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Ohio Library Council
2 Easton Oval
Suite 525
Columbus, Ohio 43219-7008
Phone: 614.416.2258
Fax: 614.416.2270
www.olc.org

Graphic Novels! Japanese Anime! Help!!!

*By Jeanne Poole, Assistant Manager, Automation And Technical Services
Department, Toledo Lucas County Public Library*

Libraries constantly look at their demographic service areas to determine whom they are serving, whom they are not serving, how they can draw underserved populations into the library, and how they can serve them once they are in the library. One of the most courted demographic groups is teenagers. Why? Because they are a group that consistently does not think of the library as a place to meet their information and entertainment needs. How can we bring them in? Graphic novels! Japanese anime! Especially Japanese anime!

Before we all hold our heads in agony and lament the inability of young people to read and enjoy "real" literature, let's take a brief look at these materials and discover why teens love them. Like the books themselves, the answer is readily apparent: Japanese anime read quickly, have a visual orientation, never truly end (think of the *Perils of Pauline* being constantly updated—always a cliffhanger to keep the reader coming back), and have plot lines that are repeated so often that they become like old friends, and themes that focus on the battle between good and evil with good always triumphing. The books are perfect for a generation raised on television and video games because the work is done by the medium and imagination and creativity are not required. Everything is laid out for the viewer. This genre simply translates these mediums into a format that can be put into your pocket. The downside is that because they are so visually oriented, teens that read them regularly can have a very difficult time reading traditional books because they are word dense and frequently lack illustrations.



From the Bakuretsu Hunters Series

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Japanese anime, a specific style of Japanese animation, was originally aimed at young males in their early teens to twenties. The focus was on adventure, science fiction, fantasy, and mythology-based or related stories. They became an immediate hit. So much so that there are now series focused on romance and love directed specifically at females in the same age group. In fact, all these books are so successful that they have generated markets for affiliated materials: books on drawing manga (Japanese comics or cartoons), movies, television series, MTV, music, and video games. These mediums in turn create more of a demand for the books and create new series. The result is that there is constant cross-pollination among all these formats, resulting in an endless flow of new titles.

It's easy to see why teen librarians are excited. They've finally found print materials that excite and draw teens into the library. They shop at the local bookstores or go to Web sites such as Fantagraphics (<http://www.fantagraphics.com/>), Tokyopop (<http://www.tokyopop.com/>), DC Comics (<http://www.dccomics.com/>) or Dark Horse Comics (<http://www.darkhorse.com/>) and find all these delightful books waiting for them. They triumphantly buy them, pore over them as they come in, and then come to Technical Services "bearing gifts," confident that we will do the right thing by them, their new demographic group, and the genre. We who customarily find ourselves surrounded by biographies, literary fiction, history, poetry, plays, serious studies of economic and social woes, math, and science now find ourselves awash in a sea of comic books and anime! We're not quite sure we can make heads or tails of these books. But being the intrepid souls that we are, we promise these teen librarians, giddy with their



From the Bakuretsu Hunters Series

new adventure and challenge, that, "Yes, we can deal with these. No problem. Have them out to you in a jiffy." Once they've gone back to their areas, we gulp, try to figure out what's the front and what's the back, what these books are trying to say, and what on earth are we going to do with them? How long will they last? Much longer than anyone would ever guess, teens take extraordinarily good care of them. How can we make them last longer? How do we process them? And will anyone really read them? Yes, they do—by the bagful! Left alone with Persephone, Dragonball Z, One, Peach Girl and their friends we begin the process of making sense of these materials and immediately notice a number of pertinent factors.

Most of them read from back to front, and proudly proclaim this by stating on the cover that they are printed in true manga style. Though they all have Japanese authors, many of them have been adapted. Usually the same person adapts each title in the series though this does not always hold true. There are also instances when the publisher does not indicate who the adapter is in each volume. The books were, of course, originally published in Japan. The English versions are generally published in San Francisco or another West Coast city. Many of them were originally published as individual issues but have now been published as a collection. In this instance, the numbers of the collected issues are generally indicated on the verso of the title page. We may then notice that individual volumes generally do not have individual titles but they all have volume numbers. The books do not have jackets with blurbs or neat, tidy summaries of their plots, not even clips from reviews that will give the cataloger some idea of the story line.

