

**TO:** Members of CC:DA

**FROM:** Mary Lynette Larsgaard, Chair,  
CC:DA Task Force on Specific Material Designations (SMDs)

**RE:** Preliminary report on work done by task force prior to ALA Midwinter 2004

The Task Force on Specific Material Designations (hereafter referred to as the TF) was formed in October 2003. In early December, the chair of the TF sent out a "First-Thoughts Report," for comment by other members of the TF. The following preliminary report is a revision of the "First-Thoughts Report" that incorporates the substantial comments from those other members.

The TF will be meeting at ALA Midwinter, Sunday, January 11, 2004, from 8 to 10 pm, in the Carlsbad Room of the Marriott Hotel, to discuss this preliminary report. A final version of this preliminary report is to be sent to the CC:DA chair by February 15, 2004 so that the preliminary report may be shared with the other constituencies represented in the JSC prior to the JSC meeting in Ottawa. A draft discussion paper should be submitted by May 15, 2004, for discussion at the ALA Annual Conference.

**CC:DA Task Force on Specific Material Designations (SMDs)**

**Preliminary Report**

January 5, 2003

This preliminary report is composed of: charge of the task force (TF); roster of the TF; introduction; principles, purposes and structures of SMDs (including definition and history in AACR); relations of SMD terms to other parts of description; list of terms (SMDs and others) currently used in Extent (.5B) in AACR; options of dealing with SMDs; and conclusion.

**Charge**

The Task Force on Specific Material Designations (SMDs) is charged to write a background paper on SMDs. This paper should focus on the principles, purposes, and structures of the SMDs, the relation of SMD terms to natural language (terms in common use), and the relation of the SMDs to other parts of the description.

The Task Force's preliminary report should be sent to the CC:DA chair by February 15, 2004 so that the preliminary report can be shared with the other constituencies represented in the JSC prior to the JSC meeting in Ottawa. A draft discussion paper should be submitted by May 15, 2004, for discussion at the ALA Annual Conference.

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## Introduction

As per the charge to the Task Force, this report has as its intent to serve as a discussion paper on SMDs. The report focuses on the principles, purposes, and structures of the SMDs, the relation of SMD terms to natural language (terms in common use), and the relation of the SMDs to other parts of the bibliographic description.

### **Principles, Purposes and Structures of SMDs (Including Definitions, List, and History in AACR)**

#### **Definitions**

The AACR2 (2002 edition) glossary definition (Appendix D-7) of “Specific material designation” is: “A term indicating the special class of material (usually the class of physical object) to which an item belongs (e.g., *sound disc*). *See also* General material designation.” The definition (Appendix D-4) of “General material designation” is: “A term indicating the broad class of material to which an item belongs (e.g., *sound recording*). *See also* Specific material designation.” As background, a list of GMDs is given in Appendix I.

As may be observed from the following list of SMD and other terms used in Extent of Area 5 (compiled from AACR2, 2002 edition), SMDs are a conglomeration of content, content and carrier in one term, and carrier terms. For some chapters, few or no SMDs are given (e.g., Chapter 2) and apparently none for what in the past – and perhaps now – constitutes the bulk of all resources cataloged – text in codex format.

[TO DO: THIS MAY BE THE CORRECT LOCATION FOR A SUMMARY OF THE WORK ON AREA 5 DONE BY THE TF ON CONSISTENCY.]

## List of SMDs

This list is in the main the Appendix (pp. 29-31) from the analysis of Area 5 by the CC:DA Task Force on Consistency Across Part I of AACR2 (CC:DA/TF/Consistency/Area 5/Draft), dated February 10, 2003:

[TO DO - a. DOES THIS INCLUDE ALL THE NON-SMD TERMS USED IN EXTENT OF AREA 5? b. IT'S A LIST SO IT SHOULD PROBABLY GO IN AN APPENDIX BUT IT'S IMPORTANT TO GET THE CUMULATIVE EFFECT OF WHAT SMDs ARE IN EXISTENCE.]

