

**Best Practices for  
Cataloging Objects  
Using  
RDA and MARC 21**

January 2020

Created by the Objects Best Practices  
Task Force, Cataloging Policy Committee,  
Online Audiovisual Catalogers, Inc.

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## Preface

As of this writing, we are in the fortieth year of the formation of OLAC (Online Audio-visual Catalogers, Inc.) by our insightful and fearless leader, Nancy B. Olson (April 10, 1936 - December 24, 2018), who worked at what was then known as Mankato State University for 29 years. Mankato State provided her with numerous examples of objects and other special formats to catalog and consider within the realm of the former cataloging rules. Her five editions of *Cataloguing of Audiovisual Materials* have been a steadfast go-to guide for special formats catalogers for nearly four decades, and it will be continued by Bobby Bothmann of Minnesota State University, Mankato.

Michael Gorman, editor of the *Anglo-American Cataloguing Rules*, 2<sup>nd</sup> ed., revised, recently described the earlier book-based cataloging rules as a “procrustean bed of book-based descriptive rules” [which] “meant that rules for ‘non-books’ produced often unhelpful records.” He went on to say that “we have come a long way since then--the term ‘non-books’ and the attitudes it enshrined are long gone. Those ‘other’ materials are treated on their own terms and with the deserved respect for their value. Nancy Olson deserves a lot of the credit for that important change. Cataloguing codes became more inclusive, but without the practice and teaching of those more inclusive results that were, in many ways, led by Nancy Olson and certainly exemplified by her, we would not have reached the equality of treatment for all materials that contain recorded knowledge and information that we now enjoy.” Not only that, but Nancy Olson certainly paved the way for keeping the rules for cataloging special formats practical, first and foremost.

We have now leaped into the next generation of cataloging with *Resource Description and Access (RDA)*. It is still certainly the hope of the authors and editors of this *Best Practices for Cataloging Objects Using RDA and MARC 21* that we can maintain the practicality of cataloging these objects at the core of this work.

As catalogers, we make numerous cataloging decisions a day. Just as its predecessors, it is clear that the RDA: Resource Description and Access instructions were mainly intended for textual materials, be they physical print or electronic. How does one navigate some of the more difficult areas of describing special formats, in this case, three-dimensional objects? (Our serious Objects Task Force conversations surrounding “publication,” a very text-centric concept, come to mind as an example.) Furthermore, it is easy to feel overwhelmed in the face of all these round-peg-in-a-square-hole decisions that we must make, as special formats catalogers. This is why I always keep a sign (really, a focal point) in my office that reads the wise words of one of our sage cataloging leaders, Jay Weitz (OCLC), “**Do not agonize!**” We hope that this guide helps to alleviate some of these tensions through explaining the instructions, from a special formats point-of-view equipped with our cataloger’s judgment, and also by providing some excellent examples (with photographs) of these objects, along with their MARC records.

The work we do as catalogers is vital in helping our library users find the resources they need. The changes that I have personally witnessed in cataloging over these thirty-plus years in the field of cataloging librarianship are impressive. Now, we await the next big

sea change with the leap to Bibframe and Linked Data close at hand. Our future as catalogers continues to promise to be an interesting one, as we wade out further into the Semantic Web.

Julie Renee Moore

California State University, Fresno

# 1. Introduction

## Purpose

Why catalog objects? We catalog objects in order to make them discoverable in our libraries' catalogs, so that our library users may find, identify, select, and obtain these resources just as efficiently as any other types of resources. Many of our libraries have a wealth of these objects in their special or specialized collections and archives. For many decades, many of these objects lingered in the dark, sitting on shelves, uncataloged. Objects are very much a part of our historical human record. In the recent four decades, these materials have been gradually cataloged, exposing to the world these sometimes-impressive hidden collections. Often the objects are the jewels of our libraries, the parts that make each of our individual libraries special.

In 1983, there was an important article in *American Libraries* entitled, "Equality of Cataloging in the Age of AACR2." OLAC prepared a statement in that issue, explaining the need for complete cataloging of audiovisual materials. It reads:

Full and standard bibliographic description of non-print resources facilitates:

- A heightened awareness of the full range of information resources a library offers its user population;
- A consistent means for both the local and remote user of the catalog to search the entire collection through a single interface;
- Identification of material that represents a significant expenditure of library funds;
- International efforts in cooperative cataloging by sharing bibliographic records in the utility databases.

("Equality of Cataloging in the Age of AACR2." *American Libraries*, February 1983, p. 104.)

Now that we have moved to RDA, these statements still ring true. The special formats communities still need to take a stand for the importance of the cataloging of special formats, including Objects, as they are not particularly well represented in RDA. It is up to us to continue that which was started forty years ago.

In looking at the names of the authors of this document and the places from which they hail, there is certainly a reason why most of these esteemed catalogers from various special collections, specialized collections, and archives were drawn to this particular task force. We are all eager to bring out the very best from these collections of special formats, objects, in this case. Throughout the writing of these best practices, the task force members have all been eager to see the next MARC record and photograph of what interesting objects have been acquired and preserved in our libraries.

## Charge

(Provided by the OLAC CAPC Leadership)

Create a set of best practices for cataloging realia and other objects using RDA and MARC21. "Other objects" may include models, toys, replicas, 2D or 3D games, etc. Video games are excluded from this guide since they are covered in a separate guide.

## Scope

This best practices document is intended to assist catalogers in creating bibliographic records for objects, which RDA refers to as three dimensional forms, according to RDA instructions. This document provides guidance for the most common object situations encountered in libraries. Each section includes examples that reflect the RDA instructions. A list of resources and a selection of full MARC record examples illustrating common situations encountered in cataloging objects (of various types) completes the document. The Objects Task Force especially worked on the examples to provide a variety of materials that fall bibliographically under Objects. The Task Force found at least one example of Realia, Toy, Model, Art Original, Game, Microscope Slide, Diorama, and Tactile Three-Dimensional Form.

This document is intended for use with *Resource Description and Access* (RDA) and the MARC21 Format for Bibliographic Data. This document does not replace the use of RDA, but it works in tandem with RDA to provide best practices guidance in cataloging objects. This document is also not a step-by-step guide on how to catalog objects. The best practice recommendations and cataloging examples presented in the document are intended to clarify RDA principles and instructions used in cataloging objects. These guidelines assume some familiarity with RDA.

Subject analysis is not fully covered in this best practices guide. Classification is not covered. Name and topical subject access points, as well as genre/form information, are not covered fully in this document, although we do provide a section to discuss access points on a very practical level, and certainly, they do appear in the MARC record examples.

## Guiding principles

The timing of writing this has been interesting, since the dust has not completely settled on the *RDA* cataloging instructions and practices (especially as far as the special formats are concerned.) Even as this document is being written, the "*RDA* Toolkit Restructure and Redesign Project," also known as the "3R Project," is underway. Given that fact, the *Best Practices for Cataloging Objects Using RDA and MARC 21* continues to be somewhat of a work-in-progress.

The RSC (RDA Steering Committee) chairs have emphasized that the intent of RDA should be the principle that informs "rules" or best practices created by communities of practice, communities such as our OLAC community, for example. This is the time for

us to free ourselves from the card-based traditions and practices. There are many AACR2-based cataloging traditions and practices that still apply. However, for those areas that were relevant only to the card catalog environment, we need to let go of those practices as we are about to take the next leap into the linked data world.

One example that the reader will specifically see referenced throughout the document is the use of RDA 0.6.4, especially in Section 8, Publication/Distributor/Manufacture/Copyright Statements. RDA 0.6.4 presents the principle of conformance, which clarifies that even “core” elements are only required if they “are applicable and readily ascertainable”. Because the issuance of objects can be so far removed from traditional publishing models and because they so frequently lack title pages, colophons, and other traditional sources of information, the application of RDA 0.6.4, may yield distinctly different results than what many catalogers have come to associate as “core” or “mandatory” for textual resources. This idea is discussed further in Section 8.

In writing this document, we are anticipating the move to linked data. Back in 2010, Chris Oliver of the University of Ottawa, author of *Introducing RDA: A Guide to the Basics* (2010), explained that RDA demands precise data. Precise data equals machine readable data. Now, catalogers have been providing good data all along. Oliver stresses the need for even more precise data. Oliver explains that each element should be distinct and precisely defined, meaning that each element contains only one kind of data and controlled vocabulary is used in many of the elements. Each element then has the potential to be used for indexing, searching, and to build meaningful displays of data. Therefore, this guide recommends specific controlled vocabularies, such as Art and Architecture Thesaurus (AAT) and Genre Terms for Tabletop Games (GTTG) as well as granular MARC fields, such as the 340 and 588. It is our hope that providing this more precise and structured data will provide a smoother transition to the linked data environment.

As we would like to think that Nancy B. Olson would prefer, these best practices are practical as opposed to theoretical. They emphasize the good use of cataloger’s judgment.

## **Sticking Points**

Whenever a group of catalogers is writing together, there are bound to be “sticking points,” areas where it is difficult to build consensus or find agreement. We have had a few sticking points in this writing this document. (These are my top five of the points that we actually sent up through our Advisors, our Cataloging Policy Committee (CAPC) Chair, and then on to CAPC.) Since these were sticking points even within our task force, we anticipate some disagreement from the greater cataloging community. Therefore, we would like to go ahead and highlight these points.

### **1. Kits.**

In the beginning, we presumed that we would be including kits in this Objects document. We spent months discussing how to include Kits in this Objects document. Ultimately,

because the whole kits issue was getting in the way of progress for the overall guide, we made the decision to leave kits out of the objects guide, at least partially because kits are not necessarily made up of Objects. We recommended to CAPC that we need a different Task Force to deal with kits. While kits did not fit well into AACR2R, at least we had worked out a way to catalog them. It seems that kits are even more problematic in RDA. This was disappointing, because many of us do catalog kits, and kits require and deserve some guidance.

## **2. Square brackets.**

During this writing, we found that punctuation remains of importance to catalogers, and many of us are wed to our square brackets. They are an early signal to us catalogers that a title, for example, did not come from a preferred source. A major sticking point was whether to continue the use of the square brackets on titles that come from non-preferred sources. In the end, we came to a majority rule decision that we are going to dispense with brackets for supplied titles for objects. We will use either notes or brackets for other supplied elements, according to appropriateness and cataloger's judgment.

**Best Practice Recommendation:** Dispense with square brackets for supplied titles for objects.

**Best Practice Recommendation:** Use either notes or brackets for other supplied elements, according to appropriateness and cataloger's judgment.

## **3. Using the 588 for the title devised by cataloger note.**

We are all accustomed to using the title devised by cataloger note in the 500 field. The thought of putting it anywhere else was difficult. Some thought that the 588 really was only for serials, perhaps because the serials catalogers are the cataloging community that has put the field to use. However, there is nothing that says that other cataloging communities cannot also use this field.

**Best Practice Recommendation:** Use the 588 for the source of the title, as well as sources of other information.

## **4. 264 \_1**

Records might not have a 264 field with second indicator 1. In the spirit of RDA 0.6.4 we are recording what we actually have, and not insisting upon including or devising a publisher statement, even though it is considered to be core element. Again, it is our best practice to provide guidance and recommendations for "elements that are applicable and readily ascertainable" and the publication area, in particular, is an area where the application may be quite different from what many catalogers have come to associate as "core" or "mandatory" for textual resources. In many instances, the whole notion of "publication" simply does not apply to objects.

**Best Practice Recommendation:** Provide only elements that are “applicable and readily ascertainable.”

**Best Practice Recommendation:** Record information from the resource in the element or elements it most logically corresponds to.

## Objects-Related Definitions

From RDA and the OCLC Bibliographic Formats & Standards Manual - plus Type of Visual Material (TMat).

These terms are also defined in the MARC 21 Bibliographic documentation (under Type of Visual Material, Byte 33): <https://www.loc.gov/marc/bibliographic/bd008v.html>

### Art original (TMat = a)

RDA: No definition

OCLC BF&S: Original three-dimensional art objects created directly by an artist, not for reproductions of such works. Use for original sculptures and statues.

### Art reproduction (TMat = c)

RDA: No definition

OCLC BF&S: Three-dimensional mechanically reproduced copies of an artwork usually one of a commercial edition. Use for reproductions of sculptures and statues.

### Diorama (TMat = d)

RDA: No definition

OCLC BF&S: Three-dimensional representations of scenes created by placing objects or figures in front of two-dimensional backgrounds.

### Game (TMat = g)

RDA: A resource designed for play according to prescribed or implicit rules and intended for recreation or instruction.

OCLC BF&S: Items or sets of items designed for play according to prescribed rules and intended for recreation or instruction. Includes puzzles and simulations.

### Microscope slide (TMat = p)

RDA: No definition

OCLC BF&S: Transparent, usually glass, mounts containing a minute object to be viewed through a microscope or microprojector.

### Model (TMat = q)

RDA: A three-dimensional representation of a real or imagined object.



OCLC BF&S: Three-dimensional representations of real things or imagined objects, either of the exact size of the original or to scale. A model may or may not be operational. Use for mock-ups.

### Object

RDA: A three-dimensional artefact (or a replica of an artefact) or a naturally-occurring object.

### Realia (TMat = r)

RDA: See three-dimensional form.

OCLC BF&S: All naturally occurring objects and any other three-dimensional item made or modified by humans that does not fit into any of the other categories. Use for machines, stitchery, clothing, rubber stamps, templates, pattern stencils, alphabets for lettering, shapes for flowcharts, jewelry, pottery, musical instruments, fabrics, tools, utensils, sea shells, rocks, holograms, and furniture.

### Tactile Three-Dimensional Form

RDA: A content type consisting of content expressed through a form or forms intended to be perceived through touch as a three-dimensional form or forms.

### Three-Dimensional Form

RDA: A form or forms intended to be perceived visually in three dimensions. Includes sculptures, models, naturally occurring objects and specimens, holograms, etc.

### Toy (TMat = w)

RDA: An object designed for imaginative play or one from which to derive amusement.

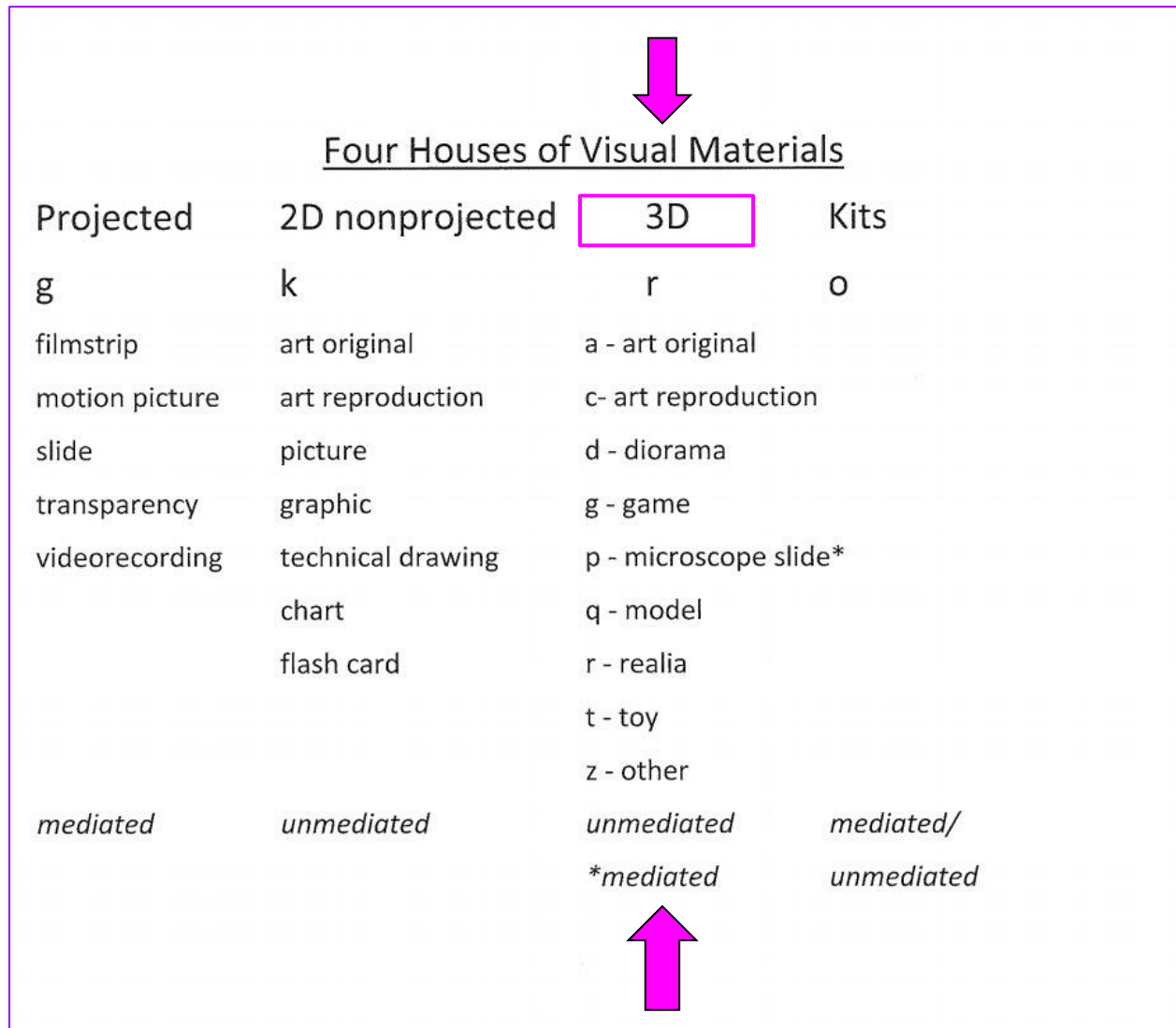
OCLC BF&S: Material objects for children or others to play with, often an imitation of some familiar object (e.g., a plaything or something contrived for amusement rather than for practical use). Use for puppets.

### Kit

**RDA does not define Kit**, but “kit” is mentioned a number of times in RDA.

Since the items making up a kit are not necessarily objects, kits are being deferred to another future guide. (We are not covering “kits” in this guide.)

# Four Houses of Visual Materials



This graphic of the “Four Houses of Visual Materials” by Scott Dutkiewicz provides a handy visual overview of the whole visual materials arena. The focus of this Best Practices document is the 3D column.

## 2. List of Core Elements

### RDA Core Elements

The RDA Steering Committee (RSC) (formerly, the Joint Steering Committee (JSC) for the development of RDA) made the decision to designate certain elements as “core,” based on the FRBR and FRAD user tasks, in other words, whether or not the element is required to find, identify, and select the resource.

These mandatory core elements must be included in the bibliographic record, if they are applicable to the resource and if the information is available.

The RDA core elements, MARC tags and subfields where these elements are recorded, and the RDA guidelines for these elements are as follows:

#### Title Proper

MARC 245 \$a \$n \$p

RDA 2.3.2

#### Statement of Responsibility relating to title proper

MARC 245 \$c

RDA 2.4.2

#### Edition Statement

MARC 250 \$a

RDA 2.5

#### Serial numbering

MARC 362 \$a

RDA 2.6

#### Publication Information

MARC 264 \$a \$b \$c

RDA 2.8

#### Extent of Resource

MARC 300 \$a

RDA 3.4 (Core if the resource is complete or if the total extent is known)

#### Content type

MARC 336 \$a  
RDA 6.9

Media type

MARC 337 \$a  
RDA 3.2

Carrier type

MARC 338 \$a  
RDA 3.3

Series

MARC 490 \$a \$v  
RDA 2.12

Identifiers for the Manifestation

MARC 020, 022, 024, 028  
RDA 2.15

## **LC/PCC Core Elements**

Those who wish to contribute BIBCO records should consult the BIBCO Standard Record Metadata Application Profile document linked below. It includes a chart of RDA core and PCC core elements and gives the corresponding MARC field and RDA citation number.

<https://www.loc.gov/aba/pcc/bibco/documents/PCC-RDA-BSR.pdf>

### 3. Choice of Record, Workform, and Fixed Fields (LDR, 008)

#### Workform

Position	OCLC	Value	Description
008/06 Type of Date/Publication Status	DtSt	q	Questionable date
		r	Reprint/original date
		s	Single date
		t	Publication date and copyright date
		n	Unknown date
008/07-10 Date	Date1	YYY Y	Date
008/11-14 Date	Date2	YYY Y	Date

The Type of Date (DtSt) describes the dates given in 008/07-10 and 008/11-14, which are usually derived from the date information given in MARC field 264.

q - Questionable date (*Descriptive Cataloging Manual* B5.14.2.2.3)

Use code q when 1) a range of possible years is supplied in the 264 field, 2) an earliest possible date is supplied in the 264 field, or 3) a latest possible date is supplied in the 264 field.

008/06 (DtSt): q 008/07-10 (Date1): 1990 008/11-14 (Date2): 1999
--

264 \_1 \$c [between 1990 and 1999]

[A supplied publication date in which the earliest and latest publication years are known]

r - Reprint/reissue date and original date (*Descriptive Cataloging Manual* B5.14.2.2.4)

Use code r when a resource has been reprinted and it is judged to be important to provide information about the previous manifestation. Identify such a resource from the broader aspect of “republishing,” to include a reprint, a facsimile, a reissue, etc. In such a case use code r; use Date1 for the date of publication at hand and Date2 for the date of a previous publication.

008/06 (DtSt): r

008/07-10 (Date1): 2013

008/11-14 (Date2): 1906

264 \_1 \$c 2013

500 \_\_ \$a Reprint. Originally published: Paris : Denonvilliers, 1906.

[A 2013 reproduction of a monograph originally published in 1906]

s - Single known date/probable date (“008 - All Materials (NR),” *MARC 21 Format for Bibliographic Data*)

Date consists of one known single date of distribution, publication, release, production, execution, writing, or a probable date that can be represented by four digits. The single date associated with the item may be actual, approximate, or conjectural (e.g., if the single date is uncertain).

008/06 (DtSt): s

008/07-10 (Date1): 1975

008/11-14 (Date2): [blank]

264 \_1 \$c [1975?]

[A supplied publication date consisting of a probable year]

008/06 (DtSt): s

008/07-10 (Date1): 2001

008/11-14 (Date2): [blank]

264 \_1 \$c 2001.

264 \_3 \$c 2001.

[A publication date and a manufacture date]

t - Publication date and copyright date (*Descriptive Cataloging Manual* B5.14.2.2.5)

Use code t when a publication date consisting of a year alone and a copyright date are provided in separate 264 fields. When code t is used, both Date1 and Date2 values must be provided, even if they are the same year.

008/06 (DtSt): t  
 008/07-10 (Date1): 2013  
 008/11-14 (Date2): 2015  
 264 \_1 \$c 2013.  
 264 \_4 \$c ©2015  
 [A publication date and a copyright date consisting of different years]

n - Dates unknown (*Descriptive Cataloging Manual* B5.14.2.2.2)

Use code n when no publication date is provided in the 264 field.

008/06 (DtSt): n  
 008/07-10 (Date1): uuuu  
 008/11-14 (Date2): uuuu  
 264 \_1 \$c [date of publication not identified]  
 [No publication date identified or supplied]

Position	OCLC	Value	Description
008/15-17 Place of Publication, Production, or Execution	Ctry	[aaa]	Three-character alphabetic code

Two- or three-character alphabetic code that indicates the place of publication, production, or execution. The choice of MARC code is generally related to information in field 264. Codes can be found in the *MARC Code List for Countries* (<http://www.loc.gov/marc/countries/>). (“008 - All Materials (NR),” *MARC 21 Format for Bibliographic Data*)

008/15-17 (Ctry): nyu  
 264 \_1 \$a New York

008/15-17 (Ctry): xx\_  
 264 \_1 \$a [Place of publication not identified]  
 [Unknown place of publication]

Position	OCLC	Value	Description
008/18-20 Running Time for Motion Pictures and Videorecordings	Time	nnn	Not applicable

nnn - Not applicable ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Running time is not applicable for Objects.

Position	OCLC	Value	Description
008/22 Target Audience	Audn	#	Unknown or not specified
		a	Preschool (children, approximately ages 0-5 years)
		b	Primary (children, approximately ages 6-8 years)
		c	Pre-adolescent (young people, approximately ages 9-13)
		d	Adolescent (young people, approximately ages 14-17)
		e	Adult
		f	Specialized



		g	General
		j	Juvenile (children and young people, approximately ages 0-15)

Target Audience (Audn) indicates the audience for which the item is intended. It is used primarily for educational audiovisual materials.

Position	OCLC	Value	Description
008/33 Type of Visual Material	TMat	a	Art original
		c	Art reproduction
		d	Diorama
		g	Game
		p	Microscope slide
		q	Model
		r	Realia
		w	Toy
		z	Other

a - Art original ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Two or three-dimensional work of art created by an artist, for example, a sculpture, as contrasted with a reproduction of it.

Example: Love sculpture

c - Art reproduction ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Two or three-dimensional mechanically reproduced copy of a work of art, generally as one of a commercial edition.

d - Diorama ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Three-dimensional representation of a scene created by placing objects, figures, etc. in front of a two-dimensional background.

Example: Cave diorama

g - Game ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Item or set of items designed for play according to prescribed rules and intended for recreation or instruction. Code g includes puzzles and simulations.

Example: Monopoly; Pizza puzzle

p - Microscope slide ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Transparent mount, usually glass, containing a minute object to be viewed through a microscope or microprojector.

Example: Lichen microscope slide

q - Model ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Three-dimensional representation of a real thing, either of the exact size of the original or to scale.

Example: Tall Paul, an anatomical model of the human torso

r - Realia ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Includes 1) all other three-dimensional items not covered by the other codes (e.g., clothing, stitchery, fabrics, tools, utensils), and 2) naturally occurring objects.

Examples: Baleen basket; Spinosaurus tooth fossil

w - Toy ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Material object for children or others to play with (often an imitation of some familiar object); a plaything; also, something contrived for amusement rather than for practical use.

Example: Bear hand puppet

z - Other ("008 - Visual Materials (NR)," *MARC 21 Format for Bibliographic Data*)

None of the other defined codes is appropriate.

Position	OCLC	Value	Description
008/34 Technique	Tech	n	Not applicable

Technique (Tech) indicates the technique used in creating motion in motion pictures or videorecordings.

Position	OCLC	Value	Description
008/35-37 Language	Lang	[aaa]	Three-character alphabetic code
		zxx	No linguistic content

The three-character alphabetic code indicates the language of item, using codes found in *MARC Code List for Languages* (<http://www.loc.gov/marc/languages/>). The choice of a language code is based on the predominant language of the item.

For visual materials, coding depends on the type of material. For three-dimensional materials, the language content is that associated with the material, i.e., captions or other text associated with the items that are part of the chief source of information.

zxx - No linguistic content ("008 - All Materials (NR)," *MARC 21 Format for Bibliographic Data*)

Item has no sung, spoken, or written textual content.

Examples of such items are: visual materials other than moving images with no printed titles, captions, etc.

## 4. Bibliographic Level (Leader/07)

Bibliographic level is a required part of the MARC Leader. This is a code indicating mode of issuance and/or hierarchical relationship. That is, is the resource being described a component part of a larger resource.

The two most common codes for objects are m and c. M stands for “monograph” and c stands for “collection.” M is the default code for visual materials.

