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FOURTH ANNUAL MILITARY
LIBRARIANS WORKSHOP

SUPPLEMENT WORKSHOP PAPERS

COVERING THE PROGRAM FOR

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PANEL OF
PERSONNEL STANDARDS FOR MILITARY LIBRARIANS

MILITARY LIBRARIAN'S WORKSHOP

RALEIGH HOUSE

Friday — 7 October 1960 — 8:30 A. M. to 12:00 Noon

Chairman: Ruth A. Longhenry, Army War College,
Carlisle Barracks, Pa.

Panel Members: Ruth Wesley, Army Infantry School,
Fort Benning, Georgia

Marion E. Bonnell, Bureau of Ships,
Navy Department

Cleo Cason, Technical Library, Redstone
Arsenal, Huntsville, Ala.

Personnel Standards for Military Libraries
Friday, 7 Oct 1960, 0830 - 1200

1. Background. We have been talking about standards for several years, and have heard excellent papers at the Fort Sill and Monterey Workshops and at the Atlantic City SLA Convention. We have concluded that standards can be formulated. Now, let's pick a specific field and try it: personnel. It may be the thorniest, but some work has been done on the subject, and it is, of course, of vital interest to us all.

2. Plan of the program. To allow more time for discussion, some preliminary reading is requested. At the workshop, we will break up into groups of 20-25 and discuss draft standards for military school libraries and military research libraries prepared by two noble, dauntless individuals who were willing to have their drafts scrutinized, analyzed and rewritten by critical colleagues. After the discussions, the group leaders will compare notes, and the results will be reported at the summary session.

3. Preliminary reading.

a. Size and Services of a School Library as Related to the Student Body Served, prepared by Ruth Wesley, for the Second Military Librarians Workshop. (Annex A) Although the title says "school," a section is devoted to the research libraries.

b. The Literature on Library Standards With Particular Reference to their Application to Military Libraries, compiled by James G. Hodgson. SLA MLD Bibliography No. 21. (Copies available from Air University Library, Maxwell AFB, Ala., ATTN: Technical Assistant to the Director). It does add to recommend "reading" a bibliography, but its organization and annotations amount to an outline of the subject.

c. Select from the Hodgson bibliography, and read, something of particular interest to you. Be prepared to throw this information into the discussion.

d and e. Draft Personnel Standards for Military School Libraries, prepared by Ruth Wesley, US Army Infantry School. (Annex B) Draft Standards for a Technical Library or a Military Research and Development Organization prepared by Michael A. Costello, Picatinny Arsenal. (Annex C). Study both of these. Which approach is preferable? Can the methods of one be included in the other?

4. Other background. Several surveys of military libraries have been made recently. We hope to have the personnel portions summarized for reference at the workshop. In addition, ask that you make a personnel survey of your own library and bring with you, mentally or on paper, indications of the standards under which you are operating. Are they satisfactory?

Annexes: A - Size and Services of a School Library
B - Draft Standards School Library
C - Draft Standards Technical Library

Size and Services of a School Library as Related to the
Student Body Served

by Miss Ruth Wesley, Librarian

U. S. Army Infantry School, Fort Benning, Georgia

1. PROBLEM. To consider the functions and resources of the service school libraries in relation to the missions, organization, and programs of the schools supported.
2. ASSUMPTIONS.
 - a. Service schools, in spite of variations as to mission, organization and programs, have certain factors in common which determine the library service needed
 - b. These factors can be isolated.
3. FACTS BEARING ON THE PROBLEM.
 - a. The missions of the libraries are derived from the missions of the schools they support.
 - b. The functions of the libraries (that is all the work to be done) should be determined by their missions of supporting the schools' programs of instruction, research, publicity, etc.
 - c. The resources of the libraries (that is their staffs, collections, budgets etc.) should be determined by the nature of their functions in support of the schools' programs and by the amount of service demanded by certain organizational factors in the schools, such as size of faculty, number and kind of students.
4. DISCUSSION.
 - a. Certain comparisons may help us to arrive at criteria for our own functions and resources.
 - (1) First, let us compare the two types of schools themselves. The University Library, by Wilson and Tauber, contains a great deal of useful information.
 - (a) Universities compared with service schools as to functions, organization, and resources.
 1. Functions
 - a. Universities conserve knowledge and ideas. The service schools have this function within their specialized fields. Certainly the military libraries conserve all the knowledge and ideas in their particular subjects.

4. a. (1) (Cont'd)

1. Teaching.
 - c. Research. In the sense of study as inquiry, this is a function of the military as well as the civilian schools. For the libraries of both types of school, it is perhaps the most significant function of the schools, in that it requires the most professional support.
 - d. Publication. Most, or all, of the service schools have a publication function.
 - e. Extension service. Some of the service schools at least have extension programs.
 - f. Interpretation. Both types of schools constantly interpret the results of their investigation through their teaching, publication, and extension activities.
2. Organization. Here we find a great difference. Faculties of universities are relatively settled, and include professors who have devoted years to the subjects they are teaching. Service school faculties, on the other hand, are characterized by rapid turnover. The average instructor in a service school is on a short tour of duty, and teaching is not his life work. The subject he is required to teach may or may not be the one in which he is most interested.
 3. Resources. Here is a painful difference. University resources are comparatively fixed. They do not have the fluctuations in budget, space, and authorized personnel which face the service schools.

(b) University Libraries compared with service school libraries.

