Cataloguing Today

Welcome to the last print issue of *C&I*. Thanks to a phenomenal response to our call for papers, it's packed full of articles about cataloguing, indexing and taxonomy design today. If you submitted a proposal that didn't make it in, don't be downhearted, and do try us again – it is fair to say that the ideas for articles we received were all worthy of publication, and the final cut came down to how many other people were writing on the same sort of subject.

Our lead article this Winter is Kathleen Whalen Moss's paper on how cataloguing and classification feature in the LIS curriculum. Those of you present at the conference in September will remember that it created a real buzz, and so as well as publishing Kathy's work, we've asked for thoughts and responses from four different perspectives – Sue Batley writes as an academic leading a successful information management course; our Chair, Andrew Coburn asks how we attract and retain cataloguers; Alan Danskin gives a British Library perspective; and Heather Jardine offers her personal viewpoint as a 'standard chief cataloguer'.

It's not all, doom and gloom – far from it! In these pages, you can read about young professionals choosing cataloguing over front-of house, established cataloguers working in interesting settings, including Barbados, and innovators devising new ways to tackle old problems. Nicola Franklin discusses our changing skills, and Lauren Forbes and Nicola Evans highlight how these are transferable to archive and museum work.

While getting ready for press, it's been a busy Winter at *C&I*. In November, DrugScope moved offices – and our collection of over 110, 000 items on alcohol and other drug use – which means a new postal address if you want to get in touch by mail (email remains unchanged). Our new Book Reviews editor, Neil Nicholson, moved from the Bodleian to the

National Library of Scotland, but still managed to find time to touch base with the major publishers and to commission his first reviews. This issue includes a fine piece by Richard Price on White, Perratt and Lawes' *Artists' Books* as well as guidelines for reviewing for us yourselves.

We started our blog, http://catalogueandindex.blogspot.com on 1 January. As well as news about *C&I* and CIG activities, there are links to papers and websites in our subject area which we hope will give you food for thought. Anyone with a (free) Blogger account can leave a comment on the posts, so feel free to start a discussion. Members of CIG can volunteer to become blog writers – drop me a line (catalogueandindex@btinternet.com) if you're interested, or send us your news and we'll post it for you. Neil will be using the blog to advertise books for review and Penny will be posting a call for papers for the next issue, which she is editing.

Gerry White, our webmaster, and the web team at Cilip have been working to provide individual members with online access to this issue and those following it. The online version is a pdf which you can access from the CIG pages of the Cilip site (http://www.cilip.org.uk/specialinterestgroups/bysubject/cataloguingindexing) as long as you are logged in. It's probably worth checking you can access this issue now, as the next one will be pdf only. Subscribers and institutional members should have received letters about how to get hold of the next issues. If in doubt, please contact our new Publications Officer, Andrew Watson (a.m.watson@UCL.AC.UK).

Finally, the CIG Committee would like to thank Chris Koster, who is retiring as Publications Officer after 37 years. He will see this issue out to all our members and subscribers and then step down. We wish him many happy hours *not* spent answering distribution queries and printing labels!

Anne Welsh, Editor

ORIGINAL RESEARCH

Swings & roundabouts: the role of cataloguing and classification in the LIS curriculum

Kathleen Whalen Moss

Introduction

Librarians love to discuss the role that cat & class plays in the curriculum. Not just those of us who might be expected to care about such matters, but even colleagues who glaze over when Library of Congress support for series authorities or changes to AACR2 are mentioned. We interview practitioners, talk to students and teachers, examine departmental websites and send out surveys. In the past year, John Bowman published an overview of UK cat & class education in the March *Cat & Class Quarterly*, September's *Journal of Librarianship and Information Science* includes an article in defence of cat & class training by K. E. Attar, and Arthur Marx caused a small firestorm of controversy in an opinion piece in the July issue of *American Libraries,* writing about how his inadequate cat & class education let him down in his first library job.

Part of the reason for this interest is that cat & class education mirrors the disorderly state of LIS education in general. While the profession searches for an ideal 'core curriculum' from an ever-expanding choice of options, cat & class, once queen of the curriculum, struggles to find a place. How it is taught depends on where a department stands on a variety of issues: whether they think LIS education should focus on theory or practice; whether they have replaced traditional course offerings with specialised training; how they interpret CILIP's *Framework for Qualification*. Even the conflict between research and teaching, which squeezes tutors between the student-as-consumer and the Research Assessment Exercise, affects how cat & class fits into the remit of an LIS programme.

In the July 2005 issue of *NW News*, Dick Hartley writes: '… Library Schools—they don't exist! There are a number of departments each with their own portfolio of courses in the information business.' On the other hand, Michael Gorman spent his year as President of the ALA arguing for a return to 'traditional Library values', and claiming that cat & class is at 'the heart of the profession'.

Although Vanda Broughton in a December 2004 article in *Library + Information Gazette* announced that 'classification is fashionable again', Keith Trickey in March of that same year had already rung down the curtain, arguing that the current curriculum no longer delivers the goods when it comes to training cataloguing and classification professionals. He believes that it has become a 'post professional skill', the 'baby that CILIP threw out with the bathwater'.

Who is right? In an overcrowded curriculum with a shrinking student base, does cat & class still have a role? As part of a MA in Library and Information Management at Manchester Metropolitan University, I spent the summer of 2005 investigating the fifteen CILIP-accredited programmes that offer LIS instruction in the UK to try to clarify the issue. My aim was to find out who was teaching cat & class, what they were teaching, how it was assessed, and finally, what they felt the future held for the subject.

About the Project

The foundation on which this research rests are nine semi-structured interviews conducted with people involved with teaching, or otherwise interested in cataloguing and classification: two practitioners, six cataloguing and/or classification lecturers, and a course leader from a programme that offered very little in the way of cat & class instruction. In addition, a web-survey was sent to members of the BAILER email list, and brief telephone interviews were conducted with instructors from nine universities not covered by the original cohort of interviewees. Thames Valley was the only non-respondent.

The evolving nature of LIS education made this topic a moving target. Changes to curricula and course offerings were occurring as I worked. Despite these difficulties, the voices of those concerned with cat & class education came through, clearly articulating a nuanced and thoughtful response to professional concerns and educational issues.

The Findings

In the fifteen universities offering LIS instruction, undergraduate courses play a decreasing role. Only five universities still offer LIS at this level, and this number may continue to fall. Business and IT offerings are replacing LIS programmes, with little crossover between the two.

To a lesser extent this is also happening at the post-graduate level, with courses in Pharmaceutical Information Mgt, Publishing or Social Informatics competing with more traditional LIS programmes. One interviewee complained that it was difficult to integrate this new constituency with the old, resulting in modules that are 'satisfactory to no one'.

At other places, they do not even try, but there is a sense that, as one lecturer put it, 'the pool of students doing LIM is shrinking all the time'. These concerns at the post-graduate level have led to an increase in part-time and distance-learning courses, as well as a trend toward offering individual modules as training or continuing education to people working in the information profession.

On the one hand, modularisation makes cat & class instruction more difficult – there was a general discomfort over the short period of time allowed for cat & class instruction, measured in weeks rather than over the life of the course, as in the past. 'It's all at a gallop now', one interviewee complained. Yet, this modularisation may also work to the advantage of cat & class. Northumbria, for example, offers tailored 'training for lifelong learning and professional development' including 'at the request of industry' a course in cat & class offered as a double module.

Eight of the fourteen universities include *at least* eight to twelve weeks of practical cat & class instruction in their core LIS curriculum, with a goal of 'making the students feel competent with AACR2 and Dewey' in the words of one of the telephone interviewees.

Two other programmes offer six to eight week practical cat & class instruction in optional modules or half-modules. Two places that only 'touch on' cat & class in an introductory module offer further cataloguing and classification in an optional second semester module.

Two departments split cat & class into two separate elements, taught in different modules, and many include bits of classification, taxonomies, indexing or thesaurus construction other places in the curriculum.

Only UCL still offers an advanced cataloguing and classification module building on a first semester base.

There are, however, a few places where cat & class cannot be found in the curriculum. One interviewee admitted when asked if his department planned to increase their cat & class offerings: 'we couldn't be offering much less'. Of the fourteen departments surveyed, eleven offer at least a small amount of practical, hands-on experience cataloguing and/or classifying books using traditional standards such as AACR2, MARC, and Dewey, but the amount may vary considerably. Aberystwyth, for example, reports spending only two to four hours with AACR2 and Dewey. In the module outline from Sheffield's Information Searching & Retrieval, AACR2 is allotted one slide in a lecture series of 144 slides, although students have the possibility of doing further work on the subject in a written essay.

The only department that admitted to leaving cat & class out of their LIS curriculum was Strathclyde, whose Information Sources, Organisation and Services module includes only a 'theoretical conversation' on the concept of cataloguing. Last year they introduced, 'a little tentatively', Organisation of Knowledge, an optional module that includes on-line

experience with web-Dewey, and practical classification exercises. They were surprised by the great response, and as a result have planned to make it part of the core curriculum this year: 'The students', the interviewee noted, 'have an appreciation of cat & class and still think it's important.'

While most of the institutions offer at least a nod to traditional cat & class, these courses can be difficult to identify. Only three departments, Northumbria, UCL and the University of the West of England, use the term 'cataloguing and classification' in the module title. In many programmes cat & class is likely to be a part of Organising Knowledge, Information Retrieval, Organisation & Retrieval of Information, or Organisation of Bibliographic Data. Sometimes this is because cat & class is considered part of a larger conceptual unity, usually with database or Internet search strategies (seen by many departments as the other side of the coin). At other times this may be an attempt to camouflage cat & class offerings or to make the course seem more up-to-date or 'sexy' in the words of one respondent, but it is just as likely to be part of the tendency in recent years to re-language the entire curriculum as part of a larger reinvention of the Information Professional.

The teachers & the students: who are they?
Rather unexpectedly, several interviewees mentioned that their departments were or would be having difficulty in finding tutors able to provide cat & class instruction.

The downturn in interest in cat & class in the eighties and nineties, combined with a tendency for departments to hire lecturers with an eye to their research interests rather than their teaching portfolio, has meant a shortage of new blood to take over cataloguing and classification instruction as this generation retires. This became a recurrent theme in the interviews, and may well be an obstacle to any cat & class resurgence. One lecturer remarked, 'I don't know if we'll be able to continue to teach cat & class at the same level when my colleague retires, I think it will be hard for us to look for a lecturer who did all that, they would have to do more than that.'

This is already a problem at other universities. 'Presumably quite a number of other departments are struggling to cope in the same way we are,' one said, 'and it's not going to get any easier, because we are going to increasingly have people teaching on our programmes who have not had practical experience themselves.'

A fourth department, faced with the retirement of their cat & class instructor at the end of the Summer Term was finding this to be a reality. Although they remain committed to teaching the subject, the two lecturers slated to teach the module thata included cat & class had one library degree between them, and no formal cataloguing or classification experience. The retiree had agreed to return the following year, but the long-term solution had not been found.

This is a larger issue than simply having a bit of difficulty finding a lecturer or two. Those interviewed expressed concern that a very real gap is forming between those who know and those who do not know an important set of skills. Many spoke with some bitterness about the profession's failure to pass on what they see as a vital tradition. One interviewee complained, 'I just get the feeling that a lot of courses have introduced a lot of sociological stuff, which doesn't seem to be very directly related to the work we do, and they've thrown out the things that were once regarded as our core skills'. Another interviewee spoke with some regret, 'I think the issue for classification is that there's a great lacuna in knowledge, in that it's mainly people over fifty who were trained in the ways of classification and the theory of it. And then we have a whole generation who just didn't do that in library school… And they don't know what the older people know.'

Even if we can find the teachers, is it clear there is still student interest? Although there is a divergence of views about what the students want, and how much it matters, the same supply and demand model that drives university education makes student opinion a factor in course structure. Interviewees reported that LIS students, especially at the postgraduate level, expect to find cat & class instruction in the curriculum. One person interviewed noted, 'We have a lot of people come here because they are interested in

cataloguing, and I think we're probably the only school who continue to teach it in such depth'.

Another echoed this, when he said about his own programme's emphasis on cat & class, 'It's one of the small considerations and the reasons why they come here.'
A telephone respondent agreed, saying her students expected to learn the subject: 'Many of our on-line students are from overseas English-speaking countries, and from Central Europe, where librarianship still follows a more traditional model'.

Without prompting, five interviewees from programmes with little cat & class mentioned at least some level of student dissatisfaction. A lecturer at one of these programmes, when asked if they offered an advanced option for cat & class instruction, answered, 'Students would like an advanced module but there isn't one.'

Yet there are some in the teaching community who are uncomfortable with this reanimation of student interest. One lecturer, when asked if the cat & class offering in their core might be subsidised by an optional module said: 'There's talk of creating one. I think it's an inappropriate use of resources, pandering to a nervousness on the part of some students.' Another had a similar, if less acerbic response: 'They are terribly keen, I find, on wanting the practical side of things … some of them would like the balance which is too much towards the practical side – it's easier.'

For most of the respondents, however, cataloguing and classification were 'what makes us different'. Organising information, almost everyone agreed, is central to what information professions do. As one interviewee argued, 'There are only two unique selling points for the profession – one is the ability to find information in structured environments, and the other is to create environments that are structured so that naïve users can find things … All the management, all the human resources, … a lot of the IT stuff, if you haven't got those two elements in it, somebody else can do it.'

Another interviewee explained how this plays out in the field, 'Having learned cataloguing and classification, you understand what problems you have to think about in finding information.' A second agreed, 'I think if you don't understand about how a catalogue is constructed, you can't interpret it to the people who are using it, and you can't help them with it.'

Course content & assessment

There is a wide variation in the content of cat & class modules around the country. Modules offering a practical component usually include at least some hands-on work with AACR2 and Dewey, and most modules that include practical work require a demonstration of that skill in their assessed coursework. Student are usually asked, in groups or individually, to produce catalogue records and assign class marks either to real books, or, frequently, to made-up 'books', so that the students can't simply download records. One lecturer requires the information to be in traditional AACR2 format, including correct punctuation, to sidestep the problem.

Several modules require a discursive essay instead of or in addition to the practical assessment. Brighton's postgraduate module includes an assessment in which students report on an imaginary library that is 'way out of date with its cat & class'. The student picks up a subject area and makes recommendations on how to bring it up to date, including examples of catalogued and classified books in an appendix.

