1975

A Study of the Classification Systems for Curriculum Laboratories

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Abstract

The State of Iowa, through a bill reorganizing the intermediate county education systems into fifteen intermediate area education agencies providing special education, media, and auxiliary services, has mandated that the media division shall provide a professional library and curriculum laboratory for the area that it serves.

The area media center is not a new concept in Iowa as there are presently sixteen such centers in the state

that provide a variety of services to the schools in their area with a few centers providing curriculum laboratories for the teachers in their area. These sixteen centers 4 became a part of the area education agencies on July 1, 1975, and will provide the basic services mandated by law.

The Area 15 Education Agency Media Center, Ottumwa, Iowa, has had a limited professional library but has not had a curriculum laboratory. The intent of this study is to provide the media center staff with information and ideas concerning a variety of classification systems in order that they may implement a system that will be easily maintained by the staff and, more importantly, easily used by those they serve.

A STUDY OF THE CLASSIFICATION SYSTEMS FOR CURRICULUM LABORATORIES

A Research Paper

Presented to the

Faculty of the Library Science Department

University of Northern Iowa

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

By

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July, 1975

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Date July 18, 1975

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INTRODUCTION

Educators have a multitude of definitions covering the concept of the curriculum laboratory and its function. In many cases, while the concepts may agree, the name assigned to the facilities may vary. Among the variety of names given to these facilities are curriculum library, materials laboratory, instructional resources laboratory, or curriculum inquiry center.

Curriculum laboratories within the college setting, more often than not, started as an adjunct of the Department of Education and may have developed in many ways from that beginning. The college curriculum laboratory provides materials for use by students in the field of education as well as by the instructors of the college. A variety of textbooks in all subject areas as well as curriculum guides, educational journals, publisher's catalogs, material evaluation and selection tools, and a variety of print and non-print instructional materials are available for inspection. In some cases, production facilities are available and a staff is provided to assist students in making their own materials to fit specific instructional needs.

Curriculum laboratories within the public school setting generally emphasize the production aspect, limiting

the print collection to professional literature and curriculum guides. The non-print collections are quite often instructional materials that are used on a regular district-wide basis and not merely for inspection purposes.

The collection of any laboratory may have several different uses. Primarily, it exists to allow the user to examine materials within the laboratory; examine materials with the opportunity to apply their use in the classroom situation; borrow material to support an instructional unit of study; or use given portions of several items for prescriptive purposes with a given instructional problem.

As with any collection, the materials in the curriculum laboratory must be organized in a way that best fits the needs of the user. Curriculum materials for the various instructional disciplines quite often draw on subject matter from completely different areas of the library organized under the existing popular classification systems. This has resulted in the development of individual classification systems by the staff responsible for organizing the material in the curriculum laboratory. Many of these classification systems have been developed by people unfamiliar with the more common classification systems and with little knowledge of the types of materials to be organized or their intended use. Consequently, a variety of systems have evolved that are dependent upon the presence of one individual who knows what is in the laboratory and where it is shelved.

In one study of curriculum laboratories, information received from reporting laboratories indicated a variety of

classification systems in use: thirty-seven (37) Dewey Decimal; fifteen (15) Library of Congress; two (2) United States Office of Education classification system; three (3) Textbooks In Print subject classification system; nine (9) subject, publisher, grade level; two (2) subject, grade level, publisher; two (2) subject, author; two (2) grade level, subject area; and other local adaptations unexplained.[1]

The dedication of the professional and non-professional staff serving the curriculum laboratory can result in satisfied clients despite any shortcomings of the collection or its organization. It is hoped, however, that there will be a concerted effort to arrange the collection so that it meets the needs of its users and considers the individual who wishes to browse in the collection without staff assistance.

PURPOSE OF THE STUDY

The State of Iowa, through a bill reorganizing the intermediate county education systems into fifteen intermediate area education agencies providing special education, media, and auxiliary services, has mandated that the media division shall provide a professional library and curriculum laboratory for the area that it serves.

