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AN EVALUATION OF THE APPLICATION OF SURVEY
RESEARCH TO PUBLIC ADMINISTRATION:
A CASE STUDY OF THE UTAH STATE
UNIVERSITY MERRILL LIBRARY

by

Richard Allan Jenson

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Political Science

Approved: _____

UTAH STATE UNIVERSITY
Logan, Utah

1971

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Richard Allan Jenson

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ABSTRACT

An Evaluation of the Application of Survey

Research to Public Administration:

A Case Study of the Utah State

University Merrill Library

by

Richard Allan Jensen, Master of Science

Utah State University, 1971

Major Professor: Calvin Hiibner

Department: Political Science

Libraries, like many other governmental organizations, have a peculiar difficulty assessing how well they are able to serve their clientele. The reason is that they have no measure of success, such as profits or votes. The only measure is usually vocal communications such as complaints, suggestions, compliments or criticisms. Some of these suggestions are valid, but placing one's judgment on these communications can be very tenuous, and not necessarily representative of the desires of a majority of the clientele.

The purpose of this research was to test the use of survey research as an aid to the public administrator. The intent was to assess the polling technique as a tool to inform the administrator of his patrons' attitudes.

In order to accomplish this goal it was decided that the best approach would be a case study of a particular institution; the Utah State University Merrill Library.

Because a library actually serves two distinct groups; the students and faculty, it was decided that different questionnaires would be necessary for each group and in addition a third group, the library staff was included in the research in order to compare their attitudes with the groups that they serve.

The research finding provided a great deal of information that could prove very useful to the administrators. Probably the most salient facts were the differences between the three groups surveyed.

The faculty, staff and students varied in three main areas. First, the attitudes varied concerning what the library is. Second, there were differences in the appraisal of the quality of the services provided by the library. Third, the three groups varied concerning the adequacy of the material available from the library.

In addition, this research provided extensive information about the attitudes of those who use and depend on the library, as well as those on whom the library depends in order to function.

(185 pages)

CHAPTER I

INTRODUCTION

During March of 1969, Dr. Milton Abrams, University Librarian at Utah State University asked the author to help him determine how the students of the university felt about the library and the services that it provided. After some discussion it was determined that the author would administer a questionnaire to a sampling of the students of the university in order to accomplish this goal.

After the results of the survey were analyzed, the author noticed that the emphasis the students placed on different functions of the library differed from that of his own as a library employee. The author then decided to conduct a study to determine if his co-workers' view of the library was also different from that of the students.¹

¹Libraries, like many other government organizations, have a peculiar difficulty in assessing how well they are able to serve their clientele or what it is that the patrons really desire to have. They have no measure of success as a business does in its profits or a politician does by counting votes. The only measurement that administrators in a service-oriented public organization have are complaints, suggestions and criticisms from those who are vocal enough to express themselves. Some of these suggestions are admittedly valid, but placing one's judgment for the operation of the library, on this sort of thing is extremely hazardous, because these expressions are most often those of particularly vocal persons who do not necessarily represent the majority of the studentbody or faculty members. Therefore a secondary goal of this paper is a case study to ascertain whether survey research can be a tool of the administrator in order to help coordinate the goals of his organization to include desired objectives of the persons whom he serves.

He decided that a similar study of faculty opinion towards the library might help explain some of the variations of opinion between the students and library staff. Or perhaps a faculty opinion would show a third, and different viewpoint of the library's role.

The view of patrons towards an organization that serves them is structured largely by what the goals of the organization are and what the history of the organization has been. Therefore a cursory discussion of the history and goals of the Utah State University library is provided below in an attempt to help understand better the views of those who use and run the library.

The 1958 report of the Northwestern Association stressed deficiencies in the Utah State University Library. At this time the University was using the facilities of a library built in 1930. These facilities were out of date and badly in need of modernization.

It may have been the critical evaluation of the Northwest Committee which influenced the final decision to press for state funds for a new building. In 1961 a legislative appropriation was made and a planning committee was appointed to begin plans for the construction of a new library facility.

Construction of the new building began in 1963 and the first phase (two floors) were open to the public on January 6, 1965. The entire structure (four floors) was dedicated on May 25, 1967.

The physical changes inside the library have greatly affected its administration and management. Expansion from a building designed to hold eighty-thousand volumes to one with a capacity of over one million has created a major

change in the administrative techniques and a reappraisal of the goals of the library.

The goals for the university are varied and reflect a diversity of attitudes and future objectives. These goals were summarized in a library building dedication handout.

Briefly summarized, the goals are as follows:

I. GOALS FOR THE UTAH STATE UNIVERSITY LIBRARY:

- A. To acquire, process, store and make available the world's knowledge so that it may be used in sustaining university instruction, research and extension programs.
- B. To develop a superior physical facility and arrange the collection for freedom of access.
- C. To support university programs by providing professional library services for the faculty, students, and university community.
- D. To provide such auxiliary services as copying services, listening facilities, cultural forms, facilities for self-instruction and other services and facilities as they are made available by modern technology.
- E. To support and participate in state, national and international programs that will enrich the university environment.

- F. To provide employment opportunities for an increasing number of students plus training which should support recruitment for the library profession.²

These goals indicate a concern not only with books and study areas, but also with services such as copying services, and other auxiliary facilities. This implies that there may be several distinct areas and operations that are not closely related. This fact necessitates that functionally the library system must be diversified. The major theme of this research is intricately tied to this diversity as will be discussed later. Multiplicity of purpose or service is a major factor of library administration. The effect this multiplicity has on different groups using the library will form the basis for this research.

Formal Structure

It is difficult to determine how different groups view the library without first discussing the structure of the library and how it functions.³ This section will give a basis for understanding the functions discussed in the rest of the paper.

The administration of the library is divided into six divisions; public services, technical services, special collections, social science, science and documents, and humanities. Two of the six divisions actually are services that are relatively distinct from the other four.

²Library Report, Prepared for Dedication Ceremony, "Special Summary of Library History and Goals", 1967, p. 2.

³This and all other descriptions of the library refer to Structure at the time of Surveys.

Public service is concerned with the many functional aspects of the library such as checking in and out books, reserving books for use inside the library itself, inter-library loaning, providing photocopying service, and maintaining a general reference area. All of these functions are somewhat different than the usual library jobs of cataloging, processing, shelving and storing books. One person is at its head and then each area under him has a specific person in charge. Public Services is divided into five very different departments involving all functions not related to a specific subject division. Included under Public Services is the central or core reference, which is responsible for handling general reference questions as well as questions about the main card catalog, and a large variety of different types of problems and questions not related to one of the subject divisions of the library. Also in this area is the non-print material such as microfilms, microcards, and other material which requires electrical or mechanical devices for reading. The collection management is also located in Public Services. This subdivision is responsible for shelving all material, keeping it in order and supervision of the entire library at nights and during the weekends. Circulation, another subdivision of Public Services is responsible for the checking out and in of all material that leaves the library as well as the collection of fines for overdue material in addition to all other record keeping functions associated with the circulation of the library material. Reserve, also a Public Services area, is a special area set aside to maintain control of books that are used heavily. The purpose of this area is to maintain volumes inside the library and loan them out on a limited basis to be used within a specific area. Inter-library loan, the final area in Public Services, is responsible

for obtaining loans of material from other libraries and checking out to other university libraries material that is owned by the USU Library that the other libraries wish to borrow.

A second division, Technical Services, includes those processes necessary for the physical upkeep, cataloging, obtaining and controlling of books and magazines. Like Public Services, Technical Services is also divided into distinct lesser departments. The Technical Services Division includes serials, which deals with the periodicals, cataloging or control and organization of books, acquisitions for obtaining books and binding for repair and upkeep of these books.

The next three administrative concerns are quite different from the services, in that they are separated by subject matter and not by process. The Social Sciences, Science and Documents, and Humanities areas cover distinct subject areas, each occupying a different floor of the library. The personnel in these areas are responsible for upkeep, and physical handling of books, as well as control of reference material in their respective areas. The main function of the people located in these areas is to refer patrons to material and help with their specific problems.

The Documents section is somewhat different, because it is a depository for all government publications, and, as such, includes major services and several subject areas. Because the Utah State University Library is the regional federal depository, the number of volumes in documents is vast; almost one-third of the library material is documents. Administratively, documents is connected with the Science department with considerable over-lap of personnel.

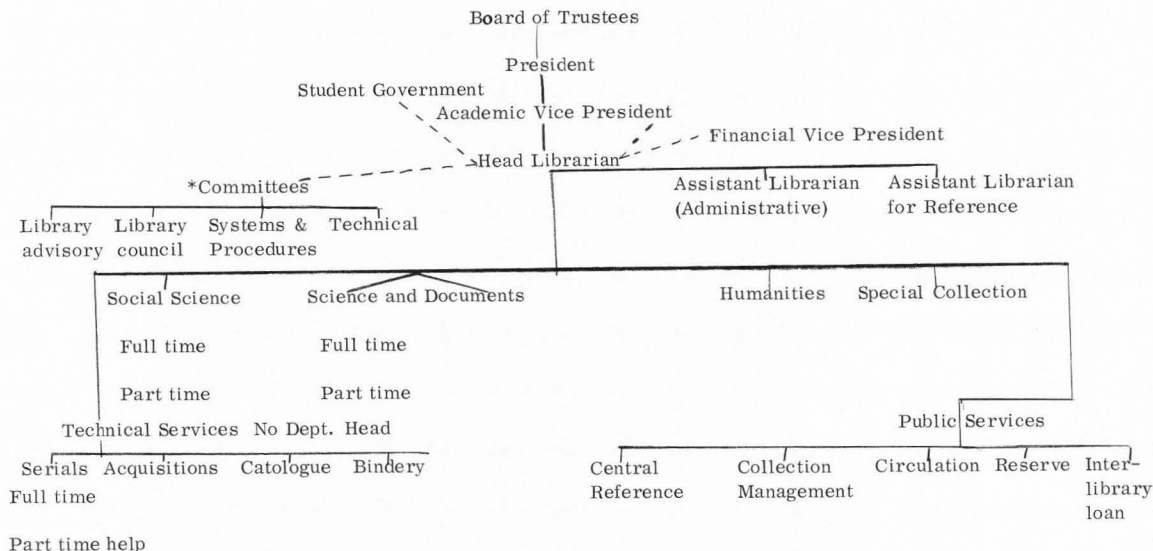
Special collections, is also different from the other divisions. Where the other divisions are set up to provide services quickly and directly to the student, the average student would find it difficult to use the materials available in Special Collections. The main responsibility of the Special Collection's librarian is to obtain and store rare materials. Measured in dollar value, Special Collections is probably the most richly endowed area in the library.

Each of these divisions is headed by a director who is given a great deal of autonomy. It is important to note, however, that the obtainment of the goals of the library necessitates librarians of the different divisions to work together and co-ordinate their activities.

The University Librarian is responsible for the entire library and is the immediate superior of all six division heads; he has the power to make and enforce any decisions concerning the library. However, because he is a generalist and not a specialized librarian, most of his authority is in the financial and management functions and not the actual library functions. A chart of the library structure can be found on the following page.

FORMAL ADMINISTRATIVE STRUCTURE OF THE USU LIBRARY

MARCH 1970



*Committee placement in formal structure is arbitrarily decided by author. Dotted line indicates that not in formal library authority structure.

Figure 1. Formal Administrative Structure of the USU Library

Orientation of the Research

Students of public administration often undertake studies of organizations financed by public funds. Such organizations often include government agencies, hospitals, prisons, police forces, and city and state governments. The study of libraries, with few exceptions, most often has been made by library scientists. One of the central themes of this research is that public administrator/political scientist orientation should have its place in library administration, with the suggestion that the administration of libraries rightly belongs as one of the most appropriate forms of public administration.

Precisely what the author means in this paper was stated by Ernest

R. DeProspero, Jr.:

There appears to be a growing recognition, albeit largely verbal, that the library profession must generally seek the aid of other disciplines. More specifically, library administrators, as heads of public or semi-public institutions, cannot retreat behind "insulated" walls, being either unconcerned or not involved in problems besetting American society today. It is primarily based on this assumption that this paper looks at the role, actual or potential, which the political scientist and public administrator may play in aiding the library administrator.⁴

According to DeProspero, there is much that the political scientist/public administrator can do to aid the library administrator. In fact, as early as 1949, the American Library Association, through the Report of the Public Library Inquiry, recognized the position of the library in the political

⁴ Neal Horlow, et al., Administration and Change: Continuing Education in Library Administration (New Brunswick, New Jersey: Rutgers University Press, 1969), p.

process and acknowledged the role of such political processes as tax collection, budgeting and community relations in library administration.⁵ The research conducted on the USU Library suggests that public administration is more than an aid to the library administrator but rather that "library administration parallels public administration in a number of ways, and, in a very real sense, library administration is only an extension of public administration."⁶

What seems apparent is that public administration and library administration at certain levels are completely interchangeable.

At higher levels of administration particularly, the task of the administrator must be viewed as largely a political one. It has been estimated that as much as eighty percent of the time of the public library administrator is spent on the library's political relationships and we believe this would hold true - if to a somewhat lesser extent or in less obvious ways - with library administrators in other settings.

Yet it is characteristic of librarians to eschew discussion if not active involvement in politics and things political, as if to suggest that understanding of the political world in which the library functions is to be equated with subscribing to the power motive. Such a view is naive and can be disastrous. Libraries do not function alone; they are dependent on agencies in their environment for support. And for this reason, external factors are key determinants in shaping their goals and influencing their success. Political sophistication will become increasingly important for every type of library as they enter more serious competition with alternative agencies and

⁵ Oliver Garceau, et al., The Public Library in the Political Process: A report of the Public Library Inquiry (New York: Columbia University Press, 1949), p. 255.

⁶ Paul Wasserman, "Development of Administration in Library Service: Current Status and Future Prospects," College and Research Libraries, XIX (19 July, 1958), 288.

as they plot out new service areas and seek to reach new clientele in new ways.⁷

An indication of the place of public administration in the library is suggested by the fact that in one of the most recent publications on library administration, 21 out of 40 contributors to the volume had obtained their degrees either in public administration or in political science.⁸ This would seem to indicate that currently, public administrators are beginning to realize that they can contribute to the study of library administration. Slowly library administrators are realizing that the fields of politics and administration are becoming significant for the future development and progress of the science of library administration.

In order to apply some of the concepts of public administration to the library problem, the author undertook this study with the orientation of a public administration to examine library services and procedures. It appeared to this author that the place of the library in the political process required a library administrator to perform functions that were more administrative than purely of a library science nature.

An analysis of the functions performed in the Utah State University Library indicated that there appears to be a distinction between the typical staff functions of material acquisition, technical processing, reference and

⁷Paul Wasserman and Mary Lee Bundy, Reader in Library Administration (Washington, D. C. : Microcard Editions, 1968), p. 255.

⁸Ibid.

collection management and those of administrative duties. It is with these administrative duties that this paper mainly deals.

In the Utah State University Library, the chief administrator performs basic functions; budgeting, public relations, personnel administration, goal setting, and reporting. Planning a budget requires two types of knowledge; one is knowledge of internal library requirements, and the second is an understanding of the political processes of legislative and executive apportionments as well as knowledge of the numerous machinations involved in establishing priorities among government-supported agencies. Knowing the internal requirements of a library requires the same sort of information inherent in budgeting in any government agency and is therefore a form of public administration. Understanding the political processes of ways to obtain money is not usually known by librarians, and the subtle means available to enhance a government subsidy are not utilized.

The library administrator, as a professional, should candidly admit that if the library is to fulfill its historic mission it will be his responsibility to assume active leadership in the effort. He must recognize that he is best equipped by training and purpose to define the goals, develop the role and protect the interests of the library. He must know his community, its organization, its leadership, its processes, its opportunities as well as its constraints. He must have the professional self-confidence to do more than respond to spontaneously expressed service demands from the community; he must be willing to take risks by telling the community what his professional judgement tells him the community needs. He should not withdraw from the task of mobilizing support for his programs and, when necessary, assist in creating demands for them.

The task is obviously great. The political scientist/public administrator can aid the library administrator in meeting the challenge and taking advantage of these opportunities. But it must be recognized that the library administrator must be willing to seek

his help; that it is indeed a two-way process; and, that the library administrator must become an integral part of that process.⁹

The budgeting process is the most significant thing that sets public administration apart from other forms of administration and establishes it as a discipline in itself. The fact that an administrator must be informed about and understand the interactions of the political process to effectively operate is accepted in the field of public administration.

The second function of the library administrator, and one closely tied to budgeting, is the establishment and continuation of public relations.

Today's library administrator must recognize and believe that the library, as a public service which is supported in whole or in part by public monies is involved in the political process, however apolitical its nature intrinsically is. It is simply a fact of life that the library cannot avoid being involved in the process through which political decisions are made in respect to the distribution of public monies. And it should be realized that the library cannot maximize its chances of receiving a sufficient proportion of these public monies - or justify what it has received - without a political base of support.¹⁰

In most cases this "base of support" is best obtained when the administrator is schooled in the art of political science and understands the nature and position of the political leaders.

Another aspect of public relations that the university library must realize, is that the students wish to participate in the decision-making process. The student community and the sociological-political processes of that

⁹ DeProspero, Administration and Change, p. 37.

¹⁰ Ibid., p. 33.

community are becoming more and more important in university administration and in the operation of the university library, therefore, an appreciation and understanding of the politics of student participation is essential to anyone involved with a service to them.¹¹ The evaluation of public opinion, and the measurement of the effectiveness of public relations of the library are two of the primary objects of this research.

A third area of library administration which involves the sort of knowledge gleaned by a public administrator, is that of personnel administration. The supervision, classification, motivation and general control of personnel in the library is more closely associated with the government bureaucracy than any other organization. The characteristics of public organizations and the personnel administration of those organizations are different from any other type of personnel administration.¹² The form of administration appropriate in a government organization is one of the main aspects of the public administration discipline.

A fourth function of a librarian is that of goal setting. This function, performed usually at the top of the organization hierarchy lends itself to the discipline of public administration. This goal setting is performed in relation to the political environment, and usually is a reflection of the political setting

¹¹ Ibid., p. 34.

¹² For a discussion of these differences see Glenn O. Stahl, Public Personnel Administration (4th ed. New York: Harper & Brothers, 1956), pp. 8-11.

of the library, an understanding of political problems, processes and procedures is very helpful to the library administrator if he is to set goals that adequately reflect the position of the clientele whom he serves.

A library administrator is required to report his plans for the library, and account for his past administrative actions. His reports usually serve as a basis for evaluation by those groups which use and support the library. Most often these groups are composed of elected individuals, political appointees or some combination of the two. An understanding of those areas which most interest and concern these people as well as an understanding of the intricacies of the election process and the appointment process could serve as an aid to the administrator in knowing that to emphasize and how to present the material in his reports.

It is mainly these functions that the author was concerned with when conducting and evaluating this research. He hoped that his research will indicate how the public administration approach, using survey research as an tool, can provide a service to the librarian and provide additionally needed knowledge about the Utah State University Library and its functions in relation to political processes.

CHAPTER II

REVIEW OF LITERATURE

Any person who examines the bibliographical services for library literature will soon be aware of the large number and kinds of library surveys which are conducted annually in the United States, as well as in foreign countries. There are several major aspects of library service involved in these studies, they include surveys of material in the library, surveys of procedures of many related libraries, surveys of the number and type of clientele that do use the library or could use a proposed library as well as surveys of clientele for the purpose of evaluating the type of material that is being used by them. The term survey is also used to include the type of research included in this paper where the clientele are asked to evaluate the services and policy of a particular library.

The surveys which are directed towards library users for the purpose of obtaining their views concerning library procedures and methods are by far the least common of the different surveys. One reason for the limitation of this type of survey is "that there are many surveys, particularly those made for organizations, business, industry, and government which are regarded as internal administrative reports and are not reproduced for general circulation."¹³

¹³Maurice F. Tauber, "Survey Method in Approaching Library Problems," *Library Trends*, Vol. 13, 1964-65, p. 27.

The limited number of such surveys coupled with the restrictions on the publication of such material have limited the available material relating to this type of survey.

The rationalization for the existence of the later type of library survey have been discussed by several authors, but most generally discuss the particular problems associated with the specific institution of which they are concerned at the time of the study. However, Louis Round Wilson and Maurice F. Tauber in their book, The University Library, published in 1956, provided extensive discussion of the particular position of the university library in attempting to evaluate its service and pointed out that

The university library, although it differs from a business enterprise in that it is not required to show a profit, requires periodic checks of its facilities and services for the purpose of measuring efficiency. The annual report, while useful as a check on the operations and services, may lack the perspective and breadth of a view that are frequently found in a thorough review or survey of conditions . . .¹⁴

A survey of the University of Columbia as well as surveys conducted at McGill University and the University of Southern California by Professor Tauber are discussed in his book, Library Surveys. This text is a summary of the Conference on Library Surveys, held at Columbia University, June 14-17, 1965 and sponsored by the Committee on Library Surveys of the Association of College and Research Libraries of the American Library Association.

¹⁴Louis R. Wilson and Maurice F. Tauber, The University Library: Its Organization Administration and Functions. 2nd Ed.; Chicago, Illinois: University of Chicago Press, 1956. 570 p.

Included in this volume are articles dealing with all types of library surveys previously discussed. One very appropriate article deals with "The Library Survey: Its Value, Effectiveness, and Use as an Instrument of Administration."¹⁵ This article discusses the varied ways that different universities have used library surveys. E.W. Erickson in this article points out that

. . . of the 775 recommendations made in twelve library surveys the librarians whose business it was to implement the survey recommendations said that more than half of them had been carried out completely or to a large degree. In only about 25 percent of the cases was nothing accomplished.¹⁶

In 1936, Edward A. Wight discussed "Methods and Techniques of Library Surveys." He found that public library surveys of 1936 made only a limited contribution to the study of library problems because they were subjective, and because they had limited distribution and frequently appeared only in summary form.¹⁷

Wilson prepared a statement on library surveys in 1947. He pointed out that there were improvements in library surveys and that they had been very influential in academic situations. He felt that they had aided in making the library staff more aware of problems, helped the administrators to

¹⁵ Maruice F. Tauber and Irlene Roemer Stephens, Library Surveys (New York: Columbia University Press, 1967), p. 231.

¹⁶ Ibid., p. 233.

