A young child with light-colored hair is shown in profile, blowing bubbles. The background is a soft, greenish-yellow color with many bubbles of various sizes floating around. The child is wearing a blue top and a red scarf. The overall mood is joyful and whimsical.

# Cataloging for Children and Their Parents

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The goals of this talk will be to:

- Look at how children search the online catalog
- Look at how parents and educators search for children material
- Create the bibliographic record



## User patterns and attitudes of children

- Children love the online catalog
- Searching for them is an interactive game
- Young children need catalogs that are touch screen and have icons (images) to represent concepts or facets
- Older children conduct successful searches provided that the terminology in the subject headings matches the terminology that they use.

- Children express themselves in general terms
- Have not mastered facets or subject concepts such as fiction or non fiction
- Children tend think in verbs rather than nouns
- Role of a children's librarian is to teach the child user to become an independent searcher.

# Children search online catalogs

- Author
- Title
- Series
- Keyword and browse

# Adults search online catalog

- Keyword
- Subject
- Author/Title

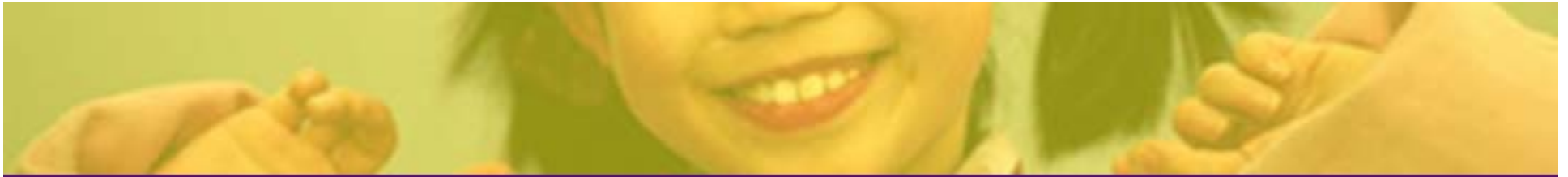
# Catalogs for everyone

- Card catalog was designed for the professional user
- Electronic catalogs allow us to provide simplified searching interfaces while performing complex search algorithms behind the scenes
- Even though the e-catalog is adaptable to various users; adult user needs are given priority.

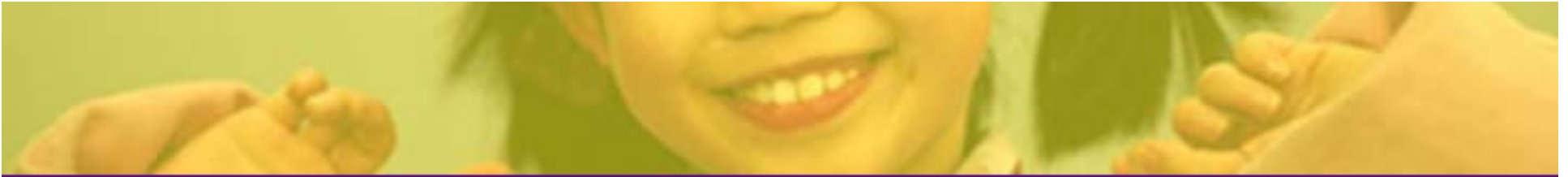


# Things to consider with an online catalog

- Identification of material (Description)
  - With keyword every word is an access point.
  - Am I giving the user enough information about an item for them to be able to make a decision prior to going to the stacks?



- Recall (Subject headings and indexing)  
Are my search terms pulling out ALL of the existing information in my library on a given topic.
- Precision  
How precisely do the results match the search?  
Are my results relevant to my search?

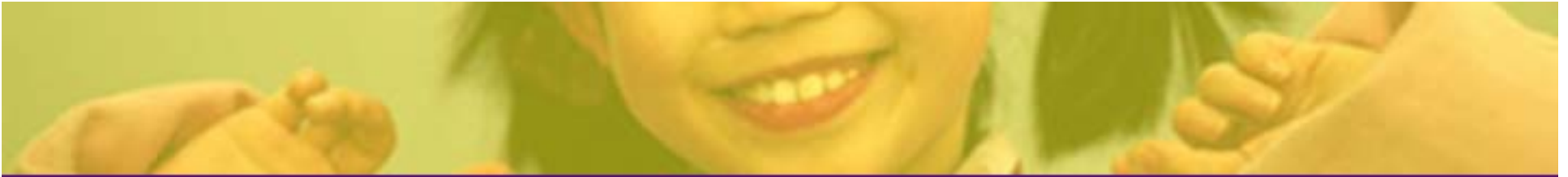


- Usability

What types of searches is my OPAC providing?

