

Archives
Closed
LD
175
A40K
Th
102

THE DEVELOPMENT OF CENTRALIZED CATALOGING FOR
DADE COUNTY SCHOOL LIBRARIES

A Thesis
Presented to
the Faculty of the Department of Library Science
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Library Science

by
Betty Sheehan Lannon
August 1959

THE DEVELOPMENT OF CENTRALIZED CATALOGING FOR
DADE COUNTY SCHOOL LIBRARIES

by

Betty Sheehan Lunnon

August 1959

Approved by:

Ila Taylor Justice

Chairman of Thesis Advisory Committee

Eratis Williams

Director of Graduate Study

Leise C. Melton

Major Professor

Eratis Williams

Minor Professor

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
The Problem	2
Statement of the problem	2
Importance of the study	2
Definitions of Terms Used	3
Central cataloging	3
Technical processing	3
Limitations of the Study	4
Organization of the Remainder of the Thesis .	4
II. REVIEW OF THE LITERATURE	7
III. THE DEVELOPMENTAL PLANS OF CENTRAL CATALOGING IN DADE COUNTY SCHOOLS	12
IV. OPERATIONAL TECHNIQUES AND ROUTINES	17
V. SUMMARY AND EVALUATION	24
BIBLIOGRAPHY	28
APPENDIX A. Centralized Cataloging of Library Books, Public Schools in Twenty-eight Cities, January, 1955	32
APPENDIX B. Report of Central Cataloging Study . . .	35
APPENDIX C. Central Cataloging Policies	37
APPENDIX D. Time and Cost Study, 1955	40
APPENDIX E. Time Savers and Short Cuts	42

CHAPTER	PAGE
APPENDIX F. Equipment Used at the Central Cataloging	
Unit	43
APPENDIX G. Samples	44
APPENDIX H. Sample Page of Check List of "Catalog	
Cards Available for Distribution" . . .	46
APPENDIX I. Time and Cost Study, 1957-58	47
APPENDIX J. Progress Report, 1955-58	48
APPENDIX K. Evaluation Study Forms	49

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The nationwide increase in school population coupled with the rapidity of population growth in Dade County created severe demands for building and school personnel. Far-sighted administrators included a library in the plan for each new school. In the fall of 1954 two new junior high schools opened with capacity enrollments. These schools had adequate library space with reading, conference, and work areas. The walls were lined with adjustable shelves, but they were empty for there were no books. The librarians were employed for the same school term as the other faculty members, and no work had been done before the opening of school. After the session began, a great deal of time was necessarily spent by the librarians in book selecting, wise buying, classifying, cataloging, and processing. When these libraries were technically organized, routines established, and student assistants trained, the date was March 1, 1955. The students and teachers had been deprived of library service for six months. The principals were exasperated, the teachers antagonistic, the students impatient, and the librarians exhausted.

With the passing of the \$34,500,000 bond issue in 1955 authorizing the building of thirty-six schools, it was

necessary to develop a workable plan to prevent the repetition of the chaos of 1954-55. The step-by-step analysis and development of a plan to provide immediate library service in all new schools in Dade County comprises the main body of this thesis.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine what method or organized system of centralized cataloging and processing could be developed to satisfy the library needs for new and established schools in Dade County, Florida.

✓ The problem was twofold. One purpose was to provide new schools with completely organized libraries ready for operation on the initial opening day of the school. The other purpose was to provide cataloging functions for all schools. The problem not only involved technical method and procedure, but also the procurement of administrative cooperation which involved finance, personnel, housing, and equipment.

✓ Importance of the study. The significance of the study was to produce evidence to school administrators and librarians that more efficient library service can be obtained by the use of modern business methods at a saving of

time and money. The study seeks to encourage administrators to recognize and differentiate between professional library obligations and technical clerical tasks in the school library. It also seeks to provide the means for the school librarian to function as a library teacher. The time and money saved achieves real significance when the librarian's time is allocated to effective service that directly improves the caliber of student learning.

II. DEFINITIONS OF TERMS USED

Central cataloging. Central cataloging is the cataloging of books or materials by a single unit, office, or library for the use of a number of libraries. In this study the term was applied to those services performed by the Central Cataloging Unit for the public schools of Dade County, Florida.

Technical processing. This term was used to interpret the process of getting a book ready for the shelf. Complete processing includes purchasing, classifying, cataloging, as well as all involved clerical and manual tasks required before the book may circulate.¹

¹Evelyn Day Mullen, "Guidelines for Establishing a Centralized Library Processing Center," Library Resources and Technical Services, 2:171-75, Summer, 1958.

III. LIMITATIONS OF THE STUDY

The study was limited to the method of operation required to satisfy the mass duplications of the basic lists to meet the deadlines of openings of new schools. While the major portion of this study deals with this mass production, a section is devoted to the development of central cataloging services for all of the 164 schools in Dade County. Thus from a system of duplication, a more exact form of central cataloging is developing.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

When the preliminaries for this study began in 1953, research in professional educational and library literature proved of little value to produce material useful in the development of central cataloging to meet the peculiar needs of the Dade County Schools. As time progressed, more and more periodicals contained information on central cataloging which gave credence to the fact that other systems were faced with similar problems. Many school systems would or could not furnish cost or time data. A majority of operations covered the cataloging of controlled selections. In Dade County the interest was toward the mass cataloging and processing of basic collections for new schools and at the same time developing the service to include the older schools.

In these already established schools, book selection was based on need and left to the discretion of the school librarian. The greatest assistance came from the personnel of the Georgia State Catalog Card Service and from the Miami Public Library. However, research data proved helpful in obtaining administrative approval for the first year of operation.

Chapter II deals with the survey of literature on central cataloging and processing. The history of central cataloging is described briefly along with current trends. The Georgia State and the Contra Costa County Library Systems were reviewed for cost and production material. A thesis written by C. F. Nicholson at the University of Chicago gives comparable data on cost of cataloging with or without Wilson or Library of Congress cards and time requirements for specific technical routines in processing at the school level.² Columbia University's insurance study was used to establish replacement value of a catalog card.³ This chapter also contains the advantages of central

²C. F. Nicholson, "Proposal for Centralized Processing for School Libraries in the Chicago Area," (unpublished Master's thesis, The University of Chicago, Chicago, 1950).

