RULE OF THUMB: Each set of materials will be different so being creative and flexible will be required. Do what you can and what works best for your community. I know this is a strange thing for a cataloger to say.

*We haven’t found perfect answers—experimenting and learning as you go is OK. These materials are inherently more complex and non-standard than books!!
In Field 245 (Title): These items usually don’t come with a title page...so transcribe the title as it appears on the item; if no title is given, supply it in brackets. Information can be taken from anywhere on the item for kits—the whole item can be used for information. Definition of a KIT: If you have an item with multi-media types, intended to be used jointly, with no item type predominating, consider it a kit.

For items such as tools and kitchen equipment, you often will need to create your own title.

Sometimes you may need or want a 246 field for a varying form of the title.

Example:

245 00 DMI Sports Expert Bocce ball set.

246 3  Bocce ball kit.

246 3  Recreation kit.

In Field 300, $a (extent) place to record list of contents; $b for material type (plastic, aluminum, etc.) and $c is where you would indicate container information such as dimensions (always given height by width by depth). Use $e for accompanying materials such as instruction booklet.

In field 500 (notes), record model numbers, links to video tutorials and additional identifying information. You may also need to note where the title information came from: the container, the cataloger, the insert etc. This is where you might want to indicate Model Number of items (such as with cake pans). Or to list all Accessories (such
as for American Girl Dolls).
In field 505 (Contents Note) be SPECIFIC: Itemizing Contents can help you keep track as you circulate materials...also place to pull information if you put tag on item with Call Number, Title, and Contents etc. Information. Especially important if you don’t use images in record.
In Field 521: Field for indicating **age range** of audience. Sometimes this information is on the item but sometimes you can track it down on the publisher’s website, too.
In Field 538 (System Requirements): Windows XP SP2 or above, Windows Vista or Mac OSX version 10.4.9 or above; 256 mb RAM, Free hard disk space of 10 MB. Use software provided on CD-ROM. Good to indicate because it can influence access. See link to an example of a Digital Microscope at end of presentation.
In Field 586 (Awards): Place to note awards such as Caldecott, Newbery, etc.
FIXED FIELDS 007: Kits (mixture of various components issued as a unit): o  
Projected graphic (filmstrips, slides, transparency): g
Hope to Demystify MARC a bit: A field with any digit as a 9 indicates Local Use or Locally Generated Content.
### 300 Field

<table>
<thead>
<tr>
<th>Vague:</th>
<th>Better:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 toy, 5 pieces; in container 19 x 16 x 10 cm</td>
<td>1 toy (Sphero SPRK edition (iOS and Android Controlled Gaming System)), 1 pencil, 1 protractor, 1 guide, 1 power adapter, 1 charging base; in container 19 x 16 x 10 cm</td>
</tr>
</tbody>
</table>

---

505 **NOTE:** Sphero SPRK edition -- Inductive charging base -- Genius kit with a protractor, notebook, and pencil -- Quick Start guide -- Sphero SPRK app -- Power Adapter.  
**NOTE:** if using a clear backpack for the container you might want to follow this example: in transparent vinyl backpack 40 x 30 x 17 cm. **NOTE WITH 3-D dimensions in $c,$ it is Height by Width by Depth.**  
300 $a$ Extent : $b$ other physical details (such as materials used) ; $c$ dimensions (for container) + $e$ accompanying materials (such as manual)
Local practice may dictate your cataloging decisions: if your library is part of a consortia that uses GMD even if cataloged in RDA, then local practice may trump official cataloging rules.

Here is the list from the [https://www.oclc.org/bibformats/en/onlinecataloging.html](https://www.oclc.org/bibformats/en/onlinecataloging.html) website:

- art original
- microscope slides
- art reproduction
- model
- chart
- motion picture
- diorama
- picture
- electronic resource
- realia
- filmstrip
- slide
- flash card
- sound recording
- game
- technical drawing
- graphic
- toy
- kit
- transparency
- microform
- videorecording.

You may decide to use tool for a tool lending library.
If using RDA 33X fields...

