

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

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

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

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

4 Notation

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

(1) *The ability to convey order*

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

(2) *Simplicity*

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

(3) *Brevity*

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

(4) *Expressiveness*

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

(5) *Hospitality*

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

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

(6) *Flexibility*

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

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

(7) *Mnemonics*

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

(8) *Synthesis*

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

(9) *Faceted structure*

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

5 Use and future of DDC

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

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

6 *Reclassification*

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

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

7 *Call numbers*

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

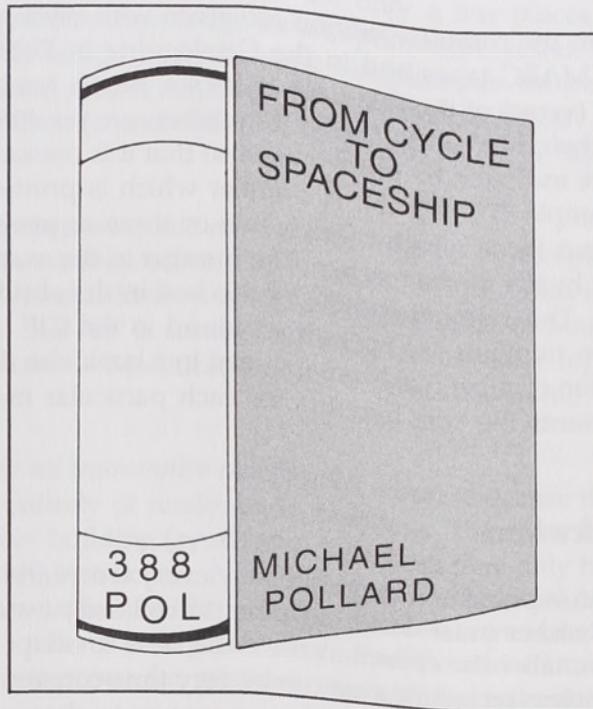


Figure 7 Spine of book with call number

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

8 *Parallel arrangement*

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

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

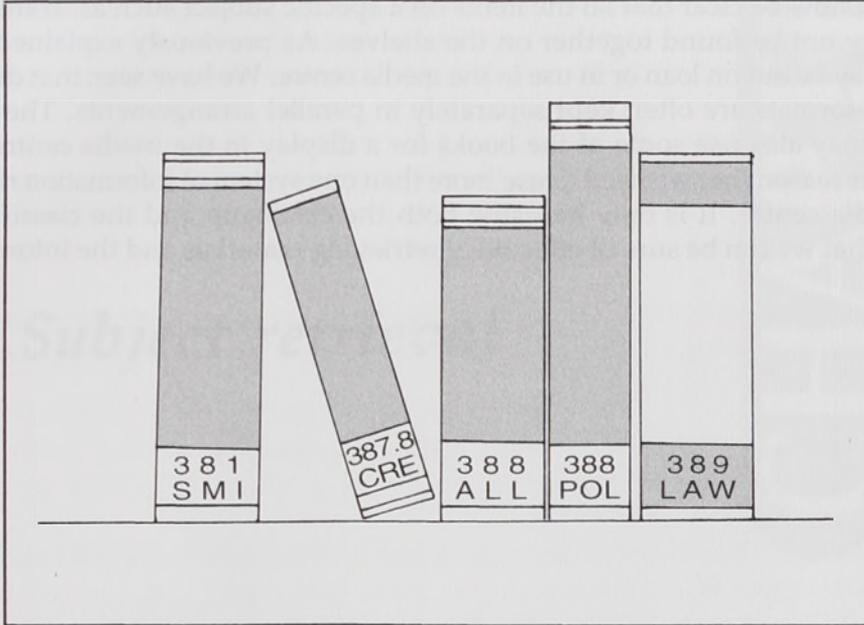


Figure 8 Books arranged on shelf according to call numbers

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

9 Guiding

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

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

Subject retrieval

1 *Introduction*

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

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

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

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

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

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

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

2 Purpose of alphabetical subject headings

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

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

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

3 *Alphabetical subject headings*

There are two main types of subject heading:

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

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

4 *Purpose of references*

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

4.1 See references

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

Example Farming *see* AGRICULTURE

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

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

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

4.2 See also references

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

Example ATHLETICS *see also* RUNNING

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

Example REFRIGERATION *see also* FREEZING

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

5 *Standard lists of subject headings*

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

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

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

Example BIRDS – MIGRATION

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

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

636.8 THO

CATS

THOMAS, Leonard E

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

91/33

Figure 9 Alphabetical subject entry for alphabetical subject catalogue

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

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

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

636.8 THO

636.8

THOMAS, Leonard E

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

91/33

Figure 10 Subject entry for a classified catalogue

CATS

domestic

636.8

Figure 11 Subject index entry for a classified catalogue

PART 2

*Classifying with
Dewey Decimal
Classification,
abridged edition*

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

Classifying with Dewey Decimal Classification, abridged edition

1 *Introduction*

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

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

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

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

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

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

2

Procedures for classifying

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

Example	no entry under	Rubbish
	but entries under	Refuse
	and	Waste control
	and	Waste disposal

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

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

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

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

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

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

Example

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

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

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

For structural engineering, see 624.1; interior decoration, 747

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

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

3 *General rules*

Some general rules to bear in mind are given.

