

# Accessing Information

## Cataloguing Guidelines for Manitoba and Saskatchewan School Library Personnel



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# **Accessing Information**

## **Cataloguing Guidelines for Manitoba and Saskatchewan School Library Personnel**

**2011**

**Saskatchewan Ministry of Education and  
Manitoba Education**

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## Preface

Based on internationally accepted standards, this resource provides bi-provincial guidelines to school library personnel for cataloguing learning resources in an integrated library system. *Accessing Information: Cataloguing Guidelines for Manitoba and Saskatchewan School Library Personnel* demonstrates how pertinent information is to be encoded in machine-readable cataloguing (MARC 21) records. It also addresses organizing the school library collection and considers the implications of Resource Description and Access (RDA), the new cataloguing standard that is replacing Anglo-American Cataloguing Rules (AACR2).

Implementing these guidelines within integrated library systems (ILSs) across schools can be instrumental in supporting easy access to a multitude of learning resources for all users, despite limitations such as geographical distance or small school library collections. Through exposure to consistent cataloguing practices, students become familiar with library conventions and search strategies that can be applied to retrieval of information in all other libraries that follow international standards.

School libraries, however, typically provide more data in their cataloguing than public or regional libraries provide because of the needs of the users (e.g., curricular information). School libraries also integrate specialized instructional and professional materials into their collections.

### In Saskatchewan...

Public and regional libraries have formed a consortium, the Saskatchewan Information & Library Services (SILS), which provides a common database of their library resources. Its cataloguing standards have been referenced in this resource, and the majority of the recommended standards align with the minimum cataloguing standards for SILS. SILS has the potential to become a model for school division library services.

### In Manitoba...

An early 1997 cataloguing standards resource provided some direction in terms of cataloguing guidance. Currently, through Manitoba Education's WebExport function, cataloguing copy in English or French is provided by the two education libraries.

Cataloguing should be undertaken only by qualified personnel. (Chapter 2 offers details about qualifications.)

This resource is intended for use by both school division and school district personnel, although for reading ease it refers only to school divisions. The major focus is on division-wide integrated library systems. School-based library systems benefit from consistent use of data for the same reasons as division-wide systems but do not have the advantage of accessing information about the holdings in locations across the school division. The terminology *integrated library system* (ILS) has been used throughout the document, although in some jurisdictions *library management system* is used.

The implementation of the recommended school library cataloguing guidelines is a significant step toward creating more efficient and effective library services in schools, thus enriching learning and teaching experiences for students and educators in Manitoba and Saskatchewan.

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## Supporting Change: Implementation and Renewal

The Saskatchewan Ministry of Education and Manitoba Education are committed to working with educational partners to implement cataloguing guidelines.

The implementation of new guidelines, and the organization and leadership of ongoing professional learning and support activities can occur at a school or school division level. Informing the local community about the changes taking place in schools as new guidelines are implemented is recommended.

Stakeholders focused on implementing the guidelines in this document can include personnel at a school and/or school division level and may include the following: cataloguers, teacher-librarians, administrators, and school library consultants. It is critical to have administrative support and leadership at both the school and school division levels when implementing changes.

Support to Manitoba schools and school divisions relating to the information in this guide is available by contacting:

**Director**

Educational Resources Branch  
School Programs Division  
Manitoba Education  
211 – 1181 Portage Avenue  
WINNIPEG MB R3G 0T3  
Telephone: 204-945-4853  
Toll free: 800-282-8069, ext. 4853  
Fax: 204-948-2501

**Director**

Curriculum Development and Implementation Branch  
Bureau de l'éducation française Division  
Manitoba Education  
509 – 1181 Portage Avenue  
WINNIPEG MB R3G 0T3  
Telephone: 204-945-6022  
Toll free: 800-282-8069, ext. 6022  
Fax: 204-945-1625

Support to Saskatchewan schools and school divisions relating to the information in this guide is available by contacting:

**Director**

Student Achievement and Supports Branch  
Ministry of Education  
2220 College Avenue  
REGINA SK S4P 4V9  
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This guide was created during the transition to RDA throughout the international library community. There will be a need for users to update themselves on this process, and to accommodate such changes as they come into practice. This document will be renewed at a time when significant change warrants revisions.

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# Chapter 1: Cataloguing Practices for a School Library

## 1.1 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 are part of a growing information network and should provide access to library information that aligns with national and international standards. Union catalogues throughout a school division can enhance student access to learning resources, particularly when supported by resource sharing and effective interlibrary loan policies.

School libraries have the important function of helping to prepare students for the future through access to high-quality learning resources that complement curricular outcomes. Students need to have the skills to locate, use, create, and share information in order to make connections to prior learning experiences and to apply their knowledge successfully in real-life situations.

The library catalogue enables users to:

- retrieve information efficiently
- select, order, and check resources efficiently
- acquire and apply information retrieval skills that are transferable from one school library to other school, public, college, university, and special libraries.

In a school library, the catalogue is a tool to:

- display, according to a consistent plan, the resources available in the school
- describe these resources
- direct users to similar materials
- record purchasing and publishing history
- indicate the location of the resources
- provide users with connections to the curricula
- support student inquiry.

## 1.2 Standards

Standardization of library data enhances the local, provincial, national, and international exchange of bibliographic data and is essential in integrated library systems (ILSs). As library collections grow larger, access becomes problematic unless standardization of bibliographic data is followed. Bibliographic data consistent with standards can be imported into and exported from the bibliographic records in the ILS, thus saving cataloguing resources.

If school library personnel intend to exchange bibliographic data on a divisional or provincial basis effectively, they should conform to the guidelines outlined in this document. An effective ILS provides a union catalogue (i.e., a database for bibliographic records that incorporates records from all school libraries in the school division). This shared catalogue offers an excellent tool for all users to access information about the resources available division-wide.

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### 1.2.1 School Library Cataloguing Standards

The MARC (MACHine Readable Cataloging) specification for encoding bibliographic data is prevalent in North American libraries. Use of the MARC 21 standard is recommended in school library systems. Other international specifications determine how different aspects of library material are described within library catalogues, including:

- the Anglo-American Cataloguing Rules, 2nd revised edition (AACR2, 2002, last updated 2008) for descriptive cataloguing
- the Sears List of Subject Headings, Canadian Subject Headings (CSH), or the Library of Congress Subject Headings (LCSH)
- Dewey Decimal Classification (DDC)
- Resource Description and Access (RDA), the new international standard for descriptive cataloguing introduced in 2010.

### 1.3 Integrated Library System (ILS) Standards

#### In Manitoba...

Each school division determines its own ILS selection criteria.

This document is based on the premise that the school division has already invested in an ILS. An ILS enables equity of access to the school division's resources for all students and staff regardless of location, time of day, or geographical distance. As such, an ILS is a foundation of efficient, effective, economical, and equitable management of library resources.

To achieve this high level of quality and consistency, standards-based data input is required. Different ILS have different functionality and

capacities, but all rely on standardized data in order to work properly.

It is important for library personnel to work within the context of the technology plan for the school division. Staff should consider the type of platform, the support staff, the policies related to technology, bandwidth, area networks, the computers available for staff and student use, and numerous other issues when selecting an ILS.

#### In Saskatchewan...

Considerations for the selection of software, whether for the first-time buyer or for the migration of data from an older system can be found in *Connections: Policy and Guidelines for School Libraries in Saskatchewan*, Appendix G.

#### In Saskatchewan...

Minimum criteria for an ILS are outlined in *Connections: Policy and Guidelines for School Libraries in Saskatchewan*, page 18. Software needs to meet the following standards in order to import and export bibliographic records effectively:

- Z39.50 software for search and retrieval of information across computer systems or over the Internet
- MARC 21 encoding standard for the bibliographic data
- the option to create an Online Public Access Catalogue (OPAC) for the school division, preferably in a web-based version.

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## 1.4 Methods of Obtaining Standardized Cataloguing

To obtain standards-based records, school libraries and school divisions have a number of options. They may:

- purchase commercially produced cataloguing
- obtain derived or copy cataloguing from another catalogue or provider
- do their own original cataloguing using standard rules and authorities
- use any combination of the above.

### In RDA...

Derived or copy cataloguing utilizing the RDA elements will not be widely available for some time.

Wherever possible, high-quality cataloguing should be obtained through derived or commercial sources. No matter what options are used, consumers of cataloguing should be knowledgeable about accepted practices and standards. Original cataloguing can be very time consuming and requires trained library technicians to ensure that it aligns with standards.

Non-standards-based locally devised methods of library cataloguing are discouraged as users may require specific training for use of the collections, and the knowledge would not be transferable to other libraries. Further, with changes in personnel, the data in these systems could become inconsistent, making it be difficult and expensive to convert the data to a standard format.

Training in cataloguing is essential to ensure the capabilities needed to handle bibliographic data in a MARC format and to understand relevant school division and school level policies.

### 1.4.1 Commercial Cataloguing

Commercial cataloguing refers to cataloguing services now being offered by a number of firms for a fee. It may range from basic cataloguing records for only certain titles to comprehensive, customized cataloguing. Care should be taken in choosing commercial cataloguing that adheres to cataloguing standards and meets local needs. Commercial cataloguing has the advantages of:

- requiring less specialized training and time on the part of the library staff
- enabling staff to convert a card catalogue or an out-of-date library system to an electronic format
- improving consistency
- reducing duplication of effort in cataloguing commonly held titles.

### 1.4.2 Derived or Copy 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 available within the item
- other library catalogues
- securing catalogue copy from the Library and Archives Canada AMICUS database.

Note: Z39.50 searches can be imported directly into compatible catalogues.

Derived or copy cataloguing does result in definite cataloguing savings, both in terms of cost and time. Cataloguing standards and formats, however, may vary somewhat from catalogue to catalogue. This variance will, of course, affect the amount of editing required to conform with locally established practices.

### In Manitoba...

Manitoba Education provides standards-based copy cataloguing in French or English directly to school ILSS via WebExport.

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### 1.4.3 Original Cataloguing

Original cataloguing refers to cataloguing an item by examining certain parts of it to obtain information needed to describe it. Where derived cataloguing is not available, school libraries must provide original cataloguing.

While original cataloguing allows for on-site, immediate cataloguing, some drawbacks are:

- it requires certified library technicians or staff with specialized cataloguing training
- it is time consuming (often resulting in a backlog of uncatalogued resources)
- it is difficult for inexperienced cataloguers (often resulting in errors and inconsistencies).

## 1.5 Barcodes

Barcodes used on materials that have been entered into an ILS have various features both in the encoding practice and in the application. There are several companies that provide barcodes which are suitable for library materials. The Codabar Product or Code 39 are frequently used by libraries. Users should ensure that the barcode chosen is readable by their barcode readers, and has the functionality they require. It is recommended that users do not change barcodes once they have started using one type in a system. Each school division should ensure that its barcodes have unique numbers for each school.

## 1.6 Communicating Policies and Procedures

Ideally, each school division would create a policy and procedures manual to provide consistent information to all library personnel regarding the cataloguing and processing of library materials throughout the school division. This information would also address selection of learning resources, weeding guidelines, location codes, accounting procedures, and all other tasks related to managing the library resources.

### In Saskatchewan...

SILS requires use of the 14-digit Codabar.

### In Saskatchewan...

An example of cataloguing policy for SILS (public libraries) can be found through <http://www.lib.sk.ca/SILS-Cataloguing>.

All work must be done consistently within the school division for the ILS and Online Public Access Catalogue (OPAC) to be effective. The records need to be in standard formats using standard rules and authorities to ensure a smooth transition to any future software program.

### 1.6.1 Exceptions to Standards

In some instances, the school division cataloguing personnel may decide to deviate from one of the standards in terms of placement of information, language, or dictionary used. They may also establish a unique term or add a particular standard. When these types of changes are established and are intended for use within the cataloguing records, they need to be implemented in a consistent manner and documented in a procedures manual that will be available for reference. The information must be communicated regularly to all personnel who work with the records so that they can process the records appropriately. The introduction of non-standard practices, vocabularies, or data into catalogue records must take into account the functionality of the ILS and could have long-term implications for data interoperability.

### In RDA...

To maintain consistency, school divisions should keep track of the changes to MARC due to RDA updates that they are incorporating into their cataloguing practices.



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## Chapter 2: Organizing School Library Services

Several key elements in achieving effective school library services that support student success and lifelong learning include:

- clearly written policy, guidelines, and procedures based on current best practices in library services
- library software that provides library services such as an Online Public Access Catalogue (OPAC), MARC 21 bibliographic data, and standards compliance that allow the option of partnering
- qualified cataloguing staff
- effective models of cataloguing services
- technology support services.

### 2.1 Policy, Guidelines, and Procedures

The school division's policy needs to be clearly communicated to all stakeholders to support understanding and commitment to implement and maintain a functional, high-quality library service. The policy decisions related to interlibrary loan, training investments, updating the library software, and continued monitoring of the library software for reliability and functionality need to be addressed on an ongoing basis.

Guidelines for staffing, delivery of materials, and other such items will have budgetary impact and need to align with the anticipated work and the practicalities of efficient management of data and learning resources.

Consistent policies and processes which are recorded in guideline documents have great implications on the quality of data in the ILS and the effective use of staff time.

### 2.2 Library Software for Partnering

The selection of the ILS may stem from, or result in, a desire to work with other school divisions or even share library services with a public library branch or region. It is important to consider the library software and data requirements for such a venture. School divisions may opt to share the economical benefits of purchasing library software together or as a consortium. In the case of a school division where a school has a joint library with a public library, consideration must be given to the pros and cons between the joint library versus the entire school division sharing the same software. Whatever choices are made, the bibliographic data must be recorded consistently using the same standards.

#### **In Saskatchewan...**

*Connections: Policy and Guidelines for School Libraries in Saskatchewan*, Appendix G raises a variety of issues related to purchasing library software, including standards-compliance, joint venture libraries, and other concerns. The benefits of purchasing standards-compliant library software include the opportunities and economies afforded by sharing bibliographic information among school libraries and even with the public libraries.

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## 2.3 Qualifications of Cataloguing Staff

### In RDA...

Cataloguing staff need to keep abreast of the changing cataloguing environment by utilizing the resources referenced in Chapter 11 and by taking advantage of learning opportunities such as RDA webinars.

Cataloguing should be undertaken by qualified personnel. Qualifications such as a Library Technician Certificate, a Diploma in Library and Information Technology from SIAST at Kelsey Campus in Saskatoon, a Library and Information Technology Diploma from Red River College, or an equivalent from other provincially accredited institutions are recommended.

There are also a number of Canadian institutions that offer a Master of Library and Information Science (MLIS) program. These programs provide opportunities to develop knowledge, understanding, and skills related to the theory and practice within library and information studies. Courses in cataloguing are generally on offer, if not required.

Teacher-librarians can have input into cataloguing by providing information on curricular connections for learning resources and suggestions for helpful notes and headings to facilitate the location of these resources in the library by the users.

### In Saskatchewan...

Role descriptions are suggested in *Connections: Policy and Guidelines for School Libraries in Saskatchewan*, Appendix D.

## 2.4 Models of Cataloguing Services

School divisions need to determine the model of cataloguing services that they will develop. Some school divisions may choose a central service of qualified library technicians and support staff to manage the tasks related to the ILS and the input of standards-based bibliographic data into the system. Other school divisions may opt for a school-based model in which qualified library technicians handle all or part of the cataloguing duties. There are positive and negative implications for either of these choices.

The central services model taken to another level could be applied to two or more school divisions that collaboratively undertake the cataloguing of resources from a central service. There could be options as well for a provincial level interchange of bibliographic data, as with Manitoba's WebExport. These models ensure the entry of high-quality data into the bibliographic records and consistent adherence to standards. They may also offer economies by reduced duplication of effort.

## 2.5 Support Services

For an ILS to be effective, technology is an integral part of the library service delivery. It is important that libraries have up-to-date hardware to support the software effectively. It is critical that library staff be at the forefront in the technology planning and decision-making process at the divisional and/or provincial levels.

Vendors are another source of support. They can often offer advice in day-to-day problem solving or provide guidance in preparing data for migration to a new ILS.

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## Chapter 3: Organizing the Collection

School libraries offer a unique range of resources that provide for the teaching and learning needs of students and teachers. While there are common items in all school libraries, there are also types of resources that are unique to the needs and interests of staff and students in a particular library. A school library collection, because of its focus on educational programs and the inclusion of a professional collection, differs greatly from a public library collection.

### 3.1 Collection Development Policy, Guidelines, and Procedures

Each school division needs to have policy, guidelines, and procedures to ensure the items in the collection meet the selection criteria, and to have a clear statement on the process to challenge either the inclusion or exclusion of materials in the collection. The policy, guidelines, and procedures would also address the cataloguing of all materials in the division's school libraries and the central collection, if there is one.

The collection development policy needs to be communicated to all staff involved in the selection, acquisition, cataloguing, and weeding of material in the school library collection. Included in the procedures, there should be a process for recording exceptions to or unique applications of cataloguing rules so that records are consistent and easily accessible.

#### In Saskatchewan...

Policy and guidelines for the school division are required for collection development, including selection and challenges of learning resources. *The Education Regulations, 1986* pursuant to *The Education Act, 1995* 37(5) states that a board of education and the conseil scolaire shall provide school library services and establish policies and standards governing school libraries.

### 3.2 Types of Learning Resources to Catalogue

Collections usually include such items as picture books, novels, non-fiction, non-print materials, professional resources, and serials. The decisions related to selecting which items to catalogue depend on the capability of the ILS to generate a public catalogue for general viewing and another view for library personnel. In cases where the software has this capacity, there will be school division decisions regarding resources such as textbooks, lab manuals, teacher's editions, multiple copies (six or more) of any book used as a class set, band sheet music, mathematic manipulatives, and other materials.

It is optimal that the catalogue be organized so that the publicly accessible catalogue displays only materials that are available for use by the corresponding user group such as staff or students. This can be accomplished by maintaining separate databases, masking some of the records, or limiting a default search (depending on the capabilities of the ILS).

### 3.3 Establishing the Resource Categories in the School Library Collection

To establish the school library resource categories, library personnel may group learning resources according to:

- student resources
- professional resources
- parent/caregiver resources (optional).

Within each of the above groupings, learning resources may be classified as follows:

- picture books (may include big books)
- fiction (e.g., novels, anthologies of short stories, DVD version of novels)
- non-fiction (e.g., dictionaries, encyclopedias, informational reading, fairy tales, folklore, instructional resources).

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Within the categories of picture books, fiction, and non-fiction, library personnel will find materials that are both student and professional resources. As well, in any library there will be subdivisions in any of these categories based on the format or general material designation. (Chapter 7, Section 7.1 offers more information.) These categories should be established at the school division level for all materials in the catalogue to ensure consistency. For example, library personnel will likely sort multimedia resources according to format (e.g., DVDs, VHS tapes, CDs). Many school libraries shelve their materials as outlined below.

### **3.4 Locations in the School Library Collection**

In organizing the location of resources in the collection, the policy and guidelines at both the school division level and the school level need to be considered. The filing of various types of media and their circulation is a local decision. Some libraries may choose to interfile media types (e.g., DVDs and books). A few general guidelines follow.

