Thesaurus of ERIC® Descriptors

10th Edition—1984

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The rare Arabian Oryx is believed to have inspired the myth of the unicorn. This desert antelope became virtually extinct in the early 1960s. At that time several groups of international conservationists arranged to have 9 animals sent to the Phoenix Zoo to be the nucleus of a captive breeding herd. Today the Oryx population is over 400 and herds have been returned to reserves in Israel, Jordan, and Oman.

PREFACE

The *Thesaurus of ERIC Descriptors*—1984 edition, has been developed under the auspices of the Educational Resources Information Center (ERIC) of the National Institute of Education (NIE), U.S. Department of Education. Its content reflects ERIC's 18 years of monitoring the educational literature. This 10th edition is the result of ERIC's continued efforts to maintain quality in its controlled vocabulary and to respond to the changing nature of education. As in previous editions, the *Thesaurus* reflects ERIC's response to the needs of the educational user community. ERIC remains committed to maintaining a *Thesaurus* that represents the definitive vocabulary for education.

The 1984 edition contains 9,076 vocabulary terms, of which 5,086 are main-entry Descriptors and 3,990 are nonindexable Use references and "dead" terms. New terms not appearing in previous editions include 228 Descriptors and 231 Use references. This edition also reflects several hundred Scope Note and cross-reference modifications to earlier Descriptor displays.

Again as in the past, the *Thesaurus* revision has been made possible by the joint efforts and sound judgments of personnel throughout the entire ERIC system responding to both the literature and the users in the field. Clearinghouse vocabulary coordinators, who, as members of the ERIC Vocabulary Review Group, oversee this effort, are listed below:

Lynn Barnett, ERIC Clearinghouse on Higher Education at The George Washington University

Dorothy Beling, ERIC Clearinghouse on Handicapped and Gifted Children at the Council for Exceptional Children

Georganne Chapin, ERIC Clearinghouse on Urban Education at Teachers College, Columbia University

Pauline Cochrane, ERIC Clearinghouse on Information Resources at Syracuse University

Anita Colby, ERIC Clearinghouse for Junior Colleges at the University of California—Los Angeles

Mary Frenza, ERIC Clearinghouse on Counseling and Personnel Services at the University of Michigan

Stanley Helgeson, ERIC Clearinghouse for Science, Mathematics, and Environmental Education at Ohio State University

Jim Houston, ERIC Processing and Reference Facility at ORI, Inc.

Norma Howard, ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois

Catherine Julius, ERIC Clearinghouse on Teacher Education at the American Association of Colleges for Teacher Education

Sandra Kerka, ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University

Jane McClellan, ERIC Clearinghouse on Reading and Communication Skills at the National Council of Teachers of English

Jo Ann Mazzarella, ERIC Clearinghouse on Educational Management at the University of Oregon

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Mary Niebuhr, ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics

Manuela Quezada-Aragon, ERIC Clearinghouse on Rural Education and Small Schools at New Mexico State University

Carolyn Weller, ERIC Processing and Reference Facility at ORI, Inc.

Barbara M. Wildemuth, ERIC Clearinghouse on Tests, Measurement, and Evaluation at the Educational Testing Service

Tests, Measurement, and Evaluation; Maryellen LoBosco, ERIC Clearinghouse on Urban Education; Susan Long, Adams County School District 14 (Commerce City, Colorado); Helen Mamarchev, ERIC Clearinghouse on Counseling and Personnel Services; Barbara Minor, ERIC Clearinghouse on Information Resources; and Roger Walke, ERIC Clearinghouse on Educational Management.

Users are invited to direct comments on the *Thesaurus* or the ERIC System as a whole to Charles Hoover, Head, ERIC, National Institute of Education, 1200 19th Street, N.W., Washington, D.C. 20208.

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NEW DESCRIPTORS

These Descriptors have been added to the *Thesaurus* since November 1981 and do not appear in previous editions.

Acceleration (Education)
Acceleration (Physics)
Adaptive Behavior (of Disabled)
Adult Foster Care
Aesthetic Values
Aging Education
American Indian History
American Sign Language
Anorexia Nervosa
Area
Asbestos
Assessment Centers (Personnel)
Attention Deficit Disorders
Audience Analysis
Authoring Aids (Programing)

Back to Basics
Basic Business Education
Behavior Disorders
Bidialectalism
Bilingual Education Programs
Bilingual Instructional Materials
Biofeedback
Biological Parents
Birth Weight
Black Family
Block Grants
Buddhism

Categorical Aid
Chemical Engineering
Child Custody
Childrens Rights
Coal

Cognitive Mapping
Cognitive Restructuring
Cognitive Structures
Communication Apprehension
Computer Literacy
Computer Simulation
Confucianism
Content Area Writing
Crime Prevention
Crowding
Crystallography

Dance Education
Delphi Technique
Dental Students
Developmental Continuity
Dictation
Diffusion (Communication)
Diffusion (Physics)
Distance Education
DNA
Donors
Drinking Water
Dual Career Family

Early Parenthood
Earthquakes
Educational Equity (Finance)
Effect Size
Elder Abuse
Emergency Medical Technicians
Emerging Occupations
Employer Supported Day Care
Encoding (Psychology)

Energy Occupations
Entrepreneurship
Enzymes
Equations (Mathematics)
Estimation (Mathematics)
Ethology
Evaluation Utilization
Exploratory Behavior

Family Size
Fascism
Father Attitudes
Field Dependence
    Independence
Fluoridation
Foster Care
Functions (Mathematics)

Generalizability Theory
Genetic Engineering
Geometric Constructions
Gifted Disabled
Gifted Disadvantaged
Gravity (Physics)

Heuristics
Hidden Curriculum
High Risk Persons
Holistic Approach
Home Schooling
Hospitality Occupations

Ichthyology
Incest

Inorganic Chemistry
Institutional Advancement
Intellectual Freedom
Intercultural Communication
International Cooperation
International Trade
Interpersonal Communication
Interrater Reliability
Intuition

Jealousy
Job Sharing
Judgment Analysis Technique

Kinship
Kinship Terminology

Learning Strategies
Leisure Education
Life Satisfaction
Limited English Speaking

Marine Education
Marital Satisfaction
Mass Media Effects
Mathematics Skills
Meditation
Meta Analysis
Mining
Modernization
Multilevel Classes (Second
    Language Instruction)
Multilingual Materials

National Security
Natural Disasters
Nazism
Network Analysis
Noise (Sound)
Notetaking
Nuclear Power Plant Technicians
Nuclear Power Plants
Nuclear Technology
Nucleic Acids
Nurse Practitioners

Obscenity
Occupational Safety and
  Health
Ornithology
Outplacement Services
  (Employment)

