

OAKLAND UNIVERSITY

ANNUAL REPORT OF THE LIBRARIAN

1962 -- 1963

TO: THE DEAN OF OAKLAND UNIVERSITY

As the University Librarian I have the honor to submit the following report of the Oakland University Library for the year July 1, 1962 through June 30, 1963.

During the summer of 1962, two professional librarians joined us in their first positions after receiving library school degrees. Peter Doiron came from Syracuse University, having previously earned a bachelor's degree in English Literature from the University of Massachusetts, and having done freelance writing and other work with a publisher. Soren Sgro came to us from the University of Michigan, having worked part time in the library at Wayne State University, both during his undergraduate years at Wayne and while he was in library school.

Mr. Doiron filled a much needed position as a second man in order work. His presence during the year has greatly speeded up the checking and processing of our orders. It has been possible for Mr. Bruno to devote more of his time and energy to out-of-print and foreign orders, knowing that in-print American materials were being well handled by Mr. Doiron. With his arrival we were also able to increase the records we kept on expenditures for books and to maintain accounts of allocations from the book fund to academic departments. This had not been possible with our previous staff.

Mr. Sgro was employed as a second person in our cataloging operation. During the Spring he was transferred because Mary Lou Pung, who had worked in the library since the beginning in 1959 as a clerk; and who, since we moved into the new building, had had charge of our circulation desk, resigned. This made me the staff member with the longest service, but also left us with a real hole to fill in the supervision of our circulation desk and the shelving of books. Although we still feel that in a going library of considerable size, this operation can well be supervised by a clerk, it seemed to us that at this juncture it might be wise for Oakland to assign a professional person to this position. Miss Pung had not had experience in other libraries and, as we grew rapidly and adjusted to our new building, it became increasingly necessary to assign Mrs. Irwin to watch over the circulation operation and suggest to Miss Pung changes and improvements which might be made. We felt that a professionally trained person might be of great value at this point in setting up procedures for the operation of the library. We were also interested in the further improvement of our services of reference and aid to students and faculty in the use of the library and it seemed that, until our staff expanded to considerable size, it might be well to have a professional person available at the circulation desk who could answer questions and give aid in the use of the library on a level of greater depth than the student and clerical help had been able to do. Therefore, we transferred Mr. Sgro from the cataloging operation to the circulation desk. This meant that we were once again looking for a professional person to do work in cataloging and to take some of the routines and burden of heavy production off the shoulders of Miss Ruskin.

TABLE I

SIZE OF LIBRARY

	June 30, 1960		1961		1962		1963	
	<u>Titles</u>	<u>Vol.</u>	<u>Titles</u>	<u>Vol.</u>	<u>Titles</u>	<u>Vol.</u>	<u>Titles</u>	<u>Vol.</u>
Cataloged and Classified	2,772	3,275	10,485	12,470	20,115	25,536	*28,521	*35,987
Alphabetical Collections		3,658						
Completed Volumes of Periodicals - Bound		304		8,157		1,472		2,790
Microfilm Reels		71				1,105		1,503
Special Collection of Fine Books		84				157		196
		<u>7,392</u>		<u>20,627</u>		<u>28,270</u>		<u>40,476</u>
Records - Circulating Music Coll. Recordings of Plays & Poetry		6				144	117 67	137 133
Serial titles regularly received		176				469		697

*Net Figure:

146 Cataloged Volumes including 126 titles were withdrawn as lost in June 1963

The statistics summarized in Table I on the size of the library show graphically the way in which Miss Ruskin has been able to keep up with our acquisitions program and the increase in the number of cataloged volumes which she was able to achieve during the year in which she had professional assistance only part of the time. These figures show approximately 10,500 volumes added to our cataloged collections; but we are even more encouraged by the increase in our bound periodicals and serials, which are not cataloged, where we almost doubled the size of our collection by adding 1318 volumes.

We were greatly aided during the year in the wise increase in our collections by the help of the Library Committee in allocating, in advance, monies from the book fund to be spent for various purposes. Of our \$60,000 budget, almost \$15,000 was spent for subscriptions and standing orders. We set up a procedure under which recommendations for these expenditures were approved by the Library Committee. Because these represent a long-range commitment on the part of the University, we wanted to be sure decisions to add titles were made on the basis of as much information as possible on the overall development of the institution. About \$12,000 was spent by the library from a fund which we called sets and blocks purchases. It is with this fund that the research potential of the Library is built, and it is through the use of this fund, in part, that we were able to accomplish such a dramatic increase in our bound volumes of periodicals and serials. Although final decisions on the expenditure of this money were made by the librarians, we, of course, worked in close harmony with the teaching faculty, and reported from time to time to the Library Committee, inviting their advice and suggestions as to areas which should be emphasized.

