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## LIS 732 Assignment #2

### Abstracts Analysis

By Elena Stuart

Croissant, C. R. (2012). FRBR and RDA: what they are and how they may affect the future of libraries. *Theological Librarianship*, 5(2), 6-22.

The primary goal of any abstract is to represent a document for a user. It can give the user an idea of what this article is about, determine if it corresponds to his/her actual information need, and help make a decision about the necessity to read this article. Technically, abstracts have been classified by the way they are written. For the purpose of this assignment only indicative and informative types of abstracts will be discussed.

#### **Indicative Abstract**

The goal of an indicative abstract is to summarize the main ideas of a document and inform users about the nature of information they can find in it. Usually, the indicative abstract is shorter than an informative one and written in general terms. It cannot replace the original document. It only guides a user to the document by signaling about its content. At a minimum it has to provide essential information such as the purpose of the document and the result.

The first abstract, definitely, belongs to the indicative type. It is written by the author of the article and clearly looks like its summary. It points out the two main concepts that the article discusses without diving into details. FRBR and RDA are the titles for the Part I and Part II respectively so they are really important to be mentioned in the abstract. These acronyms in the abstract are decoded.

**Objectives and scope.** The first sentence is well formulated. It inserts FRBR as the name of the document. The beginning of the second sentence explains that it is a foundation of RDA, a new cataloging standard. The third sentence says that to understand and

implement RDA it is essential to understand FRBR. Thus, it's clear, that these two things are very important, tightly connected, and the first one is necessary for the second one.

The forth sentence shows us the scope of the discussion about FRBR which is FRBR's bibliographic entities, their attributes and the relationships that connect them.

**Results.** This article was written in 2008 and the implementation of the RDA standard started in March 31, 2013 so there were no practical results that could be mentioned in the abstract. However, the fifth and the sixth sentences indicate the hypothetical results that the transition to a new standard could bring. Sentence 5 refers to a new structure of a bibliographic record. Sentence 6 indicates possible controversies connected with future implementation and its implications for the library community will be also discussed in the article.

There is nothing said about methodology or conclusions, but it is not strictly required for an indicative type of abstract. Thus, I can conclude that in terms of the content this abstract satisfies the minimal requirements for an indicative abstract.

According to the textbook the distinguishing features of a good abstract are brevity, accuracy, and clarity. This abstract is laconic enough. There are only 142 words which is even a little bit shorter than the recommended range which is 150 – 250. As to accuracy I read the article and did the necessary verifications including checking that the two dates in the abstract are correct. The abstract very clearly and articulately communicates the goal and purpose of the article with appropriate brevity.

The style of writing is clear and logical. The language of the abstract is appropriate for the topic. It is simple enough. Grammatically, sentences are well-constructed and organized. Although this abstract was not written by a professional abstractor, the author has done a good

job of briefly communicating the objective, scope and results of his article with simple and clear language and without bias. I would say that the only drawback is the absence of keywords so there is no indication to a potential audience. This article was definitely written for a cataloging community so if I wrote the abstract for this article I would assign the following keywords:

- FRBR
- RDA
- Entity-relationship model
- Bibliographic entities
- RDA implementation
- Cataloging code

Adekanmbi, A., & Boadi, B. Y. (2008). Budgeting for library resources in colleges of education: Some findings from Botswana. *Library Collections, Acquisitions, & Technical Services*, 32(2), 68-75. doi:10.1016/j.lcats.2008.05.003

### **Informative Abstract**

In contrast to an indicative abstract, an informative abstract has as its goal the presentation of specific data whether quantitative or qualitative. Depending on the detail the reader wants, they may discover that the abstract presents enough data without reading the entire article or enough data to indicate that the information and/or conclusions are not relative to the issues being investigated. An informative abstract will address four things and I have shown how this article's abstract does a good job in presenting all four.

**Objectives and scope.** The first sentence of the abstract sets the context for the study which is in the developing nation of Botswana with the second sentence indicating the objective and scope of the study which was to examine allocations of materials budgets covering a five year period (2000 – 2004). As the third sentence notes, the issue to be addressed is the potential inadequacy of information materials at the libraries.

**Methods used.** The next sentence clearly states the method which was a 21-item questionnaire directed to the senior librarian at each of six colleges of education.

**Results.** The results indicated that each library received between 8 and 11% of the total college budget with no less than 60% going to purchase monographs and between 10 and 40% being used for printed materials.

**Conclusions.** Based on these results, the study concluded that the librarians were not well equipped to effectively allocate materials budgets. It further recommended that both the colleges and the government needed to provide support to improve the librarian's allocation skills. It further recommended that training on budget allocation skills should be taught at library schools.

As noted above, the distinguishing features of a good abstract are brevity, accuracy, and clarity. I read the article and did the necessary verifications including checking that the percentages noted in the abstract are correct. There are 178 words which fits within the recommended range of 150 – 250 words. Since this abstract had to cover four items and not just the two covered in the indicative abstract, it certainly achieves the brevity feature very well. I found that the abstract clearly and accurately communicates the goal and purpose of the article with appropriate brevity.

