

August 2023

Goofus and Gallant's Guide to Textbook Cataloging

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Recommended Citation

Dutkiewicz, Scott M. and Jackson, Tomeka (2023) "Goofus and Gallant's Guide to Textbook Cataloging," *South Carolina Libraries*: Vol. 7: Iss. 1, Article 2.

DOI: <https://doi.org/10.51221/sc.scl.2023.7.1.2>

Available at: https://scholarcommons.sc.edu/scl_journal/vol7/iss1/2

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Goofus and Gallant's Guide to Textbook Cataloging

Abstract

This article presents an overview of the 2022 SCLA presentation "Goofus and Gallant's Guide to Textbook Cataloging," presented by Scott Dutkiewicz. This presentation was inspired by the *Highlights for Children* comic strip "Goofus and Gallant. The reader will learn about five common cataloging mistakes associated with textbooks. Areas discussed are call numbers and classification, editions, pagination, subject and genre access, and indication of audience.

Keywords

textbooks, cataloging, Library of Congress Classification, Library of Congress Subject Headings (LCSH), Library of Congress Genre-Form Terms for Library and Archival Materials (LCGFT), Library of Congress Demographic Group Terms (LCDGT)

Goofus and Gallant's Guide to Textbook Cataloging

Textbooks often do not receive adequate cataloging attention. The authors often observe frequent duplication and variation in textbook catalog records in OCLC WorldCat and subsequently in the Network Zone of Alma. Most of these problems are due to overwhelmed, inadequate staff, or lack of training. Those challenges are compounded by the particular problems of textbook materials. Though the authors wish they could alleviate the first two situations, they can offer instruction on textbook cataloging by sharing five areas in which textbook cataloging may be improved. For this purpose, the authors enlisted the aid of the two characters who appear in the cartoon "Goofus and Gallant" (G&G) featured in *Highlights for Children*.

The inspiration for this article comes from two motivations. After 13 years cataloging for a large public school district in Oregon, the first author came to Clemson University as Special Formats Cataloger. One of the earliest projects in which he was involved was the retrospective conversion of the early School of Education library, which was eventually named the Education Media Center. In continuing support of this library branch, he catalogs the annual influx of K-12 textbooks obtained from the South Carolina Instruction Materials Adoption Cycle.

The second motivation springs from the increasing expense of college textbooks. Students do have more options now, such as renting texts or using eBooks embedded in course systems. Whatever the source, if students cannot afford them, they either do not take the course or take it without the textbook. If they buy textbooks, they may have to do without other necessities, making the stereotypical "starving student" all too real. To alleviate textbook inequity, some academic libraries, like Clemson, are developing textbook collections and lending programs (Clemson University Libraries, n.d.). Libraries also promote open educational resources (OER) since OER textbooks are increasingly available.

The bottom line is: If libraries are going to collect textbooks, they should be cataloged better. Can "Goofus and Gallant" show us the way? The charm of the cartoon is that it contrasts virtue and vice

in a way that children can understand. Goofus and Gallant are two red-headed boys with diametrical characters and conduct. Goofus is self-centered and ill-mannered; Gallant is considerate and well-mannered. In a recent issue of *Highlights for Children*, the boys are supposed to rake the leaves in the front yard. Goofus abandons the chore. The caption reads, “‘That’s good enough,’ says Goofus when the job isn’t done.” In the second pane, Gallant has completed the job, and as he returns the rake to the garage, the caption comments, “Gallant does a job as well as he can” (Goofus and Gallant, Oct 1, 2022). When cataloging textbooks, do we want to leave the job half done, as Goofus did, or do the job well like Gallant?

Definitions

Before the authors present the five goofs and the five gallant cataloging habits, the term “textbook” must be carefully defined. The Library of Congress *Subject Heading Manual* (SHM) defines a textbook as “a work that presents a particular subject in an organized and simplified manner and is explicitly intended to be used for the purpose of learning that subject” (H 2187: Textbooks, June 2013, 1). There are ways to discover explicit intention by inspecting the resource. Indicators include grade levels or other indications in titles, editions, or volume designations, and statements in the foreword, preface, summary, and on the cover. The book might state the intention directly, such as “A textbook built for the AP U.S. Government and Politics course,” or may imply it with a preface to the instructor or student. In addition, certain publishers specialize in textbooks. Finally, the appearance of the “This Book is the Property of” grid printed inside the front cover is a dead giveaway.

