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TEACHING OF CATALOGUING.
(Teaching in library science. 14).

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Emphasises that the teaching of cataloguing should be designed in such a way that the knowledge of the theory of catalogue enriches the skill in practical cataloguing and *vice versa*. Describes a method of developing in the students some practical skills essential for making the formal course productive. Shows the helpfulness of the discussion technique in teaching the theory of cataloguing. Suggests a Rule-Reference Table as an aid for citing the rules in practical cataloguing work. Gives a proforma of the diary form to be used by the student. Mentions the different aspects of teaching to be done in the class and in the tutorial.

Note.—Without loss of generality, to facilitate the exposition, the *Classified catalogue code* is mentioned as the basis for this paper.

0 INTRODUCTION

The Library Catalogue is one of the oldest and familiar tools of the librarian. Even non-librarians sometimes talk of it, though they denote it by the term 'indexing'. There is perhaps an impression that it is all merely a matter of practical skill with little theoretical content to merit intellectual pursuit. Unfortunately, sometimes the method of teaching adopted transmits this very impression to the student.

On the other hand, library service cannot be efficient unless this vital tool of the librarian is properly designed, built, and used. The teacher should realise that the Catalogue is one of the most widely used library tools and that it is one of the first points of exposure of the character of the library to the public. It is the catalogue that communicates the richness of the collection of a library. He will then appreciate the great responsibility he has in developing in the student the capability to create and continuously improve upon it in relation to the change in the preliminary pages of a book and in the reader's approach to it. To parody Osler "It is astonishing with how little knowledge

of the principles of cataloguing a librarian may prepare a catalogue but it is not astonishing how badly he may do it." [2].

01 BLENDING THE THEORY AND PRACTICE OF CATALOGUING

The teaching of cataloguing should be designed in such a way that the knowledge of the theory of catalogue enriches the skill in practical cataloguing and *vice-versa*. It is helpful to derive the rules of cataloguing through the Discussional Technique on the basis of the actual cataloguing done by the students. It is unhelpful for theory and practice to be handled by different teachers. It will increase the curricular load of the student. If the class is too big for one teacher, it should be divided into sections and each section should be assigned to the care of one teacher or the same teacher may teach each section at different hours.

1 PRACTICAL SKILL

To make practical work in cataloguing productive in the Formal Course, it is necessary for the student to acquire certain practical skills—such as Library Hand, lay-out of the entry, indentation, capitalisation and punctuation, in advance. A method of achieving this is described in the succeeding sub-sections.

11 FAMILIARITY WITH ENTRIES

The students are asked to copy out on standard 125 × 75 mm slips various kinds of entries for about a hundred books and periodicals, as they are given in the *Classified catalogue code*, Ed 5. The entries for the Classified Catalogue and the Dictionary Catalogue should be copied out. These two sets of entries should be kept as different groups, preferably in two boxes. Though curiosity may make the students read some of the rules in the *Code*—that is both natural and healthy—no knowledge of the rules is brought into use at this preliminary stage. The purposes of this copying are

- 1 To practise Library Hand; and
- 2 To familiarise the student with the
 - 21 Existence of various kinds of entries for one and the same book or periodical;
 - 22 Existence of various sections in the different kinds of entries;
 - 23 Style of writing;
 - 24 Position of different sections in each entry; and
 - 25 Kinds of elements in each section.

To begin with, the teacher demonstrates Library Hand and

the writing of various kinds of entries, in the class. In the next tutorial hour, each student is made to copy, wherever necessary, a few entries on standard cataloguing slips.

111 INDIVIDUAL CARE

Classes in cataloguing are devoted to the discussion of the questions raised by the student relating to his experience in the copying assignment. A number of such questions also arises in the tutorial hours. The teacher sorts out the questions into categories, such as that of individual interest and that of general class interest. The questions of individual interest are dealt with on an individual basis in the tutorial hour. For example, difficulty in practising Library Hand may be an individual peculiarity. Similarly, recurrence of certain types of errors in copying is another kind of individual peculiarity.

112 COMMON INTEREST: CLASS DISCUSSION 1

The questions of common interest may be more conveniently dealt with in the class. For example, the need for practising Library Hand is a common question raised by the students. In dealing with such a question, the Discussional Technique is most helpful. The answer to the question and the explanation thereof may be elicited from the students by helping them to think for themselves on the possible rationale behind the practice. Further, they are also helped to think over the pros and cons of the variations in the practice in different contexts — for example, typing of card, use of card duplicator, supply of unit cards etc. The capability to take into account the various factors including the economic and other social factors relevant to the context, to consider them from as many angles as possible in the light of the Laws of Library Science, and deriving inferences or making decisions, is thus sought to be developed in the students from the very beginning. The discussion should preferably be followed by an assignment, such as writing a short essay on the subject on the lines of the discussion developed in the class.

