# Research and the Librarian

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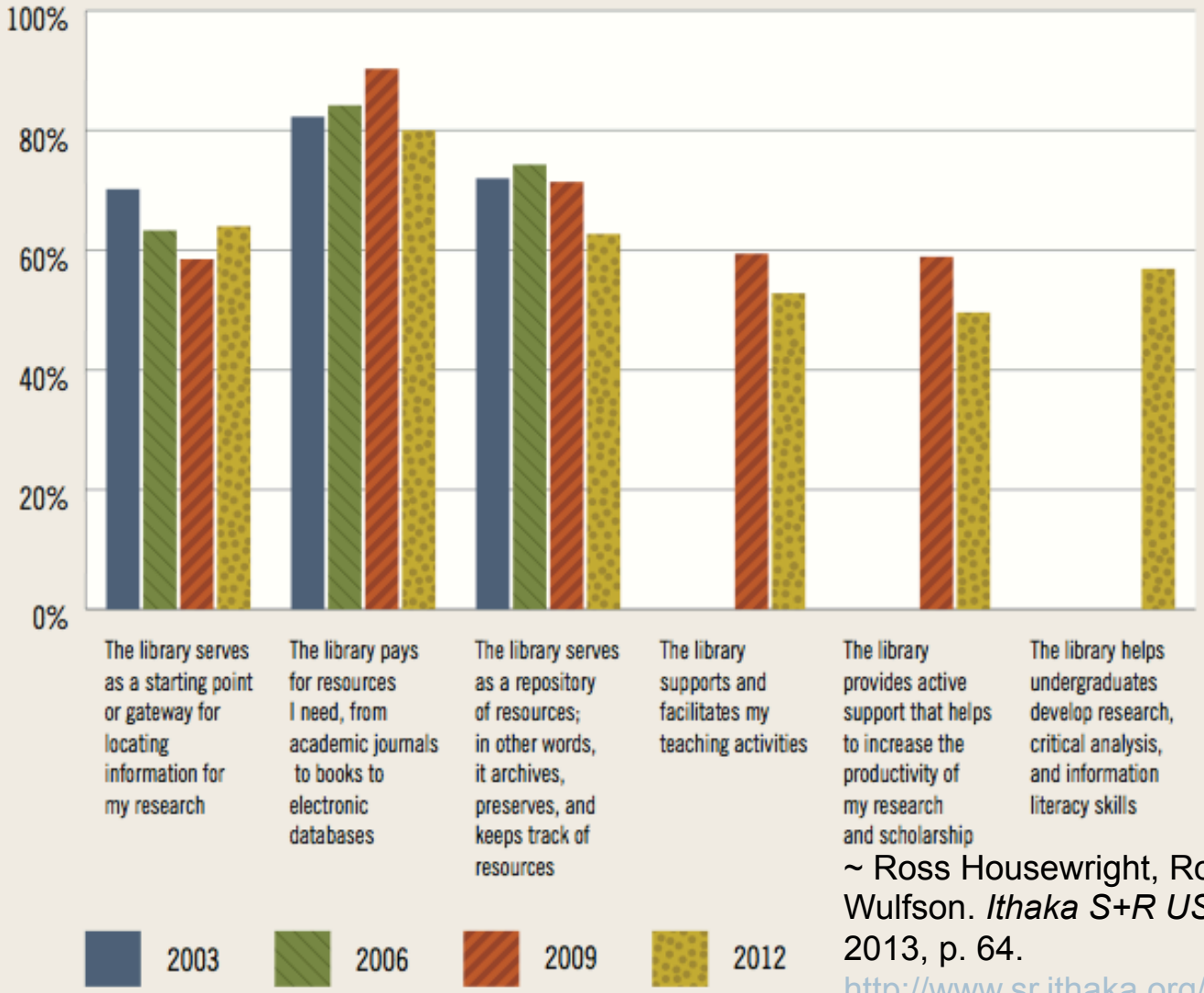
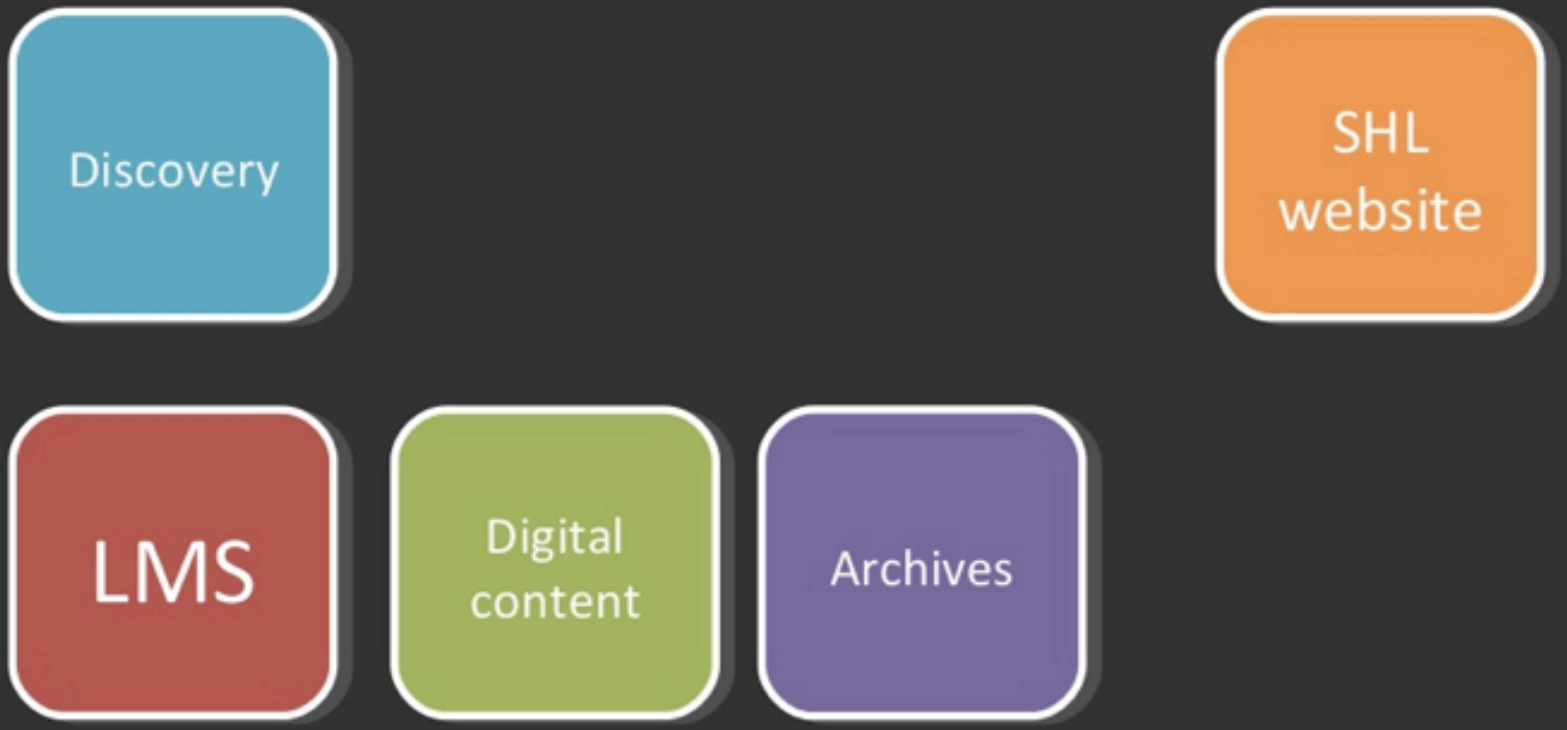
FIGURE 38

"How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?" Percent rating each as very important, over time.




~ Ross Housewright, Roger C. Schonfeld and Kate Wulfson. *Ithaka S+R US Faculty Survey 2012*. Ithaka, 2013, p. 64. http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012

# Discovery potpourri




~ Andrew Preater. *Discovery Strategies for Kuali OLE.* Kuali Days UK, 29 September 2013, http://www.slideshare.net/preater/discovery-strategies-for-kuali-ole-vufind-at-senate-house-libraries

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# Medium term

~ Andrew Preater. *Discovery Strategies for Kuali OLE.* Kuali Days UK, 29 September 2013, http://www.slideshare.net/preater/discovery-strategies-for-kuali-ole-vufind-at-senate-house-libraries