### Monograph/Item

A monograph is a nonserial item that is either complete in one part or complete or intended to be completed in a finite number of separate parts. Examples include a multi-volume monograph or a sound recording with multiple tracks.

All single items (for example, a sculpture or a toy) would receive code m. M is also used for multiple items produced or issued together (for example, a complete set of dishes, a pack of playing cards, a boxed game consisting of a game board, playing tokens, and instruction booklet), regardless of whether they are published or unpublished. In this way, ‘sets’ of objects are equivalent to the familiar monographic sets of printed books.

### Collections

Collection would include collections assembled by a donor or vendor as well as collections assembled by the cataloging agency. Code c may also be appropriate for assemblages of items of uncertain provenance, where it is unknown if they were issued together.

# 5. Preferred Source of Information (RDA 2.2)

## Preferred Source of Information

Choose an appropriate source of information as the basis for identification of the manifestation (RDA 2.1). Decide if you are creating a comprehensive description (RDA 1.5.2) or an analytical description (RDA 1.5.3). A comprehensive description is used to describe the manifestation as a whole, such as a single puppet, an anatomical model in multiple parts, or a group of objects put together by a collection developer. An analytical description is used to describe a part of a manifestation, such as a water quality tester that is part of a field kit or a single bone that is part of a skeleton.

When describing the manifestation as a whole using a comprehensive description, treat containers and accompanying material as part of the manifestation itself. When preparing an analytical description of one or more components of a manifestation, treat containers and accompanying material as a source outside the manifestation itself (i.e., as a related resource).

RDA requires that a preferred source of information be chosen. For objects, the preferred source of information may come from any number of locations.

If creating a comprehensive description for multi-part objects, look for a source that describes the manifestation as a whole, such as the container. If none of these sources has a title, look for another source within the resource, giving preference to a source in which the information is formally presented. If that is not available, use one of the following in this order of preference:

- It is common for multi-part objects to have unnumbered parts, in which case prefer a source of information identifying the earliest date of issue. Accompanying guides are often the likeliest source for this information.
- If one source has a title identifying a main or predominant aspect of the manifestation, use that.
- If no source of information identifies the manifestation as a whole and it has no predominant aspect, you may treat the sources identifying the individual parts as a collective source of information for the manifestation as a whole.

When a resource is issued as a single item and is described comprehensively, choose a source of information that identifies the resource as a whole. In some cases, the information needed to identify the resource does not appear on any source in the resource itself. Information is then taken from one of the following sources (in order of preference):

- accompanying material (if using a comprehensive description)
- other published descriptions of the resource

- A container that is not issued with the resource itself (e.g., a box or case made by the owner)
- any other available source (e.g., a reference source)

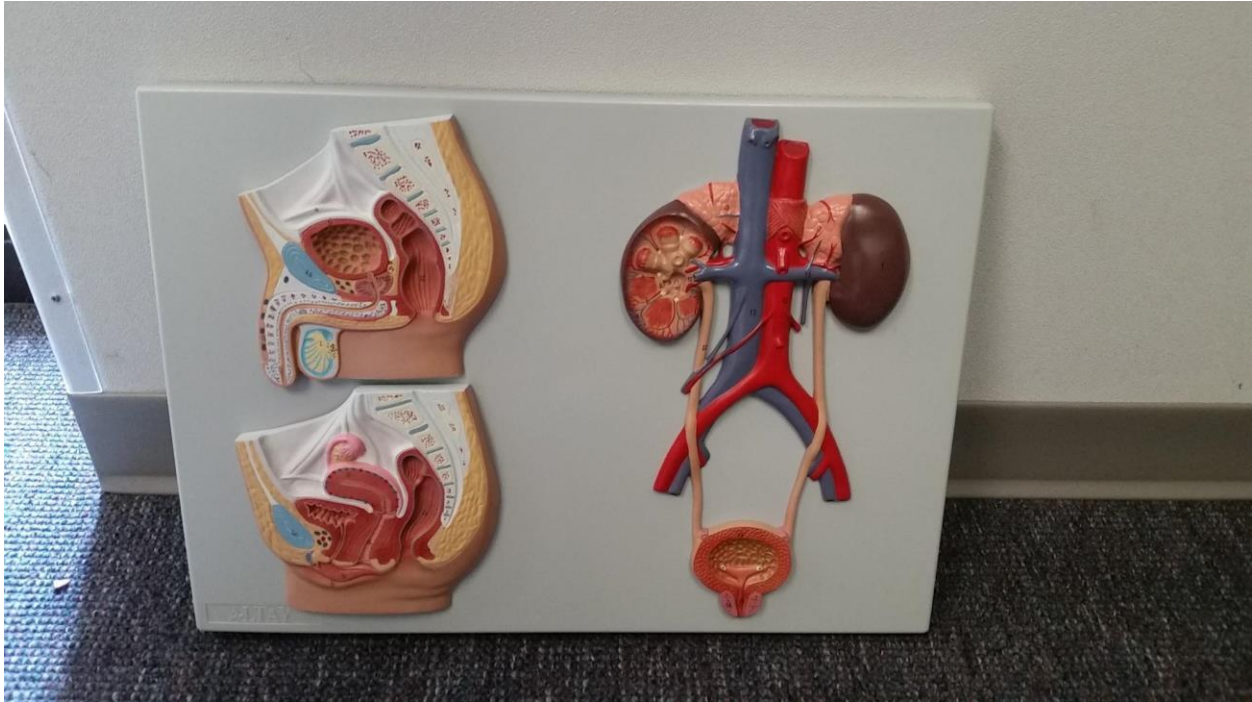


Photo credit: Jessica Schomberg

245 00 \$a Median section of male and female urinary tract.

588 0\_ \$a Title from guide accompanying item.

**Best Practice Recommendation:** Always make a note on the source of title.

**Best Practice Recommendation:** Always indicate when information that comes from outside the resource itself for transcription elements other than the title proper. This may be done through notes or square brackets.

**Best Practice Recommendation:** With an eye towards future cataloging systems and standards, we encourage using the MARC 588 field to record notes on sources of information since it is a more specific and structured field. However, we recognize that not all catalogs may be configured to support display of the 588.



Balance pods, photo credit Jessica Schomberg

<p>245 00 \$a Balance pods. 588 0_ \$a Title from manufacturer's website.</p>
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Other examples:

<p>245 00 \$a Introductory rock collection. 588 0_ \$a Title from contents sheet.</p>
---

-

<p>245 00 \$a Geode. 588 0_ \$a Title devised by cataloger.</p>
---

-

<p>245 00 \$a Votes for women tea cup and saucer. 264 _2 \$a [England?] : \$b [Women's Social and Political Union?], \$c [between 1903 and 1917?] 588 0_ \$a Title devised by cataloger. 588 0_ \$a Date of issuance estimated from activity of Women's Social and Political Union.</p>
---

## 6. Title and Statement of Responsibility

RDA 2.3 defines a title as a “word, character, or group of words and/or characters that names a resource or a work contained in it” (RDA 2.3.1.1).

Titles may appear in different forms and in different places in the resource. RDA categorizes titles as follows:

- title proper (RDA 2.3.2)
- parallel title proper (RDA 2.3.3)
- other title information (RDA 2.3.4)
- parallel other title information (RDA 2.3.5)
- variant title (RDA 2.3.6)
- preferred title (RDA 6.2.2)

The General Material Designation (GMD) formerly found in MARC field 245 subfield h (i.e., [realia]) is not used in RDA cataloging. This information is now included in the description of the carrier (Carrier Type RDA 3.3, MARC 338).

### Title Proper (RDA 2.3.2)

Core Element Source: Preferred source MARC 245 \$a Title

The title proper is the title that appears on the manifestation (i.e., the piece in hand that is being cataloged) and is the “title normally used when citing the resource” (RDA 2.3.2.1). The title proper should be tested to see if any of the conditions apply that would require the use of a preferred title, for example, if the title would conflict with the title of another resource.

245 00 \$a Muscular body.
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**Best Practice Recommendation:** Always make a note on the source of the title proper.

245 00 \$a Muscular body. 588 0_ \$a Title from accompanying guide.
--

### Selecting the Title Proper

When the title is in more than one language or script, choose the title proper on the basis of the sequence, layout, or typography of the titles on the source of information (i.e., label on item, accompanying guide.) (RDA 2.3.2.4). If the title in the source of information for the title proper is in more than one form and the titles are in the same language and script, select the title proper on the basis of the sequence, layout, or typography of the titles on the source of information. If these factors do not help in the



selection of the title proper, choose the most comprehensive title available on the source of information (RDA 2.3.2.5).

Selecting Collective Title vs. Individual Titles (RDA 2.3.2.6). The choice of recording a collective title versus an individual title for a resource depends on the type of description chosen for the resource: comprehensive (RDA 1.5.2) or analytical (RDA 1.5.3).

- If a comprehensive description is chosen for a resource and the source of information contains both a collective title and titles representing individual content, record the collective title as the title proper (RDA 2.3.2.6.1). Titles of individual content may be recorded as related works (RDA 25.1), usually in a contents note and/or as authorized preferred title access points (i.e., MARC 730). Do not record titles of individual content in the MARC 246 field.

245 00 \$a Forestry field kit.

588 0\_ \$a Title devised by cataloger.

505 0\_ \$a Trees of Minnesota field guide -- Birds of Minnesota field guide -- 1 12-inch plastic ruler -- 1 Garmin eTrex 20x GPS -- 1 3LED 45x handheld magnifier -- 1 pocket penetrometer -- 1 100-foot closed metal housing fiberglass measuring tape -- 1 Lynxtech TDS meter, water quality electrical tester -- 1 luminous recreational field compass -- 1 3-thread increment borer.

700 12 \$a Tekiela, Stan. \$t Trees of Minnesota field guide.

700 12 \$a Tekiela, Stan. \$t Birds of Minnesota field guide.

*(Comprehensive description; collective title used as title proper. Individual titles appear in a contents note and as title authorized access points.)*

- If an analytical description is chosen for a resource and the source of information contains both the title of the content being described (i.e., individual title) and the collective title of the larger resource, record the individual title as the title proper (RDA 2.3.2.6.2). The collective title of the larger resource may be recorded as either a series title or as a related work. RDA 2.3.2.6.2 provides an exception for instances when the title of the content being described does not sufficiently identify the resource. In such cases, it reads: "Record the collective title for the larger manifestation, followed by the title of the content being described." (RDA 2.3.2.6.2)

245 00 \$a Adventures in art : \$b Large reproductions : 4-5-6

246 30 \$a Large reproductions 4-5-6

*(Analytical description; title of content being described used as title proper. Title of larger resource included in other title information because the title of the content does not sufficiently identify the resource.)*

When determining the title proper for objects that contain both comprehensive and individual titles also consult LC-PCC PS 6.27.1.9 Appendix 1.

### **Recording the Title Proper (RDA 2.3.2.7)**

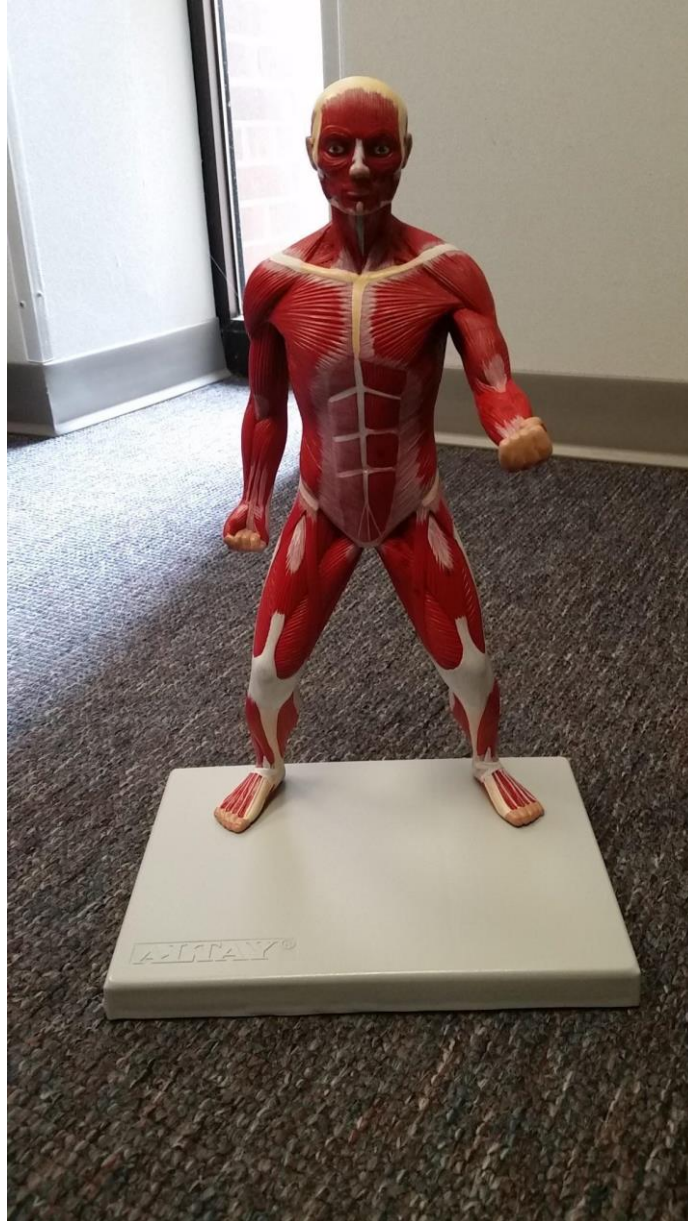
The title proper is transcribed from the preferred source of information. The title should be transcribed as it appears on the source of information. Thus, when transcribing a title, inaccuracies and misspellings are also transcribed. Corrections can be given in a note (RDA 2.17.2.4), or as a variant title (RDA 1.7.9).

245 04 \$a The death of Ivan Illich

246 1\_ \$i Title on container: \$a Death of Ivan Ilych

*(Title on container: The death of Ivan Illich. Title on other parts of the resource and reference sources: Death of Ivan Ilych.)*

Introductory words not meant to be part of the title are omitted. The title including introductory words may be given as a variant title. Introductory words (including names of persons or corporate bodies) that are an integral part of the title (e.g., connected by a case ending, etc.) should be recorded as part of the title proper.



Miniature Human Muscular Figure, photo credit Jessica Schomberg

<p>245 00 \$a Miniature Human Muscular Figure 246 32 \$a Altay Miniature Human Muscular Figure <i>(Introductory word is not considered an integral part of the title.)</i></p>
--

RDA offers an option to abridge lengthy titles, but only if no essential information is lost. None of the first five words of the title should be omitted. A mark of omission ( ...) is used to indicate abridgement (RDA 2.3.1.4). In some cases the only title in the source of information is just the name of a person, family, or corporate body, that name can be recorded as the title proper (RDA 2.3.1.5). If the name that would normally be

considered a publisher or distributor name is an integral part of the title (e.g., with a case ending, etc.) the name can be recorded as part of the title proper.

245 00 \$a Beauchene.

*(A disarticulated skull in the Beauchene style.)*

-

245 00 \$a Bohr's interactive atomic model.

*(A physical model using Bohr's theoretical model of the atom.)*

## Resources without a Collective Title

If a comprehensive description has been chosen for a resource and no collective title appears on the source of information, record the titles of the parts as they appear on the source of information for the resource as a whole (RDA 2.3.2.9). Record the titles in the order they appear on the resource. An RDA alternative allows the cataloger to devise a title for the resource as a whole.

245 00 \$a Balance pods.

588\_0 \$a Title devised by cataloger.

*(No collective title for resource)*

**Best Practice Recommendation:** When a resource has no collective title in any source of information, including sources outside the resource itself, devise a comprehensive title in the predominant language presented in the resource; if that is not possible or practicable, devise a title in the language of the cataloging agency.

## Resources Without Title

If no title is present on the resource itself, take a title from another source (RDA 2.2.4). Record the source of the title proper in a note.

245 00 \$a Human nervous system model.

588 0\_ \$a Title from distributor's website.

If a resource has no title, and no title can be found in any sources of information given at RDA 2.2.4, then the cataloger can devise a brief descriptive title that indicates either the nature and/or subject of the resource. Following LC-PCC PS 2.3.2.11, the devised title should be made in English.

245 00 \$a Forestry field kit.

588 0\_ \$a Title devised by cataloger.

## A Note About Square Brackets

During the writing of this best practices guide, there was much discussion about whether or not to continue the use of the square brackets on titles that come from non-preferred sources. In the end, we came to a majority rule decision to dispense with brackets for supplied titles for objects. We will use either notes or brackets for other supplied elements, according to appropriateness and cataloger's judgment.

**Best Practice Recommendation:** Dispense with square brackets for supplied titles for objects.

**Best Practice Recommendation:** Use either notes or brackets for other supplied elements, according to appropriateness and cataloger's judgment.

## Parallel Title Proper (RDA 2.3.3)

Core Element for LC/PCC Source: Any source within the resource MARC 245 \$b  
Remainder of title, 246

A parallel title proper is a title proper that is in another language and/or script (RDA 2.3.3.1). An alternative parallel title proper is recorded as part of the parallel title proper. Each parallel title should also be given in a MARC 246 field, with second indicator 1.

245 03 \$a Le genou de Claire = \$b Claire's knee 246 31 \$a Claire's knee
---

The parallel title proper may be taken from any source within the resource. If the title proper comes from a source outside the resource, the parallel title proper should be taken from that source as well. If the parallel title proper is taken from a different source than the title proper, the source of the parallel title proper can be given in a note.

**Best Practice Recommendation:** Make a note for the source of the parallel title proper if taken from a different source than the title proper. In the case of multiple parallel titles, record them in the order indicated by the sequence, layout, or typography of the titles on the source(s) of information (RDA 2.3.3.3). Each instance of parallel other title information should follow its corresponding parallel title.

245 00 \$a Stomach = \$b Magen = Estomac 246 31 \$a Magen 246 31 \$a Estomac <i>(Multiple parallel titles, each with other title information.)</i>
---

**Other Title Information (RDA 2.3.4)** Core Element for LC Source: Same source as the title proper MARC 245 \$b Remainder of title

Other title information is "information that appears in conjunction with, and is subordinate to the title proper of a resource" (RDA 2.3.4). A common example of other title information is a subtitle.

245 04 \$a The shadow of hate : \$b a history of intolerance in America.  
245 02 \$a Mathkit : \$b manipulatives for kindergarten to grade three.

Other title information is taken from the same source as the title proper. Thus, if a subtitle is not present on the same source as the title proper but it appears elsewhere, it should be recorded as a variant title (see the section Variant Titles (RDA 2.3.6), below).

245 00 \$a Ready to talk  
246 1\_ \$i Subtitle on accompanying guide: \$a Helping parents talk about sex  
*(Subtitle does not appear on the same source as the title proper; record as a variant title.)*

Or

245 00 \$a Ready to talk  
246 1\_ \$i Title on accompanying guide: \$a Ready to talk : \$b Helping parents talk about sex  
*(As an alternative, entire title given in MARC 246.)*

RDA does not consider part, section, or supplement titles to be other title information. Follow LC-PCC PS 2.3.1.7 and transcribe any numbering as 245 subfield n and any part title as subfield p.

245 04 \$a The language of literature. \$n Grade 10.  
*(Section and part titles are not recorded as other title information.)*

### **Parallel Other Title Information (RDA 2.3.5)**

Core Element for LC Source: Same source as the corresponding parallel title proper  
MARC 245 \$b Remainder of title

Parallel other title information is other title information in a language and/or script different from that recorded in the other title information element.

Record parallel other title information in the same order as the parallel titles proper to which the information corresponds.

If there are no parallel title proper, but if other title information appears in one or more languages or scripts that are different from that of the title proper, record the other title information that appears first as other title information (2.3.4.4) and record the other title information in other languages as parallel other title information.

245 10 To a wild rose : \$b from “Woodland sketches” : for 4 violoncellos = aus  
“Amerikanische Wald-Idyllen” : für 4 Violoncelli

## Variant Titles (RDA 2.3.6)

Not Core Source: Any source MARC 246, 730

A variant title is a title that differs from the title proper or other title information (or parallel title proper or other title information). Examples of variant titles include:

- Titles or variants that appear in the resource itself
  - Title frames or screens
  - Container
  - Accompanying material
- Titles from reference sources
  - Titles assigned by the cataloger/agency preparing the description of the resource
  - Translation
  - Transliteration
- Titles assigned by the creator, previous owners, others associated with the resource
  - Corrections to titles
  - Part of a title recorded as part of the title proper
  - Alternative title
  - Section title

Any variant title considered important for identification or access can be recorded. LC-PCC PS 2.3.6.3 provides guidance for encoding variant titles with MARC. Variant titles are generally recorded in MARC field 246. Individual titles in a compilation are recorded in the MARC 700, 710, 711, or 730 field depending on how the access point is formed.

100 1\_ \$a Henn, Dirk, \$d 1960- \$e game designer.

245 10 \$a Alhambra : \$b big box ; including Alhambra and five expansions / \$c Dirk Henn.

505 00 \$g Base game. \$t Alhambra -- \$g Expansion 1. \$t The viziers -- \$g Expansion 2. \$t The city gates -- \$g Expansion 3. \$t The thief's turn -- \$g Expansion 4. \$t The treasure chamber -- \$g Expansion 5. \$t Power of the sultan.

700 \_2\$a Henn, Dirk, \$d 1960-. \$t Viziers.

700 \_2 \$a Henn, Dirk, \$d 1960-. \$t City gates.

700 \_2 \$a Henn, Dirk, \$d 1960-. \$t Thief's turn.

700 \_2 \$a Henn, Dirk, \$d 1960-. \$t Treasure chamber.

700 \_2 \$a Henn, Dirk, \$d 1960-. \$t Power of the sultan.

LC-PCC PS 2.3.6.3 also provides guidance for making variant titles for permutations related to the title proper. These guidelines are given as an attempt to standardize the types and forms of variant titles related to the title proper. Some examples include how to record alternate forms of abbreviations, dates, numbers, signs, symbols, etc., corrected title proper, portions of title proper, and introductory words. LC-PCC PS 2.3.6.3 also provides guidance for making variant titles for other titles found on the item.

245 00 \$a Median section of male and female urinary tract. ( <i>Title from accompanying guide.</i> ) 246 32 \$a Human Male and Female Urogenital Systems Model. ( <i>Acquisitions title from publisher's website.</i> )
---

245 00 \$a Professor Noggin's countries of the world card game. 246 30 \$a Countries of the world card game
--

245 00 \$a World War II map game 246 3_ \$a World War 2 map game 246 3_ \$a World War two map game
--

## Statement of Responsibility (RDA 2.4)

Statement of responsibility refers to the “identification and/or function of persons, families, or corporate bodies responsible for the creation of, or contributing to the realization of, the intellectual or artistic content of a resource” (RDA 2.4.1.1). A statement of responsibility may include words or phrases that are neither names nor linking words. Statements of responsibility may occur in association with:

- a title proper (RDA 2.4.2-RDA 2.4.3)
- a designation of edition (RDA 2.5.4-RDA 2.5.5)
- a designation of a named revision of an edition (RDA 2.5.8-RDA 2.5.9)
- the title of a series (RDA 2.12.6-RDA 2.12.7)
- the title of a subseries (RDA 2.12.14-RDA 2.12.15)

In order of preference, the source for the statement of responsibility is the same source as title proper (RDA 2.3.2.2), another source within the manifestation (2.2.2.), or another source of information specified (2.2.4). The statement of responsibility relating to the title proper is transcribed as it appears on the source of information, even if a fuller form is available elsewhere. Only the first statement of responsibility is considered core and therefore required to record. The statement of responsibility is recorded in MARC field 245, subfield c.



245 00 \$c compiled by Hilde Howden.  
245 00 \$c a 3B Scientific skeleton.

**Best Practice Recommendation:** Generally record work-level roles (e.g., creators and individuals or groups associated with a work from RDA Appendix I) in the statement of responsibility. Use cataloger's judgment to determine the significance of their involvement in the creation of artistic and intellectual content of the work being cataloged. In RDA, a noun phrase that occurs with the statement of responsibility is recorded with the statement of responsibility rather than as other title information (RDA 2.4.1.8).

245 00 \$c a game by MindWare.

Record a statement of responsibility even if no specific person, family, or corporate body is named.

245 00 \$c a collection created by students in the Social Work 609 class.

If the role or function of the person, family, or corporate body named in a statement of responsibility is unclear, a word or short phrase of explanation can be added (RDA 2.2.4). Enclose the explanation in brackets to show the information was taken from a source outside the resource itself.

245 00 \$c [illustrated and designed by] students in ART 670: Advanced Printmaking.

Multiple statements of responsibility should be recorded in the order indicated by the sequence, layout or typography of the source of information. If the order can't be determined, record the statements in the order that makes the most sense.

245 00 \$c [songs compiled by] Gwayakoggabaw (Rick Gresczyk, Jr.) and some of his students, friends, and family ; [translated into Ojibwe] by Jessie Clark & Rick Gresczyk.

RDA offers an option to abridge a statement of responsibility (RDA 2.4.1.4), however LC/PCC practice is not to do so. If a statement is abridged, do not omit the first name.

**Best Practice Recommendation:** Follow LC-PCC PS 2.4.1.4 and generally do not abridge the statement of responsibility.

# 7. Edition (RDA 2.5)

## Recording Edition Statement (RDA 2.5.1.4)

Transcribe an edition statement as it appears on the source of information (see 1.7).

### *Optional Addition*

If a manifestation lacks an edition statement but is known to contain significant changes from other editions, supply an edition statement, if considered important for identification or access. Indicate that the information was taken from a source outside the manifestation itself (see 2.2.4).

## Designation of Edition (2.5.2)

Core element

### Scope (2.5.2.1)

Designation of edition: A word, character or group of words and/or characters, identifying the edition to which a resource belongs.

Note that in some languages the same term or terms can be used to indicate both edition and printing. A statement detailing the number of copies printed is not a designation of edition.

In case of doubt about whether a statement is a designation of edition, consider the presence of these words or statements as evidence that it is a designation of edition:

1. a word such as edition, issue, release, level, state, or update (or its equivalent in another language)  
or
2. a statement indicating:
  - a. a difference in content
  - b. a difference in geographic coverage
  - c. a difference in language
  - d. a difference in audience
  - e. a particular format or physical presentation
  - f. a different date associated with the content
  - g. a particular voice range
  - h. a particular format of notated music.

### Sources of Information (2.5.2.2)

Take a designation of edition from the following sources (in order of preference):

- a) the same source as a title proper (see 2.3.2.2)
- b) another source within the manifestation itself (see 2.2.2)
- c) one of the other sources of information specified at 2.2.4.

### Recording Designation of Edition (2.5.2.3)

Record a designation of edition by applying the basic instructions at 2.5.1.

(Editions of the game Trivial Pursuit)

250 \$a Genus IV.

250 \$a Family edition.

# 8. Production, Publication, Distribution, Manufacture Statements. Copyright date. (RDA 2.7-2.11)

## Background

### Core elements

RDA allows the recording of many separate data elements related to production, publication, distribution, manufacture, and copyright, with detailed instructions for the identification and recording of each element. However, which elements pertain to object cataloging may not be readily apparent. Objects may have distribution, manufacture, or copyright statements instead of traditional publication statements and frequently lack anything resembling a publication, distribution, manufacture, or copyright statement at all. An object may be something to which the concept of “publication” does not apply, such as a rock sample or an original sculpture. Even objects which frequently contain manufacture or distribution statements such as commercially available furniture or clothing are far outside the concept of “publishing” as it relates to familiar library resources like books, magazines, and DVDs.

