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Cataloging Nonprint Media:
A Defense of Catalogers
by
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This essay is an attempt to defend the many catalogers who have had to suffer the "slings and arrows" of their colleagues, being accused of "nit-picking" and quibbling to avoid cataloging nonprint media. Catalogers, having worked with monographs for years, have developed codes that provide catalog users with a reasonably standardized cataloging record and a meaningful classification scheme. In recent years, however, technology has given the cataloger an endless array of new formats with which to deal, each bringing with it problems seldom answered by past experience with monographs. Catalogers trying to work with nonprint media find that they (1) must deal with a dynamic field

in which formats and learning approaches are constantly changing, (2) they must now make the decisions regarding the "rules", and (3) they must resist the attitude that "simplified cataloging" for nonprint media is sufficient.

New educational approaches have resulted in the development of new learning tools. McGuffey's readers have been supplanted by games, puzzles, sound-filmstrips, realia, mock-ups, etc. As a result, catalogers are faced with establishing rules of entry, methods of bibliographic description, and classification schemes that have some meaning and consistency, yet are open-ended enough to accommodate future technological advancements and changes in attitudes and terminology. How often have catalogers been asked by department heads or administrators to establish procedures for processing all forms of nonprint media that will be inexpensive, require little or no professional attention, be consistent with AACR, ISBD(M), LCSH, the "Canadian Rules", and the "AECT Rules", require no additional personnel, and provide an infinitely expandable classification scheme! Catalogers can devise methods, procedures, and schemes to organize nonprint material but none yet have been able to comply with requests such as the not-so-unusual one just mentioned. When catalogers, therefore, tell their administrators and department heads that it might be best to create a separate system for handling nonprint media, they are not trying to avoid the problem; they are simply saying that square pegs do not fit into round holes without a little whittling. A good cataloging and classification system for nonprint media cannot be totally integrated into a book cataloging and classification system without inconsistencies, small or insignificant though they may seem. Thus, catalogers have often been branded as "quibblers" because they are faced with the task of telling their colleagues that they cannot fit an evolving, dynamic media into a rather traditional and standardized scheme for printed material.

A second even more frustrating problem facing catalogers beginning to work with nonprint media is making the decision about which "rules" to use. With the AACR, catalogers have a reasonably good code developed over many years by many experienced catalogers which provides the answers to most monographic cataloging problems. For nonprint cataloging the most frequently used "rules" are the applicable chapters of AACR, AECT Standards for Cataloging

Non-Print Materials, and the so-called "Canadian Rules", Non-Book Materials: the Organization of Integrated Collections. Usually the above tools are used as a basis with adaptations to meet the local library's needs. Again, because the whole area of nonprint media is a dynamic one, these "rules" are constantly undergoing revisions, and some heated debates are currently under way regarding some fundamental issues of nonprint cataloging. Needless to say, ISLD standards and MARC format standards add to the difficult problem of trying to develop a uniform cataloging code. Because catalogers have been troubled with policy changes that have resulted in revision of cataloging records for monographs, they are extremely cautious about accepting any particular set of rules for nonprint cataloging. They know that tomorrow "phonodiscs" may become "sound recordings" and next year "audio recordings." Catalogers are the ones, moreover, who will have to revise the older records or suffer the criticism of being inconsistent!

Selecting a classification scheme for nonprint material is equally hazardous. Many libraries have locked themselves into undesirable schemes that worked quite well with what they thought would remain a small collection behind the circulation desk. When those collections mushroomed, however, the schemes led them into a dead end. For example, a library may have begun using the DeLerma* classification scheme for phonodiscs under the impression that the collection was to be classical recordings for the music department. Then the biology department began ordering bird songs and frog calls, the language departments began ordering spoken recordings and suddenly DeLerma no longer worked. They had to either tinker with the scheme or devise a separate classification scheme. No one is more aware of the confusion that results from such inconsistencies resulting from separate "rules" and schemes for the same kinds of material than catalogers, and because they are reluctant to pass this kind of confusion on to the user, they are cautious about accepting rules.