- Arrange picture book resources in alphabetical order by author's surname on the shelves.
- Arrange fiction resources in alphabetical order by author's surname on the shelves.
- Divide the non-fiction resources into broad groups using the 10 main Dewey classes as a guide.
- Separate any books that can be used as quick references (e.g., encyclopaedias, dictionaries, almanacs, and atlases). These items will form the core of the library's reference collection.
- Arrange serials alphabetically by title on the shelf.
- Shelf multimedia resources separately if desired or interfile with print material in alphabetical order by the author's surname (fiction) or by the Dewey Decimal call number (non-fiction).
- Shelf professional resources and other specialty collections separately in alphabetical order by the author's surname or by call number.

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## Chapter 4: Rules and Authorities

Consistency and standards-based data are indicators of a high-quality bibliographic database. MARC 21 formatted data is prevalent in North American library systems. Qualified personnel examine the item to be catalogued for elements of the physical description and content. The data are entered based on consistent internationally accepted rules and authorities. The following sections highlight the rules and authorities that are regularly used in North America and indicate the chapters in which these topics are more fully addressed.

### 4.1 MARC Cataloguing Standards

The MARC Format for Bibliographic Data is a key tool for those working in library catalogues. Proposals for changes to the formats may originate from any MARC user. Maintenance agency staff at the Library of Congress and Library and Archives Canada write, edit, and review proposals and discussion papers twice a year and distribute them via the MARC Forum listserv and the MARC Standards website. Discussions at the semi-annual Machine-Readable Bibliographic Information (MARBI) meetings in the United States and the annual Canadian Committee on MARC (CCM) meeting in Canada, along with suggestions received by email and the listserv, are used by the maintenance agencies to make final decisions on the proposals. MARC is currently being updated regularly to incorporate RDA standards.

(Updates can be found on the Library of Congress website at <http://loc.gov/marc>. Chapter 11 and the Reference List offer information on additional current resources. Chapter 5 provides examples of the type of standards-based data that is inserted into MARC fields for entry into the database.)

### 4.2 Anglo-American Cataloguing Rules Revised (AACR2)

As of 2010, the set of rules governing international cataloguing standards in most English-speaking countries is the *Anglo-American Cataloguing Rules (AACR2)*, 2005. AACR2 contains provisions for a number of options, and the rules are open to various interpretations. This guide suggests the best practices for school library personnel who are cataloguing materials for use in Manitoba and Saskatchewan.

The rules in AACR2 are used to describe the author, title, imprint information, and physical characteristics of each item – both print and non-print. (Chapters 6 and 7 provide detailed examples.) AACR2 ceased being updated in 2008, and is being replaced by the Resource Description and Access (RDA) standard.

### 4.3 Resource Description and Access (RDA)

RDA is the new international standard for cataloguing being developed to meet the increasing need to catalogue and access materials that exist in a broad range of formats, both physical and virtual. The system is being structured to cover all materials that are found in a library. MARC 21 will continue to be the encoding format for bibliographic records and is being updated to accommodate RDA, although other options for encoding bibliographic data (e.g., XML and the Dublin Core) are also being developed. (Updated information about the ongoing work related to RDA can be found at <http://www.rdatoolkit.org/>.)

Eventually, RDA will impact both library software and the standards for bibliographic records. (Chapter 10 provides more information on RDA.)

### 4.4 Subject Heading Authorities

Subject headings consist of words, groups of words, or acronyms that describe the subject of a work. As access points in the catalogue, these headings are extremely important in communicating the holdings of a library and facilitating student and staff access to the library. (Chapter 8 provides a list of subject heading authorities and information on them.) ILSs can usually be configured to accommodate both American and Canadian spelling conventions.

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## 4.5 Classification Authorities

Non-fiction materials need to be classified according to the subject of the content. Materials should be classified according 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. A subscription to *WebDewey* can be purchased at <http://connexion.oclc.org>. (Chapter 9 offers more information on classification.)

## 4.6 Dictionaries

Consistency in spelling is a major factor in the production of a useful catalogue or OPAC. While Canadian spelling is expected of students in Manitoba and Saskatchewan, some difficulties may occur if all the records are changed to Canadian spelling. Many publications and bibliographic records are generated in the United States and, therefore, use American spellings.

Cataloguers may choose to edit the notes fields, in particular, the annotations that will appear to users of the OPAC, in order to provide students with a model of writing that uses Canadian spelling. In this case, the school division should select a good Canadian dictionary that will be used consistently by its cataloguers. Examples of highly recommended Canadian dictionaries include up-to-date editions of *Canadian Oxford Dictionary* and *Gage Canadian Dictionary*.

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## Chapter 5: MARC Cataloguing for School Libraries

A MARC or MACHine-Readable Cataloguing record has been encoded in a specific format. A formatted bibliographic record contains extensive information which typically includes (not necessarily in this order):

- a description of the item
- main entry and added entries
- subject headings
- the classification and call number.

Note: Local call numbers may appear in a variety of fields that are often determined by the software. The call numbers need to be applied consistently throughout the school division.

All school library personnel need to be familiar with MARC records. This section defines a MARC record and provides some guidelines for MARC cataloguing in the school libraries of Manitoba and Saskatchewan. (Detailed information and guidelines can be found at the official MARC 21 site for bibliographic data at <http://www.loc.gov/marc/bibliographic>.)

The examples in this section reflect the fields and subfields that are most commonly used in school libraries. (Appendix C offers summaries of fields and subfields used for a variety of resource types.)

The use of MARC 21 records allows for the electronic sharing of bibliographic records, thus facilitating resource sharing among school libraries, preventing duplication of work, and enabling libraries to exchange cataloguing data that is predictable and reliable.

### 5.1 Why Is MARC Necessary?

ILSs provide a means of building, managing, and searching bibliographic databases that include each library resource in MARC format records.

The MARC record contains machine-readable fields before each piece of bibliographic information to advise the cataloguer and the computer software what type of data is to be found in a specific field. Author, title, and subject are examples of the various field types. (An overview of the structure and components of MARC 21 bibliographic data is available at <http://www.loc.gov/marc/bibliographic/bdsummary.html>.)

### 5.2 MARC Terms and Definitions

To understand MARC records, one needs to be acquainted with fields, tags, indicators, subfields, subfield codes, delimiters, and punctuation.

#### 5.2.1 Fields

Bibliographic records are divided logically into a number of fields to facilitate retrieval. Each field represents a different type of information (e.g., author, title, publisher).

#### 5.2.2 Tags

A tag is a three-digit number that precedes each field in a MARC record. The tag identifies the field and the kind of data that follows to the computer software.

There are many fields that may be used in a MARC record, but only a fraction of the possible fields are ever used in a single record. Cataloguers quickly become familiar with the most commonly used tags.

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### 5.2.3 Indicators

Indicators act as signals to the ILS. They define how the software should treat the information within a specific field. Correct use of indicators is critical.

Two spaces follow each tag. One or both or none 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. Current MARC resources provide details.

Each indicator will be blank or hold a number from 0 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 two 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. A 0 as a first indicator means that this is a main entry by title. (Section 6.4 offers more information.)

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 four characters (the *T*, the *h*, the *e*, and the *space*) will be skipped and the title will be filed under *trials*.

### 5.2.4 Subfields, Subfield Codes, and Delimiters

Subfields are marked by punctuation, delimiters, and subfield codes. Most fields contain several related pieces of data. Each type of data within a field is entered into a subfield, and each subfield is preceded by a subfield code. For example, the physical description field (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. An example follows:

300 \_\_ \$a 234 p. :\$bill. ;\$c24 cm.

Subfield codes are one lowercase letter preceded by a delimiter. The delimiter is a character such as a \$ which is inserted by the software program and indicates a new subfield. 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.

### 5.2.5 Punctuation

Spacing and punctuation are display constants of MARC coding that are readable by all MARC-compatible ILSs. They are either system- or operator-generated. These display constants are dictated by the International Standard for Bibliographic Description (ISBD). The spacing and punctuation (periods, slashes, colons, semi-colons, parentheses, square brackets, etc.) are unique to each tag and subfield.

For example, the 100 and 245 fields end with a period.

## 5.3 MARC Leader

The MARC leader is the first block of data that appears at the beginning of a MARC record. The leader consists of a number of fixed fields, and its primary importance is to provide information to the ILS about how to process the

#### In RDA...

MARC fields, subfields, and fixed field values are being utilized, though in some cases they are modified to accommodate the encoding of RDA data. For example, in Field 502, Dissertation Note, new subfields were added to segment the information that had previously been entered as a long string of data. Fields 336, 337, and 338 have been introduced to record three key RDA elements – content type, media type, and carrier type. These replace the GMD that was recorded in Field 245, Subfield h.



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record. It consists of 24 fields, and depending on the ILS, the cataloguer may or may not need to edit this field. Individual users should consult their ILS manual. In order to avoid confusion, the MARC leader is not included in any of the tables in this document other than Table 1. (Section 6.1 offers more information on leader fields.)

## 5.4 Control Fields (00X)

Control numbers and other kinds of coded data appear in the MARC Control Fields. Data in these fields allows the ILS to process bibliographic records correctly. These fields do not have indicators or subfields. The ILS may automatically record a control number and the date of entry.

In fixed-length fields such as 007 and 008, specific pieces of data are positionally defined. (Section 6.2 offers further details on control fields.)

## 5.5 Cataloguing Serials

Serials include items that are published at annual, monthly, weekly, or daily intervals under the same title. Because of the ephemeral nature of serials, some school libraries do not catalogue them; other school libraries create minimal records for serials. (Chapter 7, Section 6 offers more information.)

## 5.6 Key MARC 21 Fields with Examples

The following table summarizes the MARC tags most likely to be encountered by library personnel during copy cataloguing, depending on the material catalogued. 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 are found in every entry. Examples in this chapter are generally based on AACR2 rules. Any modifications made to MARC 21 for RDA compliance are noted. (Chapter 6 offers a more detailed explanation of several of the key fields.) The most current information on MARC 21 formats can be found at <http://www.loc.gov/marc>.

In the examples provided in this section, the following terminology is used.

**Tags** – Tags are followed by the names of the fields they represent. Repeatable fields (those that can appear more than once in any given record) are followed by an (R). Non-repeatable fields (those that can appear only once in any given record) are followed by an (NR).

**Indicators** – The use of indicators 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. An undefined indicator should be left blank (indicated by an underscore in the examples that follow).

**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 preceded by a delimiter followed by a letter or a number. The name of the subfield follows the code. In the case of the \$a subfield code, the subfield and field name are the same, so these subfield names are not shown.

**Examples** – Examples follow each field. In the examples, an \_ (underscore) stands for a blank space. For the sake of clarity, one space is placed between the tag and the first indicator, and one space is placed between the second indicator and the first subfield code.

### In Saskatchewan...

For those serials that are catalogued, the SILS Cataloguing Standards (see Chapter 11, Section 2.2) could be referenced in conjunction with the tags represented in the fields that follow in Table 1.

### In RDA...

Any modifications made to MARC 21 for RDA compliance are marked with an \*(asterisk). Details of ongoing updates can be found at <http://www.loc.gov/marc/RDAinMARC29.html>.

**Table 1. Table of Key MARC 21 Fields**

Tag	Field	Selected Indicators	Common Subfield	Example(s)
<p>00X Level Control Fields                      The X represents all of the 10 possible fields which start with 00 (000 through to 009). They may not all actually exist. (<a href="http://www.loc.gov/marc/bibliographic/bd00X.html">http://www.loc.gov/marc/bibliographic/bd00X.html</a>)</p>				
007	Fixed Physical Description (R)	None	None	<p><b>007 vd cvaizs</b> is explained below:                      v = videorecording                      d = videodisc                      space = undefined                      c = colour                      v = DVD                      a = sound on medium                      i = videodisc for sound                      z = dimensions – other                      s = stereophonic playback channels</p>
008	Fixed Length Data Elements (NR)	None	None	<p>For all materials: Date of creation; Date 1; Date 2; Language; Target audience;  <b>008 040601s2004 ilu j eng d is explained below:</b>                      040601 = date record entered in system                      s = single known date/probable date of publication                      2004 = publication year                      ilu = published in Illinois                      j = juvenile audience                      eng = English language material                      d = other cataloguing source</p>
<p>01X – 09X Number and Code Fields                      The X represents all of the 10 possible fields which start with 0 (010 through to 099). They may not all actually exist. (<a href="http://www.loc.gov/marc/bibliographic/bd01X09X.html">http://www.loc.gov/marc/bibliographic/bd01X09X.html</a>)</p>				
010	LCCN (NR) Library of Congress Card Number	Undefined	\$a LC Control Number (NR)	010 __ \$a910988
016	Library and Archives Canada Control Number (NR)	Undefined	\$a Record control number	016 __ \$a860937070

Tag	Field	Selected Indicators	Common Subfield	Example(s)
020	ISBN (R) International Standard Book Number	Undefined	\$a ISBN (NR) \$c Terms of Availability - price (NR)	Note: The 10- or 13- digit number is the unique number by which books and other library materials are identified. If the library should own both the hardback and paperback edition of a book, and they share a catalogue record, the ISBN field may be repeated. Typically a paperback edition will be indicated as (pbk) and noted after the ISBN. Other binding or volume information may also be included in parentheses. 020 __ \$a9781933170312 020 __ \$a1933170312 (pbk.) 020 __ \$a0394170660 (large print) :\$c\$4.95
022	ISSN (R) International Standard Serial Number	Undefined	\$a ISSN (NR) \$y Incorrect ISSN (R) \$z Cancelled ISSN (R)	022 __ \$a0376-4583 022 __ \$a0362-8930
040	Cataloguing Source (NR)	Undefined	\$a Original Cataloguing Agency (NR)	040 __ \$aDLC Note: DLC is the MARC code for Library of Congress.
041	Language Code	Indicator 1: Translation Blank - No info provided 0 - Item not a translation 1 - Item is a translation  Indicator 2: Source of Code Blank - MARC Language Code 7 - Source specified in \$2	\$a Language code of text /soundtrack, etc. (R) \$b Language code of summary/ abstract (R) \$h Language code of original and/ or intermediate translations of text (R) \$j Language code of subtitles or captions (R)	041 __ \$aeng \$hfre \$jfre

Tag	Field	Selected Indicators	Common Subfield	Example(s)
082	Dewey Decimal Classification Number (R)	Indicator 1: Type of Edition Blank – No edition 0 - Full DDC 1 - Abridged DDC  Indicator 2: Source of Call Number Source of DDC Number Blank - No information provided 0 - Assigned by LC 4 - Assigned by agency other than LC	\$a Classification Number (R) \$2 Edition Number (NR)	082 04 \$a960.4/31 082 04 \$a960.4'31 NOTE: If the imported call number is longer than required, the cataloguer may truncate at the first logical break. (Truncation can be indicated by a forward slash or an apostrophe.)  Note: If an 800 DDC number appears in 082 field of a copy record, a fiction or easy number may be assigned if permitted by local policy.
09X	Local Call Number (R) May also include custom subfields defined by an individual library.	Undefined	\$a Local call number (R) \$b Special Location (R) \$c Number of copies held \$d Location within school division	090__ \$a971 BER \$bREF 090__ \$a328 VIC \$bOS 090__ \$a659.4 DAY \$c2 copies \$dCrescentview School 090__ \$aE SCA
1XX Level - Author and Uniform Main Entry Fields. Note: As there can only be one main entry, these fields are not repeatable. ( <a href="http://www.loc.gov/marc/bibliographic/bd1xx.html">http://www.loc.gov/marc/bibliographic/bd1xx.html</a> )				
100	Author Main Entry Field (NR)	Indicator 1: Type of Name Entry Type of personal name 0 - Forename only 1 -Single surname 3 - Name of family  Indicator 2: Blank	\$a Personal name (NR) \$c Titles and other words associated with name (R) \$d Dates associated with a name (NR) \$q Fuller form of name (NR)	100 1_ \$aYee, Paul. 100 1_ \$aMunsch, Robert N., \$d1945- 100 1_ \$aSlade, Arthur G. \$q(Arthur Gregory)

Tag	Field	Selected Indicators	Common Subfield	Example(s)
110	Corporate Main Entry (NR)	Indicator 1: Type of Corporate Name 0 - Inverted name 1 - Place or place name 2 - Name direct order  Indicator 2: Blank	\$a Corporate or jurisdiction name (NR)	110 2_ \$aCanadian Library Association. 1102_ \$aCouncil of School Leaders (Manitoba).
111	Conference Main Entry (NR)	Indicator 1: Type of Meeting Name 0 - Inverted name 1 - Jurisdiction name 2 - Name in direct order  Indicator 2: Blank	\$a Meeting name (NR) \$n Number parts/ Meetings (R) \$d Date of meeting (R) \$c Location of meeting (NR)	111 2 _ \$aVatican Council. 111 2 _ \$aExpo '86 \$c(Vancouver, B.C.)
130	Uniform Title Main Entry (NR)	Indicator 1: Number of nonfiling characters 0-9 - Number of nonfiling Characters  Indicator 2: Blank	\$a Uniform title (NR)	130 0_ \$a Mother Goose. 130 0_ \$a Bible.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
2XX Level - Title and Title-related Fields, Edition, Imprints, etc. Fields. ( <a href="http://www.loc.gov/marc/bibliographic/bd20x24x.html">http://www.loc.gov/marc/bibliographic/bd20x24x.html</a> & <a href="http://www.loc.gov/marc/bibliographic/bd25x28x.html">http://www.loc.gov/marc/bibliographic/bd25x28x.html</a> )				
245	Title Field (NR) MANDATORY	<p>Indicator 1: Indexing</p> <p>0 - No title added entry</p> <p>1 - Title added entry (1XX is the main entry.)</p> <p>Indicator 2: Nonfiling characters</p> <p>0 - 9 - The number of nonfiling characters, including spaces.</p>	<p>\$a Title proper (NR)</p> <p>\$h Medium in [ ] (NR)</p> <p>\$b Remainder of the title (subtitles) (NR)</p> <p>\$c Statement of responsibility (NR)</p>	<p>Example of Indicator 2:</p> <p>In the book titled, <i>The Spanish Inquisition</i>, the second indicator would be 4. The letters <b>t</b>, <b>h</b>, <b>e</b>, and <b>space</b> are ignored when alphabetizing titles.</p> <p>245 14 \$aThe Spanish Inquisition /\$cHenry Karmen.</p> <p>A book with a subtitle is coded as follows:</p> <p>245 14 \$aThe Nazi seizure of power :\$bthe experience of a single German town 1930-1935 /\$cby William Sheridan Allen.</p>
246	Varying Forms of the Title (R)	<p>Indicator 1: Display/indexing</p> <p>0 - Display, do not index</p> <p>1 - Display and index</p> <p>2 - Do not display or index</p> <p>3 - Do not display, but index</p> <p>Indicator 2: Type of Title</p> <p>Blank – No information provided</p> <p>0 - Portion of title</p> <p>1 - Parallel title</p> <p>2 - Distinctive title</p> <p>3 - Other title</p> <p>4 - Cover title</p> <p>5 - Added title page title</p> <p>6 - Caption title</p> <p>7 - Running title</p> <p>8 - Title from spine</p>	<p>\$a Title proper (NR)</p> <p>\$h Medium in [ ] (NR)</p>	<p>245 00 \$aGuide du camping au Québec.</p> <p>246 11 \$aQuébec camping guide</p>
250	Edition Field (NR)	Undefined	<p>\$a Edition Statement</p>	<p>250 __ \$a6th ed.</p> <p>250 __ \$aAbridged ed.</p>