## Chapter 2

(no SMDs listed in 2.5B)

page  
column  
leaf

part (use for bibliographic units intended to be bound several to a volume, especially if so designated by the publisher)

pamphlet (use for collections of pamphlets bound together or assembled in a portfolio for cataloguing as a collection)

piece (use for items of varying character (e.g., pamphlets, broadsides, clippings, maps) published, or assembled for cataloguing, as a collection)

case (use for either boxes containing bound or unbound material or containers of fascicles)

portfolio (use for containers holding loose papers, illustrative materials, etc. A portfolio usually consists of two covers joined together at the back and tied at the front, top, and/or bottom)

broadside  
sheet

## Chapter 3

SMDs:

atlas  
diagram  
globe  
map  
model  
profile  
remote-sensing image  
section  
view

Other term(s) exclusive to this chapter:  
sheet

#### Chapter 4

(no SMDs listed)

column

ft.

item

leaf (also “leaves, bound/unbound”; “leaves of braille”)

line

p.

#### Chapter 5

SMDs:

score

condensed score

close score

miniature score

piano [violin, etc.] conductor part

vocal score

piano score

chorus score

part

For special types of music, use an appropriate specific term (e.g., choir book, table book).

If none of the terms above is appropriate, use *v. of music*, *p. of music*, or *leaves of music*.

#### Chapter 6

SMDs:

sound cartridge

sound cassette

sound disc

sound tape reel

sound track film

Add *reel*, *cassette*, etc., as appropriate, to *sound track film*.

Use [*name of instrument*] *roll*, as appropriate, for rolls.

## Chapter 7

### SMDs:

- film cartridge
- film cassette
- film loop
- film reel
- videocartridge
- videocassette
- videodisc
- videoreel

## Chapter 8

### SMDs:

- activity card
- art original
- art print
- art reproduction
- chart
- filmstrip
- flash card
- flip chart
- photograph
- picture
- postcard
- poster
- radiograph
- slide
- stereograph
- study print
- technical drawing
- transparency
- wall chart

Add *cartridge* or *reel* to *filmstrip* and *stereograph* when appropriate.

Optionally, add a more specific term to one of those listed above ([example for this is “50 identical sets of 10 slides”])

## Chapter 9

### SMDs:

- computer chip cartridge
- computer disk

computer optical disc  
computer tape cartridge  
computer tape cassette  
computer tape reel

## Chapter 10

SMDs:

art original  
art reproduction  
braille cassette  
diorama  
exhibit  
game  
microscope slide  
mock-up  
model

## Chapter 11

SMDs:

aperture card  
microfiche  
microfilm  
microopaque

Add *cartridge*, *cassette*, or *reel*, as appropriate, to *microfilm*.

Add *cassette* if appropriate, to *microfiche*.

## History of SMDs in AACR

The definition of SDM seems not to have changed over the history of AACR2, but the term itself seems to have been introduced only with AACR2 in 1978. To the best of the TF's knowledge, it does not appear in AACR1 or in any of the three subsequently revised chapters (6, 12, and 14). What has changed significantly is what these various collations/physical descriptions look like and contain. So for example, In AACR1, motion pictures were described first by their duration, with no indication that they were films:

90 min. sd. b&w 16mm

Filmstrips were described first by the number of frames:

29 fr. Color. 35 mm.

And the most common disc form of what were then called “phonorecords” was usually described by the number of sides to the disc:

2 s. 12 in. 33 1/3 rpm. Microgroove. Stereophonic.

Observably, matters have changed considerably since then for each of these resources.

Recently the matter of SMDs has been discussed in CC:DA documents. See Appendix II for selected information for work done in 2003.

### **Relation of SMD Terms to Natural Language (Terms In Common Use)**

The following paragraphs from a recent CC:DA document – *4JSC/ALA/36/Rev/ALA rep follow-up/2/ALA response*, **General reflections on the concept of *common usage*** – express the current opinion of CC:DA:

ALA notes the central importance of the concept of *common usage* to this discussion. In *4JSC/CCC/6/Rev/ALA response*, we offered an extensive set of reflections on some of the difficulties with the concept. Those comments will not be repeated in full; however, they are the basis for some of the preferences stated below. In brief, ALA would like to propose the following statement on the application of the concept of *common usage* to the list of SMD terms.