Nevertheless, there was some unease at the lack of a level playing field. One of the lecturers said, 'When I started teaching here students would come … on postgraduate programmes having had a year of experience in a library environment. Since they changed the bursary arrangement, you get more students coming direct on after they've graduated, so they have no experience of the working environment. Progressively I've found that there's less and less hooks to hang things on.' Another agreed saying, 'a problem in some respects is the pace of the course, because we get some students who pick it up quickly naturally, some who have experience, and some without any library background at all – so you have to start from the very beginning with them.' Although

they do what the interviewee described as 'modelling' at Aberystwyth, they avoid any assessment, arguing it is unfair to set an assessment that privileges people who have library experience.

Theory vs Practice

Hanging like a spectre over the way cat & class is taught is the debate on theory versus practice. At its most basic, this question raises an issue that dogs LIS education as a whole: whether 'training' has a place, particularly at the postgraduate level.

While most lecturers who teach cat & class think that the theories can only be understood through practice, one pointed out that 'something like cataloguing is viewed as not intellectually at the master's level … all those who are in judgement on us only see us sitting down doing things. And it's hard to prove that, in fact, there is quite a lot of intellectual effort made.'

Another interviewee was less certain that the practice is necessary. 'Quite a lot of students have had a year's practical experience in a library, so in that sense, if they already have some practical experience, then the theory we give them should enable them to put those two things together.' Others scoffed at this opinion, one pointing out that even if one or two students lacked this experience, it was difficult to pace the course.

Of course, a few LIS educators think that applied cat & class instruction belongs to another era. One non-cataloguer commented that although he was 'all for the principles of knowledge organisation, from archives to specialist schemes', he was 'totally against load of practical exercises in the finer points of semi-colons in AACR2'.

Nevertheless, the arguments for practical work are compelling; with several instructors arguing that these skills were 'a way of thinking about things' that could only be reached through practice. Indeed, there was a consensus among those who taught the subject, that the students could only comprehend the theoretical underpinnings of the discipline by actually doing it. One interviewee articulated this clearly, saying, 'Of course you can't

train them to use Library of Congress subject headings in a fortnight. But you can give them a sense of how it works, what the general principles are, what is the general culture of it … what are its strengths and weaknesses… I think the main thing is to understand why you do it and what the considerations are'.

Looking into the Future

What does this mean for the future of cat & class instruction? Interviewees were ambivalent about the future. On the one hand, RAE pressures and falling student numbers help diminish the importance of traditional LIS instruction within larger departments, now often in the Information Business, rather than librarianship.

Several of the interviewees, even at large and successful programmes claimed their departments were unwilling to find the money to pay for teaching tools such as Dewey and AACR2. One telephone respondent claimed she photocopied 'bits' of AACR2 to use as handouts, while another claimed there were doubts whether her department could increase their cat & class offerings because: 'we no longer have the resources, in the sense of, you know, thirty AACR2s and the set of thirty Dewey schemes, and so on, that would support the practical work. It was going to be very, very expensive for the amount of use we would make of it.'

There is a worrying shortage of new educators willing to teach cat & class and contribute to the research requirements of the departments.

Finally, there is a serious concern that the discipline is unable to be taught in a meaningful way because of the way the curriculum is now designed. Short courses may make it possible to fit a wide range of subjects into the curriculum, but it takes its toll on a complex subject that needs intensive teacher-to-student interaction over an extended period. Rather than mastery, students are often given 'an appreciation', 'an overview' or even 'a taste' of cat & class.

There is a pervasive opinion among cat & class instructors that they are fighting in the last ditch. Aberystwyth, Strathclyde and Sheffield, places where cat & class have

historically not had much class time, were frequently cited as evidence of the subject's endangered status, while news of gains in cat & class provision seemed to slip into place with little fanfare. Although this study's research reveals some real gains in the role of cataloguing and classification in the curriculum, a few of the lecturers interviewed still operate in the defensive position, the slight gains a pyrrhic victory in a war they've already lost.

On the other hand, it is unreasonable to ignore the good news amongst the doom and gloom. Despite expectations to the contrary, the evidence is that cat & class instruction is increasing in the curriculum. This is partly due to post-professional courses, such as those at Northumbria, but also due to student demand, and even a shift in professional trends – one interviewee said, 'In the mid-80s we thought the emergent technology would cause cat & class to disappear. That was wrong: a) the profession still want it and b) it is still needed.'.

Clearly there is a demonstrable and growing support for cat & class in the curriculum. Yet despite this news, it is far from certain that this support will continue, or that it will be enough to counter the ground lost in the past. Much of the dissention and uncertainly in cat & class education stems from difficulties and uncertainties in the field of LIS education as a whole. It seems probable that the future of the part remains dependent on the fate of the whole.

Bibliography

Attar, K. E. (2006) 'Why appoint professionals? A student cataloguing project'. *Journal of Librarianship and Information Science* [online]. **38** (3) p. 173-185. http://www.lis.sagepub.com

Bowman, J. H. (2006) 'Education and training for cataloguing and classification in the British Isles'. *Cataloguing and Classification Quarterly* [online]. **41** (3/4) p. 311-335. [cited 10 September 2006] http://www.haworthpress.com

Broughton, V. (2004) 'Classification – come back all is forgiven'. *Library + information gazette*, 17 December, p. 1.

Gornan, M. (2003) Whither library education? *Joint EUCLID/ALISE conference 'Coping with continual change – change management in SLIS'* [online]. Potsdam, 31 July – 1 August. [cited 22 September 2005] http://www.fh-potsdam.de/EUCLID/tmp/Gorman-keynote.doc

Hartley, D. (2005) 'Introducing the new Chair'. *NW news: a supplement to Library and information update.* **13** (July) pp. 4-5.

Marx, A. (2006) 'On my mind: life isn't fair'. *American Libraries* (June/July) p. 36.

Trickey, K. (2004) 'Revive the lost art – or we've only ourselves to blame'. *Library + information gazette*, 26 March, p. 1-2.

COMMENTARY

Going Nowhere?

Sue Batley,

Senior Lecturer in Information Management,

London Metropolitan University

'Swings and Roundabouts' suggests to me expending a lot of effort to stay in the same place but the article conveys a rather more desperate situation than the playground analogy suggests, with supporters of cat and class engaged in trench warfare. This is an opinion piece so obviously reflects my own beliefs about the subject area together with assumptions based on contact with students, employers and other academics. My bias will be clear when I admit that I'm one of those rare people who teach cat and class on CILIP accredited courses. My own evidence, albeit a lot of it anecdotal, seems to suggest a rather depressing state of affairs at present and the 'Swings and Roundabouts' article confirms a lot of my suspicions. In an article in *Managing Information* in 1999, I pointed out that the 1990s hadn't been very kind to librarianship and the traditional skills associated with it. To many the term 'library' still seems to evoke images of books gathering dust on shelves, something which has little relevance in this dynamic information age. As the image of the library has suffered, so too has the perceived

importance of knowledge and skills associated with traditional librarianship. In particular, the central role of cataloguing and classification has been eroded with the emergence of the business-oriented information professional and the growth of electronic information storage and delivery. It's rather curious that today when we are generating and publishing more information than ever before we seem to assume that it's unnecessary to record and organise it. That doesn't seem to me to be a sensible business plan.

The article paints a depressing picture: less coverage of cat and class, taught by a dwindling pool of specialists most of whom are close to retirement age. One statement stuck out: "Most institutions offer at least a nod to traditional cat and class". This was presented as a positive but is one of the most depressingly negative assessments of our subject area that I've read in a long time. Offering a nod to cat and class doesn't teach students how to think about information in an analytical way. The confusion around the value (or not) of cat and class is reflected in its increasing profile in some institutions (at Northumbria 'at the request of industry') and its almost complete abandonment in others. This is probably symptomatic of a lack of clear vision about what, as a profession, we actually do. In an attempt to maintain some relevance in a changing information environment we've turned our back on 'traditional' skills that would in fact give us the relevance we crave.

The students are out there, it seems the teachers are a dying breed, or at least, as noted above, close to retirement age. There is a suggestion that in at least one university the people teaching cat and class lack formal academic qualifications, and possess little practical experience. That doesn't hold much promise for the quality of the student experience or the status of our subject. Cat and class are often perceived as areas where practice rather than academic training is essential. What's wrong with a balance between the two? Our profession, and maybe this is a particularly British malaise, is plagued by whether academic or practical achievement has more value. I know that the emphasis in the UK university sector on research excellence has tended to undervalue the importance of professional practice. But cat and class are taught as part of first and higher degree

courses, and that presupposes a level of academic achievement; they are also taught as part of a professional qualification and that presupposes a level of professional practice. I have a PhD, I've also worked in the academic library sector: academe and practice are not mutually exclusive. There's a lot of potential for academic research in our area, but most of it is being carried out in computing and IT departments.

Something that is not highlighted in the article is just how intellectually challenging cat and class are. One respondent dismissed practical cataloguing and 'the finer points of semi-colons'. I'm firmly of the belief that students need to develop the kind of high-level intellectual and analytical skills that cataloguing practice engenders: the ability to analyse an item, extract information from it, and then reproduce it in a precise and detailed form. A lot of students can write a reasonable report or essay but they lack attention to detail and deep analytical skills. Cataloguing practice forces them to concentrate on detail and to convey the essence of an item in a concise and elegant manner. Creation of a classification scheme, either in a traditional form or as a taxonomy, is the most intellectually challenging thing students have to do on our courses. It involves them thinking deeply about a subject area, identifying its parts, and then organising it in a way that will increase the efficiency of search and browsing activities. My students tell me it's the most difficult, but most rewarding thing they've had to do at university. Studying cat and class allows students to develop a way of thinking about information that all information professionals should possess. Attention to detail and analytical thinking are qualities that need to be developed.

At London Metropolitan University we currently run three CILIP accredited masters' degrees and all contain elements of cat and class. In the MA Information Services Management course cat and class are covered in a core module that explores theories and basic practice in the context of information retrieval. This is supplemented by two optional modules. The first provides coverage of practical cataloguing with AACR2 and MARC21, practical classification with DDC22, principles of faceted classification and the creation of specialist classification schemes, and practical subject indexing and

thesaurus construction. Achievement of learning outcomes is assessed by a cataloguing test and creation of a special faceted classification scheme – schedules and subject index. The second optional module focuses on the digital environment and managing Web-based resources – content analysis and metadata, taxonomy creation, content management, interface design, needs and task analysis. Achievement of learning outcomes is assessed by the creation of a taxonomy and a critical evaluation of the information architecture of an organisation's website. The second of these optional modules is also core for both our other masters' degrees: the MSc Digital Information Management and the MSc Information and Knowledge Management.

A proposed change to our courses is currently under discussion. It is envisaged that we would offer four common core modules to be shared across all three masters' degrees, including Information Architecture as a core. Two optional modules would also cover cat and class in depth, both would be designate for an MA in Information Management: Cataloguing and Classification and Content Management, Content Management also to be designate for MScs in Digital Information Management and Information and Knowledge Management. So the proposal is to increase provision of cat and class across our curriculum – not just to give me something to do, but because we believe there is a demand for the skills.

In 'Swings and Roundabouts' the future looks bleak, but I'm actually quite optimistic. Library collections need to be catalogued and organised, librarians need to at least understand how items are described and how the knowledge in their libraries is structured if they are to assist their users. But perhaps in the immediate future we need to be looking outside of the public and academic sectors. There's increasing evidence that organisations have a lot of valuable information that's not fully utilised because it hasn't been described and organised properly. The principles of cat and class could and should be used to improve our experiences of digital information retrieval. The creation of meaningful metadata files based on cataloguing principles should supplement the natural language searching based on automatic indexing which we are currently burdened with. Imposing subject groupings based on the principles of faceted classification supported by

online thesauri should help to focus search activity and maximise the relevance of documents retrieved. We may have already missed the boat in the sense of the Semantic Web – reliant on taxonomy and inference and equivalence rules – why didn't we grasp earlier that principles of classification and thesaurus construction enhance findability in the Web environment? We've allowed computer scientists to hijack our specialisms and the quality of a lot of web-based resources would seem to prove that they do a pretty poor job of it. It's a mistake to think of cat and class as traditional skills because that seems to suggest that they no longer have any value in digital environments. On the contrary, the number of poorly organised websites with poorly described resources confirms that cat and class are more needed than ever. Classification isn't just about Dewey and LCC, cataloguing isn't just about AACR and MARC. Studying DDC give us an insight into monohierarchies, studying faceted classification and thesaurus construction gives us an insight into polyhierarchies. Studying AACR and MARC teaches us skills in resource description and metadata creation.

Our ambivalence towards cat and class is symptomatic of a crisis in our profession. If we can no longer claim specialist professional skills, then where does that leave us? As a profession we've never been particularly good at self-promotion; we're rather apologetic about our core skills. We have to be responsive to employer and student demand, but we also have to create demand for our skills. Employers rather short-sightedly seemed to assume that availability of shared catalogue records meant they didn't need specialist cat and class staff, and rather than defending the importance of our skills we allowed them to be neglected. Now at Northumbria demand from the industry has led to increased provision of cat and class and interviewees reported student dissatisfaction about the lack of coverage of cat and class. Certainly my own experience suggests that cat and class skills are still wanted – the option that covers traditional cat and class is always one of the most popular on the MA Information Services Management course.

Diversity is fine; the profession needs people with a range of skills and professional interests. But it's not OK to assume that if the current employment market doesn't

demand certain skills then we can forget about them. It's also not OK to protect skills that we think define our profession just because we think they're important. We have to demonstrate their importance. Our subject has been struggling to maintain its identity, and negative perceptions about librarians and librarianship generally has resulted in our trying to camouflage ourselves by adopting alternative titles for ourselves and our core specialisms. I think we've been a little hasty in turning our backs on our 'traditional' professional skills. There's a danger we'll become generalists with nothing that truly defines us as a professional group. Why compete with the Business Schools when we have the ability to assist in developing skills that are arguably more relevant in today's information-rich society than ever before?

Reference:

Batley, S. (1999) 'Cataloguing and classification of electronic resources: Old skills in a new environment'. *Managing Information*, June.

COMMENTARY

Cataloguers – how do we get and keep them?