Tag	Field	Selected Indicators	Common Subfield	Example(s)
260	Publication Information (R)	Indicator 1: Sequence of publishing statements Blank - No info provided  Indicator 2: Undefined		260 __ \$aNew York :\$bRandom House, \$c1991.
			\$a Place (R) \$b Publisher (R) \$c Date of publication (R)	
3XX Level - Physical Description, etc. Fields ( <a href="http://www.loc.gov/marc/bibliographic/bd3xx.html">http://www.loc.gov/marc/bibliographic/bd3xx.html</a> )				
300	Physical Description (R)	Undefined	\$a Extent of item (number of pages) (R) \$b Other physical details (e.g., illustrations, maps, portraits, etc.) (NR) \$c Dimensions (R) \$e Accompanying material (NR)	300 __ \$axii, 300 p. :\$bcol. ill. ;\$c10 in.  300 __ \$a2 CD-ROMs ;\$c12 cm.  300 __ \$a1 compact sound disc (45 mins.) + \$e1 book (24 p. : col. ill.)
336	*Content Type (R) The form of communication through which a work is expressed.	Undefined	\$a Content type term (R) \$b Content type code (R) \$2 Source (NR) (Code from: Genre/Form Code and Term Source Codes.) \$3 Materials specified (NR)	336 __ \$aperformed music \$2rdacontent  336 __ \$btxt \$2rdacontent \$3liner notes
337	*Media Type (R) Media type reflects the general type of intermediation device required to view, play, run, etc., the content of a resource.	Undefined	\$a Media type term (R) \$b Media type code (R) \$2 Source (NR) (Code from: Genre/Form Code and Term Source Codes.) \$3 Materials specified (NR)	337 __ \$audio \$2rda media  337 __ \$unmediated \$2rda media \$3liner notes

Tag	Field	Selected Indicators	Common Subfield	Example(s)
338	*Carrier Type (R) Carrier type reflects the format of the storage medium and housing of a carrier in combination with the media type.	Undefined	\$a Carrier type term (R) \$b Carrier type code (R) \$2 Source (NR) (Code from: Genre/Form Code and Term Source Codes.) \$3 Materials specified (NR)	338 __ \$aaudio disc \$2rda carrier 338 __ \$asheet \$2rda carrier \$3liner notes
362	Dates of Publication and / or Sequential Designation (R) (used for Serials)	Indicator 1: Style 0 – Formatted style 1 – Unformatted		362 0 _ \$aVol. 1, no. 1 (Apr. 1981)- 362 1 _ \$aBegan with 1930 issue. \$zCf. Letter from Ak. State Highway Dept., Aug. 6, 1975.
		Indicator 2: Undefined	\$a Dates of publication and /or sequential designation (NR) \$z Source of information	
4XX Level - Series Statement Fields ( <a href="http://www.loc.gov/marc/bibliographic/bd4xx.html">http://www.loc.gov/marc/bibliographic/bd4xx.html</a> )				
490	Series Statement (R) (traced) If field 490 is used and a series added entry is desired, both the series statement (field 490) and a corresponding series added entry (fields 800-830) are recorded in the bibliographic record.	Indicator 1: Series Statement 0- Series not traced 1 -Series traced in 8XX field  Indicator 2: Undefined	\$a Series title (R) \$v Volume or number in the series (R)	490 1 _ \$aThe ship ;\$v29 830 _ 4 \$aShip ;\$v29  490 1 _ \$aThe 39 clues ;\$vbk. 7 830 _ 0 \$a39 clues ;\$vbk. 7.



Tag	Field	Selected Indicators	Common Subfield	Example(s)
5XX Level - Note Fields ( <a href="http://www.loc.gov/marc/bibliographic/bd5xx.html">http://www.loc.gov/marc/bibliographic/bd5xx.html</a> )				
500	General Note (R)	Undefined	\$a General note (used when no specialized note field has been defined for the information).	500 __ \$aIncludes index. 500 __ \$aTranslated from French. 500 __ \$aCover title. 500 __ \$aOriginally broadcast on the National Geographic Channel in 2009.
504	Bibliographic, etc. Note (R)	Undefined	\$a Bibliography/discography note (NR)	504 __ \$aIncludes bibliographical references (p. 285–289) and index.
505	Contents Note (R)	Indicator 1: Display constant controller 0 - Contents (complete) 1 - Contents (incomplete) 2 - Partial contents (if items missing)  Indicator 2: Level of Content Designation Blank- Basic 0 - Enhanced		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.
			\$a Formatted contents (NR)	
520	Summary, etc. Note (R)	Indicator 1: Usually blank Indicator 2: Undefined	\$a Summary, etc. note (NR)	520 __ \$aExplains the concepts of continental drift, vulcanism, and plate tectonics. 520 __ \$aKate and Ben follow their rabbit into a haunted house.  Note: Summary notes are recommended. A keyword search of a note field will greatly enhance the recovery of materials to meet the thematic approach often used by teachers.
521	Target Audience Note (R) Reading levels or intended audience are indicated if the levels are specifically stated in the item itself.	Indicator 1: Audience 0 - Reading grade level 1 - Interest age level 2 - Interest grade level 3 - Special audience characteristics 4 - Motivation/interest level 8 - No display constant generated  Indicator 2: Undefined	\$a Target audience note (R)	521 2_ \$a9-12. 521 3_ \$aRemedial reading.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
538	System Details Notes (R) Technical information, such as the presence or absence of certain kinds of codes; or the physical characteristics of a computer file, such as recording densities, parity, blocking factors, mode of access, software programming language, computer requirements, peripheral requirements, trade name or recording systems, number of lines of resolution, and modulation frequency.	Undefined	\$a System details note (NR) \$i Display text (NR) \$u Uniform Resource Identifier (R)	538 __ \$aDVD. 538 __ \$aSystem requirements: Mac OS X version 10.4.9, QuickTime 7.2. 538 __ \$aMode of access: World Wide Web.
540	Terms Governing Use and Reproduction Note (R) Terms governing the use of the materials after access has been provided. The field includes, but is not limited to, copyrights, film rights, trade restrictions, etc. that restrict the right to reproduce, exhibit, fictionalize, quote, etc.	Undefined	\$a Terms governing use and reproduction (NR) \$b Jurisdiction (NR) \$c Authorization (NR) \$d Authorized users (NR) \$u Uniform Resource Identifier (R)	540 __ \$aPPR \$cMcIntyre Media. 540 __ \$aRestricted: Copying allowed only for non-profit organizations.
546	Language Note (R) Information on the language of the resource; useful for patrons.	Undefined	\$a Language note (NR)	546 __ \$aSoundtracks for the feature film in English and French, with optional subtitles in each language. 546 __ \$aClosed captioning for the hearing impaired. 546 __ \$aSubtitles in English, Spanish, and French.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
6XX Level - Subject Access Fields				
Note that the x subfield(\$x) in the 6XX fields is repeatable. ( <a href="http://www.loc.gov/marc/bibliographic/bd6xx.html">http://www.loc.gov/marc/bibliographic/bd6xx.html</a> )				
600	Subject - Personal Name Heading (R) This field is commonly used for biographies and works of literary criticism.	Indicator 1: Type of personal name 0 - Forename 1 - Single surname (most common) 2 - Multiple surname 3 - Family name  Indicator 2: Source of heading 0 - Library of Congress Subject Heading 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2		600 10 \$aShakespeare, William, \$d1564-1616\$xComedies. 600 10 \$aNicholas\$bII, \$cEmperor of Russia, \$d1868-1918. 600 10 \$aDavidson, Donald, \$d1917-2003 \$xCriticism and interpretation.
			\$a Personal name (NR) \$q Fuller form of name (NR) \$b Numeration (NR) \$c Titles and other words associated with the name (R) \$d Dates (NR) \$t Title of a work (NR) \$v Form subdivision (R) \$x General subdivision (R) \$y Chronological subdivision (R) \$z Geographic subdivision (R) \$2 Source of heading or term (NR)	

Tag	Field	Selected Indicators	Common Subfield	Example(s)
610	Subject - Corporate Heading (R) Corporate bodies, government agencies, or other organizations which are subjects of a work are entered in this field. The coding is similar to the 110 field used for Corporate Main Entry.	Indicator 1: Type of corporate name 1 - Jurisdiction name 2 - Name (in direct order)  Indicator 2: Source of heading 0 - Library of Congress Subject Heading 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2	\$a Corporate or jurisdiction name (NR) \$b Subordinate unit (R) \$d Date of meeting (R) \$c Location of meeting (NR) \$t Title of a work (NR) \$v Form subdivision (R) \$x General subdivision (R) \$y Chronological subdivision (R) \$z Geographic subdivision (R) \$2 Source of heading or term (NR)	610 10 \$aCanada. \$bCanadian Armed Forces. \$bSnowbirds. 610 20 \$aUniversity of Manitoba. \$bFaculty of Education \$xHistory.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
611	Subject - Meeting Name (R) If the conference is the subject of the book, then the established name of the meeting or conference should be in this field.	Indicator 1: Type of meeting name 1 - Jurisdiction name 2 - Name (in direct order)  Indicator 2: Source of heading 0 - Library of Congress Subject Heading 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2	\$a Meeting name (NR) \$c Location of meeting (NR) \$d Date (NR) \$n Number of part/section/meeting (R) \$v Form subdivision (R) \$2 Source of heading or term (NR)	611 20 _ \$aOlympic Winter Games \$n(21st :\$d 2010 :\$cVancouver, B.C.) 611 25 \$aGrey Cup (Football)
650	Subject - Topical Term (R) Most subject headings are listed in this field. Topical headings include general subject terms, including the names of events or objects.	Indicator 1: Level of subject Normally blank  Indicator 2: Source of term 0 - Library of Congress Subject Heading 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2	\$a Topical subject heading (NR) \$v Form subdivision (R) \$x General subdivision (R) \$y Chronological subdivision (R) \$z Geographic subdivision (R) \$2 Source of heading or term (NR)	650 _7 \$aMagic \$2Sears. 650 _0 \$aAnimals. 650 _0 \$aTaxation \$zCanada. 650 _0 \$aChurch and state in Germany \$y20th century. 650 _5 \$alnuit \$zCanada. 650 _6 \$aTimbres-poste \$zCanada.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
651	Subject – Geographic Name (R) Places, natural regions, sites, parks, and political jurisdictions which are the subject of a work are entered in this field.	Indicator 1: Undefined Indicator 2: Source of heading 0 - Library of Congress Subject Heading 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2	\$a Geographic name (NR) \$x General subdivision (R) \$v Form subdivision (R) \$y Chronological subdivision (R) \$z Geographic subdivision (R) \$2 Source heading or term (NR)	651 _0 \$aCanada \$xBoundaries \$z United States. 651 _0 \$aUnited States \$xHistory \$xChronology. 651 _0 \$aGermany \$xPolitics and government \$y1918-1933.
655	Genre/Form (NR)	Indicator 1: Type of heading Blank – Basic 0 – Faceted  Indicator 2: Source of heading 0 - Library of Congress Subject Headings 1 - Library of Congress subject headings for children’s literature 5 - Canadian Subject Headings 6 - Répertoire de vedettes-matière 7 - Source of heading or term specified in subfield \$2	\$a Genre/form or focus term (NR) \$x General subdivision (R) \$v Form subdivision (R) \$y Chronological subdivision (R) \$z Geographic subdivision (R) \$2 Source of subject heading or term (NR)	655 _1 \$aMystery and detective stories. 655 _1 \$aDocumentary films. 655 _7 \$aAdventure fiction \$2gsfd.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
658	Curriculum Objective (R) Index terms denoting curriculum or course-of-study objectives applicable to the content of the described materials are placed here. The field may also contain correlation factors indicating the degree to which the described materials meet an objective. Codes assigned to specific objectives in published lists are also recorded in this field.	Undefined	\$a Main curriculum objective (NR) \$b Subordinate curriculum objective (R) \$c Curriculum code (NR) \$d Correlation factor (NR) \$2 Source of term or code (NR)	658 __ \$aEnglish Language Arts \$bDoing our part for planet Earth \$2local 658 __ \$aMathematics \$bExtend understanding of fractions to improper fractions and mixed numbers \$2local 658 __ \$aScience \$bProperties of Solids, Liquids, and Gases \$2Manitoba Grade 2 Curriculum 658 __ \$aSocial Studies \$bExploring an ancient society \$2Manitoba Grade 3 Curriculum
7XX Level - Added Entry and Linking Entry Fields <a href="http://www.loc.gov/marc/bibliographic/bd70x75x.html">http://www.loc.gov/marc/bibliographic/bd70x75x.html</a> & <a href="http://www.loc.gov/marc/bibliographic/bd76x78x.html">http://www.loc.gov/marc/bibliographic/bd76x78x.html</a> )				
700	Personal Name Added Entry (R) Typically, tracings for editors, illustrators, and joint authors are entered in this field.	Indicator 1: Type of personal name 0 - Forename only 1 - Surname (most common) 3 - Family name  Indicator 2: Type of added entry Blank- No information provided 2 - Analytical entry	\$a Personal name (NR) \$c Titles and other words associated with a name (R) \$d Date associated with a name (R) \$e Relator term(R) \$q Fuller form of name (NR) \$t Title of a work	700 1_ \$aGal, Laszlo. 700 1_ \$aBerton, Pierre, \$d1920-2004. 700 1_ \$aMunsch, Robert, \$d1945 - \$tPaper bag princess.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
710	Corporate Name Added Entry (R) This field 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 name 1 - Jurisdiction name 2 - Name in direct order (most common)  Indicator 2: Type of entry Blank - No information provided 2 - Analytical entry	\$a Corporate name (NR) \$b Subordinate unit (R) \$c Location of meeting (NR) \$d Date of meeting (N) \$t Title of a work (NR)	710 1_ \$aUnited States. \$bArmy Map Service. 710 2_ \$aLaw Society of Upper Canada. 710 2_ \$aFoundation for Inner Peace. \$t Course in miracles.
711	Meeting Name Added Entry (R) Added entry in which the entry element is a meeting name.	Indicator 1: Type of meeting name 0 - Inverted name 1 - Jurisdiction name 2 - Name in direct order  Indicator 2: Type of added entry Blank - No information provided 2 - Analytic entry	\$a Meeting or jurisdiction name (NR) \$c Meeting location (NR) \$d Date of meeting (NR) \$e Subordinate unit (R)	711 20 \$aNational Symposium on Aboriginal Women of Canada \$d(1989 :\$c University of Lethbridge)



Tag	Field	Selected Indicators	Common Subfield	Example(s)
730	Added Uniform Title	Indicator 1: Nonfiling characters 0 - 9 - Number of nonfiling characters  Indicator 2: Type of Added Entry Blank - No information provided 2 - Analytic entry	\$a Uniform title (NR) \$n Number of part/section of a work (R) \$p Name of part/section of a work (R) \$l Language of a work (NR)	730 __ \$aGenesis (Anglo-Saxon poem) 730 __ \$aArabian nights. \$nBook1-4. 730 __ \$aBible. \$pN.T. \$pRevelation. 730 __ \$aBible. \$pO.T. \$lEnglish
740	Uncontrolled Related/ Analytical Title (R)  Note: Used for titles from 505 tag. Title variants go into 246. 740 is used to provide access to titles not listed elsewhere. These include individual items within a kit or short story collection.	Indicator 1: Nonfiling characters 0 - 9 - Number of nonfiling characters  Indicator 2: Type of added entry Blank - No information provided 2 - Analytical entry	\$a Uncontrolled related/ analytical title (NR)	245 00 \$aMother Goose's nursery rhymes 505 __ \$aLittle Bo Peep -- Jack Sprat. 740 02 \$aJack Sprat. 740 02 \$aLittle Bo Peep.
8XX Level - Series Added Entry, Holdings, Location, Alternate Graphics, etc. Fields ( <a href="http://www.loc.gov/marc/bibliographic/bd80x83x.html">http://www.loc.gov/marc/bibliographic/bd80x83x.html</a> & <a href="http://www.loc.gov/marc/bibliographic/bd84188x.html">http://www.loc.gov/marc/bibliographic/bd84188x.html</a> )				
800	Series Added Entry – Personal Name (R)  This field is used for an author/ title series added entry in which the author portion is a personal name.	Indicator 1: Type of personal name 0 - Forename 1 - Surname 2 - Family name  Indicator 2: Undefined	\$a Personal name (NR) \$b Numeration (NR) \$c Titles and other words associated with a name (R) \$d Dates associated with a name (NR) \$t Title of a work (NR) \$v Volume / sequential designation (NR)	In the following examples, note the relationship between the 490 field and the 800 field. 490 1_ \$aWarlocks of Talverdin ;\$vbk 1 800 1_ \$aJohansen, K. V. \$q(Krista V.), \$d1968- \$tWarlocks of Talverdin ;\$vbk 1.  490 1_ \$aSam, dog detective ;\$v6 800 1_ \$aLabatt, Mary, \$d1944- \$tSam, dog detective ;\$v6.

Tag	Field	Selected Indicators	Common Subfield	Example(s)
810	Series Added Entry – Corporate Name (R) This field is used for an author/ title series added entry in which the author portion is a corporate name.	Indicator 1: Type of Corporate Name 0 - Inverted Name 1 - Jurisdiction Name 2 - Name in direct order  Indicator 2: Undefined	\$a Corporate name or jurisdiction name as entry element (NR) \$b Subordinate unit (R) \$d Date of meeting or treaty signing (R) \$t Title of a work (NR) \$v Volume /sequential designation (NR)	In the following examples, note the relationship between the 490 field and the 810 field.  490 1 _ \$aSaskatchewan Archives reference series 810 2 _ \$aSaskatchewan Archives Board.\$tSaskatchewan Archives reference series ;\$v4.  490 1 _ \$aManitoba Education Research Network (MERN). Monograph series 810 _ 0 \$aManitoba Education Research Network. \$tMonograph series ;\$vIssue 1, Fall 2008
830	Series Added Entry – Uniform Title (R)	Indicator 1: Undefined Indicator 2: Nonfiling Character  0-9 Number of nonfiling characters.	\$a – Uniform title (NR) \$d--Date of treaty signing (R) \$t--Title of a work (NR) \$v – Volume/ sequential designation	In the following examples, note the relationship between the 490 field and the 830 field.  490 1_ \$aResearch report 830 _0 \$aResearch report (Canada Mortgage and Housing Corporation) 490 1_ \$aReport ; \$v120 830 _0 \$aReport(Manitoba. Law Reform Commission) ; \$v120

Tag	Field	Selected Indicators	Common Subfield	Example(s)
856	Uniform Resource Location (R) The field may be used in a bibliographic record for a resource when that resource or a subset of it is available online. In addition, it may be used to locate and access an electronic version of a non-electronic resource described in the bibliographic record of a related electronic resource. Note: Related field is tag 538 System details note.	Indicator 1: Access method Blank - No information provided 0 - Email 1 - FTP 2 - Remote login 3 - Dial-up 4 - HTTP  Indicator 2: Relationship Blank - No information provided 0 - Resource 1 - Version of resource 2 - Related resource 8 - No display constant generated	\$u Uniform Resource Identifier (R) \$z Public note (R)	856 40 \$uhttps://www.edonline.sk.ca/bbcswebdav/library/curriculum/english/index.htm  538 __ \$aMode of access: World Wide Web; may require Adobe Acrobat Reader. 856 4 0 \$uhttp://www.umich.edu/cgi/bib/bib-idx?c=dlfcoll \$zConnect to: Digital Library Federation public access collections (Online)  856 42 \$uhttp://tinyurl.348651\$zTable of contents
9XX - Local/Obsolete Equivalence and Cross-Reference Fields Note: Some 9XX fields are defined for the Library of Congress and OCLC internal use (e.g., fields 936, 956, 984 and 987). ( <a href="http://www.loc.gov/marc/bibliographic/bd9xx.html">http://www.loc.gov/marc/bibliographic/bd9xx.html</a> ) Most remaining 9XX fields are locally defined.				
901	Local Barcode Number (R)	Undefined	\$a Local barcode number	901 __ \$a1234585
903	Local Price (R) Alternate: 020 ISBN \$b Price	Undefined	\$a Price	903 __ \$a10.95

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## Chapter 6: Descriptive Cataloguing of Books

Descriptive cataloguing of books involves 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.

