ABSTRACT
        This paper reports on the employment need for
catalogers as perceived by library science students and practicing
library administrators. Library literature provided several
contradictory views on whether there is or is not a significant need
for catalogers today; and, if there is, whether entry level
catalogers or those with experience are in demand. The study
consisted of two populations, one of library science students
enrolled in five northeastern library schools and the other library
administrators in different types of libraries in New York City. The
data were gathered using questionnaires. Cataloging was indicated as
a first choice by only 5.4% of the surveyed library science students.
A large percentage (37%) indicated that they thought there were no
cataloging jobs available. Only 6% said they would immediately accept
a cataloging position if it were offered. The administrators
indicated that they were not having difficulty in finding or
maintaining an adequate professional cataloging staff either because
financial pressures precluded the addition of new staff (35%) or
because their current staff fulfilled their library's need. About 30%
of the administrators required at least one year's experience and 30%
were willing to accept entry level catalogers along with more
experienced applicants. Questionnaires sent to students and
administrators are appended. (Contains 30 references.) (KRN)

ED 363 343

THE STATUS OF CATALOGERS
IN THE FIELD OF LIBRARIANSHIP

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Renee Schwarz

May, 1993

Master's Research Paper by

Renee Schwarz

B.S., Western Reserve University, 1958

M.S. Ed., The University of Akron, 1966

M.L.S., Kent State University, 1993

Approved by

Advisor_____Date__4-27-93

ii

TABLE OF CONTENTS

iii

ACKNOWLEDGMENTS

Acknowledgments are extended to:

Dr. Lois Buttlar for her continuous help, patience
and valuable guidance in the development of this study.

The library administrators who spent time and
effort and provided necessary information for this study.

The library school students for their time and effort
in filling out these questionnaires and sharing their
views on many items.

The administrators of the library schools for
permitting the questionnaires to be distributed and
thus enabling this study to proceed.

5

LIST OF TABLES

CHAPTER I

INTRODUCTION

A library without a cataloger may be as difficult to perceive as a hospital without a nurse. Presumably, neither of the above will ever come to pass, but recent technological advances together with population changes have merged to produce conditions which are potentially threatening to the future of cataloging and, more immediately, to current library science students who may be contemplating this branch of librarianship as a career.

The position of entry-level cataloger appears to be in a catch-22. Surveys indicate that fewer students are taking cataloging.[1] On the other hand, the job of cataloging has been redefined and the new tasks are of a nature that would not be held by a recent graduate from library school. What are they to do, those who are emerging from a library school with a Master of Library Science (MLS) degree and a desire to work in this specialty? Are there any positions for them? Can only the experienced cataloger work in the specialty as it is now?

The view from the other side of this dichotomous situation was also considered. Why are there fewer students? Recent demographic changes causing some concern reveal that

1

there were fewer children born to the "baby boom" generation
and thus a naturally lower supply of potential candidates for
library school in general, and a proporticnally smaller num-
ber for any branch of librarianship, such as cataloging.   Two
more questions needed to be addressed here.   1. Why are those
fewer remaining students choosing cataloging?   2. What is
there about the newly defined cataloger's job that makes it
difficult for an entry level cataloger, e.g., a recent gradu-
ate to obtain?   The preceding queries were instrumental in
establishing a basis for the research problem that is
presented in this paper.

Research studies on the shortage of catalogers have not
been prevalent.   Kenneth Furuta did a study that was related
to the shortage of catalogers, through analysis of job adver-
tisements.[2]   The most current attempt to directly address the
situation was the Symposium at Simmons College, in March of
1989.[3]   Discussions, including advice and proposals, took
place.   It was a heuristic and not a scientific study.   In
1985, the Cataloging and Classification Section (CCS) of the
American Library Association (ALA) formed a task force to
study the issues.[4]   Even though the CCS study was scientific,
and the scope was broad, the year was 1985, and the recent
economic situation plus other variables interceded in the
intervening years to have created an environment which called
for a new study.

At the 1988 Midwinter Placement Center only sixty-five applicants expressed interest in 133 available positions.[⁵] On the other hand, other authors in the literature warn of an expected phasing out of cataloging positions.[⁶] What was the actual situation with respect to cataloging positions in 1992?

Purpose

This paper attempted to discover whether there is a shortage of catalogers and, more specifically, to determine what the shortage represents, i.e., a lack of qualified, experienced catalogers or a lack of applicants at any level of experience, for the position of professional cataloger. A second objective was to determine the rationale behind the library students' decisions and the perspectives of library administrators.

Definitions of Terms

Academic library. A library of or in a university, a four-
    year liberal arts college, a technical institution, or
    a community college.

Cataloger. An individual who performs cataloging duties and
    who holds a Master of Library Science degree, i.e., a
    professional cataloger.

Cataloging courses. Courses taken in the Library and
    Information Science program leading to an MLS degree,
    and including Organization of Library Materials, Serials
    Cataloging, and Descriptive Cataloging. Not all of
    these are included in every library school program.
    Some schools require none and some offer more.

Entry level cataloger. A Professional cataloger who has
    recently graduated from library school and/or who is
    new to this branch of librarianship.

Public library. A library that is operated by a city,
    county, or other governmental subdivision.

Special library. A library that is operated by and for a
    private and/or commmercial establishment.

Technical Services Department. The department of a library
    that includes cataloging, selections, and acquisitions.

Limitations of Study

This study was confined to the Northeastern section of the

United States, as defined by the American Library Association.

Therefore, the findings are not necessarily generalizable to

the status of cataloging in other geographic areas.

CHAPTER II

LITERATURE REVIEW

Robert Holley viewed the problem from a budgetary per-
spective.[7] His implication seemed to be that since technical
services are a significant part of the library's budget, and
with the acquisition flow determining the size of that depart-
ment, a large library, public or academic, would hold more
promise for cataloger applicants. Holley did not foresee a
positive outlook for the cataloger. He predicted that this
branch of librarianship will diminish in numbers, the dupli-
cation of tasks will be reduced, and the surviving catalogers
will fall into four groups: (1) catalogers at the Library of
Congress who will realize the least change, (2) Catalogers in
large research libraries and special collections, (3) Cata-
logers as managers and planners, and (4) Small groups of
librarians who perform selection, cataloging, acquisitions
and reference as integrated functions. A high level of com-
petence will be needed from all catalogers, with a good
subject knowledge and strong bases in library science. Addi-
tional apprenticeships will be needed if this individual is
to be manager and the only degreed librarian on the staff.
If efficiency is a major consideration as noted by Holley,
employment of entry level catalogers will be at a

5

disadvantage. In his discussion of cost benefit, Holley also
indicated that the imperfectly processed book is more avail-
able than the uncataloged book in the backlog. In other
words, it would be preferable to have an entry level cataloger
imperfectly process a book and, by so doing, it would be
accessible to users. While this statement might be viewed as
a reason to hire entry level catalogers, Holley does qualify
it in his article.

