

What IS a catalog supposed to accomplish?

Make it possible for a person to:

- **find out if the library has**, and **identify** a particular title, or a work by a particular author, or on a particular subject;
- **learn what ELSE the library has** by a particular author, on a particular subject, in a particular form, etc.,
- and get enough information about each item in the library that the person can **successfully choose** and **obtain** the one s/he might want to read, view, etc.



Get the tools you need to do the job right !

- The content rules - AACR2 or RDA
- A classification tool - Dewey or LCC
- A subject authority - LCSH, LCSH/ac, Sears, etc.
- MARC software - Many vendors



...in print, or digital versions

AACR2 or RDA Available from ALA
and on LC's "Cataloger's Desktop"
WebDewey Available from OCLC
LC/NACO Authority File Online Free
Offline MARC editors Free demos



Read the chief source for a statement of responsibility

3. Is there a statement giving the name of one or more authors, editors, compilers, illustrators? If not, 245 ends!

If so, transcribe it in Field 245, subfield "c".
Keep diacritics. Capitalize only proper nouns.
Separate multiple statements with space ; space.



The most important field in the record is finished!

Examples:

245 10 \dagger a I'm cataloging : \dagger b who'd 'a thunk it! / \dagger c by Gnué Lye Brerian.

245 10 \dagger a First day at school / \dagger c Jill Jackson ; drawings by Hal Jones.



Also from the chief source:

- Edition statement (abbreviated)
- Place of publication (1st city named)
- Publisher (most prominent or first company named)
- Publication date (no "c" before it)



From other preliminaries:

- Series title(s)
- Identifying numbers
- Informative statements that can be used for notes related to the audience, intent, content, accompanying materials, other formats, earlier titles, etc.



From the second preferred source ...

AACR2 provides lists of all the preferred sources for every type of item:

Books: the verso (back) of the title page

Most audio-visual materials: the container (shell)

Maps, 3-D objects, realia (from nature): the whole thing.



From the rest of the item...

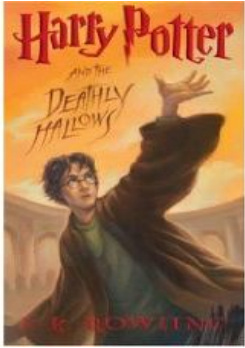
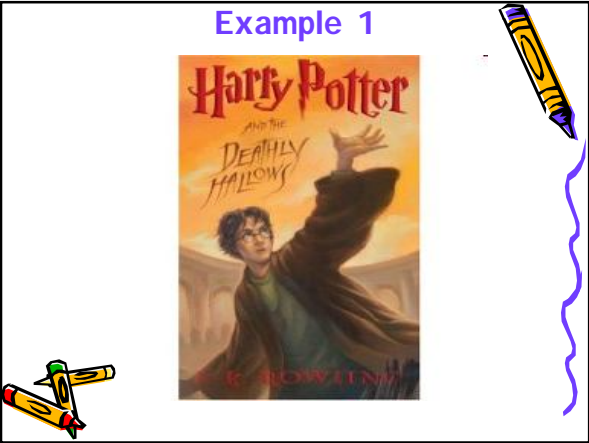
- The **number of pages**, videos, etc.
- Related **details**, e.g., is it illustrated? Are there maps? Any accompanying items?
- The **height** of the item, with other dimensions when required, as for tiny items, boxes, square books.
- The **technical requirements**, such as equipment and software needed to use the item.



Now for some examples!

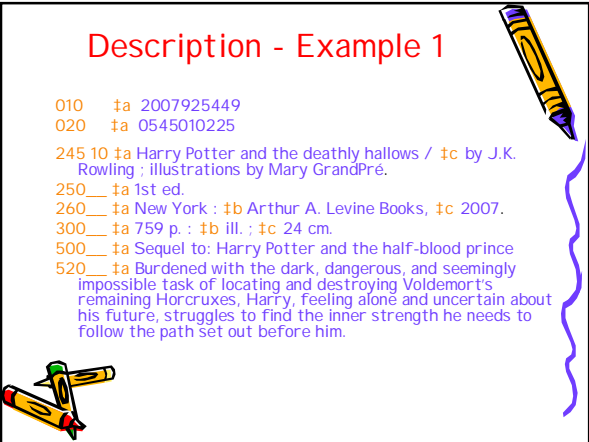


Example 1

Description - Example 1

010 #a 2007925449
 020 #a 0545010225
 245 10 #a Harry Potter and the deathly hallows / #c by J.K. Rowling ; illustrations by Mary GrandPre.
 250__ #a 1st ed.
 260__ #a New York : #b Arthur A. Levine Books, #c 2007.
 300__ #a 759 p. : #b ill. ; #c 24 cm.
 500__ #a Sequel to: Harry Potter and the half-blood prince
 520__ #a Burdened with the dark, dangerous, and seemingly impossible task of locating and destroying Voldemort's remaining Horcruxes, Harry, feeling alone and uncertain about his future, struggles to find the inner strength he needs to follow the path set out before him.