Students are to be given guidance to read relevant sections in books. A copy of the standard for the preparation of the text of the essay should be given to each student. Conformity to that standard will be helpful.

Even the students who may have had previous library experience find it helpful to develop the necessary skill to the point of reflex action.

113 COMMON INTEREST: CLASS DISCUSSION 2

Another question that is commonly asked by those not

familiar with library catalogue is "Why so many entries for one and the same book?" In the discussion on this question, the teacher may elicit from the students that

1 To satisfy the Laws of Library Science it becomes necessary to develop several tools and techniques — each supplementing the others; and

2 The catalogue being one such tool has certain specific functions.

The students should be helped to enumerate from their experience of the use of the library catalogue, its different functions, and made to realise what kind of entry is necessary for the respective functions.

Discussion then naturally leads to the question of arrangement of entries to facilitate search in different kinds of catalogue.

12 ARRANGEMENT OF ENTRIES

In order to get a full picture of the library catalogue and its functions, the students should arrange the various kinds of entries in the Classified Catalogue Group, which they have copied, into the classified sequence and the alphabetical sequence respectively. They should arrange the entries in the Dictionary Catalogue Group in one alphabetical sequence. In learning to arrange the different kinds of entries, the students are to be helped to familiarise themselves with the

1 Elements to be used in the arrangement of the entries;

2 Ordinal values of the digits in the Class Numbers and Book Numbers;

3 Ordinal values of the letters in the rest of an entry; and

4 Rules governing alphabetisation and the problems thereof.

They will also realise the need for a standard or uniform practice for filing the cards. This is necessary for the staff filing them and the readers using them.

121 PREPARATION OF GUIDE CARDS

The need for the provision of different kinds of guide cards in the different parts of the catalogue as a means of conserving the time for searching and thereby conforming to the Law 4 of Library Science, is elucidated. The students are asked to provide suitable guide cards for the catalogue-in-little they have prepared by copying from the *Classified catalogue code*. The preparation of the guide cards will give the students their first acquaintance with Feature Headings.

13 OTHER BENEFITS

It may be noted from the above brief description of the assignment that what was initially begun as a means of acquiring

the simple skill of practising Library Hand has offered opportunity to

- 1 Develop the habit of systematic thinking;
- 2 Know the use of the normative principles;
- 3 Develop facility in knowing the layout of the *Classified catalogue code* and its highways and byeways;
- 4 View the function and structure of the library catalogue in their mutual relation; and
- 5 Think in terms of a productive way of doing a job and the value of standardisation of procedure for the purpose.

2 ATTENTION TO DETAILS

In practical cataloguing, it is necessary to lay emphasis even on trivial details. Every detail should be done in accordance with the prescription of the Catalogue Code adopted. The necessity for rigorous attention to all the details is to be brought home to the student. He has to be made to realise that a uniform standard is to be maintained throughout the life of the public catalogue even though different cataloguers may write its entries at different times; and that a catalogue code is something like a legal document and cataloguing practice is governed by its rules.

3 EMPHASIS ON PRACTICE

It is not of much use to learn the rules by rote. Rules should be learnt by application. Again, it is not sufficient to know in general the necessary kinds of entries for a particular book, but full acquaintance with and understanding of the rules governing the existence, choice, rendering, position, and style of writing of the entry as a whole, of each of its sections, and of each of the components of each section, is necessary. For each student to become an adept in this work, the teaching of the practice of cataloguing should be carefully designed.

4 CHOICE AND GRADING OF THE EXERCISES

The exercises for practice should be carefully chosen and their number should be adequate to illustrate each one of the rules in the code. The exercises should be so arranged that sets of them illustrate the different problems and the application of a specific set of rules. The sets of exercises should also be graded such that they successively deal with problems of increasing complexity. One such grouping of the exercises is illustrated in the *Fundamentals* [6].

41 LEARNING RULES BY DOING

It is necessary that the student gets a complete picture of all the rules applicable to the preparation of all kinds of entries for a specific document. For this purpose, quoting as authority the rules applicable to each entry and each element should be insisted upon. This should be done from the very first to the very last exercise given during the year. This may be conveniently done by using a Rule-Reference Table for each kind of entry. A proforma for such a table for the Main Entry of a document is given below.

