

SIXTH
EDITION

CATALOGING CORRECTLY FOR KIDS

An Introduction to the Tools and Practices

EDITED BY

**Michele Zwierski, Joanna F. Fountain,
AND Marilyn McCroskey**

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INTRODUCTION

Welcome to the sixth edition of *Cataloging Correctly for Kids: An Introduction to the Tools and Practices*. When this handbook was originally published in 1989, the majority of library services were firmly centered around collections that were mostly print. Library collections for children, however, even before 1989, included materials (especially those in schools) that were filled with cutting-edge nonprint materials. Traditional library collections began to expand and change, adding new formats and embracing new technology. The cataloging world changed too, transforming rules to accommodate this ever-expanding world of library materials. Everything changes, but our mission as cataloging librarians remains the same as it was in 1989: to provide consistent, accurate, rich data for discovery.

Children's library materials are used by children, educators, and parents. What are the needs of these diverse user groups? Children might want to read a good book; educators might need topical resources for specific grade and/or reading levels; parents might be looking for materials to expand learning and enjoyment for their child. All these expectations (and more) can be met with a thoughtfully crafted bibliographic record.

The steps in quality cataloging involve many complex rules and decisions, so we have provided targeted chapters that explain rules and processes and the logic behind them. We hope to present basic cataloging concepts to you in a simple, practical way.

To build a library catalog, use the understanding you already have of the needs of your users. A catalog, under some circumstances, will be the surrogate for you, the live librarian. It is important to consider these basic informational

needs when cataloging each item. Reality, however, can thwart good intentions. Inadequate staffing, funding, and scheduling all can push any librarian to allocate little or no time to cataloging.

Each chapter in this book includes time-saving suggestions and low- or no-cost tools. Our authors have created many cataloging records and are experts in creating the best record as efficiently and economically as possible.

As a provider of library services to children, you already know how your community asks for materials. All your experience can be translated and crafted into rich bibliographic records. Cataloging is but one of the skills you can add to your own library toolkit. Let the catalog lead your users to the materials you have carefully selected for them.

We hope that this new edition of *Cataloging Correctly for Kids* will be of service to you in your mission to ignite the curiosity and joy that resides in your users.

Library services and library catalogs have become even more important during times of shelter-in-place and work-from-home. If a library is closed to patrons, there is no physical browsing of the collection. The online catalog is the only way to know what a library owns and the only way to request materials for circulation. All librarians need to know more about how material is cataloged in order to use the online catalog successfully.

I would like to thank all the contributors. A special thanks to the Cataloging of Children's Materials Committee, a long-standing committee of the American Library Association. For many years, this group of librarians championed the specific cataloging needs of children's materials on the international cataloging stage. The committee is also responsible for promoting and producing all editions of *Cataloging Correctly for Kids*.

Thank you to Joanna Fountain and Marilyn McCroskey for their masterful editorial skills and their uncanny ability to keep me focused and inspired during this project.

—MICHELE ZWIERSKI, FALL 2020

COPY CATALOGING CORRECTLY

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Copy cataloging is the process of adapting another library's existing bibliographic record for local use. It is considered to be more cost-effective and requires less training than original cataloging. However, copy cataloging requires the knowledge of the following:

- where to find bibliographic records to copy or adapt
- how to search for specific records
- how to match bibliographic records against the resource in hand
- how to import or download these records into the local library management system and determine that they have loaded properly
- how to edit bibliographic records according to current cataloging rules and with local practices in mind
- how to add holdings and item information in the local library management system

This chapter will cover all the above except for procedures that require specific knowledge of a local library management system. We cannot explore every scenario for the various local setups of library management systems, bibliographic utilities, vendor interfaces, internet connections, and computer

hardware, so where the information in this chapter is too general, we recommend seeking out the assistance of colleagues, vendor representatives, systems administrators, or IT professionals, or searching the internet for support.

SOURCES OF BIBLIOGRAPHIC RECORDS

Bibliographic records can be found in many places on the internet and on the title page verso of many printed books. However, a viewable record is not necessarily a downloadable record, especially if one does not have access—usually by subscription—to the database. Nonetheless, bibliographic information that is only viewable is still useful to a resourceful cataloger. The following is a list of sources for bibliographic records.

Shared catalogs. When a library shares its integrated library management system with other libraries—perhaps as part of a consortium, school district, or public library system—and finds a bibliographic record in the shared catalog that matches the resource in hand, the member library can attach its holding and item information to the communal bibliographic record.