Andrew Coburn, Chair, Cataloguing and Indexing Group

Members of the Cataloguing and Indexing Group (CIG) committee, and no doubt others, have been speculating upon and bemoaning the future of cataloguing for some years. During a period of unemployment one member did some research on what jobs were being offered that actually seemed to be appropriate for a trained cataloguer. (Towsey) More recently we have had difficulty in keeping track of institutions offering library and information education (library schools) and certainly in ascertaining how many of them offer CIG related options. So Kathy Whalen Moss's session at the last CIG conference and article elsewhere in this issue are welcome.

I find myself agreeing with her concluding thoughts: 'It seems probable that the future of the part remains dependent on the fate of the whole.' It is no secret that in both public and academic libraries the number of qualified librarians is diminishing. This seems to be for a variety of reasons of which money is often one. However there is a strong management perception that the skills necessary to deliver a library service for the twenty first century are not those of even fifteen or twenty years ago. Reference enquiry skills, stock and collection management and perhaps even the skills of the traditional children's librarian (maybe the only client group for which most library schools provided specific content) are all seen as no longer essential.

More specifically CIG has noticed a lack of young blood – nearly 80% of the group's members are over 40. We had a discussion a couple of months ago about the downgrading of cataloguers as a result of the job evaluations being carried out in Universities following recent pay negotiations. And for years there has been a growth in outsourcing of catalogue records and/ or copy cataloguing by staff without LIS qualifications.

What might be the causes of this? Three come to mind. First is the growing faith in technology. Either it is seen to do it all for you – if you can have a drop down list which tells you that MARC 245$c is for the statement of responsibility then why bother sending people on MARC training courses or expect them to have done them at library school? Conversely as digitisation and web searching grows there is a view that MARC can't handle the new world. So let Google do it…

Second there seems to have been a growth in output driven management. Never mind the quality feel the width. Get those books (sic) catalogued and on the shelves – never mind the bells and whistles.

And finally in the last few decades there have been accusations that library schools lost sight of what was happening in the places where their alumni were being employed. It might also be true that the employers were moving in other directions and not telling the

library schools. The loss of cataloguing teaching expertise to which Kathy Whalen Moss refers might indicate that there were not enough people learning the trade to become academics in the field. Or perhaps they are all having too much fun as practitioners!

The effect of all this may indicate a vicious circle. If there aren't any cataloguers out there we have to find alternative solutions. If we have to do that, then why bother trying to find cataloguers? Leave it to the IT – hope the system suppliers will anticipate our needs. Use the utilities and similar who have been supplying cataloguing data for ages in some cases (e.g. OCLC, BLCMP aka TALIS, and more recently BDS and Neilsen.)

So now where are we? In what I will call the traditional sectors of public and academic libraries my understanding is that an awful lot of buying in for catalogue records goes on, supported by cataloguing done by para-professionals. Elsewhere in special libraries and the industrial and commercial sector I have less experience but I was interested in the article in Library and Information Gazette by Penny Bailey about how she got into system supply '… I basically had most of the stock catalogued already. I … set up Bailey Solutions as a sole trader in 1998.' And there are others who supply to niches such as schools where the requirements are different again.

Whether in the niches or the 'traditional sector' there is more that cataloguers could be doing to reclaim the territory. The technology now does enable us to enhance our records with images, tables of contents and links to other sources of information. The concepts behind the functional requirement for Bibliographical records (FRBR) are not new – for years I have been asked for one record for all our editions of a title but when I have pointed out that we have no way of ensuring that the reader will get a large print version if they need it we have had to back off. FRBR-izing the catalogues of the future will realise the long held aim. Who is going to do that for your catalogue?

One of the skills that employer as have asked of new librarians for some time is 'marketing'. It is one which cataloguers have been slow to embrace but which we could use to re-establish our centrality to what our organisations do. If we have to justify

keeping the books we should remember two of Ranganathan's five laws at least: 'Every book its reader' and 'Save the time of the reader.' How can we make our catalogues serve these laws more effectively?

The training help we need to achieve this can be supplied at three levels. We do need the library schools to produce people who know the basic theory of cataloguing and have done at least some hands on practice. They also need to be able to critically evaluate both traditional catalogues and the competition. This would include Google but also other 'metadata' standards whether Dublin Core or more specialist, such as some of those used with Virtual Learning Environments. They might get practical experience with some of those but knowledge of the range is at least as important.

Second we need affordable and accessible continuing education in our area. There will be some, many perhaps, who left library school and never thought to catalogue anything. Then they get thrown in the deep end and need assistance. Since the tragic death of Ian Ledsham of Allegro the pool of trainers has shrunk still further. I know from personal experience that just because you think you are a decent cataloguer you can't necessarily teach it. CILIP (as well as Aslib and TFPL) offers courses but mostly at rates that many institutions or individuals cannot afford. The LIMES initiative which CIG has supported may be another way of delivering support to new and returning cataloguers. But might there also be more of an opening for those library schools which do have the expertise to offer short courses?

There is also a place for someone to devise training for paraprofessionals who will be involved in cataloguing. Again it is something that, if we want to maintain standards, we should embrace. There is no reason why trained experienced staff should not be able to maintain the catalogue and more of they understand the principles behind, say, authority control.

The future of cataloguing in library schools looks uncertain in Kathy Whalen Moss's paper. There are some opportunities to be grasped by the library schools but also by those

of us already practising, both to safeguard the status of catalogues and cataloguers, bit also to make them attractive areas for new entrants.

Reference

Imaginative Systems [People Profile of Penny Bailey]. *Library & Information Gazette*11 August 2006, p27.

COMMENTARY

Swings and roundabouts: British Library perspective

Alan Danskin, British Library

library

 • **noun** (pl. **libraries**) **1** a building or room containing a collection of books and periodicals for use by the public or the members of an institution. **2** a private collection of books. **3** a collection of films, recorded music, etc., <u>organized systematically</u> and kept for research or borrowing: *a record library*. **4** (also **software library**) Computing a collection of programs and software packages made generally available.
Concise Oxford English Dictionary[1]

To judge by the dictionary, the organization of knowledge is a defining attribute of a library. It follows that the organization of knowledge must be a defining attribute of librarianship and a core component of library education. Kathy Whalen-Moss's research reveals the gap that exists between logic and reality.

I should come clean and admit that I was one of the people interviewed by Kathy. When she asked me what I thought should be in the LIS curriculum I quickly reeled off a list as long as your arm which I realized was not a practical proposition. In responding to Kathy's paper I want to consider what I, as a cataloguing manager, actually need and I also want to look at how the world has changed.

I joined the British Library in 1987 as a cataloguer for the British Library Catalogue Conversion Project. I already had some experience in retrospective conversion projects and I had completed the post-graduate diploma course at Aberystwyth. The BL at that time was a big employer of cataloguers, who were all graduates. The Record Creation department (then in central London) was part of the Bibliographic Services Division and its primary responsibility was cataloguing for the British National Bibliography. The BL's various collections also employed curatorial staff whose jobs included cataloguing.

The staff turnover in Record Creation among full time cataloguers was quite high. There were regular intakes of cataloguers, timed to coincide with the conclusion of Library School academic years. Cataloguers were expected to have a degree in LIS or a degree plus an LIS qualification. In fact, the BL made few assumptions about the level of knowledge and provided a comprehensive training programme. Successful completion of the training programme was a condition of completing the probationary year.

The world looks very different now. The department moved to Boston Spa in Yorkshire in 1992 and retention rates are significantly higher. New cataloguers still receive a rigorous training in the application of standards and practices but recruitment is a much less frequent occurrence. We have many more staff in copy cataloguing roles who certainly require a high level of bibliographic awareness, but who are not fully fledged cataloguers. The profile of new recruits to cataloguing posts is different. I perceive that a smaller percentage of staff is fresh from library school; most new cataloguers have had cataloguing experience in other institutions or in a commercial setting. A recent trend has been an increased number of applicants from overseas; mainly but not exclusively from the EU. These staff may have very relevant experience including knowledge of MARC 21, AACR2 and DDC as well as useful language skills. The entry requirements have been relaxed as we will accept staff with relevant experience who do not have an LIS qualification. This in part reflects increased recruitment from staff in junior grades who have gained experience and demonstrated aptitude in copy cataloguing roles. Staff who enter cataloguing without formal qualifications are encouraged and supported, through payment of fees and day release, to obtain an LIS qualification. The recruitment

policy is therefore supportive of formal LIS education, but it recognizes that possession of an LIS degree alone conveys next to nothing about a candidate's understanding of cataloguing.

I feel strongly that the organization of knowledge should be at the core of LIS education. I do not mean that LIS students should be drilled in AACR2 and DDC until they have dots before their eyes. It is not practical, given the limited space in the curriculum, to do this; nor is it possible any longer to assume that familiarity with a few core standards will equip the student for professional life; but, students do need to be exposed to real resources, whether hard copy or on-line to appreciate their complexity and to understand how metadata can determine the success or failure of enquiries. What is needed is a principles based approach that looks at resource discovery holistically. Cataloguing has too often been concerned with the minutiae of the inputs at the expense of the output to the end user. The curriculum should equip the student with the knowledge to ask the right questions about the resource they are cataloguing or the discovery system they are using. The employer will be responsible for training in the context of large institutions, but there clearly needs to be a means by with those in singleton posts or smaller institutions can obtain appropriate practical training and most importantly feedback. Distance learning and communities of practice are part of the solution.

This is an exciting time in cataloguing. The Paris principles, ISBD and AACR – i.e. all the foundations of our practices over the last 40+ years, are undergoing revision. IFLA's Functional Requirements for Bibliographic Records (FRBR) has delivered a conceptual model of the bibliographic world which should provide a stimulating basis for learning. The Web delivers new ways of accessing and relating information and challenges our preconceptions. It is evident from Kathy's research that this ferment has renewed interest in taxonomy and metadata, but I am afraid it may be a case of too little too late. The current state of LIS education should be of fundamental concern to CILIP. If librarians are not routinely educated to understand the organization of knowledge what is our unique selling point as a profession?

Reference

1. http://www.askoxford.com/concise_oed/library?view=uk

COMMENTARY

"Recruiting the Attitude": a Public Library Viewpoint

Heather Jardine, City of London Libraries

Speaking as a chief cataloguer in a public library, the point at which I come up short against the lack of education in cataloguing and classification is the point at which I attempt to recruit cataloguers, whether on a permanent or a temporary basis. Candidates will assert that they have a deep and abiding interest in cataloguing and classification, that they enjoy it and find it challenging and rewarding, and that there is nothing they would like more than to spend the next period of their lives practising it. A few of them, of course, will be lying in their teeth, but the majority may fairly be assumed to have a genuine interest, and therefore may equally be assumed to have taken any options in the subject available to them during their professional education and to have pursued it as far as they can. A little further questioning will usually reveal that in fact that isn't very far at all, and that the majority of LIS courses do not prepare their students for a job in a cataloguing department. (In fact, I have "a little list" of LIS courses whose students I do not even select for interview unless they have substantial post-qualification experience, knowing that their courses will not have equipped them with even the most basic understanding of cataloguing and classification). This reflects at a practical level the state of affairs well described in the article.

It follows, therefore, that most candidates who purport to have the skills I am looking for will have acquired them not during their LIS course, but "on the job" somewhere afterwards. And what they will usually have learnt is how cataloguing and classification is done in a particular environment. While I agree that it is difficult to learn the theory without applying it in practice (just as it is difficult to learn the grammar of a language

without using it in speech and writing), it is even more difficult to deduce the theory when all you know is one organisation's practice. I have had candidates who cannot produce a simple catalogue entry to AACR, level 2, *even with the rules beside them –* they have never had to use AACR and don't know how to find their way around it. In the same way, they will not be able to allocate an appropriate Dewey number from the schedules because all they have ever used is a subject index. They are like tourists who have learnt a smattering of vocabulary in preparation for their holidays but cannot frame a sentence because they do not have the grammatical structure on which to build it. Their cataloguing and classification skills are effectively non-transferable – because "on the job" training is never going to supply them with the underlying theory that they need to be able to apply their skills in a range of different situations.

What this (increasingly despairing) chief cataloguer wants is an intelligent candidate who understands the principles of cataloguing and indexing and to whom I can therefore easily explain the ways in which we choose to apply them in our own situation. Like anywhere else, we have all sorts of local quirks and oddities, and I expect it to take the first six months of their employment with us for them to learn about our collections and services, our shelfmarks and the way we use classification, our authority control policies – in short, our local practice. What I lack is the time and, quite possibly, the aptitude to teach them the theoretical basis for it – and I cannot wait while they obtain them by distance learning or on a post-professional short course (at our expense).

I read recently of an organisation (not in the library world) whose philosophy was, "Recruit the attitude, then teach the skills". Increasingly, this is what I find myself having to do – not from choice, but from necessity. And this leaves me having to counter another, and very dangerous, argument which is – if cataloguing and classification isn't part of a librarian's professional education but something that can be taught to anyone with the right sort of intelligence and aptitudes, then is cataloguing a professional job? Couldn't professional cataloguers be replaced with appropriately-trained, but much cheaper, non-professional or para-professional staff? Perhaps some LIS departments

think so. By their actions they are certainly undermining our ability to argue successfully for the value of cataloguing and classification skills.

If the theory of cataloguing and classification is being neglected in LIS departments not only as a result of definite policy (a belief that it isn't relevant any more) or because of pressures of time (other subjects being perceived as more important and taking precedent in a crowded schedule) but also because there is no longer anyone able and qualified to teach it – then does this expertise reside anywhere else? Is it safe to assume that there are chief cataloguers out here who can make up the gap? I don't think so – chief cataloguers are already (certainly in the public sector) a dying breed. Library school lecturers with the skills to teach cat and class may be retiring, but the chief cataloguers who seem to be expected to take over their role are retiring almost as quickly. Nelly may have passed on her wisdom to people who sat at her elbow, but as they in turn pass it on, the message will become weakened and corrupted.

If we believe that cataloguing and classification skills are important, and most people in the profession seem to think they are, as underpinning all the methods of effective information retrieval – then there is no alternative to those skills being taught as a core element of professional education - not as an option, not as a choice in post-professional CPD, but as an essential element. Then perhaps, when I am interviewing potential cataloguers in the future, they will be able to demonstrate the level of competence and understanding that I expect and I will be able to take them on to the next stage, that of applying those skills to exploit our collections and serve our users.