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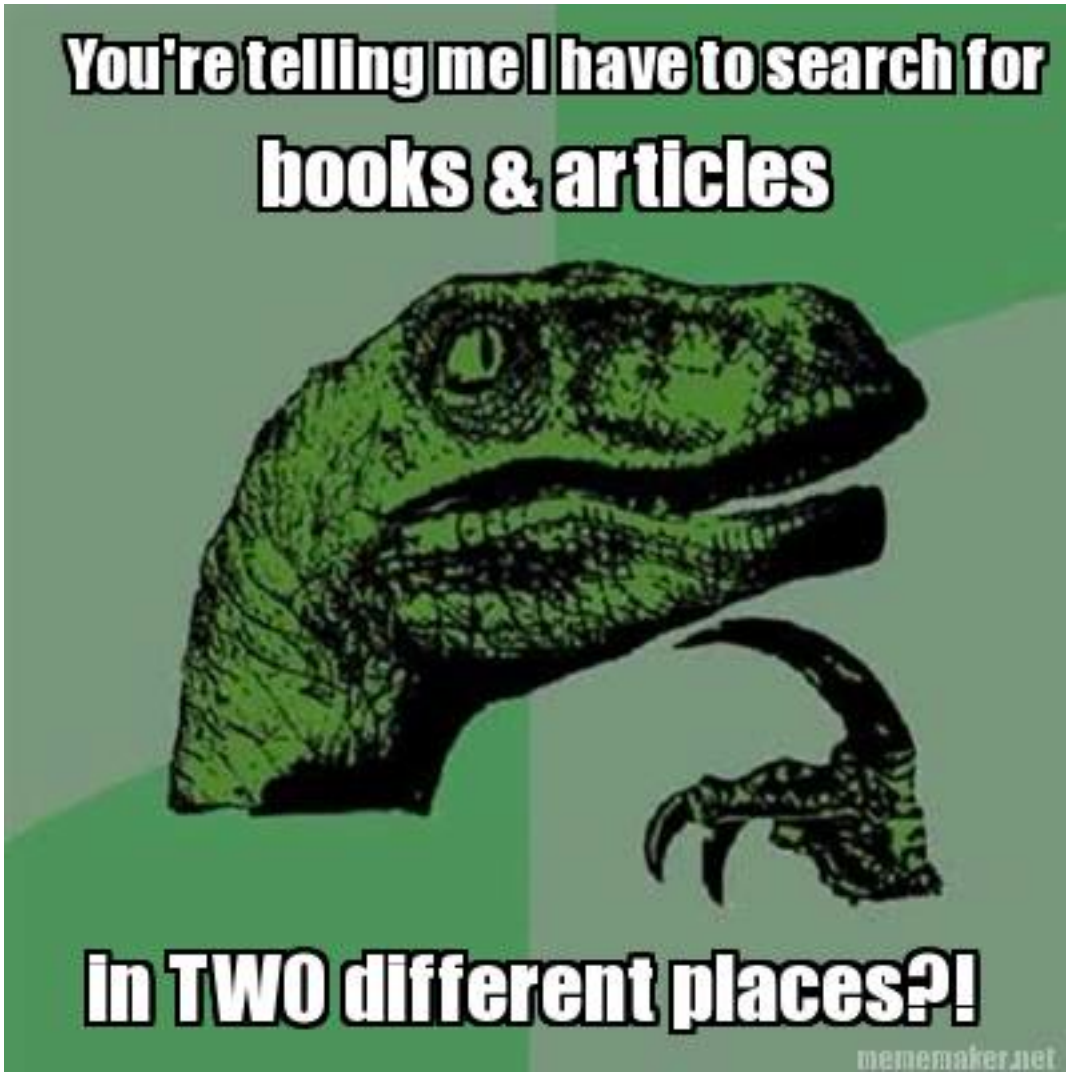
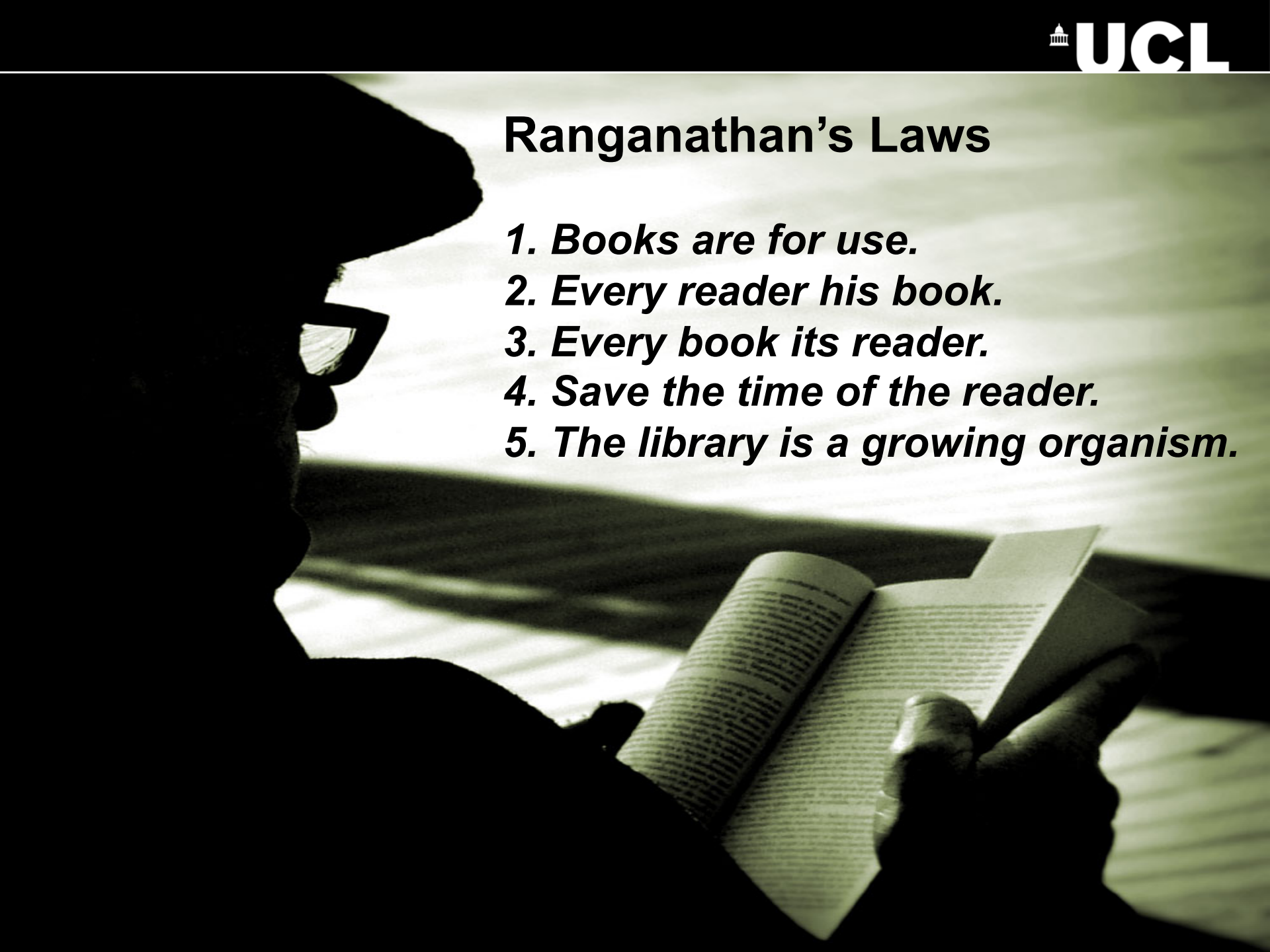



https://mrlibrarydude.wordpress.com/tag/discovery-layer/

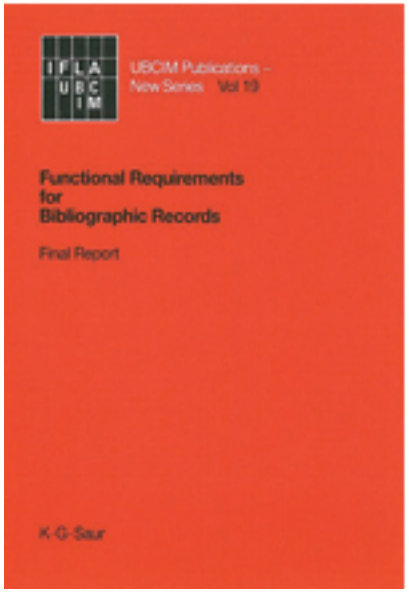

Ranganathan's Laws
1. Books are for use.
2. Every reader his book.
3. Every book its reader.
4. Save the time of the reader.
5. The library is a growing organism.

# Objects

1. To enable a person to find a book of which either
   (A) the author
   (B) the title
   (C) the subject is known.
2. To show what the library has
   (D) by a given author
   (E) on a given subject
   (F) in a given kind of literature
3. To assist in the choice of a book
   (G) as to its edition (bibliographically)
   (H) as to its character (literary or topical)

C. A. Cutter

~ Charles Ammi Cutter. *Rules for a Dictionary Catalogue.* 3rd ed., 1891.




# *FRBR* User Tasks

- using the data to find materials that correspond to the user's stated search criteria…
- using the data retrieved to identify an entity …
- using the data to select an entity that is appropriate to the user's needs …
- using the data in order to acquire or obtain access to the entity described …

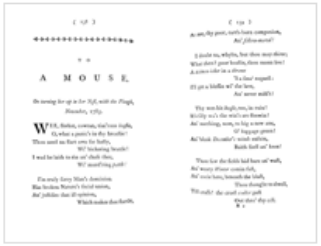
~ IFLA Study Group on the Functional Requirements for Bibliographic Records. *Functional Requirements for Bibliographic Records. Final Report.* (IFLA Series on Bibliographic Control 19). Munich: K.G. Saur, 1998.

