

# LIBRARY RESOURCES & TECHNICAL SERVICES

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# RTSD . . . after Twenty Years . . .

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*A brief review of the history of the Resources and Technical Services Division of the American Library Association from its founding in 1956 to the present is presented, with discussion of some of the persons and agencies responsible for the work of the division during its first twenty years. Lists of officers and of recipients of the Margaret Mann Citation and the Esther J. Piercy Award are appended.*

## *Introduction*

THIS ACCOUNT OF THE HISTORY and activities of RTSD is based on personal recollections and the documentation provided by Edwin Colburn's article "In Retrospect" (*Library Resources & Technical Services* 11:5-10 Winter 1967) and the annual reports of the officers and executive secretaries of the division, published regularly in *Library Resources & Technical Services*. The authors' work has been expedited by the provision of copies of these reports by Carol Kelm, executive secretary of the division. The account is clearly selective, attempting not to identify every committee or major activity of the division, but rather to give some sense of the myriad activities of the division by identifying some of the agencies and persons active in the division in the past twenty years. To identify all of the RTSD members who have contributed to its growth and success would be to compile a "Who's Who in Resources and Technical Services." This obviously cannot be done at this time! The names of the officers of the division and the four sections, the names of members of the Board of Directors and of the executive committees, representatives, chairmen of discussion groups, chairmen and officers of member groups of the Council of Regional Groups,

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and all committee members are available through the *ALA Handbook of Organization*, or its equivalent, each year. In addition, the names of many of these members of RTSD will remain embedded in the achievements of their assignments.

It is a pleasure to acknowledge the indebtedness of RTSD to its three executive secretaries, each of whom in her time demonstrated a rare talent in fulfilling not only her routine responsibilities but in being ever able to absorb more. The three, who had, and continue to have, a flair for making the difficult simple and for initiating the novice, and often the more experienced, into the organizational mysteries of ALA and RTSD are: Orcena Mahoney (1957-61), Elizabeth Rodell (1961-68), and Carol H. Raney Kelm (1969- ). A special *mahalo* to Don Culbertson for assuming the responsibilities as acting executive secretary following the resignation of Elizabeth Rodell and before the appointment of Carol R. Kelm.

Fulfilling its responsibilities for the following activities: "acquisition, identification, cataloging, classification, and preservation of library materials; the development and coordination of the country's library resources; and those areas of selection and evaluation involved in the acquisition of library materials and pertinent to the development of library resources,"<sup>1</sup> RTSD moves onward.

During the centennial year of the American Library Association, the Resources and Technical Services Division, thus identified, has been approaching its twentieth birthday (1 January 1977) . . . seemingly young as compared to its parent body. Yet what has happened in the hundred years since 1876 is that the responsibilities, now assigned to RTSD, encompass those which were explored by the Cooperation Committee, one of only two committees created by the constitution of the American Library Association of 1877 (the other being the Finance Committee). The Cooperation Committee was charged to "consider and report upon plans designed to secure uniformity and economy in methods of administration."<sup>2</sup> At that time, Melvil Dewey, more than his associates, recognized that the new association should assume some leadership in seeking "uniformity of some kind . . . in regard to a code of library abbreviations, capitals in cataloguing [and in] preparation of titles."<sup>3</sup>

By 1877, Dewey had become the spokesman for "co-operative cataloguing," seeing it as an escape from the repetition which individualized cataloging required and identifying as the main problem of the association not technical problems in themselves, but the "education of the masses through the libraries."<sup>4</sup> His 1877 essay contained the first tentative code designed by members of the association;<sup>5</sup> further study led to the preparation of and endorsement by the Cooperation Committee of "Condensed Catalog Rules for an Author and Title Catalog."<sup>6</sup> Other codes followed, each stimulating further inquiry and divisiveness in views which have not yet abated after 100 years of search.

It is evident then that the heritage of RTSD is more aged and richer than its twenty years' vintage implies. Its origin lies in the rejection of

certain recommendations made in the "Management Survey" of the American Library Association in 1955 by Cresap, McCormick, and Paget.<sup>7</sup> Because of the dissatisfaction of members, a poll was taken among librarians involved in and concerned about activities relating to acquisitions, cataloging, and serials. The findings confirmed that the majority of those responding favored one unit responsible for all three activities. Consequently, under the leadership of Ralph R. Shaw, then president of the association, an Organizing Committee was formed to effect a restructuring of technical services.

Members of the Organizing Committee were: (1) for acquisitions: Avis Zebker and Edwin E. Williams; (2) for cataloging and classification: Benjamin A. Custer and Edwin B. Colburn; (3) for serials: F. Bernice Field and Bella E. Shachtman. Each represented a different organizational pattern: the *Board* on Acquisition of Library Materials, the *Division* of Cataloging and Classification, and the *Serials Round Table*. The creation of a Resources and Technical Services Division, in which the three specialities were given sectional status, attests to the foresight, wisdom, and diplomacy of the members of the committee.

Through the action of 1957 not three but four sections were created within the new division: Acquisitions, Cataloging and Classification, Copying Methods, and Serials. While it represented more of a sacrifice for the Division of Cataloging and Classification to accept sectional status than for the others, the restructuring was accepted in a spirit of grace and cooperation.

Thrust into a position of leadership because it was the largest type-of-activity division, RTSD flourished under the guidance of the Organizing Committee. The Board of Directors was established as consisting of the officers of the division, the section chairmen, the editor of *Library Resources & Technical Services*, the executive secretary, and eight elected members. Edwin B. Colburn was first president and Orcena Mahoney, originally appointed as the first paid executive secretary of the former Division of Cataloging and Classification, was the first RTSD executive secretary. (See Appendix I for the names of the presidents and the executive secretaries since the creation of RTSD.) The first formal RTSD program, presented at the conference of the American Library Association in Kansas City, 1957, focused attention on the future with its query: "Our 'E Pluribus Unum': After Unification What Then?"

Concurrently with the reorganization of 1957, the Division of Cataloging and Classification offered its prestigious publication, *Journal of Cataloging and Classification*, to RTSD. As a symbol of the new era, its name was changed to *Library Resources & Technical Services* and new voluming was begun. Under the able editorship of Esther J. Piercy, with Carlyle Frarey as managing editor, *Library Resources & Technical Services* quickly assumed its divisional role; its editorial board, with representation from each section, manifested a unity of interests. Paul Dunkin, who succeeded Ms. Piercy, proved an equally effective editor, dis-

playing, wherever possible, his charm and stylistic wit. Robert J. Wedgeworth, Jr., Dunkin's choice as his successor, turned all too quickly from his journalistic stint to become the executive director of the American Library Association. The current editor is Wesley Simonton, who continues to enhance the quality of *Library Resources & Technical Services* and bring to its readers the views, popular and scholarly, of its writers. Among them, as he had hoped, are both newcomers to the profession and experienced professionals.

A tradition, happily continued since its first appearance in volume 2, is the annual inclusion of terse but remarkably comprehensive summaries of developments, activities, and publications of interest to each section, supplemented, in the summer 1967 issue, by a series of decennial reviews. Equally informative are the annual reports of the president, the executive secretary, and the section chairmen plus, in recent years, summaries of conference highlights prepared by Carol R. Kelm, executive secretary. The editor welcomes reports, research projects, and studies sponsored by the sections and committees at all levels, in the hope of keeping the membership informed of the span of interest of RTSD. *Library Resources & Technical Services* is still identified as the only journal devoted exclusively to technical services, and it has gained worldwide recognition because of its well-written, readable, and timely content.

Following the reorganization of the association in the late fifties, specialization of interests has been reflected through type-of-library and type-of-activity divisions. During that time the mutual dependence of the two types has become clear, and as a result the impact of decisions endorsed by a single division is more pervasive than ever. RTSD, with its vast scope of responsibility and its substructuring, has occupied and continues to occupy a position of great importance. Its first ten years may be labeled "domestic years," with an emphasis on the needs of American libraries, while a stirring of interest in international involvement quickened in the second decade.

Through its newly created sections, committees, joint committees, representatives to other agencies, discussion groups, and its Council of Regional Groups, RTSD initiated its program. The ALA Board on Resources was designated as an RTSD committee because of the encompassing scope of the division; it remained a committee until 1973, when it was merged with the Acquisitions Section to become the Resources Section. The ALA Bookbinding Committee was also designated as a division committee and continued its search for binding performance standards. Of singular importance within each section was the creation of a Policy and Research Committee, representing a recognition of the accomplishments of such a committee which had functioned successfully in the former Division of Cataloging and Classification. In 1962/63 RTSD created a Planning Committee "to consider problems of technical services as a whole."

Among the early committees reflecting the interests of the division

in subjects with relevance for other divisions was the School Libraries (Library) Technical Services Committee, created in 1957/58 and dissolved in 1966/67, with its interests then transferred to the Centralized Processing Committee.

The division has a number of representatives to other organizations, of which the best known is probably the Standards Committee on Library Work, Documentation & Related Publishing Practices (Z39) of the American National Standards Institute. Interdivisional committees have been created, for example, the Public Documents Interdivisional Committee (RSD and RTSD), which through its Committee on Depository Libraries and with the cooperation of the Library of Congress, sought better bibliographic control of non-Government Printing Office publications and succeeded in having the Bureau of the Budget direct federal agencies to forward four copies of each of such publications to the Library of Congress which, in turn, would forward one copy to the Government Printing Office for inclusion in the *Monthly Catalog*.

An emerging emphasis on resources became apparent early in the history of the division. The Resources Committee, under the dynamic leadership first of Ralph Ellsworth and, later, Gordon Williams, was a pivotal factor in the discussions which led to the final printing of the pre-1956 *National Union Catalog (NUC)* and to the PL-480 program of the Library of Congress.

In 1962/63 two discussion groups affiliated themselves with RTSD: the already organized Technical Services Directors of Large Research Libraries and the Technical Services Administrators of Medium-Sized Research Libraries. In recent years, others have been formed: Technical Services Administrators of Smaller Research Libraries, Technical Services Administrators of Large Public Libraries, and Technical Services Directors of Processing Centers. Through these groups and comparable groups affiliated at the section level, RTSD has fostered informal sharing of common problems among peer groups.

The Council of Regional Groups, formerly related solely to the Division of Cataloging and Classification, now reflects the current scope of RTSD interests. Most of these groups are associated with state and/or regional associations and offer opportunity for a two-way transfer of ideas between the field and the division. There were originally twenty-nine groups, but as of 1976 the number has been reduced to twenty-five; thus an evaluation of their effectiveness might well be considered.

Problems falling within the scope of responsibilities of the Cataloging and Classification Section (CCS) dominated the first decade of RTSD. Among the projects endorsed by CCS was the ill-fated Cataloging-in-Source (CIS) experiment which, though it failed, has had a rebirth, with some variations, as Cataloging in Publication (CIP), an activity of the Library of Congress.<sup>8</sup> Section committees on centralized processing, on book catalogs, and on classification have sought solutions to problems created by current activities and new developments in their areas of interest.

Most significant of all, however, was the near-total preoccupation of CCS with code revision, a critical issue on which the defunct Division of Cataloging and Classification had responded to the Lubetzky critique of the existing code. Responsibility for continuing revision of the code had been transferred to CCS at the time of the reorganization of ALA. Seymour Lubetzky, who served as editor of the code from 1956 until 1962, was the main influence on the development of the code; he was succeeded by C. Sumner Spalding, who brought the code to completion. The manuscript of the new code for author and title entries and descriptive cataloging was transmitted to the ALA Publishing Department in 1965/66 as the "North American Text" of the "Anglo-American Text" of the *Anglo-American Cataloging Rules*, with the title-page wording reflecting its international sponsorship: "Prepared by the American Library Association, The Library of Congress, The Library Association, and the Canadian Library Association."<sup>9</sup> Wyllis E. Wright served as Chairman of the Catalog Code Revision Committee, steering it through endless and trying meetings of confrontation and compromise.<sup>10</sup> Ever supportive of code revision and anticipating its success was Verner W. Clapp, president of the Council of Library Resources, who evidenced his commitment through continuing grants and encouragement.

The years were eventful. Catalog code institutes at Stanford University in 1958 and at McGill University, Montreal, in 1960 presaged the finding of an ultimate solution. The International Conference on Cataloguing Principles, held in Paris in 1961, was a landmark in international cooperation with its discussion based on a "Statement on Principles" which paralleled closely those on which the rules being drafted by Lubetzky were based.<sup>11</sup> Despite those auspicious happenings, the final revision of *ACCR* was not destined to be received with unequivocal approval.

This panoramic view of some of the achievements of the first decade attests to the vitality and response of RTSD to the problems within the range of its responsibilities. A less laudatory review of the first ten years by the Chairman of the Organizing Committee and the first president of the division, Edwin B. Colburn,<sup>12</sup> offers a factual and a somewhat reproachful account of the organizational and administrative difficulties which had been encountered and questions the perspicacity of the Organization Committee and RTSD for not recognizing the emerging importance of automation in technical services. The emergence of the Information Science and Automation Division (ISAD) was inevitable, however, as application of newer technologies were demonstrated increasingly during the sixties and into the seventies. What perhaps was not foreseen earlier was the profound impact of technological developments on the whole of library services. At least, from the beginning, interdivisional communication between ISAD and RTSD has insured a melding of common interests.

## *RTSD Today*

Twenty years later, recognizable through its original sections, RTSD is complex, labyrinthine, and hospitable to expansion as new interests emerge. The four sections, with their current names conveying their responsibilities, are: Cataloging and Classification (CCS), Reproduction of Library Materials (RLMS, formerly: Copying Methods), Resources (RS, formerly: Acquisitions), and Serials (SS).

The division and the four sections have their own governing bodies. Each section chairman serves ex-officio on the division Board of Directors, thereby representing the section's membership and gaining some perspective on the activities of the division as a whole.

The complexity as well as the flexibility of the division and its sections is reflected in its committee structuring at both the division and section levels. At the division level, there are the following standing committees: Audiovisual, Book Catalogs, Preservation of Library Materials, and Technical Services Costs; there are ad hoc committees concerned with Catalog Code Revision (with a subcommittee on Rules for Cataloging Machine-Readable Data Files), Commercial Processing Services, Computer Filing, Interlibrary Networks, and Keyboard; there are joint committees: one with the Association of American Publishers and, within ALA, with the Library Education Division on Education for Resources and Technical Services, with the Association of State Library Agencies and the Reference and Adult Services Division, for Public Documents, and with the Information Science and Automation Division and the Reference and Adult Services Division, for Representation in Machine-Readable Form of Bibliographic Information (MARBI). Table 1 presents figures on the number of committees, representatives, and discussion groups in the division and its sections.

The creation of the Resources Section, in 1973, through the merger of the Resources Committee and its subcommittees, which had become standing committees of the division, with the Acquisitions Section represented a belated acknowledgment of the coequal status of resources in the scope of RTSD. The section's responsibilities are defined as "relating to collection development including selection, acquisition and evaluation of library materials in all types of institutions." It will be through the Collection Development Committee that much of the impact will be made because it is charged with a vast responsibility:

To study the present resources of American libraries and the coordination of collection development programs.

To develop guidelines for the formulation of selection parameters.

To evaluate and recommend selection tools for collection development.

To recommend qualifications and requisite training for selection personnel.

For those actively involved in selection and evaluation, a discussion group for "Collection Development Officers in Medium-Sized Research Libraries" has been formed; it may be the first of several groups to be created in a pattern similar to that of the discussion groups at the divi-

sional level. Fulfillment of the objectives of the Collection Development Committee will require qualities of a high level. It adds an exciting new dimension!

TABLE 1  
ORGANIZATION OF RTSD

	Committees		Sub-Committees	Representatives	Joint Committees	Discussion Groups
	Standing	Ad hoc	Ad hoc			
<i>Division:</i>	11	5	2	9	4	5
<i>Sections:</i>						
CCS	7	0	1	2	0	0
RLMS	6	1	1	4	0	1
RS	8	1	1	0	0	2
SS	5	1	0	1	0	2
	<u>37</u>	<u>8</u>	<u>5</u>	<u>16*</u>	<u>4</u>	<u>10</u>

\* Ten are representatives to other organizations.

The sections have continued to create committees and to share or sponsor programs exemplifying their interests. Illustrative of these activities are the following: RLMS has created a Telefacsimile Committee and has representation on the Standards Committee on Micrographic Reproduction (PH5) of the American National Standards Institute. The Resources Section (RS) explores its responsibilities through its nine committees, including the prestigious National Union Catalog Committee. The Serials Section evidences its concern over the conflict between the old and new technologies through its Committee to Study Manually Maintained Serials Records. Earlier the Serials Section was involved with problems relating to the publication of the third edition of the *Union List of Serials*; current emphasis is on the National Serials Data Program. The Cataloging and Classification Section, through its Subject Analysis Committee, studies problems and "recommends improvement in patterns, methods, and tools for the subject analysis and organization of library materials" both through classification and subject heading systems.

While it has been charged that the committees both in the division and in the sections reflect a tendency to react to developments rather than anticipate new trends, it is at least clear that committees have been quickly established in response to felt needs. The committees contribute to the fulfillment of the division's 1974 "Goals for Action"<sup>13</sup> through their activities and programs, one example being the program on "Preserving the National Heritage: The Administration of Library Conservation Activities" sponsored by the Preservation of Library Materials Committee at the centennial meeting of the association in 1976 in response to the current and mounting concern about conservation of de-

teriorating materials, one of the concerns recognized in the "Goals" statement.

The division has been active in presenting conference programs and has frequently joined with other divisions in presenting programs of interest to a broad segment of the profession. Notable examples include the program on networks entitled "Resources and Services: Expanding Modes of Access," cosponsored with RSD and ISAD in 1969 and the one on all aspects of serial publications, cosponsored by all four sections in association with ISAD and several units of ACRL, in 1973.

The division is fortunate to have two awards available to honor those who have contributed significantly to furthering the goals of the division: the Margaret Mann Citation, awarded by the Cataloging and Classification Section, in recognition of "outstanding professional achievement in cataloging or classification," and the Esther J. Piercy Award, presented by the division "in recognition of a contribution to librarianship in the field of technical services by younger members of the profession." The names of the recipients of these two awards appear in Appendix 2.

Throughout the second decade, as in the first, the specter of code revision has been omnipresent. *AACR* did not meet the expectations of those who had waited long for it; consequently, in response to criticism, revisions have been made in individual rules, for example, rule 3 ("Works of shared authorship") and rule 4 ("Works produced under editorial direction").<sup>14</sup> Rule 5 ("Collections") has been deleted,<sup>15</sup> and conflict over rule 6 ("Serials") creates more schism.<sup>16</sup>

A more significant cause, however, for comprehensive revision was the international agreement on the principles of International Standard Bibliographic Description (ISBD) for monographs. These principles, designed to facilitate the international communication of bibliographic information, were endorsed by the Descriptive Cataloging Committee (DCC) of CCS on behalf of the association. Following the endorsement, it became necessary to review *AACR* in light of the principles. While the Descriptive Cataloging Committee bore the initial responsibility for revision, the consequences of such revision on other units of the division, as well as on the association as a whole, led to the voluntary transfer of responsibility for code revision from CCS to RTSD until the second edition of *AACR* has been published. After that, authority for code revision will revert to DCC.

Meanwhile RTSD has created a Catalog Code Revision Committee with the following specific responsibility:

To review successive drafts presented by the editor and summarize the U.S. point of view for presentation to the Joint Steering Committee. . . . The ad hoc committee shall have final authority within the ALA to speak for ALA, through its chairman or delegate in the revision of *AACR*.

The chairman of the Catalog Code Revision Committee serves also

as the ALA representative to the Joint Steering Committee for Revision of AACR.

The Joint Steering Committee, established by ALA Council action, has as its members one representative each from the American Library Association, the Library Association (of Great Britain), the Canadian Committee on Cataloguing, the British Library, and the Library of Congress. The following extract of the committee's statement of responsibility confirms its importance as the final authority in code revision because the committee has the power:

To appoint an editor and an associate editor for the revised edition of AACR;  
To determine questions of policy for the editors.  
To assess for approval the rules framed by the editors in accord with agreed policies;  
To present for publication the revised text and index.

Other committees concerned with code revision are (1) a joint committee of RTSD/ISAD/RASD: Representation in Machine-Readable Form of Bibliographic Information, (2) two division committees: Rules for Cataloging Machine-Readable Data Files (a subcommittee of CCRC) and Computer Filing; (3) within the Serials Section: AACR Revision Study, which undertakes "to study drafts of the AACR Revision and prepare comments from the point of view of serials for the RTSD Catalog Code Revision Committee."

After inevitable delay and indecision, three major revisions have been endorsed and are available: chapter 6 (*Separately Published Monographs*), chapter 12 (*Audiovisual Media and Special Instructional Materials*, replacing the earlier *Motion Pictures and Filmstrips*), and chapter 14 (*Sound Recordings*, formerly *Phonorecords*).<sup>17</sup>

The impact of the revisions is felt immediately because of their application by the Library of Congress. Meanwhile there are sounds of dissonance and dissatisfaction with code revision activities, an echo of the mood of the first decade of RTSD. A contribution toward keeping librarians informed is the series of reports, "Progress on Code Revision," which have appeared in issues of *Library Resources & Technical Services*, when appropriate, beginning with the issue for fall 1974. The reports include summaries of activities of CCRC as well as summaries of recommendations made to the Joint Steering Committee.

Code revision has been assuming an increasingly important international significance; the result not only invites but compels RTSD to assume a commensurate international stance. Yet there has been a seeming reluctance within RTSD to internationalize its activities, in spite of the statement of the 1974 "Goals for Action," that there should be "increased divisional involvement in relevant international library concerns and associations." As early as 1968/69 RTSD created an ad hoc committee, with Marietta Daniels Shepard as Chairman, to view the international activities relating to divisional responsibilities and to recommend ways in which these interests could be served. In the following year an

RTSD International Relations Committee, a subcommittee of the International Relations Committee of the association, undertook to explore problems of cooperation and standardization at the international level. The committee functioned briefly but was phased out a few years later, presumably because there was not a need for it within the division. The time has come, however, for active international involvement. Doralyn J. Hickey, RTSD president, 1974/75, has confirmed the need:

In light of the considerations of ISBD and of Universal Bibliographic Control (a new IFLA program) RTSD is attempting to increase its international consciousness. We are trying to be sure that the Division is properly represented at international cataloging and bibliographic meetings, and we are setting up mechanisms to attempt to avoid last-minute debate and approval of standards forwarded by other national and international associations.<sup>18</sup>

With the "Goals for Action" as guidelines, RTSD moves confidently toward its third decade. But what of its membership? Margaret Brown, president of RTSD in 1968/69, viewed "RTSD in an Age of Change" and warned that:

In the end, it is not formal organizational changes which make the difference, but behavioral changes—changes in attitudes, loyalties, feelings, and beliefs of organization members. And finally so it is with RTSD membership—the interest, enthusiasm, and concern of each generation—therein is to be found the true explanation of how and why RTSD functions as it does.<sup>19</sup>

In 1957 RTSD, representing the largest type-of-activity division, had a membership of approximately 4,000. Ten years later membership had doubled to more than 8,000. As of May 1976, members (personal and organization) numbered 5,762, a mournful loss when viewed in relation to RTSD alone; unfortunately, however, such losses in membership are being experienced by divisions throughout the association. The following analysis of the current membership figures in the sections indicate that CCS continues to be the largest section, followed by RS:<sup>20</sup>

<i>Section</i>	<i>Membership</i>
Cataloging and Classification	3,004
Reproduction of Library Materials	1,449
Resources	1,988
Serials	1,912

While it can be assumed that membership will be higher by the end of 1976, there is disquieting evidence that membership may continue to decrease. An anomaly exists, however, in that despite having fewer members, RTSD, because of the new ALA dues structure, effective in 1975, has a larger budget than it had formerly.<sup>21</sup> Yet such momentary financial gain could represent a pyrrhic victory unless those who have not renewed their membership feel more lost than they had anticipated and conclude that membership brings personal and professional rewards

that outweigh the increased cost of dues. It will be equally true unless new members are recruited.

