

COURSE INFORMATION

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Course Edition: **First**

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LIS 202 INFORMATION RETRIEVAL (CATALOGUING) I

Course Guide

Introduction

Welcome to LIS 202: Information Retrieval (Cataloguing) I. This is a 2 credit course that all second year students in the Department are expected to offer as a result of its compulsory nature. This course will expose you to the concept of information retrieval, most especially, cataloguing, which is a very important function at the heart of all libraries and information centres. More specifically, the course will explain the role of cataloguing as an information retrieval system that ensures that libraries render their core function of information provision by facilitating timely access to information resources.

Course Aims

The course aims to ensure that you understand the importance of information retrieval in the library system and also equip you with the knowledge and skills of cataloguing that will make you an effective and efficient cataloguer. The course has five modules and fourteen units developed to enhance your comprehension of information retrieval with a particular focus on cataloguing.

Course Objectives

At the end of this course, it is expected that you should be able to:

- define information retrieval
- explain the relevance of information retrieval in the library
- describe the process of information retrieval in the library
- define catalogue
- discuss the purpose of the catalogue
- describe the types of catalogue
- enumerate the forms of catalogue
- discuss the history and development of cataloguing codes
- define cataloguing
- explain the types of cataloguing
- describe the choice of access points in cataloguing
- engage in the practical cataloguing of information resources

Working through the Course

The successful completion of this course is dependent on your active participation in both the theoretical and practical aspects of the course. This you can achieve by ensuring that you devote ample time to meticulously study the five modules to fully comprehend the contents. Each module is divided into units developed from the central theme of the

module. Within each unit, there are seven subheadings which are; introduction, learning outcomes, main content, summary, glossary, references/further reading and possible answers to the self-assessment exercises. The introduction gives an overall idea of the content of the unit, preparing your mind as to what you should be prepared to learn. The learning outcomes highlight what you are expected to learn in the unit. The main content which is the most voluminous part of the unit contains the explanation of concepts which at times, could include relevant illustrations and links to videos for further clarity. As for the summary, it presents a condensed overview of the essential points of the main content. The glossary defines technical terms used in the body of the content. The references/further reading lead you to information resources that if consulted could add value to your understanding of the main content. The possible answers to the self-assessment exercises assist you to know how you performed in the self-assessment exercises that are also within the unit in a box. In the unit also are the tutor-marked assignments that provide a list of questions that will assist you to evaluate your knowledge and prepare you for continuous assessment and examination. You can access this courseware electronically through the website of the university which also allows you to download it on your electronic device for offline reading.

Assessment

The Assessment of this course will be conducted through continuous assessment and examination. The continuous assessment will take the form of a Computer-Based Test (CBT). Since the assessment is continuous, it will be deployed three times and the maximum score allocated for it is 30 marks, 10 marks for each deployment. The examination will make up for the rest of the assessment with 70 marks. You are expected to sit for the CBT three times and the final examination.

Study Units

There are 14 study units in the five modules for this course. The modules and units are as follows:

Module 1	Concept of information retrieval
Unit 1	Concept and relevance of information retrieval in libraries
Unit 2	Information retrieval process in libraries
Module 2	Information retrieval tools in libraries: catalogue
Unit 1	Definition and objectives of the library catalogue
Unit 2	Forms and characteristics of the library catalogue
Unit 3	Arrangement and method of preparation of the library catalogue
Unit 4	Strategies for facilitating effective use of the library catalogue
Module 3	History and development of cataloguing codes
Unit 1	Development of individual codes
Unit 2	The development of AACR and AACR2

Unit 3	The development of Resource Description and Access (RDA)
Module 4	Normative principles of cataloguing
Unit 1	The canons of cataloguing
Unit 2	Purpose and application of the canons of cataloguing in the Digital Age
Module 5	Cataloguing of information resources
Unit 1	Definition and types of cataloguing
Unit 2	Added entries, choice of access points and forms of headings
Unit 3	The process of cataloguing (practical)

Getting the best from the Course

For you to get the best from this course, you must erase any form of phobia for cataloguing that you might have and be determined to excel in this course as a prospective cataloguer. This positive mindset will motivate you to give your best to acquire the needed knowledge and skills that the course offers. Additionally, you need to acquire a laptop computer and an internet facility if you do not already have one. This will ensure that you have access to this courseware anytime you want to and also access the Internet to learn more about the course. Furthermore, you must practice cataloguing on your own with different types of information resources. This will assist you to be skilled at cataloguing as it is often said ‘practice makes perfect. It is also important that you make use of the tutor-marked assignments at the end of the module to evaluate your knowledge of the subject matter.

Summary

Information retrieval (Cataloguing) 1 is a course that deserves more than the usual attention from you, as it explains a strategic part of the backbone of libraries. This course is designed to impart to you the knowledge and skills needed to properly describe information resources to facilitate their retrieval from the collection by the patrons based on their level of relevancy. It is expected that at the end of this course, you would not only have acquired the knowledge needed for you to excel in your examination, but you would have also effectively mastered the skill of cataloguing library resources.

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MODULE 1 CONCEPT OF INFORMATION RETRIEVAL

This module examines the concept of information retrieval by presenting the definition of information retrieval with a discussion of its relevance to libraries and information centres. This module will also explain the steps in the information retrieval process.

- Unit 1 Concept and relevance of information retrieval in libraries
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UNIT 1 CONCEPT AND RELEVANCE OF INFORMATION RETRIEVAL IN LIBRARIES

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- 1.1 Introduction
- 1.2 Learning outcomes
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- 1.4 Relevance of information retrieval in libraries
- 1.5 Summary
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- 1.7 References/Further Reading
- 1.8 Possible answers to Self-Assessment Exercises (SAEs)



1.1 INTRODUCTION

This unit will introduce you to the concept of information retrieval within the context of libraries so that you can appreciate why it should not be toiled within the library system. The unit will focus on the concept and relevance of information retrieval in libraries.



1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. define information retrieval
- ii. explain the relevance of information retrieval in libraries



1.3 The concept of information retrieval in libraries

Information retrieval was coined by the American computer expert, Calvin Northrup Mooers in 1950 and it gained prominence in the educational and research communities including libraries in 1961 (Atanda & Adeyemi, 2018). Information retrieval is a concept that has profound relevance in the library domain as it is synonymous with what libraries are expected to facilitate, which is the opportunity for users to gain access to information resources that are of interest to them whenever the need arises. This connotes that without information retrieval, libraries cannot exist. What do you think is the benefit of a library if users cannot retrieve information from its collection of information resources for problem-solving and decision-making? You may be correct to hold the view that even a bookshop can be more functional than such a library because at least individuals can purchase a book and have access to its content. This tells you that a library is what it is because those who need information can have the privilege of accessing the various information resources that are in the collection.

With this background, information retrieval can therefore be described as a system that ensures that library users have the opportunity to browse through the collection of the library and gain access to the relevant information contained in them to meet their information needs. Onwuchekwa and Jegede (2011) viewed the information retrieval system as a bridge that connects those that create information and the potential users of such information. This means that without the opportunity provided for users to retrieve information, what authors have painstakingly published will not be known to them. Thus, the information retrieval system ensures that the intellectual efforts that authors expend in publishing their works and the funds allocated to the acquisition of information resources by the management of libraries do not go to waste.

Click on this link to watch a short video on the meaning of information retrieval

<https://youtu.be/Y0CZmsel5Rs>

Information retrieval within the context of libraries can be broadly categorized into two. These are the in-house information retrieval systems and the online information retrieval systems. The in-house information retrieval systems are those mechanisms that are put in place by libraries locally to ensure that their users can identify, find and choose the information resources that they consider useful to their information needs. A very good example of an in-house information retrieval system in libraries is the traditional library catalogue which will be discussed in detail in the second module. Other examples are bibliographies and indexes and abstracts which facilitate information representation and packaging. On the other hand, the online information retrieval systems are not domiciled in the library but the library can have access to them remotely basically through a subscription.

The online information retrieval systems ensure that libraries provide access to electronic information resources which offer current information which can be retrieved regardless of the barriers of time and geographical location. This means that if you are using online information retrieval systems you do not have to be physically present in the library to make use of them. You can be here in Nigeria and access the information retrieval system of an organization that is based in the United States of America or Australia. Once you have access to the Internet, you can have access to information resources wherever you are. Also, you do not have to use the online information retrieval system for a specified period. Anytime you feel like using them you can once there is a connection to the Internet. Examples of online retrieval systems are bibliographic search databases, full-text electronic databases and Meta search engines (Suseela, 2014).



Fig. 1: A traditional library catalogue as an example of an in-house information retrieval system

<http://newworldencyclopedia.org>



Fig. 2: Logo of a popular online information retrieval system

<http://www.library.ucc.edu.gh>

Self-Assessment Exercises 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Libraries can exist without information retrieval. True or False.
2. The two categories of information retrieval systems in the library are _____ and _____
3. The traditional library catalogue is an example of _____ information retrieval system.
4. Meta search engines are examples of _____ information retrieval system.



1.4 Relevance of information retrieval in libraries

According to Atanda and Adeyemi (2018), information retrieval is a core function of libraries because it facilitates;

1. expeditious dissemination of information
2. access to the right information at the time when it is needed
3. access to information in an effective, yet economical way
4. refining of information
5. browsing
6. access to current literature
7. interpersonal communication
8. assistance from librarians

Expeditious dissemination of information: The library will have the capacity to provide fast access to information from its collection if there is a tool that can facilitate that. Without information retrieval tools like the catalogue, users will spend a lot of time moving around the library in an attempt to have access to the information resources that they need. Can you imagine yourself in a strange country where you need to locate a hotel where you will pass the night without a map or a guide? There is no doubt that you might be lost and frustrated or waste lots of time trying to locate the hotel. That is exactly what could happen to a library patron who wants to access the library collection without an information retrieval tool like the catalogue. So, with information retrieval tools, users can quickly access library resources without feeling frustrated. This is because the information retrieval tools will lead you straight to information resources that might address your information needs, just like a guide will lead you to the doorstep of the hotel where you intend to pass the night.

Access to the right information at the time when it is needed: Information retrieval is relevant to the library system because it ensures that users can have access to the right information without delay. For instance, as a postgraduate student who is researching the history of viruses, you may decide to use the library catalogue to ascertain if there are information resources that address this. A search through the catalogue or indexes and abstracts could lead to encyclopedias and journals that address the subject matter and without wasting time you can access the documents and get the exact information that you need.

Access to information in an effective, yet economical way: Information retrieval ensures that users economically have access to information. This is because the only price that a user might have to pay to access library resources is the cost of transportation to the library if applicable. For some other users who reside close to the library, the price may not be monetary but in terms of the time used to visit the library. Once users are in the library, they do not pay to access the information resources regardless of the number of resources consulted. For instance, hardly would it be possible for a user to have the financial wherewithal to purchase a complete set of encyclopedias and still subscribe to different journal titles. However, libraries purchase these information resources and even more for the benefit of their users. Thus, the fact that authoritative and reliable information can be retrieved from these information resources at no additional cost makes it economical to retrieve information from the library.

Refining of information: Information retrieval facilitates the possible refining of needed information by the information seeker in the library. There is a high tendency that the information seeker might need to be helped to properly articulate his or her query before relevant information resources can be retrieved from the collection. For example, if you approach the reference librarian and you request documents on information retrieval, the librarian might need to question you further to refine your information need. The reference librarian might inquire if you are interested in information retrieval from the perspective

of computer science or the angle of library science. It is your response that will determine the documents that the reference librarian will provide or lead you to.

Browsing: The fact that information can be retrieved from the library also facilitates browsing. Browsing refers to the process whereby a user goes through information resources to ascertain their relevance in addressing his or her information needs. There is the opportunity for an information seeker to peruse the contents of different documents to evaluate if they will be useful or not with the full consciousness that the information found in them can be retrieved if they are adjudged as useful. For example, you can visit a library and decide to go through the table of contents of books on the shelves. If you are fascinated by any of them, you can have access to and retrieve the information from them.

Access to current literature: Another relevance of information retrieval in libraries is the opportunity it gives for current literature to be accessed. This is because libraries are in the business of information provision/retrieval, and to be able to stay relevant in the face of the competition with search engines like Google, information resources have to be acquired from time to time. Thus, current information resources are also available and accessible in the library and this realization makes it possible for users to have access to them.

Interpersonal communication: In addition, it is basically because information can be retrieved from libraries that encourage different categories of users to visit them. This opportunity also gives room for interpersonal communication between users which could be academic or social. Interpersonal communication in the library can be beneficial in the immediate and could also lead to a lifetime friendships. There are examples of students who became regular users of library resources because their colleagues also use the library and that impacted their academic performance positively. There have also been cases where individuals who visit the library to access information resources interacted with fellow library users of the opposite sex and that interaction grew to courtship and eventually marriage. This proves that the library environment is not a purely academic space where users go in quietly and leave quietly without interaction; it is also a social space.

Assistance from librarians: Also, because librarians are employed to render professional tasks of information provision also places them in a position to assist the users primarily on matters relating to how their diverse information needs. This they do through the myriad of information resources and the services offered in the library. In the course of using the library at one time or another other, you might have had reasons to seek the assistance of the librarians either to ask a question or to seek direction on how to retrieve a particular document. These librarians are there because they have the skills and abilities to assist the users primarily to retrieve information resources in the library.

Self-Assessment Exercises 2

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. How many points were discussed in this unit that emphasized the relevance of information retrieval in libraries? (a) 10 (b) 8 (c) 9 (d) 4
2. Browsing refers to the process of retrieving documents from the shelves



1.5 SUMMARY

This unit has explained the concept of information retrieval within the context of libraries as the mechanism that facilitates access and use of the intellectual contents of information resources in the library. The two broad categories of information retrieval which are in-house information retrieval systems and online information retrieval systems were enumerated and the relevance of information retrieval in libraries was sufficiently discussed. Librarians need to regularly evaluate how effective they are when it comes to their responsibility of facilitating information retrieval in their space. This is because if a library is ranked low by patrons on information retrieval mechanisms, it might begin to witness user apathy as individuals will prefer information sources that will guarantee the retrieval of needed information at the appropriate time. Thus, information retrieval is a sine qua non to increased library patronage by clientele.

Tutor-marked assignment

1. What do you understand by the term 'information retrieval'?
2. Enumerate the categories of information retrieval systems in the library.
3. Present an essay on the relevance of information retrieval in libraries

1.6 GLOSSARY

Abstract: An abstract is a condensed representation of the essential content of a document.

Bibliographic search databases: these are repositories or compilations of publications that can be searched with the use of keywords like the name of the author, the title of the document, date of publication and the like.

Bibliographies: these are a list of publications in a particular field.

Electronic information resources: these are information-bearing contents like books, journals and reference materials among others that can be accessed through the use of computers and related devices.

Full-text databases: these are repositories that provide access to the complete text of journals, magazines, books, newspapers and the like.

Index: this is an organized list of the essential contents of a document like subject terms and names with pointers to how they can be located.

Metasearch engines: these are aggregators that allow users to search their portals which are connected to other popular search engines and the results of the search are displayed as provided for by the other search engines.



1.7 REFERENCES AND FURTHER READING

Aina, L.O. (2004). *Library and Information Science text for Africa*. Ibadan: Third World Information Services.

Atanda, L.A. & Adeyemi, S.A. (2018). “Information retrieval tools, Catholicon to accessing library resources”. *Research Journal of Library and Information Science*, 2(2), 30-35.

Onwuchekwa, E.O. & Jegede, O.R. (2011). “Information retrieval methods in libraries and information centers”. *African Research Review*, 5(6), 108-120. Retrieved from <http://dx.doi.org/10.4314/afrrrev.v5i16.10>

Suseela, V.J. (2014). *The use of online information search/retrieval services in the University of Hyderabad*. Retrieved from <https://www.researchgate.net/publication/274896878>

Unagha, C.J.N. & Nwokocha, U. (2010). “Information retrieval in libraries and information centers: concepts, challenges and search strategies”. *Journal of Applied Information Science and Technology*, 4, 20-24.



1.8 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

1. False
2. In-house information retrieval systems and online information retrieval systems
3. In-house information retrieval system
4. Online information retrieval system

Possible answers to SAES 2

1. (b)
2. False. Browsing refers to the process whereby a user goes through information resources to ascertain their relevance in addressing his or her information needs.
3. (c)

UNIT 2 INFORMATION RETRIEVAL PROCESS IN LIBRARIES



Fig. 3: Information retrieval like a magnifier facilitates access to information
<http://www.cartoonstock.com>

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- 2.2 Learning outcomes
- 2.3 Information retrieval process in libraries
- 2.4 Summary
- 2.5 Glossary
- 2.6 References/Further Reading
- 2.7 Possible answers to Self-Assessment Exercises (SAEs)



2.1 INTRODUCTION

In unit 1, you learnt the meaning of information retrieval and its relevance in libraries. In this unit, you will learn the process of information retrieval and all the basic functions that are involved in this process.



2.2 LEARNING OUTCOME

At the end of this unit, you will be able to:

- i. Explain the activities that make up the information retrieval process in libraries.



2.3 INFORMATION RETRIEVAL PROCESS IN LIBRARIES

Within the context of libraries, before users can successfully retrieve information from the collection, some activities might have been carried out by the librarians and some steps have to be taken by the patrons. These activities constitute a set of functions that make up the information retrieval process. Cleaveland and Cleaveland (2001) noted that the information retrieval process is made up of the following sets of activities that were originally applied to information systems but modified to suit the library system (See Fig. 5):

1. The acquisition of information resources
2. Processing and organization of information resources
3. Storage of the information resources
4. Query of the information searcher
5. Matching the query with the information resources in the collection
6. Feedback from the information searcher

The acquisition of information resources: This is the first activity that initiates the information retrieval process. This has to do with securing information resources for the

library. Since the stock in trade of libraries is the information resources, it behoves the management of libraries to ensure that information resources are acquired to meet the needs of the users. Without information resources, libraries cannot exist, just as a restaurant cannot exist if food is not available for the customers to eat. If information resources are not acquired, they will not be available, if they are not available, they will not be accessible, if they are not accessible, what will the users retrieve when they have an information need?

Libraries acquire information resources through various means and prominent among these methods is through purchase either directly from bookshops, publishing houses or through vendors. Vendors are like the middlemen between libraries and publishers. They get books and other forms of information resources directly from the publishers and sell them to libraries at a negotiated fee. The use of vendors relieves librarians of the stress associated with the acquisition of library materials and as such, they could devote their time to other tasks in the library. The other methods of acquisition are; gifts, exchanges, donations, bequests, legal deposits and through internal generation. At times libraries get information materials of different types as gifts from individuals, private and public institutions and even Non-Governmental Organizations (NGOs). For example, old students association at a secondary school can come together, acquire textbooks on different subjects and give to their alma mater as gifts to be part of their library's collection. Libraries can also exchange certain types of information resources that are peculiar to the institutions they serve like directories, yearbooks and the like with other libraries. For example, the university library of Ahmadu Bello University, Zaria and that of the University of Ibadan may have the custom of exchanging the yearbook of their universities.

It is also possible for libraries to acquire information resources through the donations which would have been solicited for. This is different from unsolicited gifts. An example is when a library writes to an NGO requesting the donation of 4 sets of computers and the organization gave the exact 4 sets of computers. In this instance, the management of the library informed the NGO of their area of need and they requested an actual number of computer sets. When the organization brought the sets, it was not unexpected as it was solicited for. Thus, it can be stated that gifts are unsolicited, while donations are solicited.

Also, libraries can acquire information resources through bequest which refers to the transfer of an individual's library collection to another library upon the death of the individual which would have been legally documented. For example, a retired professor or a prominent politician may give a standing order to members of the family that upon his or her demise, his or her personal library should be donated to a particular library. That is why in some libraries, the information resources in an entire section may be named after a particular person. Such an individual might have bequeathed his or her collection to that library. Some libraries also acquire information resources through the legal documents which is a law that mandates authors to deposit certain copies of their publications with the national library or any other library designated as such. For example, in 1950, the Publications Ordinance confirmed the status of a national library on the Kenneth Dike Library, University of Ibadan, and that made it mandatory for authors in Nigeria to deposit

two copies of their publications with the library. The information materials in the library can also be acquired through internal generation which refers to an in-house creation of information resources by the library personnel that could be useful to the users like realia (real objects) and the like. This occurs mostly in school libraries where the objects ABC counting books, picture books and counting books made by teachers and even students sometimes serve as information resources in the library.

Processing and organization of information resources: The second function in the information retrieval process after the acquisition of information resources is the processing of the documents. This starts with accessioning the resources, which is the act of assigning numbers to the documents in the order in which they enter the library. The accession number is unique to a particular book. This means that even if 10 copies of the same book were acquired in the library, they will have different accession numbers. For instance, the first copy may be assigned 2022/001, while the second will be 2022/002 and it follows that order. After accessioning, different stamps are used for the sake of identification and book cards, book pocket and the like are also attached to facilitate charging and discharging. Once the processing aspect is completed, the documents are organized through the important tasks of cataloguing and classification so that users can access the information resources without wasting time. Thus, users cannot retrieve information from documents in the library if they have not been properly processed and diligently organized.

Storage of the information resources: Information retrieval will not be possible if the information resources are not properly stored, because the documents may not be found at the time when they are needed. Without storage, information resources can also be mutilated and defaced and that might hinder their usefulness to the information seeker. How would you feel if an important page of a book you need to complete an assignment is torn off? Or did you discover that cockroaches have defaced that particular page with their dark brown dropping? No doubt, you will be very disappointed. As a result, information resources depending on their formats need to be stored properly. Books can be stored on shelves; audio-visual resources can be stored in their appropriate cans and cabinets, while electronic information resources can be stored on CD-ROM, flash drives, memory cards and even the cloud like Google Drive and the like.



