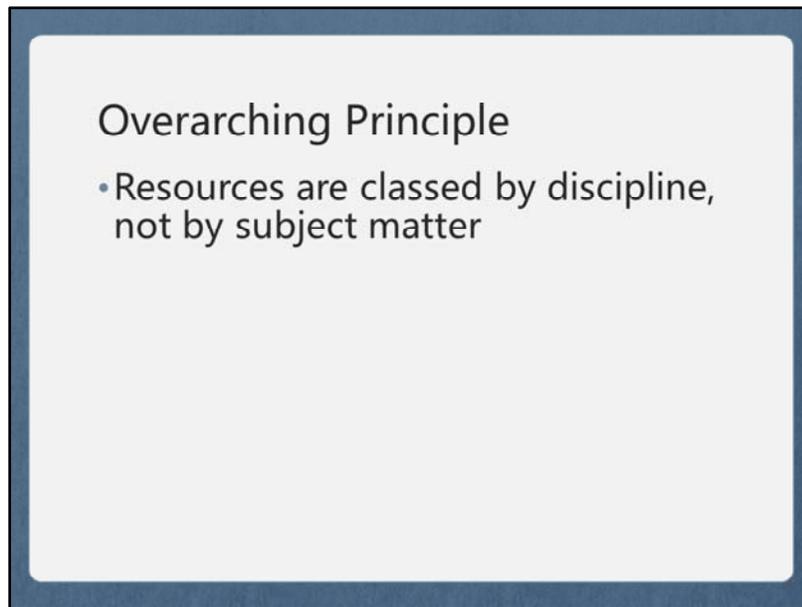


Principles of Classification

- Contained in CSM F 10, General Principles of Classification
- Apply when classifying works according to the Library of Congress classification system
 - May be overridden by explicit instructions and references in the schedule

In this module and the next, we will discuss the principles of LC classification, which are enumerated and explained in CSM instruction sheet F 10.

These principles form the foundation of classification with LCC, and should be followed unless there are explicit instructions to the contrary in the classification schedules.



Before we delve into the specific principles covered in F 10, there is an overarching principle to discuss: the fact that resources are classed by discipline and not by subject matter.

For example, this means that you will not find all of the resources about airplanes classed together.

Overarching Principle

- Resources are classed by discipline, not by subject matter

Airplanes

Design and construction: TL (Aeronautics)

Use in transportation: HE (Transportation)

Use by air forces: UG (Military science)

Instead, resources about how airplanes are designed and constructed will be classed in the aeronautics technology schedule; resources about how airplanes are used to transport goods and people from place to place will be classed in HE, the transportation schedule; and resources about how airplanes are used by air forces will be classed in UG, where air forces are classed.

Overarching Principle

- Resources are classed by discipline, not by subject matter

Airplanes

Design and construction: TL (Aeronautics)

Use in transportation: HE (Transportation)

Use by air forces: UG (Military science)

Queen Beatrix of the Netherlands

Biography and reign: DJ (History)

As a character in literature: P (Literature)

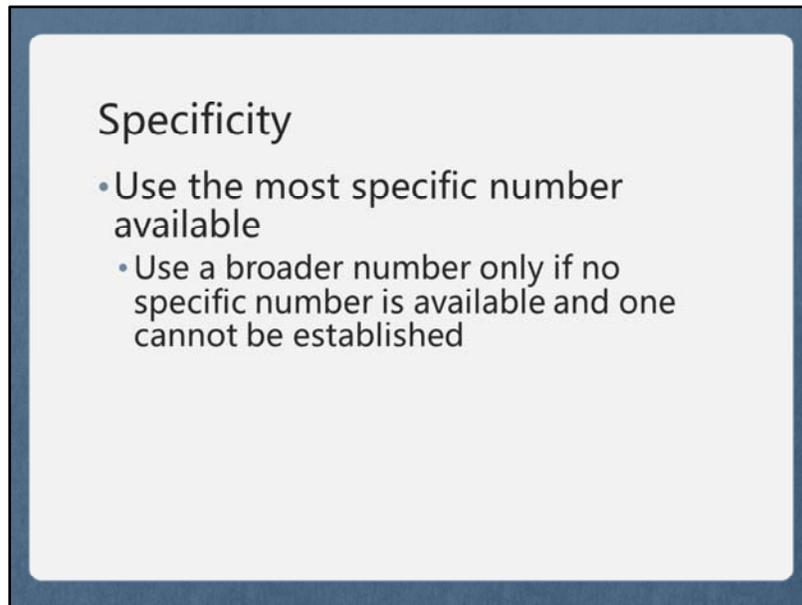
In portraits: N (Art)

The same principle applies to resources about people. A resource about Queen Beatrix of the Netherlands – whether it is a biography or about the Netherlands during her reign – would be classed in the history of the Netherlands: DJ.