RDA 0.6.4 discusses the principle of conformance, which clarifies that even so-called “core” elements, specifically date of production for unpublished resources and publication statement for published resources, are only to be recorded if “applicable and readily ascertainable.” Especially for published items, these core elements may in fact not be applicable or ascertainable. Therefore, object catalogers are free to record information from the resource (or to supply information from sources outside the resource) in the elements which make the most sense for the resource being described. The other side of conformance is that the information recorded or supplied should be sufficient to “differentiate the resource from one or more other resources with similar identifying information.” Therefore, object catalogers are encouraged to use their judgement in recording or supplying information that would aid in identification of the resource.

**Best Practice Recommendation:** Provide only elements that are “applicable and readily ascertainable.”

**Best Practice Recommendation:** Record information from the resource in the element or elements it most logically corresponds to.

**Best Practice Recommendation:** In general, record all statements which are present on the resource, unless doing so would prove impracticable.

**Best Practice Recommendation:** Avoid recording “[element] not identified,” if there is no such element to describe.

**Best Practice Recommendation:** Information may be supplied from outside the resource following cataloger's judgement as needed for identification and selection if it is readily ascertainable. Indicate that information is supplied either using brackets or a note. If using brackets, you may also make a note on the source of supplied information if it would aid in identification.

264 _1 \$a El Segundo, CA : \$b Mattel Inc.
264 _2 \$a Mississauga, Ontario : \$b Mattel Canada Inc.
264 _3 \$a Indonesia : \$b [Mattel]
264 _4 \$c ©2004.
588 __ \$a Title from container.
588 __ \$a Manufacturer's name from company website.
<i>(The packaging of the item contains information about its publication, distribution, manufacture, and copyright. Name of manufacturer is supplied to aid in identification.)</i>

-

264_3 \$a [New York] : \$b Tiffany & Co.
<i>(Resource is a lamp with a manufacturer's mark; location of manufacture supplied by cataloger to aid in identification.)</i>

## Published or Unpublished

The provision of the elements in production statement (RDA 2.7), distinct from publication statement (RDA 2.8), manufacture statement (RDA 2.10) and distribution statement (RDA 2.9), requires a cataloger to decide if an item is published or unpublished before proceeding with recording manifestation attributes. RDA does not define "published" or "unpublished" directly, but implies a definition through examples of the latter term, including a manuscript, a painting, a sculpture, a locally made recording. Many hand-made, one-of-a-kind, and naturally occurring objects are by their fundamental nature unpublished.

RDA excludes certain elements from the description of unpublished items: as laid out in RDA 2.8.1.1, 2.9.1.1 and 2.10.1.1, publication, distribution, and manufacture do not apply to "produced" items. Therefore, if an object is unpublished, or "produced", only production statement elements are recorded or supplied. If an object is published, only publication statements, distribution statements, manufacture statements, or copyright dates, are recorded or supplied as applicable.

## Unpublished Items

Production statement (RDA 2.7)

Record information about unpublished items in a production statement. “Production” refers “to the inscription, fabrication, construction, etc. of a manifestation in an *unpublished* form” (RDA 2.7.1.1, emphasis added).

**Best Practice Recommendation:** If it is unknown whether an object is published or unpublished, assume that it is unpublished.

Date of production (2.7.6) is a CORE element for unpublished items.

Record a date of production as it appears on the source of information (RDA 2.7.1.4). If the date is known to be fictitious or incorrect, make a note giving the correct date. If the item is a multipart monograph, serial, or integrating resource, record the dates of production of both the first issue and the last issue, if available (RDA 2.7.6.5). If the date of production is not identified, approximate or supply the date from an outside source. If a date cannot be determined or estimated, as a last resort, record "Date of production not identified" (RDA 2.7.6.6).

**Best Practice Recommendation:** For some objects, particularly naturally occurring resources, an estimated date may not be readily available. If possible, provide a range of years, decade, century, or era. For naturally occurring specimens, a date of collection may be used to establish a date boundary, following RDA 1.9.2.5 (e.g. "not after [date]"); provide the date of collection in a note.

264 \_0 \$c [between 1950 and 1969?]

-

264 \_0 \$c [17th century?]

-

264 \_0 \$c [not after 1989]

500 \_\_ \$a Sample collected in 1989 by Jane Doe, a geologist in Paraiba, Brazil.

-

264 \_0 \$c [date of production not identified]

Transcribe a place of production as it appears on the manifestation (RDA 2.7.1.4); if multiple place names are present, record them in the order indicated by the sequence, layout, or typography of the names on the resource (RDA 2.7.2.4). If place of production appears in more than one language or script, record the form that is in the language or script of a title proper (RDA 2.7.2.5). If the place of production is not identified on the resource, you may supply a place or probable place if it can be easily determined.

Transcribe a producer's name as it appears on the resource (RDA 2.7.1.4). If the name is known to be fictitious, make a note giving the actual name. If more than one producer's name is present, record the names in the order indicated by the sequence, layout, or typography of the names on the resource (RDA 2.7.4.5). If a producer's name appears on the source of information in more than one language or script, record the

form that is in the language or script of the title proper (RDA 2.7.4.6). If no producer is named, supply the information if readily available.

**Best Practices Recommendation:** Record place of production and producer's name if present on the resource.

## Published items

Publication statement (RDA 2.8), distribution statement (RDA 2.9), manufacture statement (RDA 2.10), copyright date (RDA 2.11)

Publication refers to “the publication, release, or issuing of a manifestation” (RDA 2.8.1.1). This definition encompasses objects, as many are “released” or “issued” even if they fall outside the traditional concept of publication and are therefore considered “published” for the purposes of description.

**Best Practice Recommendation:** Consider a manifestation that bears a distribution statement, or manufacture statement, to have been published.

**Best Practice Recommendation:** Consider a commercially manufactured or distributed item or collection of items to have been published.

**Best Practice Recommendation:** If no publication, distribution, or manufacture statement is present on the resource, but the item is known to have been published, supply elements to create one of either a publication, distribution, or manufacture statement, whichever is most appropriate depending on the available information.

**Best Practice Recommendation:** If no dates are present on the resource, approximate or supply one of either a publication, distribution, or manufacture date, whichever is most appropriate depending on the available information.

## Publication statement (RDA 2.8)

All three elements of a publication statement - place of publication, name of publisher, and date of publication - are CORE for published manifestations. However, these elements are frequently not applicable or not easily ascertainable for objects, even “published” objects. Therefore, following RDA 0.6.4, if the concept of “publication” does not make sense for the type of material being described (take for example an article of commercially produced clothing: we do not think of it as having a publisher or place of publication, but it would have a manufacturer and possibly a distributor), or if the information is not available, do not record or supply these elements.

**Best Practice Recommendation:** If it is unclear if a statement on a resource is a publication, distribution, or manufacture statement, assume it is a publication statement.

**Best Practice Recommendation:** Only record values for elements which are present on the item, or if supplying information, supply it from readily accessible sources such as reference sources, vendor descriptions, or cataloger's knowledge.

**Best Practice Recommendation:** Record publication statement if present on the resource.

264 \_1 Germany : \$b Ravensburger.

264 \_4 \$c ©2019

Transcribe a place of publication as it appears on the source of information (RDA 2.8.1.4); include both the local place name and the larger jurisdiction if present. If more than one place of publication is present, record the place names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.8.2.4). If place of publication appears in more than one language or script, record the form that is in the language or script of a title proper (RDA 2.8.2.5). If the place of publication is not identified on the source of information, supply a place or probable place if it can be determined.

Transcribe a publisher's name as it appears on the source of information (RDA 2.8.1.4). If the name is known to be fictitious, make a note giving the actual name. If more than one publisher's name is present, record the names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.8.4.5). If a publisher's name appears on the source of information in more than one language or script, record the form that is in the language or script of the title proper (RDA 2.8.4.6). If no publisher is named, supply the information if readily available.

Record a date of publication as it appears on the source of information (RDA 2.8.1.4). If the date of publication is not identified, provide an approximate date or supply the date from an outside source if it will aid in identification.

## **Distribution statement (RDA 2.9)**

“Distribution” refers to the place, distributor and date of distribution of a manifestation “in a published form” (RDA 2.9.1.1).

The distribution statement is not core, but any of its elements may be provided if present on the source of information or supplied if the information is readily available and would aid in identification.

**Best Practice Recommendation:** Only record values for elements which are present on the item, or if supplying information, supply it from readily accessible sources such as reference sources, vendor descriptions, or cataloger’s knowledge.

**Best Practice Recommendation:** Record distribution statement if present on the resource.

Transcribe a place of distribution as it appears on the source of information; include both the local place name and the larger jurisdiction if present (RDA 2.9.1.4). If more than one place of distribution is present, record the place names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.9.2.4). If place of distribution appears in more than one language or script, record the form that is in the language or script of a title proper (RDA 2.9.2.5). If the place of



distribution is not identified on the source of information, you may supply a place or probable place if it can be determined.

Transcribe a distributor's name as it appears on the source of information (RDA 2.9.1.4). If the name is known to be fictitious, make a note giving the actual name. If more than one distributor's name is present, record the names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.9.4.5). If a distributor's name appears on the source of information in more than one language or script, record the form that is in the language or script of the title proper (RDA 2.9.4.6). If no distributor is named, you may supply the information if readily available.

Record a date of distribution as it appears on the source of information (2.9.1.4). If the date of distribution is not identified, you may approximate or supply the date from an outside source.

264 _2 \$a Halfway Tree, Jamaica : \$b Sold for the benefit of the Orphanage for Girls, \$c [between 1865 and 1890?]
--

## Manufacture statement (RDA 2.10)

“Manufacture” refers to “to the printing, duplicating, casting, etc. of a manifestation in a published form” (RDA 2.10.1.1). “Casting” in the definition implies that objects that are fabricated, as opposed to naturally-occurring, warrant a manufacture statement.

The manufacture statement is not core, but any of its elements may be provided if present on the source of information or supplied if the information is readily available and would aid in identification.

**Best Practice Recommendation:** Only record values for elements which are present on the item, or if supplying information, supply it from readily accessible sources such as reference sources, vendor descriptions, or cataloger’s knowledge.

**Best Practice Recommendation:** Record manufacture statement if present on the resource.

Transcribe a place of manufacture as it appears on the source of information; include both the local place name and the larger jurisdiction if present (RDA 2.10.1.4). If more than one place of manufacture is present, record the place names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.10.2.4). If place of manufacture appears in more than one language or script, record the form that is in the language or script of a title proper (RDA 2.10.2.5). If the place of manufacture is not identified on the source of information, you may supply a place or probable place if it can be determined.

Transcribe a manufacturer's name as it appears on the source of information (RDA 2.10.1.4). If the name is known to be fictitious, make a note giving the actual name. If more than one manufacturer's name is present, record the names in the order indicated by the sequence, layout, or typography of the names on the source of information (RDA 2.10.4.5). If a manufacturer's name appears on the source of information in more than

one language or script, record the form that is in the language or script of the title proper (RDA 2.10.4.6). If no manufacturer is named, you may supply the information if readily available.

Record a date of manufacture as it appears on the source of information (RDA 2.10.1.4). If the date is known to be fictitious or incorrect, make a note giving the correct date. If the date of manufacture is not identified, you may approximate or supply the date if readily available.

### **Copyright date (RDA 2.11)**

Copyright date is defined as a “claim of protection under copyright or similar regime.”  
2.11.1.1

Record a copyright date as it appears on the source of information. If there are multiple copyright dates present, record only the latest date (RDA 2.11.1.3).

Precede the copyright date with the copyright symbol (©) if supported by your local cataloging system, or with the word "copyright" if not. Do not supply copyright dates.

**Best Practice Recommendation:** Record copyright date if present on the resource.

## 9. Series Statement (RDA 2.12)

### Introduction to series statements/scope

Series statements may be found on various types of objects and realia. Depending on the nature of the item, a series statement may be found on the item itself or on its packaging or housing. Naturally occurring objects will generally not have series statements (see RDA 2.2.4).

### Series vs. Notes

**Best Practice Recommendation:** Follow the LC-PCC-PS for RDA 2.12. If you are uncertain about whether a text statement counts as a series statement, err on the side of caution and do not include it as a series added entry. However, you may include it as a free-text note.

500 \_\_ \$a "This pack is one of a series of reproductions of 17th and 18th century packs of engraved cards which is being published."

*(This text appears on an informational insert which was included with packs of reproduction playing cards.)*

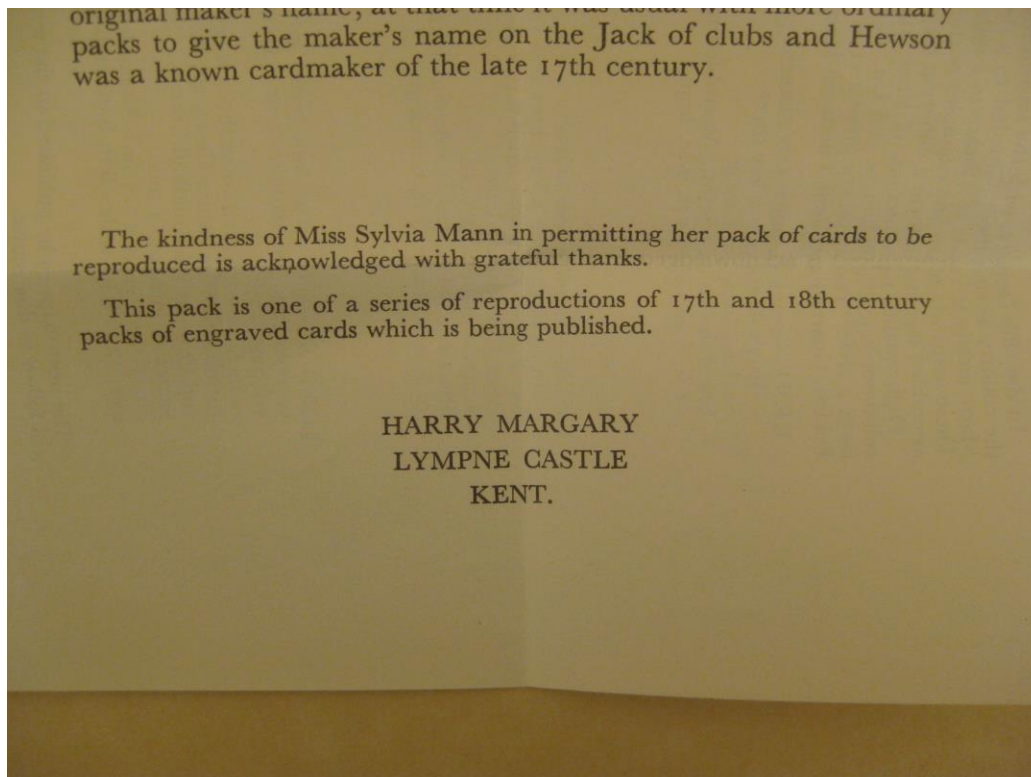




Photo credit: Sarah Hovde

Consider that some text may in fact be part of the title proper.

245 00 \$a Pandemic Legacy. \$n Season 2

*(Comment: The item is a legacy board game, in which gameplay results can be carried over into future games.)*



Four boxes of Pandemic Legacy with two variant covers each of Seasons 1 and 2. Photographed by Sarah Hovde.

#### **Manifestation in More Than One Series (RDA 2.12.1.5)**

If the manifestation belongs to more than one series and/or subseries, record each series statement separately, following the guidelines for recording title proper of series. If parts of the manifestation belong to different series, record that information in a note.

**Best Practice Recommendation:** Follow LC-PCC-PS for RDA 2.12.1.5, and record information about parts of manifestation belonging to different series in distinct series statements rather than notes.

#### **Title proper of series (RDA 2.12.2)**

Transcribe the title proper of series as it appears on the source of information. If the title proper of series includes numbering as an integral part, transcribe that as part of the title proper of series.

If the title proper of series is in more than one language or script, choose a title proper on the basis of the sequence, layout, or typography of the titles on the source of information (RDA 2.12.2.4/2.3.2.4).

**Best Practice Recommendation:** For resources that do not normally carry identifying information, such as naturally occurring objects, follow the second option at RDA 2.3.2.4 (i.e., choose a title proper on the basis of the sequence, layout, or typography of the titles on the source of information), as the content of the resource is not written, spoken, or sung.

If the title appears in multiple forms on the source of information, choose the title proper on the basis of the sequence, layout, or typography of the titles. If the sequence, layout, and typography do not provide the basis for a clear choice, choose the most comprehensive title (RDA 2.12.2.5/2.3.2.5).

### **Parallel title proper of series (RDA 2.12.3)**

If the title proper of a series appears in more than one language or script on any source within the manifestation, record it by transcribing it from the source.

NOTE: Using MARC cataloging and ISBD punctuation, the parallel title(s) proper of a series should go into successive \$a's in a 490 field, separated by an equals sign.

490 0_ \$a Title = \$a Title in French
--

### **Other title information of series (RDA 2.12.4)**

Other title of series is "a word, character, or group of words and/or characters that appears in conjunction with, and is subordinate to, the title proper of a series." If considered necessary for the identification of a series, record other title information by transcribing it from the same source of information as the title proper of series.

### **Parallel other title information of series (RDA 2.12.5)**

Record any other title information that appears in a language and/or script that differs from the title proper by transcribing it from the same source as the corresponding parallel title proper of series (i.e., any source within the manifestation).

### **Statement of responsibility relating to series (RDA 2.12.6)**

Definition: a statement relating to the identification of any agents responsible for a series. If considered necessary for identification of the series, transcribe a statement of responsibility relating to series from the same source of information as the title proper of series. Generally, do not abbreviate the statement of responsibility (RDA 2.4.1.4).

If there is more than one statement of responsibility, record them in the order indicated by the sequence, layout, or typography of the source of information from which they are taken (RDA 2.4.1.6).

Treat nouns and noun phrases as part of the statement of responsibility if they indicate the role of an agent named, and the sequence, layout, or typography indicates that they are intended to be such (RDA 2.4.1.8).

### **Parallel statement of responsibility relating to series (RDA 2.12.7)**

Definition: a statement of responsibility relating to series in a language/script that differs from that recorded in the statement of responsibility relating to series element. Take a

parallel statement of responsibility from the same source as the corresponding parallel title proper of series (i.e., any source within the manifestation).

Transcribe the parallel statement of responsibility as it appears on the source of information. Generally, do not abbreviate the parallel statement of responsibility (RDA 2.4.14). Follow guidelines above for recording a Statement of responsibility relating to series.

### **ISSN of series (RDA 2.12.8)**

Definition: an identifier assigned to a series by an ISSN registration agency. Take an ISSN of series from a source within the manifestation itself, or another source outside the manifestation. Transcribe an ISSN of series as it appears on the source of information.

**Best Practice Recommendation:** Follow LC-PCC-PS and do not omit the ISSN of main series if an ISSN of subseries is given.

### **Numbering within series (RDA 2.12.9)**

Definition: a designation of the sequencing of a part or parts within a series. Take an ISSN of series from within the manifestation, or another source of information outside the manifestation. Record the numbering of the manifestation within the series. Record all numbers as numerals, but transcribe other words and characters as they appear on the source of information (RDA 2.12.9.3). If the manifestation has both a numeric/alphabetic designation and a chronological designation, record both (RDA 2.12.9.4). Include any wording intended to indicate a new series of numbering (2.12.9.6).

### **Subseries**

A subseries is a series within a series, that is, a series that always appears in conjunction with another, usually more comprehensive, series of which it forms a section. Its title may or may not be dependent on the title of the main series (RDA Glossary).

If it is unclear whether a title represents a subseries or a separate series, treat it as a separate series (RDA 2.12.10.5).

For subseries information, generally follow the instructions for the main series equivalent (i.e., for Title proper of subseries, follow the instructions for title proper of series).

# 10. Describing Carriers and Identifying Works

## Media Type (RDA 3.2, MARC 337)

Core element for LC/PCC

Source of information: The item itself, or any accompanying material or container. Take additional evidence from any source.

### MARC 337 (Repeatable)

First and second indicators blank

\$a [term (list of terms at RDA 3.2.1.3)]

\$b [code (list of terms and codes at [www.loc.gov/standards/valuelist/rdamedia.html](http://www.loc.gov/standards/valuelist/rdamedia.html))]

\$2 rdamedia

\$3 [materials specified, if appropriate]

The media type is a categorization that reflects the general type of intermediation device required to view, play, run, etc., the content of the resource (RDA 3.2.1.1).

Record a media type in MARC field 337, subfield \$a, using a term from the list provided at RDA 3.2.1.3. If the resource consists of more than one media type, either record the media type that applies to the predominant part of the resource or record the media types that apply to the most substantial parts of the resource, including the predominant part, if there is one, in separate MARC 337 fields. Use subfield \$3 to indicate to which part of the resource the media type applies.

The media type for realia is usually unmediated.

If none of the terms in the list applies to the resource being described, record other. If the media type applicable to the resource being described cannot be readily ascertained, record unspecified.

**Best Practice Recommendation:** Always record media type terms in subfield \$a along with the coded form of the term in subfield \$b and rdamedia in subfield \$2. If necessary, use separate subfield \$3 to indicate which part of the resource the media type applies.

337 __ \$a unmediated \$b n \$2 rdamedia
--

## Carrier Type (RDA 3.3, MARC 338)

Core element



Source of information: The item itself, or any accompanying material or container. Take additional evidence from any source.

## MARC 338 (Repeatable)

First and second indicators blank

\$a [term (list of terms at RDA 3.3.1.3)]

\$b [code (list of terms and codes at  
[www.loc.gov/standards/valuelist/rdacarrier.html](http://www.loc.gov/standards/valuelist/rdacarrier.html))]

\$2 rdacarrier

\$3 [materials specified, if appropriate]

The carrier type is a categorization that reflects the format of the storage medium and housing of a carrier in combination with the type of intermediation device required to view, play, run, etc., the content of a resource (RDA 3.3.1.1).

Record a carrier type in MARC field 338, subfield \$a, using a term from the list provided at RDA 3.3.1.3. If the resource consists of more than one carrier type, either record the carrier type that applies to the predominant part of the resource or record the carrier types that apply to the most substantial parts of the resource, including the predominant part, if there is one, in separate MARC 338 fields. Use subfield \$3 to indicate to which part of the resource the carrier type applies.

The carrier type for realia is usually one of the unmediated carriers, i.e., object.

If none of the terms in the list applies to the resource being described, record other. If the carrier type applicable to the resource being described cannot be readily ascertained, record unspecified.

**Best Practice Recommendation:** Always record carrier type terms in subfield \$a along with the coded form of the term in subfield \$b and rdacarrier in subfield \$2. If necessary, use separate subfield \$3 to indicate which part of the resource the media type applies.

338 __ \$a object \$b nr \$2 rdacarrier
---

## Extent (RDA 3.4, MARC 300 \$a)

Core element

Extent is a core element for three-dimensional resources only if the resource is complete or if the total extent is known.

Source of information: The item itself, or any accompanying material or container. Take additional evidence from any source.

## MARC 300 \$a

Record the extent by giving the number of units of the resource and the type of unit. For resources consisting of one or more three-dimensional forms, use a term from the list at RDA 3.4.1.3, recording the term in the singular or plural, as applicable. If the resource consists of more than one type of unit, record the number of each applicable type.

If the exact number of units is not readily ascertainable, record an estimated number preceded by approximately (RDA 3.4.6.2).

300 \_\_ \$a approximately 200 flash cards

If none of the terms in the list is appropriate, use another concise term or terms to indicate the type of unit (RDA 3.4.6.2)

300 \_\_ \$a 1 pair of ballet shoes

When appropriate, specify the type or types of the component pieces (or subunits), in parentheses, following the term for the type of unit (RDA 3.4.6.3).

300 \_\_ \$a 1 jigsaw puzzle (1,000 pieces)

If the pieces cannot be named concisely or if their number cannot be readily ascertained, record various pieces (RDA 3.4.6.3).

300 \_\_ \$a 2 games (various pieces)

**Best Practice Recommendation:** Record information about the extent of the item in MARC field 300 subfield \$a. If describing a multi-part item, consider using multiple MARC 340 fields (described below).

## Dimensions (RDA 3.5, MARC 300 \$c)

Core element for LC/PCC

Source of information: The item itself, or any accompanying material or container. Take additional evidence from any source.

Note: Dimensions as related to technical playback needs are discussed in the next section.

## MARC 300 \$c

Record dimensions in centimeters rounded up to the next whole centimeter up and use the metric symbol cm (RDA 3.5.1.3). Dimensions include measurements of height, width, depth, length, gauge, and diameter. Dimensions can be the dimensions of the carrier (RDA 3.5.1.1)

For three-dimensional forms other than globes, record the dimensions of the form itself. If necessary, add a word to indicate which dimension is being given. If multiple dimensions are given, record them as height x width x depth (RDA 3.5.1.4.13).

300 __ \$c 51 cm high (Dimensions of a stuffed animal.)
--

### Optional Omission

If the form is in a container, omit the dimensions of the form itself and record the dimensions of the container (RDA 3.5.1.4.13). Name the container and record the dimensions of the container (height x width x depth) if considered important for identification or selection either in addition to the dimensions of the carrier or carriers or as the only dimensions (RDA 3.5.1.5).

300 __ \$c 16 x 32 x 3 cm, in case 17 x 34 x 6 cm (Dimensions of a model and its container.)
---

-

300 __ \$c box 27 x 27 x 5 cm (Dimensions of a container for a game; dimensions of the game not included.)
---

**Best Practice Recommendation:** Record information about the dimensions of the item in MARC field 300 subfield \$c.

### Physical Medium (RDA 3.2, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.14, 3.73.15, 3.16.4, 3.17.3; MARC 340)

Source of information: The item itself, or any accompanying material or container. Take additional evidence from any source.

**MARC field 340** (Repeatable) contains physical description information for a resource that requires technical equipment for its use and/or needs more granular description of its material properties to facilitate access and discovery or to support collection management.

Field 340 is repeated for each subfield \$3 indicating which part of the resource the physical medium applies. Use subfield \$2 to identify the source of terms used when they are from a controlled list.

Some of these subfields are core elements in varying circumstances: \$a, \$c and \$e are core for graphic materials; \$b is core. We also recommend including some subfields that provide information about accessibility: \$i, \$k, \$n.

**Best Practice Recommendation:** Recording physical description information in MARC field 340 is encouraged in part because the data entered here will support linked data, but is not required since this data may be found in MARC field 300, subfield \$b.

Subfield \$a - Material base and configuration (RDA 3.6, Base material)

Core element for PCC for graphic materials

The base material is the underlying physical material of an item and should be recorded if it is considered important for identification or selection. Use one or more appropriate terms from the list provided at RDA 3.6.1.3, and if none of those terms is appropriate or sufficiently specific, use another concise term to indicate a base material.

