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A survey of cataloging practices pertaining to audio and visual materials in Iowa high schools

Wanda Farrell

*University of Northern Iowa*

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Abstract
The purpose of this study is to determine who in the Iowa high schools is responsible for the cataloging of audio and visual materials and the methods, sources, and treatment of cataloging audio and visual materials. Hypothesis

1. In Iowa high schools, the School Librarian (Media Specialist) is responsible for the professional aspects of the cataloging of audio and visual materials 100% of the time even though an Educational Media Specialist is employed by the high school.

2. Color banding and/or colored cards are used in 50% of the high schools.

3. For classification of audio and visual materials 75% of the high schools use Dewey Decimal Classification and 25% use accession number systems.

4. A media code as part of the call number or the type of media printed in full above the call number is used by 75% of the high school librarians (media specialists).

5. Anglo-American Cataloging Rules (AACR) is used by 80% of the high school librarians (media specialists).

6. In high schools, 90% of the audio and visual materials are housed in the library or media center.
A SURVEY OF CATALOGING PRACTICES PERTAINING TO AUDIO AND VISUAL MATERIALS IN IOWA HIGH SCHOOLS

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Wanda Farrell
July 12, 1976

Read and Approved by
Gerald R. Hodges
Elizabeth Martin

Accepted by Department
Elizabeth Martin
Date July 13, 1976
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Chapter One

INTRODUCTION

The rapid influx of nonbook materials into the information system in general, and libraries in particular, makes it imperative that librarians develop uniform methods of cataloging these items. The many forms of nonbook materials and methods of cataloging them continue to proliferate. The problems of cataloging and filing nonbook items becomes more difficult as the proliferation continues.\(^1\) The intent of this paper is to determine what methods are used to catalog the audio and visual materials by the school librarians in the high schools of Iowa.

Statement of the Problem

The purpose of this study is to determine who in the Iowa high schools is responsible for the cataloging of audio and visual materials and the methods, sources, and treatment of cataloging audio and visual materials.

Hypothesis

1. In Iowa high schools, the School Librarian (Media Specialist) is responsible for the professional aspects of the cataloging of audio and visual materials 100% of the time even though an Educational Media Specialist is employed by the high school.

2. Color banding and/or colored cards are used in 50% of the high schools.

3. For classification of audio and visual materials 75% of the high schools use Dewey Decimal Classification and 25% use accession number systems.

4. A media code as part of the call number or the type of media printed in full above the call number is used by 75% of the high school librarians (media specialists).

5. Anglo-American Cataloging Rules (AACR) is used by 80% of the high school librarians (media specialists).

6. In high schools, 90% of the audio and visual materials are housed in the library or media center.

Importance of the Study

This study will give some insight into the present practices of school librarians in Iowa in regard to their cataloging practices. The study could be used as a basis for further research on the use of Anglo-American Cataloging Rules published by the American Library Association, Nonbook Materials: The Organization of Integrated Collections published by the Canadian Library Association, and Standards for Cataloging Nonprint Materials published by the Association for Educational Communications and Technology.

Limitations

The population of this study will be limited to 100 randomly selected Iowa high school librarians (media specialists) who are certified. Only audio and visual materials as a whole, not specific types, will be studied for this survey.

Assumptions

1. The respondents will give truthful answers to the questionnaire.

2. The questionnaire is a valid instrument for testing the hypotheses of the author.
3. This study presupposes a basic knowledge of cataloging and cataloging practices used by school librarians.

**Definitions**

**Accession Number**--a numbering system which uses a number to record the chronological order in which that particular item was added to the library collection.²

**Authorship**--the person or corporate body chiefly responsible for the creation of the intellectual or artistic content of a work.³

**Audio and Visual Materials**--audio-visual media including motion pictures, filmstrips, videorecordings, slides and transparencies and also certain materials intended mainly as instructional aids such as charts, dioramas, games, kits, models, and the like.⁴

**Colored Catalog Cards or Color Banded Cards**--colored cards are used to indicate different types of audio visual materials, blue cards, for example, may indicate the material is a filmstrip. Color banding of cards is used to indicate different types of audio and visual materials, also. For example, a red stripe across the top of the card may indicate the material is a kit and a green strip would indicate the material is a transparency.


