

On the Teaching of Cataloging

目 録 法 教 育

——シカゴ大学における実際——

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After acquiring a collection of books and materials, a library's greatest responsibility is to organize and make available the materials contained in its collection. Without such organization and availability the library collection is not usable, and the library is nothing more than a storage house. The door that opens the way to the library's holdings is the catalog. It follows, then, that the catalog is the most important part of a library, and the construction and administration of the catalog is the most critical of all library procedures.

Not only is this true at present, but each year it becomes increasingly so. Each year the number of works published is multiplied, and each year research demands more and more information, with easier and faster ways of getting at it. The burden of this increased acquisition and search for information falls on the catalogs, and the problem must be met by them whether they are card catalogs or book-form, printed indexes, or automation.

Because cataloging is of such crucial importance in this present era of heavy research and publication, the library schools are called upon to give more attention to this subject than ever before. Courses required of all students must cover both theory and practice making sure that sufficient emphasis is given to the latter. A thorough knowledge of basic cataloging procedures is a

necessity for understanding theory and this can be gained only from experiencing the actual cataloging of books, periodicals, and special types of materials. Library schools, after having been through a period when little or no actual practice was required, have now learned that practice is necessary and are adjusting their curricula in that direction.

At the Graduate Library School, University of Chicago, cataloging and classification are included in four of the basic courses required of all students. The first of these courses covers introductory and general material and the next three are concerned with subject areas, one with the Social Sciences, another with the Natural Sciences, and still another with the Humanities. Books and other materials in each area are cataloged and classified in their appropriate contexts.

Since it is not only unwise, but practically impossible to separate cataloging information from what is generally termed reference or bibliography, these functions are all combined within the four courses. These functions are not presented separately in the courses or divided into units, but are treated as the one integrated process that they ought to be. In other words, never is a separate section of a course set aside for cataloging, another for reference, and so on. Some specific examples of the sequence followed in teaching these courses might help to explain

the method pursued at Chicago.

Description of Beginning Course

The beginning course opens with the study of some of the great catalogs of the world, such as those of the British Museum, the Library of Congress, and the Bibliothèque Nationale. Instruction in the use of these catalogs would of necessity lead to consideration of the general problem of entry and entry form, and to a discussion of the importance of entries. In this connection the basic rules for author entry arise and also the rules for the form of names used for entries. As soon as this point is reached, the need arises to present some of the basic tools used for both the verification of choice of entry and the establishing of the entry form. In this connection the Library of Congress catalogs are studied in detail, also such bibliographies as the *Cumulative Book Index*, the *British National Bibliography*, and the *Standard Catalog Series*. An examination of the Library of Congress catalogs of course opens up the matter of the form of catalog card and the information that is recorded on it. This leads to the study of the *Rules for Descriptive Cataloging* and Library of Congress printed cards.

At this point the student is ready to begin cataloging simple books as well as doing what might be termed "reference questions" which deal with the verification of bibliographical information.

Regular supervised work periods are scheduled as a required part of this course. During these periods the students catalog books and do the required research to answer reference questions. The resources of the entire University Library are of course at the disposal of the students. These laboratory periods require twice the time used for the regular class meetings.

At this point in the course, biographical works are studied, such as the *Dictionary of National Biography*, the *Dictionary of American Biography*, *Current Biography*, the *Biography Index*, and the

numerous "Who's Who" publications in various countries and professions. Such works have equal interest for the reference librarian and the cataloger. Reference librarians as much as catalogers, are faced with the problems caused when an author's works are issued under more than one name. The question of what name should be used as entry form concerns every librarian as every user of the catalog, and in this connection, whether considered from the reference or cataloging rules for works issued under pseudonyms or anonymously, under changed names containing prefixes. Books presenting such problems are cataloged by the students and they have practice in searching related reference questions.

Approximately at this point in the course the general subject of classification is introduced. Attention is paid to the contrast between the classification of knowledge and the classification of books, also to different types of classifications and different classification schemes. While a survey is made of all the classification schemes most used throughout the world, only two schemes are used for actual practice, namely: Dewey's Decimal Classification and the Library of Congress Classification. These schemes are used side by side throughout all the required courses. In the practice sessions, books are always classified by both schemes and book numbers are assigned based upon the Cutter tables.

The works most relied upon for summaries of the different schemes are W.C.B. Sayers, *A Manual of Classification*, and W. H. Philips, *A Primer of Book Classification*.

