

INTRODUCTION TO CATALOGING AND CLASSIFICATION FOR THE SSC LIBRARIAN

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Basic principles, including bibliographic records and subject headings, with a focus on the Elazar and Weine classification systems compared to Dewey and LC; MARC records and the Z39.50 utility and their relation to automated cataloging.

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During the next two hours I hope to give you all a basic introduction to the cataloging and classification of library materials. I will be speaking about the basic principles of cataloging and classification and also will address how automation has impacted and changed this traditional library activity. The rise of the automated catalog has totally changed the mechanics of the cataloging process. I'm going to start with cataloging because that is where automation has had such a big impact.

WHAT IS CATALOGING?

Cataloging is the method used to create an index to your collection. It tells you what you have and where to find it. The catalog describes each title and attaches it to the classification shelf location assigned to it. If what you have now is just a "room full of books", the most important thing you have to do to turn it into a library is to catalog it. Every title in your library will have a record in the catalog. First, let me explain the catalog record itself, and by that I mean the information about each title that identifies it. In general every catalog record has three separate parts to it. They are:

1. **The Description**– this consists of all the bibliographic information found on the title page and elsewhere on the item. It includes the author, title, publisher, date of publication, added personal entries such as a joint author, illustrator, translator, etc., descriptive information such as number of pages, illustrations, size of book etc., format information like, video or CD, and helpful notes relating to significant information such as contents notes or if the book has a bibliography included etc. This information, for any particular title, will be the same everywhere.
2. **The Subject Headings** – these are terms used to identify the contents of the title. Subject headings need to be consistent and systematically assigned so that one search will bring up all the materials on any subject a patron is looking for. There are two major sources for subject headings, *The Library of Congress Subject Headings*, and *Sears List of Subject Headings*. To use either of these subject heading sources you have to look up the subject you want in the volume and find the absolutely correct wordage and the correct punctuation for the needed subject heading. Subject headings have parts, the main part, followed by any number of subdivisions to further define the subject. The main topic of the subject heading can be one word or a series of words; a series of words can utilize a comma or parenthesis. The subdivisions can be topical, geographical, chronological or by format. Sub-divisions are separated from the main part of the subject heading

by a hyphen and they also can be one word or a series. A correct subject heading must conform to the language and punctuation as it appears in the subject headings source. It is usually recommended that you use LC headings for Judaic libraries because Sears is too general. But LC is pretty academic and needs to be reviewed. You can make up your own additional subject headings if you want and if you think that it will help your patrons find material. But be careful, keep track of them and be consistent when using them. And if you do make up subject headings, it is better to use the accepted standard headings too. The use of “see” and “see also” cross-references from a common term to the standard accepted heading can solve a lot of problems.

3. **The shelf location** – this is also known as the *call number*. (Years ago in libraries a patron could not go into the book stacks. A book needed to be requested or “called for” and then a staff person got it for you. So the location number that told them where to find the needed item got the name *call number*.) Now, with open stacks, I like the term *shelf location* better since many times the “call number” was actually not a number but a word like “Fiction”. The term “shelf location” describes the information is being given to you by that word or number. The “shelf location” is defined by what classification system you use. In fact the classification you assign to each title is the shelf location for that title. Classification will be discussed later.

In addition to those three parts to a record which appear everywhere, a catalog record will keep track internally of your library’s **Copy Information**. This information identifies each individual item, not title, owned by your library and so tracks the number of copies you have of each title. In traditional cataloging, they were actual copy numbers, the first copy of a book was designated copy one, the second copy 2 etc.

TRADITIONAL CATALOGING

Traditional cataloging is done according to an accepted set of rules, the most recent version of which is the Anglo-American Cataloging Rules 2 known as AACR2. These rules govern exactly what information should be included, the order it should be included, and how each line should be punctuated. In fact, AACR2 governs the entire design of the card. AACR2 insures that cataloging is done correctly and uniformly in all libraries. This is good, but it makes cataloging a specialty in Library Science since there are so many rules and it’s complicated; good cataloging is an art. Once the item description is created, then you assign the correct subject headings and you classify the item by assigning it a shelf location. All of this information is found on the card which is known as the main entry card. But for each item a card set needs to be created. In addition to a main entry card, a card set includes a subject card for each assigned subject, added entry cards for each added entry and a shelf list card which includes the copy information and price. Each of these cards has the appropriate identifying line on the top so it can be filed appropriately. Even if you purchase a card set, you may need to edit each card, to put the subject

headings on the top and the shelf location in the corner of each card. Cataloging is a special area of professional librarianship, needing serious training and expertise to do it right.