³Charles W. Mixer, "Columbia Insures Its Main Card Catalogs," Library Journal, 82:2304-11, October 1, 1957.

cataloging as found in Tauber⁴ and in the Summer, 1958, issue of Library Resources and Technical Services.

Chapter III covers the historical development of central cataloging in Dade County Schools from the recommendation of the Peabody Survey in 1952 to the establishment of the Central Cataloging Unit in 1955.

Chapter IV discusses the development of operational techniques and routines, and the expansion during the school year 1958-59 from the processing of the basic collections to the card service for all schools.

Chapter V contains the summary, findings, and evaluations. These are followed by the Bibliography and Appendixes. The Appendixes contain valuable material for school systems planning to establish central cataloging and processing.

⁴Maurice F. Tauber and Associates, Technical Services in Libraries . . . (New York: Columbia University Press, 1953), p. 124.

CHAPTER II

REVIEW OF THE LITERATURE

Central cataloging is a true first of the Russian people. Russia had a project in centralized cataloging some fifty years before any other country. In 1823 Moscow University printed several hundred catalog cards.⁵ In the United States the first attempt was made by Charles Jewett in 1851. He failed in his endeavor to get the Smithsonian Institute to work with a group of libraries on cooperative cataloging.⁶ It was not until 1901 that the Library of Congress offered printed cards for sale some seventy-eight years after the appearance of the printed cards at Moscow University. However, it is interesting to note that cataloging was the chief topic of discussion at the first American Library Association meeting in 1876⁷ and still commanded attention at the 1958 convention, when L. Quincy Mumford announced a grant from the Council on Library Resources, Inc., of \$55,000 to test the feasibility of

⁵G. G. Firsov, "Organizatsionnye Voprosy Tsentralizovannoi Katalogizatsii," SSSR Bibliotekar, March, 1948, pp. 29-33.

⁶Tauber, op. cit., p. 123.

⁷Ibid., p. 110.

prepublication cataloging.⁸

Since 1950, the professional library journals contain many articles stressing the need for centralized cataloging for school libraries. It has been the accepted practice for progressive public library systems to operate a technical processing department to serve the needs of its branches. The state of Georgia capitalized on this practice, and in 1944, at the request of the Georgia Library Association, centralized cataloging to both public and school libraries became a reality.⁹ The service is limited by the fact that cards are available for books purchased through the state channels only and that there is no processing of books. However, Georgia is ahead of other states in that small libraries are indexed and there is a uniformity of cataloging throughout the state. In a survey by Dorothy Bendix, it was pointed out that during 1954-55 the Georgia system sent 181,372 sets of catalog cards to twenty-six regional library systems, fifty-nine county libraries, and 599 elementary and high school libraries. This work was accomplished with a staff of two librarians, one technical consultant, and six clerical workers at a cost of five cents

⁸"Highlights of the San Francisco Conference," ALA Bulletin, 52:603, September, 1958.

⁹Dorothy Bendix, "Regional Processing for Public Libraries, A Survey," Library Resources and Technical Services, Summer, 1958, p. 160.

per set of catalog cards.¹⁰ This represents a tremendous savings when compared to individual library cataloging costs or to the current cost of Wilson cards at ten cents per set.

Another pertinent cost analysis was reported by Bertha Hellum and Albert J. Biggins on the Contra Costa County Library System.¹¹ In 1953 five and one-half persons were required to catalog and process 1,758 books at a salary cost of \$1,347.00 and a per book unit cost of 75.4¢. In 1957, 4 3/4 persons cataloged and processed 4,678 books at a cost of \$1,642.00 with a unit cost of 35.1¢ per book. This system is proving that constant re-evaluation of procedures plus the adoption of new mechanical devices increases production and decreases cost.

The most valuable book to this study was Technical Services in Libraries by Maurice F. Tauber. Mr. Tauber discussed the history and development of various types of cataloging and explained the weaknesses and strengths of each. On central cataloging, he stated: "A well organized centralized plan provides for: (1) a concentration of expensive cataloging tools; (2) a concentration of able catalogers; (3) shortened lines of communication, with corresponding efficiency of administration; (4) greater use of

¹⁰Ibid., p. 160.

¹¹Bertha D. Hellum and Albert J. Biggins, "Cost Savings in Book Cataloging," Library Journal, 82:1729-30, July, 1957.

standardized coordinated rules and practices; (5) elimination of extra revising and editing; and (6) greater ease in maintaining a sustained policy in classification and decisions on subject headings."¹²

Tauber gave detailed information on the technical operations within a library, such as space and physical requirements, work organization and routines, time and cost needs, and personnel. He differentiated between the professional librarian and the clerical worker. The professional cataloger is responsible for the establishment of the entry, making the unit card, the classification of the book, and the assignment of subject headings.¹³ He stated that a competent cataloger working under ordinary conditions, using printed cards when available, can catalog about 3,000 titles a year.¹⁴

Information such as this was effective in obtaining administrative approval for the first year's experimentation.

The thesis written by C. F. Nicholson at the University of Chicago contains time and cost analysis of each detailed operation in technical processing at the individual

¹²Tauber, op. cit., p. 124.

¹³Ibid., p. 286.

¹⁴Ibid., p. 288.

school level.¹⁵ The study covered such operations as checking invoices, assigning subject headings, making main entry cards, etc. Nicholson also quoted comparative figures for cost cataloging with and without printed cards. When Columbia University insured its catalog, twenty cents per card was established as a replacement cost.¹⁶ As a result of the insurance study, the Columbia University's main catalog is insured at \$1,500,000 based on the twenty-cent per card value. If the business world recognizes the value to this extent, the educational world needs to be more alert to the proper installation of card catalogs.

From the survey of literature, it is an accepted fact that central cataloging is a step toward modernization of library systems. From far-away Norway to nearby Georgia, central cataloging is a reality, and progressive school and library systems are adopting this trend.

¹⁵C. F. Nicholson, "Proposal for Centralized Processing for School Libraries in the Chicago Area" (unpublished Master's thesis, The University of Chicago, Chicago, 1950), pp. 40-53.

¹⁶Mixer, op. cit., p. 2306.

