

DOCUMENT RESUME

ED 070 458

LI 004 010

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TITLE Rationale and Schedule for a Classification System
for Education and Education-Related Materials.
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Development, Berkeley, Calif.
PUB DATE Jul 72
NOTE 13p.; (0 References)
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Classification; *Education; *Instructional
Materials; *Library Materials; *Research
IDENTIFIERS Dewey Decimal Classification; Educational Resources
Information Center; ERIC; Library of Congress
Classification

ABSTRACT

There is a need for a universal classification system for a library largely of education and education-related materials that is logical, concise, flexible, mnemonic and easy to use, as well as consistent with the educational theories, issues, and practices of today. The FWL (Far West Laboratory) Library Classification System is designed to meet these criteria. For instance, a letter classification is used because it is more concise (26 letters vs. 10 digits) which allows related materials to be more adequately classified in (sometimes) an easily remembered combination. Since logic is important, it is not sacrificed to mnemonic considerations. A letter system also allows more room for expansion and flexibility. In general single letters are devoted to categories basic to education and educational research (for instance; C--the child, E--education, and K--curriculum). These categories are grouped both logically and mnemonically and sub-divided largely mnemonically when this method is not too illogical. (Author/NH)

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RATIONALE AND SCHEDULE FOR A CLASSIFICATION SYSTEM
FOR EDUCATION AND EDUCATION-RELATED MATERIALS

by

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July 1972

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FWL LIBRARY CLASSIFICATION SYSTEM

The FWL Library classification system was designed after much thought when the previous color-coded accession number system proved increasingly unworkable for an expanding collection.

Unfortunately, the two standard major library classification systems, Library of Congress and Dewey Decimal, are both inadequate in the area of education. Both reflect their origins in a period when educational theories, issues and teaching methods differed substantially from the present. Neither is well designed to meet the needs of educational researchers, information specialists, or even current teachers.

Since a large part of our collection consists of pamphlets and documents which will never be catalogued by the Library of Congress, and since we attempt to catalog materials on the day they are received, we cannot afford the standard library practice of waiting for Library of Congress card sets while our books sit on the shelves.

One system considered and discarded was the Bibliographic Classification System of Henry Bliss (1935), which could have been workable for our collection. Unfortunately, this system is out of print and obtainable only on short-term loan from large libraries. Moreover, since it is truly a universal system, and our collection is largely education and education-related materials, an undue proportion of the notation is devoted to subject areas in which we have little or no material.

The ERIC system, developed by information scientists of Education Resources Information Center, does deal with materials much like ours. At first glance it is an appealingly simple system of 52 Descriptor Groups arranged alphabetically with scope notes. However, it is basically so alogical, unsystematic, and redundant that it offers countless opportunities for ad hoc and inconsistent decisions which would be extremely difficult to systematize useably.

What was needed was a universal classification system (i.e. a place for everything) for a library largely of education and education-related materials that was logical, concise, flexible, mnemonic and easy to use, as well as consistent with the educational theories, issues, and practices of today.

This classification is designed to meet these criteria. We are using a letter classification, for instance, because it is more concise (26 letters vs. 10 digits) and enables us to more adequately classify related materials in (sometimes) an easily remembered combination. Since logic is important, we have tried not to sacrifice logic to mnemonic considerations. A letter system also allows us more room for expansion and flexibility.

In general, we have attempted to devote single letters to categories basic to education and educational research (for instance; C--the child, E--education, and K--curriculum). We have attempted to group these categories both logically and mnemonically and to sub-divide them largely mnemonically when this method was not too illogical.

Following is a list of our categories:

- A - REFERENCE
- B - RESEARCH
- C - CHILD
- D - MAN (Adults)
- E - EDUCATION
- F - EDUCATIONAL PSYCHOLOGY
- G - PSYCHOLOGY
- H - TEACHERS & TEACHING
- I - METHODS OF INSTRUCTION
- J - SOCIAL ASPECTS OF EDUCATION
- K - CURRICULUM
- L - SCHOOLS & SCHOOL ORGANIZATION
- M - EDUCATIONAL LEVEL
- N - SPECIAL SCHOOLS & CLASSES
- O - ORGANIZATION THEORY & ORGANIZATIONS
- P - COMMUNITY
- R - MINORITY GROUPS & PREJEDICE
- S - SCIENCE & TECHNOLOGY
- T - LIFE SCIENCES
- U - SOCIAL SCIENCES
- V - COMMUNICATION
- W - LANGUAGE
- X - ARTS
- Y - MANAGEMENT
- Z - EVALUATION

collection (modified by additional documents) and designed to be congruent with the research programs of this laboratory as well as those of other research organizations, and, since this is 1972, could be adapted to computerized searching.

