

Chapter 1: Introduction

1.1 Introduction

Organizations undergo continuous changes in order to remain effective. Different work situations are as a result getting more complex as they adapt to the changes (Collins, 1993: 60). Organizations are increasingly dependent on their employees to cope with change and employees are faced with the challenge to continuously develop themselves in order to perform competently in their work (Jurow, 1992 : 6). Employees are regarded as the key factor in helping organizations to adapt to environmental changes (Harvey & Bowin, 1996 : 4).

Libraries are currently experiencing problems like the extensive use of technology, reduction in funding, continuous explosion of information, and continuous rising costs in library materials (Jurow, 1992: 6). This often means that organizations must continue operating effectively with minimal staff and employees have to improve or acquire new technology-related knowledge and skills. There is also rising competition with other service providers like the Internet and outsourcing firms (Lor, 1996: 12). Libraries depend on the competency of their staff to satisfy user needs (Hart, 1997: 176). This important resource needs adequate training and development to help in the maintenance of operational effectiveness.

Cataloguing is a function in library operation that is characterised by the changes mentioned above. Bigger libraries like academic libraries have been the most affected by these changes. Cataloguing practice has had to continuously change over time to meet current library goals. The need for training and development of cataloguers is of high priority and has to be continuous. Properly structured training programmes should be put in place to satisfy properly the knowledge and skills needs of this group (Castelyn & Webb, 1993: 134).

1.2 Background to the problem

The problem of training as discussed in this study has its background in the practice of human resource training and development in organizations, specifically academic libraries. Training is an aspect of human resource management practice.

1.2.1 The importance of human resource management

Jurow (1992: 5) defines human resource management as “that area of organizational life that focuses on the effective management and utilization of people”. Training and development of staff forms part of the management of human resources.

Staff training is a human resource management concept clouded by many and sometimes conflicting views, philosophies and interpretations. Different environmental factors (e.g. political, social, economical and technological) form the background within which the management of human resources is understood and practised. They also determine the effectiveness of an organization’s training and development practice and policies (Mabey, 1995: 133). The continuous changes and developments in the workplace and its environment give rise to new needs and necessitate redefinition and redesign of training to meet the new and future challenges.

The need for training and development of staff remains for the duration of the employment at all workers at various levels in different organizations, and changes in the workplace necessitates their continuity. Training is an effort which can bring a partial solution to the problems of human resource management. It can help overcome any core competencies and deficiencies lacked by staff (Stafford & Serban, 1990: 93). New competencies can also be introduced through training whenever change causes the need for such in the workplace.

Literature indicates that South Africa faces a great challenge in managing human resources effectively and investing in their training and development (Gerber, 1987: 1). There is still a great shortage of highly skilled workers in various fields of work. Minister Mboweni, in his speech at the launch of the green paper on skills development on the 24th of March 1997, indicated the urgent need to address the general skills problems in South Africa. The library and information field is no exception to this need. More is increasingly being expected from the human resources in this field to satisfy a growing need for information and to ensure the success of libraries and information provision services.

The changing human resource management attitude in our country is clearly described by Jurow (1992: 5) as that of a shift of emphasis from control to development of workers. This means that more value is attached to the contribution that individuals make to the success of their organizations. People therefore have to be adequately equipped with the knowledge and skills necessary to perform their duties expertly and for the purpose of self development. Development of human resources is currently receiving emphasis in all organizations (Lombard, 1997: 15). Training and development of staff is of great importance as a source of motivation, which has a positive impact on performance.

1.2.2 Training of library staff

This study is done at a time when there is a general awakening in our country, as it is throughout the world, towards the need for a highly knowledgeable and skilled workforce. Library and information work with its service orientation depends on the people who are the service providers to satisfy the needs of their users (Creth, 1986: 2 & Jurow: 1992: 6). It is also faced with the challenge of developing these people into a competent workforce. Training, as noted by Stafford & Serban (1990: 93), can be a step in that direction because it is meant to promote competency. Staff development and training are key tools in maintaining the operational effectiveness of the human resource (Hart, 1997 : 177).

Libraries are constantly changing and personnel working in them must adapt to keep pace (Baldwin, Gibbs & Slough, 1997: 267). Technology is one of the major forces that has changed and complicated library work and created a greater need for improved and continuous training. The need for skills development in this environment is thus indispensable.

There are constant attacks from within and outside the library and information profession on the competence of librarians and the failure of different types of libraries and their services everywhere in the world to satisfy user information needs. Waite (1995: 36) criticizes technical services in libraries for not meeting the information expectations of library clients. University libraries are also faced with these criticisms mostly from their immediate external environment, i.e. the communities they serve. The satisfaction of the user is a very important element that determines the continuous existence of the library and its services, as well as affecting resource allocation (Creth, 1986: 2).

University libraries are striving in spite of dwindling resources to satisfy the needs of these communities. Cuts are experienced in budgets and staff while the demand for improved and more varied service is increasing (Steinhagen & Moynahan, 1998: 16). All functions of the library are complementary towards satisfaction of user needs and competent library staff can be a great asset in addressing the issue of service quality to users in this time of difficulty.

Libraries should increasingly invest in the training and development of their staff so that available human resources can be maximally utilized to achieve organizational goals. Unrealistic expectations are not placed on the management of libraries to create talent where it does not exist in individual staff workers. Lunn (1992: 154) sees their responsibility as that of refining and directing the talent through training. Training is an indispensable aspect of effective human resource management. Management's commitment to invest in training is very important for successful training to take place

(Jurow, 1992: 16). This should be reflected in policy and resource allocation (staff, money and time).

1.2.3 Training of cataloguers

South African human resources management literature covers the aspect of training extensively. There is also significant work that has been published on the training of librarians for various types of library and information work in the country. South African national bibliographic databases however, display very few works specifically on the training of cataloguers in this country. The United States and the United Kingdom can be considered from available information to be examples of countries that have published extensively on the training they conduct for cataloguers yet they still express the need for more formalized training programmes. One of the recent recommendations to assist in the training of beginning professional cataloguers has been made from the research by Romero (1994: 224-226) and the Committee on Education, Training and Recruitment of Cataloguers (1994: 32-34) of the Association of Library Collections and Technical Services. This is a visible and continuous effort to contribute to and improve on the training of cataloguers.

Cataloguing practitioners in South Africa and throughout the world generally agree on the prevalence of poor performance amongst cataloguers. This is evident from library professional literature and in the discussions in cataloguers' meetings, workshops and conferences. The Seminar on Bibliographic Standards for Promotion of Cooperation held at the University of Pretoria in 1996 exposed the general failure of cataloguers in our country to adhere to nationally acceptable cataloguing standards. The raising of complaints about the quality of cataloguers' work is evidence of the need for improvement. This meeting indicated the seriousness and urgency of the need for improved knowledge and skills amongst cataloguers presently. One of the final recommendations from the papers and the panel discussion was that cataloguers should be adequately trained (Coetzee, 1995: 154).

University libraries are faced with the responsibility of providing their cataloguers with the opportunity and support required to acquire and develop further knowledge and skills. South African university libraries have to improve on the knowledge, skills and attitudes of their staff through on-the-job training for the present tasks and continuous education for the future.

Cataloguers, both new and experienced, are also confronted with a situation in which they have to develop continuously their knowledge and learn new skills in order to cope with the continuous developments affecting their job. This suggests the necessity to revisit the present approaches to training (Intner & Hill, 1986: 44). Failure to keep abreast of developments is a recipe for disaster for the future of cataloguers. Coetzee (1995: 150) regards inadequate on-the-job training and lack of continuous training by the library employing the cataloguer as one of the reasons leading to poor cataloguing work.