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Now that we've taken all this in, it's time to make decisions. The very first one will determine how we deal with subsequent issues in each series, and indeed, additional series the library may purchase. Do we want to catalog each of these titles individually or do we want to treat them as serials or open monographic sets and put all of the volumes on one record? Contributors to OCLC do all of these things. (Example records in MARC 21 format are included with this article.) The final decision probably will be determined by two factors: a library's particular online system and ease of cataloging. Can staff and patrons using the automation system easily identify, ask for and receive item level reserves? If so, one might prefer the serial or the open monograph approach. Once the open-ended monographic record is created, all that needs to be done with subsequent titles is to add them to the open record. Few of these books have individual titles. Those that do

are generally not familiar to teens by volume title. Devotees of them know them only by series title and volume number. If the series has individual volume names and if closed records will be used, it is advisable to enter the series name in the 245 subfield \$a, followed by a subfield \$n for volume number and a subfield \$p for the volume name. Be sure that your automation system indexes and displays all of these subfields. Also, entering a variant title for the subfield \$p may prove helpful to staff, if not the patron. Ultimately many libraries use the records that they can find, and don't concern themselves that different series are handled in different ways.

We then need to consider the main entry, determining whether to use the original author's name or the adaptor's. Examples of both can be found in OCLC. The primary consideration here is the text: will translating the books from one

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EXAMPLE MONOGRAPHIC RECORD

```
MARC Leader  #####cam 22#####1a 45 0
001          58047341
003          OCoLC
005          20051217015025.0
008          050304s2005|||caua|||j|||||000|c|eng|d
020          159116723X
040          VTL $c vtl $d OCLCQ $d BAKER
043          a-ja---
049          KSUU
050          4      PN6790.J33 $b O2416 2005
082  0      4      741.5952 $b O22o
100  1      Oda, Eiichiro.
245  1      0      One piece. $n Vol. 6, $p The oath / $c story and art by Eiichiro Oda ; translated by
                Naoko Amemiya.
246  3      0      Oath
250          Shonen Jump graphic novel ed.
260          San Francisco, CA : $b Viz, LLC, $c 2005.
300          187 p. : $b chiefly ill. ; $c 19 cm.
490  0      Shonen Jump graphic novel
500          "This graphic novel contains material that was originally published in English in Shonen
                Jump #23-25"--P. opposite title page.
500          In keeping with the original Japanese format, this book reads from back to front and
                from right to left.
520          Luffy has been made a busboy on Baratie, the oceangoing restaurant. His oath to feed
                any and all pirates gets in the way when the pirates he just fed now want to serve him
                up for dinner.
521          Rated "T" for teen.
650          0      Pirates $z Japan $v Juvenile literature.
655          7      Comic books, strips, etc. $v Juvenile literature. $2 gsaofd
655          7      Graphic novels. $2 gsaofd
```

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language to another result in a considerable discrepancy from the original writing or do the illustrations take precedence over the text? Chapter 21 in AACR2R2 directs us to use the adapter as the main entry and the original author as an added entry. Many libraries, however, do tend to retain the original author as the main entry and add an added entry for the adapter. For them, this decision is probably the most practical one since adapters are not consistently found in the books and entering them under the original author will insure that all volumes are shelved in one location. This is a consideration if your library wants to shelve these materials alphabetically by author. If however, your library simply shelves them by series, this issue is not as important.

As unlikely as it seems, many of these books have edition statements, usually terms like *Action edition* or *Direct edition*. This presents a problem since the edition statement is not always carried over from one volume in the series to the next. In

addition, two series with the same name may be published at the same time, one with an edition statement and one without one. If one were a purist, these series would be kept separate. However, if the edition statement seems to be very erratic or is not important for the library's service group, both versions can be added to the same record.

Publication and physical descriptions are very straightforward. There is generally only one city of publication, one publisher, and one date. Many of the volumes in the series are published within the same year. The verso of the title page will include the original publisher, city of publication and copyright date. If the decision was made to catalog each volume individually, the physical description will follow the normal sequence: *number of pages* : *ill.* ; *size*. If an open record is used, again the normal sequence is used: *v.* : *ill.* ; *size*.

CONTINUED on page 5

EXAMPLE OPEN-ENDED MONOGRAPHIC RECORD

```
MARC Leader  #####cam 22##### a 45 0
001          57344006
003          OCoLC
005          20051217015025.0
008          041110m20049999caua|||d|||||000|1|eng|d
010          2004304115
020          1591827523 (pbk.)
040          DPL $c DPL $d DLC $d OCLCQ $d BAKER
041    1      eng $h kor
042          lccopycat
049          KSUU
050    0      0      PN6790.K63 $b Y5413 2004
082    0      0      741.5 $2 22
100    1      Yi, Pin, $d 1970-
245    1      0      One / $c [Lee Vin ; translator, Sunah Kim Schultz].
260          Los Angeles : $b Tokyopop, $c c2004-
300          v. <1> : $b chiefly ill. ; $c 19 cm.
500          Originally published in Korea in 1998 by Daiwon C.I., Inc.
500          "Manga romance"--Cover, p. [4].
521          Teen, age 13 +.
520          "Welcome to Daewon High School--the original school of pop! The talented but reserved
          new student Eumpa One is causing a commotion. It's a bizarre love triangle when he
          falls for Youngju, the girl-next-door type ... but the school's diva Jenny has her sights
          set on him! Even worse, when Eumpa's latest composition is ripped off, can he step out
          of the shadows and into the spotlight?"--Cover, p. [4].
650          0      High school students $v Comic books, strips, etc.
650          0      Popular music $v Comic books, strips, etc.
700    1      Schultz, Sunah Kim.
```

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One seldom sees a 440 for these titles, though it does happen when the volumes have individual titles. If the decision is made to catalog each volume separately because individual volume titles exist, a cataloger may choose to enter the overall title in the 245 field subfield \$a or enter the overall title in the series field.

