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Editing the RLG Conspectus to Analyze the OCLC Archival Tapes of Seventeen Texas Libraries

Thomas E. Nisonger

In 1984 the academic libraries in the Association for Higher Education of North Texas consortium used the RLG Conspectus to gather data concerning their current collecting patterns. The OCLC archival tapes of the participating libraries were used to generate collection data for each Conspectus subject group. This paper describes the problems encountered in editing the Conspectus for use in the project and analyzes the Conspectus as a collection evaluation tool. Approximately three-fifths of the original Conspectus headings required editorial attention. The results of the study suggest that the Conspectus subject breakdown may be too specific for libraries smaller than ARL institutions.

ALTHOUGH THE ESCALATING COSTS of library materials that left librarians reeling during the last decade have now slowed down, most academic librarians still find themselves in an unenviable financial situation. Inevitably, any concepts, such as cooperative collection development or rational analysis of individual collections, that offer the potential of maximizing the dividends from all-too-limited resources seem extremely enticing. Thus, it comes as no surprise that instruments intended for compiling and analyzing data concerning collections, such as the Research Libraries Group (RLG) Conspectus or the method developed at the State University of New York (SUNY), have recently received considerable attention in the academic library community.

Gwinn and Mosher's excellent, award-winning article describes the RLG Conspectus, including its historical background and potential benefits,¹ and Reed-Scott's useful manual explains its application.² The Conspectus has also been discussed by Stam,³ Mosher,⁴ and, briefly, by Wiemers et al.⁵ The SUNY/OCLC approach, which features the reading of OCLC archival tapes to gather collection data, including but not

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limited to overlap analysis, has been described by Evans, Gifford, and Franz,⁶ as well as Beilby and Evans.⁷ This approach correlates the Library of Congress classification tables with the Higher Education General Information System (HEGIS) headings, a scheme devised in the early 1970s for reporting educational data to the federal government according to about 450 instructional programs. Evans describes the application of HEGIS headings to the development of approval plan profiles that can also be employed for evaluative purposes.⁸ Moore, Miller, and Tolliver summarize the use of OCLC archival tapes in an overlap study conducted among the University of Wisconsin System libraries.⁹ Finally, Mosher and Pankake's valuable guide to cooperative collection development¹⁰ and Potter's literature review of overlap studies¹¹ are well worth mentioning.

The RLG Conspectus, under development since the late 1970s by the Research Libraries Group's Collection Management and Development Committee, is a comprehensive collection evaluation instrument composed of several thousand subject-oriented subdivisions. A variety of techniques, such as consultation with selectors and shelflist measurement, are used to reach a quantitative assessment, ranging from "0" for "No Collection" to "5" for the "Comprehensive" level, for each Conspectus heading, covering both total collection strength and current collecting intensity. A language code, depicting the mix of English and foreign-language material, is also assigned for each heading. The assessments, which the RLG has entered online in an interactive database accessible through RLIN, are intended to be used for a wide number of purposes. At the local level, they can be employed for collection evaluation, selection decisions, writing collection development policy statements, assistance in the reference and interlibrary loan functions, budget allocations, and setting preservation priorities. From a broader perspective, the Conspectus can potentially be applied to cooperative collection development, a national inventory of library resources, and formulation of a national collection development policy. Although the Conspectus was originally designed for RLG libraries, its planners hope it will lay the groundwork for a national cooperative collecting effort, similar to the defunct Farmington Plan. The Association of Research Libraries has adopted the Conspectus as the organizational basis of the North American Collections Inventory Project, which began in July 1983. The Conspectus has been tested in a number of libraries throughout the country.¹² The results have not yet been fully analyzed in the literature, but Mosher briefly alludes to tests in Alaska and Manitoba.¹³

The potential advantages of the RLG Conspectus are apparent from the preceding paragraph. Questions concerning the Conspectus in discussions among collection development librarians have centered upon (1) subjectivity in the selection of subject groups; (2) the extensive detail in the subject breakdown; (3) its suitability for medium-sized libraries; (4) the ability of bibliographers to apply it correctly; (5) the impressionistic nature of the collecting level assessments; (6) the large gaps between different collecting levels; and (7) the feasibility, or even desirability, of uniform national standards for collection evaluation.

The SUNY approach offers the advantage of generating empirical data which can be related to basic educational statistics, such as student credit hour production. Through overlap analysis, a library's collection is not viewed in isolation, but as part of a resource network. A drawback to SUNY lies in the broadness of the HEGIS categories for certain areas usually heavily collected by academic libraries, such as history and literature. For example, the HEGIS taxonomy contains one heading for history compared to more than eight hundred history headings in the RLG Conspectus. Moreover, the overlap analysis can not, at present, accommodate more than ten libraries.¹⁴

THE CONSORTIUM PROJECT

During the first half of 1984 when the project described here was undertaken, seventeen academic libraries belonged to the Association for Higher Education of North Texas consortium (henceforth abbreviated as AHE). Southern Methodist University possesses the largest collection in the consortium at about 1,800,000 volumes, followed by North Texas State University with approximately 1,400,000 volumes. East Texas State University and Texas Christian University maintain collections of roughly 1,000,000 volumes, while the collections of the University of Texas at Dallas, the University of Texas at Arlington, and Texas Women's University range between 500,000 and 1,000,000.

The University of Dallas, the University of Texas Health Science Center at Dallas, the Texas College of Osteopathy, Baylor College of Dentistry, Austin College, Texas Wesleyan College, Bishop College, Dallas Baptist College, the Tarrant County Junior College District, and the Dallas County Community College District have collections of less than 500,000 volumes. All of these institutions except the last six mentioned offer doctoral-level programs.¹⁵

Since the early 1980s the Coordinated Collection Development Study Group of the AHE Library Committee has been exploring numerous strategies for gathering data concerning the collections of the member institutions. In early 1984 the committee received external grant support to apply the SUNY analysis to the AHE libraries. In May 1983 and February 1984 the study group members participated in workshops with a consultant from the ARL Office of Management Studies concerning the RLG Conspectus. During the summer of 1983 two RLG worksheets, Economics and Sociology plus Linguistics, Languages and Literatures, pages 1 to 23, were implemented in the AHE libraries on a test basis. After considerable deliberation, the committee decided in the spring of 1984 to use the available grant money to run a SUNY-type analysis based on the RLG Conspectus—in effect a unique combination of these two well-known approaches.

The AHE was committed all along to an overlap study. The main issue centered upon whether the SUNY, the RLG Conspectus, or the National Shelflist Count breakdown should be used as the unit of analysis. A pure SUNY approach was rejected because no more than ten libraries could be accommodated and the HEGIS breakdown seemed less useful for the AHE collections. The Conspectus was selected over the National

Shelflist Count because the former appeared to be emerging as a nationally recognized collection development tool, especially after ARL chose it for the North American Collections Inventory Project. As the AHE was also interested in completing the Conspectus, it seemed a practical step to employ a SUNY overlap study to help finish the project. It was believed that the quantitative data gathered through an overlap study would assist in reaching the qualitative collecting-level assessments required for the Conspectus.

Two AHE subcommittees were appointed for the project: one to determine what reports would be generated by the study, i.e., the type and format of statistical data to be produced; the other to edit the RLG Conspectus, as a number of errors had been observed during the earlier test trial. The charge to the subcommittee responsible for editing—of which the author was chairperson—was to edit the available worksheets for accuracy, to assure that the final product would meet the collection development needs of the AHE libraries, and to devise a strategy for analyzing the areas of the LC classification system not covered by the conspecti published to date. Consequently, each subject group in the available conspecti (except South Asia and East Asia) was subject to detailed scrutiny and comparison with the appropriate ranges in the Library of Congress classification tables, a process that led to a thorough comprehension of the organization, merits, and shortcomings of the RLG Conspectus.

In regard to the other subcommittee's work, it was decided at an early point to analyze all 1982 monographic imprints cataloged by an AHE library during the 1982 and 1983 calendar years. The goal was to compile the number of books cataloged by each library in every Conspectus heading as well as to analyze patterns of overlap and uniqueness. Obviously, a wide variety of options was available concerning the composition and format of the final reports. Nine sample reports were presented to the AHE in September 1984 after the editing had been completed. The fact that the final report structure was unknown when the editing took place illustrates that the Conspectus editing and the generation of reports are two entirely separate procedures.

Rather than purchasing the SUNY package, AMIGOS designed and programmed for AHE an overlap analysis based on the SUNY model. Consequently, the problem of dealing with more than ten libraries was successfully resolved. A detailed discussion of the project's technical aspects, as opposed to the collection development perspective, is beyond the scope of this paper. However, the procedures used by AMIGOS in generating the report data from the OCLC archival tapes may, in lay terms, be summarized as follows.

The OCLC records of the entire AMIGOS membership were originally stored in one master file, from which the records for the seventeen AHE institutions were extracted. Then all the 1982 monographic imprint records cataloged in 1982 or 1983 by AHE institutions were extracted and placed in a separate file. Next, the call number ranges for each Conspectus subject group were keypunched on to tapes in order to create another file. The two files were run against each other to determine the number of titles falling into each Conspectus category. For

each subject group, the program counted the number of titles belonging to each library and calculated overlap among institutions.¹⁶ To reduce the possibility that different locally assigned call numbers for a single book might distort the results, the 050 field of OCLC—a Library of Congress call number assigned by the LC—was searched first when compiling the data. If nothing was found, the 090 and 099 fields respectively (for locally assigned call numbers) were searched. Readers interested in a technical discussion concerning the process (although not the exact one used by AMIGOS) of extracting collection development data from OCLC archival tapes should consult Evans, Gifford, and Franz.¹⁷

The AHE project can be divided into six distinct phases: (1) laying the groundwork and deciding the strategy to pursue; (2) editing the RLG Conspectus; (3) generating report data; (4) verifying the accuracy of the reported data; (5) interpreting the significance of the results; and (6) deciding what actions, if any, to take, based on the study. This paper focuses on the project's first two stages. Because the remaining four phases may be the subject of a future article, information concerning them will be referred to here only if it relates to the paper's primary objectives: presenting a case study of the problems encountered in editing the RLG Conspectus and an analysis of the Conspectus as a collection evaluation tool.

THE CONSPECTUS FORMAT

The RLG Conspectus is organized into a three-tier subject hierarchy, composed of divisions, subject categories, and subject groups. A separate conspectus or worksheet is available from RLG for each division, a unit that corresponds to a broad area of knowledge, such as history, music, etc. Divisions are subdivided into subject categories, such as "Statistics" or "Slavic Languages and Literatures." Finally, the basic unit of analysis is the subject group. Thus, "Mathematical Logic" is subject group 4 in the Mathematics subject category on the Physical Sciences worksheet.

Reed-Scott notes that the Conspectus is composed of five interdependent structural components: the Library of Congress classification, subject classification, levels of existing collection strength and current collecting intensity, language codes, and notes.¹⁸ There are two types of notes: "scope notes," which amplify subject categories, and "comment notes" which elaborate upon subject groups. These components are illustrated by figure 1, which reproduces the heading and first four subject groups from the Art and Architecture Conspectus worksheet. The LC classification range is found in the far left column; the subject classification appears in the next column; the middle columns are devoted to the collecting levels and language codes, while supplementary notes can be placed in the "Comments" area.

Figure 2 illustrates a finished Conspectus worksheet. The first seven subject groups in the "Statistics" subject category on the Economics and Sociology worksheet are shown as completed for the University of Texas at Dallas library during mid-1983. It should be noted that "3E" refers to an instructional support-level collection composed primarily of

ART AND ARCHITECTURE		INSTITUTION:	
		COLLECTION LEVELS AND LANGUAGE COVERAGE	
LC CLASS	SUBJECT GROUP	ECS	CCI
	Visual Arts in General		
N61-72	ART1		
N81-390	ART2		
N490-5098	ART3		
N510-860	ART4		
	—United States		
			COMMENTS

Figure 1
RLG Conspectus Worksheet

ECONOMICS AND SOCIOLOGY		INSTITUTION: UTD			
		COLLECTION LEVELS AND LANGUAGE COVERAGE			
LC CLASS	SUBJECT GROUP	EGS 1	CCI 2	COMMENTS	
	Statistics				
HA 29-33	ECO3 Statistical Theory and Methodology	3E ³	2E		
HA 195-730	ECO4 United States	3E	3E	Also supported by SRI ⁴ and ASI ⁵ microfiche sets.	
HA 741-750	ECO5 Canada	2E	2E	Also supported by IIS ⁶ microfiche set.	
HA 761-770	ECO6 Mexico	2E	2E	"	
HA 781-930	ECO7 Central America	2E	2E	"	
HA 931-1105	ECO8 South America	2E	2E	"	
HA 1107-1659	ECO9 Europe	2E	2E	"	

1. Established Collection Strength.
2. Current Collecting Intensity.
3. Language codes were not used in the AHE test, but are included here to illustrate the Conspectus' intended use.
4. Statistical Reference Index.
5. American Statistics Index.
6. Index to International Statistics.

Figure 2
A Completed Worksheet

English language materials, whereas "2E" denotes a basic information-level collection predominately in English.

Thirteen conspecti, originally containing 2,682 subject groups, were edited for use in the project. Their titles were: African Update; Art and Architecture; Psychology; History; Physical Sciences; Education; Economics and Sociology; Political Science; Auxiliary Sciences of History; Philosophy and Religion; Law; Music; and Linguistics, Languages and Literatures. History was the longest, composed of 803 subject groups, while the shortest, the Auxiliary Sciences of History, contained 26. Pertinent data concerning the thirteen edited worksheets is presented in table 1.

Every available worksheet was utilized except for East Asia in the vernacular languages and South Asia. It was decided not to use these two conspecti because they would have required extensive editing and, generally, the AHE libraries do not collect in these areas. The cartography and government documents worksheets did not become available until late in the project and, consequently, were not employed. Finally, the AHE was informed during the summer of 1984 that conspecti covering Natural History and Biology, Medicine and Health Sciences, Agriculture, and Latin American Area Studies would be released in November 1984—by which time the project was finished.

TABLE 1
SUMMARY OF DATA CONCERNING THE THIRTEEN RLG
CONSPECTUS WORKSHEETS EDITED BY AHE

Worksheet	Original No. of Headings	No. Edited by AHE*	Percentage Edited	No. Deleted by AHE	No. Added by AHE	Final No.	No. for Which Data Gathered	Percentage for Which Data Gathered
Art and Architecture	214	111	51.9	13	0	201	109	54.2
Auxiliary Sciences of History	26	5	19.2	0	0	26	16	61.5
Economics and Sociology	109	65	59.6	4	2	107	86	80.4
Education	169	91	53.8	12	0	157	79	50.3
History	803	638	79.5	210	49	642	255	39.7
Law	254	216	85.0	179†	70†	145	70	48.3
African Update	137	79	57.7	16	0	121	52	43.0
Linguistics, Languages and Literatures	428	265	61.9	52	79	455	214	47.0
Music	139	16	11.5	0	0	139	88	63.3
Philosophy and Religion	133	57	42.9	0	1	134	101	75.4
Physical Sciences	172	40	23.3	2	0	170	136	80.0
Political Science	47	20	42.6	1	0	46	27	58.7
Psychology	51	21	41.2	0	0	51	42	82.4
Total	2,682	1,624	60.6	489	201	2,394	1,275	53.3

*Deleted headings have been counted as edited.

†A substituted heading has been counted as a deletion and an addition.

The thirteen worksheets used by the AHE were subdivided into eighty-two subject categories. The largest number of subject categories on a single conspectus—thirty—was for History, while the Auxiliary Sciences of History was not subdivided. The History worksheet contained twenty subject categories for Europe (generally one for each major country), four regional subject categories for Asia, and separate categories for Africa, Oceania, Gypsies, the United States, Canada, and Latin America. Art and Architecture, a fairly typical conspectus, was divided into seven subject categories: Visual Arts in General; Architecture; Sculpture; Drawing, Design, Illustration; Painting; Graphic Arts; and Decorative Arts. The categories ranged in size from a low of 1 subject group for Gypsies on the History Conspectus to a high of 176 for Foreign Law on the Law worksheet.

In the normal use of the Conspectus, one of six collecting levels and a language code are assigned to both the ECS (Established Collection Strength) and CCI (Current Collecting Intensity) columns. However, for this phase of the project, the study group was interested only in generating raw empirical data concerning the number of books acquired by each AHE library in every subject grouping.

EDITING THE CONSPECTUS WORKSHEETS

While editing the Conspectus, four categories of problems were encountered: (1) errors on the worksheets; (2) incomplete LC classification ranges on the worksheets; (3) organizational inconsistencies between the Conspectus and the LC classification; and (4) subject areas for which Conspectus worksheets were not yet available. Each of these will be discussed in greater detail.

CORRECTION OF ERRORS

On occasion it was necessary to correct clearly erroneous classification numbers presented on the worksheets. Examples would include transposed numbers, other typographical errors, or updates in the LC classification schedules which had not been taken into account. In other instances, interpretative judgment was needed. Sometimes the heading in the subject group column was not appropriate for the classification range: either a heading required further elaboration or a more accurate heading needed to be substituted. To illustrate the former, the heading for Music subject group 82 was expanded from "General Works" to "General Works on the History of Music after 1800," while the decision to revise the heading for Physical Sciences subject 38 from "Analytical Numbers" to "Theory of Functions" exemplifies the latter. Occasionally the Conspectus appeared to misinterpret the meaning of an LC class number. Law subject group 2 "General Law—Afro-Americans" was listed as E185. However, this number deals with general works on the history of blacks in the U.S., rather than being confined strictly to legal questions.

INCOMPLETE LC CLASS INFORMATION

The LC class information originally presented on the worksheets was frequently incomplete due to the following reasons: (1) the appropriate

area on the sheets was left blank; (2) only a one- or two-letter LC code was presented without a number range; or (3) the final numbers in the range were omitted. To illustrate the first problem, one may cite Economics and Sociology subject groups 10 to 13, Statistics in Great Britain, West and East Germany, Italy and Scandinavia, respectively. Law subject group 5 "Criminology"—listed in the Conspectus as simply "HV" when HV 6001-7220.5 covers criminology—serves as an example of the second category. The third type of problem is exemplified by Philosophy and Religion subject group 11 "Kant." The worksheet lists the LC class as simply B2750 when in actuality the complete range is B2750-2799. A situation in which a range of numbers was given on the worksheet when only a small segment of the range corresponded with the subject occurred fairly frequently. As a specific example, Art and Architecture group 63 covering visual arts in nineteenth-century France listed N6841-6853 as the LC range, but only N6847 is required.

It was usually a straightforward process to fill in the incomplete class numbers, but in a few instances judgmental decisions were required. On the History worksheet the classification ranges for nations divided by Communist regimes, such as Germany, China, or Korea, were often left blank, e.g., History subject group 72 "Germany—Economic History." Basically three options were available: (1) to exclude East Germany; (2) to cover both Germanies under one heading; or (3) to create separate headings for the Federal Republic and East Germany. Option two was consistently adopted on the assumption that for collection development purposes all current political components of a geographical entity should be included.

Also on the History Conspectus, the heading "Diplomatics, Archives, Seals" was used for major countries, but the classification numbers were blank. The subcommittee decided to divide these headings into three separate categories because separate LC ranges were required for each component.

DIVERGENCES FROM THE LC CLASSIFICATION

The most challenging task was coping with organizational discrepancies between the Conspectus headings and the LC classification schedule. (The rationale behind the Conspectus' occasional departure from the LC framework will be briefly explained at a later point.)

The most frequent difficulty was an inability to match a Conspectus heading with distinct segments of the LC table—a problem usually resolved by deleting the heading. Most often an unmanageable number of LC ranges would have been necessary. One can cite Art and Architecture subject groups 60 and 76, covering Latin American Visual Arts during the nineteenth and twentieth centuries. Twelve separate LC classification ranges would have been required for each subject group! On the History worksheet, numerous categories dealing with "Social History" and "History of Religion" were eliminated for the same reason. Undoubtedly a sophisticated software system could handle such subject groups, but it seemed beyond the scope of a small subcommittee manually editing the worksheets. It was impossible to correlate headings with

specific LC segments for other reasons. On the Linguistics, Languages and Literatures worksheet, the heading "Popular Literature" was used for the major languages, but the LC schedules do not contain separate slots for "popular" works. Also deleted were numerous miscellaneous categories which possess little meaning apart from the Conspectus, such as "Great Britain—Other Topics" (History subject group 26).

A similar problem arose in regard to the 176 subject groups in the Law Conspectus' Foreign Law Section. The Law Conspectus assigns each of the world's significant countries a separate heading, but the tentative LC classification scheme for foreign law frequently groups several nations into one LC class range without means to differentiate among countries. Consequently, it was impossible in most instances to correlate a specific Conspectus subject group with a unique LC call number range that would not also include other subject groups. Thus, the subcommittee decided to substitute the K synopsis from the *LC Classification—Additions and Changes*, list 157, for the Foreign Law subject category of the Conspectus. As a result, several different countries were often included in one heading, but this seemed the only option available. On the Education worksheet subject group 15 "Education in the Persian and Islamic Civilizations" and 16 "Education in Asian Civilizations from ca. 700 A.D. to the Eve of Western Influence" were both correlated with the class range LA99. For this project it was obviously impossible to have two subject groups with the same class range as the computer would not be able to identify which titles belonged to which subject group. The problem was solved by combining the two headings into one subject group entitled "Mohammedan Education—Medieval."

A few subject groups were eliminated due to redundancy. On the Linguistics, Languages and Literatures and African Update worksheets two separate subject groups—one for language, the other for literature—often fell into the identical class range because the LC table was not fully developed enough to differentiate between them. Thus, one heading was deleted while the other was renamed "Language and Literature." Furthermore, a number of headings for the more esoteric African languages and/or literatures were eliminated outright because it was difficult or impossible to locate their precise numbers on the LC table.

In a few instances the Conspectus headings possessed a degree of specificity greater than that allowed by the LC tables. Art and Architecture subject groups 45 to 57 deal with eighteenth-century visual arts in general in many nations, but the appropriate sections of the LC classification devote one number to both the seventeenth and eighteenth centuries. This dilemma was resolved by changing the RLG subject heading to read "Seventeenth and Eighteenth Centuries."

AREAS NOT COVERED BY THE CONSPECTUS

After the worksheets had been thoroughly reviewed, the National Shelflist Measurement, which divides the Library of Congress classification into approximately 500 segments corresponding to distinct units of knowledge, was used to complete the LC ranges not covered by the conspecti.¹⁹ Because the RLG Conspectus was still under development at

the time of the AHE study, entire subject areas, specifically geography, anthropology, geology, biology, medicine, agriculture, technology, military science, naval science, and library science, needed to be completed. Moreover, even in disciplines where worksheets were available, it was occasionally necessary to fill in whole divisions of the National Shelflist Count because they were not covered by the Conspectus. Finally, in order to analyze the numerous small segments of the LC table not covered by the worksheets—presumably representing divisions of knowledge too insignificant to evaluate—a miscellaneous category was created for each LC letter to catch stray titles that did not fall into any defined subject grouping, e.g., D (Old World History—Miscellaneous).

At this point, the subcommittee was faced with roughly 2,400 RLG subject groups as well as 188 additional headings which had been gleaned primarily from the National Shelflist Count. Confronted with the prospect of information overload, the subcommittee decided to supplement the above-mentioned subject groups with approximately fifty broad headings to correspond with the academic programs in traditional American universities. In short, the 1982 imprints cataloged by AHE libraries would be analyzed according to two different schemes: (1) the RLG Conspectus/National Shelflist Count, and (2) fifty-three broad subject categories devised ad hoc by the subcommittee. Since this paper focuses on the Conspectus, there is no need to discuss in specific detail the supplementary subject headings.

FURTHER OBSERVATIONS CONCERNING THE RLG CONSPECTUS

The Conspectus subject group structure conforms to two basic patterns: (1) most worksheets roughly follow the outline of the appropriate LC schedule; or (2) in the case of History, East Asia and South Asia, subject groups are drawn from a wide variety of different classes, reflecting, as noted by Gwinn and Mosher, the interdisciplinary nature of modern scholarship.²⁰ Reed-Scott explains that the Conspectus subject organization is intentionally based on the LC classification because it is the best system available and approaches a *lingua franca* for subject fields. Yet it is recognized that the LC classification is not a perfect system. It was designed to access the Library of Congress holdings at a particular point in time rather than to serve as an outline of all present knowledge. Because many topics of current interest are underrepresented, not represented at all, or scattered throughout the LC classification, the RLG Conspectus was deliberately amplified with additional subject headings having no direct LC class equivalent.²¹

The editing of the Conspectus brought to light some structural inconsistencies, even though a consistent pattern was usually followed. The Music, Art and Architecture, Psychology, Economics and Sociology, Law, and Education worksheets contain sections dealing with general aspects of the subject, e.g., on the Psychology worksheet, the first of four sections is entitled "General Psychology." However, there is no section for general history on the History Conspectus. Also, some inconsisten-

cies in the selection of subject groups were observed. It is recognized, of course, that the division of the LC classification into subject categories for collection analysis purposes is a highly subjective process of which one should not be unduly critical. Nevertheless, it is unclear why some subject groups were included in the Conspectus, while others were omitted. For example, for somewhat mysterious reasons the "General Literature" section on the Linguistics, Languages and Literatures worksheet abruptly begins midpoint in the LC range covering drama with the heading "Special Types of Drama," while excluding drama history, dramatic composition, and general works on drama.

When the National Shelflist Count was surveyed to fill in areas not covered by the RLG Conspectus, it became apparent that a number of distinct areas that would constitute logical units of analysis were, inexplicably, not included as Conspectus subject groups, as for example, Literature—Criticism. National Shelflist Count divisions dealing with the general aspects of a topic often were not covered by RLG Conspectus headings. To illustrate, one can cite Asian History (General); Latin American History (General); Arts in General; and Modern Languages (General), among others. One can speculate that the Conspectus designers did not consider subject generalities useful units of analysis. However, their exclusion seems inconsistent with the Conspectus' use of other subject groups that appear to be little more than segments of the LC classification, such as Philosophy and Religion subject group 1 "Periodicals, Societies, Congresses, etc." and Political Science subject group 1 "Collections and General Works, Treatises."

Other RLG subject groups can not stand as meaningful units of analysis in their own right, but assume meaning only from the context of the Conspectus. On the History worksheets, a miscellaneous catchall subject group termed "Other Topics" appears for most major countries. In all probability, most librarians would not perceive a need to evaluate such a heading, as one can hardly imagine a professor asking "How is your collection on other topics of Russian history?"

Considerable overlap and duplication of subject groups takes place. (Two headings are said to "overlap" if their LC numbers partially coincide with each other; they "duplicate" each other when their LC ranges are identical.) Often an entire topic is covered by one subject group and then broken down into its component parts by additional groups. This pattern is used throughout the Linguistics, Languages and Literatures worksheet. To illustrate, subject group 79 deals with French literature, then the next twelve groups subdivide the subject by chronological period, format, and geographical location. On the Philosophy and Religion Conspectus, 83 of the original 133 headings overlapped with each other after the editing was finished. In contrast, less overlap takes place on the History Conspectus because the subject groups are drawn from a variety of different LC tables. The first division on the worksheet, Great Britain, originally contained headings from B, C, D, H, J, and L. Consequently, the entire holdings for British history, or any other division of History, are not evaluated in a single subject group, as the entire collection of English literature is analyzed by Linguistics, Languages and Lit-

eratures group 185, covering the range PR1-9899.

The greatest duplication of subject groups takes place between the African Update worksheet on the one hand, and the History and Linguistics, Languages and Literatures worksheets on the other. Although the exact wording occasionally varies, 14 of the 30 groups in the Language section of the African Update appear in the East Asia, Africa, and Oceania section of the Linguistics, Language and Literatures Conspectus, while 30 of 108 headings in the African Update section on History can be found in the History Conspectus' African section. Also, 14 of the 65 subject groups from the History of Education section of the Education Conspectus are listed on the History worksheet. The East Asia and South Asia conspecti, which were not subject to detailed examination for the AHE project, also appear to contain significant duplication with the other worksheets, although the East Asia headings are for the vernacular languages only. From the collection evaluation viewpoint, overlap seems quite beneficial because it allows analysis of both the entire topic and its component parts. While the duplication of subject groups may appear redundant, the RLG is obviously aware of this duplication and apparently wishes to represent both the subject and area studies perspectives.

The basic approach taken in the RLG Conspectus represents component rather than content analysis. To explain these concepts, content analysis counts every book but only once. Component analysis determines the total level of support for specified subject areas. A book which supports several areas is counted for each of them, while books not pertaining to any specified area are not considered at all. Thus, a monograph concerning economic history would, in a component analysis, be counted as supporting both economics and history, whereas in a content analysis it could be counted under either economics or history but not both.²² Accordingly, the Conspectus with its overlap, duplication, and exclusion of selected areas is obviously a component analysis, while the National Shelflist Count and the fifty-three supplementary headings devised by the AHE are content analyses.

Another important consideration concerns the degree of specificity in the subject headings. Many Conspectus headings are extremely specific, often corresponding to such narrow fields of knowledge as "Munda Languages." (Gwinn and Mosher reveal that the coverage of "exotic" areas was one of the original concepts underlying the Conspectus.)²³ The twelve worksheets edited for the AHE were divided into 2,545 headings. (The African Update worksheet was excluded because it has no equivalent in the National Shelflist Count not already dealt with in the history and literature areas.) The National Shelflist Count uses 354 categories to cover the same subjects, thus graphically illustrating the greater specificity of the Conspectus. Moreover, the degree of specificity in the Conspectus (as in the National Shelflist Count) varies from worksheet to worksheet and between sections of a single worksheet. Gwinn and Mosher's assertion that the greatest specificity was used for areas in which library collections are large or the literature voluminous is confirmed by examination of the Conspectus.²⁴ History and literature, i.e.,

the Languages, Linguistics and Literatures worksheet—areas in which academic libraries traditionally collect heavily—are divided into 803 and 428 subject groups, respectively. In contrast, the Psychology and Political Science worksheets are arranged in only 51 and 47 groups. Likewise, on the History worksheet, 26 subject headings are dedicated to British history, while 9 are devoted to Iceland.

SUMMARY AND CONCLUSIONS

In October 1984, AMIGOS produced for each subject group a report which indicated the total holdings for each library, the number that were unique to the library, and the number held by two, three, four, five, six, seven, eight, nine, ten or more libraries, respectively. A summary report revealed that the 1982 imprints cataloged in 1982 or 1983 by AHE libraries totaled 26,631, of which 13,817 or 51.9% were unique titles, while 39 or less than 1% were held by ten or more institutions. Verification procedures by the AHE librarians generally confirmed the accuracy of the data reported by AMIGOS with the exception of the supplementary heading dealing with medicine—where the holdings of the health science libraries were underreported because the OCLC 060 field for the National Library of Medicine classification system was not read. At the time this paper was completed in May 1985, the AHE Coordinated Collection Development Study Group had yet to collectively analyze the results or plan any action based on the study.

The editing of the RLG Conspectus required for the AHE project was quite extensive. Approximately three-fifths—1,624 of 2,682 (60.6%)—of the original subject groups needed editing. Roughly two-thirds of these 1,624 headings were edited because the classification range information originally presented on the worksheets was incomplete. The second most frequent type of editorial work was the deletion of subject headings, usually because a direct match with the LC classification could not be found. Many of the other editorial changes were of a minor nature. The greatest amount of editorial work took place on the History worksheet, where 638 of the 803 original headings (79.5 percent) were altered. The Auxiliary Sciences of History Conspectus needed the least editorial attention as only 5 of 26 (19.2 percent) subject groups were revised. The number of edited subject groups on each worksheet along with the percentage may be found in the second and third columns of table 1.

To be fair, one should state that the RLG Conspectus was designed with the expressed intention of analyzing all pertinent resources in specific areas rather than mechanistically reading the distribution of books throughout the LC classification. Thus, many of the minute errors discovered in the editing process are important for the AHE's purposes, but would be less significant in terms of the Conspectus' original intended use.

The level of specificity in the RLG Conspectus breakdown may be too detailed for libraries whose collections are smaller than the size of ARL institutions. In one sense, the breakdown represents information overload as one is confronted with data on literally thousands of subject

groups. In the AHE project, it was often "empty information" in the sense that many AHE institutions held nothing in numerous groups. This phenomenon is demonstrated in columns seven and eight of table 1. Column seven presents the number of subject groups on each worksheet for which data were generated, i.e., one AHE library had at least one book. Column eight indicates the percentage of edited headings that resulted in data production (column seven divided by column six). While 53.3 percent of the final number of headings produced data, 46.7 percent—nearly half!—did not generate any data at all. In other words, none of the seventeen AHE libraries had acquired a single book in these areas! While this information is obviously of some value from the collection development perspective, it nevertheless suggests a problem with the evaluation instrument. It is especially noteworthy that the worksheets with the largest number of original headings—History plus Linguistics, Languages and Literatures—were among the three with the lowest data production (see table 1, last column), thus supporting the suspicion that too much specificity in the RLG breakdown caused the empty information.

