

OAKLAND UNIVERSITY  
LIBRARY

Annual Report  
1974-75

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## THE YEAR IN BRIEF REVIEW

Oakland University celebrated its first fifteen years of operation with a birthday party on September 29, 1974. This event served to expose the University's growing academic and cultural heritage to the local public community. More than 8,000 community residents visited the campus, including Governor William Milliken and other state dignitaries, to witness and participate in over 200 events spanning the academic, cultural and athletic spectra. The University Library inaugurated these festivities by throwing a party for Oakland students on the evening of September 28. With five musical groups on location, the library provided music for every taste, from ragtime to rock, for listening and dancing to singing along. Throughout the following day the library showed films from the era of the silent movie. While virtually all of the library's faculty, staff and members of the Friends' Board participated in these activities, special appreciation must be accorded Nancy Covert and Robert Gaylor who coordinated the library's role in celebrating Oakland's fifteenth birthday.

In 1973 the University initiated a Management by Objectives program which President O'Dowd believed would become an effective means by which Oakland could "respond creatively to the pressures for more efficient and accountable management of public institutions." Implementation of the program throughout the University entailed a series of steps including (1) the development of a standard report format (2) the preparation of a campus-wide statement of goals (3) the preparation of divisional MBO's, e.g., the Division of Academic Affairs, and (4) the preparation of MBO's by the units within the several divisions.

The campus-wide goal statement was completed during the summer of 1975. Key elements among the University's statement of goals may be summarized as follows:

*While preserving its academic traditions, Oakland is committed to expanding its curricular options through the development of new schools, degree programs, concentrations and non-credit programs in response to the needs of citizens of the State, especially residents in southeast Michigan.*

*In addition to serving the traditional full-time student, program development must be oriented to serving the needs of non-traditional students, the most rapidly growing segment of Oakland's student body. The non-traditional student body is defined as members of minority groups, men and women with family obligations, the handicapped, and older persons.*

*In light of population growth patterns and, assuming adequate funding for both instruction and support service costs, the University will expand its student body at a rate of three to five percent a year. This will lead to an enrollment of approximately 10,000 FYES by 1980.*



*In order to achieve its enrollment and programmatic goals, the University community must strive continuously to employ and support an exemplary faculty and staff through (a) the appointment and retention of faculty who best exemplify the multiple roles of teaching, scholarship and service in their work (b) the appointment and retention of administrative staff personnel who demonstrate that they can provide the leadership and support required of a quality institution of higher education (c) increased recognition by the entire University of its responsibility and commitment to affirmative action and (d) the development of programs designed to encourage all personnel to improve their competence and increase their effectiveness.*

*The University will develop joint cooperative endeavors with other colleges and universities as well as with business, industrial and governmental agencies. In this way, services not available through a single institution can be developed and unnecessary duplication of effort and waste of limited resources can be avoided.*

*Finally, since the quality of campus life is a dominant factor in the overall performance of the institution, the University intends to make Oakland an attractive and satisfying place in which to study, work and live in terms of environmental, human, and spiritual values.*

Implementation of the Management by Objectives program was timely in terms of the priority which librarians had given to a structured planning program as noted in the Annual Report two years ago. While adding another bureaucratic structure to a system which is perhaps already overburdened with such structures -- overburdened in the sense that the institution operates on the basis of these structures only to a limited extent -- it will permit library faculty and staff to develop a group commitment to (1) a shared library role (2) short and long-term objects and (3) a potential means of achieving the several layers of objectives. Furthermore, it may well permit faculty and staff to concentrate more fully on getting done the tasks at hand and enjoy seeing progress through accomplishment. The library has completed its first MBO program statement, accurately labeled an unofficial draft. Much work on this program remains to be done; consequently, we shall make a fuller presentation of the library's progress in implementing its MBO program in a future report.

Two years ago we noted the need to analyze the library's circulation system carefully. We observed that the system is probably more costly to operate than is reasonable, fails to produce the management data it was in part designed to produce and malfunctions with annoying frequency. Jules Bouthillet, a professional programmer and graduate student in the School of Economics and Management, undertook a study of the system during this past year in partial fulfillment of his master's degree requirements. This study was directed by Kenneth Young of the School of Economics and Management. Following several months of data collection and analysis, consultation with personnel in cataloging and computing services, and visitations to several off-campus sites, Mr. Bouthillet submitted a thoughtful report which



substantiated our suspicions. Over the next several years the library must follow up his several recommendations which include reducing the unit circulation cost from an estimated 56 cents per transaction to 40 cents by either implementing a new system, e.g., a manual or semi-automated system, or reducing computer and personnel costs; reprogramming that portion of the system which updates the student address file from registration data; and providing monthly or bimonthly preventative maintenance for the Colorado Instruments' tape deck.

The formation of the Michigan Library Consortium evolved from a Conference on Michigan Academic Library cooperation held at Michigan State University in November 1973. The 67 participants proposed the formation of a not-for-profit organization to be supported by membership fees and constituted in a manner which would facilitate contracting with the Ohio College Library Center for on-line bibliographic services to Michigan libraries. The Consortium was incorporated under state law this past year. It was formed exclusively for the purpose of (1) facilitating the sharing of resources among the libraries in Michigan (2) enhancing the availability of information resources to the citizens of the State (3) encouraging libraries in Michigan to initiate such cost-effective practices and procedures which are possible only through state-wide interlibrary cooperation and (4) enabling Michigan libraries to interconnect and interact with regional and national electronic bibliographical communication systems.

Through the diligent efforts of several ad hoc committees, the Michigan Library Consortium Study Committee<sup>1</sup> and the Committee on Linkage to the Ohio College Library Center,<sup>2</sup> the University Library decided to join the Michigan Library Consortium and interconnect with the Ohio College Library Center. The reasons underlying the latter decision are worth summation. The Committee observed that linkage with OCLC will result in efficiency and speed of service in catalog card production and effectively promote services provided through collection development, interlibrary lending and reference. Additionally, with the nationalization of the OCLC system, source materials, equipment and supplies on which manual catalog systems are based, will become scarce, poorly maintained and prohibitive in cost.

Philip Howard resigned from the Faculty of the Library in July of 1974, having served as Assistant Dean of Technical Services since 1968. He will be remembered by his colleagues as a humanist and bookman with more than a casual knowledge of literature and the fine arts. Nancy Covert was asked and accepted joint responsibilities for the positions of Assistant to the Dean and Acting Assistant Dean for Technical Services.<sup>3</sup>

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<sup>1</sup>Members of this committee were Louise Bugg; Robert Bunker, Assistant Provost; Philip Howard, chairperson; Richard Pettengill; Rita Sparks; and Elizabeth Titus.

<sup>2</sup>Members of this committee were Eileen Hitchingham; Janet Krompart, chairperson; Mildred Merz; Richard Pettengill; Lois Reilly; and Elizabeth Titus.

<sup>3</sup>On June 30, 1975 Nancy Covert resigned to accept the position of Assistant to the Dean of the School of Nursing.



The library sought a replacement for Phil Howard during the fall of the year. Although three generally well qualified candidates were invited to visit the Oakland campus to interview for this position, none was found to fit the unique mixture of professional and personal qualifications demanded by this position. Other resignations which occurred during the year were those of Louise Bugg and Suzanne Tipler. Louise joined the library staff at Wayne State University as head of the original cataloging section; Sue enrolled in the Ph.D. program in the School of Library Science at the University of Michigan. Persons who were appointed to the library faculty during the 1974-75 fiscal year were Bonny Avery in cataloging and Sylvia Csiffary in acquisitions.

During the summer of 1974 Rita Sparks undertook the challenging but rewarding task of coordinating a Neighborhood Youth Corps project in the University Library. Ten young persons were enrolled in the program over a six-week period. During this time they learned and performed such tasks as mending books; poster design and drawing; mail sorting; typing cards, correspondence and reports; preparing bibliographies and handbooks for distribution; and alphabetizing, filing and, in general, organizing card files. The project was viewed as a positive experience by most of the young people and the persons who supervised their work. Both benefited. The youngsters learned new skills for which they were paid; the library staff was able to complete a number of projects in less time than anticipated.

During the first two weeks of the fall semester, Elizabeth Titus coordinated a student outreach program, the Library Information Desk Service, in the Oakland Center.<sup>4</sup> This project was intended to provide students with information on various library services in an informal setting where students typically congregate. The project especially wished to reach students who had a minimal acquaintance with the University Library. Indeed, over sixty percent of the students interviewed reported that they were either not aware or only slightly aware of the various services offered by the library. Visual displays and literature about the library, its services and collections, were used extensively to prompt student interest and initiate student interaction with the librarians and library assistants who staffed the desk. Although students tended to make general information inquiries and used this service more frequently during the first week of its operation than the second, it served as a successful means of bringing librarians and students together outside the business-like confines of the library.

