

# The Development of Classes on Women's Studies in Library of Congress Classification (1970–2010)

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**Abstract:** We surveyed the classes on women's studies in different editions in the LCC (from the 1980 to the 2010 edition) to determine what the main classes consisted of and how they changed over that period. We broke down the main subtopics on women's studies, doing a statistical analysis at the class and subclass level, and then selected several typical examples for in-depth examination. The goal was to show the relationship between the disciplinary development of women's studies and classes on this topic in the LCC. We found that studies about women historically interweaved with family and marriage, but its development should have its own avenue. We found six patterns in the revising of classes associated with women's studies: synthesis, analysis, new creation, expansion, class name change, and removal. Through the comparison and analysis of classes with the additions and revisions to LCCs, supplemented by the bibliographic records from the LC online catalog, we determined that: historic revisions of a certain class show its disciplinary development; synthesis, analysis, comparison, and deduction played important roles in revisions and reflected the discipline's self-understanding on a subject; and a threshold, in terms of number of titles (or "sub-subtopics"), can be established for the creation of a new class. We concluded that a well-systematized classification system facilitates predictions concerning new directions in a discipline. Also, revisions of classification, based on the development of a discipline, will influence that discipline's future development.

**Key words:** LCC, CLASSIFICATION SYSTEM, WOMEN'S STUDIES

## 1 Introduction

Library of Congress Classification (LCC) can be regarded as Library of Congress's way of organizing knowledge. First edition published in 1910, LCC experienced revisions time after time to keep the system in current and suitable for its collections. Created the main classes by traditional disciplines a hundred years ago, the systematic and enumerative system faced big challenges in the interdisciplinary areas which get prosperous since the middle and late 20 Century<sup>1</sup>, such as women's studies, which could find its root in the political and intellectual ferment of the mid to late 1960s and early 1970s<sup>2</sup>. Following Cutter in his expansive classification that all field of sciences obeyed the evolutionary idea which LCC based on<sup>3</sup>, there is no doubt that if we trace historical revisions

of classes on a certain subject, we can find the path by which the LC constructed knowledge on it.

Strongly influenced by the second-wave<sup>①</sup> feminism, women's studies get its disciplinary start by 1970s, being considered by many people the most significant victory of women's liberation movement with the regard to the academy. How women's studies should be defined is controversial, according to LC's collection statement, women's studies is "an interdisciplinary field that examines historical and contemporary women's experiences and roles"<sup>4</sup>, and its collections should "include works related to or about women, works specifically on how women's lives differ from men's and men's from women's, and feminist critiques of topics unrelated to women"<sup>5</sup>. Although by 2007 the number of women's studies programs/departments in the U.S. exceed 650<sup>6</sup>, with some institutions granting doctoral degrees<sup>7</sup>, women's studies has yet to be widely recognized as a discipline in its own right. The general understanding of it is still "academic courses in sociology, history, literature, and psychology which focus on the roles, experiences, and achievements of women in society."<sup>8</sup> Nevertheless, due to the interdisciplinary nature and development of women's studies as a field of study, a large number of publications on women's studies have appeared over the past fifty years. Tracking and characterizing how they have been categorized in the LCC, the design of which reflects the traditional disciplines, and which is widely used in academic libraries and has been revised according to the rule of literary warrant, is the tasking of the current article.

The present study will begin by delineating the main places for women's studies in LCC, finding its classes and expansions. Then it will present historic collected on women's studies in the past editions, and make vertical comparisons to see the evolution. The goals the research will be:

1. To explicate how classes that reference women's studies have been constructed and revised in the LCC;
2. To identify the main revision patterns for classes on women's studies in the LCC; and
3. To determine whether and how the disciplinary evolution of women's studies has influenced the LCC or the reverse.

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<sup>①</sup> The "second wave" of the women's movement, also called the feminist movement (1960 through early 1970), is the re-emergence of an active feminist movement. The first wave of feminism became virtually dormant after the passage of the suffrage amendment in 1920. GOLDMAN, PAM E.. "FEMINIST MOVEMENT (1960 THROUGH EARLY 1970)." Women's Studies Encyclopedia: Revised and Expanded Edition. Ed. Gertrude McKay. Santa Barbara, CA: Greenwood, 1999. ABC-CLIO eBook Collection. Web. 9 Jun 2017.

