

inula

quarterly



MAUDINE WILLIAMS AT HERRON

# inula quarterly vol.7 no.4

## articles

The Catalog Information Desk (CID) at the Ohio State University Main Library, by ROSE ANN SPAITH.....p. 3

The CID is a service of the OSU Library in which technical services librarians assist patrons in the use of the catalog. How the system operates is explained in this article.

Fare Thee Well, William J. Studer, by CARL H. KAYS.....p. 9

A close associate of Dean Studer reflects on Dr. Studer's contribution to I.U.

## feature

Herron Library: A Personal Account, by MAUDINE WILLIAMS.....p. 1

Maudine Williams, the Librarian at the Herron School of Art in Indianapolis, talks about the Herron Library yesterday and today, its philosophy and its goals.

Contributors.....Back Cover

Announcements.....Back Cover

Correction: Judi Singleton, Cataloger at Lilly Library, was not mentioned in the Fall issue as an elected member-at-large to the INULA Executive Board.

---

INULA Quarterly is a publication of the Indiana University Librarians Association. Articles should be submitted to Larry W. Griffin, RCL-TSC, Library 501W, Indiana University, Bloomington, Indiana, 47401. Publications Committee: Jill Caldwell, Kathy Purnell, Mary Popp, Larry Griffin.

# herron library: a personal account

I remember the day I was hired as Librarian at the Herron School of Art. Dean Taylor, then Head of the School, waited until I finished signing the contract; then in a voice full of apprehension, he said, "Now I want to show you the Library." We walked into the Museum Building, through dark, empty galleries where a few dangling picture wires, a discarded picture frame or sculpture stand were all that remained of the John Herron Museum of Art. Upon reaching the Library, Dean Taylor again paused and said, in what must have been the understatement of the year, "It's a kind of mess in here." And so we entered the Library that was supposed to support the curriculum of the Herron School of Art. Scattered sparsely among the shelves were approximately 500 art books; and unexplainably, about the same number of books in the field of literature. In the middle of the floor were a pile of journals which constituted the serials collection. One odd drawer from a card catalog held the shelf list, which I later discovered did not correspond in any degree of accuracy to what was on the shelves. Not only was there no office nor work space; there were no tables, no desks nor furniture of any kind. The Dean then turned to me and asked, "Do you want me to tear up that contract you just signed?"

My mind did a couple of tailspins! The prospect before me was

frightening! Here I was, just out of library school, no experience, and faced with a field in which I had little background. But on the other hand, I had been job-hunting for months, was deeply interested in the visual arts, and had been searching for a stimulating, challenging position--and this must certainly be that! So we didn't tear up the contract, and I went to work!

Dating from the 1880's, Herron is the professional art school for Indiana University. We consider 1902--when it was first called the John Herron School of Art--as the most viable of beginning dates, mainly because the School has remained intact and uninterrupted since then. Indeed, we are planning a 75th birthday party next year. Herron joined the I.U. family in 1967, but the Library did not become a crucial issue until 1970, when the Museum took the library collection to its new home on West 38th Street.

Thus, the primary thrust of my job since I was hired in September, 1970, has been the rebuilding of library resources and the establishment of the public service concept. The latter was very important, for I discovered early on that the former facility had been considered primarily as a research library for museum curators.

Students and faculty, while not denied library privileges, were not actively courted and circulation of materials was quite limited. It seemed vital, then, to begin by creating an atmosphere in which students and faculty would feel that this was their library, specifically geared to their needs. Since art students gain many of their ideas by browsing, we strive to make materials as accessible as possible through open stacks and a flexible circulation policy. We even bring together two special groupings of books: Art Education and Visual Communication, as these materials are among the most heavily used. As part of an informal atmosphere, students may smoke and/or eat their lunch in the Library. Although I sometimes yearn for that office which I still do not have, I enjoy living among the students and being constantly aware of the interplay between curriculum and resources. One can almost record the daily schedule of classwork by the type of materials being used and the questions asked. Since the student body remains small--about 300 regular full-time--we are on a first name basis with most of our clientele.

Besides myself, the Library staff includes Dave Lewis, Assistant Librarian, whose main responsibility is the Slide Libra-

ry and A-V materials; and Frances Friedman, who as a half-time appointee, handles circulation and oversees the card catalog. About ten student assistants serve as our clerical staff. A part-time photographer is in charge of making slides from illustrations in books and journals. Most of our slides are obtained through in-house production in this way. The storage, maintenance and distribution of A-V equipment used by faculty and students is also our responsibility.

As a unit library of University Libraries, however, we benefit from centralized technical operations. Acquisitions, cataloging, bookkeeping and our serial records are all taken care of by this central staff. Inter-library loan and reference support comes mostly from the Fine Arts Library in Bloomington, whose staff has been most supportive, not only in supplying needed materials, but also in giving us guidance and advice as we rebuilt the Herron Library facility.