### 6.1 Leader Fields (MARC TAG 000)

The leader of the MARC Bibliographic format contains coded information about the rest of the MARC record. The leader contains 24 character positions numbered from 00 to 23. The codes may be useful in retrieving records, sorting search results, and data management. The leader field is required in all records. This field is very important and should never be ignored.

Depending on the software, the cataloguing software may supply much of the leader. Positions 05, 06, 07 (fixed physical description), 08 (data elements), 17, and 18 may be supplied by the cataloguer. Cataloguers should check their software guides for further information.

When copy cataloguing, it is helpful to look at the leader to determine how the material was catalogued and the encoding level. For example, if the item was catalogued using an unknown descriptive form (position 18=u), or if the encoding level was prepublication (position 17=8), more time may be required to ensure that all information is correct.

#### Book Example:

LDR: 000	00669nam	2200205 a	4500
position	567	17 18	

Explanation:

Position 5 = n for new, 6 = a for language material (text/print), 7 = m for monograph, 17 = blank for full level, 18 = a for AACR2

#### Video Example:

LDR: 000	01752cgm	a22003613a	450
position	567	17 18	

Explanation:

Position 5 = c for corrected, 6 = g for projected medium (DVD or videorecording), 7 = m for monograph/item, 17 = 3 for abbreviated level, 18 = a for AACR2

Note: Chapter 7 offers information on non-book formats.

### 6.2 Control Fields (MARC Tags 001-008)

Control numbers and other coded data appear in the control fields, enabling the ILS to process bibliographic records correctly. The most commonly seen control fields include the control number field (001), the physical description fixed field (007), and the fixed-length data elements field (008). In fixed-length fields such as the 007 and 008, data elements are positionally defined. (More information is available at <http://www.loc.gov/marc/bibliographic/bd00x.html>.)

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### **6.2.1 Control Number (MARC Tag 001)**

The control number is a unique identifier for a given record which is assigned by the organization creating, using, or distributing the record. This field is often generated automatically by the ILS. (More information is available at <http://www.loc.gov/marc/bibliographic/bd001.html>.) The system assigning the control number is identified in the control number identifier field (003).

### **6.2.2 Fixed-length Data Elements - Additional Material Characteristics Fixed Field (006) (R)**

The 006 field is used to code special characteristics of accompanying material and material with multiple characteristics (e.g., electronic resources), and serial characteristics of non-print serials and integrating resources. All codes are entered in one of 18 characters (00-17), are entered in lowercase, and are positionally defined. If a resource is a single type of material and monographic, no 006 is needed (e.g., no 006 is needed for a book alone, a monographic video, or a sound recording). If, however, a resource is composed of more than one type of material (e.g., a book and a video), the 008 is coded for the predominant material, and the 006 is coded for the additional material(s). (More information can be found at <http://www.loc.gov/marc/bibliographic/bd006.html>.)

### **6.2.3 Physical Description Fixed Field (007) (R)**

The physical description fixed field contains special coded information about the physical form of the item being catalogued. This coded information can be used by the ILS to qualify searches. The codes in 007 are position dependent and relate directly to the 300 field. Codes need to be entered using lower case letters. The code in the first position of the 007 field indicates which type of resource is being described, and the rest of the string contains information specific to that type of resource. If the code in the first position is incorrect, the rest of the string is incorrect. Currently, the 007 field is typically used for maps, electronic resources, globes, tactile materials, projected graphics, microforms, non-projected graphics, motion pictures, kits, notated music, remote-sensing images, sound recordings, large print, text, and videorecordings. (More information can be found at: <http://www.loc.gov/marc/bibliographic/bd007.html>.)

### **6.2.4 Fixed-length Data Elements - General Information (008)(NR)**

This field contains 40 character positions (00-39) that provide coded information about the record as a whole and about special bibliographic aspects of the item being catalogued. These coded data elements are potentially useful for retrieval and data management purposes. Data elements are positionally defined. Character positions that are not defined contain a blank (#).

Character positions 00-17 and 35-39 are defined the same across all types of material, with special consideration for position 06. The definition of character positions 18-34 was done independently for each type of material, although certain data elements are defined the same in the specifications for more than one type of material. (More information can be found at: <http://www.loc.gov/marc/bibliographic/bd008.html>.)

## **6.3 ISBN (MARC Tag 020)**

When cataloguing books, the first task is to enter or confirm the International Standard Book Number (ISBN), the unique number assigned to each book. An ISBN may consist of 10 or 13 numbers. Whether original records are being created or derived (copy) records are being used, cataloguers should confirm that there is an ISBN match. There are cases when cataloguers may enter more than one ISBN. For example, if a book has different bindings and therefore different ISBNs, cataloguers can enter each of them in Field 020 \$a with the type of binding in

parentheses. If the book has a different format such as large print, then the alternate format ISBN is listed in Field 020 \$z with the format entered in parentheses. If conducting derived (copy) cataloguing, cataloguers should confirm that there is an ISBN match.

## 6.4 Choice of Main Entry

After entering or confirming the ISBN, the next step is to determine the main entry. The general principle of main entry is to enter a work under the person or corporate body chiefly responsible for its intellectual content. If there are two or three authors, it is the first one listed who is chosen for the main entry. In the case of books, the chief source of information is the title page. Information elsewhere on the item may be used in the catalogue entry; but for books, information on the title page takes precedence according to AACR2.

Cataloguers should enter authors under the commonly known name (e.g., Mark Twain is under Twain, Mark rather than Clemens, Samuel Langhorne).

### 6.4.1 Main Entry: Author – Personal (MARC Tag 100)

The surname is given first, followed by a comma, and then the given names of the author in the usual order in the 100 field.

**Table 2. Main Entry: Author – Personal**

Field	Tag	Indicators	Subfield Examples
ISBN	020	--	\$a9781554691845 (pbk.)
Dewey Class	082	1 _	\$a819.13
Local Call #	090	--	\$aFIC MAC
<b>ME:Pers. Name</b>	<b>100</b>	<b>1 _</b>	<b>\$aMac, Carrie.</b>
<b>Title</b>	<b>245</b>	<b>1 0</b>	<b>\$aJacked /\$cCarrie Mac.</b>
Imprint	260	--	\$aVictoria, BC :\$bOrca, \$cc2009.
Phys. Descript.	300	--	\$a125 p. ;\$c18 cm.
Subject	650	_ 0	\$aCarjacking \$vFiction.

### 6.4.2 Main Entry: Author – Corporate (MARC Tag 110)

A corporate body is an organization or a group that acts as an entity and is identified by a particular name (e.g., associations, government departments, businesses, firms, conferences). When a corporate body is responsible for the intellectual content of a work, the main entry is listed under the corporate body.

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

**Table 3. Main Entry: Author – Corporate**

Field	Tag	Indicators	Subfield Examples
Fixed-Length Data - General Information	008	--	100428s2004 vau###uf0  0#
ISBN	020	--	\$a9780883149096
Dewey Class	082	0_	\$a613.7
Local Call #	090	--	\$a613.7 NAT
<b>ME:Corp.</b>	<b>110</b>	<b>1_</b>	<b>\$aNational Association for Sport and Physical Education.</b>
Title	245	1 0	\$aMoving into the future :\$bnational standards for physical education /\$cdeveloped by the National Association for Sport and Physical Education.
Imprint	260	--	\$aReston, VA :\$bNASPE Publications, \$cc2004.
Phys. Descript.	300	--	\$avi, 58 p. ;\$c27 cm.
Subj. Topical	650	_0	\$aPhysical education for children \$xStandards.

**Note MARC tag 245:** The \$a introduces the title proper, *Moving into the Future*. The \$b introduces the subtitle, *National Standards for Physical Education*. The \$c identifies the statement of responsibility, National Association for Sport and Physical Education.

### 6.4.3 Main Entry: Added Entries for Personal Names and Corporate Bodies (MARC Tag 700)

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

**Table 4. Personal Name Added Entry**

Field	Tag	Indicators	Subfield Examples
ISBN	020	--	\$a0545980208 (pbk.)
Dewey Class	082	1_	\$aE
Local Call #	090	--	\$aE MUN
<b>ME:Pers. Name</b>	<b>100</b>	<b>1_</b>	<b>\$aMunsch, Robert.</b>
<b>Title</b>	<b>245</b>	<b>1 0</b>	<b>\$aRoar! /\$cRobert Munsch ; [illustrated by] Michael Martchenko.</b>
Imprint	260	_0	\$aToronto :\$bScholastic Canada, \$cc2009.
Phys. Descript.	300	1_	\$a29 p. :\$bcol. ill. ;\$c26 cm.
Subject	650	_0	\$aLions \$vFiction.
<b>AE:Pers. Name</b>	<b>700</b>	<b>1_</b>	<b>\$aMartchenko, Michael.</b>

**Note MARC tag 700:** The 1 which follows the 700 field is an indicator. The 1 indicates a single surname.

### 6.4.4 Main Entry: Title (MARC Tag 245)

If no author is listed, or more than three persons or corporate bodies are listed, the main entry is by title. Cataloguers should 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.]. They are not typically traced through 7XX added entries.

**Table 5. Main Entry: Title**

Field	Tag	Indicators	Subfield Examples
ISBN	020	--	\$a1603207759 (pbk.)
Dewey Class	082	0_	\$a030.22
Local Call #	090	--	\$a031.02 TIM
<b>ME:Title</b>	<b>245</b>	<b>00</b>	<b>\$aTime for kids almanac 2009.</b>
Imprint	260	--	\$aMinneapolis, MN :\$bTwenty-First Century, \$cc2009.
Phys. Descript.	300	--	\$a256 p. :\$bcol. ill., col. maps ;\$c24 cm.
Subj. Topical	650	_0	\$aAlmanacs, Children's.

**Note MARC tag 245:** The two 0s which follow the tag are MARC field tag indicators. The first 0 indicates that there is no author given and the main entry of the work is by title. The second 0 indicates that it is filed by the first letter (no non-filing characters). (See the note following Table 6.)

### 6.4.5 Main Entry: Title - Books with Editors or Compilers (MARC Tag 245)

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, title main entry is also used. The title of the item is recorded first in the title and statement of responsibility area and is followed by the editor. The editor is traced in MARC tag 700.

**Table 6. Main Entry: Title - Books with Editors or Compilers**

Field	Tag	Indicators	Subfield Examples
ISBN	020	--	\$a1600570593 (pbk.)
Dewey Class	082	0_	\$a031.02 22
Local Call #	090	--	\$a031.02 WOR
<b>ME:Title</b>	<b>245</b>	<b>04</b>	<b>\$aThe World almanac for kids 2011 /\$ceditor, C. Alan Joyce.</b>
Imprint	260	--	\$aNew York :\$bWorld Almanac Books, \$cc2010.
Phys. Descript.	300	--	\$a352 p. :\$bill. (some col.) ;\$c23 cm.
Subj. Topical	650	_0	\$aAlmanacs.
<b>AE:Pers.Name</b>	<b>700</b>	<b>1_</b>	<b>\$aJoyce, Alan.</b>

**Note MARC tag 245:** The 0 and 4 which follow the field tag are indicators. The 0 indicates that there is no author and the main entry is by title. The 4 indicates the number of non-filing characters, in this case four (e.g., T,h,e, space = 4). The \$a precedes the title proper and is followed by \$c and the name of the editor of the work.

When the editor is identified in the statement of responsibility, she/he is also traced in MARC tag 700 as an added entry.

### 6.4.6 Main Entry: Title - Books with Retellers or Adapters (MARC Tag 245)

In cases where there is an adapter, this individual is given the main entry, and an added entry is given to the original author, if identified. For example, this is commonly seen with material based on the works of the Brothers Grimm and Hans Christian Andersen.



Table 7. Main Entry: Title - Books with Retellers or Adapters

Field	Tag	Indicators	Subfield Examples
Local Call #	090	--	\$a398.2 MIT
<b>ME:Pers. Name</b>	<b>100</b>	<b>1</b> _	<b>\$aMitchell, Stephen.</b>
<b>Title</b>	<b>245</b>	<b>1 4</b>	<b>\$aThe ugly duckling /\$cHans Christian Andersen ; retold by Stephen Mitchell.</b>
Imprint	260	--	\$aCambridge, MN : \$bCandlewick Press, \$c2008.
Phys. Descript.	300	1 _	\$a1 v. (unpaged). :\$bcol. ill.
<b>AE:Pers. Name</b>	<b>700</b>	<b>1</b> _	<b>\$aAndersen, Hans Christian.</b>

**Note MARC tag 245:** The 1 and 4 after the 245 tag are indicators. The 1 indicates that there is an author. The 4 indicates the number of non-filing characters.

Even though Hans Christian Andersen originally wrote the work, it is retold by Stephen Mitchell. For this reason, Mitchell is placed in the MARC tag 100, and Andersen is traced as an added entry in MARC tag 700. The indicator in the 700 field is 1 which denotes the presence of a single surname.

## 6.5 Title and Title-related Fields

### 6.5.1 Title (MARC Tag 245)

The first letter of all proper names is capitalized; otherwise, lower case letters are used except for the first letter of the first word of a title. Subtitles are entered in subfield b, follow the main title, and are preceded by a colon. Subtitles are not capitalized. (See Section 6.4.2.)

### 6.5.2 Statement of Responsibility (MARC Tag 245 \$c)

A statement of responsibility is required for persons or bodies with major responsibility for the item (e.g., an author, corporate body, illustrator, editor, or translator).

A first statement of responsibility follows the title and is preceded by a space slash space ( / ) and subfield \$c. Each additional statement of responsibility is preceded by a space semicolon space ( ; ). A statement of responsibility is required when author(s), illustrator(s), or editor(s) are listed on the title page or verso. (See the example in Table 7, Title 245.)

An author, editor, illustrator, or corporate author who is recorded in the statement of responsibility should be traced in MARC tag 7XX, but not in the 1XX field.

### 6.5.3 Edition Statement (MARC Tag 250 \$a)

The edition statement, if applicable, is next.

The edition statement is included to indicate a revised edition or a numbered edition. Use of abbreviations such as *Rev. ed.*, *3rd ed.* is optional. An example follows.

250 \_\_ \$a6th ed.

### 6.5.4 Publication Details (MARC Tag 260)

This area includes information regarding the place of publication, the name of the publisher, and the date of publication. Collectively, this is known as the imprint. This information is generally found on the title page verso. (See the example in Table 7.)

Any information not found on the title page or verso that the cataloguer retrieves from elsewhere on the item or another source must be placed in square brackets.

### MARC Tag 260 \$a – City of Publication

The first named place is the place of publication. The rule holds even if two or more places are named (e.g., Toronto, if the source of information reads: Toronto, Buffalo, London).

### MARC Tag 260 \$b – Name of Publisher, Distributor

The name of the publisher or distributor is next. It is preceded by a space, colon, space ( : ). Cataloguers should give the name of the publisher in the shortest form in which it may be understood (e.g., University of Toronto, if the title page reads: University of Toronto Press).

### MARC Tag 260 \$c – Date of Publication

The date follows the publisher and is preceded by a comma-space ( , ). The dates are most commonly found on the back (verso) of the title page. Cataloguers should not use the printing date, unless there is absolutely nothing else.

If no publication date is available, cataloguers should provide an approximate date of publication or use the copyright date if available. The approximate date should be placed in square brackets (e.g., [2009?] probable date or [199-?] if the year is uncertain). Copyright dates should be preceded by a c where used (e.g., c2010).

## 6.6 Physical Description (MARC Tag 300)

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 any accompanying material.

Table 8. Physical Description MARC Tag 300

Indicators	Subfields	Examples
Undefined	\$a Number of volumes and/or Pagination \$b Other physical details (e.g., illustrations, maps, ports, etc.) \$c Dimensions \$e Accompanying material	300 __ \$axii, 300 p. :\$bcol. ill. ;\$c24 cm. 300 __ \$a2 computer laser optical disks ;\$c8.75 cm. +\$e1 pamphlet.

### MARC Tag 300 \$a – Pages

Cataloguers should record the last numbered page, leave a space and then record the abbreviation *p.* (e.g., 357 p.).

The last numbered page of the preface paginated with Roman numerals should be recorded followed by a comma, then followed by the last numbered page with Arabic numerals (e.g., xiii, 357 p.).

If multiple books are in one volume, cataloguers should include the pagination for each book (e.g., 136, 142, 36 p.), or give the total number of pages followed by “in various pagings” (e.g., 314 p. in various pagings).

Cataloguers should record the number of physical units, the components, and the total playing time as appropriate (e.g., 1 jigsaw puzzle (30 pieces), 2 DVDs (120 min.)).

In the case of multivolume works, cataloguers should record the number of volumes (e.g., 5 v.).

---

### MARC Tag 300 \$b – Illustrative Matter

Cataloguers should 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 ( : ). An example follows.

300 \_\_ \$axii, 120 p. : \$bill.

### MARC Tag 300 \$c – Dimensions (optional)

Depending on local policy, measure and record the physical size of the text in centimetres as required. The subfield should be preceded by a space-semicolon. ( ; ). An example follows.

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

Cataloguers should record items where the width is greater than the height. The height is listed before the width. An example follows.

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

### MARC Tag 300 \$c – Numbers and Types of Accompanying Materials

Cataloguers may use this field to indicate accompanying material. The \$e is preceded by a +.

## 6.7 Series Statement (MARC Tag 490; formerly 440)

Field 490 does not serve as a series added entry. When field 490 is used and a series added entry is desired, both the series statement (field 490) and a corresponding series added entry (fields 800-830) are recorded in the bibliographic record. Cataloguers should use field 490 to designate the series title used on that particular book, but they should be aware that publishers sometimes vary the name of the series slightly from volume to volume. A consistent term should be used for all series statements in the appropriate 8XX field. Note: The series added entry may be different from what is recorded in the tag 490 field.