What do *you* think about the standard of teaching in our subject area at Library Schools Today?
This is our Spring Discussion Point – join the debate at
http://communities.cilip.org.uk/blogs/catalogueandindex/default.aspx
(Click on "Discussion Point" in the right-hand side bar).

OPINION

Current and Future Skills – Same body different coat?

Nicola Franklin, Head of Information Recruitment, Sue Hill Recruitment

Irrespective of the professional definitions of the terms, the word 'cataloguing' is more commonly used to refer to the description of a collection of physical objects (books, journals, DVD collection, etc) whereas 'taxonomy' is generally used where an electronic collection of material (documents, databases, digital images, etc) is being classified. Apart from this convention of use, however, are the two skill sets the same?

The two certainly have some aspects in common. In the most basic sense they are both intended to classify things so that they can be found later. However there are also some differences. Cataloguing generally means application of a standardised, generally available, classification system (eg Dewey, AACR2) to a collection of material to allow users to retrieve the material. Taxonomy however is generally used to mean the invention or creation of a tailored classification system to meet the needs of a particular organisation to make use of its collection of material effectively.

The skills needed for the two roles of 'Cataloguer' and 'Taxonomist' therefore differ as well:

Cataloguers need a knowledge of one or more or the available classification systems, a methodical approach, good attention to detail and perseverance. Taxonomists need an understanding of how classification systems are constructed, good communication skills and business/user needs analysis skills.

Box 1 shows an extract form a typical 'taxonomy' job description from the commercial sector. Although not explicitly stated, all the 'records' referred to are electronic documents. It can be seen that two thirds of the role involve communication and needs

analysis skills and only one third is directly involved with developing the taxonomies themselves.

Box 1

Taxonomy services
- Responsibility for the management of the taxonomies within the Know How Service (KHS), regularly analysing the taxonomies to ensure that all terms and taxonomies are correct and valid.
- Ensuring taxonomy terms are being used correctly by the members of the Global Knowledge Team (GKT) and by Know How Lawyers (KHL) when they submit new or updated records.
- Being the central point of contact to all KHLs and GKT members if amendments need to be made any of the taxonomies. Attending meeting with KHLs with or without other members of the GKT to discuss suggested taxonomy changes or issues.

Departmental and Office Responsibilities
- Acting as an intermediary between the GKT and the KHLs of the relevant offices and departments and building relationships with KHLs.
- Organising regular meetings and reviews (in person or via conference call) with KHLs to discuss any issues or developments that may arise involving the KHS.
- Ensuring regular analysis is conducted on collections within the KHS to ensure material is regularly reviewed and weeded.

Training
- Competently being able to answer any questions regarding any aspect of the KHS. This would include searching all aspects of the user interface and having a comprehensive understanding of its functionality.
- Being able to competently train all members of the business on how to use the KHS. This could involve one to one or group training or presentations to departments.

Many sources have commented on a shift in emphasis from 'traditional' cataloguing towards metadata or taxonomy, from as long ago as 2000 right up until this year.[1]
This replaced an earlier (if short-lived) feeling that 'cataloguing was dead' and it was no longer necessary that it be taught in library schools, which arose soon after the advent of the world wide web, when people assumed 'the computer will find it'.

As recruiters working in the information management field, we have also seen an increase in the numbers of roles calling for candidates with skills in developing classification systems or taxonomies specifically for organisations, to manage their

internal collections of documents or data, or for use in their web sites or intranets. These roles have proven harder to source candidates for than traditional cataloguing roles, however, perhaps due to the apparent contradiction between 'methodical' / 'good attention to detail' and 'confident' / 'excellent communication skills'?

Notes & References

Cataloguing and Indexing Group Committee. Minutes of the 153rd meeting held on 8 March 2006 at CILIP HQ. Presentation on LIMES Project -Yvonne Hamblin of Loughborough University "the group concluded that the new demand for digitization and metadata projects will see a rise in the demand for cataloguing skills and opportunities in the near future."

The One Umbrella, Australian library & information recruitment agency. http://www.oneumbrella.com.au/job_seekers/hot.shtml 2005: ""Each week we are looking for people who have good cataloguing skills, for both traditional print media and electronic resources. Metadata skills are also in high demand. I recommend that one of your career development goals includes mastering the mysteries of metadata.""

The Information Professional of the Future: What skills will be needed and how will they be acquired? Aileen Weir 11th September 2000
http://conferences.alia.org.au/alia2000/proceedings/aileen.weir.html
"Traditional library cataloguing may see a decline but metadata indexing of web and Intranet resources, which use the same principles, will take its place."
"Excellent communication and interpersonal skills have always been important but are increasingly essential as librarians are called upon to explain the complexity of electronic resources to their clients. Information literacy, with its increasing emphasis on developing self-sufficiency in the end-user, will solidify the role of librarian as educator. In all environments, we hear about developing 'partnerships' which requires good listening, communication, diplomacy and negotiation skills"

The 'A-Team' is back in demand Christine Goodair and Anne Welsh

Library & Information Update, CILIP, November 2006 Vol 5 (11)

"Much is made about the 'new skills' of information architecture and taxonomy… but… these are about the development of a structure…and the use of controlled language or classification"

"If you have a problem; if no-one else can help, and if you can find them, maybe you can hire someone with the skills to make your materials accessible"

Daddy or Chips?

Jean Rose, Library Manager,

Random House Group Archive and Library

Ranganathan or Dewey? UDC or Dewey? What a choice! Like the television advert for McCain – 'Daddy or chips?' - it has to be chips every time!

The Random House Group Archive and Library started life in 1987 as the archive facility for Octopus Publishing Group, in its second incarnation under Paul Hamlyn. When Paul bought Michelin House in London with Terence Conran, the deal was Terence would have the ground floor for the Oyster Bar, Bibendum and the Conran shop and Paul would have the rest of the building for his publishing concerns which, until then had been spread throughout various locations in London and the Home Counties. The panic then set in that there would not be enough room in this building for all the books that were being held in the varying cellars, lofts (one known affectionately as the Queen Mary – but that's another story), and offices. Paul solved the problem by siting his archive in Rushden. Why Rushden in Northamptonshire? Only because his warehousing was already based there and the library could hitch in to the communications links already established from there. It proved to be an eminently sensible idea.

The first librarian of the archive, Joan Holah, made the decision to use Dewey as the means of classifying the library. This decision has stood the test of time and is still the

right way to arrange the huge collection that the Random House Group now administers. The archive has grown tremendously from those early days from around 90,000 books to its current 950,000 (give or take a few hundred)!

The decision to use Dewey was arrived at after discussions about the use of the archive and who would be its users. People in publishing do like books and many have grown up in their local libraries, they spent so much time there. It was felt that to follow the public library model would be the most user-friendly to the publishing staff and would be a positive benefit to editors who were usually subject specialists. The joy of Dewey is that all the books on the same subject come at the same place, a positive boon, for instance, to a gardening editor - they love 635.9. As subject specialists, editors may encompass several number ranges in Dewey but they are still in fairly compact areas, Health now teams up with Mind, Body, Spirit so from100 to 299 and again 610 to 619 suits them nicely, giving them only two banks of shelves to explore.

Occasionally sales staff bring clients to view their backlist titles and the layout is helpful to them as, at busy times, they can concentrate on their sales areas.

There are, of course, other options for arranging publishers' archives, for the majority are not fortunate enough to be managed by trained librarians. Librarians like to bring order to things and to most of us Dewey is the skeleton on which all the trappings (or books) hang! (I'm sure some academic librarians will take me to task here but I can only plead ignorance, coming from a public library background and never having worked in an academic library)! I know of some publishers' collections which are hidden in numbered boxes buried deep in ancient basements, the only key to the book's location being an ancient card catalogue. I know of rows upon rows of shelves in chronological order, as a new book is published a copy gets popped on the end of the shelf. Unless you know the year of publication, it's a nightmare to find anything, and heaven help you if someone has moved the only copy!

Random House bought the archive from Reed Elsevier in 1999 when Reed decided to divest itself of its consumer publishing. I came along as part of the deal – having been with the collection since 1987, I was almost a fixture, one of the reference books – you'd be amazed at what's in my brain ! (Perhaps we won't go there – one day I'll write my memoirs)! Random House very kindly built a brand new library to house the collection, so here was an opportunity to re-evaluate the collection layout and make changes if we wanted. But in the event, we decided that the shelf arrangement using good old Melvil was still the most helpful to the clients and so we continued to use DDC.

Our collection has grown to include some new acquisitions and some of my previous publishers came with me, so we now have nine sequences of Dewey. Two are purely children's collections so only one sequence of Junior fiction and Junior non-fiction. Three are purely adult titles so again just Adult fiction and Adult non-fiction. The other publishers' sequences all boast four collections with Adult and Children's fiction and non-fiction. Our collections are very well signed using colour coding for different publishers' archives as well as Dewey numbering and broad subject headings on the end of each stack. Publishing staff who come to visit have no problems, usually, finding their way around – the difficulty really is getting them out again! The books vary in age from 1750 through to 2007, so there's something for everyone! It is interesting to see how cover styles have changed and even the texture of the paper, but they are both subjects outside my remit today.

Classification is a bit like breathing for me: give me a book and I'll classify it. Sometimes I don't even have to look up the tables (now I'm boasting – I think the first number I learnt was 796.334. Anyone *not* know that's the number for football)? One of my party tricks is telling people the number for roses as I do my explanatory chat about how the archive is laid out. When I have nightmares it's because I keep classifying the same book over and over again – usually Lafcadio Hearn ! He kind of sticks in the brain !!

There are only two disadvantages that I can think of: one is when numbers change locations between editions of Dewey and you have to decide whether to re-catalogue

your collection or persist with the old number and secondly the index to the tables seems to have shrunk in the newest version (DDC22). Very useful thing the index! Very helpful to size up your options.

Most of my time in the archive is spent classifying and cataloguing (we have a library database called BARD and that is a story in itself). We handle about 8,000 books per month so no shortage of challenging material to apply Mr Dewey to.

I remember reading *The Grand Complication* by Allen Kurzweil, published by William Heinemann (an imprint of Random House). In this book, set in the New York Public Library, there is an annual competition for the staff to identify Dewey numbers - the winner is the janitor! Is Dewey accessible or what?

Cataloguing as Extreme Sport

Katrina Sked, Cataloguer, University of Warwick

My colleague stared at me open mouthed. After a moment he shook his head thoughtfully and said "Really? You never struck me as being into all that". So, what outlandish passion had I confessed to? Extreme ironing? Naked bungee-jumping? No, I'd simply announced that I was becoming a cataloguer. After 18 months as an Information Assistant doing the usual mix of user education, enquiry work and checking reading lists (lots and lots of reading lists!) it was time to move on and instead of the "usual" progression to something akin to a subject librarian post, I'd seemingly become a bit of a rebel and opted for the dark and mysterious world of cataloguing.

I'd never intended to become a cataloguer – in fact if someone had told me at library school that this is where I'd end up I'd have told them they were mad! – I'd just sort of fallen into it by accident. As part of my Information Assistant role I'd done some basic cataloguing, fixing page numbers and publication dates, occasionally adding in a "Includes bibliographical references and index" note. However, I found that with every

pile of books I brought down, I also came with a few "but why…." type questions. The answers I got interested me and I kept asking more questions. I tried to work in more and more cataloguing into my usual tasks and began to wonder if maybe I was a closet cataloguer after all. Eventually I plucked up the courage to voice these thoughts and asked the Data Services manager "What would you say if I said I wanted to become a cataloguer?". I think he was a bit surprised but I was relieved he didn't start laughing and that he thought it was perfectly possible that I'd be quite good at it. I was also reassured to hear that, despite the progress of technology, I wasn't going into a dying part of the profession, in fact, quite the opposite with new opportunities arising all the time to expand my skills.

I was very lucky at this point as my then boss allowed me to be let out of the subject team one day a week to work in Data Services, essentially just doing more of what I was already doing, but I learnt much more and could ask lots more questions. This "secondment" gave me the skills I needed on my c.v. when a job opening appeared a few months later. So, 7 months into the job, do I feel I made the right decision? (I'd better watch what I say as my boss will be reading this!) Yes, I did make the right choice. I'm enjoying the problem-solving aspect of the job (finding subject headings for a book about a subject you've never studied in a language which you haven't used since school is particularly challenging!). It's been a bit of a steep learning curve, as in any job, but my colleagues have all been really helpful and patient in answering my questions no matter how small or trivial. I'm now getting to the stage where I can make decisions for myself as to how to approach something and that is very rewarding.

Finally, if there are any non-cataloguers reading this, perhaps having picked this up as something to flick through during your coffee break, I'd say to you that although a career in cataloguing isn't for everyone, don't assume it's not the career for you!

Do Catalogers Have Nine Lives?

Jeanie Deck, Cataloger, Ingram Library Services

Did you know the U.S. government prints material on nearly any subject? Topics include everything from military history, and foreign policy to cook books, and raising worms. I learned this while serving as a Government Documents Librarian for a small private university. The documents in this depository were not included in the library's regular catalog and I created catalog cards for the antiquated card catalog that was used. SuDocs numbers were the catalyst for Life #1.

After a year in the Government Documents position I became the Reference Librarian. While serving in this capacity I conducted reference interviews, handled ILL's and serials, and taught Library Science courses. Life #2 was enjoyable and challenging.

Ah, but two years later I began Life #3 as the Cataloger for the university library and discovered my true love really was cataloging. I'd had the required cataloging course in library school.   I knew what a MARC record was and how to fill in the basic fields. I really didn't think there would be anything too challenging about this position.   That presumption was proved wrong the first day.   The university library had no access to OCLC and received some records on CD's from a vendor. I chose the needed records from the CD's and added them to our catalog.   We also received many "gift books" from professors cleaning out offices and former students.   Many of these required original cataloging. I learned assigning LC numbers and subject headings was not an easy task. There was very little authority control in our catalog which could also make things rather confusing.   In spite of this, I found I loved "solving the puzzle" and creating those original records. Eventually we received funds to join OCLC and for a new OPAC. This began Life #4 because as the cataloger I also got to wear the hat of   Technical Services Librarian.   Off I went to OCLC "boot camp" in Atlanta and then for a training session with the OPAC vendor in Illinois.

