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Modern Manuscripts: A Functional Approach

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The Newberry Library has evolved a system for keeping all of its manuscript collections up to date in handling and in current use by the employment of 5 classes of arrangement: E—Basic treatment. Given to every collection upon arrival. Known as "Label [boxes] and List [in Master List]." D—"Rough form arrangement." Unarranged collections are separated into Letters, Works, etc. C—"Systematic arrangement." Unarranged collections are put into usable form, i.e., the Chronological, or the "Outgoing, Incoming, and Works" methods described. No folders or cards made. B—Group folders and cards added. A—Individual folders and cards added.

POLITICS IS THE ART OF THE POSSIBLE, according to a wise and knowing definition. Nothing could better describe modern manuscript collecting. In all its phases, from procuring manuscripts, through arranging them, up to and including the actual using of them, manuscript collecting is indeed "the art of the possible." Any pretense that this fine and delicate art can be made into an exact science with rigid rules is a delusion and apt to be an expensive one. For manuscript collections are like children, and the very latest in medical science agrees with the ancient wisdom that each child is born quite different from anyone else. But this is not a popular theory, and parents frequently refuse to accept it because it lessens their feeling of being in complete control over the situation.

All simplistic solutions to manuscript work are similarly based on unwillingness to accept the inherent complexities of the problems involved. Not indeed that the only solution is individualistic chaos. There must be, there can be, easy, firm control, but it is not simple, and it is an art, not a science.

Acquisition Policies and Problems

To begin at the beginning: the very first problem, that of what manuscripts to collect, does not have an easy answer. The old saying that there are always two schools of thought is never better illustrated than in this very first area of decision in manuscript work. There are those who be-

lieve anything and everything should be collected and who arrange for the seemingly ludicrous collecting of as yet unwritten work, as many young writers can now attest. There are others who believe only in collecting bona fide blue chip collections—collections of nationally recognized leaders and internationally recognized authors whose fame has survived their death. The Newberry Library has tried to achieve a sound middle of the road approach, using as a yardstick the measurement of a man or woman as “a catalytic agent” or as a “mirror of his time” without demanding that he or she be an outstanding political or cultural leader. It would seem that a person with neither impact on his times nor ability to act as a mirror of those times could have but small value for any other time. But even so seemingly sane and sensible a yardstick is definitely not to every man’s taste. There are those who walk away from even selective collections with the simple verdict: “junk, just junk.” And there are those who, conversely, raise strong voices to protest that such a restrictive policy means that the library is not accepting its cultural responsibilities. Their argument is that anything, if kept long enough, is valuable.

Libraries that are official depositories have their acquisition policies more or less decided for them and do not have the problem of choice to contend with to any appreciable extent. It is for the library which is not an official agency and which solicits personal papers and family records that these decisions are often difficult.

There are also two decided schools of thought about regional collecting. A few curators believe each library should confine itself to collecting material pertaining to the region in which it is located. The second and larger school believes that a regional system always breaks down sooner or later and therefore it is best to accept the unpleasant fact that “man is a competitive animal.” As one witty and charming rare book librarian put it: “Let’s face it—the basic requirement for belonging to this region is having gone through once on a train.” Such tough-minded realists invoke from the beginning the ancient doctrine of “to the victor belong the spoils.”

As to that still more ancient of evils—money—there are two very loudly disputing schools. One believes the library should never purchase collections. This school believes the library’s role is to house, service, and display the collection, thus giving immortality to the person whose life it reflects. The second school simply accepts the law of supply and demand, paying what it must to get what it wants, thus being free to do what it wishes with the material later, which includes disposing of the collection if it should prove to be inactive.

Arrangement Policies and Problems

Having somehow or other traveled this thorny path, the librarian is now confronted with problems of cataloging which again demand sagacity for satisfactory solutions. There are many more than two schools of thought on manuscript cataloging, ranging all the way from doing nothing at all to the opposite extreme of treating each item like a rare

book. Most of the current literature earnestly advocates the fixed personal conviction of the person writing the article without the all-important qualification of "This is what we consider best for our particular type of collection and our particular purposes at this particular stage in our particular type of institution's growth."

Here the harrassed administrator must be very wise indeed and realize that the earnest and sincere person who sets himself up with a "one true way" which will "solve everything" may well lead the institution into costly and sometimes irreparable error. So to the rallying cries of the "strictly chronological," or the "strictly archival," Newberry replies with the "strictly functional" and believes that the secret, if there is a magic secret to manuscript cataloging, lies in the functional approach. Royalty's impact is now minimal, but it was not so in the days of Queen Mary of England. When her granddaughter Elizabeth began pressuring for marriage to the exciting and then unproven Philip, Queen Mary did not go into minute details of whether he was able, or had any money, or even was a worthy young man. This powerful woman said tersely to the governess: "Would it *work*?"

The Newberry Library has been asking this question now for twenty-four years, twenty-four years of intense thought and intensive experimentation, out of which slowly but surely evolved the Class System of manuscript control. It is important to note that this is not a preconceived system imposed upon the manuscripts. This is a functional system the manuscripts imposed upon the person who alone handled each piece of each collection over a twenty-four year continuous period.

The system consists of five classes which are named by the letters of the college grading system, A, B, C, D, and E, which to most librarians brings ready recognition. A simple outline will be given here in order to clarify the descriptions that will follow:

- Class E Minimum essential treatment, "label and list" only, meaning to label boxes and to list in library's union list of its manuscript collections.
- Class D "Rough arrangement by *type* of material only," i.e., by letters, diaries, scrapbooks, mementos, etc. (For collections arriving in an unarranged condition.)
- Class C "An appropriate functional arrangement" is chosen and put into effect if the collection is unarranged (or studied and accepted if possible when collections arrive already arranged). But no "guides" (or indexes) or folders are made.
- Class B "Guides" (or indexes) and folders are added for *groups* of material.
- Class A "Guides" (or indexes) and folders are made for *individual* items.

CLASS E

Class E treatment should be the minimum essential in handling, given promptly to each and every collection. This consists of boxing the material in good, durable manuscript boxes which are promptly given descriptive labels containing the name of the collection and the box number. The box number is important, for even this primitive shelving medium gives librarians a means by which boxes may be charged out from the time of the collection's arrival, and also enables a user to relocate given items within a collection. The collection's name should be entered in the library's own master list of manuscript collections, and the number of boxes is quite sufficient to give a rough indication of size. Thus Class E is called the "Label and list" class, since the work is limited to labeling the boxes and listing the collection's name for the library's own reference. The box label will look something like this:

George B. Utley Papers Box 1

The master-list entry will look something like this:

George B. Utley, 1876-1946. 11 boxes and 4 oversized cases
(uncataloged)

The manuscript curator himself should be alertly in charge of handling the collection from the beginning, for the preliminary handling is very important. Assistance can and should be used in manuscript work, although very few libraries either can or will afford much help for the manuscript librarian. But it is wasteful and sometimes even destructive to use untrained and unknowing help on the important task of the first handling (except of course for the purely physical part of unpacking, lifting, etc.) which to experienced eyes is so vital and so revealing. During the course of the swift, simple work of Class E, the curator forms very definite ideas and initially may ascribe *two* classification numbers to the collection being handled: the one it comes in and the one to which he may wish eventually to promote it in the interests of research use. (It is very important to point out that no work is ever wasted; promotion to a higher class simply means adding more work to what has been done.) If the curator is up to date in his work, or if the collection for some reason has priority, he can put a higher class into effect immediately, should the collection warrant it. But no less than the E treatment should be given *at once*. It should be considered disgraceful to have unopened cartons gathering dust in forgotten basements or attics.

CLASS D

The next higher class in the ascending scale is Class D, "Rough ar-

rangement by type of material." For collections which come unarranged this is a simple, quick method of obtaining considerable control. The material is separated roughly into categories that manifest themselves to the experienced eye of the handler. These categories are different for each collection. In one there may be a simple handful of letters with many scrapbooks and many drafts of works. There may be many printed books which most libraries will prefer to have taken out promptly and sent to the catalog department for routine handling by its cataloging staff for the library's book collection. In another collection, there may be many photographs, many loose clippings, or many diaries. It is helpful and useful to group this material together with appropriate labels neatly announcing the contents of the boxes. The labels would look like this:

Augustine Bowe
Papers
Appendix
Date books
Box 1

There is no attempt to do detailed sorting of any kind. Perhaps that will be done later or perhaps the collection is not of such research value as would justify doing so at any time. In the meantime, the material is of much more immediate use if grouped into rough types as they manifest themselves to the curator who has to develop a "feel" for this kind of thing. There are no ready rules that can be memorized. The curator has to be knowing and to be able to feel when just a little more time could result in having a collection in D condition, rather than merely boxed as in E. There is no substitute for background knowledge and a flair for functional order.

Class D collections are entered on the library's master list exactly as are those in Class E.

CLASS C

Class C now begins to get into more exact and demanding work. Class C is the "appropriate systematic arrangement" class, "appropriate" indicating great leeway in the choice of a system, or the acceptance of an existing system if the collection comes already arranged. Whatever systematic arrangement becomes the "appropriate" one, in Class C the work is done as austere as possible. No labeled folders and no detailed "guides" (or card indexes) are made. Instead there are large cardboard guide cards (A-Z, or 1-10) within each box which take the place of more elaborate filing and finding media, plus a simple listing in the library's master list of manuscript collections.

Three "appropriate systematic arrangements" will be discussed, the first of which will be the "strictly archival."

Class C—Archival System—The “strictly archival” system has powerful and vociferous voices supporting it, but unfortunately sometimes in a way that sheds a great deal of heat but not much light on the subject. The impression gained at times from some of the disciples of this system is that there is less of an effort to explain the system and more of an effort to proclaim a dogma that will lead to dominance. This has resulted in tragicomic situations such as that of a hardworking librarian who suffered a nervous breakdown as her retirement approached and she felt herself facing the total disgrace of having a successor come in to disclose to the world that her lifetime of devoted work was not “strictly archival.” Similarly, a medical manuscript librarian, who was more than an average success at her work, was unnerved for months by her president who returned from a convention with the despondent and accusing news that “THEIR manuscripts are all being done ‘strictly archival.’” This announcement was made with the grim and bitter face of a man who was saying “THEIR daughters are all beautifully nubile young virgins while here I am stuck with these hopelessly awkward and stupid old maids.”

The dedicated, competent, and sincere men who are making a very important contribution to the development of sound principles for archival management would be horrified to learn of these petty and pointless power fights going on in their name. Just what then actually is this system they propound?

The “strictly archival” system is the “already arranged” system, and is a sane, sensible, and sound acceptance of the arrangement in which a collection arrives, if that arrangement is a functional one. In other words, the work consists not of physically arranging the collection, but of analyzing and indexing an already arranged collection; the system was originated for the type of collection that arrives at the depository already arranged (or already Class C). The curators sensibly accept the existing arrangement, if it is at all adequate, as “the appropriate” one and proceed with a physical Class E (label and list) treatment to which they then add what amounts to Class B and Class A+ treatment. The Class B work is in the form of “inventory” sheets containing an analysis of the subgroups and series within the collection. The Class A+ work comes in when these “inventory” sheets are expanded into “guides” which include summarizing contents notes.

With this X-ray examination of what the “strictly archival” system really is in terms of the five classes outlined above, the arguments for and against its use may be presented. Its supporters stress the soundness and the economy of accepting an existing arrangement rather than going through the wasteful expense of superimposing another system on the collection (for example, changing it to “strictly chronological”). They also stress the importance of preserving the organic condition of the collection as it developed, pointing out that what to the scholar would be meaningful relationships within the collection are lost if this original order is destroyed. There is little or nothing that can be said against arguments which are statements of simple truth.

The arguments that are raised are really more against the misleading *claims* made for the system than against the *system itself* and are first and foremost that it actually applies to office collections that have been already officially arranged and that it is indeed "strictly archival" in that it applies strictly to official archives. Manuscript collections proper, it is pointed out, are entirely different in that they usually come in no order at all. Another point made concerning the system is again not really against it as such, but rather against the propaganda surrounding it, a propaganda that seems to suggest extreme economy and instant completion. It is true that no physical rearranging is ordinarily necessary, this argument goes. But analytical "inventory" sheets are necessary for the archival system in order to make the various arrangements in which the various collections arrive understandable and usable. And the making of these "inventory" sheets is expensive, as is all manuscript work. If these "inventory" sheets are expanded and elaborated into real "guides" (as defined by T. R. Schellenberg in his monumental *The Management of Archives*, 1965) the work is sometimes prohibitively expensive.

A further argument against the claims of the system is that the individual "inventory" or "guide" sheets do not really result in one composite control of all the collections and that therefore a detailed master index is required. This means a tremendous amount of additional expense and still does not result in an absolute control of everything owned, for the nature of the "inventory" or "guide" sheets is a selective one. So this results in the library being left in a position where it can neither locate nor report on desired items in its collections except for the outstanding names brought out in the "inventory" or "guide" sheets.

The conclusion is that it is very important to differentiate between archival principles which every worker should master (cf. Schellenberg's authoritative explanations) and a "strictly archival" system which is promised as an instant solution which costs nothing. There is no such thing. The "strictly archival" system is important in its place, with particular reference to official and business collections, but it is definitely not The One True Way that solves any and every manuscript problem.

Class C—Chronological System—A second system is the widely-used chronological arrangement. The "strictly chronological" system has many passionate supporters and the theories behind this advocacy are persuasive. It is only, the reasoning goes, within the context of time that events are of interest. The scholar asks first and foremost, so these advocates claim, "What do you have in my period?" Another reason given for support of this system is that there is no doubt about where something is filed—no complexity in filing of the sort that means only the filer can be the finder. A date is a date. This reasoning then leads to still another argument in favor of the chronological system: the work can be done simply and easily by inexperienced assistants.

Against these arguments, some very sound indeed, the curator who is really trying to see the whole picture must state at least two important functional objections. First, there seem to be a great many more requests

for material by name, either of person or of organization, than there are by period. And to be able to retrieve material by name from strictly chronological arrangements *every item in the collection* must be indexed. This very expensive requirement in itself is an important argument against the "strictly chronological" method. But there are still further ramifications in that paging of often widely scattered letters from one person, who might have been a correspondent for twenty years, and subsequent re-filing of them after use, continues to be an endlessly expensive process even after the expense of making the original index is forgotten. It is perhaps interesting to note that the Newberry Library has recently felt itself forced to abandon the chronological arrangement of two collections requiring constant paging and re-filing which was not only expensive but practically brought about a revolt among the pages. The items involved were the numerous Sara Teasdale letters in the John Myers O'Hara collection and the Henry B. Fuller letters within the Fuller collection. The Edgar Lee Masters items in the Carter Harrison collection cause endless work, and rearrangement of this collection is also contemplated.

If a comprehensive index is not made, there is simply no way to retrieve letters of individual men or organizations except by the time-consuming and manuscript-destructive process of sending successive crews of pages to thumb through the boxes again and again. The final and only other choice of action is the simple, honest statement of "We don't know if we have any or not." To evade and to pretend is transparent and dishonest.

There is a second serious objection to the "strictly chronological" arrangement, and perhaps this one is even more serious than the first. Anyone who has for over twenty years worked with a great number and variety of collections can testify that it is necessary to supply dates for a considerable number of the letters before they can be filed. This certainly is not something that an inexperienced assistant can do, but is often an intricate process of working from known dates to presumed ones. This requires both knowledge and experience if the results are to be anything other than frustratingly misleading for future users of the collection.

With all its drawbacks, nevertheless, the "strictly chronological" arrangement is an important one to use for some collections under some circumstances which an experienced curator can sense. It is never a good system to use for large literary collections where the emphasis is so strongly upon names. Readers ask constantly for "the Faulkner," "the Hemingway," "the Dreiser," "the Mencken," "the O'Neill," etc., items and very rarely for "writers of the twenties."

Like everything else in manuscript work, the "strictly chronological" is good for certain collections under certain conditions but is no absolute panacea.

Class C—"Outgoing, Incoming, and Works" System—The Newberry "Outgoing, Incoming, and Works" system was invented in the field, as it were, over twenty years ago to take care of a large literary col-

lection upon which specific demands were being made even before it was fully unpacked. It was made in an attempt to answer requests for desired items with accuracy and speed and yet to satisfy the school of thought which deeply felt the "strictly chronological" was the only really scholarly way to handle manuscripts. "Outgoing" letters (i.e., letters written by the figure around whom the collection revolves) are arranged chronologically, thus giving that much desired day-by-day progress of the person's life. The boxes containing these letters are shelved first, thus placing the collection in its time period immediately and obviously. Next come the boxes containing the "Incoming" (i.e., letters or other material sent to the central figure) alphabetically arranged by name of sender (within each name, the arrangement is chronological again). The third section of the collection consists of "Works" (i.e., the author's plays, novels, poems, diaries, etc.) alphabetically arranged by title, thus enabling the librarian to produce a given work instantly.

This system has been used with outstanding success in at least two other libraries besides the Newberry Library, namely the Bancroft Library (University of California—Berkeley) and the University of Washington Library in Seattle. Each library had the feeling of "inventing" the system and was overjoyed later to discover its own findings were being confirmed by positive results in two other libraries. The arguments in favor of the system are that it gives easy and complete control of a collection with minimum expenditure (all manuscript work is expensive; pretenses that it can be cheap and effortless are comparable to medical quackery, which does not deceive knowing persons). The important point in its favor is that this system works with or without an index. In other words, it is a Class C system that gives a Class B control. Simply by walking from collection to collection and going to the alphabetical position for a desired name, one can see how much the library owns. Of course with an index, it is that much easier, with the walking eliminated. But the point is that even without an index, item control is still absolute.

Another argument in favor of this system is that by splitting the collection in three parts, any kind of demand is easier to handle. The largest and most unwieldy collection can have a "finger tip control" when its bulk is split into three autonomous units, within each of which there is an exact and understood order: "Outgoing" (by date), "Incoming" (alphabetical), and "Works" (alphabetical). The library is always in a position of assurance and can respond to demand with easy poise.

Arguments against this system are that its main value, i.e., control over specific names, is not important for collections without names of value. And its ability to offer a chronological base does not operate when there are not enough outgoing letters to form a chronological index to the collection's period of influence. Both arguments are sound and only point up the inescapable conclusion that there is no one single system that meets all needs. In manuscript work, as in life, one must take the negatives with the positives of any choice. Above and beyond all, a manuscript librarian must be aware, knowing, and flexible. He must have

the good and the bad points of each system clearly in mind and be able competently and quickly to choose the most functional one for the collection being processed. For any collection with name value contents, and most especially for literary collections, the "Outgoing, Incoming, and Works" system always gives great and permanent satisfaction. For other types of collections, other types of sound and proven systems must be considered, always with the goal of the most functional control for the least cost.

There is of course a fourth system of arrangement, namely by subject, but this will not be discussed in this paper since most authorities are agreed that it presents more difficulties than it solves. We now proceed to a discussion of Class B and A.

CLASS B

It is not until we come to those collections meriting Class B treatment that for the first time labeled folders and detailed "inventory" or "guide" sheets (or index cards) are made, and in Class B these are made for *groups* of items, not for single items. Class B therefore consists of the "appropriate systematic arrangement" of Class C to which is added the filing and finding aids of labeled folders and a "guide" (on sheets) or an index (on cards). As to the question of sheets vs. cards, there is something to be said on both sides and the problem recalls the controversies over the book vs. the card catalog, with all the arguments still raging hotly. With the library computer just around the time corner, the whole problem of finding aids is going to have to be re-studied with a view to possible automation. In the meantime, each library must do what is best for its own purposes.

An example of a Class B index card would be:

Wy	Howells, William Dean		
	1900-1919.	4 items.	A.L.S., T.L.S.
	Enc.: 5 clippings concerning the above.		

An example of a box label in Class B would be:

Wyatt, Edith F.
Papers
Works
A-D

The library's union list entry is always the same: the name of the collection plus whatever additional information about the size is available. An example for a Class B collection would be:

Henry Kitchell Webster	4,936 items	no uncataloged material
------------------------	-------------	-------------------------

CLASS A

Now we proceed to the top classification: A, the "individual folder with individual card" class, which should be awarded only to collections

of great value. This treatment is for the authentic rare manuscript collection that every administrator wishes each collection could be. Each item is put into an individual folder, and a card is made containing the same data as given on the folder's label. (There is a typewriter attachment whereby both card and label can be made with one insertion into the typewriter roller.) This type of work is costly, but once done it is done forever, and it provides a maximum safeguard for the preservation of each item. It is as unwise to give this detailed Class A treatment to a collection not meriting it, as it is unwise *not* to give it to material that is a cultural heritage.

An example of a Class A folder label and index card would be:

Mi Wilde, Oscar to
 David Bogue.
 London [May 1881]
 2 pp.
 A.L.S.
 Enc.: Typed copy of the above.

Above and below these five classes of A-E, there are two others which ought to be avoided except under unusual circumstances. Below Class E is the chaos of not unpacked material in disregarded boxes to which reference has already been made. At Newberry we call this the rats' nest class—of no value to anyone, still unpacked, and thus unknown, unreported, unused, undesirable. At the other extreme, above A, there is the Luxury or A+ treatment with subject contents notes, copious subject headings, etc. (Calendaring comes under the A+ heading). Such treatment should be used as rarely as really rare material comes to any library and this is, unfortunately, rarely indeed.

Now that all five classes of arrangement have been outlined, a word should be added about the possibility of using more than one class within a single collection. For example, sometimes a collection lends itself to Class D ("Rough arrangement by type of material") except for important letters which merit Class B or even A treatment. Another collection might merit Class B ("Systematic arrangement with group folders and a finding list or index") for "Incoming" letters with the few precious "Outgoing" letters in the central figure's own writing meriting the individual treatment of Class A. It will thus be seen that these classes are not rigid.

One can also create a plus or minus system when a collection seems to merit a little more or a little less work than the chosen class would indicate. For example, C ("appropriate systematic arrangement") lends itself very easily to C minus by omitting detailed filing. Thus, if a chronological arrangement is decided upon as the "appropriate" one, for a C minus treatment file simply by year, not by month and day within the year. Class C lends itself also to C+ treatment very easily, in which case a few selected items of outstanding importance get folders to keep them

as an easily found and easily re-filed unit. These selected items then are brought to special attention by either making index cards for them, or listing them in detail on an inventory sheet.

There is no end to the variety of adaptations that can be made by an experienced curator who is knowledgeable about the real potential of the material being handled and who is driving toward the high goal of the most control for the least money.

Examples from the Newberry collections of using more than one class within a collection are:

The Sherwood Anderson collection:

The "Incoming" section is done according to Class B with group folders, thus putting all the Faulkner items in 1 folder.

The "Outgoing" section is done according to Class A with each original Anderson letter in a separate folder of its own.

The E. E. Brown family collection:

The main body of the collection, extending over a century and a half, is arranged chronologically, thus putting these early records of seafaring men where they are of most value, namely their year. Interfiling was not done by month and day because this is of small relative value. Thus this is a C-minus arrangement.

Besides these letters there is a large body of personal mementos belonging to two of the last members of the family, the donor and his father. These were put into boxes without formal arrangement of any kind, thus making this section of the collection *Class D* (rough arrangement by *type* of material only).

E. E. Brown family
Papers
1800-1820

For the main body of
the collection (Class C)

E. E. Brown family
Papers

Appendix
E. O. Brown
Mementos
Box 1

For the personal
mementos (Class D)

The Importance of Sound Administrative Policy

All these decisions as to manuscript arrangement must be made with the advice and consent of the chief librarian, for they imply much more than technique, they amount to policy. Does the librarian feel it is his library's function to offer an informed support to the scholarly community? With how much knowledgeability does he want the manuscript di-

vision to be able to locate its holdings? With how much authority does he want the curator to be able to report these holdings in the constant barrage of requests that come every day in the mail? How much and what kind of reference work does he expect the curator to be capable of doing in relation to the manuscript collections?

For this is always the point: how much control is wanted and how much can be gained for how much money? The collections can be used with a certain degree of ease arranged according to any of the systems discussed above, but the important element is always time—the manuscript librarian's time, the staff's time, the scholar's time. Time is always the essence, and nowadays time is always money. But whose time, spent at what stage of the work? How much time should and can the library spend on manuscript work in the beginning to save how much time of the scholar or the administrator in the end?

There is no perfect nor any easy answer to this, for the appearance of an outstanding scholar with needs that can be met only by a well-controlled collection can change an administrator's opinions overnight as to what should have been done. It is too late to meet the specific situation then, but the A-E system described above offers a solution for future situations, with its possibility of promotion within classes when desired.

The curator must present these facts of manuscript work in a businesslike way so that the librarian sees he can have any result he wants to have and so that he also sees that he cannot offer Class A or B results to scholars by using Class D or E systems, much as the curator would wish such miracles could happen. The curator must find a way to feed the immense amount of information he is daily absorbing (and the new questions constantly invoked) to the librarian in an orderly fashion without making him feel constantly badgered. The verdict of "messy, expensive and a nuisance" that was once passed on modern manuscripts by a library director holds more than a small element of truth. There is much in manuscript work with its everlasting detail and its demands for clear, steady decisions on values, that can and indeed often does mount into being no less than a nuisance. To this end, all the curator's reports should contain carefully thought-out solutions from which the librarian can choose what he wants without spending the unending amount of thought on it that the curator must give to the work.

What has to be kept constantly in mind is the function of the particular library and the quality of each particular collection. If the library is an official depository receiving large numbers of big, official collections which come already filed in C (systematic) arrangement, the "strictly archival" system already described will be used. But even here judgment again is required. Even the "strictly archival" system is no simple, fool-proof method but really consists of a fine blend of features of the Class E, Class B, and Class A+ systems, as previously described. How full should the outline analysis on the "inventory" sheets be made, and when should these "inventories" be expanded into authentic "guides" which give detailed analysis and subject summaries? How much of an attempt should

be made to create a master index from these "guide" sheets? As one honest archivist said (ruefully taking up an inch thick "guide" to one of his collections): "I find myself putting in fuller and fuller outlines all the time for the simple reason that unless I do we tie our own hands behind our backs as to meeting any of the demands upon us."

The library which is not an official depository has a different problem. Personal papers and family records arrive for the most part in bureau drawer condition and demand arrangement if any kind of effective use is to be made of them. In fact it is often the promise of careful arrangement that decides the donor in favor of a particular library. Newberry, for example, was given one large literary collection for the simple reason that it lay for years on deposit in another library which did nothing about arranging its valuable contents. Immediately upon its receipt at Newberry it was given the A-B arrangement it deserved, as its continuous subsequent use has demonstrated.

Manuscript policy-making calls for shrewdness and sagacity, for contradictory forces are always in motion. These contradictory pressures are first exerted by the staff. On the one hand there is the assistant who wishes to satisfy his own inner needs for perfect order in an imperfect world by peacefully doing perfect cataloging—each piece of manuscript being given rare book treatment. On the other hand there is the impatient assistant who sees the folly of all this, but unwittingly tries to substitute another folly—the vain and empty promise of producing control without the hard, exact, detailed work which must always be the steel structure upon which control (whether it be control of manuscripts or of anything else) rests.

The contradictory pressures are just as marked within the ranks of the users of the collections. First, there are scholars working on specific persons or organizations who expect any library to be able to report immediately its exact holdings for his instant use. Second, there are the research men who are working on large topics and who resent control of any kind (including arrangement). They demand instead unsupervised access to all collections and the right to move around in them (also to move them around, if they so wish) entirely on their own. This kind of a researcher wants the right to discover and himself to announce the precise contents of the collection. More than one report has come forth as to choice items deliberately concealed within larger items to forestall use by others, etc., etc.

Between this type of user and a pedantic librarian, conflict easily breaks out. Both sides are always wrong, because it is neither the researcher nor the curator who should take upon himself the working ground rules for the manuscript collections. This should be part of the library's basic policy, carefully formulated and clearly announced by the library administration.

All of this leads naturally into the third and final phase of manuscript work—who shall be admitted to these manuscript collections once the

hard problems inherent in acquiring them and arranging them are solved? What shall be the admissions policy governing their use?

Admission Policies and Problems

The problems of admissions are no less demanding than those of the other two fields discussed: acquisition and arrangement. The trio constitutes the challenging three "A's" inherent in any type of manuscript work.

As it was with respect to acquisition and arrangement, so the solutions for the problems of admissions must be based upon the particular functions of a particular library in its particular stage of growth in relation to a specific collection. There is no blanket solution that brings easy peace. To achieve wise answers, the library must first pose clear and revealing questions. Does the library wish to identify itself mainly with academic research at or above the Ph.D. level? Or does it feel the obligation and the desire (as well as have the requisite facilities) to encourage work at the master's thesis level also? Should a university hold its collections exclusively for the use of its own faculty? Also should one faculty member be permitted to claim a collection as his own, and for how long a time should he be permitted exclusive access? Outside of the academic community, who shall be admitted besides recognized authors?

These are questions again of basic administrative policy which should be carefully worked out and clearly announced, standing serenely above the personalities involved. These administrative decisions are difficult, for with the powerful "publish or perish" ultimatum upon them, members of the academic community quite naturally feel significant acquisitions must be kept for scholarly investigation only and not be dissipated in quick publication by an amateur. On the other hand, nonacademic users advance the cause of "democracy" and may accuse an institution of favoritism. Then again with the high rewards that go to initial discovery, an established scholar will not find it fitting if a beginner, even if a member of the academic community, is allowed first publication of significant items which might have been part of a more comprehensive work developing under his direction.

But even with solutions to these controversial questions which satisfy a library that its own particular purposes are being realized and its own particular goals are being reached, there still remains a knottier problem to be solved. This is: to how much of any collection should the qualified user be admitted? It is easy to say, "To all of it, of course. The user must be the sole judge of what is or is not to be used." But the library which rigidly follows this course may risk the confidence of its donors and may sacrifice future gifts of significant collections. Most people are only too hauntingly aware of the universal truth in the famous line from Robert Penn Warren's electric *All the King's Men*: "There is something every man wishes to hide. Get it!" Donors must be helped understandingly and sympathetically to accept the fact that a full archive will in the kinder eyes of the future lead to the kind of full understanding that is important

both for the cause of history and the cause of the individual man. And that is never obtained from a sharply weeded collection, which may lead to a superficial type of work. The truth will come out indeed and usually in a harsher form than the actual facts, unless the facts are permitted to speak for themselves within the context of the circumstances.

Both administrators and manuscript curators must be fully informed on the complexities of the copyright laws (which give permission rights to the estate, not to the depository, unless specifically willed to it). And both administrators and curators must understand, and also help the donor to understand, the changing tax laws. Concerned as they are with the effort to place the records of the past at the service of the present for the benefit of the future, both administrator and curator must work with the donor and, using both tact and empathy, urge him toward a full acceptance of his crucial part in this stirring and challenging responsibility. And it is a stirring and challenging responsibility, for in all its aspects, with all its difficulties, there is no job that yields a higher return on invested effort than does that of manuscript curatorship—no job that affords a richer fulfillment.



Book Form Catalogs: A Listing Compiled from Questionnaires Submitted to the Book Catalogs Directory Subcommittee, ALA, 1968

ALA-RTSD BOOK CATALOGS COMMITTEE

THIS LISTING INCLUDES active book form catalogs of those institutions which returned the 1968 questionnaire of the ALA Book Catalogs Directory Subcommittee in time for the tabulation. The coverage of this listing has been limited to those characteristics of the reported catalogs which can be consistently compared in terms of common definitions. The individual responses to the survey contain also a number of other characteristics, such as the update pattern, reissue cycle, arrangement of the catalogs, and in part some cost aspects. The reporting of these characteristics, however, does not conform to any consistent and uniform pattern of definition, and the data therefore do not lend themselves to a systematic tabulation of these characteristics.

Thus the frequency of issue described in the survey replies covers two partially overlapping aspects: the frequency of issue or reissue of the basic parts of the catalog, and the frequency and pattern of publication of the updating issues. The update pattern is particularly complicated by the ambiguity of the terminology used to describe the various pattern combinations. For instance, a monthly issued catalog may be quite different under the two following patterns. In one case the reissue cumulation is done yearly only, while during the succeeding eleven months individual issues are published containing the additions during the current month. In another case in addition to the annual reissue cumulation (say in December) issues of current monthly additions are published in January and February, April and May, July and August, and October and November. However, in addition to these, to-date cumulations, within that year, are done in March, June, and September, and they include both the current monthly additions as well as the quarterly cumulated records. In both cases there are twelve issues per year. Without further specification of the frequency and specific pattern of cumulation, little can be deduced about the effect of these two issue patterns on serviceability and on production cost.

The arrangement of the book form catalog presented a similar problem. Again the term has been interpreted variously with respect to the

division between Author, Title, and Subject listings, to the internal sequencing patterns within these divisions and even to the intended clientele. Thus a reply giving the arrangement "by Author, Title and Subject" does not really provide an unambiguous definition of the physical or logical arrangement of records in the catalog.

A similar problem was revealed by examining the descriptions of the size of book catalogs expressed in number of volumes. In some instances this number refers to the volumes of the initial publication, in others it includes supplementary volumes, and in still others it appears to refer to the total number of physical units issued.

In general, it appears that the question of update pattern, reissue and physical and logical arrangement of the catalogs would have to be surveyed in extended depth if the true nature, serviceability, and cost implications are considered of sufficient interest to justify the required additional effort.

The list of book form catalogs gives for each the name and the address of the related institution, the number of titles included in the catalog at the time of survey, the scope (type of library materials covered), the year of the first issue of the catalog, and the method of production. The scope and the method of production are designated by abbreviations according to the definitions given immediately preceding the list.

Note on a Preliminary Review of the Tabulated Returns

RITVARS BREGZIS, *Chairman*
ALA-RTSD Book Catalogs Committee

A preliminary review of the tabulated returns of the ALA Book Catalogs Directory questionnaire indicates a number of tentative general observations. It is of some interest to note that apart from the commercially available book form catalogs which were not sought to be included in the survey, the surveyed catalogs are relatively small in extent; only a few exceed the size of ten volumes. The catalogs range from a few thousand to approximately one hundred thousand bibliographic records covered, with few exceptions exceeding this number. The larger catalogs, again with exceptions, tend to be produced by some photographic technique. Meaningfully large machine-readable data bases apparently are still an exception. The catalogs prepared from such a data base are produced mostly by impact printing techniques, often combined with offset duplication. Application of photocomposition or other photo-electronic techniques is still rare.

The organization of the catalogs appears to indicate a trend to reflect the intended service environment. Thus most of the catalogs in public libraries are arranged divided between the adult and the juvenile clien-

tele. The author, title, and subject listings in these libraries are in most instances separate.

Libraries with educational and research mission tend to divide their catalogs mainly according to the major types of access points: authors, titles, subjects, classification, and report numbers. Combination of two of these in one file is an occasionally used practice, especially among the school and college libraries. Both the Author/Title and Title/Subject combinations are represented. Dictionary arrangement appears to be popular with about one-half of university library catalogs. Median size of these, however, does not extend beyond three volumes.

The most popular reissue cycle for the surveyed catalogs is annual. Update cycle ranges from daily to semiannual, with monthly being the prevalent cycle length. The pattern of updating ranges from daily issues to one semiannual cumulation, to a maximum of three concurrent update cycles ranging from biweekly to quarterly, with annual reissues.

