

Cataloging Boot Camp: The Training Issue for Catalogers

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Introduction

It is the policy of the American Library Association (ALA) that “The master’s degree from a program accredited by the American Library Association (or from a master’s level program in library and information studies accredited or recognized by the appropriate national body of another country) is the appropriate professional degree for librarians.”¹ Further “The master’s degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians.”²

A student who succeeds in being graduated from an ALA accredited program can expect to have received many things in the process of earning his degree, including: education, enlightenment, perspective, information, and acculturation. These are all invaluable and necessary to the new librarian, but fall short of being all he needs to know to be a fully effective practicing professional. As he takes his first professional position, the new librarian enters a new phase of learning. Because some specialties within librarianship are more

adequately dealt with in the graduate curriculum than others, depending on the particular position taken, that new phase may be brief or long. Because curricular treatment of the specialties in technical services tends to be scanty, new librarians embarking on a career in technical services may have a lengthy period of learning in front of them—a period which, depending on the job and the person, might be considered an apprenticeship, an internship, or possibly even a forced dive into the deep end of the pool.

By far the most numerous type of technical services librarian is the cataloger, and it is catalogers—in particular newly-degreed librarians who have had little or no practical cataloging experience—and who have been hired to fill a position that includes a substantial cataloging component, that are the focus of this paper. It is not the purpose of this paper to describe how training of new catalogers is handled nationwide, nor to prescribe how training ought to be done. Instead, this paper will consider some of the problems and issues that contribute to the challenges of training newly hired catalogers, and will describe possible approaches

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to solutions. The author would like to acknowledge the help given by more than forty members of the Internet discussion list AUTOCAT³ who responded to her queries about training practices.⁴

Why is training new catalogers a problem?

Three main factors can be readily identified:

- Library and Information Science (LIS) programs
- Increasing complexity of cataloging
- Capacity of libraries to carry out training

Library Education

In nearly half of the ALA accredited LIS programs there is no requirement that students take any cataloging-related course in order to receive a degree.⁵ About one quarter of accredited programs require students to take a course in cataloging. A quarter require a course in the organization of knowledge. Only three schools require students to take both. In a few programs, a curricular requirement is satisfied by any bibliographic-control-related course (for example, a course in indexing). No accredited program offers fewer than two cataloging-related courses. In about half the programs, one of these is called something like "Introduction to the Organization of Knowledge," and is referred to here as an "organization course." Eighty-five percent of programs offer an introductory cataloging course.⁶ In terms of numbers of courses offered, this is not appreciably different from twenty years ago.⁷ In terms of numbers of courses required, it is virtually unchanged.⁸ In terms of actual cataloging content, it is less, both absolutely and also relative to the need.

It is less in a relative sense because, while the approximate amount of curricular time devoted to cataloging has remained essentially steady over the past few decades, the amount that there is to know has increased. It is less content absolutely, because in many schools the introductory course required is an organization course rather than a cataloging course. In an organization course, students may learn the history of bibliographic control and many of the principles governing it. They may learn what a work is. They may discuss controlled vocabularies and why they matter. They may consider the concept of "aboutness" and ponder characteristics of works that are important for access. These are all important matters, and if they are learned well, they will not need to be covered again in

a beginning cataloging course, but they are not cataloging. Some cataloging rules may be discussed in an organization class, but if so, they will not be dealt with in depth, nor in the context of other rules, and most will not be considered at a level sufficient to enable a student to apply them in a real-life situation.

Meaningful curricular attention to cataloging thus awaits the beginning cataloging course. What is covered in that course varies from program to program, but generally speaking, it is not a lot. For example, LC classification and subject headings, and nonbook format material may not be covered. Information about cataloging tools, cataloging software, bibliographic networks, rule interpretations, authority control, and uniform titles may also be missing. Some of these topics may not be covered even in an advanced cataloging course.⁹

Thus, new librarians emerge from a program with their degree in hand, and a vast empty space where cataloging knowledge ought to be. They need a great deal of training before they can be productive or independent as catalogers.