The area media center is not a new concept in Iowa as there are presently sixteen such centers in the state

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[1]Harlan R. Johnson, The Curriculum Materials Center: a Study of Policies and Practices in Selected Centers (1973), pp. 33-34.

that provide a variety of services to the schools in their area with a few centers providing curriculum laboratories for the teachers in their area. These sixteen centers became a part of the area education agencies on July 1, 1975, and will provide the basic services mandated by law.

The Area 15 Education Agency Media Center, Ottumwa, Iowa, has had a limited professional library but has not had a curriculum laboratory. The intent of this study is to provide the media center staff with information and ideas concerning a variety of classification systems in order that they may implement a system that will be easily maintained by the staff and, more importantly, easily used by those they serve.

SOURCE OF THE DATA

For this study, visits were made to three university curriculum laboratories and one area curriculum laboratory serving the K-12 schools in a six-county area. A search of the literature allowed for the inclusion of a laboratory using the Dewey Decimal Classification.

Chapter 2

FIVE EXISTING CLASSIFICATION SYSTEMS

Curriculum Library at Bowling Green State University[2]

The Dewey Decimal Classification is used in the curriculum library at Bowling Green State University, Bowling Green, Ohio, in order to conform to the system used in their circulating library. Three lines are used in the call number to convey all the needed information.

The first line carries the symbol CU which stands for the department. This symbol does not appear on the catalog cards. The second line carries the appropriate Dewey Decimal Classification number. The third line carries the publisher's Cutter number and a series of work letters indicating the place in a series, the kind of book, and the copy number.

The first work letter after the Cutter number, starting with "a," denotes the placement of the book in a series. The grade levels indicated by these letters will differ from series to series.

The second work letter conveys the following information:

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[2]Dana J. Hull, "Cataloging for Curriculum Libraries," Educational Leadership, 30:2 (April, 1970), pp. 164-167.

No second letter-student text
a-student's workbook
b-teacher's edition (with text)
c-teacher's workbook
d-teacher's guide (without text)
e-other, such as tests

A number appearing after the work letters indicates duplicate copies received from the publisher.

This classification system allowed for a call number that was not so long and involved that shelving was a chore. A call number might look like the example below:

CU (Curriculum Library)

372.35 (Elementary Science)
H29bb2 (Publisher's Cutter number, first in series, teacher's edition, second copy from publisher)

This system did correspond to the Dewey Decimal Classification used in the rest of the library, and the professional responsible for the implementation believed the familiar well-known system would conform to the needs of her users. It was necessary, however, to exercise editorial license in some areas. The use of 372 for elementary materials did not allow for the separation of materials in some subject areas, and it was necessary to adapt the system to meet these needs. It was also necessary to add areas where materials were available and categories were not.

Curriculum Lab at Western Illinois University

The classification system used at the Curriculum Lab, Western Illinois University, Macomb, Illinois, was not devised by the professional now in charge of the library. The system consists of a series of numbers each representing a particular broad subject heading or division thereof. A

complete copy of the curriculum lab classification system appears in Table 1.

The call number consists of five lines. The first line carries two letters indicating the format of the material. The second line carries the code number for the appropriate subject area. The third line carries the publisher's Cutter number followed by the first letter of the title. The fourth line carries the series letter or number and the fifth line indicates the copy number. An example of a typical call number follows:

LT (Book
1020 (Code for reading)
M4 (Publisher's Cutter number)
5 (Grade level or placement in series)
2 (Copy number)

Curriculum Laboratory at State University of Iowa

The Curriculum Laboratory at the State University of Iowa, Iowa City, Iowa, uses a subject area coding system consisting of letters or combinations of letters. The call number consists of four lines. The first line indicates the type of material and the appropriate subject area. The second line contains the publisher's Cutter number and the first letter of the title. The third line indicates the grade level or place in a series, and the fourth line indicates the following information:

Part 1 - Pupil Text
Part 2 - Teacher's Text
Part 3 - Workbook

A typical call number might look like the following example:

Table 1

Curriculum Laboratory Classification Scheme
Western Illinois University

1000 ENGLISH LANGUAGE & LITERATURE
- 1002 Readiness
- 1003 Language Arts
- 1004 Communication
- 1011 Analysis and composition
- 1012 Penmanship
- 1013 Spelling
- 1014 Speech (dev. & corr.)
- 1015 Grammar
- 1016 Word Study (dictionaries)
- 1018 Vocabulary study
- 1019 Linguistics
- 1020 Reading
- 1021 Supplementary readers
- 1022 Phonics
- 1024 Improvement of reading
- 1025 Puzzles, Games, Seatwork
- 1030 Literature
- 1031 American Literature
- 1031.2 Fiction
- 1031.3 Drama
- 1031.4 Poetry
- 1031.5 Nonfiction
- 1031.8 Short Stories
- 1036 English Literature
- 1036.2 etc., same as for Amer. Lit.
- 1050 Journalism
- 1055 Creative writing
- 1060 Speech and drama

1100 FOREIGN LANGUAGES & LITERATURE
- 1101 Classical Greek
- 1107 Latin
- 1112 French
- 1117 Spanish
- 1134 German
- 1146 Russian

1160 BEHAVIOR-DEVELOPMENT
- 1161 Motor Development
- 1170 Creative behavior/activities
- 1181 Career guidance
- 1184 Educational guidance
- 1185 Study methods
- 1188 Perceptual development
- 1189 Visual Perception
- 1190 Social guidance
- 1191 Psychology
- 1192 Personality development
- 1193 Family living

1200 SOCIAL STUDIES
- 1201 Geography-World
- 1202 United States
- 1203 Single States
- 1204 Map Skills/study
- 1207 Area studies
- 1208 Single countries
- 1211 History-world
- 1212 United States
- 1213 Single States
- 1217 Area Studies
- 1218 Single countries
- 1221 Unified course-world
- 1222 United States
- 1223 Area studies for Int'l Undstg.
- 1224 Single countries
- 1225 International relations
- 1226 Humanities
- 1231 Problems of Democ. & Citiz.
- 1232 Civics & government
- 1240 Economics
- 1241 Consumer Education
- 1250 Sociology
- 1251 Family living
- 1252 Social adjustment
- 1255 Anthropology
- 1260 Conservation
- 1270 Law
- 1280 Comparative study of govts.
- 1281 Communism & Democracy
- 1290 Intergroup relationships
- 1291 Ethnic studies

1301 SCIENCE
- 1311 Biology
- 1312 Botany
- 1313 Zoology
- 1314 Ecology
- 1321 Chemistry
- 1331 Physics
- 1350 Physical Science
- 1351 Astronomy
- 1352 Earth Science

Table 1 (continued)

1353 Meteorology
1354 Physics and Chemistry
1390 Aviation
1391 Aeronautics

1401 MATHEMATICS
1405 Numbers
1410 Arithmetic
1415 Metric System
1420 General Mathematics
1423 Business Mathematics
1425 Mathematical Logic
1430 Algebra
1440 Geometry
1443 Trigonometry
1445 Integrated mathematics
1446 Calculus

1520 MUSIC
1521 Vocal Music
1522 General Songbooks
1523 Music Activities
1530 Instrumental music
1540 Music appreciation/music hist.
1545 Music theory

1550 ART
1551 General art & art apprec.
1552 Drawing
1553 Crafts
1554 Ceramics
1555 Weaving
1556 Jewelry making
1557 History of Art
1558 Photography

1601 PHILOSOPHY
1602 Logic

1650 RELIGION

1720 HEALTH, P.E., & SAFETY
1721 Health & hygiene
1722 First Aid
1723 Sex Education
1724 Home nursing
1725 Physical education
1726 Safety Education
1727 Driver training
1728 Sports
1729 Outdoor education/rec.