Lizbeth Bishoff arrived at a conclusion similar to that
of Holley's, i.e., redefinition of tasks.[8] However, her
outlook was of a positive nature. She further defined the
chance for professional cataloging to include new tasks, such
as systems analysis, thereby implementing the need for plan-
ning, communication and coordinating skills. Perhaps, in
answer to those negative preconceptions of a cataloger,
Bishoff states that library science students must be informed
that catalogers do need to be able to communicate effec-
tively, and that skill is not reserved exclusively for the
reference librarian.

One aspect of a cataloging job includes an evaluative
device that may cause some unease and apprehension, i.e.,
quantity control, or the need to maintain a specific level
of production (number of items to be cataloged). Although
its practice in the library milieu may not be known among
library students, at the same time, it may not be universally
accepted with pleasure by practicing catalogers who also know
that other librarians do not have such production standards

by which they are evaluated.[7] This may be an inference by
Bolin that one must look internally for part of the cause of
the cataloger shortage.[10]

Barnett addressed the cataloger's need for knowledge in
rare books, music, foreign languages, maps and serials.[11]
She also restated a concern voiced to her by a library
school educator that you cannot go into depth in a regular
fifteen-week course. This problem plus the market employ-
ment situation, she contends, are more instrumental in the
cataloger shortage than are the technological intricacies.
Barnett also agreed with Janet Swan Hill who believes that
cataloging can be fun, but this aspect of cataloging is not
being fostered in library school and neither is the opportu-
nity to challenge the intellectual growth of the students.[12]

Janet Swan Hill, in her discussion of the role, supply,
and education of catalogers, has stated that the cataloging
field as a whole might be in danger of fadeout.[13] Four
given reasons for this premise include a fear of being
obliterated, the threat of automation, inadequate prepara-
tion, and recruitment difficulties.[14]

Another aspect of recruitment, choice of specializa-
tion was surveyed by White and Mort who found that while
only an insignificant number of students originally wanted
to be catalogers, several more accepted such a job upon
graduating.[15] This change was attributed by Mort and White
to either an encouragement by faculty or because of actual
job offerings that were available. The authors further

support the above finding by their claim that the shortage
of graduating librarians accepting catalogers' positions is
due to those entry level catalogers' preconceived notions of
the position prior to entering library school, and that, in
actuality, the number of entry level catalogers is growing.

Hill also communicated a concern for those preconcep-
tions of library students.[16] Her concern is extended to the
long-range period and the loss of talented librarians to
other career opportunities. She noted three reasons she
thought were behind the lack of recruits. They are: (1) the
new opportunities for capable women in lucrative professions;
(2) new opportunities in special libraries in the private
sector, and (3) the attitude toward cataloging that the
students in library school are absorbing.

The Heads of Cataloging Discussion Group at the mid-
winter ALA Conference in 1985 focused their meeting on the
lack of applicants for entry level cataloging positions in
all kinds of libraries in the United States. The reasoning
behind this focus was considered by Laurie E. Smith in her
article, "Where Are the Entry Level Catalogers?"[17]

One concern addressed the dwindling supply of graduates
from the library schools which in turn is a consequence of
the lower birth rate of the post baby boom generation. Even
though this situation is applied here to the library field
in general, it seems safe to deduce that if there are less
applicants for all types of library positions, there will be
fewer for a particular library specialty.

Salaries are a significant factor in recruitment. As pointed out by Smith,[18] who referred to Van House[17] and to the 1984 ALA salary survey,[20] the figures indicated that in a range from lowest to highest amounts for entry level catalogers and experienced ones, the mean is closest to the beginning entry level. In the 1991 ALA Survey Report, the status of the cataloger's salary was just one item below the median in an array of eight positions.[21] In that table the top two positions were Director and Assistant Director, respectively. This in itself would not appear dis-couraging. However, the figures are for the mean of all catalogers (from all academic and public libraries, and from all regions). The number for the first quartile is again much closer (by about $10,000) to the starting range than the third quartile figure is to the top of the range, approximately $40,000. There appears to be both hope and at the same time discouragement from these figures. Hope, in that if one gains experience and obtains a position in a favorable situation in a favorable location, the financial remuneration is very encouraging. However, for the begin-ning cataloger, the lower range of salaries leaves much for which to work.

Climate was recognized by the experienced professional librarians at the midwinter conference as a factor in enlisting recruits. The libraries in the "snow belt" areas experienced recruitment shortages that the libraries in the warm and sunny areas did not absorb.[22]

Smith also addressed the effect of automation and the redefinition of cataloging tasks on attracting new cata- logers.[23] A loss of prestige is taking place as tasks are turned over to paraprofessionals. She reiterated the theory expressed by Holley that a cataloger should possess substan- tial knowledge of cataloging rules and basic library science principles.

In a written questionnaire in 1983, followed by a tele- phone interview three years later Patricia Eskoz tried to measure organizational patterns in catalog departments in approximately 160 academic libraries in the United States.[24] In the 1983 questionnaire, one issue looked into cataloging networks. The findings indicated a slight decrease (five per cent) in the number of professional catalogers, and a small increase in the amount of support personnel. Surprisingly, the telephone interviews three years later revealed a stabilizing of staff size. Although some of the author's colleagues had predicted a decline of cataloger positions just prior to the initiation of her research, the results showed less decrease in positions than had been expected.

By 1986 there were even some shortages, but Eskoz did not believe that this particular branch of librarianship experienced much growth.

Furuta also wrote on the impact automation had on staff- ing the catalog department.[25] As more duties were being given to support staff there was less need for professionals. But the difficult items which remained required qualified

catalogers for whom a shortage developed. Furuta also men-
tioned that the shortage affected the job advertisements for
catalogers. His study included an analysis of the advertise-
ments for catalogers. The time frame for his study extended
from 1970 through 1989. Furuta noted that the data did not
reflect an accurate picture of the job market due to the
profusion of listings for administrative jobs. Furuta's
reasoning was that there were not many qualified candidates
to fill such a post in that local area. Thus, a search on a
national scale was needed. Although this would seemingly
have little interest or application for recent graduates from
library schools, it would point out that libraries will con-
duct an extensive search to fill top-of-the-range positions.
Another interesting finding was that the academic libraries
accounted for 84.05% of the non-administrative advertisements.
Furuta stated that a similar finding was made by a task force
of a division of the ALA.[26]

Contrary to Holley, Smith, Swan and others who discussed
new supervisory functions for professional catalogers, Furuta
did not find such to be true after 1984.[27] He also refuted
the idea, through his findings, that the future role of the
cataloger was a holistic one. His conclusion seemed to be a
denial of the findings. His rationale was based on the
uncontrolled variable of advertisements themselves and the
type of library that places advertisements. One example
given was that if less catalogers were needed there would

be less postings.   The reverse occurred.   There were more

postings due to a lack of qualified catalogers.[20]

CHAPTER III

METHODOLOGY

The survey served as the basic methodology for this study. Two different populations were used, library administrators and library science students. The sample from the student population consisted of the individuals enrolled in the Summer 1992 library science programs at Queens College, City University of New York; University of Rhode Island; Rutgers University; Southern Connecticut State University; and Kent State University, Kent, Ohio, the school where the research project was undertaken. The administrative sample was composed of seventeen library administrators from libraries in the New York City metropolitan area, encompassing academic and special libraries. The number of units in the student sample was 333.