When the subject of classification is introduced into the course, the compilation and use of the shelf list is taught. This is also an appropriate time to teach the formation and use of the classified catalog. The students will already be acquainted with examples of this type of catalog in the *Standard Catalog Series* and in the *British National Bibliography* although more emphasis is put on that type of classified catalog which enters a work

under as many subjects (classification numbers) as the work treats. The necessity of a good alphabetical index as concomitant to a classified catalog is stressed, using as an example the index volume of the 16th edition of Dewey's scheme.

As a further example of the teaching procedures used in this course, next will be mentioned the study of periodical and serial publications, their use as reference sources and the cataloging procedures which such publications require. This subject might be introduced by giving attention to the best known periodicals in the field of librarianship, the general characteristics of their contents, what types of articles they offer, how they are classified, and where they are indexed, or the subject might be introduced through the serial publications which came up previously such as the *Cumulative Book Index*, *Current Biography*, or *Index*. The study or use of any of these publications would lead immediately to the procedure of entering periodicals or serials in the catalog. The rules for main entry under title would be studied, the hanging-indentation form of card, and the principle of open entry. Also, the choice of entry for the various types of serial publications, how main entries are chosen for newspapers, directories, yearbooks, etc. The students would, of course, have practice in making sets of catalog cards for periodicals, newspapers, and other serials. The study of periodicals would in turn lead to the use of periodical indexes such as *Readers' Guide*, *Library Literature*, *New York Times Index*, and bibliographies and directories of periodicals such as the *Union List of Serials*, *New Serial Titles*, and Ulrich's *Periodicals Directory*. In connection with newspapers, Ayer's *Directory of Newspapers and Periodicals* would be studied as well as the historical bibliographies of American newspapers. Classification and subject cataloging of these publications would of course be included as well as practical exercises in using all these publications for the information they contain.

Similar examples could be outlined for the

method of studying other types of materials covered in this course. Cataloging, classification, and reference or information searching are practiced in like manner with encyclopedias and dictionaries, for instance, which bring up the procedures for treating sets, editions, revisions, and editors. The same could be said for almanacs and all general reference works such as *The Statesman's Yearbook*, *Facts on File*, other fact books, and books on holidays, to mention but a few.

By the end of this introductory course the student should be equipped through both study and practice to use catalogs and general reference books intelligently, and to do simple cataloging, classification, and reference work.

Description of Subsequent Courses Divided by Subject

The same methods as those described for the introductory course are used throughout the subject courses which follow. Instruction in each of these courses is carried entirely by one faculty member, a person who has specialized in the appropriate subject area. It is believed that a course for which one faculty member is solely responsible will be conducted in a more unified way than it would be if it were divided into units taught by different people. After all, one of the chief aims of these integrated courses is to present the various functions of cataloging, classification and reference as a single process for the purpose of bibliographic control. In a sense, book selection enters also into the process of bibliographic control, and in all these courses attention is given to the bibliographies and book reviewing media which are commonly used for this purpose in the various subjects.

Social Sciences

The course in the Social Sciences covers the areas of History, Political Science, Economics, Statistics, Geography, Anthropology, Sociology, and Psychology, and Education. These areas

present their own problems in cataloging and classification, some of them peculiar to this field. Especially in History, Geography, and Political Science, government publications are very numerous so one of the first and important areas of study is the *corporate entry* and the whole matter of the Anglo-American theory of corporate author. The form of entry used for the various governments and governmental agencies with their complicated subdivisions come up frequently in the subjects covered in this course. The largest single section of the *ALA Cataloging Rules for Author and Title Entry* is the section covering the entry of corporate bodies and most of these rules apply to materials in the area of the Social Sciences. This is but one indication of the complexity of the field. During the past ten to twenty years the organization of governments has become increasingly complicated and at the same time corporate and governmental publications have proliferated at a startling rate.

Another characteristic of this field affecting its cataloging and classification problems is the comparative recency of its literature. Sociology is a latecomer among the academic disciplines as is Psychology, and Geography and Anthropology are constantly changing fields.

In the course on the Social Sciences there is the same interchange among cataloging, classification, and reference as in the introductory course already described. Bibliographies, indexes, yearbooks, and other publications are cataloged, analyzed, and used as sources for information searching.

One of the problems in the organization of materials issued by societies, institutions, government agencies, or firms is the choice of main entry when both a personal and a corporate name appear on the publication as responsible parties. The students catalog examples of these publications as they arise through the study of the literature of the Social Sciences, including works written by officials of organizations such as the inaugural addresses of Presidents of the United

States, or the annual report of the Director of Libraries of the University of Chicago, also works written by individuals at the request of an organization such as soil survey reports made by individuals to the Soil Conservation Service of the United States Department of Agriculture and issued by it. There must be practice in choosing the main entry for these and similar publications. Then, there must be practice in devising correct entry forms for subordinate bureaus, offices, divisions, and boards within governments, as well as for embassies, delegations, commissions, and courts.