5XX fields can prove useful to staff and patrons alike. These fields serve a number of important functions. They indicate the source of title (the majority of these books do have title pages but some do not); quirks in titles from one volume to another; original publisher information; information regarding the publication of the material if the volume is a compilation of books that were originally published individually; a contents note if an open record is used and each volume has a unique title; target audience note; and a rating note.

Subjects for graphic materials tend to be very brief. Specific topical subjects can be used, especially if there is a dominant theme or if the books focus on a single character, such as Superman or Batman. Topical subjects should generally include a subfield \$v such as *Fiction* or *Comic books, strips, etc.* Genre headings, such as *Science fiction* or *Graphic novels* or *Comic books, strips, etc.* are commonplace since the majority of these series tend to focus on science fiction or fantasy themes in addition to horror genre. It is advisable to include the genre subject *Graphical novels* since this will retrieve both graphic novels and Japanese anime.

Added access points are generally limited to the adapter if the original author is entered in the 100 or the original author if the adapter is in the 100. One occasionally sees added entries for the translator.



From the Bakuretsu Hunters Series

Oh yes, the call number/fiction designation. The OCLC Forest Press staff prefers that these materials be classed in the 741.5 range of

numbers. Some libraries, however, find that classing these materials here is a sure way to move teens away from them. A call number smacks too much of serious reading. In these instances, a Fiction designation is preferred.

Once the books are cataloged and the book labels made, they march on to processing where they encounter another set of problems. If the books are written in the manga style, a decision needs to be made on whether they will be treated as western materials and processed "front to back" or be processed "back to front" (and, undoubtedly, end up confusing patrons). Because the materials are predominantly paperback and are not particularly sturdy, decisions also need to be made whether they will be reinforced with tape or placed in pamphlet binders. Decisions also need to be made on the validity of repairing highly used materials.

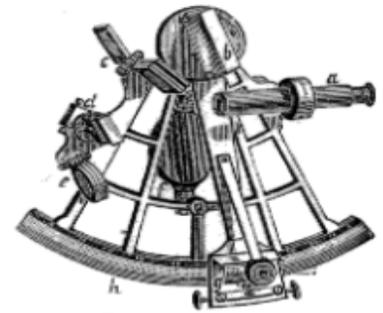
Graphic novels and Japanese anime are undoubtedly here to stay. Reputable professional publications such as Booklist contain an ever-growing review section on them and vendors such as BWI devote a huge section of their catalogs and Web sites to these titles. Traditional comic book publishers now have spin-offs focusing on more adult versions of comic books originally intended for kids. Publications like *Classics Illustrated Comics* are making a comeback with titles all of us read as kids and valiant attempts to introduce teen readers to authors as difficult as Proust. So perhaps, teens, like us, will climb the reading ladder and move on from graphic novels to serious adult fiction.

Help is available. Publishers have Web sites with sections devoted to their lines of comic books and graphic novels (e.g., <http://tokyopop.com/>, <http://dcomics.com/>, <http://darkhorse.com/>). In addition to providing ordering information, these Web sites provide ISBNs, a brief overview of the title and information about where individual volumes fall in the series. A practical Web site for help with cataloging these materials is the Lewis & Clark Library System's Web site at http://www.lcls.org/content/cataloging/general/Cataloging_Graphic_Novels.pdf. Simply typing in *graphic novels* or *Japanese anime* or *cataloging graphic novels/Japanese anime* on Google will connect you with many additional sites.

Technical Services 2006: Charting a Course

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Technical Services Division*

Information on the conference is available at:

<http://www.olc.org/WorkshopDescription.asp?ID=330>

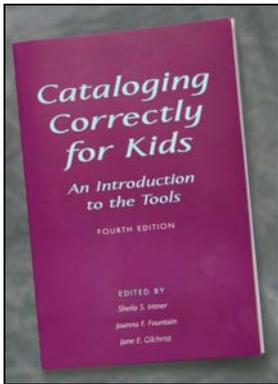


But for a Nail! – Catalogers Declare War on Error

Catalogers are, after all, human, and we do make errors. But there are unrealized costs that are created for organizations

when we fail to share information about errors we have encountered. These mistakes will be inherited if not intercepted. That's why OHIONET is offering *But for a Nail! – Catalogers Declare War on Error*. Participants in this hands-on workshop will explore error correction for all formats in the bibliographic landscape and discuss the unrealized costs that errors create for organizations. They

will also learn to incorporate error correction and reporting into local procedures. The workshop presenters include Brenda Block, Manager of OCLC's Quality Control Section. She will be joined by Ian Fairclough, Catalog Librarian at Marion Public Library, and co-owner of the DEWEYERROR discussion list. Catalogers, library administrators, those managing technical services and authority control staff could all benefit from this informative workshop. *But for a Nail!* is scheduled for February 7, 2006 from 9:30 am to 3:30 pm at OHIONET in Columbus. For more information, visit http://www.ohionet.org/training_desc.php?ID=343.



Intner, Sheila S., Fountain, Joanna F. and Gilchrist, Jane E., editors. *Cataloging Correctly for Kids: An Introduction to the Tools*, 4th edition. American Library Association. 2006. 136 p. 0-8389-3559-1, \$32.00 [\$28.80 member price].

When I first became aware of *Cataloging Correctly for Kids* I thought that there was no way to specifically catalog for children. I still think that. But this text provides catalogers with an un-

derstanding of how children approach and use cataloging, coupled with specific information about cataloging tools, materials and national programs that aid the cataloger's work. Catalogers that read this text gain sensitivity for children's cataloging issues and information about useful tools.

This is the fourth edition of this title, edited by a trio of cataloging luminaries. Sheila Intner is Professor Emeritus from Simmons College and a popular speaker and author. Joanna Fountain, another popular presenter, author and teacher, has most recently served the Texas schools' K-12 Union Catalog. Jane Gilchrist is head of the Children's Literature Cataloging team at the Library of Congress (LC) and is LC's liaison to ALA's Association

for Library Collections & Technical Services (ALCTS) Cataloging of Children's Materials Committee, the publisher of this book.

The current edition is larger and contains more chapters and different information than the 1998 edition. It reflects the latest information on program developments and includes new chapters on copy and original cataloging by Deborah Fritz as well as a new chapter on cataloging for kids in the academic library. Sheila Intner has written a new chapter on cataloging nonbook materials. Joseph Miller's chapter on Sears headings is included, and there is now a new chapter by Joanna Fountain on using LC's Children's headings for original MARC cataloging.

Some of the information is theoretical and some is very practical, and all of it will aid catalogers in judging and interpreting cataloging records for inclusion in the catalog. This is a good collection of concise, yet fairly comprehensive information on an oft over-looked topic.

Call for Papers – OVGTSLS Conference

The Ohio Valley Group of Technical Services Librarians (OVGTSLS), serving Indiana, Kentucky and Ohio, will hold its annual conference at the Bloomington Convention Center, Bloomington, Indiana, on May 10-12, 2006. The Conference Program Committee is inviting the submission of proposals for 45 minute presentations that tell about the path libraries are taking to meet the changes, trends or challenges for the future of technical services. Each session will consist of a 30 minute presentation and a 15 minute discussion session. The committee is interested in papers that discuss new visions and new approaches for technical services. Of special interest are papers that address, but are not limited to, the following areas: acquisitions, cataloging, preservation, integrating resources, automation issues in technical services, archives, metadata, electronic resource manage-

ment systems, electronic resources accessibility, innovative partnerships, digitization projects, government information, FRBR, AACR, RDA, outsourcing, and documenting procedure manuals.

To submit a presentation, send an abstract of less than 200 words as an electronic attachment (MS Word) to mailto:codispot@ipfw.edu. Each abstract should be accompanied by the following information for each presenter: name, title, institution, address, e-mail address, and telephone number. One presenter should also be designated as the primary contact. The title of the presentation, a description of the format for the presentation (e.g. individual presentation, panel discussion, etc.), a list of equipment needs and any other special needs should all be included in the proposal. The deadline for submission is January 31, 2006.

Thinking about Donating Some of Those Weeded Books? How About some Cash? Here are a Few Hurricane Library Relief Web Sites

Many libraries throughout the southeastern United States were tragically impacted by the hurricanes Katrina and Rita. We all struggle to sense their loss—what if our library collections were damaged or totally destroyed? How can we help? We can help by donating books, audiovisual items, automation equipment and cash. But these donations must be managed to maximize their impact to ensure that aid arrives at the appropriate place at the appropriate time. Information on how to effectively donate to this cause is available on the Web.

The American Library Association (ALA) has established a Web site at <http://www.ala.org/katrina> to coordinate assistance programs such as The ALA *Hurricane Katrina Library Relief Fund* and the *Adopt A Library Program*. Online donations to the effort may be made using a Visa or MasterCard at <https://secure.ga3.org/03/alakatrina>.