## **2 Literature review**

### **2.1 Doubtless of the classification structure to categorize women's studies**

Some researchers were dubious about the underlying ontological and epistemological presumptions of the classification structure. Foskett (1971) stated that, important as objective approach might be, almost no scheme of classification can get rid of subjectivity<sup>9</sup>. Olson (2008) questioned with the feminist point review that the logic on which classification based is gendered in nature, systematic classifications usually follow a linear path of subdivision, which are in contrast to connected knowing<sup>10</sup>.

### **2.2 Expressiveness of the classification system**

Expressiveness here meant whether there were enough classes for women's studies, whether they are related well, and whether the terminology selected about women were appropriate.

Searing (1992) pointed out that, a wide range of books related with women were not categorized in the HQ "The Family. Marriage. Woman" of LCC, its interdisciplinary nature made works about women dispersed into several difference classes<sup>11</sup>. Darrow (1994) examined the LCSH's responsiveness to the significant books in the field of women's studies in her dissertation, and found that LCSH was not able to represent them<sup>12</sup>. However, subject headings used to describe a book are the main clues for catalogers to assign its call number. Gerhard (1998) concluded that, reasons for those inadequacies included the lack of terminology, the complexities of assigning headings in interdisciplinary fields, and standard catalog practices<sup>13</sup>.

As to the terminology about women, a lot of criticisms revealed that, the choices of terms, the syndetic structure and their inconsistency need to be reconsidered (Knowlton, 2005)<sup>14</sup>. Berman(1971), one of the pioneers in the field, listed a number of bias headings in the LCSH, explained them and proposed revisions for them, such as, he suggested transform "woman" to "women", remove "as" in the "women as....."<sup>15</sup>. Olsen (2002) revealed that controlled vocabularies were the tools for name representation in the library catalogues, they have the function of not only representing, but also constructing information. Although the selections of terms introduce blatant biases, or insidious marginalization<sup>16</sup>.

### **2.3 Implications of the classification system on women's studies**

The implications or functions of the LCC on women's studies were also studied by many others. Intner (1996) pointed out that there were more than 200 classification lines for women, which made it a thorny problem to collection

assessment, but if women's studies were just confined into Class HQ which constructed by LCC, it would lead misperceptions of sufficiency in collection about women's studies<sup>17</sup>. Langridge (1989) distinguished between discipline and topic in the context of the DDC, and concluded that a topic could be studied from multidisciplinary viewpoints, but usually fixed to a certain disciplinary field in the classification system<sup>18</sup>. Tennis (2002) introduced the concept of subject's ontogeny and illustrated its implication on information searching and browsing<sup>19</sup>.

### 3 Data Collection

#### 3.1 Data source

The paper will mainly focus on the three subtopics in "Class HQ The family. Marriage. Women", the main classes where most works on women's studies should be found: "Sexual life", "The family. Marriage. Home" and "Women. Feminism", suggested by the women's collection statement<sup>20</sup>, and together with the subtopic "Men" which was closely related with women's studies.

Having surveyed different editions of Class H Social Sciences (Table 1), and then taking a cue from the disciplinary history of women's studies, spanning over forty years and with topical emphases changing each decade<sup>21</sup>, we decided to focus glance on its development from 1980 to 2010. In order to illustrate the periodic development, the 1980, 1994, and 2008 editions were selected for the purpose of comparison, with the 2008 edition being examined in depth to see the expansion of classes on women's studies.

*Table 1 Historic Editions of Class H: Social Sciences<sup>22</sup>*

| No. | Year | Edition | Publisher           | Note   |
|-----|------|---------|---------------------|--|
| 1   | 1910 | 1st     | Library of Congress | Printed as manuscript.                                 |
| 2   | 1920 | 2ed     | LC                  |  |
| 3   | 1949 | 3rd     | LC                  |  |
| 4   | 1959 | 3rd     | LC                  | Reprinted edition with supplementary pages             |
| 5   | 1965 | 3rd     | LC                  | Reprinted edition with supplementary pages             |
| 6   | 1980 | 4th     | LC                  | Divided into two volumes                               |
| 7   | 1989 | 4th     | Littleton, Colo     | Reprinted edition with accumulative schedule and index |
| 8   | 1993 | 1993ed  | Gale Research Inc.  |  |
| 9   | 1994 | 1994ed  | Gale Research Inc.  | 1994's edition returned to single-volume format        |
| 10  | 1997 | 1997ed  | LC                  |  |
| 11  | 2002 | 2002ed  | LC                  |  |
| 12  | 2004 | 2004ed  | LC                  |  |
| 13  | 2005 | 2005ed  | LC                  |  |
| 14  | 2007 | 2007ed  | LC                  |  |
| 15  | 2008 | 2008ed  | LC                  |  |

### **3.2 Method**

Two methods were used in this paper. The first is statistics: this consists of breaking down the four main topics on women's studies and generating data about them, including numbers of the related class, their number ranges, their distribution and organization, relationships among those classes, terminologies for expression, when they were created, etc. Those data are then subjected to statistical analysis.

