8-9-1899

Cataloging, by Esther Crawford

Esther Crawford

C. E. Addens

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Cataloging

BY

Esther Crawford
Chief cataloger of Dayton (O.) public library

A paper read before the Ohio Library association at Toledo,
August 9, 1899

Library Bureau
Chicago
1900
### Library Bureau

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Cataloging

BY

Esther Crawford
Chief cataloger of Dayton (O.) public library

A paper read before the Ohio Library association at Toledo,
August 9, 1899

Library Bureau
Chicago
1900
CATALOGING

In opening the subject I would like to speak to trustees first, because they alone are *finally* in a position to encourage or to check the usefulness of a library as expressed through the catalog or the lack of it. They only can control the funds and create public sentiment to furnish funds, without which no library can make its resources available. They only have the power of choosing the librarian and assistants and the consequent standard of excellence or unfitness which shall characterize all the work done in the library thereafter. They only can dictate the policy of distributing funds among salaries, book purchase, records, general supplies and care of the building, in such a way that the material and merely showy demands shall not rob of their means for vital growth the more significant but less ornate foundations for culture. They only can shape the policy of book-buying so that it shall meet the actual, known demands of the people in their own town, instead of buying what the book agent happens to send them for inspection, or buying what is theoretically good whether read by their own people or not, or buying to suit the individual tastes of the members of the board. Books bought under the last three policies will stand on the shelves unused, going into circulation perhaps once in five years. You will readily see that the waste of money in buying such books is not small; but after adding to that the cost of cataloging, and otherwise preparing them for circulation, you can judge how much of the economy in library records depends upon the book-buying policy. But granting that the books have been bought with the greatest wisdom, it still rests with the board to say whether they shall serve their full uses or not; that is, whether a given book shall be made to answer ten different questions for ten different people through ten months in the year by being thoroughly classified and cataloged, or whether, by not being fully cataloged, it shall answer but the one question, Has the library such and such a book?

This lecture has been prepared for neither the beginner nor the trained cataloger. The former is not familiar with the terms used and therefore cannot understand the full signifi-
cance of what is recommended. The latter, presumably, is already equipped with power to solve the various questions here discussed. The subject will be treated with special reference to the needs of the untrained catalogers (i.e., the librarians) in the average small public libraries of the state—those who have been struggling alone long enough to recognize that there are problems in cataloging, but who are too burdened with performing the duties of librarian, cataloger, messenger, and, too often, janitor, to find either time or mental power to solve these problems.

To them I want to outline the purposes of a catalog, its relative place in the economy of a library, what are its essential and non-essential points, and what is the best way of getting their libraries cataloged if that has not been satisfactorily done. Some, perhaps much, of what I shall outline will be already within your easy grasp and some will be beyond your power of attaining without more time, money and assistance.

A. Purposes of a catalog:
1. To answer the question, e.g. What have you in the library by Lyman Abbott?
2. To answer the question, e.g. Has your library the book called Quo vadis?
3. To answer the call for, e.g. The best short summary of the late war with Spain, suitable in cramming for examination; or, A good cowboy story; or, Something that tells how to treat the hair to simulate marble in costuming and posing for Greek statuary; or, What to feed pet rabbits, etc.
4. To tell where any book which answers your question ought to be found, if in its correct place on the shelves.

B. Relative place of the catalog in the economy of the library:
1. It is the center and standard for all other records. The accession book is a catalog of the books in your library arranged numerically from one up to the last book bought, and is therefore a history of the growth of the library from year to year. The shelf-list is also a catalog of the books in your library, arranged by classes in the same order in which your books should stand on the shelves. It is manifest that neither of these lists is adapted to answer questions which the public bring. For these the public catalog proper must be compiled, listing each book once by its author, once or more by title, and from once to one hundred times, less or more according to
the nature of the book, for subjects on which it treats. In all three of these catalogs the foundation principles of entry are the same, i.e., Who is the author, what is the title and what the imprint for this book? In deciding these fundamental questions, the same rules for selecting author, title and imprint apply to all three records, varying only in fullness to suit the needs of each list. You will see the absolute necessity, therefore, of a set code of rules which shall be a guide in these foundation details, not only for yourself in guarding against haphazard and contradictory work, but for anyone who may assist or succeed you. Such standard rules are now to be had from the Albany Library school at a cost of $1 and more detailed rules by C. A. Cutter from the U.S. Bureau of education, free. But if you use either of these as your guide I cannot urge upon you with sufficient force the necessity of keeping an exact record of any variations or enlargements or condensations of the rules, no matter how slight the changes may be. The failure to do this will inevitably result in a slipshod catalog having exactly similar books cataloged in widely divergent manner, besides putting your successor to the disadvantage of having to verify each rule with a certainty of errors for future correction.