But we are living in the digital age and practically everything you may purchase for your library has already been cataloged somewhere and you can find the correct descriptive and subject heading cataloging for it online at other libraries. These cataloging records that are available online can be electronically downloaded directly into an automated system. Library suppliers will provide the cataloging for you electronically too. The only thing you will definitely have to catalog from scratch is material that is produced in house such as videos of lectures, or programs. With an electronic catalog, you enter each piece of information once with an accompanying identification code, and then the machine manipulates the information allowing you to search by all the traditional methods, author, title and subject and also by a new search method called keyword searching which searches every word in the record including subtitles and contents notes. This lessens your dependence on knowing the absolutely correct subject heading in order to find material. The ability to find and acquire correct cataloging online leads to the next issue, leaving the card catalog behind and moving to an automated catalog.

STANDARDS FOR AUTOMATED CATALOGS

So now let's talk about creating the electronic catalog of materials. As with anything else, there is a right and a wrong way to do it. The library community, along with the technology community, has set up standards and rules about how to do it. These standards are instituted by NISO, The National Information Standards Organization, which deals with all aspects of information technology and regulates, among other things, how electronic library catalogs should be created. Yes, you can create an electronic catalog using ordinary database software like Microsoft Access, but it is NOT recommended because the catalog you create does not conform to the cataloging standards which are used and accepted internationally. It will not integrate itself with other automated catalogs, provide keyword searching, or coordinate with a patron database to track circulation. It is a lot of work, and if you do it, someday when you want to participate in these other areas of library automation, you will have to start over. There are three important standards that relate to cataloging with an automated system.

MARC CATALOGING STANDARD

The first one is MARC cataloging. MARC, M-A-R-C, is an acronym. It stands for **MAchine Readable Cataloging record**. “**Machine-readable**” means that a machine in this case, a computer, can read and interpret the data in the catalog record. “**Cataloging record**” means a bibliographic record, or the information traditionally shown on a catalog card. Every automation system that is MARC compliant, that creates its catalog records using MARC, will be able to understand the records of any other MARC compliant system. If you are going to have an automated catalog you should create the catalog records using MARC.

THE Z39.50 PROTOCOL

And what does Z39.50 mean??? Z39.50 is a computer protocol that can be implemented on any operating system and that **defines a standard way for two computers to communicate for the purpose of information retrieval.** It allows two computers to talk to each other and exchange information even if they are running different systems. And what does that mean? Simply, it means that if your automation system and your electronic catalog meet the Z39.50 standards then the catalog can exchange data with any other electronic computer catalog that also meets the Z39.50 standards. This allows you to go to other libraries' online catalogs and search them for MARC records and import information from them. That is how you are able to obtain MARC catalog records from them. It allow for full use of the Internet by your automation system. In order to import catalog records, you need to be Z39.50 compliant.

UNICODE STANDARD

This is a new standard that is becoming more important to Jewish libraries because it governs the display of Hebrew. Officially called the Unicode Worldwide Character Standard, the Unicode system is the international standard for the representation, transmission, interchange, processing, storage, input and display of the written form of all the diverse languages of the world, including Cyrillic, Han Chinese, Japanese, Arabic, **Hebrew**, Korean, Bengali, and so on, as well as additional symbols. If you want to import cataloging records for Hebrew language materials you need to utilize Unicode.

Those are the three standards that are involved. Now let's look at the specifics and how it applies to you.

WHAT IS A MARC RECORD?

A MARC catalog is not just an ordinary database. A MARC record is more than the bibliographic information about the item. Imbedded inside the MARC record are codes that act as signposts to enable the computer to interpret the information correctly. The signposts are known as **MARC tags**. The different pieces of information that make up the catalog record are entered into fields and sub-fields that are each associated with a MARC Tag that defines what each piece of information is. Look at your MARC tag handout. It shows the tag numbers for basic MARC cataloging along with the most frequently used sub-divisions. Notice the dollar sign. In MARC cataloging, each tag and sub-division is preceded by a \$ which alerts the computer that a tag designation is following, then after the tag designation, the actual information is entered.

