

# THE CONCISE AACR2

1988 revision

prepared by

Michael Gorman

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## Foreword to 1981 edition

The idea of a concise text of the *Anglo-American Cataloguing Rules* is older than the idea of a second edition of the Rules (*AACR2*) itself. Michael Gorman first began work on what was then thought of as an “abridged edition” of the British Text of *AACR* 1967 almost two years before the Joint Steering Committee for Revision of *AACR* (of which I had the privilege to be the first chairperson) was set up to carry out the task of producing *AACR2*.

The principal stimulus to that first project was the need expressed by librarians in third-world countries for a set of basic rules, stated in simple English, that could be used by relatively untrained personnel for relatively small and uncomplicated catalogues; and that would be compatible with a progress to the use of the full *Anglo-American Cataloguing Rules* as staff grew in training and experience and as the catalogues grew in size and complexity. Accordingly, Michael Gorman set to work with a small steering group consisting of Philip K. Escreet and Geoffrey E. Hamilton (both of whom also served later on the Joint Steering Committee for Revision of *AACR*). Indeed, the project was within sight of completion when he laid it aside to take on a larger task, as one of the two editors of *AACR2*.

One of the main objectives of *AACR2*, attained by its publication in 1978, was to bring together the separate North American and British texts of 1967; and another was to reorganize and express the rules in a simpler and more direct way. So most of the earlier work on the abridgement was nugatory—or, rather, it was used in other ways than originally planned, in *AACR2* itself. However, the Joint Steering Committee soon perceived that the potential was even greater than had previously been estimated for a version of *AACR2* that would meet the needs of the many practitioners and students in our own countries, as well as elsewhere in the world, to whom the full and comprehensive text of *AACR2* tells more than they need to know, or wish to hear, about standards and procedures for catalogue making and the organization of bibliographic records at a particular time in the development of their own libraries, of their own bibliographic services, or of their own studies.

Our main concern was that the quest for simplicity and conciseness in the smaller or less complex library and bibliographic environments should not be impeded by the full text's need to provide in some detail for the whole range of conditions and complexities in the largest or most fully



developed libraries and services. We were convinced, too, that the principles and practice set out in *AACR2* were, in general terms, equally valid at both ends of the spectrum of development of library services, and, to change the metaphor, that a clearance of the least familiar trees from the thickly planted wood we call *AACR* would enable everyone who has a need to enter it to see the wood more easily as a whole and to find his or her way through it safely and surely.

These were the aims that led the Joint Steering Committee to seek and obtain approval from its parent bodies, the authors of *AACR2*, for the creation and publication of a concise text, making use of Michael Gorman's dual experience in preparing the earlier abridgement and editing *AACR2*, and of the reconstituted Joint Steering Committee as the authoritative advisory group to ensure the most effective relationship between the concise and the full texts.

These are what the authors now have every confidence and belief has been accomplished in the *CONCISE AACR2*. It is a high quality working tool of practical value in all kinds of libraries and in many countries, and it embodies the essence of the *Anglo-American Cataloguing Rules* in their most up-to-date form, with all the benefits which that signifies in the wide world of national standards and international harmonization.

**PETER R. LEWIS**

*Director General*

*Bibliographic Services Division*

*The British Library*

## Acknowledgements (1981)

Acknowledgements are due, in the first instance, members of the cataloguing rules committee of the Library Association from 1968 onwards. This shorter edition of the *Anglo-American Cataloguing Rules* has been twelve years in the making. In encouraging me to attempt to produce a standard, though abridged, set of rules, the British cataloguing rules committee is responsible for the present publication in ways which its then members may not be aware. More recently, the Joint Steering Committee for the Revision of AACR (JSC) has given me complete support and encouragement. In particular, I wish to thank Peter Lewis (the chair of JSC from 1976 to 1980), Ronald Hagler, Fran Hinton, and Ben Tucker for their interest, comments, and unfailingly helpful suggestions. Many members of the American Library Association's Catalog Code Revision Committee and, subsequently, Cataloging Committee—Description and Access, have provided me with advice and information.

The following individuals have helped me with comments, criticism, examples, and suggestions: Liz Bishoff, John Byrum, Karen Lunde Christensen, Neal Edgar, Anne Gorman, Eric Hunter, Arnold Wajenberg, Jean Riddle Weihs. My thanks are due my graduate assistants at the University of Illinois (1978–80), Elvira Chavaria and Anne Reuland. Wendy Darre, who typed the many drafts of these rules with her inimitable competence and dispatch, was of invaluable assistance. I am grateful to Helen Cline (managing editor, ALA) for the expertise, care, and hard work that she brought to the task of editing this work for publication. Last, I wish to recognize my daughters, Emma and Alice, without whose unfailing help and encouragement this whole enterprise would have been completed sooner.

