Nancy Olson's AV Workshop – A LITTLE SLICE OF CATALOGER HEAVEN

by Sevim Tsardoulias, Cataloger/Head of Technical Services, Tuscarawas County Public Library

Each summer for the past several years, Nancy Olson has taught a weeklong audiovisual cataloging course at the University of Pittsburgh's Summer Institute. This past July, I had the good fortune of attending "Cataloging Audiovisual Material and Other Special Materials: a Workshop Using AACR2 and the OCLC/MARC21 Format."

Nancy Olson is Professor Emeritus at Minnesota State University, Mankato. She is a retired cataloger, an author of books on AV and special materials cataloging, and has been involved in developing cataloging rules. She advises everyone from the neophyte who posts a question on the OLAC (Online Audiovisual Catalogers) discussion list to catalogers at the Library of Congress. I am among the many who are grateful for the guidance contained in her book, *Cataloging of Audiovisual Materials and Other Special Materials*. To explain her role to those outside the profession I've sometimes quipped that she's the goddess of AV cataloging. I jumped at the chance to learn at the feet of the master, and make a pilgrimage to the land of Andrew Carnegie.

Course Format

The course emphasis was on descriptive cataloging. It was geared toward people who had experience with book cataloging, and varying levels of experience with AV materials. Familiarity with MARC and AACR2 were a prerequisite. We covered video cataloging with a focus on DVDs. Two full days were spent on electronic resources (computer files) including CD-ROMS, interactive multimedia, e-books, and Internet resources. The work on sound recordings emphasized non-music recordings such as audio books. We also studied cataloging graphic material, three-dimensional material, and realia.

Mornings were spent discussing how each format was cataloged, and the quirky features that made it different from and similar to other formats. Groups of three worked together to do the descriptive cataloging of an item, and wrote out the MARC fields on a transparency. A long lunch gave students time to finish the group work and get acquainted with each other at local restaurants. In the afternoon, each group presented its transparency, getting feedback from the instructor and classmates. After class students cataloged one or two items individually and read up on the next day's subject. Early each day we would begin by turning in homework and getting the previous day's homework back, followed by and an hour or so of wrap-up discussion, before starting the next format.

This combination of lecture, collaborative work with feedback, individual work and then repetition of concepts was a very effective teaching method. The atmosphere among students was collaborative and supportive. The teacher's manner was patient, personable, and relaxed. Questions about specific tricky items from the students' home libraries were welcome.

Being used to one-day workshops that cram as much as possible in a short time, it took awhile for me to adjust my attitude and enjoy Ms. Olson's anecdotes – all of which somehow or other were related to cataloging. If it had been the typical fast paced one-day workshop we would never have learned that Ms. Olson's dad made fudge with the children, teaching them to convert from Celsius to Fahrenheit, just as map catalogers must convert inches or centimeters on a map into a scale representing miles or kilometers.

Nancy's Tips and Opinions: The Highlights

PHYSICAL DESCRIPTION NOTE FOR CDs — 538 or 500? The 538 field is used for all formats except for music and spoken word CDs. For these formats the note should be 500 Compact disc instead of 538 Compact disc. In Nancy's opinion, the reason has more to do with politics than good policy, although (I'm paraphrasing here) "Jay Weitz wrote a coherent apologetic to back up the decision."

BOOKS ON TAPE/BOOKS ON CD. "Abridged" and "Unabridged" belong in the 250 edition field, not the 500 field. For non-music AV, add a 710 for the publisher. People remember the publishers.

DVDs Magnifying lenses are highly recommended for reading the tiny print on DVD containers. Unlike most other AV formats, the containers of DVDs are preferred as the chief source of information. The date of publication can be taken from the cover. Include a note about the aspect ratio if it's listed. Ignore information about region, since it's safe to assume all the DVDs we'll get are from North American region.

In every case Nancy's seen so far, subtitles do double-duty as closed-captioning or vice versa. Make notes about closed-captioning and/or soundtracks reflecting the wording on the piece.

Most movies put on DVD have special features or the addition of subtitles, making them a new work. In those cases, the date type will be "s." If a movie has been put on DVD but no changes or additions are made, code the date type "p." This is the date type to use if the content is identical but the format is different.

