1978-79

ANNUAL REPORT

OAKLAND UNIVERSITY LIBRARY

PERSONNEL

The personnel changes which occurred in the library during the past year are briefly recorded in the following paragraphs.

After nearly twelve years of service to the library and the university Jennie B. Cross resigned this past February to accept the position of Library Consultant for the Board of Education of Oakland Schools. Jennie's approach to librarianship has always been people-oriented. This orientation resulted in her amassing a phenomenal record of university and professional service, especially in her specialization of government documents. To recount her numerous contributions is well beyond the scope of this brief note; it suffices to comment that on meeting apparent strangers at national and regional meetings one frequently found they were not strangers at all for they knew Jennie. Her receptiveness and responsiveness to people along with her professional dedication are characteristics which her new clients and colleagues will soon appreciate and depend on. It goes without saying that we miss Jennie already. Thomas Lyons who provided the initial guidance of Audio-Visual Services as an integral program of the library, left Oakland in August to become Director of the Media Center in Mid-Michigan Community College in Harrison. Tom is also a warm, personable individual; he will be remembered for his optimistic approach to all situations.

Marlyn Stroud who served in a clerical-technical capacity in serials for nearly ten years and, more recently as an AP, resigned to relocate in Aitkin, Minnesota. Other resignations which occurred include those of Michael McNew from documents in September and Sherry Paterson from inter-loans in November; Mike pursued and has completed his teaching certificate at Wayne State, while Sherry has taken a position in the Office of the Registrar at Oakland. In September Marlyn was replaced by Alexis Salisz, a former employee of the library, who brings to her new position valuable serials expertise from the Wayne State University Library. Elisabeth Brannstrom replaced Mike McNew in Government Documents in October. Other clerical-technical appointments include those of Kim Northrup in cataloging (December), Tina Persha in microforms (October), Ann Sattler in Circulation (December), Karen Witzke in serials (April) and Mary Wright in interloans (November).

The Hotline office experienced several personnel adjustments during the year. Hertha Jenkins served as Nancy Hariani's replacement during Nancy's maternity leave (March-June). Also, Catherine Rose became the Hotline Assistant in November, following Rebecca Hall's resignation (October).

Balancing the two faculty resignations and two open positions, the library appointed four new faculty members, each having outstanding potential. William Cramer was recruited to serve principally in government documents from the Ohio State Library where he has provided consultant services to the academic library community in that state for the past two years. Previously Bill served as Director of the Grove City Public Library in Ohio (1975-77) and as head of the government documents department in the University of Akron Library (1971-75). Clara DiFelice was hired and has been providing leadership in audio-visual services since March. Clara completed her library degree in 1978. Prior to her appointment at Oakland

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she worked in the Kenmore (New York) Public Library primarily in public services. The strong recommendations she received from the faculty of the School of Information and Library Studies (SUNY/Buffalo) and a rapidly developing record of scholarship were among the characteristics which contributed to her enthusiastic recruitment by Oakland. The uniqueness of the position defined by the library for a junior faculty member with training in science or technology was fully met by the unique qualifications of Linda Guyotte. From 1976 until her appointment at Oakland, Linda was a student at the Sorbonne in applied foreign languages; additionally, from 1978, she was employed in the Division of Reports and Documentation of UNESCO. She received her library degree from Drexel University in 1976, having completed an AB in biology at the University of Pennsylvania in 1972. From that date until 1974 she served as a research technician in the University of Pennsylvania medical school and gained pre-professional library experience in science and technology at Drexel and the Philadelphia College of Pharmacy and Science during the following year. Linda's competencies in modern foreign languages (French, Spanish and Russian), her science training and exposure to library service to the science community, as well as her experiences in cataloging and computer search services considerably enrich the resources of the library faculty. For several years the need for faculty competence in systems analysis has been evident given the current critical implications of computing and other technologies on academic libraries. Barry Johnson was appointed in March to fill this void and to begin the process of study, recommendation and implementation of systems programs in the Oakland library. A native of England, Barry is, in reality, a local product, having received undergraduate and graduate training at Oakland in history, and a library degree from Wayne State in 1976. Since 1971 Barry was employed by the Burroughs Corporation's Program Products Distribution Department in a range of increasingly responsible positions from associate systems analyst to systems analyst responsible for customer data bases and departmental operating procedures. Each of these new appointees brings multiple competencies and talents to the Oakland library that will enhance its capabilities, reputation and stature.

Members of the library faculty continue to develop professionally and make contributions to scholarship. Four members of the faculty received graduate degrees in cognate disciplines this past spring. Eileen Hitchingham received a doctoral degree in Education from Wayne State; Linda Hildebrand, a master's in English from Oakland; Janet Krompart, a master's in Chinese Language and Literature from the University of Michigan; and Elizabeth Titus, a master's in Urban Planning from Wayne State. Indra David presented two papers, "Non-Librarian Professional -- The New Kid in Town" and "Professionalism in the Reference Interview" at meetings of the National Librarians Association (Kalamazoo, October 6, 1978) and the Michigan Library Association's Workshop (East Lansing, June 6, 1979); the former paper was published and is noted below in the Newsletter of the Council on Library/Media Technical Assistants. Dan Ring received a grant of $600 from the University Research Committee to assist him in a study, tentatively entitled "Librarians Don't Get Purple Hearts: William Howard Brett, The Cleveland Public Library and World War I." The results of Eileen Hitchingham's study funded by HEW's Office of Library and Learning Resources (described in

the 1977-78 annual report, p. 3), will be presented at the 42nd Annual Meeting of the American Society of Information Science in October in Minneapolis; her paper is titled "Online Interviews: Charting User and Searcher Interaction Patterns."

Publications by members of the faculty during the past year include:

David, Indra, "Non-Librarian Professional -- The New Kind in Town," Council on Library/Media Technical Assistants Newsletter, 11 (December 1978), pp. 1-4.

DiFelice, Clara, "Films and Public Libraries: A Survey of Literature." Film Library Quarterly, 11, No. 3 (1978), pp. 26-28.

_____ and John Ellison, Graduate Degree Programs in Institutional Technology, 1978-79 (Washington, D.C.: Association for Educational Communication and Technology, 1978), 150 pp.

Gaylor, Robert, "The Friends of Kresge Library, Oakland University," in Funding Alternatives for Libraries, edited by Patricia Senn Breivik and E. Burr Gibson (Chicago: American Library Association, 1979), pp. 145-50.

Krompart, Janet. A Personal Name Index, Vol. 5 of Biographical Dictionary of Republican China, edited by Howard L. Boorman (New York: Columbia University Press, 1979), 75 p.

Merz, Mildred (20 abstracts of journal articles in Bibliography Section), Christianity and Literature (Fall 1978 - Winter 1979).

Reilly, Lois, Reviews of Nonprofit Repertory Theatre in North America, 1958-1975, ed. and comp. by Laura J. Kaminsky; Songbirds of the Eastern and Central States, by Trudy L. Rising and Kathryn Devos-Miller; Who's Who in the Theatre, 16th ed.; Broadway's Greatest Musicals, 1977, rev. ed., by Abe Kaufe; National Playwrights Directory, ed. by Phyllis J. Kaye; The New Collectors' Directory, by Robert D. Connolly; Repetroire for the Solo Voice, a Fully Annotated Guide, by Noni Espina; John Willis' Dance World 1977; Artists' and Illustrators' Encyclopedia, 2nd ed., by John Quick; Drury's Guide to Best Plays, 3rd ed., by James M. Salem; Performing Arts Resources, ed. by Ted Perry; Broadway in the West End, an Index of Reviews of American Theatre in London, 1950-1975, by William T. Stanley; Metropolitan Opera Annals, comp. by Mary Ellis Pletz and Gerald Fitzgerald; Bibliography of Discographies: Classical Music, 1925-1975, by Michael H. Gray and Gerald D. Gibson; The National Director for the Performing Arts and Civic Centers, ed. by Beatrice Handel; The National Directory for the Performing Arts/Educational, ed. by Beatrice Handel; Index to Record and Tape Reviews: A Classical Music Record Guide, by Antoinette O. Maleady. In the Booklist, 74-75 (July 1978 - June 1979).

