Virtual AskQC Office Hours

Cataloging children's materials

OCLC Metadata Quality

November 2021

Housekeeping

This session is being recorded

Housekeeping

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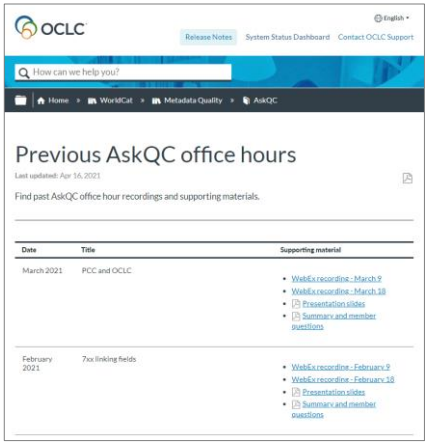
All session recordings, slides, and notes are available at oc.lc/askqc



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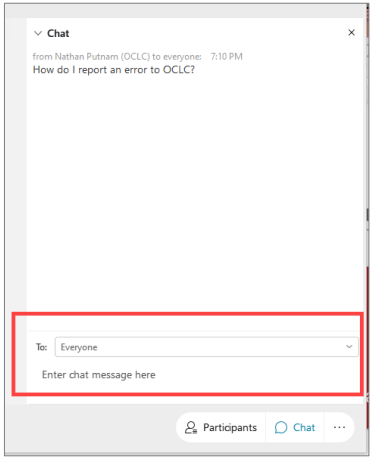
Enter questions in chat to "Everyone" at any time during the presentation



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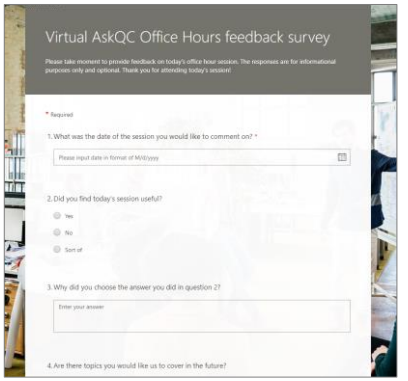
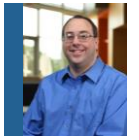
Enter questions in chat to "Everyone" at any time during the presentation.

After the session, you will be directed to a brief, optional survey



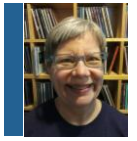
On the call today

Charlene Morrison
Database Specialist



Bryan Baldus
Consulting Database Specialist

Alex Kyrios
Senior Editor, Dewey Decimal Classification



Michele Zwierski
Manager, Cataloging Services
Nassau Library System

Cynthia Whitacre
Senior Metadata Operations Manager

Robert Bremer
Senior Consulting Database Specialist

Cataloging children's materials

Michele Zwierski

Bryan Baldus

Alex Kyrios

November 2021

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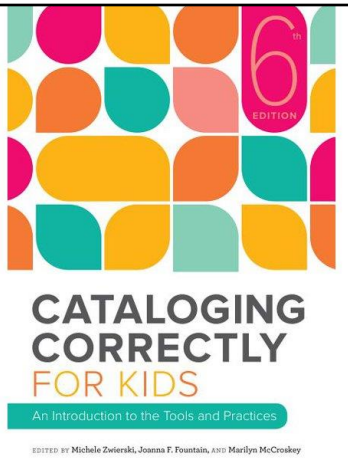


Cataloging Correctly for Kids

6th edition

an overview

Michele Zwierski
Manager, Cataloging Services
Nassau Library System
November 2021

OCLC

History of the resource

- First edition published in 1989
- All editions written by members of ALA Cataloging of Children's Materials Committee
  - ALA CORE: Metadata and Collections Section
  - Committee on Cataloging: Children's Materials

"Ukulele" by midnightcomm is licensed under CC BY 2.0

The Committee

Members from all aspects of children's library services:

CYAC (Children's and Young Adults' Cataloging Program at the Library of Congress)

Dewey

Sears Subject Headings

ALSC (Association for Library Service to Children) ; AASL (American Association of School Librarians) ; YALSA (Young Adult Library Services Association)

Non-print catalogers (OLAC)

Public library catalogers

Vendors

Children's cataloging

- Discovery needs are wide
- Users include:
  - Children
  - Parents
  - Librarians
  - Educators
- Bibliographic aids to discovery:
  - Summaries (520)
  - Reading level (521)
  - Subject analysis (Classification) (6xx)

"04March2018-GrantBday-IMG_2100" by aaron_anderer is licensed under CC BY-ND 2.0

Children's resources: cataloging challenges

- Formats diverse
- Resources created to be engaging
  - Defy traditional bibliographic description

"Old MacDonald Had A Farm, hand puppet version" by dullhunk is licensed under CC BY 2.0

Cataloging Correctly for Kids, 6th edition (CCK6)

- Practitioners and Experts
- Handbook
- Advice for:
  - Seasoned catalogers who are new to (or uncomfortable with) children's resources
  - Seasoned children's librarians who are new to (or uncomfortable with) cataloging

"Duck Learning to Tell Time" by Kathy Cassidy is licensed under CC BY-NC-SA 2.0

Chapters on:

- Copy cataloging
- CIP (Cataloging in Publication)
- Nonbook materials
- RDA (Resource Description and Access)
- Authority work
- Subject headings
- Sears Subject headings
- Dewey
- Children's materials in academic libraries
- Non-English materials
- How children search
- The future