Meanwhile, RTSD is making an effort to keep its membership more informed. In 1975 the Board of Directors voted to "establish a newsletter for the purpose of improving communications with the members of the Division regarding activities of the various units and of the Council of Regional Groups."<sup>22</sup> With uncommon speed, the first issue of the *RTSD Newsletter*, dated January 1976, appeared, and its continuity was assured with the appearance of volume 1, number 2, dated April 1976 and volume 1, number 3, dated June 1976. Members are invited to forward their ideas and information to its editor, Mary Pound. To the extent that members cooperate, the *Newsletter* will become a viable communication link. Whatever happens, the *Newsletter* is one response to the challenge to RTSD to prove its worth in its twentieth year! More responses are sure to follow.

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## APPENDIX I

### PRESIDENTS AND EXECUTIVE SECRETARIES OF RTSD

Year	President	Executive Secretary
1957	Edwin B. Colburn, Chairman, Organizing Committee	Orcena Mahoney (DCC Executive Secretary)
1957/58	Edwin B. Colburn	Orcena Mahoney
1958/59	F. Bernice Field	Orcena Mahoney
1959/60	John Fall	Orcena Mahoney
1960/61	Melvin Voigt	Orcena Mahoney
1961/62	Helen Welch (Tuttle)	Elizabeth Rodell (September 1961)
1962/63	Dorothy Comins	Elizabeth Rodell
1963/64	James E. Skipper	Elizabeth Rodell
1964/65	Paul Dunkin	Elizabeth Rodell
1965/66	Wesley Simonton (Assumed office as Vice- President because Jane Ganfield, incoming President resigned because of illness)	Elizabeth Rodell
1966/67	Wesley Simonton	Elizabeth Rodell
1967/68	David Weber	Elizabeth Rodell
1968/69	Margaret C. Brown (Carol H. Raney, Vice- President, served as Acting President because of M. Brown's convalescence following surgery)	Elizabeth Rodell (Resigned: October 1968)
1969/70	W. Carl Jackson (Assumed office as Vice- President because Carol H. Raney resigned to become Executive Secretary)	Don Culberton, Acting  Carol H. Raney (June 1969)
1970/71	C. Donald Cook	Carol H. Raney
1971/72	Barbara M. Westby	Carol R. Kelm
1972/73	Connie Dunlap	Carol R. Kelm
1973/74	Dorothy P. Ladd	Carol R. Kelm
1974/75	Doralyn J. Hickey	Carol R. Kelm
1975/76	Dale Bentz	Carol R. Kelm
1976/77	Paul Fasana	Carol R. Kelm

## APPENDIX 2

### RECIPIENTS OF AWARDS

Recipients of the Margaret Mann Citation  
(awarded 1951-56 by the Division of Cataloging and Classification)

Year	Recipient
1951	Lucile M. Morsch
1952	Marie Louise Prevost
1953	Maurice F. Tauber
1954	Pauline A. Seely
1955	Seymour Lubetzky
1956	Susan G. Akers
1957	David J. Haykin
1958	Esther J. Piercy
1959	Andrew D. Osborn
1960	M. Ruth MacDonald
1961	John W. Cronin
1962	Wyllis E. Wright
1963	Arthur H. Chaplin
1964	Catherine MacQuarrie
1965	Laura C. Colvin
1966	F. Bernice Field
1967	C. Sumner Spalding
1968	Paul S. Dunkin
1969	Katherine L. Ball
1970	S. R. Ranganathan
1971	Henriette Avram
1972	Edward W. Applebaum
1973	Doralyn J. Hickey
1974	Frederick G. Kilgour
1975	Margaret W. Ayrault
1976	Eva Verona

#### Recipients of the Esther J. Piercy Award

Year	Recipient
1969	Richard M. Dougherty
1970	John B. Corbin
1971	John Phillip Immroth
1972	Carol A. Nemeyer
1973	Glen A. Zimmerman
1974	(No award)
1975	John D. Byrum, Jr.
1976	Ruth L. Tighe

# Cataloging the School Media Center as a Specialized Collection

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*A school media center collection is highly specialized in its uses, as educators attempt to match materials to individualized needs of pupils. For this reason, the traditional model of the "small, general collection" is no longer viable. Six retrieval systems have been identified which attempt to analyze materials with respect to their instructional uses. However, a comprehensive cataloging system for adaptive education will not be developed until the expertise of library catalogers is applied to the task.*

## *Introduction*

SCHOOL LIBRARIES HAVE TRADITIONALLY BEEN CATALOGED on the model of a "small, general collection." Although a school media collection is small in size and general in scope, it is in fact a highly specialized collection with respect to use. The media specialist must respond to the demands of a fluid curriculum and of unique readers and learners. The library catalog, bibliographies, and indexes are the librarian's tools in meeting these needs.

These tools have been standardized, tested, and revised over the years, but they are not yet adequate. Consider the plight of the newly employed librarian who, in spite of years of experience in one location, must now "get to know the collection" in a new position. A year or two later he/she will probably be answering reference questions faster, and doing a better job of reader guidance as well, because of greater knowledge of the collection. When a librarian must rely upon memory of the collection to find materials, or to find them faster, bibliographic control has failed to do its job.

Today, computers can do the memory work for us. A terminal may be instructed to display titles of "mystery stories set in Latin America

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with a boy as main character and on a fourth-grade reading level" . . . or of "material in a discovery approach with visual aids to teach division of fractions to a bright second-grader." However, "relatively few schools have pioneered in the field of school library automation for the purpose of information storage and retrieval, and these have been secondary schools."<sup>1</sup>

A junior high school in Burnt Hills, New York, makes use of a computer terminal for computer-assisted instruction. Burnt Hills, and Beverly Hills, California, Lake Forest, Illinois, and other school libraries have arrangements for playback and display of audiovisual materials, which are called "retrieval systems." None of these systems, however, attempts to deal with library cataloging in a more comprehensive way.<sup>2</sup>

Later, we shall examine retrieval systems which analyze parameters that catalogers have not taken into account. None of these systems operates on school sites; only one program appears to derive from library experience, rather than curriculum or information science backgrounds, and it is one of the less comprehensive systems described.

Finn's prediction may indeed be coming to pass. Having observed "signs within the old-line professional library field of a deep schism between conventional librarians and information scientists and documentalists," he anticipated that

sort of an end run (would) occur, and the new technology of information storage and retrieval (would) reach the education system in some strength outside of the main library stream.<sup>3</sup>

The systems to be considered here are "end runs" which are already underway.

For the moment, however, let us consider what will be lost if school information retrieval systems are developed without the participation of librarians. First, the results of a century or more of study of principles by which to organize materials will be ignored. Second, vast reservoirs of practical experience with materials seekers—students and teachers—will not be tapped. Third, in all probability improved location of factual information will be developed at the expense of reading (or media) guidance. Fourth, the selection of materials could become wholly curriculum-limited.

Therefore, we cannot huddle in the middle of the field while the end runs result in touchdowns. We must participate in the game. We must do a more comprehensive job with existing cataloging practices to meet the demands of curriculum and reader guidance. And we must analyze new parameters of media center materials in response to the move toward adaptive education.

#### *Cataloging for Curriculum Needs*

Traditional subject cataloging is inadequate for curriculum needs on several counts. Analytic entries, general as well as specific subject cards, and improvements in the subject heading lists should be considered.

Cataloging of textbooks and other instructional materials which we have traditionally shunned is a possibility.

Even elementary-grade students often seek information on specialized topics—topics so narrow that they are not represented in the library catalog. These topics may well be found in books which appear under general subject headings in the catalog. But how does the student find, among the thirty or forty titles listed under **Rome**, the one which may contain a full chapter on slavery in the Roman Empire?

Some librarians have, in the past, added analytic cards for chapters on topics frequently sought in a particular school. However, individualized instruction and thematic curricula lead students off the "beaten track." Therefore it is no longer satisfactory to add subject analytics for those topics that have recurred over the last several years. Rather, it should be standard practice to analyze nonfiction to the chapter level if each chapter topic calls for different headings in the list we are using.

Another practice discouraging to students is the general "see also" reference. For example, if a card following entries under **U.S.—History—Civil War—Biography** refers a student to "names of individual persons associated with the Civil War" for additional information, will the student begin the long search? The solution is not to abandon the specific entry for the more general one—we know from experience that specific subject cataloging permits us to reassemble materials to meet changes in curricula; but we might use both the specific and the general headings, as one commercial cataloger has been doing.

Further, although we have been refining subject heading lists for some time, there is still room for improvement. Among the absurdities is this group of headings:

- Freedom of religion under **Religious Liberty**
- Freedom of the press under **Liberty of the Press**
- Freedom of speech under **Freedom of Speech**.<sup>4</sup>

Many other headings, though more consistent, are cumbersome. There must be a more sensible way to say

- Survival (After Airplane Accidents, Shipwrecks, etc.)—**Fiction**
- or
- Refuse and Refuse Disposal.

To compound the problem, the syndetic feature is frequently absent from school library catalogs. As flexible scheduling and individualized instruction move into a school, the stream of students through the library door becomes nearly continuous. There is little time for the task of making cross-reference cards. Thus the student is not likely to find any leads from **Freedom of the Press** or from **Press, Freedom of to Liberty of the Press**. The use of a computerized catalog could solve both problems, however. Consistency and simplicity must be sought.

Finally, it may be time that library cataloging be applied to *all* the learning materials in the school building. Perhaps school librarians

should regard textbooks as a responsibility rather than a burden. Perhaps a teacher should be able to find in the school library catalog the nature and location of basic and supplementary texts, as well as trade books and audiovisual materials, which are housed anywhere within the school building.

With these changes, media center cataloging would more effectively serve the specialized curriculum needs of the school library. One would hope that computerized cataloging would facilitate those additions to and changes in standard cataloging practice. Thus far, however, computerized systems have merely perpetuated such limitations.

#### *Cataloging for Reader Guidance.*

Our responsibility to help students find literature or other art forms has been supported more by bibliographies than by cataloging. Thus we have reading lists built upon interest patterns, behavioral themes, and reading level, among others.<sup>5</sup> Even in bibliographies we have done little to deal with situations, character types, pacing, style, or format. Thus the librarian must depend on his/her memory when asked for "another book—or record or film—like the last one."

We have been reluctant, and consequently inconsistent, in applying subject headings to fiction and other noninformational materials. Headings should be regularly assigned to literary works and art prints for topic, time, and place. Our use of form headings has been irregular. For example, we use **Poetry—Collections** for collections representing several authors but not for collections of a single author. At least a reference to the appropriate shelf numbers would help.

And as our practice in analyzing nonfiction is inadequate, so too is our analysis of literature and music. For example, if "The Pit and the Pendulum" by Poe is published in a separate volume, it is accorded both author and title cards. If it appears in a collection of horror stories by several writers, however, it usually receives neither. A parallel situation occurs even more frequently with phonograph records. If the catalog is designed to meet the needs of the users, we should not permit an accident of format to determine cataloging practice.

In addition to more frequent use of existing headings, we should develop new taxonomies, borrowing perhaps from bibliographies like those of Gillespie and Lembo, Kirchen, and Spache, cited above. With a computerized system, we could search for an item which combines several characteristics. We could be certain of locating a time-travel book which includes an account of an early civilization and is not over 150 pages long—before our reluctant reader disappears down the hallway and into the classroom. Freed from desperately searching his/her memory, the librarian could concentrate on communicating the warmth or excitement felt when he/she read the book he/she is recommending.

Cataloging to support reader guidance is more challenging than response to curriculum needs because new sets of terms must be developed and then applied to library materials. A similar demand arises from the

emphasis on individualized learning, which is best described as "adaptive education."

### *Cataloging for Adaptive Education*

According to Glaser,

A present concern in educational technology is to establish different conditions and procedures for learning, depending upon the initial state and progress of the learner. In this sense, present instructional technology seeks to provide an "adaptive model" for instruction so that on the basis of measurement of an individual's characteristics, instructional conditions can be provided appropriate to the student's capabilities; in this way different students can reach the same instructional outcomes through various learning paths.<sup>6</sup>

The materials a learner uses are an important component of the instructional conditions provided for him/her. And where else but in the school library/media center has any system been available to locate appropriate materials for individual students to use? Thus we can look to the library catalog as the foundation on which to build a system designed to meet the needs of adaptive education.

Moreover, the library catalog, along with its associated bibliographies and indexes, has done more than provide alternate learning paths to pre-selected outcomes. It has offered aesthetic experience, recreation, exploration, and unexpected discoveries even when no instructional outcome was consciously sought. Further, it has permitted the learner to select his own outcome and his own path, should he so choose. As a means for matching learners to materials, however, it is too loosely structured to respond to "diagnostic-prescriptive teaching," the model on which the concept "adaptive education" is based. What we seek is a retrieval system that will list materials in response to a student's specific needs or individual preferences, with the final selection to be made by students and teachers. Some systems are in operation that could develop into retrieval systems for adaptive education. They may be the "end runs" that James Finn predicted.

### *Six Retrieval Systems*

The retrieval systems described below attempt to list instructional materials in response to one or more personal characteristics that vary from learner to learner, and so they may be termed "adaptive" retrieval systems.

None of these systems, as nearly as we have been able to determine, indexes literature, music compositions, or other products of the fine arts. Each is limited to or strongly emphasizes classroom, rather than library, materials. All of them were designed to retrieve materials for teachers. The brief descriptions of the systems are accompanied by a comparative chart (Table 1).

*Computer-Based Curriculum Planning at SUNY-Buffalo.* This project was begun in 1963 at the Center for Curriculum Planning at the State

University of New York at Buffalo.<sup>7</sup> It analyzes more aspects of a piece of material than any other system studied. Initially, materials and activities were included for three third-grade and three eleventh-grade social studies units; other units are being added continually. The following parameters are retrievable for each item in the system:

- learning objectives for the unit
- general interest
- occupational interest
- social class
- sex
- developmental tasks
- reading level
- mental age
- chronological age
- physical handicaps
- residential status
- body area
- learning environment (classroom, gymnasium, outdoors)
- major social function (governing, leisure, etc.)
- instructional activity (verbal, field trip, etc.)
- suggested approach (introductory, etc.)
- objectives (knowledge, etc.)
- material descriptor (audio, printed, etc.)
- materials (books, charts, etc.)
- instructional grouping (individual, small group, large group)
- evaluation devices.

A teacher obtains a list of suggested materials and activities for individual learners or groups to specifications chosen within the categories listed above. The computer coordinates these requirements to identify items to be listed. The teacher, it is emphasized, decides what to use from the list generated.

A number of evaluative studies have been done of Computer-Based Curriculum Planning. Most of these attest to the effectiveness of the program. One difficulty, however, is of interest to librarians: "Recent changes in New York State syllabi may have caused the relevance of certain units to be modified."<sup>8</sup> We might suggest that subject indexing, which would list specific topics in each item, would permit reassembly of materials and activities to support revised or new units.

*University of Miami System.* Another university curriculum center designed a system to retrieve documents in instructional resources, including a collection of source materials for children.<sup>9</sup> The following parameters, as appropriate, are retrievable for each item in the system:

- ability levels (disturbed, gifted, etc.)
- applications
- catalogs and prices
- class size
- education levels

- facilities design and components
- guides (for teachers)
- instructional tools and techniques (media)
- learning (attention, inquiry, etc.)
- production techniques
- research
- student variables (attitudes, backgrounds, reactions, retention, self-concept)
- teaching
- testing
- grant proposals
- subjects

Specifications are chosen within the categories listed above. A coordinate search is performed manually by aligning cards over a light-box, an operation much like the "knitting-needle" keysort system. The result is a list of materials for the teacher's consideration.

*Automated Instructional Resources Retrieval System (AIRRS) in Bucks County, Pennsylvania.* AIRRS was developed at a county curriculum center in Pennsylvania as part of an Intensification of the Learning Process project realized through Personalizing Education Prescriptions (PEP).<sup>10</sup> AIRRS is a support system to PEP. The following parameters are retrievable, as appropriate, for each item in the system:

- media type
- maturity level (kindergarten, etc.)
- length
- producer or publisher
- main curriculum area
- language indicator
- physical characteristics (black-and-white, etc.)
- index terms (up to ten subject terms from a thesaurus)
- group size
- instruction area (classroom, etc.)
- structured/unstructured/not either

Author, title, and a brief narrative description are entered for display but are not available as retrieval items. The computer performs a coordinate search of subject terms and other descriptors selected within the above categories. The result is a list of materials suggested for use by an individual learner.

Of the retrieval systems discussed here, this is the one most similar to library cataloging. However, it responds to fewer learner variables and fewer teaching-situation variables than either of the university systems described above.

*Math Information System in Pennsylvania.* An adaptive retrieval system which analyzed twenty basal mathematics series page by page was developed at Pennsylvania's Department of Public Instruction.<sup>11</sup> The following parameters are retrievable for each textbook page:

- content (300 concepts and skills)

- expected pupil behavior (1,500 objectives)
- type of problem
- vocabulary and symbolism
- grade level
- pre-test and post-test activity

A computer produced a Master Content Index and a Master Behavior Index, but the actual search is conducted by hand. The searcher can identify specific pages to use with individual learners. By limiting subject area (math) and medium (textbook), the system was able to make a detailed analysis of each book.

*Science Information System in Oregon.* A computer index to *Science—A Process Approach* has been developed in the Portland Public Schools.<sup>12</sup> This science program was developed under the aegis of the American Association for the Advancement of Science and is presently marketed by Ginn-Xerox.

The retrieval system is called the Teacher's Automated Guide and retrieves lessons by one or any combination of the following:

- lesson number
- level of difficulty
- content
- process to be taught

*Select-Ed, Inc.* Rather than a subject focus, Select-Ed has chosen a particular type of learner for concentration.<sup>13</sup> The system suggests materials for prescription to individual special education students. The following parameters, as appropriate, are retrievable for each item in the system:

- specific content
- format and special characteristics
- grade level
- reading level
- mental age
- input-output (stimulus-response characteristics)
- processes (psycholinguistic)
- major areas

A teacher searches out material manually by aligning cards over a light-box. Where the light shows through, adjacent numbers lead to a sheet describing appropriate instructional materials. The special education emphasis is reflected in the materials selected for indexing (including high-interest/low-vocabulary and perceptual-motor development) and the parameters coded (such as psycholinguistic processes).

#### *The Six Systems and Library Cataloging*

It is evident that all these systems, with the possible exception of AIRRS, come out of curriculum or information science—rather than library—backgrounds. All are systems for teachers, not students. All deal

TABLE 1  
RETRIEVABLE PARAMETERS IN ADAPTIVE SYSTEMS

Parameters	Systems					
	Buffalo	Miami	AIRRS	PaMath	OreSci	SeEd
General topic	x		x			x
Specific topic		x	x	x	x	x
Process taught					x	
Behavioral objective	x			x		
Developmental task	x					
Occupational interest	x					
Social function	x					
Reading level	x					x
Vocabulary, symbolism				x		
Mental age	x					x
Chronological age	x					x
Grade level		x	x	x	x	x
Lesson number					x	
Student attitude		x				
Student background		x				
Student reaction		x				
Student retention		x				
Student self-concept		x				
Social class	x					
Residential status	x					
Sex	x					
Special education group		x				
Physical handicap	x					
Body area	x					
Teacher guide		x				
Approach	x	x				
Teaching		x				
Instructional activity	x					
Learning environment	x	x	x			
Instructional grouping	x	x	x			
Stimulus-response/structure		x	x			x
Psycholinguistic processes						x
Language (s) used			x			
Medium	x	x	x			x
Physical characteristics			x			
Length			x			
Evaluation devices	x	x		x		
Producer/publisher			x			
Catalog, price		x				
Grant proposal		x				
Research		x				

primarily, if not exclusively, with classroom—rather than media center—materials. All support teaching in cognitive—rather than affective or aesthetic—curriculum areas. Each system includes some aspects of materials to which library catalogers have not addressed themselves. However, such characteristics of materials as difficulty, audience, use, and organization are parameters of materials which we should be analyzing in addition to subject and form. And there are other questions we should be asking. Is an item predominantly verbal, visual, aural, or tactile? This is not simply a matter of medium—some books are more visual than some filmstrips. If visual, for instance, is the picture comprehensive, as with photographs, or selective, as in diagrams? Is the organization inductive, deductive, or mosaic—built of probes à la McLuhan? Is the learner's response to be active, passive, or somewhere in between? On what cognitive level is the learner required to operate? Will the learner need to be convergent or divergent in his/her thinking to solve the problem? Is the material best suited to a logical or an intuitional learning style? What are the affective and aesthetic components of the material? The thematic content? The emotional intensity? The pace? The style?

All of these are characteristics of learning materials which we have not defined or analyzed in an organized fashion. If we are to continue to respond to the needs of the school, however, we must begin.

### *Practical Considerations*

Cataloging for these needs will require careful reading, viewing, or audition of materials followed by consistent application of sophisticated descriptors. For efficient utilization, computer capability will be required. Clearly this is an expensive proposal.

On the other hand, some work has already been done. If appropriate features of the six retrieval systems we have described could be added to the cataloging of children's materials in MARC, a giant step would have been taken. If the hours which school library catalogers still spend duplicating one another's work were mobilized to regional or national cooperation, the necessary manpower would be available.

Effective bibliographic control of school library collections depends not on a simple task of indexing a small general collection, but rather on a highly specialized system of matching books and media materials to the diverse needs of individual learners. The persons best qualified to carry out the task of creating that system are librarians who can relate the process of adaptive education to their own field. Schools today, sociologists have found, merely confirm the differences predicted by socioeconomic status. The only hope of breaking that pattern may lie in diagnosing and teaching to the individual differences of students. Librarians must help by cataloging all materials housed in the school so that they can be retrieved in response to those individual differences, that is, by cataloging for adaptive education.

