RDA and Libraries: Where Are We Going?

by Tom Adamich, Head of Metadata Services, Muskingum University Library

Much has already been said about the long-awaited switch from AACR2 to RDA. For *TechKNOW* readers who may be awaiting their first cup of coffee, AACR2 stands for the *Anglo-American Cataloguing Rules*, second edition, revised. This is the cataloging code librarians across North America have used since 1978, although it has been under active revision for some time. What was originally intended to be "AACR3" is about to emerge with new characteristics. *Resource Description and Access* (RDA) is currently scheduled to be released this summer as the *RDA Toolkit*. It will probably be implemented internationally prior to United States implementation, following a nine-month testing period.

This is a major change for the library community. In order to understand RDA and its development in context, a brief examination of the history of AACR2, followed by the development and philosophy behind RDA, may be helpful.

OLC RDA Webinar is April 27

The Ohio Library Council's Technical Services Division (OLC TS) is sponsoring *RDA: The Basics!* This Webinar is for anyone seeking ways to prepare catalogers and other library staff for the arrival of Resource Description and Access (RDA). Begin the journey to RDA on Tuesday, April 27th, from 2-3 pm. Magda E-Sherbini, Head of the Cataloging Department at The Ohio State University (OSU) Libraries, will present information on the basic structure and application of RDA. She serves on the RDA Advisory Board, and OSU is also the only RDA testing partner in Ohio, so the most current information will be included. OLC Members may attend for $15, non-members for $30. Access to the internet and a speaker are all that are needed to participate. Visit http://www.olc.org/WorkshopDescription.asp?ID=481 for more information, or contact Chris Korenowsky at mailto:ckorenowsky@olc.org.

AACR2 and the Vision of RDA

In 1978, AACR2 was introduced, bringing international cataloging rule development into one document. AACR2 originally contained only two parts: a description component based on the General International Standard Bibliographic Description, or ISBD(G), and an entry and heading component. The Library of Congress, the National Library of Canada, the British Library, and the Australian National Library adopted AACR2 in 1981. The text was later revised in 1988, 1998, and 2002 to reflect needed changes in entry procedures and the development of new formats, particularly emerging formats such as electronic resources.

While AACR2 was intended to address cataloging in all formats, this "universal view" of AACR2's scope has been debated. Ann Huthwaite in her "AACR2 and Its Place in the Digital World: Near-Term Solutions and Long-Term Direction," points out that the cataloging rules for some formats, particularly those which are electronic-based, may contain multiple descriptive characteristics and, thus, be assigned to multiple chapters in AACR2. This can be problematic, particularly for the novice cataloger.

Now materials are appearing in formats never before experienced, although this has not always been the case. For example, prior to 1997, most documents were produced in print. If another format happened to be generated for the document, it was usually a micro-based format (microfilm, microfiche, etc.). Today, there are a number of "formats" for documents, including the portable document format (PDF), the extensible markup language (XML), and others. According to Huthwaite, AACR2 rules are often format specific and, thus, not easily adaptable.

Policy makers have also recognized a need for greater judgment in the cataloging process, but AACR2 has been strictly interpreted, which has also impacted its application to new formats and to the greater volume of resources to catalog. We need to dynamically address both the ever-increasing demand for access to materials in multiple formats and the need to look for more defined strategies for materials metadata creation and management.

RDA: From Concept to Reality

Resource Description and Access, or RDA, grew out of the work of the Committee of Principals, an international body of representatives from the national libraries and professional library associations of the United States, Canada, the United Kingdom, and Australia that is charged with the governance of AACR2. The work has been continued by the Joint Steering Committee for the Revision of Anglo-American Cataloging Rules, later known as the Joint Steering Committee for Development of RDA.

RDA is intended to be a new standard for resource description and access. RDA will provide a comprehensive set of guidelines and instructions on resource description and access covering all types of content and media, enabling users of library catalogues and other systems of information organization to find, identify, select, and obtain resources appropriate to their information needs.

An important aspect of RDA is its alignment with the Functional Requirements for Bibliographic

Records (FRBR) and Functional Requirements for Authority Data (FRAD). The relationships between FRBR, FRAD and RDA impact RDA's structure and functionality because FRBR's Group 1 entities (works, expressions, manifestations and items) are the model for RDA. Therefore RDA's focus is on the description of entities and their relationships. These concepts are new to most catalogers, but have been used in database design for some time.

Other important features of RDA will be its attempt to address ambiguous terminology and to resolve problems related to identifying material classes. For example, the General Material Designators (GMDs) will be replaced by content, media and carrier types, stored in three new MARC21 fields. This will, in theory, eliminate inconsistencies in technical and content descriptions, and address the cataloging of digital resources, three-dimensional objects, visual materials, manuscripts, and archives more effectively.

