

Miscellaneous Information on Curriculum Materials Center Cataloging

The goal in cataloging materials for the Curriculum Materials Center is to shelve similar materials together. In order to avoid excessive fragmentation of the collection certain differences in treatment are ignored. One call number is selected as the default location in which all materials will be placed. The Classification Notes for Curriculum Materials records such decisions and includes notes on the cataloging of materials on other subjects common in the CMC collection. The classification notes contain information on call numbers and subject headings and should be used extensively when cataloging.

General Principles

- 1) When determining grade/age level, don't rely on the title says or how another cataloging agency has classified a title. Look through the content and read the introductory information to gain a true sense of the content. The term "early childhood" is often misused. According to the Library of Congress's definition, early childhood encompasses the entire period from preschool through the primary grades. Many authors, however, use early childhood to refer to the preschool years only. Susan Huie, who was an elementary school teacher, is a good resource for determining the true grade/age level of questionable titles.
- 2) Teacher guide vs. teacher edition. A teachers guide can rightly be attached as accompanying material to the bibliographic record for the student text in a subfield e of the 300 physical description field. A teacher edition cannot, as all editions of a work require a separate record according to OCLC's Bibliographic Formats and Standards.
- 3) Sometimes acquisitions staff needs to enter purchase order line items for each volume in a multi-volume set. Each line item creates a brief bibliographic record in Voyager which cannot be deleted because it is attached to a purchase order. Ultimately, most of these titles will be combined on a single bibliographic record for cataloging. The brief record for the first volume should be replaced with a full bibliographic record from OCLC. The remaining records should be suppressed from the online catalog and contain an explanation of how the items were cataloged.

Example:

049			‡a KZSJ [cataloged as part of Read, play, and learn set]
100	1		‡a LINDER, ED. D., TONI W.
245	1	0	‡a READ, PLAY, AND LEARN! COLLECTION II

A similar situation also occurs when the library purchases ancillary materials for textbooks. Student workbooks, lab manuals, and other student materials can be added as accompanying materials on the bibliographic record for the student textbook. Likewise, teacher resource manuals, transparencies, answer keys, and other teacher materials can be added as accompanying materials on the bibliographic record for the teacher edition

textbook. All “unused” bibliographic records should be suppressed from the online catalog by clicking on the System tab and then clicking in the box in front of the Suppress from OPAC box.

Example:

049			‡a KZSJ [cataloged on Voyager bib rec #361780]
245	1	0	‡a ART: A GLOBAL PURSUIT-- OVERHEAD TRANSPARENCIES(SET OF 27)
260			‡b DAVIS PUBLICATIONS, INC.

MARC | **System** | History

Suppress from OPAC Owning Library:

OK to export

<No date> Change to Today

Last set for: By: At:

4) Children’s books in English and Spanish (bilingual books) are sometimes purchased for the CMC and Library Science collections. In order to help patrons identify these titles, create a 500 general note that states “Children’s book in English and Spanish” since there are no subject headings that could be used to identify such titles.

Assigning Call Numbers

1) A good number of the titles devoted to the teaching of particular subjects are assigned call numbers between LB1139.2 and LB1632 in which are located various levels of education and the teaching of specific subjects at the early childhood, preschool, kindergarten, primary, elementary, and secondary levels. Titles devoted to the teaching of particular subjects for exceptional children (gifted and disabled) are generally assigned call numbers between LC3950 and LC4827. As the levels increase, titles relating to particular subject areas are more likely to be assigned call numbers outside of the L schedule. At the secondary level, only language arts and reading are located in the L schedule. Below are examples of the placement of some common subjects:

- a) Mathematics is always placed in QA regardless of level
- b) Science is placed in the L schedule for early childhood education and preschool but in Q and QB-QR for all other levels
- c) Art is placed in the L schedule for early childhood and preschool but in N or TT (crafts) for all other levels
- d) Environmental science is placed in the L schedule for Preschool but in GE-GF for all other levels
- e) Social studies (in general and as component areas) is placed in the L schedule for early childhood. Social Studies in general is placed in the L schedule for elementary. Components of Social Studies at the elementary level are placed in the H schedule. All social studies at the secondary level are placed in the H

schedule. When treated as separate components items are placed by subject in other schedules – primarily D, E, and F for history, G for geography, GN for anthropology, etc.

f) Language arts (reading, writing, grammar, etc.) are placed in the L schedule except for titles on English as a second/foreign language, English grammar and composition textbooks, anthologies of literature including poetry and a few other specialized areas

g) Library instruction is always placed in the Z schedule

h) Physical education is always placed in the GV schedule

i) Music is always placed in the M schedule

2) When two or more content areas or teaching concepts are contained in a title, it can be difficult to select which one to use as the primary subject and determinant of shelving location. The following principles should be consistently applied:

a) When two or more content areas are addressed in a title, the first named or treated should be the shelving location unless you can identify all of the content areas as being part of a larger subject. For example, a title on teaching mathematics and science to children would appropriately be assigned a call number in QA. On the other hand, a title on teaching history, geography, and sociology, although it could be assigned a call number in D, would be better placed in H under the broader concept of social studies.

b) When a teaching concept is combined with a particular subject, classify under the subject. For example, a title on multiple intelligences approaches to teaching mathematics would be placed in QA.

c) If neither of the first two principles yields a clear choice, consult with the Curriculum Materials Center Librarian to determine the best location for a particular title.

