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**WHAT'S DIFFERENT:
2001 AMENDMENTS TO AACR2R**

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The process by which the *Anglo-American Cataloguing Rules (AACR2R)* are revised seems mysterious at best to those of us who are not involved. We often lack the context to understand why changes are made. But if we are not careful to keep current on AACR2R changes we will not understand why the records we are receiving from the Library of Congress (LC) are different, and what those differences mean for us locally. For some changes there may even be retrospective conversion issues, although for most changes this is not the case. In rare instances we may need to change how our library system displays or indexes fields based on the changes. Clearly it is important for us to be aware when changes occur in these bedrock rules.

This past fall the *Anglo-American Cataloguing Rules Amendments 2001* were published and were implemented by LC, and records cataloged following the new rules are now available. While most of the changes impacted Chapter 9, the newly christened "electronic resource" cataloging rules, there were a few other changes.

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AACR2R Changes

Conference publications can now be entered under the heading for the conference if the name of the conference appears anywhere in the item being cataloged.

IN THIS ISSUE:

What's Different: 2001 Amendments to AACR2R

By Margaret Beecher Maurer

Web Resources for 2001 Amendments to AACR2R

Format Fundamentals: Cataloging Non-Musical Recordings

By Jeanne Poole

Book Reivew: Liscensing Digital Content

Coordinator's Corner

By Jennifer Bull

Looking For Practicum Opportunities

By Rhonda Filipan

AV Cataloging Workshop at KSU

DDC Instant Cutter Software from OCLC

Bookmarks: University of Michigan Dates Site

Roman Numeral Calculator

FYI

TechKNOW is published on the internet by the Technical Services Division of the Ohio Library Council. For more information, or to submit articles, please contact Margaret Maurer at Kent State University Libraries and Media Services at 330.672.1702, at home at 330.628.0313, or via the internet at mmaurer@lms.kent.edu or sky@en.com.

LC implemented this rule revision on November 30th, 2001. The rules determining whether or not to use a term of nobility or honor in a heading have changed slightly depending somewhat on the absence or presence of a surname, among other factors. When deciding whether or not to use a term of nobility or honor in a heading follow the rules as written in Chapter 22.

However, the British terms of honor "Sir," "Dame," "Lord," and "Lady" are no longer to be included in newly established headings but should be retained in statements of responsibility and can be used to resolve conflicts in headings. LC began to apply this rule revision to headings newly established after November 30th, 2001. This may cause a slight increase in a library's authority control work and processing, but LC has no plans to retrospectively convert already established headings, so the impact will be minimal. Libraries should not retrospectively convert headings that contain these terms.

In the past catalogers were instructed that "...the starting point for description is the physical form of the item in hand, not the original or any previous form in which the work has been published." The new Rule 0.24 instructs the cataloger to instead "...bring out all aspects of the item being described, including its content, its carrier, its type of publication, its bibliographic relationships, and whether it is published or unpublished." The cataloger is then instructed to "follow the more specific rules applying to the item being cataloged, whenever they differ from the general rules." The distinction appears on the surface to be a subtle one but is, I think, one that will lead to many other rule changes in the future.

The General Material Designator has been changed for materials described using Chapter 3, *Cartographic Materials*. Instead of "map" or "globe" use "cartographic material". According to Paige Andrew at Penn State "this change has been made to clarify and encompass the role of maps, atlases, globes, aerial views, satellite images and other similar cartographic materials as they are increasingly found in digital form. The new term,

"cartographic material," though less descriptive is all-encompassing."

But remember that LC does not use this optional GMD in their map cataloging records, and many libraries follow LC's lead. Penn State, for example, does not add "cartographic material" to cataloging copy for maps. Paige Andrew does add/use the GMD in his original cataloging, but "only when the word *map*, or a similar word telling one what form of material it is, does not appear in the title and/or subtitle."

AACR2R Chapter 9 Changes - Electronic Resources

AACR2R Chapter 9 has been reissued, although "a number of the rules within the chapter do not contain any changes." LC began to apply these revised rules to items cataloged after Nov. 30, 2001. The greatest temptation regarding some of the changes to Chapter 9 is to apply these changes to material in other formats. Do not do this. The changes listed in this section apply *only* to materials cataloged under Chapter 9.

