

**Fundamentals of Series Authorities:
An ALCTS/PCC Workshop**

Instructor Manual

ALCTS/CCS-PCC Task Force to Develop
Series Authority Training

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Developed as a joint effort of the

Cataloging and Classification Section (CCS) of the Association for Library Collections &
Technical Services (ALCTS)

and the

Program for Cooperative Cataloging (PCC)

ALCTS and the Program for Cooperative Cataloging (PCC) developed this course jointly to provide additional cataloging training opportunities for the larger library community, including both PCC and non-PCC participants. This workshop content is similar to PCC training materials in enabling participants to create authority records for its local catalog, but *does not fulfill the PCC's requirements to contribute authority records to the Library of Congress/NACO Authority File. Interested parties are invited to visit the PCC web page: <<http://www.loc.gov/catdir/pcc/>>*

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GENERAL INTRODUCTION

The Association for Library Collections & Technical Services (ALCTS) and the Program for Cooperative Cataloging (PCC) have joined forces to develop a basic introductory course designed to teach cataloging skills in series authority work. This joint initiative is a logical outgrowth of the missions of both organizations. As reflected in their respective strategic plans, each has a strong commitment to training and continuing education.

The idea for the partnership to create a training program for series authority work followed on earlier work on subject analysis training and the name and title authority training by the same two organizations. In July 2005 a task force was appointed, chaired by Rachel L. Wadham, with Judy Kuhagen as LC/NACO representative and including Valerie Bross, Iris Wolley, Mark Scharff, and Steven Miller. Those assisting the task force were Deborah Thomas and Robert Maxwell. The task force was charged with: identifying the potential audiences for the materials; surveying existing training materials concerning series authority work; determining the content of the training materials to be produced; and writing and editing the training materials for presentation. The task force was also assigned to present one module of the training materials at an ALCTS program at ALA Annual 2006, and to present the entire suite of materials at an ALCTS preconference at ALA Annual 2007.

The objective for development of these materials was not to train NACO participants (the PCC provides this training) but to provide needed training in series authority work to libraries and librarians who either do not wish to participate in the NACO program or have not yet decided to do so. NACO participants are not, of course, excluded from using the materials presented here, and it is expected that they may find them useful for continuing training or review. However, they are not the primary intended audience.

The task force has used as its models the course in subject analysis prepared by the ALCTS/SAC-PCC/SCT Joint Initiative on Subject Training Materials, the ALCTS-CCS/PCC Task Force to Develop Name and Title Authority Training Materials, and the courses of the Serials Cataloging Cooperative Training Program (SCCTP), all of which provide standardized training materials and skilled professionals to deliver training to catalogers in the field. This model relies on library associations, networks, and institutions to sponsor the workshops and use the materials developed.

It is expected that libraries, library associations, or other groups or institutions that request the “Fundamentals of Series Authorities” training might not all want to receive the program in its entirety (particularly since the full suite takes at least two days to present). Possibly a library or group might want to receive training only on how series are used in bibliographic records, or perhaps creating series, or series treatment, or a combination of some but not all the modules. For this reason the modules have been developed so that each can be separated from the whole, so that they can stand alone. The modules also have been divided into two parts, with Part One focusing on consumers of series authority records who may not necessarily create records, and Part Two focusing

on those who need to create records. If possible, we recommend that Part One and Part Two be presented in their entirety to those intended audiences. However, if this is not possible, we do recommend that at least Part One, Module One or Part Two, Module Five (Series Definitions) be presented before any other module. Because of the need to make these modules somewhat independent of each other, there is a certain amount of repetition between the modules. If they are being presented together with other modules, it is suggested that the trainer either briefly review these slides when they are presented subsequently to their first presentation or simply skip them if in his or her judgment this is appropriate.

The content developed for “Fundamentals of Series Authorities” is jointly owned by ALCTS and the PCC, and will be maintained by a joint task group. The Library of Congress’ Cataloging Distribution Services is the publisher and distributor of the workshop materials.

Rachel L. Wadham, Chair
ALCTS/CCS-PCC Task Force to Develop Series Authority Training

Information for Trainers

The Fundamentals of Series Authorities workshop was designed to provide a basic overview of the areas, tasks, and skills that go into working with and creating series authorities for use in integrated library systems. This workshop is intended to be an introductory overview of the topic and as such only the most commonly encountered scenarios are offered. Even though some of the more complex issues are touched upon, it was not the intention of this workshop to cover all possible issues that may be encountered in the process of series authority work. Trainers should be aware of the needs of their audience so that if more information is needed in complex issues beyond what is given in the training, they will be prepared to give cursory information for the situation. Trainers are also encouraged to direct more advanced participants to additional training offered through other sources.