Back-of-the-book resources

- MARC format
- Bibliography of cataloging resources
- Glossary

"Children's DIY Embroidery Kit" by Hey Paul Studios is licensed under CC BY 2.0

Editor's hopes

- CCK6 will provide philosophical cataloging concepts
- CCK6 will provide technical instruction (resources)

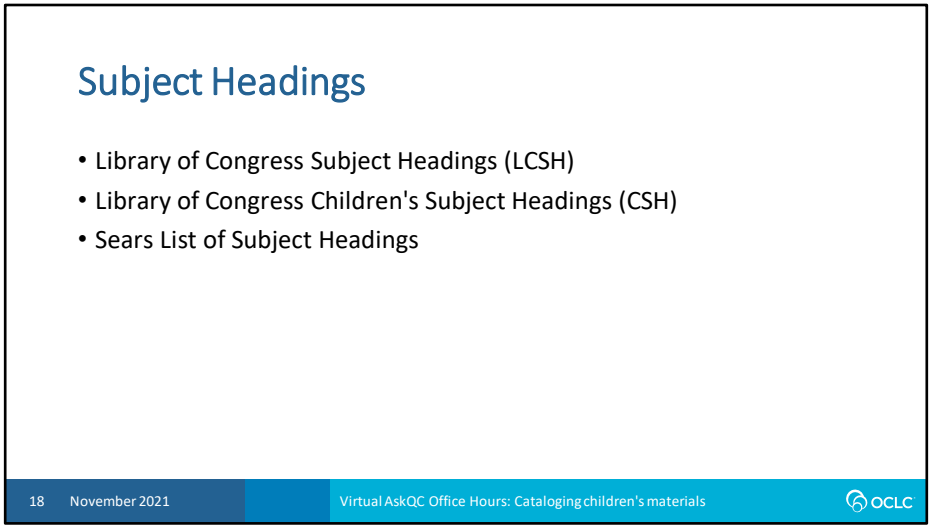
- Allow users to build a basic cataloging record
- Allow users to add discovery pieces that will showcase children's concepts

- Allow users to evaluate copy cataloging records

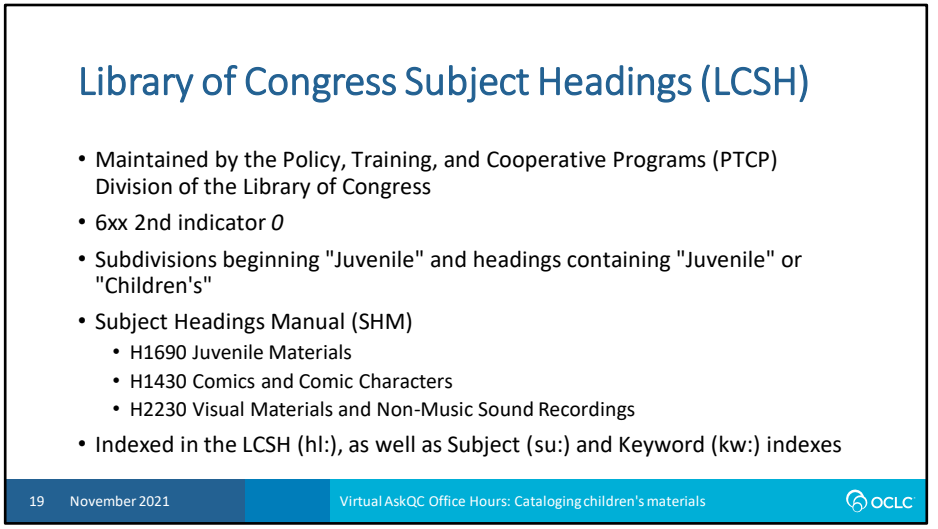
Subject Headings

Bryan Baldus

Consulting Database Specialist



Hello. I'm Bryan Baldus, and I will be discussing subject headings used for cataloging children's materials. Three thesauri most commonly-used for providing English language subject access to children's materials are Library of Congress Subject Headings (LCSH), Library of Congress Children's Subject Headings (CSH), and Sears List of Subject Headings.



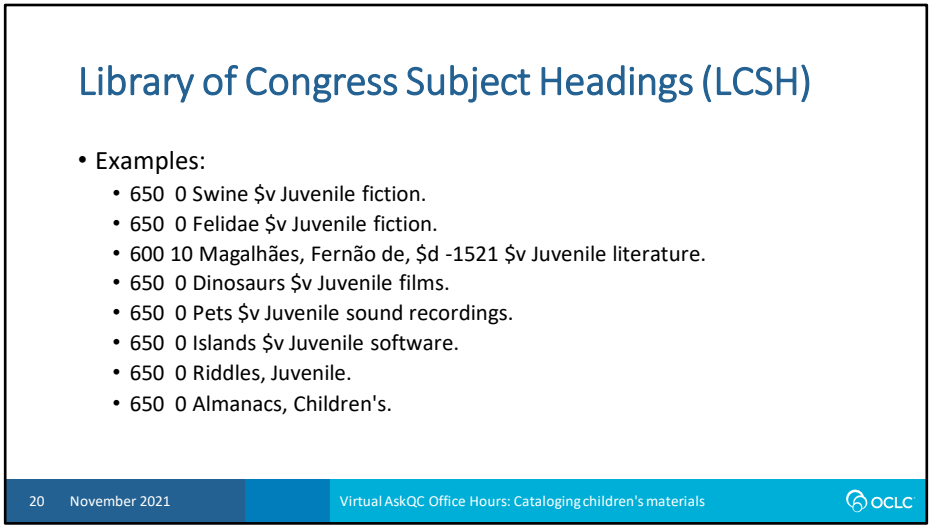
Most of you are probably familiar with Library of Congress Subject Headings (LCSH), maintained by the Policy, Training, and Cooperative Programs (PTCP) Division of the Library of Congress. LCSH is well-suited for use in a general catalog, serving a wide variety of users of all ages, as well as for catalogs aimed at adult users rather than children.