RDA is structured to contain a general introduction, followed by individual chapters that address the attributes of bibliographic entries and the relationships between and among groups of entities. The arrangement is by element rather than format. Also included are appendices, a glossary and an index. Another highlight will be the ability to annotate the online Web-based tool to add local procedures or decisions on options and alternatives offered in RDA. There will be customizable workflows, which are step by step procedure documents, with links to the relevant RDA guidelines. There will also be a companion document of complete examples.

Implementation activities are being developed in cooperation with educators and cataloging training professionals worldwide which are intended to support the integration of RDA structure and content into the cataloging workflow. RDA will have a great impact on the library technical services community and will alter the way we catalog and process materials daily, both directly and indirectly.

RDA Toolkit Publication

As of this writing, the RDA Toolkit will be published in June 2010. In a statement released in early December, the American Library Association (ALA) announced the amended publication timeline (http://connect.ala.org/node/89661), citing the complexities inherent in moving from a print to a Web based model as the chief impediment to publication.

The RDA Toolkit will be co-published by ALA, the Canadian Library Association, and the Chartered Institute of Library and Information Professionals (CILIP). The RDA Toolkit will initially include the RDA document, an element set view of RDA, AACR2, and workflows, mappings, and tools to customize the implementation of the Toolkit. An AACR2 rule number search of RDA instructions is provided.

The RDA Toolkit will be freely available during a complimentary access period which will extend from its publication point in June 2010 through August 31, 2010. From this point on access must be purchased. Although the Library of Congress has announced that access to the RDA Toolkit will be included in Cataloger's Desktop, currently access to the Toolkit itself can only be purchased from one of the three co-publishers. ALA will be licensing annual access for one concurrent user for $325 for the first year (unlimited actual users, but only one at a time). There will be additional charges for additional concurrent users. Complete pricing information is available via ALA Connects. (http://connect.ala.org/node/92572). Institutions will need to balance their needs for access to the new tool against the cost increases inherent in the new subscription-based pricing model. To receive RDA Toolkit announcements and news directly from the co-publishers, send e-mail to mailto:rdatoolkit@ala.org.

Previous Transitions

One way to help manage the transition from AACR2 to RDA is to recognize the historical role of past transitions between cataloging standards and how standards-based instruction was and is viewed in the library community. There is much to be learned. Allyson Carlyle, University of Washington Information School, wrote on the eduCAT discussion list that teaching an old cataloging standard (in this case, AACR2) is nothing new. She was reminded of the switch from AACR1 to AACR2. AACR2 was published in 1978 but not implemented until 1981. "It was necessary to continue to teach AACR1 for students even after 1981 because of the practice of considering some headings to be AACR2 compatible." Today's students will probably continue to accept and use AACR2 records and headings into the foreseeable future, and so that standard must also be taught.

A recent graduate, Jennifer Parsons, also writing on the eduCAT discussion list, and participating in the same message stream, reiterated the importance of AACR2/RDA transitional education from a student perspective. Her view was one of progressive exploration in understanding the role of cataloging standards as they relate to the art of cataloging itself. She suggested that RDA could be taught as an historical criticism of AACR2. For example, by exploring how much better RDA is at describing unusual items or sets of items provided necessary theoretical underpinning. Or by comparing RDA to AACR2 to inform why we did what we did. Teaching students through rote memorization didn't encourage cataloger judgment. Parsons went on to say that rote learning also gave students the illusion that cataloging is a static discipline. We really can learn a lot from previous transitions.

Library Vendors

Another group with whom members of the technical services community should maintain

RDA Web Resources

AACR2 and Its Place in the Digital World: Near-Term Solutions and Long-Term Direction / Ann Huthwaite. http://www.loc.gov/catdir/bibcontrol/huthwaite_paper.html.

Functional Requirements for Bibliographic Records (FRBR) at IFLA. http://www.ifla.org/VII/s13/frbr/

Functional Requirements for Authority Data. http://www.ifla.org/en/news/new-ifla-publication-functional-requirements-for-authority-data

Resource Description and Access. http://www.rda-jsc.org/rda.html

Resource Description and Access Webcasts at LC. http://www.loc.gov/catdir/cpso/rdawebcasts.html

Ready for RDA Implementation? ...Help! The New Cataloging Code is Coming! / Chamya P. Kincy and Luiz H. Mendes. http://alcts.ala.org/crgwiki/images/1/10/RDA_CLA_Presentation.pdf

MARS Authority Control Best Links for RDA. http://ac.bslw.com/community/blog/2009/09/best-links-for-rda/