The faculty held its second annual fall retreat at the Carriage House on the Meadow Brook Estate August 28 and 29. The meeting permitted the faculty to

join together in informal, open discussions on a wide range of topics of general interest, including a review and evaluation of the professional planning process, the core service concept and its implementation, standards for faculty re-employment and promotion, and the library's one and five-year plans; the retreat concluded with a cocktail party where the faculty was joined by the Provost and the library staff. Between March 5-9, the clerical staff participated in an intramural visitation program in which a staff member in each unit of the library outlined and shared with colleagues the function and business of his/her area with emphasis on general policies and procedures which all members of the staff should be aware. The response to this program was gratifying. Members of the staff expressed the feeling that they were now better acquainted with their co-workers as individuals, the contributions each was making to the total library program and with the interrelations among the several units of the library. This kind of intra-mural visitation may have merit for experimentation in other units of the university and suggests, in the library, the possibility that site visits of clerical staff to some of our neighboring libraries may prove beneficial. It also suggests the possibility of experimentation with a more formal buddy, swap program, a random pairing of individuals from different units who spend a period of time experiencing each other's work. The experience is then evaluated to learn if it improved communications, generated ideas for improved performance, and promoted more positive interaction among the units.

During the Dean's sabbatical leave (November through April), Janet Krompart served as Dean and served admirably. We acknowledge here our very great debt to Janet for the quality and strength of her leadership.

FACILITIES

The emergence of a skeletal form of Classroom Office Building II this spring is the only tangible source for optimism that the proposed library building addition, discussed in detail in issues of the annual report since 1973, will eventually materialize. In the absence of a progress report on the new building we focus attention in this section of the report on progress being made to improve conditions for study and work in the existing facility.

Progress continues in implementing the library's remote storage program as outlined in last year's report, pp. 5-6. As noted then, all pre-1960 science journals have been placed in remote storage; additionally, 8,122 monographs in classification PR-Z have also been placed in storage. Requests for retrieval have been moderately heavy, 413 items to date. No difficulty has been experienced in retrieving these materials within the specified 24-hour time period; in fact, most items are retrieved within an hour or two. If action is not forthcoming on the new building within the year, the storage program will have to be accelerated and expanded.

An obvious transformation has resulted from the first total painting of the library's interior in fifteen years. The bright pastel colors go far to enliven the atmosphere of the library. Less obviously, emergency lighting has been implaced in the central stairwell. While one hopes never to need recourse to emergency equipment and procedures, emergency lighting is also required in the more remote public areas of the library; namely, in the microform and government documents areas. In a similar vein, the library has requested the Office of Campus Security to develop building evacuation procedures and implement periodic drills.

In assessing its ability to serve handicapped users, the library discovered that while it could not undertake major changes in its environment, e.g., widening the stack aisles or erecting a ramp on the south end of the entrance plaza, it did set up procedures for a page service, i.e., retrieval of books and journals from levels of the building other than the ground floor, for this group of users.

Late in the summer of 1978, the general and science periodical collections were integrated into a single collection, arranged alphabetically by title; this consolidation of the monograph collection on the third level and the periodical collection on the fourth level has simplified the process of directing users to these collections and has enabled users to locate needed items with greater independence. Additional plans to enhance collection access, service to users and user convenience, are being initiated at the end of this fiscal year. They include:

(1) the relocation of the student lounge from the ground or second level to a newly carpeted area on the northeast corner of the fourth level (with a mini-lounge on the southwest corner of that level)

(2)   the transfer of the public catalog from its present
location to the area formerly occupied by the student
lounge on the ground level, a move that will permit
future expansion of the catalog

(3)   the rearrangement and expansion of the collection of
abstracting and indexing tools in the space previously
occupied by the public catalog

(4)   the placement of the reference desk so that it will
be equidistant from the index and reference collections
and adjacent to the public catalog

(5)   the implacement of a self-directional signage system
throughout the library

(6)   the installation of a bank of six, silent computer
terminals, adjacent to the student lounge on the
fourth level.

COLLECTIONS

As publicized in the most recent annual report, pages 8-9, a study of book collection losses in the University Library was implemented in Spring 1979.[1] The file sampled encompassed non-reference, circulating volumes cataloged in 1976-77; consequently, the estimated loss rate pertains to items introduced into the system 22 to 34 months prior to the initiation of the study. Since these were new materials added to the collection, it was assumed they represented a worst case, i.e., newer materials are more likely candidates for theft. In the sample studied, ten items were missing indicating a loss rate of 1.7 percent (+ 1 percent at the 95 percent confidence level). This figure is considerably lower than the 3.8 percent loss noted in the total collection inventory of 1967. Since that study included materials acquired during a time when materials were circulated in an honor system, it is assumed that tighter security measures have played a role in reducing losses. Since the procedures for estimating the annual rate of loss of new acquisitions is relatively straightforward, the library will conduct a replication study next year and additional studies periodically in future years.

Until this past year the library has not allocated funds to purchase materials in support of the several concentrations; faculty members offering courses in these areas were expected to order materials from allocations available in their home departments. An allocation of $200 each was made available to Archeology, Environmental Studies, Film, Religion, Social Justice and Social Services resulting in an expenditure of $650. While the rate of expenditure for these allocations was much less than one would anticipate, they will be continued in the next fiscal year at the same level.

The purchase of several serial backruns as well as new and supplements to existing collections are worthy of note. They include: the Detroit News on microfilm from 1900-1920, completing Oakland's holdings of this item to the present; the Science Citation Index, sources and subjects from 1965-1969 and subjects from 1970-1974; the U. S. Serial Set on microfiche for the 74th through the 77th Congresses; the journals Chinese Literature on microfilm from 1897-1903; and the Cointelpro: The Counterintelligence Program of the FBI on microfilm.

Significant gifts include the donation of nearly 700 books valued at $4,145 from Mrs. William T. Gossett, a run of the Revue des Deux Mondes 1842-1913 from Mr. Charles Centner, Professor Hollie Lepley's professional library of more than 100 books and journals in physical education, health and recreation. Monetary gifts include $6,000 from the Alumni Association; $1,100 from the annual fund drive; $285 from members of the University community in memory of Mary Isbell for the purchase of books in literature; a continuing gift since 1975 of $200 from President and Mrs. O'Dowd in memory

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[1] A full report, available on request, was prepared by Eileen Hitchingham, "Missing Books in the University Library: A Study of Items Added to the Collection in 1976-77," 7 p.

of Mrs. O'Dowd's father, Mr. I. E. Fithian, for the purchase of books on environmental studies, nature and wildlife.

During the year the question of what constitutes a rational division of expenditures between monographs and continuing commitments, e.g., periodicals, annuals and the like, was again raised on several occasions within the library faculty. It is an important question that is being debated nationally by the library community. Several research libraries are purported to spend 100 percent of their materials budget on continuing commitments. Whether this outcome was planned is not clear. The culprit of course is inflation which tends to be greater for continuations than for monographs. Oakland's experience has been that 41.9 percent of expenditures has been spent on monographs and 58.1 percent on continuing commitments on the average over the past five year period. This experience has been controlled by the conduct of periodic serial and related reviews. The essential question is should academic library collections be developed for the needs of today's or developed for today's as well as tomorrow's students and faculty. If the former alternative is one's objective, then allowing continuing commitments to absorb increasing proportions of the materials budget is acceptable assuming that certain continuations are indispensable to a library's collection, i.e., abstracts, indexes and the like, and that journal publications represent a greater utility than monographs. Indeed, indexes and abstracts and annual reviews of the literature are indispensable in academic library collections but obviously, journal publications do not represent the greater utility for such disciplines as history or English. Up to this time the library has been operating on the principle that given the University's undergraduate orientation, the provision of sound interloan service, and its proximity to research collections in Detroit, Ann Arbor and East Lansing, that its expenditures for continuing commitments should remain less than 60 percent of its materials budget and not allowed to reach a level that would result in an irreversible cycle that would lead, in a predictable period of time, to 100 percent expenditure of the materials budget for continuing commitments.

Mildred Merz, whose primary responsibility is in collection development, formally evaluated the library's ability to support graduate programs in applied economics, applied statistics, and applied mathematics and informally evaluated the undergraduate program in Industrial Health and Safety. On the basis of these evaluations, it appears that the library is able to provide basic support for those programs because of the similarity between these and existing programs and the consequential overlap in relevant holdings. While several new periodical subscriptions with back files as well as monographs and reference materials are required for the graduate programs at an average cost of $1,500 per program, the program in Industrial Health and Safety is a more serious challenge since it requires about $1,500 just for current serial subscriptions and, to the extent that its objectives are realized, a sizeable outlay for the acquisition of audio-visual materials. In sum the total new costs entailed amount to about $12,000 in new funds of which about $7,000 represent continuing commitments and support.