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# Unpublished Studies of Technical Service Time and Costs: A Supplement

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*The Technical Services Costs Committee of ALA/RTSD has sought to update the earlier bibliography of Tesovnik and DeHart on technical services time and cost studies (Library Resources & Technical Services 14:56-67 [Winter 1970]) by requesting citations from the fifty state libraries and from libraries where studies were known to have been done and by a search of the ERIC system as of May 1976.*

ONE OF THE MAJOR EFFORTS of the Technical Services Costs Committee of ALA/RTSD has been the collecting and disseminating of information regarding actual costs identified in library technical services operations. At the request of the committee, a bibliography of unpublished studies of times and costs was compiled by Tesovnik and DeHart and published in *Library Resources & Technical Services*, winter 1970. The compilation of the current bibliography was undertaken at the present committee's request, with the anticipation that the increased utilization of automation in technical processing would have produced a far greater number of such studies. This did not prove to be the case. In spite of the fact that the definition of "unpublished" was amended to include ERIC documents (identified by "ED" numbers), only nineteen have been added to the fifteen identified in the earlier study.

Requests for citations were sent to the fifty state libraries, to major

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libraries and/or systems known to be involved in the automation of technical processing, and to *American Libraries*, *Library Journal*, and *Wilson Library Bulletin* for publication. In addition, the ERIC data base was searched both manually and through Lockheed's DIALOG system. Approximately thirty citations were retrieved from the various sources, resulting in the nineteen studies annotated in this bibliography. In most instances the annotations are the author's or those of the ERIC system, with additional cost data supplied by the compilers as required.

Any comparative use of the data reported in the cited studies should be cautious, as the studies represent a time span of more than six years and many different types of library situations. As in the earlier bibliography, the greatest representation is from academic libraries (nine or 47 percent), with public and state libraries contributing three studies each (16 percent). It is interesting to note that two studies are from medical library settings, and three report on some form of cooperative or centralized activity.

A more serious limitation to the use of the reported data for comparative purposes lies in the total absence of accepted definitions of "original cataloging," "processing," and even "cataloging with LC copy." Without such definitions based on standard task analysis, we can obtain only an impressionistic view of the times and costs of technical services operations in libraries.

Angold, Linda. *Cost and Time Analysis of Monograph Cataloging in Hospital Libraries: A Preliminary Study*. Detroit: Wayne State University, Library and Biomedical Information Center, Report no.51, 1969. ED 035428

The purpose of this paper is: (1) to propose models to be used in evaluating relative time and cost factors involved in monograph cataloging within a hospital library, and (2) to test the models by performing a cost and time analysis of each cataloging method studied. To establish as complete a list of cataloging work units as possible, several hospital catalogers in the Detroit area were interviewed to learn the pattern of steps they follow. A checklist of cataloging work was then prepared to test the following possible approaches to cataloging: (1) original cataloging using either Library of Congress (LC) or National Library of Medicine (NLM) systems, (2) cataloging with LC cards, (3) cataloging with LC cards but utilizing NLM subject headings, (4) cataloging with LC proofcopy, and (5) cataloging from NLM bibliographic information. Data for the cost-time analysis was collected during March of 1969 at the Wayne State University School of Medicine Library. Fifty titles considered suitable for a hospital library were cataloged using each of the above approaches. The different cataloging methods measured are discussed in relation to the hospital library situation. For each method there is a table listing the time and cost values for every work unit with alternatives available within each method.

Original cataloging per monograph:

Time: 26.62 minutes    Cost: \$1.99

LC cataloging per monograph:

Time: 9.95 minutes    Cost: \$0.55

Bayunus, Owais. *A Cost Analysis of the Automated Systems Control Group, the Acquisitions Department and the Catalog Department of the Central Technical Services, Cornell University Libraries*. Ithaca, New York: Cornell University Graduate School, 1975. ED 102 996

A very comprehensive time and costs study covering the processing of monographs by the Cornell University Libraries Central Technical Services. An attempt was made to include all direct and indirect labor costs, costs of benefits, overhead costs, and a productive time ratio for all employees. Also included is a prorated unit cost of automated systems (both in-house and Ohio College Library Center) for processing each title, time and costs for cataloging with LC copy, OCLC member copy and for original cataloging.

LC cataloging per monograph:

Time: 13.49 minutes      Cost: \$0.76

Original cataloging per monograph:

Time: 35.36 minutes      Cost: \$2.99

OCLC member copy cataloging per monograph:

Time: 20.93 minutes      Cost: \$1.89

Boice, Eugene T., and others. *The Medical Library Center of New York: A Cost Study*. New York: New York Metropolitan Reference and Research Library Agency, 1970. ED 043 357

In the fall of 1969, the New York Metropolitan Reference and Research Agency (METRO), with the cooperation of the Medical Library Center of New York, began to plan a cost survey of the operations of the center. The actual period of the survey is from January to June 1970. The survey provides an estimate of income and expenditures for the operation of the center, based on staff, work performed, and input and output. The end result is the provision of a unit cost for each operation performed by the center—storage, retrieval, cataloging, delivery, and the operation of the Union Catalog of Medical Periodicals. This survey is confined to an analysis of the current operations at the Medical Center Library and their costs. No attempt is made to evaluate these operations or propose alternative procedures.

Monograph cataloging      \$2.03 per item.

Bowron, Albert. *Book Processing Alternatives for the Libraries of the South Central Region of Ontario*. Toronto: Information, Media and Library Planners, 1974. ED 108 585

In 1974 a study was made of alternatives for centralized book processing for the South Central Regional Library (SCRL) of Ontario, Canada. The planners first examined the general benefits of centralized processing as to staff, time, space, standardization cost, coordination, and utilization of new technology and then examined these benefits specifically in relation to the SCRL. After a study of three possible centers, the planners recommended the Niagara Regional Library System as the central processor for SCRL and made further recommendations as to budgets and costs as well as for further cooperation with other libraries and regional centers. An appendix contains standards for cataloging, classification, and filing.

Cataloging costs for three libraries per title:

\$12.00      \$7.93      \$4.49

per volume:

\$ 7.93      \$7.56      \$4.06

Bryant, Johanne C. "Centralized Processing Center Evaluation." Jackson, Mississippi: Mississippi Library Commission, 1973.

A cost study was undertaken for the purpose of self-evaluation and to determine the feasibility of enlarging the center's membership. Costs cover activities from purchasing to shipping (to member libraries) of approximately 32,000 titles.

Average cost to process a book:

1971/72 \$2.074

1973 \$2.54

1973/74 \$2.77

Clark, Jay B. "Cost Analysis—1973, Technical Services, Houston Public Library."

A short summary of the Houston Public Library's annual cost study of the technical services. Labor costs are based on a diary study made by every member of the division for a year in which 143,967 volumes were processed.

The total time for acquisition, cataloging, and material processing was 22.04 minutes per volume.

Total book processing costs for labor, supplies, overhead, computer services, and equipment were \$2.40 per volume.

Costs rose \$0.32 from 1972, although 11 percent fewer volumes were processed. Time remained the same.

"A Cost Analysis of the Technical Services Division of the Onondaga Library System." School of Information Studies, Syracuse University, 1974.

The Technical Services Division of the Onondaga Library System operates a centralized book processing center for the entire twenty-one library system. The purpose of this study is to analyze and evaluate the processing system as it now operates, to recommend modifications, where possible, which would increase its operating efficiency, and to undertake a cost analysis of the processing system.

The costs figures generated represent the summed product of the standard times for the routines involved in the processing of a book, and the standard rates of pay for the employees performing these routines, plus other additional operating costs.

Costs: \$1.57 to process an item.

Faibisoff, Sylvia. *Time and Cost Study of a Bibliographic Search*. Ithaca, New York: South Central Research Library Council, 1971. ED 067 142

The South Central Research Library Council (SCRLC) was asked if the services of the Bibliographic and Reference Center, a subsidiary of the council, located at the Cornell University Libraries could be extended to libraries outside its region. To date, the center has been handling a limited number of requests from nonmember libraries without interfering with the quality of its service or the turnabout time promised to the member libraries in SCRLC. However, a question did arise regarding its ability to search bulk requests for five major university libraries in FAUL (Five Associated University Libraries) with the present staff of two and one-half (one professional, one and one-half clerical). In order to determine the size of the load which the staff can handle and in order to arrive at a price for service to nonmember libraries, a time/cost study was made which is described in this report. The results of the study indicate that the center staff can search requests for other institutions

with its present manpower. The recommended charge per search is \$0.50 for nonmember libraries.

Cost per unit is \$0.08 to \$0.10.

Time is two minutes to locate entry, five minutes if filing, xeroxing, and distribution is included.

Florida State University Library, Tallahassee, "Effort and Cost Analysis of the Cataloging Division." December, 1974.

Work Activities: 122 subcategories of cataloging work activities grouped into fifteen main categories analyzed by effort (in hours and percents of total hours) and cost (in salaries and percents of total salaries paid).

Size of collection: 1.2 million volumes

Sample size: thirty-eight members of the Division

Duration: questionnaire extrapolated to represent a year

Costs: measurement was in effort (time) and cost (salaries) per category and subcategory.

Hobrock, Brice G., K. J. Bierman, and H. W. Beverly. *Cost and Cost-effective Studies in Libraries. 1. A Working Model. 2. Cost Analysis of the Preparations Division at VPI (Virginia Polytechnic Institute) and SU (State University)*. Blacksburg, Virginia: University Libraries, Virginia Polytechnic Institute and State University, 1975. ED 108 698

Following an explanation of cost-effective studies and the need for them in libraries, part one of this report provides step-by-step instructions, with examples, to enable librarians to conduct such studies in their own setting. Part two provides an example of the use of the model, presenting the results of the cost analysis of monographic cataloging of new materials in the libraries of Virginia Polytechnic Institute and State University (VPI&SU). The manual cataloging system in use at VPI&SU is described, and the cost of each component is discussed in detail according to procedures given in part one. Finally, costs of both speed and original monograph cataloging are summarized. The results are discussed in terms of absolute and available alternatives.

Original cataloging time: 34.56 minutes.

Total cost of original cataloging: \$6.92.

Koehler, David W., and Barry N. Shrut. *Evaluation of a Computer-based Cataloging Support System for Use by the Cornell University Libraries*. Ithaca, New York: Cornell University Graduate School, 1973. ED 077 520

Cornell University Libraries maintains one central technical services processing department which processes all material for endowed division libraries. It is divided into four functional departments: acquisitions, serials, cataloging, and catalog maintenance. This report is concerned with the latter two functions. The present manual system of cataloging books was analyzed to determine the cost per title. The feasibility and cost effectiveness of installing the Ohio College Library Center (OCLC) on-line computer system for cataloging was then analyzed. The authors recommend implementation of the OCLC system by leasing three terminals with a projected cost savings of \$5,000 per year.

A time and cost study of a single unit order and a single blanket order shipment was done. A breakdown of tasks in acquisitions and cataloging with the costs and times for such tasks is presented.

Cost per title: \$2.38.

Newton, Gerald, and Elizabeth Gibson. "Book Processing Services Survey." Prepared for the members of the California State Library Cooperative Book Processing Center. Sacramento, California: California State Library, 1974. (The Processing Center ceased operations in spring 1975.)

This survey is a series of reports to the members of the California State Library Book Processing Center describing the book processing services and costs as of 1974. Also discussed are various alternatives to the present services that might result in cost savings to the center members. The report "The New Low Cost Processing Development: Its Estimated Effect upon the State Library Processing Center" contains a time and cost study of its present operations, including a list of sixty-six standard tasks and times.

"Easy" books (LC cards immediately available) = 60 percent of workload

Total Processing Cost: \$2.25      Total Time: 24.31 minutes

"Medium" books (LC cards available in three months or less) = 34 percent of workload

Total Processing Cost: \$2.85      Total Time: 31.95 minutes

"Hard" books (requires original cataloging) = 6 percent of workload

Total Processing Cost: \$8.53      Total Time: 83.48 minutes

Palmour, Vernon E., and others. *A Study of Minnesota Public Library Services: Costs and Implications*. St. Paul: Westat, Inc. for State of Minnesota, Department of Education, Office of Public Libraries and Interlibrary Cooperation, 1974.

The Minnesota State Board of Education, seeking to improve the level and the availability of public library services for the citizens of Minnesota, directed that a study of Minnesota public libraries be conducted to determine the best use of state funds to promote library development. The investigation was made between April and October 1974. Study requirements specified that an analysis be made of current costs of library services in an appropriate sample of Minnesota public libraries. Unit costs were computed where it was possible to determine such costs. The average unit staff costs across all libraries for technical processing were \$0.98.

Rocke, Hans Joachim. "Analysis of the Data from a Technical Processing Costs Study." Unpublished Research Paper, no.521, Department of Librarianship, San Jose State University, 1974.

In preparation for future automation the technical processing functions of the libraries on the nineteen campuses of the California State University and Colleges were studied to describe the manual operations of each department. Time, volume, and cost figures for specific standard technical processes in the areas of acquisitions, cataloging, and administration of these operations were collected in the spring of 1972. A report in 1973 described the computer-produced summary data.

This report is based on the hypothesis that there is an optimal production volume in technical processes, above and below which costs rise. Tables give the time and cost data from all nineteen libraries.

Schutt, Kenneth, and Elizabeth Gibson. "Computer Assisted Technical Processing of Library Materials. Feasibility Study." Sacramento, California: California State Library, 1974.

A study was done to determine the feasibility of using a computer to aid in the work of the technical processing section of the California State Li-

brary. As part of the study, the authors made an analysis of the costs of the present manual operations. This includes time and costs information for various parts of the technical processing operation.

Tom, Ellen, and Sue Reed. *SCOPE in Cataloging*. Guelph: University of Guelph Library, 1970. ED 045 108

This report describes the Systematic Computerized Processing in Cataloging system (SCOPE), an automated system for the catalog department of a university library. The system produces spine labels, pocket labels, book cards for the circulation system, catalog cards including shelflist, main entry, subject and added entry cards, statistics, an updated master file in machine-readable form, and an accessions file. A preliminary cost study revealed an approximate saving of \$19,000 per year based on 1,000 titles per week, with an approximate cost of \$.80 per title. This cost, however, does not include the actual cataloging procedure. All programs are written in COBOL, and the system is run on an IBM Model 50 computer equipped with eight tape drives, two 2314 random access devices and 512K core. The system itself uses a maximum of four tape files, three disc files and 160K core.

Voit, Irene, and Robert Baker. "Cataloging and Processing Costs for Material with LC Copy." Corvallis, Oregon: Oregon State University Library, 1973.

This analysis was made in December 1973 of the costs of cataloging and preparing material with LC copy available (i.e., Library of Congress cataloging can be used). The approach used to determine the costs involved studying the individual activities which make up the entire procedure. In considering the activities, the following elements were used: time per title, personnel costs, costs of supplies, and service costs. The study covers activities from the time books are sorted into LC and non-LC groups until the books are delivered to the shelves and the cards are ready to be sorted and filed.

Personnel costs	\$1.29
Material and service costs	\$0.27
Total costs per title	\$1.56
Total time per title	25.46 minutes

West, Martha W., and others. *Report on a Cost Study of Specific Technical Processing Activities of the California State University and College Libraries*. Los Angeles: Office of the Chancellor, California State University and Colleges, 1973. ED 073 779

The California State University and Colleges (CSUC) system consists of nineteen institutions located throughout the state. As a prerequisite for library automation, an analysis and cost study of technical processing functions was undertaken in all nineteen libraries of the system. The purpose of the study was to provide CSUC librarians with accurate cost figures for their own operations as well as a means of comparing costs based on a standardized methodology. The study was designed to facilitate comparisons among similar functions in several libraries as well as between current manual operations and projected operations in a computerized mode. Four summary sheets are provided for the nineteen libraries, namely a general summary, a unit cost summary, a production unit summary, and a bibliographic search summary. In addition, an activity detail analysis is provided for the participating libraries. This report represents raw unevaluated data and does not reflect total costs of the technical processing operations in the participating libraries.

Average unit cost of original cataloging: \$2.98

Average unit cost of LC cataloging: \$0.73

Woods, R. G. *The Cost of Cataloging: Three Systems Combined*. Southampton, England: University of Southampton Library, 1972.

Too little is known generally about the cost of the various operations carried out in libraries. At present, new techniques are being devised using computers to store, sort, file, and reproduce data formerly dealt with by traditional manual methods. Computer time, however, is expensive, and the computer programs to handle bibliographic data are difficult and costly to write and test. There is a danger that the new techniques may simply be too expensive. This study reports on three cataloging systems, and the costs incurred by each, employed at the University of Southampton Library: manual, mechanized (using a tape typewriter), and automated (using MARC data).

### RESOURCES SCHOLARSHIP AWARD

The Resources Scholarship Award of the American Library Association, Resources and Technical Services Division, Resources Section has been established to honor the author or authors of a monograph, published article, or original paper on acquisitions pertaining to college and university libraries. The donor of the \$1,000 scholarship is the National Library Service, Inc. The scholarship money will be donated to the U.S. or Canadian library school of the winning author's choice. That library school will select a library science student concentrating in the area of acquisitions or collection development to receive the scholarship money.

The ALA RTSD Resources Section Scholarship Jury has been charged with identifying the best publication. Recommendations for the most significant resources article or book for 1976 should be submitted to William Webb, University of Colorado Libraries, Boulder, CO 80302, before 15 December 1976. Announcement of the name of the author receiving the award will be made on 1 April 1977, and the award will be presented at the RTSD Resources Section membership meeting during the 1977 ALA Annual Conference in Detroit, Michigan.

The winning authors for 1976 were Hendrik Edelman, Carol Nemeyer, and Sandra Paul for the article "The Library Market: A Special *Publishers Weekly* Survey," which appeared in the 16 June 1975 issue of *Publishers Weekly*. They chose Columbia University School of Library Service to select the library science student who will receive the \$1,000 scholarship. During the presentation of the citations to the authors at the RTSD Resources Section membership/program meeting on 18 July 1976, Shirley Sarris (R. R. Bowker), Laura Dudley (Hofstra University Library), and William Bunnell (County College of Morris Library) were recognized by Juanita Doares (New York Public Library) for their contributions to the development of the material on which the article was based.

# Proposals for a Reclassification of Social and Clinical Psychology in the Library of Congress Classification

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*A revision of the LC classification for social and clinical psychology is called for because (1) the schedule for social psychology is outdated and fails to reflect the interdisciplinary nature of the subject; (2) much of the literature of social psychology is not provided for, necessitating the use of certain notations as "catch-all" numbers; and (3) clinical psychology is an applied field of psychology, not of psychiatry. Discussions of the scope, content, and developing trends of these branches of psychology are followed by proposals for a revision of the subclass for social psychology and a relocation of clinical psychology as a subsumed category under applied psychology.\**

## *Introduction*

THE PREFACE TO THE SECOND EDITION of the schedules for Class B, part I: Philosophy of the Library of Congress (LC) Classification acknowledges that "a thoroughgoing revision beyond the limits of the editorial revision embodied in this edition is needed" and states that pressures of time prevented such a review.<sup>1</sup> Considerable additions and changes have been made to the BF schedule for psychology since then, but certain aspects of psychology are still classed in five other schedules:

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\* The advice and comments of John W. Warren, director of the Library, University of Alabama in Huntsville, in preparing this manuscript are gratefully acknowledged. Thanks are extended to S. B. Kurth, Department of Sociology, and C. A. Travis and Eric Sunstrom, Department of Psychology, University of Tennessee, Knoxville, for their useful comments and interest in the project.

psychological anthropology in GN 270-279; "psychic life of primitive people" in GN 451-453; social psychology in HM 251-291; educational psychology in LB 1051-1091; animal psychology in QL 785; physiological psychology in QP 351-499; and clinical psychology in RC 467.

This paper began as a research project aimed at analyzing the scope, content, developing trends, and relationship to general psychology of two of the specialized subfields classed outside the BF schedule: social and clinical psychology. The goal was to determine how well the classification and location of social and clinical psychology in the schedules matched the actual scope, content, and relationship of these subfields to their parent discipline. No proposals for further additions, changes, or relocations were intended. The original scope and objectives of this research changed because it became increasingly clear that the present classification of social psychology in the LC Classification is extremely poor in representing the scope and content of the literature in this field; and that the placement of clinical psychology as a subfield of psychiatry represents equally poor classification.

An updated version of the complete LC schedule for social psychology, including all additions and changes through April 1974, was compiled and presented to two social psychologists of the University of Tennessee, Knoxville, one in the Department of Sociology and one in the Department of Psychology. Both faculty members are specialists in social psychology. The sociologist observed that the classification would have adequately represented social psychology thirty or forty years ago but no longer did; the psychologist was dismayed to find no cross-references to related topics in psychology and an obvious bias toward sociological orientations. Both mentioned that several subjects in the field of social psychology that have received considerable attention in the literature since 1950, including social attitudes and attitude change, social interaction, person perception, aggression and violent behavior, altruism and helping behavior, and social or personal space, are not represented.

An examination of several general texts on social psychology published within the last fifteen years reveals one or more chapters devoted to these subjects.<sup>2</sup> On the other hand, books on these subjects—with the exception of many on social interaction—were found by a search of subject entries in the card catalog with call numbers outside the subclass for social psychology. Moreover, works on community psychology, an outgrowth of clinical psychology, were found with the notation HM 251.

A scanning of titles on the shelves bearing call numbers in the range HM 251-291 revealed that most books and periodicals on social psychology had been classified in two subdivisions of the subclass: HM 251 (the general subdivision) and HM 291 ("Other special"). It is obvious that, if books and other materials are being written on subjects that social and clinical psychologists identify as the legitimate concerns of their fields but for which the Library of Congress has not made provision, they must be classified wherever they can be made to fit elsewhere in the

schedules. The only alternative is to use the general subdivision (HM 251) and the general subdivision for clinical psychology (RC 467) as "catch-alls."

Most of the works on social interaction were found to have been classified in the "Other special" subdivision of social psychology, HM 291, obviously a "catch-all." In 1971, LC introduced the subject of "interpersonal relations," at HM 132, following "Association. Mutuality. Social groups" at HM 131 and preceding "Individualism. Differentiation. Struggle" at HM 136.<sup>3</sup> Several works on social interaction and other aspects of social psychology (e.g., person perception and altruism and helping behavior) have been classified here. The net result has been merely the creation of still another "catch-all," this one outside the range of social psychology. Clearly it is time for a revision of the subclass for social psychology.