The criterion for selection of the schools was accreditation of their library science program by the American Library Association, under STANDARDS FOR ACCREDITATION, 1992, and maintained according to most recent site visits.

The New York City area was chosen for the administrative sample for the following reasons: (1) an extensive and diversified array of libraries, (2) the existence of several library school programs, and (3) a potential for job opportunities in the cataloging field due to the preponderance

13

of libraries that have the capacity for cataloging facilities.

Questionnaires were mailed to the samples, and, in the case of the students, were also distributed to their mail-boxes in their respective library schools. Two different versions of the questionnaires were used, one for the students and another for the administrators. The responses were returned via self-addressed stamped envelopes.

The content of the student version was designed to survey reasons for and against becoming a cataloger, level of intent to pursue this branch of librarianship, and perception of the job market in the northeastern section of the United States. The administrator's version surveyed staff size of the respondent's library, including total staff and number of catalogers, hiring policy as applied to level of experience preferred, existence of a current search for catalogers, views on present supply of entry level catalogers, and their (administrators) perspectives on the future of cataloging.

Responses to questions were submitted to statistical analysis where the sample was adequate in number. The administrators' responses were perused and manually tabulated. Open-ended replies were individually considered and reported as applicable to specific items on the questionnaire.

CHAPTER IV.

DATA ANALYSIS

Questionnaires for students in Library Science were distributed to 636 persons enrolled in programs leading to the degree of Master of Library Science (MLS) in library schools accredited by the American Library Association. Of the 333 responses that were received by the researcher, three hundred were included in the EDD data editor of the SAS computer application program (see table 1). Ten of the respondents returned blank questionnaires and twenty-three responses arrived too late to be included in the computer file. The latter are considered in a narrative review of the open-ended comments made by the respondents.

The questionnaires were presented to the students during the summer session of the library schools. The summer enrollment is composed of part-time and full-time students, many of whom maintain employment in a school- related setting during the regular school year, i. e., September-to-June. Although this situation may be conducive to full-time studies in the summer the number of part-time students is twice that of full-time students (see table 2).

15

TABLE 1

DISTRIBUTION OF RESPONSES

Questionnaires	N = 636	f	%*
Usable		300	47.2
Blank		10	1.6
Late		23	3.6
Total Received		333	52.4

* Based on 636 questionnaires mailed

TABLE 2

DISTRIBUTION OF REPONDENTS BY STATUS (FULL-TIME/PART-TIME)

Status	N = 300	f	%
Full-time		95	31.7
Part-time		205	68.3
Total		300	100.0

16

The respondents were asked to indicate how much of their graduate program had been completed. Of the three variables (each considered separately), the greatest frequency is in the group that has completed half or less than half of their program (see table 3). Almost an equal number of respondents attained over 50 percent completion or graduated by 1992. Summarily, while 41 % completed less than half of their graduate studies in Library Science, the "cumulative percent" of the other two variables is fifty-one, an amount that is not considered substantial.

When asked to indicate a first choice in type of position, the two most frequent responses were "Children/YA" and "Adult Reference" (see table 4). Not far behind the latter was the undifferentiated response of "Other" which was supplemented by narrative statements specifying what that "Other" choice signified. The figures representing "Children/YA librarianship"(103 or 34.7%) may be explained partially by the fact that the regular school session was not in progress during the summer when this questionnaire was distributed, this being the most opportune time for school-based personnel to pursue advance studies at the university. "Adult Reference" (93 or 31.3%), was only 3.3 percentage points behind "Children/YA," and appears to be a close second in frequency of preferred type of library position. Cataloging, the subject of this paper, is not revealed as a desirable alternative, and shares the same low percentage (5.4%) with "Archival/Preservation."

TABLE 3

DISTRIBUTION OF STUDENT RESPONDENTS BY AMOUNT
OF MLS PROGRAM COMPLETED

Completion	N = 300	f	%
0 - 50%		123	41.0
51 - 95%		89	29.7
MLS by 92		88	29.3
Total		300	100.0

TABLE 4

DISTRIBUTION OF RESPONSES BY FIRST PREFERENCE
IN TYPE OF LIBRARY POSITION

Preference	N = 300	f	%
Children/YA		103	34.7
Adult Reference		93	31.3
Other		69	23.2
Cataloging		16	5.4
Archival/Preservation		16	5.4
Total		300	100.0

A hyp.thetical query was posed in the questionnaire
to determine the extent of practical interest in cataloging
or, at the other end of the spectrum, the degree of definite
negativism. In table 5, a very small minority responded
that they would accept a cataloging position if it were
offered to them immediately. This number is almost identi-
cal to the percentage of those who responded that cataloging
was their first preference in type of library positions (see
table 4). Also, in table 5, there were 28% whose disinter-
est was so intense as to preclude acceptance of an offer of
employment. Over half of the respondents did not totally
reject such an offer, but stated that it would be considered
only as a last resort. Slightly over fifteen percent indi-
cated that an immediate offer of a cataloging position would
be seriously considered.

It was further learned that only 17.3% intended to
take additional cataloging courses (see table 6). This
number is comparable to the 15.1% in table 5 who said that
they would give serious consideration to an immediate job
offer in cataloging. A definite distaste for this aspect
of librarianship could also be suggested by the 82.7% who
indicated no plans for further catalog training shown in
table six.

TABLE 5

DISTRIBUTION OF RESPONSES BY INTEREST IN IMMEDIATELY
AVAILABLE CATALOGING POSITION

Interest	N = 300	f	%
No Interest		84	28.0
Might Consider		153	51.2
Seriously Consider		45	15.1
Accept Immediately		17	5.7
Total		300	100.0

TABLE 6

DISTRIBUTION BY INTEREST IN ADVANCED
CATALOG TRAINING

Interest	N = 300	f	%
Yes		51	17.3
No		244	82.7
Total		300	100.0

20

27

Table 7 indicates in frequency and percentage the factors influencing the respondents' disinterest in cataloging. The largest block of responses revealed that this type of work does not suit their personalities. "Uninteresting courses" attained the second highest frequency, but that was less than twenty percent. Very few, eleven and ten, (3.9% and 3.5%) believe that discouragement from professional librarians, or underactive recruitment, respectively, were responsible for their lack of enthusiasm for cataloging. Slightly more, but still not noteworthy, was the frequency of responses indicating a poor outlook.

Among those indicating an interest in cataloging, per-centages close to or slightly over fifty were attributed to factors of "Relationship to Online Technology," "Enjoyment of Detail and Precision," and to "Other" reasons (see table 8). Of this small amount, 10.8%, it appears as if "Interesting Courses" or "Relation to Law" were apparently not motivating forces toward a career in cataloging. In table 8, the figures under the column heading "N" represent the total responses for each of the factors, regardless of their ranking by the respondent.

If all rankings (1 - 4) were weighted and taken into consideration, the order of frequency of preferences for cat-aloging would remain the same with respect to the first two categories. Using the weighted formula the rank order would be: 1. Enjoyment of Detail and Precision, 2. Relation to Online Technology, 3. Interesting Courses, 4. Relation to Law, and 5. Other.

