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Cataloging Courses in the Prescribed Curriculum

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Time was when cataloging and classification occupied a pre-eminent place in education for librarianship, along with the three other members of what may be termed the quadrivium of the library school: reference, book selection, and administration. Over the years, however, forces have been at work which have encroached upon the area occupied by cataloging and classification in the library school curriculum. A fragment here, a fragment there--and sometimes a sizeable chunk--have either been removed from the curriculum or crowded out by other courses.

First of all, the teaching of routine processes in library schools was criticized. With drill in routines removed from cataloging courses, either more time could be devoted to theory and techniques, or the amount of time devoted to cataloging could be shortened.

Next, the social role of the library grew in recognition, and with this increased emphasis on the library as a social agency, new courses found their way into the curriculum. Since the amount of course work required for the degree was not increased, the addition of new courses meant the elimination or curtailment of old ones. Technical services, while still considered essential, seem to have been pushed to the background, and inevitably the question was asked: Does every student, regardless of the type of library in which he expects to work or of the type of work he expects to perform, need the same amount of training in cataloging? Special librarians rephrased the same question: If we are interested primarily in library techniques and secondarily in theory, must we follow the same program required of all students?

The shift to the fifth year master's degree also had its consequences. The reduction of the length of the master's program by one-fourth to one-half was accompanied by a re-evaluation of the curriculum, and courses were revised with not only new objectives but also the elimination or concentration of subject matter in view.

While these forces developed within the schools, and possibly as a result of them, another force with implications for the teaching of cataloging developed within the profession. This force was the increasing willingness of library administrators to accept Library of Congress and H. W. Wilson cataloging and classification, either because they filled local needs or because they were considered an economic necessity. If Library of Congress and H. W. Wilson cataloging and classification are accepted without alteration, then the professional character of these processes as performed at the local level may have suffered.

Now that library school curricula have become fairly stabilized and now that a definite schedule of accreditation is underway, the time seems appropriate to take stock of the teaching of cataloging in the library schools offering the fifth year degree. What cataloging courses are required of all master's degree candidates, and what is the scope of these courses? To what extent have the schools reached agreement as to the minimum training in cataloging which any graduate should possess?

Purpose of the Study

In an attempt to answer these questions*, a questionnaire* was devised and sent to the 37 library schools offering fifth year degrees which as of April 1, 1956, were or at one time had been accredited by the Board of Education for Librarianship. [Now Committee on Accreditation of the American Library Association.] Usable replies were received from 29, or 78 per cent, of the schools. The questionnaire was designed to measure scope of cataloging knowledge, not depth. Neither were teaching methods included, except as they overlapped with scope, as, for instance, in the case of supplementary reading requirements.

Furthermore, the survey is concerned with minimum, not maximum, knowledge of cataloging. It is recognized that some students will exceed minimum requirements by taking free electives. It is recognized, too, that while advanced cataloging courses may not be required, they may be recommended, and that recommendation may be tantamount to requirement, especially in schools which offer a limited number of elective courses. These factors must be taken into consideration in weighing the significance of the findings of the survey. Nevertheless, prescribed minimum requirements are a definite indication of what the library schools consider essential training in cataloging.

* Copies of the questionnaire may be obtained directly from the author.

Number, Value, and Academic Level of Required Courses

All the schools responding were agreed upon one point: every student, regardless of area of specialization, needs one course in cataloging. However, the influence of specialization is felt even at this introductory course level. One school divides its beginning cataloging course into two sections, one of which is intended for those specializing either in school library work or in public library work with children and young people.

Beyond the one course requirement, there is divergence of opinion. Eighteen, or 62% of the schools included in the study require, as a general rule, only the one course in cataloging. There are, however, certain exceptions to the general rule. Two of the 18 require additional course work of those specializing in college and university libraries, special libraries, or adult services in public libraries. Six of the 18 require additional course work of those who expect to become catalogers or to supervise technical processes. This group of 18 schools which make only one course the basic cataloging course requirement is hereafter referred to as Group A.