This workshop does not cover any issues that are related to name authority work. Even though there is some overlap between the two functions, this workshop was not designed to address any of the rules, standards, or tasks related to personal, corporate, or geographic name authority. It is assumed that participants will have a basic understanding of these tasks before taking this workshop. If participants lack facility in name authority work they should be directed to other training offered through other sources.

If covered in full, this workshop was designed to cover two full days of training. However it was also designed to provide a “modular” approach to training. Trainers should feel free to select the modules that cover areas of greatest need for the intended audience. To do this, trainers should be aware of the intent behind the design.

The workshop is first divided into two parts. Part one covering modules one through four is an introduction to series authority work. This part was written to address those who may need to use series authority records, yet not create them. These modules cover fundamentals of series authority work that are important such as MARC21 fields and the relationship of the series authority record to the bibliographic record. This part may be given in isolation as a one day training for the “consumers” of series authority records who will not be creating authority records. Part two covering modules five through eleven is a basic introduction into the knowledge necessary to create series authority records. This part was written to address those who will be creating series authority records. This part may also be given in isolation as a one-day training for the “creators” of series authority records. Because each part may be given in isolation there is some duplication between part one and part two. In particular modules five and six are near duplications of modules one and four. If trainers are providing the workshop as two whole days and participants will be attending both days it is suggested that trainers not recover the information by eliminating modules five and six on day two. In addition modules ten and eleven provide more complex series information. Trainers should use their knowledge of the participants’ needs in determining if and how these modules should be presented.

Trainers also should be encouraged to give modules in isolation of the rest of the workshop. For example, if training is needed in the MARC fields for series authority records, only module two or three could be presented. If there is a need to discuss series treatment only, then module eight could be presented. Trainers are encouraged to determine the needs of each individual audience to give the portions of the training that will be most beneficial to the situation.

For each module trainers' notes are given for each slide. Trainers should be aware that these notes were written to give as comprehensive an overview of what was intended to be discussed with each slide as possible. Trainers are discouraged from reading the text verbatim from the notes. Trainers should use the text to gain an understanding about what issues each slide covers and then use their own words to describe the situation. Since the intent of the workshop is to cover the basics, not every possible scenario is covered in the notes. Trainers should be ready to field any questions from the participants as necessary but be reminded that this training was not intended to cover every possible situation. Within the notes certain portions are marked as [NOTE], these portions are intended to give more information to the trainers only, and may or may not be included as part of what should be presented to the audience.

Trainers should be aware also that within the slides only those portions of series authority records and bibliographic records that are salient to the point at hand are given. Two near complete examples of series authority records are given in module two. Trainers may want to have more complete examples on hand or they may want to have access to an online authority file if they feel that participants will need to look at more complete examples of records. Trainers should also be aware that examples are as pure and close to the implementation of the rules and standards as possible. Participants and trainers may encounter old rules or outdated practice in authority files, however the examples in this workshop will discuss and use only the best and most current practice.

Lastly, trainers should note that this workshop was designed so that part one could be fully presented in one day, and part two could fully be presented in one day. However be aware that pacing of the presentation and questions from the audience can change this timeline. Trainers are encouraged to speed up or slow down as necessary to address the needs of each audience as well as to fit the training into whatever time constraints they may face.

Fundamentals of Series Authorities: An ALCTS/PCC Workshop

Part 1: Module 1: Definitions

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[NOTE: Trainers are encouraged to bring examples of serials, series, multipart items, monographs not in series, and/or loose-leaf items to share with participants]

Objectives

- What terms are used in series authority
- How these series are distinguished from other forms of issuance
- Why controlling series is important

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This module will introduce some basic concepts and terms related to series. In addition, we'll discuss the benefits of series control.