340 __ \$a plastic \$2 rda (Base material of base ten blocks.)
---

Subfield \$b - Dimensions (RDA 3.5)

Core element for LC/PCC

The dimensions of a resource are the measurement of the resource itself or its container (RDA 3.5.1.1). Dimensions include measurements of height, width, depth, length, gauge, and diameter. This information is also recorded in MARC field 300 subfield \$c. This element is repeatable and therefore useful for giving dimensions of individual pieces in a multi-part resource.

Record dimensions in centimeters rounded up to the next whole centimeter up and use the metric symbol cm (RDA 3.5.1.3). For three-dimensional forms other than globes, record the dimensions of the form itself. If necessary, add a word to indicate which dimension is being given. If multiple dimensions are given, record them as height x width x depth (RDA 3.5.1.4.13).

### Optional Omission

If the form is in a container, omit the dimensions of the form itself and record the dimensions of the container (RDA 3.5.1.4.13). Name the container and record the dimensions of the container (height x width x depth) if considered important for identification or selection either in addition to the dimensions of the carrier or carriers or as the only dimensions (RDA 3.5.1.5).

340 __ \$a cardboard \$b 51 x 51 cm folded to 26 x 51 cm. \$3 game board (Dimensions of a game board described separately.)
--

Subfield \$c - Materials applied to surface (RDA 3.7, Applied material)

Core element for PCC for graphic materials

The applied material is a physical or chemical substance applied to a base material and should be recorded if it is considered important for identification or selection. If there is more than one applied material and one material predominates, record the term for the predominant material first. Use one or more appropriate terms from the list provided at RDA 3.6.1.3, and if none of those terms is appropriate or sufficiently specific, use another concise term to indicate an applied material. If multiple materials are known to have been applied, but not all can be readily identified, record mixed materials.

Subfield \$d - Information recording technique (RDA 3.9, Production method)

Core element for PCC for rare cartographic manuscripts and rare music manuscripts when applicable

The production method is the process used to produce a resource and should be recorded if it is considered important for identification or selection. Use one or more appropriate terms from the list provided at RDA 3.9.1.3, and if none of those terms is appropriate or sufficiently specific, use another concise term to indicate a production method.

340 \_\_ \$d woodcut making

Subfield \$e - Support (RDA 3.8, Mount)

Core element for PCC for graphic materials

The mount is the physical material used for the support or backing to which the base material of the item has been attached. Support should be recorded if it is considered important for identification or selection. Use one or more appropriate terms from the list provided at RDA 3.6.1.3, and if none of those terms is appropriate or sufficiently specific, use another concise term to indicate a mount.

340 \_\_ \$e wood

Subfield \$g - Color content (RDA 7.17)

Use this subfield to record the color characteristics of the content. Example following the LC-PCC PS in applying the alternative found in RDA 7.17.1.3

340 \_\_ \$a paper \$b 8 x 13 cm \$g black and white  
(3 x 5 in. flash cards with black and white illustrations.)

Subfield \$h - Location within medium

Use this subfield to record the location of the described materials within the material base and configuration.

Subfield \$i - Technical specifications of medium

Use this subfield to record access requirements involving technical equipment.

340 \$i microcard reader

Subfield \$j – Generation (RDA 3.10)

Use this subfield to record the relationship between an original carrier and the carrier of a reproduction made from the original.

Subfield \$k – Layout (RDA 3.11)

Use this subfield to record the arrangement of text, images, etc.in a resource.

340 \_\_ \$a paper \$k double sided \$2 rda  
(Double-sided cards)

### Subfield \$n - Font size (RDA 3.13)

The font size is the size of the type used to represent the characters and symbols in a resource. It may be expressed in general terms (e.g., large print) or by specifying in addition the dimensions of the type measured in points (e.g., 20 point). This can be helpful in identifying resources intended for low-vision users.

340 \$n large print
---------------------

### Subfield \$o – Polarity (RDA 3.14)

Polarity is the relationship of colors and tones in an image to the colors and tones of the object reproduced.

### Other Physical Details (RDA 3.7, 3.8, 3.9, 3.11, 3.14, 3.15, 3.16, 3.17, 7.15; MARC 300 \$b)

MARC field 300 subfield \$b contains information about other physical details about the item being cataloged. Physical characteristics include illustrative matter, coloration, playing speed, groove characteristics, presence and kind of sound, number of channels, motion picture presentation format, etc.

300 __ \$a approximately 200 flash cards : \$b double sided, black and white ; \$c 8 x 13 cm
--

### Form of Work (RDA 6.3, MARC 380)

Core element when needed to differentiate a work from another work with the same title or from the name of an agent.

Source of information: Take information on a form of work from any source.

MARC 380 (Repeatable)

\$a [form of work]

\$2 [source of term]

The MARC 380 (Repeatable) contains information about the class or genre to which a work belongs and may be used to differentiate a work from another work with the same title.

Record the form of work in MARC field 380, subfield \$a. Use subfield \$2 to record MARC code that identifies the source of the term in subfield \$a when it is from a controlled list. Multiple forms of work from the same source vocabulary may be recorded in the same field in separate occurrences of subfield \$a. Terms from different source vocabularies are recorded in separate occurrences of the field. If necessary, use subfield \$3 to indicate which part of the resource the form of work applies.

**Best Practice Recommendation:** If giving form of work as a component of an authorized access point, routinely also record form of work in the MARC 380 field. For other items, record form of work as a separate element in MARC field 380 if it is readily ascertainable. Prefer pluralized controlled vocabulary such as Library of Congress Genre/Form Terms for Library and Archival Materials (LCGFT), Library of Congress Subject Headings (LCSH), or the Art & Architecture Thesaurus (AAT).

380 __ \$a Jigsaw puzzles \$2 lcgft
380 __ \$a Board games \$2 lcgft
380 __ \$a Anatomical models \$2 lcgft
380 __ \$a Paper dolls \$2 lcsch
380 __ \$a Celestial globes \$2 lcsch
380 __ \$a Dioramas \$2 aat

## Content Type (RDA 6.9; MARC 336)

Core element

Sources of information: Take information on a content type from any source.

MARC 336 (Repeatable)

First and second indicators blank

\$a [term (list of terms at RDA 6.9.1.3)]

\$b [code (list of terms and codes at  
<https://www.loc.gov/standards/valuelist/rdacontent.html>)]

\$2 rdacontent

\$3 [materials specified, if appropriate]

The content type is a categorization reflecting the fundamental form of communication in which the content is expressed and the human sense through which it is intended to be perceived. Content type also reflects the number of spatial dimensions and the presence or absence of movement in which content expressed in the form of an image or images is intended to be perceived (RDA 6.9.1.1).

Record a content type in MARC field 336, subfield \$a, using a term from the list provided at RDA 6.9.1.3. If the resource consists of more than one content type, either record the content type that applies to the predominant part of the resource or record the content types that apply to the most substantial parts of the resource, including the predominant part, if there is one, in separate MARC 336 fields. Use subfield \$3 to indicate to which part of the resource the content type applies.

The content type for realia is usually three-dimensional form. This is often confused with the content type tactile three-dimensional form, which is used for resources with content expressed through a form or forms intended to be perceived through touch.

Example of a three-dimensional form:

245 00 \$a Iron meteorite.

300 \_\_ \$a 1 meteorite fragment ; \$c 3 x 2 x 1 cm, in box 11 x 9 x 3 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

-

Example of tactile three-dimensional form:

245 0 0 \$a Feely bag texture materials kit.

300 \_\_ \$a 1 feely bag (9 pieces) : \$b color ; \$c in drawbag, 19 x 17 cm + \$e 1 blindfold

336 \_\_ \$a tactile three-dimensional form \$b tcf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$g polychrome \$2 rdacc

If none of the terms in the list applies to the resource being described, record other. If the content type applicable to the resource being described cannot be readily ascertained, record unspecified.

**Best Practice Recommendation:** Always record content type terms in subfield \$a along with the coded form of the term in subfield \$b and rdacontent in subfield \$2. If necessary, use separate subfield \$3 to indicate which part of the resource the media type applies.

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent



# 11. Notes

Because three-dimensional objects are so variable compared to more traditional (textual) media, notes are an important way of conveying to the user information that would otherwise be difficult to distill into discrete RDA elements. Notes are also a way of explaining assumptions and decisions that went into the construction of the record itself.

Only the note on source of title is required. The instruction for all other notes is to provide them at the cataloger's discretion "if it would aid in identification and selection." However, if not using square brackets to indicate information supplied from outside the resource itself, then make a note indicating when information is supplied.

In MARC, notes are generally recorded in a 500 field. If a more specific MARC field is available it will be noted in the guidance, however, all notes can be recorded in a plain 500 field if needed. Notes should be as concise as possible. If needed, notes entered in general 500 fields may be combined for clarity.

The following notes generally apply at the "manifestation" level. That is, they pertain to all examples of the resource and are therefore appropriate to include in OCLC master records or union catalogs. Notes that apply at the item or copy level should be treated as local notes. Institutional policy will vary as to the treatment and display of local notes.

## Notes on manifestation (RDA 2.17)

### Title Source Note (RDA 2.17.2.3)

Always make a note of the source of title.

588 0_ \$a Title from item. 588 0_ \$a Title from accompanying booklet. 588 0_ \$a Title from distributor's website. 588 0_ \$a Title devised by cataloger.
--

Note on title variations, inaccuracies, and deletions (RDA 2.17.2.4)

Use this note to explain any irregularities with the title proper such as variations or inaccuracies.

500 __ \$a Title varies among pieces.
---------------------------------------

### Note on statement of responsibility (RDA 2.17.3)

Provide information on agents involved in the production of a resource who are not named in the statement of responsibility (MARC 245 \$c). Provide clarification on the statement of responsibility, such as by spelling out acronyms or correcting inaccuracies.

500 __ \$a E.V.B. is Eleanor Vere Boyle. ( <i>Statement of responsibility on item reads: By E.V.B.</i> )
---

-  
500 \_\_ \$a Banner sewn by Dorothy Harvey.  
(*Creator's name from reference work.*)

### **Note on edition statement (RDA 2.17.4)**

Provide information about source of edition statement if supplied from a source outside of the resource being described.

500 \_\_ \$a Edition statement supplied by cataloger.

### **Note on production, publication, distribution, manufacture statement (RDA 2.17.6, 2.17.7, 2.17.8, 2.17.9)**

Provide information about the production, publication, distribution, manufacture of the resource that cannot be recorded in the production, publication, distribution, manufacture area (MARC 264). As well, use this note to explain if a production, publication, distribution, or manufacture statement is fictitious, unclear, or otherwise misleading. If a production, publication, distribution, or manufacture statement has been supplied from a source outside the resource being described, note the source of information if doing so would aid in identification.

500 \_\_ \$a The Orphanage for Girls in the Half Way Tree Neighborhood of Kingston, Jamaica, was founded in 1865. Throughout the second half of the 19th century, the girls and their supporters produced and sold traditional lace bark accessories to help raise funds for the orphanage.  
(*Distribution statement reads: Halfway Tree, Jamaica : Sold for the benefit of the Orphanage for Girls.*)

-  
500 \_\_ \$a Published in New York City.  
(*Place of publication transcribed from item: Upper West Side.*)

-  
500 \_\_ \$a Date of production from artist's website.  
(*Item is undated sculpture.*)

### **Note on copyright date (RDA 2.17.10)**

RDA instructs us to record only the latest copyright date, which is recorded in 264\_4 \$c. However, the entire copyright statement itself may be of interest, in which case it can be transcribed in a note. Also use this note to record other copyright dates or statements associated with the resource or to provide clarification.

Copyright statement can be recorded in MARC 542 \$f

542 \_\_ \$f Copyright 1982 by Mattel, Inc.  
(*Transcription of copyright statement.*)

-

500 \_\_ \$a Copyright date on accompanying booklet: 1999  
(*Latest copyright date recorded is 2000.*)

## Note on Carrier (RDA 3.21)

### Note on Extent of Manifestation (RDA 3.21.2.3)

Further information on the extent of the manifestation is encouraged if the extent given in the 300 field is a set made up of components.

In MARC records this element is frequently combined with Nature of the Content (RDA 7.2) as part of a larger, more narrative, scope and content note (MARC 520).

These can be recorded in MARC 520 (Summary, etc.) or in separate 500 fields.

520 \_\_ \$a 1 brass plaque with the text 'Nurse Almgill certificated midwife' in black capitals and two holes at the top for hanging.

-

520 \_\_ \$a Likely an English Staffordshire transferware dessert service. Composed of 1 high footed compote, 7 plates with scalloped edges, 1 plate with asymmetrically scalloped edges, 1 oval serving platter.  
(*Extent given as: 1 dessert service (10 dishes).*)

### Note on Dimensions of Manifestation (RDA 3.21.3.3)

Make notes providing additional information on the dimensions of the manifestation if this information is not recorded as part of the dimensions element. Dimensions of individual pieces can be given in a note if a range of sizes is given in the dimensions element or if the dimensions are given in terms of a box or container.

500 \_\_ \$a Game board unfolds to 50 cm x 50 cm.  
500 \_\_ \$a When assembled, model is 25 cm tall.  
(*Model is stored disassembled.*)

### Other notes about carrier characteristics (RDA 3.21)

Provide information on other carrier characteristics such as shape, form, color, production method, base material, etc. if not already recorded in another MARC field or RDA element. May combine with other notes or include in MARC 520 (Summary, etc.) for clarity.

500 \_\_ \$a Diorama mounted on wooden base.

### Restrictions on access and use (RDA 4.2, 4.4, 4.5)

Provide information on restrictions on access and use. Restrictions on access can be recorded in MARC 506 and terms governing use can be recorded in MARC 540.

506 \_\_ \$a Collection is closed pending processing.

540 \_\_ \$a Reading room use only.

### Notes on content (RDA chapter 7)

#### Nature of the Content (RDA 7.2), coverage of content (RDA 7.3)

In MARC records these elements are frequently combined with Note on Extent of Manifestation (RDA 3.21.2.3) as part of a larger, more narrative, summary note (MARC 520).

Provide a brief overview of the nature, form, scope, extent, etc. of the resource being described. A note is encouraged if the nature, scope, or coverage of the content is not clear from the title.

520 \_\_ \$a 1 sponge in round metal container. Sponge is inside a pouch of pink string netting with cord. Metal container is yellow with text "Sanitary Health Sponge" on lid in black capital letters. Above the word "sanitary" is a red cross inside a black circle. On bottom of container is a red cross inside a circle of smaller red crosses. Cross is in the style of the International Red Cross logo. Sponge likely intended for contraceptive purposes.

#### Intended audience note (RDA 7.7)

This can be recorded in MARC 521.

Use this to record unstructured description about the intended audience. This may be most useful for games, toys, and educational objects used in school settings.

521 1\_ \$a For ages 3 and up.

*(Object described is a hand puppet.)*

Target audience information may also be recorded in MARC 385 (audience characteristics). This is not a free text field; use controlled vocabulary. Prefer terms from the Library of Congress Demographic Group Terms thesaurus <http://www.loc.gov/aba/publications/FreeLCDGT/freelcdgt.html>

385\_\_\$n age \$a Children \$2 lcdgt

#### Language note (RDA 7.12.1.3)

This can be recorded in MARC 546

Record details of the language(s) used in the resource. Languages should be reflected in the 041 field.

546 \_\_ \$a Captions in French and Spanish.  
546 \_\_ \$a Accompanying booklet is in Korean.  
546 \_\_ \$a Instructions for game play in English, French, Chinese, Arabic, and Spanish.

**Scale Note for Graphic Material (RDA 7.25.2)**

This can be recorded in MARC 507.

For objects, this will be used most commonly for models and art reproductions (for example, of sculptures). These are often described as being at a particular scale to the original.

507 \_\_ \$a Life-sized.  
507 \_\_ \$a 3/4 scale.

**Award note (RDA 7.28)**

This can be recorded in MARC 586.

Note if a resource has won an award.

586 \_\_ \$a Winner, Ted Arison Young Artist Award, 1996  
*(Item is a mixed media art installation.)*

**Other notes**

**Citation**

This can be recorded in MARC 510.

Use this to record a reference to an object in a published reference source such as a bibliography or catalog.

Consult Standard Citation Forms <https://rbms.info/scf/> for guidance on how to format a citation.

## 12. Uniform Resource Locator (RDA 4.6)

A Uniform Resource Locator is an address of a remote access resource. A Uniform Resource Locator includes all resource identifiers intended to provide online access to a resource using a standard Internet browser.

**LC practice/PCC practice:** Do not record a URL that is restricted for use at a specific institution (e.g., proxy URL) in a master utility record unless it is the only URL available.

Most objects, being physical items, will not require a uniform resource locator. However, there may be some exceptions where it is appropriate to include a URL.

### Exception 1

Some objects may be intended for use in tandem with a virtual environment. These items may be accompanied by access codes or links. Record the presence of a virtual component, with a concise description and the method of access, in a note. You may also record the URL.

### Exception 2 - Supplementary e-resources

Some objects may provide links to online resources that supplement the use of the object, but are not required for use (for instance, a board game with an accompanying website that describes possible maneuvers or optional rule expansions). Provide the address of any supplemental remote access resources that may enhance a user's experience when working with an object, and a brief description of the supplemental resource.

**Example:** The manufacturer of the board game Pandemic distributes extra scenario sheets (which present additional starting situations and rule adjustments) available for download as pdfs.

856 42 \$u [https://images-cdn.zmangames.com/us-east-1/filer\\_public/a4/65/a465cdb6-058d-42a2-a0f6-7567c1b1a7e3/scenarios\\_pandemic.pdf](https://images-cdn.zmangames.com/us-east-1/filer_public/a4/65/a465cdb6-058d-42a2-a0f6-7567c1b1a7e3/scenarios_pandemic.pdf) \$z Extra scenario #1: Isolation (pdf)

**Example:** The manufacturer of the Game Pods provides an exercise guide available for download as pdfs.

856 42 \$3 Exercise guide \$u [https://cdn.shopify.com/s/files/1/1734/8163/files/BP-SET-GUIDE\\_balance\\_pods.pdf?3004574056858783483](https://cdn.shopify.com/s/files/1/1734/8163/files/BP-SET-GUIDE_balance_pods.pdf?3004574056858783483)

# Appendix 1: Sample MARC Records

## Realia (Manufactured)

**Title: Balance Pods**

OCLC 994873298

Type r ELvl I Srce d Audn Ctrl Lang zxx  
BLvl m Form G Pub Time nnn MRec Ctry xx  
Desc i T Mat r Tech n DtSt q Dates 2010,2019

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXX

245 00 \$a Balance pods / \$c SPRI.

264 \_3 \$a [Place of manufacture not identified] : \$b SPRI, \$c [between 2010 and 2019]

300 \_\_ \$a 6 pods : \$b plastic, color ; \$c each pod is 16 cm x 16 cm x 9 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title from manufacturer's website.

520 \_\_ \$a "Improve your dynamic balance, body awareness and coordination with these Balance Pods. You can arrange the pods with flat side down for more stabilization or flat side up for a balance challenge, giving you varied levels of difficulty."--Manufacturer's website.

650 \_0 \$a Equilibrium (Physiology) \$x Equipment and supplies \$v Specimens.

650 \_0 \$a Hatha yoga \$x Equipment and supplies.

856 42 \$3 Exercise guide \$u [https://cdn.shopify.com/s/files/1/1734/8163/files/BP-SET-GUIDE\\_balance\\_pods.pdf?3004574056858783483](https://cdn.shopify.com/s/files/1/1734/8163/files/BP-SET-GUIDE_balance_pods.pdf?3004574056858783483)

**Image: Balance Pods**



Photo credit: Jessica Schomberg



## Realia (Naturally Occurring Object)

**Title: Geode**

OCLC (none, for illustrative purposes only)

Type r ELvl I Srce d Audn Ctrl Lang zxx

BLvl m Form GPub Time nnn MRec Ctry xx

Desc i TMat r Tech n DtSt s Dates 1900 , uuuu

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Geode.

264 0\_ \$c [1900?]

300 \_\_ \$a 1 geode (2 halves) : \$b white and grey ; \$c 4 x 5 x 4 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

500 \_\_ \$a Discovered in the early 1900s.

588 0\_ \$a Title devised by cataloger.

650 \_0 \$a Geodes \$v Specimens.

**Image: Geode**



Photo credit: Julie Moore

# Realia (Naturally Occurring Object, Packaged / Distributed)

**Title: Introductory rock collection**

OCLC 57139366

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry cou  
Desc i TMat r Tech n DtSt s Dates 2004 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ 727953201093

037 \_\_ \$a 2215 \$b Scott Resources

049 \_\_ \$a XXXX

245 00 \$a Introductory rock collection.

246 30 \$a Rock collection

264 \_2 \$a Fort Collins, CO : \$b Scott Resources, \$c [2004]

300 \_\_ \$a 15 specimens ; \$c in box, 28 x 17 x 4 cm + \$e 1 contents sheet

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title from contents sheet.

500 \_\_ \$a "Product no. 2215."

520 \_\_ \$a Collection contains fifteen rocks representative of the three major rock types: igneous, sedimentary and metamorphic.

650 \_0 \$a Rocks \$x Identification.

650 \_0 \$a Rocks \$x Study and teaching.

650 \_0 \$a Rocks \$v Specimens.

710 2\_ \$a Scott Resources, Inc, \$e publisher.

## Title: Introductory rock collection

**INTRODUCTORY ROCK COLLECTION**

This rock collection contains fifteen rocks that are representative of the three major rock types: Igneous, Sedimentary and Metamorphic.

**IGNEOUS ROCKS** are formed by the cooling of molten rock, either magma or lava.

1. **OBSIDIAN** is a black or brown volcanic rock composed of quartz and alkali feldspar.
2. **GRANITE** is a medium to coarse-grained rock derived from magma and is composed primarily of the minerals quartz and alkali feldspar.
3. **BASALT** is a microcrystalline dark colored lava rock composed mainly of calcic plagioclase and clinopyroxene.
4. **SCORIA** is a dark colored, vesicular, crust on the surface of lava. The vesicles are the result of escaping gas before solidification.
5. **RHYOLITE** is a usually light colored lava rock that is of the same composition as granite.


**SEDIMENTARY ROCKS** are rocks derived from preexisting rocks through the processes of erosion, followed by compaction, or chemical precipitation.

6. **SHALE** is a rock composed of clay, silt, or mud sized particles that is typically fissile.
7. **BRECCIA** is composed of angular fragments of limestone or quartz formed by friction or crushing processes.
8. **SANDSTONE** is essentially sand-sized particles cemented together by calcite, silica, or iron oxides.
9. **CONGLOMERATE** is a coarse-grained rock composed of rounded fragments set in a fine-grained matrix of sand, silt or other cementing materials.
10. **LIMESTONE** is a generally light colored rock composed mainly of calcium carbonate formed by either organic or inorganic processes.

**METAMORPHIC ROCKS** are rocks that are recrystallized by pressure and heat that may or may not be influenced by the introduction of chemically active solutions.

11. **SLATE** is metamorphosed shale and can be broken along planes independent of original bedding planes.
12. **MARBLE** is recrystallized limestone (calcite).
13. **QUARTZITE** is a recrystallized sandstone or chert consisting mainly of quartz.
14. **GNEISS** is a metamorphosed rock that exhibits alternate banding of granular mineral and flaky minerals.
15. **SCHIST** is a metamorphosed shale or siltstone composed of parallel aligned micas, amphiboles, pyroxenes or garnets.

Product No. 2215

 P.O. Box 2121  
Fort Collins, CO 80522  
www.amep.com  
800-289-9299


 American Educational Products, LLC  
TEACHING TOOLS FOR UNDERSTANDING OUR WORLD

Photo credit: Cierra Aaron Townson, Education Media Center, Clemson University Libraries



Photo credit: Cierra Aaron Townson, Education Media Center, Clemson University Libraries

# Realia (Naturally-Occurring Object, packaged / distributed)

**Title: Iron meteorite**

OCLC 902698038

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry ctu  
Desc i TMat r Tech n DtSt s Dates 2011 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Iron meteorite.

246 1\_ \$i Title from distributor's website: \$a Sikhote-Alin iron meteorite

246 30 \$a Sikhote-Alin meteorite

246 1\_ \$i Title from second label: \$a Meteorite, Sikhote-Alin, Russia

264 \_2 \$a [Bethel, Connecticut] : \$b Educational Innovations, Inc., \$c [2011?]

300 \_\_ \$a 1 meteorite fragment ; \$c 3 x 2 x 1 cm, in box 11 x 9 x 3 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title from container label.

500 \_\_ \$a "RM-451."

500 \_\_ \$a "Meteorite: Sikhote-Alin, Russia, 270 miles northeast of Vladivostok; Date: 10:38 a.m. Feb 12, 1947 local time; Specimen mass: 11.9 g.; Description: Group IIB, coarsest octahedrite, 5.9% Ni, 0.42% Co, 0.46% P, 0.28% S, 52 ppm Ga, 161 ppm Ge, 0.03 ppm Ir, remainder being iron. Minerals found: kamacite, taenite, plessite, schreibersite, rhabdite, troilite, & chromite."--Container label.

500 \_\_ \$a Meteorite displayed in a Riker Mount specimen box.

520 \_\_ \$a Iron meteorite that fell in 1947 on the Sikhote-Alin Mountains in southeastern Siberia.

650 \_0 \$a Meteorites \$v Specimens.

Image: Iron meteorite



Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno

# Realia (Naturally-Occurring Object, packaged/distributed)

**Title: Tree Rounds Set**

OCLC 711718655

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry cau  
Desc i TMat r Tech n DtSt s Dates 2010 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Tree rounds set.

264 \_2 \$a [Tustin, California] : \$b Acorn Naturalists, \$c [2010?]

300 \_\_ \$a 6 tree rounds ; \$c in container 21 x 13 x 3 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Set includes tree branch cross-sections from the following trees: walnut, red oak, white pine, red pine, white ash, and basswood.

520 \_\_ \$a Tree branch cross-sections (discs or tree cookies) are "perfect for studying seasonal tree rings to calculate the age of a tree or limb, identify tree anatomy (heartwood, sapwood, cambium and inner/outer bark layers), study different growth patterns (tree ring irregularities, evidence of branching) and variation in growth patterns and climatic variations over time." -- Distributor's website.

650 \_0 \$a Trees \$x Study and teaching.

650 \_0 \$a Tree-rings \$x Study and teaching.

650 \_0 \$a Dendrochronology.

650 \_0 \$a Walnut \$v Type specimens.

650 \_0 \$a Quercus rubra \$v Type specimens.

650 \_0 \$a White pine \$v Type specimens.

650 \_0 \$a Red pine \$v Type specimens.



650\_0 \$a White ash \$v Type specimens.

650\_0 \$a Lindens \$v Type specimens.

710 2\_ \$a Acorn Naturalists (Firm), \$e distributor.

### Image: Tree Rounds Set



Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.



Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

## Realia (Manufactured)

**Title: Hull House pottery**

OCLC 1011422392

Type r ELvl I Srce d Audn Ctrl Lang zxx

BLvl c Form GPub Time nnn MRec Ctry ilu

Desc i TMat r Tech n DtSt q Dates 1927 , 1937

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Hull House pottery.

