

## Session 5:

### Electronic Integrating Resources: Case Studies for Discussion

#### Special Issues and Challenges in Cataloging Electronic IRs

**Case Study Topic #1:** Choice of **Type of Record** (“Type” and OCLC workform) and **Type of Computer File** (“File”) codes.

#### Discussion questions:

1. What is the best choice of *Type* and *File* codes for each of the following resources based on the screen print surrogates given? Use the lists of codes from appendix B along with the additional guidelines given below.
2. When is it difficult to determine whether a Web resource is primarily textual/language material or primarily computer-based?
3. What constitutes “significant audio or video” that makes a Web site cross the invisible line from being text/language material to some other type of material for coding purposes?
4. What constitutes an “online system or service”?
5. What constitutes “interactive multimedia”?
6. When is numeric data text-based and when computer-based?
7. When should File code “m” be used?
8. How should we code databases of images, maps, or sound files as opposed to text?

**See Appendix B** for the complete list of **Type of Record (Leader/06 ; OCLC “Type”)** codes.

#### Additional Guidelines for the exercise:

#### **Use Type “m” Electronic resource (Computer file) for:**

##### 1. Computer Software

- When the resource consists of computer software, including programs, games and fonts.

##### 2. Numeric Data

- When the resource consists of numeric data such as census or survey data that resides in a database and that is manipulable by computer. [Numeric data presented solely in eye-readable, tabular form and that is not manipulable by computer is the equivalent of a text document and is cataloged as language material (Type "a")]

##### 3. Computer-Oriented Multimedia

- When the resource consists of (1) the combination of two or more media, such as audio, video, images, animation, etc., and (2) no single aspect comprises the significant content.

##### 4. Online System or Service

- When the resource constitutes an online system or service supports system-based user interaction. The presence of search software or of active hyper-links do not constitute computer programs and do not make resources online systems or services for cataloging purposes. In the area of online systems and services, consider whether the system itself (for example, a library system providing an interface to several databases), or the content of the several constituent databases, is being cataloged. When cataloging the system itself, use "Type" code "m" and "File" code "j".

#### Examples of online systems or services include:

- Online library systems (consisting of a variety of databases)
- FTP sites
- Electronic bulletin boards
- Network information centers
- Campus-wide information systems
- Discussion groups or lists (via "listserv" or newsgroup)
- News and weather reports with system-based user interaction
- Airline reservation system

- Online stock investment site

### Use Type "a" Language Material for:

- World Wide Web Sites, when the content consists of primarily textual Web pages with incidental images, hypertext links, or search software: ACLU web site
- Collections or databases of textual electronic serials with search software
- Web portal pages consisting of textual links to other resources
- Online bibliographic databases such as library online catalogs
- Numeric data presented in tabular form not manipulable by computer

### References:

- Guidelines for Coding Electronic Resources in Leader/06 (Library of Congress):  
<http://www.loc.gov/marc/ldr06guide.html>
- Cataloging Electronic Resources: OCLC-MARC Coding Guidelines:  
<http://www.oclc.org/support/documentation/worldcat/cataloging/electronicresources/>

## Type of Computer File (Computer File 008/26 and 006/09 ; OCLC “File”):

### Complete list of MARC Type of computer file codes:

- a - Numeric data
- b - Computer program
- c - Representational
- d - Document
- e - Bibliographic data
- f - Font
- g - Game
- h - Sound
- i - Interactive multimedia
- j - Online system or service
- m - Combination
- u - Unknown
- z - Other
- | - No attempt to code

### Additional Guidelines:

- **d - Document:** Use this code when Type of Record is “a” and the resource consists of textual content, containing mostly alphabetic information (words or sentences) converted into a code that can be processed, sorted, and manipulated by machine, and then retrieved in many optional formats. Use for records containing full text of documents and language material intended to constitute a textual document, whether represented as ASCII or image data. Code d includes both single bibliographic entities or a collection of bibliographic entities. Documents whose primary purpose is textual, even if search software is present, are coded with code d.
- **e - Bibliographic data:** Use this code when Type of Record is “a” and the resource consists of data that are bibliographic citations. This includes library catalogs or citation databases. The data may be in a structured or unstructured form. Search software may be present, but the purpose of the record is description of the content of the bibliographic data or database, rather than description of the online system or service.
- **i - Interactive multimedia:** Use this code when Type of Record is “m” and the resource described by the record supports navigation through and manipulation of many kinds of media (audio, video, etc.) in which the user has a high level of control, often allowing an almost conversational interaction with the computer and the data.
- **j - Online system or service:** Use this code when Type of Record is “m” and the record describes an online system or service (that may or may not contain bibliographic information). An online system or service supports system-based user interaction. If the focus of the record is to describe the system itself, with the content of the databases incidental contained therein, it is coded j. If the resource is an online file where the system is incidental to the description, it falls into another category. Examples of online systems or services are: online library systems (consisting of a variety of databases), FTP sites, electronic bulletin boards, network information centers, or campus-wide information systems.

- m - Combination:** Use this code when Type of Record is of any type, but most often “m,” and the resource being described is a combination of two or more of the other types of files. Examples of combination resources include computer models and numeric data files; computer programs and text files; and the like. When a World Wide Web site consists of significant audio and video, or of several types of data and the software to process the data, and/or if the cataloger is unable to determine predominance, use File code “m.”

**Extract from “Guidelines for Coding Electronic Resources in Leader/06”** (Network Development and MARC Standards Office, Library of Congress): <http://www.loc.gov/marc/ldr06guide.html>:

