

THE ORGANIZATION AND ADMINISTRATION  
OF THE CATALOG DEPARTMENT IN THREE  
NEGRO COLLEGE LIBRARIES

A THESIS  
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF SCIENCE  
IN LIBRARY SERVICE

BY  
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Atlanta University  
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## CHAPTER I

### INTRODUCTION

#### Problem and Scope

This study is an attempt to determine the general pattern of organization within the catalog departments of three of the largest Negro college libraries, Atlanta University, Fisk University, and Hampton Institute. An evaluation of these departments is based upon suggestions and standards as represented in printed material about the subject.

Little attention is given in the literature concerning the administration of the catalog department. Most of the attention has been focused on the cost of cataloging in relation to total library expenditures. This study, concerned with organization and administration, may aid in justifying the status of operations within the catalog department.

The size of the book collections in the three institutions investigated is: Atlanta University 102,739, Fisk University 102,000 and Hampton Institute 76,000. Each of the institutions is accredited by the Southern Association of Secondary Schools and Colleges.<sup>1</sup>

#### Definition of Terms

The catalog department is that department in which processes involved in the incorporation of books and other library materials into

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<sup>1</sup> American Council on Education, American Universities and Colleges (Washington, 1940), 1039.

the classified and cataloged collections of the college or university library take place.<sup>1</sup> Organization is defined as the grouping of persons for the accomplishment of desired ends.<sup>2</sup> It involves a relating of individuals so that their efforts may be more effective in the accomplishment of the same purpose. Administration is defined by Reeves<sup>3</sup> as the arrangement of the personnel for the accomplishment of the objectives for which the institution exists and it includes the division into groups of all those activities necessary to achieve the desired objectives and the allocation of such activities to individuals.

#### Method and Procedure

The methods used in this study were those of personal observation and interviews. A sample of the interview schedule is located in the appendix. A preliminary study of the literature dealing with the administration and organization of the catalog department was made. The findings about these libraries were compared with the printed data about other catalog departments.

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<sup>1</sup>Guy R. Lyle, The Administration of the College Library (New York, 1944), p. 90.

<sup>2</sup>J. M. Gaus and others, Frontiers of Public Administration (Chicago, 1936), p. 90.

<sup>3</sup>Floyd Reeves, "Principles of Administrative Organization," Current Issues in Library Administration by Carleton Joeckel (New York, 1939), p. 3.

## CHAPTER II

### THE LIBRARIES INVESTIGATED

#### Organization

The libraries at Atlanta University, Fisk University and Hampton Institute attempt to make available to students opportunities for study, reference and cultural reading. The three distinct departments of each of the libraries are the circulation, reference, and catalog departments. The library at Atlanta University has a reserve bookroom and a periodical room, the former being a service extension of the circulation department and the latter being a service extension of the reference department. This library has also a special Negro collection.

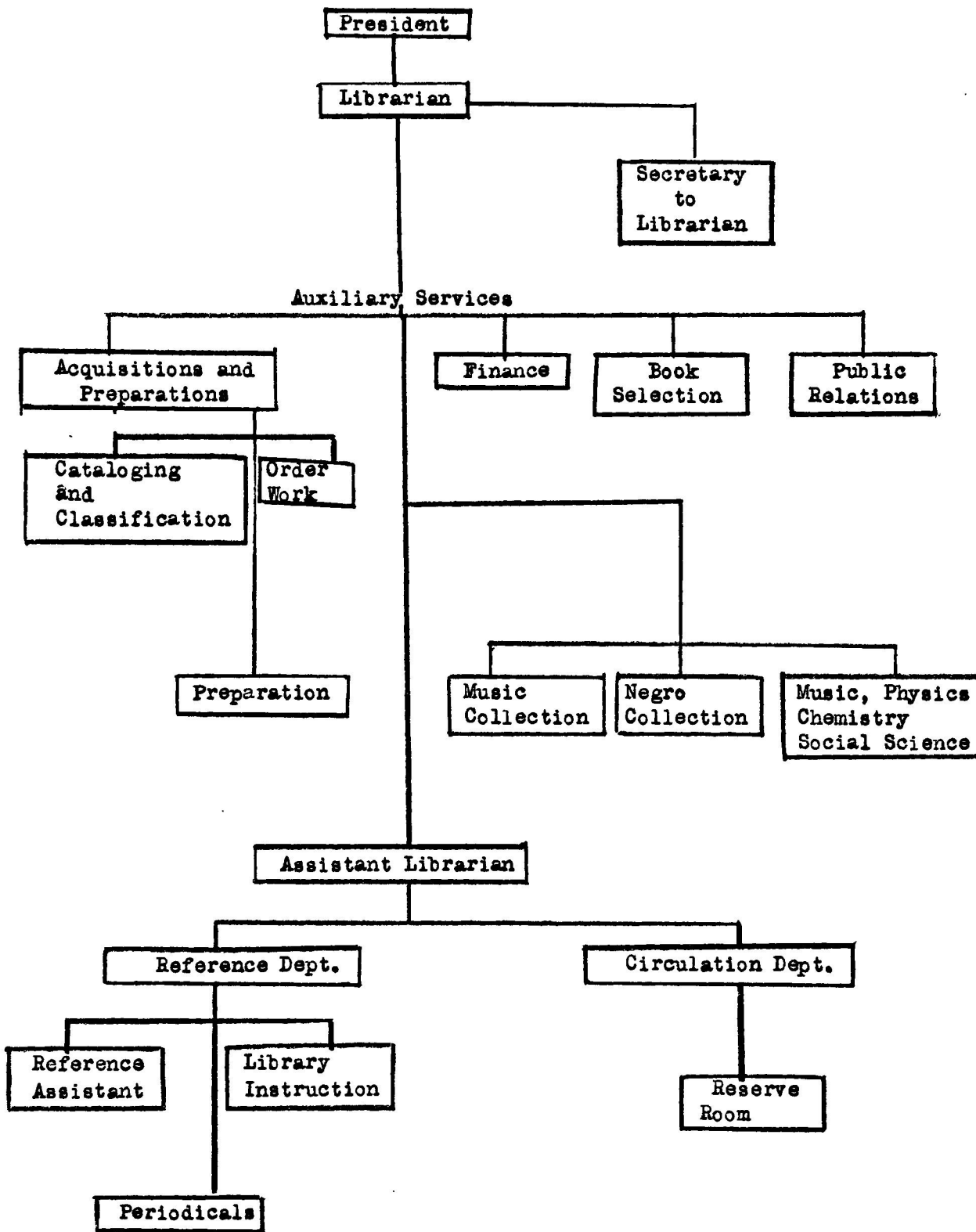
Fisk University, in addition to the three main departments, also administers a collateral reading room and four special collections. The third library, Hampton Institute, has one special collection in addition to the three main departments of the library.

The organization of the library at Fisk University is a good example of clear cut lines of authority. In descending order, there is the president and directly responsible to him is the head librarian. The librarian has a secretary who may serve in any area of the library. The auxiliary services of the library are divided among acquisitions and preparations, finance, book selection, and public relations. The cataloging and classification processes are functions of the acquisitions and preparations division. See Chart I.

At Atlanta University also, the head librarian is directly responsible to the president of the institution. The head librarian has two secretaries,

CHART 1

ORGANIZATION OF THE LIBRARY AT FISK UNIVERSITY



one for finance and the other for correspondence and research. The work of the library is divided into the preparations division which includes order work and the catalog services, and the services division which includes circulation, reference, reserve, periodicals, and the Negro collection. See Chart 2.

The librarian at Hampton Institute is also responsible to the president. The order work is done in the librarian's office. The other work of the library is divided between cataloging, circulation and reference. The reserve collection and the Negro collection are under the supervision of the circulation department. See Chart 3.

