Minutes: Cataloging Department Meeting/Training

27 June 2017

In Attendance: Bob Holzmann, Elizabeth Szkirpan, Victoria Wisdom

RDA Transition

- RDA will not be a complicated transition, but there will be an adjustment period. For the time being, focus on records having 336/337/338 fields, as this will likely be the most important component of record transition for the BibFrame record format.
- Just including these fields may not update the 040, which usually says “rda” somewhere, but that’s okay.
- Since many records are locked, it’s fine to leave the 260/264 fields as-is unless they are glaringly wrong. You can update these if you would like and are able to, though.
- For the work tally sheet, the “Copy Cataloging” and “RDA Conversion” fields serve different purposes. All items that are copy cataloged in WMS should be recorded as a copy catalog, regardless of whether or not you convert the existing record to RDA standards. However, all records converted, attempted converted, or original cataloged by RDA standards should also be recorded in the “RDA Conversion” field. The RDA conversion field is not to record cataloging work, but is to track TCC’s contribution to the WorldCat.
- Copyright and Publication fields are very different in RDA. You will see many records that do not contain a copyright symbol because RDA does not focus on copyright like AACR2 did. Instead, many RDA records track approximated publication of an item. Elizabeth emphasized that it is important to know the difference between copyright and publication dates, but that a record does not always need both. Publication information is recorded in field 264 with the second indicator set to “1” for publication. Most records contain this information. Copyright information is recorded in the secondary 264 field with the second indication set to “4” for copyright. You cannot record copyright information with the publisher information in RDA standards, so copyright is always on a second 264 field.
- Elizabeth emphasized that RDA changes are primarily conceptual. RDA places a heavy emphasis on an item being a representation of a creator’s ideas instead of AACR2’s emphasis on books.

Heavy Items Policy

- Beginning in November, Bob and Elizabeth began limiting our lending policy for items that are heavy. Our lending policy dictates whether or not we will loan an item to another institution, but we have to pay the shipping costs for these items. Since many of our heavy books are photography books, art books, or textbooks and since there are usually hundreds of other copies available for ILL loan, Elizabeth indicated to turn off ILL lending for heavy items.
• Elizabeth encouraged Bob and Victoria to use their best judgement for what is considered “heavy,” and said that any book that she noticed was physically hefty was usually not something she would loan.
• Victoria mentioned that she also did not loan textbooks or expensive books since these books are usually damaged during shipping, and Bob and Elizabeth agreed that this was a good practice for the safety of our materials.

ESL Local Subject Headings

• Elizabeth wrote a handful of local subject headings to help solve the ESL problem on the Northeast Campus. They are laid out in the meeting handout (see attached).

Children’s Collection Updates

• The Children’s Collection retrospective project is complete!
• From here-on-out, please remember to look up children’s authors in Discovery to make sure the call numbers all line up.

Series Call Numbers

• Victoria created a great call number system to help delineate which number a book is in the scope of a series and to keep series together on the shelf.
• Books in a series will keep their classification number for the most part and will get an author cutter. Then, instead of using a book title cutter, we will use a series cutter number, include the date, and say which number the book is in the series. Please refer to the meeting notes or ask Elizabeth or Victoria if you have any questions.

Leisure Reading/P-Classification Call Numbers

• Elizabeth opened the floor for discussion on how we should classify literature books. While most other classifications are fine being extremely localized, a mix of local and Library of Congress classification systems has jumbled the Leisure Reading and Literature sections of our libraries, and the cataloging staff is using different call number systems for these books.
• Elizabeth said that she didn’t care if they used localized cutters of the Library of Congress’s, but expressed a concern that using localized author cutters could create problems with the new BibFrame and linked data record formats since there is some indication that the Library of Congress will heavily link records to their own databases, which would include author information. Elizabeth then showed the team how to access author information from the Library of Congress on author cutters.
• Bob and Victoria agreed to utilize the Library of Congress’s author cutters and the team agreed that book title cutters could still be localized. They also agreed that books outside of the P-Classification were still subject to extreme localization
since the Library of Congress irregularly assigned author cutters to these materials.

Other Topics

- Elizabeth will be on vacation from August 29 to September 5. These dates are marked out on the group calendar and she will remind everyone prior to leaving.
- Bob reminded the team that he is still transitioning files to OneDrive, but we are mostly transitioned and can start storing files in the shared Technical Services drive. At this point, the team briefly covered OneDrive best practices and how to utilize OneDrive in-browser.
AGENDA:

- RDA Transition
- Heavy Items Policy
- ESL Local Subject Headings
- LGBTQ+ Local Subject Headings
- Children's Collection Updates
- Series Call Numbers
- Leisure Reading Classifications
- Other Topics as Needed
Cataloging Meeting
June 27, 2017

RDA Transition

- We will officially be transitioning to RDA beginning July 1, 2017.
- Please review all copy-catalog records for fields 264, 336, 337, 338 at the minimum. If there is an alternate title (field 246), make sure that it is present as well. Please original catalog by RDA standards. This includes fields 264 instead of field 260 plus 336, 337, 338.
- If you cannot update a record to RDA standards, indicate that you tried to do so on your spreadsheet and move on. It is better for a record to be a hybrid record than an AACR2-only record so do what you can, but there’s no need to original catalog or derive records if there is some sort of limitation on a record.

Heavy Items Policy

- During Bob and Elizabeth’s help with cataloging last fall, it was decided that books that have some heft to them (especially law, textbooks, continuations, et cetera), should have a “ba” lending policy, meaning that we will not lend the books through ILL, but we will reproduce parts of it if necessary.
- This saves money so that TCC will not have to ship heavy items. There is no hard and fast rule for what is considered a “hefty” book, so use your best judgement.

ESL Local Subject Headings

- For the time being, the ESL project is on hold due to time constraints. We will revisit it briefly to fix call numbers and double-check records during the last intersession before Fall 2017 classes start.
- For future books being cataloged into an ESL location at the Northeast Campus, please include the following information into the LBD:

<table>
<thead>
<tr>
<th>Field</th>
<th>Indicators</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>0 4</td>
<td>English as a Second Language (ESL).</td>
</tr>
<tr>
<td>650</td>
<td>0 4</td>
<td>English as a 2nd Language (ESL).</td>
</tr>
<tr>
<td>650</td>
<td>0 4</td>
<td>Oxford Readers Level One. [Or equivalent where applicable. This may include Penguin Readers Level One, Cambridge English Readers Level One, Reading and Training, Level One, et cetera]</td>
</tr>
<tr>
<td>650</td>
<td>0 4</td>
<td>Oxford Readers Level 1. [Or equivalent where applicable. This may include Penguin Readers Level 1, Cambridge English Readers Level 1, Reading and Training, Level 1, et cetera]</td>
</tr>
<tr>
<td>650</td>
<td>0 4</td>
<td>ESL Readers.</td>
</tr>
</tbody>
</table>
- This only goes into the LBD.
- If the book is a simplified edition (subject to interpretation) and even if the book does not specify that it is a simplified edition, please make sure to write “Simplified edition” in field 250.

LGBTQ+ Local Subject Headings
• If a book processing slip specifically says “LGBTQ+” or if the book is obviously an LGBTQ+ book, please write “TCC LGBTQ+” into field 650 with indicators 0,4 in the LBD.
• This will not be a retrospective project unless books are sent back to cataloging by librarians to have the local subject heading attached to the book.
• At this point, only Metro will be adding these headings specifically, but it does not hurt to add them in to books that are clearly on an LGBTQ+ topic for other campuses.

Children’s Collection Updates

• The Children’s Collection retro-project is complete!
• From here on out, please double check the authors of children’s books in Discovery to make sure the book we are entering in sits on the shelf next to books by the same author.