It is for these reasons that the writer feels compelled to propose a major revision of the subclass for social psychology and a relocation of the provision for clinical psychology. In this paper a discussion of the scope, content, developing trends, and relationship of these branches of psychology to the parent discipline is followed by an evaluation of the feasibility of relocation of topics. Finally, the proposed revisions are presented.

### *Social Psychology*

"Social psychology is the scientific study of the experience and behavior of the individual in relation to social stimulus situations."<sup>4</sup> Stimulus, here, refers to aspects of the individual's social environment that are external to the self and which at the present or at some time in the future cause him to respond to them. These aspects of the external social environment may be other persons or objects, places, or situations that have social meaning for the individual. The authorities consulted are in agreement that social psychology is an interdisciplinary field of study that incorporates concepts, theories, and methods taken from psychology, sociology, and anthropology, and that it is not a discipline in itself, but a field of specialization within both sociology and psychology.

The Sheriffs make it clear that students of social psychology in these two disciplines approach their subject matter differently. Sociologists and anthropologists deal with regularities, recurrences, and patterns of social or group behavior and, therefore, need not deal with the individual at all. Psychologists, on the other hand, focus their attention on the personality of the individual. Social psychology combines the sociocultural and psychological approaches to human behavior by asking how the sociocultural environment in which the individual finds himself affects his thought processes, social learning, personality development, behavior in social interaction, adjustment to group pressures and demands, and his perception of his place in society as a whole.

Social psychology is still a relatively young field, most of its advances having been made during and since the Second World War. Like a great

many other fields of study, the exponential growth of information in social psychology has brought with it increasing specialization and new concepts, theories, methods, and research interests. Because the present LC classification of social psychology is clearly inadequate to handle many of them, it is necessary to examine these developing trends of the last twenty-five years and to determine how they relate to the existing classification of this field.

The three faculty members who were consulted were in agreement that the study of the formation and change of social attitudes is the major concern of social psychology today. Wrightsman notes that attitudes differ from values in that the latter are broader and more abstract and lack an object. Attitudes are not observable phenomena but are underlying constructs of human behavior whose nature must be inferred. However, they possess four central characteristics: they have an object, they are usually evaluative, they are considered to be relatively enduring, and they imply a predisposition toward action for or against the object. Attitudes are assumed to be influenced by the social environment of the individual, in the sense that he either learns them from others or forms them as the result of his experiences with others. But it is also assumed that they influence his present or future behavior toward the object (s) of his attitude. The interests of social psychologists in the formation of and change in attitudes focus on prejudice, discrimination, and racism directed toward members of minority groups; how and why attitudes change or persist; the techniques of attitude change; the effects of social change upon attitudes; and the relationships between attitudes and authoritarianism, obedience, and political repression.<sup>5</sup>

It is proposed to subsume a number of concepts, each of which has a sizable literature devoted to it, under the general heading of "social interaction." This term does not refer to interaction between persons alone, but also to interaction between the individual and objects, places, or events that have meanings he shares with other members of his society. One of the most important concepts that can be subsumed under the heading "social interaction" is that of "social role," which refers to the individual's performance in carrying out the social expectations, rules, and regulations associated with a specific position in society. It is surprising that, as important as the concept of role is in the literature of sociology and social psychology, no notation has been assigned to it in Class HM (Sociology) in the LC schedules. The concept of social role is too important to be ignored, and provision is therefore made for it in the alternative classification proposed here for social psychology.

There is a growing literature in social psychology on interpersonal attraction, or the study of interpersonal preference patterns. If interpersonal attraction can be thought of as a response to others and the perception of them as the stimulus triggering this response, then interpersonal attraction would seem to be a natural concomitant of what psychologists refer to as "person perception." Livesley and Bromley offer the following definition of the latter concept:

The area of psychology concerned with how we 'perceive' or 'cognize' other persons—their intentions, attitudes, traits, emotions, ideas, abilities and purposes, as well as their overt behaviour and physical characteristics—can be referred to variously as 'person perception', 'impression formation', or 'understanding others'.<sup>6</sup>

This definition suggests that person perception belongs within the scope of social interaction, and discussions of social interaction and group processes indicate that it is an essential concept.

Works resulting from the growing interest in the study of the relationship between frustration and aggression or violent behavior, both in and outside laboratory settings, may be classified at a number of places in the current schedule for psychology (BF), including BF 323 ("Attention. Apperception") and BF 378 ("Memory"), both as subclasses of "Consciousness. Cognition. Perception. Intuition," BF 575 ("Special forms of emotion"), and BF 723 ("Special topics" under child psychology). But all of these seem to relate to personality traits rather than to social behavior of the individual. Unless sociological and social psychological works on this relationship are to be "forced" into these notations, there needs to be some provision for them within the subclass for social interaction.

A further developing trend in the study of social interaction is an interest in altruism and helping behavior, which Macaulay and Berkowitz, the editors of a collection of social psychological studies on such behavior, define as "behavior carried out to benefit another without anticipation of rewards from external sources."<sup>7</sup> Their overview of the studies published in the volume they have edited indicates that the interests of social psychologists in altruism, helping behavior, or bystander intervention in emergencies include the following subjects: the situational determinants of such behavior; the past experiences, values, and predispositions the individual brings to the situation that enter into his decision to act or not to act for the benefit of another; the effect of the presence of other bystanders at the scene of an emergency on a decision to help the victim(s); the degree to which empathic experience of someone who has provided a model of bystander intervention in emergencies is involved; the relationship between person perception and altruism; and the analysis of helping behavior in both laboratory and natural settings. The present LC schedules provide for altruism only at BJ 1474, "Altruism and egoism," within the class for ethics. Obviously, this is not the place for the interests listed above.

A number of sociologists are applying a theory and method known as "symbolic interaction" to the study of social interaction. The advocates of the theory claim that it is applicable to the entire range of human behavior with which social psychologists deal. "Symbols" are arbitrary, conventional meanings which their users let stand for some abstract or concrete phenomenon. These meanings "transcend" the immediate situation in the sense that the individual uses them to interpret the

situation prior to his response or action, and in the sense that they may refer to past or future events, to hypothetical situations, to nonexistent or imaginary objects, and so forth. Symbolic interaction is, therefore, a theory and method that concentrates on the interaction between the individual and symbolized objects in his environment, whether these objects are inanimate, imaginary, or other people.

Psychologists have recently been exploring the interaction between human behavior and the physical environment under the general rubric of "environmental psychology." The two psychologists consulted considered that, although a number of interests that fall under this rubric also apply to social psychology, what the psychologist is really interested in investigating is the relationship between the individual's perception of the physical environment and his response to it. They felt that, because the scope of present research within environmental psychology applies most generally to cognition and perception, works within this developing subfield of psychology should be classed, as appropriate, within the BF schedule rather than making provision for them within the subclass for social psychology. The writer agrees with the argument, with the possible exception of works on social or personal space.

Social space is a concept that it is difficult to define adequately, the problem being that it does not refer to physical dimensions alone. But we can acquire an understanding of the concept by looking at its contents. The *cognitive* dimension refers to the way the individual divides the universe up into categories. The *territorial* dimension refers to the rendering of an area as distinctive by its owner(s) in a special way, which the owner(s) will defend. This, of course, includes the shared symbolic meanings that the members of a group or a society assign to areas of space; and it is the shared symbolic meanings that distinguish "social" from "personal" space.

Although works on social space certainly belong with others in social psychology when they relate to human behavior, the fact that anthropologists and students of the social behavior of animals also write on the subject makes it difficult to know just how to handle social space in a classification scheme. It is probably best, for the present, to use the notation BF 469 ("Space") in the present schedules. However, if the context clearly relates to a specific discipline, an appropriate subdivision in the class for that discipline should be used; or if the concept of social space is imbedded in like concepts in a discipline (e.g., territoriality in political science or zoology), notations for the concepts already provided for in the schedules should be used.

The final area of social psychology that needs to be defined here is collective behavior. Franklin and Kohout offer the following definition:

Collective behavior refers to behavior which takes place outside institutionalized structures. Relative to other forms, collective behavior is more spontaneous, more emotional, less structured, and less dependent upon previously learned values and behavioral expectations. Under the heading of collective behavior, a social psychologist may study crowds and mobs, disasters, rumor, fads and

fashions, social movements, and public opinion, to name just a few. Collective behavior tends to emerge in situations where norms are ambiguous or where there is dissatisfaction with the social order. It may be of brief duration, as in the case of panic in a burning theater, or may span several months or years, as in the case of a social movement.<sup>8</sup>

Obvious examples of social movements are the "hippie movement," or what Theodore Rozak has called "the counter culture," and the anti-war movement during the American involvement in Vietnam. The abundant literature on these social movements alone would suggest that the present classification of social psychology in the Library of Congress scheme is clearly inadequate.

### *Clinical Psychology*

Although there is general agreement that the subject matter of clinical psychology is the application of psychological principles to the problems of psychological adjustment, it is apparently customary to define clinical psychology by what the clinical psychologist does or the roles he plays. This is unfortunate, as none of the roles distinguished in general texts aid us in differentiating between a clinical psychologist and a social worker.

The problem in defining clinical psychology results in large measure from the fact that it is a relatively young field of applied psychology and the fact that, until quite recently, there were no firm standards of professional training for clinical psychologists. Clinical psychology split off as a separate section of the American Psychological Association in 1917, a move apparently prompted by the fact that those psychologists who worked in school counseling centers and university clinics were applying theories and methods derived from both their parent discipline and psychiatry.<sup>9</sup> Until after the Second World War, the majority of clinical psychologists confined their tasks to guidance, counseling, and the administration of personality and intelligence tests among children and adolescents. Then the Veterans Administration began hiring a number of clinicians to handle problems of psychological adjustment among veterans, a fact that Rotter says stimulated an interest in the personality problems of adults.<sup>10</sup>

The professional training of clinical psychologists was still a matter of much debate as recently as 1966, largely because of opposition from the American Psychiatric Association and the American Medical Association to the application of psychotherapeutic techniques by clinical psychologists without the close supervision or cooperation of a psychiatrist. Possession of a Ph.D. degree in psychology and several years' experience in clinical settings, including at least a one-year internship, are now the minimal requirements for professional status, certification of clinical programs by the American Psychological Association, and state licensing. These requirements plus the fact that the tools of the clinical psychologist—intelligence and personality tests, nondirective counseling, group therapy, psychoanalytic techniques, hypnosis, psychodrama and socio-

drama, existential analysis, various techniques of personality analysis and behavior modification, and experimental laboratory research—are drawn from psychology show that clinical psychology is still tightly bound to general psychology.<sup>11</sup>

It is difficult to distinguish developing trends in clinical psychology, precisely because the newer techniques of personality adjustment (e.g., transactional analysis) are not confined to this area of psychological research and practice. However, it may be observed that the relatively new area of community psychology has developed out of clinical psychology and is so closely bound to it that some writers refer to the two fields together as “community-clinical psychology.” A distinction can be made, however, by noting the emphasis in community psychology on consultation, preliminary diagnosis for purposes of referral, the management of clinics and mental health centers, and the promotion of community mental health, as opposed to the emphasis in clinical psychology on the proper diagnosis and treatment of personality disorders. Both community and clinical psychology are clearly applied fields of psychology, not of psychiatry. For this reason, it is proposed that both be relocated under applied psychology in the BF schedule.

#### *Proposed Changes*

The proposed change in the classification of clinical psychology in the Library of Congress scheme will be discussed first because it is relatively simple, involving merely the relocation of the subject from RC in medicine to BF in psychology. There is still something of a problem in the move, however. Only the numbers BF 636 and 637 are available for applied psychology because the integers 635 and 638 have been used for other subjects. The classification assigns general works, including periodicals, to 636 and devotes 637 to special topics, subarranged alphabetically, employing a Cutter number for notation (e.g., C6 for “Counseling” and D5 for “Discussion leadership”). It is proposed that C5 be used for “Clinical psychology” and C8 for “Community psychology.”

Figure 1 presents the present classification of social psychology in the Library of Congress scheme. To take account of the suggestions presented in this paper, we must (1) relocate any subjects and materials which belong in other classes and (2) refine the terminology and arrangement of the remaining subjects. The following relocations should be considered:

1. Material on “public relations, publicity and propaganda” (HM 263) should be considered for transfer to JF 1525, under “government, administration.” Titles which are clearly related to attitude change would be left in this section.
2. Material on “tradition” (HM 267) should be transferred to GT 3400-5280 (“Customs relative to public life”). The concept of tradition in social psychology is not clear, but tradition in relation to specific customs is much more clearly defined.
3. Material on “authority and freedom” (HM 271) should be trans-

ferred to JC 571 unless it relates explicitly to conformity or individualism, which seems to be what is meant by "authority and freedom."

4. Material on "liberalism and toleration" (HM 276) should be transferred to BJ 1430-1438, the location for "compromise, toleration" in ethics.
5. Material on "public opinion" (HM 261) which does not relate specifically to social attitudes or collective behavior should be relocated wherever appropriate in class JA (political science).
6. Material presently classed in HM 291 ("Other special") should be relocated as appropriate, primarily within the area of social psychology as revised.

HM 251	Social psychology.
253	Sociometry.
255	Instinct in social psychology.
258	Communication.
	cf. P 87-92, Communication (General).
261	Public opinion.
263	Public relations. Publicity. Propaganda.
267	Tradition.
271	Authority and freedom.
	Prefer JC 571, Individual rights (Political theory).
	Liberalism. Toleration.
276	Passive resistance.
278	Crowds. Tumults. Revolutions.
281	Theory.
283	History.
291	Other special.

Figure 1  
Present classification of Social Psychology

Once these changes have been made, we may revise the classification for social psychology, with the result shown in Figure 2. The following major changes will be noted. First, a general definition of the subclass, with a scope note taken from Wrightsman which makes explicit the interdisciplinary nature of social psychology, is followed by references to related subjects which are to be classed elsewhere. The first subdivision, for periodicals and related materials (HM 251), is followed by provisions for general works (HM 252) and theory and methodology (HM 253). This arrangement is consistent with the order followed elsewhere in the schedules.

The first subject subdivision of the proposed alternative subclass for social psychology is "social attitudes," replacing the former "instinct in social psychology" (HM 255). Social psychologists no longer use the term "instinct," believing either that human instincts do not exist or that they can never be usefully distinguished from learned behavior. Any works on instinct in social psychology should be merged with those on attitude formation. Provision is next made for "attitude change" (HM

- Social psychology  
 The field of study concerned with the effects of other people upon an individual's behavior.  
 Cf. BF 309-499, Consciousness. Cognition. Perception. Intuition (Psychology).  
 BF 636.C8, Community psychology.  
 GN 451-453, Psychic life of primitive people.
- HM 251 Periodicals, societies, etc. Collections.  
 252 General works.  
 253 Theory and methodology.  
 Includes sociometry, experimental social psychology, symbolic interaction, etc.  
 255 Social attitudes.  
 Cf. BF 199, Behaviorism. Motivation.  
 BF 323.C5, Conscious attitudes.  
 BF 378.A75, Attitude related to memory.  
 BF 575.P9, Prejudice. Antipathy.  
 BF 723.P75, Prejudice (Child psychology).  
 BF 723.R3, Race awareness (Child psychology).  
 BJ 1430-1438, Compromise. Toleration (Ethics).  
 256 Attitude change.  
 261 Social interaction.  
 Cf. HM 131, Associations. Mutuality. Social groups.  
 HM 133, Small groups.  
 P 87-92, Communication (General).  
 263 Social roles.  
 265 Person perception.  
 Cf. BF 723.S6, Social perception (Child psychology).  
 267 Aggression and violent behavior.  
 Cf. BF 575.A3, Aggressiveness (Emotion).  
 BF 575.F5, Fighting (Emotion).  
 BF 698.9.A35, Aggressiveness (Personality).  
 BF 723.F5, Fighting (Child psychology).  
 269 Prosocial behavior. Altruism and helping behavior.  
 Cf. BJ 1474, Altruism and egoism (Ethics).  
 271 Conformity and individualism.  
 274 Collective behavior.  
 Cf. JC 491, Revolutions (Political science).  
 278 Passive resistance. Nonviolent civil disobedience.  
 281 Theory of crowd behavior.  
 283 History of crowds.  
 286 Social movements.

Figure 2  
 Proposed revision of Social Psychology

256); at this point should be placed any materials presently classed in HM 263 which relate specifically to attitude change or the attempt to change social attitudes. "Social interaction" (HM 261-271) will include some of the material formerly classed in HM 258 ("communication"); other of this material will be better classed with general works on communication or perhaps psycholinguistics, the relation of language to cog-

dition. The new section includes the subdivisions of "social roles," "person perception," "aggression and violent behavior," "prosocial behavior" (including "altruism and helping behavior"), and "conformity and individualism"; it should be used for material presently classed in HM 132 ("interpersonal relations") and HM 291 ("other special," under social psychology).

The new section on "collective behavior" (HM 274/286) will include some of the material presently classed in "public opinion" (HM 261). Except for the new heading and the addition of provision for "social movements," there is no basic change in this section.

### Conclusions

It will perhaps be argued that the proposed reorganization of social psychology within the same section of the classification will necessitate more reclassification than is warranted. The rejoinder is that this is quite necessary to maintain logical consistency in the structure of the proposed revision of the subclass, and to show the relationship of more specific topics to general ones.

It is further proposed that, should the Library of Congress seriously consider adopting these revised classifications of social and clinical psychology, a serious effort be made to solicit the opinions of specialists in these subfields of psychology (and of sociology in the case of social psychology). Only three specialists have been consulted here, an insufficient number to ensure that the proposed revision is representative of the total field of social psychology.

The proper disposition of a number of topics is not clear, including social space, which, it has been suggested here, may appropriately be classed outside social psychology, and socialization, which has traditionally been related to child development but in terms of the interests of social psychologists may be more closely related to the formation of social attitudes, not to child development per se. Such possible candidates for inclusion in the subclass for social psychology should be evaluated after consultation with specialists to avoid classing subjects outside the subclass that logically belong in it.

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### *BOOKS FOR COLLEGE LIBRARIES NOW AVAILABLE IN MACHINE-READABLE TAPE FORM*

*Books for College Libraries*, second edition, published in June 1975, is available now in machine-readable tape form from the American Library Association. The data base, consisting of nearly 40,000 bibliographic entries in the Library of Congress MARC II Communication format, can be used to help select, order, and catalog the recommended titles that comprise the core collection of books for college and undergraduate libraries.

Approximately one-third of the entries on the two reels of tape have been selected from the MARC II files distributed by the Library of Congress. The remaining entries either have been encoded in full MARC format by the editorial staff or selected from the MARC II tapes and then edited by the staff.

The Association of College and Research Libraries, a division of the American Library Association, began to prepare the second edition of *Books for College Libraries* in 1972. The project, supported by a grant from the Council on Library Resources, was designed to produce a machine data base as well as a printed volume. The printed list was published in six volumes (Humanities; Language and Literature; History; Social Sciences; Psychology, Science, Technology, and Bibliography; and an Author-Title-Subject Index) by ALA for \$65.

The two tapes containing the machine-readable data base are now available for \$650 a set. All inquiries and orders should be addressed to Publishing Services, American Library Association, 50 E. Huron St., Chicago, IL 60611.

# Cooperative Steps toward a Library Network in Ontario

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*An automated library network should be designed to facilitate communication between producer and patron at an administrative cost politically viable. Library dogmatism over MARC, card catalogue utility, controlled thesaurus, and shared cataloguing has delayed rather than facilitated automated networks to help patrons. Reviewing progress in Ontario demonstrates in microcosm the nature of these issues and the need for reappraisal. In particular, the relationship between the University of Toronto system, the union files of the College Bibliocentre, and the Ontario Universities' Library Cooperative System indicates the need for a more flexible approach to data base management.*

IN ANY DISCUSSION on automated library networks, it is impossible to ignore the influence of the Library of Congress cataloguing program and the utility of MARC records. If MARC had been weaned from its parent at birth, the progress of automation in libraries may well have been different.

New inventions generally require new techniques and new concepts if they are to be successfully developed. As it is, the introduction of the computer into library system application reflects a rigid adherence to traditional formats and procedures, especially those devised to govern the maintenance of the card catalogue.

This can be seen in the continued importance assigned to the main entry, arbitrarily chosen, and the maintenance of a rigidly structured alphabetical subject array—twin bastions of a manually developed and maintained dictionary card catalogue around which a generation of librarians have been trained. Fairthorne's commentary on the need for librarians to establish skill and reliability in "marking and parking"<sup>1</sup>

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has not been demonstrated by our application of the computer to library resource management.

Thus the search for cost economies in libraries has been directed at shared cataloguing and processing, based on information appearing on LC MARC tapes. Management has assumed that blind obedience to the Library of Congress format will ensure a cost-effective operation. The success of the Ohio College Library Center may well be due to the fact that it does not challenge the status quo, yet provides freedom for individualism to be exercised by the cataloguer within the restraints of his professional dogma. The scheme enhances the political status of the participants, who can claim painless successful automation to avoid escalating operating costs. The system provides no differences in access to the individual collection for the patron, although as a trade-off the librarian may find a location for an item through the system, which he may thus obtain more quickly for the patron. Significantly, the controls over the librarian-client are minimal, so that he is able to modify a bibliographic record to meet the primacy of his own organization, whether or not it is necessary for him to do so.

In Ontario, there is a chance that the emerging network will have more significance for the patron and perhaps come fairly close to the prerequisites for cooperation among libraries stated by four of the divisions of the American Library Association in 1967:

1. that primary responsibility of each type of library to its special clientele must be defined before interlibrary cooperation can be established to augment service;
2. that effective cooperation depends upon adequate resources, administrative capability, and efficient communications;
3. that although the primary responsibility of each library must be respected, each library must realize its responsibilities to the network and assume its appropriate share of responsibility;
4. that all libraries must maintain an attitude of flexibility and experimentation.<sup>2</sup>

Whilst it is doubtful whether those involved in Ontario have fully understood that their network will be made or broken by their perception of "responsibilities," they have at least accepted the necessity for carefully defining their needs and for reaching agreement upon some elements of their individual responsibility to the network. Unfortunately, it is true at this moment of time that effective controls over the interaction are still minimal. The danger is that so long as the participants perceive the arrangement as beneficial to themselves, then there will be commitment, but, if there is doubt, then comes withdrawal from the unit.<sup>3</sup> In other words, commitment is not wholeheartedly given; a negative rather than a positive approach is visible amongst some of the librarians involved in the exercise.

Over the last ten years there have been a number of attempts, especially amongst the long-established Ontario universities, to create effective cooperative endeavour, but all eventually succumbed to the

normal breakdown attributable to the unwillingness to accept moral and fiscal responsibility for their cooperative actions.

The College Bibliocentre (CB), on the other hand, serving the twenty-two Colleges of Applied Arts and Technology, has so far succeeded in remaining a viable operation. That it has done so is probably more due to the fact that it began life when the colleges were established in 1967. It was set up as the central purchasing, processing, and cataloguing unit for the colleges, so it did not at that time face the entrenched views of twenty-two cataloguing departments and twenty-two acquisition departments, for they did not exist.