Catalogers also encounter the term “treatise” in the LC Classification Schedules in captions alongside or within captions about textbooks. For example, at QE26-26.2, the caption reads, “General works, treatises, and advanced textbooks.” The authors infer that a treatise is not a textbook but is like a textbook. Though SHM does not define a treatise, standard dictionaries define a treatise as a written work dealing formally and systematically with a subject. The Library of Congress does employ the phrase

“narrative treatise” which suggests that a treatise is comprehensive but not necessarily arranged topically (H 2187: Textbooks, June 2013, 1). A treatise is also not simplified as a textbook is defined. Since textbooks and treatises are different, the application of genre-form subdivision will differ, as the authors discuss below.

There is a wide array of textbooks and instructional materials. There are student editions, teacher or instructor editions, and hybrid “wraparound editions” in which the student text is printed within a wide margin that contains annotations for instructors. There are workbooks (sometimes individual use) and study guides designed to accompany a textbook (sometimes written by different author(s) than the textbook). There are test preparation guides, such as for the GED, GRE, LSAT, and MCAT (and can be serially issued). Curriculum sets that bundle textbooks, supplementary readers, workbooks, and media abound. Projecting beyond the print textbook are electronic and open-access textbooks (eBook or print). The principles outlined in this article are also applicable to these complex materials.

What are the five goofs and five gallant actions for textbook cataloging? Table 1 summarizes them. The authors imagine what Goofus and Gallant would say about each area.

Table 1

Summary of Goofs and Gallants

Five Goofs	Five Gallants
Incomplete or local call numbers in master record	Applies Editions instructions (CSM G145)
Editions left out	Editions included
Pagination vague	Pagination expressed accurately
“Study and teaching” used indiscriminately	“Study and teaching” used properly;
	Accurate use of genre/form subdivisions
Audience information missing or poorly represented	Includes audience Information

Call numbers and classification

Goofus says, "I'll use my local classification scheme in the master record."

Gallant says, "I use a complete call number based on LC schedules and Cutter based on Author (1xx) or title (245)."

There is a temptation to use a local classification scheme for textbooks and to save the call number in the master record (whether in the Network Zone in ExLibris Alma or WorldCat.). When using the Library of Congress or Dewey Decimal Classification, provide the standard classification, Cutter, and publication date. The best practice is to input non-standard call numbers in local holdings and not create a processing snag for other libraries that require a standard classified call number. Avoid introducing grade levels in call numbers. This information can be better indicated in specific fields that will be discussed later. Likewise, do not Cutter by publisher rather than the primary author access point. Access to publishers is achieved by an additional access point (710) which can be standardized by a name authority record.

Editions

Goofus says, "Um, sometimes I omit the edition statement."

Gallant says, "I transcribe the edition statement according to either AACR2 or RDA."

Editions are everywhere in the textbook world! Though it might be surprising to find the edition statement omitted, this has been observed, particularly if the edition statement is difficult to locate. Edition statements typically appear on the recto or verso of the title page, and the cover, but may also lurk undetected on the spine or in the preface, introduction, or back cover. The best advice is to look for edition statements *everywhere* on the resource.

If more than one edition statement is found, in what order should they be transcribed? Input the editions in the order of presentation on the source. Suppose the title page reads, "Sixteenth edition"

and below this statement, “AP edition.” The statements may be input using either of the following methods:

250 Sixteenth edition, AP edition.

Or, because the MARC standard permits the 250 Edition field to repeat:

250 Sixteenth edition.

250 AP edition.

Take note that the Sixteenth AP edition is different from the Sixteenth edition. The AP edition in this case further defines the edition of the resource. It is not a case of “either applies.” On the other hand, do not freely add editions that are not stated in the source. There are limited situations in which a cataloger-supplied edition is permitted.

By noting and recording editions carefully, one can also streamline classification. The basic guideline from the *Classification and Shelving Manual (CSM)* is:

Editions with the same author and title. If subsequent editions of the same work have the same author, title, and classification number, assign the same Cutter as the previous edition(s). Add a date to the call number to make a distinction between editions. (G 145: Editions, July 2013, 1)

How does this work in practice? Take the example of a hypothetical textbook *Basic Biology*, which appears in its first edition in 2016. It is classified in QH308.2 with a Cutter of .B37 (based on title main entry) and the publication date. When later editions appear, for instance, the second edition in 2018, the third in 2019, and the fourth in 2021, the call number and Cutter remain the same. Only the date changes:

QH308.2.B37 2016

QH308.2.B37 2018

QH308.2.B37 2019

QH308.2.B37 2021

This identical classification and Cuttering allows for easier weeding. There would be no need to search through the stacks to locate all the editions of *Basic Biology*.

The rest of the G 145 instruction sheet covers guidelines for two other circumstances, “Editions with author and/or title variations,” and, “Change in descriptive cataloging code.” These provisions should be followed if applicable.