BOOK CATALOGS DIRECTORY

SCOPE

Di	Phonodiscs	Per	Periodicals
Do	Documents	Rep	Reproduction of paintings
Dr	Drawings	Pa	Pamphlets
Fi	Films	Se	Serials
Fs	Filmstrips	Sl	Slides
Gov R	Govt. reports	Trans	Translations
Mc	Microforms	Ta	Phonotapes
Mcd	Microcards	Tr	Transparencies
Mcf	Microfilms	T Pa	Technical papers
Mcfi	Microfiche	T R	Technical reports
Mcp	Microprints	Vt	Videotapes
M	Maps	X	X-ray pictures
Mo	Monographs		

METHOD OF PRODUCTION

C + P	Computer plus printing	P	Photographic
C + PH	Computer plus photo composition	Pa	Abstracting camera
C + MRP	Computer plus micf. reader printer	Pmp	Microfilm + printing
CPr	Direct computer printout	Po	Photo + offset
Fl	Flexowriter	Ps	Sequential card camera
Litho	Lithography	Px	Xerox + printing
		T	Tabulation equipment

A. ACADEMIC AND RESEARCH LIBRARIES

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
1. BOWLING GREEN STATE UNIVERSITY LIBRARY, Bowling Green, Ohio 43402	20,000	Mo	Planned 1969	Px
2. WILLIAM T. BOYCE LIBRARY, 321 East Chapman Avenue, Fullerton, California 92634	59,086	Mo, Fi, Ta, Di, Fs, Mcf, Mcfi	Planned 1970	C + P
3. CALIFORNIA STATE COLLEGE, FULLERTON LIBRARY, 800 N. State College Blvd., Fullerton, California 92631	4,635	Se	1968	CPr
4. CASE WESTERN RESERVE UNIVERSITY, SCHOOL OF LIBRARY SCIENCE, Bibliog- raphic Systems Center, Cleveland, Ohio 44106	1,650	Mo, Se, Mcf	1967	CPr
5. CENTER FOR RESEARCH LIBRARIES, 5721 Cottage Grove, Chicago, Illinois 60637	75,000	Mo, Se, Mcf, Mcd, Mcp	Planned 1969	Pa
6. COLUMBIA UNIVERSITY, AVERY ARCHITECTURAL LIBRARY, New York, N.Y. 10027		Mo, Se	1895 1958	Po
7. CUYAHOGA COMMUNITY COLLEGE LIBRARY, 626 Huron Road, Cleveland, Ohio 44115	34,000	Mo	1967	CPr
8. DREXEL INSTITUTE OF TECHNOLOGY LIBRARIES, Philadelphia, Pennsylvania 19104	3,000	Per	1959	CPr
9. EASTERN NEW MEXICO UNIVERSITY LIBRARY, Portales, New Mexico 88130	20,000	Mo, Se	1968	C + P
10. EL CENTRO COLLEGE LIBRARY, Main & Lamar Sts., Dallas, Texas 75202	20,000	Mo	1967	C + P
11. FEDERAL CITY COLLEGE MEDIA CENTER, 424 Second Street, N.W., Washington, D.C. 20009	18,000	Mo, Se, Fi, Ta, Di, Fs, Sl, Mc, Tr	Planned 1969	C + PH
12. FORT STELLACOOM COMMUNITY COLLEGE LEARNING CENTER, Tacoma, Washington 98499	1,456	Mo	1967	C + P
13. HARVARD BUSINESS SCHOOL, BAKER LIBRARY, Boston, Massachusetts 02163	2,400	Se	1965	C + P
14. HARVARD LAW SCHOOL LIBRARY, Langdell Hall, Cambridge, Massachusetts 02138	70,000	Mo, Se	1965	Po

A. ACADEMIC AND RESEARCH LIBRARIES (*Continued*)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
15. HONNOLD LIBRARY FOR THE CLAREMONT COLLEGES, 9th and Dartmouth, Claremont, California 91711	40,000	Mo, Fi	1966	CPr
16. ILLINOIS VALLEY COMMUNITY COLLEGE, R.R. 1, Oglesby, Illinois 61348	6,950	Mo, Se	1968	C + P
17. INDIANA UNIVERSITY OF PENNSYLVANIA, RHODES R. STABLEY LIBRARY, Indiana, Pennsylvania 15701	130,000	Mo, Se, Di, Sl	1966	C + P
18. LORAIN COUNTY COMMUNITY COLLEGE, 1005 North Abbe Road, Elyria, Ohio 44035	30,000	Mo, Se, Fi, Ta, Di, Fs, Sl, Tr, M, Dr	1965	CPr
19. LYNCHBURG COLLEGE, KNIGHT MEMORIAL LIBRARY, Lynch- burg, Virginia 24504	34,320	Mo	1966	Litho
20. THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY LIBRARIES, Cambridge, Massachusetts 02139	8,019	Se	1957	C + P
21. NATIONAL AGRICULTURAL LIBRARY, U.S. Department of Agriculture, Washington, D.C. 20250		Mo, Se, Mcf, Mcfi, Mcd	1966	C + PH
22. NATIONAL LIBRARY OF MEDICINE, 8600 Rockville Pike, Bethesda, Maryland 20014	45,000	Mo, Se, Fi, Ta, Di, Sl, X, etc.	1966	C + PH
23. ORAL ROBERTS UNIVERSITY, 7777 South Lewis, Tulsa, Oklahoma 74105	100,000	Fs, Ta, Di, Mo, Se, Fi, Sl, Vt	1965	CPr
24. THE PENNSYLVANIA STATE UNIVERSITY, MILTON S. HERSHEY MEDICAL CENTER LIBRARY, Hershey, Penn- sylvania 17033	2,001	Se	1967	C + P
25. PURDUE UNIVERSITY LIBRARIES Lafayette, Indiana 47907	30,000	Se	1968	CPr
26. RIO HONDO JUNIOR COLLEGE LIBRARY, 3600 Workmanmill Road, Whittier, California 90608		Mo	1967	C + P
27. ST. LOUIS JUNIOR COLLEGE DISTRICT, 7508 Forsyth, St. Louis, Missouri 63105	30,000		1964	C + P
28. SAN ANTONIO COLLEGE, 1001 Howard Street, San Antonio, Texas 78212	44,000	Mo, Mcf, Mcfi	1963	CPr

A. ACADEMIC AND RESEARCH LIBRARIES (*Continued*)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
29. SAN DIEGO MEDICAL SOCIETY- UNIVERSITY LIBRARY, 225 West Dickinson St., San Diego, California 92103	4,496	Mo, Se	Planned 1969	C + P
30. SCARBOROUGH AND ERINDALE COLLEGE LIBRARIES, UNIVER- SITY OF TORONTO, 175 Bedford Road, Toronto, 180, Ontario, Canada	80,000	Mo, Se	1964 (ONULP)	C + P
31. SOUTHERN ILLINOIS UNIVER- SITY, MORRIS LIBRARY, Carbondale, Illinois 62901	700,000	Mo, Se	1965	Pmp
32. SOUTHERN ILLINOIS UNIVER- SITY, ELIJAH P. LOVEJOY MEMORIAL LIBRARY, Edwards- ville, Illinois 62025	270,000	Mo, Se, Fi	Planned 1970	Pmp
33. STANFORD UNIVERSITY LIBRARIES, J. HENRY MEYER MEMORIAL LIBRARY, Stanford, California 94305	52,119	Mo, Se, Fi, Ta, Di	1966	C + P
34. STATE UNIVERSITY OF NEW YORK AT ALBANY, UNIVERSITY LIBRARY, 1400 Washington Avenue, Albany, New York 12203		Mo	1966	CPr
35. TARRANT COUNTY JUNIOR COLLEGE DISTRICT, Fort Worth, Texas 76101	11,000	Mo, Se, Fi, Ta, Di, Fs, Sl, Vt, Mcf	1967	C + P
36. TEACHERS COLLEGE LIBRARY- ENGLISH AS A SECOND LAN- GUAGE, 525 W. 120th Street, New York, N.Y. 10027	871	Se, Fi, Ta, Di, Fs, etc.	1965	CPr
37. UNIVERSITY OF CALIFORNIA LIBRARY/BERKELEY, Berkeley, California 94720		Mo, Se, Mcp	1963	Po
38. UNIVERSITY OF CALIFORNIA/ BERKELEY, BANCROFT LIBRARY, Berkeley, California 94720		Mo, Se, Mcp	1964	Po
39. UNIVERSITY OF CALIFORNIA/ BERKELEY, EAST ASIATIC LIBRARY, Berkeley, California 94720		Mo, Se	1968	Po
40. UNIVERSITY OF CALIFORNIA/ LOS ANGELES, UNIVERSITY LIBRARY, Los Angeles, California 90024		Mo, Se, Fi	1963	Po
41. UNIVERSITY OF CALIFORNIA/ SANTA CRUZ, Santa Cruz, California 95060	200,000	Mo, Se	1968	CPr

A. ACADEMIC AND RESEARCH LIBRARIES (*Continued*)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog		Scope	Year of First Issue	Method of Production
42. UNIVERSITY OF CINCINNATI, MEDICAL CENTER LIBRARIES, Cincinnati, Ohio 45219	3,600	Mo		Planned 1969	CPr
43. UNIVERSITY OF COLORADO LIBRARIES, Boulder, Colorado 80302	32,000	Se		1967	C + P
44. UNIVERSITY OF GUELPH, MCLAUGHLIN LIBRARY, Guelph, Ontario, Canada	4,000	Se		1968	C + P
45. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Urbana, Illinois 61801	46,428	Se		1966	C + P
46. UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, Chapel Hill, North Carolina 27514	35,000	Se		1965	C + P
47. UNIVERSITY OF OKLAHOMA LIBRARY, Norman, Oklahoma 73069		Mo Se		1960 1968	CPr CPr
48. UNIVERSITY OF PENNSYLVANIA, VAN PELT LIBRARY, Edgar Fahs Smith Memorial Collec- tion in the History of Chem- istry, Philadelphia, Penn- sylvania 19104	10,000	Mo, Se, Fs, Sl		1960	Po
49. UNIVERSITY OF ROCHESTER, RIVER CAMPUS SCIENCE LIBRARIES, River Boulevard, Rochester, New York 14627	17,700	Mo		1965	C + P
50. UNIVERSITY OF VERMONT, CHARLES A. DANA MEDICAL LIBRARY, Burlington, Vermont 05401	10,000	Mo		1968	C + P
51. UNIVERSITY OF VICTORIA, MCPHERSON LIBRARY, Victoria, B.C., Canada		Mo, Se, Di, Mc			CPr
52. UNIVERSITY OF WISCONSIN- MILWAUKEE LIBRARY, Milwaukee, Wisconsin 53211	9,799 1,000	Se Se (Spec.)		1966 1967	CPr CPr
53. VIRGINIA COMMONWEALTH UNIVERSITY, TOMPKINS MCCAW LIBRARY, MEDICAL COLLEGE OF VIRGINIA, MCV Station, Richmond, Virginia 23219		Mo, Se, Mc		1967	C + P
54. WASHINGTON UNIVERSITY, SCHOOL OF MEDICINE LIBRARY, 4580 Scott Avenue, St. Louis, Missouri 63110	7,020	Mo		1965	C + P

A. ACADEMIC AND RESEARCH LIBRARIES (*Continued*)

	NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
55.	WAYNE STATE UNIVERSITY, 645 Mullett Street, Detroit, Michigan 48226	6,000	Mo, Se	1967	Fl
56.	WINONA UNION CATALOGUE (St. Mary's College, Winona State College, College of St. Theresa and Winona Public Library) c/o St. Mary's College, Winona, Minnesota 55987	210,000	Mo, Mcf	Planned 1969	CPr
57.	YORK UNIVERSITY LIBRARIES, 4700 Keele Street, Downsview, Toronto, Ontario, Canada	2,000 3,000	Di Mo, Se	Planned 1969 1968	CPr CPr

B. PUBLIC LIBRARIES

	NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
1.	ALBANY PUBLIC LIBRARY, 2215 Barnesdale Way, Albany, Georgia 31705	24,000	Mo, Se, Di	1967	T
2.	ANNE ARUNDEL COUNTY PUBLIC LIBRARY, Church Circle, Annapolis, Maryland 21401	48,327	Mo, Se, Di	1966	Ps
3.	AUSTIN PUBLIC LIBRARY, 401 West 9th Street, Austin, Texas 78767	45,542		1965	C + P
4.	BALTIMORE COUNTY PUBLIC LIBRARY, 25 West Chesapeake Avenue, Towson, Maryland 21204	100,000	Mo	1965	C + P
5.	BEAVERTON PUBLIC SCHOOLS DISTRICT CURRICULUM MATERIALS CENTER, 303 S.W. Erickson Street, Beaverton, Oregon 97005	10,000	Fi, Ta, Di, Fs, Sl, Tr, etc.	1968	Px
6.	BURLINGTON COUNTY LIBRARY, Court House Square, Mt. Holly, New Jersey 08060		Mo, Se	1967	Ps
7.	CHESTER COUNTY LIBRARY SYSTEM, 235 West Market Street, West Chester, Penn- sylvania 19380	44,840	Mo	1967	C + PH

B. PUBLIC LIBRARIES (Continued)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
8. CHESTERFIELD COUNTY LIBRARY, Drawer Y, 12140 Harrowgate Road, Chester, Virginia 23831			Planned 1969	C + P
9. CLARK COUNTY LIBRARY DISTRICT, 1131 J East Tropicana, Las Vegas, Nevada 89109	24,000	Mo	Planned 1969	C + P
10. COBB COUNTY PUBLIC LIBRARY SYSTEM, 30 Atlanta Street S.E., Marietta, Georgia 30060	36,000	Mo	1967	C + P
11. EAST BAY COOPERATIVE LIBRARY SYSTEM c/o CONTRA COSTA COUNTY LIBRARY, 1750 Oak Park Boulevard, Pleasant Hill, California 94523	38,416	Mo	1966	C + P
12. ENOCH PRATT FREE LIBRARY, 400 Cathedral Street, Baltimore, Maryland 21201	55,439	Mo, Se, Di	1966	Ps
13. FAIRFAX COUNTY PUBLIC LIBRARY, 3915 Chain Bridge Road, Fairfax, Virginia 22030	68,861	Se	1964	Ps (later C + P)
14. FREE LIBRARY OF PHILADELPHIA, Logan Square, Philadelphia, Pa. 19103	73,246	Mo, Se, Mcf	1963	Ps
15. GREENWICH PUBLIC LIBRARY, Greenwich, Connecticut 06830	15,000	Mo	Planned 1969	C + P
16. HENRICO COUNTY PUBLIC LIBRARY, Box 3-V, Richmond, Virginia 23207	17,000	Mo	1968	C + P
17. JEFFERSON COUNTY PUBLIC LIBRARY, 1204½ Washington Avenue, Golden, Colorado 80401	55,221	Mo, Se, Di	1967	C + P
18. KENT COUNTY LIBRARY, 726 Fuller N.E., Grand Rapids, Michigan 49503	100,000		1967	Ps
19. KING COUNTY LIBRARY SYSTEM, 1100 E. Union, Seattle, Wash. 98122	100,000	Mo	1951	T
20. LAKE COUNTY PUBLIC LIBRARY, 221 West Ridge Road, Griffith, Indiana 46319	51,000	Mo	1961	T
21. LOS ANGELES COUNTY PUBLIC LIBRARY, 320 West Temple, P.O. Box 111, Los Angeles, California 90053	245,645	Mo, Se	1968	C + P

B. PUBLIC LIBRARIES (*Continued*)

	NAME AND ADDRESS OF INSTITUTION	<i>No. of Titles in Catalog</i>	<i>Scope</i>	<i>Year of First Issue</i>	<i>Method of Production</i>
22.	MID-HUDSON LIBRARIES, 103 Market Street, Poughkeepsie, New York 12601	7,000		1965	C
23.	MONTGOMERY COUNTY, MD. DEPT. OF PUBLIC LIBRARIES, 6400 Democracy Boulevard, Bethesda, Maryland 20034	78,000	Mo, Se, Di	1963	C + P
24.	THE NEW YORK PUBLIC LIBRARY, THE BRANCH LIBRARY SYSTEM, 8 East 40 St., New York, N.Y. 10016	60,000	Mo, Se	Planned 1970	C + P
25.	NORTH CENTRAL REGIONAL LIBRARY, 310 Douglas Street, Wenatchee, Washington 98801	62,349	Mo	1962	C
26.	OREGON STATE LIBRARY, State Library Building, Salem, Oregon 97310		Mo, Se	1965	C + P
27.	PAWTUCKET PUBLIC LIBRARY, 13 Summer Street, Pawtucket, Rhode Island 02860	75,000	Mo	Planned 1970	C + P
28.	PRINCE GEORGE'S COUNTY MEMORIAL LIBRARY, 6532 Adelphi Road, Hyattsville, Maryland 20782	100,000		1964	Ps
29.	REELFOOT REGIONAL LIBRARY CENTER, 408 Jackson Street, Martin, Tennessee 38237	18,900		1968	C + P
30.	SAN DIEGO COUNTY LIBRARY, 5555 Overland Avenue, San Diego, California 92123	17,000	Mo	1966	C + P
31.	SAN FRANCISCO PUBLIC LIBRARY, Civic Center, San Francisco, California 94102	6,630	Se	1968	C + PH
32.	SHILOH REGIONAL LIBRARY CENTER, 227 West Baltimore, Jackson, Tennessee 38301	16,000	Mo, Di, Rep	1965	C + P
33.	TENNESSEE REGIONAL STATE CATALOG, PUBLIC LIBRARIES DIVISION, Nashville, Tennessee 37202	50,000		Planned 1969	C + P
34.	TIMBERLAND LIBRARY DEMONSTRATION, Mrs. L.M. Morrison, Director, 7th and Franklin, Olympia, Washington 98501	120,000	Mo, Se	1964	C + P
35.	VANCOUVER ISLAND REGIONAL LIBRARY, 10 Strickland Street, Nanaimo, British Columbia, Canada	77,000	Mo, Se	1967	C + P

B. PUBLIC LIBRARIES (Continued)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
36. VENTURA COUNTY AND CITY LIBRARY (AND BLACK GOLD COOP. LIBRARY SYSTEM LIBRARIES) P.O. Box 771, Ventura, California 93001	53,000	Mo		C + P

C. SCHOOL LIBRARIES

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
1. CORONA DEL MAR HIGH SCHOOL LIBRARY, 2101 East- bluff Drive, Newport Beach, California 92677	322	Ta, Di, Fs, Sl	Planned 1969	C + P
2. *WALNUT HIGH SCHOOL, 400 North Pierre Road, Walnut, California 91789	5,367		1968	C + Px
3. *WILSON HIGH SCHOOL, 16455 Wedgewood Drive, Hacienda Heights, California 91745	7,319		1967	C + Px
4. *WORKMAN HIGH SCHOOL, 16303 Temple Avenue, City of Industry, California 91744	7,319	Di, Mcf	1967	C + Px

* Union catalog for 3 school collections

D. SPECIAL LIBRARIES

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
1. AIR CANADA LIBRARY, 38th floor, 1 Place Ville Marie, Montreal 113, Que., Canada	8,500	Mo	1966	C + P
2. AIRFORCE CAMBRIDGE RE- SEARCH LABORATORIES, DEPT. OF THE AIR FORCE, Laurence G. Hanscom Field, Bedford, Massachusetts 01730	35,000 5,700	Mo Se	Under develop- ment	

D. SPECIAL LIBRARIES (Continued)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
3. AMERICAN NUMISMATIC ASSOCIATION LIBRARY, 818 North Cascade Avenue, P.O. Box 2366, Colorado Springs, Colorado 80901	2,500	Mo		Litho
4. AMPEX CORPORATION TECHNICAL LIBRARY, 401 Broadway, Redwood City, California 94063	4,100	Mo, Se, Do	1965	CPr
5. ARGONNE NATIONAL LABORATORY, 9700 South Cass Avenue, Argonne, Illinois 60439		Mo, Se, Do, Mcf, Mcfi		CPr
6. ARMSTRONG CORK COMPANY- TECHNICAL INFORMATION SERVICES, 2500 Columbia Avenue, Lancaster, Pennsylvania 17604	6,000	Mo	1968	Ps
7. BENDIX CORPORATION RESEARCH LABORATORIES, 20800 10½ Mile Road, Southfield, Michigan 48076	2,000	T Pa	1965	T
8. THE BOEING COMPANY, AEROSPACE TECHNICAL LIBRARY, P.O. Box 3999, Seattle, Washington 98124	80,000	Mo, Se	1964	C + Px
9. BONNEVILLE POWER ADMINISTRATION LIBRARY, 1002 Holladay Street, P.O. Box 3621, Portland, Oregon 97208				C + P
10. COMPUTER SCIENCES CORPORATION, 650 N. Sepulveda Boulevard, El Segundo, California 90245	725	Mo, Se		CPr
11. DU PONT OF CANADA LIMITED, ECONOMIST'S OFFICE LIBRARY, Box 660, Montreal 101, Que., Canada	8,400	Pa	1967	CPr
12. EASTMAN KODAK COMPANY, RESEARCH LIBRARY, RESEARCH LABORATORIES, Kodak Park Division, Rochester, N.Y. 14650 (Filmstrips - not printed book cat.)	10,000	Mo, Fi, Mcfi	1966	C + MRP
13. GODDARD SPACE FLIGHT CENTER, Glenn Dale Road, Greenbelt, Maryland 20771	12,000	Mo	1966	CPr
14. IBM DEVELOPMENT LABO- RATORY LIBRARY, Highway 52 & N W 37th Street, Rochester, Minnesota 55901	6,000	Mo, Do		CPr

D. SPECIAL LIBRARIES (Continued)

NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
15. IBM-SDD LIBRARY (Holdings of 7 IBM Libraries) Monterey & Cottle Roads, San Jose, California 95114	11,700	Mo, Se	1962	CPr
16. IMPERIAL OIL LTD., TECHNICAL INFO. SERVICE REGIONAL LIBRARY (Union Catalogue for 3 libraries) 500 6th Avenue S.W., Calgary, Alberta, Canada	21,864	Mo, Se, Fi, Ta, Di, Fs, Sl, M	1964	CPr
17. JET PROPULSION LABORATORY LIBRARY, 4800 Oak Grove Drive, Pasadena, California 91103	10,000	Do	1964	CPr
18. McDONNELL DOUGLAS CORPORATION LIBRARIES, Box 516, St. Louis, Missouri 63166	100,000	T R	1967	C + P
19. MARTIN-MARIETTA CORP. RESEARCH LIBRARY, P.O. Box 179, Denver, Colorado 80201	35,000	Mo, Gov R	1962	Po
20. MASSACHUSETTS HORTI- CULTURAL SOCIETY, 300 Massachusetts Avenue, Boston, Massachusetts 02115	31,000	Mo, Se, Pa	1962	Po
21. MAYO CLINIC LIBRARY, Rochester, Minnesota 55901		Mo, Se, Fi, Ta, Fs	Planned 1970	C + P
22. MELLONICS SYSTEMS DEVELOP- MENT TECHNICAL LIBRARY, 1001 W. Maude Avenue, Sunnyvale, California 94086	10,000	Mo, Se, Mcf	1967	CPr
23. THE METROPOLITAN MUSEUM OF ART, THOMAS J. WATSON LIBRARY, Fifth Avenue & 82nd Street, New York, N.Y. 10028		Mo, Se	1960	Po
24. MONSANTO COMPANY INFORMATION CENTER, 800 N. Lindbergh Boulevard, St. Louis, Missouri 63166	15,964	Mo	1961	C + P
25. NATIONAL CENTER FOR ATMOSPHERIC RESEARCH, MESA LIBRARY, Boulder, Colorado 80302	27,800	Mo, Se	1964	CPr
26. NORTH AMERICAN ROCKWELL CORP., SPACE DIVISION TECHNICAL INFORMATION CENTER, 12214 Lakewood Boulevard, Downey, California 90241 (Mail Code AJ01)	35,000	Fi + Se (Abstract sources)	1964	C + P

D. SPECIAL LIBRARIES (Continued)

	NAME AND ADDRESS OF INSTITUTION	No. of Titles in Catalog	Scope	Year of First Issue	Method of Production
27.	NRTS TECHNICAL LIBRARY, IDAHO NUCLEAR CORPORATION, P.O. Box 1945, Idaho Falls, Idaho 83401	13,000	Mo	1968	C + P
28.	OAK RIDGE NATIONAL LABORATORY LIBRARIES, P.O. Box X, Oak Ridge, Tennessee 37830	15,000	Mo	1966	CPr
29.	ONTARIO HYDRO, 620 University Avenue, Toronto 2, Ontario, Canada	3,700	Mo	1967	C + P
30.	PATCHOGUE MEDFORD PUBLIC SCHOOLS CURRICULUM MATERIALS CENTER, 241 South Ocean Avenue, Patchogue, New Jersey 11772	10,000	Mo, Se, Fi, Ta, Di, Fs, Rep	1967	C + P
31.	PROJECT URBANDOC, 9 East 40th Street, New York, N.Y. 10016		Mo, Se, Do	1968	C + P
32.	PULP & PAPER RESEARCH INSTITUTE OF CANADA, 570 St. John's Road, Pointe Claire, Que., Canada	4,800	Mo, Se	1964	T
33.	SANDIA LABORATORIES, LIBRARY DIVISION, P.O. Box 969, Livermore, California 94550	72,000	Mo, Se, Gov R	1963	CPr
34.	STANFORD RESEARCH INSTITUTE, Menlo Park, California 94025	51,900	T R	1963	C + P
35.	UNITED AIRCRAFT CORP. RESEARCH LIBRARY, Silver Lane, East Hartford, Connecticut 06108	18,000	Mo, Se	1963	CPr
36.	U.S. NAVAL WEAPONS LABO- RATORY, TECHNICAL LIBRARY, Box 374, Dahlgren, Utah 22448	10,000	Mo	1966	CPr
37.	U.S. ARMY LIBRARIES, JAPAN, U.S. Army Garrison Command, Japan, APO San Francisco, California 96343	18,000	Mo	1964	Px

Centralized Processing: A Directory of Centers

DONALD D. HENDRICKS, *Chairman**
ALA/RTSD Centralized Processing Committee
Dallas, Texas

PROCESSING CENTERS serving two or more libraries have come into being in increasing numbers during the past fifteen years. Although many large libraries have offered centralized processing to their branches for some time, different libraries banding together for this service are a relatively recent phenomenon.

The Centralized Processing Committee of RTSD has been engaged in a survey of these centers for some time now so that librarians may know where they exist and what kinds of services are offered. Survey responses were rather incomplete, and it was decided to publish an address list only.

The appended listing contains only those processing centers which serve two or more *different jurisdictions*; those libraries offering processing to their own sub-agencies are not included. Neither does the list include all centers serving schools only; the names of these are to be published in *School Libraries*.

Grateful acknowledgment goes to Peter Hiatt, who was entirely responsible for the compilation of the list, both while he was Chairman of the Centralized Processing Committee, and later, when he was no longer a member. Rudi Weiss, Chairman of the Directors of Centralized Processing Centers Group at the time, also conducted a survey and made all of his materials available to our Committee for inclusion in the list.

The compilation is as up-to-date and accurate as it could be made from the responses received; further additions and corrections are most welcome and should be directed to the Chairman. It is planned to update the listing annually.

For librarians wishing to gain an overview of centralized pro-

* Members of the Committee: Thomas Hickman; Joseph R. Judy; Brigitte L. Kenney; Lawrence E. Leonard; David G. Remington; Margaret Shreve; Elinor Yungmeyer.

cessing services available to them, this listing should be used in conjunction with the one for commercial processing services, compiled by Barbara Westby, and published in *LRTS*, v. 13, no. 2 (Spring, 1969).

DIRECTORY OF PROCESSING CENTERS

NOTE: The following abbreviations are used in the Directory:

- A—Academic Libraries
- P—Public Libraries
- S—School Libraries
- Comb—Combination of Public and School Libraries

Alabama (None)

Alaska

- S Anchorage 99503
Anchorage Borough School District
670 Fireweed Lane
(Mrs. Marilyn Scott, *Resource Librarian*)

Arizona

- P Florence 85232
Pinal County Free Library
(Jane Alice Peters)
- S Phoenix 85030
Phoenix Union High School System
District Library
P.O. Box 3947
- S Tucson 85619
Tucson Public Schools, Technical Services Division
821 East Broadway
(Marie V. Vertout, *Librarian*)

Arkansas

- S Fayetteville 72701
Northwest Arkansas Supplementary Education Center
P.O. Box, Fayetteville
(Florence McCormick, *Director*)
- Comb Little Rock 72201
Arkansas Library Commission
606 1/2 Center Street
(Mrs. Karl Neal, *Librarian*)

California

- S Bakersfield 93301
Kern County Union High School District
2400 24th Street
(E. Ben Evans, *Director of Instructional Materials*)

California

- P Belmont 94002
San Mateo County Library Processing Center
(Nancy Frembe, *Supervisor, Technical Services*)
- S Concord 94520
Mt. Diablo Unified School District
1936 Carlotta Drive
(Mrs. Thelma C. Dahlin, *Coordinator of Library Services*)
- S Concord 94520
Mt. Diablo Unified School District
District Library
2701 Willow Pass Road
- S LaMesa 92041
LaMesa-Spring Valley Elementary School District
P.O. Box 457
(Margaret Spengler, *Coordinator, Library Services*)
- S Modesto 95354
Stanislaus County Department of Education
2115 Scenic Drive
(Harold C. Gluth, *Director, Instructional Materials Center*)
- S Monterey 93940
Monterey Peninsula Unified Instructional Materials Department
P.O. Box 1031
- S Sacramento 95816
Sacramento County Schools
3257 Folsom Boulevard
(Harlan W. Clarke, *Director of Library Services*)
- P Sacramento 95801
California State Library Processing Center
(Mrs. Hildur Howe, *Supervisor*)
- Comb Sacramento 95814
California State Library Processing Center
Library-Courts Building
(William K. Gilden, *Principal Librarian, Technical Services Bureau*)
- P Salinas 93901
Monterey County Library Area Processing Center
(Mrs. Dorothy Frederick, *Supervising Librarian*)
- S San Diego 92103
Education Center
Park Boulevard at El Cahon
(R. N. Burgert, *Director of Instructional Aids*)
- S Santa Maria 93454
Santa Maria Joint Union High School
901 S. Broadway
(Marguerite Gaspa, *Central Library Cataloging Department*)
- P Santa Rosa 95402
North Bay Cooperative Library System
(Mrs. Edna F. Hanna, *Administrator*)

California

- P Stockton 95202
Stockton-San Joaquin County Library Processing Center
(Margaret Klausner Troke, *Director of Library Services*)
- P Ventura 93301
Black Gold Cooperative Library System
651 East Main Street
(Catherine S. Chadwick, *Administrative Librarian*)
- S Visalia 93277
School Library Services
202 County Civic Center
(Helen D. Robbins, *Coordinator*)

Colorado

- Comb Boulder 80302
Boulder Public Library
P.O. Drawer H
(Miss Marcelle Gralapp, *Librarian*)
- S Denver 80218
School District No. 1
Cataloging Section
839 Downing Street
- S Englewood 80110
Cherry Creek Schools, District 5, Educational Services Center
4700 South Yosemite
(James L. Meeks, *Resources Counselor*)
- Comb Englewood 80110
Southeast Board of Cooperative Services Library Project
Educational Services Center
4700 South Yosemite
(James L. Meeks, *Director*)
- Comb Greeley 80631
Northern Colorado Processing Center
2227 23rd Avenue
(Luella Kinnison, *Administrator*)
- S Westminster 80030
Instructional Materials Center, School District No. 50
7200 Powell Boulevard
(Alice Spangler, *Educational Media Consultant*)

Connecticut

- P Danbury 06810
Danbury Public Schools
Elementary School Library Processing Center
120 Main Street
- P Groton 06340
Groton Public Schools
Library Processing Center
Shennecossett Road
- S Groton 06340
Groton Public Schools
(Elizabeth T. Fast, *Director of Library Services*)

Delaware

- S Greenville 19807
Library Processing Center, Alexis I. DuPont Special School District
4031 Kennett Pike
(Kathryn S. Howie, *District Coordinator, Library Services*)

District of Columbia

- S Washington, D. C. 20007
Public Schools, Phillips Administration Building
Annex No. 7, 14th Street between 27th & 28th Sts., N. W.
(Olive C. DeBruler, *Supervising Director, Library Services*)

Florida

- S Bradenton 33506
Polk County Materials Center
P.O. Box 2069
(Mrs. Elizabeth Mann, *Coordinator, Library Services*)
- S Bradenton 33506
Manatee County Materials Center
P.O. Box 2069
(Mrs. Betty Slocum, *Materials Supervisor*)
- S Crestview 32536
Okaloosa Materials Center
Court House
(Mrs. Zelma Carr, *Materials Supervisor*)
- S Daytona Beach 32017
Library Materials
P.O. Box 1111
(Mrs. Leatha Garrison, *Coordinator*)
- S Deland 32720
White County Public Schools
- S Fort Lauderdale 33312
Materials Center—Processing Laboratory
Board of Public Instruction of Broward County
1320 S.W. 4th Street
(Miss Frances Hatfield, *Supervisor of Instructional Materials*)
- S Fort Myers 33901
Lee County Materials Center
1735 Royal Palm Avenue
(Charles Foster, *Supervisor, Instructional Materials*)
- S Gainesville 32601
Alachua County Instructional Materials Center
1817 East University Avenue
(Tom McRorie)
- S Jacksonville 32202
Duval County Materials Center
605 Ocean Street
(Mrs. Lorena Johnson, *Director, Instructional Materials*)
- P Miami 33128
Dade County Board of Public Instruction
Book Processing Center
235 N.W. 3rd Ave., Room 110

Florida

- S Miami 33128
Dade County Book Processing Center
235 N.W. 3rd Ave., Room 110
(Mrs. Betty Lunnon, *Library Supervisor*)
- S Milton 32570
Materials Center
P.O. Box 271
(Mrs. Nina Youngblood, *Supervisor*)
- S Ocala 32670
Marion County Materials Center, Book Processing Center
P.O. Box 670, 518 Alvarez Street
(Harry W. Hunter, *Supervisor, Instructional Materials*)
- P Orlando 32806
Book Processing Center
103 Gatlin Avenue
(Kathleen Reich, *Administrator*)
- S Orlando 32801
Department of Educational Media
716 W. Central Avenue
(M. Ruth McCall, *Supervisor, School Library Services*)
- S Orlando 32802
Orange County Materials Center
312 N. Rosalind
(George Allison, *Coordinator, Instructional Materials*)
- S Palatka 32077
Putnam Materials Center
P.O. Box 797
(Mrs. Hazel Watkins, *Materials Specialist*)
- S Panama City 32401
Bay County Processing Center
1310 East 11th Street
(Mrs. Iris Owens, *Director, Instructional Materials*)
- S Pensacola 32502
Escambia County Materials Center
P.O. Drawer 1470
(Miss Marion Neil, *Media Specialist*)
- P Pensacola 32502
Escambia County Public Schools
Escambia County Processing Laboratory
215 W. Garden Street
- S Punta Gorda 33950
Charlotte County Materials Center
1023 Carmalita Street
(Miss Marion Neil, *Media Specialist*)
- S Sanford 32771
Library Service
1101 Pine Street
(Mrs. Ruth Long, *Coordinator*)

Florida

- S St. Petersburg 33705
Euclid Materials Center, Book Processing Department
1015 10th Avenue, North
(Mrs. Elizabeth Stephens, *Director, Educational Materials*)
- S Tampa 33607
Hillsborough County Materials Center
1745 Green Street
(Dr. O. M. Schlichter, *Director of Instructional Materials*)
- S Titusville 32780
Brevard County Schools
- S West Palm Beach 33402
Mass Media and Instructional Materials
P.O. Box 2469
(William E. Evans, *Director*)

Georgia

- S Atlanta 30315
Fulton County School System
786 Cleveland Avenue, Southwest
(Virginia McJenkin, *Director of School Libraries*)
- Comb Atlanta 30301
Georgia State Catalog Service
Instructional Materials and Library Services
(Mrs. Stella Dunkin, *Principal Librarian*)
- S Columbus 31902
Muscogee County Elementary Schools, Extension Department
Brady Memorial Library
(Cornelia Lowe, *Director*)
- S Macon 31201
Bibb County Elementary Schools
Whittle School, 915 Hill Park
(Mrs. Monroe Moore, *Library Supervisor*)

Hawaii

- Comb Honolulu 96816
Centralized Processing Center
Building 90, Fort Ruger
(Frank Fahnstock, *Director*)
- P Honolulu 96816
Hawaii State Department of Education
State Centralized Processing Center
Building 90, Fort Ruger

Idaho

- Comb Rexburg 83440
Ricks College Library
(Gaylin Fuller, *Librarian*)

Illinois

- S Alton 62002
Alton Public Schools
1211 Henry
(Louise Anthony, *Director, Library Service*)
- S Alton 62002
Alton Community United School Dist. No. 11
Alton Area Supplementary Education Center
2739 Broadway
- S Deerfield 60015
District 110
Technical Services Center, Wilmot School
795 Wilmot Road
- S Evanston 60201
Community Consolidated Schools District No. 65
1703 Orrington Avenue
(Harriette H. Crummer, *Supervisor*)
- S Evanston 60201
District 65 Evanston Elementary School
Schools Department
1703 Orrington
- S Elk Grove Village 60007
Technical Processing Center
Room 240, Elk Grove High School
500 W. Elk Grove Blvd.
- P LaGrange Park 60525
LaGrange Elementary District 102
Central Processing
930 Barnsdale
- S Lake Forest 60045
Lake Forest District 67
155 W. Dearpath
- P Mt. Prospect 60056
Township High School District 214
Technical Processing Center
799 W. Kensington Road
- S Peoria 61604
Peoria Public Schools
1726 Ellis
(E. J. Bambrick, *Supervisor, Library Department*)
- S Skokie 60076
Skokie School District 68
District 68 Processing Center
9300 Kenton
- S Urbana 61801
Urbana Community Schools
Curriculum Library
101 North McCullough Street

Illinois

- S Waukegan 60085
Waukegan School District No. 61
(Marceill Saller, *Coordinator, Elementary School Libraries*)

Indiana

- S Bloomington 47401
Monroe County Community School
Monroe County Public Library Processing Center
315 N. Drive
- A Bloomington 47401
Regional Campus Libraries, Indiana University
Student Building, East Wing
- S Carmel 46032
School Libraries
(Mildred Donahue, *Coordinator*)
- P Crawfordsville 47933
Processing Center, Crawfordsville Public Library
(Mrs. Chilson Bishop, *Librarian*)
- S Evansville 47701
Library Service Center
Evansville-Vanderburg School Corporation
(Frances Whiteledge)
- S Gary 46402
Gary Public Schools, School Service Center
720 E. Tenth Place
(Miss Leila Ann Doyle, *Consultant*)
- S Gary 46402
Gary Public Schools
Library Technical Services
620 E. 10th Place
- S Hammond 46320
Hammond City Schools
(Blance Wolls, *Library Coordinator*)
- S Indianapolis 46226
Library Service Center, MSD Lawrence Township Schools
7433 E. 56th Street
(Ruth Dougherty)
- S Indianapolis 46206
Washington Township
(Mary Louise Mann, *Secondary*; Marjorie Dobson, *Elementary*)
- P Mt. Vernon 47620
M.S.D. Mt. Vernon
Central Processing
4000 W. 4th Street
- S Richmond 47373
Richmond Community Schools
300 Whitewater Boulevard
(Miss Leone Gatwood, *Director, School Libraries*)

Indiana

- S South Bend 46624
Administration Office, South Bend School Corporation
(Lois R. Josephson)
- S Southport 46227
Central Processing Center
Metropolitan School District of Perry Township
(Jean Bradburn)
- P Terre Haute 47801
Vigo County Public Library
222 North 7th Street
(Edward N. Howard, *Director*)