Increasing complexity of cataloging

The increasing complexity of cataloging itself is something that most people involved in cataloging are acutely aware of. Those who are not closely involved with cataloging, however, may be oblivious of it. Some of those may be the administrators who control budgets, assess the relative quality and value of cataloging performance, and determine institutional priorities. Others may be the public services colleagues whom technical services librarians would like to serve well, and whose collaboration and support is often greatly needed. Even some technical services personnel may take change so much for granted that they may not identify the issue as something that needs to be mentioned.

Factors contributing to the increased complexity of cataloging include:

- **An explosion of physical and nonphysical formats of materials.** Three decades ago, materials cataloged in libraries were predominantly print on paper, plus some graphic materials, microform, and some audio and visual recordings, most of which would have been analog. Today libraries commonly deal with most of those same types of materials, plus digital sound and video recordings in various formats, interactive multimedia, computer files and programs, remote sensing imagery, remotely ac-

cessible databases, websites, and more. Libraries are even engaged in creating some of these new types of materials themselves as they digitize their physical holdings for preservation or access purposes.

- **Radical changes in modes of publication.** Libraries used to be able to divide the bibliographic universe into monographs and serials (with space in the middle for misfits like looseleaf services). Cataloging responsibilities could be divided by publication pattern or format, and most catalogers were not obliged to develop mastery of multiple publication types. Today, monographs and serials are merely the end points of a publication continuum that includes all kinds of continuing resources in a variety of physical formats. As it becomes harder to draw lines separating one sort of publication from another, it also becomes harder to spare catalogers from developing mastery for a broad spectrum of materials.

- **The expectation that all types of materials will be made accessible through the central catalog mechanism.** In decades past, a library's central catalog contained primarily records for books and serials. Some serials (e.g., newspapers) might not even have been included. Maps, films, photographs, sound recordings, manuscripts, government documents, and other types of materials were frequently controlled through being checked off on some guide like the Monthly Catalog, or by having a card with a two-line description filed in a departmental shelflist. Today, there is greater awareness of the value of all kinds of materials, and a corresponding expectation that they should be integrated into the central finding tool. In a library with a modest-sized cataloging staff, nearly everyone who catalogs may need to know how to handle more than one format.

- **Radical changes in cataloging rules. So drastic have the changes in materials been that merely updating the cataloging rules in an incremental way no longer suffices.** Both re-articulation of the principles governing cataloging, and a major reorganization and rewriting of descriptive rules have had to be undertaken and will soon give rise to an AACR3.¹⁰ The Paris Principles¹¹ have been replaced with the Berlin Principles,¹² and more and more catalogers can talk about FRBR (Functional Requirements for Bibliographic Records) and understand its relevance to their work.¹³

- **Addition of new cataloging standards.** As catalogers handle new types of materials, accept new demands to include them in the catalog, and utilize revised rules, they must also apply additional sets of

cataloging rules. AACR and MARC are no longer enough. Many catalogers today must learn to describe materials according to one or more of a number of non-MARC metadata schema.

- **Radical change in the concept of the catalog.** Once a library's catalog consisted solely of records reflecting what that library owned. Now the catalog is likely to be a gateway to information resources available worldwide, whether the library owns them or not. Cataloging decisions must recognize the many ways in which information may be accessed and displayed through today's catalog, and access and display decisions must be made regarding materials neither owned by the library, nor cataloged by it.

Other factors that add complexity to the cataloger's life, and for which training is required, include:

- **More and different types of software to use.** Necessary software includes the bibliographic network, the local system, the Cataloger's Desktop, the departmental website, and more. A cataloger may need to know how to use, install, or troubleshoot software.