Series Call Numbers

• Per Victoria’s great suggestion, we will be tweaking call numbers a bit for series from here on out so that all the books in a series are clearly numbered and sit together on the shelf.
• Books in a series will keep their classification number for the most part and get an author cutter. Then instead of a title cutter, the book will get an alphanumeric series cutter, followed by publication year and book number. So, Harry Potter and the Goblet of Fire (book four), would be PZ7.R79835 H3 2000 bk.4
• We will likely not turn series into a retro-project either, but will recall books as we find them in the course of cataloging incoming materials.

Leisure Reading Classification

• Universal system on how we are classifying and adding in author cutters to leisure reading and P-classification books.

Other Topics as Needed

• Anything else?
• Thank you!
Tulsa Community College RDA Implementation

June 2017 by Elizabeth Szkirpan

Resource Description and Access (RDA) is a cataloging standard designed to replace the previously-used AACR2 cataloging standards. RDA standards were released in July 2010 and fully implemented by March 2013 by the Library of Congress. There are some significant changes between AACR2 and RDA, namely that RDA incorporates conceptual information models, such as Functional Requirements for Bibliographic Records (FRBR) and Functional Requirements for Authority Data (FRAD). FRBR sought to explain the relationships between objects, their creators, and other objects while FRAD sought to streamline authority control. Neither FRBR nor FRAD ever replaced AACR2 cataloging standards, but their core concepts were used with AACR2 to help create RDA cataloging standards. The result is a more format-friendly cataloging standard that allows for non-book formats, linked records, multiple formats per record (such as a book with an audio CD), and easily-distinguishable format designation in records that are all aimed at the user and how users may seek information.

From a copy-cataloging standpoint, RDA makes very few changes to the copy-cataloging workflow; there are some additional fields and formats to look out for while cataloging, but otherwise, cataloging is still completed in a MARC 21 record format with most of the traditional AACR2 fields. Some original cataloging procedures and decisions will change with the new RDA rules, but as a whole, the inclusion of RDA fields and non-abbreviated vocabulary will be the biggest change for copy-catalogers.

While there are a handful of new rules that original catalogers will have to worry about while cataloging, copy-catalogers should primarily look for the following fields in all records that will be added to the collection:

<table>
<thead>
<tr>
<th>Field</th>
<th>What is it? What should I include?</th>
</tr>
</thead>
<tbody>
<tr>
<td>245</td>
<td><strong>Title:</strong> The title should be transcribed exactly how it appears on the item's verso page. This may include special characters like dollar ($) or pound (#) signs, misspellings, or international spellings of words/names.</td>
</tr>
<tr>
<td>246</td>
<td><strong>Title Variance:</strong> Especially if the title has abbreviations, special characters, or misspellings, include possible alternative titles that users may look for in place of the title on the book cover or verso. For example, &quot;#Girlboss&quot; may be searched for under &quot;Girl Boss&quot; or &quot;Girlboss,&quot; so two 246 fields should be added to encompass these possible title variances.</td>
</tr>
<tr>
<td>264 _1</td>
<td><strong>Production, Publication, Distribution, and Copyright Notice:</strong> Perhaps the biggest obvious change from AACR2 to RDA standards is the replacement of field 260 with field 264 and the use of multiple 264 fields to distinguish between publication and printing dates. Field 260 traditionally focused on the production and distribution of an item while field 264 centers on the possibility that an item's production and distribution may be different from its copyright. Field 264 may have different indicators other than # and 1, but most of the time, 264 _1 will be the indicators for books and other copyrighted materials.</td>
</tr>
</tbody>
</table>

To record production, publication, distribution, and copyright notice of an item, this information should be transcribed exactly as it appears on the item, including extended names of publishers. Remember that printing dates are not publication dates so unless a date is specified, the best guess date should be put into brackets with a question mark. In RDA, anything other than an actual publication date should
be entered into brackets in the field 264 _1 line while a copyright date should be entered into a field 264 _4 line with the copyright symbol in front of the year (©).

So, a book printed in 2016 as a paperback but copyrighted in 2015 has two separate section to indicate printing and copyright. Field 264 _1 would indicate $c [2016], while field 264 _4 would indicate $c ©2015.

300 Physical Description: Unlike in AACR2 where abbreviations for page and illustration were allowed, RDA does not allow for abbreviations in many fields. The physical description is one such field, so words that may be abbreviated should be spelled out in their entirety.

336 Content Type: Content Type is an RDA-specific field that delineates between the contents of an object, such as a book having text versus a movie having a two-dimensional moving image. For monographs, this field will almost always say $a text $b txt $2 rdccontent. The inclusion of this (along with the 337 and 338 fields) will identify the record as an RDA record.

337 Media Type: Media Type is an RDA-specific field that delineates between the required device needed to play the media, such as a CD needing an audio device or a DVD needing a video device. For monographs, this field will almost always say $a unmediated $b n $2 rdamedia. For CDs, this field will almost always say $a audio $b s $2 rdamedia. For DVDs, this field will almost always say $a video $b v $2 rdamedia. Notice that the subfield b has letter codes that are required in this field. You can view a full list of these media subfield codes here: http://www.loc.gov/standards/valuelist/rdamedia.html. The inclusion of this (along with the 336 and 338 fields) will identify the record as an RDA record.

338 Carrier Type: Carrier Type is an RDA-specific field that delineates between the "housing" an object exists in and other possible formats, such as an audio disc versus a video disc. For most monographs, this field will say $a volume $b nc $2 rdccarrier. For CDs, this field will say $a audio disc $b sd $2 rdccarrier. For DVDs, this field will say $a videotrack $b vd $2 rdccarrier. Notice that subfield b has letter codes that are required in this field. You can view a full list of these carrier subfield codes here: http://www.loc.gov/standards/valuelist/rdacarrier.html. The inclusion of this (along with the 336 and 337 fields) will identify the record as an RDA record.

Additionally, pay attention to abbreviations. RDA records typically do not allow abbreviations, unless the item itself shows abbreviation in the title, edition statement, responsible party, etc. So, if the item says "First edition," transcribe the item as "First edition." If the item says "1st edition," transcribe as "1st edition." If you cannot include the copyright symbol (©), do not indicate copyright with a "c," spell out "copyright."

RDA does not allow for abbreviation of illustrations or pages in the 300 physical description field, so spell out fields and subfields that catalogers write from scratch such as "pages" and "illustrations" in the 300 Physical Description field, 500 Note fields, etc.

**Copy-Cataloging Work Flow with RDA**

With the use of RDA, there will be an additional step or two in the copy-cataloging workflow and the cataloging check sheet. The workflow should more or less look like:

1. Measure the item in-hand in centimeters and look for the last numbered page in the book/item. Make a note of these physical specs. Also note any illustrations, plates, or
additional materials. Review the verso page to confirm the correct title, publisher, and
city published-in. Look for the copyright date, print date, and author’s name.

2. Begin search in OCLC WMS’s “Metadata” tab on the “Record Manager” subtab. Search
“All WorldCat” for a unique access point for the item you are cataloging, which may be
ISBN, title, or author. ISBN is usually the easiest way to locate items in WorldCat, but if
your ISBN does not return any results, search by title before original cataloging the item.

3. Scroll through the search results to find the item in-hand. You can use the search filters
to find the correct year, format, language, et cetera. Once you find a record that appears
to match, click on the hyperlinked title to open the MARC record.

4. Check the item in-hand against the record. Confirm that the ISBN on the item is listed in
the 020 fields of the record. Confirm that the author, title, publication information, and
edition are identical to the item in your hand. Confirm that physical specs are more or
less the same. If CM are a little off but are within a reasonable distance of the item in-
hand, move on to checking the pagination and confirming whether or not the book has
illustrations or plates. If page numbers are off (perhaps another cataloger included
unnumbered pages, et cetera) but within a reasonable distance, move on to checking for
illustrations. If your book has illustrations or plates that are not noted in the record or if
the record notes illustrations/plates but your book does not have these, derive the record
and catalog the item in-hand.

