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Curriculum Laboratory Classification and Organization

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The classification for curricular materials developed by and used at the University of Iowa Curriculum Laboratory is described. The classification is designed (1) to cover all curricular areas, (2) to be simple, logical, and recognizable, (3) to be adaptable to a wide variety of materials in all media, and (4) to provide ready accessibility to all materials through complete cataloging. Portions of the classification and examples of its application are included.

THE PROBLEMS OF ORGANIZING A CURRICULUM COLLECTION have plagued curriculum librarians for years. With no standardized organizational guidelines available, each curriculum librarian has had to invent his own system. Some unusual and frustrating fabrications have resulted from this necessity to innovate in isolation. In certain centers, one may have to find the American history textbooks by first locating the books with the red, white, and blue tape on the spine. To find a given textbook in another center, one may be given only a shelf number. Many centers have little or no access to the materials through a card catalog.

A few organizational systems have been developed which show validity. The University of Washington library uses a system which organizes curriculum materials under a modified Dewey system.1 Though the system appears well developed, the Dewey system, even with modifications, cannot coincide with the structure of the school curriculum, which is the logical structure for organizing a curriculum collection.

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The scheme devised in a master's dissertation by Lois Watt is built around the curriculum as taught, using letters to signify general subject disciplines (e.g., "N" is used for art materials, "J" is used for science materials). Unfortunately, the lack of a mnemonic basis for the symbols may make this scheme difficult for the patron to use.

The aim of this article is to present a system of organizing and classifying a curriculum materials collection in a way which will best serve education specialists.

The curriculum collection will include materials of all types for preschool through high school. Children's and young people's trade books should be a part of the curriculum center and can be classified by the Dewey system with a separate card catalog correlating with like collections in school libraries. These materials present no special problems.

It is the curriculum materials, such as textbooks, curriculum guides, and nonprint media, which present the problem. Through trial and error (and error and error), a classification and organizational system has been developing in the University of Iowa Curriculum Laboratory over the past ten years. This system (presented here with further refinements) has proved workable for the laboratory and is being used in the Curriculum Center of the Iowa City Community School District.

The following criteria are used as the basis for the system. The first aspect is that the system be based on the curricular areas generally taught in the school. Therefore, materials should be organized around broad disciplines of the curriculum such as social studies and language arts. *El-Hi Textbooks in Print* serves as a guide for formulating the disciplines and their subdivisions and reflects trends and changes in curriculum offerings. By using *Textbooks in Print* to verify additions and changes to the system, undue proliferation can be avoided.

The second requirement is that the system be simple, logical, and recognizable. Abbreviation-based codings can aid new users to adjust quickly to the system (e.g., "S" used for science materials). Organizing the materials in subject area centers (language arts, mathematics, science, social studies, and early childhood), instead of by type of medium, can also aid the user in locating related material.

A third consideration is that the scheme be adaptable to a wide variety of materials in all media. The importance of nonprint media in classroom teaching and the changing format of print materials (e.g., the unit text) must be reflected in the system by making provision for the inclusion of such materials.

A fourth concern is that the system provide ready accessibility to all materials through complete cataloging. Sufficient catalog entries should allow a person to locate materials on a specific aspect of a subject or from a cross-disciplinary viewpoint.

The primary consideration in classifying materials is designating the curriculum discipline to which the material belongs. This discipline coding then becomes the first entity of the call number. Subdivisions of
that discipline can be added to the coding to bring together all materials in a specific area:

S Science
Sb Biology and Physiology (Science, Biology)
Se Environmental Studies (Science, Environmental Studies)

The basic list of codings appears as the Appendix at the end of this paper. El-Hi Textbooks in Print should be used for a complete listing of curricular disciplines and subdivisions.

Placing the discipline coding first in the call number indicates that shelving is determined first by that subject. Within the discipline, the materials are shelved by the type or form of the material. Therefore, following the subject coding and separated from it by a period is the symbol for the form of the material:

.TX Textbook
.C Curriculum Guide
.FS Filmstrip

The first line of a call number would then appear as:

S.TX Science textbook
Sb.C Social studies curriculum guide
Se.FS Mathematics, algebra, filmstrip

The second line of the call number is a two-place Cutter number for the main entry. For print materials, the publisher is considered to be the main entry. For curriculum guides, since the publisher is most often a school from a given state, the Cutter number consists of two parts: (1) a Cutter for the state, and (2) a Cutter for the school system. Cutter numbers for print materials are followed by a work mark for the title of the material. Nonprint media are cataloged according to the Association of Educational Communications and Technology standards, which specify the title as main entry. Thus, nonprint items are Cuttered by title. A work mark is used for these materials only when it is needed to distinguish materials:

S.TX Science textbook
S58p Silver Burdett, Probing the Natural World
Sb.C Social studies curriculum guide
I64 Iowa
C36y Cedar Rapids Schools, You Are Unique
Se.FS Mathematics, algebra, filmstrip
Ma.FS Factors and Factoring

In the case of textbooks, additional information is necessary in the call number to insure that all components of a series are shelved as a