- **Greater involvement in catalog design.** The catalog itself is evolving rapidly, and as the people who understand better than most the many aspects of what is feasible, what is useful, and what will bring about a non-bewildering result, catalogers must participate in catalog design and display decisions.

- **Greater involvement with user services.** It is critical that catalogers understand what users need and want, and how what we are supplying may or may not suit those needs. It is similarly critical that user services personnel recognize catalogers as an essential resource to them and users, but this recognition will not come if catalogers are not involved in the work and decision-making processes beyond their own administrative borders.

The capacity of libraries to carry out training

Over the past few decades, the number of catalogers employed even in large libraries has decreased, and the number of those who are librarians is dwindling.¹⁴ The size and profile of the cataloging staff may thus be a determining factor in the amount of training that can be handled, and its effectiveness. To take an extreme case, a library with only one cataloging librarian does not have anyone who can train that one cataloger when he reports to work. Even in larger libraries the capacity to handle training may be affected by retirements,

personnel reductions, and the demands of an increased workload. Finally, there may not be a sufficient understanding on the part of those in administrative or supervisory positions of the degree to which training is needed. One AUTOCAT correspondent for instance, reported that even though he was explicit about his level of expertise before being hired, his supervisor, who felt heavy pressure to produce cataloging herself, provided almost no training, expecting the cataloger to teach himself from books and manuals, and was surprised at how slowly he made progress.¹⁵

Approaching training

Whatever the reasons, and whatever the challenges, new catalogers do need to be trained. This section will consider the case of the library at Mythical University (Myth U), which has just hired Chloe, an entry level librarian, to fill a cataloging vacancy. Although Chloe has had almost no actual cataloging experience, the people at Myth U believe that she has promise.

It is essential to understand at the outset that Chloe is in essence an intern, that she will need a great deal of training, and that it is Myth U's ethical obligation to provide it. How long the intern-like status lasts depends on Chloe, on the kind of cataloging she will be called upon to perform, and on the training she receives. It could take six months, or it could last up to two years. However long it takes, no library should put a new cataloger into a situation that might result in observations like these:

“So, if you have to teach yourself because you are the only cataloger in the library, that is one thing. Not to get proper training or support even in a small library is quite another I think my supervisor and her supervisors forgot that I needed training”

“I didn't really receive any sort of organized training Most of my cataloging was trial and error.”¹⁶

Everyone who participates in training an entry level cataloger must understand that training takes time, and that the learning curve is steep. Everyone must recognize that while the cataloger is new, the ability of those who help with her training to continue to be productive in cataloging will be diminished, and their

ability to undertake special projects will be reduced. Training Chloe is a special project in its own right that needs to take precedence over all but the highest priority activities. It will be some time until Chloe is able to produce enough to offset the time that is spent in her training, but there is no realistic choice for the cataloging department other than to devote the necessary time and resources to it, because, to paraphrase a popular bumper sticker from some years ago: If you think the cost of training is high, just consider the cost of ignorance.

Library administrators must be helped to understand that hiring a new cataloger will not magically increase cataloging productivity; that it is normal for there to be a period in which overall productivity is reduced; and that the problem does not arise because Chloe is slow, or because she took the wrong courses in library school, or because she didn't pay attention. It occurs because cataloging is hard, and the LIS curriculum doesn't really teach it. Similarly, public services personnel need to know that filling a cataloging vacancy will not instantly increase production capacity, and that they should not immediately start suggesting new work to be undertaken.

The other person who needs to know is Chloe. She is a person of intelligence and capability with a masters degree that included coursework on cataloging, but she will soon learn that she didn't actually learn how to catalog. If Chloe is not to become discouraged, her trainers and mentors must let her know that this is the norm, and that the training she will receive and the library's expectations for her take this into account.

What training is needed?

By taking a course in the organization of information and a course in beginning cataloging, an entry level cataloger has learned something about the history, context and principles of bibliographic control. As a student, such a cataloger should have become familiar with many of the concepts and some of the most important jargon of cataloging, may have been introduced to some of the most common cataloging tools, and should have had to discuss and apply some basic rules to some relatively ordinary materials or problems. Chloe may not know how to catalog, but she knows enough to start learning.