Fig. 4: Shelves used for the storage of books

<http://www.rangementprisma.com>

Query of the information searcher: Before information can be retrieved from the collection of the library, there must be a need that must be met. This information gap is what is depicted by a query which otherwise means question. Once there is no query by the users, all the information resources that were acquired, processed, organized and stored will not be able to justify their presence in the library. This is similar to a restaurant that offers different forms of delicious meals that were carefully prepared but customers are not hungry. Of what benefits are the delicious meals? Thus, it is the query of the patrons that triggers the information retrieval process. Some queries of users may not necessarily require the librarian to retrieve information resources before they are answered. For example, a user may ask where dictionaries and encyclopedias can be found on the shelves while another user may just seek information on where the restroom is. On the other hand, some queries of the users could necessitate a bit of research on the part of the librarian. For example, a user who is conducting research can ask if he or she can retrieve documents that can assist him/her in completing the research. This is the type of query that could lead to the retrieval of information resources.

Matching of the query with the information resources in the collection: The process of information retrieval can only near its completion if after a user presents a query, the collections of the library are accessed either by the user or with the assistance of library staff, to ascertain if there are documents that can address the information need of the user or not. Once the query is matched with the documents in the library and it yields positive results (meaning that there are information resources that contain what the user wants), retrieval of information can be facilitated immediately. Thus, this process will lead to the retrieval of information from the collection of the library and it will necessitate feedback from the information searcher.

Feedback from the information searcher: The final activity that completes the information retrieval process in the library is feedback from the information seeker as to how relevant the information retrieved from the collection is to his or her information

needs. The feedback can either be positive or negative. If it is positive it means the information seeker is satisfied with the information retrieved and that could add to the approval ratings of the library. On the other hand, if the feedback is negative it suggests that the information retrieved has not been able to sufficiently address the information needs of the searcher. This could lead the searcher to repeat the penultimate process again or further seek the assistance of librarians.

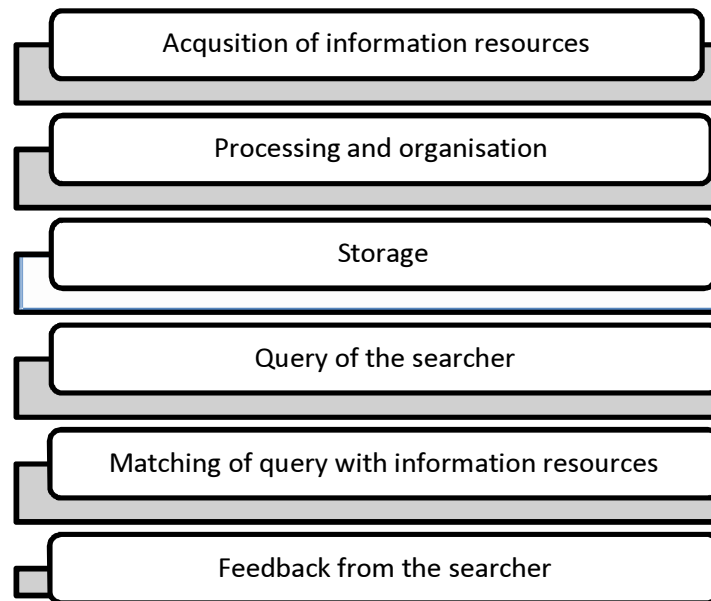


Fig. 5: Illustration of the process of information retrieval in libraries

Self-Assessment Exercises 1

Attempt these exercises to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Information retrieval is a process involving only the staff of the library. True or False
2. In the information retrieval process, query by the information seeker is the first activity that is carried out. True or False
3. The books in the library are assigned _____ accession numbers. (a) Similar (b) Different (c) Current (d) Old
4. The feedback from information searchers will always be positive. True or False
5. How many activities make up the information retrieval process?
(a) 6 (b) 7 (c) 9 (d) 2



2.4 SUMMARY

This unit has explained the six activities that make up the information retrieval process in the library environment. These are; the acquisition of information resources, process and organization of information resources, storage of information resources, the query of the information searcher, matching of the query with the information resources in the collection and feedback from the information searcher. The process of information retrieval in libraries is a function of different activities that must be carried out in advance without which the process will not be smooth. It is therefore imperative that activities like acquisition, processing and organization of information resources and storage be carried out diligently in order not to hinder the process of information retrieval by the time the searcher comes with his or her query.

Tutor-marked assignment

Information retrieval process in libraries is made up of different activities. Present an essay to explain how far you agree with this statement?

2.5 GLOSSARY

Directories: these are information resources that list the names, addresses, phone numbers etc. of individuals or organizations in an orderly manner.

Information seeker: this refers to the library user who needs information for a particular purpose.

Query: this refers to the question that a library user has and hopes to find an answer to by visiting the library.

Yearbook: this is a publication that gives information about events that happened in the previous year in a particular organization.



2.6 REFERENCES AND FURTHER READING

Cleveland, D.B. & Cleaveland, A.D. (2001). *Introduction to indexing and abstracting*. Littleton: Libraries Unlimited.



2.7 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

1. False. Both the library staff and patrons are involved.
2. False. The first activity is acquisition of information resources
3. (b)
4. False. It could be negative at times
5. (a)

MODULE 2 INFORMATION RETRIEVAL TOOLS IN LIBRARIES: CATALOGUE

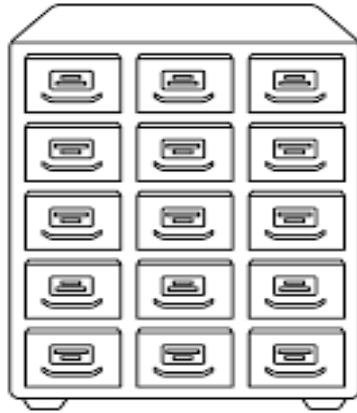


Fig. 6 The catalogue, an indispensable tool in the library

<http://www.123rf.com>

In this module you will be exposed to one of the prominent information retrieval tools in the library, the catalogue. This module will define the library catalogue and explain the purpose of the library catalogue. The different forms of catalogues and their characteristics will be discussed. The third unit in this module will focus on how entries are arranged in the catalogue and the method of preparing the library catalogue. The last unit will describe the strategies for facilitating use of the library catalogue.

Unit 1	Definition and objectives of the library catalogue
Unit 2	Forms and characteristics of the library catalogue
Unit 3	Arrangement and method of preparation of the library catalogue
Unit 4	Strategies for facilitating effective use of the library catalogue

UNIT 1 DEFINITION AND OBJECTIVES OF THE LIBRARY CATALOGUE

CONTENT

1.1	Introduction
1.2	Learning outcomes
1.3	Definition of the library catalogue
1.4	Objectives of the library catalogue
1.5	Summary
1.6	Glossary
1.7	References/Further Reading
1.8	Possible answers to Self-Assessment Exercises (SAEs)



1.1 INTRODUCTION

In the previous module, you learnt that the library catalogue is one of the types of information retrieval tools. In this unit, you will learn why the catalogue is not just an information retrieval tool, but perhaps, the most important tool in the library. This knowledge would make you appreciate the vital role that the catalogue plays in assisting users to retrieve information from the information resources in the library.



1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. define library catalogue.
- ii. justify why the catalogue is called the most important information retrieval tool in the library.
- iii. describe the relationship between the catalogue and the five laws of library science by Ranganathan.



1.3 DEFINITION OF THE LIBRARY CATALOGUE

As a result of the important role that the library catalogue plays in information retrieval, it has attracted quite some definitions from scholars. Sood (n.d.) defined the library catalogue as a list of information resources like books, serials and audio-visual resources which are arranged systematically and include bibliographical information to facilitate easy retrieval. Aina (2004) opined that the library catalogue is a list that describes and locates each item present in the collection of a library. Gorman (2004) considered the library catalogue as a list of the information resources of a single library or group of libraries which is arranged in an orderly manner. As for Amune (2006), the catalogue is viewed as a tool that facilitates the update of records and the location of information resources to assisting users in addressing their information needs.

Furthermore, Nwalo (2012) noted that the library catalogue is an index of the information resources in a library. From the perspective of Chollom and Abubakar (2013), a library catalogue is a tool that informs the users what a particular library has and also assists them in locating where the information resources can be found in the library. Adeniran (2018) also described the catalogue as an inventory of the entire collection of a library which could be print or electronic. Thus, the catalogue serves as a guide to the users, drawing their attention to the information resources in the library (highlighting important bibliographical details) and leading them to where they can be accessed either on the shelves or virtually. Therefore, it is clear that a library cannot operate without a catalogue. The library catalogue can be that of a single library which provides the index of all the information resources that

are available and accessible in that library or one which is owned by more than one library which is called a union or joint catalogue.

The idea of the joint catalogue is borne out of the fact that a single library cannot be self-sufficient in terms of accessibility to information resources possibly because of financial or space constraints. Thus, in an attempt to make up for that deficiency, a group of libraries can come together to maintain a single catalogue that will be made available to the users of all the libraries that are in that agreement. For example, if libraries A, B, C and D maintain a union catalogue, users of library D can access the catalogue and retrieve documents acquired, processed and organized by library A either electronically or with the help of the library staff.

Self-Assessment Exercises 1

Attempt this exercise to measure what you have learnt so far. This should not take you more than 3 minutes.

What do you term by the term 'catalogue' within the context of libraries?

Provide your answer _____

Check the end of this unit to ascertain if the answer you provided is the correct one



1.4 OBJECTIVES OF THE LIBRARY CATALOGUE

Charles Ammi Cutter, an American librarian who is reputed to be the first individual to produce the card catalogue in the United States of America in 1876 enumerated the objectives of the library catalogue which are still relevant in this present age. He stated that the library catalogue should:

- i. assist a user to locate a document that the author, title or subject is known. This means that as a user of the library if you need a book that is authored by a particular individual and such a book is in the library, you should be able to locate it through the catalogue. Similarly, if you know the title of the book you are looking for; a search through the catalogue should help you to locate that particular book if it is in the library. Ditto for the subject also.
- ii. reveal the works of a particular author available in the library, the subject scope of the documents in the library and their form of presentation. For example, if a

- library has 12 books authored by Chinua Achebe, all the books should be captured in the catalogue for easy accessibility. Also, the catalogue should be able to organise documents on the same subject together so that a user who needs documents on that particular subject can easily access them. In addition, the catalogue should identify the documents in the library by their form of literature e.g. poems, novels etc.
- iii. permit the users to decide on the edition of the document to be used and also help the users in terms of revealing the main topics covered. This indicates that you should be able to know from the catalogue if a document is the 2nd, 3rd or 4th edition. As such, if you are interested in the 4th edition and what the library has is the 2nd edition, you can make your decision. The catalogue should also give an insight into the content of documents in terms of the topics covered to enable the user to determine the depth of treatment of the subject before accessing the document.

In addition to the objectives of the library catalogue, it also provides the following functions:

1. Provision of bibliographical information of the information resources in the library: This suggests that the name of the author(s), the title of the work, edition, publication details and all other necessary information are documented in the catalogue. Thus, the catalogue can be viewed as a surrogate of documents, informing the users about what they need to know about the documents well in advance.
2. Location of information resources in the library: In addition to the bibliographic information of documents, the catalogue contains call numbers which indicate where the documents are located on the shelves. Therefore, once the user gets the call number from the catalogue card, he or she will proceed to the shelf that is labelled with that number to retrieve the particular document.
3. Development of information retrieval skills in the users: If a user can successfully use the catalogue to locate documents in the library, such a user has acquired information retrieval skills that will not only be useful within the domain of the library. The principles behind the use of the library catalogue can also be applied while searching an electronic database to retrieve information. Therefore, there is a tendency that a library user who can use the library catalogue will have a high level of information retrieval skills than one who cannot use the catalogue.
4. Provision of a tool which could aid in the selection of information resources by other libraries: Since the catalogue provides a list of the information resources in a library, another library that has a similar mandate can use that list to determine if their collection is deficient or up to date. In the case of a deficiency, the library can select documents from the catalogue list to acquire. For example, university library A can make use of the catalogue of university library B in the subject area of Botany to determine if they have the books that university library B has. If university A

discovers that university B has more books on Botany, it could select from that of university B for acquisition.

5. Revealing if a particular document in the collection is missing or has been shelved wrongly: This will be made possible after a user copies the call number on the catalogue hoping to retrieve a document only to discover that the document cannot be found. This realisation made possible through the call number on the catalogue can assist the library staff to ascertain if the document has been wrongly shelved or has been taken out of the library.

From the foregoing, it can be summarized that the library catalogue makes it possible for users to find, identify, select and obtain information resources (FISO).

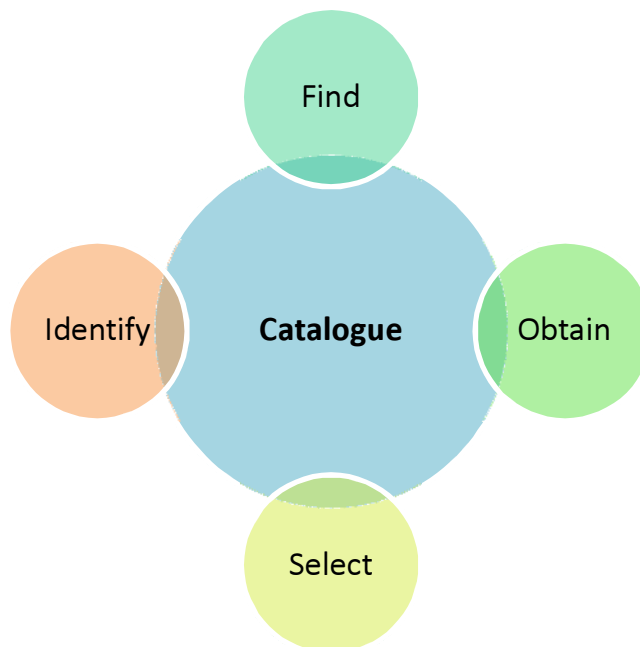


Fig. 7. Illustration of the summarized functions of the library catalogue

The relevance of the library catalogue can also be explained by the five laws of library science formulated by Ranganathan in 1931 cited in Aina (2013). These are:

1. Books are for use
2. Books are for all
3. Every book its reader
4. Save the time of the reader
5. A library is a growing organism

Books are for use: The first law emphasizes the fact that books and indeed all the information resources in the library are meant to be consulted by the users. This is because the library exists primarily to serve the interest of the users and the information resources are central to the realization of that goal. However, without the library catalogue, this law

would be violated because the library will become a mere space where books and other information resources are displayed but not consulted. It is the catalogue that projects the information resources in the library and opens them up for utilization for various purposes by the clientele.

Books are for all: This second law of librarianship states that nobody should be deprived of access to information resources in the library as far as he or she is properly profiled (duly registered). The library catalogue helps to uphold this law because all the information resources in the library are expected to have catalogue entries, thereby indicating that they can all be consulted by users. This connotes that in a school library, for instance, the catalogue containing the organized list of all the information resources that can be consulted by pupils, teachers and other staff should be available so that these categories of users can have access to them.

Every book its reader: This law states that the library should ensure that every book/information material in the collection is not lying on the shelves and gathering dust with no one to consult. The library catalogue has a role to play in ensuring that every book gets its reader by providing an accurate description of the bibliographical information and location of the book in the library. Thus, a very useful book in the library's collection might not be consulted by the users if they are not aware of its bibliographic details and where it is in the library. All this information is recorded in the catalogue entries to ensure that every book gets someone to make use of it.

Save the time of the reader: The fourth law of librarianship states that the time of the library users should not be wasted as a result of the difficulty in locating and accessing information resources in the library. Thus, the hallmark of libraries is the ability of users to access information resources as quickly as possible even if there are thousands of resources in the collection. This is made possible through the library catalogue which does not only describe the information resources but also provides information on where they can be found in the library. Therefore, if a user wants a book written by Tafawa Balewa in a library that is as large as a football field, he or she needs to consult the catalogue to see if the library has the book. If there is a catalogue record for the book, all that the user needs to know exactly where the book is in the library is to copy the call number and proceed to the shelf to retrieve the book. All these can be achieved within a few minutes.

A library is a growing organism: This indicates that the library should not be static in terms of information resources. From time to time, new information resources should be added to the collection. The more the library grows in terms of information resources, the more the catalogue entries also grow. Therefore, it is possible to know whether a library is growing or not by examining the catalogue.

Click on this link to watch a video that explains the meaning, objectives and functions of the library catalogue

<https://www.youtube.com/watch?v=W3Q5zU9U0qk>

Self-Assessment Exercises 2

Attempt this exercise to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The American librarian that outlined the objectives of the library catalogue in 1876 is _____
2. The library catalogue makes it possible for users to _____, _____, _____ and _____ information resources
3. The library catalogue can help users to make the choice as to the edition of information resources. True or False



1.5 SUMMARY

In this unit, you have learnt that the library catalogue is a guide or an index to the collection of the library. The objectives of the catalogue as stated by Charles Ammi Cutter have also been outlined and explained. The relationship between the five laws of librarianship by Ranganathan and the library catalogue was also explained to highlight the importance of the catalogue. A library catalogue is an essential tool that ensures that the goal and objectives of the library are met. Without the catalogue, library users will not be able to maximize the search process and minimize the search time.

Tutor-marked assignment

1. What is the library catalogue?
2. Discuss the objectives of the library catalogue as enumerated by Charles Ammi Cutter.
3. Using the five laws of librarianship, discuss the importance of the library catalogue.

1.6 GLOSSARY

Call number: this is made up of the classification number for the document and the number that uniquely identifies the author that assists the users in retrieving needed documents from the collection of the library.

Selection: this is the process of choosing information resources based on some criteria from the available options with the hope that the selected materials will become part of the library's collection.



1.7 REFERENCES AND FURTHER READING

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1.8 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

The catalogue within the context of libraries is an index to the holdings of the library. It provides a list of the various information resources and their location within the library.

Possible answers to SAES 2

1. Charles Ammi Cutter
2. Find, identify, select and obtain information resources
3. True

UNIT 2 FORMS AND CHARACTERISTICS OF THE LIBRARY CATALOGUE

CONTENT

- 2.1 Introduction
- 2.2 Learning outcomes
- 2.3 Forms of library catalogue
- 2.4 Characteristics of the library catalogue
- 2.5 Summary
- 2.6 Glossary
- 2.7 References/Further Reading
- 2.8 Possible answers to Self-Assessment Exercises (SAEs)



2.1 INTRODUCTION

In the first unit in this module, you learnt what the library catalogue is and its importance. In this unit, you will learn that there are different forms of catalogues and that each one has its unique feature. This will widen your understanding of the concept of the catalogue as an information retrieval stool in the library.



2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. list and explain the different forms of a library catalogue
- ii. Enumerate the advantages and disadvantages of the different forms of catalogue
- iii. and discuss the characteristics of the library catalogue



2.3 FORMS OF LIBRARY CATALOGUE

Aina (2004) identified five forms of catalogues based on physical format. These are; the card catalogues, book catalogues, computer output microform (COM) catalogues, CD-ROM catalogues and online public access catalogues (OPAC).

Card catalogue: This is one of the most prominent forms of library catalogue in Africa. It could either be of wood or steel. Just as the name implies, this form of catalogue makes use of cards to document the bibliographic information of all the information resources that are in the library. This means that all the information resources in the library should have cards that serve as their surrogates (representatives). Usually, the card has a dimension of 3 inches by 5 inches or 7.5 centimeters by 12.5 centimeter. The cards are usually arranged alphabetically in drawers inside the catalogue cabinet. Generally, a single book will have

more than one card so that users can have multiple access points to it. That is why for the card catalogues, there are the author catalogues, title catalogues and subject catalogues. For a book, a card will be filed in the author catalogue, another one will go to the title catalogue, and the last one will go to the subject catalogue. For example, the book, things fall apart by Chinua Achebe will have at least the author card, title card and subject card. The bibliographic records on the author card will have as its heading the surname of the author and the initials. Thus, if you need to access the book and you know the name of the author, you will check the drawer of the author catalogue that is labelled 'A' and locate 'Achebe', it is expected that all the works of Chinua Achebe will have their cards. Then, you can search for the book; things fall apart, check for the call number, proceed to the shelf and retrieve the book.

Furthermore, the title catalogue will still document all the bibliographic details of things fall apart, but the heading this time will be the title of the work. This implies that if you need the book and you know the title, all you need to do is to use the title catalogue and check under 'T', look for all the titles that begin with that heading and search for things fall apart. Take note of the call number and proceed to the shelf to retrieve the book. As regards the subject catalogue, the cards are filed alphabetically based on their subjects. The card of the book, things fall apart, may be filed under 'Politics' and as such, all the books on politics will have their cards in that drawer. Inside the drawer, you can search for things fall apart, copy the call number and retrieve the book. This shows that if a user knows the author of a document that he or she needs, the author catalogue can be helpful. If the user does not remember the author but knows the title, he or she can still access the same document. Also, if the user cannot even remember the author and the title but knows the subject of the document, he or she can still have access to the book through the card catalogue.

The card catalogue has advantages and disadvantages. One of the advantages is that it is not rigid. Once a new document is acquired, processed and organized, the card catalogue can be updated by adding the cards of the new document. This is made possible because the card has a hole at the bottom where a rod passes, the rod is removed and the new card is added in the right position. Another advantage of the card catalogue is that it allows for simultaneous use by the patrons. A user can make use of drawer 'B' at the same time another user is making use of drawer 'O'. The card catalogue is also beneficial because it is relatively affordable and not so difficult to maintain, as regular dusting and cleaning can prevent deterioration.