The biggest change is that the entire "Computer files" chapter has been renamed "Electronic resources" and that this terminology change has been made throughout AACR2R.

The scope note (Rule 9.0A) now provides more detail on the kinds of materials covered by this chapter. Electronic resources are described as consisting of "data (information representing numbers, text, graphics, images, maps, moving images, music, sounds, etc.) programs (instructions, etc. that process the data for use) or combinations of data and programs."

OCLC's definition for *electronic resource* comes from their Cataloging Electronic Resources document:

"An electronic resource is a manifestation of a work encoded for manipulation by computer. The manifestation resides in a carrier accessed either directly or remotely. Some electronic resources may require the use of a peripheral device attached to a computer (for example a CD-ROM player). This definition does not include electronic resources that do not require the use of a computer, for example, music compact discs and videodiscs."

The Online Audiovisual Catalogers (OLAC) define electronic resources as "...material (data and/or program(s)) encoded for manipulation by a "computerized device". They go on to say that "this material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet)" and thus a distinction is also made between directly accessed, those in a physical carrier like a CD ROM, and remote resources like web sites. Remotely accessed resources include anything that must be accessed via a network connection, and can't, consequently, be held in your hand.

According to OLAC's Cataloging Policy Committee, examples of directly accessed resources include, but are not limited to, items that are inserted into mainframe computers, computer terminals/workstations, desktop computers, laptop computers, handheld computers, tablet computers, personal digital assistants (PDAs), electronic book (e-book) readers and internet appliances. OLAC does not recommend that we use these rules to describe resources that contain "computerized elements" like CD music players, DVD video players, DVD-Audio players, laserdisc video players, digital cameras and personal digital audio (e.g., MP3) players.

In practice, unfortunately, OLAC's distinctions between "computer-like devices" and "devices containing computerized elements" can become blurred. For example,

MP3 files can also be played on a computer containing the proper software. It is also not completely clear what is meant by the phrase "manipulating a file."

The chief source for electronic resources has changed, becoming the entire resource itself, instead of just the title screen. This allows us to take information from any "formally presented evidence within the entire resource" including home pages and encoded metadata. According to OLAC "the "physical carrier or its labels" is now given as one equally valid chief source instead of as a secondary alternative." The label is more carefully defined as something permanently affixed to a physical carrier or directly embossed on the item, provided the publisher or creator affixed it.

What this means is that there is no longer a clear order of precedence for the selection of the title proper, as the emphasis on the "title screen" is reduced. Catalogers must use their own judgment when selecting the title proper, hopefully selecting the title with the fullest, most complete information. This may mean an increase in the number of records representing the same things. It will also be tempting to begin cataloging the software without experiencing it, working only from labeling on the carrier and container. Kent State catalogers will continue to experience the software to catalog it originally.

The General Material Designator (GMD) "computer files" has been changed to "electronic resources:"

\$h[electronic resource]

This is probably *the* change that our patrons will notice, because it happens in the title field. It is therefore the most potentially confusing. Many libraries are choosing to retrospectively convert this term in their catalogs, but not change anything else retrospectively. The consensus on Autocat was that this was a perfectly acceptable option. OCLC's Quality Control unit has retrospectively converted the GMD "computer files" to "electronic resources" in WorldCat. In February 2002 OhioLINK's Database Maintenance and Standards Committee

decided that in the interest of record consistency changing the GMDs to “electronic resources” is a good idea and suggested that libraries do this as time is available.

Whether or not you choose to retrospectively convert your GMDs will depend upon a few factors. Are your patrons likely to be confused by differing GMDs? Does your library software have global update capabilities? Do you index this field for keyword searches? Does anyone use it to limit searches or gather records for statistical purposes? And finally, how many records do you have that contain the GMD “computer files?”