Add good name access: use the authority file

100 1 †a Rowling, J. K.

245 10 †a Harry Potter and the deathly hallows / †c by J.K. Rowling ;
illustrations by Mary GrandPré.

700 1 †a GrandPré, Mary, †e ill.



Add subject access, using a subject authority

245 10 †a Harry Potter and the deathly hallows / †c by J.K.
Rowling ; illustrations by Mary GrandPré.

650 1 †a **Wizards** †v Fiction

650 1 †a Magic †v Fiction

650 1 †a Coming of age †v Fiction

651 1 †a England †v Fiction

655 1 †a **Fantasy**



Classification vs. Call numbers

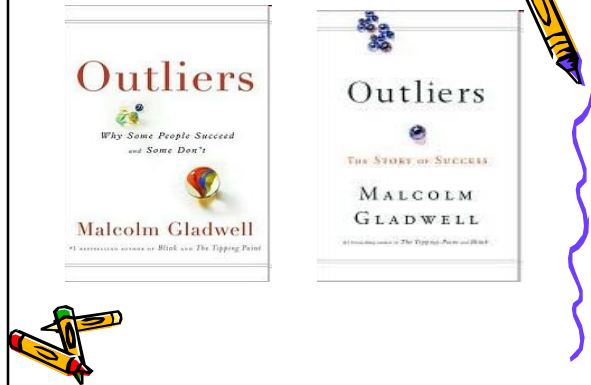
050 00 †a PZ7.R79835 †b Hak 2007 (LCC)
082 00 †a [Fic] †2 22 (DDC)

100 1 †a Rowling, J. K.
245 10 †a Harry Potter and the deathly hallows / †c by J.K.
Rowling ; illustrations by Mary GrandPré.

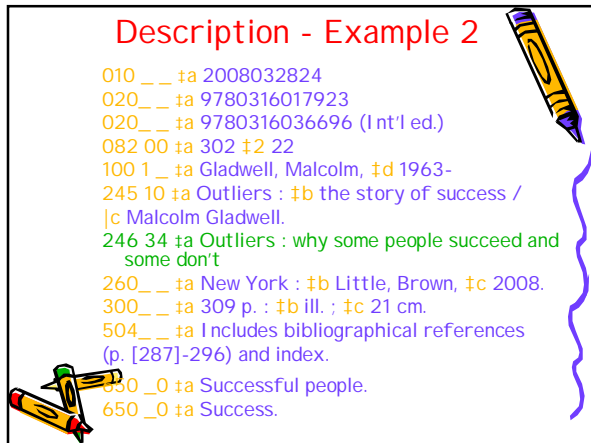
852 †h **PZ7 .R79835** †i **Hak 2007** (LCC)
852 1 †h **F** †i **ROW** (DDC)



Example 2

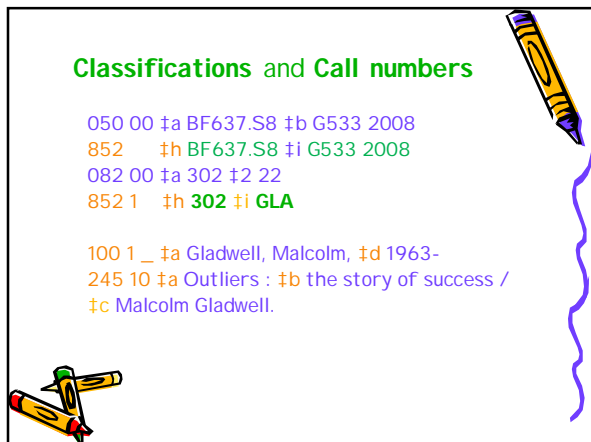


Description - Example 2



010 __ \$a 2008032824
020 __ \$a 9780316017923
022 __ \$a 9780316036696 (Int'l ed.)
082 00 \$a 302 \$2 22
100 1_ \$a Gladwell, Malcolm, \$d 1963-
245 10 \$a Outliers : \$b the story of success /
\$c Malcolm Gladwell.
246 34 \$a Outliers : why some people succeed and
some don't
260 __ \$a New York : \$b Little, Brown, \$c 2008.
300 __ \$a 309 p. : \$b ill. ; \$c 21 cm.
504 __ \$a Includes bibliographical references
(p. [287]-296) and index.
530 _0 \$a Successful people.
650 _0 \$a Success.