Table 9. Series Statement MARC Tag 490

Field Name	Tag	Indicators	Subfield	Example
Series Statement	490	Indicator 1: Tracings 0 – Not traced 1 – Traced differently (entry will be needed in Field 8XX).  Indicator 2: Undefined	\$a series statement (R) \$x ISSN of Series (NR) \$t Title of the work \$v Volume number/ sequential designation (R)	245 10 \$aOn the banks of Plum Creek / \$cLaura Ingalls Wilder ; illustrated by Garth Williams. 490 _0 \$aLittle house on the prairie ; \$vbk.04 800 1_ \$aWilder, Laura Ingalls, \$d1867- 1957. \$tLittle house on the prairie ;\$vbk.04.

**Note MARC tag 490:** If Indicator 1 is traced differently, an accompanying note must be made in 8XX.

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## 6.8 Notes (MARC Tag 5XX)

This area contains additional information that is deemed appropriate.

Cataloguers should record here bibliographies or indexes, contents, notes, summaries, multivolume works, works in another language, audience/grade level, and other local notes (e.g., education jargon that does not translate into an appropriate subject heading, cautions).

**Table 10. Notes MARC Tag 5XX**

Field Name	Tag	Indicator	Subfield Example
General Note Area	500	--	\$aIncludes index.
Bibliographic Note	504	--	\$aIncludes bibliographical references (p. 116) and index.
Contents Note	505	1 _	\$aContains over 180 weekly puzzlers and daily problems.
Summary, Abstract or Annotation	520	--	\$aSupports First Nations, Metis, Inuit content, perspectives, ways of knowing.
	520		\$aBased on NCTM Standards.
System Details Note	538	--	\$aDVD.
Terms Governing Use and Reproduction Notes	540	--	\$aPPR \$cVisual Education Centre.

---

## Chapter 7: Descriptive Cataloguing of Non-book Formats

The cataloguing of materials such as videorecordings, kits, electronic resources, periodicals, and sound recordings follows the same general pattern as for books. As with books, the cataloguer must identify the title, the publisher, and date of production, but many non-book items will not have identifiable authors. In cataloguing non-book materials, the number of frames, the components of the kit, or the duration of the recording are identified rather than the number of pages. Control fields 006 and 007 are encoded for these types of materials. (Section 6.2 has more information.)

The procedures outlined in the chapters on classification and subject indexing are equally applicable to non-book materials. The examples in this chapter illustrate some of the most common types of non-book materials likely to be encountered in school libraries and may be used as guides in cataloguing. (AACR2, 2005 provides more detailed information.)

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.

### 7.1 General Material Designation (GMD) (MARC Tag 245 \$h)

The General Material Designation (GMD) is included to alert the user that the item is not a typical book format. It is appended in square brackets [ ] after the title in Tag 245 Subfield \$h 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 terms that are likely to be used in a school library follow. (The glossary provides descriptions of some of these items.) The terms listed below are taken from AACR2, 2005 update.

art original	large print
art reproduction	<b>magazine</b>
<b>Blu-ray</b>	manuscript
<b>book on cassette</b>	microform
<b>book on CD</b>	microscope slide
<b>book on MP3</b>	model
braille	motion picture
cartographic material	<b>MP3</b> (for recorded music)
<b>cassette</b> (for recorded music)	music (for printed music)
<b>CD</b> (for recorded music)	<b>newspaper</b>
chart	picture
<b>DAISY sound recording</b>	<b>poster</b>
diorama	realia
<b>DVD</b>	slide
electronic resource	sound recording
filmstrip	technical drawing
flash card	toy
game	transparency
globe	<b>VHS</b>
<b>graphic novel</b>	video recording
kit	

#### In RDA...

The three RDA elements (i.e., content type, media type, and carrier type) replace the general materials designation (GMD) that was recorded in 245 \$h under AACR2. They are recorded in the 336, 337, and 338 fields.

#### In Saskatchewan...

The items in **bold print** are additions made by the SILS Consortium on March 19, 2009.

### 7.1.1 Special Materials Designation (SMD)

The Specific Material Designation (SMD) is a controlled vocabulary term indicating a special format of material, usually the format of the physical object(s) to which items belong (e.g., sound disc, videocassette). These SMDs are used in the 300 field. (AACR2 offers additional information about SMDs.)

## 7.2 Videorecordings

**Main Entry Area** - title, presentation format (e.g., DVD, Blu-Ray)

### Physical Description Area

Cataloguers should list the following:

- the publisher number and/or ISBN of videorecordings
- the running time as stated on the item
- other details such as sound and colour, dimensions, and accompanying print material.

### Note Area

The presentation format such as DVD or Blu-Ray should be indicated in this area. Physical description is very important. If the item includes Public Performance Rights (PPR), it needs to be indicated in Tag 540 \$a with the authorization listed in \$c.

**Table 11. Videorecording**

Field Name	Tag	Indicator	Subfield Example
Phys. Descr. Fixed Field	007		vd cvaizu
Dewey Class	082	0 _	\$a629.13
Local Call #	090	_ _	\$a629.13 ALL \$bDVD
<b>ME:Title</b>	<b>245</b>	<b>0 0</b>	<b>\$aAll about flight \$h[videorecording].</b>
Imprint	260	_ _	\$Wynnewood, PA :\$bSchlessinger Media, \$cc2000, 2004.
<b>Phys. Descript.</b>	<b>300</b>	_ _	<b>\$a1 videodisc (23 min.) : \$b sd., col., ; \$c12 cm. + \$e1 guide.</b>
Series	490	1 _	\$aPhysical science for children
Summary	520	_ _	\$aChildren learn about the basic concepts that make flight possible.
Audience Level	521	8 _	\$aGrade 6.
<b>System Details</b>	<b>538</b>	_ _	<b>\$aDigital videodisc.</b>
<b>Governing Note</b>	<b>540</b>	_ _	<b>\$aPPR ;\$cVisual Education Centre.</b>
Subj. Topical	650	_ 0	\$aFlight.
Subj. Topical	650	_ 0	\$aAeronautics.
Subj. Curriculum	658	_ _	\$aScience \$bPrinciples of flight \$2local.
Series Added	830	_ 0	\$aPhysical science for children (Schlessinger Media)

**Note MARC tag 245:** 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 GMD is in square brackets [ ].

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

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## 7.3 Electronic Resources

The GMD *electronic resource* is used to describe a file containing data, programs, or both, encoded for manipulation by a computer. Electronic resources can have either direct access (electronic resources accessed by carriers that are inserted into a computer) or remote access (electronic resources via the computer network). Computer software is another area of specialized cataloguing. At best, only a cursory introduction can be provided in a guide of this type. (Chapter 11 lists resources that provides information for cataloguing electronic resources).

### Sources of Information

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

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

### Physical Description Area

List the following:

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

Example: 1 computer disc : sd., col. ; 3½ in.

### Note Area

Notes in the 5XX Fields may reference aspects of the electronic resource or provide URLs for supports that are available online. With a direct access resource, for example, in Field 538, Subfield \$a System requirements could include the make and model of computer needed, amount of memory required, name of the operating system, and any peripherals required. With a remote access resource, for example, Field 538, Subfield \$a Mode of access may indicate World Wide Web, and provide the URL link in Field 856\$u.

Table 12. Computer Software

Field	Tag	Indicator	Subfield Example
Add. Material Char.	006		m d#
Phys. Descr. Fixed Field	007		co ugg
Dewey Class	082	0 _	\$a971.05076
<b>Local Call #</b>	<b>090</b>	--	\$a971.05076 BEG\$b <b>CF</b>
<b>ME:Title</b>	<b>245</b>	<b>0 4</b>	\$aThe Begbie Canadian history contest \$h[ <b>electronic resource</b> ].
Imprint	260	--	\$aVancouver :\$bBegbie Contest Society,\$cc2009.
<b>Phys. Descript.</b>	<b>300</b>	--	<b>\$a1 computer laser optical disk ;\$c12 cm. + \$e1 instruction sheet.</b>
<b>System Details</b>	<b>538</b>	--	<b>\$aSystem requirements: Word 97 (or later) or compatible Mac software.</b>
Subj. Meeting	611	2 0	\$aBegbie Canadian History Contest.
Subj. Geographic	651	_ 0	\$aCanada \$xHistory \$xStudy and teaching (Secondary).
Subj. Geographic	651	_ 0	\$aCanada \$xPolitics and government \$xStudy and teaching (Secondary).

**Note MARC tag 090:** The suffix CF in the 090 field designates that the item is located in the computer file section of the library.

Table 13. Website

Field	Tag	Indicator	Subfield Example
Add. Material Char.	006		m d
Phys. Descr. Fixed Field	007		cr mnu---m
Dewey Class	082	0 _	\$a030
Local Call #	090	--	\$a030 WOR \$b <b>INTERNET</b>
<b>ME:Title</b>	<b>245</b>	<b>00</b>	\$aWorld Book student \$h[ <b>electronic resource</b> ].
Imprint	260	--	\$aChicago, ILL : \$bWorld Book Inc., \$c[199-]-.
<b>System details</b>	<b>538</b>	--	<b>\$aMode of access: World Wide Web.</b>
<b>Note: General</b>	<b>500</b>	--	<b>\$aTitle from title screen (viewed March 11, 2010)</b>
Note: Formatted Contents	505	8 _	\$aAtlas -- Dictionary -- Encyclopedia -- Educator's tools -- Explore Saskatchewan -- Student resources.
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.
Governing Terms	540	--	\$32010 World Book. \$aRestricted: Printing allowed only for non-profit organizations.
Subj. Topical	650	_ 0	\$aElectronic encyclopedias.
Subj: Topical	650	_ 0	\$aEncyclopedias and dictionaries.
<b>Electronic location</b>	<b>856</b>	<b>4 _</b>	<b>\$u<a href="http://www.worldbookonline.com/wb/Home?wbol+4717">http://www.worldbookonline.com/wb/Home?wbol+4717</a></b>

**Note MARC tag 245:** Internet access is indicated in Field 245 \$h and Field 538, with the URI provided in Field 856 \$u.



## 7.4 Sound Recordings

The GMD *sound recording* is used to designate any MP3, audio compact disc, CD, audiocassette, or DAISY on which sound has been recorded for reproduction.

### Sources of Information

Information for the record is to be taken from the following sources:

- the item itself (e.g., labels on CDs or cassettes)
- the accompanying material
- the container
- other sources.

### Main Entry

The selection of main entry for sound recordings can be very complex. (Chapter 11 suggests resources that may be of assistance.)

### Physical Description Area

Cataloguers should list the following:

- the number of compact discs
- the running time of the sound recording
- the playing speed
- the recording mode (analog, digital)
- the dimensions of the item (e.g., 4 ¾ in. or 12 cm.) for a typical audio compact disc (CD).

**Table 14. Sound Recording**

Field	Tag	Indicator	Subfield Example
Phys. Descr. Fixed Field	007		sd fsngnmmned
Dewey Class	082	0 _	\$a781./5/54
Local Call #	090	--	\$a781.554 CHA \$bCD
<b>ME:Title</b>	<b>245</b>	<b>0 0</b>	<b>\$aCha-cha slide\$h[<b>sound recording</b>].</b>
Imprint	260	--	\$aNew York, NY :\$bUniversal, \$cp2000.
<b>Phys. Descript.</b>	<b>300</b>	--	<b>\$a1 sound disc (39 min., 31 sec.) :\$b digital ;\$c12cm.</b>
<b>Note: General</b>	<b>500</b>	--	<b>\$aCompact disc.</b>
Subj. Topical	650	_ 0	\$aDance music.
Subj. Topical	650	_ 0	\$aRock music\$y1991-2000.
Added: Personal	700	0 _	\$aCasper,\$c(Musician)
Added: Personal	700	0 _	\$aCol'ta,\$c(Musician)

## 7.5 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 (i.e., any materials with items that are dependent on each other).

## Sources of Information

Information for the record is to be taken from the following sources:

- the part that gives the most information
- the part that is the unifying element (e.g., the container or the manual)
- other sources.

## Main Entry

It is often difficult to determine authorship for kits. The main entry should 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 the title if only partial authorship or no authorship can be discerned.

## Physical Description Area

Cataloguers should list the following:

- the number and name of each part of the kit in its order of importance to the kit as a whole or the phrase *various pieces* in cases where the parts can not be numbered
- the contents in alphabetical order (if importance can not be determined)
- physical details such as sound (sd), colour (col), or black and white (b & w)
- the dimensions
- additional materials such as guides.

**Table 15. Kit**

Field	Tag	Indicator	Subfield Example
Phys. Descr. Fixed Field	007		o
Phys. Descr. Fixed Field	007		vd mvaizu
Phys. Descr. Fixed Field	007		co mgu---u
Phys. Descr. Fixed Field	007		kk uo#
ISBN	020		\$a0662426029 (pbk)
Dewey Class	020		\$a9780662426028 (kit)
Local Call #	082	0 _	\$a940./3/71
<b>ME:Title</b>	090	--	\$a940.371 CAN <b>\$bKIT</b>
Imprint	<b>245</b>	<b>0 0</b>	<b>\$aCanada and the great war, 1914-1918 \$h[kit] :\$ba nation born.</b>
<b>Phys. Descript.</b>	260	--	\$aOttawa :\$bVeterans Affairs Canada, ;\$cc2006.
	<b>300</b>	--	<b>\$a1 videodisc, 1 teacher's guide, 1 CD-ROM, 2 colour posters ;\$cin container, 30 x 26 x 5 cm.</b>
Note: Language	546	_ 0	\$aln English and French.
Subj. Topical	650	_ 0	\$aWorld War, 1914-1918 \$zCanada.
Subj: Geographic	651	_ 0	\$aCanada \$xHistory \$y1914-1945.
Added: Corporate Name	710	1 _	\$aCanada. \$bVeteran Affairs Canada. \$bEducation Program.

**Note MARC tag 007 and tag 300:** There is a separate 007 field for each of the items listed in Field 300, Physical Description, and entered in the same order as the contents in Field 300.

---

## 7.6 Periodicals, Magazines, or Serials

Although the terms *periodical*, *magazine*, and *serial* are used interchangeably at times, by definition, a periodical or magazine is a type of serial. Many serials have an International Standard Serial Number (ISSN) instead of an ISBN. An ISSN consists of four numbers, hyphen, four numbers (e.g., 0707-4611). This formatting should be maintained within the bibliographic record in Field 022.

Best practice indicates that a bibliographic record for each serial title should be maintained by the library. Many school libraries choose not to create holdings for individual copies of a title because of serials frequency of publication. Schools should follow the guidelines set forth by their school division in this matter.

### Sources of Information

Cataloguers should use the most recent copy as the source of information. Information can be taken from:

- the masthead
- the title page
- the cover
- the rest of the serial.

Cataloguers should follow the rules for cataloguing books except for the differences indicated in the three sections that follow.

### Leader Fields

- LDR: 02260cas 2200529 a 4500 (Position 7 = s for serial)

### Fixed-length Data Elements-General Information Field

- 008: 750817c19649999ilumn1p o 0 a0eng d

Position 6 = c for continuing resource currently published for type of date/publication status

Position 06 = d (dead) for continuing resource ceased publication if the publication is no longer being published, or a new bibliographic record has been made because of a title change.

Positions 07-10 – 1964 for beginning date of publication

Positions 11-14 – 9999 if still being published, or ending date

### Main Entry

- Choice of Main Entry (MARC Tag 245)

The general principle of main entry is to enter a magazine under the title. If, however, the corporate body responsible for its intellectual content is made clear within the work, the main entry will be under the corporate body (MARC Tag 110). If a title main entry was chosen, an added entry for the entity responsible for the publication of the serial should be used.

- Title Statement (MARC Tag 245)

The same serial can have small variations in its name. To assist users in locating the correct title, it is helpful to retain fields 210 (Abbreviated Title), 222 (Key Title) and 240 (Uniform Title) when copy cataloguing. The minimum requirement, however, is field 245 (Title Statement).

## Physical Description

Cataloguers should list the following:

- the volume indicated by the abbreviation v.
- the frequency of the publication (e.g., weekly, monthly, bimonthly)
- the beginning and ending dates of the publication. Examples follow.

362 0 \_ \$av. 1, no. 1 (May 1990)-

362 1 \_ \$aBegan with v.1

**Note:** Pagination should not be indicated because it changes regularly in serials.

**Table 16. Periodical/Serial**

Field	Tag	Indicator	Subfield Example
Fixed Leader Field	007	--	01671cas 2200445 4500
Control Field	008	--	790420c197999999onczn4p 0uuua0eng d
LOC Control Number	010	--	\$acn 79030609
ISSN	022	0 _	\$a0707-4611
Abbreviated Title	210	_ 0	\$aChicadee
Title	245	0 0	\$aChickadee.
Publication Details	260	0 1	\$aToronto :\$b Young Naturalist Foundation.;\$c1979-
Address	270	--	\$aYoung Naturalist Foundation, 59 Front St. East, Toronto, Ont. M5E 1B3
Physical Description	300	--	\$av. :\$bcol. ill. ;\$c28 cm.
Current Publication	310	--	\$aTen times a year.
Frequency			
Dates of Publication and/or Sequential Designation	362	0 _	\$av. 1- Jan. 1979-
General Note Area	500	--	\$a“The Canadian Magazine for Young Children”.
Citation/ Reference Notes	510	_ 0	\$aCanadian periodical index \$x 0008-4719.
Actions Note	583	--	\$aAll issues circulate.
Accumulations Note	584	--	\$aThis magazine is kept for approximately 1 year.
Subject – Topical term	650	_ 1	\$aNatural history \$z Canada \$v Periodicals.
Subject – Topical term	650	_ 1	\$aChildren’s periodicals.
Added Corporate Name	710	2 _	\$aYoung Naturalist Foundation.

---

### 7.6.1 Preceding Entry (MARC 780) and Succeeding Entry (MARC 785)

At times, a serial will change its name to such an extent that a new bibliographic record is required. When this occurs, the cataloguer links the new record with the old record by including a succeeding entry field in the old record and a preceding entry field in the new record. Examples of *Canada's History* and *The Beaver* follow.

- Preceding Entry (MARC 780):
  - 245 00 \$aCanada's history.
  - 362 0 \$aApril/May 2010- .
  - 780 00 \$tThe beaver. \$dWinnipeg : Canada's National History Society; Hudson's Bay Company, 1920-2010.
- Succeeding Entry (MARC 785):
  - 008 030807d19202010mbcbr 0 a|eng c - (d – publication finished, 1920 – start date, 2010 end date)
  - 245 04 \$aThe beaver.
  - 362 0 \_ \$av. 1, no. 1 (Oct.1920)-Volume 90, number 1 (February/March 2010)
  - 500 \_\_ \$aSubtitle varies: A journal of progress ; A magazine of the North ; Canada's history magazine.
  - 785 00 \$tCanada's history. \$dWinnipeg : Canada's History Society, 2010- .

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## Chapter 8: Subject Headings (MARC TAG: 6XX)

The choice of subject heading authority is important in the construction of a library catalogue. In the past, the *Sears List of Subject Headings* was the standard for school libraries. If used now, the most current edition should be followed. Many school libraries are moving or have moved to *Library of Congress Subject Headings* (LCSH). The latest information is available online. *Canadian Subject Headings* (CSH) and French language equivalents from *Répertoire de vedettes-matière* (RVM) are also searchable online. School library personnel may choose the *Library of Congress' Subject Headings for Children's Literature* when appropriate, if permitted by local policies.