Educational Media Specialist—shall have met the requirements for a professional certificate endorsed for elementary or secondary school teaching and shall possess a master's degree based upon an approved program in the specialized area of educational media.\(^5\)

High School—the level in school that refers to either grades nine through twelve or grades ten through twelve.

Media Code—a letter or letters may be placed above the classification or accession number. Instead of the letter or letters, the complete name of the material may be typed above the classification number, e.g., Transparency, Study Print, or Filmstrip.\(^6\)

School Librarians (Media Specialists)—for authorization to serve as a school librarian in kindergarten and grades one through twelve, an applicant shall have completed an approved four year teacher education program with a major in library science, including a supervised experience at both the elementary and secondary school level, and methods at both levels, and a bachelor of arts degree from a recognized institution.\(^7\)


Chapter Two

LITERATURE REVIEW

A review was made of the literature related to the cataloging of audio and visual materials available at the University of Northern Iowa's library and through its inter-library loan system.

The only study similar to this investigation was conducted by Mrs. Rosanne Krubsack in 1972 on cataloging of audio and visual materials. Mrs. Krubsack surveyed seventy-five audio visual directors in Wisconsin secondary schools. In this study, she found that the majority of school librarians did the cataloging, using Dewey Decimal Classification, and interfiled the catalog cards with the book cards. Also, the majority used multi-color banding on audio and visual materials catalog cards.8

The first article to appear on the cataloging of audio and visual materials was published in 1933 by Grace Dick. She believed that with the increasing demand for audio and visual media in education, the librarians should have found it necessary to apply library science to the assembling and cataloging of the various aids. She recommended using Dewey

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Decimal Classification and a media code to identify various types of media.9

In an article written by Virginia Clarke, she recommended using accession numbers and a media coding system with the use of author entries.10 In Clarke's Non-Book Library Materials, she expanded on the basics of her article. Illustrations showed examples of how to catalog the different types of media or audio and visual materials.11 Elaine von Oesen used a media code, accession numbers, author entries, and one card catalog in her article on cataloging audio and visual media.12 Margaret Rufsvold in Audio-Visual School Library Services also recommended a media code and one card catalog, but suggested the use of Dewey Decimal Classification.13

The first suggestion for use of colored catalog cards was made by Leonard F. Paine in 1948. Paine believed that


colored cards would aid in distinguishing audio and visual materials from book materials. He also suggested using Dewey Decimal Classification and title as main entry.\textsuperscript{14}

More recent studies on the cataloging of audio and visual materials were classified into two categories by the author. The categories are those which do not recommend the use of media codes and color banding and those which do recommend the use of media codes and color banding. The authors and associations who do not recommend the use of media codes and color banding will be examined first.

Jean Riddle Weihs in Nonbook Materials: The Organization of Integrated Collections suggested using author as main entry, Anglo-American Cataloging Rules (AACR), Sears List of Subject Headings (SL), and Dewey Decimal Classification. She did not recommend using media codes and color banding as she felt they were confusing.\textsuperscript{15} In Anglo-American Cataloging Rules, Chapter 12, no mention was made of the use of color banding or media codes, but author as main entry was recommended. These new rules are more explicit than those of


In Standards for Cataloging, Coding and Scheduling Educational Media, published by the National Education Association, the recommendation was made of use of Dewey Decimal Classification, title as main entry, and AACR, and no mention was made of color banding or media codes.17 Robert Little in Cataloging, Processing, and Administering AV Materials used title as main entry, Dewey Decimal Classification and AACR. Little did not use media codes or color banding.18 Esther Piercy in Commonsense Cataloging recommended AACR, accession numbers, title as main entry, and Dewey Decimal Classification.19 The Association for Educational Communications and Technology developed Standards for Cataloging Nonprint Materials in which they recommended use of title as main entry, AACR, Dewey Decimal Classification, but did not recommend use of color banding.20

The numbers of authors who have recommended media codes and/or color banding are more numerous. The following are some


of the authors who recommended the use of the above forms of coding and classifying.

