geology; or all the books, on whatever subject, cast in a particular form, for instance, poetry; or all the books having to do with a particular period of time, for instance, the Middle Ages.... Its purpose is...to make...books more available."¹

Reasons for classifying. If a miscellaneous collection of books is to be used with ease, it should be arranged in some way. The books could be sorted and put on the shelves in alphabetic order according to their authors or titles. A collection arranged in that way would be many times more useful than a collection without any arrangement. Collections of books, however, are consulted more for material on a given subject than for any other purpose. Readers like to have the books on the same subject together, as they much prefer examining the books to searching a list or a catalog.

Dewey Decimal Classification scheme. If books are to be classified by subject, some scheme or system of classification should be adopted. Melvil Dewey's Decimal Classification is the one most widely used in the United States, and it has been adopted by many libraries in foreign countries. The *A.L.A. Catalogs*, the *Booklist*, the H. W. Wilson Company's Standard Catalogs, and many other library publications use this

¹J. C. Dana, *A Library Primer* (Boston: Library Bureau, 1920), p.98.

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classification system. It is published in two forms, the unabridged and the abridged.²

This system is called the decimal system because each class may be subdivided into ten divisions, each subdivision into ten further ones, the numbers being considered as decimals, not consecutive numbers. The ten main classes of the system are:

000 General works	500 Pure science
100 Philosophy	600 Applied science
200 Religion	700 Arts and recreation
300 Social sciences	800 Literature
400 Linguistics	900 History

Certain numbers are used for form divisions (i.e. to show in what form the material is written, e.g., a dictionary) as follows:

01 Philosophy Theory Methodology	06 Associations, societies
02 Compends, handbooks, outlines	07 Study and teaching
03 Dictionaries, encyclopedias	08 Collections
04 Essays, addresses, lectures	09 History and general local treatment
05 Periodicals	

Examples of form numbers in different classes:

900 History	700 Arts and recreation
902 An outline of history	703 A dictionary of art
903 A dictionary of history	705 An art periodical

Form divisions always include a zero, but the decimal point may come between the zero and the second figure, e.g., 720.9 (history of architecture—0.9 is the form number which indicates that it is history); 359.09 (history of the Navy); 720.5 (periodical dealing with architecture)—*but* 759.05 (nineteenth century painting, in the Standard (15th) Edition). Form numbers should be used with great care, first making sure that they have not been used for some other purpose. For instance, in European history the numbers .01–.09 are used for period divisions, e.g., 942.01 Anglo-Saxon England to 1066, and .1–.9 for geographic divisions, e.g., 942.1 London.

²Melvil Dewey, *Decimal Classification and Relative Index* (Ed. 14, rev. and enl.; Lake Placid Club, N. Y.: Forest Pr., 1942), \$15.

Melvil Dewey, *Abridged Decimal Classification and Relative Index* (Ed. 6; Lake Placid Club, N. Y.: Forest Pr., 1945), \$4.

Melvil Dewey, *Decimal Classification* (Standard (15th) ed.; Lake Placid Club, N. Y.: Forest Pr., [c1951]), \$18.50.

Melvil Dewey, *Dewey Decimal Classification & Relative Index* (Standard (15th) ed. rev.; Lake Placid Club, N. Y.: Forest Pr., [c1952]), \$18.50.

If a miscellaneous collection of books is to be classified according to the decimal system, the books will be grouped according to their subject matter, with, for instance, general books on all or many subjects, e.g., an encyclopedia, in one group; books about philosophy in a second; books about religion in a third; and those about applied science in another. A reader interested in literature will find all the material on literature and all the books of literature, poetry, drama, etc. together on the shelves.

The divisions of the science class, given below, show the principle of subdivision:

500 Pure science	550 Earth sciences
510 Mathematics	560 Palaeontology
520 Astronomy	570 Biological sciences
530 Physics	580 Botany
540 Chemistry	590 Zoology

In turn the books on mathematics may be divided as follows:

510 Mathematics	512 Algebra
511 Arithmetic	513 Geometry

In science (500) typical form divisions are:

- 501 Philosophy, theory, methodology of science
- 502 Compends, outlines of science
- 503 Dictionaries, encyclopedias of science
- 504 Essays, addresses, lectures on science

The books can thus be arranged so that all the outlines on science will be together, all the essays on science; and in similar fashion all the handbooks on engineering, all histories of France will be together.

For the small general library the abridged edition of Dewey is convenient in size, inexpensive, and serves most purposes. Such editions, however, as the Standard (15th) Edition; the abridged editions of former full editions, e.g., the Abridged Edition 6; and the lists of Dewey Decimal Classification numbers found in general books on school or other special libraries, which have a chapter on cataloging and classification, are often unsatisfactory as they offer no place for new subjects and no indication of where they should go. The unabridged editions show broad general subjects and their subdivisions, so that a new subject can be fitted in, in its proper relation to the older subjects.

In a classification system using arabic figures for the symbols of the

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classes and using the decimal principle for subdivision of those classes, numbers grow in length as the classification is expanded to make a place for divisions of the subject. The library which does not need these subdivisions, simply uses the broad number, omitting any figures at the end which it does not need, e.g., 973 stands for American history, and if the collection is not large enough for period divisions to be required, they are omitted. 973.917 is the number for the period of history when Franklin Delano Roosevelt was President; but the small library with few books on American history may use only 973.9, Twentieth century American history, or 973.91, Early twentieth century American history.

The Standard (15th) Edition of the Decimal Classification is convenient in size and has conventionalized spelling throughout. The terminology has been modernized. The extensive expansions for medicine (610); engineering (620); agriculture (630); and special numbers for individual authors have been omitted. These changes are all advantageous for the small general library. The sixth edition of the *Standard Catalog for High School Libraries*, 1952, and the eighth edition of the *Children's Catalog*, 1951, and their supplements use the Standard (15th) Edition.

✓ On the other hand there are some features of the Standard (15th) Edition, which need to be carefully considered before a decision to adopt it is made. In some instances the general number has been omitted and the more specific number is not clear unless the classifier is familiar with the system and knows what the general class is, or has an earlier edition to which to refer. For instance, the Standard (15th) Edition gives 681.1 Horology, but does not give 681 Fine mechanism, Instruments of precision, Watch and clock making; 659.1 Advertising, publicity, and public relations is given, but not 659 Advertising. Form numbers are given in three different ways: page lv, which is referred to throughout the tables lists them correctly: 01, 02, 03, etc. For the science class (500) the user of the tables is referred to the form divisions 1-9 on page lv; but for mathematics (510), a division of science, the reference is to form divisions .1-9 on page lv. These variations are confusing. ✓

One of the important features of the Dewey Decimal Classification system has been its relative index. A relative index as defined by Mr. Haykin is an index "which will show under each entry the different

senses in which the term is used and the diverse aspects of the subject with their appropriate places in the classification system."³ The index to the Standard (15th) Edition does not do this though the Standard (15th) Edition Revised does it in some of its index entries. The examples given below are taken from the indexes to four editions of the Decimal Classification:

Edition 14

Beverages

alcoholic temperance	178
and nutrition physiology	612.3931-2
chemic technology	663
cookery	641.87
hygiene	613.3
state inspection	614.34
<i>see also</i> Drinks	

Standard (15th) Edition

Beverages	663
Public health control	614.3

Edition 14

Restoration

1660 English history	942.066
furniture fine arts	749.222
Japanese history	952.022

Standard (15th) Edition

Restoration (no entry in Index)

Abridged...Edition 6

Beverages

adulterations	614.3
alcoholic temperance	178
chemic technology	663
cookery	641
hygiene	613.3

Standard (15th) Edition Revised

Beverages	663
(Public health control)	614.3

Abridged...Edition 6

Restoration

of art objects	708
paintings	751
photographic negatives	
and prints	770
1660 English history	942.06

Standard (15th) Edition Revised

Restoration	942.06
furniture	749.22
(Judaism)	296.3
of art objects	708
<i>See also specific fields of art</i>	
of paintings	751

Larger subjects must occasionally be subordinated to smaller ones in an index. For instance, the place in United States history of the Federal party must be shown in an index by an entry for United States history under the smaller subject Federal party. The Index to the

³D. J. Haykin, *Subject Headings: A Practical Guide* (Washington: Govt. Print. Off., 1951), p.2.