Resources intended for children may be identified by the presence of form subdivisions beginning with "Juvenile", such as "Juvenile literature", "Juvenile fiction", "Juvenile films", "Juvenile drama", etc. These subdivisions may then be used to help users include or exclude resources based on their intended audience. In addition to these "Juvenile" subdivisions, in a few cases, special headings or subdivisions have been established containing the word "Children's" or "Juvenile". Examples include "Children's encyclopedias and dictionaries", "Dictionaries, Juvenile", etc.

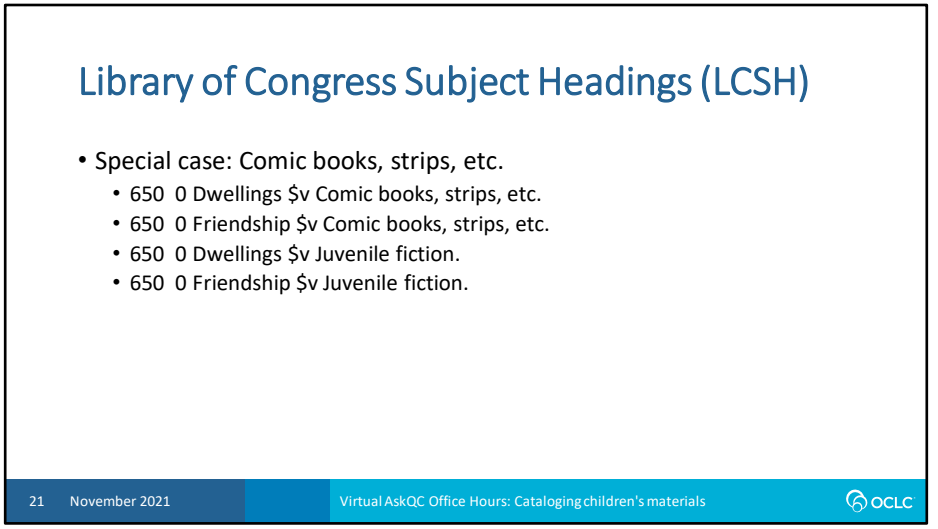
Guidance on assigning LCSH to children's materials may be found in the Subject Headings Manual (SHM) H1690, "Juvenile Materials". SHM H1430, "Comics and Comic Characters", describes a special case. The form subdivision Comic books, strips, etc. is to be used alone, without adding or interposing other form subdivisions. For juvenile works, an additional heading is added subdivided by either "Juvenile literature" or "Juvenile fiction". Another special case is given in H2230, "Visual Materials and Non-Music Sound Recordings", where rule 4a., for "Fiction films", says to "Assign topical

headings with the subdivision --Drama (or, in the case of juvenile fiction films, the subdivisions --Juvenile films) ..."

When searching WorldCat for bibliographic records using a heading from LCSH, the LCSH (or, "hl:") index may be used to limit the search only to LCSH. In addition, Subject (or, "su:") and Keyword (or, "kw:") indexes may be used for a broader set of results.

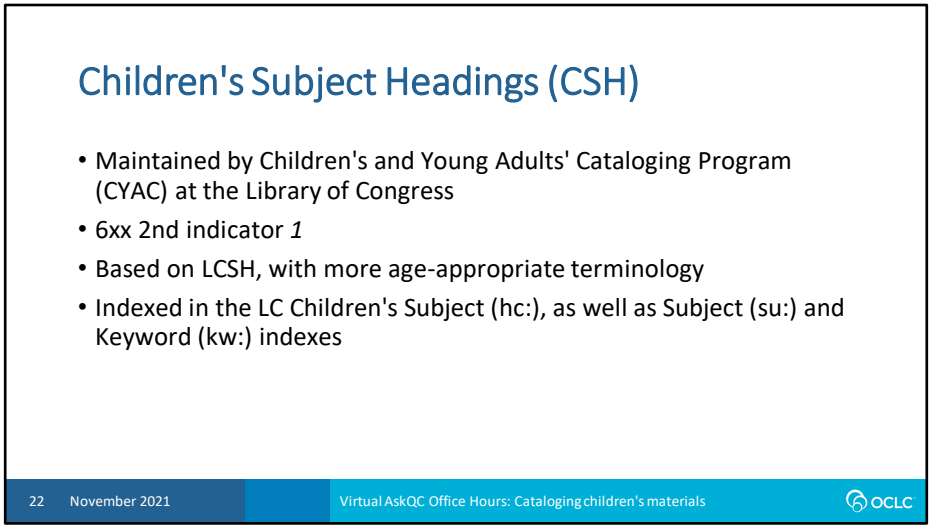


This slide shows several examples of LCSH headings used for children's materials. Note that for the headings with "Juvenile films", "Juvenile sound recordings", and "Juvenile software", until August 2021, the resource to which those have been assigned may have been either fictional or non-fiction. In August 2021, LC updated SHM H1095 "Free-Floating Subdivisions" to reflect the revised definitions found in the form subdivision records for "Juvenile films", which is now used for "nonfiction films produced especially for children", and for "Juvenile drama", which is now used "as a form subdivision under names of countries, cities, etc., names of individual persons and corporate bodies, and under classes of persons, ethnic groups, names of deities and mythological or legendary figures, individual and groups of fictitious and legendary characters, and topical headings for fiction films produced especially for children."