ALA is not currently collecting books or other materials for library collections. According to the ALA Web site: "Most libraries are going to need extensive repairs or in some cases to be rebuilt entirely before they are ready to restock their shelves. The

best advice we can give for now is for you to hold onto the books until such time as we are advised that libraries are ready to receive them. We will post information on our website when we know more."

SOLINET (Southeastern Library Network, Inc.), a not-for-profit library cooperative serving the Southeastern United States, has also developed a relief response Web site at http://www.solinet.net/Disaster_templ.cfm?doc_id=3761. This site includes a list of contacts at state and national organizations that are coordinating relief donations. The site includes information for libraries that were impacted by Katrina and Rita on topics such as collection repair and preservation, as well as a place for individuals and institutions wishing to donate. Donors can log onto the site and list materials they have available for donation such as books, computers or magazines, and libraries needing these materials can check there for their needs.

Please consider saving your gently used materials for this good cause.

OHIO LIBRARY COUNCIL TS DIVISION OFFICERS AS OF JANUARY 1, 2006

COORDINATOR: Roger M. Miller, Manager, Catalog Services Department, Public Library of Cincinnati and Hamilton County, 800 Vine Street, Cincinnati, OH, 45202-2071. 513-665-3305 mailto: roger.miller@cincinnatiilibrary.org

ASSISTANT COORDINATOR: Connie Strait, Collections Services Supervisor, Greene County Public Library, 503 Kinsey Road, Xenia, OH 45385. 937-374-7963 mailto: cstrait@gcpl.lib.oh.us

PAST COORDINATOR: Dan Liebttag, Coordinator, Technical Services, Fairfield County District Library, 203 N. Broad Street, Lancaster, OH 43130. 740-653-2745 x180 mailto: dliebttag@fcdlibrary.org

SECRETARY: Andrea Christman, Catalog Librarian, Dayton Metro Library, 215 E. Third Street, Dayton, OH, 45402. 937-227-9500 x338 mailto: achristman@daytonmetrolibrary.org

ACTION COUNCIL: Ann Bickle, Cataloging Tech, Coshocton Public Library, 655 Main Street, Coshocton, OH 43812-1697. 740-622-0956 mailto: bicklean@oplin.org

ACTION COUNCIL: Ian Fairclough, Catalog Librarian, Marion Public Library, 445 E. Church St., Marion, OH 43302-4290. 740-387-0992 mailto: ifairclough@marion.lib.oh.us

ACTION COUNCIL: Kathy Hughes, Cataloger, The State Library of Ohio, 274 E. 1st Avenue, Columbus, OH 43201. 614-728-8320 mailto: khughes@sloma.state.oh.us

ACTION COUNCIL: Maxine Sherman, Cataloger, Cuyahoga County Public Library, 2111 Snow Road, Parma, OH 44134-2728. 216-749-9378 mailto: msherman@cuyahoga.lib.oh.us

NEWSLETTER EDITOR: Margaret Maurer, Head, Catalog & Metadata, KSU Libraries and Media Services, 370 Library, P.O. Box 5190, Kent, OH 44242-0001. 330-672-1702 mailto: mbmaurer@kent.edu.

MARC Could be Transformed

By Margaret Beecher Maurer, Head, Catalog & Metadata
Kent State University Libraries & Media Services

MARC21

In a recent editorial in *Library Hi Tech*, Bradford Lee Eden asked if MARC will be a viable format into the future. The answer to that question, according to Eden, was that it mostly depends upon how the library community works to "...transform the advantages of the MARC format into the digital environment." Simply understanding the possible shapes that the digital future could take is, of course, the first step, and thus this article.

First of all, it is important to recognize that the reason there are many types of metadata is because it is not the resources being described that determine the nature of the metadata, but rather, "...the needs and purposes of the people who create it, and those who it will serve." There is room here for great variety.

A good way to think of this is to visualize metadata standards as a set of tools in a pocket. There are, of course, some resources that can be described using an array of metadata standards, but for many materials and situations, there truly is a best tool for the job.

One of the nicest things about working with MARC standards is that they have a long history of adapting and changing to meet new technological environments. In recent years the Library of Congress' Network Development and MARC Standards Office has quietly worked to establish a new array of MARC data standards for our future use. The most recent incarnations for MARC include MODS, MARCXML, MARC21 *Lite* and MARC21. These standards represent just one more example of MARC adapting to new technology.

LC's MARC metadata standards can be loosely di-

vided into two groups: eXtensible Markup Language (XML)-based standards and MARC21 standards. MODS and MARCXML are the XML standards, with MODS being the less robust standard. MARC21 *Lite* is the less robust of the two MARC21 standards.