Basic Divisions of the MARC 21 Bibliographic Record:

0XX	Control information, numbers, codes
1XX	Main entry
2XX	Titles, edition, imprint (in general, the title, statement of responsibility, edition, and publication information)
3XX	Physical description
4XX	Series statements (as shown in the book)
5XX	Notes
6XX	Subject added entries
7XX	Added entries other than subject or series
8XX	Series added entries (other authoritative forms)

MOST FREQUENTLY USED MARC TAGS

MARC TAG	DESCRIPTION
010	Library of Congress Control Number (LCCN) \$a = LCCN
020	International Standard Book Number (ISBN) \$a = ISBN
100	Personal Name Main Entry (author) 1# = Surname (most common) \$a = Personal name \$b = Numeration \$c = Titles and other words associated with a name \$q = Fuller form of name \$d = Dates associated with a name (generally, year of birth)
245	Title Information \$a = The title proper \$b = Subtitle \$c = Statement of responsibility
250	Edition \$a = Edition statement
260	Publication Information \$a = Place of publication \$b = Name of publisher \$c = Date of publication
300	Physical Description \$a = Number of pages \$b = Other physical details (illustration information) \$c = Dimensions (cm.) \$e = Accompanying material (teacher's guide, manual, etc.)
440	Series Statement \$a = Title \$v = Volume number
500	General Note \$a = General note (no specialized note field has been defined)
504	Bibliography, etc. note \$a = Bibliography, etc. note
520	Annotation or Summary Note \$a = Summary, abstract, or annotation \$b = Expansion of summary note

600	Subject Heading – Personal Name 0# = Library of Congress Subject Heading 1# = LC Subject Heading for Children’s Literature 5# = Canadian Subject Heading \$a = Personal name \$b = Numeration \$c = Titles and other words associated with a name (R) \$q = Fuller form of name \$d = Dates associated with a name (generally, year of birth) \$t = Title of a work \$v = Form subdivision \$x = General subdivision \$y = Chronological subdivision \$z = Geographic subdivision (R)
650	Subject Heading – Topical \$a = Topical term \$v = Form subdivision \$x = General subdivision \$y = Chronological subdivision \$z = Geographic subdivision
651	Subject Heading – Geographic Name \$a = Geographic name \$v = Form subdivision \$x = General subdivision \$y = Chronological subdivision \$z = Geographic subdivision
700	Personal Name Added Entry (joint author, editor, or illustrator) 1# = Surname \$a = Personal name \$b = Numeration \$c = Titles and other words associated with a name (R) \$q = Fuller form of name \$d = Dates associated with a name (generally, year of birth) \$e = Relator term (such as ill.)

How this works is highly technical and all information must be entered correctly in order for the catalog to show up right on the computer display. The computer is unforgiving, if the information is entered with the wrong tag, or without a designator it will display as a jumble. Remember the first rule of computers GIGO - garbage in, garbage out! There are a million rules to MARC cataloging, all designed to create an electronic catalog record that meets the criteria set up by AACR2 cataloging rules. It too requires specialized training. BUT an automation system that is designed to create MARC records will do all the tag assignments for you so all you have to do is enter the data into a MARC template. And for most items in your library the MARC cataloging is already done somewhere else and can be imported directly into your system. Both your library and the library you are importing from need to be MARC and Z39.50 compliant. Using MARC allows for sharing of resources, avoids duplication of effort, and provides for electronic acquisition of cataloging information that is reliable. We all don't have to reinvent

the wheel. Of course, you do have to edit the record you import to reflect your shelf location. And the other thing you have to do is link your holdings.

WHAT IS LINKING?