MICHAEL GORMAN

## Acknowledgements (1989)

I wish to reiterate my gratitude to all those named in the acknowledgements in the first edition of the CONCISE AACR2. In particular, I am grateful for the continuing help and encouragement of Helen Cline, Ronald Hagler, and Jean Weihs. I would also like to thank my assistants at the University of Illinois (Lisa Boise and Anne Phillips) and my assistant at CSU-Fresno (Janet Bancroft). I wish to express my appreciation to the many teachers of cataloguing that have used the CONCISE AACR2 in their classes, especially to Ellen Koger who passed on many useful comments. My thanks for many things are due to Karen Schmidt. My daughters, Emma and Alice, are now grown women of whose accomplishments I am excessively proud. They still think that the editors of cataloguing codes are strange, and who am I to say them nay?

M.G.



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# General Introduction

This book is intended to convey the essence and basic principles of the second edition of the *Anglo-American cataloguing rules, 1988 revision* (AACR2R) without many of that comprehensive work's rules for out-of-the-way and complex materials. Those rules from the full text that have been retained have been rewritten, simplified, and, usually, supplied with new examples. This rewriting is intended to highlight the rules for commonly encountered library materials and to make them even more accessible. Although the method of presentation is different, the end result of the cataloguing process should be the same whether one is using the full or the concise text. In other words, the CONCISE AACR2 prescribes the same cataloguing practice as the full text, but presents only the more generally applicable aspects of that practice and presents them in different terms. The user of the CONCISE AACR2 is referred to the full text for guidance on problems not covered by the concise text and for fuller explanation of rules contained in the concise text. To assist reference between the two texts, a table is given (appendix III) that relates the rules in the concise text to their equivalents in the full text.

The CONCISE AACR2 is intended for cataloguing students, cataloguers in a number of different situations, and other librarians. Persons working in small libraries, especially "one-person" libraries, will be able to do standard cataloguing without the necessity of learning all the details of structure and content of the full text. Beginning students of cataloguing, especially those who wish to learn about cataloguing but not to be cataloguers, will find the CONCISE AACR2 a good introduction to the national cataloguing standard. Paraprofessionals engaged in copy cataloguing by use of catalogue records supplied by national libraries or members of bibliographic networks will find the CONCISE AACR2 an accessible guide to standard cataloguing practice. Public service librarians who wish to understand new developments in descriptive cataloguing practice will find the CONCISE AACR2 a relatively brief summary of that practice. Last, cataloguers working in a non-English language environment will be able to use the CONCISE AACR2 as a readily comprehensible summary of AACR2 practice.

In practical application, the CONCISE AACR2 is likely to be most useful in small general libraries, though it can be used for basic cataloguing in large general libraries and for cataloguing in multimedia resource centres and in nonarchival specialist libraries.

The style and spellings used in the CONCISE AACR2 follow those of the full text in that they generally follow the *Chicago manual of style*<sup>1</sup> and Webster's *New international dictionary*.<sup>2</sup> Where Webster's permits a British spelling as an alternative, that spelling is followed. As with the full text, care has been taken in the CONCISE AACR2 to avoid sexist language and sexist implications in the rules and examples.

The order of rules in the CONCISE AACR2 follows the usual and recommended sequence of cataloguing, in that part 1 deals with the description of the item being catalogued and part 2 deals with the establishment of access points (name headings and uniform titles) to be added to those descriptions, and references to be made to those access points. Separate introductions to part 1 and part 2 begin on pages 5 and 51, respectively.

These rules are based on the idea that one main entry is made for each item described and that this is supplemented by added entries. If, in your catalogue, no distinction is made between main and added entries, use rules 21-29 to decide all the access points to be added to a description and ignore the distinction between main access points and other access points.

Distinguish the headings and/or uniform titles added to the description by giving them on separate lines above the description. If any entry begins with a title proper (that is, the first element of the description—see rule 1B), give the description alone or repeat the title proper on a line above the description.

*Example of entry with heading:*

Brodie, Fawn M.

The devil drives : a life of Sir Richard  
Burton / Fawn M. Brodie. — Penguin, 1971. —  
505 p. — ISBN 0-14-003323-8

*Example of one style of entry under title proper:*

The American heritage dictionary of the  
English language. — Paperback ed. / Peter  
Davies, editor. — Dell, 1970. — 820 p. —  
ISBN 0-440-10207-3

1. The Chicago manual of style : for authors, editors and copywriters. — 13th ed., rev. and expanded. — Chicago ; London : University of Chicago Press, 1982.

