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The countries facet, for which the symbol is J, has so many sub-divisions and could have so many more that to avoid difficult letter combinations, arabic numerals are used. J is only prefixed to the country number when dividing according to the facet formula. When a country or nationality is required elsewhere in the schedule e.g. Taq - Languages the number only is used. e.g. Taq 17 - The teaching of the French language, but Wac J17 - The teaching of blind people in France. Expand by using numbers omitted, then by decimalisation as in the Dewey Decimal Classification.

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## Education Libraries Bulletin

SUPPLEMENT TWELVE

### A Classification Scheme for Adult Education

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OFFICE OF EDUCATION

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**A CLASSIFICATION SCHEME FOR  
ADULT EDUCATION**

**Introduction and schedules**

**compiled by**

**Monica A. Greaves**

**National Institute of Adult Education,  
35, Queen Anne Street, London, W.1.**

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**PREFACE TO THE 1966 REPRINT**

**This classification scheme was prepared by Miss Monica Greaves, B.A., F.L.A., whilst working as Librarian at the National Institute of Adult Education. The Institute is gratified by the interest it has aroused and is glad to know that it is found of sufficient value to merit production in a more attractive form.**

**E.M. HUTCHINSON  
Secretary,  
National Institute of Adult Education**

## A CLASSIFICATION SCHEME FOR ADULT EDUCATION

### Purpose

This scheme is primarily designed to provide an expandable arrangement for the present and future stock of the library of the National Institute of Adult Education. Some recent developments in library classification have been taken into consideration. The construction is based upon the 'facet formula' theory of S.R. Ranganathan.

It is hoped that this classification will not only place present information about adult education on a more logical basis, but will reveal more clearly, by analogy, the gaps in this field of knowledge where research should be promoted. Owing to the development of new libraries of adult education in the Commonwealth and elsewhere, this scheme is published with an explanation and short notes for its possible adaptation for other libraries.

### The basic construction

When preparing this classification scheme, the stock of the library of the National Institute of Adult Education was surveyed. The literature shows various characteristics by which it might be divided. The five main ones are (1) the kind of person being educated i.e. educands (2) the methods or problems of their education (3) the country where the work is carried out (4) the organisation doing the work (5) the form in which the information is presented.

The literature is divided using each of these characteristics in turn. After division by the first characteristic i.e. educands, such classes as adult education of blind persons, workers, women, etc are obtained, as well as one class covering adult education of undifferentiated persons. The total classes produced by division by a single characteristic is called a 'facet'. If the division is by the characteristic of educands, the facet might be called 'educands facet'. An individual class produced as a result of this division is called a 'focus'. The formula educand + method + country + organisation + form is known as a 'facet formula'.

### How the order of application of the characteristics is obtained

The order of application of the characteristics of division has been carefully considered. It has been decided that all information about work with special classes of people should come together regardless of the

teaching methods employed, the country where the work is carried out, the organisation doing it or the form of presentation of the information. The 'educand' facet (W) is therefore the primary facet. The second facet in order of importance is the 'method facet', which in this case includes mass media, learning situations and teaching aids (K to T). Works about each particular medium or method must be brought together. Country and form of presentation are only of possible secondary importance, e.g. Role-playing might be used in Great Britain or the USA but it would be role-playing the reader would be primarily interested in, the country might not even be considered. Bibliographies, indexes etc. exclusively referring to radio or theatre would be required with works on these subjects rather than with other bibliographies or indexes on other subjects.

#### Problem of the wide variety of work and organisation of adult education in different countries

There now remain a number of works descriptive of the history of adult education and the present work in various countries by various organisations. The field covered is not only that of adult education but also of education in general, sociology and community development, nor can these subjects be separated easily. They overlap with adult education and with each other. The separating factor is rather the various societies and their environment i.e. the country. Branches of social and educational work are more dependent for their organisation and development upon similar aspects of the work in the same country than the same branch of the work (supposing that it exists) in other countries. e.g. In some countries adult education and community development are part of the same movement. In Southern Italy they are combined in the work of UNLA, and are more closely related than community development in Italy is related to community development in Great Britain for instance. It thus may be seen that owing to the variety of institutions, organisations, history and stages of development of adult education in different countries and also its links with social and other work in the same country, division must, next, be primarily by country and afterwards by type of work or organisation. This has been carried out in classes, D, F, G and J.