Eleven, or 38% of the 29 schools included in the study require two courses in cataloging of all students, regardless of area of specialization. Of the 11, three require additional course work of prospective catalogers; one of this three is, however, a school with a basic requirement of only four semester hours of cataloging (two courses of two semester hours each). One of the nine requires additional cataloging course work of prospective college and university librarians. This group of 11 schools which make two courses the basic cataloging course requirement is hereafter referred to as Group B.

Although Group B schools account for only 38% of the schools reporting, they account for a higher percentage of graduates than do the Group A schools. The 29 schools represented in this study awarded 5,700 fifth and sixth year degrees during the five-year period 1950-1954, according to statistics reported in the Newsletter of the Association of American Library Schools. The Group A graduates constituted 42% of this total, the Group B graduates 58%. Therefore, although only 38% of the schools make two courses in cataloging their basic requirement, 58% of library school graduates are likely to have had two required courses in cataloging.

The value in semester hours of required cataloging courses varies from 2 to 7 [Table I], and the length of the course work varies from one quarter to one academic year. Fractions in Table I are due to the conversion of quarter hours to semester hours. The division of schools into Groups A and B occurs at the 4 semester hour level. Five of this group require one 4-hour course of one semester's duration; the sixth requires two courses, each lasting one semester and each counting two semester hours.

Table I

Required Number of Semester Hours of Cataloging	
Semester Hours Required	Number of Schools with Requirement
2	1
2 2/3	1
3	10
3 1/3	1
4	6
5	1
5 1/3	3
6	4
6 2/3	1
7	1
Total	<u>29</u>

The courses represented in Table I include, in a few instances, other technical processes in addition to cataloging. Also, courses such as administration and government publications sometimes devote units of study to cataloging, and these courses are not represented in the table. In either case, the number of semester hours involved cannot easily be determined and is believed to be negligible.

Required cataloging courses are offered at three levels: graduate, undergraduate, and graduate-undergraduate. Courses of the last type carry graduate credit, but they also are open to upper level undergraduates. Approximately 55% of cataloging courses required by Group A schools are labelled graduate and 45% undergraduate or graduate-undergraduate [Table II].

Table II

Level of Instruction
Of Required Cataloging Courses

<u>Type of School</u>	<u>Course Level</u>	<u>No. of Schools Reporting</u>
Group A	Graduate	10
	Graduate-Undergraduate	5
	Undergraduate	3
Group B	Two graduate courses	4
	One graduate, one graduate-undergraduate	1
	One graduate, one undergraduate	5
	Two undergraduate	<u>1*</u>
	Total	<u>29</u>

* The University of Toronto awards the fifth year bachelor's degree.

With one exception Group B schools require at least one cataloging course at the graduate level, and four of them require two. Whether or not the beginning cataloging course can be taught at true graduate level may be open to question. The figures show, nevertheless, that 69% of the schools require at least one graduate level cataloging course of all students, and that the remaining 31% require courses at the graduate-undergraduate or the undergraduate level.

Areas of Emphasis

With one exception, cataloging and classification are not taught as separate subjects, but as combined subjects in the required courses. The subject matter in the required courses may, therefore, be divided into three large areas: descriptive cataloging, subject cataloging, and classification. The questionnaire asked instructors to rank these three areas according to the emphasis they receive in required courses, and the results are shown in Table III. Total points are computed on the basis of rank, counting one point for first place, two for second, three for third. The places column, if totalled horizontally, equals the number of schools within the group (18 in Group A; 9 in Group B, since two replies in this group were not usable). A vertical total of the column does not equal the number within the group, because there were numerous place ties.

Table III

Areas of Emphasis In Required Cataloging Courses

Subject Area	Group A			Group B					
	Places 1-2-3	Total Points	Rank	First Course			Second Course		
				Places 1-2-3	Total Points	Rank	Places 1-2-3	Total Points	Rank
Descriptive cataloging	12-4-2	26	3	9-0-0	9	1	4-4-1	15	2
Classification	13-5-0	23	1	5-4-0	13	2	8-1-0	10	1
Subject cataloging	12-6-0	24	2	4-3-2	16	3	8-1-0	10	1T

In the Group B schools there appears to be a tendency to emphasize descriptive cataloging in the first required course and to concentrate on classification and subject cataloging in the second. Although the Group B sample is small, descriptive cataloging clearly ranks first in the first course and last in the second course.