SERVICES

The two most recent annual reports outlined plans for implementation of
computer search services in the Oakland library, see pp. 12-14 of the
1976-77 and pp. 12-13 of the 1977-78 annual reports. This year we report
on the initial impact of this service. A year ago the library contracted
for access to the Bibliographic Retrieval Services (BRS) data bases through
the Midwest Library Network; start up costs were underwritten by the
Critchfield Fund with endorsement by the School of Engineering. From
September through December of the past year, five librarians were trained
in search techniques and the BRS query language; demonstrations were run
for engineering faculty, the general university community and several
external groups; request forms and brochures were prepared and dissemi-
nated; and 11 searches were completed at discount or one-half actual costs.
From January through June an additional 41 BRS searches were completed at
full cost. The table below points up the number of users by academic
designations and the number of searches completed by data base accessed.

BRS DATA BASE USERS BY ACADEMIC DESIGNATIONS
AND
BRS SEARCHES COMPLETED BY DATA BASES ACCESSED

Students					
Under-graduate	Graduate	Faculty	Staff	External	Total
4	19	10	4	4	41

ERIC*	MESH	PSYC	MGMT	ABI	OTHER	TOTAL
17	14	5	4	1	2	41

*The acronyms are ERIC: Educational Resources Information Center; MESH:
Medical Library Network; PSYC: Psychological Abstracts; MGMT: Management
Contents; and ABI: Abstracted Business Information.

In 37 of the searches a single data base was queried; in four searches two
ore more data bases were queried. On the average each search required
approximately two hours of searcher time, broken down, on the average, as
33 minutes for interview, 46 minutes for search formulation, 25 minutes
online and 21 minutes for review and evaluation of results. Thirty-seven
of the searches resulted in 50 or fewer citations; others ranged from 51
to 2,588 citations as illustrated below.

Number of Citations Retrieved (BRS)						
Citations	0-50	51-100	101-150	151-250	251-350	351-450	1,500+
Searches	16	8	5	2	2	2	2

The average billing per search amounted to $25.97 with a general range of $11 to $30.

Cost per Search (BRS)						
Cost	$1-10.99	11-20.99	21-30.99	31-40.99	41-50.99	51+	Unknown
Number	4	15	12	5	3	2	4

In February a contract with a second vendor, LOCKHEED was signed to serve better the needs of the engineering faculty. To date ten searches have been run, 8 for students and faculty in engineering. Since this contract stipulates a non-cumulating monthly usage, three to seven data bases have been searched per request at an average cost of $68.36, reflecting the higher costs associated with data bases in science and technology as well as higher printing costs charged by LOCKHEED. The current contract with LOCKHEED is not, as suspected, cost efficient; where there is sound evidence that a contract with LOCKHEED or a vendor offering similar services is needed, we shall plan to contract with LOCKHEED on a pay-as-you-go basis rather than on the monthly minimum which is currently in effect.

Since the Oakland Library became a selective depository for federal government documents in 1964 and a depository for state documents in 1973, measurements of the growth of these collections were derived by periodic estimations through 1977. In the summer of 1978 the staff of government documents undertook an historical count of all items received from shipping lists of state and federal documents. This count revealed that more than 132,700 documents have been received over this fourteen year period, an average of 9,485 documents a year. During the past year 19,764 documents were added to the collection, resulting in total holdings of more than 150,000 items in print and in microform. The documents department now has a sound basis for counting its annual acquisitions and its total cumulations; these careful measurements should become a matter of routine procedure.

It is gratifying to learn in preparation for an accreditation visit from the National Association of Schools of Music, the Music Department consultant, Warner Imrig, reported, "the library is an excellent facility. . . . I should comment that you are to be congratulated on the fact that

the library is proximate to the Music Department and that is absolutely as it should be." Comparing the NASM List of Books on Music with Oakland's collection, the PAL staff discovered that it holds about 90 percent of all the titles listed.

A comprehensive inventory of the reference collection begun in July 1977 and concluded in September 1978, permitted the identification and replacement of outdated and missing titles and the transference or withdrawal of titles of minimal reference value.[1] Approximately 1,000 titles were withdrawn and 3,000 titles transferred to reference storage. The result is a more dynamic, up-to-date collection. Based on the experience gained in this review, procedures have been established to ensure the continued weeding, inventory and collection development activities needed to keep the collection responsive and current. Policies and procedures have also been developed to provide access to titles in reference storage. Titles in storage will be reviewed annually to determine whether they should be restored to the collection, withdrawn or remain in storage.

With some hesitancy, the library purchased two hand calculators this past year for use by students within the library. There was no ostensible demand for this service, only the observation that some students were often seen using their own calculators while studying in the library. This observation led to the supposition that perhaps some students having a legitimate need for these devices could not afford to purchase them. It is a pleasant surprise to learn that students have had occasion to borrow these calculators frequently and that the calculators have withstood moderately heavy use.

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[1] A Summary Report of the 1977-78 Reference Inventory Project, prepared by Daniel Ring (December 1978), 13 p., is available for review on request.

FUNDING

In February Provost Obear allocated the third installment of non-general funds committed by President O'Dowd in 1977 for the purchase of undergraduate instructional equipment. He made $12,000 available directly to the library for this purpose, of which approximately $5,000 was expended for the purchase of microform hardware and $7,000 for instructional films.

As a result of these purchases, the library has two machines for printing dry copy from film and fiche. One is a new piece of equipment; the other has been adapted to printing with the addition of two new lenses. An old reader-printer, no longer adequate as a printer, is now devoted solely to reading purposes. An additional reconditioned reader was also purchased. Films are being selected through the joint consultation among Audio Visual Services, Area Studies and the Film Concentration.

In addition, the Provost made an allocation of approximately $15,000 available for the purchase of instructional films by History, English and the School of Human and Educational Services in consultation with Audio Visual Services. These substantial additions to the film collection will eliminate the time and costs resulting from repeated rentals and provide for the immediate availability of the films purchased.

As the collections of the library grow and construction of the new facility is delayed, the pressure on space for the storage of materials becomes more severe. Books, journals and other materials donated to the library but deemed unsuitable for addition to the collections as well as materials that have been withdrawn because their contents or physical condition no longer make them suitable as permanent holdings, cannot be held in storage pending a formal book sale or delivery to other libraries that might purchase or accept them as gifts. In order to realize a return on this type of material yet avoid serious investment of space and staff time, an optional donation program has been in operation since November. These deselected materials are placed on book trucks at the entrance to the library. Library users are invited to select items of interest and leave an optional donation in a box at the door. Through June of 1979, this program has generated $550 which has been added to the library's acquisition funds for the purchase of currently needed materials.

As noted a year ago, the library was processing a proposal to be submitted to the Council of Library Resources and the National Endowment for the Humanities, joint sponsors of the College Library Program (see Annual Report, 1977-78, p. 19). That program was designed to assist academic libraries in augmenting student use of the library and intensifying the library's involvement in the teaching/learning process. With no forewarning this program was discontinued in the fall. Although the disbandment of this program closed a possible avenue for substantial external support, efforts to integrate library services and resources more effectively into the teaching/learning activities of the university were expanded during the year through the library's instruction and computer search services.

The library's budget allocations and expenditures during fiscal 1978-79 are outlined in the first of three tables presented below; the second table contains details of library expenditures for materials, i.e., books, journals, microforms, etc.; the third table provides an historical comparison of library expenditures by budget categories.

A chance occurrence provides the text for the conclusion of this section of the report. In weeding his office files this summer, Dean G. Philip Johnson came across several pieces of correspondence relating to the library, written about ten years earlier. He returned them to the library. One of the memoranda in this group, regarding "burgeoning academic programs and library consequences," is worth reflecting on. It was initiated by the University Librarian and addressed to the Provost in 1969. The problem with which it is concerned is as acute today as it was a decade ago. While the text is somewhat verbose, the language is colorful and lively. To some it may be a source of irritation in that we have yet to solve this fundamental problem; to others, an excuse for reminiscing. In any case we reproduce the entire text.

In our last meeting on Tuesday, February 11, I expressed my serious concern with respect to mounting library inadequacies in the face of multiplying graduate programs. This concern has been heightened by the report on new undergraduate programs given by the Dean of Arts and Sciences at last Thursday's Breakfast meeting.

We are to have a new School of Economics and Management. In addition to the present Area Studies programs for East Asia, South Asia, and Slavic Studies, new concentrations in Latin American Studies and in African Studies are also proposed. One assumes that Area Studies programs may be expected to develop from these beginnings. A "small college" with an emphasis on the behaviorial sciences is in the works, and four other colleges are proposed. A variety of new courses have been announced, and others are in the planning stage. Such languages as Portuguese and Hindi-Urdu will be taught next year, and one hears talk of Sanskrit and other languages.