Iowa

- P Cedar Falls 50613
Eastern Area Cooperative Library Program
Cedar Falls Public Library
- S Des Moines 50307
Library and Audio-Visual Services
1800 Grand Avenue
(Viola James, *Director*)
- P Des Moines 50307
Des Moines Metropolitan Library Service Area
Public Library of Des Moines
(Dan Williams, *Administrator*)
- P Iowa City 52240
Seven Rivers Library System, Iowa City Public Library
(Sallie Helm, *Administrator*)
- P Jefferson 50129
Raccoon Area Library Cooperative Service Program
- P Keokuk 52632
Keosippi Library Development, Keosippi Public Library
(Shirley Dick, *Administrator*)
- P Mason City 50401
North Iowa Library Extension, Mason City Public Library
(Ann McKinley, *Consultant*)
- P Ottumwa 52501
Prairie Hills Library System, Ottumwa Public Library
(Wilfred L. West, *Consultant*)
- P Shenandoah 51601
Southwest Area Field Office
Shenandoah Public Library
(Edythe Cawthorne, *Consultant*)
- P Sheldon 51201
War Eagle Cooperative Service Program
(Bruce A. Tanner, *Consultant*)
- P Sioux City 51101
Middlewest Area Field Office, Sioux City Public Library
(Reinwich Garypie, *Administrator*)

Iowa

- P Waterloo 50702
Waterloo Community Schools
Central Processing
1515 Washington

Kansas

- Comb Kansas City 66110
Kansas City Board of Education
Kansas City Public Library
(Carl Kent, *Director*)

- S Kansas City 66101
Public Library, Kansas City
625 Minnesota Avenue

- P Shawnee Mission 66202
Shawnee Mission Public Schools
Central Library Processing
7603 Johnson Drive

- S Wichita 67202
Wichita Board of Education
(Crystal McNally, *Director of School Libraries*)

Kentucky

- S Covington 41011
Covington Board of Education, Library Processing Center
525 Scott Street
(Arline Young)

- P Frankfort 40601
Department of Libraries
(Sherwood Kirk, *Assistant State Librarian*)

- S Louisville 40215
Jefferson County Public Schools
Central Library Processing Office
3868 Parthenia Ave., Bldg. No. 224

- S Louisville 40208
Louisville Public Schools
606 W. Hill Street
(Zelma R. Langworthy, *Supervisor of Library Services*)

Louisiana

- S Abbeville 70510
Vermillion Parish School Board
P.O. Drawer 520
(Mrs. Jeanne P. Sellers)

- S Amite 70422
Materials of Instruction, Tangipahoa Parish School Board
251 E. 7th Street
(Mrs. Virginia Anzalone, *Supervisor*)

- S Baton Rouge 70821
Instructional Resources Center
East Baton Rouge School Board
P.O. Box 2590
(Mrs. Gladys Ward)

Louisiana

- S Baton Rouge 70806
 East Baton Rouge Parish
 Library Processing Center
 1050 S. Foster Drive
- S Benton 71006
 Bossier Parish School Board
 Box 218
 (Mrs. Mamie Ruth Colvin, *Supervisor, Materials of Instruction*)
- S Breaux Bridge 70517
 St. Martin Parish Instructional Center
 Courville Street
 (Miss Olive M. Gehring, *Library Consultant*)
- S Crowley 70526
 Acadia Parish School Board
 P.O. Box 308
 (Mrs. Rubye Murrell, *Library Consultant*)
- S DeRidder 70634
 Beauregard Parish School Board
 Third Street
 (Mrs. Ruby Gibson, *Librarian, Centralized Processing*)
- S Gretna 70053
 Jefferson Parish School Board, JPSB Title II Processing Center
 59 Fifth Street
 (Mrs. Ruth B. Austin, *Supervisor*)
- S Jennings 70546
 Educational Media Center, Jefferson Davis Parish Schools
 P.O. Box 1167
 (Gerald Sarradet, *Director Library Service*)
- S Lake Charles 70601
 Calcasieu Parish School Board
 1724 Kirkman
 (Mrs. Reva Chesson, *Library Supervisor*)
- S Livingston 70754
 Livingston Parish School Board
 Court House Building
 (Charley Smith, *Supervisor, Materials and Libraries*)
- S Minden 71055
 Materials of Instruction, Webster Parish School Board
 P.O. Box 520
 (Mrs. Lucile P. Hands, *Supervisor*)
- S New Orleans 70130
 Orleans Parish School Board
 Room 301, St. Charles Avenue
 (Miss Evelyn Paters, *Supervisor of Library Services*)
- S Opelousas 70570
 St. Landry Parish School Board
 P.O. Box 310
 (John H. Bellemin, *Materials Supervisor*)

Maine (None)

Maryland

- S Annapolis 21404
Anne Arundel County Board of Education
- S Frederick 21701
Library Processing Center, Frederick County Board of Education
Annex, Route 1, Box 16-A
(Carl W. Hinkle, *Director*)
- S Leonardtown 20650
Southern Maryland Regional Library Association
Tudor Hall
- S Rockville 20850
Montgomery County Public Schools, Department of Instructional
Materials
Division of Processing Services, Lincoln Center
550 Stone Street
(Roy A. Mead, Jr., *Manager*)
- P Salisbury 21801
Eastern Shore Book Processing Center
655 One Salisbury Boulevard
(Judith Vogelback, *Administrator*)

Massachusetts

- Comb Arlington 02174
Robbins Library
(Mrs. Esther McQuaid, *Supervisor of Library Services*)
- Comb Brookline 02146
Brookline Public Library
(Mrs. Eunice M. Dashiell, *Head of Technical Services*)
- P Brookline 01447
Public Schools of Brookline
Technical Processing for Brookline School Libraries
115 Greenough Street
- Comb Milton 02186
Milton Public Library
(Miss Marjorie Shaw, *Librarian*)

Michigan

- S Algonac 48001
Algonac Community Schools
5200 Taft Road
(Mrs. Grace King)
- S Ann Arbor 48104
Instructional Materials Center
Ann Arbor Public Schools
1220 Wells
(Wilhelmina Kuffman)
- S Ann Arbor 48104
Washtenaw Area Library System
2232 S. Industrial Highway
(Mrs. Jane Benjamin, *Acting Director*)

Michigan

- S Armania 48005
Armania Area Schools
23550 Center Road
(Mrs. Ruth L. Lyons)
- S Bay City 48706
Bay City Public Schools
(Mrs. Anne Howey, *Supervisor of School Libraries*)
- S Belleville 48111
Belleville Public Schools
(Miss Phyllis Greer, *Supervisor, Instructional Materials*)
- S Benton Harbor 49022
Berrian County Library League
201 Wall Street
(Mrs. Eleanor Whitney, *Director*)
- S Berrien Springs 49103
Berrien Springs Public Schools
(Miss Caroline LaSusa, *Curriculum Materials Director*)
- S Big Rapids 49307
Big Rapids High School
(Ralph Conklin, *Supervisor of School Libraries*)
- S Birmingham 48012
Birmingham Public Schools
(Dr. Henry Corbacho)
- S Cadillac 49601
Mid-Michigan Library League
Beach at Shelby
(Donald Best, *Director*)
- S Calumet 49913
Calumet Public School
(Miss Arlee Lampas, *Supervisor of School Libraries*)
- S Coloma 49038
Coloma Public Schools
(Mrs. Verda McDaniel, *Supervisor of School Libraries*)
- S Crystal Falls 49920
Crystal Falls Public Schools
(John Waldron, *Supervisor of School Libraries*)
- S Davison 48423
Davison Public Schools
(Mrs. Esther McGinnis, *Director of Library Services*)
- S Dearborn 48126
Department of School Libraries
4824 Lois
(Josephine A. Smith, *Head Cataloger*)
- S Dearborn 48126
Livonia Public Schools
Department of Instructional Materials
29530 Munger

Michigan

- S Dearborn Heights 48125
Dearborn Township School District No. 8
3601 Janet
(Mrs. Irene DeVore, *Supervisor of School Libraries*)
- S Dearborn Heights 48125
Crestwood School District
(Mrs. Sally Green, *Librarian*)
- S Detroit 48202
Detroit Public Schools
5057 Woodward
(Mrs. Faith Murdock, *Director of School Libraries*)
- S East Detroit 48021
Central Library Office
51263 East 9 Mile
(Mrs. Jeanne Marchand, *Supervisor of Libraries*)
- S East Grand Rapids 49501
East Grand Rapids Public Schools
(Miss Lucille Prange, *Director of School Libraries*)
- S East Lansing 48823
East Lansing Public Schools, Whitehills School
621 Pebblebrook
(Mrs. Alyce Ludwig, *Supervisor of School Libraries*)
- S Ferndale 48220
Ferndale Schools
(Ronald Reid, *Director of School Libraries*)
- S-P Flint 48502
Mid-Eastern Michigan Library Cooperative
1026 East Kearsley
(Elizabeth Overmyer, *Chief, Technical Services*)
- S Flint 48507
Atherton Community Schools
3554 S. Genesee Road
(Miss Rose Ackerman, *Supervisor*)
- S Flint 48502
Bentley Public Schools
(Miss Dorothy Ringlein, *Supervisor of School Libraries*)
- S Flint 48507
Carman School District
1024 West Briston Road
(Mrs. Elvera Phillips, *Supervisor of School Libraries*)
- S Garden City 48135
Garden City Public Schools
29155 Pardo Street, Box 218
(Robert Squires)
- S Grand Blanc 48439
Grand Blanc Schools
(Miss Margaret Jetter)

Michigan

- S Grand Haven 49417
Grand Haven Public Schools
(Julia M. DeYoung, *Coordinator of School Libraries*)
- S Grand Haven 49417
Technical Processing Center, Instructional Media Department
13100 168th Street
(B. H. Brooks, *Director*)
- S Grand Rapids 49502
Grand Rapids Public Library
111 Library Street
(Donald W. Kohlstedt, *Director*)
- S Grand Rapids 49502
Grand Rapids Public Schools
(Mrs. Doris Piper, *Coordinator of Instructional Materials*)
- S Grand Rapids 49503
Kent County Library
726 Fuller, N. E.
(Joyce Pleune, *Director*)
- S Greenville 48838
Elementary School Libraries
707 S. Lafayette Street
(Marjorie Joag, *Supervisor*)
- S Grosse Pointe Farms 48236
Instructional Materials Center
104 Kerby Road
(Miss Jane Colsher, *Coordinator of School Library Services*)
- S Hancock 49930
Hancock Public Schools
(Miss Antoinette Bernier, *Supervisor of School Libraries*)
- S Hancock 49030
Hazel Park Schools
(David Newberry, *Supervisor of School Libraries*)
- S Highland Park 48203
Highland Park Public Schools
(Robert Stevens, *Supervisor of School Libraries*)
- S Hillsdale 49242
Hillsdale Board of Education
(Mrs. Mary E. Wolf, *School Library Supervisor*)
- S Hudson 49247
Hudson Area Schools
(Mrs. Joyce Kelley, *Supervisor of School Libraries*)
- S Iron Mountain 49801
Iron Mountain Public Schools
(Mrs. Margaret Blomquist, *Supervisor of School Libraries*)
- S Iron Mountain 49801
Mid-Peninsula Library Federation
300 E. Ludington Street
(Ralph W. Secord, *Director*)

Michigan

- S Ishpeming 49849
Ishpeming Public Schools
(Miss Elizabeth Rogers, *Supervisor of School Libraries*)
- S Jackson 49201
Northwest Schools
(Miss Judy McCallie, *Library Coordinator*)
- S Kalamazoo 49001
Kalamazoo Public Schools
1220 Howard Street
(Miss Leonella Jameson, *School Library Supervisor*)
- S Lake Odessa 48849
Lakewood School District
(Mrs. Alice Hile, *Supervisor of School Libraries*)
- P Lansing 48924
Michigan State Library Processing Center
- Comb Lansing 48924
Lansing City Libraries
210 Wishiawassee
- S Livonia 48154
Livonia Public Schools
15125 Farmington Road
(Miss Viola Fitch, *Coordinator of Instructional Materials*)
- S Marysville 48040
School Libraries, Marysville High School
1325 Michigan Avenue
(Mrs. Marilyn Gorham, *Supervisor*)
- S Mason 48854
Central Michigan Library System
Ingham County Library
(Clarence Phillips, *Acting Director*)
- S Midland 48640
Board of Education
201 E. Grove
(Mrs. Ruth V. Barkley, *Supervisor of Elementary School Libraries*)
- S Montrose 48457
Montrose Public Schools
301 Nanita Drive
(Mrs. Leslie Rhoads, *Supervisor of School Libraries*)
- S Mt. Clemens 48043
Macomb County Library
(William C. Slemmer, *Director*)
- S Mt. Clemens 48043
Clintondale Public Schools
(Mrs. Mildred Helser, *Supervisor of School Libraries*)
- S Mt. Clemens 48043
Chippewa Valley Public Schools
(Mrs. R. L. McCollom, *Supervisor of School Libraries*)

Michigan

- S Mt. Clemens 48043
Mt. Clemens Public Schools
(Mrs. Eunice Giambrone, *Supervisor of School Libraries*)
- S Mt. Pleasant 48858
Chippewa Library System
301 S. College
(Elsa Struble, *Director*)
- S Mt. Pleasant 48858
Mt. Pleasant Public Schools
(Mrs. Mary Louise Evett, *Director of Library Services*)
- S New Baltimore 48047
Anchor Bay School District
51880 Washington Street
(Helen Thompson)
- S Newberry 49868
Newberry Public Schools
(Mrs. Dolores Husband, *Supervisor of School Libraries*)
- S Niles 49120
Niles Public Schools
(Larry Moulds, *Supervisor of Instructional Materials*)
- S Norway 49870
Norway-Vulcan School District
(John Secinaro, *Supervisor of School Libraries*)
- S Oak Park 48237
Oak Park Public Schools
(Mrs. Beatrice Katz, *Director of School Libraries*)
- S Okemos 48864
Okemos Public Schools
(Mrs. Addie Kissinger, *Supervisor of School Libraries*)
- S Ontonagon 49953
Ontonagon Area Schools
(Charles Hyde, *Supervisor of School Libraries*)
- S Plymouth 48170
Plymouth Junior High School
(Mrs. Bertha Green)
- S Pontiac
Pontiac City School District, Board of Education
(Mrs. Janet A. Gauthier, *Director of Elementary School Libraries*;
Russell Buller, *Supervisor of High School Libraries*)
- S Port Huron 48060
Port Huron Public Schools
(Francis C. Ronan, *Director of Instructional Materials*)
- S Rogers City 49779
Northland Library System
129 W. Erie Street

Michigan

- S Royal Oak 48073
Instructional Materials Center, Royal Oak Public Schools
1730 West Thirteen Mile Road
(Mrs. Marjorie Partridge, *Coordinator of Secondary Schools Libraries*; Neil Leavens, *Director, Instructional Services*)
- S Saginaw 48605
Saginaw Area Library System
505 Janes
(Stanley J. Tanner, *Director*)
- S Sault Ste. Marie 49783
Eastern Peninsula Library System
Armory Place
(Leonora Hass, *Director*)
- S Southfield 48075
Elementary Library Processing Center
Southfield Public Schools
25040 Berg Road
(Jame McCune, *Coordinator of Instructional Materials*)
- S South Haven 49090
South Haven High School
600 Elkenberg Street
(Miss Rosalie Shreve, *Supervisor of School Libraries*)
- S South Lyon 48178
South Lyon Public Schools
(Mrs. Luella Nephew)
- S Spring Lake 49456
Spring Lake Public Schools
(Mrs. Bernice Lamkin, *Supervisor of School Libraries*)
- S Stanton 48888
Instructional Materials Center
Mont. Alm Intermediate District
105 E. Pine
(Miss Margorie Hoag)
- S St. Clair Shores
South Lake Public Schools
(Joseph M. White, *Supervisor of School Libraries*)
- S Taylor 48180
Taylor Township Schools
(Wilbur Hass, *Supervisor of School Libraries*)
- S Tecumseh 49286
Elementary School Library
(Mrs. Elnora Banks, *Librarian*)
- S Three Oaks 49128
River Valley School District, Three Oaks High School
(Miss Marie Sivak, *Coordinator*)

Michigan

- P Traverse City 49684
Traverse City Public Library and the Grand Traverse Area
Library Federation
(Mrs. Terese Flaherty, *Director*)
- S Traverse City 49684
Grand Traverse Area Federation
322 Sixth Street
(Bernard Oppenneer, *Director*)
- S Union City 49094
Union City Community Schools, St. Joseph Street
(Mrs. Dorothy Evert, *Supervisor*)
- S Utica 48087
Utica School District
(Mrs. Reva Butson, *Supervisor of School Libraries*)
- S Vassar 48768
Vassar Public Schools
(Miss Hope Wellemeyer, *Supervisor of School Libraries*)
- S Walled Lake 48088
Walled Lake Schools
(Miss Laurel Adler, *Library Coordinator*)
- S Warren 48093
Warren Woods Public School
(Miss Laurie Nasher, *Librarian*)
- S Warren 48093
Warren Consolidated Elementary Schools
11044 Common Road
(David Johnson)
- S Wayne 48184
Wayne County Federated System
33030 Van Born Road
(Walter H. Kaiser, *Director*)
- S Wayne 48184
Wayne Community School District
3714 S. Wayne Road
(Stewart Bakus)
- S Whitehall 49461
Whitehall District Schools
(Mrs. Ruth Brown, *Supervisor of School Libraries*)
- S Wyandotte 48192
Wyandotte Public Schools
(Miss Leona Hough, *Chairman of School Libraries*)
- S Wyoming 49509
Godwin Heights Public Schools
15-30th Street, S.W.
(Mrs. Lodisca Alway, *Supervisor of School Libraries*)

Michigan

- S Wyoming 49509
Godfrey-Lee Public Schools
1335 Lee Street, S.W.
(Mrs. Neva Kinsey, *Supervisor of School Libraries*)
- S Ypsilanti 48197
Ypsilanti Public Schools
(Miss Ruth Gambell, *Library Supervisor*)
- S Ypsilanti 48197
Lincoln Consolidated Public Schools
(Mrs. Frances Cook, *Coordinator of School Libraries*)
- S Ypsilanti 48197
Willow Run Public Schools
(Mrs. Nell Barrett, *Head Librarian*)

Minnesota

- S Austin 55912
Independent School District 492
Library Services Center, Administration Building
202-206 Fourth Avenue, NE
- S Austin 55912
Library Services Center, Austin Public Schools
Webster School
(Miss Willa Church, *Coordinator of School Library Services*)
- S Brainerd 56401
Brainerd Center for School Library Demonstrations
Vocational Technical School
(Karen Harwood, *Assistant School Library Supervisor*)
- S Coon Rapids 55433
Anoka Public Schools, Morris Bye Elementary School
Crooked Lake Boulevard
(Louise Clark)
- S Duluth 55806
Duluth Public Schools, Elementary Library Office
Lincoln School, 2727 West 4th Street
(Mary Meyer, *Supervisor of School Libraries*)
- S Edina 55424
Senior High School, Edina-Morningside Public Schools
5701 Normandale Road
(Ingrid Miller)
- S Mankato 56001
Mankato Center for School Library Demonstrations
208 South Front Street
(Karlene Kleunder, *Assistant School Library Supervisor*)
- S Minneapolis 55413
Elementary Library Services Center, Board of Education
Minneapolis Public Schools, 807 Northeast Broadway
(Miss Luverne Ekstrom)

Minnesota

- S Robbinsdale 55422
Robbinsdale Public Schools, Lee Elementary School
3630 Lee Avenue
(James Bacon, *Coordinator of School Library Service*)
- S Rochester 55901
Library Processing Office, Rochester Public Schools
109th Street SE
(Ruth Fenner)
- S Savage 55378
Burnsville Public Schools, Senior High School
(Katherine Rottsolk)
- S St. Louis Park 55426
St. Louis Park Public Schools
6425 West 33rd Street
(Esther Johnson, *Senior High School*)
- P Virginia 55792
Arrowhead Library System, North Branch Library
701 11th Street
(William Gordon, *Director*)

Mississippi

- Comb Kosciusko 39090
Mid-Mississippi Regional Library
Huntington and Coleman Streets
(Mrs. Grace Elkin)

Missouri

- P Bolivar 65613
Southwest Missouri Library Service, Inc.
- S Clayton 63105
Clayton School District
301 N. Gay
- S Columbia 65201
Columbia City Schools, Dist. 1, Library Processing Center
2608 27th Street
- P Jefferson City 65101
Library Services Center of Missouri
Dunklin & Broadway
- S St. Louis 63125
Mehlville Public School District
Central Library, Randolph

Montana

- S Great Falls 59401
Great Falls Schools
(Phyllis Williamson, *Supervisor of Library Services*)
- P Great Falls 59401
Great Falls Federation of Libraries
(Mrs. Alma S. Jacobs, *Librarian*)

Montana

- P Helena 59601
Montana State Library
930 E. Lyndale
- P Libby 59923
Northwest Montana Federation of Libraries
(Inez R. Herrig, *Coordinator*)
- P Miles City 59301
Carnegie Public Library
916 Main Street
- P Miles City 59301
Sagebrush Federation of Libraries
(Mrs. Clare M. Smith)
- S Missoula 59801
Missoula Public Schools
(Peggy Gadbow, *Director of Library*)

Nebraska

- P Lincoln
Lincoln Public Schools, Media Processing Center
Box 200, 720 South 22nd Street

Nevada

- Comb Carson City 89701
Nevada Center for Cooperative Library Services
Nevada State Library
(Milton G. Hodnette, *Coordinator*)

New Hampshire

- Concord 03301
New Hampshire State Library
(Emile W. Allen, Jr., *State Librarian*)

New Jersey

- S Cherry Hill 08034
Cherry Hill Elementary Schools
(Martha Davis, *Coordinator*)
- S Summit 07901
Summit Elementary Schools, Elementary Libraries
(Mrs. Hope McGrady, *Coordinator*)
- S Toms River 08753
Dover Township High School
(Bessie McLean, *Librarian*)
- S South (Station Newark) 07114
Cataloging Center, South Junior High School
177 Franklin Street

New Mexico

- P Albuquerque 87106
Albuquerque Public Schools Library Processing Center
606 Maple Street S.E.

New Mexico

- S Albuquerque 87103
Library Processing Center, Albuquerque Public Schools
724 Maple Street, S. W.
(Eugene Hodges, *Director*)
- P Sante Fe 87501
New Mexico State Library Centralized Processing Project
(Louise Cernich, *Cataloger and Head of Centralized Processing*)

New York

- P Albany 12202
Upper Hudson Library Federation
41 Broad Street
(Miss Helen Morgan, *Technical Processes Librarian*)
- S Albertson 11507
Herricks Public Schools Central Processing Center
606 Maple Street SE
- P Bay Shore 11706
Union Free School District no. 1, Central Processing Office
Gardner Manor School
- P Bellport 11713
Suffolk Cooperative Library System
627 North Sunrise Service Road
P.O. Box 187
(Mrs. E. W. Leanhard, *Chief, Catalog Division*)
- P Binghamton 13901
Four County Library System
117 Court Street
(H. David Turner, *Processing Head*)
- S Brooklyn 11201
New York City Public Schools
110 Livingston
(Miss Helen R. Sattley)
- P Buffalo 14240
Buffalo and Erie County Public Library
(Joseph B. Rounds, *Director*)
- P Central Valley 10917
Monroe-Woodbury Central School
M-W Processing Center, Route 32
- S Corning 14830
Corning City School District
291 E. First Street
(Miss Martha Smith)
- S East Schodack 12063
East Greenbush Central Schools
(Mrs. Kathleen M. Hollister)
- S Floral Park
Sewanhaka Central High School
(Miss Evelyn Mertz)

New York

- P Garden City, L. I. 11530
Nassau Library System
Roosevelt Field Shopping Center
- S Glen Cove 11542
Glen Cove City School District, Forest Avenue
(Miss Helen DuBois)
- A Ithaca 14850
CCFL/Library Center, 120 E. Buffalo Street
(Robert D. Schalau, *Director*)
- P Ithaca 14850
Finger Lakes Library System
419 W. Seneca Street
(Mrs. Yenshaw L. Chao, *Technical Services Librarian*)
- P Jamestown 14701
Chautauqua-Cattaraugus Library System
500 E. Washington Street
(Miss Mary J. Stoneburg, *Chief, Technical Services*)
- S Levittown 11756
Levittown Public Schools, North Village Green
(Mrs. Linnea S. Revere)
- S Medina 14103
BOCES, Orleans & Niagra Counties
657 Park Avenue
(Mrs. Jean Porter)
- S Medina 14103
WNY Regional Resource & Communications Center, BOCES
657 Park Avenue
- S Merrick 11566
Central Library
CHSD No. 3
1691 Meadowbrook Road
- S Niagara Falls 41305
Nioga Library System
2510 Seneca Avenue
(Casper L. Jordan, *Supervisor of Technical Processes*)
- P Patchogue 17722
Suffolk Cooperative Library System
(Walter W. Curley, *Director*)
- S Penfield 14526
BOCES No. 1, Monroe County
2596 Baird Road
(Miss Mary Ann Connor)
- S Norwich 13815
BOCES, Chenango County
57-59 South Broad Street
(Mrs. Elsie D. McNulty, *Library Materials Director*)

New York

- S Plainview 11803
Plainview-Old Bethpage Public Schools
Central School District No. 4
(Mrs. Julia Hartmann)
- P Plattsburgh 12901
Clinton-Essex-Franklin Library
P.O. Box 570
(Mrs. Rose B. Waddell, *Head of Processing*)
- P Rochester 14604
Monroe County Library System
115 South Avenue
(Edwin Holmgren, *Assistant Director, Technical Services*)
- S Rochester 14625
Library Service, 19 Linden Park
(Mary Ann Connor, *Supervisor of Educational Materials Center*)
- P Saratoga Springs 12866
Southern Adirondack Library System
22 Whitne Place
(Elisabeth R. Mattison, *Head, Technical Processes*)
- P Schenectady 12306
Mohawk Valley Library Association
858 Duanesburg Road
(Catherine Tower, *Cataloger*)
- S Schenectady 12305
Schenectady Public Schools
564 Broadway
(Mrs. Shirley Ebetina)
- P Schenectady 12307
Schenectady Public Schools
Regional Center Instructional Materials
418 Mumford Street
- S Scotia 12302
Burnt Hills-Ballston Lake School District Central Library
491 Saratoga Road
- P Syracuse 13202
Onondaga Library System
419 W. Onondaga Street
(Miss Roberta Locke, *Head, Centralized Processing*)
- P Utica 13502
Mid-York Library System
1602 Lincoln Avenue
(Miss Lucena J. Kibbe, *Head, Technical Processes*)
- S Yonkers 10701
Yonkers Public Schools
138 S. Broadway
(Miss Dorothy H. Currie)

New York

- P Yonkers 10701
Westchester Library System
1500 Central Park Avenue
(Rudi Weiss, *Chief, Technical Services*)
- P Watertown 13601
North Country Library System
1050 Arsenal Street
(Robert G. Olney, *Head of Processing Services*)
- S Westbury, L. I. 11590
East Meadow Public Schools, Edgwood Drive
(A. Louis Morse)
- S Woodbury 11797
Syosset Public Schools
Syosset Central School District No. 2
(Miss Mabel Berry)

North Carolina

- S Colerain 27924
Bertie County Schools
Bertie County Audio-Visual Library Center
Route 1, Box 251
- S High Point 27260
City Schools, English Street
(Margaret Gladstone, *Library Supervisor*)
- S Raleigh 27602
Library Services Division
North Carolina Department of Community Colleges
100 S. Harrington St.
- P Raleigh 27602
North Carolina State Library Processing Center
(Mrs. Marion M. Johnson, *Director*)

North Dakota

- S Fargo 58102
Fargo Public Schools Central Processing
1104 2nd Avenue S

Ohio

- P Barnesville 43713
Library Service Center of Eastern Ohio
(Leonard Hammer, *Administrator*)
- P Cleveland 44144
Cuyahoga County Public Library
(Alice Aiello)
- P Columbus 43215
Ohio State Library Catalog Center
(C. Edwin Dowlin, *Head*)

Oklahoma (None)

Oregon

- S Albany 97321
Linn County School District No. 5
District Center, 118 W. 7th Avenue
- S Ashland 97520
Ashland Public Schools
(Miss Gladys Owen, *Supervisor of Elementary Libraries*)
- S Beaverton 97005
Curriculum Materials Center, Beaverton Public Schools
303 SW Erickson Street
(Dalton Plunkett, *Director*)
- P Bend 97701
Central Oregon Regional Library
507 Wall St.
(Miss Ivy Grover, *Librarian*)
- S Corvallis 97330
Corvallis Public Schools
1555 Country Club Way
(Mrs. Evelyn Kennedy, *Elementary Library Supervisor*)
- S Dallas 97338
Polk County Intermediate Education District
(Miss Freddie Buchanan, *Library Specialist*)
- S Eugene 97401
Eugene Public Schools, 275—7th Avenue E
(Mrs. Helen Tyler, *Library Consultant*)
- P Gresham 97030
Gresham Grade Schools Library Processing Center
330 West Powell Blvd.
(Miss Amy Thompson, *Library Supervisor*)
- S Hood River 97031
Hood River County School District
P.O. Box 418
(Donald Lowry, *District Library Coordinator*)
- P Medford 97501
Rogue Valley Library Processing Center
413 W. Main
(Mrs. Nadine Purcell)
- S Medford 97501
Medford Public Schools
500 Monroe
(Jerrold Martin, *Supervisor of Libraries*)
- S Myrtle Creek 97457
Elementary Libraries, Myrtle Creek Elementary School
(Mrs. Evelyn Sutphin, *Director*)
- S Oregon City 97045
Oregon City School District No. 62
P.O. Box 591
(Mrs. Charlene Kirchem, *Instructional Media Supervisor*)

Oregon

- S Portland 97236
David Douglas School District
2900 SE 122 Avenue
(Mrs. Cleo Peck, *Instructional Material Coordinator*)
- S Portland 97208
Portland Public Schools
631 NE Clackamas Street
(Mrs. Irene McHale, *Supervisor of Libraries*)
- S Portland 97212
Portland Public Schools, Library Processing Center
220 N. E. Beech Street
- S Salem 97308
Instructional Materials Library, Salem Public Schools
1309 Ferry Street, SE
(Marjorie Chester, *Supervisor of Instructional Materials*)
- S Springfield 97477
Springfield Elementary Schools
535 Mill Street
(Mrs. Ruby Snyder, *Library Consultant*)
- S The Dalles 97058
The Dalles Public Schools, 10th and Court
(Miss Betty Jean Treesh, *Elementary Librarian*)
- P Tillamook 97141
Tillamook County Library, North Coastal Regional Library
210 Ivy Avenue
- S West Linn 97068
West Linn Public Schools, Administrative Building
(Miss Shirley L. Hodgman, *Coordinator*)

Pennsylvania

- S Audubon 19407
Methacton School District, Audubon Elementary School
Egypt Road
- S Carlisle 17013
Carlisle Area, 340 Graham Street
- P Chambersburg 17201
Chambersburg Area School District
Stoufferston Building—Library Office and Processing
R.D. No. 5
- P Harrisburg 17109
Central Dauphine School District, Library Processing Center
600 Rutherford Road
- P Johnstown 15909
Cambria Public Library
(Dean C. Gross, *Library Administrator*)

Pennsylvania

- Comb Philadelphia 19146
Central Processing Service, Office of Libraries
School District of Philadelphia, J. F. Kennedy Center
734 Schuylkill Avenue
(Sidney Galfand, *Supervisor*)
- P Washington 15301
Washington District Library Center
Citizens Library of Greater Washington

Rhode Island

- Comb Providence 02908
Library Extension Services, Department of State Library Services
95 Davis Street
(Helen G. Kurtz, *Chief*)

South Carolina (None)

South Dakota

- Comb Pierre 57501
Classification and Cataloging Division
South Dakota State Library Commission
322 South Fort Street
(Mrs. Julia Kirchner, *Supervisor*)

Tennessee

- P Athens 37303
Fort Loudoun Region Library Center
P.O. Box 146
(Mrs. Marie D. Middleton, *Regional Librarian*)
- S Chattanooga 37410
Centralized Processing Center
701 Hooker Road
(Miss Catherine Wiley, *Librarian*)
- P Chattanooga 37409
Chattanooga Public Schools, Centralized Processing Center
1161 West 40th Street
- P Clarksville 37041
Wariota Region Library Center
Kraft Street, P.O. Box 886
(Mrs. Julia G. Martin, *Regional Librarian*)
- P Clinton 37716
Clinch-Powell Region Library Center
Bishop Building, P. O. Box 269
(Mrs. Helen H. Kittrell, *Regional Librarian*)
- P Columbia 38401
Blue Grass Region Library Center
104 West Fifth Street
(Miss Irma Harlan, *Regional Librarian*)
- P Cookeville 38501
Upper Cumberland Region Library Center
120 Madison Avenue
(Mrs. Julia G. Boyd, *Regional Librarian*)

Tennessee

- P Jackson 38301
Shiloh Region Library Center
227 West Baltimore
(Miss Helen Lockhart, *Regional Librarian*)
- P Johnson City 37601
Watauga Region Library Center, Carroll Reece Branch
P.O. Box 3250
(Mrs. Olivia K. Young, *Regional Librarian*)
- P Martin 38237
Reelfoot Region Library Center
408 Jackson Street
(Mrs. Melba W. Wash, *Regional Librarian*)
- P Morristown 37814
Nolichucky Region Library Center
Route No. 4, McCrary Drive
(Miss Dorothy E. Sharpless, *Regional Librarian*)
- P Murfreesboro 37130
Highland Rim Region Library Center
2102 Mercury Boulevard
(Miss Janet Smith, *Regional Librarian*)
- P Trimble 38269
Forked Deer Region Library Center
P.O. Box 158
(Miss Mattye Jackson, *Regional Librarian*)

Texas

- P Austin 78701
Centralized Processing Center of the Texas State Library
- P Fort Worth 76102
Fort Worth Public Library, Centralized Processing Center
(Ruth A. McKinney, *Coordinator*)
- S Harlingen 78550
Harlingen Consolidated Independent School Instructional
Services Library Department
1409 E. Harrison
- S Houston 77008
Houston Independent School Processing Center
1403 Columbus
(Irene Davis)
- S McAllen 78501
McAllen Independent School District
Elementary Library Services, 8th and Chicago
- P Mesquite 75149
Mesquite Independent School District
Library Processing Center
405 E. Davis
- S Waco 76701
Waco Independent School System
(Lucile Raley)

Utah

Comb Farmington 84025
Davis County Library
38 South 100 East
(Helen Gibson, *Director of Libraries*)

Vermont

A Burlington 05401
University of Vermont
(Helen Oustinoff, *Assistant Director*)
P Montpelier 05602
Free Public Library Service
(Lura Carr, *Head of Technical Services*)

Washington

S Alderwood Manor 98036
Edmonds School District
(Mrs. Ruth Allen, *District Library Consultant*)
S Bellevue 98004
Bellevue Public Schools
(Patricia Foster, *Library Supervisor*)
P Bellingham 98255
Whatcomb County Library
300 Grand Avenue
(Linda Hellyer)
S Bothell 98011
Northshore School District
9816 NE 183rd Street
(Russell Sage, *Supervisor of Instructional Materials*)
P Bremerton 98310
Kitsap Regional Library
612 5th Street
(Mrs. Evelyn T. Bowen)
S Bremerton 98310
Bremerton Schools
(Eilene Morrison, *District Librarian*)
P Colfax 99111
Whitman County Library
South 100 Main Street
(Margaret J. Morse)
S Federal Way 98003
Federal Way Public Schools
1430 South 308th
(Mrs. Dorothy Bardslay, *Coordinator of Library Services*)
P Kennewick 99336
Mid-Columbia Regional Library
405 South Dayton
(Mrs. Neva L. Bequette)
S Kent 98031
Kent School District
508 N. Central
(Ray Tweedy, *Coordinator of Libraries*)

Washington

- S Kirkland 98033
Lake Washington School District
6511-112th Northeast
(Mary L. Mount, *Library Supervisor*)
- S Lynnwood 98036
Edmonds School District
3800-196th Street SW
(Mrs. Ruth Allen, *Coordinator of Libraries*)
- P Marysville 98370
Sno-Isle Regional Library
P.O. Box 157
(Mae Schoenrock)
- P Olympia 98501
Washington State Library Processing Center
(Mrs. Josephine S. Pulsifer, *Chief of Technical Services*)
- S Olympia 98501
Olympia Public Schools
319 E. Fourth St.
(Mrs. Vera Williams, *Coordinator of Elementary Libraries*)
- P Port Angeles 98362
Clallam County Library
2210 S. Peabody
(Hope Hodges)
- S Renton 98055
Renton School District
(Ethel M. Telban, *Supt. of School Libraries*)
- S Renton 98055
Renton School District No. 403
Library Center, 1220 Fourth Street North
- S Seattle 98109
Seattle Public Schools
815 Fourth Avenue North
(Mrs. Marilyn Campbell, *Library Supervisor*)
- S Seattle 98155
Shoreline School District
N. E. 158th and 10th Ave. NE
(Richard Sacksteder, *Director of Instructional Materials*)
- P Seattle 98122
King County Library System
1100 East Union
(Herbert F. Mutschler)
- S Seattle 98148
Highline School District
658 S. 152nd
(Mrs. Bea Warfield, *Director of Instructional Materials and Libraries*)

Washington

- P Spokane 99206
Spokane County Library
East 12004 Main Avenue
(Mrs. Susan S. Barcklay)
- P Tacoma 98402
Pierce County Library
201 S. Helens Street
(Mrs. Carolyn J. Else)
- S Tacoma 98402
Central Processing Center, Tacoma Public Schools
Administration Building, Central School
Tacoma Avenue at South 8th Street
(Gladys L. Lee, *Director of School Libraries*)
- S Tacoma 98401
Tacoma Public Schools No. 10
Professional & Curriculum Library, Box 1357
- P Vancouver 98663
Fort Vancouver Regional Library
1007 E. Mill Plain Blvd.
(Barbara Ivey)
- P Vancouver 98661
Vancouver Public Schools
605 North Devine Road
(Bernadine Batters, *Supervisor of Instructional Materials*)
- S Walla Walla 98362
Walla Walla Public Schools
364 South Park Street
(Mrs. Betty Jo Pearson, *Supervisor of School Libraries*)
- P Wenatchee 98801
North Central Regional Library
310 Douglas Street
(Mike Lynch, *Acting*)
- P Yakima 98901
Yakima Valley Regional Library
102 North Third Avenue
(Mrs. June T. Thurston)

West Virginia

- P Charleston 25301
West Virginia State Library Commission
- S Morgantown 26505
Monongalia County Schools Instructional Materials Center
300 McLane Avenue

Wisconsin

- S Eau Claire 54701
Eau Claire Area Public School District Board of Education
Library Division, 122 Mappa Street

Wisconsin

- P Fennimore 53809
Public Library Service Center
(Mrs. Maude Nelson, *Administrative Assistant*)
- S Madison 53701
Madison Public Schools
Cataloging and Processing Services
550 West Washington Avenue
- S Oconomowoc 53066
Jt. School District No. 3
641 Forest Street

Wyoming

- P Cheyenne 82001
Centralized Purchasing and Processing
Wyoming State Library

Special

- APO New York 09164
Department of the Army, United States Dependents School
European Area, APO New York
(Joseph A. Schefer, *Assistant Director, Library Services*)
[Processes for United States Dependents Schools in fourteen countries in Europe and the Middle East.]