# Versioning in the digital collection

## Electronic versions

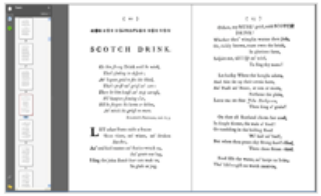
Images

Colour



Normalised

Searchable PDF



High quality
54MB

Low quality
20MB

Plain text UTF-8

```
Young ſtranger,
Began the rev'r
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Or youthful Ple
Or haply, preſt
Too ſoon thou h
To wander forth
The miſeries of

III.
The Sun that ov
```

With ſ

```
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che eliſion
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```

With ſ
end of line
hyphens removed

```
'With future hop
'Fond, on thy l
'Thy rudely-carc
'In uncouth rhyr
'Fir'd at the si
'Of other times.

'I saw thee seek
'Delighted with

'Or when the Nor
```

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big or little,
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or fortune; and
stem, is indicat
stems, or
are placed
tian
se, are,
```

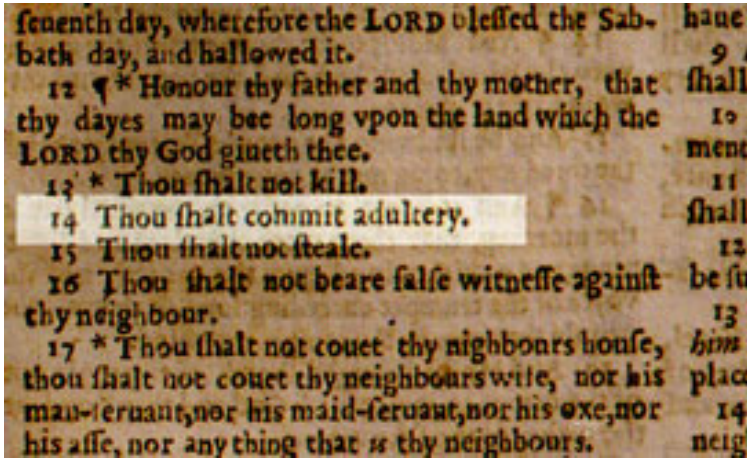
ſ as s
end of line
hyphens removed

http://www.scottishcorpus.ac.uk/cmsw/burns/

# “Extreme Versioning”

Borel’s *singes dactylographes* more likely to produce millions of errors than text of the quality of Shakespeare ...

But is it the quantity or the quality of error that really matters?



seuenth day, wherefore the LORD bleſſed the Sab-
bath day, and hallowed it.
12 ¶ * Honour thy father and thy mother, that
thy dayes may bee long vpon the land which the
LORD thy God giueth thee.
13 * Thou ſhalt not kill.
14 Thou ſhalt commit adultery.
15 Thou ſhalt not ſteale.
16 Thou ſhalt not beare falſe witneſſe againſt
thy neighbour.
17 * Thou ſhalt not couet thy nighbours houſe,
thou ſhalt not couet thy neighbours wife, nor his
man-ſeruant, nor his maid-ſeruant, nor his oxe, nor
his aſſe, nor any thing that is thy neighbours.

Barker & Lucas, “Wicked Bible” 1631

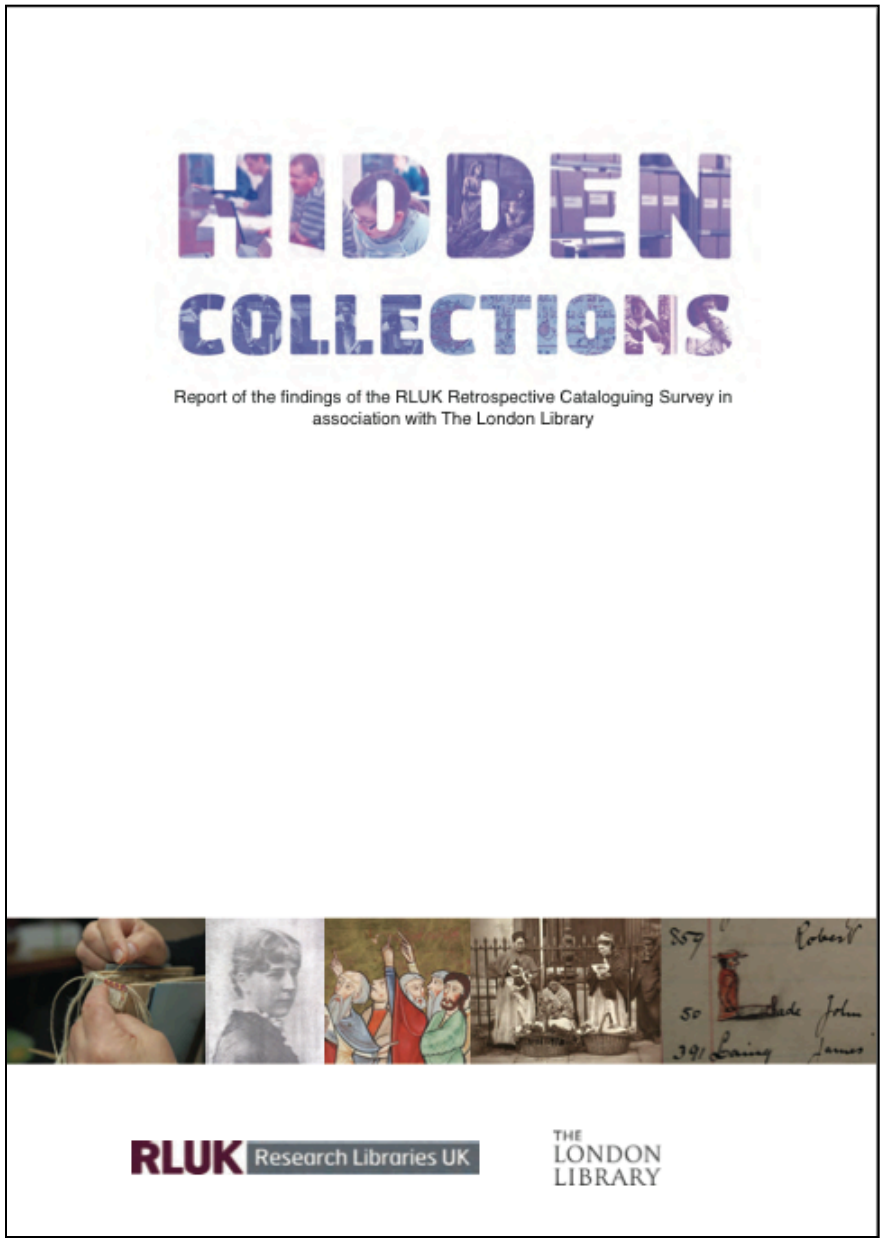
# More typical versioning

WINNIE-THE-POOH
BY A. A. MILNE WITH
DECORATIONS BY
ERNEST H. SHEPARD

METHUEN & CO. LTD. 36 ESSEX STREET
LONDON W.C.