1820 INDUSTRIAL ARTS & VOC. ED.
1821 General
1822 Drafting skills
1823 Mechanical drawing
1824 Architectural drawing
1825 Blueprinting
1830 Manipulation of materials
1831 Woodworking
1832 Metal work
1833 Home mechanics
1834 Building trades
1835 Crafts
1836 Other industrial processes
1837 Mechanics
1838 Power
1844 Electricity-electronics
1845 Graphic Arts
1846 Printing
1847 Commercial art
1848 Photography
1850 Control of resources
1851 Soil conservation
1852 Agriculture
1853 Horticulture
1854 Forestry

1860 HOME ECONOMICS
1861 Foods
1862 Clothing
1863 Family Life
1864 Home management
1865 Child care
1866 Home nursing
1868 Interior decoration

1870 BUSINESS EDUCATION
1871 General business & cleric.prac
1871.2 Business English/writing
1872 Filing
1873 Office machines
1874 Typewriting
1875 Shorthand
1876 Distributive Education
1877 Bookkeeping and Science of accounts
1878 Stenography and Secretarial practices
1879 Data processing
1880 Special trades
1881 Upholstery

TxAr (Text book in Art)
M14a (Publisher's Cutter number-first letter of title)
6gr (Series or grade level)
Pt3 (Workbook)

A complete list of the curriculum lab type coding and subject area coding appears in Table 2.

Curriculum Laboratory at Joint County School System

The classification system used by the Curriculum Laboratory, Joint County School System, Cedar Rapids, Iowa, was developed by the professional now in charge of the facility. A letter coding system designating broad subject areas is used. The placement on shelves within that broad area assists in further breaking down the area into more specific disciplines. A copy of the curriculum laboratory coding system for the large areas and a list of the specific areas within large areas appears in Table 3.

A one line call number is used. The first part is the coding for the large area found on the coding sheet, and the second part refers to the section of shelving within that broad area and the shelf within that section. Shelves within each shelf section are assigned letters beginning at the top with the letter "A."

A typical call number might look like the example below:

LA 1C (Language Arts large area-Section 1, Shelf C within the Language Arts large area)

While each large area is further divided into more specific areas, this is not indicated on the call number. The shelf section used automatically places the material

Table 2

Curriculum Lab Classification Scheme
State University of Iowa

TYPE CODING

PRINT		Ch	Chart	Mo	Model
B	Bibliography	FL	Film Loop	P	Picture
C	Curriculum Gde.	FS	Filmstrip	Po	Poster
Tx	Textbook	G	Game, Simulation Flashcards	R	Record
				S	Slide
NON-PRINT		K	Kit	T	Tape
AP	Art Print	M	Map	Tr	Transparency

SUBJECT CODING

A	Agriculture	H.s	Sex Education	Mu.i	Instrumental
Ar	Art	Ho	Homemaking	Mu.v	Vocal
Co	Commercial subj.	Ho.c	Cookery	P	Psychology
Co.a	Advertising	Ho.s	Sewing	S	Science
Co.b	Bookkeeping	Hu	Humanities	S.a	Astronomy
Co.d	Data Processing	I	Industrial Arts	S.b	Biology
Co.e	Business English	L	Language Arts	S.c	Chemistry
Co.l	Commercial Law	Le	Elementary grammar	S.e	Ecology
Co.m	Business math	Le.l	Elem. literature	S.p	Physics
Co.r	Retailing	Ls	Secondary grammar	Sa	Safety
Co.s	Shorthand	Ls.l	Secondary lit.	So	Social Studies
Co.sa	Salesmanship	Ls.j	Journalism	So.an	Anthropology
Co.se	Secretarial work	L.L	Library Skills	So.c	Civics
Co.t	Typewriting	L.Ph	Phonics	So.co	Contemp. Problems
Con	Consumer ed.	L.R	Reading	So.e	Economics
E	Early Childhood	L.Rs	Secondary Reading	So.g	Geography
F	Foreign Language	L.S.	Speech Dramatics	So.h	World history
F.e	English-2nd lang.	L.Sp	Spelling	So.ha	Amer. history
F.f	French	L.W	Handwriting	So.i	International
F.g	German	M	Elementary Math	So.m	Minorities
F.l	Latin	Ms	Secondary Math	So.s	Sociology
F.r	Russian	M.a	Algebra	So.st	State Studies
F.s	Spanish	M.c	Calculus		
G	Guidance	M.g	Geometry	II	Miscellaneous
H	Health, Phys.Ed.	M.t	Trigonometry	III	Special Education
H.m	Mental Health	Mu	Music		

