

Cataloguing and Processing

A Resource for
School Library
Personnel

Renewing Education:
New Directions

Manitoba
Education
and Training
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CATALOGUING AND PROCESSING

A Resource for School Library Personnel

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PURPOSE OF DOCUMENT

This resource manual is designed to provide guidance to school library personnel in organizing library materials in an effective manner. A school library collection that is organized according to standardized rules and practices should allow users to retrieve information quickly, and ultimately to maximize the usage of the collection. Whether the retrieval system is a card catalogue* or an automated catalogue called an Online Public Access Catalogue (OPAC), the basic procedures for the preparation of the materials are similar and certain standards must be followed.

This resource outlines currently accepted procedures for cataloguing and processing library materials. It also addresses the problems associated with the traditional card catalogue, and indicates how the information stored in card format is to be recorded in a machine readable cataloguing (MARC) record for use in automated library systems. This publication serves, then, to provide a recommended bibliographic standard for school libraries in Manitoba.

Some cataloguing and processing services are available commercially. As these operations are technical, time-consuming, and expensive to do in-house, school library personnel are encouraged to buy these services, if they are unavailable through a school division/district cataloguing centre. Even if some services are bought, it requires the attention of a trained individual. A Library Technician Certificate, a Diploma in Library and Information Technology, a Library Training Program Certificate from Red River Community College, or an equivalent from other provincially accredited institutions is recommended. A minimum of a cataloguing course from these programs is required.

* See glossary for definitions of bolded words.

Cataloguing and Processing: A Resource for School Library Personnel contains 13 chapters. To allow for future revisions of individual chapters, the handbook is paginated by chapter. A brief description of each chapter is provided:

Chapter 1: Library Organization describes school library standards and methods of implementing these standards.

Chapter 2: Rules and Authorities outlines various cataloguing tools used as rules, authorities, and guides.

Chapter 3: Organizing a School Library provides a brief summary of the steps required to organize a school library.

Chapter 4: Automation looks at the processes required to undertake library automation from a cataloguing perspective.

Chapter 5: Descriptive Cataloguing examines the process of cataloguing according to the Anglo-American Cataloguing Rules. Card and MARC examples are included.

Chapter 6: Subject Headings looks at the process of subject analysis, using fiction and non-fiction subject headings. Card examples are included.

Chapter 7: Classification describes the process of allocating a class or call number to an item. Card and MARC examples are included.

Chapter 8: Audiovisual Materials presents guidelines for cataloguing non-print materials. Card and MARC examples are included.

Chapter 9: Typing Catalogue Cards describes how to type catalogue cards according to a prescribed format. Card examples are included.

Chapter 10: Filing Cards looks at how to file catalogue cards in a manual or paper card catalogue.

Chapter 11: Processing provides guidance on how to prepare a variety of materials for circulation.

Chapter 12: MARC Cataloguing for Manitoba School Libraries describes the various components of a machine readable cataloguing record which are recommended for use in Manitoba school libraries.

Chapter 13: Sources of MARC Records provides information about vendors that offer machine readable cataloguing records.

Following these chapters are a list of standard abbreviations used in cataloguing entries, a glossary of cataloguing-related terms, and a bibliography.

For cataloguing and processing queries, contact the Cataloguing Specialist, Instructional Resources Unit, Manitoba Education and Training, at 204-945-7834, or toll free at 800-282-8069, ext. 7834, or the Coordonnatrice bibliothécaire, Direction des ressources éducatives françaises, at 204-945-8554.

SUPPORTING CHANGE

Support to schools and school divisions/districts relating to the information in this document is available by contacting

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As well, many schools have created school- and/or division-based implementation teams to plan the implementation of new policies and curricula, and to organize and lead ongoing staff development and support activities within the school and/or school division/district. These teams can also help to inform the local community about the change taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division-based implementation teams include teachers, administrators, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional/ district levels. Some divisions/districts have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

CHAPTER 1: LIBRARY ORGANIZATION

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CHAPTER 1: LIBRARY ORGANIZATION

1.1 Standards

Most small, private, or classroom library collections do not need a formal system of library organization as the individual books can be easily located. As the collection becomes larger, access becomes problematic unless some method of grouping is devised. Many different systems address this problem. For most school libraries, the international standard is the Dewey Decimal Classification scheme and either Sears List of Subject Headings or the Library of Congress Subject Headings (for large collections). Descriptive cataloguing is defined by rules outlined in the Anglo-American Cataloguing Rules (AACR2). Refer to the latest editions of these resources to obtain the most current practices in cataloguing.

Every item in the collection must be described using a standard format. The same basic components are contained in each description. Always cited in the same order, they must employ consistent punctuation. Such standardization of procedures enhances the local, national, and international exchange of bibliographic data and is essential in computerized systems.

To a computer, Hamlet and Shakespeare are just a string of characters. The machine will fail to recognize one as a title and the other as an author unless it is told where each is located in a descriptive record and how each will be introduced. If schools intend to exchange bibliographic data on a local or provincial basis, they should conform to the standards outlined in this document.

The exchange of bibliographic data or information can occur in a number of ways, one of which is participation in a union catalogue. Historically, union catalogues have progressed from manual card and paper files to on-line shared databases to catalogue records electronically linked via Internet. Union catalogues form one of the main building blocks of resource sharing or shared services such as interlibrary loan, cooperative cataloguing, cooperative preservation, and cooperative collection development activities (Lunau, Carrol, 1995). Standards must be used by libraries and library systems to participate in union catalogues.

1.2 Educational Rationale

For students and staff to make the most effective use of the school's educational resources, the nature, extent, interrelationship, and location of these resources must be clearly identified. School libraries do not exist in an information vacuum but are part of a growing information network. Therefore, they should be provided with access to systems that are compatible with national and international standards.

The process of standardized cataloguing and classification results in the creation of a library catalogue.

In a school library, the catalogue is a tool to

- list, according to a consistent plan, the print and non-print resources available in the school
- describe print and non-print resources
- direct users to similar materials
- record purchasing and publishing history
- indicate the location of the resources
- assist students in obtaining the skills of information retrieval

The catalogue enable users to

- retrieve information efficiently
- increase understanding by students and staff of information retrieval systems
- plan, order, and check resources efficiently
- develop information retrieval skills that are transferable from one school library to other school, public, college, university, and special libraries

1.3 Non-Standard Systems

In-house devised methods of library organization are to be discouraged. These non-standards-based solutions result in the following:

- students and staff requiring training in the specific use of the collection, the knowledge of which is not transferable to other libraries
- systems becoming inconsistent over time with changes in personnel

- cataloguing becoming useless when an attempt is made to convert it to a standard machine readable format

1.4 Methods of Implementing Standards

In applying these standards, school libraries and school divisions/districts which do not have centralized cataloguing have a number of options. They may

- do their own original cataloguing
- obtain derived cataloguing
- purchase commercially produced cataloguing
- use any combination of the above

Wherever possible, commercially produced cataloguing should be attained.

No matter what options are used, consumers of cataloguing should be knowledgeable in terms of what to look and ask for about the standards. This recalls the importance of the training in cataloguing required to ensure consistency and accuracy. School libraries must be familiar with cataloguing standards and should establish local cataloguing policies.

1.4.1 Original Cataloguing

Original cataloguing refers to cataloguing an item by examining certain parts of it to obtain information needed to describe it.

While original cataloguing allows for on-site, immediate, and locally applied cataloguing, there are some concerns. These include:

- Original cataloguing is time-consuming for the cataloguer and the data processor/typist. The teacher-librarian's time can be much better spent working with teachers and students. In addition, library technician and library clerk time in school libraries is usually at a premium.
- Lack of library technician and library clerk time usually results in a backlog of materials which have not been catalogued or processed fully. These materials cannot be used by staff or students.

- Inexperienced cataloguers spend long hours misapplying rules. Thus, the advantages of using a standard system are often negated and re-cataloguing is often necessary at a future date.
- Cataloguing is an expensive process when done by unqualified personnel. If the hours spent by cataloguers and data processors/typists were costed out, it would become apparent that commercial cataloguing is more economical.

1.4.2 Derived Cataloguing

Derived or copy cataloguing refers to the process of cataloguing items by using existing bibliographic records obtained from various sources and altering those records to conform to local cataloguing standards.

Cataloguing information may be found in

- cataloguing-in-publication (CIP) data found within the item
- book catalogues
- non-book catalogues (e.g., microfiche and CD-ROMs)
- electronic catalogues (e.g., the Internet). An on-line directory known as Hytelnet provides a well-organized means by which to browse through library catalogues or databases worldwide. Two telnet addresses worthy of mention are: 1) telnet locis.loc.gov (Library of Congress, mainly books) and 2) telnet dra.com (Library of Congress — Data Research Associates, Inc., mainly films and videos). Two important Uniform Resource Locators (URLs) for web-based searching are: 1) <http://lcweb2.loc.gov/ammem/booksquery.html> (Library of Congress) and 2) <http://library.usask.ca/hywebcat/> (Peter Scott's "webcats" utility).

While derived cataloguing does result in definite cataloguing savings, both in terms of cost and time, it should be noted that catalogue cards still must be typed manually or cataloguing records must be entered manually into an automated library system. Furthermore, cataloguing standards and formats may vary from catalogue to catalogue. This will also affect the amount of editing required to meet locally established practices.

1.4.3 Commercial Cataloguing

Commercial cataloguing refers to cataloguing services now being offered by a number of firms. It may take the form of simplified cataloguing records for only certain titles to customized cataloguing for specialized collections. Care should be taken in choosing commercial cataloguing that follows national and local cataloguing standards. The advantages to purchasing commercial cataloguing include

- requiring less expertise on the part of the teacher-librarian (the main task for the school library staff may be in filing the cards in a manual environment or loading MARC records in an automated environment)
- converting a card catalogue to an electronic format enables the school to have it done by a commercial vendor
- improving consistency
- centralizing cataloguing reduces time spent duplicating the cataloguing for the same titles

Many jobbers or wholesalers routinely offer cataloguing for a nominal fee. Libraries considering automation in the future will want to consider ordering MARC catalogue records along with card sets. This investment in the future allows the school to stockpile MARC data for the automation project. It also greatly reduces the amount of time required to complete the recon, or retrospective conversion of the catalogue.

1.4.4 Combination

Most schools opt for a combination of commercial and original cataloguing, purchasing commercial cataloguing whenever possible, and doing original cataloguing for items in the collection for which commercial cataloguing is not available.

1.5 Union Catalogues

Centralized cataloguing in a divisional or district processing centre can result in a union catalogue where the print and audiovisual materials of that network of libraries are known. Union catalogues achieve uniformity throughout the system, avoiding duplication of effort and promoting resource sharing.

CHAPTER 2: RULES AND AUTHORITIES

- 2.1 Anglo-American Cataloguing Rules Revised
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-

CHAPTER 2: RULES AND AUTHORITIES

The set of rules that currently outlines international cataloguing standards in most English-speaking countries are in the Anglo-American Cataloguing Rules (AACR2). Because AACR2 contains provision for a number of options, and because the rules are open to various interpretations, this document has been compiled to suggest the minimum level which should be followed by schools cataloguing materials for use in Manitoba.

2.1 Anglo-American Cataloguing Rules Revised (Concise AACR2)

Descriptive cataloguing is defined by rules described in the American Library Association's Concise AACR2 —1988 Revision.

An outline of these rules follows

- a) The Description of Library Materials
 - general rule (0)*
 - title and statement of responsibility area (1)
 - edition area (2)
 - special area for serials, computer files, maps, and other cartographic materials and music (3)
 - publication distribution, etc., area (4)
 - physical description area (5)
 - series area (6)
 - note(s) area (7)
 - standard number (8)
- b) Headings, Uniform Titles, and References
 - choice of access points (21-29)
 - headings for persons (30-44)
 - geographic names (45-47)
 - headings for corporate bodies (48-56)
 - uniform titles (57-61)
 - references (62-65)

* These numbers refer to specific rules of the Concise AACR2.

2.2 Classification Authorities All materials should be classified to the levels outlined in the most current edition of The Abridged Dewey Decimal Classification and Relative Index This one volume edition contains the same basic numbers as the full edition but permits the possibility of expansion should there be a need.

2.3 Subject Heading Authorities The individual library may choose between Sears List of Subject Headings and Library of Congress Subject Headings (see Bibliography).

The Sears List has long been the standard for school and smaller libraries. For most school libraries it will suffice. The Library of Congress subject headings should be considered only for larger libraries. All other situations cannot support the cost. Changes in technology may justify the use of Library of Congress subject headings in the future. Commercial vendors will provide the opportunity to select one or the other or both. When cataloguing is purchased, both Sears and Library of Congress subject headings should be requested. Then when the records are loaded, Sears would be used for the present time. The school library must update its edition of Sears regularly.

Additional Canadian subject authorities may be derived from the National Library of Canada's Canadian Subject Headings and the Sears List of Subject Headings: Canadian Companion (see Bibliography).

The National Library of Canada's Canadian Subject Headings supplements the Library of Congress Subject Headings. Sears List of Subject Headings: Canadian Companion can be used in conjunction with the current edition of the Sears List of Subject Headings

Assistance in the selection of French language subject headings may be found in Répertoire des vedettes-matière available on microfiche, revised every six months, from Laval University Press. Services documentaires multimedia (SDM) in Montreal publish the CD-ROM version known as RVM.

SDM also publishes *Vedettes-matière jeunesse* (see Bibliography) which is an adaptation and simplification of *Répertoire des vedettes-matière* for materials aimed at young people aged 4 to 12. This product is available in paper, diskette, and on the Internet.

The choice of subject authority is important in the construction of an automated catalogue. Sears, Library of Congress and National Library of Canada (NLC) subject headings are each flagged differently in an automated catalogue. MARC records often include both Sears and NLC headings. Any school library wishing to index its OPAC only with Sears headings would be required to set up the software to index only properly flagged fields.

2.4 Dictionaries

There is no single dictionary that has been designated as an authority for Canadian usage in cataloguing. This can create some difficulties in the creation of a MARC catalogue when the sources of MARC records may be using alternate spellings. A typical example is the American spelling of "labor" and the Canadian version "labour." The individual library must decide to accept American spelling or select any good Canadian dictionary and change. Consistency in spelling is a major factor in the production of a useful card catalogue or OPAC. The extra time and effort this requires may render the decision to convert American spellings to Canadian ones impractical.

2.5 ALA Filing Rules

ALA Filing Rules (see Bibliography) are the standard for manual card catalogues which should be followed. Automated catalogues result in filing and filing rules becoming redundant.

2.6 MARC Cataloguing Guides

The National Library of Canada's Canadian MARC Communications Format: Bibliographic Data and the Library of Congress's USMARC Format for Bibliographic Data (see Bibliography) are useful tools for those working with MARC data. For the school library environment, it is recommended that a less technical guide such as Beaumont and Associates' *Make Mine MARC (With Integrated Format)* be used (see Bibliography).

***CHAPTER 3: ORGANIZING A SCHOOL
LIBRARY***

CHAPTER 3: ORGANIZING A SCHOOL LIBRARY

Organizing a school library is challenging. The following steps are designed to simplify the project.

3.1 Assemble all library resources from all areas of the school. Library personnel should avoid including

- textbooks
- sets of supplementary texts and readers
- workbooks, lab manuals, or teacher's editions
- multiple copies (six or more) of any book used as a class set

3.2 Library personnel should weed resources that are

- worn and damaged items
- superseded editions
- uncirculated for the past three to five years
- unnecessary duplicates
- non-fiction with old copyright dates and/or with inaccurate, non-metric, condescending, stereotypical, or biased information

For further information regarding weeding, please consult *Weeding the School Library* (see Bibliography).

3.3 Mend books in need of minor repair

3.4 Sort four sections of resources (keeping duplicate copies of the same items together) into the following

- easy books (picture books and easy fiction for Grades K-3)
- fiction books (novels and short stories)
- non-fiction books (books of fact, fairy tales, and folklore)
- audiovisual

3.5 Arrange easy books in alphabetical order by author on the shelves.

- 3.6 Arrange fiction books in alphabetical order by author on the shelves
- 3.7 Divide the non-fiction books into broad groups using the 10 main Dewey classes as a guide.