CHAPTER III

THE DEVELOPMENTAL PLANS OF CENTRAL CATALOGING IN DADE COUNTY SCHOOLS

The Peabody Survey stated that school librarians spend too much time in technical routines and recommended the establishment of a system of centralized cataloging.¹⁷ Since the field of education is plagued with social lag, it was not until 1953 that this idea began to be formulated. The Dade County Board of Public Instruction and the Miami Public Library agreed to a joint experiment in central cataloging for the Douglas Elementary School, later named the Dade Demonstration School. The purpose of this experiment was to make a detailed cost and service study with respect to future cooperative cataloging plans.

This experiment was considered a success, but the continuation on the original financial basis was not feasible. The cost of cataloging had been deducted from the amount of money allotted for the purchase of the basic collection of library books. This reduced the number of books for the school from 956 to 750. The original contract included the net purchase price of the book with seventy cents

¹⁷George Peabody College for Teachers, Dade County Public Schools, A Survey Report (Nashville: George Peabody College for Teachers, 1952), p. 215.

added to this cost for the complete processing and the plastic covers. This service charge covered all expenses except the cost of supervision. The Miami Public Library Staff felt that a big scale operation of cataloging school library books could be accomplished if the Board of Public Instruction paid the salary of a professional cataloger plus a service charge of ten cents per book. They indicated that a minimum of 5,000 books would be required to make the project financially possible. The Coordinator of School Libraries did not want this cataloging cost deducted from the library book budget, and the project was dropped because the Board of Public Instruction failed to provide sufficient funds.

In the fall of 1954 the Instructional Materials Committee of the Dade County Public Schools requested a detailed study with reference to the possibility of developing a method of central cataloging to purchase and process the basic book collections in new schools. An inquiry was sent to forty-two school systems in the United States concerning centralized procedures for cataloging library books. Replies were received from twenty-eight systems.¹⁸

The first question was concerned with centralized ordering, classifying, cataloging, and processing of library books. Twenty-five of the twenty-eight systems prepared

¹⁸See Appendix A.

orders in a central location, eleven of the twenty-eight classified books centrally, and nine of the twenty-eight did cataloging and processing. An additional five systems were either currently studying this same problem or indicated that they planned to establish central cataloging in the future. The number of libraries served by central cataloging ranged from seven to 118 elementary libraries, and from one to forty-six secondary libraries. Some of the systems processed only for elementary schools and some processed only for secondary. The number of books centrally classified and cataloged yearly varied from 2,300 to 22,000. Personnel employed ranged in number from one clerical worker to as many as three trained librarians with four clerks in a large system. Seven systems revealed the use of Wilson cards, three used Library of Congress cards, and five compiled their own. Cost data were supplied by six systems, but proved of little value as there was no indication as to what was included in the cost coverage.

After studying the survey, the Instructional Materials Committee met with a staff member from the Miami Public Library in January, 1955, to analyze cost and equipment needs. A report from this meeting included recommendations for space, equipment, and personnel needs as well as estimated costs for one year of centralized cataloging for the Dade County Public Schools.

On February 2, 1955, the committee submitted a report to the Administrative Staff concerning centralized cataloging.¹⁹

In the meantime new schools which opened in the fall of 1954 were without library service. Librarians were employed along with other regular faculty members. They were given no opportunity for advanced library organization in order to acquire books and to plan for the details of technical processing. The result of this lag created ill feeling among faculties and student bodies.

In view of the possibility of central cataloging for new schools, book selection committees were organized. The Coordinator of Work with Children and Young People of the Miami Public Library served as chairman of the group of school librarians who chose the list which became the Basic Collection of Library Books for Elementary Schools of Dade County, Florida. The twenty-two junior high librarians selected the books that formed the Basic Collection for Junior High Schools of the Dade County Schools.

In April, 1955, the Board of Public Instruction authorized the trial establishment of the Central Cataloging Unit, and it appointed a professional cataloger. This librarian was sent to Atlanta to visit the central catalog-

¹⁹See Appendix B.

ing operation in the state of Georgia, and to Denver, Colorado Public Schools.

On May 1, 1955, central cataloging was in operation with one full time cataloger and a clerical assistant.

CHAPTER IV

OPERATIONAL TECHNIQUES AND ROUTINES

One of the first steps in organizing the operational setup of the Central Cataloging Unit was the purchase of equipment, cataloging tools, supplies, and materials. Since this project had not been included in the 1954-55 budget, makeshift arrangements were necessary if the books were to be ready when the new schools opened. Warehouse space was secured and furnished with used tables, desks, and chairs. Equipment was ordered to be billed July 1 when the next year's budget became effective.

The Elementary Basic Book Collection consisted of 1,000 books. New elementary schools were built for six hundred students with \$3.00 per student allocated from the capital outlay funds for the purchase of library books. In instances where portable elementary schools were established to await the construction of a permanent building, a small collection of approximately 250 books was purchased. These books became part of the regular collection when the main library was completed. Since books for secondary students are more expensive than those for younger children, \$5.00 per student was used for the base figure. Junior high schools were planned for 1,200 students with \$6,000 capital outlay money for library books. Schools classed as junior-

senior high schools were to develop from a junior high into a full senior high school by the process of dropping the lowest grade and adding the next higher grade for three progressive steps. Library book allocations were met by the purchase of the Basic Books for Junior High Schools with an additional \$4,000 allotment to help meet the curricula needs at the senior high school level.²⁰

A beginning task of the new cataloging unit was the conversion of the classified basic lists into a buying list that could be used routinely by the Purchasing Department for a period of one year. Plans were made to revise these lists annually. A three-by-five card was made for every book on each separate basic list giving author, title, publisher, and list price. During this process the current prices were checked with Books in Print or the American Education Directory. The cards were alphabetized by the author's last name and separated by vendors to conform with the latest book order procedure. Since the largest percentage of the books were procurable from the legal jobber, these cards were arranged by discount rates in the following categories:

- Books with 37% discount
- Books with 20% discount
- Books with 12½% discount

²⁰Betty S. Lunnon, "School Library Formulas," Junior Libraries, 4:126-29, October 15, 1957.

Books at net prices

Books to be prebound

After figures were totaled and discounts taken, the entire list was retyped, stencils cut, copies run off, and sheets assembled into a complete buying list for each basic collection. These were filed for use when required for purchasing books for a new school.

The same three-by-five cards were arranged in one alphabet in the catalog cabinet for use as a master file. This file was checked against the H. W. Wilson Checklist for the availability of Wilson catalog cards. If no Wilson cards were available, either Library of Congress cards were ordered or the card was marked "to be cataloged" and was filed separately.