336  Content Type = “what kind of information is it?”
     three-dimensional form +b tdf +2 rdacontent

337  Media Type = “do I need equipment to view it?”
     unmediated +b n +2 rdamedia

338  Carrier Type = “where is it stored?” or “what kind of container holds it?”
     object +b nr +2 rdacarrier

--Susan Moore, University of North Iowa

Provided one example for each field; the 33X fields depend on the item you are cataloging so will vary for different items.
Websites with good lists of 33X types:
https://www.loc.gov/standards/valuelist/rdacarrier.html
https://www.loc.gov/standards/valuelist/rdacontent.html
https://www.loc.gov/standards/valuelist/rdacarrier.html
Good for MARC code and term lists:
https://www.loc.gov/standards/valuelist/index.html
Sometimes it makes more sense to create your own classification system. You might want to use a simplified Accession Number System (e.g. tools, kitchen equipment, recreational gear, etc.).


Probably not best for KITS but I include in case your curriculum materials are comprised of a lot of textbooks for homeschoolers, etc. If you had both Teacher’s Ed. And Student Ed. it would be helpful to distinguish between them in the Call Number.

Public Library Catalog Example for Kit for Fractions:
[http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2440595/nonmodal](http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2440595/nonmodal)

Call numbers show how to locate item and where it is stored.
**CHALLENGES**

- Many, many pieces!!!
- Time-consuming to process and monitor pieces in circulation.
- How to label? How will you store these materials?
- How will you circulate? Counting pieces after item returned?
- How to keep track of missing and broken pieces?
  (Note on item? Note in record? Create spreadsheet?)
- How will you handle replacements for missing pieces, extra pieces, replacements for consumable parts, etc.?

*If you decide to collect technology materials, please keep in mind that some of your patrons may have difficulty accessing all the components: for example, if the manual is online, etc.*

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*Warning: these sets can be time-consuming to deal with and can have an involved workflow.*

**FACTORS TO CONSIDER: MAY AFFECT HOW YOU CATALOG & STORE THESE ITEMS:**
- Who will you circulate to? Limit Number at Checkout? Checkout period? Allow to lend on ILL?
- How and where will you store these items? Open/Closed Stacks: Designated Shelving? Behind Circulation Desk?
- Of course, good practice to link to the manual in the record if it is online but access may still be problem for some of your patrons.

**WHY CATALOG:** keep track of items for public access, circulation, replacement, inventory, etc.
When you have created the MARC record, you still aren’t done…Since processing these materials are part of the challenge of getting them ready for patrons, I will talk briefly about supply options. This may require ingenuity as each kit is different. We try to maintain the original boxes for aesthetic reasons as the kids find that the most visual appealing. No preemptive attention, usually, but we will reinforce boxes with tape or repair boxes with glue if possible if they get damaged. Content sheet can be added during processing: if possible, include picture of contents here if you can’t put it in the catalog record with a detailed content list of pieces. LAMINIATING THIS SHEET CAN BE HELPFUL TO PRESERVE IT: include, call number, title, contents lists, and perhaps suggested activities list, picture, target age, etc. You could also put this information on a luggage tag. We used to use plastic totes, binder rings and tags but now we prefer to keep kits in original boxes whenever possible; some libraries use luggage tags attached to bag handles with this information (eg. Book club kits) with picture of cover and spine label. Sources for Supplies: Lakeshore [http://products.lakeshorelearning.com/learning/Clear-Backpacks](http://products.lakeshorelearning.com/learning/Clear-Backpacks) Walmart [https://www.walmart.com/ip/Eastsport-Clear-Backpack/51232889](https://www.walmart.com/ip/Eastsport-Clear-Backpack/51232889) Really Useful Boxes [http://www.reallyusefulproducts.co.uk/usa/](http://www.reallyusefulproducts.co.uk/usa/)

### Processing Supplies

<table>
<thead>
<tr>
<th>Case for Keeping Original Boxes:</th>
<th>Aesthetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case for Using Alternative Containers:</td>
<td>Durability</td>
</tr>
</tbody>
</table>

- Clear Backpacks, Storage Boxes, Map Tubes (if not using original boxes)
- Sources: Post Office, Walmart, Dollar Stores, Lakeshore Learning, Really Useful Boxes…
We label item listing title of item, detailed, contents note, call number.
Unfortunately, educational materials often require contacting a lot of separate vendors to purchase—don’t expect one central source...Ordering, processing, and payment can cause problems. As I mentioned earlier, expect a few more obstacles when working with educational materials, etc.