Pacific Americans
Parent Materials
Parent Rights
Participative Decision Making
Patriotism
Personal Autonomy
Personal Narratives
Pests
Physical Education Teachers
Poisons

Politics of Education
Pornography
Preadolescents
Premedical Students
Prerequisites
Preretirement Education
Prestige
Professional Autonomy
Proof (Mathematics)

Reader Response
Reading Strategies
Remarriage
Required Courses
Research and Development
Resident Advisers
Revision (Written Composition)
RNA

Sample Size
Schemata (Cognition)
School Age Day Care
School Based Management
School Choice
School District Size
School Effectiveness
Selective Colleges
Self Disclosure (Individuals)
Sentencing

Separation Anxiety
Sexual Abuse
Sexual Harassment
Sickle Cell Anemia
Significant Others
Sludge
Small Businesses
Social Biology
Social Control
Social Networks
Social Scientists
Social Support Groups
Social Theories
Sociobiology
Solar Energy
Solid Wastes
Speech Acts
Sport Psychology
Stepfamily
Stress Management

Taoism
Tax Deductions
Teacher Rights
Technological Literacy
Tenses (Grammar)
Tenured Faculty
Termination of Treatment
Test Length

Test Manuals
Therapeutic Recreation
Time Management
Tissue Donors
Token Economy
Toxicology
Traditionalism
Transactional Analysis
Transcendental Meditation

Value Judgment
Vectors (Mathematics)
Videotex
Vocational Evaluation
Volume (Mathematics)

Waste Water
Water
Water Quality
Water Treatment
Well Being
Wind (Meteorology)
Wind Energy
Word Processing
Working Class
Writing Apprehension
Writing Difficulties
Writing for Publication
Writing Improvement

TRANSFERRED DESCRIPTORS

These Descriptors were downgraded to USE references in 1982–83. Their postings are scheduled to be transferred to other Descriptors in 1984. Entries for the terms in the Alphabetical Descriptor Display identify the receiving Descriptors.

Acceleration
After School Day Care

Delinquent Behavior
Diffusion

Foster Homes

Handwriting Instruction
Handwriting Materials
Handwriting Readiness
Handwriting Skills

Solar Radiation

INVALID ("DEAD") DESCRIPTORS

These Descriptors are no longer used in indexing (see p. xxiii). They may be used for searching database entries prior to September 1980 (see * for the one exception). More recent literature on topics represented by these terms is searchable using related Descriptors. For further reference, see entries for the terms in the Alphabetical Descriptor Display.

Academically Handicapped
Administrative Agencies

Advanced Programs
American Culture

American History
Analytical Criticism

Ancillary Services
Architectural Barriers

Aristotelian Criticism
Assistant Superintendent Role

Basic Reading
Black Housing

Career Opportunities
Caricatures
Child Care
Class Attitudes
Class Average
Classroom Guidance Programs
College Language Programs
Conceptual Schemes
Conference Reports
Congruence
Continuation Education
Controlled Environment
Counseling Instructional
  Programs
Creative Reading

Developmental Reading
Direction Writing

Educational Problems
Educational Programs
Educational Retardation
Educational Specifications
Elective Reading
English Education
English Neoclassic Literary
  Period
Episode Teaching
Ethnic Grouping
Exceptional Child Education

*All postings are earlier than
March 1978.

Exceptional Child Services
Exercise (Physiology)

Factual Reading
Flexible Schedules
Formal Criticism
Former Teachers

Grade Charts
Group Norms
Group Reading
Growth Patterns

Handicapped Children
Handicapped Students
Health Occupations Centers
Historical Criticism
Human Development
Human Living

Impressionistic Criticism
Individual Reading
Inequalities
Instructional Programs
Interpretive Reading

Laboratory Techniques
Language Ability
Language Aids
Language and Area Centers
Language Guides
Language Instruction
Language Learning Levels
Language Programs
Literary Discrimination
Literary Influences
Literary Mood

Literary Perspective
Literature Guides
Literature Programs
Low Ability Students

Mathematical Experience
Maturation
Measurement Instruments
Moral Criticism
Mythic Criticism

Northern Schools

Performance Criteria
Performance Specifications
Plant Science
Platonic Criticism
Preschool Learning
Pressure
Programing Problems
Project Applications
Projects
Publicize

Racial Characteristics
Racism
Reading Development
Reading Difficulty
Reading Level
Recognition
Research Criteria
Research Reviews
  (Publications)

School Planning
*Security
Self Directed Classrooms

Self Evaluation
Sex (Characteristics)
Social Relations
Social Welfare
Sound Tracks
Southern Citizens
Southern Community
Southern Schools
Space Orientation
Spatial Relationship
Speech Education
Stimulus Devices
Structural Analysis
Student Distribution
Studio Floor Plans
Supreme Court Litigation
Supreme Courts
Systems Concepts

Talent Utilization
Task Performance
Teaching
Teaching Assignment
Teaching Programs
TENL
Textbook Publications
Textual Criticism
Theoretical Criticism
Tracking
Training Laboratories
Transfers

Unit Plan
Unwritten Language

Weight
Welfare

DELETED DESCRIPTORS

This designation refers to former Descriptors that no longer appear in the *Thesaurus*, even as USE references. No terms were included in this category for the present edition of the *Thesaurus*.

INDEXING AND RETRIEVAL IN THE ERIC SYSTEM
(Revised—1984)

by Lynn Barnett
Assistant Director
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THE ERIC SYSTEM

The Educational Resources Information Center (ERIC) is a national information system supported and operated since 1966 by the National Institute of Education (NIE), U.S. Department of Education, to provide ready access to educational literature by and for educational practitioners and scholars.[1] ERIC collects and disseminates virtually all types of print materials, mostly unpublished, that deal with education—for example, program descriptions and evaluations, research reports and surveys, curriculum and teaching guides, instructional materials, and resource materials.

Central ERIC at NIE establishes policy and oversees the operation of the ERIC system. Centers of educational expertise at universities and professional associations operate the 16 decentralized ERIC Clearinghouses.[2] These Clearinghouses identify, acquire, and process educational information in specific subject areas such as elementary, secondary, and higher education, educational management, social studies, languages and linguistics, and rural and urban education. Commercial contractors perform other technical support services for the ERIC system. Among these services are maintenance of central computer tape files, reproduction of noncopyrighted literature, and development of specialized publications, such as this *Thesaurus*.

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[1]See Delmer J. Trester's *ERIC—The First 15 Years. A History of the Educational Resources Information Center* (ERIC Document Reproduction Service No. ED 195 289).

[2]Note the "scope of interest" statements on the inside back cover of this publication to see the diversity of the ERIC system and to identify individual Clearinghouses' areas of expertise.