Note also that the GMD Interactive Multimedia, which had been temporarily accepted within the Anglo-American cataloging community without inclusion in AACR2R is no longer valid and has now been subsumed within the *electronic resource* GMD

There have been a few changes in the edition area. Some clarification has been provided for items consisting of multiple physical carriers and / or accompanying material. In instances where these all have differing edition statements we are instructed to transcribe only the edition statement(s) relating to the whole resource in the edition area. For remote access electronic resources that are frequently updated we are to omit the edition statement and provide the information in a note.

The “File Characteristics Area” (256 Field) has been relabeled as the “Type and Extent of Resource Area.” Your library might consider modifying the label placed in front of this field in your web OPAC, depending on your local practice. At Kent State this field is labeled “Descript'n” so we will not need to make any changes. The word “computer” has been replaced by “electronic” in the three terms allowed in this field:

- 256 Electronic data
- 256 Electronic program(s)
- 256 Electronic data and programs(s)

The qualification to use this area “only when the information is readily available” has been omitted. The expanded list of designations adopted by ISBD(ER) have *not* been adopted

by AACR2R, as some thought might happen. Those terms should not be used in AACR2R-compliant records. But these changes *may all become moot* because according to LCRI 9.3B1, LC catalogers will *not* be putting this field into original cataloging for electronic resources, although they will accept it on copy. Catalogers following LC practice therefore have the option to omit this field entirely.

Regarding the publication information area, the big news is that for the first time in AACR2R we are told to consider “all remote access electronic resources to be published.” This change codifies what was formerly implied and generally practiced. We are further instructed that “if there is no publication, distribution, etc., date which applies to the item as a whole, and the item has multiple copyright dates which apply to various aspects of the production (e.g. programming, sound production, graphics, documentation), transcribe only the latest copyright date.” Optionally, transcribe the other dates in a note (Rule 9.7B7) or in a contents note (Rule 9.7B18).

In the physical description area we are now offered the option of using more conventional terminology to describe the physical carriers. For example you may now use CD-ROM or CD instead of “computer optical disc:

300 \$a 1 CD-ROM :\$b col. ;\$c 4 ¾ in.

No finite list of acceptable terms for “more conventional terminology” is given so each institution will have to create their own best practices list. LC began using more conventional terminology in December, will accept copy containing the terms prescribed in Rule 9.5B1, and has no plans of retrospectively converting records. Please note that more conventional terminology is not an option for audio and video items cataloged under Chapters 6 and 7 in AACR2R-compliant records, however tempting this may be.

The Source of Title Proper Note (500 Field) is still required as the first note. Since potentially confusing computer terminology is often used to accurately describe the source of the title proper, OLAC has created the *OLAC Source of Title Note for Internet Resources* page (the URL is included on the list of resources).

This site has lots of definitions, links and examples to help you cope with terms such as “splash screen” or “banner.”

The “Nature and scope and system requirements” note has been renamed the “Nature and scope, system requirements, and mode of access note” (538 Field), and the cataloger is instructed to add information about any required or recommended hardware modifications. The “File characteristics” note has been renamed the “Type and extent of resource” note (516 Field), but it is otherwise unchanged.

A completely new note has been mandated for remote resources. The “Date Item Described” note provides the date on which a remote access resource was viewed for description. According to OLAC, “...in practice this note is usually combined with the Source of title note and included in parentheses after that information.” For example:

500 \$aTitle from Web page (viewed May 29, 1999)

Where to Get Help

The web resources listed here will put you in contact with the help needed to integrate these changes into cataloging routines. The amendments themselves are available from ALA. The *Library of Congress Rule Interpretations* are for sale by the Library of Congress. The OLAC discussion list is a great place to ask emerging questions, as is Autocat or Tslibrarians.