In Group A courses, on the other hand, the three areas rank almost equally. Perhaps this indicates a deliberate adjustment of emphasis for the students who will take only one cataloging course. Perhaps it reflects the opinion that descriptive cataloging no longer requires the emphasis it once did because descriptive cataloging of most books is provided by the Library of Congress and H. W. Wilson. Whatever the reason, the fact remains that in both Group A and Group B schools students receive balanced training in the three large areas - that no one area is emphasized at the expense of another.

Theory and Practice

Another rough method of measurement of the content of cataloging courses is in terms of the theoretical and the practical. Because techniques, upon which cataloging relies rather heavily, are sometimes confused with routines, cataloging courses have perhaps received more than their fair share of criticism with respect to overstress of practical course content. When asked to characterize instruction in classification and subject cataloging, the schools almost without exception indicated that training in these areas is both theoretical and practical [Table IV]. One of Group A schools indicated that its instruction in classification is exclusively practical, and one Group B school indicated that its instruction in subject cataloging is exclusively practical in both its required courses. Otherwise, the theoretical and the practical are both included, usually either evenly weighed or with the balance in favor of the practical. These proportions are approximately the same for

Table IV

Balance of Theoretical and Practical in Required Cataloging Courses

Character of Instruction	Group A Schools		Group B Schools			
	Classi- fication	Subject Cataloging	First Course		Second Course	
			Classi- fication	Subject Cataloging	Classi- fication	Subject Cataloging
Exclusively theoretical						
Exclusively practical	1		1	2		1
Theoretical and practical						
Evenly weighed	6	7	3	2	3	2
Emphasis on theoretical	1	1			2	3
Emphasis on practical	9	10	5	4	5	4
Total*	<u>17</u>	<u>18</u>	<u>9</u>	<u>8</u>	<u>10</u>	<u>10</u>

* Totals do not equal full number in the groups because some schools checked mid-points on the scale and therefore could not be included.

subject cataloging as for classification, although the latter offers as great an opportunity for theoretical approach as any area in the field of librarianship.

Although the sample of Group B schools is small, there is some indication that in the schools requiring two courses, the second course is taught from a point of view different from that of the first. For example, in the teaching of subject cataloging in the Group B schools, the theoretical either equals or ranks below the practical in the first course, but three schools emphasize the theory of subject headings in the second course.

Textbooks and Supplementary Reading

The use of a textbook and the requirement of outside reading may be classified as methods of instruction, with which this study is not concerned, but they also give insight to course content. To one familiar with textbooks of cataloging, the knowledge that a course is oriented around a particular text gives some indication of the content of the course. If knowledge of supplementary readings is added, the scope of the course is even more clearly defined.

Twelve (41%) of the schools do not use a textbook. The remaining 17 (59%) use the texts indicated in Table V.

Table V

Textbooks Used in Required Cataloging Courses

<u>Name of Text</u>	<u>No. of Schools Using</u>
Akers. Simple Library Cataloging	7
Mann. Introduction to Cataloging and the Classification of Books	7
Eaton. Cataloging and Classification	2
Barden. Cataloging Rules	1
Dean. Cataloging Rules	1
Dewey. Fundamentals of Cataloging and Classification	1
Douglass. Handbook of Card Forms	1
Tauber. Technical Services in Libraries	1
Total	<u>21*</u>

*Two schools use two texts, and one uses three.

As to supplementary reading, it was difficult in some instances to determine whether the student was held responsible for all or part of the contents of the works listed on the questionnaire, and whether the instructor required or simply recommended that the works listed be read. Still, the listing of a work would seem to indicate that the students are expected to acquire a degree of familiarity with it, at least.

