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InULA

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AACR2

One Year Later



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AACR2 has had a major, if not a traumatic, impact on libraries and librarians. Any change as substantial as AACR2 was bound to generate intense concern and criticism. Well before its implementation, articles appeared in the professional literature describing the new rules and identifying the consequences and problems they were likely to entail. These were answered by a number of "opinion" pieces which raked over the coals the cost, obsolescence, and confusion of the new rules. In spite of this often impressive opposition, it seems fair to say that implementation was a foregone conclusion. Whatever freedom individual libraries have, they are increasingly part of a regional and national system to which they must adapt. This is especially true of large academic libraries with on-line capabilities.

What has been relatively rare in the professional discussion of AACR2 are descriptions of the actual problems or procedures of its implementation. Especially for those of us who do not work in technical services. AACR2 remains something of a mystery, and a rather intimidating one at that. We know generally that AACR2 is an attempt to accommodate library cataloging to automation; that its major difference from the old rules is in bibliographic description and choice and form of access points. But what are some of the specific problems posed by the new rules at different points along the line of the technical services process? What's it been like to work with AACR2 at Indiana University Libraries?

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Teaching and Learning

AACR2 and the Student

At IU's School of Library and Information Science, the basic cataloging course required of all students in the MLS program presents the fundamentals of bibliographic description and subject analysis important to all library positions. Because theoretical concepts and problems related to bibliographic control are best illustrated through practical application of the code, the classification scheme and the subject heading list, a new edition of any one of the tools affects the teaching/learning process.

Anticipation was high with the arrival of AACR2. Through workshops conducted by Paul Winkler prior to publication, the major rule changes were already known, reducing the necessity for rule by rule comparisons. A ragged AACR 1 with its crossed out sections, tipped in and pasted over sheets of rule revisions and the separately issued Chapter 6 would be replaced by a single volume in an attractive typeface with wide margins and a sturdier spine.

The new arrangement was a welcome change to teachers of the basic course. The descriptive rules for monographs in Chapters 1 and 2, followed by the rules for access points in later chapters, eliminated the need for elaborate explanations to convince students that a logical beginning was indeed the middle, as AACR 1 has required.

As students began to work through AACR2, areas of difficulty emerged. The rules for recording the title proper, for example, continue to state that wording, order and spelling are to be

transcribed exactly. But even with additional provisions in the capitalization appendix, titles proper appear in students' exercises incorrectly. The edition area encourages interesting variations, indicating that perhaps more specificity could be provided by the rules. Paging in the physical description areas continues to be an obstacle. Numerous examples, with actual volumes in hand, have done little to reduce the confusion about plates, whether on leaf or page, which may be used to describe pagination but never illustration. To establish headings, students frequently worked with items which appear in LC-NUC records under names in full, as required by earlier codes and which are only recently being changed to the more commonly known form as AACR1 and 2 require. During this transition period, when a student, with only one work by the author in hand, attempts to determine the form of name which appears most frequently in an author's works, as the rules dictate, and searches these records for statements of responsibility, the student must remember that the form of heading under which the information is found probably is incorrect.

The absence from AACR2 of such small features as subtitles and tracing, the absence of reference to authority work, and the missing flavor of Cutter's interpretations cause students concern.

While the addition of these would indeed be beneficial to beginners, a fundamental difficulty remains: isolation of the classroom. Without working access to the normal accouterments of catalogs, authority files, and shelf lists related

directly to the working collection, so important in making actual decisions, application of the rules, at best, can only be partial.

Besides these disadvantages, the students lack experience which would enable them to bring that good judgment to cataloging which Cutter thought essential, and they lack familiarity with earlier codes which would contribute to

understanding of the current rules. In spite of these, students ask astute questions and ferret out many statements which run counter to the basic premise of logicity and order which should pervade the cataloging rules and records. Their dissection of rules could be invaluable to future code revision committees.

Nancy Lair, Lecturer at the School of Library and Information Science

Making the Change

The Cataloger's Progress

A little over a year ago, both Public and Technical Services librarians and staff at the Indiana University Libraries were holding their breath in anticipation of the unknown. What would the implementation of a new and different set of cataloging rules mean to our daily work? Would patron service be helped or hindered? Would we all be required to relearn our jobs or lose our effectiveness in serving library users? By January 1981, many hours had been spent in courses and mini-courses, workshops and committees—all with the purpose of learning the new code and planning the most effective implementation for the needs of our libraries and their patrons. Yet in spite of planning and training, none of us knew what "Day One" would bring, and many of us were anxious as to the outcome. Now, a year later, it is possible to evaluate AACR2 from an experiential point of view. Following is a general overview of how the Bloomington Libraries have been affected, as seen from my perspective as a Technical Services administrator.