Canada

- S Alberta
Library Service Center, Calgary School Board
3610 Ninth Street, SE Calgary
(Mrs. M. A. Vaness)
- S British Columbia
School District 67
District Library and Resource Center
P. O. Box 789, Ladysmith
- S British Columbia, Vancouver
Schools Department
750 Burrard Street
- S Manitoba, Winnipeg
Winnipeg School Division No. 1
Library Service Center, 436 William Avenue
- P Ontario, North Kitchener
Midwestern Regional Library System
637 Victoria Street
(Clinton D. Lawson, *Head of Processing*)
- P Saskatchewan, Regina
Saskatchewan Provincial Library
1819 Cornwall Street
(Mr. V. A. Needham, *Head, Technical Services*)

1969 Microfilm Rate Indexes

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THE INDEXES LISTED below update the articles on "Library Microfilm Rate Indexes" published in the Winter 1967 and Summer 1969 issues of *LRTS*. The indexes are based on rates listed in the *Directory of Institutional Photocopying Services* and, as future editions are published, the newer rates will also be indexed and published in *LRTS*. The 1959, 1962, 1966, and 1969 indexes refer to the average rates in the 1959 *Directory* as the base year, whereas future indexes will employ the rates in the 1969 edition of the *Directory* as the new base period for computing index values. Preparation of the microfilm indexes is under the sponsorship of the Acquisitions Section's Library Materials Price Index Committee. Publication of the microfilm indexes is designed to assist librarians in planning and justifying budgets for an increasingly significant medium. The increases in the index values during the 1959-1969 period are markedly less than those for books and serials. (See p. 39 of the March 10, 1969, issue of *Publishers' Weekly* and pp. 2571-2573 of the July 1969 issue of *Library Journal*.)

Chart I, *Index of U. S. Library Microfilm Rates by Category: 1959, 1962, 1966, and 1969*, is the summary of the microfilm rate indexes for selected U. S. libraries for both negative and positive microfilm, by type of material copied, as well as for all types of material averaged together.

Chart II, *1969 Negative Microfilm Rate Index for Selected U. S. Libraries, by Form of Material*, itemizes the institutions and the rates indexed for each of the three forms of material for negative microfilm.

Chart III, *1969 Positive Microfilm Rate Index for Selected U. S. Libraries*, itemizes the institutions and the rates indexed for positive microfilm. Charts II and III show the exact rates extracted from the 1969 edition of the *Directory of Institutional Photocopying Services*, and secured by correspondence with individual libraries when necessary; they also show the calculations to support the average 1969 rates and index values recorded on Chart I.

Whereas it was possible to secure negative microfilm rates in both 1959 and 1962 for bound, unbound, and newspaper materials from 57, 54, and 43 libraries, respectively; and rates for these three categories in 1966 from 51, 50, and 45 libraries, respectively; 1969 rates were available from 49, 48, and 45 libraries, respectively. Similarly, the 1959 and 1962 indexes for positive microfilm included rates for 22 libraries, the

CHART I
INDEX OF U. S. LIBRARY MICROFILM
RATES BY CATEGORY¹

Negative Microfilm Rate Index²
(per exposure)

<i>Type of Material</i>	1959		1962	
	<i>Avg. Rate</i>	<i>Index Val.</i>	<i>Avg. Rate</i>	<i>Index Val.</i>
Bound	\$.0408	100.0	\$.0458	112.2
Unbound	.0454	100.0	.0494	108.8
Newspapers	.0428	100.0	.0467	109.1
All types	.0430	100.0	.0473	110.0

<i>Type of Material</i>	1966		1969	
	<i>Avg. Rate</i>	<i>Index Val.</i>	<i>Avg. Rate</i>	<i>Index Val.</i>
Bound	\$.0494	121.0	\$.0493	120.8
Unbound	.0519	114.3	.0549	120.9
Newspapers	.0518	121.0	.0537	125.5
All types	.0510	118.6	.0526	122.3

Positive Microfilm Rate Index³
(per foot)

<i>Type of Material</i>	1959		1962	
	<i>Avg. Rate</i>	<i>Index Val.</i>	<i>Avg. Rate</i>	<i>Index Val.</i>
All types	\$.0809	100.0	\$.0893	110.3

<i>Type of Material</i>	1966		1969	
	<i>Avg. Rate</i>	<i>Index Val.</i>	<i>Avg. Rate</i>	<i>Index Val.</i>
All types	\$.0952	117.6	\$.0960	118.6

1. Compiled by Robert Coyle Sullivan, American Library Association, Library Materials Price Index Committee, from editions of the *Directory of Institutional Photocopying Services*, supplemented by data secured by correspondence with the indexed libraries. The libraries included in the indexes are cited in the "Library Microfilm Rate Indexes" articles in Volume 11, Number 1 (Winter 1967) and Volume 13, Number 3 (Summer 1969) of *LRTS*.
2. Includes 57 selected U. S. libraries for bound materials, 54 for unbound materials, and 43 for newspapers for 1959 and 1962, 51, 50, and 45 libraries for 1966, and 49, 48, and 45 respectively for 1969.
3. Includes 22 selected U. S. libraries for 1959, 1962, and 1969, and 20 for 1966.

1966 index included rates for 20 libraries, whereas the 1969 rates were available from all of the original 22 libraries indexed. It is not felt that these slight variations materially affect the validity of the indexes; they reflect changing policies in libraries in the operation of their photocopying services, irregular reporting to the *Directory*, and in several instances failure to respond to repeated inquiries.

A separate tabulation of possible additional charges for reel and box, service or minimum charges made by the indexed libraries was not compiled for Chart IV, as was done for the 1959, 1962, and 1966 indexes, for two reasons: (1) these charges have not entered into computing the index values, and (2) the 1969 *Directory* has added a fourth type of material category labeled as "other."

The accompanying Chart IV is a tabulation of the rates for negative microfilm of this "other" type of material; these rates will be considered for incorporation into future negative microfilm rate indexes utilizing the rates in the 1969 *Directory* as the base period. This new Chart IV further emphasizes the validity of the conclusion drawn from the earlier versions of this chart: the rates indexed are definitely minimum rates for microfilm; if the indexed rates are viewed together with the possible added charges, they could be substantially increased for cost estimating purposes. Although only thirteen libraries listed rates in the 1969 *Directory* for negative microfilm of "other" material, such as rare books, manuscripts, etc., the average rate is .0723; this represents a 37.4 percent increase over the average rate for "all types" of material. As the *Directory* itself cautions: "Prices indicated are those for a typical small order without complications. Special requirements would increase costs; large orders would sometimes be given a reduced rate."

CHART II

1969 NEGATIVE MICROFILM RATE INDEX FOR SELECTED U. S. LIBRARIES
BY FORM OF MATERIAL
(PER EXPOSURE)

Institution	1969 Rates			
	Bd.	Unbd.	Newsp.	Other
1. Univ. Calif., Berkeley	.05	.10	.10	—
2. Henry E. Huntington	.065AB	.065AB	.065AB	.11AB
3. Univ. Colorado	.05	.05	.05	—
4. Yale	.06	.075A	.10	—
5. Library of Congress	.065A	.065A	.065A	.11A
6. National Archives	.05B	.05B	.05B	—B
7. Univ. Chicago	.045A	.0425	.0387A	—
8. Univ. Illinois	.05	.08	.05	—
9. Iowa State Univ.	.04	.03	.04	—
10. Johns Hopkins Univ.	.06	.06	.06	.06
11. Harvard	.06	.06	.08	.08
12. Univ. Michigan	.05	.08	.10	X
13. Wayne State Univ.	.04	.04	.04	—
14. Univ. Missouri	.0425A	.0425A	.0425A	—

CHART II (Continued)

Institution	1969 Rates			
	Bd.	Unbd.	Newsp.	Other
15. Univ. Nebraska	--B	--B	--B	--B
16. Princeton Univ.	.06	.06	.08	.06
17. Cornell Univ.	.055	.05	.045	—
18. Columbia Univ.	.055A	.065A	—	—
19. N. Y. Public Library	.06A	.10	.07	.10
20. Univ. North Carolina	.05	.06	.06	—
21. Duke University	.05	.06	.06	.06
22. Cleveland Public Lib.	.05	.05	.05	—
23. American Philosophical Soc.	.04	.04	.04	—
24. Univ. Pennsylvania	.05	.05	.05	—
25. Virginia State Lib.	.05	.05	.05	—
26. Univ. Virginia	.06	.06	.06	.06
27. Univ. Washington	.05B	.05B	.05B	.08B
28. Wisconsin State Hist. Soc.	.0416AB	.0416AB	.0416AB	.06B
29. Univ. Alabama	.04	.04	.04	—
30. Claremont	.07	.07	.07	—
31. Stanford	.05	X	.05	—
32. Calif. Inst. Tech.	.04	.04	.04	—
33. U. C. L. A.	.05	.08	X	—
34. Univ. Florida	.05	.05	.05	—
35. Univ. Georgia	.04	.05	.04	—
36. Southern Illinois Univ.	--B	--B	--B	--B
37. Univ. Iowa	.04	.04	.04	—
38. Univ. Kentucky	.05	.06	.06	—
39. Louisiana State Univ.	XB	XB	XB	--B
40. Univ. Maryland	.03	.03	.03	.03
41. M. I. T.	--C	--C	--C	--C
42. American Antiq. Soc.	—	—	—	—
43. Univ. Minnesota	.05	.08	—	—
44. Univ. New Mexico	.05	.05	.05	.05
45. Univ. Rochester	--B	--B	--B	--B
46. Hebrew Union College	.06AB	.06AB	.06AB	.08B
47. Univ. Tulsa	--C	--C	--C	--C
48. Univ. Oklahoma	.03	.03	.03	—
49. Univ. Oregon	.05B	.05B	.05B	--B
50. Penna. State	.05	.06	—	—
51. Joint Univ. Libs.	.05	.05	.05	—
52. Univ. Texas	.05	.05	.05	—
53. Austin Presbyterian	--B	--B	--B	--B
54. Texas Tech.	.04A	.04A	.04A	—
55. Brigham Young Univ.	.05	.05	.05	—
56. V. P. I.	.05	.05	.05	—
57. West Virginia Univ.	.03B	.03B	.03B	--B
Bound	Total \$2.419 ÷ 49 = \$.0493		Avg. Rate = 120.8	Index Value
Unbound	Total \$2.636 ÷ 48 = \$.0549		Avg. Rate = 120.9	Index Value
Newspapers	Total \$2.417 ÷ 45 = \$.0537		Avg. Rate = 125.5	Index Value
Other	Total \$.94 ÷ 13 = \$.0723			

Legend: — Not listed
 X Service available; further information on request

A Averaged
 B Responded to letters
 C Did not respond to letters

CHART III

1969 POSITIVE MICROFILM RATE INDEX FOR SELECTED U. S. LIBRARIES (PER FOOT)

	Institution	1969 Rates
1.	Univ. Calif., Berkeley	.10
5.	Library of Congress	.10
6.	National Archives	.08B
7.	Univ. Chicago	.0775A
11.	Harvard	.10
12.	Univ. Michigan	.10
14.	Univ. Missouri	.10B
17.	Cornell	.10B
18.	Columbia Univ.	.10
19.	N. Y. Public Lib.	.10
22.	Cleveland Public Lib.	.10B
25.	Virginia State Lib.	.10
26.	Univ. Virginia	.08
27.	Univ. Washington	.10B
28.	Wisconsin State Hist. Soc.	.10B
33.	U. C. L. A.	.08
39.	Louisiana State Univ.	.07
46.	Hebrew Union College	.145AB
49.	Univ. Oregon	.13B
55.	Brigham Young Univ.	.10
56.	V. P. I.	.07
57.	West Virginia Univ.	.08B

Total \$2.112 ÷ 22 = \$.0960 Avg. Rate = 118.6 Index Value

Legend:	— Not listed	A Averaged
	X Service available; further information on request	B Responded to letters
		C Did not respond to letters

CHART IV

1969 NEGATIVE MICROFILM RATES CHARGED BY SELECTED U. S. LIBRARIES FOR "OTHER" TYPES OF MATERIALS

	Institution	1969 Rates
2.	Henry E. Huntington	.11AB
5.	Library of Congress	.11A
10.	Johns Hopkins Univ.	.06
11.	Harvard	.08
16.	Princeton	.06
19.	New York Pub. Lib.	.10
21.	Duke Univ.	.06
26.	Univ. Virginia	.06
27.	Univ. Washington	.08B
28.	Wisconsin State Hist. Soc.	.06B
40.	Univ. Maryland	.03
44.	Univ. New Mexico	.05
46.	Hebrew Union College	.08

Total \$.94 ÷ 13 = .0723

Legend:	A Averaged
	B Responded to letters

Acquisition Policy for University Libraries: Selection or Collection

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and*

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While the distinction between collecting and selecting library materials is real, its relevancy for major research libraries becomes tenuous as library book budgets approach the million dollar figure. In order to develop collections when given such large budgets, libraries must consider the merits of approval plans. This paper argues these merits and points out the importance of getting faculty support before engaging in approval plans.

TO DEVELOP a policy for current acquisitions for a university library requires facing and resolving many problems, not all of which will be dealt with here. If Merritt's distinction¹ between selection and collection is the sole basis for a book selection policy and a policy is built solely on this, it is easy to become involved with semantic quarrels as to what is good, true, and beautiful, or what is permanent and of lasting value. If there is a distinction, and supposing there is, between selection and collection, that distinction often blurs as book budgets become large enough to satisfy most needs.

Unfortunately, book budgets tend to reach that state when most materials needed are out-of-print. Unrestricted current acquisitions combined with an unlimited budget are anathema if it is believed as Merritt believes that the acquisitions function is to select carefully. While selection may be proper for the college library serving twenty disciplines, it appears to be too restrictive for a university with, for example, sixteen colleges, ninety departments, and 40,000 students. The cost to collect everything would be beyond most budgets and to do so would mean a university library might be collecting much poor material. Indeed, it is because there is so much poor material that Merritt argues for a selective policy. And yet, it is precisely this poor material which one carefully

¹ LeRoy Charles Merritt, "Are We Selecting or Collecting?" *Library Resources & Technical Services*, 12 (Spring 1968), 140-42.

avoided selecting in the past that happens to be out-of-print when it is badly needed.

In short, there is no argument with Merritt that much of what is published is ephemeral, trash, and without scholarly value—at this point in time. Many librarians have had some subject background or develop some on the job—the form if not the content of their field—and given one hundred titles to reject or select, a librarian's selections of important titles would be similar to those made by a university professor in a discipline. Selection becomes difficult for both librarian and professor when titles appear to be a bit off center.

An acquisitions policy for current materials must recognize that:

1. Titles not selected now may be unobtainable later.
2. Much of what is acquired may have little immediate value.
3. Materials may be selected precisely because they are ephemeral or are illustrative of some passing sociological condition, e.g., comic books, pornographic novels, confession magazines—and yet scholars fifty or a hundred years from now may be grateful that a library had the foresight to collect so-called ephemerae that delineate one aspect of our culture.
4. The pattern of spending between current and retrospective materials will tend to shift as less and less of the budget need be allotted to filling lacunae. If a current imprints program provides coverage for 75 percent of the total titles in a given field, then in the following year only enough funds need be set aside for selecting from the 25 percent not previously covered. Over a long period of time, this suggests that funds for current imprints will remain major (and probably increase as the price of books and the quantity of books continue to rise) while funds set aside for retrospective buying will be less.
5. A fairly comprehensive current imprints acquisitions program is better handled through contracts with one or more dealers than through individual library effort. To this last point, the remainder of this paper addresses itself, with particular reference to the conduct of such a program at the Ohio State University Libraries.

Traditionally the faculty of Ohio State University selected the majority of materials to be purchased for the University Libraries collections on a title-by-title basis. There are sixteen colleges on campus, and each college is assigned a specific amount of money annually from the University Libraries state-allotted book budget. Each dean is notified of the amount of money which he may reassign to departments, subject areas, institutes or department libraries from his segment of the University Libraries book budget. Notification of such amounts assigned by the dean is sent to the Head, Acquisition Department, who is responsible for acquiring materials and handling the various funds. Both current imprints and retrospective materials are purchased from the various funds with a General Fund and a Serial Fund handled by the Library Faculty. In 1966/67 the state-allotted book budget was increased from \$460,000 to \$710,000 with little or no additional library faculty or staff being provided or anticipated. When a research library annually spends \$710,000

for books and serials, the percentage of acquisition of the total current U.S. imprints of university research and instructional quality becomes exceedingly high. Due to a more comprehensive acquisition program and the accompanying rise in personnel costs, it becomes incumbent upon the library to use, if possible, some means of acquisition appropriate to the magnitude of the task. It seemed necessary to relieve the faculty of the responsibility of selecting some quantity of library materials, and the obvious solution centered around current materials. Under an approval plan the library could acquire most of the titles in a desired subject area as they were published and with no added responsibility on the part of the faculty member. In addition, it seemed likely that a more equitable and comprehensive coverage of the subject would develop than if the coverage depended solely upon the interest, aggressiveness, and influence of a limited number of faculty members.

Prior to January 1967, an approval plan in the humanities field was adopted with the cooperation of the faculty. In January 1967, an extended approval plan was instituted based on selection of subject areas by the faculty and library faculty. The approval plan in general was for English language materials of titles published during the current year. Exclusions were made and a profile was drawn up for the dealer concerning the needs of our campus and faculty. There were subjects which were deleted in the general plan due to the nature of some specialized fields such as music, and where the University Libraries already had a blanket order or approval plan in existence. Serial publications and numbered monographic series were excluded from the plan, as it was not considered advisable to change our existing subscription plans and policy. However, the first issue of a newly published numbered monographic series may be sent on approval. It was anticipated that current material would be received in the Libraries more rapidly than by conventional title-by-title ordering. The dealer or jobber would be able to order in advance or set up standing orders with publishers for review before supplying to the Libraries.

A factor which cannot be overlooked in any such plan is the economy of staff time. The major approval plan includes in the specifications the requirement that multiple order forms, designed to meet local needs and the approval of the University Office of Business and Finance, be supplied with each book. This makes it unnecessary to type a record for the department for the first copy, and the amount of bibliographic searching and verification by the Acquisition Department is reduced. However, it is necessary to check the order file and public catalog for titles already received or for added editions.

The blanket order program for current imprints is based on receiving *one* copy of every title published in certain specific fields. The titles are displayed in the Acquisition Department for one week to allow all faculty (including library faculty in subject areas) to select titles for purchase and to designate by streamers the location. If more than one copy is desired, the streamer is marked to indicate duplicate copies are being requested.

The first copy goes to the location that has primary responsibility for the discipline under which the title falls, and additional copies up to four may be requested to be acquired out of the current imprints fund.

At the Ohio State University Libraries, the problem of duplicates is exacerbated by having twenty-three department libraries as well as the main library. Two undergraduate libraries plus a separate two-year college on the west campus are also planned. So long as faculty continue to use the old method of assigning specific reserve reading, the problem of how many duplicate copies to purchase will remain. In some cases photographic reproduction of journal articles suffices; in others, and these may be the majority of cases, it is necessary to purchase multiple copies. A current imprints program must recognize the difference between materials purchased for undergraduate collections and materials purchased to build a long-term research collection. Additional copies are purchased and the requests are reviewed by a member of the library faculty of the Acquisition Department. With this procedure there have been no major problems. Frequently a faculty member or librarian is satisfied to note that a book has been received somewhere in the system. With an enrollment of over 40,000 students, duplication of certain titles is inevitable and, on occasion, to be encouraged.

What are the advantages of approval plans?

1. Responsibility for selection of materials is not abrogated or assigned to the vendor. Instead, selection may more intelligently be pursued with the book in hand.
2. Materials not received on the current imprints plan can be acquired through routine acquisition procedures.
3. Bibliographers and bibliographic clerks can spend more of their time on retrospective buying orders. There is little likelihood that a large university library will reduce staff because of an approval plan.
4. Properly made, the statement submitted to the vendor as to the categories of materials the library will or will not accept should serve as a measuring instrument to determine the success or failure of the program. A book return rate above 7 percent to 10 percent might indicate that the statement to the vendor is either too loosely worded as to restrictions or that some area has been misinterpreted, e.g., receiving astrology books because the library has indicated that it will accept books on the occult. A book return rate approaching zero is not necessarily a measure of success because such a rate might indicate that the library was too indiscriminating in setting up its restrictions or indiscriminating in accepting anything that the vendor sends.
5. The library which promotes any approval plan must face the important task of winning over the faculty members who can be notoriously conservative about "their" libraries. Any program which appears to take money out of their hands and place it in a common pool for purchase of current materials is seen as a threat to the faculty's traditional control. It does not help, either, when a faculty member in a fairly conservative field sees some of the "frivolous" titles other departments are spending

money to purchase. At least in the past each department worried about its own expenditures and made its own mistakes in book selection.

To win over the faculty is not easy. In any institution a middle group will go along no matter what the library does. This group is amenable, indifferent, approving, or unconcerned. It is the smaller, vociferous, discontented minority that the library must convince. By working closely with the department librarians so they understand what the plans are trying to accomplish and then having them serve as liaison with library committee chairmen and other faculty from their departments, the library hopes to have the program supported at the grass roots level.



The Long-Term Effects of Approval Plans

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Coordinator of Acquisitions
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Using approval plans, professional selection can start where the work of the jobber leaves off. Librarians should evaluate service received and the long-term effects on collection development. The cost should be weighed; selecting from more books may mean selection is improved. Cost is not only in budgetary terms but also in terms of the nation's resources. Approval plans do not build up special collections, but they gradually change the bibliographer's work. This is now a critical stage in the development of approval plans. Pertinent research is urgent.

THE VOLUME OF PUBLICATION and the rise in staff costs has forced us to seek methods of selecting the most books in the quickest way. This does not necessarily mean that by doing this the standard of selection must be lowered, for, indeed, something like 60 percent of the books that we add to our libraries "buy themselves." That is to say, 60 percent of the books we add are those that come to our notice that we cannot do without. To have these ordered for us, with minimum clerical and routine work, and if required, catalog cards provided, is time saving for other things. The time saved can, in fact, be used for professional selection. By using approval plans, we can use *all* our time on professional selection, starting the work where the approval plan leaves off.

If we are to use approval plans to our bibliographical, as well as our technical, advantage, it is necessary to select the method of approval plan that is:

- (a) most compatible to the selection program designed to start where the approval plan leaves off;
- (b) most readily adaptable to the exact needs of each institution and which is able to follow most nearly the acquisition policy as shown in the "subject profile," drawn up specifically for an approval plan; and
- (c) adequate to meet individual requirements such as rush orders, series, and memberships if necessary.

Types of Approval Plans

Clearly, with the number of publications on the market today, we need all the help we can get in processing, in cataloging, and in purchasing. Cooperative schemes or commercial services have been available

for many years for processing and cataloging; it was in the order of things that purchasing systems should be developed, and as they improved with experience, gain favor. Types of approval plans available now are:

1. *Publisher Standing Order*. A list of publishers from whom all publications are required is drawn up and contracts arranged individually with each.

2. *Publisher Standing Order for Selected Subjects*. The same as above, but limited to certain specified subjects only. As publishers are not organized to handle complicated procedures for the sale of their publications, this standing order is limited usually to publisher's series in particular subjects.

3. *Jobber's Standing Order for Publishers*. Instead of the library doing #1 or #2 direct, the jobber does it, thus eliminating scores of small invoices and individual contracts.

4. *Jobber Notification Plan*. The jobber notifies the library by slips or catalog or lists, which books he has available for sale, inviting the library to make selection from the information he provides.

5. *Jobber Approval Plan, with Slips, Catalog, or List*. The jobber sends books on approval, with some form of listing in addition to invoicing, to enable the library still to do full selection itself. Sometimes the notifications are sent ahead of the books and those slips sent back are those which the library rejects.

6. *Jobber Approval Plan*. Jobber sends books he thinks the library might be interested to buy. This is a reviewing service and may or may not be based on a policy collection statement drawn up by the library.

7. *Jobber Approval Plan by Subject*. The library prepares an acquisition policy statement in the form of a detailed list of subjects required. This is usually called a "subject profile." Levels of presentation, types of material, and format can be specified for inclusion or exclusion. The subject approval plan can cover one subject comprehensively, or the whole field of knowledge, or anything specified in between these extremes. Of all the approval plans it is the most professional, yet with all its advantages, it is the one that should cause most concern. It is the approval plan by subject that may be affecting the total national resources.

The purchasing system or approval plan chosen by each library was presumably, at the time of decision, the method most suitable then to it. It is almost too soon to do a thorough evaluation of any of these schemes, for all are relatively new; but it is not too soon for libraries to evaluate the service they receive from such plans, and the long-term effects they will have on collection development. To evaluate the adequacy, each institution needs to review its purchasing system in relation to its research and scholarly needs. It needs to weigh not only the amount of time taken to do selection, but how much of that time is spent on selecting the obvious. If a jobber now can take off the librarian's hands the routine buying, it should leave the librarian time to develop the

collection as a whole, to build up strengths, and strengthen weaknesses. This is the value of approval plans. They are at least efficient purchasing systems. If based on a carefully compiled subject profile of requirements and developed through close cooperation with the jobber, controlled at the input end by at least sample checks by professional bibliographers, the purchasing system, through jobbers, can become the basic book selection process of the library. For the truth is that, today, we have to select how we will use our time, as much as how we will select our books. If we do not select how to use our time, we will in fact be selecting from only a fringe of what is available. We can persuade ourselves that our selection is then what we choose, but if we pause to think, and are honest with ourselves, we know that we select from a selection—and that that selection is not governed by our needs and acquisition policy, but by what is most readily available, or what is put before us most blatantly. Retrieving material for a librarian is not a commercial process; it is a systematic search and a rational decision. If a pamphlet costs more to obtain and catalog than it does to buy, and if the total cost exceeds that for a fine art book or technical dictionary, then we must still buy it and make it accessible (and it may be of more useful value than the costly book we prize so readily).

In forming a selection policy, an order of priorities policy is formulated too. This will show that in every library there is a basic core required without which the institution the library serves cannot do its work. Previously, and in many cases even now, this basic core has taken up most of the time available for selection by faculty, or bibliographers. By using approval plans it is now possible to obtain the basic core, at relatively little extra cost and least cost in staff, leaving for faculty and library staff the time and energy to use their specializations and skills to develop the collection as a whole.

What is the cost of this? From the point of view of budgets, it is difficult to estimate in comparable terms; that is to say, how much it costs to obtain books through an approval plan system, versus the cost to a library of ordering and selecting everything on its own. Inevitably the first year at least will be costly, until problems are ironed out, duplication is avoided, the subject profile is edited from experience, and the librarian learns where to install control systems. By the time the problems are ironed out, it is difficult to assess how much more is spent on the *system* than is saved by professional staff no longer being expensively used as efficient clerks. Moreover, it is impossible to judge the value of books which would otherwise have been missed; for hindrances to scholarship and research have never been evaluated. In any case, selection from more books does not necessarily mean acquiring more. It may mean only that the selection process is improved. Approval plans, after all, involve books being sent on approval.

There is a need, however, for an economic survey to be made on behalf of all libraries using approval plans. There is the cost to a library in terms of discount. Ordering direct from publishers gives a larger dis-

count to the library. Is this counteracted by the amount of work? There is inevitably a certain wastage in duplication and in the acceptance of books that would normally not have been ordered. Approval plans sometimes focus too much emphasis on current buying and not enough on retrospective, too much emphasis on monographs with the danger of neglecting periodicals. Jobbers are in this as a business, and pass on their costs to their clients. We do not know how prices are inflated due to lack of standardization in ordering and invoicing procedures. If it were possible for libraries to operate with more conformity, would jobber prices be reduced? Research has yet to be done on the allocation of budgets by libraries using approval plans. Does the proportion for monographs, periodicals, serials, desiderata, or binding remain the same, or does it change? And if so, in what way? What is the saving in terms of clerical costs to a library? Is selecting from books sent, quicker and more efficient than selecting from a list and then ordering? These are questions not yet answered, but these are questions that must be posed. A few thousand dollars unwisely spent by each library cumulatively becomes a million dollars which should never have been wasted. Is it the new method, the approval plan method, that is wasting the money—or the old, the "individual selection of each title" method? The facts should be established, for though each library must be free to do as it chooses, the choice should be an informed one.

The cost, however, is not only in budgetary terms. The cost is also in terms of the nation's resources. If a substantial number of the larger libraries in the United States are using approval plans from a limited number of jobbers, are they all building up similar collections? Are all these libraries missing the same publications? Since the jobbers aim to be as comprehensive as possible for United States publications, does feedback for requests not supplied by the approval plan from individual libraries reach the Library of Congress in case it, too, has missed the item and would like it? (Cooperation with jobbers could give us this information.) We have not done enough research into which items are missed by jobbers. We know for a fact that some are missed and not offered to libraries; the jobbers themselves are aware of it. Sometimes it is because publishers will only sell direct to individual libraries—a shortsighted policy, for it means to them not only individual invoicing and accounting but also loss in sales that would arise from the publicity inspired by the jobbers when they send the publication on approval to those libraries most likely to want it. If it is a question of discount, most libraries would be prepared to pay extra for a handling fee rather than have the annoyance of delay while it is reported by the jobber not obtainable, and the library after all forced into making personal application. The type of publication that is not available through a jobber is very often the very type of material that specialization requires.

There are, however, other publications missed, which emanate from diverse bodies but mainly private research institutes or private membership organizations: social surveys, public opinion statistics, etc. It would

be interesting, for instance, for a library having an approval plan for the last two years, to check the holdings of conferences and meetings in the field of computers and information science, against the official list of conferences held during the same period in the same field. So many varied organizations are concerned with the subject that it would be impossible for acquisition of such material to be obtained through selection. But a librarian, trained in retrieval methods, is able to systematically check that no wanted publication is missed. It probably would not be commercially possible for a jobber to do this, even if he had the qualified staff to do it. But the point there is not that the jobber misses these publications but that those libraries depending on approval plans for selection all miss them too. Cumulatively, this is dangerous.

And if one library is assiduous in checking what it does not receive through approval plans, is then all the work involved for the benefit of one library and for one copy? The point is that here there is room for cooperation. By notifying the jobber that individual requests from libraries on approval plans may be significant items for other libraries, methods could be established to see that others benefit from the individual checking done. This could even be extended to sharing the bibliographical work in highly specialized fields, making one library responsible for work in a field where a bibliographer has particular subject competence and giving another library the responsibility of retrieval research in another field. The results could either be published or offered to the jobber firms to send the publications out on approval to those libraries having each subject listed in their subject profile.

Approval plans do not build up special collections. They do, however, take the great mass of work of ordering the books that select themselves off the hands of the professional bibliographer, leaving him free to do retrieval research and professional selection. The problem here, if using approval plans, is where to begin. Or, to put it another way, where do the approval plans leave off? This is possible to gauge sometimes. For instance, if a library has a standing order through a jobber for all publications issued from university presses, this is a clear definition of what is to be supplied. And it is known that it does *not* include any other publication issuing from a university, except from the university press. Thus it is possible to begin checking the special institutes and research bodies by subject, in all universities, and select further coverage. It should be possible, for instance, to pick up all publications put out by schools of journalism or communication research institutes from universities specializing in this field and place these on standing order. Some universities may have exchange programs with other universities in fields of interest. Exchanges are costly in materials supplied (the "exchange") and in staff time. It might well be cheaper to use a jobber firm to set up standing orders with the institutes chosen by the library, and cease altogether to rely on exchange systems.

The *Encyclopedia of Associations* is a magnum opus and indispensable to bibliographers. It is a pity that jobbers could not be persuaded

to obtain publications emanating from associations (which are grouped by subject in the encyclopedia) on a regular basis, even if a handling fee has to be superimposed. Jobbers are so conditioned to the commercial publishers who offer large discounts from which the jobbers subtract a service fee and small profit before offering the rest of the discount to the library, that they have not had the perspicacity to see that the libraries are not in business to make a profit but to get those things they want. The publication price in relation to the cost of production is irrelevant to a library. A library values a publication according to its potential use, and according to the need it will fill. If, then, special organizations do not give adequate discounts on certain publications (or any at all) because they, too, are not commercial but are offering a service in the form of publication at cost price, then libraries will value the publications not for their remarkably low price but for their exceptional contribution to a subject. In other words, a library will pay for what it needs. Many of these special associations put out results of research which only they have been able to do; indeed, many of them are in existence just to do that. At the present time, these publications are largely being missed by approval plans. So libraries are obtaining these individually on standing order, or writing individually for each one. By the time it is put into stock, it is a costly commercial publication being added to the collection. For this reason, the technical processing staff would try to eliminate them, or reduce them in number. Selection is forced onto a bibliographer by a criterion not acceptable to a subject expert. Ease of handling jousts with need and potential use, and might win. The dangers ensuing to scholars of such a possibility are disturbing, no less because by paying only a little extra, library staff time would be cut and handling would become easy. If jobbers could be persuaded to undertake this important work at a realistic price to them, dissemination of research would not be jeopardized by the technical processes of our library systems, and techniques would not come between the bibliographer and the user he serves.

It may be too soon to evaluate the long-term effects of approval plans. It is not too early, and hopefully not too late, to do research into what approval plans actually achieve, and how they are slowly changing the work of a subject bibliographer. As each library is able to assess the potential worth and danger areas of approval plans, and learns to use the first to the full and to control the latter, so cumulatively this becomes relevant information to the nation as a whole. Only with cooperation of the nation's resources can the enormous task of providing for the needs of academic and research scholars be achieved. Cooperation means shared responsibility, pooling of experience, and joint effort in a common cause. Some results of approval plans may already be felt by the interlibrary networks. To whom are they reporting, and what is the nature of their experience? It is possible that without monitoring the effects, the results will only be known when it is too late, when it is found that no library has a copy and that it is now out of print. Or it may be

found that less interlibrary loan work is being done for recent items. This may be the success that approval plans can bring; it may also mean too much duplication of highly specialized items. Until we know, we are operating large budgets on a speculative hypothesis. The great collections in America have in the past faced their greater responsibilities, which they cannot jeopardize now.

I believe in approval plans. I believe this is the beginning of a new bibliographical experience. I believe it can achieve results not possible in any other way. I believe it will open up new network systems, some international, and certainly regional. I believe that the jobbers will work closer with libraries than they have ever done before; and in doing so, it will be good business for them but will yield extraordinary advantage for us as librarians. If jobbers have on their computers the subject profiles of libraries of different types, on different strata, in different regions, these can be linked by level of service, by subject coverage, and by region. Jobbers are able to offer a selection program never previously possible by even the largest bookshop; and on more remote campuses, librarians and faculty are able to select from books for the first time. I believe publishers will see the advantage of this and adapt themselves to it, thus helping the jobber in his work, which will aid us, too, indirectly. I believe that approval plans can lead to the development of the total resources of the country, but I also believe we have reached a critical stage in their development, and the time is now ripe for research to be undertaken into: (1) which approval plan method is most suitable to special types of libraries; (2) what methods are used to follow up approval plans by bibliographers; (3) the economics of approval plans; and (4) the long-term effects of approval plans on the nation's resources.

Computers and Acquisitions: The Experiences of the Library at the State University of New York at Binghamton

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The Acquisitions System has been using the IBM 360/40 computer since April 1968. The order routine is described and pertinent order records and printouts are discussed. The system permits the recording of partial receipts, and changes or updating to any field within an order record. The automatic claims system, which will be operating soon, is explained. Converting to a "computerized" system is recommended only to libraries with large budgets. The chief benefits of the system are monthly fund reporting and automatic claiming.