A change of employment by my husband brought a move to another part of our state. Life #5 was as a cataloger in a public library for a county system that consisted of a main library and four branches. The county pay scale for the library was not very attractive and few of the employees for this system were degreed librarians. This was the case with the head cataloger, but she was competent and stayed abreast of cataloging rules and changes. The two of us processed all the books for the five libraries. The type of books I was cataloging changed drastically. Now I was seeing all of the latest fiction, biographies, and self-help books. Another big change was using Dewey numbers rather than LC classification. The emphasis was in speed. Getting the books on the shelves quickly for the patrons was the biggest priority. Basically we were creating "bare bones" records. Author, title, publisher, page numbers, and a couple of subject headings were all that was required. This library system had no access to OCLC and no authority file.

Life #6 began eighteen months later when I was hired as a cataloger for a large book vendor. The records I create today are much more detailed than those I created for either the academic or public library. AACR2 rules are strictly followed and both Dewey and LC numbers may be assigned. Authority control is of the utmost importance. These records must be acceptable for many types of libraries and are sometimes customized for certain libraries. I never know what type of books may come across my desk. The supply is endless and fascinating. The pay scale in the commercial world is also much more lucrative.

I have no idea what Lives #7, #8, and #9 may bring. But I feel sure they will involve cataloging and books. After all, that is what makes this Cataloger MEOW!

From Blockbusters to Byron, or, A Tale of Two Cataloguing Posts

Lauren Forbes, John Murray Archive Cataloguer, National Library of Scotland

Until fairly recently I catalogued books. I work at the National Library of Scotland, and I was based in the Cataloguing: Monographs & Media team. I worked with 8 colleagues,

using the Voyager library system to add records to our catalogue for post-1901 purchased and donated books, and books and multi-media items received through legal deposit. As one of the UK's six legal deposit libraries, NLS can claim a copy of every book published in the UK. This amounts to a weekly intake averaging 1000 legal deposit items alone, not just blockbusters but reflecting the entire UK publishing output: non-fiction, fiction, children's books, talking books, booklets and much more.

Faced with the sheer volume of material, we use derived MARC records which we edit to our own standards, and create abbreviated original records when required. For legal deposit items, derived records catalogued to full or core level are checked for errors in most fields and added to the catalogue; records catalogued to a lower level are checked in mandatory fields only (020; 100, 700 or 710 $a; 245 $a; 260 $b & c) and tagged to be overwritten with a higher quality record when available. Purchased and donated books require permanent records to retain financial and donor information, so receive the fuller checks and are not overwritten.

Our derived record sources are primarily the British National Bibliography, OCLC, and CURL. Senior staff in the department contribute to the legal deposit libraries' Shared Cataloguing programme, the purpose being that between them the libraries will provide full-level records for UK publishing output. As a result NLS receives a weekly MARC exchange file of BNB records, containing the legal deposit libraries' full-level records along with CIP material provided by Bibliographic Data Services.

Meanwhile… during 2005 NLS acquired the John Murray Archive (JMA). This archive comprises the documents and manuscripts, over 150,000 items, of the John Murray publishing company from 1768 to the 1920s. The current John Murray, wanting the archive to be more accessible to researchers and also to maintain its Scottish connections, generously offered it to NLS for £31 million despite its £45m valuation. We are acquiring it with financial assistance from the Heritage Lottery Fund and the Scottish Executive. The price reflects the archive's exceptional value. The Murrays published some of the most significant writers, scientists, explorers and politicians of their time, and names

featured within the archive include Walter Scott, Byron, Dickens, Mary Shelley, Darwin, David Livingstone and Winston Churchill. The opportunity arose to apply for cataloguing posts, and I was delighted to be one of three cataloguers appointed.

Our first task is to sort the various sections of the archive into the order we require, and list the details in an Access database, serving as an initial retrieval system. The eight sections are: incoming correspondence; outgoing correspondence; manuscripts & author correspondence; business & legal papers; family papers; two sections of documents relating to firms acquired by the Murrays – Smith Elder and Elliot; and lastly the Byron collection.

Once the sort is complete, cataloguing will begin. The JMA cataloguers are to be pioneers of the NLS Manuscripts Division, as the project was seen as an opportunity to adapt cataloguing practices and standards in the division as a whole. We will catalogue the archive using Encoded Archival Description (EAD). This is an archival cataloguing standard which applies the use of Extensible Mark-up Language (xml) to archival description. We will conform to international standards for assigning authority names for people and corporate bodies – the International Standard Archival Authority Record for Corporate Bodies, Persons and Families, or ISAAR (CPF). Also, just as book cataloguing is based on ISBD(G), so EAD conforms to ISAD(G) – the General International Standard Archival Description. As we adopt these standards, new to us, the cataloguing process will be something of a voyage of discovery, and in more ways than one. Of the 16,000 names included in the archive, only 10% are known and identified, the rest are yet to be discovered.

Differences to cataloguing books are plentiful. There are many different sources for identifying names rather than my previous main OCLC source: Dictionary of National Biography, Who Was Who, Burke's Peerage, and the NLS Manuscripts Catalogue to name but a few. The majority of the material is handwritten and can be hard to decipher, particularly where writers have economized on paper by writing in vertical lines over what they had written horizontally. Each item is unique and irreplaceable, yet obviously

more fragile than books. Despite these differences and the new cataloguing methods, I will bring to the task skills learned in cataloguing books – to speedily and accurately catalogue items so that they are accessible for use, using authority headings to maximize retrieval.

There are many more plans for the archive, including a permanent exhibition, a digitization programme and educational activities. The cataloguers will have the closest contact with the archive's contents, and part of our task is to alert curatorial staff to items of particular interest. These are not hard to find. My most exciting discoveries so far have been letters from Isambard Kingdom Brunel and Wilkie Collins, names we did not know featured in the archive. But the letters from 'unknown' correspondents can be equally fascinating, whether from far a-field (a wide range of countries is represented), or bringing insight into Britain of its time. It is a privilege to be working on such a rich and fascinating resource, one from which I am sure there are many more discoveries to come.

Tropical Cataloguing:

a Day in the Life of a Barbadian Academic Cataloguer

Beverley A. Wood, University of the West Indies, Cave Hill Campus, Barbados

I am a librarian attached to the Cataloguing & Library Systems department of an academic library in Barbados. My work place is the Main Library of one of a tri-campus regional university. There are four other libraries on this campus. Our library has 7 professional librarians, including the Campus Librarian, 2 temporary contract librarians, and about 30 administrative, technical and support staff, on staff currently. It is open all 7 days during term, from 9:00 am to 11:00 pm. We serve a population of over 1 200 students and staff. Here is what a typical day is like.

I arrive at work around 9:15 am thankful that my section, Cataloguing & Library Systems (C&LS), operates under flexi-hours. Traffic was horrendous and finding a park close to the library was not happening today. At my desk, I check my diary, and respond to some

email messages. I then start to work on the books requested by students but that are not in the library online database system. Automation in the library is presently at a peculiar stage. The university is in the process of implementing a new integrated library system (ILS) for the libraries of the three campuses. When it was first introduced in the late 1980s, electronic records for all the items in our library were not added to the new integrated library system. During the ensuing years, electronic records and copy information were added as they were required by borrowers, when problems arose, and during scheduled database cleanup. I complete the task at hand by locating and uploading an OCLC database record for the items directly into our system. I remove the cards from the catalogue and return the items to Circulations department for the patrons to collect.

Today follows an evening shift at the Reference Desk. Five librarians, including the contract librarians, work a scheduled evening and a Saturday rotation at the Reference Desk. In between reference queries, I take the opportunity to do copy cataloguing by downloading records from OCLC. Those items requiring editing – call numbers, subject headings, substantial changes to the record, etc.- are kept for the following day. Amongst these items are several West Indian literature titles. We add subject headings (geographic and topical and sometimes locally defined) to the records for West Indian literature titles to make them more accessible to our users. In addition a local call number is added.

In earlier years when the Library of Congress (LC) had not yet developed this area of their classification schedules to give a number to individual West Indian/Caribbean and African countries, one of our former cataloguers devised a system to fill the gap. This scheme, following the LC format, provided classification numbers for the individual West Indian/ Caribbean countries and their authors. The main libraries on the three campuses of the university adopted that local classification scheme. When the Library of Congress finally developed their scheme, one campus opted for retrospective conversion; another employs both schemes, while our campus remained with the local scheme. With the implementation of the new ILS across the three campuses, standardisation of this and other practices will have to be rationalised.

Two hours later I am almost finished with the editorial work when a Circulation staffer comes to the C&LS section asking for assistance for a student. The Reference Librarian and the Coordinator of Information Literacy are in a meeting with the Campus Librarian about the new information literacy programme. The Head of C&LS is busy resolving issues related to the new ILS, I am the only other librarian available at this time. Thankfully the student has a clear understanding of what is required and I am able to quickly find some relevant articles in our subscription databases. I encourage the student to register for the database training session I will conduct the following Saturday and return to my desk.

In the interim, the Periodicals Clerk has left two serial titles on my desk with notes saying one has had a change in title and another a change in publication frequency. I had planned to work on serials later in the week but these two are heavily used West Indian journals. Time will have to be allocated for them today or tomorrow.

I complete my editorial work and wonder for the nth time why this work does not count towards my productivity output. It just takes so much time! With renewed determination I attack the second pile left from the previous night and which counts towards my productivity statistics - those items requiring original cataloguing. These are mostly West Indian/Caribbean materials. My lecturer at library school in Jamaica argued passionately and convincingly about the importance of cataloguers to the region. In fact, the cataloguing courses were all compulsory for undergraduates and graduates alike. The reasons she gave then – the need to make regional materials more accessible to local, regional and extra-regional networks; the need to add our voice and cultural view point to international debates; the need to be contributors and not only consumers and most importantly, the need to acknowledge that Caribbean/West Indian materials are ours and we need to own it and take responsibility for its cataloguing- have more than manifested themselves in my work as a cataloguer. For me it is very important to get this pile and the substantial backlog completed.

I manage to finish four items before my colleague, the Coordinator of Information Literacy, announces that it is well past lunchtime. She has an outgoing personality, and is perhaps the most well known librarian on campus. I sometimes join her for lunch at the Staff Common Room. Today we sit at a table with faculty from the School of Education, Mathematics Department, and the Computer Centre. I am the Faculty Liaison Librarian for Humanities and Education, so this is a great opportunity to chat with the Education Professor whom I had seen at the Board meetings but with whom I had not yet initiated contact. I learn that there is a new masters programme in education to be taught in blended mode being considered. I make a note to follow up on this information and to alert the Acquisitions Librarian.

On our way back to the library we stop at the campus bookshop. I notice that a title I needed for my MPhil course has arrived and I get it on my university book grant. Why am I doing an MPhil? I am yet to find an answer for that question.

Back at my desk I complete a proposal for funding to attend a special cataloguers conference in the USA late next month. The conference comprises a series of workshop in areas for which the Department has been seeking training for some time now. The number of workshops available, the combination and the costs make this a very economical conference. On my way to the Campus Librarian's office to discuss the proposal, I see that several of the books I had placed in the new books display rack the previous night, have been removed. An idea for an article pops into my mind and I shelf it in the recesses of my mind. As academic librarians we are faced with the same requirements as faculty – publish or perish - aka PorP.

The Campus Librarian tentatively approves the funds for the conference, pending the approval of the Campus Bursar for the transfer of money from one line budget item to another. I start to list mentally the personal and familial arrangements I need to make in order to attend the conference.

At my desk again, I quickly modify the prediction pattern for one of the serials. For the other title, I request further information and other issues from the Periodicals Clerk. Next I check my email, respond to those messages to which I can right away and make notes for action on the others. I scan the updates of two of my favourite library related blogs and make an entry about the closure of the main branch and reference services department of our local Public/National Library on my own blog. Finally, I pull out my work diary, record my statistics, make notes on my activities for the day, and develop the work plan for the following day.

It is the end of the day. I pack my tote with the thesis I had hoped to vet during the day. I will try to finish two chapters tonight. Meanwhile I am off to my photography class. This class is one my de-stress mechanisms and it helps me to develop the creative part of me. Most importantly it acts as a means of getting me away from the place of work so that I don't stay too late too often. A reminder that there is always tomorrow.

Information Architecture in Southwark

Stephen Darcy, Information Architect, Southwark County Council

I arrived at Southwark council a year ago, as the information architect, with a remit to ensure that information retrieval systems are supported by single instances of metadata, category lists, thesauri and other controlled vocabularies and are consistent with e-Government and Local Government standards, guidelines and good practice. Even at the interview, this sounded a little vague and I remember asking the interviewing panel, "How? With what?" And they all said, "We don't know."

It wasn't until six months into the role that I finally began to settle in and started reviewing taxonomy and search products so that I could begin to build the business case and criteria documents I needed to persuade the management team of the need for indexing electronic information. During this period we also experienced key staff leaving and internal departmental re-organisation.

So I had to start with first principles – in basic terms: what, where, why and when needs indexing. In my first few months I identified what needs indexing - html pages, scanned documents, architectural drawings, documents, images etc. I then identified all the council repositories that hold all this unstructured information in websites, file servers, the intranet and portal. Then I wrote the business case for a taxonomy hub or a centrally managed database for all the councils' taxonomy requirements that feed into all its information channels. This document also summarized our obligations under e-GMS for an indexed website and dates for compliance.

The business case was accepted and I am now in the middle of installing a substantial investment of taxonomy management and search application tools for our website and internal portal. Now the interesting stuff begins, as both applications will require extensive localised nomenclature editing so that search is optimised to recognise synonyms, acronyms & toponyms and business critical documents key matched and so on.

Customisation and Car Codes : Cataloguing at Tate

Lorraine Mariner, Cataloguer, Tate Library

When I came to work at the Tate Library at Tate Britain five years ago my previous cataloguing jobs had consisted of the retrospective cataloguing of historic collections, mainly nineteenth and early twentieth century books, with records ready and waiting on databases such as RLIN and OCLC containing the Library of Congress classmarks and subject headings that I needed. So it took a bit of getting used to cataloguing exhibition catalogues using specially created MARC fields and with a classification scheme which incorporated international car codes (those letters on white oval stickers on the rears of cars).

The Tate Library has been cataloguing on Sirsi Unicorn according to AACR2 since December 1993. Books are catalogued using the standard monograph format but for exhibition catalogues two formats have been created, Solocat and Groupcat.