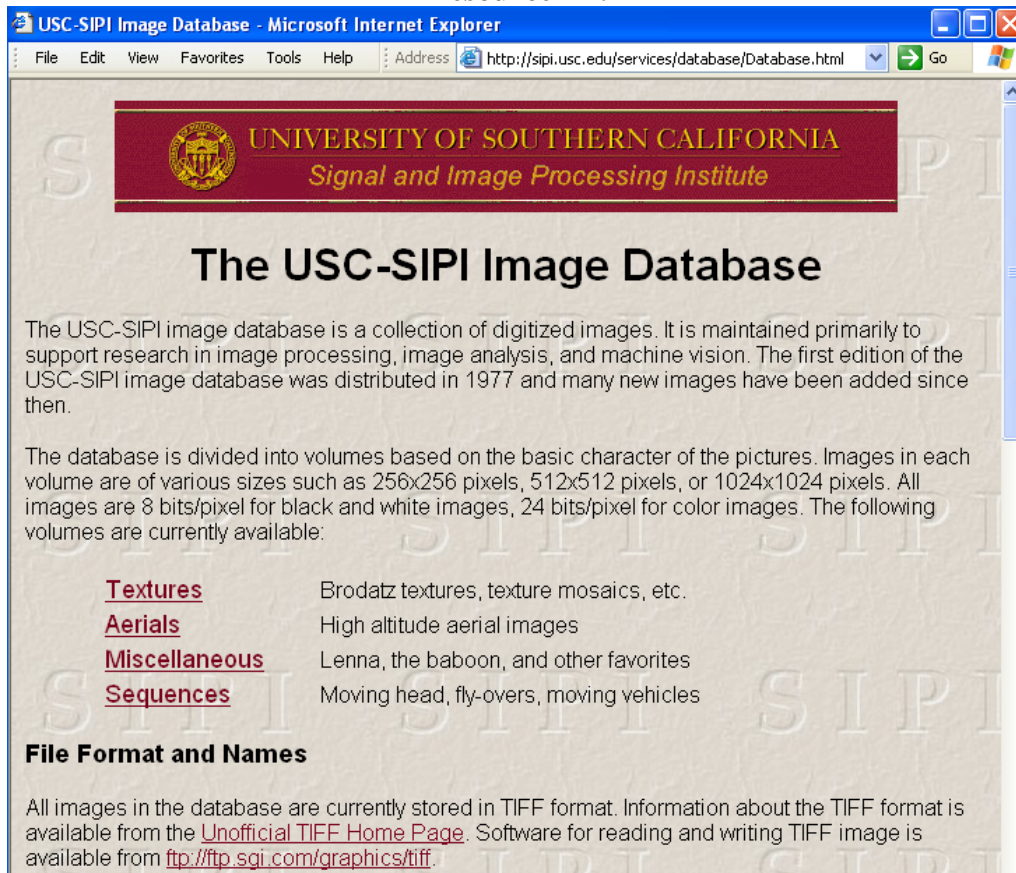
### 3. Examples of types of electronic resources

Example	Ldr/06	008/26	006/09
<b>Online Bibliographic Database</b> LC-Books file Medline	a		e
<b>Collection of online databases</b> MEDLARS LOCIS LC-MUMS	m	j	
<b>Web-based computer software</b> The universal currency converter	m	b	
<b>CD-ROM of a census with manipulable numeric data (Mono or serial)</b> 1996 National and state summary data tables () Common core of data (CCD)	m	a	
<b>Electronic serial with search software</b> MLA international bibliography	a		e
<b>Collection of electronic serials with search software</b> JSTOR Project Muse	a		d
<b>Electronic journal</b> American imago	a		d
<b>CD-ROM of a census in textual form (mono or serial)</b> County business patterns	a		d
<b>Online system or service</b> Internet Grateful Med Airline reservation system Online stock investment site	m	j	
<b>Web site with significant audio and video</b> CNN Web site	m	m	
<b>Web "portal page" (Web page with collection of links)</b> Tools for serials catalogers	a		d

**Resource 1A**



**Resource 1B:**



## Resource 1C:



The screenshot shows a Microsoft Internet Explorer browser window displaying the website 'The Aria Database - List of MIDI & Sound Files'. The address bar shows the URL 'http://www.aria-database.com/cgi-bin/listgen.pl?midlist'. The page features a logo with the letters 'AD' in a stylized blue font. Below the logo is the title 'List of MIDI & Sound Files' and a 'Complete Site Index' dropdown menu with 'Home' selected and a 'Go' button. A navigation bar contains links for [A|B|C|D|E|F|G|H|I|J|K|L|M|N|O|P|Q|R|S|T|U|V|W|X|Y|Z], Arias, New, Operas, Composers, Ensembles, Translations, Texts, MIDI, Roles, and Quotes. The main content area contains a paragraph explaining that the database lists arias and ensembles with available MIDI or sound files. It notes that most files are MIDI sequenced, but some are in other formats like zip. It also states that every sound file is copyrighted by its creator and that permission must be asked for any use beyond listening or local storage. Two specific entries are listed: 'Agrippina' by George Frideric Handel and 'Andrea Chénier' by Umberto Giordano, each with a list of available files and their creators.

**AD**

## List of MIDI & Sound Files

Complete Site Index :

[[A](#)|[B](#)|[C](#)|[D](#)|[E](#)|[F](#)|[G](#)|[H](#)|[I](#)|[J](#)|[K](#)|[L](#)|[M](#)|[N](#)|[O](#)|[P](#)|[Q](#)|[R](#)|[S](#)|[T](#)|[U](#)|[V](#)|[W](#)|[X](#)|[Y](#)|[Z](#)]  
[Arias](#) - [New](#) - [Operas](#) - [Composers](#) - [Ensembles](#) - [Translations](#) - [Texts](#) - [MIDI](#) - [Roles](#) - [Quotes](#)

**Displayed are listings of arias and ensembles in the Database for which a MIDI or other sound file of the aria is available.** In almost all cases, the file is a MIDI sequenced file but in a few cases, other sound formats are provided. Each MIDI is available in plain MIDI format and also in a downloadable zip file format for those who have trouble playing MIDI's over the Internet. Every sound file on the Aria Database is copyrighted by its creator. You may listen and keep copies of each file on your computer; however, if you wish to broadcast or publish this file on the Internet or anywhere else, you must ask permission from the creator.

**[Agrippina](#) by [George Frideric Handel](#)** - libretto by Cardinal Vincenzo Grimani

- [Coll'ardor del tuo bel cor](#), sung by Nerone (soprano) in Act III, Scene 1. [MIDI](#) file and [zip](#) format sequenced by [Eric Lam](#)..

**[Andrea Chénier](#) by [Umberto Giordano](#)** - libretto by Luigi Illica

- [Un di, all'azzurro spazio](#), sung by Andrea Chénier (tenor) in Act I. [MIDI](#) file and [zip](#) format of aria accompaniment without vocal line sequenced by [Dr. Fraser Rubens](#).

**Resource 1D:**

**Resource 1E:**



Resource 1F:

**FirstGov** -- Your First Click to the US Government - Microsoft Internet Explorer  
 Address: http://www.firstgov.gov/

**FIRSTGOV**  
 Your First Click to the U.S. Government

FirstGov Home About Us Help Site Map For Kids August 1, 2002

Search Federal/State  
 Federal  State  Both  
 Search a State  
  
 Advanced Search

Welcome from President Bush  
 The Official Government Gateways for:

**Citizens**  
 interacting with Government

Government helping citizens connect to services and [more](#).

**Online Services for Citizens**

- ▶ For Sale
- ▶ Find Government Benefits
- ▶ Find a Government Job
- ▶ Social Security Online
- ▶ Apply for Student Loans
- ▶ Find a School or Library
- ▶ Passport Applications
- ▶ Recreation One-Stop
- ▶ Adopt a U.S. Child
- ▶ Birth & Marriage Certificates
- ▶ Drivers Licenses
- ▶ Change Your Address
- ▶ Zip Code Look-Up
- ▶ and much more

**Business**  
 interacting with Government

Helping businesses from start to finish with [tools](#) and [more](#).