Besides being the center of all record work, the catalog is the one medium through which the resources in your library are made available to all classes and ages of people, at all times and on all subjects and even to the librarian who is popularly used for a catalog.

If the trustees can afford it, there is one substitute for a catalog, viz., a librarian who knows intimately every book in the library; who has the memory for each book and the fine, discriminating knowledge of the reader's tastes and abilities which will enable her always to fit the right book to the right person; who will never be absent from the library during the ten hours in which it is kept open every day in the year; who will never die nor take a vacation (marriage is out of the question). But such a librarian is not easy to find, and when found is generally unable to communicate her own powers to her subordinate, if she have one, or to her successor; nor, in the nature of the case, is she available to more than six people at any one time while carrying on the routine work of the library. Having no mechanical device for getting at the library's resources, it leaves the substitute, subordinate, or successor in
the humiliating and unjust attitude of appearing ignorant, incompetent, or unaccommodating, because she does not know her library. Patrons must often be sent away without any answer whatever for their inquiries, or, worse yet, with wrong answers given at random to cloak the assistant’s ignorance.

With truly altruistic zeal we are exhorted on every occasion to cultivate a spirit of sympathy and ready helpfulness to patrons as the supremely desirable attainment. That the end of a librarian’s work should be spiritual rather than material or mechanical is to be taken for granted. We do not need urging thereto, so much as enlightenment upon the way thereto. I would like to suggest, what appeals to me more and more, that the spiritual is possible largely through the unobtrusiveness of the material; and the unobtrusiveness of the material is possible, not by neglecting it, but by reducing it to such skill in handling, such perfection and accuracy in adjustment of means to ends, such beauty and simplicity in form, that it serves the ends sought without fuss and clatter. Do not be deceived into the belief that because these mechanical things are not to be spread before public notice that they are therefore of small importance and to be considered last in the plans for the library. How long, think you, would a librarian of the most engaging manner and winning enthusiasm be able to hold her power with trustees if she could not answer the very prosaic and frequent questions as to books, money and work, by giving exact figures founded upon the unseen, unknown and unpoetic work of keeping accurate statistics? How long would she be able to satisfy her patrons if, instead of the bread and meat of reading matter desired, she were able to give them only the confections of smiles, apologies, profuse regrets and affable promises? I wish I might bring home to those in power how hopelessly futile it is to expect your librarians to make bricks without straw. In fact, the more generous the soul of the librarian, the more spiritual her power, the more common-sense her abilities, the more she will be obliged to depend upon a perfect machinery to carry out her aim of cultivating the best reading habit in her community, by bringing the right book and the right person together at the right time; the more she will be balked at every turn and rendered frantic by her inability to meet these ends, because her resources are not classified so as to be found quickly, nor are adequately cataloged so as to show whether there be anything at all in
those resources which will answer the particular demand. To be truly able, genuinely enthusiastic and sincerely kind, the librarian must in the nature of things be forced to begin with machinery and must insist that that machinery be so perfectly constructed that it can be relied upon to tell the truth whenever used.

To sum up: the economic place of the catalog is, 1) To prevent waste of library funds in buying duplicates which are not needed. 2) To unify and systematize all of the record work done in your library. 3) To be an accurate, full, easily usable and up-to-the-hour means of knowing the resources of your library on any point likely to be sought for in your own town. 4) To be equally a tool for the public as well as for the librarian’s use, thereby relieving her of the strain of bearing physical and mental impossibilities, besides rendering the public more intelligent in their capacity to help themselves. 5) To make the library usable and not merely to exhibit erudition or intricacy.