ERIC acquires and announces the availability of educational literature (e.g., journal articles, research reports, conference papers, bibliographies, innovative practice reports). The literature is cataloged, abstracted, and then indexed using key words from the controlled vocabulary—the *Thesaurus of ERIC Descriptors*. Abstracted citations for nonjournal literature appear each month in a bibliographic journal, *Resources in Education (RIE)*. Annotated references to journal articles are found in the companion monthly publication *Current Index to Journals in Education (CIJE)*. With the help of the *Thesaurus,* all materials processed by ERIC can be identified by manual searches of the printed indexes in *RIE* and *CIJE* or by computer searches of the ERIC tapes. ERIC provides convenient access for educators and students to the actual text of nearly 250,000 documents at over 700 libraries and resource centers that subscribe to and maintain ERIC microfiche collections of most documents cited in *RIE*.

Important components of ERIC are its subject-area Clearinghouses. Responsible for locating, acquiring, and selecting literature in its respective area of education, each Clearinghouse indexes that material using the terms from the *Thesaurus*. Thus each Clearinghouse has a stake in the content of the *Thesaurus* and contributes regularly to updating of the ERIC vocabulary.

VOCABULARY MAINTENANCE

The Vocabulary Improvement Project

After years of collecting, indexing, and disseminating educational literature, ERIC found that the thesaural constructions and terminology developed in 1966 (when the database was established) were not suffi-

cient for the needs of the 1980s. The vocabulary, allowed to develop slowly over the years, needed some major revisions to bring it up-to-date. Many Descriptors entered in ERIC's early years had become obsolete. Others originally entered without definitions needed some clarification in order to be understood and used consistently. The hierarchical relationships needed some rearranging in order to reflect current thinking in education. As a result, in 1977 Central ERIC at NIE made a major commitment to upgrade the quality and usefulness of the controlled vocabulary by revising the *Thesaurus* totally—an unprecedented effort for an established, ongoing information system. The Vocabulary Improvement Project (VIP) was undertaken to implement this unusual and major revision. All 16 ERIC Clearinghouses, the ERIC Processing and Reference Facility, and users of the ERIC system were asked to participate in the project.

The project was conducted in two phases, labeled "Thesaurus Review" and "Production." Phase I took place between March and August 1978, during which time Clearinghouse vocabulary coordinators, users, and database searchers critically evaluated the *Thesaurus*. By August, over 60,000 Descriptor assessments had been completed, about 10,000 by non-ERIC personnel. The objectives of this phase were to verify the utility of *Thesaurus* terms, identify problems requiring action, and recommend solutions.

An interim period, September and October 1978, followed Phase I. Clearinghouse vocabulary coordinators were assigned groups of Descriptors, for which they collated and assessed Phase I evaluations. Having decided that efficient retrieval was the overriding VIP objective, the axiom "Usage determines meaning" was adopted for Phase II.

During Phase II (November 1978 through September 1979) VIP personnel wrote new Scope Notes and modified old ones, merged synonymous terms, updated terminology, and revised cross-references. Over 10,000 separate transactions were prepared over the 11-month period. All transactions were keyed into an interim *"Play Thesaurus"* (as distinguished from the "real" *Thesaurus*). Because of the absence of an electronic mail system or online revision procedures, the *Play Thesaurus* was used to coordinate across geographic distances all recommendations of the Clearinghouses and the Facility. The *Play Thesaurus* was updated 12 times during the project. All suggested adds, deletes, and changes were included in the *Play Thesaurus*, identified by originating Clearinghouse, and coded (approved/disapproved) by the Facility lexicographers. In this way, all VIP staff were informed of each action taken on specific terms. When they had objections or suggestions, they could respond in a special "Comment" field that was incorporated within the Descriptor display for inter-Clearinghouse messages.

After the distribution of the last edition of the *Play Thesaurus*, Clearinghouse vocabulary coordinators and the Facility lexicographic staff spent several weeks reviewing the final recommendations and resolving unforeseen conflicts. The working copies of the "new"

Thesaurus were ready by March 1980 for use in ERIC indexing. The master *Thesaurus* computer tapes—as well as the *RIE* and *CIJE* resume files—were then updated to reflect the VIP changes.

By the time the VIP project was completed, extensive revisions had taken place. The 1980 *Thesaurus of ERIC Descriptors—Completely Revised* (the 8th edition) reflected the following: over 600 new Descriptors, over 1,000 deleted Descriptors, and over 1,400 new or modified Scope Notes. This edition of the *Thesaurus* also reflected deliberate changes in sexist terminology.

The Vocabulary Improvement Project was a massive undertaking—an unprecedented effort by a large information system to systematically evaluate its indexing authority, to cross-check it against the database, and to let usage determine meaning and outcome of each term.[3] Although such a *thorough* revision will not be repeated in the near future, ERIC remains committed to maintaining a current and accurate vocabulary.

The Vocabulary Review Group

As a result of the success of the Vocabulary Improvement Project, some of the procedures established for it have been adapted for general ERIC implementation. Three features in particular remain: a specific vocabulary coordinator from each Clearinghouse to monitor the language of its own scope area (see p. vii); user participation in vocabulary review; and a regular interactive process for vocabulary maintenance.

The Clearinghouse vocabulary coordinators, the ERIC lexicographic staff, a Central ERIC representative, and five members from the user community now comprise the ERIC Vocabulary Review Group. The following user groups are represented: school librarians, university librarians, practitioners, online search facilities, and the ERIC Online Project. The Review Group both initiates and evaluates new terminology or modifications to existing vocabulary.

The interactive nature of the evaluation process allows all points of view to be heard before decisions are made in *Thesaurus* revisions. Effective retrieval remains the objective.

ERIC continues actively to serve the educational community. Users are encouraged to submit comments on this edition and suggestions for future editions of the *Thesaurus* to Charles Hoover, Head, ERIC, National Institute of Education, 1200 19th Street, N.W., Washington, D.C. 20208.

INFORMATION RETRIEVAL METHODS AND TOOLS

Retrieval takes two forms: manual and computer (batch or online). For manual or batch searching, ERIC

[3]See Barbara Booth's "A 'New' ERIC Thesaurus, Fine-Tuned for Searching." *Online* v3 n3 July 1979. pp. 20–29.

provides several printed reference tools; for online searching, a computer terminal provides immediate access to the same information cumulated from those reference tools.