1.2.4 Current trends in cataloguing practice

The recent trends in cataloguing worldwide are characterised by continuous change and developments. The literature shows that leading countries like the United States and United Kingdom indicate significant changes and expansion in the roles of cataloguers. South African libraries have started to experience this impact. The changes are the result of the influences of technology, deprofessionalization of cataloguers, cooperative efforts, decentralization, and outsourcing.

1.2.4.1 *Influence of technology*

Technology has been the main force behind the changes in the nature and practice of all library functions including cataloguing (Hill: 1997: 15). The introduction of technology into traditional cataloguing practice brought changes that were welcomed with appreciation since it simplified tedious repetitive manual work like the typing of catalogue cards. Network communication has brought an even greater revolution by allowing the

sharing of cataloguing work (Collins, 1993: 69 & Van der Walt, 1997: 87). Access to various online cataloguing tools is also made possible. SACAT on SABINET has been such a relief to use amongst cataloguers and more value is added by the subscription to OCLC from where most records can be imported. The duplication of cataloguing functions is expected to decrease and thus make items available to users in much less time than before.

Cataloguing tasks have become more sophisticated as cataloguers have to keep up with changing technologies and cataloguing systems (Hudson, 1987: 77). This will be discussed in detail later in the chapter discussing cataloguing tasks. These developments and changes also have an impact on the way cataloguers are educated and trained. Changes in cataloguing, according to Carter (1987: 89) & Hudson (1987: 77), make the need for additional training essential.

1.2.4.2 *De-professionalization of cataloguers*

In the literature, contrasting views are held on the future of cataloguing and cataloguers. Holley (1981: 90) predicts the gradual demise of cataloguing and cataloguers whilst opposite views, like Gorman (1995: 33) and Buttlar & Garcha (1998: 322), profess the continued existence of cataloguing with expanded roles for cataloguers. The value of cataloguing in university libraries is still acknowledged and cataloguers will still be needed now and in the immediate future (Benaud, 1998: 83 and El-Sherbini & Klim: 1997: 32). Literature (e.g. Benaud, 1998: 83) indicates that the same situation exists even in countries that are far ahead in their overall development like the United States.

One of the changes shaping the cataloguing profession and impacting on cataloguing practices is de-professionalization. Trainer (1989: 3) states, "Cataloguing is being turned into an activity for nonprofessionals". The debate centres around the shifting of cataloguing duties to nonprofessional staff. The reality of the shift in this direction cannot be ignored by cataloguers. Some of the changes are also very sudden, and preparations

for the transition should be taken seriously. Professionals will not be completely stripped off cataloguing responsibilities but are becoming more of cataloguing managers (Trainer, 1989: 369 and Mohr & Schuneman, 1997: 214). Brindley (1988 :3&4) and Trainer (1989: 369) asserts that there will be a reduction in numbers of professional full time cataloguers and what remains of professional cataloguing responsibilities will be of higher level order and should be used to enhance the position of cataloguers. Strong characteristics that are required of professional cataloguers in the new tasks they will be expected to perform need to be identified and developed.

De-professionalization is brought about by the increased use of technology in cataloguing work (Dockel, 1992: 83). Copy cataloguing is used much more than original cataloguing. This signifies the beginning of deprofessionalization of cataloguing practice (Jeng, 1997: 121). In copy cataloguing, items are catalogued by adapting or copying cataloguing records which have been prepared by other cataloguers (Hudson, 1987: 70). Professionals concentrate on original cataloguing where cataloguing of a new item is done from scratch. In some libraries, paraprofessionals are also entrusted with the responsibility of original cataloguing (Lor, 1996: 12).

Many university libraries in South Africa still have to perform a significant amount of original cataloguing. There are still many information sources without existing records in commonly used bibliographic databases like SABINET. Locally created sources such as theses and dissertations will also remain the responsibility of local university cataloguers. The use of copy cataloguing has caused a decrease in the amount of original cataloguing to be done. Access to the OCLC cataloguing services through SABINET has brought about a great reduction in original cataloguing. The increased use of copy cataloguing will depend on continuation and the quality of original cataloguing records (Hill, 1988: 96). More responsibility is placed on original cataloguers. In South African university libraries, these are mostly professional people. According to Hill (1988: 95) "what has changed is not the professional nature of original cataloguing but the amount".

Nonprofessional staff should be supervised by professionals who know what is needed (Intner & Hill, 1989: 5). Professionals will therefore still be playing a vital role in cataloguing practice. The education and training of cataloguers is still of critical importance because they will still be expected to carry out those tasks demanding their qualifications and competency to perform (Coetzee, 1995: 150). Arguments continue about the probability of a total shift of cataloguing to nonprofessionals.

Cataloguers will be required to improve their competitiveness and get ready to remain functional in whatever new tasks they may be required to perform in this technological era (Trainer, 1989: 366). Proper training will assist the cataloguers to find ways of redefining their position in libraries - in existing tasks or new ones - and to remain in control of their environment as long as they remain in their practice. It will also keep them informed and able to participate in shaping their future.

The possible decrease in the number of professional cataloguers should not bring about a compromise in the standard of cataloguing. The situation in South African university libraries is that professional librarians still do most of the cataloguing work. This practice will remain in force in the foreseeable future. Libraries operate in different ways, such as forming decentralized service units. More professionals from outside the cataloguing pool are drawn into cataloguing in this way. It is not clear if these cataloguers are automatically ready for cataloguing jobs. Training remains relevant in this era for cataloguers to remain efficient in their present work.

1.2.4.3 *Decentralization*

The environment of university libraries continues to change and this sometimes necessitates adjustment of the organizational structures to improve efficiency (Ford, 1993: 26). Some university libraries in South Africa are moving from centralized to decentralized cataloguing. Technology has made it possible for cataloguing to be performed from different workstations in the library and even from outside the library

(Evans & Heft, 1994: 11). In this latter setting, cataloguing duties are assigned to people who have traditionally not been a part of the cataloguing workforce such as people in the service areas. Some of these staff members have little or no experience in cataloguing. Coupled to this is the lack of interest in cataloguing by some librarians. On-the-job training becomes more imperative. Many people drawn into cataloguing have to be trained to do work they have not done before, even if it was part of their original education.

Cataloguers themselves are faced with a new challenge in the decentralised environment. They have to learn new tasks like reference techniques, where their knowledge of bibliographic record structures and search techniques gives them an advantaged (Gorman, 1995: 33 and Steinhagen & Moynahan, 1998 :15). Cataloguers benefit from this because they can expand their expertise. It may not be easy for cataloguers to accept this change, but flexibility will enrich their role as they can now practice more professional skills (Brindley, 1988: 5). Decentralization is also a good prospect for cataloguers in cases where subject specialization is practised. They can improve their subject knowledge and offer improved service in their fields.

Another structural change resulting from decentralization is that of working teams, where the members of the team are becoming multi-skilled to share library functions according to various subject specialization (Eskoz, 1990: 384). Findings by Evans & Heft (1994: 11) confirm the view by Lundy in the late 1950's on multiskilling, i.e. that a librarian should be responsible for a subject area and have the responsibility to identify, select, order and catalogue the material for the collection as well as offer reference services. As pointed out by Eskoz (1990: 385), experimentation with new structures still continues.

Decentralization can eliminate the barriers between different operating units in the library, coupled with the advantage of enriching jobs (Evans & Heft ,1994: 11). Existing training programmes have to be made more relevant to cater for the transition. Training must transcend the traditional boundaries of cataloguing to remain relevant. These issues

should be considered so that correct approaches can be used to on-the-job training for cataloguers in university libraries. Cataloguing has to continue to be performed well, regardless of the structure of management within an institution.