In October of 1973 the library completed a building prospectus, summarized in the 1972-73 Annual Report. The prospectus recommended the erection of an addition to the Kresge Library building of 110,000 assignable square feet. This would be sufficient to house 400,000 more volumes and 200,000 more units of microform and to provide 1,800 more reader stations. In its review of the library's building prospectus, the Department of Management

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<sup>4</sup>Other members of the library faculty and staff who participated in this program were Cathy Bunting, Sylvia Csiffary, Diana DeLater, Margaret Hetzel, Eileen Hitchingham, Melbourne Jordan, Janet Krompart, Lois Reilly, and Rita Sparks



and Budget, among other matters, asked for clarification of Oakland's projected enrollment, the standard of providing Oakland students with 60 units of reading material per student, and the provision of study stations for 25 percent of the student body. The library developed a lengthy response to these issues and, following several rounds of negotiation, the University agreed to incorporate a 9 percent reduction in its building plans, from 110,000 to 100,000 assignable square feet. In September of 1975 the Department gave its approval to the revised building prospectus and forwarded the approved program to the Bureau of Facilities for review.

Through the kindly auspices of Mr. Frederick Gale Rufner, the founder and president of the Gale Research organization, the Friends of the Library sponsored a benefit for the library in Detroit's Book Tower in April of this past year as part of a program to match a \$5,000 gift from the Alumni Association. Mr. and Mrs. Rufner, as well as members of the Gale staff, not only toured the Friends and their guests among the scholarly reference collections and ingenious displays developed by the Research staff but also provided music by the Onita Sanders Trio, a plethora of hors d'oeuvres and special prizes for lucky ticket holders. Additionally, the Friends raised more than \$14,000 this past September through their annual Glyndebourne Picnic, chaired by Mr. and Mrs. Allan G. Loofbourrow. Of these proceeds \$9,000 has been allocated for the purchase of library materials in the health sciences and nursing; just over \$3,000 from these funds was used to purchase selected items from the Providence Hospital School of Nursing collection to provide initial support for Oakland's new nursing program.

Largely through the efforts of Robert Howes, chairperson of the Area Studies program, the University Library received a grant of \$3,600 from the Japan Foundation. These funds will be used to purchase materials on that nation's culture and history in support of Japanese studies at Oakland.

In the spring of 1975, the University received a significant bequest from the estate of Robert M. Critchfield. This gift was in the amount of \$100,000. In the words of the bequest this sum is "to be used to provide adequate books and reference materials for the college of engineering." Mr. Critchfield had served as the Vice President of the General Motors Corporation in charge of the Process Development Staff from 1957 until his retirement in 1959. Born in Columbus, Ohio on November 9, 1894 he attended school in that city and graduated from the Ohio State University with a bachelor's degree in electrical engineering in 1916. He joined General Motors in 1921 after spending several years in the Navy and employment as an engineer at the Westinghouse and Owen-Dyneto corporations. In 1933 Mr. Critchfield became assistant chief engineer and, in 1936, chief engineer of the Delco-Remy Division of General Motors in Anderson, Indiana. In 1951 he became assistant general manager of the Allison Division in Indianapolis. A year later he was promoted to general manager of the Pontiac Motor Division and Vice President. He was active in community affairs throughout his life, including service on the boards of



several institutions of higher education. From the time of its founding Mr. Critchfield was a strong and active supporter of Oakland University as a member of the President's Club and President of the Oakland University Foundation. Upon receipt of this gift the University developed thoughtful plans for its use. During the first year, up to \$25,000 will be used immediately to strengthen the library's holdings in engineering materials. The balance will be set aside as an endowment the principle and interest of which will be spent over the next decade in all areas of library acquisitions including serials, monographs, reference works and microforms. The availability of these funds will not reduce the availability of general funds for the purchase of engineering materials. All of the materials purchased from these funds will be book-plated in memory of the donor and comprise the Robert M. Critchfield Engineering Library Collection. Additionally, the University will place a suitable plaque or other memorial in the library to commemorate this monumental gift.

During the past year the Library Council reviewed several issues of importance to the entire University community.<sup>5</sup> A number of individual faculty members as well as the Research Committee requested the Council's review of the library's policy on the circulation of journals. This matter became an issue shortly after the Council recommended strict enforcement of the library's policy of lending periodicals to individuals only for specific short-term needs at its meeting of April 3, 1974. In recent years the library had been lending periodicals to faculty members upon request. Unfortunately, some members of the faculty abused this liberal interpretation of circulation policy by habitually keeping these materials well beyond their return date. This callous behavior prohibited the use of these materials by others in the University community and raised the library's costs for circulation control beyond budgeted levels. Emsley J. Wyatt, University Congress President, brought a related matter to the attention of the Council; namely, that while the library imposed an overdue fee structure on students, faculty and staff were exempt. Over the years this has been a consistent concern of students who all too frequently have not had access to materials being held for inordinate periods of time by faculty members. While the Council declined to take any action, it agreed that this matter deserved further study and discussion. The Graduate Council expressed concern on the prevailing schedule of library hours. The Council suggested that a rearrangement of library hours might prove beneficial to both faculty and students. Following discussion in the Library Council and the gathering of information from students and faculty, the library agreed to revise its schedule by curtailing Friday evening hours and introducing Saturday morning hours to accommodate Saturday morning classes. This schedule will

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<sup>5</sup>Members of the Library Council during the 1974-75 fiscal year were John Cameron, Arts & Sciences; Robert Christina, Education; Nancy Covert, Library; Robert Edgerton, Engineering; George Gardiner, Library; Leo Gerulaitis, Chairperson, Arts & Sciences; Eileen Hitchingham, Library; Paul Ketchum, Arts & Sciences; Janet Krompart, Library; David Mascitelli, Graduate Council; Frederick Obear, Provost's Office; Richard Pettengill, Library; James Tompkins, Academy of Dramatic Arts; and Mary Williams, student.



go into effect at the beginning of the Fall term, 1975. In addition, the Graduate Council expressed concern over the continued erosion of the library's acquisition budget and urged "that everything possible be done to strengthen the funds available for new acquisitions." After wholeheartedly endorsing the Graduate Council's resolution on strengthening the acquisitions' budget, the Library Council appointed several sub-committees to study and advise the Council on the budget for serials and on ways for improving the overall acquisitions budget.<sup>6</sup>

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<sup>6</sup>A report prepared by the Serials Subcommittee is incorporated into the section of the Annual Report under State of the Library.

## Trends in Library Development

### Library Instruction<sup>1</sup>

#### Historical Perspective and Present Purpose

Formal library courses and course-related instruction have been part of the curriculum in colleges and universities for many years. During the past decade, however, bibliographic instruction has emerged as a major development in academic librarianship. The emergence of bibliographic instruction as a major thrust in academic librarianship must largely be attributed to the Monteith College Library Experiment initiated by Patricia Knapp at Wayne State University in 1960.

The Monteith model introduced a novel approach to library instruction. While the elements of this pilot project were not necessarily unique in themselves, they were joined in new ways in which the library was conceptualized as a highly complex bibliographic "system" rather than a storehouse of the conglomerate records of history. This approach stressed discipline, concept, method, and strategy as opposed to the accepted approach based on scholarly reporting which emphasized form, subject, date, and provenance. The Monteith paradigm countered the view that library instruction deals with bits of information not related to a single coherent whole.

As a result of this successful experiment, other academic libraries began to explore methods of fostering more vital relationships between the library and college teaching. Over the years libraries have developed many forms of instruction including guides and topical bibliographies, tours and lectures, audio-visual tapes and slides, lab sessions, and computer-assisted instruction (CAI).

Since 1972 the Association of College and Research Libraries' Ad Hoc Committee on Bibliographic Instruction has been collecting information on bibliographic instruction programs in U. S. academic libraries.<sup>2</sup> The Committee has surveyed participation through (1) formal library courses (2) formal library instruction as part of regular classes and (3) self-instruction through printed, audio-visual, and computerized instructional modules.

Of the 135 libraries responding to ACRL's questionnaire in 1972, 34 institutions reported having formal courses particularly aimed at undergraduates. All but five of these courses had been initiated since 1970. Eighty respondents reported offering course-related instruction with 89 percent of the programs being presented in the libraries. Additionally, the ACRL survey indicated that librarians were actively instructing students on how the literature of scholarship is organized.