A library is a repository for information; but it becomes the living, vital core of a school only when it achieves proficiency at dissemination of this information. This proficiency is our goal here at the Herron School of Art Library.

By Maudine Williams

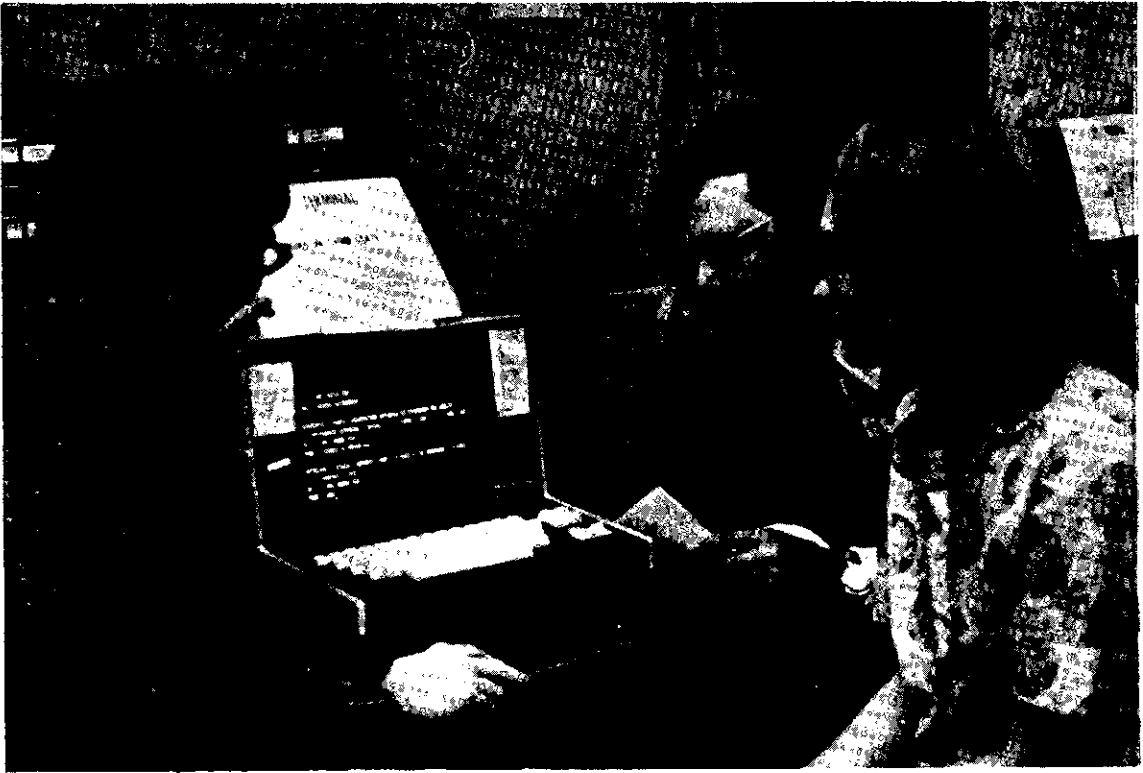


Photo by Dennis Keener

## the catalog information desk (cid) at the ohio state university main library

Since September 1974, technical services librarians have staffed the Catalog Information Desk (CID) at The Ohio State University Main Library. Although this assumption of a traditional public services function by the technical services resulted from an administrative decision, it ultimately results from The OSU Libraries' mission which responds to the question: How can we best serve the students, faculty, and staff of our community?

The arbitrary dichotomy between public services and technical services represents the analytical approach to staff utilization--an approach resulting in part from the Henry-Ford-assembly-line mentality. An equally viable means of staff organization originates from synthesizing tasks into larger, responsible units--the Mercedes-Benz manufacturing philosophy.

In practice The OSU Libraries has never been totally dichotomized:

Reference Department staff file their own cards and update their shelf list records; departmental librarians provide input on the cataloging of materials; the Central Serial Record (CSR), operating out of technical services, provides patrons with serial holdings and locations; the Regional Campus Technical Services Division (RCTSD) hands from the public services side of the organization chart.

Since the Autumn Quarter 1974, CID librarians have been assigned from technical services rather than from public services, but "assigned" is not the precise word to describe actual implementation of staffing since, for each librarian, CID work is voluntary. About two-thirds of the technical services librarians choose to work, as part of their responsibilities, from 1 to 4 hours each week at the CID; those who decide not to participate do so with impunity; occasionally other work or research demands has prompted a regular at the CID to withdraw for a quarter.

Although 1 to 4 hours less technical services work may be accomplished per each participating librarian, the CID staffers enjoy a reference break from selecting, acquiring, or cataloging materials; and patrons benefit from a wider base of human resources. In particular, catalogers face patrons, accountable for their product: the catalog.