The cataloging policies were established by a committee of thirteen school librarians representing the various types of libraries.²¹

When the catalog cards arrived, the matching cards in the master file were exchanged for the printed author card. The cataloger adapted this author card to suit the usage of Dade County Schools. She indicated the call number, the subject headings, the number of cards required per set as well as the number of sets. Stencils were cut on the

²¹See Appendix C.

I. B. M. text typewriter and the adapted author card was used as the model. Each stencil was proofread and marked for the number of duplications. The multilith operator ran off the required number of cards for each stencil. After the cards dried for twelve hours, they were filed in sets for future use.

The next step in the organization of routines was the establishment of a file for each new school. This file was to contain two copies of the original basic book order, the purchase order, two copies of each invoice, receipts, and forthcoming correspondence. One basic book order and one set of checked invoices were to accompany the shipment of the processed books to the school.

A section of the warehouse space was arranged to process the books. After much experimentation, the flow-of-work pattern was established as follows:

I. Receipt of books

A. Unpack

1. Sort cartons into stacks by school areas.
2. Unpack books and remove book jackets. Place jackets in cartons with the school's name on it.
3. Alphabetize books by author on book truck.
4. Check invoices for books received.
5. Stamp books with code numbers for necessary identification.
6. Place books on previously labeled shelves by schools in alphabetical order.

B. Record, check, and file invoice information

C. Technical processing

1. Pull and place the correct number of catalog cards in each book. (Number varies from five to twelve cards per book.)
2. Place books from shelves on the book truck.
3. Type subject headings and secondary entries on catalog cards according to code on the bottom of each card.
4. Type classification number, author, and title on the book cards and pockets.
5. Slip typed catalog cards and book cards loosely into the back of the book.
6. Machine paste pockets and date due slips in back of book.
7. Stuff catalog cards and book cards in pasted pocket and check for errors.
8. Mark books with call number.
9. Lacquer books and allow to dry. (Area climatic conditions make shellac usage impractical.)
10. Repack books and label carton for school.
11. Fill out receipt form with number of boxes to be shipped to school. Store until delivery date for opening of the new school.

It was necessary to assign six summer school librarians for four hours per day to work in Central Cataloging. These librarians worked for six weeks to assist the inadequate staff in meeting the new library book demands before the opening of the fall term. On August 31, 1954, 12,000 books were ready for delivery to eight portable schools and three junior high schools.

As Dade County grew in population, the need for new schools increased and with it the demand for central cataloging. It was necessary to add a full time multilith operator to the original staff and temporary help during the summer rush periods. From May 1, 1955, through June 30, 1958, eighty-four school units received 83,608 completely processed books.

In the fall of 1958 plans were made for the Central Cataloging Unit to develop into service for all 164 schools. The first step was the request privilege granted to schools for catalog cards of titles with no available Wilson cards. By December 5, 1958, deliveries were made to seventy-nine schools for 5,968 sets of the 442 titles. The second step was taken in February, 1959, when the entire list of new books from Books for Boys and Girls, A Selected Check List of Recent Material by a Joint Book Selection Committee of the Miami Public Library and the Dade County School Libraries was cataloged. This list is a semi-annual annotated bibliography of current books for children and young people, which is distributed at the regular Fall and Spring Book Review meetings. School and public librarians attend the reviews and examine the new books. A pad of request slips was given to each school.²² If a school ordered any of the 262 books

²²See Appendix G.

from the current list, sets of catalog cards were available upon request. One hundred and fifty schools requested 10,483 sets of cards, and these cards were delivered to the schools before the books were received from the jobber.

When the necessity for building new schools decreases, the opportunity to expand into full centralized cataloging for all schools will increase. As the 1958-59 school year ends, the Central Cataloging Unit completely processes the basic collections for all new schools, furnishes cards to established schools from the basic lists, and catalogs all new books on the semi-annual book review list for all schools.

CHAPTER V

SUMMARY AND EVALUATION

The development of an organized method to have all libraries in new schools in Dade County completely ready for student and teacher usage upon the initial opening of the school has been accomplished. The provision of cataloging functions for all schools has begun and will develop as the need for new schools decreases and as administrative understanding increases to provide the necessary finances. Costs have been cut by virtue of duplication in materials and labor, by the adoption of mechanical devices, and by the wiser use of personnel. The Central Cataloging Unit has produced uniformity of cataloging, high quality of workmanship, and made books promptly available for use, all with an economy of operation.

The December, 1955, study showed that seventy-five days are required for one person to organize a library collection of one thousand books. Dade County's average salary for a school librarian during 1954-55 was \$441 monthly.²³ The cost of the labor alone for 3 3/4 months equaled \$1,653. The Central Cataloging Unit efficiently processed one thousand books at a total cost for labor, supplies, and equipment

²³See Appendix D.

for the sum of \$690. This proved a saving of \$963, not including the supply and equipment cost at the school level. Administrators argue that this represents no cash saving as the school librarian's salary must still be paid. Are seventy-five days spent with children and teachers in real library service worth \$690? Alert administrators realize that there is no economy in the waste of man power.

In October, 1958, a time-and-cost study was made. The cost of labor, supplies, and equipment for one thousand books was \$555 with a time cost of 25.8 days. The per book cost was 55½ cents and the time cost 12.4 minutes. This report established the cost in time and money for the complete processing of the three sets of basic collections as follows:

938 Elementary Basic Books require 24.2 days at a cost of \$515.90.

2442 Junior High Basic Books require 63+ days at a cost of \$1343.10.

3634 Senior High Basic Books require 94 days at a cost of \$1998.70.

Dade County has found that central cataloging is worth what it costs and plans to continue experimentation to increase efficiency and expand service.

An evaluation sheet was sent to all 164 schools for a critical analysis of the card service and to all schools that received the processed basic book collections. Of the 111

replies received, 108 stated that the service should continue while the other three felt incapable of judging as they had not requested the service. In the comparison of the Central Cataloging cards with the H. W. Wilson cards, fifteen rated Central Cataloging cards as better than Wilson cards, seventy-nine gave them an equal status, and only nine rated the service as fair. While an overwhelming majority had no criticism to make, fifteen librarians felt that the cards could be improved with annotations. An interesting factor in this is that eight of these were elementary schools where emphasis has been placed on teaching library skills side by side with the basic study skills. Other pertinent comments contained the wish to have the call number and subject headings placed at the bottom of the card. The standard plea was for the cataloging of more titles with the emphasis upon those that have no Wilson cards, such as supplementary readers.