I can well understand that a variety of unusual programs may be attractive to prospective students, and intellectually exciting to faculty. Nevertheless, it sometimes seems to me that any academic program within the wit of man to devise will be given serious consideration at Oakland University. (As a matter of information, I should like to know if a proposed academic program has ever been examined and rejected on this campus.) It is not my function to determine the impact of multiplying academic programs on the University as a whole. It is quite clear, however, that, given present and probable future budgets, library sppport for present and proposed academic programs is wildly inadequate.

In annual reports and memoranda I have demonstrated to you that, quantitatively, our present library holdings fall far short of adequacy to support either present undergraduate programs or graduate programs. I should now like to comment on the nature of some of the

TABLE I

Library Allocations and Expenditures

	Adjusted Allocations		Expenditures		Balance
	(Totals)		(Totals)		
General Funds:					
Equipment:					
Library Materials	$267,594		$267,594		
Movable (Lib)	16,913		16,913		
Movable (AV)	4,100		4,100		
		$ 288,607		$ 288,607	0
Salaries & Wages (Lib)[a]	602,601		597,114		$ 5,487
Salaries & Wages (AV)[a]	46,848		36,947		9,901
		$ 649,449	.	$ 634,061	$ 15,388[b]
Supplies & Services (Lib)	74,902		75,349		(- 447)
Telephone (Lib)	8,365		7,617		748
Telephone (AV)	2,355		2,479		(- 124)
Faculty Travel	2,125		2,125		0
Other Travel	5,100		5,200		(- 100)
		$ 92,847		$ 92,770	77
Total: General Funds		$1,030,903		$1,015,438	$ 15,465
Non-Library General Funds					
Work Study	$ 2,878		$ 2,858		$ 20
Computer Services	8,535		8,425		110
Total: Non-Library General		$ 11,413		$ 11,283	$ 130
Non-General Funds					
Provost	$ 30,000		$ 30,000		0
Library Materials (Gifts & Grants)	23,103		23,103		0
Audio-Visual (Revolving Account)	50,317		50,317		0
(Other Income)	73,502		54,121		19,381[c]
Total: Non-General Funds		$ 176,922		$ 157,541	$ 19,381[c]
GRAND TOTAL: ALLOCATIONS & EXPENDITURES		$1,219,238		$1,184,262	$ 34,976

[a] Excludes fringe benefits

[b] Reverted to University Accounts

[c] Beginning balance for AV's income account

TABLE II

Expenditures for Library Materials, 1978-79

	Expenditures	Total
General Funds		
Departmental	$43,234.01	
Standing Order	52,500.15	
Serials	137,263.91	
Library Units	14,103.05	
General	20,492.19	
Library Fund Supp.	30,000.00	
		$297,593.31
Misc. Income		
Replacements	984.86	
		$ 984.86
Gifts & Grants		
Friends	$ 7,460.56	
Other Funds	10,256.45	
Research Grant	4,401.49	
		$ 22,118.50
GRAND TOTAL		
Library Materials Expenditures for 1978-79		$320,696.67

TABLE III

Oakland University Library
GENERAL FUND EXPENDITURES[a]

Year	Salaries	Increase or Decrease	Labor	Increase or Decrease	Supplies & Services[b]	Increase or Decrease	Equipment	Increase or Decrease	Library Materials	Increase or Decrease	Total	Increase or Decrease	FYES	% Change
1969-70	$309,513	22.3%	$ 93,890	18.9%	$ 86,603	19.7%	$43,591	39.1%	$188,825	11.7%	$ 722,422	19.5%	5,905	21.7%
1970-71	$352,806	14.0%	$107,184	14.2%	$ 82,410	4.8%	$12,360	-71.6%	$155,500	-17.6%	$ 710,260	- 1.7%	6,643	12.5%
1971-72	$360,697	2.2%	$ 99,378	- 7.3%	$ 76,568	- 7.1%	$12,000	- 2.9%	$170,612	9.7%	$ 719,255	1.3%	6,905	3.9%
1972-73	$358,251	- 0.7%	$ 95,670	- 3.7%	$ 68,600	-10.4%	$11,835	- 1.4%	$168,687[c]	- 1.1%	$ 703,043	- 2.3%	7,403	7.2%
1973-74	$371,545	3.7%	$ 93,632	- 2.1%	$ 67,573[d]	- 1.5%	$13,150	11.1%	$246,417	46.1%	$ 792,317	12.7%	8,120[e]	9.7%
1974-75[f]	$460,240	23.9%	$105,348	12.5%	$ 67,534[d]	- 0.06%	$12,378	- 5.9%	$193,567	-21.4%	$ 839,067	5.9%	8,537[e]	5.1%
1975-76[f]	$451,265	- 0.02%	$ 97,700	- 0.07%	$ 82,137[d]	21.6%	$ 7,867	-36.4%	$196,763	1.65%	$ 835,732	- 0.39%	8,612[e]	0.8%
1976-77[f]	$523,982	16.0%[g]	$ 74,735	-24.0%[g]	$ 88,317[d]	7.5%	$ 4,852	-39.0%	$232,113	17.0%	$ 923,999	10.0%	8,493[e]	- 1.0%
1977-78[f]	$557,471	6.3%	$ 77,345	3.5%	$102,746	16.3%	$ 9,966	105.0%	$251,528	8.4%	$ 999,056	8.1%	8,825	3.9%
1978-79	$558,200	0.001%	$ 85,762	11.0%	$ 98,717	- 3.9%	$10,666	67.2%	$267,593[h]	6.39%	$1,026,938	2.7%	8,873	0.5%

[a] Includes matching funds; excludes fringe benefits.

[b] Includes CDPC charges.

[c] The original $98,087 allocated for books was increased through the following fund transfers: $31,800 from the Library's Salaries account; $5,800 from Labor; $3,000 from Supplies and Services. In addition, a supplemental appropriation of $30,000 was received in June 1973.

[d] Includes Faculty Travel and Non-Library General Funds.

[e] Source: Budget Director's Office.

[f] Includes Audio-Visual Department, primarily Salaries and Labor.

[g] Three C/T employees shifted from Labor payroll to Salary payroll mid-year.

[h] Does not include $3,000 additional funds from the Provost.

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programs, especially the most recent. Many of the master's programs already approved need substantial library support. The two doctoral programs will require the addition of monographs, periodicals, and technical reports in significant numbers.

If the Area Studies programs are to have any genuine academic significance, sums will have to be allocated from the Library budget for purchases in several unusual and expensive fields of acquisition. I have had experience at other universities with area studies programs for East and South Asia, for Africa, and for Latin America. In all cases, the demand for materials was great and the costs high. At one university (much better funded than Oakland) an African Studies concentration was rejected solely on the grounds of extraordinary cost for library materials. Library staff costs related to the acquisition and cataloging of materials in unusual languages are also always higher than normal costs.

Are the area programs I have mentioned above intended to be relatively simple surveys, requiring only scattered holdings of secondary source material, or are they intended to be scholarly programs? The level of necessary library expenditure in support of these programs will depend on the answer to that question.

Impressed as I am by the creative imagination brought to bear on the development of academic programs at Oakland, I am almost embarrassed to sound a note of caution and reason. It may appear to some that the leaden hooves of librarians could inhibit the free flight of the academic Pegasus. There is not, however, one Pegasus, but a whole herd. Surely some cannot, in the nature of things, get off the ground. Others, already at the fledgling colt stage, might fairly have their wings clipped for the health of the herd.

When I survey the wondrous amalgam of academic units at Oakland -- the exploratories, the concentrations, the area studies programs, the graduate programs, the professional school programs, the "college" programs -- I become intoxicated and aghast. Searching for a conceptual symbol to represent it all, I reject at once such obvious structures as the egg-crate and the honeycomb, which are far too regular and rigid for the purpose.

Only in the realm of abstract art can I find what I want. Oakland is a complex mobile, shimmering and modulating, responsive to every academic breeze, symbolically representing multiple dimensions, an infinity and a continuum of perspectives in three-dimensional space.

Returning to the light of common day, I should like to examine the book budget resources, and especially the state funds, which may be available to us to satisfy an apparently unlimited demand for library materials. Within the 1966/67 book budget, $175,000 came from state funds. In 1967/68, the state allocation was reduced to $145,000.

This year it was increased to $165,000, still under the 1966/67 total. For fiscal 1966/67, 80% of the book budget ($220,000, inclusive of gifts and grants) was derived from state funds. For fiscal 1967/68, about 64% was dervied from state funds. For fiscal 1968/69, about 45% was derived from state funds. Over 90% of gift funds available this year ($136,656) is concentrated in three large blocks subject to precise or implied restrictions.