Despite the merits of the card catalogue, it has some demerits. One such is that if care is not taken, the library staff may file the cards wrongly. This could happen if the staff is tired or not thorough and patient enough while filing the cards. This could have serious consequences because a card that is wrongly placed might lead to the inability of the users to have access to it when they need it. This is a clear violation of the third law of librarianship which states that every book must have its uses. Another disadvantage of the

card catalogue is that as the library grows, the cards also grow and that it could to the acquisition of more catalogue cabinets. This could take up space in the library.



Fig. 8: A wooden card catalogue

https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ6JU2nnovzXvoyp-44LcosG1N9kNabIpN_Dg&usqp=CAU

Book catalogue: Nwalo (2012) described the book catalogue as the oldest form of catalogue. This form of catalogue could be written by hand or typed. The bibliographic details of the documents in the library are systematically recorded inside a book. Thus, if a user wants to use the catalogue, a book is given to him to check the description of the book and where it can be found on the shelf. Libraries that have small collections like a school library could make use of this form of catalogue. This form of catalogue also has its own merits and demerits. One of the merits is that it is portable as such it can be moved easily in the case of a natural disaster. Another benefit is that it does not occupy too much space at all. This form of the catalogue is not expensive to set up and maintain. Also, the book catalogue can be photocopied or copied by hand to ensure that more users have access to it.

Despite the advantages of the book catalogue, it has its drawbacks. One of the drawbacks is that the book catalogue is rigid. Once the page is full, it is difficult to add a new entry for a document that has just been acquired in the library. This means that it is not flexible. Another demerit is that it does not support simultaneous use by the patrons. This is evident if it has not been replicated. If a user is using the book, others will have to wait until he or she finishes before they can have access. This could lead to a waste of time and can even discourage them from using the library. Also, due to its portable format, it can easily be taken out of the library intentionally or unintentionally by users.

Computer Output Microform (COM) Catalogue: This is the form of catalogue that accommodates the bibliographic details of information resources on reduced photographic materials like microfilms and microfiches facilitated with the use of the computer system. To view the bibliographic details of documents on the COM catalogue, a microform reader has to be used to magnify the contents. A major benefit of the COM catalogue is that it does not occupy too much space in the library and it allows for the production of multiple copies to facilitate the access by the users. The major disadvantage of the COM catalogue is that the library has to acquire a microform reader to access the content of the catalogue. This could create an additional financial burden on the library. Another drawback is that the microform reader and associated machines seem not to be common in this part of the world and as such learning to use them might be a challenge.



Fig. 9: A user accessing the COM catalogue

<http://technoneuse.blogspot.com/2018/07/computer-output-microfilms.html>

CD-ROM Catalogue: This is the form of a catalogue whereby the bibliographic information of library materials is captured on a compact disc. Due to the size of the CD-ROM, it can accommodate a large number of entries. Another benefit of the CD-ROM catalogue is that it does occupy space at all. A disadvantage of this form of the catalogue is that it might be difficult to update especially if the CD is read-only-memory. Additionally, if not properly handled and it falls, it could break and that may render the content inaccessible. Notwithstanding, the content can be stored on a computer system or other forms of storage devices as a form of backup.



Fig. 10: Sample of a CD-ROM catalogue

<https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcTMu8N7EcCEtlwWJ9UsP1FDjYAs8WjMtboMw&usqp=CAU>

Online Public Access Catalogue (OPAC): This form of the catalogue is an invention brought about by the advancement in Information and Communication Technology (ICT) (Nwobu, Oyewole and Apotiade, 2016). OPAC is the most modern of the forms of catalogue. It can be defined as an electronic or computerized index of the information resources of a library. This online index is in form of a database stored on a device with computing facilities. With the OPAC, users can access library resources through the name of the author, title of the document, edition, accession number, year of publication and even through the International Standard Book Number (ISBN) just through the click of a button. ICT has also made it possible for OPAC to be accessed outside the library through the World Wide Web (WWW). This is called the Web-based OPAC. With this, individuals regardless of their location can access the library resources and they can even have access to the full text either in Portable Document Format (PDF) or in Hypertext Mark-up Language (HTML). The advantages of OPAC are; it allows for simultaneous use, it is flexible, it does not occupy too much space and it provides multiple access points to the library resources. The disadvantages are; it is quite expensive to set up, the erratic power supply will hinder its use, if it is Web-based OPAC, slow internet connectivity could pose a challenge and issues with the computer like virus attacks, frequent software updates and the like can also hinder the effective use of OPAC.

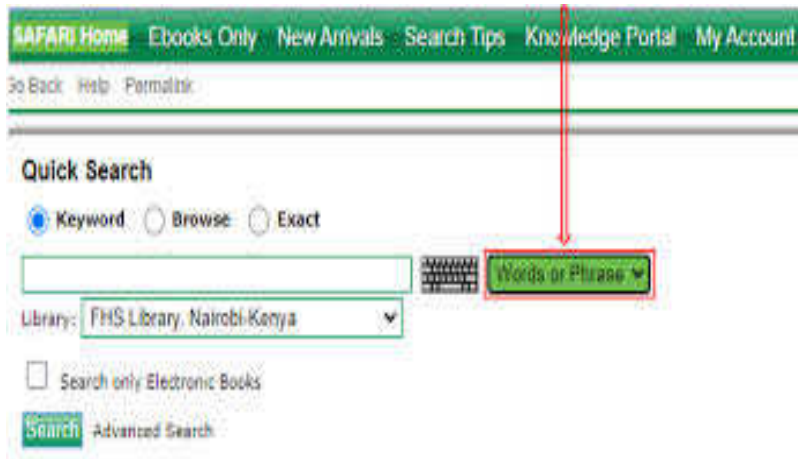


Fig. 11: A sample of an OPAC interface

<https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcTNFvBDToDbKJHvk2yZgDJDCiwRpTGGxladKw&usqp=CAU>

Please use this link to watch a video on the forms of the library catalogue

<https://www.youtube.com/watch?v=wljMGwWrYGs>

Self-Assessment Exercises 1

Attempt this exercise to measure what you have learnt so far. This should not take you more than 6 minutes.

Match the following

- | | |
|--|---------------------------|
| 1. Card catalogue | i. Most modern |
| 2. Book catalogue | ii. Uses compact discs |
| 3. Computer Output Microform (COM) catalogue | iii. Most prominent |
| 4. CD-ROM catalogue | iv. Oldest |
| 5. Online Public Access Catalogue | v. Photographic materials |



2.4 CHARACTERISTICS OF THE LIBRARY CATALOGUE

Aina (2004) noted that an ideal library catalogue should have the following features:

1. Flexibility
2. Accessibility to entries
3. Affordability
4. Space saving
5. Ease of duplication

Flexibility: The library catalogue needs to allow easy updates of its records. If the catalogue is rigid, it will be difficult to add new information resources to the collection. If this is the case, the catalogue will not be updated and also not reflect the true situation in the library. Since the library is a growing organism, the catalogue needs to allow for such growth through its flexibility. Of the forms of catalogue discussed, the book catalogue is the most rigid. Thus, it is necessary for libraries not to rely on this in the library. Others like the card catalogue and OPAC are very flexible.

Accessibility to entries: The library catalogue is deployed to ensure that users have access to the entries and subsequently, the information materials in the collection. Therefore, the library catalogue should not give room for occurrences that might hinder access to the entries like misfiling. This is one of the challenges of the card catalogue despite its benefits. As a result, there is a need for due diligence on the part of those who have the responsibility of filing. Access to entries in a situation of epileptic power supply and slow internet connection could also affect OPAC.

Affordability: The library catalogue should not be too exorbitant to create and maintain. The library needs money for other pressing issues like the acquisition of information resources. Therefore, the library should be able to afford to effectively maintain the catalogue. Most of the forms of library catalogues do not come cheap, except the book catalogue which also has a major limitation already highlighted.

Space saving: The catalogue should not take so much space that the reading area or other important sections of the library have to be reduced to make way for the catalogue. As for the card catalogue, despite its merits, it has the potential of occupying too much space. OPAC, COM catalogue and CD-ROM catalogue do not occupy too much space.

Ease of duplication: Another important feature of the library catalogue is its ability to be easily replicated so that users can continue to have access to it. While there could be difficulty in duplicating the card catalogue, all other forms can be duplicated easily.

It is important to state that all these features may not be found in one particular form of catalogue. Therefore, it is advisable for the library, if possible, to maintain more than one form of catalogue. That is why in some libraries, even though the card catalogue is available, OPAC is also provided to complement it.

Self-Assessment Exercises 2

Attempt this exercise to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The book catalogue is flexible. Yes () No ()
2. The cheapest form of catalogue is _____ (a) Book catalogue (b) Card catalogue (c) OPAC (d) CD-ROM catalogue
3. The library catalogue that has all the features of an ideal catalogue is _____ (a) All of the above (b) OPAC (c) Book catalogue (d) None of the above



2.5 SUMMARY

In this unit, the various forms of library catalogues were discussed with their advantages and disadvantages. They are; a card catalogues, book catalogues, computer output microform catalogues, CD-ROM catalogues and the online public access catalogue. The characteristics of the library catalogue were also explained. Libraries need to consider their users and the size of their collection in determining the form(s) of the catalogue to adopt. The aim is not to deploy all the different types of catalogues and the users do not use them. It is best for libraries what works for them depending on their circumstances. The goal is to ensure that the catalogue is effective and that users enjoy using it.

Tutor-marked assignment

1. Critically discuss the forms of catalogue and highlight their merits and demerits
2. One form of catalogue can be the ideal form of catalogue. How far do you agree with this statement?

2.6 GLOSSARY

Catalogue cabinet: this refers to the wooden or steel closet where the catalogue cards are stored.

Patrons: these refer to the users of the library.



2.7 REFERENCES AND FURTHER READING

Aina, L.O. (2004). *Library and Information Science text for Africa*. Ibadan: Third World Information Services

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2.8 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

1. Card catalogue- Most prominent
2. Book catalogue- Oldest
3. Computer Output Microform (COM) catalogue- Photographic materials
4. CD-ROM catalogue- Uses compact disc
5. Online Public Access Catalogue- Most modern

Possible answers to SAES 2

1. No
2. Book catalogue
3. None of the above

UNIT 3 ARRANGEMENT AND METHOD OF PREPARATION OF THE LIBRARY CATALOGUE

CONTENT

- 3.1 Introduction
- 3.2 Learning outcomes

- 3.3 Arrangement of the library catalogue
- 3.4 Method of preparation of the library catalogue
- 3.5 Summary
- 3.6 Glossary
- 3.7 References/Further Reading
- 3.8 Possible answers to SAES



3.1 INTRODUCTION

The previous unit examined the forms of library catalogues mostly in terms of their physical properties. This unit will focus on the inner aspect in terms of how the entries are arranged in the catalogue. The different methods of preparing the library catalogue will also be considered.



3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. explain the arrangement of entries in the library catalogue
- ii. discuss the methods of preparing the library catalogue



3.3 ARRANGEMENT OF THE LIBRARY CATALOGUE

Regardless of the form of the catalogue, there are two principal methods of arranging the entries in the catalogue. These are; alphabetical and classified arrangements.

Alphabetical arrangement method: In this method of arranging the cards are filed in alphabetical order. This method is quite popular and easy for information seekers. With this arrangement, the author, title and subject cards are filed alphabetically with the use of their heading. Aina (2004) opined that there are two types of arrangement in the alphabetical method. These are;

- 1. Divided arrangement
- 2. Dictionary arrangement

1. Divided arrangement: This is a situation whereby a library maintains an author/title catalogue and another catalogue that caters for the subject entries and both of them are arranged alphabetically. Thus, it is easy for the users to access the entries based on their manner of approach which could be author/title or subject. Take a look at the example below that illustrates the divided arrangement.

Catalogue A	Catalogue B
Author Arrangement	Subject Arrangement
Abubakar, D.	Accounting
Jonathan, A.	Economics
Obi, A.	Mathematics
Ola, O.	Philosophy
Smith, Z.	Political science
Tella, J.	Psychology

From this example, the headings for the authors and subjects are arranged separately in alphabetical order. That is why in catalogue A that is for the author, Abubakar was filed ahead of Obi, and Obi ahead of Tella. On the other side in catalogue B, the subject headings are also filed in alphabetical order.

2. Dictionary arrangement: In this form of arrangement, there are no separate catalogues to take care of the access points (author/title and subject). All the access points are arranged alphabetically and together as there is no division based on author/title and subject. See the example below.

Catalogue
Dictionary Arrangement
Abubakar, D.
Accounting
Economics
Jonathan
Mathematics
Obi, A.
Ola, O.
Philosophy
Political science
Psychology
Smith, Z.
Tella, J.

It is clear from this example that in the dictionary arrangement, there is no provision for separate provision for author/title and subject. All the headings are arranged together in alphabetical order. The method of alphabetical arrangement has its advantages. The dictionary arrangement allows the users to access the documents in the library easily. Within, the same catalogue, they can search for search for a document using the name of the author, title or subject. Another benefit is that this method seems straightforward for the users. One major limitation of this method is that information materials that ought to

be filed together will be separated within the catalogue. For example, information resources that treat inflation, demand and supply, monetary policies and labour economics ought to be filed under one broad subject Economics. However, in the dictionary catalogue all these related documents will be filed separately under alphabet D (demand and supply), I (inflation), L (labour economics) and M (monetary policies). Therefore, access to documents on the same subject may not be as quick as possible.

Classified arrangement method: This is a method whereby the catalogue entries are filed with the use of the classification number of the documents. Hence, it is a form of subject arrangement because classification schemes assign numbers based on the subjects of documents. Therefore, it is the classification scheme that the library adopts that will dictate the arrangement of the catalogue entry. For example, if the Dewey Decimal Classification (DDC) is used in a library that operates the classified entry arrangement, the headings of the entries will carry the notation (signs, symbols, numbers and alphabets used in classification schemes to represent subjects) of DDC depending on the subject. Thus, the entries of documents on social sciences will be filed in class 300. This class will still be subdivided further as:

300-Social sciences, sociology and anthropology

310-Statistics

320-Political science

330-Economics

340-Law

350-Public administration and military science

360-Social problems and social services

370-Education

380-Commerce, communication and transportation

390-Customs, etiquette and folklore

This connotes that if a library has acquired and processed books on Law, instead of entries to be entered in the catalogue with the surname of the authors and title, it will be entered under 340. Likewise, all the documents on Education will be entered under 370. There are benefits associated with the use of this method of arrangement. One of which is that documents on the same subject are not scattered in the catalogue; the entries are brought close to each other. This will give a user who is interested in information material on a particular subject to have access to more documents that are related to his subject of interest. Additionally, this method can assist in terms of statistics as the number of

catalogue entries will give an insight into the number of documents that a library has on a particular subject.

Despite these benefits, this method of arrangement has its drawback. One is that if the users are not familiar with the classification scheme used in the library, they will not be able to use the catalogue. The users need to be familiar with the notation of the classification scheme. A scheme like DDC groups subjects into ten broad areas, this might present a serious challenge for some users to master. However, a classification scheme like the Library of Congress (LC) will present an even greater challenge because the main classes are more than 20. As a result, a library that wants to adopt the classified arrangement should consider the abilities of its users and embark on a serious user education program to enhance the knowledge and skills of the users.



Fig.12: The ten main classes of DDC
<http://www.localwiki.org>

General Categories: Library of Congress (LC) Classification Scheme

A	General works	H	Social Sciences	R	Medicine
B	Philosophy-Psychology-Religion	J	Political Science	S	Agriculture
C	History (Civilization)	K	Law	T	Technology
D	History: General & Europe	L	Education	U	Military Science
DS	Asia	M	Music	V	Naval Science
E	American History	N	Fine Arts	Z	Bibliography-Library Science
F	Latin American History	P	Language & Literature		
G	Geography-Anthropology-Recreation	Q	Science		

Fig. 13: Main classes of LC

Self-Assessment Exercises 1

Attempt this exercise to measure what you have learnt so far. This should not take you more than 6 minutes.

1. The two types arrangement in the alphabetical method are _____ and _____
2. The entries under the classified catalogue arrangement is done through _____
(a) form (b) subject (c) number (d) classification number
3. What is notation? _____



3.4 METHOD OF PREPARATION OF THE LIBRARY CATALOGUE

Libraries use different methods in preparing their catalogues entries. These methods are; the original preparation method, copy cataloguing method, acquisition of commercial catalogues and combination of different methods. These different methods will be explained one after the other.

Original preparation method: This is a method of preparing the entries in a catalogue whereby the bibliographic details that will be included in the entries like the author's name, the title of publication, edition and the like are copied firsthand from the documents by the library staff that is designated to do it. Orbih and Aina (2014) noted that this method requires the staff to carefully go through the documents to retrieve all the elements that make up the catalogue entry. The task of engaging in the original preparation of catalogue entries can be carried out by library officers who have the required knowledge and skills and have also been trained in cataloguing. Even though this method facilitates flexibility in terms of adopting in-house styles of cataloguing, there are some concerns.

1. This method requires a lot of time for the library staff to do a thorough job. This arises from the fact that cataloguers are expected to obtain the bibliographic details that will form the catalogue entry by following some standards (which will be discussed in the next module). These standards have to be applied regardless of the documents being described and because the format of each document differs, it could take some time before a good job is done. Nwalo (2012) opined the level of difficulty experienced in cataloguing differs from document to document and this could impact the time used in cataloguing.

2. Some library staff have a phobia of cataloguing because of the technicalities associated with it and such staff find it quite difficult to engage in original cataloguing because their incompetence may be revealed. In some libraries, the staff in the cataloguing department are overburdened.
3. There are some situations in which a newly employed staff that has no experience in cataloguing except for the average knowledge acquired in the library school will be asked to engage in original cataloguing. Such as individuals will have a high tendency of making mistakes which could lead to misrepresentation of the bibliographic details of documents.

Copy cataloguing method: This is a method that does not require the library staff to engage in the original preparation of the catalogue entries. With this method, the library copies from an existing record of bibliographic description and the contents are adapted to the local in-house style. Another name for this method is derived cataloguing which implies that the catalogue entries are derived from an existing source. Libraries can copy bibliographic information from documents that have Cataloguing-in-Publication (CIP) details already prepared by publishers usually located on the copyright page of books. So because the publisher already provided all the bibliographic details specified in the standards that guide cataloguing, the staff just have to copy the details and modify them to suit his or her library. Copy cataloguing can also be done from bibliographic entities like the Online Computer Library Center, WorldCat and the Library of Congress online catalogue. These entities have created databases where bibliographic details of information resources are captured and made accessible to interested libraries via the Internet. This method has made the preparation of the catalogue easy as the stress of original cataloguing has been eliminated, even though what is copied will have to be written on the catalogue card or copied and edited on the computer. For a library that entirely relies on this method to prepare its catalogue, there could be challenges with electricity (peculiar to this part of the world at the moment) and seamless internet connectivity. Another drawback of this method is that it could render cataloguers lazy as they might rely on this method solely and neglect original cataloguing.

Commercial catalogues: Some organizations are in the business of providing libraries with catalogue records for a fee. Through this method, the staff of the library will not engage in cataloguing and such human resource can be channeled to other sections of the library where they are needed. Therefore, this method saves time and effort. However, this method can place a huge financial burden on the library and could also affect the ability of the staff to engage in original cataloguing in an event that the arrangement cannot be sustained.

Combination of different methods: This is an approach whereby the library makes use of all or two of the three methods earlier discussed which are original cataloguing, copy cataloguing and use of commercial catalogues. With this, the library can leverage the advantages of these methods and reduce their demerits.

Self-Assessment Exercises 2

Attempt this exercise to measure what you have learnt so far. This should not take you more than 3 minutes.

1. Which of these methods of preparation of catalogue could require the use of CIP? _____
2. Which method requires the staff to carefully go through the documents to retrieve all the elements that make up the catalogue entry? _____
3. Which method of preparation of catalogue could instil fear in the library staff? (a) copy cataloguing (b) use of commercial catalogues (c) original cataloguing (d) all of the above



3.5 SUMMARY

In this unit, the two principal methods of arranging the entries in the catalogue which are alphabetical and classified arrangement were discussed with their advantages and disadvantages. Also, the four methods of preparation of the library catalogue were explained. The four methods are; the original preparation method, copy cataloguing method, acquisition of commercial catalogues and combination of different methods. The arrangement and method of preparing the library catalogue is a decision that each library has to make with its users in mind. No form of arrangement or method of preparation is the best; all depends on how well libraries can ensure that their users can effectively retrieve information resources from their collections regardless of the arrangement and method of preparation of the catalogue.

Tutor-marked assignment

1. With the aid of practical examples, discuss the methods that could be used in arranging entries in a catalogue.
2. As a newly employed librarian in charge of cataloguing, explain the methods that you could use to prepare your catalogue.

3.6 GLOSSARY

Classification scheme: this refers to the arrangement of how information resources are grouped into subjects in the library.

Elements: these refer to the features of a document that are recorded during cataloguing as specified by the rules governing the process.

In-house style: this refers to the unique peculiarities of a library that are taken into consideration when engaging in library routines.



3.7 REFERENCES AND FURTHER READING

Aina, L.O. (2004). *Library and Information Science text for Africa*. Ibadan: Third World Information Services

Nwalo, K.I.N. (2012). *Imposition of order on chaos: cataloguing as the soul of librarianship*. A Faculty Lecture delivered at the Faculty of Education, University of Ibadan, Ibadan

Orbih, D.E. & Aina, A.J. (2014). "Issues, benefits and challenges of original cataloguing versus copy cataloguing: the experience at the Lagos State University". *International Journal of Library and Information Science*, 6(5), 88-97.