The second is the method of comparative study: this consist of comparing different editions and finding the main patterns of changes. Concluding the main patterns, making comparisons of them, and explaining them explicitly with some examples, helped us to see what kinds of development were there in each subfield of women's studies, what main methods were applied in those years' revisions, and how responsive the classification system to a disciplinary field.

## **4 Statistics and comparisons**

### **4.1 How classes on women's studies are constructed**

Works on women's studies are placed primarily within "Class HQ The family. Marriage. Women." As the title indicates, "Women" as a subject is connected closely with "Marriage" and "Family". This underlines the traditional social role of women as mothers and housewives, and does not consider other social roles or women as a gender.

#### **4.1.1 Historic review of the main subtopics**

The title of Class HQ was "Social groups: The Family. Marriage" in the first and second editions, though "Women. Feminism" did exist as a main subtopic with a spacious notation range. It was not until the third edition that the word "Woman" appeared in the title, and then changed to "Women". We can see that the study of women was an offshoot of the study of family and marriage, and rose to importance in the mid-twentieth century. And in order to group most of its works here, "Women" appeared in the caption place. There are nine main subtopics under Class HQ (Table 2).

"Sexual life" was the first subtopic, it was the combination of "sex relations" and "abnormal sex relations", which appeared in the 1910 and 1920 editions, and transformed into the caption right now since the 1980's edition.

"The Family. Marriage. Home" has existed since the first edition. The notes "Cf. HD 4904.25 Work and Family" (under the subtopic of "Labor") first appeared in 1994's edition.

“Women. Feminism” has the widest number range of all the subtopics. The note “Cf. GT2520+ Customs relating to women”, which appeared first in 1980 edition, was a revision of “Cf. GN HD HV J LC” in the first three editions, which referred to “GN Anthropology”, “HD Industries. Land use. Labor”, “HV Social pathology. Social and public welfare. Criminology”, “J General legislative and executive papers”, and “LC Special aspects of education”. This was quite confusing and made it difficult to categorize books on this subtopic.

“Men” also appeared first time in the 1980 edition, as did “Thanatology. Death. Dying” and “Sex Role”, and placed right before “Women. Feminism”. Around sixty titles published before 1980 were classed here, fifty–five of which were published during the 1970s.

From the above it can be inferred that, since the first ten years of the disciplinary development of women’s studies, sexism lessened a lot that sex relations were not categorized into normal and abnormal. Studies about women became clearer in scope, which helps differentiate it from other topics or subjects. With the consciousness of sexual equality having spread, “Men” as a coordinate class appeared near “Women. Feminism”.