The head librarian in each instance delegates authority and responsibility to each department for efficient operation of the department. Lyle<sup>1</sup> suggests that to the catalog librarian, the head librarian should delegate authority and responsibility for many duties including formulating policies, making decisions about departmental transfers, making schedules, assigning work, and, within the general limits of library policy, deciding upon the purchase of departmental materials and equipment. Each head librarian in the libraries investigated has delegated full responsibility to the head catalogers to supervise their respective departments.

#### Collections

Atlanta University has a Negro collection which is located in a special room within the library building. This collection is made up of books by and about the Negro. When the collection was first established, the cataloging was done by the curator of that collection. A short

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<sup>1</sup>Guy R. Lyle, op.cit., p. 90.



CHART 2

ORGANIZATION OF THE LIBRARY AT ATLANTA UNIVERSITY

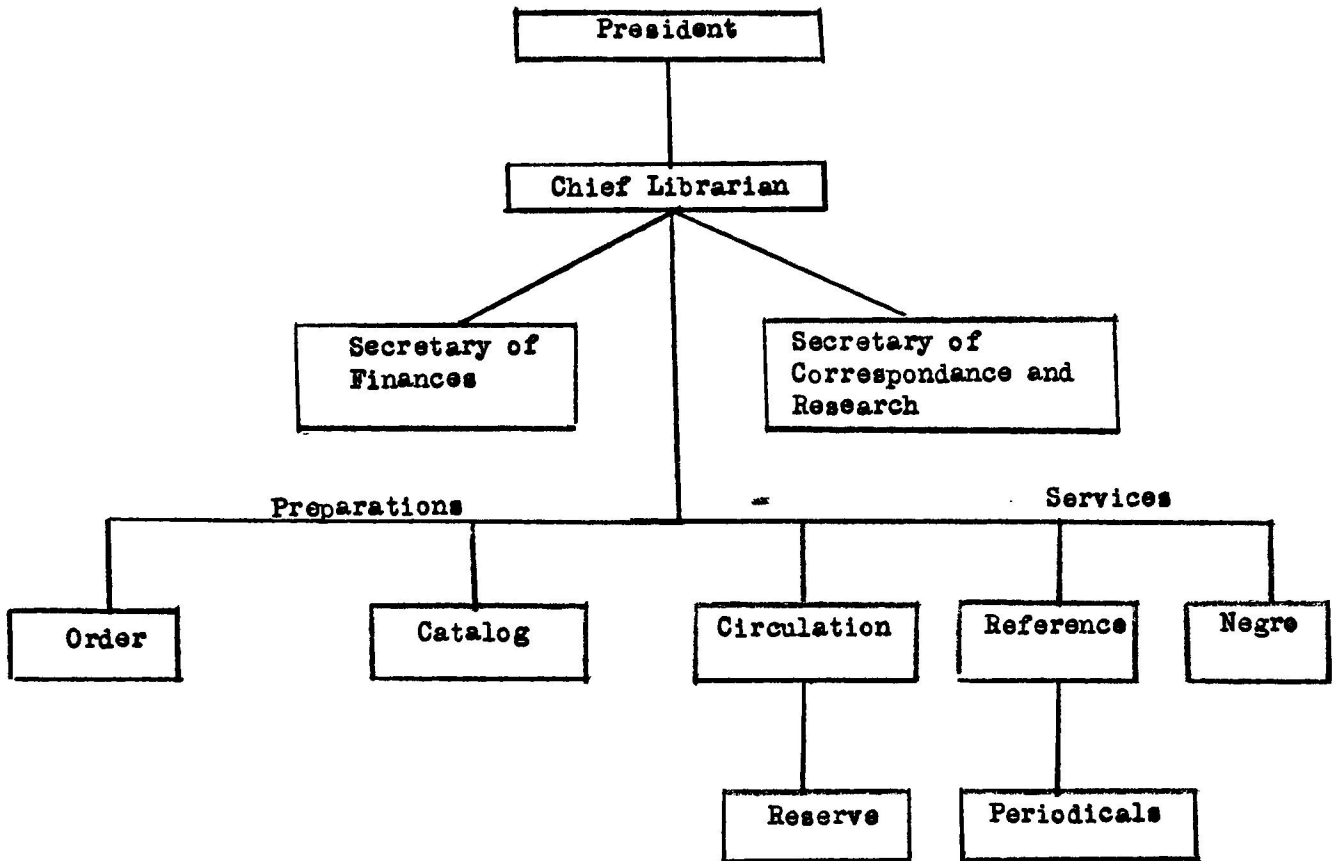
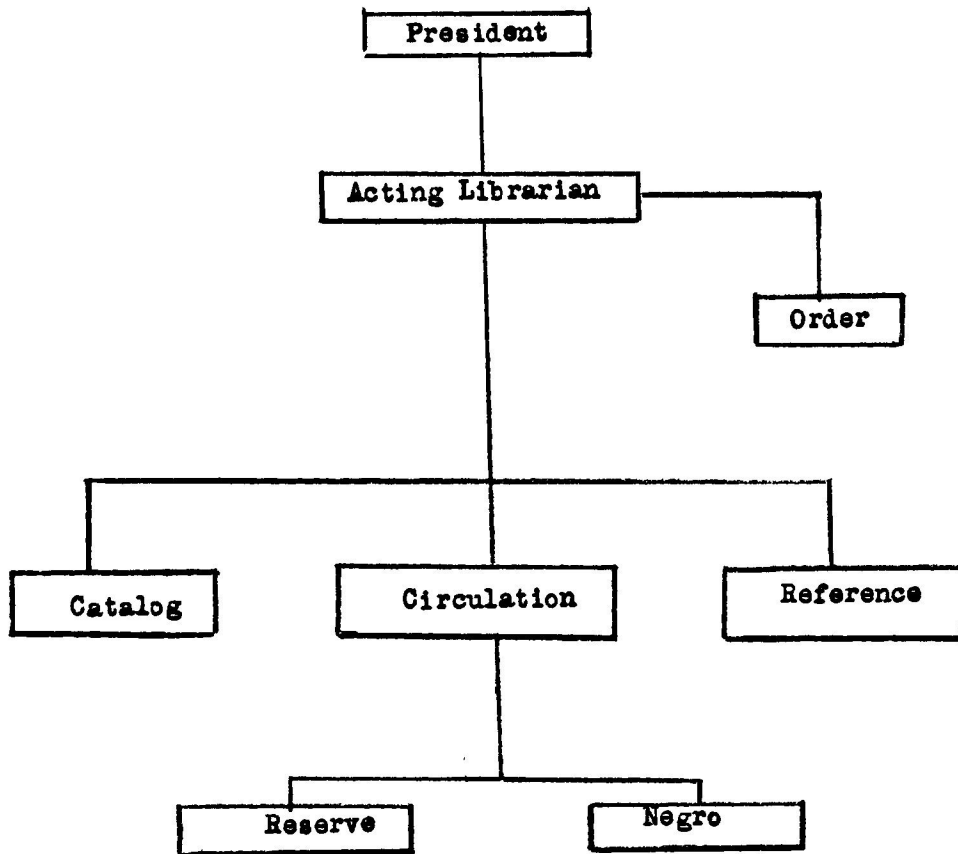


CHART 3

ORGANIZATION OF THE LIBRARY AT HAMPTON INSTITUTE



while later the cataloging was done by the assistant cataloger and the curator of the collection. At present, the cataloging is back in the hands of the curator alone.

Fisk University has two special collections, a music collection and a Negro collection both of which are in separate rooms in the main library. It also has four departmental libraries: the physics, chemistry, music and social science collections which are housed outside the library building. These departmental libraries are administered by the various departments but the main library is responsible for the cataloging of material for all departments except for the Social Science Department.