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Standard (15th) Edition Revised uses parentheses around the subordinated larger subject:

Federal party
(U.S. history)

The new library, which is being classified for the first time, decides on a classification system and follows it. New editions of the adopted system always bring up problems due to changes, but the Standard (15th) Edition offers more such problems than other editions. Some examples of the radical changes in numbers are listed below:

	Edition 14	Standard (15th) Edition
Commercial geography	380.9	911.3
Professional and business ethics	174	610, 340, etc., with the profession
International ethics	172.4	177
Family relations, customs and manners	392.3	301.42

How to classify. The book which is to be classified should be carefully examined to see *what it is about, what the author's purpose was in writing it, what class of readers will find it most useful.* To do this, read the title page, preface, all or part of the introduction, look over the table of contents (as this spreads out before the examiner the skeleton of the book), and read parts of the book itself. Having determined to what class the book belongs, e.g., history, turn to the table for that class—in this case 900. An examination of the table shows that 900 is divided according to place and time. Such questions arise as: What country or section of a country is the book about? Does it cover the entire history of that country or section or only a specific period? Of course, if it covers the entire world from the creation to the present time, it goes in the general number for history, 909. But if the book is limited to United States history, it will go in 973, the figure 9 indicating that it is history, 7 that it is limited geographically to North America, and 3 that it is further confined to the United States. The 900 class, which includes history, travel, and biography, is a good one with which to begin the study of classification. It is readily determined whether or not a book treats of history, travel, or biography; and, if it is history, the country and period of time covered are clearly indicated.

If the book is one of pure literature, the first deciding factor is the

nationality of the author; the second, the literary form. Thus Masfield's poems are put with other books of English literature and in the section for poetry, 821. A book on the theory of electricity would go in the main class, science, the division for physics, and the section on electricity, 537.

The figures are the symbol of the class; e.g., 620 represents engineering and all general books on engineering would be so marked. If a book is on a specific kind of engineering, the third figure changes to show that fact, e.g., 621, Mechanical engineering. Having discovered what a book is about and its place in the classification scheme, one puts the number representing that subject in the system (the notation) in the book and on its cover, so that all books may be kept together on the shelves in the order of their classes.

General rules for classifying. Sayers gives the following general rules for classifying:

- 1 Class a book first according to its subject, and then by the form in which the subject is presented, except in generalia and in pure literature where form is paramount.
- 2 In determining the subject consider the predominant tendency or obvious purpose of a book, and its author's intention in writing it.
- 3 When a book appears to belong equally to two places in the classification make a decision as to the one in which it is to go.
- 4 When a book deals with two (or three) divisions of a subject, place it in the one which appears to be the most important; or, if the parts seem of equal importance, in the one first treated. When more than two (or three) divisions of the subject are dealt with, place the book in the general heading which contains all or the majority of them.
- 5 When a subject arises for which no place is provided in the scheme of classification, find the heading to which it seems to be most nearly allied and make a place for it there.
- 6 Place a book in the most specific head that will contain it.
- 7 Avoid placings which are in the nature of criticism. Pros and cons of any subject go together.
- 8 Index all decisions, or new headings, which are not already included in the index to the scheme; that is to say, make your index exactly represent your practice.
- 9 Finally (to repeat), *place a book where you think it will be most useful; and always have a reason for placing it there.**

To illustrate the application of the first of these rules for classifying:

*W. C. B. Sayers, *An Introduction to Library Classification* (8th ed.; London: Grafton, 1950), p.167-68.

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Grove's *Dictionary of Music and Musicians* would be given the Dewey Decimal Classification number 780.3; 78 shows that it treats of music, 0.3 that it is in the form of a dictionary. Masfield's poems would be given the number 821, 8 showing that it is pure literature, 2 that it is by an Englishman, and 1 that it is poetry. The literary form here determines its symbol, not the subject matter.

Rules number 3, 4, and 9 may be illustrated by a single group of books. *Reptiles and Amphibians; an Illustrated Natural History*, as the title indicates, deals with reptiles and amphibians, represented in the tables by two numbers, 597.6 Batrachia (amphibia) and 598.1 Reptiles. The *Standard Catalog for High School Libraries* gives this book the number 598.1 Reptiles, "where it will be most useful," thus deciding which heading should prevail. In this connection it should be added that in the dictionary catalog there will be entries for this book under both subjects, namely, BATRACHIA and REPTILES, so that it can be easily found by readers desiring material on either subject.

M. W. Jernigan's *American Colonies, 1492-1750* covers two periods of American history according to the divisions in Dewey, 973.1, the period of discovery and exploration, and 973.2, the colonial period. The emphasis is on the colonial period, the earlier material being given as background for it; therefore it will be more useful and will be in accordance with the emphasis and purpose of the author to place it in colonial history, 973.2.

Occasionally a book comes up for classification which deals with an entirely new subject, one for which there is no place in the Dewey Decimal Classification table. Representative of such subjects are the terms *guided missiles*, *geopolitics*, *sulfanilamide* and many others. Frank Xavier Ross' *Guided Missiles; Rockets & Torpedoes*, published by Lothrop in 1951 and S. B. Jones and M. F. Murphy's *Geography and World Affairs*, published by Rand McNally in 1950 are illustrations.

The sixth abridged edition of the Dewey Decimal Classification, 1945, does not include the terms *guided missiles*, *geopolitics*, *radio broadcasting*, and *sulfanilamide* in its index or tables. The fourteenth edition of the unabridged Dewey has only Radio broadcasting—advertising, and Sulfanilamid—pharmacy. The Standard (15th) Edition index has Guided missiles, 623.451; Geopolitics, 320.1; and Radio broadcasting, 384.5; Sulfanilamide, 615, is found only in the Revised Index of the Standard (15th) Edition.

If the library uses the abridged edition of Dewey or the fourteenth unabridged edition, where shall the books on guided missiles be classified? In rule number 5 Sayers states that if there is no place for a subject of which a book treats, the heading to which it is most nearly related should be determined and a place made for it there. The Abridged Edition 6 includes in its index:

Projectiles	
ordnance engineering	623
physics	531

The tables give: 623 Military and naval engineering; 531 Physics—mechanics. If the book which is being classified treats the subject from the point of view of physics it should go in 531; if from the point of view of military and naval engineering it should go in 623, even though this puts it with material on the general subject. The fourteenth unabridged edition index gives:

Projectiles	
ordnance	623.451
physics	531.55

Again the question arises, is this book on the theoretical side or the practical? 531.55 is to be used for material on mechanics—gravity—projectiles and 623.451 for artillery projectiles. The term *guided missiles* should be added, in its correct alphabetic place, to the index of the edition of the tables which the library owns. It may also be added in the tables, e.g., 623 Military and naval engineering—guided missiles, in the abridged edition, and 623.451 Artillery projectiles—guided missiles, in the fourteenth edition.

Applying rule number 6, one would give James Truslow Adams' *Provincial Society, 1690-1763* the classification number 973.2, the number for colonial history of the United States, not 973, the general number for United States history.

Books which would come under rule number 7 are quite rare. For instance, the early books on Christian Science were placed in 615 with books on therapeutics. This classifying was according to the classifier's personal view of the subject. A place has since been made for Christian Science in class 200, religion.

When ready to classify a collection of books, first sort them by general groups, then examine those in each group carefully and see

precisely what they are about. This is much easier than taking books as they come and switching one's thoughts from science to religion, to drama, to railroading, and so forth. The rules for classifying quoted from Sayers will be found very helpful. But one learns to classify by classifying. Keep in mind the purpose of classifying; namely, "to make books more available" to the readers for whose benefit classification is used. Be as consistent as possible; in deciding upon a certain class for a certain book, see what other books are in that class. In her pamphlet, *Classification*, Bacon says: "Concrete well-defined subjects should be more closely classified than abstract ones."⁵

Changes from the Dewey Decimal Classification. Bacon's pamphlet points out further:

Some deviations from the D.C. [Decimal Classification] tables may often be employed to advantage, e.g., public libraries generally disregard the classification in fiction and arrange all fiction printed in English, whether original or translation, in a single group, alphabetically by authors...The average public library will find it best to arrange individual biography alphabetically by subject in a single group, marked either B or 92...Almost every library will find lives of artists and musicians more useful classed in art and music [e.g., Anne Leslie's *Rodin, Immortal Peasant* in 735 and David Ewen's *Living Musicians* in 780.92]. Collective biography should be classified according to the D.C. divisions 920-928, or [preferably] arranged alphabetically by authors in a single group under 920, just as in any part of the classification the subdivisions may be disregarded and the material collected under the general number.⁶

Since these or other changes in the tables are inevitable in every library, it is most important that each library, no matter how small, have an official copy of the adopted classification table annotated to show the practice of that particular library. For instance, if the library uses 92 for individual biography, it is necessary to cross out the letter B suggested as an alternative for 92 for individual biography. If this is done no one will forget and use B for the biography of an individual. The library which uses the fifteenth edition will need to indicate in which cases it is following the recommendation that another number be used. For instance: 172.4 "It is recommended that International Ethics be classified in 177." The sentence could be crossed out and "See 177" be written in after 172.4; then no one would forget and use 172.4.