**Sources for Ordering Materials**

- Lakeshore Learning [www.lakeshorelearning.com](http://www.lakeshorelearning.com)
- SparkFun [https://www.sparkfun.com/?gclid=C1qRuYmd3c0CFRCoQod2N8Ppw](https://www.sparkfun.com/?gclid=C1qRuYmd3c0CFRCoQod2N8Ppw)
- Blue Orange Games [www.blueorangegames.com](http://www.blueorangegames.com)
- Mindware [www.mindware.com](http://www.mindware.com)
- Science Wiz [www.sciencewiz.com](http://www.sciencewiz.com)
- Fat Brain Toys [https://www.fatbraintoy.com/toys/toy_categories/index.cfm](https://www.fatbraintoy.com/toys/toy_categories/index.cfm)
- Thames and Kosmos [www.thamesandkosmos.com](http://www.thamesandkosmos.com)

**FUN & GAMES AWARD LISTS**

- [http://www.nappaawards.com/](http://www.nappaawards.com/)
- [http://www.parents-choice.org/allawards.cfm](http://www.parents-choice.org/allawards.cfm)
- [http://www.toyportfolio.com/#!awards-1/cjq9](http://www.toyportfolio.com/#!awards-1/cjq9)
Kits with toy/book combinations. Inside the kits, Panorama City Branch of the Los Angeles PL has suggested simple and fun activities to mirror the Every Child Ready to Read 2 focus on “Read, Write, Sing, Talk, Play.” They recommend related songs or fingerplays, things children can write or draw related to the themes, questions that an adult could ask a child to spark related conversation, etc.—ways to provide new directions for play beyond the obvious. These kits provide a way to address the “word-gap” problem by encouraging language-rich play between children and caregivers.

Most popular kits: ones with dress-up costumes (construction worker, explorer, etc.); or vehicles (especially ones like the school bus that comes with little people to put on the bus).

The picture on the left is used in catalog for the Backyard Explorer’s Kit; inside the clear backpack they use to circulate these kits a copy of this information is included at half-size to fit in the front pocket of the backpacks. On this card, the contents and picture is printed on the front of the card and the suggested activities is printed on the back side of the card.

This library uses simple created titles “Panorama Paperback #X” for the kits with a special media code.
Patrons lose parts, staff counts parts—replaces parts, hard to describe in catalog record...Of course, you can describe them but a picture is a lot easier to immediately recognize. **INCORPORATING IMAGES SOLVES PROBLEMS:** identifies missing parts at point of circulation; identifies correct pieces included in kit. You need to weigh staff time of technical services staff versus circulation/children’s department staff. Easy to see which one belongs with which set if you have more than one kit with green monsters (which is improbable I know).
Make sure when you take pictures to take them on a neutral background. You will see that I use my brown carpet as my backdrop. Need to consider resizing, storing, and tracking photos of items before start the process. You might just want to include a photo on documentation included with the item in its container. Good practice to include an image of the original box.

- GROUP AND NAMING: THINK BEFORE PHOTOGRAPH
- BE CONSISTENT WITH NAMING
- SAVE IMAGES TO DESKTOP AND TO SPECIAL DRIVE


We found it a bit tricky to imbed images with our ILS (we use Sierra) with its Media Manager function. Essential: “Use Image Viewer” should not be used it is ties up the computer for a REALLY long time as it processes data. I don’t want to spend a lot of time of this but I wanted to share it with you in case it might be something you want to consider.
**Importance of consistency of naming** parts of whole...make sure each part is labeled consistently in both 856 and 962 (or whatever local field you use) fields. We use the barcode to label each kit uniquely; and use 001-00X for each part within that set.
You might want to use an 856 field to allow patrons to view a picture of the item or to access a instruction manual or video.

962 Field added when attaching the barcode to the record.
Enough background and theory. Here are some examples. I know I find it helpful to SEE examples. I used this example earlier when discussing how to construct a better 300 MARC FIELD so it seemed a good one to start with.