Now CB deals directly with 101 different units in the twenty-two colleges, where responsibility may be held by varied professional and non-professional staff. The result of this growth is that all the problems that normally exist at the beginning of cooperative endeavour are becoming more apparent, so that technical know-how is subordinate to political analysis for future survival.

Whilst some consortiums have specialized in processing and cataloguing books, CB had a more extensive brief. Cost studies indicate that the highest unit cost in a library, particularly in educational institutions, is the selection and purchase of the item, with cataloguing and processing a close second.<sup>4</sup> The enormous expansion in publication and the failure of the library and publishing world to coordinate their activities to facilitate selection and access have led many to believe that it is easier, faster, and cheaper to copy or even to produce an individualized learning package. The advent of the commercial audiovisual package, frequently containing reprints, books, slides, and tapes often already issued as part of separate slide or tape collections, has only encouraged this belief, so that education costs in this area can easily escalate. Because the costs are hidden within the institution, this escalation is often ignored by educators, librarians, and administrators alike. The task of CB was to create a central bibliographic data base of resources such that systems for selection, purchase, and utilization of learning materials to meet education objectives for students and academics could be economically facilitated. It was hoped that the system would not only provide economic advantages, but also facilitate the sharing of resources developed within the colleges.

However, the reality of such a system is far from the ideals of those who conceived the project.

Libraries are not independent centres, only in relation to each other. They serve the needs of the large organization of which they are part. Even within such an organization, human frailty leads the librarian to seek peer groups who will facilitate financial support for library development.<sup>5</sup> In universities and colleges this generally leads to a bias toward faculty, who are the principal peer group. Students, who form the major user group, may find that only a fraction of the budget is spent on their needs. The larger the organization the library serves, the more difficult it is for the librarians to support the requirements of

the various users, so that political decisions are necessary to resolve the economic conflicts arising from different objectives held by different sub-groups; but, in most instances, political decisions cannot be made by the librarian.

Whilst CB is dealing with similar institutions, their different interpretations of "library resource centre," "audiovisual centre," make political decision even more necessary. In addition, the faculty peer group is also frustrated. Brought up to believe that any item produced in Timbuktu or the South Pole can be delivered at a moment's notice at the cost on the book jacket, they are irritated by the apparent failure of the librarian to meet their needs fast and efficiently. This irritation becomes more vehement when they learn that the actual cost of what they believe is an inefficient system is probably \$35.00 to put an item on a shelf. They, too, are under political pressure. Administrators are concerned with escalating costs; students, with inefficient, lengthy systems of learning based on lecture and textbook.

In Ontario, this has led to some interesting developments within the Colleges of Applied Arts and Technology. A group of faculty have made substantial progress in the development of independent learning environments in which the students can progress at their own pace using the best learning modes—lecture, seminar, learning package, a mix of techniques, etc.—suited to their individual needs.<sup>6</sup> To facilitate the system, the faculty must define behavioural objectives for each program of studies, and either create or identify learning packages and test procedures to enable the student to reach each objective. This calls not merely for an efficient complex system, preferably computerized, but for an effective production/distribution system. It is in this area that the library philosophy service to freely obtain any item from any part of the world for any reader for any purpose and the publisher philosophy to maximize investment by effective control over assets whilst maintaining low distribution costs are now coming home to roost. Librarians, in creating costly dependence on their services, fail to recognize that in an independent learning environment the individual must be able to learn with minimal assistance. Publishers, by placing too high a control over their assets, fail to recognize that the new reprographic techniques provide the author with other alternatives to license the product for educational use. Both publishers and librarians are in danger of losing the credibility of their political peer groups.

The unique position of CB as a new organization charged with creating a cooperative centre for resource requirements of new institutions gave it an opportunity to identify problem areas and actively encourage some solutions. Whilst evolving a bibliographic data base for twenty-two organizations (one of which is a university), it has been sometimes helped and sometimes seriously delayed by seeking to cooperate with others in the evolving Ontario bibliographic network. Much of this delay could have been alleviated if it had been recognized that political

decisions are necessary to establish the necessary long-range planning for such an enterprise.

At the outset, CB believed that, whatever the difficulties,

1. the most cost-efficient method for future development depended on a dedicated computer centre serving the library community of Ontario;
2. the planning of such a resource would be facilitated by encouraging libraries serving similar institutional needs to cooperate in establishing a single data bank of their bibliographic records, by sharing their input through a central directory to records held in other library data banks;
3. duplication at input of a bibliographic record should be avoided, but subsequent duplication of the record by the computer to create separate user files would be cheaper and more efficient;
4. the publishers and distributors should be partners in this network, for they required a similar data bank to provide their own catalogues and administrative systems, and are the principal distributors of the material;
5. both the exchange between and retrieval from the data banks would be simplified if the bibliographic record was enriched with standard codes; in fact, codes should form the basis for the majority of search routines;
6. the central bibliographic data bank of international MARC records, the central directory to all records, and the individual group data banks should be conceived as a series of modular units which can be searched and mixed to form new systems data as required.

In 1969, when CB began to formulate an overall system development, there were two computer possibilities. The University of Toronto had a dedicated computer for library application shared between the School of Library Science and the University Library. Whilst it was prepared to offer service to outside organizations, this was of a limited nature and intended to provide solely a unit library card from Library of Congress tapes. At that time only 7 percent of the orders through CB were to be found on LC tapes, and the suggested service was neither economical to CB, functional in long-range planning, nor of value in the short term. In the short term, CB needed a computerized order system—the second module in an integrated network for the colleges.

If the University of Toronto could not supply CB's needs, the Ontario Department of Education was willing to help. Furthermore, the computer resource staff of the department was willing to accept responsibility for a provincial network if, and only if, the University of Toronto could not be persuaded to accept the role. This provided CB with support at a time when it was needed most, support which was effective in the establishment of the system. During this phase, CB planned and created an acquisition and accounting module which could handle all media.<sup>7</sup> An order once generated in a department, in a campus, in a single college could be identified and budget controlled. When shipped,

the item could be accompanied with a punched card or a computer tape to be used on any college computer system for loan control systems. Codes were established to identify media and status message, and the International Standard Book Number (ISBN) used to establish an authority address file for over 3,000 agents and other distributors.<sup>8</sup> The total cost for all items ordered through the system, including seaching and verification where necessary at CB for doubtful orders and searching on the second-hand market when required, was estimated at \$3.73 per order in the 1974-75 budgeting year.

Parallel to this system, work commenced on the creation of a machine-readable record of all items processed by CB on behalf of the colleges. At first, the College Bibliocentre considered an approach to the Ohio College Library Center (OCLC), but an examination of this system strengthened the view that it was neither flexible nor hospitable to the file structure and system development which were necessary for Ontario Colleges of Applied Arts and Technology—a view that was independently confirmed for universities when the Ontario universities compared the OCLC facility with that of the University of Toronto in 1973. CB concluded that there must be one machine-readable format for all media, and, in consultation with faculty, decisions were reached on the development and application of a variety of search codes. In addition to those provided (and unfortunately either not used or occasionally applied incorrectly) for chronological and geographic coded data in LC MARC, the following were created, often to considerable depth:

- a media code to identify not only the media but factors influencing equipment—size, sound, colour, etc.
- an intellectual level code—probably the most significant of all codes in search routines
- literacy, numeracy, and reasoning codes
- course, program, and behavioural objective codes
- expansion of the MARC codes for form of content.

The creation of authority files based on the PRECIS (PREserved Context Index System) of the *British National Bibliography (BNB)* with bilingual equivalents, though envisaged, was not developed until the Canadian Marc Task Group identified and recommended its application.<sup>9</sup> Subsequently, in 1973, an on-line system with provision for bilingual access was developed and has been applied to audiovisual media. The utilization of the technique for name and subject authority files is progressing. The need for a more simplified approach to slides and illustrations led to the adoption in July 1972 of the Simons and Tansey slide classification system developed in California.<sup>10</sup>

From the beginning, the decision to create analytic entries and bilingual access was considered essential. If the ultimate requirement of faculty (and students) was to segments of the learning package to match a specific learning objective, then the system must provide access to each segment. Intellectual level codes, analytic entry manipulation, media codes, one machine format for all media, and machine-based authority

files using PRECIS are essential for the purpose. The failure to recognize and adopt these requirements nationally has seriously affected the development of library automation to meet real needs.

Whilst the College Bibliocentre began the painful task of coding and editing all its bibliographic records for machine manipulation, two needs were identified:

- current awareness of the availability of Canadian material to aid selection and simplify ordering procedures
- the utilization of data on all available MARC tapes and access to any machine-readable bibliographic data available in any system.

The College Bibliocentre had subscribed to LC MARC tapes and was already searching for records to establish which original bibliographic records it was necessary to input into machine-readable format. However, it was loathe to proceed in this direction without a further attempt to encourage provincial participation.

During the spring of 1971, it became apparent that the University of Toronto was willing to consider a more fruitful form of cooperation. In June 1971, discussions between the Department of Education, the University of Toronto, and CB were officially inaugurated. The College Bibliocentre laid stress on its need for a plan to maintain and manipulate its data base, but within a network to facilitate exchange of records with other organizations. The College Bibliocentre accepted that it might be necessary to modify the structure of its records, although the key features for codes, PRECIS, analytic entries, bilingual needs, and modular system design were sacrosanct. Negotiations were protracted, promises rarely performed, but perseverance and belief in the project kept the parties together.

Then, on 10 December 1971, the University of Toronto Library (UTL) External Service was offered to the Ontario library community.<sup>11</sup> Its basic concept was to provide full support for automated cataloguing, including the maintenance of individual data banks. There was to be common file access to, and maintenance of, a centralized data bank comprising all national MARC files, with browse facility for imprecise author/title searching, and a print facility for the production of unit or multcard sets and sheets.

At last a major breakthrough—a dedicated facility for the province—available to all. But was it? Our own discussions indicated that an overall plan to govern the utility and ensure that the network was capable of meeting production deadlines for its users had still to be defined. Now it is easy to see in retrospect that the open-door principle of cooperation between diverse institutions funded from separate public pockets would have painful results for all involved. Such diversity needed major political leadership.

Variations in user priorities immediately followed. As soon as deadlines could not be kept, political pressure from peer groups began to emerge. When deadlines are based on government research grants, such political pressure can become difficult for all involved, and cooperative

goodwill is tenuously stretched. There was no identifiable management advisory body, and without it the resource was open to abuse.

The immediate impact of the announcement on the College Bibliocentre, after initial enthusiasm, was cautious optimism. However, by April 1972, the University of Toronto and CB had reached agreement on the creation of a current-awareness service, a cataloguing service with on-line facility, the restructuring and maintenance of the CB data base, and on-going consultancy in the development of the CB network for its college membership.

Meanwhile, a second partner to the network was a possibility. The Council of Ontario Universities had laid down guidelines to establish an Ontario Universities' Library System in 1968, but it was not until 1972 and the announcement of the UTL External Service that the universities were able to begin discussion of a total automated cooperative system in earnest.<sup>12</sup>

Unlike CB, which had been established as a central resource for cooperative planning amongst the Colleges of Applied Arts and Technology resource centres, the Ontario universities had to create an office to plan coordination of existing libraries. Whilst CB had a central cataloguing service, the universities needed to evolve a technique for sharing their cataloguing. This required agreement on the willingness of members

1. to share each other's input,
2. to accept a bibliographic standard for record entry,
3. to accept a standard format for machine manipulation and file structure, and
4. to evolve long-range planning for university library systems coordination.

During 1972, CB and the University of Toronto were still painfully seeking coordination within a shared network. A current-awareness system, based on LC and *BNB* tapes, was put into operation, procedures for producing and printing a regularly updated film catalogue were established, and work commenced on the restructuring of the CB files to a common format.

It was with the last, and particularly with catalogue support facility, that serious delays and difficulties began to emerge. The universities' informal discussions later in 1972 led to a necessity for the University of Toronto Library computer resource to achieve clarity in an agreed-upon communal record format. Whilst the debate amongst the universities on the problems of access to each other's records and their long-range planning for systems to meet their institutional needs was a matter for them to deliberate, record format and bibliographic standards were important to all users of the computer.

CB was invited to participate in the university deliberations and, during the early months of 1973, significant agreement was reached on these issues. However, the restructuring of the CB files was further delayed, probably as a result of these deliberations. In March 1973,

UTL agreed on a definite plan with time scale for establishing the College Bibliocentre system:

*Phase I: file conversion and preliminary products*

Incorporation of the production of the film catalogue, the machine conversion of the CB data base to UTL internal computer format, and the preparation of machine-readable circulation base records and equivalent printed listings to be completed 15 May 1973.

*Phase II: catalogue maintenance and periodic listing*

Incorporating the preparation of special lists and installation of data entry and editing systems to begin on 1 April 1973.

*Phase III: systems integration*

Planning and implementation of a fully coordinated cataloguing support system.

High hopes, but, in fact, conversion was not completed until 25 September 1974! The inability of the University of Toronto to meet its original deadlines in late 1971 added to the problems which CB had with inputting original records into machine-readable format. The difficulties of editing and manipulating a complex file growing rapidly in an unstructured mode and needed for production line operation were serious. The longer the delays, the more difficult the conversion. The University of Toronto and CB's cooperative endeavour needed quantities of oil to smooth troubled waters!

Meanwhile, the universities, resolved to proceed with their cooperative endeavour, sought approval in June 1973 from the Council of Ontario Universities for a Monograph Demonstration Project involving six participating university libraries (including the University of Toronto), later extended to include two from Quebec. Grant aided, the project created a planned data base for the universities parallel with CB. A formal organization was created and the Ontario Universities' Library Cooperative System (OULCS) was born.

Whilst the Colleges of Applied Arts and Technology and the universities were endeavouring to coordinate their individual activities around the UTL computer resource, the UTL open door was bringing in additional bedmates. Three public libraries—the Metropolitan Toronto Library, the North York Public Library, and the Mississauga Public Library, on the outskirts of Toronto—were making individual approaches to UTL. So also within the next six months were the libraries of the Federal Ministry of Agriculture and the Federal Ministry of External Affairs. In each instance, whilst motives and requirements differed, the prime intent of each library was to service its own needs and priorities. Neither the public libraries nor the federal libraries were activated toward cooperative endeavour with each other—they were interested only in the potential of the central automation facility to assist their individual needs.

As the university group was government funded and believed that its project would eventually lead to fuller utilization by all other libraries,

it invited observers from all other groups to its deliberations. Thus, the OULCS meetings established an opportunity for meeting, interpreting, and debating the utility of the computer resource, but primarily through the eyes of the universities. What was emerging was a management and advisory body in which many users were observers and the advisory link was through the Council of Ontario Universities. This was hardly a satisfactory advisory body, when the users embraced colleges of applied arts, public libraries, federal government libraries, and schools, and when the resource operation and management was with the University of Toronto Library computer rather than with OULCS. Under these circumstances, suggestions were made that the University of Toronto should establish an advisory body of users of the resource. Like most fundamental issues, it took twelve months before the first meeting was held, on 19 July 1974. However, the composition and formal structure of the committee, though proposed, have not been established by the fall of 1976. Instead the resource is expected to operate as a self-supporting unit. As such, political expediency would indicate that, like a commercial house, users may purchase what is offered. Any sharing of data within the system is a matter for discussion between users and does not involve the management of the resource.

Whilst management discussion continued, the practical problems of the operation of the resource were developing at varying levels. Until late 1973, CB was continuously involved in writing programs and modifying its operation to exploit the potential of the automated network. Refinements were specifically directed toward the automated production of a printed union catalogue of films, the development of PRECIS for subject retrieval and authority file structure, and a card-print program to be used when terminals became available at CB.

The type and availability of on-line terminals was more significant to the universities involved in the system than to CB on a short-term basis. Most universities were operating at a distance from the computer resource. Therefore, it was necessary to consider terminals with a feeder capacity to cut down line costs. Additionally, the extent of the font face was considered significant for multilingual data bases. Thus, whilst the universities were still debating terminals, most other users were applying to Bell for VUcoms, which have proved adequate for the needs of those in Toronto. By December, CB and the public libraries had access to the University of Toronto Library On-Line Data Entry System (LODES).

This system forms the basis of the automated network for Ontario. Users are able to search for a record on all MARC tapes—LC and National Library of Canada at present—obtain an edit copy, and transfer the copy with any necessary enrichment to their own file. The central directory to the records also incorporates reference to any original input in the users' own files. CB and the public library users gave UTL authority to make their original input available to anyone offering reciprocal arrangements within the system. Shared cataloguing now

exists between these organizations without formal regulations.

The separate files of each user are in the same format. However, they need not be structured in the same way. The major difference is between the union file of the individual Colleges of Applied Arts and Technology developed by CB and the union file now in process of development for the universities by OULCS. In the CB file there are no deviations from the standard, although analytic records form separate entities. Each record contains the holdings data for each college/campus. OULCS has formed a union file of records which each user agrees to input to a bibliographic standard established by the group. Deviations and local holdings data, for an extra cost, may be input by a member, using special local tags. Whilst such deviations and enrichment may be read by another member, they cannot be copied or transferred to any other user. It should be noted that CB inputs records to the same bibliographic standard maintained by OULCS for its union file.

The question that eventually needs to be answered is whether the structure of the OULCS files would be cost-effective if it incorporated all users. Obviously, shared cataloguing is possible without it, as the central directory indicates than an original record appears in OULCS, CB, or any other user file. Indeed, CB and the public libraries are already sharing cataloguing input.

At present, insufficient information is available to assess this potential. However, the very fact that each user of the UTL system is seeking a cost-effective solution to its own priorities is in itself advantageous to all involved. Cost studies on volume input, search routines, and utilization can be examined and compared. CB, with the largest union file and a priority to create and maintain printed catalogues, finds it more economic to keep a very low active file—that is, records available on immediate on-line access—preferring to call records from the passive file when required, even with the time delay involved. CB is also studying the effective manipulation of its base to produce updated individual college catalogues. These studies, together with the analysis of OULCS manipulation problems, may modify procedures. Nevertheless, modification and development of each system is continuous. CB now has a print-out facility on a 2741 terminal for book cards and spine labels. These programs could be used by any other user group. However, usage will be governed by the requirements of such user groups, and it is the possible differences in their requirements that need definition.

Thus, whilst the universities and colleges were establishing their union files, the public libraries began to realize that perhaps there were advantages in their own amalgam for a union file. Informal discussions began between those using the resource and those considering the possibility of joining the UTL system. Documentation was prepared and a study produced by the Technical Services Committee of the Directors of Ontario Regional Library Services. A proposal was finally formulated

and presented to the Ontario Provincial Library Council during 1974. But no satisfactory agreement was reached, and, as often happens, a consultant is now offering suggestions. Certainly, the coordination of the requirements for public libraries is as significant as that of the universities and colleges. But politically, in the present financial climate, coordination is unlikely.

One special advantage in incorporating the public libraries into the network may not be clearly understood. At present, the universities have vast quantities of material uncatalogued and inaccessible to provincial users. A shared network should mean shared human resources. The universities should concentrate on unique items in their collections, leaving the more recent and frequently used items to other libraries to input. The belief that the universities need a fuller bibliographic record than any other library is an anachronism. Indeed, the reverse may be a more correct interpretation of user needs.

It was because of the need to develop an effective current-awareness service to facilitate selection and purchase that an informal group began meetings at CB in 1973. This group finally emerged as representatives of the Curriculum Development Branch, Ontario Ministry of Education; the North York Board of Education; the Canadian Book Publishers' Council; the School Libraries' Association; the Mississauga Public Library; the Independent Publishers' Association; the Canadian Library Association; the English Department, York University; *Canadian Periodical Index*; Quill & Quire; and CB.<sup>13</sup>

Their deliberations led to the intent to develop a central machine resource to Canadian materials such that a teacher or librarian could retrieve information on those items suited to specific educational needs, including their order availability, when required, to meet those needs.

Their discussions, based on the experiences of those involved in the creation and utilization of the major bibliographic tools for Canadian learning materials, indicated the gap that exists between bibliography and user needs.

The users isolated their needs as follows:

*Relevance to subject*

What is the purpose for which the item was produced?

What does the reader, viewer, or listener need to know to make effective use of the product? (or what are the prerequisites?)

What is the relevance in context to Canadian culture?

How up to date is the information (not when was the film released or a book published)?

What is the probable interest stimulation of the presentation?

*Relevance to availability*

Is this available now? If not, when?

Is it available in my locality and readily accessible, or is it available in my region?

Does the use of the item call for special equipment which is available to me?

*Relevance to user*

- because of special user abilities or disabilities—literacy, numeracy, physical, or mental deficiencies?
- for special learning nodes—visual, audio, textual combinations?
- for special learner levels signified by grades, qualifications, or by objectives?

The need to identify items in the store satisfying these requirements stressed the need for effective coding especially to meet the requirements of the criteria for relevance to the users. It was noted that though the Canadian Marc Task Force had recommended the use of an intellectual level code more closely defined than merely J for juvenile, the National Library of Canada, the Library of Congress, and the *British National Bibliography* had rejected the concept.

It also emerged that indexes, rather than full entries as in classic bibliographic format, to author, title, subject, and application were more valid to the user. Rigidly controlled thesauri were rejected for more simplified authority files combined with natural-language descriptors to identify the subject content (not the classification) as in PRECIS so that the user's search would be simpler and produce results more relevant to needs. Multilanguage access for a variety of ethnic groups was recognized, and it was agreed that indexing techniques linked to computer-managed systems would facilitate this requirement.

Once the ultimate requirements of the users were understood, an interactive system could be proposed. In its exposition, the question of shared responsibility for the communication network between the participants began to emerge. The producer, vendor, and distributor—commercial or public (both the library and the teacher are distributors)—are parties in the communication of a concept generated by an author to a person who needs the stimulant. Whilst the need for flexibility in such communication was appreciated, it was also agreed that the present separation of function between all the parties involved in the communication was not in the best interests of the users.

Thus, the system that finally emerged called for shared responsibility. The producer should input the data on his product based on the International Standard Bibliographic Description, and incorporate factual data on contents as well as a code to identify the intended market. The distributor's responsibility was to identify the utility of the product to the eventual user and facilitate its retrieval to meet subject and browsing parameters as well as defined education objectives.

This proposal implies the incorporation into the network of publishers, faculty, and school users. Whilst the proposal was subsequently endorsed by many user groups, including publishers and distributors, the scheme is still in abeyance. If it emerges intact from the political impli-

cations that are seen by all those involved, then it could have significant consequences for network planning.