Since there was some fondness for the color coding system among a few staff members, and since we had a substantial number of color-coded cards at hand, and thousands more already in the card catalog, I decided to maintain the color-coding system as a kind of facet indicator.

The old color classification:

<u>Brown</u> -- Curriculum	Hence a book cataloged as IS (instructional simulations) colored:
<u>Yellow</u> -- Sociology Anthropology Disadvantaged	<u>Brown</u> -- would be related to the curricular aspects of simulation
<u>Grey</u> -- Psychology Measurement Statistics Management Research Computers	<u>Yellow</u> -- would deal with social values or aspects of role-playing or simulation
<u>Red</u> -- Pamphlets	<u>Grey</u> -- would deal with research in this field
<u>Black</u> -- Reference	<u>Red</u> -- would be slender or ephemeral in nature
<u>Blue</u> -- Ed Lab / R & D	<u>Black</u> -- would be a reference book
<u>Green</u> -- Educational innovation Education Teaching	<u>Blue</u> -- would be issued by an Ed Lab, ERIC, or an R & D Center

For example, a green label on a book in the usual grey, LA section (school administration) would indicate that the book was related to teaching and teachers more than the other books in this section.

Since the color code serves as a useful indication of aspect, we are careful to classify a book under its major subject, letting our subject cards and our color code reveal other aspects.

When a document does in fact cover one or more topics equally, a rare occurrence, our practise is to place the book in the first alphabetical subject class since our classification in general is slanted towards placing major categories earlier in the alphabet.

Marda Woodbury

MW:gd

An attempt was made to relate these categories in a logical and usable order:

[A] was devoted to reference books since the beginning of the classification is the logical and most convenient spot for these much consulted books. Since we are a research library in a research laboratory, [B] was devoted to research. Since the child is basic to education, [C] was devoted to the child. [D] was reserved for the adult state since that seemed the most logical spot to include it. [E] was devoted to another basic, education, since logic and mnemonics dictated it. [F] was used for educational psychology and [G] for general psychology, as this seemed a logical placement for these related fields. Another basic facet of the educational process, the teacher and teaching, comes in with [H]. Specific instructional methods are covered in [I]. [J] covers the student-teacher and student school relations that go beyond the academic learning process. I couldn't resist the assignment of [K] to curriculum. [L] brings in the school and the problems of educational administration. [M] covers education by grade level (the reaction between the structure, the student, and the teacher). [N] covers education of special classes of students, beyond the grade level separation. We move out of education with [O], which covers organizations related to education, along with organization theory in general. [P] is the community, especially the community which relates to the schools. [R] is a slightly inconsistent section on minorities and prejudice, designed to fit the criteria of the previous head of our multi-ethnic division. [S] is a space for science and technology to allow room for non-school related materials. [T] is similarly devoted to life sciences. [U] is assigned to social sciences not covered elsewhere. [V] seemed a good spot to put communication (between social sciences and language). Since our area in curriculum did not seem to offer enough scope to cover the materials we would be likely to get on language and development, I devoted all of letter [W] to this important subject. [X] was similarly devoted to the arts. [Y], near the end of the alphabet, offered room for the expanding class of management. [Z], which has been used as a sub-code for evaluation throughout (for example, KZ= evaluation of curricula) can be used for the field of evaluation as a whole. This leaves one letter free, [Q] to allow for expansion in uncharted fields.

Scope notes at the beginning of each section, using definitions largely derived from Good's Dictionary of Education, (other authorities have also been consulted) define and limit letter sections so that, for example; E (education) and H (teaching) do not in fact overlap.