1. Mission. Both types of libraries support the administrative and educational policies of the schools of which they are a part.
2. Functions
 - a. Both acquire the bibliographic apparatus, books, journals, etc. to support the various phases of the work of the institution. In the university libraries, the largest part of the book selection originates with the

4. a. (1) (Cont'd)

faculty. This is not necessarily true with the service school library.

b. Both organize and prepare their resources for use by setting up branch collections, operating periodical rooms, reserve collections etc., and by cataloging and binding. The service schools operations are similar in general, but the cataloging is in most cases more detailed and specialized.

c. Both render direct reader service involving research and bibliographic assistance, and instruction of clientele. The reference librarians in a service school, however, must have a very good grasp of their special subject fields - something beyond common knowledge is required.

3. Resources. As in the case of the schools themselves, the university libraries have fairly stable personnel, funds, and space, whereas great fluctuations mark the administrative support available to the military libraries.

a. Budget. The statistics on college and university libraries given in the January issue of College & Research Libraries are suggestive. We find that in the 112 large institutions concerned the ratio of library expenditures to total educational and general institutional expenditures was: Median 3.6%, with a high of 7.5% and a low of 1.3%. How this compares with service school figures, I can't say. I did try the Infantry School figures, and found we were just about the low figure for universities. Both the school figure and the library figure were less military personnel.

b. Personnel. When I began to think about this paper, I sent a short questionnaire to 24 large university libraries, one of which failed to reply, and found the ratio of library staff to total faculty and students was: Median 1 to 93.5, with a high of 23.1 and a low of 186.5. The ratio of professional librarians to faculty was: Median 1 to 20.8, with a high of 11.6 and a low of 66.3.

4. a. (1) (Cont'd)

4. Criteria for functions and resources. From The University Library, by Wilson and Tauber, and from an article in Library Journal, "What to Consider in Evaluating the Library," I find that criteria for these civilian schools are in general:

- a. Complete integration of the library with the administrative and educational policies of the university, growing out of a systematic study of the curricula of the university and its methods of research, general administrative and educational procedures. This criterion seems to be a good one for the service schools also.
- b. A library committee or board to assist the librarian in formulating a broad, general policy of library development. The functions of this group are advisory rather than administrative or executive.
- c. A competent library staff, trained in professional and subject fields, and sufficient in number.
- d. Adequate space and a good location.
- e. Adequate financial support.
- f. Preserves the accumulating source materials necessary for scholarly pursuits. Service school libraries do this also.
- g. Integration of the library with certain other national and international resources. This corresponds to the military librarians program of specialization and cooperation.
- h. Circulation department's primary function is to get the material to the reader expeditiously.
- i. Library staff must understand the institution's policies and maintain intimate contact with its activities. This point is emphasized by Wilson and Tauber, "...the librarian is a university officer who serves the entire institution; he should be so placed in

4. a. (1) (Cont'd)

4. 1. (cont'd)

relation to other administrative and policy-forming officers and bodies as to be informed concerning the interests of the university which the library should foster. Cloak and dagger maneuvers may serve to effect some of these contacts, but a positive program should prove fruitful on a more uniform basis. Thus the librarian should be in a position to know all modifications in the curriculum, since they are likely to affect the library." This business of getting the word in time and maintaining contact with other departments is just as important to the service school library, and if anything, more difficult.

- (2) Comparison with purely research libraries - that is scientific, technical, industrial libraries not connected with schools. Lucille Jackson's book Technical Libraries is a very good source of information, and there are many good articles in Special Libraries.

- (a) The institutions in which these libraries are found. The majority are in industrial organizations, trade associations, and research institutes. Sometimes the library is a department in the research laboratory of an industrial enterprise, serving primarily research scientists and their laboratory assistants.
- (b) Mission - To pass on to the users important information necessary to their work. They are first and last - information services for their clientele.
- (c) Functions. In general, they "secure, assemble, and present all the information in a specific subject field, published and unpublished, thus bringing together related facts from files within the organization and those found in print." (8) The following are some typical functions:
1. Acquire and maintain a collection of books, journals, research reports, etc.
 2. Conduct literature searches, resulting in bibliographies and reports. This is also a function of service school libraries.
 3. Compilation of library bulletins comprising abstracts from current literature or other items of interest. Some of us do a good bit of documentation.

4. a. (2) (Cont'd)

4. Routing of periodicals. Some of us, at least, do this.
5. Interpret the library service by various means of liaison. All of us try to do this.
6. In summary, giving very comprehensive personalized service in a narrow subject range to a small clientele.

(d) Resources.

1. Budget. It seems to be generally realized that library research is ultimately less expensive than laboratory research, and therefore the libraries should have a budget adequate for maximum service.
2. Personnel. In-service training of the library staff is essential, as it is in the service school libraries, to assure adequate subject matter knowledge. It is pointed out that the libraries providing this training do not gain much for the first year or so since the training takes a great deal of time on the part of the regular library staff. How very true, we all know.
3. Physical layout and equipment. My sources mention the need for duplicating equipment and micro-filming facilities, as well as enough work space, storage space, and reading space.
4. The collection. Research libraries, like service school libraries, are very dependent on documents and periodicals for timely information - more so than the civilian school libraries. The importance of reports and studies made within the organization is also recognized. "The reports constitute unique records of the progress of original investigation, and it is a great importance that their contents be indexed accurately and in detail in order that information may be located easily; the data represents investment in research, the results of which will never be published in full." (8)

4. a. (2) (Cont'd)

(d) Resources (cont'd)

5. In connection with resources, it is interesting to note a survey made by the carrier Corporation and reported in Library Journal. The Carrier Library was faced with reorganization, and as a planning aid, sent out questionnaires to 27 similar corporation libraries. 21 replied in time to be included in the recap. (see Annex B)

(e) Criteria for functions and resources.