It is often difficult, moreover, for a cataloger to develop rules for cataloging and schemes for classification when one does not know how the material is going to be shelved or used. One is simply told to catalog it; then someone else will decide how to make it available. To a cataloger this is going at the problem from the wrong end. One must first know how the material will be used and who

will use it (e.g., music students or the general patron), before one can develop a classification scheme. For example, if browsing is going to be possible, the scheme will need a logical arrangement that accession-type call numbers would not provide. Once again, because the field is an evolving one, even the librarians working with the collections often do not know from one semester to the next how the material should best be arranged.

Lastly, catalogers must constantly resist requests to do "simplified cataloging" of nonprint material. Often the persons who make such requests (to get the material on the shelves quickly) are the same persons who maintain that nonprint media are on par with monographic works and should be accepted and promoted in the academic library. Too often librarians accept nonprint material as a part of the library's collection, but prefer not to "waste professional time on it," particularly professional processing time. "Simplified cataloging" of nonprint media is often suggested in academic libraries where such media are just being introduced, and like Topsy they "just grows" until a sizeable collection is developed and has to be removed from behind the circulation desk, the reserve room or a corner in the reference department. At this point the cataloger must either re-catalog everything to fit the new, more complete code and scheme, or accept one more inconsistency! How often has the following kind of conversation taken place?

Patron: Where are your records?

Librarian: Well...Most of them are in these bins arranged by manufacturer's number, but some of the older ones have accession numbers and are arranged in front of all these. If they are spoken recordings, they are arranged by LC class number at the end.

Patron: Then I suppose it would be best for me to get a call number from the card catalog!

Librarian: Yes, however, until 1972 we were not filing complete sets of cards in the catalog. You will need to check this special file drawer behind my desk.

Catalogers do want to avoid this kind of confusion and inconsistency, and **therefore**, are extremely cautious about impulsively making decisions regarding which "rules" to follow.

In the preceding paragraphs I have tried to explain that when catalogers appear to be quibbling over details and appear to be disagreeable when discussing cataloging and classification of nonprint media, they are actually trying to avoid as many inconsistencies as possible, provide for future expansion and new developments, keep processing costs down, and at the same time maintain some degree of cataloging integrity.

(*The De Lerma classification scheme is a composer/work, form and/or medium scheme developed for the I.U. Music Library by Dominique-Rene De Lerma. A commentary on this scheme may be found in the article by Mr. De Lerma entitled "Philosophy and Practice of Phonorecord Classification at Indiana University," Library Resources & Technical Services, XIII, no. 1 (Winter 1969), pp.86-92.)

STONE HILLS AREA LIBRARY SERVICES AUTHORITY

By Lois Heiser

Too many years ago, I submitted a paper in a Graduate Library School class in which I proposed a different approach to a National Union Catalog. In this scheme, each holding library would report its new titles to its state library. The state library in turn would report to the NUC that there was at least one copy available in the state. This was to alleviate the pressure of Inter-library loan requests on the major libraries in the country. Thus, someone seeking a title would check first with his state library to find a location. The request would have to be sent out of the state only if the title were not available in the state. For example, an IU patron might be requesting from the University of California a copy of a book which could have been on the shelf in the Bedford public library.

The ALSA plan has the capacity to include this kind of information gathering and bibliographic exchange. Each of the AREA LIBRARY SERVICES AUTHORITIES is a municipal corporation composed of two or more libraries and formed under state law. It is a joint agreement by all types

and sizes of libraries to provide specific services, defined by the participants as needed by the area, which no one library unit could provide on its own. Co-operation among libraries is not a new development, but the ALSA plan goes one step further by providing state and federal money to support the programs needed by small geographic areas. The ALSA plan tries to bring together, for the benefit of the entire area, the availability of resources and expertise from its different library units. The basic thrust of the ALSA plan is to expand reference services, to facilitate inter-library loan, and to provide continuing education both to the librarians and the patrons.