The system is based on both current and classic educational classification and taxonomies, checked out against the 4000 documents than in the FWL library

FAR WEST LABORATORY
Library Classification

A REFERENCE BOOKS & BIBLIOGRAPHIES

- AA Abstracts (continuing series)
- AB Bibliographies (followed by letters for subjects)
[For publisher's catalogs, see AP
For ethnic bibliographies, see RB]
- AC Biographies & directories of people
- AD Directories of organizations & school districts
- AE Dictionaries, encyclopedias & thesauri
- AF World books, almanacs, etc.
- AG Grants & finance; funds sources
- AI Instructional materials & equipment catalogs (not AV, not books)
- AL Laws & legislation: compilations, codes
- AM Maps & atlases
- AP Directories of publishers, publisher's catalogs, Books in Print
- AR Annual reports
- AS Style manuals, secretary's handbooks, how to obtain copyright
- AT California statistics (educational & other)
- AU U.S. & international statistics
- AV Audiovisual materials catalogs

B RESEARCH (in general): includes books on research in social sciences & behavioral sciences.

Covers process as well as philosophy of research & development (including dissemination) & social change. Books on research grants are under AG. Directories are under AD. Results are under subject, such as early childhood education.

- BA Research methods (specific)
- BB Library research (methods & materials, legal research, archives, how-to)
- BC Statistics
- BD Surveys & questionnaires, interviewing [See also V0--opinion polls]
- BE Educational research (books on educational research per se, not books on research for educators)
- BI Indexing, abstracting, coding
- BL Research & development
 - D Dissemination
 - Y Project management
- BM Decision making
- BP Research proposals
- BS Social change (process & theory) [See also: P--Community & U--Social Science]
- BT Tests & measurements, devices or procedures for measuring
[See also: Under specific subjects such as CPT--Student Testing,
FT--Educational Testing, GT--Psychological Testing]
- BZ Evaluating research
[See also: KZ--Evaluating Curriculum]

C CHILD: for documents which deal primarily with the child up to & including adolescence [Material on college students under MH-Y]

- CA Child psychology (including self-concept) [For therapy see GTh]
- CAP Child rearing (psychology for parents)
- CB Child development (based on ages & stages, includes physical & mental)
- CD Disadvantaged child (poverty, etc.) [For teaching see NCo]
- CG Gifted child
- CH Handicapped (physical & mental)
- CJ Delinquent child [See also: J & JD for school problems]
- CP Child as pupil
- CPT Tests, measurements, grading, classifying, college placement
 - A Achievement tests
- CY Youth (adolescents & transition)

D MAN (adults): for material which deals primarily with the nature of adult mankind (including women)

- DA Man as philosopher (world viewpoints which contain a view of man)
 - [Psychology is under G; educational psychology is under EA]
- DO Man as worker (occupations & vocations)
- DOT Vocational tests
- DP Man as parent (includes both the parental role [See also: CA--Child psychology, CAP--Child rearing] and the parental role in the educational process, whether or not in cooperation with the schools [preschools under MP])
- DR Religious man (world views of man which emphasize a deity)
- DS Man as social being
- DW Woman (for material which deals specifically with feminine roles)

E EDUCATION: for books dealing with the process of education, essentially school education--general, principles, theories, textbooks.

- EA Philosophy of education; aims of education
- EI Educational innovations (both theory & practice--collections of innovations)
- EO Educational objectives (for drafting educational objectives in general--more specific than general aims of education) [Whenever possible, put under specific subjects, such as K--Curriculum, etc.]
- EP Educational planning [See also: L & LA for administration of schools]
- ES Special (theoretical) schools & systems of education (Montessori, Piaget, radical education, etc.) [However, put Piaget's work on child development under CB, etc.]
- EX Education by place & international education
 - A Africa
 - B Asia
 - C Latin America
 - D Oceania
 - E Europe
 - F North America
 - G Near East

F . EDUCATIONAL PSYCHOLOGY (areas of psychology primarily concerned with education)

- FI Individual differences, includes: abilities, sex differences
- FL Learning (process of acquiring knowledge, skills, etc. through study, instruction or experience)
 - Af Affective domain [See also: GE--Feelings & emotions]
 - At Attention
 - Co Cognition
 - In Interests
 - M Memory
 - Mo Motivation (includes anxiety)
 - P Perception
 - Re Reinforcement
 - S Self-direction [See also: II--Individualized instruction]
- FT Tests & measurements (when a part of material related primarily to educational psychology)

G PSYCHOLOGY (in general): All other phases of individual human behavior & endowment, including intelligence, mental phenomena, activities & processes; also includes psychological therapy.

