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On the Role of Cataloging in Library Science: The Promotion of the Growth of Knowledge, Growth of Education and of the Economy

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Abstract

Cataloging, done by a library cataloger, is an extremely important job, but which, unfortunately, has generally not been well understood, appreciated, valued or recognized by the general public or by academicians, in general . Cataloguing involves the cataloger in the task of making sure that the latest scientific books, journals, articles and literary works, that has been produced by university and college academicians, are available in the library to be read and used by other, interested researchers in the particular field that the published research deals with.

We need to further investigate the results of why and how using the materials made available by catalogers to academicians (engineers, physicists, biologists, chemists, medical doctors, social scientists, behavioral scientists, historians and philosophers) in private and public university libraries is so important.

Let me expand on the role of the word," used". Practically all basic, university and college, government funded research, that is transformed into journal articles and books, which then allows more researchers to use these published materials to build on, so that it might/ may lead to different degrees of scientific breakthroughs in the future, is first examined, inspected, recommended and approved for acquisition by catalogers working in a library. They make the hard calls about which specific works, out of the millions of books and articles published each year, are worthy of inclusion within a particular library (research library, university library, public library) or a specific part of a library.

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A particular example of this process is that the end result of academic research, which was based on the materials chosen by a cataloger for inclusion in the library ,can lead to technological innovation and advance in many fields of science ,medicine and business .This research depends on the basic research that is funded by government and private foundations or organizations, in order to create outcomes using the provided research ,which could greatly increase the standard of living and quality of life of society.

It is argued in this paper that the beginning of this process involves the cataloger, who, based on his /her great knowledge of a particular part of the literature in a particular field, which it is her/his job to be knowledgeable about and a specialist in .It is the cataloger who decides initially what to incorporate within a library .

It can thus be argued that the cataloger is ,in some way , a gatekeeper ,as a cataloger's decision about what to obtain for inclusion in a particular library sets in motion processes that can lead to major improvements and changes in a society by researchers ,who read such materials and created new and novel findings that can have ramifications in the far and distant future that are not foreseeable in the immediate ,near future.

Keywords: *Cataloger function, library, books, knowledge, growth of knowledge, education*

Introduction

This section will deal with two interrelated perspectives on what is involved in cataloging. The first perspective covered will be an assessment made by an actual cataloger herself .The second perspective will cover how the cataloging profession as a whole views the specific activities engaged in that constitutes cataloguing. Consider the following statement:

"For most library patrons, the people they meet at the circulation desk or reference desk are the only library staff they see. These frontline library staff deals with the day-to-day operations of the forward-facing library. However, there are other library staff members that most people rarely see because they work behind the scenes making sure there are materials on the shelves and research databases for library patrons to use.

Patrons don't know about these important library staff members, but they are essential for access to information. And no, they also don't get to read all day!

One of those behind-the-scenes staff is called the cataloger. The cataloger organizes the collection and strives to keep it organized. This enables library patrons to locate materials on the shelf or online easily and efficiently. Some

People might think that this is an easy or mechanical process, but cataloging is highly intellectual work that requires specialized librarian training, an understanding of how legal materials are published and updated, and how they are used. In the RWU Law Library, the cataloger holds the title of Cataloging, Metadata, and Archives Librarian.

As the cataloger of this library, I (Kathleen MacAndrew) study books and research databases that the library acquires and provide a useful online record that correctly describes the item purchased. The records for all materials in the RWU Library require "access points" to enable searching in the library's online catalog. Book records require a call number based on the Library of Congress Classification System that is placed on a label on the book's spine to indicate where it will be shelved in the library.

The call number is determined by the subject matter within the book. This leads to the next type of access point that should be found in a record…subject headings. These special headings help the library patron find all the items the library has on a particular subject. An example would be Constitutional Law. By applying the appropriate subject heading, I enable patrons to easily find all the call numbers and locations (e.g. reserve, stacks, online) for constitutional law resources in the library.