¹⁷ Edward A. Wight, Methods and Techniques of Library Surveys, "in Library Trends ed. by Louis R. Wilson (Chicago, Illinois: University of Chicago Press, 1937), pp. 344-360.

develop clearly stated codes and policies, helped to orient the administration of the university and library of the purposes of the library and its role in the educative process, and that the survey had helped to open channels of communications of information concerning the library.¹⁸

Marion Milczewski, is critical of the concentration on tabular presentations, and suggests that they

. . . led the author both to give a misleading appearance of precision in the results so carefully tabulated, and to understate the values of social and political pressures which lead to correction of deficiencies to which surveys are intended to call attention.¹⁹

Milczewski, felt that the surveys should have been analyzed in relation to the "animating spirit" which inspired the surveys and was involved in their conception and development.²⁰

A complete review of all surveys conducted by libraries would be nearly impossible for this paper. E. Walfred Erickson summarized the published surveys between 1938-1952 in his book, College and University Library Surveys 1938-1952, and developed an extensive book for that time

¹⁸ Louis R. Wilson, "The University Library Survey: Its Results," College and Research Libraries, VIII, pp. 368-375.

¹⁹ Marion Milczewski, (Review of) College and University Library Surveys by E. W. Erickson, College and Research Libraries, XXIII, p. 357.

²⁰ Ibid.

time period alone. Perhaps the major findings from his book would delimit the necessity of further development of particular library surveys. Erickson found that during this time period "the major purposes of general university library surveys vary only slightly from survey to survey."²¹ He summarizes these purposes in eight general statements which he felt covered all the reasons for the conducting of library surveys. The following were those purposes:

1. To make a careful and comprehensive study of the entire library situation.
2. To submit recommendations for long-range plan of development.
3. To set the library in the perspective of the history of the university, state, and region.
4. To discover ways and means of enabling the library to improve its organization and administration.
5. To indicate means by which the library resources of the university may be effectively related to and integrated with the libraries of the state, and region, the nation.
6. To discover the limitations which are at present retarding the effective operation of the library.
7. To contribute to an increased understanding of the library's needs, problems, and role both on the campus and throughout the state.
8. To determine the present effectiveness of the library in playing its proper role in support of stated objectives of the university.²²

Judging from the surveys that this author has been able to obtain and study, this serves as a very adequate summary of the surveys that have been conducted since 1952 in addition to those conducted between 1938 and 1952. Since any summary of all those surveys conducted by libraries would necessarily

²¹Walfred E. Erickson, College and University Library Surveys, 1938-1952. (Chicago, Illinois: American Library Association, 1961), p. 115.

²²Ibid., p. 5.

be very redundant because of this fact the author has selected six individual surveys; the first, and second, to indicate an example of the general type of library surveys that are conducted by libraries and the last four because of their similarity and relevance to the research that the author conducted.

One of the first most extensive surveys of this type was conducted by Columbia University during the 1956's. This survey contained 53 questions directed to the faculty of that University. Most of these questions were related to the type and amount of material used by the specific faculty member and his recommendations concerning future acquisitions of the library. In addition there were some questions relating to the facilities and policies of the different Columbia University Libraries.²³ This survey conducted by the best known authority on library surveys, Maurice F. Tauber was intended as an aid in planning, expansion, and revision of the libraries of Columbia University.

During 1959 the University of California, Los Angeles Library conducted a survey under the supervision of the College Librarian, aided by a committee of library staff members. This is an excellent example of surveys that are conducted by the staff of the library for that library. This survey used questionnaires designed to aide the librarians in understanding what type of material was being used by the students of the university. The results of the questionnaire gave the librarians specific information concerning use and

²³ Tauber and Stephens, p. 16.

understanding of such things as the card catalog, reserve areas and specific library areas. The idea was to provide a basis for expansion of the library service at UCLA including physical facilities.²⁴

A survey very similar to the author's was conducted on the El Camino College Library, El Camino, California. The students of the college, faculty members and staff of the library were administered questionnaires designed "to evaluate the relationship of the library and the instruction program at El Camino."²⁵ The organization, government and administration of the library were covered in the questionnaires, along with questions on specific functions such as circulation, arrangement of the library and other questions related to the adequacy of the library. The committee in charge of the study recommend

. . . a number of steps for expanding this aspect of the library role at the college and, as a major suggestion, purposed the unification of the administration and operation of the library and the audiovisual services under a Dean of Instructional Resources.²⁶

Also, during 1966 the Ohio State University conducted a similar survey on its libraries. A questionnaire was administered to students and faculty

²⁴ Norah E. Jones, Books are Being Read: Summary of a Questionnaire on the Use of the University of California, Los Angeles (Los Angeles, California: University of California Press, 1959), 46 p.

²⁵ Andrew H. Horn, Report of a Brief Survey of the El Camino College Library (Bethesda, Maryland: Educational Resources, Information Center, 1966), p. 2.

²⁶ Ibid.

members as they entered the library on one specific Tuesday afternoon. The intention was to determine "(1) the characteristics of library users, (2) the way which users avail themselves of the facilities, (3) the users opinions of the library and its services. "²⁷ The results of this survey are also very similar to the author's especially concerning the number of users which use the library only for study purposes (55 percent in this case) and the fact that the questionnaire is "effective for measurement of library-campus relations. "²⁸

Shortly before the research on the Utah State University Library, the Brigham Young University Library conducted similar research with their students and faculty. This research, used survey research to determine attitudes of BYU students and faculty members toward the BYU Library. The BYU study was interested in determining general and specific attitudes toward the library as well as recommendations for improvement and information related to the type and amount of use the library was receiving. Except for the inclusion of library staff as a part of the survey, and reference to specific problems of each library these two surveys are very similar. It would seem interesting to note that several of the findings were also similar. Like the Ohio State and Utah State surveys the BYU survey indicated that "by far the greater number of the students came to the library to study from their

²⁷ Orlando Behling, and Kermit Cudd, "A Library Looks at Itself," College and Research Libraries, XXVIII (1967), p. 417.

²⁸ Ibid., p. 421.

own books and notes."²⁹ Also similar between the two surveys was the emphasis of students on physical aspects of the library such as temperature and noise. Also similar was the emphasis of the faculty on the collection of materials relating to their field of study.³⁰

The Alabama Polytechnic (Auburn) during November of 1948 conducted a survey of library at the request of the President of the Institute. The objectives of the survey were to consider the role of the library of the institute as a service agency in the support and development of instruction and research, to formulate plans for the improvement and to establish means of increasing the library effectiveness in the aid of teaching research and extension work. A questionnaire was used in conjunction with extended interviews of selected students and faculty members, as well as interviews with library staff and Institute administrators. The committee conducting the survey summarized from their survey a list of 90 recommendations concerning funding, organization, public relations and policy of the library. These recommendations varied from very general recommendations related to the place of the library in the Institution to specific recommendation relating to an individual

²⁹ Robert Downs, A Study of the Brigham Young University Libraries, 1968, p. 144.

³⁰ Ibid.

on the library staff. In all this was probably one of the most comprehensive of all the surveys conducted.³¹

³¹Louis Round Wilson and Robert W. Orr, Report of the Libraries of the Alabama Polytechnic Institute (Auburn, Alabama: Alabama Polytechnic Institute, November 1948-March, 1949)

CHAPTER III

METHOD AND PROCEDURE

Hypothesis

There are three general hypothesis that this research tests. Although they are related in some respects, they are divergent enough to be considered separate entities. All three illustrate the problem of attitude differences among three groups of individuals, library staff, students, and faculty members but each hypothesis indicates a different aspect of the attitude.

The first hypothesis tested illustrated that the attitudes of the students, library staff, and university faculty vary significantly concerning the general purpose of the library functions. (The idea behind this hypothesis is that the functions which the library exists to serve are viewed differently by all three groups.) The purpose here was to reason overall attitude. What this hypothesis suggests is not a dichotomous view of the purpose for the existence of the library, but rather, it suggests a different emphasis on the functions performed by the existence of the library organization.

The next purpose of this research was to test the hypothesis, that, the perceived quality of the services provided by the library will vary between the library staff, university faculty and students. Perhaps a word of explanation of what is meant in this hypothesis by the term services would be

apropos at this point. The term service could include the availability of study areas, materials available, and technical services as well as a melange of other library associated activities. In this hypothesis the term is limited to include (1) the reference and other consultative help provided by the library staff; (2) a general rating of the overall library; (3) an overall rating of the different areas in the library; (4) the length of time the library services are available; and (5) the method of organization of the materials in the library. In general, the analysis of this hypothesis will entail the measuring of attitude of the three groups to these "services" and the comparison of these attitudes.

The third purpose of this research is to test the hypothesis that: attitudes as to the adequacy of the material found in the Utah State University Library will vary significantly between the Library staff, students and university faculty. In connection with this hypothesis one could assume that no university library with a limited budget could ever be completely adequate. The problem is, assuming a limited budget, how do the different groups connected with the library view the adequacy in relation to adaptation to the university programs and the relative effectiveness of allocations of the limited funds.

It might be noticed that all three of these hypothesis might be grouped together under the general hypothesis that, the attitudes of the library staff, university faculty and students toward the library varies significantly. While this does cover the hypothesis it was felt that it was so broad in scope that it

totally escapes the possibility of developing any part of conclusions without the enumeration of voluminous qualifications on any statement made.

Research Methodology

A major objective of this research was to apply survey research to the peculiar problem of administration of structures like the USU Library that have a limited ability to ascertain their perceived effectiveness serving their clientele. For this reason the methodology used was one of the major aspects of this research and so will be developed at some length here.

Other libraries faced with the same problem that USU faced have conducted research by administering straw polls to library patrons while they were in the library. One in particular (BYU) placed copies of questionnaires at the entrance to the library and allowed interested students to fill out those questionnaires. The author rejected this type of sampling because he felt it automatically excluded those people who were so dissatisfied with the library that they refused to use it.

The author contacted Dr. Dan E. Jones, and with his aid developed a sample that was based on scientifically obtained area formula. This formula produced selected areas that were intended to provide a cross section of the different groups on campus. These areas included such places as the entrance to the University Center, the entrance to the library, outside the engineering complex and many other areas that were selected because of the type of individual that would normally be found in that area. In order to eliminate any duplication of persons interviewed the pollsters were instructed to poll these areas at the

same time of day and on the same day. After the pollster reached his assigned area he was instructed to randomly select every third person that passed by his area, thereby providing a random sample within these areas. (For a discussion of this sampling technique see Charles H. Backstrom and Gerald D. Hursh, Survey Research, Northwestern University Press, 1963).

Student questionnaire

The questionnaire was designed with two type of questions, the "closed end" questions, requiring only that the respondent check one of the predetermined series of specific responses, such as sex, age and class rank. The "open end" questions permitting the respondent to write as he wished about information of more general character.

The first 18 questions, excluding No. 14 were intended to gather information about library users, to determine the type of person who participated in relationship to the answers he gave and to establish variables that might influence the answer to a particular question. Some of these questions served a dual role. For example, question C-11 (Do you live (1) on campus, (2) off campus within Logan City limits, and (3) outside Logan City?) not only provided control information, but also provided analytical information, when compared with other questions. This is true also of question C-12 (Where outside the library do you usually study?), which provided information on how many people would prefer to study in places other than their apartments or dormitories, and of question C-13 (Would you say your study area outside the library is (1) conducive to study, (2) sufficient for studying, and (3) not

conducive to study?), which provided information on how people felt about study atmospheres in apartments or dormitories. Question C-14 (Do you feel there is a need for university study areas outside the library?), provided information on what type of and how many students desire university study areas other than those provided by the library.

The same dual role was performed by questions C-15 (For what reason do you usually go to the library?), C-16 (In what area in the library do you usually study?), and C-17 (On the average, approximately how many hours per week do you spend in the library?) which not only provided statistics on the amount and type of library usage, but also indicated how specific types of library user felt towards the USU library. The answers to these questions showed (among other things) what percentage of students use the library to study from their own books, and how they view the library.

Beginning with question C-18 (If less than 5 ask: Could you tell me why you don't use the library more often), the inquiries were of a purely analytical type. These questions were designed to illicit critical comments. Most of the complimentary responses were of an unsolicited nature and completely unexpected. The main purpose of these questions was to give a better understanding of problem areas in the library and to gain a more exacting and dependable understanding of library problems.

There were nine multiple choice questions in this section. Of these nine questions eight of them were designed to provided exacting, quantitative information about library services and service areas. All of these questions

were useful in providing analytical and comparative statistics on student attitude toward specific library services and the areas from which they receive these services. These statistics were valuable not only as attitude indices, but also in that they lent themselves to comparisons of different areas and provided information on what type of student liked or disliked a certain service or area.

Question C-19 (In general, do you find the library services (1) good, (2) satisfactory, or (3) unsatisfactory?) was used as a general question that was useful in obtaining an indication of general student attitude towards the library. Although this particular question does not indicate reasons connected with feelings toward the library, it does indicate what percentage of the student body feels that the library does a good, satisfactory, or unsatisfactory job of disseminating information to them.

There were six "open end" questions used in this section. Of these six questions, five of them were used to obtain specific comments or suggestions from those students who expressed some sort of criticism of the library. Not only were these questions intended to provide a better understanding of the reasons for student discontent, but they were also intended to provoke suggestions that would help remedy problems that might exist.

The last question of the survey, No. C-32 (Do you have any other problem, comments or suggestions concerning the USU Library?), had a very specific intent. The author realized that because of his connection with the library he himself, even though he was at the time a student, might

be extremely staff oriented. This, of course, would mean that he would recognize problems mainly from a librarian's point of view. For this reason, question C-32 was designed to include those things which the author had left out.

A total of 450 questionnaires were completed, of these 446 were in usable form. These questionnaires were then tabulated using IBM 360 computer.

The summary of the answers provided by the computer to the "close end" questions is listed in the section "Question Totals", Appendix A, page 77.

There is summarized how each question was answered. It provides in the first column the number of students who responded to each of the questions followed by what percentage this is of the 446 total responding students. Also included in this section is a comparison of this survey's percentages with those of the university in areas of information that the records office could provide.

The computer program also provided a breakdown of all "closed end" questions from C-19 through C-30. This breakdown consisted of a summary of the number of each control category that had an answer to this series of questions. For example, this provided demographic information on such matters as how many males or females and class rank, of those responding who felt the library was satisfactory or unsatisfactory, etc.

This breakdown provided knowledge of what type of person had evaluated the library in a specific way. It also provided information that allowed

analysis of possible variables that might tend to influence the respondents. Perhaps the best example of this would be represented by question C-22 (Is there any area listed on this card that you find particularly useful?). If a person chose the third floor as the area that he found particularly useful and if the analysis showed he usually studied on the third floor and was majoring in sociology, then this obviously would seem to explain the reason for his response to the question.

After the tabulation of the closed end question was completed by the computer, the author prepared a summary of those questions. "The Summary of the Open-End Questions" contains all the answers and comments provided in the six open end questions, as well as a summary of the countries represented and other universities that the respondents had attended (see Appendix A, page 71).

The summaries are prefixed by the question involved and any questions that were instrumental in leading up to the answer. We have attempted to group these questions by area or service considered; but because we did not want to break up a particular student's response our first concern was to keep his responses separate; we have done this by double spacing between different student responses.

The breakdown of answers by major field of study were compiled by hand and therefore required a slightly different form. They were summarized on sheets that have the major or university listed along the left-hand side with the question listed across two pages because of limited space (see Appendix A, page 71).

The listing of majors is followed by a summary of results according to the floor on which books dealing with these majors are kept. Materials for some majors are divided among the floors, so an attempt was made to ascertain where most material was stored and also where the preponderance of time was spent by these particular students. This still required a somewhat arbitrary classification, but one that seems relatively representative. This information may be found on page 71 in Appendix A.

Methodology--library staff survey

Because of the limited number of staff members compared to that of student body it was decided to attempt a 100 percent sample of staff population. Therefore the only sampling that was done was to obtain a list of all full-time contract and non-contract personnel in the library. A perfect 100 percent sample was not obtained, however, because the actual interviewing was limited to one afternoon, and three members of the staff were not present at that time. Since it was decided that a discussion between the missing staff members and those who had participated in the poll might tend to bias the sample, the missing staff members were excluded from the sample, and a 91 percent sample was finally settled upon. It was felt that the absence of these persons would tend to be fairly random and no apparent bias seemed to exist.

Another significant difference in the staff questionnaire was that the ballots were taken by a graduate student under the premise that the questionnaire was actually part of the assisting graduate students research. This was done because the author felt that there was a small possibility of prejudice

present if he, as a library employee for the previous four years, was to be associated with the questionnaire. This is not to indicate that the author thought the library employees would purposely bias the results, but rather that he felt a subconscious desire to please the pollster might occur in some of the responses.

The questionnaire itself was designed along the same lines as the student questionnaire. It also contained closed, and open-ended questions, most of which were intended for comparison with those questions on the student questionnaire. There were a few additional questions and also a few questions which this researcher did not feel had any relevance to the staff. Questions 1, 11, 12, 13, 14, 15, were added to the staff questionnaire. Question 1 was added because of the trend the author had noted among the students to emphasize the study atmosphere aspect of the library. Question 1 was an attempt to determine whether the staff also shared this emphasis or whether some other aspect was more important to them. Questions C-11 through C-15 were intended for much the same purpose with the exception that the objective here was to measure to what degree, if any, the students and faculty had communicated to the library staff those issues which they felt were the most important.

Questions 17 thru 21 were additions intended to measure what effect if any, amount and type of education, as well as work experience and type of work had on the student's expressed attitude toward the library.

The information obtained from these questionnaires was processed using the university's newly acquired Statistical Package for the Social Sciences. Using the option available in this library of computer programs, the author analyzed the data by using a cross-tabulation (see Appendix B, page 119 and Kendall Tau (see Appendix B, page 119 to find any correlation between the independent variables, such as amount of education, type of education, and the dependent variables such as the rating of library services or amount of noise.

Faculty survey

The faculty survey used still another type of survey research. Instead of a scientifically determined sample, like that used in the student survey, or a total sample, like that used in the staff survey, the faculty members were sampled by use of a mail-in questionnaire that was sent out to all persons who were listed on teaching or research contracts by the personnel office at Utah State University. These questionnaires were completely anonymous but required the initiative of the faculty member to fill it out and send it back. The questionnaires were sent out accompanied by a cover letter from Dr. Abrams indicating his interest in the results and the use that would be made of them. The number of responses returned was large, possibly due to Dr. Abram's letter, indicating that this research was more than just academic curiosity, but that it would actually be used by the library administration. Of the 764 questionnaires mailed, 405 were returned with 102 of the respondents indicating that their assignments did not require use of the

library and that, therefore, they were returning the questionnaire without completing them. If it is assumed that those faculty members who did send them back were randomly motivated to do so and that this proportion was the same as that that existed in the university as a whole, then that would mean only 572 actual faculty members are employed in some manner that necessitates interchange with the library and the sample which was obtained would amount to 53 percent of these faculty members. This 53 percent is significantly large to constitute a representative sample. The fact that this sample is large enough, is demonstrated by contract information obtained from the personnel office, indicating that the proportion of persons who responded varied less than 2 percent from the number of persons in each group of contract classes of instructor, associate professor, assistant professor, and professor. The number of lecturers, however, varied significantly, but, since this is the general classification for non-teaching staff it would fit into the sampling bias of non-library associated persons very well. This information from the personnel office also indicated that the sample was representative of the different colleges, with the exception of the College of Agriculture, which was under sampled for some reason which only speculation could provide.

The faculty questionnaire, designed like the other two questionnaires, eliminated questions not applicable to the faculty and included several additional questions intended to measure the faculty's opinion of the effect the library holdings had on their teaching and research. These questions included question

C-9 through C-17 all of which were intended to explicitly measure the adequacy of holdings and the use of library material. Additional independent variables were included to allow individual faculty members to compare different colleges and departments, as well as variables that would allow comparison on academic degree, academic rank, length of time at Utah State University, experience at other universities, amount of time spent in research, and amount of usage of the library. A complete breakdown of these statistics is available in the library special collections area.

The same methods of analysis were used to compile the information on these questionnaires as were used to analyze the staff responses.

CHAPTER IV

ANALYSIS OF DATA

Overall View

The way individuals view a typical organization differs significantly relative to the use made of that organization. A library may be used for many functions: some are planned by the administrators of the library, others are unplanned but develop because of the central position of the library in the academic community. This is especially true in this instance, for it was found that different groups considered the library a different sort of tool relative to the position it played in their academic and social lives.

The measurement of the different populations' views as to actual use of the library was an ex post facto consideration in this research, which in actuality initiated after the research findings of the student questionnaire were compiled, and it was found that, although there were no direct attempts to measure general view of the library, many of the questions on the questionnaires pointed to some very interesting conclusions in this area.

The best indication of emphasis of different functions of the library is in the area of the questionnaires that allowed the respondent to voice any opinion that he wished at the end of the questionnaire. The responses in this area differed so significantly that it became obvious that there were different

emphasis on the minds of persons in the different groups when they were responding to that question.

The students provided some of the most unusual and surprising responses. The biggest surprise was the fact that the students were most commonly concerned about the physical aspects of the library. By a majority of four to one they emphasized such aspects of the library as physical arrangement, lack of clocks, slowness of checkout procedures, and most common of all, lack of a place to get a snack or smoke. The students expressed very little concern over library holdings or other aspects of the academic quality of the library. In fact, only 19 of the 447 student interviewed expressed concern about the academic quality of the library.

Another question which indicates the attitude of the students toward the library was question C-15 which asked, "For what reason do you usually go to the library?" The interpolation of the results of this question is complicated by the fact that although the question was intended to measure the most common reason for going to visit the library, the author realized that it was totally possible to have more than one major reason for coming to the library. The pollsters therefore were willing to accept more than one response to this question. In order to reflect the actual relationship among these responses the total number of responses were added, then the relative percentages were obtained by dividing the number of persons choosing each response by the total responses of all students.

The resulting answers to this question were very interesting and reflect the use made of the library by the students. The most common reason for a student to come to the library was to study from his own books: nearly 38 percent of all students in the library are utilizing the library not for its collection but rather for its study atmosphere. Another 24 percent were using the library reference books and 17 percent were trying to find material for class assignments. Perhaps the most interesting fact is that only 11 percent of the students came to the library to borrow or return library books. All of this seems to indicate that the students most often use the library for its atmosphere or physical facilities.

It would only seem logical, on reflection, that most of the students would have little interest in library holdings and be more interested in how the library is equipped for study purposes. To most students their assignments are predicted on what the library contains. Since their grades are determined relative to other students, and since all students face the same restrictions concerning library holdings, it would be of little interest what the library does not have but rather what the library does have. Another explanation for this phenomenon would possibly be that most of the lower division classes are textbook oriented, and usually the students are interested only in the text itself. This point is well substantiated by the fact that in contrast to the general student body, the main reason for graduate students to go to the library is to borrow or return books. Nearly 41 percent of the graduate students come to the library to borrow or return books; that is

nearly four times as high as the general student body. In contrast, 70 percent of the freshman students listed studying from their own books as the major reason for their using the library. This indicates that the use of library material seems to increase with the amount of education, which is not surprising, but the point seems to be that with the larger number of undergraduates, the library has more students using the library only for its study facilities and not for the use of the stored knowledge that is often thought to be the main value of libraries.