The area mentioned most by AUTOCAT correspondents as being deficient among beginning catalogers was authority control. One correspondent

pointed out that authority control is usually thought of as suitable for an advanced cataloging course rather than a beginning one.¹⁷ Considering how often it was identified as a problem area, however, it might be asked whether, despite its difficulty, authority control belongs in the introductory cataloging syllabus.¹⁸

Other areas mentioned multiple times as needed, but missing, from the education of entry level catalogers were: using cataloging-related software; better acquaintance with cataloging codes and tools; constructing and applying subject headings and classification numbers; and uniform titles. Many additional topics were mentioned by single correspondents. One expressed the immensity of the training task, noting that, "There are a lot of things that catalogers 'just know' but a beginner hasn't heard of."¹⁹ In fact, there is probably nothing that Chloe won't need some training in, and because, "The totality of it is overwhelming, some structure is needed."²⁰

The order in which subjects, facets or types of cataloging are introduced to a newly hired cataloger, and how and by whom they are taught will be idiosyncratic to the cataloger, the trainers, the library, and the availability of continuing education resources.

In-house training

The time-honored method of training catalogers is individualized instruction. Several AUTOCAT correspondents specifically mentioned the importance of one-on-one attention, with one describing it as a mentoring relationship.²¹ Another echoed this sentiment, and stressed that "The most important thing a trainer can do is to be available whenever possible to answer questions."²²

Whether the training is handled by one person or many depends on the talent pool in the organization. For example, perhaps Myth U has one person who is excellent at explaining classification, and another who has a knack for teaching people how to navigate cataloging software. It could be foolish not to take advantage of these skills, and there are benefits to having different people participate in a new cataloger's training. The most obvious benefit is that it spreads the burden among multiple people, while taking advantage of individual skills. Such an approach also helps Chloe become better acquainted with her colleagues; it exposes her to different ideas and modes of thinking; and it develops a cadre of people who have a vested

interest in her success. It may also benefit the trainers, as they become better acquainted with their own work through having to teach it, and as they develop job skills to enhance their future careers.

In the early nineteen-seventies in the wake of the Great Society, funding for education and libraries was plentiful in the United States, and library schools could barely keep pace with the demand for new librarians. Discussions at library conferences frequently broached the topic of establishing a regular training curriculum for new catalogers, and handling training in a group setting, both to regularize content and to increase the efficiency of instruction. The frequency with which any library today might hire more than one cataloger at nearly the same time is so small that group instruction for beginners is almost never feasible, but some mechanisms that might be devised for group instruction can be used equally well for training single individuals. Examples of such aids might include notebooks of annotated sample records to illustrate and explain particular issues; references to particular bibliographic records in the library's own catalog, accompanied by study questions and explanations of interesting aspects of those records; or a book truck full of items that represent the kinds of materials and problems that will be routinely encountered by catalogers, accompanied by a notebook of finished records and explanations.²³

External training resources

Many libraries can handle all training in-house with available staff, but in others there may be no one currently on staff with the necessary knowledge to handle one or more aspects of training, so another strategy must be devised. One technique to be avoided is requiring Chloe to teach herself from books and manuals, and by trial and error. The process would simply take too long, and it is likely that much of what Chloe learned in that manner would be incorrect or incomplete. A library without internal resources to handle training, therefore, must look to the outside.

An outside training resource that may often be overlooked is another library nearby with which it may be possible to arrange a kind of internship.²⁴ Such an arrangement is a considerable imposition, however, so any library entering into such an agreement needs to be ready to reciprocate in some manner. A new cataloger should also be given immediate Internet access, and encouraged to subscribe to AUTOCAT and any other

relevant discussion groups.²⁵ The new cataloger should be assured that reading and participating on the list is not recreation. Instead, it is both a part of training and a permanent part of the job, for which time is provided.