Other access points found in catalog records make it possible to search using other criteria: title, authors, editors, etc. All these access points can be searched at once with a keyword search! Because of this, I try to think of different ways that patrons might look for an item. I add helpful notes about the item, such as the table of contents information and alternate forms of the main title to ensure all possible access points are available to the patron.

Cataloging begins by locating a record from a bibliographic database called OCLC. I edit the record and export it to the library's online catalog. After the record is exported, I barcode the book and create an item record that provides the location in the library where the item can be found. This item record also includes the circulation status, copy number, and volume information or notes to help identify the exact item for updates, etc. For print items, the next step is to add a label with the call number and place that label carefully so that it does not obstruct information the patron might need, such as a volume number or sections covered in a multivolume set. Electronic resources records include the URL and information about any access restrictions.

Cataloging is exacting and detailed work, but it is rewarding work. By providing helpful and accurate information in the library's catalog**,** I enable library patrons to locate the items they need for study and research (-emphasis added). When people meet me and learn what I do, they often ask whether I get summers off. The answer is no. The Beagle added: Books and databases are always being added to the collection and learn what I do, they often ask whether I get summers off. The answer is no. The Beagle added: Books and databases are always being added to the collection and Kathleen's expertise makes it possible for patrons to find and use the materials they need!" (MacAndrew, 2021, Library Blog).

The important point made in the above description of cataloging, provided by an actual cataloguer, is that "… I enable library patrons to locate the items they need for study and research… Kathleen's expertise makes it possible for patrons to find and use the materials they need."

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In a later section, we will argue that the important, overall role of the cataloger has been, if not ignored, then downplayed. This paper argues that they are crucial, indirectly, to the growth of knowledge, growth of education and growth of an economy over time.

Successful technological advancement and innovation in a country can be traced back to the existence of a technically proficient workforce, trained in science, mathematics, engineering and the arts, whose proficiency was the result of having access to libraries stocked with materials that allowed the readers of these materials to master technical subjects that later resulted in economic breakthroughs resulting in economic growth and improved standards of living.

The second perspective is given in the following statement:

"To "catalog" a book or other form of library material involves several interrelated processes which all contribute to the achievement of Charles Ammi Cutter's "objects" for a catalog:

To enable a person to find a book of which the author, title, or subject is known,

To show what the library has by a given author, on a given subject, or in a given kind of literature, and

To assist in the choice of a book.

(Adapted Rules for a Printed Dictionary Catalogue, by Charles Ammi Cutter, 4th ed., 1904, p. 12.;see also the appendix to this article)

Thus, catalogers prepare a description of an item, assign subject headings, determine a shelf location using a classification system, provide a link to the electronic item, if appropriate, and code that information with both MARC tags

or metadata so that it may be displayed in local online catalogs and, if the library catalogs with OCLC, in World Cat. Each element of the cataloging process is addressed in other tabs of this Guide, along with sources for the cataloging tools needed." (LibGuide (n.d.)- Elements of Cataloging and Classification. American Library Association Library Guides Cataloging Tools and Resources

Cataloging Tools and Resources: Home).

We believe that the first perspective offers a better, overall explanation of how important cataloging and Library Science are in making a better world for all humans, based on the management of the flow of information and data, that is made available by Libraries through the efforts of cataloguers, to researchers who then are able to use this material to create innovations that have the potential to significantly change the world and society for the better.

This cataloging process ,repeated at all libraries throughout the world ,sets in motion other ,similar activities at other libraries that may also lead to innovation and technological advances, which are based on the materials incorporated in other libraries ,which leads to positive outcomes for society as a whole. This will be discussed in the following three sections covered below:

- Economic Growth (EG)
- The Growth of Knowledge (GK)
- The Growth of Education (GE)

Without the organized methodology practiced in Library Science and Cataloging, EG, GK and GE would all be significantly lesser, worldwide, than what they are presently .In fact ,perhaps the primary differences separating 1st

, 2nd, and 3rd world countries on the planet Earth are the very significant differences in resources invested in education and in the dissemination of knowledge, which together lead to EG. The lack of trained catalogers can thus lead to a failure to incorporate cutting edge research, which will then inhibit/retard/handicap other researchers from making the possible, future breakthroughs that lead to the solution of problems such as inequality, poverty, discrimination and stagnant economic growth in the face of significant, population growth .

