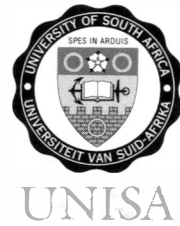


MANUALIA DIDACTICA 25



# Cataloguing & Classification for **School Media Centres**

Sandra Olën

University of South Africa  
Pretoria

© 1996 University of South Africa  
Second edition, first  
impression

**ISBN 0 86981 911 9**

House editor:  
Liz Stewart

Cover design and layout:  
Hetta Oosthuizen

Typeset in 11 on 13 pt Palacio by  
Pretoria Setters, Pretoria

Printed by  
Sigma Press, Koedoespoort

Published by the  
University of South Africa  
PO Box 392, 0001 Pretoria

© All rights reserved. No part of  
this publication may be repro-  
duced in any form or by any  
means – mechanical or elec-  
tronic, including recordings or  
tape recording and photocopying  
– without the prior permission of  
the publisher, excluding fair quo-  
tations for purposes of research or  
review.

# CONTENTS

List of figures .....	ix
Preface .....	xi

## PART 1

<b>CHAPTER 1</b>	<b>Introduction to cataloguing and classification .....</b>	<b>3</b>
<b>CHAPTER 2</b>	<b>Media centre catalogue .....</b>	<b>7</b>
	1 Introduction .....	7
	2 Physical forms of catalogues .....	8
<b>CHAPTER 3</b>	<b>The contents of the media centre catalogue .....</b>	<b>14</b>
	1 Introduction .....	14
	2 Inner form of a catalogue .....	15
	2.1 Entries .....	15
	2.2 References .....	17
	2.3 Guiding .....	17
	2.4 Filing .....	18
	3 Shelf list .....	21
	4 Authority file .....	21

<b>CHAPTER 4</b>	<b>Standardization, Machine Readable Cataloguing (MARC) and computerized library networks</b> .....	22
1	Introduction .....	22
2	MARC .....	23
3	Centralized and cooperative cataloguing .....	24
3.1	Centralized cataloguing .....	24
3.2	Cooperative cataloguing .....	26
4	Computerized library networks .....	27
4.1	South African Bibliographic and Information Network (SABINET) ..	27
4.2	Schools Cooperative Information Service (SCIS) .....	29
<b>CHAPTER 5</b>	<b>Classification</b> .....	30
1	Introduction .....	30
2	Bibliographic classification schemes .....	31
2.1	Schedules .....	31
2.2	Notation .....	32
2.3	Index .....	32
2.4	Problems associated with bibliographic classification schemes .....	33
2.5	Advantages of bibliographic classification schemes .....	33
3	Contemporary classification schemes .....	34
4	Dewey Decimal Classification (DDC or DC) .....	34
<b>CHAPTER 6</b>	<b>Dewey Decimal Classification, abridged edition</b> .....	35
1	Introduction .....	35
2	Construction .....	35
3	Order of main classes and order within these classes .....	38
4	Notation .....	39
5	Use and future of DDC .....	40
6	Reclassification .....	41
7	Call numbers .....	41
8	Parallel arrangement .....	42
9	Guiding .....	43
<b>CHAPTER 7</b>	<b>Subject retrieval</b> .....	45
1	Introduction .....	45
2	Purpose of alphabetical subject headings .....	46
3	Alphabetical subject headings .....	47
4	Purpose of references .....	47
4.1	See references .....	47
4.2	See also references .....	48
5	Standard lists of subject headings .....	49
 <b>PART 2</b>		
<b>CHAPTER 8</b>	<b>Classifying with Dewey Decimal Classification, abridged edition</b> .....	55
1	Introduction .....	55
2	Procedures for classifying .....	56
3	General rules .....	58

<b>CHAPTER 9</b>	<b>Bibliographic description</b>	60
1	Introduction	60
2	Parts of a book	61
3	Rules for bibliographic description	61
4	List of abbreviations	70
<b>CHAPTER 10</b>	<b>Headings for bibliographic records</b>	72
1	Introduction	72
2	Rules for main entry	73
3	Rules for added entries	75
4	Rules for correct form of names used in headings	75
<b>CHAPTER 11</b>	<b>Original cataloguing in the school media centre</b>	78
1	Introduction	78
2	Fiction	82
3	Non-fiction books	82
4	Audiovisual media	83
5	Periodicals	84
<b>CHAPTER 12</b>	<b>Copy cataloguing in the school media centre</b>	86
1	Introduction	86
2	Procedures for copy cataloguing from CIP	88
3	Card sets	89
4	Procedures for copy cataloguing from approved lists	94
<b>CHAPTER 13</b>	<b>Information files</b>	95
1	Introduction	95
2	Compiling a community information resource file	96
3	Well known local personalities file	97
<b>APPENDIX A</b>	<b>Practical exercises</b>	99
	Exercise 1 Filing	99
	Exercise 2 Classification	100
	Exercise 3 Bibliographic description, main entry	102
	Exercise 4 Copy cataloguing	102
	Exercise 5 Original cataloguing	102
<b>APPENDIX B</b>	<b>Answers</b>	123
	Exercise 1 Filing	123
	Exercise 2 Classification	124
	Exercise 3 Bibliographic description, main entry	125
	Exercise 4 Copy cataloguing	131
	Exercise 5 Original cataloguing	138
<b>INDEX</b>		145

# List of figures

Figure 1	Card catalogue .....	8
Figure 2	Catalogue drawer with label and guide cards .....	9
Figure 3	Microcomputer .....	10
Figure 4	Floppy disk .....	11
Figure 5	Computer printout of records .....	13
Figure 6	Bibliographic record .....	15
Figure 7	Spine of book with call number .....	42
Figure 8	Books arranged on shelf according to call numbers .....	43
Figure 9	Alphabetical subject entry for alphabetical subject catalogue .....	50
Figure 10	Subject entry for a classified catalogue .....	51
Figure 11	Subject index entry for a classified catalogue .....	51
Figure 12	Correct layout for main entry card of a bibliographic record .....	79
Figure 13	Title main entry .....	80

Figure 14	Example of a tracing .....	80
Figure 15	Added entry card using unit card .....	81
Figure 16	Author entry for a work of fiction .....	81
Figure 17	Main entry card for an audiovisual item .....	83
Figure 18	Main entry for a periodical .....	85
Figure 19	Analytical subject entry for a periodical article .....	85
Figure 20	Title page of book .....	87
Figure 21	Verso of title page with CIP data .....	88
Figure 22	Card set compiled from CIP data .....	91
Figure 23	Bibliographic record in approved list .....	91
Figure 24	Card set compiled from bibliographic record in approved list .....	93
Figure 25	Main catalogue entry for an article which has been removed from a newspaper and mounted .....	98



# PREFACE

School Match is a Columbus, Ohio-based firm in the United States of America which has a computerized database of information on approximately 16 000 public school districts. It was reported in *American libraries* (September 1987 and June 1988 issues) that School Match had found a definite correlation between good school media centres and high pupil achievement in the USA.

A good media centre is expensive, but from the above information it appears to be a good investment. It has also been found that unless all or most of the teachers in a school make use of media in their teaching this investment will be under-utilized.

In order to derive the maximum benefit from the media centre, the materials should be properly stored and organized. Part 1 of this book deals with the basic theory of cataloguing and classification on which the storage, organization and retrieval of media and information are based. Part 1 should be read by subject teachers, media teachers and student teachers.

Part 2 is a manual and workbook for teachers wanting to learn how to catalogue print and non-print media, and how to classify media according to the *Abridged Dewey Decimal Classification and relative index*, 12th edition. Answers to the practical exercises are provided.

The author would like to thank the University of South Africa for permission to use material from their Study guide 1 and Study guide 2 for CSM100–M, c 1988. The author also wishes to thank the following publishers who kindly gave permission to reproduce title and imprint pages:

J L van Schaik  
HAUM-Daan Retief Uitgewers (Edms) Bpk  
Basil Blackwell (Polity Press)  
Cambridge University Press  
Hodder and Stoughton  
Macmillan and Macmillan Education, Basingstoke, Hampshire  
READ  
Shell Education Service  
Southern Book Publishers

Sandra Olën  
DBibl, BA(Hons), HED  
University of South Africa

# PART 1

- 1 Introduction to cataloguing and classification 3**
- 2 Media centre catalogue 7**
- 3 The contents of the media centre catalogue 14**
- 4 Standardization, Machine Readable Cataloguing (MARC) and computerized library networks 22**
- 5 Classification 30**
- 6 Dewey Decimal Classification, abridged edition 35**
- 7 Subject retrieval 45**

## *Introduction to cataloguing and classification*

Today, more than ever before, information is important for all people in society. A person needs to know that he can find and obtain the information he requires. For example, she may want to find information about purchasing a house, about transport, recreation, training courses and jobs, in fact about anything and everything. There are also many different sources of information. People themselves are often very good sources of information. We can ask a teacher or a lawyer for information, but when one of these specialists is uncertain, he checks his facts in a book or in some other source of recorded information. Once information is recorded it is usually more reliable, more permanent.

Information can be recorded in books, periodicals, newspapers, pamphlets, pictures, maps, transparencies, slides, computer files, sound and videorecordings. There are an increasing number of information sources which are published or produced. To facilitate their use they are often collected and organized in libraries.

In schools we find school libraries, which are also called media centres because they stock a variety of recorded information sources. They collect sources of information which pupils use to obtain information for their curricular and extra-curricular activities and interests.

Pupils need to develop information skills so that they will be able to use a variety of information sources not only at school, but also in the community, because they are going to need information all their lives. These information skills include deciding what information is required for a particular task or to solve a specific problem, identifying, locating, selecting and interrogating information sources, recording information found in the sources, evaluating the information and using it to answer a question, solve a problem, communicate an idea, and so on.

The sources of recorded information in the media centre, and the information contained in these sources, are much more accessible to all the users of the media centre if they are stored and organized so that any item or any information can be quickly and effectively found. The finding of information is called information retrieval. The school librarian, or media teacher, as the person in charge of the media centre is called, is responsible for the effective storage and organization of all the materials.

These materials must be analysed according to subject content and the contents indicated by symbols or codes (for example classification numbers) or words (for example keywords or subject headings).

A catalogue or database comprising records which are substitutes for the information sources must also be compiled so that each source in the media centre collection can be identified. The catalogue is the only complete record of all the stock which is available in a particular media centre, because not all the sources are always on the shelves. Some items may be out on loan to pupils; others may be in use in either the media centre or in one of the classrooms. As we shall see it is only by using various systems that information retrieval will be effective. The media teacher will, however, want to spend the minimum amount of time possible on this work because of the many other tasks to do – the most important of these being to guide pupils in the use of books and media and to develop their information skills.

Traditionally information skills have been taught to pupils in the media centre. As a result of extensive research done in Great Britain it appears, however, that teaching pupils information skills in isolation in the media centre does not enable pupils to transfer these skills to other teaching/learning situations. Subject teachers should use media in their classrooms and encourage pupils to use media when they do assignments. Pupils will then acquire and develop information skills, both simple and complex ones, while they do work in their various school subjects. Not only should the skills be learnt in context, but they should also be developed gradually and reinforced regularly. The same skills may be practised

each year, but the tasks or assignments pupils do will become more complex as they progress through school. This approach requires planning by the whole school. It means *all* the teachers in a school are involved in the planning. At the beginning of each year the teachers should all meet to discuss what assignments or projects will be done in each subject and with each grade. At the same time consideration will be given to the skills which will be developed in the classrooms and the skills which the media teacher will develop.

However, if pupils need information for their assignments it is necessary to have a media centre with adequate resources which are organized for effective retrieval. When an Education Media Service does centralized cataloguing and classification of books and media this saves the media teachers a lot of work, but it is still necessary for all media teachers to understand the basic principles of cataloguing and classification.

The media teacher should be able to catalogue and classify books or other media, which are donated or purchased from special funds, so that these can be put on the shelves and be made accessible to pupils as quickly as possible. Media teachers will not be able to store and organize materials effectively, keep the catalogue up to date and use it effectively and assist pupils in their retrieval and use of information, unless they themselves understand the principles upon which the storage and organization of information in the media centre are based.

Media teachers should be able to catalogue and classify media according to an acceptable standard and in a way which will make the work done compatible with the cataloguing and classification found in most other libraries. This is important so that pupils will not only be able to find their way around public libraries, but after leaving school will also be able to use technikon, college, university and company libraries, as well as information services both in South Africa and overseas. Most libraries use the *Anglo-American Cataloguing Rules*, 2nd edition, 1988 revision (AACR2R) for cataloguing and the *Dewey Decimal Classification*, 20th edition for classification. Media teachers can use *The concise AACR2*, 1988 revision and the *Abridged Dewey Decimal Classification*, 12th edition, as these works are compatible with AACR2R and the *Dewey Decimal Classification*, full edition and are used in most of the media centres throughout the English-speaking world. Once the media teacher has learnt how to catalogue and classify works according to these standards, the Cataloguing in Publication information found in most of the recently published books can be checked and adapted for use in the media centre when catalogue records are not supplied by the Education Media Service.

As has already been pointed out above, whole school planning involves the active

participation of all the teachers in the school. Subject teachers will also want to know more about the theory and principles of the storage and organization of the media centre's resources, because they will wish to familiarize themselves with all the information sources available in the media centre. Subject teachers need not study Part 2 of this book which deals with the actual procedures for cataloguing and classification. However, students intending to become media teachers should study the complete text.

## *Media centre catalogue*

### **1** *Introduction*

The earliest known libraries were found in ancient Babylon. These libraries collected clay tablets on which information was recorded in cuneiform writing. Even these early libraries contained lists or inventories of the available information sources.

We have already explained that *the media centre catalogue is a complete list of all the information sources held in the media centre*. By consulting the catalogue we can determine what materials are available on a particular subject, on related subjects and by a particular author. We should also be able to find out whether the media centre owns a particular item if we know either its subject, author or title.

A catalogue can have various physical forms, the most common of which are the printed book catalogue, the card catalogue, the microfiche catalogue or the computer catalogue. We shall be looking at each of these physical forms, as each has some advantages as well as some disadvantages.



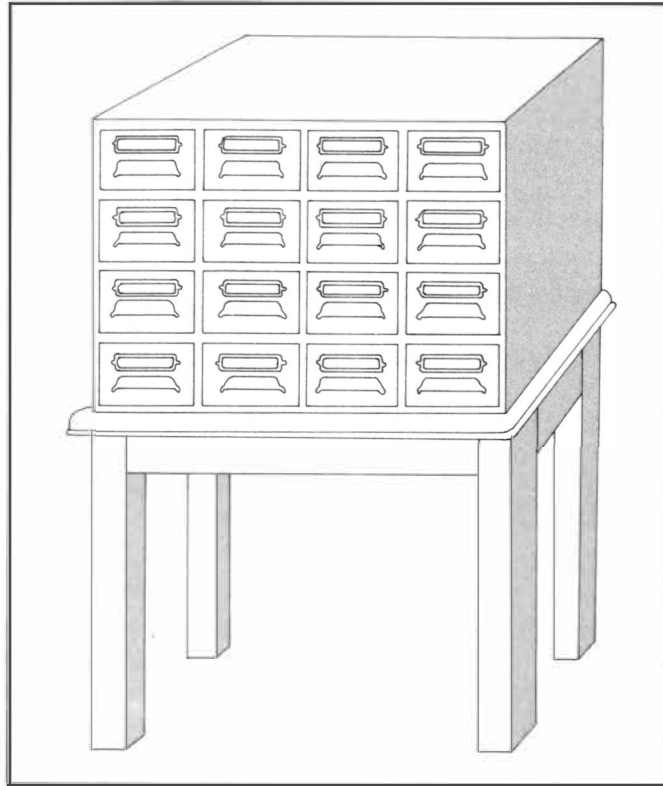


Figure 1 Card catalogue

The ideal catalogue should be easy to use and accessible to media centre staff and users. If it is portable and there are multiple copies, then it can be consulted outside as well as inside the media centre. The catalogue should be inexpensive and economical to maintain. The catalogue should be flexible, that is, it should be easy to add records to it or remove records from it. It should be durable, and it should be easy to guide people in its use. Any form of catalogue should be capable of using records which are made available from a centralized cataloguing agency such as an Education Media Service.

## 2 *Physical forms of catalogues*

- (1) The *book catalogue* has been used in the past as it fulfils most of the requirements for an ideal catalogue. Its greatest drawback, however, is that it is not

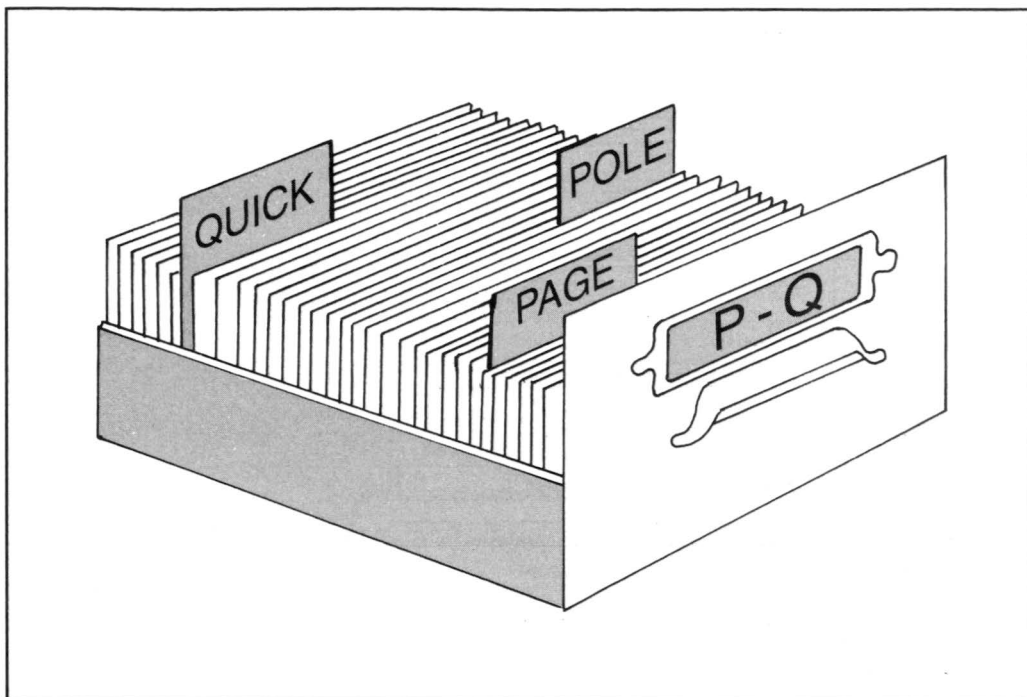


Figure 2 Catalogue drawer with label and guide cards

flexible. Once a book has been printed it is not possible to add records to or remove records from it. It is expensive to print and bind a book, especially if one only requires a few copies. The book catalogue was thus mainly used by very large national libraries and not in schools. A microcomputer with a printer makes a book catalogue more feasible, but this will be discussed later under the computer catalogue.

- (2) The *card catalogue* (see Figure 1) has been used in many types of library and is still in use in most of the media centres in South Africa.

Wooden catalogue cabinets with drawers are used to store the cards. These are expensive, not very portable and accessible to a limited number of users simultaneously. The advantage of using cards is that they are relatively inexpensive, durable and very flexible. It is very easy to insert or remove cards from a drawer and thus easy to keep the catalogue completely up to date. If the collection in the media centre is small and there is not enough money to buy expensive cabinets, or until such time as these can be purchased, the

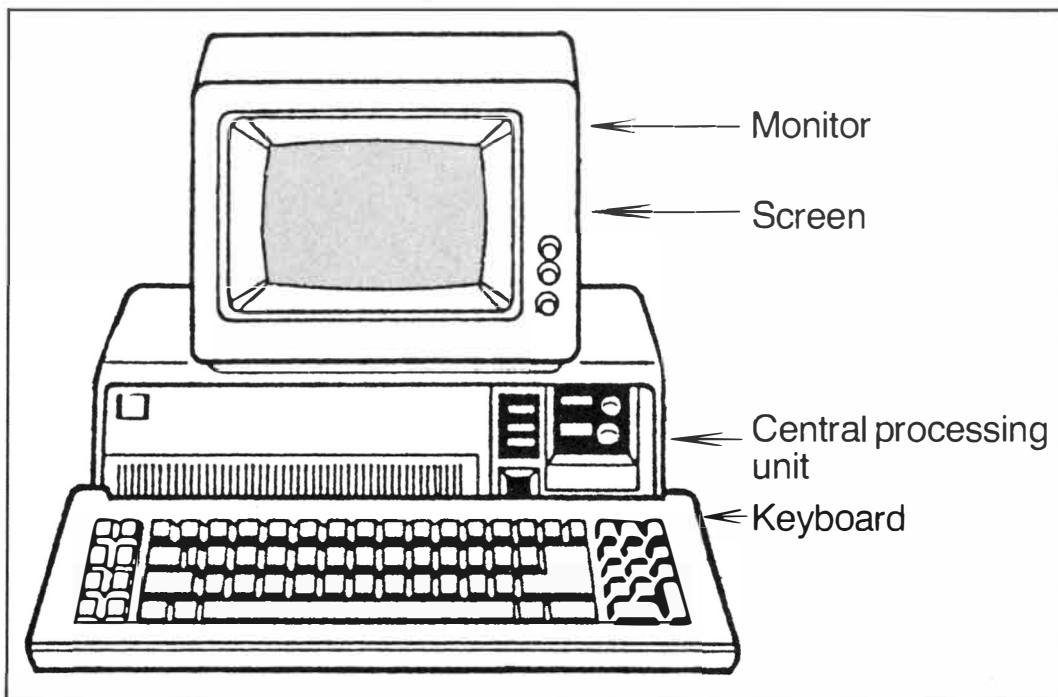


Figure 3 Microcomputer

media teacher can easily file the cards in strong cardboard or wooden boxes. The media teacher will file cards received from the Education Media Service or those which she herself has compiled. It is easy to provide guiding both on the outside of drawers and boxes, as well as having projecting tabs on some cards inside the drawers (see Figure 2).

- (3) The *microfiche catalogue* has not been used extensively in media centres except in Australia. The microfiche is a card of transparent film (usually 10,5 x 14,5 cm) with rows of bibliographic records in miniature. These micro-images are not legible until the card is inserted in a special machine or "reader" which magnifies the catalogue entries. The advantages of a microfiche catalogue are that it is very compact, portable and relatively inexpensive. However, it is not flexible and has to be brought up to date periodically. Another drawback is that only one person at a time can use the reader.
- (4) The *computer catalogue* is used in many media centres overseas. The microcomputer, which is a small, relatively inexpensive computer that can stand on

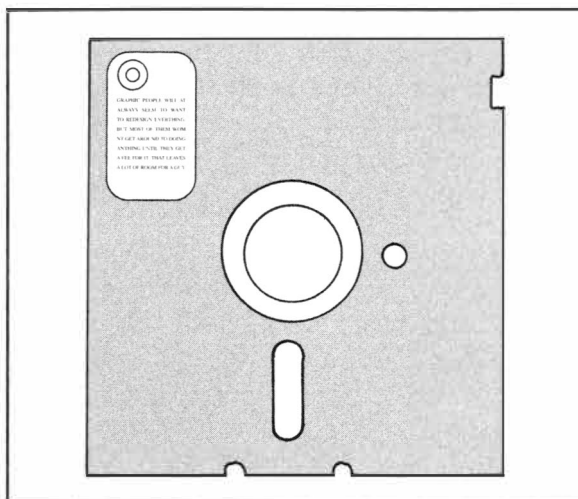


Figure 4 Floppy disk

a desk, has become very popular (see Figure 3). The components of a microcomputer are the central processing unit (CPU), a keyboard like a typewriter for inputting data, and a monitor on which a visual display appears. The computer has a disk drive which may be either a hard disk or a floppy disk. A floppy disk is a small paper-encased plastic disk that stores information (see Figure 4).

The computer also needs a software program which tells it what to do with the data that the media teacher enters, for example, the bibliographic records. After the computer has manipulated the data according to the instructions in the program, it will produce an output. This may be a visual display on the screen of the monitor, or if a printer has been attached to the microcomputer a paper copy may be printed out if required.

The computer catalogue may be stored on a hard disk or it may be stored on a number of floppy disks, depending on the memory capacity of the computer and the number of available records. If a microcomputer with a hard disk is purchased it is possible to store all the records on this disk, but one cannot store very many records on one floppy disk. This means that the catalogue user has to search through several disks. There are also computers available in which a stiffy disk made of plastic can be used and this has a larger storage capacity than a floppy disk. A number of media centres in South Africa have computerized their catalogues, but these are still in the minority. Also unless more than one terminal or microcomputer is available only one pupil at a time can access the catalogue.