42 RULE-REFERENCE TABLE

Sample Form

00	Entry Identity	03	Constituents
01	Existence	04	Sequence
02	Source		

The student should enter the numbers of the Rules against each horizontal heading, below the respective vertical headings. He should also read the Rule before entering its number. This the student should be made to do from the first book catalogued to the very last one done during the year.

Section and Constituents	Source	Choice	Sequence	Rendering	Style
			Position		
1	2	3	4	5	6

- 1 Leading section
- 11 Class number
- 12 Book number
- 2 Heading section
- 21 Entry element
- 22 Secondary element
- 23 Individualising element
- 3 Title section
- 31 Title
- 32 Edition
- 33 Collaborator
- 4* Note section
- 5 Index N Section
- 6 Tracing section
- 7 Accession N

* Note Section is to be modified according to the kind of note. For example, when it is a Series Note, item 4 is to be written as follows:

4 Series note section 42 Editor
41 Name of series 43 Serial number

5 DIARY FOR PRACTICAL WORK

Each student is required to maintain a diary for the practical work. The diary is checked by the teacher in the tutorial hour. The headings for the diary may be as follows:

Date	(ME)		(CRE)		(CIE)		(BIE)		(CRIE)		Total	Errors committed	Errors detected	Signature
	N	T	N	T	N	T	N	T	N	T				
.....														
.....														
.....														

Cumulative
total,
week

Cumulative
total,
date

Abbreviations:

(BIE) = Book Index Entry
(CIE) = Class Index Entry
(CRE) = Cross Reference Entry
(CRIE) = Cross Reference Index Entry
(ME) = Main Entry
N = Number
T = Time in minutes

6 CLASS

The theory classes in cataloguing should largely be devoted to the elucidation, by the Discussional Technique, of the various rules in the *Classified catalogue code*. The teacher's role in such a discussion would be similar to the one mentioned in Paper ZU, Sec 5. Cataloguing theory and practice are to be developed in the context of the changing requirement of readers and the

practice of book publication. It has to be brought home to the students that any modification of an existing rule of a code or formulation of any new rule should be in conformity with the Scientific Method [3]. In particular, the existing rule has to be carefully tested and interpreted, with the aid of the Laws of Interpretation and other relevant normative principles, before any change is brought about. This scientific attitude is essential if the cataloguing practice, even in one and the same library, is to retain its reliability and consistency.

61 COMPARATIVE STUDY

The elucidation of the rules on the basis of practice conveniently leads to the comparative study of cataloguing codes. The evaluation of the corresponding specific rules in the different Catalogue Codes should preferably be done on the basis of their conformity or otherwise to the Principles and Canons of Cataloguing, the Laws of Library Science, and the General Normative Principles [4]. The Comparative Study is to be taken up only after the students are well grounded in the rules of a Catalogue Code. Generally, this stage will be reached after a little over half the duration of the course.

Assignments should be given on the basis of the work done in the class.

7 TUTORIAL

71 SUPERVISORY SKILL

Cataloguing work is a matter of minute details and strict adherence to the relevant rules of a catalogue code. Not only the person who makes the entries but also the one who supervises and revises them should develop sensitivity to any deviation, however minute, from the rules prescribed. In other words, he should be enabled to develop the good manager's keen eye to detect errors even of the most trivial kind in a single sweep of the eye over a catalogue entry. This ability can be developed in the tutorial. Two methods are as follows:

Students exchange among themselves the entries made by them for a set of, say, half a dozen practice exercises. Each entry is carefully scrutinised line by line and section by section and criticised, and errors in the choice, rendering, etc of the various elements in an entry are brought out.

Alternatively, the teacher may take up an entry and show the students the first line of it, covering the rest of the entry with a blank slip. This procedure is continued for each of the other lines. Each student is to bring out the various errors he detects in each of the sections as in the previous method.

Every statement by every student regarding the error detected by him should be backed by the citation of the rule concerned.

At times, two different rules may be quoted to justify the method of entry and for the error detected respectively. When there is such a conflict of rules, the teacher should indicate how to resolve the conflict by reference to the more general laws or making use of the Laws of Interpretation [5].

Each student maintains a record of the errors in his own work as well as of those of others detected by him.

This helps to review the progress of each student from time to time. Each student's performance is to be checked by a teacher.

For productive practical cataloguing work, it is desirable to develop a cataloguing laboratory. The books for practice collected in the laboratory need not be new. A balanced assortment from the point of view of the need of graded exercises can be built from weeded out books [1].

8 BIBLIOGRAPHICAL REFERENCES

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