In April 1973, the Indiana University Library was invited to participate in the planning of the ALSA Region 10, which includes Monroe, Lawrence, Green and Owen counties. Along with a representative from IU, there were representatives from the public libraries in each county, and the school systems. During the course of the planning year, people dropped in and out. The IU Graduate Library School participated as well as IU librarians from the Reference Department, the Undergraduate Library, the Institute for Sex Research Library, and the IU branch libraries. One part of the planning stage was a detailed questionnaire which indicated to the members of the Planning Commission just what types of services were needed in the Region 10 ALSA. At the conclusion of this planning stage, it was necessary to submit a formal plan, with projected funding to the Advisory Committee to the State Library on Area Library Services Authority for its approval. This was accomplished by the Spring of 1975. By the Fall of 1975, the Stone Hills ALSA (Region 10) was off the drawing board and into operation.

Under the administration of Polly Coe, the ALSA is already deep into reference service for the member libraries with the Monroe County Public Library housing the ALSA Reference and Referral Service. Continuing education workshops are in the planning stages. Delivery service on local inter-library loans is provided, and the ALSA coordinates bibliographical/media lists of available materials in the area.

When I was asked to do this article, I was asked the question "Why is IU involved with this?" When I was asked this same question while defending the ALSA proposal before the state committee a year ago, I responded by saying that the Indiana University Library system was a state-

supported resource and it was our obligation to cooperate with other libraries in the state. Although we as a library might not have the same service needs as other libraries in the area, nor directly benefit from the establishment of the services proposed, we can be of help in supporting and developing such services; that is our role. I thought that true then, and I still believe it.

In Bloomington, there is a tendency at times to see a wall between us and them-- the town/gown conflict. But just as the MCPL cannot support the bibliographic needs of the university, we cannot support the bibliographic needs of the town. We have separate missions, but at the same time we complement each other for the needs of the total community. We can gain much from cooperating with these other libraries as a full and equal member of the ALSA. There is a chance to grow by learning to deal with non-academic library problems. There is the opportunity to interact with other librarians and share our expertise, just as we will share our resources. The Stone Hills ALSA will provide such opportunities for the better utilization of resources in the area and the closer involvement of librarians with each other.

DOCUMENTATION & EVALUATION IN THE PROMOTION AND TENURE PROCESS

On March 4, InULA held its spring meeting at IUB. The topic "Documentation and Evaluation in the Promotion and Tenure Process" attracted over 50 members of the library faculty who joined in a lively discussion with the following speakers: Frank Banta, German Dept., IUB; Al David, English Dept., IUB; Frances Livingston, Director of Library Services, IU-SE; and Julie Nilson, Catalog Dept., Main Library, IUB. Livingston and Nilson are members of the All-University Librarians Promotions and Tenure Committee and David is a faculty representative on the Committee. Banta's remarks were derived from his experience with peer evaluation in the German Department.

Nilson, the first speaker, explained the concept of a "dossier" in contrast to the Perso nel File and its contents. Her comments were in anticipation of the Indianapolis and IUB library faculty meetings, March 9, regarding the Committee's document "Guidelines for Librarians' Promotion and Tenure Dossiers." The Guidelines provide an outline of how the library faculty member can incorporate what

he/she has done in the dossier, how to organize the information and how to prepare a summary statement of activities including the relative weights which the librarian would assign to his/her accomplishments. Of particular importance is the fact that the dossier will require evidence or documentation to substantiate an individual's performance, professional development, research and/or creative activities and service.

Livingston discussed the responsibilities of supervisors to inform their professional staff about the obligations of promotion and tenure. She delineated the role of the supervisor as keeping track of what one's library faculty were doing, making sure that they were preparing the necessary documentation and were ready for the critical decision points in the promotion and tenure process.

Next on the program, Banta focused his remarks on peer evaluation and its various meanings. He noted that it can include "scuttlebutt" from students, evaluation of a faculty member's "product", i.e., the kind of student which he produces, or his/her "likeability" among colleagues. None of these, however, were considered very satisfactory measures by Banta. Instead, he recommended the following areas as the basis for peers to judge one another: (1) publications (with stress placed on content and place of publication); (2) lectures (with stress placed on the nature of the audience and the location of the address); (3) recognition (locally, regionally, nationally); and (4) rate of professional growth. He generally felt that "visiting" the classroom was not valuable because one's peers cannot do so with anonymity nor are they trained as observers to critically evaluate performance. A more common form of peer evaluation is the situation in which several colleagues gather into small groups and discuss their activities and offer criticism and advice. This informal approach, however, is not documentable. Another approach is for the person to be evaluated to provide a list of peers to his/her chairman who then selects individuals from this list and from outside the evaluatee's department--all of whom are then unknown to one another for the purposes of evaluation. Each is asked by the chairman independently to evaluate the objective evidence or materials in the dossier. This latter technique allows for varied feedback using the four criteria outlined.