Remove any books that can be used as quick reference such as encyclopedias, dictionaries, almanacs, and atlases. Place them in a separate pile. These items will form the core of the library's reference collection.

- 3.8 Sort audiovisual resources according to media format.

To summarize, the four major groups of resources are

- easy books (arranged alphabetically by author)
- fiction books (arranged alphabetically by author)
- non-fiction books (roughly sorted into 10 broad Dewey subject groups with an eleventh group for reference)
- audiovisual

The collection is now ready to be catalogued and processed according to the procedures outlined in the following chapters.

CHAPTER 4: AUTOMATION

- 4.1 Getting Started 4.3
 - 4.2 Visitations 4.4
 - 4.3 Weeding 4.4
 - 4.4 Preparing the Shelf List 4.5
-

CHAPTER 4: AUTOMATION

The first significant change in the way a library delivers basic service is automation. All school libraries are expected to be automated in the future.

Data is the necessary ingredient for any computer to perform at its optimum. No other field in education has a better application for current computer technology than the library. The library has always been a database. In its new format the card catalogue becomes an OPAC (Online Public Access Catalogue). Searches which once were time-consuming can be done in seconds on a well-designed OPAC.

In many ways, the traditional card catalogue has been as much a roadblock as an aid in education. The seldom understood innerworkings and cross- references of the card system are replaced by the far simpler keyword access of the modern OPAC. Students and staff, with some instruction, learn to manipulate large data files through the use of Boolean operators. By combining search terms such as author, title, subject, and abstract, the user is able to determine quickly where the appropriate information is to be found.

4.1 Getting Started

Even if there is little or no funding in the budget for library automation, the school can begin to prepare itself for that eventuality. MARC records can be purchased for new acquisitions along with catalogue card sets. For these items there will be no need to worry about recon as the MARC data will be ready to load into the cataloguing module of your chosen automated library system. Materials that are currently on the shelf present another challenge.

Regardless of which library application software the library may eventually select, full MARC records are required. There are many sources of MARC records but not all records are of a good quality. MARC records derived from the Library of Congress or the National Library of Canada databases are uniformly good.

Records from these sources require little or no editing because they are full records. Records derived from other sources, including some of the major jobbers, are not as consistent. They often are not full MARC records and, invariably, they require some additional time and effort to raise them to the standard of the National Library of Canada or Library of Congress. Sometimes companies identify records as MARC when they are not (e.g., Microlif records are not full MARC records).

Libraries can prepare to automate by reading Selection of Automated Systems: Criteria for School Libraries in Manitoba and Selection of Resources: Policies and Procedures for Manitoba Schools(see Bibliography). These two documents are available from the Instructional Resources Unit, Manitoba Education and Training. French versions are available from the Direction des ressources éducatives françaises.

4.2 Visitations

Many schools in the province have already converted their libraries to automated systems. Contact them and arrange a visit. The Instructional Resources Unit has a document available entitled Automated School Library Systems in Manitoba that lists automated schools. Automated schools have learned a great deal and know how to avoid pitfalls. Ask such questions as

- Where to obtain MARC records?
- How much original cataloguing is necessary?
- How good is the data?
- How good is the application software?
- What were the difficulties encountered?
- Any vendor training? If so, is it useful?
- Is the vendor responsive to school needs?
- How much did the project cost?

4.3 Weeding

A library benefits from judicious weeding. The most expensive part of any library automation project is the conversion of the old catalogue into a MARC format. Old textbooks, teacher editions, dated scientific materials, worn, torn, and yellowed items should be discarded before the conversion process begins; otherwise, much time, effort, and money can be wasted doing recon on these materials.

Note: The Instructional Resources Unit, Manitoba Education and Training, has a collection of old approved Manitoba textbooks. Before discarding such material from your school library, please contact this Unit to see if your material is wanted.

4.3 Preparing the Shelf List

The next phase is preparing the shelf list. If the shelf list has been catalogued up to the level described in this resource, recon is much easier. The more complete the shelf list, the simpler the task of matching against an existing database. If the shelf list is not up to standard, then the task becomes more difficult. It may become necessary to recatalogue many books entirely. The shelf list may be

- sent to a commercial jobber who attempts to match the information on the card with an existing bibliographic record such as one from A-G Canada Ltd. (formerly **ISM** Library Information Services), or another local resource, **TKM** in Brandon
- matched in-house using one of the compact disc MARC databases (e.g., BiblioFile)
- matched online against the holdings of a bibliographic vendor (e.g., A-G Canada Ltd., and TKM)
- entered partially in-house on diskette and sent off to a bibliographic vendor who attempts to match the “skeletal records” against their MARC database (TKM offers such a service)

If the shelf list does not include **ISBN** (International Standard Book Number) or Library of Congress numbers, arrange for volunteers to begin adding this data to the shelf list cards. The presence of this information greatly increases the chance of getting a “hit” and subsequently reduces the time and cost of deriving MARC records.

Contact the Instructional Resources Unit, Manitoba Education and Training, for a copy of the publication *Commercial Cataloguing and Processing Services for Books and Audio Visual Materials* (see Bibliography).

CHAPTER 5: DESCRIPTIVE CATALOGUING

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-

CHAPTER 5: DESCRIPTIVE CATALOGUING

5.1 Introduction

Cataloguing and classification are used to develop an index of the library collection to enable users to determine the availability of resources. Create a card or manual system with two different files (using 3 x 5 inch cards) that have

- a shelf list file for staff use
- a dictionary catalogue for use by staff and students

Shelf List

The shelf list is an inventory file and forms a complete record of the materials owned by the library. It should be housed separately from the regular catalogue. It is called a shelf list because its cards are arranged in the same order as the materials on the shelves.

Dictionary Catalogue

The dictionary catalogue, an index to the library collection, should be located in the main part of the library. The file is called a dictionary catalogue because its cards are arranged alphabetically (see the ALA Filing Rules)

To create these files, information on each book or item in the collection has to be collected, assigned, and recorded. Four basic steps are involved that are similar either to creating a manual card catalogue or to gathering information for an automated system.

The steps are to

- record the bibliographic information for the item
- assign classification numbers
- assign subject headings
- determine other indexing terms

5.2 Preparation For Cataloguing

As this information is collected or assigned, record it on 3 x 5 inch pieces of paper. As the catalogue cards are typed from these slips, they are sometimes referred to as “Typing Slips” or “T-slips.” A T-slip is required for each item. When completed, the cards are data processed/typed and filed. An alternative to this T-slip method is the use of one of the commercially-available systems that allows the user to generate complete card sets from the input of this initial shelf list information.

The cataloguer may also choose to work directly from the item, by penciling in the Dewey number, underlining the main entry, and writing subject headings on the reverse of the title page. This avoids the use of T-slips.

5.3 Descriptive Cataloguing

Descriptive cataloguing consists of two elements: describing the physical item, and determining the main entry and added entries. In this section, the key elements determining main entry, correct formatting of the entry, and physical details of the entry are shown. The proper punctuation, layout, and style of cataloguing are shown rather than explained (see Figures 1–3). To help those who are automating their systems, the examples provide both the card and MARC formats.

Describing a book is recording the bibliographic information (author, title, publisher, date, number of pages) for each book on a 3 x 5 inch T-slip. This information is recorded exactly from the title page of each book. Follow the punctuation style precisely as it is described and illustrated in this resource. Write or print information clearly to enable the data processor/typist to process it accurately.

5.3.1 Levels of Detail in the Description

The details in the level 2 AACR2 specifications include

- exact spacings and punctuation
- the elements of cataloguing and their spatial relationships

5.3.1.1 Complete Details [Figure 1]

Figure 1

	1st indention: 9 spaces from left margin 2nd indention: 13 spaces from left margin
	Added entry. (Do not leave a line space)
Call	Main Entry.
No.	Title proper [GMD] -- parallel title : other title information / first statement of responsibility. -- Edition statement / statement of responsibility relating to edition. -- Place of publication : publisher, date of publication. Extent of item : other physical details ; physical dimensions + accompanying material. -- (Series ; numbering).
	Notes ISBN
	1. Subject headings. I. Added entries. II. Title. III. Series.

5.3.1.2 Explanation of the Card Layout [Figure 2]

Figure 2

	940.4 Berton, Pierre, 1920-
(a)	BER (c) → Vimy / Pierre Berton. -- Toronto : McClelland
(l)	(e) → and Stewart, c1986.
(b)	(f) → 336 p. : maps ; 25 cm.
(d)	(g) → Includes bibliographical references (p. 317–325) and index.
	(h) → ISBN 0771013396
	(i) → 1. Vimy Ridge, Battle of, 1917. I. Title.
	(j)
	(k) → C86-0937070

- (a)** = Classification number (Dewey class)
- (b)** = Main entry (person's name)
- (c)** = Title
- (d)** = Statement of responsibility
- (e)** = Publishing details (imprint)
- (f)** = Physical description (statement includes the extent of the item, the physical details, and details of accompanying materials)
- (g)** = Notes
- (h)** = ISBN (International Standard Book Number)
- (i)** = Subject heading (topical)
- (j)** = Added entries
- (k)** = National Library of Canada Control Number or Library of Congress Card Number
- (l)** = Call number

5.3.1.3 MARC Example of Figure 2 [Figure 3]

If the book by Pierre Berton is displayed as a MARC record, it appears as

Figure 3

NLC Control #	016		\$a860937070
ISBN	020		\$a0771013396
Cat. Source	040		\$aCaOTUbengcCaOTUdCaOONL
Dewey Class	082	04	\$a940/.4
Local Call #	090		\$a940.4 BER
ME:Pers. Name	100	1_	\$aBerton, Pierre,\$d1920-
Title	245	10	\$aVimy /\$cPierre Berton
Imprint	260		\$aToronto :\$bMcClelland and Stewart, \$cc1986.
Phys. Descript.	300		\$a336 p. :\$bmaps ;\$c25 cm.
Note:Bibliog.	504		\$aIncludes bibliographical references (p. 317–325) and index.
Subj. Topical	650	_0	\$aVimy Ridge, Battle of, 1917.

In older records, you will often see the “1” and “0” follow the MARC 100 field tag. The “1” and “0” are indicators. The “1” indicates a single surname while the “0”

indicates there is no relationship between the main entry and the subject of the item. This is the most common format encountered during a recon. Any book with an author follows this same format in a MARC record. In current practice, the record indicator is not used.

\$a = a tag delimiter

In most systems, the local call number will appear as 090 or 092. For standardization in this document, 090 has been used in all examples.

5.3.2 Choice and Form of Main Entry

The first task facing the cataloguer is to determine the choice of main entry. The general principle of main entry is to enter a work under the person(s) or corporate body responsible for its intellectual content. In the case of books the chief source of information is usually the title page. Record the information exactly as it appears on the title page. Information appearing elsewhere in the item may be used in the catalogue entry. Take care to ensure the consistent spelling of the author entry within the catalogue (in current practice, editors and compilers are never given a main entry although they were in the past).

In current practice, authors are always entered under the commonly known name (e.g., Mark Twain is under Twain, Mark rather than Clemens, Samuel Langhorne).

The general rule for titles of nobility is to employ the most commonly used name. An aristocrat may be entered under his or her family name or title (e.g., the Duke of Wellington is entered under his title rather than his family name).

5.3.2.1 Author Main Entry (Card Example) [Figure 4]

The author's name appears on the top line of the card four lines from the top of the card and indented nine spaces from the left margin to allow for the entry of long Dewey numbers.

The surname is given first, followed by a comma, and then the given names of the author in the usual order. Inclusion of birth and death dates is optional.

Figure 4

E	Bourgeois, Paulette.
BOU	Hurry up, Franklin / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, c1988. [30] p. : col. ill. ; 22 cm ISBN 1550740164 (pbk) I. Turtles -- Fiction. I. Clark, Brenda. II. Title.

5.3.2.2 Author Main Entry (MARC Example) [Figure 5]

Personal name main entries are placed in the 100 field of the MARC record.

Figure 5

ISBN	020		\$a1550750385
Dewey Class	082	1_	\$aE
Local Call #	090		\$aE BOU
ME:Pers. Name	100	1_	\$aBourgeois, Paulette
Title	245	10	\$aHurry up Franklin /\$cPaulette Bourgeois ; illustrated by Brenda Clark.
Imprint	260		\$aToronto :\$bKids Can Press, \$cc1988.
Phys. Descript.	300		\$a[30] p. :\$bcol. ill. ;\$c22 cm.
Subject	650	_0	\$aTurtles\$xFiction.
AE:Pers. Name	700	1_	\$aClark, Brenda.

The 100 is the field of interest in this example.

The \$a precedes a name subfield. All MARC fields have subfields.

5.3.2.3 Corporate Body Main Entry (Card Example) [Figure 6]

On occasion, the school library may have materials that are the products of a corporate group such as associations, governments, business firms, and conferences. Rule 21.1B2 of AACR2 defines a corporate body as an organization or a group that acts as an entity and is identified by a particular name. When a corporate body is responsible for the intellectual content of a work, the main entry is listed under the corporate body. It is rare that a school library finds itself in possession of large numbers of government documents or works emanating from corporate groups. If there is doubt on the part of the cataloguer, main entry is by title.

Always enter governments and government departments and committees under the name of the country, province, or local jurisdiction.

Figure 6

027	Manitoba. School Library Media Program Curriculum MAN Committee.
	Selection of automation systems : criteria for school libraries in Manitoba / Manitoba. School Library Media Program Curriculum Committee. -- Winnipeg, MB : Manitoba Education and Training, c1991. 47 p. ; 28 cm. ISBN 0771109865 I. School libraries -- Automation.

5.3.2.4 Corporate Body Main Entry (MARC Example) [Figure 7]

Corporate main entries are placed in the 110 MARC field.

Figure 7

ISBN	020		\$a0771109865
Dewey Class	082	0_	\$a027/.8/02854
Local Call #	090		\$a027 MAN
ME:Corp.	110	1_	\$aManitoba. \$bSchool Library Media Program Curriculum Committee.
Title	245	10	\$aSelection of automation systems :\$bcriteria for school libraries in Manitoba /\$cManitoba School Library Media Program Curriculum Committee.
Imprint	260		\$aWinnipeg, MB :\$bManitoba Education and Training, \$cc1991.
Phys. Descript.	300		\$a47 p. ;\$c28 cm.
Subj. Topical	650	_0	\$aSchool libraries\$xAutomation

The 110 is the MARC field tag of interest in this example.

The \$a precedes a name subfield.

The 245 title field provides a typical example of how subtitles are treated in MARC records. The \$a introduces the title proper, Selection of automation systems. It is followed by a “space :\$b.” The \$b introduces the subtitle criteria for school libraries in Manitoba. It is followed in turn by the statement of responsibility field. The punctuation is “space / \$c” followed by the statement of responsibility — in this case the School Library Media Program Curriculum Committee.

Note: The classification number has been reduced to 027. Most school libraries have a limited number of works on library automation. Therefore, further subdivision of the classification number is redundant.

5.3.2.5 Personal Name Added Entry (Card Example) [Figures 8a and 8b]

If there is more than one author or an illustrator listed on the title page, record only the first author as the main entry. An added entry is made for the second author or illustrator. If three or more authors appear on the title page, main entry is by title.

Figure 8a

E	Bourgeois, Paulette.
BOU	Hurry up Franklin / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, c1988. [30] p. : col. ill. ; 22 cm. (Card not shown in full.)

Figure 8b (Added Entry)

	Clark, Brenda.
E	Bourgeois, Paulette.
BOU	Hurry up, Franklin / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, c1988. [30] p. : col. ill. ; 22 cm. (Card not shown in full.)

5.3.2.6 Personal Name Added Entry (MARC Example) [Figure 9]

The tracings for individuals such as editors, illustrators, and secondary authors are entered in the 700 field. The field may be repeated as often as necessary. If an individual or corporate body has been recorded in the statement of responsibility area, it is traced in the appropriate 700 or 7 field. Corporate added entries follow the same general format but are entered in the 710 field.