At Hampton Institute there is a Negro collection which is also located in the main library and is administered by the library.

#### Staff

The library staff at Atlanta University is composed of the head librarian and his two secretaries, the reference and assistant reference librarians; the cataloger, the assistant cataloger and the catalog assistant; the circulation librarian, the periodicals librarian, the librarian of the Negro collection and student assistants.

At Fisk University the library staff includes the head librarian and his secretary, the circulation and assistant circulation librarians, the reference and assistant reference librarians, the cataloger and assistant cataloger, the preparations assistant, the clerk-typist, and student assistants.

At Hampton Institute the library staff includes the head librarian, the reference and assistant reference librarians, the circulation

librarian, the cataloger and student assistants.

#### Clientele

The library at Atlanta University serves four undergraduate schools and two graduate institutions. The library participates in an inter-library loan program with other colleges and universities, so that its services are extended over a wide area.

Fisk University serves undergraduate and graduate students of its own and the undergraduate and graduate students from two neighboring institutions. The faculty members from these schools are free to make extensive use of the library.

The Hampton Institute library serves the students and faculty affiliated with the institution and also serves the community in which it is located.

#### Summary

The three libraries investigated are among the largest Negro college libraries. Each library is made up of three main departments, namely: catalog, circulation, and reference, and other auxiliary services within the scope of the main departments. The catalog department in the three colleges serves the institutional library and, at one college, the departmental libraries are also served by the catalog department.

## CHAPTER III

### ORGANIZATION OF THE CATALOG DEPARTMENT

#### Scope of the Departments

The catalog departments investigated perform all of the technical operations involved in the preparation of books and materials for the shelves. This plan whereby all of the technical processes are placed in one department proves successful and advantageous by promoting more effective coordination and integration of these operations.

In the departments investigated, neither the ordering nor the binding of materials is a function of the catalog department. At Atlanta University the reference librarian is in charge of ordering, the actual clerical process of which is done by the financial secretary. At Fisk the ordering is done by the secretary, under the supervision of the head librarian. The ordering at Hampton is the job of the acting librarian.

Atlanta University and Hampton Institute catalog books for the main and special collections whereas Fisk, with departmental libraries in addition to the main and special collections, must service the main library and the departmental libraries. The library material for all of the departmental libraries is cataloged centrally except for materials to be housed in the Social Science Departmental Library. This department has as its administrator a trained research librarian who assumes the responsibility for the acquisition and maintenance of this collection. This research librarian is not directly responsible to the chief librarian. He does, however, send catalog cards for the catalog

in the main library building. A plan is now being devised whereby all library material coming to the institution will be cataloged in the catalog department of the main library, irrespective of the department to which it belongs. When this plan is carried through, there will be a union catalog maintaining the complete holdings of the main and departmental libraries. This change will enlarge the scope and work of the catalog department at Fisk and will increase the efficiency of the catalog operations for the main and departmental libraries. Lyle<sup>1</sup> suggests that the advantage claimed for decentralization can be secured to a high degree under the centralized plan by proper coordination between the general catalog department and the departmental library. As a result of this coordination, the catalog procedures at Fisk will be more uniform and better organized.

Specifically the work of the catalog department in each of the three libraries involves: preparing books and materials for circulation including fiction, non-fiction, added volumes and special materials; servicing catalogs which involves filing, revising, and general up-keep of the catalogs; keeping statistics, monthly and yearly; making regular and special reports; maintaining the catalog manual; maintaining the reference tools indispensable to the catalog staff; recataloging and reclassifying; promoting departmental publicity; and at Atlanta University and Fisk University, sending cards to the union catalogs.

#### **Basis of Organization**

The division of work in the catalog departments of Atlanta University and Fisk is based more upon the type of material and

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<sup>1</sup>Guy B. Lyle, op.cit., p. 91.

language than upon function. Books and materials are divided into two categories, namely: separate new books of all types on the one hand and old books, rare books, serials, continuations and governmental publications on the other hand. Hampton Institute has only one cataloger who ultimately does all of the cataloging for the library. In none of the institutions is the annual acquisition of library materials so vast as to warrant the division of work along lines of either subject, language, or function exclusively.

#### Staff Qualifications and Status

At Atlanta University, the staff of the catalog department includes the head cataloger, the first catalog assistant, the second catalog assistant, and two student assistants. At Fisk, the staff includes the head cataloger, the assistant cataloger, a clerk-typist, a preparation assistant, the librarian's secretary who occasionally does some work in the catalog department, and three student assistants. Hampton Institute has one cataloger and three student assistants on the staff of the catalog department.

All of the catalogers and first assistant catalogers are college graduates who have one year of professional library training. The head cataloger at Atlanta University has had three years of library experience and had done cataloging at one other institution prior to assuming her present position. The first assistant cataloger has had one year of experience in the catalog department. The second catalog assistant has had no professional library training but has had seven years of experience in the catalog department. The head cataloger at Fisk has had five years of library experience and the assistant cataloger has had two years of cataloging experience. The clerk-typist has had

three years of undergraduate work and typing experience. The preparation assistant, who is also an assistant in the Negro collection, is a college graduate. The cataloger at Hampton has worked as cataloger in a Northwestern public library prior to assuming her present position which she has held for a number of years.

Even though all of the departments employ the help of student assistants, they do only the simplest duties performed in the catalog department. Hampton has only three student assistants to help the one cataloger who must do all the work in the department. One would expect more student assistants to be working in a department without professional assistants.

<sup>1</sup>  
Hazel Dean has expressed her ideas which support the stand taken by these three libraries concerning the value of using student assistants. She points out that there is no net gain from the use of student assistants in the catalog department unless their use is confined to minor duties of alphabetizing and labeling. If they are given other duties, the results of their work are apt to be unsatisfactory.

Student assistants can do a large part of the work done by professional and semi-professional people. The work of students could help to relieve the professional workers of much of their routine duty so that their time could be used more valuably in other areas of work. This calls for more careful planning by the heads of the department. The University of Houston was able to plan a routine so that student help was profitable.

<sup>2</sup>  
Zelda Osborne reports that the students at the University were selected

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<sup>1</sup>Hazel Dean, "Size of Cataloging Staffs in Academic Libraries," Colleges and Research Libraries, VII (January, 1946), 52-57.

<sup>2</sup>Zelda Osborn, "Can Student Aides Do the Processing?" Library Journal, LXXIV (October, 1949), 1416.



on the basis of need rather than academic rating. Using thirty-eight non-professional processing duties given in the American Library Association Descriptive List of Duties, all but three duties were done by students. With careful planning and adequate supervision and direction, the work of student aides can prove satisfactory as well as economical.

The status of the catalog staff members is not the same in the three institutions. The professionally trained catalogers and catalog assistants at Fisk and at Hampton have faculty status and receive salaries comparable to those of members of the faculty with commensurate training and experience. They also receive one month's vacation with pay. At Atlanta University the catalogers do not have faculty status. Here, as at Fisk and Hampton, the catalogers enjoy a one month's vacation with pay.

At Fisk and Hampton the catalogers have the rank of an instructor.  
<sup>1</sup>  
 Beverley Ruffin maintains that if the library staff is to be in the graded hierarchy, the catalog librarian, in charge of the catalog department, must rightly have the rank one step below that of the head librarian. If his rank is to be on a level with that of a dean, then the catalog librarian's position should line up with that of the head of an academic department. It is apparent, however, that the catalogers in the institutions studied do not by training and experience qualify for the rank of department head or dean of a division, but their training and experience should make them qualify for the rank of professor or instructor.

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<sup>1</sup> Beverley Ruffin, "The Catalog Librarian As an Administrative Officer in the College and University Library," Library Journal XLII (December, 1938), 908.

