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LIS222

ORGANIZATION OF KNOWLEDGE I: PRINCIPLES OF CATALOGUING

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LIS222 Organization of Knowledge I: Principles of Cataloguing (2 Units)

Series 1 Foundations of Cataloguing and Knowledge Organization

Series outline

- **Part 1.1 Definition of Cataloguing and Related Concepts**
    - Sub-Part 1.1.1 Cataloguing
    - Sub-Part 1.1.2 Authority file
    - Sub-Part 1.1.3 Shelf list
    - Sub-Part 1.1.4 Filing rules
    - Sub-Part 1.1.5 Subject headings
- **Part 1.2 Principles and Functions of Cataloguing**
    - Sub-Part 1.2.1 Objectives of cataloguing
    - Sub-Part 1.2.2 Importance of cataloguing in knowledge organisation
    - Sub-Part 1.2.3 Relationship between cataloguing and classification
- **Part 1.3 Types and Uses of Catalogues**
    - Sub-Part 1.3.1 Dictionary catalogue
    - Sub-Part 1.3.2 Classified catalogue
    - Sub-Part 1.3.3 Union catalogue
    - Sub-Part 1.3.4 Practical uses of catalogues

Introduction

Background: Imagine entering a large library without any form of organisation. Finding a single book would be like searching for a needle in a haystack. Cataloguing provides the structure that makes information accessible, reliable, and useful. By learning the foundations of cataloguing, you will appreciate how libraries and information centres organise knowledge to serve diverse users effectively.

Series aim: The aim of this Series is to introduce you to the fundamental concepts and principles of cataloguing, and to equip you with the knowledge needed to recognise its role in organising and retrieving information.

Series synopsis: We shall commence this Series by defining key concepts such as cataloguing, authority files, shelf lists, filing rules, and subject headings. Next, we will

examine the principles and functions of cataloguing, focusing on its objectives, importance, and relationship with classification. Finally, we will conclude by exploring the different types of catalogues and their practical uses in libraries and information centres.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define cataloguing and related concepts including authority file, shelf list, filing rules, and subject headings,
- **SLO 1.2** explain the principles and functions of cataloguing in the organisation of knowledge,
- **SLO 1.3** analyse the relationship between cataloguing and classification, and
- **SLO 1.4** describe the types of catalogues and evaluate their practical uses in libraries and information centres.

1.1 Definition Of Cataloguing And Related Concepts

1.1.1 Cataloguing

Cataloguing is the systematic process of creating bibliographic records for information resources. A bibliographic record is a structured description of a resource that enables users to identify, locate, and access it. Cataloguing involves recording essential details such as the author, title, edition, publication information, and physical description. It ensures that resources are organised in a way that supports efficient retrieval.

Without cataloguing, libraries would struggle to provide access to their collections. Imagine trying to find a book without any record of its author or title. Cataloguing bridges this gap by offering a roadmap to knowledge.

Fill in the blank: Cataloguing is the systematic process of creating _____ records for information resources.

Figure 1.1 Cataloguing process flow

1.1.2 Authority file

An **authority file** is a controlled list of names, subjects, or titles used consistently in cataloguing. It ensures uniformity by preventing variations in spelling or usage. For example, “Shakespeare, William” is always recorded in the same way, rather than sometimes appearing as “W. Shakespeare” or “William Shakespear.”

Authority files are crucial because they maintain consistency across records, making searches more reliable.

Fill in the blank: An authority file is a controlled list of _____ used consistently in cataloguing.

1.1.3 Shelf list

A **shelf list** is a catalogue arranged in the same order as the library’s physical collection on the shelves. It serves as a tool for inventory control, helping librarians track what is available and where it is located. Shelf lists are particularly useful for managing large collections and ensuring that resources are not misplaced.

1.1.4 Filing rules

Filing rules are the principles that govern how entries are arranged in a catalogue. They determine the order in which records appear, whether alphabetically, numerically, or by another system. Filing rules ensure that users can predictably locate items. For example, entries beginning with “Mc” are filed as though spelled “Mac.”

Rule Category	Filing Standard	Example
Surnames	Names beginning with **"Mc"** are filed as if they were spelled **"Mac."**	*McArthur* comes before *MacDonald*.
Numbers	**Numbers** are filed as though they were **spelled out** in the language of the rest of the title.	*101 Dalmatians* is filed under **"O"** for "One hundred and one."
Hyphenations	**Hyphenated words** are generally treated as **single, continuous words**.	*Inter-related* is filed the same as *Interrelated*.

Caption: Box 1.1 Examples of filing rules Content:

1.1.5 Subject headings

Subject headings are standardised terms used to describe the content of a resource. They allow users to find materials on the same topic, even if the titles differ. For instance, a book titled *The History of Medicine* and another titled *Medical Traditions* may both be assigned the subject heading “Medicine—History.”

Subject headings are essential for thematic searches, enabling users to explore topics comprehensively.

Fill in the blank: Subject headings are _____ terms used to describe the content of a resource.

Pilot questions 1.1

1. Which of the following best defines cataloguing? a) The process of shelving books b) The systematic creation of bibliographic records c) The arrangement of books alphabetically d) The physical description of a library
2. What is the main purpose of an authority file? a) To record publication dates b) To ensure consistency in names and subjects c) To arrange books on shelves d) To describe physical formats

3. A shelf list is arranged in the same order as: a) Alphabetical subject headings b) The library's physical collection c) Publication dates d) Author names only
4. Filing rules determine: a) How catalogues are printed b) The order of entries in a catalogue c) The physical arrangement of shelves d) The subject headings assigned to books
5. Subject headings are used to: a) Describe the physical format of a resource b) Indicate the author's name c) Standardise thematic access to resources d) Record the edition of a book

1.2 Principles And Functions Of Cataloguing

1.2.1 Objectives of cataloguing

The **objectives of cataloguing** are the guiding purposes behind the creation of bibliographic records. Cataloguing aims to provide accurate descriptions of resources, ensure consistency in access points, and facilitate efficient retrieval of information. It also helps users to identify whether a resource exists in the library, locate where it is stored, and distinguish between similar items.

In essence, cataloguing is not just about recording details, but about making knowledge accessible. Without clear objectives, cataloguing would lose its direction and usefulness.

Fill in the blank: The main objective of cataloguing is to facilitate efficient _____ of information.

Figure 1.2 Objectives of catalogauing

1.2.2 Importance of cataloguing in knowledge organisation

The **importance of cataloguing** lies in its role as the backbone of knowledge organisation. Cataloguing ensures that resources are systematically arranged, making it possible for users to explore collections without confusion. It supports intellectual access by linking users to subjects, authors, and titles, and it enhances physical access by directing them to the exact location of resources.

Cataloguing also promotes resource sharing between libraries, as standardised records can be exchanged and integrated into union catalogues. This strengthens collaboration and widens access to knowledge.

Fill in the blank: Cataloguing supports both _____ access and physical access to resources.

Plate 1.1 Libarian guiding a student through catalogue use

1.2.3 Relationship between cataloguing and classification

Classification is the process of arranging resources into categories based on subject matter, while **cataloguing** records descriptive and access details about those resources. The relationship between the two is complementary. Cataloguing provides the bibliographic description and access points, while classification provides the subject arrangement.

Together, they form a complete system of knowledge organisation. Cataloguing tells you what the resource is and where to find it, while classification tells you what the resource is about and groups it with similar materials.

Fill in the blank: Cataloguing provides descriptive details, while classification provides _____ arrangement of resources.

Aspect	Cataloguing	Classification
Purpose	Describes resources to ensure they can be uniquely identified.	Groups resources by subject to allow for logical browsing.
Focus	Bibliographic details (Author, Title, Publisher, ISBN).	Subject matter and thematic content.
Outcome	Creation of a **Bibliographic Record** (metadata).	Assignment of a **Call Number** (physical or virtual address).

Table 1.1 Comparison between cataloguing and classification

Pilot questions 1.2

1. Which of the following is NOT an objective of cataloguing? a) Identification of resources b) Location of resources c) Differentiation between similar items d) Physical shelving of books
2. Cataloguing enhances knowledge organisation by: a) Randomly arranging resources b) Systematically recording bibliographic details c) Ignoring subject headings d) Removing duplicate records
3. Which type of access does cataloguing support? a) Intellectual and physical access b) Financial and social access c) Digital and manual access d) None of the above
4. Classification differs from cataloguing because it: a) Provides bibliographic details b) Groups resources by subject matter c) Records publication information d) Ensures consistency in names
5. Cataloguing and classification are related because: a) Both describe physical formats b) Both provide subject headings c) They complement each other in organising knowledge d) They are identical processes

1.3 Types And Uses Of Catalogues

1.3.1 Dictionary catalogue

A **dictionary catalogue** is arranged alphabetically by author, title, and subject headings, much like a dictionary. It combines all entries into a single alphabetical sequence, making it easy for users to search without needing to know the classification system. This type of

catalogue is particularly user-friendly for beginners, as it provides straightforward access to resources.

Fill in the blank: A dictionary catalogue arranges entries in a single _____ sequence.

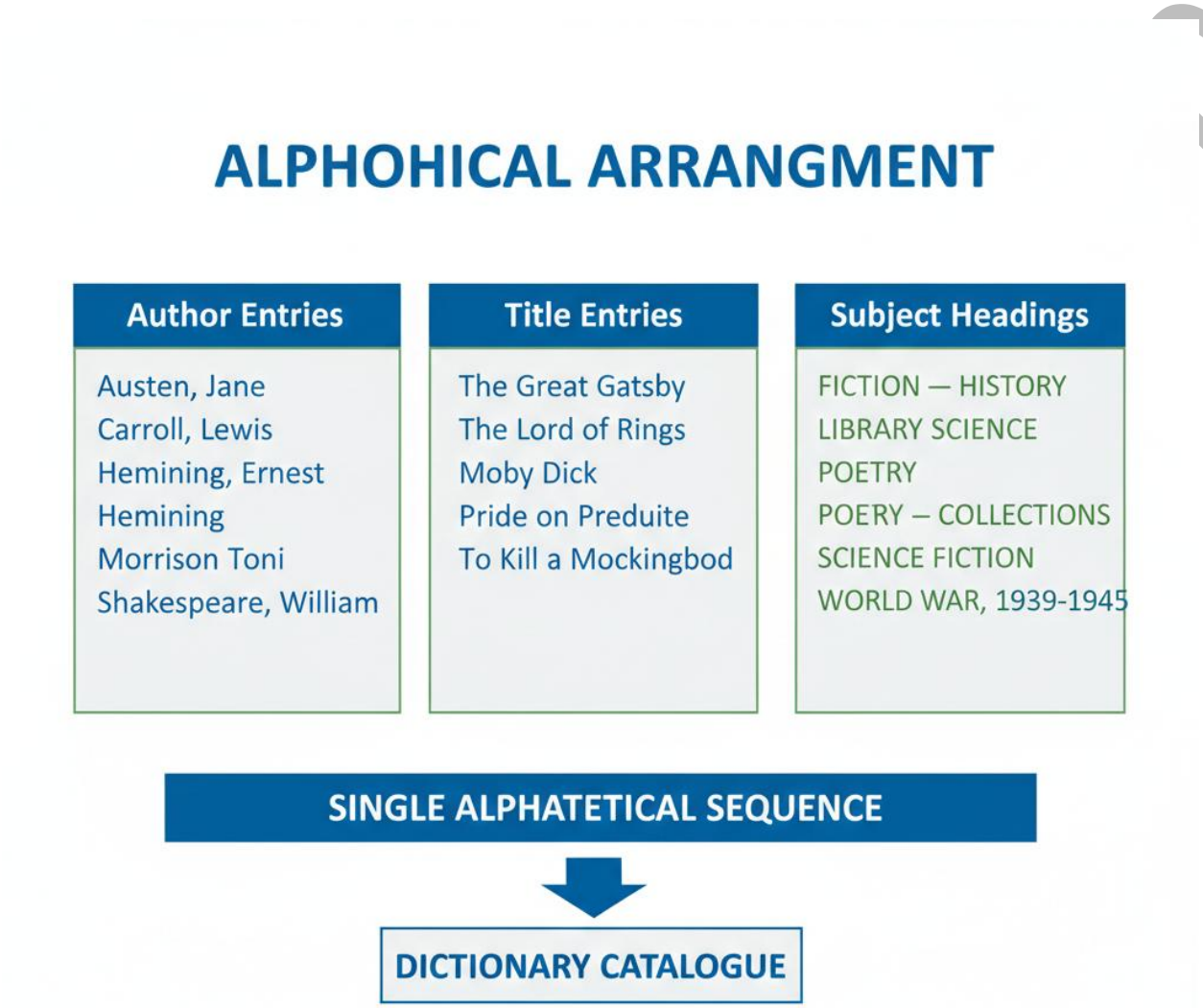


Figure 1.3 Alplabetical arrangement in a dictionary cataluge

1.3.2 Classified catalogue

A **classified catalogue** arranges entries according to a classification scheme, such as the Dewey Decimal Classification or Library of Congress Classification. Instead of alphabetical order, resources are grouped by subject categories. This type of catalogue is useful for users who want to explore materials on a particular subject comprehensively.

Fill in the blank: A classified catalogue arranges entries according to a _____ scheme.

Subject	Call Number	Title
Science	500	*Principles of Physics*
Medicine	610	*History of Medicine*
Literature	822.33	*Shakespeare's Plays*

Table 1.2 Example of classified catalogue arrangement

1.3.3 Union catalogue

A **union catalogue** is a combined catalogue that lists the holdings of multiple libraries. It enables resource sharing by allowing users to see what materials are available across different institutions. Union catalogues are particularly valuable for interlibrary loans and collaborative research.

Fill in the blank: A union catalogue lists the holdings of _____ libraries.

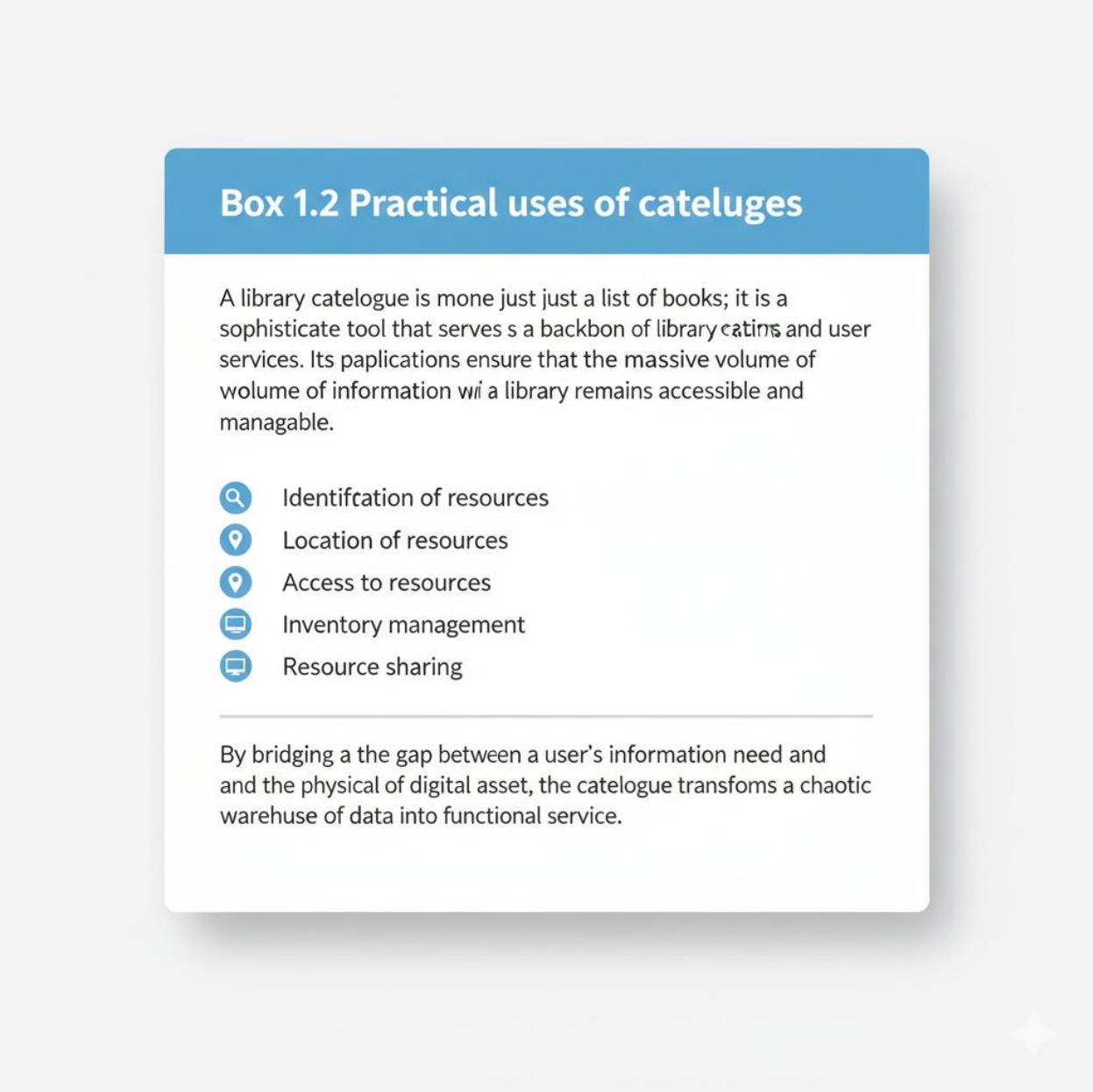
Plate 1.2 Libraries connected through a union catologe

1.3.4 Practical uses of catalogues

The **practical uses of catalogues** include helping users to identify, locate, and access resources efficiently. Catalogues also support librarians in managing collections, conducting inventories, and facilitating resource sharing. In modern libraries, catalogues are often digital, allowing users to search online from anywhere.

Catalogues thus serve both users and librarians, bridging the gap between information needs and resource availability.

Fill in the blank: Catalogues help users to identify, locate, and _____ resources efficiently.



Pilot questions 1.3

1. A dictionary catalogue arranges entries: a) By subject categories b) Alphabetically by author, title, and subject c) By call numbers only d) Randomly
2. Which catalogue type uses classification schemes like Dewey Decimal? a) Dictionary catalogue b) Classified catalogue c) Union catalogue d) Shelf list
3. A union catalogue is most useful for: a) Individual library inventories b) Interlibrary loans and collaboration c) Alphabetical searches only d) Physical shelving

4. Practical uses of catalogues include: a) Random arrangement of books b) Identification, location, and access of resources c) Ignoring subject headings d) Removing duplicate records
5. Modern catalogues are often: a) Handwritten lists b) Digital systems accessible online c) Physical shelf lists only d) None of the above

Series Summary

This Series has introduced you to the foundations of cataloguing and knowledge organisation, highlighting its purpose and relevance in libraries and information centres. We began by defining key concepts such as cataloguing, authority files, shelf lists, filing rules, and subject headings. Then, we examined the principles and functions of cataloguing, focusing on its objectives, importance, and its complementary relationship with classification. Finally, we explored the different types of catalogues, including dictionary, classified, and union catalogues, and discussed their practical uses.

By engaging with this Series, you should now be able to define essential cataloguing concepts, explain its principles and functions, analyse its relationship with classification, and describe the types of catalogues along with their uses. These skills directly align with the Series Learning Outcomes (SLOs), ensuring you are well-prepared to move forward in the study of cataloguing and knowledge organisation.