Figure 9

ISBN	020		\$a1550740385
Dewey Class	082	1_	\$aE
Local Call #	090		\$aE BOU
ME:Pers. Name	100	1_	\$aBourgeois, Paulette.
Title	245	10	\$aHurry up Franklin /\$cPaulette Bourgeois ; illustrated by Brenda Clark.
Imprint	260		\$aToronto :\$bKids Can Press, \$cc1988.
Phys. Descript.	300		\$a[30] p. :\$bcol. ill. ;\$c22cm.
Subject	650	_0	\$aTurtles\$xFiction
AE:Pers. Name	700	1_	\$aClark, Brenda.

Note the 700 MARC field tag in this example.

The “1” which follows the 700 field is an indicator. The “1” indicates a single surname .

5.3.2.7 Main Entry by Title (Card Example) [Figure 10]

If no author is listed, or three or more persons or corporate bodies are listed, the main entry is by title. Make an added entry only for the first author named. The remaining authors or corporate bodies are not recorded by name in the statement of responsibility but grouped under the heading [et al.]; neither are they traced.

Works entered under title are typed in a form called a hanging indention. The main entry begins on the fourth line from the top of the card. The call number begins on the fourth line and is indented one space from the edge of the card. The title begins nine spaces from the left margin and is continued at the second indention.

Figure 10

031.02	The Canadian world almanac and book of facts 1991.
CAN	-- Toronto : Global Press, c1990.
	725 p. : ill. , maps ; 21 cm
	ISBN 0771539754 (pbk)
	I. Almanacs, Canadian (English).

5.3.2.8 Main Entry by Title (MARC Example) [Figure 11]

Title main entries are placed in the 245 field.

Figure 11

ISBN	020		\$a0771539754 (pbk)
Dewey #	082	0_	\$a031/.02219
Local Call #	090		\$a031.02 CAN
ME:Title	245	04	\$aThe Canadian world almanac and book of facts 1991.
Imprint	260		\$aToronto :\$bGlobal Press, \$cc1990.
Phys. Descript.	300		\$a725 p. :\$bill., maps ;\$c21 cm.
Subj. Topical	650	_0	\$aAlmanacs, Canadian (English)

Note the 245 MARC field tag in this example.

The “0” and “4” which follow are MARC field tag indicators. The “0” indicates that there is no author given and the main entry of the work is by title. The “4” indicates the number of non-filing characters.

The \$a is a subfield which precedes the short title/title proper.

In the 650 field, the indicator “5” denotes a National Library of Canada heading.

5.3.2.9 Books with Editors or Compilers (Card Example)
[Figure 12]

Books without a clearly identifiable author are treated as title main entries. In cases where an editor or compiler is named as responsible for the work, main entry is again by title. Note that the title of the item is recorded first in the statement of responsibility area and is followed by the editor. The editor is traced at the bottom of the card. The indentation pattern is different when the T-slip begins with the title. The second and succeeding lines are indented two spaces under the first line.

Figure 12

971	The junior encyclopedia of Canada / James
.003	H. Marsh, editor-in-chief. -- Edmonton : Hurtig, c1990.
JUN	5 v. : col. ill., maps, ports. ; 29 cm.
	Includes bibliographical references.
	ISBN 0888303343 (set)
	I. Canada--Dictionaries and encyclopedias. I. Marsh, James H.

5.3.2.10 Books with Editors or Compilers (MARC Example)
[Figure 13]

Figure 13

ISBN	020		\$a0888303343 (set)
Dewey Class	082	0_	\$a971/.003220
Local Call #	090		\$a971.003 JUN
ME:Title	245	04	\$aThe junior encyclopedia of Canada /\$cJames H. Marsh, editor-in-chief.
Imprint	260		\$aEdmonton :\$bHurtig, \$cc1990.
Phys. Descript.	300		\$a5 v. :\$bcol. ill., maps, ports. ; \$c29 cm.
Note:Biblio	504		\$aIncludes bibliographical references.
Subj. Geog	651	_0	\$aCanada\$xDictionaries and encyclopedias.
AE:Pers. Name	700	1_	\$aMarsh, James H.

Again the 245 MARC field tag is the subject of attention.

The “0” and “4” which follow the field tag are indicators. The “0” indicates there is no author and the main entry is by title. The “4” indicates the number of non-filing characters, in this case four.

The \$a precedes the title proper and is followed by a “space / \$c” and the name of the editor of the work. As the editor is traced here in the statement of responsibility area, he must be recorded in the 700 field as an added entry.

5.3.2.11 Books with Retellers or Adaptors (Card Example) [Figures 14a and 14b]

In cases where there is an adaptor, this individual is given the main entry and an added entry is given to the original author (if there is one). This situation is commonly encountered with the works of the Brothers Grimm and Hans Christian Andersen.

Figure 14a (Main Entry)

Smith, Bob.
The little mermaid / Hans Christian Andersen ;
retold by Bob Smith. -- New York : Alfred A. Knopf,
c1988.
[24] p. : col. ill. ; 24 cm.
(Card not shown in full.)

Figure 14b (Added Entry)

Andersen, Hans Christian.
Smith, Bob.
The little mermaid / Hans Christian Andersen ;
retold by Bob Smith. -- New York : Alfred A. Knopf,
c1988.
[24] p. : col. ill. ; 24 cm.
(Card not shown in full.)

5.3.2.12 Books with Retellers or Adaptors (MARC Example) [Figure 15]

Figure 15

Local Call #	090		\$a398.2 SMI
ME:Pers. Name	100	1_	\$aSmith, Bob
Title	245	14	\$aThe little mermaid /\$cHans Christian Andersen ; retold by Bob Smith.
Imprint	260		\$aNew York :\$bAlfred A. Knopf, \$cc1986.
Phys. Descript.	300		\$a[24] p. :\$bcol. ill. ;\$c24 cm.
AE:Pers. Name	700	1_	\$aAndersen, Hans Christian.

The 245 MARC field tag is the key in this example.

The “1” and “4” after the 245 field tag are indicators. The “1” indicates there is an author. The “4” indicates the number of non filing characters.

The \$a is the subfield which is followed by the title proper. It is followed by a space /\$c and the statement of responsibility area. Even though Hans Christian Andersen originally wrote the work it is retold here by Bob Smith. For this reason Smith is placed in the 100 main entry field. Andersen is traced as an added entry in the 700 field.

The indicator in the 700 field is a “1” which denotes the presence of a single surname.

5.3.3 Cataloguing Format

Once the form of the main entry has been determined add the title information to the T-slip.

5.3.3.1 Title

- The title is recorded on the next line and is indented two spaces under the author.

- The first letter of all proper names is capitalized, otherwise lower case letters are used except for the first letter of a title.
- Subtitles follow the main title and are preceded by a space-colon-space (:).
- The full title is the beginning of the “title paragraph.”

5.3.3.2 Statement of Responsibility

- A statement of responsibility is required for persons or bodies with major responsibility for the item (e.g., an author, corporate body, illustrator, editor, translator). If the person or body named in this first statement of responsibility is recognizably the same as that chosen for the main entry heading and the rest of the statement consists only of the word “by,” omit the statement.
- A first statement of responsibility follows the title and is preceded by a space-slash-space (/). Each additional statement of responsibility is preceded by a space-semi colon-space (;). A statement of responsibility is required when there is an author(s), an illustrator, or an editor being traced.
- Any author, editor, illustrator, and corporate author, who may be recorded in this area, should be traced at the bottom of the card, although this is at the discretion of the library. Added entry cards are produced for inclusion in the catalogue.

5.3.3.3 Edition

- The edition statement, if necessary, is next.
- It is preceded by a period-space-dash-dash-space (. --).
- The edition statement is included to indicate a revised edition or a numbered edition. Use abbreviations: Rev. ed., 3rd ed.

5.3.3.4 Place of Publication, Distribution Area

- In this area, information regarding the place of publication, the name of publisher and date of publication is recorded. Collectively this is known as the imprint. This information will generally be found on the title page. The area is preceded by a period-space-dash-dash-space. (. --).
- The city of publication is noted first. Transcribe the first named place as the source of the publication. The rule holds even if two or more places are named.
e.g., Toronto
(Source of information reads: Toronto, Buffalo, London)
- If the city of publication is uncertain, supply the probable place in the language of the chief source of information, followed by a question mark. The city is to be enclosed in square brackets when the cataloguer is uncertain.
e.g., [Toronto?]

5.3.3.5 Name of Publisher, Distributor

- Record the name of the publisher or distributor next. It is preceded by a space, colon, space (:). Give the name of the publisher in the shortest form in which it may be understood.
e.g. Toronto : University of Toronto Press
- The publisher's name may be shortened to eliminate terms such as Ltd., Co., and Inc.

5.3.3.6 Date of Publication

- The date follows the publisher and is preceded by a comma-space (,).
- If there is no date on the title page, select the most recent copyright date. These dates are most commonly found on the back (verso) of the title page. Do not use the printing date, unless there is absolutely nothing else.

- If no publication date is available, provide an approximate date of publication. These approximate dates are to be surrounded by square brackets.
e.g., [1969?] probable date or [197-?] decade uncertain
- The date completes the title paragraph.

5.3.3.7 Physical Description

- Begin a new paragraph for the physical description and indent it two spaces. The information for this area may be taken from any source.
- Record the last numbered page, leave a space and then record the abbreviation “p.”.
i.e., 357 p.
- The last numbered page of a preface paginated with Roman numerals should be recorded, followed by a comma, then followed by the last numbered page with Arabic numerals.
i.e., xiii, 357 p.
- Record the number of physical units, the components, and the total playing time as appropriate.
e.g., 1 jigsaw puzzle (30 pieces), 4 filmstrips
- In the case of multi-volume works, record the number of volumes
e.g., 5 v.

5.3.3.8 Illustrative Matter

- Record the abbreviation “ill.” after the number of pages when the book is illustrated with pictures, diagrams, drawings, tables, or maps. It should be preceded by a space-colon-space (:).
i.e., xii, 120 p. : ill.
MARC example: 300 \$axii, 120 p. :\$bill.

5.3.3.9 Dimensions

- Measure and record the physical size of the text in centimetres. It should be preceded by a space-semicolon-space. (;).

i.e. xii, 120 p. : ill. ; 24 cm.

MARC example: 300 \$axii, 120 p. :\$bill. ;\$c24 cm.

- Record items where the width is greater than the height as follows

i.e., xii, 120 p. : ill. ; 16 x 24 cm.

MARC example: 300 \$axii, 120 p. :\$bill. ;\$c16 x 24 cm.

Note: The height is listed before the width.

5.3.3.10 Series Area

- The series, if any, is recorded next. It should be preceded by a period-space-dash-dash-space. (. --).
- Each series is enclosed in round brackets.
- An item which is a numbered part of a series should be recorded after the series title. Punctuation is space-semi-colon-space. (;)

i.e. (The ship ; v. 6)

MARC example: 440 \$aThe ship ;\$v6

5.2.3.11 Note Area

- Leave two lines after the physical description before beginning note entries.
- Record here bibliographies or indexes, if present. Contents notes, summaries, multivolume works, in another language, audience level, and local note are also entered in this area.

i.e., Includes bibliographical references (p. 116) and index.

MARC examples: 500 \$aIncludes index.
504 \$aIncludes bibliographical
references (p. 116) and index.

5.3.3.12 Standard Book Numbers and Library of Congress Card Numbers

The last items to be entered as part of the physical description of the book are the ISBN, LC card numbers, and Canadian National Book Numbers (CNBN). While these particular numbers are of no use to the clientele, their presence saves the librarian countless hours during a retrospective conversion if they are included on the shelf list card. These numbers are essential when searching for MARC records.

- ISBN begins on the line immediately following the last note.

i.e., 087287221 (pbk)

MARC example: 020 \$a0872872211 (pbk).

The Canadian National Book Number or Library of Congress card number is to be entered after the tracings in the bottom right hand corner of the shelf list card.

5.3.3.13 Multiple Copies of the Same Book (Card Example) [Figure 16]

If the library possesses two or more copies of an identical item, note it on the T-slip. Record "c.1" (for copy 1), "c.2", etc. (for as many copies as the library has) in the near left-hand edge of the card near the middle of the card.

Figure 16

E	Hasler, Eveline.
HAS	Winter magic / Eveline Hasler ; illustrated by Michele Lemieux. -- Toronto : Kids Can Press Ltd., c1989. [30] p. : col. ill. ; 26 cm.
c.1	
c.2	
	(Card not shown in full.)

5.3.3.14 Multiple Copies of the Same Work (MARC Example) [Figure 17]

Figure 17

NLC Control #	016		\$a890943109
ISBN	020		\$a0921103719 (pbk)
Dewey Class	082	0_	\$a833/.914219
Local Call #	090		\$aE HAS\$cc.1
Local Call #	090		\$aE HAS\$cc.2
ME:Pers. Name	100	1_	\$aHasler, Eveline
Title	245	10	\$aWinter magic /\$cEveline Hasler ; illustrated by Michele Lemieux.
Imprint	260		\$aToronto :\$bKids Can Press, \$cc1989.
Phys. Descript.	300		\$a[32] p. :\$bcol. ill. ;\$c26 cm
AE:Pers. Name	700	1_	\$aLemieux, Michele.

CHAPTER 6: SUBJECT HEADINGS

- 6.1 Fiction Subject Headings (Card Examples)
[Figures 18a and 18b] 6.4
 - 6.2 Non-Fiction Subject Headings (Card Examples)
[Figure 19] 6.5
-

CHAPTER 6: SUBJECT HEADINGS

Subject headings consist of words, groups of words, or acronyms that are used to describe the subject of a work. As access points in the catalogue, these headings are extremely important in communicating the holdings of a library.

Add subject headings to the T-slips to provide access to the intellectual content of the material. In selecting subject headings, the cataloguer decides what index terms appear in the dictionary catalogue for the book. The chosen headings are numbered with arabic numerals and are recorded.

It is important to use consistently the same terminology to designate a particular subject. For this reason, libraries have developed standard lists of subject headings. The most commonly used lists in Canadian school libraries are the Sears List of Subject Headings and the Canadian Companion to the Sears List.

A supplemental choice would be the most recent edition of the Library of Congress Subject Headings and the National Library of Canada's Canadian Subject Headings. The latter two titles supply an expanded number of subject possibilities.

Note that subject headings are never assigned from the Dewey Decimal Classification.

Before assigning subject headings, the main subject or subjects of the book must be determined. This is done by examining the title, table of contents, description on the dust jacket, preface, text, and illustrations.

The next step is to write down the subject and check to see if that choice is permitted in the standardized list. If the subject selected is not in the list, the related subjects must be consulted. It is possible, although not advisable, to add a local subject heading. This should be done only when all other avenues have been exhausted. The standard subject lists represent a controlled vocabulary that has been carefully constructed over a number of years. Local subject creativity — if taken to excess — results in a garbled catalogue. If local headings are

added to the catalogue, write them in your copy of Sears or LCSH for future reference.

Typically, two subject headings per item is sufficient for most school libraries, although there are occasions when three or more may be required to cover the scope of the item.

Select as specific a heading as possible. A book about bears should be given the subject heading BEARS rather than the general heading ANIMALS. For a book about several different animals, the more inclusive heading ANIMALS should be used rather than separate headings for each animal mentioned in the text. Determining whether to use a specific or a general subject entry can pose difficulties. The introduction to Sears describes how to designate them correctly.

The subject heading is listed at the bottom of the T-slip preceded by an Arabic numeral. Such a notation is called a **tracing** and tells the cataloguer what other cards exist.

School libraries often find it valuable to include subject headings for Fiction and Easy materials. This makes it easier to identify storybooks about a particular subject or theme. In general, add the word FICTION as a subdivision of other subjects to indicate that the item is a work of fiction.

**6.1 Fiction
Subject
Headings
(Card
Examples)
[Figures 18a
and 18b]**

Figure 18a Fiction Subject Headings (Card Examples)

	NEWFOUNDLAND--FICTION
F	Major, Kevin.
MAJ	Blood red ochre / Kevin Major. -- Toronto : Dell, c1989. 147 p. ; 18 cm
	1. Newfoundland--Fiction. 2. Beothuck Indians--Fiction. I. Title.
	(Card not shown in full.)