Resources about how she is depicted in fiction, drama, and/or poetry are not about her, personally. They would be classed in the literature schedules. If you think about it, that makes sense. Lots of real-life people are depicted in literature, but sometimes the depiction does not bear any relation to real life. Therefore, it would not make sense to class those resources with the real biography of that person.

Likewise, resources about the portraits of Queen Beatrix would be classed in N, the art schedule. The resources are not about her as a person, but how she is portrayed in works of art.

Now let's talk about the specific principles contained in CSM instruction sheet F 10.



Specificity

- Use the most specific number available
- Use a broader number only if no specific number is available and one cannot be established

First, the most specific number should always be used. We should use a broader number only if there is not a specific number available and a more specific one cannot be established.

What do you mean when you say that a more specific one cannot be established?

Specificity

- Use the most specific number available
 - Use a broader number only if no specific number is available and one cannot be established
 - Topic is new and it is unclear where to class it
 - Library cannot make proposals (not the case for catalogers working at LC or in SACO libraries)

It can have two different meanings.

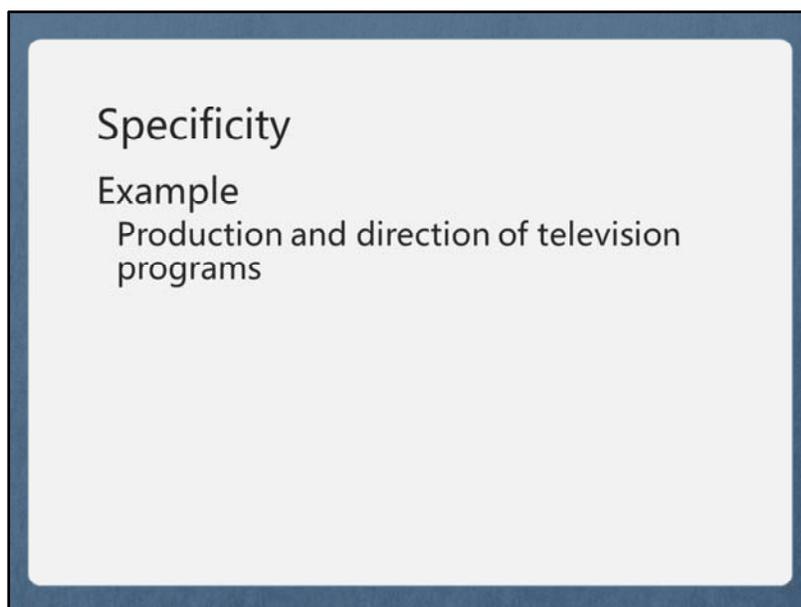
This often happens when the resource is about a brand new topic – perhaps a new scientific discovery – and it is not clear what hierarchy it belongs to. In that case, you would use a more general number. An appropriately specific number can be established when the situation becomes clearer.

“If one cannot be established” has another meaning, too: that the library doing the cataloging does not have the ability to propose a specific number. Catalogers at the Library of Congress and in SACO libraries can make proposals, but that is a minority of all of the libraries using LCC. If your library cannot make proposals, use a more general number. If you work in a SACO library or at LC, you should make a proposal.

Specificity

- Use the most specific number available
 - Use a broader number only if no specific number is available and one cannot be established
 - Topic is new and it is unclear where to class it
 - Library cannot make proposals (not the case for catalogers working at LC or in SACO libraries)
- Include as many of the significant aspects of the resource as possible
 - Hard choices often have to be made

One of the ways that specificity can be increased is to choose a classification number that includes as many of the significant topical and form aspects of the resource as possible. It is important to realize, though, that it is rare to find *all* of these aspects within a single classification number. Difficult choices sometimes have to be made.



Specificity

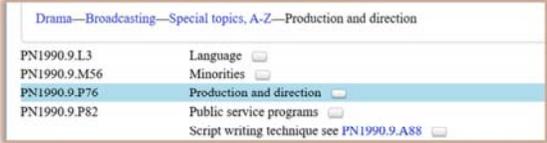
Example
Production and direction of television programs

Here we have a resource about the production and direction of television programs.

Specificity

Example

Production and direction of television programs



Drama—Broadcasting—Special topics, A-Z—Production and direction	
PN1990.9.L3	Language <input type="checkbox"/>
PN1990.9.M56	Minorities <input type="checkbox"/>
PN1990.9.P76	Production and direction <input checked="" type="checkbox"/>
PN1990.9.P82	Public service programs <input type="checkbox"/>
	Script writing technique see PN1990.9.A88 <input type="checkbox"/>

One possible number is PN1990.9.P76, but look at the hierarchy pane. The number is for the **Production and direction** of broadcasting – and there are several types of broadcasting, including radio, television, and internet. The number is much less specific than the resource.