School library personnel who are including resources in other languages such as Ukrainian, Cree, or Mandarin, need to determine the subject heading authority for that language and ensure that this is the standard for their records. This information should be included in the MARC 6XX Fields with a 7 as the second indicator and the source of heading specified in \$2 as required.

### 8.1 Terminology

It is important to use the same terminology consistently to designate a particular subject. For this reason, libraries have developed standard lists of subject headings. If some headings seem awkward or do not reflect common curricular or conversational usage, this information may be added in notes fields. (Appendix A provides terminology used in Saskatchewan schools, and Appendix B provides terminology used in Manitoba schools.)

### 8.2 Subject Heading Authorities

*Sears List of Subject Headings*, 20th ed; *Library of Congress Subject Headings*, and Library and Archives Canada's *Canadian Subject Headings*, 3rd ed. or more current online versions are often included in MARC 21 records, and each is flagged differently in the record. Commercial vendors will provide the option of selecting one or more of these authorities. Any school library wishing to index its online public catalogue (OPAC) is required to set the software to index only properly tagged fields.

Additional sources of subject headings may be derived from:

- *Sears List of Subject Headings, Canadian Companion*, 6th ed. (includes First Nations content)
- *Répertoire des vedettes-matière* (RVM) (available online from Laval University Press, services documentaires multimedia (SDM) in Montreal, or in a CD-ROM version that is updated biannually)
- *Vedettes-matière jeunesse* (an adaptation of *Répertoire des vedettes-matière* (RVM) for materials aimed at young people aged 4 to 12).

### 8.3 Assigning Subject Headings

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.

After determining the topics covered in the material, the next step is to identify an appropriate subject heading from the standardized list. If the topic is not on the list, cataloguers should search for synonyms or related terms which may provide alternate choices. Reviewing subject headings in existing records for material on a similar topic is also helpful. (Section 11.2.1 and in Section 11.2.2 list resources that provide additional information.)

### 8.4 Local Subject Headings

The standard subject authorities represent controlled vocabularies that have been carefully constructed over a number of years. Local subject headings should be added only as a last resort because local subject creativity – if taken to excess – results in a garbled catalogue with limited interoperability. If local subject headings are added

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to the catalogue, they should be written in a copy of Sears or LCSH for future reference, and in a list of school division exceptions. This should only be done where permitted by local or divisional policies.

## **8.5 Using Specific Headings**

Cataloguers should select headings that are as specific as possible. For example, a book about bears should be given the subject heading *Bears* rather than the general heading *Animals*. For a book about more than three different animals, the more inclusive heading *Animals* could be used, as well as separate headings for each animal mentioned in the text.

## **8.6 Fiction and Picture Book Headings**

School libraries often find it valuable to include subject headings for fiction and picture book materials. This makes it easier to identify stories about a particular subject or theme. In general, add *fiction* or *juvenile fiction* as a form subdivision of other subjects as appropriate.

## **8.7 References for Curricular Documents**

The MARC tag 658 or other 6xx fields is the area where references to curricular documents appear. (Appendix A: Saskatchewan Curricular Information for MARC Records and Appendix B: English Manitoba Curricular Information and French Manitoba Curricular Information for MARC Records offer further information.)

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## Chapter 9: Classification

In classifying library collections, numbers or letters are assigned to the books to represent the subject of the book. Call numbers, often based on classification numbers, are used to arrange the books on the shelves. Generally, library collections are separated into three major categories: Picture Books, Fiction, and Non-Fiction. There are also many location codes used in the school library such as Reference, Professional, Kits, and Graphic Novels. Call numbers often feature prefix codes that identify the collection or location in which they are shelved (e.g., E for picture books; REF for reference, etc.).

### 9.1 Picture Books

Picture books are found in most school library collections. This collection can include easy-to-read fiction for early readers, and may include some non-fiction titles. Picture books are usually arranged in alphabetical order by the first three (to five) letters of the author's last name. Where there is no author, the first three letters of the title are substituted. *A*, *an*, and *the* are to be omitted when filing the resource by title (e.g., for *The World of Princesses*, the book would be filed under the word *World*). Generally, library software omits *a*, *an*, and *the* when conducting searches.

Example: 9.1

*Love You Forever*  
by Robert Munsch  
E  
MUN

### 9.2 Fiction

Fiction materials are usually designated by FIC or F 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, omitting *a*, *an*, and *the*.

Example: 9.2

*Anne of Green Gables*  
by L. M. Montgomery  
FIC  
MON

### 9.3 Non-fiction

School libraries primarily use either the abridged or unabridged Dewey Decimal Classification (DDC) scheme to organize their non-fiction materials. (Chapter 4 offers more information.) DDC is a hierarchical scheme that uses the decimal principle for subdivision. There are 10 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
971.24	—	Saskatchewan History
971.27	—	Manitoba History

Example: 9.3

*Canada Votes: How We  
Elect Our Government*  
by Linda Granfield  
324.971  
GRA

As with fiction materials, the call number is completed with the first three letters of the author's surname. If there is no author identified, the first three letters of the title are used omitting *a*, *an*, and *the*.



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## 9.4 Assigning a Dewey Number

Cataloguers should first review the vendor records, the derived records from a reputable source (copy cataloguing), or the cataloguing in the publication (CIP) for the Dewey classification number. The next step is to determine if this is an appropriate classification for the item in the school's collection.

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 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 topics, cataloguers should determine which subject best describes the majority of the contents of the item and select the classification number accordingly.

The DDC scheme classifies materials primarily by a disciplinary approach to the subject. For example, the subject *corn* as a farm product goes under the number for agricultural crops, the 633s; *corn* as a grain may go in a number in the Pure Sciences, the 580s; and *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.

- 1) Check the Relative Index of the current Abridged or Unabridged Dewey Decimal classification book(s) or WebDewey. Look for related words, and if unsuccessful:
  - turn to the outline of the 10 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 10 subdivisions of each 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.
- 2) 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.

## 9.5 Biography

There are two approaches to classifying biographies. School libraries often catalogue biographies to be filed in the specific discipline or subject area with which the person(s) is/are associated. The classification rules for Dewey numbers also allow biographies to be placed in the 920s. Regardless of where a biography is placed, a subject heading should always include the name of the person in the biographical work. These headings 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. The Library of Congress name authorities at <http://authorities.loc.gov> should be consulted to verify the form of the name.

When placing a biography in the specific discipline or subject area with which the person(s) is/are associated, cataloguers must add the notation 092 after the subject number (from *Dewey Decimal Classification*, Vol. 3). For example, a biography of hockey player Wayne Gretzky is assigned the DDC number 796.962/092. A biography of Prime Minister Sir John A. Macdonald has the DDC number 971.051/092.

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 biography are to follow the class number. 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 these cases, the first three letters of the title will follow the 920.02 class number.

Table 17. Biography - DDC Number and Subject Heading (MARC Example)

Field	Tag	Indicator	Subfield Example
NLC Control #	016	--	\$a20089071255
ISBN	020	--	\$a9780887768811 (hd)
Cat. Source	040	--	\$aCa00NL
<b>Dewey Class</b>	<b>082</b>	<b>0 0</b>	<b>\$a770.92</b>
<b>Local Call #</b>	<b>092</b>	--	<b>\$a770.92 KUL</b>
ME:Pers. Name	100	1 _	\$aKulling, Monica.
Title	245	1 0	\$alt's a snap! : \$bGeorge Eastman's first photograph / \$cMonica Kulling ; illustrated by Bill Slavin.
Imprint	260	--	\$aToronto, Ont. :\$bTundra Books, \$cc2009.
Phys. Descript.	300	--	\$a1 v. (unpaged) :\$bcol. ill. ; \$c27 cm.
Series	490	1 _	\$aGreat idea series
<b>Subj. Pers</b>	<b>600</b>	<b>1 0</b>	<b>\$aEastman, George, \$d1854-1932.</b>
Subj.Topical	650	_ 0	\$aPhotographers \$vBiography.
Subj.Topical	650	_ 0	\$aInventors \$vBiography.
Title/Uniform title	830	_ 0	\$aGreat ideas.

**Notes for Table 17:** The following information explains the items in Table 17.

- The 082 Tag indicates the DDC number.
  - The 770 notation in the classification number demonstrates that it is filed in the subject topic (i.e., photography).
  - The 092 notation of the classification number indicates that it is a biography. (Note: The zero is dropped when it follows the decimal.)
- The 600 personal name subject field is used for biographies.
  - The 1 and the 0 are indicators. The 1 indicates that the surname is listed first, which is the most common format. The 0 indicates that 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 also used to identify topical subjects.
  - The 0 is an indicator which notes that this is a Library of Congress Subject Heading.
  - The \$a introduces the subject – Photographers.
  - The \$v is form subdivision – Biography.

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## Chapter 10: Resource Description and Access (RDA)

This following information on RDA is not intended to replace guided training and professional reading; however, it highlights some of the background, key concepts, and changes in the transition from AACR2. (Chapter 11 suggests resources on the topic of RDA.)

### 10.1 Understanding RDA

“Though it has strong links to AACR2, RDA is quite different because it is based on a theoretical framework, it is designed for the digital environment, and it has a broader scope than AACR2.” (Oliver, p. 1)

Moreover, RDA focuses attention on the user and on the tasks that the user carries out in the process of resource discovery. It clarifies that the purpose of recording data in the library catalogue is to support the user and the tasks the user wishes to accomplish.

#### 10.1.1 Theoretical Framework

“RDA is based on a theoretical framework that defines the shape, structure, and content of the new standard.” (Oliver, p.1) It aligns with two previously developed conceptual models that were developed to help users understand bibliographic information in its many diverse forms and formats. The two models are Functional Requirements for Bibliographic Records (FRBR) and Functional Requirements for Authority Data (FRAD). These two models identify tasks that users need to accomplish during the process of resource discovery.

Former cataloguing rules such as AACR2 evolved from the card catalogue system which was very flat, and related specifically to physical holdings in a specific place. The current theoretical framework reflects a new way of thinking about bibliographic data (used to find, identify, select, and obtain information) and authority data (used to find, identify, clarify, and understand information). This is now reflected in RDA in the organization, structure, and content of the instructions.

#### 10.1.2 Digital Environment

“RDA is a standard designed for the digital environment.” (Oliver, p. 2) RDA aims at producing high-quality data in a new way that is useful in a variety of current, newly emerging, and future technologies. The data is not limited to one type of encoding schema such as MARC 21, and can be mapped from one schema to another. It also can be viewed as a metadata element set that makes data usable in the Web environment. It provides ways of describing resources that was not possible inside the rules of AACR2. RDA provides an extensible framework for the description of all types of resources, both known and as yet undeveloped.

RDA is also significant because it exists as a Web tool and is delivered as a Web resource in the *RDA Toolkit* at <http://www.rda.toolkit.org>. It includes features that maximize the power of online resources to locate, share, and store information, as well as to collaborate and customize processes.

#### 10.1.3 Expanded Scope

RDA is a standard that has applicability outside the library environment. Intrinsic to its design is a content standard that crosses user boundaries in terms of contexts and national entities. Others interested in the metadata and resource description standards include archives, museums, publishers, and organizations that are involved in digitization projects. Users will benefit if a broader range of information can be accessed from multiple types of sources with the compatibility of data between the metadata communities.

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#### **10.1.4 Relationship to AACR2**

RDA is clearly related to AACR2. RDA emerged when the rules of AACR2 were no longer capable of handling the data needs related to the changes in technology as both a source of information and a means of managing information. AACR2 provided the foundation from which RDA is derived in an effort to maintain its compatibility with the legacy data in AACR2 records and to be useful in encoding standards such as MARC 21. There are many important differences, however, between the two standards.

As part of the transition, RDA records can be stored and searched for in databases of predominantly AACR2 records. It is important that there is a functional bridge between the new and the old environments.

### **10.2 Context**

#### **10.2.1 International**

“RDA is designed for use in an international context. It is the product of international co-operation among Australia, Canada, Great Britain, and the United States.” (Oliver, p. 4) Representatives from the national libraries and national library associations of these four countries formed several committees to manage the process of the development of this new data standard. The Committee of Principals (CoP) managed the overall project; the Joint Steering Committee (JSC) took responsibility for the content of the work and the ongoing review and amendment process; the Co-Publishers published the work; and the Trustees or Fund Committee managed the financial aspects of the project. Representatives from many other countries made contributions, and were involved in the dialogue to provide an international context and applicability. Representatives from the author countries attempted to create a global perspective in the process by considering other languages, scripts, numbering systems, calendars, and measurement units.

#### **10.2.2 National**

In Canada, there is representation on all the committees that were involved in the development of RDA, as well as the involvement of Library and Archives Canada (LAC) as the national library body.

#### **10.2.3 Provincial**

Because this document is being written in the introductory phase of RDA, it will provide a lens to the implications of RDA on our current cataloguing practices. With RDA still in the testing phase, it will not likely affect library practices for some time. In order to align with the new standard, MARC 21 is being updated to accommodate some of the new RDA fields. Library cataloguers, whether long-time practitioners or new to the field, need to incorporate understanding RDA into their professional learning plans and work with their organizations and jurisdictions to be ready to implement RDA. The library community is in a transition phase, and every effort must be made to create a strong and well-planned bridge, with the required support in ILSs to the next phase of cataloguing for school libraries.

### **10.3 Existing Standards and RDA**

#### **10.3.1 AACR2**

RDA was developed because of the need to radically revise AACR2 and to accommodate the many new and future resources. While RDA introduces many significant changes, there continue to be numerous important links with AACR2. Examples follow.

- RDA and AACR2 share governance structure, including many of the same committees and the involvement of representatives from the same principal countries. A particular strength of AACR2 is its active amendment process, which RDA will maintain.

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- RDA is built on AACR2 as it is already a widely adopted standard which encourages consistency of bibliographic data, thus enabling and expanding co-operation among cataloguing agencies and institutions.
  - Many RDA instructions come from AACR2 and are either the same with slightly different wording, or of a similar intent (reworked).
  - Catalogue records created according to RDA guidelines will be compatible with AACR2 records to maintain a certain level of continuity. The developers recognized the need for RDA records to coexist in databases full of AACR legacy records.

### 10.3.2 MARC 21

MARC 21, the current library standard for encoding bibliographic data, has begun to undergo some adjustments to accommodate RDA data as part of the transition or bridging phase. There was an RDA/MARC Working Group formed to identify areas requiring changes and to prioritize those most urgent requirements. While many RDA elements will fit into MARC, there are several that will not or are difficult. Examples follow.

- Field 502 Dissertation Note was segmented into subfields to map directly to three different RDA elements: \$b Academic degree, \$c Granting institution or facility, \$d Year degree granted. This enables a broader range of search strategies.
- Field 300, Subfield \$b will continue to record a range of different types of data, with 14 different RDA elements mapped to this single subfield. This delays the need to make radical changes to MARC 21 and yet have the data recorded in a consistent way.
- Three new fields (336, 337, 338) were added to be ready for implementation to record three required RDA elements: content type, carrier type, and media type. These three elements will replace the GMD that was recorded in Field 245, Subfield \$c.

Other changes in the use of MARC 21 in encoding RDA data will be the move to eliminate the use of abbreviations in favour of full words to reduce ambiguity and to improve precision. Using the “take what you see” principle, data abbreviations will only be used as they are used in the work. RDA also eliminates the use of Latin abbreviations and replaces them with explanatory notes.

MARC 21 updates will continue to inform users of the changes to MARC and map it to RDA. (Updates can be found at <http://www.loc.gov/marc/RDAinMARC29.html>.)

### 10.3.3 Significant Changes with RDA

While many RDA instructions are based on AACR2 with either the same use (derived from AACR2), or of a similar intent (reworked), there are many instructions in RDA that have no equivalent in AACR2. Some of the key changes that will be found in RDA follow.

- RDA is responsive to the needs of the user.
- RDA provides an extensible framework for describing all types of resources; this will permit flexibility, extensibility, and consistency and will be a point of reference for future expansions.
- The concept of general materials designations (GMD) will be replaced with the three key elements of each resource: content type, media type, and carrier type.
- The introduction of the term *element* moves RDA instructions closer to the recording of metadata.
- The overall design of RDA does not segment descriptive information for various resources such as serials or audio-visual, but assumes all resources have similar data with additional instructions applied to

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content type, carrier type, or media type depending on the work. For example, mode of issuance is a new data element introduced by RDA referring to the number of parts in the resource, the way it is updated, and its intended termination.

- The concept of core elements is considered the minimum set or base level below which cataloguers cannot drop without jeopardizing the users' ability to fulfill tasks.
- Data is recorded as it appears within the works with no abbreviations or Latin terms (not in the work), or changes if there are inaccuracies (e.g., no longer the addition of a spelling correction or missing letters as [sic] but the correction can be recorded in a variant title).
- There is an emphasis on recording a full range of relationships associated with a resource, between resources, and between entities responsible for a resource.
- There are no limits on the number of access points. The "rule of three" is eliminated so that all those responsible in collaborative works are identified.

## 10.4 Implementation of RDA

### 10.4.1 Professional Learning

The details involved in learning RDA are extensive. The resources suggested in Chapter 11 will provide a point of departure for understanding the numerous upcoming changes. Attending training sessions will help library personnel remain current with the continued changes.

### 10.4.2 Transition Phase

Libraries rely on rules and standards to create consistent data for creating bibliographic records. Once the Joint Committee for AACR determined that AACR was no longer a usable system for our contemporary Web-based environment, it began to develop a new context in which to create standards that were extensible and flexible for many applications.

After years of work and international collaboration, the RDA standards were released in June 2010, and the RDA Toolkit was available free online until the end of August 2010 at which time users needed a subscription. During the summer and fall of 2010, testing was done by the Library of Congress with the National Library of Medicine and the National Library of Agriculture to determine the operational, technical, and economic feasibility of RDA. As a result, there are many Library of Congress Policy decisions for testing participants which are used as annotations to RDA instructions that are posted at [http://www.loc.gov/catdir/cpso/RDAtest/rda\\_lcps.html](http://www.loc.gov/catdir/cpso/RDAtest/rda_lcps.html). As well, the national libraries of Australia, Canada, and Great Britain will carry out informal tests of RDA to prepare for national implementation and to inform implementation decisions.

#### In RDA...

The Library of Congress has collected documentation on its RDA tests at <http://www.loc.gov/catdir/cpso/RDAtest/rdatest.html> including training, policy statements, and other items.

There is a commitment to co-ordinate implementation among the countries involved. This will eliminate the duplication of efforts, maintain consistency, and permit the efficient exchange of training and procedure documentation among them.

Library and Archives Canada will signal the implementation phase of RDA. Various groups including the Canadian Library Association, and provincial organizations and library associations will be providing training opportunities for library personnel that are involved in cataloguing.

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The next few years will be a bridging period as cataloguers move toward using the new MARC fields that are being introduced to accept RDA elements in bibliographic databases. At this point, vendors have not yet provided new software to support RDA. This may limit the extent to which RDA can be incorporated at this time. As RDA is established, the related workflows, products, and processes will begin to evolve accordingly.