Figure 18b

TURTLES--FICTION
E Bourgeois, Paulette.
BOU Hurry up, Franklin / Paulette Bourgeois ; illustrated by
Brenda Clark. -- Toronto : Kids Can Press, c1988.
[30] p. : col. ill. ; 22 cm.
1. Turtles--Fiction. I. Clark, Brenda. II. Title.
(Card not shown in full.)

6.2 Non-Fiction Subject Headings (Card Examples) [Figure 19] **Figure 19** Non-Fiction Subject Headings (Card Example)

VIMY RIDGE, BATTLE OF, 1917
940.4 Berton, Pierre, 1920-
BER Vimy / Pierre Berton. -- Toronto : McClelland and
Stewart, c1986.
336 p. : maps ; 25 cm
Includes bibliographical references (p. 317–355) and index.
ISBN 0771013396
1. Vimy Ridge, Battle of, 1917. I. Title.
C86-0937070

CHAPTER 7: CLASSIFICATION

- 7.1 Easy (Card Examples) [Figures 20a and 20b] 7.3
 - 7.2 Fiction (Card Examples) [Figures 21a, 21b, and 21c] 7.4
 - 7.3 Non-Fiction 7.5
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[Figure 28] 7.12
-

CHAPTER 7: CLASSIFICATION

A classification number now should be added to the T-slip. It appears in the upper left-hand corner opposite the author. In classifying library collections, numbers or letters are assigned to the books to represent the subject of the book. These notations, which are called “call numbers,” are also used to arrange the books on the shelves. Generally library collections are separated into four major categories: Easy, Fiction, Non-Fiction, and Reference.

7.1 Easy (Card Examples) [Figures 20a and 20b]

Easy books are normally found in every elementary school and include picture books and easy-to-read fiction suitable for children in the Early Years. All Easy books take the notation “E.” Easy books are usually arranged in alphabetical order by the first three letters of the author’s last name. Where there is no author, the first three letters of the title are substituted. Please note that “a,” “an,” and “the” are to be omitted when filing by title (e.g., for A Promise is a Promise, the book would be filed under the word “Promise”).

Figure 20a Easy (Card Examples)

E	Andrews, Jan, 1942-
AND	Pumpkin time / Jan Andrews. -- Toronto : Greenwood, 1990.
	[32] p. : col. ill. ; 25 cm.
	(Card not shown in full.)

Figure 20b

E	The Bye-bye book. -- New York : Nelson, 1994.
BYE	68 p. ; 19 cm.
	(Card not shown in full.)

7.2 Fiction (Card Example)
[Figure 21a, 21b, and 21c]

Fiction materials are usually designated by F, FIC, or Fic and are also arranged alphabetically by the author's surname. Again, the first three letters of the author's surname are used. If no author is identified the first three letters of the title are employed.

Figure 21a Fiction (Card Examples)

F	Major, Kevin.
MAJ	Blood red ochre / Kevin Major. -- Toronto : Dell, c1989. 147 p. ; 18 cm.
	1. Newfoundland--Fiction. 2. Beothuck Indians--Fiction.
	(Card not shown in full.)

Figure 21b

FIC	Korman, Gordon.
KOR	The zucchini warriors / Gordon Korman. -- Toronto : Scholastic, c1988. 198 p. ; 22 cm.
	ISBN 059041335X
	I. Football--Fiction. 2. Schools--Fiction. 3. Humorous stories.
	I. Title. 88-6720

Figure 21c

FIC	The laugh-a-day gang. -- Toronto : Kids Can Press, 1995.
LAU	177 p. ; 20 cm.
	(Card not shown in full.)

7.3 Non-Fiction

School libraries primarily use the Abridged Dewey Decimal Classification scheme to organize their non-fiction materials. It is a hierarchical classification scheme which uses the decimal principal for subdivision. There are ten main classes into which all areas of knowledge are subdivided. Each main class is broken down into 10 subdivisions and each subsequent division is further broken down into 10 more subdivisions. Examples follow

900	—	History
970	—	North American History
971	—	Canadian History
971.2	—	Canadian Prairie History
971.27	—	Manitoba History

The Abridged Dewey Decimal Classification is frequently misused and some formal instruction in classification should be undertaken before attempting its use. Contact Red River Community College or the University of Manitoba, Faculty of Education, regarding courses and programs.

7.3.1 Number Building in Dewey

As a general rule, the Dewey classification number should be kept as brief as possible. Assignment of class numbers begins with determining the general subject of the book and the treatment it requires. Clues may be gathered from the title, the table of contents, the description on the dust jacket, the preface and the text. Titles can be misleading and classification by title alone is not recommended. If a book has two or more subjects try to determine which subject best describes the contents of the item. Then select the classification number accordingly.

The Dewey Decimal Classification scheme classifies materials primarily by a disciplinary approach to the subject. The subject “corn” as a farm product goes under the number for farming. “Corn” as a grain may go in a number in the Pure Sciences, the 500s. “Corn” as a basis for designing decorative displays for fall goes in the 700s.

Once the subject area of the book has been determined, a class number is assigned in the following manner. Use the current unabridged or abridged edition of Dewey to

- turn to the outline of the ten main classes provided at the beginning of the classification scheme and determine in which main class the item belongs
- turn to the outline of the 100 divisions of the 10 main classes, (also provided at the start of the classification scheme) and determine in which division of the main class the item belongs
- turn to the schedules (i.e., the detailed outline of the classification numbers) and select the most specific number for the item. For all but the very largest school collections, a maximum of three places beyond the decimal point, or the first logical break, should be sufficient

7.3.2 Non-Fiction (Card Example) [Figures 22a, 22b, and 22c]

As with fiction materials, the classification number is completed with the first three letters of the author's last name. If there is no author, the first three letters of the title are used omitting "a," "an," and "the."

Figure 22a Example of the non-fiction classification

971	Marcotte, Nancy Sellars.
MAR	Ordinary people in Canada's past / Nancy Sellars Marcotte. -- Edmonton : Arnold Pub., c1989. 236 p. : ill. (some col.), maps ; 28 cm. (Card not shown in full.)

Figure 22b

551.4 Peters, Lisa Westberg.
 PET The sun, the wind and the rain / Lisa Westberg Peters ;
 illustrated by Ted Rand. -- New York : Holt, c1988.
 [32] p. : col. ill. ; 24 cm.
 (Card not shown in full.)

Figure 22c

822.008 The five dances : plays for stage, radio and television /
 FIV edited with an introduction by Arlene Sykes. -- St. Lucia,
 Qld. :University of Queensland Press, c1977.
 279 p. : ill. ; 19 cm.
 (Card not shown in full.)

7.3.3 Biography

A subject heading should always include the name of a person in a biographical work. These headings should include the full name of the individual and the person's birth and death dates, if applicable. It is often necessary to consult reference sources such as a biographical dictionary or encyclopedia to determine the exact spelling of the person's name and the appropriate dates.

Individual biographies about men are to be classified as 920.71. Individual biographies about women are to be classified as 920.72. The first three letters of the name of the person in the story are to follow the class number in the case of individual biography. General collections of biography not limited by place, period or specific subject are to be classed as 920.02. Such collections are entered by title. In such cases the first three letters of the title will follow the 920.02 class number. (The Dewey classification optionally makes provision to class individual biography in 92 or B. Collective biography may be classed in 92 or 920 undivided.)

Optionally, biographies may be classed in the specific subject area with which the person is associated.

7.3.3.1 Biography Subject Heading (Card Example)
[Figure 23]

Figure 23

920	White, Marjorie E.
.71	Robert Bateman / Marjorie E. White. -- Markham, Ont. :
BAT	Fitzhenry & Whiteside, c1988.
	48 p. : ill (some col.) ; 23 cm. -- (Canadian lives)
	ISBN 0889028524 (pbk)
	1. Bateman, Robert, 1930- 2. Painters--Canada--Biography.
	3. Naturalists--Canada--Biography. I. Title. II. Series.

7.3.3.2 Biography Subject Heading (MARC Example)
[Figure 24]

Figure 24

NLC Control #	016		\$a890906556
ISBN	020		\$a0889028524 (pbk)
Cat. Source	040		\$aCaOTUbengcCaOTUdCaOONL
Dewey Class	082	0_	\$a759/.1/1219
Local Call #	090		\$a920.71 BAT
ME:Pers. Name	100	1_	\$aWhite, Marjorie E.
Title	245	10	\$aRobert Bateman /\$cMarjorie E. White.
Imprint	260		\$aMarkham, Ont. :\$bFitzhenry & Whiteside, \$cc1990.
Phys. Descript.	300		\$248 p. :\$bill.(some col.); \$c23 cm.
Series	440	_0	\$aCanadian lives
Subj. Pers	600	10	\$aBateman, Robert,\$d1930-
Subj. Topical	650	_0	\$aPainters\$zCanada\$xBiography.
Subj. Topical	650	_0	\$aNaturalists\$zCanada\$x Biography.

The 600 personal subject field is used for biographies.

The “1” and the “0” are indicators. The “1” indicates a single surname which is the most common format. The “0” indicates the subject is derived from a Library of Congress authority file.

The \$a is a subfield introducing the name subfield area.

The 650 subject field is worthy of comment as well.

The “0” is an indicator which notes this is a Library of Congress subject heading.

The \$a introduces the subject Painters.

The \$z is a subfield which denotes a geographic location, in this case Canada.

The \$x is a subfield which introduces a general subdivision in the Library of Congress Subject Headings, in this case Biography.

7.3.4 Reference

Most libraries will have a reference section for materials such as encyclopedias, dictionaries, atlases, and almanacs. These items are housed in a separate section for materials which normally do not circulate. To indicate an item as a reference book include the notation “REF” with the call number.

7.3.4.1 Reference (Card Example) [Figure 25]

Figure 25

REF	
971	The junior encyclopedia of Canada / James
.003	H. Marsh, editor-in-chief. -- Edmonton : Hurtig, c1990.
JUN	5 v. : col. ill., maps, ports. ; 29 cm.
	Includes bibliographical references.
	ISBN 0888303343 (set)
	1. Canada--Dictionaries and encyclopedias.
	I. Marsh, James H.

7.3.4.2 Reference (MARC Example) [Figure 26]

Figure 26

ISBN	020		\$a0888303343 (set)
Dewey Class	082	0_	\$a971/.003
Local Call #	090		\$a971.003 JUN ;\$bREF
ME:Title	245	04	\$aThe junior encyclopedia of Canada /\$cJames H. Marsh, editor-in-chief.
Imprint	260		\$aEdmonton :\$bHurtig, \$cc1990.
Phys. Descript.	300		\$a5 v. :\$bcol. ill., maps, ports. ; \$c29 cm.
Note:Biblio	504		\$aIncludes bibliographical references.
Subj. Geog.	651	_0	\$aCanada\$xDictionaries and encyclopedias.
AE:Pers. Name	700	1_	\$aMarsh, James H.

7.3.5 Oversized Materials

In many cases, libraries possess big books and oversized documents which do not fit comfortably on shelves. Frequently, these items are laid on their sides and gravity eventually pulls the text out of its binding. A common solution is to create an oversized section in the library to house such items. To alert users to where these items are located, add the prefix OS above the call number. The result is greater longevity for the books and a neater overall appearance. An oversized item may be any monograph over 30 cm high.

7.3.5.1 Oversized Materials (Card Example) [Figure 27]

Figure 27

OS	
911	Times atlas of world history / edited by Geoffrey Barraclough.
TIM	-- Maplewood, N.J. : Hammond, 1985. 360 p. : col. ill. ; 36 cm.
	Bibliography: p. 113 Includes index and glossary.
	1. Geography, Historical - Maps. I. Barraclough, Geoffrey, 1908-
	(Card not shown in full.)

7.3.5.2 Oversized Materials (MARC Example) [Figure 28]

Figure 28

ISBN	020		\$a0779135246
Dewey Class	082	0_	\$a911/.32
Local Call #	090		\$a911 TIM ;\$bOS
ME:Title	245	00	\$aTimes atlas of world history / \$cedited by Geoffrey Barraclough.
Imprint	260		\$aMaplewood, N.J. : \$bHammond, \$c1985.
Phys. Descript.	300		\$a360 p. :\$bcol. ill. ;\$c36 cm.
Note:Bibliog.	504		\$aIncludes bibliographical references, index and glossary.
Subj. Topical	650	_0	\$aGeography, Historical\$xMaps
AE:Pers. Name	700	1_	\$aBarraclough, Geoffrey, 1908-

CHAPTER 8: AUDIOVISUAL MATERIALS

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[Figure 44] 8.16
-

CHAPTER 8: AUDIOVISUAL MATERIALS

The cataloguing of audiovisual materials such as videorecordings, kits, computer software, and sound recordings follows the same general patterns as those for books. As with books, the cataloguer must still identify the title, the publisher, and date of production but many audiovisual items will not have identifiable authors. In cataloguing audiovisual materials the number of frames, the components of the kit, or the duration of the recording are identified rather than the number of pages.

Guidelines for the cataloguing of online information resources are being formulated. This includes numeric databases, computer forums, discussion groups, mailing list servers, online public access catalogues, and full-text databases.

8.1 General Material Designation [GMD]

The General Material Designation [GMD] is included to alert the user that the item in question is not a book. It is appended in square brackets [] after the title and indicates the precise format of the item. As with the subject headings, only certain terms are to be used as GMDs. The most common ones which are likely to be used in a school library are

activity card (see kit)	kit (2 more media)
computer file (replacing Machine Readable model Data File, as the GMD for computer software)	map
chart	model
filmstrip	picture
game	realia
globe	sound recording
	transparency
	videorecording

The Specific Material Designation [SMD] is a term indicating a special format of material (usually the format of the physical object[s]) to which items belong (e.g., videodiscs and videocassettes). These SMDs are used in the 300 field.

The procedures outlined in the chapters on classification and subject indexing are equally applicable to audiovisual materials. The following examples illustrate some of the most common types of audiovisual materials likely to be encountered in school libraries and may be used as guides in cataloguing. Further guidance and examples in cataloguing audiovisual materials may be found in Jean Weihs's *Nonbook Materials: The Organization of Integrated Collections*

8.2 Videorecordings Sources of Information

Usually the main entry is by title.

Physical Description Area

List

- The number of videorecordings.
- Running time as stated on the item.
- Other details such as sound and colour.

Note Area

The presentation format such as VHS or Beta should be indicated in this area.

8.2.1 Videorecording (Card Example) [Figure 29]

Figure 29

VR	
971	The newcomers: 1911 [videorecording]. --
NEW	[S.1.] : Nielson-Ferms, Inc. for Imperial Oil Ltd. 1 videocassette (60 min.) : sd., col. -- (Newcomers : inhabiting a new land)
	Format VHS.
	Summary: Looks at a Danish couple in New Brunswick who cannot decide whether to remain in Canada or return to Denmark.
	1. Danes in New Brunswick -- Drama. 2. Canada -- Emigration and immigration -- Drama. I. Series.

Note the use of the prefix "VR" above the call number to indicate a videorecording.

8.2.2 Videorecording (MARC Example) [Figure 30]

Figure 30

Dewey Class	082	0_	\$a971
Local Call #	090		\$a 971 NEW \$bVR
ME:Title	245	04	\$aThe newcomers: 1911\$h [videorecording].
Imprint	260		\$a[s.1.] :\$bNielsen-Ferms, Inc. for Imperial Oil Ltd.
Phys. Descript.	300		\$a1 videocassette (60 min.) :\$b sd., col.
Series	440	_0	\$aNewcomers :\$binhabiting a new land
Note:General Summary	500 520		\$aFormat VHS. \$aLooks at a Danish couple in New Brunswick who cannot decide whether to remain in Canada or return to Denmark.
Subj. Topical	650	_0	\$aDanes in New Brunswick\$xDrama.
Subj. Topical	651	_5	\$aCanada\$xEmigration and immigration\$xDrama.

The GMD is always placed in the 245 field of a MARC record directly after the title proper and before any subtitles. It is always preceded by an \$h.

In the 245 field, the “0” and “4” are indicators with the “0” denoting a main entry by title and the “4” being the number of nonfiling characters.

In the 245 field, \$a is a subfield introducing the title proper. The \$h is a subfield introducing the GMD, in this case a videorecording.

The 651 field is an example of a geographical subject heading rather than the more frequently encountered 650 topical heading.