#### Differential facets

Although classes D, F and G may be used for comparative studies they are, at present, mostly used for sub-division under country numbers after J. In the present version they are biased towards British education and are used in the Institute library mainly for sub-division under J2. An attempt has been made to list, or leave

provision for, all sub-divisions that may be needed for any country whether they are sub-divisions common to most countries, (which may alone be used for comparative studies e.g. Faf - Universities,) or those peculiar to certain countries e.g. Fib - Mechanics Institutes and Fil - Public Schools. (It should be noted that these will only be used for sub-division under the country to which they apply, and would not in any case come together as they appear in the schedule. The country division J will come first with the country number and these will be used as sub-divisions afterwards) e.g. J2 - Mechanics Institutes in Great Britain. J60 Fil - Public Schools in the USA.

The list of sub-divisions in D, F and G may be expanded to cover any aspect required for anywhere in the world. If, however, the list becomes too long and unmanageable it may be better to form a series of 'differential facets' i.e. a set of sub-divisions each suited to a different country. The same notation could be used in each case but the sub-divisions for each country would not be confused as they would always be preceded by J and the country number. Division by country first, and then by 'differential facets' is possibly part of the solution to the classification of the work of adult education in various countries.

#### Terminology

Connected with this latter problem of classification is that of terminology. Various kinds of institutions which are often the same in many ways (rarely are they exactly the same), in different countries are denoted by quite different terms, which do not indicate any similarity at all. Conversely many institutions denoted by the same term are widely different. e.g. Evening Institutes in Great Britain and Public Schools in America are, as far as financial support is concerned, administered in much the same way, partly by Local Authorities and partly by the State. Evening Colleges on the other hand are part of the extra-mural work of Universities in the USA and it is misleading to confuse them with Evening Institutes in Great Britain. Students will not be able to see any connections between similar institutions in various countries if they have different names as the literature on these will be separated by country in the classification scheme. Therefore the catalogue must be used to show these connections. Such entries as the following might be inserted.

Evening Institutes. Great Britain see also Public Schools. USA.

Evening Colleges. USA. see also Tutorial Classes. Great Britain.

### Difficulties in placing particular aspects

Because of the complexity of the history of adult education, several areas of knowledge were difficult to place. A particular example is the history of Mechanics' Institutes and Polytechnics. Although at first this appears to be part of the history of the working class and technical education it may be found on closer examination that these institutions were rather the forerunners of the modern Evening Institute and they have been placed as such. To cover any doubt a 'see also' reference should be made in the catalogue from Workers' Education and Technical Education to the names of these institutions.

### Reference and theoretical works

Books on theory and philosophy of the whole subject form another group Be to Bem. Bibliographies, indexes and periodical lists etc., also covering the whole subject will be placed B to Bas. Periodicals, although often filed separately on the shelves may be classified with the subjects they cover in bibliographies or catalogues and subdivided Bac.

### Principle of inversion

In the schedule the sequence of the facets is in reverse order from that of the formula. This is known as the 'principle of inversion' the purpose of which is to place general items before more specialised items in the final arrangement. The order of application of the characteristics is not however reversed.

### Marginal subjects

The marginal subjects such as sociology, community development, psychology, technical and vocational education and the mass media cannot strictly be termed branches of adult education. In some cases these subjects are discussed in relation to adult education (phase relation) e.g. psychology for adult educationists (bias phase); or influence of television upon adult education (influence phase). In other cases these marginal items are general treatises on the particular subjects which will be of interest to and will be required by those who study adult education. Instead of being placed in separate sections of their own as would happen if a general scheme were used for this special library, they have been fitted in as an integral part of this scheme. Psychology has become one of the foci of the methods facet; sociology and community development have been considered as special branches of work in various countries, and technical and vocational education have been inserted as part of the education of the young worker, in the educanda facet. In

each case they have been placed as near as possible to the aspect of adult education to which they seem nearest allied. Because these classes are not formed by directly applying the facet formula to the subject field of adult education as in the case of the other classes, it may not always be suitable that the other characteristics of the formula should be applied to form sub-divisions for these classes, although the country numbers may be used anywhere in the schedule if required for division by country. Other sub-divisions of these marginal subjects should be individually dealt with if the number of documents becomes large enough to warrant it. Gaps have been left in the notation for these individual sub-divisions. As an adult education library would, however, only cover a small part of these subjects further sub-division may not be necessary. No attempt has been made to cover the whole of these subjects.

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### How to classify with the scheme

If the item for classification reflects only the educand facet e.g. adult education for women, it is placed in the W class (at Wup). If a subject reflects only the methods facet e.g. a learning situation such as educational travel, it would be classified at Ro. These are simple subjects. A subject which reflects two or more facets is called a compound subject e.g. Educational travel for young people Wo Ro. The characteristics in order of the facet formula are applied to this subject. It reflects the primary (i.e. educands facet). It is therefore in main class W and sub-divided by R. Any subject in this field may be analysed to show two, three or more facets or phases which here have been used in the same way as facets. The facets are then cited in reverse schedule order and this forms the class number. When several works all have the same class number they may be filed in alphabetical order of author, unless otherwise stated e.g. at Do Biography where they are in alphabetical order of biographee. Do not classify by the index which is intended only as a finding guide to the schedules.