Twelve, or two-thirds of the Group A schools require little or no supplementary reading. Two of them indicated that they require none at all, two that they require readings in periodical literature only, and two that they limit supplementary reading to Mann's Introduction to Cataloging and the Classification of Books. Six more average three supplemental titles apiece, usually consisting of Mann and/or Akers, with either Eaton's Cataloging and Classification, Barden's Book Numbers, Haykin's Subject Headings, or Merrill's Code for Classifiers filling out the group. In the remaining six, reading lists are more detailed and include besides the more commonly assigned titles such works as Bliss's Organization of Knowledge in Libraries and Bibliographic Organization, edited by Shera and Egan.

In the 11 schools forming Group B, supplementary reading in the first course is likely to follow the same pattern as the introductory course in Group A, and in the second course there is little broadening of its scope.

Table VI shows the frequency with which titles were listed. Every title which was listed more than once on the questionnaire is included in the table, and the table includes both titles listed as textbooks and as supplementary reading.

In addition to the individual works listed in Table VI, periodical literature is mentioned as required reading by eight schools. From the table, the conclusion may be drawn that in the required cataloging courses heavy reliance is placed upon a general textbook and classroom instruction to impart information. The required courses seem to be devoted to the laying of a broad foundation for the acquisition of cataloging skill, and comparative study comes with more advanced courses.

Rules of Entry

The findings reported so far have been of a general nature, and have encompassed the whole of the cataloging area. The scope now narrows to an examination, each in its turn, of the teaching of rules of entry, descriptive cataloging exclusive of entry, classification, and subject headings. The questions pertaining to these specific areas were primarily intended to reveal the extent to which graduates are familiar with cataloging tools and codes.

It goes without saying, perhaps, that the teaching of rules of entry is based in every instance on the ALA Cataloging Rules for Author and Title Entry. In two of the schools, however, students who take only the required courses make limited use of the A. L. A. code itself; a textbook which contains excerpts from the rules is basic, and the student is merely referred to the complete code. Five more indicated that while the code is used, partial reliance at least is placed upon a textbook containing the rules.

Table VI

Required Reading in Cataloging Courses

<u>Title of Work</u>	<u>No. of Times Listed</u>
Mann. Introduction to Cataloging and the Classification of Books	24
Akers. Simple Library Cataloging	14
Tauber. Technical Services in Libraries	10
Haykin. Subject Headings	9
Merrill. Code for Classifiers	9
Sayers. Introduction to Library Classification	7
Barden. Book Numbers	6
Pettee. Subject Headings	6
Eaton. Cataloging and Classification	5
MacPherson. Some Practical Problems in Cataloging	5
Tauber, ed. Subject Analysis of Library Materials	5
Herdman. Classification	4
Kelley. Classification of Books	4
Sayers. Manual of Classification	4
Grout. Explanation of the Tables Used in the Schedules of the Library of Congress Clas- sification	3
Shera and Egan, eds. Bibliographic Organization	3
Lubetzky. Cataloging Rules and Principles	2
Osborn. Serial Publications	2
Phillips. Primer of Book Classification	2
Sharp. Cataloguing	2

To determine the rules of entry which students are called upon to apply in the required courses, the questionnaire included a list of headings taken from the A. L. A. code. For the sake of brevity, in some instances several rules were combined under one heading; for example, Rules 58-63 were embraced under the heading "Ancient and Medieval Writers." The section pertaining to works of special type, consisting of 14 rules, was omitted. The 158 rules contained in the code were thus reduced to 74 in the questionnaire.

Replies indicated generally a thorough coverage of rules pertaining to choice of entry and to the form of entry of personal authors. Two schools, however, do not include collections and serials at all in their required courses, and ten others, two of them Group B schools, indicated that the inclusion of this type of material is brief or selective. Half the schools or less include

in required courses parodies and imitations, indexes, concordances, commentaries, spurious works and works of doubtful authorship, and Oriental names.

As to rules of corporate entry, there is a definite tendency for the Group A schools to work with a few basic rules and to ignore most of the intricacies of corporate heading. One Group A school does not include corporate entry at all in its required course. This is one of the areas in which the difference in degree of coverage between the Group A and Group B schools is clearly discernible. Whereas only about one-third of the Group A schools can be said to give more than a minimum of instruction in corporate entry, about 80% of the Group B schools appear to cover it rather thoroughly. Two Group B schools, however, require no greater coverage of the rules of corporate entry than do the Group A schools.