The computer catalogue has numerous advantages. If the computer program is user friendly the media teacher will find it relatively easy to do cataloguing, because there will be instructions on which data to enter into each field. The computer catalogue is easy to maintain, filing is accurate and searches may be done very speedily. Some time will have to be spent on training pupils to do searches, but pupils usually enjoy using computers. Searches can be carried out on various access points such as author, title, series title, subject heading, classification number and accession number.

If there is also a printer, it is possible to make fairly inexpensive lists, called printouts, of stock, records, bibliographies and accessions registers (see Figure 5). These can be used in the media centre, in the staffroom and in the various classrooms. Thus the printouts are portable and accessible to many users just like book catalogues, but they have the added advantage that they are not expensive to reproduce. Although these printouts are on paper which can tear easily, they could be placed inside a file for protection, and new lists can be produced periodically with relative ease. The completely up to date catalogue is available on the computer in the media centre.

If the computer has online access to a central database of cataloguing information, records may be downloaded from the database. Alternatively the Education Media Service may provide the required records on a floppy disk which can be used in the computer.

It will be apparent to you from the above discussion of the four types of catalogue that either the card or the computer catalogue would be the best choice for the media centre in a school. As has already been stated, at present most of the media centres in this country use the card catalogue.

## ANNOTATED SUBJECT BIBLIOGRAPHY

SCHOOL SUBJECT: BIOLOGY

### DESCRIPTORS

### RECORDS

SOLAR ENERGY  
FORCE AND ENERGY  
ECOLOGY

BRN: 2968

333.79 GIB

The energy crisis / Gibson, M. – Wayland, 1987. – (World issues). – ISBN 0 85078 955 9

ABSTRACT: Written for young adults, this lively and informative book deals with the all-important issue of an energy crisis. The challenging information is well-chosen and systematically presented in clear, easily readable print, supported by functional, elucidating, labelled illustrations. The table of contents gives an adequate outline of the field covered. It is possible to trace important subjects through an alphabetical index. A glossary and a reading list are provided. A stimulating, thought-provoking read to extend general knowledge. One of the series: World issues.

NUCLEAR ENERGY  
FORCE AND ENERGY  
FUELS

BRN: 193

333.79 WEL

Energy / Wellington, J.J. – Stanley Thornes, 1985. – (Extending science ; 7). – ISBN 0 85950 237 6

ABSTRACT: Readers are introduced to the different forms of energy and energy resources while at the same time the author stresses the importance of energy conservation. Featuring a combination of simply written text containing much activity work for pupils and adequate illustrative material in black-and-white, this book forms part of a stimulating series on selected topics in science which offers interesting and relevant extension material for biology not always readily found in textbooks. Includes an index.

Figure 5 Computer printout of records (Reproduced by permission of Media Centre Services, Department of Education and Training)

# *The contents of the media centre catalogue*

## **1** *Introduction*

The physical form of a catalogue is really only that of a container for the *bibliographic records* we put inside it. We compile a bibliographic record for each item or information source that we have in the media centre. This bibliographic record contains a description of the item according to a standardized format so that the item can easily be identified. The purpose of the bibliographic record is to act as a *substitute* or *surrogate* of the actual information source (see Figure 6).

The *call number* of the item is added to the bibliographic record and is found in the top right hand corner of the card. The call number is the address of the item in the media centre. It enables the user to locate the item on the shelves, if it has not been issued or removed for use in the media centre. The *accession number* is also added to the bibliographic record in the bottom left hand corner. If the media centre has more than one copy of the same book the additional accession numbers are merely added to the original card. Thus we can immediately see

<p>THOMAS, Leonard E</p> <p>Cats : the complete guide to cat care, behaviour and health / Leonard E. Thomas. – 2nd ed. – London : Black, 1988. – 206 p. : col. ill. – (Caring for pets). – Bibliography: p. 200–201. – ISBN 0 7135 2900 2</p> <p>91/33</p>	<p>636.8 THO</p>
--	------------------

Figure 6 Bibliographic record

if the media centre has more than one copy of an item by looking at its accession number/s.

The bibliographic description is entered under various headings which are also called access or search points. The headings are made so that the user of the catalogue can find the bibliographic record in the catalogue. What headings and entries do we want in our catalogue and why?

## 2 *Inner form of a catalogue*

In the catalogue entries with and without bibliographic descriptions are found. The former consist of subject, author and title entries. The latter are known as references.

### 2.1 Entries

- (1) *The subject entry.* For this entry the bibliographic description is entered under a subject heading. If users want to find out what information sources are available in the media centre which have information on a specific topic or subject such as "road safety" they will look under the subject. Thus it is the subject entries which are the most often consulted in the school media centre.



- (2) *The author entry.* For this entry the bibliographic description is usually entered under the name of a person who is responsible for the intellectual contents of a work. This person may be an author, an artist, composer or photographer. In some cases the author of a work may also be a corporate author such as an institute, company, association, church or government body. Often the author entry is the main entry card in the catalogue.

There may be added author entries for people who have made some contribution to the work, such as joint authors, compilers, editors, translators and illustrators. If the catalogue user knows the author of a particular work, he will look under the author's name in the catalogue and will be able to ascertain whether the required item is available. If she wants to find out for what other items the author has been responsible she will find all the records together under the author's name.

- (3) *The title entry.* The user often remembers only the title of an item. Certain information sources are best known by title, for example *World book encyclopedia*. Many periodicals and films, to which many individuals make contributions, are also better known by title. The catalogue user who wants to find an item with a title which he remembers, looks for a title entry to see whether the item is in the media centre. A user may also have used a book which is part of a series and may want to find out what other works in the series are available. This user will look under the series title.

The three types of entry are usually filed in three separate sequences, i.e.  
subject  
author  
title

or, they maybe filed in *two* sequences i.e.  
subject  
author and title

or in *one* sequence like an *encyclopedia* with subject, author and title entries all interfiled in one alphabetical order. The inner form of this last type of catalogue is known as a "dictionary" catalogue.

Whatever physical form of catalogue is used in the media centre the inner form will comprise the subject, author and title entries.

## 2.2 References

To facilitate the use of the catalogue, references may also be filed in the catalogue. *See references* are used to direct a user who looks under a different form of a heading in the catalogue. The user may select a heading such as SYMBOLS where he finds a reference

Symbols

*see*

NOTATION

A *see* reference directs a user to the subject term selected for the entry in the catalogue and to the form of an author's name which is used.

*See also* references are mostly used to direct the user to related subjects, for example if the user looks under the heading DOGS she may find a number of entries, but there may also be a reference such as

DOGS

*see also*

GUIDE DOGS

*See also* references may be used for changes of name. Some publications may have been entered under the heading SOUTH WEST AFRICA and others received after 1988 will be entered under NAMIBIA. At both these headings *see also* references should be inserted so that the user will realise that he can find bibliographic records under *both* of these headings.

It is often useful to make a general reference, for example:

DICTIONARIES for language dictionaries *see*

under the name of the specific language, e.g. English – dictionary

## 2.3 Guiding

It has already been pointed out that guiding will be used in book catalogues and in card catalogues to facilitate the use of the catalogue. In a book catalogue headings and indentations are used. The card catalogue should have a label on the

front of each tray to indicate the range of cards in that tray. Guide cards with tabs of different widths projecting above the top of the catalogue cards, and with an indication on the tabs of the range of cards behind each guide, divide the cards into convenient groups (see Figure 2).

A concise explanation of the arrangement of the catalogue and directions for its use should be attached to the catalogue cabinet.

## 2.4 Filing

There are different rules for filing entries and references in a catalogue. You may use *The ALA filing rules* (Chicago: American Library Association, 1980) or you may make your own summary of the rules followed. The important point is to use rules consistently.

Alphabetical arrangement may be either letter by letter or word by word. In the *letter by letter* method spaces are ignored and filing is straight through as though each heading were written as one word. In the *word by word* method short words are filed before longer words beginning with the same letters, or as it is sometimes expressed: nothing (that is, a space) comes before something (a letter). The *word by word* method is usually used in the catalogues in media centres.

**Example**    *Word by word*  
D & C Company  
D-day  
D.P.  
De Villiers, J.S.  
Deaf and dumb  
Deafness  
A Death in the family  
Dennis, Allan  
DIALOG

The 1980 rules, which are suitable for use in either card or computer catalogues also follow the basic rule: 'file as is', that is file exactly as spelt. This rule places the emphasis on the way words *look* rather than the way they *sound* or their meaning. Similar elements that differ in form (for example, numbers expressed in digits and those expressed in words) are filed in different positions.

1 Numerals. All words beginning with numerals are filed before letters and written numbers are filed alphabetically.

- (a) When filing numbers, arrange them from lowest to highest (for example 1, 19, 209). Remember, however, that punctuation such as spaces, dashes, hyphens, diagonal slashes and periods (.) are all treated as spaces and so they mark the beginning and end of numbers.

<b>Example</b>	1:00 am	1 space 0
	½ of an orange	1 space 2
	1,5 percent	1 space 5
	2 + and 3 -	2

- (b) Roman and Arabic numerals are interfiled.

<b>Example</b>	Arabic	10 ways to save
	Roman	XI Romans
	Arabic	11 sketches

- (c) Numerals after a decimal point are arranged digit by digit, one place at a time. Decimal numerals that are not combined with a whole numeral are arranged before the numeral 1.

**Example**   ,25  
              ,75  
              1  
              1,5

- (d) Characters in fractions are arranged in the following order: numerator, line (the line, whether horizontal or diagonal is treated as a space), denominator. For filing purposes, fractions combined with whole numerals are considered to be preceded by a space, whether or not one is present.

**Example**   2 years from now  
              ¾ of a day  
              3 and 20 blackbirds  
              31-1-1990

- (e) Dates expressed in numerals are arranged according to chronology.

**Example**   Smith, William, 1801-1879  
              Smith, William, 1821-1878  
              Smith, William, 1930

2 Letters of the alphabet. Lowercase and uppercase (capital letters) have equal filing value.

- (a) Punctuation and symbols are ignored for filing purposes. A hyphenated word will thus be filed as two words.
- (b) The ampersand (&) is filed as if spelled out in the language of the publication ('and' in English, 'en' in Afrikaans).
- (c) Initial articles (such as a, an, the, 'n, die) are ignored.
- (d) Abbreviations are filed exactly as written.

**Example** Doctor in the house  
Dr Faustus

- (e) Initials separated by periods (.) or other punctuation are filed as separate words.
- (f) Acronyms (for example, SCIS, BELTEL) are treated and filed as words.
- (g) A prefix that is part of the name of a person or place is treated as a separate word unless it is joined to the rest of the name directly or by an apostrophe without a space.

**Example** Darby, William  
D'Arcy, Ella  
De Villiers, J.S.  
Delmar, Dora

When, as sometimes occurs in filing, you find several apparently identical headings which are of different types you should use the following arrangement:

- personal forenames
- personal surnames
- place names
- things (corporate body)
- titles.

To ensure that you understand how headings are filed in a catalogue according to the above rules you should turn to the filing exercise, which is *Exercise 1* in Appendix A at the back of this book. Arrange the headings in the correct alphabetical order according to the above rules.

**3*****Shelf list***

The shelf list cards are kept in a separate drawer in the media teacher's workroom. A shelf list card is a main entry card with the call number above the main entry heading. The order of the cards in the shelf list corresponds to the order in which the media are arranged on the shelves. The shelf list is used for stocktaking.

**4*****Authority file***

When the media teacher is cataloguing an item by a person or a corporate body whose name is written in two or more different forms, it is necessary to consult an authoritative reference source to determine which form of the name is preferred. This is how the authority file got its name; it is an alphabetical file of cards with the names or terms which have been selected to be used as headings in the catalogue. This file can be consulted when cataloguing an item to ensure consistency in the entries for the catalogue. For example, the authority file will indicate that

ELIOT, T S is the standardized heading and  
*not* ELIOT, Thomas Stearns.

If the name is checked in the authority file all the works of this author will be entered under the same heading and will all be found together.

# *Standardization, Machine Readable Cataloguing (MARC) and computerized library networks*

## CHAPTER 4

### **1** *Introduction*

Catalogue codes, which contain rules for compiling bibliographic records, have gradually evolved and been improved over the years in order to provide for changing needs and requirements. Since the beginning of the twentieth century there has been a steady growth in the popularity of a uniform or standard form of record. This development is closely related to the growth of centralized and cooperative cataloguing services and, also more recently, to the rapid development of computerized cataloguing.

The adoption of the *Anglo-American Cataloguing Rules*, 2nd edition, which was published in 1978 and which is referred to as AACR2 for short, as the national standard in many countries has been very important in the standardization of records for both print and non-print materials and their integration in catalogues and databases. This is because AACR2 is the first code to provide rules for bibliographic description and access points for all types of media. AACR2 also incorporates the International Standard Bibliographic Description (ISBD) for different types of materials. The ISBD provides a standard set of descriptive elements in a standard order using

standard punctuation to separate the elements. A revised edition of AACR2 was published in 1988 and is referred to as AACR2R for short.

Because the full edition of AACR2 contains many rules and much repetition, Michael Gorman prepared a simplified version, *The concise AACR2*, for use in small libraries with general collections, such as small public libraries or school media centres. Many of the full code's rules for out-of-the-way and complex materials are omitted and the method of presentation is different. However, it incorporates the same basic principles of AACR2R so that when a bibliographic record has been compiled it looks the same whether one has used the full or the concise text.

The importance of a standardized cataloguing code for pupils is that they become familiar with the standard format in the media centre and then when they use other libraries, such as public, college, university or special libraries, they will find it easier to identify and retrieve records.

Because there is such a mass of information available today, librarians realised that it was impossible for one library to obtain all the sources. They recognised the need to *share information*, to develop the technology necessary for resource sharing, and to reach agreement on standardization for access to and communication of information.

A standardized format makes it possible for libraries to exchange bibliographic records. It was also necessary to develop a format which could be used in library computers.

## 2 *MARC*

The acronym MARC is derived from the words **MA**chine **R**eadable **C**ataloguing. MARC is a cataloguing format or the method of organizing data in a bibliographic record which was developed by the Library of Congress (LC) in 1965. A computer treats unformatted data as a continuous string of characters. A format is needed to ensure that the fields within a bibliographic record, and the data elements within those fields, can be identified and manipulated by the computer. The format also ensures that the computer displays the bibliographic record as a unit.

A MARC format, then, is a set of specifications for encoding a particular type of machine readable record, that is, a record containing bibliographic data. As such, it provides for the record *structure*, the content *designation*, and the data *content* of the bibliographic record. The MARC structure is thus a standard way to communicate cataloguing or bibliographic information between users and between computers.



As the number of countries and networks using the MARC format increased, variations on the basic MARC format proliferated. For example, UKMARC refers to the MARC standard used in the United Kingdom and USMARC to the MARC standard used in the United States of America. These variations led to a need for the UNIMARC (UNiversal MACHine Readable Cataloguing) format in order that catalogue records could be exchanged internationally. National agencies creating MARC records use national standards within their own country, and re-format records to UNIMARC for international exchange.

UNIMARC is also used as the basis for the South African MACHine Readable Cataloguing (SAMARC) format which was developed locally and is used by the South African Bibliographic and Information NETWORK (SABINET).

Before we study computerized library networks, we need to look at some of the developments in centralized and cooperative cataloguing, because a computerized library network provides for both centralized and cooperative cataloguing.

### 3

## *Centralized and cooperative cataloguing*

Obviously it is wasteful duplication if hundreds of cataloguers and media teachers in different places all have to catalogue the same work. This can be avoided by using the records from a central cataloguing agency, or by means of libraries and/or media centres cooperating on regional, national or international level.

Centralized cataloguing and cooperative cataloguing are distinct concepts and are dealt with separately here, but they interact and overlap to a large extent, especially in a computerized bibliographic network.

### **3.1 Centralized cataloguing**

The term centralized cataloguing refers to the cataloguing of information sources by a central agency which then makes the cataloguing information available to other libraries or media centres.

#### **Advantages of centralized cataloguing**

- (1) Economy for all in eliminating duplication of tasks (for example, cataloguing the same item only once for many media centres);

- (2) availability of bibliographic and professional tools which may be too expensive for every media centre to acquire;
- (3) assurance of having work done by experts according to standards (thus facilitating the use of other media centres and libraries)
- (4) advantageous bulk buying of supplies such as catalogue cards;
- (5) saving time and labour by using machinery, equipment and physical space too expensive for individual media centres;
- (6) elimination of duplicate records, such as authority files; and
- (7) increased opportunity for media teachers to work directly with pupils and teachers, because they are freed from the repetitive tasks associated with cataloguing.

### **Disadvantages of centralized cataloguing**

- (1) In the past it was sometimes difficult for the centralized agency to keep up to date with the despatch of card sets, but when an agency has computer facilities available it is possible to provide cards almost immediately; and
- (2) some media centres have used a very simplified form of classification and cataloguing and may find that the cataloguing from the centralized agency is more detailed.

The cost of establishing a centralized cataloguing or processing centre, whether it is computerized or not, is high, but as has been seen above there are more advantages than disadvantages.

Centralized cataloguing may be carried out by either regional, national or commercial agencies.

From 1901 the Library of Congress in Washington, D.C. ran a card distribution service. Since 1960 their catalogue records are available on machine readable tapes (LCMARC records). Since 1969 the British National Bibliography, the official catalogue of British publishing, has also made its records available on machine readable tapes (UK-MARC records). In South Africa SABINET acquires the LCMARC and UKMARC records, and any library which participates in the network, can use its computer facilities to search these tapes for entries applicable to its own acquisitions. The Library

of Congress service is based on the acquisitions of its vast library with world-wide coverage. LC compiles records for children's books which include alternative, simple subject headings.

In South Africa the Media Centre Service of the former Department of Education and Training provided cataloguing information on a national basis.

A *regional* agency, such as the former Transvaal Education Media Service, also made its cataloguing information available to media centres either as sets of catalogue cards or on floppy disks.

Some *commercial* firms, most of them in countries such as the United States of America, do centralized cataloguing, as well as providing books with spine labels, date slips, book pockets, issue cards and so on.

*Cataloguing in Publication (CIP)* is a combined commercial and library service. Since 1971 LC has carried out pre-publication cataloguing from data obtained from publishers' proofsheets. This data is then printed in the books. At the present time, approximately 2 000 American publishers submit books in galley proof form to the CIP office at the Library of Congress.

More than a 1 000 publishers are participating in the United Kingdom CIP programme to supply the British Library with details of their forthcoming titles. The scheme covers 34 percent of UK publishing output. The bibliographic records created from this advance information are added to the UKMARC database in advance of publication, and are printed on the verso of the title pages of the books themselves. Thus, as soon as the book arrives, librarians and media teachers have this information available from which to prepare their catalogue cards. CIP data is available in most of the books for juveniles which are published overseas. Unfortunately local publications do not include CIP data.

### **3.2 Cooperative cataloguing**

Cooperative cataloguing occurs when two or more agencies each catalogue their own collections and then pool their records in a common catalogue. Usually the records will indicate which libraries have the item in their collections, this is called "holdings" information and facilitates interlibrary loans. The catalogue compiled in this manner is known as a *union catalogue*. A union catalogue may cover all the items held in a group of libraries, or all the material in a particular form in a specified group, such as union lists of periodicals, music, videos or slides. Sometimes

the catalogue is compiled by all the libraries in a specific group, in a geographic area, or on a specific subject field.

A *union catalogue* is available in different forms. In the past there was often only a single copy of such a catalogue on cards, or it could be printed in book form such as LC's *National union catalog*. A union catalogue could also be made available on microfiche. Today many union catalogues are available online in a computerized catalogue system or they may be available on a specific type of compact disc known as CD-ROM.

In South Africa, many libraries now contribute bibliographic records and holdings information to SABINET.

## **4** *Computerized library networks*

Computer-based library networks contain elements of both centralized and cooperative cataloguing. Libraries soon realized the economic advantages of the cooperative use of MARC tapes. Various computer-based library networks were initiated and developed, such as the Online Computer Library Center (OCLC) in Ohio. These cooperative schemes all built up large catalogues of machine readable records called databases. The database contains bibliographic records in machine readable format. Each element in the record – for example the author and the title – can be identified by the computer program. Members of OCLC have online access via a dial-access or dedicated line terminal to more than 16 million bibliographic records.

### **4.1 South African Bibliographic and Information Network (SABINET)**

On 28 February 1983 SABINET was established at the request of the South African library and information community. SABINET was officially opened on 15 August 1984 and is able to provide libraries and information centres with the information normally found in a traditional library catalogue. Various types of library such as public libraries, academic libraries and special libraries participate in the network.

Users can access the databases through their own computer terminals which are linked to the central computer via a national communications network similar to a telephone network.

The aim of SABINET is to improve national bibliographic control, resource sharing and the exchange of information. The functions which SABINET supports on the network level are cooperative cataloguing, cooperative acquisitions, information retrieval and interlibrary loans.

The SABINET databases are growing all the time. At present the databases on the SABINET system are the *South African Cooperative library database (SACD)*, *Library of Congress database (LCDB)*, *South African national bibliography (SANB)*, *Index to South African periodicals (ISAP)*, *British national bibliography (BNB or UKDB)*, *Cooperative indexing database (CIDB)*, *Union catalogue of theses and dissertations (UCTD)*, *KOVSIDEX*, *Technikon research database (NAVTECH)*, *DNE approved journals*, *Book data* (this database replaces *Whitaker's Books in print* database) and *UnCover*.

The SACD incorporates the *SA joint catalogue of monographs, 1971–* and *Periodicals in southern African libraries (PISAL)* and is therefore the database which indicates the holdings of South African libraries. At present there are more than two million bibliographic records with approximately six million holdings statements.

If a member wants to add a bibliographic record for a recently acquired item, she may first search the holdings database to see whether a record has already been entered for the item. He may search under various headings such as author, keywords in the title, ISBN or series, and if necessary also consult the authority file. If an existing record is found this is called a match (or a "hit") and the library just adds its holdings statement or code to the record thus building up a cooperative catalogue. If no record is available the library compiles one by doing original cataloguing and enters this in the database, together with its holdings statement.

Members doing original cataloguing must maintain certain standards. Works should be described according to at least the first level of AACR2R and all elements should be correctly tagged for a machine readable format, that is the SAMARC format.

SABINET provides for authority file maintenance of Library of Congress subject headings. LC subject headings are more detailed than those usually used in school media centres. These subject headings are not suitable for school media centres where simple headings are preferred.

Although many libraries and information services make use of the SABINET databases at present this network is not widely used by the school media centres in South Africa. Possible reasons for this are that most media centres do not have the necessary technology or finances and that the bibliographic records available are not specifically tailored to meet the requirements of school media centres.

## 4.2 Schools Cooperative Information Service (SCIS)

As seen in the previous paragraphs, when a large network has libraries of various types as members, the specific needs of schools are not always met. Media centres do not require very detailed cataloguing. For this reason single type networks that catered for the needs of school media centres were established in countries such as Canada, the United States of America and Australia. One of the largest of the networks specifically for media centres was established in Australia in 1984. This was called the Australian Schools Catalogue Information Service (ASCIS). There were further name changes, and this service is now known as the Schools Cooperative Information Service (SCIS), because its services are no longer provided in Australia only, but also to schools in New Zealand and in some of the South Pacific Islands. SCIS is one of the Curriculum Corporation's Information Services; the other is the Curriculum Information Network (CIN).

SCIS provides schools all over Australia with cataloguing data to meet the special requirements of the users of media centres. While SCIS aims for compatibility with internationally accepted standards such as AACR2R and DDC it has set standards to meet the special requirements of media centres, not only in the choice of materials catalogued, but also in the subject headings used. Use is made of simple headings which are suitable for pupils. Catalogue records are available as card sets, on microfiche, on floppy disks or online. SCIS is able to supply schools with almost 90 percent of the cataloguing records they require. Besides providing bibliographic records to the school media centres in Australia on a centralized basis the SCIS database was compiled as a cooperative effort and continues to grow as a result of cooperation. The prime client group for SCIS is media teachers.

# *Classification*

## **1** *Introduction*

Having studied the objectives, forms, compilation and standardization of catalogues, it is now time to learn what is meant by classification.

*Classification* is a mental activity whereby a person groups like objects and separates unlike objects. This sorting can be seen in many examples in daily life such as in the arrangement of the contents of a supermarket.

Foodstuffs, detergents, clothes and toiletries are separated. Foodstuffs will be separated and grouped according to various characteristics. Beverages such as tea and coffee will be put together, and they will be next to softdrinks and fruit juices. Tinned foods will be together but will be separated from fresh meat which will be in the refrigerator. If we go to the shelf where the sweets are located, we find these may be arranged according to either the flavour or the colour or the brand name. Thus various classifications are possible depending on which characteristic is used for the grouping or classification.