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<sup>1</sup>This section of the Annual Report was prepared by S. Rita Sparks with the assistance of Eileen E. Hitchingham.

<sup>2</sup>Thomas Kirk, ed. Academic Library Bibliographic Instruction: Status Report, 1972. (Chicago: Association of College and Research Libraries, 1973), ED 072823.



Reviews of literature and conference proceedings give further evidence of the growth of library instructional programs focusing on the entire university community. Under the heading "Instruction in Library Use -- College and University Students," Library Literature cites a total of 243 references from 1964 to 1975. The count accelerates from the citation of 46 articles in the three-year, 1964-66, cumulation, to 56 citations for the two combined years of 1972-73, and reaches a high of 60 citations in 1975.

Several cooperative library instructional networks have been established in order to exchange information on instructional programs and media. In 1972 the Library Orientation Exchange (LOEX) was organized at Eastern Michigan University to serve as a national exchange of instructional materials and an information center on orientation and instruction. The LOEX project has steadily expanded. It currently enrolls 313 participating institutions.

Corresponding efforts in library instruction are also becoming evident in public libraries. This activity is in response to the large number of adults who are actively involved in continuing education. A national survey<sup>3</sup> by Johnstone and Rivera in 1965 indicated that 25 million adults were engaged in some form of educational activity; nine million of these adults were pursuing a learning interest of their own, outside of a formalized educational program. Results of an Educational Testing Service survey in 1973<sup>4</sup> showed that 77 percent of the respondents were interested in gaining more skill and knowledge; they elected to study and learn at their own pace, employing their own style of learning.

The first formal comprehensive involvement of the public library with the independent learner occurred in 1970-72. During this time, the staff of the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB) worked closely with public library systems in developing and testing services for adults interested in gaining college credit by examination. The results of this work led to the establishment of the Office of Library Independent Study and Guidance Projects within the CEEB in 1972. Service programs for independent adult learners were initiated by nine public library systems between 1974 and 1975.

The purpose of these academic and public library instructional programs is not to make librarians out of the students but to give students a general knowledge of library resources; research strategies; the structure of the literature in various disciplines; and the transferability of library skills over time and place, and across disciplines. The intent is to stress the inter-relationship of research tools and methods. In the words of the Carnegie Commission on Higher Education:

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<sup>3</sup>J. W. C. Johnstone and R. J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (Chicago: Aldine, 1965).

<sup>4</sup>A. Carp, R. Peterson, and P. Roelfs; "Learning Interest and Experiences of Adult Americans" in Planning Non-Traditional Programs by Patricia Cross and John Valley (San Francisco: Jossey-Bass, 1974), p. 15.



The teaching of existing knowledge becomes comparatively less essential to the task of higher education and imparting of skills for continuing self-education comparatively more, particularly in independent study and through the library.<sup>5</sup>

### Need for Synthesis

Librarians are becoming more aware of the influence of the social milieu on the functioning of the library. In a society where the quantity of information continues to grow at a rapid pace, few students have the opportunity to acquire the skills needed to find use information, learn how to evaluate sources of information critically, or how to transform information into knowledge.

The volume of information accessible to those with information needs is growing. In the sciences, for example, it has been estimated that a scientist reading 200 to 300 words per minute, 24 hours per day, seven days a week would need fifty years of reading to keep up with one year of published output in his specific field.<sup>6</sup>

Literature growth in other disciplines has paralleled that of the sciences. In addition to a growing volume of information, there has been a corresponding increase in the complexity of formats in which information may be presented. Information is no longer confined to books or journal articles. It may be available in reports, tapes, films, or microformats as well.

As assignments grow less structured and become more open-ended, more expertise is needed on the part of the student to examine and synthesize ideas from a wide range of materials. Access to information may seem too complicated to the uninitiated if instruction on library resources is not offered as part of the curriculum.

Traditional college instruction fails to explore fully the library resources available for it and the average college student's experiences with the library constitute a limited and fairly insignificant part of his education.<sup>7</sup>

Most college teachers lack time and some may lack bibliographical expertise to make the most of the library's potential contribution to learning. Both the instructional and the library staffs have specific roles to play in the process of guiding students toward educational self-sufficiency. While librarians traditionally have supported the teaching function of universities,

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<sup>5</sup>Carnegie Commission on Higher Education, Reform on Campus: Changing Students, Changing Academic Programs (New York: McGraw-Hill, 1972), pp. 23-24.

<sup>6</sup>Lewis H. Sarret, "The Scientist and Scientific Data," American Documentation, 19 (July 1968), p. 301.

<sup>7</sup>Patricia Knapp, The Monteith College Library Experiment (New York: The Scarecrow Press, 1966), p. 11.



the trend is toward more active participation and initiative on their part in developing strong working relationships with the teaching faculty and students.

Recognizing the inherent teaching potential of libraries, the Carnegie Commission on Higher Education has recommended: "The library should become a more active participant in the instructional process with an added proportion of funds, perhaps as much as a doubling."<sup>8</sup> Instead of the standard three to four percent budget allocation, six to eight percent should be apportioned for "general and instructional" expense so that a more active instructional role can be pursued and advantage be taken of new technologies such as CAI.

User perception of library instruction has been explored in several studies which indicate that students are generally aware of the need to be instructed in the use of library tools as well as research techniques. Eighty-nine percent of the respondents from 125 New York state academic institutions participating in a user education survey supported the proposition that library instruction programs are relevant.<sup>9</sup> The university students' awareness of a need for bibliographic skills is also indicated in a study conducted by Lubans at the University of Colorado. The following table charts the results of the 403 responses showing that on the average over 87 percent of the students favor the offering of bibliographic instruction.

TABLE 1  
SHOULD THE LIBRARY OFFER LIBRARY-USE INSTRUCTION?<sup>10</sup>

	Graduate	Senior	Junior	Sophomore	1st Year
Number Responding	94	86	95	79	49
Yes	83%	84.8%	81.1%	95%	92%
No	17%	15.2%	18.9%	5%	8%

<sup>8</sup> Carnegie Commission on Higher Education, Reform on Campus: Changing Students, Changing Academic Programs (New York: McGraw-Hill, 1972), p. 50.

<sup>9</sup> John Lubans, Jr. Educating the Library User (New York: Bowker, 1974), p. 3.

<sup>10</sup> Ibid., p. 234.



### Range of Instruction Programs

Generally, instructional programs stress the interrelation of information systems and their application in various disciplines. Instructional methods most commonly deal with five approaches: orientation; course-related library instruction; credit-bearing courses; continuing education programs; and self-instruction consisting of programmed self-study packages, study guides and aids, as well as CAI.

Orientation tours of the library environs with an introduction to the library staff and major resources has been a prevalent instructional mode in many libraries. Studies show, however, that tours of library buildings have no appreciable benefits if not coupled with the immediate academic needs of the students. Many libraries have abandoned this mode of instruction. The single lecture or video approach has become one of the most common methods of library instruction on most college and university campuses.

Combined with the current emphasis on independent study courses, self-study packages on the use of research tools are also gaining importance as an effective means of reaching students at the point and time of individual need. Many universities offer packaged computer learning programs on a variety of subjects. Point-of-use equipment and programs enable students to avail themselves of instructional services when they are self-motivated by specific assignments. Due to constraints in staff time, individualized consultation with students pursuing independent studies can only be offered on a limited basis. To illustrate the potential strain that may be placed on librarians by 1:1 assistance to students, one only has to scan a college catalog to observe the variety of curricular choices offered. Oakland University, for example, has forty-seven courses listed for independent studies, research and directed readings.

The Association of College and Research Libraries Bibliographic Instruction Task Force has completed a document providing a model guideline statement of objectives for bibliographic instruction so that standardized programs could be offered throughout the country. The document emphasizes the prevalent belief that

A basic responsibility of an academic library is to instruct the community in the effective identification and use of information resources relevant to their needs and interests. To meet ACRL recognized standards of library service, each academic library shall provide an effective program of instruction to its community as one of its major public services.<sup>11</sup>

The Oakland University Library Committee on Instruction has developed a proposal for a program of bibliographic instruction which will integrate the various instructional methods presently being used.

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<sup>11</sup>"Toward Guidelines for Bibliographic Instruction in Academic Libraries," College and Research Libraries News, 36 (May 1975), p. 137.



### Bibliographic Instruction at Oakland

For several years the University Library has offered an informal bibliographic instruction program. This program has provided one or two-hour classroom lectures in learning skills and other courses of instruction. These lectures give the student a minimal acquaintance with and facility for using the resources available in the Oakland Library and similar repositories. Utilization of this program since its initiation in 1972 is outlined below.