8.2.3 Videodisc

While videodiscs represent a relatively new form of technology, they are to be treated like any other form of media.

Sources of Information

The main entry will usually be by title.

Physical Description Area

List

- The running time as stated on the item.
- The number of frames.
- Other physical details such as the size of the disc, sound, colour, and teacher guides.

Note Area

As with computer programs, a system requirements note is mandatory.

8.2.3.1 Videodisc (Card Example) [Figure 31]

Figure 31

VD	Sea creatures [videorecording].
574	2nd. ed. -- New York : Phoenix Films, Inc., c1992.
.92	1 videodisc (24220 fr.) : sd., col., 12 in. + 1 teacher's guide.
SEA	
	System requirements: 12 in. videodisc player capable of playing CAV discs with barcode scanner.
	Summary: Interactive videodisc program designed to introduce viewers to a variety of sea creatures.
	1. Marine biology.

8.2.3.2 Videodisc (MARC Example) [Figure 32]

Figure 32

Dewey Class	082	0_	\$a574/.9/2
Local Call #	090		\$a 574.92 SEA \$bVD
ME:Title	245	00	\$aSea creatures\$h [videorecording].
Imprint	260		\$aNew York :\$bPhoenix Films, Inc., \$cc1992.
Phys. Descript.	300		\$a1 videodisc (24220 fr.) :\$bsd., col. : \$c12 in. +\$e1 teacher's guide.
Note:System details	538		\$aSystem requirements: 12 in. videodisc player capable of playing CAV disks with barcode scanner.
Summary	520		\$aInteractive videodisc program designed to introduce viewers to a variety of sea creatures.
Subj. Topical	650	_0	\$aMarine biology.

8.3 Computer
Software
[Figures 33,
34, 35,
and 36]

The GMD “computer file” is used to describe a file containing data, programs, or both, encoded for manipulation by a computer. Computer software is another area of specialized cataloguing. At best only a cursory introduction can be provided in a document of this type. Expert guidance is provided in Nancy B. Olson’s *Cataloging Microcomputer Software* (see Bibliography).

Sources of Information

Information for the record is to be taken from the following sources in exactly this order —

- title screen(s)
- menus or other internal information
- labels attached to the disk (verified)
- documentation or manuals provided with the disk
- the container (verified)
- other published descriptions of the file
- other sources

Physical Description Area

List

- The extent of the item (e.g., 1 computer disk or cassette).
- Sound and colour if applicable.
- The physical dimensions of the disk.

1 computer disk : sd., col. ; 3½ in

Note Area

A system requirements note is mandatory. Include the make and model of the computer, amount of memory, name of the operating system, and any peripherals which may be required such as a mouse. The statement "System requirements:" must precede this information.

8.3.1 Computer Software (Card Example) [Figure 33]

CF			
010	The bibliography writer [computer file] -- Version 4.0 --		
BIB	Chicago, Ill. : Follett, c1995.		
	1 computer disk + 1 guide.		
	System requirements: IBM or capable, 386 or higher;		
	4 MB of RAM.		
	Title from title screen.		
	1. Bibliography -- Design and construction.		

8.3.2 Computer Software (MARC Example) [Figure 34]

Dewey Class	082	0_	\$a010
Local Call #	090		\$a 010 BIB\$bCF
ME:Title	245	04	\$aThe bibliography writer\$h [computer file].
Edition	250		\$aVersion 4.0.
Imprint	260		\$aChicago, Ill. :\$bFollett, \$cc1995.
Phys. Descript.	300		\$a1 computer disk +\$e1 guide.
Note:General	538		\$a:System requirements: IBM or comparable, 386 or higher; 4MB of RAM.
Note:General	500		\$aTitle from title screen.
Subj. Topical	650	_0	\$aBibliography\$xDesign and construction.

Note the suffix "CF" in the 090 field designating the item as a computer file.

8.3.3 Computer Software (CD-ROM) (Card Example) [Figure 35]

CR

567.91 Microsoft dinosaurs [computer file]. --

MIC [United States] : Microsoft Corporation, c1993.

1 computer laser optical disk : sd., col. + 1 user's guide.

-- (Microsoft home) (Exploration series)

System requirements: IBM PC or compatible (386SX or higher microprocessor) ; 4 MB of RAM, 2.5 MB of hard-disk space ; MS-DOS operating system, version 3.1 or later, Microsoft Windows operating system, version 3.1 or later; CD-ROM drive; audio board, VGA displays (for 16-colour support) or VGA+ displays, (for full 256-colour), Microsoft mouse or compatible pointing device, headphones or speakers.

Title from title screen.

Summary: Presents over 1000 colour illustrations and photographs of dinosaur images. Includes spoken pronunciations, 200 illustrated articles with more than 800 pop-up windows. Also includes animated video clips.

1. Dinosaurs.

8.3.3 Computer Software (CD-ROM) (MARC Example) [Figure 36]

Dewey Class	082 0_	\$a567./91
Local Call #	090	\$a 567.91 MIC\$bCR
ME:Title	245 00	\$aMicrosoft dinosaurs\$h [computer file].
Imprint	260	\$a[United States] : \$b Microsoft : Corporation, \$cc1993.
Phys. Descript.	300	\$a1 computer laser optical disk : \$bsd., col. ; \$c12 cm. + \$el user's guide.
Series	440 _0	\$aMicrosoft home
Series	440 _0	\$aExploration series
Note: System details	538	\$aSystem requirements: IBM PC or compatible (386SX or higher microprocessor) ; 4 MB of RAM, 2.5 MB of hard-disk space ; MS- DOS operating system, version 3.1 or later, Microsoft Windows operating system, version 3.1 or later ; CD-ROM drive ; audio board, VGA display (for 16-colour support) or VGA+display (for full 256-colour), Microsoft mouse or compatible pointing device, headphones or speakers.
Note: General	500	\$aTitle from title screen.
Summary	520	\$a Presents over 1000 colour illustrations and photographs of dinosaur images. Includes spoken pronunciations, ambient sounds and growls and nearly 200 illustrated articles with more than 800 pop-up windows. Also includes animated video clips.
Subj. Topical	650 _0	\$aDinosaurs.

8.4 Sound Recording

The GMD sound recording is used to designate any disc, roll, audio compact disc (CD), tape (reel-to-reel or cassette) on which sound has been recorded for reproduction.

Sources of Information

- The item itself (e.g., labels on records or cassettes)
- Accompanying material
- Container
- Other sources

Main Entry

Selection of main entry for sound recordings can be very complex. Consult *Nonbook Materials* by Jean Weihs for specific details and the *Concise AACR2 — 1988 Revision*

Physical Description Area

- a) Note — The number of cassettes, records, or reels.
- b) Playing speed.
- c) The recording mode (analog, digital)
- d) The dimension of the item should be listed, e.g. 12 in. for a typical 33¹/₃ rpm disc.

Audio compact discs are usually 4 ³/₄ in. (or 12 cm) and are treated exactly the same as any regular recording.

8.4.1 Sound Recordings (Card Example) [Figure 37]

Figure 37

<p>CD 784.5 Turner, Tina. TUR Private dancer [sound recording]. -- Hollywood, Calif. : Capital, cp1984. 1 sound disc (39 min., 31 sec.) : digital, 4³/₄ in. 1. Popular music -- United States. 2 Rock music -- United States. I. Title.</p>

8.4.2 Sound Recording (MARC Example) [Figure 38]

Figure 38

Dewey Class	082	0_	\$a784./5
Local Call #	090		\$a784.5 TUR \$bCD
ME:Pers. Name	100	1_	\$aTurner, Tina
Title	245	10	\$aPrivate dancer\$h[sound recording].
Imprint	260		\$aHollywood, Calif. :\$bCapitol, \$cp1984.
Phys. Descript.	300		\$a1 sound disc (39 min., 31 sec.) :\$digital ;\$c4¾ in.
Subj. Topical	650	_0	\$aPopular music\$zUnited States.
Subj. Topical	650	_0	\$aRock music\$zUnited States.

A general note might be added to the 500 field to indicate that this is a compact disc.

Note: General 500 \$aCompact disc.

8.5 Kits

A kit is an item containing two or more categories of material, none of which is identifiable as the predominant constituent of the item. The GMD “kit” is applied only to those media which are to be catalogued as a unit.

Sources of Information

- As the chief source of information, use the part which gives the most information (i.e., use the video, not the manual; the filmstrip, not the guide; the book, not the cassette).
- Secondly, use the part that is the unifying element (e.g., the container or the manual).
- Thirdly, use other sources.

Main Entry

It is often difficult to determine authorship for kits. Main entry will be by author only if an author can be established as the creator of the kit as a whole. Usually the main entry will be under title if only partial authorship or no authorship can be discerned.

Physical Description Area

List the number and name of each part of the kit in their order of importance to the kit as a whole. List the contents in alphabetical order if importance cannot be determined.

If the parts cannot be numbered use the phrase “various pieces.”

8.5.1 Kit (Card Example) [Figure 39]

Figure 39

KIT	
549	Rocks and minerals [kit]. -- Ottawa :
ROC	National Film Board, 1988. 1 chart, 3 filmstrips, 1 manual, 13 rocks and minerals; in container, 30 x 26 x 5 cm.
	1. Rocks.

8.5.2 Kit (MARC Example) [Figure 40]

Figure 40

Dewey Class	082	0_	\$a549
Local Call #	090		\$a 549 ROC \$bKIT
ME:Title	245	00	\$aRocks and minerals\$h[kit].
Imprint	260		\$aOttawa :\$bNational Film Board, \$c1988.
Phys. Descript.	300		\$a1 chart, 3 filmstrips, 1 manual, 13 rocks and minerals ;\$cin container, 30 x 26 x 5 cm.
Subj. Topical	650	_0	\$aRocks.

Sources of Information

Information for the catalogue record should be taken from the following sources in this order

- The item itself. Preference should be given to the title frame(s) rather than the leader frame(s).
- Container.
- Accompanying materials.
- Other sources.

Physical Description Area

- Frames in an unnumbered filmstrip are to be counted and placed in square [] brackets.
- Other physical details such as sound (sd), colour (col), or black and white (b & w) should be noted.
- The dimensions should be noted. Usually it is 35 mm.
- Additional materials such as guides should be listed.

8.6.1 Single Filmstrip with Numbered Frames and a Guide (Card Example) [Figure 41]

Figure 41

FS	
917.1	The Canadian Shield [filmstrip].-- Ottawa :
CAN	National Film Board, 1988.
	1 filmstrip (40 fr.) : col. ; 35 mm. + 1 teacher's guide.
	1. Canada -- Geography

8.6.2 Single Filmstrip (MARC Example) [Figure 42]

Figure 42

Dewey Class	082	0_	\$a917/.1
Local Call #	090		\$a917.1 CAN \$bFS
ME:Title	245	04	\$aThe Canadian Shield\$h [filmstrip].
Imprint	260		\$aOttawa :\$bNational Film Board, \$c1988.
Phys. Descript.	300		\$a1 filmstrip (40 fr.) :\$bcol. \$c35 mm. + 1 teacher's guide.
Subj. Geog.	651	_5	\$aCanada\$xGeography.

8.6.3 Multipart Filmstrips (Card Example) [Figure 43]

Figure 43

FS			
638.1	Honeybees [filmstrip]: -- Toronto : Educational		
HON	AV, 1988.		
	4 filmstrips (60 fr. each) : col. ; 35 mm + 4 sd.		
	cassettes (30 min. each).		
	Contents: The queen bee -- The hive -- The setting --		
	Problems in production.		
	1. Bee culture. 2. Bees.		

8.6.4 Multipart Filmstrips (MARC Example) [Figure 44]

For the example on the previous page the MARC record would appear as follows

Figure 44

Dewey Class	082	0_	\$a638/.1
Local Call #	090		\$a 638.1 HON \$bFS
Title	245	00	\$aHoneybees\$h[filmstrip].
Imprint	260		\$aToronto :\$bEducational AV, \$cc1988.
Phys. Descript.	300		\$a4 filmstrips (60 fr. each) :\$bcol. ;\$c35mm. +\$e 4 sd. cassettes (30 min. each).
Contents Note	505	0	\$aThe queen bee -- The hive -- The setting -- Problems in production.
Subj. Topical	650	_0	\$aBee culture.
Subj. Topical	650	_0	\$aBees.

CHAPTER 9: TYPING CATALOGUE CARDS

- 9.1 Author Main Entry 9.3
 - 9.1.1 Author Main Entry — Showing Indentations (Card Example) [Figure 45] 9.3
 - 9.2 Complete Card Set 9.5
 - 9.2.1 Shelf List Card 9.5
 - 9.2.2 Card 1—Main Entry, Shown in Full (Card Example) [Figure 46] 9.5
 - 9.2.3 Card 2—Main Entry (Card Example) [Figure 47] 9.6
 - 9.2.4 Shelf List (Card Example) [Figure 48] 9.7
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 - 9.2.6 Card 4—Fiction Subject Added Entry (Card Example) [Figure 50] 9.8
 - 9.2.7 Title Added Entry (Card Example) [Figure 51] 9.8
 - 9.3 Title Main Entry Cards 9.9
 - 9.3.1 Title Main Entry (Card Example) [Figure 52] 9.9
-

CHAPTER 9: TYPING CATALOGUE CARDS

Automatic card generating systems are available as an alternative to typing the cards. If you must type catalogue cards, they are to be typed on 3 x 5 inch card stock which is readily available from any library supply firm. Each card should follow a standard format. The catalogue cards are to be single spaced throughout, with the following exceptions

- double-spacing before the beginning of the first note
- beginning the tracings at the bottom of the card but above the hole

The typist should set up the typewriter in the following way

- Margin 2 spaces from the left edge of the card
- 1st tab 9 spaces from left of card (1st indention),
 11 spaces from left of card.
- 2nd tab 13 spaces from the left margin (2nd indention)

9.1 Author Main Entry

9.1.1 Author Main Entry — Showing Indentions (Card Example) [Figure 45]

Figure 45

<p>F Korman, Gordon. KOR The zucchini warriors / Gordon Korman. -- Toronto : Scholastic, c1988. 198 p. ; 22 cm. ISBN 059041335X 1. Football--Fiction. 2. Schools--Fiction. 3. Humorous stories. I. Title. <div style="text-align: right;">88-6720</div> </p>

Arabic numbers (1, 2, 3 and so on) are used in the bottom tracings to indicate subject headings. Roman numerals (I, II, III and so on) are used to indicate added entries which are entries beyond the main entry.

Examples are added entries for an author, illustrator, translator, title, variant title, series, and so on.

Call Number — Should begin on the fourth line from the top of the card at the left margin in block style.

Author — Should be typed on the fourth line beginning at the first indentation.

Title Paragraph — (i.e., title, statement of responsibility, edition, publisher, and date).

Should be typed on the fifth line starting at the second indentation. The second and succeeding lines of the title paragraph should commence at the first indentation.

Physical — Begins at the second indentation on the line

Description following the title paragraph. Any extension of the physical description should start at the first indentation of the next line.

Subject Headings and Tracings — Begin at the first indentation as close to the bottom of the card as possible. (Avoid typing through the hole at the bottom of the card.) Begin the second line of this paragraph at the first indentation as well.

9.2 Complete Card Set

A complete card set for any item in the library consists of the following

- a shelf list card
- main entry card
- a dictionary catalogue card (which goes into the card catalogue)
- one card for each of the subject headings and other index items listed as tracings at the bottom of the shelf list card (they go into the card catalogue)

9.2.1 Shelf List Card

The shelf list card is an inventory card and is kept in a separate card file in the library office or other safe place. It will indicate how many copies of the title the library has as well as what cards are in the dictionary catalogue for the book. This latter information can be determined from the tracings at the bottom of the shelf list card.

Other information may be recorded, such as the accession number(s), price, and status of each copy (e.g., lost, damaged).

9.2.2 Card 1—Main Entry, Shown in Full (Card Example) [Figure 46]

Figure 46

E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991.
	[32] p. : col. ill. ; 23 cm.
	ISBN 155074385
	1. Turtles--Fiction. I. Clark, Brenda. II. Title.
	C90-94941

Dictionary catalogue cards do not need to repeat the tracings listed at the bottom of the shelf list card. The first card typed for the dictionary catalogue, which in the case above is an author card, will be identical to the shelf list card up to the end of the physical description area. This is the basic card.