View this Record:
http://catalog.uwyo.edu/search~S12/?/Ysprk&searchscope=12&SORT=D/Ysprk&searchscope=12&SORT=D&SUBKEY=sprk/1%2C1%2C1%2CB/marc&FF=Ysprk&searchscope=12&SORT=DZ&1%2C1%2C1%2C

Note: All the MARC Records for the following examples have been abbreviated.

Highland Park Public Library in Illinois would be one example of a public library that catalog educational kits and sets. Some examples of public library MARC records:

http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2526177/nonmodal
http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2441272/nonmodal
http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2440599/nonmodal
http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:2440428/nonmodal
http://ccsp.ent.sirsi.net/client/hppl/search/detailnonmodal/ent:$002f$002fSD_ILS$002f0$002fSD_ILS:24404928/nonmodal
Simplified the record: not all fields shown. Nor for any of the MARC records that follow. Since this is a RDA record, it has 2 264 MARC fields to handle copyright information. Some libraries choose not to be this persnickety. Discuss 300/505 and 521 fields. Only time will show 856/962 MARC fields as I want to highlight other things in later records.
In addition to the 300 and 505 fields listing contents, we also add a message that pops up when item is circulated so that the circulation staff knows how many pieces should be in the item.

Item type also different in our ILS for kits than for books.
View this Record:
http://catalog.uwyo.edu/search~S1/?ysquishy+circuits&searchscope=1&SORT=D/Ysquishy+circuits&searchscope=1&SORT=D&SUBKEY=squishy+circuits/1%2C3%2C3%2CB/frameset&FF=Ysquishy+circuits&searchscope=1&SORT=D&2%2C2%2C2
AACR2 EXAMPLE: Note differences in 260 v. 264 fields; 710 field for publisher.

Side note: This kit we used nail polish to show which colors for the LEDs as the all look clear when you look at the LEDs. The LabSchool Librarian’s daughter got that job. An example of how you might have to get creative when preparing these kits to go out on the shelf so that easy for patrons to understand how to use.
Example: E-Textiles

LilyPad Design Kit

View this Record:
http://catalog.uwyo.edu/search~S1/?Ylilypad&searchscope=1&SORT=DZ/Ylilypad&searchscope=1&SORT=DZ&extended=0&SUBKEY=lilypad/1%2C3%2C3%2CB/frameset&FF=Ylilypad&searchscope=1&SORT=DZ&1%2C1%2C
AACR2 Record. Discuss: Varying Form of Title; Link to instructional material available on the Internet; 650 fields.

**SUBJECT HEADINGS:** some subdivisions you often see: --Activity programs; --Experiments; --Study and Teaching (Level); --Aids and devices; --Games; --Equipment and supplies; --Cake pan. Educational toys and Educational games are 2 subject headings you will often see.
Example: Book Kit
TEXT TALK Level C

View this Record:
http://catalog.uwyo.edu/search~S12/?Ytext+talk&searchscope=12&SORT=D/Ytext+talk&searchscope=12&SORT=D&SUBKEY=text+talk/1%2C9%2C9%2CB/frameset&FF=Ytext+talk&searchscope=12&SORT=D&3%2C3%2C2C
REALLY ABBREVIATED VERSION... AACR2 EXAMPLE

505 ABBREVIATED SO THAT FITS SCREEN.

Discuss three levels used subfield n in 245 field.

Added 700 fields for access but this may be more data entry than you want to deal with.
Example: Scientific Equipment

pH Sensor

View this Record:
http://catalog.uwyo.edu/search~S12?/Ysensor&searchscope=12&SORT=DZ/Ysensor&searchscope=12&SORT=DZ&extended=0&SUBKEY=sensor/1%2C14%2C14%2CB/frameset&FF=Ysensor&searchscope=12&SORT=DZ&2%2C2%2C2C
RDA Example with 33X fields: Manual link in 500 field. You can put this information also in the 520 as you saw earlier.
Example: Board Game
Robo Rally