TABLE II  
BIBLIOGRAPHIC INSTRUCTION  
1972-73 - 1974-75

	1972-73		1973-74		1974-75	
Class	Classes	Students	Classes	Students	Classes	Students
Learning Skills	53	1,060	43	1,010	58	1,297
Other	15	450	27	844	35	900
Total	68	1,510	70	1,854	93	2,197

Total library commitment to bibliographic instruction efforts is reflected by participation of library faculty from both the Technical and Public Services divisions. Participants have been active in developing a core of instructional materials used in the presentations; they include a slide-tape show, bibliographies, index guides and discussion outlines.

Although the present program meets some very basic needs it suffers from several obvious drawbacks. Limited to a one or two-hour lecture, this program gives students only a cursory overview of the types of materials of potential interest to them. Since students come to Oakland with varying levels of sophistication in those skills useful in making the most productive use of bibliographic resources, it is exceedingly difficult to meet all of the needs of all of the students in a one or two-hour time frame. In addition, the lectures are set in a vacuum. They are generally not reinforced with assignments that provide immediate use of materials and feedback on the student's progress in developing bibliographic skills.

A substantive bibliographic instruction program requires more structure, more tailoring to students' individual needs, more student learning options, and the creation of a faculty position in the library specifically to develop and coordinate the program: a structured bibliographic learning experience, packaged in discreet segments which may be used in part or whole. In brief outline, the program proposed by the Library Committee on Instruction would (1) provide additional self-instruction tools for those students preferring



this mode of learning (2) offer upon the request of an instructor a brief instructional unit, typically of three one-hour sessions, which broadly outlines the structure of a library, presents general search strategy techniques and provides exercises on subject heading and index use (3) provide individual students with consultation on search strategy development for term paper projects and independent study programs (4) provide a pre-entry program that ensures basic introduction to and actual use of the primary sources and services of the University Library (5) provide a discipline-concentrated bibliographic instruction course as an elective for graduate students or those students who have previously completed an introductory course.

Under current budgetary constraints, however, such comprehensive development of instructional activities requires additional financing. Since bibliographic instruction programs have gained recognition from such funding agencies as the National Science Foundation, the National Endowment for the Humanities, and the Council on Library Resources, the University Library is seeking funds from these external agencies.

#### Role of the Library in the Instructional Process: Conclusion

As the world of knowledge expands and the learning process becomes more individualized, it is important for students to become familiar with the apparatus of research and communications in their academic specializations, how they underlie life-long learning, and the ways in which they serve society in the broadest sense. Institutions of higher education have the responsibility of offering students a broad view of the world in addition to in-depth training in their major fields of study. Librarians can share in this responsibility. Unhampered by the vested interests of membership in any one subject discipline, they are in an excellent position to see the students' academic careers as a whole. More than anyone they are sensitive to and have a commitment to learning resources as a means of unifying the total college experience.

library faculty is a valid method for ensuring that the serials received reflect current research and curriculum needs. This procedure is effective when substitute subscriptions are placed for deleted titles which are no longer relevant to University programs. As a cost cutting procedure deletion of serials without substitution is detrimental to the University programs. Since Oakland recently reduced its serial holdings by 23 percent in 1973-74, further deletion of serials will seriously jeopardize existing programs. Moreover, initiation of new programs is beginning to affect the nature of the serial titles currently held, since with a declining serials budget new title purchases necessitate deletion of existing titles. Special collections for new programs have been funded but not on a continuing basis as can be seen in Table 1, years 1973-74 to 1974-75. Additional pressures for new titles are continuously being placed on the serials budget to

\*Members of the Serials Subcommittee were Eileen Hitchingham; Paul Ketchum, Biology; and Richard Pattengill.



accommodate new titles The State of the Library programs. There are presently 123 titles requested by Library Coordinators which have not been funded.

The Library Council requested the incorporation of the Serials Subcommittee Report into the Annual Report this year. We defer to the wishes of the Council and, this year, depart from the usual format of this section of the Annual Report in order to present the full text of the Serials Subcommittee Report.\*

The enclosed documents represent the status of the Kresge Library serials collection from 1969-70 through the present. The proposed cuts and the projected inflation in the cost of serials acquisitions for 1975-76 are noted. These costs represent maintenance of current paid library subscriptions (1974-75) and do not include costs for replacement of missing issues, new serial subscriptions, or backruns. These costs are estimated at \$2,500 for replacement, \$4,200 for initiation of new subscriptions, and \$10,000 for backruns per year, and should be added to the figures presented if the library is to continue developing the serials collection.

A major decline in current titles occurred after the 1972-73 journal cut. Paid subscriptions were at an all time high of 2,299 in 1972-73, at present paid subscriptions number 1,781. The proposed cut in serials acquisitions July 1, 1975 will decrease the current title holdings to approximately 1,264. This represents a decrease of 45 percent in three years in the number of current titles held by the serials department of Kresge Library.

Regular reviewing of current serial titles by academic departments and library faculty is a valid method for ensuring that the serials received reflect current research and curriculum needs. This procedure is effective when substitute subscriptions are placed for deleted titles which are no longer relevant to University programs. As a cost cutting procedure deletion of serials without substitution is detrimental to the University programs. Since Oakland recently reduced its serial holdings by 23 percent in 1973-74, further deletion of serials will seriously jeopardize existing programs. Moreover, initiation of new programs is beginning to affect the nature of the serial titles currently held, since with a declining serials budget new title purchases necessitate deletion of existing titles. Special collections for new programs have been funded but not on a continuing basis as can be seen in Table I, years 1973-74 to 1974-75. Additional pressures for new titles are continuously being placed on the serials budget to

\*Members of the Serials Subcommittee were Eileen Hitchingham; Paul Ketchum, Biology; and Richard Pettengill.



accommodate new titles requested for existing programs. There are presently 125 titles requested by Library Coordinators which have not been funded.

Maintaining our current serial holdings is a complex problem. The library acquisition budget is directed to two categories--serials and monographs. The serials budget has been viewed as a continuing operating cost and is supported by the general fund and start-up costs from federal grants (i.e., COSIP-NSF). Serials acquisitions have been funded at the expense of the monographs budget. Gifts to the library recruited from the University or outside the University may be designated for specific collections and do not provide the continuity needed for continuing serials costs. Gift money is difficult to solicit if one asks for support for continuing operating costs such as serials.

The timing of orders for serials and the uncertainty of projected budgets needed to pay for current titles in the next fiscal year is an immediate problem. Since serial orders must be submitted by May 15 a final decision on cutbacks for next year's holdings must be made prior to the beginning of the fiscal year in which the bills come due. Our inability to solve this problem will cost the University additional money if backruns for deleted titles have to be purchased in the future since backruns are more expensive than original subscriptions.

#### PROPOSALS

The library collection is THE primary educational resource available to ALL University participants. This resource MUST grow and change with time to maintain the availability of current educational experiences for members of the University community. For these reasons we recommend that Oakland University place the highest budget priority on the library acquisitions budget.

#### RECOMMENDATION

We suggest that the maintenance of the serials collection at Oakland rest upon a University commitment to do so. Moreover, it is of paramount importance for the faculty to seek sources of funds from private and/or Federal agencies to initiate new serial collections which will receive continued general fund support. Continued use of the monograph budget for serials acquisition is an inappropriate trade-off, since curtailment of monograph acquisitions will also seriously affect our library resources. Solicitation of gifts to maintain the serials collection appears to be infeasible since gifts are seldom given to stabilize operating budgets.

The Committee further recommends that the Library Council request President O'Dowd to make a University commitment to maintain the current serials holdings prior to June 1 of each budget year, to avoid discontinuities in the collection.



TABLE I  
GENERAL FUND EXPENDITURES

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
TOTAL <sup>a</sup>	722,422	710,260	619,255	703,043	792,317	800,000	
All Library Materials <sup>b</sup>	188,825	155,500	170,612	168,687	246,417 <sup>c</sup>	184,363 (est.)	184,363 (est.)
Paid Subscriptions (\$)	60,021	68,523	76,841	86,484	90,225	105,500 <sup>d</sup> (est.)	94,470 (est.)
Projected Costs Continuance of Present Sub- scriptions (20% inflation)							129,240 (est.)
Number of Paid Subscriptions			2,191	2,299	1,838	1,781	1,264 (est.)
Periodical Price Index <sup>e</sup> (Base period 1967-69 = 100)		120.2	134.6	152.8	187.1	204.5	224.5 (est.)
Constant Periodical Dollars (1969-70)	60,021	57,007	57,088	56,599	48,223	51,589	42,080 (est.)
Credits Delivered <sup>f</sup>	177,403	199,944	209,147	220,424	243,248		

<sup>a</sup>Includes matching funds--excludes fringe benefits.