Insofar as I am able to judge, the book budget prognosis for fiscal 1969/70 seems unfavorable. Grant funds are almost certain to decline. Certain grant funds already approved and now being spent will have to be matched next year with institutional funds. The pattern of gift funds for book purchase is entirely unpredictable. Whatever the total book budget for next year, a sum substantially larger than that encumbered in the past will have already been committed (as of July 1, 1969) to fund an increasing totality of periodical subscriptions and standing orders. Increases in the cost of library materials, following the inflationary trend, constitute a certainty. I can only conclude that a massive increase in state funds allocated for book purchase is absolutely essential.

The long-range problems related to library service and collections are even more formidable than the immediate problems. The latest projections of student enrollment assume a total student body of approximately 15,000 by 1977. Let us make the unlikely assumption that no new graduate or professional school programs, and no unusual undergraduate programs will be added in the next nine years, beyond those already approved or under serious consideration. Given this assumption, to comply with minimum national standards as defined by the American Library Association over ten years ago, we will need at least a million volumes by 1977. Canadian Library Association Standards, determined within the past year, call for far higher minimum holdings. (A.L.A. is currently revising its standards, drawing heavily on Canadian documentation.)

Over the next nine years, therefore, we should add to our collections an approximate average of 90,000 volumes per year to satisfy minimum standards by 1977. Many new or young universities on this continent are already increasing their collections in excess of this annual rate. Allowing for increased staff to acquire, catalog, process and make available this volume of material, I would estimate (very roughly) that a total library budget of $1,500,000 to $2,000,000 (calculated in terms of present dollar values) is necessary to fund a rate of increase of collections on this level. A number of library budgets for young universities on this continent are already above $2,000,000.

This level of library budgeting is necessary if Oakland means what it says when it validates academic programs in undergraduate, graduate, and professional school areas. In all logic, one must conclude that the programs should be severely restricted or the library budget should immediately be doubled or even tripled.

In nightmare fears, one can think of a third alternative. If academic programs are approved readily without thought of the economic consequence of such approval, and if the library budget is not increased in proportion to the multiplication of such programs, Oakland's library collections will not only be quantitatively inadequate, but qualitatively our holdings will be superficial. Without firm decisions now or soon, the library of 1977 could house a miscellaneous, unintegrated collection, a boneyard of scattered memorials to a multiplicity of defunct or academically indefensible programs. There are many university libraries in this country, known to all of us, which are in this position now, in 1969. I hope that we can find a way to define, delimit and control our academic programs, and to see to it that the development of library services and resources keeps pace with the development of the institution as a whole.

GOVERNANCE AND MANAGEMENT

Two years ago the Dean, Provost and Executive Committee spent considerable
time evaluating alternatives which would fundamentally restructure the
organization of the library. A number of internal and external pressures
prompted the evaluation which resulted in the elimination of the two
associate dean positions a year ago as well as the rigid supervisory
relation which existed among library faculty members. This reorganization
effort, projected as experimental, remains incompleted, not that organization
can or should ever expect to achieve a final enduring form. The next level
of evaluation is focusing on total staff interaction through a systems
study. This phase will be completed in the spring of 1980. A description
and progress report on the reorganization will be prepared for inclusion
in the 1979-80 annual report.

The North Central Association of Colleges and Schools visited and examined
the University for continued accreditation at the doctoral level between
October 29 and November 2 as well as December 12 and 13, 1979, on the latter
dates to review the Ph.D. program in reading. The examining team's "Report
of a Visit to Oakland University" was published as a supplement to the OU
News on May 17; its appraisal of the University Library appeared on page 4.
Having made appropriate reference to these facts, we point the reader to
an unemotional discussion of academic libraries in the accreditation pro-
cess, the concluding section of the annual report.

The Faculty Assembly held nine meetings during the academic year. Among
its accomplishments were the review and acceptance of several new and
revised library statements of policy including those in Gifts (revised),
Special Reserves (revised), Reference Telephone Service, and Disposal of
Withdrawn Materials and Unadded Gifts. These policy statements will also
be reviewed by the Library Council in the fall of 1979.

Establishment of the revised Library Constitution was also an important
concern of the Assembly during 1978-79 (also see the Annual Report, 1977-78,
pp. 26-27). In early November the Assembly reviewed suggestions made by
members of the University Senate during the first reading of the revised
Library Constitution before that body. The Assembly voted to make changes
in two articles of the constitution and to forward these emendations to the
Senate prior to the Senate's second reading. The text of Article VI was
altered to specify that the ex officio members of the Provost and the Dean
of the Library on the Library Council be non-voting; under the original
constitution these were voting memberships. Also, the wording in Article
IX, procedures for amendment, was given greater clarification. The revised
Library Constitution was passed by the University Senate at its November
meeting. Several Assembly discussions, occasioned by the revision of the
Library Constitution, were centered upon the relationship between the
Assembly and the Library Council. Acting under the new constitution,
which allows for members of the assembly to be drawn from outside the
library faculty, the Assembly extended a voting membership to the Chairman
of the Library Council. The Assembly also agreed to share copies of the
minutes of both the library's faculty assembly and executive committee with
the chairperson of the Council.

Among the visitors who met with the library faculty during the year was Richard Dougherty, recently appointed Director of Libraries, University of Michigan, on November 30. On February 14, President O'Dowd and Provost Obear toured the library and its satellites, then joined library faculty and staff for a coffee hour.

The Library Council, which held seven meetings during the year, was highly effective in its role as informed participant in the formulation of general library policy.[1] Robert Eberwein (English) who chaired the Council for a second term, provided outstanding leadership in strengthening the exchange of information between the library and the Council. Professor Eberwein was invited by the Faculty Assembly to serve as a voting member of that body; accepting the Assembly's invitation, he responded with his usual vigor to keep the Council well informed of matters pertinent to that group.

The meetings of the Council were well attended and the members active in raising questions and concerns and informing the library staff about faculty and student experience with a variety of library services and functions, including class reserves, donation of materials, Audio-Visual Services, periodicals, stored materials, etc.

The Council held several discussions exploring the governance relationships among the Council, the Faculty Assembly, and the Dean of the Library. In February, the Council formally requested that the Assembly interpret the Library Constitution provision concerning the Council (Sec. IV, iv, 1) "with regard to the resolution of irreconcilable differences which might arise between the Council and the Library Faculty Assembly or the Dean."

The Assembly expressed reluctance to choose a rigid interpretation which might eliminate flexibility of choice on the basis of subject matter or other considerations involved in a specific disagreement. In its response, the Assembly reviewed the University governance provisions beyond the Library Constitution that provide ultimate avenues for expression of student and faculty concerns and reaffirmed the tradition of open communication and good will among the Council, Assembly, and Dean as the critical ingredient in the effective performance of their roles under the constitution. The Council deemed the Assembly's interpretation acceptable in answering its inquiry about the Library Constitution. The Council suggested to the Assembly that the ex officio Council memberships of the Dean and the Provost be made non-voting; the Assembly accepted this emendation to the new constitution.

The Council, particularly the chair, was active in advancing the Library Donation program organized by the Student Congress and its president,

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[1] Members of the Library Council during 1978-79 were R. Eberwein (Graduate Council), chair; W. Bryant (Arts and Sciences, Humanities); R. Christina (School of Human and Educational Services); G. Feeman (Arts and Sciences, Sciences); M. Hung (School of Engineering); T. Landau (Arts and Sciences, Social Sciences); S. Lowery (School of Nursing); S. Finley, D. Sampson, C. Stutzky (Student Congress); I. David, R. Gaylor, J. Krompart, E. Hitchingham, D. Ring (Library); and G. Gardiner (J. Krompart), ex officio (Library); and F. Obear, ex officio (Provost).

Mary Sue Rogers. In brief, this program will permit students voluntarily to check off a contribution of one dollar to augment the library materials budget during each semester's registration. These and any matching funds will be used to support the acquisition of reference materials (see Annual Report, 1977-78, p. 24). The Board of Trustees approved this plan on April 19, 1979 to become effective in the fall of 1979. The Board's guidelines state:

Library Donation Policy

1. All Oakland University students will have the option of adding One Dollar to their total assessed fees and tuition, at the beginning of each semester through a donation card.

2. The Oakland University Registrar shall be responsible for the collection of this donation and will be compensated for any additional cost incurred.

3. University Congress executives and the Dean of the Library will administer and monitor these funds.

4. Any descriptive information used by the Registrar for donation cards or registration issues will be written by University Congress in cooperation with appropriate university officials.

5. Revenues from donations will generally be encumbered on an annual basis and be used for the purchasing of reference materials for the Library.