⁵Corinne Bacon, *Classification* (rev. ed.; Chicago: A.L.A., 1925), p.21.

⁶*Ibid.*, p.19.

The *Standard (15th) Edition Revised Relative Index* gives the entry: Travel, 900; History, 900; Geography, 910. The tables give: 910 Geography; 913-919 Regional geography; 900 History—political, social, cultural; 940 European history. The fourteenth edition index has: Geography—descriptive, 910; History, 900; Travels, 910; the tables give: 900 History in general; 910 Geography, travels, description; 914-919 is subdivided like 940-999. Whenever these main geographic headings occur they may be subdivided exactly like History. The *Standard Catalog for High School Libraries*, sixth edition, has:

910 Geography

Books on description and travel of the various countries have been transferred to the history and civilization classification, 930-999, in accordance with a decision of the Dewey Decimal Committee

The *Children's Catalog*, eighth edition revised, has:

914-919 Description and Travel

Books on description and travel of various countries formerly classified 914-919 and subdivisions have been changed to be with the history of the various countries in 940-999

The newly established library will probably wish to follow this trend and put books which are strictly geography in 914-919 and all others, whether history or description, in 940-999. The library with a considerable collection classified in 914-919 Description and travel and 940-999 History may write in its copy of the Dewey Decimal Classification that 914-919 is for geography, description, and travel, 940-999 for history, and continue to classify as formerly.

Classification aids and how to use them. The *Booklist*, *Book Review Digest*, *A.L.A. Catalogs* and the Wilson Standard Catalog series and their supplements give among other items the suggested classification number for each book listed. The *Guidepost* of the Public Library of Cincinnati; The *Wisconsin Library Bulletin*, which contains in each number lists of current books; the North Carolina State Board of Education, Division of Textbooks', *Library Book Catalogue*, a classified list for elementary and high school libraries; and the Oregon State Library's *List of Books for School Libraries* are examples of bulletins which give the decimal classification numbers.

The use of these and other aids may show complete agreement or considerable variation as to the number for the book. The *Book Review*

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Digest, 1952, lists H. L. Ewbank and S. P. Lawton's *Broadcasting: Radio and Television* and gives as the classification numbers 792.93 and 791.4. The *Standard Catalog for Public Libraries*, 1952 Supplement, lists this book and gives as the suggested classification number 792.94, and the *Booklist* gives 384. Which of these numbers should the library use? Is it a difference of opinion among the classifiers who assigned the numbers, variations in the editions of the *Dewey Decimal Classification*, or both? Pertinent entries from the tables and indexes of the various editions still in use follow:

Edition 14

Tables

384	Telegraf	Cable	Telephone
5	Radio	Wireless	
791.4	Panoramas	Magic lanterns	Moving pictures
792	Theater	Stage	Dramatic art
9	Other		

Index

Broadcasting	
radio	621.384193
Radio	
broadcasts, types of	621.3841938
recreation	791.4
television electrical engineering	621.38853
Television	
recreation	791.4

Abridged...Edition 6

Tables

384	Telegraph	Cable	Telephone	Radio	Television
791.4	Panoramas	Magic lanterns	Moving pictures	Radio	
792	Dramatic art	Theater	Stage		

Index

Radio	
recreation	791.4
television	621.388
.....	

Television
recreation

791.4

Standard (15th) Edition

Tables

- 384 Communication
 384.5 Radiocommunication
 For Radio engineering and broadcasting, see 621.384
 .55 Television Communication
 For Television engineering and broadcasting, see 621.388
 791 Shows
 792.93 Moving Picture Production
 792.94 Radio Show Production
 792.95 Television Show Production

Index

Broadcasting
 radio 621.3849
 television 621.3889

Radio
 show production 792.94

Television
 show production 792.95

Index (Relative Index volume)

Broadcasting
 radio 384.5
 television 384.55

Radio 621.384
 play production 792.94

Television
 play production 792.95

To sum up for the book by Ewbank and Lawton: the aids suggest 791.4, which would place it with material in the general field of public entertainment—moving pictures and radio; or 792, with material on dramatic art, plays; or 384, with material on radio and television as a means of communication, as shown by the quotations from the decimal classification tables and indexes. 621.38 and its subdivisions, which the indexes bring out, is the number for electric communication. The book describes radio and television systems and discusses in detail the preparation, rehearsal, and production of programs to be put on by radio and television. Two out of the three aids consulted give 792 or a division under it, hence that would seem to be the better number, using 792.9, as it covers both radio and television, unless the library uses the Abridged Edition 6, in which case it would use 792. There is a difference of opinion among the classifiers and there are differences in expansion in the different editions of the Decimal Classification system.

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Another aid for users of the Dewey Decimal Classification system is *Sears List of Subject Headings*, sixth edition, by Bertha M. Frick.⁷ On pages 428-430 are found:

Radio	621.384
.....	
Radio advertising	659.1
.....	
Radio and music	780
.....	
Radio broadcasting	621.384
.....	
Radio in aeronautics	621.384

Ewbank and Lawton's book on broadcasting would have as subject headings: Radio broadcasting (which in the *Sears List*, sixth edition, is followed by suggested number 621.384) and Television broadcasting (suggested number, 621.388). In general, however, the usage of the Standard Catalogs of the H. W. Wilson Company as regards Decimal Classification numbers is followed in the *Sears List of Subject Headings*.

These aids and others will be found very useful as a check on one's classification and may suggest more desirable classification numbers when the specific topic is not included in the index to the tables. If one is continually in agreement with the aids, presumably one knows how to classify. In case of doubt always consult the aids. But having consulted the aids, be sure to consult the particular library's collection and see that the number suggested is in accordance with its practice and is the best place for the given book in that library.

An aid may change its policy as the *Booklist* has done in regard to the use of 810 and 820. At one time all literary works of American or English authors were put together, and 821 English poetry was used for both American and British poetry in the *Booklist*. The sixth edition of the *Standard Catalog for High School Libraries* states that "Books on the Federal Bureau of Investigation are now classified 353.5; Secret Service of the Treasury Department 353.2." Both were formerly classified in 351.74. If a library is to adopt such a change in policy, all of the books and records involved should have the classification numbers changed, while a bibliography such as the *Booklist* may ignore earlier volumes and simply be consistent in present and future issues. It is a

⁷B. M. Frick, *Sears List of Subject Headings* (6th ed.; N. Y.: Wilson, 1950).

saving in time for the library to make the change when the aid first makes it. Otherwise, for instance, the library using the *Standard Catalog* series in its cataloging must assign different class numbers to all books issued after a change is made, and, if Wilson cards are used, must change the numbers on the cards.

Shelf arrangement of books within a class. In many libraries, especially in small public libraries but also in schools and colleges, the books of fiction have an F, Fic, or no symbol at all on the spine of the book and on the catalog cards to show the location of the books on the shelves. All fiction printed in English is shelved together, regardless of the language in which it was originally written. Some libraries use SC (Story Collections) to designate the books of short stories and shelve them immediately following the books of fiction. Juvenile fiction is usually designated in public libraries by marking it with a plus sign or a J. E is similarly used for Easy Books for children in the first to third grades. Easy books, because of their size and shape, may be kept on specially built shelves and are arranged alphabetically by author, but as a rule no attempt is made to keep the works of an author in alphabetical order by title; and, if two authors have the same surname, no special effort is made to keep their works separated on the shelves.

In the case of nonfiction, however, library practice will be found to vary. Many libraries use book numbers as well as classification numbers; many do not. Book numbers make it possible to keep the books within a class—i.e., those having the same content and therefore the same classification symbol—in exact order with little difficulty.

Individual biography, whether or not book numbers are used, is arranged by the name of the person written about, not the biographer, so that all of the biographies of one person will come together on the shelf. If book numbers are not used, individual biographies should have the name of the person written about underscored on the spine of the book for convenience in shelving. It should be added where it does not appear; for example, Eaton's *Leader by Destiny* should have "Washington" written on the spine and be shelved under Washington's name.

The name by which a book is to be shelved should be underscored on the back in the case of books with editors, translators, and joint authors when there may be any doubt as to the choice of name. If fiction is published anonymously, but the author is known and his books are entered in the catalog under his name, the name should be added

to the spine of the book. When a book is published under a pseudonym and is cataloged and consequently shelved under the real name, the name under which it is to be shelved should be underscored or added to the cover.