Table 3

Curriculum Laboratory Arrangement
Joint County School System

LARGE AREA CODES

LA	Language Arts	FA	Fine and Applied Arts
S	Science	PS	Perceptual Skills
M	Math	Es	Environmental Science
SS	Social Studies	H	Humanities

SPECIFIC AREAS WITHIN LARGE AREAS

LA
Basal Reading
Composition
Comprehension and study skills
English language and grammar
Experimental-New Alphabet Combined Reading
Handwriting
High-Interest Low-Vocabulary
Independent Reading
Mass Media, Journalism and Speech
Language Development
Linguistic Reading
Literature
Phonics
Readiness
Language Development
Spelling
Vocabulary and Word Analysis

FA
Foreign Language
Guidance-Drug Education
Art
Music
Home Economics
Business Education
Other

H
Humanities Programs

ES
Environmental Science Program

S
Elementary-Basic Programs
Elementary-Project & Enrichment
Secondary-Basic Programs
Secondary-Project & Enrichment
Health and Physical Education

M
Elementary-Basic Programs
Elementary-Project & Enrichment
Secondary-Basic Programs
Secondary-Project & Enrichment
Remedial Programs

SS
Elementary-Total Programs
Elementary-Partial Programs
Map and Globe Skills
Secondary-Total Programs
Secondary-Project materials, Kits, Simulations

PS
Auditory Perception
Visual Perception
Fine Motor Development
Large Motor Development

General encyclopedias, dictionaries and periodicals are shelved separately.

within the appropriate specific area. These sections are indicated by shelf section signs.

Curriculum Laboratory, University of Northern Iowa

The classification system for the Curriculum Laboratory of the University of Northern Iowa, Cedar Falls, Iowa, allows for a division of material into the appropriate college within the University, then into broad subject areas, and finally into more specific subject areas. The system accomodates a further breakdown into elementary and secondary materials, elementary including grades kindergarten through eight and secondary including grades seven through twelve. This allows the cataloger to keep series of overlapping levels together.

A four- or six-line call number is used, depending upon whether the material is shelved in the elementary or secondary section. The first line indicates the appropriate college, the second line places it in the elementary or secondary section, and the third line indicates the appropriate specific subject area within the college. The fourth line is the company name. The material in the elementary section also includes one line for the series name and one for the grade level if indicated by the company. A copy of their classification system is found in Table 4.

An example of a typical call number follows:

Humanities and Fine Arts College
Secondary Textbook
Foreign language-English
Prentice Hall

Table 4

Curriculum Laboratory Classification
University of Northern Iowa

HUMANITIES AND FINE ARTS

SECONDARY TEXTBOOKS
Foreign Language-English
Foreign Language-French
Foreign Language-German
Foreign Language-Latin
Foreign Language-Spanish
Foreign Language-Russian
Language Arts-English
Language Arts-Journalism
Language Arts-Literature
Language Arts-Reading
Language Arts-Speech

ELEMENTARY TEXTBOOKS
Art
Music

NATURAL SCIENCE

SECONDARY TEXTBOOKS
Industrial Arts
Mathematics-Advanced
Mathematics-Algebra
Mathematics-General
Mathematics-Geometry
Mathematics-Trigonometry
Science-Bioloby
Science-Chemistry
Science-Earth Science
Science-General
Science-Physical
Science-Physics