View this Record:
http://catalog.uwyo.edu/search~S1/?searchtype=Y&searcharg=robo+rally&searchscope=1&sortdropdown=-&SORT=DZ&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=Ymagna+tiles%26SORT%3DDZ
**AACR2 EXAMPLE:**
Discuss 300 $e$; 650s, 700/710 fields
Title from Container.
View the Record:
http://catalog.uwyo.edu/search~S1?/Ygoldie+blox&searchscope=1&SORT=DZ/Ygoldie+blox&searchscope=1&SORT=DZ&extended=0&SUBKEY=goldie+blox/1%2C6%2C6%2C6%2CB/marc&FF=Ygoldie+blox&searchscope=1&SORT=DZ&6%2C6%2C6%2C
RDA Example: Discuss: 300 subfield b, and 700/710 fields.

**RELATOR TERMS for 7XX fields:** For comprehensive list, please see
Kelley McGrath presentation slides very helpful when you are struggling to construct the 245 and 300 fields: it offers guidance on how what is the preferred source for title information and how to describe subunits, base materials, dimensions, OCLC link very helpful when you need information about a specific MARC field. How to Catalog Weird Widgets great source for information on cataloging objects. One book that might be helpful to consult is: Olson, N., Bothmann, R., & Schomberg, J. *Cataloging of Audiovisual Materials and Other Special Materials: a Manual Based on AACR2 and MARC 21*. Westport, Conn.: Libraries Unlimited, 2008. Chapter 10 would be the most helpful for kits, realia, toys, etc. Some public libraries with catalog example for kits and tools and such are: Highland Park Public Library (IL—for STEM kits); Oakland Public Library (CA—for tools); Pella Public Library (Iowa—for cake pans); Portland Public Library (ME—Family Science Backpacks and Minitemp thermometer).

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**RECOMMENDED FREE WEB RESOURCES**

- Kelley McGrath’s Cataloging Three-Dimensional Objects and Kits with RDA
  [http://www.ala.org/alcts/confevents/upcoming/webinar/cat/032812](http://www.ala.org/alcts/confevents/upcoming/webinar/cat/032812)
- How to Catalog Weird Widgets and Wonderful What-nots
- University of Maine Cataloging Kits Webpage (in AACR2)
  [http://library.umaine.edu/techserv/Cataloging/Kits.htm](http://library.umaine.edu/techserv/Cataloging/Kits.htm)
- J. McRee Elrod Kit Cataloging Cheat Sheet
  [http://special-cataloguing.com/node/1414](http://special-cataloguing.com/node/1414)
- How to Catalog a Kit by Emily Dust Nimsakont
  [http://www.slideshare.net/nebraskaccess/ncompass-live-how-to-catalog-a-kit](http://www.slideshare.net/nebraskaccess/ncompass-live-how-to-catalog-a-kit)
- OCLC Bibliographic Formats and Standards
Other Catalog Examples for Reference

- SparkFun Inventor’s Kit (Arduino)
  http://catalog.uwyo.edu/search~S1?Ysparkfun&searchscope=1&SORT=D/Ysparkfun&searchscope=1&SORT=D&SUBKEY=sparkfun/1%2C6%2C6%2CB&frameset&FF=Ysparkfun&searchscope=1&SORT=D&%2C2%2C2%2C2

- Renewable Energy Kit

- Code Monkey Island (Game)

- Dash and Dot (Robot)

- Makey Makey (Electronic circuits)

- Lego Mindstorms Education EV3 Core Set:

- Word Magnets (AACR2 Record)

Other examples:

**Ollie (Robot):**
http://catalog.uwyo.edu/search~S17?Yollie&searchscope=1&SORT=D/Yollie&searchscope=1&SORT=D&SUBKEY=ollie/1%2C186%2C186%2C2&frameset&FF=Yollie&searchscope=1&SORT=D&%2C4%2C4%2C2

**Moss Zombonitrone 1600 (Robotics):**

**Nomad 4 Wheel Drive Off-Road Chassis:**
http://catalog.uwyo.edu/search~~/Ysearchtype=Y&searchscope=1&searcharg=nomad+and+chassis&SORT=D&x=0&y=0

**Bee Bot Shapes, Color, and Size Mat (Accessory to Educational Toy):**
Thanks!

Questions? Please contact:
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