**Online Services for Business**

- ▶ Business Opportunities
- ▶ Business Laws & Regs
- ▶ Government Auctions & Sales
- ▶ E-File Your Taxes
- ▶ Employer ID Number
- ▶ Wage Reporting
- ▶ Small Business Procurement Registry
- ▶ Subcontracting Opportunities
- ▶ File Patents & Trademarks
- ▶ and much more

**Government Employees**  
 interacting with Government

Serving [federal](#), [state](#), [local](#) and [tribal](#) government employees.

**Online Services for Governments**

- ▶ Grants
- ▶ e-Training Initiative for Federal Workers
- ▶ For Sale to Government Buyers
- ▶ FirstGov Search for Federal Agencies
- ▶ Employee Directory
- ▶ Per Diem Rates
- ▶ Federal Personnel-Payroll Changes
- ▶ Federal Thrift Savings Changes
- ▶ Government Jobs
- ▶ and much more

**Agencies**

- ▶ Federal
- ▶ State, Local & Tribal
- ▶ International

**Reference**

- ▶ News Releases
- ▶ Federal Forms
- ▶ Laws & Regulations
- ▶ Phone Directories
- ▶ Questions About Government?
- ▶ More

Select a Topic  Go

**America Responds to Terrorism**

**Comment to Government**

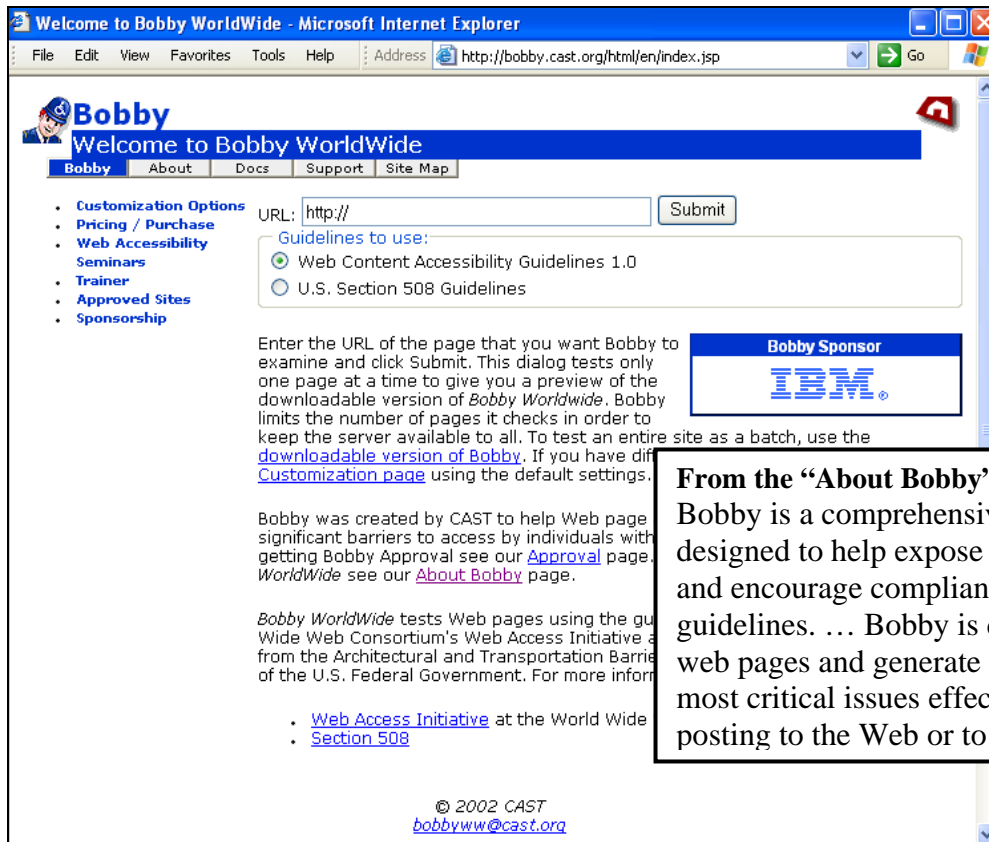
**Customer Survey**

**Free E-mail Newsletters**

[Privacy & Security](#) [FAQ](#) [Contact Us](#) [Suggest-A-Link](#)

FirstGov™ is the U.S. government's official web portal.  
 Office of Citizen Services and Communications, U.S. General Services Administration  
 1800 F Street, NW, Washington, DC 20405

**Resource 1G:**



**From the “About Bobby” page:**  
 Bobby is a comprehensive web accessibility software tool designed to help expose and repair barriers to accessibility and encourage compliance with existing accessibility guidelines. ... Bobby is designed for developers to test web pages and generate summary reports highlighting the most critical issues effecting site accessibility before posting to the Web or to Intranets.



**Case Study Topic #2:** Selecting chief source of information and transcribing title and statement of responsibility.

**Discussion Questions:**

1. What is the best choice for chief source of information and title proper for each of the resources below (2A-2E)?
2. What would you have in your bibliographic record for:
  - 245 title and statement of responsibility
  - 246 variant forms of title
  - 500 source of title note
3. Taking into account the changing nature of integrating resources, when might catalogers choose not to transcribe other title information after the title proper?
4. Are there cases in which an institution name that appears as a graphic or logo be transcribed as a statement of responsibility if not taken as title proper?

**Resource 2A**

The screenshot shows the website clásica.com in a Microsoft Internet Explorer browser window. The browser title is "clásica - Your online guide to classical music. - Microsoft Internet Explorer" and the address bar shows "http://www.clasica.com/". The website features a blue header with the site name "clásica.com" and the tagline "Your online guide to classical music performance & recordings." Below the header is a cartoon illustration of a conductor and musicians. On the left side, there is a navigation menu with the following links: orchestras, conductors, instrumentalists, opera, vocalists, labels / retailers, notable links, and site credits. At the bottom of the page, there are three columns of content: Music News, CD Reviews, and Bookstore.

Music News	CD Reviews	Bookstore
News briefs from around the world, including recent Top 10 charts from the USA & United Kingdom.	Monthly reviews of new releases, reissues and recording overviews of selected works.	Your one stop, discount source for guides to recordings, discographies, music scores and more.