We can classify ideas as well as objects. Classification may be done instinctively, for example, when you hear talk of a dog you think of a four-legged animal which barks, chews bones and either wags its tail (friendly) or bites (vicious).

A person may decide to try to classify all the objects or phenomena found in the world. However, not everyone is interested in the same aspects of a phenomenon. For example, most people are interested in motor cars as a means of transportation, but some people are interested in their repair and maintenance, while there are others who are interested in motor car racing. Thus a classification according to subject disciplines is more common.

In the past philosophers have worked out classifications of knowledge and such a classification is known as *knowledge classification*. The problem is that knowledge does not remain static, and as knowledge increases a scheme could become outdated or incomplete.

## 2

### *Bibliographic classification schemes*

Classificationists (originators of classification schemes) have devised various bibliographic classification schemes for the classification of books and other library materials. There are a number of such schemes. Just as we can group objects in a supermarket according to function, colour or brand, so we may group library materials in different ways. There is not necessarily one correct classification. Classification schemes are devised and evolve for different types of library or for different types of collection and thus the *purpose* of classification schemes may differ according to the needs of the users.

A bibliographic classification scheme arranges books according to their subject content, so that those on the same subject will be shelved together. Those on related subjects will be adjacent. This is, however, an oversimplification as books may deal with two or more aspects of the same subject or with several topics, and yet it is only possible for a book to have one place on a shelf. This is one reason that we need other information retrieval systems, such as the catalogue, to support the bibliographic classification scheme if we want to be able to retrieve information effectively.

#### **2.1 Schedules**

A classificationist first decides on his main classes and the order in which they are to be arranged. She then proceeds to divide and subdivide each main class to provide for all the subdivisions of each subject, for example:



Technology	}	main class
Medical sciences      Medicine		
Engineering and allied operations		
Agriculture and related technologies		subdivisions
etc.		

Each division and subdivision has its own name. In library terminology the names of classes and their subdivisions are usually called terms. So the classificationist works out complete schedules indicating all the main classes, divisions, and subdivisions. This classifying, or grouping, can only be achieved by applying a characteristic of division according to specific rules and principles. For example, we can classify the various literatures in the world firstly according to the characteristic of language (French literature, English literature, Zulu literature, etc.) We may then group books according to form within each language (French poetry, French drama, French fiction, French essays, etc.)

## 2.2 Notation

Since it is impossible to write the full names of the classes on the spines of books and on audiovisual materials, the classificationist chooses symbols to represent the various subjects. The symbols which make the process of placing the materials on shelves in a recognized order a more mechanical task are called notation. The notation may be letters of the alphabet, Arabic or Roman numerals, or any other sequence of symbols. The two types of notation are a pure notation (uses one type of symbol only) and a mixed notation (uses two or more kinds of symbols).

A notation should possess certain qualities. It should be:

- able to convey order
- simple
- brief
- expressive, that is express the relationships between and among numbers
- hospitable, permit the insertion of new topics in the scheme
- flexible, allow alternative classifications
- mnemonic, the notation should assist the memory
- synthetic, permit number building
- faceted, include various aspects of a topic.

## 2.3 Index

A good alphabetical index to the classification scheme is important and serves two purposes:

- (1) It locates topics within the schedules;
- (2) A relative index collects together the related aspects of a subject which have been scattered throughout the schedules.

A classification scheme therefore comprises all the schedules containing classes, sub-classes, divisions, subdivisions and so on; the notations used to indicate the terms; and an alphabetical index of the terms used in the schedules. There is usually an introduction, giving instructions on how to use the scheme, and in some schemes there are also a number of auxiliary tables.

## **2.4 Problems associated with bibliographic classification schemes**

- (1) A book may deal with several aspects of the same subject which cannot be indicated by one notational symbol.
- (2) As pointed out above, a book may deal with two or more subjects but can only be given one place on the shelves.
- (3) Reference works are shelved separately. A general encyclopedia has articles on many topics, which will in fact be separated from the books on the various topics.
- (4) It is not possible to shelve all materials on a subject together, because these may be in different formats (for example books, pictures, videos).
- (5) Knowledge expands so rapidly that classification schemes cannot keep up and many placings are soon out of date; nor do the classification schemes provide for subjects which were not recognised at the time the scheme was completed. It is usually necessary to periodically revise schemes for the purpose of keeping them up to date as new subjects appear and are incorporated.

## **2.5 Advantages of bibliographic classification schemes**

- (1) The use of a bibliographic classification scheme does create order in the library or media centre.
- (2) Users will find books on the same subject together, and related subjects close to these, that is, first general subjects and then more specific topics.
- (3) Media teachers will be able to compile lists, bibliographies or displays on a topic.
- (4) Media teachers will be able to discover gaps in their collections and identify topics for which there are insufficient materials.

Even though each book or item can only have one place on the shelf, it can be given added subject entries in the catalogue. This means that a person consulting the catalogue will find all the information on a subject brought together in the catalogue, which also indicates where the items can be found. Thus the limitations of the classification scheme are to some extent overcome by the interaction between the catalogue and the classification scheme.

There are general classification schemes which are meant to cover the whole field of recorded knowledge. There are also special classification schemes which cover a specific subject or particular application.

The three principal general classification schemes which are used universally are:

The *Dewey Decimal Classification* (DDC or DC)

The *Library of Congress Classification* (LCC)

The *Universal Decimal Classification* (UDC).

The *Dewey Decimal Classification* is used in over 90 percent of all public libraries and media centres. The *Library of Congress Classification* was intended for the classification of the book stock of the Library of Congress in Washington D.C. It is used mainly in large national libraries and in academic libraries. The *Universal Decimal Classification* is used mainly in special, technical and scientific libraries.

Besides these general schemes there are a number of special schemes which are suitable for use in special libraries and information services, such as legal, medical and engineering libraries.

Melvil Dewey's *Decimal Classification* was first published in 1876. The full edition of the DDC is now in its 20th edition and comprises four volumes. It is probably the most widely used bibliographic classification scheme in the world and is suitable mainly for public libraries, but it is also widely used in university libraries. For many years, there has been a parallel series of abridged editions, which are intended for use in small libraries with less than 20 000 volumes in their collection. The 12th abridged edition was published in 1990 and it is a true abridgement of DDC 20.

A number of media teachers in the United Kingdom and in South Africa believe that even the abridged DDC provides more detailed classification than that required for media centres and so they use the *Dewey Decimal Classification for school libraries: British and international edition*, 4th ed. edited by Mary South. (New York: Forest Press, 1986.)

The abridged edition of the Dewey Decimal Classification is, however, widely used in media centres both in South Africa and abroad.

# *Dewey Decimal Classification, abridged edition*

## **1** *Introduction*

You should go to the media centre and look through a copy of the Abridged Dewey Decimal Classification and relative index, 12th edition so that you will have a better understanding of the construction of this classification scheme.

## **2** *Construction*

The abridged edition comprises one volume. The Editors' Introduction is found at the beginning and explains how to use the scheme. This is followed by a Manual which helps users interpret and apply the schedules. There are four auxiliary Tables, three Summaries, the Schedules and a Relative Index.

Dewey divided all knowledge into ten *main classes* numbered 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. He decided, however, that he wanted a three-figure minimum for his

notation, so he filled in the missing spaces with one or two 0s which he called zero, or nought. These mean that the subject is dealt with in general. The nought, or zero, therefore has no subject connotation. The main classes are indicated by:

000 GENERALITIES – used for bibliographies, books about books, and for books which contain information on many subjects such as encyclopedias and other reference works.

100 PHILOSOPHY & PSYCHOLOGY

200 RELIGION

300 SOCIAL SCIENCES

400 LANGUAGE

500 NATURAL SCIENCES & MATHEMATICS

600 TECHNOLOGY (APPLIED SCIENCES)

700 THE ARTS

800 LITERATURE & RHETORIC

900 GEOGRAPHY & HISTORY

DDC uses a pure notation of Arabic numerals. Each one of the ten main classes is subdivided into ten divisions, once again numbered 0–9 and each one of the divisions is further divided into ten subdivisions which Dewey called sections, likewise numbered 0–9.

For the first time a *manual* has been included in the 12th abridged edition. It is a guide to the use of the DDC and is made up primarily of extended discussions of problem areas in the application of the classification. ‘See-Manual’ notes are found at some numbers in the schedules and tables which indicate that relevant information is available in the manual.

There are three *summaries*, which give an overview of the scheme. The first summary lists the ten main classes 000 to 900. The second summary shows how each of these ten classes has been subdivided into ten divisions and thus indicates the 100 divisions. The third summary lists the 1 000 sections. Read through the three summaries in order to form an idea of how Dewey has classified knowledge.

Next turn to the *schedules*. Note how in each class the third section has been extended beyond the three digits to indicate further subdivisions of the subject. A decimal point has been inserted after three digits in order to break up long notations. This point has no decimal value in the usual sense of the word.

**Example** 616 Diseases

616.1 Diseases of cardiovascular system

Note how, by lengthening the digits, narrower subjects are indicated and increasing specificity has been achieved.

DDC scatters subjects according to discipline. This means that the same subject may be found in different classes in the scheme. If you have a book on ‘motor cars’ you will need to determine which aspect it deals with. If it deals with the maintenance and repairs of motor cars you will classify it at 629.28, but a book on motor car racing will be classified at 796.7.

The alphabetical index in the back of the book is a *relative index*, that is, it collects and relates all topics which have been scattered throughout the schedules according to discipline. It shows the specific aspect dealt with, and refers the user to the notations where the topics may be located in the schedules.

<b>Example</b>	Motor vehicle racing	796.7
	<i>see also</i> Sports	
	Motor vehicles	
	engineering	629.2
	law	343
	repair	629.28
	transportation services	388.3

The abridged edition also includes four *auxiliary Tables*:

- Table 1. Standard subdivisions
- Table 2. Geographic areas, and persons
- Table 3. Subdivisions for individual literatures, for specific literary forms
- Table 4. Subdivisions of individual languages.

Notations from these tables, used consistently with their respective meanings, may be added to numbers in the schedules in certain instances. For example, –03 from Table 1 added to a number in the schedules will always indicate a dictionary or an encyclopedia.

The general grouping of knowledge should be logical if it is to assist media teachers in their work of organizing materials and making these available to the users of the media centre.

DDC has been severely criticized for illogical order. The separation of related disciplines such as 300 Social sciences from 900 Geography and history has been criticized. Other related disciplines which have been separated are 400 Language and 800 Literature. The writings of individual authors are scattered according to literary form within the 800 class and some users would definitely prefer all the works of an individual author to be classified together. Other criticisms have been directed at the placing of Library and information sciences in Generalities, Psychology as a subdivision of Philosophy, topics such as Indoor games and amusements and Athletic and outdoor sports and games in the Fine Arts. Teachers should also be aware of biases within the classes. The 200s are devoted to religion, but 220–289 deal only with Christianity. The numbers from 290–299 have to cover all the other religions, including Buddhism and Islam (each with more followers than Christianity), Judaism, Hinduism and Jainism. The 400s and 800s follow a similar pattern with 420–489 and 820–889 concerned with European languages and literatures only, and the same amount of space (490s and 890s) given to all the other languages and literatures as is given to the English language and literature alone (420s and 820s).

Consider the fact that language and literary works in African languages (for example, North Sotho, Zulu) and also in Afrikaans cannot be further subdivided when the abridged DDC is used for classifying works in media centres in South Africa. For this reason most of the Education Media Services in South Africa have replaced the numbers for Afrikaans with those for German language and literature in order to indicate subdivisions in Afrikaans language and literature. For example, all Afrikaans literature should be classified at 839.3, but if the numbers 830–838 for German literature are substituted, it is possible to indicate Afrikaans poetry, plays, novels, essays, and so on.

The interrelationships of knowledge are so complex that it is almost impossible for any classification scheme to maintain a clearly logical order. It is important that practical usefulness and helpful order, as far as the users of the media centre are concerned, should predominate.

In paragraph 2.2 of Chapter 5 we saw that notation should possess certain qualities. We will now see to what extent the notation of the abridged DDC possesses these qualities.

(1) *The ability to convey order*

Notation is used to arrange stock on the shelves and also in catalogues and indexes. A self-evident numerical sequence such as that used in the DDC facilitates shelving and filing.

(2) *Simplicity*

The pure notation of Arabic numerals used in DDC makes the scheme universally understandable. The numbers are easy to say, write and remember.

(3) *Brevity*

A notation should be fairly brief. Although the DDC has been criticised for having some very lengthy notations this applies to the full edition. The numbers in the abridged edition are brief and rarely exceed six digits.

(4) *Expressiveness*

The hierarchical structure of the DDC notation expresses the relationships between and among the numbers. For example, numbers such as 551, 552, 553 indicate coordinate subjects, but 553.2 indicates a subject subordinate to 553.

(5) *Hospitality*

A notation must be hospitable, because then it permits the insertion of new topics or aspects of topics in the right place in the scheme. In DDC an existing subject can be expanded and subdivided indefinitely using the decimal system of notation, but no new numbers can be inserted between coordinate numbers once all the numbers between 1 and 9 have been used, even when required for the accommodation of new subjects.

In a new edition some numbers will be relocated. Occasionally a section of the schedules, such as the numbers used for computer science, may be completely revised in order to keep up with new developments. Relocations and revisions, while they are sometimes necessary, create practical problems in the media centre – problems such as whether materials should be reclassified.

(6) *Flexibility*

Flexible notation allows a scheme to provide for the needs of various libraries



by allowing alternative locations. There are only a few places in the DDC 12th abridged edition where an instruction for an option is provided. For example, biographies should be classified in the specific disciplines or subjects with which the persons are associated. However, there is an option to classify individual biographies together in 92 or B, and collected biography in 92 or 920 undivided.

(7) *Mnemonics*

The DDC is rich in systematic mnemonics: that is, a concept is given the same number wherever it may occur. For example, South Africa is always indicated by '68'. South African history is 968 and geography of South Africa is 916.8. Note, however, that '68' is sometimes also used for other topics in the scheme, for example 551.68 = Modification and control of weather.

(8) *Synthesis*

DDC is basically an *enumerative classification scheme*, because the DDC schedules consist almost entirely of ready-made numbers. There are limited possibilities for doing number building (synthesis). Numbers may only be combined when there is an "Add" instruction. Notations may also be extended by adding from the four auxiliary tables. As the abridged edition is intended for small general collections, it is not necessary to classify specific and minute subjects and so there is much less scope for synthesis than in the full edition.

(9) *Faceted structure*

A fully faceted classification scheme permits the classifier to build a notation by combining all parts (facets) of a subject. However, DDC is not a fully faceted scheme and so it cannot always indicate all the facets of a complex subject. For example, in the Literature class we can indicate the *language* facet and the *form* facet. So a book on *English poetry in the 20th century* will be classified at 821 (2 = language facet and 1 = form facet) but we cannot indicate the time facet, that is, we cannot indicate during which period the poetry was written. This is not necessary in a school media centre.

## **5** *Use and future of DDC*

DDC contains clear notes and instructions and it is easy to use. It also has a very good alphabetical and relative index. It is widely used in media centres. It has been translated into many languages and is used all over the world. There is regular revision (about every 10 years) which means that new editions reflect changes in the nature of disciplines and subjects.

DDC numbers from the complete edition are given with bibliographic records on LCMARC and UKMARC tapes and in the Cataloguing in Publication (CIP) data found on the back (verso) of the title page in books. Media teachers can use these numbers to check their own work. The DDC numbers are presented in one to three segments which are indicated by prime marks so that it is obvious where numbers can be cut (for example 574.1'92'05). A number which is printed in one segment is not shortened, but those which contain two or three segments will usually be cut to one segment by the media teacher. The number in the example above is thus shortened to 574.1. This number should be checked in the abridged edition as incorrect classification numbers are sometimes found in the CIP data. The fact that a certain classification number has been assigned to a book also does not mean that this number represents the best decision for each particular media centre.

## **6**    *Reclassification*

When a new edition is published approximately every ten years, some changes are made. The media teacher must decide whether to reclassify every time a new edition appears. The smaller the collection the easier it is to adapt to changes in the schedules. Nevertheless reclassification can be very time-consuming and some media teachers believe it is not worth the time or money to change items already on the shelves. It is possible, however, to classify new accessions according to the latest edition, but not to reclassify older material until time permits.

When new editions are published they should be purchased for the media centre. This will enable the media teacher to keep up to date as new subjects appear and are incorporated, and also ensures that advantage may be taken of time-saving cataloguing aids such as CIP and centralized services, which usually reflect numbers from the latest editions of DDC.

## **7**    *Call numbers*

The location or *call number* of an item is made up of the classification number plus the first three letters of the main entry heading, for example a book on transportation written by Michael Pollard will be given the call number 388 POL. This number is written inside the book and on the spine (see Figure 7). A glance at the call number indicates where the work is located on the shelves. The books are first arranged numerically in order of classification from 000–999 and then, under each number, alphabetically by the three letters (see Figure 8).

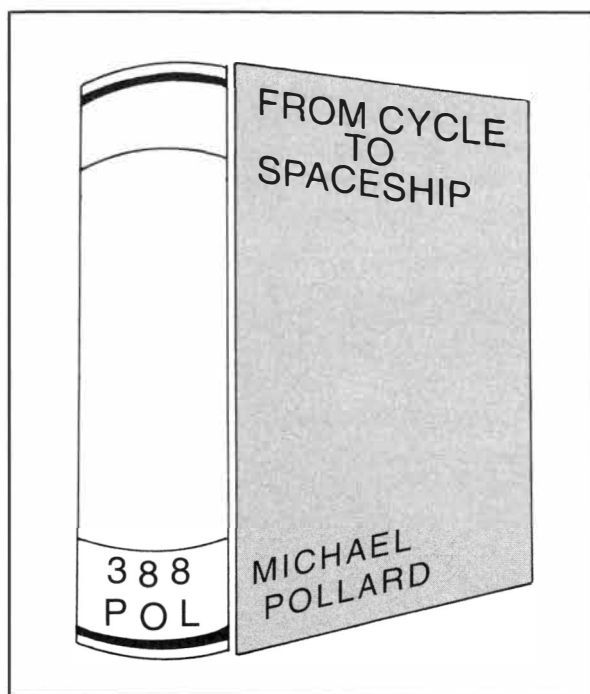


Figure 7 Spine of book with call number

This is the normal order, but when organizing a multimedia collection, one has to decide whether all the material should be fully integrated on the shelves by subject classification regardless of format, or whether material should be divided by medium.

## 8 *Parallel arrangement*

It is difficult to interfile books, pictures and audiovisual materials on the shelves in the media centre. It is more usual in South African media centres to find *parallel arrangements* according to medium which facilitates storage and organization.

In a parallel arrangement a whole group or section of books is placed in an arrangement parallel to that of the main group of books, for example ready reference books are marked with the symbol R in front of the call number and are arranged on a separate shelf. Pictures, pamphlets and audiovisual media may also all be put in parallel arrangements.

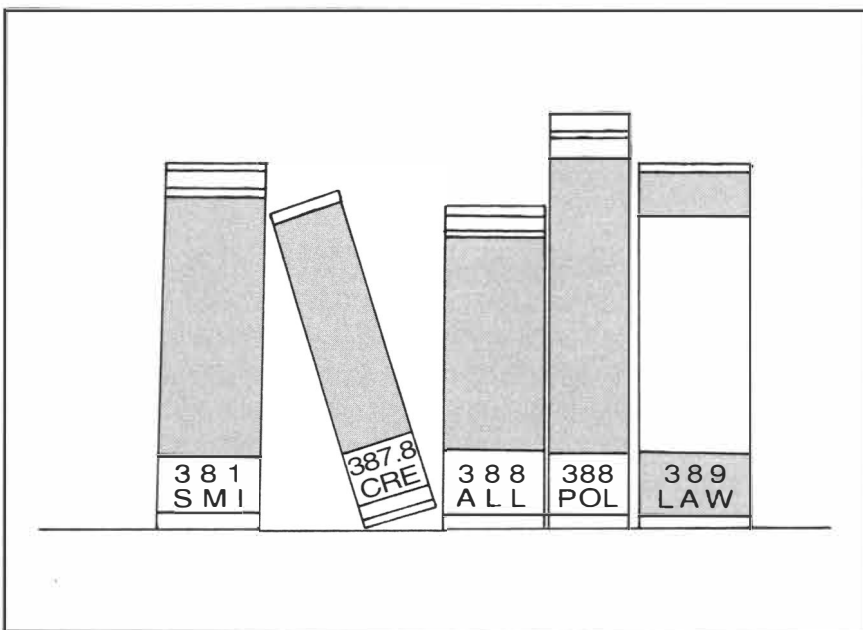


Figure 8 Books arranged on shelf according to call numbers

It is not necessary to classify audiovisual media when the collection is small and there is an alphabetical subject catalogue. The items are separated and coded according to medium and arranged by stock number, for example picture 45 is PI 45. Audiovisual media are assigned alphabetical subject headings which are used in the alphabetical subject catalogue.

## 9 Guiding

Because there are parallel arrangements in a media centre, it is important to have adequate guiding so that it is obvious to the users how materials are arranged.

- (1) There should be a wall chart with a plan of the media centre showing the position of the ready reference section, fiction, non-fiction, and audiovisual media.
- (2) There should be a chart with the first summary of the ten main classes of DDC in large lettering and prominently displayed.
- (3) Labels should be affixed to shelves to indicate the range of materials on each shelf.

It should now be clear that all the items on a specific subject such as 'transportation' may not be found together on the shelves. As previously explained some works may be out on loan or in use in the media centre. We have seen that different physical formats are often kept separately in parallel arrangements. The media teacher may also use some of the books for a display in the media centre. This is another reason that we need to use more than one system of information retrieval in a media centre. It is only by using both the catalogue and the classification system that we can be sure of effectively retrieving materials and the information in them.

# *Subject retrieval*

## **1** *Introduction*

In order to assign an item a classification number or subject heading, one firstly needs to determine the subject content of the item. This is done by looking at the title, reading the information on the dustjacket or cover, skimming through the list of contents and the index, and if necessary reading the preface, foreword or introduction. To determine the subject content of other media you should read the cover of the container and any accompanying guides, leaflets or pamphlets. If the item deals with difficult or complex subject matter you should consult reference works such as dictionaries or encyclopedias. You could also ask the subject teacher for assistance.

Subject analysis means deciding which topics a work deals with, that is identifying the subject concepts. It also means breaking a complex subject into its components. If the work covers two or more subjects you should decide whether one of them predominates.

Once subject analysis of an item has been done the subject concepts may be translated into either a classification number or into verbal subject headings. In many

media centres print and non-print materials are assigned both a classification number and subject headings. When classifying and assigning subject headings one first does subject analysis and then one translates the concepts dealt with in the work into either a classification number to represent the topic or a subject heading which will best express the subject content of the work. The classification number is used in the call number (this was explained in Chapter 4) as a shelving and location device. The alphabetical subject headings are used as access points in an alphabetical subject catalogue.

Although fiction is not classified, subject headings may also be assigned to these books in media centres, because teachers need to be able to access the fiction collection for a variety of purposes:

- to exploit its educational and information potential;
- to support study of a theme or topic;
- to support genre study;
- to demonstrate the different use of language and the different techniques used for various types of story (for example, the language and narrative techniques used for a ghost story will be very different from those used to describe a humorous incident); and
- to use during reader guidance.

Besides using subject headings in media centre or library catalogues they may also be used in various bibliographic finding tools such as bibliographies, subject source lists and indexes.

## **2** *Purpose of alphabetical subject headings*

Pupils will make the most use of the subject catalogue in the media centre because they need to find information to meet immediate curricular needs, for example media relevant to a topic being studied at that particular time. The catalogue exists to provide access to media which have been previously selected in order to meet the curricular and extra-curricular needs of the pupils.

The primary purpose of alphabetical subject headings is to indicate what print and audiovisual items on a *specific* subject are available. The secondary purpose is to show what other print and audiovisual items on *related* or *allied* subjects are available.

To comply with the primary purpose, it is necessary to enter books and audiovisual media under subject headings which pupils and teachers may have in mind when searching for material on their subject.

### **3** *Alphabetical subject headings*

There are two main types of subject heading:

- (1) True subject headings, which indicate the subject matter of information sources and may be
  - (a) topical subject headings (e.g. ENGINES)
  - (b) name subject headings (e.g. SHAKESPEARE, William)
  - (c) title subject headings (e.g. BIBLE, for works about the Bible).
- (2) Form headings, which do not indicate the subject matter of items, but indicate
  - (a) publication formats (e.g. ATLASES)
  - (b) literary genres (e.g. ESSAYS)

If each single subject concept could be expressed by a corresponding single word, this would be easy. There are, however, concepts which can be expressed by several synonyms (for example films, cinema, motion pictures), and others which can only be expressed by phrases (for example landscapes in art). Whereas a natural language uses synonyms as alternatives on different occasions, and the same subject may be referred to in different terms by various people, in assigning subject headings one term must be chosen for all future entries and at the same time all synonyms must be entered.