Closely allied to rules of entry is the establishment of names used as headings. Here there is strong indication that almost complete trust is placed in Library of Congress and Cumulative Book Index to establish names for our catalogs. Twenty (69%) of the schools require that an attempt be made to establish all names used in cataloging practice work. Nine (31%) of the schools are selective in this requirement; names are established fully only for certain problems, for certain exercises, or until the student is considered trained. Ten of the 20 which require that all names be established did not indicate the method to be followed. Of the 10 which did indicate method, only one requires that names be established from sources other than Library of Congress printed cards and Cumulative Book Index. Four do not require the student to go beyond these two sources; five others specify that these two are to be supplemented as needed by other sources.

Descriptive Cataloging

Library of Congress Rules for Descriptive Cataloging have won almost complete acceptance in library school instruction, and almost every graduate can be expected to have used these rules. Eighteen schools use the Library of Congress Rules without modification, although three discuss adaptations for various types of libraries. Nine use the Rules with modifications which may be described briefly as "the simplifications specified in Akers." Two Group B schools use a textbook only in the first course, but the Library of Congress Rules are used in the second. Two Group A schools use a stencil or manual in lieu of the Rules, and it is only the graduates of these two schools who may not have gained familiarity with this basic tool.

Classification

The data gathered in relation to classification schemes indicates that graduates with only the required cataloging courses in Group A schools cannot be expected to have more than a nodding acquaintance with any schemes other than Dewey [Table VII]. Group B graduates gain practice in the use of one

Table VII

Classification Schemes Included in Required Cataloging Courses

Scheme	Group A				Group B			
	Introduced, Limited Discussion Detail	Discussed in Some Detail	Limited Use in Practice Work	Basic Scheme for the Course	Introduced, Limited Discussion Detail	Discussed in Some Detail	Limited Use in Practice Work	Basic Scheme for the Course*
Dewey, Unabridged	2		1					
14th ed.			1	8			2	7
15th ed.	1	1	3	6			3	4
16th ed.	1					1		
Dewey, Abridged	4		2	4			3	
Library of Congress	11	1	1			1	8	2
Cutter	9					1	1	
U.D.C.	8					2	1	
Bliss	7					1	1	
Colon	5					1	1	
Brown	1					1	1	
Lynn	1					1		

* In three schools, the basic scheme for the second course is different from that of the first.

other scheme: Library of Congress. Two of the Group B schools use Dewey as the basic scheme for the first course and Library of Congress for the second, and with one exception those which consider Dewey basic for both courses include some practice work in the use of Library of Congress classification.

Fifteen schools use the 14th edition of Dewey as their basic scheme, whereas 10 use the 15th edition. Since more than half of the schools which use unabridged Dewey as their basic scheme still cling to the 14th edition, the question arises as to whether those which use the 15th edition do so out of preference or out of necessity. Four of the Group A schools teach primarily from the abridged edition of Dewey; none of the Group B schools does so.

Table VII indicates the classification schemes taught and roughly the extent of their coverage. Only schemes mentioned more than once are included.

Subject Headings

Just as Dewey dominates in the field of classification, so Sears dominates subject cataloging in required cataloging courses. Every library school graduate has had some practice in the use of Sears List of Subject Headings.

In teaching subject heading rules, three sources are commonly used: Cutter's Rules for a Dictionary Catalog, Mann's Introduction to Cataloging and the Classification of Books, and Sears' Practical Suggestions for the Beginner in Subject Heading Work. A fairly definite pattern seems to be to use Cutter for historical background, Mann for comparison, and Sears to provide the basic rules for the course [Table VIII].

The Sears and Library of Congress lists are the only ones used as authority lists in the required cataloging courses. Graduates of Group A schools who take only the required course are likely to have had experience only in the use of Sears. All 18 of this group use Sears as the basic list for the course. Four of these Group A schools give no instruction whatsoever in Library of Congress subject headings; nine of them discuss them but give no practice in their use; five discuss them and afford some practice in their use.