The Solocat format is for exhibition catalogues concerned with the work of one artist. The customised MARC21 fields are 101 for "Artist", 109 for "Exhibition location" and 108 for "Dates of exhibition". For example:

Artist	101 1	Modigliani, Amedeo,|d1884-1920.
Dates of exhibition	108	8 July - 15 Oct. 2006
Exhibition location	109 2	Royal Academy of Arts (London)
Title	245 10	Modigliani and his models.

In the Groupcat format the customised headings are 108 for "Dates of exhibition" and 119 for "Exhibition location":

Personal name	100 1	Farquharson, Alex.
Dates of exhibition	108	24 Sept. 2005 - 8 Jan. 2006
Exhibition location	119 2	BALTIC Centre for Contemporary Art (Gateshead)
Title	245 10	British art show 6 /|cAlex Farquharson, Andreak Schlieker.

These customised fields were developed to bring to the top of the record the information of most relevance to our library users in a way that is not possible by cataloguing it as a book with a 500 note containing the exhibition details. Further down the record with the subject headings we also have the customised heading 609 for "Artist". For group exhibition catalogues which contain substantial information on artists we add up to ten 609s, sometimes more, especially for Tate exhibition catalogues. 609s can also be used in the Solocat format. So if we had a catalogue for a Van Gogh exhibition that contained an essay on his relationship with Gauguin we could add a 609 for Gauguin. We also add multiple artist names for some subject books in the 600 "Person as subject" field.

Both the Solocat and Groupcat formats also contain a 741 field "Exhibition title" where the title of the exhibition can be added if it differs from the title printed on the title page of the catalogue. Up until 2006 we also used the customised fields 590 "Previously at" and 591 "Travelling to" in both formats to record the locations and dates where exhibitions had been previously or were going on to. However, last year we started to download records from Dawson Books and OCLC and it was decided to leave the "Previously at" or "Travelling to" information in the 500 "General note" field to save time. We add the names of these exhibition venues in the 710 "Added corporate name field". We also add a 500 note to records if the catalogue contains details from an artist's CV such as a biography, a list of exhibitions, awards and works in collections in the short form "Biog. ; exhibs. ; awards ; colls.", again information that we feel is of particular relevance to our users.

We classify our exhibition catalogues using an in-house system. Solo catalogues are classified using the first six letters of the artist's family name, so Pablo Picasso is PICASS and Barbara Hepworth is HEPWOR. Our group catalogues are classified by gallery using a system which uses the international car code for country, the first three letters of the name of the city or town where the gallery is located and the first three letters of the most prominent or meaningful part of the gallery's name. So a group exhibition at the Museum of Modern Art, New York is classified USA-NEW-MUS and a group exhibition at the Centre Georges Pompidou, Paris is classified F-PAR-POM. However, London galleries are not given a country code, they are simply classified LON followed by the gallery name (e.g. Barbican Art Gallery, London is LON-BAR). These are shelved at the beginning of the sequence of group exhibition catalogues, followed by the rest of Britain and then the rest of the world (the rest of the world is arranged alphabetically according to first letter of the country, not first letter of the car code which can get a bit confusing when Spain is E and Argentina is RA.) Within these sequences the catalogues are arranged by year of exhibition opening and shelved in Solander boxes. Major artists and galleries have several boxes devoted to them; Picasso has 62 boxes and the Museum of Modern Art, New York has 22.

The Groupcat format is also used for catalogues which are classed as permanent or private collections. For example, the publication "A companion guide to the National Gallery of Scotland", a work about a public gallery with a collection which belongs to the nation would be classed as permanent, while the publication "Shark infested waters : the Saatchi Collection of British art in the 90s" about Charles Saatchi's art collection would be considered a private collection. The name of the gallery is put in the 110 "Corporate name" field rather than the 119 "Exhibition location" field, with a subfield g containing (Perm.) or (Priv.), and the "Dates of exhibition" in the 109 are given simply as the year of publication. They are not shelved with the group catalogues but in two separate sequences. The permanent collection catalogues use the same classification as the group catalogues but with (PERM.) added. A permanent collection catalogue for the National Gallery of Scotland, Edinburgh, is GB-EDI-NAT (PERM.), so again the catalogues are arranged by country and then by city, then alphabetically by the most meaningful part of the name, then by date. The private collection catalogues are shelved alphabetically by name and date, and are classified using the first six letters of the name which gives the Saatchi Collection catalogues the classmark SAATCH (PRIV.).

In the same way that we have customised MARC21 to meet local needs, we have also manipulated the Universal Decimal Classification (UDC) which we use to classify our subject books, most notably the 7.036 number for modern art. We have added another decimal point and number sequence to denote the different movements of modern art in chronological order. For example: 7.036.21 is used for Impressionism, 7.036.28 for Fauvism, 7.036.45 for Surrealism and 7.036.71 for Pop Art. UDC published a new edition in 2005 and the editors referred to our expansion. They have adopted a similar practice but have expanded the tables for modern art by adding the numbers 7.037 for the transition from expressionism to abstract art and 7.038 for abstract art, with a decimal point and number sequence for each. In these new tables Fauvism is 7.037.1, Surrealism is 7.037.5 and Pop Art is 7.038.51. We have no plans to abandon our expansion at present because of the work reclassifying and relabelling the books would involve. We have a separate sequence for books on the works of a single artist which uses the UDC 7

for art, followed by the first four letters of the artist's name and a cutter of the first three letters of the main heading entry, so Hilary Spurling's "Matisse the master" is shelved at 7 MATI SPU, with all the other books devoted to Matisse.

In 2003 we converted our database from UKMARC to MARC21 and at times like this having customised formats and fields can seem to be a curse rather than a blessing, with the extra work that was involved in ensuring that the specification clearly explained our customised fields and the checking that was required during and after conversion to ensure that these fields had been mapped correctly. Moving to MARC21 meant that we could download records from external databases and after carrying out tests in the summer of 2005 we opted to download records from Dawson and OCLC which began in January 2006.

When we started downloading records we also made the decision to start using Library of Congress personal name headings, which for us meant adding birth and death dates which we had not done before. All new personal names are entered according to the Library of Congress heading and we are retrospectively converting the names of artists as we catalogue books and exhibition catalogues relating to them. However, we have also taken the decision to add dates to an artist's name even if the Library of Congress has not and to close dates if we know the date of an artist's death if the Library of Congress has left the date open. We took this decision based on the needs of our users who would find this information valuable and because we felt it was inappropriate for an arts organization with international standing to have artists who died several years ago seeming to be alive on our library catalogue.

For corporate body names relating to exhibition locations we decided not to change to Library of Congress headings but to continue adding them in the form: gallery name followed by city or town in brackets e.g. Guggenheim Museum (Bilbao) and National Gallery of Canada (Ottawa). We do not use Library of Congress subject headings but an in-house system developed over many years. When forming new subject heading we refer mainly to previous practice (e.g. we put medium before nationality so "Painting,

French" rather than "French painting") and the Getty "Art and Architecture Thesaurus" (AAT), as well as the Library of Congress for general guidance and guidance on non-art headings.

In 2005 the retrospective conversion of the card catalogue was completed and our Library and Archive catalogues went live on the Tate website, Tate Online (http://www.tate.org.uk/research/researchservices/library/catalogue.htm). We have started to take advantage of the digital environment by adding links in the 856 field to exhibition micro sites for our Tate exhibition catalogue records. These sites give an overview of the exhibition and currently remain on Tate Online indefinitely and a researcher may find the information they require without needing to come into the library to consult the catalogue. We have also experimented by temporarily adding images of items to some of our records (an advantage of books about art is they are often very attractive) and this is an area we would like to develop in the future.

Like other Tate cataloguers before me I have grown attached to our customised fields. Cataloguing to meet a specific users needs is a satisfying way to catalogue and I hope that we will be able to continue cataloguing to the depth that we do long into the future. And thanks to the classification scheme we use for group exhibition catalogues I should never have any trouble identifying which countries foreign vehicles are from!

A New Classification System for Rare Book Reference Materials at the National Library of Scotland

James L. Mitchell, Curator, Rare Books Collections, National Library of Scotland

In January of this year, the Rare Book Collections Division of the National Library of Scotland (NLS) completed the classification of two reference collections using an in-house scheme. The primary reason for drafting our own system was that NLS does not utilize conventional classifications such as Dewey or LCC which group related subject materials together. Books at NLS are primarily arrayed by size with shelfmarks giving a

running number for each year of purchase. As readers have no access to the stacks themselves, such a shelfmarking system maximizes the use of available shelf space in a library with legal depository status.

However, Rare Book Collections Division has responsibility for two reference collections where arranging books on related topics together is a necessity. The first collection consists of around 500 titles and is used by rare book readers in the library's North Reading Room (NRR). The second collection (SU.37 or 'Staff Use collection no. 37') numbers around 400 titles and is used primarily by curators in the Rare Book Collections office.

The previous system of ordering these collections involved arranging subject-related reference sources upon specific presses and shelves. Thus, in the old system, 'Press 3, Shelf 2' in SU.37, held such topics as 'Incunabula, early foreign books and Bible bibliographies'. A similar arrangement operated within the NRR.

As these two collections grew in size, it became increasingly difficult to quickly locate required titles. This was especially true in the NRR collection as the library's OPAC gave no indication as to what specific shelf or press these books were to be found. The unsatisfactory nature of the old system and the new focus at NLS on facilitating easier access to its collections gave impetus for devising a new workable classification scheme for these two collections.

I had taken courses in classification and thesaural construction during my formal training in librarianship and so offered to devise a system. I settled on 10 major categories:

0   Reference Works

1   Enumerative Bibliography

2   Enumerative Bibliography: Library Catalogues

3   Descriptive Bibliography

4   Book Trade: Historical Aspects

5   Book Trade: Specific Aspects

6   Incunables

7   Photography

8   Cataloguing

9   Series published by Bibliographical Societies and Institutions

In terms of overriding structural features, enumerative works are listed before descriptive works, and works with a Scottish focus are always listed before works dealing with other geographical areas. Within each major category, further subdivisions are demarcated by decimal places. For example in Enumerative Bibliography:

1.1   Bibliographies of specific authors (Burns, Scott, etc.), arranged by author

1.2   Bibliographies of specific subjects (Bibles etc.), arranged by subject

1.3   Enumerative works not restricted to specific libraries: Aldis, STC, NSTC, Wing, etc.

In terms of number building, a prefix is given indicating whether the title is located in the NRR or SU.37. This is followed by the class number in parentheses and a 'Cutter' consisting of the first three or four letters of the main entry. Thus, a work on miniature books written by Louis Bondy to be shelved in the NRR would have the shelfmark NRR (5.3.1 Bon). In this example, the class number 5.3.1 refers specifically to 'General and historical works on miniature books'.

As many of the reference materials in these collections are rare books in themselves, shelfmarks are not affixed to the spines. Shelfmarks are inscribed in pencil on the front pastedown, and also on acid-free slips which are then inserted into each text block so that the call numbers can be easily read. Feedback on the implementation of this class system has been positive, and it has greatly increased access to required reference sources.

Documentation in Practice

Nicola Evans, Information Assistant, DrugScope*

I joined the DrugScope library team as an information assistant in June 2003. I took the job as a way to earn some money whilst undertaking a masters in Museum Studies at Leicester University. I have been surprised and delighted by how much I have learnt and developed professionally in my at DrugScope and how well my experience has complemented my museum studies.

When I first began in this role my duties were very much those of a typical information/library assistant: shelving, photocopying and other such dull but necessary tasks. Over the next three and a half years my job has developed into that of a paraprofessional information officer. In particular our bibliographic services information officer encouraged me to begin cataloguing journal articles. To start with I was only able to complete basic entry records, but as my knowledge of the subject matter and my confidence in my abilities have increased I began adding keywords from the thesaurus.

I have become really interested in the documentation side of my work, particularly as it relates to my Museum Studies course and the museum sector in general. There are of course a number of differences between documentation for books and that of museum objects. This has been highlighted to me in my volunteer work at the Imperial War Museum in their Exhibits and Firearms department. Library and museum documentation have somewhat different aims. The purpose of library documentation is to let users know what the book or article is about and, of course, where to find it. Museum documentation aims to describe an object physically, so that a database user knows what it is, what it looks like and what condition it is in. However, it should also aim to describe the significance of the object with regard to the museum collection in which it is housed, the people to whom it belonged and to the public who would come to see it.

A different kind of analysis is therefore required of objects than for books. In my experience library documentation relies more heavily on controlled vocabulary than

museum documentation does. Cataloguing an object requires a lot more personal evaluation and analysis in describing its physical attributes and significance.

Despite these differences, the cataloguing opportunities that my role at DrugScope has afforded me have given me a great number of transferable skills which I believe will stand me in good stead in pursuing a museum career. It has helped me to develop my attention to detail and consistency in record entry. These skills are vital to both library and museum documentation as only by the creation of accurate, consistent records can databases be effectively searched by users to find the information they require.

[Note in smaller font size] * Nicola recently left DrugScope to take up her first professional post at the British Museum, working on a digitization and documentation project.

Cataloguing at Inverclyde Libraries

Colin Duncan, Electronic Services Librarian, Inverclyde Libraries

I currently work as a cataloguer for Inverclyde Libraries at Greenock Central Library. This is one of the smaller public library authorities in Scotland with just seven branches and a total staff of 40, mostly library assistants with 7 professionally qualified librarians. In this article I'll give an overview of my work and the challenges I've faced over the years.

Catalogue conversion to MARC21

Inverclyde Libraries automated the catalogue using Dynix in 1996. To convert from a card catalogue to the automated system ISBNs for all titles held were matched against the catalogue of another Scottish public library authority and their records were downloaded into Dynix. These were non-MARC records so it was decided to convert them to MARC21. This would enable the importing of records from Bibliosource catalogue (BNB records) and from other sources such as Bibliographic Data Services and the

Library of Congress using the Z39.50 protocol. I was initially recruited to 'map' fields in the non-MARC records to MARC21 fields and subfields. This involved studying the manuals for MARC21 - Bibliographic and Authorities formats to build a 'map' of fields to facilitate conversion. Once this was complete Dynix matched our non-MARC records with those on Bibliosource and we achieved a 70% 'hit' rate. The remaining 30% of records were mostly for audiovisual resources.