1. Identification with the parent organization based on understanding of the objectives and the means used to attain them, and by recognition of the library's role and functions by the rest of the organization.
2. Library Committee, consisting of representative from the various departments concerned. This advisory committee aids in determining policies and acts as a liaison between the library and its clientele.
3. Liaison or intercommunication with administrative superiors and with clientele. A program of continuous interpretation of the library service to its clientele. "Lacking channels of official knowledge, many a librarian is literally forced to depend on corridor gossip or peeping at the keyhole to keep ahead or in touch with current research projects." (9)
4. A library staff well versed in the special subject as well as the practices of library science. The librarians must not only know the literature, but be able to identify its relevance to their clientele.
5. A collection built around the special interest of the organization, including reports of research and investigation conducted by the organization itself.
6. Classification, cataloging, and indexing of resources are from the point of view of the specialized clientele.
7. The library saves the time of research scientists by taking the initiative in sending information to the right person as quickly as possible.

4. a. (2) (c) (Cont'd)

8. Space is convenient, quiet, and in proportion to the size of the research staff served. Note that they are using the number on the research staff as a yardstick factor for space requirements.

(3) Comparison of the service school libraries with each other. This part leans heavily on the book "Soldiers and Scholars", by Masland and Hadway.

(a) The service schools themselves - their missions, functions, organization, and resources.

1. Missions include all or some of the following:

a. To educate the leaders, technical experts, planners and policy makers needed by the defense establishment.

b. To develop doctrine.

c. To publish - prepare training literature, publish periodicals etc.

2. Some typical functions are:

a. Prepare and conduct resident instruction, prepare and administer nonresident instruction.

b. Initiate action leading toward the formulation of new and the revision of old doctrine.

c. Prepare training literature or other publications.

d. Accomplish cross-service and allied understanding.

3. Organization.

a. Faculty and staff are characterized by rapid turnover, short tours of duty. Teaching is not their life work.

b. Student bodies vary in size and pursue various courses. In some schools a few students are given very intensive courses of study; in others, some short technical courses are given which do not require much study on the part of the student.

4. a. (3) (a) (Cont'd)

4. Resources. Military schools are not as autonomous as civilian institutions. They are part and parcel of the armed forces. The support the schools receive fluctuates as to money and personnel available. The schools must compete with more dramatic and costly requirements of the armed forces for a fair share of available resources, personnel and funds.

(b) The service school libraries. We are affected by the following peculiarities of our institutions:

1. Type of clientele. We are required to give bibliographic assistance to faculty, staff, and students who don't stay long. This makes liaison and interpretation of library service more of a problem. We have to do the same thing over again for each newcomer. The fact that the faculty are on short tours of duty imposes an extra responsibility on the professional staff of the library in getting the material in their subjects and making it known to them. They don't have the literature of their subjects at their finger tips like the professor who has devoted his life to some aspect of science or literature.
2. Resources. The fluctuation in funds and personnel spaces available to us makes it harder to plan ahead. If the service schools have to compete with more clamorous parts of the armed services for support, it is even more true that the libraries have to compete with more clamorous departments of the schools for support.

4. DISCUSSION. (Cont'd)

b. General criteria for service school library functions and resources.

- (1) Complete identification of the library with the parent school and support of its objectives, based on:
 - (a) The school's recognition of the library's role and functions.
 - (b) The library's understanding of the school's needs acquired by systematic study of the school's mission, program, and organization chart.
- (2) Library representation at the planning and policy making level of the school to insure that the library is kept informed of developments and trends in time to anticipate instructional and research needs.
- (3) Continuous liaison with other departments of the school to keep the library abreast of requirements and the departments aware of the support the library can give them.
- (4) An acquisition policy is designed primarily to provide faculty and students with the information they need in connection with their work at the school, and secondly to stimulate independent thinking and professional growth.
- (5) Accepts the primary responsibility for preserving the studies, reports, and other papers of more than temporary interest which are prepared by the parent school, and all reports of conferences and committees convened at the post or installation.
- (6) Participates in the military library program of specialization and cooperation by conserving all the knowledge and ideas in the school's areas of specialization and sharing its resources with libraries of other schools and defense agencies.
- (7) Library's resources are organized for maximum accessibility to all its clientele by appropriate catalogs and other bibliographies apparatus, an adequate number of service desks, and by as many branch collections as are needed by students and faculty.
- (8) The library identifies the distinct subject matter requirements of each element of its clientele, and takes the initiative in providing faculty and students with books and other sources of information pertinent to their current work.

h. b. (Cont'd)

- (9) The library is open, with professional staff present to give reference and bibliographic assistance, during the hours when students and faculty can conveniently use it.
 - (10) The library's records and statistics contain all the information needed for identifying trends, anticipating needs, and for continuous evaluation of the service with a view to its improvement.
 - (11) Library's location is the best available from the standpoints of convenience to clientele and quietness.
 - (12) Furniture, facilities for reproducing materials, and other equipment are sufficient for the service required of the library.
 - (13) Total floor space allotted the library is sufficient to conveniently store its present collections with extra room for expansion, to provide the library staff with work space needed for maximum efficiency, and to provide reading and study space in proportion to the library's principle research clientele.
 - (14) The library's budget (less personnel) is in proportion to the school's other educational expenditures.
 - (15) The library's professional staff is in proportion to that part of its clientele needing exhaustive reference and bibliographic assistance.
 - (16) The non-professional staff whose primary duties concern technical processes: acquisitioning, binding, preparing material for shelves and files, are in proportion to the library's total annual acquisitions.
 - (17) The non-professional staff whose primary duties concern reader service are in proportion to the library's total circulation figure for one year.
- c. Possibility of developing yardsticks for certain resources, such as size of staff and budget (less personnel). Can we establish correlations between certain typical functions and the resources needed to perform them? In the last four criteria above, I have suggested that there is a logical relation between:
- (1) Budget and other school expenditures
 - (2) Professional staff and principle research clientele
 - (3) Non-professional staff and total annual acquisitions and circulation.

