CATALOGING BOOT CAMP: THE TRAINING ISSUE FOR CATALOGERS

WHY IS TRAINING NEW CATALOGERS SUCH A PROBLEM?

Education offered by and received in Library and Information Science programs

- About 25% require a course in the organization of knowledge
- About 25% require a beginning cataloging course
- About 50% have no requirement for any bibliographic control-related course

Increasing complexity of cataloging

- Explosion of physical and non-corporeal formats of materials
- Radical changes in modes of publication
- Expectation that all materials will be in the central catalog mechanism
- Radical changes in cataloging rules and addition of new cataloging standards
- More and different types of software to use
- Greater involvement in catalog design
- Greater involvement in user services activities and decisions

Capacity of libraries to carry out training

TRAINING STRATEGIES


Inventories of continuing education resources in librarianship appear as appendices to “Cataloging for the 21st Century: A Proposal for Continuing Education for Cataloging Professionals” is at http://darkwing.uoregon.edu/~chixson/cETF/public.html.


MAJOR ISSUES RAISED

**Issue 1:** The adequacy of the current LIS educational system, for catalogers and other prospective librarians

*Some subsidiary questions:*
- Is the degree program long enough to prepare librarians adequately?
- How much should every librarian know about cataloging?
- How much should prospective catalogers know?
- What is the line between cataloging education and training?
- Are current accreditation standards sufficient to shape LIS education to address the profession's needs for catalogers?
- How can a sufficient number of LIS educators interested in and capable of teaching cataloging be assured?

**Issue 2:** The obligation of employing institutions to support training and continuing education for those whom they employ

*Some subsidiary questions:*
- What is the cost of providing sufficient training for entry level catalogers?
- How can training be most effectively carried out?
- What kinds of training are readily available from outside sources?
- What areas of cataloging work need to be better covered by outside sources?
- What can be done to make external training more readily available, accessible, and affordable?
- What recourse does a cataloger have if adequate training is not provided?

**Issue 3:** The particular obligation of academic libraries as the sites of many of the larger cataloging operations to maintain cataloging as a professional endeavor

*Some subsidiary questions:*
- What are the consequences to libraries and the profession of reducing the professional component in cataloging?
- What role should academic libraries fill in training the next generations of catalogers?
- What obligations does one academic library have to its colleague institutions to share in the training of cataloging librarians?
- What are the ethical issues connected to hiring only experienced catalogers?

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