MARS Authority Control Helpful Links on RDA, FRBR and FRAD. http://ac.bslw.com/community/blog/2009/05/helpful-links-on-rda-frbr-and-frad/

RDA Element Analysis / Deirdre Kiorgaard. http://www.rda-jsc.org/docs/5rda-elementanalysis.pdf

RDA in MARC. http://www.loc.gov/marc/RDAinMARC29.html

RDA Scope and Structure / Alan Danskin. http://www.rda-jsc.org/docs/5rda-scoperev4.pdf

Resource Description and Access Online. http://www.rdaonline.org/

awareness is the vendor community. We interact with vendors in a number of areas such as integrated library systems (ILS) displays, acquisitions processes, the use of or acquiring of vendor-created metadata, etc. These processes will be impacted by RDA.

Library users who are familiar with uniform titles will transition more easily to RDA's work level concept, once our ILS displays adapt. According to Barbara Schultz-Jones, University of North Texas College of Information, RDA will give catalogs the potential for new displays of related resources by linking manifestations of the same expression in new and innovative ways. According to Schultz-Jones, it is important for librarians to realize there will be new MARC tags to enable these connections, provided that the vendors enable these displays. "When the K-12 students get to college, they will encounter RDA-enabled catalogs… [and] …that means they should be introduced to the potential early in the K-12 years." The transition to these new displays will be slow, but hopefully smooth.

Vendors who are already attempting to address RDA will be at the forefront of the RDA initiatives. Karen Anderson, Authority Control Librarian for Backstage Library Works (BSLW), plans to participate in the national test of RDA and to begin an extensive program to prepare for the possibilities associated with supplying RDA-based materials support to libraries. Anderson wrote that, "We want to be in a position to handle and deliver records in both RDA and non-RDA formats so we are able to accommodate any institution whether or not they wish to implement RDA." She goes on to say that participating in the national test will best position BSLW to provide RDA services because they will have access to changes or issues discovered during testing.

The Future Looks Bright, if a Bit Unclear

The ultimate impact of RDA will hopefully be to facilitate information search and retrieval in library

Resource Description and Access Happy Fun Time Companion
http://sites.google.com/site/codlinandshort

This is a hilariously funny Web site on RDA. Yes, really! At first glance the RDA Happy Fun Time Companion appears to just be a collage of graphics, mostly decorated to enhance the RDA theme. The pictures change from visit to visit, often keyed to some current holiday. But the Sterling and Francine Clark Art Institute Library's RDA Test Work Site also sports tons of useful links to very real RDA information. Just try counting the number of clever inside jokes on this Web site. What fun, and well worth a visit. Check it out!

Save the Date: May 14, 2010. Join Colleagues at Combined NOTSL ALAO-TEDSIG Spring Meeting on FRBR, RDA

The Northern Ohio Technical Services Librarians (NOTSL) and the Academic Library Association of Ohio's Technical, Electronic and Digital Services Interest Group (ALAO-TEDSIG) will offer technical services librarians a combined meeting on May 14, 2010 focused on managing the transition to RDA. By combining their spring events, the two organizations can provide an important continuing education opportunity for Ohio's technical services librarians without competing for scarce professional development dollars. The planners hope that everyone working in technical services considers this a chance to gain in their knowledge of RDA, and to begin to prepare for their transition to RDA by using the exceptional ideas garnered from this event. Plans for an outstanding program are still in the works. Watch for more information as it becomes available.

catalogs and in other systems of information, regardless of the format of the resource or the data. This will facilitate access to an array of library materials in various formats at school, public and academic libraries.

Some libraries may choose not to transition to RDA, and there will always be AACR2 legacy data. Because RDA will display in MARC21, a future is anticipated that includes a mix of record types within local and consortia library catalogs. This predicts a near-term future that is a bit of a mixed bag. RDA may also be used in other data content standards, such as Dublin Core or Gateway to Educational Materials (GEM) metadata. This may take place within the library catalog, but may also take place beyond the scope of the traditional library catalog, on Web sites, in data records and in other documents.
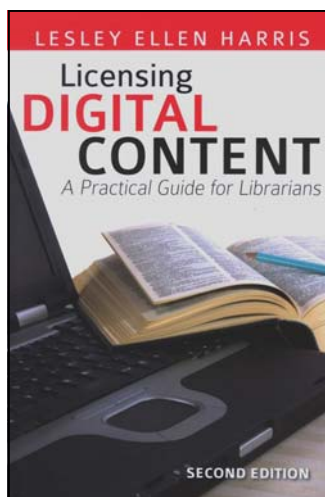
In 2008 OhioLINK's Database Management and Standards Committee (DMSC) recognized the importance of preparing for RDA. Technical services units should begin to prepare for these changes now. RDA has a bright future in libraries, just as AACR2 did over thirty years ago. But at what point in that positive progression from old to new the brightness becomes clear, is as of yet, unknown.