5. CONCLUSIONS. It is concluded that:

- a. A list of criteria for functions and resources can be made which would help us evaluate our own libraries, and interpret our services to our clientele.
- b. Yardsticks can be developed, correlating functions with resources, which will help us to arrive at our requirements for fund, personnel, and space, and which will help us to gain the administrative support which we need in order to fulfill our missions.

6. RECOMMENDATIONS: That each of us consider the problems involved and contribute any suggestions we can draw from experience, reading or insight.

Ruth Wesley
RUTH WESLEY

DRAFT

PERSONNEL STANDARDS FOR MILITARY SCHOOL LIBRARIES

1. PURPOSE OF STANDARDS

These standards are designed to provide a guide for determining the staff requirements and evaluating the personnel programs of military school libraries. For simplicity's sake, the term "school" is used to include all the educational institutions operated by Department of Defense to educate the leaders, technical experts, planners and policy makers needed by the defense establishment, whether the title of the individual institution is "Academy", "School", or "University".

These standards are to be interpreted in the light of the particular aims and needs of the school of which the library is a part. They are not to be used to compare the library staff of one school with that of another school whose special requirements are different. Rather they are to be considered a tool of general application to aid each library in outlining the staff requirements and planning the personnel program which will best promote the interests of the school of which it is a part.

2. LIBRARY STAFF

a. General

Without an adequate library staff, the military school is not getting a just return for the money invested on the collection and equipment, or the space given up to the library. Only a competent staff of adequate size can insure full utilization of the library's resources. The composition of the staff will vary with the requirements of individual schools. Usually as the size of a library increases, the ratio of non-professional to professional staff will be larger.

b. Professional staff

The professional staff is vitally concerned in promoting every phase of the school's mission by giving bibliographic support to all phases of the school's activities - teaching, development and revision of doctrine, extension work, and publishing.

A good professional staff will completely identify themselves with the faculty and staff of the military school. They will make it their business to gain an understanding of the school's mission, program, and organization.

They will take the initiative in maintaining continuous liaison with other departments of the school to keep the library abreast of requirements and the departments aware of the support the library can give them.

They will participate in military librarians' programs of cooperation, thus increasing the resources within reach of their own faculties, making full utilization of their own resources, and gaining the maximum return on the library expenditures of the Department of Defense.

Annex B

2. b. (contd)

The professional staff should take an active part in the instructional program of the school by giving formal instruction in the use of the library, possibly in collaboration with academic departments, and also giving informal instruction to clientele as needed.

The professional staff should actively participate in the preparation of the school's recommended or required reading lists.

The professional librarians are chiefly concerned with the faculty, staff, and that part of the student body needing individual research assistance. The ratio of professional librarians to the principal research clientele should not be less than 1 to 300. In any case, the minimum professional staff for effective service is three, i.e. the chief librarian, the staff member responsible for reader services, and the staff member responsible for cataloging and technical processes.

(1) Chief Librarian

The chief librarian is an active and creative factor in the school's intellectual life. He will not be satisfied with merely fulfilling the school's expectations of him, but will use his own initiative, knowledge of sources and techniques to find new ways of assisting the faculty and staff, and of stimulating their professional growth.

He will keep informed of the school's planning and policy developments so that the library may anticipate instructional and research needs. He will create his own channels of communication with departments and offices of the school, if none exist already. He must have the administrative ability to gain the respect of the rest of the faculty, and those qualities of personality which inspire cooperation. He is the person most responsible for giving the military authorities of the school a clear image of the library, and of what service it should render the school.

He will organize the library in a manner suitable to the requirements of his particular institution. He will see that his professional assistants operate on their proper level and do not become involved with processes which are essentially clerical, and will foster their professional growth by allowing them some time for reading military and library journals and for attending library conferences.

The librarian of the military school should always be entrusted with the planning and administering the library's budget.

The chief librarian will see that records and statistics are kept which contain all the information needed for identifying trends, anticipating needs, and for continuous evaluation of the service with a view to its improvement. He will annually report to the Commandant the state of the library, and the most significant projects initiated or completed during the year.

2. b. (contd)

(2) Acquisitions

The acquisitions librarian must provide the books and other material needed by the faculty, staff, and students in connection with their work for the school. He must also build a collection which will stimulate independent thinking and professional growth. Search for the bibliographic apparatus to support all phases of a military school's mission is far more difficult than ordinary "book selection".

It is also his responsibility to locate and preserve the studies, reports, and other papers of more than temporary interest which are prepared by the parent school, and all reports of conferences and committees convened at the post of installation.

(3) Cataloging & Technical Processes

The librarian responsible for cataloging must be familiar with military terminology, and with the official literature most used by the faculty of his school. Semantics can be a real stumbling block to the user of the catalog. The military cataloger must also bear in mind each department of the school, and be particular to index matter of interest to them in terms they are accustomed to use.