Is the display pleasing to the eye and organized that it makes sense to the user?

Does it include icons? (good for non English speakers or children)



What kind of technology is being used to interact with the PC?

Keyboard? (knowledge of spelling)

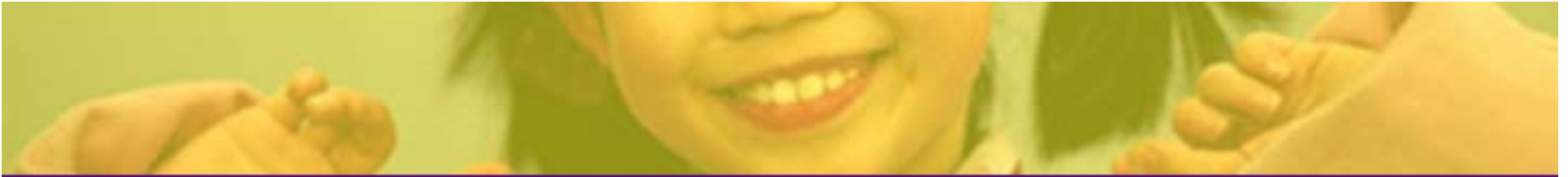
mouse? (point and click)

touch screen? (touch)

What is the navigation like?

Is it intuitive?

Will my users be lost with all of the clicking?



- Cost

Computer technology: the cost is up front.

Continuous commitment to funding  
How much of this can I afford?

# The Bibliographic Record

# Things to include when creating a juvenile bibliographic record

- Bibliographic information
- For fiction, include a summary
- Item's level of reading difficulty

- Simple subject headings
- Not the same need for objectivity as in adult literature records; however the need for consistency and uniformity remains.

# Fields used in juvenile records

010 Library of Congress Control Number

020 International Standard Book Number

*050 Library of Congress Call Number*

*082 Dewey Decimal Classification*

100 Main entry – Personal name

110 Main entry – Corporate name

130 Main entry – Uniform title

*245 Title : subtitle / statement of responsibility (author, illustrator, and translator)*

246 Variations on title

250 Edition statement

260 Publication and/or distribution; publication, copyright, or printing date

*300 Physical description (extent of the item, illustrations, and the size of the item)*

440 Traced series

490 Series on the book but is traced differently in the 830

500 General notes

*521 Target audience note [ curriculum enhanced MARC]*

505 Contents notes

*520 Summary note*

*526 Study program information note  
[curriculum enhanced MARC]*

546 Language note

*586 Awards note*

600 Subject heading – Personal name

650 Subject heading – Topical term

651 Subject heading – Geographic name

*655 Index term – Genre/Form term*

*658 Index term – Curriculum objective  
[curriculum enhanced MARC]*

700 Added entry – Personal name

710 Added entry – Corporate name

730 Added entry -- Uniform title

800 Series added entry – Personal  
name

830 Series added entry

856 *Electronic location and access*

Let's take an in-depth look

# Description

# Audience Code (Audn)

Books		Rec stat	c	Entered	20040304	Replaced	20050924
Type	a	ELvl		Srcce		Audn	b
BLvl	m	Form		Conf	0	Biog	
		Cont		GPub		LitF	1
Desc	a	lls	a	Fest	0	DtSt	s
						Dates	2004

010			2004047277
040			DLC #c DLC #d BAKER #d UKM
020			0735819203 (hc : alk. paper)
020			0735819211 (le : alk. paper)
041	1		eng #h ger
050	0	0	PZ7.D57335 #b Tk 2004
049			WVUA
100	1		Dierssen, Andreas.
240	1	0	Toddels tollster Freund. #l English
245	1	0	Timmy's new friend / #c Andreas Dierssen ; illustrated by Felix Scheinberger.