WEB RESOURCES FOR 2001 AMENDMENTS TO AACR2R

Autocat Discussion List Archives
<http://listserv.acsu.buffalo.edu/archives/autocat.html>

Bibliographic Control of Web Resources: A Library of Congress Action Plan
<http://www.loc.gov/catdir/bibcontrol/actionplan.html>

Cataloging Distribution Service Cataloging Manuals and Training Tools
<http://lcweb.loc.gov/cds/train.html>

Cataloging Electronic Resources: OCLC-MARC Coding Guidelines
<http://www.oclc.org/oclc/cataloging/type.htm>

Conser Cataloging Manual, Module 31, Remote Access Computer File Serials
<http://lcweb.loc.gov/acq/conser/module31.html>

Glossary of Computing Terms, University of Buffalo Computing & Information Technology
<http://www.cit.buffalo.edu/glossary>

Implementing the Revised AACR2 Chapter 9 for Cataloging Electronic Resources: An Online Training Presentation (3rd item down, to download)
<http://ublib.buffalo.edu/libraries/units/cts/olac/new/>

Joint Steering Committee for Revision of AACR
<http://www.nlc-bnc.ca/jsc/>

LC Cataloging Newsline article on AACR2, Amendments 2001
<http://www.loc.gov/catdir/lccn/lccn0914.html#2>

NetLingo The Internet Dictionary
<http://www.netlingo.com>

OLAC: Online Audiovisual Catalogers, Inc.
<http://ublib.buffalo.edu/libraries/units/cts/olac/>

OLAC Listserv
To subscribe send a message containing “subscribe olac-list <your name>” to
listserv@listserv.acsu.buffalo.edu
OR go to
<http://listserv.acsu.buffalo.edu/archives/olac-list.html> for more information

OLAC Source of Title Note for Internet Resources;
<http://ublib.buffalo.edu/libraries/units/cts/olac/capc/stnir.html>

To purchase *Anglo-American Cataloguing Rules: Amendments 1999 and Amendments 2001* (Set)
<http://alastore.ala.org/>

Tslibrarians Discussion List Archives
<http://www.lsoft.com/SCRIPTS/WL.EXE?SL1=TSLIBRARIANS&H=LISTSERV.KENT.EDU>

FORMAT FUNDAMENTALS: CATALOGING NON-MUSICAL RECORDINGS

**By Jeanne Poole, Assistant Manager
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County Public Library**

Many libraries have fairly extensive recorded music collections but may be considering increasing their collections of books on tape/CDs, taped lectures or local history spoken word sound recordings. Others may be adding those kinds of collections to their library for the first time. If so, rest assured that staff that already know a great deal about cataloging non-musical recordings and can quickly learn the additional modifications and changes.

Staff using OCLC as a source of records will use the sound recordings format for cataloging non-musical recordings. The record type, recorded in the "Type" fixed field in OCLC MARC, and in position 06 of a MARC21 Leader, is "i" -- non musical sound recording.

The next set of differences are in the "008 Field" in MARC21, commonly known as the fixed fields in OCLC MARC. The "Form of composition" (positions 18 and 19 in MARC21, "Comp" in OCLC) is coded "nn" for N/A, not a musical recording. The "Format of Music" (position 20 in MARC21, "Fmus" in OCLC) is coded "n" for N/A, not a musical recording. The "Literary text for sound recordings" (positions 30 and 31 in MARC21, "LTxt" in OCLC) contains a literary code, such as "a" for autobiography, "b" for biography, "f" for fiction, h for history, "I" for instruction, or "j" for language instruction.

The 007 field will continue to be coded in the same way as it is for musical recordings. One should note, however, that the "Configuration of playback channels" (position 04 in MARC21, subfield "e" in OCLC MARC) is generally coded "u" for Unknown, since very few non-musical recordings indicate whether the recording is monaural or a form of stereophonic sound.

The call number field may vary from the musical recordings collection. Libraries may

elect to have non-musical recordings reflect the classifications or fiction designations used in their print collections or they may elect another system entirely.

The descriptive part of both musical and non-musical recordings records will be basically the same. The 250 field should contain either Abridged or Unabridged version. This is important since many books on tape/CD are recorded in both versions and patrons have decided preferences.

The library may wish to add some additional 5XX fields. A 500 field identifying the format of the item (e.g., Books on CD, Books on Tape, Lecture) may be desirable. The name(s) of the person(s) reading the book or, in the case of interviews, the person doing the interview, should appear in a 511 field; the first indicator should be a 0. (If the recording were a lecture, the lecturer's name would appear in the 100 field.) This is an especially important piece of information since many patrons are emphatic about who is reading the book. If the place the recording was made is of importance to patrons, add that information in a 518 field. A 530 field may be added to indicate that the material is also available in print.