The products of the system would be extremely diverse. For the publishers, the information could assist in the production of their own catalogues. In addition, it would provide opportunity to establish a link with the publishers' automated systems for warehousing and invoicing. It would provide, also, an immediate indication of potential needs and usage helpful in estimating the probable sales of a specific edition. For the teacher and the librarian, there would be an immediate ability to identify the material and its availability to meet specific objectives. All participants could either have direct on-line access or consult printed or microrecorded output.

The negative image toward librarianship which the card catalogue has induced amongst patrons and which is now sustained by library computer networks must be changed. A user-orientated interactive automated network designed specifically to facilitate choice for purchase or study creates a more positive image. Management application of the data for in-house operations, such as inventory control in both publishing houses and libraries, purchasing procedures, and statistical analysis, would be relegated to subsystem development.

However, if the system potential appears obvious, the difference between conception and application must be measured by normal human response to change. As, today, the mechanics of librarianship are based on a new technology, it is probable that real progress will occur only as the new generation are familiarized with the problems and the new technology at the outset of their career.

Meanwhile, in Ontario, a library network is emerging, made possible by a group of technically innovative specialists at the University of Toronto, and exploited by others in expectation of the common good of their patrons. However, it is well for the student seeking enlightenment on progress to date to remember a saying of Henry Adams: "No one means all he says, and yet very few say all they mean, for words are slippery and thought is viscous."

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### *NCLIS TASK FORCE ESTABLISHED*

The National Commission on Libraries and Information Science has established a task force on data base building for nonprint media which met for the first time on 23-25 August 1976 in Washington, D.C. Suzanne Massonneau, chairperson of the RTSD Audiovisual Committee, attended the meetings of the task force which also includes other specialists interested in developing goals, objectives, and functional specifications for the bibliographic control of nonbook media. Other members are Wesley Doak (California State Library), Janice Gallinger (Plymouth State College), Kay Guiles (Library of Congress), Emery Koltay (Bowker Co.), Jean McCauley (National Audiovisual Center), Bill Quinly (Florida State University), and Tom Risner (National Information Center for Educational Media). Ruth Tighe is NCLIS project liaison officer. The development and writing of task force recommendations will be done by a team consisting of George Abbott (Syracuse University), Jim Brown (ERIC Information Resources), and Jenny Johnson (American Association of Medical Colleges), with Jerry Brong (Washington State University) as team chairperson. Clint Wallington of the Association of Educational Communications and Technology staff will serve as the team's project director.

The draft recommendations to be developed will be reviewed by a number of organizations. Open hearings are being planned for the ALA 1977 Midwinter Meeting as well as the national conventions of AECT and ASIS. Based on the reaction at these meetings, the draft is scheduled to be revised in late spring of 1977. It is hoped that the project will contribute to the bibliographic control of nonbook media by recommending minimum basic specifications for a nationwide data base for nonprint materials.

# Non-SuDocs Classification: A New Procedure

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*A review of the literature relating to classification schemes for documents other than that of the Superintendent of Documents is followed by a presentation of the details of the classification scheme created for the University of Texas at El Paso Library, a medium-sized academic library.*

THE GROWING VOLUME of non-SuDoc documents<sup>1</sup> has presented documents librarians with continuous problems in devising classification systems to provide bibliographic control of these items. Librarians who limit their documents collection to those of the federal level of the United States do not have to contend with the organizational problems inherent in collecting documents of other governments and other levels of government, which have produced, particularly in recent years, an increasing amount of important and relevant information.

## *Survey of Classification Schemes*

The numerous possibilities for organization and classification of non-SuDoc documents have been considered at length in the literature. Caldwell's survey of thirty-one members of the Association of Research Libraries in 1958 found that most document librarians favored separate collections for the various levels of government publications.<sup>2</sup> The most common single pattern of arrangement for non-federal documents was an alphabetical arrangement by area, agency, and title, found in eight of the thirty-one libraries responding. Of these eight, five libraries

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found the area-agency-title arrangement to be satisfactory; three did not. The only specific documents classification scheme mentioned by Caldwell was that of Swank, found in use in two libraries for state documents and about to be introduced in two others.<sup>3</sup>

Casey and Phillips have compiled information on the form of organization applied to state documents in thirty-six of the state libraries of the country.<sup>4</sup>

Rosenkoetter's survey of one hundred twenty-five state agency, academic, public, and historical society libraries in fifty states considers all aspects of the treatment of state publications in libraries, including classification.<sup>5</sup> Classification schemes examined included Dewey Decimal, Library of Congress, Swank, the California scheme,<sup>6</sup> the Houk system for Ohio publications,<sup>7</sup> and some local schemes. Most of the local classification schemes mentioned—for Louisiana,<sup>8</sup> Kentucky,<sup>9</sup> Ohio,<sup>10</sup> Illinois,<sup>11</sup> Florida,<sup>12</sup> and South Dakota<sup>13</sup>—"are based on the Superintendent of Documents classification (SuDocs) and have much in common. The call number is an alphanumeric symbol having the following elements in this order: department symbol, division symbol or number if applicable; form number; and unique publication number for individual publications and date or serial number for serials items. . . . These classification schemes all follow the same rules as SuDocs for shelving."<sup>14</sup> Only a few are subject based. Rosenkoetter found that most libraries which consistently apply one scheme were satisfied with the scheme being used.

Dale presents a more detailed treatment of the structural variations in documents classification systems, both historically and in terms of current practice, and explains the archival principle of provenance, as used in the Superintendent of Documents system, the League of Nations and the United Nations systems.<sup>15</sup> Other document classification systems mentioned by Dale include that of Swank, for state, county, and municipal documents; the system devised by Jackson for all public documents—federal, state, county, municipal, interstate, foreign, and international;<sup>16</sup> a classification for law publications devised by Keller for the New York County Lawyers' Association;<sup>17</sup> two systems developed in other countries, one for the Public Administration Library of the University of the Philippines<sup>18</sup> and one for the Central Secretariat Library in New Delhi;<sup>19</sup> and two different systems proposed for UN documents issued without series symbols.<sup>20</sup> The common element in all systems reported by Dale is the rejection of the subject approach in favor of the archival organizational principle of provenance. Rather than an area-agency-title arrangement, most classification systems described by Dale used the following order of categorization:

1. Agency and subagency originator
2. Form or series division
3. Title designator

The second element, the form or series division, in these classification schemes involves the use of symbols to designate the possible forms of publication, such as:

- .1 Annual reports
- .2 General publications
- .3 Bulletins
- .4 Circulars

The above set of symbol designations is typical of the SuDocs system, which has many imitations, modifications, and elaborations.

Some individual systems can be applied to a broad range of government levels—international, national, local, and state—such as the one developed by Jackson and the “Plain J” system designed by Pease.<sup>21</sup> Both of these systems classify publications initially by governing body (i.e., country) and then more narrowly by issuing agency and subagency. Both systems complete the notation by adding a Cutter number to represent the title. The “Plain J” system varies this pattern by using an official preassigned number whenever one exists for a publication.

### *Specialized Systems*

Other classification systems have been designed for more narrowly defined collections. The “California Manual” provides a description of the “California System,” which arranges California documents alphabetically by issuing agency, then by form and/or title and includes an alphabetical list of the agency authority file used for California publications. This manual has influenced the development of many other classification schemes, such as the system described by Brees for Texas documents which employs a Cutter number designed to represent Texas agencies, followed by a form subdivider, and a Cutter for distinctive word in title.<sup>22</sup> The California system manual also describes six other document classification systems and provides a sample call number for each system so that one may compare the applied classification systems—two of which do not follow either the area-agency-title or the agency-form-title format.

One of these divergent schemes is a subject classification system developed by Glidden and Marchus for public administration materials.<sup>23</sup> The subject designation is followed by an indicator for level of government and area and an accession number representing the title. The other system, designed by Miller for local municipal documents, is characterized by a functional arrangement of materials.<sup>24</sup> Miller’s notation indicates function, administrative unit, and form, in that order. Thus, for example, all publications dealing with the educational function of government would be classed together, only secondarily classed by the name of the issuing agency or office.

Evans and Vambery have developed a classification exclusively for international government publications.<sup>25</sup> It classes publications first by an arbitrarily assigned agency number, and second by standard organizational subdivisions according to government function—legislative, executive, judicial, etc.—which can be applied equally to all bodies. The classification is further subdivided according to form of publication:

- .I Basic documents (charters, statutes, etc.)

- .II Official records (proceedings of meetings with or without annexes, supplements, resolutions, etc.)
- .III Periodic reports (if not parts of official records)
- .IV Conferences, congresses, symposiums, etc.
- .V Numbered documents (symbol series, etc.)
- .VI Periodicals
- .VII Yearbooks, numbered monographic series
- .VIII Works about the organization (by agencies other than the organization and its organs, etc.)
- .IX Bibliographies, catalogs, checklists, indexes, etc.
- .X Technical publications (if kept in a special collection)

### *The El Paso Collection*

Like many other documents collections, the one at the University of Texas at El Paso Library (UTEP) was formed when the library was named a United States Government Selective Depository in 1967. Although U.S. documents were the primary assignment of the new section, the staff also was given the responsibility of organizing Texas depository publications. In contrast to the U.S. documents which bear classification numbers and are indexed in standard reference works, the Texas documents lack such designations and originally were controlled only through an informal agreement among the staff as to shelf order; specific book numbers were not assigned.

Similar arrangements were employed for the additional collections that came under the responsibility of the Documents Section. In addition to being a depository for GPO and Texas documents, the section soon became responsible for publications of the United Nations and its satellite organizations: Food and Agriculture Organization (FAO), International Atomic Energy Agency (IAEA), International Labour Office (ILO), International Monetary Fund (IMF), United Nations Educational, Scientific, and Cultural Organization (UNESCO), World Health Organization (WHO), World Meteorological Organization (WMO), and other international associations such as General Agreement on Tariffs and Trade (GATT), Organization for Economic Cooperation and Development (OECD), and Organization of American States (OAS). Some of these agencies designated UTEP as a depository with a resulting increase in the amount of material received. Also housed in the Documents Section were national publications of Mexico, Canada, and Great Britain. The library also began to receive publications from the states of Arizona and New Mexico. Lastly, documents issued by the city and the county of El Paso are maintained in the section. Only SuDoc publications and to a lesser degree OAS and UN (but not their satellite agencies) provide some classification guidance for librarians.

### *General Considerations of Bibliographic Control*

The primary objective was determined to be the creation of a system which would provide a unique shelf-location number for each publica-

tion received. It was decided that no immediate attempt should be made to create a subject catalog; rather, subject access would depend on guides, bibliographies, indexes, and catalogs issued by the governmental agencies (such as the *Monthly Catalog of U.S. Government Publications*, *Monthly Checklist of State Publications*, *United Nations Documents Index*) to be supplemented in the future by a computer-produced shelflist. Although reliance on guides, bibliographies and other tools for subject access conjures up the vision of patrons having to consult dozens of catalogs to find desired materials, Caldwell found that most documents collections did depend heavily on printed catalogs and the consensus was that it was a satisfactory approach.<sup>26</sup> Thus, such an approach was taken as the first step for subject organization of the non-SuDoc publications at UTEP.

In recent years, reliance on printed catalogs has suffered from the decision of the *United Nations Documents Index* to restrict its coverage to UN publications, eliminating coverage of the specialized agencies.<sup>27</sup> However, in the meantime, documents librarians have become adept at using the sales catalogs of the various agencies and the list of documents issued by GATT, ILO, UNESCO, and WMO. Furthermore, access to much of the most useful material continues to be afforded by *The Bibliography of Agriculture*, *Index Medicus*, and *PAIS*. In addition, the quarterly publication *IBID* (International Bibliography, Information, Documentation) now provides up-to-date subject access to the serial and periodical publications of these organizations.<sup>28</sup>

By placing special emphasis on the collection of bibliographies, sales catalogs, and other reference materials, and by shelving such items separately from other forms of government publications in a collection which includes nongovernment imprints, the librarian can use these finding aids as a satisfactory substitute for subject access through the card catalog. When used together, a variety of printed finding aids can provide superior coverage of a given subject area because each offers a different channel of access. Generally, our users appreciate the choice of a number of indexes, which can be used separately or in conjunction with one another, depending upon the depth of the research task.

### *Construction of the Classification*

In creating the UTEP classification, the literature discussed earlier was consulted for assistance in an attempt to create a system which would fit the circumstances and needs of the collection and also be relatively simple to apply. One of the primary goals was the creation of a system in which a consistent method of subdivision was used under each political unit or agency. Early discussion led to the decision that the first characteristic of classification to be applied should be the level of government. The following four levels were determined to be needed: (1) international (symbol "I"), (2) national (symbol "N"), (3) state (symbol "S"), and (4) municipal (symbol "M").

These level of government indicators are similar in form to the nota-

tion used by Jackson at Oklahoma State University. The initial element in the Jackson system of documents arrangement also is a letter to show governmental level or jurisdiction, as follows:

- A-J United States
- M States of the United States
- N Interstate Agencies
- P Foreign Governments
- T International Agencies

The UTEP system differs in that it uses a mnemonic set of symbols: and that it does not create its own system for U.S. documents.

To further stress the logical basis of the system for easy understanding and interpretation by the users, and to provide a classification scheme that would be somewhat self-explanatory, initialisms, abbreviations, and acronyms already familiar to users are inserted in the first line of the call number to further delineate the origin of the documents. Thus, after the initial for the level of government, an acronym, abbreviation, or initial is employed that describes the issuing agency, country, state, or city of the document: at the international level, such symbols as OAS, UN, FAO, and WHO (an abbreviation system identical with the first element in the notational scheme used in the United Nations Library);<sup>29</sup> at the national level the abbreviations used in *Webster's Geographical Dictionary*, e.g., Gr Br, Mex, Can, Fr;<sup>30</sup> on the state level the two-letter abbreviations used by the United States Postal Service; and on the municipal level designations used in the *Webster's Geographical Dictionary*.

Numerical designations have been widely used to represent the various governmental units in other notational schemes. States may be indicated by their number in an alphabetic list as is done in the Swank system, or may be given an arbitrary number as in Jackson's system. For international organizations, numbers to indicate specific units may be obtained from the list developed by Evans and Vambery,<sup>31</sup> or may be taken from the *Yearbook of International Organizations'* item numbers, following the "Plain J" precedent.<sup>32</sup> In contrast, the use of common abbreviations and acronyms offers advantages of greater user familiarity and easier library processing.

The indicator of document form comprises the third and final symbol on the first line of the UTEP call number. Using general library organization as a pattern, four basic types of publications were identified and arbitrarily numbered 1-4, as follows:

- 1 Serial and Periodical Publications, including reports
- 2 Monographs
- 3 Official Records
- 4 Reference Publications, whether published by the government organization, other governments, or commercial publishers

This form division is a simple one when compared to that of Evans and Vambery. It is similar to that used at the Rockford, Illinois, Public Li-

brary, which also makes a basic distinction between periodicals and monographs.<sup>33</sup>

The decision to employ a separate designation for serials was made in part because the UTEP Library has a separate periodicals collection, so that patrons are familiar with the concept of a separate collection for these items. In classifying serials, the only author identified in the class number is at the level of the second symbol in the class number, as identified above. Thus, all UN serials stand together with no indication of specific issuing agency, as do all FAO serials, all UNESCO serials, all Texas serials, etc. This decision was made in order to save staff time in classifying a serial whose issuing agency may not be readily apparent and to save patron time, because patrons often approach the collection through the name of the periodical (often derived from a periodical index) and are frequently unaware of the name of the issuing unit.

Whenever possible, monographs are subarranged by a system provided by the originating government or agency, particularly if preassigned numbers appear on the publications. Examples include the document classification number and sales number which appear on UN publications and the general Dewey Decimal Classification numbers which appear on Organization of American States publications. Preassigned and printed-in-publication symbols are to be preferred because they correspond most closely with publications catalogs and other bibliographic tools and require less maintenance. In the absence of such numbers, the next choice is arrangement by provenance, used in cases in which the relationship of the governmental agencies is clear, as in the case of documents from Texas and other states. A third alternative is the use of headings used in publications catalogs, as in the case of publications from General Agreement on Tariffs and Trade (GATT). This is clearly the least desirable method because of the time lag between the distribution of a publication and its appearance in the catalog; other problems include the tendency of such catalogs to change the organizational headings from issue to issue and an occasional lack of discreteness between the items listed under each subject heading. This method is best used with slowly growing collections such as the publications of GATT. No cases have yet arisen in which none of these three methods for arranging monographs is applicable.

The third form category is official records (symbol: 3), limited strictly to those publications that declare themselves to be "Official Records." Preassigned numbering is used to classify these publications if available; otherwise, a serial arrangement (by title) is used.

The fourth type of document identified is the class of reference publications (symbol: 4). Because library users are familiar with a separately designated collection which provides access to other library materials, we apply the term "reference" to catalogs, indexes, and other tools published by governmental agencies or independent presses which can be used as guides to the document collections. Also included are general reference publications by either the governmental agency or a trade

press providing bibliographic information about the agency. A piece of red tape attached to the spine of these books signals that they are to be shelved in the reference/reading area, rather than next to the other publications of the government unit in which they had been classed. As a unit, they provide quick information for patrons and easy bibliographic citation searching for librarians. At any time they may be shelved with the other publications of the government unit to which they offer access.

Limitations of space permit only a few illustrations of the more than forty pages of classification procedures that have been developed. The following examples are presented to provide a general understanding of the procedures of the UTEP system showing the derivation of some typical classification numbers.

Title: *Impact* (a serial published by the Department of Mental Health and Mental Retardation of Texas)

Notation: S-TX 1: "S" for state level  
 .Im 7 "TX" for Texas  
 "1" for serial publication  
 "Im 7" for "Impact"  
 (Note that the agency is not represented)

Title: *International Trade*

Notation: I-GATT 1: "I" for international level  
 .In8t "GATT" for General Agreement on Tariffs and Trade  
 "1" for serial publication  
 "In8t" to represent title

Title: *Housing Requirements and Demand*

Notation: I-UN 2: "I" for international level  
 IIE "UN" for United Nations  
 73/3 "2" for monograph  
 "IIE" UN sales number representing "European economy"  
 "73/3"—imprint date and accession number  
 (assigned by UN Publications Office)

Title: *Community Attitudes Towards Airports*

Notation: S-TX 2: "S" for state level  
 .Ae 8 "TX" for Texas  
 "2" for monograph  
 "Ae 8" for Aeronautics Commission

Title: *Official Records of the World Health Organization*

Notation: I-WHO 3: "I" for international level  
 .Of 1 "WHO" for World Health Organization  
 "3" for "official records"  
 "Of 1" to represent title

Title: *Council of the Organization of American States; Decisions Taken at the Meetings*

- Notation: I-OAS 3: "I" for international level  
 G/III "OAS" for Organization of American States  
 "3" for official records  
 "G/III"—official records series number
- Title: *Directories of Government Agencies*, by Sally Wynkoop and David W. Parish. (Rochester, N.Y.: Libraries Unlimited, 1969)
- Notation: N-US 4: "N" for national level  
 .D62 "US" for United States  
 "4" for "reference collection"  
 "D62" to represent the title
- Title: *Publications, Bureau of Economic Geology*
- Notation: S-TX 4: "S" for state level  
 .P 96 "TX" for Texas  
 "4" for "reference collection"  
 ".P 96" to represent title

### Conclusion

In summary, the elements of the UTEP classification system are the following:

1. first line
  - a. level of government symbol
  - b. political unit
  - c. bibliographic form
2. second line—notation varies:
  - a. for a serial, a Cutter number reflecting title
  - b. for a monograph, the numbering used by the issuing agency; or a Cutter number reflecting subagency, department or bureau; or symbols for headings used in publications catalogs
  - c. for an official record, usually preassigned number; if not available, Cutter number for title
  - d. for reference items, a Cutter number reflecting title
3. third line—identification of individual piece by issue number or some form of imprint date and accession number

The development of the notation has been governed by three basic concepts. First, *levels of government* are categorized into four primary headings: international, national, state, and municipal. Within each of these categories, a specific notation is provided for each organization or political unit: OAS, TX, Mex, etc. This concept preserves the integrity of the publications issued by the various governmental agencies, yet also preserves the second concept of *inter-relatedness*, meaning that the basic format of the classification scheme remains the same whether concerned with documents from the Organization of American States, the United Nations, Texas, or the Food and Agriculture Organization. And finally, the concept of *document form categorization* was used to designate each document as either (1) serial, (2) monograph, (3) official document, or (4) reference. This last practice provided for easier bibliographic con-

trol, streamlined technical procedures, and also contributed to the concept of maintaining familiarity or inter-relatedness throughout the various parts of the document collection and throughout the library.

The priority given to *document form categorization* within the UTEP system of notation is probably the most distinctive aspect of this classification scheme. In the majority of other systems, the form-division symbol is one of the last elements of the completed call number; it usually follows, not precedes, the specific agency or bureau identification symbol. Thus the normal pattern provides for the documents or publications of each issuing government or agency to be alphabetically arranged by agency and subagency on the shelf, and subsequently by form. The UTEP system deviates from this pattern by distinguishing between serials, monographs, official documents, and reference texts of each governmental unit first (much as is done within the organization of many general libraries), then classing further to the extent which seems appropriate for each case. This practice divides the publications of each governmental unit into four subgroups. It was done to save time and money, to promote uniformity between the document collection and the library, and to allow for quicker retrieval. The approach represents in part a departure from the traditional archival principle of arrangement of government documents by provenance in that specific issuing agencies are frequently not reflected in the classification.

In the final analysis, classification schemes differ only in the degree to which they are arbitrary. As Shera has pointed out, librarians will continue to be frustrated in their classification attempts as long as they believe that a universal "order of knowledge" exists.<sup>34</sup> At the same time, librarians strive to maintain bibliographic control over a great variety of materials, non-SuDoc documents being but one. A number of classification schemes proposed for non-SuDoc documents have been discussed here. Each has its merits and its faults; each should be judged only on the basis of the purposes for which it was intended, and on what the scheme can provide in terms of benefits for a particular library. In the case of the University of Texas at El Paso Library, none was found to be adequate to the demands and needs of the Documents Section. Thus, another scheme was created, based in part on the schemes that came before it. For the future, we may hope that librarians, with the support of the Government Documents Round Table, can create a unified scheme that will combine the best aspects of the various schemes into one acceptable procedure for handling non-SuDoc documents.

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## PHOTOCOPY STUDY CONTRACT AWARDED

The National Commission on Libraries and Information Science has announced the award to King Research, Inc., of a contract for the long-awaited study of library photocopying and a feasibility test of a royalty payment mechanism. The contract was originally funded for nine months by NCLIS and the Division of Science Information (DSI) of the National Science Foundation to: study the incidence of photocopying of library materials on library staff-controlled equipment; determine the patterns and characteristics of photocopies of serials in lieu of interlibrary loans; and determine the probable costs of a mechanism for administering a transaction-based royalty payment mechanism.