The growth of international organizations has been heavy in recent years, and with this has come an increased complexity of entry problems in addition to the treaties, international congresses, and laws which have been continuing problems throughout the years. Unesco has initiated great bibliographical activity which has bulked quite large in the field of the Social Sciences. It has issued bibliographies and encouraged other agencies to do likewise. All of these things have made themselves felt in the area of bibliographic control.

The study of classification in the Social Sciences course requires the student to have practice in classifying materials in both the Dewey and the Library of Congress schemes. Other classifications are surveyed, but not actually used, such as Bliss's scheme and special schemes for certain subjects such as Glidden's classification for Public Administration, the map classification of the American Geographical Society of New York, Harvard's Business classification, and Kyle's scheme for Unesco's *International Bibliography of the Social Sciences*.

Sciences

Another of the required courses organized on the same general plan is the course in the sciences. The subject areas included in this course are General Science, Mathematics, Physics, Chem-

istry, Earth Sciences, Biological Sciences, Medicine, Engineering, and Agriculture. As in the other courses of the sequence, organization, reference, and book selection are the functions around which the course is built—in this case, of course, as they apply to science libraries. Emphasis is placed on the importance of currency in the literature of the sciences and the problems caused by obsolescence.

In this course considerably more attention is given to classification and subject cataloging than to descriptive cataloging since it is in the former areas that the chief problems in the scientific field lie. It is true that in scientific and technical literature much of the publication is carried on by societies, research institutes, and government agencies so that the problems of corporate entry are much in evidence in scientific writings, but the most pressing problems lie in subject access through indexing and classification. In connection with these last named problems, special attention is given to various classification schemes, with actual practice restricted to the Dewey and Library of Congress schemes, and to the access provided in the most used bibliographies and indexes, for example, *Index Medicus*, *Chemical Abstracts*, *Engineering Index*, *Applied Science and Technology Index*, *Nuclear Science Abstracts*, and the various Unesco bibliographies, to name a few.

Humanities

The remaining course in this series of four required courses is the one covering the area of the Humanities. The subjects included are Philosophy, Religion, Language, Art, Music, and Literature.

The bibliographical problems presented by the subject of Philosophy lie mostly in the area of classification. Because of the difficulty in defining the limits of this subject, classification schemes vary in their treatment, especially of fringe subjects such as occult sciences, certain psychological aspects, as found in parapsychology, social usages

on which ethics have a bearing, and metaphysics. Students are given practice in classifying books in both the Dewey and the Library of Congress systems especially with the purpose of comparing the different treatments of this subjects in the two schemes. Relatively little time is spent on cataloging in this area since the field presents no unusual or characteristic cataloging problems.

The field of Religion, on the other hand, involves numerous cataloging problems. Study in this area is begun with the various sacred writings which form the basis of the subject, and with the proliferated bibliographical apparatus which has grown up around them. Thus, from the start the student is faced with the problem of entry for a work having no known author, issued under different titles, in different languages, and in different versions. The students study the rules of entry for these so-called *anonymous classics*, the rules for entering various forms of a work, different sorts of excerpts, adaptations, and translations*

The same methods of instruction are used as those described for the initial course. The work around which the largest body of literature has grown is the Bible, and the entry rules in connection with it are rather numerous. These rules are studied, not only with the purpose of equipping the student to use catalogs and bibliographies relating to the Bible and to catalog collections of Bibles, but also to show a scheme of organization which might be used as a pattern for cataloging other works of similar bibliographical history. Practice is given in cataloging various versions of the Bible, free translations, excerpts, and abbreviated editions. This cataloging not only gives practice in the application of these rules, but it provides a framework for learning something about the different versions, information which the reference librarian must know as well as the cataloger. So it is throughout. The *Talmud*, the *Vedas*, and the *Koran*, all fall into this class.

After studying the writings, themselves, the students move on to works based on these writ-

ings such as commentaries and concordances. The question is raised as to how to find in the catalog a concordance for a particular version, which brings up not only the rule for the main entry of concordances, but also provides exercise in the use of the *uniform entry* as a subject heading. In addition to those points, it seems obvious to mention that the student should, in the course of this process get to know the concordances.

The area of religion is involved with many cataloging problems. The entry form for names is one of the more complicated ones. There is the entry of Bible characters whose names appear different versions; the names of saints with the question of whether the Latin or English form should be used; the names of popes and whether they should be entered under family name or Latin pontifical name, with the added complication that some popes have been saints, some have been kings, and others have been both; and the changed names of people in religious orders.