*Twenty-fourth Edition*

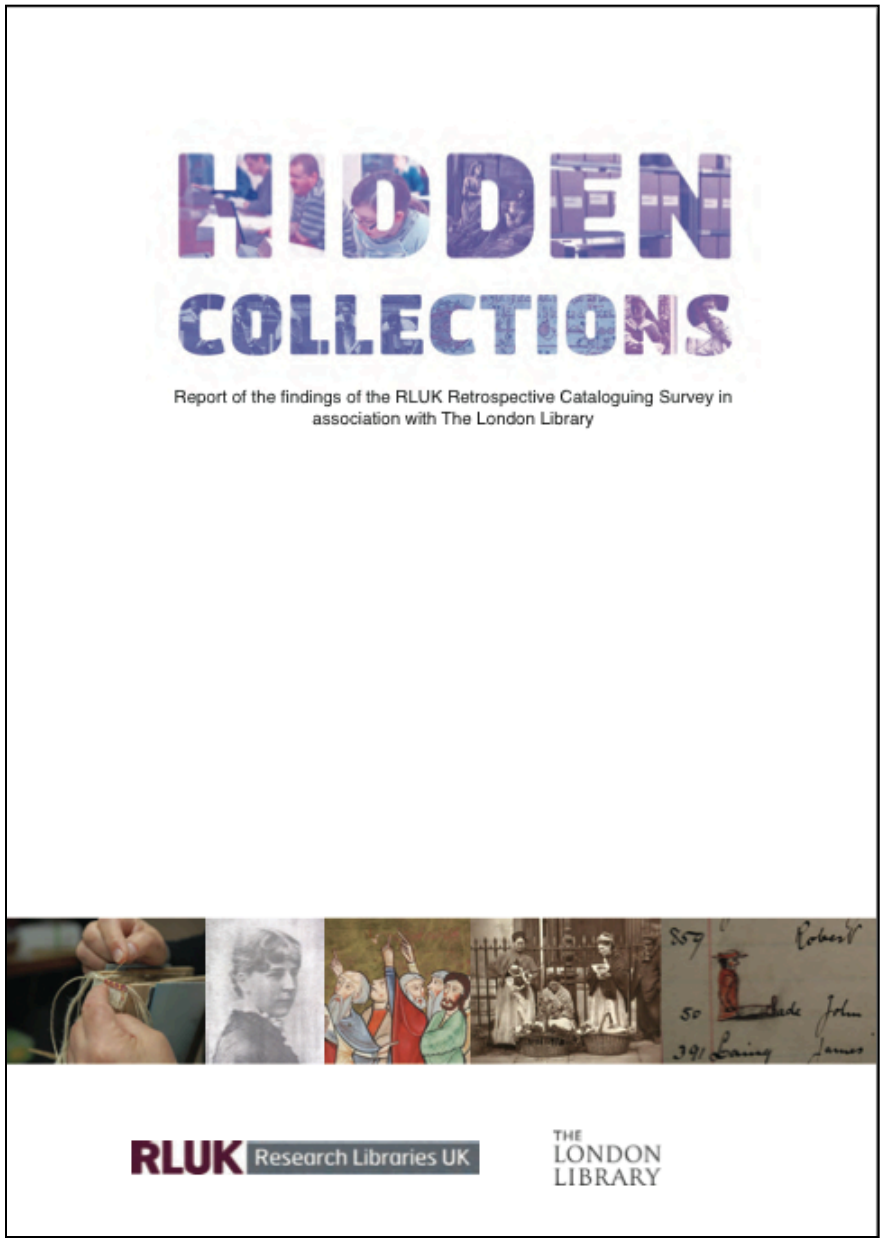

| | | |
|---|---|---|
| *First Published* | *October 14th* | *1926* |
| *Second Edition* | *October* | *1926* |
| *Third Edition* | *January* | *1927* |
| *Fourth Edition* | *July* | *1927* |
| *Fifth Edition* | *November* | *1927* |
| *Sixth Edition* | *May* | *1928* |
| *Seventh Edition* | *November* | *1928* |
| *Eighth Edition* | *January* | *1929* |
| *Ninth Edition* | *December* | *1929* |
| *Tenth Edition* | *September* | *1930* |
| *Eleventh Edition* | *October* | *1931* |
| *Twelfth Edition* | *July* | *1933* |
| *Thirteenth and Cheaper Edition* | *September* | *1934* |
| *Fourteenth Edition (Cheap Form)* | *November* | *1934* |
| *Fifteenth Edition (Cheap Form)* | *May* | *1935* |
| *Sixteenth Edition (Cheap Form)* | *April* | *1936* |
| *Seventeenth Edition (Cheap Form)* | *April* | *1937* |
| *Eighteenth Edition (Cheap Form)* | *November* | *1937* |
| *Nineteenth Edition (Cheap Form)* | *May* | *1938* |
| *Twentieth Edition (Cheap Form)* | *November* | *1938* |
| *Twenty-first Edition (Cheap Form)* | *April* | *1939* |
| *Twenty-second Edition (Cheap Form)* | *September* | *1939* |
| *Twenty-third Edition (Cheap Form)* | *January* | *1940* |
| *Twenty-Fourth Edition (Cheap Form)* | | *1941* |




"**Key Findings**

•Hidden collections remain an immense problem for UK libraries. Over 13 million volumes are uncatalogued in the libraries that responded, over 18.5% of the total number of volumes held by those libraries. Over 4 million more (in a smaller number of libraries) have unsatisfactory catalogue records."

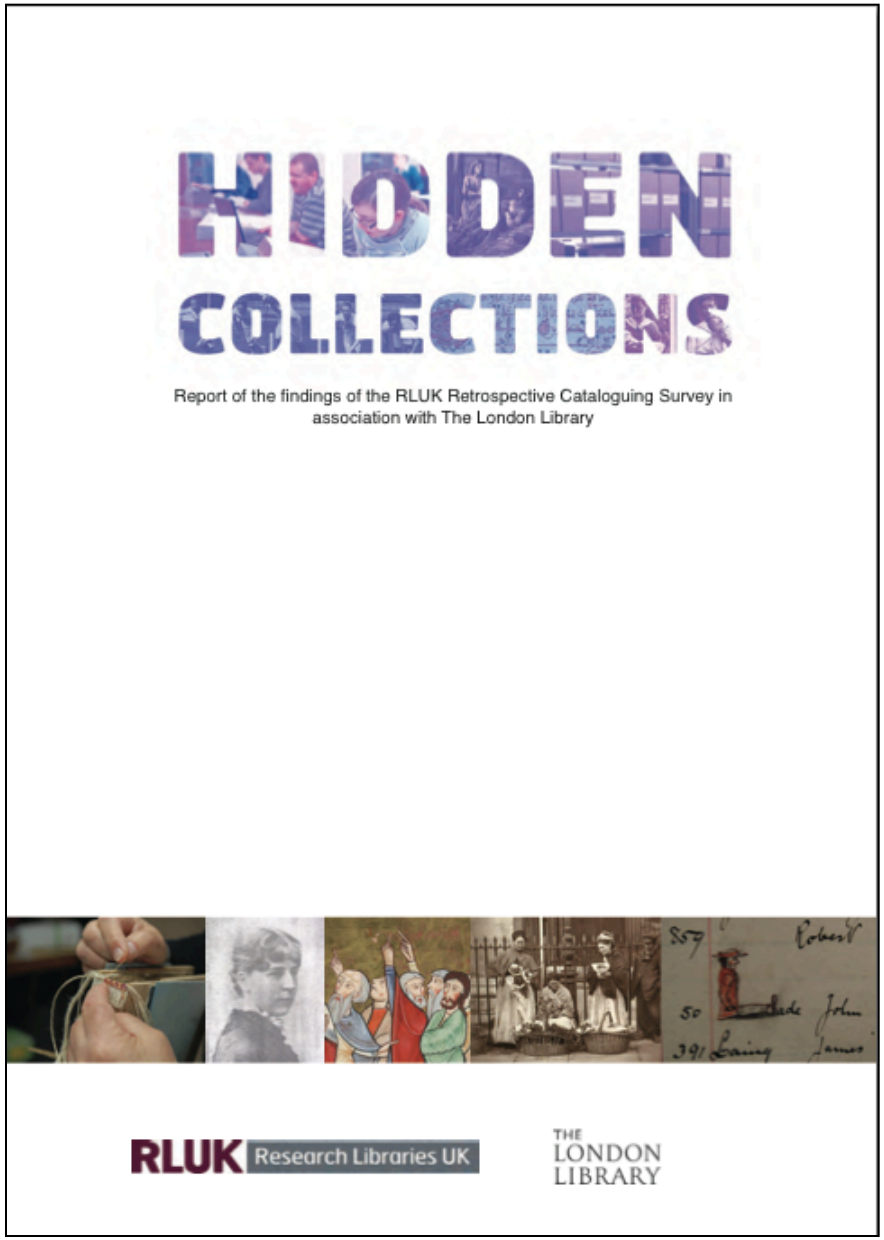
~ *Hidden collections: report of the findings of the RLUK Retrospective Cataloguing Survey in association with the London Library.* RLUK, 2012, http://www.rluk.ac.uk/content/rluk-hidden-collections-report




"**Key Findings**

- Some sectors have more hidden collections than others. Museums, public libraries and independent libraries have a higher proportion of collections which are invisible online ...
- Modern material is being added to the backlogs. The presence of 21st century materials in the backlogs suggests some libraries are unable to keep up even with current acquisitions"

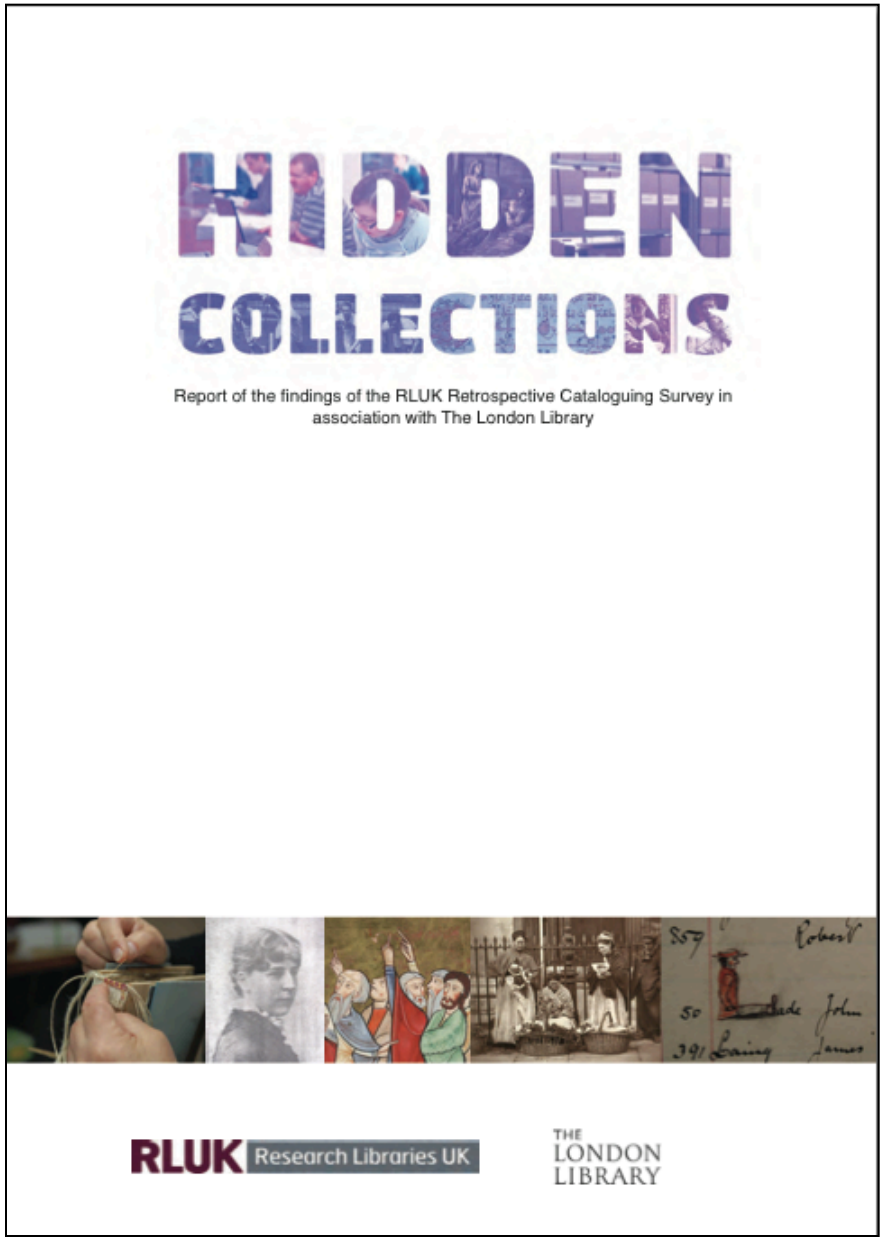
~ *Hidden collections: report of the findings of the RLUK Retrospective Cataloguing Survey in association with the London Library.* RLUK, 2012, http://www.rluk.ac.uk/content/rluk-hidden-collections-report