The Library of Congress (LC). The catalog of the Library of Congress (<https://catalog.loc.gov>) is freely available online. Bibliographic records may be displayed with MARC tags, saved in text or MARC 21 format, downloaded in MARCXML or MODS formats, or exported using the Z39.50 protocol by following instructions on the LC website. It is important to remember that although LC is the de facto national library of the United States, it does not necessarily collect all juvenile or curricular material found in school, public, or curriculum libraries. Within LC, the Children's and Young Adults' Cataloging (CYAC) Program (previously the Annotated Card or AC Program) assigns LC's children's subject headings to juvenile fiction. Most juvenile nonfiction is no longer under its purview and is cataloged in other sections.

CIP data. Another source of copy cataloging, also from LC, is the cataloging-in-publication (CIP) information that is usually printed on the verso of a book's title page. Printed CIP information resembled a catalog card until 2015, when the CIP data block was redesigned to include labels and to accommodate both print and electronic resource data elements. CIP information, which should also be available in LC's online catalog, can be manually entered into a local database. Because CIP data is created before a book is published, it might contain incorrect information (e.g., if the title changes) or incomplete information (because full publication information and pagination are usually unknown until publication).

Bibliographic utilities. OCLC (<https://www.oclc.org/en/cataloging-subscription.html>), SkyRiver (www.theskyriver.com), and BookWhere (www.bookwhere.net) are examples of fee-based bibliographic utilities. By subscribing to a bibliographic utility, a member library can export bibliographic records directly to its local catalog. WorldCat (<https://www.worldcat.org>) allows users to search OCLC's database and view or copy from records freely, although bibliographic records cannot be downloaded without an OCLC membership. These bibliographic records are especially useful for verifying or finding details while working with resources.

Outsourcing. In addition to providing access to high-quality records from many sources, including LC, vendors of MARC records may offer other services, such as authority control and labeling. Vendors that offer database services but do not provide the library resources themselves include Backstage Library Works, the Donohue Group, LAC Group, Marcive, and TLC (The Library Corporation). Many distributors, publishers, and book jobbers also provide MARC bibliographic records when libraries make purchases, but the cataloging quality depends on the source of the records. If a library decides to outsource its cataloging, it is still necessary to review the imported bibliographic records and to communicate with the vendors about the sources for its records as well as the library's requirements. Are both LC's *Children's Subject Headings* and Sears headings required? Is Dewey classification mandatory? Does the vendor follow the most current cataloging standards (Resource Description and Access, or RDA)? Are full or minimal records preferred?

Internet-accessible library catalogs. Every online, publicly accessible library catalog is a possible source of copy cataloging. One strategy for finding suitable copy cataloging records is to find a library with a similar collection, such as another school or a curriculum library at a university, and then use its records as the basis for bibliographic records in the local library management system. While searching other library catalogs, it will become clear which libraries provide reliable, relevant cataloging. Even though records cannot be directly exported from these publicly available catalogs, the data is still visible and may be copied and pasted into a local bibliographic record.

SEARCHING FOR BIBLIOGRAPHIC RECORDS

After finding a good source of bibliographic records for copy cataloging, it is necessary to learn to navigate its interface to find the best match for the

resource in hand. Help pages always have tips for improving searches and directions for using wildcards, truncation, and Boolean operators. Some database search engines ignore punctuation, including hyphens in ISBNs (International Standard Book Numbers), LCCNs (Library of Congress Control Numbers), and periods in acronyms and abbreviations. While the default keyword search may be adequate for most searches, at other times an advanced search or browsing (or left-anchored searches) is more effective.

Searching for numbers—ISBNs and LCCNs, specifically—is usually more reliable than searching with terms, but not all resources have ISBNs and LCCNs and not all bibliographic records include them. When searching for nonbook formats, other numbers, such as UPCs (Universal Product Codes) and distributor numbers, may be useful for DVDs, CDs, board games, kits, and similar formats. Sometimes when searching for a non-distinctive title, an advanced search, combining an author's name with a series title, for example, will be most effective. In addition, qualifiers or facets may be used to limit search results by format, publication date, and so forth.