How does the cataloger determine which classification and Cutter are correct? The first recourse is to check the local shelflist for previous editions of the textbook. Do the records contain LC-assigned call numbers as indicated by 050 with 00 indicators? Consult Alma Network Zone records for the same evidence, as well as WorldCat. Even if the edition in hand is several editions removed from the record found, the classification and Cutter may be reused provided the publication date is appended, as instructed in G 145.

Pagination

Goofus says, “The 1 volume or 1 volume (various pagings) is good enough.”

Gallant says, “When I can, I account for all the pagination. This helps avoid duplication in the master file.”

Records that state the pagination as “1 volume” when the resource in hand offers more precise information should be upgraded. Remember the general principle of user needs: as with any other monograph, users may want to know the extent of the book.

Therefore, when more information is available, provide it. Textbooks also include numerous pagination sequences for glossaries, indexes, maps, sources, and so on. The cataloger does not have to record every single sequence. An attempt should be made to indicate the preliminary sequence and the main sequence, and then group together any concluding sequences.

For instance, if there is a text with x preliminary pages and 377 pages in the main sequence and two sequences at the end of the text, the long form is to record the following:

300 \$a x, 377, A23, B11 pages

But it is sufficient to record—

300 \$a x, 377 pages, 34 variously numbered pages

(The A23 plus B11 pages total 34 pages.)

Subject and Genre Access

Goofus says, "Surely textbooks are used for "Study and teaching," so I add that subdivision to the topical heading."

Gallant says, "I enter the topic or topics with form subdivision \$v Textbooks."

Returning to the *Basic Biology* example, the subject assignment might be as follows:

650 _0 Biology \$x Study and teaching.

Is this correct? It is not. The subdivision *Study and teaching* is a topical subdivision since it is tagged \$x (topical). This subject string would be appropriate for a resource that explains how to teach biology, not a textbook of biology.

Textbooks are assigned subject headings using the topical term with the \$v genre/form subdivision *Textbooks*.

650 #0 \$a Biology \$v Textbooks.

In addition, LCGFT may be applied:

655 #7 \$a Textbooks. \$2 lcgft

The authors promote the use of Library of Congress Genre-form Terms for Library and Archival Materials (LCGFT) as a supplemental vocabulary to LCSH (LC subject heading). Instruction sheets for LCGFT are available on the Library of Congress website (<https://www.loc.gov/aba/publications/Archived-LCGFT20/freelcgft.html>). The vocabulary is searchable in OCLC Connexion, ClassWeb, and the Library of Congress Authorities website (<https://authorities.loc.gov>).

Therefore, the accurate subject, subdivision, and LCGFT assignment for a biology textbook is:

650 #0 \$a Biology \$v Textbooks.

655 #7 \$a Textbooks. \$2 lcgft

However, if the resource does not meet the definition of a textbook, and this includes most treatises, no subdivision *Textbooks* is applied, and therefore no LCGFT term is used.

To cover some of the other educational materials mentioned above, a similar pattern can be applied for the LCSH form subdivisions *Study guides*, *Programmed instruction*, and, *Problems, exercises, etc.* It should be noted that in the last two cases, the related LCGFT terms are not identical to the subdivisions.

Example 1: The study guide that accompanies the biology textbook.

650 #0 \$a Biology \$v Study guides.

655 #7 \$a Study guides. \$2 lcgft

Example 2: A self-paced learning module.

650 #0 \$a Biology \$v Programmed instruction.

655 #7 \$a Programmed instructional materials. \$2 lcgft

Example 3: A supplement to the textbook that includes practice problems.

650 #0 \$a Biology \$v Problems, exercises, etc.

655 #7 \$a Problems and exercises. \$2 lcgft

There are situations in which the subdivision *Study and teaching* is correct to use, provided the book contains guidance on how to teach the subject. For instance, if the biology textbook is a teacher's edition, containing both the student text and additional materials to aid the instructor, both subdivisions are appropriate:

650 #0 \$a Biology \$v Textbooks.

650 #0 \$a Biology \$x Study and teaching.

655 #7 \$a Textbooks. \$2 lcgft

Specific subdivisions for Study and teaching

Goofus says, "I forget about the specific subdivisions for Study and teaching."

Gallant says, "I use the specific subdivisions."

Most textbooks are designed for more specific grades than the general *Study and teaching* subdivision suggests. The subdivision has many qualified forms. The authors call the most common of them the "Key Six" which are listed here:

Study and teaching (Preschool)

Study and teaching (Primary)

Study and teaching (Elementary)

Study and teaching (Middle school)

Study and teaching (Secondary)

Study and teaching (Higher)

More specific subdivisions should be applied if the intended grade level can be ascertained. So, considering the subject and genre treatment for the high school teacher's edition of *Basic Biology*, the assignment would be:

650 #0 \$a Biology \$v Textbooks.