Rose Holmes, in *Organizing Audio Visual Instructional Materials*, recommended using media codes and author as main entry, but not using color banding.21 The only other author to recommend author as main entry was Pearce Grove in *Non-Print Media Guidelines*. He also used AACR, Dewey Decimal Classification, and media codes.22

Budd Gambee, author of *Non-Book Materials as Library Resources*, advised use of title as main entry, media codes, accession numbers, and AACR.23 In *Administering Educational Media*, James Brown, et al, advocated using two card catalogs, classification by Dewey or accession number, title as main entry, and a media code.24 Shirley Hopkinson in *The Descriptive Cataloging of Library Materials* also used title as main entry, media codes, Cutter numbers, and Dewey Decimal Classification.25

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Non-Print Media, printed by the Lincoln, Nebraska Public Schools
used title as main entry, media codes, and Dewey Decimal Classifica-
tion. Warren Hicks, author of Developing Multi-Media
Libraries, stated that one could use accession numbers, media
codes, title as main entry, and Dewey Decimal Classification.

In A-V Cataloging and Processing Simplified, Jean Johnson used
title as main entry, a media code, and Dewey Decimal Classification.

Carl Cox recommended a media code followed by an
accession number, title as main entry, and not using color
banding.

The next four authors all recommended the use of color
banding or colored catalog cards in the cataloging of audio
and visual materials. John Pressler, author of Organizing
Library Based A-V Materials, advised using accession numbers,
two card catalogs, and title main entries.

Author of The
Cataloging Manual for Nonbook Materials, Judith Loveys Westhus,

[Notes]

26 Non-Print Media: Cataloging and Classification in

27 Warren B. Hicks and Alma M. Tillin. Developing

28 Jean Thornton Johnson, et al. AV Cataloging and
Processing Simplified. Raleigh, North Carolina:

29 Carl T. Cox. "The Cataloging of Nonbook Materials:
Basic Guidelines", Library Resources and Technical Ser-

30 John Pressler. "Organizing Library Based A-V
recommended using Dewey Decimal Classification and title as
main entry. 31 Evelyn Harris in Instructional Materials Cata-
logging Guide used title as main entry and media codes. 32
R. E. Holdrige recommended Dewey Classification and accession
numbers. 33

Sister Francis Joseph’s article on cataloging visual media
is unique. She used a classification list based on R. R. Bowker’s
Textbooks in Print. Each heading was given a numerical code.
Accession numbers were used with the number and a media code. 34

From the many sources available there was no real guide-
line prior to Nonbook Materials published by the Canadian Library
Association and AACR, Chapter 12 published by the American
Library Association. Of those sources reviewed which were pub-
lished within the last ten years, 75% recommended title as main
entry, 70% recommended Dewey Decimal Classification, and 50%
recommended the use of media codes. 25% recommended author as
main entry and AACR. In conclusion, it is still up to the
school media specialist or librarian to make his own decision on
the adoption of a set of guidelines.


32 Evelyn J. Harris. Instructional Materials Cataloging


34 Sister Francis Joseph. "Cataloging Audio-Visuals",
Chapter Three

METHODOLOGY

The data for this study were collected through the use of a mailed questionnaire with a cover letter explaining the purpose of the study. A self-addressed stamped envelope was enclosed for the return of the questionnaire.