<sup>b</sup>Books, journals, indexes, microforms, documents, records, backruns, etc.

<sup>c</sup>Includes supplemental allocation of \$60,000 for support of new or expanding programs, e.g., Nursing, Biology, Management, Early Childhood Education, etc.

<sup>d</sup>Includes \$5,000 Alumni gift.

<sup>e</sup>Library Journal, July 1974, p. 1776. Price indexes are national over all subject areas and are lower than the OU experience.

<sup>f</sup>Annual Report of the Registrar, 1973-74.



## APPENDIX A

### SELECTED LIBRARY FACULTY ACTIVITIES, 1974-75

#### Conferences and Meetings Attended (off-campus):

- American Library Association, Annual Conference; New York; July 8-12, 1974 - Jennie Cross, George Gardiner, Robert Gaylor, Lois Reilly.
- American Library Association, Annual Conference; San Francisco; June 29-July 4, 1975 - Robert Gaylor, Richard Pettengill, Lois Reilly.
- American Library Association Midwinter Meeting; Chicago; January 19-23, 1975 - Jennie Cross, George Gardiner, Robert Gaylor, Richard Pettengill.
- American Society for Information Science, Annual Conference; Atlanta; October 13-17, 1974 - George Gardiner.
- Associated Colleges of the Midwest; Conference on Space, Growth, and Performance Problems of Academic Libraries; Chicago; April 18, 1975 - Mildred Merz.
- Association for Asian Studies, Annual Conference; San Francisco; March, 1975 - Janet Krompart.
- Association of College and Research Libraries, Preconference Institute on Collection Bargaining in Higher Education; San Francisco; June 26-28, 1975 - Richard Pettengill.
- Census Bureau, Economic Census Workshop; Suitland, Maryland; April 17, 1975 - Jennie Cross.
- Clinic on Data Processing Applications in Libraries; Urbana, Illinois; April 27-30, 1975 - Eileen Hitchingham.
- Conference of Midwest Asian Librarians; Ann Arbor; July 1974 - Janet Krompart.
- Federal Document Regional Conference, Depository Library Council to the Public Printer; Storrs, Connecticut; April 14-15, 1975 - Jennie Cross.
- Historical Society of Michigan, Annual Meeting; October 17-19, 1974 - Jennie Cross.
- Institute on Computer Applications to Reference Service; Urbana, Illinois; April 27-30, 1975 - Rita Sparks.
- Library Association of the City University of New York, Annual Institute; New York; April 4, 1975 - Mel Jordan.
- Library Orientation for Academic Libraries, Annual Conference; Ypsilanti; May 15-19, 1975 - Rita Sparks.
- Michigan Society for Instructional Technology, Spring Conference; Detroit; June 17, 1975 - Thomas Lyons.
- Medical Library Association, Annual Conference; Cleveland; June 1-5, 1975 - Richard Pettengill.
- Michigan Association for Media in Education, Leadership Conference; Boyne Mountain, Michigan; May 9-10, 1975 - Thomas Lyons.
- Michigan Library Association, Academic Division; Lansing; May, 1975 - Janet Krompart.
- Michigan Library Association, Annual Meeting; Lansing; October, 1974 - Bonny Avery, George Gardiner, Robert Gaylor, Janet Krompart, Suzanne Tipler.
- Michigan Library Association, Academic Division, Technical Services Section; East Lansing; May 2, 1975 - Janet Krompart, Richard Pettengill.
- Michigan Library Association, Leadership Conference; East Lansing; November 15-16, 1974 - Thomas Lyons.
- Michigan Library Association, Reference and Technical Services Joint Meeting; Lansing; May 2, 1975 - Thomas Lyons, Richard Pettengill.
- Midwest Academic Librarians, Annual Conference; Columbus; May 23, 1975 - Robert Gaylor, Janet Krompart, Mildred Merz, Richard Pettengill.
- National Microfilm Association, Micrographic Systems Seminar; Chicago; December, 1974 - Lois Reilly.



Special Libraries Association, Workshop on Management; Lafayette, Indiana;  
September 26-28, 1974 - Rita Sparks.  
Workshop on Republican China; Cambridge; July 29-August 9, 1974 - Janet  
Krompart.

#### Conferences and Meetings -- Presentations

American Association of University Women; Lansing, March, 1975 - "Role of  
Library Legislation for the Citizens of the State of Michigan," Robert  
Gaylor.  
American Society for Information Science, Michigan Chapter; Rochester,  
Michigan; May 8, 1975 - "Academic Libraries and Computer-Assisted  
Indexing," George Gardiner; "Academic Libraries and the Use of On-Line  
Data Bases," Eileen Hitchingham.  
Oakland County Library Board. Project presentation; Pontiac, Michigan;  
June 4, 1975 - "Special Libraries: The Problems of Bibliographic Access,"  
Elizabeth Titus.  
Special Libraries Association, Michigan Chapter; Rochester, Michigan;  
February 12, 1975 - "Introduction and Overview of Machine Readable Data  
Bases," Eileen Hitchingham.

#### Library Ad Hoc Committees

##### Affirmative Action Committee

Robert Gaylor  
Janet Krompart  
Thomas Lyons  
Richard Pettengill  
Rita Sparks - Chairperson  
Elizabeth Titus

##### Merit Committee

Donna Atkins  
Jennie Cross - Chairperson  
Janet Krompart  
Lois Reilly  
Rita Sparks

##### Committee for Library Contingency Space Planning

Nancy Covert - Co-Chairperson  
Robert Gaylor - Co-Chairperson  
David Gustner  
Janet Krompart (replacing Philip Howard)  
Richard Pettengill



Library Standing CommitteesCommittee on Instruction

Louise Bugg  
 Eileen Hitchingham  
 Lois Reilly  
 Rita Sparks  
 Elizabeth Titus - Chairperson

Library Council

George Gardiner  
 Nancy Covert  
 Jennie Cross  
 Eileen Hitchingham  
 Janet Krompart  
 Richard Pettengill

Elections Committee

Nancy Covert - Chairperson  
 Melbourne Jordan  
 Richard Pettengill

Library Resources Committee

Bonny Avery  
 Melbourne Jordan - Chairperson  
 Thomas Lyons (replacing John Kok)  
 Mildred Merz (replacing Donna Atkins)  
 Richard Pettengill  
 Lois Reilly

Executive Committee

Nancy Covert  
 George Gardiner  
 Robert Gaylor  
 Eileen Hitchingham  
 Janet Krompart  
 Elizabeth Titus

Library Services Committee

Jennie Cross  
 Sylvia Csiffary (replacing Suzanne Tipler)  
 David Gustner  
 Eileen Hitchingham  
 Janet Krompart (replacing Louise Bugg)  
 Thomas Lyons  
 Rita Sparks - Chairperson

Library Committee on  
Appointments and Promotions

George Gardiner  
 Janet Krompart - Chairperson  
 Mildred Merz  
 Richard Pettengill  
 Lois Reilly  
 Elizabeth Titus

Professional Associations (including membership and committee assignments)

American Library Association - Jennie Cross, Robert Gaylor, George Gardiner, Eleanor Kurtz, Richard Pettengill, Lois Reilly, Rita Sparks.

American Library Association, Black Caucus, Scholarship Committee - George Gardiner.

American Society for Information Science - George Gardiner, Eileen Hitchingham, Richard Pettengill.

Association for Asian Studies - Janet Krompart.

Association for Education and Communications Technology - Thomas Lyons.

Historical Society of Michigan - Jennie Cross.

Michigan Archival Association - Jennie Cross.



### Professional Associations (continued)

Michigan Library Association - George Gardiner, Robert Gaylor, Janet Krompart, Thomas Lyons, Richard Pettengill.  
 Michigan Society for Instructional Technology - Thomas Lyons.  
 Michigan Association for Media in Education - Thomas Lyons.  
 National Micrographics Association - Lois Reilly.  
 National Society for Performance and Instruction - Thomas Lyons.  
 Society of American Archivists - Dan Ring.  
 Special Libraries Association - Jennie Cross, Eileen Hitchingham, Eleanor Kurtz, Richard Pettengill, Rita Sparks, Elizabeth Titus.