### Staff Activities

Departmental. The types of duties performed within the catalog department are administrative, technical, and supervisory. The administrative duties include making departmental reports; maintaining catalog manuals; preparing quarterly lists; revising the typing and filing of catalog cards; and checking subject binding lists. These are the administrative duties performed by the head cataloger at Atlanta University. Her technical duties include the cataloging of books for which there are no printed cards; cataloging sets and serials; cataloging manuscripts, rare books, foreign books, theses, and government documents; and cataloging and reclassifying. The head cataloger assumes the responsibility for the work of the department and supervises the work of the catalog department.

The administrative duties of the head cataloger at Fisk include preparing and maintaining the staff manual and revising the work of the department. Her technical duties involve the cataloging of books for which there are no printed cards; cataloging the back log materials; cataloging of rare books and foreign books; and the cataloging of literature for the proposed art collection. The cataloger here also is responsible for the work of the department and thus serves in a supervisory capacity.

The cataloger at Hampton serves in all three capacities. There is no assignment of duties except for a few minor duties of preparation such as the posting of book pockets and book plates, labeling and shelving of books done by the student assistants.

<sup>1</sup>  
According to Lyle the chief catalog librarian who, under the

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<sup>1</sup>Guy R. Lyle, op.cit., p. 96.

direction of the chief librarian, has charge of a department employing a staff of over two members, is responsible for laying out and assigning the cataloging and related work for other members of the staff. The other duties, as listed by Lyle, are to assist with the difficult problems of the department; to classify and catalog; to supervise and handle processing details; to make available the necessary bibliographical tools and mechanical equipment; to maintain a manual of departmental routine; and to attend to other duties of a similar character coming within the scope of the catalog department.

From a comparison with Lyle's description, it is apparent that the responsibilities and authority delegated to the catalog librarians in the three institutions rate favorably with the usual activities and responsibilities designed for the catalog librarian. The responsibilities given them are not as broad in scope as some of the above mentioned duties but the responsibilities are inclusive enough to make for the efficient operation of the respective departments.

The first catalog assistant at Atlanta University is responsible for cataloging and classifying all books with Library of Congress printed cards; cataloging fiction; making statistical reports; filing cards; and revising cards for errors in typing. At Fisk, the assistant cataloger is responsible for ordering printed cards; cataloging new titles and duplicates; supervising the accessioning of books and materials; and teaching a class in library science for an hour three days each week.

The second catalog assistant at Atlanta University does the revising of cards filed in the shelf list; does the searching for Library of Congress card numbers; and does the supervising of student assistants in the department. The writer does not agree that this

last responsibility should be assigned to the second catalog assistant. The students should be responsible to and supervised by one of the professional workers, especially since the first catalog assistant is responsible for revising the cards typed by the students. It is the point of view of the catalogers here that, even though the second catalog assistant has had no professional training, her years of experience have made her qualified to do very successfully the duties assigned to her.

The preparations assistant at Fisk, with the aid of two student assistants, does minor mending of material; letters and labels materials; and other related processes. The clerk-typist is responsible for the accessioning under the supervision of the assistant cataloger; typing cards from master copies; filing in the main catalog; and performing other miscellaneous clerical duties. The clerk-typist is a part-time non-professional worker in the catalog department.

The writer considers the over-all arrangement and organization of personnel in the catalog departments investigated to be well outlined and clear cut. From observation, it was noted that the duties assigned are followed almost exactly by the members of the cataloging staffs.

The staff manual of duties and activities of the department should point out clearly what is to be done so that the catalog staff can use it as a guide for the performance of its duties and activities. The manuals at Atlanta University and Fisk are generally kept up-to-date. The one at Fisk is in the process of being revised now and the manual at Atlanta University is to be revised very soon. Hampton has no such manual or guidebook. The lack of a manual is a weakness at Hampton even though the catalog staff is small. A detailed, but small, manual

should be kept so that some record of policies and administration may be passed on to future catalogers and workers in the department. This is especially important in a situation where there is only one professional worker, or where the turnover of catalogers is so great that there is a possibility that the department will be left without experienced professional supervision.

Fisk maintains an excellent manual which gives an adequate description of the work to be performed by the processing division. It begins with an introduction of the personnel in the catalog department. Then there is a discussion of the classification scheme used and the basic tools used in classification and cataloging. The general routine work and schedules of the department are carefully explained. Rules for the cataloging of books, typing of cards, and distribution of cards are given. There is also a section on what should be done for special materials and other materials not to be cataloged. The manual at Atlanta University contains the same type of information.

In a recent article by Annette Hoage,<sup>1</sup> a list of the items which should be included in an orientation handbook and staff manual was given. She suggests that the handbook digest from the main staff manual information which is very pertinent; that it contain any information omitted in the main staff manual, and that it be made into an attractive booklet that will give a newcomer a good summary of the work of the catalog department.

The manuals examined were clear and in some areas very detailed.

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<sup>1</sup>Annette L. Hoage, "Why Not An Orientation Handbook?" Library Journal, LXXII (January 1, 1947), p. 57-58.

The manual at Fisk University is more detailed and is the better of the two manuals. The outline and organization of the manuals are good and explicit, but they could contain more of the seemingly unimportant but necessary details heretofore omitted.

Extra-Departmental. Work with other departments and the many activities of public relations help make the work and products of the catalog department better known and understood. Most catalog departments have only a few activities of public relations in which they participate fully. One of the inter-departmental contacts at Atlanta University is the exchange of desk duty. The catalog staff participates in the rotation of desk work in the Reference Room and in the Periodical Room. The members of the staff work one night each week and/or on Saturday afternoons. The arrangement is advantageous in that it provides an avenue for the catalogers to have more contact with the people who must depend on their work. This type of contact gives the cataloger a wider perspective of her work and of her patrons. The cataloger is better able to discern for herself the merits of her work or the shortcomings of her work from the standpoint of those who use the library. In general, the cataloger is an individual seldom seen by the public. A close relationship with members of the public may help to increase the public's respect for the cataloger.

The catalog department at Atlanta University maintains also a free, informal relationship with the circulation department. The two departments frequently exchange information about books in process or about the card catalog. The catalog staff also assists the members of all departments in the preparation of exhibits.

At Fisk the head cataloger acts as librarian of the music collection for two afternoons each week. The head catalogers and

other members of the department work one night each week in the Negro collection. Also at Fisk, the Book Review Series is an interesting feature of the library program. Members of the catalog department are invited on many occasions to review books and participate in this program.

Another phase of inter-departmental work at Fisk involves the reading of materials for the purpose of abstracting pertinent information by and about the Negro to be placed in the Negro collection. Each member of the library staff is assigned a certain number of newspapers and periodicals which he must read for the purpose of locating such information. This assignment helps to bring about a greater sense of responsibility on the part of all individuals concerned. The staff feels that this is an excellent way to exhaust all materials without placing a burden on any one person or department. This is also an excellent way to keep the vertical file up-to-date with current pamphlets and clippings.

At Hampton the only specified relationship between the catalog and other departments is the sharing of desk duty. The cataloger works one Sunday afternoon each month on either the circulation or the reference desk.

The form of publicity used by the catalog departments at Atlanta University and Fisk University is the acquisitions list. This list at both institutions includes the titles of recently acquired materials in the library. The list at Fisk is distributed more frequently than the list at Atlanta University.

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Bertha McAdams suggests that the cataloger should keep her staff informed of the activities of the department by using several methods and media of publicity. She suggests that the cataloger have a column in the staff news sheet in which she can make regular reports, or the cataloger may post such notices on the staff bulletin board. The cataloger may even mention new developments in technical processes informally during conversations with the staff.