Glossary of Terms

- **Authority file**: A controlled list of names, subjects, or titles used consistently in cataloguing to ensure uniformity.
- **Cataloguing**: The systematic process of creating bibliographic records for information resources to enable identification, location, and retrieval.
- **Classification**: The process of arranging resources into categories based on subject matter.
- **Dictionary catalogue**: A catalogue arranged alphabetically by author, title, and subject headings in a single sequence.
- **Filing rules**: Principles that govern how entries are arranged in a catalogue, ensuring predictable order.
- **Shelf list**: A catalogue arranged in the same order as the library's physical collection on the shelves, used for inventory control.
- **Subject headings**: Standardised terms used to describe the content of a resource, enabling thematic searches.
- **Union catalogue**: A combined catalogue listing the holdings of multiple libraries, useful for resource sharing.

Concept Check Questions

Objective questions

1. Which catalogue type arranges entries alphabetically by author, title, and subject? (Linked to SLO 1.4)
2. What is the main purpose of an authority file? (Linked to SLO 1.1)
3. Cataloguing supports which two types of access? (Linked to SLO 1.2)

Short-answer questions

4. Define cataloguing and explain its primary objective. (Linked to SLO 1.1)

5. Briefly describe the relationship between cataloguing and classification. (Linked to SLO 1.3)

Long-answer questions

6. Analyse the importance of cataloguing in knowledge organisation, highlighting its role in resource sharing and user access. (Linked to SLO 1.2)

7. Evaluate the practical uses of catalogues in modern libraries, giving examples of how they benefit both users and librarians. (Linked to SLO 1.4)

Answers to Concept Check Questions

Objective questions

1. Dictionary catalogue.
2. To ensure consistency in names, subjects, or titles.
3. Intellectual and physical access.

Short-answer questions

4. Cataloguing is the systematic process of creating bibliographic records for information resources. Its primary objective is to facilitate efficient retrieval of information.

5. Cataloguing provides descriptive details and access points, while classification arranges resources by subject matter. Together, they complement each other in organising knowledge.

Long-answer questions

6. *Basic response*: Cataloguing is important because it ensures systematic organisation of resources, supports intellectual and physical access, and helps users locate materials easily. *Value-added response*: Beyond these, cataloguing also promotes

resource sharing between libraries through union catalogues, strengthens collaboration, and enhances the efficiency of interlibrary loans.

7. *Basic response*: Catalogues help users identify, locate, and access resources, while assisting librarians with inventory management. *Value-added response*: In modern libraries, digital catalogues extend these uses by enabling remote access, supporting advanced search functions, and facilitating collaborative resource sharing across institutions.

Answers to Pilot Questions

Pilot questions 1.1: 1-b, 2-b, 3-b, 4-b, 5-c

Pilot questions 1.2: 1-d, 2-b, 3-a, 4-b, 5-c

Pilot questions 1.3: 1-b, 2-b, 3-b, 4-b, 5-b

References and Attributions

- Figures, Plates, Tables, and Boxes were suggested as placeholders with AI prompts for potential generation.
- Figure 1.1: Cataloguing process flow. Suggested AI prompt: “Create a simple flow diagram showing cataloguing steps: identify resource, record bibliographic details, organise records, enable retrieval.”
- Figure 1.2: Objectives of cataloguing. Suggested AI prompt: “Create a diagram with four labelled circles showing cataloguing objectives: identify, locate, differentiate, retrieve.”
- Figure 1.3: Alphabetical arrangement in a dictionary catalogue. Suggested AI prompt: “Create a diagram showing alphabetical arrangement of catalogue entries by author, title, and subject headings.”
- Plate 1.1: Librarian guiding a student through catalogue use. Suggested AI prompt: “Illustration of a librarian helping a student search for books using a catalogue system.”
- Plate 1.2: Libraries connected through a union catalogue. Suggested AI prompt: “Illustration showing interconnected libraries sharing a union catalogue system.”
- Table 1.1: Comparison between cataloguing and classification. Suggested AI prompt: “Create a comparison table showing differences between cataloguing and classification in library science.”
- Table 1.2: Example of classified catalogue arrangement. Suggested AI prompt: “Create a table showing examples of classified catalogue entries with subject, call number, and title.”

- Box 1.1: Examples of filing rules. Suggested AI prompt: “Create a text box with examples of filing rules in library cataloguing.”
- Box 1.2: Practical uses of catalogues. Suggested AI prompt: “Create a text box listing practical uses of catalogues in libraries.”

LIS222 Organization of Knowledge I: Principles of Cataloguing (2 Units)

Series 2 Descriptive Cataloguing Standards: AACR2 And RDA

Series outline

- **Part 2.1 Introduction to Descriptive Cataloguing Standards**
    - Sub-Part 2.1.1 Definition and purpose of descriptive cataloguing
    - Sub-Part 2.1.2 Historical development of cataloguing standards
- **Part 2.2 Anglo-American Cataloguing Rules, Second Edition (AACR2)**
    - Sub-Part 2.2.1 Structure and organisation of AACR2
    - Sub-Part 2.2.2 Key features and applications of AACR2
- **Part 2.3 Resource Description and Access (RDA)**
    - Sub-Part 2.3.1 Principles and structure of RDA
    - Sub-Part 2.3.2 Differences between AACR2 and RDA
    - Sub-Part 2.3.3 Practical applications of RDA in modern cataloguing

Introduction

Background: Libraries have always needed clear standards to describe resources consistently. Without such standards, cataloguing would vary from one institution to another, making resource sharing and retrieval difficult. The Anglo-American Cataloguing Rules, Second Edition (AACR2), and its successor, Resource Description and Access (RDA), provide the frameworks that ensure uniformity and adaptability in cataloguing practices.

Series aim: The aim of this Series is to equip you with knowledge of descriptive cataloguing standards, focusing on AACR2 and RDA, and to help you apply these standards in practical cataloguing situations.

Series synopsis: We shall commence this Series by introducing descriptive cataloguing standards, defining their purpose, and tracing their historical development. Next, we will

explore AACR2, examining its structure, organisation, and key features. Finally, we will move on to RDA, discussing its principles, structure, and differences from AACR2, before concluding with its practical applications in modern cataloguing.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** define descriptive cataloguing standards and explain their purpose,
- **SLO 2.2** describe the structure and organisation of AACR2,
- **SLO 2.3** analyse the key features and applications of AACR2,
- **SLO 2.4** explain the principles and structure of RDA,
- **SLO 2.5** compare AACR2 and RDA, highlighting their differences, and
- **SLO 2.6** apply RDA principles to practical cataloguing situations.

2.1 Introduction To Descriptive Cataloguing Standards

2.1.1 Definition and purpose of descriptive cataloguing

Descriptive cataloguing is the process of recording the physical and bibliographic details of a resource, such as its title, author, edition, publication information, and format. The purpose of descriptive cataloguing is to provide a clear and consistent description that allows users to identify and distinguish resources. It ensures that each item in a library or information centre can be recognised and retrieved without confusion.

Fill in the blank: Descriptive cataloguing records the _____ and bibliographic details of a resource.

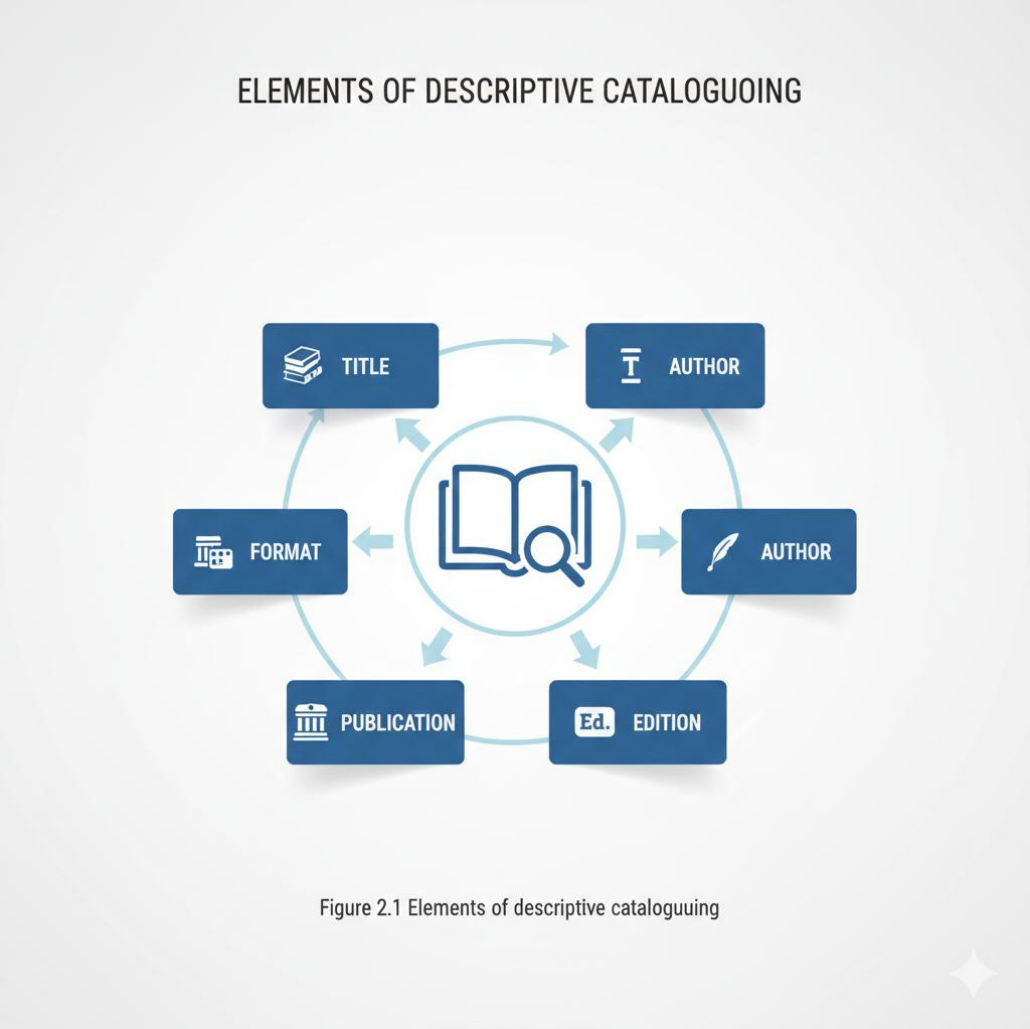


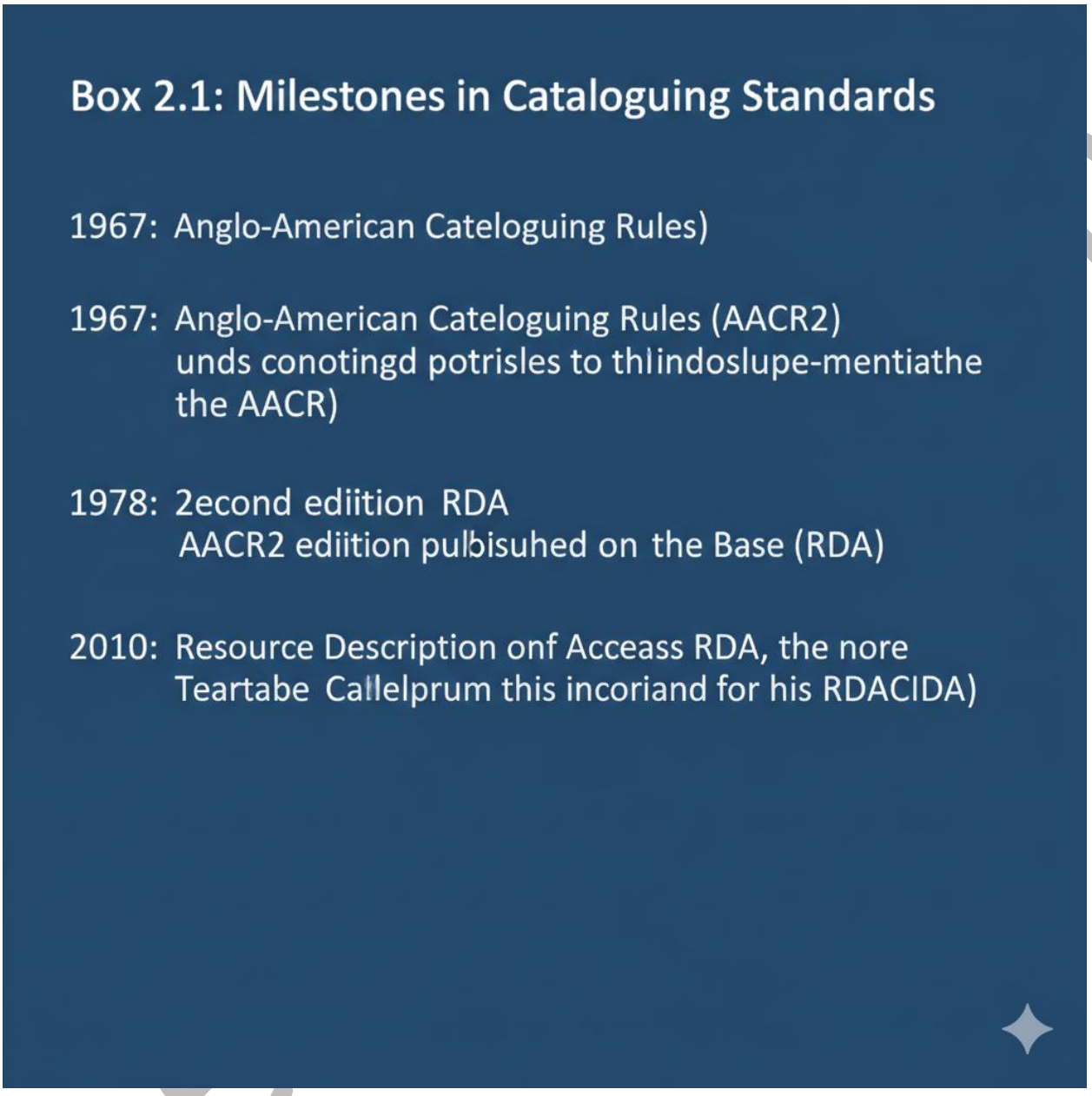
Figure 2.1 Elements of descriptive cataloguuing

2.1.2 Historical development of cataloguing standards

The development of cataloguing standards has evolved over centuries to meet the growing complexity of information resources. Early catalogues were simple lists, but as collections expanded, the need for uniform rules became evident. The Anglo-American Cataloguing Rules (AACR) were first introduced in 1967, later revised into AACR2 in 1978, and widely adopted across libraries.

With the rise of digital resources, AACR2 faced limitations, leading to the development of **Resource Description and Access (RDA)** in 2010. RDA was designed to be more flexible, accommodating both print and electronic formats, and aligning with international models such as FRBR (Functional Requirements for Bibliographic Records).

Fill in the blank: RDA was introduced in 2010 to address the limitations of _____.



Pilot questions 2.1

1. What does descriptive cataloguing record? a) Subject categories only b) Physical and bibliographic details of a resource c) Shelf locations only d) User borrowing history
2. Which year was AACR2 first published? a) 1967 b) 1978 c) 1985 d) 2010
3. Why was RDA introduced? a) To replace subject headings b) To address limitations of AACR2 and support digital formats c) To eliminate classification systems d) To simplify shelf lists

4. Which international model influenced the design of RDA? a) MARC b) FRBR c) Dublin Core d) Sears List
5. Early catalogues were mainly: a) Union catalogues b) Simple lists of resources c) Digital databases d) Classified catalogues

2.2 Anglo-American Cataloguing Rules, Second Edition (AACR2)

2.2.1 Structure and organisation of AACR2

The **Anglo-American Cataloguing Rules, Second Edition (AACR2)** is a comprehensive set of guidelines for descriptive cataloguing. It provides detailed instructions on how to record bibliographic information consistently across libraries. AACR2 is organised into chapters that cover different types of materials, such as books, serials, maps, and audiovisual resources. Each chapter specifies the elements to be recorded and the order in which they should appear.

The structure of AACR2 ensures uniformity, making bibliographic records predictable and easy to interpret. This consistency is vital for resource sharing and for users navigating catalogues across different institutions.

Fill in the blank: AACR2 is organised into _____ that cover different types of materials.

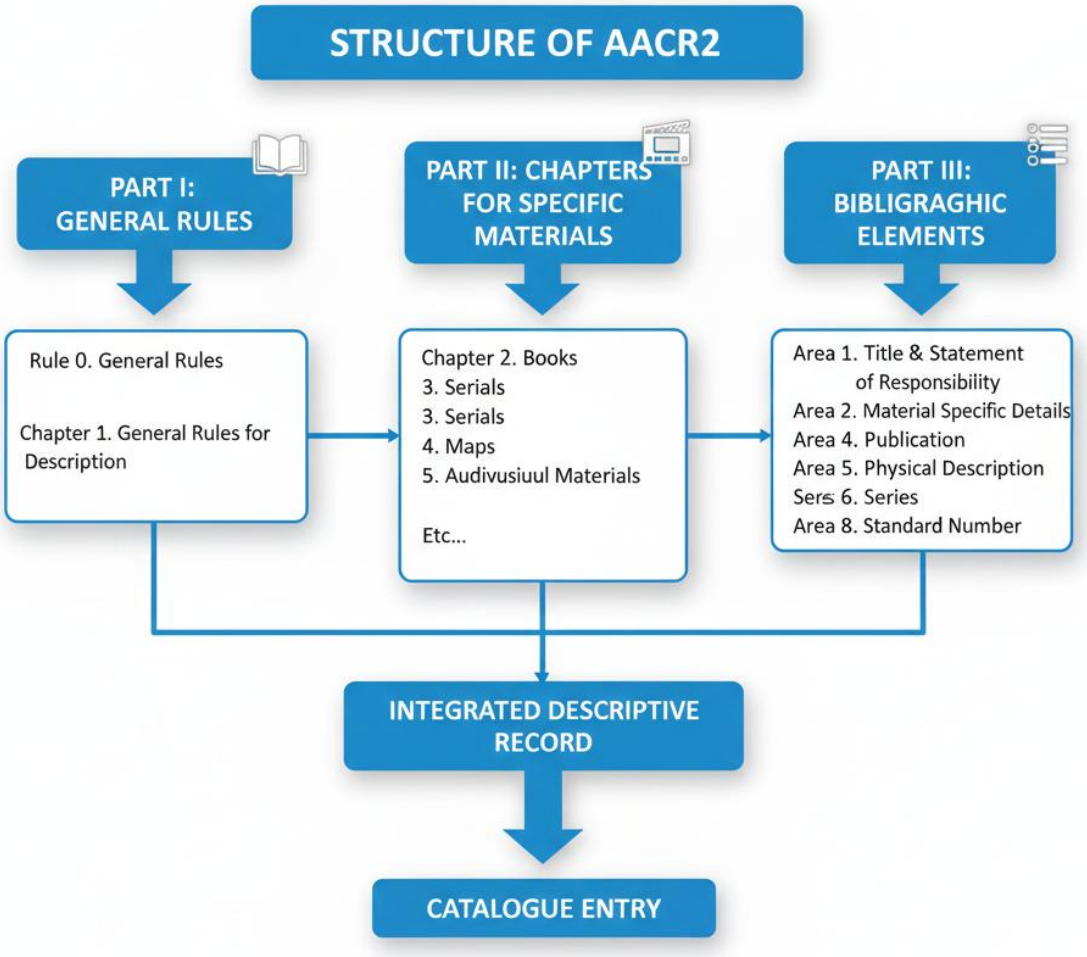


Figure 2.2 Structure of ACCR2

2.2.2 Key features and applications of AACR2

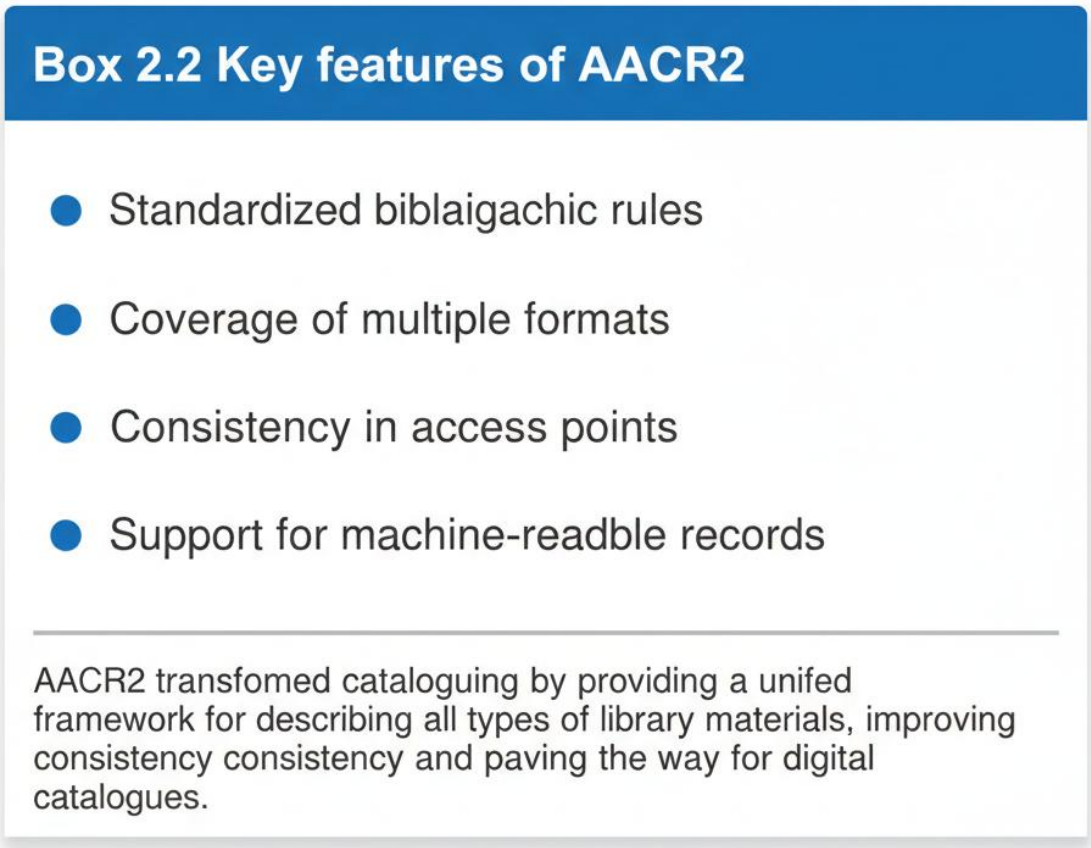
AACR2 introduced several key features that shaped cataloguing practice for decades. These include:

- Standardised rules for recording bibliographic details such as author, title, edition, and publication.
- Clear guidance on handling different formats, including non-book materials.
- Emphasis on consistency in access points, ensuring that names and titles are recorded uniformly.