In order to ascertain what use the staff felt was most prevalent among the students in the library, the questionnaire given to them contained the question (C-3): "For what reason do you feel students usually come to the library?" The answers to this question indicate a near dichotomy between why the students actually come to the library and why the library staff feels they are there.

In contrast to the 38 percent of the students that are actually in the library studying from their own books, the staff felt that only 12.8 percent of the students come to the library to study from their own books. Conversely 41 percent of the staff felt that the main reason for coming to the library was to find material for class assignments; yet only 17 percent of the students are usually engaged in this practice at the library. The accompanying chart shows the contrasting nature of the answers to this question.

A further point of contrast between the library staff and students can be made by comparing the answers of the last question on the student

questionnaire with question C-22 of the staff questionnaire. That question reads, "Do you have any other comments or suggestions?" It is interesting to note that only one person on the library staff mentioned anything concerning the physical facilities of the library as compared to the majority of the students who commented on this aspect of the library services. The staff members (95 percent of them) were more concerned with the policies that governed the use or acquisitions of library material. Consider question C-11: "What do you feel is the major problem facing the library?" The majority of the staff, 66 percent, felt the lack of finances or other money related items causes the greatest concern. The students, although not directly asked this question, were given several chances to comment on problems facing the library; only one student, however, commented on the lack of money for library acquisitions and administration.

It is possible to compare student attitudes to the responses of the faculty on the questionnaire. Probably most apropos is the final question on the survey schedule, which reads "Do you have any other comments or suggestions concerning the Utah State University Library or its improvements?" (The most common faculty response to this question involved concern over such things as acquisitions policy and periodical check-out policy.) Seven and three-tenths percent of the faculty members were concerned with these and other such policies. Conversely only three and six-tenths percent were concerned with the physical facilities of the library. Most of the faculty (11.2 per cent) were concerned with specific holdings or the limited opportunities

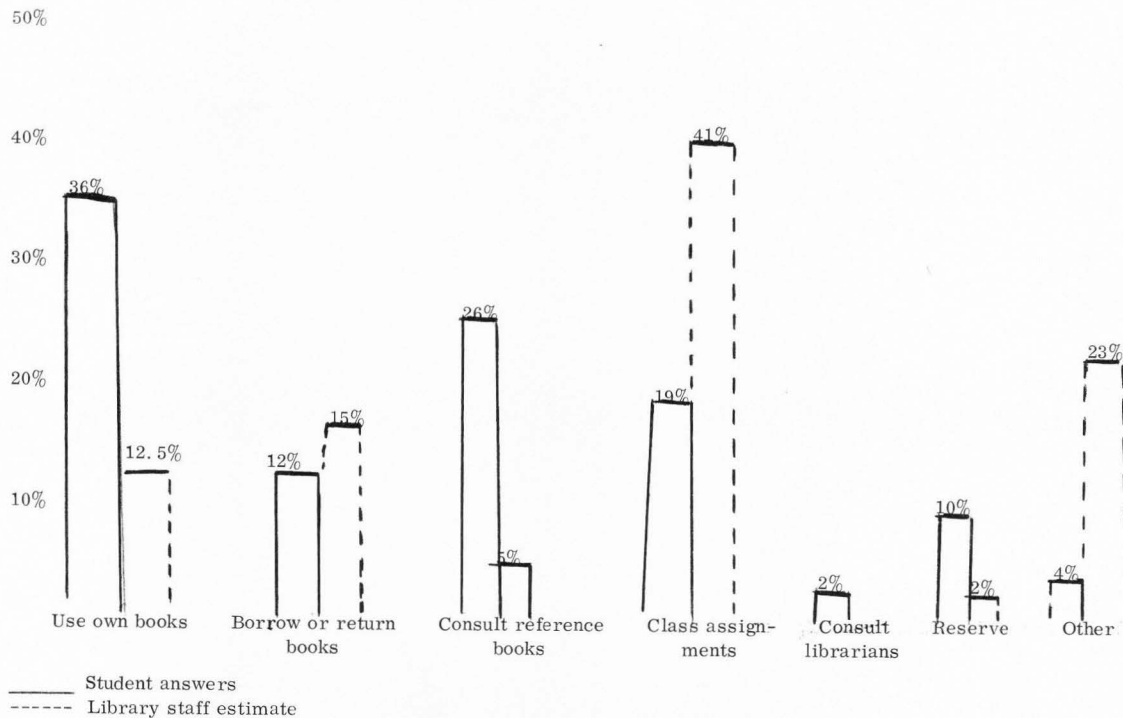


Figure 2. Reasons for student using the library

of the library. It would be safe to assume that the library to the faculty is an extension of their programs, and they view it as a basic necessity for the intellectual pursuit in which they are involved.

In all actuality the faculty views the importance of the library very similarly to that of the library staff, with one very significant difference: the individual faculty member most often views the library in relation to the specific area in which he is engaged. The library staff, on the other hand, would like to see the overall collection of the library enlarged and the general reference services enlarged. The faculty member is generally more interested in specific deficiencies relative to his area of interest. The students, however, accept the library holding for what they are, realizing that most faculty members base their classes and assignments on what is held by the library and that few if any professors would require the student to use material not available in the library.

All of this material provides provides some very interesting information for the library administrator. First of all, it tells him that many students generally use the library for a study hall rather than a place to obtain stored information. This will allow him to take any one of a number of actions. He may accept the fact that many students are here using their own books and so design his physical surroundings to provide the best possible atmosphere for students. An example of this type of action would possibly be to separate the library material from the study areas so that the people studying would not be disturbed by people walking up and down the aisles looking for books.

Undoubtedly the most interesting information gleaned from the testing of this hypothesis was the fact that the students so differ from the staff and faculty in their overall view of what the library really is. While it is apparent that any administrator would realize that the students are different from their professors in what they view as the purpose of the library, it is doubtful that many would realize that they are dealing with two such diverse groups. What this means to the typical administrator is that in their public relations as well as in their everyday administration of the library they must realize that they are dealing with two very different groups.

Suppose the library were given 20,000 dollars by a benefactor who gave no restriction of how the money was to be used, but required that it be used only for purposes in the library. The administrator faced with the results of this survey could do one of two things. First, he could use the money to expand the library collection and help satisfy the faculty, or second, if he wanted to do what would most satisfy the students, he could build an area that would be used for relaxation and a snack room.

The central point of this hypothesis is that survey research through the use of a specially designed questionnaire can be used as a feedback to help the administrator of a government organization which is a monopoly, determine how his clientele views the organization's overall purpose, and what should be the main function of his organization.

View of General Services

The major purpose of the survey questionnaires that were distributed to students, library staff, and the faculty, was to measure the expressed attitude of these persons toward library services. While nearly all of the questions asked could be developed under this hypothesis, the author will limit this discussion to those questions which indicate a general view of the library and exclude those questions which were directed toward specific areas or services provided by the library. While those questions excluded would be advantageous to an administrator, it would take volumes of books to discuss each individual area and the specific attitudes expressed about these areas.

The reserve area of the library serves as an excellent example of how survey research can be applied by the administrator. The reserve at the time of this research was a large expanse on the first floor of the library that allowed each user to enter, find and obtain the material for which he was searching and use it within this area. Although this area represented a very small portion of the library services, 15.2 percent of the faculty found this to be the most unsatisfactory division of the library. Only the technical processing area which orders and processes all of the library's material, surpassed the reserve area as unsatisfactory. The probable reason for this was that many students abused this area, surreptitiously hiding material that the instructor had required the entire class to study. Or in some cases, students were able to carry out library material and even some of the professors personnel materials. This of course required many

instructors to alter testing or lecturing plans. Being aware of the rampant dissatisfaction among the professors for this area, the administrator would be able to place this problem high on his priorities of concern. This example it appears would indicate how the administrator could use survey research to help make decisions on specific problems. The rest of this paper will be devoted more to general problems and overall views of library services.

Common to all three surveys were certain measures of the respondents' perceptions of library service. Included in the poll was the primary question "In general do you find the library services (1) good, (2) satisfactory, (3) unsatisfactory?" The purpose of this question was to get an overall view of the library as perceived by the different groups. It was felt that often the total view of the library might be hidden by the intensity of a view centered on specific programs. A person might view the library as very adequate but complain vociferously about some minor function and thereby convey the impression of total antagonism to the entire organization.

It might be noted that the responses to that question are covered in general terms. There are no measures of extreme intensity such as exceptionally good or terribly bad. The response to this question are as follows in Table 1.

The results of this question is analgeous to the politician who know that he has won an election but that some areas were strongly pro and others opposed to him. This kind of information is necessary, but if he desires to remain in office he must find out, further, why people like or dislike him and

Table 1. Response to general satisfaction of library

	Good (%)	Satisfactory (%)	Unsatisfactory (%)
Students	39.6	54	6
N			
Library Staff	57.6	42.4	0
N			
Faculty	43.5	45.5	11
N			

what it is that they like or dislike about him. That is what the rest of the research attempted to do in relation to the library.

One of the most fundamental of all library services is that function performed by the reference librarians, in fact, nearly all those employed by the library are at this time performing the function of reference librarians. In order to determine the adequacy of this service at the USU Library, the question was asked of students, "Do you find consultations with librarians usually (1) helpful, (2) unsatisfactory." Of those students questioned, 78 percent felt that those consultations were helpful, 17 percent indicated dissatisfaction with the help of the library staff, with 2.6 percent having never talked to the library staff. The library staff was asked, in comparison to this question C-8, "Do you feel your consultations with students are

(1) helpful to students, (2) unsatisfactory to students, (3) my job does not involve consultations with students." Only one of those persons, whose jobs involved consultation, felt that those meetings had been unsatisfactory; the rest felt that they were generally helpful.

Table 2. Summary of responses of faculty, students and library staff on satisfaction with reference help

	Helpful (%)	Unsatisfactory	No Answer
Students	78	17	5
N			
Faculty	86.6	10.8	2.6
N			
Staff	97	3	
N			

This set of questions is particularly difficult to compare with the staff included, because that one person who felt that the patrons had gone away without being adequately helped could easily have been responsible for the dissatisfaction expressed by 17 percent of the students and 10.8 percent of the faculty. Although this is highly unlikely, possibly even bordering on the impossible, the fact remains that the possibility clouds any possible

discussion of the relationship of the staff answers to this question and makes any discussion of the relationship between the staff and the other two groups purely speculation. The comparison of the faculty responses with the student responses, however, is easily carried out and adds to the discussion of this hypothesis as well as providing much valuable information that the administrator could easily use.

Using a chi square test for contingency³² these statistics point out that the faculty are generally more satisfied than are the students with the help they receive from the library reference staff. There could be many reasons for this fact; the most likely can be identified by taking notice of the responses to question C-14, "Do you feel faculty members should get preferential treatment?" Although only 30.3 percent of the library staff felt that professors should receive preferential treatment, this is a significantly large number to explain the apparent difference in how the faculty and students view library reference service.

At this point it should be noted that even though this series of questions thoroughly substantiates the hypothesis that the faculty and students will view the quality of library service differently, the actual aid this hypothesis would give to the administrator of an organization involved in survey research for administrative purposes would necessitate a much more in-depth discussion

³²For an explanation of the test the author used see Hubert M. Blalock, Jr., Social Statistics, McGraw-Hill Book Company, 1960, Chapter 15.

of areas of unsatisfactory services and what particular subjects were less than adequate. For example, in this particular research the results indicated that the area of greatest dissatisfaction, that is the area with the highest proportion of the people studying that field that indicated that they had been generally unsatisfied with the reference help provided, was in the area of education. This type of information would be of particular interest to the person in charge of this area and help him develop a better equipped reference staff.

A continual problem with any library is maintaining an atmosphere of quiet, conducive to library usage. As with most college campuses this problem is compounded at USU with the fact that the library is considered the place to socialize and meet people at night after most other facilities of the university are closed. Because nearly all problems associated with noise occurred at night and during week-ends, it was felt that asking the faculty to comment on this problem would in actuality not reflect the same cross-section of time during which the impressions were obtained. Therefore, only the staff and students were asked: "Do you think the noise level in the library is: (1) extremely high, (2) high, (3) average, (4) low or (5) quite low.

The results of this question found in the preceding table indicate that the library staff feels that they are accomplishing the task of keeping the noise down better than the students perceive that they are succeeding in doing. Interestingly enough, there were also more students than staff on the other end of the spectrum who felt the noise level in the library was low or

Table 3. Summary of responses of students and library staff on questions dealing with the noise level of the USU Library

	Ex. High	High	Average	Low	Quite Low
Students	12	38	38	9	3
Staff	0	39.4	54.6	3.0	3.0

or quite low. It seems quite probable that the comment one student made on the questionnaire regarding this question might be indicative of the reason that the opinions of the students are so polarized. That student commented that "the level of noise depended, to a large degree, on the time of day and day of the week that a student was in the library."

An even further variation between staff and student was evidenced by the related question following the inquiry concerning the noise level in the library. In that question the student or staff member who indicated that he felt the noise in the library was high, or very high, was asked "What do you think could be done to improve the noise problem in the library?" The students were more authoritarian than their library staff counterparts, with 60 percent indicating that they felt disciplinary action should be used on the students who were causing any disturbance. Only 27 percent of the library staff felt that this was the answer to the noise problem. To the staff, a better physical arrangement seemed to be the necessary requirement for a quieter library, while only 25 percent of the students felt that this would be

an adequate answer. Other respondents, not accounted for in the above, felt that this phenomenon was a part of the college library and there was very little that could actually be done short of a basic change in the nature of students using the library.

An interesting aspect of these responses was the fact that many of the library staff members stated that they felt the students would not support any further punitive type actions in order to maintain the calm of the library. With the information supplied by the student questionnaire, however, it would appear that the students could be used as an effective leverage to establish stricter enforcement of a policy to control unruly students who misuse the library. The converse of this might be true also. The administrator might realize that his staff is somewhat leary of punitive measures toward students and decide that they would be more willing to alter the physical arrangement of their work areas instead of trying to discipline the students. In either case two things are clear from this research. First, that there is a difference of opinion as to the perception of the degree of intensity of the noise problem in the library between the staff of the library and the student users. Second, it is apparent that there is a difference of opinion as to how the problem should be handled.

A much debated and often discussed area of library administration at USU is how long the library should provide services for the patrons, that is, how long at night and on week-ends the library should remain open. In order to obtain student, faculty and library staff opinion on this issue, the

question was asked to all three groups, "Do you think the library hours: (1) should be increased, (2) should remain the same, (3) should be decreased?" The students, as might be expected, were most interested in having the library hours extended with 30 percent advocating additional hours, compared to 19.5 percent of the faculty advocating such an extension, and only 9 percent of the library staff in favor of increased hours. The responses indicating a desire to decrease the number of hours were the converse of this with 24.2 percent of the library staff desiring less hours, 2 percent of the faculty and only 0.7 percent of the student body. It is apparent from these figures that the vast majority of all three groups were in favor of maintaining the present schedule of hours.

An interesting aspect of the answers to this particular question, was that 25 (percent) of the students who wanted longer hours, expressed a desire for the library to extend its hours to include times that it was already open, an indication that these responses might very well have been based on a conjecture of when this group of students might be able to use the library at some future date. There were also 20 (percent) faculty members who wanted additional hours that were not actually new hours, as the library was already remaining open at these specified times.

Adequacy of Library Holdings

Nearly everyone who studies library science is told that the major purpose of libraries is to store and disseminate information. In hypothesis

Table 4. Summary of responses of students, staff, and faculty indicating desire regarding the number of hours that the USU Library remains open

	Increased (%)	Remain (%)	Decrease (%)
Students	30	68	2
Staff	9.1	66.7	24.2
Faculty	19.5	71.3	0.7

one it was pointed out that this "library school" definition is viewed differently by the students than by the faculty. In this hypothesis the attention is focused on how adequate the Utah State University Library's "storage" of information is. The purpose of this hypothesis is to show how differently the three groups of people view the holdings of the library.

Unfortunately the adequacy of the library holdings were directly involved only in one question on the student and library staff questionnaires, while the faculty were involved in nine total questions involving the adequacy of the library holdings. This developed mainly because of the view that the faculty is better equipped to evaluate what material is necessary for their programs. In fact, the acquisition function of the USU Library, and most small university libraries, is based on faculty requests which are then evaluated by the library staff. In some libraries the faculty have complete control over what the library purchases. What this means for this research is that, in order to evaluate the responses fairly, the author will limit the

number of questions on the faculty questionnaire used for this paper to those necessary for comparison with the student and staff responses.

The students surveyed were asked in question C-29, "Have you generally found adequate material for your research and assignments?" A total of 23 percent indicated that they had not been able to find adequate material. With the exception of juniors, the percentages of each class rank increases as that rank increases, with 20 percent of the freshmen, 22 percent of the sophomores, 17 percent of the juniors, 27 percent of the seniors and 47 percent of the graduate students responding negatively. By computation Person Partial Correlation Coefficient, it is possible to say with 95 percent certainty that the adequacy of material at Utah State University Library decreases with increased class rank. It is doubtful whether the previous statement is particularly surprising to anyone, but the main point is that the students by a 70 percent margin, in total, feel that there is adequate material available in the library with that decreased to a narrow 53 percent majority for the graduate students.

The faculty question on this area was worded differently with the emphasis on the area in the library that they found adequate material. The question, C-9, reads "In general have you found the library facilities (1) adequate for undergraduate study in your area, (2) adequate for graduate study in your area, (3) both of the above, (4) none of the above." While only 15.8 percent of the faculty said that they felt the library was inadequate in both areas, 5 percent refused to answer, so that, in total, 79.2 percent indicated

that they felt the library was adequate in some area. This figure is very close to the 77 percent of the students who had found the library adequate for their research and assignments. The difference came in the areas that each group in his own mind felt the library was adequate. While 74.9 percent of the faculty felt the library was adequate for undergraduate studies, only 33.3 percent indicated that they felt the library materials were adequate for graduate work. This compares to the 79 percent of the students who were undergraduates, who found adequate material, and the 53 percent of the graduate students who felt that they had found adequate material in the USU Library for their research and assignments.

The most salient aspect of the comparative statistics in this area is that the faculty and students are relatively similar in their perceptions of the adequacy of undergraduate resources, but vary by 20 percentage points on the adequacy of graduate resources. While the reason for this is beyond the scope of this paper, the fact that the library apparently serves the graduate students far better than the faculty assumes the library does, is a significant finding of this research and provides valuable support for the hypothesis that the evaluation of the library varies between the students and faculty.

Another significant finding of this research is that the library staff rate the adequacy of the library holdings far below either of the students or faculty. In response to the question, "Do you feel that students generally are able to find adequate material for their research and assignments?" Only 69.7 percent of the library staff answered in the affirmative. This was a

full 10 percent below the student responses and 5.2 percent below the faculty response on the similar question. Unfortunately the author failed to divide this question between graduate and undergraduate so that it would be difficult to carry this analysis to the extent that the staff and faculty responses were analyzed. The fact that the general response was lower seems to indicate that the librarians are much more critical than those who actually use the material.

An additional factor that must be considered under this hypothesis were the comments made on several of the open end questions, especially those comments coming at the end of each questionnaire in which the respondent could express his opinion on those things not directly covered by the other questions on his particular questionnaire. In addition, the comments made regarding the unsatisfactory nature of specific areas involved several comments regarding the holdings in that area. The necessity of taking additional time and considerably more trouble to respond to an open end question could possibly give the answers to these questions even more significance as a measure of opinion, especially since the respondent was not required to give any type of answer to these questions unless he felt the motivation to do so. These responses will, therefore, be considered operationally as an indication of intensity if only to say that the persons who responded to the final questions were more intense than those who did not.

If we assume some form of intensity regarding the responses to these questions, it would seem that not only do the librarians feel that the holdings

in the library are less than adequate but also that the librarians are much more intense. A total of 23, or 72 percent, of the library staff commented at some point in the questionnaire that they felt that library holdings were inadequate or that the library needs to expend more money for materials. Much fewer, 46, or 15 percent, of the faculty made such comments, and only 14, or 3 percent, of the students commented on the lack of materials or the need to expend more money for materials. All this would indicate that the library staff is much more concerned about library holdings than the faculty and in turn the faculty is much more concerned than the students.

Table 5. Breakdown of responses of students, faculty and staff on questions regarding availability of material at the USU Library

	Yes	No
Students-general	77	23
Freshmen	80	20
Sophomores	78	22
Juniors	83	17
Seniors	73	27
Graduate	53	47
Faculty-general	79.2	20.8
Faculty for undergrad.	74.9	25.1
Faculty for graduate	33.3	66.7
Staff	69.7	30.3

CHAPTER V

CONCLUSIONS

While this research in no way produced what could be considered conclusions of what the library is or ought to be, it did to illudicate what the composite conception of the library is to those who use and run that organization. Even more salient are the differences empirically validated between the perceptions of the different groups.

The importance of these differences of opinion is difficult to overestimate. The fact that there is so basic a difference between these groups suggests that communications between the library users and library staff have not been adequate. While the author would not suggest that the students or faculty should be able to tell the librarians how to run the library, the fact exists that the reason for the library is to serve this clientele. If the communications between these groups is not involved enough to establish a closer perception of the library, then the purpose of this research is to a very large degree validated, for it points out that what the user wants from the library and what the staff has been doing for them has varied enough to justify this research in order to help establish a better rapport between these groups.

The major finding of this survey was that the attitudes of the different groups which were surveyed varied significantly. There were many areas of difference, but the major attitudes can be grouped into three general areas.

First, the attitudes of the faculty, students and library staff differed concerning what the library is. This is not to say that any one of these groups would not admit that the library exists for many purposes, but rather that they expressed more concern about different aspects of the library. Even more appropriate would be to say that the areas of usage differ among these groups, therefore determining their conception of what the library's central function ought to be.

The students expressed great concern over the physical facilities of the library which affected their ability to study while there. This was particularly evident by the fact that the most often expressed desire was to have an area for relaxing, snacking, or smoking. Most other comments were directed toward this area also, with many requests for facilities like a supply vending area, better group study areas, and more clocks. The converse of this was also true with only fourteen expressions of concern over academic quality, holdings, or other related policy of the library.

While it is probably true that many students are more concerned about the academic qualities of the library, and most of the students are concerned at some time about this aspect of the library, the findings would indicate that most central issues on the minds of the students are the qualities of the library that contribute to their studying while there.