Miss McAdams further suggests ways to publicize the catalog department. A good start for a program is to survey the library for assets and shortcomings which pertain to the catalog department, and to study library patrons to determine their difficulties and problems in using the card catalog. The results of such a survey would point out areas where the department could concentrate in its public relations activities. Perhaps a first attack would be through instruction of borrowers in the use of the card catalog. Lectures, posters and films can contribute to this learning process. As the cataloger is the most logical person to teach the use of the catalog, she should ask for this duty if she does not have it and she should exhaust methods of instruction which have been useful to others. As previously mentioned, this idea is carried out at Fisk where the assistant cataloger teaches a course in library science. This should be the case in all institutions.

Booklists of new and recent acquisitions are good, but in most instances they are not made as attractive as they should be. Mimeographed copies are sufficient and will serve the purpose adequately if they are designed so as to attract the attention of

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<sup>1</sup>Bertha McAdams, "The Role of a Public Relations Program in the Catalog Department," (Unpublished Term Paper, School of Library Service, Atlanta University, 1950), pp. 1-13.



library users.

These are a few of the ways in which the cataloger may play the role of a public relations agent. Most of these activities could be carried out successfully and inexpensively by interested, conscientious catalog librarians. Catalogers always contend that they are too busy with regular routine work to deviate for the purpose of becoming public relations officers. This attitude is a traditional one which is slowly being overcome by catalogers with a broader perspective of cataloging and catalogers. At times it is apparent that catalogers work just for the sake of working when actually they could take part in more inter-departmental relations and public relations work. Working in this realm would place the catalogers in the public eye and would create a greater respect for catalogers and their work.

#### Working Quarters and Equipment

The catalog department is the workroom where the card catalog is prepared and where books and materials are processed for library use. The catalog department at Atlanta University has a desirable location, and lay-out. Accessibility of all things within the department is vital to save the steps of the catalog staff. At this library, the catalog department is in close proximity to the public catalog, the librarian's office, the circulation desk, the reference desk and the secretary's office which opens directly into the cataloger's office. It is important that this person and the reference librarian have easy access to the bibliographical tools maintained in the catalog department.

Fisk also maintains this close proximity to the card catalog and reference department. There is no problem here because the ordering

is done by the secretary in the catalog workroom.

Hampton does not have a good arrangement as far as nearness to various departments is concerned. The catalog department is not near the librarian's office, the reference or the circulation departments. The catalog room is located at the back of the building so that the cataloger must go through and across the stacks to the opposite side of the building to reach the librarian's office or the reference room. Though these offices and rooms are not near each other, there is access from one room to another without too much difficulty.

Accessibility of materials and tools within the department is also necessary. It was found that in all of these catalog departments the card files, books, and tools were near at hand. Hampton, with its "one-man" arrangement has also a free flow of work as a result of the arrangement of tools in the department.

The catalog rooms at Atlanta University and Hampton are very near the stacks. This is important for the cataloger who often must refer to actual titles on the shelves. Fisk does not have this kind of arrangement because the catalog department is located at a distance from any section of the stacks. There are no stacks on the floor where the catalog department is located. The catalog room is, however, in close proximity to the reference room.

Lighting is another important factor in the workroom of the library. Atlanta University has adequate artificial and natural light. The room in which the catalog department is located has an adequate number of windows which are well spaced. The room is located on the southeast side of the building.

The department at Fisk is located on the northside of the building. It has adequate artificial lighting, but insufficient natural light.

The windows are small and are placed very high in the wall, thus preventing natural light from entering upon the desks of all of the workers in the department.

<sup>1</sup>  
J. L. Wheeler has stated that it is wise to provide the best possible natural lighting, preferably a north light because most of the work in the catalog department is close and causes eyestrain even under ideal conditions. Windows should be numerous and artificial lighting should be at its best. The catalog rooms at Fisk and Hampton are ideally located as far as receiving the best natural lighting is concerned. Hampton receives this north light through ample window space and the artificial lighting is good.

The matter of space in the department is of concern to catalogers. Sufficient space near desks and catalogs requires careful planning. Hampton has more space since there is no necessity for numerous desks and extra shelving space. At Fisk the catalog room is congested, yet in the library as a whole, there is a waste of much space. The cataloger's desk is located too near the clerk-typist's desk and the assistant cataloger's desk is too near the shelf-list. The space is more generous in the department at Atlanta University. Though the space between the cataloger's desk and that of the assistant cataloger does not meet the minimum space requirements, the arrangement permits movement without much difficulty. Dr. W. W. Bishop estimates a <sup>2</sup> minimum of one hundred square feet per cataloger. For each cataloger there should be twelve to eighteen feet of shelving space for special

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<sup>1</sup>J. L. Wheeler and A. M. Githens, The American Public Library Building (New York, 1941), p. 154.

W. W. Bishop, Practical Handbook of Modern Library Cataloging (Baltimore, 1924), p. 22.

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tools and work in process. Following these standards, it is evident that Fisk is much too congested. The department at Atlanta University could be more spacious if the glass partition, separating the catalog assistant's desk from the others, were removed. This feature of the room is not good because the cataloger must always leave this section to confer with the assistant or vice versa; and the catalogers must also leave this section to use some of the bibliographical tools. The removal of the partition would give a more roomy and comfortable effect, and it is desirable from an ideal administrative point of view.

None of these departments duplicates cards by a mechanical process. Typewriters make up the most expensive and most indispensable item of equipment. Where the cards are typed from master copies by assistants, as is the case at Atlanta University and Fisk, it is seldom necessary for the catalogers themselves to use the typewriters. Both of the departments provide a sufficient number of typewriters for the student assistants and clerical workers.

Other items considered under equipment such as electrical outlets and running water are provided for in each of the catalog workrooms.

#### Summary

The organizational pattern of each of the libraries investigated is similar but the pattern at Fisk University is more detailed and clear cut. The organizational charts included in this study point out vividly the plan of library operation.

The scope of the catalog departments includes all operations necessary for the preparation of books and materials for library use.

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<sup>1</sup>J. L. Wheeler and others, op.cit.

This work involves: preparing books for the shelves; keeping statistics, servicing catalogs, making reports, maintaining catalog manuals, and other related duties associated with the cataloging procedure.

Organization of work within the department depends to a great extent upon the qualifications of personnel in the department. All of the catalogers in the libraries studied are professionally trained but only those at Fisk and Hampton have faculty status and salaries commensurate with faculty members with the same qualifications and experience. The other workers in the department are full time clerical workers and student assistants. The student workers are not used as much as they might be in the three departments, especially at Hampton where there is only one cataloger.

The public relations activities are small in number. The only tangible medium of publicity is the acquisitions list distributed by the catalog departments. More direct and more appealing ways of publicizing the department are suggested.

In general, the organization of the catalog departments investigated is in accord with the organizational pattern of other catalog departments as suggested by authorities in the field of library administration.

## CHAPTER IV

### OPERATION OF THE CATALOG DEPARTMENTS

Accessioning is generally the first process that takes place after books and materials arrive in the library. The accession record serves as a register of materials added to the library collection in the order in which they are received. The processes of accessioning and maintaining the record of accessions may be a function of the order department if such a department exists. However, if there is no order division, the accessioning usually is done in the catalog department. At Atlanta University and Fisk, the ordering is done by the secretaries in the respective libraries. At Atlanta University, the accessioning is done in the secretary's office but at Fisk the accessioning is one of the duties of the clerk-typist. The records at both institutions are abridged records in which the items are limited to the most essential items of information.

The cataloger at Hampton stopped accessioning all books and materials a few years ago. It is her idea that the maintenance of such a record is more costly than the uses of it justify. Books and materials are stamped with the library ownership stamp and then passed on for other preparation. The shelf-list contains the same information as would be found in the accession record so that the duplication of the information was deemed unnecessary.