(4) Reader Services

The staff member responsible for reader service must be able to identify the distinct subject matter requirements of each element of the library's clientele, and must take the initiative in providing faculty and students with books and other sources of information pertinent to their current work.

A reference library should be on duty at all times that the library is open for full service, ready to explain the card catalogs, aid readers in selection of appropriate material, and prepare bibliographies as required.

(5) Other Professional Staff

It is understood that some military school libraries will require professional services not peculiar to libraries (translators, engineers).

c. Non-Professional Staff

An able and well trained non-professional staff can make a great contribution toward the effectiveness of the military school library. Provision should be made for giving recognition through promotion or salary increase to good clerical staff. Among them are some who should be encouraged to work toward a library degree.

2. c. (contd)

Enlisted personnel may be successfully employed in a variety of tasks, but because they must be away from the library to satisfy military detail and training requirements, they should not be counted as full-time workers, but should be equated into the non-professional staff as part-time (from 3/4 to 1/2 full-time).

The size of the non-professional staff needed by a particular military school library depends upon a number of factors. One method of estimating requirements is as follows:

a. The non-professional staff whose primary duties concern technical processes: binding, preparing material for shelves and files, should be in proportion to the library's total annual acquisitions.

b. The non-professional staff whose primary duties concern reader service should be in proportion to the library's total circulation for one year.

3. CONCLUSION

The changing defense situation and resulting changes in the programs of the military schools, plus improvements in library techniques, require us to continually re-examine our standards in order to keep them adjusted to the current needs and capabilities.

DRAFT

STANDARDS FOR A TECHNICAL LIBRARY
IN A MILITARY RESEARCH AND DEVELOPMENT ORGANIZATION

1. Library Staff vs. population served: (research scientists and engineers)

a. Examples:

Picatinny Arsenal Library	2% of Total Professional staff
Naval Propellant Plant Survey	3%
<u>Industrial and Engineering Chemistry.</u> 51 (3): 48A-56A (March 1959)	2.5%
Hertz, D.B., and Rubenstein, A.H. "Fundamentals of Good Group Research." <u>Industrial Laboratories</u> , July 1953, pp 7-13	6.2%
Hodgson, J.C. <u>Size and Service of a Research Library as Related to Parent Organization.</u> May 1958.	6.6%

b. Discussion:

(1) We would recommend a Library Staff of 3% of the total population served, based on the figures in paragraph 1a, to cover the following functions:

Reference

Acquisitions

Cataloging

Modest program of literature research (bibliographies,
abstracts, etc.)

It would appear that the 6% figures would be more applicable to a library which includes a complete literature research program and publications function in addition to the functions noted above.

(2) Evidence for the validity of the 3% figure is further demonstrated by the fact that, if work standards in operation at Picatinny Arsenal Technical Information Section are applied to the backlog, the resulting calculation shows that a staff equal to 3% of the population served would be needed to maintain work levels without backlogs.

Annex C

2. a. Picatinny Arsenal Technical Information Section is presently organized and staffed as follows:

	<u>Staff</u>	<u>% of Library Staff</u>
Administration	2	10%
Literature Research	3	14%
Technical Processes	8	38%
Reference and Circulation	<u>3</u>	38%
	<u>21</u>	

b. If we use the formula of 3% for each of the functional areas noted above, we would arrive at a staff as follows:

Administration	3
Literature Research	5
Technical Processes	11
Reference and Circulation	<u>11</u>
	<u>30</u>

3. Library Staff: Professionals vs Non-professionals.

Picatinny Arsenal Library (actual)	1 Professional to 2 Non-Professionals
Army Ordnance Survey (15 Libraries)	1:2
Naval Propellant Plant Survey	1:2

4. In a Literature Research program a subject specialist is desirable as an addition to the professional staff. Picatinny Arsenal at the present time has 3 professional chemists, all of whom have continued further study, and have a Master's degree in Library Science.

5. Factors contributing to size of staff required in an R&D library other than the functions mentioned are:

a. High rate of circulation resulting primarily through your announcement media (Technical Information Bulletin, etc.).

b. Location of library in relation to the patrons served. If service extends to a wide area requiring mail service, it adds to the burden of processing requests.

FOURTH ANNUAL MILITARY
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COVERING THE PROGRAM FOR -

FRIDAY, 7 OCTOBER 1960

AFTERNOON

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COOPERATIVE PROJECTS: A REVIEW AND SUGGESTED NEW PROGRAMS

by John B. McClurkin
Air University Library

One of the statements of purpose of the first Military Librarians Workshop was "to promote the initiation and development of projects and programs which will tend to increase the usefulness of military libraries." This underlying purpose has continued through succeeding workshops. From that first and each following workshop have developed a number of projects. These have involved cooperative work by librarians of the several military services and military librarians in Canada. Some projects have been completed, others are continuing on a cooperative basis. Additional projects have been suggested at each workshop. These with others that may result from this panel discussion will give us proposals for cooperative action by which to produce some concrete results by the next workshop.

Cooperative projects already completed or in operation on a continuing basis include:

Union List of Military Periodicals;

Directory of Military Libraries;

Military libraries biography exchange;

Cooperative preparation of index copy to extend coverage of the

Air University Periodical Index;

Exchange of military journals on microfilm;

Military Librarians Division bibliography series.

These last two have been managed through the Military Librarians Division of SLA; the others are direct outgrowths of workshop activities. Some projects which had been started have merged into similar activities which are already in process.