MATCHING RECORDS WITH RESOURCES

Regardless of the specific search method used, it is necessary to determine whether the search results match the resource in hand by consulting a list of match criteria. Many libraries and consortiums have match criteria documentation, but if not, guidelines developed by others may be searched out and adopted. Ideally, a local copy of all policies, including match criteria documentation, is retained for future staff and to promote consistency within the catalog.

Two examples of match criteria documentation that may be adapted for local use are LC's *Copy Cataloging Manual* and OCLC's "When to Input a New Record." The former is a section of LC's *Descriptive Cataloging Manual* (DCM), which is available by subscription to the web-based service Cataloger's Desktop. This section of the DCM contains LC's procedures for selecting, importing, reviewing, and editing copy cataloging records. Some of the material is specific to LC's database, but many of the checklists can be adapted for local use.

Unlike LC's *Copy Cataloging Manual*, which is only available to those with a paid subscription to Cataloger's Desktop, "When to Input a New Record" is freely available online as a chapter in OCLC's online support document *Bibliographic Formats and Standards*. "When to Input a New Record" provides information to help catalogers determine when to use an existing OCLC record and when to input a new record into OCLC's database. The document addresses each MARC field, explaining whether the absence or presence of the field or differences between fields justifies the creation of a new record.

Even libraries that are not OCLC members may find this document useful as they develop their own match criteria.

Search the internet for more examples of match criteria documentation. Many libraries post documents outlining their technical services procedures. The Duke University Libraries has online copy cataloging documentation that nicely summarizes copy cataloging match criteria, stating that the bibliographic record must match the resource in form, content, and publisher. This involves the following MARC fields and subfields:

- Type of record (LDR/06)
- Title and statement of responsibility (245)
- Edition statement (250)
- Name of publisher (260 \$b or 264 \$b) and Date of publication (260 \$c or 264 \$c)
- Extent (300 \$a)
- Series statement (490)

Numeric identifiers such as ISBNs, UPCs, or distributor numbers can easily be included on this brief list, because, as noted before, they often provide reliable search results. In fact, the table at the end of this chapter, although presented as a list of MARC fields that need to be reviewed when checking and editing copy cataloging records, may also be used as the basis for creating match criteria documentation.

As the aforementioned Duke document points out, it might not be possible to match a bibliographic record and title page of a resource exactly because cataloging rules have changed over time. Under the earlier Anglo-American Cataloging Rules (AACR2), catalogers transcribed “first edition” as “1st ed.” and “Dr. Ruth K. Westheimer” as “Ruth K. Westheimer.” Currently, RDA instructs catalogers to transcribe information from various sources on the resource as it appears, although many catalogers still follow AACR2 practices for title capitalization and transcribing the statement of responsibility. Figure 1.1 is a brief, incomplete listing of some of the more noticeable changes between bibliographic records cataloged under AACR2 versus RDA.

Generally speaking, bibliographic records created using the cataloging standards established in RDA—which was released in 2010 but not widely implemented until 2013—are preferred over earlier records. RDA records should have a MARC field 040 \$e rda. Also, full records save time in the cataloging process because incomplete records require more editing. In records used for copy cataloging, if the Encoding Level (LDR/17, or character position 17 of the Leader field) is blank, then the record is fully cataloged. Two other commonly used codes are “3” for abbreviated level and “8” for pre-publication level. While abbreviated level records are usually created by publishers

FIGURE 1.1 | AACR2 versus RDA: Examples

Under AACR2	Under RDA
Presence of cataloger-supplied abbreviations	Do not supply abbreviations; do not abbreviate unless the abbreviation appears on the resource; transcribe what is seen
Application of more bracketed (cataloger-supplied or presumed) data	More sources of information are valid, so there is less bracketed data
Practice of “rule of three” limit for names in the statement of responsibility	Record all names in the statement of responsibility (this may affect MARC 100 and 700 fields)
Record publication data in MARC 260 field	Record publication data in MARC 264 field

or vendors, pre-publication (or CIP) level records originate from the Cataloging-in-Publication Program at the Library of Congress. Both types of bibliographic records are produced before the resource is published, so some MARC fields are incomplete or inaccurate. These records need to be edited once they are imported into the local library management system.

When looking for a bibliographic record to match the resource in hand, it is also important to be aware of different cataloging styles or preferences. A good example of this is the various ways to treat books published in a series. Series titles are important in juvenile fiction and nonfiction and in graphic novels.