The 6XX fields should duplicate those found in the item's print form to enable patrons and staff to locate both formats of the material in subject searches. If the recording is a reproduction of a radio program, the pertinent subject heading for that should be added (e.g., Radio program, Radio plays). Adding the subject Audiobooks makes it possible to retrieve these materials via format searches.

A 700 field should be added for the reader(s) and interviewer(s).

And there it is... very few changes and a new world opens up to the community served by the library.

BOOK REVIEW:

Lesley Ellen Harris, *Licensing Digital Content : a Practical Guide for Librarians*. American Library Association, c2002. 137 p. 0-8389-0815-2. \$45.00.

This quirky-looking little book is a must-read for librarians responsible for negotiating digital licenses. It was written to provide basic information about digital licensing for librarians, and according to the author "to discuss the questions and issues that arise when interpreting, negotiating, and entering into digital licenses."

The author's goal is to provide sound advice on rights and obligations in license agreements, on negotiating licenses, and on the types of agreements available, without actually acting as an attorney. This is not a comprehensive law tome and does not provide legal advice per se. However, it does provide the tools to negotiate a digital license with a vendor, or to license the use of digital materials over the web. It is intended for libraries of all sizes and types, including public libraries, and written from the perspective of a library.

It is very accessible, and includes lots of very practical checklists. The author walks through the steps to negotiate a license, provides a list of steps to create a licensing policy, and offers tips on negotiations. She also explains typical misconceptions about license agreements and licensing concerns. There is a nice glossary of terms and a section listing questions the author has been asked together with their answers.

The author is a copyright expert with an extensive history of writing, consulting and presenting in the area of digital licensing, and in particular with helping libraries determine their own strategies in licensing digital content.

This book is short and easy to read, and a very good place to start when faced with digital license negotiations.

COORDINATOR'S CORNER

At the beginning of each year I consider laying claim to a personal motto. I think of it as a statement of things to come during that calendar year. This year my motto is, "Embrace change."

These two words have great meaning for me because I am reminded that change is inevitable and I must accept it. In fact, my thesaurus tells me that accept is a synonym for embrace, along with words like: comprehend, subscribe to, adopt, seize, take advantage of, cling to, and contain. This last word puzzles me, for how can we *contain* change?

Although change is not a thing that I can hold, I must learn to grasp it, handle it and seize the concepts of change that surround me. I must change with the changing work environment, taking advantage of every opportunity to learn and expand so that I can perform my job to the best of my ability.

Are you taking advantage of the opportunities around you? Reading *TechKNOW* is one way to increase your knowledge. Another way is to participate in workshops offered through OLC Chapter Conferences and attending the OLC Annual Conference. Watch for special program offerings in the fall of 2002, and "seize the day."

Sometimes opportunities arrive at our doorstep. Action Council subcommittees have been working on several projects. In the near future, copies of a new MARC poster will be mailed to Ohio libraries. This is the second poster in a series and it presents basic information for creating MARC records for videos and DVDs. The first poster in the series was devoted to cataloging books. Another item that will be published soon is a bookmark that offers suggested discussion list information.

How do you manage change in your workplace? Need someone to talk to? Individuals on the Technical Services Division Action Council are also available to talk with you at programs, on the telephone or by e-mail whenever you have questions, need

advice, or just want to validate your thoughts. Contact information is available on the OLC website at <http://www.oll.org>. Click on Divisions, and then click on the link for Technical Services Action Council.

Embrace change, and consider running for office as a candidate for a position on the Technical Services Division. Contact us. Change can be a very good thing.