Such stratagems can accomplish only a part of training. For further help, the library needs to look farther afield. Even if a library could handle all training in-house, the advantages of utilizing external resources are many, so a conscious choice to rely at least in part on outside resources may be wise. The most obvious benefit to using an outside resource is that the external provider has already spent the time to organize the curriculum, develop the program, gather examples, create instructional materials, and test the presentation, thus sparing a library's own personnel from undertaking the same work. Additionally, those who offer workshops in specialized areas may be more expert than local staff.

Other reasons to utilize outside training include the opportunity for Chloe to make professional contacts, to be among other learners, and to see that she is not alone in needing help. Utilizing external resources may also protect against having a library develop, through continually referring only to its own personnel, a kind of local dialect of practice that differs from national norms, that may be more complicated or less effective than it needs to be, and that may interfere with the library's ability to share cataloging data.

Fortunately, continuing education offerings appear to be increasing. A general summary of types of external training resources may be found in the author's paper, "Education and Training of Catalogers: Obsolete? Disappeared? Transformed?"²⁶ Recently, the Association for Library Collections and Technical Services (ALCTS) Continuing Education Task Force completed an inventory of training programs available through library schools, as well as through the Association of Research Libraries (ARL), the Library Administration and Management Association (LAMA), state library associations, and OCLC and its regional networks. Their findings are presented as a series of appendices to "Cataloging for the 21st Century: A Proposal for Continuing Education for Cataloging Professionals."²⁷ The report was prepared as a response to the document "Bibliographic Control of Web Resources: A Library of Congress Action Plan," and is thus focused on issues of electronic resources, but the inventories themselves are broader in scope.²⁸ The results of the study will influence ALCTS'

development of continuing education offerings. Plans are underway for a series of five two-day institutes to be offered through ALCTS and administered by the Library of Congress Cataloging Distribution Service (CDS). The institutes are tentatively titled: "Rules and Tools for Cataloging Electronic Resources", "Metadata Standards and Applications," "Principles of Controlled Vocabulary and Thesaurus Design," "Digital Library Design Overview," and "Digital Project management for the 21st Century." Such workshops may be beyond Chloe's capacity as she begins her cataloging career, but others may need this training content now.

The problem with most courses is that they cost money—money to register, and, unless the course is offered online, money for travel, hotels and meals, and time away from the office. On the other hand, when the real price of paying a cataloger who doesn't know how to catalog are considered, added to the cost of the time that local personnel would need to duplicate the training content, paying tuition and travel to a few workshops may come to be seen to be a bargain.

Avoiding the problem

Because training, no matter how it is carried out, is expensive, some thought to how at least some need for training might be avoided altogether is worthwhile.

Staffing decisions

Some libraries avoid training new professional catalogers by having cataloging done by paraprofessionals. This tactic does not avoid training *per se*, since paraprofessionals also need to be taught, and the process of turning a new support staff member into someone who can do original cataloging and authority control can take years—longer than might have spent in training a new librarian. This difficulty may be partially offset by the possibility that paraprofessionals may not have the same aspirations or expectations as librarians, nor are they likely to have the same requirements for research or professional service as librarians, and may thus be able to spend more time on "plain cataloging." They may also be less likely than librarians to move and take other jobs after a few years.

There are nevertheless disadvantages to devolving cataloging onto paraprofessionals. Not all that a good cataloger knows is learned through training. Much of it comes through education received in an LIS program. Much of it has to do with commitment to, and understanding of, the profession at large. Additionally,

a professional cataloger does more than catalog: once trained, a cataloger will be called upon to experiment, analyze, negotiate, imagine, and participate in determining the future direction of the library as a whole. Paraprofessionals are less likely to receive support from the institution to keep up with changes through continuing education, and are thus more likely to develop those dialects of practice referred to above, which will in turn negatively affect the quality of the training they provide to the next generations of catalogers. Organizational dynamics must also be considered. Paraprofessionals may not have the same clout within the organization as librarians, so if a need arises for someone to negotiate standards, or explain consequences of a particular decision, the library may come out the worse for having cataloging factors represented by paraprofessionals.