Series

- What are some characteristics of series?
- How do series affect your work?
 - Collection Development
 - Acquisitions
 - Cataloging
 - Public Services

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Preliminary: Warm-up Exercise

[NOTE: The purpose of the exercise is to focus participants' attention on series and what they are on the ways in which multipart items and monographic series affect their work. Either on a sheet of paper, a whiteboard, or a separate Power Point slide, capture the audience comments]

Whether you have come into contact with series through research, or when ordering publications, or when cataloging, chances are you have already had to deal with series. But just as a refresher, here are some examples:

[NOTE: Trainers should use their own examples or as necessary the following could be accessed: http://ntp.niehs.nih.gov/ntp/htdocs/LT_rpts/tr449.pdf

[NTP technical report]

http://www.amazon.com/Analysis-Financial-Wiley-Probability-Statistics/dp/0471690740/ref=sr_1_1/103-5528534-6971042?ie=UTF8&s=books&qid=1183143503&sr=1-1

[Wiley series in probability statistics]

http://www.amazon.com/gp/product/images/0886852560/sr=1-1/qid=1183143347/ref=dp_image_text_0/103-5528534-6971042?ie=UTF8&n=283155&s=books&qid=1183143347&sr=1-1

[Praxis series]]

Looking at these: What are some of the characteristics of series that come to mind when you think about publications—books, CD-ROMs, videos, and so forth—that are issued in a “series”? an

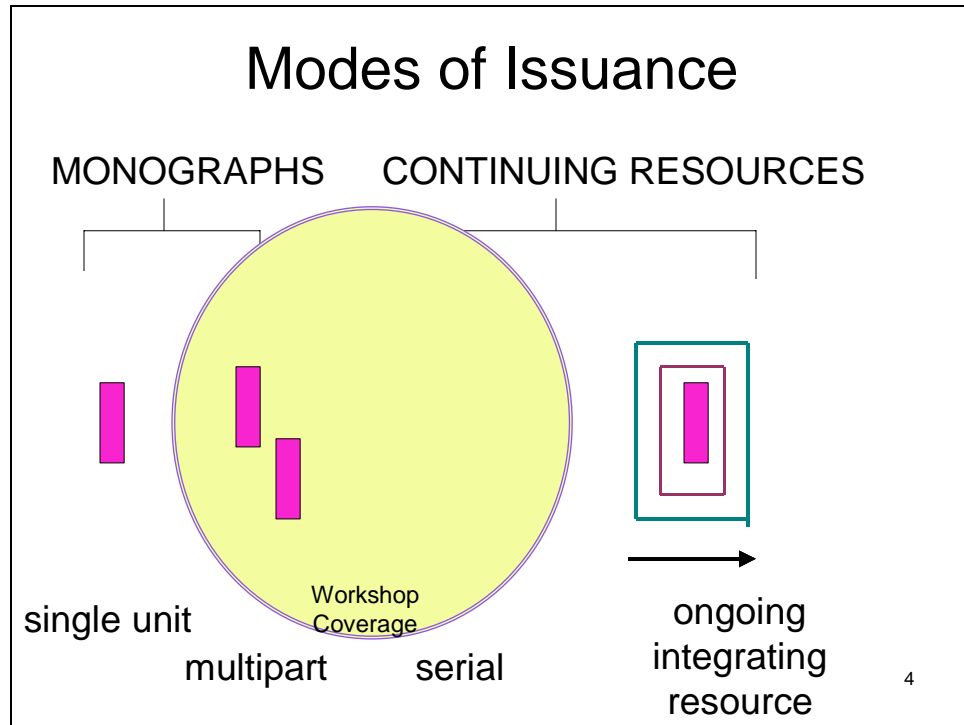
Possible responses from the participants include:
on-going, numbered or unnumbered, collective titles, individual titles, standing orders, firm orders for parts

We all now have a general idea of what series are and we are going to further define them as we progress.

Now let us consider from a moment: How do these publications affect your work?
Possible responses from the participants include:
selection decisions, ordering, receiving, routing, cataloging (decisions on analysis, decisions on classification), searching OPAC for series

We can all see the various ways series effect our daily work and as we progress though the modules we hope to help you consider ways in which you can deal effectively with series as you work.

Now let us turn to some of the operational definitions of series.



As we have just discussed series affect all areas of library service, however the terms used by selectors, acquisitions staff, and catalogers differ, so let us establish a common understanding of certain concepts.

Publications come in various types and this chart offers a representation of them to help us clarify what we will be covering in this workshop.

The primary distinction is between publications issued at one time and those issued on an ongoing basis. Those that are issued on an ongoing basis are called continuing resources. Continuing resources can be divided into two main categories: 1) they may be issued as a succession of discrete parts (serials) or 2) they may be integrated into the whole (ongoing integrating resources).