The population for the study was defined as a random sample of part-time and full-time high school media specialists or librarians who are certified in Iowa. High school media specialists or librarians who met this description were randomly selected from the Iowa Department of Instruction's Educational Directory, 1975-1976, School Year matched with the Computer Print-Out of School Personnel with Media Assignments, 1975-1976. Media specialists or librarians with assignments kindergarten through grade twelve or grades seven through grade twelve were asked to answer the questionnaire only as it related to the high school situation. A table of random numbers was used to select the sample. The random sample yielded only one school per school district; therefore, school systems with centralized processing would not affect the results of the study.

A preliminary test of the questionnaire was conducted in the spring of 1976. The pre-test of the questionnaire was mailed to ten high school librarians or media specialists selected from the Iowa Department of Public Instruction's
Educational Directory, 1975-1976, School Year matched with
the Computer Print-Out of School Personnel With Media
Assignments, 1975-1976. The pre-test of the questionnaire
revealed no need for revisions. The questionnaire was then
mailed to the 100 randomly selected high school librarians
or media specialists in Iowa high schools.

The respondents were urged to return the questionnaire
within ten days. A follow-up letter was deemed unnecessary,
since the response to the original letter and questionnaire
was 68%.

The lists of the Department of Public Instruction are
not entirely correct or up-to-date, but they were the only
such sources available. The author believed that the lists
were of sufficient accuracy for the purposes of this study.

The data gathering instrument, the questionnaire, was
used to test the following hypotheses:

1. The school librarian (media specialist) is responsible
   for cataloging audio and visual materials 100% of the
time.

2. Color banding and/or colored cards are used by 50%
of the high schools.

3. 75% of the high schools use Dewey Decimal Classification
   and 25% use accession number systems.

4. A media code as part of the call number is used in
   75% of the schools.

5. Anglo-American Cataloging Rules is used in 80% of
   the high schools.

6. In high schools, 90% of the audio and visual materials
   are housed in the library or media center.
The reason for asking these questions was to determine if there are any widely accepted guidelines on the cataloging of audio and visual materials. The literature surveyed does not seem to offer any one widely accepted way to catalog these materials. Secondly, the author wanted to know if color banding or colored cards and media covers are used as was suggested by some of the literature. Third, and most important, the author wanted to know who is responsible for doing the cataloging, the school librarian (media specialist) or the educational media specialist, if one is employed in the school. Knowledge of the use of author or title main entry was sought since many sources reviewed recommended the use of title main entry. These were the main points of information being sought by the author on the questionnaire.
Chapter Four

ANALYSIS OF DATA

Hypothesis 1: 100% of the school librarians (media specialists) are responsible for the cataloging of audio and visual materials.

Question 4: The media specialist or educational media specialist is responsible for cataloging the audio and visual materials is the high school.

<table>
<thead>
<tr>
<th></th>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility for Cataloging</td>
<td></td>
</tr>
<tr>
<td>(N=60)</td>
<td></td>
</tr>
<tr>
<td>School librarians (media</td>
<td></td>
</tr>
<tr>
<td>specialists) responsible</td>
<td></td>
</tr>
<tr>
<td>for cataloging</td>
<td>100% (60)</td>
</tr>
<tr>
<td>Educational media specialists</td>
<td></td>
</tr>
<tr>
<td>responsible for cataloging</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

Hypothesis 1, 100% of the school librarians (media specialists) are responsible for cataloging audio and visual materials, was accepted. The data showed that all 60 of the respondents were responsible for the cataloging of audio and visual media. Additional data showed that 72% purchased printed catalog cards and 70% of the school librarians did some scratch cataloging of audio and visual materials.
Hypothesis 2: Color banding or colored catalog cards are used in 50% of the high schools.

Question 10: Is color banding practiced in your high school?
Question 11: Are colored catalog cards used in your high school for cataloging audio and visual materials?