All of the standards discussed here benefit from LC's systematic support, because LC is dedicated to long-term solutions and to solutions that include contributions from a broad spectrum of communities. LC has also taken responsibility for developing and maintaining associated software, stylesheets, guidelines, documentation, etc., assembling them in toolkits available on the LC Web site.

Metadata Object Description Schema (MODS)

Most librarians have heard of Dublin Core, the metadata standard most often found in non-library applications. The most common complaint among librarians about the Dublin Core standard is that it does not allow for enough detail. The Metadata Object Description Schema (MODS) standard was developed by LC to satisfy the need for an easy to use data type that allows for richer metadata than Dublin Core, but that yet has some correspondence to MARC.

The elements in MODS represent a subset of MARC, and the elements are represented in MODS using words rather than numbers (i.e., *title* instead of 245). This makes MODS easier for non-catalogers to use, and training becomes less of an issue. In fact, MODS is the Library of Congress' easiest to use method for the XML storage of data

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that is transferable into the MARC21 format. There are, however, no content standards routinely associated with MODS, which can make for more difficult record interoperability.

When MODS metadata is directly attached to a remote electronic resource it can aid resource discovery via Internet search engines, something that a MARC21 data standard cannot do. But MODS metadata can also be used to design a database and in that environment function as a surrogate for finding the resource.

As an XML-based standard MODS benefits from the broader availability of software developers and XML tools. Data are therefore not trapped in the somewhat proprietary silos that MARC21 data can be isolated inside. Shifting library records to XML could also open the library automation market to more vendors. XML also improves our ability to create data crosswalks to other metadata standards, paths that define relationships between metadata elements. One final advantage is that XML satisfies the library community's preference

Understanding Metadata

Karen Coyle has published a very accessible article on the basics of metadata in the *Journal of Academic Librarianship*. *Understanding Metadata and its Purpose* does a good job of explaining the history and terrain of non-MARC metadata, including its relationship to MARC-based library automation systems and record sharing. The author includes information on a variety of descriptive standards as well as standards designed to facilitate communication. She asks excellent questions, and then attempts to answer them, including, "What is happening in the world of technology that is leading everyone to believe that metadata is the answer? Alternatively, if metadata is the answer, what is the question, and what does it mean for libraries and library catalogs?" I found this to be a gentle, well-written and interesting introduction to the topic. The article is available in Volume 31, Number 2, pages 160-163.

for long-term solutions.

So MODS could be best used in situations where full MARC21 cataloging is not needed, but compatibility with MARC21 cataloging is highly desired, where data content standards are not necessarily a priority, and where access could be improved by XML functionality. MODS also provides special support for the resource discovery of remote electronic resources by Internet search engines.

MARC21 XML Schema (MARCXML)

This metadata schema is a framework for working with MARC data in an XML environment. This is a richer, more complex standard than MODS, and as such may be used to describe more complicated resources in more complicated situations. As an XML standard, this framework is flexible and extensible, so libraries can modify it to meet their needs. MARCXML benefits from its XML-basis in many of the same ways that MODS does.

The elements are labeled using the familiar MARC21 tagging. This makes MARCXML easier for catalogers to use, but more difficult for others to use. The MARC record is more complex than most systems want or need, and its use of numeric tags and subfield codes, "...makes it hard to understand without considerable training."

The data structures in MARCXML and MARC21 correspond, thereby encouraging the use of MARC21 data content standards in MARCXML. Also because of this correspondence, data can be moved back and forth between the two data standards without losing anything. This is called *lossless conversion* or *roundtripability*. Data could not be moved directly from MODS to MARC21, but could be moved from MODS to MARCXML and from there to MARC21, although some data may be lost.

So MARCXML would best be used in situations where greater complexity of data is needed as well as XML functionality. MARCXML also has great strengths as a data transmitter.

MARC21

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MARC21 *Lite* Bibliographic Format

MARC21 *Lite* is a leaner, stripped-down version of MARC21 that is actually a subset of the fields available in MARC21. The Library of Congress created the *Lite* format to provide libraries with a standard framework for brief bibliographic records. According to Jackie Radebaugh, MARC21 *Lite* "...is a version of MARC trimmed of all but its essential elements."

Lite's relationship to MARC is one of its greatest strengths, as this provides data stability and allows for expansion as needed. The standard does have limitations. For example, considerable fixed field data in the 008 field is replaced by fill characters, and the 006 and 007 fields are not included in *Lite*, thereby limiting its usefulness for describing audiovisual materials or remote electronic resources. Libraries that want to express more complex data would need to add additional fields to their local standards.

So MARC21 *Lite* would be best suited to situations that required MARC21 data that is not as robust as full level cataloging, but where library automation

LC's MARC Standards

<http://www.loc.gov/marc>

Metadata Object Description Schema (MODS)

<http://www.loc.gov/standards/mods>

MARC21 XML Schema (MARCXML)

<http://www.loc.gov/standards/marcxml/>

MARC21 *Lite* Bibliographic Format

<http://www.loc.gov/marc/bibliographic/lite>

MARC21 Concise format for Bibliographic Data

<http://www.loc.gov/marc/bibliographic/ecbdhome.html>

software will be used, i.e., situations that do not exploit the XML standard.