After the accessioning process has been completed, the in-process file should be set up. This file shows the progress of the book through the catalog department. Atlanta University and Fisk have

this file but Hampton does not. The cataloger at Atlanta University uses the Library of Congress card order slip which is filed in the in-process file and at Fisk the original catalog card is filed. At both institutions the cards are filed in a rough alphabetical arrangement according to the stage of book progress in the department.

### Descriptive Cataloging

The Atlanta University and the Fisk University libraries maintain the dictionary arrangement, for entries for authors, subjects, and titles in the card catalog. However, the dictionary arrangement in its entirety is not followed in these libraries. The dictionary catalog appears to be the most practical to use from the standpoint of the library clientele. As yet, no one of the public catalogs has grown so complex that it was necessary to adopt the divided catalog arrangement.

The three departments use full descriptive cataloging. Emphasis is placed on the correct bibliographical identification of each piece of material processed through the catalog department.

All of the libraries use the printed cards prepared by the Library of Congress and if changes are necessary, they are made by the individual library to fit its particular needs. However, if too much alteration is needed the cards are returned to the Library of Congress and typed cards are prepared in the library.

Previously at Atlanta University the serials publications came directly to the catalog department from the secretary's office. These publications were held until a complete set had been received and treated as a single volume. Now, the reference department receives such materials and it has the responsibility for deciding what items

should be returned to the secretary's office for accessioning and then passed on to the catalog department.

The real economy in recent years in cataloging has been the adoption of the unit card wherever any method of duplication is employed.<sup>1</sup> This type of card saves much revision and much explaining in training new clerical assistants. The catalogers at Atlanta University and Fisk make master cards which they pass on to those who type the secondary cards.

Standard cataloging tools are very important in the catalog department. The main tools used at each of the three libraries are the same. The most indispensable tools used are the American Library Association Cataloging Rules, the Library of Congress Rules for Descriptive Cataloging, and the Library of Congress Catalog of Printed Cards and its supplements. See Appendix B.

The authority file is maintained in many libraries and is used as an aid in the process of verifying entries for the cataloging of materials. Each of the three catalogers keeps an authority file though they seem to feel that the value of this file is decreasing since the establishment and verification of author and corporate entries is done by the Library of Congress from which printed cards are obtained.

Fisk has a very valuable authority file which is quite helpful to the catalogers. The author's full name and dates are given at first indention on the card. To the right on the cards are placed the various class numbers under which a particular author's works

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<sup>1</sup>Sophie Hiss. "Economies in Cataloging," Catalogers and Classifiers Yearbook, (No. 4, 1934 ), p. 44.



are found. As a recent plan, cross references are used on the cards in this file just as they appear in the main catalog.

If authority files are to remain in the catalog departments, the information used on the cards at Fisk would be most useful. The file with only the verified author entry is no longer indispensable to the department, but with just such information as described above, the file could still be considered one of perpetual value to the cataloger.

Card Catalog. The main obligation of the catalog department to other departments and to the library clientele is to provide and maintain the card catalog which serves as a guide to library holdings.

The catalog department at Atlanta University services the main public catalog and at one time it serviced a separate catalog in the circulation lobby for the Negro collection. Cards for the Negro collection were filed in the special file and were duplicated in the main catalog. The separate file of Negro materials is no longer kept up.

Fisk maintains the general public catalog, an additional catalog for the Negro collection, a catalog for the music collection and is responsible for sending cards to be filed in the catalogs of the departmental libraries. Cards for the music collection and the Negro collection are duplicated in the main catalog.

The Hampton Institute library has a general public catalog and a separate catalog in the reference room for Negro books, for reference books, and a catalog in the Negro History Room.

#### Subject Cataloging

Cataloging which involves the analysis of the subject content of books involves the classifying of books according to content.

Classification Scheme. The libraries at Fisk and Hampton use the Dewey Decimal Classification Scheme. Margaret Mann<sup>1</sup> points out that this system was quickly adopted and that it now is in use in most of the school and public libraries in this country and in some of the large reference libraries and in many college and university libraries. This scheme is more practical for the small and average-size library because of its economic features which are easily recognized by catalogers and library clientele.

Atlanta University has adopted the Library of Congress Classification Scheme, but at one time it also used the Dewey Decimal Scheme. The Library of Congress Scheme also is used extensively in whole or in part in many universities, special, and governmental libraries.

In each instance the printed Library of Congress cards are used. These cards are adopted during the classifying process and are turned over to the clerical assistants for typing. At Fisk and at Hampton the suggestions for the Dewey class number located on the bottom of the printed cards are followed closely.

A special classification scheme is used at Fisk for the music collection. The department uses the Radcliffe Scheme which is a modification of the Dewey Decimal Scheme. For music scores, the Library of Congress schedule is used.

Subject Headings. The catalog departments of Atlanta University and Fisk follow almost exclusively the subject headings suggested by

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<sup>1</sup>Margaret Mann, Introduction to Cataloging and Classification. (Chicago, 1943), p. 48.

the Library of Congress Subject Headings List.<sup>1</sup> The list is supplemented at Atlanta University by the Great Britain Author Headings List<sup>2</sup> and at Fisk, the Library of Congress list is supplemented by Yocum's Subject Headings for Books by and About Negroes.<sup>3</sup>

Hampton uses the Library of Congress list also but relies more heavily upon the Sear's List of Subject Headings for Small Libraries.<sup>4</sup> Although the Sears list is good and well suited to the needs of the small library, college libraries will probably find it more advantageous to base their subject headings work on the Library of Congress list.

The Library of Congress list has been revised and the fifth edition has been printed. This new edition has integrated the main list and "refer from" headings into one volume. Some subjects have undergone change, as have music headings, so that careful study is needed in adopting the subject headings to fit a particular library. Until this time nothing has been done in these libraries toward adopting these changes to their collections principally because the changes are very recent. There will perhaps be some alterations when the new list is integrated into the old subject headings list.

Shelf-list. The important file maintained in close association with subject cataloging is the shelf-list. The shelf-list is a card

<sup>1</sup>U. S. Library of Congress. Subject Cataloging Division. Subject Headings Used in the Dictionary Catalogs of the Library of Congress. (Washington, 1948).

<sup>2</sup>U. S. Library of Congress Union Catalog. Great Britain Author Headings. (Ann Harbor, Michigan, 1944).

<sup>3</sup>Frances L. Yocum, A List of Subject Headings For Books by and About the Negro. (New York, 1940).

<sup>4</sup>Minnie E. Sears, List of Subject Headings for Small Libraries. (New York, 1944).

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<sup>1</sup> Margaret Mann, Introduction to Cataloging and Classification. (Chicago, 1943), p. 48.

file for the books, arranged in the order in which the books stand on the shelves. It is maintained by each of the libraries investigated. There is no separate catalog but the shelf-list cards for the Negro and other collections are filed in separate drawers within the shelf-list catalogs.

<sup>1</sup>  
Margaret Mann supports the maintenance of the shelf-list as a very important record for all departments of the library. The shelf-list is useful as an inventory record, a check list against duplicate call numbers, a measuring stick for the book collection, a historical and statistical record of the book collection, and it serves as a subject bibliography.

The book numbers assigned to books and their cards are secured from the Cutter-Sanborn Three-Figure Table at Atlanta University, Fisk, and Hampton. Atlanta University follows the Cutter table and the Library of Congress class scheme. The Fisk library is now devising some distinguishing mark or number to be used to identify various volumes of the United States Census and miscellaneous publications of census holdings. For variations in edition, this library uses small letters of the alphabet beginning with a,b,c, to distinguish the volumes.

Hampton and Fisk used B for individual biography and 920 for collective biography. The Cutter number is used for the biographee and the work number for the biographer. Barden's Book Numbers <sup>2</sup> is used for special book numbers.

<sup>1</sup>Margaret Mann, op.cit.