On the other side from continuing resources are those publications that are issued at one time with no intent that they will be ongoing. These are called monographs. However in this category there are some monographs that are also issued in two or more parts, these are called multipart monographs.

It is within these modes of issuance that series are found. For this workshop, we will be focusing on two types of series, that are represented by the large circle on this chart. First those series that are continuing resources that cumulate as a succession of discrete parts called monographic series and secondly in multipart monographs.

[NOTE: Ongoing integrating resources may also be used as series in the bibliographic record, but this workshop does not address any aspect of integrating resources]

Definition: Series

- Separate items
- With individual titles
- With a collective title
- Items may or may not each be numbered within the collective title
- Includes two types: monographic series and multipart monographs

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Let us now consider the type types of series we have identified.

According to AACR2, a series is “a group of separate items related to one another by the fact that each item bears, in addition to its own title proper, a collective title applying to the group as a whole. The individual items may or may not be numbered.”

Later in this workshop, you may also hear the word “series” used to refer to a title that appears in certain specific areas of a library catalog record. That is a functional definition, but it refers to the same concept.

As we stated earlier there are two types of series: Monographic Series and Multipart Monographs. Let us now look at each type in detail.

[NOTE: “series” has two other definitions in AACR2. We will NOT be considering these definitions within the workshop. But beware that some participants may be familiar with one of these other uses of the word “series”:

“2. Each of two or more volumes of essays, lectures, articles, or other writings similar in character and issued in sequence (e.g., Lowell’s Among my books, second series).”

“3. A separately numbered sequence of volumes within a series or serial (e.g., Notes and queries, 1st series, 2nd series, etc.)”]

Definition: Monographic Series

- Group of separate items issued in a succession of discrete parts
- May bear numbering
- No planned end
- Collective title for group
- Individual distinctive titles

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One specific type of series is a monographic series.

As we describe a monographic series, you may want to refer back to slide 4, which outlined various modes of issuance. One concept introduced in this slide is “serial.” Let us look at this concept further:

A serial has three main characteristics:

- it is issued in a succession of discrete parts;
- it usually bears numbering; and
- it has no pre-determined conclusion.

Monographic series, by definition are “serials” since they share all these characteristics with what we traditionally consider as serials. However monographic series have one additional characteristic that makes them unique: In addition to the collective title, the individual parts also have distinctive titles.

Examples of Monographic Series

- Essential Poets Series
- Academic Press Geology Series

<p style="text-align: center;">Essential Poets Series 142</p> <p style="text-align: center;">And Light Remains by Isabella Colalillo-Katz</p> <p style="text-align: center;">Toronto, Guernica 2006</p>	<p style="text-align: center;">Academic Press Geology Series</p> <p style="text-align: center;">Fracture Mechanics of Rock</p> <p style="text-align: center;">Barry K. Atkinson, editor</p> <p style="text-align: center;">Academic Press</p> <p style="text-align: center;">1987</p>
---	---

Here are two titles. What characteristics would make them candidates for being monographic series?

[NOTE: Trainers should illicit responses from the participants]

Possible responses from the participants include:

One has numbering; distinctive titles and collective titles; assume there is no end; etc.

Monographic Series?

1. A biography of Coretta Scott King by Octavia Vivian in one volume
2. Routledge Contemporary Southeast Asia:
 - v.10=Ageing in Singapore
 - v.12=Expressions of Cambodia
3. Encyclopedia Britannica, complete in 32 v.
4. Books published by Springer with titles:
 - The Basal Ganglia I
 - The Basal Ganglia II
 - The Basal Ganglia III

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Take a look at these four short examples. From the brief information given here determine which of these are monographic series?

[NOTE: Trainers should illicit responses from the participants]

Biography of Coretta Scott King: monograph

Routledge Contemporary Southeast Asia: monographic series

Encyclopedia Britannica (print): multipart monograph

Comment: Volumes have alphabetic ranges, but not distinctive titles

The Basal Ganglia: group of books, but they lack distinctive titles so are not a monographic series

Definition: Multipart Monograph

- Sometimes called multipart items
- Issued in separate parts
- Finite
- May be numbered or unnumbered
- May or may not have individual titles

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The second type of series is a multipart monograph. Multipart monographs can also be called multipart items, these two terms are often used interchangeably.