*Table 2 Subtopics under Class HQ The Family. Marriage. Women.*

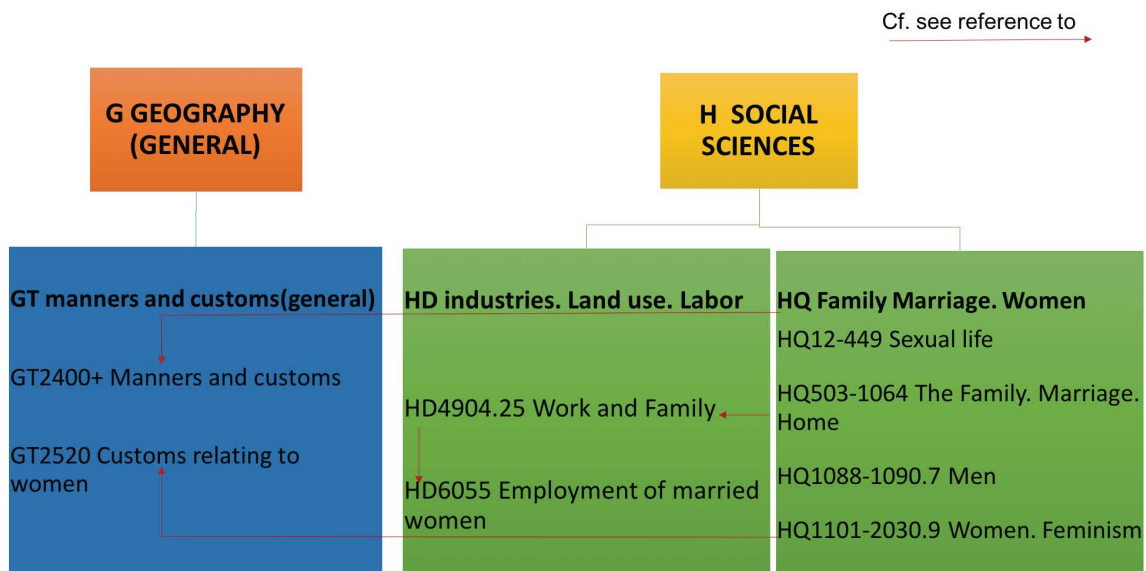
|          | <b>Subtopics</b>                                   | <b>Edition appeared</b> | <b>Note</b>   |
|----------|--|-------------------------|---|
| <b>1</b> | <b>Sexual life</b>                                 | 1980                    | Comprised of sex relations and abnormal sex relations             |
| 2        | Erotica  | 1910                    | Disappeared in the 1949’s edition                                 |
| <b>3</b> | <b>The Family. Marriage. Home</b>                  | 1910                    | Add “Cf. HD 4904.25 Work and Family” in the 1994’s edition        |
| 4        | Thanatology. Death. Dying                          | 1980                    |   |
| 5        | Sex Role   | 1980                    |   |
| 6        | <b>Men</b>   | <b>1980</b>             |   |
| 7        | <b>Women. Feminism</b>                             | 1910                    | Add “Cf. GT2520+ Customs relating to women” in the 1980’s edition |
| 8        | Life skills. Coping skills. Everyday living skills | 1994                    |   |
| 9        | Life style   | 1994                    |   |

#### **4.1.2 Structure of the “women’s studies” in the LCC**

In Class HQ (Figure 1), “Sexual life” came first, which included subclasses of history, sexologists, behavior, instruction, sexual minority and various of sexual issues (as Prostitution). Then came the subtopic of “Family. Marriage. Home”, which had the most subclasses among the four subtopics, apart from some general arrangements, the subclasses included topics from wedding to family

members, and to various intimate relationships and marriages (as Man–women relationships. Courtship. Dating; Unmarried couples. Cohabitation; Divorce; Non–monogamous relationships), till middle and older age (as Older age. Gerontology (social aspects). Retirement). While at the same time, another important place for “family” came in class HD, where issues as “work and family”, “employment of married women” were grouped. The subtopics of “Men” and “Women” followed, “Men” with a small number of subclasses being placed right before “Women. Feminism”, which referenced to “GT 2520 Customs relating to women”. Subdivisions in “women” included general arrangement, and some main subjects as women in different fields of our social life, such as “Women and economics”/“Women in art”/“Women in public service”.

Among the four main topics, “Women. Feminism” was the focal point for women’s studies, while “Men” could be regarded as a topic subsidiary to “Women”. “Sexual life” was a category for various gender or sexual issues. As for the topic “Family. Marriage. Home”, it seemed to be more like the study about women rather than women’s studies. This is where books on the traditional roles of women should be, given that under this heading is imbedded so much in women’s lives from a historic perspective. However, in the future this will be seen more as primary sources for women’s studies, but not women’s studies itself.



*Figure 1 Main Subtopics of Women's Studies*

### 4.1.3 Subclasses of the main subtopics

The statistics concerning subclasses in the four subtopics are shown in Table 3.

*Table 3 Statistics on the Class Expansion of Women's Studies*

| Subtopic | Notation Range | Notation Span | Number of subclasses | Number of sub-subclasses | expansibility of subclass | Intensity of space |
|----------|----------------|---------------|----------------------|--------------------------|---------------------------|--------------------|
| SL       | HQ12449        | 438           | 10                   | 137                      | 13.70                     | 0.31               |
| F.M.H    | HQ503–1064     | 562           | 48                   | 340                      | 7.08                      | 0.60               |
| M        | HQ1088–1090.7  | 3             | 4                    | 6                        | 1.60                      | 2.00               |
| W.F      | HQ1101–2030.9  | 930           | 24                   | 100                      | 4.17                      | 0.11               |
| Sum      |                | 1933          | 86                   | 583                      |                           |                    |

Notes:

- 1.SL=Sexual life; F.M.H= The Family. Marriage. Home; M=Men; W.F = Women. Feminism;
2. Notation range: the scope of the subtopic, from the first notation to the last notation.
3. Notation span: how many notation numbers are covered by the subtopic.
4. Number of subclasses: how many subclasses are there under each subtopic.
5. Number of sub-subclasses: how many sub-subclasses are there under each subtopic.
6. Expansibility of subclass: how many sub-subclasses are there under each subclass.
7. Intensity of space: how many sub-subclasses are there in each notation span.