2. Webster's third new international dictionary of the English language, unabridged. — Springfield Mass. : Merriam-Webster ; Harlow, Essex : Distributed by Longman Group, c1986.

Some rules or parts of rules are designated as *optional*, or are introduced by the word *optionally*, or are presented as an *either/or* choice. Decide which option is to be used and in which circumstances. Base your decision on your judgement of what is best for your catalogue and its users. Make a record of such decisions.

Sometimes a cataloguer needs to exercise judgement and decide on an interpretation. The need for these is indicated in the CONCISE AACR2 by words and phrases such as *if appropriate*, *important*, and *if necessary*. Apply judgements and interpretations consistently within one catalogue, and, when possible, record each exercise of judgement.

Rules on capitalization and a glossary are given as appendices I and II.

The examples used throughout the CONCISE AACR2 have been chosen to illustrate commonly encountered cases. Examples drawn from a variety of media and from modern English-language items have been preferred. Remember that examples only illustrate the rules and are not intended to expand on the rules unless a rule specifically says so. The existence of a spaced-out mark of omission ( . . . ) in an example indicates that the example is incomplete; the usual mark of omission ( ... ) is one intended to form part of the entry.



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## PART 1 Description

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### Introduction

This part of the CONCISE AACR2 contains instructions on how to make a description of an item that has been acquired by your library. This description is displayed in a catalogue at one or more access points established for the item according to the instructions in part 2 (pages 51 to 129).

The rules are based on those in part I of the full text of AACR2. In the CONCISE AACR2 only the usual case is dealt with. For more difficult materials or for out-of-the-way problems, see the full text.

Instead of the analytical structure of part I of AACR2 in which each type of library material is dealt with separately as far as description is concerned, the CONCISE AACR2 deals with all materials in one chapter. Thus, all the rules on physical description, for example, will be found on pages 29-37.

In describing library materials according to these rules, a basic principle is that you describe what you have in hand. For example, a manuscript reproduced as a book is described as a book; a book reproduced on microfilm is described as a microfilm. Do not describe what something was; describe what something is.

The generalizing of the descriptive rules in the CONCISE AACR2 has led to the loss of some nuances of the original text. None of these nuances affects access to the descriptions. For example, the rules on sources of information in this text may lead to a diminished use of square brackets in the entry. This small loss of a few refinements will not affect the user of a catalogue in which CONCISE AACR2 entries are found.

Not all the elements set out for the description of materials will be needed for a particular item or for a particular catalogue. See rule 0E for a specification of the minimum elements needed. In particular any detail described as *optional* need not necessarily be included in a description. Most notes (see rule 7) are optional; a note should only be made if it is necessary to the understanding or identification of the item being described, or if rule 7 indicates that it is required.



## DESCRIPTION

Some measurements prescribed in rule 5D are not metric. Use metric measurements in their place if they are more suitable for the material or the country in which the cataloguing is being done.

If you are cataloguing in a non-English-speaking country or region, substitute your language or your language abbreviations for the English terms or abbreviations specified in these rules. However, do not translate data transcribed from the item being catalogued.

## Introduction

The purpose of the Introduction is to provide a general overview of the rules and to explain the basic principles of cataloguing. It is intended for use by cataloguers who are new to the profession or who are unfamiliar with the rules.

The Introduction is divided into two main parts. The first part, which is the most important, deals with the basic principles of cataloguing. The second part, which is less important, deals with the specific rules of cataloguing. The first part is divided into three sections: the first section deals with the basic principles of cataloguing, the second section deals with the basic principles of classification, and the third section deals with the basic principles of subject heading.

The second part of the Introduction is divided into two sections: the first section deals with the specific rules of cataloguing, and the second section deals with the specific rules of classification. The first section is divided into three parts: the first part deals with the specific rules of cataloguing, the second part deals with the specific rules of classification, and the third part deals with the specific rules of subject heading.

The second section of the second part of the Introduction is divided into two parts: the first part deals with the specific rules of classification, and the second part deals with the specific rules of subject heading. The first part is divided into three sections: the first section deals with the specific rules of classification, the second section deals with the specific rules of subject heading, and the third section deals with the specific rules of subject heading.

The second section of the second part of the Introduction is divided into two parts: the first part deals with the specific rules of classification, and the second part deals with the specific rules of subject heading. The first part is divided into three sections: the first section deals with the specific rules of classification, the second section deals with the specific rules of subject heading, and the third section deals with the specific rules of subject heading.

# The Description of Library Materials

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