1.2.4.4 *Cooperative efforts*

The trend of libraries forming co-operatives and consortia has recently become common in South Africa (Van der Walt, 1997: 87). Increase in shared cataloguing on SABINET has revealed the seriousness of the need to catalogue according to commonly accepted standards. In the formation of consortia of university and other library types it is envisaged that cataloguing will be shared optimally. Cataloguers are no longer cataloguing only for their local library, but for all other members of the consortium (Intner & Hill, 1989: 94). The need for records of good quality is accepted by all cataloguers. Cooperative programmes use training as one of the attempts to control quality of contributions by members (Bowen, 1998: 75). Cataloguers, as the creators of bibliographic data, bear the responsibility for correctness and usability. University libraries contribute significantly to these shared efforts. The need for improvement in the quality of records contributed to shared bibliographic sources has become clear. Many complaints and concerns have been expressed in this regard. There is a need for increased efforts to solve this problem. The need to improve the usefulness of local, regional, national and international catalogues cannot be overemphasised.

1.2.4.5 *Outsourcing of cataloguing*

Gorman (1995: 33) defines outsourcing as the “turning over the responsibility of cataloguing current acquisitions to commercial firms”. In the political realm it is known as “privatization”. The aim of this option is to enhance productivity. Outsourcing is not yet a common practice in South African university libraries but its possibility has an effect on the future image of cataloguing. It can influence the attitude of cataloguers towards their work if they are not kept informed of developments. The training of cataloguers should

take this into consideration to improve the competency of present cataloguing practitioners in this competitive environment.

Libraries have to weigh the costs of outsourcing against the costs of their present operations and other possible alternatives. Outsourcing can lead to the closing down of cataloguing departments. Some libraries like the Loyola State University of Chicago outsourced only part of their collection and this works well for them (Waite, 1995: 36). Holt (1995: 34) indicates that if outsourced cataloguing is selected, the process still has to be managed, and cataloguers will be responsible for this management.

All the above-mentioned changes will affect university libraries at different levels, depending on the pace at which they keep up with change and development, especially in the field of technology. Programmes for training may need adaptations from library to library to suit their unique circumstances. The principles of training however will remain basically the same. The approach to training chosen should enable staff to acquire the required skills and knowledge in an efficient and effective manner (Creth, 1986: v).

1.3 Definition of terms

1.3.1 Cataloguing

Cataloguing is the art of describing and listing material to make it as easy as possible to discover the nature and extent of what is available and, if appropriate, where this material may be located or obtained (Hunter & Bakewell, 1991: 2). The term includes subject cataloguing, which consists of classification and the allocation of subject headings.

1.3.2 Cataloguers

Cataloguers are to professionally qualified librarians, whose duties include cataloguing of various forms of library materials. Nonprofessional staff members are already involved in

cataloguing in some South African university libraries but the training they require will be different, due to their lack of professional library education. The nonprofessional staff can be distinguished into two, paraprofessionals with a library lower diploma or a technical qualification in library and information science and clerical and administrative staff with a senior certificate (Kerkham, 1988:7). The latter staff level might also have other skills like computer literacy.

The trend towards decentralizing cataloguing means that cataloguing now involves other staff members not traditionally involved in cataloguing. The term cataloguer will therefore refer to all librarians who do cataloguing regardless of the organizational setup of their library.

1.3.3 Education

Blanksby (1988: 1) defines education as the process of systematic instruction and development of knowledge. It mainly involves background concepts, philosophies and underlying principles.

1.3.4 Training

Training is a planned and systematic effort to modify and develop knowledge, skills, attitudes through learning experiences to achieve effective performance in an activity or range of activities (Buckley & Caple, 1995: 13). This definition embraces the improvement in present task performance and individual staff improvement (also preparing them for change) which should be considered in the planning of training. Training has a component of development since it must be ongoing and cater for future needs (Kent, 1981: 46.)

1.3.5 On-the-job training

On-the-job training is a form of training where the trainee receives training within his work environment that is usually directly related to his job (Gerber, 1987: 257). The terms on-the-job training and in-service training can be used interchangeably. In this study on-the-job training includes various formal training methods (which will also take the form of courses on specific topics) and nonformal training through instruction and supervision. It forms part of general staff training and development.

1.3.6 Continuous education

Continuous education is defined by Hudson (1987: 70) as the process of keeping staff up-to-date and informed about changing procedures and policies. It follows professional education. In the practical job situation it extends to on-the-job training and sometimes overlaps. It provides a means through which individuals continue to learn and grow both personally and professionally (Conroy, 1973: 4). It is necessitated by continuous changes in the workplace. The term can be used interchangeably with continual education, continual or continuous training and continuing development.

1.4 Statement of the problem

Cataloguers are probably not well trained for the challenges they meet in practice. It has to be established how this situation can be improved. Various sub-problems can be identified.

- (a) How does a highly challenging and continuously changing professional environment challenge the expertise of cataloguers?
- (b) How should cataloguers be trained to perform well in this changing environment?

- (c) What knowledge and which skills are needed?
- (d) How do cataloguers in academic libraries experience the education and training they received?
- (e) What are the perception of cataloguers of their own training needs?

1.5 Aim of the study

The aim of this study is to establish what cataloguers actually do at present. An overview is given of present trends in the education and training of cataloguers, abroad and locally, and other trends in South African university libraries. A survey is done to ascertain how cataloguers working in South African academic libraries perceive their training needs.

An attempt is made to establish the training needs of cataloguers in academic libraries and to propose a structured on-the-job training programme which can contribute to the improvement of the training of cataloguers. In order for cataloguers to execute their tasks effectively it becomes necessary to establish how they should be trained on the job in order to be equipped with the necessary knowledge and skills they require.

It is hoped that this study will contribute towards the solving of problems concerning cataloguing work, specifically on the improvement of performance to satisfy user needs. The training should address the current specific and broad training and development needs of cataloguers and relate to current changes (Castelyn & Webb, 1993: 155). Well-structured continuous programmes will ensure that at least every cataloguer in university libraries will receive standard training that will meet the basic needs of cataloguing practice and be prepared for the growing job complexities in the future

1.6 Limitations of the study

The scope of this study covers all academic libraries in South Africa. These libraries need to conform to the same standards in the training of cataloguers. Their staff needs are basically the same, although not identical depending on local circumstances. The population included in this study is professional cataloguers only. Paraprofessionals and all other support staff involved in cataloguing work were not included, because it is considered that they will require a different form of training.

1.7 Methodology

The methodology for this study consisted mainly of a literature review on relevant topics, and a questionnaire, distributed to twenty two university libraries. General literature on training and professional library literature on cataloguing and cataloguers is studied to establish the basis on which this research is conducted. The findings and recommendations in the literature were used to guide the proceedings of this research project.

Questionnaires were mailed to representatives in various libraries to serve as contact persons. The population size in this study is large and geographically widely spread. The questionnaire is suitable for this population. The questionnaire questioned on factors like the status of training at the various libraries, and the perceived needs of training.

After an analysis of the findings of this survey, recommendations are made on the education and training of cataloguers in the future.

1.8 Outline of chapters

Chapter 1

General introduction of the study problem is given in this chapter. The background information together with a broad overview of the problem and the manner in which it will be tackled is outlined. The relationship of the study to human resource management is shown. Introduction to aspects of training is given, with a specific concentration on the training of cataloguers and the trends in cataloguing practice which form the background to this study. Problems of this study are indicated, the methodology used in the study is discussed and terms are defined. The chapter concludes by outlining all chapters of the dissertation.