Background History

FROM OCTOBER, 1965 TO APRIL 1968, the acquisitions processes of the library at the State University of New York at Binghamton were operated on a 407 IBM unit record device. The system was based on punched cards for every record, and after processing, the cards were returned to their appropriate card files for storage. It made use of the 1460 IBM computer only for fund reporting. This system was converted to a fully "computerized" system in April 1968 when it was converted to Disc Operating System (DOS), version 15, and the card files were read into the IBM 360/40 (256 K) computer and then stored on magnetic tape.

The originators of the whole conversion from a manual process through the unit record system to the computerized system were Gregory N. Bullard, Head of Technical Services, and Robert E. Roberson, Head of the Computer Center. The author became Head of Acquisitions in September of 1967 in time to learn what was to be done, to lead the staff through the conversion, and to carry on from there with the help of Mr. Bullard and Mr. Roberson.

During the fall of 1969 the programs were converted from DOS to run under the 360 OS (Operating System). This conversion was done for greater efficiency, for more capabilities, for multife tasking, and eventually for multivolume tasking (to accommodate priorities in programs being run).

The system has been operating on the computer for over a year, and

this article will describe the basic acquisitions system, point out its significant features, discuss some of the problems, and mention some future plans not yet implemented.

The library receives over 42,000 book purchase requests, and acquires approximately 55,000 volumes each year from purchases. The Acquisitions Department, consisting of the Searching, Ordering, Receiving, and Serials Sections, has a total full-time equivalent staff of four professional librarians, thirteen searchers, and twenty clerks. The budget for books and periodicals in 1960/70 was about \$500,000.

Purchase requests are received from the library bibliographers and from the faculty. Set forth below is a resume of the procedures followed from the time a Book Purchase Request leaves the hand of the requestor until it returns to him as a notification that the book he wanted is on the library shelves. (See Figure 1A and Figure 1B for flow charts of the operations.)

From Purchase Request to Shelving the Book

The Order Section receives the request on the form shown in Figure 2; it is called a Book Purchase Request or BPR. It is given a logged item number which serves as a count of the number of BPR's received and identifies the week in which it was received. It is then sent to the Searching Section.

A searcher establishes the correct Library of Congress (LC) entry for the book and makes sure that the library does not already hold it. An enlarged photocopy of the LC entry, or a proof-slip is attached to the request which is corrected if necessary. A one-character book distribution (BD) code is assigned which determines how the book will be treated when it arrives. For instance: BD:C means the book will be cataloged; BD:E means the book is destined to be put in the Uncataloged Collection by order number if the searcher, upon receipt of the book, does not find a copy of the LC entry.

The request next goes to the Order Section for vendor assignment and to be coded. As necessary, a library receipt (LR) code is assigned, the most important of which is LR:O which determines delivery of the book to the Serials Section if the title is a periodical, or if a standing order is involved.* The cost of the book is assigned to a departmental numerical code. The vendor also has a numerical code. Computer programs match these numbers against special files for fund reports and for the order printouts.

The Computer Center now receives the completed purchase requests, the data is key-punched, and the requests are returned to the Receiving Section to be filed by order number. Twice a week, the new

* The library receipt code is two digits in the computer record, but at input is punched on one column on the input cards. The only combination possible is zero plus one of 1 to 9. A request has been made for programming to allow three digits in any combination. When this programming has been done, an order could be coded for, e.g., "Do not mail," "Speculative out-of-print order," and "Serials Section," or 410.

order data is fed into the computer and new orders are printed. The computer rejects orders, on diagnostic sheets, for various reasons such as (a) vendor number is incorrect, (b) coding is incomplete or incorrect, (c) an error was made in key-punching, or (d) the order data is too long to be printed on the 3" × 5" order form. These rejections are corrected by the Computer Center or Order Section clerk as applicable and put through the computer again.

The order documents generated by the computer include the following (see Figure 3):

A. Three distribution cards (FL 105-1, -2, -3), filed by order number in Receiving.

B. 3-part order form. Two copies are mailed to the vendor; one copy is filed by main entry in the Card Catalog.

C. Notification Form. Sent to the requestor to notify him that the title he wanted has been ordered.

When the book is received, the Book Purchase Request and the distribution cards are pulled and matched against the book. These are all stamped with the date received and are processed as noted below.

(a) *Distribution Cards*: As each card is processed in the Computer Center, the receipt, cataloging, or vouchered status indicators are changed to "1" and the dates processed are put into the Master Acquisitions File. Not until all of the cards have been received and processed by the Computer Center, for a particular order, will the order be read off the Master Acquisitions File and be considered complete.

In the receiving process, each card is date stamped as received and then:

FL 105-1 (green)—given to Invoicing to match against the invoice, to add the State Voucher (invoice) number, to correct the encumbered amount, and to send to the Computer Center to record payment.

FL 105-2 (yellow)—placed in the book. This card is sent to the Computer Center after cataloging.

FL 105-3 (white)—sent to the Computer Center to record receipt.

(b) *Book Purchase Request*: This is placed in the book with the yellow FL 105-2 card and the book is sent to Cataloging. Cataloging types the accession and call numbers on the Book Purchase Request.

From Cataloging the book goes to the Book Preparation Department for spine labeling, etc. The yellow FL 105-2 distribution card is sent to the Computer Center to record the fact that the book has been cataloged. Under the present system, the call number and accession number are added to the computer file, and the bibliographic data is read off the Master Acquisitions File tape onto a History File tape. At the same time, until two small discs were filled, thirty-four characters each of author and title, and twenty-five characters of call number were read onto the Book File for the Library Circulation System. Later data for

this file will be picked up from the History File when the programs have been written. In the future, the library will probably input a History File from the Cataloging Department in MARC II format (outside the Acquisitions System) and perhaps do away with the present History File.

At the same time that the yellow FL 105-2 distribution cards are sent to the Computer Center, Book Preparation also requests Circulation Book Cards. These cards, punched with the accession number, library location code, and the call number are required for the IBM Circulation 1030 Data Collection System which uses 1031 input stations. These cards are inserted in book pockets inside the books and the books are then shelved.

The original Book Purchase Request is returned to the Order Section from the Computer Center and is sent on to the requestor to inform him that the book is on the shelves.

Updating or Changing an Order Record

The library has the capability of changing any field in the order record. There are a total of 576 characters in each order record. Each field in the order record is a fixed length, the most significant of these being:

<i>Field</i>	<i>Number of Characters</i>
Order no.	6
Author	120
Title	120
Imprint	80
Series	80
Vendor instructions	40
Vendor number	6
Invoicing status	1
Cataloging status	1
Receiving status	1
Partial status	1
Expected date	5

Using a special form, any particular field may be changed by writing in the new data for that field. The order number and vendor number are given so that the correct record can be located on the Master Acquisitions tape. Examples of changes that are made are (a) a vendor change because the vendor has written that he sent the order on to someone who can supply the item ordered; (b) a series note is added when it is discovered that the title belongs to a series; (c) upon receipt of a notice that the title is not yet published, due June 1, 1970, an expected date is put into the record so that a claim will not be printed until the appropriate amount of time has elapsed after that date.

Claiming

At the time the order is placed, a three-digit claim code is put in the record. As soon as the programs have been written, claims will be

printed automatically. The programs will look for the expected date, or, if none, the order date, and then will look at the claim code to determine whether or not to print a claim. The two right-hand digits are used for the number of months allowed after the expected date before the claim is to be printed. The left-hand digit is used to determine the claim cycle and to print certain messages on the claim form.

There are two claim cycles. The *normal cycle* prints the first claim according to the claim code. The next claim is printed two months after the first, if no new expected date has been added to the record, and printed at the bottom of the claim is: "Second Claim." Four months after the first claim date, if no new expected date has been added to the record, a cancellation is issued on which is printed: "Claimed twice—no reply." The *Rush cycle* prints the first claim according to the claim code, and prints "Rush shipment" on the form. After one month, if no response has been received changing the expected date, a cancellation is issued on which is printed: "Was claimed—no reply."

Whenever an expected date is added to the record after a claim has been printed, the program will erase the first claim date so that the next claim will be according to the claim code and not according to the next stage in the claim cycle.

Partial Receipts

Partial shipments may be recorded by changing the partial status field in the computer record to "1." At the same time, the volumes missing in the shipment are recorded on the order record on the Master Acquisitions File so that future claim printouts will show exactly what is missing. The FL 105-3 (white) distribution card is not sent to the computer center to record receipt; this card is thrown out and a new card is produced by the computer which has a "P" punched in column 2 to show that the partial was recorded. When the order is finally complete, the FL 105-3 card is stamped and sent to the Computer Center to record receipt.

Cancellations

Cancellations are processed by the Computer Center upon request or will be automatically printed as a result of the Claiming System. Cancellations requested may be printed or not printed depending on the cancellation code used:

<i>Cancellation Code</i>	<i>Action</i>
D	Order record is deleted; no form is printed.
B	Order record is placed on Desiderata File tape; Cancellation form is printed with "Do not mail" on it and a copy is filed in the Card Catalog.
G	Order record is deleted; cancellation form is printed and mailed.
H	Order record is placed on Desiderata File tape; cancellation form is printed and mailed and a copy is filed in the Card Catalog.

A copy of the cancellation form is filed in the Card Catalog only

when the order record is moved onto the Desiderata File. It serves as a record of titles we are looking for but cannot readily find.

Related Lists of Significance

Monthly Fund Report—The most important of all printouts issued, this report is arranged by Fund code and lists the total amounts encumbered, received but not yet vouchered (invoiced), vouchered, and warranted (paid), and the total of these for the period from the beginning of the fiscal year to the end of the previous month. Not included in this report are orders coded as "speculative orders" with a Library Receipt (LR) code of 1. These are orders for titles which are out of print and for which the vendor is searching in the out-of-print market. These encumbered amounts will be recorded in a separate fund report when the programming is done. It is this monthly report, more than all other advantages, which makes the computerized system worthwhile.

Vendor List—Upon request (about once a year), the Computer Center prints a list of the vendors, giving the six-digit vendor code and the vendor's name and address. A card file is also maintained by the library.

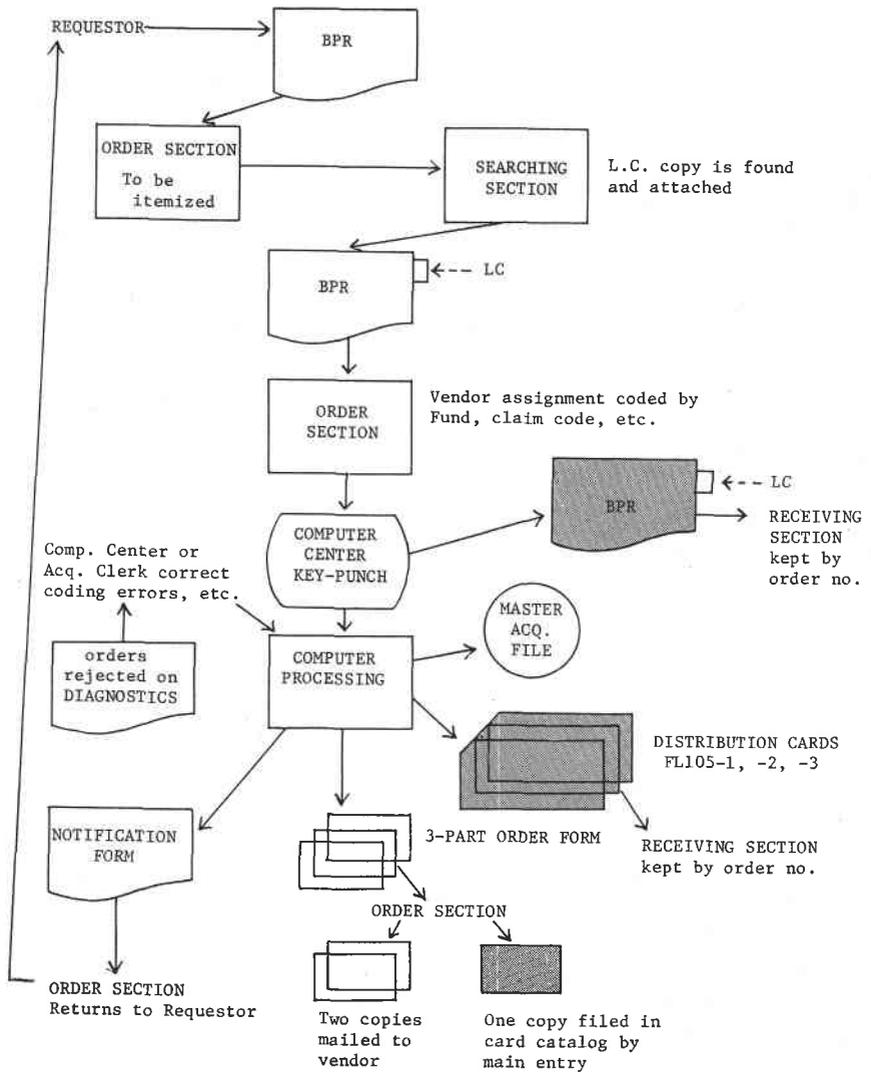
Received List—Printed every week and cumulating from the beginning of the year, this lists the FL 105-3 (white) distribution cards for items which have been received. It is arranged by order number and includes a weekly date of receipt and thirty-one characters of author.

Cancellations List—Also printed weekly and cumulated. Lists, by order number, orders which have been cancelled. Includes vendor number, cancellation code, and date processed.

Periodicals List—This is maintained in a separate file in the Computer Center and the input is on a separate form apart from the regular acquisitions processes. The list is printed alphabetically quarterly and by subject annually. The data includes: author, title, imprint, holdings, notes of title changes, etc., and call number. Also in the computer record are the Library of Congress card number, an internal Serial Control number, and the subject code numbers.

Computer Center Equipment Used

- 360/40 IBM (256 K) Computer
- 029 IBM Key-punch (2; one used for interpreting)
- 1403 IBM Printer
- 2400-2 IBM Tape Drives (2)
- 7-track tapes (27 as follows)
 - 7—Master Acquisitions File (1 Master, 6 Back-up)
 - 1—Desiderata File
 - 3—Vendor File (1 Master, 2 back-up)
 - 3—History File (2 Master, 1 back-up)
 - 3—Accounts (1 Master, 2 back-up)
 - 2—Book File for Circulation (back-ups for Disc)
 - 8—Scratch tapes
- 2314 IBM Disc Drives (2) for Book File (Author, Title)
- 2540 IBM Reader/punch
- 083 IBM Card sorter
- 1052 IBM Console



Note: Shaded Items are Outstanding Order Documents Kept in Library.

Figure 1A. State University of New York at Binghamton, Library Acquisitions System General Flow Charts: Order Process.

Evaluation and Future Plans

If the staff had it all to do over again, the consensus is that it would follow the same path. There are of course many headaches, but the advantages outweigh the disadvantages.

A system that utilizes a computer requires a higher caliber of person working with it than does a manual system. Some people really find

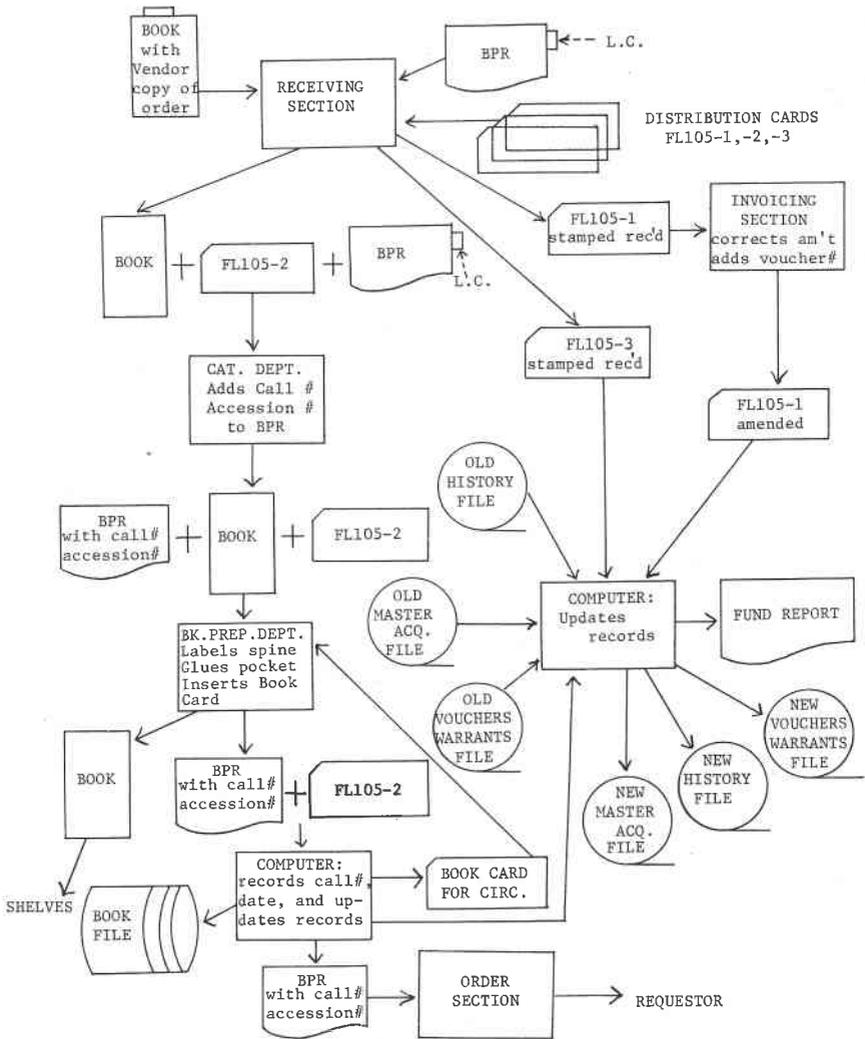


Figure 1B. State University of New York at Binghamton, Library Acquisitions System General Flow Charts: Receiving and Processing.

the computer terms such as “field,” “record,” “printout,” and the rigid accuracy required to communicate with the Computer Center, more than they can bear. The system is complicated and some people never seem to understand it. However, this means personnel recruiting has to be more selective.

The chief advantages to a computerized acquisitions system are the ability to have automatic claims and a regular fund report printed by the computer. The long hours of sorting through outstanding orders

Trollope, Anthony, 1815-1882.

The Eustace diamonds; illustrated by Kenneth Riley.
Garden City, N. Y., Doubleday (1951)

ix, 436 p. illus. 22 cm.

1. Title.

PZ3.T75E 10

51-5023

Trollope, Anthony, 1815-1882.

The Golden Lion of Granpère. London, Oxford Univ.
Press (1946)

267 p. 16 cm. (The World's classics, 504)

1. Title.

A 48-93*

California. Univ. Libr.

Trollope, Anthony, 1815-1882.

He knew he was right. London, New York, Oxford Uni-
versity Press (1948)

iii, 290 p. 16 cm. (The World's classics, 507)

Figure 2B. Library of Congress entry which is kept stapled to the BPR.

and typing claim notices or of adding up fund slips can be used for other pursuits.

The number of personnel required is not substantially reduced, however. It is inevitable that if the service is improved, more service is required. Staff time is used in preparing the Periodicals List for reduction, printing, and distribution. The writing of procedures seems constantly to require revision as new programs are written. The situation is ever-changing, ever-improving (it is hoped). Constant adjustment is required. New projects are being planned. All this takes staff time.

What of the future? The only essential new feature which must be implemented before the acquisitions system at the State University of New York at Binghamton can be called a success, is automatic claims. This process has been designed by the library staff, and claim codes for each order are in the computer, but the process has to be programmed and made to work. The completion date for this will probably be September 1970, coinciding with the installation of two IBM Data Communication Systems.

The staff anticipates computer control of the Standing Order records. Bibliographic and business data have been key-punched and read onto magnetic tape. The first output may be a new Standing Order File on 5" x 8" card stock, to be followed by regular cumulative lists like the Periodicals List. Present plans call for an on-line terminal on which a

PLEASE RETURN BLUE COPY WITH BOOK

TROLLOPE, ANTHONY, 1815-1882.
 THE GOLDEN LION OF GRANPERE.
 LONDON, OXFORD U.P., 1946
 (THE WORLD'S CLASSICS, 504)
 QUALITY 16, P.109

ORDER NO.	DATE	NO. OF COPIES	VENDOR	B.D.
195988	12/04/68	01	659400	C

THIS IS AN ORDER FROM

LIBRARY
STATE UNIVERSITY OF NEW YORK
at BINGHAMTON
 BINGHAMTON, NEW YORK 13901

PLEASE FOLLOW INSTRUCTIONS ON
 THE BACK OF THIS SLIP
NBSU **FL 101**

RETURN WITH BOOK OR USE AS REPORT

TROLLOPE, ANTHONY, 1815-1882.
 THE GOLDEN LION OF GRANPERE.
 LONDON, OXFORD U.P., 1946
 (THE WORLD'S CLASSICS, 504)
 QUALITY 16, P.109

ORDER NO.	DATE	NO. OF COPIES	VENDOR	B.D.
195988	12/04/68	01	659400	C

LIBRARY
STATE UNIVERSITY OF NEW YORK
at BINGHAMTON
 BINGHAMTON, NEW YORK 13901

PLEASE INDICATE YOUR REPORT ON
 THE BACK OF THIS SLIP
NBSU

White and blue copies are mailed to the vendor.

Figure 3B. Order Documents: The Order Form.

ON ORDER — NOT IN LIBRARY

TROSCLOPE, ANTHONY, 1815-1882.
THE GOLDEN LION OF GRANPERE.
LONDON, OXFORD U.P., 1946
(THE WORLD'S CLASSICS, 504)
QUALITY 16, P.109

ORDER NO.	DATE	NO. OF COPIES	VENDOR	B.D.
195988	12/04/68	01	659400	C

LIBRARY
STATE UNIVERSITY OF NEW YORK
at BINGHAMTON

White hard copy is filed in the public catalog by main entry.

Figure 3B. Order Documents: The Order Form (continued).

clerk types new holdings, and which Searchers could use to obtain the latest holdings records. Perhaps manual files can be eliminated.

Programming for the Desiderata File has yet to be done. The aim is to send out want lists arranged by Fund Code (which serves as a subject); to maintain a record of titles sent, and to which vendors; and to change a desiderata record into an order and print it, etc.

There are various refinements which could be made that would improve the system. The staff hopes eventually to be able to say: "For order number XXXXXX, change the vendor number to XXXXXX, change the order number to YYYYYY, and print a new order." Presently, if a vendor cancels an order and it is reordered from a new vendor, the old order is deleted in all files and a new order must be key-punched.

Conclusion

It is hard work to convert files to a computerized system. It is not advisable for a library with a budget under \$150,000 for books and periodicals, to take this step unless it has extra staff and its own programmer. A larger budget justifies the time, effort, and money spent to convert the system. If possible, the programmer and systems analyst should be closely tied to the library as well as to the Computer Center. He should have an office in the library at least at first when the system is being analyzed.

To anyone planning to implement a computerized process a certain amount of luck is helpful. It is a challenge, but it is worth it.

LIBRARY OF STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

NOTIFICATION

This is a status report on the title noted below, which you requested the library to order.

TROLLOPE, ANTHONY, 1815-1882.
THE GOLDEN LION ON GRANPERE.
LONDON, OXFORD U.P., 1946.
(THE WORLD'S CLASSICS, 504)
QUALITY 16, P.109

Explanation of Status Code

- A. Ordered
- B. This item is not readily available. We are searching for a copy and will report further.*
- C. Our order has been cancelled by the vendor. We will keep your request on file and reorder if a copy is located.*
- D. This item has been received and assigned to the uncataloged collection. Until such time as it is added to the cataloged collection, its call number in the uncataloged collection will be the order number.

ORDER/ITEM NO.	DATE	NO. OF COPIES	VENDOR	B.D.
195988	12/04/68	01	659400	C

STATUS CODE: A

REQUESTED BY: GARBER (ENG.)

DEPARTMENT: ENGLISH

DATE: 12/04/68

Please cite order or item number noted above.

Inquiries should be directed to the Library Acquisitions Department.

*If you discover this item listed in a current dealer's catalog, please tell us immediately. We will order.

Recataloging a College Score and Phonorecord Collection

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Any attempt today to recatalog a collection, no matter how large or small, since size is related to the staff and time allowable for the task, must take advantage of every tool which can simplify that task. This article represents such a venture in the application of the Library of Congress Class M schedule to the classifying, as well as cataloging, of phonorecords. It represents also the effort to achieve a completely unified approach to both scores and phonorecords, and the integration of separate collections into a union catalog.

IN 1965 THE MUSIC DEPARTMENT at San Fernando Valley State College came to the agonizing conclusion that its score and phonorecord collection was rapidly passing beyond a reasonable point of control and that continued expansion over the next few years would result in utter chaos. The collection of over 2,000 phonorecords, 1,500 study scores, 800 chamber music scores and parts, several hundred pieces of choral music, and the collegium musicum collection serviced the needs, at that time, of the teaching faculty for classroom instructional use. The main library had a somewhat larger collection for the listening use of the entire student body as well as the music majors. This collection was completely cataloged by a highly competent professional cataloger, Merle Bartlett, who had served with the Library of Congress and still supplied copy to LC for whatever phonorecords he cataloged for the college library.

Since the music department was contemplating opening up its limited facilities to its own music students in the near future, and since the music faculty were already experiencing considerable difficulties in finding out what was really available in the phonorecord collection as "cataloged," the department asked that the library survey the situation and make recommendations.

The conclusions were only too obvious. The collection would have to be totally redone by a professional.

At a meeting with the music faculty it was determined that they wanted a browsing collection with like things together. The old collection was arranged by accession number, with a somewhat crude card catalog to only a portion of the records. I wrote to several major libraries, asking

what classification system they used, but was not happy with any of them. Most of my own experience, both as a cataloger and researcher, had been with the Library of Congress classification scheme and, in spite of some shortcomings (and all systems have them), it seemed that it would best answer our purpose. It classifies like things together and has numerous mnemonic devices to aid the memory in browsing. It is a good scheme for music scores, and there appeared no basic reason why it could not be applied to phonorecords as well. It was obvious that a number of somewhat arbitrary decisions would have to be made to care for the numerous cases of more than one type of music being included on a phonorecord. But this is true in varying degrees for any classification scheme. We made several dry runs by classifying temporarily numerous problem phonorecords to determine the best places to put these less obvious items within the class M scheme, annotating and modifying decisions as we proceeded, in order to reduce the necessity for change when the classification finally began. If we had it to do over, we would provide even more Ariadne threads, for while it was easy to remember when constantly working with the collection, a summer's absence modified some decisions. Nevertheless, it was a constant source of satisfaction to almost continuously arrive at the same decisions with new items and not find them isolated cases. There was also one other very good reason for using the LC system. I had already decided to use it for our scores, since the scores in the main library were so classified and certainly the two collections should be compatible. The phonorecords in the main library were arranged only by accession number, since they were not open to browsing. However, both phonorecords and scores were completely cataloged descriptively, each with their own separate card catalogs.

It was decided to do the phonorecords first, since they were in the worst condition as regards accessibility. We strongly recommended that the Music Faculty Materials Center, as it is called, since it is not a part of the main library, have a union catalog for the greatest possible service to the instructors and to the music students when the collection would be opened for their use. This also brought with it a very large dividend. The main library phonorecord and score catalogs were extremely well done, and they were separate. We investigated several microfilming companies, obtained bids, and had the phonorecord catalog microfilmed and then printed on card stock by the Xerox Copyflo process. This was the start of our union catalog in a new 72-tray card catalog cabinet. The extra dividend was a ready-made source for catalog copy for our own collection, plus the advantage that wherever we had exact copies we had only to pull the set of cards, classify our record to achieve the LC call number, type the call numbers below the main library record number and stamp "Another copy" over our call number. We then had to order an extra card for our shelf list. As it turned out, our collection duplicated that of the main library by less than a third. On our dummy SL's we penciled our phonorecord accession number for ease of identification when the final change-over would be made. Our phonorecords were left in

accession order for the time being and all new phonorecords received an accession number and the same crude temporary shelf listing that was currently in use. We simply did not have the personnel to afford a partial tampering with the "system." Fortunately, this crude list did contain the phonorecord manufacturer's record number so that identification was eased when searching for LC cards. All of the added copies were handled first. Next, the LC phonorecord and score catalogs were searched for cards for the remaining phonorecords and the available unit cards ordered. At the same time, these items were classified and the call number added to the LC card order slip so that this call number could be added to the unit card upon arrival. These unit cards were glued in vertical columns of four by the number of cards per set and sent to the library catalog department for Xeroxing—the system then, and now, in use. Upon their return, the tracings were typed, revised, and the cards alphabetized and filed into the union catalog, which was not yet open for public use.

Then began the fresh cataloging for all those items for which no LC cards were available, and the number was considerable, actually almost one-half of the collection. All the copy was submitted to Merle Bartlett, Head Cataloger, and the one who was responsible for the music cataloging for the main library. He, in turn, sent the revised copy to the Library of Congress. For this service we received a set of cards for each item cataloged. These in turn had our call number typed on and were Xeroxed in sets and eventually added to the union catalog. In all these cases we penciled the phonorecord accession number on the back of the shelf list for ease of final identification.

The same system was also applied to all current purchases. Finally, toward the end of the second academic year the cataloging and classification of the phonorecords was essentially complete. Needless to say, there were and are many cases where classification decisions had to be made, since LC's class M schedule was not made with phonorecords in mind. In the majority of cases the choice was fairly straightforward, especially after making the decision to catalog by the first item on the "A" side of the record. In most cases, like types of music are recorded together; two symphonies, or two string quartets; occasionally a woodwind quintet with a string quartet, or other mixtures—still, classify by the first item, with descriptive cataloging and added entries and subjects revealing the others. The problem is scarcely different from books in marginal areas, an increasing problem today. You can only classify an item in one place. The card catalog is the locating device. Of course, the browsing searcher is going to miss some items, but everyone should be warned of the inherent dangers in limiting his search to this method, which will always suffer from the ability to classify in only one place, or items off the shelf, or misshelved.

Other decisions were more difficult. What to do about anthology records with multiple and mixed selections? The larger sets, such as *Archive Productions* and *History of Music in Sound*, etc., were classified

in M2. Other smaller singles, such as collections of part-songs of the sixteenth century, with or without accompaniment, etc., are provided for in general headings in the LC schedule, such as 1547, 1578, 2060; or mixtures of instrumental and vocal, such as 1490; or sacred and secular vocal, such as 1495. The important point is to strive for consistency in handling such items, to annotate the classification schedule and subject heading list, so that, hopefully, the approach remains the same. This is not always one-hundred percent successful, but neither is it in classifying books.

Another added dividend in applying the LC system to phonorecords is the consistency in approach to like items in both phonorecords and scores. The user has only to familiarize himself with one system. He knows that if he selects a phonorecord of a Beethoven symphony in M1001/B4/op.____, he will find the companion study score with the same call number in most cases on the score shelves. We say in most cases because occasionally the Cutter number for the composer will differ somewhat due to the inevitable exigencies of shelf listing. Had there been a companion score or phonorecord for all standard items, such as symphonies, symphonic poems, quartets, etc., it would have been fairly easy to do this. But, unfortunately, that is not the way our collection, or most collections, grow. When the cataloging of both phonorecords and scores was complete and we knew what we actually had, we started a buying campaign to match the standard repertoire items, so that there should be a recording and companion study score wherever possible and desirable. Of course, mixed items on phonorecords will not match classification with companion scores, but the added entries in the card catalog will file contiguously, since we decided to interfile the cards for scores and phonorecords. Again, this merely points up what all intelligent users of a library already know, browsing is pleasurable and has its own rewards, but the card catalog is the *sine qua non* for determining what the library contains.

Since we now had a union catalog containing, at this juncture, cards for phonorecords in the main library and cards for our own collection, and ultimately to contain also interfiled cards for their scores and our scores, plus shared cards where our numbers were added as "Another copy" beneath theirs, or vice versa, depending on who acquired the item first, we had at the outset to select a symbol to differentiate the call numbers, both for location and also to keep the items from being returned to the wrong collection by accident. This was no problem with their phonorecords, since the number was merely an accession number with the word "Record" above it. However, we would have to differentiate our phonorecord and score numbers, since in many cases they would be identical. We elected to use a lowercase "r" in front of the "M," or "rM," for records, and a "#" sign before "M" for scores, or "#M." An additional item in the call number for phonorecords would be a Cutter symbol to distinguish various recordings of the same work. The first item cataloged would require no symbol, the next would have a Cutter added

below for the record manufacturer, such as C6 for Columbia (we had chosen the LC Cutter system). This approach parallels that for scores which have an additional Cutter for editor, or for publisher where the editor is not given. Opus numbers were shortened from the LC score approach. We wanted to keep the call number as short as possible; an opus 1, number 3, was cut to op.1:3, etc. It works and causes no confusion, with the exception of cataloged "With . . ." items, where the number will not match the secondary items. This can be and was explained to the users, a fairly limited clientele. After all, biochemists, biophysicists, etc., are not always happy with where their books are classified either. Again, back to the card catalog as the ultimate tool.

Since the cataloging of phonorecords was essentially complete by the end of the second academic year, we then set up the process for relabeling and reshelving the records before summer session began. Book pockets had already been glued to the record cases on the lower right corner area. Book cards were typed with the call number, composer, and short title. These were typed from the shelf list and at the same time the old accession number, penciled on the back of the SL, was typed on a uniform but inconspicuous place on the book card. These cards were filed as they were typed, by the old accession number, since that was the way the records were still arranged on the shelves. When these were completed, pressure-sensitive labels were typed and interfiled in groups with the book cards. The relabeling process was then ready to start. The labels were placed in the upper left corner of the slipcase or album so as to be easily visible when shelved. The shelf list was used by the clerk to help in positioning the records as they were refiled in classification order, after relabeling and inserting the book card, so as to minimize shifting on the shelves. Previous to this, we had queried several public libraries which circulated their phonorecords to secure the best plicofilm slip-jackets to protect the slipcases and records. These jackets also serve the purpose of protecting the book card and pocket and label from loss in shelving and they need not be removed to take out the record or to remove the book card which was placed handy to the back opening of the slip-jacket. Vertical fixed dividers had also been purchased and installed between the shelves to hold small groupings of records upright for browsing. By the beginning of summer session the relabeling and reshelving were complete. In the meantime, a conversion table of several pages had been prepared on ditto masters, listing the old accession numbers in order, followed by the new call number, enabling the faculty to easily relocate phonorecords where they had annotated their notes with the old accession number. In all, 2222 separate items had been classified, but many more times that number had been cataloged due to the "With . . ." items.

We then turned to the score collection. This proceeded at a better pace, since scores are not as difficult as phonorecords, nor do they require as much descriptive cataloging, nor as many subject tracings or added entries to be verified. Again, during the summer, we had the main

library score catalog and its shelf list microfilmed and printed on card stock and interfiled with the phonorecord union catalog. The shelf list we refiled into a temporary author catalog as a cataloging tool. The biggest difficulty with scores is the even greater lack of LC cards, so that more new descriptive cataloging was necessary than with the phonorecords, albeit shorter. Also, the duplication between the main library collection and our collection was even less, in spite of the two collections being essentially homogeneous.

We attempted (as much as possible) to keep the phonorecord and score call numbers identical for at least the standard repertoire items, although this was not always possible due to the exigencies of adjusting the Cutter number for correct shelf listing. Miniature scores had a lowercase "m" added below the call number in case we should be forced in the future to separate the small from the large scores due to shelf space limitations, an exigency which is rapidly approaching, since new shelving was disallowed this year. Chamber music scores and parts are shelved in steel, thin-drawer cabinets. Their location symbol is a lowercase "c" below the call number. The choral music collection, once located near the choral room, has been moved to the materials center for central control. The location symbol is a lowercase "v" for vocal and the multiple copies of the octavo scores are filed in cabinets similar to the chamber music collection. This collection is still in progress in cataloging and re-marking. The present orchestra and band collections are now also housed in the materials center, but we have now no immediate plans to change the present card listing, since it is working adequately and is not open to "public use." The collegium musicum collection is housed with the ancient instrument collection and has been partially cataloged with a full set of cards in the union catalog with an appropriate lowercase "cm" below the call number. A composer and single subject performing medium catalog, plus a shelf list, is in process for this separate collection. As in the case of the phonorecords, the book cards and labels were prepared ahead and the relabeling and reshelving took place during the following summer. No conversion table was necessary for scores, since they had been filed by composer previously, and there was now a complete card catalog with subject and title entries where there had been none. We elected to simplify the LC tracings by eliminating an entry for editors, since the faculty did not approach the material in this manner. It provided a considerable saving in card space, which is always a problem. Our present 72-tray card catalog cabinet is now essentially full and a second cabinet is on order. Its growth is more than double due to its being a union catalog, but its time-consuming maintenance is well worth it to music faculty and students.

The entire recataloging process was greatly simplified by having access to the technical services of the main library, especially in regard to the card reproduction system. Where LC unit cards were available, they were spot glued (after the call number was typed and any corrections made) in vertical columns of four on specially marked sheets, segregated

in the number of cards required for a set, and reproduced by Xerox onto four-up strips of catalog card stock, already hole punched, and then cut to size. Fresh cataloging was typed directly onto triple-sheet carbon tear-out forms of two-up configuration in the 12.5×7.5 cm. size. One slip traveled with the score or phonorecord to help the clerk in preparing labels and book cards, and then to be filed as a temporary card in the union catalog. Another slip was used as a temporary shelf list. And the original was filed by the number of cards needed for a set. When a reasonable accumulation was on hand, they were used as copy for the final typing on four-up vertical forms, marked into correctly proportioned card format in non-reproducing blue lines. Errors in typing were corrected by one of the white opaque liquids. These vertical forms were then reproduced by Xerox in the same fashion as the four-up unit cards had been.