Specificity

Example

Production and direction of television programs

The image shows a screenshot of the Library of Congress Classification (LCC) hierarchy for television production and direction. It consists of two overlapping panels. The top panel is titled "Drama—Broadcasting—Special topics, A-Z—Production and direction" and lists four categories: "Language" (PN1990.9.L3), "Minorities" (PN1990.9.M56), "Production and direction" (PN1990.9.P76), and "Public service programs" (PN1990.9.P82). The "Production and direction" category is highlighted in blue. The bottom panel is titled "Drama—Broadcasting—Television broadcasts—Special topics—Production and direction" and lists three categories: "Performing arts and television" (PN1992.66), "Authorship. Technique of script writing. Selling the script" (PN1992.7), and "Production and direction" (PN1992.75). The "Production and direction" category is highlighted in blue.

Classification Number	Category
PN1990.9.L3	Language
PN1990.9.M56	Minorities
PN1990.9.P76	Production and direction
PN1990.9.P82	Public service programs

Classification Number	Category
PN1992.66	Performing arts and television
PN1992.7	Authorship. Technique of script writing. Selling the script
PN1992.75	Production and direction

If we look a bit further, we find that there is a subhierarchy for television broadcasting. It also has a **Production and direction** number. By using PN1992.75, we are able to bring out the significant aspects of the resource.

Specificity

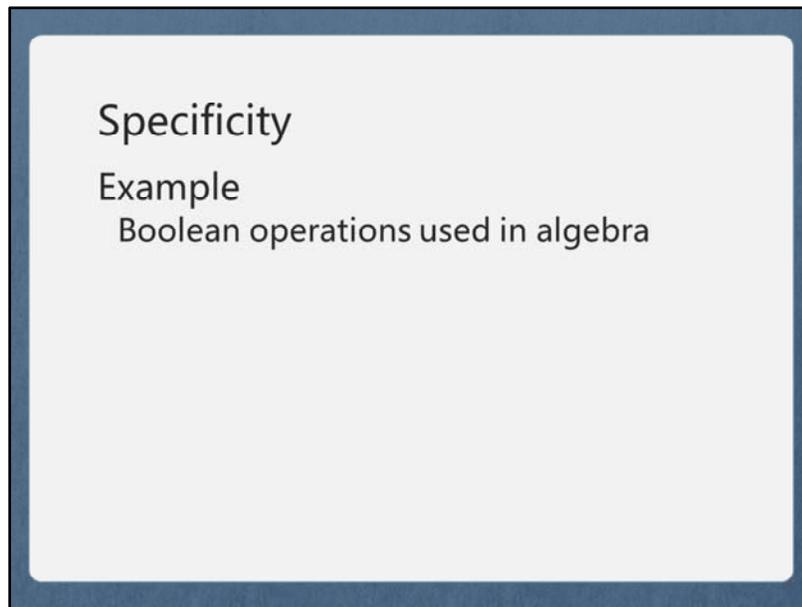
Example

Production and direction of television programs

The image shows two panels of the Library of Congress Classification interface. The top panel, titled "Drama—Broadcasting—Special topics, A-Z—Production and direction", lists four categories: "Language", "Minorities", "Production and direction", and "Public service programs". A red 'X' is placed to the left of this panel. The bottom panel, titled "Drama—Broadcasting—Television broadcasts—Special topics—Production and direction", lists three categories: "Performing arts and television", "Authorship. Technique of script writing. Selling the script", and "Production and direction". A green checkmark is placed to the left of this panel.

Callout	Panel Title	Category	Sub-category
✗	Drama—Broadcasting—Special topics, A-Z—Production and direction	PN1990.9.L3	Language
		PN1990.9.M56	Minorities
		PN1990.9.P76	Production and direction
		PN1990.9.P82	Public service programs
✓	Drama—Broadcasting—Television broadcasts—Special topics—Production and direction	PN1992.66	Performing arts and television
		PN1992.7	Authorship. Technique of script writing. Selling the script
		PN1992.75	Production and direction

[No audio]



Now we have a resource about Boolean operations in algebra.

Specificity

Example

Boolean operations used in algebra

Mathematics—Philosophy—Mathematical logic—General works, treatises, and textbooks	
QA9.A1	Periodicals, societies, congresses, serial publications
QA9.A5-Z	General works, treatises, and textbooks
QA9.2	Addresses, essays, lectures
	Study and teaching. Research see QA8.7

Boolean operations are based on mathematical logic, so QA9.A5-Z, **General works, treatises, and textbooks** about mathematical logic, which is part of mathematical philosophy, may seem appropriate. Again, though, it is awfully imprecise when compared to the resource.