### **4** *Purpose of references*

We have also briefly discussed the use of references in the catalogue in Chapter 4. We need to look at their use in the subject catalogue in greater detail.

#### **4.1 See references**

When the best subject heading which represents the subject has been chosen, all synonyms or possible equivalents are entered as references, that is, as *see* references, referring from *the term not chosen to the term that has been chosen*.



**Example** Farming *see* AGRICULTURE

When concepts can only be expressed by means of phrases, this also presents problems. There is always some uncertainty in users' minds about the most likely order of words in phrases and two-term headings, such as nouns qualified by adjectives. The question is: should the noun be preceded or followed by the adjective? Even if one tries to use one form consistently as a matter of policy, there are always some subjects which can only be clearly expressed in the other form.

**Example** Warships *see* SHIPS – WAR  
Watches *see* CLOCKS AND WATCHES

*See* references therefore guide users from terms *which have not been used* as entries to the subject headings *chosen* for entries.

## 4.2 See also references

Often a person needing material on a specific subject attempts to find it under the name of a wider subject, either because the searcher has not narrowed it down in her or his own mind, or because it is expected that the bibliographic finding tool will group matter into broad subject fields. In this instance *see also* references, directed downwards from general subject to less general subjects will provide what is required.

**Example** ATHLETICS *see also* RUNNING

The secondary purpose is achieved by providing a system of collateral *see also* references between allied subjects. These headings may overlap in meaning, but are never synonymous. The user has material brought to his attention which is related to his topic of interest.

**Example** REFRIGERATION *see also* FREEZING

*See also* references mean that there will in fact be material on both topics (that is on Refrigeration and on Freezing) in the particular media centre. In this way alphabetical subject headings, although not arranged in a systematic (classified) order, attempt to show the relationship between allied subjects. A media centre user has to follow up all the *see also* references connecting related subjects with each other.

## 5 *Standard lists of subject headings*

Just as a particular classification scheme is chosen, a recognized system by which subject headings are chosen must be selected and standardized for future use. A list of subject headings may be defined as a list of words, or groups of words, under which books and other works on a subject are entered in a catalogue in which the entries are arranged in alphabetical order. Besides the alphabetically arranged headings, the list includes scope notes, subdivisions, *see* references and *see also* references.

Two of the best known published lists of subject headings are the *Library of Congress subject headings* and *Sears list of subject headings*. The Library of Congress has also developed a list of subject headings for use with children's literature.

Subject access to materials has often been a contentious matter and the traditional lists of subject headings are considered by many media teachers to be unsuitable or inappropriate for media centre use. Swatridge found that the existing subject headings lists did not meet the needs of librarians in British schools for either books or audiovisual materials. He compiled his own list of subject headings entitled *A list of subject headings for school and other libraries*, published by the School Library Association, 1981. The list recommends the use of specific headings and prefers simple to technical terms. Pupils want to be able to judge from catalogue records whether an item is relevant, but they do not wish to sort through a large number of entries. The majority of users are familiar with the simple terms. The list does not contain all the proper names and these will have to be added as required for biographies. *See* and *see also* references are indicated in the list. If desired, headings may be further subdivided with the aid of lists of standard subheadings.

### **Example** BIRDS – MIGRATION

In South African media centres, there are no standardized practices for information organization and retrieval. Some of the Education Media Services prescribe the use of an alphabetical subject catalogue where the entries have alphabetical subject headings (see Figure 9). However, each Education Media Service uses its own list of headings, not one of the above-mentioned published lists.

Some media centres still have a classified subject catalogue. The bibliographic records are arranged according to the DDC number and follow the order used in the schedules (see Figure 10). This means there are no alphabetical subject headings in this subject catalogue. In order to locate a record in the classified subject

636.8 THO

CATS

THOMAS, Leonard E

Cats : the complete guide to cat care,  
behaviour and health / Leonard E. Thomas. –  
2nd ed. – London : Black, 1988. – 206 p. ;  
col. ill. – (Caring for pets). –  
Bibliography: p. 200–201. –  
ISBN 0 7135 2900 2

91/33

Figure 9 Alphabetical subject entry for alphabetical subject catalogue

catalogue it is therefore necessary to consult the index to DDC or a drawer of alphabetical *subject index* cards, or *keycards* as they are sometimes also called (see Figure 11). These resemble the index in the DDC and lead the user to the relevant subject classification number in the classified subject catalogue.

The basic principles of the organization and retrieval of information have been discussed. You should now have a better understanding of the purpose of cataloguing and classification and how to retrieve information in the media centre in your school.

In the next section media teachers can learn how to classify and catalogue information sources when bibliographic records or card sets are not provided by the Education Media Service. The media teacher will only do original cataloguing when there are no bibliographic records available. Copy cataloguing can be done when CIP data is available in books, or where the record has been included in a list of evaluated and approved media such as in the *Media guide* of the former Transvaal Education Media Service. The media teacher will be shown how to use the CIP data or the record to compile a set of cards.

	636.8 THO
636.8	
THOMAS, Leonard E	
Cats : the complete guide to cat care, behaviour and health / Leonard E. Thomas. – 2nd ed. – London : Black, 1988. – 206 p. : col. ill. – (Caring for pets). – Bibliography: p. 200–201. – ISBN 0 7135 2900 2	
91/33	

Figure 10 Subject entry for a classified catalogue

CATS	
domestic	636.8

Figure 11 Subject index entry for a classified catalogue

# PART 2

- 8 Classifying with Dewey Decimal Classification, abridged edition 55**
- 9 Bibliographic description 60**
- 10 Headings for bibliographic records 72**
- 11 Original cataloguing in the school media centre 78**
- 12 Copy cataloguing in the school media centre 86**
- 13 Information files 95**

# *Classifying with Dewey Decimal Classification, abridged edition*

## **1** *Introduction*

When a book or other item is received in the media centre it is checked against the invoice to ensure that it is the same item that was originally ordered. Next it is given an accession number which is the number given to each item in the order in which it is received in the media centre, for example 91/12 is the twelfth item received in 1991. Make the entry in the accessions register according to your departmental regulations.

Also follow these regulations when you do the physical preparation of the item. The accession number is entered in the book. The book is usually also stamped in specific places with the school stamp. Each book is provided with a book pocket, date slip, issue card and spine label. The book may also be covered with plastic for protection. Book pockets, date slips and issue cards are not usually provided for reference books. Audiovisual materials may need to be put in plastic covers, boxes or other containers. If more information on these aspects are required you should consult the departmental manual or one of the following books:

- (1) Brink, S.A. & Meyer, J.T. 1988. *Painless librarianship: basic library administration*. Pretoria: Leo Publishers. Chapter 2.
- (2) *The media centre: a guide for those concerned with media centres and school libraries*. 1988. C.M. Vink ... [et al.]. Pretoria: Acacia. Chapter 7.

We have already dealt with the procedures for assigning either a classification number or an alphabetical subject heading in Chapter 7 of this book. If CIP data or other bibliographic record is available you must always check that the DDC number which has been supplied is correct and the most appropriate for the needs of the users of your particular media centre. The number should also be shortened to correspond to the number found in the 12th abridged edition.

When no record is available the procedures for determining the subject content of an item are the same in both cases. Once you have decided on the subject content and the most specific subject, you are ready to classify the book or other item. You then need to consult the DDC, 12th abridged edition. Read the Editors' Introduction first of all, as it gives clear instructions on how to use the classification scheme. You should also read through the first three summaries so that you are familiar with Dewey's organization of knowledge.

When classifying a book, periodical article or audiovisual item you may start with either the schedules or the index, but you must always use both. However, it is usually easier for a person who is not very familiar with DDC to start with the index.

## 2

## *Procedures for classifying*

- (1) Look up the specific subject in the index. If you cannot find the subject think of possible synonyms.

<b>Example</b>	no entry under but entries under and and	Rubbish <b>Refuse</b> <b>Waste control</b> <b>Waste disposal</b>
----------------	---	---

- (2) Look at all the entries under the subject and decide which discipline is the correct one. You should then turn to the schedules to check the possible number or numbers. For example, decide whether the book deals with motor car repairs or motor car racing.

- (3) Read the scope notes under the possible numbers in the schedules. Also read any other explanations and instructions provided. There may be instructions to add from the schedules or from one of the four auxiliary Tables. Most media teachers do not do number building as they do not require such detailed classification. We usually find that numbers with three or four digits are specific enough for the materials in a media centre. Do not use numbers that have more than six digits.

For example, if you turn to the third summary you will note that in the 800 class, 822 is used for English drama. It is thus not necessary to add from Table 3 and 4 unless the collection of language and literature books is very large. However, if you want to add from the auxiliary Tables you should apply rules (6)-(9) in 3 below.

- (4) Read down the hierarchy of numbers to see if there is a more specific number.

**Example** 728 Residential and related buildings  
728.7 Vacation houses, cabins, hunting lodges,  
houseboats, mobile homes

- (5) Also look up the hierarchy of numbers to the comprehensive number as there are sometimes general instructions and tables of precedence.

**Example**

> **725–728 Specific types of structure**

Class here development of architectural schools and styles, comprehensive works on specific structures and their interior design and decorations, interdisciplinary works on design and construction of specific types of structures

Class comprehensive works in 720; engineering design and construction of specific types of habitable structures in 690; structures rehabilitated to a single new use with the new use, e.g. warehouses converted into apartments 728; structures rehabilitated to multiple new uses with the old use, e.g. warehouses converted into retail stores and apartments 725

*For structural engineering, see 624.1; interior decoration, 747*

You should also look, for example, at the instructions at 150, 800, 913–919, 930–990.



- (6) Remember that if you started by looking for a number in the schedules, you must always also consult the index. The numbers which are scattered throughout the schedules in various disciplines are collected together under the subject heading in the index. Consulting the index helps you ensure that you have considered all possible aspects of your subject.

### **3**     *General rules*

Some general rules to bear in mind are given.

- (1) Classify first by subject and then by form, except in the 000 and 800 classes.

**Example** A history of medicine is classified at medicine.

- (2) When a book deals with more than one aspect of a subject use a Table of precedence if one is given; see, for example, under 150.
- (3) If two or more subjects are dealt with choose the subject which receives the most emphasis. If no subject predominates use the notation for the comprehensive subject. If there is no comprehensive number choose the number for the subject which appears first in the schedules, or else classify where it will be the most useful in your specific media centre.
- (4) Numbers given in square brackets in the schedules have been discontinued and must not be used. Read the instruction at the number which will tell you where to classify the book.
- (5) If a book deals with the influence of one topic on another, or with the application of one to another, the rule is to classify under the topic influenced or with the application. For example, classify the influence of technology on art with art.
- (6) It is not necessary to add from the auxiliary Tables, but if you wish to add from Tables 1 to 4 you must bear the following general rules in mind:
- never use a number from a Table on its own, because it has to be added to a number in the schedules;
  - the decimal point is always inserted after the third digit.
- (7) Table 1 provides a list of standard subdivisions. These may be added to any number in the schedules unless there is an instruction at a number 'Do not

add standard subdivisions'. Never add more than one standard subdivision to any number in the schedules.

- (8) The geographic area notations are found in Table 2. These may be added directly to a number in the schedules if there is an instruction to do so. If there is no instruction to add an area notation directly to a number, it is often possible to indicate geographical treatment by first adding the standard subdivision –09 from Table 1, followed by the correct area notation from Table 2.
- (9) You may only use numbers from Table 3 to add to numbers in the 800 class. Numbers from Table 3 may only be added to base numbers in Literatures marked with an \*. You may only use numbers from Table 4 to add to numbers in the 400 class. The numbers from Table 4 may only be added to base numbers in Languages marked with an \*.
- (10) Classify a bilingual dictionary with the lesser known of the two languages.
- (11) When you classify history books you add the geographic area notation from Table 2 to base number 9. Thus a history of South Africa is 9 + 68 (area notation for South Africa) = 968

If you want to find the area notation of a country quickly you can look it up in the index to DDC.

**Example** South Africa 968  
T2–68

- (12) When you classify geography or travel books you add the geographic area notation from Table 2 to base number 91. So a geography of South Africa is 91 + 68 = 916.8

Turn to Appendix A in the back of this book and do *Exercise 2* now for practice.

## *Bibliographic description*

### **1** *Introduction*

*The concise AACR2*, 1988 revision prepared by Michael Gorman is the catalogue code or book of rules which is usually used when cataloguing books and other media for the media centre. You should be able to catalogue most of the items in the media centre by applying the rules explained in this textbook. However, as these correspond to the rules in *The concise AACR2*, 1988 revision the numbers of the rules are indicated in brackets, so that if you have a copy of this cataloguing code you may refer to the rule, and study the additional examples given under each rule, as you work through this and the next chapter. It is, however, not advisable to use the first edition of *The concise AACR2* published in 1981, as the numbers of the rules have been changed in the 1988 revision.

## 2 *Parts of a book*

Structurally a book can be divided into the following parts:

- The cover, or binding and often a loose dust jacket.
- Preliminary matter – all the pages between the front cover and the text and which are often numbered with small Roman numerals. This includes the half-title page, the title page which is the most important source of information for the cataloguer, dedication, the table of contents, list of illustrations, preface (written by the author), foreword (written by someone other than the author) and introduction (written by the author or some other authority).
- Text
- Illustrative matter
- Bibliographical matter
- Glossary
- Index

Not all of these are always included in every book. When one catalogues a book it is necessary to look through the book to see which parts are included. This is called the technical reading of the book.

## 3 *Rules for bibliographic description*

Part 1 of *The concise AACR2* contains rules which tell us how to compile a bibliographic description of any recorded information source. The information source may be a book, periodical, picture, audiovisual media, etc. If the description is done according to the rules it will be consistent in language, style and layout and use the same symbols. The first step is to determine the format of the information source you have to describe.

Most of the information used in the bibliographic description is found in the chief source of information. In the case of a book, periodical or other printed item this is the title page. The following information is usually found on the title page:

- author
- title
- edition
- publisher's name, place and date of publication.

Sometimes not all these elements will be found on the front or recto of the title page. Some may appear on the back or verso of the title page. The ISBN, CIP data and series information are sometimes also found on the back of the title page. You may omit from your bibliographic description information which may appear on the back of the title page such as dates of reprints, printers, LC number and so on.

For other types of media such as graphic materials (pictures, posters, wallcharts, etc.), maps, motion pictures, videorecordings and three-dimensional objects (models, games, etc.) the chief source of information is the item or object itself (Rule 0A).

The bibliographic description is filed under a heading in the catalogue of the media centre or in a bibliography, and it is this description which allows us to identify the item. The description is divided into the following eight areas (Rule 0C):

- (1) title and statement of responsibility
- (2) edition
- (3) special area (*only to be used for serials; computer files; maps, etc.; music*)
- (4) publication, distribution, etc.
- (5) physical description
- (6) series
- (7) notes
- (8) standard number and terms of availability.

The bibliographic description need not, however, include all these areas.

You must also give the correct punctuation between the elements in each area of the ISBD as this makes it possible to identify each element in the bibliographic description, even when it is in a language that you do not understand. Remember that there must be a full stop, space, dash, space (. – ) between each of the eight areas used on the bibliographic record (Rule 0D).

AACR2R provides for three levels of description. The first level is a basic minimum; the second level contains more details; while the third level of description is usually long because it includes all the elements. In a media centre we usually

use the first level of description as we do not require a very detailed description (Rule 0E). An example is given below of a first level description.

Title proper / first statement of responsibility. – Edition statement. – Material specific details. – First publisher, date of publication. – Extent of item. – Note(s). – Standard number

The other title information (subtitle), illustrations, and the series are only required for the second level of description, but it may be useful to add these in a large secondary school media centre. It is permissible to add any elements that you think are important to the basic minimum required, but see that any additional elements you add are inserted in the correct place. For example:

Title proper [general material designation] : other title information / first statement of responsibility. – Edition statement. – Material specific details. – First publisher, date of publication. – Extent of item. – Series. – Note(s). – Standard number

Describe the item in the language used in the chief source of information, but use the language of the catalogue in areas 5 and 7. If the medium of instruction in your school is English, the language of the catalogue is English.

With regard to the use of capital letters in the bibliographic description you should follow common usage. Capitalize proper names, the first word of a sentence and the first word of a title. Other words in the title that are not proper nouns are written with small letters.

A list of the abbreviations used in a bibliographic description will be found at the end of this chapter.

## **(1) Title and statement of responsibility area**

First give the title proper of the item. Copy the title exactly as it appears in the chief source of information (Rule 1B1).

**Example** Shape is important

If you are describing an item which is neither a book nor a periodical you must give the General Material Designation (GMD) in square brackets directly after the title (Rule 1C1). The following terms are provided in Rule 1C1 and you must select one of them for the item you are describing:

art original	microform
art reproduction	microscope slide
braille	model
chart	motion picture
computer file/program	music
diorama	picture
filmstrip	realia
flash card	slide
game	sound recording
globe	technical drawing
kit	toy
manuscript	transparency
map	videorecording

The GMD is useful in a multimedia catalogue as it is an indication or early warning to the user of the format of the record, for example, that it is a picture, sound recording or videorecording.

**Example** African animals [picture]

Many books published in South Africa have titles in two or more languages and these are known as parallel titles. For a first level description you do not have to give more than one title, but if you give the parallel title precede it with = (Rule 1D).

**Example** Soogdiere van die Krugerwildtuin en ander nasionale parke = Mammals of the Kruger and other national parks

If the book has a subtitle (or other title information as it is called in *The concise AACR2*) give this after the title (and after the GMD if you have used one) (Rule 1E).

**Example** Losing someone you love : when a brother or sister dies

The poverty game [computer file] : a role playing game about farming in West Africa

Next give the statement of responsibility. This may be a person or a corporate body (Rule 1F1). Copy exactly and include words such as 'by' if they appear on

the chief source of information. If, however, words like 'by' or 'and' have been omitted you should *not* insert them. If one adds words that do not appear on the chief source of information, these must be enclosed in square brackets.

**Example** Best ever chicken recipes / Christine Koury

**Example** South Africa : a film / [produced and directed by] Piet Jacobs

If there are two or three authors give their names.

**Example** We can say no! / by David Pithers and Sarah Greene

If there are more than three authors, give the name of the first author only, followed by marks of omission (...) and the abbreviation et al. (Latin for 'and others') in square brackets (Rule 1F5).

**Example** Science / Michael R. Cohen ... [et al.]

Omit the names of people who have minor responsibility, for example, the name of the person who has written the introduction or foreword to a book (Rule 1F6). Performers of music or poetry, actors in a film, etc. may be mentioned in the notes area.

## **(2) Edition area**

If there is information regarding a new edition such as a revised or second edition on the title page or on the verso of the title page, stipulate this fact (Rule 2B). It is, however, not necessary to give information about a first edition or a reprint.

**Example** Rev. ed.

## **(3) Special area for serials, computer files, maps and other cartographic materials, and music**

The designation and date of the first issue of a serial or the scale of a map are some of the more common elements which are given in this area (Rules 3A1–3D2).



**Example** Vol. 1, no. 1 (May 1973)–

**Example** Scale 1:500,000

#### **(4) Publication, distribution, etc. area**

Determine the place of publication from the chief source of information. Use only the first place named. When no place of publication is given you may omit this element (Rule 4B2).

**Example** London

Give the name of the publisher or distributor in the shortest form in which it will be understood (Rule 4D1). This means that you should omit words like Ltd. and Co.

**Example** Macmillan

Give the date of publication (Rule 4E1).

**Example** 1987

If no publication date is mentioned then give the copyright date (Rule 4E2b).

**Example** c1987

If there is a publication date as well as a copyright date, the publication date is preferred. If no date is given then supply an approximate date in square brackets (Rule 4E2c).

**Example** [ca. 1990]

#### **(5) Physical description area**

First give the number of pages or extent of the item. Give the number of pages in the book, but ignore short sequences which are numbered in Roman numerals or are unnumbered at the beginning of a book (Rule 5B2).

**Example** 152 p.

When none of the pages in the book are numbered use '1 v.' For a serial publication such as a periodical which is still being issued use 'v.' preceded by three spaces (Rule 5B4).

**Example** v.

For other media record the number of physical units and the number of components or the total playing time as stated on the item (Rule 5B1).

**Example** 1 jigsaw puzzle (25 pieces)  
1 videocassette (30 min.)  
5 transparencies

Record the physical details of the items as appropriate to the particular format (Rule 5C). Tables, maps, photographs, graphs, etc. can all be abbreviated to 'ill'.

**Example** 48 p. : col. ill.  
1 videocassette (120 min.) : sd., b&w.

For any accompanying material, record the material type without any further details (Rule 5E). You do not have to indicate how many pages there are in a study guide or teacher's guide.

**Example** 60 p. : col. ill. + 1 study guide  
1 videocassette (30 min.) : col. + 1 teacher's guide

## **(6) Series area**

A series is a group of separate items which, while they may have individual authors and titles, are related to one another because each one in the group has the same collective title. The series title may appear on the title page, but sometimes it appears only on the cover or the verso of the title page. Usually series information is given on the half-title page which immediately precedes the title page. Sometimes pupils remember only the series title, so it is useful to include the series in area six, in the description, especially if there are a number of works in the

same series in the media centre. If the items in a series are numbered, include the title and the number. Remember the series is given in brackets (Rule 6B1).

**Example** (Exploring the past ; no. 5)

Omit a publisher's series, for example, (Puffin books).

## **(7) Notes area**

Notes are optional. Too many notes on a bibliographic record can be confusing so keep them to the minimum in the media centre. If you do use two or more notes remember to separate each note with. – (Rule 7A2). If you do include notes give them in the correct order:

- 1 *Frequency of serials or system requirements for a computer file (Rule 7B1)*

**Example** Monthly

System requirements: IBM PC or IBM compatible

- 2 *Nature of the item (Rule 7B2)*

**Example** Documentary

- 3 *Language (Rule 7B3)*

**Example** T.p. and text in Afrikaans and English

- 4 *Adaptation (Rule 7B4)*

**Example** Translation of: A child's primer / Susan Zietsman

- 5 *Titles (Rule 7B5)*

**Example** Cover title: Counting surprises : a surprise flap book

- 6 *Credits and other statements of responsibility (Rule 7B6)*

**Example** Read by Beatrice Lillie, Cyril Ritchard and Stanley Holloway

- 7 *Edition and history (Rule 7B7)*

**Example** Rev. ed. of: Effective writing for accountants

8 *Publication, etc. (Rule 7B8)*

**Example** Distributed in South Africa by: Ster-Kinekor Video

9 *Physical details (Rule 7B9)*

**Example** In carousel tray  
VHS  
Compact disc

10 *Accompanying material and supplements (Rule 7B10)*

**Example** Includes 10 transparency duplicating masters

11 *Audience (Rule 7B11)*

**Example** Suitable for high school pupils

12 *Other formats available (Rule 7B12)*

**Example** Also available on a sound cassette tape

13 *Summary (Rule 7B13)*

**Example** Depicts the historical development of women's fashion from biblical times to the twentieth century

14 *Contents (Rule 7B14)*

**Example** Bibliography: p. 150

Contents: The pen of my aunt / Gordan Daviot – The bear / Anton Chekov – Limes from Sicily / Luigi Pirandello

15 *Copy being described, library's holdings, and restrictions on use (Rule 7B15)*

**Example** Media centre has: Vol. 1, no. 2 (1988)–

16 *'With' notes (Rule 7B16)*

**Example** With: Symphony no. 5 / Beethoven (side 2)

Make notes for periodicals on the frequency and on the media centre's holdings.

**Example** Quarterly. – Media centre has: Vol. 1, no. 1 (July 1984)–  
Vol. 4, no. 2 missing

Give a short summary of the contents of audiovisual materials. This will be helpful as these materials cannot be easily browsed in the same manner as books, but users can immediately see from the summary on the catalogue card whether the item is likely to contain the required information.

## (8) Standard Number

The ISBN is given in the last area when describing books, and the ISSN when describing serial publications (Rule 8B1). This is a unique number given to each book or periodical which helps in its identification. The ISBN is useful when ordering books and for the retrieval of records in a computer catalogue. Give only the ISBN of the book you are describing, because the hardcover and paperback editions of the same work will have different ISBNs (Rule 8B2).