ELECTRONIC RESOURCES/COMPUTER MATERIALS. These are weird. Contrary to AACR2r Chapter 1, and the consistency promoted by format integration, the cataloger is instructed to ignore the physical carrier and look at the content first. This is the opposite of other formats. Decide first what the content is. Is it a map? A serial? A game? Use this to choose a corresponding workform. Then input the 006 field and the 007 field to cover the physical carrier, which are the electronic aspects. See also the Anglo-American Cataloguing Rules: Amendments 1999 and Amendments 2001 (available from ALA) for more information. Chapter 9, "Electronic resources", has many changes.

ELECTRONIC SERIALS. In order to catalog electronic serials, you must be familiar with (though not an expert on) cataloging printed serials. The basics are the same. Just read the rules and the new Chapter 9 of the AACR2r 2001 Amendments and you'll be okay.

LABELS ON AV MATERIAL. Balance the need for loss prevention measures with the chance that labels might affect the material. You may want to label materials you expect to keep a long

WEB BASED CONTINUING EDUCATION – ANOTHER OPTION

Many different kinds of distance learning are becoming available via the web. Web Based Continuing Education (Web CE) can include the best features of all of them. Depending on how the course is structured, the students' educational experience in a Web CE course could include reading assignments posted as PDFs to the web, emailing classmates or instructors, viewing a video or a videotaped lecture via the web, participating in chatroom discussions, reading lectures posted online, and submitting assignments or tests online or via email

Web CE creates an educational opportunity for students or staff who can't travel or who don't have a local program or workshop they could attend. It just doesn't matter where you are going to school when you are learning via the web. Web access is also more universally available, unlike videoconference courses that typically require attendance at some type of videoconference node.

Web CE is extremely flexible, allowing students to do their work at any convenient time. Library staff can take on-line courses at work or at home, so it can become an attractive option for staff training. Ironically Web CE students find that they have more contact with their teachers than traditional students, who are often bound by the specified office hours their teachers maintain. Also the format seems to encourage quiet or shy students to participate more fully. It works well for people who work very independently.

But Web CE is not for everyone. Some people need the structure of classroom attendance to keep them on track. Other students miss being part of the classroom experience. It also isn't necessarily a less expensive route to go, nor does it take any less time that a regular class.

Students who think that Web CE might work for them should consider visiting the Sinclair Community College site. They have posted a quiz to their site [http://www.sinclair.edu/distance/ForMe.html] that helps students test if distance learning is the right option. Taking this quiz gets people thinking specifically about what kind of a learner they are. The College of DuPage has posted a similar quiz at http://www.cod.edu/dept/CIL/CIL_Surv.htm.

There are many library technology degree programs available via the web, including Raymond Walters College in Cincinnati [http://www.rwc.uc.edu], the University of Maine's University College [http://www.uma.maine.edu] and the College of DuPage [http://www.cod.edu]. Visit COLT's list of U.S. Library Technician Programs at http://library.ucr.edu/COLT/ltprograms.html, which notes if an institution offers distance options. Information on ALA Accredited LIS institutions that provide distance education options is available at http://www.ala.org/alaorg/oa/disted.html.

THE ABCs OF OLC PARTICIPATION

You've listened to many voices in *TechKNOW* extolling the virtues and benefits of OLC participation. So how does someone become an OLC participant?

One way is to run for an office on your local OLC Chapter Action Council. These folks determine the content of OLC's local continuing education opportunities for TS librarians by designing their regional conferences. OLC breaks the state up into 6 chapters. Each chapter has a 6 to 8 member Action Council that consists of council members, coordinators and a secretary. Generally speaking the Past Coordinator for each Chapter seeks nominees for these offices each spring. If you are interested in running for your local Chapter consult the map at http://www.olc.org/Chapters.asp to determine which chapter you belong to. Past coordinators for the various chapters include:

Central Chapter: Melissa Lodge. The State Library of Ohio
North Chapter: Christine Crimaldi, Cuyahoga County
    Public Library
Northeast Chapter: Norma McDonough, Portage County
    District Library
Northwest Chapter: Karen Culp, Tiffin-Seneca Public Library
Southeast Chapter: Renee Geary, Ohio University
Southwest Chapter: Claytonia White, Greene County
    Public Library

OLC Divisions, in contrast, tend to focus on a particular employment specialty, type of library or special interest. The Technical Services Division, for example, focuses on our interests. If you are interested in a different specialization you can volunteer or run for office in that division. There are 16 divisions in OLC. You can look through a list of them at http://www.olc.org/Divisions.asp to see if there is anything of interest.