### Professional Service

Avon Township Public Library, Board Member and Treasurer - Robert Gaylor.  
 College Night, City of Pontiac, Planning Committee - George Gardiner.  
 First Congregational United Church of Christ, Librarian - Lois Reilly.  
 Librarians for Oakland County Union List of Serials - Robert Gaylor, Constance Kelmenson, Richard Pettengill, Elizabeth Titus.  
 Michigan Credit Union League Director's Conference; Hollywood, Florida; November 8-11, 1974 - Jennie Cross.  
 Michigan Library Consortium, Executive Council - George Gardiner.  
 Midwest Federation of Library Association, Co-chairperson Local Arrangements Committee - Robert Gaylor.  
 Midwest Federation of Library Association, Co-chairperson Local Information Committee - Elizabeth Titus.  
 Oakland County Library Board - Robert Gaylor.  
 Oakland County Public Library Trustee Association, Vice-Chairman - Robert Gaylor.  
 State Board for Libraries - Robert Gaylor.

### Publications

George Gardiner "Michigan Academic Library Cooperation," Michigan Librarian 40 (Spring 1974), pp. 7-8.  
 Rita Sparks "Locating Information About Companies" ERIC microfiche ED 098938, 1975.  
 Elizabeth Titus, Co-Editor Oakland County Union List of Serials (June 1975).

### University Activities

Academic Conduct Committee - Melbourne Jordan.  
 Academic Policy Committee - Elizabeth Titus.  
 Arts and Sciences Assembly - George Gardiner, Janet Krompart.  
 Bicentennial Committee - Rita Sparks.  
 Committee on Health Science Professions - Eileen Hitchingham.  
 Faculty Re-Employment and Promotions Committee - Richard Pettengill.  
 Film Study Committee - Thomas Lyons.



University Activities (continued)

Graduate Council - Robert Gaylor.

Michigan State University Employees Credit Union - Jennie Cross.

Neighborhood Youth Corps Project - Rita Sparks.

Parking Commission - Rita Sparks.

Research Committee - Eileen Hitchingham.

President's Study Committee - George Gardiner, Eileen Hitchingham, Elizabeth Titus.

Spring and Summer Committee - Rita Sparks.

Teaching and Learning Committee - Thomas Lyons.

University Associated Study Committee - Elizabeth Titus.

University Congress - Janet Krompart.

University Senate - George Gardiner, Eileen Hitchingham, Ann Pogany (replacing Nancy Covert).

Bockus, GASTROENTEROLOGY, Saunders, 1963-67.

Buros, Oscar K., ed., MENTAL MEASUREMENTS YEARBOOK, 7th edition, Gryphon Press, 1973.

Buros, Oscar K., ed., TESTS IN PRINT II - AN INDEX TO TESTS, TEST REVIEWS, AND THE LITERATURE ON SPECIFIC TESTS, The Gryphon Press, 1974.

COMPREHENSIVE DISSERTATION INDEX, SUPPLEMENT 1973, Xerox University Microfilms, 1973.

CZECHOSLOVAKIA PAST AND PRESENT, EDITED BY MILOSLAV RECHNIGL, Mouton, 1969.

Deichmann, Friedrich Wilhelm, RAVENNA, HAUPTSTADT DES SPATANTIKEN ABENDLANDES, V. 1-3, F. Steiner, 1969.

DIRECTORY OF AMERICAN SCHOLARS. A BIOGRAPHICAL DIRECTORY, 6TH EDITION, Bowker, 1974.

Dun and Bradstreet, PRINCIPAL INTERNATIONAL BUSINESSES, 1974, Dun and Bradstreet, 1974.

Esler, Paul E. Comp., WORLD CHRONOLOGY OF MUSIC HISTORY, VOLS. 1-3, Oceana, 1974.

ENCYCLOPEDIA AMERICANA, Grollier, 1974.

ENCYCLOPEDIA OF ASSOCIATIONS, 3rd Edition, Gale Research, 1975.

Fisk University Library, DICTIONARY CATALOG OF THE NEGRO COLLECTION OF THE FISK UNIVERSITY LIBRARY, G. K. Hall & Co., 1974.

Garratt, John, A CLASSICAL DICTIONARY OF INDIA, Akademische Druck-u. Verlagsanstalt, 1971.

Gibbs, Frederick Andrews, ATLAS OF ELECTROENCEPHALOGRAPHY, VOLUME I: METHODOLOGY AND CONTROLS, Addison-Wesley, 1974.

Goodenough, Erwin, JEWISH SYMBOLS IN THE GREEK-ROMAN PERIOD, Princeton, 1953-58.



APPENDIX B

SIGNIFICANT TITLES PURCHASED DURING THE 1974/75 FISCAL YEAR

- ADVANCES IN CHILD DEVELOPMENT & BEHAVIOR, V. 4-9, Academic Press, 1969-74.
- American Medical Directory, AMERICAN MEDICAL DIRECTORY, 1974/75, AMA, 1974.
- ANUARIO DE ESTUDIOS MEDIEVALES, V. 1-6, Instituto de Historia Medieval de Espana  
Universidadde Barcelona, 1964-1969.
- Arecchi, F. T., LASER HAND BOOK, Vol. 1 & 2, American Elsevier North-Holland,  
1972.
- Battisti, Eugenio, PIERO DELLA FRANCESCA, Instituto Editorials Italiano, 1971.
- Blaustein, Albert P., CONSTITUTION OF THE COUNTRIES OF THE WORLD, Vols. 12,13,  
Oceana, 1972-74.
- Bockus, GASTROENTEROLOGY, Saunders, 1963-67.
- Buros, Oscar K., ed., MENTAL MEASUREMENTS YEARBOOK, 7th edition, Gryphon Press,  
1972.
- Buros, Oscar Krisen, TESTS IN PRINT II - AN INDEX TO TESTS, TEST REVIEWS, AND THE  
LITERATURE ON SPECIFIC TESTS, The Gryphon Press, 1974.
- COMPREHENSIVE DISSERTATION INDEX, SUPPLEMENT 1973, Xerox University Microfilms,  
1973.
- CZECHOSLOVAKIA PAST AND PRESENT, EDITED BY MILOSLAV REHCIGL, Mouton, 1969.
- Deichmann, Friedrich Wilhelm, RAVENNA, HAUPTSTADT DES SPATANTIKEN ABENDLANDES,  
V. 1-3, F. Steiner, 1969.
- DIRECTORY OF AMERICAN SCHOLARS. A BIOGRAPHICAL DIRECTORY, 6TH EDITION, Bowker,  
1974.
- Dun and Bradstreet, PRINCIPAL INTERNATIONAL BUSINESSES, 1974, Dun and Bradstreet,  
1974.
- Eisler, Paul E. Comp., WORLD CHRONOLOGY OF MUSIC HISTORY, VOLS. 1-3, Oceana,  
1974.
- ENCYCLOPEDIA AMERICANA, Grolier, 1974.
- ENCYCLOPEDIA OF ASSOCIATIONS, 9th Edition, Gale Research, 1975.
- Fisk University Library, DICTIONARY CATALOG OF THE NEGRO COLLECTION OF THE  
FISK UNIVERSITY LIBRARY, G. K. Hall & Co., 1974.
- Garrett, John, A CLASSICAL DICTIONARY OF INDIA, Akademische Druck-u. Verlagsan-  
stalt, 1971.
- Gibbs, Frederick Andrews, ATLAS OF ELECTROENCEPHALOGRAPHY, VOLUME 1: METHODOLOGY  
AND CONTROLS, Addison-Wesley, 1974.
- Goodenough, Erwin, JEWISH SYMBOLS IN THE GRECO-ROMAN PERIOD, Princeton, 1953-58.