### **4** *List of abbreviations*

The following list of abbreviations which are found in the complete AACR2R are provided here and may be used in the bibliographic description. Most of them are used in the fifth area of the description.

black and white	b&w
bladsy	p.
book	bk.
centimetre,-s	cm.
circa	ca.
coloured	col.
Company	Co.
copyright	c
corporation	corp.
corrected	corr.
deel	dl.
Department }	Dept. – do not abbreviate when used in a heading
Departement }	
derde	3e
edition,-s	ed.
eerste	1e
enlarged	enl.
et cetera	etc.

first	1st
fourth	4th
government	govt.
hersiene	hers.
illustration,-s	ill.
introduction	introd.
jaargang	jaarg.
kopiereg	c
Limited	Ltd.
minute,-s	min.
monophonic	mono.
New Testament	N.T.
nommer	no./nr.
number,-s	no.
Nuwe Testament	N.T.
Old Testament	O.T.
Ou Testament	O.T.
page,-s	p.
paperback	pbk.
part,-s	pt., pts.
revised	rev.
revolutions per minute	rpm
sagteband	sbd.
second	2nd
silent	si.
sound	sd.
stereophonic	stereo.
supplement	suppl.
third	3rd
title page	t.p.
tweede	2e
uitgawe	uitg.
verbeterde	verb.
vermeerderde	verm.
volume,-s	v., vol.

# CHAPTER 0

## *Headings for bibliographic records*

### 1

### *Introduction*

The general principle applied when determining what will be used as the main entry is to enter the work under the person or corporate body responsible for its intellectual content (Rules 23A and 23B).

When it is not possible to determine who is responsible for the intellectual content, the main entry is made under the title (Rule 23C).

Determine who is responsible for the intellectual content of the work from the chief source of information (for example the title page of a book). It may sometimes be necessary to refer to the contents to ascertain who the author is. The main entry is never made under the editor of the item.

## 2 *Rules for main entry*

Rules for the choice of main entry are found in Part 2 of *The concise AACR2*, Rules 21–29.

*Single responsibility* is when only one author, whether a single person or a single corporate body, is involved (Rule 24A). The person may be an author, composer, artist and so on.

*Shared responsibility* is when two or more persons or bodies perform the same kind of activity in the creation of a work. When two or three authors are shown on the title page only the first of these names is used for the main entry heading. An added entry or entries are made for the other author/s (Rule 25C1).

When more than three authors are named on the chief source of information and they all perform the same function (for example they have all written the text), or with the same degree of responsibility then the main entry is made under the title. Make an added entry for the first named author only (Rule 20C2).

When an *editor* or *compiler* is named as being responsible for the work or collection, make the main entry under the title and make an added entry for the editor or compiler (Rule 26).

*Mixed responsibility* is when different persons or bodies contribute to the work by performing different activities (Rule 27). When a work consists of a text which has been illustrated by an illustrator/artist (for example a picture story book) make the main entry under the person whose name is given prominence on the title page, either by the wording or layout. If no name is prominent enter under the name which appears first.

When a work has been retold or adapted, then make the main entry under the person responsible for the rewriting or adaptation. Make a name/title added entry for the original work when this is named (Rule 29B4).

**Example** Toad of Toad Hall / by A.A. Milne. An adaptation of The Wind in the willows / by Kenneth Grahame.

Main entry heading is under Milne, A.A.

A work which has been revised, enlarged, abridged, condensed, etc., but where



the text remains substantially the same as the original is entered under the original author.

**Example** A Tale of two cities / Charles Dickens ; abridged by Margaret Coult.

Main entry heading is under Dickens, Charles

A translation is also entered under the author or title of the original work.

A corporate body is an organization or group of persons that has a name, for example business firms, governments, associations, conferences, performing groups (orchestras, bands) and so on. We do not have many works in a school media centre which need to be given a main entry under the corporate body. Enter under the corporate body only if the work deals with the policy, finances, administration, staff, resources, etc. of the body, or if it deals with laws or the proceedings of a meeting, committee or conference (Rule 23B2). When in doubt make the main entry under the title and make an added entry for the name of the corporate body.

If the personal author is unknown or anonymous or cannot be determined, make the main entry under the title (Rule 23C). There are many works which are published in several editions, translations, etc. with different titles. Since one of the objectives of the catalogue is to show what works are available in the media centre by a given author, some method has to be devised to bring those works together in the catalogue. One way of doing this is to choose *one title* and gather all of the manifestations of the work together under this one title. This standardized title is known as a *uniform title* (Rules 57 and 58).

Anonymous classics (epics, folktales, etc.) whose authors are unknown are entered under a uniform title (Rules 23C, 57 and 58).

**Example** Tales from the Arabian Nights is entered as

ARABIAN NIGHTS

Sacred works such as the Bible, the Koran, or the Talmud are entered under the uniform title (Rules 23C and 59D).

**Example** Good news Bible is entered as

BIBLE

You must, however, make an added entry under the title proper of the work. There will be a title added entry for

GOOD news Bible

### **3** *Rules for added entries*

The rules for added entries are found in Rule 29 and its subsections.

Make added entries for a joint author or authors, for an editor or compiler. Also make an added entry for a prominently named corporate body (Rule 29B2). If an illustrator is well known or has done many illustrations for a book make an added entry. Make an added entry for a performer. We seldom make an added entry for a translator (Rule 29B6).

Unless the main entry for a work is under the title proper always make a title added entry (Rule 29B5).

**Example** GOOD news Bible  
BIBLE  
Good news Bible ... ..

You should also make an added entry for the series title of a work which has been issued as part of a series (Rule 29B7).

When a number of plays or stories are published in a collection with a collective title such as *Five one act plays* the main entry heading is made under the title of the collection. If the titles and authors of the individual works in the collection have been given in a contents note in the notes area of the bibliographic description, a name/title and a title added entry may be made for each individual work. These are called *analytical* added entries (Rule 29B8). The user who is looking for a specific play or story will thus find an entry in the catalogue even if she does not know the name of the collection.

### **4** *Rules for correct form of names used in headings*

Personal names consisting of a forename and surname are given in inverted form in the heading (Rule 34A).

**Example** ANDERSON, George

Do not give the initials only if the forename/s are written out in full, because the more complete the information the easier it is to find the correct record in a catalogue.

**Example** PAGE, Elizabeth Mary

Some people are known by more than one name and others have compound names (Rules 30–44). Choose the name by which the person is commonly known, or choose the form found in reference sources.

If the name found in the chief source of information does not contain a surname, or if it consists of only a surname and a word or phrase, you must include any terms that normally appear as part of the name (Rule 31D).

**Example** Dr. Seuss is entered as  
SEUSS, Dr.

Hyphenated surnames and other compound surnames must be entered under the first part of the name (Rule 34C).

**Example** STRATTON-PORTER, Gene

Surnames with separately written prefixes are entered with the prefix first (Rule 34D).

**Example** DU PLESSIS, David VAN DER MERWE, P.J.

There are some exceptions to this rule: French surnames beginning with De, and German surnames beginning with Van and Von are entered under the part of the name following the prefix.

**Example** BEETHOVEN, Ludwig van

Enter a corporate body, even a subordinate body, directly under its own name unless it does not have an individualizing name (Rules 53 and 54).

**Example** SOUTH AFRICAN NATIONAL GALLERY  
WESTVILLE HIGH SCHOOL FOR GIRLS (Durban)  
FIRST NATIONAL BANK (Pretoria)

Governments and government departments are entered under the name of the country, followed by the department in a heading (Rules 50 and 55).

**Example** SOUTH AFRICA. Department of Manpower

*See* references are made from a form of a name which is not chosen for a heading (Rules 63 and 64). Refer from the direct form of a name which has been inverted.

**Example** Dr. Seuss

*see*

SEUSS, *Dr.*

Refer from a different part of a compound name.

**Example** PORTER, Gene Stratton-

*see*

STRATTON-PORTER, Gene

Having completed our study of the basic principles for bibliographic description and the choice of headings, we can now learn how to make sets of catalogue cards by doing either original or copy cataloguing.

# *Original cataloguing in the school media centre*

# CHAPTER 1

## **1** *Introduction*

To make a set of catalogue cards for an item you should use standard 12,5 x 7,5 cm cards. Either print neatly or if possible type the cards. The call number is entered in the top right hand corner. Leave a margin of about 2,5 cm on the left hand side and begin with the main entry heading. Use capital letters for the surname of an author or for the first word of a title, unless the title begins with an article. Begin the bibliographic description on the next line and indent it 2 spaces in. Add the accession number in the lower left hand corner (see Figure 12).

The same style of entry is used when the title proper of the item also becomes the main heading (that is, the title main entry). In this case we use a hanging indentation so that the title stands out. The title begins on the heading line and is *not* repeated. The subsequent lines of the bibliographic description all start at the first indentation (see Figure 13). If the first word of a title main entry is an article ('a', 'an', 'the' and so on) capitalize the second word of the title.

		370.15 BIG	a } b } c
d	BIGGE, Morris L		f
e	Learning theories for teachers / Morris L. Bigge. – 4th		g
h	ed. – New York Harper & Row, c1982. –		
i	356 p. : ill. – Bibliographical references at end		k
j	of chapters. – ISBN 0 06 040673 9		
l	91/41		

- a Classification number
- b First three letters of main entry heading
- c Call number (a + b)
- d Main entry
- e Title
- f Statement of responsibility
- g Edition
- h Place of publication, publisher, date (imprint)
- i Physical description
- j Notes
- k ISBN
- l Accession number

Figure 12 Correct layout for main entry card of a bibliographic record

Make a tracing for any added entries and references on the bottom, or on the back of the card. This means that if the book is lost or damaged you can take the main entry card, and by looking at the tracing you can immediately see which added entries were made for the book, and remove them all from the catalogue. In the tracing you first give the subject heading or headings and number them with Arabic numerals. Then give any author, title or series added entries. We call these 'bibliographic entries' and they should be numbered with Roman numerals (see Figure 14).

<div style="text-align: right;">032 MAC</div> <div style="text-align: center;"> <p>The MACMILLAN first encyclopedia. – London :  Macmillan, 1988. – 1 v. : col. ill. –  ISBN 0 333 44259 8</p> </div> <div style="text-align: left;">91/29</div>
--

Figure 13 Title main entry

1. Cats
- I. Title
- II. Series

Figure 14 Example of a tracing

Make a set of cards for each book or other item using the unit card method. This means that the added entries are replicas of the main entry card, but with the added entry heading inserted above the main entry heading (see Figure 15).

Make one added entry for each entry included in the tracing. Some Education Media Services duplicate the main entry card, but instead of inserting added entry headings, either author, title or subject headings are underlined. Cards are then filed according to the underlined element.

In order to complete the set of cards required for each item you will require one extra card with the call number above the heading for filing separately in the shelf list.

636.8 THO

CATS

THOMAS, Leonard E

Cats : the complete guide to cat care,  
behaviour and health / Leonard E. Thomas. –  
2nd ed. – London : Black, 1988. – 206 p. :  
col. ill. – (Caring for pets). –  
Bibliography: p. 200–201. –  
ISBN 0 7135 2900 2

91/33

Figure 15 Added entry card using unit card (see Figure 6 for unit card)

DAN

DANZIGER, Paula

This place has no atmosphere / Paula Danziger. –  
London : Heinemann, 1987. –  
154 p. – ISBN 0 434 93415 1

91/34

Figure 16 Author entry for a work of fiction



## 2 *Fiction*

- (1) Fiction books are not classified. They are shelved separately in an alphabetical arrangement according to the first three letters of the author's surname. If there is no author use the first three letters of the book's title. Sometimes a symbol is used to indicate a special collection, for example, J indicates fiction for juniors and F folio books. Fiction in languages other than English or Afrikaans should also have a symbol added to indicate the language, for example, FR SAG or ZU NTU.
- (2) A main entry card is made under the name of the author (see Figure 16) and an added entry card is made with the title of the book as the heading. Some Education Media Services also assign subject headings to fiction (see comments in the Introduction to Chapter 7).

## 3 *Non-fiction books*

The steps to follow when doing original cataloguing of non-fiction are set out below:

- (1) All non-fiction books including reference works are assigned classification numbers from the abridged edition of DDC according to the rules listed in Chapter 8.
- (2) The next step is to describe the item according to the rules set out in Chapter 9.
- (3) Decide on your main entry heading and added entries according to the rules in Chapter 10. Consult the list of subject headings provided by your Education Media Service or compiled in your school and assign appropriate subject heading/s. Check the form of each heading in your authority file. Between one and three headings are usually adequate. In a few cases it may be necessary to assign more headings, but these should not exceed ten.
- (4) Write out the main entry card, including the call number (classification number plus first three letters of the main entry heading) and accession number. Write the tracing on the bottom or on the back of the main entry card giving subject headings first and bibliographic entries last as shown in Figure 14.
- (5) Count the number of entries required: main entry card plus all added entries in the tracing plus one entry for the shelf list, and make a complete set of cards according to the unit card method as described in the introduction to this chapter.

ETOSHA [videorecording] : place of dry water. –  
 Washington D.C. : National Geographic Society, 1981. –  
 1 videocassette (59 min.) : sd., col. – VHS. –  
 Summary: Looks at the parched, salt-encrusted lake bed  
 in Namibia, where migrating herds and predators all  
 endure the torrid months of heat

Figure 17 Main entry for an audiovisual item

#### 4 *Audiovisual media*

- (1) Audiovisual media will firstly be separated according to the specific kind of medium. Their physical preparation will be according to departmental procedures.
- (2) Classification numbers from the abridged DDC may be assigned according to subject contents, but if the collection is small it is more usual to assign call numbers comprising an identification symbol for the medium plus an accession number. For example, SL 5 indicates that this is a slide set and that it was the fifth slide set entered in the stock register. The stock register is similar to the accessions register, but is for recording the receipt and withdrawal of audiovisual media.
- (3) When cataloguing audiovisual media follow the rules for bibliographic description, but remember to use the general material designation (GMD) in area 1. The GMD is always in the singular, for example [picture]. Also remember to include the specific material designation in area 5. If there is more than one item it is indicated in this area, for example, 4 posters. Bibliographic headings are made according to the same rules as those for books. However, main entry for

videorecordings and films will often be under title as many people are involved in the production of these items (see Figure 17). Assign a subject heading or headings according to the subject contents of the item.

## 5

### *Periodicals*

- (1) As periodicals are received in the media centre they are marked off on a register card. Periodicals are stamped, but are not given an accession number, nor are they classified. They are usually placed in pamphlet boxes or bound and arranged alphabetically on the shelves. Follow your departmental procedures, or those set out below, for the cataloguing and indexing of periodicals.
- (2) There is one catalogue card in the catalogue for each periodical title received in the media centre. The call number consists of the symbol P followed by the first three letters of the title (see Figure 18). The main entry heading is under title, because of the diffuse authorship. If a corporate body is responsible for the publication make this the statement of responsibility. It is not necessary to record the editor in the statement of responsibility.

The special area (area 3) is used for serials such as periodicals, newspapers, journals and annuals, so give the numbering of the first issue of the periodical after the title and statement of responsibility.

In area 7 give the first issue which you have in the media centre. Leave a space *open* as this indicates that the entry is open and that you are still receiving issues. The number of the final issue can be inserted if the periodical should cease publication and the entry has to be *closed*.

- (3) If there are important articles in periodical issues these should be indexed by writing out or typing analytical entries (see Figure 19). Write the title of the article and indicate in which periodical it is to be found. Give the volume number and date and enter under relevant subject headings.

Having read Chapters 7 to 11 you are now ready to turn to *Exercise 3* in Appendix A and do Examples 1 to 13.

P/ACC

ACCESS / Australian School Library Association. –  
Vol. 1, no. 1 (Aug. 1987)– . – ASLA, 1987– . –  
v. : ill. – Bimonthly. –  
Media centre has: Vol. 1, no. 1 (Aug. 1987)–

Figure 18 Main entry for a periodical

P/NAT

REFUSE DISPOSAL

The fascinating world of trash / Peter T. White. –  
p. 424–457 : col. ill.  
*In* National geographic magazine, Vol. 163,  
no. 4 (Apr. 1983)

Figure 19 Analytical subject entry for a periodical article

# *Copy cataloguing in the school media centre*

# CHAPTER 2

## **1** *Introduction*

We discussed the background of CIP which is short for Cataloguing in Publication data in Chapters 4 and 6. Media teachers will find this CIP information available in many of the books which are published overseas. They may use this data to help them to prepare their catalogue entries as soon as the book arrives. This is called *copy cataloguing*.

Copy cataloguing can be done using other records, but obviously CIP data are the most accessible cataloguing records for a media teacher to copy from. The media teacher will of course use the title page (that is the chief source of information), but the CIP data which appears on the verso of the title page (see Figure 20 and Figure 21), helps her to determine the main entry, identifies the title, indicates notes, provides added entry headings and a possible DDC classification number. Certain elements and areas of the bibliographic description have been omitted from CIP data. The media teacher doing copy cataloguing must add these elements which include other title information, statement of responsibility, publication and physical description areas and the ISBN.

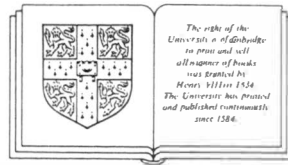
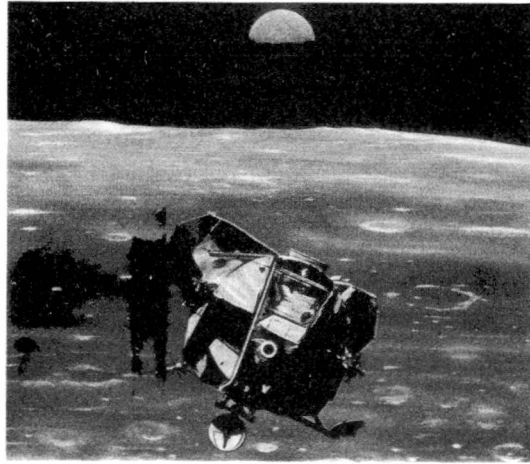
*Science World*

General editors · David & Simon Jollands

Michael Pollard

# From Cycle to Spaceship

The story of transport



CAMBRIDGE UNIVERSITY PRESS

Cambridge · London · New York · New Rochelle · Melbourne · Sydney

Figure 20 Title page of book  
Reproduced by permission of the publisher

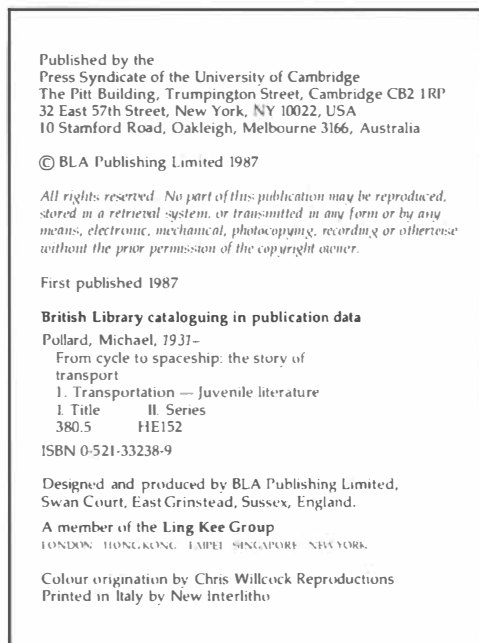


Figure 21 Verso of title page with CIP data  
Reproduced by permission of the publisher

*Additional information:* 47 pages. Accession number 91/5.  
Coloured photographs and illustrations. Glossary, p. 45–46.

## 2

## *Procedures for copy cataloguing from CIP*

The steps to follow when compiling a main entry from CIP data are listed below.

- (1) First check the DDC number from the unabridged edition in the CIP data with the number in the abridged edition. Some numbers may be too detailed and will have to be shortened to conform to numbers in the abridged edition. Prime marks indicate where the numbers can be shortened without destroying the meaning of the notation. The number in front of the first prime mark will usually correspond to the notation in the abridged edition. The number used should meet the needs of the users of your media centre. For example, 530'.1'0938 is shortened to either 530 or to 530.1. You should, however, always check in DDC to make sure that the number supplied is correct, because sometimes

mistakes occur. The DDC number in Figure 21 is no longer correct; 380.5 was the number used for transportation in DDC 11th abridged edition, but there is a note at this number in the 12th abridged edition which states that it has been relocated to 388.

- (2) Include the correct call number in the top right hand corner of the card.
- (3) Check that the form of the main entry heading given in the CIP data is the same as the form used in your authority file.
- (4) Compile the bibliographic description adding the missing elements and areas.
- (5) Add the accession number to the record.
- (6) Make the tracing. Subject headings are given first and numbered with Arabic numerals. Check to see whether the subject headings which have been provided in the CIP data are headings that have been used in the subject headings list in the media centre. The subject heading in Figure 21 is Transportation which is found in the subject headings list. If there is a subdivision ' – juvenile literature' it may be omitted in the media centre.

Any other subject headings suitable to the contents of the book should be added as required.

Any additional author, title or series added entries follow the subject added entries and are numbered with Roman numerals. If a reference or references are required also include these in the tracing.

### **3** *Card sets*

After the media teacher has compiled the main entry card and the tracing according to the above procedures 1 to 6, the full set of cards is made using the unit card method which was described in the previous chapter (see Figure 15).

The CIP programme has not yet been extended to include audiovisual items.



*Main entry card*

	388 POL
POLLARD, Michael	
From cycle to spaceship : the story of transport /	
Michael Pollard. – Cambridge : Cambridge	
University Press, 1987. –	
47 p. : col. ill. – (Science world). –	
ISBN 0-521-33238-9	
91/5	

Tracing

1. Transportation

I. Title

II. Series

*Added entries*

	388 POL
TRANSPORTATION	
POLLARD, Michael	
From cycle to spaceship : the story of transport ... ..	
(rest as for main entry card)	

388 POL

FROM cycle to spaceship

POLLARD, Michael

From cycle to spaceship : the story of transport ... ..

(rest as for main entry card)

388 POL

SCIENCE world

POLLARD, Michael

From cycle to spaceship : the story of transport ... ..

(rest as for main entry card)

Figure 22 Card set compiled from CIP data

881005 598.2 SIN BRN 11022

SINCLAIR, I HIGHVELD birds / I. Sinclair; illustrated by D. Goode Cape Town :  
C. Struik, 1987

0 86977542 1 : R9,95 64 p. : illus (Struik pocket guides for southern Africa)

sp + js + ss

A small field guide. Describes 60 bird species which are more commonly found in  
the Highveld region. Small, but clear colour illustrations and identification. Glossary  
of terms and bibliography. Also in Afrikaans.

VOËLS; BIRDS; VOËLWAARNEMING; BIRD WATCHING

Figure 23 Bibliographic record in approved list  
(*Media guide*, 1988)

*Main entry card*

598.2 SIN

SINCLAIR, I

Highveld birds / I. Sinclair ; illustrated by D. Goode. –  
Cape Town : Struik, 1987. – 64 p. : col. ill. –  
(Struik pocket guides for southern Africa). –  
With bibliography. – ISBN 0-86977-542-1

91/1

- Tracing 1. Birds  
2. Bird watching  
I. Title  
II. Series

*Added entries*

598.2 SIN

BIRDS

SINCLAIR, I

Highveld birds / I. Sinclair ; illustrated by D. Goode. –  
Cape Town : Struik, 1987. – 64 p. : col. ill. –  
(Struik pocket guides for southern Africa). –  
With bibliography. – ISBN 0-86977-542-1

91/1

598.2 SIN

BIRD WATCHING

SINCLAIR, I

Highveld birds / I. Sinclair ; illustrated by D. Goode. –  
Cape Town : Struik, 1987. – 64 p. : col. ill. –  
(Struik pocket guides for southern Africa). –  
With bibliography. – ISBN 0-86977-542-1

598.2 SIN

HIGHVELD birds

SINCLAIR, I

Highveld birds / I. Sinclair ; illustrated by D. Goode. –  
Cape Town : Struik, 1987. – 64 p. : col. ill. –  
(Struik pocket guides for southern Africa). –  
With bibliography. – ISBN 0-86977-542-1

598.2 SIN

STRUIK pocket guides for southern Africa

SINCLAIR, I

Highveld birds / I. Sinclair ; illustrated by D. Goode. –  
Cape Town : Struik, 1987. – 64 p. : col. ill. –  
(Struik pocket guides for southern Africa). –  
With bibliography. – ISBN 0-86977-542-1

91/1

Figure 24 Card set compiled from bibliographic record in approved list

*Selected books* of the School Library Service of the former Cape Education Department and *Media guide* of the Education Media Service (ex TED) are lists of recent publications (the *Media guide* also includes audiovisual materials) which are recommended for purchasing for a media centre. Bibliographic details for each item are provided. In addition there is a call number, price, grading according to school phase, annotations which give a summary of the contents, themes for fiction and subject headings for non-fiction and audiovisual media (see Figure 23).

The steps to follow when compiling a set of cards for an item in an approved list are set out below.

- (1) The media teacher uses the call number and main entry heading that are given.
- (2) The media teacher should select the elements that are required for a main entry card from the record in the approved list. Include the correct accession number in the lower left hand corner. Write or type main entry plus the tracing. Use the subject headings provided in the record if the same headings are included in the subject headings list used in the media centre. Otherwise adapt them to conform to headings found in this list.
- (3) Calculate the number of entries required. Make added entries and shelf list card.