### Subject cataloguing with this scheme

There are two methods of subject cataloguing with a faceted scheme. The first is the 'chain index' method used in a classified catalogue which is the more economical as far as the number of entries is concerned. The catalogue would consist of three files (1) a classified file, with full entries for each item in classified order (2) an alphabetical author and title and publisher index (3) a chain index of subjects, relating to the classified file, constructed as follows:-

Each facet must be indexed, so that whatever facet of the subject the reader looks for in the file, he will ultimately find what he requires, e.g. Use of discussion in teaching small groups of women.

Groups: Discussion: Women	Wup Sel Re
Discussion: Women	Wup Sel
Women	Wup

The classified file should be adequately guided. The main class is Wup but whichever facet the reader looks up he will be led to the correct main class in the classified file, followed by the sub-divisions of that class. No further index entries would be needed for other items in the same classes covered by these index entries.

The second method, which may be more conveniently used in a card catalogue, requires subject entry for each item under each subject heading, but ultimately saves the time of the reader, as a ready-made bibliography on cards may be found under each facet. A full catalogue entry is made out and this is duplicated the required number of times. (unit card method) The various headings required are typed on the top of each 'unit' card. A subject heading is made for each facet by rotating the terms so that each comes to the front in turn:

Groups: Discussion: Women	Wup Sel Re
Discussion: Women: Groups	Wup Sel Re
Women: Groups: Discussion	Wup Sel Re

These subject entries may then be filed in with author, title and publisher entries forming a dictionary catalogue.

See also notes under 'Terminology'.

#### Adaptation of the scheme for other adult education libraries

1. The order of the characteristics of division is suited primarily to the library of the National Institute of Adult Education. If the requirements of the collection are slightly different the order of the facets in the formula may be changed. This would alter the order of the main classes, but, in fact, would only necessitate the changing of the initial consonants of the class marks of the schedule.
2. The order of the foci in each facet i.e. 'order in array' might be altered in certain places if necessary. (See also note on 'differential facets') In the present version it is in 'favoured category' order.
3. The country numbers are in an order which is suited to a British library but the countries may be relisted and renumbered accordingly if the scheme were to be used in an overseas library.
4. The notation is only a mechanical device for keeping the classes in order, should Roman letters be unsuitable for any reason, another notation may be applied to the same arrangement.
5. Marginal subjects may be omitted altogether if this scheme is used for part of a library of wider scope. e.g. a library of education.

### Conclusion

This scheme may be regarded as experimental. It has been used in the Institute library and the following facts have emerged in the course of the work:-

1. The characteristics of division are almost certainly the essential ones.

2. Their order of application might be debatable but the use of the country as the first characteristic by which to divide the historical and descriptive works is unavoidable if any clear classification is to be made at all. Previous attempts to divide by the organisation first have resulted in confusion. (see also above 'differential facets').

3. There are possibly many alternative locations for the marginal subjects although only one has been given in this scheme.

4. As it is helpful to the reader and suitable for future development a clear general pattern in the scheme is more important than a 'place for everything'. Most of the headings given in the scheme, however, need to be used and may later need further sub-division. Many items would be lost if placed in broader groups.

5. Most works tend to be general in coverage, or descriptive of institutions. Many are single faceted. There is a considerable lack of writings on specific aspects except for a few good works from Canada and the USA. This statement applies to the stock of Library of the National Institute. Classes P, Q, and S might be re-arranged and developed by experiments in a library which holds more of these works.

### Further reading

Mills, J. A Modern Outline of Library Classification. London, Chapman & Hall, 1960, 196pp.

Foskett, D.J. The London Education Classification. Education Libraries Bulletin. No. 14, Summer 1962. pp.6-7.