Jennifer Bull

Supervisor & Head Cataloger

Ashland Public Library

KSU LIBRARY & INFORMATION SCIENCE STUDENTS ARE LOOKING FOR PRACTICUM OPPORTUNITIES

**By Rhonda Filipan, MLS, MA
Academic Program Coordinator, KSU School of Library and Information Science**

Beginning in fall semester 2002, students pursuing the MLIS degree at Kent State will have the option of completing a practicum -- perhaps in technical services -- as their final, capstone course before graduation. This is good news not only for students but also for prospective practicum hosts.

A student completing a practicum as a capstone course has completed all the core courses in the program as well as the more advanced electives. In addition to bringing a solid knowledge base to the practicum, this person will most likely have already formulated career goals and possibly the desire to specialize in technical services. The key to a successful practicum experience is finding something that the library needs doing, that matches the educational goals of the student. Practicum experiences work well for participants in the 12-12-12 MLIS Distance Degree Program as they can arrange for their practicum experience at their local library.

Practicum students receive 3 credits and must work 100 hours at the host library / information center. They must also complete a significant project during their stay and

must be supervised by someone holding the MLS or MLIS degrees. If you have a project that needs to be done and would like a KSU Library and Information Science student to play a role, please contact me at 330.672.0013, rfilipan@slis.kent.edu.

AV CATALOGING WORKSHOP AT KENT STATE

KSU School of Library and Information Science will offer an AV cataloging workshop this spring. Cataloging of Non-print Material: Videorecordings, Sound Recordings, and Computer Files is scheduled for Friday & Saturday, April 5-6 AND Friday & Saturday, April 26-27, 9:00 a.m. - 5:30 p.m. both weekends.

The workshop will provide an overview of the process of describing and providing adequate access to non-book materials in a library. Participants will become aware of the relevant Anglo-American Cataloging Rules and MARC format documentation that apply to the cataloging of videorecordings, sound recordings, and computer software. By the end of the workshop, participants will be able to provide descriptive cataloging and access points for these various types of non-print materials. The workshop will be taught by Dr. Caynon from the SLIS faculty, is worth 2 graduate credits and costs \$576.00. If you are not a KSU student, please phone in your registration at 330-672-3100. Current students use Web for Students to register at <https://WFS.KENT.EDU/ahomepg.htm>.

DDC INSTANT CUTTER SOFTWARE FROM OCLC

Libraries that use cutter numbers know how much staff time it can take to check or assign them. Either catalogers or para-professionals are assigning them as part of the cataloging process or someone is sitting beside that truck of books with the library's cutter table, validating them one book at a time. Well OCLC offers a more efficient online alternative: *Dewey Cutter Software*.

Dewey Cutter Software sits on your pc in a small separate window. When library staff bring up this window and type in the main entry, up pops the cutter number. The software offers expanded versions of the *Cutter Three-Figure Author Table* and the *Cutter-Sanborn Three-Figure Author Table* that are compatible with both two and three-figure schemes.

The software works with Windows 95, 98, NT, XP and 2000. It is available for free on the OCLC Forest Press website and is extremely easy to download and install. For more information visit <http://www.oclc.org/fp/products/index.htm#cutter>.

BOOKMARKS: UNIVERSITY OF MICHIGAN DATES SITE

This website will not help you find a date -- romantic *or* culinary. But it will help you figure out how to deal with difficult bibliographic dates. It is not always easy to determine which date to use when describing an item. These guidelines for the treatment of dates were assembled for the University of Michigan's staff. They are good guidelines that can be applied at any library, or used as the basis for local procedures. Check them out at <http://www.lib.umich.edu/staff/committees/cpc/reports/Date.html>. [Note that the last "Date" must be capitalized to locate the resource]

ROMAN NUMERAL CALCULATOR

Stephanus Gibbs and Sarnia Insulae have created a site for those of us who are challenged by the reading of Roman numerals. The Roman Numeral and Date Conversion site features a very easy to use converter between Arabic numbers and Roman numerals. Simply type in the Roman numeral as it appears on the title page and click a button to perform the conversion. It doesn't even matter whether you type the letters in upper or lower case. There is also a Georgian to Julian calendar converter, a Roman calculator, a Roman numerals test and a cornucopia of information about calendars and dates. Check it out at <http://www.guernsey.net/~sgibbs/roman.html>.