Six of the Group B schools afford extensive practice in the use of both Sears and Library of Congress subject headings. An additional four give extensive practice in Sears, with less emphasis on Library of Congress, and one focuses greater attention on Library of Congress, with Sears being used only in practice work, not as the basic scheme for the course.

The only subject authority lists mentioned in addition to Sears and Library of Congress were Rue and La Plante's Subject Headings for Children's Materials and Kapsner's Catholic Subject Headings. The Rue and La Plante list is discussed in two schools and practice in its use is given in two more. The Kapsner list is discussed in one school and some practice in its use is provided in another.

Table VIII

Rules for Subject Headings Taught in Required Cataloging Courses

Rules	Frequency and Extent of Use		
	Introduced, Little	Discussed in Some Detail	Used as Basic Rules in Prac- tice Work
Cutter. Rules for a Dictionary Catalog	19		
Mann. Introduction to Cataloging and the Classification of Books	8	18	1
Sears. Practical Suggestions for the Beginner in Subject Heading Work.		5	24
Haykin. Subject Headings	2	2	2
Vatican Rules	3	1	
Akers. Simple Library Cataloging, Chapter II		1	1
Rue and La Plante. Suggestions . . .		1	
Course instructor's manual			3

Ordinarily the student, in assigning subject headings, merely uses the headings he finds in the printed lists. Twenty-two of the schools do not require the student to go beyond the printed lists in subject heading practice work. Seven mention discussion of the use of supplementary sources for new and technical terms. Only one mentions working with books dealing with new subjects, a project which would require the establishment of new terms.

Secondary Entries

Secondary entries other than subject headings are, as a general rule, made according to the ALA Rules for Author and Title Entries. Three schools indicated that they approach secondary entries other than subject from the point of view of the type of library, and hence the type of public, to be served. Four indicated that the purpose of the assignment dictated the use of secondary entries. The remaining 22 expressed no departure from the A. L. A. Rules.

Catalogs, Processes, and Administration

There still remains to be considered the end product of descriptive cataloging, classification, and subject cataloging: the catalog in its various forms. The administration of the catalog department and certain processes performed by this department also constitute a part of cataloging course content.

Table IX lists topics pertaining largely to the catalog, administration, and processes, and in addition a few miscellaneous topics, such as book numbers, special author schemes, use of printed cards, and filing. The table is so designed as to afford a comparison of Group A and Group B schools.

Major differences occur in the sections of the table pertaining to arrangement of the catalog and to the administration of the catalog department. Again, evidence points to the fact that the first required cataloging course is broad in scope but of questionable depth, and that the second course, while it broadens the scope of the first course somewhat, is designed primarily to deepen the knowledge gained in the first semester.

Noteworthy in Table IX is the high percentage of schools which teach the syndetic character of the dictionary catalog, since so frequently in practice this principle is either forgotten or abandoned.

Non-Book Materials

Many of the schools limit their required courses to the cataloging of books. If they include non-book materials at all, treatment is apt to be once-over-lightly.

Ten Group A schools do not include non-book materials at all. The remaining eight include them, although they indicate that coverage is limited. Two, for instance, limit their treatment to discussion; two indicate brief inclusion; one gives practice in cataloging of one type and discusses the rest; and one bases discussion on sample cards.

Five of the Group B schools exclude non-book materials; one discusses them only; and five indicate some cataloging practice work.

Summary

This study is based on information furnished in response to a questionnaire by 29 library schools which offer the fifth year degree. The following description of cataloging course requirements and of the graduate's knowledge of cataloging is based on these 29 returns.

The chances are that three out of every five library school graduates have had a minimum of two courses in cataloging. Although 62% of the schools require only one course of degree candidates, regardless of area of specialization, the 38% of the schools which require two courses account for 58% of the graduates.