Specificity

Example

Boolean operations used in algebra

The screenshot shows a hierarchical classification structure. The top level is 'Mathematics—Philosophy—Mathematical logic—General works, treatises, and textbooks'. Below this, there are three sub-levels: 'QA9.A1 Periodicals, societies, congresses, serial publications', 'QA9.A5-Z General works, treatises, and textbooks', and 'QA9.2 Mathematics—Philosophy—Mathematical logic—Algebraic logic—General works'. The 'QA9.2' level is expanded to show 'Algebraic logic' and 'General works'. The 'Algebraic logic' level is further expanded to show 'QA10 General works', 'QA10.3 Boolean algebra', and 'QA10.35 Quantum logic'. The 'QA10.3' level is expanded to show 'Cf. QA268.5 Switching theory'.

Mathematics—Philosophy—Mathematical logic—General works, treatises, and textbooks	
QA9.A1	Periodicals, societies, congresses, serial publications
QA9.A5-Z	General works, treatises, and textbooks
QA9.2	Mathematics—Philosophy—Mathematical logic—Algebraic logic—General works
	Algebraic logic
QA10	General works
QA10.3	Boolean algebra
	Cf. QA268.5 Switching theory
QA10.35	Quantum logic

There is a better number just below it in the schedule, QA10. If you look at the hierarchy pane, you can see that although the numbers are very close to each other – QA9 and QA10 – QA10 is at a lower level of hierarchy. Algebraic logic has been added as a subhierarchy. QA10 is a **General works** number, which means that this is where resources about **Algebraic logic** in general would go. That is still rather broad, since Boolean logic is not the only type of algebraic logic.

Specificity

Example

Boolean operations used in algebra

Mathematics—Philosophy—Mathematical logic—General works, treatises, and textbooks

QA9.A1 Periodicals, societies, congresses, serial publications

QA9.A5-Z General works, treatises, and textbooks

QA9.2 Mathematics—Philosophy—Mathematical logic—Algebraic logic—General works

Algebraic logic

QA10 General works

QA Mathematics—Philosophy—Mathematical logic—Algebraic logic—Boolean algebra

QA Algebraic logic

QA10 General works

QA10.3 Boolean algebra

Cf. QA268.5 Switching theory

QA10.35 Quantum logic

The next number down, QA10.3, is the best answer. It is at the same level of hierarchy with QA10, but the caption indicates that it is specifically for Boolean logic.

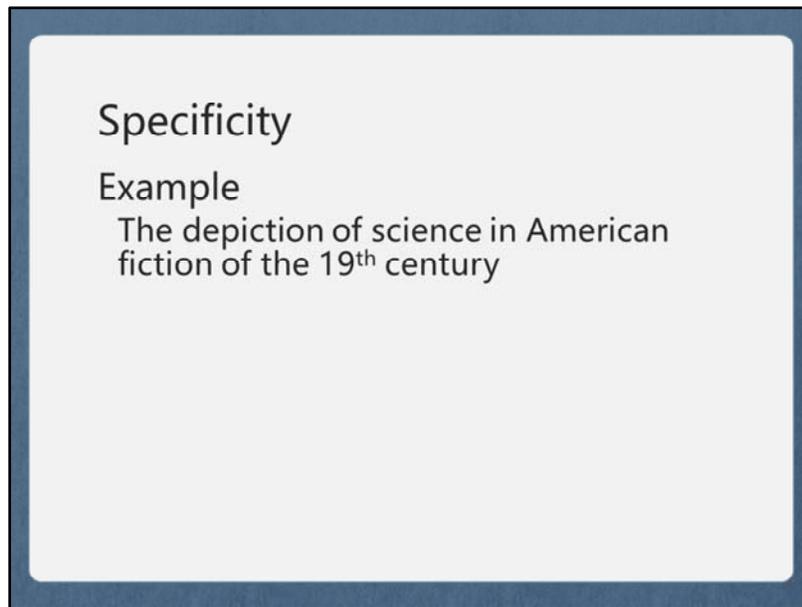
Specificity

Example

Boolean operations used in algebra

	Mathematics—Philosophy—Mathematical logic—General works, treatises, and textbooks
QA9.A1	Periodicals, societies, congresses, serial publications
QA9.A5-Z	General works, treatises, and textbooks
QA9.2	Mathematics—Philosophy—Mathematical logic—Algebraic logic—General works
	Algebraic logic
QA10	General works
QA10.3	Mathematics—Philosophy—Mathematical logic—Algebraic logic—Boolean algebra
QA10.3	Boolean algebra
QA10.3	Cf. QA268.5 Switching theory
QA10.35	Quantum logic

QA10.3 is the most specific number possible.



Specificity

Example

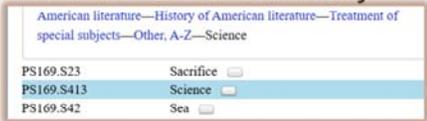
The depiction of science in American fiction of the 19th century

A resource about how science is depicted in American fiction of the 19th century would be classed with **American literature** in subclass PS.