Also during the year, with the purchase of the monumental Catalogue Général of the Bibliotheque Nationale through vol. 168, we completed the spending of the \$12,500 gift from C. Allen Harlan for the purchase of books in areas of humanities with special emphasis on music, and others of the important acquisitions of large sets were charged to this fund. A few of these are worthy of mention, for example:

Art Bulletin, vols. 1-42

Year's Work in English Studies, 27 vols.

Ingpen and Peck. Shelly, 10 vols.

Die Grosse Brockhaus

The Great Soviet Encyclopedia

Espasa

American Slavic and East European Review, vols. 1-18

Loeb Classical Library

Music Index 1949-

Blume. Die Musik in Geschichte und Gegenwart

and we placed the complete Neue Ausgabe series for Mozart, Bach, Haydn, Beethoven and Handel on continuing orders.

The remaining \$33,000 was allocated by the Committee to various academic departments, and it is this expenditure which represents

the bulk of the 10,500 cataloged volumes which were added during the year. In asking us to order titles against this fund, the teaching members of the faculty were greatly aided by a document entitled Guidelines in Acquisition which the Library Committee wrote and distributed on the campus during the Fall. Also, the year saw the complete development of our system of library co-ordinators for each academic discipline. These people all worked very closely with the library order section, taking full advantage of the records of expenditures Mr. Doiron was able to provide, and we feel aided greatly in the wise use of the limited book funds available.

Total circulation figures as shown in Table II indicate an increase of approximately forty percent over the preceding year. It is a tribute to Miss Pung and Mr. Sgro that this increase was handled at the circulation desk and the books promptly and efficiently reshelfed when they were returned with approximately the same number of hours of student assistants as in the preceding year. An analysis of the figures for the two years by months is interesting. First, the fact that we moved into the Kresge Library building in October 1961 shows up most noticeably. In spite of the dramatic increase in that month, however, and the fact that a high percentage of our annual increase can be accounted for by the first Spring trimester during July and August 1962, we still show a sizable increase during each month of the year under review. We anticipate that this increase will continue, but that it may not be as dramatic in 1963-64 when our increase in size of student body will be largely at the freshman level. It is interesting to note, however, that our circulation of books per student has risen to a respectable level of approximately 20 per year. This represents almost a doubling over the previous year and it is very different from the record which caused us some concern during the first two years of Oakland history.

During the summer of 1962, the library sent Mrs. Irwin, who has charge of our reference work, and Professor Maurice Brown of the English department, to a seminar at Kenyon College on the general topic of how to make colleges, their curricula, students and faculty more library-centered. Professor Brown had been interested in experimenting, with the library staff, in cooperative projects for his classes and returned from the conference with increased enthusiasm. He and Mrs. Irwin did cooperate on one bibliographic teaching project in the Spring, and Mrs. Irwin and Mr. Song were able to find similar opportunities to collaborate with others. In the meantime they have been able to build up our reference service by being available to help students with specific questions. In addition Mrs. Irwin has devoted a good deal of time to the supervision of our series file and binding routines, and for a time guided Miss Pung at circulation.

We are anxious to improve the knowledge and habits of each student in the use of the library, but have so far rejected a return to the system of lecturing to all freshmen which we used in 1960-61. In lieu of this, we are anxious to press further

TABLE II

TOTAL CIRCULATION - 1962-63

	<u>Students</u>	<u>Others</u>	<u>Faculty</u>	<u>Use in Library</u>	<u>Total</u>	<u>Total-1961-62</u>
General Circulation	23,930	160	2,533		26,623	15,935
Records	554	2	91		647	570
Performance Music	547		18		565	
Reserve Books	1,162		3	18,294	19,459	12,646
Bindery				2,019	2,019	1,023
MSU Extension Books	197	5	5		207	
Personal Copies on reserve	364				364	
Periodicals	70	4	95		169	177
Reference	<u>26</u>	<u>3</u>	<u>12</u>		<u>41</u>	
<u>Totals</u>	26,850	174	2,757	20,313	50,094	30,351