The paper's final section will be the conclusion of the paper.

The Growth of Knowledge

The growth of knowledge sets the stage for the future growth of an educated work force ,which then can lead to substantial ,future economic growth in a country's Gross Domestic Product(GDP).Such growth offers the potential resources to partially solve problems ,such as poverty and income inequality .However, as argued in the introduction ,the cataloger, in particular ,and Library science ,in general ,are largely responsible for how this process plays out in historical time at any given moment, as what is selected to be available to researchers starts with the cataloguer .The important role of the cataloger is generally overlooked , underestimated ,or just taken for granted.

The Growth of Knowledge perspective is associated with the philosophical/methodological views of Karl Popper. Popper emphasized an approach to knowledge generation, acquisition and dispersal that viewed knowledge as a trial and error process, involving constant, evolving judgment and evaluation that are taking place in historical time. This process is never, ever completed, but is entirely provisional in nature ,as the future is open ended and what was once positively viewed as knowledge can later be negatively viewed as not counting as being knowledge anymore. Thus, what counts as knowledge now, in the present, can possibly be refuted and overturned in the future .Therefore, there is never any final judgment about what counts as final knowledge.

Consider the following statement:

"Most of this paper will be devoted to exploring a particular problem context-the problem that scientists and scholars face in trying to build a coherent body of knowledge. This problem of how knowledge grows provides a central question that underlies the development of research libraries: What kind of access to recorded information best facilitates the growth of knowledge… In this spirit I shall try to examine some implications of the particular problem of how libraries might best facilitate the growth of knowledge. The role of criticism in the growth of knowledge and the fact that research is based on problem solving will lead us to see the use of a library as necessarily a trial-and-error process?" (Swanson, 1979, pp.4-5).

Thus, the ultimate goal of using a library is to provide the necessary resources to help solve existing problems .The manner of how this is accomplished involves the cataloguer function indirectly:

"Scientists publish in order to create, among other reasons. They create objects in what Popper calls "World 3" (the world of problems and theories) with which they and others can then

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interact [2, p. 154]. The nature of the created work depends on the past state of knowledge and may be reshaped by critical argument soon after it is created. The scientist who publishes must usually cite related work in order to give his own an intelligible context. So it is that the problems posed by the objective structure of knowledge itself force scientists into a public and corporate activity as they attempt to augment and shape that structure.[3] Thescientific community judges its own product. The judgments themselves become part of public knowledge. It is an important task of librarianship to understand the problems that underlie this process and to create suitable aids for organizing and facilitating it." (Swanson, 1979, p.6).

The reference to "librarianship "incorporates implicitly the conclusion that what is available for the scientist/researcher to study was first selected by the cataloguer. Thus, what is available in a library for researchers to make use of can determine the path of research that leads to a particular frame or view as to what problems are important to solve and which are not:

"To contribute to knowledge, one must modify the prior state of knowl-edge of the problem under attack. Thus, access to the literature is effective if it leads one to find previously published work on the same problem. Problems and theories can be described in part within the framework of subjects or disciplines, but it is not an easy matter to state how the existing bibliographic apparatus can be used for problem oriented access to information or to make clear how the latter might differ from subject-oriented access… The task that scientists and scholars confront in trying to link together individual pieces of work represents a part of the problem central to this paper-that of how to build a coherent body of knowledge." (Swanson, 1979, p.8).

The cataloguer plays an important role in this process by the decisions made concerning what is to be obtained by a particular library and made available for researchers to read and study.