5. Check for RDA 264/336/337/338 fields in the record. The quickest way to see if a record
already has RDA fields outside of looking for these four fields is to look in the Leader for
an “I” or “C”, or to check in subfield $e for “RDA”. If the record has these fields, move on
to the next step. If the record is missing one or more of these fields, attempt to add them
in and save the record. If you cannot update the record because it is locked, tally the
record on your tally sheet with a note. If you are able to update the record, indicate with
a tally on your tally sheet that you converted the record and move on to the next step.

6. Check that the record has a summary and has subjects, as well as a table of contents if
applicable.

7. Set the holding and enter local holding information as dictated by the book's processing
slip.

8. Set the lending policy for the item.

9. Check the item’s call number in the shelf list to make sure that it does not overlap with
any existing call numbers.

**RDA Check Sheet**

Check for the following fields in all records:

<table>
<thead>
<tr>
<th>✓</th>
<th>Field</th>
<th>Field Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>020</td>
<td>ISBN</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>246</td>
<td>Alternative Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>264</td>
<td>Publication information</td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Physical Description</td>
<td></td>
</tr>
<tr>
<td>336</td>
<td>RDA Field</td>
<td></td>
</tr>
<tr>
<td>337</td>
<td>RDA Field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RDA Field</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>338</td>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>520</td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>650</td>
<td>Subjects</td>
<td></td>
</tr>
</tbody>
</table>

Please attempt to update all records to RDA standards. If you cannot update a record to RDA standards, please take note on your tally sheet that you attempted to update a record but was unable to.
RDA Implementation Scenarios

The attached diagrams illustrate three potential implementation scenarios for RDA data.

In the **first scenario**, RDA data are stored in a relational or object-oriented database structure that mirrors the FRBR and FRAD conceptual models. Descriptive data elements are stored in records that parallel the primary entities in the FRBR model: work records, expression records, manifestation records, and item records. Data elements used for access point control are stored in records that are centred on the primary entities in the FRAD model: persons, families, corporate bodies, etc. Data elements indexed as access points (both controlled and uncontrolled) are marked with an asterisk. Relationships between the primary FRBR entities are reflected through links from one record to another. For example, the link from the manifestation record to the work record reflects the primary relationship between the manifestation and the work that it embodies. Similarly, a relationship between one work and another (e.g., a derivative relationship) is reflected in a link from one work record to another. Relationships between the primary FRBR entities and a person, family, corporate body, etc., are reflected through links from work records, etc., to access point control records for persons, etc. The relationship between one person and another, etc., is reflected in a link from one access point control record to another.

In the second and third scenarios, RDA data is stored in database structures conventionally used in library applications. In those structures, data is stored in bibliographic records and in authority records, and in some implementations in holdings records as well (as shown in scenario 2). Descriptive data elements are stored in bibliographic records. In implementations where bibliographic files and authority files are linked (scenario 2), the bibliographic record also contains links to authority records for persons, families, corporate bodies, etc., associated with the work, etc., embodied in the resource described. In implementations where bibliographic files and authority files are not linked (scenario 3), access points representing persons, families, corporate bodies, etc., associated with the work, etc., embodied in the resource described are stored in the bibliographic record along with the descriptive data. In both types of implementation, variant access points and other data used for access point control are stored in authority records.

RDA data can be readily mapped to any one of the implementation scenarios (or to variations on the three scenarios illustrated). In all implementations the data will support the functional objectives that RDA is designed to fulfil. The data structures used to store the data and to reflect relationships, however, will have a bearing both on the efficiency of data creation and maintenance, and on the ease and effectiveness with which users are able to access the data and navigate the database. For example, the use of records for works and expressions in the relational and object-oriented database structures ensures access not only to all works and expressions associated with a particular person, etc., but to all related works (adaptations, etc.) as well, regardless of whether the name of that person is used to construct the authorized access points representing those works or not.
Scenario 1: Relational / object-oriented database structure

MANIFESTATION RECORD
- Title proper*
- Variant title*
- Statement of responsibility relating to title proper
- Edition statement
- Publication statement
- Carrier type
- Extent

WORK RECORD
- Preferred title for the work*
- Creator [link]
- Relationship designator
- Form of work
- Related work [link]

EXPRESSION RECORD
- Contributor [link]
- Relationship designator
- Language of expression

ITEM RECORD
- Item-specific carrier characteristic
- Custodial history of item
- Restrictions on access

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person*
- Variant name for the person*
- Date of birth
- Related person [link]

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person*
- Variant name for the person*
- Title of the person
- Related person [link]

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person*
- Variant name for the person*
- Profession or occupation

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person*
- Variant name for the person*
- Place of birth

Primary relationship

embodies

exemplified by
Scenario 2: Linked bibliographic and authority records

BIBLIOGRAPHIC RECORD
- Authorized access point representing the expression* [link]
- Title proper*
- Statement of responsibility relating to title proper
- Edition statement
- Publication statement
- Carrier type
- Extent
- Nature of the content
- Variant title*
- Authorized access point representing person associated with the work* [link]
- Relationship designator
- Authorized access point representing person associated with the expression* [link]
- Relationship designator
- Authorized access point representing related work* [link]

NAME AUTHORITY RECORD
- Authorized access point representing the person*
  - Variant access point representing the person*
  - Authorized access point representing related person*

NAME-TITLE AUTHORITY RECORD
- Authorized access point representing the expression*
  - Authorized access point representing related work*

NAME AUTHORITY RECORD
- Authorized access point representing the person*
  - Variant access point representing the person*
  - Authorized access point representing related person*

NAME AUTHORITY RECORD
- Authorized access point representing the person*
  - Variant access point representing the person*
  - Authorized access point representing related person*

HOLDINGS RECORD
- Item-specific carrier characteristic
- Custodial history of item
- Restrictions on access
Scenario 3: ‘Flat file’ database structure (no links)

BIBLIOGRAPHIC RECORD

Authorized access point representing the expression*
Title proper*
Statement of responsibility
Edition statement
Publication statement
Carrier type
Extent
Nature of the content
...
Item-specific carrier characteristic
Custodial history of item
Restrictions on access
...
Variant title*
Authorized access point representing person associated with the work*
  Relationship designator
Authorized access point representing person associated with the expression*
  Relationship designator
Authorized access point representing related work*

NAME AUTHORITY RECORD

Authorized access point representing the person*
x Variant access point representing the person*
xx Authorized access point representing related person*
...

NAME-TITLE AUTHORITY RECORD

Authorized access point representing the expression*
xx Authorized access point representing related work*
...

NAME AUTHORITY RECORD

Authorized access point representing the person*
x Variant access point representing the person*
xx Authorized access point representing related person*
...

NAME AUTHORITY RECORD

Authorized access point representing the person*
x Variant access point representing the person*
...

NAME-TITLE AUTHORITY RECORD

Authorized access point representing the work*
xx Authorized access point representing related work*
...
Unit 4 Exercise Instructions

The Unit 4 exercises consist of a set of 14 quiz questions that are based on the RDA Toolkit, readings, and videos for Unit 4. The questions are a combination of true-false, multiple choice (only one correct answer), and multi-select (more than one correct answer).

Submission: Submit your quiz in the D2L Quizzes module sometime before 6:00am on Monday morning.

If any questions, please ask!
Chapter 2

Bibliographic Relationships

Barbara B. Tillett
Library of Congress, Washington, DC, USA

Abstract:
The realm of conceptual modeling of the bibliographic universe presents another view of the theoretical foundations of bibliographic relationships as reflected in cataloging rules and practices. Linking devices used to indicate bibliographic relationships in past and present catalogs will continue to evolve with changes in technologies that are used to create catalogs.