A specific defect in the editing process became apparent when it was observed that only four of sixty-six headings dealing with international law on the Law worksheet generated data. Consultation with appropriate catalogers indicated that not only did AHE libraries not uniformly use the schedule for foreign law presented in the *LC Classification—Additions and Changes*, list 157, but that no universally used set of foreign law call numbers is available, as this area is still under development and no schedule has yet been officially adopted by the Library of Congress. Employing hindsight, we concluded that the correct tactic would have been to delete all foreign law headings. The author personally assumes responsibility for this error.

The use of the quantitative SUNY approach in combination with the qualitative RLG Conspectus might seem a paradox to some observers. However, the author believes the two approaches complement rather than conflict with each other. The SUNY quantitative data are of great assistance in reaching qualitative judgments for the Conspectus, especially as comparative collection data for numerous libraries are produced. Because only the 1982 imprint year is covered, the AHE data are much more pertinent to the Conspectus' "Current Collecting Intensity" category than to the "Established Collection Strength." Broadus states there are "difficulties and shortcomings" with every evaluation method,²⁵ while Mosher stresses the desirability of employing at least two different techniques.²⁶ Thus, the merger of quantitative and qualitative approaches in one project seems a logical solution to the lack of a single ideal method.

In essence the AHE project represents a computerized shelflist measurement of multiple libraries employing the RLG Conspectus breakdown. Consequently, a number of limitations to using a quantitative measurement with the Conspectus must be acknowledged. The data derived for each Conspectus heading fail to indicate the quality of the holdings or the language composition. Because only monographs are consid-

ered, the total level of collection support (i.e. serials, government documents, audiovisuals, microformats, special collections materials, etc.) for each subject group is not considered. Thus, to the extent that nonmonographic items constitute an important component of support for a subject area, such as the significance of serials for science, the results are less useful. Finally, it should be stressed that the SUNY data alone cannot determine the Conspectus collecting-level assessments. However, two frequent criticisms of shelflist counts are not applicable to the AHE study. Older, obsolete books would not be included in the count because only 1982 imprints were analyzed. The possibility that local variation in cataloging practice may distort the results—a shelflist count criticism voiced by Reed-Scott²⁷—would be minimized because the OCLC 050 field was the main basis of the AMIGOS calculation rather than locally assigned call numbers.

The salient lessons learned so far from this project may be summarized as follows. Initially, one is faced with “information overload”—evidenced by the pile of computer printouts nearly eighteen inches high now sitting in the author’s office. The large number of empty Conspectus categories strongly suggests, at least for medium-sized libraries, the need to analyze more than one imprint year. Yet test samples indicate that if a single imprint year is relied upon, two calendar years of cataloging should be analyzed to compensate for cataloging backlogs and different cataloging speeds among participating libraries. For a variety of reasons, such as limiting the period of analysis to two calendar years of cataloging and the fact that the computer counts hardback and paperback editions of the same book as separate titles, it is certain that uniqueness was overestimated and duplication underestimated in the AHE study, although the extent can not be precisely quantified.

One inevitably wonders what utility this approach offers to other libraries. The AHE-edited Conspectus worksheets are stored on tape at AMIGOS and available for marketing to other libraries or consortiums as part of the AMIGOS Collection Analysis Service. The method is extremely versatile. The edited worksheets are applicable to either a single library or a group of libraries, (although the advantages of SUNY overlap analysis are obviously lost if only one collection is examined). The entire holdings or merely selected subject areas can be evaluated, while the number and range of cataloging and imprint years to be analyzed are variable, allowing collections to be viewed at a static point or over a period of time. By extending the imprint years to be analyzed or focusing on more selected subject areas, one could probably resolve the empty information problem experienced by AHE. The results identify both isolated pockets of strength as well as duplication patterns to be used for cooperative collection development purposes. Furthermore, comparative data from other institutions according to Conspectus headings can be extremely useful for evaluating the collection of a single library. Finally, the author believes SUNY comparative collection data in conjunction with the authority of the RLG Conspectus can potentially serve as an excellent device to justify budget requests.

Many of the minor technical problems of the Conspectus could be

remedied through judicious editing by the RLG, which, it is understood, is taking place. In the final analysis, three questions must be addressed. Is the RLG Conspectus suitable for (1) an overlap study modeled on the SUNY/OCLC analysis; (2) a machine reading of OCLC archival tapes as in the AMIGOS Collection Analysis Service; and (3) use as a collection evaluation instrument for medium-sized libraries? On the basis of the AHE study, the author concludes that the Conspectus is definitely appropriate for overlap analysis. It would be difficult to use an unaltered version of the original Conspectus for machine reading of archival tapes, because the Conspectus designers have intentionally included some subject headings with no direct LC equivalent. However, a modified version, as edited by the AHE, certainly appears suitable for machine reading. Finally, the question concerning the suitability of the Conspectus for libraries with medium-sized collections must, at the present, remain open. The number of subject groups that failed to generate data may indicate a degree of specificity too great for medium-sized libraries, but it would be well to wait for the publication of other studies before reaching a judgment.

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National Shelflist Count: A Historical Introduction

LeRoy D. Ortopan

To obtain data on its collection strengths within subject fields, a shelflist count was made in 1966 at the University of Wisconsin-Madison library. The methodology was based on a report prepared at Northwestern University as part of its planning for a new library building. The University of Wisconsin library continued with biennial counts in 1968, 1970, and 1972. The library at the University of California, Berkeley, followed suit, doing initial shelflist counts in 1971 and 1973. These became, in conjunction with those at the University of Wisconsin, the impetus for the National Shelflist Count. The library at Berkeley assumed leadership of the project in 1973, and three reports were issued in 1973, 1975, and 1977. In 1985 the RTSD office took over direction of the project. The origins of the National Shelflist Count and the criteria employed for it are outlined.

RESearch LIBRARIES HAVE TRADITIONALLY been polled regarding their collection strengths, and have become used to answering questions in this area. Volume counts have been made and reported to various administrative bodies, including the Association of Research Libraries. The distribution of collections in subject disciplines and in department and branch library collections is as legitimate a field of inquiry as the expenditure of acquisition funds. Collection managers are asked to provide data in support of applications for book funding. The techniques for gathering data on collection strengths have changed over the years, but the bottom line requires a library to know as much as possible about its own collection, and about the collections of comparable libraries.

As part of the effort to obtain data on collection strengths within subject fields, the shelflist count technique was initiated. Beginning in 1966 at the University of Wisconsin-Madison, and later, in 1971, at the University of California-Berkeley, I prepared a series of reports on shelflist measurements based on a prepared breakdown of the Library of Congress classification tables. The data were converted from centimeters to numbers of titles according to a formula, and percentages of the collection were calculated for each classification group.

The shelflist count approach to collection analysis had its origins at Northwestern University in the early 1960s, where, as head of the cata-

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log department, I prepared a report based on an ongoing count of each of the classification groups in the Dewey classified collection. In addition to these base figures, the report contained percentages for each classification group in relation to the collection as a whole, and the rate of growth of each group in the years reflected in the statistical data. These data were needed as part of the planning for the new library building, and were intended to indicate the classification distribution of the collection, and to provide a projection of how each classification subgroup would grow over the next twenty years, assuming that each class would continue to grow at its previous rate. It was understood at the time that a multiplicity of variables could alter the growth rate in any particular subject: increased funding in a particular subject, changes in university curricula, and so forth. But as a basis for planning, the report was felt to have its usefulness; future planning would have to deal with the other issues.

In 1965 as chief of cataloging at the University of Wisconsin-Madison library I decided to replicate the study at Northwestern University, and also to develop further the growth rate aspect of the technique. The data from the count at the Northwestern University library did show gross rate of growth, but it was over such an extended period that specific growth patterns were indiscernible. Frequent and regular counts were needed to identify those classification subgroups that were increasing or decreasing in relation to the collection as a whole. To improve this picture of collection growth, a pattern of biennial shelflist counting was selected. Since, in the prior-to-automation 1960s, the data had to be manipulated manually, this pattern seemed the most practical alternative to the usual reporting of statistical data on an annual basis.

Before a count could be made at the University of Wisconsin, it was necessary to determine the classification groupings to be reported, since that library had changed to the Library of Congress classification from the former Cutter classification in 1954. A breakdown based on broad LC classes was not practical since the schedules permit several disciplines to be grouped with the same subclass. The breakdown adopted was a compromise intended to reflect the main subject areas within the LC classification. Although some of the original detailed breakdowns have been modified, it is apparent after twenty years that some subclasses should be broken down into more detail, those in H (Social Sciences), for example, and others into less detail, such as certain of the subclasses in P (Languages and Literature). In any case, the classification breakdown was complete in time to begin the first Wisconsin count in January 1966.

The next problem was the method of counting. It was impractical to count each shelflist card in each of the classification subgroups. The only practical alternative at the time seemed to be a measurement in centimeters of the cards in the library's official shelflist. In those areas where ruler measurement seemed impractical, because there were only a few cards, for example, an actual title count was made.

A question that had arisen during the work on the Northwestern report was the matter of titles versus volumes. Shelflist measurement is

actually card measurement. To relate card measurements to either title or volume counts required further refinement of the procedures outlined above. It is impossible to relate card measurements to volume counts as long as more than one volume can be recorded on a single card, and when, as is often the case, volume counts are not fully recorded in the shelflist. Consequently, the Wisconsin project, from the beginning, concentrated on approximating as closely as possible the number of titles represented by the card measurements that had been made. In a fully machine-readable database, of course, it ought to be possible to achieve both a title and volume count in particular classification subgroups.

The initial Wisconsin shelflist measurement was completed in the spring of 1966 and the first report issued in the summer of that year. In preparing the report, a formula for converting centimeters to titles was developed based on sample card counts.

The introduction to this first Wisconsin report states the objective of the study as follows:

This report is intended, among other things, to assess the rate of growth of the various subject areas represented by the Library's collection.

and further on:

The report should be useful in relating the growth of the collection to the growth of the stacks, remembering that titles, not volumes, are covered here. This can be important when planning major shifts or expansions of the Library's book stacks. Similar figures covering stack circulation would make it possible to compare the size of the collection in the various subject areas to the amount of circulation in the same areas, allowing for an evaluation of the effect of purchasing on circulation in a research library.

The latter statements reflect my thinking at the time regarding the potential for using growth data for collection analysis.

As noted above, the Wisconsin report had as its objective periodic re-measurements, which were made in 1968, and 1970. With this last report I concluded that it was finally possible to begin determining how the collection was growing, as well as where its strengths lay, and how the book funds were being expended.

With the parameters of the shelflist measurement procedure well defined, I undertook a shelflist count in January 1971 at the General Library, University of California, Berkeley with the intention of continuing the counts on a biennial basis.

Immediately a new set of problems developed. Since 1963, the library had been circulating books from a "temporary cataloging pool." These books were not fully classified, but arranged by accession numbers in various sequential series. It was necessary to exclude those titles from the classified count. In addition there were special collections and materials classified by independent cataloging units with modified Library of Congress classification, or a different classification system altogether. While it would have been possible to obtain a count of those collections, it was not practical at that time to translate the various subclasses of those systems into the Library of Congress classification in order to include these data in the library report.

Consequently the Berkeley reports have, from the beginning, reflected the main and branch library collections, and not certain special collections or the collection under preliminary cataloging control.

The first Berkeley shelflist count was completed in 1971, and the report was issued that summer. This was the last report that was manually prepared. In January 1973, the second Berkeley count was made, and the data keypunched, computed, formatted, and printed using two short PL/1 programs run at the University of California Data Processing Center-North. The introduction to this report states a new objective of this kind of study; specifically the "coordination of collection development, both on the local, statewide and the broader national level. Irrespective of budgetary austerities, libraries ought to be concerned with obtaining the maximum utilization of their acquisition funds. Perhaps reports such as this will give a boost to this aspect of library cooperation."²

INITIATION OF THE NATIONAL SHELFLIST COUNT

During the June 1972 Chicago Conference of the American Library Association, the Chief Collection Development Officers of Large Research Libraries, an RTSD discussion group, agreed that planning toward a national system of cooperation in collection building would not be feasible until more was known about the distribution of holdings among research libraries. An ad hoc committee was formed to investigate techniques of gathering such data. As a first step the committee recommended undertaking a study of the holdings by the Library of Congress classification among research libraries represented by the discussion group. It further recommended adopting the classification outline and method developed at the University of Wisconsin-Madison, and in use there and at the University of California, Berkeley, as the model for gathering holdings information.

The committee proposed that the research libraries represented by the discussion group make shelflist counts according to this method, and commit themselves to a repetition of this procedure on a biennial basis. The resulting data would be useful to the contributing libraries, as it would indicate directions of growth in their own collections, and it would constitute a core of information from which further planning toward cooperation among research libraries might evolve.

The discussion group agreed to proceed with the study. A count was taken in 1973, representing sixteen libraries, in addition to the University of California, Berkeley. The results, *Titles Classified by the Library of Congress Classification: Seventeen University Libraries*, was published in 1974.³ Examination of the results of this preliminary count led nine more libraries to participate in a second count early in 1975,⁴ and a total of twenty-seven libraries in 1977.⁵

Experience with the earlier counts permitted further development of the measuring/counting procedures, and the instructions to be followed by participants. The 1977 report was prepared with the assistance of a grant from the Council on Library Resources, which also made possible

preliminary work on development of equivalency tables for the Dewey Decimal and Library of Congress classifications. Lack of funding has delayed subsequent reports, although the participants in the project have provided financial assistance, and counts have been made regularly on a biennial basis. With the 1985 count the RTSD office has assumed the role of managing the project, and work is underway in collecting and keying the data, programming and formatting the report.

CONCLUSIONS

The National Shelflist Count has provided a different approach to collection analysis in research libraries. The provision of information on the distribution of holdings in research libraries, particularly among the participants in the project, was one of its prime objectives, and that was achieved in the three published reports. Future reports will continue to fulfill that objective. RTSD's management of the project will provide the needed institutional umbrella for the study. An expanded list of participants will provide even greater impetus for the coordination of collecting and collection evaluation nationally.

A number of issues still need to be dealt with. Among these are the effect of the RLG Conspectus, and how it could be applied to the Library of Congress classification breakdown; the development of Dewey Decimal equivalents to the Library of Congress classification; the value of counts derived from ruler measurements as opposed to machine-based counts, which are now possible in some libraries; the parts of library collections that do not lend themselves to classification counts; and not least, the issue of quantity versus quality. It can be urged, with respect to these and a myriad of other points of controversy, that it is undoubtedly better to know something about a subject than to know nothing about it simply because that something is incomplete or inexact. In any case, the National Shelflist Count has opened doors of communication among libraries and that can't be all bad.

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The National Shelflist Count Project: Its History, Limitations, and Usefulness

Joseph J. Branin, David Farrell, and Mariann Tiblin

The National Shelflist Count project was organized thirteen years ago under the auspices of the RTSD Chief Collection Development Officers of Large Research Libraries Discussion Group. The purpose of the project was to collect and publish comparative data about the general strength and rates of growth of major North American research collections. Three counts were published, and data collected for three subsequent years, but a complete report has not appeared since 1977. The project faltered for two reasons. First the data became increasingly difficult to input and manipulate as the size of the report increased, and secondly, arrangements for collecting the data and producing the final report were informal and, eventually, ineffective. In 1983 the discussion group chair appointed a three-member task force to reconsider the history, purpose, and use of the National Shelflist Count and to make the recommendations for its future. This paper describes the National Shelflist Count and reports the recommendations of the task force.

THE NATIONAL SHEFLIST COUNT

The National Shelflist Count project was recommended to the Chief Collection Development Officers of Large Research Libraries at their discussion group meeting during the 1972 ALA Annual Conference in Chicago by an ad hoc committee whose members included Norman Dudley (then at University of California-Los Angeles), Murray Martin (then at Pennsylvania State University), and Micha Namenwirth (University of California-Berkeley), later replaced by George Miller (University of New Mexico).¹ The discussion group accepted the proposal of the ad hoc committee, and in 1973 seventeen research libraries participated in the first count which was issued that year as *Titles Classified by the Library of Congress Classification: Seventeen University Libraries*. In 1975 and 1977 the counts were again conducted, with twenty-seven research libraries participating in the 1977 count, the last count to be fully reported.²

The purpose of the National Shelflist Count was to gather comparable

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data on the size and growth rates of library collections in 490 subject areas defined by Library of Congress classification ranges. The methodology for doing this was relatively simple, at least in concept. Once every two years participating libraries would be sent survey forms and asked to measure their shelflists in the LC-defined subject areas. The approximate number of titles in each subject category would be calculated from these measurements and eventually published in a report. Libraries could then compare their title counts with other institutions in a variety of subject areas: psychology, nineteenth-century American literature, or botany, for example. Relative growth rates of collections in these subject areas could also be studied.

LeRoy Ortopan from the University of California-Berkeley was largely responsible for coordinating the gathering and editing of the data, and for issuing the three shelflist count reports. The 1977 report (the most detailed to be issued) appeared in two parts. The first part, in paper format, included general and technical introductions, tables noting significant collections not reported in the title counts, and title counts by broad LC classification categories. The second part, in microfiche, contained title counts by detailed class breakdown. The 1977 report incorporated some improvements in statistical analysis and, of course, more cumulative data than the early reports, but generally it was similar to the 1973 and 1975 reports. Sample pages from the class totals and from the detailed class holdings of the 1977 report appear in figures 1 and 2.

TOTAL: H-X		Titles Classified by LC Classification: 1977 National Shelflist Count						Page 153	
TOTAL: H-X		Social Sciences				TOTAL: H-X		RELATIVE HOLDINGS ALL GROUP	
NAME OF INSTITUTION	TITLES CLASSIFIED 1977	TITLES CLASSIFIED 1975	PERCENT OF COLLECTION 1977	GROWTH 1975-1977 TITLES	% REL	GROWTH 1973-1977 TITLES	% REL	1977	1977
Library of Congress	761166	656876	14.013%	102370	15%	454	Not in 1973 count	10%	7%
GROUP A									
Libraries with over one million LC-classified titles in 1977									
Cornell University	335315	297085	264724	14.809%	38270	12%	-10%	70591	26%
Indiana University	141928	126438	108306	12.544%	15490	12%	-10%	33542	30%
UC Berkeley	215147	173045	153718	12.504%	43102	24%	45%	62429	40%
UC Los Angeles	138527	132164	112457	10.576%	6363	4%	-31%	26070	23%
University of Chicago	218191	206592	170571	14.922%	11599	5%	126%	47620	27%
University of Michigan	170244	178996	158115	13.462%	-8752	-4%	-	12129	7%
U. of Wisconsin-Madison	210077	192669	165787	11.655%	17362	9%	3%	44284	26%
Group A Subtotal	1430423	1306959	1133758	13.047%	123456	9%	-7%	296665	26%
GROUP B									
Libraries with one-half million to one million LC-classified titles in 1977									
Brown University	60115			8.869%	Not in 1975 count			Not in 1973 count	
Michigan State University	113095	102127		14.239%	10986	10%	-7%	Not in 1973 count	
Ohio State University	130006	115747	95308	13.252%	14259	12%	7%	34696	30%
SUNY Buffalo	31926	60558		13.156%	21360	35%	89%	Not in 1973 count	
UC Davis	75626	57117	47910	10.743%	18509	32%	27%	27716	57%
UC San Diego	56292	41051	31385	9.272%	15241	37%	-5%	24907	70%
UC Santa Barbara	62669	53732	44237	9.234%	4937	16%		10432	41%
University of Rochester	66941	69707		9.697%	-2846	-4%		Not in 1973 count	
U. of Texas, Austin	66771	38096		12.523%	28675	75%	-8%	Not in 1973 count	
University of Virginia	92249			10.443%	Not in 1975 count			Not in 1973 count	
Group B Subtotal	805950	538215	218880	11.254%	267475	49%	-9%	586850	26%
GROUP C									
Libraries with one-quarter to one-half million LC-classified titles in 1977									
Pennsylvania State U.	62656	40926	37077	12.806%	21730	53%	41%	25579	66%
Rice University	43561	41960	33588	10.009%	1581	3%	-33%	9973	29%
SUNY Binghamton	49419	39504		12.722%	11115	28%	-7%	Not in 1973 count	
SUNY Stony Brook	45676	42694		10.250%	2962	6%	-35%	Not in 1973 count	
Syracuse University	61297	51129		15.201%	10168	19%	45%	Not in 1973 count	
UC Irvine	44933	38585	24978	11.507%	6348	16%	14%	19955	79%
UC Riverside	44304	45267	36391	10.006%	-923	-2%	-	7973	21%
UC Santa Cruz	38021	36169	24757	11.099%	5832	19%	9%	11264	45%
Group C Subtotal	386127	329294	156791	11.696%	58633	17%	9%	231336	147%
Natl. Agricultural Lib.	23814			23.785%	Not in 1975 count			Not in 1973 count	
National Shelflist Count	3409240	2832394	1509309	12.639%	575946	20%	-2%	1699851	125%

Figure 1
1977 National Shelflist Count (Part 1)

B U										
TOTAL: HD		Titles Classified by LC Classification: 1977 National Shelflist Count							Page 136	
TOTAL: HD		Economic History							TOTAL: HD	
NAME OF INSTITUTION	TITLES CLASSIFIED 1977	TITLES CLASSIFIED 1975	PERCENT OF COLLECTION 1977	GROWTH 1975-1977 TITLES	% RELX	GROWTH 1973-1977 TITLES	% RELX	RELATIVE HOLDINGS ALL GROUP	1977	LC
Library of Congress	212576	184771	5.909%	27605	14%	39%	Not in 1973 count	19%	13%	
GROUP A	Libraries with over one million LC-classified titles in 1977									
Cornell University	100055	91562	82433	4.41%	8495	9%	-35%	17622	21%	-16%
Indiana University	33800	29853	25496	2.995%	3997	13%	-2%	8194	31%	14%
UC Berkeley	53955	43202	39154	3.12%	10751	24%	44%	14799	37%	21%
UC Los Angeles	36459	36855	35321	2.75%	-394	-1%	-	1078	3%	-8%
University of Chicago	55014	50561	45761	3.96%	4453	8%	23%	9273	20%	82%
University of Michigan	48168	41060	29975	3.25%	5108	12%	98%	16193	54%	217%
U. of Wisconsin-Madison	52449	51316	60140	2.92%	1133	2%	-74%	12309	30%	17%
Group A Subtotal	377988	324227	298520	3.447%	33521	9%	-4%	79828	26%	14%
GROUP B	Libraries with one-half million to one million LC-classified titles in 1977									
Brown University	13769	13769	13769	2.03%	Not in 1975 count	Not in 1973 count	Not in 1973 count	-38%	-23%	-48%
Michigan State University	28623	25213	27715	3.40%	3410	13%	16%	Not in 1973 count	9%	53%
Ohio State University	31082	27646	27715	3.16%	3436	12%	8%	3367	12%	-60%
SUNY Buffalo	19436	8949	8949	3.12%	10487	117%	52%	Not in 1973 count	-4%	17%
UC Davis	19653	15198	12225	2.79%	4455	20%	15%	7428	60%	29%
UC San Diego	10361	7755	6100	1.73%	2806	36%	-8%	4461	73%	11%
UC Santa Barbara	13641	1372	9410	1.98%	2069	18%	9%	4031	42%	14%
University of Rochester	16184	17654	17654	2.39%	-1470	-8%	-	Not in 1973 count	-27%	-9%
U. of Texas, Austin	15657	8800	8800	2.93%	6857	77%	-5%	Not in 1973 count	-10%	10%
University of Virginia	21756	21756	21756	2.46%	Not in 1975 count	Not in 1973 count	Not in 1973 count	-25%	-7%	-24%
Group B Subtotal	190762	122587	55250	2.65%	87575	55%	-	13772	24%	-19%
GROUP C	Libraries with one-quarter to one-half million LC-classified titles in 1977									
Pennsylvania State U.	19936	8781	7746	4.07%	1151	12%	23%	12190	157%	19%
Rice University	10080	10039	3765	2.33%	41	0%	-92%	1315	15%	-15%
SUNY Binghamton	11661	8974	8974	2.98%	2687	29%	17%	Not in 1973 count	-8%	6%
SUNY Stony Brook	9880	8953	8953	2.21%	927	10%	-4%	Not in 1973 count	-32%	-20%
Syracuse University	14573	12405	5980	3.61%	2170	17%	27%	Not in 1973 count	10%	29%
UC Irvine	10012	8697	5980	2.36%	1315	13%	5%	4032	67%	24%
UC Riverside	9238	9960	8803	2.08%	-722	-7%	-	43	4%	-79%
UC Santa Cruz	7440	6365	5145	2.29%	1077	16%	-3%	2297	44%	55%
Group C Subtotal	82820	72174	54237	2.79%	18646	25%	53%	58383	154%	34%
Nat'l Agricultural Lib.	12722	12722	12722	12.70%	Not in 1975 count	Not in 1973 count	Not in 1973 count	286%	354%	225%
National Shelflist Count	886068	725979	390407	3.28%	160089	22%	5%	495661	126%	10%

Figure 2
1977 National Shelflist Count (Part 2)

The left-hand column on each page lists the twenty-seven libraries participating in the count. The Library of Congress heads the list, followed by libraries divided into three groups according to size, and ending with the National Agricultural Library. Title counts for 1977, 1975, and 1973 are then given for each library along with percentages, growth rates, and relative holdings. One line of the report, for example, Cornell's title count in social sciences (H-HX), gives the following information:

In 1977 Cornell had 335,315 titles in the H-HX classification. In 1975 the library had 297,045 titles and in 1973, 264,724 titles. In 1977, titles in the H-HX classification accounted for 14.809% of Cornell's total title count. Between 1975 and 1977 Cornell added 38,270 titles to the H-HX classification, an increase of 12%. However, relative to the growth of Cornell's entire collection since 1975, the H-HX rate of growth was a negative 10%. Between 1973 and 1977 Cornell's H-HX collection grew by 70,591 titles, an absolute increase of 26% but a relative growth rate of 3%. Finally, when comparing the proportion of titles in the collection devoted to social sciences, Cornell was 17% higher than all other libraries, 13% higher than those libraries in Group A, and 5% higher than LC.

To gather the data for each report participating libraries measured their shelflists. In a telephone survey by the National Shelflist Count

Task Force in April 1984 each of three libraries (Indiana University, University of North Carolina, and University of Texas) estimated that the measurements took from forty to seventy staff hours to complete. A standard sampling procedure was used to determine the average number of titles per shelflist centimeter in each participating library, and then the shelflists were measured in 490 LC classifications. Raw measurements, along with the sample results, were reported to Ortopan and his staff who converted the data into approximate title counts. In 1977, Ohio State was able to give an actual title count rather than shelflist measurement when reporting its data. The ability to capture title counts automatically through machine-readable catalog files is now becoming more commonplace, and at least two more libraries, at the universities of Virginia and North Carolina, conduct regional shelflist count projects in an automated fashion.

USEFULNESS OF THE NATIONAL SHELFLIST COUNT

In their first proposal, the original advocates of the project pointed out six problem areas:

1. The shelflist count reflects cataloged holdings only; backlogs and other categories of uncataloged (or temporarily cataloged) materials are not accounted for.
2. The count represents an approximation of holdings, not a record-by-record tally.
3. There are variations in terms of the number of cards per title, notation of multiple holdings, analytics for monographs in series, etc., because libraries do not follow uniform practices in shelflisting (classification).
4. The shelflists measured represent different universes from library to library; for example, there are variations in terms of branches and departmental libraries included or excluded.
5. The count reflects titles fully cataloged, not volumes held.
6. All materials classified by systems other than the Library of Congress classification are disregarded (not being compatible with the proposed scheme), until standard conversion tables can be developed.³

There are, then, limitations to the usefulness of data gathered for the National Shelflist Counts. Most research libraries have important holdings in special collections, microforms, government documents, media, cataloging backlogs, or collections in classification schemes other than LC, that are not represented in shelflist counts. The three published shelflist count reports alerted readers to these limitations by providing extensive notes (20 pages in the 1977 report) about significant parts of participating libraries' collections not covered by the title counts. It is interesting to note that one library classified in Dewey (Pennsylvania State University) did manage to participate in the project.

On a more theoretical level, there are some librarians who question the usefulness of quantitative data for collection assessment and description. Focusing on collection size alone, as the National Shelflist Count project does, can create false impressions about the real quality of a li-

brary's holdings. Does the number of titles in a subject area provide valuable information about the quality of a collection? Size is just one of many factors that characterize a collection. Shelflist counts tell one nothing about range of imprint dates, completeness of journal runs, or language coverage to be found in a library collection. Using National Shelflist Counts to compare library collection strengths, then, is flawed in two basic ways. First, title counts include only material classified by the Library of Congress system, and second, the number of titles in a collection is only one of many elements that defines its quality.

Even considering these limitations and criticisms, a number of librarians have found the data reported by the National Shelflist Count project useful for a variety of purposes. A telephone survey conducted for this report indicated that a majority of the collection development officers of research libraries who were contacted would like to see the project continued, although some believe the shelflist count LC breakdown should be uniform with the LC breakdown used in the RLG Conspectus. To most, the title count reports provide information on growth rates and relative size of subject collections that is used to assist in budget allocations, collection evaluations for accreditation reports, and assignment of responsibilities in cooperative collection development ventures including the RLG Conspectus. The title counts are most helpful (and valid) when combined with other types of collection evaluation, such as list checking, citation studies, and collection sampling.

As librarians develop a regional and national perspective toward collection management, standardized, accurate collection description becomes more important. The RLG libraries have developed the Conspectus for this purpose, and now ARL libraries working through the North American Collections Inventory Project (NCIP) are attempting the same thing. RLG and ARL libraries are using the Conspectus to develop a detailed inventory of collection strengths in North American research libraries. The Conspectus, as it is completed, will form the basis for expanded cooperative and coordinated collection development among research libraries. The Conspectus worksheets assess collection strengths and language coverage in defined subject areas. Collection strength codes, ranging from 0 (out of scope) to 5 (comprehensive level), are given by judging how well a collection's resources measure up against the universe of significant works in a given subject area. Making judgments with any accuracy is, of course, no easy task; it requires that bibliographers or subject specialists have a thorough knowledge of their own collections as well as the universe of resources available in the given subject area.

Shelflist count reports, for reasons already discussed, cannot substitute for the informed judgments of bibliographers or subject specialists. There are simply too many factors that are subjective, qualitative, and unmeasurable in the final makeup of a collection's strength. But the shelflist counts can assist in informing judgments. Jutta Reed-Scott in her *Manual for the North American Inventory of Research Library Collections* cites shelflist measurements as one of a number of useful methods for assessing collections and conducting verification studies.⁴ Some librarians

suggest that the counts are less valid indicators of strength in areas such as the sciences where periodical literature, unclassified or classed in a general number, prevails. In 1983, Judy Head and Ruth May at the University of Manitoba attempted to verify *Conspectus* ratings in agricultural economics by conducting shelflist measurements and citation analysis. Their results suggested to them "that measures of collection size may be valid substitutes for qualitative measures of existing collection strengths for purposes of ranking research libraries. . . ." ⁵ At least one group within RLG, the Music Program Steering Committee, is using shelflist counts to verify *Conspectus* ratings. ⁶

SHELFLIST COUNT SUBJECT CATEGORIES

The subject scheme used in the National Shelflist Count was devised by LeRoy Ortopan for use at the University of Wisconsin-Madison and the University of California-Berkeley before it was adopted for the national project in 1973. ⁷ The 490 subject categories that make up the scheme are derived primarily from the broad subject areas found in the general outline of the Library of Congress classification. Each subject category in the National Shelflist Count scheme is defined by an LC classification and a subject descriptor, such as "TR—Photography." A number of libraries have used this subject scheme in their collection development policies or for other purposes such as organizing use statistics by subject. In ALA's *Guidelines for Collection Development*, the National Shelflist Count subject scheme is listed in an appendix and described as one system for standardizing collection policies. ⁸ The RLG *Conspectus* also uses LC classifications and subject descriptors in its scheme, but the breakdowns are much more detailed. When all the *Conspectus* worksheets are prepared, there may be as many as 5,000 subject categories. Listed side by side in figure 3 are the two subject schemes for Philosophy.

Since both schemes are based on the LC system, there is no real conflict between them. However, expanding the National Shelflist Count to correspond exactly to the *Conspectus* would offer advantages to RLG libraries and participants in NCIP. Some librarians have found the Shelflist Count categories to be too broad. Using the *Conspectus* categories would mean more detailed quantitative data, more ease in conducting verification studies, and one standard subject scheme for collection description. If title counts can be generated automatically from machine-readable shelflists, then the degree of detail should not pose constraints.

On the other hand, some librarians argue that increasing the shelflist count to 5,000 categories is impractical and will create too much detail. The 1975 National Shelflist Count report, the last done entirely in paper format, was close to 580 pages in length and the 1977 microform edition required three fiches as well as 83 printed pages. Multiply that by ten, and you have an unmanageable bulk of information, at least in the print format preferred by most collection development officers. One reason the RLG *Conspectus* is online is because of its bulk, ⁹ and the National Shelflist Count would have to consider this approach if it were to be expanded.