Resource 2B

Resource 2C (screen shot 1)

(2C - screen shot 2) Hold cursor of “Welcome” (English) and you see this:




(2C - screen shot 3) Click on Welcome and you go to this page:



## Resource 2D

How To Plan an ALCTS Program - Microsoft Internet Explorer

File Edit View Favorites Tools Help Address <http://www.ala.org/alcts/programs/plan/index.htm> Go

 **ALCTS** Association for Library Collections & Technical Services  
A Division of the American Library Association



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## How To Plan an ALCTS Program

Programs

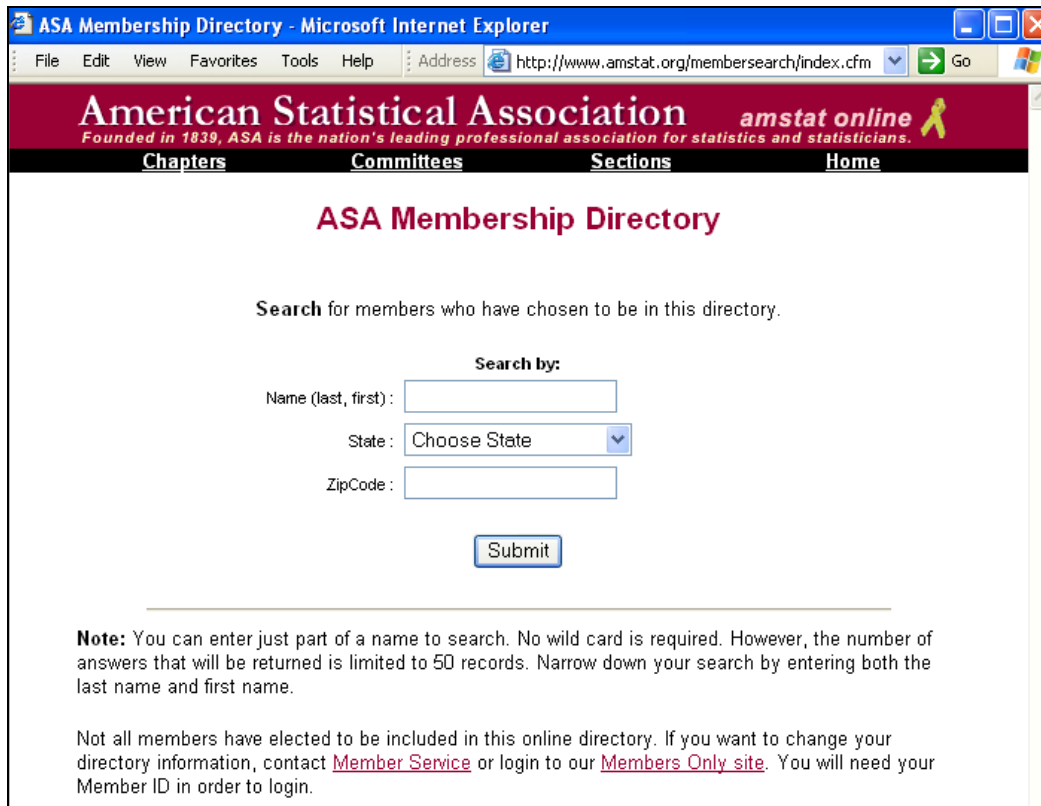
- [Program Planning](#)
- [Developing a Program](#)
- What You Need To Know
  - [Detailed](#)
  - [Condensed](#)
  - [Calendar](#)
  - [Planning Group](#)
- The Basics
  - [The Form](#)
  - [The Instructions](#)
  - [ALA](#)

Welcome to the ALCTS program planning web page. Everything you need to develop and plan a successful ALCTS program is here. The most important aspect of planning a program is the idea. If you have a good idea, then moving you through the process of getting a program presented is relatively easy. Help exists along the way. Don't be afraid to ask. The [ALCTS Program Committee](#) and the [ALCTS Office staff](#) provide valuable assistance turning your idea into reality.

 **Start to Finish - Forms, Forms, and More Forms** 

Filling out forms is a necessary (and time consuming) part of the program planning process. These forms provide the program committee and the office all the information needed to review, approve, and then ensure your program is a success. This step-by-step guide is intended to help alleviate (hopefully) the anxiety of the planning process. The ALCTS program planning process has been, in the past, pronounced only slightly less intimidating than filling out your federal income tax return. Hope this guide helps you navigate the morass.

Time to bask in the glory of your triumph! Good job!  
[Copyright © 2002, American Library Association.](#)  
Last Modified: Tuesday, May 14, 2002 kka

**Resource 2E:**

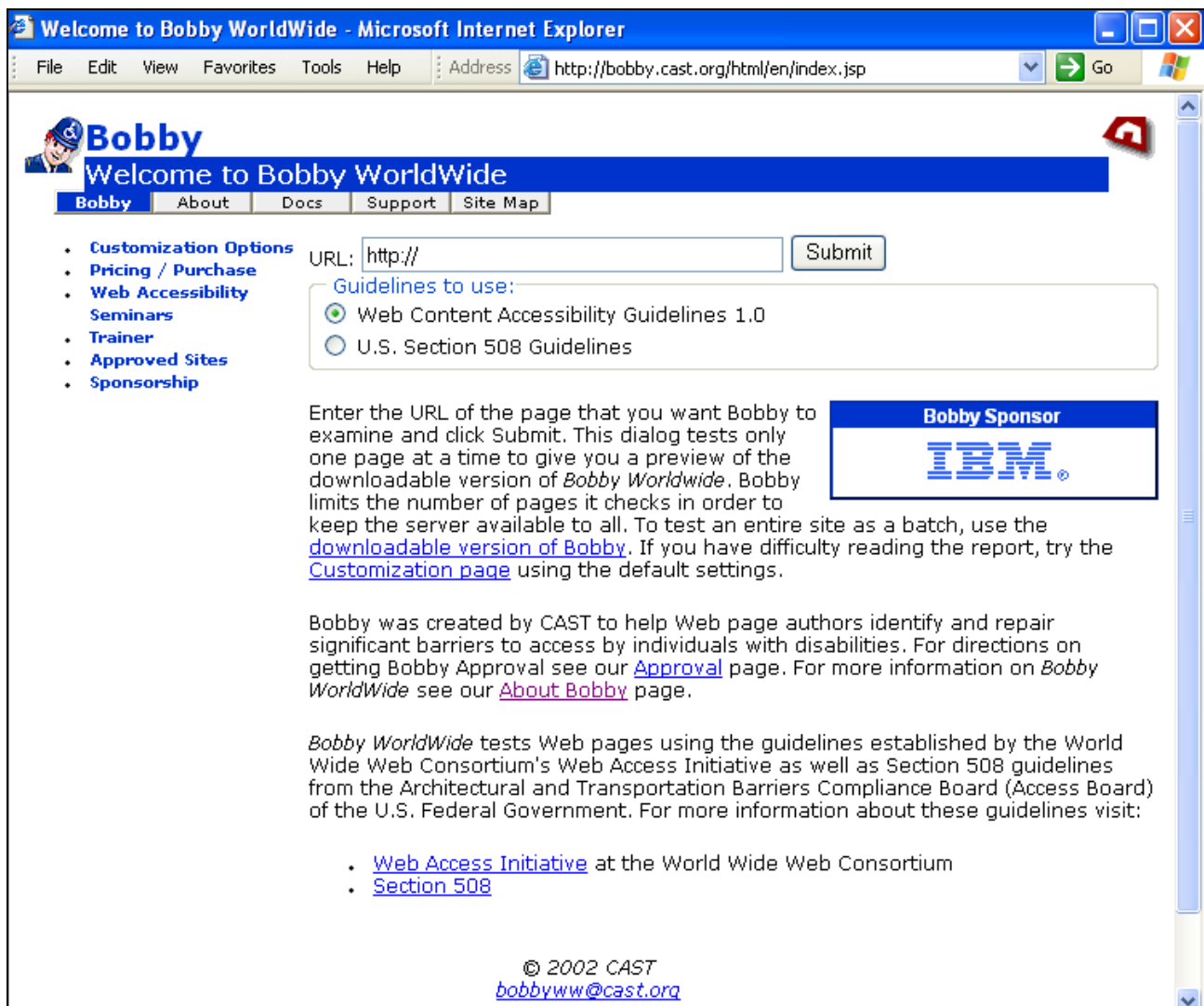
The screenshot shows a web browser window titled "ASA Membership Directory - Microsoft Internet Explorer". The address bar shows the URL "http://www.amstat.org/membersearch/index.cfm". The page header features the American Statistical Association logo and the text "amstat online" with a ribbon icon. Below the header is a navigation menu with links for "Chapters", "Committees", "Sections", and "Home". The main content area is titled "ASA Membership Directory" and contains a search form. The search form includes a "Search by:" label, a text input field for "Name (last, first)", a dropdown menu for "State" with "Choose State" selected, and a text input field for "ZipCode". A "Submit" button is located below the form. A note below the form states: "Note: You can enter just part of a name to search. No wild card is required. However, the number of answers that will be returned is limited to 50 records. Narrow down your search by entering both the last name and first name." At the bottom of the page, there is a paragraph of text: "Not all members have elected to be included in this online directory. If you want to change your directory information, contact [Member Service](#) or login to our [Members Only site](#). You will need your Member ID in order to login."