C. Essentials and non-essentials as to Scope. It is absolutely essential that a catalog contain the author, the title and, generally, the subject of every book in your library, as calls for material will be made from these three standpoints every hour in the day and will compel your resources to be entered under these three forms. If, however, so much of a catalog is beyond your attainment where less would be possible, you can get along for awhile with an author and title catalog, provided the books themselves be well classified and well arranged on the shelves. You can then, to a certain extent, make your classification index answer as a subject catalog for entire books.

2 Form. As between the printed and the card catalog, it is better to select the card form. It is less expensive, is always up-to-date for the last book purchased and requires but one consultation to exhaust its resources. A printed catalog is extravagant in cost, is out of date the moment it goes to the printer and continues to grow more and more unusable. If supplements are printed, the number of consultations is extended and the inconvenience of use increased. If you must print to answer local clamor, let it be occasional bulletins of new books, special lists, etc., which will cost far less, will answer public needs almost as well and attract patrons to the library in a far more effective way. As between the dictionary
and the classed catalog, by all means select the dictionary form for public use. You may have authors, titles and subjects of all books in one alphabetic arrangement, thereby consuming much less of the cataloger's time; but you may find that the nature of the calls from your own particular public is such that the catalog would be easier for them to use if all the fiction were in a separate alphabet from the general catalog of classed books and even if the authors in fiction were separated into a third alphabet from the titles.

3 Materials. However closely your trustees may feel bound to patronize local dealers for supplies, do not make the mistake of including in these your catalog cards and cabinets. It has been proved again and again by other libraries that, in these two items, standard stock is more economic in the end.

4 Form and extent of entry on each card. If you write your cards by hand or by any process other than duplication, you should select one card, preferably the author entry, for a main card, which will contain all the facts you wish to give concerning a book—the facts for public use on the face, the facts for your own use on the back of the card. The title card may be the briefest of all in entry, giving only a short title, the shortest form of author's name and the call number. The subject card should be full enough in statement, either in the reading of the title or in a note accompanying, to justify the heading chosen for the subject.

Taking up the individual parts of any one card, we will consider what is essential in—

Author. It is essential that there be absolute uniformity in the use of any name as heading; e.g., Donald Grant Mitchell's works, all likely to occur in any small library, have been published, some with the name of Ik Marvel, some with D. G. Mitchell only, and some with the full name, Donald Grant Mitchell, on the title-page. You will find excellent authority which says, Follow the form on the title-page. But it is evident that unless you select some one of these three forms for the universal and only way of writing his name as a heading in your catalog, you will have his works alphabeted in three different places separated by cards representing entirely different authors and with no way for the consultor to know in which of the three places he should look, or that there is more material in two other places. It is not a vital matter which of the three forms you choose, though it is better always to
select the best known form; but, having chosen it, hold to it under all circumstances, making cross references to it from the forms not chosen. I do not advise the full name or dates in a small library, except where the absence of either would confuse the name with that of another person. Adopt the same uniformity in the spelling of geographical or historical names or events; e. g. enter all material on that subject either under Porto Rico or Puerto Rico, but not under first one and then the other, as the book in hand happens to spell the name. Likewise, select either Sepoy rebellion or Indian mutiny for that event, but not both. In all cases refer from the form not chosen. These may seem like superfluities, but I am familiar with more than one library in good standing whose catalog is exasperatingly unusable because of these very simple inconsistencies.

Title. In classed books, i. e., all books not fiction, give enough of the title on both author and subject cards to justify the headings chosen for the main subject of your book, but no more. Leave out all expressions which do not add visibly to such information as will enable the patron to know whether that particular book is the one he wants for the subject in hand. In fiction, dramas, etc., leave out such introductory words as, History of, Adventures of, Life and Adventures of, but not Story of, when the title is almost universally known by the words following; e. g. (History of) Pendennis. In classed books it will add so greatly to the value of your catalog that I advise it as essential to insert somewhere in the title the dates of the time treated of in each work on history, travel, or any subject into which the time element enters as an important factor in determining your choice of the book from among other books on the same topic.