### Brief examples showing the use of the scheme

#### REFERENCE WORKS

- Mezirow, J.D. and Berry, D.  
The literature of liberal adult education.  
1957. B
- Librarians on Institutes of Education  
British education index. 1961 Baf

#### PHILOSOPHICAL WORKS

- Lindeman, E.C.  
The meaning of adult education. 1961 Be
- Ranganathan, S.R.  
Education for leisure. 1954 Beb

#### INTERNATIONAL ASPECTS AND COMPARATIVE STUDIES

- World Conference on Adult Education  
Proceedings. 1929 C Bas
- International directory of adult education.  
UNESCO. 1952 Dik
- Peers, R.  
Adult education, a comparative study.  
1958 D11

#### HISTORY, DESCRIPTION OF ADULT EDUCATIONAL WORK ETC. IN VARIOUS COUNTRIES

- Wells, M.M. and Taylor, P.  
The new law of education. 1954 J2 Dad
- National Institute of Adult Education  
Adult education in 1962. J2 Dik
- Kelly, T.  
Outside the walls, sixty years of university  
extension in Manchester. 1950 J2 Fag
- Edwards, H.J.  
The evening institute. 1961 J2 Fig
- Lyche, J.  
Adult education in Norway. 1957 J5 D11
- Petersen, R. and Petersen, W.  
University adult education. (USA) 1960 J60 Fag

#### CULTURE AND THE MASS MEDIA

- Williams, R.  
Britain in the sixties, communications.  
1962 Ka
- Standing Conference on Television Viewing.  
Provision and purpose, conference, 1961 Kam Bas
- Great Britain, Ministry of Education.  
The structure of the public library service  
in England and Wales, 1959 Kid J2

#### ADMINISTRATION

- Great Britain. Ministry of Education.  
Organisation and finance of adult education  
in England and Wales. 1953 La J2

Adult Education Association of the USA. Architecture for adult education. 1957	Lad
Library Association. Design in the library. 1960	Lad Kid
<b>PERSONNEL</b>	
Great Britain. Board of Education. Report on recruitment, training and remuneration of tutors. 1922	M J2
<b>STUDENTS</b>	
Gould, J.D. The recruitment of adult students. 1959	N
<b>PSYCHOLOGY</b>	
Wechsler, D. The measurement and appraisal of adult intelligence. 1958	Pe1
<b>TEACHING METHODS</b>	
Adult Education Association of the USA. How to teach adults. 1955	Qa
Loosely, E. Residential adult education. 1960	R1
<b>TEACHING AIDS</b>	
Powell, L.S. A guide to the use of visual aids. 1961	Se
Lee, R.E. Getting the most out of discussion. 1956	Se1
<b>TEACHING OF PARTICULAR SUBJECTS</b>	
Harvard, J. Teaching adults to speak a foreign language. 1961	Taq
Cameron, J.M. The teaching of philosophy to adult students. 1951	Tav
Browne, E.M. Drama in adult education. 1936	Tok
<b>TEACHING METHODS FOR SPECIAL CLASSES OF PEOPLE</b>	
Laubach, F.C. and Laubach, R.S. Toward world literacy. 1960	Wec

Siegle, P.E. New directions in liberal education for executives. 1958	Wic Ta
Sadler, M.E. Continuation schools in England and elsewhere. 1907	Wip
National Institute of Adult Education. Liberal education in a technical age. 1955	Wis
UNESCO Women and education. 1953	Wup
McCall, C. Women's Institutes. 1943	Wup F

### THE SCHEDULES

#### Summary

B	Reference works, theory
C	International aspects
D, F, G	Comparative studies
J	Description of work in various countries
K	Mass media
L	Administration
M	Personnel
N	Students
P	Psychology
Q	Teaching methods
R	Learning situations
S	Teaching aids
T	Teaching of particular subjects
V	Special classes of people

- B Bibliographies**
- Bab Periodical lists**
- Bac Periodicals**
- Baf Indexes**
- Bak Glossaries and dictionaries**
- Bap Research**
- Bas Conferences**
- Be Theory, aims and philosophy of education and adult education**
- Beb Leisure, education for a fuller life**
- Bek Religious ideals in education**
- Bem Adult education for citizenship, democracy**
  
- C International cooperation and other aspects in education and adult education**
- Ce International organisations**
- Ceb World Association for adult education**
- Ci UNESCO**
  
- D Comparative studies**
- DFG Use for sub-division under country, and also for comparative studies of special aspects**
- Dab Reports to governments, official reports of commissions (education)**
- Dac Parliamentary debates (education)**
- Dad Laws affecting education**
- Daf Statutory rules and orders, instruments (education)**
- Dag Ministry circulars and memoranda (education)**
- De History of education, comprehensive**
- Deb Early history of education 18th and 19th century**
- Dec Interwar period**
- Ded Educational directories and year books**
- Def Modern educational developments**
- Dek Secondary and higher education**
- Del Further education**
- Dib Reports of commissions (adult education)**
- Dic Debates in parliament affecting adult education**
- Did Laws affecting adult education**
- Dif Statutory rules and orders, instruments (adult education)**
- Dig Ministry circulars and memoranda (adult education)**
- Dik Adult education directories and year books**
- Dil Adult education description and history**
- Dip Local studies of adult education**
- Do Biography, in alphabetical order of biographee, but place with particular subject when this can be defined and sub-divide Do**
  