# OCLC's bibliographic formats & standards (FF:9)

## Audn Target Audience

Bytes	BKS, VIS, SCO, REC, COM: 008/22; 006/05
Input Standards	BKS, VIS, SCO, REC, COM: Optional. One-character code. Default: ⌀
Definition	
BKS, VIS, SCO, REC,	The intellectual level of the audience for which the item is intended.

When an item is appropriate for more than one target audience, use the code for the primary target audience. If the record has both reading grade and interest age information in field 521, code *Audn* for the interest age.

- ↳ **Unknown or unspecified.** The target audience for the item **not** known or **not** specified.
  - a **Preschool.** The item is intended for children, approximate ages 0–5 years.
  - b **Primary.** The item is intended for children, approximate ages 6–8 years.
  - c **Pre-adolescent.** The item is intended for young people, approximate ages 9–13 years.
  - d **Adolescent.** The item is intended for young people, approximate ages 14–17 years.
- 
- j **Juvenile.** The item is intended for children and young people, approximate ages 0–15 years. Use when a more specific code for the juvenile target audience is **not** desired.

## 245 Title / author; *translator* ; *illustrator*

- In children's fiction, the translator and illustrator are as important as the author and therefore traced as added entries.

# Rule 21.30K1 (ACR2 rev. 2002) tells us about translators:

## 21.30K1. Translators

LCRI

MARC

Make an added entry under the heading for a translator if the main entry is under the heading for a corporate body or under title.

If the main entry is under the heading for a person, make an added entry under the heading for a translator if:

- a) the translation is in verse
- or* b) the translation is important in its own right
- or* c) the work has been translated into the same language more than once
- or* d) the wording of the chief source of information of the item being catalogued implies that the translator is the author

# LC practice for translators:

*LC practice:* One of the five conditions in rule 21.30K1 for making an added entry for the translator of a work entered under a personal name heading is that "the translation is important in its own right." The Library of Congress applies this condition as follows: Make an added entry under the heading for the translator of a work of belles lettres when the name of the translator appears on the chief source of information of the item being cataloged. (*Note:* This policy is effective January 1994.)

# Rule 21.30K AACR2 tells us about illustrators:

## 21.30K2. Illustrators



Make an added entry under the heading for an illustrator if:

- a) the illustrator's name is given equal or greater prominence in the chief source of information of the item being catalogued to that of the person or corporate body named in the main entry heading
- or* b) the illustrations occupy half or more of the item
- or* c) the illustrations are considered to be an important feature of the work.

# LC practice for illustrators

*LC practice:* Make an added entry under the heading for an illustrator in all cases of resources intended for children.

(Make an added entry under the heading for an illustrator in all cases of resources intended for children.)

# OCLC # 54853029

100	1		Dierssen, Andreas.
240	1	0	Toddels tollster Freund. #l English
245	1	0	Timmy's new friend / #c Andreas Dierssen ; illustrated by Felix Scheinberger.
260			New York : #b North-South Books, #c 2004.
700	1		Scheinberger, Felix, #e ill.

# 300 Physical Description

What happens when the item is unnumbered?  
AACR2 rule 2.5B7 tells us:

If the pages or leaves of a volume are unnumbered and the number of pages or leaves is readily ascertainable, give the number in square brackets. If the number is not readily ascertainable, estimate the number of pages or leaves and give that estimated number without square brackets and preceded by *ca.*.

[93] p.

[55] leaves

ca. 600 p.

ca. 300 leaves

# LC practice for unnumbered books

## **Unpaged Books**

Except for rare books, do not follow the rule. Instead, record the extent statement as

1 v. (unpaged)

# However...

*N.B.* The Library of Congress applies the LCRI as written, which results in a reduction of data given in the bibliographic record. Other libraries may wish in certain or indeed in all cases to give the fuller data without this reduction. In this respect bibliographic records must be considered equally valid or "correct," no matter which of the two practices is followed. This policy is especially important in the context of LC's handling records originally created by other libraries when LC is using them in its own cataloging: the fuller data should be left "as is."