As mentioned earlier, H1430, Comics and Comic Characters, presents a special case. According to rule 1.a.(4), "When using --Comic books, strips, etc. as a form subdivision, do not add or interpose other form subdivisions. The form subdivision --Comic books, strips, etc. denotes both fiction and non-fiction works. For juvenile works, assign an additional heading subdivided by --Juvenile literature (for nonfiction works) or --Juvenile fiction."

So, as we see in the example, Dwellings and Friendship have been doubled, with separate headings for "Comic books, strips, etc." alone and "Juvenile fiction" alone.



Library of Congress Children's Subject Headings, formerly known as "Library of Congress Annotated Card", or "LCAC" headings, are maintained by the Children's and Young Adults' Cataloging Program (CYAC) at the Library of Congress. LC started the Annotated Card program in 1965, with the purpose of providing "a more appropriate and in-depth subject treatment of juvenile titles and to offer easier subject access to those materials. This was accomplished chiefly through a more liberal application of the subject headings in LCSH. In some cases the rules for application were changed and headings were simplified; in a few instances headings were created where none had previously existed."* The first edition of Subject Headings for Children's Literature was published in 1969. Departures from LCSH were to be "guided by the headings in the Sears List of Subject Headings (Sears), the advice of the ALA/RTSD/CCS Cataloging of Children's Materials Committee, and the needs of children's libraries as articulated by authorities in the field"*

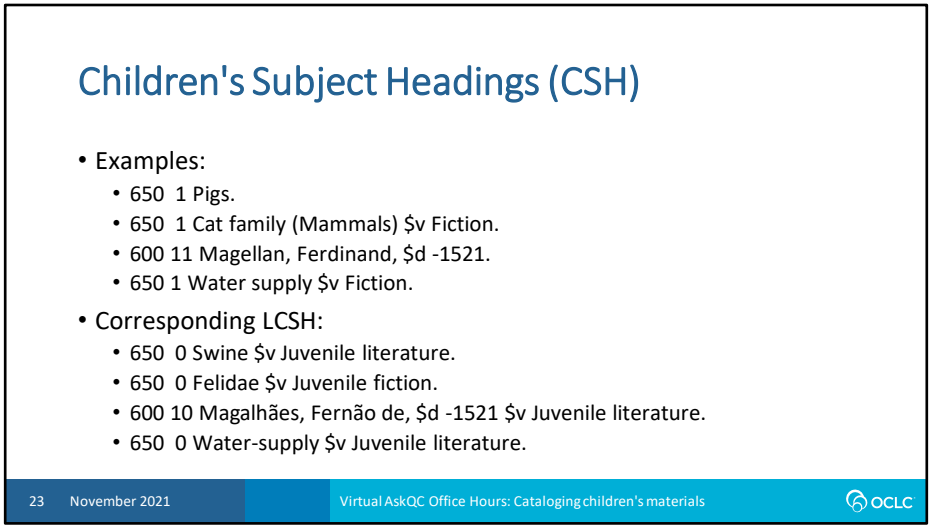
When the program started, LC provided AC headings for both fiction and non-fiction. Currently, CYAC focuses on providing access for children's and young adults' fiction.

Authority records were created for the AC headings in 1996, and new and revised children's subject headings are now distributed as part of the weekly MARC distribution service for subject authorities. In July 2021, more than 11,500 CSH

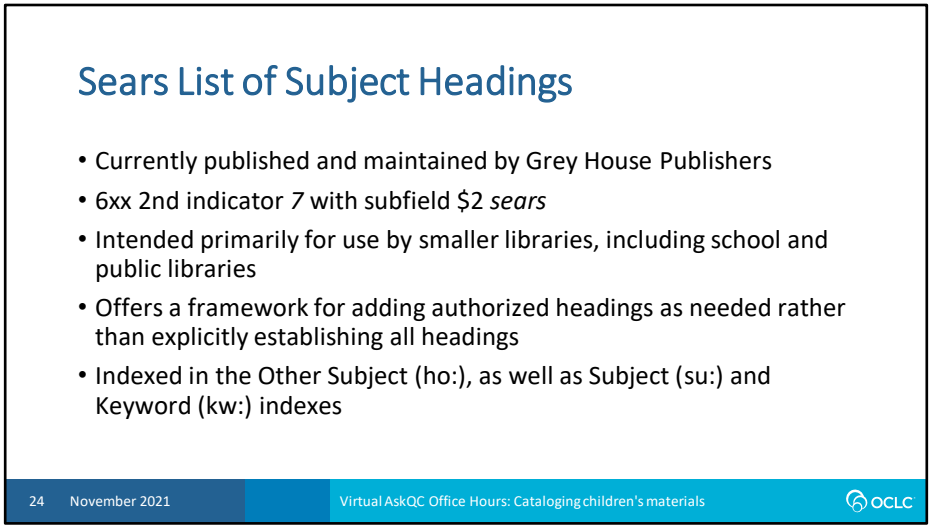
records were added to the LC authority file, derived from records for the corresponding LCSH heading, and based on usage in LC bibliographic records. Prior to the creation of these machine-derived records, they were stored on cards.

*(https://www.loc.gov/aba/publications/FreeCYAC/LCSH43-CSH-intro.pdf)

When searching WorldCat for bibliographic records using a heading from CSH, the LC Children's Subject (or, "hc:") index may be used to limit the search only to LC Children's Subject Headings. In addition, Subject (or, "su:") and Keyword (or, "kw:") indexes may be used for a broader set of results.