Without access to this simplified but highly sophisticated system of card reproduction the task of recataloging would have been almost insurmountable, since the amount of fresh cataloging far exceeds that for which LC cards are available. However, the *National Union Catalog—Music and Phonorecords*, and its predecessors, are a great help in deciding similar issues of descriptive cataloging and the assignment of subject headings. It tends to insure consistency in approach. It also provides an enormous catalog of decisions of authority as regards names of composers, editors, performers and performing bodies.

The decision to follow the Library of Congress class M schedule for both phonorecords and scores we believe to have been sound and fraught with far fewer pitfalls than any other system which we investigated. It has its rewards in the ready availability of its catalogs, kept relatively up-to-date, and providing a consistent approach to catalog copy even where cards are not available. The ends have justified the means.

The Use of Conventional Headings in the Cataloguing of Primary Legal Material: A Rebuttal of D. Dean Willard's Argument

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If one studies the preliminary note to Rule 78 (AACR), it becomes evident that the conventional heading "Laws, statutes, etc.," is, in intent, of the same genre as the subdivisions for government ministries and departments. Thus the use of this conventional heading does not violate the principle of entry under (corporate) author. The article under review is slanted specifically towards the law library and fails to take into account the needs of general libraries, be they public or academic.

THE CATALOGUING of primary legal sources is a perennial problem, and will continue to be one even after the Library of Congress makes its K classification available for general use. To this extent I am prepared to agree with Dean Willard's article in the Spring 1969 issue of *LRTS*.¹

Professor Willard's argument against the use of conventional headings in such cataloguing is not going to make the job any easier. Indeed, his proposals, if implemented, would introduce logical inconsistencies to the catalogue and confuse more than clarify.

Let us examine Prof. Willard's own example. He bases the assumptions he has made on the fact that the patron is going to understand the concept of a corporate author, and in the case of primary or other legal material, I submit that he will not. Rather, he will go to the title of the legislation as the most obvious place to begin. Better, then, to have an entry:²

Uniform Commercial Code, *see*
[Name of State]
Uniform Commercial Code.

This brings us to the question of the value of form headings. The preliminary note to Rule 78 of the *AACR* sheds some interesting light on this matter: "The general principle underlying the following rule is that agencies through which the basic legislative, judicial, and

executive functions of government are exercised should be entered as sub-headings under the heading for the government. . . ."³

The conventional form "Laws, statutes, etc." may be regarded as a subheading of the government to which they refer. In this, there is no exception to the "author-entry" principle to which Prof. Willard refers,⁴ neither is there any conflict with the intent of Rules 20-25, which are simply extensions of Rules 78 *et seq.*

Of more immediate concern is the chaos in the catalogue which would result from the non-use of the form heading. Doing such a thing would serve only to break up a library's collection of entries of the laws of a country so that the user has to go through the variety of non-statutory material also entered under the name of the jurisdiction in order to retrieve such legal material as he requires for his research. The following representative examples taken from the collections of The Mills Memorial Library, McMaster University, and the National Library of Canada are shown both in their original form, and then as readjusted into a straight alphabetical listing, which is apparently what Prof. Willard advocates.

Non-Statutory Main Entries

- Canada. Court Martial Appeal Board
- _____ Department of
- _____ General Staff
- _____ Meteorological Branch
- _____ National Library
- _____ Parliament

Statutory Main Entries (titles abbreviated)

- Canada. *Laws, statutes, etc.* Criminal Code
- _____ Deep Seas Fisheries Act
- _____ Divorce Act
- _____ Food and Drugs Act
- _____ Income Tax Act
- _____ Migratory Birds Convention Act
- _____ Narcotic Control Act
- _____ Office Consolidation of the Admiralty Act
- _____ The Revised Statutes of Canada

Combined List

- Canada. Court Martial Appeal Board
- _____ Criminal Code
- _____ Deep Seas Fisheries Act
- _____ Department of
- _____ The Divorce Act
- _____ Food and Drugs Act
- _____ General Staff
- _____ Income Tax Act
- _____ Meteorological Branch
- _____ Migratory Birds Convention Act
- _____ Narcotic Control Act

- _____ National Library
- _____ Office Consolidation of the Admiralty Act
- _____ Parliament
- _____ The Revised Statutes of Canada

Bearing the combined list in mind, let us turn our attention to Prof. Willard's other example, that of the *Uniform Guide to Citation*. This is designed solely for the citation of primary legal material, and its users can be reasonably expected to be familiar with the statutory and regulatory material mentioned in it.

Now let us consider the user of a general (i.e., not specifically law) library. The institution which he uses receives all sorts of material from various political jurisdictions, and only a few of these can be described as primary legal material. Retrieval of such material is not impeded by the use of form headings, rather it is facilitated. Instead of having to labour through the voluminous annual reports of departments, ministries, etc., in order to get at a particular law, the user is taken directly to legal material by the use of form headings.

When one considers the relative proportion of users of general libraries to users of law libraries, it becomes very clear that the suggestion that Rules 20-25 be quietly dropped must be taken with a grain of salt. This would also seem to be an effective rebuttal to the curious idea that librarians have created an artificial means of entering primary legal material.

Simplicity of retrieval of the desired information, be it what "The Law" says about commercial practices, parking tickets, or indeed how one stands *vis à vis* the tax-collector: this is the prime concern of the patron, and it is therefore the prime concern of the librarian. If the use of form headings achieves this end, the obvious thing to do is to use them, whether or not it be based "on theory . . . on reality, or even logic."⁵

REFERENCES

1. D. Dean Willard, "An Argument Against the Use of Conventional Headings in the Cataloging of Primary Legal Sources," *Library Resources & Technical Services* 13:198-202 (Spring 1969).
2. *Ibid.*
3. *Anglo-American Cataloguing Rules; North American Text* (Chicago: American Library Association, 1967), p.124.
4. Willard, "An Argument Against the Use of Conventional Headings," p.199.
5. *Ibid.*, p. 198.

Comments

D. DEAN WILLARD

Mr. Corbet is not defending form headings; instead he is making a mistake in filing which invalidates all his conclusions.

According to the first edition of *A.L.A. Rules for Filing Catalog Cards*¹ we should file first by the corporate entry, then alphabetically by subdivision, if any (Rules 27, 31-32). The same material is covered in Rules 28 and 31 in the second edition.² Filed according to these rules Mr. Corbet's lengthy example becomes:

- Canada
 - Criminal code . . .
- Canada
 - Deep seas fisheries act . . .
- Canada
 - The divorce act . . .
- Canada
 - Food and drug act . . .
- Canada
 - Income tax act . . .
- Canada
 - Migratory birds convention act . . .
- Canada
 - Narcotic control act . . .
- Canada
 - Office consolidation of the Admiralty act . . .
- Canada
 - The revised statutes of Canada . . .

(Mr. Corbet failed to provide us with titles from here on.)

- Canada. Court Martial Appeal Board
- Canada. Department of . . .
- Canada. General Staff
- Canada. Meteorological Branch
- Canada. National Library
- Canada. Parliament

(Mr. Corbet is equating titles with divisions of government in his filing arrangement. Really, he should be more careful.) By filing in this approved manner, one groups all laws together at the beginning

of the entries for any particular government. I believe even a patron of a general library would not be surprised to find them there.

But "*Laws, statutes, etc.*" is not the only form heading in the cataloging of primary legal materials. It is just the major offender, and perhaps for that reason I have concentrated too much on this one form heading. The other two major ones involved in cataloging primary legal materials are "*Constitutions*" and "*Treaties.*"

One with even an elementary knowledge of political science understands that a nation's constitution, laws, and treaties form the very foundation of the nation. All governmental departments are based on this foundation. In fact, the constitution is "the collection of rules which establish and regulate or *govern the government*" (italics mine).³ As for treaties, we too often forget that they also are part of the body of laws of a nation. Mr. Corbet inadvertently includes a classic example with his Migratory Bird Convention Act, though only the part the United States played in this convention concerns us here.

In 1913 Congress passed the Migratory Bird Protection Act⁴; two federal district courts declared the act unconstitutional.⁵ On August 16, 1916, the executive branch of the United States joined the Convention for the Protection of Migratory Birds in the United States and Canada.⁶ Congress approved the convention and passed laws to implement its terms.⁷ These laws were subsequently held constitutional by the Supreme Court in *Missouri v. Holland*.⁸ Thus, American hunters shooting migratory birds in the Mississippi flyway are regulated by federal laws based on a treaty.

Ridiculous it is then to consider constitutions, laws, and treaties as "subheadings of the government" regardless of what Mr. Corbet says. (I hope the framers of the *AACR* will forgive Mr. Corbet for elevating form headings to the level of government agencies, for reading them into the introductory note to Rule 78,⁹ and for making Rules 20-25 "simply extensions of Rules 78 *et seq.*"; but as for me I consider his interpretation presumptuous.) These three types of primary legal documents are much, much more than subheadings and subdivisions. They create the government and its departments. Therefore, they should not be classed or entered with the departments they create.

All three groups deserve to be, and rightly should be, at the very beginning of the corporate entries of a political division for they are the very essences of the government—one might say they *are* the government. Even a patron in a public library would look for them there.

Mr. Corbet contends that my recommendation would divide primary legal sources. Disregarding the fact that he erroneously bases his statement on a filing mistake of his own making, let us determine which system really divides the primary legal materials—constitutions, laws, treaties.

The form heading "*Constitutions*" puts constitutions in with the departments of government somewhere around conservation departments. "*Laws, statutes, etc.*" puts legislation (session laws) and codes

toward the middle of the alphabetical arrangement, somewhere near labor departments. And "Treaties" really wreaks havoc by putting these basic legal documents way back toward the end of the entries for a national government, somewhere behind treasury departments. Now that's what I call separation of primary legal sources!

My proposal, that form headings be dropped, would bring all three groups of fundamental legal documents together at the beginning of the entries for a government. The three would be interfiled, but filing titles or entries would take care of this. This is where I believe all patrons in all libraries would look.

In conclusion, I'd like to say that I believe my recommendations deserve to be considered seriously and *adopted*, not just "taken with a grain of salt." Also, I would like to remind the reader that this recommendation is not new with me. Others have opposed form headings. In fact, Mr. Corbet will find, if he will take the trouble to investigate, that Seymour Lubetzky fought long, hard, and vigorously (in the meetings preceding the drafting of the *AACR*) for their exclusion from the new code.

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2. *A.L.A. Rules for Filing Catalog Cards*, 2d ed. (Chicago: ALA, 1968).
3. K. C. Wheare, *Modern Constitutions* (London: Oxford University Press, 1966), p.1.
4. March 4, 1913, c. 145, 37 Stat 847.
5. *U.S. v. Shawver*, 214 Fed 154 (1914), *U.S. v. McCullagh*, 221 Fed 288 (1915).
6. 39 Stat 1702; T.S. 628; III Redmond 2645.
7. Migratory Bird Treaty Act, July 3, 1918, c. 124, 48 Stat 755.
8. 252 U.S. 416; 64 L. Ed 641; 40 S. Ct. 382 (1920).
9. *Anglo-American Cataloging Rules: North American Text* (Chicago: ALA, 1967), p.124.

The Bibliographer's Camera at Arizona State University Library

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Many libraries are today producing sets of catalog cards by means of xerography, usually from a typed or printed card or a proofslip. An economical method of producing copy for Xeroxing from the National Union Catalog has been developed at Arizona State University. This method is described and compared with both the Polaroid technique and the system developed jointly by Indiana University and Antioch College.

LATE IN 1967, having seen a demonstration of the Polaroid CU-5 camera and having found it unsatisfactory for our purposes on a number of counts (see also *Library Technology Reports*),¹ we decided to build our own "bibliographer's camera." Our primary interest was to capture at the time of verification the bibliographic information contained in the *National Union Catalog (NUC)* and to reproduce it in such form that catalog cards could subsequently be made by xerography. The system had to be simple, economical both in labor costs and cash outlay, reasonably inexpensive to build, and capable of producing reasonably high quality catalog cards. These requirements implied certain others, e.g., better copy could be obtained if the camera were pre-focused, labor costs could be held down if the system were fast, etc.

Since January 1968 our system has been operational in the Hayden Library at Arizona State University (ASU). The degree of our satisfaction may be indicated by the fact that a second unit has been built for our Law Library and a third for Northern Arizona University.

The system we devised uses a 35mm single lens reflex camera which is permanently adjusted to photograph entries from such indexes as the *NUC*. The camera is equipped with a special macro lens. (See Table 1.)

The copying stand is mobile, being mounted on four-inch rubber-tired

¹William R. Hawken Associates, "Cataloger's Camera: The Polaroid CU-5 Close-Up Land Camera," *Library Technology Reports*, January 1968.

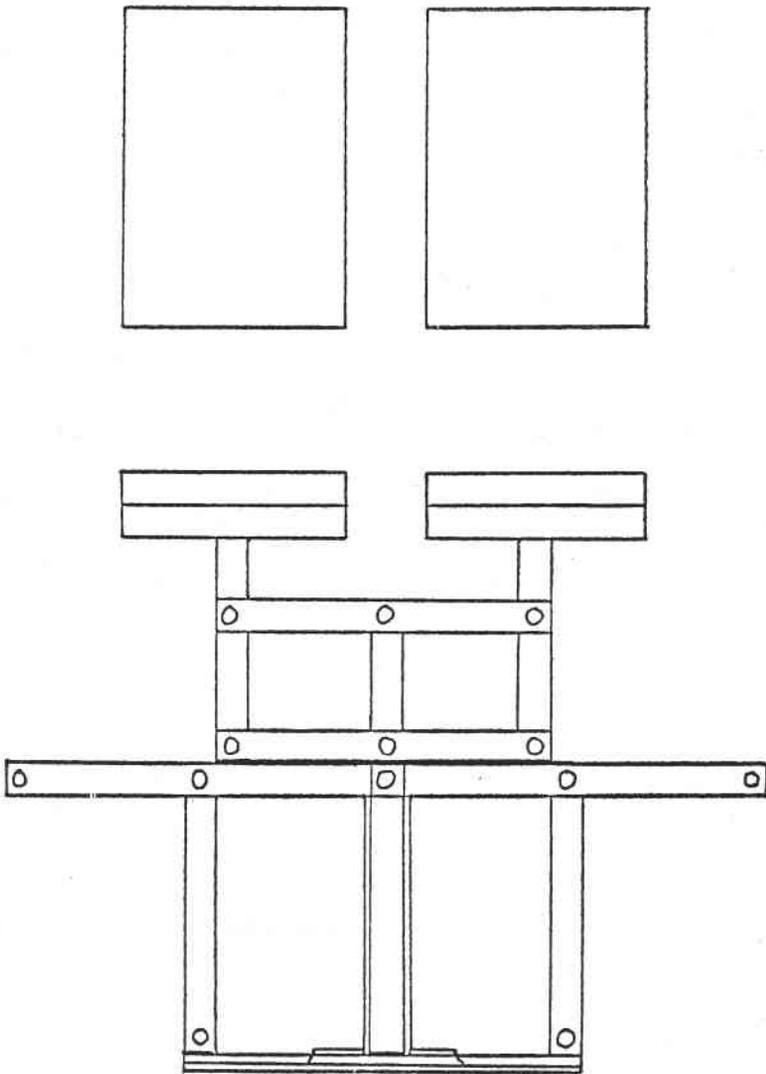
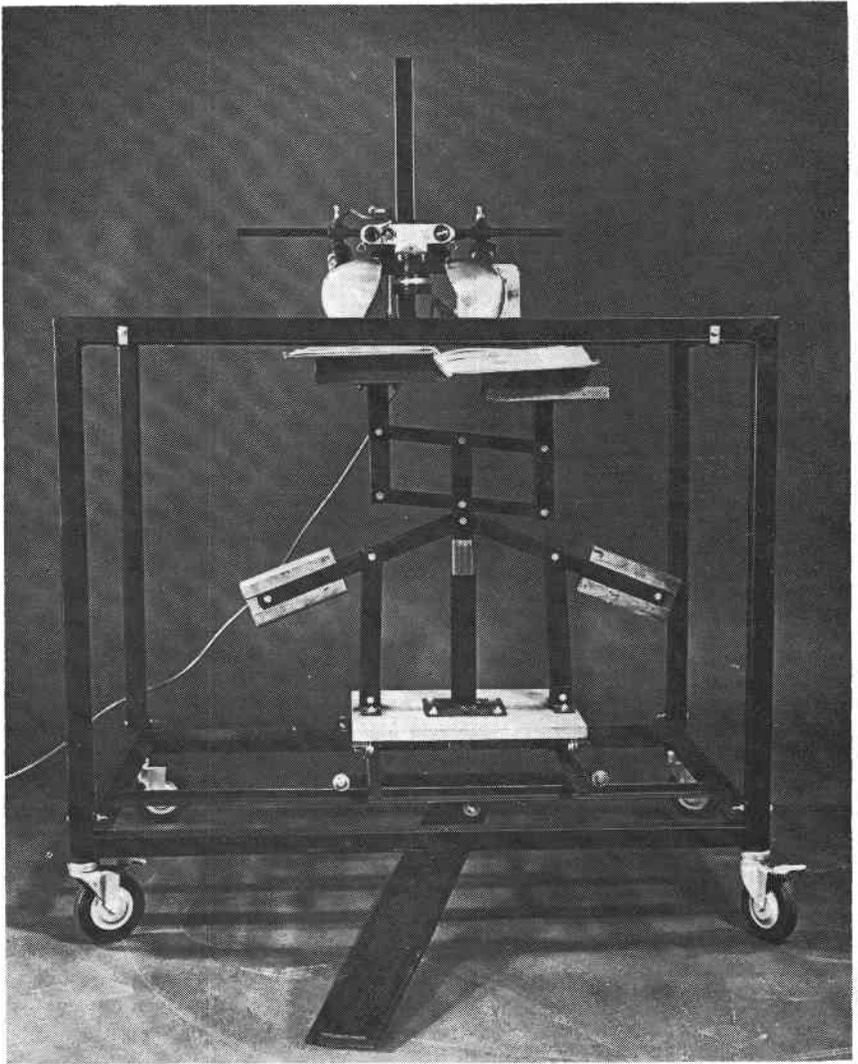


DIAGRAM I. Counter-Balanced Split Platen

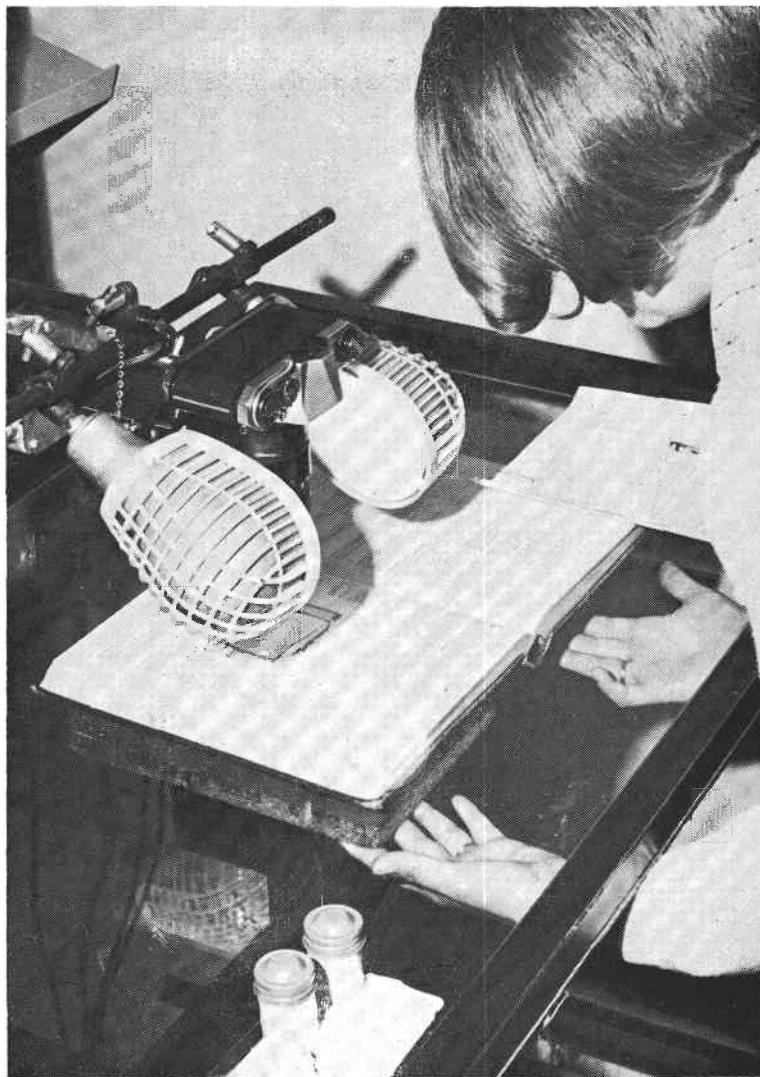
Scale: $\frac{1}{8}'' = 1''$

casters permitting easy movement over carpeted as well as hard-surface floors, but the unit can be locked into a stable position. The frame is built of square steel tubing. A one-fourth inch thick plate-glass top serves as a stage against which the book is pressed face up to flatten the pages. Because of two 75-watt tungsten lights in fixed positions, ambient light has not been a problem.

A unique feature of the copying stand is the movable, equalizing,



counterbalanced platen which holds the book firmly against the plate glass stage and yet may be moved in any direction to position the exact entry from the *NUC* directly under the camera lens. The split, movable platen is lowered to place the volume in position; it is made of wood with foam rubber added to produce a cushion effect. As the counterbalances raise the platen, its two sections adjust to produce equalized pressure on both sides of the open volume and flatten the pages against the underside of the glass stage. (See Diagram I.) This equalizing feature of the platen employs the principle of the beam balance used in scientific work.



The movable feature of the platen, allowing it to travel in any direction, is designed on the principle of the North-South, East-West movement used in motion picture animation stands.

Currently, we are processing approximately 150 prints per day on pre-cut paper that approximates 7.5cm. by 12.5cm. The film is processed for us on campus with 24-hour service, and the total cost of film, processing, etc., is twenty cents per usable positive print. (No charge is made otherwise.) Because of the quality of the prints and the size of the copy, sets of catalog cards can then be made directly on our Xerox machine.

Among the advantages of our unit as opposed to the CU-5,² or the one in operation at Indiana University,³ are the following:

1. The camera does not have to be focused for each exposure. The focal position has been marked on the glass stage with transparent tape, and the entry to be copied is placed there.

2. The camera does not have to be lifted at any time. (This is significant when compared with the 10 lbs. or so that must be lifted twice for each exposure with either the CU-5 or the Indiana University model; with our present workload, the operator is spared 1½ tons of lifting per day.)

3. In terms of cost per print, our system is at least 20 percent less expensive than Polaroid and about the same as that at Indiana University. (Polaroid prints cost 25 cents each, whether or not usable.)

4. Picture-taking is very rapid.

5. As opposed to the CU-5, we do not have any cutting and mounting to do, nor do we have a "coating" operation.

For those who might be interested but are concerned about initial cost, ours (including all labor and materials) was about 16.5 percent less than the list price of \$375 for the Polaroid CU-5 (see Table 1).

TABLE 1
COSTS OF BIBLIOGRAPHER'S CAMERA*

Pentax camera Hi1a, body only	\$ 71.68
Macro Takumar lens, 50 mm, f4	76.20
Screws, nuts, bolts	13.10
Frame of square steel tubing	83.45
Materials (glass, paint, lead weights, etc.)	15.00
Wheels	17.78
Rollers, transformers, switches, etc.	30.00
Tax on body and lens	5.92
Total	\$313.13

* Includes labor costs

In summary, both Indiana University and Arizona State University, each working independently, have contrived to build bibliographer's cameras that are superior in many ways to anything commercially available at present. What we have done, others can also do. Define the problem and the objectives, add imagination and a dash of ingenuity, mix with cooperation, then serve the finished product.

² Ibid. See also: Helen Oustinoff, "The University of Vermont Uses a Polaroid CU-5 to Speed Book Processing," *LRTS*, 11 (Fall 1967), 474-78.

³ Mary Helen Stanger, "The Cataloger's Camera," *LRTS*, 11 (Fall 1967), 469-74.

Catalogue Retrieval: A Library Economy*

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An evaluation of the Information Dynamics Corporation Catalogue Retrieval System in an academic library, describing the specification of the machine and the various reader printers tested at Mills Memorial Library, McMaster University.

McMASTER UNIVERSITY LIBRARY, like all academic libraries in this age of rapid escalation of costs, publications, and demands for library service, set out to obtain the services of a Micrographic Catalogue Retrieval System, as supplied by Information Dynamics Corporation, of Reading, Massachusetts, in the fall of 1968. The System had been extensively advertised in library journals; this was the first operation of the System to occur in Canada.

Since its inception and extensive use over the past twelve months, we have been able to assess its worth. It has certainly cut down staff searching time and the number of staff employed in this tedious operation. It has made bibliographic data more conveniently and speedily accessible than before. It has afforded a welcome release from the manipulation of the *National Union Catalog* in its diverse series, and the tiresome monotony of the LC number card file that went along with it. The indexed gridding built into the Retrieval System has proved a great boon, as long as we have been able to obtain the LC catalogue number from the book or from bibliographic information preceding the publication, e.g., *Publishers' Weekly* lists, etc.

An alphabetical search is still possible if we receive the book before the LC number has been assigned, but this does considerably diminish the value of the operation. Therefore, the speed of the IDC's Retrieval System is only really as effective cataloguing service as that offered by the Library of Congress, since it is carded into LC. Nevertheless, it does offer advantages that were not available before its inception, and there are considerable savings in costs and time, this despite the rental cost and the amount of paper used in the operation. Library economy

* This article is a summation of reports and discussions by the librarians concerned in the operation, particularly Derek Robertson, the Cataloguer in charge of the process, and Dorothy Davidson, Assistant Librarian. L. A. Grover, Library Systems Analyst was also concerned in the survey.

benefits from it more than using the subscription method to the Library of Congress.

Some of the microfiche reproductions are fuzzy. This is to be expected. Contrast is not always as sharp as desired, but the servicing of the machine from the company has been regular, following our complaints, and improvements have resulted.

We are processing more than 100,000 books per year and there is a rate of accession when this system loses its economy and effectiveness. Any library that is processing 20,000 to 25,000 titles a year would probably be better using the manual system of searching. Moreover, the high instance of foreign and esoteric material which any library acquires makes the system less desirable by the extent of that acquisition.

There has been some discussion recently, at the Pittsburgh Conference on Library Cooperation, for example, in October 1969, on the advisability of the adoption of this method by the increasing number of processing centres that are developing and handling large numbers of books for distribution to subscribing libraries, and this seems a likely development.

The cost of offset printing, too, needs to be regarded closely, for the skill of the local printing shop, where paper plates can be used by an operator may possibly diminish the cost of the duplication of cards. We do include in this report, also, a comparison of the several reader printers tested. There is also a cost analysis of our previous method of cataloguing and card production, as compared to our new method.

Information Dynamics Corporation

Information Dynamics Corporation operates as a management consultant in determining technical capabilities and developing a variety of information and storage systems for science and industry libraries as well as government agencies throughout the United States. In October of 1968, it was invited to demonstrate a new service to the Mills Memorial Library at McMaster University in Hamilton, Ontario. This new service, "The Library of Congress Micrographic Catalogue Retrieval System," was developed recently and had been installed in some twenty-five institutions in the U.S. prior to the demonstration at McMaster University.

Following the demonstration, a university analyst studied the operation and prepared a report on the feasibility of it for use at McMaster. This preliminary study, which covered a period of one month, was primarily a cost study of our previous catalogue processing method as compared to the method supplied by IDC. Time studies were made of the two methods as well as a comparison of the various Reader-Printers available for the production of the prints.

Based on this report Mills Memorial Library subscribed to the method and is now using it to the fullest advantage. This was a pioneer venture, and since then several other Canadian universities have expressed interest in the system and have become subscribers.

Micrographic Catalogue Retrieval System

This system reduces the Library of Congress *Catalog* pages to the extent that 125 pages (over 1,100 entries) appear on one 8" × 5" microfiche card. Millions of LC entries are compressed into a desk-top 20-inch microfiche file slightly larger than a shoe box. The microfiche are colour-coded and notched on the top and the right edge for ease of searching both numerically and alphabetically. The key to the microfiche is the index. There is an index for main entry and for the LC card number.

To use the system, the searcher may approach it by the LC number, main entry, or alphabetically by author. The searcher looks up the LC number in the index which indicates which cumulative segment (be it yearly, quarterly, or monthly), fiche number, column and row on the fiche to locate the LC entry. The fiche is then inserted into a Reader-Printer, the page and entry located, a button pressed, and the print produced.

The selection of card stock proved to be a study in itself. The librarians at Mills Memorial Library were not satisfied with the cost of, and the life of, the card stock presently used. Paper manufacturers across Canada and the United States were contacted and their samples were tested. The card stock selected was the Canadian Library Index Bristol 250 M (Domtar-Howard Smith Papers Limited). This is a nonrag card that has been chemically treated.

The MCR system also provides an additional service which is a benefit. This service is the LC "Depository Card Service" which produces a high quality print due to the fact that IDC is able to microfilm the original LC cards rather than the LC proofslips. The "Depository Card Service," covering foreign publications, is more up to date and more expensive than previously, particularly in regard to German, French, and British publications.

Should we embark upon the use of the LC MARC tape service in the future, the MCR file will be a definite advantage to us. All entries in the MCR indexes are now coded to indicate those items that are included in the MARC program. The computer-compiled index will provide an easy-to-use reference to MARC program entries.

Cumulative segments of microfiche prior to 1963 are not available at this time but will be available this fall *providing* that enough libraries show interest in them. Unlike the present system, the years prior to 1963 may be purchased.

The printouts may be used in several areas of the library including the following:

Acquisitions: as complete and accurate book selection record for ordering; as temporary order record; as preliminary catalogue record; as order preparation work slip; for preparation of bibliographies; as accurate record for verification of purchases, especially foreign publications and government documents.

Cataloguing: as temporary shelflist slip.

A test was conducted by the National Research Council in Ottawa of this card against a 75 percent rag content card and another nonrag card. The results proved that the card selected surpassed the others greatly in shelf-life, durability, crease resistance, etc. The cost of this card is approximately one-half of the 100 percent rag content card.

The subscription to the Micrographic Catalogue Retrieval System includes the following:

With the Initial Subscription.—Five years (1963–1967) of the LC author list, together with a complete LC card number index, antedating the date of the subscription. The entire five-year set takes just eleven inches in microfiche file.

Plus one year of Annual Subscriptions.—Weekly issues of approximately 3,000 advance-released LC output in microfiche, all alphabetized and interfiled in a cumulative thirteen-week main entry index. All 3,000 entries are contained on just three microfiche cards.

Monthly issues of each month's LC *Supplement*, in microfiche, in author sequence, together with an accumulated year-to-date LC card number index.

Quarterly issues of three monthly LC *Supplements*, realphabetized into one microfiche file, together with a new cumulative year-to-date LC card number index.

Annual issue of a separate one-year cumulation of LC entries, in microfiche, together with its complete LC card number index, except year 1967.

In book preparation: as accurate circulation card and label preparation record.

In EDP systems: as input processing record.

TABLE I
COMPARISON OF READER-PRINTERS

	3M	Itek	Recordak
Model	400B	18-24F	PFC 1A
Price	\$1,657	\$4,052	\$1,760*
Print Size	4-1/2" × 6"	8" × 8-1/2"	4" × 3"
Length of Roll	300 feet	220 feet	150 feet
Number of Prints Per Roll	600	330	480
Cost per Roll	\$25.10	\$19.45	\$8.39
Toner or Solutions	\$1.95 qt.	N/A	\$2.06 pt.
Cost per Print	\$.045	\$.068	\$.022
Quality of Print	good to excellent	excellent	excellent
Reproduction of Print	excellent	excellent	excellent
Size of Reader-Printer	Table Top	Floor Unit	Table Top
Ease of Use	excellent	slow	good to excellent
Print Time	6 seconds	30 seconds	20 seconds
Lenses Interchangeable	yes	factory only	yes

* Price includes 4" paper adapter, end of paper roll signal light, triple exposure kit and mask.

Reader-Printers

At the present time only three manufacturers have Reader-Printers which will take the 8" × 5" microfiche as used in the system. They are the 3M Company, Itek Corporation, and Recordak of Canada (Eastman Kodak Company). Each of the machines was tested under working conditions during the study period. A brief summary of the machines follows:

3M Company—Model "400B": This machine at the present time would appear to be the only one that satisfactorily handles the 8" × 5" microfiche. It is a desk-top machine which loads from the bottom-front. A special kit may be installed to produce the prints on a 6" × 4" piece of paper. The print-cycle takes six seconds and produces a dry print. The print produced has a light grey background with black printing. Lenses are interchangeable and come in a wide range of magnification (6, 8, 10-5, 12, 15, 18, 21, 23, 29, and 35 powers). Fingertip control lets the operator select a lighter or darker print as well as select the number of copies desired.

Itek Reader-Printer—Model "18-24F": This is a large floor-mounted unit, best suited for large drawings or documents. Because of its size it is very awkward to operate. The notched edges on the fiche tend to make the fiche tilt, and as a result the unit will not handle the fiche in

TABLE 2
COST BREAKDOWN COMPARISON
JANUARY-MAY

	Previous	MCRS
No. of LC Books processed	6,600	6,600
No. of employees	4	2
No. of LC Books searched per day	76	217
No. of prints taken per day	66	140
No. of days for 6,600 prints $\frac{(6,600)}{(\text{Prints/day})}$	100	48
No. of prints per hour (average)	9	20
No. of hours taken for 6,600 prints	700	326
Salaries per hour (average)	\$ 7.25	\$ 3.63
Total per print (film, paper, etc.)	\$.26	\$.04
Total cost per print $\frac{(\text{salaries} + \text{supplies})}{(\text{prints per hour})}$	\$.954	\$.221
Total cost per 6,600 prints	\$6,296.40	\$1,458.60
Cost per year—LC Catalog \$1,000.00		
Cost per 100 days for LC Catalog	\$ 273.90	
Cost per year for MCRS \$5,300.00		
Cost per 48 days for MCRS		\$ 696.96
	\$6,570.30	\$2,155.56
Savings per 6,600 LC books processed (61%)		\$4,414.74
		\$6,570.30

the proper fashion. The lenses are only interchangeable at the factory. The print is, however, very clear, being black on white. Printing time is quite slow, approximately thirty seconds. Apart from its size, the other major disadvantage is the price of the unit.

Recordak Reader-Printer—Model "PFC 1A": This is a tabletop unit comparable in size to the 3M unit. It works on a photographic principle, and as a result the prints are black on white. The machine operation is not quite as convenient and not as fast as is the 3M machine. However, the operation and speed can be taken advantage of by the operator to enable him to remove the one fiche and insert the next fiche. Inconvenience is compensated for by the quality of the print, being black on white.

At present, the machine will take the 5" × 8" fiche, but the notched edges on the fiche are oversized and as a result will not fit properly within the machine. Alterations to the machine were made to enable it to handle the nonstandard fiche, but these did not work too satisfactorily. Recordak of Canada has been in contact with Eastman Kodak in Rochester to manufacture a Reader-Printer that will produce, with ease, the result desired. Unfortunately the new model will not be available for some time. When it does arrive on the market, it should be carefully considered.

Summary

The Micrographic Catalogue Retrieval System, as supplied by Information Dynamics Corporation, has proved to be economical to McMaster University. This statement is borne out by the figures presented. It is to be realized, of course, that the more use that the library makes of this system, the more economical it becomes.

During the period of the study, some 21,500 volumes were processed. Of this total, only 6,600 were processed via the Microfiche Catalogue Retrieval System. The author, during a trip to Europe, purchased several large collections of foreign books that had to have original cataloguing. Some 8,500 books were processed via Polaroid because these books did not have the LC number or they were old books which did not appear in the microfiche file.

The use of the microfiche, as supplied by Information Dynamics Corporation, would appear at first to be expensive, considering the annual charge plus the cost of the Reader-Printer. As the cost breakdown indicates, this initial expense is soon deleted through the savings in salaries, film, time, etc.

Care should be taken in the selection of a printer to reproduce the required number of catalogue cards. Our previous cost including salaries, prints, LC catalogs, printing and card stock, was approximately \$1.37 per set of eight catalogue cards. By using the Micrographic Catalogue Retrieval System, we have been able to reduce this cost to approximately \$.65 per set of eight cards and a straight production cost of 2.1¢ per printed card.

Another Look at Manual Sorting and Filing: Backwards and Forwards

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This paper identifies different methods which can be used to manually sort and file cards. Theoretical arguments are presented to support the contention that certain methods take less time than others. A study done at the University of Michigan Library indicated the time to sort a batch of cards by the backwards method varies linearly with the number of cards whereas the sorting time using the forwards method varies nonlinearly with the number of cards. No appreciable difference in time per card to sort and file was found between the backwards method and the optimal forwards sort.

Introduction

MANUAL SORTING AND FILING is a task performed by most libraries, for example, with catalog cards. The sorting task is a time-consuming, space-wasting bore, but filing into a large file is clearly inefficient without some presorting.