Whether the student has been required to go beyond the cataloging courses prescribed as basic depends in part on the type of library which he chose as his area of specialization. If he selected school libraries as his major area, it has not been necessary for him to exceed the basic requirements. If he selected any type of library other than school as his major area, the chances are about one in ten that he has been required to take cataloging

Table IX

Miscellaneous Cataloging Topics Included in Required Courses

Topic	Per Cent of Schools Including	
	Group A	Group B
Bibliographical function of the library	72%	82%
Function of the catalog	100	100
Form of the catalog	100	100
Card	100	100
Book	72	82
Arrangement of the catalog	100	100
Dictionary	100	100
Classified	67	91
Alphabetic-classed	38	64
Divided	44	82
Types of catalogs	100	100
Public	100	100
Official	95	91
Auxiliary	50	18
Shelf List	100	91
Union	61	64
Syndetic character of the dictionary catalog	89	91
Reference cards	100	100
Author	95	100
Subject	100	100
General information cards	83	73
History cards	50	64
Authority files	83	100
Name	83	100
Subject	83	100
Book numbers	100	91
Special author schemes	28	64
Order and/or use of printed cards	95	91
L. C.	89	91
Wilson	83	91
Filing catalog cards	100	100
Cataloging costs	28	36
Reclassification	11	55
Withdrawals	67	73
Inventory	50	73
Catalogers' reference collection	67	73
Organization and administration of the catalog department	38	55
Progress of material through catalog department	61	73
Cataloging quarters, equipment and supplies	44	64
Types of card duplication	44	73
Inter-departmental relationships	44	55

course work beyond the amount generally prescribed.

If the student planned while in library school to work as a cataloger, he probably has exceeded the prescribed cataloging courses, although only one-third of the schools indicate that they require him to do so. If he planned to work in reference, or in any of the other public service areas, he has not been required to take additional cataloging courses, although he may have taken them as free electives.

If the library school graduate has had one required course, he has had from two to four semester hours of cataloging; if he has had two courses, he has had from four to seven semester hours. If he has had two courses, one of them has been at graduate level and both may have been; if he has had only one course, the chances are about even that the course was restricted to graduate students.

If the student has had one course, his knowledge of descriptive cataloging, subject cataloging, and classification is likely to be evenly balanced and of both a theoretical and practical nature. If he has had two courses, he probably has had intensive training in descriptive cataloging in his first course, and in classification and subject cataloging in his second. His instruction, too, has been both theoretical and practical, with perhaps more emphasis on theory during the second course.

Nearly every graduate can be expected to be practiced in the use of the Library of Congress Rules for Descriptive Cataloging and the ALA Rules for Author and Title Entry, although he probably has had little or no practice in establishing names other than from Library of Congress printed cards and the Cumulative Book Index.

Every graduate, too, can be expected to be familiar with Sears List of Subject Headings and with some edition of Dewey, although only the graduate with two courses is likely to have had practice in the use of Library of Congress subject headings and classification. Only a few graduates will have acquired familiarity with classification schemes and subject headings other than Dewey, Library of Congress, and Sears.

Almost without exception graduates are familiar with one general textbook, usually Mann or Akers. Beyond this point, his knowledge of cataloging literature is likely to be limited to a few basic works, although eight schools require a certain amount of reading of periodicals.

If the graduate with the minimum courses has any knowledge of the cataloging of non-book materials, it is likely to be meager, unless, of course, he has taken a special course in non-book materials which included cataloging.

The cataloging knowledge of the graduate with one course may be described as broad in scope. Cataloging teachers apparently believe that there is a minimum amount of cataloging knowledge which every student should possess, and if only one course is required, then this minimum amount must be crowded into this course. Because the period of instruction is brief, the graduate's knowledge probably has little depth.

The scope of knowledge of the graduate with two courses is not double that of the graduate with one course. Perhaps it is one-fourth to one-third greater. The second course seems to be designed primarily to strengthen and deepen the knowledge gained in the first, largely within the same framework.

APPENDIX

Following is a list of the schools included in this study.

Albany	Michigan
Atlanta	Minnesota
California	North Carolina
Carnegie	Peabody
Catholic University	Pratt
Columbia	Rutgers
Denver	St. Catherine
Drexel	Southern California
Emory	Syracuse
Florida	Texas
Geneseo	Toronto
Illinois	Western Michigan
Indiana	Western Reserve
Kentucky	Wisconsin
Marywood	

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