✓ **Book numbers.** A book number is a combination of letters and figures taken from an alphabetic order table, e.g., the Cutter-Sanborn table.⁸ The basic elements of the book number system now commonly used are as Barden states:

- 1 An *initial letter* followed by figures to represent a name. This provides an alphabetic arrangement.
- 2 The *figures arranged as decimals* to make possible the insertion of a new name between any two combinations already used.⁹

For example, Miles 645, Millikan 654, Mills 657; or better, if just two figures are used: Miles 64, Millikan 65, but Mills 657, since it must be distinguished from Millikan if the titles being cataloged have the same classification number. If the book by Millikan is classified in 530 and the one by Mills in 591.5, however, M65 may be used for both, since the classification numbers differ.

If the books in the collection of individual biography are classified in 92 and arranged by the name of the subject of the biography, many book numbers may begin with the same initial letter or letters. To illustrate: Agassiz, A262; Allen, A425; Arliss, A724; or shortening them to two figures: A26, A42, and A72. Thus they may be distinguished with three symbols. By adding the initial letter of the biographer's name, one may readily differentiate several biographies of the same person and arrange them in alphabetical order by author: e.g., Goss' biography of Johann Sebastian Bach would have the book number 92 and Wheeler and Deucher's 92; Dan Beard's auto-

B11G

B11W

biography 92 and Clemens and Sibley's biography of Beard 92. Note

B36

B36C

that the autobiography has no letter added after the number B36 and would stand before the other biographies.

Many small libraries have found the first letter of the author's surname a satisfactory substitute for book numbers and use it for both fiction and nonfiction. Thus Stevenson's *Treasure Island* might be

⁸C. A. Cutter, *Alphabetic order table, altered and fitted with three figures* by Kate E. Sanborn.

⁹B. R. Barden, *Book Numbers; a Manual for Students* (Chicago: A.L.A., 1937), p.7.

marked F on the back, this same symbol being used on the catalog cards to show the location of the book. P. F. Ashton's *Everyone Can Paint Fabrics* would be 745.5.

A

The system of using the initial letter only sometimes breaks down in the class of individual biography if there are many cases of persons with the same surname or surnames beginning with the same letter or letters. To illustrate, Franklin D. Roosevelt's biographies would be marked 92 and if there were several biographies the author's initial

R

letter would be added to distinguish them, e.g., 92 for Ludwig's life of

RL

Roosevelt. Suppose the library having this book adds Eleanor Roosevelt's autobiography, *This Is My Story*. An *o* may be added to the *R* either in the call number for biographies of Franklin D. Roosevelt or, better, to the number for biographies of Eleanor Roosevelt. As there are likely to be more biographies of Franklin D. Roosevelt, it may be well to keep the shorter designation for them even though the arrangement on the shelves would not be strictly alphabetical. The book numbers may be 92 for *This Is My Story* and 92 for Ludwig's *Roosevelt; a Study*

Ro

RL

in *Fortune and Power*; or both may be 92 the order of the books being

R

only approximately alphabetical within a class. Another illustration may be drawn from the Adams: Henry Adams' *Letters (1892-1918)*; Mrs. Henry Adams' *Letters, 1865-1883*; and J. C. Miller's *Sam Adams: Pioneer in Propaganda*. They could all be assigned the number 92; or (in order) 92, 92, and 92. If the Cutter-Sanborn tables are used, the books

A A1

A2

present no problem if three figures are used; they are 92, 92, and 92

A213 A215 A217

respectively. There are not likely to be many such cases in the average small general library. Cutter-Sanborn numbers may be used for individual biography, and the initial letter used in other classes.

Barden states that book numbers in addition to class numbers are needed—

1 To arrange books in order on the shelves.

2 To provide a brief and accurate call number for each book.

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- 3 To locate a particular book on the shelf.
- 4 To provide a symbol for charging books to borrowers.
- 5 To facilitate the return of books to the shelves.
- 6 To assist in quick identification of a book when inventories are taken.¹⁰

Fargo¹¹ in a brief discussion of book numbers says that their value is a moot question in the larger high school libraries; that school librarians frequently compromise and use just the initial letter of the author's surname instead of a book number. She points out that the difficulty comes when a library has several general histories of the United States by authors whose surnames begin with the same letter. The *Standard Catalog for High School Libraries*, sixth edition, 1952, lists general histories, all classified in 973, by Baker, Bassett, Beard, Benét, and Butcher. The initial of the author's name, B, would not be of much help in arranging these books on the shelf.

Tomlinson points out that if book numbers are omitted, time is saved in the work room; but as much or more time may be lost in shelving books and in locating books on the shelves.¹² On the other side of the argument Brown writes: "In small village and town libraries and perhaps in small school libraries I should not recommend Cutter numbers."¹³ And Douglas recommends that the small school library, especially where a teacher-librarian is in charge, use only the initial of the author's surname.¹⁴

Miss Brown and Mrs. Douglas were writing about the very small library, but Miss Latimer, writing about the Children's Department of the Public Library of the District of Columbia in 1932, lists among labor savers the doing away with book numbers on all juvenile nonfiction except collective biography and collective poetry, adding, "The pages report shelving no harder even in the transition period."¹⁵

To sum up this discussion: Adopt a policy regarding the use of book numbers and adhere to it. If the library has book numbers, continue them, studying their advantages and disadvantages. If it does not have them, continue without them unless certain that they would improve the service to the public. In case of a new library or one previously uncataloged and unclassified, go over the arguments for and against book

¹⁰Barden, *op. cit.*, p.9.

¹¹L. F. Fargo, *The Library in the School* (4th ed.; Chicago: A.L.A., 1947), p.279.

¹²A. L. Tomlinson, "Are Cutter Numbers Doomed?" *Library Journal*, 57:292, March 15, 1932.

¹³Zaidee Brown, "More about Cutter Numbers," *Library Journal*, 57:437, May 1, 1932.

¹⁴M. E. Douglas, *Teacher-Librarian's Handbook* (2d ed.; Chicago: A.L.A., 1949), p.38-39.

¹⁵L. P. Latimer, "Labor Saving," *Library Journal*, 57:647, August 1932.

numbers in this and other manuals, make your decision, and stand by it. Unless the book collection includes many different editions which may be difficult to distinguish without book numbers or many books by the same author in the same class, it would seem unnecessary to have them.

Book numbers from the Cutter-Sanborn alphabetic order table are given on the sample cards for nonfiction in this book. Librarians deciding not to use book numbers have simply to omit them from their cards and follow the sample cards in all other respects.

Downloaded from www.dbraulibrary.org.in

Choice of subject headings

Introduction. This chapter deals with the problem of determining of what subject a book treats and the topic or topics under which it should be listed in the catalog. The forms of the subject card and the subject analytical card¹ are discussed in a later chapter. Some libraries find that subject entries for certain types of fiction serve a real purpose and improve the service of the library. If sea stories and detective stories, to take two of the best-known examples, are entered in the catalog under the headings SEA STORIES, and MYSTERY AND DETECTIVE STORIES, respectively, as well as under author and title, time will be saved both for the public and the library staff—though the time saved by the staff in serving the public may possibly be counterbalanced by the time spent in assigning those subjects and in making those extra cards.

School libraries will find subject cards for fiction almost as useful as those for nonfiction. Both the *Standard Catalog for High School Libraries* and the *Children's Catalog* indicate subject headings for most of the books of fiction. For example, Carl Daniel Lane's *The Fire Raft* has listed below the description of the book: STEAMBOATS—FICTION. Douglas Warner Gorsline's *Farm Boy* has: FARM LIFE—FICTION. These are suggested subject headings under which to list these books in the catalog. On the other hand, it is not advisable to try to find subjects for all books of fiction. The *Standard Catalog for High School Libraries*

¹An analytical entry is made for a portion of a book; e.g., a card with the heading AIR CONDITIONING would be made for pages 1279-1312 of R. D. Graham's *Audels Handy Book of Practical Electricity*, while a subject card under ELECTRIC ENGINEERING, HANDBOOKS, MANUALS, ETC. would be made for the entire book.

does not suggest any subjects for Dorothy Gilman Butters' *Ragamuffin Alley*; nor does the *Children's Catalog* give any for Bunyan's *Pilgrim's Progress*. Make subject cards for the catalog for fiction and nonfiction if the book gives definite information on a given subject.

Subject treated. To determine the subject of a book requires such a careful examination of its contents as is described on page 10 in discussing "How to classify." For this reason the subject headings should be determined and assigned at the same time as the classification number; otherwise examining the book and determining what it is about has to be done twice. The two topics are separated in this manual because, since both classification and subject headings are difficult, it is better to take them up separately until each one is clearly understood. Furthermore, in organizing or reorganizing a library it is frequently best to classify the books, make a shelf list,² and later catalog the collection.