Specificity

Example

The depiction of science in American fiction of the 19th century



A screenshot of a Library of Congress Classification hierarchy pane. The pane shows a path of classification numbers: American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science. Below this path, three classification numbers are listed: PS169.S23 Sacrifice, PS169.S413 Science, and PS169.S42 Sea. The 'Science' entry is highlighted in blue.

American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science	
PS169.S23	Sacrifice
PS169.S413	Science
PS169.S42	Sea

Here we have PS169.S413, which, if we read the hierarchy pane, we know is for **Science** as a special subject in American literature. In this context the word history in the hierarchy means history and criticism. This number, therefore, includes the significant aspects of the resource: American literature and science, but it is not for American fiction, and we have lost the century.

Let's look for a different number.

Specificity

Example

The depiction of science in American fiction of the 19th century

Call Number	Subject
PS169.S23	Sacrifice
PS169.S413	Science
PS169.S42	

Call Number	Subject
PS217.S33	Sailors
PS217.S34	Science
PS217.S4	Sea

PS217.S34 also has the caption **Science**, and we have to look at the hierarchy pane for context. This number is for science as a special topic in 19th century American literature. So we have science and the time period, but not the fact that it is about fiction. Let's try again.

Specificity

Example

The depiction of science in American fiction of the 19th century

American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science	
PS169.S23	Sacrifice
PS169.S413	Science
PS169.S42	
American literature—History of American literature—By period—19th century—Special topics, A-Z—Science	
PS217.S33	Sailors
PS217.S34	Science
PS217.S4	
American literature—History of American literature—Special forms—Prose—Prose fiction—Special forms and topics, A-Z—Science	
PS374.S3	Scandinavians
PS374.S33	Science

PS374.S33 again has the caption **Science**. The hierarchy indicates that it refers to science as a special topic in American prose fiction. We have it! Or do we? Now we're missing the 19th century.

Let's try one more time.

Specificity

Example

The depiction of science in American fiction of the 19th century

The image shows a screenshot of the Library of Congress Classification (LCC) hierarchy. The main title is 'The depiction of science in American fiction of the 19th century'. Below it, several hierarchical levels are shown, each with a callout box containing the full path and a list of numbers. The callout boxes are:

- American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science
- American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- American literature—History of American literature—Special forms—Prose—Prose fiction—Special forms and topics, A-Z—Science
- By period
 - Early
 - 19th century
 - 20th century
 - 21st century
- Scandinavians
- Science

The numbers shown in the callout boxes are: PS169.S23, PS169.S413, PS169.S42, PS217.S33, PS217.S34, PS217.S4, PS375, PS377, PS379, PS380, PS374.S3, and PS374.S33.

The caption on PS377 is **19th century**. Again, we have to look at the hierarchy pane for the context. It is for the history of 19th century American prose fiction. So now we have fiction and the time period, but not science!

This is a very common situation. Oftentimes, there is no perfect number, there is just the *best* number. We do want to be as specific as we can with the type of literature that is being discussed, so we can exclude the numbers that are in the literature hierarchy (as opposed to the fiction subhierarchy).

Specificity

Example

The depiction of science in American fiction of the 19th century

American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science

PS169.S23 Sac
PS169.S413 Sci
PS169.S42

American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century

By period
Early
19th century
20th century
21st century

PS375
PS377
PS379
PS380

Prose—Prose fiction—Special forms and topics, A-Z—Science

PS374.S3 Scandinavians
PS374.S33 Science

That leaves us with two options: 19th century American fiction, or science in American fiction. Now we have to think about the other resources that are classed in those numbers. PS377 includes histories of 19th century American fiction in general. PS374.S33 includes resources about science in American fiction, from any time period.

To me, it makes more sense to class the resource with **Science in American fiction**. Otherwise, the 19th century number would be full of resources about special topics in 19th century American fiction along with general resources about 19th century American fiction, and there would be just no organization to them.

That's what I would do, too, and that is usually what happens. When you have to choose between a special topic and a chronological period, the topic is usually considered to be more specific. Sometimes the special topic and the chronological period are both represented in the number, and when that lucky circumstance happens, you do not have to choose between them.