With the sacred writings of the east names becomes even more difficult, partly although not entirely because of the lack of consistency in transliteration from one alphabet to another. Practice in the use of names of all kinds is given through entries in both descriptive and subject cataloging and through the use of books and indexes in performing reference and information work. Other reference practice makes the students acquainted with Bible dictionaries, atlases, concordances, quotation books, and bibliographies.

The classification of Religion is studied and compared in both the Dewey and the Library of Congress schemes. While other schemes, such as that of the Union Theological Seminary, may be given some attention, students are given actual practice only in the two former schemes. It is while classifying in this subject area that the students first face problems in connection with book numbers. Such problems arise most frequently in the Humanities since it is in this area that one finds the same works published under

different titles, in different versions and numerous editions, with their commentaries, concordances, and criticisms, all of which need to be shelved together. Thus, at this point students are introduced to some of the special schemes such as those described in Bertha Barden's *Book Numbers*, and are given practice in putting them to use.

Publication in the field of Religion embraces much more than the religious classics and the works that have grown up around them. It includes also the history of religious sects, churches, theology, ritual, church administration, welfare work, missions, etc. Many of the publications in these areas call for entry under the name of the issuing church or organization. Therefore, in order to catalog these works or even to look them up in the catalog the students must become acquainted with that section of the *ALA Cataloging Rules for Author and Title Entries* entitled "Religious Societies and Institutions," the size of the section bearing witness to the large number of corporate authors found in Religion. The year-books of the various denominations are cataloged, offering practice in the use of corporate authors as well as in the treatment of serial publications, and they are, at the same time, used as sources of information for questions on current and statistical information about the denominations. Practice is also given in the entry of works issued by individual churches, thus pointing up once more the difference in principle of entry between societies and institutions.

Periodicals are numerous in the Religion field, and attention is given them both for practice in cataloging and as useful for answering reference questions searched through the periodical indexes such as the *Catholic Periodical Index* and that issued by the American Theological Library Association.

Some of the so-called form subheadings that came up in the Social Sciences such as *Treaties*, etc., the students find again in the official headings of the Catholic Church, with some added special

ones as *Liturgy and Ritual*. Also, the pattern used for the official entries for kings and heads of governments reappear in the official entries for popes.

The next subject included in the Humanities is that of Music. The dictionaries and encyclopedias are studied first as a source for terminology and general information, beginning with *Grove's Dictionary of Music and Musicians*, Thompson's *International Cyclopedia*, and the *Harvard Dictionary of Music*. Then attention is given to the indexes, such as the *Music Index*, and Sears' and other song indexes, and to the specialized dictionaries which are so heavily used for information requests such as Barlow's several dictionaries of themes' and the many biographical works including the useful *ASCAP Biographical Dictionary*.

Among the most popularly circulated of the materials in music libraries now are phonograph recordings. Reference questions about them are numerous, especially the identification of recordings and judgments about their quality; therefore, the record guides and the indexes to record reviews are important publications for the students to know and to have practice in using.

Problems of main entry in music and recordings present little that would at this point be new to the student—only the entries for librettos, incidental music, and thematic catalogs would be entirely new. The descriptive cataloging of music scores and records, however, is quite another thing. The matter of conventional titles, not to mention other items required in a music catalog, is too broad a subject to be included in this course, and is treated in another, more advanced course in the cataloging of special materials.

The music field offers a certain amount of practice with corporate entries, mostly as they occur in the publications of symphony or other music societies, program notes of orchestras, and the official music of churches. In the latter category the student gets further practice in the use of form subheadings as, "Catholic Church. Liturgy

and ritual. Hymnary."

The area of music classification presents some practical problems not found in other areas. At least in American libraries, whenever either the Dewey or the Library of Congress system proves unusable, a problem is automatically created since all bibliographic aids are aimed toward those schemes, and to be forced to use another one in the general library causes an unwelcome expenditure of time and effort. When Melvil Dewey devised his classification, music scores and recordings were not considered library materials, so no provision was made for them. In recent editions of the scheme there have been attempts to remedy this situation, but without too much success, for the obvious reason that there is no sufficient room in the 780's to cover music in addition to all the literature about it. Probably the only way to use the Dewey scheme satisfactorily is to prefix a symbol (such as M) to the numbers when they are used for music scores. There are many internal differences between the Dewey and the Library of Congress schemes in the classification of music and comparisons are made by the students. A number of music libraries use special schemes and these are noted, but there is no actual practice with them.