ELEMENTARY TEXTBOOKS
Mathematics
Science

BUSINESS AND BEHAVIORAL SCIENCES

SECONDARY TEXTBOOKS
Business Mathematics
Business Accounting
General Business
Business Merchandizing
Business Law
Business-Office Skills
Home Economics-General
Home Economics-Child Development
Home Economics-Clothing
Home Economics-Family & Social Life
Home Economics-Food and Nutrition
Social Studies-Anthropology
Social Studies-Civics & Government
Social Studies-Economics
Social Studies-Geography
Social Studies-General
Social Studies-Psychology
Social Studies-World History
Social Studies-Sociology
Social Studies-U.S. History

ELEMENTARY TEXTBOOKS
Social Studies

EDUCATION

SECONDARY TEXTBOOKS
Health and Safety

ELEMENTARY TEXTBOOKS
English
Handwriting
Health
Reading
Spelling

Chapter 3

EVALUATION OF CLASSIFICATION SYSTEMS

The various classification systems examined appear to have one thing in common. They tend to work for those people involved in using them. Some professionals admitted that the system they used had some major weaknesses, but they felt helpless to effect change. The task of revising a system and the associated clerical work involved in such a revision made it easier to cope with the system in existence than to develop and implement a new system.

In evaluating the various systems presented, attention must be given to the primary purpose of the curriculum laboratory and consideration of how the organization of materials serves that purpose. The first consideration should always be the needs of the clients.

The Dewey Decimal Classification cited in this study is familiar to most library users and does allow for a consistent classification system throughout a facility with both a circulating library and a curriculum laboratory. It does, however, have one major weakness in considering it for classifying material in the curriculum laboratory. Subject areas within one instructional discipline are not shelved in the same area. It would make it easier for the teacher of a specific curriculum area to find all related curriculum

material within the same area.

In addition, the placement of all elementary material within 372 separates them from related secondary materials. This division could be disconcerting to a curriculum committee engaged in a task of instructional articulation.

The use of an author Cutter number has been a long-accepted practice by catalogers. In considering curriculum materials, however, the use of a publisher Cutter number seems unnecessary and confusing. Few companies have identical names, and accepted abbreviations for these companies are a part of most educators' general knowledge. HR&W, or even just Holt, is easily recognized by most educators as Holt, Rinehart and Winston while H24 might mean very little to most of them.

A Cutter number and a series of letter codes indicating placement in a series would result in a call number that would allow for easy shelving. It would, however, be of little value to the person using the call number for a guide in locating needed material while browsing.

The system using numbers to indicate curriculum areas did allow for the placement of material on a specific area within a broad subject area. The user, however, would again be forced to learn a code that has little application in any other setting. It also limited the logical expansion within a broad subject area and required the addition of a number following the code to break down specific areas.

The use of a format code in the examples cited would be necessary on the card in the card catalog in order

to direct the user to the appropriate shelving area or to the location of material interfiled on the shelves. Unless a variety of audiovisual materials are used, as in the case of the one example, it would seem unnecessary to indicate the format on the material itself. If one code, such as "AV," is used to indicate all audiovisual materials, the format itself would be the only clue necessary to differentiate between textbooks and audiovisual materials.

The system using one line for the call number would be an easy system for the staff responsible for the shelving of material. The second half of the call number indicated a specific shelf in a specific stack section. It would be difficult to organize materials in a logical sequence using this sytem. If a shelf became entirely filled with material and the shelf following it was also full, there would be nowhere to go with new material without changing call numbers on all existing classified materials.

The system using the subject area within the colleges served would be an easy one to use. No doubt would exist in the minds of the users familiar with the designated colleges as to the section they might be interested in examining. The use of the four colleges would not be applicable to a laboratory serving a public school clientele without having the user clearly understand what specific areas were within each broad college area. The separation of elementary and secondary material immediately following the appropriate college placement would not allow for the easy examination of kindergarten through grade twelve materials within any

given area. Within the setting used, it was no handicap as their users are not primarily interested in sequential programs involving the elementary and secondary areas but are interested, rather, in locating material at their level of teacher education.