To create subject, title, and illustrator cards for the dictionary catalogue, make additional copies of the basic card, one for each subject heading and additional tracing. Type the subject heading, title, or the name of the illustrator at the top of one of these basic cards starting at the second indentation on the third line from the top of the card. Subject headings are to be typed in CAPITAL LETTERS; while titles and illustrators are in upper and lower cases as required. Together, Figures 47–51 illustrate a complete typed card set of five cards. This particular book requires five cards to complete the set.

9.2.3 Card 2—Main Entry (Card Example) [Figure 47]

Figure 47

E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991. [32] p. : col. ill. ; 23 cm. ISBN 155074385 1. Turtles--Fiction. I. Clark, Brenda. II. Title. C90-94941

9.2.4 Shelf List (Card Example) [Figure 48]

Figure 48

E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991. [32] p. : col. ill. ; 23 cm. ISBN 155074385 1. Turtles--Fiction. I. Clark, Brenda. II. Title. C90-94941

9.2.5 Card 3—Name Added Entry (Card Example) [Figure 49]

Figure 49

	Clark, Brenda.
E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991. [32] p. : col. ill. ; 23 cm. ISBN 155074385 1. Turtles--Fiction. I. Clark, Brenda. II. Title. C90-94941

9.2.6 Card 4—Fiction Subject Added Entry (Card Example)
[Figure 50]

Figure 50

	TURTLES--FICTION
E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991. [32] p. : col. ill. ; 23 cm.
	ISBN 155074385
	1. Turtles--Fiction. I. Clark, Brenda. II. Title.
	C90-94941

9.2.7 Title Added Entry (Card Example) [Figure 51]

Figure 51

	Franklin fibs
E	Bourgeois, Paulette.
BOU	Franklin fibs / Paulette Bourgeois ; illustrated by Brenda Clark. -- Toronto : Kids Can Press, 1991. [32] p. : col. ill. ; 23 cm.
	ISBN 155074385
	1. Turtles--Fiction. I. Clark, Brenda. II. Title.
	C90-94941

9.3 Title Main Entry Cards When the main entry for an item begins with a title (and not an author), the format is slightly different. The title in this case begins at the fourth line at the first indentation; the extension is carried over to the next line at the second indentation. Entries made in this fashion are referred to as hanging indentations.

9.3.1 Title Main Entry (Card Example) [Figure 52]

Figure 52

CF	
006	The print shop [computer file]. -- San Rafael, Calif. :
.68	Broderbund Software, c1995.
PRI	1 computer laser optical disk ; 12 cm. + 1 guide
	System requirements: 1BM PC or compatible ; 2 MB of RAM, 2.5 MB hard-disk space.
	1. Computer graphics.

CHAPTER 10: FILING CARDS

- 10.1 ALA (American Library Association)
Filing Rules 10.3
 - 10.2 Shelf List 10.3
 - 10.3 Dictionary Catalogue 10.4
-

CHAPTER 10: FILING CARDS

10.1 ALA (American Library Association Filing Rules)

For manual card catalogues, the ALA Filing Rules (see the Bibliography) are the standard which are to be followed.

10.2 Shelf List

The shelf list file contains one card for each distinct item in the library and is arranged in the same order as the items on the shelves. Different shelf lists are created for materials in various locations such as Reference, AV and VTR. To file shelf list cards for the main collection, group them first into main categories: one for Easy, one for Fiction, one for Non-Fiction, and one for Reference cards.

- Easy** Arrange the cards in alphabetical order by author (or by title in cases where there is no author).
Sub-arrange the books by the same author alphabetically by title.
- Fiction** Arrange the fiction cards in alphabetical order by author (or by title in cases where there is no author.)
Sub-arrange the books by the same author alphabetically by title.
- Non-Fiction** Arrange the non-fiction cards in numerical order by Dewey number, remembering that Dewey numbers are decimal numbers. The following is an example of a correct sequence

971 971.004 971.2 971.24

In cases where the library may have several different books by the same author, file first by Dewey number and then sub-arrange by main entry.

10.3 Dictionary Catalogue

- Interfile all author, subject and title cards in one alphabetical sequence.
- Alphabetize by the TOP line of the card. When the top lines are identical, sub-arrange by the next line on the card.
- Ignore the articles “a”, “an” and “the” when they occur at the beginning of a title. These articles need only be considered in alphabetizing when they occur in the middle of the heading. In French, ignore the articles “le”, “la”, “les” and “l’ ” only. “Du”, “de”, “d’ ” and “un(e)” will be filed under those articles.
- Alphabetize character space by character space. Blank character spaces come before character spaces with letters. Thus, shorter words come before longer words beginning with the same letters.

e.g., The new mathematics
New World Atlas
Newman, Joan

Acronyms are filed as single words.

Under the green umbrella
UNESCO
The Union of Canada

- Numbers expressed as numerals (arabic or roman) are filed according to their numerical value; this file is before the first alphabetical file (e.g., before “A”).

e.g., 200
275
6000

Numbers that are spelled out as words are filed as spelled.

e.g., Six thousand
Two hundred seventy-five
Two thousand

- Abbreviations are filed exactly as written, not as if spelled out.

e.g., Doctor Mr. Jones
 Doctor Jackson Mrs. Blue
 Dr. James Ms Anderson

- Apostrophes are disregarded and the word containing the apostrophe is filed as one word.

I saw three ships
I'm moving
Imagine

- Proper names with prefixes are treated as a separate words unless joined to the rest of the name directly or by an apostrophe without a space.

De Alberti, Amelia
De la Roche, Mazo
De Marco, Clara
Defoe, Daniel
Del Mar, Eugene

- Subject cards with dates as subdivisions are subarranged chronologically with the earliest date first.

CANADA - HISTORY - 1811-1821
CANADA - HISTORY - 1914-1918

A more extensive period precedes a more specific period when the first date is identical.

CANADA - HISTORY - 1867-
CANADA - HISTORY - 1867-1911

CHAPTER 11: PROCESSING

11.1 Books 11.3

11.1.1 Pocket and Card for a Book
[Figure 53] 11.4

11.2 Audiovisual Materials 11.4

11.2.1 Pocket and Card for an Audiovisual
[Figure 54] 11.5

CHAPTER 11: PROCESSING

Once the cards have been prepared and filed, prepare the items for circulation. Use the following as a guide.

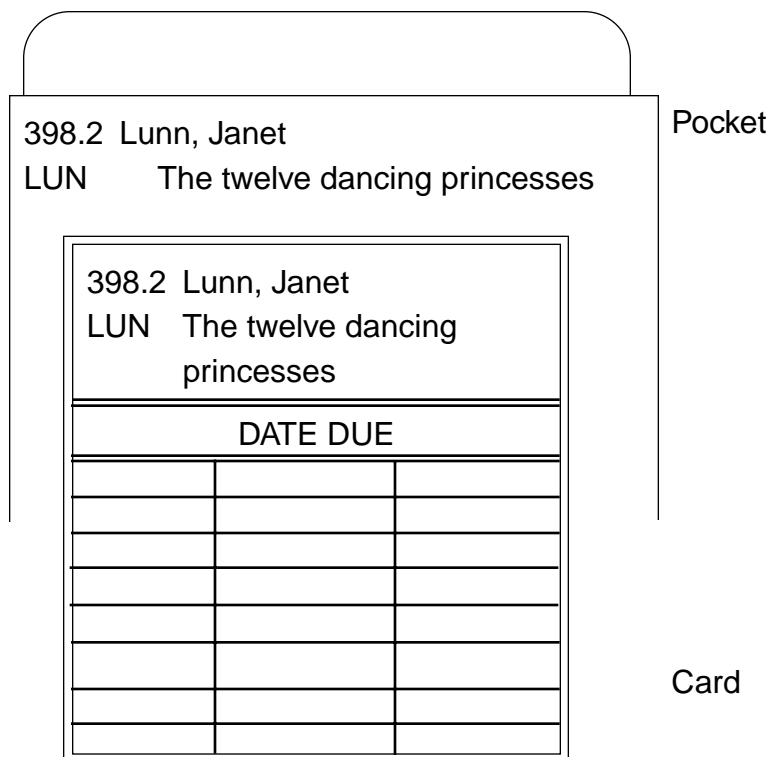
11.1 Books

- Stamp the book with the school stamp in the following places
 - the fly leaf
 - the lower part of the title page
 - on the outside edges of the pages, with the book firmly closed
- Type a book pocket and card for each item according to the example given on the next page. Note that the author's surname and the first name are both typed. The same tabs that are used for typing the catalogue cards may be used to type the book card and pocket. Refer to Chapter 9 — Typing the Catalogue Cards.
- Type the call number for each book on a label and attach it to the book. Cover the label with a mylar label cover. Both spine labels and mylar label covers are available from any library supply company. Be consistent in the placement of the labels.
- Most libraries prefer to paste the pocket in the back of the book so as not to cover title information found in the front. It is important to be consistent in the location of the pocket. If a library does put the pockets in the front, a blank page can be introduced to put the card on. Again be consistent about the use of the front or back. If date due slips are being used, attach one to the pocket below the typed title.
- Books with paper dust jackets should be covered with a plastic dust jacket for protection.

- If the item is to be circulated in an automated system the barcode should be affixed to the item and covered with mylar barcode tape. It is a good practice to write the barcode number on the inside cover in case the label becomes separated from the book. Systems typically employ portable barcode readers. Placement of the automated label on the cover, as opposed to the inside of the cover, offers the practical advantage of not requiring that every book be removed and opened during inventory.

11.1.2 Pocket and Card for a Book [Figure 53]

Figure 53



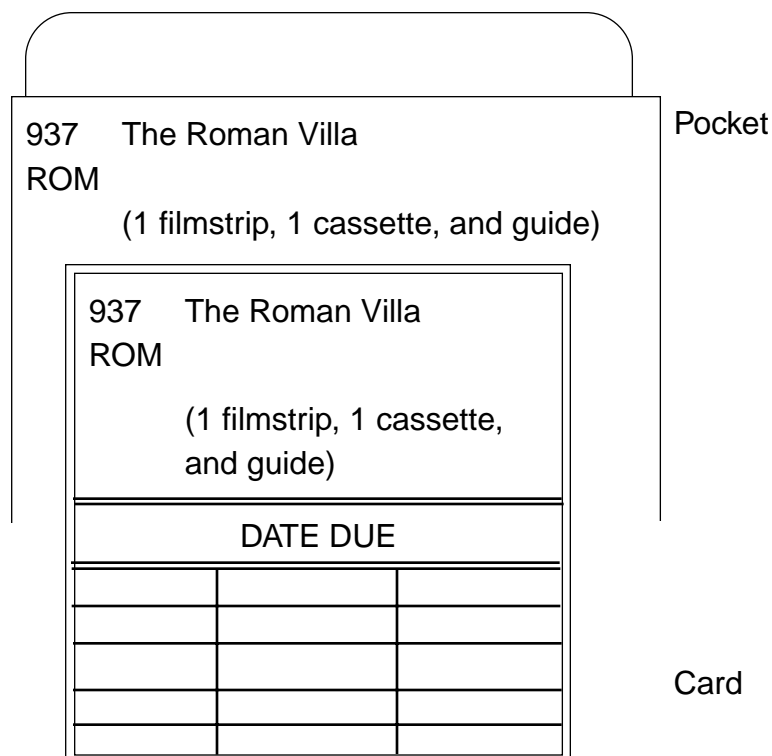
11.2 Audiovisual Materials Audiovisual materials come packaged in so many diverse ways that it is difficult to detail the various means of processing. In general, follow these steps

- Stamp the item with the school stamp.

- Prepare a book card and pocket as if for a book and attach it to the box or container. It is a good idea to label the component parts of the box so when the item is returned it is easy to verify nothing has been lost or misplaced (see Figure 53).
- Prepare the call number label and attach it to the box. Cover the label with mylar tape.
- If the item is to be circulated in an automated system, affix the barcode label and cover it with mylar tape. Write the barcode number inside the box in case the label is removed from the box.
- For compact sound discs and CD-ROMs, book cards, pockets, and barcodes should be attached to the containers. Any library-specific identifying marks (i.e., call number and institution name) may be written on the transparent centre of the disc as close to the hub and as clearly as possible. A fine point, permanent, silver metallic ink marker works well.

11.2.1 Pocket and Card for an Audiovisual Item [Figure 54]

Figure 54



CHAPTER 12: MARC CATALOGUING FOR MANITOBA SCHOOL LIBRARIES

- 12.1 What does MARC Mean? 12.3
 - 12.2 Why is MARC Necessary? 12.3
 - 12.3 MARC Terms and Definitions 12.4
 - 12.3.1 Delimiters 12.4
 - 12.3.2 Fields 12.4
 - 12.3.3 Tags 12.4
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CHAPTER 12: MARC CATALOGUING FOR MANITOBA SCHOOL LIBRARIES

MARC tapes, MARC format, MARC records and MARC compatible are terms which now dominate the lexicon of library literature. All school libraries and teacher-librarians who plan to automate will have to come to terms with MARC records. The purpose of this section of the guide is to explain what a MARC record is and to provide some guidelines for MARC cataloguing in the school libraries of Manitoba. The importance of following this standard cannot be overstated. If school libraries are to share their cataloguing, and take advantage of the MARC databases available to assist in the recon task, it is essential to adhere to the following standards. The creation of MARC records would allow for the electronic access to bibliographic records, thus facilitating resource-sharing among school libraries.

12.1 What Does MARC Mean?

A MARC record is a Machine Readable Cataloguing record. By “machine readable” is meant a record that a computer can read and interpret. The following pages will explain why MARC is important and how it is made possible. A cataloguing record is a bibliographic record, containing the information shown on the catalogue cards described earlier in this guide. Typically a record includes

- describing the item
- adding entries
- arranging subject headings
- labelling call numbers and shelf list information as well as additional information

12.2 Why is MARC Necessary?

Because computers cannot think or reason they must be provided with guides that enable them to interpret the data which has been inputted into them. The MARC record contains directories or guideposts before each piece of bibliographic information to tell the cataloguer and the computer what type of data is to be found in a specific field.

Author, title, and subject are examples of the various field types. Because the lengths of names and titles are usually different, the best library software allows for unlimited field lengths and an

unlimited number of fields. Guidance on selection of automated library systems is found in a companion volume to this work. It is available from the Instructional Resources Unit, Manitoba Education and Training, and is entitled Selection of Automation Systems: Criteria for School Libraries in Manitoba

12.3 MARC Terms and Definitions

To understand what is being talked about when MARC records are being discussed one needs to be acquainted with the following terms: delimiters, fields, tags, indicators, subfields, and subfield codes.

12.3.1 Delimiters

With different kinds of keyboards, different keys are used to represent the delimiters. In some cases a \$ is used, or (-) for Microlif records. For the sake of convenience, a \$ will represent the delimiter in this document.

12.3.2 Fields

Bibliographical data is divided into a number of fields to facilitate retrieval: fields for authors, fields for titles, and so on. The fields are further subdivided into one or more subfields. For example, the place of publication, the publisher's name and the date of the publication are all included as part of the MARC field tagged "260."

12.3.3 Tags

A tag is a three-digit number which precedes each field in a MARC record. The tag identifies the field and the kind of data that follows to the computer. The most frequently encountered tags for monograph and audiovisual resources are

Tag	Field
010	LCCN
016	National Library of Canada control number
020	ISBN
040	Cataloguing Source
082	Dewey Decimal Classification number as assigned by Library of Congress (LC) or National Library of Canada (NLC)

Tag	Field
090	Local Call Number
100	Author main entry field
110	Corporate main entry
111	Conference main entry
130	Uniform title main entry
245	Title field
246	Varying forms of the title
250	Edition field
260	Publication information
300	Physical description
440	Series statement — Title (traced)
500	General note area
504	Bibliographic note
505	Contents note
520	Summary or annotation
521	Audience level note
600	Personal name subject heading
610	Corporate subject heading
611	Conference subject heading
650	Topical subject heading
651	Geographical subject heading
690	Local subject heading
700	Personal name added entry
710	Corporate name added entry
740	Variant title
856	Uniform resource location (URL)
901	Local barcode number
903	Local price

A typical MARC field for the ISBN number would appear as

020 \$a0880223707

There are 999 fields which may be used in a MARC record, but only a fraction of the possible fields will ever be found in any single record. About 10 per cent of the tags are used over and over again and the MARC cataloguer will quickly become familiar with them.