While the CID provides general information for the 50,000+ students and 10,000+ faculty and staff of OSU,

its primary purpose is to aid these patrons in the use of the catalog. At OSU the catalog has two formats: card and magnetic tape. The card catalog in the Main Library is a union catalog of the collections in both Main and at the 22 departmental libraries; it is a dictionary catalog by author, title and subject(s) with series, cross-reference, and guide cards. The magnetic tape catalog, consisting of an abbreviated form of every item in the shelf list, has gained national prominence as OSU's automated circulation system the Library Control System (LCS).

In the Spring Quarter 1972, four technical services personnel staffing the CID on a volunteer basis during the evening, recommended that a LCS terminal be made available for patrons. This was installed in October, 1973; in the Winter Quarter 1975 a second LCS terminal for patron use was installed. (These terminals do not have charge/discharge functions; nor accessibility to personal information files.) With the planned transference of the current catalog from card to magnetic tape, 10 more LCS terminals are to be installed.

At the CID the choice of card or magnetic tape catalog for patron query results from the traditional reference interview. To use the card catalog a thorough knowledge of both OSU filing rules (based on LC filing rules) and form of entry is necessary but not sufficient. An intuitive feel for misfilings helps. To re-search

# table one

## type of questions asked at cid

TYPE	NUMBER	PER CENT
Subject	38	8.1
Specific item	169	36.0
Reference	50	10.7
Directional	129	27.5
Library procedure	83	17.7
TOTAL	469	100.0

items that patrons claim are not in the card catalog requires sensitivity toward human feelings. Why should they suspect that The Art of Asking Questions is filed 3 drawers later, rather than alphabetically with the neatly sequenced subject cards for ART?

Subject approaches to the card catalog should provide no problems to the catalogers who assign subject headings to materials; just in case,

however, a copy of LC Subject Headings stands nearby. Nothing can be more frustrating to a cataloger than remembering a book recently cataloged on a topic the patron wants but with a lapse of memory as to subject assigned.

Occasionally basic elements of the catalog card have to be explained. Sometimes patrons need to be reminded to copy everything in the upper left hand corner of the card. For machine checking the date in the call number does matter because the

call number tells the actual physical residence of the work. Since technical services librarians began working at the CID, many ghosts in the card catalog have been laid permanently to rest, and many suggestions for card catalog improvement have been effected.

If the CID librarian chooses to use the LCS terminal to answer a patron query, there arises the opportunity for terminal instruction. The LCS tape contains an entry for every item in the shelf list with weekly updates either manually or from an OCLC tape interface program. The LCS tape includes ERIC documents and STC materials available on microfilm. It has no analytics, no added entries (editor, joint authors, etc.), no serial holdings, and no subjects.

With this seemingly overwhelming detail of information, there are probably as many ways of terminal instruction as there are CID librarians, if not as many ways as there are patrons taught. Fortunately, except for questionable main entries (conferences, title entries, etc.),

multiple matches (AUS/UNITED STATES has 2,816 matches), and subtle punctuationings (e.g., hyphenated words), LCS searches are usually successful. The speed and ease of mechanized searches on the LCS terminal for routine specific-item works is such that it is worth making a patron wait until a terminal is available.

Although written instructions are near-by, personalized individualized instructions seem more effective. One strategy for terminal instruction use follows:

1. Help the patrons get over fear of the terminal by approaching it as a combination typewriter-television screen.
2. Allow the patrons to get comfortable with the terminal by dictating to them a search to perform, referring often to the written instructions which they can later use as a crutch.

## table two source of questions at cid

SOURCE	NUMBER	PER CENT
Telephone	71	15.4
Walk-In	389	84.6
TOTAL	460	100.0

The LCS access algorithms are:

author-title search (4 letters from the author's last name; 5  
ATS/\_\_\_\_\_ letters from the 1st title word)

title search (4 letters from 1st word; 5, from 2d word)  
TLS/\_\_\_\_\_

detailed search of call number  
DSC/\_\_\_\_\_ (call number)

shelf list position search  
SPS/\_\_\_\_\_ (call number)

author search  
AUS/\_\_\_\_\_,\_\_\_\_\_ (catalog entry for author's name)

Each LCS entry consists of call number, main entry, title, LC card number, LCS tape number, date, and number of items (usually copies). Then each item has a field for: line number, volume number, copy number, circulation condition, location, patron identification, circulation status, date charged, and date due.