650 #0 \$a Biology \$x Study and teaching (Secondary)

655 #7 \$a Textbooks. \$2 lcgft

To aid in assignment, the authors suggest the Key Six have the following grade-level correspondences:

Study and teaching (Preschool)	Kindergarten
Study and teaching (Primary)	Grades 1-3
Study and teaching (Elementary)	Grades 4-5
Study and teaching (Middle school)	Grades 6-8
Study and teaching (Secondary)	Grades 9-12

Study and teaching (Higher)

Undergraduates

Audience

Goofus says, "I forget to indicate the audience of the text. Isn't it obvious?"

Gallant says, "I make sure that the intended audience is indicated."

As can be concluded from the examples with the subdivision *Study and teaching*, the intended audience of the textbook is important. In most instances, the intended audience is evident. However, one can consult the list of textbook reviewers (who teach at the same educational level) in the preliminary pages of the text or the publisher's website to confirm the audience. This element should not be ignored in textbook cataloging.

This information can appear in the fixed field 008/22 (Target Audience), and the note fields 521 or 500. The challenge is that there are multiple ways to express the information and no standard exists other than that used in 008. The authors suggest choosing a consistent method that displays/facets/searches in your library services platform.

Just as Study and teaching subdivisions can be defined by grade level, it is equally possible to define the 008 Target Audience codes for grade level (Table 2).

Table 2

Library of Congress Audience

Code	Definition	School grade definition
a	preschool 0-5 years	Kindergarten
b	primary 6-8 years	Grades 1-3
c	preadolescent 9-13 years	Grades 4-8
d	adolescent 14-17 years	Grades 9-12
[blank]	adult	adult students and instructors

Similar information appears in the 521 Target Audience Note. There are some standardized practices. The problem is that some 521 statements may be difficult to interpret at face value, such as 521 1_ \$a 007-011. Without the display constant “Interest age level,” this statement may be hard to understand. The note means, “Interest age level of 7 to 11 years.” The indicator 2, which encodes “Interest grade level,” is easier to interpret, especially if grade or grades is used in the note:

521 2 _ \$a Grade 2.

521 2 _ \$a Grades 9-12.

In addition, Library of Congress Demographic Group Terms (LCDGT) may be included in field 385 (Audience characteristics) in conjunction with 008 and 521. If this vocabulary is not familiar, instructions for LCDGT are available on the Library of Congress website

(<https://www.loc.gov/aba/publications/FreeLCDGT/freelcdgt.html>). This resource includes a PDF version of the terms list; however, the most current terms are available in ClassWeb.

Since *Basic Biology* is a text for high school students, the audience can be indicated this way:

521: Grades 9-12.

385: High school students. \$2 lcdgt

Is using both 521 and 385 redundant? It should be noted that 521 speaks to grades; the demographic term speaks to the characteristics of people. The two can complement each other. On the other hand, for *Basic Biology* in the teacher’s edition, only 385 works logically.

385: High school teachers. \$2 lcdgt

A 521 grade level assignment, such as Grades 9-12 to this teacher text may suggest that the text is also for students, which is not the case.

Any standard vocabulary can be used in 385 Audience Characteristics. The source of the term should be indicated.

Apprentices \$2 lcsh

(Library of Congress Subject Headings)

Caregivers \$2 mesh (Medical Subject Headings)

College Freshman \$2 ericd (ERIC descriptor)

The authors strongly recommend that elements relate consistently with each other. Lack of agreement among the audience indications is one cause of puzzling textbook cataloging records. By properly combining subjects, subject subdivisions, genre/form terms, and audience terminologies, the cataloger can develop internally coherent textbook records. Here are two examples:

Basic Biology [high school student text]

008/Audience = d

521 = Grades 9-12.

385 = High school students \$2 lcdgt

650 = Biology--Textbooks

655 = Textbooks

Arithmetic today, Grade 4 [teacher text. Includes lesson planning materials]

008/Audience = blank

385 = Elementary school teachers

650 = Arithmetic--Textbooks

650 = Arithmetic--Study and teaching (Elementary)

655 = Textbooks

Conclusion

This article discussed five ways to improve textbook cataloging. Catalogers should focus on important aspects: call number, edition, pagination, subject and genre, and audience. As the catch lines in the cartoon say, "There is a bit of G & G in us all; Let your Gallant shine." By using consistent practices, we can be gallant textbook catalogers.

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