264 \_3 \$a Chicago : \$b Hull House Kilns, \$c [between 1927 and 1937]

300 \_\_ \$a 4 tea cups : \$b ceramic, blue-green ; \$c 6 x 12 x 15 cm

300 \_\_ \$a 4 saucers : \$b ceramic, blue-green ; \$c 15 cm in diameter

300 \_\_ \$a 1 bowl : \$b ceramic, blue-green ; \$c 10 x 23 x 23 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Tableware \$2 lcsh

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Date of manufacture estimated from activity of Hull House Kilns.

545 \_\_ \$a Hull House Kilns was a commercial pottery associated with the art school of Hull House.

520 \_\_ \$a 4 tea cups with matching saucers and a small serving bowl. All items are stamped Hull House Kilns, Chicago, and are finished in a glossy blue-green glaze. Items are unsigned, but in the style of Myrtle Merritt French, one of the founders of Hull House Kilns. Consult Pots of promise: Mexicans and pottery at Hull-House, 1920-40, 2003.

655 \_7 \$a Pottery (Visual works) \$2 aat

655 \_7 \$a Teacups. \$2 aat

655 \_7 \$a Saucers (Plates) \$2 aat

655 \_7 \$a Bowls (Vessels) \$2 aat

655 \_7 \$a Dishes (Vessels for food) \$2 aat

655 \_7 \$a Aqua (Color) \$2 aat

700 1\_ \$a French, Myrtle Merritt, \$d 1886-1970, \$e attributed name.

710 2\_ \$a Hull House Kilns, \$e manufacturer.

752 \_\_ \$a United States \$b Illinois \$d Chicago.

**Image: Hull House pottery**



Photo credit: Rachel Penniman

## Realia (Handmade Item)

### Title: Justice (Banner)

OCLC 1011096902

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry enk

Desc i TMat r Tech n DtSt q Dates 1903 , 1917

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

130 0\_ \$a Justice (Banner)

245 10 \$a Justice / \$c Ilford W.S.P.U.

246 13 \$a Ilford W.S.P.U. justice

246 1\_ \$i Text on verso: \$a Ilford W.S.P.U., votes for women, taxation without representation is tyranny

246 30 \$a Votes for women

246 30 \$a Taxation without representation is tyranny

264 \_0 \$a [London?], \$c [between 1903 and 1917]

300 \_\_ \$a 1 banner : \$b silk and linen, white, purple, green, gold ; \$c 112 cm x 224 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title from text on front of banner.

500 \_\_ \$a Date of production estimated from activity of the WSPU.

520 \_\_ \$a Hand-sewn banner created for the Ilford branch of the Women's Social and Political Union. Banner is a combination of applique and other needlework. Recto has 'Ilford W.S.P.U' on one line within a narrow purple border, with 'Justice' below. All text is in green capitals on a scalloped white background surrounded by a wide purple border. White area is decorated with silver stars, green 3 lobed shamrocks, a gold scales of justice, and a silver sword with gold handle. Verso has text 'Ilford W.S.P.U.,' 'votes for women,' and 'taxation without representation is tyranny.' Text is in yellow capitals on a green background with a wide brown border. 9 cloth tabs at top of banner for hanging.

610 20 \$a Women's Social and Political Union (Great Britain). \$b Ilford.

650 \_0 \$a Women \$x Suffrage \$z Great Britain.

650 \_0 \$a Women \$x Political activity \$z Great Britain.

655 \_7 \$a Banners. \$2 aat

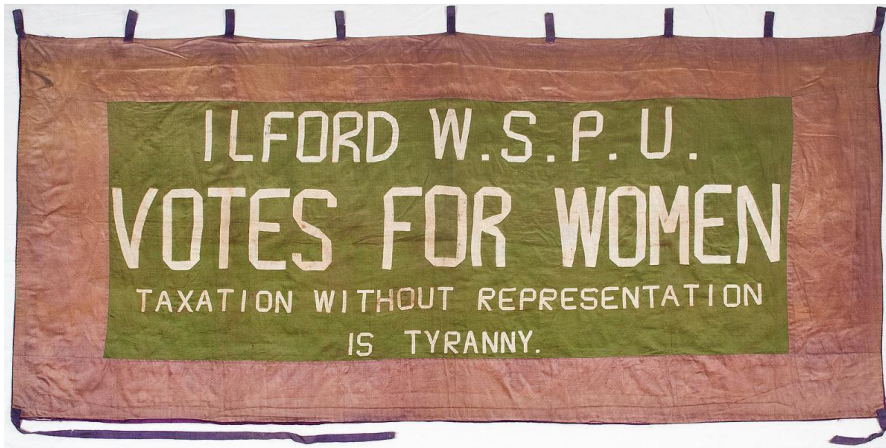
710 2\_ \$a Women's Social and Political Union (Great Britain). \$b Ilford, \$e commissioning body.

752 \_\_ \$a Great Britain \$b England \$d London.

**Image: Justice (Banner)**



*Front 1*



*Verso 1*

Photo credit: Duke University Libraries

## Realia (Handmade Item)

**Title: Pincushion of Elizabeth Mather**

OCLC 1015200753

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry xx

Desc i TMat r Tech n DtSt q Dates 1800 , 1899

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

100 1\_ \$a Mather, Elizabeth, \$e creator.

245 10 \$a Pincushion of Elizabeth Mather.

264 \_0 \$b Elizabeth Mather, \$c [between 1800 and 1899?]

300 \_\_ \$a 1 pincushion : \$b cloth and thread, brown, red, green, white ; \$c 7 cm in diameter

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Round pincushion with red cloth sides and brown cloth top and bottom. Cross-stitched on top in brown thread: "Prepare To meet thy GOD ELIZABETH MATHER". Brown cross-stitched crown above text and three green cross-stitched trees beneath text; white decorative stitches around edges. Eight pins stuck in sides of pincushion.

650 \_0 \$a Cross-stitch \$v Specimens.

650 \_0 \$a Needlework \$v Specimens.

650 \_0 \$a Pincushions \$v Specimens.

655 \_7 \$a Pincushions. \$2 aat

655 \_7 \$a Needlework (visual works). \$2 aat

655 \_7 \$a Cross-stitching. \$2 aat

**Image: Pincushion of Elizabeth Mather**



Photo credit: Jessica Janecki



## Realia (Handmade Items)

**Title: Set of 12 Jamaican lace-bark doilies**

OCLC 1027222531

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry jm

Desc i TMat r Tech n DtSt q Dates 1865 , 1890

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Set of 12 Jamaican lace-bark doilies.

264 \_2 \$a Halfway Tree, Jamaica : \$b Sold for the benefit of the Orphanage for Girls, \$c [between 1865 and 1890?]

300 \_\_ \$a 12 doilies : \$b plant specimens ; \$c 16 cm diameter, in album 18 cm x 18 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Production statement from printed paper label on first leaf of album.

500 \_\_ \$a The Orphanage for Girls in the Half Way Tree neighborhood of Kingston, Jamaica, was founded in 1865. Throughout the second half of the 19th century, the girls and their supporters produced and sold traditional lace bark accessories to help raise funds for the orphanage.

500 \_\_ \$a "The doyleys are made of the bark of the Lagetta-Lintearia tree, growing in Jamaica. The borders are cut out of the Spatha, the sheath of the fruit of the Mountain-Cabbage palm. The ferns are collected from different parts of Jamaica."--Printed paper label.

520 \_\_ \$a Set of 12 Jamaican lace-bark doilies in an octagonal paper album. Album is secured with peacock blue ribbon. Each circular doily is uniquely constructed of native Jamaican plants, with the bark of the Lagetta lagetto tree forming the "lace". Doilies are loose in album, separated by octagonal sheets of paper.

610 20 \$a Orphanage for Girls (Kingston, Jamaica)

650 \_0 \$a Doilies \$v Specimens.

650 \_0 \$a Ferns \$v Specimens.

650 \_0 \$a Bark \$v Specimens.

650 \_0 \$a Plants in art.

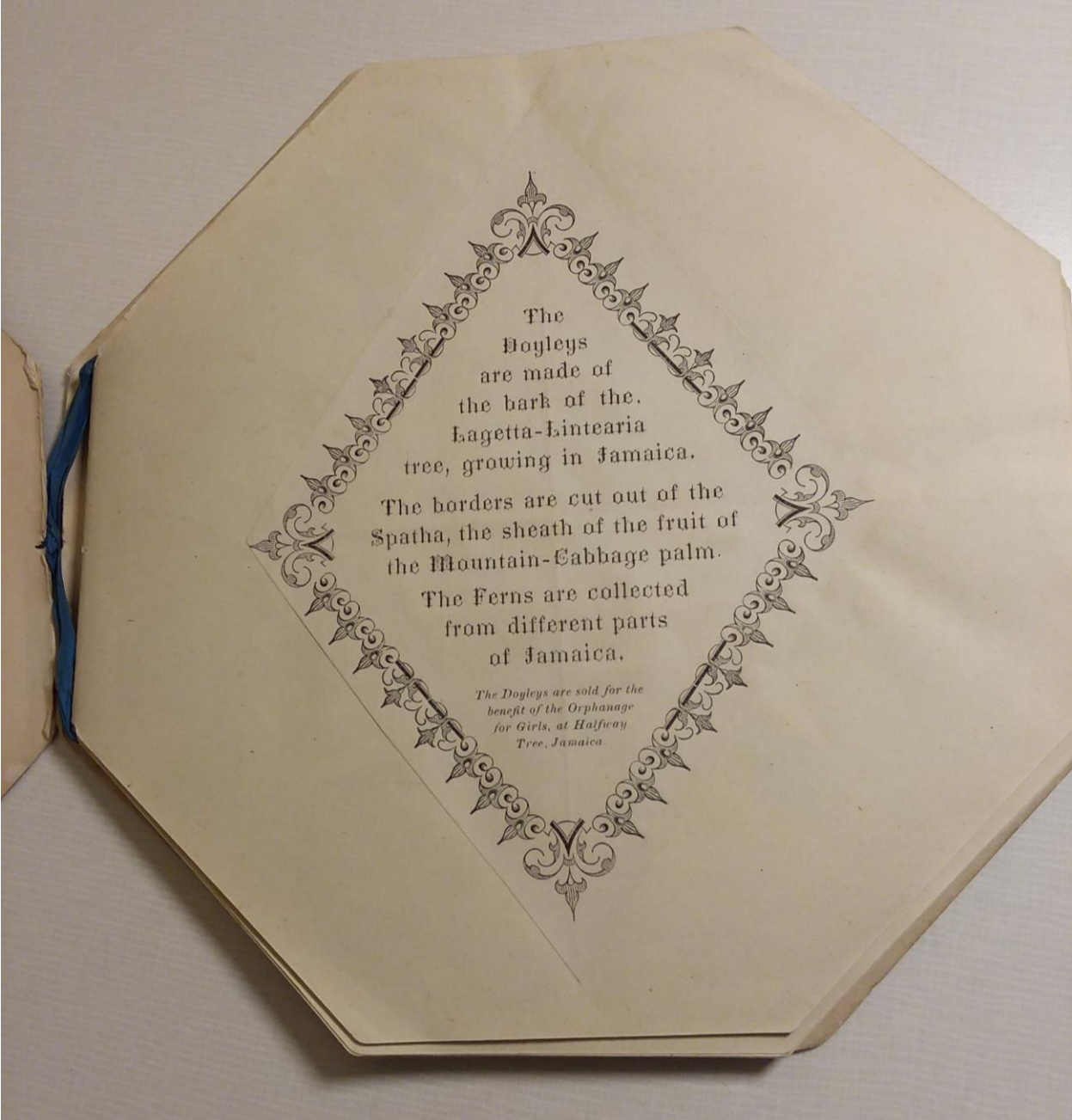
650 \_0 \$a Handicraft industries \$z Jamaica.

655 \_7 \$a Doilies. \$2 aat

710 2\_ \$a Orphanage for Girls (Kingston, Jamaica), \$e distributor.

**Image: Set of 12 Jamaican lace-bark doilies**





The  
Doyleys  
are made of  
the bark of the  
Lagetta-Intearia  
tree, growing in Jamaica.

The borders are cut out of the  
Spatha, the sheath of the fruit of  
the Mountain-Cabbage palm.

The Ferns are collected  
from different parts  
of Jamaica.

*The Doyleys are sold for the  
benefit of the Orphanage  
for Girls, at Halfway  
Tree, Jamaica*



Photo credit: Jessica Janecki

## Realia (Manufactured, Distributed)

**Title: Votes for Women tea cup and saucer**

OCLC 1010824138 (Example of repeatable 300 field.)

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry enk

Desc i TMat r Tech n DtSt q Dates 1903 , 1917

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Votes for women tea cup and saucer.

264 \_2 \$a [England?] : \$b [Women's Social and Political Union?], \$c [between 1903 and 1917?]

300 \_\_ \$a 1 tea cup : \$b porcelain, white, green, purple ; \$c 7 x 12 x 12 cm

300 \_\_ \$a 1 saucer : \$b porcelain, white, green, purple ; \$c 16 x 16 x 2 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Tableware \$2 lcsh

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Date of issuance estimated from activity of Women's Social and Political Union.

520 \_\_ \$a 1 tea cup with matching saucer. Items are white with green accents and feature the text "votes for women" in large purple capitals. Possibly commissioned by the Women's Social and Political Union as the cup and saucer share the WSPU's colors of green and purple.

650 \_0 \$a Women \$x Suffrage.

655 \_7 \$a Teacups. \$2 aat

710 2\_ \$a Women's Social and Political Union (Great Britain), \$e commissioning body.

**Image: Votes for Women tea cup and saucer**



Photo credit: Jessica Janecki

## Realia (Manufactured, Distributed)

**Title: WSPU tea set**

OCLC 1010818163

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl c Form GPub Time nnn MRec Ctry enk

Desc i TMat r Tech n DtSt q Dates 1909 , 1911

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a WSPU tea service.

264 \_3 \$a Longton, England : \$b Williamsons, \$c [between 1909 and 1911]

300 \_\_ \$a 1 tea service (1 teapot, 4 demitasse cups, 4 saucers, 2 large plates, 4 small plates, 1 large creamer, 1 small creamer, 1 sugar bowl) : \$b porcelain, white, green, purple ; \$c various sizes

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$3 teapot \$b 9 x 15 x 20 cm

340 \_\_ \$3 demitasse cups \$b 7 x 5 x 10 cm

340 \_\_ \$3 saucers \$b 13 x 13 x 2 cm

340 \_\_ \$3 large plates \$b 22 x 22 x 3 cm

340 \_\_ \$3 small plates \$b 13 x 13 x 2 cm

340 \_\_ \$3 large creamer \$b 19 x 8 x 11 cm

340 \_\_ \$3 small creamer \$b 6 x 4 x 10 cm

340 \_\_ \$3 sugar bowl \$b 5 x 8 x 8 cm

380 \_\_ \$a Tableware \$2 lcsh

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Items are likely part of a line of tea ware designed by Sylvia Pankhurst, commissioned by the WSPU, and manufactured by Williamsons of Longton (Stoke-on-Trent, England). First produced for the 1909 Prince's Skating Rink Exhibition at Knightsbridge, London, for use in the refreshment tent and also sold to the public. In



1911 an expanded service of 22 pieces was made available and sold at the Women's Press offices in London. Pieces could also be purchased individually. Consult Florey, Kenneth. Women's suffrage memorabilia, 2013, page 70.

500 \_\_ \$a All items are white with green handles and/or rims and have medallion in green and purple of a winged angel facing left blowing a horn in front of a background of prison bars, the letters WSPU, and a banner which reads Freedom. Some items have stamp: Williamsons, Longton, England.

650 \_0 \$a Women \$x Suffrage.

655 \_7 \$a Tea services. \$2 aat

700 1\_ \$a Pankhurst, E. Sylvia \$q (Estelle Sylvia), \$d 1882-1960, \$e designer.

710 2\_ \$a Women's Social and Political Union (Great Britain), \$e commissioning body

710 2\_ \$a Henry M. Williamson & Sons (Firm), \$e manufacturer.

752 \_\_ \$a Great Britain \$b England \$d London.

### Image: WSPU tea set



Photo credit: Duke University Libraries

## Realia (Distributed)

### Title: Feely bag texture materials kit

OCLC 903913883 (Example of tactile three-dimensional form.)

Rec stat c Entered 20150223 Replaced 20191124

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry nyu

Desc i TMat r Tech n DtSt s Dates 2011 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

050 \_4 \$a QP451 \$b .F44 2011

049 \_\_ \$a XXXX

245 0 0 \$a Feely bag texture materials kit.

264 \_2 \$a Rochester, New York : \$b Ward's Science, \$c [2011?]

300 \_\_ \$a 1 feely bag (9 pieces) : \$b color ; \$c in drawbag, 19 x 17 cm + \$e 1 blindfold

336 \_\_ \$a tactile three-dimensional form \$b tcf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$g polychrome \$2 rdacc

588 \_\_ \$a Title from distributor's website.

500 \_\_ \$a "2191290"--Distributor's website.

500 \_\_ \$a Bag contains steel wool, yarn, cloth, a wooden ball, a sponge, a styrofoam sphere, a glass marble, cardboard, and sandpaper.

520 \_\_ \$a Students explore their sense of touch and what it tells them is inside the cloth drawstring bag containing various items.

500 \_\_ \$a Educational use only. Not a toy. Not for pre-school children.

650 \_0 \$a Touch \$x Study and teaching \$x Audio-visual aids.

650 \_0 \$a Touch in children.

650 \_0 \$a Senses and sensation \$x Experiments.

650 \_0 \$a Manipulatives (Education)

650 \_0 \$a Teaching \$x Aids and devices.

710 2\_ \$a Ward's Science, \$e Distributor.

**Image: Feely bag texture materials kit**



Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

# Toys

**Title: Archiquest : the intelligent building system. Pharaohs and pyramids : Egypt's wonders**

OCLC 1043949499

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry ilu  
Desc i TMat w Tech n DtSt s Dates 2015 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

020 \_\_ \$a 1582860629

020 \_\_ \$a 9781582860626

024 1\_ \$a 740984010953

049 \_\_ \$a XXXX

245 00 \$a Archiquest : \$b the intelligent building system. \$p Pharaohs and pyramids : Egypt's wonders / \$c T.S. Shure.

246 30 \$a Pharaohs and pyramids : \$b Egypt's wonders

264 \_1 \$a Chicago, IL : \$b T.S. Shure, \$c [2015]

264 \_4 \$c ©2015

300 \_\_ \$a 1 toy (68 blocks, 1 platform) : \$b wood, color ; \$c in container 41 x 32 x 5 cm + \$e 1 book (46 pages : illustrations ; 19 cm)

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$a wood \$2 rdamat

340 \_\_ \$g polychrome \$2 rdacc

380 \_\_ \$a Blocks (Toys) \$2 lcsh

588 0\_ \$a Title from accompanying booklet.

520 \_\_ \$a "The blocks in your set can be used to build every structure imaginable. While the intricately-detailed images from Egyptian architectural masterpieces that cover your blocks may inspire you to build pyramids and ziggurats, your blocks can also be used to create Roman aqueducts, Gothic cathedrals, or sky-scrapers! The

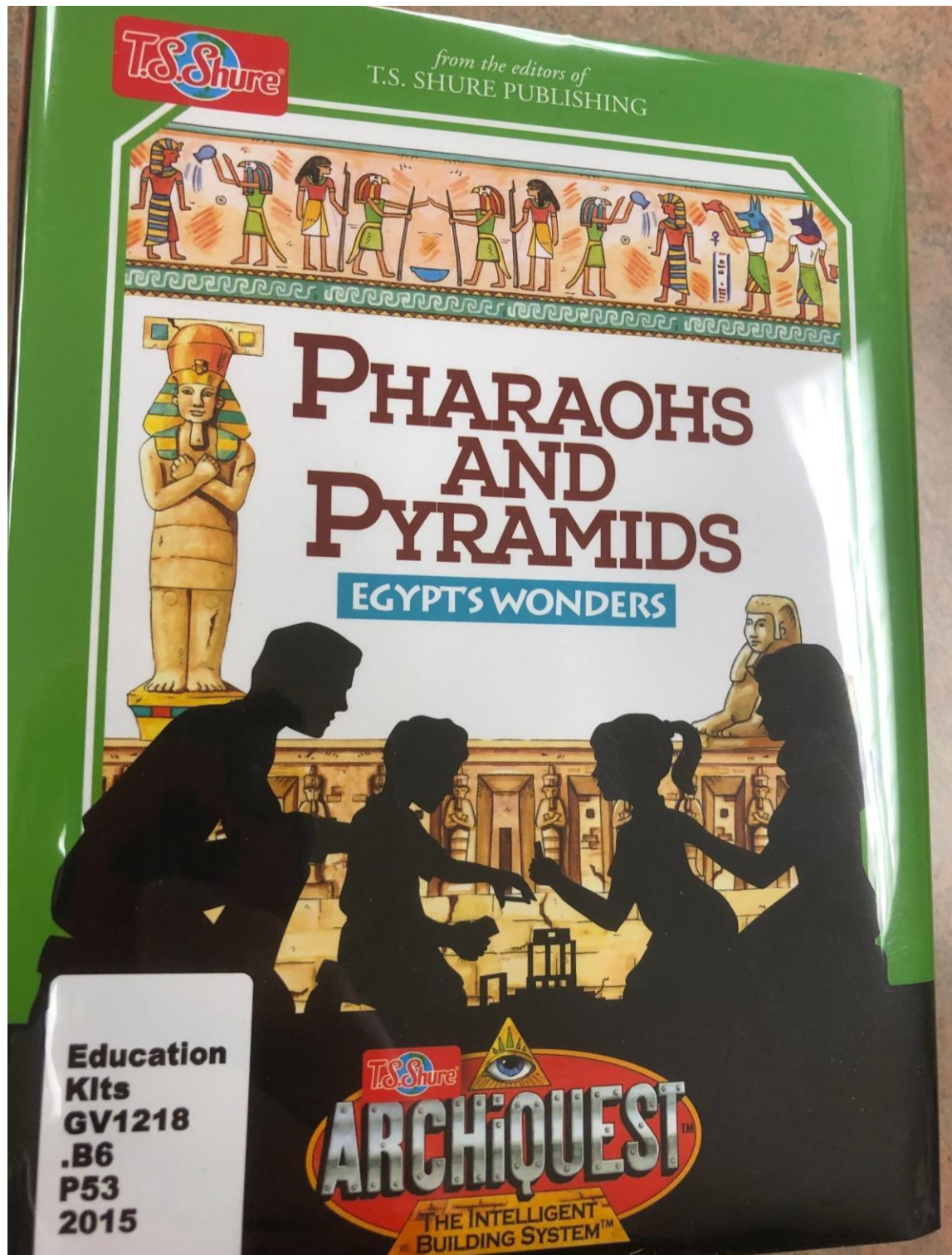
possibilities for building and creation are endless with ArchiQuest!"--From back of container.

650 \_0 \$a Blocks (Toys) \$v Specimens.

650 \_0 \$a Architecture, Egyptian.

710 2\_ \$a T.S. Shure (Firm) \$e publisher

Image: Archiquest : the intelligent building system. Pharaohs and pyramids : Egypt's wonders



Education  
Kits  
GV1218  
.B6  
P53  
2015

Photo credit: Social Sciences and Education Library, Penn State University Libraries



When you see the world through the eyes of an architect, you will begin to notice how the same basic elements (such as arches, columns, and domes) can be used in many different ways! Your ArchiQuest™ set comes complete with all of the essential shapes that you will need to explore different styles of architecture. Get started with the templates on the following pages, which will show you how to build legendary structures from around the world. For more building ideas, examine pictures of famous buildings in books or look out for interesting architecture in your neighborhood. Pick out the specific elements that make the architectural style unique and then use the shapes in your ArchiQuest™ set to recreate them. You can try to replicate a building that you like, or combine different elements from different buildings to create a new look!

-- YOUR ARCHITECTURAL ELEMENTS! --

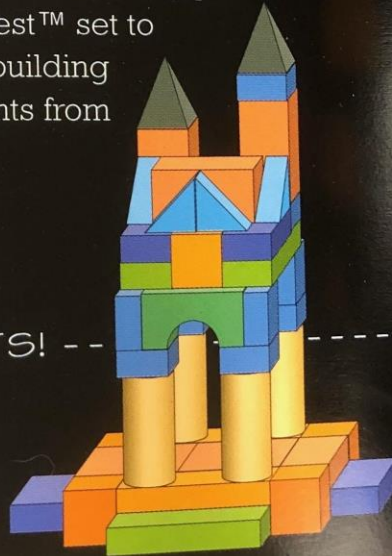


Photo credit: Social Sciences and Education Library, Penn State University Libraries



Photo credit: Social Sciences and Education Library, Penn State University Libraries



# Toys

## Title: Crocodile stage puppet

OCLC 180203695

Type r ELvl I Srce d Audn b Ctrl Lang zxx

BLvl m Form GPub Time nnn MRec Ctry cau

Desc i TMat w Tech n DtSt s Dates 2007 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

019 \_\_ \$a 974513195 \$a 1015720642

024 1\_ \$a 638348025593

037 \_\_ \$a 2559 \$b Folkmanis \$c \$23.99

049 \_\_ \$a XXXX

245 00 \$a Crocodile stage puppet.

246 30 \$a Crocodile puppet

264 \_2 \$a Emeryville, CA : \$b Folkmanis, \$c [2007?]

300 \_\_ \$a 1 hand puppet : \$b fabric, green and brown ; \$c 33 cm in length

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Hand puppets \$2 lcsh

490 1\_ \$a Folkmanis puppets

500 \_\_ \$a Accompanying tag contains "Crocodile and giraffe" by Madeleine Scott.

588 0\_ \$a Title from hang tag.

500 \_\_ \$a Puppet represents the head and neck of a crocodile.

520 \_\_ \$a Crocodile puppet made of dark green and tan plush fabric with a pink mouth, white plastic teeth and black hard plastic eyes.

650 \_0 \$a Crocodiles.

650 \_0 \$a Hand puppets \$v Specimens.

650 \_0 \$a Stuffed animals (Toys) \$v Specimens.

655 \_0 \$a Hand puppets.

710 2\_ \$a Folkmanis, Inc., \$e manufacturer.

830 \_0 \$a Folkmanis hand puppets.

**Image: Crocodile stage puppet**



Photo credit: Cierra Aaron Townson, Education Media Center, Clemson University Libraries

# Toys

## Title: William Shakespeare LEGO minifigure

OCLC 1035844950

Type r ELvl I Srce d Audn Ctrl Lang zxx

BLvl m Form GPub Time nnn MRec Ctry dk

Desc i TMat w Tech n DtSt s Dates 2014 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a William Shakespeare LEGO minifigure.

264 \_1 \$a [Billund, Denmark] : \$b The LEGO Group, \$c [2014]

264 \_4 \$c ©2014

300 \_\_ \$a 1 figurine : \$b plastic, color ; \$c 5 cm + \$e 1 square tile (2 x 2 cm) + 1 sheet (20 x 14 cm folded to 7 x 5 cm)

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a figurines \$2 lcsh

490 0\_ \$a LEGO minifigures. The LEGO Movie series ; \$v no. 8

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a The LEGO Group is headquartered in Billund, Denmark.

500 \_\_ \$a Number 8 of 16 in the LEGO movie collectible minifigure series (71004).