Soon after the implementation of AACR2, a

task force was appointed to "monitor the impact of AACR2 on public service functions patron requests, maintenance and costs of the various card catalogs," etc., in the Bloomington library system. This group, later dubbed the AACR2 Impact Group, studied the effects of AACR2 on both Public and Technical Services, and served as a forum for librarians with complaints or problems with AACR2 implementation. Surprisingly, few complaints were received from Public Services librarians, and all indications have been that few, if any, patrons have complained. One wonders if they even notice the changes, or if the changes have, in fact, been for the better. Even more surprising were the results of a survey of the various cataloging units on campus 4-5 months after implementation. In general, they did not show a marked decrease in cataloging production, while some units even showed increases! These preliminary results are reassuring, though not conclusive.

IU's generally successful implementation of AACR2, in my opinion, is due largely to the careful planning that preceded it. It was decided early on that in the Main Library Public Card Catalog, AACR2 headings would be integrated

with earlier headings. The decision to link, change, or interfile new headings with existing ones was left to catalogers, branch librarians, etc., to decide on a case-by-case basis. The availability of some hourly funding for AACR2 implementation enabled Technical Services to change a number of large files, thereby allowing patrons to find all related works under a single heading—the ideal in any case. Though such catalog changes have been burdensome, particularly for branch libraries with limited staff, the effect of the changes has been reduced by some pragmatic decisions made before implementation. While our resource-sharing commitments through OCLC require that all original cataloging now conform to AACR2, it was decided that non-AACR2 headings found on older Library of Congress catalog records and on those from other OCLC-participating libraries (member copy) would merely be edited to conform to the form of entry presently established in the Indiana University card catalogs, no attempt being made at that point to establish an AACR2 heading. When an original cataloger establishes an AACR2 heading for the first time or when a new Library of Congress record uses the revised form of a name, the change is handled as we have long handled name changes or revisions in the catalogs. Thus the use of long-established catalog maintenance routines and the limitation of materials for which AACR2 headings must be created has kept catalog maintenance activities within manageable proportions.

Although all catalogers have found increasing amounts of their time involved with authority work, this has been particularly true of original catalogers. Virtually all their cataloging requires the setting up of names, series, etc. in AACR2 form, which has often proved frustrating because of unfamiliarity with the new rules. It may be some consolation to realize that this task will grow easier and less time-consuming as the number of AACR2-coded names in the authority files grows. Perhaps a greater consolation has

William McCloy, Head of Special Languages Cataloging

been that most of the revised headings appear to be more natural and easier to find than the forms of entry previously used in the catalogs. Perhaps we are headed in the right direction!

The Serials Department has faced additional difficulties. For the most part, descriptive cataloging of monographs is little changed from AACR1 to AACR2, but descriptive cataloging of serials is radically different. Because we, as a CONSER library, have both the ability and the responsibility to upgrade other libraries' cataloging of serials in the OCLC database, the Serials Department has been forced to follow AACR2 much more faithfully and for a greater percentage of the materials it catalogs. In spite of this, and even in the absence of up-to-date CONSER guidelines for cataloging under AACR2, the Serials Department has not developed backlogs of local work, and has continued to upgrade OCLC records to the national standard.

In summary, though the full effects of the implementation of AACR2 at the Indiana University-Bloomington Libraries will not be known for some time, the staff has coped well with a major change that was originally viewed with a mixture of fear and resignation. Most of the major problems have been successfully addressed. Many of those which originally seemed major have turned out to be of little consequence. Others are under review, with the probability that guidelines will be issued or projects undertaken in the near future. And finally, as a result of all the effort that has gone into implementing the new code, a new order is beginning to emerge from the (seeming) chaos. Many files are being organized for the first time under standardized uniform titles, authors are being established under the form of name by which they are most commonly known, and increasingly, headings for older materials are being brought into conformity with those for newer heading, bringing more uniformity and consistency to the Libraries' catalogs than we have seen heretofore.

Managing the Change

Change, Change, and Change Again: An Interview by Marglin Underchim*

Two staff members significantly involved with changing Indiana University bibliographic records to accommodate AACR2 are Peggy Underwood, Catalog Support Section Supervisor and Linda Joachim, Supervisor of Catalog Maintenance Section. Below is an interview with these supervisors:

Q What is AACR2 and how is it different from the previous method of cataloging?

A Peggy: AACR2 is an acronym for the Anglo American Cataloging Rules, second edition. Libraries adopted these newly revised cataloging rules January 1, 1981.