I was also asked to catalogue a backlog of non-fiction books that had developed since the departure of my predecessor. We started to use Dynix's software 'Cataloguing for Windows' soon after the catalogue was converted to MARC21. This software is linked to Dynix and allows use of the Z39.50 protocol to import records directly from Bibliosource, Library of Congress and many other online catalogues. We edit imported records for local use, truncating Dewey numbers, adding subject headings and references in the authorities index .

Budget cuts and retrospective cataloguing

In 2004 Inverclyde Libraries' overall budget was cut by 40% which led to a drastic cut in the number of non-fiction books purchased and catalogued. but this provided the opportunity to undertake the retrospective cataloguing of older books in our collection. We have a large collection of approximately 10,000 books with pre-1960 imprints, known as the Reserve Stock Collection, that are listed in the Scottish Union catalogue for other libraries to request them on inter-library loan. We decided to add them to the Dynix catalogue to allow online access by other libraries via our library website.

I looked into the possibility of external agencies such as OCLC-PICA undertaking retrospective conversion for us but the prices quoted were prohibitive given our reduced budget. It was therefore decided to do the work in-house. I was assisted in this work by two library assistant cataloguers. The project lasted two years and we
found the majority of records in the Library of Congress online catalogue. Our entire Reserve Stock Collection is now searchable on our online catalogue via Inverclyde Libraries' website.

Training of library assistants

As well as cataloguing non-fiction books and managing retrospective cataloguing projects I also organise and run training sessions for library assistant cataloguers. Library assistants undertake all fiction cataloguing at Inverclyde Libraries since it does not require knowledge or experience of classification. There are only two professional members of staff at Inverclyde who catalogue regularly - myself and the Reader Services Librarian (reference and children's services).

Every two years backroom tasks are rotated to give library assistants variety. Such tasks include cataloguing, book processing, service to housebound customers, invoices and orders processing and reservations. So every two years library assistants assigned to cataloguing need to be given training. I have devised a one-day training programme to cover the basics of MARC21 cataloguing and how to use the name headings authorities index. I give a PowerPoint presentation on the principles of MARC cataloguing and then the assistants are set practical exercises. This is repeated in the afternoon for authority control principles, when I stress the need to avoid the creation of duplicate name headings for both authors and name subjects.

Earlier this year I was asked to compile a guide to MARC21 fields for use by all staff. This took a few months to prepare since it meant including the details of the most commonly used fields (e.g. 008, 100, 245, 260, 300, 650, 700) and giving examples for assistants to follow. There are four separate chapters covering books, popular music sound recordings, audio books and DVDs, plus appendices on the 008 field, translations, authority control and the MARC21 authorities format. This guide is in Word format and copies are available on request..

Current work and future projects

I am currently re-cataloguing and re-classifying the music scores in Greenock Central Library. It was decided that Dewey was inadequate as a classification scheme for printed music so I was asked to look for a simpler scheme designed specifically for music. I

borrowed and adapted one designed by the music librarian at St. Helens Library and Information Service. It uses letters to designate broad subjects e.g. AA for opera, AC for musicals. I am also adding subject headings based on LCSH. When we converted our catalogue to MARC21 there were no 'matches' for music scores because few of them have ISBNs and there is no legal deposit for printed music. It has also proved difficult to find records for them on Bibliosource and Library of Congress. We will therefore be recataloguing them from scratch.

Future cataloguing projects include the reference collection and our local studies library books. There are some reference books which have not been catalogued in the past such as grey literature, official publications, Acts of the Scottish Parliament, etc. I also plan to undertake the retrospective cataloguing of the local history book collection at the Watt Library. For many years Inverclyde Libraries employed a senior library assistant to run the Watt Library. She developed her own indexing system so all records for local history books were on cards and they were not added to Dynix when the main library catalogue was automated. We have purchased cataloguing software called PastPerfect which is designed for use in museums, archives and local history libraries. We hope to be able to import records from external catalogues such as LC and NLS for this project.

UPCOMING EVENT

Following the success of our 2006 conference and our group visits to the Natural History Museum, Friends House and the National Art Library, we are pleased to announce an afternoon event on 8 June at Cilip HQ.
'Blogging from the Backroom' will consider how those of us in traditional backroom professions like cataloguing, indexing, acquisitions and knowledge management can create interesting blogs.

More on the *C&I blog*:
http://communities.cilip.org.uk/blogs/catalogueandindex/archive/2007/04/24/cig-event-blogging-from-the-backroom.aspx

---

NOTES FOR NEWCOMERS

This new section is intended to provide articles for those new to cataloguing, indexing and metadata – whether students or practitioners who have worked in other areas. This quarter, Jeffrey Beall provides a concise summary of the value that metadata adds to search and retrieval.

Why We Still Need Metadata in a Full-Text Searching World

Jeffrey Beall, Catalog Librarian / Assistant Professor,
Auraria Library, University of Colorado at Denver and Health Sciences Center

The Problem

Full-text searching abounds with flaws that make it an inefficient method for serious information seeking. Compounding these flaws is the exponential growth of databases, a growth that reduces search precision and recall. Precision is the proportion of relevant items retrieved in a search to the total number retrieved. For example, if you perform a search and find most of the items retrieved are relevant to what you were seeking, the search has high precision. Recall is the proportion of relevant items retrieved in a search to the total number of relevant items actually present in the database being searched. We say a search has high recall when it retrieves most or all of the desired, relevant items in a database. Unfortunately, full-text, or keyword, searching has low precision and low recall, making it problematic and unreliable.

One of the main weaknesses of full-text searching is the problem of polysemy, which is the ability of a single word to have multiple meanings. Take the word *labour* for example. This word refers to at least two completely different concepts. One meaning relates to obstetrics, such as a woman in labour, and another meaning relates to work, such as the labour movement. But someone performing a keyword search on "labour" will retrieve all documents that contain the word when most likely the searcher really only wants documents related to one of the meanings of the word. This example also shows another weakness of keyword searching, that of variant spellings. In American

English, *labour* is spelled *labor,* so people searching for one spelling will likely miss documents that contain the alternative spelling.

Another weakness of full-text searching is the problem of synonyms. It is common for the same concept to be called by different names. One example is *botany*, which is also called *plant science*. A search for *botany* will miss all the documents that only contain the term *plant science*. Language is rich with variety, and there are usually several ways to say the same thing. This richness is what makes free-text searching suffer from poor recall. Moreover, full-text searching is generally monolingual. Most of the time, a search in one language will fail to retrieve results in other languages. While this may be advantageous in some cases, it also limits research to a single language. Sometimes a more comprehensive, multi-language result set is desirable.

Free-text searching only works with textual documents. Non-textual items, such as sound and video recordings, and pictures are not searchable this way. Also, data hidden behind a search interface is often missed in a this kind of search. Full-text searching is insidious in this way: it gives the sense of being a comprehensive search method, but when one doesn't know a resource exists, one also doesn't realise when it isn't retrieved in a search.

Recently the concept of "search fatigue" has emerged. Search fatigue is a sense of futility and failure one gets after performing one or more keyword searches and failing to find desired information. Search fatigue results from a combination of the factors described above, but it can also be caused by a search engine's relevancy ranking. Relevancy refers to the order in which search results are displayed, and it can be problematic because search engines keep their relevancy algorithms secret. Search fatigue also occurs when doing keyword searches of vague or common topics. For example, if you search "art" or "health" or "London" you are overloaded with search results that are very difficult to sort through. Full-text searching performs poorly when one searches vague concepts.

The Solution

There is a solution to all the weaknesses of full-text searching, and that solution is metadata. Metadata means structured data that describes other data. In a metadata-enabled search engine, small metadata records serve as surrogates for the full-text documents, sound or video recordings, images, or any other type of information resource, and the search engine searches the surrogates instead of the full-text. An example of a metadata record is a bibliographic record in a library catalog. There are many different metadata standards in existence, and most are specific to and tailored to the needs of a particular community or domain. For example, the book publishing industry has its own metadata scheme, as does the Moving Picture Experts Group.

The metadata scheme most commonly used in the library community is called MARC, for machine-readable cataloging. MARC is used in library catalogues and is closely associated with a controlled vocabulary. A controlled vocabulary is a highly developed tagging system for subjects. For example, in the case of the synonyms *botany* and *plant science*, the term *botany* is selected as the authoritative term and the synonym *plant science* functions as a cross reference. So every resource about botany is assigned the subject heading **Botany**, regardless of the term the resource itself uses. The subject heading is assigned for works about botany in other languages that use the term for botany in the local language. Sometimes a resource describes a topic but fails to use the term the resource describes. In this case, the metadata adds the term, making the resource accessible in a search. A controlled vocabulary greatly increases precision and recall in searching.

Another advantage of metadata is that it enables collocation. Collocation in this context refers to the display of search results in alphabetical order, usually flush-left on the computer screen. In fact, this type of display is sometimes called a left-anchored index display. An example of this display is an alphabetical list of authors, and under each author there is an alphabetical list of works by that author. It may also include an alphabetical list of subjects or titles. Alphabetizing is a natural and basic way to arrange information. We see this arrangement in telephone directories, back-of-the-book indexes,

and motion picture credits. The adjacency that a left-anchored index display provides facilitates research, and you need rich metadata in order to create these displays. Without some kind of metadata, a computer has no way to discern what element of a document is the author, title, or subject.

Metadata enables searching non-textual resources such as images. For each image, a surrogate metadata record is created, and the search engine searches the metadata rather than trying to index the image itself, which contains no text. By using the surrogate metadata record approach, it is also possible to search for documents in other languages, because the metadata are in English, regardless of what language the resources are in. Metadata can also be created for digital objects that are hidden behind search interfaces. Search engines are often unable to penetrate beyond the boundaries these interfaces impose, so by adding metadata to objects in these databases users are able to access information they otherwise might not see.

It is true that free-text searching does have some value. It works great at finding rare words in a large database. Moreover, it helps our understanding if we divide searching into casual and serious information searching. Free-text searching is sufficient for casual information searching, that is, searching where only one or two resources of average quality are needed to fulfill an information need. But free-text searching is not sufficient for serious information seeking, that is, the type of searching needed, for instance, for medical and legal research, or for the research one carries out when writing an authoritative text, such as a thesis or dissertation.

As databases grow in size, free-text searching will become less and less efficient and will suffer from poorer search precision and recall. Rich metadata combined with a controlled vocabulary adds value to information and makes up for all the weaknesses of full-text searching. As our world becomes increasingly digital, we need metadata now more than ever.

From Your Group Councillor

This report covers the two main issues of two Council meetings: 9 October 2006 and 7 December 2006.

9 October 2006

This was a single-issue Special Meeting, convened to provide Councillors the opportunity to contribute to the work of the New Business Model Working Group. I said in my last report that "...a small Working Group was formed and charged with the task of producing a future business model for CILIP "as an affordable professional Institute costing around £2,800,000 p.a."

Prior to the meeting, the NBMWG investigated the cost base of CILIP and benchmarked several other professional groups (Royal Town Planning Institute, Institute of Occupational Safety and Health and RIBA). They then put together a set of exercises for Councillors to do when divided into small break-out groups. From all this work would come a report with recommendations to be presented at the 7 December Council meeting.

Exercise 1 asked Councillors to determine the core functions of CILIP: advocacy, supporting professional development, regulation of the profession (maintaining the register of qualified practitioners). Exercise 2 concerned three areas where major changes might be possible: Framework of Qualifications; Branches/Groups & Home Nations; and what services should CILIP deliver centrally (the last was a very long list, including: Update/Gazette, training courses, email bulletins, etc.) It was an interesting day but we all went away wondering how the very diverse answers that each break-out group gave could ever be worked into a plan of action. We didn't have long to wait to find out....

7 December 2006

There was little of the traditional seasonal cheer in evidence at this Council meeting. To begin with, Councillors were very aware of the crucial issues they were being asked to address including the very financial survival of CILIP. On the agenda were the reports

from the NBMWG and the Governance Review together with the budget for 2007.
Moreover, Councillors were not the happiest of bunnies following the rather overbearing
opening remarks by the Chair of Council regarding what he expected the order and
outcome of the meeting to be. There was even mention of a vote of no confidence, but
things never got that far. Ultimately, common sense prevailed to the extent that Council
determined to consider the two very important reports in the order and fashion that they
wished. Peace (but not much good-will) ensued.

Governance: Derek Law and his Governance Review Task Force produced a substantial
piece of work (70 pages) which sets out a new vision of how CILIP is to operate in the
very near future. I have only noted the most salient points below:

1. The present Council will be replaced by three bodies

    - Council, consisting of 12 National Councillors who are the Trustees of CILIP

    - Policy Forum of 40 members representing Branches, Special Interest Groups and
      the Home Nations (CLIPS, CILIP Wales and CILIP in Ireland)

    - The Office of the President (President and Vice-President, both with specific roles
      and responsibilities)

2. Governance Bodies change:

    - Present Committee structure disappears

    - Executive Board disappears

    - Time-limited Task & Finish Groups may be appointed by Council

    - Four Panels will report to the Office of the President:

        - Audit

        - Disciplinary

        - Elections

        - Ethics

3. Branches:

    - Geographic, but membership will **become opt-in**, as it is for Special Interest
      Groups

    - Will take on greater responsibility for CILIP policy, etc.

- Will be free to amalgamate with other Branches if both wish *(so, possibility for fewer Branches)*

4. Special Interest Groups

   - Will remain as presently constituted

   - Will take on greater responsibility for CILIP policy, esp. in areas of career development and employment issues, direct member support, informal mentoring and advice

   - Will be free to amalgamate with other SIGs if both wish *(scenario as noted above)*

5. Governance year (April-March) to become harmonised with financial year (calendar year)

6. Electronic Governance: CILIP to move to electronic governance at all levels of CILIP

As mentioned above this is a weighty tome and will be on the CILIP web pages for you all to read Just before lunch Council approved the report and so doing agreed ultimately to disband itself. An Implementation Group is being formed to move the work on so that all can be in place by the start of Governance Year 2008—a monumental task indeed!