As the final speaker, David offered his observations on the promotion and tenure process as it applies to librarians

In recent years, he noted that there has been a considerable change in the approach to tenure, and that faculty are generally quite anxious about what is required to obtain tenure today. Tenure used to be granted routinely for "doing a respectable job but that does not seem to be the case anymore." He also observed that when librarians achieved faculty status, there were obvious analogies with the teaching faculty, i.e., teaching in relation to performance, publication to research and so forth. He said that generally it seemed equally difficult for librarians to define and evaluate what is considered professional performance and for faculty to evaluate teaching. However, while faculty are "alone" in the classroom, librarians do work in a more open environment with their colleagues. Creativity for faculty primarily means publication while it has more varied implications for librarians. Community service carries the same meaning for both faculty and librarians. Although the University administration generally looks with favor on individuals involved in the community, David did not think that anyone had ever been granted tenure solely on the basis of service. In conclusion, David stressed the fact that "you must evaluate yourself and have a sense of what you do... It is a mistake to err on the side of modesty!" Such mistakes are probably the reason why do-siers are not as complete as they should be.

Betty Jo Irvine

NATIONAL LIBRARY WEEK AGREEMENT

In September of 1975, InULA made a proposal to Dean Jackson concerning National Library Week activities. The proposal, signed by both the 1974/75 and the 1975/76 executive boards follows, as does Dean Jackson's reply.

Dear Dean Jackson:

In response to the need to define a working relationship between the library and InULA regarding National Library Week activities, InULA's 1974/75 and 1975/76 executive boards wish to offer the following observations and proposal for your consideration. As you are aware, the entirety of the proceeds from our past National Library Week sales has been used for student scholarships. InULA's account with the university's scholarship office is now almost 9,000 dollars; from the interest on this amount, two 200 dollar scholarships can be awarded annually in InULA's name. These scholarship awards certainly

create a very positive image of the library in the eyes of the university community.

Having attained this dollar goal, therefore, we believe that we can start using part of the earnings for other purposes. We do feel that at least 50 per cent of the proceeds from each sale should continue to be used for student scholarships since the basis of our appeal for donations to National Library Week is the funding of scholarships. We also believe that part of the proceeds should be used for continuing education of librarians and support staff through workshops, guest speakers, etc.

In the past, InULA has been able to offer some contributions to the library--a podium, punch bowl and cups for social occasions, a donation to the David Randall Memorial Fund, and some sums of cash for receptions or meetings. We realize that these contributions have been relatively modest; with the entirety of National Library Week proceeds being used for scholarships, however, we have not had available for selective use monies other than membership dues, which are quite small.

Now that scholarship obligations can be continued on a smaller scale than before, we agree that a donation to the library from National Library Week funds is appropriate. We propose, therefore, that 15 per cent of the net proceeds from National Library Week be donated to the library. This percentage would have yielded about 420 dollars this year.

We have spoken about certain tangible benefits resulting from National Library Week sales; in addition, we feel that many intangible benefits may also be realized. We strongly believe that these sales present a positive image of the library system to the university community and that they provide much needed interaction among faculty, students, and library staff.

We would very much appreciate in 1976 the support and cooperation that we have received in past years by having permission to use the facilities and staff time to operate our sales. We sincerely hope that our requests and proposal meet with your approval and anticipate meeting with you to discuss them.

Sincerely yours,
1974/75 Executive
Board and
1975/76 Executive
Board

To: Martin Joachim, President
From: W. Carl Jackson, Dean

I am pleased to receive your memo proposing a better relationship between INULA and the Library. Such improvement is much needed and long overdue and I am pleased and encouraged by both the overture and your proposals.

You can be assured of my fullest cooperation, as well as endorsement of your annual project. I look forward to an opportunity to discuss these matters with you.