<sup>2</sup>Bertha R. Barden. Book Numbers. (Chicago, 1937).

### Cataloging for Departmental Libraries

Only Fisk has departmental libraries for which the main library must catalog and classify materials. It was formerly the practice to have the cataloging done in the department in which the special library is located. Now, the cataloging is done in the main catalog department except for the Social Science Department. Other departmental libraries are maintained for Physics, Chemistry and Music. It is proposed that in the near future an Art library be established as another departmental library.

Duplicate cards are filed in the general public catalog for books and materials housed in the departmental libraries. This plan makes it possible for the record of the holdings of the main and departmental libraries to be concentrated in one place. The entries plan of centralization is good because economy and a good quality of work may be achieved if all persons doing cataloging are organized into one unit. There is also greater opportunity for differentiation and specialization.

### Cooperative Cataloging

The library at Fisk participates in a cooperative plan of cataloging with the Library of Congress. The latter library sends to Fisk, automatically, a copy of all cards for books by and about Negroes. The Fisk holdings are checked and if no cards exist for the book, they are ordered. If some cards do exist, they are corrected and revised by the library. When the books are not in the library collection, they are considered for purchase. These cards sent by the Library of Congress are placed into a file labeled as the Library of Congress Author card file.

Catalog cards are sent to the Library of Congress for Negro books

cataloged by the Fisk library if no such cards have been printed. This is not cooperative cataloging in the utmost sense of the word but it does represent a form of cooperation with respect to cataloging endeavors.

Fisk and Atlanta University send cards to a union catalog. This plan also represents a form of cooperative cataloging. Such endeavors help to strengthen the resources and to enrich the work performed by the catalogers at these institutions.

#### Recataloging and Reclassification

At Atlanta University the recataloging and reclassification are done by the head cataloger; at least it is the responsibility of the head cataloger to supervise the work involved. The books in the area of religion were recently changed from the Dewey scheme to the Library of Congress scheme by the present cataloger and first assistant. The titles in the fiction class are gradually being reclassified. Books of fiction are taken out of the PZ schedule and are being dispersed throughout the literature schemes or wherever they fit best in the total library collection.

Most of the items recataloged and reclassified at Fisk are done so at the request of the circulation and reference departments. The total process of recataloging is completed at one time. In order to carry out real economy in cataloging, the department usually does not secure new cards for the process but rather the old cards are used with the necessary revisions and corrections.

The catalogers at Fisk feel that by doing a whole section at a time, the work will be done more quickly and in a more systematic manner. The shelf-list and the public catalog can undergo a complete

revision at one time and the total process will be completed more successfully.

Several years ago at Hampton Institute most of the foreign books were reclassified and placed in areas where they could be easily accessible. At this time an additional trained cataloger was employed and the work was done smoothly and rapidly.

All Negro books at Hampton which were originally placed in the 308 class of the Decimal Scheme were changed to fit into the general collection according to the subject content of the books. All of the books were changed during one period when recataloging was undertaken. The policy of the library and the libraries at Atlanta University and Fisk is to place new books and materials as they arrive into the newly devised scheme, thus preventing the duplication of work on a single volume.

Many factors have been in operation to make reclassification desirable or necessary. A number of these factors arise from local situations. The techniques followed by the three libraries in their programs of reclassification and recataloging are among those suggested by R. H. Gjelsness<sup>1</sup> who has studied some of the problems and techniques of reclassification in the college library.

#### Filing System

The filing code followed by each of the libraries is the American Library Association Rules for Filing Catalog Cards.<sup>2</sup> The

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<sup>1</sup>R. H. Gjelsness. "Reclassification: Its Problems and Techniques." Library Journal, LIII (July, 1928), 589-97.

<sup>2</sup>American Library Association. A.L.A. Rules for Filing Catalog Cards. (Chicago, 1942), p. 109.



classed order of arrangement is followed at Atlanta University and Fisk where the method of filing has not been exactly consistent. Thus some sections of the catalog have a classed arrangement whereas other sections have the dictionary arrangement. At Fisk, the reorganization of the catalog in the near future will make the catalog conform to the dictionary arrangement. At present, the catalog cards are filed in some sections alphabetically by the author and his works, and later by author as a subject. The, "United States Congress", entry is a good example of this classed arrangement. Publications of the Congress are filed first by house then by committees and later by sub-committees. This arrangement is confusing to the library patrons and it is for their benefit that the classed arrangement will be replaced by the dictionary catalog.

#### Statistical Records

The catalog departments at Atlanta University and Fisk maintain detailed statistical records, whereas Hampton keeps a more simplified record merely of the number of books received and processed to be used, for the annual reports or for any such broad general reports as are made by the librarian.

Atlanta University maintains statistical records relating to new books cataloged, withdrawals, books reclassified and recataloged, added volumes, cards sent to the Negro collection, new continuations, cards sent to the union catalog, and the number of pamphlets cataloged and placed in binders. These records are kept up-to-date by the head cataloger who is responsible for compiling the statistics to go into the annual reports of the department and of the library.

In conjunction with keeping statistics for the number of added volumes, Fisk has a book-added file. When cards are typed in the

catalog department, the process card is withdrawn from the in-process file and put in the books-added file for the current year. These cards are filed alphabetically by author until the end of the year when they are arranged by department for an analysis of the library budget and budgetary record. After a year has passed, the process card, with the call number and other bibliographical information, is filed alphabetically for the permanent book-added record.

The books-added file is a good one to keep. It can serve as a record for acquisition from which periodical lists of new books could be compiled for distribution. As mentioned above, the file can also show the amount of the purchases in various fields for each year.

A consideration and desiderata file is kept also at Fisk. It contains cards for books desired but for which no money is currently available and cards for books about which a definite decision as to purchase has not been clarified. The desiderata file has titles for foreign and hard-to-get books. It is composed of cards for books previously ordered but not immediately available. Usually a note giving the reason as to why the book was not received accompanies the bibliographical information about the book. All of these records form the basis for statistical tables presented in the annual report of the catalog librarian.

#### Annual Report

One of the responsibilities of the catalog librarian is the making of an annual report to the librarian. This report transmits to the librarian the facts about the work and activities of the catalog department during a one year period. All of the three libraries make annual reports. In each case the report consists of

a written survey accompanied by a statistical analysis of the work of the department. The reports contain statistics relating to the number of acquisitions whether by gift, exchange, or purchase; the number of titles cataloged by classes; and card records. These figures are totaled and generally are made into statistical tables to be placed in the librarian's report to the president.

At Fisk, in addition to including the above information in the report, the head cataloger re-arranges the books-added file by department so that the amount of money spent for the books and materials for each department may be determined. This latter report is a summary of the allocation of the book budget, the totals of which are to be placed in the budgetary report of the library. The head librarian can make good use of the information contained in the annual report in connection with planning and improving the work of the departments.

#### Summary

When the books and materials have been accessioned and the in process file is set up, then the work of cataloging and classification begin. The schemes followed for classification of materials are the Dewey Decimal Scheme at Hampton Institute and at Fisk and the Library of Congress Classification Scheme at Atlanta University. All of the libraries use the Library of Congress printed cards and modify these cards whenever necessary. The Dewey Scheme at Fisk is supplemented by the Radcliffe Scheme for the special music collection.

One of the main obligations of the catalog department is to maintain and service the card catalog. The three libraries have in

theory the dictionary arranged catalog but actually, only Hampton has the true dictionary arrangement. Fisk and Atlanta University have a classed arrangement under some entries and a dictionary scheme under other entries. This inconsistency has been studied for its usefulness or difficulty from the standpoint of the library clientele at Fisk and the catalogers decided that a re-arrangement of the catalog would be practical.