[For philosophical aspects of man, see DA; for physiological aspects of psychology, see TM--Medicine]

- GA Applied psychology (for instance, problem-solving)
- GC Creativity
- GE Emotions & feelings
- GG Group dynamics [See also: O--Organization theory & organizations, P--Community]
- GI Intelligence (thinking & reasoning)
- GM Mental states (states of consciousness)
- GS Sensation & perception
- GT Tests & measurements (psychological, intelligence, etc.)
- GTh Therapy [See also: JCo--Counseling, JD--Discipline]

H TEACHERS & TEACHING: for general material dealing with role of teachers, process of teaching, etc.

- HC Teacher characteristics (both personal & professional, including credentials, compensation, etc.)
 - A Teacher aides & paraprofessionals in education
 - D Differentiated staffing
 - V Volunteers
- HE Teacher education (material dealing with characteristic problems & methods) [See also: RH--Teachers & teacher education for minority groups]
 - A Education of teacher aides & paraprofessionals
 - K Specific teacher education curricula (Can be divided by grade level)
 - I Inservice teacher education
 - T Evaluation of teacher education programs
- HT Evaluation of teachers
 - C Classroom observation

I METHODS OF INSTRUCTION: For specific methods & comparisons of methods.
 [See also: VI--Instructional media, VT--Television, VS--Films]

- IA Assignments & homework
- IC Computer as teaching method
 [See also: SCo--Computers, IP--Programmed instruction]
- ID Discussion
- IG Groups & grouping
- IGa Games
- II Individualized instruction, independent study
 [See also: FL-S--Self-direction]
- IJ Inquiry (include discovery)
- IL Lecture
- IM Microteaching
- IO Outdoor education
 [See also: K-Ec--Ecology]
- IP Programmed instruction
- IQ Questioning
- IS Simulation, sociodrama, role-playing
 [See also: IGa--Games]
- IT Team teaching
- ITu Tutoring
- IZ Evaluation of teaching methods

J SOCIAL ASPECTS OF EDUCATION: For aspects of education not covered elsewhere (internal management, interpersonal & intergroup aspects)

- JC Classroom interaction
- JCo Counseling
 [See also: DOT--Vocational tests]
- JD Discipline
- JL Leadership
- JP Peer groups
- JR Religion

K CURRICULUM (general principles): deals with overall planning & development
 [Methods of instruction under I; educational & behavioral objectives under EO; grade level, per se, under M; special schools & classes under N]

- KAg Agriculture
 - KAn Anthropology
 - KAr Arts
 - KBu Business
 - KEc Ecology
 - KEn English
 - KF Family life & sex education
 - KH Health & physical education
 - KHo Home economics
 - KHu Humanities
 - KL Languages other than English
 [See also: RN for bilingual education]
 - KM Mathematics
 - KMu Music
 - KN Narcotics
 - KR Reading
- Can be subdivided by grade level
 as under M: -P Preschool
 -E Elementary
 -I Intermediate
 -S Secondary
 -H Higher
 -A Adult



K CURRICULUM (cont.)

- KRZ Reading evaluation (of curricula & instruction)
- KSc Sciences
- KSo Social sciences
- KV Vocational, industrial
[See also: MV for schools]
- KZ Evaluation of curricula (include content analysis)

L SCHOOLS & SCHOOL ORGANIZATION: the structure & framework within which teachers, pupils & supervisors operate in order to carry on school activities & functions.

- LA School administration in general of individual schools (includes administrative theory applied to schools & training of administrators)
- LB School buildings & architecture
- LD Local school systems & districts (internal organization & administration) (include school boards)
 - P Personnel policies, including negotiation
- LE School equipment
[For catalogs, see AI]
- LF School finance
[For grants, see AG]
- LI Educational information systems; data processing; records
[See also: YI for administrative data systems in general, VL--Libraries]
- LL School laws (general discussions)
[For compilations, see AL]
- LS State regulation & administration of schools
- LU Federal regulation & administration of schools
- LY School year length
- LZ Evaluation of school systems (administrative point-of-view)

M EDUCATIONAL LEVEL: institutions offering defined subjects at defined levels.