### Case Study Topic #3: Ascertaining and recording publisher, place, and dates of publication.

#### Discussion Questions:

1. What is the place of publication and publisher name for each of the following two resources (3A-B)?
2. What are the dates of publication of each?
3. What would you have in a MARC record for fields 260 and, if applicable, 362 1, for these resources?
4. Is “hosting” a web site the same thing as “publishing” it?

#### Resource 3A (screen shot 1)





## Resource 3A (screen shot 2)

**About Bobby**  
Bobby About Docs Support Site Map

- [What is Bobby?](#)
- [Icon Guidelines](#)
- [Project Plans](#)
- [License Agreement](#)

*Bobby WorldWide* is a tool for Web page authors. It helps them identify changes to their pages so users with disabilities can more easily use their Web pages. For example, a blind user will be aided by adding a sound track to a movie, and a hard-of-hearing user will be aided by a written transcript of a sound file on a Web page. Bobby will recommend that these be added if they do not already exist.

Many people with disabilities use special Web browsers, such as one that reads text out loud using a speech synthesizer for blind users. The suggestions made by Bobby help authors to add information to a Web page which will help the special browsers work more effectively. To learn more about accessibility issues, please start with our [Resources page](#) and follow the links. For example, the "rationale" items on the IBM Web site give explanations of how specific items can help.

**About CAST**

*Bobby WorldWide* was created by [CAST](#). Founded in 1984 as the Center for Applied Special Technology, CAST is a not-for-profit organization whose mission is to expand opportunities for people with disabilities through innovative uses of computer technology.

CAST's major initiatives include product development and applied research. Product development focuses on the creation of universally designed curriculum and software including network learning systems for elementary schools and colleges, and supported learning tools and curriculum in the areas of literacy, mathematics, science, and social studies. Research is conducted in classrooms, homes, community organizations, and the Internet.

**History**

Bobby grew out of CAST's underlying mission, which is to expand opportunities for people with disabilities through innovative uses of computer technology. In planning its own Web site, CAST researchers wrestled with the idea of how to make the entire Web more *universally designed*, i.e., more accessible and useful to all people, including those with disabilities. CAST examined existing Web accessibility guidelines, recognized the improbability of Web developers sitting down and reading a handbook of guidelines, and wanted to create an online tool Web designers could use to easily implement those guidelines.

In exploring this concept, CAST developed the idea of a helpful detective - a Web-based entity that would expose barriers, encourage compliance with existing guidelines and teach Web masters about accessibility. Bobby was born. Guidelines for creating accessible Web sites developed by the Trace Research and Development Center were considered the most comprehensive at that time and were readily adopted for early versions of Bobby.

CAST researchers and Web consultants developed the first version of Bobby in just over three months, releasing it in September 1996. The project was funded by CAST's general research funds, outside foundation support, and royalties from CAST's commercial products. Bobby has since been upgraded many times to include improved page authoring guidelines, new features, technical enhancements, ease-of-use improvements, and complete documentation.

The first downloadable version was released to meet the needs of developers who wanted to test pages before posting to the Web or, behind a firewall, and internal Intranet documents within large corporations, government agencies, and educational institutions. This version also made it practical for developers to test large sites in a single pass and generate summary reports highlighting the most critical issues.

demonstration tool for users to try out this new version. For more information about ordering *Bobby WorldWide* visit the Pricing and Ordering Information page.