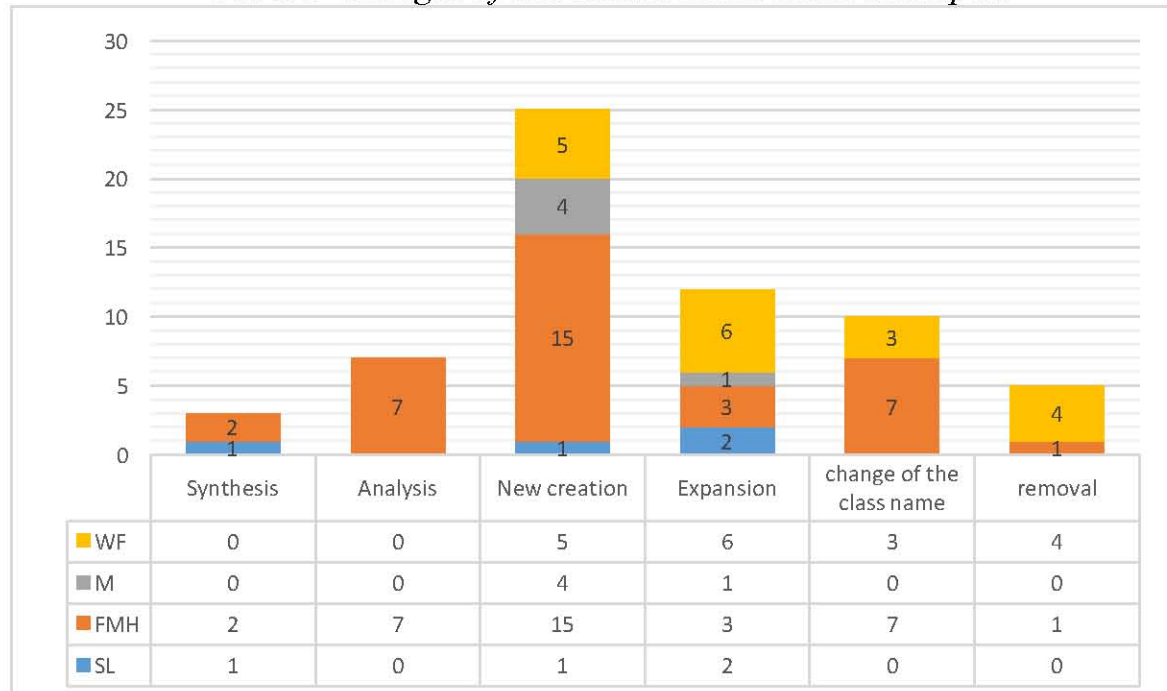
The subtopic “Sexual life” ranged from 12 to 449, covered over 430 numbers, was comprised of 10 subclasses and about 137 sub-subclasses or subdivisions. It ranks highest on the expansibility and at a lower place of intensity. Among them, “Prostitution” occupied most spacious notation span, about 340 numbers, which accounted for about 85% of the total range, but with only 24 sub-subclasses under it, including “Drugs and prostitutions”, “Regulation”, “Traffic in women”, “Social purity”, “Rescue work”. While “Sexual minorities” ranged just from 73 to 77.95, it covered over 60 subdivisions, which made the arrangement quite intense, and its main subdivisions included “Homosexuality. Lesbianism”, “Transvestism”, “Transexualism”.