Specific material designations should be specified in rule X.5B1 in each chapter. The terms should be readily identifiable by our users, even if they do not always exactly reflect current popular or technical terminology. The terms should identify reasonably broad categories and have achieved a certain level of stability. Changes in terminology based on changes in usage should be made only in the most urgent cases. Provision should be made for using found terminology (including trade names) for new media for which stable terminology does not yet exist.

Other publications of value on this matter of “common usage” are: documents by OLAC’s Cataloging Policy Committee (via John Attig) (<http://www.libraries.psu.edu/tas/jca/ccda/docs/olac1.doc>) and MLA’s Bibliographic Control Committee (<http://www.libraries.psu.edu/tas/jca/ccda/docs/mla3.doc>); John Attig’s “General reflections on the concept of common usage” (<http://www.libraries.psu.edu/tas/jca/ccda/docs/attig3.doc>).

[TO DO: TAKE MAJOR POINTS OUT OF THESE DOCUMENTS AND INCLUDE HERE.]



## Relation of SMDs to Other Parts of the Bibliographic Description

If cataloging generally may be described as one of those situations in which one cannot do just one thing, dealing with SMDs is a specific example of that situation.

### Area 5:

The most immediate relationship of SMDs to other parts of the bibliographic description is the relationship to the other parts of Area 5 – other physical details; dimensions; and accompanying materials. The object of Area 5 is to give the user, in a succinct manner, the basics of the resource. The relationship is so close that changes to SMDs necessitate a re-examination of all other elements of Area 5 to eliminate resulting redundancies and to attempt to allow for future sorts of resources not yet imagined

Of the five aspects of a resource specifically listed in 0.24 – content; carrier; type of publication; bibliographic relationships; and whether it is published or unpublished,” Area 5 may supply information to the user on a majority of them. Thus, the name, “Physical Description Area,” is not broad enough to describe the work that this Area is expected to carry out.

### GMDs:

As one would expect from the respective names, and as is borne out in the definitions of these two terms (previously given in this report), the GMD is a broader term than is the SMD:

- **Specific material designation**, “A term indicating the special class of material (usually the class of physical object) to which an item belongs (e.g., *sound disc*)”;
- **General material designation** is: “A term indicating the broad class of material to which an item belongs (e.g., *sound recording*).”

Note that while the SMD is “usually the class of physical object,” there is no such qualification in the definition of the GMD.

At the time at which this preliminary report is being written, the future of the GMD appears to be undecided; see such documents as 4JSC/ACOC rep/1, 4JSC/ACOC rep/1/Chair follow-up, and 4JSC/ACOC rep/1/Chair follow-up/2.

### Other:

[TO DO: WITH WHAT OTHER PARTS OF THE BIBLIOGRAPHIC DESCRIPTION DOES THE SMD/EXTENT HAVE A RELATIONSHIP?]

## OPTIONS

The main options for dealing with SMDs are:

1. Leave everything as is, and continue to establish SMDs as has been done in the past.
2. In the light of the major changes to AACR now being planned – e.g., a much-revised Part I, perhaps with a very much enlarged Chapter 1 – determine a consistent method of deriving SMDs that may be applied with relative ease to all resources, content, and carriers.

Even at this early stage of its work, the TF is in favor of Option 2. The first step of Option 2 would be to determine what it is that users (including catalogers as a type of user group) need from an SMD. The TF is especially interested in exploring a semiotic approach to SMDs (originally suggested to the TF by Laurel Jizba); see Appendix III.