- F Organisations and associations (Use as sub-division under various aspects and then divide alphabetically by name of organisation)**
- Fa State in adult education, work of Ministry of Education**

**Fab** National coordinating bodies  
**Fac** Voluntary bodies  
**Faf** Universities  
**Fag** Extra mural work  
**Fah** Evening colleges (USA)  
**Fak** WEA and University work, tutorial classes  
**Fal** Workers' Educational Association  
**Faz** Folk High Schools  
**Feb** Residential adult education  
**Fec** Long term  
**Fed** Short term  
**Feq** Summer schools, educational camps  
**Beh** Educational Settlements Association and Educational  
       Centres Association  
**Fej** Junior Community Colleges (USA)  
**Fib** Mechanics Institutes  
**Fic** Working Men's colleges  
**Fig** Early Polytechnics  
**Fih** Local Education Authorities, Boards of Education  
**Fij** Evening Institutes  
**Fil** Public Schools (USA)  
**Fim** Clubs for working men  
**Fin** Literary and philosophical societies, lyceums  
**Fip** Forums  
**Fob** Religious organisations  
**Foc** Roman Catholic  
**Fod** Church of England  
**Fof** Non-conformist  
**Foh** Jewish  
**Fov** National Adult School Union  
**Fow** Chautauquas  
**Fut** Trusts and Foundations

**G** Sociology  
**Gab** Social surveys  
**Gac** Social services  
**Geb** Community development  
**Gec** Community clubs and centres  
**Gic** Urban areas  
**Gid** Suburbs and new housing estates  
**Gif** Rural areas  
**Gig** Rural adult education  
**Gih** Village colleges and county colleges  
**Gik** Village and rural clubs  
**Goc** Agricultural extension  
**God** Agricultural colleges  
**Gol** Land grant colleges (USA)  
**Goz** Technical assistance, mechanisation

**J**  
**1** Europe  
**2** United Kingdom

3 Scandinavia  
4 Denmark  
5 Norway  
6 Sweden  
7 Finland  
8 Greenland  
9 Iceland  
10 W. Germany (or Germany as a whole)  
11 Austria  
12 Benelux countries  
13 Belgium  
14 Belgium and Netherlands  
15 Netherlands  
16 Luxembourg  
17 France  
18 Switzerland  
19 Spain  
20 Portugal  
21 Italy, Sicily and Sardinia  
22 Other Mediterranean countries  
23 Greece and Islands  
24 British Commonwealth  
30 Australasia  
31 Australia  
39 Tasmania  
40 New Zealand  
50 Canada  
60 USA  
70 West Indies  
75 Central America, Mexico, Latin America  
76 South America  
77 Asia  
78 China  
79 Hong Kong  
80 Japan  
85 Pacific Islands  
86 Malaya  
87 Ceylon  
88 India  
90 Pakistan  
91 Burma  
95 Middle East  
100 Africa  
101 Rhodesia and Nyasaland  
102 Ghana  
103 British W. Africa  
104 Gambia  
105 Sierra Leone  
106 Nigeria  
107 British E. Africa  
108 Kenya  
109 Tanganyika

110 Uganda  
 111 Zanzibar, Seychelles, Mauritius  
 112 High Commission Territories  
 113 Union of South Africa  
 114 North Africa  
 115 North E. Africa  
 116 USSR  
 117 E. Germany  
 118 Czechoslovakia  
 119 Hungary  
 120 Rumania  
 121 Yugoslavia  
 122 Poland  
 123 Ukraine  
 124 Central Asian Republics

**K Culture and the mass media**  
 Ka1 Radio  
 Kam Radio and television  
 Kap Television  
 Kat Films  
 Keb Entertainment  
 Kec Theatre  
 Keg Concerts  
 Kej Gramophone recitals  
 Kep Arts festivals  
 Ki Self educational books  
 Kib Books, newspapers and other informational publications  
 Kic Reading tastes  
 Kid Libraries  
 Kis Book supply to adult classes  
 Kit Library extension work  
 Ko Libraries, museums and art galleries  
 Kob Museums and art galleries  
 Kom Special exhibitions

**La Administration of education and adult education**  
 Lab Finance  
 Lac Publicity  
 Lad Buildings and accommodation  
 Lam Regional cooperation  
 Lap Administration of individual educational centres and organisations  
 Le Administration of social work and community development  
 Li Administration of community development