"**Key Findings**

- Foreign language material and formats which require particular skills and expertise (maps, music, archives) are heavily represented.
- There are serious problems in collating and comparing metrics for materials other than printed books."

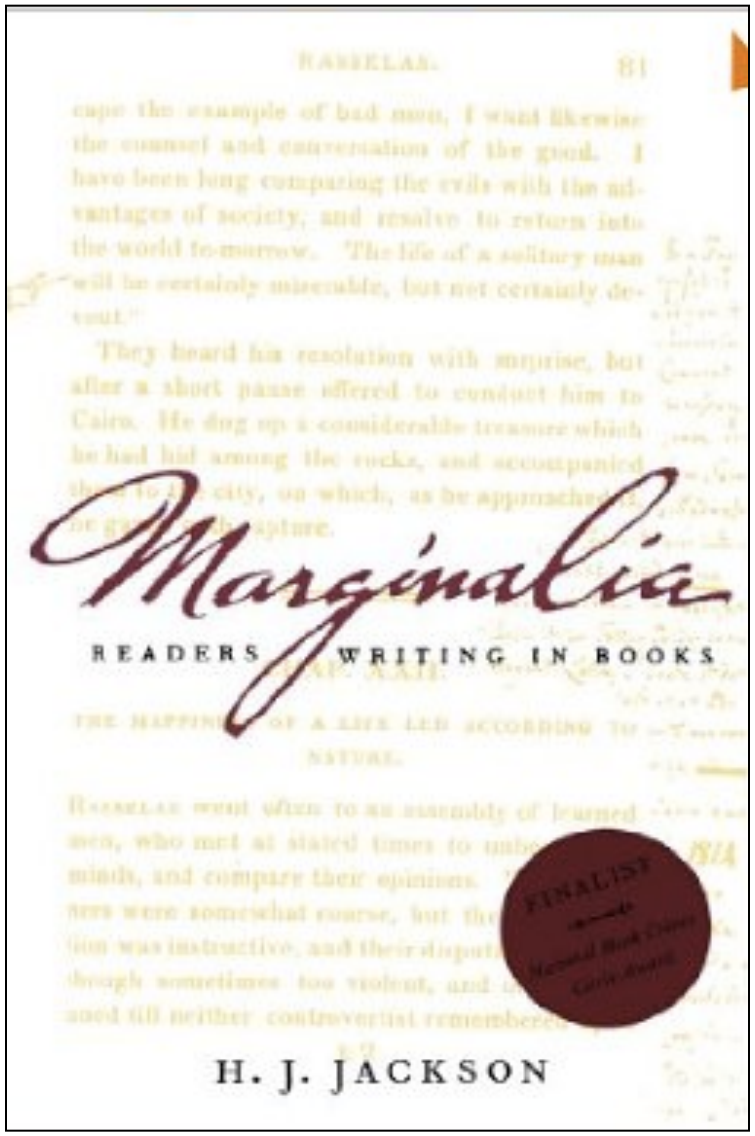
~ *Hidden collections: report of the findings of the RLUK Retrospective Cataloguing Survey in association with the London Library.* RLUK, 2012, http://www.rluk.ac.uk/content/rluk-hidden-collections-report




"**Key Findings**

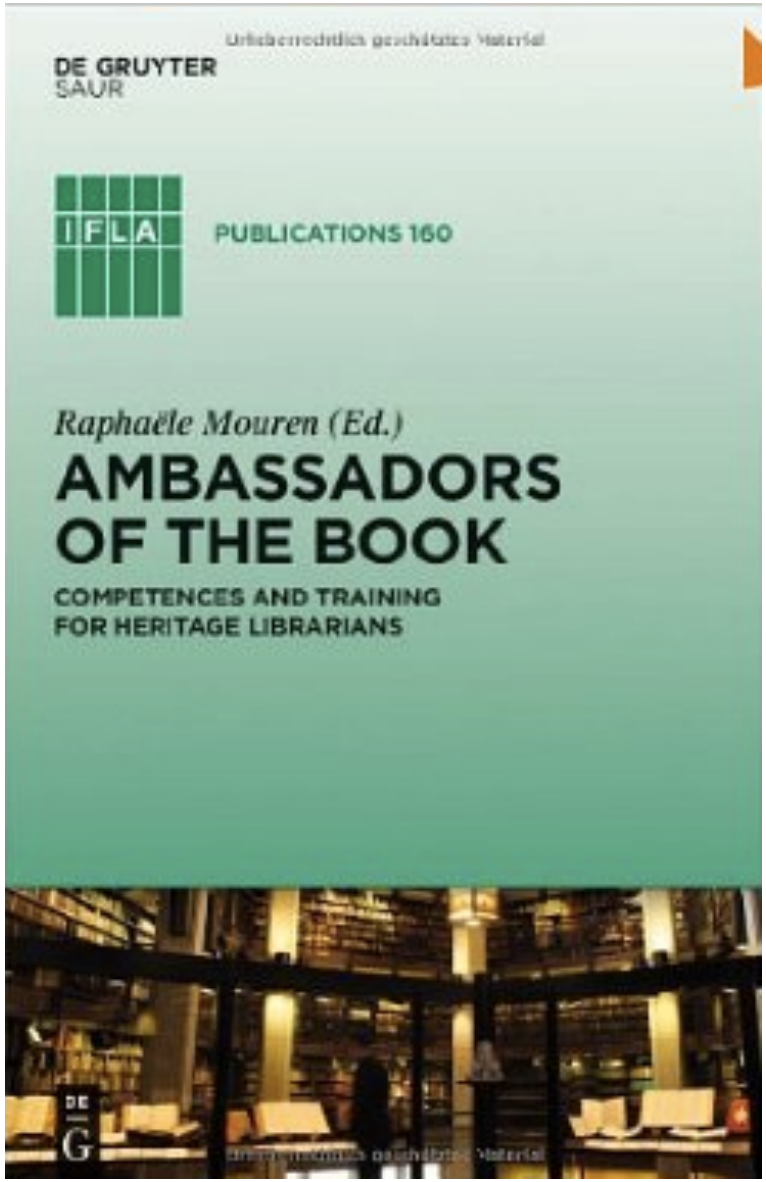
•Librarians are aware of the problem and are actively trying to tackle the backlogs; over 60% have retrospective cataloguing projects under way. However, the scale of the problem is often beyond individual institutions. Respondents support an online register of retrospective cataloguing and are interested in exploring national initiatives and technical solutions …"

~ *Hidden collections: report of the findings of the RLUK Retrospective Cataloguing Survey in association with the London Library.* RLUK, 2012, http://www.rluk.ac.uk/content/rluk-hidden-collections-report