Secondly, this information on user needs should be used to develop a method of establishing SMDs, to be incorporated into the next major revision of AACR. The TF notes there are several possibilities at this point, for example: establish terms that combine content and carrier; establish terms that are either content or carrier and that may be used in a modular fashion (“Take one from column ‘Content’ and one from column ‘Carrier’ ...”); using separate content and carrier terms in some chapters. As an aside, since cataloging is a pragmatic science and art, we on the TF are already discussing the unlikelihood of wholesale conversion of existing AACR2 “physical” descriptions.

A few problem areas that will need to be addressed somewhere along the way in dealing with SMDs are:

- a. **Content carriers:** Just how specific should an SMD be? The informal census of opinion that the chair has taken is that “text” is appropriate for an SMD, but “fictional piece” or “novel” or “mystery” are too detailed.
- b. **Carrier SMDs:** There are different levels of carrier. For example, “electronic” and “digital” give a general characteristic. Once that one knows a resource is digital, then one needs to know what software and hardware will be required to access it, and that gets us to the next level of carrier – “CD”, “cassette”, “diskette”, “online”, and so on.
- c. **Relationship between SMDs, subject headings, and form/genre headings:** CC:DA’s charge is with descriptive cataloging. Nonetheless,

there is a relationship between SMDs, subject headings, and form/genre headings, and this needs to be acknowledged and dealt with. For example, catalogers in the United States of cartographic material do notice the problem of having SMDs that are not valid free-floating subdivisions in Library of Congress Subject Headings (LCSH) – e.g., “Maps”, “Remote-sensing images”, and “Globes” but no “Atlases” (except “World atlases” and “Atlases, [language]”), “Sections”, and so forth. It can also be a test of the cataloger’s memory when an SMD is one term and a heading in LCSH is another (e.g., “views” as contrasted with “Aerial views”).

- d. ***Assumptions in cataloging rules:*** Catalogers formulating Area 5 assume that the resource is text, probably a monograph, on paper, in codex form; only if the resource is something other than that is this information given in Area 5. The increasing presence of, and importance to users of, electronic resources means that the time may soon come when the cataloging rules no longer operate on the text-monograph-paper-codex assumptions. Some of us on the TF suggest that this time will be in AACR3.

## CONCLUSION

[TO BE WRITTEN.]

## Appendix I

### Compilation of GMD Terms From Both Lists

[NEEDS TO BE UPDATED - IT'S ABOUT 3 YEARS OLD]

activity card  
art original  
art reproduction  
braille  
cartographic material  
chart  
computer file  
diorama  
filmstrip  
flash card  
game  
globe  
graphic  
kit  
manuscript  
map  
microform  
microscope slide  
model  
motion picture  
multimedia  
music  
object  
picture  
realia  
slide  
sound recording  
technical drawing  
text  
toy  
transparency  
videorecording

## Appendix II

### Comments on SMDs in Chapter 9

[TO DO: MAKE A LIST OF THESE DOCUMENTS, AND SUMMARIZE. E.G., TF on Reconceptualization of Chapter 9; 2003 documents on smds for chapters 6, 7, 9]

*From 1/2003 report:*

Revision of 5.1.1; addition of second paragraph and examples to 5.1.2

**Some objections.** The task force will have much to say about this in its final report and rule revision proposals, since this is very much at the heart of the task we are undertaking. A final consensus on many of these questions has not yet been arrived at, but here are some of the objections or issues for further discussion that these two recommendations raise:

- the use of “electronic” in some of these SMDs is problematic; in some cases, it sounds strange or obscures what is actually being described (e.g., “electronic tape cassette”; “electronic disk”). An opinion of some of the task force was that for many kinds of physical carriers, “computer” (a la *AACR2*) is a better modifier than “electronic,” though some task force members point out that this may not work as a blanket rule for SMDs for physical carriers, since some discs/disks can be played by electronic devices like phones that are not computers per se, and this may become more common in the future.
- “electronic” or “digital” may be a better modifier for some of these items, and also for many remote-access materials. As it appears that the list of SMDs in Appendix C is to be retained, perhaps a selective list of SMDs for remote resources could be added?
- some examples in the recommendation as currently written contain SMDs with no modifier at all to indicate their electronicness (e.g., “3 maps” “1 photograph”; the task force believes some indication of the electronicness should be contained either in the extent statement or in the other characteristics statement. E.g.:

1 electronic photograph  
3 electronic maps  
1 electronic score

—OR—

1 digital photograph  
3 digital maps  
1 digital score

—OR—

1 photograph : electronic, col.