The Commission on New Technological Uses of Copyrighted Works (CONTU) has joined NCLIS and DSI as a sponsor of the study with a request for additional information in the area of photocopying. This will be derived principally from an analysis of a full year of interlibrary loan transactions of MINITEX, the statewide interlibrary loan system of the state of Minnesota. The data from MINITEX, which includes all types of libraries, will be acquired for a period which overlaps the sampling periods of the basic study, enabling the contractor to correct for seasonal variations in establishing annual volumes. For CONTU, the MINITEX data will provide a variety of information, including such items as whether or not the requesting library has a subscription to the periodical, the frequency of requests with respect to time lapse since publication, the proportions of U.S. and foreign journals, the distribution of requests by title, etc. Also included is a minisurvey of the purposes for which photocopies are requested. This is expected to provide a measure of the proportion of photocopying which would be exempt under legislation now pending in Congress (e.g., replacement of damaged materials, classroom use, etc.).

The principal investigator of the study is Donald W. King, president of King Research, Inc., of Rockville, Maryland. The expanded study is expected to take twelve months at an estimated cost of \$141,589.

The basic study was originally requested by a working group of the Conference on Resolution of Copyright Issues, which is jointly sponsored by the Register of Copyright, Barbara Ringer, and the Chairman of NCLIS, Dr. Frederick Burkhardt. The conference, which has been meeting at intervals over the last two years in an attempt to resolve the differences between copyright owners and users, principally libraries, on the question of photocopying, includes representatives from most library, publisher, and author organizations as well as interested government agencies.

For further information, please contact NCLIS, 1717 K St., NW, Suite 601, Washington, DC 20036; (202) 653-6252.

## Margaret Mann Citation, 1976:

Eva Verona

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*The Margaret Mann Citation in Cataloging and Classification is awarded in 1976 to Eva Verona in recognition of her definitive work Corporate Headings and her continuing outstanding leadership toward the realization of universal bibliographical control of library materials through international standardization of cataloging principles and practices.*

## Eva Verona

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DOROTHY ANDERSON

*Director*

*IFLA International Office for UBC*

*London*

The award of the Margaret Mann Citation 1976 to Eva Verona of Zagreb, Yugoslavia, Chairman of the Yugoslav Cataloguing Committee and Chairman of the IFLA Committee on Cataloguing, is an outstanding tribute by American librarians to the work of a librarian and cataloger from another country whose career reflects equally her achievements nationally and internationally.

It is my belief and I have stated it firmly on various occasions, and in print, that "all librarians are internationalists. We have to be, from the nature of the material we are working with and the purpose of the work we are doing."<sup>1</sup> But if we are internationalists at heart, not many

of us are given the opportunity and the ability to practice that belief openly and successfully. Such a colleague is Eva Verona. Where some librarians are acclaimed within their own national boundaries, and others have reputations higher abroad than at home, Eva Verona's reputation stands high both nationally and internationally—recognized by honors and citations within her own country as now by the larger community of American librarians. It is a satisfying experience, for me, to acknowledge as a friend and colleague the author of *Pravilnik i priručnik za izradbu abecednih kataloga* and of *Corporate Headings*.<sup>2-3</sup>

I am sure in one sense Eva Verona has been better equipped than many of us to appreciate the urgency of international cataloging requirements and to accept the compromises of international work. As a Yugoslav, her background, a federal country of differing languages and differing cultures, has added to her awareness of other peoples' values and the necessity to communicate. Yugoslav librarians know all the complications of multilanguage, multiscript library collections and accept the discipline and complexities of working in languages other than their own: a first great step in learning compromise. Eva Verona's early education in mathematics and physics was another great asset when cataloging became her major interest: it was an early training in accuracy, logic, and detail. Conviction, however, is personal, and it is Eva Verona's great belief in the advantages and the necessities of international standards in cataloging that, in juxtaposition with those background qualities of personality, have made her a leader in international librarianship.

For more than twenty years she has been associated with the work of the IFLA Committee on Cataloguing—right back to the first international activities in 1954 to find whether there was any common ground in existing cataloging codes. At that time she was head of the Department for Printed Library Materials and of the Technical Department at the National and University Library in Zagreb, positions she was to hold until her retirement in 1967. She was also lecturing in library science at professional courses, and since 1966 has been senior lecturer at the Postgraduate Study of Librarianship, Documentation and Information Sciences at the University of Zagreb. Already she had shown her interest in working internationally with her first attendance at the IFLA conference of 1952 in Copenhagen.

In 1961 at the International Conference on Cataloguing Principles, sponsored by the IFLA Committee on Cataloguing, Eva Verona was present as a delegate of her country and as author of one of the working papers. In that year the Union of Library Associations of Yugoslavia established the Yugoslav Cataloguing Committee, and Eva Verona has been its Chairman since then. In 1963-64 came a visit to the U.S. to look at libraries and library schools under a scholarship from the State Department: an opportunity to widen her horizons and make many American friends.

In 1969 at the International Meeting of Cataloguing Experts in Copenhagen she was a member of the Organizing Committee and at-

tended as the Yugoslav participant, and it can be said that her full participation in IFLA's cataloging work dated from then. On the basis of the working paper she had prepared, she was appointed Chairman of a small working group to prepare a definitive edition of the *Annotated Statement of Principles*: two years later that publication appeared with herself as "principal author," making title-page acknowledgment of the major part she had taken in preparing the analysis and writing the text.

In that work she commented sadly that the Paris Statement of Principles had not solved the problems of corporate authorship, and she expressed the view that there was little value in further examination. Fortunately she was persuaded otherwise. After discussion during the IFLA Budapest Conference in 1972 and hearing the views of English, German, and American librarians, she agreed to undertake a new in-depth study. The resulting publication *Corporate Headings*, appearing in 1975, is the immediate reason for her selection this year as the recipient of the Margaret Mann Citation.

But if it is the positive evidence of Dr. Verona's scholarship and understanding, it is only the visible sign of the leadership she has given and is continuing to give in international cataloging matters—as chairman of the IFLA Committee on Cataloguing since 1974, as a member of the editorial group which prepared the text of the first standard edition ISBD (M), and lastly in 1975-76 as the Chairman of the IFLA Working Group on ISBD (G).

The emphasis here in this brief background and biographical sketch is on her international work which has affected us all. But as I have suggested, the particular essence of Eva Verona's contribution has been that nationally she has been able to look beyond the boundaries of her country to see the advantages and strength of the international approach. Outstanding, for example, has been the leadership she has given to the adoption through Yugoslavia of ISBD (M); translations have appeared in the various languages of Yugoslavia and seminars organized on its use.<sup>5</sup> Her publications in English have been noted above: it is unfortunate that for most of us her numerous other works, many written in Croatian, are not immediately available or comprehensible.<sup>6</sup>

In the past years it has been my privilege to be associated with Eva Verona in IFLA's cataloging work, and with my colleagues in IFLA, we are deeply appreciative of the honor that the American library community has accorded Eva Verona. We know it is well deserved.

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\* Available in North America from the Canadian Library Association, 151 Sparks St., Ottawa K1P 5E3.

## NOMINATIONS FOR 1977 MARGARET MANN CITATION

Nominations for the 1977 Margaret Mann Citation are invited and should be submitted by 15 December 1976 to: Carolyn McMillen, Michigan State University Library, East Lansing, MI 48824.

The Margaret Mann Citation is awarded annually for outstanding achievement in cataloging or classification through (1) publication of significant professional literature, (2) contributions to activities of professional cataloging organizations, (3) technical improvements and/or introduction of new techniques of recognized importance, or (4) distinguished work in the area of teaching.

Names of persons previously nominated but not chosen may be resubmitted, and letters of nomination should include a resume of the nominee's achievement.

The citation has been awarded annually since 1951 by the Cataloging and Classification Section, Resources and Technical Services Division of the American Library Association, and its predecessors, in honor of Margaret Mann. Ms. Mann served as head of the catalog departments of the Carnegie Library in Pittsburgh, the Engineering Societies Library in New York, and the University of Illinois, and also from 1926 to 1938 in the University of Michigan School of Library Science. Her *Introduction to Cataloging and the Classification of Books* is a classic in the field.

## Esther J. Piercy Award, 1976:

Ruth L. Tighe

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*The Esther J. Piercy Award is presented in 1976 to Ruth L. Tighe, in recognition of her contributions to technical services. Ruth L. Tighe has been a leader, an innovator, and an expediter in the world of bibliographic exchange. She has an acute understanding of the complicated duties involved to bring about the successful implementation of an on-line, computer-based cataloging service. She is sensitive to problems, anticipates needs, and explains, interprets, and teaches with the patience and sense of partnership required in cooperative endeavors. In disseminating information to users, both locally and nationally, her written work is carefully researched and clearly presented. Through participation in national library and information science activities, she has opened new lines of communication. Ruth L. Tighe is a perceptive and creative librarian of whom Esther J. Piercy would have been proud.*



1976 RTSD Esther J. Piercy Award presentation, 19 July 1976.  
Left: Phyllis Richmond, chairperson, 1975/76 RTSD Piercy  
Award Jury. Right: Ruth L. Tighe, 1976 Piercy Award winner.

# Ruth L. Tighe

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RON MILLER

Director

*New England Library Information Network  
Wellesley, Massachusetts*

The comments still come in: "It was the best professional convention I've ever been to . . . nary a hitch . . . smooth . . . professional . . . exciting." They refer to the Annual Meeting of the American Society for Information Science, which was held in Boston in the fall of 1975. At the final "Thank God that's over" dinner for the Convention Planning Committee and the ASIS headquarters staff, the committee chairperson received quite a few accolades, but one gift hit the mark dead center: it was a greeting card which read, "You can now proudly and safely say 'I did it my way.'" The chairperson was Ruth L. Tighe.

Some vital statistics: B.A. from SUNY-Albany (cum laude), M.L.S. from Columbia (with honors), chief reference librarian at Harvard College Library. It was from Harvard that I hired her as assistant director for field operations for NELINET in 1972. And in the spring of 1975 she accepted an invitation to join the staff of the National Commission on Libraries and Information Science, to work under the guidance of Al Trezza.

Her professional involvements with ALA have included chairmanship of the RTSD/ISAD/RASD Committee on Representation in Machine-Readable Bibliographic Information (MARBI) and membership on the ISAD Board of Directors. She also coauthored a chapter on networks for the ninth volume of the *Annual Review of Information Science and Technology* for ASIS.

These career activities say a lot about Ruth as a dedicated professional, but Ruth, the person, is far more interesting. Ruth Tighe is, quite simply, amazing: she is a workomaniac of the most embarrassing sort. Completely loyal and devoted to the highest personal standards of professional performance, she can badger and she can cajole, but it is mostly by example that she calls forth the best in others. Many times, to their utter astonishment, their best exceeds what they thought they were capable of.

During her all-too-brief time with us at NELINET, Ruth absorbed the basics and the nuances of cataloging (a specialty in which she had

not had a great deal of recent experience) as well as the procedures and implications of on-line bibliographic systems and effective training techniques. Then she applied this knowledge to developing and implementing a personalized training program for library staff members. This feat was accomplished with such elfish cunning that they comfortably overcame their insecurities about machines and with her help devoted their energies to making the most effective use of the network for the ultimate benefit of library users. It was partly because of her impact upon the people who came to know Ruth personally and who were made aware of her sincere devotion to solving their professional and, sometimes, personal problems, that her colleagues sent her name to the Piercy Award Jury. Ruth cares about what happens to people; she worries about their disappointments and shares their frustrations when things don't work right. And her desire to see that things work right has caused her to grow professionally, seeking wider fields of action so that her impact can be felt in very positive ways.

I suspect that at least one of the reasons why Ruth possesses such awesome administrative abilities derives from raising five children (yes, five!) and herding them all off to colleges such as Harvard, M.I.T., and Dartmouth, while proudly (and nervously) standing back as they tested the limits of their own abilities by skydiving, racing speedboats, jousting, scuba diving, designing art for automobile vans, and winning an architectural design prize or two. The children are fledged now, but all of them follow her example: they continually test themselves and the world in which they move to find out how fast and how far they can grow.

Ruth's mind is agile and hungry. If her body can stand the pace, her contribution to librarianship will be awesome and good for us all.

### *NOMINATIONS FOR 1977 ESTHER J. PIERCY AWARD*

Nominations for the 1977 Esther J. Piercy Award are invited and should be submitted by 15 December 1976 to: Glen A. Zimmerman, 12402 Asbury Dr., Oxon Hill, MD 20022.

The Esther J. Piercy Award has been given since 1969 by the American Library Association's Resources and Technical Services Division to recognize a contribution to librarianship in the field of technical services by a younger librarian with no more than ten years of professional experience who has shown outstanding promise for continuing contributions and leadership. The award may be granted for leadership in professional associations at local, state, regional, or national level; contributions to the development, application, or utilization of new or improved methods, techniques, and routines; a significant contribution to professional literature; or conduct of studies or research in the technical services.

Renominations of nonrecipients are acceptable; letters of nomination should include a résumé of the nominee's achievements.

The recipients of the Piercy Award to date are:

1969 Richard M. Dougherty	1973 Glen A. Zimmerman
1970 John B. Corbin	1974 (no award presented)
1971 John Phillip Immroth	1975 John D. Byrum, Jr.
1972 Carol A. Nemeyer	1976 Ruth L. Tighe

Esther J. Piercy, in whose honor this award is given, was active in ALA and several of its divisions. The author of *Commonsense Cataloging* and numerous articles in the field of librarianship, Ms. Piercy was from 1950 until her death the editor of the divisional journal, *Journal of Cataloging and Classification*, and its successor for Resources and Technical Services Division, *Library Resources & Technical Services*. Her special interest in encouraging young librarians led to the naming of this award in her honor. The award is made possible by contributions to a memorial fund in her name. Gifts to the fund are welcome and should be directed to the Resources and Technical Services Division, American Library Association, 50 E. Huron St., Chicago, IL 60611.

### RESOURCES SECTION COLLECTION DEVELOPMENT PRECONFERENCE INSTITUTE

The Resources Section's Committee on Collection Development is sponsoring a Preconference Institute on Collection Development in Detroit on 14-15 June 1977. It will be a working conference limited to 300 preregistered collection development officers, acquisitions librarians, subject specialists, and reference librarians who work in academic, large public libraries, and special libraries. The topics of the sessions will be centered around the Collection Development Committee's guidelines on various aspects of collection development, some of which will have been disseminated as preliminary editions in various media before this preconference. Other guidelines will be sent to the registrants before the preconference. A reference tool entitled, "Guide to Selection Tools" will be given out to the registrants at the preconference. The final versions of the guidelines will be the major outcome of this institute. These guidelines will be published as soon as possible after the close of the meetings.

The sessions will cover collection development policy statements (the selection process and tools), allocation of funds in support of collection development, deselection of library materials for storage and discard, and evaluation of library collections.

Further publicity and registration flyers will be mailed by the RTSD Office in February 1977. Because of the nature of the planned preconference institute, registration will be limited to 300 persons. The individual's participation will be most important in determining the success of the institute.

## RTSD 1977 MIDWINTER MEETINGS

Group	Date/Day	Hour
RTSD Board of Directors	Jan 31, Mon	10-12 noon
	Feb 2, Wed	10-12 noon
	Feb 3, Thurs	2-4 p.m.
RTSD Luncheon	†Feb 1, Tues	12:15 p.m.
RTSD LRTS Editorial Board	Feb 1, Tues	8:00 a.m.
RTSD/AAP Joint Committee	Jan 30, Sun	8:30 p.m.
RTSD Commercial Processing Services Committee	Jan 31, Mon	2-4 p.m.
	Feb 2, Wed	10-12 noon
RTSD Committee on Interlibrary Networks	Feb 3, Thurs	10:00 a.m.
RTSD COPEs	Feb 1, Tues	10-12 noon
RTSD Conference Planning Committee (Detroit 1977)	Feb 2, Wed	2-4 p.m.
RTSD Membership Committee	Feb 1, Tues	10-12 noon
RTSD Organization Committee	Jan 31, Mon	2-4 p.m.
	Feb 2, Wed	8:30-10:30 p.m.
RTSD Esther J. Piercy Award Jury	*Feb 1, Tues	2-6 p.m.
RTSD Planning Committee	Jan 31, Mon	8-9:30 a.m.
	Feb 1, Tues	10-12 noon
RTSD Committee on the Preservation of Library Materials	Feb 1, Tues	2-4 p.m.
	Feb 1, Tues	4:30-6 p.m.
RTSD Representation in Machine-Readable Form of Bibliographic Information (MARBI) Committee	Jan 31, Mon	10 a.m.-6 p.m.
	Feb 1, Tues	2-6 p.m.
RTSD Special Committee on International Cataloging Consultation	Jan 30, Sun	8:30-10:30 p.m.
	Jan 31, Mon	2-4 p.m.
RTSD Technical Services Costs Committee	Jan 31, Mon	2:00 p.m.
	Feb 1, Tues	10:00 a.m.
RTSD OCLC Users in Medium-Sized Libraries Discussion Group	Feb 1, Tues	8:00 a.m.
	Jan 31, Mon	4:30-6 p.m.
RTSD Discussion Group on the Role of the Professional in Technical Services (Organizational Meeting)	Jan 31, Mon	4:30-6 p.m.
RTSD Technical Services Administrators of Medium-Sized Research Libraries Discussion Group	Jan 29, Sat	8:30-10:30 p.m.
	Jan 30, Sun	4:30-6:30 p.m.
RTSD Technical Services Administrators of Smaller Research Libraries Discussion Group	Jan 30, Sun	4:30-6:30 p.m.
RTSD Technical Services Directors of Large Research Libraries Discussion Group	Jan 30, Sun	9:00-12 noon

### CATALOGING AND CLASSIFICATION SECTION

CCS Executive Committee	Jan 31, Mon	2-4 p.m.
	Feb 1, Tues	2-4 p.m.
	Feb 2, Wed	8-9:30 a.m.
CCS Cataloging of Children's Materials Committee	Jan 31, Mon	8-9:30 a.m.
	Feb 1, Tues	10-12 noon
CCS Descriptive Cataloging Committee	Jan 31, Mon	8-9:30 a.m.
	Feb 1, Tues	10-12 noon

\* Closed meeting.

† Open to all RTSD members; tickets on sale at Midwinter ALA Registration Desk.

CCS Margaret Mann Citation Committee	* Jan 31, Mon	8-9:30 a.m.
	* Jan 31, Mon	10-12 noon
CCS Policy and Research Committee	Jan 31, Mon	9-12 noon
CCS SAC Subcommittee on Subject Analysis of Audio-Visual Materials	Jan 31, Mon	2-4 p.m.
	Feb 1, Tues	2-4 p.m.

#### REPRODUCTION OF LIBRARY MATERIALS SECTION

RLMS Executive Committee	Jan 31, Mon	2-4 p.m.
	Feb 1, Tues	4:30-6 p.m.
RLMS Conference Program Committee	Jan 31, Mon	8-9:30 a.m.
RLMS Publication Committee	Feb 1, Tues	6:30-8 p.m.
RLMS Standards Committee	†Feb 1, Tues	8-9:30 a.m.
RLMS Discussion Group	Feb 2, Wed	4:30-6 p.m.

#### RESOURCES SECTION

RS Executive Committee	Jan 31, Mon	4:30-6 p.m.
	Feb 1, Tues	8:30-10:30 p.m.
RS Bookdealer-Library Relations	Jan 31, Mon	2 p.m.
RS Collection Development Committee	Jan 30, Sun	2-4 p.m.
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	Jan 31, Mon	4:30-6 p.m.
	Jan 31, Mon	8:30-10:30 p.m.
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	Feb 1, Tues	4:30-6 p.m.
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RS Micropublishing Projects Committee	Jan 30, Sun	8:30-10:30 p.m.
	††Feb 1, Tues	8-9:30 a.m.
RS Micropublishing Committee Subcommittee on Bibliographic Control of Microforms	Jan 31, Mon	8-9:30 a.m.
RS Policy and Research Committee	Feb 1, Tues	8-9:30 a.m.
RS Collection Development Officers of Medium-Sized Research Libraries Discussion Group	Jan 30, Sun	2-4 p.m.
RS Collection Development Officers of Large Research Libraries Discussion Group	Jan 29, Sat	7 p.m.

#### SERIALS SECTION

SS Executive Committee	Jan 31, Mon	4:30-6 p.m.
	Feb 1, Tues	4:30-6 p.m.
	Feb 2, Wed	8-9:30 a.m.
SS Duplicates Exchange Union Committee	Jan 31, Mon	10-12 noon
SS Ad Hoc Committee on Library School Education (Serials)	Jan 31, Mon	2-4 p.m.
	Feb 1, Tues	8:30-10 p.m.
SS Large Research Libraries Discussion Group	Jan 31, Mon	2-4 p.m.
SS Medium Sized Research Libraries Discussion Group	Feb 1, Tues	8:30-10 p.m.

\* Closed meeting.

† Joint meeting with RS Micropublishing Projects Committee.

†† Joint meeting with RLMS Standards Committee.

# Progress on Code Revision

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FRANCES HINTON

*Free Library of Philadelphia*

THIS REPORT COVERS THE ACTIONS taken by the Catalog Code Revision Committee (CCRC) at its April 1976 meeting and the responses of the Joint Steering Committee for Revision of the Anglo-American Cataloging Rules (JSC) at its meeting in May.

Preparations were made for the May meeting of the ISBD (S) Working Group. John Byrum, chairperson of CCRC and a member of the working group, attended this meeting and, with E. Buchinski, presented the North American position developed jointly by CCRC, the Canadian Committee on Cataloguing, and the Library of Congress. Most details of this position have been accepted and appear in the provisional draft dated June 1976 that will be submitted to the International Federation of Library Associations (IFLA) at its August meeting in Lausanne.

JSC, at its February meeting, had agreed with most of the policy recommendations submitted or endorsed by CCRC, with the major exception of the decision to continue preference for the English-language form of a name that appears in more than one language. CCRC decided to withdraw its recommendation on this matter.

CCRC was unable to endorse a draft rule for entry under a single author, either a person or a corporate body, because it did not include a clear definition of corporate authorship. JSC, at its May meeting, returned the rule for redrafting as two rules—one for entry under a single personal author and one for entry under the heading for a single corporate body, the latter to be used only under very specific conditions. The rules will apply to serial and monographic publications.

CCRC recommended that special rules for entry of legal materials be incorporated in the general rules as far as possible. JSC concurred and noted specific sub rules that could be replaced by reference to the appropriate general rule. CCRC rejected the proposed rules for uniform titles of legal materials because they incorporated form subheadings as the first element of the uniform titles. JSC endorsed this view and decided that the collective title "Laws, etc." should be used only for general collections.