3.8 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

1. Divided and dictionary arrangement
2. Classification number
3. Notation refers to the signs, symbols, numbers and alphabets used in classification schemes to represent subjects

Possible answers to SAES 2

1. Copy cataloguing
2. Original cataloguing
3. Original cataloguing

UNIT 4 STRATEGIES FOR FACILITATING EFFECTIVE USE OF THE LIBRARY CATALOGUE



Fig.14: A library user making use of the OPAC

<https://natlib.govt.nz/schools/school-libraries/library-systems-and-operations/your-library-catalogue>

CONTENT

- 4.1 Introduction
- 4.2 Learning outcomes
- 4.3 Strategies for facilitating effective use of the library catalogue
- 4.4 Summary
- 4.5 Glossary
- 4.6 References/Further Reading
- 4.7 Possible answers to Self-Assessment Exercises (SAEs)



4.1 INTRODUCTION

As a librarian, you will be very disappointed if users in your library do not make use of the catalogue after exerting yourself vigorously to ensure that the catalogue is made available and accessible. In a situation like this, it could be because the users do not understand how to use the catalogue, and as a result, they are avoiding it. Therefore, it is not only important for a librarian in training for you to know how to prepare the catalogue, but it is also essential that you know how to ensure that library patrons make use of it. The strategies that can facilitate this will be discussed in this unit.



4.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. discuss the direct method of facilitating the use of the library catalogue
- ii. describe the indirect method of facilitating the use of the library catalogue



4.3 STRATEGIES FOR FACILITATING EFFECTIVE USE OF THE LIBRARY CATALOGUE

Onuoha (2013) noted that library users will make use of the catalogue if they are properly educated in terms of the knowledge and skills that are required and to ensure this, two methods can be deployed by the management of libraries. These are the direct and indirect methods. The direct method includes;

1. Bibliographic instruction
2. Library orientation/tour

Bibliographic instruction: to ensure that library users, especially those in school and academic libraries make use of the catalogue effectively, they need to be instructed on how that can be done. Bibliographic instruction refers to a formal approach of teaching library users how to make use of the library, especially the catalogue through a course designed specifically to achieve this. Istifanus, Usman and Amkpa (2019) were of the view that bibliographic instruction can empower library users, especially in school and university libraries with the skills how to use the catalogue. That is why some academic institutions have a stand-alone course on the use of the library or a section on the use of the library as part of the course on general studies. If the instructors that are handling this course devote ample time to educate the students on how to use the library catalogue with practical examples, it will facilitate the use of this important information retrieval tool. Therefore, the instructors shouldn't rush through the part of the course that deals with the use of a catalogue. They should not just provide the definition of a library catalogue and also discuss the forms; they need to focus more on how the students can use the catalogue to locate information resources that will be useful for their assignment completion and projects.

Library orientation/tour: library orientation is a user education technique whereby librarians give a formal lecture (physical or virtual) on the different sections of the library and the activities that they carry out. For school and academic libraries, the librarians are called to provide orientation to the pupils and students as part of the orientation program for new students. This opportunity could help the librarians to draw special attention to the

library catalogue during the orientation program. The new students should be made to know the relevance of the catalogue to their academic activities. The librarians could make use of PowerPoint presentations to illustrate how the catalogue can be accessed by the students. Islam (2010) stated that a well-conducted library orientation could instill in the pupils and students the need for them to use the library catalogue whenever there is a need for them too.

As regards library tour, it provides the opportunity for library users to participate in a tour of the library led by library staff. This tour could be physical or virtual. In a physical tour, the users are taken on a guided tour of the different sections of the library where they will have the opportunity to interact with the staff and also ask questions. The library staff in these sections would have been aware of the tour for them to prepare. During such tours, the students must be taught by way of practical demonstrations of how the catalogue can be used when they get to the technical section of the library where cataloguing is done (David-West, 2020). This will allow the students to ask some of the questions they might have regarding the catalogue. As for the virtual tour, users are provided with a recorded video showing the different sections of the library and talks on the activities of the sections by the library staff. Some institutions provide a virtual tour of their libraries on their websites, meaning that interested users can download the video or watch it over and over again. Thus, under a virtual tour, library users can watch the video recording on the use of the catalogue repeatedly. This could facilitate their use of the catalogue.



Fig.15: A group of users on a library tour
<https://www.eui.eu/Research/Library/Events/Events-at-the-Library>

Use this link to watch a short video of a virtual library tour of a library

<https://www.youtube.com/watch?v=l2zIvSRCaM4&t=140s>

In addition to the direct methods of facilitating the use of the library catalogue, there are also indirect methods which do not involve physical or virtual contact with library users. These are:

1. Library guides
2. Display
3. Directional signs
4. Library handbooks

Library guides: these are documents prepared by the library staff meant to instruct and inform library users about the information resources, services and facilities in the library and how they can use them appropriately. Such a document can help to promote the use of the library catalogue if clear and effective illustrations focusing on the use of the catalogue are presented. At times, library guides are not in form of documents but library personnel who is on the ground to help users navigate their way in the library and assist them to access needed information resources. The library guide should be able to instruct the users on how to use the catalogue effectively. If the users know that guides are available to assist them with the use of the catalogue, they might be encouraged to use it.

Display: this could be in form of pictures or charts designed to draw the attention of library users and captivate their attention in promoting the use of the library. Displays are colourful by their nature to easily draw the attention of the users. Displays can be done to stimulate the interest of the users to always remember to use the library catalogue. The display can also be done through the use of electronic boards. These boards are programmed with messages that can be displayed continuously even at night when the environment is dark.



Fig. 16: A display in a library

<https://www.pinterest.com/pin/462252349247554074/>

Directional signs: these are symbols or inscriptions that assist users with navigation in the library. These signs ensure that patrons get around the library successfully without verbally asking for directions. In some libraries where OPAC is used, the users may not know where the computer systems dedicated to it are. In such situations, the directional signs can be very helpful in leading the users so that can make use of the OPAC. Some libraries provide directional signs but because of a lack of maintenance, the signs either fade away or are removed. Therefore, it is imperative for libraries that want to enhance the use of the catalogue to ensure that directional signs are always in place to provide needed information to users. Oghenekaro (2018) observed that directional signs can go a long way in promoting the use of the library catalogue.



Fig. 17: Examples of directional signs in a library

<https://sussexsigns.com/recent-project/seaford-library/>

Library handbooks: these are documents, either hard copy or electronic that contain information about the library, its resources, facilities and services prepared handily. Library handbooks are not like textbooks, they are instructional with quite several illustrations to assist the users to get quick information about the library. The library handbook is revised periodically to give opportunities for adjustments and changes in the library services and resources.

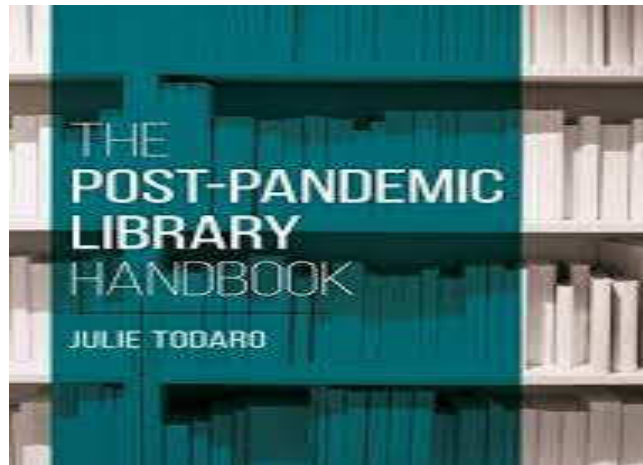


Fig. 18: An example of a library handbook

<https://www.goodreads.com/book/show/58680046-the-post-pandemic-library-handbook>

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 3 minutes.

1. Bibliographic instruction is a form of _____ method of user education in the library.
2. Which method of facilitating the use of the library catalogue does not involve physical or virtual contacts with library users? (a) direct (b) indirect (c) none of the above (d) all of the above
3. Match the following:

Direct method
Indirect method

Bibliographic instruction
Library guides
Display
Directional signs
Library orientation/tours
Library guides
Library handbook



4.4 SUMMARY

The direct and indirect methods of facilitating the use of the catalogue by library personnel have been discussed in this unit. The approaches under the direct method are bibliographic instruction and library orientation/tours. While for the indirect methods, they are library guides, displays, directional signs and library handbooks. Libraries that implement the

already discussed methods of facilitating the use of the catalogue will witness more patronage by users and the relevance of such libraries will not be called into question.

Tutor-marked assignment

1. As a librarian in charge of user education in your library, discuss the method of facilitating the use of the catalogue that will be most effective.
2. How can directional signs help facilitate the use of the library catalogue?

4.5 GLOSSARY

Academic libraries: these are libraries attached to tertiary institutions like universities, polytechnics, colleges of education, monotechnics and the likes.

School libraries: these are libraries attached to pre-primary and primary schools.



4.6 REFERENCES AND FURTHER READING

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4.7 POSSIBLE ANSWERS TO SAES

1. Direct
2. Indirect
3. Direct: Bibliographic instruction and library orientation/tour
Indirect: Library guides, displays, directional signs and library handbooks

MODULE 3 HISTORY AND DEVELOPMENT OF CATALOGUING CODES

In module 2, unit 3, you learnt that cataloguing is governed by standards. This module will give you a historical perspective of the standards that have guided cataloguing over the years and those that are used presently. This historical perspective is divided into the development of individual codes, the development of the Anglo-American Cataloguing Rules (AACR) and that of Anglo-American Cataloguing Rules II (AACR2), and the development of Resource Description and Access (RDA).

Unit 1 Development of individual codes

Unit 2 Development of AACR and AACR2

Unit 3 Development of RDA

UNIT 1 DEVELOPMENT OF INDIVIDUAL CODES

CONTENT

- 1.1 Introduction
- 1.2 Learning outcomes
- 1.3 Development of individual codes
- 1.4 Summary
- 1.5 Glossary
- 1.6 References/Further Reading
- 1.7 Possible answers to Self-Assessment Exercises (SAEs)



1.1 INTRODUCTION

In an attempt to develop codes that will guide the practice of cataloguing in libraries, some individuals develop codes that assisted in this regard. The contributions of these individuals will be discussed in this unit.



1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. highlight the contributions of Anthony Panizzi
- ii. state the contributions of Charles Coffin Jewett
- iii. highlight the contributions of Charles Ammi Cutter



1.3 DEVELOPMENT OF INDIVIDUAL CODES

The contributions of some notable individuals towards the development of codes that govern the practice of cataloguing cannot be overemphasized. Most of these individuals were prominent in the 19th Century, but what they did in terms of the development of cataloguing codes laid the foundation for the present standards that govern cataloguing. The contributions of three of such notable individuals will be discussed. These individuals are; Sir Anthony Panizzi, Charles Coffin Jewett and Charles Ammi Cutter.

Sir Anthony Panizzi (1797-1879)



Fig: 19 Anthony Panizzi

Source: <https://www.britishmuseum.org/collection/term/BIOG41051>

Anthony Panizzi, an Italian and a British citizen, worked in the British Museum as the keeper and has been reputed to be the father of modern cataloguing (Miksa, 2021). Before he intervened in the cataloguing arena, individual librarians determined how the guidelines provided by those in the past were to be followed. Meaning that librarian A may decide to add an edition to the description of a book and librarian B may decide to omit it. Since there were no accepted standardized sets of rules; they were allowed to do what pleased them. One of the early catalogues developed was that of the British Museum by Sir Henry Ellis and Rev. H.H. Barber. Aina (2004) noted that the catalogue was in book form which was arranged alphabetically and in seven volumes. Anthony Panizzi felt that the idea of the catalogue should move beyond a list of the holdings of a library to one that could guide the users to effectively make use of the library resources. In light of this, he developed and published with the aid of his assistants the Rules for the Compilation of the Catalogue, also known as Panizzi's 91 rules in 1841 for the British Museum.

The principles that set the foundation for his rules are;

1. The document should be the foremost source of data for description. This indicates that a librarian that wants to catalogue a book should focus entirely on the book in selecting the elements of description. Data like the name of the author, title of the book and the like should all be gotten from the book. Therefore, the use of external sources to get data for the description of the document is not encouraged at all.
2. The chief source of information is the title page of the document. This is based on the notion that the title page will contain some information that will be of benefit to the information user like the name of the author, title of the book, publisher's information and the like.
3. There should be no alteration in the title of the document while recording it on the catalogue card. This means that the librarian should copy the title as it is without modifications. Even if the title does not read correctly to the librarian, since it is a published work, it should be left as it is because that is what the users will know and recognise. Thus, a change in the title could mislead the users when they are searching for it.

These principles form part of the rules that librarians in this Modern Age use in cataloguing information resources. Apart from this, Panizzi highlighted some of the elements that should be considered while describing documents. These include the title of the publication, edition, where the document was published, the printer and year of publication. In as much as Panizzi's rules pioneered the development of standards to guide cataloguing, his rules have been criticized for their inability to apply to new information materials that are not books.

Charles Coffin Jewett (1816-1868)



Fig. 20: Charles Coffin Jewett

Source: <https://www.flickr.com/photos/smithsonianlibraries/2313472282>

Miksa (2021) noted that Panizzi's work set the foundation for others to build on. One such individual who learnt from Panizzi was Charles Coffin Jewett who was a librarian employed at the Smithsonian institute in 1846. Harris (1975) stated that even Jewett himself acknowledged that he learnt from Panizzi. He developed a code of 39 rules for the Smithsonian library in 1852 (Aina, 2004). Jewett ensured that librarians in the United States took the center stage in the development of cataloguing throughout the world. His main contribution to the cataloguing code came after he was appointed as the Librarian of the public library in Boston, United States of America. It was there that he published an Index to the Catalogue of a Portion of the Public Library of the City of Boston.

The elements of bibliographic description published by Jewett which was additional to that of Panizzi are:

1. Statement of responsibility which indicates the individual(s) responsible for the content of documents. This means that in addition to the name of the author, another element should cater for all those who are responsible for the intellectual content of the document.
2. Inclusion of the size of the volume gives information to the user about the numerical position of that particular publication.
3. Then replacement of printer's name with that of the publisher. Thus, Jewett recognised that the responsibility of a publisher far exceeds that of a printer and that should be acknowledged.

Saini (n.d.) described the contributions of Jewett to cataloguing as a watershed in the history of the practice.

Charles Ammi Cutter (1837-1903)



Fig. 21: Charles Ammi Cutter

Source: <https://search.library.wisc.edu/digital/AFQ4624ABSNT2X87>

Cutter was an experienced cataloguer who worked at the Harvard College Library and the Boston Athenaeum where he met Jewett. Even though he agreed with Jewett on some of the rules he developed, he based his own rules on the card catalogue and not the description of books. Aina (2004) noted that it was Cutter that gave subject headings the prominence that they have today. Cutter published Rules for a Printed Dictionary Catalogue in 1876 which is still referred to today (Miksa, 2021). The contributions of Cutter to cataloguing are obvious with his views on the objectives of the catalogue. He stated that a catalogue should be able to help users to decide on books by a particular author, with a particular title and on a particular subject.

Furthermore, he held the view that from the catalogue, the user should be able to determine the form of a publication, the edition, and details of the publishers in terms of name and place of publication and the language of publication. He believed that the catalogue should be able to assist the users to find a document amidst all others on the same subject; to assisting the users to make an informed decision based on their information needs. The codes developed by Cutter ended the era of the development of individual codes. The next set of codes developed after this was done by library associations.

Summary of the contributions of the three individuals to cataloguing codes

Anthony Panizzi	Charles Coffin Jewett	Charles Ammi Cutter
The document should be the sole source of data for cataloguing	The description of books should include: a statement of responsibility, volume number where applicable and publisher’s name instead of the printer’s name	The description of information resources should identify; a form of publication, edition, name of publisher, place of publication and language
The title page should be the chief source of information		
The title should be written as it is		
The description should include: Title, edition, place of publication, name of printer and year of publication		

Developed 91 rules for cataloguing	Developed 39 rules for cataloguing	
------------------------------------	------------------------------------	--

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 5 minutes.

1. Who first stated that cataloguing should be solely based on the content of books? _____
2. How many sets of rules were developed by Charles Jewett _____
3. Who ensured that librarians in the United States took the centre stage in the development of cataloguing throughout the world?

4. Who replaced printers name with publishers name in his set of rules? _____
5. Who developed 91 sets of cataloguing rules?



1.4 SUMMARY

The unit has explored the development of cataloguing codes by three individuals; Anthony Panizzi, Charles Coffin Jewett and Charles Ammi Cutter. Their various contributions to the practice of cataloguing were enumerated. The three individuals discussed have contributed their quota to the development of cataloguing as a practice. The codes they developed set the foundation for what cataloguing is today. Even though they developed those rules in the 19th Century, their relevance transcends their time and age.

Tutor-marked assignment

1. Briefly discuss the contributions of Anthony Panizzi to the development of cataloguing codes.
2. Highlight the similarities between the cataloguing codes developed by Charles Coffin Jewett and Charles Ammi Cutter.

1.5 GLOSSARY

Cataloguing codes: these refer to the body of rules and guidelines formulated by experts in the field of librarianship that govern the practice of cataloguing.



1.6 REFERENCES AND FURTHER READING

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Saini, A. (n.d.). Library cataloguing (Theory). Retrieved from <http://www.lms.su.edu.pk>



1.7 POSSIBLE ANSWERS TO SAES

1. Anthony Panizzi

2. 39

3. Charles Coffin Jewett

4. Charles Coffin Jewett

5. Anthony Panizzi

UNIT 2 DEVELOPMENT OF AACR AND AACR2

CONTENT

- 2.1 Introduction
- 2.2 Learning outcomes
- 2.3 Development of AACR and AACR2
- 2.4 Summary
- 2.5 Glossary
- 2.6 References/Further Reading
- 2.7 Possible answers to Self-Assessment Exercises (SAEs)



2.1 INTRODUCTION

In the previous unit, you learnt about how three individuals contributed to the development of cataloguing codes. In this unit, you will be exposed to the second era in the development of rules that govern the cataloguing of library resources. This era was dominated mostly by the intervention of associations in the United States of America, the United Kingdom and Canada. This era is a direct precursor to the present era in the development of cataloguing codes.



2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. trace the historical development of the AACR 1967
- ii. outline the contributions of Seymour Lubetzky to the development of AACR



2.3 DEVELOPMENT OF AACR AND AACR2

Before the development of Anglo-American Cataloguing Rules, associations in the United States of America (USA) and the United Kingdom (UK) had their own different sets of rules. For example, in the USA, there were the American Library Association (ALA) Rules. The first set of rules published by this association in 1879 integrated the works of Jewett on the elements needed for description and that of Cutter on the choice and form or entry points. Aina (2004) recalled that these rules were not generally accepted by libraries in the US as some used the Library of Congress codes instead of the ones published by ALA. In an attempt to provide a uniform set of rules, the Advisory Committee of ALA agreed to publish new sets of rules by combining the ALA rules of 1879, the 4th edition of the Dictionary Catalogue by Cutter and that of the Library of Congress. That integration gave birth to the more embracing ALA Rules of 1902.

As for the UK, the turning point for the development of cataloguing rules was the conference of the library association which focused primarily on bibliography and cataloguing and had in attendance some librarians from the US, among whom was Charles Ammi Cutter. Deliberations at the conference brought about the Cataloguing Rules for the Library Association of the United Kingdom and two editions were published. The 1881 edition had 49 rules and the 1883 edition had 48 rules.

From the information presented thus far, it is obvious that librarians in the US and the UK had different sets of cataloguing rules, even though the cataloguers interacted with each other. At some point, there was a need to unify the codes of the UK and that of the US, thereby creating the nomenclature, Anglo-American Code. That time came in 1908 when ALA and the Library Association of the United Kingdom published the Catalogue Rules, Author and Title Entries which had 174 rules. However, it was reported that members of the two associations could not agree on the details of the rules and that led to the publication of two editions, one for the Americans and the other for the Britons (Haider, 2021).

After the code of 1908, the goal of having a truly unified Anglo-American code was stalled by World War II as the Britons could not participate in the deliberation. This gave the Americans the opportunity to work on their codes and that led to the publication of the ALA 1949 code for author and title headings (Haider, 2021). This was not the only code in America, as the Library of Congress also developed a code that assisted with descriptive cataloguing which was not captured by the ALA code in 1949. Both codes guided how to catalogue library resources until work on the Anglo-American code was revived.

That revival came in 1951 when Seymour Lubetzky who worked with the Library of Congress was called upon to carry out a critical analysis of the ALA 1949 code. Herbon (2006) noted that Lubetzky criticised the ALA code and accused it of being long, unnecessary and confusing. He presented his report in 1953 where he argued that cataloguing code should not be complex and not repetitive. This made ALA consider a revision of its code and Lubetzky was appointed editor of this new code in 1956. Even though he resigned from this position in 1962, he already prepared a draft titled Lubetzky's Code of Cataloguing Rules, Author and Title Entry: An Unfinished Draft (Herbon, 2006). This draft was presented at the 1961 International Conference on Cataloguing Principles in Paris, France and it was adopted. Thus, giving rise to the 12 principles popularly called Paris Principle. The draft by Lubetzky prepared the grounds for a truly unified code of the Anglo-American Cataloguing Rules (AACR).

The first unified cataloguing code AACR was published in 1967 and it was an offshoot of Lubetzky's work presented at the Paris conference in 1961. The 1967 AACR was published in two texts, the North American Text (for Americans) and the British Text (for those in the United Kingdom). The two texts were published because members which included those from ALA, the Library of Congress, the Library Association of the United

Kingdom and the Canadian Library Association could not reach a unanimous decision on some rules. Aina (2004) noted that the AACR of 1967 was divided into three parts: Part 1 guided the rules governing the choice of heading and its form, Part 2 focused on bibliographic description and Part 3 gave guidelines on how to describe non-book materials.