Finally, revising positions from professional to paraprofessional changes the service rendered from professional to paraprofessional. A conscious decision to strip a library of a significant professional presence in cataloging is in effect a conscious decision to diminish the importance of bibliographic control in the library, and to leave decisions about intellectual access to those with less knowledge of the mechanisms and less theoretical understanding of the principles and consequences.

Hiring Decisions

If a library is determined to continue employing librarians in cataloging, thus to benefit from the knowledge and perspective that comes from a professional education and outlook, but if training new catalogers is a burden that the library can't or won't absorb, then the hiring process needs to be examined. Some libraries decide not to hire entry level catalogers at all. This may be reasonable for a particular institution, but it poses problems for catalogers, whose job opportunities are narrowed. Some may take paraprofessional jobs. Some may take positions at institutions where there is insufficient understanding of the training issue, and the result may be sub-standard cataloging, sub-standard catalogs, and backlogs. Others may take positions in institutions with unreasonable expectations about how much a beginning cataloger knows or can learn independently, and may find themselves dismissed after only a short time for not having worked a miracle. It must be asked whether, if an institution has the wherewithal to conduct training, it is ethical to hire only experienced

catalogers. Conversely, if an institution cannot provide adequate training, is it ethical to hire beginners?

If a library concludes that it will hire entry level catalogers, it must pay close attention to the hiring process. Position descriptions must be written clearly and realistically. Candidates must be screened effectively. It may repay a search committee to examine the curriculum of the LIS programs that applicants have attended, and to look at course syllabi.²⁹ Not everyone who has a library degree knows anything about cataloging, and not everyone who has taken a cataloging course knows enough about cataloging to make a good beginning at the entry level. A candidate's references must be asked questions that will provide some basis for assessment of candidates' suitability for the work. Interviews must allow sufficient interaction with candidates to provide the same kind of information. This is especially important for candidates with little or no actual cataloging-related experience, because in general, courses in LIS programs do not give students a sense of what it is like to catalog in a work setting.³⁰

Conclusion

As can be seen from the foregoing, the issue of training new catalogers impinges on a number of important issues for libraries and the profession. Each larger issue leads to additional questions. If libraries are to improve the situation with regard to hiring and training new catalogers, these and many other questions merit consideration and investigation.

Issue 1: The adequacy of the current LIS educational system, for catalogers and other prospective librarians

Some subsidiary questions:

- Is the degree program long enough to prepare librarians adequately?
- How much should every librarian know about cataloging?
- How much should prospective catalogers know?
- What is the line between cataloging education and training?
- Are current accreditation standards sufficient to shape LIS education to address the profession's needs for catalogers?
- How can a sufficient number of LIS educators interested in and capable of teaching cataloging be assured?

Issue 2: The obligation of employing institutions to support training and continuing education for those whom they employ

Some subsidiary questions:

- What is the cost of providing sufficient training for entry level catalogers?
- How can training be most effectively carried out?
- What kinds of training are readily available from outside sources?
- What areas of cataloging work need to be better covered by outside sources?
- What can be done to make external training more readily available, accessible, and affordable?
- What recourse does a cataloger have if adequate training is not provided?

Issue 3: The particular obligation of academic libraries as the sites of many of the larger cataloging operations to maintain cataloging as a professional endeavor

Some subsidiary questions:

- What are the consequences to libraries and the profession of reducing the professional component in cataloging?
- What role should academic libraries fill in training the next generations of catalogers?
- What obligations does one academic library have to its colleague institutions to share in the training of cataloging librarians?
- What are the ethical issues connected to hiring only experienced catalogers?