Manual Searching

Manual searching makes use primarily of the printed versions of *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. Both publications are issued monthly and are cumulated semi-annually or annually. Users can locate titles through various indexes. *RIE* provides a Subject Index (made up of Major Descriptors and Major Identifiers—see pp. xiv and xvi), an Author Index,[4] an Institution Index (showing institutions responsible for a document and/or the agency sponsoring it), and a Publication Type Index (see p. xvi). In addition, an annual index volume is published,[5] providing complete and integrated cumulations of indexes: Subject (including Major Descriptors and Major Identifiers), Author, and Institution.[6] In *CIJE* monthly issues, there are the Subject Index, Author Index, and Journal Contents Index (indicating titles of articles listed by journal names). Every six months these *CIJE* indexes are cumulated and published (see footnote 5).

Computer Searching

Computer searching permits a review of part or all of the ERIC database (*RIE* and *CIJE*) in a single effort, eliminating the difficulty of scanning separate monthly or even annual publications. Computerized retrieval

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[4]For documents with three or more authors, only the first author is cited in ERIC. However, for collected works or proceedings containing works by three or more authors but not listing an editor or compiler of the whole, *no* authors are cited in the Author Index; individual author names can be found within the text of the abstract and can be retrieved by computer full-text searching.

[5]Oryx Press (2214 North Central at Encanto, Phoenix, AZ 85004) publishes the *Resources in Education (RIE) Annual Cumulation* in three volumes: two volumes of cumulated abstracts and one volume of cumulated indexes. Similar cumulations prior to 1978 were published under the title *Educational Documents Index* by Macmillan Information (866 Third Avenue, New York, NY 10022), and include abstracts and cumulated indexes of Major and Minor Descriptors (*not* Major Identifiers). Oryx also publishes the *CIJE Semiannual Cumulations,* published prior to 1978 by Macmillan Information. Oryx Press publishes a complete set of *RIE* and *CIJE* cumulated indexes on microfiche plus an integrated subject index based on the revised *Thesaurus* vocabulary.

[6]These cumulated indexes are also available on microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210.

makes possible searches, not only of Major and Minor Descriptors and Identifiers, authors, institutions, specific journals, and Publication Types, but also of words or phrases not found in any of the printed indexes. In short, computer searching gives users the option to search every word of the document resume (i.e., bibliographic information, Descriptors, Identifiers, and abstracts or annotations) as published in *RIE* and *CIJE*.

A review of the procedures outlined in the "ERIC's Indexing" section of this Introduction (see below) is useful in determining whether manual or online searching is most appropriate. The relevant strategy then can be devised using the *Thesaurus* and possibly the *Identifier Authority List* (see p. xvi).

ERIC'S INDEXING

General Guidelines

Knowing how something is stored obviously makes finding it easier. Understanding the methods by which literature is prepared for input into a computerized database facilitates retrieval of that literature. Just as an indexer must consider the user's needs, so must the user/searcher be aware of the rules and guidelines followed during the indexing process.

ERIC's indexing aims to provide subject access to the documents and articles contained in the database and announced in *RIE* and *CIJE*. To this end, two fundamental rules outweigh all others:

- Index only what is in the document.

- Index at the level of specificity of the document.

These rules mean that implied statements are not indexed, and that very general Descriptors (e.g., SCHOOLS, rather than HIGH SCHOOLS or PRIVATE SCHOOLS or MEDICAL SCHOOLS) are not used unless that subject is treated extremely broadly in the document. These two guidelines should be kept in mind by users for effective retrieval.

Indexing rules are set forth in the *ERIC Processing Manual,*[7] the system's official guide. Additional instructions, suggestions, and specific examples are detailed

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[7]The *ERIC Processing Manual* (1980–82 revision) is available for $40.00 from the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 301, Bethesda, MD 20814. Sections relevant to retrieval, *Section 6: Abstracting/Annotating* (Sep80) and *Section 7: Indexing* (Oct80), may be purchased for $3.75 each from the ERIC Facility. The manual also appears in the ERIC Microfiche Collection (entire manual, ED 219 082; Abstracting Section, ED 219 087; Indexing Section, ED 219 088) and is available from the ERIC Document Reproduction Service.

in the 400-page training-oriented *ERIC Abstractor/In-dexer Workbook*.[8]

Major points relevant to retrieval are:

1. "Indexable" concepts, or key words, of a document are translated into Descriptors from the *Thesaurus*. Using the *Thesaurus* helps maintain consistency and avoids proliferation or scattering of concepts in the subject indexes.

2. Precoordinated (i.e., multiple-word) Descriptors are used whenever possible, rather than two or more Descriptors representing their component concepts. Thus SCIENCE CURRICULUM would be used rather than SCIENCE plus CURRICULUM.

3. Descriptors are assigned to identify subject content, educational level dealt with, age level dealt with, validation status of a program, research methodology employed, tests utilized, form or type of document, etc. (See pp. xv and xvii for lists of Mandatory Educational Level Descriptors, Age Level Descriptors, and Publication Types.)

4. Up to six "Major" Descriptors are assigned to a single document. They cover the main focus of the document. Major Descriptors are those that appear in the *RIE* and *CIJE* printed Subject Indexes. In the document resume section of *RIE* and the main entry section of *CIJE*, Major Descriptors are identified by an asterisk.

5. Additional Descriptors, called "Minor" Descriptors, are also assigned to a document or journal article. They appear in the printed resumes (without an asterisk) but do not appear in the printed Subject Indexes of *RIE* or *CIJE*. (See examples that follow.)

6. Major Descriptors cover the main focus or *subject* of a document. Minor Descriptors indicate less important aspects within the document, as well as such nonsubject features as methodology, form, or educational level.

NOTE: Major Descriptors appear in the Subject Indexes of *RIE* and *CIJE* and therefore can be searched manually. Minor Descriptors do not appear in the Subject Indexes but are searchable by computer.

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[8]Revised edition, 1981, in ERIC Microfiche Collection (ED 207 614) and available from the ERIC Document Reproduction Service.

RIE

ED 201 262 HE 013 740
Shulman, Carol Herrnstadt
Instructional Television: Higher Education Without Commercial Interruption. AAHE-ERIC/Higher Education Research Currents, May 1981.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—May 81
Note—6p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.75).
Pub Type—Information Analyses (070)—Information Analyses-ERIC Information Analysis Products (071)
EDRS Price-MF01/PC01 Plus Postage.
Descriptors—*Closed Circuit Television, *College Instruction, College Programs, Communications Satellites, Consortia, Economic Factors, *Educational Television, Graduate Study, Higher Education, Program Costs, *Teaching Methods, Telecommunications, *Telecourses, Undergraduate Study, Videotape Cassettes

The history of instructional television, the development of telecourse concept current issues for future television, and kdiekekk dfjdkf fie / kdf / th

CIJE

EJ 244 009 FL 513 850
Silence and the ESL Child. Day, Richard R.
TESOL Quarterly; v15 n1 p35–39 Mar 1981
(Reprint: UMI)
Descriptors: Classroom Environment; *Communicative Competence (Languages); *English (Second Language); Learning Disabilities; Primary Education; Second Language Instruction; Small Group Instruction; Teaching Methods; *Verbal Development

Five first-grade English as a Second Language children who had been labelled non-verbal were put in a modern with all other students in the same dk ar nfior neu h

Educational/Age Level Descriptors

Since ERIC indexes educational literature from all levels—preschool through postdoctoral, infant through adult—it is important, where appropriate, to "tag" documents with "leveling" terms. These leveling terms are Descriptors from the *Thesaurus* that are included in the Descriptor Field of the *RIE* and *CIJE* resumes. They refer to either the educational level or age level of the population discussed in the document. Sometimes both educational *and* age level Descriptors may be assigned.