- Flexibility to adapt to various cataloguing environments, from small libraries to large institutions.

In application, AACR2 was widely adopted internationally, becoming the backbone of library cataloguing for print resources. It supported the creation of machine-readable records, which were essential for the development of MARC (Machine-Readable Cataloguing) formats and online catalogues.

Fill in the blank: AACR2 supported the creation of _____ records, essential for online catalogues.



Box 2.2 Key features of AACR2

Pilot questions 2.2

1. AACR2 is organised into: a) Chapters covering different types of materials b) Alphabetical subject headings c) Union catalogues d) Shelf lists
2. Which of the following is a key feature of AACR2? a) Random arrangement of bibliographic details b) Standardised rules for recording bibliographic information c) Elimination of subject headings d) Exclusive focus on digital resources
3. AACR2 was widely adopted because it: a) Simplified classification systems b) Provided consistent cataloguing rules across institutions c) Removed the need for bibliographic records d) Focused only on audiovisual materials
4. AACR2 supported the development of: a) Dewey Decimal Classification b) MARC formats and online catalogues c) Dublin Core Metadata d) Union catalogues only
5. One of the main applications of AACR2 was: a) Creating handwritten shelf lists b) Supporting machine-readable cataloguing c) Eliminating filing rules d) Replacing classification systems

2.3 Resource Description And Access (RDA)

2.3.1 Principles and structure of RDA

Resource Description and Access (RDA) is a modern cataloguing standard introduced in 2010 to replace AACR2. It was designed to accommodate both print and digital resources, making it more flexible and adaptable to the changing information environment. RDA is based on international conceptual models such as **FRBR (Functional Requirements for Bibliographic Records)** and **FRAD (Functional Requirements for Authority Data)**, which emphasise relationships between works, expressions, manifestations, and items.

The structure of RDA is organised around elements rather than rigid rules, allowing cataloguers to record information in a way that is more intuitive and user-centred. This makes RDA suitable for integration into linked data environments, supporting interoperability across systems.

Fill in the blank: RDA is based on international models such as FRBR and _____.

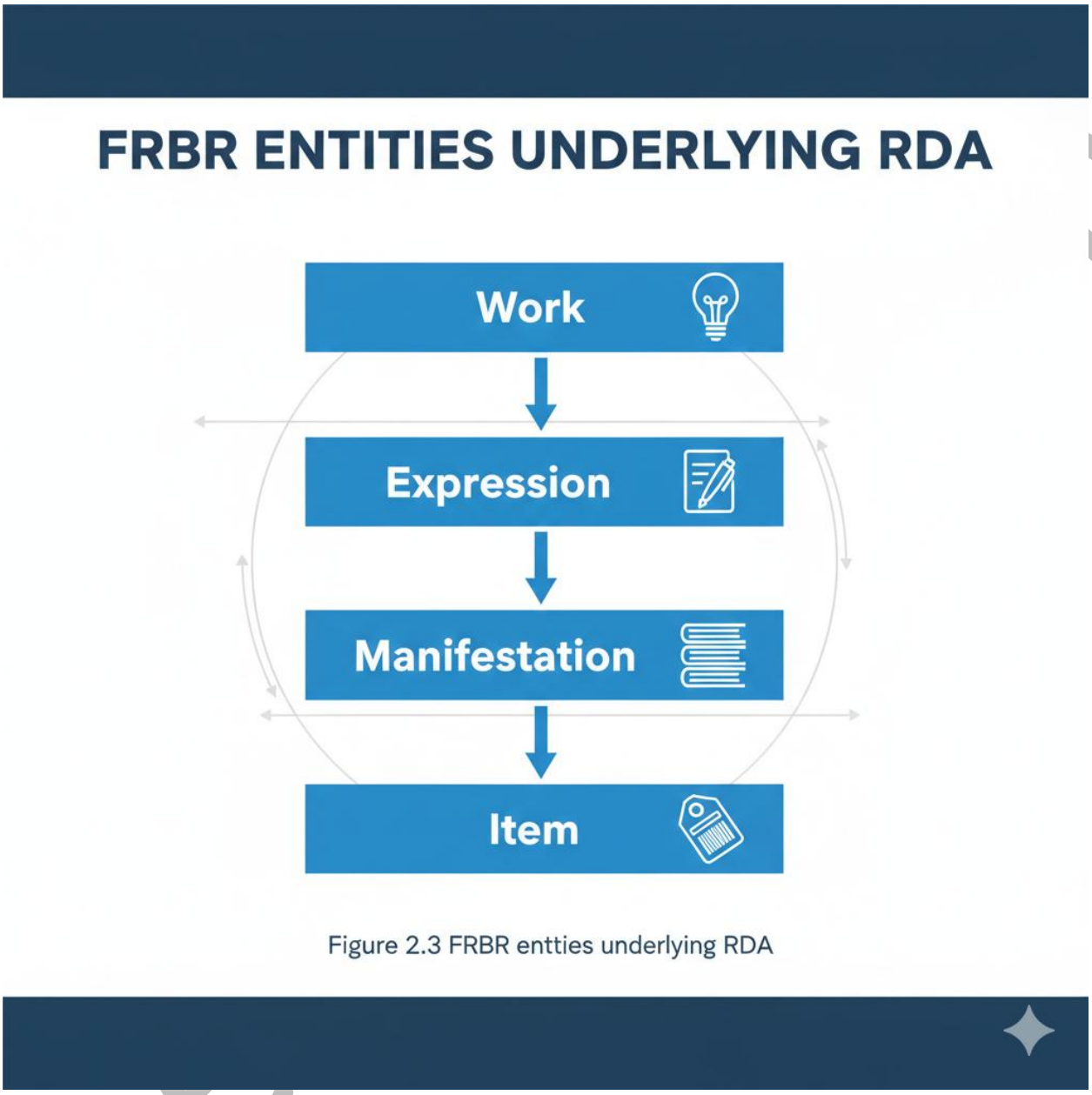


Figure 2.3 FRBR entties underlying RDA

2.3.2 Differences between AACR2 and RDA

While AACR2 provided detailed rules for cataloguing, RDA introduced a more flexible, principle-based approach. Key differences include:

- **Format coverage**: AACR2 was primarily designed for print resources, whereas RDA accommodates both print and digital formats.
- **Conceptual basis**: AACR2 relied on prescriptive rules, while RDA is grounded in FRBR and FRAD models.
- **Data structure**: AACR2 focused on bibliographic records, while RDA supports linked data and interoperability.

- **User orientation**: RDA places greater emphasis on user needs, ensuring that cataloguing reflects how users search and access information.

Fill in the blank: Unlike AACR2, RDA supports _____ data environments.

Aspect	AACR2	RDA
Format Coverage	Primary focus on **print resources** and physical media.	Designed for both **print and digital resources** (e-books, streaming, etc.).
Conceptual Basis	Based on **prescriptive rules** (telling cataloguers exactly what to do).	Based on **FRBR and FRAD models** (focusing on entities and relationships).
Data Structure	Produces flat **bibliographic records** (often MARC-based).	Supports **linked data** and semantic web integration (e.g., BIBFRAME).
User Orientation	**Limited**; focused on the cataloguer's output.	**Strong emphasis** on meeting the user's information-seeking needs.

Table 2.1 Comparison between AACR2 and RDA

2.3.3 Practical applications of RDA in modern cataloguing

RDA is widely applied in modern cataloguing systems, particularly in online environments. It supports the creation of records that can be shared across platforms, integrated into digital libraries, and linked to other datasets. This makes RDA essential for resource discovery in the digital age.

For example, RDA enables cataloguers to describe e-books, online journals, and multimedia resources with the same consistency as print materials. It also facilitates interoperability with metadata standards such as Dublin Core and MARC, ensuring that records can be exchanged globally.

Fill in the blank: RDA facilitates interoperability with metadata standards such as _____ and MARC.

Plate 2.1
Libaraian appliing RDA in a digital catoluge system

Pilot questions 2.3

1. Which year was RDA introduced? a) 1978 b) 1985 c) 2010 d) 2020
2. RDA is based on which conceptual models? a) Dewey Decimal and MARC b) FRBR and FRAD c) Dublin Core and Sears List d) AACR and LCSH
3. One major difference between AACR2 and RDA is that: a) AACR2 supports linked data, while RDA does not b) RDA accommodates both print and digital formats c) AACR2 is user-centred, while RDA is prescriptive d) RDA eliminates bibliographic records entirely

4. RDA supports interoperability with: a) Dublin Core and MARC b) Dewey Decimal and Union catalogues c) Shelf lists and filing rules d) None of the above
5. Practical applications of RDA include: a) Describing only print books b) Creating records for both print and digital resources c) Eliminating subject headings d) Restricting cataloguing to local libraries

Series Summary

This Series has focused on descriptive cataloguing standards, particularly AACR2 and RDA, which are central to modern library practice. We began by defining descriptive cataloguing and explaining its purpose, before tracing the historical development of cataloguing standards from AACR to AACR2 and finally to RDA. We then examined AACR2 in detail, looking at its structure, organisation, and key features, as well as its applications in creating machine-readable records. Finally, we explored RDA, considering its principles, structure, differences from AACR2, and its practical applications in digital and linked data environments.

By completing this Series, you should now be able to define descriptive cataloguing standards, describe the structure and organisation of AACR2, analyse its key features, explain the principles and structure of RDA, compare AACR2 and RDA, and apply RDA principles in practical cataloguing situations. These abilities directly align with the Series Learning Outcomes (SLOs), ensuring you are prepared to use cataloguing standards effectively in both print and digital contexts.

Glossary of Terms

- **AACR2**: Anglo-American Cataloguing Rules, Second Edition, a set of cataloguing guidelines published in 1978 and widely used for print resources.
- **Descriptive cataloguing**: The process of recording physical and bibliographic details of a resource to enable identification and retrieval.
- **FRAD**: Functional Requirements for Authority Data, a conceptual model supporting authority control in cataloguing.
- **FRBR**: Functional Requirements for Bibliographic Records, a conceptual model that defines relationships between works, expressions, manifestations, and items.
- **MARC**: Machine-Readable Cataloguing, a format for encoding bibliographic records for use in computer systems.
- **RDA**: Resource Description and Access, a modern cataloguing standard introduced in 2010 to replace AACR2, designed for both print and digital resources.

Concept Check Questions

Objective questions

1. Which year was AACR2 first published? (Linked to SLO 2.2)
2. RDA is based on which conceptual models? (Linked to SLO 2.4)
3. Which type of data environment does RDA support? (Linked to SLO 2.5)

Short-answer questions

4. Define descriptive cataloguing and explain its purpose. (Linked to SLO 2.1)

5. Identify one key feature of AACR2 and explain why it was important. (Linked to SLO 2.3)

Long-answer questions

6. Explain the principles and structure of RDA, highlighting how it differs from AACR2. (Linked to SLO 2.4, SLO 2.5)

7. Apply RDA principles to a practical cataloguing situation, such as describing an e-book or online journal. (Linked to SLO 2.6)

Answers to Concept Check Questions

Objective questions

1.
1978.
2. FRBR and FRAD.
3. Linked data environments.

Short-answer questions

4. Descriptive cataloguing is the process of recording physical and bibliographic details of a resource. Its purpose is to enable identification, differentiation, and retrieval of resources.

5. One key feature of AACR2 was its standardised rules for recording bibliographic details. This was important because it ensured consistency across libraries, making resource sharing possible.

Long-answer questions

6. *Basic response*: RDA is structured around elements rather than rigid rules, and it is based on FRBR and FRAD models. Unlike AACR2, which was prescriptive and focused on print resources, RDA is flexible and accommodates both print and digital formats. *Value-added response*: RDA also supports linked data environments, making it interoperable with other metadata standards. This allows cataloguing records to be integrated into global information networks, enhancing resource discovery.

7. *Basic response*: Applying RDA to an e-book involves recording details such as title, author, publication information, and format, using RDA elements. *Value-added response*: Beyond this, RDA allows cataloguers to link the e-book to related works, expressions, and manifestations, ensuring that users can navigate seamlessly between different versions and formats of the same resource.

Answers to Pilot Questions

Pilot questions 2.1: 1-b, 2-b, 3-b, 4-b, 5-b

Pilot questions 2.2: 1-a, 2-b, 3-b, 4-b, 5-b

Pilot questions 2.3: 1-c, 2-b, 3-b, 4-a, 5-b

References and Attributions

- Figure 2.1: Elements of descriptive cataloguing. Suggested AI prompt: "Create a labelled diagram showing descriptive cataloguing elements: title, author, edition, publication, format."
- Box 2.1: Milestones in cataloguing standards. Suggested AI prompt: "Create a text box listing milestones in cataloguing standards: AACR 1967, AACR2 1978, RDA 2010."
- Figure 2.2: Structure of AACR2. Suggested AI prompt: "Create a diagram showing AACR2 structure: general rules, chapters for books, serials, maps, audiovisuals, and bibliographic elements."
- Box 2.2: Key features of AACR2. Suggested AI prompt: "Create a text box listing key features of AACR2 in library cataloguing."
- Figure 2.3: FRBR entities underlying RDA. Suggested AI prompt: "Create a diagram showing FRBR entities: Work, Expression, Manifestation, Item, with arrows showing relationships."
- Table 2.1: Comparison between AACR2 and RDA. Suggested AI prompt: "Create a comparison table showing differences between AACR2 and RDA in cataloguing."
- Plate 2.1: Librarian applying RDA in a digital catalogue system. Suggested AI prompt: "Illustration of a librarian using a digital catalogue interface applying RDA standards."

LIS222 Organization of Knowledge I: Principles of Cataloguing (2 Units)

Series 3 Subject Headings And Metadata Standards

Series outline

- **Part 3.1 Subject Headings in Cataloguing**
    - Sub-Part 3.1.1 Definition and purpose of subject headings
    - Sub-Part 3.1.2 Library of Congress Subject Headings (LCSH)
    - Sub-Part 3.1.3 Sears List of Subject Headings
    - Sub-Part 3.1.4 Medical Subject Headings (MeSH)
- **Part 3.2 Metadata Standards in Cataloguing**
    - Sub-Part 3.2.1 Definition and importance of metadata
    - Sub-Part 3.2.2 Dublin Core Metadata Standard
    - Sub-Part 3.2.3 Minnesota Metadata Guidelines
- **Part 3.3 Applications of Subject Headings and Metadata**
    - Sub-Part 3.3.1 Enhancing resource discovery
    - Sub-Part 3.3.2 Supporting interoperability and digital catalogues
    - Sub-Part 3.3.3 Practical examples of metadata use

Introduction

Background: When users search for information, they often rely on subject terms or keywords. Subject headings and metadata standards provide the structure that makes these searches effective. By standardising the way topics and resource details are recorded, libraries ensure that users can discover relevant materials quickly and accurately.

Series aim: The aim of this Series is to introduce you to subject headings and metadata standards, and to demonstrate how they are applied to improve cataloguing, resource discovery, and interoperability in both print and digital environments.

Series synopsis: We shall commence this Series by examining subject headings, defining their purpose, and exploring major systems such as LCSH, Sears List, and MeSH. Next, we will discuss metadata standards, focusing on definitions, importance, and specific frameworks such as Dublin Core and the Minnesota Metadata Guidelines. Finally, we will conclude by considering practical applications of subject headings and metadata,

including their role in enhancing resource discovery, supporting interoperability, and providing examples of metadata use in modern catalogues.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define subject headings and explain their purpose in cataloguing,
- **SLO 3.2** describe the features of LCSH, Sears List, and MeSH,
- **SLO 3.3** define metadata and explain its importance in cataloguing,
- **SLO 3.4** analyse the Dublin Core Metadata Standard and Minnesota Metadata Guidelines,
- **SLO 3.5** apply subject headings and metadata standards to enhance resource discovery and interoperability, and
- **SLO 3.6** evaluate practical examples of metadata use in modern catalogues.

3.1 Subject Headings In Cataloguing

3.1.1 Definition and purpose of subject headings

Subject headings are standardised terms used to describe the content of a resource. They provide a controlled vocabulary that ensures consistency in cataloguing and retrieval. By using subject headings, libraries make it possible for users to find materials on the same topic even if the titles differ. For example, a book titled *Medical Traditions* and another titled *History of Medicine* may both be assigned the subject heading "Medicine—History."

Fill in the blank: Subject headings provide a _____ vocabulary that ensures consistency in cataloguing.