12.3.4 Indicators

Two spaces follow each tag. One or both of these spaces may be used for indicators. In some fields, only the second space is used. Sometimes only the first is used and sometimes both are assigned. Consult the Canadian MARC Communication Format for details.

Each indicator will be a number from 1 to 9. Each individual digit has a meaning. In the following example the first three digits are the tag (245 being the title field tag), and the next 2 digits “1” and “4” are indicators. The “1” is the first indicator and the “4” is the second.

```
245 14      $aThe trials of life $ba natural history of  
              animal behaviour /$cDavid Attenborough.
```

The first indicator of “1” in the title field indicates that there should be a separate title entry in the catalogue. In the card catalogue environment, this means a title card should be printed for this item. A “0” as a first indicator means that this is a main entry by title and the cards should be printed with the traditional hanging indention.

The second indicator displays the number of non-filing characters at the beginning of the field. For the example above, The trials of life, the second indicator is set at “4” so that the first 4 characters (the “T,” the “h,” the “e,” and the space) will be skipped and the title will be filed under “trials.”

Indicators act as signals to the application software. They define how the software should treat the information within a specific field. Should the library ever consider having authority control work (e.g., correct/consistent spelling) done on their database by a large commercial vendor, correct use of indicators is critical.

12.3.5 Subfields Are Marked by Subfield Codes

Most fields will contain several related pieces of data. Each type of data within a field is called a subfield, and each subfield is preceded by a subfield code. For example, the physical description field defined by the 300 tag typically contains a

subfield for the number of pages, one for physical details such as illustration, and a further subfield for dimensions in centimetres.

300 \$a234 p. :\$bill. ;\$c24 cm.

Subfield Codes

Subfield codes are one lower-case letter preceded by a delimiter. Each subfield indicates what type of data follows it. In the example above, the subfield codes are \$a for extent, \$b for other physical details and \$c for dimensions.

12.4 Using This Publication

The following summary details the MARC tags most likely to be encountered by teacher-librarians during recon or original data entry. The list may appear intimidating at first but most MARC cataloguers will quickly become familiar with the meanings of the various tags. Not all fields will be found in every entry. Notes have been included indicating fields which are repeatable (R) or not repeatable (NR).

In the examples provided on the following pages

Tags — Will be followed by the names of the fields they represent. Repeatable fields (those which can appear more than once in any given record) will be followed by an “R,” non repeatable fields (those which can appear no more than once in any given record) by an “NR.”

Indicators — The use of the indicator is explained in the fields where they are used. Indicators are one digit numbers. Starting with the 010 field, two spaces are left for the indicators if required. Indicators are not required in all fields.

Subfield Codes — All the data in each field is divided into subfields, each of which is preceded by a subfield code. In almost all cases the subfield will be followed by a delimiter followed by a letter or a number. The name of the subfield will follow the code.

Examples — Examples will follow each field. In the examples a “0” = a blank space. For the sake of clarity one space will be left between the tag and the first indicator, one will be placed between the second indicator and the first subfield code, and one space between the subfield code and the subfield data.

12.4.1 **MARC Leader**

The MARC leader is the first block of data which appears at the top of a MARC record. The leader consists of a number of fixed fields and its primary importance is to provide information to the application software (i.e., the OPAC) about how to process the record. It consists of 24 fields and by-and-large the cataloguer will not be concerned with this area at all. The application software will normally record a control number and the date of entry automatically. This, of course, will depend upon the type of application software involved. Individual users should consult their software guides as to how to deal with this particular area. For the purposes of clarity the MARC Leader will not be included in any of the examples in this document.

12.4.2 **MARC Fields**

12.4.2.1 **010 LCCN Library of Congress Card Number (NR)**

Indicators: Undefined

Subfield most commonly used: \$a

Example: 010 __ \$a910988

12.4.2.2 **016 National Library of Canada's Control Number (NR)**

Indicators: Undefined

Subfield most commonly used: \$a

Example: 016 __ \$a860937070

12.4.2.3 **020 ISBN International Standard Book Number (R)**

This ten digit number is becoming the unique number by which books and their corresponding MARC records are identified. If the library should own both the hardback and the paperback edition of a book, the ISBN numbers may be repeated for this field. Typically a paperback edition will be indicated as (pbk) and noted after the ISBN.

Indicators: Undefined

Subfield most commonly used: \$a ISBN

Examples: 020 __ \$a0771034356
020 __ \$a0771013396 (pbk)

12.4.2.4 **040 Cataloguing Source (NR)**

Indicators: Undefined

Subfield most commonly used: \$a Cataloguing source

Example: 040 __ \$aDLC

This field indicates the source of the cataloguing. The example above is for the Library of Congress.

12.4.2.5 **082 Dewey Decimal Classification Number (R)**

Indicator 1: Type of edition (e.g., 12th)

blank — no edition information recorded
0 — Full edition of Dewey
1 — Abridged edition

Indicator 2: Source of DDC number

blank — no information provided
0 — assigned by LC
4 — assigned by agency other than LC

Non-Fiction Number Building in Dewey

Note: In many cases the call number selected by the Library of Congress or other cataloguing agency will be far longer than the school library requires. Rarely will a school library find it necessary to build Dewey Numbers three or more places beyond the decimal point. In cases where extremely long Dewey numbers are encountered the cataloguer in a school situation should feel free to truncate at three places beyond the decimal point or at the first logical break. The cataloguer may opt to truncate the call number at the slash or apostrophe as desired.

Subfield most commonly used: \$a

Example: 082 04 \$a960.4/31
082 04 \$a960.4'31

Fiction

All fiction works in a school situation should be classed as F or FIC but not both. In many cases an 800 classification number will be encountered when deriving records from a MARC database. These items should be classed as F when encountered in a school library situation.

12.4.2.6 090 Local Call Number

The 090 field is used to indicate the local call number and if an item has a special location in the library. It is also used to alert users to copies of books which are located at other sites within the school division/district.

090 Local Call Number (R)

Indicators: Undefined

Subfields most commonly used:

- \$a Local call number
- \$b Special location within library
- \$c Number of copies held
- \$d Location within school division/
district

Examples: 090 \$a971 BER \$bREF
090 \$a328 VIC \$bOS
090 \$a659.4 DAY \$c 2 copies \$d
Crescentview School

12.4.2.7 100 Level Fields

Be aware that many indicators have been eliminated as of January, 1995. These indicators are marked by an asterisk.

The 100 level fields are reserved for author and uniform main entry by title. As there can only be one main entry, unlike many other MARC fields this one is not repeatable.

100 Personal Name Main Entry (NR)

(NR, as there can be only one main entry)

Indicator 1: Type of personal name

- 0 — Forename only
- 1 — Single surname (most common)
- 2 — Multiple surname
- 3 — Name of family

*Indicator 2: Blank

Subfields most commonly used

- \$a Name (surname and forenames)
- \$c Titles and other words associated with name
- \$d Date of birth and death
- \$q Expansion of initials in parenthesis (i.e., a qualification of the name in a fuller form)

Examples: 100 1_ \$aBerton, Pierre,\$d1920-

100 1_ \$aGiroux, Lionel,\$d1878-1967.

110 Corporate Main Entry (NR)

During a recon the cataloguer will encounter many examples of corporate main entries. A corporate body is an organization or group of persons that is identified by a particular name (e.g., an association, government, government agency, religious body, local church, conference).

Indicator 1: Type of Corporate name

- 1 — Place or place and name
- 2 — Name direct order

*Indicator 2: Blank

Subfield most commonly used: \$a Name

Example: 110 2_ \$aManitoba Library Association

12.4.2.8 200 Level Fields

240 Uniform titles (NR)

In the absence of adequate authority tools to verify alternatives properly, it is recommended that the 240 field not be used.

245 Title Statement (NR)

This is a mandatory field in all MARC records.

Indicator 1: Should the title be indexed as a title main entry?

- 0 — No added entry; No author is given
- 1 — Title added entry (most common; used when an author is present)

Indicator 2: Number of filing characters

- 0-9 The number of filing characters, including spaces (usually set at zero except when the title begins with an article)

E.g., for a title *The Spanish Inquisition*, the second indicator would be 4. The letters t, h, e, and the space following them are then ignored in alphabetizing titles. The book would be alphabetized with the "S's."

Subfields most commonly used

- \$a Short title/title proper
- \$b Remainder of title (subtitles)
- \$c Remainder of title page transcription
- \$h GMD (General Material Designation) used most often for media

Examples: 245 14 \$aThe Spanish Inquisition /
\$cHenry Kamen

A book with a subtitle would be treated
as follows

245 14 \$aThe Nazi seizure of
power :\$bthe experience of a
single German town 1930-1935
/\$c by William Sheridan Allen.

246 (R) Varying Forms of Title

Indicator 1: 0 —No title added entry
1 —Title added entry

Indicator 2: Blank — no information provided
0 —Access for portions of title
1 —Parallel title
2 —Distinctive title
3 —Other title
4 —Cover title
5 —Added title page title
6 —Caption title
7 —Running title
8 —Title from spine

Subfield Codes: \$a Short title/title proper
\$n Number or designation (R)
\$p Part or section (R)
\$h General Material Designation
\$b Other titles and other title
information
\$c Remainder of title page
transcription
\$f Designation of volume and
issue and/or dates associated
with the title
\$g Miscellaneous information

Following are the types of titles which are included in this field — parallel, distinctive, cover, added title page, caption, running, spine, other.

Examples: Parallel Title; Title Statement —

245 00 \$a Guide du camping au
Québec = \$bQuébec camping guide
/\$c Association des terrains de
camping et caravaning du Québec.

246 11 \$aQuébec camping guide

250 Edition statement (NR)

Indicators: Undefined

Subfields most commonly used

\$a Edition statement

Examples: 250 \$a6th ed.

260 Publication, imprint/release (NR)

Indicators: Undefined

Subfields most commonly used

\$a Place

\$b Publisher

\$c Date of publication

Example: 260 \$aNew York :\$bRandom
House, \$cc1991.

Note: For school libraries doing original cataloguing, it should be sufficient to record the first city listed on the title page and ignore subsequent cities listed. The same rule can be used in the case of multiple publishers. A “c” should precede the date in the entry if the date of publication is derived from the copyright date. The distributor should be added for all audiovisual materials as the source is often different from the producer. Describe the item in hand.

12.4.2.9 300 Level Fields

300 Level Physical Description or Collation (R)

The physical format of the item being described is recorded in this area. The physical description includes: the pagination or extent of the item, its physical details and details of accompanying materials.

Indicators: Undefined

Subfields most commonly used

- \$a Extent of item (number of pages)
- \$b Other physical details (e.g., illustrations, maps, ports, etc.)
- \$c Dimensions (e.g. 24 cm.)
- \$e Accompanying material

Examples: 300 ___ \$axii, 300 p. :\$bcol. ill. ;\$c24 cm.

300 ___ \$a2 computer disks ;\$c3 1/2 in.

300 ___ \$a4 filmstrips (60 fr. each): \$bcol. and b & w ;\$c35 mm.

12.4.2.10 400 Level Fields

440 Series Entries

Series Statement / Added Entry — Title (R)

This field is used for series that are traced in the catalogue. The name of the series will be found on the title page or elsewhere in the book.

Indicator 1: Undefined

Indicator 2: Non-filing characters

0-9 Number of non-filing characters
(for initial articles, including
spaces).

Subfields most commonly used

\$a Series title

\$v Volume or number in the series

Examples: 440 _4 \$aThe history of modern
Europe

440 _4 \$aThe ship ;\$v29

12.4.2.11 500 Level Fields

500 General Notes (R)

If a book has an index or the library desires to add some additional information it is recorded here.

Indicators: Undefined

Subfield most commonly used

\$a General note (used when no
specialized note field has been
defined for the information)

Example: 500 __ \$aIncludes index.

504 Bibliography Note (R)

If a work has a bibliography, discography or filmography it should be recorded in this field.

Indicators: Undefined

Subfield most commonly used

\$a Bibliography/discography note

Example: 504 __ \$aIncludes bibliographical references (p. 285–289) and index.

505 Contents Notes (NR)

This field is typically used to trace the contents of multi-volume works. It should be preceded by the label Contents.

Indicator 1: 0 — Contents (complete)
1 — Contents (incomplete)
2 — Partial contents (if items missing)

Indicator 2: Blank

Examples: 505 0_ \$a1. The stars (24 min.). --2.
The universe (25 min.)

505 1_ \$av. 1. Report -- v.3. DNA
update.

505 2_ \$av. 1. Claudius the god.

520 Summary Note, Abstract, or Annotation (R)

This field is commonly found in MARC records derived from a source such as the Library of Congress. Summary notes are recommended in automated systems. A keyword search of a note field will greatly enhance the recovery of materials to meet the thematic approach often used by teachers. Summary notes should be kept concise.

Indicator 1: Usually blank

Indicator 2: Undefined

Subfield most commonly used

\$a Summary, abstract or annotation.

Example: 520 __ \$aExplains the concepts of continental drift, vulcanism, and plate tectonics.

521 Audience Note (R)

Reading levels or intended audience levels are placed in this field if the levels are specifically stated in the item itself. All other methods are marginally reliable and useful at best.

Indicators: Undefined

Subfields most commonly used: \$a Audience level

Examples: 521 __ \$aGrades 3, 4, 5.

521 __ \$aEarly years.

12.4.2.12 600 Level Fields

600 Subject Added Entry — Personal Name (R)

This field is used for any subject heading which is a personal name. The form to be followed will be the same as if entering a personal name in the 100 field.

This field is commonly used for the subjects of biographies and literary criticism.

Indicator 1: Type of personal name

0 — Forename

1 — Single surname (most common)

2 — Multiple surname

Indicator 2: Source of the subject heading

- 0 — Library of Congress Subject Heading
- 5 — National Library of Canada (NLC) English Subject Heading
- 6 — National Library of Canada (NLC) French Subject Heading
- 7 — Source of Subject Heading or Term Specified in Subfield \$2

Note Regarding Sears Subject Headings

The National Library of Canada does not provide an assigned indicator for Sears headings. For libraries which change or edit records or do original cataloguing, an indicator of 7 is used. See the first example below.

Subfield most commonly used

- \$a Name (surname and forename)
- \$q Expansion of initials in parenthesis
- \$b Numeration (Roman numeral and name used with the entry element of a forename heading)
- \$c Titles and other words associated with the name (R)
- \$d Birth and death dates
- \$t Title
- \$x General subdivision (R)
- \$y Chronological subdivision (R)
- \$z Geographical subdivision (R)
- \$2 Source of subject heading or term

Examples: 600 10 \$aShakespeare,
William,\$d1564-
1616\$xComedies.

600 10 \$aNicholas\$bII,\$cEmperor of
Russia,\$d1868-1918.

600 10 \$aDavidson, Donald,\$d1917-
\$xCriticism and interpretation.

610 Subject Heading — Corporate Name (R)

Corporate bodies, government agencies, or other organizations are placed in this field. The coding is similar to the 110 field used for Corporate Main entry.

Indicator 1: Type of Corporate name

- 0 — Surname (inverted)
- 1 — Place or place and name
- 2 — Name (direct order) most common

Indicator 2: Source of subject heading

- 0 — Library of Congress Subject Heading
- 5 — National Library of Canada (NLC) English Subject Heading
- 6 — National Library of Canada (NLC) French Subject Heading
- 7 — Source of Subject Heading or Term Specified in Subfield \$2

Subfields most commonly used

- \$a Name
- \$b Subheading (R)
- \$d Date of conference meeting, etc. (R)
- \$c Place of meeting, conference, etc.
- \$t Title
- \$x General subdivision (R)
- \$y Chronological subdivision (R)
- \$z Geographical subdivision (R)
- \$2 Source of subject heading or term

Examples: 610 10 \$aUnited States.\$bArmy
\$xHistory\$yCivil War, 1861-
1865.