So far I have talked about the process for creating the catalog record. But once it is created or imported and in your electronic catalog, you still have nothing to tell you that you actually own one or more copies, or to identify them, or distinguish between them. Linking is when you inform the system that you actually own the title. This done using barcodes. Barcodes are machine-readable symbols of patterns of black and white stripes, those little zebra bars we see everywhere. Bits of information are encoded within the barcodes. The data is read by scanners and is often used with databases. In an electronic catalog, every item, every copy of a title in the library, has its own distinct, unique barcode. The information encoded on barcodes used by libraries is generally a numeric sequence. Public and academic libraries use 14 digit barcode called a codabar barcode. It is what you are probably used to seeing in library books. They can be purchased from barcode suppliers. But small libraries probably don't need to use them because they don't need all the information stored in them. Many of the library automation systems include a way to print your own barcodes that show only a sequential numbering that will be just 4, 5, or 6 digits long and just counts up. The barcode itself is placed on the item being linked, and then the barcode number is scanned into the record. Any number of copies can be linked to the record. Every copy must be linked individually. Barcodes take the place of copy numbers in an electronic catalog. Counting how many barcodes are linked to a title tells you how many copies you own. The barcode numbers attached to one record do not have to be sequential; they have no relation to each other. The computer knows that anytime it sees that particular number sequence it means that particular copy of that title. So, you have either created or imported a MARC record, you have linked the copy you owned to the record with a barcode. What you have not done yet is assign a classification to the record; it needs a shelf location to complete the cataloging. Assigning this shelf location is done during the linking process.

So let's turn to the subject of classification.

BREAK

WHAT IS CLASSIFICATION?

According to Webster's the word "classify" means to arrange in classes or to assign to categories. Classification is the act or process of doing this arrangement; it is the systematic arrangement of groups or categories according to established criteria. In libraries of course this applies to how books and other materials the library owns are arranged in the building. In a broad way your library may arrange things by format, shelving all the books together, all the videos together, all the CD's together etc. But then, all of these formats are arranged by subject. Some libraries interfile the various formats in order to keep

everything on one subject together. But, however the format issue is resolved, all materials in libraries are ultimately arranged by subject. The idea is to place materials on the same subject together on the shelf, and have the classification act as an address so you can find it. Classification schemes are for the most part number systems, but they also include the use of words to designate types of materials which may be arranged without numbers, for example fiction is usually arranged alphabetically by the authors last name and biographies are frequently designated by a B or BIO followed by the name of the person they are about and arranged alphabetically by that name. A complete shelf location can have more than just a classification designation. It can include a prefix to designate a form of material. For example all children's materials may start with a prefix of J, all videos start with Video etc. They may also include a suffix that may show a volume or part number.

Also be aware, there is myth in libraries that every book in the library has its own unique shelf location, that they are never duplicated. It is a myth. The only number that is absolutely unique in a library is a barcode number. You may have many books about a single subject like anti-Semitism and they will all have the same basic number. Unless you want to have classification numbers that stretch far out and become very large, you will find that classification numbers repeat themselves. When you have more than one book with the same classification number they are organized and differentiated by the Cutter letters that follow the number. The Cutter letters are usually the first three letters of the author's last name if there is a main author or the first three letters of the title depending on how the item was cataloged. So don't expect to classify each item in your collection differently. None of us in school or synagogue libraries have such big collections that this is a hardship. But we want to focus on the main portion of the shelf location the classification designation itself.

There are many classification schemes available for libraries. The two most commonly used in the United States, that most of you have heard of, are the Dewey Decimal System of Classification, used in most public and school libraries, and the Library of Congress Classification System (LC), used in academic and other very large specialized systems. Dewey was invented by the American librarian Melvil Dewey, the father of Library Science, in 1876, as a system for small libraries. It has since been revised and updated many times. It has the advantage of a limited number of general categories and short call-numbers. The system is based on ten classes of subject (000-999), which are then further subdivided before and after the decimal point. The Dewey classes include

000's = Generalities	500's = Natural Science and Mathematics
100's = Philosophy and Psychology	600's = Technology (Applied Sciences)
200's = Religion	700's = Arts
300's = Social Science	800's = Literature
400's = Language	900's = Geography and History

Unfortunately, there is much evidence that Dewey was antisemitic. The religion section, reflects his bias towards Christianity by assigning almost all the 200's to that religion. Only the 290's are devoted to other religions and Judaism is assigned to one little subdivision, 296. This makes it inadequate for a Judaic library or any library with a strong Judaic section since all the books have a classification number that starts 296... All the actual classifying comes after the decimal point which results in very long numbers. But nevertheless, Dewey is appealing because it is familiar to most of the public.