You should now practise doing copy cataloguing using CIP information and records from approved lists. Turn to *Exercise 4* in Appendix A and do Examples 14 to 18. When you have checked your answers in Appendix B you can do examples 19 and 20 in *Exercise 4* which require not only original cataloguing, but also the compilation of full card sets. Remember that even if your classification and cataloguing are less than perfect, what is important is that the media centre users are able to retrieve the information they require.

# CHAPTER 3

## *Information files*

### **1** *Introduction*

Life today, especially in urban communities, is very complex. If the media teacher collects and maintains a resource file of community information this will help pupils to find and use the information they need to cope with life in the modern world. Pupils become acquainted with external information sources and services and this makes them aware of the availability and variety of information sources and services in the community. They should realize that the media centre is just one link in the community's information system.

Childers (1976:271) describes a resource file as follows:

a directory of agencies, organisations or individuals who can provide the resources that clients need. The resource file can be a published directory, a database accessible through a computer terminal, a file of cards, a bulletin board or a human memory. In fact, it may be a combination of these.

Brake (1980:17) reported on a community information project in South Hackney Secondary School, England and stated that the information was organized on three levels.

(1) *Notice board*

Current information can be pinned to a notice board or bulletin board for quick easy access to items of general interest and importance. For example, information and posters on aspects of pollution in the environment and the recycling of refuse.

(2) *Local information card index*

A local information card index is used for details relating to a wide range of alternative information sources. For example, the addresses of local organizations which collect newspapers, glass bottles and so on for recycling.

(3) *Vertical source file*

A vertical source file can be used consisting of relevant cuttings, pamphlets and booklets or lists, arranged alphabetically according to subject, and placed in files or pamphlet boxes. In the file for RECYCLING there could be pamphlets on pollution, or a list of products to be recycled, dumping sites for such products, clipped from municipal newsletters or compiled by other organizations caring for the environment.

## **2** *Compiling a community information resource file*

Obviously the type of information which is collected and organized will differ according to the locality. Pupils should be encouraged to contribute relevant items of information. They may obtain information from the local newspapers, museums, publicity associations, local organizations, and so on. Cuttings, pamphlets and leaflets can be stored in files or pamphlet boxes. These items should be briefly described. For example, give title, publisher, date and a short description of the content. The details are typed onto cards which are integrated in the catalogue. Special symbols, such as CI, can be used in place of the call number. For example, CI 4 will indicate that this information will be found in the community information file under number 4.

Headings should be made for the name of the organization, title of programme, exhibition, and so on. Subject headings are also necessary. When a subject heading such as a museum is used, give the name of each museum, address, telephone number and opening hours. The names of people can also be entered under subject headings. People in the community with expertise on specific careers or other interesting topics should also be listed under the relevant subject headings. Information such as the person's name, address and telephone number (if available) should be included so that the person can be approached occasionally to give a talk or assistance to pupils with projects.

Brake (1980:15) provides a number of subject headings which he used for the organization of community information

Advice and information	Money
Children	Politics
Community groups	Race relations
Education	Religion
Health	Sex
Housing	Sport
Law	Transport
Leisure	Women
Men	Work

These headings could be used as a point of departure, but obviously the list could be expanded or altered. For example, the heading Careers may be added to the list.

### 3 *Well known local personalities file*

Pupils and teachers often require information on local personalities or local political leaders. There may not be a copy of *Who's who of southern Africa* in the media centre or the information may not be available in this reference book or in any other published books.

Again it is possible to collect articles from newspapers or local periodicals. The articles can be cut out and pasted onto pieces of cardboard. Store these mounted articles in files or pamphlet boxes. Use the symbols LP followed by the first three letters of the person's surname for the call number. This will indicate to the user that the item will be found in the 'local personalities' file. Catalogue articles as individual items, not as analytical entries. The articles have been removed from



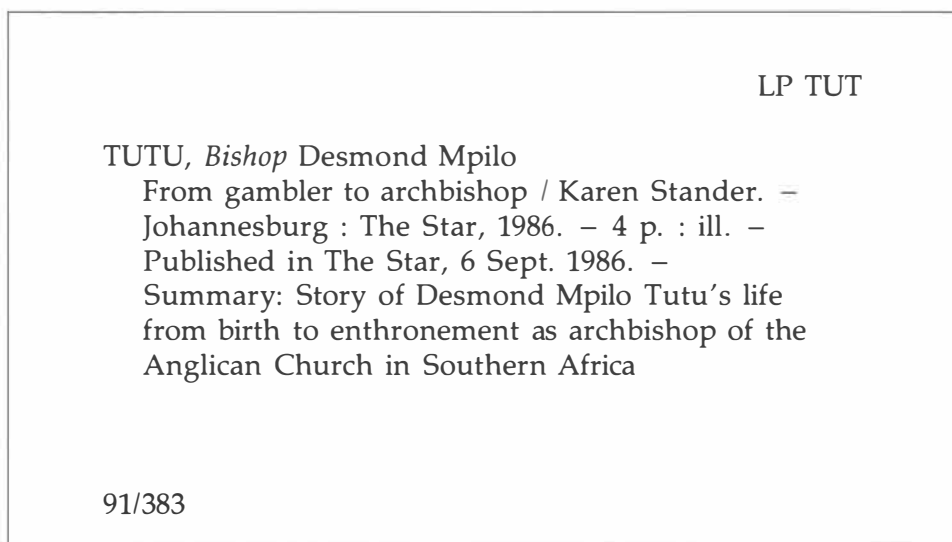


Figure 25 Main catalogue entry for an article which has been removed from a newspaper and mounted

the newspaper or periodical and are therefore no longer in the comprehensive work. Give the name, volume and date of the periodical or newspaper in which each article appeared (see Figure 25).

Usually only a main entry card need be made with the name of the person as the main entry heading. If the author of the article is well known you may make an added entry for the author.

We are living in an information society and it is important that we should be able to find the information sources and services that we require. In a media centre where the information sources have been catalogued and classified the pupils will discover how to locate information. This will develop their information skills and ensure that they will have more confidence when they have to locate information they need in the community outside the school.

## References

- Brake, T. 1980. *The need to know: teaching the importance of information*. London: British Library. (British Library research and development reports; 5511).
- Childers, T. 1976. The neighbourhood information center project. *Library quarterly*, 46(3):271–289.

## *Practical exercises*

The answers to the exercises are given in Appendix B.

### *Exercise 1      Filing*

Arrange the following list of authors and list of titles in the correct numerical/alphabetical order for the media centre catalogue according to the word by word filing method and the other filing rules explained in Chapter 3.

#### *Authors*

M'Leod, Philip  
Maas, James  
M.D. Anderson Company  
MacLean, Alistair  
Macy, Gary

McLeod, Thomas  
M *pseud.*  
Ma, Laurence  
McWilliams, Lee  
Maxwell-Miller, John

*Titles*

Ma & Pa murders  
Miss Marple  
Million dollar gamble  
Magic flute  
Mabel the whale  
Millions of cats  
Mister Corbett's ghost  
Macbeth  
The Macmillan Treasury of herbs  
Mr. Noon  
1 000 000 dollars  
5 finger exercises  
Machines on a farm  
7 plays and how to produce them  
Mabel

**Exercise 2**     *Classification*

Assign a classification number from DDC, 12th abridged edition to each of the following titles. Try to do as many examples as you can before you look at the answers. Do not be discouraged if you make some mistakes. You will become more expert as you have more practice.

- 1 How to use and write programs for your microcomputer
- 2 An introduction to the school media centre
- 3 World Book Encyclopedia. (An English language encyclopedia published in the United States of America)
- 4 The psychology of child development

- 5 Healthy parent-child relationships
- 6 An encyclopedia of world religions
- 7 The Old Testament
- 8 Religions of Africa
- 9 The study of economics
- 10 The causes of juvenile delinquency
- 11 A history of railway transport
- 12 A book of costume
- 13 Oxford English dictionary
- 14 An elementary English reader
- 15 Afrikaans grammar exercises
- 16 Nuclear physics
- 17 Biology textbook for Std 8
- 18 Mammals of South Africa
- 19 Cattle farming and meat supply
- 20 Cook and enjoy it. (A book on coookery including recipes)
- 21 Bookkeeping and accounting
- 22 Wood-carving made easy
- 23 Weaving rugs and carpets
- 24 Modern jazz
- 25 How to write a good essay
- 26 English poetry anthology
- 27 Complete plays of Shakespeare

28 Travel in Malawi

29 The First World War (1914–1918)

30 Life of J.F. Kennedy, President of the United States of America.

### **Exercise 3**     *Bibliographic description, main entry*

Assign a classification number and compile a main entry for the catalogue, doing original cataloguing, for Examples 1 to 13. The title page, back of title page and additional information are provided for each example. The rules from *The concise AACR2* that were applied to compile the bibliographic descriptions and to assign the main entry headings are also given in the answers.

Examples 1 and 2 are works of fiction so you need not classify them.

### **Exercise 4**     *Copy cataloguing*

For Examples 14 to 18 use the CIP data on the verso of the title pages to do copy cataloguing and compile a main entry card for each example. When using cards the tracing is either written on the bottom or the back of the main entry card, but in your exercise you may write it below the main entry card. Then complete your set of cards, by making an added entry for each added entry in your tracing. If any reference cards are required you should also write these out.

### **Exercise 5**     *Original cataloguing*

For Examples 19 and 20 make a main entry card following the method used in Examples 1 to 13. In addition, for these two examples, you should compile your own tracing and complete the set of cards by making added entries and any references required.

**Example 1** Reproduced by permission of the publisher

Title page

Back of title page

# Mogopoledi

**U.M. Shai-Ragoboya**

J.L. VAN SCHAİK

*Mogopoledi* is a novel written in Northern Sotho.  
The title means "One who thinks for others".

By the same author:  
*Makhurumetsa*

Published by J.L. van Schaik (Pty) Ltd.  
Libri Building, Church Street, Pretoria  
All rights reserved  
Copyright © 1988 U.M. Shai-Ragoboya  
First published 1988

ISBN 0 627 01556 5

Typesetting by Pretoria Setters, Pretoria  
Printed and bound by Heer Printing Co (Pty) Ltd, Pretoria

Additional information: 119 pages. Accession number is 91/7.

**Example 2** Reproduced by permission of the publisher HAUM-Daan Retief Uitgewers (Edms) Bpk.

Title page of book

Back of title page

# IZWI LENDLOVU ENKULU

*Ixoxwa ngu: N.S. NTULI*

SCHOLASTIC PUBLISHERS

© 1988 SCHOLASTIC PUBLISHERS  
PO Box 47123, Parklands  
2121 Johannesburg

First edition in English and Afrikaans  
"Voice of the Great Elephant"/"Stem van die Groot Olifant"  
1983  
First edition in Zulu 1988

Phototypeset by Gutenberg Book Printers, Pretoria  
Printed and bound by Colorgraphic, Durban

Ibhalwe ngu Jenny Seed  
Zulu

ISBN 0 7959 1564 0

*Additional information:* 101 pages. Accession number is 91/8. On cover of book the author's name is given as Jenny Seed. The book is obviously a Zulu translation of her story 'Voice of the Great Elephant'.



## *Where are Grandpa's glasses?*

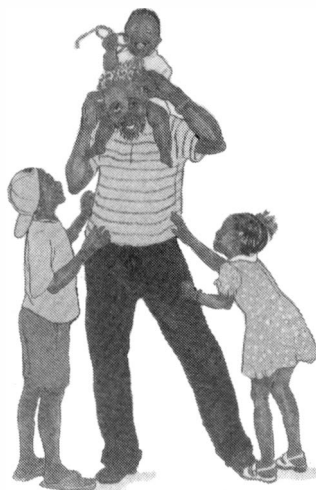
This sleeve contains:

- 1 Big Book (Where are Grandpa's glasses?)
- 1 Teacher's Guide
- 1 Picture Pack containing:
  - 3 Word and Sentence Cards
  - 4 posters of rooms
  - 4 picture cards of furniture
- 1 Thinking Skills Teacher's Guide
- 20 Thinking Skills Activity Books
- 6 Little Books (small copies of the Big Book)

## *Where are Grandpa's glasses?*

Peta Constable, Barbara N. Herbert and  
Bettine Nixon

Illustrated by Lois Head



*Additional information:* Label on a cardboard container. The collective title of the kit is *Where are Grandpa's glasses?* The big book and little books have coloured illustrations. The illustrations in the other books, posters and picture cards are black and white. The ISBN in the big book is ISBN 1-874 978-09-3. The copyright date in the books is © 1994.


The stock number is MU/3. The stock number may be used as a call number.



**Example 4** Reproduced by permission of the publisher

Title page of book

Back of title page


<div data-bbox="365 422 917 497"> <b>Plants, Man, and the Ecosystem</b> </div> <div data-bbox="706 422 917 451"> <b>Second Edition</b> </div> <div data-bbox="704 540 851 598"> <b>W. D. Billings</b>  <b>Duke University</b> </div> <div data-bbox="720 940 775 983">  </div>	<div data-bbox="1326 318 1474 348"> <b>to Shirley</b> </div> <div data-bbox="980 423 1223 542"> Published by  THE MACMILLAN PRESS LTD  London and Basingstoke  Associated companies in  Delhi Dublin Hong Kong  Johannesburg Lagos Melbourne  New York Singapore and Tokyo </div> <div data-bbox="980 554 1139 572"> ISBN 0 333 14633 6 </div> <div data-bbox="980 632 1145 651"> Printed in Hong Kong </div> <div data-bbox="1329 423 1598 501"> © 1964 by Wadsworth Publishing  Company, Inc., Belmont, California  © 1970 by Wadsworth Publishing  Company, Inc. </div> <div data-bbox="1329 514 1598 581"> All rights reserved. No part of  this publication may be reproduced  or transmitted, in any form or by  any means, without permission </div> <div data-bbox="1329 586 1598 651"> First published in the U.K. 1964  Reprinted 1969, 1971  Second edition 1972  Reprinted 1973, 1976, 1978, 1983 </div> <div data-bbox="980 815 1607 906"> The paperback edition of this book is sold subject to the condition that it shall not, by  way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the  publisher's prior consent in any form of binding or cover other than that in which it is  published and without a similar condition including this condition being imposed on the  subsequent purchaser </div> <div data-bbox="1209 934 1369 963"> <b>Half-title page</b> </div> <div data-bbox="987 1002 1197 1052"> <b>Fundamentals of Botany Series</b> </div> <div data-bbox="1311 1002 1591 1085"> <b>edited by</b>  <b>William A. Jensen</b>  <b>University of California, Berkeley</b>  <b>Leroy G. Kavalian</b>  <b>Sacramento State College</b> </div>
---	--

*Additional information:* 160 pages. Black and white illustrations. Suggestions for further reading on p. 149–151.  
Accession number is 91/9.

Example 5 Reproduced by permission of the publisher

Title page of book

Back of title page

<p>Newman's <b>Birds</b> OF SOUTHERN AFRICA  UPDATED  Kenneth Newman  Technical advice on seabirds and waders by J.C. Sinclair</p> 	<p><i>To Ursula, Vanessa, Nicholas and Pamela</i></p> <p>Copyright © 1983 by Kenneth Newman</p> <p>All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without prior written permission from the publisher.</p> <p>ISBN 1 86812 061 9 (Southern Book Publishers)</p> <p>First edition, first impression 1986 by Southern Book Publishers (Pty) Ltd PO Box 548, Bergvlei 2012 Johannesburg</p> <p>Previously published by Macmillan South Africa (Publishers) (Pty) Ltd</p> <p>Macmillan ISBN 086954 170 6</p> <p>Cover design by Illustrations by Set in 8 on 9 pt Univers by Unifoto (Pty) Ltd Cape Printed and bound by CTP Book Printers Cape</p> <p>80/558</p>
---	--

Additional information: 472 pages. Bibliography on page 450. Coloured illustrations and maps. Accession number is 91/11.

**Example 6** Reproduced by permission of the publisher

Title page of book

Back of title page

<p style="text-align: center;"><b>TAALFEITE EN -FOUTE</b></p> <p style="text-align: center;"><b>Hersieningsoefeninge vir Afrikaans</b></p> <p style="text-align: center;"><i>Hans du Plessis</i> <i>Daan Wissing</i></p> <p style="text-align: center;"><b>M</b></p>	<p>Kopiereg © 1984 deur Hans du Plessis en Daan Wissing</p> <p>Alle regte voorbehou. Geen gedeelte van hierdie publikasie mag in enige vorm of op enige wyse gereproduseer of oorgedra word sonder uitdruklike skriftelike toestemming van die uitgewer nie.</p> <p>ISBN 0 86954 169 2</p> <p>Eerste uitgawe, eerste druk 1984          Uitgegee deur          Macmillan Suid-Afrika (Uitgewers) (Edms.) Bpk.          Posbus 31487, Braamfontein, 2017          Johannesburg</p> <p>Verwante maatskappye oor die wêreld.</p> <p>Geset in Times          deur Unifoto Kaapstad          Gedruk en gebind deur Interpak Natal</p>
--	--

Additional information: 104 pages. Accession number is 91/12.

**Example 7** Reproduced by permission of the publisher

Title page of book

Back of title page

<p>JDU Geldenhuys &amp; EE Viljoen</p> <p><b>FINANCIAL DICTIONARY</b></p> <p><i>English – Afrikaans</i></p> <hr/> <p><b>FINANSIËLE WOORDEBOEK</b></p> <p><i>Engels – Afrikaans</i></p> <p><b>M</b></p>	<p>Kopiereg © 1985 deur J D U Geldenhuys en E E Viljoen</p> <p>Alle regte voorbehou. Geen gedeelte van hierdie publikasie mag in enige vorm of op enige wyse gereproduseer of oorgedra word sonder uitdruklike skriftelike toestemming van die uitgewer nie.</p> <p>ISBN 0 86954 261 3</p> <p>Eerste uitgawe, eerste druk 1985</p> <p>Uitgegee deur Macmillan Suid-Afrika (Uitgewers) (Edms) Bpk Posbus 31487, Braamfontein, 2017 Johannesburg</p> <p>Verwante maatskappye oor die wêreld</p> <p>Omslagontwerp deur Graphicor (Edms) Bpk Geset in 8.5/8 pt Times Roman deur Hamiltons Typographical Services (Edms) Bpk Gedruk en gebind deur Sigma Press, Pretoria</p>
--	---

*Additional information:* 104 pages. Accession number is 91/13. This book will be kept with other ready reference books in the media centre.

**Example 8** Reproduced by permission of Cambridge University Press

Title page of book

Back of title page

# What is a Union?

by Althea

illustrated by Chris Evans

Produced by Dinosaur Publications for  
Cambridge University Press

Cambridge

London New York New Rochelle

Melbourne Sydney

This latest book from Dinosaur Publications on the important subject of Trades Unions is very much to be welcomed and I feel sure that children, parents and teachers who found *A Visit to the Factory* useful will have a similar experience with this book.

The future of our society depends upon responsible people becoming part of management and joining Trades Unions. It is good that young children should start to understand the importance of industry and Trades Unions and I believe that this book will be most helpful.

John Garnett Industrial Society

Published by the Press Syndicate of the University of Cambridge  
The Pitt Building, Trumpington Street, Cambridge CB2 1RP  
32 East 57th Street, New York, NY 10022, USA  
296 Beeconsfield Parade, Middle Park, Melbourne 3206, Australia

© Dinosaur Publications 1981  
Text © Althea Braithwaite 1981  
Illustrations © Chris Evans 1981

First published by Dinosaur Publications 1981  
First published by Cambridge University Press 1982  
Reprinted 1983

Printed in Great Britain by W. W. Hawes

ISBN 0 521 25052 8 hard covers  
ISBN 0 521 27163 0 paperback

Stage 12 Individualised Reading Scheme

*Additional information:* 25 unnumbered pages in this book which has text and an illustration on each page.  
Media centre has a hardcover copy of the book. Accession number is 91/14.

Example 9

Title page of book

Back of title page

MAGNETISM:  
fundamentals  
and applications

Pieter S de Villiers  
Derek Miller  
Charles Evans  
James R Brown

Revised edition

Watsonia Publishing Co  
PRETORIA

Copyright © 1992  
Watsonia Publishing Co Silverton, Pretoria

1st edition 1986

ISBN 0-8749-7019-3

*Additional information:* 412 pages. Bound with a soft cover. Contains illustrated worksheets.  
Accession number is 91/15.

**Example 10** Reproduced by permission of the publisher

Title page of book

Back of title page

# STATE, RESISTANCE AND CHANGE IN SOUTH AFRICA

Edited by  
PHILIP FRANKEL, NOAM PINES  
and MARK SWILLING



© 1988 P. Frankel, N. Pines, and M. Swilling  
Croom Helm Ltd, Provident House,  
Burrell Row, Beckenham, Kent, BR3 1AT

Croom Helm Australia, 44-50 Waterloo Road,  
North Ryde, 2113, New South Wales

Originally published in 1988 in the USA by  
Croom Helm  
in association with Methuen, Inc.

ISBN 1 86812 193 3

First edition, first impression 1988 published in South Africa by  
Southern Book Publishers (Pty) Ltd  
PO Box 548  
Bergville 2012  
Johannesburg

Printed and bound by Sigma Press, Pretoria.

Additional information: 328 pages. Select bibliography on p. 306–316. Accession number is 91/16.

**Example 11** Label on a video cassette

Department of Information Science  
and Department of Educational Technology

Metacodex Records as  
Library Material

VHS

Playing time 26 min. 27 sec.

c1994 UNISA, Pretoria

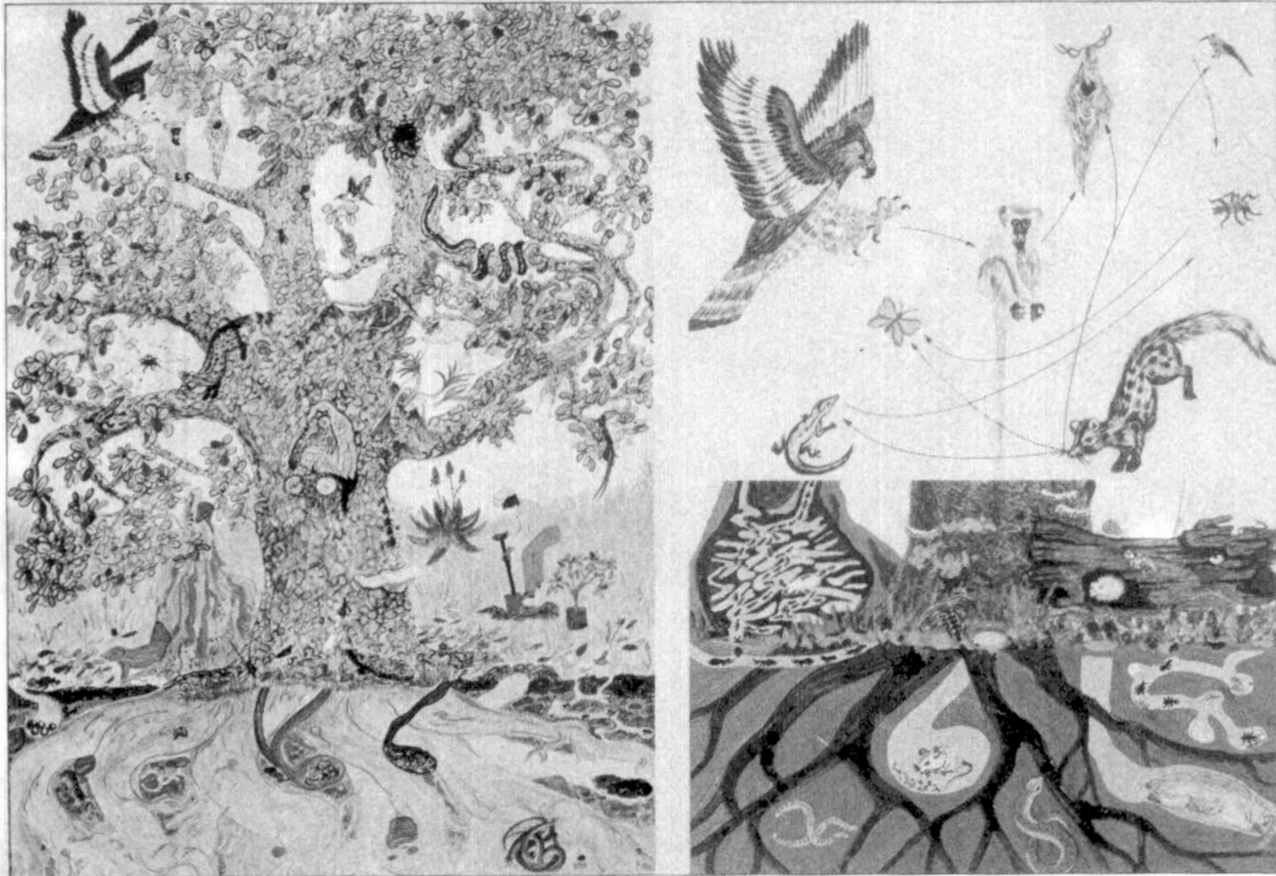
*Additional information:* The video is in colour with sound. It deals with different audiovisual media and their use in the library, as well as introducing telecommunications media. The stock number is VI/5. You may assign a classification number if you wish – then you give the stock number in the bottom left-hand corner.