6. University Congress representatives and appropriate officials from the Library will review the list of references before they are purchased.

7. The Library Donation Policy will be reviewed by University Congress and the University Library after $100,000 has been received.

8. The Dean of the Library shall investigate the possibility of having student donations matched by outside funds.

During the past few years students, faculty and, consequently, library staff members have constantly complained about photoduplication services in the library. The complaints centered on the excessive disrepair of the SCM coin-operated copiers. An ad hoc committee consisting of Indra David (Chair), David Gustner, and Bernard Toutant, was asked to investigate and resolve this problem. The committee conducted a comparative study of equipment and costs, then recommended replacement of the three SCM coin-operated machines with three Xerox coin-operated machines in the Kresge Library building. Replacement of the SCM coin-operated machine in the Performing Arts Library was not recommended because of its low volume of activitiy. Also, the SCM copier located in circulation was not included in this recommendation. This copier and all similar equipment used for administrative purposes is covered by university policy which prohibits replacement under contract with SCM. In December 1978 three Xerox coin-op

copiers were installed: on the first level, contiguous to government documents; on the second or ground level, contiguous to reference and reserves; and on the fourth level, contiguous to the periodicals collection.

During the year photoduplication activity has increased by 7.76 percent from the previous year; from December through June 30, that activity has increased by 17.86 percent over the same period a year ago. The increased usage may be attributed to improvements in the quality of the reproductions and the stability of the equipment. Providing the volume of usage remains high, the cost of $.05 per copy will remain in effect.

Last year we reviewed plans to purchase and install an electronic security system, the Checkpoint Mark II (see pp. 27-28 of the 1977-78 Annual Report). This system was installed this past January. It appears to be providing efficient and effective protection, detecting, so far, ten unauthorized attempts to remove library materials from the building. It is worth noting that only one of these attempts involved a member of the university community.

Progress continues to be made in implementing the library policy on overdue materials charged to members of the faculty and staff. A year ago 64 faculty members were in violation of the policy at the end of the spring term (see the 1977-78 Annual Report, pp. 28-29); at the same time this year 38 were in violation, 15 of whom have now cleared their accounts. Since it is a new policy, it is reasonable to anticipate a period of acceptance and adjustment so that its intent -- to be firm in insisting that library materials should be readily available to all users -- has opportunity to take hold.

Each year the library monitors the status of its circulation control system, evaluates alternative procedures or systems, and decries its findings in the annual report. Our comments in the annual report this year follow in the same vein. Earlier this year Mohawk Data Sciences announced its decision to discontinue production of its data input station, a decision which will result in increasing costs and maintenance of our input terminal. While the investigation of the circulation system in place at McMasters University continues, preliminary investigation suggests that that system is sufficiently hardware dependent to bar its installation at Oakland. Evaluation of other systems will be conducted during the next fiscal year, including those of Guelph University, the University of Illinois, and the Claremont Colleges; at the same time we remain in close touch with developments being made in the CLSI system still convinced that its $150,000 to $200,000 total cost does not represent a sound capital investment for Oakland. Enhancements being added to this system, however, are stimulating the competitive spirit of OCLC which may project its own circulation subsystem into the marketplace within a year. The University purchase of a Honeywell 68 DPS in 1978 and concomitant decision to phase out the IBM 360/40 by 1980 has the most serious impact on the circulation system. Up to this time the Office of Computer Services has not scheduled a date for the analysis and conversion of the circulation system software from IBM to Honeywell hardware. Our own preliminary analysis indicates that the conversion may be prohibitively costly.

This past year both the University Congress and the Library Council expressed concern that library hours were not adequately meeting student and faculty needs. Extended access on Friday and Saturday evenings and Sunday afternoon were cited as particularly desirable. After studying cost implications, use statistics, and schedules in force at other academic libraries, seven hours were added to the schedule, to become effective in the fall term.

	Friday	Saturday	Sunday
1978-79	8-5	9-5	2-11:30
1979-80	8-8	9-8	1-11:30
Increase	3 hours	3 hours	1 hour

COOPERATION

The Oakland County Library Hotline has continued to provide local libraries with effective reference and referral services this past year, processing a total of 9,611 requests which represent nearly a seven percent increase in activity over the previous year. In December the Hotline hosted a workshop attended by more than fifty librarians and library trustees. It was high-lighted by presentations by members of Oakland's library faculty on government documents, online cataloging and reference services, as well as on Oakland's reference and special collections.

Plans for compiling and issuing a third edition of the Oakland County Union List of Serials within a year were initiated by a general meeting of the participating libraries in the fall of 1978. The participants created an advisory committee to coordinate the publication of the new listing and explore the feasibility of automating the file of entries for future publications. Richard Pettengill and Elizabeth Titus are serving on the advisory committee and report that the third edition will be augmented by more than 2,000 new entries.

The Michigan Library Consortium was described in considerable detail in the 1975-76 annual report: its genesis, organizational structure, anticipated development and its potential for enhancing individual library programs. Expectations for the success of the Consortium were high, perhaps too high. Today the Consortium is beset by a range of identifiable and interrelated problems of sufficient number, if not proportions, to begin to threaten the organization's existence. On the one hand, by way of example, the membership has criticized the Consortium's director for not providing sound administra-tion in the areas of communications, fiscal accounting, personnel administra-tion, and planning; on the other, again to cite examples, the membership has failed to articulate its programmatic needs and monitor its structural effectiveness. Additionally, the imminent withdrawal of the University of Michigan from the OCLC cataloging system in favor of that offered by the Research Libraries Network, is symptomatic of a new wave of fragmentation and regrouping among libraries in the state. In the absence of a state-wide stabilizing influence from the MLC or the State Library or one of the research libraries, turmoil among libraries in the state is to be expected. To the credit of the organization, the MLC's short-term financial status is sound.

The Consortium's administrative problems can be resolved readily by known, commonly practiced management techniques. For example, where communication channels have deteriorated from disuse, they can be re-established or replaced with new channels as a column in the quarterly issues of the Michigan Librarian or an MLC newsletter and so forth; since much of the accounting work in the Consortium's office is largely of a routine nature, those aspects of the process can be delegated to an assistant within pre-scribed guidelines; in consultation with the Executive Council, the director can and should prepare both short and long-term planning documents employing any one of a number of well established methods.

The Consortium's programmatic and structural problems, however, require analysis, negotiation and resolution unique to this organization and its environment.

The Consortium was conceived as a multipurpose organization as summarized below:

(1) *to facilitate the sharing of resources among the libraries in Michigan*

(2) *to enhance the availability of information resources to the citizens of the State*

(3) *to encourage Michigan libraries to initiate such cost effective practices which are only possible through state-wide cooperation*

(4) *to enable Michigan libraries to interconnect and interact with regional and national electronic bibliographic communication systems.*

The membership, however, perceives the Consortium to be a single purpose organization, namely a purveyor of OCLC cataloging. While that perception is not entirely accurate, given the flourishing educational program of the MLC, this predominant focus argues for a much different and less complex organization, annuls the programmatic ambitions stated in the 1976 Downes' report and discourages impartial evaluation of OCLC in relation to other system alternatives.

The Board of Trustees has full legal authority for the operation of the MLC. It is comprised of two trustees from each member institution. For purposes of conducting business, the 190 odd trustees meet only once a year. The Executive Council conducts the management of the Consortium and meets, ordinarily, ten times a year. It consists of three groups: four elected officers, the librarian trustees from the five permanent member institutions, and no more than six librarian trustees elected at large from the other member institutions. The Executive Director chairs the Council and works under the supervision of the officers; a literal reading of the MLC By-Laws suggests that the director plays a role that is secondary to that of the Council in conducting the Consortium's administrative affairs. This arrangement of roles has been a source of severe tension between the director and the Council. Among the permanent members of the Council, there is a tendency to represent the interests and views of their home institutions. While this predilection is not so readily accomplished among the elected members, it is quickly learned. Consequently, votes in Council are often on behalf of institutions, not the Consortium; voting by Council members with vested interest in the outcome has become accepted practice. Of the ninety-five member institutions only the views of fifteen can be represented at any time. Consequently, feelings among the membership of disaffection are apt to be quite real.

These and other administrative, programmatic and structural matters demand the director's and the membership's immediate attention; in the year ahead the Consortium must find sufficient vitality to identify the areas and specifics which threaten its existence, grapple with the issues which emerge and seek to resolve them. Oakland and its library have much at stake.