Review the directions given in Chapter I: Read the title page, look over the table of contents carefully, read the preface, read or look through the introduction, and dip into the book itself in several places. This scrutiny will show what the book is about and what the author's purpose was in writing it. Such an examination may bring out the fact that the book treats of one subject, of several distinct phases of a subject, or of two or more subjects. No matter of how many subjects a book may treat, it can be classified in only one place and stand on the shelves in only one place; but it may be entered in the catalog under as many subject headings as are necessary. If the book treats of one subject, it requires only one subject heading; e.g., Bassett's *A Short History of the United States* deals with the general subject and would be entered in the catalog only under the heading U. S. HISTORY.

On the other hand, Norman V. Carlisle's *Your Career in Chemistry* needs to be brought out under three subjects, CHEMISTRY, TECHNICAL; CHEMISTS; and VOCATIONAL GUIDANCE. Similarly Alfred P. Morgan's *Home Electrical Repairs* treats of both electric apparatus and appliances and of electric wiring and should be represented in the catalog by two subject cards, one under ELECTRIC APPARATUS AND APPLIANCES, DOMESTIC and one under ELECTRIC WIRING. Another type of book has one general topic and includes a number of specific topics, e.g., Carroll A. Fenton

²The shelf list, which will be discussed in detail in a later chapter, is a brief record of the books in a library.

and Mildred A. Fenton's *Mountains*. The general subject is mountains, and a card will be made for the catalog with that word as the heading. But the book will be much more useful in the children's library if it is also entered in the catalog under the special topics with which it deals, e.g., pages 23-36 are on volcanoes, pages 83-98 on glaciers, pages 99-111 on trees, pages 112-122 on botany, and pages 123-135 on animals. Subject analytical cards should be made for each of these topics, or as many of them as the library is likely to have calls for. This depends upon the other material available on the subject and the special interests of the library's readers.

Fenton and Fenton's *Mountains* illustrates another point about added entries. The title of this book is *Mountains* and the subject treated is mountains, so the subject heading would be MOUNTAINS. It is unnecessary to have the same book entered in the catalog twice under the same word; but if only a title card is made it will file at the end of all the cards for the material about mountains even though the author's name begins with F; hence the rule, if the first word or words of the title and the subject are the same do *not* make a title card.

Thus the book is examined, the subject of which it treats determined, and one or more subject cards are made for the catalog. Whether these cards are general subject entries or subject analytical entries for a particular portion of the book depends upon whether two or more subjects are discussed together throughout the book or each subject is discussed separately.

Selecting subject headings. When deciding upon the heading for a subject entry, choose that heading which most truly represents the contents of the book or a certain part of the book, that is, the most specific subject or subjects possible. For example, if a book is about trees—how to identify them, their uses for ornamentation—select the specific term TREES. The subject heading BOTANY includes the subject heading TREES, but it obviously includes a great deal more, and this book tells of no other plant than the tree. The subject heading FORESTS AND FORESTRY would be used for a book which treats of trees as they grow in forests, how to care for and preserve forests, but not for a book which treats of trees as individual varieties, trees as an ornament for lawns and streets, and the like. It would not, therefore, be a suitable heading for this book. Likewise, Fabre's *The Life of the Fly* would have the specific heading FLIES, and not the general one INSECTS. Of two equally correct

and specific headings, such as BIRDS and ORNITHOLOGY, the choice depends upon the type of library, and a cross reference³ may be made from the one not chosen. In a public or a school library, choose the heading BIRDS as the term commonly used by the readers. In a special ornithological library, use the heading ORNITHOLOGY, for the users of such a library are quite familiar with the scientific term.

Consider opposite terms such as *temperance* and *intemperance*. A book on one of these subjects necessarily includes material on the other. Choose one, e.g., TEMPERANCE, and put all the material under it, referring from the other term.

Select as many subject headings as are necessary to cover the contents of the book, but do not multiply them unnecessarily. Test each heading by asking whether or not a patron would be glad to be given the book or books listed under the given heading if he were looking for material on the topic used as heading. It would be an unusual book which would need more than three or four subject headings, and one or two will cover most books. In the case of subject analytical entries, however, very many may be needed for certain kinds of books. In the *Children's Catalog*, eighth edition, 1951, Nellie Van de G. Sanchez' *Stories of the States; Tales of Early Exploration and Settlement*, revised edition, 1951, has the general subject headings, SEALS (NUMISMATICS) and U. S. HISTORY, and 57 subject analytical entries, e.g., ALABAMA, pages 3-8. But, as is explained in more detail in a later chapter, it is not desirable to analyze books already indexed in books available in the library. The usefulness of such books as Cutts' *Scenes & Characters of the Middle Ages*, which is not analyzed in any of the Wilson Standard Catalogs, would be greatly increased, however, by having subject analytical entries made for each of the groups described, e.g., KNIGHTS AND KNIGHTHOOD, PILGRIMS AND PILGRIMAGES.

Another example of the kind and number of subject headings may be illustrated by Percy Boynton's *America in Contemporary Fiction*, which is about American fiction and American authors. The *Standard Catalog for High School Libraries, 1938-1941 Supplement*, lists this book and suggests as subject headings: AMERICAN FICTION—HISTORY AND CRITICISM and AUTHORS, AMERICAN (10 biography anal). If the library owns this catalog, the librarian will not need to make these ten analytics, since the reader can refer to the printed book catalog to find

³A cross reference directs the reader from one heading to another.

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references on individual authors. The two subject cards, however, are necessary. First the suggested headings should be checked with the *Sears List of Subject Headings*, if it is the list adopted by the library, to see if they are authorized. AMERICAN FICTION, as a subject heading, is found in its alphabetical place; below it the heading AMERICAN LITERATURE; and below that the form subheading HISTORY AND CRITICISM. The form subheads used under literature may also be used under the headings for the different types of literature, so for this book the heading AMERICAN FICTION—HISTORY AND CRITICISM may be used. The heading AUTHORS, AMERICAN is also found in the *Sears List* and below it: x AMERICAN AUTHORS. So a second subject card should be made with the heading AUTHORS, AMERICAN, and a reference card should be made, reading:

AMERICAN AUTHORS

See

AUTHORS, AMERICAN.

Why use the terms AMERICAN FICTION, AMERICAN LITERATURE, etc., but AUTHORS, AMERICAN? The aids and the lists agree that it is important to bring all material in the catalog together under AUTHORS, then separate it according to nationality, e.g., AUTHORS, AMERICAN; AUTHORS, ENGLISH; while with terms *literature, poetry, fiction*, etc., it is more useful to put the national adjective first and bring together everything on the literature of one country, as AMERICAN DRAMA, AMERICAN FICTION, AMERICAN LITERATURE. Among these headings in the catalog will be the reference from AMERICAN AUTHORS.

Besides subject entries for books and parts of books, subject cards may be made to call attention to an entire group of books. One method is suggested in Mrs. Douglas' *Teacher-Librarian's Handbook*¹ and is now in use in some school libraries and children's departments of public libraries. By means of this scheme one subject card may serve for all the general books on a given subject, by simply referring the reader to the books on the shelves by classification number, and to the shelf list to find the books which may be temporarily out of the library. This practice serves the reader quite satisfactorily in a small library, where he makes his choice from the books on the shelves and uses the catalog only to see that there are books on the subject and where they are. Also the librarian's time is saved and space is saved in the catalog.

¹M. R. Douglas, *The Teacher-Librarian's Handbook* (2d ed.; Chicago: A.L.A., 1949), p.75.

1 General subject entry for all of the books in a subject class

629.13 AIRPLANES.

Books about airplanes will be found on the shelves under 629.13.

For a complete author list of the books in the library on airplanes, consult the shelf list under 629.13.



If the library has books with chapters on airplanes not indexed in the *Standard Catalog for High School Libraries*, *Standard Catalog for Public Libraries*, or *Children's Catalog* and their supplements, or if the library does not have these aids, subject analytical cards for the catalog should be made for this material. Chapter VII (pages 103-07) gives details as to how to make these cards. Card 1 should be filed in the catalog before these subject analytical cards and should include as a third paragraph: "For parts of books on airplanes see the cards following this one."

Subdivisions of a subject. Some subjects need to be subdivided to be exact. Most subjects can be divided by either: (1) phase, (2) form, (3) geographical area, or (4) period of time. For instance, the subject heading BIRDS would be used for a general book on that subject. But if a given book is limited to the protection of birds or the migration of birds, the general subject heading BIRDS can be limited by adding a phase subdivision, e.g., BIRDS. PROTECTION; BIRDS. MIGRATION. If, however, the book is not a book about birds but a list of books about birds, the form subhead BIBLIOGRAPHY should be added and the heading becomes BIRDS. BIBLIOGRAPHY. Or the book may be on birds of the United States, and the heading may be limited by geographical area to BIRDS. U. S.