Imprint. In fiction and fairy tales omit all imprint except the number of volumes and such series as you find called for. This will allow the same set of cards to be used continuously, no matter how many times the work may be replaced by the same or another edition. In classed books it is essential always to give the number of volumes, the edition, date, illustrations and maps. By date I do not mean that on the title-page, which is recommended in most catalog rules and adopted in nearly all catalogs. I mean the actual date which expresses the edition of the book, whether found on the title-page, the copyright page, or at the end of the preface. If any other
items could be included, I would advise the publisher's name as being very nearly as brief as the place of publication and immeasurably more explicit, both as to edition and general merit of the work.

Annotations. I consider certain annotations as essential to any catalog, however simple. They should be made for the following purposes: 1) To show sequels and predecessors. 2) To show defects or missing numbers in a set. 3) To show the character of the book and its mode of treating the subject in hand, provided the title is not explicit enough. These are always within the power of any cataloger to make at first hand, if she has a full line of American catalogs and Publishers' weeklies, the best popular critical journals and a few good annotated catalogs. The best type of the latter is found in the New York traveling library lists, the Evanston Public library and the Osterhout library catalogs. Critical notes are better left out unless they are accurate and well-balanced in statement. In any note, study to say the most in the fewest words. Such annotations as I have described are a distinct economy ever after. They save many-fold the time spent in making them by obviating the necessity for hunting up each book to decide whether you do or do not want it for the particular subject in hand.

Contents. Contents should always be given for short stories, essays, etc., unless each story and essay is brought out as a separate title or subject. The absence of "contents" cards will frequently cause you to miss finding a work called for by the name of a particular story or chapter, and may cause you later to duplicate that story or essay unnecessarily, if it should be published in separate form, as often happens.

Tracings (i.e., the record on the back of the main card which shows what other entries have been made). These are always essential, that you may be able at any future time to find all the cards which were ever made for a book. Generally it is better to leave all tracings off the face of the main card, such as underscorings, cross references or dots, writing all headings on the back of the main card instead; e.g. if you make a title card, write the word "title" on the back of the main card; if you make a card for the editor, write "ed (name)" on the back of the main card; if subjects are drawn out, write the name of each subject on the back of the main card. The accession number should also be given. Of course these trac-
5. **Number of entries for any given work.** a) **Author entries.** There should always be the main card, usually the author card, which contains all the facts you intend to give about a certain book, the information for the public on the face and the information for the librarian only on the back of the card. If there is a main author, it is rarely necessary to make a separate card for a joint author or for an editor or translator, except in case of classics, memoirs, etc., sometimes called for by the editor's or translator's name. The "A. L. A. catalog of 5000v." is the best example for brief entries, but I consider it by no means full enough in the number of title and subject entries.

b) **Title entries.** It is far wiser to err on the side of too many than too few titles, since a majority of the calls for books are by titles rather than by authors. A title card should be made for, 1) each work of fiction published as a separate work; titles of short stories are desirable, but a luxury which only a few libraries can afford as yet; 2) each drama or play, whether forming the entire book or only a part of the book; 3) poems often called for; 4) peculiar or striking titles, or any form of title much called for, whether so printed on the title-page or not; 5) series as you find them called for or need them for your own use in book purchase. It is especially desirable to record the order in which the series should be read, for in all such cases the reader calls for "the next book after this." The province of a title catalog is to answer the questions, Who wrote this book, poem, or drama? and Is it in the library? Therefore, the title should appear but once in the catalog, no matter in how many different books the work itself may exist in your library. Let the latter facts be shown under the author's name. I cannot advise you, however, as to the best ways of constructing your catalog so as to lead the anxious inquirer from "When morning was in bloom," to the book, "When knighthood was in flower," and similar vagaries.