This abstract was apparently written by an unnamed professional abstractor rather than the author as the copyright for the abstract is held by the publisher and not by the authors. The professional quality is evident as it briefly communicates the objective, scope and results of the article with simple and direct language and is quite objective. Fortunately, the abstractor also provided four sets of key words which will assist a researcher in finding the article. These key words assist in identifying the type of audience likely to attempt to find and access this study.

Types of researchers would include those interested in library budgeting (library management), library acquisitions (library collections), librarian education (educators), and in developing countries in general or Botswana in particular.

The textbook on pages 267-268 provides 13 rules and guidelines for an abstractor to consider in preparing an abstract. Most of them are about things that should be left out of an abstract so that the major concepts are the center of the information provided by the abstract. It certainly appears that where they apply, the abstractor has done a good job of following these guidelines. The only criticism that I would make is that the first sentence could be deleted as the same information has already been presented in the title to the article and stating it again would violate the guideline not to duplicate information.

***Reference:***

- Adekanmbi, A., & Boadi, B. Y. (2008). Budgeting for library resources in colleges of education: Some findings from Botswana. *Library Collections, Acquisitions, & Technical Services*, 32(2), 68-75. doi:10.1016/j.lcats.2008.05.003
- Cleveland, D. B. & Cleveland, A. D. (2013). *Introduction to indexing and abstracting* (4<sup>th</sup> ed.). Santa-Barbara, California: Libraries Unlimited.
- Croissant, C. R. (2012). FRBR and RDA: what they are and how they may affect the future of libraries. *Theological Librarianship*, 5(2), 6-22.

**Elena,**

**Excellent submission. Your selection of abstracts is good. Your analysis of abstracts is done well. I enjoyed reading it. Your participation on the discussion board was very good. Keep up the good work.**

**25 points out of 25 (Grade A) Kanti**

## Abstract Attachment

Croissant, C. R. (2012). FRBR and RDA: what they are and how they may affect the future of libraries. *Theological Librarianship*, 5(2), 6-22.

### **FRBR and RDA: What They Are and How They May Affect the Future of Libraries.**

Authors:

[Croissant, Charles R.](#)<sup>1</sup>

Source:

[Theological Librarianship](#). Jul2012, Vol. 5 Issue 2, p6-22. 17p.

Document Type:

Essay

Subject Terms:

\*[ENTITY-relationship modeling](#)

[FRBR \(Conceptual model\)](#)

[SOFTWARE](#)

Company/Entity:

[INTERNATIONAL Federation of \*\*Library\*\* Associations & Institutions](#)

[LIBRARY of Congress](#)

Reviews & Products:

[RESOURCE description & access](#)

Abstract:

"Functional Requirements for Bibliographic Records," a document issued by the International Federation of **Library** Associations' Cataloguing Section in 1997, has achieved the status of an important theoretical model of the cataloging process, in effect, a theory of cataloging. It is the foundation on which the new cataloging code, Resource Description and Access (**RDA**), is based. An understanding of the **FRBR** model is essential to the understanding and application of **RDA**. This paper explains the entity-relationship model that **FRBR** presents: the bibliographic entities (work, expression, manifestation, item), their attributes, and the relationships that connect them. It explains **how** bibliographic records based on the **FRBR** model would be structured, and demonstrates **how** **FRBR** informs the structure of **RDA**. It describes the controversies connected with the forthcoming implementation of **RDA** in March 2013, and explores the implications of this implementation for the **library** community. [ABSTRACT FROM AUTHOR]

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Adekanmbi, A., & Boadi, B. Y. (2008). Budgeting for library resources in colleges of education: Some findings from Botswana. *Library Collections, Acquisitions, & Technical Services*, 32(2), 68-75. doi:10.1016/j.lcats.2008.05.003

**Budgeting for library resources in colleges of education: Some findings from Botswana**

Authors:

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Source:

[Library Collections, Acquisitions, & Technical Services](#). Jun2008, Vol. 32 Issue 2, p68-75. 8p.

Document Type:

**Article**

Subject Terms:

\*[LIBRARY administration](#)

\*[ACADEMIC libraries](#)

\*[ACADEMIC librarians](#)

\*[UNIVERSITIES & colleges](#)

\*[LIBRARY finance](#)

[SCHOOL budgets](#)

[ECONOMIC aspects](#)

Geographic Terms:

[BOTSWANA](#)

Abstract:

This paper is based on a study carried out in **Botswana**. The study examined the trend of allocations of materials budgets in **Botswana colleges of education libraries** from 2000 to 2004. Preliminary investigations had revealed that the information materials in the **libraries** appeared inadequate for the **library** clients. With the senior librarians in the six **colleges** forming the target group, a 21-item questionnaire was administered to the group. It was noted that the **college libraries** received annual budgetary allocations ranging between 8 and 11% of the total budgets of the **colleges** and, in all cases, the **libraries** spent over 60% of the materials budget on monographs and between 10 and 40% on printed journals. The **college** librarians were not encouraged to budget and they appeared ill-equipped to allocate materials funds. The study concludes that the **college** authorities and the Department of Teacher Training and Development need to provide support for the **college** librarians to enable them improve on their allocation activities. **Library**

schools also have a major role to play in equipping librarians with skills of managing materials budgets. [Copyright & Elsevier]

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