Assignment of at least one of the "Educational Level" Descriptors is mandatory for every document and journal article, unless it is entirely inappropriate

(such as an essay on "the role of education in society"). Since a variety of *Thesaurus* terms could conceivably be used to tag these levels, ERIC has developed lists of preferred leveling Descriptors. The Mandatory Educational Level Descriptors procedure was implemented in February 1975.

This required assignment of Educational Level Descriptors has a practical implication for the searcher. For example, in a computer search for information on teacher effectiveness, adding the Descriptor JUNIOR HIGH SCHOOLS would restrict the search to teachers in grades 7, 8, and 9. Using the Descriptor SECONDARY EDUCATION would in essence broaden the search to include teachers in grades 7 through 12. A search combining the terms TEACHER EFFECTIVENESS and SECONDARY EDUCATION would not retrieve those documents dealing strictly with grades 7 through 9, since they would have been indexed with JUNIOR HIGH SCHOOLS. Thus the same guideline holds here in searching as in subject indexing: use the most specific Descriptor available for a specific search.

Age level Descriptors were mandatory from 1980 until mid-1982, when the requirement was abolished. Ten age level Descriptors still are used to index age level, however. Each covers an approximate age range, and one or more are used when a document or journal article is *concerned strictly with age-level groups or populations*. It should be noted that the use of specific other terms such as ADOPTED CHILDREN and ADULT DROPOUTS would eliminate the need also to index such generic terms as CHILDREN and ADULTS.

The age level Descriptors and the Mandatory Educational Level Descriptors appear with their Scope Notes in the following charts:

"AGE LEVEL" DESCRIPTORS

INFANTS
Scope Note: Aged birth to approximately 24 months.

YOUNG CHILDREN
Scope Note: Aged birth through approximately 8 years.

CHILDREN
Scope Note: Aged birth through approximately 12 years.

PRESCHOOL CHILDREN
Scope Note: Approximately 2–5 years of age.

PREADOLESCENTS
Scope Note: Approximately 9–12 years of age.

ADOLESCENTS
Scope Note: Approximately 13–17 years of age.

YOUNG ADULTS
Scope Note: Approximately 18–30 years of age.

ADULTS
Scope Note: Approximately 18+ years of age.

MIDDLE AGED ADULTS
Scope Note: Approximately 45–64 years of age.

OLDER ADULTS
Scope Note: Approximately 65+ years of age.

MANDATORY "EDUCATIONAL LEVEL" DESCRIPTORS
(Procedure Implemented February 1975)

- EARLY CHILDHOOD EDUCATION
  Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth through the primary units of elementary school (grades K–3).

- •• PRESCHOOL EDUCATION
  Scope Note: Activities and/or experiences that are intended to effect developmental changes in children, from birth to entrance in kindergarten (or grade 1 when kindergarten is not attended).

- •• PRIMARY EDUCATION
  Scope Note: Education provided in kindergarten through grade 3.

- ELEMENTARY SECONDARY EDUCATION
  Scope Note: Formal education provided in kindergarten or grade 1 through grade 12.

- •• ELEMENTARY EDUCATION
  Scope Note: Education provided in kindergarten or grade 1 through grade 6, 7, or 8.

  - ••• ADULT BASIC EDUCATION
    Scope Note: Education provided for adults at the elementary level (through grade 8), usually with emphasis on communicative, computational, and social skills.

  - ••• PRIMARY EDUCATION
    Scope Note: (See above.)

  - ••• INTERMEDIATE GRADES
    Scope Note: Includes the middle and/or upper elementary grades, but usually 4, 5, and 6.

- •• SECONDARY EDUCATION
  Scope Note: Education provided in grade 7, 8, or 9 through grade 12.

  - ••• JUNIOR HIGH SCHOOLS
    Scope Note: Providing formal education in grades 7, 8, and 9—less commonly 7 and 8, or 8 and 9.

  - ••• HIGH SCHOOLS (Changed from "Senior High Schools" in March 1980.)
    Scope Note: Providing formal education in grades 9 or 10 through 12.

  - ••• HIGH SCHOOL EQUIVALENCY PROGRAMS
    Scope Note: Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate, e.g., General Educational Development program.

- POSTSECONDARY EDUCATION
  Scope Note: All education beyond the secondary level—includes learning activities and experiences beyond the compulsory school attendance age, with the exception of adult basic education and high school equivalency programs. (Before Apr75, restricted to "education beyond grade 12 and less than the baccalaureate level.")

- •• HIGHER EDUCATION
  Scope Note: All education beyond the secondary level leading to a formal degree.

- •• TWO YEAR COLLEGES (Changed from "Junior Colleges" in March 1980.)
  Scope Note: Public or private postsecondary institutions providing at least 2, but less than 4, years of academic and/or occupational education.

The Mandatory Educational Level Descriptors are flagged within the body of the *Thesaurus* with a special instruction in the Scope Note:

> **SECONDARY EDUCATION**
> SN Education provided in grade 7, 8, or 9 through grade 12 (note: also appears in the list of mandatory educational level descriptors)

NOTE: As mandatory terms, Educational Level Descriptors are always considered first and have precedence over the age level terms. Educational Level terms are *never* Major Descriptors unless they are the *subject* of the document.

Identifiers

"Identifiers" are key words or "indexable" concepts intended to add a depth to subject indexing that is not always possible with Descriptors alone. Identifiers are not found in the *Thesaurus*, since they are generally: (1) proper names, or (2) concepts not yet represented by approved Descriptors. In the resume sections of *RIE* and *CIJE* they appear in a separate field below the Descriptors.