c) **Subject entries.** Here, again, let me emphasize the need of recording all subjects on which a book treats (unless it be mere rubbish from a donor's garret or some out of date work on science), the necessity being the greater as the library is smaller, in order that every scrap of your little stock may be utilized to its full extent. For this reason I would make a card
for the general subject of the book and, in addition, one for each chapter in the book (in some cases one for every ten pages) on any other subject not covered by the general subject. In thus analyzing a book for the catalog make a card for, 1) every biography or criticism of a person, though as short as ten pages; 2) the bibliography of any subject or person, though not more than a half page long; 3) obscure or very recent subjects about which you receive frequent inquiries, but on which entire books are seldom published or cannot be published at the time needed; e.g. Alaskan boundary question, the Peace conference, etc.; 4) special topics likely to come up during the year, such as holidays, arbor day, birthdays, memorial day, etc., concerning which you are always sure to be overwhelmed with inquiries from school-children every year and for whom you will need every poem, story, or bit of brief history that can be found in your library. Of course it will not be possible to construct your catalog so as to answer directly such vague questions as are typified by, "Where will I find something for school which tells about animals that live under planks?" 5) Club topics likely to arise during the year, securing programs as early as possible so as to be on the look-out for material in cataloging new books; 6) topics for young people's religious societies, including both prose and poetry and calling for all sorts of minute subjects not found in the A. L. A. list of subject headings nor in any printed catalog; e.g. sympathy, self-reliance, discipline of character, worry, self-control, etc.; 7) anything whatever, no matter how short, that will add to your resources on the local history, biography or science of your own town, county and, in a lesser way, for the state; 8) such subject headings for fiction as you find your local calls justify. This will include, generally, all historical novels, if they deal with real characters of the past, but not novels merely laid in the past without dealing with actual historic personages or events. Subject headings should include also the best sociologic novels, all fairy tales and wonder tales and those merely descriptive of scenery, manners and customs, if true to life, but not otherwise. Be watchful, also, of other kinds of novels for which you have calls but which your catalog does not answer; e.g. ghost stories, Indian stories, stories of girls' school life and college life, stories dealing with imaginary and wonderful inventions, stories laid in the future, etc. Sometimes, if an author's stories are laid ex-
clusively in any section of country, it will suffice to refer from that section to the author’s name, e.g. from Southern life refer to Joel Chandler Harris; from Mountaineers refer to C. E. Craddock and John Fox, jr.; from New England life refer to S. O. Jewett, etc., without enumerating the separate works of each author. The Drexel Institute library class has compiled a list of fiction suitable for invalids and nervous people. It ought to prove a boon to long-suffering librarians if published. If some one will do like service for people who want “just a nice, sweet, little story” and for “books which have pleasant endings,” three of the most troublesome regions of inquiry will have been cleared of underbrush. 9) Do not analyze for disconnected chapters when all the book can be included under one general heading. For example, Elson’s Side lights on American history takes up various strategic points in our national history from 1776 to 1859 and discusses each in detail in a separate chapter, but without any running statements to connect one chapter with another. It is enough to enter this book under U. S. Politics, which includes in its meaning each of the detached subjects treated of in the book. Of course this will compel you to educate yourself and your public to the use of the catalog, so that both of you will always remember that if you want everything in the library on the Monroe doctrine or the Missouri compromise, or the Know-nothing party, or the Hartford convention, etc., you will look not only under the specific name, but also under the inclusive subject, U. S. Politics, in any book of which you may expect to find all these subjects discussed. 10) Enter a book or chapter always under its most specific subject, with a See also reference from the including subject; e.g. enter Drake’s Battle of Gettysburg under Gettysburg, battle of, 1863, not under U. S. History, Civil war; but under the latter say, See also Gettysburg, battle of, 1863.

In connection with this whole question of analyzing contents of books, I have in mind the experience of a well-known lecturer who spent several months in working up a subject hitherto little dealt with in the English language. She went to one of the largest libraries west of the Alleghanies, one richly endowed with funds for book purchase, but not properly classified, arranged and cataloged. After the expense of the trip and of several days’ residence in the city in a vain effort to find what the library contained on this subject, she gave up in despair, returned to her own home, and from its local library,
not one-quarter the size of the larger library, was able to get all the material she needed because it had all been brought out in the catalog and the books were where they could be found.

To the librarian who has to answer calls on the most widely divergent subjects and for equally divergent mental grasps, in such rapid succession that she cannot for the moment make her memory respond for the right book, these analytical entries are particularly valuable. “But,” you ask, “what is the use of doing all this analysis when the library can buy the A. L. A. index to general literature, in which all this work has been done?” For the following reasons: 1) The A. L. A. index has not done this work for the shorter essays in any work. These may be very useful in your little library even if not so in the larger one with funds for buying more comprehensive books. 2) The main A. L. A. index is ten years old, and the current annual supplement is always one year old before you get the use of it. 3) Furthermore, every small library will always contain more or less valuable miscellaneous literature not indexed in the A. L. A. 4) Finally, and of greatest moment, by indexing your own essays you bring all your resources together where one consultation will cover the ground. The time required to catalog these essays would otherwise be spent scores of times over in being obliged always to look in eight or nine places instead of one for every subject called for during every day in the year lest, by not consulting, something valuable might be omitted. However, analysis of magazine literature in your catalog is not advisable. Poole and the Cumulative do that at a minimum of expense.