- Granger, Edith, GRANDER'S INDEX TO POETRY, 3RD EDITION, Books for Libraries, 1973.
- Halstead, John P., MODERN EUROPEAN IMPERIALISM: A BIBLIOGRAPHY OF BOOKS AND ARTICLES, 1815-1972, G.K. Hall, 1974.
- Hardy, Godfrey Harold, THE COLLECTED PAPERS OF G. H. HARDY, Oxford University Press, 1966.
- HSU SHIU SSU K'U CH'UAN SHU T'I YAO, Hui Huang Book Store, 1971.
- Jakobson, Roman, Ed., SLAVIS POETICS, ESSAYS IN HONOR OF KIRIL TARANOVSKY, Mouton, 1973.
- Judge, George, STUDIES IN ECONOMIC PLANNING OVER SPACE AND TIME, Martinus Nijhoff, 1974.
- Kruzas, Anthony T., ENCYCLOPEDIA OF INFORMATION SYSTEMS AND SERVICES, Edwards Brothers, 1974.
- LANCELOT DU LAC, Scholar Press, 1973.
- Leconte de Lisle, Charles Marie René, POESIES COMPLETES, Slatkine Reprints, 1974.
- Mann, Horace Kinder, LIVES OF THE POPES IN THE EARLY MIDDLE AGES, Kraus Reprint, 1902-13.
- Meyer-Lubke, Wilhelm, GRAMMATIK DER ROMANISCHEN SPRACHEN 1: LAUTLEHRE 2: FORMEN-LEHRE 3: ROMANISCHE SYNTAX 4: REGISTER ZUR ROMANISCHEN GRAMMATIK, Georg Olms Verlag, 1890-1902
- Michigan University. William L. Clements Library, AUTHOR/TITLE CATALOG OF AMERICANA, 1493-1860, G. K. Hall & Co., 1970.
- NATIONAL UNION CATALOG, THE, 1968-72, Edwards.
- NEW OXFORD HISTORY OF MUSIC, V. 1-4, 7, 10, Oxford, 1954-74.
- New York (City) Public Library. Research Libraries., DICTIONARY CATALOG OF THE DANCE COLLECTION, G.K. Hall, 1974.
- NEW YORK TIMES FILM REVIEWS, THE, Arno Press, 1971.
- PETERSONS GUIDES, INC., ANNUAL GUIDE TO GRADUATE STUDY, Peterson's Guide, 1975.
- PROGRESS IN ASTRONAUTICS AND AERONAUTICS, VOL. 24,26-28, 30-35, Academic Press, 1971-74.
- Reiman, Donald H., THE ROMANTICS REVIEWED, Garland Publishing, 1972.
- Rodriguez-Monino, Antonio R., MANUAL BIBLIOGRAFICO DE CANCIONEROS Y ROMANCEROS IMPRESSES, Castalia, 1973.
- Rohn, Peter H., WORLD TREATY INDEX AND TREATY PROFILES, American Bibliographic Center - Clio Press, 1974.
- Schlesinger, Arthur M. Comp., DYNAMICS OF WORLD POWER: A DOCUMENTARY HISTORY OF U.S. FOREIGN POLICY, McGraw-Hill, 1972.



## FISCAL SUMMARIES

SUBJECT DIRECTORY OF SPECIAL LIBRARIES AND INFORMATION CENTERS, EDITED BY MARGARET L. YOUNG, S.C. YOUNG AND ANTHONY KRUZAS, Gale Research, 1975.

Thuiller, Jacques, RUBENS' LIFE OF MARIE DE MEDICI, Abrams, 1970.

Verbraeken, Rene, JACQUES - LOUIS DAIRD JUGE PAR SES CONTEMPORAINS ET PAR LA POSTERITE, Laget, 1973.

WATER AND WATER POLLUTION HANDBOOK, Marcel Dekker, 1971-73.

WHO'S WHO IN SCIENCE IN EUROPE; A NEW REFERENCE GUIDE TO WEST EUROPEAN SCIENTISTS, F. Hodgson, 1972.

BLOCK BUDGET EXPENDITURES<sup>a</sup>

	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
State Funds	\$217,924	\$156,438	\$169,343	\$188,823	\$155,500	\$170,612	\$168,587	\$246,417	\$193,567
Fed Funds	25,624	38,136	35,972	38,416	27,480	17,376	8,858	-0-	6,337
Grants	1,182	38,356	75,971	17,422	48,880	73,924	27,453	2,371	22,166
TOTAL	\$244,730	\$232,940	\$281,286	\$244,661	\$231,860	\$251,912	\$205,928	\$248,788	\$222,050

<sup>a</sup> Includes Matching Funds.

<sup>b</sup> Includes \$15,520 Miscellaneous Income.

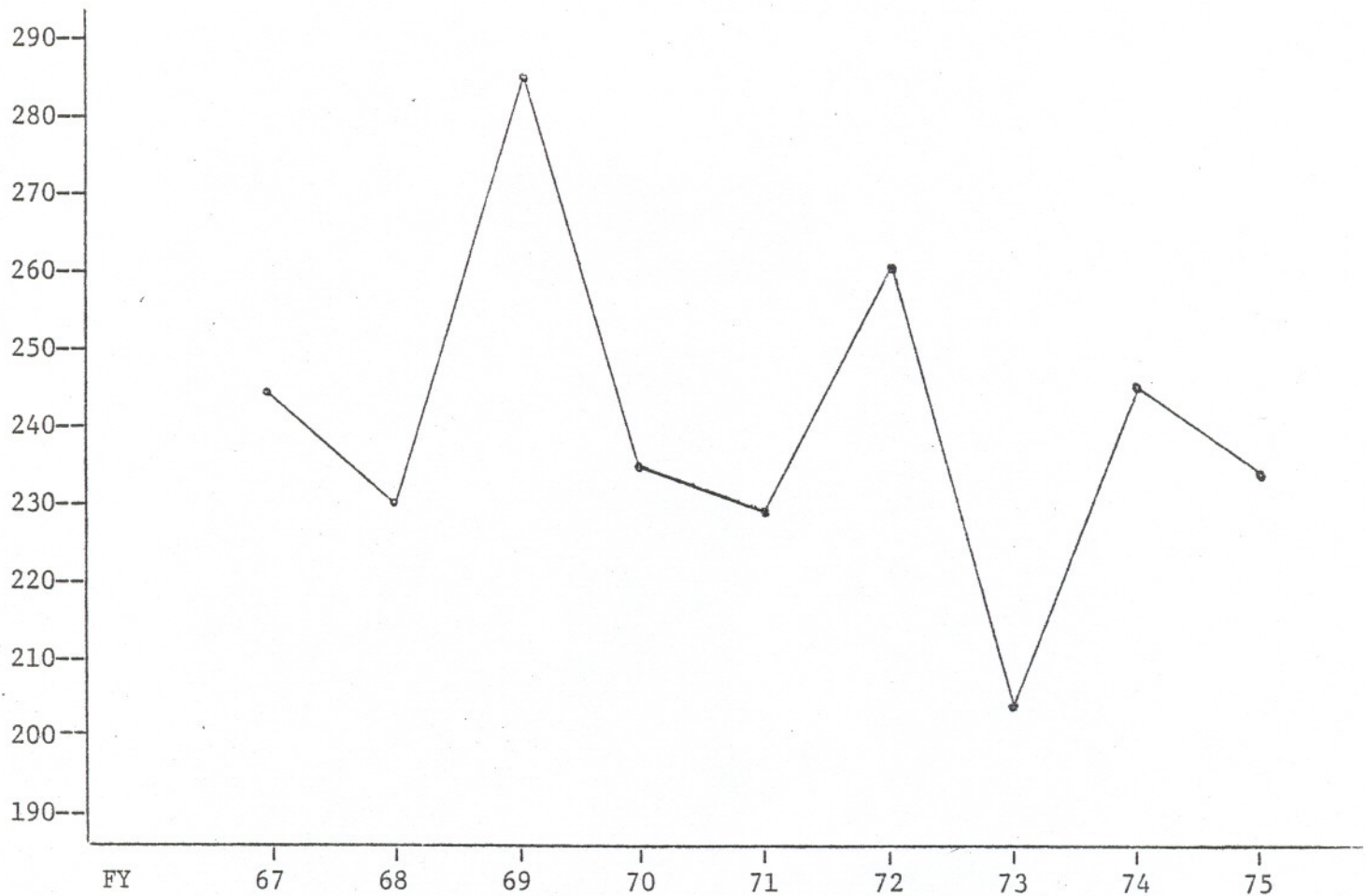
## PERCENTAGE TABLE: BLOCK BUDGET EXPENDITURES

	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
State Funds	89.0%	67.2%	59.3%	80.5%	67.1%	65.4%	82.3%	99.0%	83.2%
Fed Funds	10.5%	16.4%	14.0%	12.1%	11.9%	6.6%	4.3%	-0-	3.0%
Grants	0.5%	16.4%	26.7%	7.4%	21.0%	28.0%	13.4%	1.0%	13.8%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



EXPENDITURES FOR BOOKS AND RELATED LIBRARY MATERIALS  
(State, Gift, and Grant Funds)

In  
\$000's



BOOK BUDGET EXPENDITURES<sup>a</sup>

	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
State Funds	\$217,924	\$156,438	\$169,043	\$188,825	\$155,500	\$170,612	\$168,687	\$246,417	\$193,567
Grant Funds	25,624	38,156	39,972	28,416	27,480	17,376	8,858	-0-	6,897
Gift Funds	1,182	38,354	75,971	17,422	48,880	73,013	27,483	2,371	32,186 <sup>b</sup>
TOTAL	\$244,730	\$232,948	\$284,986	\$234,663	\$231,860	\$261,001	\$205,028	\$248,788	\$232,650

<sup>a</sup> Includes Matching Funds.