> **EJ 243 760** CS 725 298
> **A Model for Inservice English Education.**
> Simone, Frances; Manarino, Priscilla *English Education;* v12 n2 p82–85 Dec 1980 (Reprint: UMI)
> *Descriptors:* Elementary Secondary Education; *English Teacher Education; *Inservice Teacher Education; Models; Program Descriptions; Writing (Composition); *Writing Instruction
> *Identifiers:*West Virginia Writing Project
> Describes the West Virginia Writing Project, a long-term inservice training project based on team teaching, on-site consultants, and teacher input. (HTH)

Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, etc., as well as concepts not found in the *Thesaurus*. In the latter case, the Identifier Field provides a "tryout" for candidate Descriptors. Identifiers are examined continually for their suitability as Descriptors. Since ERIC is a literature-based information system, every Descriptor must be supported by a document or article in the database; Identifiers often provide that evidence and serve as the justification for Clearinghouse proposals for new *Thesaurus* terms.

As of mid-1980, all terms in the Identifier Field must conform in format to terms in the *ERIC Identifier Authority List*[9] *(IAL)* or to the rules and guidelines for creating new Identifiers.[10] Items are purged from the *IAL* as they are upgraded to Descriptor status and shifted to the *Thesaurus*. Recent examples of Identifier-to-Descriptor status changes are WRITING IMPROVEMENT, DISTANCE EDUCATION, SELECTIVE COLLEGES, INTELLECTUAL FREEDOM, and MATHEMATICS SKILLS.

Publication Types

PUBTYPE Codes

All documents are categorized by their "form" of publication (i.e., Publication Type or PUBTYPE) as well as by their subject. A special section of the document resume identifies the PUBTYPE by means of a three-digit code. PUBTYPEs are assigned to *every* document and journal article (beginning September 1974 for *RIE*, August 1979 for *CIJE*). They appear in the monthly printed issues of *RIE* along with the bibliographic information.

> **ED 199 568** CE 028 534
> Palomaki, Mary Jane, Ed.
> **Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers.**
> National Education Association, Washington, D.C.
> Report No.—ISBN 0-8106-3181-4
> Pub Date—81
> Note—96p.
> Available from—NEA/IPD, Education of Handicapped Students, 1201 16th St., N.W., Washington, DC 20036 (Stock No. 3181-4-00).
> Pub Type—Guides-Classroom-Teacher (052)—Opinion Papers (120)—Reports-Descriptive (141)
> **EDRS Price-MF01 Plus Postage. PC Not Available from EDRS.**
> Descriptors—Blindness, Career Education, *Disabilities, Educational Legislation, Elementary Secondary Education, Emotion-

Printed issues of *CIJE* do not include PUBTYPE designations. However, all assigned PUBTYPES for both *RIE* and *CIJE* are on the ERIC tapes and are searchable by computer.

In *RIE* they are also searchable manually in the Publication Type Index (first published in July 1979). This index is organized numerically by PUBTYPE code

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[9]The *IAL* is available for purchase from the ERIC Processing and Reference Facility: *Alphabetical Display* ($20.00, approx. 300 pp.); *Category Display* ($20.00, approx. 200 pp.). The main *Alphabetical Display* lists all approved Identifiers in the ERIC files, alphabetically A to Z, together with postings data for each; some cross-references and Scope Notes are provided. The *Category Display* serves as a companion volume to the main display, listing Identifiers alphabetically within 20 broad categories (e.g., Geographic Locations, Projects/Programs, Tests/Testing).

[10]Guidelines are detailed in the *ERIC Processing Manual, Section 8: Vocabulary Development and Maintenance (Part 2)—Identifiers* (Apr81), available for $3.75 from the ERIC Facility or as ED 219 090 from the ERIC Document Reproduction Service.

and provides reference to title and accession (ED) number for each document having that code:

(052) Guides-Classroom-Teacher
The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment. ED 200 334
Teaching Graduate Students to Teach Composition: The University of Tennessee. ED 199 730
→ Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568

Codes and category names for the 35 PUBTYPES are:

CODE	PUBLICATION/DOCUMENT TYPES
010	BOOKS
	COLLECTED WORKS
020	—General
021	—Conference Proceedings (See also 150)
022	—Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
	DISSERTATIONS/THESES
040	—Undetermined
041	—Doctoral Dissertations
042	—Masters Theses
043	—Practicum Papers
	GUIDES
050	—General
	—Classroom Use
051	—For *Learner* (Instructional Materials)
052	—For *Teacher* (Teaching Guides)
055	—Non-Classroom Use (For *Administrative and Support Staff, Teachers, Parents, Clergy, Researchers*)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)
071	—ERIC Information Analysis Products
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL MATERIALS
110	STATISTICAL DATA (Numerical/Quantitative)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	REFERENCE MATERIALS
130	—General
131	—Bibliographies
132	—Directories/Catalogs
133	—Geographic Materials
134	—Vocabularies/Classifications/Dictionaries/Glossaries
	REPORTS
140	—General
141	—Descriptive (Program/Project Descriptions)
142	—Evaluative/Feasibility
143	—Research/Technical
150	SPEECHES, CONFERENCE PAPERS (Individual) (See also 021)
160	TESTS, EVALUATION INSTRUMENTS
170	TRANSLATIONS
*171	—Multilingual/Bilingual Materials
999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere) (Avoid use of this category, if at all possible)

*New Category—Added April 1983.

To determine the proper PUBTYPE code for a document, an ERIC indexer examines the item and then checks the "Descriptor-to-Publication Type Table" (see p. xviii). For example, if the document in hand is a feasibility study, the table readily identifies it as a "code 142" item.

Similarly, this cross-reference chart is useful in the retrieval process. For example, if a user wanted samples of facility guidelines, the PUBTYPE code 055 could be searched; or an examination of the PUBTYPE code 060 could be used to help find autobiographies.

NOTE: To allow flexibility in classification, up to three PUBTYPE code assignments are permitted for a single document or article. All appear in the Publication Type Index of *RIE* and all may be searched online.

Publication Type Descriptors

Labeling of publication type or document characteristics is also done by the use of Descriptors. For example, a document that includes the complete survey instrument (e.g., a questionnaire) used in a research study would be PUBTYPE-coded 143 (Research/Technical Reports) and 160 (Tests, Evaluation Instruments). But it would also carry the Minor Descriptor QUESTIONNAIRES (Minor, because "questionnaire" is not the *subject* of the document). The use of specific form terms is not unusual in the Descriptor Field. However, as of March 1980, certain very broad form terms that coincide exactly with names of PUBTYPE Categories are *not* used for indexing document form in the Descriptor Field. These 21 form terms and their corresponding PUBTYPE codes are:

DESCRIPTORS CORRESPONDING TO PUBLICATION TYPE CATEGORIES	
DESCRIPTOR	**PUBTYPE CODE**
AUDIOVISUAL AIDS	100
BIBLIOGRAPHIES	131
BOOKS	010
CONFERENCE PAPERS	150
CONFERENCE PROCEEDINGS	021
DICTIONARIES	134
DIRECTORIES	132
DOCTORAL DISSERTATIONS	041
GUIDES	050
MASTERS THESES	042
*MULTILINGUAL MATERIALS	171
PRACTICUM PAPERS	043
REFERENCE MATERIALS	130
REPORTS	140
RESEARCH REPORTS	143
SERIALS	022
SPEECHES	150
STATISTICAL DATA	110
TESTS	160
THESES	040
VOCABULARY	134