On the other hand The Library of Congress Classification System (LC) organizes material in libraries according to twenty-one branches of knowledge. The 21 categories (labeled **A** to **Z**, but missing **I**, **O**, **W**, **X** and **Y**) are further divided by adding one or two additional letters and then a set of numbers. The first letter of an LC call number represents one of the 21 major categories of the LC System. The second letter represents a subdivision of main category. Judaism falls into the letter B for religion, with the added subdivision letter of M to designate the Jewish religion, BM = Judaism. Then, the added numbers classify Judaism itself. The system is very complete and gives plenty of room for detailed classification of Judaic material, but it is cumbersome and really designed for the academic world. For most of the small synagogue and school libraries out there, it is overkill!

A = General works

B = Philosophy, Psychology, Religion

C = Auxiliary Sciences of History

D = History, Countries not in Americas

E = America & United States

F = US Local, Other Countries in Americas

G = Geography, Anthropology, Recreation

H = Social Sciences, Business

J = Political Science

K = Law

L = Education

M = Music

N = Fine arts

P = Language & Literature

Q = Math, Science, Computer Science

R = Medicine

S = Agriculture

T = Technology, Engineering

U = Military Science

V = Naval Science

Z = Bibliographies, Library Science, Information Sciences (general)

LC BRANCHES OF KNOWLEDGE

JUDIACA CLASSIFICATION SYSTEMS

Because neither of these two systems met the needs of most of the Judaic libraries that existed outside of academia, which probably means most of the libraries you are working in, other Judaic systems were developed. The two Judaic classification systems which are used most often these days are the *Weine Classification Scheme for Judaica Libraries*, now in its 8th ed. and **Daniel Elazar's A**

Classification System for Libraries of Judaica, now in its 3rd ed. And there are other Judaic systems out there, Abraham Freidus' Classification Scheme for the Jewish Division of the New York Public Library, Gershom Scholem's Classification Scheme for JNUL (Jewish National & University Library) are among them. None of them are perfect; all of them have aspects that you will wish were different. With all of them you will need to be creative. Remember you are organizing and sorting your collection into defined subject areas, and these areas are then given class numbers which result in their having a precise address on your shelves. Always remember the goal is to get like items together on the shelf. Consistency within your own library is the most important thing. I want to focus on the two classification systems you are most likely to use, Weine and Elazar, and give you an overview of how they are structured and can be utilized. I will talk about the Weine system that I use and my colleague Eileen Polk will speak about Elazar which she uses in her library.

The Weine system, developed by Mae Weine in the 1940's or early 50's, can be purchased from the Association of Jewish Libraries or here at the convention. It is small and inexpensive consisting of two paper pamphlets, the Classification Scheme itself and the Relative Index. The Scheme itself is organized in class numerical order and the Relative index is an alphabetical subject index to lead you to the proper number in the scheme. Weine is based on Dewey. What she did was to accept Dewey's decimal structure and his ten classes, but changed how he subdivided the classes to fit the needs of a Judaic library. Thus in *Weine*, the 200's, Dewey's class for religion, is devoted to Judaism, not Christianity, which was switched to Judaism's old number 296. The entire span of numbers in the 200's area thus became available to classify Judaism. She did this for each area, redefining things in Jewish terms as needed. So the 900's, history, is totally revamped to accommodate Jewish history worldwide. It gives a great deal of space and attention to the Holocaust and to Israel. The Weine scheme itself rarely subdivides past the first number after the decimal point. That is left totally up to you. For example, as with Dewey, cookbooks are classified with the number 641.5. That is as far as the scheme classifies them. But if you want to sort your cookbooks on the shelf so that all the holiday cookbooks are together and the Passover cookbooks separated from general holiday cookbooks, and all the special diet cookbooks, or international cookbooks especially Israeli cookbooks are together, etc. Weine does not go that far into the classification mechanism to tell you. You can try and see what Dewey does to sort varieties of cookbooks if you happen to have a copy of Dewey, or you can subdivide 641.5 further yourself. This is what I did, in a very arbitrary way. But when you do this, you need to edit your copy of the Weine Scheme so that the next time you can be consistent when you catalog a cookbook. After a while you will find your copy full of these edits. The Weine Scheme does provide a systematic mechanism for subdividing by form which is found at the back. There are ten designated "forms" such as

theory, philosophy of, history of, periodicals, collections, essays addresses lectures, study and teaching etc. The Weine scheme can be used independently for a small library with nothing but Judaic materials, or in tandem with regular Dewey, designating the Judaic materials with a prefix of “z”. This may help the school library that is providing secular materials for the whole curricula, not just Jewish materials. Because it keeps the original ten class designations, it makes it easy for users familiar with the organization of public libraries to use the Judaic library. For example, art in the public library is in the 700’s, Judaic art in the Judaic library, classified by *Weine*, is also in the 700’s.