“The Family. Marriage. Home” ranked second in number space with the number range being from 503–1064. It had the most subclasses (48) and subdivisions (340). The subclasses can be categorized into five parts: general arrangement (including “History”, “Treatises”, “By race, nationality……”, “By region or country”), wedding (such as “Wedding ceremonies, forms”, “Bridal gift books”), family (such as “Parents. Parenthood”, “Children. Child development”, “Family size”, “Adulthood”), affinity and marriage (as “Intercountry marriage”, “Unmarried couples. Cohabitation”), life (as “Middle age”, “Old age”). We can see the spread of those classes in figure 2: those related to marriage made up over half of the total, followed by subclasses related to family. In terms of notation range, the top three subclasses were



6. *Cancel: the cancellation of a class or a note, usually accompanied with a reference to another class.*

*Table 5 Changes of Subclasses in the Main Subtopics*



Notes: SL=Sexual life; F.M.H= The Family. Marriage. Home; M=Men; W.F = Women. Feminism;

Among all the 6 patterns, “New creations” ranked first with 25 new subclasses, especially in the subtopic of “Family. Marriage. Home”, which added 15. After “New creation” was “Expansion” with 12 expansions, the most expansions being noted under the subtopic of “Women. Feminism”. Every subtopic showed revisions in the two patterns above. This might suggest that the most obvious change in women’s studies in the editions studied was the enlargement of knowledge in new subjects and the need of expansive number range. Revisions in “Change of the class name” and “Analysis” ranked third and fourth, among which the subtopic “Family. Marriage. Home” contributed the most. “Removal” appeared within five cases, ranked fifth, while “Synthesis”, which appeared in three cases, ranked last.

As to changes under the subtopics, we can also see that most were made to “The Family. Marriage. Home” (35), contributing more than half of the total 62 revisions. All six patterns of change could be found in it. “Women. Feminism” (18) ranked second; these could be associated all the patterns except for “Synthesis” and “Analysis”. “Men” (4) came in third; this was the case with expansion of notation range as well. “Sexual life” showed the lowest number revisions at the subclass level but many more at the sub-subclass level. In general, main changes were usually seen in relation to topics as sexual minorities, family, marriage, men, feminism.

### 4.3 Explanations for the different change patterns

#### 4.3.1 Synthesis

Synthesis is a good way to group various related subjects together and differentiate them from others; it also helps to show the hierarchic or coordinate relations among classes. Synthesis often happened where classes are intensively enumerated.

The most important change in “Sexual life” for those years is synthesis. The former subclasses as “Bisexuality”, “Homosexuality. Lesbianism”, “Transvestism”, and “Transsexualism” were placed together under a new umbrella term “Sexual minorities”. A breakdown of “Sexual minorities” in the 2008 edition shows that it has six divisions:

|                      |                                  |
|----------------------|----------------------------------|
| <b>73–77.95. A–Z</b> | <b><i>Sexual minorities</i></b>  |
| 73                   | <i>General works</i>             |
| 73.3.A–Z             | <i>By region or country, A–Z</i> |
| 74–74.2. A–Z         | <i>Bisexuality</i>               |
| 75–76.965. O54       | <i>Homosexuality. Lesbianism</i> |
| 76.97–77.2. A–Z      | <i>Transvestism</i>              |
| 77.7–77.95. A–Z      | <i>Transsexualism</i>            |

“Sexual minorities” was approved in 2005, and established together with its subdivision “73 General works” and “73.3.A–Z By region or country, A–Z”<sup>23</sup>. The topics above had existed in past editions, under “Abnormal sex relation”. With the 1980 edition, sex relations were no longer distinguished by normal or not, but just enumerated under “Sexual life”, which made it possible for the new synthesis.

A similar example was noted in relation to “Family. Marriage. Home”, where the umbrella term “Non–monogamous relationships” was established, and now it has four subdivisions:

|                  |  |
|------------------|--|
| <b>980–997.5</b> | <b><i>Non–monogamous relationships</i></b> |
| 980              | <i>General works</i>                       |
| 980.5.A–Z        | <i>By region or country, A–Z</i>           |
| 981–996.A–Z      | <i>Polygamy</i>                            |
| 997              | <i>Polyandry</i>                           |

“Polygamy” and “Polyandry” were coordinate subclasses in the 1994 edition, but were synthesized and replaced by the umbrella term in the 1997 edition.

The establishment of an umbrella term usually went hand in hand with some general arrangement under it. The recognizing of a new subfield, grouping its branches together, and differentiating it from other fields reflected further understanding in the field.

### **4.3.2 Analysis**

Analysis helps to enumerate subclasses more explicitly, providing more space for the fast development of branches that represent significant extensions from the umbrella term. Breaking down a top class, making some branches in a coordinate place and changing their original relationships helped to distinguish one from another. This happened when the umbrella term was no longer suitable for the representation of all its subclasses, or some branches developed differently and changed the original hierarchic relationship.