The arrangement of material by level within a series can be helpful to a committee of teachers wishing to examine material for a complete revision of a curriculum area or to the teacher wishing to quickly locate only those materials relevant to her grade level. Again the use of letters that indicate grade levels, or numbers that indicate a series level, tend to confuse the user and add to the mystique surrounding the concept of library organization in general. If this same type of coding is used with all the information associated with a specific text, it results in a call number that has little relation to the reality of the user's experience. It must be recognized that these systems do result in a desired organization of materials. The method by which this organization is achieved, however, is being questioned.

Chapter 4

CONCLUSION

A careful study of the various classification systems being used in several curriculum laboratories has provided a basis for devising a system that will fulfill the needs of the users of the Area 15 Media Center Curriculum Laboratory. The classification system only organizes the material in a logical order. In order to meet the needs of each individual laboratory, additional user aids will be required. The card catalog, computer retrieval, and professional assistance are a few of the additional aspects to be considered.

The educator using any curriculum laboratory usually thinks in terms of curriculum disciplines. For this reason, the division of material into broad subject areas would seem desirable. These broad subject areas should be arranged alphabetically within the facility to assist the user and the laboratory staff responsible for shelving material. The broad subject areas should, of course, encompass the instructional areas important to the users of the laboratory. In addition to the broad discipline areas, a subdivision of these areas would seem necessary. These subdivisions should be arranged alphabetically within the broad subject area.

The broad discipline area should appear on the first line of the call number and the subdivision on the second

line. It would be unnecessary to code these areas either by numbers or letters. While the wording needed for some areas may take up a great deal of space, the spine of most texts will provide sufficient space. If space is limited the tag may be placed on the cover of the text as is a common practice in most libraries. The placement of the broad discipline area and its subdivision could be placed at the top of the spine or upper left of the cover of the book. This would separate it from the rest of the call number and keep the eye from being confused by a long line of information. If the curriculum areas are clearly noted on the shelving, these two lines would only be necessary for the re-shelving of materials.

Most educators consider curriculum material in terms of the publisher, rather than the author, and for this reason the name of the publisher should appear on the next line of the call number. There appears to be no reason to use a Cutter number, as there are few publishing companies with the same first name. The full first name of the publisher could be used and further identification is possible if there are two companies having the same first name.

If the material is a part of a series, the series name should appear on the fourth line. This will place all material in a company series in the same area. An approximate grade level should be indicated on the next line. Since companies do not indicate an approximate grade level on secondary material, the designation Level 9-12 or Level 10-12 should appear on all material in order to maintain

the sequential arrangement of material.

An indication as to whether the material is a text, workbook, or some other form is unnecessary. This fact is clearly indicated by the material itself. The call number includes information that will place related material within the same area on the shelf, and the sequence of arrangement is not that important to the user. If the order of this material is important to the clients, a line indicating the kind of book may be added.

A typical call number incorporating the ideas outlined above might look like the following example:

LANGUAGE ARTS
READING

SCOTT FORESMAN
READ ALONG SERIES
LEVEL 4

The call number could be abbreviated to the first four letters on the card in the card catalog, except for the level which could be indicated by an "L" and the appropriate grade number. The clients using the card catalog should have no problem in locating the material if they follow the alphabetical arrangement within each area.

This classification system could be used with audio-visual material as well. It would be necessary to note the format on the card in the card catalog, but this would not be an essential part of the call number on the material, as the format would be evident.

In considering the selection of broad subject headings and the specific subdivisions, the staff of the curriculum

laboratory must be familiar with the curriculum programs currently offered by the schools served. A discussion of the choice of areas with curriculum consultants and subject area instructors is recommended.

The director of the curriculum laboratory must stay abreast of instructional trends and be ready to revise the classification system to meet the changing curriculum patterns. The chosen system must be one that allows the curriculum laboratory staff to meet the present needs of their users and yet be flexible enough to meet their future needs.

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