As a justification for what may seem extreme views upon analysis of books, I refer you to Miss E. C. Doren, who worked out this whole question in Dayton many years ago and found that at least 85 per cent of the calls in her public library for material upon any subject are answered by these analyticals rather than by whole books. The Cleveland Public library finds it profitable to analyze even more minutely. Miss Woodard, of the Michigan Normal School library, is even more extreme in her views regarding the value of analysis and has found no occasion thus far to regret the close indexing done in her reference work with students.

D. General suggestions:
1. If you use the A. L. A. list of subject headings, it will
be equally necessary to keep a parallel list on slips of paper for names of places, events, persons, etc., each showing all the references to and references from to be made in the catalog.

2 You will find it necessary to check any such references both in the A. L. A. list and in your parallel manuscript list, as fast as they are needed and made in the catalog. Thus, in the frequent references to the headings while at work, you will know at once whether a given reference has been or has not been made in the public catalog, without the trouble of a visit thereto for each doubt.

3 Above all, when your cards are written, see that they are correctly filed and never let another do that work without your inspection afterward. Alphabeting, at casual thought seems like easy work which anyone who knows the order of his letters ought to do without difficulty. From personal experience, I have no hesitation in saying that more good catalog work can be rendered useless by incorrect alphabeting than by any other thing. Errors here mean that the name or title or subject sought will be utterly lost because out of place. The library will be reported as not having the book, your patron will be deprived of its use, in very many cases money will be spent needlessly for a duplicate and you may expect the mortifying experience of having your patron afterward show you the book which he has found in the library, commenting meanwhile upon the accuracy of your catalog.

4 The close analysis of books pleaded for above will require a larger number of cards than by the ordinary process of cataloging. In Dayton we have been able to compass this problem by cutting off the unnecessary details, and by a process of duplication on the hecktograph. Both these features were introduced by Miss Doren many years ago. Within the last three years they have been worked out with careful reference to all details of cataloging and with an established code of rules. Another method of duplication within the reach of small libraries is used by Miss Woodard at the Michigan Normal school library, and is described in Library journal, v. 23, p. 606 (Nov., 1898). Doubtless some practical co-operative plan of printing catalogs will be evolved in the future, but it seems too far off yet to do away with the vital and immediate need of a catalog for each library.

E. Preparations for cataloging:
I take for granted that this is becoming more and more
the vital question with librarians and trustees of small libraries, because the presence of so many skilled workers in public libraries in the country is forcing the conclusion, however unwillingly, that skilled labor can do more and do it better in a given time, than unskilled labor; and it becomes as much a matter of dollars and cents to the library to save in quantity and quality of labor as to save in methods of book buying. The library unorganized, or but poorly arranged, will serve the wants of its patrons but meagrely and clumsily. The contrast is brought home as patrons visit other towns and cities and see the good work of the more thoroughly organized and well-equipped libraries. They will not be slow to criticise on returning. Little by little the board is forced into the position of bringing in outside help because the librarian is incapable of directing or executing the work of reorganization. No one realizes this more keenly than the librarian herself and, as a rule, the initiative for the need of such work comes from her, because she is the one who is forced, day after day, to bear the blame of the library's inefficiency without the means for remedy. It, therefore, becomes a matter of competition on the part of the existing librarian to hold her place and the question arises within her, How can I fit myself to hold my place and still keep up my work? Let us consider methods.

1 Library schools. In most cases this is out of the question, as these schools do not admit for less than a year; leave of absence can seldom safely be asked for that length of time, even if one were equipped with the necessary education for entrance and the funds to pay expenses.