- MA Adult education
 - P Parent participation
- ME Elementary education
- MH Higher education
 - A Administration
 - J Junior colleges
 - K Curriculum
 - Y College students
 - Z Evaluation
- MI Intermediate schools *<MP Pre-school*
- MS Secondary schools
 - C Continuation schools
- MV Vocational schools
 - EO Objectives
 - FL Learning psychology

M EDUCATIONAL LEVEL

- MV Vocational schools (cont.)
 -I Instructional methods
 -J Social aspects
 -Y Management & administration
 -Z Evaluation
- MZ Evaluation of educational level systems, including national assessment

N SPECIAL SCHOOLS & CLASSES

- NB Boarding schools
 NC City schools
 NCo Compensatory education
 [See also: K's for individual subjects]
 ND Day care centers
 NE Exceptional
 NG Gifted classes & schools
 NH Handicapped
 NI Independent
 NR Reform & prison schools
 NRe Retarded
 NRu Rural
 NS Suburban
 NZ Evaluation

O ORGANIZATION THEORY & ORGANIZATIONS: community & interest groups connected with education in some way.

[Research organizations under B; annual reports under AR]

- O Organization theory & organizations in general
 [See also: Y-- Management]
- OC Community & welfare organizations
 OE Ethnic organizations
 OEd Educational organizations
 OF Foundations
 [For grants, see AG]
- OH Teacher organizations (such as NEA, AFT, etc.)
 OL Libraries
 OM Museums
 OP Parent organizations
 [See also: PC--Community-school relationships]

P COMMUNITY: the community based on an area or governmental focus, especially as it affects the school.

- PC Community-school relationships
 PCh Church & school
 PCi Cities
 PP Politics & government
 PPO Poverty

R MINORITY GROUPS & ETHNIC EDUCATION

- RA Prejudice in general; human rights
- RB Ethnic bibliographies & abstracts (subdivide by ethnic group)
- RE Ethnic groups
- RF Education (current & historical)
- RH Teachers & teacher education for minority groups
- RI Integrated education
- RK Instructional materials
 - I Media materials
 - T Textbooks
 - TZ Textbooks--Evaluation
 - VLK Library books & booklists
- RM Multiethnic education & ethnic studies
- RN Bilingualism & language problems

Subdivisions for this section:

- .1 Blacks (U.S.)
- .2 Indians (U.S.)
- .3 Spanish-speaking Americans
- .4 Asian-Americans
- .5 Jews
- .6 Other European immigrants
- .7 White majority.

S SCIENCE & TECHNOLOGY (in general): organized & applied knowledge of objects & forces, dealing with physical works; includes mathematics & computers.

- SC Chemistry
- SCo Computers
 - [As a teaching method, see IC]
- SG Geology
- SM Mathematics

T BASIC & APPLIED LIFE SCIENCES

- TA Anthropology (species & culture of man)
- TB Biology
- TM Medicine
- TMN Nutrition
- TMT Toxicology (includes environment & drugs)

U SOCIAL SCIENCES: more abstract than P (based on the functioning of human society beyond the community) and more global.

- UC Culture
- UD Demography (population)
- UE Ecology & environment
- UEc Economics
- UG Game theory
- UL Labor
- UP Power
- UV Violence (including war)

V COMMUNICATION (social & psychological process) & MEDIA (secondary mechanical devices & methods for conveying information)

- VC Cameras & photography
- VG Graphics (including charts)
- VI Instructional media in general
[For catalogs, see AV & AI]
- VL Libraries
- VLK Children's books
- VM Microforms
- VO Public opinion & interpersonal networks
- VP Printing & photocopying
- VR Recorders (sound) & radio
- VS Films, videotapes
- VT Television
- VTx Textbooks

W LANGUAGE (in general): the linguistic process--use of signs & symbolism; human speech & written language; study of origin & development of language)
[For teaching see KEn--English curricula, KL--Language other than English, KR--Reading & RN--Bilingualism; see also: V--Communication]

X ARTS (in general): musical & visual signs & symbols used for aesthetic & affective communication; includes fine & performing arts, as well as landscape architecture, etc.)
[See also: KAr for teaching art, KMu for teaching music]

Y MANAGEMENT (in general): implies control & administration with responsibility for results)
[See also: L & LA for administration of schools, O for organization theory]

- YA Accounting
- YB Budgeting (includes PPBS)
- YE Business economics (include marketing)
- YI Information systems
- YP Personnel
[See also: DO--Man as worker, UL--Labor, LD-P--School personnel policies]
- YP1 Planning (other than budgetary)
- YS Systems analysis
- YSa Safety (industrial, etc.)
- YT Transportation

Z EVALUATION: for evaluation as a whole.
[Otherwise under specific subjects, such as KZ--Curriculum evaluation]

- ZA Accountability