**M Personnel**  
 Mab Selection, recruitment and training  
 Mac Training methods  
 Meb Salaries and conditions of service  
 Mib Professional associations

**N** Students, recruitment, selection surveys  
**Na** Scholarships and bursaries  
**Na1** Mature students, degree courses, credit and non-credit courses  
**Neg** Counselling and guidance  
**Ne1** Careers of students after course

**P** Psychology  
**Pa** Developmental psychology  
**Pam** Human relations  
**Pe** Psychology of adult maturity  
**Pe1** Mental ability of adults  
**Pem** Intelligence tests  
**Pi** Learning theories, educational psychology  
**Pib** Adult educational psychology

**Q** Teaching methods  
**Qe** Leadership methods

**Ra** Learning situations  
**Rab** Classes  
**Ra1** Forums  
**Re** Groups  
**Reb** Workshops  
**Rec** Meetings  
**Reg** Conferences  
**Rep** Clubs  
**Ri** Residence  
**Ri1** Summer schools  
**Ro** Travel - overseas students  
**Rob** Private study  
**Ro1** Correspondence schools

**S** Teaching techniques and aids used in more than one learning situation  
**Sab** Text books  
**Sag** Written work  
**Sak** Standards and marking  
**Se** Audio visual aids  
**Se1** Discussion, debate, public speaking and expression  
**Sen** Discussion guides  
**Si** Role playing

**T** Curricula planning  
**Ta** The arts, liberal education, humanities  
**Ta1** Classics  
**Tam** English language, essay style, how to write  
**Tap** Reading speed and efficiency  
**Taq** Modern languages (foreign, divide by country numbers)  
**Tar** Literature (divide by country numbers)  
**Tav** Philosophy  
**Taw** Religion

**Te** Psychology  
**Teb** Science and Mathematics  
**Tec** Social sciences  
**Tel** History  
**Tem** Local studies, social and historical  
**Tep** Civic education, citizenship, politics (see also  
Theory at Bem)  
**Tez** International relations  
**Tib** Law  
**Tic** Economics  
**Tid** Consumer education  
**Til** Geography  
**Tok** Drama and elocution, amateur theatricals  
**Tol** Music and drama, opera  
**Ton** Music  
**Top** Fine arts, visual arts  
**Tu** Crafts  
**Tuh** Housecraft, domestic science (see also Women at Wup)  
**Tun** Hobbies  
**Tup** Health - education (see also community development)  
**Tur** Sports and physical training

**W** Special classes of people  
**Wac** Blind  
**Waf** Hospital and sanatoria patients  
**Wag** Mental hospital patients  
**Wal** Prisoners and offenders  
**Web** Illiterates  
**Wec** Illiterates in newly developing countries, fundamental  
education  
**Wed** Minorities, ethnic groups, immigrants and emigrants  
and prisoners of war  
**Wib** Alumni, graduates  
**Wic** Professional people, executives  
**Wig** Unemployed  
**Wik** Workers, industrial  
(Wik F Cooperative education, Trade Unions)  
**Wip** Young workers, apprentices and trainees, day conti-  
nuation education  
**Wia** Technical, vocational and liberal education compared  
**Wit** Technical, vocational, business and commercial  
education  
**Wo** Youth  
**Wol** Armed Forces  
**Wor** Ex-servicemen  
**Wot** Seafarers  
**Wu** Older people, education for retirement  
**Wud** Parents  
**Wup** Women

Accommodation	Lad	Church of England	
Administration	La	organisations	Fod
Africa	J100	Citizenship, theory	Bem
Agricultural colleges	God	Citizenship, teaching	
Agricultural extension	Goc	of	Top
Aids for teaching	S	Civic education,	
Aims of education	Be	teaching of	Top
Alumni	Wib	Classes, teaching to	Rat
Amateur theatricals	Tok	Clubs, teaching to	Rep
Anglican organisations	Fod	Clubs, working men's	Fim
Apprentices	Wip	Colonies, British	J24
Armed Forces	Wol	Commercial education	Wit
Art galleries	Kob	Commissions, adult	
Arts	K	education	Dib
Arts festivals	Kep	Commissions, education	Dab
Arts, teaching of	Ta	Commonwealth, British	J24
Arts, teaching of Fine	Top	Community clubs and	
Asian Republics	J124	centres	Gec
Associations	F	Community Colleges	
Audio-visual aids	Se	(USA)	Fej
Australasia	J30	Community development,	
Australia	J31	administration	Le
Austria	J11	Community development,	
		description	Geb
Belgium	J13	Comparative studies	D
Benelux countries	J12	Concerts	Keg
Bibliographies	B	Conferences,	
Biography	Do	description	Bas
Blind	Wac	Conferences, methods	Reg
Boards of Education	Fih	Consumer education	Tid
Bodies	F	Cooperation, Inter-	
Books, cultural		national	C
reading	Kib	Cooperation, Regional	Lam
Book supply to adult		Correspondence schools	Rol
classes	Kis	Counselling students	Neg
Books, use of text-	Sab	County colleges	Gih
Britain	J2	Crafts, teaching of	Tu
Broadcasting <u>see</u> Radio		Credit courses	Nal
<u>and</u> Radio and Tele-		Culture	K
vision		Curricula plannin/g	T
Buildings	Lad	Czechoslovakia	J118
Bursaries	Na		
Business education	Wit	Debates, methods	Se1
		Debates on adult	
Camps, educational	Feq	education, Parlia-	
Canada	J50	mentary	Dic
Careers of students	Nel	Debates on education,	
Centres, administration		Parliamentary	Dac
of	Lap	Degree courses	Nal
Ceylon	J87	Democracy, theory	Bem
Chautauquas	Fow	Denmark	J4
China	J78	Dictionaries	Bak