Mike Maihack’s graphic novel series *Cleopatra in Space* has five volumes so far, with separate titles for each individual volume. Bibliographic records for volume #2, *The Thief and the Sword*, can appear several different ways, as shown in these abbreviated bibliographic records:

Record 1

245 10 \$a Cleopatra in space. \$n Book two, \$p The thief in space /
\$c Mike Maihack.
246 30 \$a Thief in space
264 #1 \$a New York, NY : \$b Graphix, an imprint of Scholastic, \$c 2015.
300 ## \$a 187 pages : \$b chiefly color illustrations ; \$c 24 cm.

Record 2

245 14 \$a The thief in space / \$c Mike Maihack.
264 #1 \$a New York, NY : \$b Graphix, an imprint of Scholastic, \$c 2015.
300 ## \$a 187 pages : \$b chiefly color illustrations ; \$c 24 cm.
490 0# \$a Cleopatra in space ; \$v book two

Record 3

- 245 10 \$a Cleopatra in space / \$c Mike Maihack.
- 264 #1 \$a New York, NY : \$b Graphix, an imprint of Scholastic, \$c 2014-
- 300 ## \$a volumes : \$b chiefly color illustrations ; \$c 24 cm.
- 505 1# \$a Book one. Target practice -- Book two. The thief in space -- Book three. Secret of the time tablets -- Book four. The golden lion -- Book five. Fallen empires
- 700 12 \$a Maihack, Mike. \$t Target practice.
- 700 12 \$a Maihack, Mike. \$t Thief in space.
- 700 12 \$a Maihack, Mike. \$t Secret of the time tablets.
- 700 12 \$a Maihack, Mike. \$t Golden lion.
- 700 12 \$a Maihack, Mike. \$t Fallen empires.

The first two abbreviated records are for the individual volume *The Thief in Space*, whereas the third is for the whole series *Cleopatra in Space*. The first record has the series title as the primary title, while the individual volume title is in MARC field 245 \$p and repeated in MARC field 246. (The first indicator “3” of MARC field 246 ensures that the individual volume title *The Thief in Space* is in the database’s title index and allows for left-anchored browse title searching.) In the second record, because the individual volume title is in MARC field 245, the series title is in MARC field 490, along with the volume designation “book two.” Because the first two records are for *The Thief in Space*, the publication information in MARC field 264 and physical description in MARC field 300 describe that individual volume.

The third record, however, encompasses the whole series, which is not yet complete. Therefore, the publication date in MARC field 264 \$c is left open, the physical description in MARC field 300 \$a simply says “volumes,” the contents note in MARC field 505 is incomplete and does not end in a period, and there are multiple MARC 700 fields for the individual titles (to provide access to the individual titles in the library database’s title index).

Which record is the best match for the resource in hand? In this case, all three records are a match for the resource *The Thief and the Sword*, but the better question is, which record is best for an individual library and collection? Which record will work best for librarians or patrons searching for titles in the catalog? Which record will work best for placing holds on individual titles or requesting items? If a library catalog contains the third bibliographic record, depending on the library management system, it may be harder for patrons to determine whether the library has an individual volume and place a hold on it. Because the third record collects all the individual volumes of *Cleopatra in Space* on one record, a patron will need to look at the holdings and item

records to see the availability of individual titles. While it may be easier for the cataloger to load a single record for the series and then add volumes as they are published, it may not be the best solution for patrons searching for individual titles in the series.

If a library already has a policy about cataloging series titles, then the choice of bibliographic record is simple. It will be harder if there is no written policy and all three types of records are already in the local catalog. Whatever decision is made, it is important to record it in a local policy document for the benefit of future staff.

ACQUIRING BIBLIOGRAPHIC RECORDS

If a library is part of a school district, library consortium, or public library system, then many of its copy cataloging records will likely come from a shared database. After searching for, matching, and selecting a bibliographic record from the database, one can add the local library's holdings information to the bibliographic record and then add the item for the resource in hand to the holdings record.

Libraries that are members of a bibliographic utility such as OCLC, SkyRiver, or BookWhere follow a similar process for locating bibliographic records and then importing them into their local library management systems.

As described earlier, sometimes one has to search other library catalogs to find a bibliographic record to match the resource in hand. If the cataloging module of one's library management system has the capability, or if one has access to Z39.50 software, one can search other libraries' online catalogs for copy cataloging records. The Z39.50 protocol is an international standard that allows for the search and retrieval of information from databases. Z39.50 software may be integrated into the library management system, allowing for searching OCLC or other library catalogs without leaving the local cataloging module interface. The software retrieves records from the external database and imports the bibliographic record into the local library management system for editing.