New Business Model Working Group: After lunch Council worked to solve the woeful financial state of CILIP—ultimately cutting the Gordian knot that binds through convincing everyone that the kind of spending we have been used to cannot go on. Many cuts were made—one might say it was the afternoon of the long knives—and ultimately all the recommendations were agreed to by everyone. All humour aside, these are serious budgetary cuts. In short, Group, Branch, and Home Nation capitation was cut in half, there were substantial cuts in the Framework of Qualifications budget with regional CPD officers network being dismantled and ultimately all FOQ will be self-financing. CILIP HQ is also affected with the top floor to be rented out for income generation with Members' Lounge facilities to be relocated on the 2nd floor. There was even an investigation into moving out of London but that proved not to be cost-effective. The

report will be put on the CILIP web pages for consultation. I urge you all to read it and participate in the consultation.

Other matters: In short:

- The Budget for 2007 featuring drastic cuts and a projected surplus of just under £4K (but with no allowance for adding to the reserves) was approved.
- The Group Review Working Party has finished its work having determined what the relationship of CILIP and the OiLs will be. The report should be on the CILIP website.
- Council noted the long-awaited formal CILIP response to the Price Waterhouse Coopers report, *Better Stock Better Libraries*.
- Membership: still declining. We need to recruit more members! No matter what we do to patch up things (Governance, New Business Model)—all will be in vain if we don't increase the membership. It is as simple as that. Several initiatives are in the pipeline to seek to reverse this worrying trend.

If any member of CIG has an issue he/she would like raised at Council, please contact Kayla Tomlinson by email: Kayla.Tomlinson@cilip.org.uk
or by phone: 07811 371542

BOOK REVIEWS SECTION

Introducing Our New Book Review Editor

This issue we are happy to present the first reviews commissioned by our new Book Reviews Editor, Neil Nicholson. In the spirit of our 'Cataloguing Today' theme, we asked Neil to tell us a little about his day job:

I have only recently moved from the Bodleian Library in Oxford to my present job as Electronic Resources Team Leader at the National Library of Scotland, so I am describing my day job with a fresh eye. Also, as it is a brand new post, and I am leading a recently created section, it is very much evolving almost day by day. With the advent of the Legal Deposit Libraries Act 2003, which extends legal deposit at copyright libraries to include electronic publications and other non-print materials, the National Library of Scotland realised the need for a dedicated team of cataloguers to work on such material, and thus was born the Electronic Resources Team (4 staff) within Cataloguing and Metadata Services based at the Causewayside Building in Edinburgh.

I should explain that I always wanted to be a cataloguer, at least after being taught the intricacies of cataloguing and classification by the inspirational duo of Frank McAdams and Jimmy Tait at the University of Strathclyde more years ago than I care to remember (and after giving up all hope of playing football for my boyhood heroes, Raith Rovers!). I had spent most of my career as a cataloguer in public libraries in Scotland before being given the opportunity to catalogue non-book material (everything under the sun, but also including electronic resources) at the Bodleian Library in 2001. The opportunity to take up this new post at the NLS in September 2006 seemed perfect timing, what with the new legislation about to kick in, and a fresh challenge loomed large.

It has been an exciting first few months in post, getting to grips with the Voyager Library Management System, interacting with new colleagues, not just in Cataloguing but throughout the NLS, and moving things forward. Building up the remit of the Team has been important and the decision has been made, after discussions with colleagues in the

Monographs and Serials sections, to take over the cataloguing of all non-book material. So we are now cataloguing everything which is non-print, including all books with accompanying material (mainly CD-ROMs), videos, DVDs, audio CDs, tapes, microforms and realia. I should also explain that one of my staff is dedicated to working on digitisation projects, and catalogues digital images on the Digital Objects Database (DOD), using Dublin Core for descriptive cataloguing purposes.

I feel as though I am learning something new every day which, after working as a cataloguer for almost 26 years, is very motivating and energising. I suppose I have always been keen to acquire new skills and I have recently attended several courses and seminars organised by CIGS and SCURL (such as Enterprising E-Content, METS Awareness Training, Metadata issues for Scottish Institutional Repositories) as well as the CIG Conference in Norwich. It is certainly a steep learning curve in the digital age, but one that we as cataloguers need to climb.

As a Team Leader, management and supervision of my staff is an important part of the job. We communicate on a daily basis regarding work but we also have monthly Team meetings, at which I can report on issues raised at Cataloguing and Metadata Services management meetings and also bring staff up-to-date on any related developments. I am responsible for staff appraisals and administration of things such as annual leave, flexitime, absences, health and safety issues, etc.

On the professional front, I have been a member of the Cataloguing and Indexing Group Committee since 2002 and have recently taken over as Book Reviews Editor of the group's journal. It has been a rewarding and enjoyable experience being involved with the committee and I am looking forward to the challenge of my new role. In addition, I have been the committee's representative on the BL/CILIP Committee on ACCR for the last few years – a fascinating role which includes reading an awful lot of documents produced by JSC and providing responses to them.

I can honestly say I have always enjoyed cataloguing and I look forward to ongoing challenges at the NLS as we collect electronic material under the new legislation – cataloguing really can be fun!

GUIDELINES FOR BOOK REVIEWS

We are looking for volunteers to review new titles received by the editor. As of January 2007, we hope to announce books for review on our brand new blog. Volunteer reviewers can then contact me and the said book would then be dispatched to you as quickly as possible. Of course, anyone willing to review a book is allowed to keep it and display it proudly on your bookshelves at home (or at work).

We are looking for critical reviews – don't be afraid to say what you think of the book in question. In terms of length, probably between 300 and 400 words would be ideal, as we hope to fit in 3 or 4 reviews per issue. Also, please try to return reviews to me within a few months of receiving the title.

BOOK REVIEW

Artists' Books: A Cataloguers' Manual, **by Maria White, Patrick Perratt and Liz Lawes** on behalf of ARLIS/UK & Ireland Cataloguing and Classification Committee, London: ARLIS, 2006. ISBN: 0-9552445-0-1

The appearance of a cataloguing manual specifically addressing the artist's book is evidence that this particular artform has reached, in several ways, a critical mass.

The artist's book is now represented in significant quantities in libraries: it is safe to expect hundreds and even thousands of different titles in each of the special collections of certain universities, museums, public galleries, art schools and national libraries in the United Kingdom and Ireland. There are hands-on art courses up and down the country

which feature it in some way. The relatively high profile of some artists associated with the form, such as Fiona Banner and David Shrigley, and of galleries with a significant commitment to both modern art and the artist's book, such as the Tate and the Baltic, has also contributed to the growing interest.

The approach of Bookworks and Morning Star / Pocketbooks, organisations that have made artists' books that conform to mass paperback conventions while retaining significant artistic direction, has also been part of the recent trend. Successful bookfairs and the appearance of the *Book Arts Newsletter*, edited by Sarah Bodman at the Centre for Fine Print Research at UWE Bristol School of Art, has strengthened a developing buying, research, and general interest infrastructure.

Although the artist's book is probably rarely taught in a historical, critical or theoretical context, these activities may mean that this is set to change and this would again fuel production. This manual is surely right to provide the cataloguer with some background to the form in its introduction. The influence of American and continental European artists is emphasised in the "Brief history" section but, curiously, the rather different British story is almost wholly absent. That story, while of course not being self-sealed against international influence, and vice versa, is arguably as fascinating. As importantly, though cataloguers should expect an international range to many collections, and American and European work has indeed been influential here, UK-based cataloguers are still likely to benefit from knowing the background and highlights of various British lines.

The purpose of the manual however is a practical one and it tackles the key issues head on. The artist's book has more than its fair share of problems, the artist often unconsciously (or, in fact, very consciously) teasing the reader in particularly bibliographically aware ways: very long titles, no titles; barely a text, barely a codex; made of iron, made of soap; a physical re-working and occupation of an already-published book; heat-sensitive paper, edible paper; edition of one, "unlimited" edition… the long list goes on and on. Wherever it is useful, this manual cites texts for further reading, gives examples throughout, and provides eighteen full catalogue record

examples, many with an accompanying black and white photograph. It includes a bibliography that recognises the importance of exhibition catalogues and bookfair programmes in the documentation of the artist's book (in the absence of the general critical and historic background noted above), and also has a list of online catalogues and resources. The British Library's large collection of artists' books isn't cited in the latter, but perhaps that is my institutional quibble.

The manual gives guidance on the problems of defining the form; on using supplementary information for descriptive and subject elements; and on the particular significance of the note field, for example for incorporating comments by the artist in respect to the work. It is a sound commentary on how to apply AACR appropriately and, occasionally, the authors suggest when it might be best to bend the rules.

The manual rightly stresses that the cataloguer should attempt to maintain a neutral stance, making sure that they do not over-interpret or pre-judge a work, and that any exterior statement is clearly indicated as such. There is even advice here on the moving possessive (artist's book or artists' book? – the answer is, it depends…).

Although the manual directs the cataloguer to reference works where technical definitions are given, it would have been useful, in the spirit of a 'one-stop shop', to have incorporated a brief glossary of the most common specialist terms, even if some terms are effectively glossed in the examples.

In short, this is a very useful book, not just for the special collections cataloguer but those working in more general collections who are likely to encounter artists' books only now and again. As the authors say, once the challenge of cataloguing artists' books is accepted, these objects can be immensely pleasurable and thought-provoking. Cataloguers are, artist-provocation and pressure of targets notwithstanding, uniquely privileged to be able to see and hold them.

Richard Price, Head of Modern Collections, British Library

EVENTS

National Art Library Visit

The National Art Library (NAL) at the Victoria and Albert Museum hosted a CIG event in early March 2007. Delegates gathered at reception inside the Secretariat entrance of the famous building and if anyone had any doubts about the profile of the place, the colourful security status board would have quashed them. We were led through administration corridors and exhibition galleries to the heavy doors to the Library, wherein senior staff and banks of chairs awaited us. A major book move is currently in operation, and parts of the Library are being refurbished, but the Centre Room to which we were led is impressive and peaceful, overlooking the grand courtyard within the Museum.

The Documentation Manager introduced the NAL, which incorporates the V&A's curatorial department for the art, craft and design of the book. The NAL is a public reference Library with an active membership of around 5,000 readers. Most materials are closed-access and readers are directed to the Computer Catalogue to research and request material. Automation of the catalogue started in 1987; by the time the National Art Library Heritage Project was completed, in December 2003, 750,000 items from the Library's older catalogues had been transferred to an online database. My lack of expertise in cataloguing meant that I found parts of the presentation challenging, but a show of hands from the engaged delegates revealed that at least half were members of the CIG, and nearly all had responsibility for indexing and cataloguing at their own libraries.

Yet despite, or perhaps because of, my ignorance, I found the presentation fascinating, and I was especially struck by the idea that in the act of transferring item descriptions they develop and grow, if for no other reason that old records are interrogated and embellished by new thinking and discoveries. Fresh initiatives are underway too; the NAL has recently adopted Library of Congress Subject Headings (LCSH) for indexing and it contributes records to the Incunabula Short Title Catalogue (ISTC) and to the art

and rare books auction sales catalogue database, SCIPIO. Several treasures from the Special Collections were presented including a book from the 1920s on elevator design, and an intriguing item that had been transferred from the exhibition catalogues collection once it was recognized as being an artist's book by Sol LeWitt. Although few questions were posed in open forum, delegates enthusiastically engaged staff whilst we inspected the treasures, and we were invited to view the prototype of a new Artists' Books database that will shortly be available on the V&A website.

Following a break, we moved to the Prints and Drawings Study Room for a talk on the documentation of museum objects illustrated by three diverse articles: an etched plate by Rembrandt; a Mexican student protest poster from the 60s; and a rare woodcut print from around 1571. Whoever proposes an acquisition for the museum sees it through the cataloguing process, which is based on the Collections Information System (CIS) database. Each record features information contained in free text fields about the item's physical description, condition, the images depicted and references, as well as acquisition history and location in terminology-controlled fields. One particular challenge that staff often encounter is how to catalogue an item of unknown provenance, but I imagine that that is a challenge that is keenly tackled.

The V&A is contributing to the Public Catalogue Foundation (PCF), a government-funded inventory of all publicly owned oil paintings in the UK, and the speakers described the issues surrounding data compatibility and intertextuality. Again the presentation was very interesting and what emerged was a tension between establishing a *lingua franca* within libraries and catalogues for sophisticated researchers and collaborative projects whilst retaining a degree of expressive freedom for cataloguers and description. An introduction to the V&A's Core Systems Integration Project revealed that the museum, whilst developing the access and connectivity of its resources and treasures, had discovered that one database is not viable. However, 20,000 to 30,000 items feature in a 'virtual repository' via the 'Search The Collections' facility on its website, and the aim is make more of the two million or so articles available for public access.

Regrettably, the scheduled but optional behind-the-scenes tour had to be cancelled because we ran out of time, although that was largely down to us delegates who dwelled in the museum's galleries whilst passing through between venues. Nonetheless, we were invited to return. The tour was informative and professionally enlightening and it was a privilege to be given close access to some of the treasures and to witness the staff's evident pride and pleasure in them.

Peter Field, The School of Pharmacy, University of London

CIG Scotland AGM

The CIGS AGM took place on Friday 23 March at the Causewayside Building of the National Library of Scotland.

Following the AGM, Stuart James, former CIG Secretary and founding member of CIG Scotland gave an entertaining overview of the organisation's history as he witnessed it first hand. The room was packed with well-wishers for Stuart's retirement, which was celebrated after the meeting with cake and suitable refreshments.

C&I is delighted to be able to print the text of Stuart's talk in issue 156 and would like to take the opportunity to thank him for sending it and a copy of his article in the journal from 1990, which we will reprint alongside it so that members have a comprehensive oral-history-in-print of CIGS.

We would be interested to hear from other members of CIG and CIGS who would like to share their memories of our organisational history.

Gordon Dunsire, Chair of CIGS, gave a lively presentation on the developments of RDA and commonly-expressed concerns about it, garnered from mailing lists, events, and other sources, all of which he allayed in expert fashion.

Neil Nicholson (Book Reviews Editor) and I were pleased to address the audience on the recent developments of C&I, and we are grateful to all who offered us articles and book

reviews for forthcoming issues. Thank you to the CIGS Committee for inviting us, and to the assembled CIGS membership for welcoming us into their midst.

Anne Welsh, Editor, C&I

ADDENDUM

The Committee is pleased to announce that we were the first Group or Branch to move our blog across to the Cilip Communities platform. This exposes our news to the full range of Cilip members through the general Communities blogs page while retaining the functionality of the Blogger blog we began in January. I've moved most of the existing content across now, so you can keep up with news at

http://communities.cilip.org.uk/blogs/catalogueandindex/default.aspx