PHILOSOPHY			
RLG Conspectus		National Shelflist Count	
1. B1-68	Periodicals, Societies, Congresses, Etc.	1. B1-68	Periodicals, Societies, Congresses, Etc.
2. B108-626	History and Systems, Ancient	2. B69-789	History and Systems, Ancient through Renaissance
3. B630-708	History and Systems, Alexandrian and Early Christian		
4. B720-765	History and Systems, Medieval		
5. B740-753	Arabian, Moorish and Islamic Philosophers		
6. B755-759	Jewish Philosophers		
7. B756	European Philosophers		
8. B770-785	History and Systems, Renaissance		
9. B790-4695	History and Systems, Modern (1450/1600)	3. B790-5739	History and Systems, Post-Renaissance
10. B840	Philosophy of Language		
11. B2750	Kant		
12.	Religious Existentialists		
13. BC	Logic	4. BC	Logic
14. BC131-135	Logic—Symbolic and Mathematical		
15. BD100-131	Metaphysics	5. BD	Speculative Philosophy
16. BD143-236	Epistemology		
17. BD240-241	Methodology		
18. BD300-450	Ontology		
19. BD493-708	Cosmology		
20. BH	Aesthetics	6. BH	Aesthetics
21. BJI-1800	Ethics	7. BJI-1800	Ethics
22. BJ1188-1500	Ethics—Religious		
23. BJ1800-2193	Social Usages, Etiquette	8. BJ1801-2195	Social Usages, Etiquette

Figure 3
Subject Schemes for Philosophy

This issue need not be decided immediately. The Conspectus is still being developed, and may undergo rather extensive revision before it is complete. Not all research libraries now have the ability to do automated shelflist counts or access online sources such as the RLG Conspectus; the National Shelflist Count as it is presently arranged can support collection assessment work required by the Conspectus.

RECOMMENDATIONS

Based on the foregoing analysis of the benefits and limitations of the National Shelflist Count, the task force made the following seven recommendations to the Chief Collection Development Officers of Large Research Libraries Discussion Group.¹⁰

1. *The National Shelflist Count should be continued.*

It is a valuable project for gathering compatible quantitative data on collection sizes by subject. It provides useful information for collection evaluation and description. To discontinue this project would weaken the efforts at establishing a national network of research library collections.

2. *The National Shelflist Count should be undertaken once every two years and data gathered and reported in a uniform, timely manner.*

A National Shelflist Count report has not been issued since 1977, although data have been gathered for measurements conducted in 1979, 1981, and 1983. This delay in publishing the counts has seriously weakened the effectiveness of the project. In order to reestablish the project, specific responsibilities should be assigned and adequate resources committed to insure the uniform and timely conduct of the project.

3. *Appropriate responsibility for the compiling of data and issuance of reports should be established.*

It is difficult for an RTSD discussion group and an individual with informal responsibility and inadequate resources to conduct a project of the size and complexity of the National Shelflist Count. The Chief Collection Development Officers of Large Research Libraries should identify an appropriate professional association or agency that can assume responsibility for producing the National Shelflist Count. Both ARL and RTSD have expressed interest in assisting with the Count. Project participants and others interested in receiving copies of the National Shelflist Count report should be willing to pay a subscription price or otherwise contribute to the financing of the project.

4. *Technical assistance in gathering data for the National Shelflist Count or in converting Dewey collection title counts to LC should be offered to participating libraries.*

The professional organization assigned responsibility for the project should explore the possibility of automated title counts and make this option available to participants. RLG and OCLC may be able to assist with the effort. Also, Dewey-LC conversion tables that will benefit work on the Conspectus as well as the National Shelflist Count should be prepared. An alternative to Dewey-LC conversion is to consider including

Dewey counts in separate tables for libraries which would otherwise be unable to participate in the count.

5. *Participation in the National Shelflist Count should remain voluntary, but a variety of research libraries, numbering at least twenty, should be encouraged to take part and make a long-term commitment to the project.*

A range of research libraries reporting title counts will give more valuable comparative information. A long-term commitment by a number of libraries will provide useful data on growth rates in various subject areas.

6. *Changes to the National Shelflist Count should be undertaken with the approval of a majority of the participants.*

The National Shelflist Count is basically a sound project that has many uses in its current form. Improvements may be made to its format (papercopy, microfiche, online) or to its level of subject detail, but these improvements should not delay the issuance of the count once every two years.

7. *A standing committee of the Chief Collection Development Officers discussion group should be appointed.*

The recommendations in this report should be implemented under the direction of a standing committee of the Chief Collection Development Officers of Large Research Libraries Discussion Group. The committee will assist the professional agency in establishing procedures for gathering the data.

CONCLUSION

On June 23, 1984, the report and recommendations of the task force were presented to the Chief Collection Development Officers of Large Research Libraries Discussion Group. All of the recommendations except for number three were accepted by a unanimous vote of the discussion group. Recommendation number three was amended to ask the RTSD executive office specifically to become the professional agency responsible for preparing and publishing future reports of the National Shelflist Count. This amended recommendation, with the RTSD executive director's approval, was also passed unanimously by the discussion group.

With this approval, work began to prepare and issue the 1985 National Shelflist Count. Survey forms and instructions for the count were revised, and a contract was negotiated with the Center for Library Research at the University of Illinois to analyze by computer the measurements received from participating libraries. Costs for the project were identified, and as a result, a fee of \$500 per participating library was established to recover expenses.

In February 1985, RTSD sent letters describing the purpose, methods, and cost of the National Shelflist Count to library directors and collection development officers of all ARL libraries. By April, fifty research libraries, almost double the number for previous counts, had agreed to participate in the project. Shelflist measurements for the 1985 count are

due to be completed by early summer, and the final report of the project should be issued by the end of the calendar year 1985.

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Monograph Arrearages in Research Libraries

Grace Agnew, Christina Landram and Jane Richards

To determine if backlogs of uncataloged monographs still exist and to learn about methods of controlling and/or reducing any such arrearages, a questionnaire was sent to the 117 members of the Association of Research Libraries. Questions were asked about the size of the arrearage, storage, arrangement, physical and bibliographic access and about the role of automation in reducing or increasing the arrearage. Strategies for access described in the responses included a publicly accessible location for the materials, which are available for circulation, or access through temporary files with the materials available after priority cataloging. To reduce arrearages some libraries are using minimal-level cataloging. The discrepancy between rate of acquisitions and catalog department staff levels was identified as the major cause of arrearages. Bibliographic utilities have proved helpful in coping with arrearages and other automation systems are beginning to be useful.

IN 1968 GEORGE PITERNICK SENT A QUESTIONNAIRE on cataloging arrearages to a sample of 91 "university libraries belonging to the Association of Research Libraries, some of the larger Canadian university libraries, and a very few libraries where a novel treatment of arrearages was known to exist."¹ Piternick expected a large percentage to have arrearages due to huge increases in library spending without corresponding increases in cataloging staff. Sixty-seven of the 86 libraries responding indicated that they had arrearages; three-fifths expected their arrearages to continue and increase.

We began our study of monograph/book cataloging arrearages in the member libraries of the Association of Research Libraries (ARL) in 1984, sixteen years after Piternick's landmark study. These sixteen years have brought many changes to libraries, particularly in the area of library automation. Bibliographic utilities now play an indispensable role in cataloging for most university libraries. Many libraries are considering or already implementing online catalogs as well as online acquisitions and circulation systems. Has automation reduced or eliminated backlogs? Have arrearages grown as libraries expected or have libraries learned to control and reduce arrearages?

We designed and administered a questionnaire that would look at the

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status of monograph/book arrearages in the 117 members of ARL.² We asked questions about size of arrearage, storage, arrangement and physical and bibliographic access for patrons. We also asked questions about the role automation has played in controlling, reducing or increasing the arrearage.

What we didn't ask, but hoped to glean from the questionnaire, was the library's attitude toward the arrearage. Is the arrearage a permanent evil that the library has learned to live with, or is it something the library works vigorously to eliminate? Is the catalog department under any pressure from the library administration or interested user groups to eliminate the backlog? Is the arrearage treated as a special circulating collection with minimal cataloging and perhaps an accession number serving as the call number, or does the arrearage wait uncataloged in storage until it can receive full cataloging and be added to the regular collection? Are any special efforts made to provide bibliographic access to arrearages, no matter how they are arranged or stored? We hoped that our survey would reveal current attitudes toward arrearages on the part of each responding library.

The primary reason for our study, however, was practical. We wished to make available to other libraries information about the factors causing arrearages in some of our major libraries and in particular to communicate the strategies that have succeeded in controlling or reducing arrearages.

METHODOLOGY AND HYPOTHESES

We began our study with a literature search through *Library Literature* and the online *LISA* database. Piternick's 1968 study, "University Library Arrearages," was the most comprehensive arrearage study that we found. Before we developed our questionnaire, we formulated the following hypotheses:

1. The majority of the respondents to our questionnaire would have significant arrearages. The gap between acquisitions, past and present, and cataloging staff would still be too great to eliminate or entirely control arrearages.
2. Bibliographic utilities would play a major role in reducing, and in some cases, eliminating arrearages.
3. Online catalogs, circulation systems, acquisitions systems, in process files, and other automated systems would have a significant impact in improving bibliographic control of arrearages.
4. Most arrearages would not circulate but would be cataloged on a rush priority on demand.
5. Most arrearages would be physically inaccessible for browsing, although libraries would generally provide books on demand.
6. A significant number of respondents would be using, or at least considering, minimal-level cataloging as a method of reducing arrearages.

A questionnaire was developed to reflect these hypotheses (see appendix A). The questionnaire was pretested and then administered through a first and second mailing to the 117 ARL member libraries.

One problem that we should have foreseen but did not was that libraries would interpret the term "arrears" differently according to local practice. In our cover letter, we defined arrears as a "backlog of uncataloged monograph/books." Several libraries that reported no backlog interpreted "arrears" more narrowly to include only books uncataloged through accident or circumstance and not by design. One library that indicated no backlog noted that some material is allowed "to age for approximately two years in order to maximize the use of LC copy." Two libraries that indicated no backlog noted that foreign books are treated differently. One library indicated that foreign imprints may be held for over a year. The other library stated that a distinction is made between "normal" books for which there is virtually no backlog and "non-Roman" or "difficult language" materials which are "not being cataloged."

Eighty-eight of 117 questionnaires (75%) were completed and returned by the study deadline. Sixty-eight (77%) indicated that they had arrears; 20 libraries (23%) noted that they did not.

LIBRARIES WITHOUT ARREARAGES

The respondents who indicated no backlog were asked to what factors they attributed this. Thirteen stated that staff and staffing levels played a major role in preventing or eliminating a cataloging backlog. Three of the 13 mentioned that the use of paraprofessionals for authority work, AACR2 description, and work at terminals were significant factors in preventing a cataloging backlog. Other staffing factors included increased output from staff, experienced staff, and an adequate number to handle acquisitions. One library noted, "As our acquisitions level declined . . . we kept our staffing level artificially high and used the surplus to (a) clear backlogs and (b) staff retrospective conversion projects. We are now implementing on-line systems and cutting staffing." Eight libraries cited automation for preventing the accumulation of a backlog; four mentioned OCLC specifically. Four libraries mentioned declining book budgets and one library noted that no arrears had accumulated because no major gift collections had been added. Finally, six libraries mentioned reorganization and efficient procedures as the reason for the lack of a cataloging backlog.

LIBRARIES WITH ARREARAGES

Sixty-eight of the 88 respondents stated that they had monograph cataloging arrears. (Unless otherwise noted, 68 responses were received to questions 6-31.) These arrears ranged in size from approximately 500 to 159,000 titles, or from less than 1 percent to 10 percent of the total collection. Half the respondents had arrears of less than 16,000 titles, but the arrears in four libraries exceeded 100,000 titles. Most have had backlogs a significant length of time. Fifty-one of the 67 respondents (76.1%) reported that the backlog had existed more than ten years, while in only two libraries (3%) was the backlog a problem that had developed within the preceding year.

Sixty-two libraries answered the question about the length of time a

title may remain in the arrearage. Most explained "the time varies according to the availability of Library of Congress or network cataloging copy (15 respondents), language (7) or subject (3). Some answers specified lengths of time ranging from one month to more than ten years. Four noted that some or all of the backlog would probably never be cataloged.

In 51 libraries (75%) the arrearage is stored in the main library. Fifteen libraries (22.1%) use more than one place of storage, while two libraries (2.9%) keep the backlog in a branch library. Respondents were asked to rate the importance of various factors in determining storage methods (see question 23). The factors considered "very important" are listed below:

Size of arrearage 27 libraries (42.9% of 63 respondents)

Size of staff 15 libraries (25% of 60 respondents)

Availability of storage space . . . 14 libraries (23% of 61 respondents)

The latter was regarded as "important" by an additional 17 libraries (27.9% of 61 respondents). Only 5 libraries (7.6% of 66 respondents) are planning to change the place of storage.

Most libraries arrange the monograph arrearage in more than one order. Many of these methods involve date of receipt or accession number, with ten libraries arranging by date of receipt only. Other methods include arrangement by language, by subject, or by numbers assigned in the catalog department. Five respondents prefer a title arrangement while seven arrange by order number. Only 7 plan to change the method.

Bibliographic access is provided by an in-process file in 19 libraries (27.9%). Arrangement on the shelf, along with the in-process file, serves this purpose in 7 libraries (10.3%). A card, such as an order card, filed in the public catalog is the method found in 8 libraries (11.8%), while 5 libraries (7.3%) use this along with other methods. Other means devised, and in each case in use in 2 libraries, are the following: entries in an online catalog; RLIN acquisitions system; online circulation system; shelf arrangement; and order file. A number of the libraries use more than one method, but three provide no bibliographic access at all, and in one of the libraries using an online circulation system, the monograph must circulate at least once to appear in the system. The remaining respondents indicated more than one method of providing access and are too numerous to recount.

Twenty-three libraries of 67 responding (34.3%) plan to change the method of providing bibliographic access to the arrearage. Most respondents will use online systems such as a public catalog (11), an acquisitions system (5), and a circulation system (3). Six libraries will provide access through an unspecified automated system. Several libraries commented on the improvement in bibliographic access that will result from an online system that allows for more sophisticated searching of various access points by term or keyword, instead of the current access which may be strictly by main entry or title.

Patrons have limited physical access in 29 of 65 responding libraries (44.6%), and no access at all in 34 libraries (52.3%). In only two li-

braries (3.1%) is the arrearage completely accessible to patrons.

A recent study by Ellen P. Neville and Antonia M. Snee on the aging of uncataloged monographs at Texas A&M University examined, among other things, patron methods of finding uncataloged books that had been assigned Library of Congress classification numbers and interfiled with the cataloged collection in the stacks. Access to these uncataloged monographs was provided through the DataPhase circulation system, title entry cards in the card catalog, and by browsing in the stacks. The authors determined through questionnaires inserted in each book that 67.4% of the patrons checking out uncataloged books and completing questionnaires had located the titles through browsing.³

Although this study reflects circumstances at Texas A&M University and may not be generally applicable, libraries that provide no physical access to arrearages and provide no subject access should at least be aware that they may be isolating many patrons from arrearages, even though bibliographic access is provided in card catalogs, in-process files and online public access systems.

Although physical access to the arrearage is limited, 48 libraries (71.6% of 67 respondents) provide staff to assist in locating titles from the backlog. This is not generally a full-time job for any staff member, but rather part of the regular duties of staff from many departments.

Fifteen of 65 respondents (23.1%) circulate backlogs in the same manner as the regular collection, while 13 libraries (20%) limit this circulation. Thirty-seven libraries (56.9%) do not allow the arrearage to circulate at all, although 12 noted that backlog items are cataloged on a rush priority when needed.

FACTORS CAUSING MONOGRAPH ARREARAGES

Before beginning our study, we formed the hypothesis that cataloging arrearages would be a continuing problem for libraries because cataloging staff levels would not be adequate to handle both current and previous acquisitions. Response to questions about factors responsible for backlogs suggest that inadequate levels of staff and staff expertise, acquisitions levels, and the ratio that results from these two factors are the major causes of monograph arrearages.

Respondents were asked to rate the importance of various factors in causing and/or increasing monograph arrearages. Inadequate staff was listed as the most important factor (see table 1). In this and the following question, libraries were given the opportunity to list and rate the importance of any additional factors responsible for monograph arrearages. Libraries were also given space for any relevant comments at the end of the questionnaire. Forty-one libraries listed additional factors. Twenty-four cited staffing problems. Ten of the twenty-four mentioned staff turnovers, vacancies, and frozen positions; four libraries noted the lack of staff expertise in languages and subjects such as music; two noted low productivity of staff; and one mentioned the inflexibility of staff assignments.

At one point in our questionnaire, we asked for the number of professionals and paraprofessionals involved in cataloging monographs.

Later, we asked for the number of professionals and paraprofessionals that work on reducing and/or controlling the monograph arrearage. We divided the total number of staff working on the arrearage by the total number of cataloging staff to get a very rough estimate of the percentage that work on the backlog. Although we asked for FTE totals in both questions, in many cases our questions did not elicit the responses we intended. Many libraries, for example, commented that all the catalog staff worked on the backlog as time and other responsibilities permitted. Twenty-four of the 48 libraries for which the percentage was calculated noted that 100% of the staff work on the backlog at least some of the time. Nine libraries, (18.8%) reported that less than one percent are engaged in this activity. Staff working on the backlog in two libraries totaled more than 100%, indicating perhaps assistance from temporary help or from other departments. Our question dealing with the number of staff working to reduce and/or control the backlog sometimes elicited ambiguous responses, so these findings should only be used to suggest trends and not to define arrearage staffing levels.

We also asked about the adequacy of levels of staff working to control or reduce the arrearage. No library considered the number more than adequate. Eleven of the 57 respondents (19.3%) found their staffing adequate, 13 libraries (22.8%) stated the level was somewhat adequate, and 33 libraries (57.9%) considered the number inadequate.

Table 1 also demonstrates that acquisitions levels play a significant role in causing or increasing arrearages. In addition, 19 libraries especially mentioned acquisitions as a causative factor. One respondent remarked ruefully, "Past acquisitions patterns are still around to haunt us well after they have been discontinued." Seven libraries mentioned gifts and donations as a significant cause of arrearages. Others mentioned the purchase of large collections, bulk purchases and the "uneven flow of acquisitions." Several noted that arrearages result from the discrepancy between acquisitions levels and staffing. One remarked, "Most of our backlog headaches are caused by the sudden acquisition of large amounts of material at one time. We have no means of absorbing such material into the normal work flow and little prospect of making any headway with it unless routine acquisitions decrease dramatically. If this were to happen however, I'm quite sure our staff would diminish equally dramatically and we'd be no further ahead."

Table 1 also indicates that inadequate budget plays a significant role in causing and increasing backlogs. Other factors to which the libraries attributed their backlogs include AACR2 (mentioned by 6 out of 41 respondents) and the lack of LC or other network cataloging (3 libraries). One library cited the "lack of a clear cataloging priority policy for items which LC does not usually catalog promptly or at all." Other factors included special projects, such as retrospective conversion and the implementation of automated systems, problems with the OCLC system, and high local cataloging standards.

We were curious to know the effect that automation has had on monograph arrearages, so we asked if libraries believed that automation had helped to cause and/or increase monograph arrearages. If the library re-

sponded "yes," we asked for an explanation. Twelve of the 67 responding libraries (17.9%) answered that automation had helped to cause arrearages, 45 (67.2%) answered that automation had not contributed, and 10 libraries (14.9%) replied that automation had had no effect either way.

The libraries that answered "yes" gave reasons such as downtime for automated systems and the necessity of taking cataloging staff from regular duties to assist in implementing automated systems. Some libraries noted the higher degree of skill needed to create machine-readable cataloging that must conform to national and international standards. Other libraries blamed themselves for poor management decisions that were made when automated systems were first implemented. One library said, "Instead of changing procedures to fit OCLC this library, in essence, forced the old, efficient manual system into OCLC. It didn't work. The backlog began with OCLC and the triple-load of maintenance that came with it."

Another respondent remarked, "The arrearage exists in large part due to a misinformed assumption in the late 60's that automation would allow us to reduce cataloging staff. Those staff were released prior to 1970 when the system was actually brought up. . . . We eventually reaped cataloging productivity benefits from automation, but have by no means caught up, and are still suffering from an overhasty decision of 15 years ago."

CONTROL AND REDUCTION OF BACKLOGS

In our survey we asked if automation was currently helping to control and/or reduce the monograph arrearage. Of the 68 responding libraries, 53 (77.9%) believed that automation was helping, 6 or 8.8% believed that it was not helping, and 9 or 13.2% felt that automation was having no effect on the control and/or reduction of the monograph arrearage.

Several of the 53 libraries answering "yes" explained how automation has helped them cope with the monograph backlog. Twenty-five cited the availability of LC and member cataloging copy through bibliographic utilities as a major factor in the reduction of the monograph arrearage. For three libraries the ability to do automatic searching by computer in the bibliographic utility databases and MARC tapes was an important means of reducing or controlling backlogs. Other methods of using automation included online in-process files (2 libraries), computer printout listings of backlog titles (4 libraries), computer printout listings of titles that have been in the backlog a significant length of time (2 libraries), and online acquisitions and circulation systems (2 libraries).

In a related question, we asked respondents to rate the importance of various forms of automation in controlling and/or reducing the arrearage. The responses, shown in table 2, indicate a strong reliance on bibliographic utilities. Reliance on other forms of automation is not as significant. The online catalog was rated by 19 of 61 respondents (31.1%) and the online acquisitions system by 22 of 62 respondents (35.5%) as very important. It is interesting to note, however, that most respondents rated the online catalog, the online circulation system, and the online

TABLE 1
FACTORS RESPONSIBLE FOR CAUSING OR INCREASING
ARRANGAGES IN ARL LIBRARIES

	Very Important	Important	Somewhat Important	Not Important	N/A	Number of Cases
Increased Acquisitions	55.6%	25.4%	6.3%	1.6%	11.1%	(N = 63)
Inadequate Budget	34.4%	11.5%	19.7%	11.5%	23.0%	(N = 61)
Inadequate Staff	68.2%	10.6%	13.6%	4.5%	3.0%	(N = 66)
Inadequate Catalog System	9.4%	9.4%	9.4%	26.4%	45.3%	(N = 53)
Inadequate Automation	10.5%	17.5%	17.5%	21.1%	33.3%	(N = 57)
Unfamiliar Automation	0%	5.7%	7.5%	22.6%	64.2%	(N = 53)

TABLE 2
AREAS OF AUTOMATION RESPONSIBLE FOR CONTROLLING
AND/OR REDUCING ARRANGAGES IN ARL LIBRARIES

	Very Important	Important	Somewhat Important	Not Important	N/A	Number of Cases
Bibliographic Utilities (e.g. OCLC, RLIN)	72.7%	10.6%	7.6%	4.5%	4.5%	(N = 66)
Online Catalog	31.1%	3.3%	8.2%	16.4%	41.0%	(N = 61)
Online Circulation System	6.8%	11.9%	18.6%	22.0%	40.7%	(N = 59)
Online Acquisitions System	35.5%	4.8%	8.1%	11.3%	40.3%	(N = 62)

acquisitions system as not applicable. This suggests perhaps, that most respondents may not yet have implemented these systems, so that it is still too early to assess the full impact that library automation systems will have on arrearages.

We also asked if automation would have an impact in the future. Of the 68 libraries responding, 60 libraries (88.2%) believed that automation would have a positive impact, 3 (4.4%) thought that it would not, and 5 libraries (7.4%) were of the opinion that automation would have no impact on the reduction and/or control of monograph arrearages. Fifty-four of the 60 libraries answering "yes" provided an explanation of the positive impact automation might have in the future. Twenty mentioned the importance of bibliographic utilities as libraries join more bibliographic utilities and as more cataloging records are input into the databases. Eight libraries believed that online public access catalogs would be important for providing better access to arrearages and for saving valuable processing time now spent on manual cataloging procedures. Five libraries mentioned the future importance of automatic searching in bibliographic utility databases and MARC tapes for catalog copy that matches arrearage titles. One library hopes to use OCLC's M300 terminal to accomplish this. Automated in-process control systems were listed by 7 libraries and online acquisitions and circulation systems by 3 libraries for better bibliographic control of arrearages. Finally, 7 libraries noted the possibility of doing minimal-level cataloging, and 7 libraries mentioned online authority control to speed up and improve the cataloging process.

We asked how many libraries were under pressure by the university administration, the library administration, and other interested groups to reduce or eliminate the monograph arrearage. Of the 67 libraries responding, 36 (53.7%) were under pressure from two or more groups, while 11 (16.4%) were under no pressure. Five libraries noted that the catalog staff was under self-imposed pressure.

We asked how many libraries were currently trying to reduce the backlog. Fifty-five libraries (80.9%) indicated that they were currently doing so, leaving 13 libraries (19.1%) that were not.

We compared the number of books acquired each year with the number of books cataloged each year to get a rough estimate of the rate of growth of the arrearage. The questions we used to make this comparison were worded somewhat ambiguously so the percentages we developed should be used to suggest trends rather than to indicate exact figures. Twenty libraries of the sixty-six that responded were cataloging 100% of the titles acquired, and 10 libraries were cataloging more than 100%, indicating a positive reduction in the cataloging arrearage. The remaining 36, however, were cataloging fewer than were acquired, indicating a growth rate for the arrearage ranging from 1% to 37%. For 21 libraries, the backlog is growing at a rate of 10% or greater.

We asked the libraries currently trying to reduce the arrearage to describe the procedures for accomplishing this. Fifty-two libraries outlined specific procedures. Nine are increasing staffing levels, hiring temporary staff, and contracting out some cataloging. Seven are relying more

heavily on member copy in bibliographic utility databases, and 10 libraries are doing automatic and continuous searches through MARC tapes and bibliographic utility databases to locate existing catalog copy for arrearage titles. Nine are trying to integrate the cataloging of arrearage titles into the regular cataloging process. Other libraries are increasing the use of paraprofessionals for cataloging with copy, weeding titles in the arrearage, streamlining cataloging procedures, or allocating existing staff more effectively.

We asked libraries what methods they intended to use in the future to reduce backlogs. The procedures 54 libraries plan to use are similar to those currently in use. Eight libraries intend to rely more heavily on member copy in bibliographic utility databases, eleven plan to increase staff levels or contract out cataloging, and one is improving foreign language expertise among staff as retirements and resignations occur. Fourteen libraries plan to use increased automation, particularly online catalogs, to streamline cataloging procedures and provide better bibliographic access. Eight libraries are considering minimal-level cataloging and others are trying to set clearer priorities and streamline cataloging procedures.

Piternick concluded in his 1968 study that "Some type of permanent cataloging below 'LC standard' for monographs had little appeal for the great majority of libraries now operating with arrearages. Only eleven of the sixty-seven libraries indicated that they have adopted such a procedure or concluded that one is necessary."

Piternick's study indicates that minimal level cataloging as a method of reducing arrearages has been under consideration for at least sixteen years. With the advent of shared cataloging through bibliographic utilities, however, the issue becomes more complicated and controversial since the decision a library makes affects not only itself and its users but the many members of the utility that share its cataloging. We asked libraries about the possibility of using minimal-level cataloging to reduce the arrearage. Sixteen of the 57 responding libraries (28.1%) plan to use minimal-level cataloging, 31 (54.4%) do not, and 10 (17.5%) are already using minimal-level cataloging. This means that 26 libraries (45.6%) of the respondents are either already using or planning to use minimal-level cataloging to reduce the monograph arrearage. Ten libraries that did not check a response category commented that the use of minimal-level cataloging was still under consideration but that a decision had not yet been made. Four libraries that answered "no" indicated that the option to use minimal-level cataloging had not been completely ruled out, but would depend on future circumstances. One library that answered "no" noted that the library planned to do so, but "not really to reduce the arrearage. The real goal is *not* to give full-level original cataloging to books which do not require it."

CONCLUSIONS

The prevailing theme that emerged from this study is that libraries are concerned about arrearages and are willing to explore various strategies for reducing them and for making them more accessible to patrons. For a

few, the arrearage is an accepted and perhaps a necessary evil, siphoning off ephemeral or difficult materials to enable libraries to keep up with current acquisitions. Other libraries may have simply chosen, or been forced by circumstances, to assign arrearages a low priority among library goals and objectives. The clear majority of respondents, however, are trying to control the arrearage and are concerned about better access for patrons.

Two major strategies for coping with arrearages emerged from our study. A library may place the arrearage in a publicly accessible area, provide minimal cataloging, perhaps in an online catalog, and allow the arrearage to circulate. A library may choose instead to keep the arrearage in storage and provide full cataloging to materials from the arrearage as time and funding allow. There are benefits to each strategy, and a library's choice would have to depend on the library's circumstances and priorities. Both strategies are essentially "firefighting" techniques, however, attacking the results of the problem, rather than the problem itself.

Our study would seem to indicate that the fundamental cause of arrearages is the disparity between acquisitions and the size and ability of cataloging staff. Libraries that are concerned about arrearages would do well to improve communications between those responsible for acquiring materials and those responsible for cataloging and processing them. It might appear that there is little benefit in heavy purchasing, for example, when the catalog department is seriously understaffed and unable to process the materials.

The point should be made that titles go out of print quickly, and that out-of-print books, especially foreign titles, are difficult and expensive to acquire. Some feel that it is better to purchase desired materials at once, while still in print, even if they must be stored in a backlog. Individual libraries will need to weigh the benefits of acquiring books in print against the disadvantages posed by backlogs, particularly the lessening scholarly value and the morale and public relations problems that backlogs engender. The catalog department should articulate these concerns to insure that those responsible for buying materials are aware of any problems that may result.

Acquisitions in foreign languages make up a significant portion of many arrearages. Again, there seems little point in acquiring large amounts of material in difficult languages when there is no one in the catalog department able to catalog them. Acquisitions patterns and staffing in the catalog department should be coordinated so that language expertise is available when needed.

Another significant problem seems to be the acceptance of gifts and donations without thought to the catalog department's ability to process these materials. Catalog departments need to become more involved in the formulation of stricter gift policies. Many of these materials may end up in the arrearage because they are redundant or ephemeral in nature. Storing "unnecessary" gift books in the arrearage reduces storage space and can cause a morale problem for cataloging staff who don't like the pressure imposed by backed-up workloads.

Our study indicated that automation has already had a significant impact on arrearages. Bibliographic utilities, in particular, have played a major role in controlling, reducing, and in some cases avoiding or eliminating backlogs. Several libraries mentioned more reliance on copy cataloging and automatic searching for cataloging copy as strategies for coping with arrearages.

Many libraries, however, intentionally create arrearages by holding books until cataloging records appear in bibliographic databases. In particular, many libraries rely heavily on Library of Congress cataloging. This is a burden and a responsibility that the Library of Congress, with its own arrearage and with priorities suited to its own needs and users, should not be expected to assume. Bibliographic utilities are meant to be cooperative cataloging systems. At least in theory, all members of a utility have a responsibility to input cataloging into the system for materials for which no record currently exists. The reluctance of many large research libraries to participate fully as members of bibliographic utilities is disturbing and calls perhaps for a re-evaluation of the responsibilities of utility members.

One positive effect that arrearages have had on catalog departments is the upgrading of the duties and responsibilities of paraprofessional positions. Many libraries are relying more heavily on paraprofessionals for editing member records and for authority work. The next step would seem to be training paraprofessionals to do original cataloging. At Georgia State University, paraprofessionals do some English-language original cataloging. The responsibility and intellectual expertise required change paraprofessional positions from jobs to careers. As a result, staff turnover among paraprofessionals at Georgia State University is relatively low. The quality and quantity of work by paraprofessionals compares favorably with that of the professional librarians. More importantly, assigning some English-language original cataloging to paraprofessionals frees the professional librarians to catalog foreign language and more difficult materials which might otherwise end up stored in an arrearage.

Our hypotheses were generally supported by our study. Bibliographic utilities have proved to be instrumental in coping with backlogs. Other automation systems are beginning to be useful and should prove more important as more libraries implement them. Our study demonstrated that libraries have great expectations for online systems, but another study should be done in a few years to determine the actual impact that these systems exercise on arrearages.

Most respondents provide some form of bibliographic control, but significant numbers provide no physical access and do not allow the arrearage to circulate. Many are also using, or planning to use, minimal-level cataloging to control the arrearage.

The accessibility of arrearages is an area needing further study. Are patrons able to access materials that are not available for browsing and that have received less-than-full cataloging? Do minimal-level records in automated systems provide demonstrably better access to arrearages than temporary cards in card catalogs or computer printout listings?

Most importantly, is bibliographic access to arrearages in any way comparable to access for the fully cataloged collection? Without some form of access, the arrearage is simply taking up space and gathering dust on shelves while its scholarly usefulness depreciates with every passing year.

REFERENCES AND NOTES

1. George Piternick, "University Library Arrearages," *Library Resources & Technical Services* 13:104 (Winter 1969).
2. Based on a membership list purchased from ARL and dated December 1983.
3. Ellen P. Neville and Antonia M. Snee, "Aging of Uncataloged Monographs," in *Academic Libraries: Myths and Realities: Proceedings of the Third National Conference of the Association of College and Research Libraries*, ed. Suzanne C. Dodson and Gary L. Menges (Chicago: The Association, 1984), p.274. The percent of titles located by browsing reported in this paper (70.3%) has been changed to 67.4% as more questionnaires have been returned in this ongoing investigation, as noted in a private communication from A. M. Snee to the authors, July 22, 1985.
4. Piternick, "University Library Arrearages," p.108.