Besides knowledge and training of the professionals involved with using RDA and encoding bibliographic data, there will be a transition to necessary software improvements and changes, and the development of a body of data using the RDA standard. Because RDA is about encoding bibliographic data and not about creating records, the data can be used in new ways in both the current Web environment and the newly emerging semantic Web.

### **10.4.3 Advantages of RDA**

A key principle to RDA is responsiveness to user needs. This principle is carried out in every section of RDA. RDA actually creates a map between the needs of the user and the different elements of bibliographic and authority data. Some of the ways that this is acknowledged in RDA follow.

- The standard gives guidance about data that should be recorded and how to record it by encouraging sufficient data, and breaking it into clearly identified elements. The data is then available to be used appropriately by well-designed search engines and search interfaces.
- RDA segments bibliographic data into separate data elements. Each data element is clearly defined and identified. This feature of RDA can support improved navigation and display of catalogue information.
- RDA emphasizes the importance of recording relationships and relationship designators to aid in the collocation or bringing together of resources in useful groupings based on the needs of the user.
- RDA has lessened the Anglo-American bias of AACR2 and is aiming for greater internationalization. For example, data for sacred texts from all faiths will provide the same amount of detail, rather than the focus on the Bible.
- Using RDA provides an option to dialogue with other metadata communities and to use RDA data outside of the library catalogue.
- The transition phase of implementing RDA ensures continuity with cataloguing formats, standards, and practices in AACR2 so that current databases and catalogues can still use the MARC 21 encoding format and authority records. While users will see an improvement in the description of resources and attention to relationships, there will still be the ability to search and use legacy data along with RDA data.
- RDA's instructions for description are intended to record clear, unambiguous data and to match the resource's representation of itself as closely as possible (rather than using many of the AACR2 practices that were designed for the limited space of a card catalogue).
- RDA data will be relevant in new database environments and can be used effectively in the wider environment of the Web. Because it is not tied to an encoding system, such as MARC 21, it can be used in a variety of encoding systems.

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## Chapter 11: Cataloguing Resources

### 11.1 Sources of MACHINE-READABLE Cataloguing (MARC) Records

MARC records can be obtained for current cataloguing either in multiples or one record at a time. They can also be obtained for retrospective conversion (recon) purposes.

School library staff should avoid any records offered for sale in MicroLif or “MARC-like” format. Full MARC record format is recommended because it is the standard for electronic cataloguing records. Full MARC records (as opposed to records that have been stripped of their tags) are required for error-free importing and exporting.

Numerous sources of MARC records are available. Sources include libraries, open-source (free) web-based resources, web-based subscription services, and vendors. A few examples follow.

#### 11.1.1 Libraries That Permit MARC Copying

The following libraries offer an option to view their records as MARC, and users are allowed to copy records.

- Greater Sudbury Public Library at <http://216.223.90.51/search/>
- Halifax Public Libraries at <http://discover.halifaxpubliclibraries.ca/>
- London Public Library at <http://catalogue.londonpubliclibrary.ca/search/t>
- Multnomah County Library, Oregon at <http://catalog.multcolib.org/search/t>
- Pennsylvania State Libraries (Access Pennsylvania) at <http://205.247.101.11/search/t>
- San Francisco Public Library at <http://sflib1.sfpl.org/search/t>
- University of Regina Dr. John Archer Library at <http://www.uregina.ca/library/>
- University of Saskatchewan at <http://sundog.usask.ca/>
- Winnipeg Public Library at <http://wpl.winnipeg.ca/library/>
- Winnipeg School Division Libraries at <http://library.wsd1.org:8080/#bookriver>

#### 11.1.2 Open-source (Free) Web-based Resources

**AMICUS** at <http://www.collectionscanada.gc.ca/amicus/006002-122-e.html>

Library and Archives Canada offers access to a free bilingual information system known as AMICUS. AMICUS contains over 30 million records for books, magazines, newspapers, government documents, theses, sound recordings, maps, electronic texts, and items in braille and large print. Users may download MARC records from AMICUS.

**#biblios.net: the Cataloguing Productivity Suite** at <http://biblios.net/>

This website is an open-source, web-based metadata tool for libraries. Originally developed as part of the 2007 Google Summer of the Code Program, #biblios.net is now maintained by LibLime and a growing community. This tool currently allows users to download MARC 21/MARCXML records.

**Library of Congress** at <http://catalog.loc.gov>

The Library of Congress, Washington DC allows users to download MARC records from its catalogue. The Library of Congress originally developed the MARC format between the years of 1966-68.



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### 11.1.3 Web-based Subscription Services

Subscription services require a fee, but offer the advantage of providing technical support. Some examples of subscription services follow.

**Bibliofile** at <http://www.itsmarc.com/BiblioFileNews.asp>

Bibliofile is The Library Corporation's (TLC's) 2006 update to the cataloguing software package, ITS for Windows. When library staff order TLC's online copy cataloguing resource "ITS.MARC," they are automatically entitled to Bibliofile. ITS.MARC contains data only, no software, and is located at <http://www.itsmarc.com/default.asp>.

**BookWhere** at <http://www.webclarity.info/products/bookwhere/>

BookWhere is a comprehensive, user-friendly copy cataloguing tool. It offers access to a wide selection of databases, and it can locate high-quality MARC records for users.

**ITS.MARC** at <http://www.itsmarc.com/>

See Bibliofile in this section.

**Online Computer Library Center (OCLC)** at <http://www.oclc.org/ca/en/about/default.htm>

OCLC is a non-profit, membership computer library service and research organization that was founded in 1967. This organization is dedicated to furthering access to global information and to reducing library expenses. OCLC Canada works with over 1,150 libraries, including school libraries, across the country. Users can acquire bibliographic, abstract, and full-text information from OCLC. Membership in OCLC gives members access to a wide range of services and databases, including WorldCat.

**SDM (Services documentaires multimédias)** at <http://www.sdm.qc.ca/Accueil.cfm?M=1>.

SDM is a Canadian company providing ChoixMédia, an extensive bibliographic database of more than 848,000 downloadable French MARC records. Users may purchase an annual subscription for unlimited access or individual records. Records, entirely in French, for books published in Canada, France, and other French-speaking countries can be purchased.

**SkyRiver** at <http://theskyriver.com/services>

SkyRiver, a company founded in 2009, has launched a bibliographic utility for cataloguing. Its initial collection of 20 million records includes complete record sets from the Library of Congress and the British Library. The company maintains that the service competes on quality, not on the size of its bibliographic database alone, and that the initial database has been populated with high-quality MARC records.

### 11.1.4 Vendors That Supply MARC Records

Many companies offer electronic records that accompany purchased resources on a caveat emptor basis. A few examples of these companies follow.

- Baker & Taylor at <http://btol.com/>
- Brodart at <http://www.books.brodart.com>
- Library Bound, Inc. at <http://www.librarybound.com/>
- Library Services Centre at <http://www.lsc.on.ca/>
- Saunders Book Company at <http://librarybooks.com>
- United Library Services at <http://www.uls.com/>

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### 11.1.5 WebExport: Exporting Cataloging Records to Manitoba School Libraries

The Instructional Resources Unit (IRU) and the Direction des ressources éducatives françaises (DREF) provide Manitoba school libraries with access to bibliographic records from IRU's and DREF's catalogue databases. Through WebExport, school libraries are able to import bibliographic records that are based on IRU's and DREF's cataloguing standards for school libraries.

WebExport technology allows IRU and DREF to efficiently deliver its bibliographic records in MARC format to school libraries throughout the province. School libraries are able to add holdings and modify records according to their local needs.

Additionally, WebExport enables both the English and French school libraries to access selected Z39.50 target libraries (e.g., Library and Archives Canada, Library of Congress, Bibliothèque de Montréal, Bibliothèque nationale du Québec) easily and similarly customize records based on their local needs. The Z39.50 protocol enables searching of other library catalogues without knowledge of each system's search commands; searches are entered the same way that they are for local searches.

There is no cost for this service for Manitoba schools. To obtain a valid WebExport client number and password, Manitoba school staff may contact either IRU or DREF.

To learn more about WebExport, visit:

<http://www.edu.gov.mb.ca/k12/iru/schoolib/webexport.html> for English version, or

[http://www.edu.gov.mb.ca/m12/biblio/biblio\\_scol/exportat.html](http://www.edu.gov.mb.ca/m12/biblio/biblio_scol/exportat.html) for French version.

## 11.2 Sources of Information on Cataloguing and Related Topics

Information on cataloguing and related topics is available in many formats. Among other sources, this information can be obtained from books, open-source (free) web-based resources, and web-based subscription services. A few examples follow.

### 11.2.1 Books

Many valuable books are available on cataloguing and related topics. An annotated list of a few of these resources follows. Many other titles can be found at "Cataloging Resources" on the Association for Library Collections & Technical Services (ALCTS) website at <http://www.ala.org/ala/mgrps/divs/alcts/resources/org/cat/index.cfm>.

**Cataloguing Correctly for Kids: An Introduction to the Tools. 5th ed.** by Sheila S. Intner, Joanna F. Fountain, and Jane E. Gilchrist. American Library Association, 2011. ISBN 978-0-8389-3589-7. (New ed.)

This classic cataloguing reference helps cataloguers to understand the way in which children search for resources. It highlights ways to incorporate AACR2 and MARC standards and shows how to use standard heading forms including Library of Congress children's headings.

**Cataloging with AACR2 and MARC: 2nd ed. 2006 Cumulation** by Deborah A. Fritz. ALA Editions, 2006. ISBN 978-0-8389-0935-5.

Useful for both novice and experienced cataloguers, Fritz's step-by-step guide is organized in order of MARC tags. This clear and practical resource will help users to identify the rules that govern each MARC field, match resources to records, edit records, create new records, clone records, and more.

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**Concise AACR2: Fourth Edition through the 2004 Update** by Michael Gorman. ALA Editions, 2004. ISBN 978-0-8389-3548-4.

This user-friendly practical resource explains the most widely used AACR2 rules for cataloguing in clear and simple terms. It is very useful for small libraries that require standard cataloguing, but do not require all the details of structure and content of the full text. Concise AACR2 provides numerous examples and a glossary of cataloguing terms.

**Connections: Policy and Guidelines for School Libraries in Saskatchewan** by the Saskatchewan Ministry of Education, 2008. ISBN 978-1-897211-29-9.

As the title indicates, this document provides policy and guidelines for Saskatchewan school libraries. Included are guidelines for automation and cataloguing. It is available in print from Curriculum Distribution Services, Regina Centre Crossing, 128-1621 Albert Street, Regina, Saskatchewan S4P 2S5; phone 306-787-5987; fax 787-9747; and online at <http://education.gov.sk.ca/adx/adxGetMedia.aspx?DocID=1870>.

**Describing Electronic, Digital, and Other Media Using AACR2 and RDA: A How-to-do-it Manual and CD-ROM for Librarians** by Mary Beth Weber and Fay Angela Austin. Facet Publishing, 2011. ISBN 978-1-8560-4684-8.

This comprehensive guide to cataloguing offers examples and illustrations of rule applications. The key types of materials covered are cartographic resources, sound recordings, videos, electronic resources (CDs, online resources), electronic integrating resources, microforms, and multimedia kits. A companion CD-ROM provides examples, models, and illustrations that help to reinforce key concepts.

**Easy Marc: A Simplified Guide to Creating Catalog Records for Library Automation Systems.** 5th ed. by Scott Piepenberg. Hi Willow Research & Pub., 2007. ISBN 978-1-9331-7031-2.

Useful particularly for novice cataloguers, this dictionary-style book makes it easy for those who use MARC records to look up any tag and find clear explanations of what to put in the tag and in what form. Piepenberg provides numerous cross-references and examples, and he refers to AACR2 and USMARC rules and rule numbers to assist cataloguers in quickly referring to authoritative sources.

**Introducing RDA: A Guide to the Basics** by Chris Oliver. ALA Editions, 2010. ISBN 978-0-8389-3594-1.

Written by Chris Oliver, Cataloguing and Authorities Coordinator at the McGill University Library and Chair of the Canadian Committee on Cataloguing, this special report offers useful advice on how to make the transition to RDA from AACR2. Through topics and questions, this resource concisely explains the expected benefits of RDA. It examines RDA's connection with AACR2, and it outlines how RDA positions library staff to take advantage of emerging database structures. *Introducing RDA* also explains how RDA will improve resource discovery and how it will facilitate the retrieval of metadata from library silos.

**Kidzcat: A How-to-do-it Manual for Cataloging Children's Materials and Instructional Resources** by Deborah J. Karpuk. Neal-Schuman Publishers, 2008. ISBN 978-1-5557-0590-9.

This book offers an excellent overall view of cataloguing and library operations for children's and young adult's libraries. The discussions on outsourcing and online catalogue vendors are clearly written, easily understood, and the chapter on local decisions is something that is not often addressed.

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**Manitoba Education Curriculum Kindergarten to Grade 12** at <http://www.edu.gov.mb.ca/k12/cur/index.html>

This website offers access to Manitoba curriculum subjects and links to related topics such as learning resources.

**MARC 21 for Everyone: A Practical Guide** by Deborah A. Fritz and Richard J. Fritz. ALA Editions, 2003. ISBN 978-0-8389-0842-6.

In two parts, this practical introduction to MARC 21 addresses the underlying fundamentals and the codes that users should know. It provides self-assessment tools, useful tables, and examples of tags and subfields.

**Maxwell's Handbook for AACR2: Explaining and Illustrating the Anglo-American Cataloguing Rules through the 2003 Update** by Robert L. Maxwell. ALA Editions. ISBN 978-0-8389-0875-4.

Written to interpret and explain AACR2, this comprehensive book illustrates and applies the latest cataloguing rules to the MARC record for many resource formats. This revised edition also focuses on the Program for Cooperative Cataloging (PCC) and the cataloguing needs of electronic books and digital reproductions of items such as books and maps. This resource includes over 490 figures that show actual MARC catalogue records.

**Weeding Manual**. 2nd ed. by Gwinnett County Public Library. American Library Association, 2002. ISBN 978-0-8389-8188-7.

This practical manual explains deselection procedures and provides applicable policies for non-fiction, fiction, foreign language, periodicals, and video and music collections.

### 11.2.2 Open-source (Free) Web-based Resources

**AACR2 Abbreviations** at <http://www.library.yale.edu/cataloging/abbrev.htm>

This Yale University Library website offers a user-friendly list of AACR2 abbreviations, along with directive notes.

**AUTOCAT Archives** at <http://listserv.syr.edu/archives/autocat.html>

Owned by Syracuse University, this library cataloguing and authorities discussion group has over 4,000 subscribers from approximately 40 countries. Subscribers receive about 20-60 messages daily in either a digest or index. The AUTOCAT archives contain files of notebook logs of all messages and other files (e.g., compilations of postings on popular topics).

**Canadian Subject Headings** at <http://www.collectionscanada.gc.ca/csh-bin/search/l=0>

Library and Archives Canada offers English and French subject headings on its website.

**Cataloguer's Toolbox** at <http://staff.library.mun.ca/staff/toolbox/>

Developed by Bibliographic Control Services, Queen Elizabeth II Library, University of Newfoundland, this up-to-date toolbox offers a plethora of valuable information, including links to high-quality websites. One useful feature is an organization of cataloguing tools under the following headings: authority work, catalogue maintenance, culling/shelflisting, description, language handling, subject analysis, and thesauri.

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**Follett Tag of the Month** at <http://www.follettsoftware.com/tagofthemoth.cfm>

Follett Software Company offers “Tag of the Month,” a useful resource that describes and provides examples of the most commonly used MARC Bibliographic and Authority tags, as well as sample MARC records for many types of materials.

**Joint Steering Committee for the Development of RDA** at <http://www.rda-jsc.org/index.html>

The Joint Steering Committee for Development of RDA (JSC) is responsible for maintaining *RDA: Resource Description and Access*. JSC was previously responsible for maintenance of the Anglo-American Cataloguing Rules (AACR), which RDA has been developed to replace. This website provides necessary background information on the development of RDA.

**Library of Congress (LC) Authorities** at <http://authorities.loc.gov/>

The LC Authorities website allows users to browse and view authority headings for subject, name, title, and name/title combinations. Users can download authority records in MARC format free of charge.

**MARC Standards** at [www.loc.gov/marc](http://www.loc.gov/marc)

The Library of Congress Network and Development and MARC Standards Office offers a comprehensive website that provides general information about MARC; a MARC tutorial; information on RDA in MARC, MARC development, MARC formats, MARC in XML, MARC and Functional Requirements for Bibliographic Records (FRBR); and MARC records, systems, and tools.

**Online Dictionary for Library Information Science (ODLIS)** at <http://lu.com/odlis/search.cfm>

This comprehensive online dictionary by Joan M. Reitz is also available in print from Libraries Unlimited.

**RDA in MARC 21** at <http://www.loc.gov/marc/RDAinMARC29.html>

This website updates users regarding all changes related to the use of RDA with MARC.

**RDA: Resource Description & Access** at <http://www.rdatoolkit.org>

Developed by the American Library Association, the Canadian Library Association, and the Chartered Institute of Library and Information Professionals, this website offers valuable information on RDA development and implementation. The site includes a full draft of RDA in PDF format, and it provides information on the *RDA Toolkit*, a subscription resource designed to help users make the transition from RDA to AACR2. The site also offers information on *RDA Toolkit* webinars that are available free of charge. When users click the Access RDA button, and then select Resources from the menu options, they will get a listing of all Library of Congress Policy Statements that relate to RDA standards.

**Saskatchewan Curriculum – Education: The Future within Us** at <http://www.curriculum.gov.sk.ca/>

This website offers access to Saskatchewan curricula and learning resources in English and French. Curricula and learning resources can also be found at [www.education.gov.sk.ca/curr-rsces](http://www.education.gov.sk.ca/curr-rsces).

**Saskatchewan Information & Library Services Consortium (SILS) Cataloguing Documentation** at <http://www.lib.sk.ca/Default.aspx?DN=96a5cc64-69bf-4562-8e99-88fde66d3b08>

This website provides a list of the most recent SILS MARC record standards for books, audio-visual materials, and serials.

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### 11.2.3 Web-based Subscription Services

Subscription services require a fee, but offer the advantage of providing technical support. Some examples of subscription services follow.

**RDA Toolkit** - See *RDA: Resource Description and Access* in section 11.2.2.

#### **Répertoire de vedettes-matière (RVM)**

This database was created by the Library of Laval University. It offers access to 268,000 French subject headings and their English equivalents. It offers a translation of the Library of Congress Subject Headings and uses the same syntax, language levels, and cross-references as the LCSH. The English language version is found at: <https://rvmweb.bibl.ulaval.ca/en/>. The home page for those who prefer a French language interface is <http://rvmweb.bibl.ulaval.ca/>.

**WebDewey** at <http://connexion.oclc.org>

*WebDewey* offers users access to an enhanced version of the Dewey Decimal Classification (DDC) database. It is part of the Online Computer Library Center (OCLC) suite of cataloguing and metadata services. *WebDewey* provides up-to-date summaries and frequently asked questions regarding the Dewey Decimal Classification system. It includes all content from DDC 22, plus quarterly updates, thousands of Library of Congress subject headings that have been mapped to Dewey numbers, and more. A tutorial is also available.