1. BACKGROUND

For centuries, librarians have created catalogs with the intention of enabling persons to find what they are looking for by author, title, or subject. This includes bringing all the works of an author together and all editions of a work together, as well as bringing together all the materials on a given subject (Cutter, 1904; Lubetzky, 1969; O’Neill & Vizine-Goetz, 1989). Library catalogs are even intended to help a person choose material by edition or literary or topical character as documented by Cutter (1904, p. 12). Cutter’s objectives of the catalog are accomplished using the cataloging convention of author/title entries with uniform headings to collocate all the works of an author.

Catalogs have also provided a surrogate method of navigating among the materials in a library’s collections or the entire bibliographic universe, through bibliographic and authority records that indicate relationships among the various materials. Some of these relationships are implicit while others are explicit and have been conveyed through various linking devices. Linking devices continue to evolve with the changes in technologies used to create catalogs (Tillett, 1992a). Before looking at linking devices, we shall consider the basic bibliographic relationships.

Tillett’s (1987) analysis of cataloging rules led to the identification of categories of relationships that have been provided in the Anglo-American tradition. Her taxonomy identified seven types of bibliographic relationships derived from this analysis of cataloging rules as follows:

- Equivalence relationships, which hold between exact copies of the same manifestation of a work or between an original item and reproductions of it, so long as the intellectual content and authorship are preserved. Included here are copies, issues, facsimiles and reprints, photocopies, microforms, and other similar
reproductions.

- **Derivative relationships** (called horizontal relationships in UNIMARC, 1994), which hold between a bibliographic work and a modification based on the work. These include:
  - Variations or versions of the work, such as editions, revisions, translations, summaries, abstracts, and digests;
  - Adaptations or modifications that become new works but are based on the earlier work;
  - Changes of genre, as with dramatizations and novelizations; and
  - New works based on the style or thematic content of the work, as with free translations, paraphrases, imitations, and parodies.

- **Descriptive relationships**, which hold between a bibliographic entity and a description, criticism, evaluation, or review of that entity, such as that between a work and a book review describing it; also included are annotated editions, casebooks, commentaries, critiques, etc.

- **Whole-part** (or part-whole) relationships (called vertical relationships in UNIMARC or hierarchical relationships in Goossens & Mazur-Rzesos, 1982), which hold between a bibliographic entity and a component part of the entity, as is the case between an anthology and an individual selection taken from it or between a series and one of its volumes.

- **Accompanying relationships**, which hold between bibliographic entities and their accompanying materials. In some cases one entity is predominant and the other subordinate to it, as is the case between a text and its supplements or between one bibliographic entity and another which provides access to it (e.g., concordances, indexes, catalogs of libraries). In other cases the entities are of equal status but have no specific chronological arrangement, as is the case with parts of a kit.

- **Sequential relationships** (called chronological relationships in UNIMARC), which hold between bibliographic entities that continue or precede one another, as between the successive titles of a serial, sequels of a monograph, or among the various parts of a numbered series.

- **Shared characteristic relationships**, which hold between bibliographic entities that are not otherwise related but coincidentally have a common author, title, subject, or other characteristic used as an access point in a catalog, such as a shared language, date of publication, or country of publication (Tillett, 1987, pp. 24-25; Tillett, 1991; Goossens & Mazur-Rzesos, 1982; UNIMARC, 1994).

This taxonomy indicates requirements for relationships that can be used when designing and building bibliographic systems.¹

2. **IFLA MODEL**

Since Tillett's 1987 analysis there have been several modeling exercises described in the literature, most significantly those that led to the IFLA *Functional Requirements for Bibliographic Records* (IFLA, 1998; ELAG, 1999). These exercises suggested a new
approach to that taxonomy of bibliographic relationships, as viewed against the hierarchy of four bibliographic entities: work, expression, manifestation, and item (IFLA, 1998). These are entities that are the result of intellectual or artistic activity that has led to objects named or described in bibliographic records. There are of course other entities in the bibliographic universe, also noted in the IFLA study, such as persons and corporate bodies that have “responsibility relationships” to works, expressions, manifestations, and items (IFLA, 1998, p. 14). There are also entities that are in a “subject relationship” with works, including persons and corporate bodies and even other bibliographic entities, but also concepts, objects, events, and places.

3. PRIMARY RELATIONSHIPS

The entities of work, expression, manifestation, and item have implicit relationships among themselves, which the IFLA study called “primary relationships” (fig. 1):

A work may be realized through one or more than one expression (hence the double arrow on the line that links work to expression). An expression, on the other hand, is the realization of one and only one work (hence the single arrow on the reverse direction of that line linking expression to work). An expression may be embodied in one or more than one manifestation; likewise a manifestation may embody one or more than one expression. A manifestation, in turn, may be exemplified by one or more than one item; but an item may exemplify one and only one manifestation. (IFLA, 1998, p.13)

Figure 1 is a variation of the IFLA figure. Notice the double line between work, expression, and manifestation; item to show the partition between the entities in the physical world that have been recorded and those that are unrecorded intellectual or artistic content. Works and expressions are intellectual or artistic content. Those may be the thoughts of a creative person or performances of works, but once they are recorded or captured in some physical form, the result is a manifestation. One exemplar—one instance—of the manifestation is called an item. Catalogers typically deal with items and place items in their existing collections, giving them characteristics of call numbers, locations, piece identifiers, or notes that uniquely locate or describe those items; these are item-level data elements in a bibliographic or holdings record. Catalogers also use the item to describe the general characteristics that apply to all copies, that is, the manifestation. Manifestation-level data elements include the place of publication, publisher, date of publication, physical characteristics, title and statement(s) of responsibility found on the chief source of information, edition statement, series statement, and notes that apply to all copies. And in describing the manifestation, they mention the embodied expression of work, such as through uniform titles or subject headings. So all four of the entity classes may be represented in a single bibliographic record. In the electronic environment, a cataloger may also describe and actually provide a direct link to an item that will be remotely accessed. This combines description and access with actually obtaining an exemplar of the desired work, and the process of creating the bibliographic record and identifying relationships with other bibliographic entities continues.
Within these primary relationships there are other implicit relationships, such as an implicit "sibling relationship" between the various expressions of a work, between the various manifestations of an expression, and between the various copies (i.e., items) of a manifestation (IFLA, 1998, p. 59).

4. CONTENT RELATIONSHIPS

As noted in the model above, works and expressions are the intellectual or artistic content. Equivalence, derivative, and descriptive relationships can be viewed with this model as applying to works, and hence also hold among the expressions of that work, the manifestations of that work, and the items containing that work in a transitive or inheritance relationship. Content relationships apply across the different levels of entities and exist simultaneously with primary relationships. Content relationships can even be seen as part of a continuum of intellectual or artistic content and the farther one moves along the continuum from the original work, the more distant the relationship, as shown in figure 2.

These close content relationships have been the primary focus of most relationships described in catalogs (Tillett, 1987; Tillett, 1992b; Smiraglia, 1992; Vellucci, 1994, 1997; Leazer, 1993; Smiraglia & Leazer, 1999). As shown by the dotted vertical line in figure 2, Anglo-American Cataloguing Rules have declared a cut-off point for determining when the intellectual or artistic content has changed so much that it constitutes a new work for purposes of entering a record for it in a library catalog. Up to that point the works are considered the same, and the expression has varied; in the case of equivalence relationships
<table>
<thead>
<tr>
<th>Equivalent</th>
<th>Derivative</th>
<th>Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microform reproduction</td>
<td>Copy</td>
<td>Free translation</td>
</tr>
<tr>
<td>Reprint</td>
<td>Facsimile</td>
<td>Review</td>
</tr>
<tr>
<td>Variation or versions</td>
<td>Arrangement</td>
<td>Casebook</td>
</tr>
<tr>
<td>Same work</td>
<td>Slight modifications</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Same style or thematic content</td>
<td>Change of genre</td>
<td>Annotated edition</td>
</tr>
<tr>
<td>New work</td>
<td>Parody or imitation</td>
<td>Commentary</td>
</tr>
</tbody>
</table>

Figure 2: Content relationships—Categories and examples

Bibliographic Relationships
the manifestation has varied, but the work and/or the expression are the same. We identify these content relationships by linking devices in the bibliographic record for the new manifestation, pointing backwards to some original entity (equivalence and derivative relationships) or target entity that is being referenced (descriptive relationships). In this latter situation, descriptive relationships may also be called "referential" relationships.