The Southeast League of Libraries (SEMLOL) was organized in 1978 among librarians representing some ten postsecondary institutions, primarily community colleges, in response to a perceived need to share resources among participating libraries "in a definable geographic area with over-lapping patrons." The Oakland library became a member of SEMLOL at its third meeting in January of 1979. To date SEMLOL has prepared a directory of its members, their resources and the policies governing their use and has initiated the INFOPASS procedure so that a user, unable to locate information in his own library, can be referred to a member library with assurance that he will have access to the resources identified in that library. SEMLOL is seeking ways to improve library services among its members, especially in the area of document delivery, and is presently assembling a committee to formulate recommendations on these matters.

ACCREDITATION AND LIBRARIES

By accreditation is meant assurance that requirements are being fulfilled
when measured against some authority. In the context of education, accredi-
tation connotes certification of academic quality as assessed against an
accreditor's standards. The purpose of accreditation is to encourage and
stimulate high standards in educational practice and delivery. This
purpose is steeped in such notions as institutional integrity and freedom
from undue external pressures; the virtue of self-assessment, improvement
and regulation; the right of the public to be kept informed on the progress
and well-being of education. In speaking of accreditation in higher
education, the U. S. Office of Education has observed that

> Accreditation in higher education is carried on
> almost entirely by nongovernmental associations and
> agencies. These voluntary agencies have no inherent
> legal power to control the operations of institutions
> of higher education. In practice, however, they have
> come to exercise a most significant influence upon (1)
> the choices of students in selecting the colleges and
> universities they will attend; (2) determination of
> acceptability of the product of institutions (for trans-
> fer to another recognized college or university, for
> entering the occupation for which he has been prepared,
> for membership in a professional organization in his
> chosen field of activity); (3) eligibility for partici-
> pation in programs sponsored by the Federal Government
> (research contracts, loans under the College Housing
> Program, distribution of surplus property, etc.) and by
> philanthropic organizations and foundations. Inclusion
> on the membership list of one or more of these organiza-
> tions is generally accepted as the most significant
> available indication of institutional quality.[1]

In the U. S. there are four types of organizations providing accrediting
services in postsecondary education: the fifty state agencies; the six
regional accreditors as the New England, North Central and Southern
associations; the thirty-odd national professional associations including
the American Chemical Society, the National League for Nursing and the
Engineer's Council; and lastly, the national coordinating federation, the
Council on Postsecondary Accreditation.[2] The process of accreditation
normally entails several discrete procedures including the institutional
self study; the accreditor's site visitation, examination and determination
of accredibility; and the final report of the accrediting association.

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[1] Lawrence G. Derthick, "Foreword" in Accreditation in Higher
Education, edited by Lloyd E. Blauch (Washington, DC: Department of Health,
Education and Welfare, 1959), p. v.

[2] The 1979-80 edition of Accredited Institutions of Post-
secondary Education, published by the American Council on Education, lists,
in addition to COPA, nine regional accrediting commissions, four national
specialized commissions and thirty-nine professional agencies serving
fifty-five fields.

For more than one hundred years the accreditation process has served the American public and its system of higher education with distinction but not without controversy. Writing on "The Mythus of Accreditation," C. Robert Haywood has challenged several of the traditional beliefs about accreditation, asserting that (1) the system is truly voluntary only for the few but mandatory for the vast majority of colleges and universities (2) the outcome of the process is as much a commercial endorsement as it is certification (3) standards, by their nature, tend to inhibit educational change and innovation thereby fostering conventionality and mediocrity.[1]

Much controversy on accreditation centers on the academic library, one of the most critical links in the process. The issues on accreditation and the library which emerge from the literature of librarianship are highly interrelated, symptomatic of the process as a whole, and responded to differently by the several regional and professional associations.[2] Consequently, these confused issues are set forth only with considerable awkwardness and imprecision.

Given the great importance of accreditation to the well-being of institutions of higher education, it is surprising to find how little accreditation is discussed in the professional literature by librarians. The reasons underlying the scant literature, however, are readily disclosed. The profession of librarianship is little involved in the system of accreditation and few of its practitioners participate in the process. While libraries are constantly involved in a variety of examinations, each is periodic and bears little relation to others. Additionally, there is constraining influence resulting from the considerable variance in criteria, procedures and standards among the regional commissions. As a net effect, librarians perceive the accrediting process as an extraneous, transient and local, not a global phenomenon.[3]

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[1] C. Robert Haywood, "The Mythus of Accreditation," Educational Forum, 55 (January 1974), pp. 225-28.

[2] The Middle States and Southern Associations, for example, employ evaluation teams which range in number from five to six members for a small single purpose institution to fifty or more members for a complex university with complements of from one to four librarians as team members; the North Central Association, on the other hand, employs examining teams of from three to twelve members which rarely include a librarian.

[3] Herman L. Totten, "Identification of Library Elements in Statements of Accrediting Standards: A Review of the Literature," prepared as a working paper for the ACRL ad hoc Committee to Revise the 1959 Standards for College Libraries (March 1974). His table of Comparative Data for Three Titles is reproduced below from Johnnie E. Givens and Wanda K. Sivells, "Accrediting Agencies and Cooperation in Education," Library Trends, 24 (October 1975), pp. 366-67.

REGIONAL ACCREDITING ASSOCIATIONS

Comparative Data for Three Titles

Titles -- Questions	Middle States	New England	North Central	Northwest	Southern	Western (College & Univ.)	No. with Items in common
1. Title of Unit Being Compared	Library or Learning Resources	Library & other Resources	Library Resources and Instructional Facilities	Library or Learning Resources	Library	Library Resources & other Instructional Facilities. Junior College Learning Resources	
2. Question -- statement concerning traditional library operations							
a. Library committee	x		x		x	x	4
b. Staff	x	x	x	x	x	x	6
c. Collections-print	x	x	x	x	x		5
d. Facilities-equipment	x	x	x	x	x	x	6
e. Budget-finances	x	x	x	x	x	x	6
f. Services	x			x	x	x	4
g. Usage-records	x			x	x	x	4
h. Faculty participation in sel., eval. & weeding	x	x	x	x	x	x	6
3. Question -- statement concerning audiovisual and instructional support in relation to library operation							
a. Media committee							0
b. Staff						x	1
c. Collections	x	x	x	x		x	5
d. Budget-finances				x		x	2
e. Facilities-equipment		x	x			x	3
f. Services	x					x	2
g. Usage-records						x	1
h. Faculty participation in sel., eval. & weeding							0
4. Question -- statement concerning additional duties and responsibilities							
a. Interlibrary loan	x						1
b. Networking-coop. activity				x			1
c. Individualized student						x	1
d. Instructional support							0
e. Telecommunications							0
f. College archives							0
g. Oral history							0
h. Faculty & Service training							0

(3)

The source of the library/accreditation controversy, as revealed by the literature, is variously ascribed. Manning M. Pattillo attests that

> After seven years of coping with the practical problems of examining institutions for accreditation purposes, I can testify that the library is one of the most difficult phases of an institutional program to evaluate . . . in general, survey specialists are agreed on what is important in judging the competence of a faculty and on the kinds of data and methods of securing data that are required to do the job. In the area of the library there is no such unanimity. There seems to be serious problems in almost every method of appraising the effectiveness of a college library.[1]

Were the accrediting examiner typically a librarian rather than a faculty member, the problem would be to judge the competence of the faculty, not the worth of the library. That is not to say that librarians are any more or less agreed to or satisfied with existing techniques of appraisal used in making judgments about libraries than faculty members are with regard to existing techniques for evaluating faculties. As Robert Downs has observed, on the one hand, "the almost complete lack of uniformity among librarians in maintaining the reporting statistics of their collections is notorious," a criticism of the Office of Education as far back as 1876.[2] On the other hand, "when one reads that one faculty's teaching, research, applied knowledge, and overall scholarly capability can be judged by a percentage of faculty holding specific degrees, one feels he is dealing with a loose, subjective judgment even though the percentage is specific."[3] It is to say that librarians will more likely agree on the basic principles of librarianship and on basic distinctions between sound and unsound library programs than their faculty counterparts.[4]

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[1] Manning M. Pattillo, "The Appraisal of Junior College and College Libraries," College & Research Libraries, 17 (September 1956), p. 397.

[2] Robert B. Downs, "Uniform Statistics for Library Holdings," Library Quarterly, 16 (January 1946), p. 63.

[3] Haywood, op. cit., p. 227.

[4] The wide range of individualized techniques which librarians use in examining libraries is set forth by Gelfand and Yates in their surveys of the practices of examiners from the Middle States and the Southern associations, respectively. Morris A. Gelfand, "Techniques of Library Evaluators in the Middle States Association," College & Research Libraries, 19 (July 1958), pp. 305-20 and Dudley V. Yates, "An Analysis of the Bases Used by Library Evaluators in the Accreditation Process of the Southern Association of Colleges and Schools," Ph.D. dissertation in Library Science (Florida State University, 1973), 198 p.