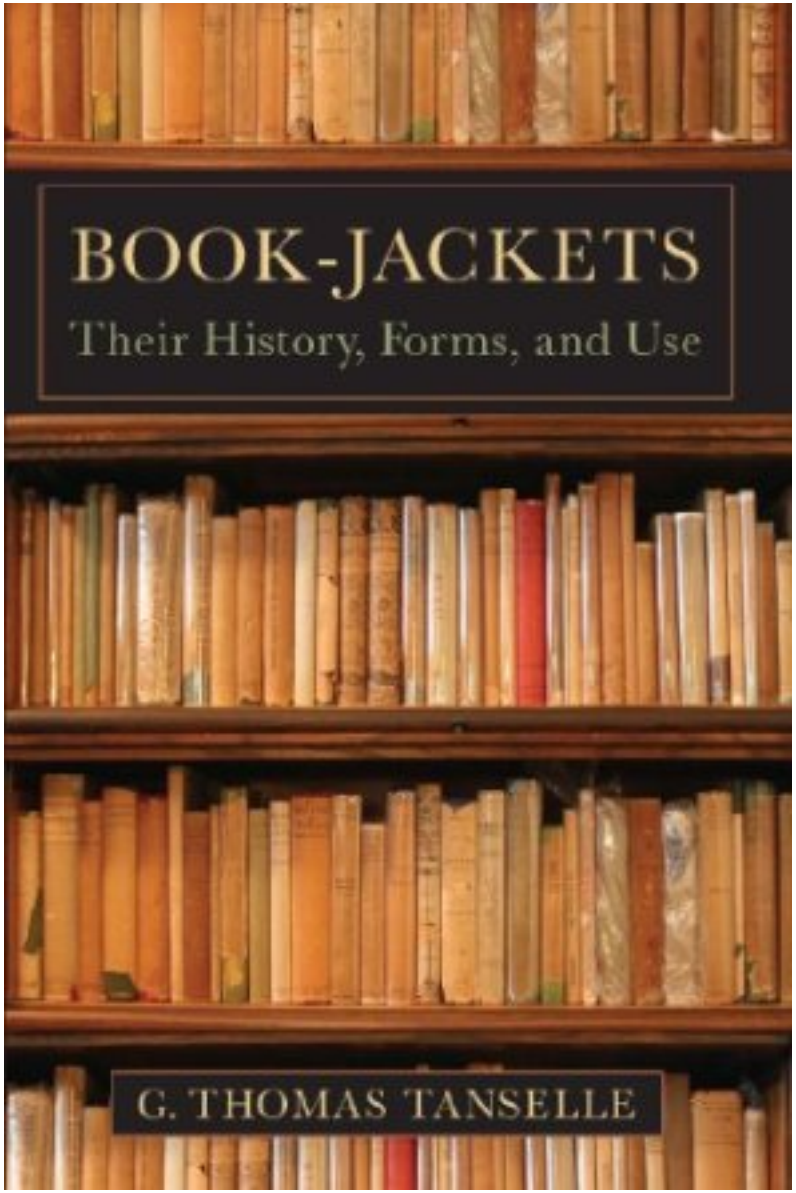

"To my surprise I found that many of these remarkable books, though faithfully preserved and catalogued, and available for decades and sometimes for centuries to public view, were wrongly described because, as it appeared, no one had actually read them."

~ H.J. Jackson. *Marginalia: readers writing in books*. New Haven: Yale University Press, 2001, p. 7.




"The complex methodology for describing such decoration … does not help, therefore, with the description of books without decoration. This is turn has effectively all to often given those concerned with old books 'permission' to discount them as 'uninteresting' when compared to their more rarified, but much less numerous, decorated brethren."

~ Nicholas Pickwoad. An unused resource: bringing the study of bookbindings out of the ghetto. In Raphaele Mouren (ed.) *Ambassadors of the Book: Competences and Training for Heritage Librarians*. De Gruyter, 2012, p. 84.

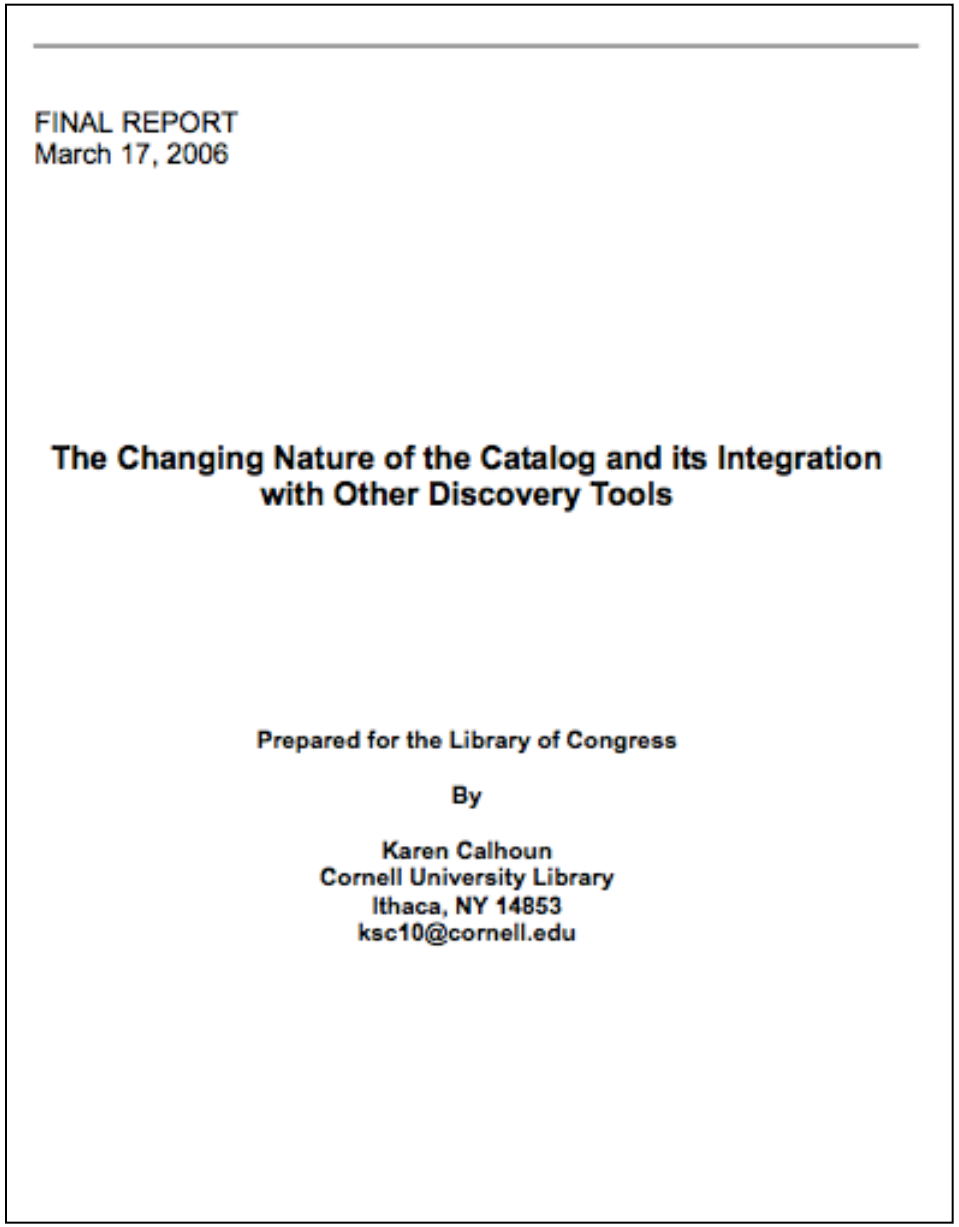



"The day has not yet come when one can learn anything of a library's holdings of jackets by consulting its catalogue … No one would claim that most jackets are major documents, but surely they constitute a significant aspect of modern book production. Collectively they form a reservoir of information that bibliographers have scarcely begun to tap."

~ Thomas G. Tanselle. *Book-jackets: Their History, Forms, and Use.* Charlottesville: Bibliographical Society of the University of Virginia,2011, p. 30.

“Booksellers and the library workers who order, catalogue and circulate books are in the front lines. I encourage them to be alert to the potential of annotated books, and to consider what might be done to accommodate them and make them more visible. Far from disparaging or concealing or erasing marginalia, booksellers used to make a point of mentioning readers’ notes, even when they were by unknown hands, and this could happen again. Who is to say that there would not be a market for annotated books, if only buyers were offered them?”

~ H.J. Jackson. *Marginalia: readers writing in books*. New Haven: Yale University Press, 2001, p. 260.