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

Example A history of medicine is classified at medicine.

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

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

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

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

Example South Africa 968
T2-68

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

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

Bibliographic description

1 *Introduction*

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

2 *Parts of a book*

Structurally a book can be divided into the following parts:

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

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

3 *Rules for bibliographic description*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) Title and statement of responsibility area

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

Example Shape is important

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

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

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

Example African animals [picture]

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

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

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

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

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

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

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

Example Best ever chicken recipes / Christine Koury

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

If there are two or three authors give their names.

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

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

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

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

(2) Edition area

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

Example Rev. ed.

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

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

Example Vol. 1, no. 1 (May 1973)–

Example Scale 1:500,000

(4) Publication, distribution, etc. area

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

Example London

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

Example Macmillan

Give the date of publication (Rule 4E1).

Example 1987

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

Example c1987

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

Example [ca. 1990]

(5) Physical description area

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

Example 152 p.

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

Example v.

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

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

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

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

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

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

(6) Series area

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

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

Example (Exploring the past ; no. 5)

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

(7) Notes area

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

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

Example Monthly

System requirements: IBM PC or IBM compatible

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

Example Documentary

- 3 *Language (Rule 7B3)*

Example T.p. and text in Afrikaans and English

- 4 *Adaptation (Rule 7B4)*

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

- 5 *Titles (Rule 7B5)*

Example Cover title: Counting surprises : a surprise flap book

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

Example Read by Beatrice Lillie, Cyril Ritchard and Stanley Holloway

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

Example Rev. ed. of: Effective writing for accountants

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

Example Distributed in South Africa by: Ster-Kinekor Video

9 *Physical details (Rule 7B9)*

Example In carousel tray
VHS
Compact disc

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

Example Includes 10 transparency duplicating masters

11 *Audience (Rule 7B11)*

Example Suitable for high school pupils

12 *Other formats available (Rule 7B12)*

Example Also available on a sound cassette tape

13 *Summary (Rule 7B13)*

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

14 *Contents (Rule 7B14)*

Example Bibliography: p. 150

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

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

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

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

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

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

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

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

(8) Standard Number

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

4 *List of abbreviations*

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

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

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

CHAPTER 10

Headings for bibliographic records

1 *Introduction*

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

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

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

2 Rules for main entry

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

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

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

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

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

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

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

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

Main entry heading is under Milne, A.A.

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

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

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

Main entry heading is under Dickens, Charles

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

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

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

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

Example Tales from the Arabian Nights is entered as

ARABIAN NIGHTS

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

Example Good news Bible is entered as

BIBLE

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

GOOD news Bible

3 *Rules for added entries*

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

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

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

Example GOOD news Bible
BIBLE
Good news Bible

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

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

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

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

Example ANDERSON, George

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

Example PAGE, Elizabeth Mary

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

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

Example Dr. Seuss is entered as
SEUSS, Dr.

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

Example STRATTON-PORTER, Gene

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

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

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

Example BEETHOVEN, Ludwig van

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

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

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

Example SOUTH AFRICA. Department of Manpower

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

Example Dr. Seuss

see

SEUSS, *Dr.*

Refer from a different part of a compound name.

Example PORTER, Gene Stratton-

see

STRATTON-PORTER, Gene

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

Original cataloguing in the school media centre

CHAPTER 1

1 Introduction

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

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

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

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

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

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

032 MAC

The MACMILLAN first encyclopedia. – London :
Macmillan, 1988. – 1 v. : col. ill. –
ISBN 0 333 44259 8

91/29

Figure 13 Title main entry

1. Cats
- I. Title
- II. Series

Figure 14 Example of a tracing

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

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

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

636.8 THO

CATS

THOMAS, Leonard E

Cats : the complete guide to cat care,
behaviour and health / Leonard E. Thomas. –

2nd ed. – London : Black, 1988. – 206 p. :

col. ill. – (Caring for pets). –

Bibliography: p. 200–201. –

ISBN 0 7135 2900 2

91/33

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

DAN

DANZIGER, Paula

This place has no atmosphere / Paula Danziger. –

London : Heinemann, 1987. –

154 p. – ISBN 0 434 93415 1

91/34

Figure 16 Author entry for a work of fiction

2***Fiction***

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

3***Non-fiction books***

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

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

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

Figure 17 Main entry for an audiovisual item

4 *Audiovisual media*

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

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

5 *Periodicals*

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

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

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

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

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

P/ACC

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

Figure 18 Main entry for a periodical

P/NAT

REFUSE DISPOSAL

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

Figure 19 Analytical subject entry for a periodical article