VT Cataloging Round Table   February 25, 2025 1-2:00 PM

Recording link: https://youtu.be/rMBUSFEq17w?si=HYrIhmbo5C8a_RQc

Send questions, agenda items, other concerns: Lauren.Kelley@Vermont.gov

https://libraries.vermont.gov/services/cataloging-and-technical-services/resources-and-assistance-learn-about-cataloging

Notes:

2025 Round Tables: moving to 1 PM on Teams every other month!: February (1 PM), May (10 AM), August (1 PM), November (10 AM)

Spring and Fall 2025 have been added to Continuing Education Calendar (registration opens 4 weeks before first class)

Send in suggestions for C.E. future topics!

Introductions:

Name, library/location, what ILS you use!

Cataloging News or Resources to share:

OCLC Cataloging Community Meeting (Feb 12)

> Chloe Misorski and Bri Watson of The Queer Metadata Collective's Best Practices for Queer Metadata Document: https://zenodo.org/records/12745720

> West Virginia University Libraries and OCLC on "The Mothman properties: Linked data for West Virginia entities"

> OCLC Panel feat. American University of Sharjah (Member Merge Program participant): Deepening connections by turbocharging data with AI

> Panel: The power of e-holdings automations with OCLC and Sage Publishing

Library of Congress Subject Headings Updates:
https://www.loc.gov/aba/pcc/saco/cpsoed/cpsoeditorial.html?loclr=eashal

https://classweb.org/approved-subjects/2406.html?loclr=eashal

https://classweb.org/approved-subjects/2407.html?loclr=eashal

https://classweb.org/approved-subjects/2408.html

Tentative: https://classweb.org/tentative-subjects/2412a.html

CORE free webinars: https://connect.ala.org/core/find/free-recordings

Critcatenate Round Up: https://cataloginglab.org/category/critcatenate/

Library Resources & Technical Services Journal:

Keepin' it Inclusive: Inclusive Cataloging Scholarship of the 1990s by Tiffany Henry, Alyssa Nance (2024) https://journals.ala.org/index.php/lrts/article/view/8326

Text Mining Bibliographic Metadata for Inclusivity: Analyzing Most Frequent Words in Titles, Summaries, and Subjects by Janelle Bitter (2024) https://journals.ala.org/index.php/lrts/article/view/8329

Diversity, Equity, and Inclusion (DEI) in Metadata Networking Group of Illinois Toolkit

Conundrums:

"A question has come up in the Catamount Library Consortium about cataloging graphic novels and whether the series title should be in the 245 or the 490/8XX. The book that prompted this is Time to Party, ISBN 9780063039261, which is volume 2 of the D&D Dungeon Club. Some libraries have the 245 as Time to Party, and others have the 245 as D&D dungeon club with subfield p for Time to Party. It's my understanding that both are correct. The bigger question is what is best practice or factors to consider so we are consistent within our consortium about when to use the 245 for the series title or the volume title."

Typically, I would say if there's consistency to how it's laid out on the title page, that is how the 245 should be determined but if it changes book by book it's great to decide as a consortium what the uniform approach should be.

Something I wonder about is how patrons typically request the book: "I'm looking of the fourth magic tree house series book" vs "I'm looking for Pirates Past Noon."

The 490/8XX will definitely always want to get filled in uniformly (using the Next in a Series website or Goodreads can be good for that).

I see what you mean just from searching for that D&D title in the Z39.50 search - libraries across the nation seem to have this issue too it seems! (picture attached).

Another thought I have is how often are the 246 fields (alternate title) helping with this problem. I would default the 245 to how it appears on the title page and then use the 246 to supplement.

LoC's "scope note" for the 245 field does not mention anything that points directly to series name, in my reading of it:

"Title Statement field consists of the title proper and may also contain the general material designation (medium), remainder of title, other title information, the remainder of the title page transcription, and statement(s) of responsibility. The title proper includes the short title and alternative title, the numerical designation of a part/section and the name of a part/section."

"Helpful guides for cataloging Playaways?"

Detailed guide here: https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1022&context=olac-publications

Less detailed guide here: https://cmc.wp.musiclibraryassoc.org/wp-content/uploads/sites/5/2020/01/PlayawaysandRDA.pdf

"The content on the Playaway is cataloged rather than the device itself." Makes sense and is a basic thing but bears repeating when thinking about what needs to be represented in the MARC.