In Art the same general procedure is followed. Students are required to gain knowledge of the major bibliographical publications in the field. Practice in both cataloging and reference is then organized around these works in order both to increase acquaintance with the books themselves and to develop the student's ability in performing cataloging and reference procedures. This core of works would include dictionaries and encyclopedias such as *Adeline's Art Dictionary* and Thieme and Backer's *Allgemeines Lexikon der bildenden Künstler*; bibliographies and indexes as the *Art Index*, Ellis's various indexes to illustrations, Munro's *Costume Index*, the UNESCO *Catalog of Colour Reproductions of Paintings*, and Mallett's *Index of Artists*; directories such as the *American Art*

Directory, Mastai's Classified Directory of American Art and Antique Dealers; and other serials besides those mentioned above, including the *American Art Annual* and the *Writers' and Artists' Yearbook*.

Cataloging in the field of Art must deal with a few new types of "author situations" affecting the choice of main and subject entries. There are the books of art reproductions with or without text, engravings which reproduce the work of another artist, and the book in which the artist and author collaborate to make a unified work. Also, there are the books of illustrations published separately from the text, such as Rockwell Kent's illustrations for Shakespeare.

The collation on catalog cards perhaps assumes more importance in this area than in others, for art books frequently require more than the usual information. Thus attention is given to methods for indicating types and number of illustrations, and whether illustrations are colored, folded, mounted, in pocket, or in portfolio, etc.

Practice with classification and subject cataloging is based almost wholly on the Dewey and the Library of Congress schemes and the Library of Congress subject headings. In the Art field perhaps more than in other areas of the Humanities an almost insurmountable difficulty is caused in practical classifying because of the close connection between certain aspects of art and other subject fields, especially technology. For example, a book on pottery glazes may be as applicable to machine-made pottery as to that which is hand turned, so, one point of view would classify it in Dewey's 600's and the Library of Congress's T, while the other, in the 700's and N. Instances similar to this example would indeed be numerous, not only between many art subjects and technology, but also between Architecture and City Planning, Architecture and Engineering, and between Art and Religion in various areas such as Symbolism, Architecture, Furniture, and Costume. These conflicts were referred to above as insurmountable because they seem to be inherent in

the subject, at least in the literature of the subject, and perhaps not permissive of a usable solution from the viewpoint of classification. Such situations are called to the attention of the students and are emphasized by giving them practice classifying in both Dewey and the Library of Congress a number of works which involve such difficulties, and also by comparing Art classification in the two schemes.

While vertical files are used in all types of libraries for pamphlets, pictures, and clippings, yet it is in Art libraries that such files have their most prominent place. The importance of a picture file for reference purposes in Art can hardly be overestimated, and in recent years pictures have become part of a library's circulating material as well. Therefore, it is in connection with Art that the organization and use of various kinds of vertical files is studied. Attention is also given to special schemes for classified picture files as used in large art and museum libraries where the librarian needs to be able to go directly to an illustration of a certain detail of a certain building or painting.

The introduction of audio-visual materials in the library was initiated through the Art and Music departments. Phonograph recordings came through Music; in Art it was natural that slides should follow pictures, that filmstrips should follow slides, and on to motion pictures. The cataloging and classification of these materials, together with microfilms, is not covered in the required courses, but in an elective course on the cataloging of special materials.

The remaining areas in the Humanities, namely, Language and Literature, are treated together in this course. These two fields are, of course, kept together in the Library of Congress classification although widely separated by Dewey. The same method of instruction is used as in other areas. Comparative classification is weighed for the general advantages and disadvantages in both arrangements. There is also practice in detailed

classification, especially for authors such as Shakespeare about whom the literature is so prolific that it is necessary to delve into special schemes of book numbers. Bibliographical works figure prominently in all of the several subject divisions involved here, namely, Philology, General Literature, Poetry, Drama, and Fiction. Dictionaries are of course the most numerous publications in the first group, etymological and slang dictionaries, dictionaries of synonyms, and dictionaries of Americanisms, to mention but a few.

In Poetry the works most used in the general library are books of quotations and indexes to poetry in collections so the students are given practice working with such publications as *Granger's Index to Poetry*, *An Index to Children's Poetry*, and the many collections of quotations by Bartlett, Hoyt, Stevenson, and others.

Under the subject of Drama, collections of plays are brought to the early attention of the student. These provide an opportunity for the study of contents notes on catalog cards, their proper form, and, what is much more difficult, the decision as to which books require such notes. In Drama, as in Poetry, there are numerous indexes to plays in collections such as the *Play Index*, the *Index to Children's Plays*, and the *Index to the Best Plays Series*. As a student works with these indexes from a reference point of view, he learns also how to make analytical entries for the catalog. Furthermore, he gives consideration to the difficult problems involved in formulating and administering policies for the use of analytical entries within a library system. Even when working with but a single publication, the student often meets varied problems. For instance, Burns Mantle's *Best Plays* offers problems in the choice of main entry, practice in the cataloging of serials, in the making of contents notes, and in author and title analytical entries, as well as giving experience in making decisions as to when—or whether—analytics should be made.