The basic book collection evaluations were even more positive in praise. Of the forty-three schools replying, all forty-three indicated that the central cataloging of the basic book collection was worth the initial cost. Forty-two librarians expressed the belief that Central Cataloging should retain its status quo. Only one librarian preferred to catalog and process her own books. In rating the usefulness of the service, thirty-five gave it excellent, with eight marking good. No one marked fair or poor. The

prevalent comment expressed was the desire for the extension of processing to include all books purchased for every school. One librarian went so far as to suggest the re-allocation of budget supply money to channel a portion of each school's budget to pay for increased staff at Central Cataloging. Another librarian offered her services free on Saturdays to help provide the needed labor.

After four years of experimentation with Central Cataloging in the Dade County Schools, this service has set the pattern for good cataloging, been responsible for well selected and uniformly organized book collections, and made it possible for school librarians to devote more time to service. The significance has been greater in some schools than in others because of the factor of individual differences among librarians. Central Cataloging has provided the basic collection for new schools and achieved success in the provision of limited card service for all schools. With continued administrative backing, new methods will be found to provide cataloging and processing for all of Dade County's school library books.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Ake, Robert S. "Central Processing Unit," Library Resources and Technical Services, 2:183-84, Summer, 1958.
- Ashley, Edwin M. "Clerical Automaton," Library Journal, 82:1725-29, July, 1957.
- Bendix, Dorothy. "Regional Processing for Public Libraries, A Survey," Library Resources and Technical Services, 2:155-70, Summer, 1958.
- Drewry, Virginia. "Centralized Cataloging Frees Georgia's Librarians," Library Journal, 73:382-83, March 1, 1948.
- Drewry, Virginia. "Georgia State Catalog Card Service," Library Resources and Technical Services, 2:176-80, Summer, 1958.
- Firsov, G. G. "Organizatsionnye Voprosy Tsentralizovannoi Katalogizatsii," SSSR Bibliotekar, pp. 29-33, March, 1948.
- "Free for All," Letters from our Readers, ALA Bulletin, 52:7328, November, 1958.
- George Peabody College for Teachers. Dade County Public Schools, A Survey Report. Nashville: George Peabody College for Teachers, 1952.
- Hellum, Bertha D., and Albert J. Biggins. "Cost Savings in Book Cataloging," Library Journal, 82:1729-30, July, 1957.
- "Highlights of the San Francisco Conference," ALA Bulletin, 52:603, September, 1958.
- Humphry, J. A. "Pratt Reshapes Its Processing," Library Journal, 73:1345-50+, October 1, 1948.
- Jaffarian, Sara. "Centralized Processing Means More Library Service to Pupils," Junior Libraries, 3:1, February 15, 1957.
- Kraft, F. J. "Gary's Central Cataloging Department," Wilson Library Bulletin, 29:645, April, 1955.
- Lunnon, Betty S. "School Library Formulas," Junior Libraries, 4:126-29, October 15, 1957.

- Mixer, Charles W. "Columbia Insures Its Main Card Catalog," Library Journal, 82:2304-11, October 1, 1957.
- Moreland, G. B. "Central Cataloging; or Nothing Ventured, Nothing Gained," Library Journal, 72:708, May 1, 1947.
- Moss, Margaret. "Problems and Policies," Junior Libraries, 3:5-8, February 15, 1957.
- Mullen, Evelyn Day. "Guidelines for Establishing a Centralized Processing Center," Library Resources and Technical Services, 2:171-75, Summer, 1958.
- Newland, Elizabeth Wharton, and Sara Jaffarian. "Greensboro's System of Keeping Records," Junior Libraries, 3:8-9, February 15, 1957.
- Nicholson, C. F. "Proposal for Centralized Processing for School Libraries in the Chicago Area." Unpublished Master's thesis, The University of Chicago, Chicago, 1950.
- Redding, N., and P. K. Christiansen. "Cooperative Cataloging; New Style," Library Journal, 73:1646-48, November 15, 1948.
- Saltus, Mrs. E. C. "Centralized Cataloging. Dearborn's Answers to the Problem," Wilson Library Bulletin, 27:653-55, April, 1953.
- Seely, Mary Louise. "The Problems of a Large System," Junior Libraries, 3:9-11, February 15, 1957.
- Shachlman, B. E. "Simplification Pays Off," Library Journal, 77:1254-58, August, 1952.
- Tauber, Maurice F., and Associates. Technical Services in Libraries . . . New York: Columbia University Press, 1953. 487 pp.
- Werner, Edward C. "Cutting Cataloging Costs in the Small Library," Library Journal, 82:32-33, January 1, 1957.
- Whitehorn, Catharine, and M. Bernice Wiese. "Central Systems in Operation," Junior Libraries, 3:25, February 15, 1957.

APPENDIXES

Centralized Cataloging of Library Books
Public Schools in Twenty-Eight Cities
January 1955

City	1. System uses centralized:				2. No. Libraries serviced by centralized cataloging:		3. School membership		4. No. Library books centrally classified and cataloged annually
	Ordering	Classifying	Cataloging	Processing	Elem.	Second.	Elem.	Second.	
New York (a)	Yes	No	No	No	••••	••••	••••	••••	5,000 titles
Chicago	Yes	Yes	Yes	No	346(b)	46	307,302	89,077	21,418 books
Philadelphia	Yes	No	No	No	0	0	117,961	82,253	0
Detroit (c)	Yes	No	No	No	0	0	135,030	86,080	0
Baltimore	Yes	No	No	No	••••	••••	••••	••••	••••
St. Louis	Yes	Yes	Yes	Yes	(d)	••••	63,558	17,201	••••
Washington, D.C.	Yes	No	No	No	••••	••••	57,076	34,824	0
Boston	Yes	No	No	No	0	0	46,007	20,602	0
Pittsburgh	Yes	Yes	Yes	Yes	78	23	15,050	25,517	\$10,000 value
Houston	Yes	Yes(h)	Yes(h)	Yes(h)	118	••••	84,349	41,457	12,000
Buffalo	Yes	No	No	No	84(j)	14(j)	32,972	24,052	15,591(j)
New Orleans	No	No	No	No	••••	••••	••••	••••	••••
Minneapolis (k)	Yes	••••	••••	••••	••••	••••	••••	••••	••••
Cincinnati	Yes	Yes	No	Yes	0	0	36,601	23,713	0
Seattle	Yes	Yes	Yes	Yes	62	21	45,461	28,864	22,000
Dallas	Yes	No	No	No	••••	••••	68,756	25,186	••••
San Antonio	Yes	No	No	No	••••	••••	38,000	20,000	••••
Memphis	Yes	Yes	Yes	Yes	••••	19	••••	19,994	13,000
Columbus (l)	Yes	Yes	Yes	Yes	••••	15	32,666	19,640	20,000
Portland (m)	Yes	Yes	No	Yes	0	0	35,000	30,000	15,000 (e)