In the case of children's books,  
pages should be counted or  
approximated.

See handout for unnumbered  
works.

# 521 Target Audience Note (used for books in elementary school libraries; used for AV material in all libraries)

- Records the reading grade level
- Records the interest age level or interest grade level.

E.g.

521 0 3.1

[The reading level is for the first month of the third grade]

521 1 008-012

[ The item is of interest to those aged 8-12].

521 2 7 & up

[ The item is of interest to those in the seventh grade and up.]

521 2 K-3. #b Follet Library Book Co.

[ # b is the agency who assigned the level]

# General target audience notes

521 Junior high school through college students and adults.

[absence of indicators will generate the note: “audience:” (In OCLC WorldCat.) ]

# 520 Summary note

Since notes can be taken from any source, the summary can be taken from the book's abstract, publisher information, book review, or can be composed by the cataloger.

When cataloging for kids, keep the wording simple.

## Suggestion from Sweden:

In giving the summary of the book emphasize ***when and where the action takes place***. Also, what is ***desired emotional outcome*** of the book. Is it a funny story, sad story, interesting story, etc.

# Examples of summaries

520

Timmy, a little hare, learns tolerance and forgiveness when he plays ball with a boistrous bear cub.

- Would this terminology be appropriate for the child user?

“Timmy, the hare, learns how to be friends with a bear cub when playing ball in the forest.”

## Compare...

When Hello Kitty loses her new Easter bonnet before the big parade, Grandma White's old wicker basket provides a solution.

520

A father tells his child about the time that Frosty the snowman returned, just like he promised.

# 526 Study program information note

(used for school K-12 libraries)

Used primarily for formal curriculum-based study or reading programs.

Indicator “0” generates the display “Reading program:”

## Subfields

# a: program name

# b: Interest level

# c: Reading level

E.g.

526 0 Accelerated Reader/Advantage  
Learning Systems #b 5.0 #c 4.0

526 0 That's a fact, Jack! #b 5.5 #c 4.5

526 8 #i 2004 selection for: #a Happy  
Valley Reading Club

# 586 Awards Note

- Note about the awards associated with the item.

586 Caldecott Medal, 2004.

586 Newbery Medal, 2004.

# Subject headings

- Sears: Subject headings scheme for school (K-12) and small to medium size public libraries. [650 8]
- Library of Congress: Subject headings scheme for large sized public libraries and academic and research libraries. [650 0]
- AC subject headings, also known as, **juvenile subject headings** or **subject headings for children's literature**. This is basically LC for kids. Used in Academic Libraries that have a special children's collection and in public libraries. [650 1]

# OCLC no. 54500753

245 0 0 Frosty's new friends / #c based on the character and original song lyrics by Steve Nelson and Jack Rollins; illustrated by Richard Cowdrey.

260 New York : #b Grosset & Dunlap, #c [2004].

300 1 v. (unpaged) : #b col. ill. ; #c 32 cm.

520 A father tells his child about the time that Frosty the snowman returned, just like he promised.

650 1 Snowmen #v Fiction.

*AC subject heading*

650 0 Snowmen #v Juvenile fiction.

*LC subject heading*

# OCLC no. 6087747

100	1		Asher, Sandy.
245	1	0	Summer begins / #c Sandy Asher.
250			1st ed.
260			New York : #b Elsevier/Nelson Books, #c c1980.
300			173 p. ; #c 21 cm.
520			The controversy she creates at school, her mother's strange behavior, and her sudden friendship with her best friend's secret love leaves thirteen-year-old Summer in a state of confusion.
650	1		Schools #v Fiction.
650	1		Mothers and daughters #v Fiction.
650	1		Friendship #v Fiction.
650	8		School stories.
650	8		Friendship #v Fiction.

*AC subject headings*

*Sears subject headings*

# What is the difference between LC and Sears

- LC was designed for the professional user
- Sears was designed for the layman.
- Sears uses common day words ;  
LC uses technical/scientific terms

Sears uses one word nouns or simple phrases to express a concept; LC uses a complex string to express a concept.

E.g.