This slide shows several examples of Children's Subject Headings, followed by a corresponding LCSH that would be used for the same topic. Note that the first, Pigs, would be used for both or either of the LCSH terms, "Swine" and "Piglets".



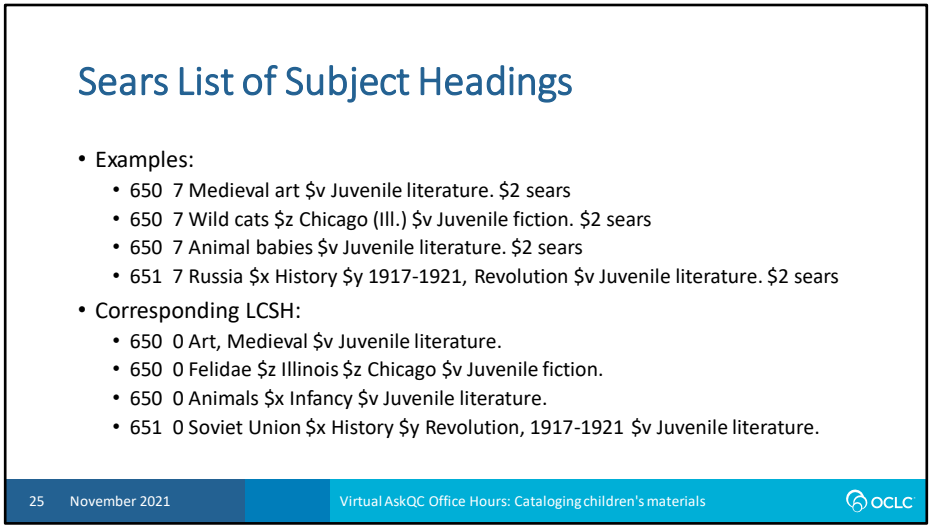
Sears List of Subject Headings was first prepared by Minnie Earl Sears and first published by H.W. Wilson in 1923, as the *List of Subject Headings for Small Libraries.* It was "based on the headings used by nine small libraries that were known to be well cataloged"*. In 2018, Grey House Publishing acquired the Sears List of Subject Headings and published the 22nd edition.

*https://searslistofsubjectheadings.com/page/frontmatter#history.

According to a section, "Headings to be Added by the Cataloger", "Sears is not intended to be a complete list of subject headings but only a list of many of the most commonly used headings and a pattern for creating other headings as needed"**. Among the types of headings to be added as needed are types of: common things, plants and animals, chemicals and minerals, enterprises and industries; names of political jurisdictions; groups of states, groups of countries, alliances, etc., names of geographic features; personal names; corporate names; and uniform titles.

**21st edition, page xlii, ""Headings to be Added by the Cataloger"

When searching WorldCat for bibliographic records using a heading from Sears, the Other Subject ("ho:") index may be used to limit the search only to Sears by including the term "sears" as part of the query. In addition, Subject (or, "su:") and Keyword (or, "kw:") indexes may be used for a broader set of results.



This slide shows several examples of Sears Subject Headings, followed by a corresponding LCSH that would be used for the same topic. The examples are from the 21st edition.

In the first example, "Medieval art" is established in Sears using the direct form of entry while the LCSH is established in its inverted form.

In the second example, Sears uses the more popular term, "Wild cats", while LCSH uses the scientific name for the family. In addition, Sears uses direct geographic subdivision, with a single subfield $z, while LCSH subdivides geographically using the indirect form, which interposes the name of the country or state between the topical subject and the smaller place. Note that only a few geographic headings are explicitly established in Sears.

In the third example, the Sears editors chose to use a single phrase, "Animal babies" rather than subdividing "Animals" by "Infancy".

The fourth example highlights a change made in the 20th edition: prior to that change, Sears, like LC, had 3 separate

headings, Russia, Soviet Union, and Russia (Federation). With the 20th edition, those 3 have been condensed into "Russia".

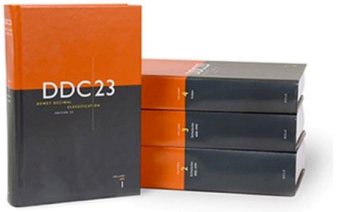
Dewey Decimal Classification (DDC)

Alex Kyrios

Senior Editor, Dewey Decimal Classification

DDC products

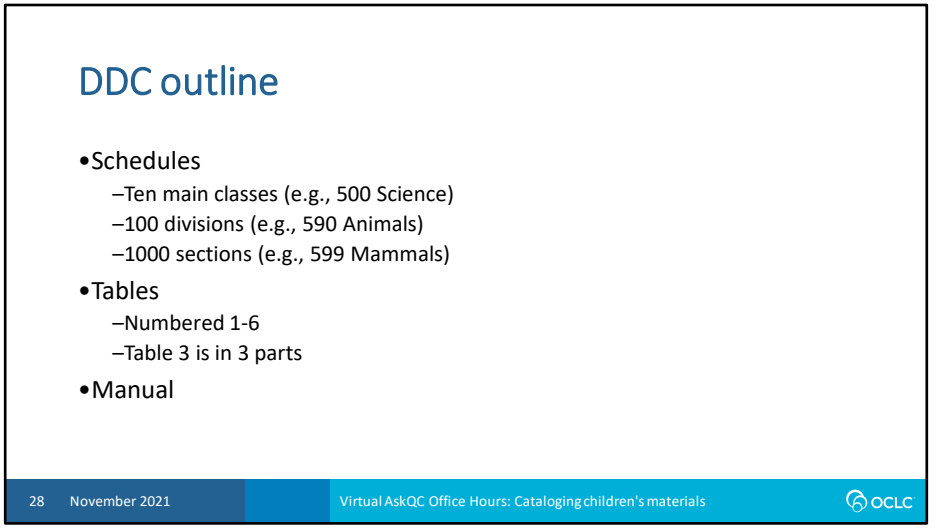
- Since 2011, electronic access via WebDewey
- 23 printed editions
- 15 abridged editions
- Annual print-on-demand (POD) versions



In 2011, OCLC published Edition 23, the last printed edition of the DDC, but that doesn't mean the work is over. Since 2011, the system has instead been continuously revised via WebDewey.