APPENDIX A

MONOGRAPH/BOOK CATALOGING ARREARAGES IN ARL LIBRARIES QUESTIONNAIRE

We are conducting this survey to determine methods of handling cataloging arrearages in ARL libraries. We would appreciate it if you would complete the questionnaire. Please select a single answer for each question either by checking the appropriate response or by filling in the blank, as required. If more space is needed for any question, please attach an additional sheet or use the back of the questionnaire. Thank you.

1. How many titles are in your library's monograph/book collection (if necessary, please estimate) _____
2. How many new monograph/book titles are acquired each year (if necessary, please estimate) _____
3. Of the monograph/book titles acquired, how many are cataloged each year (if necessary, please estimate) _____
4. How many staff members are involved in the cataloging of your library's monograph/book collection _____
 1. _____ FTE professionals
 2. _____ FTE non-professionals
5. Does your library have a monograph/book cataloging arrearage (backlog) _____
 1. _____ Yes
 2. _____ No

If you do not have a backlog, to what do you attribute this:

If you answered no to question 5, please return this questionnaire in the envelope provided. If you answered yes, please continue to question 6.

6. How many titles are in your library's monograph/book arrearage (if necessary, please estimate) _____

7. How long has your library had a monograph/book arrearage
1. Less than one year 3. 6-10 years
 2. 1-5 years 4. Over ten
8. What is the average amount of time that a monograph/book remains in arrearage before being added to the cataloged collection _____
- Number of: 1. Years 4. Days
 2. Months 5. Other, please explain:
 3. Weeks
9. Where is your library's monograph/book arrearage stored
1. In the main library 4. Off-campus location
 2. In a branch library 5. If more than one re-
 or on other library property sponse, please list numbers: _____
 3. Other on-campus 6. Other, please explain:
 location
10. In what order is the arrearage stored _____
1. Books arranged by 4. Books arranged by or-
 author der number
 2. Books arranged by title 5. If more than one re-
 3. Books arranged by sponse, please list numbers: _____
 subject
6. Other, please explain:
11. How is bibliographic access provided to the monograph/book arrearage _____
1. Through arrangement 4. No access
 on shelf 5. If more than one
 2. Through an in- response,
 process file please list numbers: _____
 3. Through an order file 6. Other, please
 explain:
12. Is patron access to the monograph/book arrearage limited (e.g. limited hours that the collection is open for inspection, collection is in closed stacks not available for browsing, etc.) _____
1. Yes 2. No 3. No patron access
- If yes, please explain:
13. Is circulation of the arrearage outside the library limited, as opposed to the regular circulating collection _____
1. Yes 2. No 3. Arrearage does not circu-
 late outside the library
14. Do library personnel help patrons access books from the arrearage _____
1. Yes 2. No
15. If yes, how many staff members _____
1. FTE professionals 2. FTE non-professionals
16. How many staff members work to reduce the monograph/book arrearage _____
1. FTE professionals 2. FTE non-professionals

17. Do you feel that the number of staff members working with the arrearage is _____
 1. _____ More than adequate 3. _____ Somewhat adequate
 2. _____ Adequate 4. _____ Inadequate

18. Do you feel that automation is currently helping you to control and/or reduce your monograph/book arrearage _____
 1. _____ Yes 2. _____ No 3. _____ No effect
 Please explain:

19. Do you feel that automation could help you to control and/or reduce your library's monograph/book arrearage in the future _____
 1. _____ Yes 2. _____ No 3. _____ Would have no effect
 Please explain:

20. How important are the following areas of automation in controlling and/or reducing your library's monograph/book arrearage
 (Please check one level of importance for each area.)

	Very Important	Important	Somewhat Important	Not Important	N/A
1. Bibliographic utilities (e.g. OCLC, RLIN)	_____	_____	_____	_____	_____
2. On-line catalog	_____	_____	_____	_____	_____
3. On-line circulation system	_____	_____	_____	_____	_____
4. On-line acquisitions system	_____	_____	_____	_____	_____
5. Other (Specify):	_____	_____	_____	_____	_____

21. Do you feel that automation has helped to cause and/or increase your library's monograph/book arrearage _____
 1. _____ Yes 2. _____ No 3. _____ No effect
 If yes, please explain:

22. Is your department under any pressure from any of the following groups to reduce and/or eliminate the arrearage _____
 1. _____ Student group(s) 6. _____ Two or more of the above groups (indicate numbers: _____)
 2. _____ Faculty/staff outside the library
 3. _____ Library staff 7. _____ Other: _____
 4. _____ Library administration
 5. _____ University administration 8. _____ Not under any pressure from interest groups

23. How important are the following factors in determining the method of storing your library's monograph/book arrearage
 (Please check one level of importance for each factor.)

	Very Important	Important	Somewhat Important	Not Important	N/A
1. Size of arrearage	_____	_____	_____	_____	_____
2. Budget for storing arrearage	_____	_____	_____	_____	_____
3. Size of staff	_____	_____	_____	_____	_____
4. Size of library (e.g. lack of storage space)	_____	_____	_____	_____	_____
5. Pressure from interest groups	_____	_____	_____	_____	_____
6. Other (Specify):	_____	_____	_____	_____	_____

24. How important are the following factors in causing and/or increasing your library's monograph/book arrearage
(Please check one level of importance for each factor.)

	Very Important	Important	Somewhat Important	Not Important	N/A
1. Increased acquisitions	_____	_____	_____	_____	_____
2. Inadequate budget	_____	_____	_____	_____	_____
3. Inadequate staff	_____	_____	_____	_____	_____
4. Inadequate catalog system	_____	_____	_____	_____	_____
5. Inadequate automation	_____	_____	_____	_____	_____
6. Unfamiliar automation	_____	_____	_____	_____	_____
7. Other (Specify):	_____	_____	_____	_____	_____

25. What other factor(s) are responsible for causing your library's monograph/book arrearage; please list and indicate degree of importance (very important, important, somewhat important, not important) e.g. inadequately trained staff (somewhat important) _____

26. Do you plan to change the way you are currently arranging the monograph/book arrearage _____
 1. _____ Yes 2. _____ No
 If yes, please explain:

27. Do you plan to change the place of storage of your library's monograph/book arrearage _____
 1. _____ Yes 2. _____ No
 If yes, please explain:

28. Do you plan to change your library's method of providing bibliographic access to the monograph/book arrearage _____

1. _____ Yes 2. _____ No

If yes, please explain:

29. Are you presently trying to reduce the monograph/book arrearage _____

1. _____ Yes 2. _____ No

If yes, what methods are you currently using:

30. What method(s) do you plan to use in the future to reduce the monograph/book arrearage: _____

31. Do you plan to use minimal level cataloging records to reduce the monograph/book arrearage _____

1. _____ Yes 2. _____ No 3. _____ Already using minimal level cataloging

32. Comments

Using Micrographics Technology To Preserve and Make Accessible Records of Permanent Value

David M. Mayfield

USE OF MICROFILM AND MICROFICHE IS COMMON today and generally accepted in most types of North American libraries. Millions of items are now available in microform, including source material such as archival or manuscript collections, government documents, and specialized materials such as doctoral dissertations. The ever-increasing number of new publications and the amount of paperwork in our modern society are requiring an even greater use of micrographics technology. Thus, original publication in microform is now occurring on an unprecedented scale.

The advantages and disadvantages of microforms in libraries are summarized in a 1982 publication entitled *The Microform Connection*.¹ Among the generally accepted benefits of microforms in libraries are

1. *Space savings*—publications in microform save up to 97% of the shelf space occupied by the same publications in paper form;
2. *Security*—microforms rarely leave the library because of the special equipment required for their use, and when needed, replacement copies can be readily made;
3. *Integrity and permanency*—each exposure on microform remains intact as originally printed;
4. *Reproducibility*—modern reader-printers provide excellent paper copies from microforms;
5. *Accessibility*—because microforms take up little space, very small libraries can provide access to tens of thousands of documents;

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Editor's note: David M. Mayfield prepared this paper as a member of the People to People Library and Information Science Delegation to the People's Republic of China, which, under the leadership of Robert Stueart, visited numerous libraries in China in April 1985. Because the paper proved to be of special interest to our Chinese colleagues and was highly regarded by the delegates as well, the editor requested and received the author's permission to share it with *Library Resources & Technical Services* readers. We regret that it is feasible to reproduce here only a few of the excellent slides that enhanced the presentations in China.

6. *Economy*—the cost of large collections may be two to three times higher in paper reprint than in microform, and the light weight of microforms provides a substantial savings in shipping charges;
7. *Compatibility*—newer microform equipment will accommodate a variety of formats. For example, using a dry print process the Canon PC70 reader-printer can handle both microfiche and 16mm or 35mm roll film, display images that have been reduced eighteen to forty-eight times, and provide bimodel print capability.

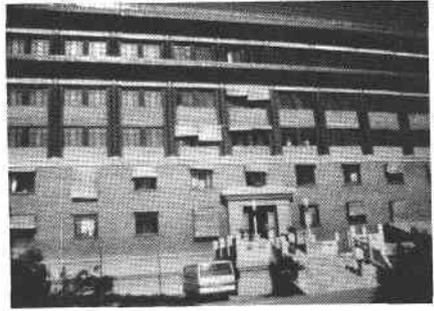
Of course, microforms in libraries also have several drawbacks. These include (1) special equipment is required for their use; (2) the equipment may intimidate users and cause physical discomfort such as eye fatigue; (3) microforms are published in a variety of sizes and formats, each with pros and cons, and with some incompatibility; and (4) temperature and humidity controls are required for optimum storage.

OUR EXPERIENCE IN MICROFORM ADMINISTRATION

The Genealogical Library of the Church of Jesus Christ of Latter-day Saints (also known as the Genealogical Society of Utah) has had valuable experience in using micrographics technology to preserve records of permanent value from throughout the world. Our library microfilms and preserves records that uniquely identify individuals and their family relationships. In general we attempt to acquire the best available sources that identify the greatest proportion of the historical population for each country and time period. Rights-of-privacy laws generally limit our microfilming to records of deceased persons. Thus, our cutoff date for most projects is about 1900.

Microfilm technology was in its infancy when we began filming records of births, marriages, and deaths in 1938. Over the years we have worked with the Kodak Company to establish tests and requirements for obtaining archival-quality film preservation. We have also kept abreast of technological changes and incorporated them where feasible. For example, specialists in our micrographics division recently developed a new 16mm camera capable of reducing the image of an original document forty-two times. They did this by using commercially available parts and having a special lens made to meet our requirements. The new camera enables us to photograph three-and-a-half times more information on half as much film as used by the standard 35mm camera. The new camera is portable. It can be put together or taken apart in fifteen minutes and fits into two suitcases.

Presently, the library has more than one hundred microfilm camera operators working in forty countries. Annually they film about 35 million exposures of original records—these include civil registers of births, marriages, and deaths; census returns; church registers; probate or inheritance records; land grants; cemetery records; and other sources of value for genealogical and family history research.



SELECTING AND FILMING RECORDS

Several steps are involved in selecting the specific records to microfilm. Our specialists first conduct preliminary surveys in a country to determine the existence, location, and availability of relevant records. Next they negotiate with the record owners for permission to microfilm or to purchase copies of the selected materials. After obtaining approval, they prepare annotated lists of the documents and collections. The lists are compared against our library catalog to avoid acquiring duplicate materials. Finally, camera operators are assigned to film the approved records based on available budget and current priorities.

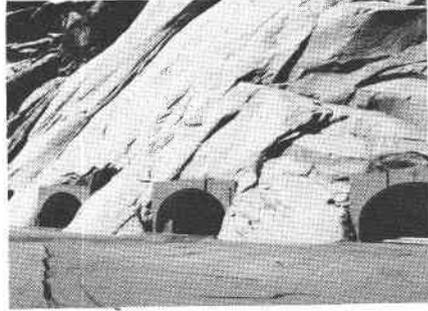
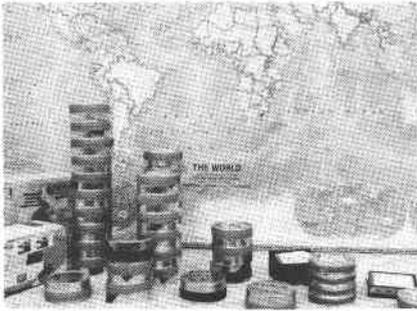
In return for permission to microfilm records, participating archives and libraries may obtain a positive copy of all materials microfilmed. These copies are often used by them so that the original documents can be protected from damage or loss. The Genealogical Library stores a master copy of the microfilm and provides subsequent copies at cost when the donor's copy is lost or destroyed.

Incidentally, during the past four years we have enjoyed an excellent-working relationship with the First Historical Archives of China in Beijing. On a mutually beneficial basis, we have provided funds and technical training to the Archives. In return, the Archives have microfilmed for us historical documents of genealogical value from the Ch'ing Dynasty (1644-1911).

PROCESSING AND STORING FILM

Usually, exposed film from our filming projects is sent to one of our processing centers in Brazil, Germany, Mexico, or the United States. Each roll of film is assigned a control number so that its progress through our system can be closely monitored. Once the film is developed, each frame is inspected for readability, contrast, density, and reproducibility. Exposures not meeting strict quality standards are retaken. Copies are then made for cataloging and research use.

In order to permanently preserve the microfilmed records, we store the original master negative of each roll in our Granite Mountain Records Vault near Salt Lake City, Utah. This facility provides unsurpassed protection against both natural and man-made disasters. Two hundred and forty meters of solid granite cover six huge vault storage



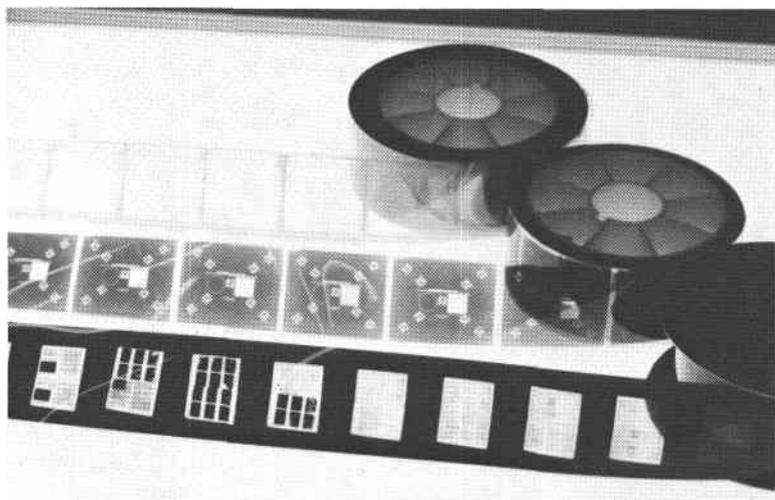
rooms. The vault can hold a total of about 5.3 million 30.5-meter rolls of 35mm microfilm. The storage capacity can be expanded, if necessary, through further excavation.

The natural temperature in the storage areas is approximately fourteen degrees Celsius all year regardless of outside conditions. The humidity is maintained at 30 to 40 percent. Fresh air circulated through the vault passes through filters that remove dust, smoke, chemicals, and other particles. Generally, each roll of film is cleaned ultrasonically and stored in separate closed containers made of acid-free paper; the containers are then placed in noncorrosive steel cabinets. Storage under these conditions allows properly manufactured and processed film to last indefinitely.

Protecting master negative copies of the microfilm is not only important to the Genealogical Library; archivists from around the world who have made their records available to us for microfilming are assured their records are safe and readily available when needed.

Proper storage conditions alone, however, do not achieve archival quality microfilm. To become archival, the silver film must be properly manufactured, processed, and stored. Neglect of any one of these three factors will destroy the archival quality of the film. This is critical to remember if you desire permanent preservation of your microfilmed records.

Although silver halide film is required as the master negative for archival storage, it is generally preferable to use diazo or vesicular films as working copies in a library setting. Silver film may be scratched; it is sensitive to acids left on the film by human handling; and it may be attacked by fungus if temperature and humidity controls are not carefully maintained. Diazo and vesicular films are more resistant to scratching because of their plastic emulsion coverings, and they are capable of withstanding temperature extremes. Moreover, their cost is less than half that of the silver film. Since all three types of film have the same life span when used in a library setting, a silver copy is too expensive to use as a working copy. Vesicular film is a particularly good choice for making copies for patrons from the library's collection. It is relatively inexpensive and neither a darkroom nor chemicals are needed to make copies.



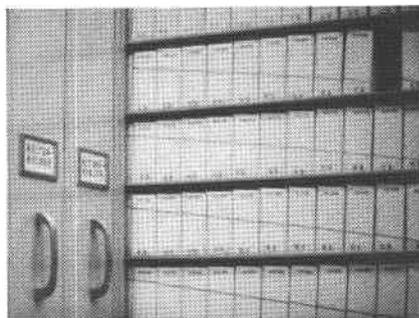
CATALOGING AND USING MICROFORMS

Public access to the Genealogical Library's more than 1.4 million reels of microfilmed records is provided at a beautiful facility in downtown Salt Lake City. Additionally, the main library annually circulates about 300,000 rolls of microfilm and distributes several million microfiche to its 600 branch genealogical libraries throughout the United States and in twenty-four other countries.

Appropriate cataloging is very important to the efficient use of microforms; we have observed that detailed bibliographic control is essential to supporting a large, multi-national branch library system. In general, we adhere to the *Anglo American Cataloguing Rules*, second edition, and with some exceptions provide third-level descriptions. We also use the basic MARC format in our automated system. For the most part, we catalog records in the language of the records themselves to better serve our international patrons; but we also provide English-language subject headings and brief summaries in English to serve the majority of our patrons in North America. The *Genealogical Library Catalog* is printed on computer output microfiche (COM) for efficient distribution to our branch genealogical libraries.

Many styles of microfilm storage cabinets are suitable for public access. One that works particularly well for rolls of 16mm or 35mm films consists of two units, once placed on top of the other. The bottom unit has eleven horizontal drawers. The top has four vertical drawers. Together they are approximately 2.6 meters high, .6 meters wide, and 1.5 meters deep. They will hold 1,000 35mm rolls or 2,000 16mm rolls in paper boxes.

We recommend an open stack system for public access. This allows library patrons to get the films themselves and requires that they refile them when they are finished. Library patrons prefer this kind of system.



To assist patrons in correctly refiling their films, we draw a diagonal line across the boxes in each drawer.*

Proper environmental conditions are an important factor in promoting microform use. Approximately forty square feet of floor space is recommended for each reader. The tables or carrels used for microfilm readers should allow adequate space for papers, books, and taking notes. The temperature should be approximately nineteen to twenty-one degrees Celsius. Relative humidity should be from 30 to 60 percent. Drapes or blinds on windows and proper placement of microform readers will reduce glare on the screens. Generally, today's microform readers are designed for use in modern offices with normal lighting, but it may be necessary to remove a small number of bulbs or tubes to minimize glare.

Microform readers come in a variety of sizes, each with its own features. Richard Boss and Deborah Raikes describe several important factors in selecting reading equipment in their 1981 publication entitled *Developing Microform Reading Facilities*.² These include ease of use, image quality, adaptability, noise level, protection of the microform, durability, maintenance, cost, and manufacturer's reputation. Other things to look for include sufficient magnification for your films—a reader should enlarge the image about the same amount it was reduced—and a good viewing angle for people who use bifocals. We frequently experiment with various makes of equipment to find those best suited to our patrons' needs. At the present time we primarily buy Northwest Inc. roll film and fiche readers and Minolta reader-printers.

WHAT THE FUTURE HOLDS

While microfilm technology is uniquely suited for archival or permanent storage of records, newer forms of image management such as magnetic media and optical data disks offer much more compact data storage capacity and higher access speed. These qualities are essential to accommodating our modern data processing needs. However, as we move towards the era of the automated office, library, and archive, an increas-

* Editor's Note: This same method of highlighting a misshelved item was used in one of the reading rooms the delegates visited in the Nanjing Public Library.

ingly important question will be "How permanent are these new storage media?"

A task force of the National Archives and Records Service (NARS) in Washington, D.C., is investigating the use of microfilm as the permanent storage medium for both human-readable and machine-readable records. Paper records would be stored directly on 16mm microfilm. Word processing diskettes would first be printed out on paper and then stored on microfilm. Computer tapes would be converted to microfilm using standard COM technology.

This proposed records preservation system would consist of a search database and a retrieval database. The search database would include a key-word-in-context index to all of NARS' archived records. Online access to the index would be provided by means of a simple hierarchical database management system. The retrieval database would be a microfilm mass memory system. The rolls of 16mm microfilm would be accessible under computer control. Displayed microfilm images would be scanned and digitized. The electronic images could then be displayed on a CRT terminal, printed, or even transmitted.

The NARS study is an excellent example of the continuing viability and future potential of modern micrographics technology.³ Another example of computerizing micrographics storage and retrieval has been referred to as image retrieval units technology. In this, microfiche placed in a tiered carousel system is capable of storing 400,000 documents while permitting retrieval speeds of five seconds or less. Given these and other similar developments in computer-assisted retrieval and video micrographics, it is likely that micrographic systems will have an important role to play in preserving and making accessible records of permanent value for a long time to come.

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Automation Development at the National Library of China

Beixin Sun

IN 1975 A COMPUTER SECTION WAS SET UP and it has gradually been expanded as the Automation Development Department in our library. From 1975 to 1978 about a dozen young staff members were sent to universities and colleges to study computer science, including hardware and software. During this period several more librarians experienced in the application of computer technology to library service were selected for our department.

After the young staff members finished their studies, we began to investigate the general tendency of worldwide library automation on a systematic basis. First, we collected and read some materials concerning the subject and studied how library automation started and developed in the United States, Great Britain, Japan, and Australia. Secondly, we investigated the manual procedures in our library, including cataloging, acquisition, circulation, series control, etc., and made a feasibility study of the use of the computer in these processing procedures. We also tried to find out what preparation we needed to make. Thirdly, we surveyed the state of the art in the development and application of hardware and software, including the processing of Chinese characters. On the basis of these investigations, we decided to start first with the application of LC MARC in our library and then develop the Chinese MARC.

In 1979 we introduced the LC MARC tapes into our library. We built an experimental system for using LC MARC and made some experiments. Since 1981 we have been making feasibility studies of the application of LC MARC in acquisitions and cataloging.

In mid-1984 we introduced a computer system from Japan (Hitachi, model M-150H), and up to now we have developed several application systems. They are the LC MARC service system, the ISDS service system, and a payroll management system.

In late 1984 we began to provide services to related departments in

Beixin Sun is the deputy director of the Automation Development Department of the National Library of China. In 1982 she spent six months in the United States, primarily at the Library of Congress where she made a comprehensive study of MARC. The members of the People to People Library and Information Science Delegation to the People's Republic of China were much interested in this account, which Beixin Sun presented at the National Library of China on April 17, 1985. She has kindly agreed to share it with LRTS readers.

our library and to some other institutions and libraries, using LC MARC tapes and ISDS tapes.

Now we are working in two fields. One is maintaining the application systems already developed and further developing the system resources on the M-150H. The other is introducing a new computer system for our new library building, which is one of China's major projects. The National Bibliographic Center Computer System is one of the important parts of the new library.

As the central library of China, the National Library has the following long-term target for its automation program: taking bibliography as the basis and emphasizing Chinese, to establish a real-time online processing system capable of processing different kinds of library materials in Chinese, languages in the Latin alphabet, Japanese, and languages using the Cyrillic alphabet, and of automating the functions of acquisition, cataloging, retrieval, circulation control, and catalog production, so as to make the National Library of China the National Bibliographic Data Center of China.

The particular tasks our library is required to accomplish are briefly indicated below:

1. Create a nationwide general bibliographic database for materials in Chinese. Conduct centralized cataloging of materials in Chinese. Edit and publish the national bibliography for China. Produce Chinese MARC tapes and catalog cards and other catalog products for use both at home and abroad.
2. Create bibliographic databases for materials in foreign languages. Realize online cataloging of materials in foreign languages in cooperation with different university libraries and special libraries in the Beijing area. Join the acquisition coordination of monographs and serials in foreign languages among libraries and realize inter-library loans using Beijing local area networks.
3. Prepare and publish the national union catalog of back-number serials in Chinese and of books and serials in foreign languages.
4. Join the International Serials Data System (ISDS) and make the National Library of China the National Serials Registration Center of China. Provide ISDS with relevant data and develop services using ISDS tapes.
5. Provide retrieval and inquiry services using bibliographic databases for materials in both Chinese and foreign languages. Equip online terminals to access foreign materials databases and provide inquiry services.
6. Realize automatic processing of acquisitions, cataloging, circulation control, etc., and automatic management of the routine business and administration of the National Library of China.
7. Create document databases for library science and related disciplines and provide inquiry services for investigation at home.
8. Prepare indexes and abstracts of the rare and ancient Chinese books in the library collection.

The Library of Congress Z Schedule: It's Time for a Change

Carole Allis Larson and Ella Jane Bailey

Because of the organizational weakness and uncontrolled growth of Class Z, librarians and library users may have difficulty in locating bibliographies in institutions using the Library of Congress classification system. A brief history of the Z schedule is presented, followed by discussion of recent Library of Congress modifications in the treatment of subject bibliography and reactions to these changes. Included also is a schedule, developed for use in a university library, for political and social sciences subject bibliography (Z7161-7166), giving alternate class numbers for the systematic placement of bibliographies in these subjects. The Library of Congress is urged to develop standard locations for bibliographies in the subject schedules.

ANYONE WHO HAS EVER TRIED TO LOCATE a bibliography quickly in response to a reference question has experienced firsthand the inadequacy of the organizational structure of Class Z. The problem of retrieving bibliographies in the Z's is a growing concern for reference librarians and catalogers alike. Recently two articles have appeared in the literature, providing tables to help librarians locate bibliographies in the Z's.¹ In 1975 the Library of Congress (LC) began assigning alternative subject class numbers for works ordinarily classed in Z5000-7999, subject bibliography. Clearly, the Z classification has outlived its usefulness, particularly where subject bibliography is concerned. With specialized subject bibliographies being published frequently, the Z section of reference collections has mushroomed to mammoth proportions never anticipated or intended by the original drafters of Class Z. It has become increasingly difficult to locate many bibliographies without resorting to a catalog search, and in an age of accelerating information demand such a delay is unacceptable and indeed unwise. A good bibliography is, after all, equivalent to an instant computer search, and should not be relegated to the back shelves. Although the Library of Congress has instituted some changes, these modifications are a stopgap measure and insufficient to handle the problem.

THE PROBLEM

The Z schedule, first published in 1902, was the first Library of Con-

Both authors are members of the staff of the University Library, University of Nebraska at Omaha. Carole Allis Larson serves as Social Sciences Reference Librarian, while Ella Jane Bailey is Chairperson, Technical Services Department. © 1985 Carole Allis Larson and Ella Jane Bailey.

gress schedule to be developed. It was first out of necessity, since space was needed for growing subject collections.² It was also first out of convenience—Class Z would contain the bibliographic works necessary for reclassifying the library's collection from President Jefferson's organizational method to the LC classification system.³ Apart from these considerations, keeping bibliographies separate from the remainder of the collection was an accepted practice of the times.⁴

Given the criterion of expedience by which the Z schedule was developed, it is not surprising that support for it has been lacking. In fact, it often has been the most criticized of all the schedules.⁵ Critics have faulted Class Z for both theoretical and practical deficiencies. Notation for Classes Z, E, and F, all among the earliest Library of Congress schedules devised, is incomplete compared with the double-letter notation of the other classes developed later. Also, there is no direct correspondence between the subject classes and the Z schedule; Class Z is arranged alphabetically by subject term while the subject classes are arranged conceptually. The Z subject terms in most cases are not closely related to LC subject headings, and some are even archaic. It is often extremely difficult to locate a bibliography on a particular topic even when using the catalog. Few would dispute the statement that "surely the alphabetical-classed arrangement of Z, 'unbrowsable' in comparison to the other classes and based on a now outdated organization of the subject disciplines, suggests irretrievability of some bibliographies."⁶

Dissatisfaction with the Z schedule in some cases has gone beyond criticism to outright rejection. A survey taken of academic libraries in 1966 indicated that almost one-fourth of the forty-five libraries responding had refused to adopt the Z schedule as given.⁷ Five had cataloged bibliographies with their respective subjects, while six had implemented a Z schedule based on the subject classes (ZHB for a bibliography on economic theory, for example).

The Library of Congress has been cognizant of the shortcomings of Class Z for a number of years. At the ALA RTSD-sponsored Institute on the Use of the Library of Congress Classification in New York City in 1966, Charles C. Bead, then principal cataloger of the Subject Cataloging Division, Library of Congress, stated "it is questionable whether the original classification decision of the Library of Congress on subject bibliography, made about seventy years ago, would be the same today."⁸ During the discussion Richard S. Angell, chief of the Subject Cataloging Division, voiced his opinion that subject bibliographies should be shelved with their respective subjects:

The treatment of subject bibliography, however, has become particularly questionable: first, its extraction from the subject classes; second, its . . . arrangement in the bibliography class. A pattern toward which the system should strive is to represent bibliography systematically in the various disciplines with parallel representation in subject order in the bibliography class as an alternative.⁹

Angell went on to discuss making space for bibliographies in the already existing subject classes and concluded no general principle would apply.

Rather, a separate decision would be necessary in each case.

A year later, William Welsh, director of the Processing Department, stated that LC eventually did intend to rectify the handling of subject bibliography.

It has been acknowledged that the circumstances under which the [LC] classification evolved have led to certain disposition of material "which could not be defended or advocated as part of a classification offered for general adoption." Among these are the provisions for subject bibliography. . . . It is true that the Library intends to fill these gaps but completion of all of the projects is some years off.¹⁰

RECENT DEVELOPMENTS

The Library of Congress in fact has begun to work toward an improved handling of subject bibliography. Both the K (Law) and M (Music) schedules, completed within the last fifteen years, place bibliographies with other reference works. Concerning the other subject schedules, the Spring 1975 issue of *Cataloging Service* announced the provision of alternative class numbers in the regular schedules for both subject and personal bibliography. The alternative class numbers for subject bibliography are usually general works numbers, and the bulletin instructs libraries to devise their own subarrangement if desired to separate bibliographies from other works.¹¹ This policy has also come under criticism.

Robert D. Rodriguez, assistant catalog librarian at Florida International University, writing in the Spring 1979 issue of *Library Resources & Technical Services*, raised a number of pointed questions regarding the nature of LC's alternative class numbers. Rodriguez' criticism is based on both theoretical and practical grounds. Bibliographies are a specific form of literature, and their call numbers should be based on form as well as subject, as in the case of dictionaries. More importantly, some provision needs to be made to ensure that a bibliography will be placed close to the beginning of a group of works on the same subject, as dictionaries, encyclopedias, and other reference works already are.¹² Rodriguez agreed that there could be no easy across-the-board modification applicable to all subjects, and that changes would have to be made on a case-by-case basis.

Unless or until the Library of Congress devises a more satisfactory solution, libraries desiring to place bibliographies at the beginning of the subject classes are burdened with creating their own arrangements to separate bibliographies from other works. One library, Northern Illinois University, devised the following formula for in-house use:

1. Use the number for dictionaries, if one exists.
2. If there is no number for dictionaries, use the number for some other form of reference work.
3. If there is no number for any form of reference work, use the general works number.¹³

For a reference collection this arrangement may suffice, but clearly in the general collection many bibliographies will be lost within the large

expanse of general works. More specific locations are needed.

THE APPROACH OF THE UNIVERSITY OF NEBRASKA AT OMAHA LIBRARY

Since the Z section of the reference collection was growing at such a rapid rate, the political science subject specialist approached a cataloger to see if an arrangement for moving bibliographies to the subject classes could be devised. We decided to formulate a system based on the following criteria: (1) it should be applicable to both the reference and general collections; (2) it should permit bibliographies to stand together on the shelf; (3) it should be based on the Library of Congress subject schedules as currently written; and (4) it should be a consistent, written guide allowing us to catalog new works easily and quickly and reclassify older works without the LC alternative number in CIP data. Accordingly, we decided to take a portion of the Z schedule, Political and Social Sciences (Z7161-7166) and try to locate alternate numbers in the subject schedules for each Z classification number (see appendix). If there was a dictionary or encyclopedia number in the subject schedule, we chose that number. If there was no provision for dictionaries or encyclopedias, we usually chose the general works number. In both cases, we assigned the cutter B1, *B* for bibliography, to keep the bibliographies together near the head of the section. We considered originating completely new numbers, but decided to stay within the existing framework in the interest of maintaining national uniformity in cataloging practices. It is the Library of Congress's role to devise new numbers and publish them for nationwide use.

We felt that our system would be workable for us, since the University Library has already had a positive experience in placing personal bibliography (Z8001-8999) in the subject schedules. When the library changed from Dewey to the Library of Congress classification in 1937, the decision was made to class personal bibliography with criticism of an author's work, a practice still continued today. Because of this method, the user will find material about an author and about his works in one place.

For political and social sciences, we were able to locate alternate numbers for each Z classification number, an encouraging indicator that the subject schedules have the flexibility to incorporate Class Z. The methods used and the difficulties encountered are described below in the hope that this information might be of value for any future revisions of the Z class by LC.