Centralized Cataloging of
Public Schools in Twenty-Eight Cities
January 1955

City	1. System uses centralized:			2. No. libraries serviced by centralized cataloging:		3. School membership		4. No. library books centrally classified and cataloged annually	
	Ordering	Classifying	Cataloging	Processing	Elem.	Second.	Elem.		Second.
Louisville	Yes	Yes	Yes	Yes	•••	16	27,041	17,710	5,000
Rochester	Yes	•••	•••	•••	•••	•••	•••	•••	•••
Atlanta	Yes	No	No	No	•••	•••	61,550	23,135	•••
St. Paul	No	No	No	No	•••	•••	•••	•••	•••
Toledo (p)	No	No	No	No	•••	•••	•••	•••	•••
Fort Worth	Yes	No	No	No	•••	•••	34,056	21,211	•••
Grand Rapids, Mich.	Yes	No	No	No	•••	•••	10,912	8,734	•••
Highland Park, Mich.	Yes	Yes	Yes	Yes	7	1	3,363	2,345	2,300

Footnotes:

- (a) Currently making study of cost of central cataloging department for elementary and junior high schools.
- (b) Advisory cataloging for elementary schools.
- (c) Deem centralized cataloging highly desirable and are hoping to establish it in near future.
- (d) Books for elementary schools are classified and main author card prepared for each title. High school librarians catalog own books.
- (e) For high schools only.
- (f) Cost of cards only.
- (g) Cataloging for schools done at Carnegie Library for which Board of Education pays approximately \$5,000 as reimbursement for employees' time.
- (h) For elementary schools only.
- (i) Formerly kept union catalog but discarded because use did not warrant time involved to maintain it.
- (j) Ordering only.
- (k) Interested in possibility of such a procedure.
- (l) Secondary schools only.
- (m) Does not include supplies.
- (n) Currently studying this problem and interested in moving toward centralized process for secondary libraries.
- (o) Classified but not cataloged.
- (p) Are considering a centralized system.

APPENDIX A (continued)

Centralized Cataloging of Library Books
Public Schools in Twenty-Eight Cities
January 1955

City	5. No. employees used in process		6. Union catalog maintained		7. Type catalog card used:			8. Annual cost of centralized cataloging process
	Trained Librarians	Clerical	Yes	No	Wilson	Library of Congress	Own design	
New York (a)	• • •	• • •	• • •	• • •	X	• • •	• • •	• • •
Chicago	3	4	X	• • •	• • •	• • •	X	\$31,780.13
Philadelphia	0	0	• • •	X	• • •	• • •	• • •	• • •
Detroit (c)	• • •	• • •	• • •	X	• • •	X	• • •	• • •
Baltimore	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
St. Louis	1	1	(e)	• • •	X	• • •	X	60(f)
Washington, D.C.	0	0	• • •	X	• • •	• • •	• • •	• • •
Boston	0	0	• • •	X	• • •	• • •	• • •	• • •
Pittsburgh	• • •	1½	• • •	(i)	X	• • •	X	(g)
Houston	2	2½	• • •	X	X	• • •	• • •	• • •
Buffalo	0	0	• • •	X	X	• • •	• • •	• • •
New Orleans	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Minneapolis	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Cincinnati	• • •	• • •	• • •	X	• • •	• • •	X	• • •
Seattle	2½	4	X	• • •	X	• • •	• • •	• • •
Dallas	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
San Antonio	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Memphis	3	2	X	• • •	X	• • •	• • •	• • •
Columbus (l)	1½	1¼	X	• • •	• • •	• • •	X	3,000(m)
Portland	• • •	• • •	• • •	X	X	• • •	• • •	14,007(m)
Louisville	1	1	X	• • •	X	• • •	• • •	7,860
Rochester	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Atlanta	• • •	• • •	• • •	X	X	• • •	• • •	• • •
St. Paul	• • •	• • •	• • •	X	• • •	• • •	• • •	• • •
Toledo	• • •	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Fort Worth	• • •	• • •	• • •	X	• • •	• • •	• • •	• • •
Grand Rapids, Mich.	• • •	• • •	• • •	X	• • •	• • •	• • •	• • •
Highland Park, Mich.	• • •	1	X	• • •	• • •	X	• • •	4,760

APPENDIX B
REPORT OF CENTRAL CATALOGING STUDY
DADE COUNTY SCHOOLS

January 6, 1955

Memorandum

To: Instructional Materials Department
From: Eva D. Fisher and Betty S. Lunnon
Subject: Report of Central Cataloging Study

In view of the fact that two surveys have recommended the establishment of central cataloging, the Instructional Materials Department appointed a committee to investigate this possibility. The committee report follows:

I. Mr. Frank Eden of the Miami Public Library served as consultant.

Mr. Eden reported:

A. Cataloging as it is done in our schools takes 25% of the librarian's time.

Cost - \$1.38 per book
.20 per book for supplies
\$1.58 total cataloging cost

This amounts to \$115,000 annual outlay for cataloging.

B. Cataloging can be done centrally for sixty cents per book or \$35,000 including installation. This is a saving of \$80,000 a year with a possibility of cost reduction after the first year of operation.

APPENDIX B (continued)

C. Personnel requirements: not more than twelve

Two professionals

Eight clerks

D. Equipment needed:

1. Two multilith machines for duplicating cards
2. One stamping machine for accessioning
3. Two typewriters
4. Shelves
5. Work tables
6. Three or four book trucks

Mr. Eden stated that Library of Congress or Wilson cards would be used, and that ordering would be included in this plan.