Academic libraries have the same obligations as their parent institutions to look beyond their own circumstances and to consider the field as a whole. Academic libraries should make decisions with an eye not only to local needs but also to those of colleague institutions. They should be asking questions not just to solve today's problem for themselves, but to explore, suggest, and experiment with ways to solve the problems for themselves and others, today and tomorrow. Academic librarians should not just be talking among themselves, commiserating in hallways, and complaining over coffee. They should be considering how they might influence the future, and taking action where they can. A good place to start might be in developing an effective system of education for catalogers, and a workable, effective system for their training.

Notes

1. American Library Association. "ALA Policy Manual." *ALA Handbook of Organization, 2004–2005*. (Chicago: ALA, 2004), Policy 54.2, 49–50.
2. American Library Association. "ALA Policy Manual," Policy 54.2.1, 50.
3. AUTOCAT is an electronic discussion list devoted to the discussion of cataloging and cataloging-related topics. The list was started in 1990 at the University of Vermont. It is currently hosted by the State University of New York, Buffalo, and has approximately 4,100 subscribers worldwide. Its archives may be found at <http://listserv.acsu.buffalo.edu/archives/autocat.html>. [January 4, 2005] Specific responses to the author's query are cited or referred to in this paper. In some cases a respondent has requested anonymity, and those requests have been honored.
4. Janet Swan Hill. (2004, November 19). "Training new catalogers" AUTOCAT [Online]. Available: (AUTOCAT@LISTSERV.BUFFALO.EDU Get 2004, November 19. Questions posed to AUTOCAT subscribers were: What are the things that new catalogers seem most deficient in, and what kinds of things do they seem to have sufficient background in? What do you most wish they would come knowing that they don't? For smaller libraries, with maybe only one or two librarians in cataloging (or technical services), how do people receive training? For other libraries, how do you generally handle training? How long does it generally take until an average beginner achieves a level of expertise that lets them catalog with only occasional review? Independence? What would you tell the library schools about preparation for cataloging if you could? What would you tell your administration about training for cataloging if you could get their ear?
5. Daniel N. Joudrey. "A New Look at U.S. Graduate Courses in Bibliographic Control." *Education for Cataloging and the Organization of Information. Pitfalls and the Pendulum*. Janet Swan Hill, ed. (New York: Haworth, 2002), 81. Joudrey's figures reflect curricula as of 2001. It is unlikely that the figures have changed significantly in the intervening time.
6. Joudrey. "A New Look at U.S. Graduate Courses in Bibliographic Control," 76–77.
7. Joudrey. "A New Look at U.S. Graduate Courses in Bibliographic Control," 71–72. Joudrey cites two earlier studies: "Cataloging News," *Cataloging & Classification Quarterly*, 7, no. 4 (1987): 167–95, and Sherry L. Vellucci. "Cataloging Across the Curriculum: Syndetic Structure for Teaching Cataloging," *Cataloging & Classification Quarterly* 24, no. 1 / 2 (1997): 44.