The *Elazar* system was developed by Daniel Elazar and first published in 1962. This is a real library reference book now in its third edition, published by Jason Aronson and costs \$50.00. It is similar to Dewey only in that it uses the same decimal structure, but it does not use Dewey’s class categories. *Elazar* takes the decimal structure and completely rebuilds it, assigning totally different class categories to each of the 10 number sets. *Elazar’s* class categories have an increasing Jewish chronology, that is, it starts with the beginnings of Judaism and goes forward in time as the numbers get higher.

000’s Bible and Biblical Studies	500’s Jewish Literature
100’s Classical Judaica: Halakhah & Midrash	600’s Jewish Community: Society & the Arts
200’s Jewish Observance and Practice	700’s Jewish History, Geography, Biography
300’s Jewish Education	800’s Israel and Zionism
400’s Hebrew, Jewish Languages and Sciences	900’s General Works

Elazar is a more substantial volume and classifies into more detail than Weine. Let me turn this over to Eileen.

Both these Judaic systems have strengths and weaknesses. No one system is perfect for all needs. You have to see what fits your institution. What Judaic classification system you use is totally arbitrary. It is perfectly acceptable to make up your own, that is what Weine and Elazar and many others have done. If your library already has one it made up and everyone likes it, fine. The only recommendation I will strongly make, is that if you are not in a university library but are a relatively small school or synagogue library and you are just starting up, don’t rely on Dewey or LC, you will be better off selecting a Judaic system. If you are automating an existing library, this is the time to review your collection, weed outdated materials and consider reclassifying with a Judaic system.

PROBLEMS IN CLASSIFICATION

Classification is sort of like working a jigsaw puzzle. You have to find a way to fit all the items into your library in an orderly fashion so the library functions as a coherent whole. There are certain

problem issues that seem to come up all the time in libraries and in Jewish libraries in particular. Biographies are a tricky area. What do you do with biographical fiction like the recent award winning children's book *The Travels of Benjamin of Tudela: through three continents in the twelfth century* by Uri Shulevitz? LC catalogs it as fiction with a fiction designation in its subject headings. It is not a straightforward biography, having dialog that is certainly not true. It is certainly fictionalized, but is it fiction? It tell the story of a person who really lived and traveled and is based on his actual diaries. Where does it belong? Where will it get the most use? And consider its format. It is exquisitely illustrated like a picture book, but its content is clearly not for the preschool set. It is oversized like a picture book too; it does not look like other books of youth fiction. Will older children ignore it thinking it is a baby book? Another issue to consider with biographies is what to do with collective biographies. In Dewey and therefore in Weine also, collective biographies are classified in the 920's, but if you do this, where do you shelve them? Do you put them with the rest of the 900's, a history classification far removed from other biographies? Many libraries choose to shelve the 920's after the regular biographies which are classified by the name of the person they are about and then arranged alphabetically. Other libraries choose to classify collective biographies with the subject area that is represented. There are no right and wrongs, just what works for your library.

Another area that is of growing concern is the issue of graphic books for adults. Should graphic books have a section all to themselves? Should they be classed as fiction? Or should they be classed as art books? And for children there is the growth of publication of heavily illustrated books for older children that look like picture books. The *Tudela* book illustrates this issue too. But it is most evident in the area of the Holocaust. These books look like picture books but the subject matter is clearly not for young children. They need to be introduced to children with context provided by an adult so they cannot be classed in a browsing collection with the picture books. But should you class them as fiction? Or do they belong with the holocaust non-fiction collection? Should they be classed as a group in a separate area? These issues are being debated right now as more and more of these books are being published.