In the Fiction area most of the same problems

appear, especially with collections of short stories and their indexes. In addition, there is practice in the treatment of sequels for the catalog as well as the use of bibliographies of sequels. Works on historical, vocational, or other specialized types of fiction call for an acquaintance with the use of form headings as subjects as well as special bibliographies for fiction of various types, with compilations of digests and summaries of plots offering further similar practice. The area of Literature also involves the use of numerous pseudonyms and uniform entries for anonymous classics. These are problems which have arisen earlier in the course, but more practice is needed, and this area provides a reasonable setting.

The essentials of the method thus far explained might be worked out in various ways according to local conditions and publications. The really important point is that library education in these days needs more than ever to give training in the practical procedures of bibliographical techniques.

Libraries are undoubtedly on the threshold of adopting new types of catalogs, whether machine-printed or electronic, and a thorough knowledge of traditional cataloging is an essential background for the wise planning of radically new systems of cataloging and indexing. Library schools are charged these days with a much greater responsibility than ever before to train students in the actual day by day practice of cataloging not only books, but periodicals, pamphlets, reports, and all audio-visual materials. Students do not learn to catalog by reading about it or being lectured about it. Every experienced cataloging instructor will attest to this and so will every library school student who has subjected to the exclusively lecture method. Librarianship, like most other professions, does have techniques, and these techniques must be mastered or the librarian is no more expert in organizing libraries and making information available than anyone else in scholarly pursuits.

Library systems are becoming so large and

complex that the most pressing problem now facing the library administrator is planning the design of systems in order to achieve most effectively the purposes of the library. Ranking high, if not highest, among these purposes are of course the organization and retrieval of information, thus much of the most advanced library thinking is being directed toward improvement in these areas. Since catalogs are the tools through which information is retrieved, great emphasis must be placed upon the study of cataloging. The same may be said also of classification since it is probably through such schemes that the most precise subject approach to information may be had.

In the planning of library systems automation is now one of the possible resources to be considered. Because library school graduates must be informed of new trends and because the ability to design library systems is of such primary importance, the Graduate Library School has recently added two courses to its required curriculum. These courses provide a sequence in Library Systems Planning. The analysis and evaluation

of computer applications in information systems and libraries is emphasized, but mechanization is regarded as one possible means of implementing the objectives of a systems and not as an end in itself. An attempt is made to evaluate various ways of performing library and information processing functions. Also, problems of coding, file organization, and search techniques for both manual and machine systems are introduced.

One of the prerequisites for these courses is a good grounding in the fundamentals of cataloging and classification. The new developments, in order to be built on solid ground, must be based on an acquaintance of both the traditional methods and the purposes for which the methods were devised. It seems evident that the intellectual access to materials and information is the most important consideration in librarianship today. If this is true, it means that the broad aspects of cataloging and classification are the most vital of library school disciplines and that increased attention should be given them.

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(抄 訳)

図書館において資料が収集された場合、それに対する明確な管理および整理方式が確立されない限り、図書館の機能は発揮されない。その意味において、目録およびその構成と管理は、図書館においてきわめて重大な意義を持つ。特に各種領域における諸種の形態を持つ資料の急増を考慮するとき、目録作成に課せられた任務はきわめて大きい。

したがって、図書館学校においては、従来にもましてこの事に重点がおかれねばならず、学生は理論と実際に行うことによってのみ体得される。それ故、図書館学校では、そのカリキュラムの構成において実践を重視する方向に向いつつある。

シカゴ大学の図書館学校においては、目録および分類は、必修科目である四つのコースに含まれている。その第1は概説にあたる部分であり、他の三つは社会、自然、

および人文の諸科学に関するものである。レファレンスもしくはビブリオグラフィーに関する機能と目録とは本質的に分離しがたいから、すべて上述の4コースにおいて総合的に扱われる。

概 説 の 大 要

まず目録の研究は、英・米・仏等の国立大図書館の目録の理解にはじまる。その使用に習熟することは、標目および記入事項に関する規則の理解と標目の決定を容易にする。第2に、各種規定規則類を検討すると同時に、*CBI, British National Bibliography* および各種 *Standard Catalogs* の代表的書誌をも研究する。この段階に達すれば、学生は簡単な図書の目録をとる用意ができると同時に、書誌の事項に関する質問に答え得る。