Chapter 2

Chapter 2 discusses the tasks that are relevant to cataloguing work. Various changes in the tasks and responsibilities brought about by changes in the cataloguing environment are outlined. The knowledge and skills required in the changing practice of cataloguing are indicated. This will give a basis on which the discussion on the needs of training will be based as the changes create new needs. The skills and knowledge required for the various tasks will be identified.

Chapter 3

Chapter 3 focuses on the present cataloguers' education and training situation in South Africa and the desired changes. It points out the various factors which indicate the relationship between the two and the need for on-the-job training. The situation in the United States and the United Kingdom is discussed as trends in South Africa are likely to follow the same pattern. The various challenges faced by cataloguers in executing their tasks are discussed. The importance of considering different staff levels and their learning needs in a training programme is indicated.

Chapter 4

This chapter gives an elaborated discussion of training and all the elements of which it comprises. This principles and techniques of training are discussed here. The information forms the background to the planning and design of training programmes. Different training methods and steps in the training process are discussed.

Chapter 5

Chapter 5 provides more detail on the method of research used in this study. It explains how the research tools were administered to gather data to test the hypothesis of this study. The data and the results of the analyses are given.

Chapter 6

In chapter 6 the researcher's recommendations and conclusion, based on the research results, are given.

Chapter 2: The tasks cataloguers perform in university libraries

2.1 Introduction

The tasks cataloguers perform at present must be seen against the background of the university environment. The basic functions of the university determines the basic functions of the university library. The operations of the libraries are dictated by the missions and objectives of the parent institutions (Budd, 1998: xiii).

Universities in South Africa differ due to factors like the type of student body (part time, full time or distance education) and different academic emphases. As universities continue to redefine their missions, visions and strategic plans, all units in the university and their operations are affected. Libraries are also influenced by these characteristics and changes.

The traditional role of university libraries is collecting sources of information and making them accessible in support of the education and research functions. Great changes have however taken place in response to the changing needs of the users. Libraries in developing communities are often the only major information providers. They have an obligation to also cater for the needs of neighbouring communities, but can make their own decisions as to the level of their commitment to community involvement (Baker, 1998: 2).

Developments in technology make information accessible despite its format or location. Libraries have to deliver services taking these changes, and resultant changes in user demands, into consideration. A variety of services, including access to the Internet and remote access to other library collections and services have to be provided. Competent staff are essential for building and maintaining a useful collection and offering a variety of services relevant to a varied user community.

Various supportive tasks are carried out in the library to fulfil its function. University library structures were traditionally divided according to functions, e.g. acquisitions, cataloguing, reference and reader services (Wilson & Tauber, 1956: 161). The division was also made between direct or indirect involvement with the public, namely technical or user services (Thomas, 1997: 6). Cataloguing has traditionally been regarded as part of the technical functions of the library, since it does not include direct involvement with users. Clear-cut boundaries existed between the different departments, but structures have become more flexible as libraries change practices like decentralization (e.g. creation of service units), rather than centralizing functions.

The cataloguing function in university libraries is being affected globally by changes in the information world. Considerable changes also effect the tasks carried out by cataloguers (Trainer, 1989: 368). The way in which information sources are processed continues to change. Technology offers new techniques and sources for cataloguing. These have to be used to their maximum potential to improve cataloguing processes.

2.2 The importance of cataloguing in service provision

Cataloguing practice forms part of the history of all types of libraries. It is the process of describing library materials and identifying access points through which materials can be retrieved from library catalogues. The purpose of cataloguing according to Sauperl & Saye (1999: 79) is "to create a surrogate of a document to support access to that document". Cataloguing tasks remain important in information provision in university libraries, in spite of criticism and a negative attitude. There is still a demand for cataloguers in university libraries, especially those operating as specialist cataloguers as seen in recent job adverts. Knowledge of cataloguing is necessary for all library and information work. Cataloguing is considered to form the basis of the library and information services profession (Hill, 1998: 94, Gorman, 1992: 694 & Van der Walt, 1997: 96). The catalogue remains the key to library and information use.

2.2.1 The functions of the catalogue

The catalogue consists of the collection of records created for individual items. It should contain information to find, identify, select and locate library materials (Evans & Heft, 1994: 175). The functions of the catalogue are continually being redefined to keep pace with developments in the information world.

The traditional functions of the catalogue were stated by Cutter (Hunter & Bakewell (1991: 3) namely:

1. It should enable a person to find a book of which either the author, title or subject is known.
2. It should show what the library has by a given author, on a given subject, in a given kind of literature.
3. It should assist in the choice of a book, as to its edition and character (literary or topical).

These functions have to be adapted to cater for a variety of new formats libraries have to process. Online catalogues also offer more functions than the traditional catalogue such as providing access to abstracting and indexing databases, full text, and “pass through” access to catalogues of material housed in physically diverse locations in different institutions (Norgard et al., 1993: 111). The functions of cataloguing and cataloguers are continuously redefined in relation to developments and changes.

Production of useful catalogues depends on accurate work being done by cataloguers. The professional knowledge of cataloguers enables them to fulfil their cataloguing tasks effectively. Successful retrieval of information sources depends on good quality catalogue records. Intellectual judgement is required in deciding on the application of cataloguing rules since many of them are not mandatory and they allow latitude for tailoring of descriptive cataloguing for a specific library (Evans & Heft, 1994: 185). Choices have also

to be made on the level of detail in the description to be used for the specific library. Cataloguers have to identify all the important information which is not always obvious. Description of especially non-book material is complicated and requires careful judgement and decision making (Evans & Heft, 1994: 260).

The allocation of class numbers and subject headings require more subject knowledge and is seen to be at a higher professional level. Providing references in the catalogue to help users find what they need is also demanding. Formulation of notes is important where necessary to provide more descriptive guidance. There is often a need for a “use of knowledge beyond cataloguing rules” (Sauperl & Saye, 1999: 89). According to Serrao & Mey (1998: 61), “cataloguing, instead of a product of practices, must always be subordinated to reason”. Users benefit from the intellectual effort exercised by cataloguers to produce useful records.

2.2.2 Contribution of cataloguing to bibliographic control

Bibliographic control is described by Hickey (Raseroka, 1992: 1) as encompassing all aspects of procedures which are aimed at identifying materials and organising them or information about them for the purpose of retrieval. Behrens (1991: 44) says that bibliographic control implies having control over all the publicly available information sources. Cataloguing is aimed at describing documents for easy retrieval, identification and location. The information materials described in cataloguing ultimately form bibliographic control tools.

Each library exercises bibliographic control over its own collection. Due to a number of factors restricting the abilities of a local collection to meet user needs, it becomes essential to have bibliographic control on a broader level. Regional union catalogues, national union catalogues and access to information on an international level, becomes essential (Behrens, 1991: 44). Academic staff often need all the available information on very specific topics. Bibliographic control tools like the catalogue are invaluable for this

purpose. Correct and complete cataloguing according to acceptable standards at local level is essential for the creation of bibliographic tools. At national level an extra burden is placed on library and information services which have to upgrade records which were originally created by others (Behrens, 1996: 76).

2.3 Cataloguing

Books were traditionally the main sources catalogued manually in libraries. New ways of publishing information were introduced and libraries adopted new ways of operation. There are various perspectives in the literature on the present nature of the tasks performed by cataloguers.

The philosophy of cataloguing remains the same as it was traditionally (White, 1987: 48). The ultimate aim is centered around the creation of a representation of a record to allow access to that record. Significant changes are however continuing to take place in the manner of execution of this task. New tasks are also being introduced. Discussion of cataloguing tasks necessitates a consideration of the possible future that may be brought about by constant change. Of concern in this study will also be the differentiation and relationship between professional duties and nonprofessional ones, since this study concentrates specifically on professional cataloguers.