500 \_\_ \$a "Some are born Master Builders, some achieve it, and some have it thrust upon them.' The celebrated wordsmith William Shakespeare is also a celebrated Master Builder, constructing brick creations with the same wit and grace with which he composes epic sonnets and speeches for his plays. When Emmet addresses the gathered Master Builders at their secret meeting place in Cloud Cuckoo Land, everyone expects him to give a brilliant and rousing speech. But when Emmet's words fail to inspire, Shakespeare is the first to express his disdain!"--Description of the William Shakespeare character in The LEGO movie from the LEGO website.

520 \_\_ \$a Plastic yellow LEGO figurine of William Shakespeare. Body printed to resemble clothing - a red doublet and breeches, embroidered in gold, and boots. The figurine wears a white ruff and has Shakespeare's distinctive hairstyle and facial hair,

with facial features set in a rather quizzical expression. He holds a detachable quill in his right hand, and comes with a separate LEGO tile printed to resemble a scroll with the words 'To build... or not to build' (referring to the Shakespeare character's role as a "Master Builder" in The LEGO movie).

600 10 \$a Shakespeare, William, \$d 1564-1616, \$e depicted.

655 \_7 \$a Figurines. \$2 aat

655 \_7 \$a Toys (recreational artifacts) \$2 aat

655 \_7 \$a Character toys \$2 aat

730 0\_ \$a LEGO movie (Motion picture)

710 2\_ \$a LEGO Group, \$e publisher.

752 \_\_ \$a Denmark \$d Billund (Town). \$2 naf

**Image: William Shakespeare LEGO minifigure**



Photo credit: ART 270- 136 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.

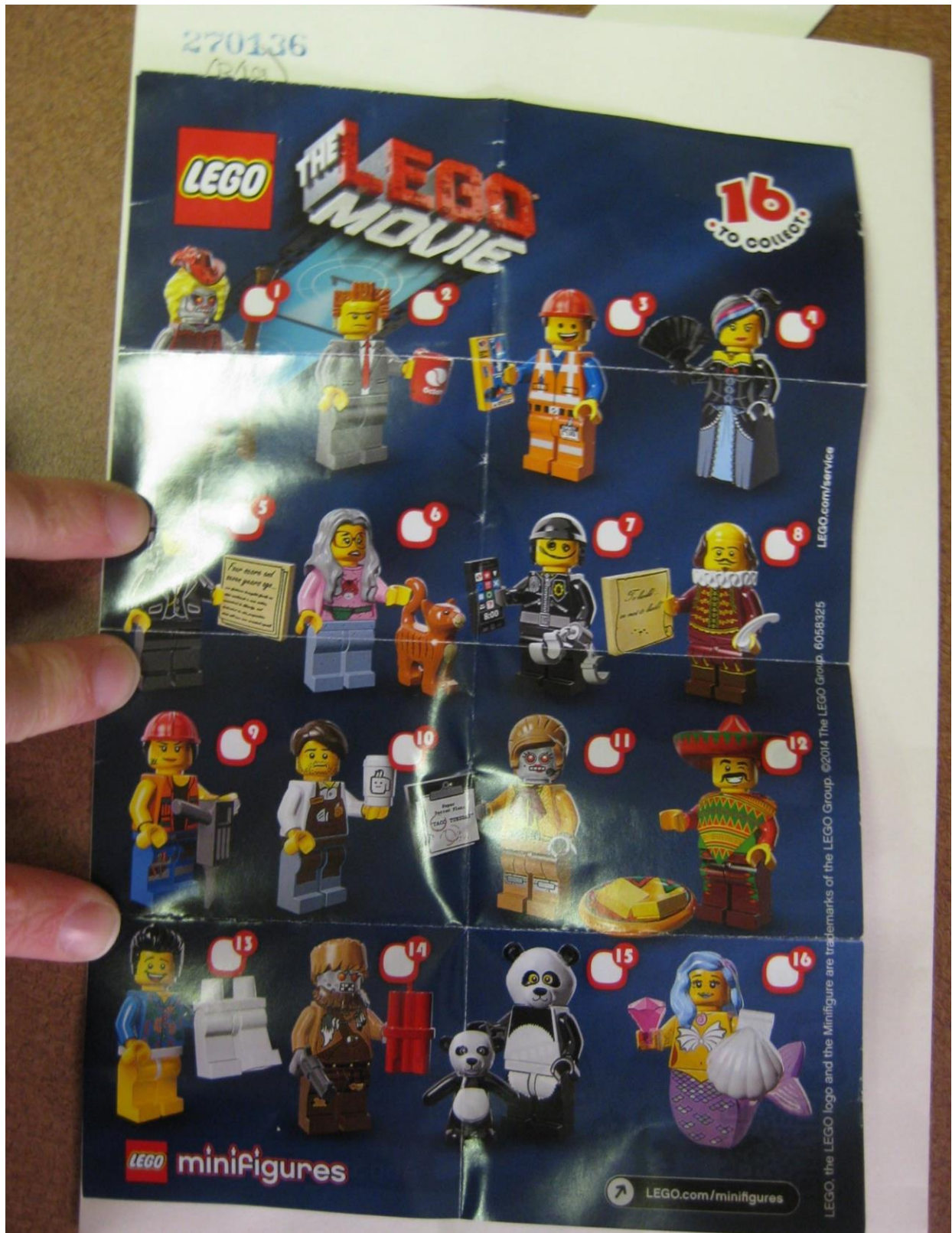


Photo credit: ART 270- 136 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.

# Toys

**Title: Juliet from the ballet Romeo and Juliet**

OCLC 1012404609

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry cau  
Desc i TMat w Tech n DtSt s Dates 2004 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Juliet from the ballet Romeo and Juliet.

246 1\_ \$i Title on back of box: \$a Barbie® doll as Juliet from the ballet Romeo and Juliet.

264 \_1 \$a El Segundo, CA : \$b Mattel Inc., \$c [2004]

264 \_2 \$a Mississauga, Ontario : \$b Mattel Canada Inc.

264 \_3 \$a Indonesia : \$b [Mattel Inc.]

264 \_4 \$c ©2004.

300 \_\_ \$a 1 doll : \$b plastic and cloth (color) ; \$c box 35 x 21 x 8 cm + \$e certificate of authenticity (1 sheet) + collector's card (1 card) + 1 doll stand.

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Dolls \$2 lcsh

490 0\_ \$a Barbie Collector series

490 0\_ \$a Barbie Silver Label collection

490 0\_ \$a Classic Ballet series

588 0\_ \$a Title from container.

500 \_\_ \$a Model number: B5655.

500 \_\_ \$a "A masterpiece of 20th century ballet, Romeo and Juliet is a passionate story of love and hatred. Inspired by the famous play, this heart-rending tale tells of Juliet Capulet and Romeo Montague, two star-crossed lovers whose romance is ill-fated because of their families' feud. Set to a lyrical score, this classic ballet is uniquely

eloquent, featuring elegant pas de deux and exciting swordplay. Barbie® doll as Juliet from the ballet Romeo and Juliet portrays the famed and tragic character. Dressed in a costume worthy of the finest ballet companies, this lovely doll is truly extraordinary"-- Description from packaging.

520 \_\_ \$a "Inspired by one of Shakespeare's most enduring heroines, Barbie® doll as Juliet is romantic and perfectly lovely in this period costume and graceful pose. The story of the star-crossed lovers is a beloved theme and Barbie® doll as Juliet wears a fitted bodice and skirt with an overlay of gold chiffon. Golden cording also highlights the bodice and sleeves and a golden ribbon is threaded through her long dark hair. Delicate pink 'toe' shoes complete the classic

costume"--Mattel website.

630 00 \$a Romeo and Juliet (Choreographic work)

600 10 \$a Prokofiev, Sergey, \$d 1891-1953. \$t Romeo i Dzhul'etta (Ballet)

650 \_0 \$a Barbie dolls \$v Specimens.

655 \_7 \$a Dolls. \$2 aat

655 \_7 \$a Character dolls. \$2 aat

710 2\_ \$a Mattel, Inc. \$b Barbie Doll Division, \$e publisher.

710 2\_ \$a Mattel Canada Inc., \$e distributor.

752 \_\_ \$a United States \$b California \$d El Segundo. \$2 naf

752 \_\_ \$a Canada \$b Ontario \$d Mississauga. \$2 naf

752 \_\_ \$a Indonesia. \$2 naf



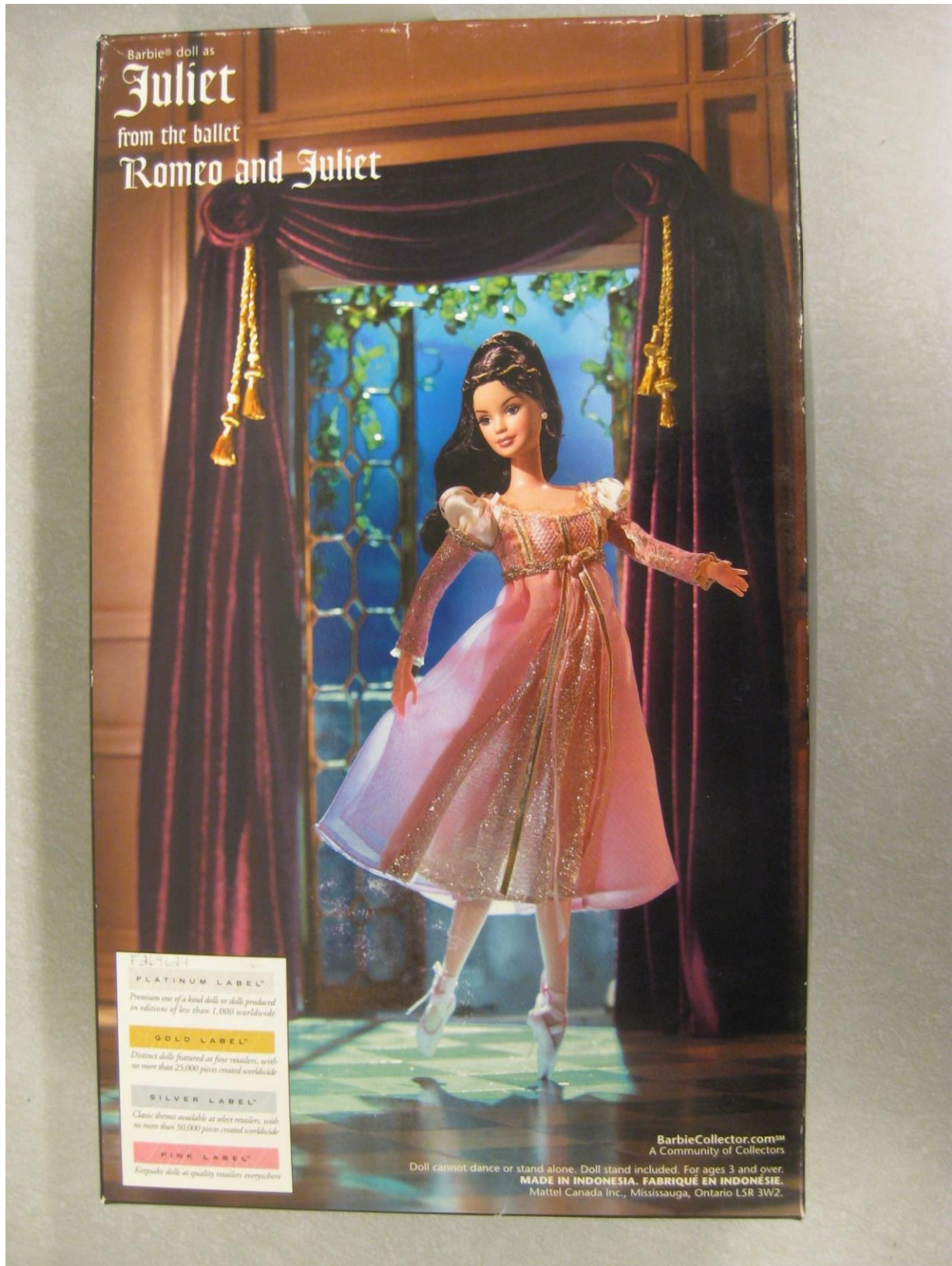
Image: Juliet from the ballet Romeo and Juliet



ART 269- 624 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.



ART 269- 624 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.



ART 269- 624 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.

# Model

**Title: Median section of male and female urinary tract**

OCLC 1001810298

Type r ELvl I Srce dAudn Ctrl: Lang zxx  
BLvl m Form GPub Time nnn MRec Ctry xxu  
Desc i TMat q Tech n DtSt s Dates 2017,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Median section of male and female urinary tract.

246 3\_ \$a Human male and female urogenital systems model

264 \_1 \$a Altay Scientific, \$c [2017]

264 \_2 \$a Burlington, NC : \$b Carolina Biological Supply Company, \$c [2017]

300 \_\_ \$a 1 model on base : \$b plastic, multicolored ; \$c 53 x 38 x 3 cm + \$e 1 guide

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title from guide.

500 \_\_ \$a Item # 566927A.

520 \_\_ \$a "About 3/4 life size. This 3-part plaque mount features detailed sagittal sections of male and female pelvises, highlighting major urogenital structures of each. In addition, a generalized urinary system is shown, including renal artery and vein, kidneys (right side showing interior anatomy), ureters, and urinary bladder with urethra. Mounted on a durable polymer base."--Distributor's website.

650 \_0 \$a Genitourinary organs \$x Anatomy.

**Image: Median section of male and female urinary tract**

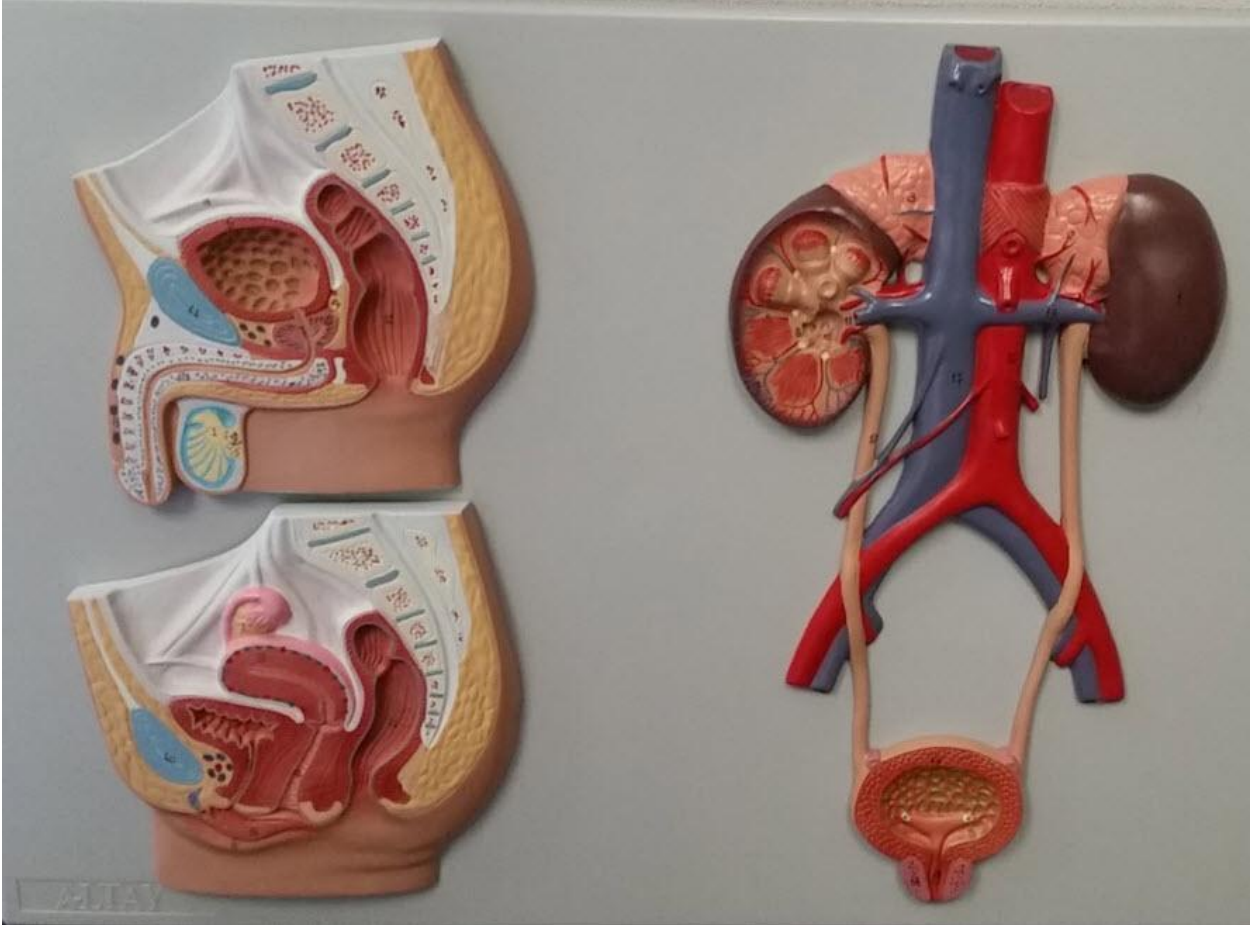


Photo credit: Jessica Schomberg

# Model

**Title: Muscular body**

OCLC 1000538588

Type r ELvl I Srce d Audn Ctrl: Lang zxx  
BLvl m Form G Pub Time nnn MRec Ctry it  
Desc i T Mat q Tech n DtSt s Dates 2016,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

041 0\_ \$g eng

245 00 \$a Muscular body.

246 13 \$a Miniature human muscular figure

246 13 \$a Altay miniature human muscular figure

264 \_1 \$a [Italy?] : \$b Altay Scientific, \$c [2016?]

300 \_\_ \$a 1 model : \$b plastic ; \$c 35 x 25 x 18 cm + \$e 1 guide

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Anatomical models \$2 lcgft

588 0\_ \$a Title from publisher's website.

500 \_\_ \$a One-page guide maps the 51 muscles on the model, labeled "6000.58 Muscular body, 40 cm."

500 \_\_ \$a "This 1/4 life-size model is a useful tool to study human superficial musculature. Significant structures are numbered and referenced on the accompanying k-card"--Publisher's website.

650 \_0 \$a Human anatomy \$x Models \$v Specimens.

650 \_0 \$a Muscles \$x Models \$v Specimens.

**Image: Muscular body**



Photo credit: Jessica Schomberg

# Model

**Title: Tall Paul**

OCLC 646863671

Type r ELvl I Srce d Audn d Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry ilu  
Desc i TMat q Tech n DtSt s Dates 1996 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

041 0\_ \$g eng

245 00 \$a Tall Paul torso.

246 30 \$a CMT-5 Tall Paul torso

246 3\_ \$a Human torso

264 \_2 \$a [Skokie, Illinois] : \$b [Anatomical Chart Company], \$c [1996]

264 \_4 \$c ©1996

300 \_\_ \$a 1 model (20 pieces) : \$b plastic, color ; \$c 85 x 33 x 21 cm + \$e 1 guide

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Anatomical models \$2 lcgft

588 0\_ \$a Title from guide.

520 \_\_ \$a Male torso with 19 dissectible parts, including brain, lungs, heart, trachea, esophagus, descending aorta, diaphragm, stomach, duodenum, pancreas, spleen, intestines, kidney, bladder, and liver. Mounted on a base.

521 2\_ \$a 7-12.

650 \_0 \$a Human anatomy \$x Models.

710 2\_ \$a Anatomical Chart Co., \$e distributor.

856 41 \$u <http://cdmweb.lib.csufresno.edu/cdm/ref/collection/TRCrealia/id/4> \$z View photos of model



**Image: Tall Paul**

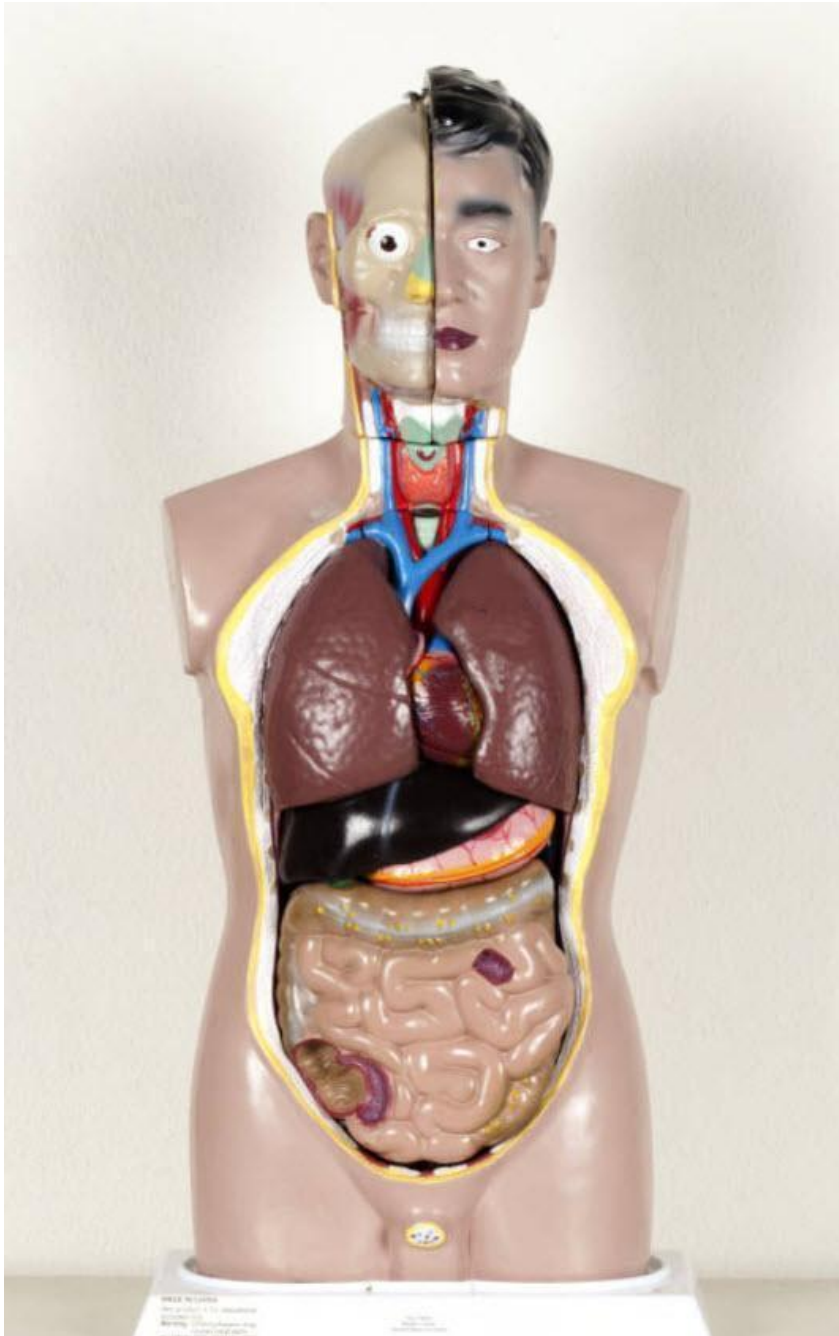


Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

## Model

**Title: Mr. Bones human skeleton**

OCLC (none, for illustrative purposes only)

Type r ELvl I Srce d Audn Ctrl Lang zxx

BLvl m Form GPub Time nnn MRec Ctry xx

Desc i TMat q Tech n DtSt q Dates 1990 , 1999

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

090 \_\_ \$a QM101 \$b .M7 1990z

049 \_\_ \$a XXXX

245 0 0 \$a Mr. Bones human skeleton.

246 3\_ \$a Mister Bones human skeleton

246 30 \$a Human skeleton

264 \_3 \$a [Place of manufacture not identified] : \$b [Manufacturer not identified], \$c [between 1990 and 1999?]

300 \_\_ \$a 1 model : \$b plastic ; \$c 156 x 40 x 18 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$a plastic \$2 rdamat

340 \_\_ \$g monochrome \$2 rdacc

380 \_\_ \$a Anatomical models \$2 lcgft

588 0\_ \$a Title devised by cataloger.

520 \_\_ \$a Partially articulated human skeleton.

650 \_0 \$a Human skeleton \$x Models \$v Specimens.

MARC record for illustrative purposes only.

**Image: Mr. Bones human skeleton**



Photo credit: Julie Moore.

# Art Original

## Title: Cast bronze portrait of Shakespeare

OCLC 907681567

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry nyu  
Desc i TMat a Tech n DtSt s Dates 2014 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

100 1\_ \$a Wyatt, Greg, \$e sculptor.

245 10 \$a Cast bronze portrait of Shakespeare / \$c by Greg Wyatt.

264 \_0 \$a [New York?] : \$b Greg Wyatt, \$c 2014.

264 \_4 \$c © May 2014

300 \_\_ \$a 1 circular bronze plaque mounted to an oval wood cross-section ; \$c 26 x 21 cm at widest points (mounted plaque 15 cm diameter)

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

588 0\_ \$a Title devised by cataloger.

500 \_\_ \$a Text around edge of plaque reads: "'Shakespeare on the Road' / Shakespeare Birthplace Trust / '14 Festivals in 2014' / University of Warwick."

500 \_\_ \$a Copper label below plaque reads: "Made from a cedar tree that grew in the garden of Shakespeare's birthplace Stratford-upon-Avon."

500 \_\_ \$a One of fourteen commemorative plaques created by New York-based sculptor Wyatt. A plaque was presented to each of 14 American Shakespeare-themed theater festivals that took part in the 'Shakespeare on the Road' program, co-hosted by the Shakespeare Birthplace Trust and the University of Warwick in 2014.

600 10 \$a Shakespeare, William, \$d 1564-1616, \$e depicted.

600 10 \$a Shakespeare, William, \$d 1564-1616 \$x Homes and haunts.

650 \_0 \$a Cedar \$v Specimens.

655 \_7 \$a Bronzes (visual works). \$2 aat

655 \_7 \$a Statuary bronze. \$2 aat

655 \_7 \$a Plaques (flat objects). \$2 aat

710 2\_ \$a Shakespeare Birthplace Trust, \$e sponsoring body.

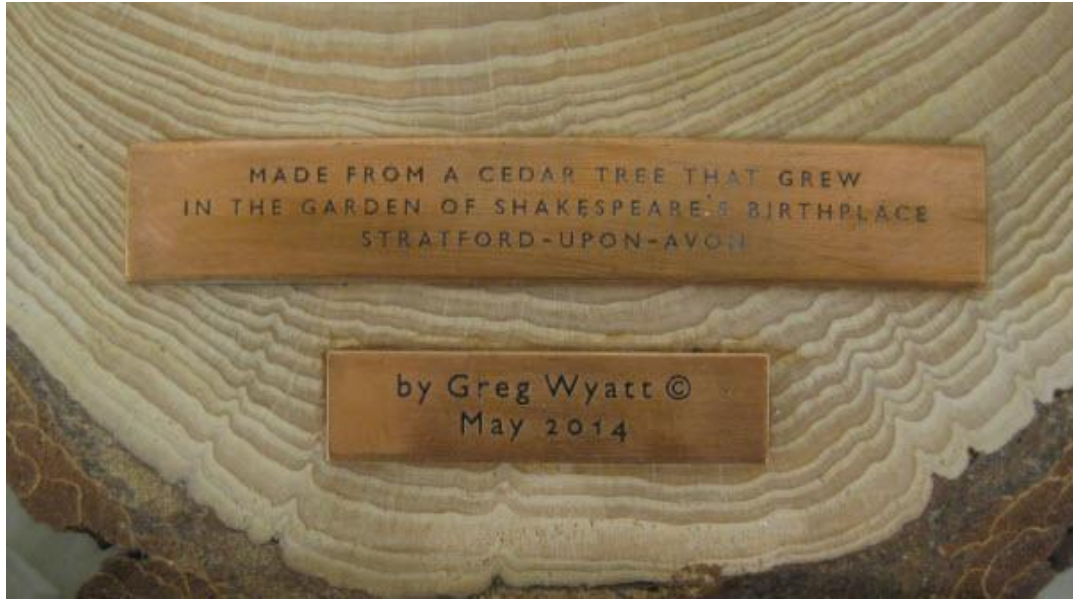
710 2\_ \$a University of Warwick, \$e sponsoring body.