3) When assigning call numbers to the student edition and teacher edition of the same textbook, first assign a call number to the student edition. Use this same number as a base for the teacher edition and add T.ed. to the end.

Examples:

Student ed. 090 †a M1994 †b .S55 2002

Teachers ed. 099 0 †a M †a 1994 †a S55 †a 2002 †a T.ed.

Assigning Subject Headings

1) Most academic subjects can be qualified with the subheading “Study and teaching” which is often further qualified by the educational level, e.g. “Study and teaching (Elementary). However, there are exceptions. Some of the more common ones are noted below:

- a) Use “Health education” and “Health education (Elementary)” etc. rather than “Health – Study and Teaching”
- b) Use “Safety education” and “Safety education (Elementary)” etc. rather than “Safety – Study and Teaching”
- c) Use “Moral education” and “Moral education (Elementary)” etc. rather than “Morals – Study and Teaching”
- d) Use “Language arts” and “Language arts (Elementary)” etc. rather than “Language arts – Study and teaching”
- e) Use “Reading” and “Reading (Elementary)” etc. rather than “Reading – Study and teaching”
- f) Use “Music – Instruction and study” and “Music – Instruction and study (Elementary)” rather than “Music – Study and teaching”

2) In addition to content area subject headings, there are a number of subject headings relating to teaching concepts that can be applied to titles. Use them to provide additional information about a title. Some of the more common subject headings of this type are as follows:

- a) Active learning
- b) Art in mathematics education
- c) Classroom learning centers
- d) Computer-assisted instruction
- e) Cooperative learning
- f) Creative drama
- g) Group work in education
- h) Interdisciplinary approach in education
- i) Language arts – Correlation with content subjects
- j) Multicultural education
- k) Multiple intelligences
- l) Portfolios in education
- l) Project method in teaching
- n) Simulation methods in teaching
- o) Teaching teams
- p) Unit method of teaching

Kits

1) In the CMC, a kit is anything that is shelved inside the CMC rather than in the open stacks. Kits often have the GMD realia but can also be individual videotapes, DVD’s, computer software, transparencies, posters, true kits or some other format. Each title to be regarded as a kit should have either a permanent or temporary label on it identifying it as such. Enter a 590 field local note in the bibliographic record with the information that the title is a kit. There is nothing in the call number to distinguish a kit from a book in the open stacks.

Example:

2) Sometimes the CMC will combine items not purchased together into a kit because the items are intended to circulate together. In cases in which the items have the same title, publisher, and copyright dates, the items can be combined – albeit somewhat illegitimately – on one bibliographic record by using the record for the dominant component and adding the other components in a subfield e (accompanying materials) of the 300 physical description field. The bibliographic records for the other component should then be suppressed so that they do not display in the online catalog.

Example:

Bibliographic record for student book with teacher’s guides added as accompanying material:

100	1		‡a Linder, Toni W., ‡d 1946-
245	1	0	‡a Read, play, and learn! : ‡b storybook activities for young children.
246	3	0	‡a Storybook activities for young children
260			‡a Baltimore, Md. : ‡b Paul H. Brookes Publ. Co., ‡c 1999.
300			‡a 16 v. in 2 containers : ‡b ill., ‡c 28 cm. + ‡e 2 teacher's guides (xvii, 234 p. : ill. ; 28 cm.)

Suppressed bibliographic record for teacher’s guide added to record for student book:

MARC | **System** | History

Suppress from OPAC Owning Library:

OK to export

<No date> Change to Today

Last set for: By: At:

	Tag	I1	I2	Subfield Data
→	020			‡a 1557664005
	049			‡a KZSJ [cataloged along with Read, play, and learn collections 1 and 2]
	100	1		‡a LINDER, ED.D., TONI W.
	245	1	0	‡a READ, PLAY, AND LEARN! TEACHER'S GUIDE

When components to a CMC-created kit cannot be combined on one bibliographic record, the bibliographic records can be linked to a single holdings record by following the instructions on the Creating Linked Bibliographic Records in Voyager guide.

Example:

245	0	0	‡a Kids for character ‡h [sound recording] : ‡b 4 song sampler cassette.
260			‡a [Marina del Rey, CA] : ‡b Lyrick Studios, ‡c c1996.
300			‡a 1 sound cassette : ‡b analog.
505	0		‡a It's your character that counts! (26 secs.) -- Six simple words (3:31) -- Respect (3:31) -- Kids for character (3:57).
520			‡a Contains four songs from the videocassette presentation Kids for character / Josephson Institute of Ethics ; produced by the Character Counts Coalition.
521			‡a Ages 2-10.
590			‡a Component of Curriculum Materials Center Kit 1071.

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