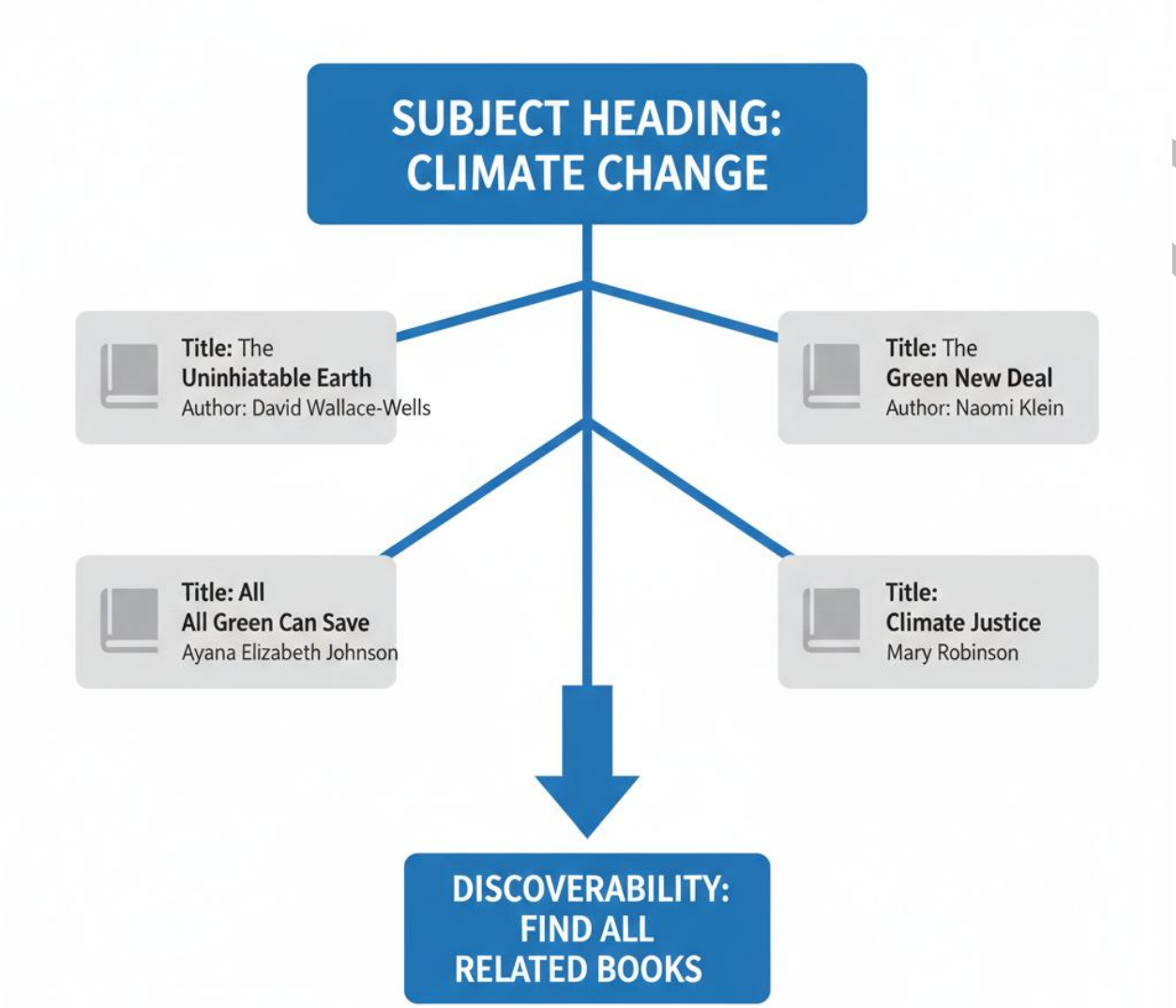


Figure 3.1 Subject headings linking related resources

3.1.2 Library of Congress Subject Headings (LCSH)

The **Library of Congress Subject Headings (LCSH)** is one of the most widely used subject heading systems in the world. It provides a comprehensive list of controlled terms covering a vast range of topics. LCSH is particularly valuable because it is detailed, authoritative, and regularly updated to reflect new areas of knowledge.

Libraries that adopt LCSH benefit from its international recognition, making resource sharing and union catalogues more effective.

Fill in the blank: LCSH is widely recognised because it is _____ and regularly updated.

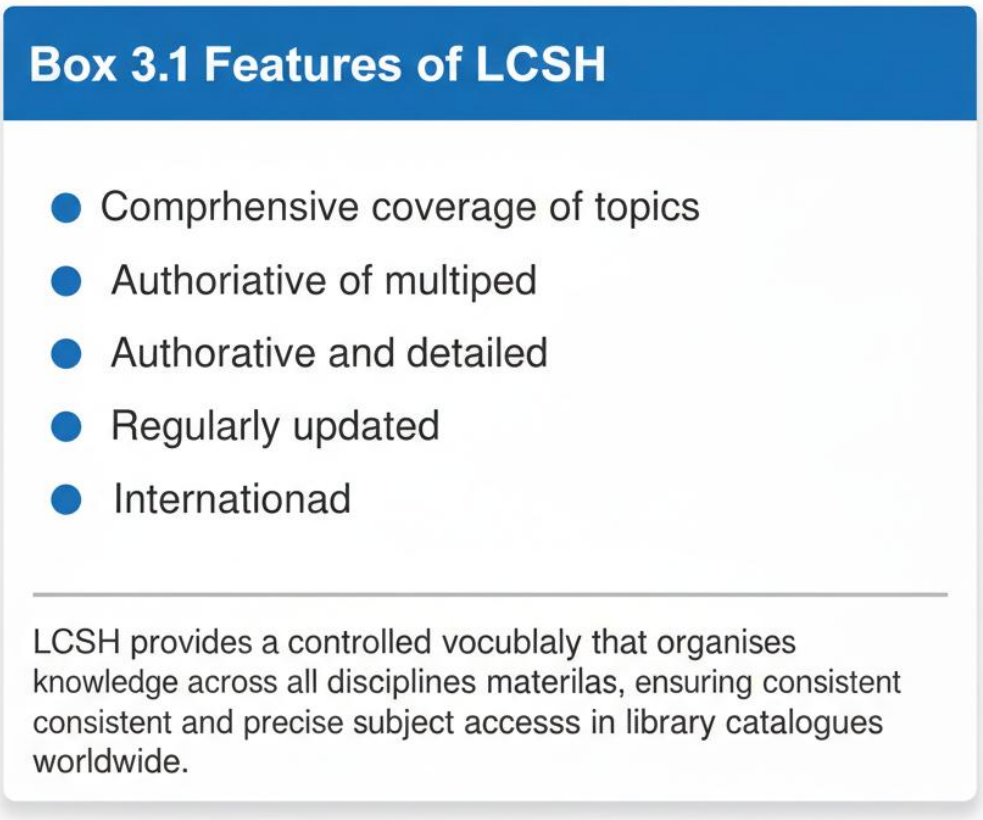


Figure 3.1 Features of LCSH

3.1.3 Sears List of Subject Headings

The **Sears List of Subject Headings** is a simplified subject heading system designed for small and medium-sized libraries. Unlike LCSH, which is highly detailed, Sears provides a more accessible vocabulary that is easier for general users to understand. It focuses on common topics and avoids overly technical terms.

This makes Sears particularly useful in school libraries and public libraries where users may not be familiar with complex subject terminology.

Fill in the blank: The Sears List of Subject Headings is designed for _____ and medium-sized libraries.

3.1.4 Medical Subject Headings (MeSH)

Medical Subject Headings (MeSH) is a specialised subject heading system developed by the United States National Library of Medicine. It is used to index and catalogue medical and health-related literature. MeSH provides precise terms for diseases, treatments, anatomy, and other medical concepts, making it indispensable for medical libraries and databases such as PubMed.

Fill in the blank: MeSH is a specialised subject heading system used to index _____ literature.

Category	Example Heading	Description/Scope
Disease	Diabetes Mellitus	Covers all types of metabolic disorders characterized by high blood sugar.
Anatomy	Heart	Used for resources concerning the muscular organ that pumps blood.
Treatment	Chemotherapy	Specifically used for the treatment of disease by chemical substances.
Public Health	Vaccination	Covers the administration of vaccines to stimulate the immune system.

Table 3.1 Examples of MeSH subject headings

Pilot questions 3.1

1. Subject headings provide: a) Random keywords b) A controlled vocabulary for cataloguing c) Shelf locations d) Publication dates
2. Which subject heading system is most widely recognised internationally? a) Sears List b) MeSH c) LCSH d) Dublin Core
3. The Sears List of Subject Headings is best suited for: a) Large research libraries b) Small and medium-sized libraries c) Medical libraries only d) Union catalogues
4. MeSH is primarily used to index: a) Literary works b) Medical and health-related literature c) School textbooks d) Historical archives
5. One advantage of LCSH is that it is: a) Simplified and basic b) Comprehensive and regularly updated c) Limited to medical topics d) Focused only on small libraries

3.2 Metadata Standards In Cataloguing

3.2.1 Definition and importance of metadata

Metadata is structured information that describes, explains, or provides context about a resource. In cataloguing, metadata serves as a tool for organising and retrieving resources efficiently. It includes details such as the creator, title, subject, format, and date of a resource. Metadata is important because it enhances discoverability, supports interoperability across systems, and ensures that resources can be accessed consistently in both print and digital environments.

Fill in the blank: Metadata is structured information that _____ a resource.

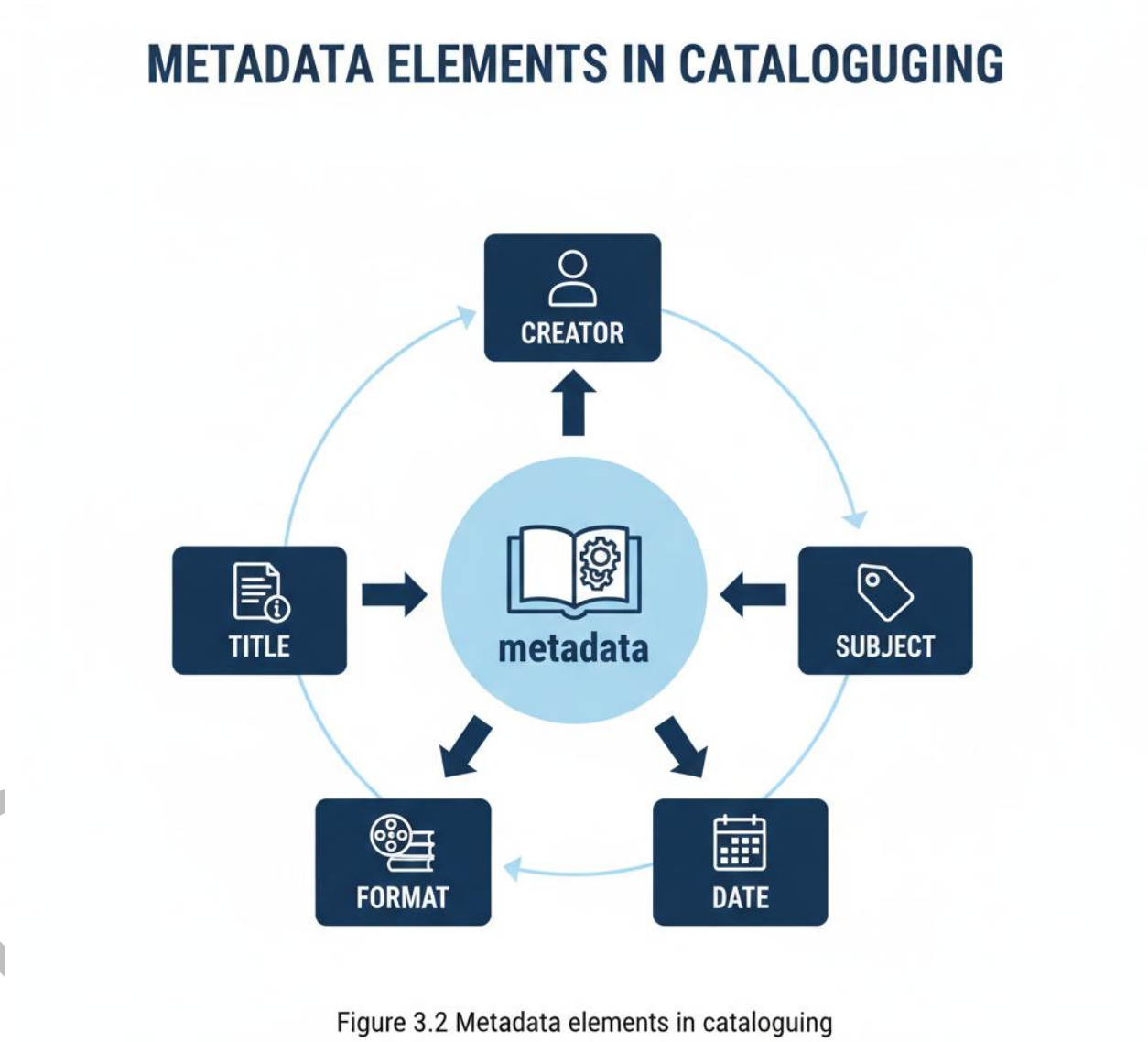


Figure 3.2 Metadata elements in cataloguing

3.2.2 Dublin Core Metadata Standard

The **Dublin Core Metadata Standard** is one of the most widely used metadata frameworks. It consists of fifteen core elements, including title, creator, subject, description, publisher, contributor, date, type, format, identifier, source, language, relation, coverage, and rights. These elements provide a simple yet effective way to describe resources across different systems.

Dublin Core is valued for its flexibility and international acceptance. It is used in digital libraries, institutional repositories, and online catalogues to ensure that resources can be shared and discovered globally.

Fill in the blank: The Dublin Core Metadata Standard consists of _____ core elements.

Element	Description	Example
Title	The name given to the resource.	*Principles of Cataloguing*
Creator	The entity primarily responsible for making the resource.	John Smith
Subject	The topic of the resource (often using keywords or LC headings).	Library Science
Date	A point or period of time associated with an event in the lifecycle of the resource.	2025
Format	The file format, physical medium, or dimensions of the resource.	PDF

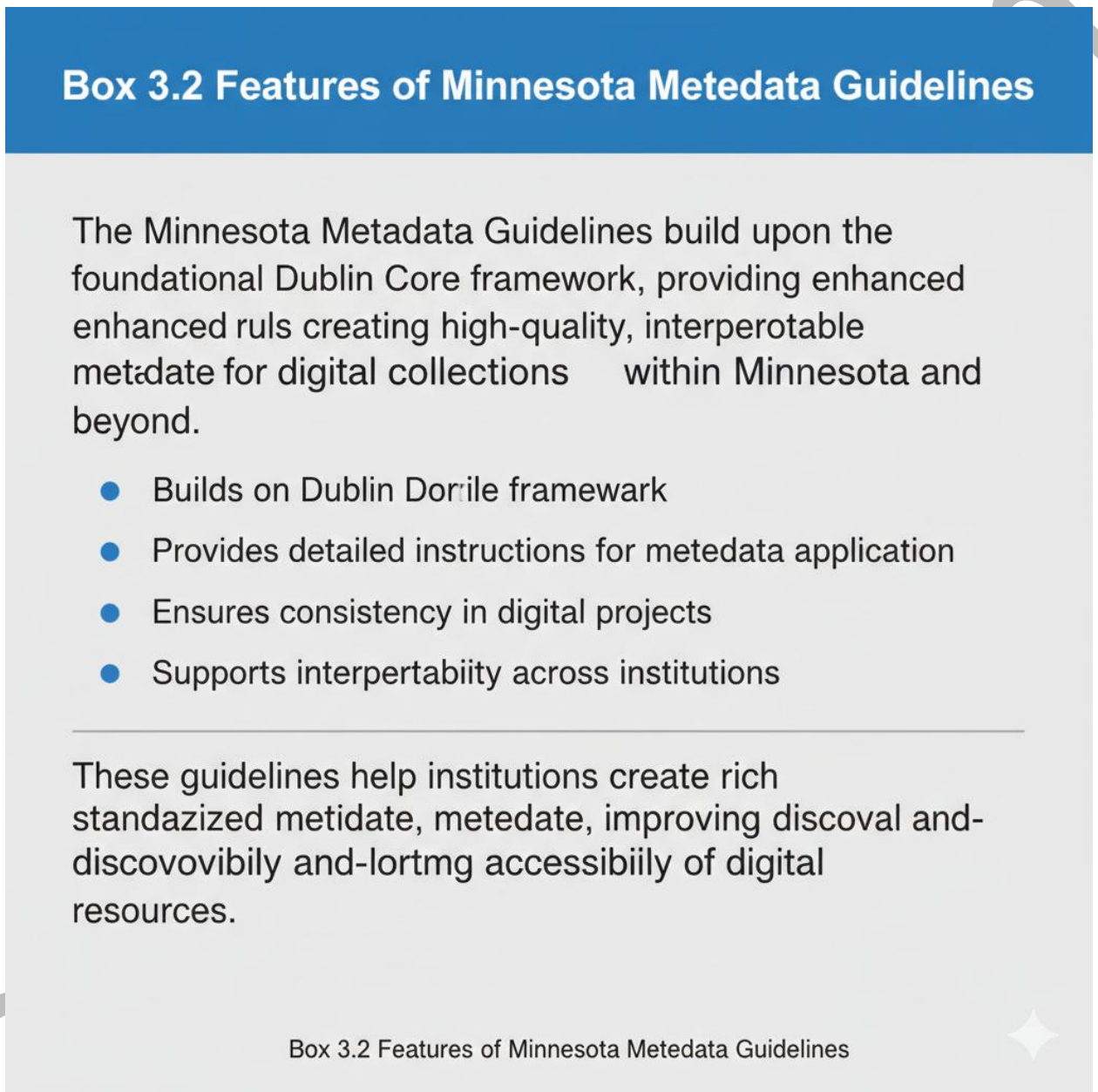
Table 3.2 Dublin Core Metadata elements

3.2.3 Minnesota Metadata Guidelines

The **Minnesota Metadata Guidelines** were developed to provide practical guidance for applying metadata standards in digital projects. They build on frameworks such as Dublin Core, offering detailed instructions on how to record metadata consistently. These guidelines are particularly useful for institutions managing digital collections, as they ensure uniformity and interoperability.

By following the Minnesota Metadata Guidelines, cataloguers can create records that are compatible with broader metadata standards, making it easier to share resources across platforms and institutions.

Fill in the blank: The Minnesota Metadata Guidelines provide practical guidance for applying _____ standards in digital projects.



Box 3.2 Features of Minnesota Metedata Guidelines

Pilot questions 3.2

1. Metadata is best defined as: a) Random notes about a resource b) Structured information describing a resource c) Shelf locations in a library d) Titles of books only

2. How many core elements are included in the Dublin Core Metadata Standard? a) Ten b) Twelve c) Fifteen d) Twenty
3. Which metadata framework is widely used in digital libraries and repositories? a) LCSH b) Dublin Core c) Sears List d) MeSH
4. The Minnesota Metadata Guidelines were developed to: a) Replace Dublin Core entirely b) Provide practical guidance for applying metadata standards c) Focus only on medical literature d) Simplify subject headings
5. Metadata is important because it: a) Enhances discoverability and supports interoperability b) Eliminates the need for cataloguing c) Focuses only on physical formats d) Provides random keywords

3.3 Applications Of Subject Headings And Metadata

3.3.1 Enhancing resource discovery

Subject headings and metadata play a vital role in **resource discovery**, which refers to the process of finding relevant information within a collection. By using controlled vocabularies such as LCSH, Sears, or MeSH, cataloguers ensure that users can retrieve materials on a topic even when titles or formats differ. Metadata adds another layer by providing structured details that make searches more precise and comprehensive.

For example, a user searching for “climate change” will be guided to all relevant resources catalogued under that subject heading, while metadata elements such as date, format, and language refine the search results.

Fill in the blank: Resource discovery is the process of finding _____ information within a collection.