Lesley Ellen Harris. *Licensing Digital Content: A Practical Guide for Librarians.* 2nd ed. ALA, 2009. 161 p. ISBN: 978-0-8389-0992-8. $57.00.

The long-awaited second edition of *Licensing Digital Content* is a must-read for librarians responsible for negotiating digital licenses. Like the 2002 edition, it was written to provide librarians with basic information about digital licensing, and it does a good job of doing just that. The goal here is to give average librarians the tools they need to interpret, negotiate and enter into digital licenses, and to help libraries determine strategies for licensing digital content. As such, it succeeds very nicely.

Lesley Ellen Harris is a well-respected authority on copyright and licensing issues. A frequent conference presenter, teacher, consultant and author, Lesley is also the author of *Canadian Copyright Law*, and *Digital Property: Currency of the 21st Century*.

The book is organized for easy access and quick application, including lots of quick tips and lists. The author breaks the licensing process down into digestible pieces, and then walks the reader through each part of the licensing process. This is not a comprehensive law text and does not attempt to actually provide legal advice. It was written from the perspective of the library for libraries of all sizes and types. This makes it accessible and useful.

Chapters are included on the licensing process, key clauses, boilerplate clauses, and negotiating licenses. There is a question and answer section that evolved out of the author's teaching experiences. The appendices include sections of the U.S. Copyright Act on Fair Use and the U.S. Copyright Act on Interlibrary Loan, a brief digital licensing clauses checklist, a glossary, a list of online resources and an index. The checklist is the only new section added to this edition which is 24 pages longer than the 2002 edition. New material appears to have been distributed throughout as part of the updating process. The book also has a companion blog at http://www.licensingdigitalcontent.blogspot.com.

Licensing Digital Content provides background and context for the newbie electronic resources librarian as well as quick reference materials for experienced license negotiators. Those who own the 2002 edition will want to update their copy in this fast-paced information arena.

Outgoing Coordinator's Corner

by Andrea Christman, Dayton Metro Library, Technical Services Division Coordinator

Another year has gone by already!

Unfortunately I think most of us were ready to close the door quickly on 2009, especially in terms of the situation with public libraries in Ohio.

This year was, sadly, full of disappointments for our library community, and the Technical Services (TS) Division tried to respond accordingly. Once we decided to cancel our biennial retreat for 2010, we immediately began thinking of alternative ways to get information, training, and programs to you. We recognize that the TS Division membership needs quality, convenient, and inexpensive educational opportunities now more than ever. The OLC staff has provided us with much guidance in this area and we look forward to implementing many of these ideas in 2010.

Earlier in the year, however, we were able to co-sponsor (with OHIONET) a workshop on MarcEdit, presented by Terry Reese. We also had a presence at the OLC chapter conferences, and were able to continue some behind-the-scenes work that enables us to better serve you. We're revising a brochure that promotes technical services, indexing *TechKNOW*, and maintaining a database of all programs sponsored by the Technical Services Division. We also now have the entire run of Tech-KNOW scanned and available online at http://www.library.kent.edu/techknow.

I would like to thank all of the TS Division Action Council members this year for their efforts to think of new and innovative ways to serve our community. Michael Christian Budd and Angela Johnson leave us now, but they have willingly given us many hours of hard work and countless wonderful ideas. Returning members for 2010 include, Michael Farmer, Laura Kinner, and Kathleen Webb and me.

Fred Gaieck is our new Coordinator. As noted in the last issue of *TechKNOW*, we're welcoming Christine Burroughs, Deborah Malecha, and Marilyn Zielinski to our group. I also would like to

thank Margaret Maurer for all the hours she contributes to putting out *TechKNOW*. It's a pleasure to work with her.

And now, I turn the reigns over to Fred. I look forward to seeing what 2010 brings for all of us!

Cataloging Thoughts Blog
http://catalogingthoughts.blogspot.com

Stephen Denney catalogs at Moffit Library's Technical Services, at the University of California at Berkeley. He also likes to blog. In fact, Cataloging Thoughts, a recently created blog, is far from his first endeavor. His Liberal Values blog is devoted to a free, just and compassionate world. He blogs about banned books, censorship and freedom of access issues, internationally. He also writes about human rights in Vietnam, which is how he started working originally at the Indochina Center of U.C. Berkeley.

His new blog, Cataloging Thoughts, only happens to be about libraries on the surface. Those of us who think deeply about our work in technical services will recognize the terrain he travels. Recently he's written about surfing the Internet at work, and about working as a library assistant. The economic conditions at his library have prompted him to discuss the merits of different levels of cataloging. His voice reveals, above all, the strength of his humanitarianism and his respect for his fellows.