Classifications and Call numbers



050 00 \$a BF637.S8 \$b G533 2008
852 \$h BF637.S8 \$i G533 2008
082 00 \$a 302 \$2 22
852 1 \$h 302 \$i GLA

100 1_ \$a Gladwell, Malcolm, \$d 1963-
245 10 \$a Outliers : \$b the story of success /
\$c Malcolm Gladwell.

International cataloging principles

(Feb 2009, IFLA*)

General Principles

Convenience of the user. Decisions taken in the making of descriptions and controlled forms of names for access should be made with the user in mind.

Common usage. Vocabulary used in descriptions and access should be in accord with that of the majority of users.

Representation. Descriptions and controlled forms of names should be based on the way an entity describes itself.

Accuracy. The entity described should be faithfully portrayed.

Sufficiency and necessity. Only those data elements in descriptions and controlled forms of names for access that are required to fulfil user tasks and are essential to uniquely identify an entity should be included.

Significance. Data elements should be bibliographically significant.

Economy. When alternative ways exist to achieve a goal, preference should be given to the way that best furthers overall economy (i.e., the least cost or the simplest approach).

Consistency and standardization. Descriptions and construction of access points should be standardized as far as possible. This enables greater consistency, which in turn increases the ability to share bibliographic and authority data.

Integration. The descriptions for all types of materials and controlled forms of names of all types of entities should be based on a common set of rules, insofar as it is relevant.

* http://www.ifla.org/VII/1/s13/icp/ICP-2009_en.pdf



AACR2/RDA [paraphrased!]

The data created using RDA to describe a resource are designed to **assist users** to:

Find — find resources that s/he is seeking

Identify — confirm that the resource is the one sought, and not a similar one

Select — select an appropriate resource for her/his needs

Obtain — acquire or access the resource



AACR2/RDA [paraphrased!]

The data created to describe an entity (a person, family, corporate body, concept, etc.) should **assist users** to:

Find — find info & works by or about an entity

Identify — confirm that the entity is the one sought, or to distinguish between entities with similar names, etc.

Clarify — clarify the relationship between entities, or between various names of an entity

Understand — understand why a particular name or title, or form of name or title, has been chosen as the preferred name or title for the entity.



What about classification?

General collections

Most libraries use Dewey Decimal Classification

- 10 main classes
- Abridged ed. for up to 50,000 titles
- Numbers good in any language
- Suggested classifications provided in CIP for most commercial publications (Cataloging In Publication)



And LC classification?

General collections

Many large U.S. libraries use LCC - Library of Congress Classification

- 24 main classes
- 42 books for applying the many subclasses, developed independently, but with similarities
- Available on CD-ROM and on line
- Full call numbers are available for millions of resources



Who decides what subject headings to use?

Each library decides on which authority to follow.

Most libraries use *Library of Congress Subject Headings*
Some libraries use the *Sears List of Subject Headings*

- Both were designed for adult general libraries.
- LCSH provides exceptions and guidelines for libraries serving children (the "Annotated Card" program, or **LCSH/AC**)
- Libraries serving bilingual populations supplement English-language headings with comparable terms in other languages
- Librarians supplement "controlled" terms by embedding focused key words in notes



How can I learn more?

- Attend learning events (**You are!**)
- Subscribe to a discussion list's digest
- Monitor a few authoritative web sites
- Study the cataloging tools
- Take a refresher course
- Find a mentor
- Have a cataloging buddy or group
- Practice cataloging using MARC software



Sources and Resources

AACR2/RDA: <http://www.alastore.ala.org/>
or <http://www.loc.gov/cds/desktop/index.html>
Dewey: <http://www.oclc.org/dewey/>
LSCH: <http://www.loc.gov/cds/>
Sears: <http://www.hwwilson.com/print/Librariantools.htm>
LC/NACO Authority File (all types):
<http://authorities.loc.gov/>
MARC: <http://www.loc.gov/marc/>
News and help:
<http://www.cwu.edu/~dcc/Autocat/subscribe.html>



Cat-a-logging group



Or, ask me ...

jff001@shsu.edu

fountain@thegateway.net

and I'll reply when I finish my nap 😊