Two years after the AACR was published, an International Meeting of Cataloguing Experts was held in Copenhagen, Denmark in 1969. At this meeting, the International Federation of Library Associations and Institutions (IFLA) facilitated the plan to produce the International Standard Bibliographic Description (ISBD). This set of the standard is expected to provide a comprehensive guide on how to engage in descriptive cataloguing by stating the elements needed for bibliographic description and how to use punctuation marks. By 1974, IFLA published ISBD (M), the M connotes that it was only for monographs. Later, IFLA also published serials, non-book materials and cartographic materials.

With the publication of ISBD by IFLA, the relevance of the AACR of 1967 began to be questioned. In addition, there were already concerns as to the limitations of the AACR of 1967 as the elements of description did not cover multimedia resources and ALA also had three amended copies of the AACR issued in 1970, 1971 and 1975 respectively. As a result of this, librarians from the United States, United Kingdom and Canada met to revise the AACR and to issue a second edition that will unify the North American and British codes and also appeal to other countries of the world. In order carry out, this responsibility, a Joint Steering Committee (JSC) was set up with members drawn from the American Library Association, the British Library and the Canadian Library Association with Michael Gorman and Paul Winkler as editors.

The JSC published AACR2 in 1978 as a single code for the description of documents in the library. AACR2 appealed to those in the US and the UK as their peculiarities were addressed. Unlike AACR which had 3 parts, AACR2 has two parts. Part 1 has thirteen chapters devoted to descriptive cataloguing and associated issues. These chapters integrated the IFLA ISBD (M) and that of serials. Part 2 covers six chapters (21-26) which deal with the choice of headings. Chapters 14-20 are omitted purposely to make room for future expansion of the code. The principles underlining AACR2 are:

1. ISBD should guide the description of information resources. This gives credence to the effectiveness of the IFLA codes.
2. Preference should not be given to an information format over others. Cataloguers should follow the rules that govern the description of all information materials.
3. The bibliographic item should serve as the basis for the description. An external source of information should not be used to determine the elements of description apart from the information source itself.

4. Other entry points should be determined from the material being catalogued. This allows for the creation of multiple access points to assist users to locate the material in the library easily.

The AACR2 has also witnessed a series of revisions over the years to respond to the demands of the times with the 1988, 1998 and 2002 revised editions called AACR2R. To make the code more acceptable, the Joint Steering Committee members have been expanded to include librarians from Australia. The Anglo-American Cataloguing Rules, 2nd Edition, 2002 Revision (AACR2R; 2002) made significant modifications to the part of non-book materials and there have been updates as published in 2003, 2004 and 2005 (Haider, 2021).

As regards the governance structure of AACR2, there are two main groups. One is responsible for publishing the document, while the other is responsible for publishing the rules (Codes). The publishers of AACR2 are the American Library Association, the Canadian Library Association and the Chartered Institute of Library and Information Professionals. The body that is responsible for publishing the rules is called the Committee of Principals which oversees the work of the Co-Publishers of AACR, The Joint Steering Committee for new revision and the AACR Fund Committee.

The AACR2 has also been published in concise editions to allow libraries that require it. Michael Gorman, one of the editors that worked on the AACR2 of 1978, prepared The Concise AACR2. The main one was published in 1981 and revised in 1989, 1999 and 2004. Based on the acceptability of AACR2 by librarians in different parts of the world, it has been translated into Spanish, Chinese, Latvian, Arabic and even Portuguese. There is an online version of AACR2 that requires users to subscribe to the Resource Description and Access (RDA) Toolkit before it can be accessed.

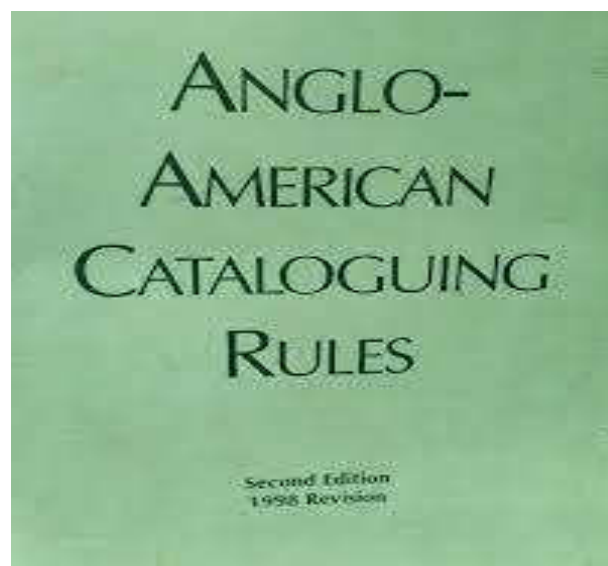


Fig. 22: AACR2 1998 Edition

<https://www.librarianshipstudies.com/2018/12/anglo-american-cataloguing-rules-aacr.html>

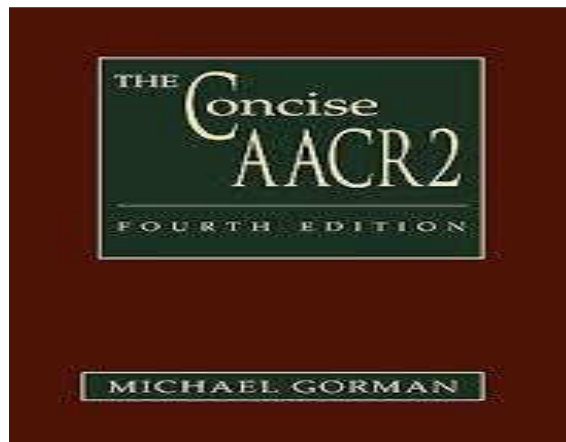


Fig. 23: The Concise AACR2

https://www.goodreads.com/book/show/883773.The_Concise_AACR2

Organisation of AACR2R

The AACR2R has two parts. The title of the first part is a description and it has 13 chapters. Chapter 1 deals with the general rules that apply to different types of information resources regarding the source of information, the description, punctuations and levels of detail in the description. The source of information is the part of the information resource where the important details needed for cataloguing can be found. In the case of books, the chief source of information is the title page which contains the title of the work, author(s), edition statement (if applicable), publisher's name, place of publication and year among other details. The description covers the eight elements of descriptive cataloguing which are; title and statement of responsibility, edition, special area for serials, maps and audio-visual resources, publication details, physical description, series, notes and the standard number. The punctuations help to differentiate the elements from each other and also help to separate the details within each element.

The levels of detail in the description specify that as much as possible and depending on local circumstances, elements like title and statement of responsibility, edition, special areas for serials, cartographic materials and audio-visual resources, publication area, notes and standard number should be recorded especially for small libraries. For academic libraries, all the required elements should be recorded. Chapters 2-13 focus on the rules governing the description of each type of information resources like books and pamphlets, cartographic materials, manuscripts, music, sound recordings and the like.

The second part has 6 chapters, from chapters 21-26. You may wonder why starting from chapter 21 when the first part ended with chapter 13. The reason behind this is that chapters 14-20 do not carry any content as they are reserved for future expansion of the code. The focus of part 2 is on rules for headings, uniform titles and references. In chapter 21, the rules for the choice of access points were captured. Chapter 22 focuses on the headings of persons and chapter 23 deals with geographic names. Corporate bodies were captured in chapter 24, while chapter 25 deals with uniform titles and chapters present the references. The AACR2R has four appendices which cover capitalization, abbreviations, numerals and glossary.

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 7 minutes.

1. What is the full meaning of the acronym AACR? _____
2. What is the name of the conference that prepared the grounds for AACR? _____
3. When was AACR published? _____
4. What is the name of the body responsible for ISBD? _____
5. When was AACR2 published? _____
6. Who prepared The Concise AACR2? _____



2.4 SUMMARY

This unit has exposed you to the development of AACR2. This started with the unification of the codes of the United States and the United Kingdom in 1908. The limitations of this code gave rise to the AACR of 1967 arising from the input of Seymour Lubetzky and deliberations at the Paris Conference of 1961. The limitations in the AACR of 1967, coupled with the need to integrate the ISBD published by IFLA, led to the publication of AACR2 of 1978 which was revised in 1988, 1998 and 2002. The Anglo-American Cataloguing Rules 2 came about as a result of the painstaking efforts of associations and individuals who remained resolute to produce an international code for the cataloguing of information resources in libraries. The extensive work done has made cataloguing an international practice in which information materials are described the same way, following the same rules in most parts of the globe.

Tutor-marked assignment

1. Trace the major development that led to the publication of AACR of 1967
2. Discuss the significant events that led to the publication of AACR2 and highlight its development over the years.
3. Describe the organization of AACR2R

2.5 GLOSSARY

Bibliographic description: this is another word for cataloguing of information resources in which the essential elements are recorded for the benefit of the users

Multiple access points: these refer to the different ways by which the users can access to a document through the name of author, title, year of publication, place of publication etc.

Non-book materials: these are also called special library materials. They are special because they are not books. They are resources that are not of the normal size with peculiar formats and features like maps, atlases, sound recordings, video recordings etc.



2.6 REFERENCES AND FURTHER READING

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Herbon, T. (2006). *Cataloging: a brief history*. Emporia State University.



2.7 POSSIBLE ANSWERS TO SAES

1. Anglo-American Cataloguing Rules
2. International Conference on Cataloguing Principles in Paris, France, 1961
3. 1967
4. International Federation of Library Associations and Institutions (IFLA)
5. 1978

6. **Michael Gorman**

UNIT 3 DEVELOPMENT OF RDA



Fig. 24: New cataloguing rules RDA

<https://www.wikidata.org/wiki/Q1519318>

CONTENT

- 3.1 Introduction
- 3.2 Learning outcomes
- 3.3 Development of RDA
- 3.4 Summary
- 3.5 Glossary
- 3.6 References/Further Reading
- 3.7 Possible answers to Self-Assessment Exercises (SAEs)



3.1 INTRODUCTION

The two preceding units have provided insights into the development of cataloguing codes from the 1800s to the early 2000s all leading to the formulation of AACR2. In as much as AACR2 provided guidelines in the description of information materials, it had some shortcomings leading to the development of a new cataloguing code called Resource Description and Access (RDA). This unit will explain what led to the development of RDA, the objectives of RDA, the differences between RDA and AACR2 and how RDA can be accessed.



3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. explain the factors that led to the development of RDA
- ii. enumerate the objectives of RDA
- iii. highlight the differences between RDA and AACR2



3.3 DEVELOPMENT OF RDA

The inherent limitations of the AACR2 took a center stage at the International Conference on the Principles and Future Development of AACR held in Toronto in 1997. This began the process of revising the AACR2 and work started on this in 2004 intending to come up with AACR3. However, in 2005, an announcement was made that what was needed was not AACR3 but an entirely new code that will provide guidelines on how to describe information resources of the modern age. Thus, giving rise to the Resource Description and Access (RDA). Knight (2011) noted that a significant milestone in the development of RDA was the merging of the Functional Requirement for Bibliographic Records (FRBR) with the Functional Requirement for Authority Data (FRAD) by the Joint Steering Committee in 2007. Work on this new code continued until RDA was released to the library community on the 23rd of June, 2010 (El-Sherbini and Curran, 2011).

But why was AACR2 replaced instead of revised? At the time when AACR2 was published, the prominent information carriers were books and as such the cataloguing code had to provide guidelines on how they can be described. However, the AACR2 was criticized for being ‘book specific’ rather than ‘content specific’, placing much emphasis and providing rules governing the physical format. The AACR2 also made use of abbreviations and was very rigid on punctuations which some considered as too overbearing. They felt the focus should have been on how to ensure that users have access to the content of documents and not on placing commas, semi-colons and the likes. Some individuals thought that the use of abbreviations could confuse and frustrate the users of the catalogue who are expected to understand the description with minimum effort, thereby hindering information retrieval.

Furthermore, the influence of Information and Communication Technology (ICT) on the format of information carriers also made it necessary for AACR2 to be replaced. The online environment where documents are published in different formats that are not captured effectively by the AACR2 brought about the need for a new set of guidelines that will respond to the ever-changing information landscape. That is why RDA is sometimes addressed as the cataloguing rules for the web. RDA is not designed to provide rigid sets of rules that cataloguers must apply. On the other hand, it provides guidelines that at times may necessitate inputs from the cataloguers based on in-house styles.

According to Tillett (2013), the objectives of RDA are;

1. provision of instructions and guidelines that are not ambiguous
2. ability to apply the guidelines to the online information environment
3. provision of effective bibliographic control for all types of media and information format
4. stimulating its use beyond the confines of the library as other information service agencies should be able to use it

5. application of the accepted principles governing bibliographic description
6. ability to separate the description of the content from the carrier

A very important component of RDA is its FRBR component. FRBR was a creation of the Study Group of IFLA which developed it from 1992 to 1995. The development of FRBR intended to have a distinct procedure of bibliographic description that is not linked to the cataloguing codes and that will ensure that all aspects of the data contained in documents are highlighted to facilitate the access by the users. That is why FRBR adopted the conceptual model approach in describing the entities, relationships and attributes of different information resources.

FRBR provided for three groups of entities. The first group focuses on the representation of intellectual/artistic content. The second group is referred to as the creator's group, while the third group is the subject group. Since the first group bothers more with the description of the information resource, it will be explained a little bit further. Group one is made up of four entities that guide the description and they are Work, Expression, Manifestation and Item (WEMI). The Work and Expression entities are the abstract aspects, while the Manifestation and Item entities are the physical parts.

A practical illustration of WEMI can be made with the well-known Library and Information Science (LIS) textbook authored by L.O. Aina and titled Library and Information Science Text for Africa. The author published the book to provide trainees in LIS with a textbook that they can relate to on the African continent. That objective necessitated the **Work**. The twenty chapters in the book with the index constitute the **Expression**. The several copies of the book published by the publisher (Third World Information Services Limited are the **Manifestation**, while the copy that an individual purchased or that which the library acquires is the **Item**. Thus, it is expected that attributes of the entities are recorded when describing information materials. RDA has some attributes that are called the core elements that must be part of the description by an entity. For example, the core elements that should be described as part of the Manifestation which will be useful to information searchers are the title of the work, statement of responsibility, imprint, physical description and the International Standard Book Number (ISBN).

You may ask, what is the difference between RDA and AACR2? El-Sherbini and Curran (2011) provided a table that clearly states the differences.

Differences between AACR2 and RDA

S/N	AACR2	RDA
1	AACR2 used the word 'Heading'	RDA used the word 'Authorised Access Point'

2	AACR2 refers to individuals responsible for the intellectual content of a document of a song as 'Author' and 'Composer'	In RDA, the nomenclature for them is 'Creator'
3	AACR2 used 'See Reference'	RDA used a 'Variant Access Point'
4	AACR2 used 'See Also Reference'	RDA used an Authorised Access Point
5	Collation in AACR2 is called 'Physical Description'	RDA changed it to 'Carrier Description'
6	AACR2 made use of the word 'Chief Source'	RDA used the word 'Preferred Source'
7	AACR2 used 'Uniform Title'	RDA changed it to 'Preferred Title' or 'Conventional Collective Title'
8	AACR2 made provision for 'Main Entry'	RDA calls it 'Preferred Title+ Authorised Access Points for Creator'
9	'GMD' is used in AACR2 for non-book materials	RDA replaced it with 'Media Type', 'Carrier Type' and 'Content Type'. For example, an electronic document may be described as: Content- Text Media- Computer Carrier- Online resource

RDA is published online as a web-based product called RDA Toolkit. Though print copies of the RDA Instructions can be purchased by those who desire it, the goal is to have users access the Online RDA. The co-publishers of RDA are the American Library Association (ALA), the Canadian Library Association (CLA) and the Chartered Institute of Library and Information Professionals.

Within the Nigerian context at the moment, RDA has not been fully adopted by libraries. According to a study conducted by Bamidele, Madukoma and Onoyeyan (2020) on the awareness of RDA among cataloguers who participated in Workshop by the Cataloguing, Classification and Indexing Section of the Nigerian Library Association, most libraries have not fully adopted RDA as further training was required. It is hoped that just as RDA has been adopted by the Library of Congress and major libraries in the US and Europe, libraries in Nigeria will in no distant future embrace RDA fully.



Fig. 25 RDA Toolkit, online access to RDA

<https://www.rdatoolkit.org/about>

Please use the link below to watch a video that practically introduces you to RDA

<https://www.youtube.com/watch?v=MclDiXFZ50k>

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 7 minutes.

1. What two requirements served as milestones for the development of RDA_____
2. What does WEMI stand for?_____
3. What replaces Heading in RDA?_____
4. Physical description is called what in RDA_____



3.4 SUMMARY

This unit has traced the development of RDA starting with the Toronto Conference of 1997, to the decision to merge the FRBR and FRAD in 2007. All these led to the announcement of the publication of RDA 2010. You learnt that it was because of the limitations of AACR2

that RDA was published to replace AACR3. The unit also outlined some of the features that differentiated RDA from AACR2. The development of RDA has revealed that cataloguing as a practice must respond to the demands of the time. Even though this new guideline has not been fully adopted by most libraries in Nigeria, it is hoped that this apathy might fade away soon. This is because LIS professional associations in Nigeria have continued to educate members on how to use RDA. Just as librarians in the US and Europe overcame their initial apprehension of using RDA, librarians on the continent of Africa are expected to overcome theirs and adopt RDA.

Tutor-marked assignment

1. Explain the reasons why AACR2 has to be replaced with RDA
2. Describe some of the key features of RDA
3. Outline some of the modifications done to AACR2 by RDA

3.5 GLOSSARY

Cataloguers: these refer to the library staff that engage in the cataloguing of information resources.



3.6 REFERENCES AND FURTHER READING

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3.7 POSSIBLE ANSWERS TO SAES

1. FRBR AND FRAD
2. Work, Expression, Manifestation and Item
3. Authorised Access Point
4. Carrier Description

MODULE 4 NORMATIVE PRINCIPLES OF CATALOGUING



Fig. 26: S.R. Ranganathan (1892-1972) credited for the development of the normative principles

<https://achalamunigal.wordpress.com/2016/08/09/homage-to-s-r-ranganathan-a-great-seer-on-124th-birth-anniversary-1892-2016-remembering-his-contributions/>

This module will focus on the normative principles of cataloguing that serve as the fundamental template for the development of cataloguing codes. The AACR2 and RDA applied these principles in the formulation of rules and guidelines governing the description of information resources. Even if another code replaces RDA which is the latest at the moment, the normative principles will still be considered in its development. This module has two units that focus on the canons of cataloguing and the purposes for the canons.

Unit 1 The canons of cataloguing

Unit 2 Purpose and application of the canons of cataloguing in the Digital Age

UNIT 1 THE CANONS OF CATALOGUING

CONTENT

- 1.1 Introduction
- 1.2 Learning outcomes
- 1.3 The canons of cataloguing
- 1.4 Summary

- 1.5 Glossary
- 1.6 References/Further Reading
- 1.7 Possible answers to Self-Assessment Exercises (SAEs)



1.1 INTRODUCTION

This unit will introduce you to the normative principles of cataloguing which includes the general laws, laws of library science and the canons of cataloguing. Even though the focus of this unit is to discuss the canons of cataloguing, the general laws will also be briefly discussed.



1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. list and explain the general laws relating to the organization of knowledge, especially cataloguing
- ii. discuss the canons of cataloguing



1.3 THE CANONS OF CATALOGUING

The famous Indian librarian and mathematician, Shiyali Ramamrita Ranganathan is reputed to be the individual who brought the normative principles to prominence in the field of library and information science. These normative principles are principally in three categories;

1. The general laws
2. The law of library science
3. Canon of cataloguing

The general laws govern the field of library and information science, especially the area of organization of knowledge and specifically in the field of cataloguing. The laws have stood the test of time as they are still as valid as the time they were propounded. The general laws are; the law of interpretation, the law of impartiality, the law of symmetry, the law of parsimony, the law of local variation and the law of osmosis.

Law of interpretation: this law stipulates that cataloguing codes should not just be viewed as bibliographic documents; rather they should be viewed as legal documents that should be subjected to interpretation when the need arises. Therefore, in a situation whereby two rules in a code appear to be conflicting, they have to be subjected to interpretation taking into consideration the document that is to be catalogued. This conflict might be resolved after due interpretation or the rules may have to be amended eventually.

Law of impartiality: this law states that the decision on the access point to a document should not be taken out of bias but following what the cataloguing code states. For example, if a book authored by three individuals is being catalogued, just because one of the authors whose name came third is known to the cataloguer does not mean his or her name will be used as the heading. If the rule states, the first named author should be the heading, then so be it, no partiality.

Law of symmetry: this law stipulates that in a situation of co-authorship, even though one individual will be used as the heading, the other author(s) should be credited for their intellectual or artistic content. If a document of that nature is being indexed, the authors' name can be reversed. For example, if the authors are; Obi, O. and Fatai, A. It could also be indexed as Fatai, A and Obi, O.

Law of parsimony: this law states that when a decision has to be made between two or more alternatives, it is best to weigh the choice carefully in terms of management of man, materials, money and time. This indicates that librarians should not waste their resources in organizing information resources that will not justify the resources invested. This law could be applied when a library changes the classification scheme and documents have to be reclassified. The application of this law, in this case, means that only documents that are used or have the potential to be used should be reclassified.

Law of local variation: in as much as cataloguing codes attempt to provide a set of rules that can be applied to librarians in different parts of the world; this law advocates that there be room for the inclusion of elements that reflect local content in the description. This connotes that the rules should be sensitive to the local environment in terms of countries and regions.