The faculty were not nearly as concerned with the library as a place to study, but rather showed a very strong interest in the library holdings and the library policies. Most faculty members were concerned with the lack of specific

materials in their area of study and seemed very interested in the library's policies and the way they were made. This was especially true about such issues as the criteria for purchasing new material and the control of the material in such areas as reserve and periodical check-out. In general, the faculty were concerned with communications and priorities. They wanted to know what is going on inside the library mainly so that they will have a chance to support and defend their area of study. They also wanted information concerning services available, such as inter-library loan, photo-copying services and other related functions. Most other comments were directed toward services of the library, the speed with which they were carried out or the proficiency of the persons serving them.

In general, the research indicated that the faculty were interested in the library as a storage place for information concerning their field of study. While this is to be expected, the aspect of their answers which most set them apart from the staff and students was the emphasis on the library as a micro-organism; that is, they viewed the "library" as only those areas that were related to their work rather than being interested in the entire library.

The library staff's attitude could best be described as a concern for the library as an organization. This in no way is meant to indicate that the librarians were not concerned about the students' or faculty's needs. Rather, what the survey suggested was that the librarians were concerned about the inner-workings of the library as they relate to each other and the patron. Unlike the students they are not overly concerned about the minor irritations that might distract from the students' ability to study. While there was some expression

of concern over this problem, the major emphasis was not on this area. The librarians did not seem to have the same feeling as that of the faculty toward the library as a series of micro-collection, but rather were worried about the funding and quality of the larger macro-collection.

The second area of difference indicated that the three groups significantly differed in their appraisal of the services provided by the library. Generally the library staff is more than satisfied with the services provided, but not by a high percentage.

The analysis of the faculty and students' general satisfaction with the library is complicated by the fact that the faculty opinion was polarized with more faculty members expressing the two extreme opinions of good and unsatisfactory with the library staff and students more generally expressing the median answer of satisfactory. If one adds the two positive expressions of good and satisfactory, then the faculty is more negative than the other two groups.

Another controversial library service was the quality of reference help given by the library staff. The library staff generally felt their reference consultations were more helpful than did either the faculty or students. If measured by the attitudes expressed on these questionnaires, the faculty more often felt that their consultations with the librarians were helpful than did their counterparts of the studentbody. Even though the students were the least satisfied with the reference help, it is interesting to note that over three-fourths of the students surveyed felt that their consultations were helpful.

Though not always conceived as a service, enforcing quiet in the library is a very important objective that the libraries attempt to accomplish. The

opinions between the library staff and students about the effectiveness of the library personnel in maintaining quiet varied little, but student opinion was strongly divided and indicated on both ends of the scale. More students than staff members were critical of the noise. This is likely a result of the students' more extensive use of the library, which would help to explain the polarization of the attitudes concerning this service.

The opinions of the students and staff also differed concerning the method which would best be employed to control this noise. Most of the students felt that stricter more authoritarian handling of noisy students was the best answer while more of the staff suggested that the best answer was a physical reorganization of the library that would not allow the students to communicate as readily with each other.

The length of time the library should be open to the patrons was also a point of difference between the three groups. The students were the most interested in having the library hours extended beyond the present schedule at the time that this poll was taken. The staff members, however, were interested in having the hours of opening reduced to less than the scheduled number at that time. The faculty were generally very satisfied with the number and times the library was open.

There were also major differences expressed about the adequacy of the material available at the Utah State University Library. Most of the analysis concerning this aspect was involved with the expressions given in the general question at the end of the questionnaire with the idea that those who bothered

to express opinions at this point did so because of extra interest in a specific aspect of the library.

The faculty showed the most interest in the amount and kinds of material available at the library. In fact, their primary concerns about this and most other inquiries on the questionnaire were related to the availability of material in the library. Even more relative was their concern for material of a specific nature. Many of the faculty were concerned about obtaining or making available some specific form or type of resources (money).

The staff were even more critical of the adequacy of the material available in the library. A lower percentage of the library staff felt that students were able to find adequate material for their research and assignments than did the faculty. There was a higher percentage of students that were able to find enough material for their research and assignments than there were staff members who thought there was enough material available.

This was not completely true, however, when the class level of the students was controlled. When only the graduate students were used for comparison, then the estimate of the adequacy of material was only slightly higher than the estimate of availability by the faculty. Under these circumstances however, the estimate from the faculty and staff was considerably more positive than the percentage of graduate students who were able to find sufficient resources for their studies.

Judging from the number and length of responses on the open-end questions, there also seemed to be a greater amount of intensity on the part

of intensity on the part of the library staff concerning the inadequacy of the library holdings than there was among the faculty and students. This was also reflected by the large number of the staff that commented on the lack of money available for the purchase of much needed material. This was considerably less evident on the faculty questionnaire with only a few of the faculty commenting on this problem. It was even less evident on the student questionnaire with very few students commenting on this problem.

In summation, this research has provided extensive knowledge about the attitudes of the persons who use and depend on the library, as well as those on whom the library depends in order to function. The most salient among these findings is the fact the library staff views the library, its services and holdings much differently from either of the other groups. Those using the library, in turn, vary significantly from each other concerning what the library is, how well it functions and how sufficient the holdings are.

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APPENDIXES

Appendix AStudent Questionnaire and Results

Hello. I'm taking an opinion survey sponsored by the library in an attempt to evaluate the student attitude towards the library and ascertain methods of improving library services. Would you mind helping us by answering a few questions?

- C 1. Your sex is?
1. Male
2. Female
- C 2. What was your age at your last birthday?
1. 17-20
2. 21-25
3. 26-30
4. Over 30
- C 3. Are you a citizen of the United States?
1. Yes
2. No
- C 4. If NO ask: What country are you a citizen of? _____
- C 5. What is your marital status?
1. Single
2. Married
- C 6. What is your major field of study? _____
- C 7. What is your minor? _____
- C 8. What is your current class rank?
1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate
- C 9. Have you ever attended another college or university?
1. Yes
2. No
- C10. If YES ask: What college or university did you attend? _____

- C11. Do you live
1. On-campus
 2. Off-campus within Logan city limits
 3. Outside Logan city
- C12. Where outside the library do you usually study?
1. Apartment
 2. Dormitory
 3. Other _____
- C13. Would you say your study area outside the library is
1. Conducive to study
 2. Sufficient for studying
 3. Not conducive to study
- C14. Do you feel there is a need for university study areas outside the library?
1. Yes
 2. No
- C15. For what reason do you usually go to the library?
1. To study from your own books
 2. To borrow or return books
 3. To consult library reference books
 4. To find material for class assignments
 5. To consult librarians
 6. To use reserve book collection
 7. Other, please explain _____
- C16. In what area in the library do you usually study?
1. First floor reference
 2. First floor reserve
 3. Second floor
 4. Third floor
 5. Fourth floor
 6. Other _____
- C17. On the average, approximately how many hours per week do you spend in the library?
1. Less than 5
 2. 6-10
 3. 11-15
 4. 16-20
 5. Over 20
- C18. If LESS than 5 ask: Could you tell me why you don't use the library more often.

- C19. In general, do you find the library services
1. Good
 2. Satisfactory
 3. Unsatisfactory
- C20. Here is a list of library services areas. (Hand Card)
Is there any specific area that you find extremely unsatisfactory?
(You may check more than one)
1. Circulation
 2. Reference
 3. Reserve
 4. Second floor
 5. Documents
 6. Third floor
 7. Curriculum
 8. Fourth floor
 9. Special Collections
 10. Other _____
- C21. If ANY are checked, ask: Could you tell me why?
- C22. Is there any area listed on this card that you find particularly useful?
(You may check more than one)
1. Circulation
 2. Reference
 3. Reserve
 4. Second floor
 5. Documents
 6. Third floor
 7. Curriculum
 8. Fourth floor
 9. Special Collections
 10. Other _____
- C23. Do you think the library hours
1. Should be increased
 2. Remain the same
 3. Should be decreased
- C24. If INCREASED, ask: When are additional hours desired?
- C25. Do you think the noise level in the library is
1. Extremely high
 2. High
 3. Average
 4. Low
 5. Quite low

- C26. If HIGH ask: What do you think could be done to improve the noise problem in the library?
- C27. Do you find consultations with librarians usually
1. Helpful
 2. Unsatisfactory
- C28. If UNSATISFACTORY, ask: Could you please tell in what area?
(You may want to refer to the card)
1. Circulation
 2. Reference
 3. Reserve
 4. Second floor
 5. Documents
 6. Third floor
 7. Curriculum
 8. Fourth floor
 9. Special collections
 10. Other _____
- C29. Have you generally found adequate material for your research and assignments?
1. Yes
 2. No
- C30. Have you ever had any problems because of the method or manner in which the books are arranged?
1. Yes
 2. No
- C31. If YES, ask: What was the problem and could you suggest a remedy?
- C32. Do you have any other problems, comments, or suggestions concerning the USU Library?

CATEGORY TOTALS

	No. of response	% of total responses	% of total university		No. of response	% of total responses	% of total university
Sex							
Male	247	57	65	Outside Library			
Female	200	43	35	study area			
				Apartment	191	43	na
Age				Dormitory	161	36	na
17-20	224	50	na	Other	92	21	na
21-25	188	42	na				
26-30	26	6	na	Rating on outside			
Over 30	9	2	na	study area			
				Conducive to study	107	24	na
Citizenship				Sufficient for			
Citizen	426	95	94	studying	219	49	na
Non-citizen	21	5	6	Not conducive to			
				study	118	27	na
Marital Status							
Single	381	86	59	Desirous of having			
Married	63	14	41	study area outside			
				library			
Class Rank				Yes	284	64	na
Freshman	105	24	26	No	161	36	na
Sophomore	107	24	20				
Junior	122	28	19	Reason for going			
Senior	93	21	20	to the library			
Graduate	17	4	15	To study from own			
				books	274	61	na
Previous attendance				To borrow or			
at other universities				return books	94	21	na
Yes	136	30	40	To consult library			
No	306	70	60	reference books	197	44	na
				To find material			
Residence				for class			
On-campus	176	39	27	assignment	144	32	na
Off-campus	246	55	na	To consult librari-			
Outside Logan City	25	6	na	an	15	4	na
				To use reserve book	8	18	na
				Other	30	7	na

	No. of responses	% of total responses	% of total university
Area in which study time is usually spent			
First floor reference	19	4	na
First floor reserve	20	4	na
Second floor	110	25	na
Third floor	189	42	na
Fourth floor	88	20	na
Other	21	5	na
Average, approximate hours per week spent in the library			
Less than 5	185	42	na
6-10	137	30	na
11-15	63	14	na
16-20	39	9	na
Over 20	22	5	na

QUESTION TOTALS

	No. of responses	% of total responses
C19. In general, do you find library services		
1. Good	172	39
2. Satisfactory	243	54
3. Unsatisfactory	27	6
C20. Here is a list of library services areas. Is there any specific area that you find extremely unsatisfactory? (You may check more than one)		
1. Circulation	33	8
2. Reference	28	7
3. Reserve	21	5
4. Second floor	11	3
5. Documents	32	8
6. Third floor	24	6
7. Curriculum	9	2
8. Fourth floor	25	6
9. Special Collections	12	3
10. Other	24	6
C22. Is there any area listed on this card that you find particularly useful? (You may check more than one)		
1. Circulation	40	9
2. Reference	149	33
3. Reserve	141	33
4. Second floor	36	8
5. Documents	35	8
6. Third floor	46	10
7. Curriculum	16	4
8. Fourth floor	30	7
9. Special Collections	24	6
10. Other	6	2
C23. Do you think the library hours		
1. Should be increased	133	30
2. Remain the same	302	68
3. Should be decreased	5	2

	No. of responses	% of total responses
C25. Do you think the noise level in the library is		
1. Extremely high	52	12
2. High	168	38
3. Average	166	38
4. Low	40	9
5. Quite Low	14	3
C27. Do you find consultations with librarians usually		
1. Helpful	348	78
2. Unsatisfactory	57	12
C28. If unsatisfactory, ask: Could you please tell in what areas? (You may want to refer to the card)		
1. Circulation	8	2
2. Reference	8	2
3. Reserve	5	1
4. Second floor	4	1
5. Documents	5	1
6. Third floor	15	4
7. Curriculum	5	1
8. Fourth floor	10	2
9. Special Collections	4	1
10. Other	8	2
C29. Have you generally found adequate material for your research and assignments?		
1. Yes	336	75
2. No	100	23
C30. Have you ever had any problems because of the method or manner in which books are arranged?		
1. Yes	84	19
2. No	394	78

C17. On the average, approximately how many hours per week do you spend in the library?

1. Less than 5
2. 6-10
3. 11-15
4. 16-20
5. Over 20

C18. If less than 5 ask: Could you tell me why you don't use the library more often.

RESPONSES

I usually meet too many people that want to visit. It is also kind of noisy on the 4th floor.

16 More convenient to relax and study in the dorm (or apartment).

Hate to go where everyone stares at you.

25 I don't need to go that often.

3 Lack of time.

2 Too distracting.

10 Not conducive to studying.

7 No smoking lounges.

Have a desk in forestry room.

22 Home with family, have to work, easier to study at home.

3 Atmosphere is too formal.

Textbooks have sufficient information.

7 Too many people walking around.

3 Don't want to.

25 Bluntly, the library is a social club and some students have no consideration for those who come to study in the library. NOISY!

Need to converse when I study, and no place is provided.

3 Too hot.

Don't have any information relating to field of study.

Can't draw in there.

Because girls don't go there.

5 Too much bother

2 I only go for reference material or specific assignments.

13 I have better places to study.

2 Too lazy.

I don't like it.

3 Dorm hours.

15 Too far to walk (transportation problem).

3 Don't like to take materials to and from library.

Major demands little time in library.

I have three children.

I only go between classes.

No reason.

Usually stay in Old Main.

Library is unorganized.

C20. Here is a list of library service areas (hand card). Is there any specific area that you find extremely unsatisfactory?

(You may check more than one)

- | | |
|-----------------|------------------------|
| 1. Circulation | 6. Third floor |
| 2. Reference | 7. Curriculum |
| 3. Reserve | 8. Fourth floor |
| 4. Second floor | 9. Special Collections |
| 5. Documents | 10. Other _____ |

C21. If any are checked, ask: Could you tell me why?

RESPONSES

C20

Circulation

Circulation

Circulation, documents

Circulation

Circulation

Circulation

Circulation

Circulation

Circulation

Circulation

Circulation

Reference

Reference and Reserve

Reference, Documents

C21

Doesn't meet requirements.

Use intercom too much.

Too many times material is reported being here when it is not.

Don't have time to wait in line to be checked out.

Too slow.

Often one is confused and detained.

Over-due rates.

Periodicals--can't check them out.

Gets behind.

Need to circulate more things.

Computer.

Don't have any.

Not enough books.

Students aren't aware of their location.

C20	Reference	C21	Not good for engineering.
	Reference		Librarians lack knowledge of where to tell you to find specific information
	Reference		One-half of reference is missing, no complete file.
	Reference		Nobody around.
	Reserve		More copies should be placed on reserve.
	Reserve		Hard to find books.
	Reserve		Nobody around.
	Reserve		Enlarge reserve, need more books.
	Second floor		Too noisy.
	Second floor		Low reference--lack of or outdated books.
	Documents		Never anyone around.
	Documents		Sections only open during day.
	Documents		Some books are found on certain floors and are sometimes hard to locate on other floors. System can be more systematic and conventional. Magazines are scattered.
	Documents		Many students don't even know this area exists.
	Documents		Confusing to use, more help should be employed.
	Documents		Don't know how to use it. Hard to understand.
	Documents		Very difficult to locate documents in the old part of the library. Librarians lack knowledge of where to tell you to find specific information.

C20

Documents

Documents

Documents

Documents

Documents

Documents

Documents

Third floor

Third floor

Third floor

Third floor

Curriculum

Fourth floor

Fourth floor

Fourth floor

Special Collections

Special Collections

Special Collections

Special Collections

Special Collections

C21

All kinds of junk don't explain it.
Encyclopedia

Can never find what you are after.

Not indexed.

Seems to be unorganized and
difficult to find material.

Periodicals--when you need them
they're being bound.

Not open on weekends.

No satisfactory way to learn how
to use.

Never anyone around.

Too noisy.

Disorganized and noisy.

Sociology material out of date.

Incomplete.

Never anyone around.

Noisy.

Not enough current art books.

Can't find needed material.

What is it?

Can't always use them when I want.

Hard to get to material, isn't there.

They are so special you can't get in
to see them.

C20

Special Collections

Special Collections

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

Other

C21

Not informed about special collections
and many other needed areas.

Just doesn't have enough.

Management not cooperative.

No smoking, no vending machines.

The books I want to check out aren't
available.

Periodicals are too hard to find.

Reference has limited number of
books.

If a book is checked out, you have
to wait two weeks before it is
returned and then your possibilities
of getting it are small.

Lack of knowledge of library workers
of location of materials.

Magazines are always away.

Magazines are on different floors.

Magazines are hard to find.

Card catalogue does not have books
it claims.

Magazines aren't always there and
if they are, they are ripped up.

Magazines and encyclopedias are
older than the hills.

Need up-to-date books.

Lack of periodicals.

Important books are only kept in
one volume--can never be found.

C23. Do you think the library hours

1. Should be increased
2. Should remain the same
3. Should be decreased

C24. If increased, ask: When are additional hours desired?

RESPONSES:

86 Increased or begun earlier on Sunday. (Most said to begin at 9:00 a.m.)

4 Later during finals.

23 Friday and Saturday night until midnight.

Earlier on weekends.

11 Later on weekends.

Summer hours should be the same as during the rest of the year.

Reserve section should be open longer.

There should be a section to study all night if necessary.

24 hours.

7 Open earlier.

6 Every day should have longer hours.

5 Holidays

To 1:00 on weekdays.

2 Circulation desk closes too early.

We can always use more library time.

18 hours per day.

C25. Do you think the noise level in the library is

1. Extremely high
2. High
3. Average
4. Low
5. Quite low

C26. If high ask: What do you think could be done to improve the noise problem in the library?

RESPONSES

12 Floor rovers, occasional inspection.

23 Kick out noise makers.

1 Break up into smaller areas for study.

26 Stricter supervision.

2 Student responsibility.

1 Educate students of library functions.

Tables should be more isolated.

Restrict the Mormons.

2 Build a smoking room.

More mature students.

Don't know.

2 Change attitude of students.

11 Have a bigger place for those who talk.

Eliminate freshman

Gag students

Chuck intercom system.

- 3 Enforce the existing law better.

Some noise makes it easier to study.

- 2 Have more floor watchers.

- 4 Control noise.

Stress sanctity of the library.

- 1 Offer study areas.

- 4 Warn people to be quiet and if they still continue, ask them to leave.

- 1 Impose a penalty for congregating or have separate rooms.

Nothing--people go there to visit.

Close library.

I believe it's the unlearned peoples' fault, not the library's.

- 3 Quiet poster signs.

Arrange shelves on the 4th floor so it absorbs more sound.

Enclose table.

- 6 Have study rooms.

Different floors for different things.

Educate noise makers.

Some music

Separate chairs--more room.

- 3 Disallow persistent violators from library privileges.

Promote responsibility among students.

Separate rooms.

- 1 Foreign students should be asked to leave.

Create a more studious and less social atmosphere.

More carpeting.

A place enclosed for a break.

Have a policeman watching them.

Discussion rooms.

C30. Have you ever had any problems because of the method or manner in which books are arranged?

1. Yes
2. No

C31. If yes, ask: What was the problem and could you suggest a remedy?

RESPONSES

- 8 Don't know library or library system.
 Couldn't find zoology records.
- 10 Missing books that were misplaced.
- 4 Periodicals are always "in the bindery."
- 4 Books should be collected off red shelves constantly and reshelved for students so they don't have to spend time hunting.
 Wooden blocks replace books and cannot find books.
 Documents are too difficult to find and hard to get access to.
- 10 Hard to find.
 Better arrangement needed.
 Keep changing.
 Reserve books cannot be found.
 Too much running around to find materials i.e. fiction on one floor, reference books on another, documents on another, etc.
 Make posters clearing up problems associated with Dewey Decimal system.
 Paper torn out of books.
 Second floor cluttered: disorder!
- 11 Shelved in the wrong place.
- 3 More categorization of books by fields of study needed.

- 8 Periodicals are split up.

Limit faculty checkout time.

Replace missing materials; make students more familiar.

- 5 Library personnel don't have enough knowledge.

- 5 Reference books are scattered rather than arranged in specific sections.

Can't find Ladies Home Journal.

Going up and down stairs.

Fourth floor books really mixed up. Too much mixing of different subject matters.

In Reader's Guide, where are issues between bound issues and current issues?

Recent additions of magazines that aren't bound are hard to find.

Screwy--they should organize better.

Gap in number system on second floor.

- 6 Too scattered (periodicals and books).

Many of the reference books are on special shelves and are hard to locate.

Number and order confusing.

Discontinued series.

Business periodicals moved from third floor to Reserve and then moved back to third.

They don't seem to be in a definite order.

Periodicals should be on one floor.

Some yearbooks cannot be found.

- C32 Do you have any other problems, comments, or suggestions concerning the USU Library?

RESPONSES

Should have a snack area.

Put all magazines together. Open doors on the South side of the library.
Pay someone to check books through when they are missing from the shelf.
Larger lounge areas for people to meet in.

Provide transportation to the library at night.

Longer hours during summer.

Need more clocks on floors. More supervision. Better service on the elevators.

Those who don't conform to quiet rules should be asked to go to conversation area or leave.

Have library assistance after 6:00 p. m.

A room should be set up for talking and buying food.

Need pop machine--paper, pencil and pen dispenser.

Fines too high.

Educate students properly to manner of use of library as well as courtesies and ethics. Bolster library image; publicize it as one of West's best and most complete.

Give employee tags so as to be easily identifiable.

Provide exhibits--make it an aesthetic show place. Some place to be proud of.

Library needs a night drop. We can't always get to the library before closing hours.

Not so much busy-body work.

Help Freshmen use library. More typewriters.

Bring literature up to date where they don't have it. Need some kind of orientation for graduate students: (1) location, (2) inter-library loan, (3) embarrassing to ask--put up signs.

Establish study halls in dorms.

Library is often too hot. Always too noisy. Needs better parking facilities.

Fire the guy with sideburns to improve the circulation desk!

Tell the idiot that is constantly using the PA that his noise is more disrupting than the talking which is customary wherever you go.

A smoking room is needed.

Like to see teachers up date library bibliographies with present arrangement of books.

Employees discriminate fines.

More current magazines in Reference.

Better arrangement on binding so books can be had that are being bound.

IBM copies like in the bookstore.

I think the library is helpful and is helpful and the best place for independent study.

Library should be open for more time.

More references in range science.

More contemporary books (paper backs).

Nothing on martianism.

Fix clock outside building.

Play low music.

Class on library orientation.

Engineering periodicals poor.