If you would prefer not to run for an elected office there are still plenty of opportunities for participation via committee work. The incoming OLC President appoints committee members each year. Committees help OLC make group judgments and provide guidance and council to the OLC Board. Many of them also have a specific activity or charge that they work to complete. The more diverse committee membership is the more OLC benefits. A list of committees TS librarians can volunteer to work on is available at http://www.olc.org/Committees.asp. Contact the OLC office if you are interested in volunteering for committee work.

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time, like cumulative indexes that are good for a decade, and leave unlabelled items that are superseded each year. Useful tip: a hairdryer will remove adhesive labels.

All AV media disintegrate, sooner or later. Get as much use out of it as you can, instead of storing it for later use.

It Wasn't All Peaches and Cream

Though the content and teaching method of the course were good, some of the nitty-gritty aspects of attending were not so great. The dorms, for instance. Thin walls, communal restrooms and finicky elevators were annoying but normal to me (having lived on or near OSU all my adult life), but one of our number gave up on Wednesday evening. She said, "I'm too old for this! I'm moving into the Hilton." Construction was going on both outside and inside the building all week. If there wasn't noise from a distant jackhammer from the street, there was noise from the workers on our floor creating new walls. Nancy said that this was typical for the summer term classes. Because of the remodeling, furniture and equipment weren't in their usual places. On the first day of class, we students searched for and moved furniture into our classroom.

In Conclusion

Overall, it was a worthwhile educational experience, one I'd recommend to others with reservations. Reservations at a hotel! I enjoyed the camaraderie of eighteen colleagues engaged not only in the same profession, but also in the same specialty. It was heaven to discuss the applicability of some field versus

another, or some workflow quirk, with others who not only understood the question, but shared enthusiasm for the subject.

Students came from several states and varied work venues: public and academic libraries, a prison library and a regional library consortium. Perhaps the group cohesion was enhanced by the fact that the teacher and students were all women. Outside of class, there was a plethora of ethnic restaurants to try, mirroring the many countries represented by students and pedestrians. Several bookstores and museums were within easy walking distance.

In conclusion, the workshop was a mixed bag. The location on a busy urban campus set up some obstacles to learning, though none insurmountable. In exchange, the location provided educational and entertainment opportunities outside of class. Nancy Olson's slow pace and conversational manner would grate on some personalities. However, the repetition of concepts and relaxed pace allowed for thorough absorption of material – a luxury rarely available in shorter workshops. I would recommend this workshop highly to people who are comfortable with book cataloging but new or shy about AV cataloging.

Related Websites

Description of workshops held at the University of Pittsburgh School of Information Sciences Summer Institute. http://www2.sis.pitt.edu/~workshop/

The Anglo-American Cataloguing Rules: Amendments 1999 and Amendments 2001 are available through the ALA online store: http://alastore.ala.org/

OLAC (Online Audiovisual Catalogers) discussion list archives, and instructions on subscribing to the list: http://listserv.acsu.buffalo.edu/archives/olac-list.html

Metadata – the Key to Smarter Web Pages

By Greg Weller, Internet Systems Project Leader, Cuyahoga County Public Library

Web pages are stupid things, but it's not their fault – blame it on how they were raised.

Nearly all web pages are written in HTML (Hypertext Markup Language) which itself is a subset of SGML (Standard Generalized Markup Language). The important phrase here is 'Markup Language'. In essence markup languages are no different than the kinds of formatting tools that people are used to using in a word processor. Here's a wee bit of HTML:

```
<body bgcolor="#FFFFFF" text="#000000">
<div align="center"><i><font color="#CC33CC"><b>A Wee Bit of HTML</b></font></i></div>
</body>
```

Markup languages are concerned with the presentation of content, not with the content itself. This HTML code says to display the words 'A Wee Bit of HTML' in bold, italic font, and in a sort of lavenderish color (conveniently labeled as "#CC33CC") and center it on the page. That's all this page knows and all it will ever know. It has no clue as to what it's about, and can't communicate any meaning to anyone searching for it, except for the text itself, which isn't that helpful.