A multipart monograph is defined as, “a monograph complete, or intended to be completed, in a finite number of separate parts. The separate parts may or may not be numbered” (AACR2)

Multipart items, like monographic series, may be issued over time; and they may be numbered or unnumbered. However, unlike monographic series, multipart items must have a pre-determined end point. In some cases, for example, if all volumes are issued at once and the end point is clear. In other cases, such as with the collected works of an author, the volumes may be issued over time.

Multipart monographs may or may not have distinctive individual titles for each volume in addition to the collective title. Multipart monographs without distinctive titles are usually handled as a group and so for the purposes of this workshop, we will focus on those multipart monographs where at least some of the individual items have distinctive titles.

[NOTE: Some additional tips in identifying multipart items:

If the publication is the complete or selected works of a person it is by definition a multipart because that person is either dead or will die eventually!

If the publication has a phrase like “this is the 2nd in a series of 10 books...” in the preface, on the back cover, etc., then the publication is a multipart item.]

Examples of Multipart Monographs	
<ul style="list-style-type: none"> • Eyewitness History of the Civil War. Complete in 10 v. • Lewis, C. S....Chronicles of Narnia (HarperCollins (Firm)) 	
<p>Eyewitness history of the Civil War</p> <p>WAR ON TWO FRONTS edited by John Cannan</p> <p>Combined Books Conshohocken * 1994</p>	<p><i>Book 1 of the Chronicles of Narnia</i></p> <p>The Magician's Nephew C. S. Lewis</p> <p>HarperCollins New York, NY 2005</p> <p style="text-align: right;">10</p>

Here are two titles. Both of these are multipart items. What do you see in them that tell you that?

[NOTE: Trainers should illicit responses from the participants]

Possible responses from the participants include:
Complete in 10 volumes; By one author; etc.

Is It a Series?

1. **Manuscripts of W. B. Yeats.** Each volume has a distinctive title, e.g., v. 1=Druid craft.
2. **Best American plays, 1966.**
3. **Fabian ideas**, no. 598. Also has title: Coping with post-democracy, 2000.
4. **Once upon America.** No numbering. Volume also has title: It's only goodbye, by Virginia T. Gross.

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Take a look at these four short examples. From the brief information given here determine if the item would be a monographic series, a multipart items, or neither of the two. And why do you think this?

[NOTE: Trainers should illicit responses from the participants]

multipart item
serial, no individual title presented
monographic series
monographic series

Bibliographic Record

- Includes:
 - Title
 - Related works
 - Description: edition, imprint
 - Numbering
 - Notes
- Visible
 - Staff catalog: whole record
 - Public catalog: whole record

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While most of you will be familiar with these concepts, there are two additional concepts that are important to series that we must now discuss.

As you probably know behind the scenes in a library catalog are several data files. Two data files critical to the discussion of series are: bibliographic files and authority files.

The bibliographic files contain bibliographic records. These are records that describe resources selected for a library and included in the library catalog. A bibliographic record contains information about the work such as its title, related works, description, edition, imprint, series numbering, and other notes. The bibliographic record is usually visible both behind the scenes, to technical services staff, and in the public catalog. Considering the bibliographic record and series there are two main types of records 1) collective title records for monographic series or multipart items and 2) analytic records for individual titles in a monographic series or multipart item.

Collective Title Record

Author/Name: Tolentino, Roland B.

Title: Routledge Contemporary Southeast Asia / Roland B. Tolentino.

Published: New York : Routledge, 2006-

Notes: v. 1. Ageing in Singapore – v. 2. Expressions of Cambodia – v. 3. Contemporary Japan

Location: Undergraduate Library

Call Number: HF 1602 .R745 vol. 1; HF 1602 .R745 vol. 2; HF 1602 .R745 vol. 3

Status: On Shelf

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A bibliographic record for the collective title represents the series as a whole. All volumes of this work will be represented by only this record. On a collective title record the “series” title will be given in the main title, or 245 field of the bibliographic record. Any additional titles will be given in the notes fields, as in this example it would be a 505 field. Collective title records will also have multiple holdings on the record indicating the various volumes in the item. You can use collective title records to represent both monographic series and multipart items. More information about how these types of decisions are made will be included in later modules.

Analytic Record

Author/Name: Colalillo-Katz, Isabella.

Title: And light remains / Isabella Colalillo-Katz.

Published: Toronto : Guernica, 2006.