学生は大学図書館の全蔵書を利用しながら、教授の指導のもとに、目録をとる練習をするが、その場合、たとえば著者標目の決定に際して重要な伝記事典類、索引、紳士録等を検討する。これに関連して、偽名、筆名および無著者名図書の検討も要求される。この時期に分類も討議の対象となるが、その重点は、知識および図書の分類の差異ならびに各種分類法および表の比較検討におかれる。しかし分類法の実際にあたっては、デューイ十進分類表およびLC分類表が用いられ、この両表は常に併用される。図書記号の決定はカッター著者記号表による。分類が問題になると同時に、書架目録の作成および利用が討議される。さらに分類目録の構成および利用も同時にとりあげられる。後者に関しては、適切な相関索引の重要性がデューイ十進分類表16版を実例として強調される。

ひきつづいて定期刊行物および逐次刊行物にふれ、その目録法のみならず、参考資料としての利用も論じられる。この種の資料に関しては、標目および記入事項の決定に関して各種の索引、総合目録、ディレクトリー等が利用される。新聞も同時期にとりあげられるが、新聞に関する歴史的書誌の検討も並行して行われる。

同様に、各種参考図書、叢書類も実践をとめないながら目録としての研究が進められ、版次、改訂、編者等に関する知識も与えられる。

概説が終る時期には学生は目録の作成および利用に習熟すると同時に、基本的参考図書の利用も会得する。

主題領域別コースの概要

概説においてのべられたと同様な方法が各種主題領域においても採用される。その特色は主題領域に精通した1人の教授が1領域を受け持ち、その領域に関する選択整理、参考業務のすべてを取扱うが、それはすべて広義の書誌的調整にかかわると見られるからである。

社会科学

社会科学には歴史、政治学、経済学、統計学、地理学、人類学、社会学、心理学および教育が含まれる。この分野においては、団体および政府刊行物が重要な位置を占めるので、団体標目に関する詳細な研究が行われる。その際、ALAの目録規則を基礎とし、その使用に習熟させられる。この分野における別の特色は、社会学その他に見られる急速な学問的発達である。

この領域においては、書誌、索引、年報、年鑑類が分析され、分類、目録の対象となり、インフォメーション探索の資料としても用いられる。

学術団体、政府機関および企業体による出版物の取扱いに対する一つの問題は、個人名と団体名が同時にあらわれる場合であるが、これらに関しても学生は目録の取り方を教授され、実践に移す。国際機関の発達もめざましいので、各種会議および団体綱領等の処置も構じられる必要があり、この点に関してはユネスコ出版物等を参照する。

この分類には先述の両分類表を用いるが、その他各種の分類表の検討も行われ、ユネスコの *International Bibliography of The Social Sciences* 等もしらべられる。

自然科学

この分野には、科学一般、数学、物理学、化学、地球の科学、生物科学、医学、工学および農学が含まれ、科学図書館の立場から総合的研究および実践が要求されるが、重点は新しい文献の取扱いにおかれる。

このコースでは記述目録よりも分類法および主題目録法に焦点があてられる。刊行物には団体によるものも多いが、その記入形式の問題よりも索引および分類による主題探索が重要であるとみなされる。

実際にはデューイとLCの両分類表が用いられるが、各種分類法および索引誌、抄録誌、書誌の研究も併行して行われる。

人文科学

この領域には哲学、宗教、言語、美術、音楽、および文学が含まれる。哲学においては、細目主題の関連分野の決定が困難であるので、各種分類表を参照した上で、上記2分類表を用い、各種資料の分類を実際に行う。この分野における目録は、さして特別な処置を必要としないので、目録には時間をかけない。

宗教の分野では目録の問題がきわめて多い。宗教の基礎をなす各種聖典を中心とし、多数の書誌が作成されているので、学生は無著者名、標題の相異、各種国語、および異版、異本等に関する問題に直面する。

全体としては上述の方法に基づいて授業がすすめられるが、聖書および各種聖典ならびに書誌の歴史に重点がおかれ、翻訳、抜粋、再話、簡約版等に関する目録規則の適用が特に問題となる。さらに進んでは各種聖典に関

する解説、コンコーダンス類等も検討されるが、この際ユニフォーム・エントリーの決定が重要となる。参考業務の立場からは、例えばコンコーダンスの内容の理解と使用が共に必要となる。

また、宗教においては人名の記入形式がきわめて重要な項目として扱われる。例えば、聖書中の人名は、異本により書き方が異なり、またラテン語形と英語形のいずれを選ぶべきか、法王名の取扱いをいかにすべきかなどが問題となる。さらに、東洋諸国の聖人は翻字法を含み、複雑な問題を提供するが、その具体的解決を記述および主題目録の双方にわたって実際に習得すると同時に、参考業務のための図書、索引類の扱いも学ぶ。