2.3.1 Specific cataloguing tasks

2.3.1.1 *Bibliographic description*

Descriptive cataloguing is concerned with the description of an item in terms of important bibliographic information, assigning access points, creating authority records and MARC coding. MARC coding was added with the advent of computerised cataloguing (Gorman, 1990: 63). Cataloguers are under pressure to acquire knowledge and new skills to be able to handle the increase in sophistication of the materials they process. In a university

library environment, with its large collections of varying formats, a variety of bibliographic sources are necessary to gather bibliographic data to process the different library materials.

Bibliographic description is meant to help with the retrieval and identification of items. The characteristics for description may be of a “physical nature (items characteristics), a content or a relationship nature (works’ characteristics)” (Serrao and Mey, 1998: 49). The description includes information on title, author, publisher, physical characteristics, etc. It should contain sufficient detail to guide users to find and identify relevant sources. Item bibliographic records are created out of the descriptions. The traditional standard used by South African university libraries is the second edition of the Anglo American Cataloguing Rules (AACR2). This standard is internationally recognised and allows the exchange of bibliographic information. It guides on the different levels and important points of describing information materials and description of various forms of material formats, including technological.

Various new formats are difficult to describe, such as videos, for example, with their lack of duration, unclear titles, producers, etc. Journals and other ongoing publications also have unique characteristics like title changes, numbering, etc. Cataloguers should have a thorough knowledge of the rules for the description and provision of access points to all kinds of library material (Gorman & Winkler, 1988: 1).

Cataloguers have to keep up to date with updates and revisions in standards. Latest developments on AACR2 are available on its web site (www.nlc-bnc.ca/jsc/index.html). Cataloguers also have to be able to make contributions to changes in rules and standards. The rules are not static and can be changed to respond to new needs (Gorman & Winkler, 1988: xiii). They remain a reliable means of guiding the description of library materials. Cataloguers apply their knowledge of the rules on the information they get from the materials they handle to do the description.

There are a number of bibliographic sources available in both print and computerised form like publishers' catalogues, indexing and bibliographic databases and special source files for special collections like reports, dissertations, government documents, etc. (Romero, 1994: 210). Cataloguers can acquire additional bibliographic information from these sources in order to give correct and full bibliographic description. Information can also be downloaded from various databases, other catalogues and the Internet. Proficiency is necessary in searching the various sources in order to retrieve the required information. Research should continuously be done to identify useful reference sources.

2.3.1.2 *Allocation of bibliographic access points*

Cataloguers assign access points or headings to bibliographic descriptions. The cataloguing standard (AACR2) have rules regarding the allocation of access points. AACR2 (Gorman & Winkler, 1988: 615) defines an access point as a name, term, code, etc., under which a bibliographic record may be searched and identified. Access points can be titles, authors, cooperate authors, conference names, subject headings, etc. Decisions have to be made on choice and form of access points. Targeted users must also be considered in the allocation of access points, like the allocation of more than one subject headings if considered necessary. Cataloguers have to decide on main access points and which other access points to be added to improve search success. Consistency has to be maintained in the choice and form of headings. Subject knowledge and knowledge of rules is important to identify access points especially from materials of unique features like non-book materials (Serrao & Mey, 1998: 54). This is a professional function. Collective responsibility for such materials, e.g. the producers and directors of videos is one such problem in determining access points (Gorman & Winkler, 1988 : 186).

2.3.1.3 *MARC coding*

MARC coding is the process of assigning machine-readable codes to bibliographic information. A MARC-based record prepares data for computer recognition and manipulation, permitting the exchange and sharing of records across various automated systems (Millsap & Ferl, 1997: 7). There are various forms of MARC format, e.g. UNIMARC, MARC21, UKMARC, SAMARC. SAMARC was until lately the standard coding format used for computerized cataloguing in South African libraries.

Discussions were held in 1996 on the adoption of MARC21 for South African library records. The new MARC was voted for. The Gaelic consortium in South Africa has adopted the INNOPAC system which is completely based on MARC21. All libraries joining the consortium will have their records converted to the MARC21. SABINET has also adopted the MARC21 which means that the SACat will also be in MARC21 format. All member libraries cataloguing directly on SABINET are affected as they have to do so in the new MARC format. The manner in which cataloguing tasks are performed keeps on changing.

Cataloguing is affected by these changes as new items must be catalogued according to this new format. Conversion of old records has to be effected also. Cataloguers must be trained in using this new format and they will in turn have to offer training to other nonprofessional staff involved in cataloguing.

Cataloguers need to have knowledge of MARC21 format and its manuals. The coding of library materials according to MARC21 format requires an understanding of the rules of cataloguing and of technology. Cataloguers have to keep up to date with changes in MARC21. As new information formats emerge, it becomes necessary to know how to code their bibliographic detail. Cataloguing rules and the MARC21 are related and have to correspond. Precision in coding is important as errors may result in poor retrieval and exchange of information.

2.3.1.4 *Subject cataloguing*

Subject cataloguing involves intellectual analysis of items and the allocation of relevant subject headings (Levy, 1995: 3). Professionals do subject analysis of materials in depth (White, 1987: 49). It is meant to allow subject searching from the catalogue. It is very important in the academic library environment where subject searching is relied on for study and research projects. LC Subject Headings are mainly used as a basis for controlled vocabulary. Outdated terminology is often criticized, as well as inconsistency, unpredictable forms and missing headings. South African cataloguers expressed at the Seminar on Bibliographic Standards the need for adding a list of South African headings to Library of Congress Subject Headings and mutually accepted standards. This will improve searches in subjects of local orientation and interest.

Classification collocates works on a subject by bringing them together (Evans & Heft, 1994: 209). It provides shelf location for items, and allows browsing at the same time since materials on common subjects are brought together. Cataloguers assign classification numbers according to subject groupings. Knowledge of classification principles and practice is essential for classification. The Dewey Decimal Classification system is used by most university libraries in the country. The CD format Dewey for Windows also makes the requirement of competency in technological searching more necessary. The concept “subject cataloguing” is sometimes used as inclusive of the classification process. This is because, as stated by Hunter & Bakewell (1991: 4), “the same mental process must take place when deciding on the subject of an item, whether this is described in alphabetical terms or by a classification number”. The aim is to show the content of the library’s holdings.

2.3.1.5 *Authority work*

The steps required to determine the choice of the form of access points is called authority work or authority control (Evans & Heft, 1994: 334). Authority forms for names, series,

subjects and uniform titles are established to be used as access points. Authority work is performed to maintain the collocation function of a catalogue (Evans & Heft, 1994: 334). This means that items by the same author and on the same subject are brought together under one form. Authority records are also used to ensure consistency in the catalogue based on agreements made on acceptable headings to be used in an individual library or at cooperative level. Various sources like the Library of Congress Subject Headings and Library of Congress Name Headings are used to maintain the records.

Authority work also implies the making of references. References (e.g. see or see also) are made from various forms of headings to the one established as a standard and also to connect headings of related entities (Gorman, 1990: 86). Cross references are also made to direct the users to authority forms used in the catalogue. Users are not aware of the standards used to determine the authority forms and cataloguers must guide them. Authority control provides the relationships between items in a library catalogue (Jeng, 1997: 116). References help to make the catalogue as comprehensive as possible to cater for various subject search approaches and various levels of sophistication of library users.

Professional cataloguers are presently chiefly responsible for the maintenance of authority files in the online catalogue. Authority work is also performed when conflicts are discovered when a new entry is made and when changes have to be effected because of changes introduced in sources of authority used.