TABLE 7

DISTRIBUTION BY REASONS AGINST A CATALOGING CAREER

Reasons N = 283	f	%
Discouragement from Professional Librarians	11	3.9
Lack of Recruitment	10	3.5
Courses Not Interesting	55	19.4
Unsuited to Personality	161	56.9
Poor Outlook	?7	9.5

Percentages do not total 100% because of the
opportunity to respond to more than one option.

TABLE 8

DISTRIBUTION OF PRO-CATALOGING FACTORS
RANKED NUMBER ONE

Factors	N	f	%
Interesting Courses	57	5	8.8
Relation to Law	51	1	2.0
Relation to Online Technology	69	32	46.4
Enjoy Detail	68	36	52.9
Other	17	10	58.8

Percentages do not total 100% because of the
opportunity to respond to more than one option.

22

The student respondents, all from the northeast section of the United States and, more specifically, from library schools in the states of Connecticut, New Jersey, New York, Rhode Island, and Ohio, were asked about their perceptions of the job market for catalogers in that same area. The researcher attempted to explore the frequencies of optimistic/pessimistic perceptions and the choice or rejection of a cataloging career. Simple distribution figures in table nine, including frequencies and percentages, reveal that there was no clear-cut perception evident among the students. In fact, the largest proportion of responses (101 or 36.33%) indicated an absence of any perception, negative or positive. The 10.43% of "Other" responses included comments on job opportunities in general.

As indicated in tables 3 and 10, students completing this questionnaire were at various stages in the extent of their completion of the MLS program. For reasons of expediency these levels were condensed into three groups: (1) 0 - 50% completion, (2) 51 - 95% completion, and (3) those who already had or expected to have graduated in 1992.

In how many instances did this factor (extent of program completed) have any impact on their choice of library specialty? Is cataloging an option that would be considered only by students who had taken most of their courses and could then use some comparative means to make a final decision? Were beginning students more likely to choose an area such as

TABLE 9

DISTRIBUTION BY PERCEPTIONS OF JOB MARKET
FOR CATALOGERS IN THE NORTHEAST

Perceptions N = 278	f	%
Shortage of Catalogers	50	18.00
Shortage of Entry Level Catalogers	50	18.00
Ratio of Jobs to Applicants is Equal	39	14.00
Shortage of Jobs but I'll Wait	9	3.24
Have No Perception	101	36.33
Other	29	10.43
Total	278	100.0

24

Children/YA Services or Reference since they had already

had exposure to them in a non-professional capacity

throughr   ir childhood, youth, and undergraduate studies?

The finding., ⅼ· table 10 do not provide an answer to these

questions.   The Chi Square value is 14.545 and the probabil-

ity factor, 0.069, is beyond the point of significance;   27%

of the cells had counts less than five.

There were two other attempts to discover whether the

extent of program completion had any significant relationship

to the other variable.   Table 11 shows the results of compar-

ing the extent of program completion with interest in an

immediately available cataloging position.   A possible con-

sideration was whether there would be more graduates or

near-graduates ready to accept an immediately offered

position.

In light of the economic situation during the summer

of 1992, the perceptions of the library students regarding

the job market for catalogers were considered.   Data was

gathered illustrating how many of the students in each of the

three levels of program completion perceived the need for

catalogers.   Table 12 indicates these facts, and, in addition,

reveals that the greatest amount (frequencies and percen-

tages) had no perception at all, and amongst the three groups

of students, the new students had the least number of per-

ceptions, with the other two groups, in ascending order,

having more.

TABLE 10

RELATIONSHIP OF PROGRAM COMPLETED AND CHOICE OF LIBRARY SPECIALTY

Library Specialty	0 - 50%		51 - 95%		MLS by '92		Total	
N = 297	f	%	f	%	f	%	f	%
Adult Reference	43	14.48	17	18.28	33	35.48	93	100.00
Cataloging	8	50.00	5	31.25	3	18.75	16	100.00
Children/YA	44	42.72	36	34.95	23	22.33	103	100.00
Archival/Preservation	5	31.25	5	31.25	6	37.50	16	100.00
Other	20	28.99	26	37.68	23	33.33	69	100.00
Total	120		89		88		297	

Extent of Program Completed

Chi Square Value = 14.545
P = .06
df = 8
Sample Size = 297

Warning: 27% of the cells have expected counts less than 5. Chi Square may not be a valid test.

TABLE 11

CROSS TABULATION OF PROGRAM COMPLETED AND INTEREST IN
IMMEDIATELY AVAILABLE CATALOGING POSITION

Extent of Program Completed

Interest	0 - 50%		51 - 95%		MLS by '92		Total	
N = 299	f	%	f	%	f	%	f	%
No Interest	30	35.71	28	33.33	26	30.95	84	100.00
Might Consider	64	41.83	46	30.07	43	28.10	153	100.00
Seriously Consider	20	44.44	10	22.22	15	33.33	45	100.00
Accept Immediately	8	47.06	5	29.41	4	23.53	17	100.00
Total	122		89		88		299	100.00

Chi Square Value = 2.698
P = 0.846
df = 6
Sample Size = 299

36

TABLE 12

CROSS TABULATION OF PROGRAM COMPLETED AND PERCEPTION OF
JOB MARKET FOR CATALOGERS IN THE NORTHEAST

	Extent of Program Completed							
	0 - 50%		51 - 95%		MLS by '92		Total	
Perception	f	%	f	%	f	%	f	%
N = 278								
Shortage of Catalogers	22	44.00	10	20.00	18	36.00	50	17.99
Shortage of Entry Level Catalogers	16	32.00	18	36.00	16	32.00	50	17.99
Ratio of Jobs to Applicants about Equal	18	46.15	11	28.21	10	25.64	39	14.03
Shortage of Jobs but I'll Wait	3	33.33	2	22.22	4	44.44	9	3.24
Have No Perception	49	48.51	31	30.69	21	20.79	101	36.33
Other	4	13.79	13	44.83	12	41.38	29	10.43
Total	111	39.93	85	30.58	82	29.50	278	100.00

Another timely consideration was the degree of interest
in an immediately available cataloging position by respon-
dents who had indicated their first choice among types of
library positions, i. e., Adult Reference, Cataloging,
Children/YA, Archival/Preservation, and "Others." Would
those whose first choice was cataloging overwhelmingly,
immediately, accept such a position if it were offered;
whereas, would there be less enthusiastic responses to such
an offer among those contemplating Children/YA Services for
their career choice?

Table 13 reveals a partial response to the first ques-
tion, but stated in negative syntax. None of the student
respondents who selected cataloging as their first choice
indicated "No Interest" nor would they merely consider an
immediately available offered position. Conversely, only
one individual (5.88%) of all those who would accept such an
offer was among those who were going into Children/YA
Services. This percentage is very similar to that of the
proportion of respondents among the total sample who were
anxious to accept this immediate job offer (5.72%). A
relationship between the variables, i.e., degree of interest
in the immediate job offering and choice of library position,
is revealed in the Chi Square value of 115.902 and the
probability factor of 0.000. However, a warning is issued
that 35% of the cells have expected counts less than five,
and that Chi Square may not be a valid test.