752 \_\_ \$a United States \$b New York \$d New York. \$2 naf

Image: Cast bronze portrait of Shakespeare



ART 268- 540 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.



ART 268- 540 (realia), Folger Shakespeare Library. Photograph by Sarah Hovde.

## Game (Board Game)

**Title:** Rise up

OCLC 1004395389

Type r ELvl I Srce d Audn Ctrl: Lang eng  
BLvl m Form G Pub Time nnn MRec Ctry mau  
Desc i T Mat g Tech n DtSt s Dates 2017,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ \$a 721205399118

041 0\_ \$g eng

082 04 \$a 303.48 \$2 23

049 \_\_ \$a XXXX

100 1\_ \$a Van Slyke, Brian, \$e creator.

245 10 \$a Rise up : \$b the game of people & power / \$c game design by Brian Van Slyke ; graphic design by Molly McLeod.

264\_1 \$a Northampton, MA : \$b TESA Collective, \$c [2017]

300 \_\_ \$a 1 game (1 double-sided board, 81 movement cards, 64 system cards, 10 skill cards, 5 double-sided player sheets, 5 activist standees, 5 supporter markers, 10 movement power markers, 10 system power markers, 1 die, 1 rulebook) : \$b plastic, paper and cardboard, color ; \$c in box 24 x 18 x 5 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Board games \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a For 2-5 players.

500 \_\_ \$a Duration of play: 60-75 minutes.

500 \_\_ \$a "Build your movement. Beat the system. In Rise Up, you and your teammates take creative actions to fight for victory, and everyone wins or loses together."

520 \_\_ \$a Rise Up is a board game about building people power and winning together to create social justice--even when the cards are stacked against us. You can choose the difficulty level: easy, regular or hard.



521 1\_ \$a Ages 10 and up.

650 \_0 \$a Protest movements.

650 \_0 \$a Protest movements \$x Study and teaching \$x Activity programs.

650 \_0 \$a Social movements \$x Study and teaching \$x Activity programs.

650 \_0 \$a Social justice \$x Study and teaching \$x Audio-visual aids.

650 \_0 \$a Social justice \$x Study and teaching \$x Activity programs.

655 \_7 \$a Board games. \$2 lcgft

655 \_7 \$a Tabletop games. \$2 gttg

655 \_7 \$a Cooperative games. \$2 gttg

700 1\_ \$a McLeod, Molly, \$e illustrator.

710 2\_ \$a TESA Collective

## Image: Rise up

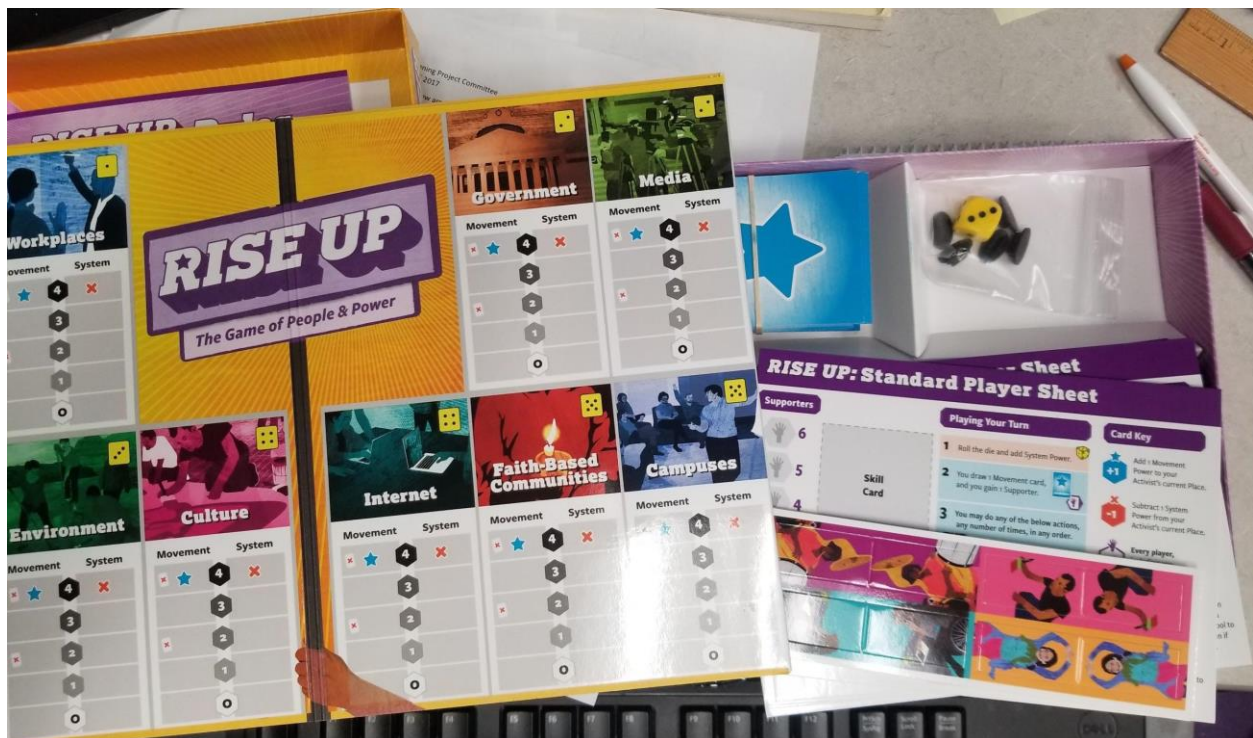


Photo credit: Jessica Schomberg

## Game (Board Game)

**Title:** Finca

OCLC 957004320

Type r ELvl Srce c Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry nmu  
Desc i TMat g Tech n DtSt s Dates 2009 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ \$a 655132003858

041 0\_ \$g eng

050 \_4 \$a GV1312 \$b .F56 2009

049 \_\_ \$a XXXX

245 00 \$a Finca / \$c Ralf zur Linde & Wolfgang Sentker.

264 \_1 \$a München : \$b Hans im Glück Verlags-GmbH, \$c [2009]

264 \_2 \$a Rio Rancho, NM : \$b Rio Grande Games, \$c [2009]

264 \_4 \$c ©2009

300 \_\_ \$a 1 game (1 game board, 12 windmill blades, 42 fruit tiles, 10 finca tiles, 16 action tiles, 4 bonus tiles, 8 donkey carts, 6 wooden fincas, 108 fruits, 20 farmers, 1 rule booklet) ; \$c in box 23 x 32 x 8 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a other \$b nz \$2 rdacarrier

380 \_\_ \$a Board games \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a For 2-4 players.

500 \_\_ \$a Duration of game: 45 minutes.

508 \_\_ \$a Ralf zur Linde, Wolfgang Sentker, authors ; Franz Vohwinkel, illustration.

520 \_\_ \$a "The players take the roles of Mallorcan farmers, who strive to harvest as many of the island's tropical fruits: figs, almonds, olives, oranges, grapes, and lemons, as possible."--From rule booklet.

521 \_\_ \$a Age 10 and up.

650 \_0 \$a Fruit \$x Games.

655 \_7 \$a Board games. \$2 lcgft

655 \_7 \$a Games. \$2 lcgft

700 1\_ \$a Zur Linde, Ralf, \$e game designer.

700 1\_ \$a Sentker, Wolfgang, \$e game designer.

700 1\_ \$a Vohwinkel, Franz, \$e game artist.

710 2\_ \$a Hans im Glück (Firm), \$e production company.

710 2\_ \$a Rio Grande Games (Firm), \$e distributor.

Image: Finca

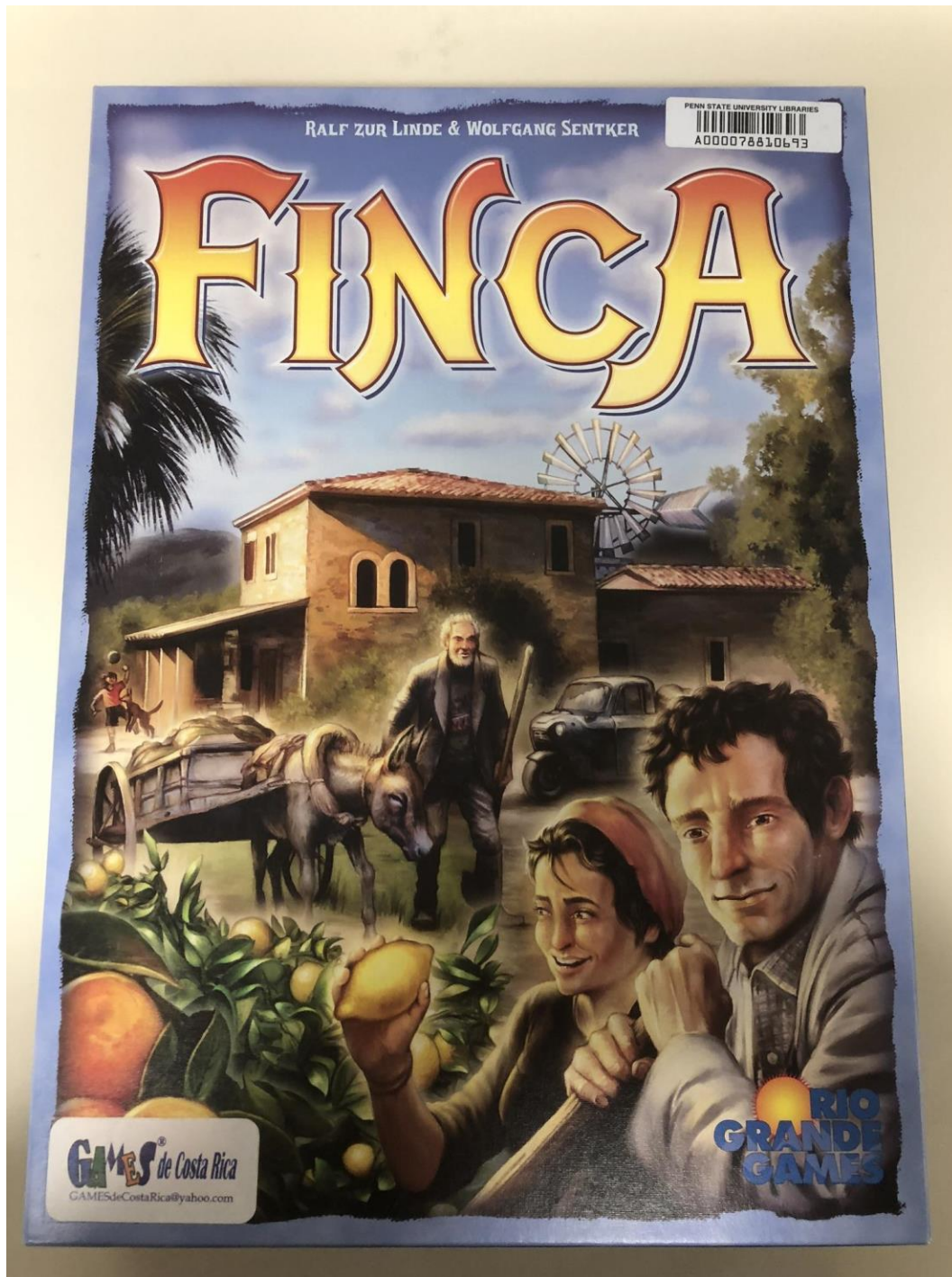


Photo credit: Social Sciences and Education Library, Penn State University Libraries

# FINCA

## FINCA

Mallorca. Island of the wind.

A place of golden beaches and a light-blue sea. The almond harvest is at hand. In addition, juicy oranges, lemons, and figs are ready to be picked and taken to the market. Olive trees bewitch the country with their curled branches and sumptuous vineyards invite passers-by to walk among their warm earth. In the midst of this landscape, your centuries-old natural stone farmhouse provides a home and supports your large windmill: your FINCA.

Listen to the wind, which propels your windmill! Then take in the course of the yearly harvest the sweetest and most valuable fruits from the land. Load them on your old donkey cart and travel around the island, selling them everywhere. If you manage this quickly, you will be soon be the richest farmer on the island.

## CONTENTS

1 game board	8 donkey carts
12 windmill blades	6 wooden fincas
42 fruit tiles	108 fruits
10 Finca tiles	20 farmers
16 action tiles	1 rule booklet
4 bonus tiles	

[www.riograndegames.com](http://www.riograndegames.com)



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Hans im Glück  
Verlags-GmbH  
Birnauer Str. 15  
80809 München



Rio Grande Games  
PO Box 45715  
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87174 USA  
Made in Germany  
RioGames@aol.com

**AUTHORS:**  
Ralf zur Linde  
Wolfgang Sentker

**ILLUSTRATION:**  
Franz Vohwinkel

**INFO:**  
1-10 2-4  
45 minutes



Not recommended for children under 3 as the small parts may be swallowed or inhaled.

Photo credit: Social Sciences and Education Library, Penn State University Libraries

## Game (Board Game)

**Title: Monopoly : the classic edition**

OCLC 973418453

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry riu

Desc i TMat g Tech n DtSt s Dates 2016 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ \$a 714043011267

028 50 \$a 1126 \$b Winning Moves

049 \_\_ \$a XXXX

245 00 \$a Monopoly : \$b the classic edition.

250 \_\_ \$a Classic edition.

264 \_1 \$a Pawtucket, RI : \$b Licensed by Hasbro, \$c 2016.

264 \_2 \$a Danvers, MA : \$b Manufactured & distributed by Winning Moves Games

264 \_4 \$c ©1935

300 \_\_ \$a 1 game (1 folded gameboard, 10 metal tokens, 22 title deed cards, 4 railroad cards, 2 utility cards, 16 "chance" cards, 16 "community chest" cards, play money (40 \$1, 40 \$5, 40 \$10, 48 \$20, 23 \$50, 23 \$100, 23 \$500), 32 plastic houses, 12 plastic hotels, 2 six-sided dice, 1 banker's money tray) : \$b color, metal, plastic, paper, cardboard ; \$c in container, 51 x 26 x 5 cm + \$e 1 instruction booklet

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

336 \_\_ \$a still image \$b sti \$2 rdacontent

336 \_\_ \$a text \$b txt \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Board games \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a "Item #1126"--Container.

500 \_\_ \$a "Includes all the classic tokens."--Container.

520 \_\_ \$a The objective of the game is to become the wealthiest player through buying, renting and selling property.

500 \_\_ \$a Playing time 45-60 minutes.

500 \_\_ \$a For 2 to 8 players.

521 \_\_ \$a Ages 8 to adult.

650 \_0 \$a Monopoly (Game)

650 \_0 \$a Indoor games.

650 \_0 \$a Board games.

655 \_7 \$a Board games. \$2 lcgft

710 2\_ \$a Hasbro, Inc.

710 2\_ \$a Winning Moves Games (Firm)

# Image: Monopoly : the classic edition



Photo credit: PublicDomainPictures.net



# Game (Board Game)

**Title: Battleship**

OCLC 228473054

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry riu  
Desc i TMat g Tech n DtSt s Dates 2002 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

019 \_\_ \$a 1053403023

024 1\_ \$a 032244047305

037 \_\_ \$a 04730 \$b Milton Bradley

049 \_\_ \$a XXXX

245 00 \$a Battleship : \$b the classic naval combat game.

264 \_1 \$a Pawtucket, RI : \$b Hasbro, \$c [2002]

264 \_4 \$c ©2002

300 \_\_ \$a 2 fold-up game units, 10 plastic ships, 168 white pegs, 84 red pegs, label sheet, 1 sheet of instructions : \$b plastic, color ; \$c 27 x 41 x 7 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Board games \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a For 2 players.

520 \_\_ \$a The classic Naval combat game. Players try to sink all enemy ships by calling out suspected hiding areas and keeping track of hits and misses.

521 \_\_ \$a Ages 7 and up.

650 \_0 \$a Games for two.

650 \_0 \$a War games.

655 \_7 \$a Board games. \$2 lcgft

655 \_7 \$a Puzzles and games. \$2 lcgft

655 \_7 \$a Tactical games. \$2 gttg

655 \_7 \$a Tabletop games. \$2 gttg

710 2\_ \$a Hasbro, Inc.

710 2\_ \$a Milton Bradley Company.

**Image: Battleship**

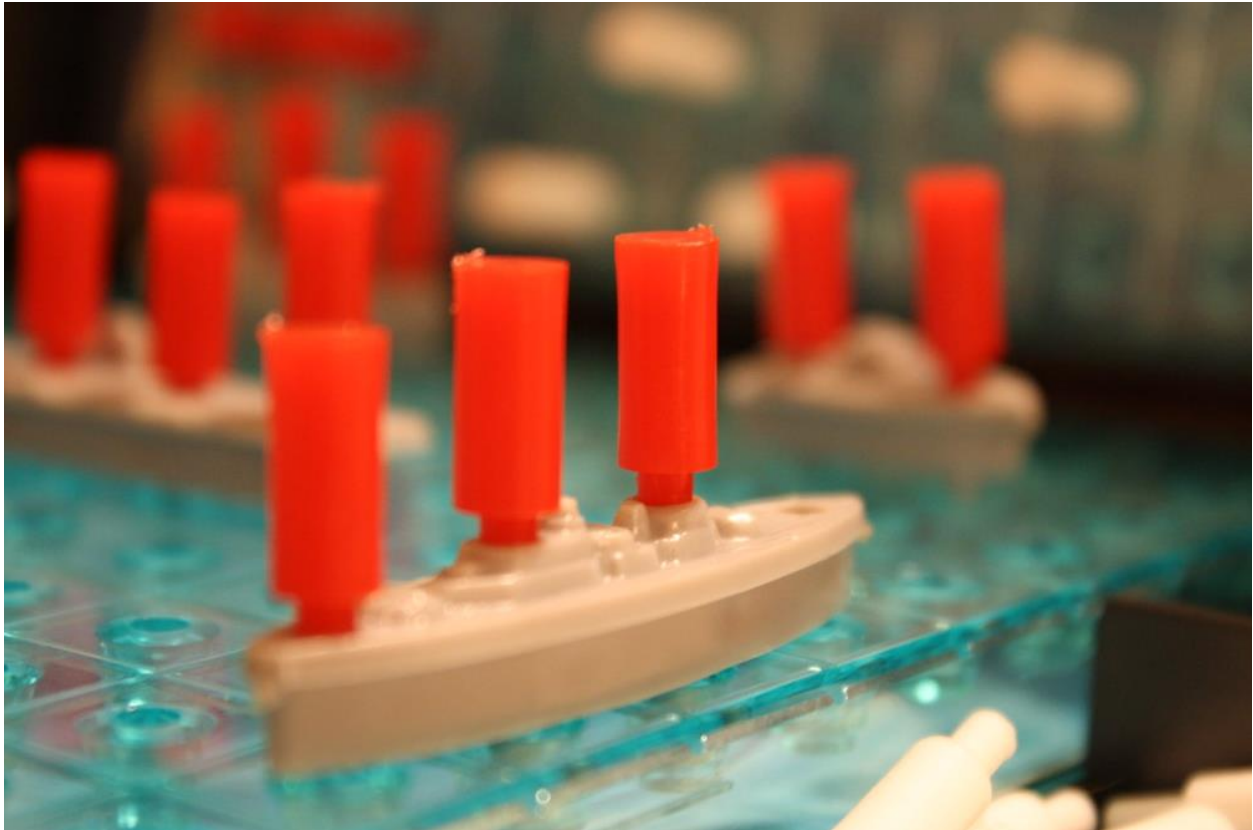


Photo credit: Creative Commons CC BY-NC 2.0

# Game

**Title: The original game of connect 4**

OCLC 226074060

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry riu

Desc i TMat g Tech n DtSt s Dates 2006 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 10 \$a 032244044304

028 50 \$a 04430 \$b Hasbro

041 1\_ \$a eng \$g eng \$g spa

049 \_\_ \$a XXXX

245 04 \$a The original game of connect 4 / \$c Milton Bradley.

246 30 \$a Connect 4

246 3\_ \$a Connect four

264 \_1 \$a Pawtucket, RI : \$b Hasbro, \$c [2006]

264 \_4 \$c ©2006

300 \_\_ \$a 1 game (1 grid with base, 42 checkers, 1 instruction sheet) : \$b plastic, color ;  
\$c in box 27 x 27 x 6 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

546 \_\_ \$a Instruction sheet in English or Spanish.

588 0\_ \$a Title from box.

500 \_\_ \$a "The ultimate upright checker-dropping challenge!"--Box.

521 \_\_ \$a Age 7 and up, for 2 players.

520 \_\_ \$a Players try to build a row of four checkers--horizontally, vertically, or diagonally--while keeping their opponents from doing the same.

650 \_0 \$a Tic-tac-toe.

650 \_0 \$a Games.

710 2\_ \$a Milton Bradley Company.

710 2\_ \$a Hasbro, Inc.

**Image: The original game of Connect 4**

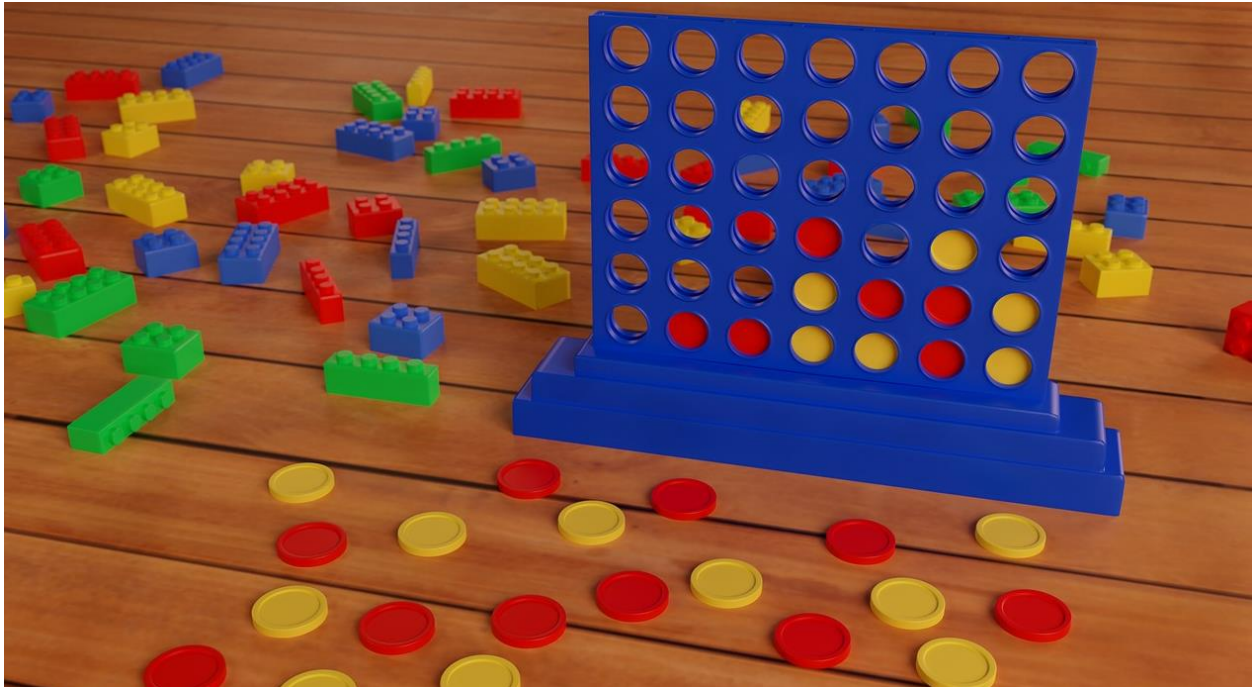


Photo credit: Needpix.com

# Game (Card Game)

**Title: UNO**

OCLC 77076510

Type r ELvl I Srce d Audn Ctrl Lang eng

BLvl m Form GPub Time nnn MRec Ctry cau

Desc i TMat g Tech n DtSt s Dates 2003 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ \$a 078206020016

028 50 \$a 42003 \$b Mattel

041 0\_ \$a eng \$a spa \$a fre \$a por

049 \_\_ \$a XXXX

245 00 \$a Uno.

264 \_1 \$a El Segundo, CA : \$b Mattel, \$c [2003]

264 \_4 \$c ©2003

300 \_\_ \$a 1 game (108 cards, 1 instructions sheet) : \$b cardboard, color ; \$c in box 13 x 10 x 2 cm

336 \_\_ \$a still image \$b sti \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a card \$b no \$2 rdacarrier

380 \_\_ \$a Card games \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a 108 cards as follows: 19 blue cards (0-9), 19 green cards (0-9), 19 red cards (0-9), 19 yellow cards (0-9), 8 skip cards (2 each in blue, green, red and yellow), 8 reverse cards (2 each in blue, green, red and yellow), 8 draw 2 cards (2 each in blue, green, red and yellow), 4 wild cards, 4 wild draw 4 cards.

500 \_\_ \$a For 2 to 10 players.

520 \_\_ \$a The first player to play all of the cards in his/her hand in each round scores points for the cards their opponents are left holding. The first player to score 500 points wins the game.

521 \_\_ \$a Ages 7 and up.

546 \_\_ \$a Instructions in English, Spanish, French and Portuguese.

650 \_0 \$a Card games.

650 \_0 \$a Playing cards.

655 \_7 \$a Card games. \$2 gttg

655 \_7 \$a Playing cards. \$2 lcgft

710 2\_ \$a Mattel, Inc.

**Image: UNO**



Photo credit: Creative Commons CC BY-NC-ND 2.0

Note: Card games are considered to be games, so they are treated as visual objects, rather than 2D non-projected graphics

## Game (Card Game)

**Title: Old maid card game**

OCLC 988947572

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry ohu  
Desc i TMat g Tech n DtSt s Dates 2010 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

028 00 \$a I1620-7470A \$b Bicycle

049 \_\_ \$a XXXX

245 00 \$a Old maid card game.

264 \_1 \$a Cincinnati, OH : \$b U.S. Playing Card Co., Bicycle Games Division, \$c [2010]

264 \_4 \$c ©2010

300 \_\_ \$a 1 game (34 cards) : \$b color ; \$c 6 x 9 cm

336 \_\_ \$a still image \$b sti \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a card \$b no \$2 rdacarrier

380 \_\_ \$a Card games \$2 lcgf

588 0\_ \$a Title from container.

500 \_\_ \$a Bicycle: I1620-7470A.