Enter metadata. Metadata is literally 'data about data' and here's what a wee bit of metadata looks like

```
<head>
<title>A Wee bit of Metadata</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<meta name="title" content="A Wee Bit of HTML" />
<meta name="description" content="This was written to demonstrate metadata. This page is not as stupid as a page without
     metadata. There was also mention made of hot sauce in exchange for said writing." />
<meta name="keywords" content="HTML,metadata,wee bit of" />
<meta name="language" content="english" />
<meta name="author" content="Greg Weller" />
<meta name="reply-to" content="gweller@cuyahoga.lib.oh.us" />
<meta name="document-class" content="Living Document" />
<meta name="document-classification" content="Computers" />
<meta name="document-rights" content="Public Domain" />
<meta name="document-type" content="Web Page" />
<meta name="document-rating" content="Safe for Kids" />
<meta name="document-state" content="Static" />
</head>
```

This metadata tells us about the content of the page, not how pretty it's supposed to look. It tells us about the author, the author's email address, how the author was persuaded to write this, some keywords for better searching, and a brief description of the content of the page, among other things. With this kind of information, metadata-aware browsers can perform a much more intelligent search.

Along with this metadata more intelligent tag sets are being developed in another markup language ca led XML (Extensible Markup Language). This language allows web authors to create their own markup tags, and these tags can deal with the actual content of the page, and not just that the page has 10 different colors (all of which clash) and 4 different fonts (none of which are particularly readable) For example, a web page about Monty Python could have tags such as <Spam>, <Lumberjack> and <Naughty Bits> to reference different Python sketches.

What's in the future? The goal of using metadata and 'smarter' tag sets is to create a Semantic Web, as described by the real Father of the Internet-Tim Berners-Lee (and not Al Gore) in the May edition of Scientific American:

The Semantic Web is not a separate Web but an extension of the current one, in which information is given well-defined meaning, better enabling computers and people to work in cooperation. The first steps in weaving the Semantic Web into the structure of the existing Web are already under way. In the near future, these developments will usher in significant new functionality as machines become much better able to process and "understand" the data that they merely display at present

In the near future we'll have smarter web pages-web pages that have overcome their humble beginnings and graduated from the University of Metadata and Smart Tags (its football team is the Fighting Angle Brackets). We might still have stupid web authors, but that's a different story.

NOTSL SCHOLARSHIPS

This spring the Northern Ohio Technical Services Librarians (NOTSL) will once again be awarding one or more scholarships worth a total of $1,000. These scholarships will be awarded to persons currently working in a professional, para-professional or support position in a technical services area of an Ohio library, or to persons currently taking coursework in library science. The content of the proposed educational activity must relate to technical services work. Typically funded activities can include costs for workshops or coursework, professional meetings or research. NOTSL will announce application information and due dates on all the major electronic discussion lists just after the first of the year. For more urgent information contact Margaret Maurer, the NOTSL Scholarship Committee Chairperson.

TELL US WHAT YOU THINK – PLEASE!

TechKNOW has now been available via the web for almost a year. It's time for you to tell us what you think about the transition we are making. Do you, for example, enjoy having access to the archive of back issues? How many issues do you think we should archive? What do you think of the wide availability via the web? Are you getting the announcements when they are available as expected or are you hearing about issues through other ways? *TechKNOW* exists to aid your work. How do you use it and how can we make it more useful for you? Send your thoughts, comments and suggestions to Margaret Maurer, at mmaurer@lms.kent.edu, or at sky@en.com.

GSAFD AUTHORITY RECORDS AVAILABLE

Authority records for GSAFD terms are now available, according to David Miller at Curry College The Guidelines on Subject Analysis to Individual Works of Fiction, Drama, etc. [GSAFD] list of headings has been problematic to implement in libraries without these authority records. For further information, and to access the files, visit: http://www.ala.org/alcts/organization/ccs/sac/gsafdauthority.html.

Hot Links to Interesting Information

Duke University Acronyms, Nicknames, and Abbreviations List

http://staff.lib.duke.edu/orgnztn/techservices/ abbreviations.htm

The Perkins Library System of Duke University assembled this list to improve their own communications. Many common acronyms used in the technical services world, from AACR to UDC are defined here. Do you know what DCRB is? The answer is at this site!