The sorting can be done by various techniques and to various degrees of completion. For example, a group of cards might be completely alphabetized before filing or only alphabetized on the first letter. Naturally, in this example, the completely alphabetized cards would have taken more time to sort, but less time to file. Moreover, the completely alphabetized cards might be sorted by the regular "start with the first letter and work towards the last letter" technique, or by the "backwards sorting" technique traditionally used with punched card equipment¹ and described for manual sorting by Johnson.²

¹ See, for example, "IBM Form Number 22-3177-3, Principles of Operation of IBM Electric Punched Card Accounting Machines—Sorters 82, 80, and 75," 1949.

² Johnson, D. W., "On Pre-filing Sorting Methodology," *Library Resources & Technical Services*, I (Spring 1957), 107-33, and "Backwards Sorting," *ibid.*, III (Fall 1959), 300-10.

In his two articles on backwards sorting, Johnson gives an extremely clear and detailed description of how to sort backwards, as well as arguments on why it is superior to the regular "forwards" technique. He indicates that he has found backwards sorting to be faster, more accurate, and less space-consuming than the regular forward technique. Further, he reports a study in which it took 8.5 hours to sort 2,000 slips in the regular forward manner, but only 4.8 hours to sort a similar group of 2,000 slips in the backwards manner.

Although Johnson has made a strong case, both theoretically and empirically, for the superiority of the backwards technique, we feel there are still several unresolved problems. As Johnson himself points out, in backwards sorting one generally does not begin with the very last letter (or numeral), but rather starts with the third or fourth letter and works forward from there. The best letter at which to begin may depend on many variables, including the size and complexity of the group and the nature of the file. Also, there are several variations to the basic forward and backwards sorting techniques which should be evaluated. The fact that the time to file may depend on the sorting method is an important consideration in this evaluation. Finally, we feel that if such evaluations are to be of any use to others, they should be quantified.

Given this introduction, let us now state the two general objectives of this paper, namely:

1. To present a more comprehensive discussion of the process and techniques of manual sorting and filing.
2. To report preliminary results of a study undertaken at the University of Michigan Library which quantifies some of the relationships involved in sorting and filing techniques.

Structure of the Problem

Relationship of Filing and Sorting—The function of the sorting operation is to facilitate the filing operation. Therefore, the entire process, both sorting and filing, must be considered when evaluating alternative techniques. Thus, Johnson's observation that backwards sorting is more *accurate* than regular forward sorting may have two implications for the subsequent filing operation: first, the filing time may be reduced because fewer errors must be corrected during filing, and second, the efficiency of the file may be increased because fewer cards are misfiled. Another example—cards sorted by a variation of the backwards technique which alphabetizes only on the first, second, and third letters will take less time to sort but more time to file than cards completely alphabetized.

Evaluation Measures—The three measures Johnson uses for sorting techniques—space, time, and errors—are also applicable to the entire sort-file process. However, as was pointed out above, errors made during sorting may result in both "time" and "errors" after filing. The relative

importance of the three measures is of course a very difficult question which probably cannot be answered adequately outside the context of a particular library. The evaluation of alternative sorting and filing techniques made in the remainder of this paper will deal only with "time," and not with "space" or "errors."

Forward and Backwards Sorting—We classify all manual *sorting* techniques into one of two basic categories: "forward" and "backwards." By "forward" sorting we refer to the regular alphabetizing method of ordering a group into twenty-six subgroups according to the first letter, then further subordering each subgroup twenty-six ways according to the second letter, and so on. "Backwards" sorting refers to the somewhat less familiar technique described by Johnson in which the group is initially ordered into twenty-six subgroups according to a letter in the middle or end of the word, for example the fourth letter. Then by working forwards from there, sorting on each letter (in our example, to the third, second, and first letters), and carefully picking up the subgroups in a special order after each sort, alphabetization to the fourth letter results. We refer to our example as a "four letter deep backwards sort." (As Johnson points out, these sorting techniques apply to any set of ordered symbols.)

Variations on Backwards Sorting—We see two major variations in backwards sorting. First is the depth of the backwards sort—whether to alphabetize on the first two letters, the first four, or the first thirty (if need be). Second, after backwards sorting on something less than all the letters, it is often possible to completely alphabetize them by shuffling the cards around in your hands. Thus, the option exists to completely alphabetize a partially sorted group by such a manual shuffle. The question is whether more time is saved during filing than was spent shuffling.

Theoretically, one ought to be able to find the optimal depth for a backwards sort in a given situation. What are the factors in a situation which influence the optimal depth of sort? Johnson says, "The number of sorts required . . . [should be] based upon the size and complexity of the group to be sorted." In addition, we have observed that the optimal depth of sort also appears to depend on the size of the file. Specifically, the group should be sufficiently alphabetized so that the filer does not have to switch back and forth between drawers. Generally, a large file has a short "alphabetic span" per drawer and therefore indicates that a deeper sort is required. The same "no drawer-switching" argument may mean that a larger group of cards should lead to a deeper sort. On the other hand, as more time is spent sorting, fatigue builds up, causing errors and increased time use. The influence of these factors has only been observed in an unsystematic manner, and therefore the above statements should be treated as conjecture.

Variations on Forward Sorting—During our study at the University of Michigan Library, we observed that the time to complete a forward sort does not vary linearly with the number of cards to be sorted. Rather,

it seems that the time required for sorting increases faster than the number of cards to be sorted. Moreover, since the *filing* time does seem to increase in proportion to the number of cards, the time for the entire sort-file process also increases faster than the number of cards if forward sorting is used.

This phenomenon suggests that, given a large enough pile of cards, we would be better off subdividing the cards into smaller groups and sorting and filing each group separately. For example, we might subdivide 3,000 cards into two groups of 1,500 cards, into three groups of 1,000 cards, or even into two groups of 1,700 and 1,300 cards, respectively. The question is: into how many subgroups of what size each should the cards be divided so as to minimize the total time for sorting and filing? The precise answer depends, of course, on the relationship between the sort-file time and the number of cards. However, mathematics can partially answer the question for us. It can be proved mathematically that in a situation where the sort-file time increases faster than the number of cards, the size of the subgroups should always be equal.³ In the above example, this means that it would take less time to sort and file two groups of 1,500 cards than one group of 1,700 cards and one group of 1,300 cards.

We might face one of two situations: either small numbers of cards dribble in from day to day and we must determine how many cards to let build up before sorting and filing, or we have a large number of cards in hand and must determine how many subgroups to create for sorting and filing. In the first situation, where the cards dribble in, once the precise relationship between the number of cards and the sort-file time is known, mathematical analysis can determine the number of cards to be processed at a time in order to minimize the average sort-file time per card.⁴ For example, suppose the time to completely sort and file x cards is given by the relationship,

$$\text{Time} = A + Bx + Cx^2,$$

in other words, a parabola. Then it can be shown mathematically that the total processing time per card is minimized when we sort and file

³ For those so inclined, the mathematical argument by contradiction follows: Let the total sort-file time for x cards be denoted by $g(x)$, and let the sum of the sort-file time for several subgroups of sizes x_1, x_2, \dots, x_n processed at different times be denoted by $F(x_1, x_2, \dots, x_n)$. By definition $F(x_1, x_2, \dots, x_n) = g(x_1) + g(x_2) + \dots + g(x_n)$. We wish to prove that for given n and concave g , $F(x_1, x_2, \dots, x_n)$ is minimized when $x_1 = x_2 = \dots = x_n$. Suppose the opposite were true, that $F(x_1, x_2, \dots, x_n)$ was minimized when at least two of the x 's were not equal, say $x_1 \neq x_2$. Then $[F(x_1, x_2, \dots, x_n)] = [g(x_1) + g(x_2) + F(x_3, x_4, \dots, x_n)] < [(2) \cdot g(\frac{1}{2}x_1 + \frac{1}{2}x_2) + F(x_3, x_4, \dots, x_n)]$. This implies that $[g(x_1) + g(x_2)] < [(2) \cdot g(\frac{1}{2}x_1 + \frac{1}{2}x_2)]$. But for concave g and positive x_1 and x_2 the inequality holds in the other direction. Therefore, the supposition is untrue and the x 's must be equal.

⁴ Given $g(x) =$ (the total sort-file time for x cards), the best value of x is the one which minimizes the average time per card. Namely, find the value of x which minimizes the expression: $g(x)/x$

$\sqrt{A/C}$ cards at a time.⁵ In fact, data collected during the University of Michigan Library study approximately followed a parabolic relationship (see Graph 3) and according to the above theory, the data indicated that 1,037 cards should be sorted at a time. If the data collected in that study is reliable, then we should always wait until 1,037 cards have accumulated before forward sorting and filing.

In the second situation, we have already noted that the size of the subgroups should be exactly equal if we wish to minimize the total sort-file time of the cards in hand. Our only problem now is to determine the number of subgroups. If the time for sorting and filing increases faster than the number of cards, then the optimal sized subgroups will be one of the two closest to $\sqrt{A/C}$ in size. For example, if we had 2,400 cards to forward sort and file and were willing to accept the above-mentioned study data as a reliable description of the relationship between sort-file time and number of cards, then we should divide the cards into two groups of 1,200 apiece, or three groups of 800 apiece. These are the two groups closest in size to 1,037, the value of $\sqrt{A/C}$ for the data. In this case, two groups of 1,200 is better than three groups of 800 because two times the sort-file for 1,200 is less than three times the sort-file time for 800.

The above results may not be particularly useful until more is known about the relationship between sort-file time and the number of cards. Is the nonlinear relationship observed by us at the University of Michigan Library a general phenomenon? To what extent does it depend on the nature of the cards and file? Is the nonlinearity due to fatigue, physical procedures, or inherent limitations in the data processing?

*A Study*⁶

The University of Michigan Library sorts (by the traditional forward technique) and files a large number of National Union Catalog cards into its National Union Catalog. A study was undertaken to determine if the total sort-file time could be significantly reduced by sorting backwards rather than forwards. The answer was negative.

Data were collected which gave the sort time and file time for different quantities of cards during backwards and forward sorting. Initially, the two employees of the library who normally perform the sort-and-file operations practiced the backwards technique apart from their normal work environment until some proficiency was attained. Data were collected under normal working conditions, however, by having the two employees use the different sorting methods on the

⁵ From Footnote 4, find the x which minimizes $(A + Bx + Cx^2)/x$. The minimum is found by taking the derivative $(d/dx = -A/x^2 + C)$, setting it equal to zero ($0 = -A/x^2 + C$), and solving for x , we have: $x = \sqrt{A/C}$. (This result is sensible only for positive values of A and C .)

⁶ This study was made possible by the initiation and cooperation of Margaret Ayrault and Robert Muller, of the University of Michigan Library.

varying sized groups of National Union Catalog cards that accumulated from week to week. First the cards were counted, then the employees were asked to record the starting and finishing times for both the sort and file operations, and also to note the amount of productive time lost during delays such as lunch and coffee breaks. As far as we could tell, the employees did not appear to have a particular liking or distaste for any particular sorting method, their working pace was normal, and there were no significant differences in sorting or filing times between the two. (The data are recorded in Table 1 and charted in Graphs 1, 2, and 3. Regression lines have been fit to the data and are shown in the Graphs.)

A number of comments can be made on the basis of the data obtained:

1. No attempt was made to obtain data which would enable us to determine the optimal depth of sort. In fact, sorts to different depths with and without a final manual shuffle were all grouped together as backwards sort in Graph 2. On the other hand, cards which had been completely alphabetized, either by a forward sort or a backwards sort with a manual shuffle, were grouped together in Graph 1. This rough grouping, along with errors which may have occurred because the employees collected the data, and the relatively few observations, make the following conclusions something less than definitive—but nevertheless, we think, a good beginning.

2. Our main concern was whether to replace the presently used forward technique with backwards sorting. Our conclusion was to stay with the forward technique, and to sort-and-file approximately 1,000 cards at a time. This conclusion can be seen more clearly by referencing Graph 3. If cards are forward sorted and filed in batches of 1,037, the sort-file time per card is 0.37 minutes,⁷ whereas the backward sort-file time is over 0.4 minutes per card. We should like to conclude that the forward technique is clearly superior to the backwards technique on the basis of the above data, but the fact that we have only three data points for the total sort-file time when backwards sorting was used forces a less significant conclusion. Namely, backwards sorting is not clearly superior to forward sorting, and in fact, preliminary results indicate that forward sorting may be best.

3. As expected, Graph 1 shows that it takes longer to file partially alphabetized cards than completely alphabetized cards, and Graph 2 shows that it takes longer to sort forward than to sort backwards.

4. The data reported by Johnson—8 hours to forward-sort 2,000 cards and 4.8 hours to backward-sort 2,000 cards—are shown in Graph 2. His observation of forward-sorting corresponds almost exactly with

⁷ The sort-file time per card of 0.37 minutes is calculated as follows: It was shown above that the shortest sort-file for the study days occurs when the cards are processed in batches of 1,037. The sort-file time for 1,037 cards is equal to $172 + 0.035(1,037) + 0.00016(1,037)^2 = 380$ minutes. Thus the sort-file time per card equals $380 \div 1,037 = 0.37$ minutes.

our findings, whereas his observation of backwards-sorting is somewhat higher than ours, possibly because he used a greater depth of sort (he does not report the depth).

5. Note that the data in Graph 3 represents only those groups of cards for which we know both the sorting and filing time. It is not the summation of Graphs 1 and 2, which it might have been and which would have produced a similar but slightly different pair of regression lines than those shown in Graph 3.

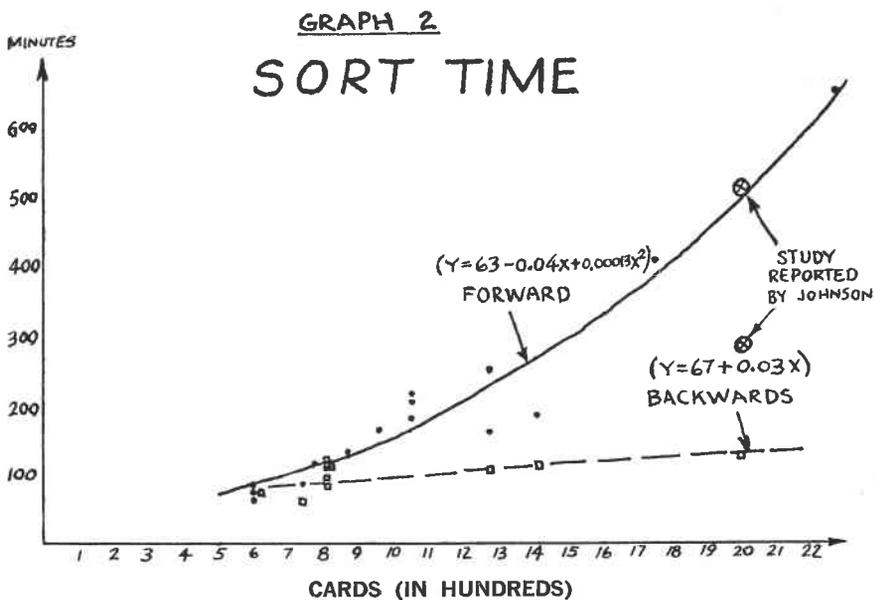
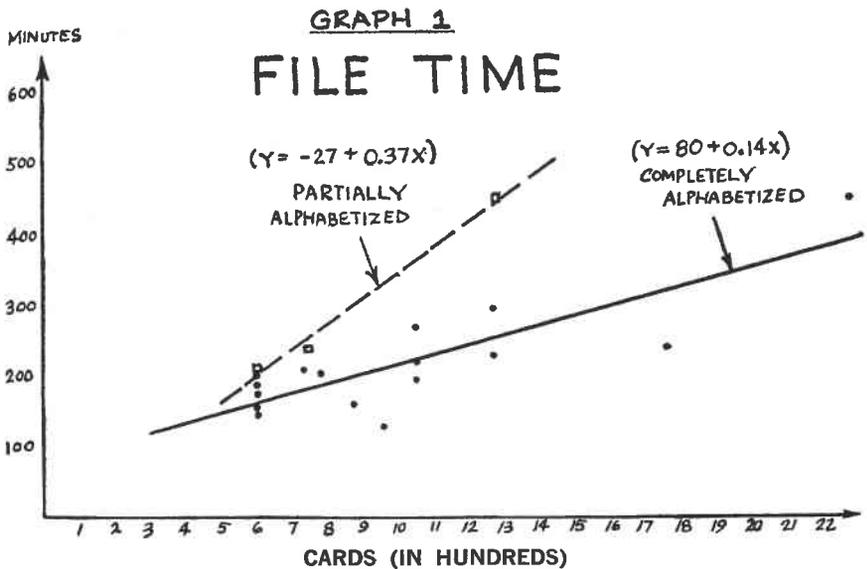
TABLE I
MANUAL SORTING AND FILING TIMES

<i>Type of Sort</i>	<i>No. of Cards</i>	<i>Sort Time in Minutes</i>	<i>File Time in Minutes</i>	<i>Total Sort and File Time in Minutes</i>
F	600	87	155	242
F	600	72	185	257
F	602	65	145	210
F	741	85	210	295
F	787	120	200	320
F	803	110	—	—
F	875	143	165	308
F	962	170	135	305
F	1050	205	195	400
F	1050	215	220	435
F	1050	180	270	450
F	1275	252	230	482
F	1275	159	295	454
F	1411	180	—	—
F	1750	415	240	655
F	2275	655	450	1105
B2-A	803	98	—	—
B2-A	803	117	—	—
B3-A	601	—	200	—
B3-A	803	110	—	—
B3-A	803	86	—	—
B3-A	2000	128	—	—
B4-A	601	—	175	—
B3	742	64	240	304
B3	1274	105	450	555
B3	1411	110	—	—
B4	601	75	205	280

SORTING SYMBOLS: F = forward sort (completely alphabetized)
 B₃ = three letter deep backwards sort (partially alphabetized)
 B₃-A = three letter deep backwards sort followed by manual shuffle (completely alphabetized)

AVERAGE TIMES: "F" sort = 0.182 minutes/card "F" file = 0.208 minutes/card
 "B-A" sort = 0.103 minutes/card "B-A" file = 0.312 minutes/card
 "B" sort = 0.088 minutes/card "B" file = 0.342 minutes/card

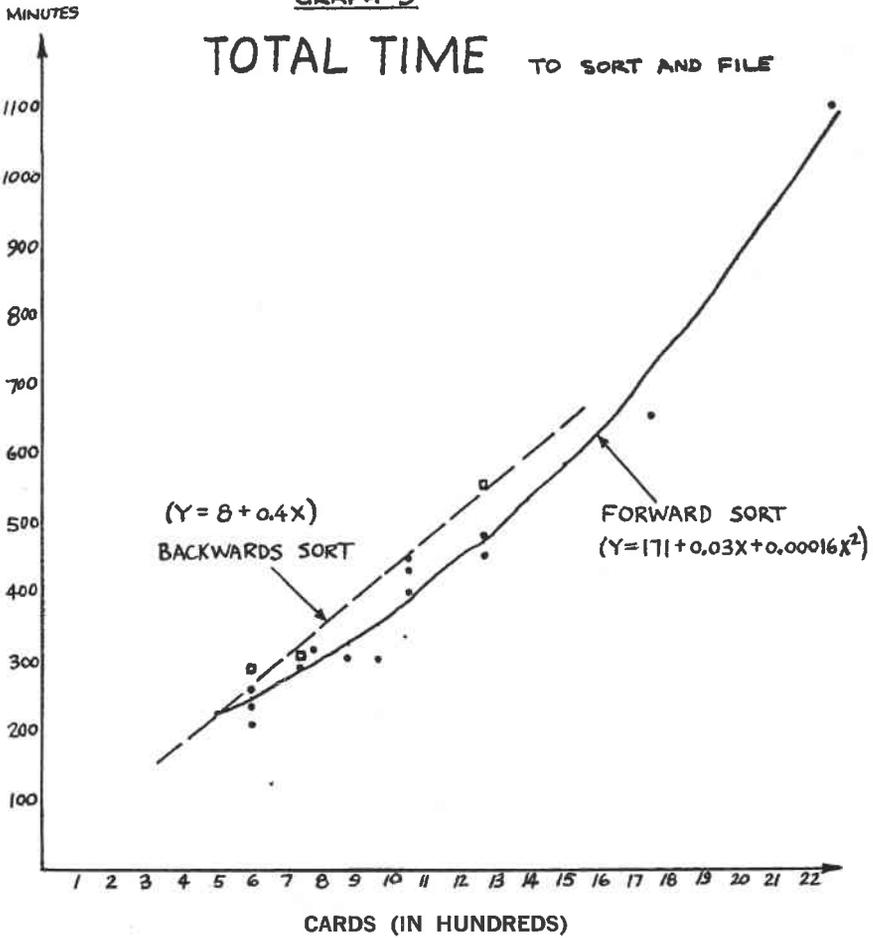
Data collected at the University of Michigan Library, sorting and filing National Union Catalog cards into the central card file.



6. Both the sort time and total time for forward sort produced a nonlinear relationship in which the time to process increases faster than the number of cards. In both cases the nonlinear term in the parabolic fit was significant. It was the observation of this nonlinear relationship that led us to the conclusion that a large number of cards should be subdivided into smaller groups when forward-sorting.

GRAPH 3

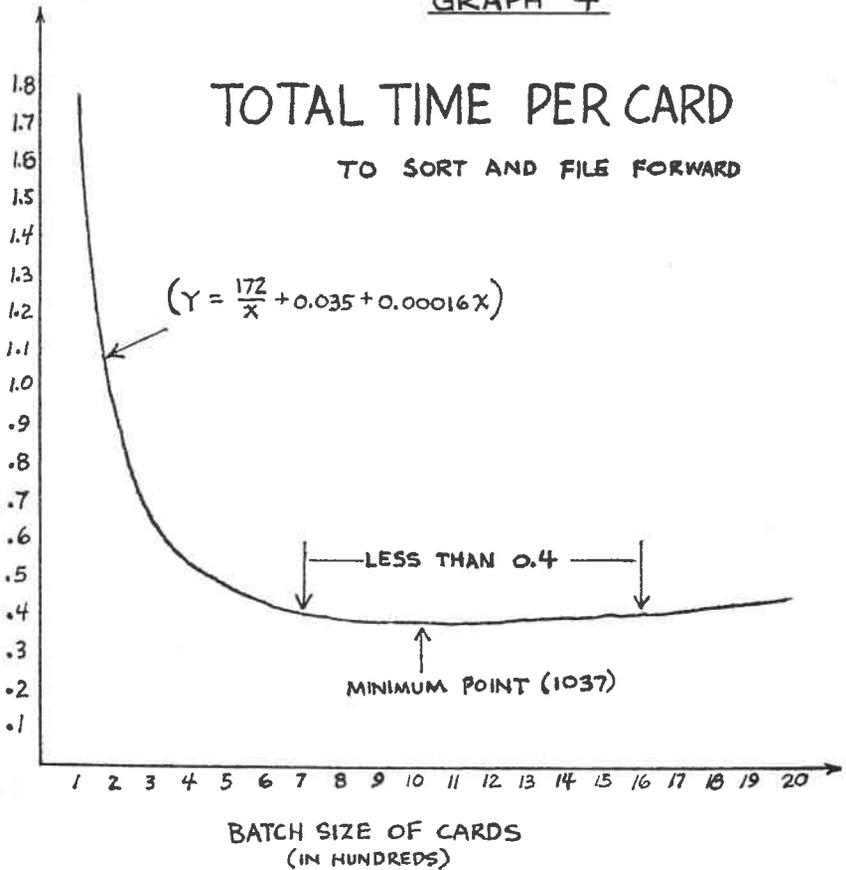
TOTAL TIME TO SORT AND FILE



7. On the basis of the study data and the regression line fit to the forward sort-file data (Time = $172 + 0.035x + 0.00016x^2$), it was determined that 1,037 cards should be processed at a time. However, the data may be subject to error, and it is not always convenient to process exactly 1,037 cards at a time. Therefore, it is useful to know that, in this case, the sort-file time per card changes very little as the number of cards changes. In fact, so long as the number of cards processed at one time is between 700 and 1,600, the time per card remains less than 0.4 minutes, an increase of less than 10 percent from the minimum of 0.37 minutes at 1,037 cards. Graph 4 shows that when less than 700 cards are processed together, the time per card increases quickly, but that over 1,600 cards in a batch cause the time per card to increase only slowly.

MINUTES

GRAPH 4



Time to Forward Sort-File x Cards = $(172 + 0.035x + 0.00016x^2)$ from Graph 3.
 Time to Forward Sort-File x Cards Per Card = $(172/x + 0.035 + 0.00016x)$

An investigation of the process by which humans manually sort and file is also the concern of the engineering psychologist. Understanding the process means understanding the human as an information processor. Although we have not delved into the problem from this point of view, we suspect that an understanding of the causes for the data gathered will be found by using the approach of the engineering psychologist.

Finally, a word about manual sorting and filing versus automated sorting and filing. Naturally, such a routine task is better done by automated means, if possible. The progress being made to automate library functions may, in fact, make obsolete the necessity for manual sorting and filing in the relatively near future. The justification for this study is the knowledge it provides librarians in the interim and whatever interest it might hold for the engineering psychologist.

"Official Use" Trend in the Monthly Catalog of United States Government Publications

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There has been an increase in the number of entries in the Monthly Catalog designated as for "Official Use." The cause of the increase does not appear to be an appropriations cut for printing expenses, or a conscious decision to shift the source of availability to the Clearinghouse. The Library of Congress' U.S. Government Publications Bibliographic Project has increased the input of the type of publications which would be designated as "Official Use." But at the same time there has been a decrease in the number of publications available to the public, thus indicating that the LC program is not solely responsible for the increased percentage of "Official Use" publications.

IN 1969 THERE WAS A LARGE INCREASE in the number of entries in the *Monthly Catalog* which were noted as "Official Use—Not Available." Table 1 presents a graphic summary of the number and percentage of entries in a given issue which bore the "Official Use" symbol.

TABLE 1
 ITEMS MARKED "OFFICIAL USE"

	1968		1969	
	no.	%	no.	%
Jan.	54	4.5	178	11.9
Feb.	141	12.0	208	9.8
March	67	6.0	154	11.1
April	108	8.6	118	8.7
May	64	5.6	107	8.8
June	65	4.1	150	10.9
July	131	9.2	290	19.1
August	94	4.9	154	11.5
Sept.	72	4.0	503	28.7
Oct.	78	6.5	348	24.2
Nov.	188	9.4	235	15.0
Dec.	146	9.3	75	8.2
Total	1208	6.6	2520	14.4

When the trend was observed, I immediately made two guesses of possible reasons for the trend. Later the Superintendent of Documents gave a third possible reason in a letter written Jan. 20, 1970. First I guessed that the agencies had had their appropriations for printing and reproduction cut. A cut in appropriations would result in fewer copies being made of a title. This in turn would incline the agency to list the title as "Official Use" in order to discourage large numbers of requests. Then I guessed that since many publications listed as "Official Use" are actually available from the Clearinghouse for Federal Scientific and Technical Information, the agencies must be sending more of these "Official Use" publications to the Clearinghouse. A positive result to a test of this hypothesis would indicate a trend toward making the publications available through the Clearinghouse after they had been listed in the *Monthly Catalog*. Mr. Buckley suggested that the increase was due to a program of the Library of Congress to secure more of the publications emanating from field and departmental printing plants.

In order to test the first hypothesis I secured information on the amounts budgeted for printing and distribution for fiscals 1968 and 1969 for the agencies which had an above average percentage of "Official Use" designations in the Sept., Oct., and Nov. 1969 issues of the *Monthly Catalog*. (Admittedly, this includes the printing of forms, stationery, etc., and is thus only a rough guide to the financial ability of the agencies to publish.) These agencies are Agricultural Stabilization and Conservation Service, Air Force Department, Air Traffic Service, Aircraft Development Service, Army Department, Business and Defense Services Administration, Economic Opportunity Office, Engineers Corps, Federal Aviation Administration, Federal Water Pollution Control Administration, Geological Survey, International Development Agency, Maritime Administration, Medicine and Surgery Bureau, National Park Service, Naval Personnel Office, Public Roads Bureau, Reclamation Bureau, Soil Conservation Service, Systems Research and Development Service (Department of Transportation), and Transportation Department (Office of the Secretary). Of the sixteen agencies for which I obtained data on the actual amount allotted, there was a \$410,000 decrease from a budget of \$95,826,000, or less than 1 percent. This is probably not enough of a decrease to have caused such an increase in the "Official Use" designation.

In order to test the second hypothesis, I took each "Official Use" entry in the June 1968 and June 1969 issues and searched for them in the *U.S. Government Research and Development Reports Index*. Sixteen percent of the June 1969 and 18 percent of the June 1968 "Official Use" entries were also listed in *U.S. Government Research and Development Reports Index*. Thus, there is no increase in the availability of the "Official Use" publications through the Clearinghouse for Federal Scientific and Technical Information.

The Library of Congress is undoubtedly providing the Division of Public Documents with an increasing number of publications desig-

nated by the issuing agencies as "Official Use." The Library of Congress program is called the U.S. Government Publications Bibliographic Project.¹ The purpose of this program is to increase bibliographical control. But there was a decrease in the total number of entries in the 1969 *Monthly Catalog* compared with 1968. If the distribution through the Government Printing Office, the Clearinghouse, and the individual agencies had remained constant while the Library of Congress program was adding "Official Use" type of publications from field and departmental printing plants, there would have been an increase in the total number of entries. Therefore, the LC program was not solely responsible for the entire percentage of increase in "Official Use" designations. The LC project could have increased the percentage of "Official Use" publications in 1968 if all of the titles secured had been listed in the *Monthly Catalog*. But about 85 percent of them were not included and rightfully so because of their ephemeral nature. Some judged to be of research value were excluded probably because they fell into the exclusion category called "publications limited in circulation or use."²

Could it be that printing formerly done at the Government Printing Office is now being done at the departmental and field presses and listed as "Official Use" because of the small number of copies produced or the lack of the distribution facilities possessed by GPO? The facts given above do not answer this question. They only eliminate a few hypotheses and indicate that fewer government publications are available to libraries, unless purchased in microform. The facts further corroborate Clifton Brock's contention that there is a breakdown in the distribution of government publications.³

REFERENCES

1. U.S. Library of Congress. *Annual Report of the Librarian of Congress . . . 1968*, p.12.
2. *Ibid.*, p.18.
3. Clifton Brock, "Implementing the Depository Law," *Library Journal* 90:1825-33 (15 April 1965); Brock, "The Quiet Crisis in Government Publishing," *College & Research Libraries* 26:477-89 (Nov. 1965); Brock, "Depository Libraries: the Out-houses of the Government's Information Transfer System," *Library Resources & Technical Services* 12:407-14 (Fall 1968).

Functional Organization Plan for Technical Services

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A plan of technical services organization based on function rather than form of material is proposed and briefly described. Professionalism in technical services is also considered.

THE TRADITIONAL ORGANIZATION of technical services is a Procrustean Bed designed for monographs into which other information-bearing materials are made to fit. Some libraries have built a second bed for serials so that what cannot be put into one is arbitrarily put into the other. Too often, microfiche, computer tapes, etc., (not to mention phonorecords) have fallen onto the floor in between; or additional beds have been built resulting in a sort of dormitory. Housekeeping is made easy, but library service suffers for lack of coordination.

The separation of technical services into sections by form of materials encourages separate handling without regard to content; yet, the avowed purpose for collecting library materials is for their content. This paper proposes a more suitable organization of technical services according to function. New terminology is substituted for many of the customary names to emphasize differences between the traditional pattern of technical services organization and this functional plan.

Technical services units perform four functions: selecting materials, securing materials, providing access to materials, and physically preparing materials. Each of these functions, common to all types of materials from books to computer tapes, forms a coherent set of routines in which duplication of effort can be reduced to a minimum.

Selection

The principles of book selection are widely discussed in library school classes, in professional literature, and in libraries. The goal is to build a collection which is so well balanced that every book has its *raison d'être*. Thus, it seems strange that we so often divorce the selection processes for nonbook materials (especially for serials and documents) from the regular book selection routines. What happened to our balanced collection? When half a dozen scales and weight systems are used, who can say what balances with what?

Selection as a single function is predicated on the belief that collection building must be a total process which embraces all types of information materials, that content should take precedence over form in determining what materials are to be added to the collection, and that coordination is best achieved through centralization so that a planned and coherent program can be developed, evaluated, and controlled.

Two subsidiary functions, identification and gifts, are contained within selection. Identification, a necessary part of the selection process if knowledgeable decisions are to be made and selection is to have any validity, can be made to serve the preparation of access records also if the bibliographic data is recorded and forwarded to the catalogers. The retention of gifts is the application of the selection process to books in hand rather than request slips; thus, the same criteria should be applied to both categories.

Selection of materials through an approval plan takes place in three ways: establishing parameters by which books are supplied through the approval plan, examining lists sent in advance of the books themselves, and examining books after they have been received. The latter is analogous to the selection of gifts, since it is a process of selecting from materials in hand.

The selection process for requests, gifts, and approval plans, for monographs, serials, and all other forms of materials is basically the same: it is the act of deciding not only what is to be added to the collection, but, equally important, what is not to be added. And the primary criterion in all instances is one of content.

Purchasing and Receiving

The business records responsibility for securing materials centers on three closely related processes: the issuance of purchase orders, the receipt of materials, and the approval of invoices. These three are the basis for fiscal control, and any decentralization of these tends to diminish that fiscal control.

Fiscal control does not generally affect inventory and access records for monographs, but for serials (in which the serial record is both the record of receipt and inventory) efficient fiscal control requires that the records of receipt and payment be coordinated; otherwise, it is possible for payments to continue although materials are not being received or for claims to be placed when payment has not been made.

The serial record is both a business record and an access record. As a business record it is appropriate to include in it any items which, for purposes of receipt, are behaving as serials. However, decisions having to do with entry, substantive changes in the descriptive record, classification, and disposition are properly access decisions which can be more readily imposed upon a business record than can audits and claims be imposed upon an access record. Thus, serial check-in is the assigned responsibility of Purchasing and Receiving.

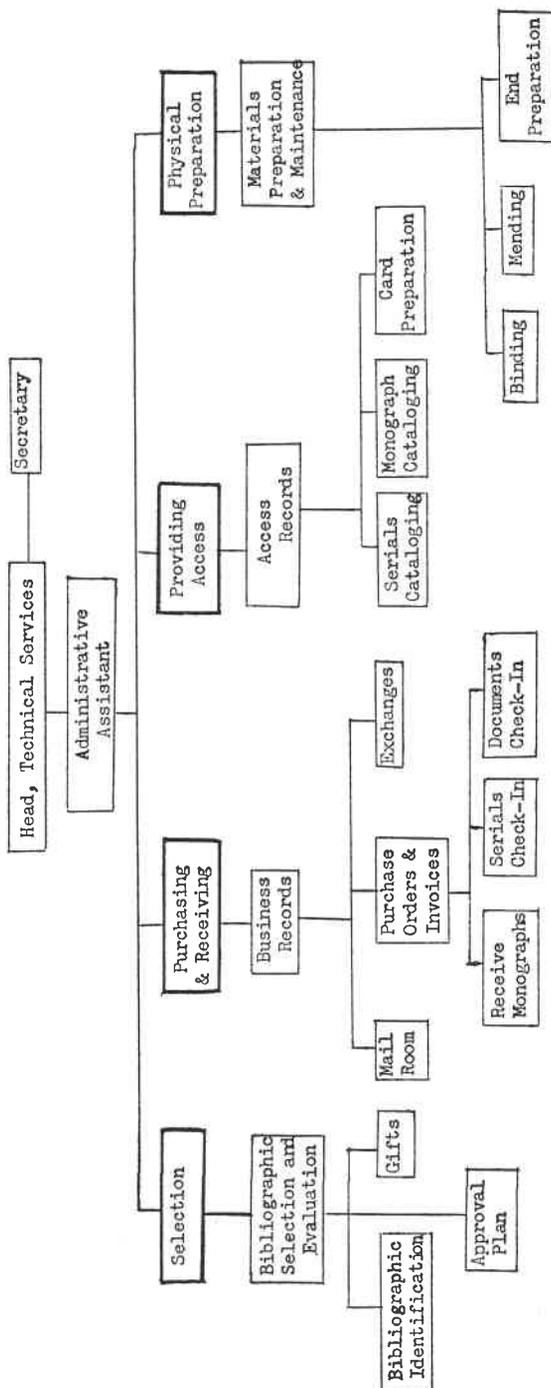


Figure 1 Functional Plan of Organization for Technical Services

Documents may not always end up as serials, but, because their receipt is serial-like in nature, it is assumed that they will be included in the serial record. Exchanges, which are the result of the decision to receive certain specific materials, require that serial-like records be maintained too. Therefore, exchanges are also a logical part of business records and are assigned to Purchasing and Receiving.

Access Records

The preparation of access records includes descriptive cataloging, classification, indexing, and publication of the end product—a single, overall record which requires coherence, consistency, and logic. Because different conventions are used for describing different forms of materials, different persons may be assigned the responsibility for working with different forms provided that the final product is one access file made up of compatible records.

Materials Preparation and Maintenance

Physical preparation, the final step in making materials available to users, is easily separated in the functional organization of technical services.

Professionalism versus Function

Of necessity, technical services is a production-oriented set of functions. The plan of organization presented here is designed to foster efficiency while making optimum use of staff. Production management requires that established routines be observed by professional and non-professional staff alike. Where does this leave the professional, especially in regard to participation in decision-making? Is the professional in technical services left out, or is he able to participate along with his colleagues in public services?

Being affiliated with the production-oriented technical services should in no way diminish one's professional opportunities in determining library policy and, more specifically, technical services policy. However, the execution of technical services policy cannot be an every-professional-by-himself proposition, for production requires that each person accomplish the tasks agreed upon and assigned to him. For instance, descriptive cataloging is not an opportunity for creative writing and expression, nor can each individual establish his own unique flow of materials through the department.