Law of osmosis: this law stipulates that when there is a need to change a classification scheme, all newly acquired, relevant documents already in the collection should be classified according to the new scheme. The law also connotes that users need to be informed of the change in the classification scheme and also educated on how to access the documents in the collection using the new scheme.

As for the laws of librarianship which are also parts of the normative principles, they have already been discussed in Module 2, Unit 1 of this course material. The part of the normative principles that is of much significance to cataloguing is the canon of cataloguing.

Canons of cataloguing

Canon refers to the fundamental principles that are universal truths. Thus, no matter how resourceful a cataloguing code is, if it fails to adhere to the canons of cataloguing, it would

not stand the test of time and may also fail in achieving its goals. There are nine canons of cataloguing. These are:

1. Canon of ascertainability
2. Canon of prepotency
3. Canon of individualization
4. Canon of sought heading
5. Canon of context
6. Canon of permanence
7. Canon of currency
8. Canon of consistency
9. Canon of recall value

Canon of ascertainability: this principle prescribes that the description of information resources should be done such that the users will be able to locate and trace documents without any hindrance. Thus, the information on the catalogue card must not be imaginary; it should reflect what is in the document. The canon recommends that to uphold this principle, the chief source of information like the title page should be examined to get the details that will properly represent the document. In addition, the half-title page and the table of contents can also be examined to get the details needed to catalogue the document. However, in a situation whereby an extract from a book is being catalogued, the extract may not provide the needed information, as such; the main document which the extract is taken from can be consulted.

Canon of prepotency: this canon relates to how entries are arranged in the catalogue. This principle emphasizes the need for entries to be filed under the most potent heading to allow for easy retrieval by the user. This canon stressed that the heading that should take pre-eminence is the one that the users can easily relate with. In other words, the cataloguers need to select the best subject descriptors that will match what the users will also search the catalogue with. This canon also relates to the filing of catalogue entries. As much as possible, the entries should be filed in decreasing order for example A, B, C and the like. If a mistake is made in the filing system and B comes before A, it has violated the canon of prepotency and that could lead to the loss of some documents in the collection as the users will not be able to retrieve them.

Canon of individualization: this canon prescribes that the name of an entry be it personal or corporate must represent just a single entity. However, clarifications can be made in the event of two authors with the same name or conference. In such a situation, the date of birth or death, the place of publication and the country may be used to differentiate one entity from the other. This is to ensure that there is no ambiguity in the person(s) responsible for the intellectual content of the document.

Canon of sought heading: This principle specifies that the heading of a document should as much as possible represent what information seekers will use in searching the catalogue. In other words, the headings chosen must be those that are also “sought after” by the users.

For example, in the United States of America, the heading that should be used for ‘Petrol’ is ‘Gasoline’ as that is the heading that the user will use for retrieval of a document on petrol.

Canon of context: this canon stipulates that cataloguing codes should be developed following the changing nature of information resources. For example, the AACR2 was developed to effectively describe the bibliographic elements of books which are the information carriers on the scene. However, the present context where electronic information resources are becoming increasingly prominent necessitated the development of RDA. Thus, the Joint Steering Committee responsible for the publication of these codes applied the canon of context.

Canon of permanence: the canon states that the elements of cataloguing should not be changed in the case of the development of new codes. This means that in the instance of a change in code like the replacement of AACR2 with RDA, the basic elements of description like the author’s name, the title of publication, edition, publication details, collation and ISBN should be retained as it has with the Manifestation entity in RDA. The only exception to this canon is the situation where the canon of context has to be applied, that is when it has become obvious that the structure of the code has to change because of a change in an information carrier. Another application of this rule is when an author changes his or her name for whatever reason, such an author is still the permanent owner of his or her previous work. A ‘see also reference’ can be used to link the previous works with the old name and the new works with the new name. For example, Anne Peters who has authored five books gets married and after marriage she authors a new book with the name Anne Sanders. Since she is still the same person, the new name will be used as the heading of the new work and a ‘see also reference’ can be used to refer to her former name. So the users will know she is the same person who authored the five books.

Canon of currency: this principle states that the heading of the catalogue entry should reflect the current rendering by the users so as ensure that with the use of their terminologies, they can access the library resources. Therefore, there should be a convergence of the language used by the cataloguers in describing a document and the language of the user that will be used to access the document. This canon is essential because terminologies are dynamic, a term in vogue today may be replaced with a more popular term tomorrow. For example, if a term like Guidance and Counseling is now known in the field as Counseling and Human Development Studies, adopting the canon of currency, all books on the subject matter should be entered under the heading of Counseling and Human Development Studies and not Guidance and Counseling.

Canon of consistency: this canon advocate for uniformity and standardization in the cataloguing of information resources. This connotes that the information in added entry cards must be consistent with that on the main card. There should be no discrepancy in the information presented. Apart from the heading that will change in case of the added entries, the other elements in the description like title, edition, imprint and the like should remain

the same and in the correct order according to the code. This means that ISBN should not be recorded before the edition of the document.

Canon of recall value: this principle indicates that the heading that should be used must be one that the majority of information seekers can use to retrieve documents from the collection of the library. If the most popular name that an author is known by is a pseudonym, in compliance with the canon of recall value, that pseudonym should be the one that will be used as a heading. For example, the heading for the author of *Animal Farm* should be George Orwell (which is a pseudonym) and not Eric Arthur Blair which is the real name. This is because George Orwell will have a high recall as that is the name that the majority of people know and not his real name.

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 7 minutes.

1. Which canon prescribes that the name of an entry be it personal or corporate must represent just a single entity?

2. Which canon stipulates that cataloguing codes should be developed in accordance with the changing nature of information resources?

3. How many are the canons of cataloguing? _____
4. The normative principles of cataloguing are _____
_____ and _____



1.4 SUMMARY

This unit explained the normative principles of cataloguing with particular reference to the general laws and the canon of cataloguing. The general laws are; the law of interpretation, the law of impartiality, the law of symmetry, the law of parsimony, the law of local variation and the law of osmosis. While the canons of cataloguing are; the canon of ascertainability, the canon of prepotency, the canon of individualization, the canon of sought heading, the canon of context, the canon of permanence, the canon of currency, the canon of consistency and the canon of recall value. The normative principles, especially the canons of cataloguing have influenced the practice of cataloguing all through the years as reflected in their application in the cataloguing codes. Even though the cataloguing

codes have undergone a series of revisions, the canons have remained the same, thereby revealing their permanence.

Tutor-marked assignment

1. Explain what you understand by the general laws of cataloguing
2. (a) What is a canon?
(b) Write an essay on the canons of cataloguing.

1.5 GLOSSARY

Heading: this refers to the term that the cataloguer has chosen as the access point to a document. Possible heading for a document could be the name of the author, title of the work, subject and the series that the work belongs to.



1.6 REFERENCES AND FURTHER READING

Kaushik, S. (2018). Canons of cataloguing. Retrieved from <http://www.slideshare.net/saurabhkaushik45/canons-of-cataloguing>

Sood, S.P. (n.d.). Knowledge organization and processing. Retrieved from <http://www.epgp.inflibnet.ac.in>

Rout, R. & Panigrahi, P. (2015). "Revisiting Ranganathan's canons in online cataloguing environment". *Annals of Library and Information Studies*, 62, 296-289



1.7 POSSIBLE ANSWERS TO SAES

1. Canon of individualization
2. Canon of context
3. 9
4. The general laws, the law of library science and the canon of cataloguing

UNIT 2 PURPOSE AND APPLICATION OF THE CANON OF CATALOGUING IN THE DIGITAL AGE

CONTENT

- 2.1 Introduction
- 2.2 Learning outcomes
- 2.3 Purpose of the canons of cataloguing
- 2.4 Application of the canons of cataloguing in the Digital Age
- 2.5 Summary
- 2.6 Glossary
- 2.7 References/Further Reading
- 2.8 Possible answers to Self-Assessment Exercises (SAEs)



2.1 INTRODUCTION

In the previous unit, you learnt about how the nine canons of cataloguing propounded by Ranganathan. In this unit, the purpose of these canons will be explained as well as how they have been applied in the field of cataloguing in the Digital Age.



2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. discuss the purpose of the canons of cataloguing
- ii. explain how the canons of cataloguing have been applied in the Digital Age



2.3 PURPOSE OF THE CANONS OF CATALOGUING

The canons of cataloguing propounded by Ranganathan serve a very important purpose in ensuring that the practice of cataloguing benefits information seekers in retrieving needed information. As noted by Kaushik (2018), generally, the canons of cataloguing serve the purposes;

1. Provision of guidance to cataloguers by ensuring that their responsibilities reflect uniformity, consistency and accuracy: If cataloguing is not governed by principles as evident in the canons, different cataloguers will come up with their standards of bibliographic description and that will present a very chaotic situation. In such a circumstance, the way a book is described in the catalogue of library A might be very different from the details provided for the same book in the catalogue of library B. This will leave users at the mercy of individual catalogues. However, if cataloguers adhere to the canons of cataloguing, their descriptions will not be at

variance with each other, they will be uniform. The canons of cataloguing also ensure that consistently, the same standard of cataloguing is maintained. A cataloguer that allows the canons to guide him or her will be accurate in the description of information materials. In all, the canons ensure that the way cataloguing is done in France is not entirely different from how it is done in Nigeria. This is what the canon of consistency represents.

2. The canons serve as the principles underlining the development of cataloguing codes: The cataloguing rules will not be effective if they do not apply the canons. This is because the canons provide fundamental guidelines on the description of information resources which when expanded, can serve as rules governing the activity of cataloguing. Therefore, if fundamental guidelines are not taken into consideration when developing the codes, it might be difficult to implement the rules. It is important to state that rules can change, that is the reason behind the replacement of AACR2 with RDA. But, principles do not change most of the time and this is reflected in the application of the canons of cataloguing by RDA. If after code replaces RDA tomorrow, it is expected that the canons will still be applied.
3. The canons also help in interpreting the rules when the need arises: This is especially important when the description of a document proves problematic because the rules did not envisage the physical or bibliographical features. Such a document will not be left alone; the cataloguers will have to fall back on the canons of cataloguing to examine the one that can be applied. This is also the case when the channel of disseminating information changes due to technology and libraries have to acquire and organise information resources in a new format. Since the format is new, the cataloguing rules may not be sufficient in offering guidance to the cataloguer to properly describe information resources in this new format; as a result, the canons can be interpreted to resolve the issue pending the time new rules will be formulated. This is what the canon of context addresses, the provision and interpretation of rules that will take into consideration the changes that could occur in information-bearing materials.
4. The canons also guide the routine tasks of the cataloguer: Cataloguers are expected to describe information materials in the library regularly and the application of the canons of cataloguing will make them effective in their responsibility. For example, the canon of ascertainability should be applied each time cataloguing is done. A cataloguer that applies this canon will catalogue in a way that the information seekers will not waste time retrieving information in the library. This also has implications for the fourth law of librarianship which states that the time of the user should not be wasted. If the description of a document was done correctly, it will help a user who also knows the details of the document to quickly trace such material. However, if the user approaches the catalogue with the correct name of an author and the cataloguer did not write the name correctly, no doubt it could take time before the user can reconcile the two. That is if the user will not miss the document totally in the library. The canon of recall value is also important in this context. Each time a cataloguer does his or her work, especially subject cataloguing,

there is the need to ensure that the terms that are used as subject headings are those that the users are also familiar with and will use to locate the documents in the collection of the library. Failure to apply this canon could frustrate the users and that may eventually lead to user apathy which is not in line with the goals of the library.

5. The canons also help in appraising any cataloguing code: Since cataloguing, codes are expected to apply the canons of cataloguing, any code that fails to apply the principles can easily be known through careful study. The canons provide the standard that any developed cataloguing codes must meet. This behoves the experts that formulate cataloguing codes to incorporate the canons of cataloguing as this could make the codes functional and generally acceptable by members of the cataloguing community.

Self-Assessment Exercise 1

Attempt this exercise to measure what you have learnt so far. This should not take you more than 5 minutes.

1. The canons of cataloguing provide guidance to cataloguers by ensuring that their responsibilities reflect uniformity, _____ and accuracy.
2. Do you think the canons of cataloguing can help to interpret cataloguing codes? (a) Yes (b) No (c) May be (d) None of the above
3. Who are the ultimate beneficiaries of the application of the canons of cataloguing by library personnel? (a) Library users (b) cataloguers (c) management of libraries (d) None of the above



2.4 APPLICATION OF THE CANONS OF CATALOGUING IN THE DIGITAL AGE

Ranganathan first published the canons of cataloguing in 1938 with 6 canons which were later increased to nine. This means that the canons were propounded more than eight decades ago and yet in this age of Information and Communication Technology (ICT), they are still very relevant. As noted in Module 2, Unit 2, one of the developments brought about by ICT in the field of information retrieval is the Online Public Access Catalogue (OPAC). The canons are still as applicable to the development of OPAC as they were when they were propounded in an era when books were the prominent information media and the card catalogue was dominant. Roul and Panigrahi (2015) noted that the goal of the card catalogue and that of OPAC is the same, which is to enable information seekers to find and retrieve information from the collection of library.

The main difference between the card catalogue and the OPAC is that OPAC makes provision for multiple access points to documents. The access points for the card catalogue are the author's name, title of the document, subject of the document and at times the series that the document belongs to. In addition to this, the OPAC facilitates access to documents through other fields, like the publisher's name, year of publication, place of publication, ISBN and even any keyword in the document. This is where the canons of cataloguing come in, the keywords and subjects that will be keyed into the database of the OPAC have to be carefully selected and in this, canons of sought heading and currency are valuable. These two canons ensure that the developers of the OPAC select descriptors from the document that will align with what the users might need and that will also reflect the current rendering of the terms. Thus, the fact that OPAC is a modern invention and the canons were developed years back does not make them irrelevant in this age.

In addition, another important development in the field of cataloguing in the Digital Age is Resource Description and Access which is the new code developed to replace the AACR2 in the description of information resources. When the canons were propounded, the development of a universally acceptable cataloguing code was still in its early days. However, when AACR and AACR2 were published, elements of the canon of cataloguing were found in them. One would have thought perhaps with the replacement of AACR2 with RDA, the canons will not be as relevant because AACR2 focused more on the description of books while RDA was developed basically for the online environment. On the contrary, Roul and Panigrahi (2015) explained the application of the canons of cataloguing in RDA by examining six of the principles of RDA. The six principles are:

1. Principle of user convenience
2. Principle of common usage
3. Principle of representation of bibliographical data
4. Principle of accuracy
5. Principle of sufficiency and necessity
6. Principle of standardisation

Principle of user convenience: This principle upholds the view that users should be able to identify with the descriptors and the access points selected for a document easily. This is also the motive behind the canon of sought heading. Just like the principle of user convenience, the canon of sought heading advocates that whatever access point is selected, the users must not find it difficult to relate with.

Principle of common usage: the principle states that the vocabulary of the majority of the users should dictate what should be used to represent the document in terms of the access point. This aligns with the principle behind the canons of sought heading and currency by Ranganathan. The canons advocated for terms that are relevant to the users and current.

Principle of representation of bibliographical data: this principle stipulates that the data elements recorded for an information entity should be the actual representation of the content so that users can easily locate and retrieve it. This upholds what the canon of recall value states. This is because if a critical element like the heading is misrepresented in the description of a document, it could limit the recall value as the users may not have access to it.

Principle of accuracy: this RDA principle states that the bibliographic data recorded should be exactly what the document contains. That implies that the description should accurately reflect the content. This correlates with the canon of consistency which stipulates that the description should be consistent and accurately record the entries of each element.

Principle of sufficiency and necessity: the principle stipulates that only entries that are significant in assisting the users accessing the document should be given utmost priority. This also agrees with the canon of recall value.

Principle of standardization: this principle advocates that description of information resources should not be done arbitrarily; rather, it should be standardized so that it can be replicated. This is in line with the canon of permanence which states that rules that guide cataloguing should not be changed at will; there should be a form of stability in the guidelines so that cataloguers can master and implement them

Self-Assessment Exercise 2

Attempt this exercise to measure what you have learnt so far. This should not take you more than 3 minutes.

1. What are the developments in the Digital Age that have incorporated the canons of cataloguing? _____ and _____
2. The principle of standardization in RDA aligns with which canon?

3. The principle of user convenience aligns with which canon of cataloguing? _____



2.5 SUMMARY

This unit has discussed the purpose of the canons of cataloguing propounded by Ranganathan by examining five of their roles. The application of these canons in the Digital

Age in terms of how OPAC and RDA integrated some of the canons into their system has also been explained. The relevance of the canons of cataloguing transcends the time they were propounded as they remain relevant even in this Digital Age. In as much as the activity of cataloguing continues to be a core function in the library, the canons will continue to find their way into the cataloguing code that guides the description of information resources regardless of age and time.

Tutor-marked assignment

1. Present an essay on the purpose of the canons of cataloguing.
2. Discuss how the canons of cataloguing were applied in OPAC.
3. Do you agree that RDA adopted some of the canons of cataloguing? Justify

2.6 GLOSSARY

Digital Age: this refers to the period of time in human history where Information and Communication Technologies (ICTs) have taken the center stage.



2.7 REFERENCES AND FURTHER READING

Kaushik, S. (2018). Canons of cataloguing. Retrieved from <http://www.slideshare.net/saurabhkaushik45/canons-of-cataloguing>

Rout, R. & Panigrahi, P. (2015). "Revisiting Ranganathan's canons in online cataloguing environment". *Annals of Library and Information Studies*, 62, 296-289



2.8 POSSIBLE ANSWERS TO SAES

Possible answers to SAES 1

1. Consistency
2. Yes
3. Library users

Possible answers to SAES 2

1. OPAC and RDA
2. Canon of permanence
3. Canon of sought heading

MODULE 5 CATALOGUING OF INFORMATION RESOURCES



Fig. 27: Cataloguing is a key function in the organization of library resources
<https://www.slideshare.net/joh5700/organizing-resources>

From the previous modules you have been exposed to the concept of information retrieval and catalogue, cataloguing codes and the normative principles of cataloguing. This module will explain to you in details the process of cataloguing. You will learn about the types of cataloguing, the tools used in cataloguing, the choice of access points, forms of headings and how to catalogue library and information resources, especially books.

- Unit 1 Definition and types of cataloguing
- Unit 2 Added entries, choice of access points and forms of headings
- Unit 3 The process of cataloguing (practical)

UNIT 1 DEFINITION AND TYPES OF CATALOGUING

CONTENT

- 1.1 Introduction
- 1.2 Learning outcomes
- 1.3 Definition and types of cataloguing
- 1.4 Summary
- 1.5 Glossary
- 1.6 References/Further Reading
- 1.7 Possible answers to Self-Assessment Exercises (SAEs)



1.1 INTRODUCTION

Cataloguing is a very important function that makes the library what it is. It is a process that is at the heart of the library which is why it has been described as the soul of librarianship. This unit will justify this assertion by explaining to you the meaning of cataloguing and the types of cataloguing.



1.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. explain the meaning of cataloguing
- ii. discuss the types of cataloguing



1.3 DEFINITION AND TYPES OF CATALOGUING

Cataloguing is the process of describing information resources to highlight the important features that could be of significance to library users. Nwalo (2012) defined it as the process of describing a book and pointing out the bibliographic details that are important. The essence of cataloguing is to create the catalogue for the library so that when library users access the catalogue, they can have a very good idea of the library collection even before locating and retrieving them. Therefore, it can be said that cataloguing is the process of creating surrogate records for the library collection. Cataloguing is an activity that is carried out in the technical section of the library which is outside the view of the library users. Most times, library users do not know the cataloguers as they are behind the scene.

There are two types of cataloguing. These are:

1. Descriptive cataloguing
2. Subject cataloguing

Descriptive Cataloguing

This is the process of describing information resources by recording their bibliographic details with the use of cataloguing codes. This connotes that in descriptive cataloguing, the bibliographic details of information resources are highlighted and it is the cataloguing code that determines the details that will be recorded. In Module 3, you learnt about cataloguing codes like the AACR2 and the RDA. These tools guide the cataloguers in determining the important elements of descriptive cataloguing and the details of the elements that need to be recorded depending on the type of information resources. Because RDA has not been fully adopted by libraries in Nigeria, AACR2 will be the code of focus in this unit and the subsequent units in the module. The elements of descriptive cataloguing as stipulated by

AACR2 which were listed in Module 3, Unit 2 under the organization of AACR2R will now be discussed.

Elements of the descriptive cataloguing

If you want to engage in descriptive cataloguing, AACR2 (Rule 1.0B) listed the following as the elements that you should record in this order:

1. Title and statement of responsibility
2. Edition
3. Special area (only for serials; maps, etc., music)
4. Publication area
5. Physical description
6. Series Statement
7. Notes area
8. Standard number

Title and statement of responsibility: The title is the unique identifying name that an author(s) gives to an information material. This name distinguishes the document from other documents on the same subject. According to the AACR2 (Rule 1.1B1), if you are cataloguing a book and you want to record the title, you need to write exactly what you see on the title page. You need to also obey the rule that guides capitalization. In Appendix A, under headings, you are directed to capitalize the names of individuals and all nouns, adjectives and verbs in English names. You must write the first letter of an individual's name in capital letters. This implies that even if the author writes the title in capital letters, you are expected to capitalize the first letter and any other noun in the title. For example, consider these two examples of titles;

The history of cataloguing in Nigeria

Cataloguing of library and information resources

In the first example, the first word in the title 'T' was capitalized so also the 'N' in Nigeria which is a noun. However, in the second example, only the first letter in the title 'C' was capitalized. In addition, the title of a document can have a sub-title. This is indicated in the document at times by typography (the appearance and style of font may be different), capitalization (the main title may be capitalized and the sub-title in lowercase), colour separation (the colour of the title may be different from that of sub-title) and by italicization (the sub-title may be in italics). If this is the case, then you need to separate the title from the sub-title with the use of a colon (:). For example;

Cataloguing of library and information resources: a practical approach

From this example, the main title is ‘Cataloguing of library and information resources, while the sub-title is ‘a practical approach’, separated from the main title by a colon. Moreover, the second aspect of this element is a statement of responsibility. This statement confers the moral right of the author(s) as the person responsible for the intellectual content of the document. This area is separated from the title with a diagonal slash (/). This means that after you have recorded the title, you need to write the names of all those responsible for the work. See an example below:

Cataloguing of library and information resources: a practical approach/ O. Obi and T. Rabi.