Some characteristics of operation are common to all these cooperative projects. With the exception of the exchange of military biographies which is operated as a direct exchange between several libraries, the projects are centrally operated by one library with contributions from other service libraries. Changes from original plans of operation to more adaptable or advantageous methods have been made for all of them. The costs for the most part have been absorbed by the participating institutions. Commonly shared results of all projects have been useful working tools for all military libraries and increased resources which have been used not only by the library participating but also by neighboring institutions and military organizations.

Some details of operation of these projects have proved quite venturesome, others quite toilsome. To get together a complete set of the Marine Corps Gazette for microfilming proved to be quite a search. Some volumes even the publisher did not have complete. For this title volumes and issues were borrowed from several military libraries, a large public library and the publisher. For assembling the longer run of journals holdings of the longer established military libraries have proved most helpful. Plans for this project first anticipated a library of each service filming journals of that service, but available facilities did not permit this. It is now centered at Air University where the laboratory work is done. Additional titles indexed in the Air University Periodical Index will be included on a continuing basis. Exchanges of completed files are now made by exchange of an equal footage of raw film stock.

At the first Military Librarians Workshop twelve libraries representing all three services and Canada volunteered to prepare index copy

to expand the journal coverage of the Air University Periodical Index. After a policy and procedures for this cooperative indexing were worked out a number of problems arose principally because of physical distances and events which prevented libraries meeting established schedules. Index copy is now prepared by eight cooperating libraries.

The project which has involved the greatest amount of labor was the compilation and publication of the Union List of Military Periodicals. This project has extended over a period of three years and the hard work of many librarians went into the effort. Interservice committees formulated plans for accomplishing the project and with help of Washington area military librarians, returns were transmitted to Air University Library where final editing and publication was accomplished.

The Directory of Military Libraries was begun at the Air Force Institute of Technology. Indexes were prepared at the Army Artillery and Guided Missile School Library and final production and distribution was made by Quartermaster Research and Engineering Center Library.

Bibliographies in the Military Librarians Division series are compiled by Army, Navy, and Air Force librarians who are specialists in subjects included in the series. A list of subjects was drawn up by Division representatives with new and timely subjects added from time to time. As a subject is added to the series request for completion of the references is made to the librarian by the technical assistant at Air University Library who monitors the project. Production and publicity are handled there.

Among projects proposed at other workshops and still needing implementation are:

Subject bibliography control in the Department of Defense;
Central depositories for specialized resources;
Cooperative acquisition and exchange of periodicals;
Cooperative projects for downgrading classified documents;
Exchange of cataloging data for documents and for these and other
writings originating within military schools;

Production of a core list of subject headings containing the
essential ideas in the best expressed form peculiar to the military.

Some other projects which may be considered for cooperative action
are:

Compilation of a who's who of the military (including officers
down to Lt Colonels who may some day be generals);

Compilation of military quotations;

Annual anthology of significant military articles.

Other possible projects which have been suggested are:

Collection of library handbooks at a central place;

Collection of guidebooks of institutions served by military libraries;

Production and collection of one page illustrated brochures for
publicity purposes;

Standardization of form for accession lists;

Indexing of military journals for the years 1940-1950.

CO-OPERATIVE PROJECTS FOLLOWING COMPLETION OF UNION LIST OF SERIALS

by Charles H. Stewart
Department of National Defence Library

There are many co-operative projects conceivable following completion of the Union List of Military Serials.

I am noting a few and requesting action on those which appear to be the most important.

First concerning the Union List itself. The Air University is producing this publication and is not allowed to charge for it. There should be a demand for it from non-military libraries and from military libraries in other countries. Should the military librarians division investigate producing extra copies for sale? One of the contributors, Mr. C. E. Dornbusch of the New York Public Library, has entered the publishing business in a small way, at the Hope Farm Press, Cornwallville, New York, and might consider reproducing this under an agreement advantageous to both. This is speculation as I haven't investigated the possibility. I expect to see Mr. Dornbusch after this paper has been sent in and will inquire if he is interested. I would like discussion on this, and if favorable, I would nominate Mr. Robert L. Martin to pick a committee of two others to investigate possibilities in this direction and to take action.

Secondly there is the question of keeping the Union List up to date.

This can be done with an annual amendment list listing increased holdings, changes in location, discarding of titles and new titles. A decision as to the requirement for a new edition to be decided when necessary.

The simplest method, apparent to me, is to publish periodically a list of new military periodicals started in intervening period, members

will use this page as a reporting medium placing their code number opposite titles and will list additions, deletions, etc., of existing titles below new titles. Libraries contemplating disposal of a run of periodicals could advertise for a home for them here or notify of new location for same. The amendment list could be published in bulletin and annual service charge to non-members of record.

Action required: The formation of a committee to handle this project. Perhaps the Washington Chapter of the Military Librarian could take this project over -- there being a need for close co-operation and a need to keep one member from previous year as chairman for the next year. The original compilers would then be available for advice to the committee.

Discussion and a possible statement from the Washington Chapter.

The third and most onerous of the co-operative projects emanating from the Union List is the exchange of periodicals. This project has many aspects -- a few are listed with the seemingly more important ones elaborated on.

The exchange of partial runs of periodicals (a) no longer published, (b) no longer received by a library, (c) being received by current volume only retained.

The exchange of duplicates.

Exchange with Military Libraries in other countries.

First we will discuss the methods of distribution of exchange material:

- 1) A central Distribution Agency where all duplicates are sent, with credits and sales to those without. This is an excellent method but would involve too much work and space for volunteers help. There is a possibility of an existing agency absorbing this in their regular work, i.e., U. S. Book Exchange. However there might be no assurance that our numbers would get

preferred treatment as far as military periodicals were concerned.