This then leads to the question of the incomprehensiveness of any particular library collection and the ways in which the availability of resources can be attained so that users will find what they need in order to be able to search for solutions to the problems that they are investigating:

"… a collection whose use is restricted to the library building and which therefore is highly available cannot be effective if the holdings themselves are inadequate. Here is a more serious problem, for no library can afford to have a complete collection, however carefully it may define its scope. We can hope that future technology will offer improved solutions. Inexpensive widespread distribution of microform copies of books and journals may be one way of providing fast-response availability in local collections. Reproduction on demand from a central storage unit, with high bandwidth electronic transmission of page images, is of course another possibility. It is plausible that such alternatives to conventional publication and distribution will become increasingly attractive as problems with present methods escalate. Resource sharing and cooperative acquisition of infrequently used materials may solve some problems…" (Swanson, 1979, p.16).

In fact, all of these ideas have been implemented in present library science. See the discussion of what a particular cataloguer does in the introduction. However, we believe that the importance of the cataloguer or the function of the cataloguer has been only implicitly recognized by Swanson in his one mention of "librarianship". It may be that an important consideration in the growth of knowledge should be to strengthen and expand the role of the cataloguer in the overall process, as well as acknowledging their role.

Given the above framework, we can now mention the important theory of S.R. Ranganathan, whose work was completed before the invention and creation of the computer -Internet. His theory is built on five specific principles on which all libraries should function in order to serve the interests of library users. His contribution will be covered in the next section, as his emphasis is on the user of information, not the provider.

The Growth of Education

Consider the following reassessment and reappraisal of S.R. Ranganathan's Five Principles:

"A theory proposed by S.R. Ranganathan before the advent of the digital age detailed the five principles of operating a library system. Since its publication in 1931, a number of variants have been suggested—but rather than rewriting the principles, let's examine how "The Original 5" still apply today.

First Law: Books are for use.

Libraries were the original repositories of knowledge. The challenge libraries face today is that they are no longer simply destinations which house a physical collection—knowledge is now everywhere. Ranganathan's first law posited that "books are for use," meaning that books in libraries should not be shut away from users… and this concept pertains to all forms of knowledge, within and outside the physical library. The need for libraries to serve humanity—i.e. collect, curate and catalog knowledge to ensure its accessibility—is as relevant and important as ever.

Second Law: Every reader his/her book

The image we share of libraries is that of a building (or room) full of books. Other than the spoken word, books and scrolls recorded and stored knowledge so that it could be communicated. After several thousand years of following this practice, libraries started building collections of different knowledge storage media, such as photographs, vinyl records, and tape recordings. The second law of library science, "every reader his/her book" means that librarians serve many different groups, build content to accommodate many needs, and do not sit in judgement of readers' choices. The possible absence of a physical knowledge storage object doesn't dilute the power of Ranganathan's second principle; it is certainly relevant to media in all forms. And per the first law, the information explosion facilitated by the internet (another form by which knowledge is communicated) only expands and reinforces the need for librarians to do what they always have.

Third law: Every book his/her reader

Dr. Ranganathan believed that a library system must devise and offer many methods to "ensure that each item finds its appropriate reader". The third law, "every book his/her reader," can be interpreted to mean that every knowledge resource is useful to an individual or individuals, no matter how specialized and no matter how small the audience may be. Library science was, and arguably still is, at the forefront of using computers to make information accessible. The concepts embodied in this third law still apply. However, they apply to all information, not just physical objects. State of the art library systems can now manage extraordinarily complex collections that encompass a broad range of physical and digital resources. It should be noted that cost is no longer a barrier

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to building a great collection—the fee per seat of this technology is now equivalent to ~1% of a qualified librarian's salary.