Specificity

Example

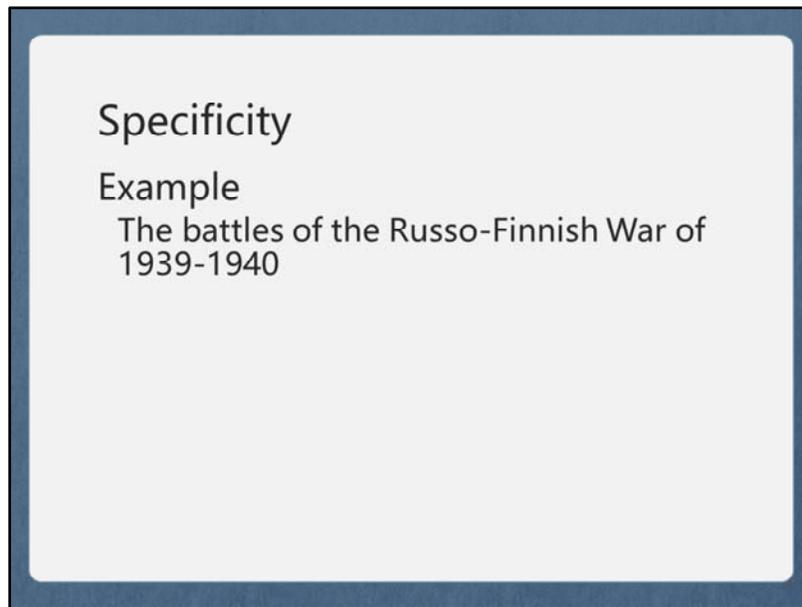
The depiction of science in American fiction of the 19th century

The screenshot displays several overlapping call number boxes with their corresponding subject headings:

- PS169.S23: American literature—History of American literature—Treatment of special subjects—Other, A-Z—Science
- PS169.S413: American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- PS169.S42: American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- PS217.S33: American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- PS217.S34: American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- PS217.S4: American literature—History of American literature—Special forms—Prose—Prose fiction—By period—19th century
- PS374.S3: Scandinavians
- PS374.S33: Science

Red X's are placed over the following call numbers: PS169.S23, PS169.S413, PS169.S42, PS217.S33, PS217.S34, and PS217.S4. A green checkmark is placed over PS374.S33.

PS374.S33 is the best number for this resource – although it is not “perfect.”

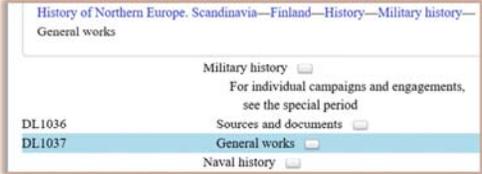


The final example we want to discuss for the principle of specificity is a general resource about the battles of the Russo-Finnish War.

Specificity

Example

The battles of the Russo-Finnish War of 1939-1940



History of Northern Europe. Scandinavia—Finland—History—Military history—
General works

- Military history
For individual campaigns and engagements,
see the special period
- DL1036 Sources and documents
- DL1037 General works**
- Naval history

One option is to class it in DL1037, the **Military history** of Finland. There are two problems with this approach. First, the military history of Finland is much longer than the duration of a single three-month-long war. Second, classing it with the military history of Finland completely leaves out the Soviet Union's involvement. Let's exclude that number right away, because there is usually a number or a span of numbers for wars that have conventional names.

Specificity

Example

The battles of the Russo-Finnish War of 1939-1940

History of Northern Europe. Scandinavia—Finland—History—Military history—
General works

Military history

History of Northern Europe. Scandinavia—Finland—History—By period—
Modern, 1523—20th century—1939-1945—Russo-Finnish War, 1939-1940—
Military operations (General)

DL1036 General works

DL1037 Diplomatic history

DL1097 Military operations (General)

DL1098 For individual battles, campaigns,
etc. see DL1103.A-Z

DL1099 Personal narratives

The better approach is to class it in DL1099, which as we can see from the hierarchy pane, is for the **Military operations** of the Russo-Finnish War. As you can see, it is still classed under Finland, but the hierarchy for the war indicates the Soviet Union's involvement.

Relationship to LC Subject Headings

- Class number matches the first (or first two) subject headings (SHM H 80)
- The predominant topic of the resource
- May not be an exact match
 - Class number may be slightly broader or narrower than the heading(s)

As we stated in an earlier module, libraries that use LCC are not required to *use Library of Congress Subject Headings*. Most of them do, though.

LCSH and LCC work together to fully describe the contents and form of a resource. Aspects of resources that cannot be brought out with classification can be brought out with subject headings.

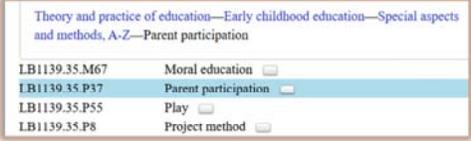
When using LCSH and LCC together, the class number should match the first (or sometimes the first two) subject headings. According to the rules for LCSH assignment, the first heading is the predominant topic of the resource. If the predominant topic cannot be brought out in one heading, then a second heading is assigned and the two in conjunction determine the class number.

It is important to remember that the class number and the first heading may not be an exact match. LCSH and LCC are different systems that are developed separately on different principles, so the class number may be slightly broader or slightly narrower than the headings.

Relationship to LC Subject Headings

Example
Parent participation in early childhood education

Subject heading:
Early childhood education—Parent participation.



The screenshot shows a search result for 'Parent participation' under the heading 'Theory and practice of education—Early childhood education—Special aspects and methods, A-Z—Parent participation'. The results are listed in a table with classification numbers and subject terms.