分類に当っては、Union Theological Seminary の分類表等も参考にするが、実習はデューイおよび LC の2種を用いる。人文科学においては、上述のような問題が存在するため、分類に関連して、図書記号の決定が甚だ困難であり、これが精密に行われないと、内容が同じでありながら、書架上の異なった位置に置かれることになる。さらに、教会、宗教団体等による出版物の扱いにも、ALA の目録規則の著者、書名の十分な検討が必要とされる。宗教関係の定期刊行物の数も決して少なくないので、参考業務との関連において、索引の利用により、目録上の決定が行われなければならない。

音楽の分野では、まず Grove の音楽・音楽家事典を初めとして、各種事・辞典の研究が先行する。*Music Index* などの、音楽関係事項を収録した索引類も当然調査の対象となる。

音楽図書館で扱う資料の中で、レコードは大きな比重を占める。したがって、レコードの有無および質の評価、特長などに関する各種のガイド、カタログ、索引を熟知する必要がある。レコードの目録に当っては、音楽の種類、テーマ、コンヴェンショナル・タイトルの決定などは非常に大きな問題となるので、別の専門科目で取扱われる。音楽の領域では、団体記入の検討と同時に、形式標目、例えば “Catholic Church. Liturgy and ritual. Hymnary” なども考慮されねばならない。

分類に関しては、他の分野と異なる特質が見られる。デューイと LC の分類が適当でないと見なされれば、特殊な分類を考案する必要に迫られ、多くの図書館が特殊分類表を使用しているが、実習に当っては上記2種の分類表の利用と適用だけが試みられる。

美術においては、主要な書誌に通曉し、それを中心として目録および参考業務の遂行が可能になるように指導

される。中でも事・辞典類および索引は重要な意義を持つために、詳細に検討され、写真集、図録などにも焦点が向けられる。カタログや図録に関しては、それがすぐれた参考資料であるために、挿図の種類や数、色彩の有無、折込み、サイズなどが指示できる形式を考える。

分類および件名目録作業は、ほとんどデューイと LC の分類表および LC の件名標目表により行われる。ここで起る重要な問題の一つは、美術と技術が相関関係を持つことにより生じる。例えば陶磁器の釉、建築、都市計画等はどちらでも分類される可能性を持つ。宗教との関連を考えると、シンボリズム、建築、家具、衣裳などのすべてが両者に該当しうる。学生は、このような困難な点を持つ資料を与えられ、分類と件名目録の両作業を行うことにより、適切な方法を体得する指導を受ける。

パンフレット、写真、絵画、切り抜き等がヴァーティカル・ファイルの主要資料として扱われるのは、いずれの図書館にも共通する現象であるが、美術図書館では特に重視される。したがって、その整理と利用には充分の関心が払われる。視聴覚資料も漸次その重要性を増してきたので、マイクロフィルムとの関係も考慮した上で、分類・目録の面が研究される。しかし、詳細な点は特殊資料を扱う専門科目に委ねられる。

言語と文学は、同一カテゴリーとして扱われる。この両者の扱いは、デューイと LC では異なるために、両者の比較研究の下に、その活用が論じられる。シェークスピアなどのすぐれた文学者およびその作品の分類、各種書誌、辞典類も重要な対象として選ばれる。

詩や重要な語句に関しては、引用句(語)辞典とか索引が検討される。演劇の分野では、まず作品集が学生に示される。それにより、目録作業における内容注記、形式などについての知識を得る。さらに、諸種の索引の検討により、分出の形式も学びとることができる。

文学の分野では、短篇集およびその索引について、同様な研究がすすめられる。歴史や職業に結びついた作品の扱いは、件名のとりかたとか、特殊な小説類を集めた書誌を参考にする。また筆名や、無著者名の問題も当然文学に頻繁に現れるので、重要視される。

上述したような方法は、それぞれの国とその出版物の特性を考慮して実施される必要があろう。ここで強調しておきたいことは、現在ほど、実際的処理方法の会得が書誌的技術として必要とされている時代はないということである。機械技術の援用により、目録の概念は変わりつつあるが、図書館学校は以前にも増して、基本的知識と

技術を学生に与える責任を担っている。これは決して講義だけによって果せるものではなく、あらゆる専門職に共通な技術の習得を実施させなければ果し得ない。また、オートメーションを含む新しい技術の発展に絶えず注意を払い、図書館のシステムとかデザインの観点か

ら、積極的にこの問題と取りくむ広い視野を失ってはならない。その場合、目録に関する技術が、インフォメーションの検索に重要な役割を占める事実は、決して忘れられてはならない。

(藤川正信訳)