MARC21: Machine Readable Cataloging

MARC21 is a mature data standard with lots and lots of bells and whistles that allow for great granularity. It is a highly complex standard because it is designed to apply to a multiplicity of situations and therefore must accommodate many diverse details. There are, however, questions about its ability to cope into the future, precisely because of this.

It was developed hand-in-hand with AACR2 and consequently there is a real correspondence between the two standards, as well as a great deal of conformity across records. "This conformity is a service to users, who can move from one library to another comfortably. But the main value of the conformity is our ability to catalog cooperatively and exchange cataloging records between libraries and library systems."

While MARC21 is comparatively expensive to implement and maintain, we have a *huge* investment in our current MARC infrastructure. This is the current gold-chip standard for bibliographic data exchange, and by using it libraries guarantee they will ease communications with vendors and carry their data into the future. Any future standard will have to include bridges from MARC21.

MARC, and indeed MARC21 *Lite*, are not designed to be directly attached to a remote electronic resource, and therefore can not enhance direct access by Internet search engines to the resource being described. While MARC21 records may be linked to the resource through the 856 field, they act more as a surrogate than a bridge. Because MARC21 was developed within a fairly narrow data community, and is generally dependent on proprietary software for its interpretation and use, data can become isolated within library catalogs.

So, MARC21 is best suited for situations which require great granularity and conformity in description, thereby facilitating the economic sharing of bibliographic records, while not requiring the

MARC21

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benefits of XML. It also functions as the primary pattern for all of these other standards, the point of compatibility that allows for easy data transfer.

A Useful Array

MARC has yet another opportunity to be transformed into something completely different. MARC standards now exist in a greater variety of data formats than ever before. Our abilities as librarians to envision a future that exploits this array will determine MARC's future role.

So, MARC will be transformed, but only by the rest of us.

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Another Way to Get Things Done, and also Contribute to the Profession

Each student pursuing the MLIS degree at Kent State University's School of Library and Information Science (SLIS) is required to complete a three credit hour "Culminating Experience." Students have three Culminating Experience options: writing a research paper or thesis, doing a research project or participating in a practicum experience. Many students would prefer to do a practicum, but they must locate a library that is willing to host the practicum.

A practicum may be done in any type of setting as long as the student is supervised by a librarian with an MLS or MLIS degree. There is no remuneration for the practicum experience for the student or for the on-site library supervisor. Because the Culminating Experience is signed up for as any class is, the student is paying for the privilege of working at the library. At the conclusion of the experience, the supervising librarian is asked to write a brief evaluation of the student's work.

A practicum is an opportunity to gain professional experience in a library, information center or media center. Practicums provide students with the opportunity to test and apply principles learned in graduate study to real-world experiences because the students spend 100 hours working in a library setting. The library benefits from the hard work of dedicated, intelligent volunteers. Less tangible but very real benefits include exposure to the students' enthusiasm and making contributions to the future of professional librarianship by mentoring new librarians. The best practicum experiences happen when both the libraries and the students benefit, with the libraries getting real work done and the students gaining valuable experiences. Well-planned experiences encourage the libraries to arrange repeat performances. Actually cycling students through the same series of experiences, one after another, is a great way to minimize the impact on the library's resources and maximize benefit.

Information about experiencing a practicum student is available through Rhonda Filipan, SLIS Academic Program Coordinator, at 330-672-0013 or at rfilipan@kent.edu.

Haynes, Elizabeth & Fountain, Joanna F. *Unlocking the Mysteries of Cataloging: A Workbook of Examples*. Libraries Unlimited. 2005. 244 p. 1-59158-008-0, \$35.00.

Unlocking the Mysteries of Cataloging, A Workbook of Examples was created by Elizabeth Haynes and Joanna F. Fountain to provide exercises and examples for those learning to catalog. Elizabeth Haynes is an Assistant Professor at the University of Southern Mississippi School of Library and Information Science whose research interests include school libraries and cataloging. Joanna Fountain is a popular presenter, author and teacher, most recently serving the Texas Schools' K-12 Union Catalog.