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Uses of Color Banded and Colored Catalog Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use Color Banded Cards</td>
</tr>
<tr>
<td>65% (39)</td>
<td>35% (21)</td>
</tr>
<tr>
<td>Use Colored Catalog Cards</td>
<td>Do Not Use Colored Catalog Cards</td>
</tr>
<tr>
<td>26% (10)</td>
<td>74% (44)</td>
</tr>
</tbody>
</table>

Hypothesis 2, color banding or colored catalog cards are used in 50% of the high schools, the first hypothesis is accepted and the second rejected, since only 26% of the respondents used colored catalog cards for audio and visual media. It was interesting to note that 38% of those using color banding used only one color. 31% of those librarians who used colored catalog cards used only one color. In color banding, the largest number of colors used was twelve. With colored catalog cards, the most colors used was six.
Hypothesis 3: 75% of the high schools use Dewey Decimal Classification and 25% use accession number systems.

Question 15: Is Dewey Decimal Classification, Library of Congress, accession numbers, or another system used for cataloging audio and visual materials?

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Dewey Decimal Classification or Accession Numbers</strong></td>
</tr>
<tr>
<td>(N=60)</td>
</tr>
<tr>
<td><strong>Use Dewey Decimal Classification</strong></td>
</tr>
<tr>
<td>88% (53)</td>
</tr>
<tr>
<td><strong>Use Accession Numbers</strong></td>
</tr>
<tr>
<td>12% (7)</td>
</tr>
</tbody>
</table>

Hypothesis 3, 75% use Dewey Decimal Classification and 25% use accession number systems, of the two hypotheses the 75% use of Dewey was accepted, but 25% use of accession numbers was rejected. The data showed that no high school surveyed used Library of Congress Classification or another system of their own device. The wide acceptance of Dewey Decimal Classification as a cataloging treatment for audio and visual materials was surprising, since only 70% of the literature surveyed recommended Dewey Classification for audio and visual materials.
Hypothesis 4: A media code as part of the call number on catalog cards for audio and visual materials is used in 75% of the high schools.

Question 16: Are media codes part of the call number on catalog cards for audio and visual materials?

<table>
<thead>
<tr>
<th>Table 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Media Codes</td>
</tr>
<tr>
<td>(N=60)</td>
</tr>
<tr>
<td>Use Media Codes</td>
</tr>
<tr>
<td>65% (39)</td>
</tr>
</tbody>
</table>

Hypothesis 4, 75% use of media codes, was rejected. 16% of those surveyed used type of media printed in full above the call number, 10% used accession numbers, 10% used nothing extra, and 6% used Cutter numbers. Interestingly enough most school librarians (media specialists) use media codes (65%).

Hypothesis 5: Anglo-American Cataloging Rules and author as main entry is used in 80% of the high schools.

Question 17: Which is used for main entry, author or title?

Question 19: Which guidelines do you use to catalog audio and visual materials?
Table 5

Usage of AACR and Author as Main Entry

(N=60)

<table>
<thead>
<tr>
<th>Use AACR</th>
<th>Do Not Use AACR</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% (15)</td>
<td>75% (45)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use Author Main Entry</th>
<th>Do Not Use Author Main Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>26% (16)</td>
<td>74% (44)</td>
</tr>
</tbody>
</table>

Hypothesis 5: 80% use of AACR and author as main entry, was rejected. The majority of the respondents, 60% stated that they used Sear's List to catalog audio and visual media. 25% used Nonbook Materials by the Canadian Library Association, 16% used Standards for Cataloging Non-Print Materials by the AECT, and 1% used AV Cataloging Simplified, The Descriptive Cataloging of Library Materials, and Learning Centers and School Librarians.

Hypothesis 6: 90% of the audio and visual materials are housed in the library or media center.

Question 14: Where are the audio and visual materials housed: Library or media center, resource center, classroom, other?
Hypothesis 6, 90% housing of audio and visual materials in the library or media center, was accepted. Many librarians (media specialists) stated that originally the materials were housed in the library, but are checked out to classrooms and resource centers for the school year or months at a time. In several cases, the librarian stated that the classroom collections belonged to the individual teacher and were not cataloged.