*New Descriptor (Nov. 1982)

ERIC®

GUIDE FOR ASSIGNING PUBTYPE CODES (A CROSS-REFERENCE FROM SPECIFIC KINDS OF DOCUMENTS TO MOST APPLICABLE PUBLICATION TYPE CODE)

(Bracketed terms are not Descriptors)

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Abstracts	131
Administrator Guides	055
Annotated Bibliographies	131
Annual Reports	141
Answer Keys	160
Answer Sheets	160
Anthologies	020
[Archival Documents]	060
Atlases	133
Audiodisc Recordings	100
Audiotape Recordings	100
*Audiovisual Aids	100
Autobiographies	060
*Bibliographies	131
[Bilingual Materials]	171
Biographical Inventories	060 (132)
Biographies	060
[Booklists]	131
*Books	010
Book Reviews	070
Bulletins	022
[Bylaws]	090
Cartoons	100 (030)
Case Records	141 or 143 or 140
Case Studies	141 or 143 or 140
Catalogs	132
Charts	100
Check Lists	130 or 160
[Childrens Books]	010 and 030
Childrens Literature	030 (010)
Chronicles	060 (020)
Citation Indexes	131
[Class Newspapers]	022
[Classroom Games]	051 (100)
[Classroom Materials]	051 or 052
Codes of Ethics	090
Comics (Publications)	030
Computer Output Microfilm	100
Computer Programs	100
[Concordances]	134
*Conference Papers	150
*Conference Proceedings	021
[Conference Summaries]	021
Contracts	090
Course Descriptions	052 or 050 or 051
[Courtroom Transcripts]	090
[Creative Works]	030
Curriculum Guides	052 or 050 or 051
[Data Sheets]	110 or 130
Diagrams	100
Diaries	120 (060 or 030)
*Dictionaries	134
[Dictionary Catalogs]	131
*Directories	132
[Discipline Codes]	090
Discographies	131
*Doctoral Dissertations	041
Documentaries	100 (141)
Drama	030
Editorials	120
Encyclopedias	130
[ERIC IAPs]	071
Essays	120 or 030
[Evaluation Studies]	142
Facility Guidelines	055
Faculty Handbooks	055
Feasibility Studies	142

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
Filmographies	131
Films	100
Filmstrips	100
Flow Charts	100
Foreign Language Books	010 (170)
Foreign Language Films	100 (170)
Foreign Language Periodicals	022 (170)
Games	999 or 051
Glossaries	134
Graphs	100
Guidelines	050 or 052 or 055
*Guides	050 or 051 or 052 or 055
Hearings	090
[Historical Reviews]	060
Illustrations	100
Indexes	130 or 131
[Information Analyses]	070 or 071
Instructional Materials	051
Interviews	120 or 160
Item Banks	160
[Journal Articles]	080
[Journals]	022
[Judicial Materials]	090
Kinescope Recordings	100
Laboratory Manuals	051
[Language Guides]	051 or 030 (170)
Large Type Materials	051
Leaders Guides	052
[Lecture]	150 (051)
[Legal Analysis]	090
Legislation	090
Lesson Plans	052
Letters (Correspondence)	030
[Literature Guides]	131
Literature Reviews	131 (070)
[Lobbying Papers]	090 and 120
Magnetic Tape Cassettes	100
Magnetic Tapes	100
[Manuals]	050 or 051 or 052 or 055
Maps	133
Master Plans	090
[Master Tapes (Audio)]	100
*Masters Theses	042
Matrices	100
Microforms	100
Models	100 or 143
*Multilingual Materials	171
[Musical Materials]	030
Negotiation Agreements	090
Newsletters	022
Newspapers	022
Nonprint Media	100
Opinions	120
[Oral History Transcripts]	060
Pamphlets	Document Dependent
[Parent Guides]	055
Patents	090
Periodicals	022
Permuted Indexes	130 or 131

PUBLICATION TYPE	PUBTYPE CODE MOST APPLICABLE
[Phonograph Records]	100
Photographs	100
Poetry	030
Position Papers	120
*Practicum Papers	043
Program Descriptions	141
Program Evaluation	142
Program Guides	141
Program Proposals	141
[Programed Texts]	010 and 051
Puzzles	999
Questionnaires	160
Rating Scales	160
[Recommendations]	120
Records (Forms)	100 or 110 or 050 group
*Reference Materials	130 (010)
[Regulations]	090
*Reports	140
[Research Methodology Guides]	055
Research Proposals	143
*Research Reports	143
[Research Reviews (Publications)]	070
Resource Materials	050 or 051 or 052 or 055
Scholarly Journals	022
School Newspapers	022
School Publications	Document Dependent
Scripts	030
*Serials	022
Short Stories	030
Slides	100
Specifications	090
*Speeches	150
Standards	090
State of the Art Reviews	070
*Statistical Data	110
Student Publications	Document Dependent
Study Guides	051
Surveys	160 or 143
Tables (Data)	110
Talking Books	100
Tape Recordings	100
[Taxonomy]	134
Teaching Guides	052
[Technical Reports]	143
Test Reviews	142
*Tests	160
Textbooks	010 and 051
Thesauri	134
*Theses	040
[Transcripts (Interview)]	120
[Transcripts (Legal)]	090
[Transcripts (Oral History)]	060
Videodisc Recordings	100
Videotape Recordings	100
*Vocabulary	134
Word Lists	134
Workbooks	051
Worksheets	051
Yearbooks	141 (022)

FOOTNOTES:
1. All terms not in brackets have been selected from the ERIC *Thesaurus.*
2. Conventions A or B = one or the other category is appropriate, depending on item.
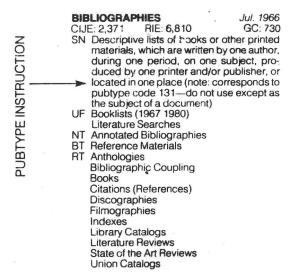   A and B = two categories are appropriate.
   A (B) = a second category might be appropriate, depending on item.
   * = category and term are synonymous. Term should be used in descriptor field only when it denotes subject matter.
3. These terms, like all other Descriptors identifying the form or type of a document, should be used as major Descriptors only when they represent the subject of the document in hand.