Fourth Law: Save the time of the reader

Digitization has democratized access to knowledge. Great works of knowledge are now easily shared. The challenge, as the universe of digital knowledge expands, is to chart all areas of this universe so that free access doesn't mean "impossible to find." The fourth law of library science, "save the time of the reader," dictates that all patrons should be able to locate the material they desire easily, quickly and efficiently. Massive search engines and artificial intelligence as embodied by IBM's Watson may win at Jeopardy—but even the information Watson required to "train" for competition was categorized!

Fifth Law: The library is a growing organism

Libraries have always held the past in high regard, and of course that remains important. However, Ranganathan's fifth law of library science, "the library is a growing organism," requires that a library must continually change, and must update its collection, its methods for ensuring access, and now, its virtual presence… over time.

The future offers the opportunity for much exciting work. Technology for libraries of the future is already available. Affordable, social media-enabled, email-ready, and web-based library systems exist. The only challenge for a practitioner is to decide "what do I want the future of libraries and librarians to look like? "(Aspe,2016).

Thus ,the growth in education and in an educated work force depends on access to higher education for the vast majority of students worldwide, which also requires that the access to libraries in second and third world countries to the content holdings in advanced, up to date libraries in first world countries is crucial ,since "…digitalization" allows the immediate sharing of information and resources from advanced ,first world libraries with the resource constrained libraries of the second and third worlds at no cost . Thus, the training of cataloguers in second and third world countries is a must in order to create the conditions that can be used to solve current problems of poverty and income equality worldwide in the second and third world.

Economic Growth

Significant economic growth can only occur if there has been significant growth in knowledge and growth in education needed to create and support an educated work force that will gradually create the economic growth through a combination of technical and scientific mastery, innovation, and technological advance.
Adam Smith argued in his The Wealth of Nations (1776) that education of the work force was a necessary prerequisite for the growth in the wealth of a nation to be successfully attained. Smith argued that if a student could not afford to pay, then the state should pay for his education:

"On the basis of his Theory of Moral Sentiments and other writings, it becomes clear that Smith views education, conceived broadly to include both the learning of 'wisdom' and 'moral sentiments', as central to a prosperous or flourishing society. Education, in Smith's view, is not restricted to formal institutions of education but also includes social learning—that between parents and children, and the learning arising from friendships. For Smith, education is a social process. Smith also discusses the important role of wonder and surprise in the process of education. The provision of education, as outlined in his Wealth of Nations, largely supports the public provision of education with partial contributions from the enrolled students. Smith favoured education for all because he believed that it would offset the harmful effects of division of labour on the workers, and therefore, education had to be accessible to the workers. The essay concludes by reiterating Smith's position that education for all is necessary to create a prosperous society." (Thomas, 2018, p.105)

In his *General Theory* (1936), Keynes argued (Keynes, GT .pp.119-123) that government spending in depressed times created positive income and employment generating effects that he called multiplier effects. Thus, such effects occurred in the spending stream over time as the initial spending created additional spending. Given a one dollar increase in initial government spending, the spending impact would result and lead to more than one dollar in total, final spending effects.

We believe that there are similar such multiplier effects that result over time as governments spend to improve their educational and library resources, but these effects are not subject/constrained to depressed macroeconomic time periods, where there have been very significant decreases in private sector spending. There are very positive, interactive, feedback mechanisms working that connect the growth of knowledge to the growth of an educated work force to significant increase in economic growth over time. These interactive effects play a very important role in a society's overall prosperity, which Adam Smith characterized as opulence. Such opulence then creates the resources to spend on improving and increasing access to health care for all, as opposed to a select few in stagnant, third world countries. Intertwined in these impacts is library science and the cataloguer function.

Conclusions

The role of the cataloguer or the function of the cataloguer is an important part of Library Science which, if not completely ignored, is generally overlooked and not appreciated in the operation of Library Science. This paper has sought to redress this imbalance by singling out the role of the cataloguer for special attention in the overall process of "Librarianship" as regards the growth of Knowledge, the growth of education and of an educated work force, and the growth of the economy.