4.1 Equivalence Relationships

Equivalence relationships are between entities that have the same intellectual or artistic content. Included here are relationships between an original and copies, facsimiles and reprints, photocopies, microforms, and other similar reproductions. Yet the idea of equivalence is tricky, because it is a subjective determination whether entities are indeed equivalent or not, depending on what the user considers to be the "same." What one user considers an important distinction may be irrelevant to another person. For example, for a rare book expert, details like watermarks are important to differentiate among different exemplars (items) of a manifestation but may be inconsequential to another person who is more interested in the intellectual content (work/expression) where any manifestation would meet his/her needs. The bibliographic or holdings record should reflect those details (data elements) at the item level to enable the user to determine whether it matters to them or not.

At the work and expression levels, the concept of things being equivalent is even more subjective. Is the colorization of a black and white motion picture a change in artistic content? To some people, the answer is "definitely." To others, that difference is irrelevant. Someone trying to find a song (work) may be happy with any performance (any expression of that work), and consider all expressions equivalent. Displays of bibliographic records should collocate the records for such works and expressions, and indicate the variations at the expression level for people who find that important.

Indications of variations at the manifestation or item level are also important to enable users to make those choices. For example, if that same person looking for any performance of a song only has a cassette player, they need to know if there is a cassette recording (manifestation) available of any performance (expression), because that is the only equipment they have on which to listen to it. The bibliographic or holdings record should differentiate among the various manifestations. This "equivalence relationship" then is subjective and can be viewed at various levels of the bibliographic entity hierarchy, but its determination is typically up to the user.

4.2 Derivative Relationships

Derivative relationships cover a broad range of variations from an original work. Here are included relationships between an original work and:

- Variations or versions of that work, such as editions, revisions, translations, summaries, abstracts, and digests;
- New works that are adaptations or modifications that become new works but are
based on the earlier work;

- New works that are changes of genre, as with dramatizations and novelizations; and
- New works based on the style or thematic content of other works, as with free
translations, paraphrases, imitations, and parodies.

For some electronic materials, the content changes over time, either by augmenting the
content with additional material or by revising the content. Specifically, “integrating
entities” (Hirons, 1999) are works and expressions that have their content evolving over
time within the same manifestation, such as some loose-leaf publications or some electronic
texts or objects that continuously augment the corpus of intellectual or artistic content. For
these works, there may be no earlier recorded work to relate to. However, a derivative
relationship may exist with earlier versions if they continue to exist.

4.3 Descriptive Relationships

Descriptive relationships, sometimes called referential relationships during the
deliberations on the IFLA study, include relationships between a target work or expression
or manifestation and a new work that refers to the target. Examples are the relationships
between a work and a review or casebook describing that work, a criticism and the work
being criticized, an evaluation of an original work and the work being evaluated, and a
commentary and the work being commented upon.

Some authors have included descriptive or referential relationships and even
accompanying relationships as derivative relationships (Smiraglia, 1992; Leazer, 1993;
Smiraglia & Leazer, 1999). There may be a subtle line of demarcation between a variation
of a work and when a work describes or refers to an earlier work, such as a criticism or
commentary (descriptive or referential relationship), or is intended to be a companion or
tool to facilitate use of another work, such as a concordance (accompanying or companion
relationship). Then again, such subtleties may not be important for these content
relationships, and it may be more useful to categorize derivative and descriptive together.

5. WHOLE-PART AND PART-TO-PART RELATIONSHIPS

There are other types of relationships that deal with the components or aggregates of
works, namely whole-part relationships. These types of relationships are particularly
interesting with electronic materials where images and text and/or sound become
components of the whole and need to be addressed and brought together (aggregated) for
displays, yet often are stored as separate components (fig. 3, A). Another whole-part
example is an anthology or a finite set (whole) with its distinctive, separate works (parts)
(fig. 3, B). Others still may continually add to the corpus of content, as print serials and
electronic serials may do, and we consider those just to be the growing or evolving
components (parts) of a single work (fig. 3, C).

Yet the part-to-part relationship between the individual components of a serial or
between a prequel and sequel is considered a sequential relationship (fig. 4). Among other
WHOLE-PART RELATIONSHIPS

Figure 3. Whole-part relationships or aggregates/components

things, sequential relationships are important for ordering and assisting a user in determining the sequence of the parts for finding information.

Accompanying relationships (fig 4), called companion relationships in discussions during the IFLA study, hold between an entity intended to be used with or to augment another entity. Examples are supplementary maps intended as a companion to a video, a computer disk that accompanies a textbook, and accompanying plates intended to illustrate a main text. The pieces can be viewed either as dependent parts of a whole or as separate entities in their own right that can exist independently of each other, but are packaged together. In this latter situation, the accompanying or companion relationship can also be viewed as existing beyond the end of the continuum of close content relationships (beyond the right end on fig. 2), because the entities are (or contain) different works that complement the content of another work that is another component of the whole. So the entities in an accompanying relationship are each considered a component part of a whole, while entities in close content relationships are separate, independent entities. The relationship is “x accompanies y” or “x is a companion to y” or the reverse (“y is accompanied by x”), or we may choose to make this a one-directional relationship for “companion” works that are viewed as independent. In any case, we have a work that accompanies the intellectual or artistic content of another.
6. SHARED CHARACTERISTIC RELATIONSHIPS

There is yet another type of relationship that can be described that holds between different works that share any element in common (other than an element described by one of the other types of relationships). We could establish a shared characteristic relationship for whatever element we found useful. Some people might like us to use the color or size of the binding as significant characteristics for locating items, and indeed some storage facilities and early libraries in monasteries used size as an element for identifying, organizing, storing, and shelving. We might also use the date of publication, country of publication, language, or “format/media/carrier” as useful elements for relating manifestations that share that characteristic of interest. Some of these data elements, like language and country of publication have appeared in machine-readable cataloging records since the late 1960s, but we still lack an exhaustive and mutually exclusive listing of format/media/carrier elements. Shared characteristic elements are used for retrieval either directly or as limits or filters to a search.

The relationship then is entity A has the characteristic X in common with entities B, C, ..., N. This is a very useful relationship to make and will be easier to make in future
catalogs, where data elements can be more easily manipulated to collocate bibliographic records. This is shown in figure 5 as a data element for some bit of information (I) that is shared among several entities, and potentially can be used as a retrieval element.

**SHARED CHARACTERISTIC RELATIONSHIPS**

(Different Works)

= common data element or information

Figure 5. Shared characteristic relationships

So which relationships are worth noting in our catalogs for the users? We have traditionally been concerned about the economics of providing information in cataloging records and typically have concentrated on those relationships that are economical to provide. User studies are difficult to perform, and as a consequence we do not have good information on what users really need. And who are the users of bibliographic information? The useful relationships may vary depending on whether the user is a publisher providing an inventory of goods, a researcher trying to track down scholarly works, an Internet user following paths to information, or someone wanting to find a movie at a local library. These categories of useful relationships are still being debated in the metadata world. The importance of bibliographic relationships is well recognized by such groups as the inventors and future users of Digital Object Identifiers and the participants in the Dublin Core Metadata Initiative. The Dublin Core Relations Working Group has started identifying what they believe are the useful relationships to include in metadata, but much more needs to be done to provide for bibliographic relationships for materials on the Internet. In addition, our
cataloging rules should be more explicit about relationships.