FINAL REPORT
March 17, 2006

**The Changing Nature of the Catalog and its Integration with Other Discovery Tools**

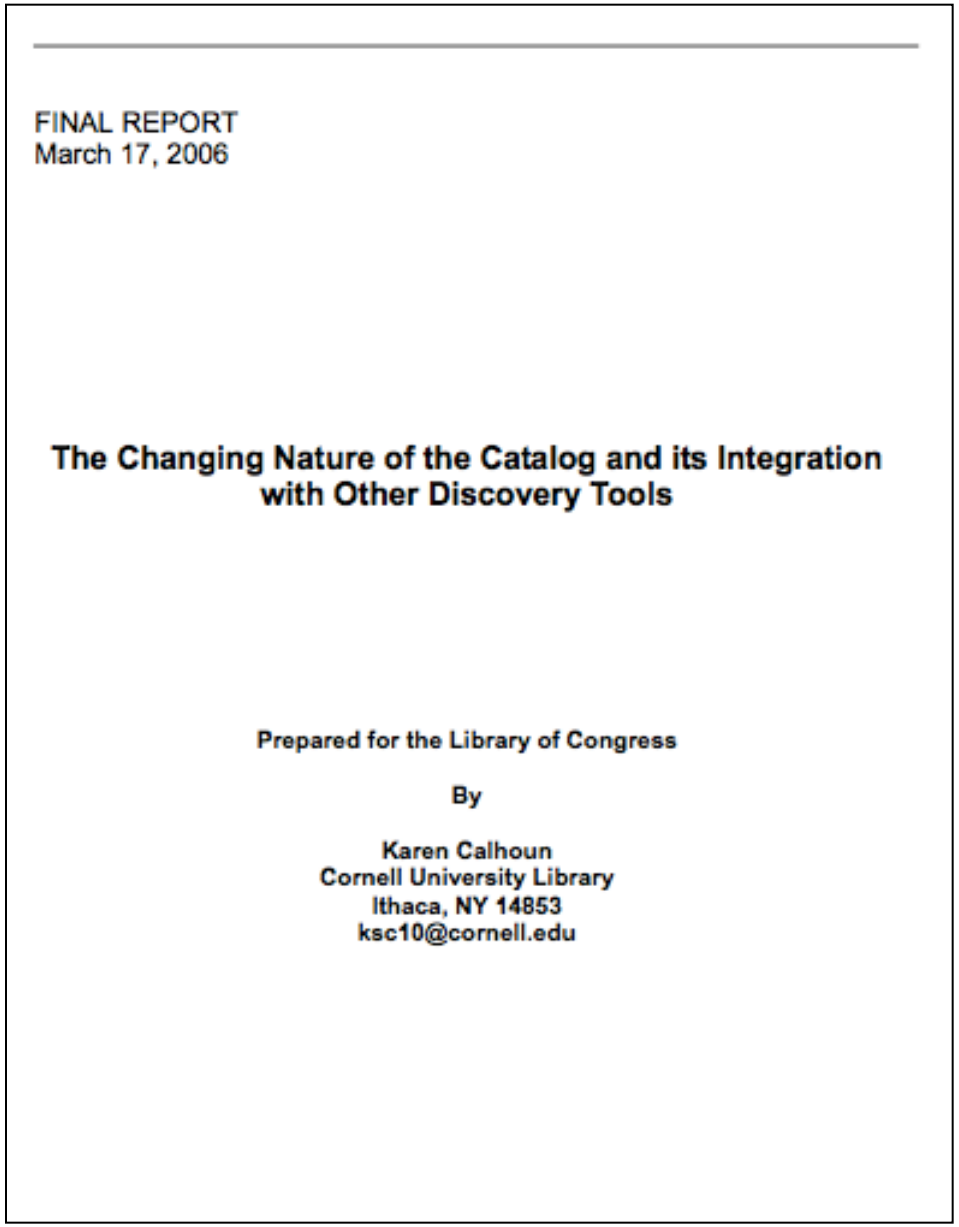
Prepared for the Library of Congress

By

Karen Calhoun
Cornell University Library
Ithaca, NY 14853
ksc10@cornell.edu

"There was some consensus around the position that cataloging needs to be simpler, faster and less expensive. There is 'too much hand wringing and worrying about each record: this is extreme and wasteful.' There was sharp criticism of local variations in cataloging records 'with little or no added benefit … Such 'fruitless variation' now looks a bit precious. In the 80s and 90s such variation seemed defensible, but no longer."

Karen Calhoun. *The Changing Nature of the Catalog and Its Integration with Other Tools*. Library of Congress, 2006, p. 33, http://www.loc.gov/catdir/calhoun-report-final.pdf



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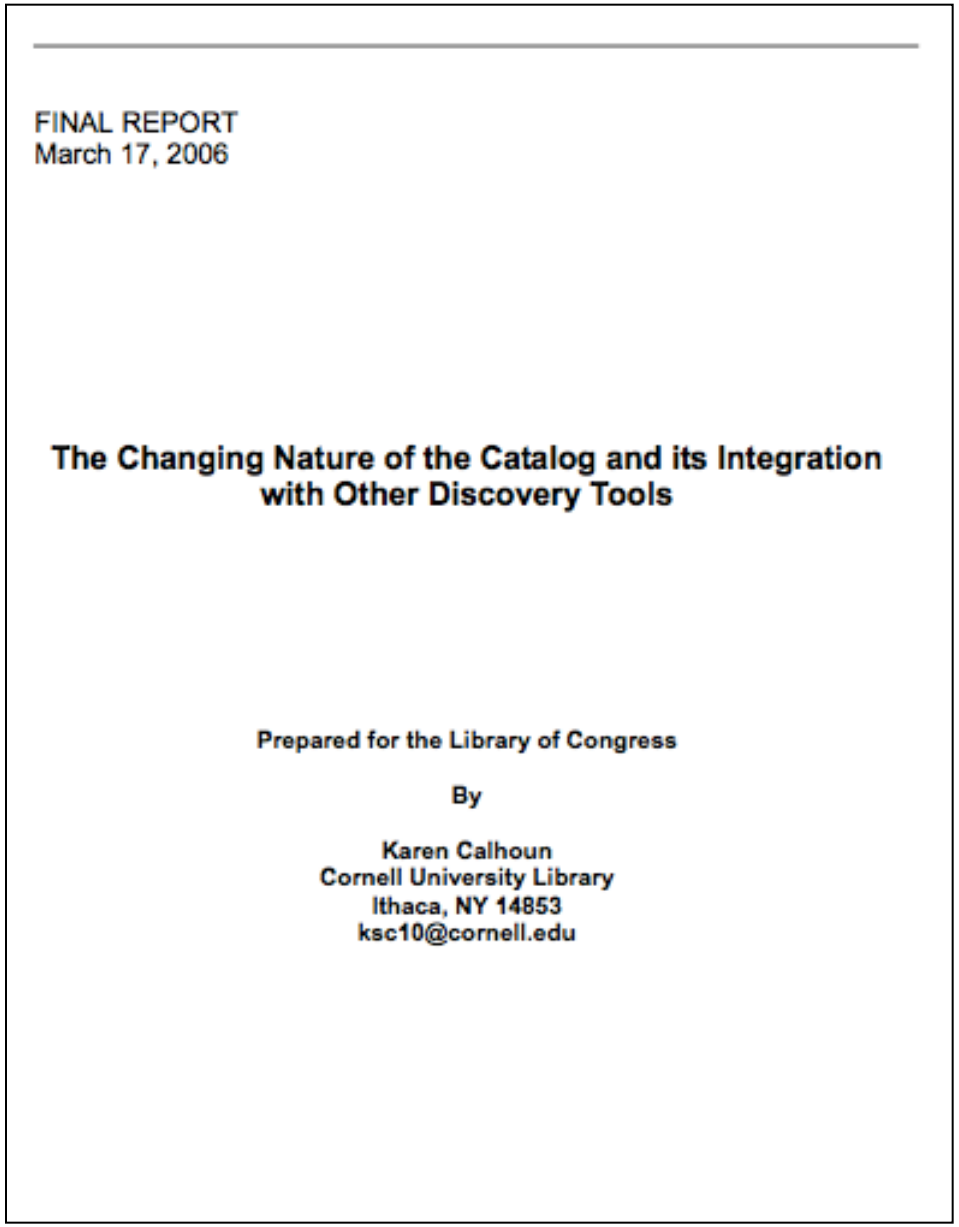
"Interviewees seemed to agree that however it is done, catalogs must blend into the user's environment and engage users more. The user's experience needs to be more seamless with easy movement between the services that occupy students and scholars – course page, commercial databases of e-content, repositories, search engines, and so on."

Karen Calhoun. *The Changing Nature of the Catalog and Its Integration with Other Tools*. Library of Congress, 2006, p. 38, http://www.loc.gov/catdir/calhoun-report-final.pdf



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"Interviewees agreed that today's research library catalogs are not the right finding tools for users. Catalogs are one tool among many in a user's information universe."

Karen Calhoun. *The Changing Nature of the Catalog and Its Integration with Other Tools*. Library of Congress, 2006, p. 37, http://www.loc.gov/catdir/calhoun-report-final.pdf