Series: Essential poets series ; 142

Location: Undergraduate Library

Call Number: PR9199.3.C583 A83 2006

Status: On Shelf

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A bibliographic record for the analytic title represents only one volume of a series, not the series as a whole. All volumes of this work will be represented by their own individual records. On an analytic title record the series title will be given in the series fields such as the 4XX or the 8XX fields of the bibliographic record. Since there is only one volume on this record there will be only one call number. You can use analytic title records to represent both monographic series and multipart items. More information about how these types of decisions are made will be included in later modules.

Series Authority Record

- Includes
 - Authorized heading form
 - Cross references from unused forms of headings
 - Cross references to related forms of headings
 - Numbering pattern (if appropriate)
 - Decisions for
 - Analysis
 - Treatment
 - Classification
- Visible
 - Staff catalog: whole record
 - Public catalog: headings

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The second file, the authority file, contains records that document authorized forms of headings for names, series, and subjects. Series authority records tell us about the form of series heading we've chosen to represent a series. In addition, series authority records show variant forms for a series, related series (e.g., earlier and later titles for a series), the numbering pattern that we've chosen for consistent representation of the sequence, and decisions on how items in the series should be handled (whether to enter individual records for the items, whether to provide browse access to the title, and whether to keep the individual volumes together on the shelf).

While most bibliographic records are visible in the library's public catalog, that may or may not be true of series authority records—depending on how your catalog is configured. Often, the only part of series authority records to display in the public catalog are the cross reference “see” links from variant, unused forms to the heading used to represent the series and “see also” links that represent related headings.

If all of this is rushing by quickly, don't worry—we'll be discussing the series authority record at length in the next few sessions.

Some comments:

Authority record: Despite the name “Series Authority Record,” this type of authority record also covers un-analyzable serials (e.g., with thematic titles),

multipart monographs with analyzable parts, and something called “series-like phrase” (which we’ll discuss in a minute)

Local authority records v. shared authority records: Many libraries maintain authority records in a local file. However, there is also a shared file of series authority records that can be viewed through the Library of Congress catalog, in the LC Authority File: <http://authorities.loc.gov/>

Series-like Phrase

- Slogans, mottoes, etc.
- Broad subject categories (aid to bookstores)
- Commercial publications: Phrase with name of publisher or in-house editor + generic term
- Non-commercial publications: Unnumbered phrase with name of publisher or in-house editor + generic term

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We've talked about series in general; and more specifically, about multipart items and monographic series. But there is one other category that is important to understand when dealing with series and that is the series like phrase. Series-like phrases are groups of words that masquerade as a series but they really should not be considered as series. So beware! Just because a phrase is repeated from one monograph to another does not mean that it is necessarily a series title.

The following types of phrases are not treated as series titles:

- Slogans or mottos, e.g., "The Best in Tests"
- Phrases provided by publishers to help bookstores sort books into general categories, e.g., "American History"
- Unnumbered OR numbered phrases solely containing the name of a commercial publisher or in-house editor and a general term such as "publications." Example: Middle Atlantic Press book; Macmillan publications
- Unnumbered phrases that just include the name of a non-commercial publisher, e.g.: Middle East Council book (but: numbered phrases by a non-commercial publisher ARE treated as titles)

Whether or not we can establish a phrase as a series may have important consequences for library processes. Consider the scenario: A publisher markets a group of books by a phrase that does not qualify as a series 'title.' The result is a miss-match between records needed by Acquisitions for ordering/receiving and records that are created by Cataloging. In addition, the phrase will not be

included in browse (non-keyword) indexes in the library catalog. Library users will not be able to retrieve all the volumes in the group through the title index, for example. Still, in order to ensure consistency in cataloging, the fact that the phrase is not to be treated as a series title needs to be recorded somewhere. So catalogers do establish records in the authority file to note phrases that are not to be considered series titles, and to instruct other catalogers on what to do. In some cases, catalogers will retain the phrase in the record for the analytic, as a quoted note. In other cases, the phrase may be ignored. More information on Series-like phrases is given in other modules of this training.

[NOTE: In comparison to monographic series and multipart monographs, series-like phrases comprise on 3-4% of the series authority records in the LC/NACO Name Authority File.]

Why Control Series? Researcher's Perspective

- Find heading: If title varies:
 - Papers of the Center for Korean Studies
 - Paper
- Identify: If numbering style varies:
 - v. 1, no. 2, v. 3...
- Obtain: If library practices have changed:
 - All vols. in call number BF1 .P93—except the most recent (which was given its own number)

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Now let us turn to the question of Why Control Series?