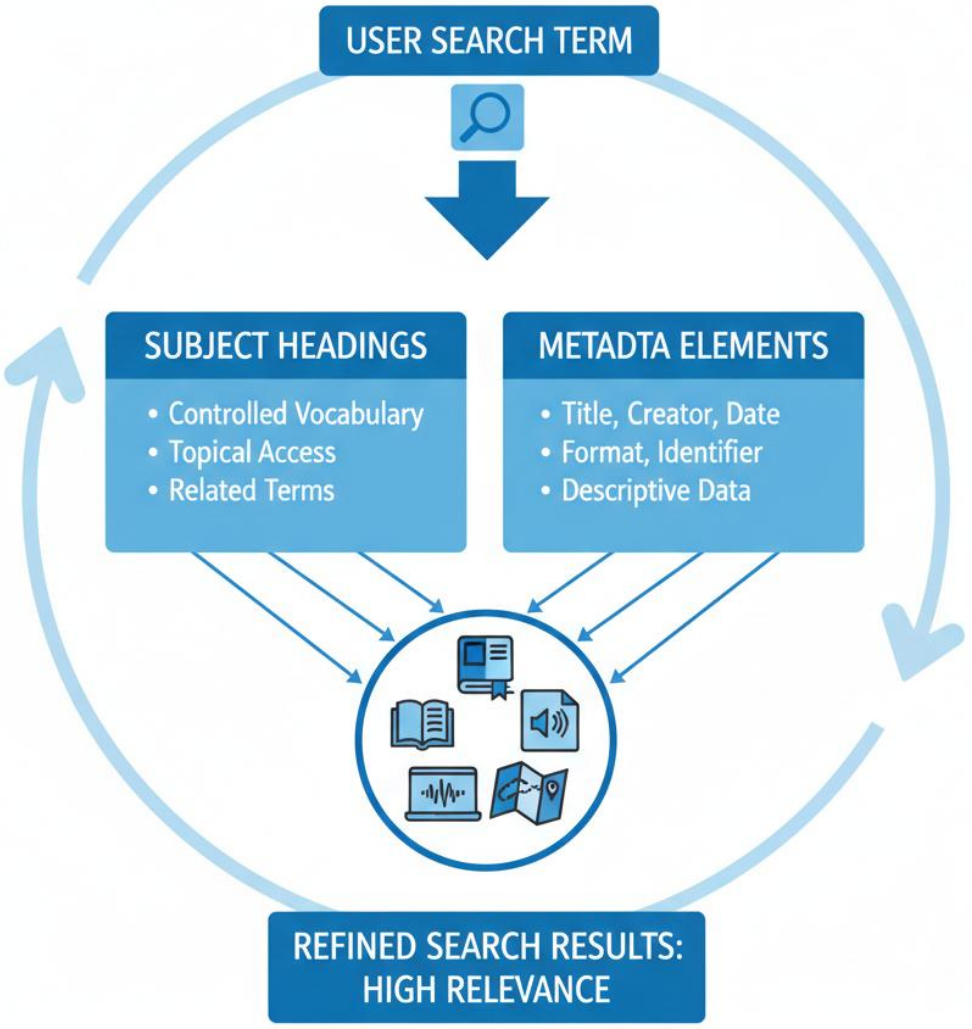


Figure 3.3 Resource discovery through subject headings and metadata

3.3.2 Supporting interoperability and digital catalogues

Interoperability refers to the ability of systems to work together and share information seamlessly. Metadata standards such as Dublin Core and Minnesota Guidelines support interoperability by ensuring that records created in one system can be understood and used in another. This is particularly important in digital catalogues and online repositories, where resources are shared across institutions and platforms.

Subject headings also contribute to interoperability by providing consistent terms that can be recognised internationally. Together, subject headings and metadata make catalogues more powerful and connected.

Fill in the blank: Interoperability ensures that records created in one system can be _____ in another.

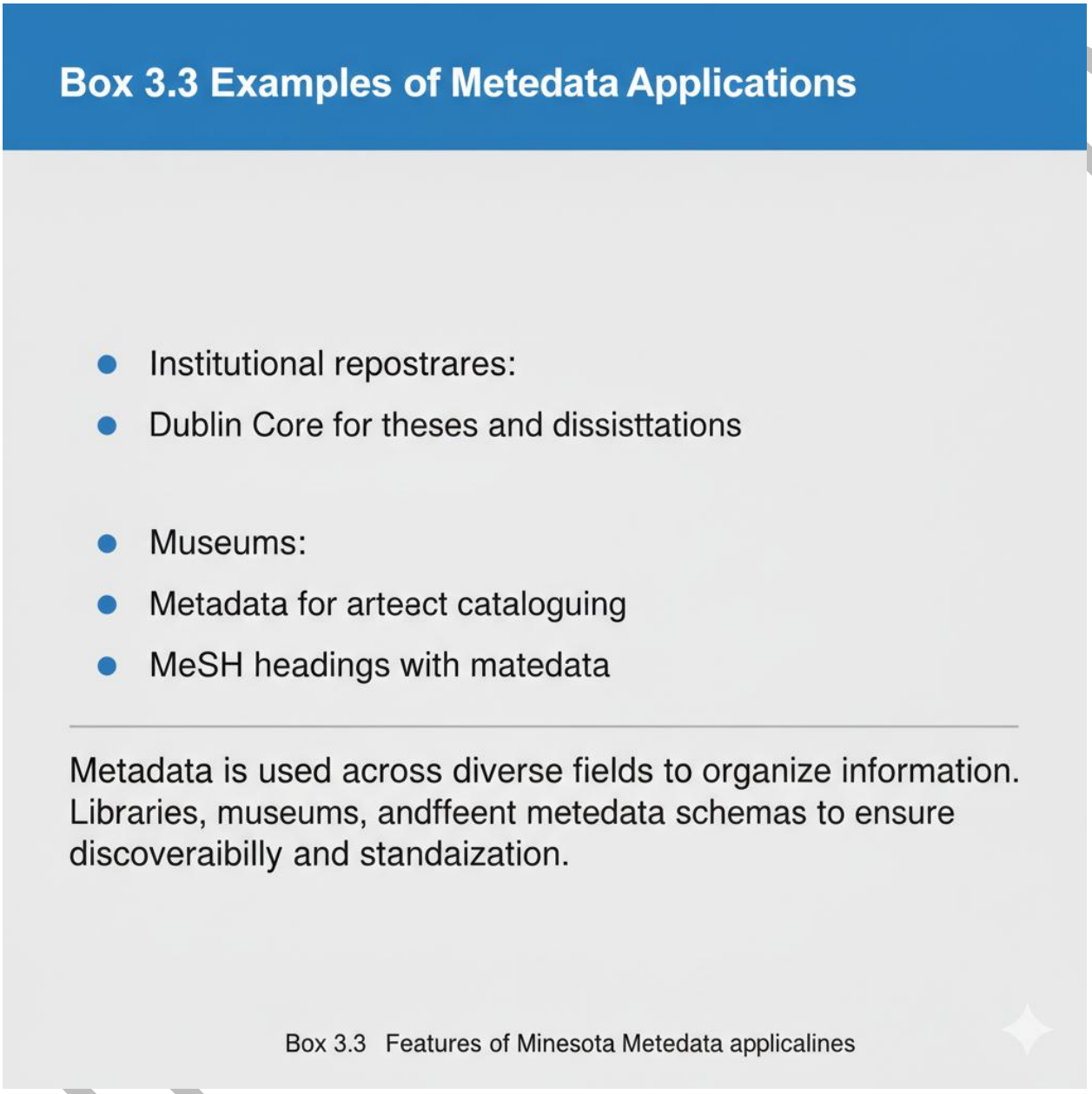
Plate 3.1 Interopeabilty in digital catalogues

3.3.3 Practical examples of metadata use

In practice, metadata is used in a wide range of digital environments. Institutional repositories use Dublin Core to describe theses and dissertations, while museums apply metadata to catalogue artefacts. Medical databases such as PubMed rely on MeSH headings combined with metadata to provide precise search results for researchers.

These examples show how metadata and subject headings extend beyond traditional libraries, supporting resource discovery in diverse fields.

Fill in the blank: Medical databases such as PubMed rely on _____ headings combined with metadata.



Pilot questions 3.3

1. Resource discovery refers to: a) Random browsing of shelves b) Finding relevant information within a collection c) Recording bibliographic details only d) Eliminating subject headings

2. Interoperability ensures that: a) Records created in one system can be used in another b) Libraries avoid using metadata c) Catalogues remain isolated d) Subject headings are simplified
3. Which metadata standard is commonly used in institutional repositories? a) MeSH b) Dublin Core c) Sears List d) LCSH
4. Medical databases such as PubMed rely on: a) Dublin Core only b) MeSH headings combined with metadata c) Shelf lists d) Filing rules
5. Metadata applications extend beyond libraries to include: a) Museums and medical databases b) Only school libraries c) Union catalogues exclusively d) None of the above

Series Summary

This Series has explored subject headings and metadata standards, which are essential tools for organising and retrieving information. We began by defining subject headings and examining major systems such as the Library of Congress Subject Headings (LCSH), the Sears List of Subject Headings, and Medical Subject Headings (MeSH). We then discussed metadata standards, focusing on their definition, importance, and specific frameworks such as the Dublin Core Metadata Standard and the Minnesota Metadata Guidelines. Finally, we considered practical applications, showing how subject headings and metadata enhance resource discovery, support interoperability, and are applied in diverse contexts such as institutional repositories, museums, and medical databases.

By completing this Series, you should now be able to define subject headings and metadata, describe key systems and standards, analyse their importance, and apply them to improve resource discovery and interoperability. These outcomes align with the Series Learning Outcomes (SLOs), equipping you with practical skills for cataloguing in both traditional and digital environments.

Glossary of Terms

- **Dublin Core Metadata Standard**: A widely used framework consisting of fifteen core elements for describing resources.
- **Interoperability**: The ability of systems to work together and share information seamlessly.
- **LCSH (Library of Congress Subject Headings)**: A comprehensive and authoritative subject heading system used internationally.
- **MeSH (Medical Subject Headings)**: A specialised subject heading system developed by the US National Library of Medicine for medical literature.

- **Metadata**: Structured information that describes or provides context about a resource.
- **Minnesota Metadata Guidelines**: Practical instructions for applying metadata standards in digital projects.
- **Resource discovery**: The process of finding relevant information within a collection.
- **Sears List of Subject Headings**: A simplified subject heading system designed for small and medium-sized libraries.
- **Subject headings**: Standardised terms used to describe the content of a resource, enabling thematic searches.

Concept Check Questions

Objective questions

1. Which subject heading system is most widely recognised internationally? (Linked to SLO 3.2)
2. How many core elements are included in the Dublin Core Metadata Standard? (Linked to SLO 3.4)
3. Metadata is important because it: (Linked to SLO 3.3)

Short-answer questions

4. Define subject headings and explain their purpose in cataloguing. (Linked to SLO 3.1)

5. Briefly describe the Minnesota Metadata Guidelines and their role in digital projects. (Linked to SLO 3.4)

Long-answer questions

6. Analyse the differences between LCSH, Sears List, and MeSH, highlighting their strengths and contexts of use. (Linked to SLO 3.2)

7. Evaluate how subject headings and metadata standards enhance resource discovery and interoperability, using practical examples. (Linked to SLO 3.5, SLO 3.6)

Answers to Concept Check Questions

Objective questions

1. LCSH.
2. Fifteen.

3. Enhances discoverability and supports interoperability.

Short-answer questions

4. Subject headings are standardised terms used to describe the content of a resource. Their purpose is to ensure consistency in cataloguing and retrieval, enabling users to find materials on the same topic.

5. The Minnesota Metadata Guidelines provide practical instructions for applying metadata standards in digital projects. They build on frameworks such as Dublin Core, ensuring consistency and interoperability across institutions.

Long-answer questions

6. *Basic response*: LCSH is comprehensive and authoritative, Sears List is simplified and suited for smaller libraries, and MeSH is specialised for medical literature. *Value-added response*: LCSH supports international collaboration, Sears enhances accessibility for general users, and MeSH provides precision in medical indexing. Together, they demonstrate how subject headings can be tailored to different contexts.

7. *Basic response*: Subject headings and metadata enhance resource discovery by standardising terms and providing structured information. They also support interoperability by ensuring records can be shared across systems. *Value-added response*: Practical examples include Dublin Core in institutional repositories, metadata for artefacts in museums, and MeSH in medical databases. These applications show how subject headings and metadata extend beyond libraries to diverse fields, improving access to knowledge globally.

Answers to Pilot Questions

Pilot questions 3.1: 1-b, 2-c, 3-b, 4-b, 5-b

Pilot questions 3.2: 1-b, 2-c, 3-b, 4-b, 5-a

Pilot questions 3.3: 1-b, 2-a, 3-b, 4-b, 5-a

References and Attributions

- Figure 3.1: Subject headings linking related resources. Suggested AI prompt: “Create a diagram showing multiple book titles connected to a single subject heading term.”
- Box 3.1: Features of LCSH. Suggested AI prompt: “Create a text box listing features of Library of Congress Subject Headings.”

- Table 3.1: Examples of MeSH subject headings. Suggested AI prompt: “Create a table showing examples of MeSH subject headings for disease, anatomy, treatment, and public health.”
- Figure 3.2: Metadata elements in cataloguing. Suggested AI prompt: “Create a diagram showing metadata elements: creator, title, subject, format, date.”
- Table 3.2: Dublin Core Metadata elements. Suggested AI prompt: “Create a table listing Dublin Core metadata elements with examples.”
- Box 3.2: Features of Minnesota Metadata Guidelines. Suggested AI prompt: “Create a text box listing features of Minnesota Metadata Guidelines in cataloguing.”
- Figure 3.3: Resource discovery through subject headings and metadata. Suggested AI prompt: “Create a diagram showing a user search term connected to subject headings and metadata elements that refine results.”
- Plate 3.1: Interoperability in digital catalogues. Suggested AI prompt: “Illustration showing multiple libraries connected through interoperable digital catalogues.”
- Box 3.3: Examples of metadata applications. Suggested AI prompt: “Create a text box listing examples of metadata applications in repositories, museums, and medical databases.”

LIS222 Organization of Knowledge I: Principles of Cataloguing (2 Units)

Series 4 Cataloguing Of Non-Book Materials And Digital Applications

Series outline

- **Part 4.1 Cataloguing of Non-Book Materials**
    - Sub-Part 4.1.1 Definition and scope of non-book materials
    - Sub-Part 4.1.2 Techniques for cataloguing audiovisual materials
    - Sub-Part 4.1.3 Cataloguing maps, manuscripts, and other special formats
- **Part 4.2 Application of Computers to Cataloguing**
    - Sub-Part 4.2.1 Introduction to computer-based cataloguing
    - Sub-Part 4.2.2 MARC (Machine-Readable Cataloguing) format
    - Sub-Part 4.2.3 Online catalogues and digital systems
- **Part 4.3 Integration of Non-Book Materials and Digital Applications**

- Sub-Part 4.3.1 Challenges in cataloguing diverse formats
- Sub-Part 4.3.2 Benefits of digital cataloguing systems
- Sub-Part 4.3.3 Future trends in cataloguing

Introduction

Background: Libraries today hold far more than printed books. They manage audiovisual materials, maps, manuscripts, and digital resources. To make these accessible, cataloguing practices must adapt to diverse formats and technologies. Computers and digital systems have transformed cataloguing, enabling libraries to manage collections more efficiently and share resources globally.

Series aim: The aim of this Series is to introduce you to the cataloguing of non-book materials and to demonstrate how digital applications, including MARC and online catalogues, are used to manage and integrate diverse resources.

Series synopsis: We shall commence this Series by defining non-book materials and exploring techniques for cataloguing audiovisuals, maps, and manuscripts. Next, we will examine the application of computers to cataloguing, focusing on MARC formats and online systems. Finally, we will conclude by considering the integration of non-book materials with digital applications, discussing challenges, benefits, and future trends in cataloguing.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define non-book materials and explain their scope in cataloguing,
- **SLO 4.2** apply techniques for cataloguing audiovisuals, maps, and manuscripts,
- **SLO 4.3** explain the role of computers in cataloguing,
- **SLO 4.4** describe the MARC format and its importance,
- **SLO 4.5** analyse the use of online catalogues and digital systems, and
- **SLO 4.6** evaluate challenges, benefits, and future trends in cataloguing diverse formats.

4.1 Cataloguing Of Non-Book Materials

4.1.1 Definition and scope of non-book materials

Non-book materials refer to information resources that are not traditional printed books. These include audiovisual materials (films, sound recordings, videos), maps, manuscripts, photographs, artworks, and digital resources. Cataloguing non-book materials ensures

that these diverse formats are described and organised so users can access them as easily as books.

Fill in the blank: Non-book materials include audiovisuals, maps, manuscripts, and _____ resources.

Figure 4.1 Categories of non-book materials

4.1.2 Techniques for cataloguing audiovisual materials

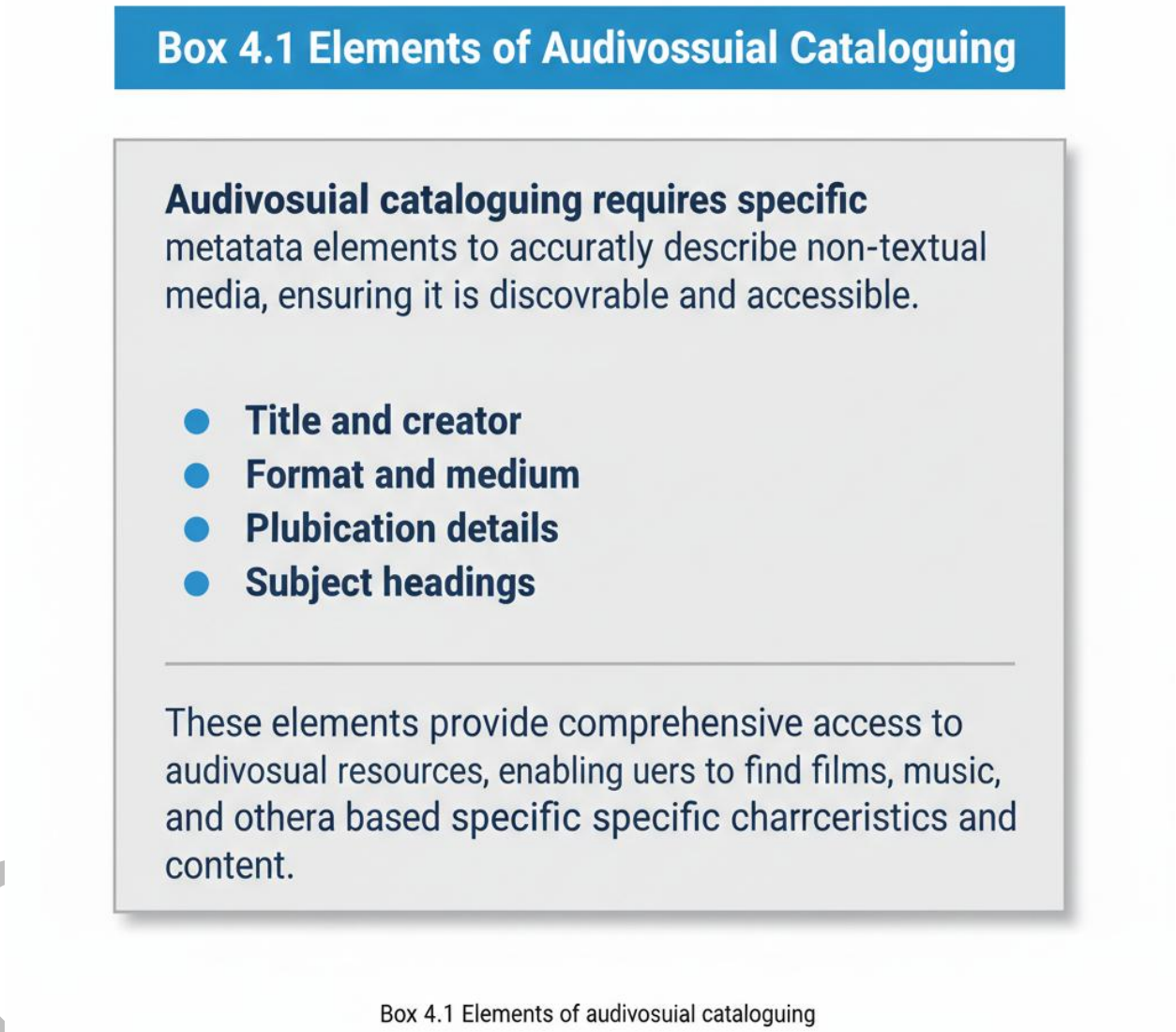
Audiovisual materials such as films, sound recordings, and videos require specialised cataloguing techniques. Key elements include:

- **Title and creator**: The name of the film or recording and its producer or director.
- **Format and medium**: Whether it is a DVD, Blu-ray, cassette, or digital file.