A visit to Cataloging Thoughts won't link you to the latest cataloging standards changes, unless they are deeply impacting Stephen's perspectives on libraries. It will get you an opportunity to find out what's on Stephen's mind. Check it out!

Product Review: The CoLibri Book Covering System

by Elaine Harding, Head of Technical Services, and Ann Lucco, Assistant Head of Technical Services, Stow-Munroe Falls Public Library
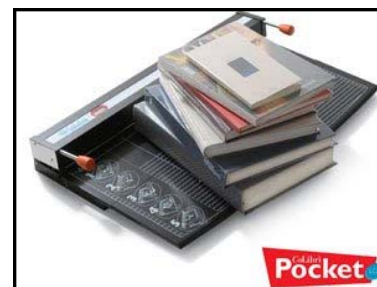
One of the highlights of attending an American Library Association (ALA) Convention is meandering through the trade show and discovering all the new and innovative products available for libraries. Our introduction to the CoLibri Book Covering System was a result of just such an adventure.

The CoLibri System is a new method of attaching plastic book covers using a machine that welds the cover edges together as it customizes the cover. This creates a cover that does not have to be attached to the book with tape. Books of all sizes can be covered using one of three standard sizes of covers, as well as magazines.

When contacted, the CoLibri representative came to the library within two weeks to demonstrate the system, with product in hand. We were impressed from the beginning and requisitioned for the initial investment of $2,500.00 which included the book covering machine ($995.00) and supplies valued at $1,500.00 (1,900 covers). The machine comes with a lifetime guarantee, as long as only CoLibri covers are used, but the welding bar must be replaced every 20,000 uses at a cost of $65.00.

When deciding to switch from stiff plastic and mylar covers we did an extensive cost and time management analysis. The results of that analysis convinced us to switch to the CoLibri System. The average cost to cover one book with a stiff plastic cover is 91 cents plus labor. The average cost to cover one book with a mylar book jacket is 95 cents plus labor. With the CoLibri system, the average cost to cover one small book is 72 cents, and the average cost to cover one large book is 75 cents (plus labor). The average time to cover a regularly sized book with a mylar cover is approximately 60 seconds, and covering a paperback book in stiff plastic can take three minutes. The average time to cover a regular book or paperback with the CoLibri System is 20 seconds.

We are now into our second year of using the CoLibri System. Over the past two years we have realized the advantages and disadvantages of this book covering system.

One of the advantages is that no glue or adhesive is necessary to attach the covers to the books. Instead they are heat-sealed to fit snugly around the book. This allows the covers to be reused if they are in good condition when the books are withdrawn. Application is simple and does not require repetitive motion in wrists, hands or arms. When applying some types of traditional covers, stress is placed on all of these, creating the potential for Worker's Compensation claims.

Another advantage is that there is less stress placed on the binding of the book during the covering process, and during use. Paperback books are especially vulnerable when rigid plastic covers are used. By contrast, CoLibri covers result in fewer broken spines, fewer pages falling out and fewer mends. A greater area of the book is physically covered by the CoLibri cover, giving more protection to the book. The material covering the book is of archival quality and humidity releasing, reducing the yellowing of covers and pages. The books are also not damaged by adhesives or tape.

During our second year of usage, the company offered a maintenance special on the machine at a reduced cost. This included replacing the welding bar and re-laminating the work area. The machine was off site for approximately three days, including the shipping time. We feel the machine is in better working condition since the update.

The main disadvantage is that over time the covers show wear quickly on high use items. But overall, we have been very pleased with the efficiency and ease of use of the CoLibri Book Covering System. Our savings in cost and time have far out-weighed the minimal number of items that have not withstood high impact usage. We feel that we have made a wise choice in purchasing the CoLibri System.

Incoming Coordinator's Corner

by Fred Gaieck, Coordinator (2010), Librarian, Ohio Reformatory for Women

"These are the best of times, and the worst of time," as Charles Dickens stated. Technical services staff, though fewer in number as compared to recent years, will always be needed to keep a variety of library items and records organized. In spite of budget and staffing difficulties, the cataloging records are being created accurately and technical services departments still strive for a high degree of quality.

As technology has changed, technical services practices have also changed. To keep technical services staff members informed of the constant changes in technical services practices, the Ohio Library Council (OLC) Technical Service (TS) Division has stepped up to the plate through programming and publications.