TABLE 13

RELATIONSHIP BETWEEN CHOICE IN TYPE OF LIBRARY POSITION AND INTEREST IN IMMEDIATELY AVAILABLE CATALOGING POSITION

Type of Library Position Preferred

Interest in Available Cataloging Position	Adult Ref.		Cat.		Child./ YA		Arch./ Pres.		Other		Total	
N = 297	f	%	f	%	f	%	f	%	f	%	f	%
No Interest	23	24.73	0	0.00	38	36.89	2	12.50	20	28.99	83	27.95
Might Consider	56	60.22	0	0.00	57	55.34	9	56.25	31	44.93	153	51.52
Seriously Consider	11	11.83	7	43.75	7	6.80	3	18.75	16	23.19	44	14.81
Accept Immediately	3	3.23	9	56.25	1	0.97	2	12.50	2	2.90	17	5.72
Total	93	31.31	16	5.39	103	34.68	16	5.39	69	23.23	297	100.00

Chi Square Value = 15.902
P = 0.000
df = 12
Sample Size = 297.
Warning: 35% of the cells have counts less than five. Chi Square may not be a valid test.

41

While library students were responding to one question-
naire form another version had been sent to twenty-nine
administrators of libraries in cities in the Northeast sector
of the United States. Seventeen (58.62%) returned and com-
pleted the questionnaires. Twelve of the seventeen (70.59%)
indicated that they are directors, and five (29.41%) of the
responding administrators are department heads.

Being administrators, an important aspect of their posi-
tion would include human relations and, more specifically,
the hiring of new staff. In table 14, the distribution of
their respective roles in the hiring process is displayed.
The most sizable segment of the respondents (58.82%) stated
that they had complete authority to hire.

The size of the professional library staff, including
catalogers, was also surveyed and is shown in table 15. The
distribution figures indicated that only two (11.76%) had
twenty-one or more professional librarians and the largest
proportion of libraries represented by the responding admini-
strators (64.71%) maintained a professional cataloging staff
of one to three persons. Four libraries had no catalogers,
but, in the comments, two of the latter were libraries that
were part of a larger library system in which the cataloging
department and its staff were at a different location. Owing
to the guaranteed anonymity of the responses, cross-
referencing the component with the central processing center
could not be performed. One of the administrators represen-
ted a library with seven to nine professional catalogers.

TABLE 14

DISTRIBUTION BY ROLES IN THE HIRING PROCESS

Roles N = 17	f	%
Complete Authority	10	8.62
Offer Recommend. to Indiv. Having Authority	3	17.65
Member of Committee Having Authority	2	11.76
Member of Committee Making Recommend.	2	11.76
Total	17	100.00

TABLE 15

DISTRIBUTION BY SIZE OF PROFESSIONAL LIBRARIAN STAFF

Interest N = 17	f	%
1 - 10	12	70.59
11 - 20	3	17.65
21 - 30	2	11.76
Over 30	0	0.00
Total	17	100.00

43

Once again, the role of the administrator in gauging the need for catalogers was explored via several items in the questionnaire. One of the commonly used means for locating professional staff is a search. However, not all libraries were conducting a search, the reasons ranging from "Financial" (6 or 35.29%) to "sufficient number of current staff" (8 or 47.06%). Two did not answer the question and one indicated "Other." Of those administrators who were looking for new cataloging staff, what were their problems, if any, in finding same? Six (35.29%) replied that they were encountering difficulty, two or 11.76% indicated "N/A" and six (35.29%) did not respond to this question.

It was considered a definite possibility that the job qualifications and/or job description could be a factor in finding that staff. Table 16 indicates in frequencies and percentages the distribution of experience requirements for a professional cataloging position as stated in the administrators' responses. None of the respondents indicated that they expected four or more years' experience. Less than 30% of the respondents would accept applicants with less than one year's experience, but the same percentage would be willing to hire entry-level catalogers along with experienced ones. Slightly less than 25% of the administrators did not respond to this question and three administrators noted "Other" in answer to Item 5, regarding the hiring policy.

TABLE 16

DISTRIBUTION BY EXPERIENCE QUALIFICATIONS

Qualifications N = 17	f	%
Four or More Years	0	0.00
One Year	5	29.41
Accept Entry Level Applicants	5	29.41
Others	3	17.65
No Response	4	23.53
Total	17	100.00

34

The issue of supply and demand for catalogers was further addressed in requesting the respondents' views on the sufficiency of the current number of MLS graduates. There were no administrators who believed that there was a surplus supply of new catalogers. Ten others responded in comparative quantitative terms, six (35.29%) believing that there were adequate numbers; and 23.53% did not think there were enough new catalogers coming out of library schools.

One of the most interesting facets of the survey was the respondents' perspective of the cataloger's job. To what extent does the classic image of librarians performing original cataloging still exist? Table 17 shows that among the sample of seventeen, eight (47.06%) libraries maintained between five to ten percent original cataloging and only one performed up to fifty percent original cataloging.

If there is a need for more catalogers, what will their role be in the future? If there is an abundant or excessive number of prospective catalogers in library schools what will they do when they graduate? Table 18 provides a few figures on administrators' perceptions of the cataloger's job in ten years from the present. Seven (41.18%) envision the position as being almost totally computer-based with 0 - 5% original cataloging. Almost 25% of the respondents visualized new creative applications in cataloging; none of them expected this specialty to disappear.

TABLE 17

DISTRIBUTION BY EXTENT OF ORIGINAL CATALOGING

Extent	N = 17	f	%
0 - 4%		1	5.88
5 - 10%		8	47.06
25%		2	11.76
50%		1	5.88
Other		3	17.65
No Response		2	11.76
Total		17	100.00

TABLE 18

DISTRIBUTION BY ADMINISTRATORS' PERCEPTIONS
OF CATALOGING IN TEN YEARS

Perceptions	N = 17	f	%
Computer-based		7	41.18
Supervisory/Administrative		3	17.65
New Creative Applications		4	23.53
No Change		3	17.65
Fade-out		0	0.00
No Response		0	0.00
Total		17	100.00

CHAPTER V.

SUMMARY AND CONCLUSIONS

Prior to considering the findings relating to the subject
of this paper, i.e., the need for professional catalogers, a
preliminary digression is presented regarding the response to
the questionnaires and the individuals who responded to them.
As seen from the data presented in the previous chapter, the
overall response was not substantial, i.e., just a simple
majority of the total distributed. In view of the fact that
it was during the summer that these questionnaires were dis-
tributed, some considerations are addressed here.

Summer vacation schedules of library administrators may
have coincided with the arrival of the questionnaires. Library
students not enrolled in courses during the summer and/or who
did not visit their library school and mailboxes during that
time would not have received the questionnaire. Upon return
to their library positions or to classes at the end of summer,
it is possible that a number of prospective respondents
assumed that it was too late to send in the responses even
though no deadline date had been noted in the cover letter
or questionnaire.

The intent had been to provide as convenient and burden-
free an instrument as possible, thereby hopefully increasing

37

48

the prospects for a sizable rate of response. To the 340
respondents (students and administrators) who completed and
returned their questionnaires, this study is indebted.

In addition to answering the structured questions the
respondents provided open-ended commentary that supplemented
the information gleaned from the multi-choice items. These
statements, by their personal reflections, helped to clarify
some data results which were not conclusive.