More complete selection of popular science journals and doctoral dissertations.

Faculty (Dr. Chase especially) checks out books and doesn't bring them back.

Should have more dictionaries.

Better photo copy services. Non-electric typewriters; Olympia, Royal office models.

Books out of date.

Not able to find library help at night when needed.

More journals needed. Consistent rules for faculty and students. Faculty can check out journals.

Need more math books.

Added areas for talking and lounging--smoking areas.

Keep noise down.

I think it would be better if they wouldn't announce so many times about the desk closing at 10:00 p.m. From 9:30 to 10:00 your study is constantly interrupted. I think they should check better at check-out, if they are going to do it. It seems just to be a challenge! The library is a good source of material and seems to be very useful to our school. The check-out is efficient and fine.

Enclosed rooms for study.

Remove the cattle stalls entering and exiting or devise a better method, lower late fees.

Change smoking room to tomb like atmosphere, paint it.

Need more exits--bad flow of traffic just inside the door on first floor--especially between classes.

Like to see more exhibits, art displays. Do something about shock from water fountains.

Smoking room. Place to watch moving in leisure time.

Need pencil sharpeners and better parking.

Have a small supply area in library where student can purchase school materials. Have smoking and snack room where less serious students can talk.

Lights by third floor. Back section reference material on third are not up to date.

Should open at 1:00 on Sunday.

Keep it quiet, it would be more effective. Shorter hours would be better.

What is special collections and documents? Need more copies of popular novels. Better service on Xerox machines.

Hope they don't close the stacks.

Need magazines together, more lounge area.

More copying machines that do a better job.

Vending machines.

Like to see the front kept cleaner--excess of cigarette butts look poor.

I would like to see a greater variety of foreign periodicals and literature.

Arranging chairs.

Keep it quiet! Departments should have rooms that would be used by students.

Should promote smoking.

Librarians should be available on each floor.

More complete selections of math magazines, back issues have torn-out pages. Need two copies of each book.

On weekends books aren't reshelfed--stolen books.

Put up exhibitis downstairs of special collections, journals, or other material and tell where it can be found so students will know of their existence and take advantage of it.

Help should be kept late. Circulation should be opened later than 10:00, extension of period of books.

Smoking room or be able to smoke in the entire God-damn library.

Try to get another Marriott to donate another million dollars.

More references in range science.

Have art room open later.

Get more diversity in books--marine, biology, algae.

Separate quiet and noisy sections, put couches back in rooms so people could have consultation rooms.

Have personnel take job more serious. Promote "code of ethics" in library (behavior of students) a sort of honor system.

Music room to listen to records, snack bar.

Good library.

I believe it should be mandatory for foreign students to take at least one library science class.

Magazines have articles cut out.

Too warm.

General reference guide to where books are found.

Why did they take pencil sharpeners out?

Greater access to periodicals with regard to illustration photography at the time they come out.

Knock out east wall and add a smoking room, more magazines, back issue of Ramparts, professors taking books out and not returning them.

Library science should be made a basic requirement or made part of B.C. so people understand library better. Books in politics from various states and nations (Latin America Political Science).

Like a totally new library building.

People at desk noisy--library employees.

X-ray machine to check and make sure no one is stealing.

More psychology books.

Like to see more libraries as other colleges have on different parts of campus. Need more liberal smoking laws or library smoking lounge. Better access to reference materials.

Why \$20,000 worth of books stolen, spend money to prevent thievery.

Big arm chairs.

General administration should give more money to buy good books.

Should have more books in food and nutrition.

Mandatory class in library orientation, sections should be marked clearer.

Shoe shine stand.

Faculty check-out.

Private cubicles, group areas.

Need more business periodicals.

Try to relieve censorship problem, this university is to gain an education, not the doctrines of Mormonism.

Why isn't there an area, not connected with the books, where a student can have a refreshment break? I get tired of having to leave this building just because I'm hungry. If I leave, I usually don't come back because I find other things to do. I would really enjoy a lounge where I could rest for 10 or 15 minutes and have a drink without putting on my coat and going out in the cold. This lounge could be put on the other side of the library in a room that is now a classroom. This would prevent food coming in contact with the books.

Proofreading of cards and books. Where are fiction books?

Provide adding machines, restrict B.C. students.

Library should have a more formal atmosphere, we should be taught how to use it.

Newer books of technical nature--more isolated books.

Current periodicals are frequently missing. Stolen articles, require library science class.

Students often "lift" books from library because they don't like the check-out system.

Fiction department.

SECOND FLOOR	C19			C20					Documents	Third floor
	Good	Satisfactory	Unsatisfactory	Circulation	Reference	Reserve	Second floor			
MAJOR										
<u>Aeronautics</u>		1						1		
<u>Aeronautical Technology</u>	1	1								
<u>Agriculture</u>	1	1								
<u>Agricultural Economics</u>		4						1	1	
<u>Ag. Mechanical Tech.</u>		1								
<u>Animal Science</u>	1		1	1						
<u>Anthropology</u>			1							
<u>Bacteriology</u>	1	1			1					
<u>Biology</u>	2	3					1			
<u>Botany</u>		2	1							
<u>Chemistry</u>		1								
<u>Civil Engineering</u>	1									
<u>Clothing and Textiles</u>	1	1								
<u>Computer Science</u>	2	3			1	1				
<u>Conservation</u>	1	1								
<u>Electrical Engineering</u>	3	4	1		1					
<u>Engineering</u>	7	3	1		1	2				
<u>Entomology</u>		1								
<u>Fashion Merchandising</u>	1	1								
<u>Fisherology</u>	1	2						1		

C21											
Curriculum	Fourth floor	Spec. Coll.	Other	Circulation	Reference	Reserve	Second floor	Documents	Third floor	Curriculum	Fourth floor
							1				
											1
						1					
					1	1					
									1		
					1	2	1				
									1		
					2						1
				1	2	2					2
				1	2	1				1	
										1	
						1					
					2	1	1				
				1	1	1					
	1		1		2		3				
		2		2	4	3	2	3			1
					1						
	1					1			1		
						3		1			

C25					C27		C29		C30		
Extremely High	High	Average	Low	Quite low	Helpful	Unsatisfactory	Yes	No	Yes	No	Total
		1			1		1			1	1
		2			2		2			2	2
		2			2		2		1	1	2
	3	1			4		4			4	4
		1									1
	2				1	1	1	1		2	2
1								1		1	1
	1	1			2		2			2	2
	2	2		1	5		5			5	5
	1	2			3		2	1		2	3
		1			1		1			1	1
		1			1		1			1	1
		1	1		1		2			2	2
1		2	2		3		4	1	2	3	5
	2				2		2			2	2
1	4	2			4		4	2	1	5	8
1	6	3	1		9	2	5	6	3	8	11
				1	1		1			1	1
	1	1			2		1	1	1	1	2
	1	2			3		1	2	1	2	3

	C19		Unsatisfactory	C20		Reference	Reserve	Second floor	Documents	Third floor
	Good	Satisfactory		Circulation						
<u>Food Nutrition</u>	1	2								
<u>Food Science</u>	1	1								
<u>Forest Management</u>		1						1		
<u>Forest Range</u>		1						1		
<u>Forestry</u>	5	5							1	
<u>Geology</u>	1	1				1		1		
<u>Home Economics</u>	4	2								
<u>Irrigation Engineering</u>	2									
<u>ITE Drafting</u>	1				1					
<u>Math</u>	1	5								
<u>Mechanical Engineering</u>	2	3	1			1	2	1		
<u>Natural Resources</u>	1									1
<u>Nursing</u>	1	1								
<u>Parasitology</u>			1		1					
<u>Physics</u>	1	6	1		2					
<u>Pre-Dentistry</u>	1	2					1			
<u>Pre-Med</u>		2	1							
<u>Public Health</u>		5								
<u>Range Science</u>	3	1				1		1		
<u>Speech Pathology</u>	2	4					1			

Curriculum	Fourth floor	Spec. Coll.	Other	C21 Circulation	Reference	Reserve	Second floor	Documents	Third floor	Curriculum	Fourth floor	Spec. Coll.	Other
				2	2	1	1		1			1	
						1	1						
					1				1				
						1							
	1				5	4		1					
						1							
					1	4	1						
				1			1	1					
					1								
					3	1						1	
					2	2	4		1		1		
					2	1							
	1												
	1				2	1	3				1		
		1			1								
					3		2	2				1	
			1	2	1	2							

C25					C27		C29		C30		Total
Extremely High	High	Average	Low	Quite low	Helpful	Unsatisfactory	Yes	No	Yes	No	
		2	1		3		2	1	1	2	3
		1		1	2		2			2	2
			1		1		1			1	1
1						1	1				1
	4	4		2	10		8	1	1	9	10
		2			2		1	1		2	2
	1	4	1		6		5	1	4	2	6
	1	1			2		1	1		2	2
	1					1	1		1		1
1		4	1		4	1	4	2	1	5	6
	1	5			3	3	4	2	2	4	6
					1		1			1	1
	1		1			2	2			2	2
1							1		1		1
	3	4		1	3	2	7	1	1	7	8
	2	1			3		3			3	3
1		1			2		3		1	2	3
		1			1			1		1	1
	2	2			3	1	3	1	1	3	4
5		1			6		4	1	1	5	6

	C19			C20					
	Good	Satisfactory	Unsatisfactory	Circulation	Reference	Reserve	Second floor	Documents	Third floor
Watershed Science	1			1					
Welding Technology		2						2	
Wildlife	6	5							
Wildlife Education		2							
Wildlife Management	1	2	1		1			1	
Zoology	2	3							

C19					C20							
Extremely High	High	Average	Low	Quite low	Helpful	Unsatisfactory	Yes	No	Yes	No	Total	
		1			1		1		1		1	
	2				2		1	1	1	1	2	
	1	3	6	1	11		11		1	10	11	
			1		1		1		1		1	
	2	1	1		3		2	2	2	1	4	
	4	1			5		5			5	5	

C25					C27		C29		C30		
Extremely High	High	Average	Low	Quite Low	Helpful	Unsatisfactory	Yes	No	Yes	No	Total
	4	2			4	2	6			6	6
		1			1		1			1	1
		1	1		2		2			2	2
2	6	4	1	1	11	2	8	6	2	12	14
4	6	3	2	1	12	2	12	4		15	16
1	4	5			6	3	7	3	2	7	10
	2	1			3		3		1	2	3
	2	2	2		7		5	2	1	6	7
1	10	7	1	1	15	4	15	4	6	14	20
1	9	16	2		19	7	18	11	7	21	29
		2	2		3		3	1	1	3	4
		2			2		2			1	2
2	3	2			6	1	7			7	8
	1	1			2		2			2	2
		1			1		1			1	1
	1				1		1			1	1
	3				2	1	1	2	1	2	3
		4			3		3	1		4	4
		1			1		1			1	1

Third Floor MAJOR	C19			C20						
	Good	Satisfactory	Unsatisfactory	Circulation	Reference	Reserve	Second floor	Documents	Third floor	Curriculum
Physical Education	4	2							1	
Political Science	7	13	2	3	4	3	1	2	4	
Pre-Law	2	1								
Product Management		1		1	1					
Psychology	3	6	2	2	1	4	1	1	1	1
Secondary Education	1	3					2			
Social Science	1	2					1			
Social Welfare		1								
Social Work	2	3					1			
Sociology	8	17	3	3		1	1	1	7	
Statistics	3			1						

Fourth floor	Spec. Coll.	Other	C21		Reference	Reserve	Second floor	Documents	Third floor	Curriculum	Fourth floor	Spec. Coll.	Other
			Circulation										
			1		1	1	1		1				
3		1	1		7	6	2	8	2		1	1	
								2					
		1				1					1		
2		1	4		1		3		1				
	1	1	1		3	1			1		1		
			1		1	1		1	1				
					1	3		1			1		
5	1	2	4		7	14		3	2			3	
					1	1					1		

C25					C27		C29		C30		Total
Extremely High	High	Average	Low	Quite Low	Helpful	Unsatisfactory	Yes	No	Yes	No	
1	2	2	1	1	6	1	6	1		7	7
7	12	3			19	1	11	10	6	15	22
1	1	1			3		3			3	3
			1			1		1			1
3	5	1	1		9		8	3	1	10	11
2	1	1			3		3	1		4	4
	2	1			2		2	1	1	2	3
	1				1		1			1	1
	1	2	1	1	4	1	5		1	4	5
5	11	11	2		24	4	23	5	7	22	29
	1	1	1		2		3			3	3

MAJOR	C19			C20						
	Good	Satisfactory	Unsatisfactory	Circulation	Reference	Reserve	Second floor	Documents	Third floor	Curriculum
<u>Art</u>	5	8		1	1			1		
<u>English</u>	5	9	1	3	3				3	
<u>Humanities</u>	1	1								
<u>Journalism</u>	1	1				1				
<u>Landscape</u>	3	1	1	2	1	2		1		
<u>Language</u>	1									
<u>Liberal Studies</u>	5	6		1	2			1		
<u>Literature</u>		1								
<u>Music</u>	1	2								
<u>Philosophy & German</u>	1									
<u>Photography</u>	1		1					1		
<u>Spanish</u>		1		1						
<u>Speech</u>		2								

C25					C27		C29		C30		Total
Extremely High	High	Average	Low	Quite low	Helpful	Unsatisfactory	Yes	No	Yes	No	
2	3	6	1	1	8	3	11	1	7	6	14
3	7	4	1		9	4	9	6	1	14	15
		2			2		2		1	1	2
1	1				2		1	1	1	1	2
	2	3			4		5		1	4	5
1							1			1	1
1	5	4	1		10		11		3	8	11
				1	1			1		1	1
	1	2			3		3			3	3
			1				1			1	1
	2				1	1		2		2	2
1						1	1		1		1
		2			1	1	1	1		2	2

QUESTION	SECOND FLOOR		THIRD FLOOR		FOURTH FLOOR	
	No. of responses	% of total responses	No. of responses	% of total responses	No. of responses	% of total responses
General rating on library services						
1. Good	60	39	80	36	24	40
2. Satisfactory	87	57	126	57	32	53
3. Unsatisfactory	10	6	16	7	3	5
Area that you find extremely unsatisfactory						
1. Circulation	4	2	20	9	8	13
2. Reference	7	5	12	5	7	11
3. Reserve	6	4	13	185	3	5
4. Second floor	7	5	4	2	0	0
5. Documents	10	7	17	8	4	7
6. Third floor	2	1	11	5	3	5
7. Curriculum	1	0	8	4	0	0
8. Fourth floor	4	2	15	7	6	10
9. Special Collections	3	1	8	4	1	2
10. Other	3	1	17	8	6	10
Area that you find particularly useful						
1. Circulation	14	9	17	8	3	5
2. Reference	50	33	63	28	22	37
3. Reserve	48	32	76	34	14	23
4. Second floor	21	14	14	6	4	7
5. Documents	9	6	20	9	3	5
6. Third floor	7	5	31	14	3	5
7. Curriculum	3	1	9	4	2	3
8. Fourth floor	7	5	14	6	7	12
9. Special Collections	6	4	7	3	5	8
10. Other	0	0	2	0	2	3
Rating of library noise level						
1. Extremely high	13	9	30	14	9	15
2. High	48	32	88	40	21	35
3. Average	61	40	78	35	23	38
4. Low	17	11	18	8	4	7
5. Quite Low	7	5	4	2	2	3

QUESTION	SECOND FLOOR		THIRD FLOOR		FOURTH FLOOR	
	No. of responses	% of total responses	No. of responses	% of total responses	No. of responses	% of total responses
Are consultations with librarians						
1. Helpful	116	76	174	78	41	68
2. Unsatisfactory	14	9	30	14	10	17
Are there adequate materials for research and assignments						
1. Yes	119	78	163	73	46	77
2. No	31	20	56	25	12	20
Any previous problems due to library book arrangement						
1. Yes	30	20	38	17	15	25
2. No	116	76	179	80	44	73

C32. SUMMARY TOTALS

9	Journals
8	Noise
14	Study Rooms
46	Smoking Room
28	Snack Room
2	Exits
3	Copy Machine
3	Availability of Librarian
3	Exhibits
4	Circulation open after 10 p. m.
2	Elevator
7	Fines
7	Education
3	Noisy Librarian
9	Night Drop
6	Parking
6	Move typewriters
4	More control at exit
3	Out-dated books
4	Clocks
2	Supplies

Appendix BStaff Questionnaire and Results

The following questionnaire is part of a masters program aimed toward ascertaining the goals of the U.S.U. Library.

This particular part of the study is directed toward the staff of the library in an attempt to find out what library personnel feel the goals of the library are.

No attempt will be made to connect a questionnaire with a specific person, but rather the answers will be considered as totals for the entire library. In this way each person's answers will remain entirely anonymous.

Please feel free to make any comments you wish at the end of the questionnaire.

- C 1. What do you feel the main purpose of the library is
- ☐ 1. to store information
 - ☐ 2. to disseminate information
 - ☐ 3. to provide areas for students to study
 - ☐ 4. other, please specify _____
- C 2. Do you feel there should be a place on campus other than the library where students can study?
- ☐ 1. Yes
 - ☐ 2. No
- C 3. For what reason do you feel students usually come to the library?
- ☐ 1. to study from their own books
 - ☐ 2. to borrow or return books
 - ☐ 3. to consult library reference books
 - ☐ 4. to find material for class assignments
 - ☐ 5. to consult librarians
 - ☐ 6. to use reserve book collections
 - ☐ 7. other, please explain _____
- _____
- C 4. In general do you think the library services are
- ☐ 1. good
 - ☐ 2. satisfactory
 - ☐ 3. unsatisfactory
- C 5. Do you think library hours
- ☐ 1. should be increased
 - ☐ 2. remain the same
 - ☐ 3. should be decreased
- C 6. Do you think noise level in the library is
- ☐ 1. extremely high
 - ☐ 2. high
 - ☐ 3. average
 - ☐ 4. low
 - ☐ 5. quite low
- C 7. If HIGH, what do you think could be done to improve the noise problem in the library, explain. _____
- _____

- C 8. Do you feel your consultations with students are
_____ 1. helpful to the student
_____ 2. unsatisfactory to students
_____ 3. my job does not involve consultation with students
- C 9. Do you feel that students generally are able to find adequate material for their research and assignments?

_____ 1. yes
_____ 2. no
_____ 3. don't know
- C10 Do you feel that the method of organization of books and journals in the library is adequate and lends itself to easy usage?

_____ 1. yes
_____ 2. no
_____ 3. explain _____
- C11. What do you feel is the major problem facing the library?

- C12. Do you feel this is also the major concern of the students?
_____ 1. yes
_____ 2. no
- C13. Do you feel this is also the major concern of the university faculty?
_____ 1. yes
_____ 2. no
- C14. Do you feel faculty members should get preferential treatment?
_____ 1. yes
_____ 2. no
- C15. How would you rate the staff (as a whole) in its ability to preform library functions?
_____ 1. poor
_____ 2. adequate
_____ 3. satisfactory
_____ 4. good considering size and nature of library
_____ 5. excellent
- C16 Sex
_____ 1. female
_____ 2. male

- C17. Amount of school completed?
_____ 1. high school
_____ 2. 1-4 years of college, but no degree
_____ 3. bachelors degree
_____ 4. post bachelors study
- C18. Did your formal education
_____ 1. have major emphasis on library science
_____ 2. only minor emphasis on library science
_____ 3. some library science courses
_____ 4. no library science at all
- C19. Have you ever worked at another library?
_____ 1. yes
_____ 2. no
- C20. if YES, what type?
_____ 1. university affiliated
_____ 2. non-university affiliated
- C21. Would you say your work is
_____ 1. mainly concentrated with personal contact with students
and faculty
_____ 2. mainly concerned with handling, processing or controlling
books
_____ 3. involves both contact with students and handling of books
_____ 4. concerned mainly with work with other members of staff.
(administration)
- C22. Do you have any other comments or suggestions.

QUESTION TOTALS

	No. of responses	% of total responses
C 1. What do you feel the main purpose of the library is ?		
1. to store information	9	27.3
2. to disseminate information	17	51.5
3. to provide areas for students to study	1	3
4. other, please specify _____	6	18.2
C 2. Do you feel there should be a place on campus other than the library where students can study ?		
1. yes	28	84.9
2. no	5	15.1
C 3. For what reason do you feel students usually come to the library		
1. to study from their own books	5	12.8
2. to borrow or return books	6	15.4
3. to consult library reference books	2	5.1
4. to find material for class assignments	16	41.0
5. to consult librarians	0	
6. to use reserve book collections	1	2.6
7. other, please explain _____	9	23.1
C 4. In general do you think the library services are		
1. good	19	57.6
2. satisfactory	14	42.4
3. unsatisfactory	0	0
C 5. Do you think library hours		
1. should be increased	3	9.1
2. remain the same	22	66.7
3. should be decreased	8	24.2
C 6. Do you think noise level in the library is		
1. extremely high	0	0
2. high	14	39.4
3. average	19	54.6
4. low	1	3.0
5. quite low	1	3.0

QUESTION TOTALS (Continued)

	No. of responses	% of total responses
C 7. If HIGH, what do you think could be done to improve the noise problem in the library, explain _____		
C 8. Do you feel your consultations with students are		
1. helpful to the student	19	57.6
2. unsatisfactory to students	1	3.0
3. my job does not involve consultation with students	13	39.4
C 9. Do you feel that students generally are able to find adequate material for their research and assignments?		
1. yes	23	69.7
2. no	6	18.2
3. don't know	4	12.1
C10. Do you feel that the method of organization of books and journals in the library is adequate and lends itself to easy usage?		
1. yes	27	81.8
2. no	4	12.1
3. explain _____	2	6.1
C11. What do you feel is the major problem facing the library?		
C12. Do you feel this is also the major concern of the students?		
1. yes	13	39.4
2. no	15	45.5
3. don't know	5	15.1
C13. Do you feel this is also the major concern of the university faculty?		
1. yes	16	48.5
2. no	12	36.4
3. don't know	5	15.1

QUESTION TOTALS (Continued)

	No. of responses	% of total responses
C14. Do you feel faculty members should get preferential treatment?		
1. yes	10	30.3
2. no	22	69.7
C15. How would you rate the staff (as a whole) in its ability to preform library functions?		
1. poor		
2. adequate	1	3.0
3. satisfactory	11	33.3
4. good considering size and nature of library	14	42.4
5. excellent	7	21.2
C16. Sex		
1. female	23	69.7
2. male	10	33.3
C17. Amount of school completed?		
1. high school	7	
2. 1-4 years of college, but no degree	11	
3. bachelors degree	3	
4. post bachelors study	10	
C18. Did your formal education		
1. have major emphasis on library science	4	
2. only minor emphasis on library science	4	
3. some library science courses	10	
4. no library science at all	12	
C19. Have you ever worked at another library?		
1. yes	9	
2. no	23	
C20. If YES, what type?		
1. university affiliated	3	
2. non-university affiliated	6	

QUESTION TOTALS (Continued)

	No. of responses	% of total responses
C21. Would you say your work is		
1. mainly concentrated with personal contact with students and faculty	8	
2. mainly concerned with handling, processing or controlling books	15	
3. involves both contact with students and handling of books	6	
4. concerned mainly with work with other members of staff (administration)	3	
C22. Do you have any other comments or suggestions.		