- **Publication details**: Date and place of production.
- **Physical description**: Length of recording, number of discs, or dimensions.
- **Subject headings**: Standardised terms describing the content.

These details ensure that audiovisual resources are discoverable and distinguishable from one another.

Fill in the blank: Audiovisual cataloguing requires recording the title, creator, format, and _____ description.



Box 4.1 Elements of audivosuial cataloguing

4.1.3 Cataloguing maps, manuscripts, and other special formats

Special formats such as maps and manuscripts also require tailored cataloguing approaches:

- **Maps**: Include details such as scale, projection, geographic coverage, and publisher.
- **Manuscripts**: Record information about authorship, date, language, and physical condition.
- **Photographs and artworks**: Include creator, subject, medium, dimensions, and date.

These formats often demand more descriptive detail than books, as their uniqueness lies in physical attributes and context.

Fill in the blank: Cataloguing maps requires recording details such as scale, projection, and _____ coverage.

Format	Key Elements	Why It Matters
Maps	Scale, projection, geographic coverage, publisher	Allows users to determine the level of detail and the mathematical "flattening" of the Earth's surface.
Manuscripts	Author, date, language, physical condition	Critical for archival integrity; physical condition (e.g., "fragile," "torn") informs handling protocols.
Photographs	Creator, subject, medium, dimensions, date	Essential for historical context and identifying the technical process (e.g., daguerreotype vs. digital print).

Table 4.1 Examples of cataloguing elements for special formats

Pilot questions 4.1

1. Non-book materials include: a) Only printed books b) Audiovisuals, maps, manuscripts, and digital resources c) Shelf lists d) Filing rules
2. Which element is essential in cataloguing audiovisual materials? a) Shelf location b) Title and creator c) Borrower's name d) Filing rules
3. Cataloguing maps requires recording: a) Subject headings only b) Scale, projection, and geographic coverage c) Borrower's details d) Shelf list entries

4. Manuscripts are catalogued by recording: a) Author, date, language, and physical condition b) Shelf location only c) Borrower's history d) Filing rules
5. Photographs are catalogued by including: a) Creator, subject, medium, dimensions, and date b) Shelf list entries only c) Borrower's details d) Filing rules

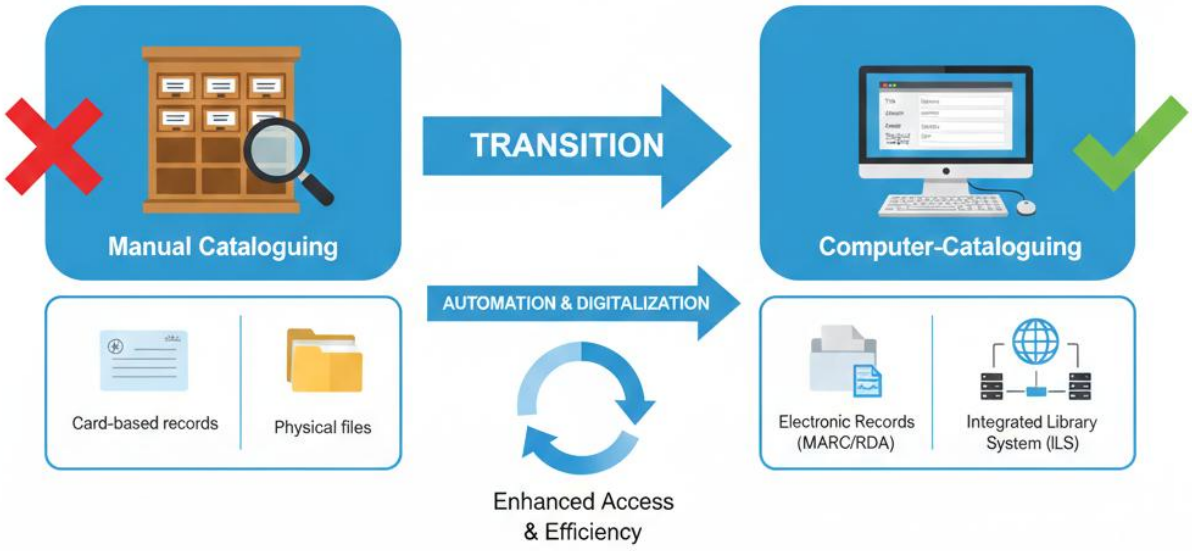
4.2 Application Of Computers To Cataloguing

4.2.1 Introduction to computer-based cataloguing

The application of computers has revolutionised cataloguing by automating processes and enabling large-scale resource management. Computer-based cataloguing allows libraries to create, store, and share bibliographic records electronically. This improves efficiency, reduces duplication, and supports resource sharing across institutions.

Fill in the blank: Computer-based cataloguing enables libraries to create, store, and _____ bibliographic records electronically.

Figure 4.2
Transition from manual to computer-Based Cataloguing



4.2.2 MARC (Machine-Readable Cataloguing) format

MARC (Machine-Readable Cataloguing) is a standard format developed to encode bibliographic information so that it can be read and processed by computers. MARC records consist of fields and subfields that store details such as author, title, subject, and publication information.

MARC is significant because it allows libraries worldwide to exchange bibliographic data seamlessly. It also supports integration with online catalogues, making it a cornerstone of modern cataloguing systems.

Fill in the blank: MARC records consist of _____ and subfields that store bibliographic details.

Field (Tag)	Description	Example (Subfield Coding)
100	**Main Entry – Personal Name** (Author)	1# $a Smith, John, $e author.
245	**Title Statement** (Includes title, subtitle, and responsibility)	10 $a Principles of cataloguing / $c John Smith.
260	**Publication, Distribution, etc.** (Historical/AACR2 style)	## $a London : $b Library Press, $c 2025.
300	**Physical Description**	## $a 350 pages : $b illustrations ; $c 23 cm.
650	**Subject Added Entry – Topical Term**	#0 $a Library science $v Textbooks.

4.2.3 Online catalogues and digital systems

Online catalogues, often referred to as **OPACs (Online Public Access Catalogues)**, allow users to search library collections electronically. These systems provide advanced search options, including keyword, author, title, and subject searches. Digital catalogues also integrate metadata standards and MARC records, ensuring interoperability and resource sharing.

The benefits of online catalogues include remote access, user-friendly interfaces, and the ability to update records in real time. They have become essential in modern libraries, especially as collections increasingly include digital resources.

Fill in the blank: Online catalogues are often referred to as _____.

Plate 4.1 User accessing an online public access catelouge

Pilot questions 4.2

1. Computer-based cataloguing improves efficiency by: a) Eliminating bibliographic records b) Automating processes and enabling electronic storage c) Removing subject headings d) Simplifying shelf lists only
2. MARC records are made up of: a) Shelf locations b) Fields and subfields c) Borrower details d) Filing rules
3. Which of the following is a benefit of MARC? a) It prevents resource sharing b) It allows bibliographic data exchange worldwide c) It eliminates subject headings d) It focuses only on print books

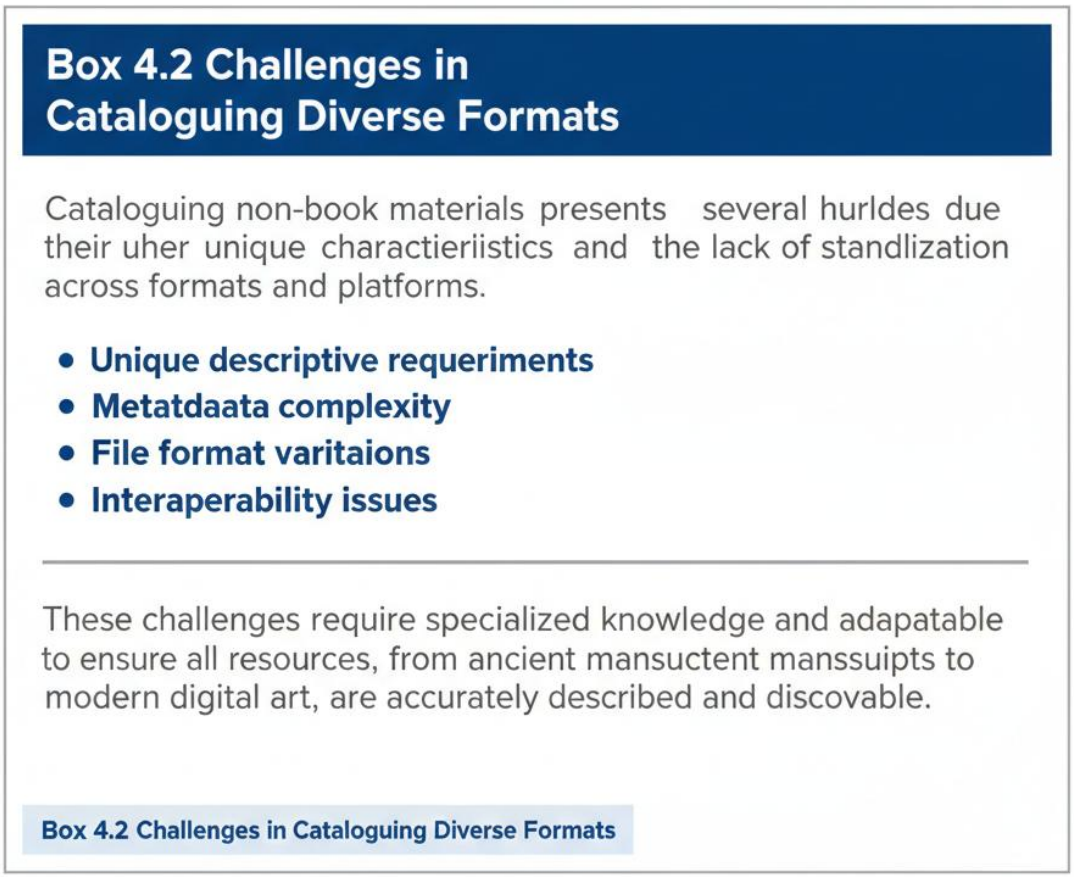
4. Online catalogues are also known as: a) Union catalogues b) OPACs c) Shelf lists d) Filing rules
5. One benefit of online catalogues is: a) Remote access and real-time updates b) Elimination of bibliographic records c) Random arrangement of resources d) Restriction to local use only

4.3 Integration Of Non-Book Materials And Digital Applications

4.3.1 Challenges in cataloguing diverse formats

Cataloguing non-book materials alongside digital resources presents several challenges. Each format has unique descriptive requirements, such as scale for maps or duration for audiovisuals. Digital resources add complexity with metadata standards, file formats, and interoperability issues. Librarians must balance consistency with flexibility, ensuring that records remain accurate while accommodating diverse formats.

Fill in the blank: Cataloguing diverse formats requires balancing consistency with _____.



4.3.2 Benefits of digital cataloguing systems

Digital cataloguing systems offer significant benefits. They allow for real-time updates, remote access, and advanced search capabilities. Integration of metadata and MARC records ensures interoperability across institutions, supporting resource sharing and union catalogues. Digital systems also reduce duplication of effort and improve accuracy by automating cataloguing processes.

Fill in the blank: Digital cataloguing systems allow for real-time _____ and remote access.

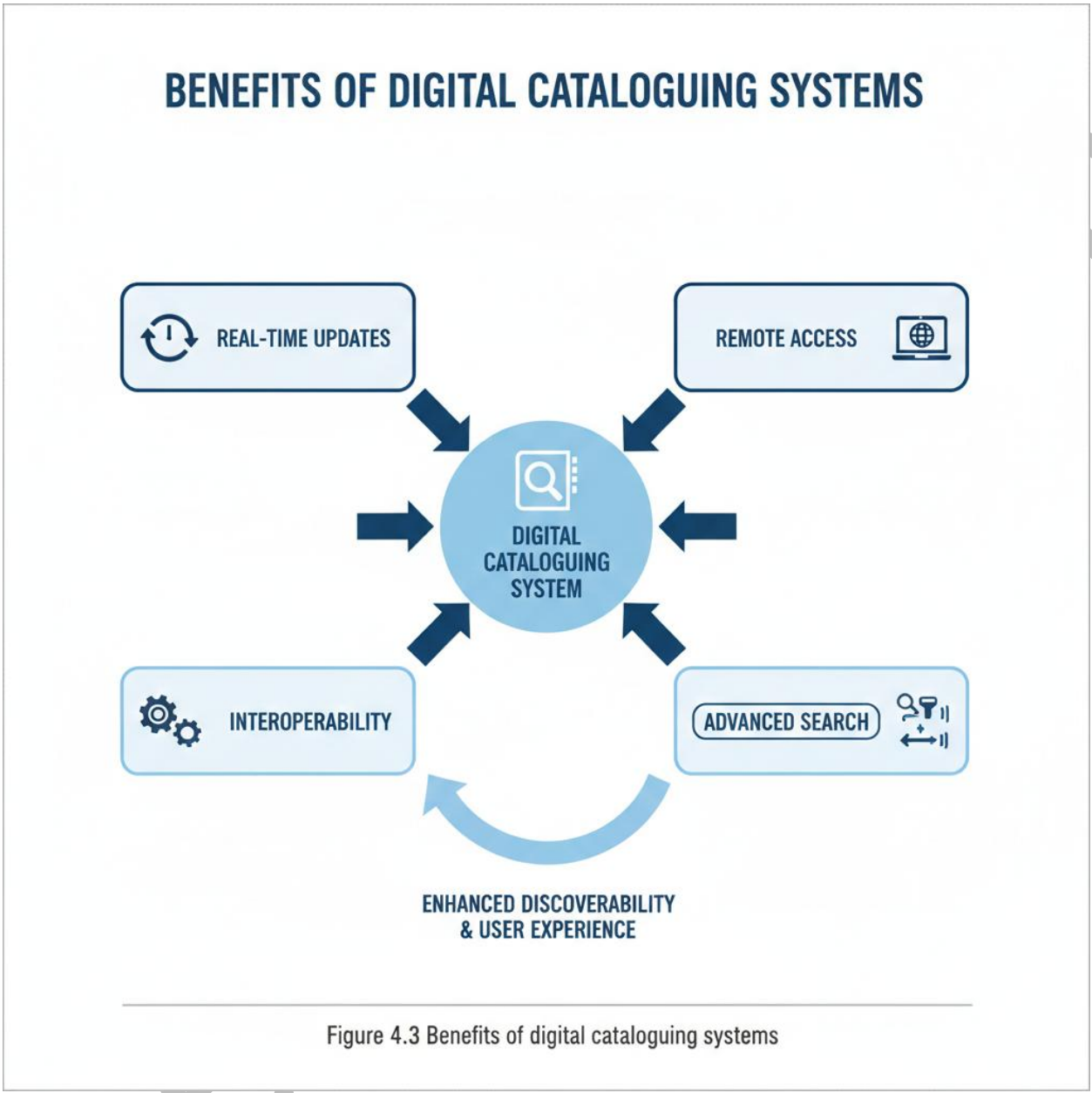


Figure 4.3 Benefits of digital cataloguing systems

4.3.3 Future trends in cataloguing

The future of cataloguing is shaped by emerging technologies and global collaboration. Linked data and semantic web applications will make catalogues more interconnected, allowing users to navigate seamlessly across datasets. Artificial intelligence and machine learning are expected to assist in automating metadata creation and improving resource discovery.

Additionally, cataloguing will increasingly focus on digital-first collections, ensuring that multimedia and online resources are described with the same precision as print materials.

Fill in the blank: Future cataloguing will be shaped by linked data and _____ web applications.

Plate 4.2
Future trends in cataloguing

Pilot questions 4.3

1. One challenge in cataloguing diverse formats is: a) Uniformity of print books b) Metadata complexity and interoperability issues c) Elimination of bibliographic records d) Random arrangement of resources

2. Digital cataloguing systems provide benefits such as: a) Real-time updates and remote access b) Elimination of subject headings c) Restriction to local use only d) Random duplication of records

3. Future cataloguing will be shaped by: a) Filing rules only b) Linked data and semantic web applications c) Shelf lists exclusively d) Elimination of metadata

4. Artificial intelligence in cataloguing is expected to: a) Automate metadata creation and improve resource discovery b) Eliminate bibliographic records c) Restrict cataloguing to print books d) Simplify shelf lists only

5. Integration of non-book materials with digital applications ensures: a) Consistency and interoperability across institutions b) Elimination of cataloguing standards c) Restriction to audiovisuals only d) Random duplication of metadata

Series Summary

This Series has examined how libraries catalogue non-book materials and integrate digital applications into their systems. We began by defining non-book materials and exploring techniques for cataloguing audiovisuals, maps, manuscripts, and photographs. We then discussed the application of computers to cataloguing, focusing on the MARC format and online catalogues (OPACs). Finally, we considered the integration of non-book materials with digital applications, highlighting challenges, benefits, and future trends such as linked data and artificial intelligence.

By completing this Series, you should now be able to define non-book materials, apply cataloguing techniques to special formats, explain the role of computers in cataloguing, describe MARC and OPACs, and evaluate both the challenges and opportunities of digital cataloguing systems. These outcomes align with the Series Learning Outcomes (SLOs), preparing you to manage diverse resources in modern library environments.

Glossary of Terms

- **Audiovisual materials**: Non-book resources such as films, sound recordings, and videos.
- **MARC (Machine-Readable Cataloguing)**: A standard format for encoding bibliographic records so they can be processed by computers.
- **Manuscripts**: Handwritten or unpublished documents requiring specialised cataloguing.
- **Non-book materials**: Information resources other than printed books, including audiovisuals, maps, manuscripts, photographs, and digital resources.
- **OPAC (Online Public Access Catalogue)**: An electronic catalogue that allows users to search library collections online.
- **Photographs**: Visual resources catalogued with details such as creator, subject, medium, dimensions, and date.
- **Scale (maps)**: A key element in map cataloguing, indicating the ratio of distance on the map to actual distance.

- **Semantic web**: A future-oriented web framework that enables linked data and interconnected catalogues.

Concept Check Questions

Objective questions

1. Non-book materials include which of the following? (Linked to SLO 4.1)
2. MARC records are made up of what components? (Linked to SLO 4.4)
3. Online catalogues are also known as what? (Linked to SLO 4.5)

Short-answer questions

4. Define non-book materials and explain why they require specialised cataloguing. (Linked to SLO 4.1)

5. Briefly describe one benefit of digital cataloguing systems. (Linked to SLO 4.3, SLO 4.5)

Long-answer questions

6. Analyse the challenges of cataloguing diverse formats, giving examples from audiovisuals, maps, and manuscripts. (Linked to SLO 4.2, SLO 4.6)

7. Evaluate the future trends in cataloguing, including linked data and artificial intelligence, and explain their potential impact. (Linked to SLO 4.6)

Answers to Concept Check Questions

Objective questions

1. Audiovisuals, maps, manuscripts, photographs, and digital resources.
2. Fields and subfields.
3. OPACs (Online Public Access Catalogues).