As mentioned in the previous chapter there were more
than twice as many part-time students enrolled in the 1992
summer sessions of the library science programs as there were
full-time students. Bei ᴊ graduate programs, the enrollees
follow a schedule that is in harmony with their job, whether
they teach in the public schools, as do many of the respon-
dents mentioned in the comment section, or hold positions in
a library. In the case of the former, although they may have
the whole summer away from their positions, they may only be
interested in courses in Childrens/YA Services, and the num-
ber of courses of that nature available may only comprise
enough credits to qualify for part-time status.

The impact of the level of program completion on the
responses to the items on the questionnaire brings forth a
few points. Having completed most of their MLS program did
not lead more library school students to consider cataloging;
rather the reverse occurred, i.e., the interest dwindled
with the level of program completion. The same regression of
interest occurs in the area of "Children/YA" librarianship

49

although the number indicating this choice is greater at each of the three levels of program completion. Also, of some surprise to the researcher, is the disinterest in acceptance of an immediately available cataloging position, especially by those who were closely approaching graduation. However, as noted previously, most of the students are of part-time status and already hold positions of employment. Therefore, the financial need to secure a job may not be significant enough to transcend an overwhelming interest or disinterest in a particular field.

At this point the question of "why" or "why not" may be applied to such a negligible interest in the field of cataloging. The outstanding proportion of respondents who did not want to be catalogers felt that their personalities were not compatible with the characteristics which they perceived to be part of the job; and, according to the responses of the individuals who would be interested in cataloging, the two factors that were most responsible for their interest are an enjoyment of detail and cataloging's relation to online technology. One individual expressed such strong sentiment against this type of job to the extent that it would precipitate erratic behaviors upon being released from the constraints of such a job at the end of a workday.

One of the most outstanding examples of distaste for cataloging to appear in the responses is the rejection of further catalog training. Although comments under this item were almost nil, remarks entered elsewhere on the questionnaire,

but relevant here, suggest that several students did not
benefit from the basic cataloging course and were therefore
discouraged from following through with advanced courses.

As the focal point of this study, the job market for
catalogers was addressed several times in the questionnaires,
both to the administrators and to the students. Understand-
ably the students newest to the program have fewer percep-
tions concerning this job market, and the other two groups
in ascending order of their level of program completion had
a better idea of this situation. Nevertheless, among all
responses by all three levels of program completion, those
answering "no perceptions" are more than twice the proportion
of any single perception. From the comments it appears as if
many respondents who are not interested in this specialty did
not make any inquiries into the employment picture for cata-
logers. A few others state that they do not have enough
knowledge and information on the subject to have a perception.
Several other respondents believe that there is a shortage of
cataloging positions, but that they require skills and experi-
ence that an entry level cataloger would not possess, thereby
producing a shortage of entry level cataloging positions.

In the prior chapter it was noted that twenty-three
responses arrived too late for statistical analysis. They
were reviewed and the responses to the items provide results
that are similar to those discussed above. Very slight vari-
ations include a preponderance of students who selected adult
reference as a first choice as opposed to the near equal ratio

of Children/YA and adult reference choices among the 300
statistically analyzed responses. The respondents in this
small group were, on the other hand, more evenly divided as
to a complete rejection of an immediately available cata-
loger's job and whether such an offer might be accepted.

From the responding administrators it is found that
although less than one-third expect at least one year of
experience, the same amount would also accept an entry level
cataloger. The responding administrators in this survey are
representative of small libraries with proportionately small
professional librarian/cataloging staffs. There were no sub-
stantial searches in progress; neither were they encountering
any problems of note in finding any needed catalogers. In
other words, they have what they need at the moment. This
is not surprising in view of the economic climate in the
Northeast in the summer of 1992. Additionally, these adminis-
trators do not believe that there is an overabundance of entry
level catalogers graduating from library schools, but neither
do they believe that original cataloging will comprise more
than five percent of a cataloger's job in ten years from now,
any more than it does so now. Therefore, it appears as
if this one skill (original cataloging) which does require
a professional level will mean less of a need for MLS
catalogers, and perhaps even less so, for those at the
entry level.

Recommendations for Future Research

For future studies it would be advantageous to sample a population of library administrators and library students in other geographic areas and thereby develop comparison figures on the need for professional catalogers that would be helpful to library students about to enter the job market.

A parallel study, using a large sample of library administrators (similar to the number of library students in this research project) is recommended for substantial correlation analysis. A task force, such as that instituted in 1988, or several independent studies would be most valuable in such an endeavor.

School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent
STATE UNIVERSITY

P. O. Box 5190, Kent. Ohio 44242-0001

RE: STATUS OF CATALOGERS IN THE FIELD OF LIBRARIANSHIP

June 22, 1992

Dear Library Administrator:

The enclosed questionnaire is part of a survey for my research
paper as partial fulfillment toward the requirements for a Master's
Degree in Library and Information Science. This survey is an
effort to determine whether there is a current shortage of
catalogers in general and, if so, in which specific level of
capacity. Shortages of catalogers have been reported in library
literature. The question at hand is whether the shortage is for
all professional catalogers, for the experienced professional
cataloger, or for those just emerging from library schools.

To gain insight into this problem it appeared necessary to
determine hiring practices, employment statistics and perspectives
of library administrators. Your position as administrator together
with your experience in the field provide the perspective needed
for analyzing this comprehensive problem. Although your
participation is critical to this project, it is of course
voluntary and you may withdraw at any time, or should you decide
not to return the questionnaire there would be no penalty of any
kind. There is no risk involved, and your anonymity is assured.

If you have any questions or concerns about this study you may
contact me at 216-688-7768, or my adviser, Dr. Lois Buttlar, at
216-672-2782. If you have questions concerning the rules for
research, please contact Dr. Eugene Wenninger at the Office of
Research and Sponsored Programs (216-672-2070).

Thank you very much for your cooperation. A self-addressed stamped
envelope is enclosed for your convenience. The results of the
study will be available upon request.

Sincerely,

Renee Schwarz

Renee Schwarz
Graduate Student
3828 Oneida St.
Stow, Ohio 44224

43

APPENDIX 2

QUESTIONNAIRE FOR ADMINISTRATORS

Please place an X on the line next to your response.

1. What is your position at this library?

    _ Director

    _ Assistant Director

    _ Human Resources Director

    _ Department Head

    _ Other (please specify)_____

2. What is your role in the hiring process?

    _ Complete authority to hire new employees

    _ Offer recommendations to individual or committee in charge
    of hiring.

    _ Member of committee which has total responsibility for hiring

    _ Member of committee which makes recommendations

3. How many professional catalogers do you currently employ?

    _ 0   _ 1-3   _ 4-6   _ 7-9

    _ other (please explain)_____

4. If not currently conducting a search for catalogers, is the reason:

    _ financial

    _ current professional cataloging staff is sufficient

    _ other (please explain)_____

5. In searching for professional catalogers, your policy is to hire:

    _ only those individuals with 4 or more years experience

    _ persons with at least one year's experience

    _ entry level catalogers (recent MLS graduates with no experience)
    in addition to those with cataloging experience

    _ other (please explain)_____

55

6. In your professional opinion, library schools are turning out:

    _ an adequate number of professional catalogers

    _ an inadequate number of professional catalogers

    _ an overabundance of professional catalogers

7. In your current or most recent search (within last three years) did you encounter difficulty in finding that cataloging staff?