NLW 1976

Preparations for National Library Week 1976 are underway. Planned activities include:

1. Art Sale Monday, April 5, 10:00 am to 9:00 pm and Tuesday, April 6 10:00 am to 4:00 pm.
Works of art will be displayed and available for purchase.
2. 7th Annual InULA Book Sale Wednesday April 7, 2:00 pm to 12:00 midnight and Thursday April 8, 10:00 am to 5:00 p.m.
As in the past, all forms of informational materials (books, magazines, records, maps, etc.) will be sold. Donations should be brought to Jim Greaves, Reference Dept., Main Library (337-8028/339-1791). Materials can be picked up at your home.
3. Film Showing Thursday, April 8, 7:00 pm, Graduate Library School Auditorium.
Films produced by individuals--students, faculty, staff, members of the local community will be shown. A \$25.00 prize is offered.
4. Swap Meet Saturday, April 10, 10:00 am to 4:00 pm. The success of this venture depends on you! Bring your unwanted items to swap for someone else's white elephant. A small entrance fee will be charged.
5. Art Display Main Library lobby throughout week.
The display consists of works by students of the Herron School of Art. Some items will be available for purchase.
6. Music in the Lobby
Performances by musical groups will be scheduled.
Watch for details!

The success of these activities depends on volunteers from the library staff. Sign-up to help!

T-SHIRTS and COOKBOOKS

Members of the Monroe County Public Library Staff will make available for sale T-shirts with library slogans. Mrs. Simonson's staff has prepared a cookbook full of specialty recipes from Latin America.

CONSTITUTION COMMITTEE

Joan Brewer reports that the proposed amendments to the Bylaws of the INFLA Constitution were all passed by comfortable margins. In her capacity as the damsel in distress in the Morrison Hall castle, she is issuing a plea for a copy of the amendments that were made to the INFLA Constitution on September 18, 1974. If anyone has a copy of the Constitution updated after that time, it would serve nicely.

Herb Miller

PROGRAM AND SOCIAL COMMITTEE

Anyone wishing to review the discussion on promotion and tenure which took place at the March 4th meeting will find it taped and in the media center of UGL with the number A-261.

Barbara Underwood

CONTINUING EDUCATION COMMITTEE

This year's Continuing Education Workshop "Grantsmanship and Librarians" will be jointly sponsored with the Monroe County Public Library Staff Association and the I.U. Graduate Library School. The focus will be on techniques in proposal presentation and methods of approaching funding agencies in order to successfully secure support for large or small, public or academic library projects. Some of the speakers will be Allen Sevigny, U.S. Office of Education--Library Services, Dr. David Kaser, Graduate Library School, Ruth Beasley, Institute for Sex Research, Ed Howard, Vigo County Public Library, and Janet Wimmer, I.U. Foundation--Grants Information. The event will be at the Poplars Research and Conference Center in Bloomington, May 21 afternoon and May 22 morning. Program details are still being finalized. Lou Calcolmb, Govt. Publications Dept., I.U. Library, is in charge of registration. Please contact her to be placed on the advance registration list.

Janet Jizba

MINUTES OF THE EXECUTIVE BOARD MEETINGS

The InULA Executive Board has met at least five times since a synopsis of their doings has graced these pages.

The July meeting was largely taken up with committee appointments. In addition, it was determined that 15% of the profits from National Library Week activities should be offered for the Dean's Fund as a consideration for facilities and staff time.

The September meeting was heavy on committee reports. Action on bicentennial festivities was postponed pending knowledge of the library's own programs.

At the October meeting, it was announced that the 15th proposal had been accepted by the library. There were further reports from the program and social committee and the constitution committee. The latter entailed a polling of the membership to effect two changes in the constitution.

The November meeting was largely devoted to a discussion of the proposed amendments to the Constitution.

At the February meeting, several committee reports were heard and considerable attention was given to planning activities for National Library Week (April 4-10.) It was resolved to transfer InULA funds from the Monroe County State Bank to the I.U. Credit Union.

During the March meeting, further time was spent on planning for National Library Week. It was determined that there would not be a plant sale this year. Plans were reviewed for the forthcoming workshop on grantsmanship. Some mention was made of choosing a gift for the library.

Herb Miller