For some subjects, notably history, next in importance to the geographical area is the period of time covered. For a general history in which there is no geographical limitation, the period of time covered is the significant item. For Hayes, Moon and Wayland's *World History*, which covers all countries and all periods up to 1950, the subject heading would be WORLD HISTORY. But a history which, though covering all lands, stops at the beginning of the Middle Ages would have the subject heading HISTORY, ANCIENT. A general history of the United States, however, would have the subject heading U. S. HISTORY. A time subhead may be added, e.g., U. S. HISTORY. REVOLUTION, or U. S. HISTORY. 1898-. The use of subheads depends upon whether or not the book is limited to one phase, period of time, etc., and the amount of material on that subject which the library has or expects to have.

If the collection contains only a few (e.g., five) books treating of United States history, they may as well all have the same subject heading, namely, U. S. HISTORY. The larger library may have a dozen or more books, e.g.: three general works covering the history of the United States from the Revolution to the present time; two books dealing exclusively with the period of the Revolution; one on the Civil War period; two on the history of the period since 1898. It would be well to group them in the catalog under such headings as U. S. HISTORY; U. S. HISTORY. REVOLUTION; U. S. HISTORY. CIVIL WAR; U. S. HISTORY. 1898-.

To sum up this matter of the choice of subject headings: use the term or terms which most clearly describe the contents of the book. "In choosing between synonymous headings prefer the one that—(a) is most familiar to the class of people who consult the library; (b) is most used in other catalogs; (c) has fewest meanings other than the sense in which it is to be employed; (d) brings the subject into the neighborhood of other related subjects."

Form headings. A subject heading, as noted before, is the word or words used to describe the content of the book; thus Peterson's *How to Know the Birds* will have the subject headings BIRDS. Novels do not usually have a definite subject and are read for their style, characterizations, etc., rather than for information. This is also true of poems and plays. They have author and title entries in the catalog but seldom

⁶C. A. Cutter, *Rules for a Dictionary Catalog* (4th ed. rewritten; Washington: Govt. Print. Off., 1904), sect. 169.

2 General subject entry for all of the books in one or more classes

AMERICAN POETRY. COLLECTIONS.

Books of poetry by individual American poets will be found on the shelves under 811.

Collections of poetry by several American poets will be found on the shelves under 811.08.

For a complete list of books in the library containing poetry by individual American poets, consult the shelf list under 811; for collections by several American poets, 811.08.



subject entries. The heading POETRY is not used for a book of poems, but for a book *about* poetry; e.g., Max Eastman's *Enjoyment of Poetry* requires POETRY as a subject heading. The literary works of an individual are represented in the catalog under his name and under the title if distinctive. Whoever wishes to read Edwin Arlington Robinson's *Nicodemus* will look under Robinson or *Nicodemus*; and his collected poems will be found only under Robinson, not under POETRY. It is, however, worthwhile and practical to bring together in the catalog collections of poems, essays, or dramas of three or more authors. This is done by adding a form subhead to the heading. Thus the heading POETRY or AMERICAN POETRY is used for books about poetry; while the headings POETRY. COLLECTIONS or AMERICAN POETRY. COLLECTIONS are used for such works as Untermeyer's *Modern American Poetry*. These latter headings, POETRY. COLLECTIONS and AMERICAN POETRY. COLLECTIONS are called form headings, as they refer to the form in which the material is written, not to its content.

Form cards similar to card 2 might take the place of the form heading POETRY. COLLECTIONS and AMERICAN POETRY. COLLECTIONS and direct the reader to books on the shelves. If this practice is adopted, similar cards would be made for ENGLISH POETRY. COLLECTIONS; AMERICAN DRAMA. COLLECTIONS; ENGLISH DRAMA. COLLECTIONS; etc.

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Lists of subject headings. Next in importance to choosing the right subject heading for a given book is to use the same wording for all the subject headings for books or parts of books on the same subject, so that they may be brought together in the catalog. To do this it is essential to have a carefully worked-out list of subject headings from which to choose and to check it to show which headings have been used.

There are available two very good lists: for small public and high school libraries, *Sears List of Subject Headings*,⁶ and for elementary and junior high school libraries and for the children's books of the public library, Rue and LaPlante's *Subject Headings for Children's Materials*.⁷

Names of persons and of organizations are the subject headings for material about the person or the organization. The form of the name to be used for the subject heading is determined from the rules in Chapter III for persons and the rules in Chapter V for organizations. For instance, Hesketh Pearson's *Dizzy, the Life & Personality of Benjamin Disraeli* would have as its subject heading DISRAELI, BENJAMIN; and a history of Yale University would have as its subject heading YALE UNIVERSITY. This type of heading is not found in the printed lists of subject headings.

How to use lists of subject headings. Determine what the book is about; then look in the list of subject headings adopted by the library for a suitable heading which expresses the content of the book.

On examining the list itself or the accompanying reproduction of pages 13 and 137, one should note that the headings are listed in alphabetical order and that some are in boldface type. Those in boldface type are followed by the Dewey Decimal Classification number for material on that subject, e.g., AIR DEFENSES with the numbers 355.23 and 623.38.

Note that just below the heading AIR DEFENSES is a paragraph beginning "Use for..." This type of explanatory note is given below some of the headings to explain for what kind of material they are to be used. Following this note the words *see also* introduce one or more suggested headings that may be better for the book in hand than the first subject heading looked up. If that is the case, turn to AIR RAID SHELTERS OR BLACKOUTS IN WAR in their alphabetical places in the list. But if AIR DEFENSES is the better term, use it. Note that the next line

⁶B. M. Frick, *Sears List of Subject Headings* (6th ed.; N. Y.: Wilson, 1950), \$4. 7th ed., 1954, \$4.
⁷Eloise Rue and Effie LaPlante, *Subject Headings for Children's Materials*. (Chicago: A.L.A., 1952), \$6.

Sears List of Subject Headings, Pages 13 and 137-38

Air conditioning 697

See also Refrigeration and refrigerating machinery; Ventilation

xx Refrigeration and refrigerating machinery; Ventilation

✓ Air defenses 355.23; 623.38

Use for works on civilian defense against air attack. Works on military defense against air raids are entered under **Aeronautics, Military**. General works on civilian defense are entered under **Civilian defense***See also* Air raid shelters; Blackouts in war

x Air raids—Protective measures; Air warfare; Defenses, Air

xx Aeronautics, Military; Civilian defense

Air engines 621.4; 387.7

See also Compressed air

x Caloric engines; Hot air engines

xx Compressed air; Engines

✓ Air freight. *See* Aeronautics, Commercial

Air flow

Air lines 629.13

Use for works dealing with systems of aerial transportation and with companies engaged in this business. Works dealing with the routes along which the planes are flown are entered under **Airways***See also* Airways

xx Aeronautics, Commercial; Airways

Court and courtiers

Use as a subdivision under names of countries, states, etc.✓ Court life. *See* Courts and courtiersCourt martial. *See* Courts martial and courts of inquiry

Courtesy 395; 177

See also Conduct of life; Etiquet

x Manners; Politeness

xx Conduct of life; Ethics; Etiquet

✓ Courtiers. *See* Courts and courtiers

Courts (Use geog. subdiv.) 351.9

See also Courts martial and courts of inquiry; Judges; Jury; Justice, Administration of; Juvenile courts

xx Judges; Justice, Administration of; Law

✓ Courts and courtiers 909 (930-999 in specific countries)

See also Kings and rulers; Queens; also names of countries, states, etc. with the subdivision *Court and courtiers*, e.g. Spain—Court and courtiers

x Court life; Courtiers

xx Kings and rulers; Manners and customs; Queens

Courts martial and courts of inquiry 344

See also Military law

x Court martial

xx Courts; Military law; Trials

Covenanters 274.1; 941

xx Church of Scotland

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begins with *x*; this means that a *see* cross reference should probably be made from the term AIR RAIDS—PROTECTIVE MEASURES, AIR WARFARE, and DEFENSES, AIR to the one chosen, AIR DEFENSES. A *see* reference is a reference from a heading which is not used in the catalog to a heading that is used.

Below "*x* Air raids—Protective measures" is a line beginning *xx* AERONAUTICS, MILITARY; CIVILIAN DEFENSE. This is to suggest related terms, which if also used as subject headings in this catalog, should have cross references made from them to this heading, so that attention may be called to all related subjects. Such a reference from one heading that is used to another that is used is called a *see also* reference. Richard E. Holmes' *Air Conditioning in Summer and Winter* would have a subject entry in the catalog under AIR CONDITIONING and there would be a *see also* reference from related headings, for instance, VENTILATION, *see also* AIR CONDITIONING, if there were other books in the catalog under VENTILATION.