Examples on analysis found only in “Family. Marriage. Home”, around “History” and “The state and marriage”. The subclass of “History” ranged from “503–727” in the 1980 edition, when it included “525.A–Z By race, nationality, or religion too broad for any one country, A–Z” and “531–727 By region or country.” However, the last two were separated in the 1994 edition. “The state and marriage” used to be an umbrella term covering subdivisions of “Consanguineous marriages”, “Marriage with deceased wife's sister”, “Mixed marriages”, “Marriage of handicapped persons”; they became coordinated subclasses with the 1994 edition.

This kind of revision had little impact on the class number, but might show the numerical expansion of the literature or revised understanding in a certain field.

### **4.3.3 New creation**

New creations meant the birth of a subclass. Consideration was given to whether similar or relative classes already existed in the classification system. Establishing a new subclass could make space for future subdivisions within it, if it was judged to be in the same level with other subclasses, and foreseen to have a similar trajectory of development.

Many new classes or subdivisions were established during those years even on the subclass level, like the array of subclasses about “Men”, numerations of subclasses about marriage (such as intercountry/same–sex/bisexuality marriage), and the creation of subclass “Feminist theory” and its subdivisions. According to the rule of literary warrant, the establishment of a new class should be related to certain books. As knowledge has been accumulated or originated from the past, a book on a new subject could always be found a place in the old system— but why some merited new classes and others not deserves consideration.

### **4.3.4 Expansion**

Some subclasses may be found to be in need of a larger notation range, especially when the expansion of knowledge within the subfield exceeded its

original scope. Expansions can be divided into systematic expansion, indirect expansion, and enumerative expansion.

Systematic expansion was when one or several subdivisions were established and there was need of reassigning the number range to fit them. For example, "Women's studies" expanded from the original range "1180-1181" to "1180-1186.A-Z.", when the subdivision "1185-1186.A-Z Biographic method" was added. "Feminist theory" was assigned the number "1190" at its establishment, but with the addition of subdivision, it was enlarged to "1190-1197". The same occurred with "Men", which expanded from "1090" to "1088-1090.7. A-Z".

Example of indirect expansions are "Divorce", revised from the range "811-960.7" to "811-960.9", and "Woman's Club, societies, etc." from "1871-2030.7" to "1871-2030.9", where external table 5 in the LCC was used to make geographic subdivisions. When the external table, such as table 5, changed, subclasses had to change together.

Enumerative expansion happened in subdivisions like "Special topic, A-Z", when more enumeration appeared and extended the range. For example, the establishment of "799.2. V56 violence" became the last subdivision of "Youth. Adolescent. Teenagers".

#### **4.3.5 Change of class name**

Two kinds of changes were noted in relation to the class name. The first was adding or deleting some words to better organize the coverage, as when "Man-women relationships" was added to "Courtship. Dating", "Temporary marriage" was added to "803 Trial marriage. Companionate marriage", and "800 Celibacy. Single women. Bachelors" was revised to "800-800.4A-Z Single people". Second was the revision of terminologies to better describe or represent something, as when "Women from various cultures, races, ethnic and minority groups, etc." replaced "Occidental and oriental women. Christian and pagan", and "older age" replaced "aged" in "Aged. Gerontology (social aspects). Retirement".

The first kind of change was usually the result of synthesis. With new sub-subclasses being created and finding their place under the subclass, the original subclass title may not have been able to cover all the classes under it. When no big change in classification was needed, however, adding a new word to the title may have been the easiest choice. However, the number of words in the title of subclass was usually no more than three. While the second kind of revision was the success of critics in subject headings.

#### **4.3.6 Removal**

Removal was usually showed in the classification with the symbol “()”, or the subdivision remained but no longer had a class number associated with it. When a class was removed, it usually had a note indicating where books on the subject should be. One example is “Family violence”, which was removed and users were directed to “HV6626+ Family violence. Domestic violence. Conjugal violence”. In this case, “Family violence” was now regarded as a problem of criminology, and no longer as a family problem or a reflection of gender inequality. “1386 Women in literature” was removed and users were directed to “Class P”. “1399 Woman and civilization” was removed, and users were directed to several different places.

However, subclasses removed from the original framework might show their alienations to the former category, or the better placement in other classes.