2) Volunteer regional depots set up perhaps on a service basis to cut down transportation costs, co-ordinated by a central committee of service representatives plus one for Canada. This plan is feasible if a sufficient number of libraries with space and the clerical assistance to keep records.

3) Informal arrangements by each library listing wants and surplus periodicals in Bulletin or could consult Union List for gaps in other libraries holdings that could be partially filled.

Informal arrangements require full co-operation of members and often slide into a state of inactivity.

4) This I feel is the most co-operative method of all.

Each library will adopt a few titles and will be prepared to receive duplicates of these titles, from other libraries, will keep them segregated by year or volume and be prepared to fill wants of others from these. The holding library could as a sideline maintain a second set for interlibrary loan purposes, or, assist other libraries in doing so.

This plan has a good division of labour. However a co-ordinating committee should be set up, responsible for compiling and publishing a list of libraries with adopted periodical titles and to set up operating procedures for such a plan that would make it truly co-operative and workable. This committee, by using the Bulletin, could contact military libraries with questionnaires, information, and could possibly co-ordinate exchanges with military libraries in other countries. In this respect, I am planning to contact military libraries in the British Commonwealth and compile a directory of military libraries in the Commonwealth which will be useful for such exchanges, to fill both our and their gaps in periodical runs. This committee could co-ordinate and from records find homes for partial runs of periodicals no longer required by holding libraries.

I would like to hear discussion on these methods or alternate methods that are feasible. A decision should be made on the method most suitable for adoption and a committee appointed for the coming year to get this plan into being.

Other projects that could be considered are:

Co-operative acquisition planning for little used military titles -- especially foreign language periodicals.

Co-operative holdings of back numbers of such titles, each library in a region subscribing will keep current issues only, turning back numbers over to the one library who retains the run -- this would be solved by number four distribution method of exchange.

Study to be made of interlibrary loan problems in relation to periodicals -- possibly co-ordination with military microfilming of periodicals project of the Air University.

Many of the points in this paper were outlined in following earlier workshop papers:

1st Workshop -- Working papers 2, 3, and 4.

3rd Workshop -- Summary Session paper on Making Use of Union List of Serials.

Your co-operation and discussion on these projects are requested. It is most important that active committees be appointed to plan and start these projects.

A BIBLIOGRAPHY CLEARINGHOUSE AND INDEX

by Mildred Benton
Coordinator of Research Information
Naval Research Laboratory

A hazard of bibliographic endeavor is duplication of effort. It confronts not only the compiler of a bibliography, but also the user, for neither has a satisfactory resource for determining what is available. There are existing and useful tools for checking information published in books, periodicals, translations, and dissertations, but so far, there has been only sporadic interest in recording and indexing bibliographies.

"The Bibliographic Index, A Cumulative Bibliography of Bibliographies" published by the H. W. Wilson Co., might, to judge by the title, be expected to serve as a checking tool. Actually, it is of limited value, for it is merely a key to short lists of titles appended to articles appearing in some 1500 periodicals. Works of any substance are not to be found therein. The United States Atomic Energy Commission, in its periodic "Informal Listing of Bibliographies of Atomic Energy Literature" provides an excellent record of bibliographies currently issued by the Agency and its contractors, as well as a record of those in progress. The Technical Information Service Extension Office, located in Oak Ridge, Tennessee, serves as the coordinator and invites contributions.

The Manager of General Electric Company's Technical Information Center expects to coordinate bibliographic effort within his Company in a similar manner. It is to be hoped that whatever type of listing results, it will be distributed to interest libraries.

Although review articles are not ordinarily included in bibliographies, their value is fast becoming apparent in these days when any condensation of the vast amount of literature is welcomed. For that reason "The Bibliography of Medical Reviews" compiled and issued by the National Library of Medicine is worthy of mention. It is unique in its attempt to collect between two covers the review articles in one subject area-- medicine. Volume 4, dated 1959, contains 3,241 such articles. Whenever literature citations are included, the number is indicated. This type of endeavor might well be emulated in other subject areas.

TAB, the ASTIA bi-monthly bulletin includes bibliographies, as does U.S. Government Reports, issued each month by the Office of Technical Services; but it is not their primary purpose, and identifying such material, particularly in TAB, without an index, is quite time consuming.

Activities of the Department of Defense and their contractors originate a large number of bibliographies, literature searches, and state-of-the-art articles combined with extensive listings of articles, but there is as yet no coordinating effort, no clearinghouse, no one place for determining what has been done, or what is in progress in the field of bibliography. Nonetheless, contracts for bibliographies are awarded annually, and large sums of money are expended. An organized, and recognized procedure, patterned after that of the AEC, would, in combination with the efforts of that agency, and that of

the General Electric Company, cover a large portion of current bibliographic production, and provide a new tool to support scientific effort.

Since many librarians representing these activities are members of the Military Librarians Division, it would seem appropriate for them to consider the matter. If it is agreed that a problem exists which offers a challenge for action, and if it is within the purview of this Workshop, the following suggestion is made:

1. Appoint a Steering Committee to be composed of representatives from the Air Force, the Army, the Navy, several of the contracting activities (including the Library of Congress), and from Canada.
2. Instruct this Committee to (a) investigate the possibility of designating a clearinghouse for bibliographic activities, and a medium for announcing currently published and in-progress bibliographies (this might be activated by a DOD, ONR, or NSF contract), (b) invite the participation of all interested libraries, offices, and organizations, (c) report progress at the next scheduled Workshop.