Some special problems that were mentioned were the lack of space, lack of adequate help, lack of funds, and lack of time to catalog the audio and visual materials. The author had to eliminate eight questionnaires because the librarians did not have the audio and visual materials cataloged, they were the property of the classroom teacher, or there were not enough audio and visual materials to bother with cataloging. Many school librarians stated that they relied on the area centers to supply audio and visual materials; therefore, it was decided unnecessary to purchase audio and visual materials for the school.

<table>
<thead>
<tr>
<th>Housed in Library or Media Center</th>
<th>Do Not House in Library or Media Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% (55)</td>
<td>9% (5)</td>
</tr>
</tbody>
</table>
Hypothesis 1, librarians or media specialists are responsible 100% of the time for the cataloging of audio and visual materials, was accepted. The data showed that 0% of educational media specialists were responsible for the cataloging of audio and visual materials, when 25% of the respondents had either a full-time or part-time educational media specialist. One may conclude from the data that cataloging of audio and visual materials is entirely the responsibility of the librarian or media specialist.

Of Hypothesis 2, one hypothesis can be accepted. Accepted was the hypothesis that color banding was used in 50% of the high schools. Rejected was the hypothesis that colored cards were used in 50% of the high schools. 65% of the respondents used color banding. Of those using color banding, 38% used only one color to indicate audio and visual materials. 26% of the respondents used colored catalog cards in cataloging audio and visual materials. Of those using colored catalog cards, 31% used only one color to indicate audio and visual materials.

One hypothesis was accepted of the two in Hypothesis 3. 75% use of Dewey Decimal Classification hypothesis was accepted, 25% use of accession numbers hypothesis was rejected.
88% of the respondents used Dewey Decimal Classification and 12% used accession numbers. None of the respondents used Library of Congress Classification or a system of their own devising. One may conclude from the data that the use of Dewey Decimal Classification is widely accepted for the cataloging of audio and visual materials.

A media code as part of the call number is used in 75% of the high schools, Hypothesis 4, was rejected. The respondents used media codes only 65% of the time. 16% of those used type of media printed in full above the call number, 10% used nothing extra, 10% used accession numbers, and 6% used Cutter numbers. Even though the hypothesis was rejected, interestingly, more than one-half of those responding used media codes.

Hypothesis 5, 80% use of AACR and author as main entry, was rejected. 25% of the respondents used AACR to catalog audio visual media and 26% of the respondents used author as main entry. The majority of the respondents, 60%, stated that they used Sear's List most in cataloging audio and visual materials. 25% used Nonbook Materials by the Canadian Library Association, 16% used Standards for Cataloging Non-Print Materials, and 1% used AV Cataloging Simplified, The Descriptive Cataloging of Library Materials, and Learning Centers and School Librarians. As was mentioned in the literature review, there does not seem to be one set of guidelines for the cataloging of audio and visual media.

90% of the audio and visual materials are housed in the library or media center, as stated in Hypothesis 6, was accepted.
The materials for the most part were originally housed in the library or media center and are checked out to the classrooms and resource rooms for indefinite periods of time. The only materials not ever housed in the library or media center are those materials which are the special collections of the classroom teachers.

The author believes that this survey gives an accurate picture of the general condition of the cataloging of audio and visual materials, especially of the smaller school systems throughout the state of Iowa. This survey has served the purpose of the author to determine responsibility for cataloging in Iowa high schools of audio and visual materials and the methods and treatment of audio and visual materials.


Dear

I am conducting a survey of audio and visual cataloging practices in Iowa high schools. I am especially interested in the methods used and the responsibility for cataloging. This random survey is being conducted as part of the requirements for the Master of Arts Degree, Department of Library Science, University of Northern Iowa.

The answers to the questionnaire will remain anonymous, neither the names of participants nor schools will be used in the resulting paper. This survey should be returned within ten days of receipt or by April 29, 1976.