A Linda: The changes caused by AACR2 require library staff to give more attention to access points. Careful attention is now given to the form of entry, with more references for alternative headings being generated and in turn filed.

Q Has AACR2 affected your job?

A Peggy: My job, as well as Terminal Operators', Subject Authority Assistants' and Card Controllers', has not necessarily changed, but AACR2 has meant a definite increase in the amount of work we perform. Much more time is spent in hiring, training, and revising the work of student employees who manually change massive amounts of cards.

A Linda: Both my job and the jobs of my revisors and on-line cataloging editor have been significantly altered because of AACR2. My

staff has done a remarkable job in confronting the extraordinarily complex problem of interpreting several sets of filing rules, working with filing tradition, and now accepting a new catalog code. AACR2 has caused confusion in filing and solving problems. The first few months were difficult and somewhat demoralizing. (I felt that I needed to constantly encourage my staff and reassure them that work would stabilize).

Q Has this new cataloging code presented other types of concerns and or problems?

A Peggy: At the outset, the realization that thousands of cards had to be changed accurately and within a short time frame created pressure on staff members leading to a short lived morale problem. Catalog Support Section staff members, who are not trained filers, were responsible for refiling many of these cards into the catalogs. Presently, the most significant problem is the continuous change which takes place in the LC Name Authority file. This on-line file is updated regularly causing some of the same entries in our manual files to be changed every time a new card is added. Some of the manual entries have been changed 3 times.

A Linda: We have had to do some major relocating of cards because of AACR2. For instance, when Samuel Clemens was changed to Mark Twain, we moved over 8 inches of cards from the C's to the T's, shuffling in front and behind to enable the 8 inches to fit in. When the changes affecting "Universities"

began to appear, we had a major shift of some 360 drawers in order to accommodate these headings. In addition, with so many cards being pulled from the files to be altered, the chance of the cards going back into the wrong file has increased. We have also found that more guide cards are needed in the files.

Q How are these changes made? Have you needed new procedures and/or guidelines to implement AACR2?

A Peggy: If the entry is one that requires deletion of information, the unwanted information would be removed with a magic marker and the cards refiled in a new location. Some entries are hand annotated and interfiled with the new form of the heading, other entries must be retyped.

A Linda: A substantial amount of documentation outlining new procedures has been discussed, developed, written and distributed. Not only did we discover we needed more guide cards, but we needed different types.

Q What priority was given to AACR2?

A Peggy: Once the cards for a particular change are removed from the catalog, our goal is to manually make the change and refile the cards within two days so that they are available to library users. The number of changes required each day was, for the most part, unpredictable. Often the students assigned to make the changes could not handle the large number of cards to be changed, so full-

time section staff would not perform their normal work in order to expedite these changes.

A Linda: If a card is pulled out of the files for any reason and goes back into filing by our manual filing system, opposed to our OCLC filing order packs, the card is given top priority because of the lack of date receipt control. References are treated in the same fashion. When a shift or a major problem is brought to our attention, one of the revisors immediately reviews the situation. Between January and June 1981, when over 2,000 AACR2 name changes were made in Automated Processing, section staff felt that there were more questions than answers.

Q If you were told to prepare to implement AACR3 in January, 1983, what plans would you make? Would you do anything differently?

A Peggy: The one thing that I might do differently is to give in-house training sessions to the students making the changes. While on-the-job training was successful, they would have had a better overall understanding if they had been better informed about AACR2.

A Linda: Yes, I would immediately buy stock in the companies that manufacture magic markers, "white out" and correction tape.

* *Marglin Underchim is a fictitious student in the School of Library and Information Science.*

*Linda Joachim, Supervisor of Catalog Maintenance Section;
Peggy Underwood, Catalog Support Section Supervisor*

Implementation at the Undergraduate Library

The effect of the AACR2 implementation on the Undergraduate Library should first be considered with regard to the types of users it has.

UGL patrons are often students who use the library for less sophisticated research purposes, many of whom may not be aware of the different forms of a given personal name. They tend to approach the card catalog, or the reference desk, looking for the most popular

name of a given author, politician, or other well-known figure.

The implementation of AACR2 has benefited these users in that they do not have to be referred to another part of the catalog. For instance, they would look up *Stendhal* rather than *Beyle, Marie Henri*. They would find the name of an author as they know it rather than being confronted with an unfamiliar form of a name.