OUR SYSTEM

We used the most recent edition of the Z Schedule, *Classification: Class Z, Bibliography and Library Science*¹⁴ and included all changes through December 1982, as they appeared in *L. C. Classification: Additions and Changes*.¹⁵ Selecting a corresponding number in the subject schedules was not always easy, since many of the subject terms listed in the Z schedule are overly general (such as "Success") and have no readily apparent counterpart in the subject volumes. We relied on the indexes and the schedules themselves to locate alternate numbers, and sometimes re-

ferred to V.1 of *Subject Authorities*¹⁶ for additional ideas. Where there was no ideally suited number, or where it was necessary to choose a particular interpretation of a Z term, we made a notation in parentheses after the Z term defining our usage.

There were five guiding principles in selecting alternate numbers. First, we intended our schedule as only a working document that correlates the present Class Z with the subject schedules for political and social sciences. There is much in the subject schedules which need not and cannot easily be reproduced, such as country subdivisions.

Second, we tried to place the bibliographies as close to the beginning of a subject as possible. The best location we found was the dictionary number or dictionary and encyclopedia number for the subject. For example, bibliographies formerly classed in Z7164.F5 (Finance) were transferred to HG151 (Finance—Dictionaries, Encyclopedias), and .B1 for bibliography was added to the call number.

Finance, Z7164.F5 HG151.B1 Dictionaries, Encyclopedias under Finance

The B1 separates the bibliographies from the dictionaries, or at least keeps them together among the dictionaries. Lacking a dictionary or encyclopedia number, we usually chose the general works number in keeping with current LC practice and also added the B1 to separate the bibliographies from the topical works. In both cases we added a second cutter for the main entry. (For the purposes of simplification, second cutters for main entries are deleted from all examples.) Bibliographies on birth control (Z7164.B5) would be transferred to HQ766, which is the number for general works on birth control, and again .B1 would be added to the call number.

Birth control, Z7164.B5 HQ766.B1 General works number under Birth Control

If the B1 was the second cutter, we added the date of publication to the call number to separate the individual titles.

Public utilities, Z7164.P96 HD2763.A5B1 + date

Third, when all possible numbers were linked to specific languages, we chose the English-language number and indicated this choice by "English only" in parentheses. The classifier would need to check the subject schedule for numbers for languages other than English.

Economic policy, Z7164.E15 (English only) HD82.B1

Fourth, when more than one number was a possibility, we directed the classifier to check the appropriate subject schedules for further instructions. (For example, see appendix A under Z7164.C7—Colonies and Z7164.C93—Cooperation.)

Fifth, when many subjects were covered by the same number in the Z schedule, we assigned separate numbers where we felt there was a need.

Accounting, advertising, business, personnel management, trades, Z7164.C81	HF5621.B1 Accounting
	HF5803.B1 Advertising
	HF1001.B1 Business
	HC1001.B1 Personnel Management
	HD2341.B1 Trades

The examples above apply only to Z7164, "Special Topics, A-Z." Books in Z7161, "Bibliography of Bibliography," and Z7165, "By Region or Country," can also be classed in the subject schedules. Currently bibliographies on one topic can appear in any or all of the three numbers in the Z's, making the Z section of reference collections for political and social sciences even more confusing. General bibliographies of bibliography transfer easily:

JA61.B1	Political science—general bibliographies (English only)
H40.A2B1	Social science—general bibliographies

More specific bibliographies of bibliography will have to be handled on a case-by-case basis.

"By Region or Country," Z7165, has become a catchall for many political and social sciences bibliographies that easily could be placed in the subject schedules. For example, Fred I. Greenstein's *Evolution of the Modern Presidency, a Bibliographic Survey* (LC card 77-8022), whose first subject heading is PRESIDENTS—UNITED STATES—BIBLIOGRAPHY, was classed in Z7165.U5G74. This bibliography would be more accessible in JK511.B1, for President. In another case, John D. Hutcheson's *Citizen Groups in Local Politics: A Bibliographic Review* (LC card 76-23441) was classed in Z7165.U5H87. The first subject heading is CITIZENS' ASSOCIATIONS—UNITED STATES—BIBLIOGRAPHY: the alternate number could be JS303.5.B1, for Citizens' Associations.

To maintain consistency in our classification of bibliographies, we decided to keep a record by Z number of all bibliographies reclassified, giving the alternate number we used and further labeling the number with the subject of the work.

RECOMMENDATIONS AND CONCLUSIONS

The University Library is in the process of implementing this scheme in the reference collection, with plans for the general collection at a later date. Notes are placed in the Z schedule the first time an alternate number is assigned, and this annotated schedule serves as the authority file. As new bibliographies are acquired, they are classified with their respective subject areas. Bibliographies already in the reference Z's are being incorporated into the new system gradually. Since the number of bibliographies added to the reference collection each year is not inordinately large, and since bibliographies already in the reference collection Z's are being transferred as time permits, the process is not a labor-intensive one. The practical benefits of the scheme we are implementing include faster retrieval of subject bibliographies by both reference staff and patrons, increased usage of subject bibliographies, and easier updating and weeding of the collection in subject areas.

There are theoretical weaknesses with the system. First, the bibliogra-

phies really don't have their own numbers; they have been assigned numbers already designated for other formats, with the addition of a B1 for bibliography. Although the great majority of numbers we assigned are dictionary numbers, some are general works numbers because no dictionary numbers were available. Second, large research libraries may need a more detailed scheme, because of the variety of languages and types of bibliographies collected. Third, bibliographies assigned our numbers will interrupt the run of publications of a different type between the cutters A and C, due to the B1 cutter—a situation most likely to occur, again, in large research libraries. The fact that the system deviates from LC practice might also be considered a weakness.

A short-term solution might be for the Library of Congress to publish the list of alternative numbers for subject bibliographies it has devised to date, listing these numbers in order opposite their respective Z classification numbers on the Z schedule. An indication of the subject of each number would also be necessary, such as we provided in our in-house schedule. Libraries would then have the information required to move bibliographies to the subject classes systematically. If B1 were assigned as a cutter, the bibliographies would also stand together on the shelf. This alternative also has the theoretical weakness that bibliographies would not have their own numbers.

The eventual goal can only be the generation of completely new classification numbers for subject bibliography in the subject schedules by the Library of Congress. LC in the past has invested much effort in devising numbers for such works as dictionaries, serials, conference publications, and histories—not to mention separate country and language subdivisions. Bibliographies warrant similar attention. For many subjects there are more bibliographies than dictionaries or conferences, and bibliographies can be as significant and as useful as these works. The new numbers should be specific, not merely general works numbers, and they should place bibliographies as a group at or near the head of the subject classes with other reference works. Although this proposal suggests an extremely time-consuming project, ultimately less time would be spent than by having individual libraries devise their own schemes. Perhaps LC could solicit volunteers from the nation's libraries to form a task force charged with the development of new numbers. Many libraries may already have developed prototype schemes which could be used as groundwork. The Library of Congress itself once provided bibliography numbers in the subject schedules of its classed catalog; these numbers offer a substantial basis from which to begin. Initially, LC could reprint the Z schedule only, cross-referencing new bibliography subject numbers; the new numbers could be incorporated into the subject schedules as they are reprinted. Surely in this age of information demand, such a project warrants immediate attention.

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17. Rodriguez, "Use of Alternative Class Numbers," p.149.

APPENDIX A.

POLITICAL AND SOCIAL SCIENCES Z NUMBERS
WITH ALTERNATE SUBJECT CLASSIFICATION NUMBERS

Z7161-7166	Political and social sciences. Table IV, Modified 1/ Cf. Z5118.C9 Criminal anthropology (English only)	HV6035 HE1031 + HA17 + HV5017 HQ + JA61.B1
Z7161.	Political science—General bibliography (English only)	
	Social science—General bibliography	H40.A2B1
.5	Debate manuals (treatises) Including outlines and references on public questions. For outlines with arguments <i>in extenso</i> , see the subject; e.g., for Pearson's <i>Intercollegiate debates</i> , see .H35.	PN4181.B1
Z7164.	Special topics, A-Z	
	.A17 Accidents and accident insurance	HG9311.B1
	Accounting	HF5621.B1
	.A2 Administration (Public) (treatises, English)	JF1351.B1
	.A23 Adoption	HV875.B1
	Advertising	HF5803.B1
	.A3 Agricultural colonies	HD1516.A3B1

- .A4 Alien labor
Americanization, *see* Z1361.A51
- .A52 Anarchism
Animals (Treatment of), *see* .C45
Banking, *see* .F5
- .B35 Barter
- .B5 Birth Control
- .B6 Boards of trade
Business, *see* .C81
- .B91 Business cycles
(economic theory)
(economic history)
- .B95 Buying. Purchasing. Procurement
- .C11 Cabinet system
- .C18 Capital investments
- .C2 Caste
- .C36 Chain stores
- .C4 Charities, social service
- .C43 Medical charities
- .C45 Treatment of animals
- .C5 Child welfare
Including care and hygiene,
foster homes, playgrounds, etc.
Cf. Z6673.3, Infant mortality
Church and state, *see* Z7776.72
- .C57 Citizenship
Civil rights, *see* .L6
- .C6 Civil service
- .C64 Clothing trade
- .C66 Cloture
- .C68 Collective farms
- .C7 Colonies
Cf. .N4, New states
—For agricultural colonies.
see .A3
penal colonies, *see* Z5118.C9
For colonies of individual
countries, *see* Z1201 +
To classify with continents

To classify with nations
- Commerce
- .C8 General bibliography
- .C81 Business
Including administration,
organization, etc.
- .C83 Commodity exchanges
Communism, *see* .S67
- .C84 Community centers
- .C842 Community development
Competition
and cooperation (Management)
Domestic commercial policy
Economic theory
Foreign commercial policy
Personnel management
Selling
Conservation, *see* .N3
- .C9 Consular service
- HD6300.B1
JK1758.B1
HX833.B1
HV4703.B1
HG151.B1
HF1019.B1
HQ766.B1
HF294.B1
HF1001.B1

HB3711.B1
HD49.B1
HF5437.A3B1
JF331.B1
HG4008.B1
HT713.B1
HF5468.B1
HV40.B1
HV687.A3B1
HV4703.B1
HV711.B1

HB1323.I4B1
JC510.B1
JF801.B1
JC585.B1
JF1351.B1
HD9940.B1
JF538.B1
HD1491.A3B1
JV61.B1
JF60.B1

HD1516.A3B1
HV8938.B1

JV221.B1-
JV246.B1
JV500.B1-
JV5299.B1

HF1001.B1
HF1001.B1

HG6046.B1
HX17.B1
HN42.B1
HN49.C6B1

HD41.B1
HF1436.B1
HB238.B1
HF1414.B1
HF5549.5.C7B1
HF5438.8.C6B1
HC15.B1
JX1694.B1

- .C93 Cooperation
 competition and cooperation HD41.B1
 industrial cooperation HD2954.B1
 international cooperation HD1428.B1
 Communism/socialism HX519.B1
 Corporations, *see* .T87 HG4309.B1
- .C95 Cost of living HD6978.B1
- .C97 Country life HT409.B1
- .C98 Coups d'etat JC494.B1
 Crime and criminals, *see* Z5703 HV6017.B1
 Crises, *see* .B91
 (economic theory) HB3711.B1
 (economic history) HD49.B1
- .C99 Customs administration HJ6606.B1
- .D2 Democracy JC421.B1
- .D3 Demography HB849.2.B1
- .E14 Economic forecasting HB3730.B1
- .E15 Economic policy
 (English only) HD82.B1
- .E17 Economic relations, International HF1411.B1
- .E2 Economics HB71.B1
 Economics, Primitive,
 see Z5118.E25 GN799.E4B1
 Elections, *see* .R4 JF1051.B1
 Electoral college, *see* .R4 JF1051.B1
- .E4 Elite (United States) HN90.E4B1
 For other regions or countries HN101.B1-
 HN942.5.B1
- Emigration, *see also* .I3
 (Regions) JV6061.B1-
 JV6149.B1
 (Countries) JV6403.B1-
 JV9500.B1
- .E55 Employees' representation in management HD5650.B1
- .E57 Employers' associations HD6943.B1
- .E6 Energy policy HD9502.B1
 Environmental policy,
 see Z5863.P6 HC79.E5B1
 Ethnicity and ethnic groups
 (General), *see* Z5118.E84 GN495.4.B1
- .E9 Eugenics HQ751.B1
 Cf. .D3, Demography HB849.2.B1
 Fascism, *see* Z2361.F2 JC481.B1
- .F4 Federal government. Federalism JF751.B1
- .F5 Finance. Money. Banking HG151.B1
 Cf. .C18 Capital investments HG4008.B1
 .P9555 Public finance
 (English only) HJ121.B1
 Finance, Personal, *see* .T4 HG7920.B1
- .F7 Food supply HD9000.5.B1
- .F8 Fringe benefits. Non-wage payments HD4928.N6B1
- .F85 Fruit industry HD9245.B1
 Geography, Political, *see*
 Z6004.P7 JC319.B1
- .G6 Government property (Federal and/or State) HD6479.B1
 JK1606.B1-
 JK1686.B1

- .G7 Government publications
 Class publications of an individual country
 in National bibliography, Z1201 +
 U.S. Federal Z1223 .A12
 U.S. State Z1223 .5A1A-Z
 U.S. Municipal Z1223 .6A1-Z
 Check schedule for other countries
- .G8 Grain trade HD9030 .5.B1
- .G83 Group insurance HG8025 .B1
 Guild socialism, *see* .S675 HD6479 .B1
- .H7 Home labor HD2333 .B1
 Cf. .L1 Labor HD4839 .B1
- .H8 Housing HD7287 .B1
 Cf. Z6675.H77, Housing and
 health RA770 .B1
 Human rights, *see* .L6 JC585 .B1
- .I25 Illegitimacy HQ998 .B1
- .I3 Immigration. Emigration JV6021 .B1
- .I34 Imperialism JC359 .B1
- .I37 Income (economic history) HC79 .I5B1
 (economic theory) HB522 .B1
 National income, accounting HB141 .5.B1
- .I39 Individualism (sociology) HM136 .B1
 (political theory) JC571 .B1
 Industrial management, *see* .07 HD30 .15.B1
 Industrial psychology, *see*
 Z7204 .14 HF5548 .8.B1
- .I43 Industrial security measures
 (guards, watchmen) HV8290 .B1
- .I45 Industrial sociology HD6955 .B1
- .I5 Initiative and referendum JF491 .B1
- .I6 Institution building HM131 .B1
- .I7 Insurance HG8025 .B1
 Cf. .A17 Accident insurance HG9311 .B1
 Labor HD7101 .B1
 .G83 Group insurance
 group life HG8830 .B1
 group health HG9388 .B1
 .L1 Social insurance HD7090 .5.B1
 .U56 Unemployment insurance HD7095 .B1
 .W67 Workers' compensation HD7103 .6.B1
- .I78 Interest (income) (pre-1776) HB535 .B1
 (income) (post-1776) HB539 .B1
 (rates) HG1621 .B1
 International economic relations,
see .E17 HF1411 .B1
- .I8 Internationalism JC362 .B1
 Cf. Z6461 + International law JX1226 .B1
 Z6471 + League of Nations JX1975 .B1
- .L1 Labor HD4839 .B1
 Cf. .A4 Alien labor HD6300 .B1
 .C93 Cooperation
 .H7 Home labor HD2333 .B1
 .T7 Trade unions (Labor unions) HD6483 .B1
 .U56 Unemployment HD5707 .5.B1
 .W67 Workers' compensation HD7103 .6.B1
- .L3 Land HD111 .B1
- .L38 Leadership HM141 .B1
 League of Nations, *see* Z6471 + JX1975 .B1

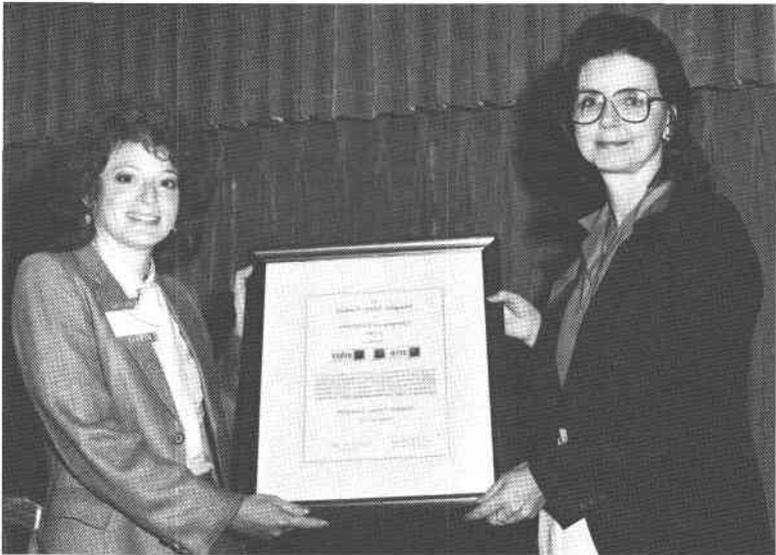
- .L49 Legal aid HV680.B1
.L53 Leisure GV14.45.B1
.L6 Liberty JC585.B1
 Including civil rights, human rights, individual rights, etc.
 Cf. Z1019 + Condemned and prohibited books
- .L7 Lobbying (Congress) JK1118.B1
 (State Legislature) JK2498.1.B1
- .L8 Local (Municipal) government
 (Executive) JS141.B1
 (Legislative) JS171.B1
 (Judicial, etc.) JS185.B1
 Cf. Z5942 City planning, municipal improvement, etc. HT166.B1
 Cf. .P97 Public works
 (English only) HD3853.B1
- .L9 Location of industries HD58.B1
 Management, *see* .07 HD30.15.B1
- .M15 Mandates JX4021.B1
- .M18 Marketing HF5412.B1
 International marketing HF1009.5.B1
- .M2 Marriage HQ503.B1
 Cf. Z5703.4.W53, Wife abuse HV6626.B1
- .M3 Materials management TS161.B1
- .M45 Meat industry and trade HD9410.5.B1
- .M67 Monarchy JC381.B1
 Money, *see also* .F5 HG216.B1
- .N17 Narcotics (traffic) HV8079.N3B1
 National planning, *see* .R33 HT391 +
- .N2 Nationalism JC311.B1
- .N3 Natural resources. Conservation HC15.B1
 Cf. .W2, Water rights, waterways HE381.B1
- .N4 New states JF60.B1
- .04 Old age HQ1061.B1
 Cf. Z663.A3, Aging (Physiology) QP86.B1
- .07 Organization of production. Industrial management HD30.15.B1
 Including general theory of management
 Cf. .C81 Business HF1001.B1
 Cf. Z7914.A2 Industrial engineering T55.5.B1
 Panics, *see* .B91 (economic theory) HD3711.B1
 (economic history) HD49.B1
- .P18 Parliamentary practice JF511.B1
- .P19 Passive resistance to government JC328.3.B1
 Passive resistance, *see also* HM278.B1
- .P2 Patriotism JC329.B1
- .P3 Peace Corps HC60.5.B1
 Penal colonies, *see* Z5118.C9 HV8938.B1
- .P4 Pensions HD7090.5.B1
 Personnel management, *see* .C81 HF1001.B1
- .P76 Police HV7901.B1
- Political geography, *see* Z6004.P7 JC319.B1
- .P8 Political parties JF2011.B1
 Political psychology, *see*
 Z7204.P54 JA74.5.B1
- .P83 Political socialization HQ784.P5B1
 Population, *see* .D3 HB849.2.B1
- .P84 Pornography HQ471.B1

- .P85 Postal, telegraph and telephone service (postal) (telegraph) (telephone) HE6035.B1 HE7621.B1 HE8731.B1
- .P94 Prices
 Primaries, *see also* .R4 JF2081.B1
 Prisons, *see* Z5118.09 HV7411.B1
 Propaganda, *see* Z7204.S67 HM263.B1
 Proportional representation, *see* .R4 JF1051.B1
- .P95 Prostitution
 Public administration, *see* .A2 HQ111.B1
 JF1351.B1
- .P955 Public finance (English only) HJ121.B1
- .P956 Public opinion HM261.B1
- .P957 Public relations HM263.B1
- .P96 Public utilities
 Public welfare, *see* .C4 HD2763.A5B1
 HV12.B1
- .P97 Public works (English only) HD3850.B1
 Purchasing, procurement, *see* .B95 HF5437.A3B1
- .R12 Race problems
 Radio, *see* Z7221 (Socialization) HT1521.B1
 (Broadcasting) HQ784.R3B1
 HE8694.B1
- .R15 Raw materials HF1051.B1
- .R2 Recall JK448.B1
- .R3 Reconstruction (Civil War Period)
 Class here works on economic and social reconstruction E668.B1
 For reconstruction after World Wars I, *see* Z6207.E81, D653.B1
 World War II, *see* Z6207.W81 D825.B1
- .R32 Refugees. Refugee relief HV640.B1
- .R33 Regional, state and national planning
 Cf. .E15, Economic policy HT391 +
 Rehabilitation, *see* Z7254 HD82.B1
 Religion and sociology, *see* Z7831 RM930.A5B1
 Religion and state, *see* Z7776.72 BL60.B1
 JC510.B1
- .R38 Reports HF5719.B1
 Including preparation, etc.
- .R4 Representation JF1051.B1
 Including ballots, elections, electoral college, primaries, proportional representation, etc.
- .R45 Retail trade HF5429.B1
- .R5 Retirement HQ1062.B1
- .R54 Revolution
 Rights, Human, *see* .L6 JC491.B1
 JC585.B1
- .S3 Sabotage HD5473.B1
- .S36 Secret societies HS119.B1
- .S37 Securities HG4651 +
 (See schedule for breakdown)
- .S42 Sex HQ12.B1
- .S55 Shipping. Ship subsidies HE567.B1
- .S6 Slavery (General) (English only)
 Class local with local history HT871.B1
- .S64 Social Classes HT609.B1
- .S66 Social conditions and problems
 (History—General) HN8.B1
 Social insurance HD7090.5.B1
- .S663 Social prediction HM24.B1
 Social psychology, *see* Z7204.S67 HM251.B1
 Social service, *see* .C4 HV40.B1
- .S665 Social settlements HV4183.B1

- .S667 Social surveys HN28.B1
 Socialism. Communism
- .S67 General bibliography HX17.B1
- .S675 Guild socialism HD6479.B1
- .S677 Socialist competition HC79.S6B1
 Sociology
- .S68 General bibliography HM17.B1
- .S685 Christian sociology BT738.B1
 Sociology and religion, *see* Z7831
- .S76 Sound recording industry BL60.B1
 Standardization of production HD9697.P564B1
 (Economic aspects) HD62.B1
- .S84 State and business HD3611.B1
 State and church, *see* Z7776.72
 State planning, *see* .R33
 Student political activity, *see* Z5814.S86 LB3610.B1
- .S92 Success (in business) HF5386.B1
- .S98 Syndicalism HD6477.B1
- .T2 Tariff HJ6606.B1
- .T23 Taxation HJ2250.B1
 Telegraph and telephone service,
see .P85
- .T26 Technology and civilization CB478.B1
- .T3 Terrorism HV6431.B1
- .T4 Thrift HG7920.B1
- .T55 Time allocation surveys HN90.T5B1
- .T7 Trade unions. Labor unions. HD6483.B1
 Guilds.
 Including collective bargaining, etc.
 Cf. Z6675.T83, Health facilities
- Trades HD2341.B1
- Transportation and communication
 Cf. Z5074.E3, Agricultural
 economics
 Z5451 + Canals HD1410.B1
 Z5853.H2, Harbors HE395.A3B1
 Z5853.T7, Engineering HE551.B1
 Z5863.T7, Effect on environ- HE141.B1
 ment (transportation) TD195.T7B1
 Z6724.R2, Military railroads
 (engineering) UG345.B1
 .C8, Commerce HF1001.B1
 .P85, Postal, telegraph
 and telephone service
 .S55, Shipping HE567.B1
 .T81, Street and highway
 traffic HE332.3.B1
 .U72, Urban transportation HE305.B1
 .W2, Waterways HE381.B1
 Z7221 + Radio HE8675.B1
 Z6231 + Railroads HE1031.B1
 HE141.B1
- .T8 General bibliography
- .T81 Street and highway traffic.
 (traffic engineering) HE332.3.B1
 Traffic accidents HE5614.B1
- .T87 Trusts. Corporations HG4309.B1
- .U5 Underdeveloped areas HC59.7.B1
- .U56 Unemployment. Unemployed. HD5707.5.B1
 Unemployment insurance. HD7095.B1

- | | | |
|-------|------------------------------------------|-------------|
| .U58 | Unmarried mothers | HQ998.B1 |
| | Urban anthropology, <i>see</i> Z5118.U72 | GN395.B1 |
| .U7 | Urban renewal. Urbanization | HT170.B1 |
| | Cf. Z5942, City planning | HT166.B1 |
| .U72 | Urban transportation | HE305.B1 |
| .U8 | Utopias | HX806.B1 |
| .V3 | Valuation | HF5681.V3B1 |
| .V6 | Vocational guidance. Occupations | HF5381.A2B1 |
| .V65 | Voluntarism | HN49.V64B1 |
| .W1 | Wages | HD4906.B1 |
| | Cf. .F8, Fringe benefits | HD4928.N6B1 |
| .W16 | Warehouses (1801-) | HF5485.B1 |
| .W2 | Water rights. Waterways | HE381.B1 |
| | Cf. Z5074.I7, Irrigation | HD1714.B1 |
| | Z5451 + Canals | HE395.A3B1 |
| | Z6004.P5, Physical geography | GB10.B1 |
| | .C8, Commerce | HF1001.B1 |
| .W4 | Wealth (economic history) | HC79.W4B1 |
| | (economic theory) | HB251.B1 |
| | Women in politics, <i>see</i> Z7963.P64 | HQ1236.B1 |
| .W67 | Workers' compensation | HD7103.6.B1 |
| .Y8 | Youth. Youth movement | HN19.B1 |
| Z7165 | By region or country, A-Z | |
| | Under each country | |
| | .x General works | |
| | .x2 Local, A-Z | |

Margaret Mann Citation, 1985: Lucia J. Rather



Lucia J. Rather, award recipient (left), and Carol Mandel, chair.

The Margaret Mann Citation in Cataloging and Classification for 1985 is awarded to Lucia J. Rather in recognition of her substantial contributions to the effective practice of cataloging and to the international exchange of bibliographic information, including her major role in developing the MARC formats and the standard library character set, her leadership in expanding international cooperation in cataloging, and her extraordinary assistance to American libraries in implementing the Anglo-American Cataloguing Rules, second edition.

Lucia J. Rather

I first met Lucia J. Rather in 1966 when she was assigned to the Information Systems Office, which had responsibility for Library of Congress (LC) automation at that time. We established an immediate rapport which has lasted for some twenty years now. Knowing Lucia has been one of my most valued experiences at LC. She is both a good friend and an esteemed colleague.

Lucia was born in Durham, North Carolina. She graduated Phi Beta Kappa with an A.B. in history from the University of North Carolina and received a master's degree in library science from the same university in June 1957. She is currently pursuing her longstanding interest in American diplomatic history as a doctoral candidate at George Washington University. She is married to John Carson Rather, presently an antiquarian bookdealer and formerly a member of the LC staff. They reside in Kensington, Maryland, and have two children, Bruce and Susan.

Except for a short period at the Brooklyn Public Library, all her professional experience has been at LC. She spent seven years as a descriptive cataloger, followed by two years in the General Reference and Bibliography Division. Lucia moved to the Information Systems Office in 1966 to serve as a library information systems analyst. In that capacity, she worked on the development of the MARC format and on the design of an extended character set for roman alphabet languages and romanized forms of nonroman alphabet languages, to be used for machine-readable cataloging. In 1970, the MARC Development Office was established in the Processing Department, Lucia became a Group Head and, in 1973, Assistant Chief of that office. Much of the success of LC's MARC Distribution Service and early internal automation projects can be attributed to Lucia.

In 1976, Lucia was named Director for Cataloging, Processing Services, a position she still holds. In this capacity she has direct responsibility for seven divisions and approximately seven hundred employees. During her tenure, she has introduced and implemented technical improvements to cataloging activities that impact positively not only on LC operations but also on the bibliographic needs of the entire library community. Some examples of particular significance are

- Adoption of the second edition of the *Anglo-American Cataloguing Rules* (AACR2) proved to be a major undertaking for American libraries, including the LC. It was recognized that acceptance and timely implementation of AACR2 would depend in large part on the active role of LC in this endeavor. As Director for Cataloging, Lucia had the full responsibility for LC's activities in this area. She undertook major programs at LC to prepare for the event, including the comprehensive analysis of the rules to determine where supplementary guidance would be needed by catalogers, extensive training programs for LC staff at all levels, ongoing dialogues with public service people to ensure that their requirements would be met by new policies and procedures adopted for AACR2, and studies to determine what enhancements or modifications

would be needed in the MARC formats to accommodate the new code. Initiated more than a year in advance of the implementation date for AACR2, the project to identify frequently used name headings and convert them to their appropriate AACR2 form provided U.S. libraries with information which facilitated their adoption of the new code.

- TOSCA (Total Online Searching for Cataloging Activities) was directed by Lucia from planning through implementation. It resulted in increases in the production of descriptive cataloging in 1984, with two divisions reporting gains of more than 25 percent in their output. The program has had a major impact on the cataloging operations of the nation's libraries by providing a substantial increase in the amount of LC cataloging data available and the timeliness of LC's bibliographic products.

- The cooperative cataloging programs which Lucia oversees have flourished. Last year, the thirty-one members of the Name Authority Cooperative project (NACO) produced 34,533 authority records for an increase of 41 percent over the previous year, and 12,004 bibliographic records for a 250 percent increase over the previous year. She also arranged with the National Library of Medicine to take full responsibility for the descriptive cataloging of about three thousand Cataloging in Publication items annually, thus enabling the library community to realize further savings of resources by reducing duplicate cataloging in another area.

- The Chinese, Japanese, and Korean pilot project commenced in 1984 under Lucia's direction. It provided the basis for the full-scale operation, now in place, whereby LC's cataloging records of Chinese, Japanese, and Korean monographic publications are now created in the Research Libraries Information Network (RLIN) with both vernacular and romanized data.

- Lucia guided the development of online cataloging at LC. The first fully online cataloging operation was the Music system, with the Visual Materials system to follow shortly. The success of these undertakings has obvious implications for the many member libraries of the bibliographic utilities whose collections include music and/or visual materials for which timely LC cataloging is needed.

- More recently, recognizing both the importance of the *Library of Congress Subject Headings* (LCSH) to the library community and some of the shortcomings of the system, Lucia has initiated an internal investigation of LCSH, taking into account the fact that, whatever changes are made, we must also preserve the basic characteristics of what exists.

In addition to the many efforts supporting the bibliographic requirements of LC and the nation's libraries, Lucia has been deeply involved and committed to the work of international organizations. She has been a member and chairperson of the International Federation of Library Associations and Institutions (IFLA) Section on Cataloguing and its Standing Committee, representing both LC and the American Library Association. Her work has been so important in this area that she has been asked to continue on the Standing Committee as an honorary consultant. Also, as part of the work of the Standing Committee, Lucia chairs the International Standard Bibliographic Description (ISBD)

Five-Year Review Committee. Four ISBDs underwent review simultaneously: those for monographs, serials, nonbook materials, and cartographic materials. She facilitated the introduction of the International Serials Data System policies and practices into the ISBD for serials, the resolution of the question of a separate ISBD for machine-readable data files, the improvement of provisions for sound recordings in the ISBD for nonbook materials, and the resolution of the question of "surrogate" material in the ISBD for books.

In addition to her IFLA responsibilities, Lucia has served as one of the representatives from LC to the meetings of the Association of Bibliographic Agencies of Britain, Australia, Canada, and the United States (ABACUS), a member of the International Organization for Standardization (ISO) Working Group on Character Sets, and secretary of the IFLA Working Group on Content Designators, which developed the UNIMARC format now in use for international exchange of cataloging data. Testifying to the significance of Lucia's work on behalf of international cataloging standardization, Peter R. Lewis (himself recipient of the Margaret Mann Citation in 1980) has stated:

. . . The major part of my direct observation has been of the contribution [Mrs. Rather] has made, and the leadership she has displayed, in the international arena; especially among the AACR2-user community, as manifest in ABACUS . . . whose meetings in Montreal she chaired in 1983; and in IFLA, where I have had the difficult task of following on her outstanding chairing of the Section on Cataloguing, 1978-81. While occupying that chair, among other things she instigated the comprehensive review of ISBDs, which will be the major project of the UBC office . . . and has continued very effectively to chair the review group in this important and difficult area.

Lucia's work in IFLA illuminates the importance that she attaches to the relationship between LC's operations and the needs of libraries in the cataloging fields, not only in the United States, but worldwide: and wherever the standards and traditions developed and sustained by American librarians are valued, librarians and library users have reason to be indebted to her for LC's guardianship of those values.

Those of us who have worked closely with Lucia at LC greatly admire her keen intellect and the way in which her willingness to listen elicits cooperation and motivates her large staff to excel.

For all her contributions, it is particularly fitting that Lucia was awarded the 1985 Margaret Mann Citation. Her sensible and pragmatic approach to cataloging, with bibliographic access as the primary objective, is surely in the spirit of the woman for whom this citation has been named. The success of Lucia's service to the cataloging community is the measure of her greatness as a librarian and as a person. Her involvements in national and international bibliographic forums have demonstrated commitment to her principles as a cataloging expert, as well as her ability to resolve problems and conflicts in bringing major tasks to fruition for the benefit of the library communities here and abroad. It is my signal honor to pay tribute to Lucia J. Rather as the recipient of the Margaret Mann Citation through this testimony of her accomplishments.—*Henriette D. Avram, Assistant Librarian for Processing Services, Library of Congress.*

Esther J. Piercy Award, 1985: Stephen E. Wiberley, Jr.