7. LINKING DEVICES

Cataloging rules have provided ways to indicate bibliographic relationships and to bring together related entities in catalog displays, but this interconnection of rules and catalogs is weakening. The types of linking devices used in the Anglo-American cataloging tradition (table 1) have changed over time reflecting the technological capabilities available in the catalog (Tillett, 1992a).

<table>
<thead>
<tr>
<th>Linking Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main entry</td>
</tr>
<tr>
<td>Uniform title</td>
</tr>
<tr>
<td>Added entry</td>
</tr>
<tr>
<td>Dash entry</td>
</tr>
<tr>
<td>Analytical entry</td>
</tr>
<tr>
<td>Multilevel description</td>
</tr>
<tr>
<td>Edition statement</td>
</tr>
<tr>
<td>Series statement</td>
</tr>
<tr>
<td>Physical description addition</td>
</tr>
<tr>
<td>Note</td>
</tr>
<tr>
<td>Reference</td>
</tr>
<tr>
<td>Hypertext link</td>
</tr>
<tr>
<td>Integrated record displays from shared data in databases</td>
</tr>
</tbody>
</table>

Table 1. Linking devices

During the time of book and handwritten card catalogs, linking devices to relate bibliographic entities included shared main entries, analytical entries, dash entries, references, notes, edition statements, series statements, additions to physical description (namely the “+” sign to indicate accompanying materials; see fig. 6), and holdings annotations.

387 p. : ill. ; 27 cm. + teacher’s notes

Figure 6. Example of additions to physical description

When printed card catalogs were introduced around 1900, the new device of an added entry was used to express relationships and that device made its way into cataloging rules
of that era. Many of the old devices were continued in online catalogs, but some, like dash entries, were prematurely abandoned. Dash entries, also called dashed on entries, were a useful space saving device in book and card catalogs to record added copies or other editions or accompanying materials within the same entry/record as the main manifestation (fig. 7). The dash or multiple dashes served as ditto symbols to indicate the above main entry and description applied to the additional manifestation being described in the dash entry. An electronic dashed on entry might save space for online displays.

![Figure 7. Example of a dash entry, “copy 2”](from the 1941 A.L.A. Rules, p. 226)

More recent online catalogs have introduced a new device of hypertext links to relate bibliographic entities and to connect the surrogate bibliographic records with the actual items. We can now link bibliographic records to the digital objects and electronic texts they describe. In the MARC 21 format this is done through the 856 field or a subfield where the address of the digital object is recorded. We can also use the online catalog to connect to intermediary tools like electronic finding aids that in turn can retrieve desired items for the user.

For several years the concept of “executable” relationships has been discussed. Daniel and Lagoze called these “distributed active relationships” or “DARs” for the digital environment (Daniel & Lagoze, 1997). Future systems development offers many more opportunities for users to navigate through the bibliographic universe and has the potential to show the user the available pathways that may be of interest and actually take them to those resources electronically.

We also now have the ability to limit or filter, as well as to search for shared characteristics (data elements) in our online catalogs. These capabilities and new devices will continue to expand with the imagination for future system designers.

8. SUMMARY OF RELATIONSHIPS

To summarize the relationship types operating among bibliographic entities, there are:

- **Primary relationships** that are implicit among the bibliographic entities of work,
expression, manifestation, and item;

- Close content relationships that can be viewed as a continuum starting from an original work, including equivalence, derivative, and descriptive (or referential) relationships;
- Whole-part and part-to-part relationships, the latter including accompanying relationships and sequential relationships; and
- Shared characteristic relationships.

As noted in the IFLA model, there are also two other very important types of relationships in the bibliographic universe. These are:

- Responsibility relationships between the four bibliographic entities (work, expression, manifestation, item) and entities for persons and corporate bodies; and
- Subject relationships between works and entities that can be subjects: another work, expression, manifestation, item, person, corporate body, concept, object, event, and place (IFLA 1998, pp. 14-15).

9. RECOMMENDATIONS AND FUTURE AGENDA

We are seeing catalogs move farther away from the control of cataloging rules. Commercial and "home-grown" systems have each taken their own paths, resulting in a great variety of online catalogs and displays (Carlyle, 1999). A user in one library cannot predict how bibliographic information will be presented from one library or information system to another, even with the Z39.50 standard. Some vendors see standardization efforts for OPAC displays, such as those recommended by IFLA, as stifling their competitive edge (Yee, 1999; Yee & Layne, 1998). Where is the win-win solution?

Perhaps it will be found in future catalogs. The opportunity exists to move beyond the current "record" structure and beyond relational and even the current object-oriented databases. For economic reasons we will continue MARC formats (MARC 21, UNIMARC, etc.) for communicating records, but we now have other options for displays and structures in local and shared systems. Future computer architectures will bring increased flexibility in manipulating data elements and relating entities and digital objects. Cataloging rules and catalogs themselves should build on the new opportunities that technology offers us at this time, yet it may be too soon to take that leap, given the economic impact of such a jump.

Now more than ever, bibliographic relationships need to be more explicit, so users understand the paths they are offered in an online catalog or on the Internet. Users are no longer limited to the catalog of a single institution. Collections are now accessible worldwide. We must assure normalization or consistency in the displays and in the presentation of data to users, particularly for relationships, so the pathways are clear. How can we take best advantage of computer capabilities for expressing bibliographic relationships and provide for them in cataloging rules and catalogs of the future?

We should take positive steps toward the goal of improved devices for expressing important bibliographic relationships. Our cataloging rules should be changed to ensure consistency in the formulation and display of relationships, yet in a manner that allows for expansion to accommodate future relationships we have not yet dreamed of (Wainwright,
1991). New devices should be used within our computer-based records (bibliographic, authority, holdings, etc.) to facilitate user-viewed displays that present relationships graphically through pictures or text, or even directly, as we can do now through hypertext links or "executable" relationships. Who knows what devices might be invented in the future?

Rule changes are needed. Cataloging rules should be more explicit about the types of relationships worth including and should provide appropriate consistency in the methods used to express relationships. For example, reproductions can be considered to be in equivalence relationships to the originals, yet we continue to catalog facsimiles differently from other reproductions. Consistency in treatment would benefit users' understanding of relationships.

A thorough analysis of the structure of the Anglo-American Cataloguing Rules, commissioned by the Joint Steering Committee for Revision of the Anglo-American Cataloguing Rules (Delsey, 1999a, 1999b) will lead to many improvements. We need to be sure those improvements include explicit provisions for relationships, both in what the cataloger creates and in what the user sees in displays. In order to deal efficiently with online cataloging, our rules need a fresh review that focuses on computer-based cataloging.

Bibliographic records created by catalogers are no longer the finished product that the user sees or even should see. The cataloger creates a MARC record and the computer system manipulates the data in that record for various displays. Displays should indicate content relationships and pertinent characteristics to enable users to choose the entity that meets their needs. Links and relationship types could be coded to enable the display of pertinent notes or other navigational information in the user's language. Cataloging rules should save the catalogers' time while enabling better displays for users.

We need more than the linking of the bibliographic, holdings, item, and authority records, because we now have a user expectation of linking directly to the bibliographic object. The specific relationship to the linked object must be clear to the user navigating the bibliographic universe.