### **5. Analysis and findings**

#### **5.1 Revisions of classes reflected the subject's disciplinary history**

With the advancement of knowledge, relations among classes might change, as with synthesis, analysis, creation of cross reference, expansion, creation or removal of a certain class and the referral of users to another place for books on the subject. They were all reflections of the disciplinary development in a certain field, and inversely they reconstructed the classification system.

Synthesis or analysis usually happened in the same field, while cross reference could connect knowledge from different areas. Synthesis or analysis might have little implication on the notation; each testified to the change of hierarchic relations among classes, and the reorganization of space for future development. With cross reference, relations among classes were made closer or more distant. New creation should be in conform with its coordination, and fit well for new books. Expansion and new creation showed the increasing knowledge in the field, and removal changed the place of a certain subject. Removal usually accompanied with the change of notation, expressions and connections from the original schema.

As to women's studies, the number of revisions by pattern followed the order: New creations (25), Expansions (12), Change of the class name (10), Analysis (7), Removal (5), and Synthesis (3); the number of revisions by subtopic followed the order: The Family. Marriage. Home (35), Women. Feminism (18), Man (5), Sexual life(4).

All of the above can show the disciplinary history of a certain subject. If detailed records of those changes were not kept systematically or appropriately,

### 5.3 A obvious lag in the new creation

Guided by literary warrant, there is usually a lag before the creation of a class. Under the premise of literary warrant, the establishment of a new class should be correlated with the publication of significant books. Taking “feminist theory” (Table 7) as an example, with the continued growth of feminist theory since the late 1980s<sup>24</sup>, “Feminist theory” was established as a class in the 1994 edition, and “1194 Ecofeminism” was approved as a subdivision of “Feminist theory” by 2003, and at the same time, “1190 General works” was created as a general arrangement<sup>25</sup>. “1197 Womanism” was approved by the year 2006<sup>26</sup>, when books such as *The Womanist reader* and *Deeper shades of purple: womanism in religion and society* were first placed here.

Table 7 Evolution of the Subclass “Feminist Theory”

| 1980's edition | 1994's edition       | 2008's edition                        |
|----------------|----------------------|---------------------------------------|
| none           | 1190 Feminist theory | Feminist theory                       |
|                |                      | 1190 General works (approved by 2003) |
|                |                      | 1194 Ecofeminism (approved by 2003)   |
|                |                      | 1197 Womanism (approved by 2006)      |

The term “Ecofeminism” was coined in 1974 by a French feminist in her essay, and interest in it expanded in the 1980s all over the US<sup>27</sup>. The oldest English book on “Ecofeminism” collected by LC was published in 1989 under the title *“Healing the wounds: the promise of ecofeminism”*, and it was classified within “HQ1233 General special”, where most other feminism works on the topic were usually placed. By comparison, the oldest book on “Womanism” collected by the LC was published in 1993. Earlier publications on this topic were usually classified under “BT Doctrinal Theology”. In the two cases above, the lag was over ten years.

### 5.4 Clues to new knowledge

Systematic expansion or subdivision of a class can usually find their precedents, which also gives us clues to new knowledge.

The expansion of knowledge was not insulated. Class related with each other (such as adjacent, similar or contrary to each other) may probably follow a similar routine in its development. In this way, with the help of a well-constructed classification system, we can foresee the future directions of a certain field of knowledge. As when after the field of women’s studies had been established and become accepted widely, there came the subtopic of “men”, and topics around “gender” also came into fever. Additional evidences of this is the series establishment of subclasses as “Aunts. Uncles”, “Brothers. Sister”, “Cousins” following “Parents. Parenthood,” or the subclasses of “women in/and a certain field”, under which new subclasses could be enumerated infinitely.

## 6. Conclusion

There was no special place for women's studies as a new discipline to be categorized initially, but classes around the subject "women" together with "family and marriage". Although studies about women historically interweaved with family and marriage, its disciplinary development should open a new arena.

Revisions of classes on women's studies have still followed the traditional methods of categorizing, such as synthesis, analysis, comparison and deduction, with the assistance of the techniques and rules by LCC. Theoretically following the rule of literary warrant, there was a lag between when the new subject was recognized and when it was adopted into the LCC. Cross reference, showing the intersection between two classes, is accorded a great deal of importance in an interdisciplinary field such as women's studies.

Above all, revisions of class should be seen as reflecting the disciplinary development of a certain subject. In turn, a well-constructed classification system can give us some hints as where the new growth points for a certain subject should be.

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