Stephen Wiberley, Jr., award recipient (left), and Martin Joachim, chair.

The 1985 Resources and Technical Services Division Esther J. Piercy Award is presented to Stephen E. Wiberley, Jr., in recognition of his past accomplishments and promise of future contributions in those fields constituting technical services and encouraged by RTSD, particularly those of library resources management. He has developed a leadership role and has rendered service in various capacities to the American Library Association. He has helped to develop improved techniques for the evaluation of literary collections. His contributions to professional literature reveal a precise and analytical mind dedicated to improving access to and use of library collections. His own research deals in a broad sense with information storage and retrieval.

Mr. Wiberley is recognized further for the quality of his published research, which extends the range of quantitative methods available for assessing the quality and strength of library collections and the implications for the impact on technical services and resources development of this research for the ways in which information is indexed, organized, and accessed. Major articles have dealt with such topics as the subject access aspect of information retrieval in the social sciences, the importance for humanities research of primary sources frequently overlooked in citation studies in the humanities, the analysis of techniques for deriving core lists of journals, and the editing of old maps.

Because of Mr. Wiberley's work in the Resources and Technical Services Division, his service in various capacities to the American Library Association, his development of improved techniques for the evaluation of library collections, his contributions to the scholarly literature, and his own research, Stephen E. Wiberley, Jr., is presented with the Esther J. Piercy Award for 1985 in recognition of this record of continuous growth and achievement.

Stephen E. Wiberley, Jr.

Stephen E. Wiberley, Jr., is the 1985 recipient of the Esther J. Piercy Award in recognition of his past accomplishments and promise of future contributions. Whereas past recipients of the Piercy Award have generally represented the technical services component of the Resources and Technical Services Division of the American Library Association, this year's Piercy jury has chosen to acknowledge the resources component of RTSD in its selection. Mr. Wiberley is a worthy recipient of the award this year because of his work to develop improved techniques for the evaluation of literary collections, his contributions to professional literature, and his research. His writing reveals a precise and analytical mind dedicated to improving access to and use of library collections. His research deals in a broad sense with information storage and retrieval.

With a B.A. from Le Moyne College in Syracuse in 1968 and a Ph.D. in history from Yale in 1975, Mr. Wiberley received an M.L.S. from the State University of New York at Albany in 1977. His professional career as a librarian has been at the University of Illinois at Chicago where he served as a reference librarian and interlibrary loan librarian before becoming bibliographer for social sciences in August 1978. His current duties include valuation of collections and selection of all monographic and serial materials in anthropology, criminal justice, ethnic studies, geography, history, political science, psychology, social work, sociology, and women's studies.

Mr. Wiberley has a number of important publications to his credit, many based on his research in information storage and retrieval in both the humanities and social sciences. His recent emphasis has been the subject access aspect of information retrieval in the humanities. An innovative approach to the problem of subject access is detailed in his 1983 *Library Quarterly* article entitled "Subject Access in the Humanities and the Precision of the Humanist's Vocabulary." He presents an overview of the vocabulary used in the humanities for subject access and defines the categories of that vocabulary. These categories are the basis for analyzing the precision of subject headings and of indexing consistency. When he has completed a similar approach to the study of the social sciences, the results should reveal important similarities and differences between subject access in the humanities and social sciences and enhance understanding of the process of information retrieval.

Interest in subject access is also evident in his current research in evaluating subject headings in seven periodical indexes and current awareness services in the humanities. His goal is to develop standards for evaluation of indexes in the literature of the humanities so that humanists will benefit from improved subject access in the use of these indexes.

Other of his publications include "Sources for the Humanities: Measuring Use and Meeting Needs" in *New Horizons for Academic Libraries* (1979) and "Journal Rankings from Citation Studies: A Comparison of National and Local Data from Social Work" in *Library Quarterly* (1982). Mr. Wiberley's training as a historian is evident from his published work on historical cartography and early American history.

His work in ALA and RTSD, his contributions to the professional literature, and his research make him a worthy recipient of the Esther J. Piercy Award for 1985. To quote one who wrote in support of his nomination for the award: "Stephen Wiberley shows outstanding promise for continued theoretical contributions to librarianship. His writings reveal him as intelligent, articulate, disciplined, and motivated. . . . I hope the jury will recognize his achievements and his potential. They are so bright that they will, I think, cast lustre on the award itself." This year's Piercy Award jury agrees by selecting Stephen E. Wiberley as the 1985 recipient of the award.—*Martin D. Joachim, Chair, Esther J. Piercy Award Jury.*

Serials Section Bowker/Ulrich's Serials Librarianship Award, 1985 Marcia Tuttle



From left to right, Leigh C. Yuster, senior product manager, R. R. Bowker; Marcia Tuttle, award recipient; Jean Acker Wright, chair.

The Serials Section of the Resources and Technical Services Division of the American Library Association presents the first Bowker/Ulrich's Serials Librarianship Award to Marcia Tuttle, in recognition of her many contributions and accomplishments in the field of serials librarianship. As president-elect of the Resources and Technical Services Division and as an efficient and energetic organizer and participant in both elected and appointed positions she has provided "leadership in serials-related activities." Marcia's many activities have ranged from regional workshops to the national 1984 ALA preconference, "Who's Afraid of Serials," and to her participation on the International Serials Panel at the 1984 UK Serials Group meeting.

Her many contributions to serials literature include the 1983 landmark publication Introduction to Serials Management, which provides students and others interested in serials with a clear and precise interpretation and understanding of the field.

The knowledge and enthusiasm which she exhibits make Marcia Tuttle an outstanding representative of serials librarianship and a very worthy first recipient of this award.

Marcia Tuttle

Marcia Tuttle received the first RTSD/SS Bowker/Ulrich's Serials Librarianship Award at the Annual Conference in Chicago July 6, 1985. This presentation reflects the many achievements of an outstanding individual and makes an additional statement that there is a new vehicle for recognition of distinguished contributions to serials librarianship.

In 1982 at the Philadelphia Annual Conference, Dorothy Glasby, chair of the Serials Section, expressed her concern that although everyone enjoys the "Worst Title Change" presentation, there was no "serious" award dedicated to serials activities. In 1983, she appointed a committee to establish a Serials Section award. By the 1984 Dallas Annual Conference, Rex Bross announced that the award had become a reality as a result of the generosity of the R.R. Bowker Company in providing funding of \$1,500 annually and as a result of the efforts of many individuals. Jean Cook, the incoming Serials Section chair, allowed the members of the original committee the satisfaction of serving as the committee to select the first recipient of the Serials Section's Bowker/Ulrich's Serials Librarianship Award.

The criteria for selection are "distinguished contributions to serials librarianship within the previous three years, demonstrated by such activities as leadership in serials related activities through participation in professional associations and/or library education programs, contributions to the body of serials literature, conduct of research in the area of serials, development of tools or methods to enhance access to or better management of serials, or other advances leading to a better understanding of the field of serials." The time limit was established with the awareness that many landmark advances in the field would be excluded, but with the realization that without such a restriction the number of eligible nominees would make the selection almost impossible. The need for such a limitation proved to be real. Although there was very little advance notice of the award, there were twenty-five nominations. Selection among these and many other well-qualified librarians whom the committee considered was not easy.

Marcia Tuttle's energy and enthusiasm, as well as her expertise concerning serials, are familiar to many people, since she is the 1985-86 president of the Resources and Technical Services Division, and served as chair of the Serials Section in 1980 and 1981. Her academic degrees include the A.B., with a major in religion, from Duke University; the M.Ln. from Emory University, where her paper was "A History of the American Theological Association"; and an M.A. from the University of North Carolina at Chapel Hill, where she wrote her thesis on "The Location of North Carolina's Nineteenth-Century Cotton Textile Industry." The range of subjects gives an indication of the breadth of her interests.

Before her present position as head of Serials at the University of North Carolina at Chapel Hill, professional appointments included In-

terlibrary [Loan] Service at that university, head of the Reference Department at the University of Vermont, and both reference and cataloging positions at Princeton University. This range of experience contributes to her ability to approach the impact of serials on various facets of library service.

In addition to the specific contributions mentioned in the text of the citation, she has presented papers at many programs and institutes, and has taken a leadership role in organizing workshops and conferences. With the vision to conceive programs which will interpret serials, the vitality to transform ideas into reality, and the humor and charm to spread her enthusiasm to others, Marcia Tuttle is an outstanding representative of the finest attributes of serials librarianship.

As the first recipient of the RSTD/SS Bowker/Ulrich's Serials Librarianship Award she is recognized for past accomplishments, with confidence that she will continue to give added dimensions to serials librarianship and inspire others by her example.—*Jean Acker Wright, Chair, Serials Section—Bowker/Ulrich's Serials Librarianship Award Committee.*

Resources Section— Blackwell North America Scholarship Award, 1985:

"The Citation as Intertext: Toward a Theory of the Selection Process" by Ross W. Atkinson



Marilyn Fletcher, chair, and Ross Atkinson, award recipient (right).

This article is based on a paper presented at the RTSD Collection Management and Development Institute held in Cincinnati on November 9, 1983. Atkinson's article is a unique and exceptionally outstanding analysis of the intellectual processes which determine the selection of library materials. The author presents a hypothetical model of selection based on three contexts: the "syntagmatic context," which encompasses several assumptions of literary criticism as expressed by Barthes and Saussure; the "contexts of supplementation," which are provided by the citation or reviewing sources; and the "contexts of resolution," as derived from the selector's experience, knowledge, and the "communal" aspects of the collection.

By utilizing the concepts of literary criticism, Atkinson develops an unparalleled model of the selection process. Michael R. Fischer, noted scholar in modern critical theory and associate professor of English at the University of New Mexico, states: "By drawing on various insights of contemporary literary criticism, Atkinson does a fine job of illuminating how library selection decisions are made. I was especially impressed with Atkinson's ability to adapt literary theory without getting bogged down in its often esoteric terminology and without embracing its more extreme conclusions. He is in control of the texts he is using."

The model presented by Mr. Atkinson is a valuable tool for librarians in all phases of collection development. The drawing together of conscious and subconscious factors, and of explicit and implicit criteria, provides a long-needed analysis of the complex nature of selection processes in libraries.

The 1985 Blackwell North America Scholarship Award has been presented to Ross W. Atkinson for his publication, "The Citation as Inter-text: Toward a Theory of the Selection Process," published in *Library Resources & Technical Services*, April/June 1984.

The award citation was presented to Dr. Atkinson at the Resources & Technical Services Division membership meeting held July 6, 1985. The scholarship award of \$1000 will be donated to the School of Library and Information Science at the University of Iowa by Blackwell North America, Inc.

Dr. Atkinson's article is an outstanding publication which describes the application of critical literary methodology to the process of selection of library materials. Collection development decisions are often considered as being totally subjective and made in a vacuum. Atkinson's research firmly places the collection development process in an objective and concrete model, encompassing ideas which are both conscious and subconscious on the part of selectors of library materials. If librarians involved in selection decisions can identify and learn to utilize these internal thought processes in addition to the external contexts of Atkinson's model, perhaps collection development decisions, will become less arbitrary and more reliable and justifiable.

Ross W. Atkinson is currently assistant university librarian for collection development at the University of Iowa Libraries. He received his degree in library science from Simmons College. He also has earned a Ph.D. in Germanic languages and literature from Harvard University. His other professional positions have included humanities bibliographer at Northwestern University Library and participant in the Scholar-Librarian Program at Northwestern. This program, funded by the National Endowment for the Humanities and the Council on Library Resources, was designed to develop methods to integrate Northwestern's Library more fully into the university's teaching and research activities.

Ross Atkinson has been an active member of ACRL for the past several years. He has served as chair of the West European Specialists Section, the Activity Sections Council, and the Awards Committee of the Bibliographic Instruction Section. In addition to his library research as reflected in his award article and as editor of *Back to the Books: Bibliographic Instruction and the Theory of Information*, Dr. Atkinson has published several articles related to German literature, which appeared in *Germanic Review*, *Papers of the Bibliographical Society of America*, and *Proceedings of the Pacific Northwest Council on Foreign Languages*. —Marilyn P. Fletcher, Chair, Resources Section—Blackwell/North America Scholarship Award Jury.

SEARCH COMMITTEE APPOINTED FOR *LRTS* EDITOR

The RTSD president has appointed a *Library Resources & Technical Services (LRTS)* Editor Search Committee, charged with making recommendations to the RTSD Board. Elizabeth Tate's tenure as editor of *LRTS*, the division's quarterly refereed journal, expires after the 1987 ALA Annual Conference. To allow appointment of an editor-designate with sufficient time for orientation, it is expected that the term of the editor-designate will begin after the 1986 Annual Conference.

The editorship of *LRTS* is an unsalaried position. The incumbent serves a three-year term in accordance with the following procedures:

- A search committee appointed by the RTSD Board has the responsibility for making a recommendation to the RTSD Board after a search has been conducted.
- The RTSD executive director is an ex-officio, nonvoting member of the search committee and is involved in the final negotiations with any candidate regarding responsibilities and budget.
- After approval by the RTSD Board of Directors, the appointment is made by the RTSD president.
- The editor of *LRTS* is normally eligible for reappointment to no more than a total of two consecutive terms. Reappointment, when made, follows the same procedure as an original appointment, except that no recruitment need be done.

The search committee welcomes nominations. Applicants should submit a résumé and a brief statement of his or her perception of the role of the *LRTS* editor in fulfilling the journal's goals as the official publication of RTSD. This material should be sent to the search committee chair at the following address: Ms. Susan H. Vita, Chief, Cataloging in Publication Division, Library of Congress, Washington, DC 20540. All material is due by November 15, 1985.

LRTS Editor Search Committee members include Martin Faigel (University of Alabama Library), Frances Hinton (Chief, Processing Division, Free Library of Philadelphia), and Susan H. Vita (Chief, Cataloging in Publication Division, Library of Congress).

NOMINATIONS FOR 1986 MARGARET MANN CITATION

Nominations for the 1986 Margaret Mann Citation are now being accepted. They should be submitted by December 1, 1985, to Judith Hopkins, Chair, Margaret Mann Citation Committee, Central Technical Services, Lockwood Library Bldg., SUNY at Buffalo, Buffalo, NY 14260.

The Margaret Mann Citation is awarded annually for outstanding achievement in cataloging or classification through:

- publication of significant professional literature;
- contributions to activities of professional cataloging organizations;
- technical improvements and/or introduction of new techniques of recognized importance;
- distinguished teaching in the area of cataloging and classification. Renominations of nonrecipients are acceptable.

**NOMINATIONS FOR 1986
ESTHER J. PIERCY AWARD**

Nominations for the 1986 Esther J. Piercy Award are now being accepted. They should be submitted by December 1, 1985, to Carol Lee Anderson, Chair, Piercy Award Jury, 383 State St., Albany, NY 12210.

The Piercy Award was first presented in 1969. Its purpose is to recognize contributions to librarianship in the field of technical services by a younger librarian—one who has no more than ten years of professional experience and who has shown outstanding promise for continuing contributions and leadership.

The award may be granted for:

- leadership in professional associations at local, state, regional, or national levels;
- contributions to the development, application, or utilization of new or improved methods, techniques, and routines;
- a significant contribution to professional literature;
- conduct of studies or research in the field of technical services.

Renominations of nonrecipients are acceptable.

**NOMINATIONS FOR 1986 RESOURCES
SECTION-BLACKWELL NORTH AMERICA
SCHOLARSHIP AWARD**

Nominations for the 1986 Resources Section-Blackwell North America Scholarship Award are now being accepted. They should be submitted by December 1, 1985, to John Kaiser, Chair, RTSD/RS Blackwell North America Scholarship Award, 1136 S. Atherton St., State College, PA 16801.

This award is presented to honor the author or authors of the outstanding 1985 monograph, article, or original paper in the field of acquisitions, collection development, and related areas of resources development in libraries. Blackwell North America will donate a \$1,000 scholarship to the U. S. or Canadian library school of the winning author's choice. The school will select a student concentrating in the acquisitions or collection development areas to receive the scholarship.

**NOMINATIONS FOR 1986 SERIALS SECTION
BOWKER/ULRICH'S SERIALS
LIBRARIANSHIP AWARD**

Nominations for the 1986 Serials Section Bowker/Ulrich's Serials Librarianship Award are now being accepted. They should be submitted by December 1, 1985, to Suzanne Striedieck, Chair, SS Bowker/Ulrich's Serials Librarianship

Award, E506 Patte Library, Pennsylvania State University, University Park, PA 16802.

This award consists of a citation and \$1,500 cash, contributed by the R. R. Bowker Co.; the award may be split among two or more individuals who have participated in the achievement for which it is granted. The award recognizes distinguished contributions to serials librarianship within the previous three years, as demonstrated by:

- participation in professional associations and/or library education programs;
- contributions to the body of serials literature;
- conduct of research in the area of serials;
- development of tools or methods to enhance access to or management of serials;
- other advances leading to a better understanding of the field of serials.

RTSD Planning and Research Committee Membership Survey: Final Report to RTSD Board

BACKGROUND

The RTSD Planning and Research Committee surveyed a random sample of 1,000 RTSD members early in April 1984. The committee had been requested by the division board to prepare a long-range plan for the division and sought input from the members to assist in evaluating how well the division was meeting their expectations and needs. The goal was to have responses from 10% of the total number of RTSD personal members, which was 5,800 in 1984. The initial mailing plus one follow-up mailing yielded 579 responses, 57.9% of those surveyed and 10% of the membership. The responses were analyzed at the Library Research Center of the University of Illinois in August 1984 and Planning and Research Committee members reviewed the results. Preliminary survey results were reviewed at the 1984 Annual Conference in Dallas and a report submitted to the board. A second report was submitted to the RTSD Executive Committee on November 19, 1984. This report supersedes those two. An open hearing was held by the Planning and Research Committee at the Dallas Conference so that division members who had not received the survey would have an opportunity to contribute their ideas to the committee. Approximately 30 members attended and their ideas expressed at the hearing were consistent with responses to the survey.

SUMMARY

The Resources and Technical Services Division is a thriving organization. It is providing programs and services of interest and benefit to its members who are very positive about the division. Publications and regional institutes which reach the entire membership received very high ratings from survey respondents.

RTSD members are actively engaged in committee work or offices of

*Editor's note: The final report of the Planning and Research Committee Membership Survey was presented to the RTSD Board of Directors on July 8, 1985, and accepted with certain recommendations. The chair of the Planning and Research Committee has informed us that this version incorporates all of the changes suggested by the Board of Directors and accepted by the committee. The board has referred recommendations 6 and 7 on membership to the Organization and Bylaws Committee and recommendation 2 on regional programming to the Council of Regional Groups for further consideration.

the division and its sections. Many of those not currently involved in this way have expressed an interest in more active participation so the division has a broad base of members to serve in its endeavors.

Fifty percent of those receiving the survey responded and 30 people attended a hearing during a very busy ALA Annual Conference time slot. Their testimony was most valuable to the Planning and Research Committee in preparing this report and recommendations for the RTSD Board.

RECOMMENDATIONS TO THE RTSD BOARD

PUBLICATIONS

Division members expressed strong support for its publications. *Library Resources & Technical Services (LRTS)* and the *RTSD Newsletter* are a very important means of reaching all division members.

The Planning and Research Committee recommends that:

1. the RTSD Board establish a Publications Committee for the purpose of reviewing overall division publishing programs and setting policy related to them; and
2. the Publications Committee and the board review the need for either a third periodical or expansion of the two we now have. The survey indicates a need for articles of a more practical nature than those in *LRTS* and of greater length than those in the *RTSD Newsletter*.

MEMBERSHIP

People do not seem to join RTSD as soon as they join ALA. A significant number of people who join RTSD do not join any of its sections. Some geographic areas appear underrepresented in terms of RTSD membership. RTSD membership is not truly representative of all types of libraries.

The Planning and Research Committee recommends that:

1. RTSD coordinate with the ALA membership office in order that RTSD be informed of new association members who have not joined RTSD. The division should then direct a letter inviting membership and also send division and section brochures to each such person;
2. RTSD direct special recruitment efforts toward persons in underrepresented geographic areas;
3. the division and each of its sections have regularly updated informational brochures;
4. RTSD make copies of the brochures, *LRTS*, and the *RTSD Newsletter* available at all regional institutes and programs;
5. the RTSD office collect and maintain information on the affiliations of persons attending RTSD regional institutes and programs and do special recruitment mailings to nonmembers soon after the institutes or programs are held;
6. RTSD encourage cooperative programming efforts with type-of-

library divisions such as PLA and AASL in order to attract members from public and school libraries; and

7. RTSD encourage liaisons with committees of type-of-library divisions in order to attract new members.

COMMITTEE WORK

Survey responses indicate that some RTSD members would like to be more actively involved in committee work. In some cases, though, they may not know how to get involved. Some geographic areas appear underrepresented in terms of committee appointments. The perception still exists that it is difficult to get involved in RTSD committee work because the same people are always running things.

The Planning and Research Committee recommends that:

1. an article be published in the *RTSD Newsletter* presenting suggestions for how interested persons might get involved in committee work;
2. particular attention be given when making committee appointments, to assure broad geographic and type-of-library representation; and
3. committee appointments be publicized noting those persons who are new to RTSD committee work.

REGIONAL PROGRAMMING

Regional institutes received very high ratings from survey respondents. Many division members do not attend national conferences but may attend regional programs, so RTSD should continue to support and encourage such programs.

The Planning and Research Committee recommends that:

1. RTSD consider giving continuing education credits for its regional institutes;
2. RTSD enhance its support for members of the Council of Regional Groups by providing per capita funding; and
3. the RTSD Board assure that the RTSD office has adequate staff to provide both professional and clerical support for developing and running regional programs.

SURVEY

The Planning and Research Committee recommends that its full survey report to the board be published in *LRTS*.

ACKNOWLEDGEMENTS

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Myrick, who served as presidents of RTSD while we worked on this project and who supported our efforts; Beth Shapiro, Doralyn Hickey, and Dan O'Connor, who contributed questions, advice, and time; the RTSD Board; and all of the members of RTSD who took time to respond to the survey or attend the hearing and provide us with valuable information and ideas.—*Respectfully submitted, RTSD Planning and Research Committee; John James, Tom Leonhardt, Joan McConkey, Judith Kharbas, Chair.*

RTSD SURVEY ANALYSIS

Question 1: How have the following areas of the RTSD program contributed to your professional development? (see appendix A.)

- a. Standards, Guidelines (520 responses)
- b. Annual Conference Programs (516 responses)
- c. Preconference (Online Catalog, etc.) (487 responses)
- d. Regional Institutes (AACR2, Collection Development, etc.) (510 responses)
- e. Publications (*LRTS*, *RTSD Newsletter*) (537 responses)
- f. Committee Service (441 responses)
- g. Other (10 responses)

See Figure 1.

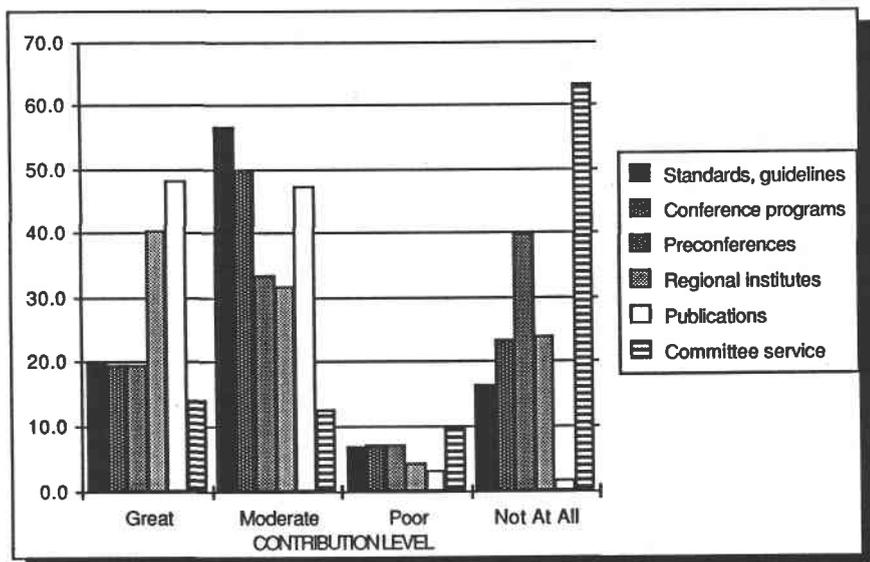


Figure 1

a. Standards, Guidelines: 76.5% of the respondents indicated that standards and guidelines contributed greatly (20%) or moderately (56.5%) to their professional development, while 23.4% indicated that

they contribute poorly (6.9%) or not at all (16.5%) to such development. Correlation with length of membership in ALA and RTSD reveals that individuals become significantly more positive about the importance of guidelines and standards to professional development as their years of membership increase. It is interesting to note, however, that for length of membership in both ALA and RTSD the percentage of positive responses dropped significantly for the 2 to 5 year category. Responses by work area and type of library were consistently positive with lows of 68.8% for serials and 70% for public library and highs of 81.8% for "other" work area and 83.8% for other type of library.

b. Annual Conference Programs: 69.6% of the respondents reported that Annual Conference programs contributed greatly (19.6%) or moderately (50%) to professional development, while 30.4% felt that these programs contributed poorly (7%) or not at all (23.4%). Again, positive responses increased significantly with length of membership in both ALA and RTSD, ranging from a low of 54.8% to a high of 74.6% for ALA membership and from 63.2% to 75.4% for RTSD membership. Responses by work area were predominantly positive for all categories, with a low of 58.1% for "other" work area and a high of 85.3% for serials. Except for the four-year college library category, for which 52.5% of the responses were negative, responses by type of library were equally positive with a low 62.3% for special libraries and a high of 78.2% for university libraries.

c. Preconferences: 53.2% of the respondents felt that preconferences contributed greatly (19.7%) or moderately (33.5%) to professional development, while 46.8% felt such contribution to be poor (7%) or non-existent (39.8%). Responses became increasingly positive with length of membership in both ALA and RTSD. The majority of responses in the less than 2 years and 2 to 5 years categories were negative for ALA and RTSD membership and positive in the 6 to 10 and more than 10 year categories. Responses by work area vary, with only 45.1% positive responses for cataloging and 73.1% positive responses for automation. Except for university libraries (62.4% positive), responses by type of library were predominantly negative, ranging from 42.8% positive for special libraries to 38.1% positive for four-year college libraries.

d. Regional Institutes: 72% of the respondents indicated that regional institutes contributed greatly (40.4%) or moderately (31.6%) to professional development. 28% ranked regional institutes as contributing poorly (4.1%) or not at all (23.9%). Positive responses increased overall with years of membership in both ALA and RTSD, although it should be noted that in both cases positive responses decreased by approximately 5% from the 6 to 10 year category to the more than 10 year category. Responses were positive for all work areas, with a high of 80.8% for automation and a low of 69.7% for "other" work area. Responses by type of library were also positive, with a high of 77.8% for university libraries and a low of 61.3% for special libraries.

e. Publications: 95.5% of the respondents indicated that RTSD publications contributed greatly (48.2%) or moderately (47.3%) to profes-

sional development. Only 4.5% felt that publications contributed poorly (3%) or not at all (1.5%). Responses were consistently very positive in all categories when correlated with length of membership in ALA and RTSD. Responses were also quite positive for all work areas and types of library, ranging from a low of 88.9% for automation to a high of 97.4% for administration and from 93.4% for special libraries to 97.2% for "other" type of library.

f. Committee Service: Only 26.8% felt that committee service contributed greatly (14.1%) or moderately (12.7%) to professional development, while 73.3% indicated that committee service contributed poorly (10%) or not at all (63.3%). When correlated with length of membership in ALA and RTSD, negative responses decrease significantly as years of membership increase. Of those with less than two years membership in ALA, 91.7% responded negatively, while only 63% with more than 10 years responded negatively. Responses are similar for length of membership in RTSD. Of responses for less than two years membership, 87.3% were negative, while only 60% of the responses for more than 10 years were negative. Work area and type of library show some variation, although all are consistently negative, ranging from 84.5% negative responses for cataloging to 70.8% negative for "other" work area and from 86% negative responses for public library to 68.8% negative responses for university library.

g. Other: Only 10 people indicated other areas as contributing to professional development, mentioning such things as committee and divisional meetings, discussion groups, personal contacts, supplies and services, and teleconferences. By a small margin, the majority of people responding to this category were members of ALA and RTSD for more than 5 years and were administrators working in a university library.

Question 2: In your opinion, which of the preceding areas, if any, should be emphasized by RTSD? (List in priority order) (499 responses to first priority, 436 to second, 311 to third, 175 to fourth, 95 to fifth, 66 to sixth, and 2 to seventh).

Publications and regional institutes are clearly at the top of respondents' priorities for emphasis by RTSD. The priority list is as follows: regional institutes 34.3%, publications 31.3%, standards 18.8%, Annual Conference 9.4%, preconferences 4.2%, committee service 1.4%, and other 0.6%.

If the first and second priority responses are averaged, the ranking is as follows: publications 31.0%, regional institutes 29.9%, standards 14.7%, Annual Conference 12.1%, preconferences 9.0%, committee service 2.9%, and other 0.5%.

There is a very clear preference by respondents for emphasis by RTSD on publications and regional institutes. Obvious reasons are the excellence of publications and high quality of regional institutes. Another factor may be that these services reach a much broader spectrum of RTSD members than do the other items listed. RTSD must give primary emphasis to programs intended for all of its members rather than

those which appeal only to persons who attend ALA conferences.

Question 3: In your opinion, which of the preceding areas, if any, should be discontinued by RTSD? (List in priority order)

The most interesting aspect of this question is the very small number of responses. 49 respondents (8%) gave a first priority, 12 (2%) a second, and only 1 a third.

Preconferences ranked highest on the list of items to be discontinued but the low response rate makes it inadvisable to draw any conclusions from that. The one conclusion that may be safe to draw is that, overall, RTSD members are very positive about the division's services and that very few of them would like any of those services discontinued. 91.5% of the survey respondents did not list anything to be discontinued, which is high praise for the division.

Question 4: How well does the RTSD program (the activities in Question 1) contribute to:

- a. Librarians' continuing education (528 responses)
- b. Improvement of librarians' performance (512 responses)
- c. Research in resources and technical services (504 responses)
- d. Management of technical services in libraries (505 responses)

a. 95.1% of the respondents felt that RTSD programs contribute greatly (48.5%) or moderately (46.6%) to librarians' continuing education. Only 3.8% said they contribute poorly and 1.1% said they contribute not at all. When correlated with length of membership in ALA and RTSD it appears that people become significantly more positive about contribution to continuing education as their years of membership increase. 98.9% of respondents who have belonged to ALA more than 10 years responded positively as did 98.6% of those who have belonged to RTSD more than 10 years. In terms of type of work area, the respondents were quite consistently positive, with a range from a low of 91.7% for automation persons to a high of 100% in the "other" type of work category. Persons in all types of libraries were also consistently positive with a range of 91.8% of those in special libraries to 97.1% of those in university and "other" libraries.

b. 87.5% of the respondents felt that RTSD programs contribute greatly (22.3%) or moderately (65.2%) to improvement of librarians' performance. Only 12.5% felt they contribute poorly or not at all. The responses are consistent regardless of length of membership in ALA or RTSD. When correlated with type of work area, it appears that persons in automation are least positive (72%) about contribution to improvement of performance and cataloging (88.9%) and administration (88.7%) more positive with the "other" category having the highest percentage of positive responses (93.5%). The positive responses are very consistent across type of library lines.

c. 85.5% of the respondents felt that RTSD programs contribute greatly (26%) or moderately (59.5%) to research in resources and technical services. 14.5% said they contribute poorly or not at all. This time persons seemed to become more negative as their years in ALA and

RTSD increased. Only 73.1% of the persons in automation work responded favorably compared to 85.9% of those in cataloging and 93.9% of those in "other" work. Responses did not vary significantly when correlated with type of library.

d. 84.6% of the respondents felt that RTSD programs contribute greatly (19.8%) or moderately (64.8%) to management of technical services in libraries. Here too, there is a decrease in the percentage of positive responses as years of ALA and RTSD membership increase. When correlated with type of work the range of positive responses was from 76.9% for those in serials to 87.9% for those in "other." Perhaps there is a need for RTSD programs related to management of serials work. When correlated with type of library, the range of positive responses is from 76.4% for those in public libraries to 86.1% for those in university libraries.

Question 5: Which forums for discussion of issues and communication among members do you find most useful? (Please rank from 1, most useful, to 7, least useful) (372 responses)

The forums which were ranked first or second were averaged resulting in the following order from most to least useful: the *Newsletter*, *LRTS*, regional institutes, Annual Conferences, Midwinter Meetings, and pre-conferences.

Question 6: Have you held an appointed or elected position in RTSD or one of its sections? (579 responses)

Only 17.8% of RTSD members have held an appointed or elected position in RTSD or one of its sections or discussion groups. Of that, 17.8% were multiple positions held (178 positions for the 101 members answering yes), with most (42%) of them serving on section committees. Division committees were the next most prevalent way of serving (23.6%). The other offices were fairly close: discussion groups (14.4%), section boards (10.9%), and RTSD Board (9.2%).