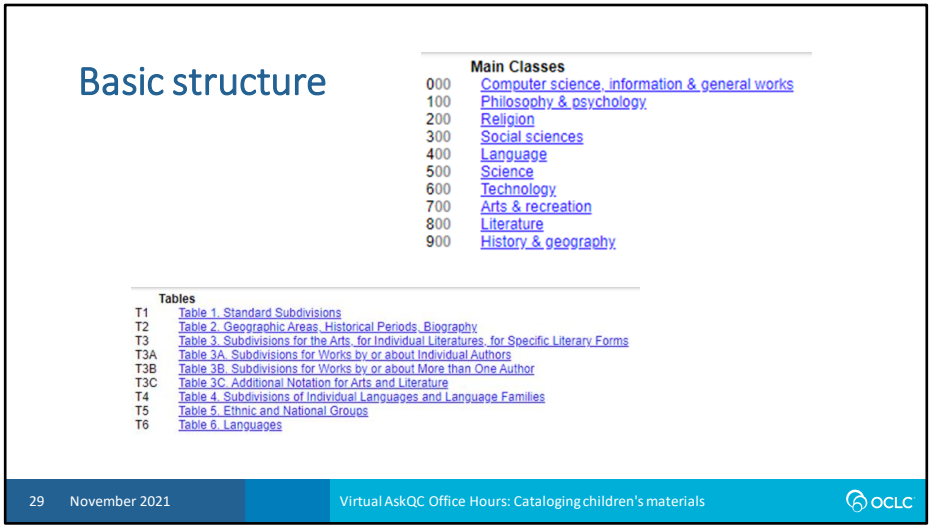
For many years, after the publication of an edition, the editors would prepare an abridged edition, which compressed the whole classification into a single volume. These were primarily intended for small libraries. The last of those, Abridged 15, was published in 2012, and was an abridgement of Edition 23. While there is no longer a separate abridged edition, WebDewey gives you the option to view segmentation marks, which show where to cut off a number if you want to use abridged classification in your library.

WebDewey goes beyond even the full printed editions. There are thousands of additional built numbers, history notes, and index terms. Still, I know sometimes it's easier to view things in print. Since 2018, we have produced annual print-on-demand versions of the classification, similar to a "snapshot" of WebDewey. If you would like a more up-to-date version of the classification in print you can refer to, these can be ordered.



The three main elements of the whole DDC are the schedules, tables, and Manual. The schedules are organized by the ten main classes. Each of those has ten divisions, and each division has 10 sections, for a total of 1000 three-digit numbers. As you add numbers, you go from broader topics to narrower as you add numbers.

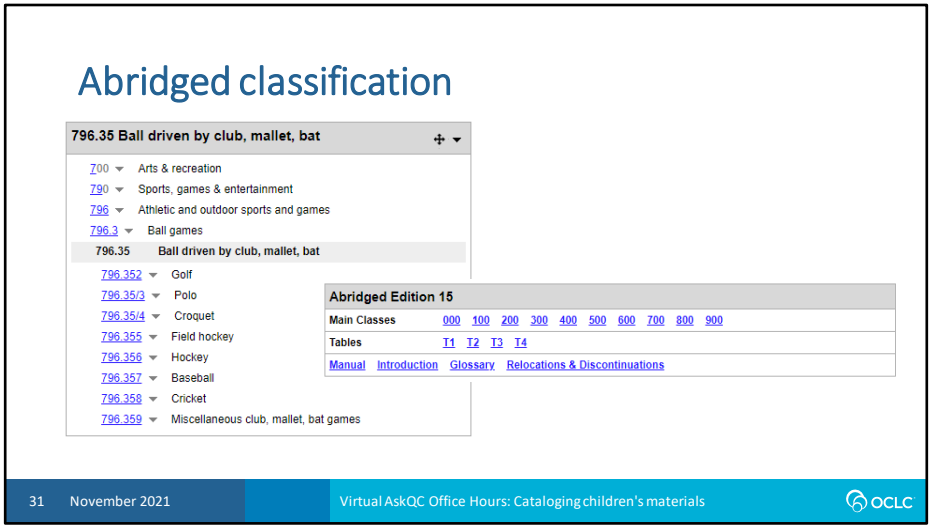
The tables give notation that can be added to base numbers in the number-building process. The Manual gives longer notes on usage of particular numbers, and guidance on when you should use one number vs. another.



You can see the ten main classes, numbered 0 through 9, as well as the six tables. Table notation is never used alone—just in the number-building process.