610 20 \$aCanadian Open Golf
Championship
Tournament\$d(1968
:\$cToronto, Ont.).

611 Subject Heading — Conference or Meeting (R)

If the conference itself is the subject of the book, then the established name of the conference should be placed in the 611 field.

Indicator 1: Type of conference or name of meeting

- 1 — Place or place and name
- 2 — Name (direct order)

Indicator 2: Source of subject heading

- 0 — LC Subject Heading
- 5 — NLC - English Subject Heading
- 6 — NLC - French Subject Heading
- 7 — Sears Subject Heading

Subfields most commonly used

- \$a Name
- \$c Place of meeting
- \$d Date
- \$n Number of the conference

Example: 611 20 \$aConference on Library
Technology\$d(1991 :\$cToronto,
Ont.)

630 Subject Heading — Uniform Title Heading (R)

The 630 field is not recommended for use by school library personnel unless they have had specialized training in it.

650 Subject Added Entry — Topical Heading (R)

The bulk of all subject headings will be listed in this field. Topical headings include general subject terms, including the names of events or objects.

Indicator 1: Normally blank

Indicator 2: Source of subject heading or authority

- 0 — Library of Congress Subject Heading
- 5 — NLC — English Subject Heading
- 6 — NLC — French Subject Heading
- 7 — Subject Heading From Source Specified in Subfield \$2

Subfields most commonly used

- \$a Topical subject heading
- \$x General subdivision (R)
- \$y Chronological subdivision (R)
- \$z Geographical subdivision (R)
- \$2 Source of subject heading or term

Examples: 650 _7 \$aMagic\$2Sears

650 _0 \$aAnimals.

650 _0 \$aTaxation\$zCanada.

650 _0 \$aChurch and state in
Germany\$y20th century.

650 _5 \$aInuit\$zCanada.

650 _6 \$aTimbres-poste\$zCanada.

651 Subject Added Entry — Geographic Name (R)

Places, natural regions, sites, parks, and political jurisdictions are placed in this field.

Indicator 1: Undefined

Indicator 2: Denotes the subject heading authority from which the heading was derived

- 0 —LC Subject Heading
- 5 —NLC - English Subject Heading
- 6 —NLC - French Subject Heading
- 7 —Subject Heading From Source Specified in Subfield \$2

Subfields most commonly used

- \$a Geographic name (R)
- \$x General subdivision (R)
- \$y Chronological subdivision (R)
- \$z Geographical subdivision (R)
- \$2 Source of subject heading or term

Examples: 651 _0 \$aCanada\$xBoundaries\$z United States.

651 _0 \$aUnited States\$xHistory \$xChronology.

651 _0 \$aGermany\$xPolitics and government\$y1918-1933.

Note that the x (\$x) in the 6XX fields is repeatable.

690 Local Subject Headings (R)

It is not recommended that schools indulge in creating their own subject headings. As strange as many subject headings derived from Sears or the Library of Congress may seem they are the international standard. Cataloguers are strongly encouraged to use approved headings only. The 690 field is reserved for those rare situations where no suitable heading can be located in the standard list of subject terms. The indicators and subfields in the 690 area are identical to the other 600 fields.

12.4.2.13 700 Level Fields

700 Added Entry — Personal Name (R)

Typically, tracings such as editors, illustrators, and joint authors are entered in this field.

Indicator 1: Type of personal name

- 0 — Forename only
- 1 — Single surname (most common)
- 2 — Multiple surname
- 3 — Family name

Indicator 2: Type of added entry

- Blank — No information provided
- 2 — Analytical entry (used for someone involved with only a portion of the work)

Subfields most commonly used

- \$a Name
- \$c Titles and other words associated with the name
- \$d Date
- \$q Qualification of the name (fuller form)
- \$t Title of the work

Examples: 700 1_ \$aGal, Laszlo.

700 1_ \$aBerton, Pierre,\$d1920-

700 1_ \$aMillar, Ken,\$d1915 --
\$tMoving target.

710 Added Entry — Corporate Name (R)

Most school libraries can skip this field. It is used to add any additional corporate name which may be associated with the work. Coding for the field is the same as for the 110 main entry for corporate names.

Indicator 1: Type of Corporate name

- 1 — Place or place and name
- 2 — Name direct order (most common)

*Indicator 2: Type of entry

- Blank — No information provided
- 2 — Analytical entry

Subfields most commonly used

- \$a Name
- \$b Subheading (R)
- \$c Place
- \$d Date (R)
- \$t Title of work

Examples: 710 1_ \$aUnited States.\$bArmy Map Service.

710 2_ \$a Law Society of Upper Canada.

710 2_ \$aFoundation for Inner Peace.\$tA course in miracles.

730 Added Entry — Uniform Title

The use of this field is not recommended for school libraries.

740 Added Entry — Variant Title (R)

Currently used for other titles in the work.

Indicator 1: Non-filing characters

0-9 Number of non-filing characters
(for initial articles, counting
spaces)

*Indicator 2: Type of added entry

Blank — No information provided
2 — Analytical entry

Subfield most commonly used: \$a Title traced
differently

12.4.2.14 800 Level Fields

856 Uniform Resource Location

This field is used for electronic location and access and contains information needed to locate an electronic resource, such as electronic journals and books. Indicators and subfields are being developed.

12.4.2.15 900 Level Fields

The local holdings fields are added to assist patrons in finding the material they require. The fields vary depending on the **application software**. For example, MicroCAT uses 090 for the call number and 595 for the local notes. BiblioFile and ISM use the 090 to 099 fields.

901 Barcode Number (R)

Indicators: Undefined

Subfield most commonly used

\$a Local barcode number

Example: 901 \$a1234585

903 Price

Indicators: Undefined

Subfield most commonly used

\$a Price (no dollar sign)

Example: 903 \$a10.95

CHAPTER 13: SOURCES OF MARC RECORDS

- 13.1 National Library of Canada 13.3
 - 13.2 A-G Canada Ltd. 13.4
 - 13.3 Library Corporation 13.4
 - 13.4 TKM Software 13.4
 - 13.5 Large Book “Jobbers” or “Wholesalers” 13.5
-

CHAPTER 13: SOURCES OF MARC RECORDS ■

MARC data may be obtained for current cataloguing either in batch form or on an “as needed” basis. It may also be obtained for retrospective conversion purposes.

The term retrospective conversion (recon) is typically used to describe the process of converting bibliographic records from their printed form, such as shelf list cards, to full machine-readable bibliographic records. The term retrospective is used because the project is done for the library’s existing collection. Usually, the conversion is accomplished by a “matching” process which permits the purchase of full MARC records from an already existing database.

There are a number of ways to acquire MARC data and equally numerous vendors of such materials. Several are listed below.

- 13.1 National Library of Canada** The National Library of Canada offers access to a bilingual information system known as AMICUS. This bibliographic database contains millions of bibliographic records and holdings information as well as over half a million authority records.

National Library of Canada
395 Wellington Street
Ottawa ON K1A 0N4
Telephone: 819-997-7227
Fax: 819-994-6835
Internet: cic@nlc-bnc.ca
ENVOY 100: its.cic
TTY: 613-992-6969
WWW: <http://www.nlc-bnc.ca/amicus/access/eaccamic.htm>

13.2 A-G Canada Ltd. A-G Canada Ltd. offers a number of recon packages at various prices. It is one of the largest MARC databases in the world (formerly ISM).

Address: A-G Canada Ltd.
3300 Bloor Street West
9th Floor, Center Tower
Etobicoke ON M8X 2X3
Telephone: 1-800-225-8534
Fax: 416-236-7489
www: <http://www.ag-Canada.com>

13.3 Library Corporation BiblioFile cataloguing provides the user with millions of English language MARC records derived from the Library of Congress and National Library of Canada. The data comes on compact disks and is searched in-house. Additional foreign MARC data is available on separate subscriptions.

The Library Corporation
Research Park
Inwood WV 25428-9733
Telephone: 304-299-7816
Voice: 800-624-0559
Fax: 304-229-0295
E-mail: sales@bibfile.com

13.4 TKM Software TKM Software of Brandon uses full MARC records and its database is derived from the National Library of Canada. TKM offers a number of different service plans, including a one time license (single or multi-user), optional customer support plans (including a Bronze Plan which gives toll free telephone support) and an annual license.

TKM Software Ltd.
839 – 18th Street
Brandon MB R7A 5B8
Telephone: 204-727-3873
Fax: 204-727-5219
E-mail: eastley@alpha.tkm.mb.ca

**13.5 Large Book
“Jobbers” or
“Wholesalers”**

Brodart, Baker and Taylor, National Book Service, United Library Services, Smart Apple and others all offer MARC cataloguing for new materials. Any records offered for sale in Microlif or “MARC-like” format and not full MARC format should be avoided. Full MARC record format is recommended since it is the unofficial standard for electronic cataloguing records. Full MARC records (as opposed to MARC records that have been “stripped” of their tags) are required for error free importing and exporting of these records from one library automated system to another. This is important to ensure that these records can be down-loaded from the vendor’s disk to your system. MARC records would also be required to facilitate electronic resource sharing generated by accessibility to catalogues via the Blue Sky Freenet or other Internet access providers.

ABBREVIATIONS

ABBREVIATIONS

The following common abbreviations are set out by Concise AACR2 — 1988 Revision and should be used as required

And	&	inches per second	ips.
Anno Domini	A.D.	including	incl.
approximately	approx.	Incorporated	Inc.
Before Christ	B.C.	introduction	introd.
black and white	b&w	kilometre	km.
book	bk.	Limited	Ltd.
bulletin	bull.	manuscript(s)	ms., mss.
centimetre(s)	cm.	millimetre(s)	mm.
chapter	ch.	minute(s)	min.
circa	ca.	miscellaneous	misc.
coloured	col.	No name (publisher)	s.n.
corrected	corr.	No place (publication)	s.l.
Company	Co.	New Testament	N.T.
copyright	c	number(s)	no.
Corporation	Corp.	Old Testament	O.T.
Department	Dept.	page(s)	p.
diameter	dia.	paperback	pbk.
document	doc.	part(s)	pt., pts.
edition(s)	ed., eds.	photographs	photo. (s)
editor	ed.	portraits(s)	port., ports
et cetera	etc.	publishing	pub.
facsimile(s)	facsim.,	retrospective	
facsim.		conversion	recon.
folio	fol.	revised	rev.
foot, feet	ft.	second	2nd
frame(s)	fr.	series	ser.
frames per second	fps.	silent	si.
illustration(s)	ill.	supplement	suppl.
		title page	t.p.
		translator	trans.

GLOSSARY

GLOSSARY

A-G Canada Ltd: A library software company which provides an online bibliographic database service. Formerly ISM Library Information Services which was formerly Utlas.

Added entry: Any entry made in addition to the main entry. Added entries can be made for joint authors, illustrators, editors, compilers, translators, series, title, and subjects.

AMICUS: A bilingual bibliographic database of the National Library of Canada. Provides a fee-based search service which allows users to obtain information for cataloguing support, interlibrary loan, reference, and bibliographic verification.

Application software: Programs written to perform specific functions (e.g., inventory control).

Barcode: A system for automatic identification of items, such as books in a library, by means of printed bars of different widths which represent numbers. The code is read by a light-sensitive peripheral device similar to a light pen.

BiblioFile: A compact disc MARC database.

Bibliographic utility: A network consisting of a large union bibliographic database, accessible online to time-sharing members. The network may also provide a variety of other services such as cataloguing. OCLC, A-G Canada Ltd., TKM, and AMICUS provide access to bibliographic utilities.

Boolean algebra: A system of symbolic logic similar in form to algebra but dealing with logical rather than numeric relationships. It was named for its creator George Boole.

Boolean search: A search method using logical delimiters to specify the search object (e.g., all scientists who were born before 1920 and were women who worked in either medicine or physics). Using “and” in a search restricts the possibilities (the object must satisfy both criteria); using or expands them (the object may satisfy either criteria).

Card catalogue: A list of the holdings of a particular library. The list is put on cards.

Catalogue card: A card which contains information on the contents of a library resource and its location. These cards are put into a catalogue or set of drawers.

Cataloguing: The technical process of describing a work bibliographically and assigning a call number. It includes determining the main entry, describing the item, and assigning added entries, subject entries, and a call number.

CD-ROM (Compact Disk — Read Only Memory): A 4 3/4 inch diameter CD-ROM has a storage capacity comparable to 1500 floppy disks (i.e., over 600 million characters).

CIP (Cataloguing-In-Publication): This is cataloguing information which is usually put on the verso of the title page of a book prior to its publication. The cataloguing information is supplied by the National Library or Library of Congress and its distributed as MARC records.

Classifying: This technical process involves the allocation of a class number to an item that shows its subject and indicates its location in the collection.

Corporate body: An organization or group of persons that is identified by a particular name (e.g., association, government, government agency, religious body, local church, and conference).

Database: A file of information maintained and available for recall on a computer.

Descriptive cataloguing: This cataloguing process is concerned with describing a physical item, identifying the main entry, and selecting added entries.

Dictionary catalogue: A catalogue in which all entries (e.g., author, title, added, subject) are filed in one alphabet.

Entry: A record of an item in a catalogue. In addition to the main entry, there are title entries, series entries, other types of added entries, and subject entries.

Field: In database management systems, a single data item within a record. It is used for a specific category of information.

GMD (General Material Designation): It is included to alert the user that the item is not a book. It is appended in square brackets after the title and shows the precise format of the item.

Imprint: Publishing details such as where a book was published, what company published it and the date of publication.

ISBN (International Standard Book Number): A unique 10-digit number assigned by a publisher to identify a specific book. It is hoped that in time it will cover all publishers in the world.

ISM (Library Information Services [formerly Utlas]): See A-G Canada Ltd.

Jobber: A supplier, usually a wholesaler, who sells a variety of items produced by many different publishers.

Kit: 1. An item containing two or more categories of material, no one of which is identifiable as the predominant constituent of the item; also designated "multimedia item." 2. A single-medium package of textual material (e.g., a "lab kit" and a set of activity cards).

Main entry: A full catalogue entry giving all the information necessary for identifying a work. The main entry includes the tracings for all other entries, or access points, under which a work is entered in the catalogue. The main entry is usually an author entry.

MARC (Machine Readable Cataloguing Record): It is a record that a computer can read and interpret. Each record conforms to a national standard for communication of bibliographic information, established and used by the National Library and the Library of Congress.

OPAC (Online Public Access Catalogue): It is an automated catalogue with subject, title and author search options directly available to patrons.

Processing: This technical process involves the physical preparation of an item for shelf use and loan.

Recon: Retrospective conversion is the process of manual cataloguing information being changed into machine readable cataloguing.

Record: In database management systems, a collection of related data items, or fields, which are treated as a single unit. It is comparable to a record in a manually kept file.

Shelf list: A record of materials in a library usually arranged in order by call number.

Statement of responsibility: A statement transcribed from the item being described, relating to authors or to corporate bodies issuing the item or to persons or corporate bodies responsible for the performance of the content of the item.

Subfield: Each type of data within a field.

Subfield code: Each subfield is preceded by a subfield code.

Tag: A three digit number which precedes each field in a MARC record. The tag identifies for a computer the field and the kind of data that follows (e.g. 020 tag marks the ISBN field).

TKM: A Brandon computer library software company.

Tracings: Notations which are listed at the bottom of a catalogue card with Arabic numbers preceding them. They tell the teacher-librarian what other cards, or access points, exist. This record is usually on the main entry card and shelf list and shows all additional entries for a work in a catalogue.

Union catalogue: A catalogue that lists, completely or in part, the holdings of more than one library or collection.

Verso: The left-hand page in an open book. It is usually even numbered.

Wholesaler: A merchant middleman who stocks and sells in quantity chiefly to retailers, other merchants, or industrial, institutional, and commercial users mainly for resale or business use.

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To inquire about these resources, many of which are available from the Library, Instructional Resources Unit, Manitoba Education and Training, call the Library at 204-945-7830 or toll-free at

1-800-282-8069, ext. 7830, or consult the Library's online public access catalogue on the world wide web at <http://library.edu.gov.mb.ca:6600>.



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