A multi-tiered root/branch structure for "multiple versions" was suggested for primary relationships in 1989 (Tillett, 1989; Multiple, 1990). The proposal was to handle the cataloging and display problems of various manifestations (particularly same content in different carriers) by linking the descriptions and access elements of various manifestations and physical items to the descriptions and access points of the work they contained. This was important to alleviate redundant information in record creation (to reduce cataloging costs) by utilizing the hierarchical "inheritance" among linked records and to improve collocation of online displays for easier understanding by users. Heaney (1995) proposed a similar model in looking at object-oriented cataloging. Many online library systems now can accommodate such a multi-tiered approach, and the display of primary bibliographic relationships among bibliographic entities can be realized. All systems should enable users to easily find what they need and offer pathways to related materials.

The IFLA model optimizes bibliographic control and minimizes bibliographic input, increasing data integrity. It can be used for objects other than publications, such as materials in museums or archives. It also maximizes retrieval possibilities, but it has not yet been tested. We need new systems that build on this model.

Libraries created systems that behaved in known ways. Computer systems and the
Internet challenge that stability. The Internet has a broader spectrum of users than an individual library has. Items are more varied than in the past and increasingly come in mixed media. Users can now do new things with the items, including copying them directly and manipulating them to formulate new works. Continuous updating can occur online, making citation and even location or retrieval of a particular version more difficult, if not impossible. The Internet is for the most part uncontrolled, and could greatly benefit by library experience with controlled vocabularies and bibliographic access and retrieval methods. However, both Internet search engine providers and libraries could improve their services to users by providing quality links that clearly indicate specific bibliographic relationships.

The opportunity is here. Let’s take it.

Endnotes

1. For a complete historical background on research in bibliographic relationships see Vellucci (1998).

2. See the report from the Dublin Core Metadata Initiative, Relations Working Group (1997).

Acknowledgments

I would like to thank the following people (in alphabetical order) who served as readers and provided excellent comments to assist in the preparation of this chapter: Alyson Carlyle, Paula Goossens, Olivia Madison, Ron Murray, Elaine Svenonius, Arlene Taylor, Sherry Vellucci, and the editors, Carol Bean and Rebecca Green.

References


Bibliographic Relationships


# RDA MARC record (OCLC; selections)

<table>
<thead>
<tr>
<th>Type</th>
<th>ELvl</th>
<th>Srce</th>
<th>Audn</th>
<th>Ctrl</th>
<th>Lang</th>
<th>eng</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLvl</td>
<td>m</td>
<td>Form</td>
<td>Conf</td>
<td>0</td>
<td>Biog</td>
<td>MRec</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ctry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nyu</td>
</tr>
<tr>
<td>Cont</td>
<td></td>
<td>GPub</td>
<td>LitF</td>
<td>1</td>
<td>Indx</td>
<td>0</td>
</tr>
<tr>
<td>Desc</td>
<td>i</td>
<td>IIs</td>
<td>Fest</td>
<td>0</td>
<td>DtSt</td>
<td>s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dates</td>
<td>2009,</td>
</tr>
</tbody>
</table>

010 2009291782
020 9780307454546 (pbk.)
040 $e rda
041 1 eng $h swe
043 e-sw---
050 00 PT9876.22.A6933 $b M3613 2009
082 00 839.73/8 $2 22
100 1 Larsson, Stieg, $d 1954-2004, $e author
240 10 Mān som hatar kvinnor. $1 English
245 14 The girl with the dragon tattoo / $c Stieg Larsson ; translated from the Swedish by Reg Keeland.

300 590, 10 p. ; $c 21 cm.
336 text $2 rdacontent
337 unmediated $2 rdamedia
338 volume $2 rdacarrier
520 The disappearance forty years ago of Harriet Vanger, a young scion of one of the wealthiest families in Sweden, gnaws at her octogenarian uncle, Henrik Vanger. ...
650 0 Missing persons $v Fiction.
650 0 Rich people $v Fiction.
650 0 Corruption $v Fiction.
651 0 Stockholm (Sweden) $v Fiction.
700 1 Keeland, Reg, $d 1943-, $e translator.
700 1 $i Translation of: $a Larsson, Stieg, $d 1954-2004. $t Mān som hatar kvinnor
RDA implementation scenarios (Delsey)

Scenario 1: Relational/object-oriented database structure

MANIFESTATION RECORD
- Title proper
- Variant title
- Statement of responsibility relating to title proper
- Edition statement
- Publication statement
- Carrier type
- Extent

WORK RECORD
- Preferred title for the work
- Creator [link]
- Relationship designator
- Form of work
- Related work [link]

EXPRESSION RECORD
- Contributor [link]
- Relationship designator
- Language of expression

ITEM RECORD
- Item-specific carrier characteristic
- Custodial history of item
- Restrictions on access

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person
- Variant name for the person
- Date of birth
- Related person [link]

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person
- Variant name for the person
- Title of the person
- Related person [link]

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person
- Variant name for the person
- Profession or occupation

WORK RECORD
- Preferred title for the work
- Creator [link]
- Relationship designator
- Nature of the content
- Related work [link]

ACCESS POINT CONTROL RECORD (PERSON)
- Preferred name for the person
- Variant name for the person
- Place of birth
- Related person [link]
Linked data (initial graphical representation)
1.7 Transcription

1.7.1 General Guidelines on Transcription

When the instructions in chapters 2–4 specify transcription of an element as it appears on the source of information, apply the general guidelines on capitalization, punctuation, symbols, abbreviations, etc., given under 1.7.2–1.7.9. When the guidelines given under 1.7.2–1.7.9 refer to an appendix, apply the additional instructions given in that appendix as applicable to the element being transcribed.

Alternatives

If the agency creating the data has established in-house guidelines for capitalization, punctuation, numerals, symbols, abbreviations, etc., or has designated a published style manual, etc., (e.g., The Chicago Manual of Style) as its preferred guide, use those guidelines or that style manual in place of the instructions given under 1.7.2–1.7.9 and in the appendices.

If a description created by another agency is used or if data are derived from a digital source of information using an automated scanning, copying, or downloading process (e.g., by harvesting embedded metadata or automatically generating metadata), accept the data without modification.

For instructions on transcribing numbers expressed as numerals or as words, see 1.8.1.

1.7.2 Capitalization

Apply the instructions on capitalization given in appendix A.

1.7.3 Punctuation

Transcribe punctuation as it appears on the source, omitting punctuation on the source that separates data to be recorded as one element from data to be recorded as a different element, or as a second or subsequent instance of an element.

EXAMPLE

...and then there were none
What is it...what is it not?

Vessels on the Northwest coast between Alaska and California — 1543–1811

I don’t do dishes!

DDC 21
Appears on the source with punctuation separating it from the other title information: DDC 21: International perspectives

Vanderbilt University
Appears on source with punctuation separating it from the place of publication: Vanderbilt University, Nashville

Add punctuation, as necessary, for clarity.

**EXAMPLE**
Travaillez mieux, vivez mieux
Each word of the title appears on a separate line on the source of information

For instructions on the use of prescribed punctuation for the display of descriptive data in ISBD form, see appendix D **mut** (D.1.2 **mut**).

1.7.4 **Diacritical Marks**
Transcribe diacritical marks such as accents as they appear on the source of information.

*Optional Addition*
Add diacritical marks that are not present on the source of information in accordance with standard usage for the language of the data.

**EXAMPLE**
Les misérables
Source of information reads: LES MISERABLES

1.7.5 **Symbols**
Replace symbols and other characters, etc., that cannot be reproduced by the facilities available with a description of the symbol —
enclosed in square brackets.

EXAMPLE
Robust H \([\text{proportional to}]\) stabilization of stochastic hybrid systems with Wiener process
Symbol for "proportional to" appears on source of information

My name is Brain [crossed out] Brian
The word "Brain" appears with an X through it on source of information

Make an explanatory note if necessary (see 2.20 [here]).
Ignore typographical devices that are used as separators, etc.

1.7.6 Spacing of Initials and Acronyms
If separate letters or initials appear on the source of information without full stops between them, transcribe the letters without spaces between them, regardless of spacing on the source.