In a decentralized environment where no specialization in cataloguing is present, strict authority control has to be practised in order to maintain high standards of cataloguing. Expertise among new staff in cataloguing may take longer to develop since many other duties are performed at the same time. Authority control is also very important in the cooperative catalogues where strict heading consistency has to be observed. Computers have simplified this process in that merging and global changes can be done easily (Gosling, 1991: 13).

2.3.2 Additional tasks

Cataloguers in university libraries, who still operate in the traditional sense of doing cataloguing work only, often perform other tasks supportive to cataloguing and still others which do not fall within the scope of cataloguing. These tasks are performed in the spirit of cooperation between all library functions to serve the user efficiently and effectively. Other administrative duties like reports, budgets and correspondence also form part of the daily tasks.

Multiskilling is common at present and is another reason why cataloguers have to do other duties outside cataloguing. These tasks take up a lot of the cataloguing staff's time. Such tasks include library orientation, bibliographic instruction, reference services, and involvement in committees outside their department (Gorman, 1995: 33). The common practice in university libraries is that cataloguers have always been expected to take up additional duties whilst there has been little or no involvement of other professionals in cataloguing (Steinhagen & Moynahan, 1998 :14). With the practice of decentralization, cataloguers will be responsible for both cataloguing work and public service.

Hiatt (1987: 122) lists the supplementary knowledge and skills required by cataloguers to perform their tasks as the knowledge of cataloguing rules, ability to search, organize and record bibliographic data with accuracy and attention to detail and good communication abilities to read and understand procedural guidelines and to compose bibliographic notes necessary to cataloguing. Knowledge on where and how to find the important information to describe material is required. The cataloguer should have the skill to search items to find all important descriptive information. Knowledge of basic tools like the AACR2, MARC21, LC subject headings, classification schemes and additional bibliographic sources for verification is essential. Studwell (1996: 51) indicates that there is nothing automatic or guaranteed about cataloguing, but heavy intellectual engagement to interpret the standards and use them consistently is required.

2.4 Distinguishing between professional and nonprofessional tasks

Most libraries have several categories of staff in their cataloguing departments depending on the skills required and the complexity of the work performed by each category. Most professional cataloguers in South African university libraries hold a Library and Information Science degree or a degree plus a diploma in Library and Information Science. Other staff categories are the para-professionals with other qualifications or diplomas and clerical staff. This distinction was drawn in the 1970s in South Africa (Kerkham, 1988: 7)

Much uncertainty exists as to the difference between professional and nonprofessional tasks in cataloguing (Mohr & Schuneman, 1997: 205). The division is based on the fact that they do not require equal expertise. It is important that clear job descriptions differentiate between professional and nonprofessional tasks.

2.4.1 Professional tasks

The traditional main duty of cataloguers was the creation of bibliographic records. All their tasks were centred around three basic functions, namely descriptive cataloguing, subject cataloguing and classification (Serrao & Mey, 1998: 48). The principles of bibliographic access established in the past forms the basis for these cataloguing functions. Other ancillary tasks like the physical preparation of information material are also performed as part of cataloguing functions. These functions are carried out to achieve the purpose of processing library materials for easy retrieval and access by library users. Catalogue production and maintenance has the aim of guiding users in the retrieval of information sources. All cataloguing tasks are jointly geared towards making library materials easily accessible to users.

Some tasks will continue to be done by professional librarians for some time even in the face of change. These tasks are original cataloguing, authority control, database

management and general management of cataloguing affairs. Performance of these tasks requires professional knowledge (Coetzee, 1995: 150).

2.4.1.1 *Original cataloguing*

Original cataloguing is likely to remain the responsibility of professional cataloguers in South African university libraries for the foreseeable future. There is an increasing involvement of paraprofessionals in original cataloguing in other countries (Sullivan, 1992: 85). The disadvantage of the involvement of nonprofessionals in original cataloguing includes the need for more training and increased quality control (Eskoz, 1990: 384). The decrease in original cataloguing has led to a situation where it is performed together with many other library functions. Formation of service units operating according to subject specialties is one option where different functions are coupled together. A common practice is the assignment of both cataloguing and reference work to the librarians (Thomas, 1997: 9).

Descriptive cataloguing, subject cataloguing and classification form part of original cataloguing. The increase of locally produced information, such as government publications, makes original cataloguing a necessity even in contemporary circumstances where shared cataloguing is prominent. Someone must catalogue the original item, before it can be shared. Descriptive cataloguing must be done according to accepted standards. Standards continue to gain importance in a record sharing environment.

Deliberations about the possibilities of nonprofessional staff being involved increasingly in original cataloguing indicate that professionals will do original cataloguing of materials in special formats and showing specific characteristics (Buttler & Garcha, 1998: 314). Nonprofessionals may concentrate on original cataloguing of less complicated material (Kerkham, 1988: 9). In university libraries, in depth subject analysis will remain the responsibility of professionals (White, 1987: 49). The trend is that most cataloguing tasks

will be transferred to nonprofessional staff, as copy cataloguing is increasing and the need for original cataloguing is minimised.

2.4.1.2 *Authority control*

Hill (1988: 97) indicates that strict heading consistency and control are essential in online catalogues. Wrong or unnecessary new authority forms can only make the catalogue difficult to use by complicating the retrieval of records. Coupled with error correction, authority control will improve the usability of the catalogue. This can be done by providing additional access points, cross references, etc. (Racine, 1991: 123). Global changes to authority files can easily be effected online (Gosling, 1988: 13). Highly skilled cataloguers are required to perform these functions, as a number of records can be spoiled when wrong changes are made.

2.1.4.3 *Database management*

“Catalogue management” will evolve into “database management” with increasing automation of the cataloguing processes and product of cataloguing (Hill, 1988: 97). Cataloguers must take the responsibility as “managers” of the cataloguing process. Catalogue records are entered in online catalogues using the same rules as the traditional card catalogues. Professional cataloguers have to ensure adherence to these rules by all cataloguers. Cataloguers often have to make decisions on the types of catalogue information suitable for their users. This involves decisions on issues like the level of data to be displayed for item description and the format of data display.

Professionals have a responsibility to ensure error free and complete records. They will also have to effect changes to the catalogue records that need critical decisions making.

2.1.4.4 *Management of cataloguing affairs*

The reduction of routine tasks will enrich the professional's job but it also means a decrease in the number of professional cataloguers. The changes may not take place as fast as some theorists of change predict. Lephoto (1996: 31) states that we are going to experience a reskilling of cataloguers for changed roles. More of the routine tasks will shift to nonprofessional staff and professionals will take up more of the management functions.

There must be local overseeing of cataloguing services in bigger libraries like university libraries, and some authors are of the opinion that this could remain the duty of a few "expert cataloguers" (Brindley, 1988: 3). Policy formulation, problem solving, implementation of strategies and in-service training form part of the management functions to be performed by professional staff (Coetzee, 1995: 150). Cataloguers continue to have a future in cataloguing work even if total outsourcing of cataloguing work in libraries takes place. El-Sherbini & Klim (1997: 290) indicate some of the responsibilities that will still have to be done by cataloguers, namely to negotiate contracts, write specifications, set up delivery systems, oversee the cataloguing and systems operation, provide quality control and monitor budgets and expenditures.

2.4.2 Nonprofessional tasks

2.4.2.1 *Copy cataloguing*

The division of duties into original cataloguing and copy cataloguing increased with the practice of shared cataloguing (Eskoz, 1990: 383). Copy cataloguing is the process of copying existing bibliographic records into one's catalogue. It is less complicated and is usually assigned to nonprofessional staff (Hudson, 1987: 70). Sometimes it is necessary to adapt those records to suit local practices like shelving methods and adding more subject headings of local user interest. As Hill (1988: 96) indicates "if a copy has to be highly

scrutinized, or if it must be substantially altered, highly trained nonprofessionals are needed". As indicated earlier, professional judgement might be required.