Directories of adult education	Dik	Germany, East	J117
Directories of education	Ded	Germany, West	J10
Discussion	Sen	Ghana	J102
Discussion guides	Sen	Glossaries	Bak
Domestic Sciences, teaching of	Tuh	Graduates	Wib
Drama, teaching of	Tik	Gramophone recitals	Kej
		Great Britain	J2
Economics, teaching of	Tic	Greece and Islands	J23
Economics, teaching of Home	Tuh	Greenland	J8
Educational Centres Association	Feh	Groups, organisation	Re
Educational Settlements Association	Feh	Guidance, students	Neg
Elocution, teaching of	Tok	Handbooks, adult education	Dik
Emigrants	Wed	Handbooks, education	Ded
English Language, teaching of	Tam	Handicrafts, teaching of	Tu
Entertainment	Keb	Health education	Tup
Ethnic groups	Wed	Higher education	Dek
Europe	J1	History of adult education	Dil
Evening Colleges (USA)	Fah	History of education	De
Evening Institutes	Fij	History, teaching of	Tel
Executives	Wic	Hobbies	Tun
Exhibitions	Kom	Home economics	Tuh
Ex-servicemen	Wor	Hong Kong	J79
Extension, agricultural	Goc	Hospital patients	Waf
Extension, library	Kit	Hospital patients, mental	Wag
Extension, university	Fag	Housecraft, teaching of	Tuh
Extra-mural work <u>see</u> Extension		Human relations	Pam
		Humanities, teaching of	Ta
Festivals, Arts	Kep	Hungary	J119
Films	Kat	Iceland	J9
Finance	Lab	Illiterates	Web
Finland	J7	Immigrants	Wed
Fine Arts, teaching of	Top	Indexes	Baf
Folk High Schools	Faz	India	J88
Forces, Armed	Wol	Industrial workers	Wik
Forums, description	Fip	Informational books	Kib
Forums, methods	Ral	Information services	Kid
Foundations	Fut	Intelligence, adult	Pe1
France	J17	Intelligence, adult tests	Pem
Fundamental education	Wec	International aspects	C
Further education	Del	International organisations	Co
Gambia	J104	International relations, teaching of	Tez
Geography, teaching of	Til	Italy	J21

Japan	J80	Maturity, psychology	Pe
Jewish organisations	Foh	Mauritius	J111
Junior Community		Mechanics' Institutes	Fib
Colleges (USA)	Fej	Mechanisation	Goz
		Mediterranean islands	J22
Kenya	J108	Meetings, conduct of	Rec
		Mental ability of	
Land-grant colleges	Gol	adults	Pe1
Languages, teaching of		Mental hospital	
Foreign	Taq	patients	Wag
Language, teaching of		Mexico	J75
English	Tam	Middle East	J95
Latin America	J75	Ministry of Education	Fa
Laws of adult education	Did	Ministry of Education,	
Laws of education	Dad	Circulars and Memor-	
Law, teaching of	Tib	anda on adult	
Leadership	Qe	education	Dif
Leadership of dis-		.. on education	Dag
cussions	Se1	Minorities	Wed
Leadership of groups	Re	Museums	Kob
Leaders, training	M	Music, teaching of	Ton
Learning situations	Ra		
Learning theories	Pi	National coordinating	
Leisure, theory	Beb	bodies	Fab
Liberal arts, teaching		National Adult School	
of	Ta	Union	Fov
Liberal compared with		Netherlands	J15
technical and		Newspapers	Kob
vocational education	Wis	New Zealand	J40
Libraries	Kid	Nigeria	J106
Library extension work	Kit	Non-conformist	
Literacy	Web	organisations	Fof
Literary societies	Fin	Norway	J5
Literature, teaching of	Tar	Nyasaland	J101
Local education			
authorities	Fih	Offenders	Wal
Local studies, adult		Older people	Wu
education	Dip	Opera	Tol
Local studies, teaching		Organisation of educ-	
of	Tem	ation	La
Long term residential		Organisations	F
colleges	Fec	Overseas students	Ro
Luxembourg	J16		
Lyceums	Fin	Pacific islands	J85
		Pakistan	J90
Malaya	J86	Parents	Wud
Marking	Sac	Parliamentary debates	
Mass illiteracy	Wee	on adult education	Dic
Mass media	K	.. on education	Dac
Mathematics, teaching		Periodicals	Bac
of	Teb	Periodicals lists	Bab
Mature students	Nal	Personnel	M