[NOTE: Trainers should illicit responses from the participants]

There are many reasons why series should be controlled. Many people have a stake in having controlled series headings. For example:

1) As a researcher uses the catalog to find, identify, select, obtain, and navigate, inconsistencies may frustrate the research process in several ways. Controlling headings helps researchers find the right title even if the title varies from item to item.

2) For librarians controlling series helps to ensure that we can identify series even if things like numbering style or the title varies from one item to the next.

3) For public services or reference librarians controlled series can help to give them access to information about how to get a series even if library practices have changed, for example they can help to document decisions about what call numbers have been assigned to series volumes.

Why Control Series? Staff Perspective

- Cost Savings: No need to re-make decision each time another volume is received; or have to clean up records with inconsistencies
- Efficiency: Enhance consistency and predictability, What is best use of time?
- Inventory control: Did library get everything for which it paid?

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Internal costs of not controlling series may also lead to 'hidden' costs

Why Control Series? Authority Maintenance Perspective

- Document decisions
- Serve as reference tool for catalogers
- Control form of access
- Support access to bibliographic file (notes & references)
- Link from authority to bibliographic records

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Even though controlling series has many benefits for others who are in the library for technical services staff authority records also have many other benefits: The series authority record documents decisions made, in terms of the authorized form and the source—what the person making the decision was looking at when making the decision. In the case of a series-like phrase, for example, the authority record documents the fact that a heading will NOT be treated as a series.

The authority file serves as a reference tool during the cataloging process, for established headings; it may also serve the same function for Acquisitions staff, depending on training and workflow.

Where variants forms for the same heading are present, the authority record provides data that helps ensure consistent use of one heading.

Support access to the Bibliographic file: In some authority files, both the used and reference (unused) entries assist users to find references and authorized forms.

Summary

- What are Series?
- What are the characteristics of the two major types of series?
- Why is it important to control series?

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In summary we have discussed the general idea of series and what they are. We have also discussed how series fit into the various modes of issuance found in the publishing world. We have discussed the two major types of series, monographic series and multipart monographs and have identified ways to distinguish between the two types. We have discussed generally how series work in both the bibliographic files and in the authority files. We have concluded by looking at the concept of series-like phrases and the issue of why we should control series.

Appendix D: Evaluation Form Fundamentals of Series Authorities

Your evaluation of this workshop is very important to the future development of this course and other similar courses. Your honest, candid answers to the following questions will assist us in providing quality programs.

Please rate the following aspects of today's workshop by checking the box that best reflects your evaluation:

1. The overall content of the workshop:

	5	4	3	2	1	
a. was extremely valuable						was of little value
b. provided enough detail						was too general
c. was current & relevant						was outdated
d. was cohesive & logical						was fragmented/difficult to follow
e. was appropriate to my needs						was not at all appropriate
f. met its stated objectives						did not meet objectives

2. Presenter:

	5	4	3	2	1	
a. was knowledgeable						was unsure of the material
b. had good presentation skills						had poor presentation
c. encouraged participation						discouraged participation
d. addressed my level of understanding						did not consider my level
e. answered questions directly						did not answer questions
f. was prepared						was not prepared
g. understood the audience dynamics						ignored audience dynamics

3. Presenter:

	5	4	3	2	1	
a. was knowledgeable						was unsure of the material
b. had good presentation skills						had poor presentation
c. encouraged participation						discouraged participation
d. addressed my level of understanding						did not consider my level
e. answered questions directly						did not answer questions
f. was prepared						was not prepared
g. understood the audience dynamics						ignored audience dynamics

4. The handouts:

	5	4	3	2	1	
a. are excellent						are poor
b. followed course content sequence						are disjointed/out of
c. are valuable for future reference						are of no value

5. The PowerPoint slides:

	5	4	3	2	1	
a. were clear and easy to read						were hard to read
b. were well organized						were poorly organized
c. illustrated concepts clearly						were confusing
d. covered an appropriate amount of information						contained too much or not enough information
e. were visually effective						were not effective
f. were enhanced by and supported the presenter's remarks						were poorly related to the presenter's remarks

Please give the following information about yourself:

6. Your level of knowledge in the subject of this workshop before today: expert 5 4 3 2
1 novice
7. Your level of experience in the subject of this workshop before today: very experienced 5 4 3 2
1 beginner
8. Other comments:

Comments on specific sessions:

THANK YOU!