3. Let the patron play with the terminal.
4. Be available to answer further questions as necessary.

Explaining the elements of a successful search on the screen may sometimes mean telling patrons that the book they want is checked out. This is still easier on them than their walking over the river and beyond the cornfield to the West Campus Learning Resources Center to discover that the book is

charged out. A user study of the LCS terminal, based on 300 questionnaires, showed that 68.7 per cent of the patrons used the LCS terminal to find out where a book is and if it is available for circulation while only 22.1 per cent used it as a substitute for the card catalog. The same study showed that 60.6 per cent prefer the LCS terminal while 13.7 per cent prefer the card catalog. An OCLC terminal for patron use, with different search algorithms and different screen information, was added in the Summer Quarter 1975, thereby providing the technical services librarians staffing the CID another terminal for a different sort of instruction.

Although the primary task of the CID is to aid patrons in the use of the catalog, none of the CID librarians take their primary assignments so strictly. Statistics kept during one week of the Spring Quarter 1975 are shown in Table 1. About 25 per cent ask directional questions. Both a campus map on a bulletin board locating the 22 departmental libraries and a campus phone directory are used to answer such questions. With the Main Library the third floor, approachable by stairs, is not the same as the third deck, approachable by elevator; during this time of construction of an expansion to Main, routings sometimes are abruptly and circuitously necessitated; therefore, intra-building directional questions may be answered (1) orally; (2) with paths blazed with signs and arrows; and (3) by providing an escort.

Reference questions that cannot be handled by the catalog are generally referred to the Reference Department or to the Mechanized Information Center (MIC). The Reference Department in turn refers patrons to the CID. The CID also functions as a back-up for the LCS telephone center: by troubleshooting analytics, uncertain entries, excessive algorithm matches, and recently filed cards. Statistics from the Spring Quarter 1975 show that about 15 per cent of the queries were by telephone (Table 2). Other chores at the CID have involved lending pencils, pushing canines out of the door, soothing irate patrons, and listening to homesick frosh.

Currently the CID is staffed from 9 to 5 Monday through Friday during the school session and for shorter times over vacation periods. When closed, a sign refers those desiring assistance to the Reference Department. Each quarter an hour by hour schedule is established for the CID. When meetings, appointments, or illnesses of CID librarians cause conflicts, librarians swap hours.

Cooperation among CID librarians effects the best possible service for each patron. There is a passing of information and answers as each librarian comes on duty. Essential data is written down and put under the plastic pad over the desk. Often a later CID librarian will return a phone call, or relay a message if the patrons return a call at their convenience. The cooperation extends to answering the strident ring of the telephone if the librarian on duty is busy with another patron. Although only one librarian physically sits at the CID each hour, each knows that he or she can telephone or walk into the processing area for assistance from a co-CID librarian. The needs of a patron justifies the interruption of authorizing purchases or cataloging a book. Public service could be intimidating, but the way it's done by the OSU technical services librarians at the CID, it's not. The service orientation at The OSU Libraries outweighs ego protection and has resulted in excellent service for the 60,000+ members of the Libraries community.

# FARE THEE WELL WILLIAM J. STUDER

Dean Studer's Indiana University experience spans three degrees, one in English and two in Library Science. He worked here as a Graduate Assistant (1959-60), a Reference Assistant (1960-61), the Director of Regional Campus Libraries (1969-73), and the Associate Dean of University Libraries and Director of Regional Campus Libraries (1973-76). He was at the Library of Congress for nearly four years (1961-65), first as a Special Intern and then as Reference Assistant and Senior Bibliographer. Dr. Studer has been a participator all the way from the I.U. Necrology Committee to the Board of Directors of the Indiana Cooperative Library Services Authority. He has played a major role in the planning and design of library facilities at four of the six regional campuses. His list of committee participation in and out of the library, on and off the campus is long and impressive.

Some equate Dr. Studer's name with automation at I.U. Libraries. His doctoral study, Computer-based Selective Dissemination of Information (SDI) Service for Faculty Using Library of Congress Machine-Readable Catalog (MaRC) Records, was the only significant participation I.U. made in the MaRC I pilot project. He undertook the directorship of Regional Campus Libraries when its then-fledgling automated technical services system was as vulnerable to failure as it was destined for success. His work, first with the Task Force to Investigate the Feasibility of a Cooperative Bibliographic Center for Indiana Libraries and later, on the Board of Directors of the Indiana Cooperative Library Services Authority have at least indirectly resulted in the advent of the use of OCLC at I.U. His influence both as chairman of the Data Systems and Services Operations Advisory Committee and as liaison to the Library Automation Advisory Committee in no small measure tie him with I.U. Libraries automation.

It is perhaps more accurate to equate Bill's name with generally good sense academic librarianship. The microfilming of the Bloomington library catalog; the generation of the Regional Campus Libraries Union Catalog; intra-University library materials gift exchange and storage; a library clerical staff organization; job descriptions for all staff; complete and accurate personnel files; flexible schedules for librarians and support staff; uniform system-wide borrowing privileges for all I.U. faculty; and library materials security systems are but a few of the multitude of non-automation issues which Bill has initiated or effectively supported.