<sup>b</sup> Includes \$13,520 Miscellaneous Income.

PERCENTAGE TABLE: BOOK BUDGET EXPENDITURES

	1966/67	1967/68	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
State Funds	89.0%	67.2%	59.3%	80.5%	67.1%	65.4%	82.3%	99.0%	83.2%
Grant Funds	10.5%	16.4%	14.0%	12.1%	11.9%	6.6%	4.3%	-0-	3.0%
Gift Funds	0.5%	16.4%	26.7%	7.4%	21.0%	28.0%	13.4%	1.0%	13.8%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



## OAKLAND UNIVERSITY LIBRARY

GENERAL FUND EXPENDITURES<sup>a</sup>

Year	Salaries	Increase or Decrease	Labor	Increase or Decrease	Supplies & Services <sup>b</sup>	Increase or Decrease	Equip- ment	Increase or Decrease	Books	Increase or Decrease	Total	Increase or Decrease	FYES	% Change
1968/69	\$253,003	23.0%	\$ 78,993	8.4%	\$72,332	15.7%	\$31,332	63.5%	\$169,043	8.1%	\$604,703	17.0%	4,852	18.7%
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 <sup>c</sup>	- 1.1%	\$703,043	- 2.3%	7,403	7.2%
1973/74	\$371,545	3.7%	\$ 93,632	- 2.1%	\$67,573 <sup>d</sup>	- 1.5%	\$13,150	11.1%	\$246,417	46.1%	\$792,317	12.7%	8,120 <sup>e</sup>	9.7%
1974/75 <sup>f</sup>	\$460,240	23.9%	\$105,348	12.5%	\$67,534 <sup>d</sup>	- 0.06%	\$12,378	- 5.9%	\$193,567	-21.4%	\$839,067	5.9%	8,537 <sup>e</sup>	5.1%

<sup>a</sup> Includes matching funds; excludes fringe benefits.

<sup>b</sup> Includes CDPC charges.

<sup>c</sup> The original \$98,087 allocated for books was increased through the following fund transfer: \$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 of 1973.

<sup>d</sup> Includes Faculty Travel in amount of \$1,738, (1973/74).  
Includes Faculty Travel in amount of \$2,315, (1974/75).

<sup>e</sup> Source: Budget Director's Office, 8/28/74, (1973/74).  
Source: Budget Director's Office, 9/03/75, (1974/75).

<sup>f</sup> Includes Audio-Visual Department.

EP:waw 10-22-75



# LIBRARY EXPENDITURES PER FYES

## EXPENDITURES FOR ALL LIBRARY PURPOSES (State Funds Only -- Excludes Fringe Benefits)

	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
FYES	4,852	5,905	6,643	6,905	7,403	8,120	8,537
Total Library Expenditures	\$604,703	\$722,422	\$710,260	\$719,255	\$703,043	\$792,317	\$839,067
Expenditures per FYES	\$ 124.63	\$ 122.34	\$ 106.92	\$ 104.16	\$ 94.97	\$ 97.58	\$ 98.29

## EXPENDITURES FOR BOOKS (State Funds Only -- Includes Matching Funds)

	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
FYES	4,852	5,905	6,643	6,905	7,403	8,120	8,537
Book Expenditures	\$169,043	\$188,825	\$155,500	\$170,612	\$168,687	\$246,417	\$193,567
Book Expenditures per FYES	\$ 34.84	\$ 31.98	\$ 23.41	\$ 24.71	\$ 22.79	\$ 30.35	\$ 22.67

## EXPENDITURES FOR BOOKS (Gift and Grant Funds Only)

	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
FYES	4,852	5,905	6,643	6,905	7,403	8,120	8,537
Book Expenditures	\$115,943	\$ 45,837	\$ 76,360	\$ 90,389	\$ 36,341	\$ 2,371	\$ 39,083
Book Expenditures per FYES	\$ 23.90	\$ 7.76	\$ 11.49	\$ 13.09	\$ 4.91	\$ 0.29	\$ 4.58

## TOTAL EXPENDITURES FOR BOOKS (State, Gift, and Grant Funds)

	1968/69	1969/70	1970/71	1971/72	1972/73	1973/74	1974/75
FYES	4,852	5,905	6,643	6,905	7,403	8,120	8,537
Book Expenditures	\$284,986	\$234,662	\$231,860	\$261,001	\$205,028	\$248,788	\$232,650
Book Expenditures per FYES	\$ 58.74	\$ 39.74	\$ 34.90	\$ 37.80	\$ 27.70	\$ 30.64	\$ 27.25



APPENDIX D  
 USAGE SUMMARIES  
 PUBLIC SERVICES STATISTICS

1974/75 Fiscal Year  
 Final Report  
 Peak Day Nov. 19.74-2411  
 Low Day Dec. 1/74 - 38

A. Reference Questions (Reference Desk Only)

<u>Year</u>	<u>No. of Questions</u>	<u>% Increase or Decrease</u>
1970/71	24,025	
1971/72	18,966	-21.1%
1972/73	22,662	+19.5%
1973/74	26,897	+18.7%
1974/75	29,550	+ 9.9%

B. Documents Department Reference

1970/71	5,455	
1971/72	5,134	- 5.9%
1972/73	7,428	+44.7%
1973/74	8,652	+16.5%
1974/75	7,851	- 9.3%

C. Performing Arts Library

Reference Questions

1970/71	790	
1971/72	3,041	+284.9%
1972/73	6,196	+103.7%
1973/74	25,793	+316.2%
1974/75	54,135	+109.8%

Audio Activity

1970/71	431	
1971/72	5,264	+1121.3%
1972/73	7,283	+ 38.4%
1973/74	19,812	+ 172.0%
1974/75	30,443	+ 53.7%

Door Count P A L

1972/73	34,671	
1973/74	57,409	+ 65.6%
1974/75	77,682	+ 35.3%

In-House Use P A L

1972/73	2,238	
1973/74	4,151	+ 85.5%
1974/75	12,723	+ 206.5%



## Public Services Statistics

D. Serials Department Reference

<u>Year</u>	<u>No. of Questions</u>	<u>%Increase or Decrease</u>
1970/71	3,175	
1971/72	5,734	+80.6%
1972/73	4,861	-15.2%
1973/74	3,608	-25.8%
1974/75	4,151	+15.0%

E. Total Questions all Departments

	<u>70/71</u>	<u>71/72</u>	<u>72/73</u>	<u>73/74</u>	<u>74/75</u>
Ref. Desk	24,025	18,966	22,662	26,897	29,550
Documents	5,455	5,134	7,428	8,652	7,851
Audio Req.	16,608	2,009	216	19,812	30,443
Serials	3,175	5,734	4,861	3,608	4,151
P A L	1,221	8,305	13,479	25,793	54,135
TOTAL	50,484	40,148	48,646	84,762	126,130

Total Reference Questions - Percentage of Increase/Decrease

<u>Year</u>	<u>Total Questions</u>	<u>%Increase/Decrease</u>
1970/71	50,484	
1971/72	40,148	-20.5%
1972/73	48,646	+21.2%
1973/74	84,762	+74.2%
1974/75	126,130	+48.8%

F. Interlibrary Loan Transactions

1970/71	1,970	
1971/72	1,785	- 9.4%
1972/73	2,238	+25.4%
1973/74	2,301	+ 2.8%
1974/75	3,090	+34.3%

G. Reference Holdings  
New Titles

	<u>No. of Volumes added</u>
1970/71 - 1,572	3,406
1971/72 - 915	1,951
1972/73 - 760	1,489
1973/74 - 459	1,237
1974/75 - 605	1,370



%Increase/DecreaseH. Door Count Kresge Library

1970/71	316,236	
1971/72	325,637	+ 3.0%
1972/73	297,822	- 8.5%
1973/74	241,225	-19.0%
1974/75	276,607	+14.7%

Combined Door Count Kresge and P A L

1972/73	332,493	
1973/74	298,634	-10.2%
1974/75	354,289	+18.6%

I. Photo Copies Produced

1970/71	110,652	
1971/72	169,738	+53.4%
1972/73	171,241	+ .9%
1973/74	233,179	+36.2%
1974/75	315,077	+35.1%

J. Circulation

1970/71	125,869	
1971/72	119,579	-5.00%
1972/73	112,987	-5.51%
1973/74	104,355	-7.63%
1974/75	117,349	+12.5%

In-Library Circulation

1970/71	164,140	
1971/72	145,182	-11.6%
1972/73	141,684	- 2.4%
1973/74	141,228	- .3%
1974/75	163,090	+15.5%

J. Valdron  
7/30/75