This same page from the *Sears List* gives "Air freight" in its alphabetical place, but it is in light face type and is followed by the phrase: *See* AERONAUTICS, COMMERCIAL. This means that this list recommends that the term "Air freight" not be used, but any material on that subject be entered in the catalog under AERONAUTICS, COMMERCIAL. On page 6 is found listed AERONAUTICS, COMMERCIAL 629.13; 387.7 and below that "*x* Air cargo; Air freight..." Terms followed by *see* are not to be used as headings. The Preface to the *Sears List* explains what subjects have been included, what omitted, and the provision for references. Preceding the list of headings is a short list of form divisions which may be used under any subject.

The *Sears List of Subject Headings* contains a section, "Practical Suggestions for the Beginner in Subject Heading Work," by Minnie E. Sears, revised by Bertha M. Frick, which will be found very helpful. The librarian who has a copy of this list may well pass over the directions given here.

Rue and LaPlante's *Subject Headings for Children's Materials* is designed for materials in elementary and junior high school libraries and children's departments of public libraries. The form is somewhat similar to that of the *Sears List*. It gives terms suitable for use as subject headings, sometimes with explanatory notes; includes suggested related headings and suggested *see* and *see also* references. Preceding the list of

subject headings are some suggestions for the use of the list and four lists of subdivisions, which may be used as form subdivisions under the terms in the main alphabetical list of subject headings or as subdivisions under countries, states, and cities. This list does not include any personal names, but does include many geographic names not ordinarily found in a subject headings list, because they are names frequently used in children's catalogs.

Subject cross references. In deciding upon subject headings, as explained before (pages 26-29), sometimes it is found that there are two or more different terms that might be used for the same subject. For example, which is better, AVIATION or AERONAUTICS? MARIONETTES OR PUPPETS AND PUPPET PLAYS? POTTERY OR CERAMICS? COUNSELING OR GUIDANCE. Pages 26-27 give four criteria on which of two synonymous headings to choose. Unless there is some very good reason for not doing so, one should always use the heading given in the subject headings list adopted by the library. If one looks up these groups of terms, he will see that Sears gives AERONAUTICS, COUNSELING, PUPPETS AND PUPPET PLAYS, and POTTERY, but some persons who will use the catalog will undoubtedly look under the terms AVIATION, GUIDANCE, MARIONETTES, and CERAMICS. When they find nothing, will they think of the other terms? They may not. Therefore, adopt one of these terms and refer from the other; e.g., use POTTERY and refer from CERAMICS. The lists of subject headings not only suggest subject headings to be used but list synonymous and related terms from which it is wise to refer.

Some librarians do not consider *see also* references necessary for the small library's catalog and do not make them. Other librarians feel that they are needed especially in the small catalog, since the collection is limited, and that all material on related subjects should be brought to the inquirer's attention.

Notice that the *see also* card is made precisely like the *see* card except for the words *see also*. Detailed directions for making cross reference cards are given on page 30. Most *see* references are made at the time that the subject heading to which they refer is first used, since they are synonyms for the headings decided upon. One should avoid making too many references for the small catalog. It is not desirable to make *see* references from terms not in the vocabulary of the public; for example, one would not refer from NECROMANCY to MAGIC unless the public using the library in question might be likely to look under the

3 See reference card

AVIATORS
See
AIR PILOTS.

4 See also reference card

JUSTICE, ADMINISTRATION OF
See also
COURTS.
CRIME AND CRIMINALS.

term *necromancy*. One need not make a card DUNGEONS, *see* PRISONS if the book to be entered under PRISONS has nothing in it on dungeons.

Before making *see also*'s one should consider the following questions:

Does the catalog have material under the term referred from?

Is the term suggested for a reference one which anyone is likely to use?

Is there material in the book on the topic that this reference term suggests? For example, does the book on pantomimes have anything on the ballet? If it has, make a reference from BALLET.

It is true that after a reference is once made from one subject to another, there is no way of telling which of the books treat of that phase of the subject except by examining the books in question. That does not matter, however. To go back again to the example given above—if there is a card in the catalog which reads BALLET, *see also* PANTOMIMES the reader turns to PANTOMIMES and there among the several books on the subject finds upon examination one or more which contain something on the ballet, and he is satisfied. But if, on the other hand, he turns to the subject PANTOMIMES and finds a few books, none of which has the slightest reference to the ballet, he may lose faith in the catalog.

Thus a catalog may be made much more useful by the wise and restricted use of the suggested *see* and *see also* references, since the first

5 General reference card

MANNERS AND CUSTOMS

See also Names of countries, cities, etc.
with the subdivision SOCIAL LIFE AND CUSTOMS, e. g.,
U. S. SOCIAL LIFE AND CUSTOMS

subject the reader thinks of may not be exactly what he desires. References, especially *see also* references, should be made sparingly, as nothing is more annoying than to turn card after card and find only, *see so and so*, or *see also so and so*.

Another and a slightly different kind of reference is the so-called general reference card. In the *Sears List*, page 317, in the list of *see also's* under MANNERS AND CUSTOMS is found: "...and names of countries, cities, etc. with the subdivision *Social life and customs*, e.g., U. S.—SOCIAL LIFE AND CUSTOMS." This sort of reference is very useful in a catalog and saves much duplication, as otherwise it would be necessary to list on a reference card a heading for each individual country with the subdivision SOCIAL LIFE AND CUSTOMS.

Keep down the number of cross references. Be absolutely sure that no reference refers to a heading not in the catalog. See the first restriction given above. Do not make a *see also* reference from a subject on which there is no material, but wait until there is material on that subject. On the other hand one may make temporary *see* references. For example, in order that the reader may have the suggestion and find the small amount of material on the ballet that is included in the book on pantomime, one may make a temporary card, BALLET, *see* PANTOMIMES. Later, if there is a card with the heading BALLET, this reference card may be changed to read "*see also*."

Other aids for subject headings. Appendix IV contains information on where to find lists of subject headings for special subjects. Even small public libraries and school libraries will have books and parts of books treating of a subject not included in the *Sears List* or Rue and LaPlante's list. This is especially true of the new subjects which are constantly developing, e.g., psychometrics and social planning. The subject headings used in general and special periodical indexes, bibliogra-

phies of special subjects, and the terms in general and special encyclopedias will be found very helpful in determining the wording for such headings. First be sure no term in the regular list meets the need, then look in the authorities mentioned for the best possible term.

At the end of this manual is found a list of aids some of which include headings for the newest subjects. An authoritative checked list either in book or card form is absolutely necessary. Great care should be taken in the use of indexes coming out at regular intervals, e.g., the *Booklist*, since these lists can best serve their purpose by changing their headings to suit the latest development of subjects. If a heading in a catalog is changed, all the cards with that heading should be changed.

To illustrate how the aids may vary, take the subject *airplanes*. Since 1935 the *Booklist*, which follows Library of Congress practice, has used the term AEROPLANES as a subject heading; the *Standard Catalog for Public Libraries*, 1949 edition, on the other hand, uses AEROPLANES as a *see* reference to the heading AIRPLANES, as both the *Cumulative Book Index*, 1933-52, and the *Standard Catalog for High School Libraries* in all of its editions do. Another example is the use of the terms *aviators* and *air pilots*. The *Cumulative Book Index* since 1928 has used AVIATORS with a *see* reference from AIR PILOTS. But the *Standard Catalog for High School Libraries*, sixth edition, 1952, uses AIR PILOTS with a *see* reference from AVIATORS.

✓ **Checking lists of subject headings for tracing.** When a heading is decided upon for the first time, it is checked in the list of subject headings to show that it has been adopted for entry. Note the check mark (✓) before AIR DEFENSES and before COURTS AND COURTIERES on the reproduced page from Sears (page 33). In this way the librarian can tell which subject headings have been used without referring to the catalog. This is a great convenience, and care should be taken that each subject heading is checked the first time it is used. In cases where there is no suitable heading in the adopted list and a heading is selected from some other source, this heading is written in the printed list of subject headings in its alphabetical place. The sample page from Sears shows the subject heading AIR FLOW—used in the *Cumulative Book Index*, 1950—written in.

As subject headings used for the catalog are checked in the list, so also should subject references used in the catalog be recorded. This shows the librarian which of the references have already been made.

If it is decided to discontinue a heading in the catalog, this checked list will be a guide in removing the references to that heading.