3 maps : electronic, col.

—OR—

1 photograph : digital, col.

3 maps : digital, col.

- Not only “electronic resources” can be digital – audio cassettes, DVD-videos, and compact discs, etc. are also all digital.
- The task force would recommend that SMDs for websites be included also, either in Appendix C or in 5.1.x. E.g.:

1 website

1 Internet resource

- The discussion of these details will of course be continued within this task force with the goal of reaching a consensus on these physical description statements for various kinds of remote- and direct-access ERs.

**Recommendation 3d:** Revision of the first paragraph and examples, and deletion of the second paragraph in 5.1.3.

*Agree.* The consensus of the task force is that conventional terminology is preferable where applicable.

Two dissenting opinions were in favor of parenthetical use of the conventional term following the standardized term like in the existing 5.1.3 rather than dropping standardized SMDs altogether. E.g., “3 computer optical discs (CD-ROM)”

***From 6/2003 report:***

Revision of 5.1.1; addition of second paragraph and examples to 5.1.2

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1 electronic photograph  
3 electronic maps  
1 electronic score

—OR—

1 digital photograph  
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1 digital score

—OR—

1 photograph : electronic, col.  
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—OR—

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- Not only “electronic resources” can be digital – audio cassettes, DVD-videos, and compact discs, etc. are also all digital.
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## Appendix III

**DRAFT SEMIOTIC ANALYSIS** indicating at least a good part of the written and unwritten use and potential use for SMDS. The TF requests that readers bear with us here, as TF members are in the beginning stages of thinking our way through this matter. The TF chair has in the main used Laurel Jizba's draft semiotic analysis as she wrote it. The TF chair also notes, because the chair always has to look the word up, that the TF is using the following definition for semiotic: "Of or relating to semantics"(American Heritage<sup>®</sup> Dictionary of the English Language: Fourth Edition. 2000. <http://www.bartleby.com/61/64/S0256400.html>.)

- The intent of an SMD in the bibliographic description is to try to inform the human population using the catalog record.
- The human population gains information from the eye, the ear, the touch, and "mental or realized maps" and "feelings/intuition/insight".
- Recorded knowledge deals with the eye, the ear, and "mental or actual maps".
- Therefore recorded knowledge deals with sight, sound and "mental or actual maps".
- Recorded knowledge can also be termed "intellectual content"
- The human population is primarily searching for "intellectual content".
- Seeking "intellectual content" NATURALLY precedes seeking "carrier" for most human researchers, even when research is focused on carrier.
- SMDs that emphasize "intellectual content" are very important and probably primary even when there may be an SMD in use that does double duty and serves as both content and carrier.
- For examples, given the major materials collected in libraries these SMDs and others like them emphasize "INTELLECTUAL CONTENT" and relate to human information gathering as follows (not an exhaustive list—just a start):

The eye (sight) => text, printed music, motion pictures, maps, 3-D realia AND reproductions of the same (EQUIVALENT EXPRESSIONS) in microform or electronic media.

The ear (sound)=> music sound recordings, other-than-music sound recordings (nature or machine sounds), and perhaps secondarily, motion picture sound tracks

Mental or realized maps => cartographic materials

- Some SMDs serve dual duty. For example, sound recording is a two-word term that signals sound, but also indicates the sound has been recorded. Only by over time via customary usage has it also signified carrier in a gross sense. As recording mediums proliferate, this term moves farther away from signaling carrier and closer to signaling only intellectual content. A similar argument can be made for the evolution of video recording.
- In chapter 2, printed monographs an "intellectual content" SMD is actually lacking. What is lacking is the term "TEXT". This is a glaring problem. It also spills over into chapters 4, 9 and 11.