    _ yes

    _ no

8. How many professional librarians are employed at your library?

    _ 1-10

    _ 11-20

    _ 21-30

    _ over 30

9. How much of your library's cataloging is original cataloging?

    _ 0%

    _ 5%-10%

    _ 25%

    _ 50%

    _ other (please explain)_____

10. How do you envision the cataloger position in ten years from now?

    _ almost totally computer-based, with 0%-5% original cataloging

    _ almost totally supervisory-administrative in nature, with 0%-5% of work involvement with cataloging (original or copy)

    _ development of new creative applications to be used in cataloging

    _ no significant change

    _ almost total fadeout of position, with professional librarians from other departments/functions performing cataloging work

School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent
STATE UNIVERSITY

P O Box 5190, Kent, Ohio 44242-0001

RE: STATUS OF CATALOGERS IN THE FIELD OF LIBRARIANSHIP

June 22, 1992

Dear Library Science Student:

The enclosed questionnaire is part of a survey for my research
paper for a Master's Degree in Library and Information Science.
This survey is an effort to determine whether there is a current
shortage of catalogers in general and, if so, in which specific
level of capacity.

Shortages of catalogers have been reported in the library
literature. The question at hand is whether the shortage is for
all professional catalogers, for the experienced professional
cataloger, or for those just emerging from library schools.
To gain insight into this problem it appeared necessary to find out
how current library science students feel about this aspect of
librarianship, e.g., is it a serious career option or the last in
a ranking of library career specializations.

As a Master's student in a school maintaining a reputation for
quality and innovation, your perceptions are important to this
study. Although your participation is critical to this project, it
is of course voluntary, and if you should decide not to return the
questionnaire there would be no penalty of any kind. In addition,
you can cease participation at any time without penalty. There is
no risk involved, and your anonymity is assured.

If you have any questions about this study you may contact me at
216-688-7768, or my adviser, Dr. Lois Buttlar at 216-672-2782. If
you have any questions concerning the rules for research at Kent
State University, please contact Dr. Eugene Wenninger at the Office
of Research and Sponsored Programs (216-672-2070).

Thank you very much for your cooperation. A self-addressed stamped
envelope is enclosed for your convenience. The results of the
study will be available upon request.

Sincerely,

Renee Schwarz

Renee Schwarz
Graduate Student
3828 Oneida St.
Stow, Ohio 44224

APPENDIX 4

QUESTIONNAIRE FOR LIBRARY SCIENCE STUDENTS

Please circle one letter to indicate your response to each question.

1. What is your student status in this library school program?

   a. full-time

   b. part-time

2. Approximately how much of the MLS program have you completed?

   a. 0-50%

   b. 51-95%

   c. Expect to receive MLS degree in December, 1992.

3. What type of library position would be your first choice, immediately following graduation?

   a. adult reference

   b. cataloging

   c. childen and/or youth services

   d. archival/preservation

   e. other, (please specify)_____

4. How interested would you be if a cataloging position were offerred to you immediately after graduation?

   a. no interest at all

   b. I might consider it if there were no other alternatives.

   c. I would seriously consider it along with other firm offers of a similar cataloging position.

   d. I would apply for it immediately.

5. Do you intend to pursue additional catalog training (beyond core requirements) while still a student in this library program?

   a. yes

   b. no

6. If you have _no_ desire to be a cataloger, what factors were influential in this conclusion.

   a. discouragement from professional librarians

   b. lack of or minimal effort in recruitment

   c. courses not interesting

   d. that type of work is not suitable to my personality

   e. poor outlook for future

7. If you would like to be a cataloger, please rank your reasons, 1-4 with 1 being the most important.

   _ interesting courses

   _ evaluation by use of AACR2 has some similarity to law

   _ enjoy its relationship to online technology

   _ enjoy work that is detail-oriented and demanding of precision

   _ other, please explain_____

8. What is your perception of the job market for catalogers in the North East section of the United States?

   a. There is a shortage of catalogers.

   b. There is a shortage of entry level catalogers, i.e. recent graduates with an M.L.S. degree.

   c. The ratio of jobs to applicants is about equal.

   d. There is a shortage of jobs, but I want to be a cataloger so much that I'll get in line and wait.

   e. other_____

ENDNOTES

[1]"CCS Task Force on Education and Recruitment for
Cataloging Report, June 1986, RTSD Newsletter 11 (1986);
quoted in Janet Swan Hill, "Recruitment for Cataloging," in
Librarians for the New Millenium, eds. William E. Moen and
Kathleen M. Heim, (Chicago: American Library Association,
1988), 26-28, 34-36.

[2]Kenneth Furuta, "The Impact of Automation on
Professional Catalogers," Information Technology and
Libraries 9 (September 1990): 242-251.

[3]Janet Swan Hill, "Stalking the Elusive Cataloger,"
American Libraries 20 (May 1989): 458-460.

[4]Hill, "Recruitment," 26.

[5]Thomas M. Gaughan, "A Job Seekers' Market for
Librarians," American Libraries 19 (March 1988): 181.

[6]Robert P. Holley, "The Future of Catalogers and
Cataloging," The Journal of Academic Librarianship 7 (May
1981) 90; Janet Swan Hill, "The Literature of Description
and Cataloging, 1988," Library Resources and Technical
Services 33 (July 1989): 265; Laurie E. Smith, "Where Are
All the Entry Level Catalogers?" Journal of Library
Administration 6 (Summer 1985): 34.

[7]Holley, "Future," 90.

[8]Lizbeth J. Bishoff, "Who Says We Don't Need
Catalogers"? American Libraries 18 (September 1987): 694.

[9]Mary K. Bolin, "Make A Quick Decision in (Almost) All
Cases: Our Perennial Crisis in Cataloging," The Journal of
Academic Librarianship 16 (January 1991): 358-359.

[10]Ibid. 360.

[11]Judith B. Barnett, "Bibliographic Networks and the
Cataloger Crisis," The Journal of Academic Librarianship 14
(May 1988): 100.

47

[12]Janet Swan Hill, "Wanted Good Catalogers," American Libraries 16 (November 1985): 730; quoted in Judith B. Barnett, "Bibliographic Networks and the Cataloger Crisis" The Journal of Academic Librarianship 14 (May 1988): 100.

[13]Janet Swan Hill, "The Literature of Description and Cataloging, 1988," Library Resources and Technical Services 33 (July 1989): 265.

[14]Ibid.

[15]Herbert S. White and Sarah L. Mort, "The Accredited Library Education Program As Preparation for Professional Library Work," The Library Quarterly 60 (July 1990): 204.

[16]Janet Swan Hill, "Wanted Good Catalogers," American Libraries 16 (November 1985): 729.

[17]Laurie E. Smith, "Where Are the Entry Level Catalogers?" Journal of Library Administration 6 (Summer 1985): 33.

[18]Ibid.