CCRC reviewed drafts of separate rules for entry of subordinate corporate bodies and government bodies and a series of rules for entry of conferences submitted by the editors and made recommendations for their revision. The first two were revised by JSC in May, accepting

some of CCRC's recommendations and rejecting others. New drafts, incorporating these changes, will be submitted by the editor. JSC, in its review of rules 87-91 for conferences, reaffirmed its intention to eliminate special rules where possible and examined all the rules in the present chapter 3 to determine which were special cases of more general principles, categorizing the rules as General, Variant names, Geographic names, Additions to headings, and Subordinate bodies.

CCRC supported the Library of Congress in its request for exceptions to systematic romanization of names in headings. After examining the examples supplied by LC, JSC directed the editor to draft a rule that would enter forenames in nonroman alphabets in the form established in English-language reference sources. The basic rule will provide for systematic romanization of surnames, but there will be an alternative rule based on the present 44B, minus the exception for names in the Cyrillic alphabet.

CCRC reviewed the March 1976 draft of *ISBD(G): International Standard Bibliographic Description (General)*, the outline of which showed little change from that published in *Library Resources & Technical Services* (20:92-93 Winter 1976). They endorsed its structure, although they found some details unsatisfactory and objected to some of the terminology. At its May meeting, JSC decided that ISBD terms need not be used in individual rules but formally agreed that they regard the text being presented at Lausanne in August 1976 as the definitive version approved by the working group and intend to use it as the basis for *AACR* second ed. Because IFLA's method of promulgating standards is not in accordance with ALA practices, CCRC decided to hold an open hearing on *ISBD(G)* at the 1976 ALA Conference in Chicago, to present its history, explain its content and purpose, and make clear its significance.

The new team constituted to consider machine implications evaluated proposals put forward by the Filing Committee and the Interdivisional Committee on Representation in Machine-Readable Form of Bibliographic Information (MARBI). They were guided by two basic principles: (1) that headings should be filed "as is" with the elements taken in the form and order in which they appear and (2) that when bibliographic principle and machine requirements conflict, the former should take precedence. Recommendations for transcription of titles beginning with numerals and added entries for such titles, for the treatment of numerical information in headings, for retention of initial articles, and for transcription of initialisms will appear on the agenda for the Joint Steering Committee's fall meeting as major documents for consideration.

IN MEMORIAM:  
CARLYLE JAMES FRAREY, 1918-1976

The contributions of Carlyle J. Frarey to the fields of subject headings, the teaching of technical services, the Dewey Decimal Classification, the development of *Library Resources & Technical Services*, and the organization and growth of RTSD itself were of unusually high quality. His commitment to high standards and his insistence on the best from his colleagues, his students, and himself were evident throughout his teaching, his publications, and his activities in library associations. His precision of thought and resonant command of the English language enhanced many a meeting and library school class. An occasionally gruff exterior served only to mask unsuccessfully the warmth, generosity, and kindness which made him a valued personal as well as professional friend.

The Resources and Technical Services Division of the American Library Association wishes to honor the memory of Carlyle J. Frarey by recording its deep appreciation for his long, varied, and valued services to RTSD and to the library profession.—RTSD Board of Directors, 19 July 1976.

SUBJECT ANALYSIS OF AUDIO-VISUAL MATERIALS

In July 1975 the Subject Analysis Committee of RTSD established a Subcommittee on the Subject Analysis of Audio-Visual Materials. The subcommittee, composed of media specialists, a Library of Congress cataloger, public service librarians, and audio-visual specialists, drew up as its charge "to investigate and identify any differences in the subject analysis and control requirements of audio-visual materials and books." Subsequent to the meeting, announcements of the subcommittee's formulation were placed in the professional journals and input on the subject of analysis of audio-visual materials was requested from the library community, particularly the concerns of public service librarians and media specialists. At the 1976 Midwinter Meeting and Annual Conference the subcommittee reviewed the comments and formulated the following guidelines. These preliminary guidelines were presented to the parent committee, who in turn presented them to the Cataloging and Classification Section Executive Committee.

The subcommittee again seeks public reaction to the guidelines, to be considered at the midwinter meeting in Washington and incorporated into the final draft to be presented at Detroit in July 1977.

Comments and reactions should be addressed to Liz Bishoff, Chairperson, Subject Analysis of Audio-visual Materials Subcommittee, Waukegan Public Library, 128 N. County St., Waukegan, IL 60085.

Guidelines for the Subject Analysis of Audio-Visual Materials:

1. Subject headings should be applied to all audio-visual materials in a manner similar in practice to the current alternative subject headings assigned to juvenile literature by the Library of Congress.<sup>1</sup> The committee suggests that form headings, such as **Short Films**, as well as subject, such as **Death**, be assigned. Multiplicity of use of the audio-visual materials make this concept important.

2. Multi-item sets and multi-subject items should be analyzed to whatever degree the individual item warrants. For example, a filmstrip set titled *Africa, the Dark Continent*, having eight filmstrips, each on a different country, with no distinctive title, should be assigned eight or nine subject headings, one for each country and one for

Africa. If each filmstrip has a distinctive title separate cataloging and subject headings are recommended.

3. *Library of Congress Subject Headings* and *Sears List of Subject Headings* should change book-oriented form subdivisions to make them applicable to both audio-visual materials and book materials, for example, **Guide-books**, **Textbooks for Foreigners**, etc. A study of this larger problem is strongly suggested to the Subject Analysis Committee.

4. On an optional basis, use the general material designators<sup>2</sup> as subject heading form subdivisions. The precedent for this type of subdivision is seen in the already existing headings, **Dictionaries**, **Indexes**, **Periodicals**, etc. A need for this option is dependent on the size of the collection and the physical organization of the collection. A possible authority for these subdivisions would be the list in the *Anglo-American Cataloging Rules, Chapter 12 Revised*.

5. Provide an explanation of audio-visual subject analysis in the introduction of the *Library of Congress Subject Headings* and *Sears List of Subject Headings*, including a discussion of the matters in these guidelines.

6. Extend cataloging-in-publication to include audio-visual materials, even if limited to classification numbers and subject headings.

7. Assign Dewey Decimal Classification numbers and Library of Congress Classification numbers to audio-visual materials. Although the individual library may not physically integrate their materials the assignment of call numbers provides unification for bibliographies, facilitates automated retrieval, allows for greater flexibility in physical arrangement, and encourages consistency in commercial processing.

8. *Library of Congress Subject Headings* and *Sears List of Subject Headings* should provide guidance for the creation of subject headings, where an appropriate subject heading does not exist or has not been created. Audio-visual materials are often very current and therefore require currentness in subject analysis. Guidance in the creation of these headings would assist the commercial catalogers, as well as the in-house cataloger.

1. For explanation of alternative subject headings see *Library of Congress List of Subject Headings*, 8th edition, introductory chapter.
2. The term "general material designators" refers to the medium designators.

## REVIEWS

Daily, Jay E. *Cataloging Phonorecordings; Problems and Possibilities.* (Practical Library and Information Science, v.1) New York: Marcel Dekker, 1975. 172p. ISBN 0-8247-6196-0. \$13.75.

The first question to ask in evaluating a code of cataloging rules is Will it work? Unfortunately, this simple-sounding question masks more complex ones. First, Does it work for the cataloger in such a way that the desired result of expedited use will come about in a consistent and uncomplicated way? Then, Does it work for the person seeking a particular work on the basis of known, though possibly partial information about it? If the code is for a particular form of material, does it work in a data base in which information about various types of materials is merged? Are there any characteristics of universality which would enable users of the system to use similar systems in other libraries with a minimum of change in approach and expectations? Could cataloging information be gathered from other existing sources, or would the code necessitate "original" cataloging for everything? The ramifications of "Will it work?" are many.

In the case of this code, the answer to the simple question is superficially "yes," but a careful study leads to unsolved problems. Most of these are associated with confusion as to the author's intention. If the code is intended for application to a collection of sound recordings alone, the problems are minimal. But, this is the day of integrated catalogs and standardized treatment of all forms of media. International Standard Bibliographic Descriptions (ISBDs) are being developed and fairly widely used, but there is no

mention of ISBD, and the library is directed to "determine its own rules of punctuation and capitalization." Furthermore, before this code can be used, the experienced cataloger must learn new definitions for such terms as "uniform title" and "conventional title," which are not one and the same.

Without quibbling over specific points or belaboring the fact that Daily seems to be trying to change some basic concepts, it might simply be said that this is an idiosyncratic code. In this period of intense code revision for all types of materials, it takes considerable courage to write one all by yourself, but some good ideas might be noticed on high and affect the end results of the officially sanctioned codes. Daily's use of the unit entry is definitely gaining respectability, though it still presents some problems which have not been resolved. As we see more of its advantages, we may work harder to solve the attendant problems. In the meantime, if this code does not change the course of cataloging, it is provocative of constructive thinking and may be helpful for cataloging collections restricted to sound recordings and in personal record libraries.—*Suzanne Massonneau, Bailey Library, University of Vermont, Burlington.*

Hamdy, Mohamed Nabil. *The Concept of Main Entry as Represented in the Anglo-American Cataloging Rules.* (Research studies in library science, no.10) Littleton, Colo., Libraries Unlimited, 1973. 160p. ISBN 0-87287-064-2. \$10.

The author's doctoral dissertation examines the first thirty-two of the *Anglo-American Cataloging Rules, North American Text* with the avowed

goal of determining that substitution of title main entry for author main entry is possible and desirable.

Basically, the thesis is that title citations retrieve known items more successfully than author/title citations. Furthermore, except for books with a single author named correctly and unambiguously on the title page, the choice of entry in *AACR* is complex and subjective, and the rules themselves are illogically arranged.

The rules are analyzed to determine how frequently they result in main entry under author, with the clear implication that any other main entry is contrary to the principles of the code. They are analyzed to determine the extent to which they assemble literary units, which by the author's interpretation cannot be done for works without an author.

Both the implication and the interpretation are nonsense to a degree. Many main entries in *AACR* make no pretense of being author entries, but they do serve a similar and useful function by providing a consistent heading for works without clear authorship responsibility. As for literary units, it seems to me that entry of all editions of the *Arabian Nights* under a uniform title constitutes the assembly of a literary unit, whether there is a known author or not.

The analysis of the rules, especially the flowcharts demonstrating the complexity of the decision process, is interesting, and many of Hamdy's criticisms are valid. Nevertheless, I disagree with his conclusion.

The chief advantages of title unit entry are that such entries could be prepared by nonprofessionals and that establishing a series of equal value added entries would be easier than selecting one of them as the main entry. It is, however, not necessary to abandon the main entry concept in order to display in any catalog added entries for all persons, corporate

bodies, and titles associated with a work. To do this requires only an administrative decision.—*Frances Hinton, The Free Library of Philadelphia, Logan Square, Philadelphia, Pennsylvania.*

Slote, Stanley J. *Weeding Library Collections*. Littleton, Colo.: Libraries Unlimited, 1975. (Research Studies in Library Science, no.14) 177p. bibliog. index. ISBN 0-87287-105-3. LC 74-23062. In U.S. & Canada, \$10; elsewhere, \$12.

As a comprehensive source summarizing opinion, knowledge, and research in the field of weeding, this book will be invaluable as a guide to practicing librarians and as a textbook for aspiring librarians. Many libraries now face serious space shortages, straitened budgets, and demands to make their collections more relevant and more accessible, so it is timely and fitting that the author reminds us that weeding is (or should be) an integral part of the collection-development process. In the first part of the book, he covers the reasons for weeding, traditional approaches to weeding, library standards relating to weeding, present weeding criteria, recommended weeding objectives, and core collections for specific types of libraries. The second part provides an analysis and review of the literature, descriptions of two research projects undertaken by the author (appendixes provide further details), and a discussion of use patterns and various weeding methods. The first project, the Five Library Study (five public libraries in New York State and New Jersey), was undertaken to develop information for "popular" adult fiction collections; the second project put into practical use the theoretical findings of the first by actually weeding the collection (both fiction and nonfiction) of another public li-

brary. Thus public libraries will quite probably be able to use the author's methodology with minor modifications. Large research libraries, however, have problems of scope and size, which are only touched upon in the book, and while it may be possible to use the author's basic concepts of usage and shelf-time for some parts of such collections, there remain areas requiring additional discussion and research. Not addressed, for example, are the relationship of core to reserve collections; the disposal, storage, and bibliographic control of weeded items; and the involvement of users in weeding decisions. This reviewer hopes that both the thorough and careful work reported here, the literature cited in chapter references, and the comprehensive bibliography will provide a stimulus to further work of particular relevance to academic libraries.—*Jean W. Boyer, University of California Library, Los Angeles.*

*The Future of Card Catalogs: Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.* Washington, D.C.: Association of Research Libraries, April 1975. 67p.

Although this brief report presents material discussed at a meeting held a year and a half ago, it still represents much of the best current thinking from LC and other research libraries on the problematic future of card catalogs. This topic is of crucial importance in planning for the utilization of developing technological options, which is becoming a practical necessity. When LC closes its card catalogs, as is its projected intention for 1980, the impact of the change in maintenance and provision of bibliographic data will be felt by all libraries. It is not just a question of size.

Access to bibliographic information is the key issue, greatly complicated by questions of desuperimposition, subject heading changes, transliteration, filing rules, card deterioration, and space occupied. Among the options for conventional card catalogs under consideration are revision or relocation of old entries, linked headings, and new catalogs for all material beyond a chronological cut-off or for subject entries only. Beyond card format, possibilities include combinations of on-line access, microform, and book catalogs. The effect on staff maintenance costs and the impact on library users are both considered. Aimed at library directors, the discussion is readily comprehensible to nontechnical services librarians, and they could benefit if referred to it.

The most important paper in this collection for librarians prepared to give the matter the advance consideration it deserves is John Rather's "The Future of Catalog Control in the Library of Congress," which proposes rapid acceptance of the MARC data base as self-sufficient for cataloging purposes. The radical nature of this proposal, with its potential impact and benefits for a national bibliographic network with decentralized yet consistent input, concisely stated, provides much food for thought. Interesting additional perspectives include contributions of historical background from LC and reactions from Berkeley, Ohio State, UCLA, NYPL, Yale, and British Columbia, representing users dependent on bibliographic services from LC. Read together with Mary Kay Daniels Ganning's summary of the October 1975 ISAD Institute on "The Catalog: Its Nature and Prospects" (*Journal of Library Automation* 9:48-66 [March 1976]), this report offers much to consider as the future of the card catalog becomes the present.—*Karen*

Horny, Northwestern University Library, Evanston, Illinois.

Clarke, D. A., ed. *Acquisitions from the Third World: Papers of the Ligue des Bibliothèques Européennes de Recherche Seminar 17-19 September 1973*. London: Mansell, 1975. 276p. Distributed by International Scholarly Book Services, P.O. Box 4347, Portland, OR 97208. ISBN 0-7201-0453-X. \$15.00.

The Ligue des Bibliothèques Européennes (LIBER) was established in 1971 to further cooperation between Western European research libraries in order to find "practical ways of improving the quality of the services these libraries provide."

Soon after its founding, LIBER's Executive Board decided to hold a seminar on the acquisition of materials from the Third World. The purpose of the seminar "would be to examine the problems of acquisition; the availability of materials in European libraries both for reference and for lending; and the feasibility of setting up a European centre for the collection of such material to be available for loan. The provision of bibliographical information, preferably in machine-readable form, was to be a basic consideration, for acquiring publications from the areas." (*Introduction*, p.vii). With a grant from the Council of Europe, such a LIBER sponsored seminar took place at the University of Sussex in September 1973.

As background information for the seminar's participants, papers were given which estimated a particular region's annual book production; surveyed existing national bibliographies and other sources of information about current publications; discussed the problems of collecting material from the area; and offered predictions on an area's future devel-

opment. The following papers, which were presented on the first day of the conference, have been reproduced in this volume: "South Asia: Book Production, Bibliographical Control and Acquisition Problems"—M. H. Rogers; "Les livres en Asie Sud-Est: leur production, leur information bibliographique, leur acquisitions"—A. Lévy; "Book Acquisition from the Middle East"—Derek Hopwood; "Acquisition Problems of Africa South of the Sahara"—Ernst Kohl; "Publishing in Africa in the Seventies: Problems and Prospects"—Hans M. Zell; and "A Comprehensive Loan Collection of Latin America"—Bernard Naylor.

The second day of the seminar saw papers devoted to the discussion of existing schemes of cooperative acquisition ("The Farmington Plan and the Foreign Acquisitions Programmes of American Research Libraries"—Philip J. McNiff; "The Public Law 480 Program and the National Program for Acquisitions and Cataloging of the Library of Congress"—William S. Dix; "The Scandia Plan"—Esko Häkli; "The Cooperative Acquisitions Programme of German Libraries"—Dieter Oertel; and "SALALM: Thoughts on the Birth and Development of an Organization"—Glen F. Read) and of programs of some individual libraries with wide commitments in this field ("The British Library and Third World Publications"—D. J. Urquhart; "The Library of the School of Oriental and Africa Studies"—B. C. Bloomfield; and "Co-operative Acquisitions from One Third World Country: The Australian Experience in Indonesia"—W. G. Miller). All contributors of such papers "were asked to give an account of the actual working of these schemes with figures of the amount of material obtained and of the total costs of operation" (*Introduction*, p.viii).

Although rapid changes in the li-

brary publishing and book trade scenes of both developed and Third World countries have caused some of the information contained in the seminar's papers to become outdated within two years, there is still a sufficient amount of basic bibliographical data, sources of supply, and development concepts and proposals to be of exciting interest not only for European librarians but for American librarians as well.

The delivered papers elicited, according to the editor, "lively exchanges of view" at the end of each day's session. (Unfortunately, these "interesting" discussion periods have not been reproduced in the final published proceedings.) From these diverse views, the set of seminar recommendations was developed and adopted unanimously at the end of the third day's session. These recommendations (p.275-76) can be summarized under the following two groupings: (1) one copy of each published work from the Third World should be available in a European research library (no definition of worthwhile material is attempted here) and this library should be prepared to lend the material to any other European library; and (2) LIBER should establish a working party to define in more precise terms the types of material that should be included; to undertake surveys of existing collections in Europe and their acquisition meth-

ods, to consider the possibility of setting up acquisitions field offices in various parts of the Third World; to investigate possible cooperative arrangements with U.S. research libraries, especially with the Library of Congress, with a view "to sharing the costs of field offices, the acquisition of publications and the production of bibliographical information"; and to make recommendation to the LIBER Executive Board "on the methods to be adopted for housing, lending and, if appropriate, bibliographic description of the material acquired."

LIBER's Executive Board, after the seminar, established a working party to consider how the above recommendations could be implemented. In addition, a number of subgroups have been set up to deal with particular regions of the world. Unfortunately, this volume does not give the reader any organizational information about these groups nor their charges. Certainly, progress reports of their activities would have added to the value of this volume. It is hoped by this reviewer that such information will be distributed to the world library community in the very near future.

Highly recommended for academic libraries.—*David S. Zubatsky, Assistant University Librarian, Washington University Libraries, St. Louis, Missouri.*

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Volume 20, 1976

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- (1) The following types of entries are included:
  - a. authors—of articles, of letters, of reviews, and books reviewed (the latter two categories identified by “(r)” following the name)
  - b. subjects of articles and of books reviewed (the latter identified by “(r)”; subject entries for individuals and corporate agencies are provided sparingly and are identified by “(about)”)
  - c. titles of articles and of books reviewed (the latter identified by “(r)”)
- (2) Corporate names have been indexed under the common form of the name as it normally appears in print (not in inverted form). Acronyms and initialisms are recorded as such, and they are filed as words, whether they are so pronounced or not.

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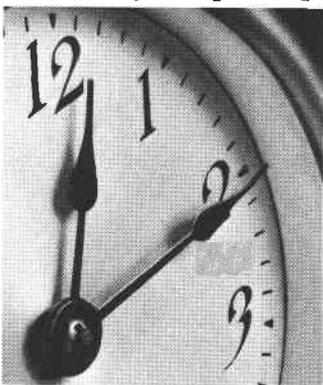
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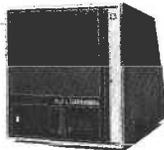
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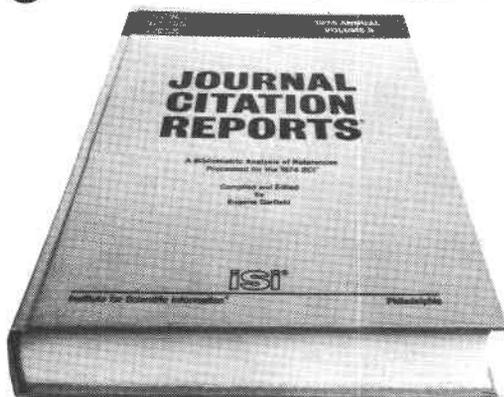
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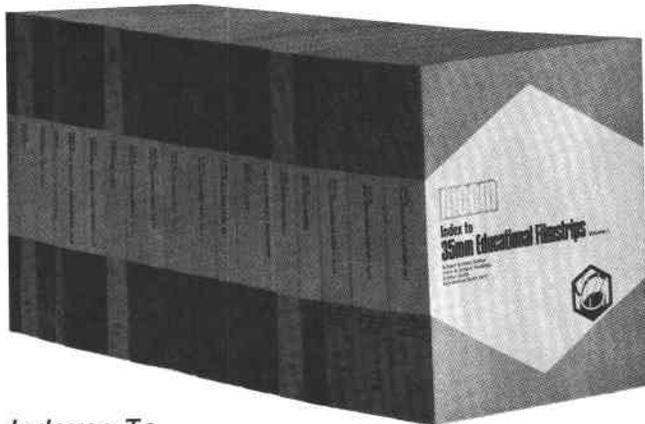
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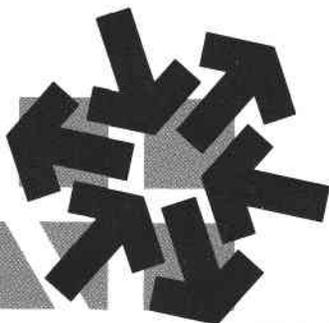
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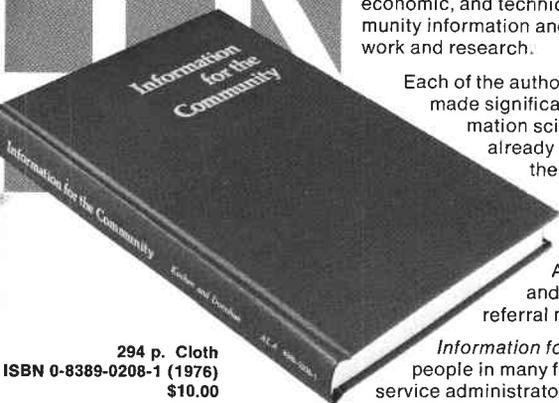
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