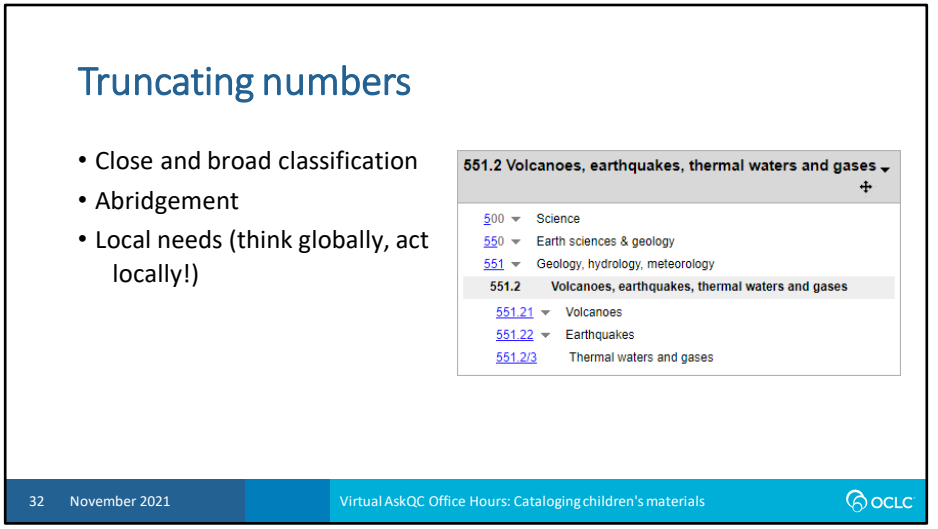
In the DDC, classification is based on discipline. It may not be enough to know a work is *about*, for example, turkeys. Works on raising turkeys on a farm, scientific study of turkeys, and eating turkeys would all have different numbers. In many cases, though, there are notes telling you where to class interdisciplinary or comprehensive works, which cover multiple aspects of a topic.

WebDewey supports a variety of advanced searching and browsing techniques, or just simple keyword searching. Here's an example of an individual number in WebDewey, 750 Painting and paintings. In the top box, you can see its position in the hierarchy, going up to the main class at the top, with child records below. In the notes box, you'll find instructions about what sort of works class at this number, some notes directing you to other numbers for related topics, and in this case, a table of preference that helps you decide between numbers. Where appropriate, the other numbers mentioned in these notes also function as hyperlinks to the WebDewey record for those numbers (in the live WebDewey environment).



Some libraries that serve children may used abridged classification, intended for smaller collections. Once published as a separate product, abridged notation is now accessible directly through WebDewey. In this example from the sports section, you can see the numbers for polo and croquet have slashes, called segmentation marks, showing where you can truncate those numbers if you want to use abridged classification. Numbers without segmentation marks don't get truncated at all.

Especially if you're a previous user of the printed abridged editions, WebDewey includes PDF versions of the last one, Abridged 15, at no extra cost.



There’s no real limit as to how long a DDC number can be. While there are always exactly three numbers to the left of the decimal, some numbers can get very long in digits to the right. In a MARC record, especially in a shared catalog like WorldCat, provide the most accurate DDC number possible, regardless of length or other considerations. But the employees of a library best know their own users.

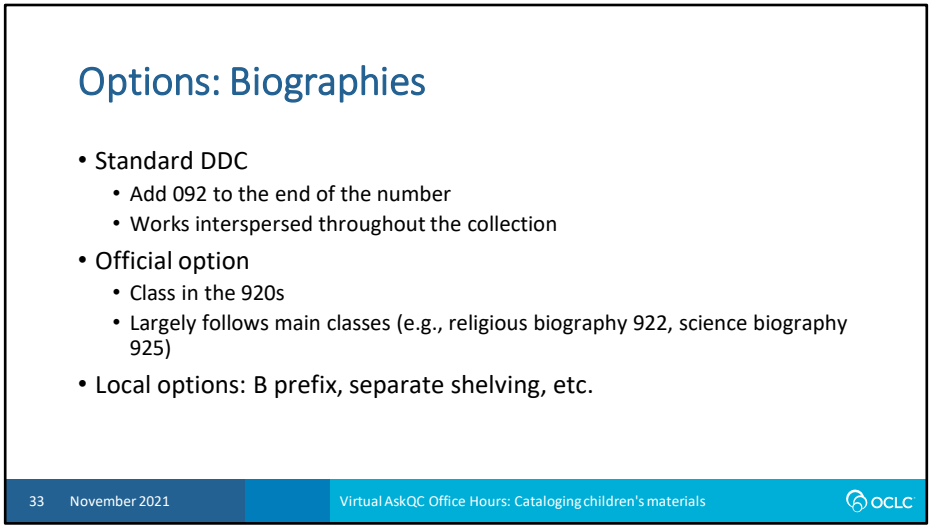
Thus, "think globally, act locally". Consider your colleagues in libraries around the world, and assume they want standard DDC as a baseline, but act locally in adapting the system for your needs. And if you make a change that you think really does improve upon standard DDC, and that everyone can benefit from it, contact the editorial team at dewey@oclc.org to share the suggestion. There are no "Dewey police". Whether you want to ignore other rules or give local notation, consider that a tool in your toolbox. Most end users will have little or no knowledge of the DDC themselves, and don’t really need to.

Shorter numbers are often desired by libraries, but sometimes, especially with built numbers, DDC numbers get pretty long. There are a few ways you can trim numbers for length. First is the idea of close and broad classification. Close classification is really the default, the idea of assigning the most specific number you can to a subject. Broad

classification is an approach that's happy to use broader numbers for concepts. If you class a work on volcanoes at the broadest possible number for science, that really isn't wrong per se. And sometimes it's best to stay at a broader number or subject heading, especially if you're not sure which subdivision you'd continue down to.