City planning (Sears)

Cities and towns #x Planning  
(LC-obsolete)

City planning (LC- current)

Banks and banking #x  
Accounting (LC – current)

U.S. –History—Colonial  
period, 1600-1775 (Sears)

Sears uses direct geographic subdivisions; LC uses indirect subdivisions

Tobacco habit – Morgantown (Sears)

Tobacco use -- West Virginia ---  
Morgantown (LC)

AC headings:

are headings used for the Annotated Card Program. LC now calls them “**Juvenile Subject Headings** or **Subject Headings for Children’s Literature**” They are available on Classification Plus database and OCLC.

These are simplified Library of Congress subject headings that use common terminology.

The subject headings are part of a thesauri structure. They have cross references such as UF, Use, NT, BT. Headings not in LCSH have matching authorities, but there are exceptions like “friendship.”

Juvenile authorities have the prefix “sj” in front of the 010 record number.

# Example of authority record for juvenile subject headings

010			sj 96005718
040			DLC #b eng #c DLC
150			Imaginary playmates
450			Friends, Imaginary
450			Imaginary companions
450			Imaginary friends
450			Invisible playmates
450			Make-believe playmates
450			Playmates, Imaginary
550			Friendship #w g
550			Imagination #w g
550			Play #w g

# Differences between AC and LCSH

AC headings do not use the subdivision

“-- Juvenile literature”

AC do not use juvenile form headings such as “Children’s poetry”, and “Children’s plays.”

Do not use “American” or “—United States” when the subject is general in nature

- Redundant words are omitted. E.g. “Parties” is used instead of “Children’s parties.”
- Assignment of subject headings to fiction and nonfiction to bring out the most important aspects of the work.
- The subdivision “—Fiction” is used to identify fictional material.
- Assignment of both general and specific headings (e.g.. Turtles and Sea Turtles) to a work if both provide useful subject access.

- Assignment of genre subject headings if it will be useful. E.g.. **Jokes ; Stories in rhyme.**
- Assignment of both popular and scientific terms for the same work depending who you are cataloging for. E.g. **Cats ; Felidae.**

**DLC/DLC records provide both sets of subject headings.**

# Example of AC and LC subject headings

100	1		Birney, Betty G.
245	1	0	Friendship according to Humphrey / #c Betty G. Birney.
260			New York : #b G.P. Putnam's Sons, #c c2005.
300			150 p. ; #c 22 cm.
520			When Humphrey the hamster returns to Mrs. Brisbane's class after the winter break, a new class pet and some other surprises give him an opportunity to reflect on the meaning of friendship.
650		1	Hamsters #v Fiction.
650		1	Frogs #v Fiction.
650		1	Schools #v Fiction.
650		1	Friendship #v Fiction.
650	0		<a href="#">Hamsters</a> #v <a href="#">Juvenile fiction</a> .
650	0		<a href="#">Frogs</a> #v <a href="#">Juvenile fiction</a> .
650	0		<a href="#">Schools</a> #v <a href="#">Juvenile fiction</a> .
650	0		<a href="#">Friendship</a> #v <a href="#">Juvenile fiction</a> .

# LC authority record

010			sh 85051992
040			DLC #b eng #c DLC #d DLC
053			BF575.F66 #c Psychology
053			BJ1533.F8 #c Ethics
053			GN486.3 #c Ethnology
150			Friendship
360			#i subdivision #a Friends and associates #i under names of individual persons
450			Affection
450			Friendliness
550			Conduct of life #w g
550			Interpersonal relations #w g
550			Love

# LC juvenile authority

010			sj 96005569
040			DLC #b eng #c DLC
150			Friendship

# Subject Analysis vs. Indexing

- Subject analysis, Subject heading assignment, Subject cataloging: Assign subject labels (terms) that together describe the work's overall topic. The form and terminology is controlled by authority records
- Indexing: Assign terms that describe concepts in the the book (keywords) or about the book (genre, form, curriculum) and the terminology is not controlled.