- A WAY TO FIX AACR SMDs.
  - a. Acknowledge within the text that we need both “intellectual content” and “carrier” in the SMD area, having made the case that both are necessary components of the SMD.
  - b. Create a matrix of intellectual content and carrier terms for each chapter or type of material/format.
  - c. Make “intellectual content” primary with the AACR text. Suppress (i.e., do not require) the “intellectual content” term for all chapters, consciously. So, for chapter 2, acknowledge TEXT as the primary factor in the SMD, but suppress its use. At least then we know what we’ve actually been doing.
  - d. Make “carrier” secondary, as long as it is acknowledged as secondary. This could be signaled through punctuation (or, for MARC records, with a special secondary subfield code.)
  - e. Order between “intellectual content” terms and “carrier” terms on any given record should not make ANY difference as long as the type of item being described is described consistently and there is some way to tell from AACR what is primary and what is secondary by way of coding. Examples of Extents:

30 p.

SEMIOTICALLY MEANS: TEXT / BOOK / 30 p.  
Intellectual content/ carrier/ extent of carrier

3 v.

SEMIOTICALLY MEANS: TEXT / V / 3  
Intellectual content/ carrier/ extent of carrier

[TEXT is not stated in the record, but AACR text in chapter 2 makes it clear that what is being left out is the intellectual content term.]

- f. Carrier as contrasted/compared with extent. Order between “carrier” and “extent” terms on any given record should not make ANY difference as long as the type of item being described is described consistently and there is some way to tell from AACR what is “carrier” and what is “intellectual content” by way of encoding.  
Example of Extent:

3 v.

SEMIOTICALLY MEANS: TEXT / VOLUME / 3  
Intellectual content/ carrier/ extent of carrier

- g. Following the above pattern, it should be easier to deal with chapter 9 issues. For example, much of what is cataloged using chapter 9 is in fact, in terms of intellectual content, TEXT, and while we care about carrier, in order to understand how to \*play back\* the “intellectual content” TEXT is still primary. Example of an Extent:

1 text.

SEMIOTICALLY MEANS: TEXT / TEXT WEBSITE / 3  
Intellectual content/ carrier/ extent of carrier

[NOTE TO LAUREL - I MAY WELL HAVE MIS-UNDERSTOOD YOU HERE.  
PLEASE LET ME KNOW.]

- h. Following a similar pattern for chapter 7, it should be easier to deal with chapter 7 issues. For example, much of what is cataloged using chapter 7 is in fact, in terms of intellectual content, MOVING/MOTION/VIDEO RECORDED PICTURE, and while we care about carrier, in order to understand how to \*play back\* the “intellectual content” MOVING/MOTION/VIDEO RECORDED PICTURE is still primary. Example of an Extent:
- 1 videorecording  
SEMIOTICALLY MEANS:  
MOVING/MOTION/VIDEORECORDED PICTURE / VIDEORECORDING / 1  
Intellectual content/ carrier/ extent of carrier
- i. Within AACR, a MATRIX OR SEMIOTIC MAP of meanings is key, with sections for (a) intellectual content (b) carrier (c) extent of carrier. This matrix should be printed in AACR. Again, catalogers should not have to explicitly state intellectual content, carrier or extent of carrier if that has not been the tradition for those who use the chapter or the type of format in question, but there should be some sort of encoding or acknowledgement as to what is being “left out” of the catalogers description in the rules, and perhaps also coded for in the MARC formats. The order that content, carrier and extent are listed should also not be at issue, but the rules and systems that use the rules like MARC systems should be able parse the terms appropriately. This Task Force can supply the necessary semiotic map.
- j. As far as further details, either parenthetical terms at the end of area 5 or explicit references to are 7 notes – like the systems requirements note – should be able to cover the rest of the terms, as is built into AACR at present. But at least if we provide the matrix and rational, then semiotically speaking, we should be better able to say what we are doing and why.