2 Summer schools. Most of these are six weeks in length and cover, in a very elementary way, the ground of library work. They were originally intended to answer the needs of those already in the work who desired to find some help in unraveling the difficulties in their own problems within the period for which they could afford leave of absence. They are, therefore, not adapted to the needs of those who have never been in library work, for no time can be given to familiarize the novice with library terms. The instruction is such a process of cram and rush in ideas and expressions wholly new that the chief result to the inexperienced student will be a painful sense of confused terms without relation or meaning or the ability to use in practice. Even with previous experience a summer school only can under no circumstance equip one
fully to do original work in organizing or reorganizing a library
without competent supervision and advice. The only thing it
can do is to lay the foundation principles in such clear and
systematic way to those who have hitherto been painfully
struggling to solve their problems alone, that they can begin
to see the relations of the various departments of a library
and what should be done in each and what are the safest guides
in helping to know how to do them. But this is only the be­
ginning of understanding, the formation of ideals. The act­
ual ability to do the work is something to be acquired by
future trials, comparison with other library work in similar
lines and correction of innumerable errors on the way. Still
there must abide the absolute certainty of many unknown and
serious misjudgments, compelling all or much of the past work
to be done over again at double or treble the expense which
skilled help would have cost in the beginning. There are
many libraries which can bear testimony to this out of the
depths of sore experience.

3 Correspondence. There may be some subjects in library
work capable of being taught through correspondence. Very
decidedly, cataloging is not one of them. It is folly to spend
time or money in the endeavor.

4 Temporary trained help from some standard library school.
This is now recognized as the best solution of the problem for
training librarians on the ground and at the same time organ­
izing the library. If the board is wise, it will pay for such a
trained person and will give the librarian help enough in other
lines to allow her to work uninterruptedly with the cataloger.
In the few months of such association almost every problem in­
cident to cataloging and other organization will arise for solu­
tion. Generally these will be solved with the greatest economy
and wisdom for future results, because there is a background
of experience or knowledge of the methods used in many li­
braries from which to draw for comparative use in this particu­
lar library. By the time the organization is done the librarian
should have acquired a fair equipment for continuing the work,
provided she has enough native ability and foundation in edu­
cation to apprehend her opportunities. But no amount of
training will ever substitute for this lack.

I should like to cite the examples of the Xenia library
and the Springfield Warder library, both of which have organ­
ized with temporary trained help from outside. Miss McEl-
warn of the Xenia library, whose wisdom and progressive spirit you know, has given me permission to make the following statement from her:

"I consider it a great loss financially and every other way for a library, especially a small one, to attempt its own organization with only its local, unskilled force. It entails more waste time and money in the end than would pay the salary of a trained person to accomplish. Besides, there is the loss in general broadening which can come only with growth in numberless small ways incidental to working with a trained person who has seen many kinds of libraries and adaptations, and is able to give hints here and there along all lines of library work, as the task in hand suggests the ideas. Our library has increased its usefulness fully ten-fold in the last six years, owing chiefly to two facts: 1) That we organized along the best lines to start with and have been able to do advance work ever since, instead of correcting past work or spending energies in using a clumsy, time-consuming system; 2) Our book purchase has been conducted with the greatest care to buy only those books which we were certain would be used immediately by the patrons in our own town and by the greater number of them. We have no dead stock nor time and funds wasted in preparing books which do not circulate."

True economy would advise organizing, classifying, and cataloging a library completely before opening it. The expense of recataloging an old library while it is still in use is enhanced fully one-third over what the same number of new books would require in the beginning.

If the foregoing plan is followed, or indeed any plan worth following, the librarian who is also cataloger must expect to spend much time and thought in study and reading outside of library time. If her heart is in her work she can do it, and it is due to her trustees that she prove to them her increased ability and ingenuity in using all resources at hand before expecting them to increase salary or assistance. Indeed, three of the best catalogers in the state of Ohio received not an hour of instruction other than what they gave themselves from study of other catalogs and of Cutter's Rules for a dictionary catalog. But combined with their work there were unusual common sense and warm sympathy with the scores of patrons continually turned away from the library because the material there could not be found. The same genius for hard work and clear,
constructive, self-dependent thinking has lifted them out of the realm of cataloging into executive work, where these faculties are used in solving the greater problems of the social and spiritual work of the library.

The main thing is to have the ideal and the will to work it out—the way will be found eventually.
Publishing Department of the Library Bureau

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