Theory and practice of education—Early childhood education—Special aspects and methods, A-Z—Parent participation	
LB1139.35.M67	Moral education <input type="checkbox"/>
LB1139.35.P37	Parent participation <input checked="" type="checkbox"/>
LB1139.35.P55	Play <input type="checkbox"/>
LB1139.35.P8	Project method <input type="checkbox"/>

The first heading assigned to this resource on parent participation in early childhood education is **Early childhood education—Parent participation.**

In this case, there is a classification number that matches the subject heading perfectly:
LB1139.35.P37.

Take a look at the hierarchy. It means parent participation as a special topic in early childhood education. You cannot find a better match than that!

Relationship to LC Subject Headings

Example

A comparison of automatic train control and the block system in relation to safety on passenger trains

Subject headings:

Railroads—Automatic train control.

Railroads—Signaling—Block systems.

Now we have a resource that compares automatic train control and the block system and makes some determinations about how they affect passenger safety.

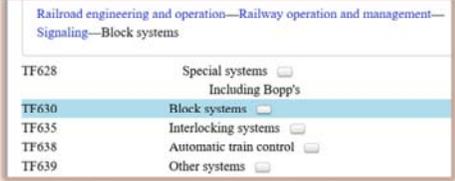
As a bit of background, block train control is a system that keeps trains apart by making sure multiple trains are not on the same portion of track. Automatic train control is a newer system that uses telecommunications to more precisely locate trains, and keep them apart.

The LC subject headings assigned to the resource are **Railroads—Automatic train control** and **Railroads—Signaling—Block systems**.

Relationship to LC Subject Headings

Example

Subject headings:
Railroads—Automatic train control.
Railroads—Signaling—Block systems.



Railroad engineering and operation—Railway operation and management— Signaling—Block systems	
TF628	Special systems <input type="checkbox"/> Including Bopp's
TF630	Block systems <input checked="" type="checkbox"/>
TF635	Interlocking systems <input type="checkbox"/>
TF638	Automatic train control <input type="checkbox"/>
TF639	Other systems <input type="checkbox"/>

Our first option for the classification number is TF630. Looking at the hierarchy pane, it means block systems as a way of signaling in the operation and management of railroads.

Relationship to LC Subject Headings

Example

Subject headings:
Railroads—Automatic train control.
Railroads—Signaling—Block systems.

The screenshot shows two overlapping windows from the Library of Congress Classification interface. The top window is titled 'Railroad engineering and operation—Railway operation and management—Signaling—Block systems' and lists the following subject headings: TF628, TF630, TF635, TF638, and TF639. The bottom window is titled 'Railroad engineering and operation—Railway operation and management—Signaling—Automatic train control' and lists: TF628 (Special systems, Including Bopp's), TF630 (Block systems), TF635 (Interlocking systems), TF638 (Automatic train control), and TF639 (Other systems). In both windows, TF638 is highlighted with a blue background.

The other option is TF638, automatic train control, which is in the same hierarchy – a way to signal on railroads.

So which is better?

Relationship to LC Subject Headings

Example

Subject headings:
Railroads—Automatic train control.
Railroads—Signaling—Block systems.

Class Number	Sub-option
TF628	Special systems <input type="checkbox"/>
TF630	Including Bopp's <input type="checkbox"/>
TF635	Block systems <input type="checkbox"/>
TF638	Interlocking systems <input type="checkbox"/>
TF638	Automatic train control <input checked="" type="checkbox"/>
TF639	Other systems <input type="checkbox"/>

Since the first heading assigned is **Railroads—Automatic train control**, we will choose TF638.

We should point out that the choice of a class number can sometimes seem arbitrary, particularly when the possible class numbers are at the same level of hierarchy. In this example, the cataloger may have assigned the heading for automatic train control before the heading for block systems only because the headings are then in alphabetical order. That does happen sometimes. However, the resource may focus more heavily on automatic train control. We would have to examine the resource itself to determine whether the headings – and therefore the class number – were assigned in an arbitrary fashion.

Relationship to LC Subject Headings

Example
Maintenance of plumbing in office buildings

Subject headings:
Plumbing—Repairing.
Office buildings—Maintenance and repair.

Here is one more example.

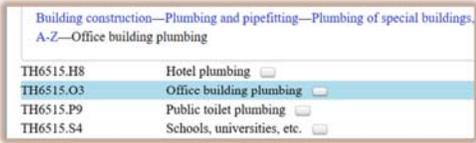
A resource on the maintenance of plumbing in office buildings would be assigned the subject headings **Plumbing—Repairing** and **Office buildings—Maintenance and repair**.

So, how would it be classed?

Relationship to LC Subject Headings

Example

Subject headings:
Plumbing—Repairing.
Office buildings—Maintenance and repair.