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unit by grade level or volume. A symbol can indicate grade level or volume as line three of the call number. A fourth line can identify individual components such as teacher’s edition (TE) or workbook (W). Thus a textbook series could have the following sequence of call numbers:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Volume</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr.J</td>
<td>S58p</td>
<td></td>
</tr>
<tr>
<td>Gr.K</td>
<td>S58p</td>
<td></td>
</tr>
<tr>
<td>Gr.1</td>
<td>S58p</td>
<td></td>
</tr>
<tr>
<td>Gr.2</td>
<td>S58p</td>
<td></td>
</tr>
<tr>
<td>TE</td>
<td>TE</td>
<td>W</td>
</tr>
</tbody>
</table>

This simple scheme is adaptable for special problem situations such as multitext materials. In such cases, the materials can be numbered in parentheses. Therefore, a series of multitexts with teaching editions would appear as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Volume</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr.1</td>
<td>(1)</td>
<td>TE</td>
</tr>
<tr>
<td>Gr.1</td>
<td>(1)TE</td>
<td></td>
</tr>
<tr>
<td>Gr.1</td>
<td>(2)</td>
<td>TE</td>
</tr>
<tr>
<td>Gr.2</td>
<td>(2)TE</td>
<td></td>
</tr>
<tr>
<td>Gr.2</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Gr.2</td>
<td>(1)TE</td>
<td></td>
</tr>
</tbody>
</table>

It is also desirable to identify materials according to level or ability. A preprinted label indicating “Elementary,” “Secondary,” “Adult Education,” or “Special Education” can be affixed to the front cover and/or spine of the materials for recognition or separation of these materials. If adult education or special education materials are to be located together instead of with the discipline centers, codings like “AD” and “S.ED” can be used as the first line in the call number:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.ED</td>
<td>Special education</td>
</tr>
<tr>
<td>Soc.TX</td>
<td>Social studies civics textbook</td>
</tr>
<tr>
<td>F66c</td>
<td>Follett, Civics</td>
</tr>
</tbody>
</table>

An organizational scheme is only one component of a functional curriculum center. As stated in the fourth criterion above, access to the contents of the materials through the card catalog is also imperative. It is well worth the time expended to catalog materials completely if the patron is more likely to become independent in the use of the center. Basic entries for materials include the following:

1. Shelf card;
2. Publisher card;
3. Title card (omitted for curriculum guides which do not have distinctive titles in most cases);
4. Subject cards (omitted for textbooks because they most often cover the whole of a general curricular area with similar topics in similar texts, and because they are frequently revised and outdated, making cataloging prohibitive). "Sears List of Subject Headings" is used for subjects with adaptations for special curriculum topics, such as “Community helpers,” and “Movement exploration.”

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An additional entry is made under project name if the material is the product of a curriculum project.

In conclusion, the primary goal of a workable organizational system should be to make possible an easy and quick access to the materials. Developing such a system is a difficult task, and individuals should not need to devise their system in isolation. Until there is a standard method for organizing a curriculum center, librarians will need to draw on the experience of others. It is the hope that the present system may serve as a guide from which librarians can incorporate and adapt those aspects which may prove most useful.

REFERENCES


APPENDIX

Discipline Codes (Based on divisions in El-Hi Textbooks in Print)

A  Art  Aa  Art Appreciation and Criticism
B  Business  Ba  Accounting and Bookkeeping
      Be  Business English
      Bl  Business Law
      Br  Retailing, Marketing, and Salesmanship
      Bs  Shorthand and Typing
F  Foreign Languages  Ff  French
      Fg  German
      Fl  Latin
      Fs  Spanish
G  Guidance  Gc  Career Guidance
H  Health and Physical Education  Hd  Driver Education
      Hh  Health and Hygiene
      Hp  Physical Education
      Hs  Safety
      Hse  Sex Education
HO  Home Economics  HOc  Child Care and Development
      HOcl  Clothing and Fabrics
      HOco  Consumer Problems
      HOf  Food and Nutrition
      HOm  Marriage and the Family
L  Language Arts  Lc  Composition and Creative Writing
      Le  English as a Second Language
      Lh  Handwriting
      Lj  Journalism
      Li  Library Skills and Organization
      Ls  Speech
      Lsp  Spelling
LI  Literature
M  Mathematics  Ma  Algebra
      Mg  Geometry
      Mt  Trigonometry
MU  Music
N  Nursery and Kindergarten Education
R  Reading
RE  Religious Education
S  Science  Sa  Aeronautics and Space Study
      Sas  Astronomy

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LIST OF SUBSCRIPTION AGENTS AVAILABLE

The American Library Association has announced publication of


This updated guide was compiled from reports by research libraries and from replies of agents to questionnaires and is a proven tool for the acquisition of foreign periodicals by United States libraries.

Listed alphabetically in this edition are 177 agents. Information provided for each includes full address, area of specialization, types of materials supplied, discounts, special services, and library recommendations. Agents in the newly developing countries in Africa and Asia are included, as is general information on foreign acquisition procedures.

An updated version of the 1969 edition, this directory may be ordered from: Order Department, American Library Association, 50 E. Huron St., Chicago, IL 60611.