Perhaps even more important for these users are those name changes in which the last name remains the same, but the preceding names have been changed to the format most familiar to the majority of UGL patrons. These patrons now find *Jack Kerouac* under *Kerouac, Jack* rather than *Kerouac, John; Ernie Pyle* under *Pyle, Ernie* rather than *Pyle, Ernest Taylor*; and even *Pope Paul VI* under *Paul VI, Pope*, rather than the Latin *Paulus VI, Pope*.

Certain AACR2 changes, though, are rather confusing. For instance, *Andersen, Hans Christian* is now changed to *Andersen, H. C. (Hans Christian)*, and *Salinger, Jerome David* is *Salinger, J. D. (Jerome David)*. Practicality has dictated that old public catalog cards be parenthesized as follows:

*Andersen, H(ans) C(hristian) and
Salinger, J(erome) D(avid)*

The old cards and the new are interfiled. Another potential source of confusion is that for the time being, we have a backlog of major name changes which we have not yet begun to process. Therefore, for a period of time patrons will need to adjust to different formats for a given author's name.

Because of UGL's nature, many AACR2 changes do not affect it very seriously. Its holdings do not include many conference proceedings, and its collection consists predominantly of English language publications.

Abolghasem Khosh-khui, Reference Assistant at the Undergraduate Library;
Herb Weinryb, Collection Development Assistant at the Undergraduate Library

Therefore, many corporate entry changes and cross references referring to name formats in different languages are not filed in the UGL public catalog. Nonetheless, the implementation of AACR2 has added to the work load of technical services within UGL, and an additional student employee was hired for approximately 10-12 hours per week to help make the necessary AACR2 changes.

Although UGL's holdings do not include many foreign language works, the collection does contain numerous English translations of important foreign works. The introduction of AACR2 uniform titles therefore potentially involves major changes in our public catalog. Furthermore, our filers, who in the past needed only be aware of the definite articles in English and a few European languages, are now dealing with articles in numerous different languages. These changes are, in contrast to others, of major consequence to UGL, and ones we expect to be of continuing concern to both patrons and staff.

One interesting side effect of the implementation of AACR2 is that it has given us the opportunity to work with the public catalog in UGL more intensively. Because we are not often confronted with sophisticated research questions, certain inconsistencies within the catalog have not previously surfaced. While handling AACR2 changes, we have identified certain problem areas in the catalog which were overlooked in the past. Here again, we are looking to ease the potential confusion which UGL patrons might encounter when dealing with our catalog. Because the conversion to AACR2 is an ongoing process, we hope to continue to confront the varying problems posed by this project, and use the implementation procedures as a means for improving our catalog to the benefit of our patrons.

Out on a Limb (From a Branch)

Airport Aggravation and Corporate Reversals Too!

Indianapolis International—19 degrees, winds of 25 mph plus. Flight already delayed close to two hours. What better time to contemplate the impact of the world's latest bibliographic theory on a special library collection: AACR2.

From my perspective in the Geology Library, there has been little impact of AACR2 on the user. One doubts if anyone used the card catalog prior to 1981, and polite suggestions to use the card catalog post-AACR2 usually merits one only a look of dismay. Facing the issue, one admits that AACR made the location of information downright difficult; AACR2 has not improved the situation.

Last year we told them to look for the sponsoring body, then series or title. This year we say, well . . . , let's try the series: *Report of Investigations (United States. Bureau of Mines)* or *Memoires de la Societe geologique et mineralogique de Bretagne*. Last year, we told them to look for the place, then organization or title. This year we say, well . . . , let's try *University of Kansas Paleontological Contributions*. Last year, we told them to look under the full name of the organization, not the acronym. This year we say, well . . . , let's try *AAPG Memoir*, or *SAO Special Report*, or *WRC Research Report*. (As you can see, Geology has as many acronyms as the library profession and the uninitiated are just as much at a loss). One can see that the use of the popular form as the

entry will make finding information a little easier in the future, but the inconsistency of the entry will continue to perplex the user.

The impact on the library staff has been considerable as AACR2 has created a great deal of work. In addition to regular operations, change of entry notices require time for pulling cards, making changes and refiles. I decided at the start of 1981 that we would not change any entries connected to a series until we received a notification of change for that specific series. This was done because the Library of Congress had not yet decided how they would handle series, and because the collection consists of 103.8% (at least) works in series, with 115% of those being produced by an association or governmental agency. This proved to be a prudent and wise and brilliant decision.