2.4.2.2 *Catalogue production and maintenance*

Cataloguers are currently responsible for the production and maintenance of the catalogue. Provision of up to date and usable catalogues are important functions of cataloguing. A catalogue's primary function is to describe particular items in a particular collection (Levy, 1995: 33). The OPAC is a common form of catalogue in university libraries. Nonprofessional staff can be involved in data entry into the system which will ultimately form the catalogue. Data can easily be manipulated with the use of technology (Gosling, 1991: 13). This has simplified the production and maintenance functions of cataloguing.

The purpose of maintenance is to eliminate incorrect, incomplete records and general updating of the catalogue (Morris, 1991: 81). Libraries with computerised catalogues do maintenance online. This has made maintenance procedures easier compared to the traditional card catalogue. Updating and error correction is easier and batch processing and merges can be performed on many records at a time (Gosling, 1991: 13). Some aspects of maintaining a catalogue need the knowledge of professional staff (Eskoz, 1990: 389). Catalogue maintenance is an ongoing activity.

2.4.2.3 *Physical preparation of material*

The catalogued material is physically prepared by affixing the labels indicating the call or location number. This should be done by clerical staff leaving other staff more time to attend to complex tasks. The way preparation is done differs from library to library. Some still use a typewriter to make spine labels but production of labels is now possible automatically. Staff time is saved and accuracy improved. Other trivial duties like the fixing of torn pages and weak binding and the attaching of route slips when missing,

amongst others, take considerable staff time. Professional cataloguers may not be directly involved but they come across such issues daily.

Various other tasks are also performed by cataloguing staff depending on operations in their various libraries. These include bar coding, property stamping, inserting security strips and affixing pockets. Instruction in the use of the catalogue is also often a duty cataloguers have to perform.

2.5 Factors causing changes in the tasks cataloguers perform

Significant changes have occurred in the execution of cataloguing tasks (Trainer, 1989: 368). Changes in information publishing and technology are the cause. Some traditional tasks have become obsolete, e.g. catalogue card filing (Hill, 1988: 91). Changes in the remaining tasks have occurred, while new tasks have evolved. The way information sources are processed in libraries has changed and will definitely continue to do so. The changes can be attributed to several factors as discussed below.

2.5.1 The information explosion

Information is being generated at high speed, in huge volumes and in various formats, also as result of the advancement in technology. Libraries and information centres have problems in handling the vast amount of information. The mass of resources now available includes many that are useful in current research (Lange & Winkler, 1997: 66). Libraries also experience competition from information suppliers like the Internet. Users need simplified access to a wider range of materials. It is essential to arrange information in a variety of forms and make it accessible.

Cataloguers need to find ways of dealing with these high volumes of information sources and increase the speed of handling their collections to have them ready for the shelves quickly.

2.5.2 New formats

Information sources that have to be processed are continuously changing in format. New formats are developed. University libraries receive many information sources that vary greatly from the traditional book format. New formats are microforms, video cassettes, audio cassettes, CDs, electronic publications, software, etc. (Gosling, 1991: 10 and Evans & Heft 1994: 10). These new formats challenge the traditional way in which materials were handled in libraries. They have unique features which present new challenges to cataloguing.

Discussions and experimentation are taking place on cataloguing Internet resources. Lange & Winkler (1997: 66) say cataloguing carries its strength into the digital world. The OCLC Cooperate Online Resources Catalogue (CORC) project explores the cooperative creation of a catalogue of Internet resources (Hickey, 1998: 5). This catalogue allows dynamic generation of web pages with resources of interest to users. A decision has to be taken on which web resources must be catalogued. The background of cataloguers regarding bibliographic record construction and retrieval puts them at an advantage to do this work (Holt, 1995: 34).

The standards of cataloguing like AACR2 and MARC are internationally recognized for cataloguing. The basic principles of cataloguing for all material types are the same but continuous revision of rules is necessary to guide the cataloguing of new formats. The revision of traditional standards like AACR2 caters for the cataloguing of the new formats by continuous revision (Evans & Heft, 1994: 260).

2.5.3 Increase in electronic resources

The introduction of new cataloguing tools which are technologically driven has enabled cataloguers access to various useful resources. Additional resources, like AACR2, LC Subject headings, Dewey for Windows, various catalogues, bibliographies, and

professional journals (e.g. *Cataloguing and Classification Quarterly*) are available on CD-ROM, online databases and through the Internet (Hill, 1997: 80). Recent literature on cataloguing developments is of importance to keep cataloguers up to date in their field.

More specialized sources like Government materials databases are also often required for processing library materials with unique characteristics (Gosling, 1991: 11). Sauperl & Saye (1999: 89) emphasise the need for improvement of cataloguers' workstations (e.g. replacement of dumb terminals with PCs) to allow access to electronic versions of cataloguing resources. The Internet allows access to additional resource such as other library catalogues, contact with colleagues, contact with suppliers, publishers and various vendors. Knowledge of search techniques is important in consulting these sources.

Cataloguers have to keep track of new resources and related technological developments and learn how to use them effectively to achieve improved quality and quantity in their work. Cataloguing is considered very costly and every means to make it cost effective must be utilized maximally (Hill, 1988: 95). This often requires cataloguers to acquire new knowledge and skills in using technology.

2.5.4 Availability of cataloguing copy

The importance and use of copy cataloguing is on the increase as it offers a solution to the problem of duplication of cataloguing of the same sources by various institutions. Bibliographic networks allow copying of records created by others. It also addresses the problem of the length of time materials spend in processing before they reach the shelves. All libraries that contribute to cooperative catalogues in the country must provide quality records acceptable to others. The ease with which copy cataloguing can be performed has made this job suitable to be performed by nonprofessional staff (Hudson, 1987: 70).

2.6 Implications of networks and consortia for cataloguers

Various forms of cooperation, facilitated by networking and technological innovations, exist today. There is a need for well-trained cataloguers, especially new practitioners, to operate in such a cooperative environment and in consortia (Van der Walt, 1997: 88). Individual libraries contribute their records and authority records to the cataloguing pool.

Cooperative cataloguing challenges the traditional practice of cataloguing. Original cataloguing decreases significantly with increased copy cataloguing. Libraries share their records and can import records from various other large databases like OCLC. Authority control becomes more important in a cooperative cataloguing environment (Coetzee, 1990: 45). Various concerns will remain in the sharing environment like the level of acceptability of some of the records that can be copied. There has always been concern about the standards of cataloguing of some libraries. Oelofse (1996: 121) indicated at the Seminar on Bibliographic Standards that the quality of a large percentage of records in the South African Union Catalogue is poor. Cataloguing work done at the local level is very important and should meet the required standards to enable and facilitate sharing. The Cooperative Cataloguing Council in the United States (Swanenkamp, 1998: 52) and CALICO in South Africa (Van der Walt, 1997 : 92) have initiated cooperative training necessary for a cooperative environment for libraries. These moves support the need for cooperative training.

Larger university libraries are expected to have fewer professionals occupying cataloguing posts in the near future with the decrease in original cataloguing. Rather, subject orientation where all professionals will do both cataloguing and reference duties will be common. As observed by Buttlar & Garcha (1998: 320), job sharing among these librarians is on the increase. It promotes flexible and maximal utilization of professional staff to improve service to users in the face of resource scarcity and cuts.

2.7 New skills needed by professional cataloguers

Cataloguing tasks are undergoing transformation as a result of changing technology. The goal of cataloguing remains the same but the means of accomplishing the goals are constantly changing and adapting to new conditions (Racine, 1991: 128). Skills required by cataloguers in university libraries are changing and more are required. The present role of the cataloguer may become even broader in the future to include other library tasks (Revill, 1987: 74). The tasks mentioned by El-Sherbini & Klim (1997: 32) include management, reference, training and database management.