Most of the basic files and records necessary for the catalog department are maintained in the three libraries. The outstanding records and files are the authority file, shelf-list, annual reports, and statistical records. The staff manual is another record which in general is kept accurately at Atlanta University and Fisk, the latter having the best organized manual.

## CHAPTER V

### PROBLEMS OF THE DEPARTMENTS

The first problem of the catalog department at Atlanta University as stated by the head cataloger is concerned with the status of personnel. One employee, the catalog assistant, has had no professional training but is assigned professional duties to perform. Since she holds no professional degree, she is not entitled to a professional salary. It seems, however, that the catalog assistant does not actually need to do professional work because the two professional catalogers should be able to do all of the professional tasks in a department of this size. This is especially true since the cataloging is not done for the Negro collection. The catalog assistant could very well take over the sorting of cards for filing which is at present done by the assistant cataloger, thus relieving the assistant cataloger for some of the professional duties now performed by the catalog assistant. The writer feels that a re-vamping of the "division of work" schedule would provide a better arrangement of work for the catalog assistant and, therefore, for the department as a whole.

Another problem at Atlanta University relates to material which goes directly to the reference department before it is accessioned. This often happens and later the material comes to the catalog department accessioned as "Reference Department Gift." This information is meaningless as it gives no indication of the source, price, or date

of receipt of the material in question. Such materials cannot easily be accounted for in the accession record of the secretary's office and in the statistical records of the catalog department. It is apparent that there should be a closer check on the receipt of materials in the library. There should be one designated place where all material is received before it is distributed to the various departments of the library. If this close check is kept, then each item can be accounted for and properly marked.

Another problem as stated by the cataloger relates to turnover within the department. As a result of the rapid turnover of professional workers, it is difficult for the new head cataloger to maintain full responsibility and complete authority. Frequently she must go to the catalog assistant for information. This problem might be solved, or at least reduced to a minimum degree, if the staff manual contained more details about the duties and procedures of professional workers as it does for the procedures of the clerical workers. Most manuals seem to have been compiled on the assumption that the work of professionals needs little explaining and defining. The problem might also be less difficult if there were a closer cooperation between professional workers in all departments. Some chief librarians rotate their professional librarians in order that such situations will not arise. If this plan is not adopted in all departments, it would certainly seem advisable to make some serious study of such a department which is a perpetual problem.

The Fisk University catalog department has no major administrative problems, but it does have a technical problem which is probably a problem in catalog departments in general. The problem of what to do with census reports is of great concern to the catalogers at Fisk.

The census holdings have expanded to such an extent that it is difficult to distinguish by call number one census report or publication from another. The catalogers are at present working on some scheme to be used for this material.

The second problem at Fisk is also a technical problem relating to the inconsistency of filing in the public catalog. As previously mentioned, some sections of the catalog have a classed arrangement while other sections conform to the dictionary arrangement. This problem too is being dealt with in terms of making the total card catalog conform to the complete dictionary arrangement.

Hampton complains of too little help. This is a personnel problem which could be solved if a catalog assistant or a full-time clerical assistant were employed to relieve the cataloger of her many duties.

These problems, with the exception of the first technical problem at Fisk, are local problems and must be solved in terms of local situations and conditions. The solutions may necessitate changes or revisions in the policies of the institution, they may call for changes in the schedules of the catalog department, or they may necessitate the general reorganization of the department to enable the catalog librarian to overcome these obstacles.

#### Summary

The administrative problems of the three catalog departments include the problem of status of personnel, staff turnover, insufficient personnel and the problem of cooperation among departments concerned with library acquisitions which must be cataloged. The technical problems are concerned with inconsistency in filing practices

and with the scheme used to distinguish the many volumes of census reports. All of these problems are to be attacked and solution will be sought in terms of the policies and practices of the respective catalog departments.

Fisk University has, however, no administrative problems, because the department is well organized and supervised. The problems arise from technical aspects of the work which do not reflect the administrative policy of the department.



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The catalog departments of Atlanta University, Fisk University and Hampton Institute were chosen for study because they are among the largest Negro colleges and the organization of their catalog departments may be a measuring rod for the organization of other catalog departments. Each library is made up of three main departments, namely: catalog, circulation, and reference, and other auxiliary services within the scope of the three main departments. The catalog department in the three institutions serves the institutional library, and at one college, the departmental libraries.

The scope of the catalog departments includes all operations necessary for the preparation of books and materials for library use. These operations involve: preparing books for the shelves, servicing catalogs, keeping statistics, making reports, maintaining the catalog manual, reclassifying, recataloging, and other related duties associated with cataloging and classification procedures.

A review of the duties of the catalog staffs points out that the trained catalogers assume the responsibilities for professional duties and administrative and supervisory functions. The non-professional, clerical, and routine duties are performed by the catalog assistants, clerical assistants and student aides. The duties listed for each level of the personnel scale are in general in accord with those given by Guy R. Lyle in his analysis of personnel duties within the

catalog department; however, in two instances there are variations from the general pattern. The full-time clerical assistant at Atlanta University is responsible for some of the professional duties of the department. At Hampton, where there is only one professionally trained worker, the cataloger must perform both professional and clerical duties. The three student assistants are responsible for only a few of the minor clerical jobs. As a result of the lack of sufficient assistance, the load of the cataloger at Hampton Institute is greater than that of the catalogers at Fisk and Atlanta University.

The over-all administrative functions of the catalog department include policy-making, planning, organizing, co-ordinating, supervising, personnel and reporting. A survey of the general pattern of organization and of the elements of the administrative scene points out that on a whole the three departments are well organized. A few areas reflect some weaknesses but they are in the minority when compared with some of the possible problems and weakness of library administration.

#### Conclusion

Available evidence leads to the conclusion that the catalog department at Fisk University is the best organized and administered of the three department studied. Despite the congested area for work and the poor location of the room as far as nearness to the stacks is concerned, the Fisk University catalog department appears to be planned in a detailed and precise manner and the staff enjoys a happy relationship as a result of the efficient administration of the department.

The Atlanta University catalog department assumes a superior position when the physical structure of the department is considered.

Its location and nearness to other library units are desirable features of the catalog department and this arrangement makes for a smooth operation of the catalog department.

The operation of the catalog department at Hampton Institute could be improved if a full-time non-professional or a clerical assistant were employed. More student assistants would also lend valuable service to the department if they were well selected, well-trained, and supervised. Perhaps students who could be secured in their sophomore year could learn the work of the department and become efficient in the performance of duties by their junior and senior years of college, and they in turn could help in the training of other student assistants coming into the catalog department.

The three departments need to participate more enthusiastically and more fully in some type of public relations program that will place catalogers in the view of the public and win public respect and appreciation for the work of the catalog department.

APPENDIX A.

OBSERVATION AND INTERVIEW SCHEDULE

Organization of the library

Size of Library

Departments of the library

Library staff

Size

Qualification

Inter-departmental relation

Organization of the catalog department

Scope

Basis of organization

Personnel

Qualifications

Status

Duties

Equipment and working quarters

Plan of cataloging

Type of cataloging

Cataloging tools

Classification scheme

Book numbers

Subject heading

Filing system

Recataloging and reclassification

Cataloging for departmental libraries

Files maintained by the department

Shelf-list

Card catalog

Authority file

Subject headings file

In-process file

Policy file

Records and reports

Checklists

Statistical records

Budget

Accession records

Annual reports

Rules and regulations for clerical aide

Publicity media

Problems of the departments

APPENDIX B

TOOLS USED FOR DESCRIPTIVE CATALOGING

American Library Association. Catalog Rules: Author and Title Entries.  
Chicago: American Library Association, 1949.

Library of Congress. Rules For Descriptive Cataloging. Washington:  
United States Government Printing Office, 1947.

Library of Congress. Catalog of Printed Cards of the Library of Congress.  
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