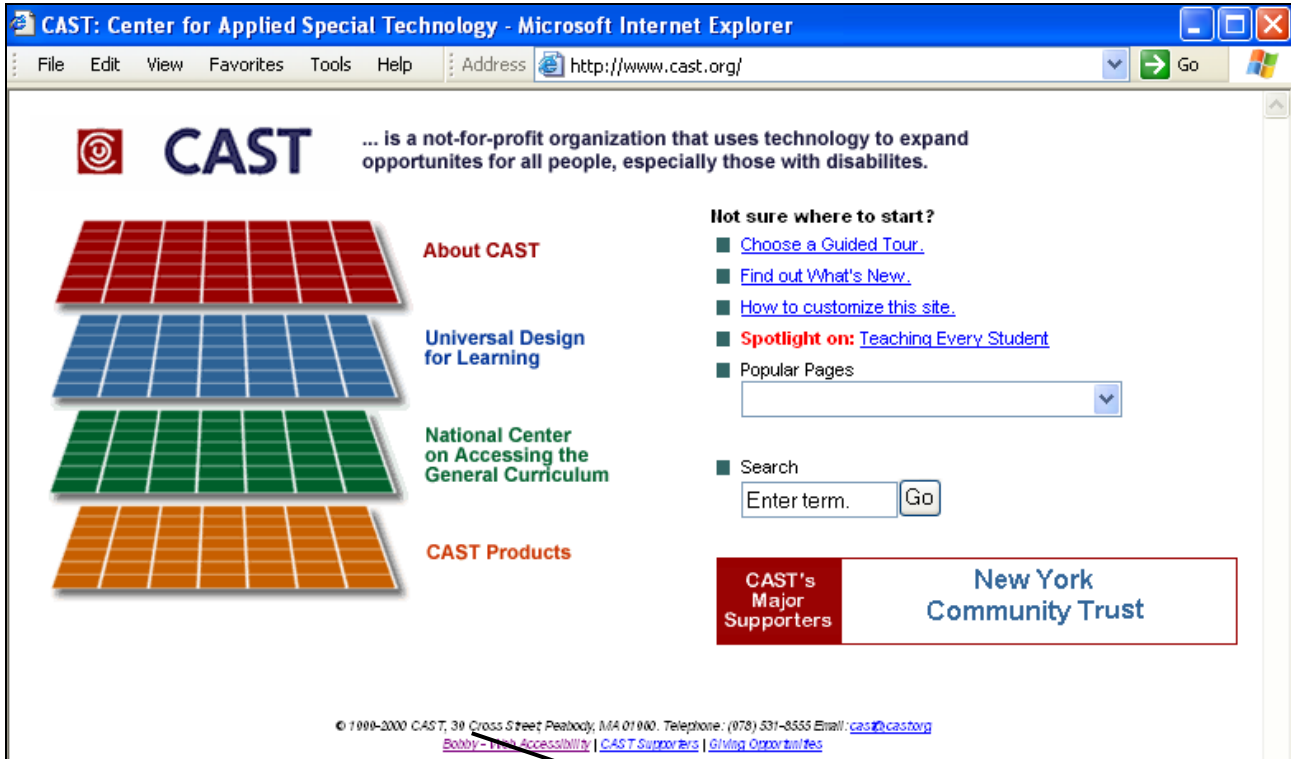
**Credits**

**Conceptualization:** Chuck Hitchcock, Josh Krieger  
**Product Manager:** Michael Cooper  
**Project Administrator:** Chuck Hitchcock  
**Design:** Josh Krieger, Michael Cooper, Brian Matheny  
**Additional Design:** Chuck Hitchcock, Keith Costorf, David Clark  
**Development:** Josh Krieger, Keith Costorf, JEGANATHEN Prashanth Kumar  
**Support:** Brian Matheny, Nancy Schick  
**Documentation:** Josh Krieger, Michael Cooper, Brian Matheny, Nancy Schick, Keith Costorf  
**Content Language:** Josh Krieger, Brian Matheny, Michael Cooper, Elizabeth (Boo) Murray  
**Web Site:** Michael Cooper, Brian Matheny, Linda Butler, David Clark

Special thanks to CAST for its continued support, the WAI Web Content Guidelines Working Group, Wendy Chisholm, Gregg Vanderheiden, and Judy Brewer.

© 2002 CAST  
[bobbywww@cast.org](mailto:bobbywww@cast.org)

Resource 3A (screen shot 3)



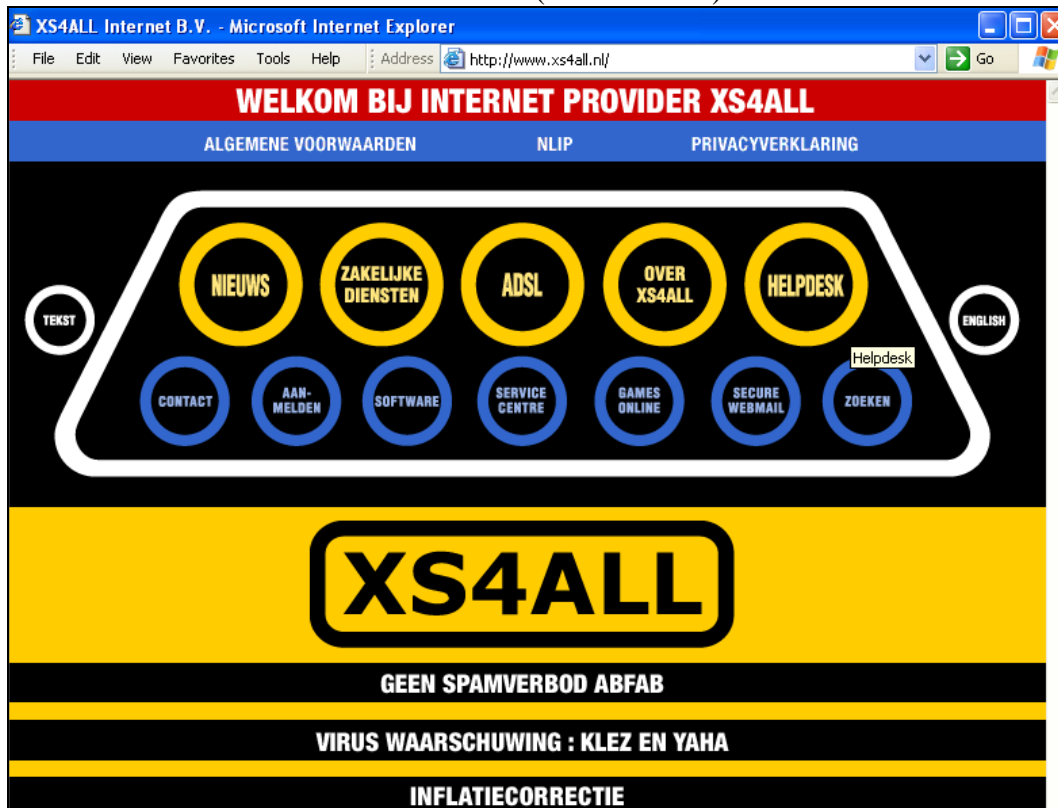
© 1999-2000 CAST, 30 Cross Street Peabody MA 01900

Resource 3B (screen shot 1)