EXAMPLE
ALA rules for filing catalog cards

prepared by members of the AIAA Technical Committees on Space Systems and Space Atmosphere Physics

If such letters or initials have full stops between them, omit any internal spaces.

EXAMPLE
T.U.E.I. occasional papers in industrial relations

The most of S.J. Perelman

edited by P.C. Wason and P.N. Johnson-Laird

W.W. Norton & Company
Publisher's name

1.7.7 Letters or Words Intended to Be Read More
Than Once

If a letter or word appears only once but the design of the source of information makes it clear that it is intended to be read more than once, repeat the letter or word.

EXAMPLE
- Canadian citations
- Citations canadiennes
- Source of information reads: Canadian CITATIONS canadiennes. Intended readings recorded separately as title proper and parallel title proper

1.7.8 Abbreviations

Apply the instructions on the use of abbreviations in transcribed elements given in appendix B (B.4). [Note: The text is cut off here.]

1.7.9 Inaccuracies

When instructed to transcribe an element as it appears on the source of information, transcribe an inaccuracy or a misspelled word as it appears on the source, except where instructed otherwise.

EXAMPLE
- The word of television
- A comprehensive law book on proceedings under every statute/ordinance with upt-to-date case law by superior courts

Make a note correcting the inaccuracy if it is considered to be important for identification or access (see 2.20).

If the inaccuracy appears in a title, record a corrected form of the title as a variant title (see 2.3.6) if it is considered to be important for identification or access.

1.8 Numbers Expressed as Numerals or as Words

1.8.1 General Guidelines

Apply the guidelines given under 1.8.2–1.8.5 when recording numbers expressed as numerals or as words in the elements listed below.
Numeric and/or alphabetic designation of first issue or part of sequence
Chronological designation of first issue or part of sequence
Numeric and/or alphabetic designation of last issue or part of sequence
Chronological designation of last issue or part of sequence
Alternative numeric and/or alphabetic designation of first issue or part of sequence
Alternative chronological designation of first issue or part of sequence
Alternative numeric and/or alphabetic designation of last issue or part of sequence
Alternative chronological designation of last issue or part of sequence
Date of production
Date of publication
Date of distribution
Date of manufacture
Copyright date
Numbering within series
Numbering within subseries
Year degree granted

Alternative

*Early printed resources.* For early printed resources, transcribe numbers expressed as numerals or as words appearing in numbering of serials, date of production, date of publication, date of distribution, or date of manufacture in the form in which they appear on the source of information.

When recording numbers expressed as numerals or as words in a transcribed element, transcribe them in the form in which they appear on the source of information. Apply the general guidelines on transcription (see 1.7), as applicable.

**EXAMPLE**
1.8.2 Form of Numerals

Record numerals in the form preferred by the agency creating the data, unless the substitution would make the numbering less clear.

EXAMPLE

tome 3
Numbering within series on source of information reads: tome III

Record numerals in the form in which they appear on the source of information.

EXAMPLE

tome III
Numbering within series

Record the numerals in the form in which they appear on the source. Add the equivalent numerals in the form preferred by the agency creating the data, indicating that the information was taken from a source outside the resource itself as instructed under 2.2.4. In some cases.

EXAMPLE

tome III [3]
Numbering within series on source of information reads: tome III

1.8.3 Numbers Expressed as Words

Substitute numerals for numbers expressed as words.

1.8.4 Inclusive Numbers
When recording inclusive dates and other inclusive numbers, record both the first and last number in full.

**EXAMPLE**

1967–1972

Source of information reads: 1967–72

### 1.8.5 Ordinal Numbers

When recording ordinal numbers (expressed either as numerals or as words) taken from an English-language source, record them as numerals in the form 1st, 2nd, 3rd, 4th, etc.

When recording ordinal numerals (expressed either as numerals or as words) taken from a source in Chinese, Japanese, or Korean, record them as numerals accompanied by the character indicating that the numeral is ordinal.

**EXAMPLE**

第8

8th in Chinese

When recording ordinal numerals (expressed either as numerals or as words) taken from a source in a language other than English, Chinese, Japanese, or Korean, record them as numerals, following the usage of the language if ascertainable.

**EXAMPLE**

1er, 1re, 2e, 3e, etc.

French

1., 2., 3., etc.

German

1°, 1a, 2°, 2a, 3°, 3a, etc.

Italian

If the usage of a language cannot be ascertained, use the form 1., 2., 3., etc.
1.9 Dates

1.9.1 General Guidelines

When recording dates appearing on the source of information, apply the guidelines given under 1.8

Apply the instructions given under 1.9.2 when recording a supplied date for any of the following:

a) date of production (see 2.7.6.6)
b) date of publication (see 2.8.6.6)
c) date of distribution (see 2.9.6.6)
d) date of manufacture (see 2.10.6.6).

For additional instructions on recording dates in the Christian calendar, see appendix H.

1.9.2 Supplied Dates

Record a supplied date or dates as instructed under 1.9.2.1—1.9.2.5, as applicable. Indicate that the date was taken from a source outside the resource itself as instructed under 2.2.4.

1.9.2.1 Actual Year Known

If the actual year is known, record the year.

EXAMPLE

[2003]

1.9.2.2 Either One of Two Consecutive Years

If the date is known to be either one of two consecutive years, record both years separated by or.

EXAMPLE

[1971 or 1972]
1.9.2.3 Probable Year

If the probable year is known, record the year followed by a question mark.

EXAMPLE

[1969?] 

1.9.2.4 Probable Range of Years

If the probable date falls within a range of years, record the earliest probable year preceded by between and followed by and, then the latest probable year followed by a question mark.

EXAMPLE

[between 1846 and 1853?] 
[between 1800 and 1899?] 
[between 1970 and 1979?] 
[between 1400 and 1600?] 

1.9.2.5 Earliest and/or Latest Possible Date Known

If the earliest possible date is known, record not before followed by the date.

If the latest possible date is known, record not after followed by the date.

EXAMPLE

[not after August 21, 1492] 

If both the earliest possible and latest possible dates are known, record between followed by the earliest possible date, then and and the latest possible date.
1.10 Notes

1.10.1 General Guidelines on Notes

When the instructions in chapters 2-7 specify making a note, apply the general guidelines on capitalization, quotations, references, etc., given under 1.10.2–1.10.5.

1.10.2 Capitalization

Apply the instructions on the capitalization of notes given in appendix A (A.8).

Alternatives

If the agency creating the data has established in-house guidelines for capitalization, or has designated a published style manual, etc., (e.g., *The Chicago Manual of Style*), use those guidelines or that style manual in place of appendix A (A.8).

If information used in a note is derived from a digital source using an automated scanning, copying, or downloading process (e.g., by harvesting embedded metadata or automatically generating metadata), record the information as it appears on the source, without modifying the capitalization.

1.10.3 Quotations

Record quotations from the resource or from other sources in quotation marks. Follow the quotation by an indication of its source, unless that source is the preferred source of information for the identification of the resource (see 2.2.2).

EXAMPLE

"Published for the Royal Institute of Public Administration"

"A textbook for 6th form students"—Preface

"Generally considered to be by William Langland"—Oxford companion to English literature
1.10.4 References

Refer to passages in the resource, or in other sources, if these either support assertions made in the description or save repetition of information readily available from other sources.

EXAMPLE

Introduction (page xxix) refutes attribution to John Bodenham

1.10.5 Applicability of the Information Recorded in a Note

If it is known that the note does not apply to the entire resource, identify the applicable part or iteration.

1.11 Facsimiles and Reproductions

When describing a facsimile or reproduction, record the data relating to the facsimile or reproduction in the appropriate element. Record any data relating to the original manifestation as an element pertaining to a related work or manifestation, as applicable.

Document Date: 8/14/2012
Document: http://access.rdatoolkit.org/rdachp1.html