II. The committee believed that space at the Tycoon Tackle Warehouse of 60 X 18 is a possibility. This location would require cleaning, repairs, a partition, and inclusion of shelving.

III. Central Cataloging would not be worthwhile on a small scale.

The committee would like to explain that by Central Cataloging is meant the ordering, classifying, cataloging, and processing of all library books in one central location before the distribution of the books to the individual schools.

APPENDIX C
CENTRAL CATALOGING POLICIES
DADE COUNTY SCHOOLS

June 10, 1955

Memorandum

To: Mrs. Betty S. Lunnon, Coordinator of
Libraries

From: Central Cataloging Policy Committee

Subject: Meeting - Thursday, May 26, 1955 - Report

At the foregoing subject meeting the committee recommended the adoption of the following policies:

- I. Only books will be processed through Central Cataloging Service.
- II. Classification
 - A. Authorities: Children's Catalog, Standard Catalog, Seventh Dewey Abridged.
 - B. Author: First letter only of Author's last name.
(Individual school libraries may add if they desire to use two or three-letter designations.)
- III. Accession Records: To be maintained in individual school libraries.
- IV. Shelf Lists:
 - A. Central Cataloging Service will furnish cards for shelf list at individual school.
 - B. No shelf lists will be kept in Central Cataloging.

APPENDIX C (continued)

- V. Catalog cards:
- A. No author's birth dates will be shown on cards.
 - B. No place of publication will be shown - publisher and copyright date only.
 - C. No paging will be indicated.
 - D. Author entry to be pseudonym if this is used on title page. Cross reference will be made to author's correct name.
 - E. "A", "An", and "The" at the beginning of title will be omitted.
 - F. No illustrator or joint authorcards will be made.
 - G. Notes will be brief and kept at a minimum.
- VI. Subject headings:
- A. Subject authority file will be compiled gradually.
 - B. Criteria for subject headings will be accepted authorities.
 - 1. Standard Catalog series
 - 2. Rue
 - 3. Sears
 - C. Tracings for subject headings will be on front of catalog card.
- VII. Readers
- A. Classification number and subject headings for books like AMERICAN ADVENTURE series, etc.

APPENDIX C (continued)

- B. When there is more than one author, the first author only will be shown.
- VIII. Cross Reference Cards (Subject), "See" and "See Also" cards will not be prepared by Central Cataloging. Individual schools may do whatever they wish in regard to this matter.
- IX. Analytical entries-- A minimum will be prepared; Schools may add what they feel they need.
- X. Processing
- A. Pockets will be pasted on last sheet in book so that they will not interfere with book covers.
 - B. Classification will be placed on spine of book.
 - C. Book card will contain usual information in customary order.

APPENDIX D

TIME AND COST STUDY, 1955

DADE COUNTY SCHOOLS

CENTRAL CATALOGING TIME AND COST STUDY - 1955

1,000 books....One person (Based on actual time required by skilled workers when work was organized on efficiency basis. More time would be required by the individual librarian.

Note: 1 day = Eight hours uninterrupted)

<u>Duties</u>	<u>Time Required</u>
I. Book selection and compilation of orders	15 days
II. Unpack books, remove jackets, alphabetize on shelves, and check invoices	8 days
III. Classify and catalog	30 days
IV. Process: accession; type book pockets, book cards; paste pockets and due slips; letter, lacquer, and shelve	20 days
V. File shelf list and catalog cards	2 days
	<u>75 days</u>

Seventy-five days are required of one person to get a library collection of 1,000 books ready for use, when an entire eight-hour day is devoted entirely to this task.

The following account shows breakdown of expenses and cost per book on a basis of 12,000 books processed at Central Cataloging Unit, Miami, in 1955.

Expenses:	Long term equipment	\$2,521.43
	Operating supplies	1,399.04
	Salaries	4,343.65
	Total	<u>\$8,264.12</u>

APPENDIX D (continued)

(Note: In addition to the regular staff, librarians on summer school schedule were assigned to Central Cataloging and worked four hours daily, or twenty hours a week for a 5-day week; six weeks minus 4 hours (July 4) OR a total of 116 hours each. This cost was included in the total salary cost.

Six librarians X 116 hours = 696 hours of labor.)

Dividing 12,000 (no. of books processed) into \$8,264.12 =
\$.68867 OR \$.69 per book.

Inventory of Equipment and Supplies on hand

December, 1955

Catalog coupons (Wilson)	\$	300.00
Systemat stencils		45.00
Long term equipment		<u>2,521.43</u>
Total	\$	2,866.43

APPENDIX E

TIME SAVERS AND SHORT CUTS

I. Mechanical Time Savers

- A. Multilith Model 81
- B. International Business Machine Electric Typewriter--
Text type
- C. Bates Numbering Machine
- D. Potdevin Label Pasting Machine
- E. Electric Erasers (Barber-Colman Company)
- F. Book trucks with ball bearing swivel casters

II. Short cuts

- A. Use the long book pocket with the card inserted. The card and the pocket can be typed in one operation rather than two.
- B. When pasting book pocket by hand, place hand inside the pocket and brush the paste on opposite side of the pocket.
- C. Use fast drying black brushing lacquer to paintbands across light colored books before marking the classification number. Let dry.
- D. Line up an entire shelf of books and use the yard stick to pencil the correct marking distance for classification numbers.