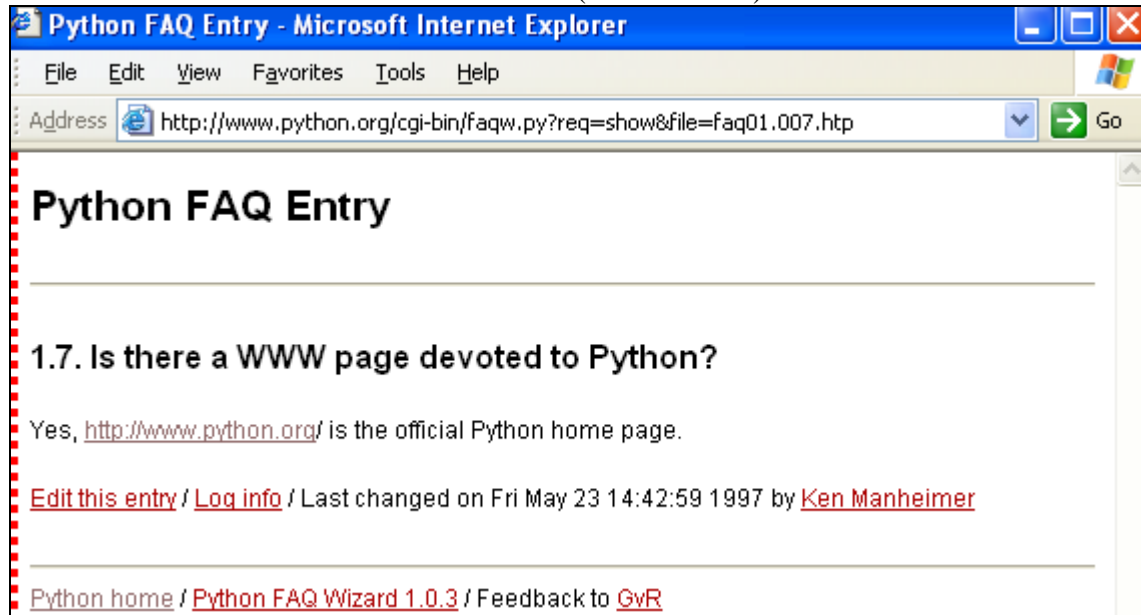


[no further information appears at bottom of home page screen, FAQ, or other likely sources investigated]

## Resource 3B (screen shot 2)



## Resource 3B (screen shot 3)



**Case Study Topic #4:** Creating and updating records for changing content.

**Discussion Questions for Resource 4A (Mapquest):**

1. How would you record the title proper and other title information for each iteration of the Mapquest Web site represented below?
2. Would knowing the frequency of changes for this title and other title information influence how you transcribe the title proper and especially other title information?
3. At what point might you use a 547 title complexity note instead of multiple 247s?

**Resource 4A (“Mapquest” Web site):**

**Jan. 11, 1998:**



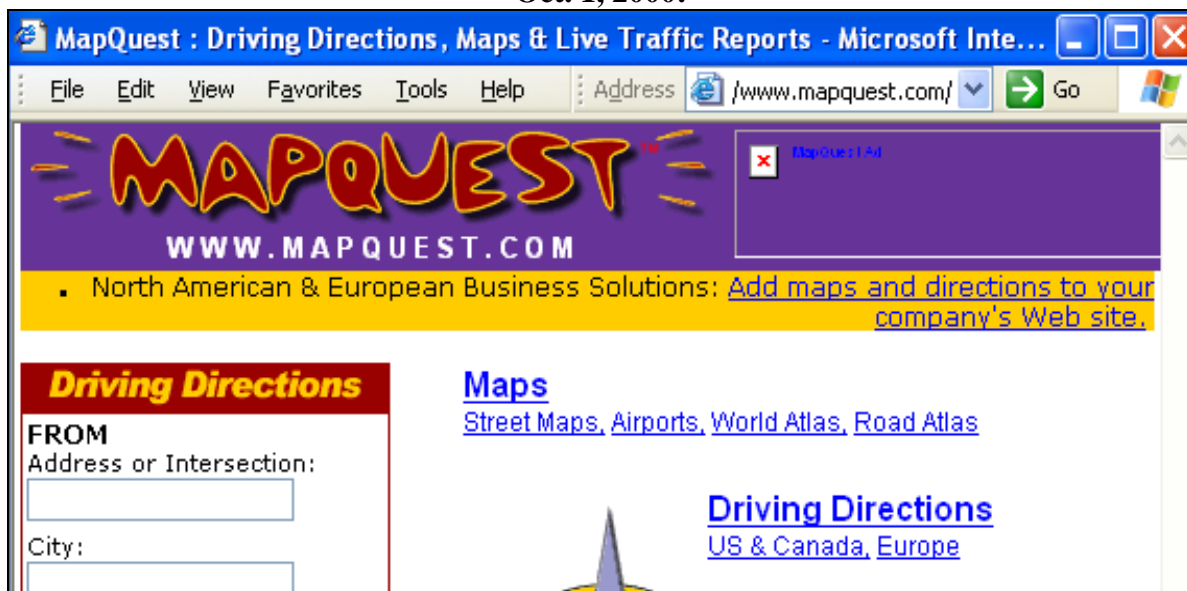
**Nov. 10, 1999:**



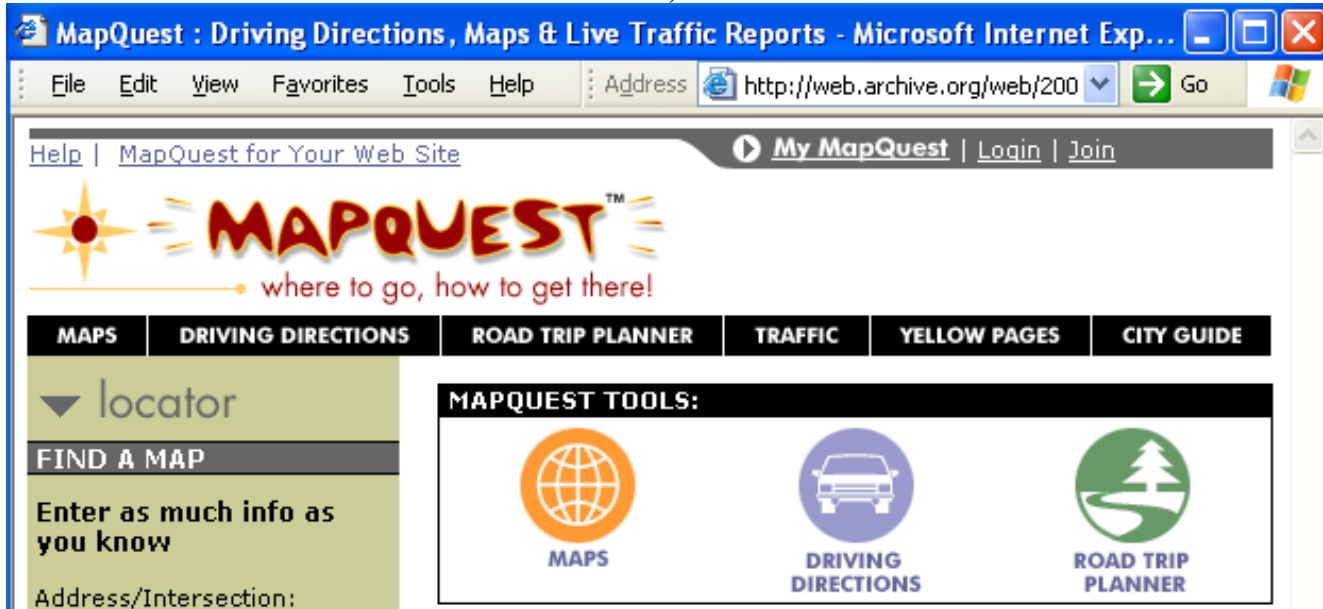
May 10, 2000:



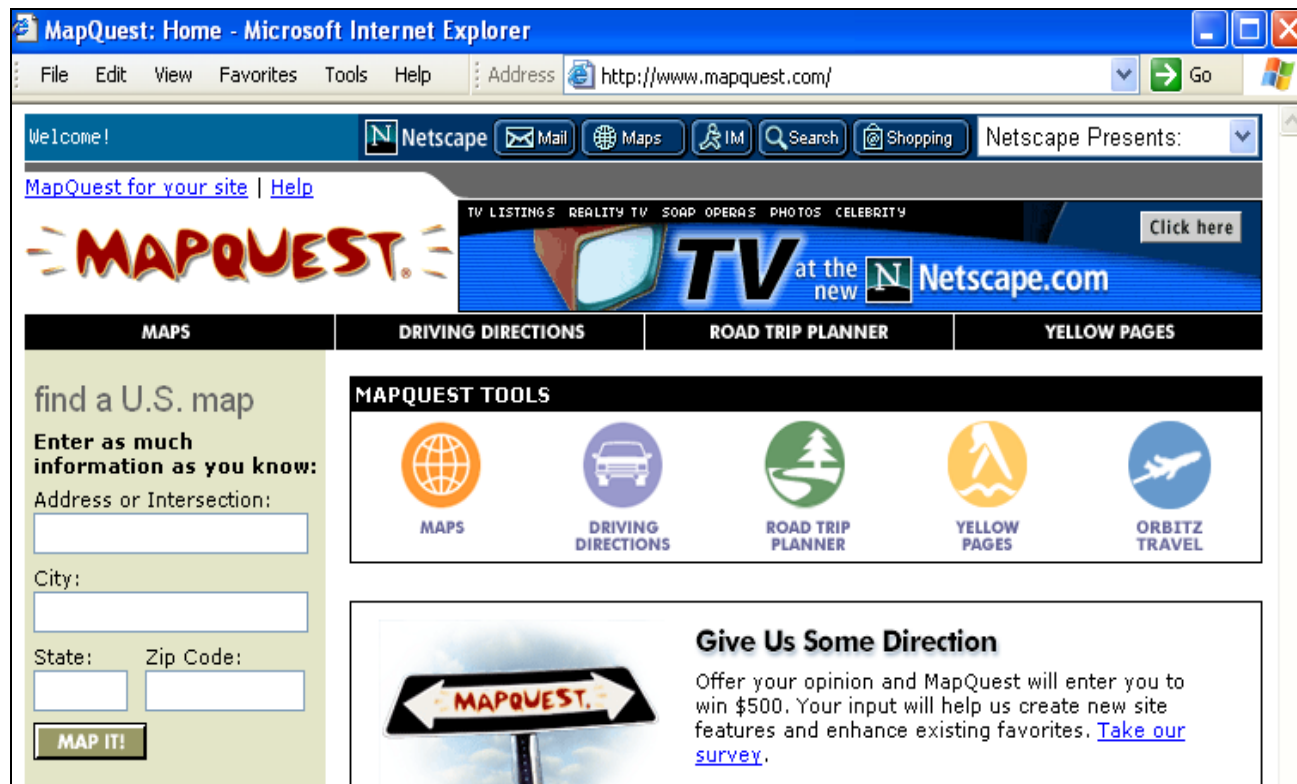
Oct. 1, 2000:



Oct. 12, 2001:



Dec. 2, 2002:








**Discussion questions for Resource 4B (White House):**

- Look at the four selected iterations of this Web site home page represented below.
1. Knowing that this resource changes fairly radically every 4-8 years, how would this influence your original cataloging of the site as a whole? Think especially of what you would do, or not do, with the following:
    - 520 summary note
    - 505 formatted contents note
    - 6XX subject headings
    - 7xx personal and corporate name entries
  2. Are there other cataloging issues you can think of that might arise from this type of Web site?

**Resource 4B: Dec. 1, 1998:**


[\[Text version\]](#)


*Good Morning*







*Welcome to the White House*

**[Tipper Gore Visits Nicaragua and Honduras](#)**

 **[The President & Vice President:](#)**  
Their accomplishments, their families, and how to send them electronic mail

 **[Commonly Requested Federal Services](#)**  
Direct access to Federal Services

 **[Interactive Citizens' Handbook:](#)**  
Your guide to information and services from the Federal government

 **[What's New:](#)**  
What's happening at the White House -  
[President Clinton's Remarks at World AIDS Day Event](#)

**Jan. 18, 2001:**



**Feb. 2, 2001:**



Aug. 4, 2002:

**Welcome to the White House - Microsoft Internet Explorer**

File Edit View Favorites Tools Help Address <http://www.whitehouse.gov> Go

President  *Oval Office* News & Policies  *West Wing* Vice President  *VP Office* History & Tours  *Blue Room* First Lady  *East Wing* Search  *Library*

Your Government Kids Only Español Contact Privacy Policy Site Map

the *White House*  
President George W. Bush

Email Updates  search

Welcome to the White House.  
Today at the White House, Aug. 4, 2002

**Radio Address by the President to the Nation**  
Good morning. We've had a month of accomplishment in Washington. Congress acted on several important proposals to strengthen our national security and our homeland security and our economic security. Republicans and Democrats worked in a spirit of unity and purpose that I hope to see more of in the fall. [full story](#) [\(en Español\)](#)  
Audio

**President Bush Reflects on Major Legislative Achievements**  
President Bush Friday discussed recent major legislative accomplishments including: Trade Promotion Authority, corporate corruption, funding for the war on terror, education, a reduction in taxes and the brownfields bill. [full story](#)  
Fact Sheet

**President Commends Bipartisan Leaders on Trade Agreement**  
President Bush Thursday thanked Congressional Leaders for their work in passing the trade promotion authority bill which will open markets, expand opportunity and create jobs for American workers and farmers. [full story](#)  
Policy in Focus: Trade

**West Wing connections**

**Policies in Focus**

- America Responds to Terrorism
- Homeland Security
- Economy & Budget
- Education Reform
- Medicare
- Social Security
- More Issues
- En Español

**News**

- Current News
- Press Briefings
- Proclamations
- Nominations
- Executive Orders
- Radio Addresses
- Discurso Radial

**Appointments**

- Application

**Major Speeches**

- Homeland Security Department
- Compassionate Conservatism
- Middle East Peace
- Global Coalition
- State of the Union

**White House photo by Eric Draper**  
President George W. Bush speaks to the media before departing the White House Friday afternoon, August 2, 2002.

**Inside whitehouse.gov**

**America Responds to Terrorism**  
The war on terrorism is being fought on two fronts: at home and abroad through diplomatic, military, financial and investigative actions. Learn more about this [multi-faceted operation](#).