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

These principles form the foundation of LC classification, and should be followed unless there are explicit instructions otherwise in the classification schedules.
In the previous module, we discussed the overarching principle of LCC, that is, that resources are classified by discipline, and not by subject matter. We also discussed the principle of specificity, and the relationship between the LC subject headings assigned to a resource and the resource’s classification number.

In this module, we will cover the other principles contained in CSM F 10.

Let’s get started.
Sometimes we have to decide between classing a resource with the topic of the resource or with its form – a serial, an encyclopedia, a handbook, and so on.

Form captions are provided at the beginning of schedules and at the beginning of major hierarchies. Most of them are too general to use for resources on specific topics, so the preference is to classify resources with their specific topic. This means that resources of various types might be assigned the same classification number.

Let’s look at some examples.
| Topic vs. Form |
| Example |
| An encyclopedia about military operations in Belgium during the First World War |

Our first example is an encyclopedia about military operations in Belgium during World War I.
One possibility is to class it in D510, which is for Dictionaries of World War I.

Why dictionaries?

Well, both dictionaries and encyclopedias are arranged alphabetically and have entries of greater of lesser length. If you see the caption Dictionaries in a topic, encyclopedias can usually also be classed there.

This number (D510) would include general encyclopedias and dictionaries about World War I, including articles on military operations, but also perhaps short biographies of high-ranking military officers, and articles on diplomatic efforts, refugees, weapons, outcomes, and so forth. So, even though this number is appropriate for dictionaries and encyclopedias, the topical focus of the number is a bit too broad for the resource.
A better number would be the one for the topic of the resource, D541. As you can see from the hierarchy, this number is for military operations in Belgium.

It is the proper place to class this resource. Resources of any form can be classed here.
Now here is a periodical about the management of summer camps.
There is a Periodicals number in the hierarchy for Summer camps, GV192.A1.
There is also a number for Management as a Special topic of Summer camps, GV198.M35.
The preference is always to class with the specific topic instead of with a more general form caption, so the correct number is GV198.M35.
We have one final example of this principle of form versus topic, a resource for children that is about psychoanalysis.
The first possibility for classification is BF173.A25-Z, which is for **General works** about **Psychoanalysis**.
There is another possibility: BF175.3, **Juvenile works** about **Psychoanalysis**. It is at the same level of hierarchy and is therefore of equal specificity. This is one case in which we are able to use the form caption, which is **Juvenile works**.
More specific information about the classification of juvenile materials – including the definition of juvenile for LC classification purposes – can be found in CSM instruction sheet F 615.
We have explained what to do when you have to choose between the topic and form of the resource. Now let’s talk about what happens when you have to choose between the topic and the geographic treatment.

The policy is to class by topic, and not by geographic treatment, unless there are instructions to the contrary.
Our first example is a resource about the way that castles are depicted in American films.
One possibility is PN1993.5.U6, which is for resources about motion pictures in the United States. Note that PN1993.5.U65 is not a possibility because that number is too specific, because it only relates to films made in Hollywood. Anyway, PN1993.5.U6 reflects the geographic treatment of the resource we are cataloging.
The second number, PN1995.9.C343, is for **Castles** as a topic in motion pictures. This number reflects the topic of the resource.
According to the principle of topic vs. geographic treatment, we will use PN1995.9.C343.

Using this class number brings together resources about castles in films regardless of where they were made, and regardless of the nationality of the company that produced them. If we used the number for geographic treatment, PN1993.5.U6, then every resource about any topic in American film would have to be classed there, along with resources about American films in general. This would make a very disorganized collection.
Our second example of the principle of geographic treatment vs. topic is a resource about the way that finance is covered in newspapers in Alberta, Canada.
We could class it in PN4917.A-Z, which is for Journalism in an individual province of Canada, where the A-Z would be replaced by the cutter for Alberta.
We could also class it in PN4914.F5, **Finance** as a special topic in Canadian journalism.

We have to choose whether to class it with the place or with the topic, and the principle says to class with the topic.
PN4914.F5 is the correct number. The place will be brought out with the subject headings, although it cannot be brought out with the classification.
Now let’s look at another resource about the newspaper coverage of finance. This time the resource is about Colorado, a state of the United States.
Based on the previous example, you might expect that the resource would be classed in the number for finance as a special topic in journalism in the United States, PN4888.F6. That is not correct, though, because the journalism schedule – like many LCC schedules – has an American bias.
Here is the number for journalism in individual states of the United States, PN4897.A-W. The A-W will be replaced by the cutter for Colorado. Please look closely at the schedule. After the caption **Local. By state, A-W**, it says “Under each.” This is a subarrangement instruction, and it includes a table.
See the line .x4 **Special topics**? That allows us to bring out a special topic within a particular state.

We are not able to bring out the specific topic of finance in the call number, but this arrangement allows us to put all of the resources about special topics of journalism in Colorado together.
In later modules, we will explain in depth how to create cutters for geographic places and how to use tables.
The next principle covers resources that are about several topics.

Sometimes instructions or references in the schedule will tell you what to do. If there are, follow them. If there are not, class the resource with the dominant subject, or with the first subject mentioned.

Another option is to class the resource with a broader subject. That is done when the resource covers several topics that taken together constitute a major part of the larger subject.
Here is an example of the schedule providing explicit instructions.