# 655 Index term—Genre/Form

- Needs no control or authority work
- It has 2 indicators

1 <sup>st</sup> indicator	[blank]	basic (keyword)
	0	faceted (thesauri)
2 <sup>nd</sup> indicator	7	Source is specified in subfield #2

E.g. of most popular use

655		Picture books
655	7	Laminated marblewood bust #2 aat

# 655 subfields

- #a focus term or keyword
- #b non-focus term (adjective)
- #x general subdivision (E.g. French)
- #y chronological subdivision
- #z geographic subdivision
- #v form
- #2 Source of term
- #3 Specific material that the term applies

655 #3 Train schedules #a Fares

# Example of 655 in bibliographic record

245	0	0	Barbie of Swan Lake / #c [contributing editor, Ian Mayer ; graphic design and letterers, Anna Kernbaum & Monalisa J. deAasis].
-----	---	---	--

246	3		Swan Lake
-----	---	--	-----------

650		0	Barbie (Fictitious character) #v Juvenile fiction.
-----	--	---	--

650		0	Swans #v Juvenile fiction.
-----	--	---	----------------------------

650		0	Princes #v Juvenile fiction.
-----	--	---	------------------------------

650		0	Magic #v Juvenile fiction.
-----	--	---	----------------------------

650		1	Barbie (Fictitious character) #v Fiction.
-----	--	---	---

650		1	Swans #v Fiction.
-----	--	---	-------------------

650		1	Princes #v Fiction.
-----	--	---	---------------------

650		1	Magic #v Fiction.
-----	--	---	-------------------

650		1	Fantasy.
-----	--	---	----------

650		1	Cartoons and comics.
-----	--	---	----------------------

655		7	Fantasy comic books, strips, etc. #2 lcs#
-----	--	---	---

655		7	Graphic novels. #2 lcs#
-----	--	---	-------------------------

# 658 Index term –Curriculum Objective

To note curriculum or course-study objectives that the text book is being used for.

- Use terms found in published local or state sources.
- Place the main objective in # a
- Place the subordinate objective in #b
- Put the source in #2

E.g.

658 Drug abuse awareness #b peer pressure. # 2 local

658 Math manipulatives #b fractions, decimals, percents, whole numbers, integers. #2 ohco

# Classification for children's material

- Library of Congress

For non fiction use LC tables

For fiction, assign numbers from PZ

(Appalachian Collection's children shelf at WVU)

# Dewey Decimal Classification

- For fiction for preschool to second grade (K-2) or up to age 8, assign the letter **E** (easy collection)
- For fiction for 3 grade (age 9 +) and up, assign the classification "**Fic.**"
- At WVU, for child fiction we assign 813 regardless of age.

# Example of a full juvenile record

Books		Rec stat	c	Entered	20050126	Replaced	20050623				
Type	a	ELvl	l	Srce	d	Audh	j	Ctrl		Lang	eng
BLvl	m	Form		Conf	0	Blpg		MRec		Ctry	nyu
		Cont		GPub		LitF	1	Indx	0		
Desc	a	lls	a	Fest	0	DtSt	s	Dates	2005	,	

040		EOW #c EOW #d OCLCQ #d IHI #d OCL
020		0738422978
092		[E]
090		#b
049		WVUA
245	0 0	Can you find Nemo? / #c [illustrated by the Disney Storybook Artists].
260		New York : #b Random House Children's Books, #c c2005.
300		[10] p. #b col. ill. ; #c 17 cm.
500		Title from cover.

500			"Disney - Pixar Finding Nemo."
500			On board pages.
520			Readers help Dory and Martin look for Nemo in the ocean.
650	0		<a href="#">Anemonefishes</a> †v <a href="#">Juvenile fiction.</a>
650	0		<a href="#">Fishes</a> †v <a href="#">Juvenile fiction.</a>
650	0		<a href="#">Ocean</a> †v <a href="#">Juvenile fiction.</a>
650		1	Fishes †v Fiction.
650		1	Ocean †v Fiction.
655			Board books.
655			Toy and movable books.
710	2		<a href="#">Disney Storybook Artists.</a>
730	0		<a href="#">Finding Nemo (Motion picture)</a>

# Examples of kid catalogs

- [Northbrook Public Library \(Ill.\)](#)
- [Arlington Public Library \(Va.\)](#)
- [Tempe Public Library \(Ariz.\)](#)

Thank You for  
listening!