In 2010, the TS Division of OLC is still committed

to producing quality programming to meet the needs of the library community. While the 2010 retreat at Mohican has been cancelled due to budget considerations, and travel restrictions will prevent the majority of library staff from attending conferences in person, the TS Division is committed to providing quality programming via the Web. Tentatively, the Division plans to create Webinars on basic technical services procedures and on RDA and its impact on both public and technical services staff. Negotiations are also underway to create a new Webinar on upcoming form/genre heading changes. We are also working with Brian Gray, Case Western Reserve University, to create a Web presentation on the virtual library. Details on these programs will become available in future editions of *TechKNOW*, via broadcast emails and on the OLC Web site.

We are looking forward to having a complete index of all the *TechKNOW* issues available on the OLC Web site this year. (*TechKNOW* began publication in 1995.) OLC is encouraging all divisions to provide resource sharing materials that can be available on the Web site and we will be working on a resource sharing project, or updating our resources already available at the division Web page, throughout the year.

As OLC transitions from in person programs to Webinars, there are still some rough edges to be smoothed out. I ask for your patience as OLC and the TS Division work out the details. If you can present a program or a Webinar, or have any suggestions on programming needs for 2010 and 2011, please do not hesitate to contact any of the Division Action Council members listed on the TS Division Web page http://www.olc.org/TechnicalServices.asp.

I look forward to leading the TS Division to great things despite the trying times in 2010. Like major live events, such as taking a new job and marriage, the upcoming changes are interesting and frightening in the same breath. Somehow, we will manage to get through these changes together. In the words of Red Green, "Remember, I'm pulling for you. We're all in this together."

NETSL 2010:
Crosswalks to the Future
http://www.nelib.org/netsl/conference/2010/index.htm

Each spring the New England Technical Services Librarians (NETSL) Conference takes place at the College of the Holy Cross in Worcester, Massachusetts. NETSL exists to create an exchange of ideas among technical services librarians, and it is therefore no surprise that they are known for their lively and provocative one-day spring meetings. This year's conference takes place on April 15. Dr. Barbara B. Tillett, Chief Policy and Standards Division, Library of Congress will present, "Building Blocks for the Future: Making Controlled Vocabularies Available for the Semantic Web." The other featured speaker is Jon Orwant, Engineering Manager for Google Books, Google Magazines and Google Patents. Orwant will speak on metadata in Google Books. A variety of break-out sessions are also offered. If there's any travel money at all, save the date for this one.

Ralph Papakhian (1948-2010): In Memoriam

by Peter H. Lisius, Music and Media Catalog Librarian, Kent State University Libraries

Ralph Papakhian, Head of Technical Services at the Indiana University Music Library, founder of the NACO Music Project, and mentor and friend to countless numbers of us, passed away on January 14, 2010. The wake of his passing left a flurry of personal memorials on such discussion lists as MLA-L and Autocat, and even a dedicatory Web site created by grieving colleagues and friends. Many heartfelt words were shared in these forums, as well as an obituary telling the story of his personal life and service to the profession of music librarianship.

Ralph's biography will not be repeated here, but, like many of the other memorials written in the past few weeks, it will serve as a remembrance. I first encountered Ralph in 1998, where I began my Masters of Library Science program at Indiana University. A year before, I was finishing my B.A.

at Luther College in Decorah, Iowa, wondering how I would use a double major in music and history. I plunged into and adapted to life as a graduate student without initially grasping the significance of the educational opportunity and the iconic mentor I had lucked into.

In the spring of 2000, after a year of working as a student worker in the IU music library, I finally got my chance to work one-on-one with Ralph as an intern cataloging music scores. I noticed his attention to detail right away. I particularly remember trips upstairs to the stacks to discover or confirm the smallest of details.

I wasn't until I left Indiana that I discovered the far-reaching effect of Ralph Papakhian and his influence on music cataloging. When I interviewed for my first job at New York Public Library (NYPL),

Musings: The Back Burner

I set a pot of soup on the back burner to simmer for awhile. I allowed it to simmer for the appropriate amount of time until the flavors had blended, the consistency took form, the vegetables became tender and it was just right for serving. Simmering is a great use for the back burner because I can continue to work on other things, essentially putting the soup on hold until I am ready to bring it to the table.

I have a back burner at work, too, but at work it takes the form of a folder. I label the folder, "Back Burner Projects." Over a period of time, I slip ideas into that folder to be dealt with at a later date. While I am working, as I come across problems, or potential projects, I add notations to my folder and keep it simmering until the time comes to pull it forward and test the readiness.

This past year, as our budget-belt tightened and the amount of items to catalog and process decreased, we had opportunity to stir the pot and pull out projects. Most of our projects were database related, but some of them involved handling previously processed materials. It was great to have a folder of ideas to draw from when my staff had the time to work on projects and we had the necessary supplies on hand. So I pulled out the folder, brought it to the table, dished out the projects, served them up in batches, and the results have been delicious.