In this example, the statement of responsibility was captured by recording the two individuals who are responsible for the document with their initials first and their surnames after. The AACR2 (1.1F) states that you should record the statement of responsibility exactly as it appeared on the title page.

Edition: Once you have recorded the title and statement of responsibility, the next element you are expected to record is the edition statement if applicable. The edition statement indicates that a particular document has changed and some improvements necessitated by the passage of time. AACR2 (1.2B) states that the edition should be indicated as it is written in the document. The edition statement should be abbreviated for example 3rd ed. In cataloguing, the edition statement starts from the 2nd edition as there is no first edition but the first published. See the example of how the edition is written on the catalogue card;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed.

From the example provided, after the statement of responsibility, the edition statement is preceded by a full stop, space and dash. This element guides the user of the catalogue to determine if the edition of the document that they require is the exact one that the library has.

Special area (only for serials; maps, etc., music): This is an area that is unique for non-book materials and those that are not of the normal size which is called special materials (See AACR2 1.3). Examples of these materials are; serials, maps and other cartographic materials and music. For serials, this area captures the designation in terms of volume and number. In the case of maps, the scale of the map will be recorded and for musical recordings, the physical presence of the music can be written.

Publication area: This is also called imprint. This element includes three other sub-elements which are; place of publication, publisher's name and date of publication. According to the AACR2 (1.4B), the place of publication that should be recorded while cataloguing is the particular place that appears on the publication. For example, Lagos, Ibadan, Los Angeles etc. If the publisher has branches of the publishing outfit in more than one location and all the locations are indicated in the document, the rule states that the first place mentioned should be recorded. There are some documents where the place of publication is not indicated and the cataloguer is not sure, this element can be left out. As for the second sub-element, publisher's name, the rule stipulates that the shortened form of the name should be given and any word in the name that implies a publishing function should be dropped. For example, words like publishing limited, co., sons, etc., should not be written as part of the name. This is an example of what is expected;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford,

From this example, this element is preceded by a period, space and dash. After the place of publication which is a city and not a country, the punctuation that follows is a colon (:). The name of the publisher alone was given 'Oxford' without adding words that imply publishing function. The date of publication is the last sub-element under the imprint and it caters for the year of publication. For example, 2003, 2017, 2018 etc. This is how it is recorded on the catalogue card;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.

In the case of a serial that is still in circulation, after the year's of publication, a hyphen is inserted to show that the serial has not ceased as it is expected to be published indefinitely. The information that the imprint provides can help the users to ascertain the quality of the publisher which could give them an insight into the quality of the content. This is because the content of a document published by a reputable publishing house can be adjudged as reliable. In addition, the place of publication can also furnish the users with the location of the publishing house just in case they might require more copies that they would like to purchase directly from the publishers.

Physical description: This element is also referred to as collation. It caters for the physical properties of the document that is being catalogued and it is the type of information material that is being described that determines the details that will be recorded as part of this element. Rule 1.5 presents the details that are expected in the physical description element. If you are cataloguing a map, the collation area will include; How many maps? Is it a coloured or black-and-white map? What is the dimension of the map? If you are cataloguing a sound recording on a CD, you should record details like; the number of CDs, duration of play, sound properties and the dimension of the CD. In the case of books, you are expected to record the number of preliminary pages (in Roman numerals), the number of Arabic pages, illustrations (abbreviated) and the dimension (the height of the book in centimetres up, that is if the height is 12.4cm. it should be approximated to 13 cm.). The physical description of books can be illustrated with this example;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm.

From this example, ‘ix’ stands for preliminary pages in Roman numerals, meaning that the book has 9 preliminary pages, ‘120p.’ refers to 120 Arabic pages and the book contains illustrations represented by ‘ill’. The dimension of the book in terms of its height is 25cm. It can also be observed that even though there is still space to continue the collation after the imprint, it began on a new paragraph. The sub-elements under the collation can inform the users about how voluminous a book is and whether it has an illustration or not. This would help the users to decide even from the catalogue whether the book will be useful or not. A user that needs a book with illustrations who discovers from the catalogue that the book the library has does not contain illustrations will likely not access such a book from the shelves.

Series Statement: Series could be viewed within the context of cataloguing as publications that are issued in sequence by the same publishers and are targeted at a homogenous set of

individuals. For example, books in the Distance Learning Series of the University of Ibadan are published by the University Press of the institution. The publishing house also publishes inaugural lectures, faculty lectures, university lectures and even valedictory lectures. However, books in the Distance Learning Series are specifically for the Distance Learning Students of the university. Not all books are part of a series. A book that is part of a series will carry the series title on the title page or above the masthead of the cover. As a cataloguer, if you are describing a book that is part of a series, Rule 1.6 of the AACR2 provides the guidelines. The series' name should be written exactly as it appears in the chief source of information. This element should follow the collation immediately in brackets (). If the document is numbered, it should come after the series name. Consider this example;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)

From this example, the series statement is in brackets immediately after the collation and the series number is also reflected.

Notes area: This is the seventh element of descriptive cataloguing according to the AACR2. This area accommodates any additional information that could not fit into the other six elements already discussed. According to Rule 1.7 of the AACR2, it is the material being catalogued that will determine the content of the note. For example, for books, the notes will give information on whether the book has an index or bibliography. For serials, the notes area will give information about the frequency of the serial whether it is issued monthly, yearly etc. and the name of the editor-in-chief. In addition, for video recordings, the notes will include the nature and form of the presentation, cast, credit, intended audience, summary and content. See the example below on how notes are added to the catalogue entry of a book.

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
It includes; Index: p. 250-253
Bibliography

The example shows that the notes begin on a new paragraph ('index' with the pages it covers in the book) and each note (for example, 'bibliography') also occupies a new paragraph. An individual who wants a book with an index can be informed by the entry in the catalogue card whether the book in the library has an index or not. This reveals the importance of this element.

Standard number: This is the last element of descriptive cataloguing that caters for the International Standard Book Number (ISBN) or the International Standard Serial Number (ISSN) for serials (Rule 1.8). The ISBN in the case of Nigeria and most countries in the world is issued by the National Library and it uniquely identifies a book as one of the intellectual properties published in the country. This will also be recorded in a new paragraph. See the example below;

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. -Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
It includes; Index: p. 250-253
Bibliography

ISBN: 978-599-x-0-3

The layout of a catalogue entry

After the access point that will determine how the catalogue entry will be filed, the first paragraph of the catalogue entry starts from the title/statement of responsibility and ends at the imprint. After that, the next element which is the physical description starts on a new paragraph and the series statement follows that in brackets. After this, the notes start on a new paragraph, and ditto for the standard number.

It is important to state that after the descriptive cataloguing, the catalogue entry is not a complete one without subject cataloguing. The paragraph numbered 1 in the example of the catalogue entry below will accommodate the result of subject cataloguing.

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. -Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
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ISBN: 978-599-x-0-3

1.

Subject Cataloguing

Subject cataloguing can be defined as the process of determining the subject of a document with the use of some standardized tools to facilitate subject access to the document. This implies that with subject cataloguing, a library user who has a book on a particular subject in mind should be able to locate the document from the subject catalogue. Before discussing the process of subject cataloguing, it is important to discuss the tools used in subject cataloguing. Two such tools will now be discussed and they are the Library of Congress Subject Headings (LCSH) and the Sears List of Subject Headings (SLSH).

Library of Congress Subject Headings (LCSH)

An important tool that is used in subject cataloguing is the Library of Congress Subject Headings (LCSH). Aina (2004) noted that the LCSH started as the subject catalogue for the Library of Congress. The first edition was completed in 1897 and published in 1914 as the List of Subject Headings used in the dictionary catalogues of the Library of Congress. In 1919, the second edition was published and other editions were published subsequently. However, the name of the subject heading was changed to the Library of Congress Subject Headings in 1975 when the eighth edition was published. The 43rd edition was released in April 2021 and data for the 44th was selected in May 2022. LCSH is prominent because of its wide scope as subjects like philosophy, religion, science, education, literature and the like were sufficiently covered. This has led to its adoption by academic and research libraries that have broad collections.

Headings in LCSH

There are three types of headings which can be used as subjects in LCSH. These are the one-word, two-word and three words. The one-word heading is usually a noun. Examples are; **University, Goat, Computer** and the like. Most times, concepts are written in the singular form, while objects are written in the plural. For the two-word headings, usually contain a noun and an adjective. They can be written normally or inverted (especially when languages and nationalities are involved). Examples are; **National Museum** or **Songs, Yoruba**. As regards headings that contain three words, they may include conjunctions and prepositional phrases. An example of a heading with a conjunction is **Information and Communication Technology**. While an example of a heading with a preposition phrase is the **Classification of library resources**.

Guidelines for headings in LCSH

The LCSH noted that the terms or concepts that should be used for subject headings are those that best represent the documents being catalogued. The terms should be those that the users can relate to. In addition, the current rendering of a word should be used not the old one. It is also preferable that an English word be used instead of other languages unless no English word can better represent the subject. A popular term should also be used

instead of a technical one unless the users will make use of technical jargon to access the document rather than the popular term.

Relationships in LCSH

There are four types of relationships in LCSH. They are;

1. Equivalence relationship
2. Hierarchical relationship
3. Associative relationship
4. General references

Equivalence relationship: the terms used to denote this form of relationship in LCSH are USE and Used For (UF). USE guides the cataloguer in selecting a subject term that can be used as a heading from one that should not be used. As for UF, it comes before the term that should not be used. Examples are:

Cadavers
USE Dead

Cadastral surveys
USE Real property

Calendars
UF Annuals

Quantum theory
UF Quantum dynamics

Hierarchical relationship: the terms used to indicate this form of relationship in LCSH are the Broader Term (BT) and the Narrower Term (NT). BT refers to a term that is broader in scope than one selected, while NT indicates other terms that are narrower than the one chosen. For example:

Car wash industry
BT Service industries

Caregivers
NT Child caregivers

Associative relationship: This form of relationship in LCSH is represented by a Related Term (RT) which links two headings that are related. For example:

Quarrelling
RT Verbal self-defence

Cardiac arrest
RT Heart failure

General references: this is indicated in the LCSH by See Also Reference (SA) which can be used like RT. For example:

Carbohydrates

SA names of compounds belonging to this group, e.g. Cellulose; Dextrose; Levulose; Pentoses

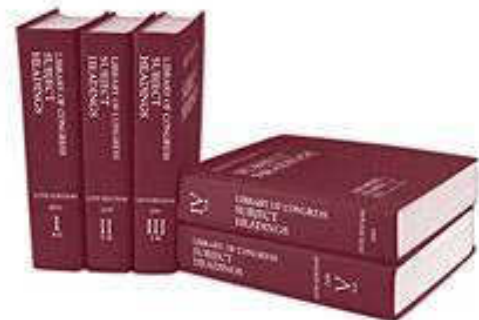


Fig. 28: Library of Congress Subject Headings

<https://www.loc.gov/librarians/controlled-vocabularies/>

Use this link below to watch a video that will introduce you LCSH

<https://www.youtube.com/watch?v=mTUC02gSegk>

Before, discussing the SLSH, it is imperative to draw attention to an online tool developed also by the Library of Congress which helps in facilitating cataloguing. The name of this tool is the Cataloger's Desktop. To have access to this tool, a user must log on to the following website; <http://www.desktop.loc.gov>. The resources on this online tool that are relevant to cataloguing and which can be accessed are: Anglo-American Cataloguing Rules 2, Resource Description and Access (RDA) Toolkit and the Subject Headings Manuals.



Fig. 29: Home page of the Cataloger's Desktop

<https://tpot.ucsd.edu/toolbox/training/files/usingcatdesktop.pdf>

Sears List of Subject Heading (SLSH)

Minnie Earl Sears heeded the call of some librarians who felt that the LCSH was too detailed and they could not effectively use it in their libraries by developing the List of Subject Headings for Small Libraries in 1923. This became the early beginnings of what is today known as the SLSH. As compared with LC, the SLSH is easier to use, though it was developed from the LC. Many school libraries have found the use of DDC very appealing. The 21st edition was published in 2014 and the 22nd edition was published in 2018. There are some principles guiding the use of the SLSH. These are:

1. **Principle of specific entry:** SLSH makes it clear that the subject heading that should be selected must specifically address the content of the document. For example, Basketball should be entered under Basketball and not Sports.
2. **Principle of unique entry:** this principle states that only one unique subject heading should be used for documents with the same subject content. For instance, only one of the following headings should be selected as the unique term that describes the subject; Bibliographic description, cataloguing and organization of knowledge.

The accepted headings in SLSH are; single nouns, compound headings, adjectival nouns and phrases. These headings must be written in bold print before they can be used as subject headings. In addition to the related terms like BT, NT, RT and the like in LCSH, the SLSH makes use of the 'see reference and see also reference'. The see reference directs the attention of the cataloguer from a heading that cannot be used to one that can be used. For example:

Iweala see Okonjo-Iweala

museum see museums

As for the see also references, it directs the cataloguer to a subject heading that can also be chosen, though it can be broader in scope. For example:

Cataloguing see also Organization of knowledge

Aina (2004) also noted that SLSH uses notations like 'x and xx'. When the letter x precedes one or more terms, it means the term or those terms cannot be used as a subject heading. However, if the letter x is placed under a subject heading, it means that such a heading can be used as a subject heading. As regards xx, no matter the location, before the term or under the term, the such a term can be used as a subject heading.

The SLSH is structured in two parts. The first part is introductory. It discusses the history and principles of the SLSH. It gives an insight into how the subject heading list can be used effectively. The second part of the SLSH focuses on the core which detailed the different headings one by one in alphabetical order with all the related terms and the see and see also references.

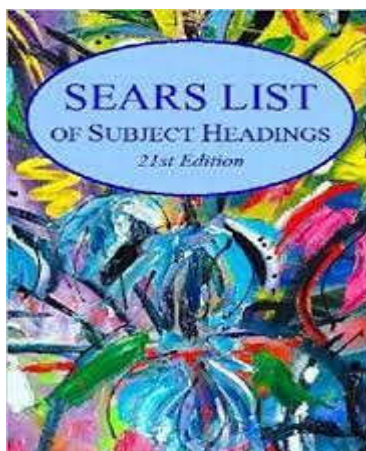


Fig. 30: Sears List of Subject Headings

<https://www.amazon.com/Sears-List-Subject-Headings-21st/dp/1619251906>

Use this link below to watch a video that will introduce you to LCSH

<https://www.youtube.com/watch?v=iI2NFdVAbPU>

Process of subject cataloguing

Subject cataloguing involves a series of steps which are:

1. Scanning
2. Verbalisation of the subject
3. Consultation of subject heading lists
4. Conversion

Scanning: Before you can determine the subject of a document, the first thing you need to do is to scan. This refers to the process of going through the document to have a feel of what the document is about. During scanning, you will go through the relevant parts of the book like the title page, preliminary pages (introduction, preface and foreword), table of contents and the subheadings in the chapter. You may not read as if you want to study the material, you are reading to have an idea of the subject of the book. For example, if you are cataloguing a book and the title is:

Cataloguing of library and information resources: a practical approach

After going through the table of contents, you discovered that the book has subheadings like; definition of a catalogue, types of catalogue, cataloguing codes and types of cataloguing. This should give you an idea of the subject of the book. This process leads to the second.

Verbalisation of the subject: This is the outcome of the first process. It is the stage whereby the cataloguer arrives at a subjective realization of what the subject of the book is. The subject is not verbalized in such a manner that it will be pronounced audibly. No. The verbalization is innate, as the cataloguer convinces himself/herself as regards what the

subject of the book is. This implies that as a cataloguer after scanning the book cited earlier, at this stage, you should be able to arrive at a subject based on your view. For example, you may verbalise that the subject of the book is 'Cataloguing'. That is your view. But will 'Cataloguing' be written on the catalogue card as the subject? No. You need to engage in the third process of subject cataloguing.

Consultation of subject heading lists: this is the stage whereby the cataloguer consults the subject heading lists also referred to as controlled vocabulary lists or authority lists to ascertain if the subject that is verbalized can be used as a subject heading (access point) for the book. The subject heading lists are scholarly documents developed by experts that attempt to capture all subjects known to man with a view of bringing documents on the same subjects under an acceptable heading for ease of access by library users. Examples of subject heading lists are; the Library of Congress Subject Heading Lists (LCSH) and the Sears List of Subject Headings (SLSH).

In the case of the example given above, it is expected that as a cataloguer you should check the subject heading lists to ascertain if 'Cataloguing' can indeed be used as the subject heading for that book. All the subjects that can be used as heading in the subject heading list will be written in bold (Please watch the videos on LCSH and SLSH to understand the structure of the subject headings). This process leads to the final stage of subject cataloguing.

Conversion: There is the possibility that after the cataloguer makes use of the subject heading, the subject he thought should represent the book may not be the one that the subject heading lists will recognise as the subject. Thus, conversion is the process whereby the cataloguer drops his idea of the subject and records that which the subject heading specifies on the catalogue card. For example, checking through the subject heading lists you discover that 'Cataloguing' is not written in bold and it is under the lead term 'Organisation of Knowledge, you are expected to write 'Organisation of Knowledge' on the catalogue card and not 'Cataloguing'. This indicates that you have converted from your language into the language of the subject heading list. That is why the subject heading lists are also called controlled vocabulary lists.

See the card below for an example of a complete card that is a product of descriptive and subject cataloguing.

Cataloguing of library and information resources: a practical approach/ O. Obi and T. Rabi. - 2nd ed. -Ibadan: Oxford, 2022.

ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)

It includes; Index: p. 250-253

Bibliography

ISBN: 978-599-x-0-3

1. Organisation of Knowledge

Attempt this exercise to measure what you have learnt so far. This should not take you more than 7 minutes.

1. How many elements make up descriptive cataloguing? (a)6 (b) 8 (c) 9 (d) 7
2. What is another name for publication area? _____
3. What are the sub-elements that make up the publication area? _____, _____ and _____
4. Physical description is also called _____
5. How many steps make up subject cataloguing? _____
6. Subject heading lists are also called _____ and _____



1.4 SUMMARY

This unit has exposed you to the two types of cataloguing which are descriptive and subject cataloguing. Descriptive cataloguing according to the AACR2 is made up of 8 elements; title and statement of responsibility, edition, special area, publication area, physical description, series statement, notes area and the standard number. The process of subject cataloguing is made up of four stages; scanning, verbalization of the subject, consultation of subject heading lists and conversion. The activity of cataloguing is guided by rules that should be upheld for an effective description. This activity requires that the cataloguer be patient and diligent. The quality of patience will assist the cataloguer to take his time by applying the rules and guidelines governing descriptive and subject cataloguing. Diligence will enable the cataloguer to pay attention to details in ensuring that the catalogue entry is of utmost benefit to the library users.

Tutor-marked assignment

1. List and explain the elements of descriptive cataloguing
2. As a cataloguer in a university library, explain how you would engage in subject cataloguing.

1.5 GLOSSARY

Surrogate records: these are the records (bibliographic descriptions) representing the information resources in the collection of the library.

Technical section: this is the section of the library that is outside the view of the users where activities like acquisition, serials management and cataloguing are carried out.



1.6 REFERENCES AND FURTHER READING

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1.7 POSSIBLE ANSWERS TO SAES

1. 8
2. Imprint
3. Place of publication, publisher's name and year
4. Collation
5. 4 steps
6. Authority lists and controlled vocabulary lists

UNIT 2 ADDED ENTRIES, CHOICE OF ACCESS POINTS AND FORMS OF HEADINGS

CONTENT

- 2.1 Introduction
- 2.2 Learning outcomes
- 2.3 Added entries, choice of access points and forms of headings
- 2.4 Summary
- 2.5 Glossary
- 2.6 References/Further Reading
- 2.7 Possible answers to Self-Assessment Exercises (SAEs)



2.1 INTRODUCTION

The catalogue entry discussed in Unit 1 of this module is not complete without added entries and access points. Even though the descriptive and subject cataloguing has been done, there must added entries that inform the user of additional ways to access the document and the main access point that the user will use to retrieve the book. These access points also called heading, could be the name of the author, title of the work, subject or series. At times, a decision has to be made as regards what will be chosen as the heading because of such situations. This unit will discuss these situations and indicate the guidelines by the AACR2.