TOTAL MONTHLY CIRCULATION

	<u>1961-1962</u>	<u>1962-1963</u>
July	479	2,650
August	244	1,175
September	1,045	5,565
October	4,146	5,384
November	4,229	6,776
December	3,360	4,179
January	3,843	6,115
February	3,245	4,076
March	2,790	4,457
April	2,430	3,688
May	2,528	3,719
June	<u>2,012</u>	<u>2,284</u>
	30,351	50,068

into a program of working with faculty as they develop assignments which require library use and of aiding their students, both as groups and individually, at the time these assignments are made. The lecture method does not present information to the student at a time or in a manner in which it is likely to be relevant, and we can teach much more by tying the information into the regular academic program. We are ready and anxious to work closely with more of the faculty in this way.

At various times during the year we became concerned about the use of our facilities by other than Oakland students and faculty. The heaviest day in the year was the Friday after Thanksgiving when the building was crowded, and when our subjective observation indicated that less than half of the users were Oakland students. Our guess was that the largest single group in the library came from Central Michigan University. In a sense, it is a compliment to us that we have built in less than four years a building and a collection which will attract students from other institutions. Our present reaction is that we are glad to have other people make serious use of our facilities, but we do not circulate materials to them. During the Spring, however, as the number of high school students increased, we began to fear for the day when the building would be so crowded with outsiders that Oakland people could not sit down. It is our opinion that this situation is coming sometime in the not too distant future.

In May, we undertook a two-week survey of who entered the building during evenings and week-ends. Unfortunately, we discovered after we started it that our survey was a little late, and the term-paper season in high schools had passed. Even so, about forty percent of those who came into the building were high school students. In addition, we had a fairly sizable group from nearby colleges and junior colleges, mostly Wayne students who evidently lived in this area.

Four years ago when we opened we found that many of our neighbors feared we would not provide an adequate library and would encourage our students to depend upon them, and therefore we have adhered to a policy of not encouraging students to use other libraries, and of requesting faculty to do everything possible to make assignments which can be completed with the collections we have available.

Related to our use of other libraries is inter-library loan. As a new institution we felt that we could best build our reputation by adhering closely to the code of the Association of College and Research Libraries, and borrowed books only when they were not easily available for purchase and when we believed they were essential to research projects on a post master's level. In the course of the year we requested 97 titles by inter-library loan from other libraries and we were able to borrow 83 of these. The others were not located.

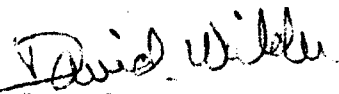
During the year I attended a conference on the future development of the library of Bowdoin College. This not only provided

a pleasant interlude as a guest of this fine institution, but confirmed thoughts and experiences which I have had here at Oakland. The Conference concluded that we are in an era of increased use of what the librarian would call research materials by undergraduates, and that we must begin to look toward two things: first, considering the ever increasing mobility of college students, it should be possible for libraries in a given geographical area to share their resources with students from other institutions; and second, at Oakland we must anticipate continued development of a library with considerable research potential. We must watch, however, that this does not run away with us and try to avoid the expense of housing large numbers of materials which will be little used. It seems to me that the best way to do this is to relate our acquisitions of research materials closely to the curriculum, and to be sure that the University has a commitment to continue undergraduate research in the areas we develop and that, therefore, if materials are not used heavily, they will at least be used with consistency and regularity.

One new venture, which should be mentioned, was the inception of our Curriculum Materials Center. This represents an attempt to centralize and arrange by subject, without cataloging, curriculum guides, text books, and other related materials used by the education students in their methods courses and practising teaching work. At the moment, our center is located in an unfinished area of the basement and is known, unimaginatively and without affection, to students as the "black hole of Calcutta". We must press forward in the further development of this collection, not only in physical facilities and staff, but in the broadening of its scope to include other than book materials. It is our hope that here is a place in which Oakland can become a regional center, making available curriculum materials to school districts in the area, and in some way supporting the operation cooperatively with the various districts involved. This we think will make it possible for our students to have a better center and also provide a prime area of cooperation with school systems.

In spite of our problems, we look back over one generation of college students with pride. If we can continue through future generations to make the kind of progress we made during the time the charter class was on the campus, we'll be providing good and adequate service and resources to students and faculty, and contributing much through the library to the liberalizing of education.

Respectfully submitted,


David Wilder
University Librarian