[19]Nancy A. Van House, "Projections of the Supply of Librarians," The Library Quarterly 54, no. 4 (October 1984): 368-395; quoted in Laurie E. Smith, "Where Are the Entry Level Catalogers," Journal of Library Administration 6 (Summer 1985): 34.

[20]ALA Survey of Librarian Salaries, 1984, Mary Jo Lynch, Project Director, (Chicago: American Library Association, 1984), quoted in Laurie E. Smith, "Where Are the Entry Level Catalogers," Journal of Library Administration 6 (Summer 1985): 34.

[21]ALA Survey of Librarian Salaries, 1991 Mary Jo Lynch, Project Director, (Chicago: Office for Research and Office for Library Personnel Resources, 1991): 27.

[22]Smith, "Where," 34.

[23]Ibid.

[24]Patricia A. Eskoz, "The Cataloging Librarian--Change or Status Quo, Results of a Survey of Academic Libraries," Library Resources and Technical Services 34 (July 1990): 380-392.

[25]Kenneth Furuta, "The Impact of Automation on Professional Catalogers," Information Technology and Libraries 9 (September 1990): 249.

[26]"CCS Task Force on Education and Recruitment for Cataloging Report, June, 1986," RTSD Newsletter 11, no.7 (1986); quoted in Furuta, "Impact," 245-246.

[27]Furuta, "Impact," 249.

[28]Thomas M. Gaughan, "A Job Seekers' Market for Librarians," American Libraries 19 (March 1988): 181.

SELECTED BIBLIOGRAPHY

ALA Survey of Librarian Salaries, 1984. Mary Jo Lynch,
    Project Director. Chicago: American Library
    Association, 1984. Quoted in Laurie E. Smith. "Where
    Are the Entry Level Catalogers?" Journal of Library
    Administration 6, no. 2 (Summer 1985): 33-35.

ALA Survey of Librarian Salaries, 1991. Mary Jo Lynch,
    Project Director. Chicago: American Library Association,
    1991.

Barnett, Judith B. "Bibliographic Networks and the Cataloger
    Crisis." The Journal of Academic Librarianship 14,
    no. 2 (May 1988): 99-100.

Bishoff, Lizbeth J. "Who Says We Don't Need Catalogers?"
    American Libraries 18, no.8 (September 1987): 694,
    696.

Bolin, Mary K. "Make a Quick Decision in (Almost) All Cases:
    Our Perennial Crisis in Cataloging." The Journal of
    Academic Librarianship 16, no. 6 (January 1991): 357-
    361.

"CCS Task Force on Education and Recruitment for Cataloging
    Report, June 1986." RTSD Newsletter 11 (1986): 71-78.
    Quoted in Janet Swan Hill. "Recruitment for
    Cataloging." in Librarians for the New Millenium,
    edited by William E. Moen and Kathleen M. Heim, 26-28,
    34-36. Chicago: American Library Association, 1988.

Eskoz, Patricia A. "The Catalog Librarian--Change or Status
    Quo? Results of a Survey of Academic Libraries."
    Library Resources and Technical Services 34 July
    1990): 380-392.

Furuta. Kenneth. "The Impact of Automation on Professional
    Catalogers." Information Technology and Libraries 9
    (September 1990): 242-251.

Gaughan, Thomas M. "A Job Seekers'' Market for Librarians."
    American Libraries 19 (March 1988): 180-181.

50

Hill, Janet Swan. "Wanted: Good Catalogers." American
    Libraries 16 (November 1985): 728-730

_____. "Recruitment for Cataloging." In Librarians for
    the New Millenium: Commissioned Paper for an Invita-
    tional Pre-Conference of the Office for Personnel
    Resources Held on 7-8 July 1988, ed. W. E. Moen and
    K. M. Heim, 26-36. Chicago: American Library
    Association, 1988.

_____. "Stalking the Elusive Cataloger." American
    Libraries 20 (May 1989): 458-460.

_____. "The Literature of Description and Cataloging,
    1988." Library Resources and Technical Services 33, no.
    3 (July 1989): 258-269.

Hoerman, Heidi Lee. "Short Supply of Catalogers." In ALA
    Yearbook of Library and Information Services, 90-91.
    Chicago: American Library Association, 1991.

Holley, Robert. "The Future of Catalogers and Cataloging."
    The Journal of Academic Librarianship 7, NO. 2 (1981):
    90-93.

Howden, Norman. "Catalogers and Competition." Catholic
    Library World 9, no. 1 (July-August 1987): 34-37.

Kovacic, Ellen Siegel. "Learning to Catalog: A Practitioner's
    Perspective." Cataloging and Classification Quarterly 7
    (Summer 1987): 145-148.

Lawry, Martha. "A 'Word' for the Cataloger: Special Pleading
    or Definition of Function"? The Journal of Academic
    Librarianship 10, no. 3 (July 1984): 137-140.

Lazinger, Susan Smernoff. "Shared Cataloging and Original
    Catalogers' Statistics." Cataloging and Classification
    Quarterly 8, no. 2 (1987): 139-142.

Moen, William E. "Library and Information Science Student
    Attitudes, Demographics and Aspirations Survey: Who We
    Are and Why We Are Here." In Librarians for the New
    Millenium: Commissioned Paper for an Invitational Pre-
    conference of the Office for Library Personnel
    Resources Held in New Orleans on 7-8 July 1988, ed.
    W. E. Moen and K. M. Heim, 93-109. Chicago: American
    Library Association, 1988.

Moen, William E. and Kathleen M. Heim, eds. <u>Librarians for the New Millenium: Commissioned Paper for an Invitational Pre-Conference of the Office for Personnel Resources Held in New Orleans on 7-8 July 1988</u>. Chicago: American Library Association.

Oliker, Michael. "The Deprofessionalization Story and the Future of Technical Services." <u>Illinois Libraries</u> 72 (September 1990): 472-478.

Osmus, Lori L. and Jeanne M. K. Boydston. "A Tale of Two Serials Catalogers: Their Education and Training." <u>Cataloging and Classification Quarterly</u> 7, no. 4 (Summer 1987): 95-108.

Roos, Tedine J. and Diana W. Shelton. "The Cost of Hiring an Academic Librarian." <u>Journal of Library Administration</u> 8, no. 2 (Summer 1987): 81-91.

Smith, Laurie E. "Where Are the Entry Level Catalogers?" <u>Journal of Library Administration</u> 6, no. 2 (Summer 1985): 33-35.

Soper, Mary Ellen. "The Education of Serials Catalogers." " <u>The Serials Librarian</u> 12, no. 1-2 (1987): 169-179.

Veaner, Allen B. "Librarians: The Next Generation." <u>Library Journal</u> 109, no. 6 (April 1 1984): 623-625.

White, Herbert S. "Catalogers--Yesterday, Today, Tomorrow." <u>Library Journal</u> 112 (April 1 1987): 48-49.

White, Herbert S. and Sarah L. Mort. "The Accredited Library Accredited Library Education Program as Preparation for Professional Library Work." <u>Library Quarterly</u> 60, no. 3 (July 1990): 187-215.

Wood, Wendy D. "The Changing Role of the Catalog Librarian: A Report of a Study at One Institution (University of Kansas)." <u>Cataloging and Classification Quarterly</u> 12, no. 2 (1990): 145-149.