8. "CCS Task Force on Education and Recruitment for Cataloging Report, June, 1986," *RTSD Newsletter*, 11, no. 7 (1986), 72.
9. Syllabi or course descriptions of courses in many ALA-accredited LIS programs can be viewed through their websites. A directory of accredited programs, with links to websites may be found through <http://www.ala.org/ala/accreditation/lisdirb/lisdirectory.htm>. [January 4, 2005].
10. Current plans of the Joint Steering Committee for Revision of the Anglo-American Cataloguing Rules are for the publication of AACR3 in 2007. A description of these plans may be found on the Committee's website at <http://www.collectionscanada.ca/jsc/current.html>. [January 4, 2005]
11. "Statement of Principles Adopted by The International Conference on Cataloguing Principles, Paris, October 1961." Available: http://www.ddb.de/news/pdf/paris_principles_1961.pdf [January 4, 2005]
12. "Statement of International Cataloguing Principles. Draft approved by the IFLA Meeting of Experts on an International Cataloguing Code, 1st, Frankfurt, Germany, 2003. "Final" Draft Based on Responses through 19 Dec. 2003." Available: http://www.ddb.de/news/pdf/statement_draft.pdf. [January 4, 2005]
13. IFLA Study Group on the Functional Requirements for Bibliographic Records. *Functional Requirements for Bibliographic Records*. Final Report UBCIM Publications—New Series Vol 19. (München: Saur). 1998. Available: <http://www.ifla.org/VII/s13/frbr/frbr.pdf>. [January 4, 2005].
14. Stanley J. Wilder. "Demographic Trends Affecting Professional Technical Services Staffing in ARL Libraries." *Education for Cataloging and the Organization of Information. Pitfalls and the Pendulum*. Janet Swan Hill, ed. (New York: Haworth, 2002), 54–55.
15. Private correspondence in response to the author's AUTOCAT posting. The author of this message wished to remain anonymous.
16. Private correspondence in response to the author's AUTOCAT posting. The authors of these statements wished to remain anonymous.
17. Mary Tilley. Private e-mail correspondence received November 22, 2004, in response to the author's AUTOCAT posting.
18. Arlene G. Taylor. "Teaching Authority Control," *Cataloging & Classification Quarterly* 38, nos. 3,4 (2004), 43–57. Taylor addresses the difficulties of teaching authority control, possible methodologies, and the differing perceptions of students and professors as to the degree to which it is covered in LIS courses.
19. Bob Mead Donaldson. (2004, November 19). "Training New Catalogers." AUTOCAT [Online]. Available: (AUTOCAT@LISTSERV.BUFFALO.EDU Get 2004, November 19).
20. Bob Mead Donaldson. (2004, November 19). "Training New Catalogers." AUTOCAT [Online]. Available: (AUTOCAT@LISTSERV.BUFFALO.EDU Get 2004, November 19)
21. Colleen Turnage. Private e-mail correspondence received November 22, 2004, in response to the author's AUTOCAT posting.
22. Sean Stewart. Private e-mail correspondence received November 22, 2004, in response to the author's AUTOCAT posting.
23. Ann Branton. Private e-mail correspondence received November 19, 2004, in response to the author's AUTOCAT posting.
24. Tricia Jauquet. Private e-mail correspondence received November 19, 2004, in response to the author's AUTOCAT posting.
25. Jean Weihs. "Do Electronic Discussion Lists Provide Ersatz Rule Interpretations? Part 2 – Descriptive Cataloging." *Technicalities* 24, no. 6 (November–December, 2004), 6–8. The new cataloger probably also ought to be referred to this paper, as well as to Part 1, which dealt with classification and subject headings, and to the forthcoming Part 3, which will cover General Material Designations and MARC. While discussion on electronic lists can be valuable, beginning catalogers must understand that not all opinions and information posted there are unassailable.
26. Janet Swan Hill. "Education and Training of Catalogers: Obsolete? Disappeared? Transformed?" Published in two parts. *Technicalities* 24, nos. 1 and 2 (Jan/Feb and March/April, 2004).
27. The report, its appendices, and background documents, can be accessed on the web. Available: <http://darkwing.uoregon.edu/~chixon/ctcf/CETFpublic.html>. [January 4, 2005].
28. "Bibliographic Control of Web Resources: A Library of Congress Action Plan, Last updated: June 23, 2004." Available: <http://www.loc.gov/catdir/bibcontrol/actionplan.html>. [January 4, 2005].
29. Not all LIS program websites have syllabi, or even detailed course descriptions available, but if the matter is of sufficient concern, LIS faculty may be willing to provide some of this information on request.
30. Tricia Jauquet. Private e-mail correspondence received November 19, 2004, in response to the author's AUTOCAT posting.