The question of professionalism versus production within technical services must be faced. The alternatives are clear: either a disturbing number of librarians in technical services are not professional (i.e., are not engaged in professional tasks), or a higher proportion of nonlibrarians must be employed in technical services. The functional approach to organization will aid in reaching a solution which recognizes both the responsibilities of the professional and the requirements of production.

Automation

Successful automation within technical services has been accomplished under the traditional organizational plan, but, because function defines the scope of an automated routine, the proposed functional plan of organization is more amenable to the introduction of automation. Under it, efforts to employ the computer and effects of the computer are localized, and the interface between manual and automated files can be minimized.

Background

In 1955 a committee of the Division of Cataloging and Classification of the American Library Association studied library policies governing technical services operations and the ways in which these policies were implemented in practice. For their report see "Technical Services: Policy, Organization and Coordination," edited by Bella E. Shachtman (*Journal of Cataloging & Classification*, 11:61-114, April 1955). Ten years later the RTSD Technical Services Coordination Routines Survey Committee was appointed to review the effects of the first committee's work and to report new developments in the field. For their report see "Policies and Programs Designed to Improve Cooperation and Coordination Among Technical Service Operating Units," by Richard M. Dougherty, Robert W. Wadsworth, and Donald H. Axman (Illinois. University. Graduate School of Library Science. *Occasional Papers*, no. 86, August, 1967. 45p. mimeographed).

CHANGE IN LRTS SUBSCRIPTION PRICE

Effective January 1, 1971, the subscription rate of *Library Resources & Technical Services* will be advanced to \$8.00 a year from the present rate of \$5.00. Any subscription orders postmarked before December 31, 1970, would incur the old rate of \$5.00 and any orders received after this deadline would incur the new rate of \$8.00.

In addition, the single-copy price of the journal, effective January 1, 1971, will be increased from \$1.25 to \$2.50 per copy.

ERIC/CLIS ABSTRACTS

Selected and edited by ROBERT WEDGEWORTH

The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS).

Documents with an ED number may be ordered in either microfiche (MF) or hard copy (HC) from ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Orders must include ED number and specification of format desired. A \$0.50 handling charge will be added to all orders. Payment must accompany orders totaling less than \$5.00. Orders from states with sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Documents available from the Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 have CFSTI number and price following the citation.

Conversion of Retrospective Catalog Records to Machine-Readable Form: A Study of the Feasibility of a National Service. 1969. 242p. ED 032 895. MF \$0.65, HC \$3.00.

Institution (Source): Library of Congress.

Sponsor: Council on Library Resources, Inc.

This report examines (1) the present state of the art of hardware and software applicable to large-scale conversion, storage, and retrieval of retrospective bibliographic information; (2) the organizational and administrative aspects of the task; (3) costs of hardware, software, and manpower; and (4) possible approaches to the timing and funding of the project. The main body of the report examines the various problems involved and explores possible solutions. It is concluded that (1) the MARC (Machine-Readable Cataloging) service should be expanded to cover all languages and forms of material; (2) conversion for a national bibliographic data base requires standardization of bibliographic content and machine format; and (3) large-scale conversion should be accomplished as a centralized project. Appendices discuss (1) duplication (overlap) in U.S. library collections, (2) actual and planned data conversion activities in selected libraries, (3) a summary of interviews with consultants, (4) the history and future of Library of Congress (LC) catalog records, (5) changes in LC catalog cards, (6) completeness of machine-readable catalog records, (7) format recognition, (8) computer requirements for a national bibliographic service, and (9) staff complement and unit costs.

Jahoda, G., and Stursa, Mary Lou. *Tests of Indexes. A Comparison of Keyword from Title Indexes With and Without Added Keywords and a Single Access Point per Document Alphabetic Subject Index.* January 1969. 61p. CFSTI AD 683 750. MF \$0.65, HC \$3.00.

Institution (Source): Florida State University, Tallahassee. Library School.

Sponsor: Air Force Office of Scientific Research, Office of Aerospace Research.

Three indexes to a collection of 3,204 documents in the field of chemistry were test searched. The indexes are a keyword from title index without added keywords, a keyword from title index with added keywords, and a single access point per document alphabetic subject index. The three indexes were searched by fourteen graduate chemistry students with sixty-six questions. Search results are characterized in terms of recall, precision, search time, and three other single figure measures. A measure of index performance based on recall, precision, and search time was developed.

There is no statistically significant difference between search results with the multiple access points per document keyword from title index and the single access point per document alphabetic subject index. Statistically significant differences in search results were found between the keyword from title index with added keywords and the keyword from title index without added keywords.

Landau, H. B. *Research Study into the Effective Utilization of Machine-Readable Bibliographic Data Bases*. June 1969. 63p. CFSTI PB 184 616. MF \$0.65, HC \$3.00.

Institution (Source): Auerbach Corporation, Philadelphia, Pennsylvania.

Sponsor: National Agricultural Library.

Seven related documents are LI 001 706 through LI 001 711.

This document is the last of a series of eight reports of a project undertaken to (1) investigate the ways in which the National Agricultural Library (NAL) could utilize existing bibliographical data bases, (2) define the problems associated with efficient utilization of these data bases, and (3) develop approaches to solving these problems by intellectual or mechanical means. The report consists of three basic sections: (1) an introduction and brief summary; (2) a more detailed discussion of the seven technical tasks and the findings of each, and (3) a set of recommendations on how the work of this project may be applied to further research and development concerning data base utilization. The recommendations outline eight tasks that must be undertaken prior to the implementation of a full-scale system: (1) coordination of NAL machine formats, (2) data conversion, (3) subject vocabulary conversion, (4) data filtering, (5) file creation and maintenance, (6) index building, (7) retrieval and searching, and (8) investigation of communication and time-sharing requirements.

Parker, Edwin B., et al. *SPIRES (Stanford Public Information RETrieval System). Annual Report (2d, 1968)*. January 1969. 136p. CFSTI PB 184 960. MF \$0.65, HC \$3.00.

Institution (Source): Stanford University, California. Institute for Communication Research.

Sponsor: National Science Foundation, Office of Science Information Service.

The 1967 annual report is PB 177 087.

During 1968 the name of the project was changed from "Stanford Physics Information Retrieval System" to "Stanford Public Information Retrieval System" to reflect the broadening of perspective and goals due to formal collaboration with Project BALLOTS (Bibliographic Automation of Large Library Operations Using a Time-Sharing System). The primary facility under development is still the computer information system for on-line reference retrieval. The file language techniques used are essentially as described in the 1967 report. The computer programming done in the demonstration version of SPIRES was judged to be suitable as the nucleus for the Stanford Library Automation Project, and is to be used to provide more efficient internal processing of bibliographic information in the library. The major technical progress during 1968 was the completion of the SPIRES Supervisor, a special-purpose time-sharing system that serves multiple typewriter terminals. The designer, William Riddle, describes the specifications for the Supervisor in Appendix I of this report. Also appended is the SPIRES reference manual, a guide to user procedures prepared by Richard Bielsker.

Project INTREX. Semiannual Activity Report, 15 September 1968 to 15 March 1969. March 1969. 40p. CFSTI PB 183 295. MF \$0.65, HC \$3.00.

Institution (Source): Massachusetts Institute of Technology, Cambridge. Project INTREX.

Sponsor: National Science Foundation, Washington, D.C.; Council on Library Resources, Washington, D.C.; Carnegie Corporation of New York, N.Y.
Related reports are LI 000 925 and LI 001 033.

After three years of preparation, the Project Intrex research team has begun to subject parts of its augmented catalog system to interactions with users who were interested in the substance of the stored information and uncontaminated by prior association with the Intrex research effort. The experiences with users to date, as well as progress made on the engineering side, are presented in this report. All the elements of the Intrex System have been completed, all are working individually, and with the exception of the display-console-typewriter, magnetic-drum link, all have been interconnected and made to work as a complete system. Since the first user experiments were conducted before completion of the display console and since full-text material cannot be requested presently from an IBM 2741 typewriter terminal, the kind used in the experiments, only catalog information could be extracted by the initial group of users. Nevertheless, the experiments have contributed substantially to a preliminary understanding of system performance and user behavior.

Scheffler, F. L., and Smith, R. B. *Document Retrieval System Operations Including the Use of Microfiche and the Formulation of a Computer Aided Indexing Concept*. February 1969. 42p. CFSTI AD 686 804. MF \$0.65, HC \$3.00.

Institution (Source): Dayton University, Ohio. Research Institute.

Sponsor: Air Force Materials Laboratory, Wright-Patterson AFB, Ohio.

Part-time indexers were trained according to a previously established training program. The performance of experienced indexers was compared to the performance of these index trainees. Several makes of microfiche readers were evaluated, particularly with regard to their use by indexers. One make offered the most advantages, and a number of these readers were purchased. A method of producing typed hard copy abstracts from microfiche was found. A computer-aided indexing concept was formulated which is based on analysis of technical text. Text words are matched against files of nontechnical words, technical words, and bound terms. Words not recognized are presented for human intellectual decisions which are subsequently incorporated into the system. The concept included a self-contained document analysis, storage and retrieval system with which requestors could interact by means of remote access terminals. Remote communication capability with the computer was accomplished, some programs were prepared and file structures based on word length and alphabetization of the first two characters were designed.

Schwartz, Eugene S., and Saxe, Henry I. *A Bibliographic Bank for Resource Sharing in Library Systems: A Feasibility Study. Final Report*. Sept. 1969. 226p. ED 033 737. MF \$0.65, HC \$3.00.

Institution (Source): Illinois Institute of Technology, Chicago. Research Institute.

This study of resource sharing among public libraries was made possible by six library systems in northern Illinois. With the organization of library systems and development of interlibrary loan services and other cooperative activities, the problem of extending resource sharing among member libraries and between library systems arose. Several library systems have initiated union catalogs and a primary consideration of this study has been the status and utility of those union catalogs. The study indicates that union catalogs for library systems will not be of much practical value in interlibrary loan services and that money and effort can be better expended in other directions. The direction with the greatest potential is automated centralized processing and cataloging. The cataloging performed by the Library of Congress and made available on catalog cards and Machine-Readable Cataloging (MARC) magnetic tapes is a means to avoid unnecessary cataloging duplication and provides a convenient tool for automated processing.

Teplitz, Arthur. *Microfiche for Technical Information Dissemination: A Cost-Benefit Analysis*. December 1968. 23p. CFSTI PB 184 365. MF \$0.65, HC \$3.00.

Institution (Source): System Development Corporation, Santa Monica, California.

The paper introduces the concept of Book Fiche, a microfiche form which provides up to 390 pages on a single 4" × 6" film sheet, and its application to the reproduction and distribution of technical documents. A cost comparison is made between conventional printing and distribution techniques, and microfiche dissemination utilizing computer-to-cathode-ray-tube devices. The cost and use benefits of Book Fiche over conventional fiche and over the printing systems are presented, with consideration given to such elements as storage savings, ease of updating, currency of information, etc.

Wessel, C. J., and Moore, K. L. *Criteria for Evaluating the Effectiveness of Library Operations and Services. Phase III: Recommended Criteria and Methods for Their Utilization*. January 1969. 104p. CFSTI AD 682 758. MF \$0.65, HC \$3.00.

Institution (Source): Picatinny Arsenal, Dover, N.J.

This report assesses and recommends criteria and methods for evaluating the performance (effectiveness and efficiency) of technical library operations and services. The final product is a list of recommended criteria and associated methods of implementing them. There are four proposed techniques: (1) SCORE Analysis—a technique to measure the effectiveness of a service and the associated change in effectiveness due to a change in operations or costs; (2) SCOUT Analysis—a technique to determine the optimum balance between operations which yields maximum effectiveness within budget constraints; (3) CORE Analysis—a technique to derive unit cost standards for given operations which produce a given quality of output; (4) GAME Analysis—a technique to eliminate unnecessary work or excessive delays, to arrange work in the best order, to standardize usage of proper work methods, and to develop time standards to accomplish essential events.

Zunde, Pranas, and Dexter, Margaret E. *Indexing Consistency and Quality*. 1969. 42p. CFSTI PB 185 400. MF \$0.65, HC \$3.00.

Institution (Source): Georgia Institute of Technology, Atlanta. School of Information Science.

Sponsor: National Science Foundation.

A measure of indexing consistency is developed based on the concept of "fuzzy sets." It assigns a higher consistency value if indexers agree on the more important terms than if they agree on less important terms. Measures of the quality of an indexer's work and exhaustivity of indexing are also proposed. Experimental data on indexing consistency are presented for certain categories of indexers, and consistency, quality, and exhaustivity values are compared and analyzed. The analysis of indexing exhaustivity leads to the conclusion that the increase of information as a result of group indexing is a process analogous to the Bradford's law of information scattering. Lotka's law of scientific productivity and Zipf's law of vocabulary distribution.

REVIEWS

Bennett, Josiah Q. *The Cataloguing Requirements of the Book Division of a Rare Books Library*. Kent, Ohio, Kent State University Libraries, 1969. (Kent State University Libraries, Occasional Papers, no. 3). 48p. \$2.00.

Standard catalogers suffer, along with their colleagues at the reference desk, from the information explosion. Rare books catalogers suffer from the gift and glory explosion. Both of them have far more to handle than they can compass and they both try cutting corners to keep from being lapped too often in this losing race. Standard catalogers sacrifice physical description almost entirely (last numbered page, nearest centimeter) and too often have no perception of the book as a physical entity at all but merely as an assemblage of information held together they neither know nor care how. Rare books catalogers, outnumbered and outshouted in the loud arguments, generally without formal training beyond standard cataloging as taught in the library schools, are sometimes so caught up in the general movement toward including in cataloging "only the essential" that they forget that the essential for their part of the library world includes not only text identification and subject retrieval but the description of the physical book as well. A few of them, equally overwhelmed by sheer volume of work, decide that physical description is all and forget that rare books have information in them.

Bennett's small, slightly polemical, non-manual of the cataloging of rare modern books, does a good job of reminding the rare books cataloger of his responsibility to the physical book. To some extent he explains how to perform some of the actions of cata-

loging a rare book but to a greater extent he explains what actions to perform and why they should be done at all. His stated intention is "to offer suggestions which had proved of practical use and, privately, to hope that a few readers might be stirred to *thinking* about these matters and to developing their own formulae particularly adapted to the needs and purposes of their own libraries. . . ."

The book is divided into three parts: *Rationale* (on the purposes of cataloging), *Procedures* (the "suggestions which had proved of practical use" and which Bennett does not wish to have taken as a manual), and *The Indicated Symbiosis*, in which Bennett attempts, eloquently, to persuade the standard cataloging world and the administrators (who most often think in terms of standard cataloging) "of the actual necessity for proper bibliographical and physical identification." The text information in a book cannot be treated as if it existed disembodied; the body and the means of its growth are part of the information and affect the accuracy of the text information.

Bennett has succeeded in provoking thought in me about the sad gap in my own department between wish and accomplishment, philosophy and budget, as well as a certain gratitude for some of his suggestions. It is perhaps niggling to complain about specific points but the inexperienced cataloger might beware of placing reliance upon classification (single point of access developed for use in open stack libraries) to the near exclusion of subject headings (multiple access points, essential in closed stack libraries composed largely of unrecognized texts), of transposing renaissance uppercase U/V and I/J to lowercase in any manner other than that fol-

lowed by the printer in the text of the book in question, and of expanding some title-page abbreviations but not others. Presumably it was the printer rather than Bennett who chose to portray a supplied expansion as "serv(us)" rather than as "serv[us]."

I might offer a thought to Bennett about ideal copies in answer to his well-received plea that we rare books catalogers describe what is before us in all its imperfection, not stating the ideal and relegating imperfections to a rarely read note. Several years of soothing exasperated readers who did not notice "Library has only volume 27" cause me to greet this suggestion with applause. I cannot agree, however, that the ideal copy is the bibliographer's business and not the cataloger's. Are there not two ideal copies, one of them the Platonic ideal belonging to the bibliographer alone, and the other the copy in hand as it was when it lay fresh-made on the bookseller's table; and is not this second one the cataloger's ideal copy which he is duty-bound to describe (perhaps in a rarely read note)?—*Alexandra Mason, Special Collections Librarian, Kenneth Spencer Research Library, University of Kansas, Lawrence, Kansas.*

Directory of Institutional Photocopying Services, Cosby Brinkley, comp. Chicago, Photoduplication Service, University of Chicago Library, 1969. 48p. \$2.35 (\$2.00 if payment accompanies order).

Although the number of libraries included in the fourth edition has not been increased, more of those with significant facilities and/or research collections are listed, making the directory more useful. The previous edition can still be used for libraries omitted in the current directory, especially for states which have no current listing. A selected number of foreign libraries are again included.

The most important difference in the current edition is the addition of interlibrary loan information concerning the availability of dissertations for loan and the page limit of references for lending serials. If requests will be accepted by TWX, the number is given.

Tables on photocopying services reflect changes in copying methods and current use by including information on direct reading copies and Copyflo while de-emphasizing photostats and enlargement prints. Cost information appears to be more complete than before. The most common charge for negative microfilm is five cents per exposure and a minimum charge per order is more popular than a minimum per item or a service charge.

A copy of the Library Photoduplication Order Form appears in the front of the directory, with a request that it be used, and the appendix lists addresses for photoduplication orders. Exact directions and information on how to expedite photographic requests are given in the preface. All users will be grateful to all other users if they will read and heed these directions.—*Mary Lou Lucy, Butler Library, Columbia University, New York, N. Y.*

Dolby, J. L.; Forsyth, V. J.; and Resnikoff, H. L. *Computerized Library Catalogs: Their Growth, Cost, and Utility*, Cambridge, Mass., M.I.T. Press, 1969. 164p. \$10.00.

Computerized Library Catalogs: Their Growth, Cost, and Utility is a strange book. It will annoy some, distress some, and impress many. It is not a book to be ignored by those concerned with new directions in library cataloging.

Analyses of the growth rate of library collections, the growing costs of personnel, and the ever-increasing need for better access to library materials lead the authors to the conclusion that "mechanization of the cataloging

function is not only necessary and desirable, but is also inevitable." One of the premises which leads to this conclusion, in addition to the studies mentioned above, is that "since construction and maintenance of the catalog is the essential activity of the library, library mechanization implies catalog mechanization." There are many who would argue with this statement. Cataloging is indeed important, but is it supreme above book selection, acquisition, or the various aspects of reader services? On the other hand, library automation in the past has more often implied automated circulation control, order processing, or serials control rather than automated cataloging. This situation may well be the result of the difficulties and costs of catalog automation as pointed out by the authors. In any case, the doubts surrounding the premise quoted above do not deny the conclusion, at least to this reviewer.

The authors do a good job of examining the cost factors of automated catalogs. One might quibble with a reference to the "new" IBM 1404 computer (it was introduced in 1960 and has to a large degree been replaced with newer machines); and with the statement that some new computers can compute logarithms in one or two cycles, but cannot determine that a character is a vowel in a similar time. The reverse is closer to the truth. The bulk of the book consists of expansions on the analyses which lead to the conclusion regarding the inevitable mechanization of catalogs. Especially well done are the chapters on the shelf list of the Fondren Library at Rice University and the relationship of the economic growth of nations to archival acquisition rates.

As stated earlier this book is a strange one—strange in the sense that so much is well done, yet there are lapses into error and assertions of debatable points as facts. In spite of its deficiencies, this reviewer recom-

mends it to those interested in library automation and mechanization of catalogs.—*Donald R. King, Department of Computer Science, Rutgers—The State University, New Brunswick, New Jersey.*

Mason, Donald. *Document Reproduction in Libraries*. London, Association of Assistant Librarians, 1968. 149p. \$4.70.

This small volume is represented by the author as an "outline of the major aspects of document reproduction services in libraries," and is specially directed toward the student of library science. In this it has, I believe, succeeded admirably, at least insofar as its immediate users, the library students of Great Britain, are concerned. This does not mean to imply that its usefulness is restricted to Great Britain; however, the question of equipment available in that area of the world in trade names, at least, does in some instances serve as a limitation. On the other hand, comparable equipment, as described, is certainly available in many other countries.

Chapter 4 on the "Uses of Document Reproduction in Libraries" has almost universal applicability and merits reading. The treatise on "Bibliographical Control," a topic appropriate to any discussion of photoreproduction in libraries, while brief, is quite in line with research in this country as presented in that milestone study by Wesley Simonton a few years back, and reinforces the essential need of libraries to become concerned and to act positively on the need to offer for microforms the same bibliographical control as for books, periodicals, or other library materials.

The discussions of copyright, while naturally concerned with the special problems of British libraries, contain much instructive material which we might translate into our own copyright situation. The discussions on "fair use"

seem founded on common sense, and deserve our attention.

While there is no doubt that Hawken's *Copying Methods Manual* (Chicago, Library Technology Program, 1966) covers some of the same ground as this book, but in more detail—there are useful areas in this one for library students in the U.S.A. I would recommend its acquisition by the library school librarians and others interested in the topic.—*Charles G. LaHood, Jr., Chief, Photoduplication Service, Library of Congress, Washington, D. C.*

Passman, Sidney. *Scientific and Technological Communication*. New York, Pergamon Press, 1969. 151p. \$6.00.

This work compacts into a small volume one of the best characterizations and critiques of scientific and technological literature to appear in recent years. Passman is, of course, interested in more than just the literature and his treatment of more informal means of communication is equally good. It is to be hoped that the general reader will get beyond the title, which looks like many others, for he will be well rewarded.

The aim of his work is to analyze the scientific communication processes and to describe and criticize them as a guide for the practitioner as well as to provide a framework for improvement. His introductions are concerned primarily with definitions of science, technology, and the research and engineering process. The style is descriptive, and despite his claim that he has "drawn heavily on material accumulated" for several committees, and has "tried to utilize insights and relevant findings of the various authors," there is a great deal of original thought and interpretation included.

Much of the rest of the volume deals with the product of the research and engineering process: the primary literature, or scientific journal and tech-

nical report, the secondary literature, abstracting and indexing bulletins, reviews, monographs, and state-of-the-art reports, and informal exchange (meetings, correspondence). The scientific journal is characterized as representing the quality of technical literature and there is some discussion of the influence of economics of publication. A real effort is made to delineate types of journals, professional vs. commercial vs. government. Statistical data helps determine the size of the problems, some of it contradicting myths established years ago in regard to who uses what, how often, and for what purpose.

The technical report literature is presented as a phenomenon of the new science technology milieu. It is oriented to the fulfillment of contractual agreements and has filled a vacuum in scientific communication. Report literature has, however, jeopardized traditional literature and lacks the quality control of the journal. There is much made of the relationship of the report to the journal and the transition of research results from the former to the latter. There are two underlying assumptions throughout: that the proliferation of both journal and report literature is not good (and that some resolution must be reached), and that report literature is inferior. The solution is viewed as lying somewhere between. Another recurring theme is the serious influence of copyright and its misuse on all communication media.

The author has more difficulty with his treatment of secondary literature and tends to oversimplify. This is partly a result of treating both method and theory as well as character. It is generally well done and a satisfactory overview is provided. Overgeneralization is not really a drawback. The reviewer, as a librarian, hesitates to accept the pronouncement that the library catalog is the "most primitive information handling system" or that monographic literature necessarily rep-

resents the zenith in terms of high quality and intellectual resources.

The portion on informal information exchange indicates the nebulousness of this medium and the dangers of proliferation and duplication if it were organized. The last three chapters are also rather broad treatments of the development and maintenance of supplementary systems, of specialized information analysis centers, of mechanization and its influence on information handling, and of the international aspects, particularly the language gap. Here again the effort is to highlight.

The heart of this book lies in the obvious interest and expertise of the author. He has presented an enlightened, intelligent interpretation of the nature of the problem of scientific communication. The style is clear, readable, and unlike many others, integrates the quotation so closely with the text that it becomes an indistinguishable part. The author is to be commended in presenting so well a very amorphous subject—*Ann F. Painter, Associate Professor, Graduate Library School, Indiana University, Bloomington, Indiana.*

Perreault, Jean M. *An Introduction to UDC.* (Programmed Texts in Library and Information Science) Hamden, Conn., Archon Books and Clive Bingley, 1969. 111p. \$4.50.
———. *Towards a Theory for UDC: Essays Aimed at Structural Understanding and Operational Improvement.* (Programmed Texts in Library and Information Science) Hamden, Conn., Archon Books and Clive Bingley, 1969. 241p. \$9.00.

Jean M. Perreault, Director of the Library, University of Alabama in Huntsville, has written two books which, although published almost simultaneously, are quite different in content and approach. *An Introduction to UDC* is the fifth in the series "Programmed Texts in Library and

Information Science," edited by C. D. Batty, while *Towards a Theory for UDC* is a compilation of seventeen essays, all but six of which have been previously published. The other eleven essays, which originally appeared in a variety of sources, have been strenuously revised for this volume.

As a programmed text, *An Introduction to UDC* is certainly clear; and even without using it in conjunction with the UDC schedules, as the preliminary instructions say to do, one can follow the questions and can correctly choose most of the right answers. A background in Dewey is a help in this respect. I can foresee a use for this text in library schools, as well as a training manual in libraries which employ UDC.

The current emphasis on DC and LC in library schools is somewhat unfortunate, and the average library school graduate (at least in the U.S.A.) knows very little about other classification systems. If more librarians were acquainted with UDC, new libraries might at least consider using it. Admittedly, there are drawbacks to using it, but what classification system does not have them?

If Perreault is trying to sell the UDC in the U.S.A., he will have to make his theory more understandable. Even the author of the preface, Geoffrey Lloyd, Head of the Classification Department of the FID (governing body of the UDC) and Secretary to its Central Classification Committee, says that the essays are "sometimes overlaid with philosophical phraseology and classificationist jargon."

The first three sections give the reader a general theoretical background, the structure of UDC and problems of display (notation). The last section discusses UDC and reclassification. This is of more immediate interest to librarians in the U.S.A., many of whom are engaged in reclassification—generally from DC to LC.

Perreault's most convincing point about reclassification is that LC is unsuited to computerized searching. On the other hand, many of the libraries which are switching are in colleges and universities, and their collections simply do not have the capacity or the need for computerized searching.

Perreault uses the term "search strategy" as a broader term for classification and cataloging, and his argument on this level is well taken. Subject headings are thought of as the road to information retrieval by most librarians, but why not use the classification system instead? Users of LC and DC cannot do this because these systems, in most cases, are simply not comprehensive enough. UDC is, because of its very nature. Most, if not all, of the subjects covered in a book or document can be indicated by the UDC number, and this number can then be used as the search strategy by a computer. This would seem to me to be most feasible in special libraries and abstracting and indexing services. The greatest numbers of current users are European special libraries, plus the United Nations Library in New York. One of the biggest obstacles to its use here is the lack of a complete schedule in English.

Perreault claims that the reason why some libraries are on LC and others are converting to it is economic. Where else can you get such service for so little money? An alternative to reclassification to LC is a classed catalog using UDC, implemented by LC and BNB. His comment on LC is "The Library of Congress has always said that its classification was a private system; let's let them have it back" (p. 188).

The typography in *An Introduction to UDC* is very acceptable, but the other book is a different story. Aside from the basic type and italics, the printer used several typefaces which were unattractive and untidy. There were also several glaring spelling er-

rors. The lack of an index also provides some difficulties when using the book to refer to certain points.—*Cynthia M. Stansfield, Cataloger, Wilbur Cross Library, University of Connecticut, Storrs, Connecticut.*

Raffel, Jeffrey A., and Shishko, Robert. *Systematic Analysis of University Libraries: An Application of Cost-Benefit Analysis to the M.I.T. Libraries.* Cambridge, Mass., M. I. T. Press, 1969. 107p. \$4.95.

Although this cost-benefit study is of the M.I.T. library system, the methodology and results should also be of interest to academic librarians serving other universities. The text is to the point, and summarizes a large amount of cost information in a relatively few pages. It is supported by numerous figures, tables, and twenty-six pages of appendices. The mathematics is less burdensome than one might expect from systems analysts. The average reader can skip the few formulas without missing the essence of the book.

The authors use a program budget as the framework of their analysis. In this budget and throughout the book, overhead, fringe benefits, general administration, and other quasi-fixed costs are included, even though (in keeping with common academic practice) they are in fact not charged directly to the M.I.T. library budget. The true systems cost, irrespective of how the expense happens to be divided up by the university administration and community, is the objective. The emphasis on these costs is useful, for insufficient heed to them has been a failing of many other library cost studies.

The bulk of the text is devoted to a comparison within the various program budget categories of the existing M.I.T. system and possible alternatives. Major areas analyzed are: storing the collection, reserve system and

study space, and cataloging and acquisition. Because of the breadth of the subject several important alternatives are touched upon only sketchily, ending with the usual (for this kind of study) statements about more data being needed—some of it very difficult and time-consuming to collect or determine—before the alternative can be properly evaluated. The text concludes by describing an opinion survey taken of students and faculty of M.I.T. regarding present and possible future library service.

Many librarians will be interested to find out such specific things as the percentage breakdown of items in the different parts of the program budget, and what it costs M.I.T. per monograph for original cataloging. In addition there are some important general conclusions to chew on: that, for example, altering the usual book storage system by utilizing compact storage or the like is not a very satisfactory way to save money.—*Fred J. Heinritz, Professor of Library Science, Southern Connecticut State College, New Haven, Connecticut.*

Thomassen, Cora E., et al. *Cooperation Between Types of Libraries: The Beginnings of a State Plan for Library Service in Illinois*. Papers presented at an Institute conducted by the University of Illinois Graduate School of Library Service, November 3-6, 1968 (Allerton Park Institute, no. 15). Urbana, Illinois, University of Illinois, Graduate School of Library Service, 1969. 100p.

Reading the papers presented at a conference is often like hearing one of those stories for which "you had to have been there." The papers cannot reveal the interest and enthusiasm or lack thereof of the people who came to hear them and their impress is somehow colder upon the reader than upon the hearer.

Seekers of breakthroughs which will

breach all barriers to cooperation will not find much help here. In fact, these papers would support the view that library cooperation is something "that when you finally get it that isn't it."

Lowell Martin's keynote paper, entitled "Emerging Trends in Interlibrary Cooperation," presents a number of factors which should shape cooperative plans. Among them are differentiations of services based on the needs of various user groups and differentiation based on the type of information to be provided. He also suggests that the geographical or territorial base of systems can be determined by a number of factors of transportation and communication.

Sarah K. Vann's paper, "Cooperation Between Different Types of Libraries in Technical Services," is an excellent state of the art survey. Particularly valuable is her assessment of five recent statewide studies. Even more valuable is a listing of questions for self-appraisal in seven critical areas.

Donald E. Wright reported on a survey of "Cooperation Between Types of Libraries in Illinois Today." The survey revealed a rather lengthy list of cooperative projects ranging from the commonplace to sharing of staff and buildings. Wright also includes a full report on the long-standing cooperative arrangements between the Evanston Public Library and the public schools which has evolved from a relationship of control to one of cooperation. School and public library cooperation was also the theme of Carolyn Crawford's paper which outlined the unique program functioning in Hawaii.

Russell Shank discussed the paradoxical situation of the special librarian who often needs to call upon other libraries for assistance but frequently cannot reciprocate because of a variety of constraints. He reviews many of the cooperative networks serving research libraries and assesses the parameters of special library parti-

cipation in public cooperative networks.

Craig E. Lovitt of the Illinois Office of Intergovernmental Cooperation outlined the politics of cooperation and suggested some of the factors which make it necessary.

Reports of discussion groups centered around problems related to Illinois and revealed a degree of confusion about roles of the State Library and the Illinois Library Association.

The papers and comments suggest that after a great deal of discussion at this and other conferences the obstacles to interlibrary cooperation remain and that librarians still seek the best of all possible worlds in which it will be possible to receive all of the promised benefits of cooperation without enduring the pain and inconvenience of change in one's own institution.—*F. William Summers, Florida State Library, Tallahassee, Florida.*

Work Simplification in Danish Public Libraries. The Report of the Work Simplification Committee of the Danish Library Association, by Henning Gimbel, Study Director. An abridged version. Translated from the Danish by Rudolph C. Ellsworth. (LTP Publication, no. 15) Chicago, Library Technology Program, American Library Association, 1969. 256 p. \$6.75.

Somehow the appearance in an ALA publication list of a Danish study causes one to pause in perusal and say, "Now this is interesting. I wonder why." With the book in hand, the answers to this speculative "why" are immediately found. A quick spin through the pages shows a wealth of tables, survey procedural forms, and data. In a prefacing remark, the Library Technology Program states its belief that the Danish report is "a study in technique and methodology which has applications to library systems everywhere." And Melville Rug-

gles in his Foreword deftly depicts the value and evolution of scientific management and spells out the past and continuing efforts of LTP to provide American libraries with the procedures of systems analysis.

Is the report of particular interest to readers of *LRTS*? Yes, it is. It analyzes technical processing in more depth than other library activities. There are cost figures, in minutes per work unit and in kroner and øre.

The Work Simplification Committee was appointed by the Danish Library Association as a result of discussion on work simplification problems held at the September 1959 annual meeting of the Public Librarians' Association (Group C of the Danish Library Association). It held its first meeting in January 1961. Its task became stated "to investigate the methods and the distribution of work in libraries having full-time staffs in order to make proposals which when carried out can contribute to the ability of those libraries to accomplish their objectives most effectively, and at least possible cost." A project director was appointed and the study began August 1, 1961, a long term project wherein even the fact finding continued for more than two years. The original report, *Rationalisering i danske folkebiblioteker*, was published in Copenhagen by the Bibliotekscentralen in 1964. Indeed, this was five years ago, but the report is still timely and pertinent and will be outstanding for years to come.

Several methods of investigation were used: work surveys, questionnaires, work flow analyses, time counts, and other calculations. The methods are described in detail, pros and cons discussed. Thorough documentation is included. The report could be used as a do-it-yourself manual but is more likely to discourage the do-it-yourselfer from ever beginning a study because of its portrayal of the formidable amount of detail work involved.

Data were sought for two main investigations: (1) the composition of library work and the distribution of this work among the various categories of staff; and (2) the procedures and working methods, time required and amount of work for technical processing activities. For the first investigation, data came from the work surveys; for the second, from the surveys and other methods.

The chief survey was made in fourteen libraries for a four-week period (mid-September to mid-October), with a supplementary survey for two weeks (February) in two of the libraries to test comparability of seasons. Time and, where appropriate, work units were reported daily by all staff members for 106 listed and coded activities. The report includes the list of activities and their definitions and also samples of the report sheet and instructions for its use. This portion could well be adapted for amateur use in an individual institution.

The tabular compilation of data on the composition of library work shows these percentages of total working hours for the five general processing groups (thirty-four activities): book selection, 5.70; book purchase, 1.19; accession, 4.78; binding, 2.74; cataloging, 10.45. The total percentage of these is 24.86.

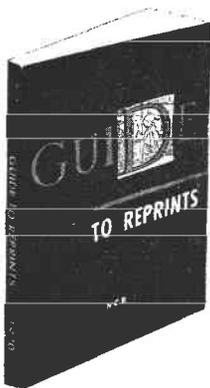
The percentages of time spent on these five processing groups by librarians (in comparison with library trainees, clerical staff, clerical trainees,

assistants and "other") are as follows: book selection, 10.25; book purchase, 1.42; accession, 2.25; binding, 2.52; cataloging, 11.19. The highest percentage for librarians among all the activities studied was 19.07 for advising readers.

In a table for the percentage of work done by the various categories of staff, librarians show percentages from a low of 1.2 for inventory of book stock, to high's such as 89.2 for classification and 100 for articles and interviews.

The above excerpts are presented to indicate the analyses made in the study for its primary objective of the proper deployment of manpower, a matter of great interest everywhere with expanding library service programs. Excerpts from the extended analysis of technical processing are less easy to make with any degree of fairness. There is extensive description of procedures and methods of processing, data obtained through questionnaires. There is more than one answer to the ever-burning question, "How much does technical processing cost?"

Cost-conscious technical services librarians should own the book, as should public librarians devoted to planning. Public library administrators would find very profitable reading in sections of the report dealing with the development of "full-time" libraries since 1945 and aspects of national planning.—*Jennette E. Hitchcock, Chief, Catalog Department, Stanford University Libraries, Stanford, California.*



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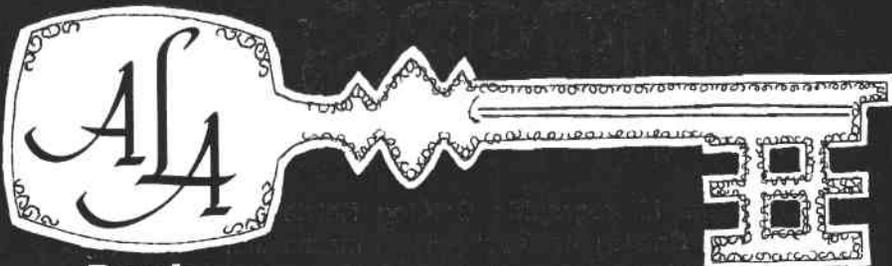
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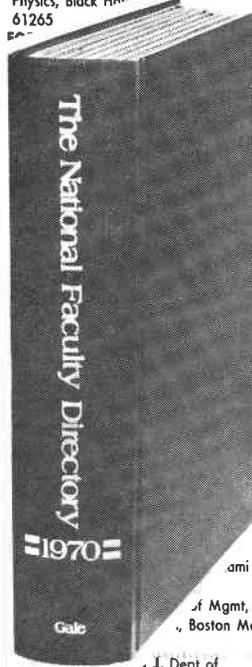
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