The resource is a biography of William Westmoreland, an American Army general who served in World War II, the Korean War, and the Vietnam War.
Military biographies of high-ranking officers are classified with the Military history of a place, so E745 is a good place to start. You can see from the hierarchy pane that the number is for the military history of the United States in the twentieth century.

There is an Including note: Including military biography of World War I-II and the Korean War. It also gives several examples.

Reading a bit further, military history of individual wars is classed with the war, and military societies established before 1951 are classed in E181. Neither of those two references apply to this resource, but the next one does.
“For biographees whose careers extend into the Vietnam War see E840.5.A-Z.”

Westmoreland’s career did extent into the Vietnam War, so we have to click on the hyperlink and look at the schedule at E840.5.A-Z.
The number is for biographies of people in the military in the latter part of the twentieth century.

The number has a *Subarrange* instruction, which we will explain when we discuss tables in a later module.
Other multi-topic resources have a dominant topic, and we should class them with that topic.

A resource about the relative merits of frogs and lizards as pets, should be classed with **Lizards** as pets in SF459.L5 if it is mostly about lizards. If it were mostly about frogs, it would be classed with **Frogs** in SF459.F83.
If the resource gives approximately equal coverage to frogs and lizards as pets, then it could be classed with either topic. We’ve chosen to class it with Frogs because that is the first pet mentioned. That could be the first one mentioned in the title, in the table of contents, in the back-of-the-book summary, or whatever other prominent source you wish to use.
If a resource does not have a cohesive subject such as this one – a book comparing hamsters, ferrets, gerbils, snakes, parakeets, and fish as pets – then it should be classed in a more general number. That makes sense, because it would be misleading to the user to class such a resource with only one of the pets, when that one pet is just a small portion of the resource.
The next principle covers resources that discuss the influence of one topic on another, which is very common in scholarly writing. Those resources should be classed with the topic being influenced, unless the schedule provides instructions to the contrary.
Our first example is a resource about the ways that Chinese culture influences Japanese gardens. It is classed in SB458, *Japanese gardens*, which is in the hierarchy of *Cultural and ethnic garden styles and types*. 
The first subject heading on such a resource would be **Japanese gardens—Chinese influences**. As you can see, the classification number matches the main heading, **Japanese gardens**.
Our second example is French influences on Italian literature.
It is easy to get confused and think that the resource is about French literature. As you can see, the caption on PQ143.I5 is Italian. We have to look at the hierarchy pane to discover that it is in the French literature schedule. More specifically, it is in the subhierarchy for French literature’s relationship to foreign literatures and countries. In short, this number means Italian influence on French literature, the opposite of the resource we are cataloging.
There is a similar area in the **Italian literature** schedule. As you can see, the caption for PQ4050.F5 is **France**. Again, we will look at the hierarchy panel for context. This number refers to the relationship between Italian literature and France. This is the correct place to classify the resource.
The first subject heading assigned to the resource would be **Italian literature—French influences**, so you can see that once again, the classification matches the main heading, **Italian literature**.
Our third example shows a different situation. It is a resource about the influence of the September 11, 2001 terrorist attacks on airport security screening in the United States.

The topic being influenced is the security screening, so the resource has to be classed with that topic.
It is sometimes tempting to class all of the resources about an important event together; in this case, it would mean classing this resource in the number for the terrorist attack, HV6432.7. It is important to remember that in LCC, classification is by discipline and not by topic, and that when one topic is influencing another, the resource is classed with the topic being influenced.
There is not a class number specifically for airline passenger security screening, but remember that sometimes the class number is more general than the resource.

Airport passenger screening is classed with the prevention of accidents and air safety, and it has a geographic subarrangement. Air safety in the United States is classed in TL553.52, and that is where this resource should be classed.
The classification number matches the first subject heading assigned, **Airline passenger security screening—United States**. We cannot bring out the concept of the September 11th attacks in the classification number, but it is represented in the second subject heading, **September 11 Terrorist Attacks, 2001—Influence**.
The final principle is not so much a principle as instructions on what to do when the principles cannot be applied, which does happen.

First, try to apply all of the principles in CSM instruction sheet F 10:

• Assign as specific a number as possible;
• Match the first (or the first two) subject headings;
• Class by topic and not by form;
• Class by topic and not by geographic treatment;
• Follow instructions in the schedules;
• Class multi-topic resources with the dominant topic, or if no topic is dominant, with the overarching topic; and
• Class with the topic being influenced,

If none of those principles help in a specific situation, you class the resource according to the intent of the author or where the resource would be most usefully located.

Sometimes the intent of the author is not obvious. Say you are cataloging a resource about the history of Washington D.C., but it also discusses the way that Washington, D.C. is depicted in American fiction. The history of Washington classes in the F schedule, while the depiction of Washington in American fiction classes in the PS schedule. Which should you use?

You would first check the resource itself to see if one of those topics is covered in greater depth, or in greater length, than the other. If not, there is not a broader topic to class the resource with because the topics are classed in different schedules. Check for the intent of the author to figure out which schedule is better. Is there an overarching thesis statement that can give you a clue? Or perhaps the author is a professor of literature; if so, then the resource is probably written from that point of view and should be classed in PS for literature.

It is also important to keep the user in mind. Search the possible numbers in your library’s catalog. Are there similar resources in either class number? If so, class the resource there, because the intent of classification is to keep similar resources together.
Exercises

Click when you are ready to begin