RESPONSES

- C 7. If HIGH, what do you think could be done to improve the noise problem in the library, explain_____

Good question! Can't have campus police enforcing! [Sic] Requests by staff fail.

Arrangement--smaller areas--more group study areas

Better policing

Ask noisy people to leave. Establish a cloistral quietness upon entrance to the library (in the foyer)

It's pretty hard to try to discipline college students.

Provide another place (a lounge in the building itself) for people to meet their friends.

The control must come from the students--student bouncers perhaps.

Also more areas such as conference rooms should be available for group study--some areas should be designated for "DEAD" areas where no talking at all would be tolerated. Undergraduate libraries in the Resident Halls would help drain off a lot of the students who come to study out of their own books, perhaps.

Carpeting throughout

Univ. of Calif. librarys are so quiet you can hear a pin drop--NEW RULES--no loud conversation.

The students themselves must set the standard for quiet as they do in every other library of consequence in the country.

Make students understand that this is not a place to socialize.

Use book stacks as buffers between traffic areas, reference areas and the study areas.

The noise level seems to vary from floor to floor.

Have areas for groups to study (or visit)--some definite quiet areas for real study.

Break large study areas smaller areas and adequate supervision over each area.

RESPONSES

C11. What do you feel is the major problem facing the library?

Reluctance on patron's part to ask for help.

Loss of books. (2 gave same response)

Low budget which does not allow for expansion of reference and reading collection in each college subject area. Also for the amount of doctoral programs on campus U.S.U. Library has a very poor collection.

Lack of money and support by University administration.

Finances (17 gave same response)

Not enough shelf space - rearranges too often.

Organization

The development of a staff aware of the education objectives of the university and capable of contributing to the educational process.

Space for increasing volume of material.

Material purchase -- access to information.

Lack of communication with students.

The need to make the patron realize that we have what he needs and that one does not come to the library unless he is serious about its use.

Patrons lack of respect of property of library and other patrons and personnel of library.

RESPONSES

C22. Do you have any other comments or suggestions.

Initiating a faster interlibrary loan service with U of U and BYU.

It seems to me that U.S.U., U of U and BYU could re-evaluate this library service and come up with a more efficient and co-operative plan between the three universities.

Inservice training for reference staff should be well organized to include basic cataloging, all types of bibliographic entries, and examination of reference books, indexes and abstracts.

It is a shame that we do not come up to the standard set by the office of education on number of volumes per doctoral programs on campus. The main reason we don't is lack of funds.

Noise in library can be cut down if rules are made and enforced.

Talk with heads of libraries that don't have this problem.

Everything should be catalogued for finding by the patrons. Documents division are not catalogued or used near like it should be.

Name tags could be worn so patrons know your work here and can help them.

Very rewarding work.

Building - half library, half English, an awkward arrangement "You can't get there from here." Should be more convenient with cross-throughs on each floor.

I wonder just how much can be done to improve the library facilities without there first being a change in student attitudes. USU is a definite "social" school (as opposed to "party" school), and unless the majority of students become more study-minded, many changes in the library services wouldn't make much difference.

Some of these questions I feel depend upon certain reservations. For example, question C6 asks about noise level. I think the time of day has something to do with it. With less faculty in attendance or on duty the noise level may be higher. I'm not sniping at the questions, merely pointing out that some questions seem to have an "iffy" type problem built into them.

One of the major problems involving patrons is the theft of books and magazines, which creates very serious problems for the other patrons who need to the same material.

Interlibrary loans have gone a long ways in helping graduate students get needed materials and should be continued.

Technical processing of books (cataloging, etc.) takes months -- much too long, considering how fast materials are outdated these days. Some materials are not worth keeping by the time a book makes it from book selection clear through to the final end product. The delay can be well over a year. Perhaps Batab will correct this. Since our main goal is dessiminating material that is meaningful, this problem needs to be corrected.

Library is the engine of the "automobile" - University. A first-class institution does not exist with inadequate library.

Some of the questions on this questionnaire are poorly stated, and show a lack of adequate thought on whomever devised them.

Orientation of students to seek help in the library and to be made to feel that there are no stupid questions in the library.

Appendix CFaculty Questionnaire and Results

March 4, 1970

Dear Colleagues:

Richard Jenson, a graduate student in the Department of Political Science and an employee of the University Library, has, as a part of his graduate program, conducted surveys of the attitudes of Library Staff members and students toward the Library and its policies. To complete his program he is now prepared to convass faculty opinion. The results of the student and Library Staff surveys have been made known to the Library Administration and they are extremely interesting. Some changes in library policy have already been made because of the opinions which emerged from these studies.

We know the faculty can give us the most perceptive answers to library problems, so for this reason, we hope that you will find time from your busy schedule to answer the questionnaire. It has been designed with the help of Mr. Jenson's Graduate Committee.

Because of our evident interest in the findings of the report, we are hoping for a wide representation from the faculty. We encourage your participation.

Sincerely yours,

Milton C. Abrams
University Librarian

MCA/kj
Enclosure

The following questionnaire is designed to ascertain the faculty's opinion about the Utah State University Library. We desire to learn what areas the faculty feel need to be changed or improved as well as those areas the faculty feel are useful as they are. For this reason, please feel free to make any comments you wish at the end of this questionnaire.

- C 1. In general how do you find the library services?
- ☐ 1. Good
 - ☐ 2. Satisfactory
 - ☐ 3. Unsatisfactory
- C 2. Are there any areas of the library listed below that you find unsatisfactory? (You may check more than one).
- ☐ 1. Circulation
 - ☐ 2. Reference
 - ☐ 3. Reserve
 - ☐ 4. Second floor
 - ☐ 5. Documents
 - ☐ 6. Third floor
 - ☐ 7. Curriculum
 - ☐ 8. Fourth floor
 - ☐ 9. Special Collections
 - ☐ 10. Other _____
 - ☐ 11. Technical Process (Acquisitions, cataloging, etc.)
- C 3. If you have checked any of the above, can you tell me why you find it or them unsatisfactory?
- C 4. Is there any area listed below that you find particularly useful? (You may check more than one).
- ☐ 1. Circulation
 - ☐ 2. Reference
 - ☐ 3. Reserve
 - ☐ 4. Second floor
 - ☐ 5. Documents
 - ☐ 6. Third floor
 - ☐ 7. Curriculum
 - ☐ 8. Fourth floor
 - ☐ 9. Special collections
 - ☐ 10. Other _____
 - ☐ 11. Technical Process (Acquisitions, cataloging, etc.)

- C 6. Do you think the library hours
☐ 1. Should be increased
☐ 2. Remain the same
☐ 3. Should be decreased
- C 6. If INCREASED, when are additional hours desired?
- C 7. Do you find consultations with librarians usually
☐ 1. Helpful
☐ 2. Unsatisfactory
- C 8. If UNSATISFACTORY, could you please tell in what area or areas:
☐ 1. Circulation
☐ 2. Reference
☐ 3. Reserve
☐ 4. Second floor
☐ 5. Documents
☐ 6. Third floor
☐ 7. Curriculum
☐ 8. Fourth floor
☐ 9. Special Collections
☐ 10. Other _____
☐ 11. Technical Process (Acquisitions, cataloging, etc.)
- C 9. In general have you found the library facilities
☐ 1. Adequate for undergraduate study in your area
☐ 2. Adequate for graduate study in your area
☐ 3. Both of the above
☐ 4. None of the above
- C10. If NONE, what do you feel should be done to improve the facilities?
- C11. Have you ever had to seriously restrict assignments or research because of a lack of library materials?
☐ 1. Yes
☐ 2. No

- C12. If YES, please explain:
- C13. Are your teaching methods affected by a lack of library materials?
☐ 1. Yes
☐ 2. No
- C14. If YES
☐ 1. Undergraduate
☐ 2. Graduate
☐ 3. Both
- C15. Are there any programs now being planned in your department that will require additional library holding?
☐ 1. Yes
☐ 2. No
- C16. If YES
☐ 1. Graduate
☐ 2. Undergraduate
☐ 3. Both
- C17. Are you engaged in any research that is hampered by lack of library resources? Explain.
- C18. Your sex is
☐ 1. Male
☐ 2. Female
- C19. Highest academic degree
☐ 1. BS and BA
☐ 2. Masters
☐ 3. Doctorate
☐ 4. Post-Doctorate
- C20. Your academic rank is
☐ 1. Instructor
☐ 2. Lecturer
☐ 3. Assistant Professor
☐ 4. Associate Professor
☐ 5. Professor

C21. Department or departments in which you are employed

C22. Length of time at Utah State University

- ☐ 1. Less than 2 years
- ☐ 2. 2-5 years
- ☐ 3. 5-10 years
- ☐ 4. 10-20 years
- ☐ 5. Over 20 years

C23. Have you ever taught at any other University?

- ☐ 1. Yes
- ☐ 2. No

C24. Over the last five years approximately what portion of your time has been spent in formal research?

- ☐ 1. Less than 1/4
- ☐ 2. More than 1.4, less than 1/2
- ☐ 3. More than 1/2, less than 3/4
- ☐ 4. More than 3/4

C25. On the average, approximately how many hours per week do you spend in the library? (Include time of use by clerical staff).

- ☐ 1. Less than 5 hours
- ☐ 2. 6-10 hours
- ☐ 3. 11-15 hours
- ☐ 4. 16-20 hours
- ☐ 5. Over 20 hours

C26. Do you have any other comments or suggestions concerning the Utah State University Library or its improvement?

The following questionnaire is designed to ascertain the faculty's opinion about the Utah State University Library. We desire to learn what areas the faculty feel need to be changed or improved as well as those areas the faculty feel are useful as they are. For this reason, please feel free to make any comments you wish at the end of this questionnaire.

	No.	Percent
C 1. In general how do you find the library services?		
() 1. Good	130	42.9
() 2. Satisfactory	136	44.9
() 3. Unsatisfactory	33	10.9
No answer	4	1.3
C 2. Are there any areas of the library listed below that you find unsatisfactory? (You may check more than one)		
() 1. Circulation	45	14.9
() 2. Reference	25	8.3
() 3. Reserve	46	15.2
() 4. Second floor	27	8.9
() 5. Documents	17	5.6
() 6. Third floor	16	5.3
() 7. Curriculum	7	2.3
() 8. Fourth floor	7	2.3
() 9. Special Collections	9	3.0
() 10. Other _____	38	12.5
() 11. Technical Process (Acquisitions, cataloging, etc.)	52	17.2
C 3. If you have checked any of the above, can you tell me why you find it or them unsatisfactory?		
C 4. Is there any area listed below that you find particularly useful? (You may check more than one).		
() 1. Circulation	40	13.2
() 2. Reference	73	24.1
() 3. Reserve	55	18.2
() 4. Second floor	55	18.2
() 5. Documents	48	15.8
() 6. Third floor	35	11.6
() 7. Curriculum	16	5.3
() 8. Fourth floor	23	7.6
() 9. Special Collections	27	8.9
() 10. Other _____	14	4.6
() 11. Technical Process (Acquisition, cataloging, etc.)	19	6.3

- | | | | |
|---------|--|-----|------|
| C 5. | Do you think the library hours | | |
| () 1. | Should be increased | 59 | 19.5 |
| () 2. | Remain the same | 216 | 71.3 |
| () 3. | Should be decreased | 2 | 0.7 |
| C 6. | If INCREASED, when are additional hours desired? | | |
| C 7. | Do you find consultations with librarians usually | | |
| () 1. | Helpful | 257 | 87.1 |
| () 2. | Unsatisfactory | 27 | 9.2 |
| | Depends | 11 | 3.7 |
| C 8. | If UNSATISFACTORY, could you please tell in what area or areas: | | |
| () 1. | Circulation | 13 | 4.3 |
| () 2. | Reference | 9 | 3.0 |
| () 3. | Reserve | 10 | 3.3 |
| () 4. | Second floor | 9 | 3.0 |
| () 5. | Documents | 3 | 1.0 |
| () 6. | Third floor | 7 | 2.3 |
| () 7. | Curriculum | 1 | 0.3 |
| () 8. | Fourth floor | 3 | 1.0 |
| () 9. | Special Collections | 1 | 0.3 |
| () 10. | Other _____ | 3 | 1.0 |
| () 11. | Technical Process (Acquisitions, cataloging, etc.) | 9 | 3.0 |
| C 9. | In general have you found the library facilities | | |
| () 1. | Adequate for undergraduate study in your area | 139 | 45.9 |
| () 2. | Adequate for graduate study in your area | 13 | 4.3 |
| () 3. | Both of the above | 88 | 29.0 |
| () 4. | None of the above | 48 | 15.8 |
| C10. | If NONE, what do you feel should be done to improve the facilities? | | |
| C11. | Have you ever had to <u>seriously</u> restrict assignments or research because of a lack of library materials? | | |
| () 1. | Yes | 107 | 35.3 |
| () 2. | No | 176 | 58.1 |

C12. If YES, please explain:

C13. Are your teaching methods affected by a lack of library materials?

() 1. Yes	93	32.7
() 2. No	191	67.3

C14. If YES

() 1. Undergraduate	15	5.0
() 2. Graduate	38	12.5
() 3. Both	43	14.2

C15. Are there any programs now being planned in your department that will require additional library holding?

() 1. Yes	140	57.1
() 2. No	105	42.9

C16. If YES

() 1. Graduate	73	24.1
() 2. Undergraduate	11	3.6
() 3. Both	56	18.5

C17. Are you engaged in any research that is hampered by lack of library resources? Explain.

() 1. Yes	124	40.9
() 2. no	70	23.1
() 3. No answer	109	36.0

C18. Your sex is

() 1. Male	266	87.8
() 2. Female	36	11.9

C19. Highest academic degree

() 1. BS and BA	10	3.3
() 2. Masters	94	31.0
() 3. Doctorate	161	53.1
() 4. Post-Doctorate	37	12.2

C20. Your academic rank is

() 1. Instructor	28	9.2
() 2. Lecturer	9	3.0
() 3. Assistant Professor	97	32.0
() 4. Associate Professor	73	24.1
() 5. Professor	87	28.7

C21. Department or departments in which you are employed

C22. Length of time at Utah State University

() 1. Less than 2 years	60	19.8
() 2. 2-5 years	91	30.0
() 3. 5-10 years	63	20.8
() 4. 10-20 years	52	17.2
() 5. Over 20 years	36	11.9

C23. Have you ever taught at any other university?

() 1. Yes	175	57.8
() 2. No	124	40.9

C24. Over the last five years approximately what portion of your time has been spent in formal research?

() 1. Less than 1/4	133	43.9
() 2. More than 1/4, less than 1/2	81	26.7
() 3. More than 1/2, less than 3/4	49	16.2
() 4. More than 3/4	35	11.6

C25. On the average, approximately how many hours per week do you spend in the library? (Include time of use by clerical staff)

() 1. Less than 5 hours	198	66.4
() 2. 6-10 hours	84	28.2
() 3. 11-15 hours	10	3.4
() 4. 16-20 hours	2	0.7
() 5. Over 20 hours		

C26. Do you have any other comments or suggestions concerning the Utah State University Library or its improvement?

QUESTION NUMBER 3

Current periodicals are either very late or someone is holding them out (in some cases, eg "Fortune"). Location of books and facilities are always being moved when can we expect some location stability? Faster cataloging.

Wrong edition of books (correct ones were specified). Usually placed on shelf late.

Circulation consistently has no record of books, journals, etc. That are supposed to be in the library. No check is made on the receipt of journals - e.g. The Chemical Society Journals were not received last year until June, even after the library had been informed in February that they were not arriving.

It is impossible to browse the current journals. The various journals are in one area. If they are alphabetized, this process does not go from left to right nor up and down. With a specific title in mind, it is difficult to find. Aquisitions are very slow. Journals allegedly ordered in July 1969 have not arrived at the library March, 1970. It is very difficult to get approval of new subscriptions and seemingly impossible to get back issues of journals.

Why does the faculty have to search for citations in abstracts and indices? Is it asking too much of the employees of the USU library that are not professional librarians? In other libraries (P.C.U.C. Berkely, U.C. San Francisco, etc.) this is done by library personnel. Besides, the excuse "we do not have enough personnel" could be eliminated with proper funding of the library.

A) Journals appear too late on shelves ("Science" of the Week of January, 1970 was not available until 4 weeks later). B) Acquisition of new books take too long (sometimes 6 months) C) Customers are required to verify citations in abstracts, indicies, etc. This is task of library personnel.

Reserve has on occasion failed to monitor properly the circulation of reserve material with the consequences being lost books, documents, etc.

Yes, the books on Advertising design, lettering, illustration design, product design, etc. (All commercial art subjects are scattered throughout two floors- and hard to find - they should all be in the same area (two aisles). Not enough trade magazines are stocked.

The lack of funds has made this probably one of the more obsolete libraries in Utah (Even Weber State has a better library). I am only making reference to the Business Library. I am not familiar with any other portion.

Need more volumes.

Newspapers and magazines are sometimes late in appearing on shelves.

On occasion, the service at the circulation desk has been slow.

More journals are needed - Psychology holdings are dated and not nearly comprehensive enough.

Difficulty of calling in books that are in circulation.

Lack of sufficient money to buy all acquisitions ordered. There is no follow-up when a book is reported lost. Catalogues are not kept up to date. Shelves are not read frequently.

Reserve policies not flexible: permit two-hour, one day, three days, one week reserve. Holdings in Special Collection inadequate; more important present holdings need cataloging. Gaps of important documents, such as U.S. Statutes at Large Before 1882.

An inordinate delay attaches to the preparation of an order. Its receipt and cataloging and final availability. Many books are illogically catalogued.

Incomplete volumes and missing documents. Some documents difficult to find.

Some useful volumes not available for placing on reserve. Others have been stolen when private copies placed on reserve.

Policies of use.

Too many items not accounted for, holding need to be expanded.

Length of time for acquisition of dissertation from other libraries.

The librarians who have tried to help me in the Social Science area do not seem to be very familiar with the resources in their areas.

The service is good, but the holdings in science are poor.

I think we should subscribe to more scientific journals.

Recall and hold of overdue books not followed thru "Rat Holeing" of materials common, too loose of control of materials, razorblading of journals, etc. Too long a lag in acquisitions of key, newbooks much poor indexing, e.g. symposia of related meetings often indexed differently. Many books "lost" because they are misshelved.

I seem to be unaware of what is happening to my requests for books and periodicals after I have sent them in. Some (1 or 2) of the ladies seem quite defensive and resentful of any criticism of the way they do things.

There are too many workers in the library who are not properly trained. The number of reference books (periodicals) is too small.

It takes too long for binding of periodicals. The reference work that are needed are "in the bindery" for 4-7 months.

The mathematics department is in need of back issues of many journals--in particular, Fundamental Math, and the American J. of Math. These have had top math department priority for three to four years. Poor display of math journals because they are hard to find among all others. Group them or send them here first.

I feel the students should be allowed to check out reserve books--perhaps on an hourly or daily basis at the instructor's discretion. A circulation desk of some kind could be established. Several books I have seen seemed to me mis-catalogued. Many times I have placed orders for books I feel our department needs, but have never received word whether they were ordered or not.

Not sufficient control on reserve materials--they keep disappearing. Some serials are not kept up to date--many are not preserved.

Books tend to disappear from reserve.

Did not order material requested. Current literature shelves not kept up-to-date.

It should be open either after 5 p. m. or on Saturdays for one or two days a week, (Special Collections). Conflicting work schedule precludes my doing research in Special Collections that otherwise I would do if hours were extended.

Faster inter-library loan services are a must when we cannot shelve all the journals necessary for research programs. Three to four weeks - or three to four months. Delay is inconceivable considering today's modern communications.

Perennial problems of staff retaining books, documents and ensuing inaccessibility. Collection generally weak--particularly in terms of secondary works: Monographs, review volumes, etc. Also rather heavy in abstracting and indexing journals of questionable merit--costs could be reduced and transferred to more pressing areas. Periodical collection not as weak as that in secondary works. Rather poor service between libraries--our library is so weak this area should be stressed--particularly within Utah.

A university of this size should have at least twice as many volumes as it now contains. Graduate research in the Humanities is nearly impossible.

Journals should not be checked out of library. Library staff should be able and willing to look up publishers etc. Reg. for ordering reference works. Personnel seem inadequately trained--need more professionals.

Why not a room or rooms in which there is a card catalogue, a member of the staff always on duty, a checking in and out system which discourages stealing (I lost several papers).

More holdings are needed. The curriculum library should solicit everything currently available, including A-V materials if possible. Most companies are more than happy to get materials on display in an area with wide accessibility.

Books walk out too easily--I lost one of my own which I had put on reserve.

Not very current in technical areas. Nowhere near adequate coverage in water resources, procedure for procuring is slow and awkward.

Govt. regulations need to be kept current and filed--not just placed on the shelf with all reserves.

Slow on periodical acquisitions. Shelving appears chaotic with respect to periodicals.

It is annoying to find material late in the evening and then to be unable to check it out. The display of technical journals alphabetically makes it very difficult to keep current in all of the journals. Subject matter organization even if not perfect would help considerable.

Too much misunderstanding of reserve. Periodicals are missing or desecrated to the point of being useless.

Material moves out of the reserve section for lack of control so a few have what all should have available.

Not enough experienced help behind the check-out area to meet the flow of traffic.

It takes too long to recover a book checked out. Notification of its return often not honored despite request.

Circulation desk too inefficient. Library does not have an adequate collection of reference materials on scientific journals. The staff should not have to act as librarians in other words if competent librarians were hired, the staff would

not have to do most of the ordering of books. Books that I have ordered many years ago have not been acquired. The basic books in Science and the Humanities are still unavailable.

Circulation time and policies--names should not be withheld. Overnight reserve use would be desirable. Holdings.

Personnel sarcastic, unwilling to assist. Dissertations are not on shelves by year, and not in location according to poster at entrance.

The main problem is finding some volumes of magazines or books which have been checked out by faculty. Magazines should not circulate to students or staff. Staff should be reminded on over due books more frequently.

Acquisitions, slow.

Books and materials placed on reserve too often go out of the library. Require students to sign out and in reserve books, etc.

Too many magazines and books missing. Need more than the one copy that is put on reserve.