These results are not surprising because section committees are more numerous than the other groups and should, therefore, offer more opportunities to serve. In addition, committees have several members and may have consultant and intern positions to allow even greater participation. Discussion groups usually have only one or two officers and offer limited opportunity.

The RTSD and section boards are elective and show a smaller percentage of participation than the others because they are select groups, by definition.

Of the 17.8% of the respondents who have held office, 11.1% have held only one position. Several have held 2 and 4 positions (2.8% and 1.9%). Only 2 respondents (.3%) have held 5 or more positions. This seems to indicate a fair distribution and demonstrate that it is not the same few people dominating everything. One might assume that some of those having held only one position will go on to hold others but they may be replaced by first-time office holders (see table 1).

TABLE 1

Correlation of Questions 6 and 10 (Appointed/Elected Positions with Section Membership)			
% of Respondents Belonging to Section		% of Respondents Holding Office by Section Membership	
CCS	68.8	CCS	19.2
PLMS	22.3	PLMS	29.6
RLMS	14.9	RLMS	37.7
RS	31.2	RS	32.3
SS	31.2	SS	28.6
NO SECTION	12.4	NO SECTION	6.3

These figures may indicate that it is harder to hold office in CCS than in other sections. RLMS has a high degree of appointments, perhaps because there are fewer members. Perhaps the higher percentage of office holders in RS and PLMS indicates that they offer more opportunities for members to become involved.

One hundred two respondents have held office. Of the 102, 66.7% belong to CCS, 51% to RS, 45.1% to SS, 33.3% to PLMS, 28.4% to RLMS, and 3.9% to no section. The percentages exceed 100% because of the members who held more than one office. The distribution is not surprising given the large number of RTSD members belonging to CCS. The distribution here closely matches the membership distribution in RTSD.

Question 6A-E by Question 10: Because of its large size (twice as large as RS and SS combined) it is not as common to hold office in CCS as in the other sections. RLMS and PLMS are the smallest of the RTSD sections and therefore offer the most opportunities to serve on section committees, but not significantly so according to these figures (see table 2).

Question 6A-E by Question 11: The distribution of RTSD office holders by geographic region is as follows: North Atlantic 42.0%, Great Lakes and Plains 28.4%, Southeast 13.6%, and West and Southwest 16.0%.

Of the membership (%) holding office by region, they break down by type of office held as shown in table 3 (i.e., 14.7% of respondents who have served on the RTSD Board are from the North Atlantic area)

TABLE 2

Section	Areas Where Office Held by % of Section Holding Office				Discussion Groups
	RTSD Board	Section Board	Division Committee	Section Committee	
CCS	16.2	20.6	47.1	66.2	19.1
PLMS	23.5	32.4	50.0	85.3	29.4
RLMS	28.6	39.3	57.1	85.7	25.0
RS	23.5	25.5	54.9	78.4	29.4
SS	17.4	23.9	47.8	73.9	28.3
NONE	25.0	25.0	50.0	75.0	75.0

TABLE 3

	North Atlantic	Great Lakes and Plains	Southeast	Southwest and West
RTSD Board	14.7%	13.0%	9.1%	15.4%
Section Board	17.6%	13.0%	9.1%	15.4%
Division Committee	35.3%	30.4%	36.4%	58.3%
Section Committee	79.4%	73.9%	54.5%	69.2%
Discussion Group	17.6%	21.7%	18.2%	23.1%

Shown in table 4 is the makeup of each type of position by geographic region. As an example, 45.5% of respondents who have served on the RTSD Board are from the North Atlantic states.

The North Atlantic states clearly make up the largest percentage of membership and office holders. The Great Lakes and Plains area is easily second and the two groups make up more than two-thirds of the office holders. The Southeast is as active as the Great Lakes and Plains in division committee work. The North Atlantic accounts for 31.0% of the total RTSD membership compared with Great Lakes and Plains 26.5%; Southeast 14.3%; Southwest and West 27.4%. When membership is compared to office holders, the correlation is not exact so other factors such as distance, travel funds, etc., are obviously involved.

TABLE 4

	North Atlantic	Great Lakes and Plains	Southeast	Southwest and West
RTSD Board	45.5%	27.3%	9.1%	18.2%
Section Board	50.0%	25.0%	8.3%	16.7%
Division Committee	40.0%	23.3%	13.3%	23.3%
Section Committee	45.8%	28.8%	10.2%	15.3%
Discussion Group	37.5%	31.3%	12.5%	18.8%

Question 6A-E by Question 11: Most office holders are U.S. residents but Canadians make up 12.5% of RTSD Board membership and 10.5% of Section Board membership.

Question 6 by Question 12: Most office holders (69.5%) and most RTSD members (75.5%) work in cataloging or administration. The following is the RTSD membership by type of work: Serials 9.0%, Automation 6.8%, Other 8.7%, Cataloging 46.1%, and Administration 29.4%.

Of the 14.3% of RTSD members who hold or have held office, the following is where they come from in percentage and by type of work: Serials 13.6%, Automation 8.5%, Other 8.5%, Cataloging 30.5%, Administration 39.0%.

Although those in administration make up only 29.4% of membership, they make up 39.0% of office holders. Catalogers, while making up 46.1% of the membership, represent only 30.5% of office holders (see table 5).

Table 6 shows, in another way, that catalogers and administrators make up 18.9% and 23.2% of those who hold office. Administrators are

TABLE 5

	Membership	Office Holders
Serials	9.0%	13.6%
Automation	6.8%	8.5%
Other	8.7%	8.5%
Cataloging	46.1%	30.5%
Administration	29.4%	39.0%

TABLE 6

	Serials	Automation	Cataloging	Administration	Other
RTSD Board	13.3%	0	0	13.3%	20.0%
Section Board	5.3%	0	5.3%	21.1%	15.8%
Division Committee	2.6%	5.3%	13.2%	31.6%	0
Section Committee	9.9%	5.6%	18.3%	19.7%	4.2%
Discussion Group	4.5%	4.5%	13.6%	27.3%	4.5%

especially strong in most areas, for reasons that may be obvious and will be mentioned later.

Catalogers hold a large percentage of offices by sheer number.

Question 6 by Question 13: This part of the survey shows that 25.2% of the university library members of RTSD have held an office. "Other" makes up another 20.0% while special librarians hold 14.7% of the RTSD offices. Librarians from four-year colleges make up only 4.7% of office holders and public librarians another 4.1%.

University librarians dominate in sheer numbers (50.9% of total RTSD membership). Why? Perhaps because, for many, such participation is a way of getting promotion, tenure, and pay raises. Special librarians are the second most active group by type of library. Table 7 shows the percentage of office holders from each group and the representation of these percentages in the various types of office. For example, 65.6% of RTSD office holders are from university libraries and 9.5% of that group has served on the RTSD Board.

Except for library school students and faculty, preservation, and the "other" category, university librarians dominate each work area making up RTSD membership with the extreme being circulation where all members are from university libraries. This may be because university libraries are usually large enough to offer positions that can be so specific. In smaller libraries and other types, a librarian has to do several

TABLE 7

	Public	Four-Year	University	Special	Other
% Offices	2.1	3.1	65.6	10.4	8.3
RTSD Board	0	0	9.5	30.0	25.0
Section Board	0	33.3	11.1	40.0	37.5
Division Committee	0	33.3	38.1	20.0	68.5
Section Committee	100	66.7	71.4	90.0	62.5
Discussion Group	50	0	27.0	10.0	37.5

things and cannot accurately describe a job in a single term. The large spread of duties in the "other" category seems to bear this out.

On the one hand, this finding says that we ought to aim certain publicity at university libraries where we can count on a good response. On the other hand, we ought to find out what the other groups want from RTSD (maybe other divisions serve them better) and try to meet their needs.

Excepting the "other" kinds of libraries and library schools, most RTSD members, from all types of libraries, work in either cataloging or administration. "Only" 58.5% of university librarians were in those two work areas but only in the university library category do we find *all* work areas represented, including library school faculty and students.

Questions 7.1 and 7.2: How many years have you been a member of (1) ALA and (2) RTSD? ALA (571 responses); RTSD (568 responses)

Most (62.9%) respondents have been members of ALA 6 or more years, while only 47.8% have been RTSD members 6 or more years. Put another way, 51.2% of RTSD members have been members less than 6 years but only 28.2% have been ALA members for less than 6 years.

It appears that ALA members may not join RTSD when they first join ALA but wait a few years. This could be because they can't afford the additional dues or they see no need to join the division right away. There is a pattern but reasons for the pattern must remain speculation. Perhaps the division should devote greater attention to publicizing RTSD to new librarians joining ALA.

Question 8: Of which other ALA divisions are you currently a member? (551 responses)

An RTSD member is also likely to belong to LITA (22.1%) or ACRL (30.3%). A sizable group (16.2%) belongs to no other division. The results show that ACRL, LITA, and RTSD share a common membership. RASD (3.4%) and LAMA (10.6%) show some common interests, too, more so than some other divisions but considerably below ACRL and LITA.

Question 9: What RTSD sections are most relevant to your interests? (Check all that apply) (573 responses)

Most (79.9%) RTSD members selected CCS as relevant to their interests. RLMS was the least relevant with only 6.6% showing an interest. SS and RS are relatively close in percentages (see table 8).

TABLE 8

Rank	Section	% of Responses	% of Cases
1	CCS	38.7	79.9
2	SS	21.0	43.5
3	RS	19.3	40.0
4	PLMS	14.4	29.7
5	RLMS	6.6	13.6

Again, many members belong to two or more sections but the pattern remains the same. CCS is relevant to more RTSD members, perhaps because there are more catalogers than librarians in other areas of technical services.

Question 10: What sections are you now a member of? (Check all that apply) (516 responses)

68.8% of the respondents belong to CCS, 22.3% to PLMS, 14.9% to RLMS, 31.2% to RS, 31.2% to SS and 12.4% hold no section memberships. The 516 respondents held 869 section memberships, an average of 1.7 per member.

Question 11: Where do you live? (Check one) (577 responses)

Most (95%) RTSD members live in the U.S. Less than 1% live outside of the U.S. and Canada. This is no surprise and there is nothing to say about the obvious.

Regionally, most RTSD members (31.8%) come from the North Atlantic area. The West and Southwest account for 27.4% of the membership, 26.5% are from the Great Lakes and Plains, and 14.3% from the Southeast.

Question 12: Which one of the following most adequately describes your principal area of work? (Check only one) (535 responses)

Over a third (35.5%) of RTSD members are catalogers. The next largest group (22.6%) is composed of administrators. Below these two there is an even distribution. Of those who selected "other" (6.7%), most (47.2%) indicated technical services.

Question 13: Which of the following best describes the type of library or organization where you work? (Check only one) (555 responses)

Almost half (45.8%) of RTSD members are from university libraries. If we add in the 11.5% from college libraries, we see that 57% of the membership are academic librarians. The second largest group (13.2%) is from public libraries and the third largest (12.3%) is from special libraries. The other categories were smaller than 5% except for the "other" group (7.2%). This "other" group is composed primarily of vendors, network staff members, publishing people, and those from bibliographic utilities.

Question 14: Please indicate your level of agreement or disagreement with the following statements.

a. It's impossible for new people to get involved in RTSD because the same people always get appointed to committees. (556 responses)

Almost half of the respondents (46.8%) were neutral in response to this statement with slightly more than half of the remainder disagreeing. When correlated with Question 10 on section membership, the most neutral group (67.7%) proved to be those RTSD members without sectional memberships. Less than a third of any section's membership agreed with the statement. When correlated with Question 12 on work area, a third or more of the respondents in serials and automation agreed. Over 50% of the catalogers and over 40% of administration and

“other” were neutral. When correlated with type of library (Question 13), respondents from public and four-year college libraries tended to be neutral (over 60%) while university and “other” respondents divided their answers more evenly. As might be expected, respondents active in the division as evidenced by the replies to Question 6, were most likely to disagree with this statement. 84% of discussion group members disagreed. It appears that the minority who agree with this statement may be quite vocal; a number of comments on participation were received in response to Question 15.

b. I am unable to be active in RTSD because of limited travel funds. (550 responses)

Over half of the respondents agreed that they were unable to be active in RTSD because of travel funds. 36% disagreed, with only 9.3% neutral. When this was correlated with Question 6, only 21.6% of the active members agreed while 62.3% of the others agreed. The greatest disagreement came from RTSD Board members (93.3%). Several of the respondents to Question 15 raised this issue and praised the regional institutes as more accessible. There is some indication that librarians in very small institutions suffer most from lack of travel money.

c. It's difficult for me to be active in RTSD because of scheduling conflicts at ALA meetings. (536 responses)

Scheduling conflicts appear to be a minor problem with almost 40% neutral and more than 37% disagreeing. However, half of the discussion group members and 40% of the board members agreed.

d. RTSD actively solicits participation of school librarians through its programs and activities. (541 responses)

A large majority (79.8%) of the respondents were neutral to this statement. Of the 8 school librarians who replied, 5 disagreed, 1 was neutral, and 2 agreed. It would be interesting to have a broader sampling of school librarians to learn whether they think that RTSD actively solicits participation of school librarians.

e. RTSD actively solicits participation of public librarians through its programs and activities. (545 responses)

Three-fourths of the respondents were also neutral to this statement. Public librarians as a group were less neutral; more than 40% of them agreed that RTSD actively solicits participation of public librarians while less than 20% disagreed.

f. RTSD should plan more regional programs, workshops, and institutes so that greater participation can be achieved. (553 responses)

Strong interest was shown in more regional programs, workshops, and institutes, with 83% of the respondents agreeing with the statement, 40% of them strongly agreeing.

g. RTSD should hold a national conference apart from ALA meetings. (554 responses)

Little interest was shown in a separate RTSD national conference with 57% disagreeing with this statement, 20% agreeing, and 23% neutral.

h. The *RTSD Newsletter* is informative. (558 responses)

The *RTSD Newsletter* received strong support with 91% of the respondents agreeing that it is informative.

i. Articles in *LRTS* are relevant to my interests. (552 responses)

LRTS is also well received with 85% of the respondents agreeing that articles are relevant to their interests. Both publications also received favorable comment in response to Question 15.

j. I have had adequate opportunities to participate in RTSD division or section committees or discussion groups. (543 responses)

Respondents were fairly evenly divided on whether they had adequate opportunity to participate with 34.6% agreeing, 33.7% disagreeing, and 31.7% neutral. When correlated with section memberships, more than one fourth of the members of each section did not find adequate opportunities. However, 50% of RLMS members who responded to this question agreed that they have had adequate opportunities for participation and one third or more of the other sections also agreed. CCS members were least likely to agree, perhaps because this is the largest section. As in other responses, people who are not section members are more likely to be neutral. When correlated with type of library, respondents from four-year colleges seemed least satisfied with opportunities to participate. The largest group of respondents, those from university libraries, were almost equally divided. Over 80% of active members felt they had adequate opportunity while less than 25% of those who have not served on RTSD boards and committees did.

k. RTSD publications should include more practical information. (544 responses)

l. *RTSD Newsletter* should list employment opportunities. (550 responses)

m. *LRTS* should include more articles of interest to public libraries. (544 responses)

n. *LRTS* should include more articles of interest to school libraries. (541 responses)

In response to statements k through n:

More than half of the respondents (58%) indicated that RTSD publications should include more practical information while slightly more than a third supported including employment opportunities in the *Newsletter*. A majority of the respondents were neutral about the need for more articles of interest to public and school librarians. However, only 6 school librarians responded.

Question 15:

Please use the space below to provide us with any additional comments or suggestions about RTSD. We would welcome your suggestions about new services or topics you think RTSD should address.

Responses to this open-ended question confirmed the strong support for RTSD publications and regional institutes shown in the more specific questions. Limited opportunity to participate, whether due to lack of funds or appointments, is an obvious source of concern. This appears to be particularly true of persons from very small libraries.

APPENDIX A
RTSD MEMBERSHIP SURVEY

Dear RTSD member:

RTSD needs your help! The RTSD Planning and Research Committee needs your input in carrying out its charge to prepare a long range plan for the Division. Your response to the enclosed questionnaire will help us to evaluate how well the Division is presently meeting the expectations and needs of its members.

Your response is particularly important since only a random sample of the membership is receiving the questionnaire. Even if you answered the preliminary form of this questionnaire which appeared earlier in the *RTSD Newsletter*, your response is needed to insure the validity of our analysis. There is no need to identify yourself. **THE NUMBER ABOVE IS TO SIMPLIFY PROCESSING, NOT TO IDENTIFY RESPONDENTS.** Please use the enclosed return mail envelope.

We are enthusiastic about the contributions of the Resources and Technical Services Division to its members and hope you will aid us in making it even more effective in the future.

Judith N. Kharbas, Chair
RTSD Planning and Research Committee

PLEASE ANSWER ALL QUESTIONS.

1. How have the following areas of the RTSD program contributed to your professional development? (Check as appropriate.)

	Greatly 20.0%	Moderately 56.5%	Poorly 6.9%	Not At All 16.5%
a. Standards, Guidelines (520)	19.6	50.0	7.0	23.4
b. Annual Conference Programs (516)	19.7	33.5	7.0	39.8
c. Preconferences (Online Catalog, etc.) (487)	40.4	31.6	4.1	23.9
d. Regional Institutes (AACR2, Collection Development, etc.) (510)	48.2	47.3	3.0	1.5
e. Publications (<i>LRTS</i> , <i>RTSD Newsletter</i>) (537)	14.1	12.7	10.0	63.3
f. Committee Service (441)	60.0	20.0	10.0	10.0
g. Other (10)				

Comm. mtgs., disc. groups, div. mtgs, personal contacts, supplies/services, teleconferences

2. In your opinion, which of the preceding areas, if any, should be emphasized by RTSD? (List letter(s) in priority order.)

e, d, a, b, c, f, g (499 persons responded)

499 listed e first, 436 second, 311 third, 175 fourth, 95 fifth, 66 sixth, and 2 last

3. In your opinion, which of the preceding areas, if any, should be discontinued by RTSD? (List letter(s) in priority order.)
c, b, d, f, a, e (only 49 persons responded)

49 listed a first priority, 12 a second priority, and 1 a third priority

4. How well does the RTSD program (the activities in Question 1) contribute to:

	Greatly	Moderately	Poorly	Not At All
a. Librarians' continuing education (528)	48.5%	46.6%	3.8%	1.1%
b. Improvement of librarians' performance (512)	22.3	65.2	9.0	3.5
c. Research in resources and technical services (504)	26.0	59.5	11.3	3.2
d. Management of technical services in libraries (505)	19.8	64.8	11.5	4.0

5. Which forums for discussion of issues and communication among members do you find most useful? (Please rank from 1, most useful, to 7, least useful.) (372)

- a. Annual meetings
- b. Midwinter meetings
- c. Preconferences
- d. Regional Institutes
- e. LRTS
- f. RTSD Newsletter
- g. Other (please identify: _____)

	average
a.	4
b.	5
c.	6
d.	3
e.	2
f.	1
g.	

6. Have you held an appointed or elected position in RTSD or one of its sections? (579)

If yes, please identify:

476 persons held 0 positions

- a. RTSD Board
64 persons held 1 position
- b. Section Board
16 persons held 2 positions

Yes	103 (17.8%)
No	476 (82.2%)

- a. 16
- b. 19

c. 41
 d. 73
 e. 25

a. 7.7%
 b. 28.5
 c. 27.8
 d. 35.9

e. 17.4%
 f. 33.8
 g. 21.8
 h. 26.9

AASL 4.5%
 ALTA 0.9
 ACRL 50.8
 ALSC 2.7
 ASCLA 1.6
 LAMA 17.8
 LITA 37.0
 PLA 7.4

- c. RTSD Division Committees
8 persons held 3 positions
 d. Section Committees
11 persons held 4 positions
 e. Discussion Groups
2 persons held 5 positions

7. How many years have you been a member of (1) ALA and (2) RTSD?

(1) ALA (571)

- a. Less than 2 years
 b. 2-5 years
 c. 6-10 years
 d. More than 10 years

(2) RTSD (568)

- e. Less than 2 years
 f. 2-5 years
 g. 6-10 years
 h. More than 10 years

8. Of which *other* ALA divisions are you currently a member? (551)

- American Association of School Librarians (AASL)
 American Library Trustee Association (ALTA)
 Association of College and Research Libraries (ACRL)
 Association for Library Services to Children (ALSC)
 Association of Specialized and Coop. Library Agencies (ASCLA)
 Library Administration and Management Association (LAMA)
 Library and Information Technology Association (LITA)
 Public Library Association (PLA)

Reference and Adult Services Division (RASD)
 Young Adult Services Division (YASD)
 Belong only to RTSD

RASD 14.4
 YASD 3.4
 RTSD only 27.2

9. What RTSD sections are most relevant to your interests? (Check all that apply.) (573)

Cataloging and Classification Section (CCS)
 Preservation of Library Materials Section (PLMS)
 Reproduction of Library Materials Section (RLMS)
 Resources Section (RS)
 Serials Section (SS)

CCS 79.9%
 PLMS 29.7
 RLMS 13.6
 RS 40.0
 SS 43.5

10. What sections are you now a member of? (Check all that apply.) (516)

Cataloging and Classification Section (CCS)
 Preservation of Library Materials Section (PLMS)
 Reproduction of Library Materials Section (RLMS)
 Resources Section (RS)
 Serials Section (SS)
 None

CCS 68.8%
 PLMS 22.3
 RLMS 14.9
 RS 31.2
 SS 31.2
 None 12.4

11. Where do you live? (Check one.)

U.S.A. (Please specify first three digits of zip code: _____) (412)

North Atlantic 31.8%, West and Southwest 27.4%
 Great Lakes and Plains 26.5%, Southeast 14.3%

Canada
 Elsewhere

USA 95.3%
 Canada 4.0
 Elsewhere .7

12. Which one of the following *most* adequately describes your principal area of work? (Check *only* one.) (535)

- a. Acquisitions (22)
- b. Public services (26)
- c. Preservation (10)
- d. Unemployed/Retired (9)

a. 4.1%
 b. 4.9
 c. 1.9
 d. 1.7

e. Serials (37)	6.9
f. Automation/Systems (28)	5.2
g. Collection Development (26)	4.9
h. Library School Student (5)	.9
i. Library School Faculty (24)	4.5
j. Cataloging (190)	35.5
k. Circulation (1)	.2
l. Administration (121)	22.6
m. Other (specify: 36)	6.7

13. Which of the following *best* describes the type of library or organization where you work? (Check *only one*.)

a. Public, county, or regional system (73)	13.2%
b. School library (8)	1.4
c. Junior college library (15)	2.7
d. College library (4 years) (64)	11.5
e. University library (graduate schools) (254)	45.8
f. Special library (68)	12.3
g. State library agency (9)	1.6
h. Library school (24)	4.3
i. Other (please specify: 40)	7.2

14. Please indicate your level of agreement or disagreement with the following statements.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. It's impossible for new people to get involved in RTSD because the same people always get appointed to committees. (556)	5.9%	19.2%	46.8%	24.8%	3.2%
b. I am unable to be active in RTSD because of limited travel funds. (550)	21.6	33.5	9.3	29.1	6.5
c. It's difficult for me to be active in RTSD because of scheduling conflicts at ALA meetings. (536)	3.7	19.2	39.7	33.6	3.7

d. RTSD actively solicits participation of school librarians through its programs and activities. (541)	0	3.5	85.4	8.1	3.0
e. RTSD actively solicits participation of public librarians through its programs and activities. (545)	.6	15.4	75.6	6.8	1.7
f. RTSD should plan more regional programs, workshops, and institutes so that greater participation can be achieved. (553)	40.1	42.9	12.5	4.0	.5
g. RTSD should hold a national conference apart from ALA meetings. (554)	6.3	14.1	22.9	33.4	23.3
h. The <i>RTSD Newsletter</i> is informative. (556)	28.0	63.3	4.5	3.4	.9
i. Articles in <i>LRTS</i> are relevant to my interests. (552)	24.1	60.5	8.0	6.5	.9
j. I have had adequate opportunities to participate in RTSD Division or Section committees or discussion groups. (543)	5.5	29.1	31.7	28.4	5.3
k. RTSD publications should include more practical information. (544)	10.3	48.0	19.3	21.7	.7
l. <i>RTSD Newsletter</i> should list employment opportunities. (550)	6.9	29.8	27.5	28.5	7.3
m. <i>LRTS</i> should include more articles of interest to public libraries. (544)	3.9	17.6	62.1	13.8	2.6
n. <i>LRTS</i> should include more articles of interest to school libraries. (541)	2.2	9.4	67.3	17.2	3.9

15. Please use the space below to provide us with any additional comments or suggestions about RTSD. We would welcome your suggestions about new services or topics you think RTSD should address.

For office use:
 A
 B
 C

Please return by *MAY 21st* to: ALA/RTSD Membership Survey, 50 East Huron Street, Chicago, IL 60611

RTSD

Annual Reports, 1984/85

Report of the President

William J. Myrick

In his annual report, Norman Dudley, RTSD president for 1977/78, conjectured that probably every RTSD president feels that his or her incumbency has been one of particular challenge, liveliness, and hectic activity. Norman, I couldn't agree with you more. With its myriad sections, committees, discussion groups, programs, publications, institutes, and workshops, RTSD presidents might easily find themselves at the epicenter of chaos, unless they have the full support of an able administrative staff and a dedicated board of directors. This year's president had the extreme good fortune to be blessed with both.

The largest type-of-activity division and the second largest in membership of the eleven divisions of the American Library Association, RTSD is charged with addressing and monitoring activities in the areas of acquisitions, identification, cataloging, classification, the preservation of library materials, and the development and coordination of the country's library resources. Reports on the activities of the division's five sections—Cataloging and Classification (CCS), Preservation of Library Materials (PLMS), Reproduction of Library Materials (RLMS), Resources (RS), and Serials (SS)—follow this report.

If there was a divisional "theme" for the year, it might be characterized as the role of RTSD in the international arena. The Annual Conference program, "International Issues in Resources and Technical Services," organized by Fred Lynden, indicated the extent to which the division is involved in international concerns. This involvement was further exemplified by divisional representation by Lynden at a plenary meeting of the International Organization for Standardization in London. In addition, the division monitored an international issue concerning the alleged discriminatory pricing of journals for the North American market by some British publishers. Thanks to efforts on behalf of the division on the part of the Resources Section, that section's Book-dealer/Library Relations Committee, and the personal involvement of both Bob Wedgeworth and Marcia Tuttle, this matter, although not yet resolved, at least now appears to be on the road toward resolution.

Divisional and sectional awards were given at the annual membership meeting in July. The Esther J. Piercy Award, given to a person with less than ten years of experience who has made a substantial contribution in the area of technical services, was presented to Stephen E. Wiberley, Jr., University of Illinois at Chicago. Lucia J. Rather, Library of Congress, received the CCS Margaret Mann Citation for her outstanding accomplishments in the field of cataloging and classification. The RS/Blackwell North America Scholarship Award, given for the best publication of the past year in the field of acquisitions, collection

development, and related areas of resource development, was presented to Ross Atkinson, University of Iowa, for his article, "The Citation as Intertext: Toward a Theory of the Selection Process." RTSD president-elect Marcia Tuttle, University of North Carolina at Chapel Hill, was the first recipient of the new Serials Section Bowker/Ulrich's Serials Librarianship Award in recognition of her outstanding contributions to the field of serials librarianship. Also at the membership meeting, Henriette Avram chaired a Library of Congress reporting session. This session, attended by an enthusiastic audience of more than two hundred, was the second in a series initiated at the Midwinter Meeting, and, at the recommendation of the board, will become a standard part of RTSD programming at both Midwinter Meetings and Annual Conferences. Another action taken at the membership meeting was approval of a bylaws change which will allow future bylaw changes to be made by mail ballot.

At the Annual Conference RTSD sponsored two preconferences, "The Business of Acquisitions," and "Classification: The State of the Art," as well as the following programs:

- "Illusions of Longevity? Microforms and Optical Discs in Permanent Library Collections" (RTSD/RLMS);
- "Options for Coordinated Collection Development" (RTSD/RS Collection Management and Development Committee);
- "Media Aspects of Integrated Library Systems" (RTSD-AV Committee/ACRL-AV Committee);
- "Trends in Publishing for Children and Young Adults" (RTSD/AAP Joint Committee/AASL/ALSC/YASD);
- "United States Newspaper Project" (RTSD/SS); and
- "The Librarian and the Purchasing Function" (RTSD Commercial Technical Services Committee).

In addition, the Membership Committee, chaired by Sally Rausch, sponsored a sold-out evening cruise with a view of Chicago's skyline.

The RTSD Planning and Research Committee, chaired by Judith Kharbas, presented its final report on the RTSD membership survey, which had sought input from the members to assist in evaluating how well the division was meeting their expectations and needs. The board heartily endorsed the committee's several recommendations and formally commended it for its excellent work.

The division's journal, *Library Resources & Technical Services (LRTS)*, under the expert editorship of Elizabeth Tate, continued to publish high-quality articles during the year. The editor's second term of office will expire at the conclusion of the 1987 Annual Conference, and a search committee has been formed to recommend her successor.

The *RTSD Newsletter*, which began in January 1976 as an information exchange among members, has evolved, under the innovative editorship of Arnold Hirshon, into a substantial publication containing short articles, in addition to notices of forthcoming RTSD events. Arnold's term as editor expired at the end of the Chicago Conference and gratitude for his guidance of the *Newsletter* was formally extended to him by the board. He is succeeded by Thomas W. Leonhardt of the University of Oregon, who will serve a three-year term through the 1988 Annual Conference.

Other divisional publications, either published or prepared for publication during the year, include the following:

- *Guidelines for the Preparation of Archival Copies of Theses and Dissertations*, prepared by Jane Boyd and Don Etherington for the PLMS/Physical Quality of Library Materials Committee;
- *Directory of Speakers for Serials Workshops*, 2d ed., compiled by the Serials Section/Regional Serials Workshop Committee;

- *Selection of Library Materials: Sources and Strategies*, edited by Patricia A. McClung;
- *Microforms in Libraries: A Manual for Evaluation and Management*, edited by Francis Spreitzer;
- *Collection Management and Development in Public Libraries: Proceedings of a Pre-conference*, edited by Judith Serebnick;
- *Preservation of Library Materials: The Administrative Challenge*, edited by Jan Merrill-Oldham and Merrily Smith;
- "Preservation of Library Materials: Implementing Programs" (in progress);
- "Organization of Nonbook Materials," edited by Sheila Intner and Richard Smiraglia (in progress).

During the year, the division continued to fulfill one of its primary objectives—that of providing continuing education on topics of current interest in all regions of the country:

- Collection Management and Development Institutes—University of California at Irvine, September 1984; Trinity University, May 1985; University of Washington, Seattle, September 1985; and University of North Carolina, Chapel Hill, May 1986. These institutes will probably end, at least in their current format, after the Chapel Hill institute.
- Nonbook Materials Institutes—Washington, D.C., September 1984; Chicago, April 1985; Orlando, May 1985; Boston, November 1985. A book on nonbook materials is planned for publication at the end of this series of institutes.
- Preservation Microfilming Regional Institutes—The first institute will be held at the Library of Congress in March 1986 and will be geared for top-level administrators. A second program, for middle managers, is being planned for 1987.
- Serials Cataloging Regional Institutes—The first in this series will be held in Minneapolis in May 1986. A second institute has been scheduled for October 1986 in Pittsburgh, with others tentatively scheduled for San Antonio, California (city to be selected), and Boston. In late March 1987 the UK Serials Group is interested in having RTSD present the institute, or an adaptation of it, as part of its annual meeting.
- Preservation of Library Materials Institutes—Crystal City, Virginia, March 1985; Washington, D.C., August 1985.
- Classification Institutes—The first in this series will be given in fall 1986 in Washington, D.C. Four others are in the process of being scheduled around the country.
- Technical Services Statistics Institutes—This series will probably begin in late May 1986.

The division's headquarters personnel experienced widespread turnover during the past year. In October 1984 Bill Drewett resigned his position as deputy executive director, and, although a nationwide search was undertaken, the division was without a deputy for a period of almost six months. Finally, on April 1, 1985, Michael E. McCaslin, formerly of the DuPage Library System, Geneva, Illinois, began his tenure as the new deputy executive director.

In March, after a three-month delay, permission was received to recruit for a new position, program assistant, and Ann Menendez was promoted to the position, which will, for the first time, allow the division to make full use of her administrative and marketing experience.

In September David de los Santos resigned as secretary II and was succeeded by Irene Perdue, who subsequently resigned.

In June 1985, after a six month delay, another new position, that of administrative secretary, was finally approved, and a search was conducted.

Despite these personnel upheavals, outstanding contributions on the part of the "two Bills" and Ann are gratefully acknowledged by the president.

As of April 20, 1985, the RTSD membership report shows that total RTSD membership is at 5,586, an increase of 82 members over the previous year.

RTSD membership by sections is as follows:

	1985	1984
Cataloging and Classification Section	3,653	3,544
Serials Section	2,211	2,108
Reproduction of Library Materials Section	1,284	1,255
Preservation of Library Materials Section	1,678	1,578
Resources Section	2,193	2,110

Total membership revenue as of April 30, 1985, is \$127,933.