Short-answer questions

4. Non-book materials are resources other than printed books, such as audiovisuals, maps, manuscripts, and photographs. They require specialised cataloguing because each format has unique descriptive requirements.

5. One benefit of digital cataloguing systems is real-time updates, which improve accuracy and allow users to access the most current information remotely.

Long-answer questions

6. *Basic response*: Cataloguing diverse formats is challenging because each requires unique descriptive elements. Audiovisuals need details such as duration and format, maps require scale and geographic coverage, and manuscripts demand information about authorship and condition. *Value-added response*: These challenges are compounded by metadata complexity and interoperability issues in digital environments. Libraries must balance consistency with flexibility to ensure accurate records across formats.

7. *Basic response*: Future cataloguing will be shaped by linked data and semantic web applications, which make catalogues more interconnected. Artificial intelligence will help automate metadata creation. *Value-added response*: These trends will transform cataloguing by enabling global collaboration, improving resource discovery, and reducing manual effort. They will also ensure that digital-first collections are described with the same precision as traditional print materials.

Answers to Pilot Questions

Pilot questions 4.1: 1-b, 2-b, 3-b, 4-a, 5-a

Pilot questions 4.2: 1-b, 2-b, 3-b, 4-b, 5-a

Pilot questions 4.3: 1-b, 2-a, 3-b, 4-a, 5-a

References and Attributions

- Figure 4.1: Categories of non-book materials. Suggested AI prompt: “Create a diagram showing categories of non-book materials: audiovisuals, maps, manuscripts, photographs, digital resources.”
- Box 4.1: Elements of audiovisual cataloguing. Suggested AI prompt: “Create a text box listing elements of audiovisual cataloguing.”
- Table 4.1: Cataloguing elements for special formats. Suggested AI prompt: “Create a table showing cataloguing elements for maps, manuscripts, and photographs.”
- Figure 4.2: Transition from manual to computer-based cataloguing. Suggested AI prompt: “Create a diagram showing manual cataloguing replaced by computer-based cataloguing with electronic records.”
- Table 4.2: Example of MARC record fields. Suggested AI prompt: “Create a table showing example MARC fields with descriptions and sample entries.”
- Plate 4.1: User accessing an OPAC. Suggested AI prompt: “Illustration of a library user searching an OPAC interface on a computer.”
- Box 4.2: Challenges in cataloguing diverse formats. Suggested AI prompt: “Create a text box listing challenges in cataloguing diverse formats.”

- Figure 4.3: Benefits of digital cataloguing systems. Suggested AI prompt: “Create a diagram showing benefits of digital cataloguing systems: real-time updates, remote access, advanced search, interoperability.”
- Plate 4.2: Future trends in cataloguing. Suggested AI prompt: “Illustration of a futuristic digital library interface showing interconnected catalogues and linked data.”

LIS222 Organization of Knowledge I: Principles of Cataloguing (2 Units)

Series 5 Types Of Catalogues, Filing Rules, And Practical Applications

Series outline

- **Part 5.1 Types of Catalogues**
    - Sub-Part 5.1.1 Dictionary catalogue
    - Sub-Part 5.1.2 Classified catalogue
    - Sub-Part 5.1.3 Union catalogue
    - Sub-Part 5.1.4 Shelf list catalogue
- **Part 5.2 Filing Rules in Cataloguing**
    - Sub-Part 5.2.1 Definition and purpose of filing rules
    - Sub-Part 5.2.2 Common filing rules (alphabetical, numerical, special cases)
    - Sub-Part 5.2.3 Importance of filing rules in user access
- **Part 5.3 Practical Applications of Catalogues**
    - Sub-Part 5.3.1 Resource identification and retrieval
    - Sub-Part 5.3.2 Inventory management and collection control
    - Sub-Part 5.3.3 Resource sharing and union catalogues

Introduction

Background: Catalogues are the backbone of library organisation, providing structured access to resources. Different types of catalogues serve different purposes, from dictionary catalogues that arrange entries alphabetically to union catalogues that combine holdings across institutions. Filing rules ensure that catalogues are predictable and user-

friendly, while practical applications demonstrate how catalogues support resource discovery, inventory control, and collaboration.

Series aim: The aim of this Series is to introduce you to the types of catalogues, explain filing rules, and highlight the practical applications of catalogues in modern libraries.

Series synopsis: We shall commence this Series by examining the types of catalogues, including dictionary, classified, union, and shelf list catalogues. Next, we will discuss filing rules, their definition, purpose, and common applications. Finally, we will conclude by considering the practical uses of catalogues, including resource identification, inventory management, and resource sharing.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** define and describe different types of catalogues,
- **SLO 5.2** explain the purpose and application of filing rules,
- **SLO 5.3** apply filing rules to organise catalogue entries,
- **SLO 5.4** analyse the practical uses of catalogues in libraries, and
- **SLO 5.5** evaluate the role of catalogues in resource sharing and inventory management.

5.1 Types Of Catalogues

5.1.1 Dictionary catalogue

A **dictionary catalogue** arranges entries alphabetically by author, title, and subject in a single sequence, much like a dictionary. This type of catalogue is user-friendly because it allows quick access without needing to know classification numbers.

Fill in the blank: A dictionary catalogue arranges entries _____ by author, title, and subject.

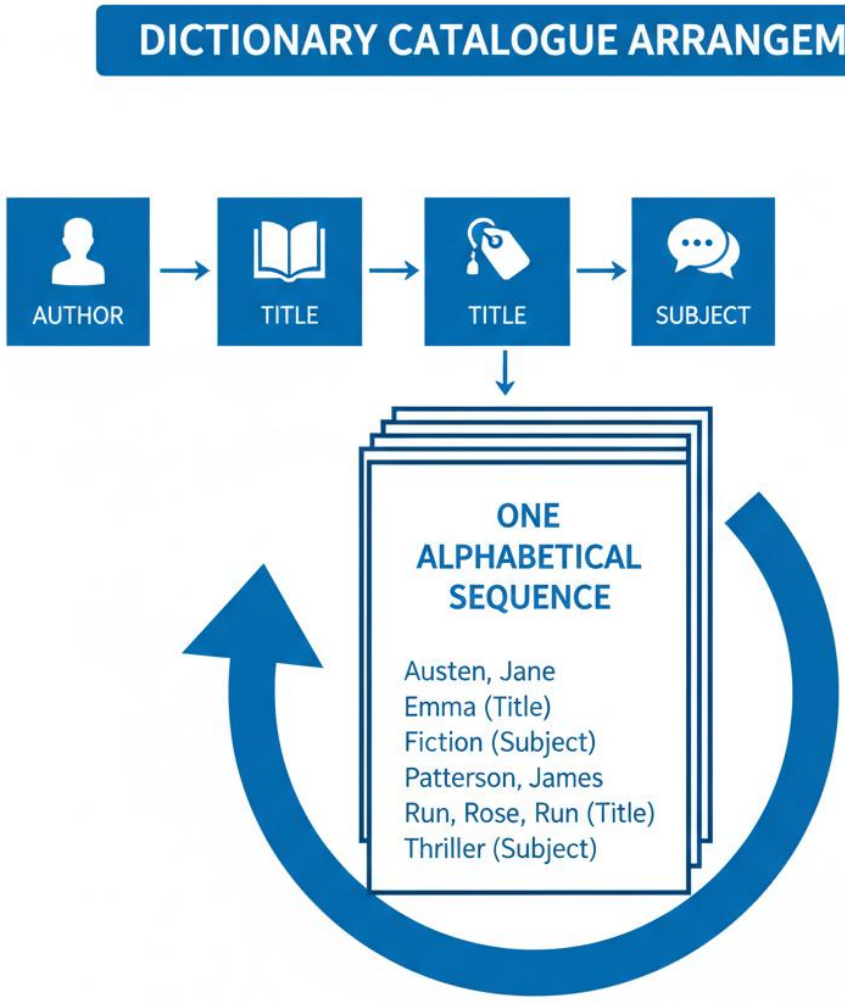
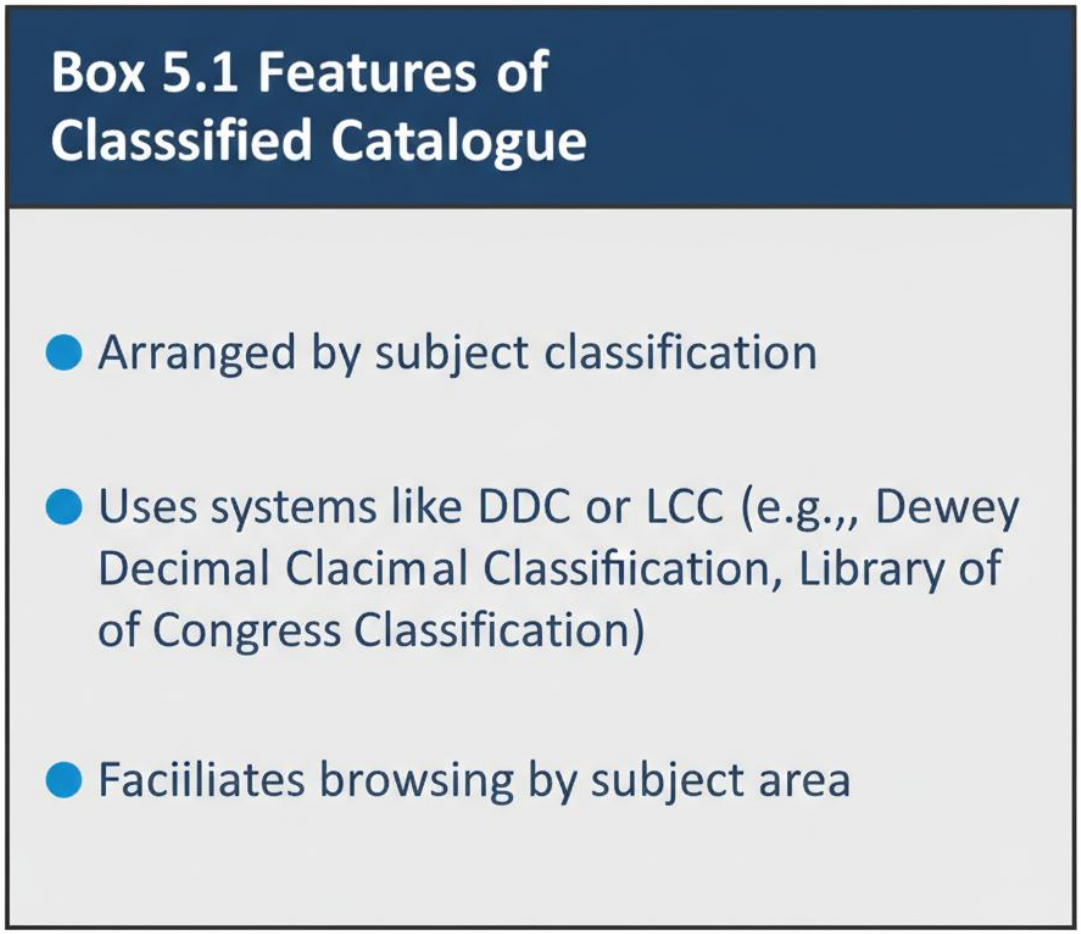


Figure 5.1 Dictionary catalogue arrangement

5.1.2 Classified catalogue

A **classified catalogue** arranges entries according to a classification system, such as the Dewey Decimal Classification (DDC) or Library of Congress Classification (LCC). Entries are grouped by subject areas rather than alphabetically. This type of catalogue is useful for users who want to browse resources within a subject field.

Fill in the blank: A classified catalogue arranges entries according to a _____ system.



5.1.3 Union catalogue

A **union catalogue** combines the holdings of multiple libraries into a single catalogue. It allows users to see which institutions hold a particular resource, supporting interlibrary loans and resource sharing. Union catalogues are especially valuable in academic and research contexts.

Fill in the blank: A union catalogue combines the _____ of multiple libraries.

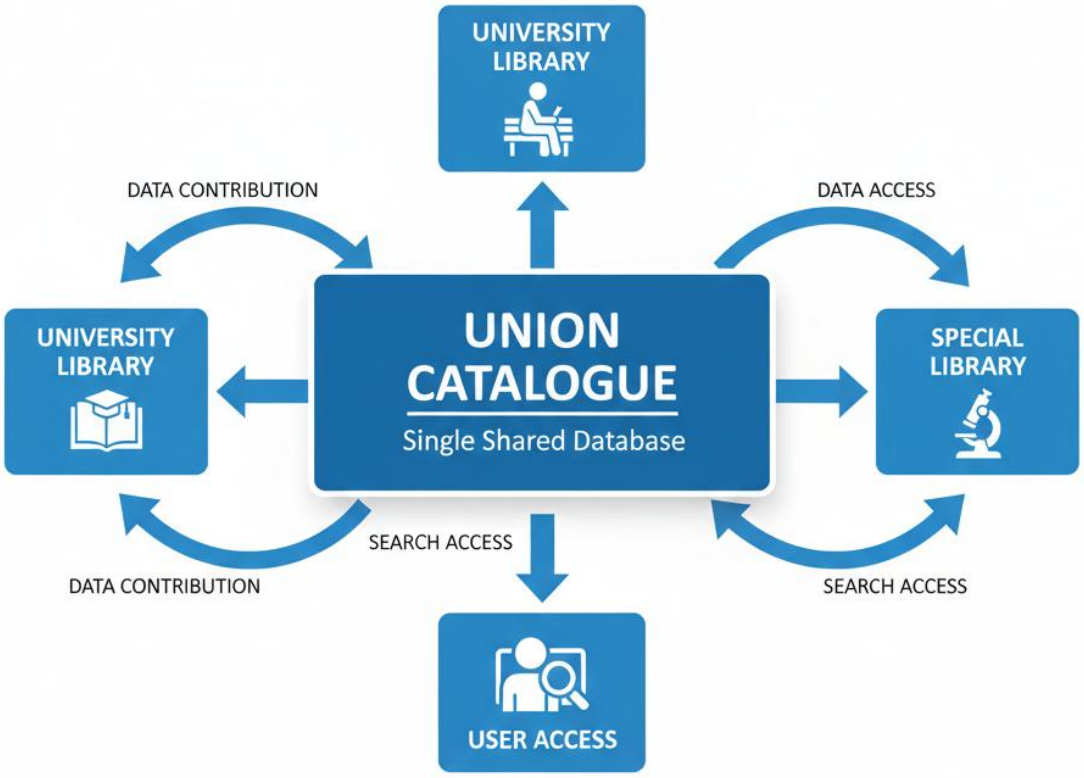


Figure 5.2 Union catalogue concept

5.1.4 Shelf list catalogue

A **shelf list catalogue** is an internal tool used by librarians. It arranges catalogue cards in the same order as the books on the shelves, usually by classification number. This helps librarians manage inventory, check holdings, and maintain shelf order.

Fill in the blank: A shelf list catalogue arranges entries in the same order as _____.

Type	Arrangement	Purpose
Dictionary	Alphabetical by author, title, and subject in one sequence.	**Quick access:** Best for users who know exactly what they are looking for by name or topic.
Classified	By subject classification (e.g., DDC, LCC numbers).	**Browsing by subject:** Allows researchers to see all related materials in a specific field together.
Union	Combined holdings of multiple libraries or branches.	**Resource sharing:** Facilitates inter-library loans and cooperative cataloguing between institutions.
Shelf List	Numerical/Alpha-numerical order according to the shelf position.	**Inventory control:** Used by staff for stock-taking and checking the physical location of items.

Pilot questions 5.1

1. A dictionary catalogue arranges entries: a) By classification number b) Alphabetically by author, title, and subject c) By shelf order d) Randomly
2. Which catalogue type uses systems like DDC or LCC? a) Dictionary catalogue b) Classified catalogue c) Union catalogue d) Shelf list catalogue
3. A union catalogue is designed to: a) Arrange entries alphabetically b) Combine holdings of multiple libraries c) Maintain shelf order d) Eliminate subject headings
4. A shelf list catalogue arranges entries in: a) Alphabetical order b) Shelf order by classification number c) Random sequence d) Subject headings only
5. Which catalogue type is most useful for interlibrary loans? a) Dictionary catalogue b) Classified catalogue c) Union catalogue d) Shelf list catalogue

5.2 Filing Rules In Cataloguing

5.2.1 Definition and purpose of filing rules

Filing rules are the conventions used to arrange catalogue entries in a consistent and predictable order. They determine how entries are alphabetised, numbered, or sequenced, ensuring that users can locate resources quickly. Filing rules prevent confusion by standardising the treatment of names, titles, numbers, and special characters.

Fill in the blank: Filing rules ensure that catalogue entries are arranged in a _____ and predictable order.