Separate Z39.50 client software is also available. Often settings can be adjusted or macros can be created so that search results from particular databases are prioritized, and preference is given to full records when importing records. For a list of free and commercial software and for more information about the Z39.50 standard, see the Library of Congress Network Development and MARC Standard Office's web page on Z39.50 (<https://www.loc.gov/z3950/agency/>).

Finally, copying and pasting can be a good solution if a different edition (e.g., the large-print version) of a resource is already in the local catalog. Some

consider this to be a form of copy cataloging, but in this instance a new bibliographic record is being created to match the item in hand.

EDITING BIBLIOGRAPHIC RECORDS

After importing bibliographic records into the local library management system, it is necessary to review and edit them. At the very least, it is important to make sure the correct record is downloaded and that a duplicate record is not imported or the wrong record is replaced. Uncorrected errors in copy cataloging can generate problems, including duplication of orders, the inability to find materials, and patron frustration. A patron might search the catalog for a fairy tale illustrated by a beloved artist, only to go to the shelf and discover a book with a different illustrator because the wrong record was linked to the library's resource. Or, what if someone requires a large-print book, but the library's copies cannot be found because large-print copies were added to the bibliographic record for regular-print editions?

In the fifth edition of *Cataloging Correctly for Kids* (2011), Deborah A. Fritz commented that many administrators do not want librarians to spend a lot of time editing records, writing, "Don't let them catch you doing it, but do it just the same." The implication is that, for some administrators, editing copy cataloging records is not an effective use of their librarians' time and effort. In a production-oriented environment where quantity is emphasized, accepting copy cataloging records "as-is" is preferred. Also, if the process is automated and records are batch loaded, then accepting records as-is is more efficient. After all, one of the underlying principles of copy cataloging is the assumption that all catalogers everywhere are following the same standards and are producing satisfactory bibliographic records.

At the same time, some editing is necessary. Section B13.2.1 of LC's *Copy Cataloging Manual* states that "LC copy cataloging focuses on accepting the cataloging of other libraries as much as possible, limiting changes to those judged 'egregious' ('egregious' in this context means data that are inaccurate, misleading, or result in denial of access)." Obvious errors like typos—which cause keyword search failures—should be corrected, and changes should be made to reflect differences in the resource in hand.

It is important to edit copy cataloging records if the modifications enhance the local record for the benefit of the patrons. For example, if the local copy of a resource has a sticker or emblem on the cover, indicating that the title is a Caldecott or Newbery Medal winner, then add a MARC field 586 awards note. Add name or title access entry points if they are missing, especially if they will help patrons find materials. To better serve patrons, it might be necessary to add data to the local record from the record for a different edition. If the local

record lacks *Children's Subject Headings* or Sears headings, a Dewey number, or a summary, one can search other bibliographic records for the missing information and add it to the local record.

As mentioned earlier, brief records created by vendors and pre-publication level records will need editing. At the very least, the physical description of the item will need to be added to the MARC 300 field. When searching for a misshelved book, it is helpful to know that it has 32 pages and is 28 cm tall, rather than 326 pages and 20 cm tall.

Libraries need to create and maintain documentation or a checklist for copy cataloging procedures, especially if there is a specialized collection or patron base that requires the application of many local policies. Figure 1.2

FIGURE 1.2 | Common MARC fields to review when copy cataloging

Name (OCLC Mnemonic)	MARC Field	Action
Type of record (Type)	LDR/06	Check that the code matches the description given in 300 \$a and the resource in hand. This field often generates the material type icon in OPACs. See <i>MARC 21 Format for Bibliographic Data for codes</i> .
Encoding level (ELvl)	LDR/17	Check for completeness of cataloging: blank for fully cataloged, "3" for abbreviated level, and "8" for prepublication level. See <i>MARC 21 Format for Bibliographic Data</i> for more codes.
Descriptive cataloging form (Desc)	LDR/18	Check for "i" (ISBD) for RDA records. Earlier records cataloged under AACR2 will be coded "a."
Type of date (DtSt)	008/06	Check that the code reflects the type of date in 264 (260 in AACR2 records).
Date 1 and Date 2 (Dates)	008/ 07-14	Check that the date(s) is (are) correct and agree with date(s) provided in 264 (or 260).
Place of publication (Ctry)	008/ 15-17	Check that the code reflects the place of publication on the resource and matches 264 (or 260) \$a. See the MARC Code List for Countries (https://www.loc.gov/marc/countries/).
Target audience (Audn)	008/22	For juvenile material, check that the code is "j." Other codes for children's materials are "a," "b," "c," and "d" for specific age and grade ranges.
Language (Lang)	008/ 35-37	Check that the code matches the language of the resource. See MARC Code List for Languages (https://www.loc.gov/marc/languages/).
ISBN	020	Check that the ISBN number matches the resource. This is important for distinguishing between editions.