Another concern emerges from Pattillo's observations. That is, if the professional examiner is confused about the accreditational appraisal of the library, then it reasonably follows that the subject of examination is apt to be more confused not only about the process but how to prepare for and interpret the results. Additionally, the subject may be frustrated when met with suspected bias, inattention or incompetence during the visitation, or an unanticipated outcome upon reading the final report.

From another perspective Dudley V. Yates avers that

> It is disturbing that associations seemingly encourage the interjection of what in fact must be subjective opinion. This means that schools are unevenly rated, depending on the background and experience of the various evaluators; some are more difficult to satisfy than others. Also, an evaluator will change his opinions and ratings from visit to visit, depending in part on the problems to which he may be most sensitive at a given moment in his home environment, or to new information which he has recently gained. Such an important segment of an academic organization as the library should not be subjected unduly to human capriciousness.[1]

The subjective nature of the evaluation process is probably universally decried, a state of affairs which is exacerbated when the evaluator brings no particular library competency to bear on the process or, unwittingly, promotes a faculty bias in the library evaluation. The ideal against which the library is apt to be judged is a model of the research library, specifically that research library with which the examiner is most familiar, where emphasis is placed on the breadth, completeness and the overall size of the collection with some attention paid to the use the library receives and to local faculty satisfaction. As Kirkwood notes

> Almost every faculty member wants a self-sufficient library on his or her campus. . . . Perhaps one of the greatest problems with regard to faculty is the fetish so many make of back issues. Journals, periodicals, newspapers -- whatever the item, they want their library to have every issue since volume 1, no. 1.[2]

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[1]Dudley V. Yates, "The Impact of Regional Accrediting Agencies upon Libraries in Postsecondary Education," Southern Librarian, 27 (Spring 1977), p. 24.

[2]Robert Kirkwood, "Resource Sharing and Accreditation," in Resource Sharing in Libraries, edited by Allen Kent (New York: Dekker, 1974), p. 52.

The reverse situation -- an examiner from and only familiar with a small liberal arts college and its library, attempting to appraise a major research library on a complex university campus -- and its dire consequences are also readily imagined.

Where a library admits the impracticality of building self-sufficient collections, it must perforce seek continued momentum and vigor in other ways. These approaches may include expanding its bibliographic apparatus and role as a bibliographic utility, for example; extending its efforts in cooperative resource sharing and automation; enhancing the competencies of its human resources and framing an organization which will support their full utilization. Maurice Line has aptly summarized this redirection in library development.

> Other librarians, perhaps making a virtue of necessity or perhaps by happy coincidence, have challenged the very concept of "big is beautiful," arguing that the criterion by which libraries must be judged is not their size but their service. By this reasoning, the library is no longer a thing in itself but an integral element of the university, in scholarly communication, in education and in society itself; it can be understood only in relation to its context, and the main commodity in which it deals is not books but information. There has been a gradual but profound shift from the more or less self-sufficient collection to the switching center, from the storehouse of knowledge and cultural heritage to the information broker. The conventional objectives of the library have thus been challenged.[1]

Underlying the problem of subjectivity is that of incoordination. The facts are that HEGIS conducts a budgetary, collection and staff survey of all academic libraries throughout the country on a biennial schedule; the Association of Research Libraries conducts a similar survey for its member institutions annually; with the ARL, the Association of College and Research Libraries provides the academic library community with written standards and interpretations. While each of these agencies, along with the accreditation associations, seeks improvements in academic library resources and services, their great failure lies in the absence of coordinated effort. It seems ironic that the accreditors attempt to promote quality without standards and the library associations attempt to promote standards without power of suasion.

The several issues outlined above by no means exhaust the full panoply of library concerns relating to the accreditation process. The issue of specific versus general or qualitative versus quantitative standards has

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[1] Maurice V. Line, "The Psychopathology of Uneconomics," Library Trends, 28 (Summer 1979), pp. 108-109.

not been addressed, for example. No mention has been made about the pervasive problem of minimal standards. Similarly, the questions of specific criteria for cooperation, organization, and non-print media have not been touched on. A brief quotation from Givens and Sivells may illuminate the latter omission:

> Until the accreditation agencies invite ACRL, the
> Association for Educational Communications and
> Technology, and other professional associations to
> share in the responsibility for assessing the total
> instructional support programs, teams will continue
> to struggle through the evaluation of instructional
> media programs which include production, telecom-
> munications, and other special activities which have
> been ignored in accrediting guidelines.[1]

In summary, the major issues which emerge from a reading of the literature on the library and accreditation include (1) the accreditation process is of limited concern among librarians, a consequence, in part, of their limited involvement with the process (2) the examiner, typically a faculty member, may approach the evaluation of a library as a burdensome and problematic chore (3) the typical librarian may have difficulty in preparing for an examination and, upon completion, in comprehending its results (4) by its nature the process is highly individualistic and subjective; its results, consequently, may be infirm and inconclusive (5) the model against which libraries tend to be compared is that of the research library, a model which appropriately fits only a minute fraction of the nation's academic libraries (6) if there has been "a gradual but profound shift in the ways in which libraries perceive their role, objectives and the future of the libraries they administer," as Line and others have argued, then a similarly profound shift must follow in the ways that libraries are viewed in the examination process (7) while the accreditors generally do not utilize detailed, comprehensive standards, the professional library associations promulgate standards, fitting that description, which are seldom used; this circumstance points up the incoordination and inefficiency of several agencies whose common purpose is, in part, that of improving resources and services of the nation's academic libraries.

The literature on the library and the accreditation process has not only raised but has also attempted to address some of the issues. Several proposed solutions have been noted or implied above. Other proposed solutions include those of MacVean that the professional library associations should have representatives on the accrediting boards, librarians should serve on each visiting team, standards should be made more explicit

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[1] Givens and Sivell, op. cit., p. 369.

and meaningful;[1] of Yates that standards, terminology and the practice of
evaluation should be made consistent;[2] of Pattillo that "research on
student reading habits in relation to instructional methods . . . , better
than any other type of study, would dramatize the common interests of
librarians and college teachers;"[3] of Orne that "greater attention should
be devoted to the assessment of research collections in the region, to
pondering new kinds of library plant need, to rethinking the use of library
personnel, to seeking new systems for funding library operations, to
articulating librarians more completely into the university community."[4]

While this representative catalog of proposed solutions is promising, much
creative effort is still required to challenge traditional perspectives,
prompt attitudinal changes, and to promote innovative procedures and
practices.

Norman Burns has outlined the view of the accreditors in responding to
the need for change:

> An accrediting agency, like any other social institution,
> must continually examine its purposes and procedures with
> a view to improvement; must be flexible enough to make
> the adjustments called for by changing conditions. Failure
> to do so may mean that the agency acts to exert a retarding
> influence on educational progress rather than a constructive
> force lending its weight to educational improvement.[5]

Libraries are often viewed as mechanical instruments. The monolithic
character of their collections, their more or less inflexible regulations,
and their hierarchical organizational structures lend some credence to
this view. Rather than being designed or developed in any mechanical sense,
however, they have evolved in response to societal needs and determinations,
and have been shaped by innumerable, independent decisions and influences.
The application of solutions to problems affecting libraries does not

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[1]Donald S. MacVean, "NCATE and Collegiate Libraries,"
College and Research Libraries, 25 (May 1964), pp. 173-76.

[2]Yates, "The Impact of Regional Accrediting Agencies upon
Libraries in Postsecondary Education," p. 25.

[3]Pattillo, op. cit., p. 401.

[4]Jerrold Orne, "The Place of the Library in the Evaluation
of Graduate Work," College and Research Libraries, 30 (January 1969),
p. 25.

[5]Norman Burns, "Accrediting Procedures with Special
Reference to Libraries," College and Research Libraries, 10 (April 1949),
pp. 156-57.

result, as may be supposed, through authoritarian decision-making or pronouncement but more commonly from negotiations which take place in the more or less traditional economic, intellectual, legal and political forums where individuals may come together in the spirit of mutual trust, express competing points of view while learning from one another, and, given sufficient commitment, may reach resolution on the more pressing issues.

The appraisal of libraries in the accrediting process continues to be a vexing issue. It is one of sufficient significance, however, to warrant renewed questioning and investigation. Solutions to the several problem areas will not come easy. That is certain. The need and prospects for making a contribution, however, provide a worthwhile challenge for the higher education community.

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