When the entry *Wyoming. Geological Survey* was changed to *Geological Survey of Wyoming* (change notice January 1981), its series did not become *Geological Survey of Wyoming Report of Investigations*, but rather *Report of Investigations (Geological Survey of Wyoming)* (change notice August 1981). We also had to remember to adjust the reference *Wyoming. Geological Survey* SEE *Geological Survey of Wyoming* to a SEE ALSO until all possible series of the agency were (or are) changed. Other series, when large, and complicated by the fact that they were "serialized" and then converted to a classed-together series, were made into split files. The catalog user is now faced with *U.S.—Bureau of Mines. Report of Investigations* SEE ALSO

Report of Investigations (United States. Bureau of Mines).

Changes in entries created two physical problems. The use of correction tape in an area of a great number of cards being changed leads to the fat-file, i.e., the tops of the cards gain in inches while the bottoms remain their own skinny selves. The second problem is the shifts required when entries change. Moving *Wyoming. Geological Survey* to *Geological Survey of Wyoming* may not seem significant, but when a number of the official surveys changed from being dispersed throughout the alphabet to *Geological Survey of . . .*, the catalog drawers

Lois Heiser, Head of the Geology Library

tend to fill up fast. The same is happening in the B (Bulletin), C (Circular), R (Report of Investigations), and U (University of . . .) drawers.

In reality it appears that new users of the library find the card catalog, and seem to have little difficulty in locating information. The old-timers have retrained their feet and fingertips to locate their favorite works and by-pass the catalog as much as possible. For the time being, we make frequent catalog shifts and long for the day of the true on-line catalog. We probably will survive AACR2 changes, and the patrons of the future will be as oblivious to AACR3 as they are to 2, too.

Book Review

It is with much pleasure to the editor to realize that *InULA Quarterly* is a leader in its field. At the time of this writing, virtually nothing has been published on the progress and evaluation of AACR2. It therefore seems a good time to review an item of personal interest, despite the fact that it is at best only marginally related to the theme of this issue.

Book Production, by Peter New. Outlines of Modern Librarianship, no. 4. London: Clive Bingley, Ltd., 1979. (School of Library and Information Science Z116.A2N48)

Is British librarianship significantly different from American librarianship? One may justifiably ponder this question while reading

the preface and first chapter of this British publication. Peter New, having long resisted writing such a book on the grounds that material on book production was already in abundant supply, was finally persuaded to write for this series. Here he would be able to present, without a large measure of technical detail, those aspects of book production which are essential to the librarian and book user. It is questionable that the typical librarian and/or book user would find it *essential* to know what dandy rolls or flongs are. Certainly one would expect any book handler to have some degree of interest in book production, but the essential aspects would be the paper, binding, and design of the book. These are briefly covered in the final chapters of the book, comprising roughly 25% of the text. So unless British librarians do things very differently from their American

counterparts, in which case allowances must be made, the emphasis of this book is skewed. Failure number one.

Readers are promised at the outset that they will not be bogged down with technical detail. They will be provided with enough information to understand a process, but they will be spared the finer points of how it works. Undoubtedly this is a difficult undertaking, given the nature of the material, and the author proves this. He has given in some places an overdose of technical jargon, while in others he glosses over explanations, making it difficult to understand a process or how it fits into the big picture. Failure number two.

Book Production has other problems as well. The chapter which covers typefaces compares different styles, mentioning specific names. The reader looks to the non-existent appendix for illustrative examples. The narrative is simply insufficient. In discussing proofreading, New writes that once this skill is developed, its "application gives one a happy and smug sense of superiority." One may therefore take perverse delight in finding at least three typographical errors. Possibly the most glaring fault of this book is the absence of a glossary. In a book which is intended as a text, and in which so many technical terms are introduced, a glossary seems in order.

Although the author of this recent acquisition

Amy E. Novick, *Librarian at the Archives of Traditional Music*

of the SLIS Library is New, the book is not. Much of the information is historical, and does not suffer from age. One cannot help wondering, though, whether the technology of the last three years has outdated the descriptions of modern techniques. Anticipating this, the author recommends journal material to keep interested readers abreast of the state of the art.

Curious though it may seem in light of the foregoing, it is entirely possible to enjoy *Book Production*. The requisites are a greater than passing interest in the subject, and an abandonment of any expectation of becoming conversant with it by reading the book. Only then can one appreciate the author's chatty style and sense of humor.

To close on a personal note, it was not until the last pages of the book that I finally understood why I relished *Book Production*. It was then that I realized Peter New shares with me a fundamental passion: food. He invites us to compare the surface of a collotype plate with that of a rice pudding, and writes of confronting a reader with a formidable slab of indigestible text, suggesting instead to divide it into smaller mouthfuls. He is subtle, but cannot hide his gastronomic obsession from his fellow devotees.

All in all, this is a forgettable work, and most librarians and/or book users could probably do better with a different selection.