One of a series of visual aids for schools  
published by Shell in Southern Africa.  
Shell Education Service, P.O. Box 2231, Cape Town, 8000

# OUR TREE WORLD



*Additional information:* The poster is in full colour. The stock number is PI/56. The poster was published in 1991 and it illustrates the tree as an ecosystem. This is a “prompt” poster with a visual on one side with space for the teacher’s own notes on the reverse side; it folds open into a large wall poster for display.

### Example 13

## Set of 8 transparencies

This is a set of 8 transparencies made by teachers in the school. The transparencies are kept in a file with the title

### **SNAKES OF SOUTH AFRICA**

Each transparency is a coloured photo with overlays to point out snakes' external characteristics.

The date on the file is 1987 and the stock number is TR 15.

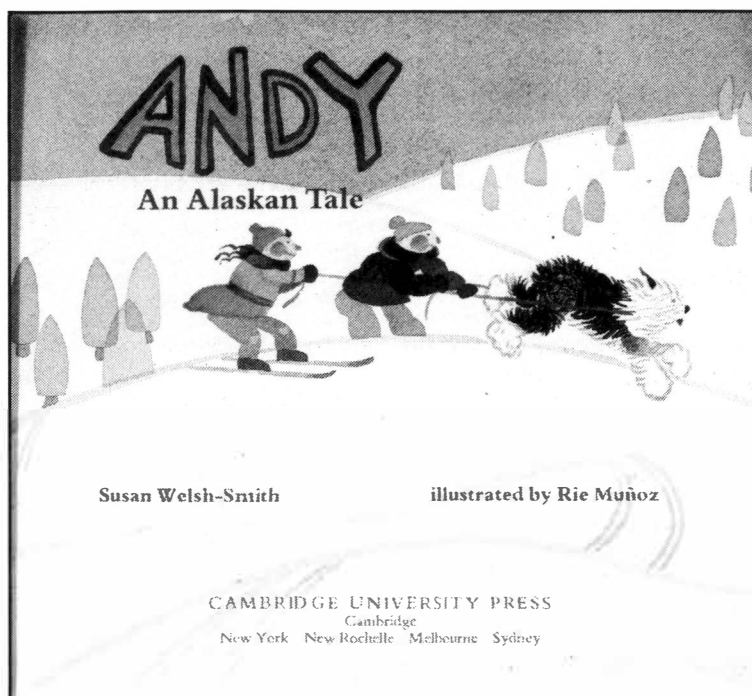
The transparencies will be useful for senior biology pupils.

The contents of the file are:

1. Puff-adder
2. Green mamba
3. Black mamba
4. Cape cobra
5. Rinkhals
6. Egg-eater
7. Mole snake
8. Boomslang

**Example 14** Reproduced by permission of the publisher

Title page of book



Last page in book with imprint and CIP data

Published by the Press Syndicate of the University of Cambridge  
The Pitt Building, Trumpington Street, Cambridge CB2 1RP  
32 East 57th Street, New York, NY 10022, USA  
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1988

First published 1988

Printed in Hong Kong by Wing King Tong

*Library of Congress cataloging-in-publication data*  
Welsh-Smith, Susan.  
Andy, an Alaskan tale.

Summary: Relates the adventures of a sheepdog who comes to live in a remote Eskimo village and how he and the native inhabitants become accustomed to each other.

[1. Dogs—Juvenile fiction. 2. Eskimos—Juvenile fiction.  
1. Dogs—Fiction. 2. Eskimos—Fiction. 3. Alaska—Fiction]  
I. Muñoz, Rie., ill. II Title. PZ10.3 W487 An 1988 [E]88—10939.

*British Library cataloguing in publication data*  
Welsh-Smith, Susan  
Andy.

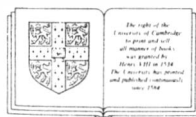
1. English language. Readers—For children  
I. Title II. Muñoz, Rie  
428.6

ISBN 0 521 35535 4 hardcover  
ISBN 0 521 36754 9 paperback

**Additional information:** 26 unnumbered pages. Coloured illustrations in this hardcover picture book. Accession number is 91/17. This is a book for the Junior fiction collection.

Back of title page

**Brian Bolt**



Cambridge  
London New York New Rochelle  
Melbourne Sydney

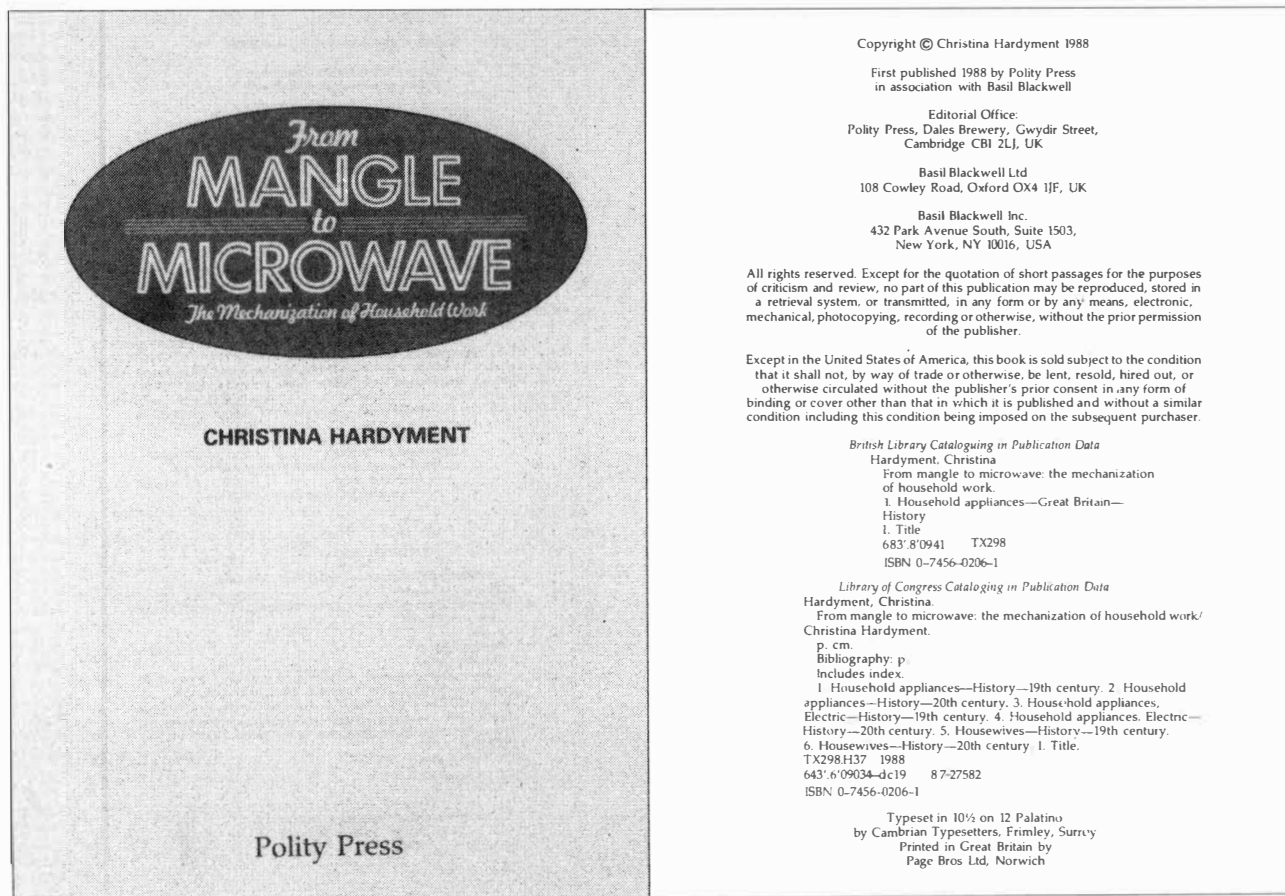
11

*Additional information:* 216 pages. Illustrations. A list of further resources on p. 212–214. Accession number is 91/18.

Example 16 Reproduced by permission of Basil Blackwell

Title page of book

Back of title page

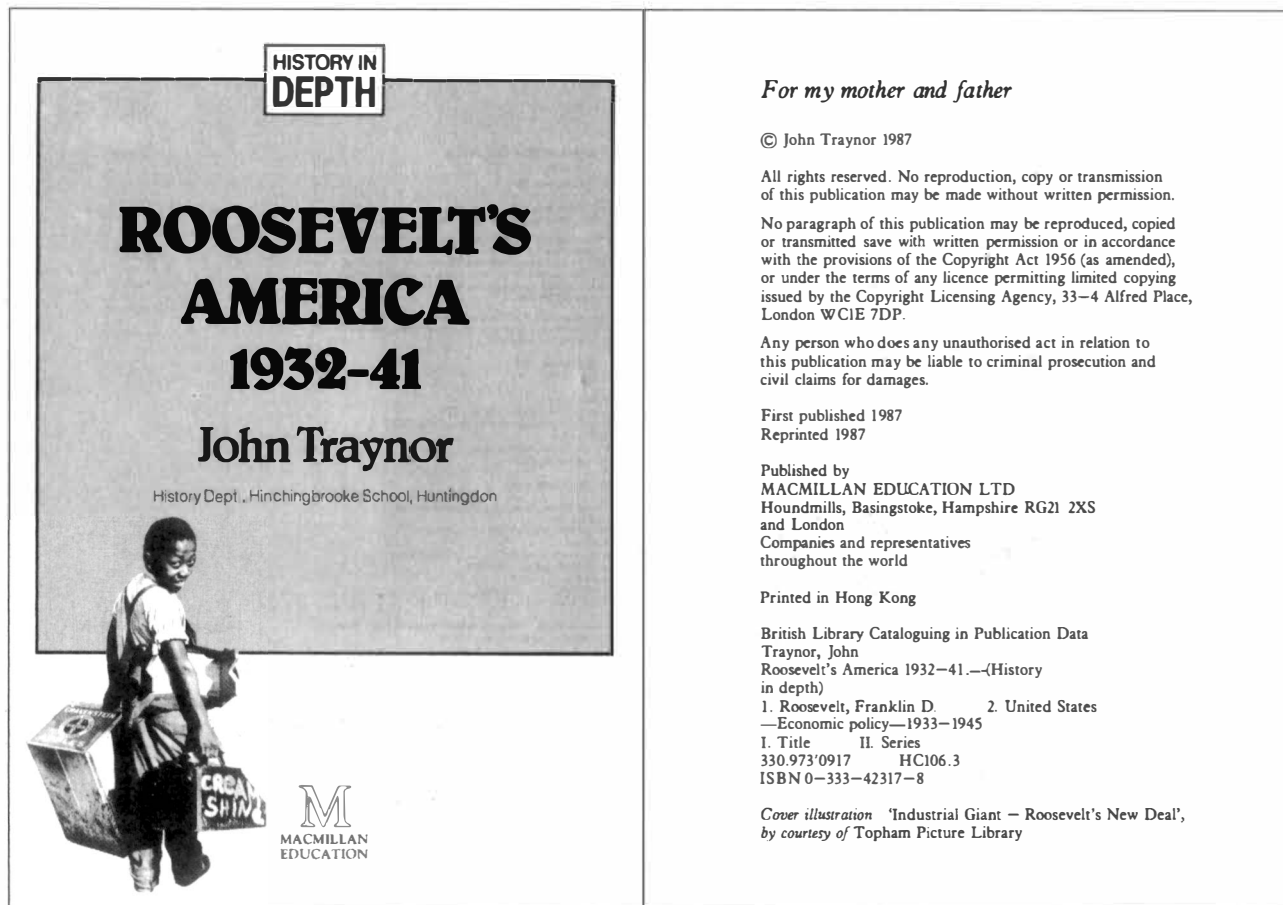


*Additional information:* 220 pages. Black and white illustrations. Bibliography, p. 203–209. Accession number is 91/19. N.B.: Use the British Library CIP data as the LC CIP data gives too many subject headings which are not required in the school media centre.

**Example 17** Reproduced by permission of the publisher

Title page of book

Back of title page



**Additional information:** 56 pages. Black and white illustrations. Accession number is 91/20. On the back cover the following information is found: History in Depth – a major series of evidence-based history books, covering central themes in the curriculum for 11–16 age group.

**Example 18** Reproduced by permission of Edward Arnold, a division of Hodder & Stoughton Publishers

Title page of book

Back of title page

# COMPUTERS AND THEIR USE

An introduction

L. R. Carter and E. Huzan

TEACH YOURSELF BOOKS  
Hodder and Stoughton

*First published 1984  
Third impression 1988*

*Copyright © 1984  
L. R. Carter and Computer Education & Advisory Services Ltd*

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

*British Library Cataloguing in Publication Data  
Carter, L. R.*

*Computers and their use.*

*I. Electronic digital computers*

*I. Title II. Huzan, E.*

*001.64 QA76.5*


ISBN 0 340 35652 9

*Printed and bound in Great Britain  
for Hodder and Stoughton Educational,  
a division of Hodder and Stoughton Ltd.  
Mill Road, Dutton Green, Sevenoaks, Kent,  
by Richard Clay Ltd, Bungay, Suffolk.  
Photoset by Rowland Phototype setting Ltd,  
Bury St Edmunds, Suffolk*

*Additional information:* 168 pages. Illustrated. Accession number is 91/21.

Title page of book

Back of title page

<p><b>The South African Tortoise Book</b></p> <p>A Guide to South African Tortoises, Terrapins and Turtles</p> <p><b>Richard C Boycott</b>      <b>Ortwin Bourquin</b></p> <p> SOUTHERN BOOK PUBLISHERS</p>	<p>Cover photo: Namaqualand tent tortoise (<i>Psammobates tentorius trimeni</i>)</p> <p>The publishers wish to thank the following for permission to use copyright material appearing after the colour plates: Dent &amp; Sons Limited, London, for material from <i>The Voyage of the Beagle</i> by Charles Darwin; and Lowry Publishers, Johannesburg, for material from <i>The Plains of Camdeboo</i> (1986) by Eve Palmer.</p> <p>Copyright © 1988 by R. C. Boycott and O. Bourquin</p> <p>All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without prior written permission from the publisher.</p> <p>ISBN 1 86812 052 X</p> <p>First edition, first impression 1988</p> <p>Published by Southern Book Publishers (Pty) Ltd PO Box 548, Bergville 2012 Johannesburg</p> <p>Cover design by Graphicolor (Pty) Ltd Set in 9 on 11 pt Helvetica by Unifoto, Cape Town Printed and bound by CTP Book Printers, Cape</p> <p>807965</p>
---	--


*Additional information:* 12 unnumbered pages, 148 numbered pages. Photographs, some coloured. Selected bibliography on p. 143–145. Subject headings list in media centre indicates that the subject heading to use is TORTOISES. Make see references from synonyms. Accession number is 91/22.



**Example 20** Reproduced by permission of the publisher

Title page of book

Back of title page

<p><i>dramascripts</i></p> <p><b>Treasure Island</b></p> <p>by</p> <p>ROBERT LOUIS STEVENSON Adapted by RAYMOND ALWIN-HILL</p> <p> Macmillan Education</p>	<p>© Raymond Alwin-Hill 1983</p> <p>All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission. No paragraph of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright Act 1956 (as amended).</p> <p>Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.</p> <p>No fees are required for the performance of this play in schools or youth clubs unless an admission charge is made. Any request for performance on a professional basis should be addressed to the Editor, <i>Dramascripts</i>, Macmillan Education Ltd.</p> <p>First published 1983 Reprinted 1985</p> <p>Published by MACMILLAN EDUCATION LTD Houndmills, Basingstoke, Hampshire RG21 2XS and London Companies and representatives throughout the world</p> <p>Typeset by Cambrian Typesetters Farnborough, Hants Printed in Hong Kong</p> <hr/> <p>British Library Cataloguing in Publication Data</p> <p>Alwin-Hill, Raymond Treasure Island. — (Dramascripts) I. Title II Stevenson, Robert Louis. Treasure Island 822'.914 PR6051.L/ ISBN 0-333-33443-4</p>
--	---

*Additional information:* 6 pages. On the back cover there is a list of all the titles in the *Dramascripts* series. There are two copies in the media centre with accession numbers 91/23 and 91/24.

## *Answers*

### *Exercise 1      Filing*

#### *Authors*

*M pseud.*  
 M.D. Anderson Company  
 M'Leod, Philip  
 Ma, Laurence  
 Maas, James  
 MacLean, Alistair  
 Macy, Gary  
 Maxwell-Miller, John  
 McLeod, Thomas  
 McWilliams, Lee

#### *Titles*

5 finger exercises  
 7 plays and how to produce them  
 1 000 000 dollars

Ma & Pa murders  
Mabel  
Mabel the whale  
Macbeth  
Machines on a farm  
The Macmillan Treasury of herbs  
Magic flute  
Million dollar gamble  
Millions of cats  
Miss Marple  
Mister Corbett's ghost  
Mr. Noon

## **Exercise 2**      *Classification*

The numbers in brackets show the notations obtained when notations are added from the auxiliary tables.

- 1 005.26
- 2 027.8
- 3 031
- 4 155.4
- 5 173
- 6 200 (or 200.3 if you want to add the standard subdivision from Table 1)
- 7 221
- 8 299
- 9 330 (or 330.07 here the schedules indicate the use of two zeros if you add a standard subdivision)
- 10 364.2
- 11 385 (or 385.09)
- 12 391
- 13 423
- 14 428 (or 428.6)
- 15 439.3
- 16 539.7
- 17 574
- 18 599 (or 599.0968)
- 19 636.2

20 641.5  
21 657  
22 736  
23 746.7  
24 781.65  
25 808.4  
26 821  
27 822.3  
28 916.897  
29 940.3  
30 973.922

### **Exercise 3**     *Bibliographic description, main entry*

To save space we have not drawn the card frames around the main entry cards.

1

NO SHA

SHAI-RAGOBOYA, U M

Mogopoledi / U.M. Shai-Ragoboya. – Pretoria :

Van Schaik, 1988. – 119 p.

ISBN 0 627 01556 5

91/7

#### *Rules applied*

To description: 1B1; 1F1; 4C1; 4D1; 4E1; 5B2; 8B1

Main entry heading: 24A; 34C2

2

ZU SEE

SEED, Jenny

Izwi lendlovu enkulu / [Jenny Seed] ;

ixoxwa ngu: N.S. Ntuli. – 1st ed. in Zulu.

– Parklands Scholastic, 1988. –

101 p. – ISBN 0 7959 15640

91/8

*Rules applied*

To description: 1B1; 1F1; 1F2; 2B; 4C1; 4D1; 4E1; 5B2; 8B1

Main entry heading: 24A Although Jenny Seed's name appears on the cover it does not appear on the title page. However, as she wrote the original story – this is a translation – she is responsible for the intellectual content and so is named in the first statement of responsibility.

3

MU/3

WHERE are Grandpa's glasses? [kit]. –  
READ, c1994  
1 big book col. : ill.  
1 teacher's guide : ill.  
1 picture pack  
1 thinking skills teacher's guide : ill.  
20 thinking skills activity books : ill.  
6 little books : col. ill.  
Picture pack contains 3 word and  
sentence cards, 4 posters of  
rooms, 4 picture cards of furniture. –  
ISBN 1-874978-09-3 (big book)

*Rules applied*

To description: 0B2; 10A; 10C1 and 1B1; 1C1; 4C3; 4D1; 4E2(b); 10C2 [if you prefer you could simply use "41 pieces" in area 5]; 10C3; 8B1

Main entry heading: 23C

4

574.5 BIL

BILLINGS, W D

Plants, man, and the ecosystem / W.D.  
Billings. – 2nd ed. – London : Macmillan,  
1972. – 160 p. : ill. – (Fundamentals of  
botany). – Bibliography: p. 149-151. –  
ISBN 0 333 14633 6

91/9

*Rules applied*

To description: 1B1; 1F1; 2B; 4B2; 4C1; 4D1; 4E1; 5B2; 5C; 6B1; 7B14; 8B1

Main entry heading: 24A

5

598.2968 NEW

NEWMAN, Kenneth

Newman's Birds of Southern Africa / technical advice on seabirds and waders by J.C. Sinclair.  
– Johannesburg : Southern, 1988. – 472 p. : col. ill. – This is an updated first ed. of book originally published by Macmillan in 1983. – Bibliography: p. 450. – ISBN 1 86812 061 9

91/11

*Rules applied*

To description: 1B2; 2F2; 4C1; 4D1; 4E1; 5B2; 5C; 7B7; 7B14; 8B1

Main entry heading: 25B1

6

439.3 DUP

DU PLESSIS, Hans

Taalfeite en -foute : hersieningsoefeninge vir Afrikaans / Hans du Plessis, Daan Wissing. – Johannesburg : Macmillan, 1984. – 104 p. – ISBN 0 86954 169 2

91/12

*Rules applied*

To description: 1B1; 1E1; 1F1; 4C1; 4D1; 4E1; 5B2; 8B1

Main entry heading: 25C1; 34D1.

R 332.03 GEL

GELDENHUYS, J D U

Financial dictionary : English – Afrikaans =  
 Finansiële woordeboek : Engels – Afrikaans /  
 J.D.U. Geldenhuys & E.E. Viljoen. –  
 Johannesburg : Macmillan, 1985. –  
 104 p. – ISBN 0 86954 261 3

91/13

*Rules applied*

To description: 1B7(if you used the English title only); 1D (if you gave parallel titles as in main entry above); 1E1; 1F1; 4C1; 4D1; 4E1; 5B2; 8B1.

Main entry heading: 25C1

331.8 ALT

ALTHEA

What is a union? / by Althea ; illustrated by  
 Chris Evans. – Cambridge : Produced by  
 Dinosaur Publications for Cambridge University  
 Press, 1981. – 1 v. : col. ill. –  
 ISBN 0 521 25052 8

91/14

*Rules applied*

To description: 1B1; 1F1; 1F2; 4B2; 4C1; 4D1; 4E1; 5B2; 5C; 8B2

Main entry heading: 27C; 32A

## 538 MAG

MAGNETISM : fundamentals and applications /

Pieter S. de Villiers ... [et al.]. –

Rev. ed. – Pretoria : Watsonia, c1992. –

412 p. – Book contains illustrated work sheets. – ISBN 0-8749-7019-3

91/15

*Rules applied*

To description: 1B1; 1E1; 1F5; 2B; 4C1; 4D1; 4E2(b); 5B2; 7B10 (or you may have preferred to use 5E); 8B1.

Main entry heading: 23C and 25C2

10

## 323 STA

STATE, resistance and change in South Africa /

edited by Philip Frankel, Noam Pines and

Mark Swilling. – Johannesburg : Southern,

1988. – 328 p. – Bibliography: p. 306-316.

– ISBN 1 86812 193 3

91/16

*Rules applied*

To description: 1B1; 1F1; 4C1; 4D1; 4E1; 5B2; 7B14; 8B1

Main entry heading: 23C; 26B



METACODEX records as library material  
 [videorecording] / Department of Information  
 Science and Department of Educational  
 Technology. – Pretoria : Unisa, c1994. –  
 1 videocassette (27 min.) : sd., col. – VHS. –  
 Summary: Deals with the different audiovisual  
 media and their use in the library, as well as  
 introducing telecommunications media

VI/5

*Rules applied*

To description: 1B1; 1C1; 1F1; 4C1; 4D1; 4E2b; 5B1; 5C; 7B9; 7B13

Main entry heading: 23C

The following subject headings could be used:

AUDIOVISUAL MEDIA  
 TELECOMMUNICATIONS

OUR tree world [picture] / this chart was designed  
 and produced by the Ecolink environmental  
 education organization's team of researchers  
 and artists. – Cape Town : Shell Education  
 Service, 1991. – 1 poster : col. –  
 (Environmental education). – This prompt  
 poster has a visual on one side and space for  
 the teacher's own notes on the reverse side; it  
 folds open into a large wall poster for display. –  
 Summary: Poster illustrates the tree as an  
 ecosystem

*Rules applied*

To description: 1B1; 1C1; 1F1; 4C1; 4D1; 4E1; 5B1; 5C; 6B1; 7B9; 7B13

Main entry heading: 23C4 (team of researchers and artists so enter under title).