The rule is: Mark with a check (✓) at the left the subject heading used and the references which have been made to it; turn to each reference in its regular alphabetical place and check it and the subject heading used. The checks on the page reproduced from Sears indicate that there are entries in the catalog under AIR DEFENSES and COURTS AND COURTIER and that a reference has been made from AIR FREIGHT to AERONAUTICS, COMMERCIAL and from COURT LIFE and COURTIER to COURTS AND COURTIER.

To summarize: In making subject entries for a catalog use the headings and the references suggested in the list of subject headings selected and keep it carefully checked for all terms used.

Subject authority file. Instead of checking a printed list of subject headings the special library for which there is no suitable printed list or the general library may have a subject authority file on cards. In this file there is one card for each subject used in the catalog and on this card is a record of all references made to that subject. If the subject is not taken from the adopted list of subject headings, the source is given on this card. There is also a card corresponding to each reference card in the catalog. Cards 6, 7, and 8 are sample subject authority cards.

Reference cards, the second kind of card to be made for the subject authority file, are just like the *see* and *see also* reference cards for the catalog, given on page 36, except that the subject headings are not in full capitals. Subject headings in the card catalog need to be distinguished in some way from other headings for the convenience of the readers. In some catalogs red ink is used for these headings; in other

6 Subject authority card

Air pilots.

Refer from

- x Airplanes. Pilots.
- x Aviators
- x Pilots, Airplane
- xx Aeronautics
- xx Aeronautics. Biography.

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7 Subject authority card with explanation of spacing

Air pilots. < - - - - 2nd line, 2nd space from left edge

Refer from 4th line, 12th space from left edge

x Airplanes. Pilots

↑ ↑ - - - - - 5th line, 6th space from left edge

↓ - - - - - 5th line, 8th space from left edge



8 Subject authority card showing source of heading

Space stations (proposed) (R. G. 1953)

catalogs full capitals are used. As the subject authority file is only for the use of the librarian, the terms are given with only the first letter of each heading or subheading capitalized. Cards 9 and 10 are sample reference cards for the subject authority file.

Card 11 shows the exact location on the card of the heading referred from, in this example AVIATORS, the word *See*, and the heading referred to, AIR PILOTS. If the heading referred from cannot all be written on one line, it would be continued on the line below, beginning on the fourteenth space from the left. *See* or *See also* begins on the line below the heading referred from and on the fourteenth space. Similarly the heading referred to, if very long, would be continued on the line below, beginning on the twelfth space from the left. This arrangement makes the first word of each heading stand out.

The advantages of a subject authority file on cards are: (1) It saves adding to a printed list the headings chosen from other sources. (2) It

9 See reference card for subject authority file

Aviators
See
Air pilots.

10 See also reference card for subject authority file

Aeronautics, Commercial
See also
Air mail service.
Air lines.

11 See reference card with explanation of spacing

- - - - - 4th line, 12th space from left
 ↓ edge
 Aviators
 See ← - 5th line, 14th space from left edge
 Air pilots. ← - - 6th line, 8th space from left
 edge

avoids transferring the checks when a new edition of the adopted list comes out. (3) It gives space in the proper alphabetical place for new subjects to be added. (4) It is always up to date.

Choice of personal names

Introduction. Offhand it seems simple to make catalog cards for books, and it is not difficult if one knows how to meet the problems which are presented. Even in cataloging the smallest collection, it will soon be discovered that all authors do not have simple names, such as George Bernard Shaw; and even if they have, they may publish one book as Bernard Shaw, another as George Bernard Shaw, and a third as G. Bernard Shaw. In that case the obvious thing to do in order that all cards for books by or about the same author may stand together in the catalog is to find out the author's full name—George Bernard Shaw—and use that form consistently.

An investigation of any miscellaneous group of books shows quite a variety of kinds of names, but further study shows a limited number of types of names, thus indicating the possibility of introducing a system. The names may be complicated, but librarians have sought to simplify the task of locating them in the catalog by framing rules to cover the points most often met.

There are two general rules about names: (1) List a person under the best-known form of his name, putting the surname first, then the given name. (2) *Always use the same form of a name.*

Personal names fall into the following groups: simple surnames, compound surnames, surnames with prefixes, noblemen with both family name and title, married women's names, pseudonyms, and forenames only.

RULES FOR NAMES AS HEADINGS

Simple surnames with one or more given names (A.L.A. 1949.37, adapted; 40B)¹ "Enter...under the family name followed by the fore-names."

Adams, James Truslow.

Morgan, Alfred Powell.

Harris, Joel Chandler.

Milne, Alan Alexander.

"Unused given names, middle as well as first names, are as a rule to be omitted in author headings, especially in the case of living authors..." Refer from full name if anyone is likely to look under it, especially if the first name has been omitted.

Full name: Joseph Hilaire Pierre Belloc

Name used: Hilaire Belloc

Full name: Herbert Sebastian Agar

Name used: Herbert Agar

Full name: Basil Kingsley Martin

Name used: Kingsley Martin

Compound surnames (A.L.A. 1949.38) "In general enter compound surnames under the first part of the name and refer from the other parts."

Lloyd George, David.

Langdon-Davies, John.

Mendelssohn-Bartholdy, Felix.

References should be made from the other part if it is at all likely that anyone would look under it, e.g.:

George, David Lloyd

See

Lloyd George, David.

Surnames with prefixes (A.L.A. 1949.39) "Enter under the prefix in all languages surnames with attributive prefixes such as A', Ap, Fitz, M', Mac, Mc, O', Saint, San, etc."

MacDowell, Edward Alexander.

Saint-Exupéry, Antoine de.

"Names beginning with a preposition, an article, a preposition and an

¹American Library Association, Division of Cataloging and Classification, *A.L.A. Cataloging Rules for Author and Title Entries* (2d ed., ed. by Clara Beetle; Chicago: A.L.A., 1949). The parenthetical citation is to rules 37 and 40B.

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article, or a contraction of the two are entered under the prefix, or the part of the name following the prefix variously in different languages.

"When the bearer of a name with a prefix has changed his citizenship, enter according to the rules for the language of the country adopted.

"Exception is to be made in any case where established usage...is contrary to the prescribed rule."

1. "Enter under the prefix and refer from the part following the prefix:"

a. "English names."

De Quincey, Thomas.

De Voto, Bernard Augustine.

De la Mare, Walter John.

La Farge, Oliver.

b. "French names when the prefix consists of an article or the contraction of a preposition and an article."

Du Chaillu, Paul Belloni.

c. "Italian names when the prefix consists simply of an article."

La Guardia, Fiorello Henry.

d. "Scandinavian names of romance origin (a) all Swedish names, and (b) Danish and Norwegian names when the prefix consists of or contains an article."

De la Gardie, Magnus Gabriel, *grefve*.

La Cour, Jens Lassen.

e. "In all languages when the prefix and name are written as one word."

Debussy, Achille Claude.

Delacroix, Eugène.

Lafayette, Marquis de.

"Since such names occur sometimes as separate words, make reference from the component parts."

Delacroix, Eugène.

Refer from: Croix, Eugène de la; La Croix, Eugène de.

2. "Enter under the part of the name following the prefix in all cases not specified above and refer from name beginning with the prefix:"

a. "French names when the prefix consists of a preposition."

Ronsard, Pierre de.

"In French names containing a preposition and an article (not a contraction of the two) the article precedes and the preposition follows the name."

Le Bédollière, Émile Gigault de.

La Fontaine, Jean de.

- b. "Italian names when the prefix consists of or contains a preposition."

Annunzio, Gabriele d'

Refer from: D'Annunzio, Gabriele.

- c. "Dutch and Flemish names."

Van Loon, Hendrik Willem. (He was born in Holland, but lived in the United States many years.)

Gogh, Vincent van.

But: "In Dutch names the prefix *de* has the same significance as *van* and follows the forename."

Helm, Cornelis de.

- d. "German names."

Goethe, Johann Wolfgang von.

- e. "Scandinavian names when the prefix consists of the preposition *av* (*af*) or the German equivalent *von*."

Linné, Carl von

- f. "Spanish and Portuguese names. With very rare exceptions, Spanish and Portuguese names are entered under the part of the name following the prefix."

Cervantes Saavédra, Miguel de.

Gama, Vasco da.

Titles of address (A.L.A. 1949.41B) "Omit from the heading titles of address (Miss, Mr., Mrs., Frau, Mme., etc.); minor ecclesiastical titles (abbé, archdeacon, dean, rabbi, reverend, etc.); governmental titles below the highest rank (vice-president, senator, governor, etc.); military and naval titles; academic and professional titles. Make exceptions ...when [title is] needed as an aid in identification."

✓ **Noblemen with family name and title** (A.L.A. 1949.57) "Enter a nobleman under his latest title unless he is decidedly better known by an earlier title or by the family name." When necessary, "refer from the name not adopted as entry word."