Thank you very much for your cooperation which is most necessary for the completion of the project. I appreciate the time taken away from your busy schedule to complete this questionnaire.

Sincerely yours,

Wanda Farrell
Dear

I am conducting a survey of audio and visual cataloging practices in Iowa high schools. I am especially interested in the methods used and the responsibility for cataloging. This random survey is being conducted as part of the requirements for the Master of Arts Degree, Department of Library Science, University of Northern Iowa.

The answers to the questionnaire will remain anonymous, neither the names of participants nor schools will be used in the resulting paper. This survey should be returned within ten days of receipt or by May 7, 1976.

Thank you very much for your cooperation which is most necessary for the completion of the project. I appreciate the time taken away from your busy schedule to complete this questionnaire.

Sincerely yours,

Wanda Farrell
Appendix C
QUESTIONNAIRE

1. How many students are enrolled in your high school? _______

2. How many certified Media Specialists or School Librarians (Iowa endorsement 34) are employed in your high school?
   _______ full-time _______ part-time

3. How many certified Educational Media Specialists (Iowa endorsement 39) are employed in your high school?
   _______ full-time _______ part-time

4. Who is responsible for the cataloging for audio and visual materials in your high school?
   _______ Media Specialist       _______ Educational Media Specialist

5. Do you receive your catalog cards for audio and visual materials from a processing center in your school system?
   _______ yes _______ no

6. Are catalog cards for audio and visual materials generally
   _______ purchased printed _______ supplied by processing center
   _______ done from scratch _______ other ____________

7. Do you ever purchase printed catalog cards?
   _______ yes _______ no

8. If you purchase printed catalog cards, what percentage of the audio and visual material is commercially cataloged?
   _______ 0-21% _______ 21-40%
   _______ 41-60% _______ 61-80%
   _______ 81-100%

9. What percentage of the time do you do scratch cataloging of audio and visual materials?
   _______ never _______ 25% or less
   _______ 26-50% _______ 51-75%
   _______ 76-100%

10. Is color banding of audio and visual materials practiced in your library or media center?
    _______ yes _______ no

11. If color banding is practiced, how many colors are used for the different types of audio and visual materials?
    _______ 1 _______ _______ 2 _______ _______ 3 _______ _______ 4 _______ _______ 5
    _______ 6 _______ _______ 7 _______ _______ 8 _______ _______ 9 _______ 10 _______ 11
    _______ 12 or more
12. Are colored catalog cards used for the cataloging of audio and visual materials?
   ____ yes  ____ no

13. How many colors are used, if colored catalog cards are used?
   ____ 1  ____ 2  ____ 3  ____ 4  ____ 5  ____ 6 or more

14. Where are the audio and visual materials housed?
   ____ media center or library
   ____ resource center
   ____ classrooms
   ____ other _____________________________

15. Which system do you use for locating audio and visual materials?
   ____ Dewey Decimal Classification System
   ____ Library of Congress Classification
   ____ Accession Numbers
   ____ Other _____________________________

16. Along with the above system do you use
   ____ Cutter Numbers
   ____ Media Codes
   ____ Type of media typed in full above the call number
   ____ Accession Number
   ____ Other _____________________________

17. When selecting the main entry, which is used for audio and visual materials?
   ____ Author, if it is determinable
   ____ Title, for all forms of audio and visual materials

18. Are catalog cards for audio and visual materials interfiled with catalog cards for books?
   ____ yes  ____ no

19. Which standards or guidelines do you use to catalog audio and visual materials?
   ____ Anglo-American Cataloging Rules: North American Text
   ____ Anglo-American Cataloging Rules: North American Text, Chapter 12
   ____ Nonbook Materials: The Organization of Integrated Collections
      (Canadian Library Association)
   ____ Standards for Cataloging Non-Print Materials (Association for Educational Communications and Technology)
   ____ Sears List of Subject Headings
   ____ Other _____________________________

20. What are some special problems you have had that are not mentioned here?