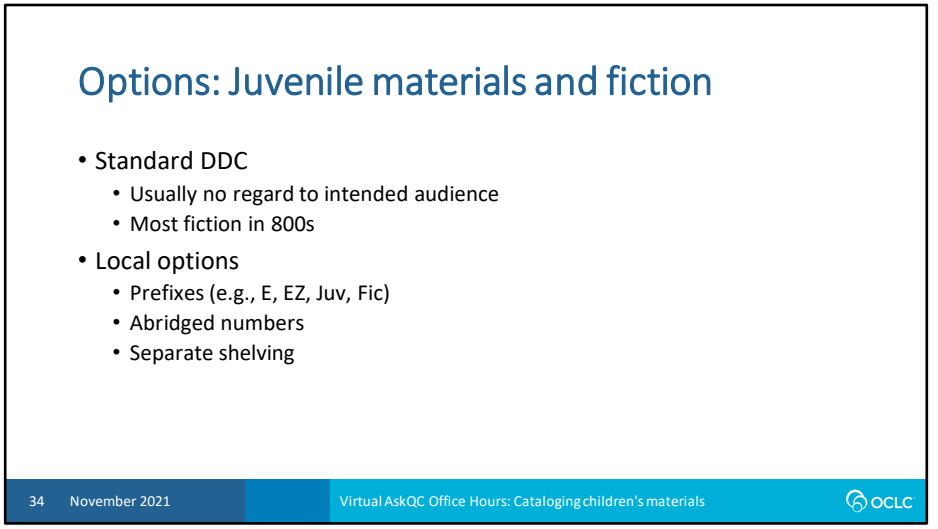
Here's another example of those slashes, or segmentation marks, in WebDewey numbers, showing you where a number should end if you're using abridged classification. No segmentation mark means the whole number is used. In this example, you can see the number 551.23 cuts off after the two. Since the numbers for volcanoes and earthquakes don't have these marks, the full numbers are used in abridged classification. Note that you can choose to show or hide the segmentation marks in your WebDewey preferences.

Finally, the segmentation marks represent logical places to truncate, but you may choose to use other criteria. It's not uncommon for a library to only go X digits past the decimal, in the interests of fitting neatly onto a spine label or for ease of use. Again, just use standard DDC in shared catalog records for the sake of your colleagues across the field.



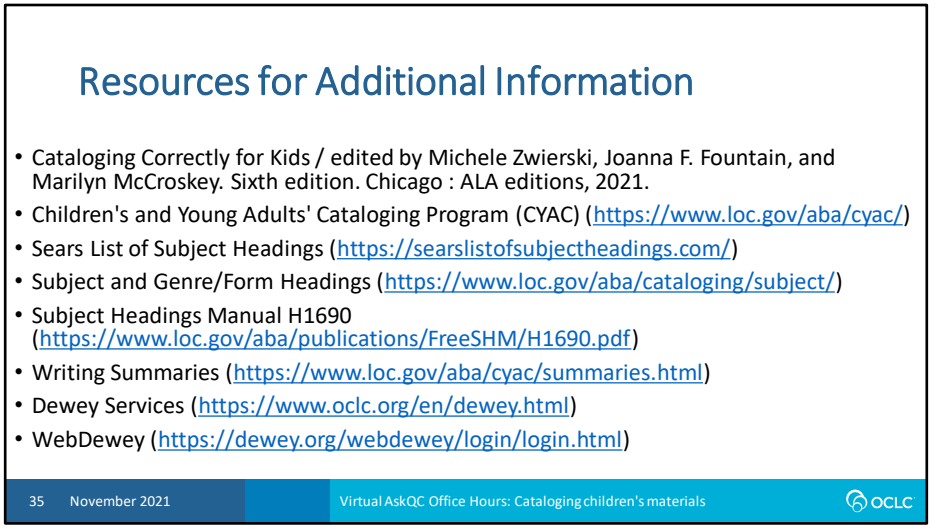
In standard classification, there isn't a single number for biography. Most biographies go throughout the schedules, based on subject area, with notation 092 from Table 1 added to the end. One of several official options (those given in the classification), is to instead use the 920s for individual biographies. Numbers in this option largely build from the main classes, such as 922 for religious biography, or 925 for science biography.

Another common practice is to give a prefix B for biography, or to just use a completely separate shelving system. Some libraries may shelve biographies based on the last name of their subject, with no classification number as such. Note that while prefixes are a common way of customizing a DDC number for local needs, standard DDC doesn't use prefixes, or letters at all, in notation.



You also may want to use local options for juvenile materials, also known as easy readers, or for fiction. Most standard DDC does not take intended audience into account, so many libraries again use prefixes, such as E, EZ, or Juv, especially when they shelve juvenile and adult materials separately.

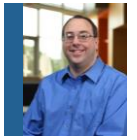
The DDC doesn't have a separate fiction section as such. Literature goes in the 800s, which often involves complicated number building. Some other fictional materials, like graphic novels or movies, may also have their own numbers elsewhere, usually in the 700s, with arts and recreation. Libraries commonly flag fiction with a Fic prefix, sometimes even in conjunction with full DDC numbers in the 800s.



If you are interested in learning more about cataloging children's materials, these resources may be useful.

On the call today

Charlene Morrison
Database Specialist



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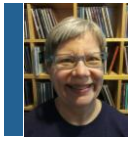
Alex Kyrios
Senior Editor, Dewey Decimal Classification



Michele Zwierski
Manager, Cataloging Services
Nassau Library System

Cynthia Whitacre
Senior Metadata Operations Manager

Robert Bremer
Senior Consulting Database Specialist

Thank you!

The Next Virtual AskQC Office Hours
TBD

Registration and session links available at oc.lc/askqc

Send cataloging policy questions at any time to askqc@oclc.org

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