Not a textbook, but perhaps intended to supplement one, each exercise presents the student with pictures of the title page and other relevant biblio-

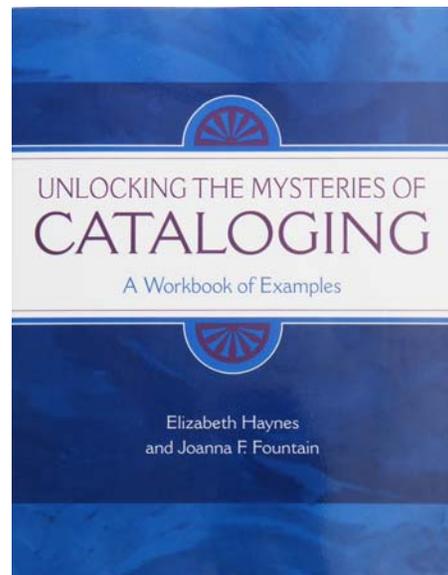
graphic data along with additional information such as lists of relevant AACR2 rule numbers and hints for solving the problematic bits. The exercises are arranged by increasing difficulty and include example records for

books, sound recordings, 3-D materials and realia, visual materials, electronic resources, kits, cartographic materials and videorecordings. The materials used as examples could typically be collected by school or public libraries and they include fiction and non-fiction items in a range from children's to adult materials.

The appendices are quite useful, including a list of selected genre terms as well as answers to selected exercises in the form of MARC records. There is an index by types of material being cataloged, a listing of the cataloging rules referenced for each exercise, and a listing of exercise numbers by AACR2 rule number.

The text also features a supplementary Book Companion Web site that provides detailed enlarged photos of the materials being cataloged (a truly useful feature) and pass-worded access to answers to the exercises in the book.

For students of cataloging, especially the self-taught, this is a useful tool as it provides guidance for real-world examples that experienced catalogers have already encountered.



Maximizing Keyword Search Specificity Using LCSH

The November 1, 2005 issue of *Library Journal* includes an article that would be a useful tool for marketing the Library of Congress Subject Headings (LCSH) to public services colleagues. *Amazing, Magic Searches!* By Becky Kornegay, Heidi Buchanan & Hiddy Morgan, is jointly written by public and technical services librarians to illustrate how they use subject subdivisions in combination with keyword searching to unlock bibliographic records. Together they provide a list of searches that could be used as a training tool for new public services staff by maximizing the specificity of their searches. This issue is available electronically at <http://www.libraryjournal.com/article/CA6277396.html>.

LCSH

Spring Chapter Program Offerings – Something for TS and Something For Everyone Else

Book Damage Prevention & Repair for Everyone Else: Come to an enlightening session on book repair and damage prevention presented by Kapco. This class offers quick, permanent solutions to many common mends, best practices for more involved mends, and methods for preventing cover tears, hinge breaks, etc. Product sample packages and handouts will be provided. Presented by Joe Trombetta, Kapco Regional Manager. It is scheduled at the Southeast, Northeast, Central, and Northwest Chapter Conferences.

Dewey for the Rest of Us: Come join us to learn how the DDC is developed, the role of its Editorial Policy Committee, available formats, and how Dewey fits into your library's success. The program will be presented by Brenda Block and Libbie Crawford, both of OCLC. It is scheduled at the Southeast, Northeast and Southwest Chapter Conferences.

MARC for Everyone Else: Although other staff members may not need to know as much about MARC as the catalogers do, the more they do know, the more valuable they will be to their libraries. This program will provide you with the tools you need to be a more effective searcher. The program will be presented by Dan Liebttag, Fairfield County District Library, and Andrea Christman, Dayton Metro Library. It is scheduled at the Southeast, Northeast, Southwest, Central and North Chapter Conferences.

Cataloging Basics 101 - Cataloging Videos & DVDs: Are you interested in learning fundamental information about cataloging videos and DVDs? This is the program! Presented by Jeanne Pool, and offered only at the Northeast Chapter Conference.

Check it out!

Using OCLC WebDewey: An OCLC Tutorial

<http://www.oclc.org/dewey/resources/tutorial>

Many of us have responsibility for training new staff, and in particular, new catalogers. Inevitably training involves not just the concepts, but the software platforms used to implement them. While our software interfaces are becoming increasingly more intuitive, and therefore easier to use (remember that old text-based library catalog?) we still find ourselves sitting side-by-side with new employees, guiding them from screen to screen.

Locating pre-training tools that exclusively focus on moving around in the software can help accelerate the training process. *Using OCLC WebDewey: An OCLC Tutorial* is a great example of such a pre-training tool as it focuses on these concerns, and not on the logic and theoretical process that catalogers use to actually assign numbers.

This tutorial has an intuitive, point-and-click in-

terface that guides the trainee through the various parts of WebDewey. The focus appears to be on features that can increase the efficient use of the software. There is a general introduction, information on how to logon, search, browse, search the DDC using LCSH terms and LCSH Key Word in Context (KWIC), build user notes and set up keystroke shortcuts. There is also a nice example of an expert user building a WebDewey number. The trainee can move from section to section as needed and end their session at any time. The system requirements don't seem extreme, and are clearly posted on the introductory Web page for the tutorial. Check it out!

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