Difficulty location documents. Inter-library loans (micro film of diss. abstracts extremely slow).

Catalogues from other universities are not current editions, nor is the collection complete enough.

Bad system--management circulation. Poorly trained staff. Fewer staff to assist users, losing private copies left at reserve.

Had to get at documents--to find--hrs. open.

Open stacks prevent adequate control and materials are often misplaced.

Too often they don't know where the books are (circulation); loss rate seems to be high, records are poor (I am not inclined to blame IBM for this). Recall policy from faculty is not very effective. Books are often misshelved. I like open shelves, but recommend more frequent shelf reading.

Fourth floor service is fine, but there are just too few books in too many areas of literature outside American and English.

Inter-library loan--slow, slow, slow. Money would help technical process--it is annoying to wait sometimes as much as 18 months before we can afford to get a low priority book.

Request more specific information on circulating book. When will they be in, etc.

Inability to obtain professional journals badly needed for teaching beyond 1962.

Difficult to get needed books, availability of data, statistic sources very poor.

Circulation processing is too slow. Journals should circulate to graduate student. Names of borrowers should be given and second floor holdings are not extensive enough.

Inadequately catalogued. Confused system, strongly recommend Library of Congress system.

It seems that too often books are stolen or lost from the library.

Documents--everytime I have used micro-film there has been some dissatisfaction--e. c., dirty lenses, micro f. sheet being too large for viewing area, etc. Technical process not enough variety of titles in speech and drama.

Too few journals and new text books. Requests for new books take a very long time to be completed.

Students complain that they cannot find reserve materials after they have been placed on reserve. I often find that the materials are not to be found but they usually show up at the end of the quarter.

Need back issues of some technical journals.

Our collection simply is not adequate for a research library; it performs the function of offering secondary sources to under graduates fairly well, but it is hopelessly deficient in general reference materials as well as in primary source collections. I refer to research in the area of European History.

Twice I have received requests for return of books that I had previously turned in and found those books on the shelves. Ag. Exp. station publications from various states incomplete and poorly organized.

Many books in reference (2nd floor) should be available for circulation. There seems to be no rhyme nor reason to the selection of reference books; just a librarians whim. They should consult with specialist in the field. The Biology and Applied Sciences references are too many.

Reserve materials are sometimes lost--not available to students required to use them. There seems to be a lack of control on time materials are used or if they are carried off.

Slow, a system should be used in which does not allow lapses in delivery of journals, etc.

Withholding the name of a person who has a desired book. In many instances a five minute reference would be sufficient if I knew where the book was. Misshelved books by library personnel. Dewey cataloging is not convenient.

Reserve: policy not allowing professor to check out materials on his own reserve list. Lack of precaution against loss of reserve materials. Second floor: excessive noise. Including inability of library staff to talk quietly; lack of distinction in card catalogue as to whether books are shelved in the regular section, oversized area or reference area; improperly shelved books and periodicals. Acquisitions: time required to acquire new periodicals and books even when money is available.

Have received cards for books which I have never checked out.

This is a hard library to use--i.e. check books from recent periodicals are in bindery, etc. I have entirely stopped using the reserve room--lack of multiple copies, loss of personal copies, etc.

We have had numerous requisitions on file with the library with the intent that faculty members could have copies made and charged to that account. Instead, we are told that we either have no requisition on file or the charges are placed against a department reg. at the USU Bookstore without our consent. Bus. Ed. Dept.

Students are too noisy.

Circulation desk seems to also serve as information desk and too often I am told, "The person in charge of that (or "Who would be able to answer that") isn't here today." Acquisitions was greatly reduced in usefulness when they had to stop printing an acquisition list.

It is very difficult, I suppose for financial reasons, to get multiple copies of reserve books. On third floor, periodicals need expansion. Occasionally periodicals are classified inconveniently.

At least half of the books that I attempt to locate are not and never have been in our library.

Anything I recommend or require a reading from a book in circulation or reserve it is stolen.

Discourteous check out.

Not enough books/manuscripts for serious scholarship in Arts & Letters.

Cannot find material, journals or books, in reserve area. Does a system exist? How does one know a periodical, etc. is in reserve area? Reserve area entirely too crowded.

In browsing among periodicals I find it hard to sort out those pertinent to my field.

Very limited access for moving equipment, from elevator in east section to rooms in west section.

There seems to be no uniform method of cataloging and shelving of journals. Some are under journal others are under the name of the organization putting them out and others are under the country of origin. There must be some accepted uniform procedure. Many current magazines either never appear on the shelves or are weeks late. Some daily newspapers are still on the shelves a week or more old. These should be kept current and supervised more closely (1st floor) so that they do not disappear, slip on plastic covers may help.

Would like to be able to add books to reserve anytime during quarter. You need to keep after us more to return books. Seldom do we need a book longer than a quarter.

General references in the area of curriculum needs many of the new and up-dated volume now being published in order to be adequate.

Should have a check-out policy.

Space for related laboratory activities.

Some of the materials are hard to find.

Second floor--I think it would be more convenient to have the information desk and card catalog closer to the stairs and elevator. There seems to be a rather frequent occurrence of the sending of cards signifying fines for books which have been returned on time but inadequately "processed" upon their return.

Reserve--spend too much time running down books trying to place on reserve. Many books missing misplaced or not able to be located.

There isn't enough money for the library to get all the books requested. Circulation to faculty should be time limit controlled more closely.

Available books are generally outdated and the selection is limited.

Need for extra copies of key books.

Special Collections hours open is too limited, should be open on Saturday also.

Microfilm readers have been squeezed together in the coldest corner of the library. So to use them this past winter one has had to either use them with his coat on or catch cold.

Reserve policies are inflexible for both students and faculty. My students report that the divisional librarian is seldom available on the third floor.

It is often difficult to locate books that are not on the shelf. Removal of the photocopier for requisition work with the necessity of going to the bookstore for such work--presents a real inconvenience--both in terms of time and the difficulties of carrying books around.

Need more scientific journals.

The study area in the reserve area is too crowded, noisy, etc. Allowing students to select their own book on reserve often leads to student's monopolizing books. The periodical selection might be expanded.

Lack of internal control, lack of funding for completeness of series.

Need a way to keep reserve books in the library.

I don't use the library often enough to judge.

Too many missing volumes.

When ever items of importance not currently in library are requested. The story is always current year funds exhausted, will not be able to order until July 1. Priority items should be gotten at anytime--reserving funds for certain periods would help.

On three occasions I have had to go to the library to relocate books I had returned, but which were still charged out to me. In every case, I found the "missing" book on the shelf in its proper location. These experiences have led me to believe that the circulation bookkeeping needs to be improved.

Reserve--there is apparently insufficient control and surveillance of materials in this section. I lost a personal copy of a book I placed on reserve for my students. I do not intend to do this again unless procedures are significantly tightened.

Legal reference--there are a number of items here requiring constant updating through annual supplements. They are of little value without it. Also, a good number of legal materials are scattered through other collections of the library. It would be more convenient if all legal materials were collected in one area.

Statistics scattered all over the library. Not enough back issues of statistical journals.

I would use the library more if I could get into it from the fourth floor, where my office is located. This, I am told, is from a lack of money.

Cataloging and cross indexing of documents is inadequate and as a result many documents are virtually impossible to find--also seems to be too many documents that are lost.

The acquisition process is too slow--the binding of periodicals is also too slow and takes them out of circulation far too long a period of time.

We lack even basic books and references to provide a student with the minimum materials.

Actually I consider reserve satisfactory except that my compilations of duplicated articles into four sourcebooks--unless their use is controlled by keeping them in the attendants' desk and checking them out and in--have a habit of being stolen. Yet I don't know any other way of putting recent articles into the students hands except through the reserve.

Condition of shelves throughout the library deplorable.

Binding takes too long.

It is always necessary to get library staff assistance to find journals and any material besides books due to the fact they are not catalogued and issues of the journals etc. in a single field are scattered all over the library. For example--current journals are not with bound volumes. Some journals are with books--some are with government documents, etc., and card catalog lists only journals in book stacks and journal listing only tells the floor. I have found card catalog does not cross reference books both as title and author.

Question C10

Need to expand the collection and particularly past issues of journals that have recently been required.

Policy not permitting library staff to identify person who has library material checked out. Instead one must wait often weeks to find out that a colleague has the material in question.

Reserve: Policy not allowing professor to check out materials on his own reserve list. Lack of precaution against loss of reserve materials.

Second floor: excessive noise! (Including inability of library staff to talk quietly.) Lack of distinction in card catalogue as to whether books are shelved in the regular section, oversized area or reference area; improperly shelved books and periodicals.

Two problems: (1) research for "lost" journals and books--usually a request for research is made and no reply is ever received. I have to ask and reask myself and never know the status or result of the research. (s) Carrels--many books are "lost" (not in stack or checked out). Many of these are perhaps stored in carrels. Something needs to be done about this, possibly removing their top storage. Faculty appear to be serious offenders on this one.

Wider selection of textbooks in EE area.

Many journals are not available for our graduate program in statistics.

Damn it. Make them adequate. (C-8--they don't know anything)

The graduate study is not adequate. Holdings in journals and texts are not sufficient.

Increase holdings in the area of medical genetics.

There is issues of magazines missing that have been needed.

More current publications. Collection for library science and current periodicals (three or four issues) are never on the shelf.

Increased acquisitions.

Acquisitions: time required to acquire new periodicals and books (even when money is available)

Computerized checkout system is particularly useful.

Our library does not have many books on theatre and drama necessary for research studies. Undergraduate and graduate students complain to me about the lack of certain materials they need. For example, Theatre History students have found very little material on George II, Duke of Saxe-Meiningen, Gordon Craig, Adolph Appia, Andre Antoine, David Garrick, Jacques Copeau, Steele MacKaye, Guilbert de Pixerecourt, Mei Lan-fang, Inigo Jones, Max Reinhardt and other important men of the theatre.

Larger collections in Education and Social Sciences.

More than one copy of certain titles which are practically classics in the field.

Double the budget.

Need more books and periodicals arranged in a more logical subject groups.

Collections should be increased--many more journals should be subscribed.

Occasionally inadequate, primarily because many of our needed references are in medical journals that are presently not in our library.

More scientific journals in biological subjects. More than one volume of some books, where advisor should have a reference copy at his desk, but does not have justification for personally purchasing each book needed.

Greater additions--and quickly--to complete works of all masters.

Need more references.

When studying in the evening I would like a person posted at desk for assistance.

We need more books

More than one copy of some books if possible. Limited time for faculty circulation of books.

Although I did not mark "none", I feel the open stack idea should be seriously reconsidered. So many books are stolen, research is impeded. Can't some compromise be reached between the old system and the present one.

Acquire more of the basic texts and references for all areas in which USU offers classes.

Increase holdings.

Expand holdings in field of exceptional children and education of same.

Inadequate number of books.

It isn't inadequate completely, but there are usually technical publications not found in the library which are of some value in research projects.

I feel that increased use could and should be made of new media, closed circuit T.V., instant retrieval, etc.

More contact through library committees to urge faculty to recommend acquisitions and up-grade holdings.

Purchase of back issues of professional journals.

We should have professional librarians: people who are trained to do the job.

Addition of volumes and improvement in shelf reading.

Have Abrams stand up on his hind legs and demand a bigger cut of the budget. If he isn't willing to fight have him go back to being a politician. The faculty who brings in research money would like a part of the overhead funds they bring in diverted to operation of the library and increased acquisitions. Until this is done USU will remain a second rate graduate school.

Put more money in library. Offer attractive salaries. Hire competent professional librarians. Give the library a greater share of research overhead funds. (In 1 1/2 years I alone brought into the University \$25,000 of overhead funds).

Broader areas of supporting journals, etc. for graduate education.

There are not enough of the trade magazines or the professional books stocked.

More acquisitions are needed in the social and behavioral sciences.

We need further offering in current and past periodicals. This should include added publications from national organizations in Education. This should also include publications from them in addition to the regular periodicals. I.E.: all that is published by ASCO, IRA, ACEI, etc.

Improve collection as noted and compensating service between libraries. Would like to see scheduled exchange between Utah libraries and full holdings of each indexed at each institutional library.

We need money, money, money-- \$ \$ \$. A university of this size should have at least twice as many volumes as it now contains. Graduate research in the humanities is nearly impossible.

Your alternatives are too restricting. In some cases the library is highly, superiorly "adequate," but in other (modern American literature and criticism, for example) we need to find the money to purchase more works.

For graduate study and research, MUCH better inter-library loan facilities are needed, also better cataloging! Back holdings of foreign periodicals need improvement.

The "none" refers mainly to extent of collections in some areas. More books, as mentioned earlier, are needed in continental literatures and criticism. Too few good translations of French and Italian literature are available in USU's library.

More journals are needed--psychology holdings are dated and not nearly comprehensive enough.

Increase holdings.

Additional social science journals and books are needed.

Collections other than the applied sciences need more comprehensive resources.

Inadequacy in item 2 is probably the fault of the academic faculty, not the library.

In general the library needs greater commitment of funds for both books and new journals. We do not have the standard edition of the works of all major authors, even.

Increase references.

We need more reference works in jazz, pop music, and composition and music for performance.

But we have to share responsibility with the library for much of this.

More books and more magazines.

More pertinent works in all fields--which probably would involve more competent faculty--both of which would mean more money--which would mean putting

pressure on the industrialists who control the university to bear the burden of education, rather than deferring it to the "taxpayer."

Lack of books hampers graduate work.

Current information available; copies of thesis.

Many reference books are too easy or too difficult for u.g. Not enough journals for graduate work.

Increase holdings and improve availability of materials by streamlining acquisition, cataloging, reshelving and binding operations.

Book collection should be expanded--50 per cent?

I am in a somewhat different position since I teach business law and have no students majoring in my area. However, I feel the learning of my students could be increased by acquisition of some further legal materials particularly relevant to commercial law.

Some journals and books are missing.

In agriculture our major gripe would have to be in recent acquisitions. However, this is mainly because we on the Ag staff do not take the time required to actually survey what you have and to request missing important publications.

We need more books in foreign languages.

Broader selection of materials.

Wish library had a larger book budget. Wish library subscribed to more journals in history field and could fill out holdings it has.

Improve the scientific journal holdings.

More international journals.

Greater variety of Titles and Sources needed.

More journals and new texts.

Pick up back issues of journals.

The policy of buying only one copy of each book makes it nearly impossible to assign extensive reading to a large class.

Stop the noise.

We always need more back issues on some journals.

A library is books and journals--more of both.

We really need more material for Russian.

The Institution needs to decide whether to support our graduate program or not.

For graduate--more material available here. I do not like to do a lot of work or microfilm, hard on eyes--hard to study under conditions.

More periodicals, and books.

The location and accessibility of the documents collection is very poor. The elevator is the slowest one I have seen this side of the Atlantic.

In the nutritional area, the library needs to beef up its holdings in nutrition and allied books.

More books; more periodicals, particularly collections of 19th-20 c. publications, such as Fortnightly Review.

Improve holdings. Facilitate faculty-student means to make use of limited holdings which are available.

Art section could be greatly enlarged. Tremendous stride has been made in this area in recent years. Library has been most cooperative in acquiring for us.

More reference in area of medicine.

There are areas that need to be strengthened.

Add more volumes; several good books, books that are weak too.

Make mathematics journals (current periodicals) accessible to us either by grouping by subject or by circulating through math department first. Other alternative is separate math library. The library is a mathematician laboratory.

Expend collection, extend microfilms to areas not covered.

Our graduate program could be improved considerably if more sources were available--books and journals (esp. back issues).

Many more current as well as past publications are needed in the area of Latin American Studies.

Question C12

Due to pilfering, library material was lost. Replacement time caused canceling of assignment.

Research papers must be limited to digesting secondary sources; very limited resources available here for original research papers.

In one case only one copy of book was available.

But we do have real problems with books in the catalogue but neither checked out nor on the shelf. We also seriously lack in size of collection--especially original documents--but that will not change dramatically and many other institutions do a good job with small libraries.

Library loans take too long, older periodicals are missing and many current journals are missing.

I believe the library should purchase 3 or 4 copies of extremely important books which could then be placed on reserve. As it is now, I find myself buying these out of my own pocket and placing them on reserve.

Extensive library holdings needed primarily for graduate and for research.

The German and other foreign journals are in short-supply. Especially in fields related to Plant Physiology.

Our holding are very limited but the loan program has been very helpful.

Cancelled assignment. Don't bother at present.

There were references in the field of aging that USU did not have.

I'll give just one example; I ordered the purchase of a book last summer finally received a card thru intercampus mail saying it was here. I went after the book the same day and it had been checked out to someone else, so I filled out a request for it. That was about three weeks ago, still no book. Many periodicals are unavailable and it takes several weeks to get references thru interlibrary loan.

Literature search in many areas not valid here.

Many scientific journals are not received by the library.

Other libraries are available.

Students (?) who cut out pages of journals when I assign a specific subject for a term almost make me fearful of doing this for fear of destroying the library. Any suggestions?

Library collection is far inadequate for graduate level courses in public law.

We have such a limited documentary and manuscript collection except in Western cultures.

But only because I have my own library. No

Lack of extra copies of key books

Many important books and bound periodicals are out for entire quarter, to a faculty member. This is a very bad policy.

Certain special research reports (available thru library of congress) were not available (which one could not realistically expect them to be) however, after being ordered for some six weeks have not yet arrived.

Lack of funds did not permit the purchase of all books necessary. I have approximately 100 on back order. Plus I did not turn in requests--why bother--they won't buy them.

More copies of books would be helpful, especially books that are classics in my discipline (sociology). Frequently, important books are checked out so that it is impossible to obtain information. If 4-5 copies of the classics (or most commonly used books) were on hand this problem could be eliminated.

P.E. students for a course were required to read additional literature to a textbook chapter. Out of the 9 references there were only 4 articles available in journals in the library--the other 5 (very well known) journals just are not available here.

Curriculum library needs to be able to acquire materials other than those donated by the publishers.

Anticipate some problems, but haven't had them yet.

Control over use and retention of reserve materials is almost impossible, hence I do not make use of this service. In some instances, for large classes, sufficient copies of some materials are unavailable.

Several important journals (new ones) that the library has refused to order, which have several significant articles that now can be obtained only thru inter-library loan.

In my area of research, many articles were published in the 1930's. These articles are not in the library.

Copies of a standard source book were not in the library.

Couldn't be sure of availability.

As explained above--program not cancelled just delayed excessively. I have used my own inter-library loan program through contacting a major university library "friend" or my own--or calling.

The books and journals in counseling psychology are inadequate.

Class has had difficulty locating journals and articles related to institutional food services.

Simply lack of journals.

I have found the need in my research for both periodicals and books that we do not have. Usually however the library will get the books I want if I ask.

Only when books are stolen--or "lost".

In a few issues on research papers for students of mine.

Have had to delay writing of articles to be published because needed publications were not available. Have also had to delay research experiments for the same reason.

Lack of back issues. Intra-library loan is not adequate in mathematics since the article (along with 10 or 12 related ones) are needed immediately.

Some materials (e.g. older issues of some journals) simply not available.

Some journals are not received by the library--necessitating a trip to U of U.

Absence of many important periodicals, and incomplete volume of lending periodicals.

The grossly inadequate budget for purchase of books and materials has made it virtually impossible to obtain sufficient research and teaching materials for current courses both graduate and undergraduate.

Rarely is it possible to provide adequate library references.

Only because students are not fully aware of what the library has to offer.

My primary interest is 17th Century American Lit. The Virginia colonies are poorly represented in library holdings. I am conducting some bibliographical surveys this year, and it may be that the fault lies with what materials are available to libraries. However, in general, our primary sources on micro-film cards, etc. are rather meager for Colonial American Literature (1639-1745).

Many areas of products research inadequate.

For example, I've had recent problems in finding collections of dramas, intrans-lation, by Jean Cocteau, Jean Avarille, and several other author's. These authors are involved in courses I teach, and were it not for the availability of many books in my own library, I'd really be hard pressed in making assignments.

But the quality of student research is hampered by limitations - no.

Professional journals in history and related fields limited but improving. Insufficient funds restrict acquisitions of important books library should have.

Reference volumes for resources economics class were not available for placing on Reserve. The library was asked a year before to order one of these. Either it was stolen or not ordered.

Master's thesis topics have to be tailored to source extent to take advantage of holdings.

Lack of periodical material.

Books are not available at all or there were insufficient copies for a large class.

Refusal to acquire foreign journals has made me miss key papers which should have been reviewed before research began. I have encountered many delays by having to go through inter-library loan.

Because certain journals are not available (example: Canad. Psychiatr. Assoc.)

The number of students needing material on particular subjects seriously limits the availability. This may be more a student problem than a library problem. Additional medical references seriously limit graduates in our department.

I haven't been restricted, but students have been restricted by lack of source.

Most of the problem stems from lack of time to familiarize myself with library facilities--to request materials that we need.

Students have not been able to find many necessary or assigned materials in the library.

The library does not have an adequate micro-film collection of "Newspapers (major cities) 2. Rare books and documents. Lacks depth in pertinent scholarship in history and humanities.

On many occasions I have had to use the U of U library or wait for inter-library loan to secure the material.

Several crucial journals are not available, new references are not available for 6-12 months. Back issues of journals cannot be obtained for lack of funds.

When I just came here, I checked the library very closely and realized the limitations and consequently have never considered making any in depth library assignments.

Temporarily while waiting for exchange or microfilm.

Many technical journals in my area are not provided. Electrical engineering.

Have to go to the U of U for material on Pestalozzi.

Often must go to U of U library for types of books that should be found in all libraries--Econ.

Some classes need more than one copy of a book available also some references are not in the library.

Presently have been waiting nearly 2 years for a pertinent new periodical to arrive. Funding was not the problem in this case. Many very useful books are also not arriving in time.

Insufficient number of plays of all periods, books of the Renaissance which would be used in Theatre History and Design courses, books on dramatic theory and criticism; and some of the standard works on Acting, Directing, Scene Design, Technical Practice, Makeup, Costume History.

I don't make assignments in certain books and periodicals regardless of their worth when I know I have one copy to offer 40 students.

No--but only because I design the work to fit the availability of materials.

Some phases of Entomology, we lack reference journals, taxonomic literature, special publications, certain desirable but rather expensive reference books.

When several students need to use the same reference--easier to loan my materials to half of them.

We have wide gaps in the books available for several periods in German Lit.

Books were missing--many of them now out of print.

Only to the extent that they won't be able to find it in the library.

Lack of some periodicals which the library has not ordered. Inability to locate some items the library is supposed to have. Lack of duplicate copies to place on reserve for large classes.

Yes--for some Doctoral candidates, or use other university's facilities.

The literature resource is so weak, both students and staff are forced to travel to U of U on regular basis.