These very broad terms may be used as Descriptors (Major or Minor) *if* they apply to the *subject* of the document, as noted in the *Thesaurus*:

PUBTYPE INSTRUCTION →

BIBLIOGRAPHIES   *Jul. 1966*
CIJE: 2,371   RIE: 6,810   GC: 730
SN Descriptive lists of books or other printed
     materials, which are written by one author,
     during one period, on one subject, pro-
     duced by one printer and/or publisher, or
     located in one place (note: corresponds to
     pubtype code 131—do not use except as
     the subject of a document)
UF Booklists (1967 1980)
     Literature Searches
NT Annotated Bibliographies
BT Reference Materials
RT Anthologies
     Bibliographic Coupling
     Books
     Citations (References)
     Discographies
     Filmographies
     Indexes
     Library Catalogs
     Literature Reviews
     State of the Art Reviews
     Union Catalogs

Thus if a document were a bibliography about how to compile bibliographies, it would have the PUBTYPE 131 (Bibliographies) and *also* the Major Descriptor BIBLIOGRAPHIES (major, because it is the subject of the document).

NOTE: "Document type" Descriptors (see table on p. xviii) should *not be Major* Descriptors unless they are the *subject* of the document.

FURTHER HINTS FOR RELEVANT RETRIEVAL

Non-Subject Access

One usually looks for information in ERIC by subject area, using Descriptors, Identifiers, and/or freetext phrases. Publication Type offers an additional refinement of the search process. There are other elements of ERIC's cataloging that are separate from the indexing process, however, that help limit a computer search even more precisely. They include a document's language, geographic origin (country, or country and state/province), and Target Audience.[11] All three of these data elements are searchable *only* by computer. Language appears on both *RIE* and *CIJE* citations as of January 1979. Geographic origin is used only for *RIE*, effective January 1979.

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[11]Further details on the Language, Geographic Origin, and Target Audience fields are given in the *ERIC Processing Manual, Section 5: Cataloging,* available for $3.75 from the ERIC Facility. An earlier version of this document (without the Target Audience description) is available as ED 219 086 from the ERIC Document Reproduction Service.

Target Audience

Target Audience was added as a fully defined *RIE* cataloging element in January 1984. It is not used with the *CIJE* file. Target Audience identifies the segment(s) of the educational community (or the related public) to which a document is explicitly directed by its author. The defined audiences are:

     POLICYMAKERS
     RESEARCHERS
     PRACTITIONERS
         ADMINISTRATORS
         TEACHERS
         COUNSELORS
         MEDIA STAFF
         SUPPORT STAFF
     STUDENTS
     PARENTS
     COMMUNITY

The Target Audience field may be used to more narrowly limit a search. For example, to find information on the back-to-basics movement and how elementary school teachers can respond to it, a search using such Descriptors as BACK TO BASICS, ELEMENTARY EDUCATION, and INSTRUCTIONAL IMPROVEMENT might be supplemented by specifying Target Audience= Teachers.

Target Audience is not a mandatory cataloging element. Not all documents have an identifiable audience; some have more than one. A pilot project added the terms "Practitioners" and/or "Students" to selected *RIE* citations announced during the period January 1979 through December 1983. No citations prior to 1979 contain the Target Audience element. *Searching by Target Audience will automatically restrict the output to post-1978, RIE-only citations.*

NOTE: Access to this new data element is dependent on the vendors of online retrieval services and has not been firmly established at this writing.

CONCLUSION

This brief review of the ERIC system has been intended to make users more aware of the system as a whole, of how the educational literature is indexed for the database, and of how the *Thesaurus* fits into the overall information dissemination process. ERIC is committed to maintaining quality standards while serving diverse needs of the educational community. Interaction with users in the field has been, and continues to be, of prime importance since ERIC is not merely a passive, archival system. It is an active network of dedicated professionals who both anticipate and respond to the information needs of the practitioner and scholar.

THESAURUS CONSTRUCTION AND FORMAT

The *Thesaurus of ERIC Descriptors,* 1984 edition, contains an alphabetical listing of terms used for indexing and searching in the ERIC system. It actually consists of four parts—the main Alphabetical Display, the Rotated Display, the Hierarchical Display, and the Descriptor Group Display.

ALPHABETICAL DESCRIPTOR DISPLAY

The main, word-by-word Alphabetical Display is probably the most familiar since it provides a variety of information (a "display") for each Descriptor. This includes a Scope Note (SN), Add Date, Descriptor Group Code, Posting Notes, Used For (UF) and Use (USE) references, Narrower Terms (NT), Broader Terms (BT), and Related Terms (RT). Each of these segments of the *Thesaurus* display is explained in detail below.

SN (Scope Note)

A Scope Note is a brief statement of the intended usage of a Descriptor. It may be used to clarify an ambiguous term or to restrict the usage of a term. Special indexing notes are often included.

> **TESTS**
> SN   Devices, procedures, or sets of items that are used to measure ability, skill, understanding, knowledge, or achievement (note: use a more specific term if possible—this broad term corresponds to pubtype 160 and should not be used except as the subject of a document)

Recommends use of a Narrower Term and directs indexers and searchers to PUBTYPE category

> **ORAL INTERPRETATION**
> SN   The oral interpretation and presentation of a work of literature to an audience (note: prior to mar80, the instruction "oral interpretation, use interpretive reading" was carried in the thesaurus)

Alerts users and searchers to an earlier *Thesaurus* instruction

> **NONFORMAL EDUCATION**
> SN   Organized education without formal schooling or institutionalization in which knowledge, skills, and values are taught by relatives, peers, or other community members (note: do not confuse with "nonschool educational programs" or the identifier "informal education")

Suggests another Descriptor or an Identifier that may be more appropriate

UF (Used For)

The "UF" reference is employed generally to solve problems of synonymy occurring in natural language. Terms following the UF notation are *not to be used in indexing.* They most often represent either (1) synonymous or variant forms of the main term, or (2) specific terms that, for purposes of storage and retrieval, are indexed under a more general term. The examples below illustrate both types of UFs:

> **MAINSTREAMING**
> UF   Desegregation (Disabled Students)
> Integration (Disabled Students)
> Least Restrictive Environment (Disabled)
> Regular Class Placement (1968 1978)
>
> **LIFELONG LEARNING**
> UF   Continuous Learning (1967 1980)
> Education Permanente
> Lifelong Education
> Life Span Education
> Permanent Education
> Recurrent Education
>
> **LABOR FORCE DEVELOPMENT**
> UF   Human Resources Development (Labor)
> Manpower Development (1966 1980)
>
> **PHYSICAL DISABILITIES**
> UF   Crippled Children (1968 1980)
> Orthopedically Handicapped (1968 1980)
> Physical Handicaps (1966 1980)

A former Descriptor that has been downgraded to the status of a UF term is accompanied by a "life span" notation in parentheses: e.g., (1966 1980). This indicates the time period during which the term was used in indexing. It provides useful information for searching