The Ohio State University Libraries TS Division Resources Site

http://www.lib.ohio-state.edu/tsweb/tsinfo.htm

In addition to providing links to some of the most commonly used technical services mega-sites and specific resources for technical services, such as Cataloger's Toolbox and Cataloger's Reference Shelf, this page links to an interesting site entitled Librarian's Datebook. This datebook is an extensive calendar of upcoming library conferences and other events that also contains links to the different organizations sponsoring the programs. The TS Division at OSU has also posted a document (in pdf format) entitled "Handling Suspicious Packages and Letters"; it details the university's specific procedures but may prove helpful to any library staff member who handles incoming mail and shipments in their own environments.

BookWire.com and LiteraryMarketPlace.com

http://www.bookwire.com/bookwire
http://www.literarymarketplace.com/lmp/us/index_us.asp

BookWire has always served as a useful portal for book industry information; the publisher indexes in particular have been widely used by acquisitions librarians. Recently these indexes stopped appearing on the BookWire site, and seem to have been replaced by a link to the online version of Literary Market Place. One can register as a free user and search for publisher contact information quickly and easily. However if more detailed information about the publisher is required (such as publication types, subsidiaries, foreign offices, etc.) it is necessary to have a paid subscription. (FYI: the online LMP annual cost is $389.00; the newest print edition is priced at $299.00.)

Just for Fun

http://www2.njstatelib.org/njlib/lbhumtec.htm

Next time you need a moment to relax check out this page It's part of the Fun for Bookworms section of the New Jersey State Library site. Be sure and scroll down to the last section: "Funny LC Subject Headings!"

Sharon Zuiderveld, editor.
Cataloging Correctly for Kids: an Introduction to the Tools, 3rd edition.
American Library Association, c1998. 116 p.
0-8389- 3476-5. $18.00

Reviewed by Georgianne Balas Doyle, Catalog Department Manager, Cuyahoga County Public Library

When I first became aware of this title, I thought as a cataloging manager in a very large public library, that there is no way to specifically "catalog for children". I still think that.

The 1998 edition of this title is the third rendition as it was first published in 1989, then again in 1991. The format of the newest edition is the same as the former editions. It is a collection of loosely related articles about cataloging specifically for a collection used by children. The introduction states that the "articles can stand alone and be read separately".

The introductory chapter, "Guidelines for Standardized Cataloging of Children's Materials", provides an overview of cataloging for children. It offers a nice, succinct history of the establishment of guidelines by professional cataloging organizations. The chapter describes the guidelines themselves, as well as why they were needed, and how ALA and LC have worked to keep them current.

There are, however, some significant content changes at this point in this latest edition. There are several additional chapters, including "Authority Control," "How Children Search," "Sources for Dewey Numbers," "Curriculum-Enhanced MARC" and an updated bibliography. Also, several chapters have been re- written by other authors, including "Sears List of Subject Headings," "Automating the Children's Catalog;" and "MARC & ISBD, Vital Links Between Students and Library Materials." There is also a chapter explaining the Annotated Card programs headings.

Some of the information in the articles is theoretical, and some is very practical, designed for use with special collections specifically for children, primarily in school libraries. Unfortunately, much of the recommendations are just not practical in a setting where production standards are increasing, as are materials budgets, yet staffing continues to decline. Generally, though, this is a good collection of concise, yet fairly comprehensive information on an often over-looked topic.

COORDINATOR'S CORNER

As 2002 unfolds we can anticipate new beginnings, new ways of doing things, and new opportunities for personnel in Ohio libraries. I'm optimistic because as change occurs, opportunities arise.

I am the new coordinator for the Technical Services Division of OLC. I am the Supervisor of Technical Services and Head Cataloger at Ashland Public Library. I have 18 years of library experience working in a variety of positions, and one thing I know to be true is that change can be a good thing. It may threaten us, challenge us, or make us want to run in the other direction. Yet, change may also enable, empower and equip us to do more with great success. We have a choice in the way we embrace both change and opportunity.

The Technical Services Division Action Council has a mission to recognize the needs of Technical Services personnel statewide, to share information and offer educational experiences. We do so by taking surveys, talking to individuals, or by sponsoring workshops and special programs. With Ohio Library Council's support, we are able to provide this newsletter online, and our hope is that you will find the content to be current, useful information.

We are change agents as we look ahead in the library community and try to meet needs in a timely and effective manner. Our mission is to help you and we are interested in what you have to say. We welcome your thoughts, ideas, and suggestions. Join us as we face the challenges ahead. Together, let's embrace change and look for the good in every opportunity.

Jennifer Bull
Supervisor / Head Cataloger
Ashland Public Library