In decentralised environments, fewer people will in the future be called “cataloguers”. According to Buttlar & Garcha (1998: 320), the term “cataloguer” will be replaced by another term or title that would be more relevant. New knowledge and skills need to be acquired in current and future cataloguing practice (Hill, 1997: 75).

2.7.1 Public service skills

Few South African University libraries have changed their cataloguing to a decentralized system. Decentralization will probably increase as more libraries join consortia. Cataloguers will be required to improve or acquire skills to work directly with users (White, 1987: 48). This practice will be to the advantage of cataloguers. The traditional division between public service and technical service has created the image of cataloguers doing backroom work and being of less value. Many do not realize that successful service depends on quality bibliographic information in catalogues.

Decentralization will also give cataloguers the opportunity to work with the product they create, namely the catalogue (Steinhagen & Moynahan, 1998: 16). They will now be able to learn how users use the catalogue and problems they encounter and can continuously make improvements where necessary. Multiple job functions will mean reorganization of cataloguing job divisions and workstations. Some disadvantages are

likely, such as staff resistance to change, and the compromise of quality cataloguing (Buttlar & Garcha, 1998: 320). Conflict of reporting to managers of various library functions and time sharing among the different duties is sometimes experienced in a multiple job kind of operational environment (Brindley, 1988: 3).

2.7.2 Supervision skills

Professional cataloguers will remain as providers of leadership in bibliographic control (Racine, 1991: 128). They will play a leading role in the creation of bibliographic records. They will be responsible for quality control and authority control for all work done by nonprofessional staff and will evaluate staff performance. Professional cataloguers will be responsible to help cataloguing staff solve problems they encounter in their daily work.

Shared cataloguing requires quality work and strict adherence to standards. Cataloguers with an in-depth knowledge of cataloguing rules and standards will assume increased responsibility in this regard. Accountability is more important in a shared cataloguing environment and authority control is essential.

Cataloguers will also have to plan and supervise various projects like retrospective cataloguing, reclassification and systems change over (Coetzee, 1995: 150). Cataloguers will also have to supervise staff, especially new staff, knowledgeable in various other fields, such as foreign languages or technology (Racine, 1991: 22). This means that supervising cataloguers will have to have sufficient technological background and wide library and information practice experience.

2.7.3 Training skills

The cataloguing manager will be responsible for implementing changes in cataloguing and identify the training required and the people to be trained. (Racine, 1991: 14).

Training has to be continuous to keep up with the pace of change. Professional cataloguers are responsible for the training of nonprofessional staff (Trainer, 1989: 369). They have to plan the necessary programmes for training and ensure their success.

2.7.4 Database management skills

With increased automation of the cataloguing processes and products, broad knowledge of technology is necessary (Hill, 1988: 98). Cataloguers must acquire additional skills in hardware, software and related technologies like telecommunications, networking and integrated systems.

With the use of online catalogues, cataloguers have already assumed the role of database managers. They will also be evaluators, selectors and purchasers of cataloguing software and related tools (Gosling, 1991: 13). Knowledge of technology and its application to cataloguing is needed to be able to liaise with system providers, from the initial stages of negotiation of contracts through systems design, until and after implementation. Continuous maintenance will necessitate communication with the vendors on all changes introduced and all problems encountered in system use. Networking of the cataloguing function will require the facilitator to increase knowledge of bibliographic networking and its operation.

The introduction of online catalogues has made it necessary that old, manually catalogued collections be converted retrospectively. Cataloguers who have already been involved in projects of this kind indicate that the project is complex, costly and time consuming. Project management skills together with knowledge of cataloguing intricacies are required. Involvement in cataloguing cooperatives will also necessitate contribution by member libraries and retrospective conversion of old records (Steinhagen & Moynahan, 1998: 7). These procedures will have to be supervised.

The OPACs have brought about some changes in retrieval procedures. Data can easily be manipulated and retrieved in a variety of ways. The ease of use brings about increased demand by users for added features (Evans & Heft, 1994: 208). Cataloguers therefore have to research continuously to find new ways to improve the catalogue and make it more useful to their users. Involvement in research in the development of the OPAC will be another important function of the cataloguer. Software is continually revised by the producers and cataloguers have to give input to these revisions.

Catalogues available on nationwide databases are widely accessible and open for wider use and scrutiny (Romero, 1994: 210). Most university library catalogues are now on the World wide web. The need for efficiency by individual libraries increases as a result of this development. University library catalogues will in future be expected to act as electronic gateways to other digital resources (Baker, 1998: 2). The catalogue will take the form of a mixture of local and many other libraries' information, together with other web information. With the technology, various manipulations are possible. Cataloguers need to be well equipped to function in such integrative environments.

Management of cooperative databases also entails the overseeing of general quality, correction of errors and the updating of the catalogue records and authority files.

2.7.5 Management skills

Management of technical services is considered a function of professional librarians (Intner & Hill, 1986: 44). Professional cataloguers will have to develop policies to regulate cataloguing activities to keep up with change. Various other managerial functions, like human resources management and continuous research, are needed to keep abreast of new developments.

Literature indicates that the role of the professional cataloguer will shift more towards management.. A decrease in cataloguers at lower levels is inevitable with the few

remaining acting as managers. Management already forms a part of the duties of senior cataloguers. Future cataloguers will need to acquire more managerial skills to be able to carry out their responsibilities. Fundamental managerial functions are planning, organizing, leading and controlling (Smit & Cronje, 1992: 4).

2.7.6 Communication skills

The cataloguing supervisor will represent the staff involved in cataloguing at management level, where decisions affecting their work will be taken. He or she should lead in communication with various stakeholders. Liaison with various network and consortium members will increase as these practices increase. Professional cataloguers will have to communicate with their staff and ensure that cooperative agreements and changes are effected.

2.8 Conclusion

Cataloguing is an important information provision function that has a long history in the operation of university libraries and has a future which may be affected by the trends taking place in the information world. These changes have already had an effect on the way tasks are executed but not on the role of cataloguing. The situation in South Africa is such that one cannot talk of cataloguing as a dying art for some time yet. The demand for cataloguers will still be reasonable. It will however be affected in a similar way to other jobs by high unemployment rates. Poor economic conditions lead to staff cuts. Cataloguing has a future in information provision. It is becoming increasingly important with information proliferation and a growing need to organize and guide. It still plays an important role even in the electronic publication era (Lange & Winkler, 1998: 66).

Future professional cataloguers are expected to be cataloguing managers. This will mean an added responsibility and the challenge to increase their knowledge in all the operations in cataloguing and how they interrelate with other library functions.

Cataloguers have to perform their duties with a purpose in mind, which is service to users.

Changes will however take place in the tasks and responsibilities of cataloguers.

Decentralised cataloguing where cataloguers will take on other responsibilities which are directly service oriented like reference work will be responsible for many changes.

Professionals will no longer specialize by function (Eskoz, 1990: 384). This transition will improve the negative image attached to cataloguing work. Traditional work boundaries, which sometimes made cooperation between sections difficult, will be broken. More library workers will also have an opportunity to get acquainted with record creation, which is considered important for all library and information workers (Gorman, 1992: 694).

It is however very likely that a reduction in the efficiency of cataloguing performance will be experienced especially during the transitional period. Training and improvement on existing practices will be useful to guard against the lowering of standards of cataloguing which will be very expensive to correct later. Cataloguers must have a futuristic outlook and prepare for new job opportunities in university libraries and even outside, to occupy jobs in outsourcing companies.