And finally, there is the issue of format and what is the best way to handle the numerous types of materials our libraries now collect. Should all the videos, DVDs, CDs, software, media kits, etc. be classified by type before the subject number or should they be interfiled all together by subject? Again, these are issues in classification and organization of your library that need to be decided as you begin the process of cataloging and classification.

CONCLUSION

Let me close this way. Cataloging and classifying a Judaic library is the same as cataloging and classifying any other library but has an additional element, you must accommodate special Jewish needs.

The materials your library owns need to be sorted by subject to facilitate easy browsing and they need to be indexed so you can always find a specific item or subject area. That is the task of cataloging and classifying. Special Judaic issues and needs are met by the classification system you use. That is why I recommend selecting a Judaic classification system. And to keep pace with the modern technological world, the library needs to automate the catalog. But as you automate the catalog, always remember that **classifying and cataloging are two separate activities**. Let me repeat it and bold it because it is very important, **classifying and cataloging are two separate activities**. **You can use any classification system, Judaic or not, with any automation system you select to create your catalog**. You need the classification to complete the cataloging, but how you decide what the actual classification will be, is independent of the cataloging process. This question comes across the listserv all the time, “can I use classification system “x” with automation system “y”?” The answer is always yes. The automation system you select has nothing to do with the classification system you use and vice versa. Make your decisions independently about which classification system to use and which automation system to select. Make these decisions based on the needs of your institution.

I hope you now have a better understanding of the process of cataloging and classification for both a non-automated and an automated library. I will be happy to answer questions.

GLOSSARY

1. Barcodes

Machine-readable symbols of patterns of black and white stripes that encode sequential numbers used to identify and differentiate every individual item in library.

2. Cataloging

The process used to index a library's material holdings. It includes a bibliographic description of the titles, content subject headings, classification shelf location and holdings information.

3. Classification

Subject arrangement of materials on the shelf. Classification by subjects allows browsing by subjects since like subjects are kept together. The classification number or word is placed on the book and the corresponding cataloging record to act as an address for patrons to use to find the material.

4. MARC Record: MAchine-Readable Cataloging record

Machine-readable: "Machine-readable" means that one particular type of machine, a computer, can read and interpret the data in the cataloging record.

Cataloging record: "Cataloging record" means a bibliographic record, or the information traditionally shown on a catalog card.

5. Linking

The process by which you tell an electronic catalog that you own a copy of a particular title.

6. National Information Standards Organization

NISO, the National Information Standards Organization, a non-profit association accredited by the American National Standards Institute, identifies, develops, maintains, and publishes technical standards to manage information in our changing and ever-more digital environment, including library cataloging and information retrieval.

7. Shelf Location

A word or number that designates the classification of the title and therefore its location on the library shelf.

8. UNICODE Worldwide Character Standard

Unicode is an entirely new idea in setting up binary codes for text or script characters. The Unicode system is the International standard for the representation, transmission, interchange, processing, storage, input and display of the written form of all the diverse languages of the world, including Cyrillic, Han Chinese, Japanese, Arabic, Hebrew, Korean, Bengali, and so on, as well as additional symbols.

9. Z39.50 Information Retrieval Protocol (Z39.50/ISO 23950)

A computer protocol that can be implemented on any operating system and that defines a standard way for two computers to communicate for the purpose of information retrieval. A Z39.50 implementation enables one interface to access multiple systems providing the end-user with nearly transparent access to other systems.

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<http://home.earthlink.net/~ddstuhlman/liblob.htm>

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Weine Classification System. 3 v. [Member: \$12.00, Non-Member: \$16.50]

Specialized method of classification for the SSC library. Includes Classification Scheme, Subject Headings and Index, which may be purchased as a set or separately.

Weine Classification Scheme for Judaica Libraries. 8th ed. Revised by Judith S. Greenblatt, Rachel Glasser, Edythe Wolf, & Mae Weine. New York: AJL, 1996. 16 p. (ISBN 0-929262-37-9) [Member: \$5.00, Non-Member: \$6.00]

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<http://www.loc.gov/marc/umb/>

OTHER HELPFUL LINKS

<http://libinfo.com/vendors-systems.html>

Link to: List of library automation systems and vendors on the WWW

<http://www.librarytechnology.org/vend-search.pl>

Link to: Library Technology Guides: Automation Companies

<http://www.loc.gov>

Link to the Library of Congress