Lack of holdings required delays of 1-2 weeks for necessary articles, etc.

Students couldn't get copies of books in Moore Library due to heavy use by many classes. Actually the children suffer because of inroads the Univ. students make on the Coll'n. There ought to be 5 or 6 copies of the titles in great demands es: Hobbit, Call it Courage, Wrinkle in Time.

I have had to drop several topics or subjects because books and journals in these areas were not available.

Area studies in any depth are difficult especially in Latin America.

I'm not sure how "serious" it has been, but again the lack of dollars for and slowness of acquisitions have been a handicap.

In one instance, an important periodical was not available for more than six months, because of a hang-up in the acquisition operation. Periodicals should not be allowed to circulate from the library. It is now March 6th, and there are no 1970 issues of many journals on the shelves, whereas other libraries (e.g. U of U) do have these materials available. Why?

Lack of multiple copies, poor selection, small collection, unavailable recent periodicals.

As noted in previous comments, the legal materials available are scant and out-of-date (with the very bright exception of tax materials).

Recently when I attempted to do a bit of research in a field of study at USU, I needed a reference for certain up-to-the-moment details. Of three possible sources our library didn't have one. One of them, a yearly publication, we do not subscribe to (too expensive, I assume). The second yearly publication was not of any use. The most recent issue was two years old. The third--a monthly publication--provided only a copy that was 15 months old. Thus--a very simple research project not even possible in our library.

Current journals are not available in mental retardation and behavioral psychology.

Not seriously--inter-library loan helps but is very time consuming.

The holdings in science and technology are not adequate for some research I have been involved with. For the size library we have their holdings are probably in the correct proportion.

Non-availability of past issues of specialized journals related to our area. For example Archives of Otolaryngology, Annals of Otology, Rhinology, Laryngology, Folia Phoniatrica, Laryngoscope, Logos. Many important articles in our area appear in these journals and have so far 20 years--thus our reading list must be restricted to about 1963 on from these journals.

Many important biological science journals not available.

Numerous periodicals and early volumes are not available. Some periodicals have years missing in which the library failed to take the journal. Nevertheless, the staff was helpful in ordering whatever materials I have needed.

Insufficient coverage of scientific journals.

I needed access to some publications not held by library and I couldn't wait for the inter-library loan procedure.

Not seriously restrict but delay research until materials are found.

Sets of books e.g. Methods in Enzymology are sometimes not complete, and volumes are often not on the shelf, having been checked out for extended periods.

But I have had to allow considerable extension of time - No.

Insufficient selection of reference materials. Materials in bindery.

The only problem is planning far enough ahead to request needed materials--this is no fault of the library.

Lack of certain periodicals.

Not enough numbers.

Not enough coverage--need more recent books and periodicals.

A number of texts I have requested have never been purchased.

Grad. study in education restricted.

Articles are often not 100 per cent available until they are back from the binders. It would be useful if something could be worked out to speed binding.

Not enough of the scientific journals from this country and elsewhere, both current and past volumes, are available.

Journals required for preparation of grants and research papers are unavailable. Back issues of current holdings are necessary!

Only on specialized research.

Books were lost at the reserve desk. Many books were not on proper places.

Inadequate journal holdings. The journals are a mathematician's laboratory facility, and the inability to follow a string of pertinent references may void a whole train of investigation.

When reference has been made to a periodical and the student can't locate it or the articles in question have been torn from the issue.

Books simply are unavailable--e.g., Stevens Handbook of Experimental Psy.--not there but took three months to secure.

Reference books at Anne Carroll Moore Library have been minimal. However, this problem seems to be on the road to correction.

Many areas--medical and mental health. Reference lacking--periodicals incomplete and some not in library.

Periodicals missing, even though catalogued.

Lack of coverage materials not current.

Couldn't find books supposedly in library.

Twice I have asked for inter-library loan. No.

Question C26

Physical Adjustments and/or Changes

Would it be possible to place new issues of the periodicals on a display counter for approximately one week? After this they may be shelved with the bound volumes. This would make better use of shelving space and make new issues easily reviewed on a systematic basis. Please bring this suggestion to the attention of Carlos.

It seems to be the idea of most that books should be grouped together according to departments, such as all math, economics, science, etc. (This means not just books, but periodicals, journals, etc., dealing with the particular subject).

Improved micor-film and machine areas.

Use the third floor for education purposes as intended when it was constructed.

New classroom space--so present library space used for classroom can function for urgently needed library purposes.

Better facilities for coats (cloak rooms) especially during winter time; lockers for other things.

Mainly I would like to see the books in specific areas grouped together (instead of using two different floors for related material) and I would like to be able to request certain periodicals and books be kept from year to year.

Concentrate less on "eyewash" such as plants and more on a budget for books.

What happened to the access to the library stack area from other sections of the building? I see that these doors are locked again. Reasons? Not enough people utilizing the entrance? Budgeting?

This doesn't involve the services, but I would spend more time in the library if they allowed smoking there. It just isn't even worth the effort to try and prepare for classes there or in my office if I can't smoke while working.

Readers' Guide on lower floor; fines too steep; more like a junior college library (atmosphere and lack of professional "stacks") than like a university library; broken tile on the southeast side repaired.

Need classroom furniture in classrooms rather than reading room tables, e.g. not moveable and do not lend themselves to conducting other than lecture type classes.

Check lighting systems and keep lights functioning at the highest possible potential.

Take down that tacky picture of the Logan Temple on the second floor; and those awful portraits.

Question C26

Faculty Participation

I would suggest a priority system in regard to acquisition of new material. There is currently no way to distinguish between materials I need immediately and those I am suggesting be ordered for the general benefit of the library. It would also seem probable that the time required to place an order for a new book or periodical could be shortened.

There should be a weekly or monthly report on newly acquired books with call numbers and departmental divisions, also with the numbers of courses they might be useful to. Each faculty member should receive such an acquisition report. There may have been books and journals acquired for the library he may not know about, but with interest to his subject, etc.

Each department should have budget for library materials that could be used at the departments discretion.

Let each department (or college) know approximately how much of your budget (which I realize is much too small) could be used for purchasing books which could be used by that department. I have a stack of request cards which I hesitate to send to you because of the cost of the books--many of them reprints of rare books, therefore making the cost very high.

Journals and periodicals circulated through staff members--period of three days only for each or forfeiture of rights to this service.

Greater assistance by or responsibility on the part of library staff in ordering basic reference collection and also important books. A faculty member, teaching full time, simply does not have the time to sit down and plan the acquisition of materials for an entire area or related areas.

As a department we need to keep the library more informed on our own needs. I don't believe I have been turned down on requests for additional material if I could show need.

Notice of newly acquired books should be circulated to faculty weekly or monthly.

"Divisional" bulletins mailed to every faculty member; continual reshuffling and new location of books is for the birds reserve material service--poor!

Expense of this might be prohibitive, but I sincerely believe that more faculty would use the library facilities if all the new "divisional" bulletins are mailed to every faculty member.

Example: A faculty member has recommended the acquisition of a new book, once this book has been acquired he: A) should be notified that this book is now available, (the green cards are not regularly sent back); but B) he also should have the right to first see or read this book. Often newly acquired books are put on the "new book shelf" and are immediately checked out by others.

I would like to see increased purchasing of new reference and texts by the library without the requirement that a request be entered by staff members for a specific book. Given budgetary limitations I think the current holdings are quite satisfactory. I have never asked for a book that wasn't ordered eventually.

Notification when book ordered or obtained through inter-library loan is in.

Professional Staff

A professional librarian should be hired to run the library--a Ph. D in library science.

Professionally trained staff should be hired to run the various divisions not now headed by librarians. Get rid of all those BA, PS, ED, etc. majors without professional library training.

Raise the salary of non-professionals to a living wage and hire better quality personnel. Develop in-service training.

Eliminate the nepotism now a part in the library.

Double or triple the book buying budget. How can you run a library when the book budget is used up in six months and no orders placed thereafter?

I have been connected with three other libraries for prolonged periods: Washington State University, University of Washington, and Portland State University, and now Utah State University. This is by far the least efficient and most bureaucratic of the four libraries. There is an obvious shortage of people trained in library science. Most employees appear to be faculty wives, etc. with no particular aptitude or interest in their work. Good librarians cost money.

Some personnel who meet the public (e.g. circulation) are not always as personable and helpful to students as they might be.

Hire professionally trained librarians to run the operation from top to bottom. Too many people in library whose training was unrelated to their work. Raise salary of professional (library training) and non-professional staff.

The incompetence of the library personnel in Science is shown by three examples: When ordering a journal from 1896 I was asked whether this is the birth date of the author. When ordering German or French articles I have been asked repeatedly where the title of the paper ends and the name of the journal starts. Books obtained from other university's through inter-library loan were held for a while, and then sent back to that university without even notifying me.

Hire some professionals who know what they are doing.

Fire Abrams as head librarian. Hire a librarian who will be a fulltime librarian and not dabble in the faculty senate, curriculum committee, etc., while the library falls apart.

A more fully trained staff seems to be desired, also staff who follow rules as well as enforce them.

Open later; and fewer warnings that circulation is about to close.

It would be ideal if we could hire some people in the library with more training. Most of the staff are generalists. It seems to me that this is the case (I may be wrong).

Believe communication with the teaching and research staff is still a problem. I don't think you are mutually aware of each others problems and capabilities.

Collection poor, more professional staff.

Organization

Library image is very poor. One can expect about 50 per cent chance of finding a book title in the card catalog and then about 50 per cent of those listed seem to be missing. Journal articles are poor due to poor holdings.

The net result is most trips to the library are in vain and one leaves the library MAD AS HELL. This is not constructive criticism, but until the library has:

1. A catalog and shelving system that allows one to browse without need of a professional librarian.
2. A checkout and inventory system which doesn't have a large part of the collection temporarily "missing or lost" or not on the shelf and not checked out.
3. More up to date holdings which includes back issues the library image will remain poor.

Another help that might be offered is fast inter-library loan service from U of U. That is journal articles needed and unavailable here could be xeroxed at U of U the same day as requested and mailed up or sent up the following day, to the requestor, not the library. At present if one needs the material in less than two weeks the only way to get it is to drive to U of U and get it for oneself. (Sometimes the wait seems to be six weeks or three months).

Improvement in recall procedures has been in the past a need especially for students. A request for recall left at the desk is never followed-up with even a "book missing" report to the requestor.

I suppose we'll always have this problem, but my college really suffers from the inability of the library to find the books it owns. In a reading seminar with 12 students each reading a different book each week we never fail to miss one book during that week that is neither out nor in.

Separate all of the popular periodicals and scientific periodicals and place them in different areas. It is unscientific the way it is being done at USU, especially in the second floor.

There have been problems of finding some of the transactions of the American Institute of Electrical and Electronic Engineers. There are several different publications, and there seem to be no uniformity in where they are shelved. It would help if they could all be shelved in the same place.

My major concern over the years has been the continued reshuffling of the location of library materials. When a busy staff member who doesn't use the library every week goes in to use some materials and finds it moved for the umpteenth time since he joined the staff he gets aggravated and discouraged. This has been true of at least half of the library services and materials since I have been here at USU. You name a particular area and I'll tell you its been moved! Documents, in particular, have been discouraging. I realize that most changes have been purposeful, but there is a lot to be said for a certain degree of stability.

Could get up-to-date with other media forms of information storage and retrieval. Staff is generally very cooperative.

Too many missing books, although listed in card catalog--where are they?

Memigraphed directories to help newcomers locate materials.

Regulations

Do we need to be more careful in checking on who is checking out a book? Is that how books disappear? Maybe should require identification.

Often too noisy to study.

Ladies room on fourth floor is drafty--I'm told.

Professors should not be allowed to keep library books in their offices on a "permanent loan" basis. One quarter should be sufficient time for anyone. If a book is needed permanently by a professor, he should buy his own copy. Tighten up on this!

Check out of books that go to carrels; no circulation of periodicals outside of library or into carrels; check on efficiency of use of carrels.

Put in book fee--if the stadium is worth \$25/quarter--what price for literary?

Get tough with people who keep books, or steal them. Speed up the ordering process. Comment: This is not really an attitude (sic).

Close the stacks so books are not stolen; the checking gate is a big joke, I don't assign reading in my classes because I want to protect the books we have.

Atmosphere

Constant chatter--more like a lonely hearts club; smoking rooms need to be made available.

Noisiest library ever! This is especially true of the librarians.

Eliminate the study hall atmosphere in all parts of the library--this refers to the social aspects, not academic. I feel there are too many large groupings of study tables--also, the service tables (abstracts, etc) are not adequately protected and reserved for the intended purposes.

My biggest criticism of the library is its absolute lack of trying to maintain a quiet place for someone to study. Groups of students congregate at tables and have a "ball". You'd think every week was "old home week". To many students the library is nothing but a place for them to visit, laugh, chatter and carry on any way their hearts desire. I might just as well try to work in a zoo full of monkeys as at our library.

I find the library most unsuitable for prolonged reading. Noise--including library staff, and poor lighting are the prime reasons. Lighting checks and replacement of aging bulbs would be recommended. Library staff should concentrate on holding down noise level.

Increase Holdings

The library holdings and operations are by no means satisfactory. Some interest has been expressed in expanding these holdings and this interest is greatly appreciated. However, it is now necessary. Is anyone seriously interested in research always going to be forced to travel to Salt Lake and the University of Utah to use the facilities there? We have proposed the establishment of a policy by the library whereby new (latest issues) journals would be briefly held in the department (math) in order to increase contact with research publications. This suggestion was turned down with only a vague reference to "cost".

More books--one cannot help being impressed by the substantial, annotated bibliographies in works used in a particular class and wishing that our students (teachers included) could have access to such wealth. e.g. Bibliog. to Lewis Mumford's Technics and Civilization. In my honors classes on Men and Machines (3 years) I have been somewhat frustrated in finding sufficient relevant material for research papers. I try to order, but the library seems handicapped by an inadequate budget.

I would like to see a program worked out that the best of the current text books be purchased for library stacks. I think this is necessary because when a good text book goes out of print--we have lost both the source and the book for reference use. Some of the books lost are of tremendous value.

Priority as far as acquisition of new books needed immediately and those suggested as needed for the future.

Acquisition of books, especially out-of-print ones, should be our prime goal.

More than one subscription to periodicals and journals in great demand.

Start some automatic ordering service from the AICAP, AAA, AFA, etc.

Buy everything they publish, the U of U does it this way.

Generally we need to increase our holdings. In particular our holdings of periodicals.

Is the number of copies per each textbook adequate?

Increased material in medical research.

Basically, "all is well". However, multi-copies of periodicals are needed in many areas. Has the administration ever considered having "open library" whereby students and faculty are placed on their honor--having faith and trust in mankind. - Lasher.

More older and out-of-date books should be purchased as well as the new books.

Sad to not be able to get something because it is at the bindery, or subscription was not renewed (e.g. Current Contents), or book has evaporated without a trace--not even a record.

More than one subscription to Tribune, especially during football and basketball season (not in athletics).

Graduate students unable to get specific materials in a periodical because it is in the process of being bound. Perhaps purchasing duplicate subscriptions, purchase of duplicate books for reference material.

It would be helpful if revised books for reserve room could replace out-dated copies--also for a large class two copies would aid.

Add to its depth and variety.

Acquisition of reference materials and periodicals, cataloging, and binding operations must be expedited.

Duplicate copies of journals.

Increased Budget

Top men not aggressive enough in going for funds--particularly outside endowments--if they'd take the goal to heart we could forgive them for their lack of training. Suggested goal: Get at least \$500,000 and bring up-to-date. It is extremely frustrating to do research and you always have to go to the U of U library because 90 per cent of the time they have not even heard about the book. Also another goal: Increase the budget for buying books--a library is generally judged by the number of books on its shelf, set a goal of 1,000,000 volumes by 1975 and then reach it in 1973.

Give part of the UB and athletics portion of the student fee to the library.

There would seem to be few ills that more money wouldn't cure or at least help correct.

More effort needs to be put into grant proposals for Federal support for the library.

When can we get \$1,000,000? An endowment fund perhaps? A wealthy alum? A fund drive using as many sources as possible?

Allocate funds to library which have gone into "status" bulletins.

If USU wants to become more than a second rate center for graduate education a much higher proportion of the budget will have to go into the library. Most of the faculty are behind this if the library administration will only ask for help in making their pleas. The library is the single weakest link in the chain of developing first-rate graduate and research programs here.

As a new faculty member I've been impressed with the collection of periodicals the library has--seems very adequate. I'm less impressed with the book collection and have the impression that funds are so short that it isn't worth my time to make suggestions concerning books that might be added. If that is an erroneous impression perhaps some word to new faculty might clear it up. An invitational orientation meeting for new faculty regarding the library resources, faculty participation in selection, etc. might be a good idea.

You are not spending enough money on books. This, I think, is an important matter. I believe the library administration spends all the money it can get on books, but the university should put more money into the library for acquisitions, and for replacement of missing books.

Administration should recognize the unique contribution of the library to the total University effort--for both students and faculty. Then proper financial support needs be given to the library to provide this support through adequate acquisitions, proper facilities for storage, retrieval and use, and the necessary manpower to operate these efficiently.

The budget is too low, it should stabilize itself and not change personnel around so often. The science librarian should stay there at least 10-15 years to develop the library and be provided with good help.

Lack of vigor from the leadership of the library administration in acquiring additional funding.

We need to be more aggressive in seeking grants to enlarge the collection--both federal and private.

Top brass not aggressive enough in demanding funds.

I applaud the trend toward integration of AV media and books. I suppose more money would solve most of your problems.

Miscellaneous

Perhaps I am accusing the documents area unjustly and I do not intend to. The shortcoming to which I have reference is that of obtaining documents not held at the library. I believe it would be very useful to have a specific individual to whom requests are directed for obtaining documents referenced as part of some other article. Frequently these are not documents in the strict sense of the word so that it then may not be the responsibility of the documents department to assist in their acquisition but if not them, who? I will cite a specific instance and may learn that such facilities as I need are already available--if so I would appreciate being informed about them.

"Normalized Design of 70" phase difference networks IRE Transactions Circuit Theory, 1960 CT-7 128-136, by S. D. Bedrosian. This is just an example and there are many similar references from various sources which I would like or would have liked to get but gave up for lack of information as to just how to go about it. Other than the above I find the library very well operated.

Establish a graduate and undergraduate library section. All scientific books and periodicals should be placed in the graduate section in close stack. The present open stack system to all students is very difficult to manage, too noisy and disorderly.

I was very disturbed, when I first came and was assigned the job of organizing a field trip in Los Angeles, to find there was no telephone books for the city of L.A. The ones at the Geneological Society were very out-of-date. I know you have a small library but this lack struck me as inexcussable. I had nothing to work with! I see the situation has been remedied to a degree. These volumes provide useful information and I've used them many times in the past.

I subscribe to many journals and materials in my own field and therefore do much study and research in my own office and home.

Don't like to have to use inter-library loan thesis in library with only alternative to xerox at library cost--10¢ per page.

We indeed appreciate efforts of library to add art books, but recognize that of all publications they are perhaps the most costly. It takes, particularly on a limited budget, generations to build a fine art library. They are doing a fine job but through no fault of their own they got a late start. For years nothing was really done in this important area. Could any way be found to add more quickly through private gifts or grants or federal appropriation. (I mean more than we are now doing) Milt Abrams is an expert librarian. We are particularly fortunate and grateful for having the only art gallery in this region in his building.

Start an art-loan service.

The library has greatly improved in recent years, but no library, however large, will ever be adequate for all forms of research in all fields. Those desiring in specialized research will of necessity have to travel.

Overdue books should be identified in terms of the title of the book, not computer numbers.

Something definite, in the way of control, should be done about the reserve material service--or else go back to divisional libraries housed in various "college" buildings. This, for reserve materials, used to be very successful in the old Forestry Library. Maybe it's worth looking into again before Colleges and Department adopt it on their own.

Why is there not also a record library with classical music in it, etc?

Faculty wives not on the teaching-research staff would appreciate personal library cards.

It is totally incorrect to require a faculty member to pay for an identification card in order to use library facilities. The amount of money is immaterial--the principle involved is WRONG!

Seems like a faculty member shouldn't have to have their picture on a card to check out a book. The faculty identification should be sufficient.

Library is acceptable with reasonable limitations but--if AV is any part of library service I have plenty of comment!

Needs visual aids section.

Compliments

The library has purchased or borrowed (and photographed) everything I have needed over a period of 20 years. At present the library is entirely adequate for my research, graduate program and undergraduate teaching. Other areas that have not been given long and persistent attention are inadequate for research and graduate programs. With funds our library is allocated it cannot expect to purchase everything but must depend on the requests and guidance of the faculty to know what is needed. In most areas where the library is inadequate, little activity has been in evidence over a period of years in the respective departments.

It is tremendous to have open shelves for students as well as faculty. The atmosphere is pleasant and conducive to learning.

It is an excellent facility with great potential. Let us hope your survey helps realize this potential more fully.

Things seem to improve every year--keep up the good work.

On the whole the staff is courteous and helpful and the facilities are well arranged and complete. I do think, however, that a few more signs on the second floor telling what is where would be helpful.

I had the opportunity to use the library at Oregon State University; ours is better in so far as service and in mechanics of handling reserve and check-out material.

Generally I have been satisfied. The acquisitions are increasing in my area and we have received capable assistance in all ways. My only negative comment relates to the reference library and this may be invalid. After one bad experience I've not used it again--maybe it's changed.

I'm biased--but I think the library's plans for reorganization are forward looking.

People are very nice, most helpful (circulation, reference, second floor).

Congratulate Karlo Mustonen--he and his staff go over backward to help you.

Our library can serve us only as we help it to serve by making our needs known through a consistent program. We, the staff, are as much at fault or more so than the library staff or any deficiencies which exist.

I like our library.

I have found the library personnel very helpful to me.

The library is much improved and I have received excellent assistance when needed. Experienced staff are very valuable in this type of work.

Congratulations for a fine, professional attitude and for excellent services to the whole staff. I appreciate the help of all, particularly those with whom I work most--Mrs. Hatch and the "third floor" people.

Library personnel have been very courteous, helpful, and even patient, in assisting me. They rate up well in courtesy and helpfulness, and apparently in efficiency. My thanks to the various ones who have saved my time, and made me feel welcome.

Appreciate what improvements you are making and your efforts to make our library more useful.

Let the administration know that the library staff is doing a fine job.

Recently the library has been generously cooperative in helping to add to the holdings in the area of Black Studies. Many thanks.

Only to say thanks for your help in the past.

I think the library staff and directors are to be highly complimented on the organization and arrangement of this facility. The improvement has been tremendous.

Special collections, documents GOOD.

I think that the open stack plan is wonderful.

VITA

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