APPENDIX F

EQUIPMENT

EQUIPMENT USED AT THE CENTRAL CATALOGING UNIT

<u>Quantity</u>	<u>Type of Equipment</u>
1	Multilith Machine Model 81
1	I. B. M. Electric Text Type Typewriter
2	Standard Royal Typewriters, elite type with special platens
3	Fifteen-Drawer Card Catalog Cabinets
3	Eleven-Drawer Aristocrat Cabinets for Card Storage (double drawers)
2	Typing Desks
1	Secretary's Desk
1	Typing Table
2	Legal Size Files
3	Large Book Trucks
2	Small Book Trucks
1	Bates Numbering Machine
1	American Numbering Machine
1	Potdeven Label Pasting Machine
2	Electric Erasers

APPENDIX G--SAMPLES

STENCILS

940.53

S Savage, Katharine
The story of the Second World War. Walck 1958
271p illus

1 World War, 1930-1945 I Title

CATALOG CARDS

940.53

S Savage, Katharine
The story of the Second World War. Walck 1958
271p illus

1 World War, 1939-1945 I Title

APPENDIX G (continued)

BOOK CARD AND POCKET

910.53		
Savage		
The story of the Second World War		
Savage		
AUTHOR		
The story of the Second World War		
TITLE		
DATE DUE	BORROWER'S NAME	ROOM NUMBER

REQUEST BLANK

.....	D
Author's full name (surname first)	E
.....	A
Title	D
.....	L
Name of school library - Code No.	I
.....	N
Librarian's name	E
	<hr/>
	Feb. 18th.
	<hr/>

CENTRAL CATALOGING
BOOKS FOR BOYS AND GIRLS- A selected checklist
of recent material - February 1959

APPENDIX H

SAMPLE PAGE OF CHECK LIST OF "CATALOG CARDS
AVAILABLE FOR DISTRIBUTION"

Dade County Schools Central Cataloging Unit 320 S. W. 22nd Avenue August, 1958	Name of school requesting _____
	Mail code number _____
	Librarian's name _____

CATALOG CARDS AVAILABLE FOR DISTRIBUTION

<u>Author</u>	<u>Title</u>	<u>Publisher, Edi- tion, Date, etc.</u>	<u>Check Here</u>
Alcott, L. M.	Little men	World (Rainbow Classics)	_____
Alcott, L. M.	Little women	"	_____
Aldrich, B.	Florida sea shells	Houghton 1936	_____
Amer.Lib.Assoc.	Subject index to children's plays	A. L. A. 1940	_____
Anderson, A.M.	Alex Majors	Wheeler 1953	_____
"	Friday, the Arapaho Indian	" 1951	_____
"	Fur trappers of the old West	" 1946	_____
"	Pilot Jack Knight	" 1950	_____
"	Squanto and the Pilgrims	" 1946	_____
"	Wild Bill Hickok	" 1947	_____
Anderson, S.	Surprise fun	Beckley-Cardy 1946	_____
Wiggin & Smith, ed.	Arabian nights	Scribner 1947	_____

.

APPENDIX I

TIME AND COST STUDY, 1957-58

DADE COUNTY SCHOOLS
CENTRAL CATALOGING
TIME AND COST STUDY
1957-58

<u>TYPES OF SCHOOLS RECEIVING BASIC BOOK COLLECTION</u>	<u>NUMBER OF SCHOOLS</u>	<u>NUMBER OF BOOKS</u>
Portable Elementary	5	1,262
Permanent Elementary	18	16,538
Junior High Schools	4	9,528
Junior-Senior High Schools	4	12,324
Totals	31	39,652
Salary cost for 8,222 hours		\$19,630.66
Depreciation on long range equipment		530.00
Expenditures--supplies, repairs, etc.		1,854.51
Total cost		\$22,015.17
Per book cost for cataloging and processing		55½¢
Time requirement per book		12.4 minutes
One person 25.8 days to process 1,000 books at a cost of		\$555.00

APPENDIX J

PROGRESS REPORT, 1955-58
 PROGRESS REPORT OF NEW SCHOOLS SERVICED
 BY CENTRAL CATALOGING, 1955-58

<u>Dates</u>	<u>Portable</u>		<u>Elementary</u>		<u>Junior High</u>		<u>Junior-Sr.</u>		<u>Total</u>	
	<u>No.</u>	<u>Bks.</u>	<u>No.</u>	<u>Bks.</u>	<u>No.</u>	<u>Bks.</u>	<u>No.</u>	<u>Bks.</u>	<u>Schs.</u>	<u>Books</u>
1955-56	8	1,952	8	5,745	4	6,183	1	1,238	21	15,118
1956-57	5	1,335	23	19,903	3	5,194	1	2,406	32	28,838
1957-58	5	1,262	18	16,538	4	9,528	4	12,324	31	39,652
Totals	18	4,549	49	42,186	11	20,905	6	15,968	84	83,608

The number of schools listed here will not check with the number of schools built in Dade County for the same period for three reasons:

- (1) The portable schools later grew into permanent elementary ones, which meant a duplication of school count but not book count.
- (2) By the nature of book buying and delivery, some schools were counted in two separate years.
- (3) Three of the schools were old buildings with a new library unit.

DADE COUNTY PUBLIC SCHOOLS
LIBRARY SERVICES
320 S. W. 22nd Avenue
Miami, Florida

49

April 27, 1959

To: Librarians

From: Betty S. Lunnon, Supervisor, Library Services

Subject: Evaluation of Central Cataloging
Activation Date: May 1, 1959 to Library Services, 320 S. W. 22nd Avenue, Miami, Fla. Att: Mrs. Betty S. Lunnon.

We need to look critically at some of our services in order that we may improve. Will you please take 10 minutes to frankly express your opinions and return immediately. No signatures are required. Thank you!

B	TYPE OF SCHOOL - ELEMENTARY	_____	Year built
	- JUNIOR	_____	Year built
	JUNIOR - SENIOR	_____	Year built

A. Basic Collection:

DADE COUNTY PUBLIC SCHOOLS
LIBRARY SERVICE
320 S. W. 22nd Avenue
Miami, Florida

April 27, 1959

To: Librarians
From: Betty S. Lunnon, Supervisor, Library Services
Subject: Evaluation of Central Cataloging - (Catalog Card Service)
Activation Date: May 1, 1959 to Library Services, 320 S. W. 22nd Avenue, Miami, Fla. Att: Mrs. Betty S. Lunnon.

We need to look critically at some of our services in order that we may improve. Will you please take 10 minutes to frankly express your opinions and return immediately. No signatures are required. Thank you!

TYPE OF SCHOOL: (Check one)	ELEMENTARY	_____	{ Portable (Permanent)

	JUNIOR	_____	
	JUNIOR SENIOR	_____	
	SENIOR	_____	

I. Were cards requested? Yes _____. No _____.
A. If No was checked, please explain briefly the reason:

B. If Yes was checked, answer the following:
1. How did Central Cataloging cards compare with Wilson Cards?
Better _____. Equal Status _____. Fair _____.
2. Should this service continue? Yes _____. No _____.
C. What improvements can you suggest? Deletions or additions?