The following subject headings could be used:

ECOSYSTEMS

TREES

13

TR 15

SNAKES of South Africa [transparency]. –

1987. – 8 transparencies : col. –

Transparencies have overlays to point out snakes' external characteristics. – Useful for senior biology pupils. – Contents: 1. Puff-adder – 2. Green mamba – 3. Black mamba – 4. Cape cobra – 5. Rinkals – 6. Egg-eater – 7. Mole snake – 8. Boomslang

*Rules applied*

To description: 1B1; 1C1; 1F4(omit statement of responsibility);  
4C3; 4D3; 4E1; 5B1; 5C1; 7B9; 7B11; 7B14

Main entry heading: 23C

The name of each snake will be used as a subject heading, as well as the broader subject heading SNAKES.

<b>Exercise 4</b>	<b><i>Copy cataloguing</i></b>
-------------------	--------------------------------

14

*Main entry card*

J WEL

WELSH-SMITH, Susan

Andy : an Alaskan tale / Susan Welsh-Smith ;  
illustrated by Rie Munoz. – Cambridge :  
Cambridge University Press, 1988. –  
1 v. : col. ill. – ISBN 0 521 35535 4

91/17

- Tracing 1. Dogs  
 2. Eskimos  
     I. Munoz, Rie  
     II. Title  
     x. Smith, Susan Welsh-

*Added entries*

J WEL

## DOGS

WELSH-SMITH, Susan

Andy : an Alaskan tale / Susan Welsh-Smith ;  
 illustrated by Rie Munoz ... ..  
 (rest as for main entry)

J WEL

## ESKIMOS

WELSH-SMITH, Susan

Andy : an Alaskan tale / Susan Welsh-Smith ;  
 illustrated by Rie Munoz ... ..  
 (rest as for main entry)

J WEL

## MUNOZ, Rie

WELSH-SMITH, Susan

Andy : an Alaskan tale / Susan Welsh-Smith ;  
 illustrated by Rie Munoz ... ..  
 (rest as for main entry)

J WEL

## ANDY

WELSH-SMITH, Susan

Andy : an Alaskan tale / Susan Welsh-Smith ;  
 illustrated by Rie Munoz ... ..  
 (rest as for main entry)

*Reference*

Smith, Susan Welsh-

*see*

WELSH-SMITH, Susan

*Rules applied*

To description: 1B1; 1E1; 1F1; 4B2; 4C1; 4C2; 4D1; 4E1; 5B2; 5C; 8B2

Main entry heading: 27C; 34C2

Added entries: 29B5; 29B6(b)(i) or (ii)

Reference: 63A2

15

*Main entry card*

793.7 BOL

BOLT, Brian

Even more mathematical activities / Brian  
Bolt. – Cambridge : Cambridge University  
Press, 1987. – 216 p. : ill. –  
Bibliography: p. 212–214. –  
ISBN 0 521 33994 4

91/18

Tracing

1. Mathematical recreations (or a more common subject heading
2. Puzzles heading would be Mathematical games)
- I. Title

*Added entries*

793.7 BOL

MATHEMATICAL RECREATIONS

BOLT, Brian

Even more mathematical activities / Brian  
Bolt ... ..  
(rest as for main entry)

793.7 BOL

PUZZLES

BOLT, Brian

Even more mathematical activities / Brian  
Bolt ... ..  
(rest as for main entry)

793.7 BOL

EVEN more mathematical activities

BOLT, Brian

Even more mathematical activities / Brian

Bolt ... ..

(rest as for main entry)

*Rules applied*

To description: 1B1; 1F1; 4B2; 4C1; 4C2; 4D1; 4E1; 5B2; 5C; 7B14; 8B1

Main entry heading: 24A

Added entry: 29B5

16

*Main entry card*

683 HAR

HARDYMENT, Christina

From mangle to microwave the mechanization  
of household work / Christina Hardyment.

– Cambridge : Polity, 1988. – 220 p. ill.

– Bibliography: p. 203–209. –

ISBN 0 7456 0206 1

91/19

Tracing

1. Household appliances – Great Britain – History

I. Title

*Added entries*

683 HAR

HOUSEHOLD APPLIANCES – GREAT BRITAIN  
– HISTORY

HARDYMENT, Christina

From mangle to microwave : the mechanization  
of household work / Christina Hardyment ... ..

(rest as for main entry card)

683 HAR

FROM mangle to microwave

HARDYMENT, Christina

From mangle to microwave : the mechanization  
of household work / Christina Hardyment ... ..  
(rest as for main entry card)

*Rules applied*

To description: 1B1; 1E1; 1F1; 4C1; 4D1; 4E1; 5B2; 5C; 7B14; 8B1

Main entry heading: 24A

Added entry: 29B5

17

*Main entry card*

973.917 TRA

TRAYNOR, John

Roosevelt's America 1932-41 / John Traynor.  
– Basingstoke : Macmillan, 1987. – 56 p. :  
ill. – (History in depth). – Suitable for 11-16  
age group. – ISBN 0 333 42317 8

91/20

Tracing

1. Roosevelt, Franklin D.
2. United States of America – Economic  
policy
  - I. Title
  - II. Series

*Added entries*

973.917 TRA

ROOSEVELT, Franklin D.

TRAYNOR, John

Roosevelt's America 1932-41 / John Traynor ... ..  
(rest as for main entry)

973.917 TRA

UNITED STATES OF AMERICA – ECONOMIC POLICY

TRAYNOR, John

Roosevelt's America 1932–41 / John Traynor ... ..

(rest as for main entry)

973.917 TRA

ROOSEVELT'S America 1932–41

TRAYNOR, John

Roosevelt's America 1932–41 / John Traynor ... ..

(rest as for main entry)

973.917 TRA

HISTORY in depth

TRAYNOR, John

Roosevelt's America 1932–41 / John Traynor ... ..

(rest as for main entry)

*Rules applied*

To description: 1B1; 1F1; 4B2; 4C1; 4D1; 4E1; 5B2; 5C; 6B1; 7B11; 8B1

Main entry heading: 24A

Added entries: 29B5; 29B7

Note that in this example the DDC notation in the call number was altered because Roosevelt is studied in the history syllabus. The number was changed to American history rather than use the number for the history of American economics.

18

*Main entry card*

004.16 CAR

CARTER, L R

Computers and their use : an introduction

/ L.R. Carter and E. Huzan. – Sevenoaks,

Kent : Hodder and Stoughton, 1988. –

168 p. : ill. – (Teach yourself books). –

ISBN 0 340 35652 9

91/21

Tracing  
Computers      1. Electronic digital computers or  
                    I. Title  
                    II. Huzan, E.  
                    III. Series

*Added entries*

004.16 CAR

ELECTRONIC DIGITAL COMPUTERS  
CARTER, L R

Computers and their use : an introduction  
/ L.R. Carter and E. Huzan ... ..  
(rest as for main card)

004.16 CAR

COMPUTERS and their use  
CARTER, L R

Computers and their use : an introduction  
/ L.R. Carter and E. Huzan ... ..  
(rest as for main card)

004.16 CAR

HUZAN, E  
CARTER, L R

Computers and their use : an introduction  
/ L.R. Carter and E. Huzan ... ..  
(rest as for main card)

004.16 CAR

TEACH yourself books  
CARTER, L R

Computers and their use : an introduction  
/ L.R. Carter and E. Huzan ... ..  
(rest as for main card)

Note that the DDC number used in the CIP data is from the 11th abridged edition. Use the number from the 12th edition.



*Rules applied*

To description: 1B1; 1E1; 1F1; 4C1; 4D1; 4E1; 5B2; 5C; 6B1; 8B1

Main entry heading: 25C1

Added entries: 29B5; 29B2(a)

**Exercise 5**

*Original cataloguing*

19

*Main entry card*

597.92 BOY
BOYCOTT, Richard C
The South African tortoise book : a guide to South African tortoises, terrapins and turtles / Richard C. Boycott, Ortwin Bourquin. – Johannesburg : Southern, 1988. – 148 p. : ill. (some col.). – Bibliography: p. 143–145. – ISBN 1 86812 052 X
91/22

Tracing

- 1. Tortoises
- x. Terrapins
- x. Turtles
- I. Bourquin, Ortwin
- II. Title

*Added entries*

597.92 BOY

TORTOISES

BOYCOTT, Richard C

The South African tortoise book : a guide to South  
African tortoises ... ..

(rest as for main entry card)

597.92 BOY

BOURQUIN, Ortwin

BOYCOTT, Richard C

The South African tortoise book : a guide to South  
African tortoises ... ..

(rest as for main entry card)

597.92 BOY

BOURQUIN, Ortwin

BOYCOTT, Richard C

The South African tortoise book : a guide to South  
African tortoises ... ..

(rest as for main entry card)

## References

Terrapins

*see*

TORTOISES

Turtles

*see*

TORTOISES

## Rules applied

To description: 1B1; 1E1; 1F1; 4C1; 4D1; 4E1; 5B2; 5C; 7B14; 8B1

Main entry heading: 25C1

Added entries: 29B2(a); 29B5

*Main entry card*

822 ALW

ALWIN-HILL, Raymond

Treasure Island / by Robert Louis Stevenson ; adapted  
by Raymond Alwin-Hill. – Basingstoke : Macmillan,  
1983. – 65 p. – (Dramascripts). – ISBN 0 333 33443 4

91/23

91/24

## Tracing

- I. Title
- II. Stevenson, Robert Louis. Treasure Island
- III. Dramascripts
  - x. Hill, Raymond Alwin-

*Added entries*

822 ALW

TREASURE Island

ALWIN-HILL, Raymond

Treasure Island / by Robert Louis Stevenson ; adapted  
by Raymond Alwin-Hill ... ..  
(rest as for main entry card)

822 ALW

STEVENSON, Robert Louis. Treasure Island

ALWIN-HILL, Raymond

Treasure Island / by Robert Louis Stevenson ; adapted  
by Raymond Alwin-Hill ... ..  
(rest as for main entry card)

822 ALW

DRAMASCRIPTS

ALWIN-HILL, Raymond

Treasure Island / by Robert Louis Stevenson ; adapted  
by Raymond Alwin-Hill ... ..  
(rest as for main entry card)

91/23

91/24

*Reference*

Hill, Raymond Alwin-

*see*

ALWIN-HILL, Raymond

*Rules applied*

To description: 1B1; 1F1; 1F2; 4B2; 4C1; 4D1; 4E1; 5B2; 6B1; 8B1

Main entry heading: 27B1(a); 34C2

Added entries: 28B; 29B4; 29B5; 29B7

Reference: 63A2

# Index

# INDEX

- AACR2 5, 22–23  
AACR2R 5, 23, 28, 62, 70  
Abbreviations  
    in filing 20  
    used in cataloguing 70–71  
*Abridged Dewey Decimal*  
    *classification and relative index*, 12th ed. 5,  
    34, 35, 36, 37, 39, 82, 83, 88, 89  
Abridgements, entry for 73–74  
Access points 15, 46  
Access points *see also* Search points  
Accession number 14, 55, 78, 82, 89, 94  
Accessions register 12, 55, 83  
Accompanying material 67, 69  
Acronyms  
    in filing 20  
Adaptations, entry for 73  
Added entries 16, 75, 79, 89  
    analytical 75  
    author 16, 75, 79, 89  
    name/title 73  
    series 16, 75, 79, 89  
    subject 79, 89  
    title 16, 75, 79, 89  
*ALA filing rules* 18  
Alphabetical subject headings 46, 47  
Alphabetical subject index 50  
Analytical entries 75, 84  
    for subject 84  
*Anglo-American cataloguing rules*, second  
    edition (AACR2) 5, 22–23  
*Anglo-American cataloguing rules*, second  
    edition 1988 revision (AACR2R) 5, 23,  
    28, 62, 70  
Anonymous classics, entry for 74  
Approved lists 94  
Area Table (DDC) 37, 59  
Areas, bibliographic description 92  
Arrangement of entries 16, 20  
Articles 84, 97–98  
ASCIS 29  
Audiovisual media 62, 70, 83–84  
    classification of 43, 83  
    parallel arrangement 42  
Australian Schools Catalogue Information  
    Service (ASCIS) 28  
Australian Schools Cooperative Information  
    Service (ASCIS) 28  
Author added entry 16, 75, 79, 89  
Author catalogue 16  
Author entries 15, 16, 81  
Author/title analytics 75  
Authors 16  
Authority file 21, 29, 82, 89

- Bible, uniform title for 74
- Bibliographic classification 31–33
- Bibliographic control 28
- Bibliographic description 15, 61–70
- Bibliographic description
  - exercise 102–115
  - answers 125–131
- Bibliographic records 14, 15, 94
- Bibliographies 12, 14, 15
- Bilingual dictionaries 59
- Bilingual publications 64
- BNB 25
- Book catalogues 7, 8, 12
- Book classification *see*
  - Bibliographic classification
- Book data 28
- Brake, T. 96–97
- Brevity of notation 32, 39
- British Library 26
- British national bibliography (BNB)* 25
- Bulletin board 96
  
- Call numbers 14, 41, 80, 82, 89, 94, 97
- Card catalogues 7, 9–10, 12
- Card sets 78–81, 82, 94
- Catalogue codes *see*
  - Cataloguing codes
- Catalogue entries 13–14
  - completing, from cataloguing copy 86–94
  - filing 18–20
- Catalogue records 13–14
  - completing, from cataloguing copy 86–94
  - filing 18–20
  - unit record 80, 81, 82
- Catalogues
  - book 7, 8, 12
  - card 7, 9–10, 12
  - classified 49–50, 51
  - computer 7, 10–13
  - dictionary 16
  - inner forms 15–18
  - microfiche 7, 10, 27, 29
  - multimedia 64
  - online 12, 27
  - requirements of 8
  - union 26–27
- Cataloguing
  - international standards 28
  - original 78–85
  - standard abbreviations for 70–71
  
- Cataloguing codes
  - Anglo–American cataloguing rules*, second edition (AACR2) 5, 22–23
  - Anglo–American cataloguing rules*, second edition, 1988 revision (AACR2R) 5, 23, 28, 62, 70
  - The concise AACR2* 5, 23, 60, 61, 64, 73
- Cataloguing copy *see* Copy cataloguing
- Cataloguing in Publication (CIP) data 5, 26, 41, 50, 56, 62, 86, 88–89
- CD-ROM 27
- Central processing unit 11
- Centralized cataloguing 24–26, 29
- Characteristics of division 26–27
- Chief source of information 61, 62, 63, 72, 86
- Childers, T. 95
- Choice of heading 73–74
- CIDB 28
- CIN 29
- CIP 5, 26, 41, 50, 56, 62, 86, 88–89
- Classification 30–34
  - procedures for 56–58
  - rules 58–59
  - schemes 34
- Classification exercise 100–102
  - answers 124–125
- Classified catalogues 49–50, 51
- Codes *see* Cataloguing codes
- Collections 75
- Collective title 75
- Commercial cataloguing 26
- Community information resource file 96–97
- Compact disk—read only memory (CD-ROM) 27
- Compilers 16, 73
- Complex subjects 45
- Compound names 76, 77
- Compound subjects 45, 58
- Computer catalogues 7, 10–13
- Computerized library and information networks 27–29
- The concise AACR2* 5, 23, 60, 61, 64, 73
- Contents note 69
- Cooperative cataloguing 26–27
- Cooperative indexing database (CIDB)* 28
- Copy cataloguing 50, 86–94
  - bibliographies 94
  - Cataloguing in Publication (CIP) data 50, 88–89
- Copy cataloguing exercise 102
  - answers 131–138



- Copyright dates 66
- Corporate authors 16, 74
- Corporate bodies 16, 74
- Covers 61
- Curriculum Information Network (CIN) 29
- DDC
  - abridged 5, 34, 35–40, 56, 82, 83, 88, 89
  - CIP numbers 56, 88–89
  - classes 35
  - construction 35–37
  - editors' introduction 35
  - manual 35, 36
  - notation 35, 39–40
  - notes and annotations 57
  - number building 40
  - order 38
  - relative index 33, 35, 36, 37, 56, 58
  - schedules 33, 35, 37, 56, 57, 58
  - standard subdivisions 37, 58–59
  - summaries 35, 36, 57
  - terminology 33, 37
  - tables 35, 37, 40, 57, 58
  - tables of precedence 57, 58
  - unabridged 5, 34,
- Databases 4, 27, 28, 29
- Date of publication 66
- Descriptors *see* Subject headings
- Dewey, Melvil 34
- Dewey Decimal Classification (DDC) 4, 5, 34
- Dictionary catalogues 16
- Discipline, classification by 37
- DNE approved journals* 28
- Edition area 65
- Editors 16, 73
- Education Media Services 4, 5, 8, 10, 12, 26, 38, 49, 50, 80, 82, 94
- Entries *see also* Catalogue entries; Catalogue records; Main entry
  - added 16, 75, 79, 89
  - analytic 75
- Enumerative classification 40
- Expressive notation 32, 39
- Faceted classifications 40
- Faceted structure 32, 40
- Facets 32, 40
- Fiction
  - arrangement of 82
  - subject headings for 46, 82
- Filing 18–20
  - abbreviations 20
  - acronyms 20
  - ampersand 20
  - “as is” 18
  - initials 20
  - letters of the alphabet 20
  - numerals 19
  - prefixes 20
  - word-by-word 18
- Filing exercise 99–100
  - answers 123–124
- First level description 62
- Flexibility of notation 32, 39–40
- Floppy disks 11, 12
- Foreword 45, 61
- Form of heading 75–77
- Frequency 68
- General material designation 63–64, 83 (GMD)
- General references 17
- Geographic area notations, for DDC 59
- Glossaries 61
- GMD 63–64, 83
- Gorman, Michael 60
- Government agencies, entry for 76, 77
- Guiding 10, 17–18, 43
- Half-title page 61, 67
- Hanging indention 78
- Hard disks 11
- Headings 62, 72–77
  - compound 76–77
  - uniform 74
  - see also* Added entries; Main entry; Subject headings
- Helpful order *see* Order
- Hierarchical notation *see* Expressive notation
- Holdings 28
- Hospitality of notation 32, 39
- Hyphenated names 76
- Illustrations 61, 63
- Illustrators 16
- Indentions 78
  - hanging 78
- Index 32–33
- Index *see also* Relative index
- Index to South African periodicals (ISAP)* 28
- Information files 95–97
- Information retrieval 4, 31, 44, 50
- Information skills 4–5

- Information sources 3, 4, 6, 7, 61, 95, 98
- Interlibrary loans 26, 28
- International Standard Bibliographic Description (ISBD) 22, 62
- International Standard Book Number (ISBN) 62, 70, 86
- International Standard Serial Number (ISSN) 70
- Introduction 45, 61
- ISAP 28
- ISBD 22, 62
- ISBN 62, 70, 86
- ISSN 70
  
- Joint authors 16
  
- Keyboard 11
- Keycards 50
- Knowledge classification 31
- Koran 74
- KOVSIDEX 28
  
- Language of description 63
- Layout of catalogue cards 78–79
- LCC 34
- LCDB 28
- LCMARC 25, 41
- Levels of description 62
- Library classification *see* Bibliographic classification
- Library networks *see* Computerized library and information networks
- Library of Congress 23, 25, 26
- Library of Congress Classification (LCC) 34
- Library of Congress database (LCDB)* 28
- Library of Congress subject headings* 28, 49
- Library of Congress subject headings for children's literature* 49
- A list of subject headings for school and other libraries* 49
- Local information card index 96
- Local personalities file 97–98
  
- Machine readable cataloguing (MARC) 23–24
- Main classes 36–38
- Main entry 73–75, 82
  - corporate body as 72, 74
  - personal author as 72, 73, 74, 81
  - title as 72, 73, 74, 80, 83, 85
- Main entry exercise 102–115
  - answers 125–131
  
- MARC format 23–24
- Media centre catalogue 7–13
- Media guide* 50, 94
- Microcomputers 11
- Microfiche catalogues 7, 10, 27, 29
- Minor responsibility 65
- Mixed notation 32
- Mixed responsibility, works of 73–74
- Mnemonics in notation 32, 40
- Monitor 11
- Multimedia catalogue 64
- Multimedia collection 42
  
- Name/title added entries 73, 75
- National union catalog* 27
- NAVTECH 28
- Networks *see* Computerized library and information networks
- Non-fiction 82
- Notation 32
  - of DDC 39–40
- Notes area 68–70
- Notes 68–70
- Notice board 96
- Number building 40
- Numerals, filing of 19
  
- OCLC 27
- Online catalogues 12, 27
- Online Computer Library Center 27 (OCLC)
- Order of main classes 38 in DDC 38
- Original cataloguing 82
- Original cataloguing exercise 102
  - answers 138–143
- Other title information 63, 64, 86
  
- Pages 66
- Parallel arrangement 42
- Parallel titles 64
- Periodicals 65, 67, 69, 84
- Periodical articles 84, 97–98
- Periodicals in southern African libraries (PISAL)* 28
- Philosophical classification *see* knowledge classification
- Physical description area 66–67
- Physical preparation 55, 83
- PISAL 28
- Playing time 67
- Plays, collected, analytics for 75
- Preface 45, 61

- Prefixes
  - in filing 20
  - names with, recording of 76
- Preliminary matter 61
- Prime marks 41, 88
- Printouts 11, 12, 13
- Publication, distribution, etc. area 66, 86
- Publisher 66
- Punctuation 62
  - in filing 20
- Pure notation 36
- Purpose of classification scheme 31
  
- Reclassification 41
- Records *see* Catalogue records
- Reference books 33, 42, 45
- References 17, 79
  - general 17
  - see* 17, 42, 47–48, 49
  - see also* 17, 43, 48, 49
- Relative index 33
  - of DDC 35, 36, 37, 56, 58
- Religious writings *see* Sacred scriptures
- Resource centre catalogue *see* Media centre catalogue
- Revision of classification schemes 33
  - of DDC 40
- Rules, for cataloguing 60–77
- Rules, for classification 58–59
- Rules, for filing 18–20
  
- SA joint catalogue of monographs, 1971–* 28
- SABINET 24, 25, 27–28
- SACD 28
- Sacred scriptures, uniform titles for 74
- SAMARC 24, 28
- SANB 28
- Scattering in classification 33, 37
- Schedules 31–32, 33, 35, 37, 56, 57, 58
- Schools Cooperative Information Service (SCIS) 29
- SCIS 29
- Scope notes 57
- Sears list of subject headings* 49
- Search points 15, 46
  - see also* references 17, 43, 48, 49
  - see* references 17, 42, 47–48, 49
- Segmentation 41
- Selected books* 94
- Series 62, 67–68
- Series area 67–68
- Shared responsibility 73
  
- Shelf arrangement 41, 42, 43
- Shelf list 21, 80, 82, 94
- Shelf location 31
- Shelf register *see* Shelf list
- Simplicity of notation 32, 39
- Single responsibility 73
- Software 12
- South African Bibliographic and Information Network (SABINET) 24, 25, 27–28
- South African Cooperative Library Database (SACD)* 28
- South African national bibliography (SANB)* 28
- South African publications 64
- Special area 65, 84
- Special classification schemes 34
- Specific material designation 83
- Square brackets 63, 65
- Standard number 70
- Standard subdivisions 58–59
- Standardization 22–23
- Statement of responsibility 64–65, 86
- Stock number 83
- Stock register 83
- Subject
  - added entry 49, 50, 51
  - catalogue 16, 49, 50
  - entries 15, 16, 33, 49, 50, 51
  - headings 45–49
  - index 50, 51
- Subject analysis 45
- Subject headings 15, 45–49, 79, 82, 89, 94, 97
  - LC 26, 28, 49
  - Sears 49
  - subdivision 49
- Subtitles 63, 64
- Swatridge, C 49
- Symbols *see* Notation
- Synthesis in classification 32, 40
- Systematic catalogue *see* Classified catalogue
  
- Table of contents 61
- Tables, in DDC 35, 37, 40, 57, 58
- Talmud 74
- Technical reading 61
- Technikon research database (NAVTECH)* 28
- Text 61
- Title
  - added entry 16, 75, 79, 89
  - catalogue 16
  - entries 15, 73, 80, 83
  - page 61, 87

proper 63, 75, 78  
series 16, 67  
Title and statement of responsibility  
    area 63–65  
Titles  
    of series 67  
    uniform 74  
Tracing 79–80, 89  
Translations 68, 74  
Translators 16, 75  
  
*UCTD* 28  
UDC 34  
UKMARC 24, 25, 26, 41

*UnCover* 28  
Uniform titles 74  
UNIMARC 24  
*Union catalogue of theses and dissertations*  
    (*UCTD*) 28  
Union catalogues 26–27  
Unit cards 80, 81, 82  
Universal Decimal Classification (UDC) 34  
USMARC 24  
  
Verso of title page 41, 62  
Vertical source file 96  
  
*Whitaker's Books in print* 28