There is a clear cut connection between the successful implementation of "librarianship" and the growth of knowledge, the growth of education and of an educated work force, all of which together create the conditions for solid, future economic growth, which then allow for the expansion of health care to the general population of a country.

Appendix -GENERAL DISCUSSION OF THE MEANING OF THE WORD "CATALOGUE"BASED ON CUTTER (1904)

This discussion covers the different meanings of the use of the terms catalogue / catalog in common usage

In ***general ,a catalogue(catalog)*** is a booklet ,card file, CD-ROM ,Microsoft word document or pdf file that gives someone ,who is searching for information about the nature and form of a product that an organization, company, or library has the ability to access and obtain the information about a product or service ,so that they can use it in a particular way .

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The Catalog gives the description of the product, a picture of the product, a list of the books or periodicals, as well as the prices of the products.

or it refers to the listing of all of the different kinds od books, newspapers ,articles and journals held within the library

Cataloging

This is the process of creating and maintaining bibliographic materials and records in a library catalog or is a specific manner or way of organising library materials within the library, so that users will not find it difficult to locate the specific materials that they are searching for (data, information, instructions, descriptions, sources, etc.) In order to make use of these materials in a particular manner.

Types of cataloging

1. *Alphabetical catalog*

People using library materials to check for a specific book, periodical or article and/or the author of the book /article they are looking for in a file (card or digital) that lists the materials in alphabetical order.

2. *Dictionary catalog*

Here the user consults a dictionary to search for the name of a particular author or book in the library

3. *Classified catalog*

This provides access to information by subject matter

Physical forms of catalogs

Examples

Bound register

Printed book form

Card File form

CD-ROM catalogue

pdf file

Advantages of using a catalogue

There are a number of advantages that searching a catalogue provides to those who are attempting to find specific items in, for instance, a library:

The first advantage is economizing on effort and search time. It saves both time, money and physical /mental effort to consult the card catalog or digital, online version, first.

These resources could have been wasted searching in the stacks or other places for the specific item that they are in need of obtaining, in order to complete some specific task or accomplish some goal

Second, Cataloguing also eliminates duplication of work effort aimed at locating some particular book or article

Third, preparations for carrying out a literature /item search are easier to start, organize, complete and successfully accomplish if the catalog is checked first as opposed to a random search of ,for instance ,the stacks of books on book shelves containing hard copies of books or articles .For instance ,checking the HG section for a particular economics book wastes some search time as the catalog gives the precise code, say HG100.99.

Fourth, printed catalogue cards are more attractive and neater in appearance

Fifth, a catalogue may be used to advertise all of the products that a company is trying to sell to potential customers

Sixth, a catalogue gives the owner/organization/company total control over the contents of the catalogue

Seventh, a catalogue gives very detailed, particular and specific amounts of information about the product

Finally, a well-designed and attractive catalog makes it a valuable, public relations and promotion tool

Disadvantages

- It is expensive to produce and design a catalog, which leads to increases in cost.
- Changes in price may affect the whole catalogue
- Only one entry is recorded on the paper slip, so there could be substantial waste in space used in certain areas of the catalogue
- The operation of inserting /updating new entries and the withdrawing of old, obsolete entries is not an easy task to carry out
- Hand written entities can easily be distorted, marked up and defaced

Some Criteria in selecting a catalogue for use

1. *Authority*

Here you can check for the name of the author and publisher to ascertain how qualified the author is to write on a particular subject, based on assessments of his expertise by others who are regarded as experts in the particular field to which the contribution belongs

2. *Accuracy*

Here experts can give their assessments on the quality and reputability of the sources cited by the writer

3. *Currency*

One can check to see how up to date the sources and information used by an author is, as well as assessing how original and creative the work is

4. *Scope*

How well are the subjects items covered and in what range, breadth, depth and detail are they described?

5. *Interest*

This concerns what the demand is for the particular item .The greater the demand, then the more the source, item, product or service will be used or accepted

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