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## Glossary

**AACR2 (*Anglo-American Cataloguing Rules. 2nd ed.*):** A widely accepted cataloguing content standard that is being replaced by RDA. AACR2 was last updated in 2008.

**Access point:** A unit of information in a bibliographic record under which a person may search for and identify items listed in a bibliographic database.

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

**AMICUS (Automated Management Information Civil Users System):** A bilingual union catalogue of Library and Archives Canada. It provides a search service that allows users to obtain information for cataloguing support, interlibrary loan, reference, and bibliographic verification.

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

**Authority control:** The practice by which consistency of form is maintained in the headings for bibliographic records through the use of an authority file.

**Authority file:** A list of the authoritative forms of the headings used in bibliographic records.

**Barcode:** A system for automatic identification of items (e.g., books in a library) by means of printed bars of different widths which represent numbers. The code is read by a barcode scanner.

**Bibliographic utility:** A network consisting of a large union bibliographic database that is accessible online. The network may also provide a variety of other services such as cataloguing. OCLC and AMICUS provide access to bibliographic utilities.

**Book number:** The part of a call number that distinguishes a particular item from other items within the same class.

**Call number:** A set of letters, numerals, or other symbols used to identify a specific copy of a work. A call number may consist of the class number, book number, and other data.

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

**CIP Data (Cataloguing-in-Publication Data):** The cataloguing information that is usually placed on the verso of the title page of a book prior to its publication. The cataloguing information is supplied by Library and Archives Canada or Library of Congress and is distributed as MARC records.

**Class number:** The information that designates the Dewey Decimal Classification in which an item belongs. This number reveals an item's subject and indicates its location in the collection.

**Classifying:** A technical process that involves the allocation of a Dewey Decimal Classification to an item.

**Controlled vocabulary:** An established list of authorized terms from which a cataloguer must choose when assigning subject headings or descriptors in a bibliographic record.

**Copy cataloguing:** See Derived cataloguing.

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**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).

**Cutter number:** The notation in a call number can be taken from the Cutter Three-Figure Author Table, the Cutter-Sanborn Three-Figure Author Table, or the OCLC Four-Figure Cutter Tables.

**Database:** A file of digitized information related to a specific subject or field that consists of records of uniform format. The records are organized for ease and speed of search and retrieval and managed with the aid of a database management system software.

**(DDC) Dewey Decimal Classification:** A system for classifying library resources by subject that was first published by librarian and educator Melvil Dewey in 1876. Dewey divided human knowledge into 10 main classes, each of which is divided into 10 divisions, which are further subdivided. The abridged edition is simplified.

**Delimiter:** A character such as a \$ which is inserted by the software program and indicates a new subfield.

**Derived cataloguing (copy cataloguing):** The process of cataloguing items by altering existing bibliographic records obtained from various sources to conform to local cataloguing standards.

**Descriptive cataloguing:** The process of describing a physical item, identifying the main entry, and selecting added entries.

**Entry:** An access point for an item in a cataloguing record. In addition to the main entry, there are title entries, series entries, subject entries, and other types of added entries.

**Exceptions:** The decisions that differ from the rules and standards prescribed by the authority file that the institution is currently using. In order to keep records easily accessible, exceptions need to be recorded and applied consistently.

**Field:** A single data item within a MARC record that is used for a specific category of information.

**GMD (General Material Designation):** A designation for non-book items that is appended in square brackets after the title and indicates the precise format of the item.

**ILS (Integrated Library System):** A multiuser automated library system that automates the routine library operations, provides information about the collection(s), and serves as a channel for delivering key library services. An ILS usually comprises a relational database, software to interact with that database, and two graphical user interfaces (one for patrons, one for staff). Most integrated library systems separate software functions into discrete programs called modules, each of them integrated with a unified interface. Examples of modules might include acquisitions, cataloguing, circulation, serials, and the OPAC. In some jurisdictions, an integrated library system may be called a *library management system* (LMS).

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

**Indicator:** A one-digit number, placed in the two positions following the tag number, that denotes particular information about a MARC tag (e.g., 1\_ following the 100 tag denotes a single surname such as Jones, so the subfield should read 100 1\_ \$aJones).



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**ISBD (International Standard Bibliographic Description):** A set of standards adopted by the International Federation of Library Associations in 1971. These standards govern the bibliographic descriptions of items in library collections.

**ISBN (International Standard Book Number):** A unique 13-digit (formerly 10-digit) number assigned by a publisher to identify a specific book.

**ISSN (International Standard Serial Number):** A unique eight-digit number assigned by a publisher to identify a serial publication (e.g., a periodical, a directory).

**Jobber:** A supplier (usually a wholesaler) that sells a variety of items produced by many different publishers.

**Kit:** A set of two or more types of material, no one of which is identifiable as predominant.

**LAC (Library and Archives Canada):** The National Archives of Canada and the National Library of Canada were drawn together by the Library and Archives of Canada Act in 2004 to create a new knowledge institution for Canadians – Library and Archives Canada, a source of information and the continuing memory of the Government of Canada and its institutions. The LAC website has access to a wide range of library-related materials including AMICUS, Canadian Subject Headings, and MARC 21 information.

**LC (Library of Congress):** The United States' oldest federal cultural institution that serves as the research arm of Congress. It is also the largest library in the world, with millions of books, recordings, photographs, maps, and manuscripts in its collections. There are many resources available to librarians including over 14 million bibliographic records.

**LCSH (Library of Congress Subject Headings):** Available in print or a web-based format that is comprised of a thesaurus (in the information technology sense) of subject headings, maintained by the United States Library of Congress, for use in bibliographic records. LCSHs are applied to every item within a library's collection, and facilitate a user's access to items in the catalogue that pertain to similar subject matter. The most recent print version is the 31st edition.

**LMS (Library Management System):** See ILS.

**Library software:** Programs written to operate library functions.

**Main entry:** The primary access point for an item. The main entry is usually an author entry; if there is no author, the main entry is a title entry.

**MARC (Machine-Readable Cataloguing):** An international standard digital format for the description of bibliographic items developed to facilitate the dissemination of computerized cataloguing from one library to another. The most up-to-date version is MARC 21.

**Metadata:** The data about data – the information that helps us index, locate, search, and describe items – it is the invisible data behind the information that helps us understand, manage, and navigate information.

**Monograph:** A relatively short book or treatise of scholarly writing on a single, often limited subject. Also, cataloguers often use the term as a synonym for *book*.

**OCLC (Online Computer Library Center):** A non-profit membership computer library service and research organization.

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

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**Periodical:** A type of serial which contains a collection of articles written by different authors. Periodicals include magazines and journals. As with all serials, a periodical is defined primarily by its frequency of publication (e.g., daily, weekly, monthly, bimonthly, quarterly).

**Processing:** A technical process that involves the physical preparation of an item for shelf storage and loan.

**PPR (Public Performance Rights):** The rights required under The Copyright Act before any viewing or exhibition of a video in a public place (schools are considered public places) can occur. Written confirmation of permission must be obtained from the copyright holder and kept on file. There are bodies such as Visual Education Centre (VEC) and Audio Ciné Film (ACF) which provide authorization for providing Public Performance Location License (PPLL) through a licence agreement. (See current copyright legislation for updates.)

**RDA (Resource Description and Access):** The new cataloguing content standard that is replacing AACR2. RDA provides guidelines for cataloguing all resources, especially electronic resources. It also places a strong emphasis on finding, identifying, selecting, and obtaining needed information.

**Recon (Retrospective conversion):** The process of upgrading cataloguing to a current standard. This is most often done to change manual cataloguing to machine-readable cataloguing or to upgrade machine-readable cataloguing to a current standard.

**Record:** A collection of related data items or fields that is treated as a single unit.

**Resource discovery:** Activities related to finding information by matching user search terms with terminology in metadata records describing information holdings.

**RVM (Répertoire de vedettes-matière):** RVM is a database created by the Library of Laval University. It offers access to 268,000 French subject headings and their English equivalents. It offers a translation of the Library of Congress Subject Headings and uses the same syntax, language levels, and cross-references as the LCSH.

**SDM (Services documentaires multimédias):** A service that provides ChoixMédia, which is an extensive bibliographic database of more than 800,000 downloadable French-language records.

**Serial:** A publication that is usually numbered and dated and appears at intervals with no predetermined conclusion (e.g., periodicals, magazines, directories, annuals). Each issue can stand alone, is published successively, and has a sequence designation of volume, issue, number, or date.

**SILS (Saskatchewan Information & Library Services):** A consortium for public and regional libraries in Saskatchewan.

**SMD (Specific Materials Designation):** A special format of material, usually the format of the physical object (e.g., DVD, videocassette).

**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:** A type of data within a field.

**Subfield code:** The code (usually a lower case letter or Arabic numeral) that precedes a subfield.

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

**Tracings:** A record of additional headings in bibliographic records.

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

**URI (Uniform Resource Identifier):** The technical terminology that can refer to a URL or URN.

**URL (Uniform Resource Locator):** A location (i.e., website address) of a resource on the Internet or private Intranet.

**URN (Uniform Resource Name):** A name (i.e., title) of a resource on the Internet or private Intranet.

**Verso:** The left-hand page in an open book (as opposed to the right-hand page or recto). The verso is usually even numbered and commonly refers to the back of the title page.

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

**WNCP (Western and Northern Canadian Protocol):** A protocol that was signed by the ministers of education from the four western provinces and the two existing northern territories in 1993. The Western and Northern Canadian Protocol for Collaboration in Basic Education, Kindergarten to Grade 12, states that these jurisdictions agree to collaborate in basic education because of the importance that they place on:

- common educational goals
- high standards in education
- removing obstacles for student access to educational opportunities, which includes the ease of transfer from jurisdiction to jurisdiction
- optimum use of educational resources.

**Z39.50:** An international standard for searching and retrieving information across computer systems or over the Internet.

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## Appendix A: Saskatchewan Curricular Information for MARC Records

There are several fields that can typically be used to record information from Saskatchewan curriculum documents that is relevant to Saskatchewan schools. School divisions may have developed their own practices and may include information that extends beyond what is listed below. (More information on recording information in the following fields is available in Chapter 5.)

Field 521 – Audience Notes – grade levels that the resource suits

Field 590 – Local Note – advice/precautions regarding classroom use (e.g., uses imperial measures, needs to be supplemented with Canadian statistics, provides graphic descriptions, includes coarse language)

Field 658 – Index Term – Curriculum Objective – could include curricular information such as the following:

- subject area(s) that the resource supports
- title(s) of curriculum(s) that the resource complements, including year(s) of publication
- title(s) of learning resource list(s) in which the resource is recommended, including year(s) of publication
- recommendation through Western and Northern Canadian Protocol (WNCP)
- suggested use(s) (i.e., components of the curriculum(s) that the resource complements such as modules, units, themes, contexts, topics, learning outcomes)
- First Nations, Métis, and Inuit content, perspectives, and ways of knowing
- Saskatchewan content.

The Ministry of Education website at [www.education.gov.sk.ca](http://www.education.gov.sk.ca) and *Saskatchewan Curriculum – Education: The Future within Us* at [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca) offer access to Saskatchewan curricula and learning resources in English and French.

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## **Appendix B: Manitoba Curricular Information for MARC Records**

(coming soon)

## Appendix C: Cataloguing Standards for School Libraries

These templates summarize the information in this document as well as that provided by the SILS Consortium, various AACR2 resources, and RDA resources. The first template is for books and audiovisual materials; the second template is for serials or periodicals; and the last template is for electronic resources.

Standard for Books or Audiovisual materials		
LABEL	TAG	SUBFIELDS
Fixed physical description	007	
Control field	008	
LOC Control Number	010	a
LAC Control Number	016	a
ISBN	020	a c
Cataloguing Source	040	a
Language Code (also add a note in the 546 Field)	041	a b h j
DDC#	082	a 2
Call Number (Local) Alternate fields may be defined by your software.	090	a b c d
Author – Personal	100	a c d q
Author – Corporate	110	a
Author – Conference	111	a n d c
Author – Uniform title	130	a
Title (add the GMD in square brackets in h) i.e. [sound recording]	245	a h b c
Title - Variant form (Use only as required.)	246	a h
Edition statement (Use only as required.)	250	a
Publication details	260	a b c
Physical description	300	a b c e
Content Type (new RDA)	336	a b 2 3
Media Type (new RDA)	337	a b 2 3
Carrier Type (new RDA)	338	a b 2 3
Series statement	490	a v (series as shown on item)
Notes	5XX	a
Subject – Personal name	600	a q b c d t v x y z 2
Subject – Corporate name	610	a b d c t v x y z 2
Subject – Meeting name	611	a c d n v 2
Subject – Uniform title	630	a v x y z 2
Subject – Topical term	650	a v x y z 2
Subject – Geographic name	651	a v x y z 2
Genre/Form or Physical Nature	655	a v x y z 2
Subject – Curriculum Objective	658	a b c d 2
Added personal name	700	a c d e q t
Added corporate name	710	a b c d t

Standard for Books or Audiovisual materials		
LABEL	TAG	SUBFIELDS
Added meeting name	711	a c d e
Added uniform title	730	a h p l
Added title	740	a
Series Added Entry – Personal Name	800	a b c d t v
Series Added Entry – Corporate Name	810	a b d t v
Series Added Entry – Uniform Title	830	a d t v
Electronic Location and Access	856	u z

Standard for Serials and Periodicals		
LABEL	TAG	SUBFIELDS
Fixed physical description	007	
Control field	008	
ISSN	022	a
Author – Personal	100	a c q d
Author – Corporate	110	a
Author – Conference	111	a n d c
Author – Uniform title	130	a
Title	245	a h b c
Title – Variant form (Use only as required.)	246	a h
Publication details	260	a b c
Address	270	a b c
Physical description	300	a b e c
Current Publication Frequency	310	a
Content Type (new RDA)	336	a b 2 3
Media Type (new RDA)	337	a b 2 3
Carrier Type (new RDA)	338	a b 2 3
Dates of Publication and/or Sequential Designation	362	a z
Series statement	490	a v (series as shown on item)
Notes	5XX	a
Subject – Personal name	600	a q b c d t v x y z 2
Subject – Corporate name	610	a b d c t v x y z 2
Subject – Uniform title	630	a v x y z
Subject – Topical term	650	a v x y z 2
Subject – Geographic name	651	a v x y z
Added personal name	700	a c q d t
Added corporate name	710	a b c d t
Added meeting name	711	a c d e
Added uniform title	730	a n p l

### Standard for Serials and Periodicals

LABEL	TAG	SUBFIELDS
Added title	740	a
Preceding Entry	780	t
Succeeding Entry	785	t
Series Added Entry – Personal Name	800	a b c d t v
Series Added Entry – Corporate Name	810	a b d t v
Series Added Entry – Uniform Title	830	a d t v
Electronic Location and Access	856	u z

### Standard for Electronic Resources

LABEL	TAG	SUBFIELDS
Fixed physical description	007	
Control field	008	
ISBN	020	a c
Classification Number (DDC)	082	a 2
Author – Personal	100	a c q d
Author – Corporate	110	a
Author – Conference	111	a n d c
Author – Uniform title	130	a
Title (add the GMD in square brackets in h) i.e. [electronic resource]	245	a h b c
Title – Variant form (Use only as required.)	246	a h
Edition Area	250	a t
Publication details	260	a b c
Physical description	300	a b e c
Content Type (new RDA)	336	a b 2 3
Media Type (new RDA)	337	a b 2 3
Carrier Type (new RDA)	338	a b 2 3
Series statement	490	a v (series as shown on item)
Notes	5XX	a
Subject – Personal name	600	a q b c d t v x y z 2
Subject – Corporate name	610	a b d c t v x y z 2
Subject – Uniform title	630	a v x y z
Subject – Topical term	650	a v x y z 2
Subject – Geographic name	651	a v x y z 2
Added personal name	700	a c d e q t
Added corporate name	710	a b c d t
Added meeting name	711	a c d e
Added uniform title	730	a n p l
Added title	740	a



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### Standard for Electronic Resources

LABEL	TAG	SUBFIELDS
Preceding Entry	780	t
Succeeding Entry	785	t
Series Added Entry – Personal Name	800	a b c d t v
Series Added Entry – Corporate Name	810	a b d t v
Series Added Entry – Uniform Title	830	a d t v
Electronic Location and Access	856	u z

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## Appendix D: Suggested Role Descriptions of School Library Staff

Generic role descriptions for non-instructional staff at the school division and the school levels who have involvement in school library services are provided here. Individual school divisions will develop more specific role descriptions for individual staff members that reflect their particular circumstances. When developed, role descriptions are included in school division policy and reviewed regularly.

### In Saskatchewan...

This appendix is part of Appendix D from *Connections: Policy and Guidelines for School Libraries in Saskatchewan*, developed by the Ministry of Education in 2008.

### Roles of School Division Personnel

**Division Level Non-instructional Staff** – Non-instructional staff at the school division level usually includes qualified library technicians and clerical staff. They provide the technical and clerical functions necessary at a division level to ensure that the professional staff members can focus on their role. The number and qualifications of the non-instructional staff will be dependent on the type and level of centralized services offered by the school division, the type of central collection, the automation system used, and the support provided by this staff to schools.

**Library Technicians** typically carry out functions such as:

- cataloguing learning resources using derived cataloguing and doing original cataloguing when required
- identifying publishers and Canadian distributors from which materials may be obtained
- verifying interlibrary loan requests in bibliographic tools and in the school division's catalogue
- managing and customizing online databases
- using software to make and edit web pages, digital photos, and digital presentations
- working with teachers, administrators, and other school division staff
- supervising clerical staff who are ordering materials, and processing invoices, interlibrary loan requests, and new materials
- organizing and circulating the central collection.

**Clerical staff** typically carry out functions such as:

- shelving materials, shelf reading, and keeping the central office collection organized
- checking links on web pages to ensure the links work, and consulting with professional staff to identify replacements for broken links
- working with teachers, administrators, and other staff members
- processing orders and invoices, interlibrary loan requests, and new materials
- performing routine clerical functions such as maintaining statistics and word processing.

### Roles of School Level Personnel

**School Level Non-instructional Staff** – All school libraries require the services of a library technician and regular clerical staff. This staff allows the teacher-librarian to fulfill the instructional role in the school library program.

**Library and Information Technician** responsibilities in a school library depend upon the size of the library, and the manner in which responsibilities are assigned. These responsibilities include:

- carrying out any or all of the functions outlined earlier for technicians who work at the school division level

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- operating all the technology in the school library, assisting students and teachers to do the same, and handling minor technical problems
  - creating booklists, exhibits, presentations, and handouts to encourage library and resource use
  - handling reference questions.

**Library Assistant or Clerk** responsibilities in a school library include:

- providing basic assistance to students and teachers such as helping them locate items in the collection
- handling circulation, and processing overdue lists
- entering local holdings into the automated system where the cataloguing has been done at a central services location
- handling interlibrary loans within and outside the school division
- shelving resources, shelf reading, and keeping the library facility organized
- maintaining resources in good repair which includes mending materials and replacing missing pieces of kits
- recording new issues of magazines when they are received from the publisher
- operating audiovisual, duplicating, and computer equipment and carrying out preventative maintenance as required
- setting up displays that promote literacy and encourage school library use
- performing routine clerical functions such as maintaining statistics, word processing, filing, and answering phones.

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