Name (OCLC Mnemonic)	MARC Field	Action
Cataloging source	040	Check for \$b eng for English-language cataloging records and \$e rda for RDA cataloging. Check for “DLC” (Library of Congress) or another trusted source for records. See the MARC Code List for Organizations (https://www.loc.gov/marc/organizations/).
Authentication code	042	Check for “lc” (Library of Congress), “lcac” (LC CYAC Program), “lccopycat” (LC Copy Cataloging), or “pcc” (Program for Cooperative Cataloging). See the MARC Authentication Action Code List (https://www.loc.gov/standards/valuelist/marcauthen.html).
Library of Congress call number	050	Check that the call number fits into the local shelflist (if LC Classification is used).
Dewey Decimal classification number	082	Check for the presence of the Dewey number if the library uses Dewey Classification.
Main entry fields (Primary access points in RDA)	1xx	Check that the information matches the resource.
Title statement	245	Check that indicators are correct. The first indicator specifies whether a title added entry is made. A first indicator of “1” shows that a 1xx main entry is present and the title is indexed. A first indicator of “0” is used when the title is the primary access point or main entry. The second indicator specifies the number of characters that should be skipped in filing. For example, if the title begins with the article “an,” then the indicator should be “3” (two characters, one for each letter, and one character for the space).
Varying form of title	246	Add if needed or useful for increased access.
Edition statement	250	Check that the information matches the resource.
Production, publication, distribution, manufacture, and copyright notice	264 (260 in AACR2 records)	Check that the information matches the resource.
Physical description	300	Check that the information matches the resource. Check for “illustrations” in \$b if the resource is intended for children and has illustrations.
Content type	336	For print monographs, check for \$a text \$2 rdacontent.
Media type	337	For print monographs, check for \$a unmediated \$2 rdamedia.
Carrier type	338	For print monographs, check for \$a volume \$2 rdacarrier.
Series statement	490	Check that the information matches the resource. Series are often searched for and followed by avid child readers.

Name (OCLC Mnemonic)	MARC Field	Action
Summary, etc.	520	Check or supply if the resource is intended for children. Remember that this note also supplies terms for keyword searching.
Formatted contents note	505	Add chapter headings—especially for collections of literature—if needed or useful for increased access.
Subject access fields	6xx	Check the second indicator, which shows the source of the subject heading: “0” for LC Subject Headings, “1” for LC Children’s Subject Headings, and “7” (or “8” in some databases) with “\$2 sears” for Sears headings.
Added entry fields (Secondary access points in RDA)	7xx	Check or add access points for illustrators if the resource is intended for children. Add other contributors if needed or useful for increased access.
Series added entry	8xx	Check that the information matches authorized form found in authority files. Note that LC stopped creating and updating series authority records in 2006.

shows some of the MARC fields to review when checking and editing copy cataloging records. Note that the presence or absence of the following MARC fields, or differing data in the fields, does not mean a bibliographic record is not a match for the resource in hand. As mentioned before when discussing match criteria documentation, the critical fields are Type of record (MARC LDR/06), Title statement (MARC 245), Edition statement (MARC 250), Publication information (MARC 260 or 264), Physical description (MARC 300), and Series statement (MARC 490). Not all bibliographic records will have or need all of the MARC fields above.

CONCLUSION

Copy cataloging can be as simple or as intricate as desired, depending on available time, knowledge, and inclination. But regardless of whether one’s library is production-oriented, focusing on accepting as much copy cataloging as possible, or it wants to make sure every call number and subject heading is correct, it is most important for libraries to create and maintain documentation of their copy cataloging practices to maintain consistency in their local catalogs. What are the criteria for matching copy cataloging records to the resources in hand? What MARC fields need to be checked or added to improve accessibility? How can bibliographic records best help patrons?

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