As the division enters its thirtieth year of existence, the current president, citing affectionate appreciation to past-president Susan Brynteson, and with a sigh of relief and a soupçon of sadness, hereby transfers the proverbial (but in this case imaginary) divisional gavel to his dynamic successor, Marcia Tuttle, secure in the knowledge that, with her at the helm, the division is in good hands.

Cataloging and Classification Section

Nancy R. John, Chair

The accomplishments and activities of a section can be attributed directly to the enthusiasm, ideas, and follow-through of the members of the section, not just the officers or the committee members, but all the members whose joint efforts contribute to a successful year. The Cataloging and Classification Section (CCS) clearly benefited this year from the careful planning and effective implementation of programs and activities whose foundations were carefully laid by its membership and officers in preceding years. Among the administrative activities which had been begun well before 1984/85 and which found completion during this year were the final version of the section's manual, the completion of copy for a membership brochure for the section (CCS being until now the only section in RTSD which has not had a membership brochure), and the first full year of implementation of several new procedures—the guidelines for getting support to represent CCS at an international meeting, the guidelines for liaisons to the Committee on Cataloging: Description and Access, and guidelines for the format of reports to the section. Administrative activities whose foundations have been laid for completion in succeeding years include guidelines for nominating section representatives to international bodies, guidelines for publication and copyright of CCS documents, and a procedure for periodic review of CCS committees.

In addition to these activities, the Executive Committee will be examining the roles of ALA in the production and development of the *Anglo-American Cataloguing Rules, Second Edition*, and it will be looking for sources for a monetary gift for the Margaret Mann recipient. The year can be characterized administratively as one of gaining better control over the section's activities and programs. This process has brought the elected and appointed leaders of the section closer together. The activities and programs of the year that were the most significant

were those which came from the committees, the discussion groups, the representatives and liaisons, and the special planning groups.

The Cataloging of Children's Materials Committee under the leadership of Laura Culberg has undertaken several projects: the establishment of a link with the editorial staff of the Sears Subject Heading List, the outline for an information packet of literature addressing the issues in cataloging children's materials, and a plan for a regular column on children's materials cataloging. Among the items to be reprinted in the informational packet will be the committee's guidelines for the cataloging of children's materials.

Under the untiring leadership of Michael Fitzgerald, the Committee on Cataloging: Asian and African Materials completed its list of uniform titles for constitutions which is being published by ALA. The Committee on Cataloging: Description and Access (CC:DA) continued its able and timely review of proposals for changes to AACR2. Under Olivia Madison's watchful eye, CC:DA and its task forces consumed immense amounts of paper, electricity to drive photocopy machines, and several disk drives, as well as single-handedly building the biceps of everyone of the fifty members of the committee and contributing substantially to the recent slow-downs in the postal service! Because of the hard work of the *entire* committee, Helen F. Schmierer, the ALA representative to the Joint Steering Committee for the Revision of AACR2 will once again be armed with informed advice on dozens of proposals being considered at the steering committee's August meeting in Chicago.

Peter Lisbon, chair of the Subject Analysis Committee (SAC), led SAC to complete its *Guidelines on Subject Access to Microcomputer Software*, a companion to CC:DA's *Guidelines for Using AACR2 Chapter 9 for Cataloging Microcomputer Software* (Chicago: ALA, 1984). The SAC guidelines which were prepared by a working group chaired by Joan Mitchell should be published shortly. Following up on the work of several SAC subcommittees in developing new or replacement sections of the nineteenth edition of the *Dewey Decimal Classification*, SAC will be planning a forum at the 1986 Midwinter Meeting on the numbers developed for computer science. SAC continues to monitor the development of useful subject cataloging tools and during 1984/85 the committee urged the utilities to load the *Library of Congress Subject Headings List (LCSH)* into their respective databases so that the American cataloging community could have direct access to the list. Linda Bills undertook a massive project with the aid of another SAC subcommittee; this project took a poll of American catalogers on their opinions about the format of the *LCSH*; that report was approved at Midwinter 1985 and forwarded to the Library of Congress in the late spring.

Finally, John Duke performed yeoman's service as both a member-at-large of the CCS Executive Committee and the chair of the Policy and Research Committee (PRC). PRC developed a plan for a new set of regional institutes on statistics for managing cataloging and classification. The plan was good enough that the concept was approved as a division-wide institute and will address statistics for managing resources and technical services. In addition to the institute plan, the PRC undertook a number of projects for the Executive Committee: a review of the RTSD Goals for Action; the development of procedures for reviewing section committees; a sectional review of the interdivisional committee, the Catalog Form, Function and Use Committee; and the review of the final draft of the *CCS Manual*. 1984-85 also saw the first year of service of Elaine Svenonius, the new *LRTS* assistant editor for CCS.

It was a very active program year for CCS. The last of the highly successful regional institutes on authority control and cataloging of nonbook materials were held. The first of a new series of regional institutes on classification, planned by Lizbeth Bishoff, Karen Muller, Betty Bengtson, and Carlen Rus-

choff, was tested as a preconference before the Annual Conference. The classification preconference was very well received and the proceedings of the preconference edited by Janet Swan Hill and Betty Bengtson will be published. CCS did not have a sectional program at the Annual Conference; instead CCS contributed the idea for the divisional program "International Issues in Resources and Technical Services."

CCS has four exceptional discussion groups: Catalog Management, Cataloging Norms, Copy Cataloging, and Heads of Cataloging Departments. All four discussion groups are thriving—discussing and involving the CCS membership. A fifth group is in the organizational stages; it is the Map Cataloging Discussion Group. These open fora provide a relatively relaxed, if not also crowded, place for members to exchange ideas and problems, to offer each other advice, and to console one another. Though they are informally structured, these groups have undertaken studies and developed positions on issues which the Executive Committee has discussed and forwarded to the RTSD Board of Directors for further action. Recently the Heads of Cataloging Departments Discussion Group has been discussing the difficulty in recruiting trained catalogers; as a result of their discussions, an article on the topic in *American Libraries* is forthcoming. The Copy Cataloging Discussion Group surveyed its membership on problems in copy cataloging; it hopes to get a summary of Judith Hudson's survey published in the *RTSD Newsletter*.

No annual report would be complete without the results of the hard work of two other committees—the Nominating Committee (Arlene Taylor, chair) and the Margaret Mann Award Committee (Carol Mandel, chair). Doris Clack was elected vice-chair of the section, and Joan Mitchell and Charles Simpson were elected to the two member-at-large positions. With each election the Executive Committee must say farewell to important people—the enthusiasm, patience, and senses of humor of Lizbeth Bishoff, Arnold Wajenberg, and Jennifer Younger will be missed greatly. The new members will have a difficult task in taking their places. The Margaret Mann Award Committee's choice of recipients is detailed elsewhere in this issue, but the enthusiasm and support of the section for their choice—Lucia Rather—is great. Lucia Rather has served the cataloging community of the world ably and admirably and she has served CCS in all of her efforts.

To Lois Hacker, to whom I turn over the reins of this healthy and active section, I think good thoughts, wish her well in her year as CCS chair, and with some sadness officially see my year end. Thank you CCS members for giving me this challenging and interesting year!

Preservation of Library Materials Section

Carolyn Harris, Chair

The 1,678 members of PLMS have benefited this year from the culmination of several projects, the beginning of others, a successful workshop program, and the opportunity to participate in an active, lively section.

At the Midwinter Meeting, the Executive Committee approved a new function and goals statement. This statement was the result of a planning process which took place the previous year. This statement will guide the work of the section over the next five years.

The Function and Goals Statement asserts that PLMS will focus its attention and resources for the period 1985-88 to promote the conservation/preservation of the nation's cultural heritage in all libraries throughout the country by all available means including the following:

- educating the libraries and library-related communities to the need for basic preservation;
- encouraging the education and training of librarians in the basic fundamentals of library preservation in library school and training programs;
- encouraging communication and cooperation among individuals and institutions concerned with the preservation of library collections;
- advocating preservation needs to government and funding agencies;
- advocating preservation concerns among professional organizations including ALA;
- fostering development of solutions to preservation problems.

Two other events within the section which have important implications for the future are the funding by RTSD of the use of ALANET for committee business and the formation of a new discussion group.

RTSD/COPEs has awarded one thousand dollars to PLMS to support a pilot project for the use of ALANET for committee work; each member of the Executive Committee will be given an account. The committee will then be able to communicate by electronic mail, and make agenda, documents, and correspondence quickly and easily available. The other sections of RTSD will watch closely to see how the project proceeds; if successful, the use of ALANET may be extended to the other sections and division-level committees.

PLMS has always felt the responsibility to educate librarians about preservation: the need for the preservation of our materials and the proper techniques. As more PLMS members have become administrators of complex preservation departments, a need has been perceived for a forum to discuss administrative issues. A new discussion group, the Preservation Administrators' Discussion Group has been founded to fulfill this need. Modeled somewhat on the Heads of Technical Services in Large Research Libraries Discussion Group, the institutional membership will be defined by specific criteria including a full-time preservation administrator in the institution with line responsibilities. Nonmembers will be encouraged to attend and participate if called on from the chair. An organizational meeting was held at the Annual Conference and a list of topics for future discussion developed. The topic for each meeting will be published in the *RTSD Newsletter* in advance of each conference.

Preservation is still a relatively new specialty in librarianship. Many librarians are beginning to have responsibilities in this area, but feel they have inadequate knowledge of the field. In order to overcome this feeling of inadequacy and bring new people into the field and into the section, interns have been appointed to each PLMS committee. This approach allows the interns to observe and learn about the field, and to develop the expertise for full participation.

1985 will see the culmination of the three-level national preservation conference series. The first, held in 1983, was for library directors. It focused on the administrative aspects of preservation, planning, organization, and budgeting. The proceedings have been published this year: *Preservation of Library Materials: The Administrative Challenge* edited by Jan Merrill-Oldham and Merrily Smith. The second, held in 1984 and repeated in 1985, was for frontline preservation administrators. Both iterations of this conference were fully subscribed by middle managers with preservation responsibilities. The proceedings are currently being prepared for publication: *Preservation of Library Materials: Implementing Programs*. The third, a workshop for technicians to learn the actual hands-on techniques, will be held in Stanford in August 1985. The aim of the program is to

teach skills that can be used conveniently in libraries that do not have sophisticated repair shops or binderies. It promises to be an excellent workshop with a skilled faculty and a full registration. The Mellon Foundation has given funds for the professional videotaping of the program, so that it will be available to serve a wider public in the future. The planning committee: Merrily Smith, Sally Buchanan, Carolyn Clark Morrow, and Jan Merrill-Oldham, as well as the RTSD office staff, Bill Bunnell and Ann Menendez, are to be congratulated on a highly successful workshop series.

As part of the international program presented at the Annual Conference, PLMS sponsored a presentation by Hans-Peter Geh. Geh, Director of the Württembergische Landesbibliothek in Stuttgart, and an active member of IFLA, spoke eloquently on the need for the coordination of preservation activities on an international level and informed the audience on the plans of IFLA to meet the need. The large audience of technical services librarians heard, perhaps for the first time, of the crisis in the preservation of materials throughout the world.

Each committee of PLMS has also been active this year:

- The Library/Binders Relations Committee, chaired by Patricia Gladis, after years of hard work, saw the publication of a new Library Binding Institute Standard. The committee has been the forum for discussion between librarians and binders. Both groups have brought their perspective on binding standards to the committee. The librarians expressed their concern that the standard only called for one class of binding. After many years of negotiation, the new standard does provide for more than one method of leaf attachment. The committee will now address the need for guidelines for librarians in using the new standard, including the binding options available, and the organization of binding departments.

- The Physical Quality of Library Materials Committee, chaired by Wesley Boomgaarden, has been especially busy. The *Guidelines for the Preparation of Archival Copies of Theses and Dissertations*, prepared by Don Etherington and Jane Boyd is ready for publication. RTSD will distribute it, as well as recommend it to ALA Publishing to make it available to university and college theses and dissertations offices. Other projects under way are a bibliography of standards and specifications for materials for repair and storage, guidelines for photocopying for preservation replacement, the development of a series of special projects dealing with nonpaper-based materials, and the development of a "technically sound" book repair kit.

- In addition to the series of preservation workshops mentioned above, the Education Committee, chaired by Sally Roggia, is working on the packaging of the Los Angeles Preconference on Library Binding for local and regional use; a proposal to educate library educators on curriculum for preservation; a poster series; and the newest edition of the *Preservation Education Directory*. It was decided that the preservation library which had been housed at the RTSD headquarters for use in the RTSD booth at Annual Conferences was no longer a useful tool; after soliciting and receiving requests from various agencies, it was decided to donate the collection to SOLINET for use in implementing a regional program in the Southeast. In light of the new emphasis on preservation education for the section, this committee will play an important role over the next few years.

- The Policy and Research Committee, chaired by Robert DeCandido, has fulfilled its role well this year. They have produced the new function and goals statement; have appointed a task force to produce a list of research projects needed in the field, have focused on the pay equity issue, and have taken on the role of legislative liaison for the section. As suggested by the P & R Committee the previous year, a column on preservation has become a regular feature of the

RTSD Newsletter, written with great skill by Ann Swartzell.

• Aably led by Ann Swartzell, the PLMS Discussion Group provided both reports of events in the field of preservation and discussion of new developments at its Midwinter and Annual Conference meetings. The preservation field is booming, as shown by reports of new granting programs from agencies such as NEH and the New York State government, new projects to assess the needs of state archives, new developments at LC in the National Preservation Program Office, the diethyl zinc mass-deacidification process, and the video and optical disk projects, new national standards either completed or underway, and of various projects such as the Research Libraries Group Cooperative Preservation Microfilming Project.

Two projects remain to the new chair, Carolyn Morrow, and her Executive Committee: one is to find the means of publicizing in advance the agenda of PLMS committee meetings, and, secondly an important project to review and assess the committee structure. The field of preservation has changed dramatically in the five years that PLMS has been a section of RTSD; PLMS needs to insure that its structure is appropriate to the new environment. This assessment will include a review of PLMS relationships to RLMS, the Preservation Microfilming Committee, and RS, and plans for working more closely with those groups.

The Preservation Section has matured in its five years of existence. It is a dynamic section, providing leadership in the field of preservation. It also coordinates activities with other organizations interested in the field, and provides a forum for exciting discussions in a field that still has techniques, policies, and procedures under development.

Reproduction of Library Materials Section

Suzanne Cates Dodson, Chair

The stated function of the Reproduction of Library Materials Section (RLMS) is to discuss the problems related to, and to disseminate information about, the reproduction of library materials, and to encourage research and the promotion of the development and use of standards in this field.

During 1984/85 the committees of RLMS and their chairs were: Bibliographic Control of Microforms Committee (Martin Joachim); Conference Program Committee (Suzanne Dodson); Committee on Copying (Francis Spreitzer); Nominating Committee (John Webb); Policy and Research Committee (Francis Spreitzer); Publication Committee (Karen Sinkule); Regional Programs Ad Hoc Committee (Jeffrey Heynen); Standards Committee (Imre Jármy); Committee on Technology (Joseph Nitecki); and RLMS Discussion Group (Wesley Boomgaarden). Norman Shaffer was RLMS representative to the Association for Information and Image Management (AIIM) National Committee, with Mary Ann Ferrarese as alternate; Lawrence Robinson was ALA Copyright subcommittee representative; Katherine Mawdsley was Inter-library Loan Committee (RASD) representative; Bohdan Mysko was RTSD International Relations representative; Margaret Byrnes was representative to the Preservation of Library Materials Section; and Colleen Bednar was Cataloging and Classification Section: Description and Access representative. Francis Spreitzer was RLMS representative on the LRTS Editorial Board, while Jeffrey Heynen chaired, and Francis Spreitzer served on, the RTSD Preservation Microfilming Committee.

For RLMS, 1984/85 was an active year. Most notably, perhaps, the combined efforts of a subcommittee of the Micropublishing Committee of the Resources Section, and an ad hoc committee of RLMS finally appeared in print: *Microforms in Libraries: A Manual for Evaluation and Management* (Chicago: ALA, 1985). Sixty-three pages long, this work includes basic information about microforms, together with sections on ordering and evaluating the quality of microforms, and on managing a microform collection. A glossary, a list of relevant standards, and a bibliography are included as appendixes. Margaret Byrnes, who chaired the RLMS committee, and Jack Pontius, who chaired the RS subcommittee, together with all those who served on the two committees, deserve congratulations for such a successful finale to their years of hard work.

At Midwinter in Washington, D.C., the RLMS Regional Programs Ad Hoc Committee proposed a series of institutes on preservation microfilming. The proposal was endorsed by the Board of the Resources and Technical Services Division, and the first institute will be presented in 1986 at the Library of Congress. These institutes, modeled on the highly successful RTSD/Preservation of Library Materials Section Preservation Institutes, are intended to meet the needs of libraries currently or prospectively involved in microfilming, with programs designed to serve the differing requirements of administrative, supervisory, and operations staff. The Association of Research Libraries' Preservation Survey clearly showed that many libraries would be interested in this kind of program. RLMS is grateful for the support of the Library of Congress in this endeavour.

The section's program at the Annual Conference in Chicago this year was well received by the standing-room-only audience. Entitled "¿Illusions of Longevity? Microforms and Optical Discs in Permanent Library Collections," it dealt with the potential life span, in a working library collection, of various media, including different film types and optical disks. Suzanne Dodson served as moderator for the session. The speakers were Charles Chadwyck-Healey, director, Chadwyck-Healey, Ltd., Linda Hamilton, vice-president, Marketing, Research Publications, Inc.; Jerry Dupont, executive director, Law Library Microform Consortium; Robert Mottice, quality control supervisor, University Microfilms International; Norman Shaffer, chief, Photoduplication Service, Library of Congress; and Tamara Swora, Optical Disc Print Pilot Program Manager, Library of Congress.

As part of the Resources and Technical Services Division's program in Chicago, entitled "International Issues in Resources and Technical Services," Suzanne Dodson related the history, and described the activities of RLMS, in a paper entitled "The International Realm of RLMS."

At the Annual Conference in Chicago two resolutions were brought before the RTSD Board by RLMS. The first, a joint resolution from the Preservation of Library Materials Section, and RLMS, dealt with the proposal by the United States Congress to reduce the budget of the Library of Congress by 10% in the fiscal year beginning October 1985. The budget for preservation microfilming activities at the Library was slated for even further reduction. The resolution urged the United States Congress to fund the preservation microfilming activities at the requested budget levels.

The second resolution, which originated in the RLMS Discussion Group, was concerned with the lack of coordination of grant-funded and nongrant microfilming projects, which leads to overlap and duplication of work among libraries and micropublishers. The resolution asked the National Preservation Program Office of the Library of Congress to establish a clearinghouse for microfilming projects, and urged that office to encourage libraries and micropublishers to notify the clearinghouse before initiating projects or submitting proposals to funding agencies. It also asked the office to request funding agen-

cies to submit, in confidence, abstracts of proposals before the final funding decisions were made. Both resolutions received the wholehearted support of the board.

Other RLMS committees continued to pursue their individual goals. The Bibliographical Control of Microforms Committee will seek a standard for bibliographical aids provided with microform collections—guides and indexes, for example. The Copying Committee is working on guidelines for packaging microforms for interlibrary loan mailings. The Policy and Research Committee has produced a statement of the goals and objectives for the section. This statement will be brought to the Executive Committee for final approval at the Mid-winter Meeting in 1986. The Publication Committee plans, among other things, to initiate a *Circular* series, with individual issues covering different topics—the selection and maintenance of equipment, for example. The Standards Committee is working toward the development of standards for microfilm and microfiche boxes and envelopes. And for the New York Conference, the Technology Committee is planning a program devoted to a product comparison of optical disc technology.

On a final note, pending the approval of all concerned, the Micropublishing Committee of the Resources Section will be adopted by RLMS. Given the focus of that committee, its switch to RLMS will, I think, be welcomed by all.

Resources Section

Sally F. Williams, Chair

The Resources Section serves its membership and librarianship in general through continuing education, publications, the exchange of ideas and procedures, conference programs, and consumer advocacy in areas relating to collection development and management, including the selection, acquisition, and evaluation of all types of library materials for all types of institutions.

The mission and goals of the section are accomplished through the work of its committees and discussion groups. The committees and their chairpersons for 1984/85 were as follows: Acquisitions (Gail A. Kennedy), Bookdealer-Library Relations (Judy Webster), Canadian Studies Resources (Thomas H. Patterson), Collection Management and Development (Cecily A. Johns), Library Materials Price Index (Dennis E. Smith), Micropublishing (Nancy P. O'Brien), Policy and Research (Beth J. Shapiro), and the Resources Section Blackwell/North America Scholarship Award (Marilyn P. Fletcher). The Nominating Committee, chaired by Linda J. Gould, provided continuity to the work of the section by nominating an excellent slate of candidates for office. The section's discussion groups continue to be excellent vehicles for information and procedure exchange. These groups and their chairs were the Acquisition of Library Materials (Helen I. Reed), Booksellers (Bob Schatz), Chief Collection Development Officers of Large Research Libraries (Clinton N. Howard), Chief Collection Development Officers of Medium-sized Research Libraries (William Z. Schenk), Collection Management/Selection for Public Libraries (Judith F. Fouts), and Gifts and Exchange (Leona L. Wise).

The section's program activities continued to be vigorous and vibrant. Two Collection Management and Development Institutes were held, one at the University of California-Irvine in September 1984 and the other at Trinity Univer-

sity in San Antonio in May 1985. Two more are planned and scheduled, one at the University of Washington in Seattle in September 1985 and one at the University of North Carolina in Chapel Hill in May 1986.

For the Chicago Conference the Acquisitions Committee conducted a pre-conference, "The Business of Acquisitions," and the Collection Management and Development Committee sponsored the program on "Coordinated Collection Development."

The section was also active in publishing various guides and manuals and price index information. The specific titles are given in this report with the information about the committee responsible for each.

Through the generosity and interest of Blackwell North America, Inc., the section once more obtained funding for the Resources Section Scholarship Award. This award, given annually to the best publication in the field of library resources, was made to Ross Atkinson's "The Citation as Intertext: Toward a Theory of the Selection Process" in *Library Resources & Technical Services* 28:109-19 (April/June 1984). A one thousand dollar scholarship will be given to a student in librarianship at the University of Iowa.

The Acquisitions Committee conducted the above-mentioned preconference institute. It was well attended and well received by participants and the committee is considering repeating the institute in the coming year in a different region.

The Bookdealer-Library Relations Committee pursued its vigorous program of consumer advocacy, in particular alerting libraries to the questionable practice of British publishers who charge significantly higher prices to U.S. customers of British journals. The committee also completed Acquisitions Guidelines, no. 2, "Guidelines for Handling Library Orders for Serials and Periodicals," which will be published soon by ALA.

The Collection Management and Development Committee was responsible for the above-mentioned RTSD regional collection management and development institutes and also began planning for a forthcoming preconference on preservation. The committee has completed volume one of "Selection of Library Materials in the Humanities, Social Sciences, and Sciences," which is to be published by ALA in November 1985; volumes two and three are in draft. Other publications in preparation are guidelines for evaluating performance of vendors of imprint monographs, a guide for writing a bibliographer's manual, revision of guidelines for the formulation of collection development policies, and evaluation of the effectiveness of library collections, including use and user studies.

The Library Materials Price Index Committee initiated a new index, the college book price index, published in *Choice*. U.S. serial services and periodicals indexes, published in *Library Journal*, long compiled manually, will now be produced from a computer-produced database, courtesy of the Faxon Company. A resolution read at the RTSD membership meeting honored and commended the following librarians who have authored and maintained these indexes over a twenty-five year period: Helen Welch Tuttle, Norman B. Brown, Jane Phillips, Avis Zebker, James W. Barry, Michael Felice, and William H. Huff. Other indexes sponsored by the committee and published in *The Bowker Annual* include those for academic books, British books, German books, media materials, newspapers, and library-produced microfilm. Summary tables were published in the *RTSD Newsletter*.

The Micropublishing Committee continued its vigilant oversight of microform standards and of microform publishing. The committee, in conjunction with RLMS, has completed *Microforms in Libraries: A Manual for Evaluation and Management*, published by ALA.

The Policy and Research Committee made recommendations to the Execu-

tive Committee on a number of issues important to the section, including guidelines for submitting committee documents for publication and the role of subcommittees. The committee continued its review of section committees, reviewing Acquisitions, Bookdealer-Library Relations, and Micropublishing committees, and the Acquisition of Library Materials and Booksellers discussion groups.

The various discussion groups continued lively discussion of topics of interest and continued to provide an important link between the profession at large and the committee structures.

Serials Section

Jean G. Cook, Chair

During 1984/85 the Serials Section expanded its activities to include more facets of serials librarianship and to recognize the accomplishments of serials librarians. The committees, the discussion group, and the representatives concentrated their efforts on service to sectional members and the coordination of serials activities within the Resources and Technical Services Division and the American Library Association.

The first Serials Section Bowker/Ulrich's Serials Librarianship Award was presented to Marcia Tuttle, a past chair of the section and the RTSD vice-chair, by Jean Wright, chair of the Award Committee. Because of the energy and efforts of the committee, the financial support and encouragement of the R. R. Bowker Company, and the initiative of past sectional chairs, Dorothy Glasby and Rex Bross, the Serials Section can appropriately honor an outstanding serials librarian.

In response to members' requests an ad hoc Acquisitions Committee, with Odette Shepherd as chair, was appointed after the 1984 Annual Conference. At the well-attended Midwinter Meeting, sectional members enthusiastically endorsed the establishment of a Serials Section Acquisitions Committee. During the Annual Conference sessions the committee members and guests considered further the role, need, and charge for the committee within the section and division. After additional discussion by the Policy and Research Committee, a resolution to make the Acquisitions Committee a standing committee was forwarded to the Executive Committee. The latter approved the resolution unanimously.

The Policy and Research Committee, chaired by Diane Harkins, had meeting agendas that included, in addition to the Acquisitions Committee, a discussion of the RTSD Goals for Action; the need for a systematic five-year review of each sectional committee, discussion group, and liaison; the charge for the Worst Serial Title of the Year Committee; the development of a relationship with the United Kingdom Serials Group; a report on the Library of Congress serials activities, the external review of CONSER, and the Abstracting and Indexing Project.

The large attendance at the meetings of the Committee to Study Serials Cataloging, with James Williams as chair, indicated the interest in the issues examined by the committee members. Discussions at both the Midwinter and Annual Conference meetings centered on AACR2 rules which require modification or clarification to work well for serials cataloging. The CCS Com-

mittee on Cataloging: Description and Access approved the serials committee's amendment to the AACR2 rule 12.1B1, initialisms of titles. The committee has begun preparation of a revised rule for AACR2 rule 21.2A, changes in the title proper, to make it compatible with the International Standard Bibliographic Description (Serials) and to incorporate the Library of Congress rule interpretations.

Under chair Elaine Rast, the Regional Serials Workshops Committee completed on schedule its revision of *The Directory of Speakers for Serial Workshops*. The committee will pursue the establishment of a "people network," a structure for reporting workshop programming and for making training materials available to regional groups. The committee would function as a clearinghouse for monitoring the currency and the continued availability of the materials.

The Education Committee, chaired by Frances Painter, proceeded with the compilation of a bibliography of articles on serials, which appears in *Serials Review*. At the Annual Conference, the committee recommended and the Executive Committee approved the combining of the 1984 and 1985 bibliographies for publication in a 1986 issue of the journal.

The Committee on Union Lists of Serials, Julia Blixrud chair, focused its Midwinter meeting on the minimal-level record necessary to support the identification process for a union list entry. The consensus was that it was ideal to store a full record, but to display only the data required for each type of search. The maintenance of union lists was the primary topic for the meetings at the Annual Conference. Because serials are dynamic, it was stressed that institutions recognize that a union list's quality is dependent upon ongoing commitments by all participants.

Preparation of the final report of the ad hoc Committee to Study the Feasibility of Creating Dynamic Lists of Core Serials continued, with Suzanne Striedieck as chair. The committee has, through the use of vendor lists of titles, produced a core list of journals in the field of civil engineering. Subscription activity and citation levels were applied to identify high-use titles. In progress is a final project to determine whether the vendors' subscription activity data and the OCLC's listings of holdings are equally valid predictors of high use.

The Committee to Study Serials Records, under chair Linda Haack Lomker, continued the evaluation of its check-in cost study methodology. Preliminary data from studies at the University of Washington, Rutgers University, and the University of Minnesota were reviewed. The information gathered at an institution will be helpful for planning and budgeting at that university. The committee members will examine the three sets of data to determine whether a comparison of the results would be useful. The committee chair will present a report on the committee's work at the 1986 Technical Services Cost Study Preconference.

Co-chairs Crystal Graham and Betty Landesman selected subjects for the Research Libraries Discussion Group meetings that are concerns of the members. At the Midwinter meeting, the discussion on the national standards requiring separate records for print and microform editions of a serial ended in agreement rather than controversy. Everyone expressed dissatisfaction with various aspects of the current rules. Those attending the session at the Annual Conference attempted to resolve the problem of reconciling successive and latest entry records in a single union list.

Once again the RTSD Membership Meeting was enlivened and publishers chastened by the Worst Serial Title Change of the Year Committee's awards. Joline Ezzell, chair of the committee, presented the dubious honors. During the committee meetings, the members composed a charge for the committee, reviewed the nominees, and creatively selected names for the awards.

Through the initiative of the Serials Section, ALA is now an active member of the Serials Industry Systems Advisory Committee (SISAC). Sectional members serve on three subcommittees. Minna Saxe, the voting representative, reported that SISAC appreciates the participation of librarians in the development of its formats and standards.

The United States Newspaper Program was featured at the section's Annual Conference program. The speakers were Jeffrey Field, the National Endowment for the Humanities; Robert Harriman, the Library of Congress; Todd Butler, OCLC; Karla Petersen, the Center for Research Libraries; Nancy Kraft, the Iowa Newspaper Project; David Hoffman, the Pennsylvania Newspaper Project. Because of their expertise, the panel communicated to the audience the scope and significance of this national endeavor to save a valuable resource.

The first of the Serials Cataloging Regional Institutes will be presented on May 6, 1986, in Minneapolis, two years after the initial meeting of the Planning Committee. The section, with the support of the Library of Congress, will give institute registrants a better understanding of the creation, interpretation, content, format, and uses of serials cataloging records. The section looks forward to putting its show on the road.

Because of the participation and dedication of the membership, this has been a good year for the Serials Section. Much has been accomplished, much remains to be done. The commitment and experience of Ruth Carter and Marlene Heroux, the incoming chair and vice-chair respectively, ensure that the Serials Section will continue to set and reach new goals.

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General Procedures Used in Compiling the Index

The following types of entries are included:

- a. authors—of articles and letters
- b. titles—of articles and of articles about which letters were published
- c. subjects of articles

Subject entries for individuals are identified by “(about)”; letters are identified by “(c)”.

Entries are arranged word by word following the “file-as-spelled” principle. Numbers are arranged before alphabetical characters; acronyms without internal punctuation are arranged as words.

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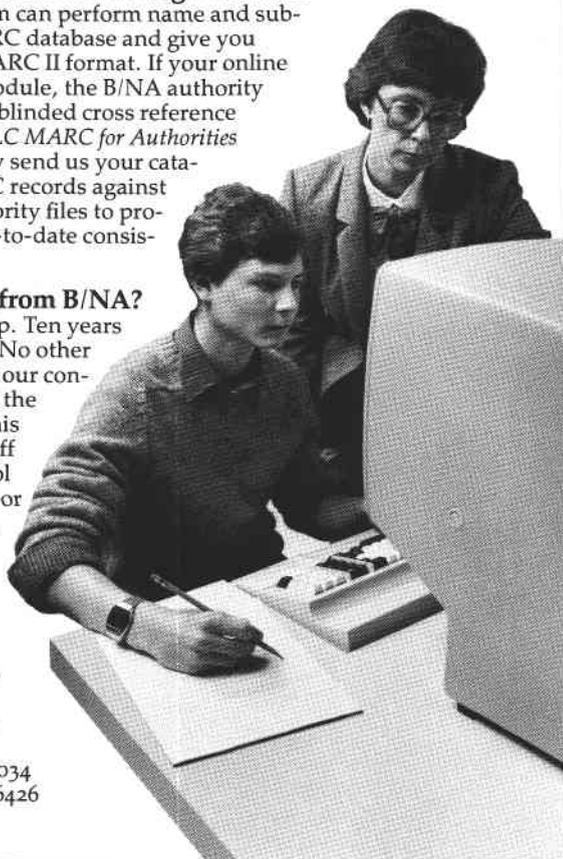
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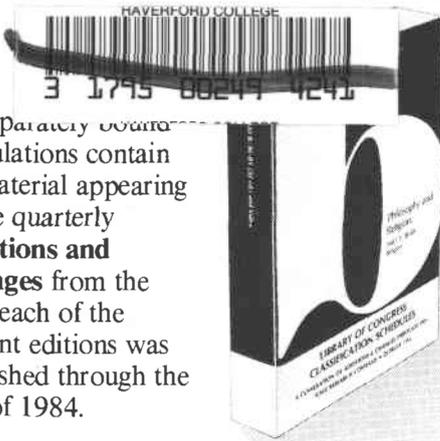
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