Building construction—Plumbing and pipefitting—Plumbing of special buildings, A-Z—Office building plumbing	
TH615.H8	Hotel plumbing <input type="checkbox"/>
TH615.O3	Office building plumbing <input checked="" type="checkbox"/>
TH615.P9	Public toilet plumbing <input type="checkbox"/>
TH615.S4	Schools, universities, etc. <input type="checkbox"/>

There are two options, and both of them are in the TH **Building construction**, hierarchy.

The first is TH615.O3, which is for the plumbing of office buildings.

Relationship to LC Subject Headings

Example

Subject headings:
Plumbing—Repairing.
Office buildings—Maintenance and repair.

The screenshot shows two overlapping windows from the LC Subject Headings interface. The top window displays a hierarchy: 'Building construction—Plumbing and pipefitting—Plumbing of special buildings. A-Z—Office building plumbing'. Below this, a list of subject headings is shown: TH6515.H8, TH6515.O3 (highlighted), TH6515.P9, and TH6515.S4. The bottom window displays a hierarchy: 'Building construction—Plumbing and pipefitting—Maintenance and repair of plumbing—General works'. Below this, a list of subject headings is shown: TH6681 (highlighted), TH6685, and TH6691. To the right of these headings are checkboxes for 'Maintenance and repair of plumbing', 'General works', 'Freezing and thawing of pipes', and 'Lead burning. Autogenous soldering'.

The second is TH6681, which is for **General works** on plumbing maintenance and repair. It is not specific to a type of building.

We have two choices. Which one do you think is better?

If we class it with plumbing in office buildings, we cannot bring out the fact that the resource is about maintenance and repair, rather than a topic such as the installation of plumbing. If we class it with maintenance and repair, we cannot bring out the fact that it is specific to office buildings, which might be very important. I think if we class it with office buildings, it keeps everything about office building plumbing together, which would probably be very useful for plumbers who work in office buildings. It should probably go in TH6515.O3.

Relationship to LC Subject Headings

Example

Subject headings:
Plumbing—Repairing.
Office buildings—Maintenance and repair.

Building construction—Plumbing and pipefitting—Plumbing of special buildings. A-Z—Office building plumbing	
TH6515.H8	Hotel plumbing
TH6515.O3	Office building plumbing
TH6515.P9	Public toilet plumbing
TH6515.S4	Schools, universities, etc.
TH6681	General works
TH6685	Freezing and thawing of pipes
TH6691	Lead burning, Autogenous soldering

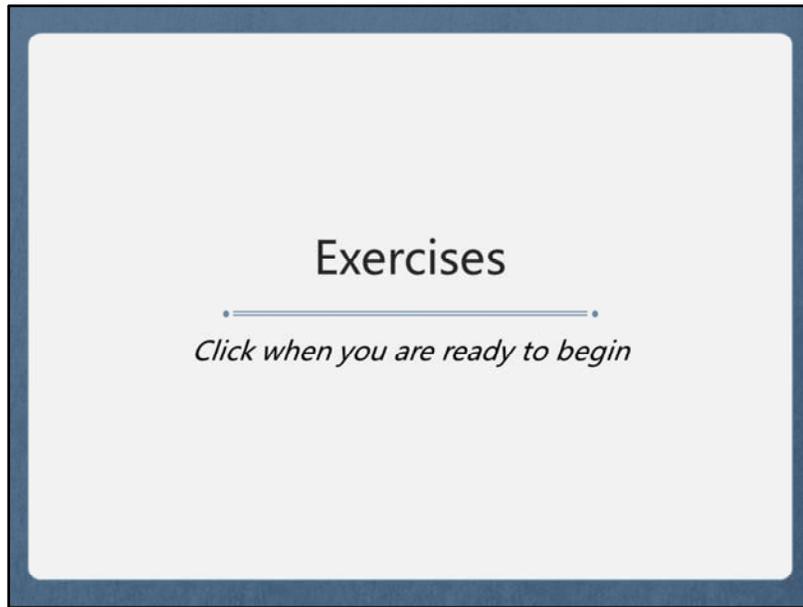
I agree. The better number is TH6515.O3.

Summary

- In this module
 - Overarching principle
 - Specificity
 - Relationship to LC subject headings
- In the next module
 - Topic vs. form
 - Topic vs. geographic treatment
 - Multi-topic resources
 - One topic influencing another
 - Choosing among several numbers

In this module, we discussed the overarching principle of LCC – that resources are classified by discipline, not by subject matter. We also discussed the principle of specificity, and the relationship between the Library of Congress Subject Headings assigned to a resource and the resource's classification number.

In the next module, we will cover the other principles contained in CSM F 10: how to choose between the topic and the form or geographic treatment of a resource; how to classify multi-topic resources and resources that discuss how one topic influences another; and how to choose among several satisfactory numbers.



Exercises

Click when you are ready to begin