Jennifer Bull

the fact that I had worked with Ralph was noticed by my future supervisor. Ralph also recommended me as a candidate for my current position.

It was also early in my career at NYPL that I became interested in the NACO Music Project (NMP). Ralph agreed to be my mentor in the NMP in February 2001 at the Music Library Association (MLA) Conference. Later that spring, he methodically went over the materials I'd need to begin the project. From that point on, the mentor-mentee relationship continued. I was granted independence in contributing both name and name-title authority records by May 2007. But Ralph continued to give me advice on authority records, whenever I asked for it, from May 2007 to his passing just a few short weeks ago. Our last communication was in October 2009.

There have been many others in music librarianship who have known Ralph as a mentor and friend for much longer, as evidenced by some of the discussion list postings several weeks ago. I am but one of many. More than his skill set as a music cataloger, the combination of that with his ability to connect and care about his mentees and colleagues is what made him truly great. As many of us know from working with colleagues, there are some with tremendous professional skills but no personal skills. Ralph had both, and because of that, he is a figure to be emulated personally and professionally.

> *In my life and career thus far, I've determined that the greatest people in the world (and thus my greatest mentors) have also been some of the most humble people.*
> *Ralph was no exception to this.*

In my life and career thus far, I've determined that the greatest people in the world (and thus my greatest mentors) have also been some of the most humble people. Ralph was no exception to this. As many have recently pointed out, Ralph was never a person to put on airs. In fact, on first meeting him, you wouldn't know his far-reaching status. During my student days, I remember when Ralph would come in—flannel shirts were a common part of his ensemble. (One might guess, on first glance, he was about to begin a day felling trees in the woods rather than cataloging music scores!) He was also very low-key in his demeanor, straightforward, but quiet. He was also a regular guy who enjoyed the occasional beer. (I believe Bear's and Mother Bear's across from the Music School were favorite places for him).

On Thursday, January 14, the profession lost one of its best on both a professional and personal level. While we mourn the loss of a mentor, colleague, and friend, and even on some levels, a father-figure, we also celebrate a life well-lived and a career well-spent. Ralph's contributions to the profession are endless, and he will continue to have an impact long after this difficult time has passed. His life and career should serve as a model for what it is possible to achieve in a profession. Hopefully this will continue to inspire us to see just how far we can go in our own lives and careers.

MARC Discussion Forum
http://www.loc.gov/marc/marcforum.html

The venerable MARC Forum has existed since 1996 in support of the MARC formats. Maintained by the Network Development and MARC Standards Office at the Library of Congress, the MARC Forum provides members of the information community an opportunity to participate in discussions related to the MARC formats. It is a moderated electronic discussion forum open to anyone with an interest in development, maintenance and implementation of MARC 21 as a communications format. Traffic on the list tends to be very low, and the topics, whether posted by Library of Congress staff or other list members, tends to stay on topic. It is an excellent, authoritative and timely resource. Check it out!

Jean Weihs and Sheila S. Intner. *Beginning Cataloging*.
Libraries Unlimited, 2009. 184 p. ISBN: 978-1-59158-839-9. $65.00
(hardcover), $40.00 (paperback).

Beginning Cataloging is a good place for beginning catalogers to start. The authors are a pair of Margaret Mann Citation Award winners. Jean Weihs is Principle Consultant, Technical Services Group, Toronto, Ontario and Sheila Intner is Professor Emeritus, Simmons Graduate School of Library and Information Science. Both authors have extensive publication lists, and years of teaching experience to draw upon. Needless to say the book is authoritative and well-written.
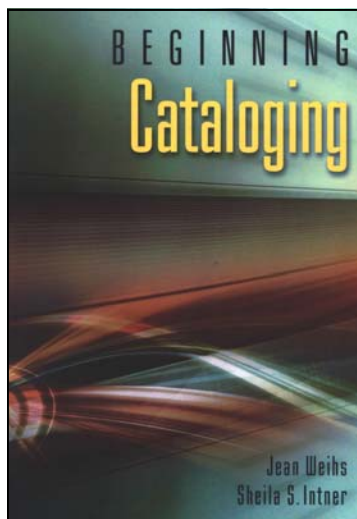
There are chapters on CIP data, descriptive cataloging, access points, subject headings, classification, computer coding (MARC), and copy cataloging. AACR2 rules and guidelines provide the foundation. RDA is mentioned, but not taught. (The assumption is that there will be AACR2 records to evaluate for the foreseeable future.) LCCN and DDC are compared and contrasted, as are LCSH and SEARS. The book would therefore be useful in both public and academic libraries.

There are lots of examples and plenty of pointers to standard systems and tools for further learning. Each chapter ends with a set of exercises designed to help the student apply their new knowledge. Answers are supplied in the appendix. The book concludes with a glossary and an index.