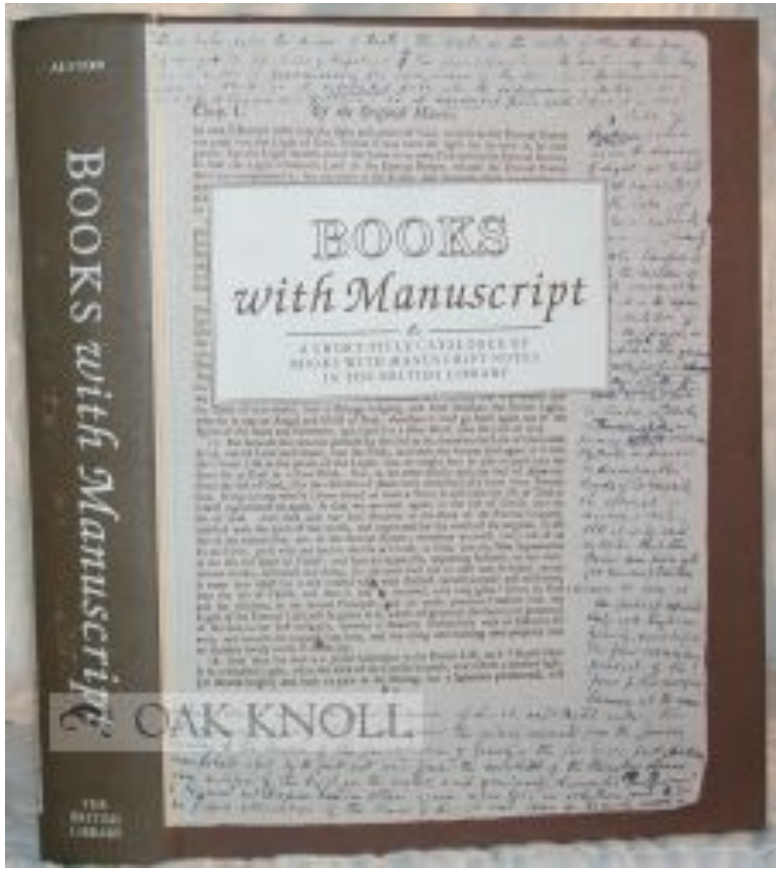
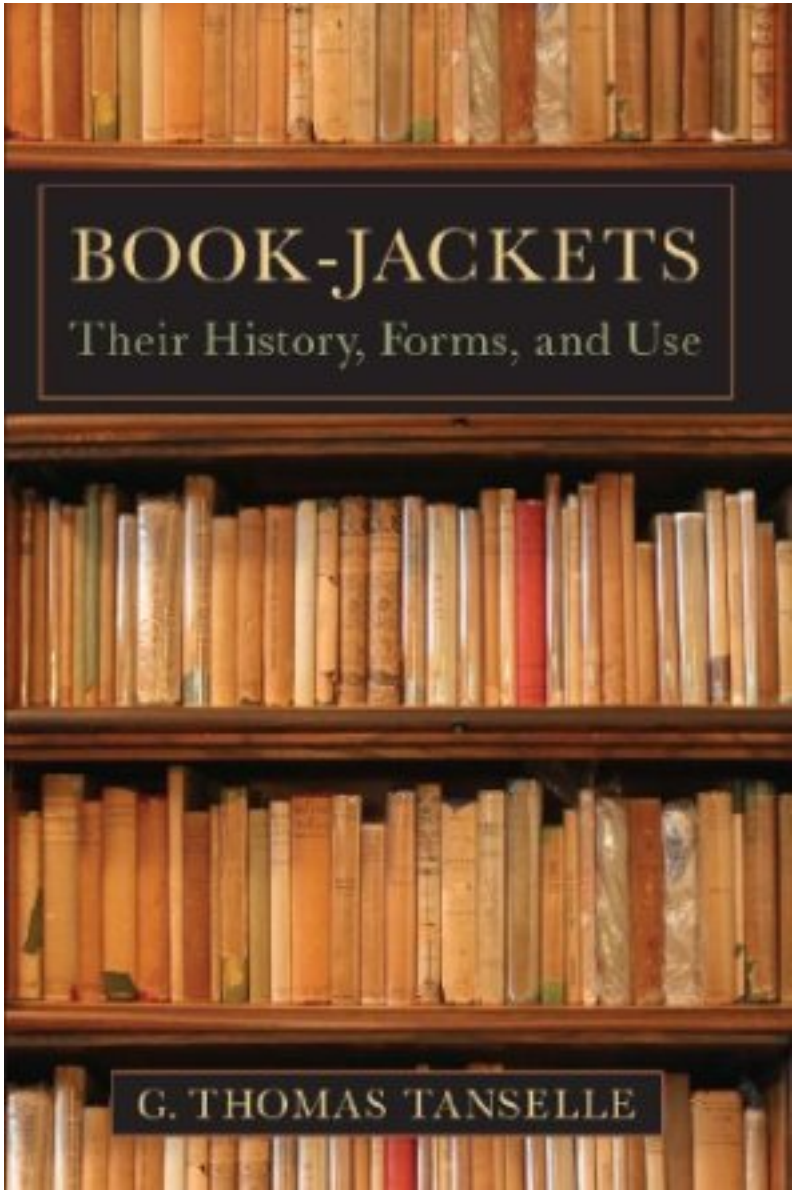



Image: Robin Alston. *Books with Manuscript: A Short Title Catalogue of Books with Manuscript Notes in the British Library.* British Library, 1994.

"The breakthrough came, for me, with the publication of Robin Alston's *Books with Manuscript: A Short Title Catalogue of Books with Manuscript Notes in the British Library* (1994). Alston … used the newly on-line version of the British Library catalogue to locate everything recorded as containing manuscript features."

~ H.J. Jackson. *Marginalia: readers writing in books*. New Haven: Yale University Press, 2001, p. 260.




~ Thomas G. Tanselle. *Book-jackets: Their History, Forms, and Use.* Charlottesville: Bibliographical Society of the University of Virginia,2011, p. 30.

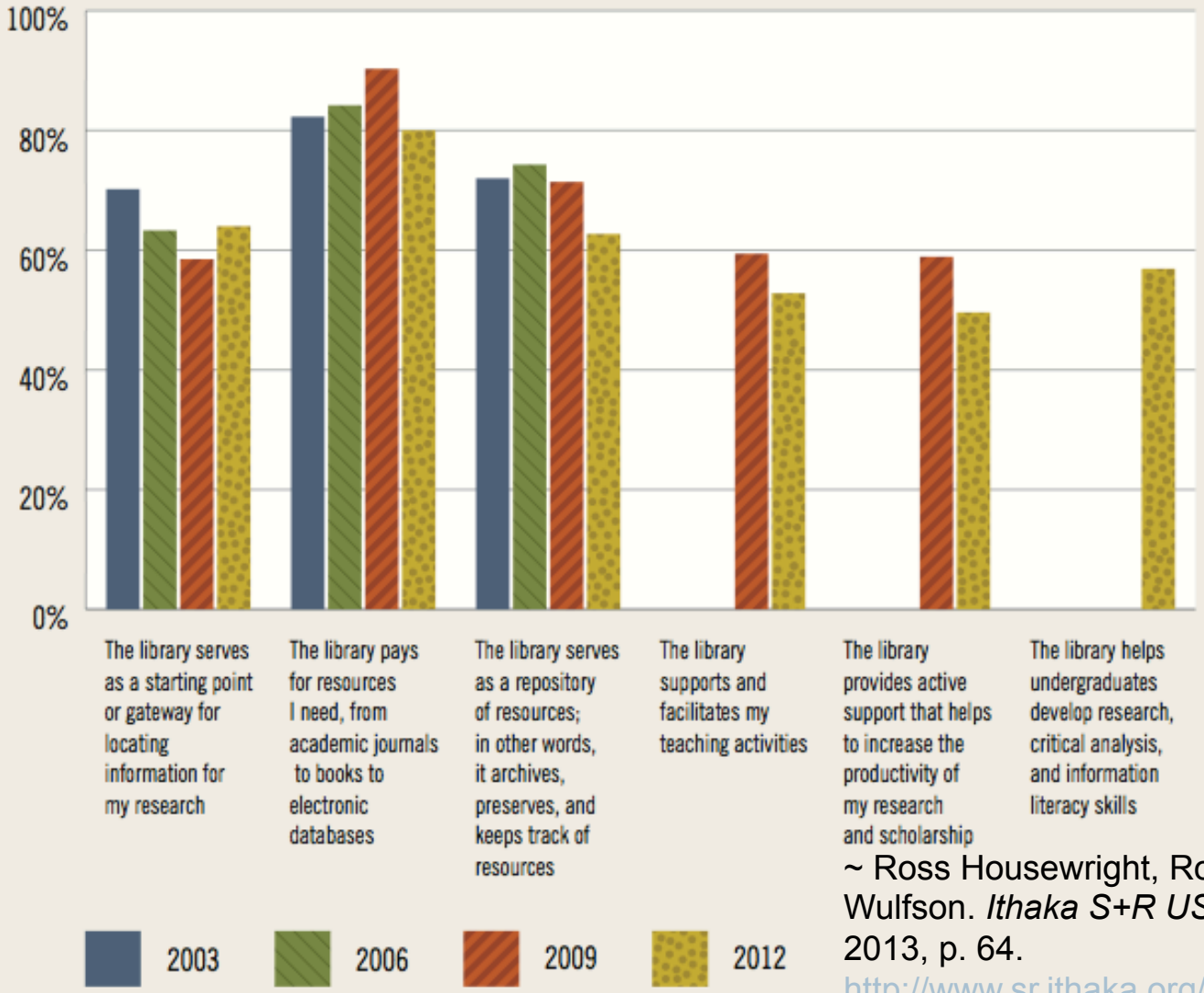
http://www.getty.edu/research/tools/vocabularies/15_itwg_ligatus_bookbinding.pdf

“The problem of today, then, differs little from that of 1876, except in size and complexity. For essentially the same purpose – to guide the reader to books on particular subjects – two separate programs continue to be developed, the one by the librarian and the other chiefly by the scholar, with no planned economy between them.”

~ Raynard Swank. Subject catalogs, classifications or bibliographies? A review of critical discussions, 1876-1942. *The Library Quarterly* 14(4) (1944): 326.

FIGURE 38

"How important is it to you that your college or university library provides each of the functions below or serves in the capacity listed below?" Percent rating each as very important, over time.

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