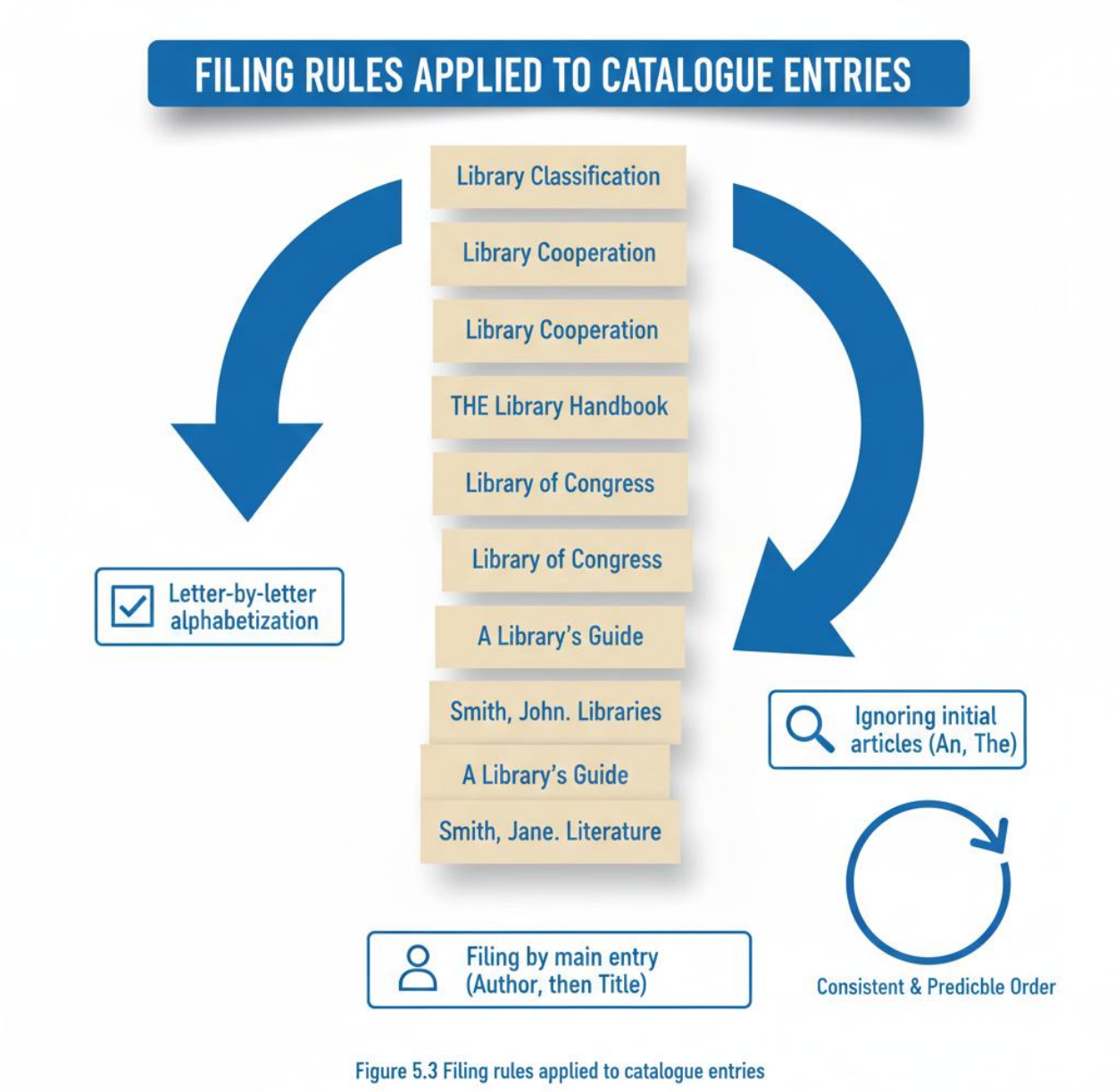


Figure 5.3 Filing rules applied to catalogue entries

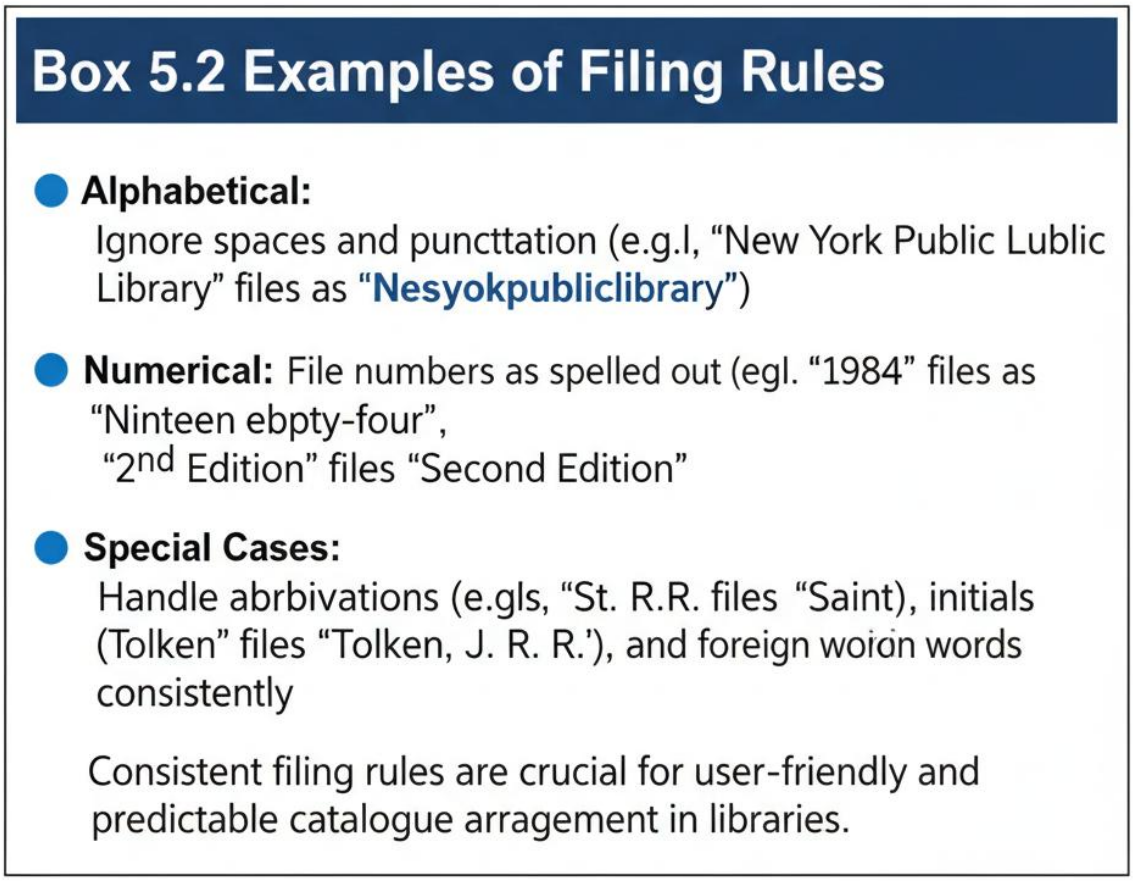
5.2.2 Common filing rules (alphabetical, numerical, special cases)

Libraries apply several common filing rules:

- **Alphabetical rules**: Entries are arranged letter by letter, ignoring spaces and punctuation. For example, "MacDonald" and "McDonald" may be treated as equivalent.
- **Numerical rules**: Numbers are filed as if spelled out (e.g., "1984" is filed as "Nineteen Eighty-Four").

- **Special cases**: Rules handle abbreviations, initials, hyphens, and foreign words consistently. For example, “St. Louis” is filed as “Saint Louis.”

Fill in the blank: In filing rules, numbers are filed as if they were _____ out.



Box 5.2 Examples of Filing Rules

5.2.3 Importance of filing rules in user access

Filing rules are essential for **user access** because they make catalogues predictable and easy to navigate. Without filing rules, entries would be inconsistent, leading to confusion and inefficiency. Filing rules ensure that users can locate resources regardless of variations in spelling, punctuation, or numbering.

For example, a user searching for “Saint Augustine” will find the resource even if the catalogue entry uses “St. Augustine,” because filing rules standardise the treatment of abbreviations.

Fill in the blank: Filing rules make catalogues _____ and easy to navigate.

Aspect	Benefit
Consistency	**Prevents confusion:** Ensures that every cataloguer enters data following the same logic, preventing duplicate or stray entries.
Predictability	**User Orientation:** Ensures users know exactly where to look (e.g., knowing that "Mc" and "Mac" might be filed together or that initial articles like "The" are ignored).
Accessibility	**Handles Variations:** Provides a clear path for managing tricky punctuation, symbols, or variations in spelling across different languages.
Efficiency	**Speeds up Retrieval:** Reduces the time spent "hunting" for a record, allowing both staff and users to navigate the collection rapidly.

Pilot questions 5.2

1. Filing rules are conventions used to: a) Randomly arrange catalogue entries b) Arrange entries consistently and predictably c) Eliminate bibliographic records d) Simplify shelf lists only
2. Alphabetical filing rules require: a) Ignoring spaces and punctuation b) Filing numbers first c) Random arrangement of entries d) Eliminating subject headings
3. Numerical filing rules treat numbers as: a) Random digits b) Spelled-out words c) Shelf locations d) Filing rules only
4. Special cases in filing rules handle: a) Abbreviations, initials, and foreign words b) Shelf lists exclusively c) Random duplication of entries d) Elimination of catalogues
5. Filing rules are important because they make catalogues: a) Predictable and easy to navigate b) Random and confusing c) Limited to print books d) Focused only on shelf lists

5.3 Practical Applications Of Catalogues

5.3.1 Resource identification and retrieval

Catalogues are essential for **resource identification and retrieval**. They provide structured entries that allow users to locate materials by author, title, subject, or classification number. Without catalogues, users would struggle to navigate large collections efficiently.

Fill in the blank: Catalogues provide structured entries that allow users to locate materials by author, title, subject, or _____ number.

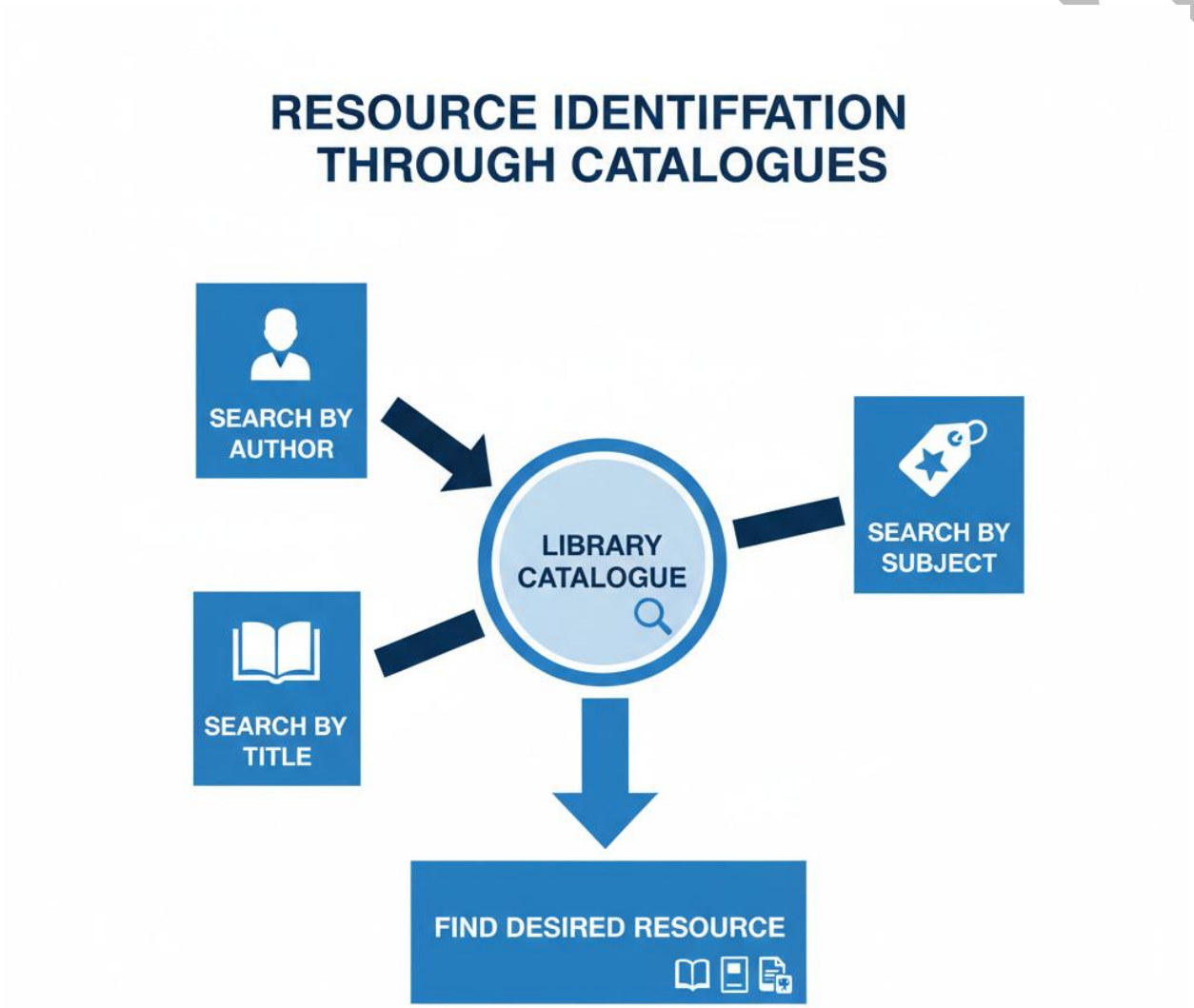


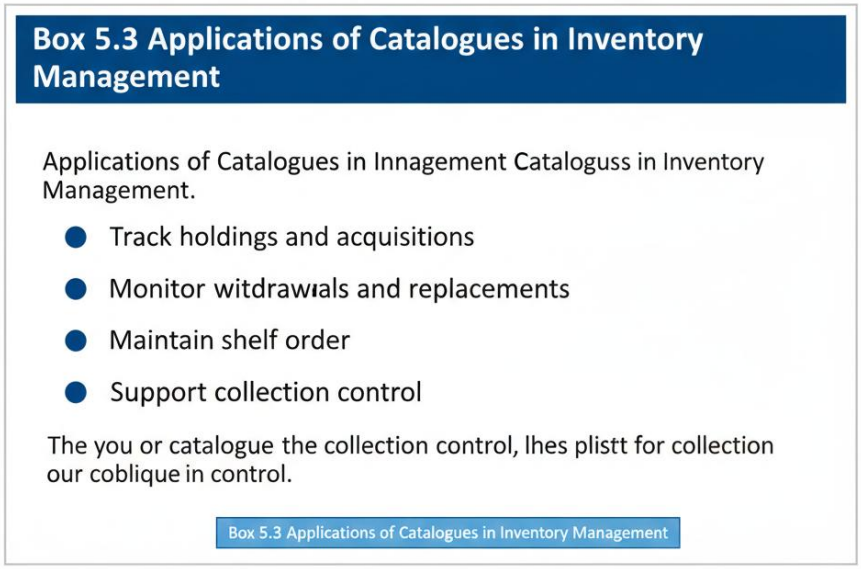
Figure 5.4 Resource identifcation through catalogues

5.3.2 Inventory management and collection control

Catalogues also serve as tools for **inventory management**. Shelf list catalogues, for example, mirror the physical arrangement of books on shelves, helping librarians track

holdings and maintain order. Catalogues allow libraries to monitor acquisitions, withdrawals, and replacements, ensuring that collections remain accurate and up to date.

Fill in the blank: Shelf list catalogues mirror the _____ arrangement of books on shelves.



5.3.3 Resource sharing and union catalogues

Catalogues also support **resource sharing** across institutions. Union catalogues combine holdings from multiple libraries, enabling interlibrary loans and collaborative access. This expands the range of materials available to users and fosters cooperation among libraries.

Fill in the blank: Union catalogues enable _____ loans and collaborative access.

Application	Example	Benefit
Resource Identification	Author, title, and subject searches	**Efficient Retrieval:** Users can pinpoint specific items or explore a topic without needing to browse physical shelves.

Application	Example	Benefit
Inventory Management	Shelf list catalogues	**Accurate Collection Control:** Staff can conduct audits, track missing items, and manage the physical growth of the collection.
Resource Sharing	Union catalogues (e.g., WorldCat)	**Expanded Access:** Enables libraries to look beyond their own walls to borrow materials for their users through Inter-Library Loan (ILL).

Pilot questions 5.3

1. Catalogues help users locate materials by: a) Random browsing b) Author, title, subject, or classification number c) Borrower's details d) Filing rules only
2. Shelf list catalogues mirror: a) Alphabetical order b) Physical arrangement of books on shelves c) Random sequence d) Subject headings only
3. Catalogues support inventory management by: a) Tracking holdings and acquisitions b) Eliminating bibliographic records c) Random duplication of entries d) Restricting access to local users
4. Union catalogues enable: a) Random browsing b) Interlibrary loans and collaborative access c) Shelf list duplication d) Elimination of subject headings
5. One practical application of catalogues is: a) Efficient resource identification and retrieval b) Random arrangement of entries c) Elimination of bibliographic records d) Restriction to print books only

Series Summary

This Series has focused on the **types of catalogues, filing rules, and their practical applications** in library science. We began by exploring dictionary, classified, union, and shelf list catalogues, each serving distinct purposes in resource organisation and access. We then examined filing rules, defining their role in ensuring consistency and predictability in catalogue entries, and discussed common rules such as alphabetical, numerical, and special cases. Finally, we considered practical applications of catalogues, including resource identification and retrieval, inventory management, and resource sharing through union catalogues.

By completing this Series, you should now be able to describe different catalogue types, explain and apply filing rules, and evaluate the practical uses of catalogues in modern

libraries. These outcomes align with the Series Learning Outcomes (SLOs), equipping you with both theoretical and practical knowledge for effective cataloguing.

Glossary of Terms

- **Classified catalogue**: A catalogue arranged according to a classification system such as DDC or LCC.
- **Dictionary catalogue**: A catalogue arranged alphabetically by author, title, and subject in a single sequence.
- **Filing rules**: Conventions used to arrange catalogue entries consistently and predictably.
- **Inventory management**: The process of tracking and controlling library holdings using catalogues.
- **OPAC (Online Public Access Catalogue)**: A digital catalogue interface for users to search library collections.
- **Shelf list catalogue**: An internal catalogue arranged in the same order as books on shelves, used for inventory control.
- **Union catalogue**: A catalogue combining holdings of multiple libraries to support resource sharing.

Concept Check Questions

Objective questions

1. A dictionary catalogue arranges entries in what order? (Linked to SLO 5.1)
2. Which catalogue type uses classification systems like DDC or LCC? (Linked to SLO 5.1)
3. Filing rules are important because they make catalogues what? (Linked to SLO 5.2)

Short-answer questions

4. Define filing rules and explain their purpose in cataloguing. (Linked to SLO 5.2)
5. Briefly describe one practical application of catalogues in inventory management. (Linked to SLO 5.4)

Long-answer questions

6. Compare dictionary, classified, union, and shelf list catalogues, highlighting their unique features and uses. (Linked to SLO 5.1, SLO 5.4)
7. Evaluate the importance of filing rules in ensuring user access, giving examples of alphabetical, numerical, and special case rules. (Linked to SLO 5.2, SLO 5.3)

Answers to Concept Check Questions

Objective questions

1. Alphabetical order by author, title, and subject.
2. Classified catalogue.
3. Predictable and easy to navigate.

Short-answer questions

4. Filing rules are conventions used to arrange catalogue entries consistently. Their purpose is to ensure predictability and accessibility for users.

5. Catalogues support inventory management by tracking holdings, acquisitions, withdrawals, and replacements, ensuring accurate collection control.

Long-answer questions

6. *Basic response*: Dictionary catalogues arrange entries alphabetically, classified catalogues group them by subject, union catalogues combine holdings across libraries, and shelf list catalogues mirror shelf order. *Value-added response*: Each type serves a unique purpose—dictionary catalogues aid quick access, classified catalogues support subject browsing, union catalogues enable resource sharing, and shelf lists assist with inventory control.

7. *Basic response*: Filing rules ensure consistency in catalogues. Alphabetical rules ignore spaces and punctuation, numerical rules treat numbers as spelled out, and special cases handle abbreviations and foreign words. *Value-added response*: These rules prevent confusion and improve user access. For example, “St. Louis” and “Saint Louis” are filed together, and “1984” is treated as “Nineteen Eighty-Four,” ensuring users can locate resources regardless of variations.

Answers to Pilot Questions

Pilot questions 5.1: 1-b, 2-b, 3-b, 4-b, 5-c

Pilot questions 5.2: 1-b, 2-a, 3-b, 4-a, 5-a

Pilot questions 5.3: 1-b, 2-b, 3-a, 4-b, 5-a

References and Attributions

- Figure 5.1: Dictionary catalogue arrangement. Suggested AI prompt: “Create a diagram showing dictionary catalogue arrangement with author, title, and subject entries in alphabetical order.”
- Box 5.1: Features of classified catalogue. Suggested AI prompt: “Create a text box listing features of classified catalogues.”
- Figure 5.2: Union catalogue concept. Suggested AI prompt: “Create a diagram showing multiple libraries connected to a single union catalogue.”
- Table 5.1: Types of catalogues and their features. Suggested AI prompt: “Create a table comparing dictionary, classified, union, and shelf list catalogues with arrangement and purpose.”
- Figure 5.3: Filing rules applied to catalogue entries. Suggested AI prompt: “Create a diagram showing catalogue cards arranged alphabetically according to filing rules.”
- Box 5.2: Examples of filing rules. Suggested AI prompt: “Create a text box listing examples of filing rules: alphabetical, numerical, special cases.”
- Table 5.2: Importance of filing rules. Suggested AI prompt: “Create a table showing importance of filing rules with aspects and benefits.”
- Figure 5.4: Resource identification through catalogues. Suggested AI prompt: “Create a diagram showing a user searching catalogue entries by author, title, and subject.”
- Box 5.3: Applications of catalogues in inventory management. Suggested AI prompt: “Create a text box listing applications of catalogues in inventory management.”
- Table 5.3: Practical applications of catalogues. Suggested AI prompt: “Create a table showing practical applications of catalogues: identification, inventory management, resource sharing.”