2.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. describe added entries and tracing
- ii. enumerate the works that can be entered under a corporate body
- iii. outline the conditions for title main entry
- iv. discuss the guidelines of AACR2 as regards shared responsibility



2.3 ADDED ENTRIES, CHOICE OF ACCESS POINTS AND FORMS OF HEADINGS

Added entries

When cataloguing a book, the main entry is usually the name of the author. What if a user does not know the name of the author, does it mean that such a user will not be able to use the catalogue? No. The user can use additional access points to locate the needed material. These access points are called added entries. In cataloguing, access points are three. These are title, joint author and series. This connotes that even if a library user does not know the

name of the author of a document but remembers the title, he or she can make use of the catalogue to retrieve the document. Also, if the book was written by two individuals and the user only remembers the name of the second author, he can still locate the book. Furthermore, the series that the book belongs to can also be used to locate the document in the library. Therefore, one book can have four catalogue cards as one will be the main card, the other for the joint author (if applicable), title and series. Thus, a book by one author that does not belong to a series will have only one added entry which is the title. In addition, a book that belongs to a series and was written by two individuals will have three added entries, title, joint author and series. Series are indicated on the catalogue cards in Roman numerals. See the example below:

Cataloguing of library and information resources: a practical approach/
O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
It includes; Index: p. 250-253
Bibliography

ISBN: 978-599-x-0-3

1. Organisation of Knowledge
I. Title II. Rabi, T. (Jt. auth.) III. Series

Added entries

In this example, three additional cards will be produced, one for the title, the second for the joint author and the third for the series. Moreover, in cataloguing, you may be asked to generate catalogue cards for the tracing. The tracing is a combination of the subject plus the added entries. This means that apart from the first author, the user can trace the document through the subject, title, joint author and the series. In this situation, from the example given above, four additional cards will be produced apart from the main card. These are subject (1), title (2), joint author (3) and series (4). How these cards can be produced practically will be presented in Unit 3 of this module.

Cataloguing of library and information resources: a practical approach/ O. Obi and T. Rabi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
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ISBN: 978-599-x-0-3

1. Organisation of Knowledge
II. Title II. Rabi, T. (Jt. auth.) III. Series

Tracing

Choice of access points in cataloguing

The choice of access points will be discussed under the following subheading; works of personal authorship, works under corporate body, entry under the title, works of shared responsibility, edited works and works of mixed responsibility.

Personal authorship

This is a situation when an individual is chiefly responsible for the content of a work. In this case, the choice of the access point is straightforward. According to AACR2 (21.1A), the access point should be the individual. For example, if the book, 'Cataloguing of library and information resources: a practical approach' was written solely by O. Obi. The heading for this work will be 'Obi, O. The example below shows the position of the heading in a catalogue entry.

Access point/heading

Obi, O.
Cataloguing of library and information resources: a practical approach/
O. Obi. - 2nd ed. –Ibadan: Oxford, 2022.
ix, 120p. : ill. ; 25cm. (Cataloguing series; no. 5)
It includes; Index: p. 250-253
Bibliography
ISBN: 978-599-x-0-3

1. Organisation of Knowledge
I. Title II. Series

Note
respon
under

ement of
heading but

Works under corporate body

There are some situations whereby a corporate body is responsible for the content of a document. A corporate body can be defined as an organization or group of individuals with a name which can be viewed as an entity. Examples of corporate bodies are; business firms, government, religious organisations and institutions, conferences etc. The AACR2 (21.1B) states that the following works should be entered under the name of the corporate body as the heading.

1. Administrative work dealing with the policies, finances, personnel and resources of the corporate body
2. Legal document of the corporate body

3. A report of a committee set up by the corporate body
4. Conference papers
5. Sound and video recordings of a group
6. Cartographic materials published by the corporate body

Entry under title

There are some instances whereby the name of neither the personal author nor the corporate body is used as the heading. This may necessitate the use of the title as the main entry. AACR2 (21.1C) states that the title should be used at the access point in the following instances;

1. When the author of the work is unknown and it is not from a corporate body
2. When the work has more than three authors
3. When the work is a collection with a collective title
4. When the work is issued by a corporate body that is not covered in 21.1B
5. When the work is a sacred scripture like the Bible, Koran and the Talmud.

Works of shared responsibility

This is a situation whereby two or more persons are responsible for the intellectual content of a work. Under this circumstance, there are occasions when even though two or more persons are responsible for a work, the principal author is indicated. On the other hand, at times, the principal author is not indicated. How can a cataloguer handle these situations? The AACR2 provides the guidelines.

The principal author indicated: this is a situation whereby in the chief source of information it is indicated that an individual is chiefly responsible for the content of a work even though there are two or more authors. The AACR2 (21.6B) states that the main entry should be the principal author, while others can be made added entries. For example:

History of football in Nigeria by O. Obi in collaboration with A. Fatai.

The main entry is Obi, O.

Added entry is Fatai, A.

Another example is a book titled; Beautiful butterflies by B. Asika with the help of S. Olatunji and K. Koiki

The main entry is: Asika, B.

Added entries are Olatunji, S. and Koiki, K.

Principal author not indicated: in this instance, a work was written by more than one person and nobody is identified as responsible for the content of the work. If a cataloguer is describing a work with this feature, the AACR2 (21.6C) states that the first named person should be the main entry, while the others should be entered under added entries. For

example, a book titled; Beautiful butterflies by B. Asika, S. Olatunji and K. Koiki. In this instance, the principal author is not identified but the rule states that:

The main entry is: Asika, B.

Added entries are Olatunji, S. and Koiki, K.

Edited works: An edited work is a document which contains contributions from different individuals and was edited by an individual(s). In such an instance, the editor is not responsible for the intellectual contents of the document, but since he or she edited the work, the role played is acknowledged as the chief source of information. Therefore, if a cataloguer is describing an edited work, the AACR2 (21.7B) states that such a work should be entered under the title. However, if the edited work is just like a compilation with no collective title, the first named author in the compilation should be used as the main entry.

Works of mixed responsibility: these are works that involve two or more individuals who rendered different forms of contributions. The AACR2 divides works of mixed responsibility into two. The first are modifications of existing works and the second is new works. The instances of modification of existing works are:

- a. Adaptation of texts
- b. Illustrated texts
- c. Revision of texts
- d. Text of published works with commentary
- e. Translated works

Adaptation of texts: this occurs when an existing work like a book or a novel is adapted to suit a particular purpose or for a particular audience. For instance;

Royal rumble by Isaac Olaiya; adapted for a stage play by Ikechukwu Eze.

The AACR2 (21.1) states that because the adapter would have modified the work sufficiently, the main entry goes to Eze, I. While Olaiya, I. will be entered under the added entry.

Illustrated texts: these are documents in which the authors are different from individuals that provided illustrations. The fact that the illustrations do not change the content of the document significantly, the AACR2 (21.11), states that the main entry remains the author, while the illustrator will be entered under added entries. For example:

Royal rumble by Isaac Olaiya; illustrated by Ikechukwu Eze.

In this example, Olaiya, I. is the main entry, while Eze, I. will be under the added entry.

Revision of texts: this is a situation whereby an individual wrote a document and another individual revised, condensed, updated etc. The AACR2 (21.12A) states that in all the instances of revision of texts, the original author is the main entry while the individual who revised will be under added entry. For example:

Royal rumble by Isaac Olaiya; condensed by Ikechukwu Eze.

The main entry is Olaiya, I., while Eze, I. will be under the added entry.

Text of published works with commentary: this is an instance in which an individual writes a commentary on a work authored by another individual. For example:

The legend of the South-east by U. Abubakar; a commentary by A. Nze

AACR2 (21.13B1) states that Nze, A. should be entered as the main entry and added entry goes to Abubakar, U.

Translated works: these are works translated by another individual. For example:

The wins of love by T. Amaka, translated into Spanish by J. Pablo.

The AACR2 (21.14A) states that the main entry should be Amaka, T. and added entry should be Pablo, J.

New works: this is a situation whereby two or more individuals made different intellectual or artistic contributions towards the publication of a work. The AACR2 (21.24A) states that if 2 or more individuals authored a work with different levels of contributions, the work should be entered under the heading of the most prominent person, while the others should be entered under added entries.

Forms of headings

The AACR2 anticipates the various issues that could arise when a heading is to be entered for a personal or corporate author. It is not in all cases that an author's name will be a first name and a surname like Tom Jones. Names appear in different forms and these peculiarities should be taken into consideration when the heading is to be entered. A few of these issues with the guidelines from AACR2 will be enumerated.

Forms of headings for personal names

1. **Persons using pseudonyms:** when a person uses a fictitious name in authoring a book and his real name is known, the AACR2 (22.2B) states that the work should be entered under the pseudonym. However, reference should be made to his real name. For example:

Animal farm by George Orwell. Even though his real name is Eric Arthur Blair, the work should be entered under Orwell, George which he is commonly known.

2. **Hyphenated surname:** this is a situation whereby the surname of an author contains a hyphen. The AACR2 (22.5C) states that the work should be entered under the first name. For example, a name like Olu-Alawode, or Oluwatobi should be entered as it is.
3. **Prefixed surname:** this occurs when a surname contains an article, a preposition or both. AACR2 (22.5D-22.5E) states that such a name should be entered under the name that is generally accepted in the author's country. For example, if the country of the author is English speaking and the name of the author is; De bryne, James, it should be entered as such.
4. **Change of name by marriage:** if an author changes her name due to marriage, the AACR2 (22.5C2) states that the surname of the husband should be used as the heading. For example, Ifeoma Obi who is an author got married and her husband's name is Adebayo. Ifeoma decides to combine her former surname with the husband's name to read; Ifeoma Obi-Adebayo. If she authors a new book, the AACR2 states that that work should be entered as Adebayo-Obi, Ifeoma

Forms of headings for corporate bodies

1. **Corporate bodies with different names:** if a corporate body has a name by which it is commonly identified and it is not subordinate to any other, AACR2 (24.1A) states that it should be entered under that name it is commonly known. For example, if MTN publishes a work, it should be entered under MTN and not Mobile Telephone Network which is the official name of the multinational telecommunications company.
2. When a corporate body changes its name: if a corporate body changes its name, the AACR2 (24.1.C1) states that the new name should be used as a heading but reference should be made to the old name. For example, the oil marketing giant, Total Nigeria PLC changed its name to Total Energies Marketing Nigeria PLC in 2021. Thus, works from this company should be entered under Total Energies Marketing Nigeria PLC and not the former name, even though reference should still be made to it.
3. **Subordinate corporate body entered directly:** when a corporate body is subordinate to a higher body, but it is not a government agency or related body, it should be entered under its name. For instance, the Institute of Agricultural Research and Training has an office within the Obafemi Awolowo University, but its mandate is for Nigeria as a whole. According to the AACR2 (24.12A), works from this institute should be entered directly under its name.
4. **Subordinate corporate body entered subordinately:** there are instances when works by a subordinate corporate body will be entered under a higher body (AACR2 rule 24.13A). For example, The Alumni Center of the University of Ibadan is subordinate to the university and as such works emanating from it should be entered as the University of Ibadan. Alumni Center.

5. **Headings for government and government agencies:** AACR2 rule 24.3E states that work by the government or its agencies should be entered under the conventional name of that government. For example, works by the Ministry of Interior of Nigeria, will be entered as Nigeria. Ministry of Interior.

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 7 minutes.

Identify the main and added entries of the following:

1. A book is titled: How to prepare rice by Philip Morgan
2. A book is titled: History of philosophy in Nigeria by Kehinde Oso and Taiwo Aina. The book is part of a series called Philosophy series
3. A book is titled: Run away by Freedom Jones. The book is part of the series called Freedom series



2.4 SUMMARY

This unit has discussed with relevant examples the provisions of the AACR2 as regards choice of access points and forms of headings. The issues of added entries and tracing were also explained. The AACR2 is a cataloguer's 'constitution' when it comes to the cataloguing of information resources. Cataloguers must study these rules and apply them for their task to be effective.

Tutor-marked assignment

1. With relevant examples, discuss the provisions of the AACR2 as regards works of mixed responsibility.
2. Enumerate the provisions of the AACR2 for forms of headings of personal names
3. Define added entries and state the difference between added entries and tracing.
4. State the conditions for a title main entry.

2.5 GLOSSARY

Chief source of information: this refers to the part of information resources where important elements needed for bibliographic description can be found. This part depends on the different types of information resources.



2.6 REFERENCES AND FURTHER READING

Aina, L.O. (2004). *Library and Information Science text for Africa*. Ibadan: Third World Information Services

Gorman, M. (2004). *The Concise AACR2*. Chicago: American Library Association.



2.7 POSSIBLE ANSWERS TO SAES

1. Main entry is: Morgan, Phillip and added entry is; Title
2. Main entry is; Oso, Kehinde and added entries are; I. Title II. Aina, Taiwo (Jt. auth.) III. Series
3. Main entry is: Freedom, Jones and added entries are: I. Title II. Series

UNIT 3 THE PROCESS OF CATALOGUING (PRACTICAL)

CONTENT

- 3.1 Introduction
- 3.2 Learning outcomes
- 3.3 The process of cataloguing (practical)
- 3.4 Summary
- 3.5 Glossary
- 3.6 References/Further Reading
- 3.7 Possible answers to Self-Assessment Exercises (SAEs)



3.1 INTRODUCTION

Cataloguing is a practical activity that must be practised over and over again before it is mastered. The more you engage in it, the more you become familiar with the rules and the elements of descriptive cataloguing. In the unit, hypothetical books will be catalogued. This should serve as a template for you when cataloguing yourself.



3.2 LEARNING OUTCOMES

At the end of this unit, you should be able to:

- i. catalogue a book
- ii. produce added entry cards



3.3 THE PROCESS OF CATALOGUING (PRACTICAL)

The previous module has explained descriptive cataloguing, subject cataloguing and added entries. Moreover, you need to be able to do the actual cataloguing of books. How can you do this? Take a look at this hypothetical book:

The book is titled *Information and Knowledge Management in the Twenty First Century: Issues and Themes*, second edition. Writers are Timothy Duncan and Jack Daniels. It was published by Spectrum Books, with offices in Hull, Liverpool and Manchester. The Copyright information is © 2021 and 2009. The book which is full of illustrations has nineteen preliminary pages, three hundred and forty two other pages and a size of 23.2 cm. The book has an index, and a list of references and the subject headings are (a) Knowledge management (b) Information system. The ISBN is

977-32223-235-4. The book belongs to a series called Knowledge Management series.

With the use of this information, you are expected to produce the main and added entry cards.

Solution
Card 1 (Main card)

Duncan, T.

Information and knowledge management in the Twenty First Century: issues and themes/T. Duncan and J. Daniels.- 2nd ed. Hull: Spectrum Books, 2021.

Xix, 342p. : ill. ; 23 cm (Knowledge Management series)

It includes index

ISBN: 977-32223-235-4

1. Knowledge management
2. Information system
- I. Title II. Daniels, J.(jt auth.) III. Series

Card 2 (Added entry for subject 1)

Knowledge management

Duncan, T.

Information and knowledge management in the Twenty First Century: issues and themes/T. Duncan and J. Daniels.- 2nd ed. Hull: Spectrum Books, 2021.

Xix, 342p. : ill. ; 23 cm (Knowledge Management series)

It includes index

ISBN: 977-32223-235-4

1. Knowledge management
2. Information system
- I. Title II. Daniels, J.(jt auth.) III. Series

Card 3 (Added entry for subject 2)

Information system

Duncan, T.

Information and knowledge management in the Twenty-First Century: issues and themes/T. Duncan and J. Daniels.- 2nd ed. Hull: Spectrum Books, 2021.

Xix, 342p. : ill. ; 23 cm (Knowledge Management series)

It includes index

ISBN: 977-32223-235-4

1. Knowledge management
2. Information system
- I. Title II. Daniels, J.(jt auth.) III. Series

Card 4 (Added entry for title)

Information and knowledge management in the Twenty-First Century: issues and themes

Duncan, T.

Information and knowledge management in the Twenty-First Century: issues and themes/T. Duncan and J. Daniels.- 2nd ed. Hull: Spectrum Books, 2021.

Xix, 342p. : ill. ; 23 cm (Knowledge Management series)

It includes index

ISBN: 977-32223-235-4

1. Knowledge management
2. Information system
- I. Title II. Daniels, J.(it auth.) III. Series

Card 5 (Added entry for a joint author)

Daniels, J.

Duncan, T.

Information and knowledge management in the Twenty-First Century: issues and themes/T. Duncan and J. Daniels.- 2nd ed. Hull: Spectrum Books, 2021.

Card 6 (Added entry for series)

Knowledge management series
Duncan, T.
Information and knowledge management in the Twenty
First Century: issues and themes/T. Duncan and J. Daniels.-
2nd ed. Hull: Spectrum Books, 2021.
Xix, 342p. : ill. ; 23 cm (Knowledge Management series)
It includes index
ISBN: 977-32223-235-4

1. Knowledge management
2. Information system

I. Title II. Daniels, J.(jt auth.) III. Series

Analysis of the solution

Heading: Since two individuals are responsible for the content of the book, the first named author will be used as the heading: Duncan, T.

The hypothetical book has the following elements of descriptive:

Title and statement of responsibility: Information and knowledge management in the Twenty First Century: issues and themes/T. Duncan and J. Daniels.

Edition: 2nd ed.

Imprint: Place of publication (Hull, the first place mentioned): Publisher's name (Spectrum Books), and year of publication (2021, year of the edition being catalogued)

Collation: Preliminary pages (Xix), Arabic pages (342p.), Illustration (Ill.) and the dimension (23cm.)

Series Statement: Knowledge Management series

Notes Area: It includes index

Standard number: ISBN-977-32223-235-4

Subject: The book has two subjects: 1. Knowledge management 2. Information system

Added entries: The added entries are: I. Title II. Daniels, J. (jt. auth.) III. Series

The main entry card which is card 1 recorded the heading, elements of descriptive cataloguing in the order in which they should be presented, the subjects and the added entries. You need to know that when you are asked to produce added entry cards in cataloguing, you need to produce the cards for the tracing (subject + added entries). That is why five added entries were produced (2 for subjects, 3 for the title, 4 for joint author and five for the series). How is added entry done? Just like what you can observe in cards 2-6, the added entries are placed on top of the heading. That is why space is always left on top of the heading for added entries to be placed.

Thus, for card 2 which is an added entry card for the first subject, the name of the subject is placed on top of the heading and all the other entries are repeated from beginning to end. The same goes for cards 3-6. This implies that if you are to make added entry cards, once the main entry card has been produced, just place each of the added entries on top of the heading in the card that is for it and repeat all that the main entry card contains from A-Z, like a photocopy. Therefore, you need to be very careful because if there is a mistake in the main entry card, which is card 1, it will be repeated in the added entry cards and that will not be good at all.

Take a look at another hypothetical book:

The book is titled Management information systems for the information age, seventh edition. The Writer is Stephen Haag. Published by McGraw-Hill, Boston, 2008. The Copyright © 2008, 2006, 2004, 2001, 1998, 1996, 1995 Stephen Haag. It has twenty-two preliminary pages and five hundred and forty-one other pages. It is 28.5 cm in size, the book is illustrated, and includes bibliographical references (p. 515-520) and an index. A cataloguer puts its subject to be Management Information. Its ISBN is 978-00734-0291-8.

How will you catalogue this book if you are asked to? See the solution below:

Card 1 (Main entry)

Haag, S.
Management information systems for information age/
Stephen Haag.- 7th ed. Boston: McGrawHill, 2008.
Xxii, 541p. : illus., 29 cm.
It includes index
ISBN: 978-00734-0291-8

1. Management Information Systems
I. Title

Card 2 (Added entry for subject)

Management Information Systems
Haag, S.
Management information systems for information age/
Stephen Haag.- 7th ed. Boston: McGraw-Hill, 2008.
Xxii, 541p. : illus., 29 cm.
It includes index
ISBN: 978-00734-0291-8

1. Management Information Systems
I. Title

Card 3 (Added entry for a title)

Management information systems for the information age
Haag, S.
Management information systems for information age/
Stephen Haag.- 7th ed. Boston: McGraw-Hill, 2008.
Xxii, 541p. : illus., 29 cm.
It includes index
ISBN: 978-00734-0291-8

1. Management Information Systems
I. Title

Analysis of the solution

Three cards were produced for the hypothetical book because apart from the main entry, the added entries are two; the subject and the title. This is because the book was authored by one individual and it does not belong to a series. As regards the entries in the catalogue, the 7th ed. was published in 2008. Even though the preliminary pages and Arabic pages were written in words, they had to be changed to figures. The dimension of the book is 29c.m. as 28.5 has to be approximated. Bibliographical references were not recorded as part of the note because in cataloguing a book, only indexes and bibliographies are generally accepted as notes and not references.

Use this link below to go through a document containing slides that will enhance your understanding of practical cataloguing

<https://www.slideshare.net/oyewolebaba01/oyewole-olawale-cataloguing-of-books>

Self-Assessment Exercise

Attempt this exercise to measure what you have learnt so far. This should not take you more than 4 minutes.

1. If the height of a book is 12.3, what will be recorded on the catalogue entry? _____
2. References are part of notes. Yes () No () May be () None of the above ()
3. 1st edition should be recorded. Yes () No () May be () None of the above ()



3.4 SUMMARY

This unit examined two hypothetical books which were catalogued in line with the dictates of the AACR2. The main cards and the added entry cards were produced. Cataloguing is a task that is interesting once the skills have been acquired and mastered. You need to know that if you want to be a good cataloguer, you need to continue to practicalize all that you have learnt. The more you catalogue, the less you perceive the activity as difficult.

Tutor-marked assignment

1. Pick a book of your choice and produce the main and added entry cards.
2. Present the analysis of the entries of the cards of the selected book.

3.5 GLOSSARY

Main card: this can be defined as first descriptive record of a document with a heading that is not an added entry.



3.6 REFERENCES AND FURTHER READING

Aina, L.O. (2004). *Library and Information Science text for Africa*. Ibadan: Third World Information Services

Gorman, M. (2004). *The Concise AACR2*. Chicago: American Library Association.



3.7 POSSIBLE ANSWERS TO SAES

1. 12c.m.
2. No
3. No