Do not expect this book to teach anyone how to catalog in detail. It does not provide the rules needed to actually catalog. However, novices must grasp the material in this text before they dive into the nit-and-grit of cataloging rules and procedures with any real understanding for judgment. It will provide the uninitiated para-professional or professional-in-training with an initial context for learning the work of cataloging. It is useful for the engaged para-professional eager to understand the theoretical underpinning for their work, as well as the beginning cataloging student, whether in library school, or learning on-the-job. Indeed, *Beginning Cataloging* succeeds at laying a solid foundation for the detailed application of cataloging standards, and as such it is recommended.

Book and Product Reviewers Welcome

Anyone with recent experience with a new product or service is welcome to share opinions and ideas within the pages of *TechKNOW*. We are also always looking for new perspectives on familiar products and services. Or, consider volunteering to review a book and receive a free copy of the title. We love to hear new ideas. Contact Margaret Maurer at mailto:mbmaurer@kent.edu or at 330-672-1702.

TSLIBRARIANS List

Looking for an electronic discussion list where technical services librarians and staff can discuss professional issues and get good advice? TSLIBRARIANS may fit the bill. TSLIBRARIANS was created for technical services staff in Ohio. All types of technical services questions are welcome on the list, as well as technical services staff from all types of libraries. With just over 275 subscribers, the list is large enough to provide diverse information, but small enough to produce a manageable amount of e-mail. It's also a good place to find information about jobs, workshops and professional opportunities. Visit the list archives at http://listserv.kent.edu/archives/tslibrarians.html. To subscribe send mail to mailto:listserv@listserv.kent.edu with the command SUBSCRIBE TSLIBRARIANS.

Direct from the Desktop: ALCTS Distance Education Professional Development Opportunities

Shrinking library budgets often mean shrinking professional development budgets, which are often chopped in tough times. The American Library Association's Association for Library Collections and Technical Services (ALA ALCTS) offers some attractive professional development alternatives to traditional on-site conferences. Some of their distance education opportunities are best experienced individually, but others can be scheduled in library conference rooms as group events. Some are highly interactive, others not so much. Some opportunities are free, but there is a modest charge for most, and the price differs for members versus non-members. ALCTS e-Forums, Web Courses and Webinars are highlighted here.

ALCTS e-Forums

http://www.ala.org/ala/mgrps/divs/alcts/confevents/upcoming/e-forum/index.cfm

ALCTS e-Forums provide an opportunity to network and discuss issues of interest via e-mail. Typically they last three days and are moderated. Generally the conversation is focused, although it can become somewhat messy when dealing with inexperienced, enthusiastic participants. Registration is necessary, but the e-Forums are free, and subscribers do not need to be ALCTS members. Each e-Forum has a stated topic. Moderators pose questions and participants contribute their thoughts via e-mail which are then distributed to the discussion list. Participants can contribute and respond, creating an interactive environment. Depending on the level of interest, a large and lively volume of email can be generated. A recent ALCTS e-forum discussed Public Librarians in Technical Services. A link to upcoming e-forums is provided here.

ALCTS

ALCTS Web Courses

http://www.ala.org/ala/mgrps/divs/alcts/confevents/upcoming/webcourse/index.cfm

Web Courses from ALCTS are delivered using the Moodle Course Management System. Typically they consist of self-paced modules with facilitated interaction led by instructors. There are start dates and end dates and appointed times for meeting online with instructors and classmates, as well as opportunities to interact via forums and chat rooms. Quizzes are offered and feedback is given, but there is no final grade. Sessions are often limited to 20 participants, so there is opportunity for individual attention, albeit remote. Prices vary. Currently ALCTS offers related courses in their Fundamentals Series on collection development, electronic resource management and acquisitions. More are under development.

ALCTS Webinars

http://www.ala.org/ala/mgrps/divs/alcts/confevents/upcoming/webinar/index.cfm

A Webinar is a live presentation that is delivered over the Internet with participants seated at their own computers, or in library conference rooms as group events. Attendees access the meeting by clicking on a link distributed by e-mail. Presenters prepare slides which are viewed by participants as they listen to the presenter over a standard telephone line or via the Web (depending on the platform). Sometimes the presenter is also visible on the screen. Some electronic interaction is managed. ALCTS offers a variety of Webinars on specific technical services topics. Sessions typically last one hour starting at 2 pm Eastern time. Each Webinar costs $39 for ALCTS members and $49 for non-members. Registration is available online or by mail. Webinar access information is e-mailed to registered participants the Monday before the Webinar is held. Once the Webinar is held, the material continues to be available for registered participants. This link connects to the ALCTS Webinar schedule.