521 \_\_ \$a For ages 3 and up.

500 \_\_ \$a Players 2-4.

650 \_0 \$a Card games \$v Specimens.

655 \_7 \$a Puzzles and games \$2 lcgft

710 2\_ \$a U.S. Playing Card Co. \$b Bicycle Games Division.

Image: Old maid card game



Photo credit: Flickr.com

Note: Card games are considered to be games, so they are treated as visual objects, rather than 2D non-projected graphics



# Game (Puzzle)

**Title: Spell-a-puzzle**

OCLC 1023812545

Type r ELvl I Srce d Audn j Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry sp  
Desc i TMat g Tech n DtSt s Dates 20uu ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

024 1\_ \$a 020373101593

028 52 \$a Ref.10159 \$b Educa

049 \_\_ \$a XXXX

245 00 \$a Spell-a-puzzle.

264 \_1 \$a [Spain] : \$b Educa, \$c [2000?]

300 \_\_ \$a 1 puzzle set of 21 puzzles (each containing 4 pieces) : \$b cardboard, color ;  
\$c in box 13 x 9 x 1 1/2 in.

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Jigsaw puzzles \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a CHOKING HAZARD. Not recommended for children 3 and under.

520 \_\_ \$a As children piece together these clever puzzles, they practice early spelling and reading skills. Younger players learn to recognize letters and form words, while older children sharpen their vocabulary.

521 \_\_ \$a Ages 4-7.

650 \_0 \$a Puzzles.

650 \_0 \$a Reading (Early childhood)

650 \_0 \$a Games.

650 \_0 \$a Toys.

655 \_7 \$a Word games. \$2 gttg

Image: Spell-a-puzzle



# SPELL-A-PUZZLE

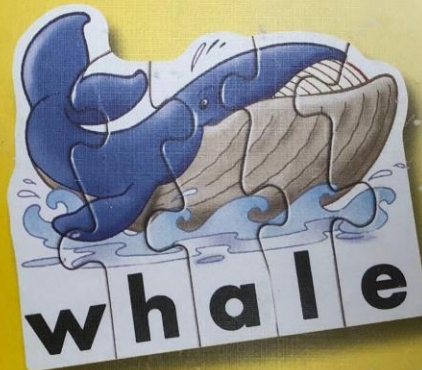


As children piece together these clever puzzles, they practice early spelling and reading skills. Younger players learn to recognize letters and form words, while older children sharpen their vocabulary. Perhaps most importantly, while playing the game, they have fun!

EDUCA's FUN and LEARN™ collection offers a wide variety of games for children 2 1/2 - 7, that stimulate the imagination and build memory, matching and verbal skills.

**EDUCA® GAMES GROW WITH THE CHILD**  
Each game has a variety of skills that challenge players' abilities... and because the sturdy pieces are made from quality materials, they will last for years and years.

For 1-4 players  
Ages 4-7



Actual Size!

## The FUN and LEARN™ collections includes:

### For ages 3-6:

- Alphabet Match-up
- Numbers on the Go!
- My Favorite Guessing Game
- When I Grow Up
- Spin-a-Shape

### For ages 4-7:

- I Know How to Add and Subtract
- Months of the Year
- Count-a-Puzzle
- What Time is It?

Contents:  
21 puzzles, game rules

Ref. 10159



Conforms to the requirements of U.S. ASTM Standard Consumer Safety Specification on Toy Safety F963 and British Standard BS5666 on Toy Safety Regulations.

Images that appear on the box may be slightly different than the contents.



Photo credit: Social Sciences and Education Library, Penn State University Libraries

# Game (Puzzle)

**Title: Ravensburger puzzle**

OCLC 1097167173

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry gw  
Desc i TMat r Tech n DtSt s Dates 2019 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Ravensburger puzzle. \$p Romantische Gasse = \$b Le coin secret de Paris = Angolo Parigino = Paris's secret corner = Esquina parisina / \$c John O'Brien.

246 30 \$a Romantische Gasse

246 3\_ \$a Coin secret de Paris

246 3\_ \$a Angolo Parigino

246 3\_ \$a Paris's secret corner

246 3\_ \$a Esquina parisina

264 \_1 \$a Germany : \$b Ravensburger, \$c [2019]

264 \_4 \$c ©2019

300 \_\_ \$a 1 jigsaw puzzle (1530 pieces) : \$b color, cardboard ; \$c 80 x 60 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

380 \_\_ \$a Jigsaw puzzles \$2 lcgft

588 0\_ \$a Title from container.

500 \_\_ \$a No. 162444

655 \_7 \$a Jigsaw puzzles \$2 lcgft

700 1\_ \$a O'Brien, John, \$e artist.

Image: Ravensburger puzzle



Front 2

Photo credit: Social Sciences and Education Library, Penn State University Libraries



Romantische Gasse  
Le coin secret de Paris  
Angolo Parigino  
Paris's Secret Corner  
Esquina parisina

© 2019 John O'Brien, Artist.  
Licensed by MGL.  
[www.mglart.com](http://www.mglart.com)

**1530** Teile / pcs. / pzs.  
**ca. 80 x 60 cm**  
**approx.**  
**31 1/2 x 23 1/2 in.**

© 2019  
Ravensburger  
Spielverlag  
Postfach 24 60  
D-88194 Ravensburg



**No. 16 244 4**

Verso 2

Photo credit: Social Sciences and Education Library, Penn State University Libraries

# Microscope Slides

**Title: Prepared slides : set 1**

OCLC 70827259

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry ilu  
Desc i TMat p Tech n DtSt s Dates 200u ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

049 \_\_ \$a XXXX

245 00 \$a Prepared slides : \$b set 1.

264 \_2 \$a [Vernon Hills, Illinois] : \$b Learning Resources, \$c [200-?]

300 \_\_ \$a 6 microscope slides : \$b plastic ; \$c 8 x 3 cm, in tray 12 x 9 x 3 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a microscopic \$b p \$2 rdamedia

338 \_\_ \$a microscope slide \$b pp \$2 rdacarrier

380 \_\_ \$a Microscope slides \$2 lcsch

588 0\_ \$a Title from container.

500 \_\_ \$a "LER2039"--Container.

505 0\_ \$a Animals: Goldfish scale -- Hare hair -- Camel hair -- Feather fowl point --  
Plants: Pine wood -- Camellia leaf section -- Bamboo shoot -- Sponge gourd -- Insects:  
Leg of butterfly -- Wing of butterfly -- Wing of locust -- Leg of honey bee -- Textile fibers:  
Hemp fiber -- Silk stuff -- Cotton fiber -- Bemberg -- Tiny creatures: Plant louse -- Fruit  
fly -- Shrimp egg -- Silk worm larva (moth) -- Pollen & spore: Pollen of lily -- Sunflower  
pollen -- Bottle brush spore -- Fern spore.

520 \_\_ \$a Set contains six slides with different examples of pollen/spores, textiles,  
insects, tiny creatures, animals and plants (24 specimens).

521 2\_ \$a Grades 3 and up.

650 \_0 \$a Microscope slides.

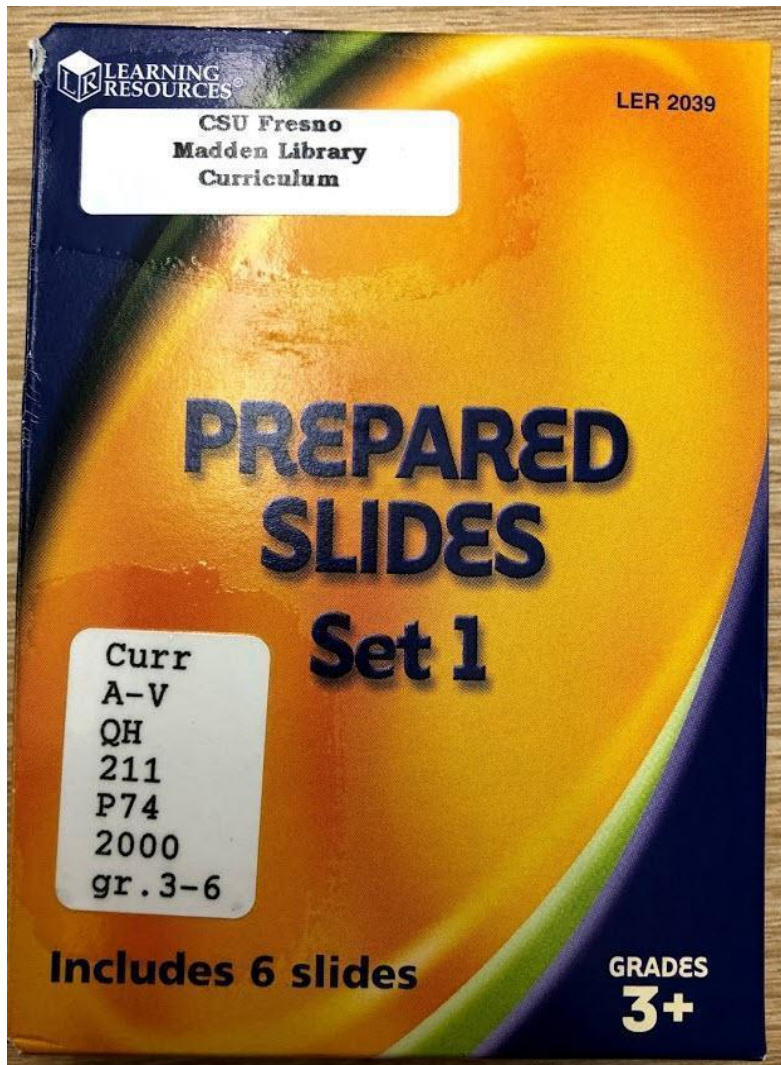
650 \_0 \$a Biological specimens.

650 \_0 \$a Microscopy.

650 \_0 \$a Microscopes.

710 2\_ \$a Learning Resources (Firm), \$e distributor.

**Image: Prepared slides : set 1**



*Front 3*

Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.



## PREPARED SLIDES - Set 1

### Slides specimens include:

**Animals** - Goldfish scale, Hare hair, Camel hair,  
Feather fowl point

**Plants** - Pine wood, Camellia leaf section, Bamboo shoot,  
Sponge gourd

**Insects** - Leg of butterfly, Wing of butterfly, Wing of locust,  
Leg of honey bee

**Textile Fibers** - Hemp fiber, Silk stuff, Cotton fiber, Bemberg

**Tiny Creatures** - Plant louse, Fruit fly, Shrimp egg,  
Silk worm larva (moth)

**Pollen & Spore** - Pollen of lily, Sunflower pollen, Bottle  
brush spore, Fern spore



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Verso 3

Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

Slides



Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

# Diorama

**Title: Karst caves and water action model**

OCLC 456083628

Type r ELvl I Srce d Audn Ctrl Lang eng  
BLvl m Form GPub Time nnn MRec Ctry nyu  
Desc i TMat d Tech n DtSt s Dates 200u ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

028 52 \$a 80-V-5852 \$b Ward's Natural Science

049 \_\_ \$a XXXX

245 00 \$a Karst caves and water action model.

264 \_2 \$a Rochester, N.Y. : \$b Ward's Natural Science, \$c [200-?]

300 \_\_ \$a 1 resin diorama on wood ; \$c 30 x 50 x 30 cm + \$e guide

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$a resin \$e wood

380 \_\_ \$a Dioramas \$2 lcsh

588 0\_ \$a Title from distributor's website (<http://wardsci.com>).

520 \_\_ \$a This two-part diorama depicts a landscape with karst features. The top portion is removable to expose an entire subsurface cavern with stalactites, stalagmites, festoon, and an underground lake.

650 \_0 \$a Karst.

650 \_0 \$a Caves.

650 \_0 \$a Groundwater.

650 \_0 \$a Diorama.

710 2\_ \$a Ward's Natural Science Establishment, inc., \$e distributor.

**Image: Karst caves and water action model**

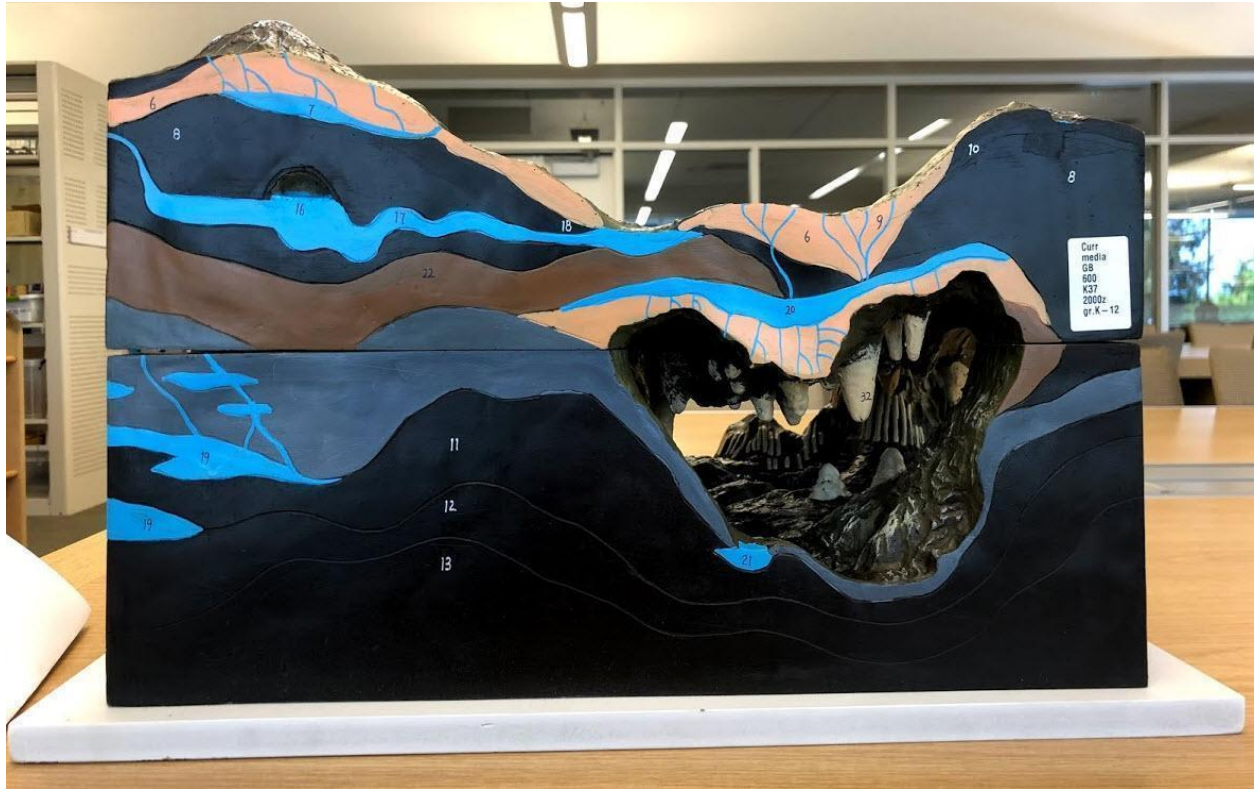


Photo credit: Teacher Resource Center, Henry Madden Library, California State University, Fresno.

# Diorama

**Title: Goodnight moon diorama**

OCLC 1128856888

Type r ELvl I Srce d Audn Ctrl Lang zxx

BLvl m Form GPub Time nnn MRec Ctry xxu

Desc i TMat d Tech n DtSt s Dates 1985 ,

040 \_\_ \$a XXX \$b eng \$e rda \$c XXX

090 \_\_ \$a NK2117.M54 \$b G66 1985

049 \_\_ \$a XXXX

245 0 0 \$a Goodnight moon diorama.

264 \_0 \$c [1985?]

300 \_\_ \$a 1 room box diorama : \$b wood, plexiglass, ceramic, felt, color ; \$c 27 x 44 x 33 cm

336 \_\_ \$a three-dimensional form \$b tdf \$2 rdacontent

337 \_\_ \$a unmediated \$b n \$2 rdamedia

338 \_\_ \$a object \$b nr \$2 rdacarrier

340 \_\_ \$a wood \$2 rdamat

340 \_\_ \$a plastic \$2 rdamat

340 \_\_ \$g polychrome \$2 rdacc

380 \_\_ \$a Dioramas \$2 lcsh

588 0\_ \$aTitle devised by cataloger.

520 \_\_ \$aThis handmade miniature room box diorama depicts a scene inspired by the children's bedtime story, Goodnight moon, by Margaret Wise Brown ; pictures by Clement Hurd. Miniatures included in the room box scene: the baby bunny tucked into bed, telephone, red balloon, picture of "The cow jumping over the moon," three little bears sitting on chairs, two little kittens playing with yarn, pair of mittens, dollhouse, mouse, comb, brush, bowl, and an elder bunny sitting in a rocking chair, knitting. While going to sleep, the baby bunny says goodnight to all of the objects in the great green room.

590 \_\_ \$a Plaque on side of room box: "For Arne Nixon, with affection, Herman & Helen Teichman, 1985."

600 10 \$a Brown, Margaret Wise, \$d 1910-1952. \$t Goodnight moon.

650 \_0 \$a Bedtime \$v Juvenile fiction.

650 \_0 \$a Rabbits \$v Juvenile fiction.

650 \_0 \$a Diorama.

650 \_0 \$a Miniature rooms.

650 \_0 \$a Miniature objects.

**Image: Goodnight moon diorama**



Photo credit: Arne Nixon Center for the Study of Children's Literature, Henry Madden Library, California State University, Fresno.

Note: There is a plaque on the side of room box that reads: "For Arne Nixon, with affection, Herman & Helen Teichman, 1985."

# Appendix 2: Access Points

## Agents

**Best Practice Recommendation:** Include relator term(s) in 1XX, 7XX \$e

100 1\_ \$a Kaplan, Allison G., \$e author.

### Recording creators (19.2.1.1)

Note: For corporate bodies functioning solely as producers, publishers, distributors, or manufacturers, see 21.2–21.5. All may be recorded if considered important for access.

The interpretation of producers, publishers, distributors, or manufacturers follows that of RDA 2.7-2.10. In other words, distribution and manufacture only apply to resources in a *published* form.

Corporate bodies are most likely secondary access points, rather than primary access points as noted in RDA 19.2.1.1.1.

On container: ©2001 Mattel, Inc., El Segundo, CA 90245 U.S.A. MADE IN CHINA. Manufactured for Mattel. All Rights Reserved.

245 00 \$a Toss across

264 \_1 \$a El Segundo, CA : \$b Mattel, \$c [2001]

264 \_4 \$c ©2001

710 2\_ \$a Mattel, Inc.

A product published by Hasbro has a Milton Bradley stock number and logo.

Battleship

037 04730 \$b Milton Bradley

264 1\_ \$a Pawtucket, RI : \$b Hasbro, \$c [2002]

710 2\_ \$a Hasbro, Inc.

710 2\_ \$a Milton Bradley Company

## Subject Analysis

### Library of Congress Subject Headings

LCSH is a document-based subject heading thesaurus, so there is limited provision for the subject analysis of an *object* when applied strictly by the instructions in the Subject Headings Manual.

There are some possibilities:

- Audio-visual aids
- Specimens
- Manipulatives (Education)

Take the example of the Invicta metric caliper.

Possibilities are:

650 \_0 \$a Calipers.  
 [but not a work about calipers]  
 650 \_0 \$a Measuring instruments.  
 [but not a work about measuring instruments]

At first glance a possible work-around for audiovisual materials may be in SHM H 2110 part 9. "Audiovisual materials. Assign the free-floating subdivision –Study and teaching – Audio-visual aids under topics or works on aids to the learning and teaching of a subject."

650 \_0 \$a Metric system \$x Study and teaching \$x Audio-visual aids.  
 650 \_0 \$a Measurement \$x Study and teaching \$x Audio-visual aids.

But "works on aids," rather than "aids to" indicates that the intended resource that is being described is *about* calipers, not the caliper itself. Note that the subfield for audiovisual materials is \$x (subject) not \$v (form).<sup>1</sup>

The section continues, "To works on audiovisual materials about a topic that are not specifically designed for educational purposes, assign the subdivision –Audiovisual aids directly under the topic." In the example, the calipers are designed for educational purposes, since the publisher is Invicta Educational Aids.

The subdivision --Aids and devices sounds like it would be applicable, but it must be coordinated, such as in Teaching – Aids and devices, and is also a topical subdivision, rather than a form subdivision, as noted above.

Manipulatives (Education) may be similarly dismissed, since it is a subject (not genre/form) term, and it's applicable only to the field of education. The meaning is, the use of manipulatives in education.

Subjects that appear to match the item may be used, but the indexer must be aware that he/she is changing the meaning of the LCSH term from about-ness to is-ness. If this creates problems in retrieval, as when the collection contains resources that are

---

<sup>1</sup> A proposal to allow Audio-visual aids to also be used as a form subdivision and to free-float would alleviate this problem. The scope note for Study and teaching – Audiovisual aids, sh2001009046 has this scope note: "Use as a topical subdivision under subjects for *works on the use of audio-visual aids in the learning and teaching of those subjects*" (emphasis added).



both about and are examples of a resource, consider using local genre/form headings. (This problem might also be sufficient motivation to revive MARC field 658, Index term-Curriculum Objective, because the purpose for the object sometimes cannot be expressed by subjects.)<sup>2</sup>

Invicta metric caliper 655 _7 \$a Calipers. \$2 local 650 _7 \$a Measuring instruments. \$2 local 658 __ \$a Measurement, Data and Probability \$b Solve problems involving measurement and conversions from a larger unit to a smaller unit \$c CC.2.4.4.A.1 \$2 pass
---

The strongest candidate for expressing objects in LCSH is \$v Specimens. First, it is a genre/form subdivision; second, it free-floats, under limited situations. H 1095 says, Use under types of publications, printed material, etc. as a form subdivision for actual specimens of the material. Also use under individual typefaces or groups of typefaces as a form subdivision for works consisting primarily or entirely of samples of printed matter using those typefaces and intended to illustrate their appearance.

While the instruction focuses on the printing arts, the “etc.” does open the door for use in combination with other subject headings. For example, the coordinated examples of \$v Specimens include such as Bookbinding \$v Specimens and Oversize books \$v Specimens. However Dry-goods \$v Specimens (sh2014001853) speaks to examples of textiles. (Dry-goods is a BT for Knit goods, Notions (Merchandise), Swatches (Dry-goods), Textile fabrics, and Woolen goods.) Since textiles are considered a type of visual material (code r, realia: “fabrics”), and the printing arts are not considered, then does this example suggest the use of \$v Specimens to describe any object material?

Calipers \$v Specimens Measuring instruments \$v Specimens.
--

This usage is confirmed in multiple examples taken from the Library of Congress catalog.

### Games

---

<sup>2</sup> The author of this section explored the use of 658 with OLAC and AUTOCAT lists in 2010. One consortium (INFOhio) reported using 658. Terms and source codes are available at <https://www.loc.gov/standards/sourcelist/curriculum-objective.html>. Six new term lists have been added since May 2010.

There is very little in the way of instruction on how to implement tag 658. Catalog it! A guide to cataloging school library materials, by Allison G. Kaplan and Ann Marlow Riedling offers three pages of instruction on the use of the 658 tag (edition consulted: Second edition, 2006).

Chess -- Specimens

Backgammon -- Specimens

Card games -- Specimens

### Toys

Blocks (Toys) -- Specimens

Dollhouses -- Specimens

Picture puzzles -- Specimens

Puzzles -- Specimens

Mechanical dolls -- Specimens

Paper dolls -- Specimens

### Musical instruments

Flute -- Specimens

Woodwind instruments -- Specimens

### Naturally-occurring objects

Coprolites -- Specimens

This provision alleviates the need to “go local” or to bend the use of Audio-visual aids.

## **Genre/form terminologies**

### Library of Congress Genre-Form Terms

Library of Congress Genre/Form Thesaurus (LCGFT) is of limited use for objects, since they are usually connected to print, sound, or moving image resources. However, there are some terms that will be applicable, perhaps because they are printed in whole or part:

Board games

Jigsaw puzzles

Puzzles and games

### Art and Architecture Thesaurus (AAT)<sup>3</sup>

Objects Facet: “The Objects facet encompasses discrete tangible or visual things that are for the most part produced by human endeavor or otherwise fabricated or given form by human activity. Included are built works, images, written documents, and other works, having utilitarian or purely aesthetic purposes. Natural landscapes are included in this facet too.”

---

<sup>3</sup> <http://www.getty.edu/research/tools/vocabularies/aat/index.html>

board games (game sets)

outside calipers

Genre Terms for Tabletop Games (GTTG)<sup>4</sup>

This thesaurus is useful for many types of educational and recreational games. It was developed by Diane Robson, Kevin Yanowski, and Catherine Sassen for the University of North Texas Libraries Media Library. Some examples include:

Acting games

Cooperative games

Deduction games

Thesaurus for Graphic Materials<sup>5</sup>

TGM also offers some possibilities, for an overview, search “objects.”

---

<sup>4</sup> <https://digital.library.unt.edu/ark:/67531/metadc826647/>

<sup>5</sup> <http://www.loc.gov/rr/print/tgm1/>

# Appendix 3: Further Reading

Kaplan, Allison G. *Catalog it!: A Guide to Cataloging School Library Materials*, 3rd edition. Santa Barbara, California: Libraries Unlimited, 2016.

Library of Congress. "Updates." *Descriptive Cataloging Manual*.  
<https://www.loc.gov/aba/publications/FreeDCM/freedcm.html>

Library of Congress. *Descriptive Cataloging Manual*. <http://desktop.loc.gov> (by subscription)

Library of Congress Network Development and MARC Standards Office. *MARC 21 Format for Bibliographic Data*. 1999 edition (through Update no. 24, May 2017).  
<http://www.loc.gov/marc/bibliographic/>

Library of Congress Network Development and MARC Standards Office. *MARC Code List for Countries*. 2003 edition. <https://www.loc.gov/marc/countries/>

Library of Congress Network Development and MARC Standards Office. *MARC Code List for Languages*. 2007 edition. <https://www.loc.gov/marc/languages/>

Maxwell, Robert L. *Maxwell's Handbook for RDA: Explaining and Illustrating RDA, Resource Description and Access Using MARC21*. Chicago, IL: ALA Editions, 2014.

OCLC. *Bibliographic Formats and Standards*. Revision in progress.  
<http://www.oclc.org/bibformats/en.html>

Oliver, Chris, *Introducing RDA: A Guide to the Basics*. Chicago, Ill.: American Library Association, 2010.

Olson, Nancy B. *Cataloging of Audiovisual Materials and Other Special Materials: A Manual Based on AACR2 and MARC 21*, 5th edition. Westport, Conn.: Libraries Unlimited, 2008.

RDA Toolkit. <http://www.rdatoolkit.org/> (by subscription)

## Additional Descriptive Standards

RBMS Bibliographic Standards Committee. *Descriptive Cataloging of Rare Materials (Graphics)*. 2013 edition (pdf). <http://rbms.info/files/dcrm/dcrm/g/DCRMG.pdf>

Visual Resources Association. *Cataloging Cultural Objects*. 2006 edition (pdfs).  
[http://cco.vrafoundation.org/index.php/toolkit/cco\\_pdf\\_version/](http://cco.vrafoundation.org/index.php/toolkit/cco_pdf_version/)

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