Philosophical societies	Fin	Salaries of personnel	MeB
Philosophy of education	Be	Sanitoria patients	Waf
Philosophy, teaching of	Tav	Sardinia	J21
Physical education	Tur	Scandinavia	J3
Poland	J122	Scholarships	Na
Politics, teaching of	Tep	Sciences, teaching of	Teb
Polytechnics, history	Fig	Seafarers	Wot
Polytechnics, modern	Wis	Secondary education	Dek
Portugal	J20	Selection of personnel	Mab
Prisoners	Wal	Selection of students	N
Prisoners of war	Wed	Self educational books	Ko
Professional Associations	Mib	Servicemen	Wol
Professional people	Wic	Servicemen, Ex-	Wor
Psychology, adult education	Pib	Service conditions, personnel	MeB
Psychology, adult maturity	Pe	Seychelles	J111
Psychology, developmental	Pa	Short term residential colleges	Fed
Psychology, educational	Pi	Sicily	J21
Psychology, teaching of	Te	Sierra Leone	J105
Public expression	Sel	Social sciences, teaching of	Tav
Public schools (USA)	Fil	Social services	Gac
Publicity	Lac	Social surveys	Gab
		Social surveys, teaching of	Tem
Radio	Kal	Social work, administration	Le
Radio and television	Kam	Sociology	G
Reading speed	Tap	South Africa	J113
Reading tastes	Kic	South America	J76
Recreation, methods	Tun	Spain	J19
Recreation, theory	Beb	Sports, teaching of	Tur
Recruitment, personnel	Mab	Staffing	M
Recruitment, students	N	Standards	Sak
Regional cooperation	Lam	State in adult education	Fa
Religion, teaching of	Tav	Statutes, adult education	Did
Religious ideals in education	Bek	Statutes, education	Dad
Religious organisations	Fob	Statutory rules and orders, adult education	Dif
Residence, learning situation	Ri	.. education	Daf
Residential colleges	Feb	Students, recruitment	N
Research	Bap	Student surveys	N
Retirement education	Wu	Study	Rob
Rhodesia	J101	Suburbs, community development	Gid
Role playing	Si	Sudan	J115
Roman Catholic organisations	Foc	Summer schools, organisation	Ril
Rumania	J120		
Rural adult education	Gig		
Rural areas, community development	Gif		

Summer schools, description	Feq	United Kingdom	J2
Surveys, social	Gab	Universities	Faf
Surveys, students	N	Urban areas, community development	Geb
Surveys, teaching of students doing local	Tem	USA	J60
Sweden	J6	USSR	J116
Switzerland	J18	Village clubs	Gik
Tanganyika	J109	Village colleges	Gih
Tasmania	J39	Visual aids	Se
Teachers' training	M	Visual arts, teaching of	To
Teaching methods	Qa	Vocational education	Wit
Technical education	Wit	Voluntary bodies	Fac
Technical assistance in community development	Goz	West Indies	J70
Techniques of teaching	S	Women	Wup
Television	Kap	Workers	Wik
Television and radio	Kam	Workers' Educational Association	Fal
Text-books	Sab	Workers, Young	Wip
Theatre	Kec	Working Men's Colleges	Fic
Theatre, Amateur	Tok	Workshops, methods	Ret
Theory of education	Be	World Association for Adult Education	Ceb
Trainees	Wip	Written work, use	Sag
Training personnel	Mab	Year books, adult education	Dik
Travel	Ro	Year books, education	Ded
Trusts	Fut	Youth	Wo
Tutorial classes	Fak	Yugoslavia	J121
Uganda	J110	Zanzibar	J111
Ukraine	J123		
Unemployed	Wig		
UNESCO	Ci		