Blog post noted: The item is described in the 300 field as a "sound media player". Some libraries circulate playaways with the batteries, etc. and some do not. This is a local decision, so these items should not appear in the bib record but the bibliographic record must contain a MARC 538 field note stating "requires earphone and AAA battery" since this equipment is required for the operation of the item.

The rda 33X's field should be as follows:

336 spoken word‡bspw‡2rdacontent

337 audio‡bs‡2rdamedia

338 other‡bsz‡2rdacarrier

Listerv Questions:

Differentiating Books in Spanish

Colored spine tape

"SP" on the spine label

Specific shelf/section

"Are these bilingual books? If they are, it makes sense to integrate them with the rest of your materials. I would add a sticker. But if they are Spanish-language books, I would keep them together. In my previous library, we kept them all together in 460. That created a space for all of the Spanish-language materials, from board books to chapter books. Putting them in nonfiction was easiest for everyone."

"We have children's books in different languages here and we do distinguish them in two ways — one is that we have a "Language" shelf so they're all grouped together, and then we also use specific call numbers. For example, we have "JLang Spanish [Author's Last Name]", "JLang French [Author's Last Name]", and so on. It helps keep them grouped by language and so far has worked well for us."

"have SP (Spanish) followed by the call number and then we put an orange label protector on it. We shelve them right next to their English language counterpart."

Graphic Novel organization

"Years ago we stopped organizing them by the author's last name because it is the most popular section and students were not putting things back where they went. We currently have a system where we loosely organize them by subject. However, because the Graphic Novel collection is growing so quickly, we are thinking about moving them to a whole new area of the library and are considering the most effective way to shelve them so that kids find what they want and we can put them back in an orderly fashion"

"We currently have manga and graphic novels near one another, but separate, and everything ordered by author's last name. DC and Marvel are also separate"

"sections for graphic novels, graphic memoirs, graphic non-fiction, and manga separated out (but all neighboring each other)"

"7-12: I separate the Middle Grade and YA graphic novels. Near each other but in clearly marked sections. I also separate out graphic nonfiction from fiction."

"K-4: mostly by author under 741.5 in their own bookcase. I've redone some of the call numbers to help group and identify…I made a new 741.5 HIST for Historical fiction. BAB for Babysitters Club, RIO for Percy Jackson, SUP for superheroes, etc."

"preK-6: graphic novels in their own section up in the front of the library as they are also extremely popular. Call numbers are three lines long, GN first, 741.5 if fiction or accurate Dewey number if NF, then author. Series are shelved together even if they have different GN authors, by the original author's name (this mostly happens for GN adaptations, ie. MAR for Baby Sitters' Club, TAR for I Survived)."

"Call number prefix GN, then author's last name. Series together with one last name. Additionally, all graphic novel books have a spine label sticker. Nonfiction

books are still in nonfiction with their subject, but recognizable with a graphic novel spine label sticker. YA graphic novels are in the YA section with a graphic novel spine label sticker."

Biographies:

920 – For group biographies – how to include these in the larger Biographies section. Individuals are under B [SUBJECT LAST NAME].

"When possible, I put group biographies under the subject Dewey number (i.e. Hidden Figures is in the 520s)"

"I feel like there is an argument for both having a separate section and interfiling them with other non-fiction. By interfiling them folks looking for books on a specific topic might find a biography they wouldn't have normally sought out. By having them in their own section it makes them easier folks that only want to read biographies to browse. I don't think it is wrong either way it just depends on your community. I've seen some libraries that have them interfiled, but use a "Biography" sticker to help browsers."

.92 or .092 denotes a biography within the XXX classification ex. 792.092 for cinematographers

Interesting note: Library of Congress Classification doesn't have a biography class.

LibraryThing can be a good resource to see how many libraries have classified a certain book a certain way. Ex: https://www.librarything.com/work/21922460/classification

Successes:

Jill – Catamount Library Network has an agreed upon Cataloging Structure/Protocol (what fields do we fill out). Using Basecamp (one stop shop) for interaction and documents. "Project: Catalog Changes": When adding a "better" record (one record per one item (so only one set of ISBN: 10-digit ISBN/13 digit ISBN), take a screenshot of identified better record, and post title, MARC record number, and communicate that there's a new record in the catalog. This serves as to communicate that there may be a duplicate, but the new copy is better for a specific item. Ideally, older (or non-item specific) records will get phased out. This process is as it comes up – not mandating retrospective corrections be made.