Standards for Military Libraries

1. Background. We have been talking about standards for several years, and have heard excellent papers at the Fort Sill and Monterey Workshops and at the Atlantic City SLA Convention. We have concluded that standards can be formulated. Now, let's pick a specific field and try it: personnel. It may be the thorniest, but some work has been done on the subject, and it is, of course, of vital interest to us all.

2. Plan of the program. To allow more time for discussion, some preliminary reading is requested. At the workshop, we will break up into groups of 20-25 and discuss draft standards for military school libraries and military research libraries prepared by two noble, dauntless individuals who were willing to have their drafts scrutinized, analyzed and rewritten by critical colleagues. After the discussions, the group leaders will compare notes, and the results will be reported at the summary session.

3. Preliminary reading.

a. Size and Services of a School Library as Related to the Student Body Served, prepared by Ruth Wesley, for the Second Military Librarians Workshop. (Annex A) Although the title says "school," a section is devoted to the research libraries.

b. The Literature on Library Standards With Particular Reference to their Application to Military Libraries, compiled by James G. Hodgson. SLA MLD Bibliography No. 21. (Copies available from Air University Library, Maxwell AFB, Ala., ATTN: Technical Assistant to the Director). It seems odd to recommend "reading" a bibliography, but its organization and annotations amount to an outline of the subject.

c. Select from the Hodgson bibliography, and read, something of particular interest to you. Be prepared to throw this information into the discussion.

d and e. Draft Personnel Standards for Military School Libraries, prepared by Ruth Wesley, US Army Infantry School. (Annex B). Draft Standards for a Technical Library in a Military Research and Development Organization prepared by Michael A. Costello, Picatinny Arsenal. (Annex C). Study both of these. Which approach is preferable? Can the methods of one be included in the other?

4. Other background. Several surveys of military libraries have been made recently. We hope to have the personnel portions summarized for reference at the Workshop. In addition we ask that you make a personnel survey of your own library and bring with you, mentally or on paper, indications of the standards under which you are operating. Are they satisfactory?

Annexes: A - Size and Services of a School Library
B - Draft Standards, School Library
C - Draft Standards, Technical Library

SIZE AND SERVICES OF A SCHOOL LIBRARY AS
RELATED TO THE STUDENT BODY SERVED

By

Miss Ruth Wesley, Librarian
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1. **PROBLEM.** To consider the functions and resources of the service school libraries in relation to the missions, organization, and programs of the schools supported.
2. **ASSUMPTIONS.**
 - a. Service schools, in spite of variations as to mission, organization and programs, have certain factors in common which determine the library service needed.
 - b. These factors can be isolated.
3. **FACTS BEARING ON THE PROBLEM.**
 - a. The missions of the libraries are derived from the missions of the schools they support.
 - b. The functions of the libraries (that is all the work to be done) should be determined by their missions of supporting the school's programs of instruction, research, publicity, etc.
 - c. The resources of the libraries (that is their staffs, collections, budgets etc.) should be determined by the nature of their functions in support of the schools' programs and by the amount of service demanded by certain organizational factors in the schools, such as size of faculty, number and kind of students.
4. **DISCUSSION.**
 - a. Certain comparisons may help us to arrive at criteria for our own functions and resources.
 - (1) First, let us compare the two types of schools themselves. The University Library, by Wilson and Tauber, contains a great deal of useful information.
 - (a) Universities compared with service schools as to functions, organization, and resources.
 1. Functions.
 - a. Universities conserve knowledge and ideas. The service schools have this function within their specialized fields. Certainly the military libraries conserve all the knowledge and ideas in their particular subjects.
 - b. Teaching.

a.(1) (Cont'd.)

c. Research. In the sense of studious inquiry, this is a function of the military as well as the civilian schools. For the libraries of both types of school, it is perhaps the most significant function of the schools, in that it requires the most professional support.

d. Publication. Most, or all, of the service schools have a publication function.

e. Extension service. Some of the service schools at least have extension programs.

f. Interpretation. Both types of schools constantly interpret the results of their investigation through their teaching, publication, and extension activities.

2. Organization. Here we find a great difference. Faculties of universities are relatively settled, and include professors who have devoted years to the subjects they are teaching. Service school faculties, on the other hand, are characterized by rapid turnover. The average instructor in a service school is on a short tour of duty, and teaching is not his life work. The subject he is required to teach may or may not be the one in which he is most interested.

3. Resources. Here is a painful difference. University resources are comparatively fixed. They do not have the fluctuations in budget, space, and authorized personnel which face the service schools.

(b) University Libraries compared with service school libraries.

1. Mission. Both types of libraries support the administrative and educational policies of the schools of which they are a part.

2. Functions.

a. Both acquire the bibliographic apparatus, books, journals, etc. to support the various phases of the work of the institutions. In the university libraries, the largest part of the book selection originates with the faculty. This is not necessarily true with the service school library.

b. Both organize and prepare their resources for use by setting up branch collections, operating periodical rooms, reserve collections etc., and by cataloging and binding. The service schools operations are similar in general, but the cataloging is in most cases more detailed and specialized.

c. Both render direct reader service involving research and bibliographic assistance, and instruction of clientele. The reference librarians in a service school, however, must have a very good grasp of their special subject fields - something beyond common knowledge is required.

3. Resources. As in the case of the schools themselves, the university libraries have fairly stable personnel, funds, and space, whereas great fluctuations mark the administrative support available to the military libraries.

a.(1) (Cont'd.)

a. Budget. The statistics on college and university libraries given in the January issues of College & Research Libraries are suggestive. We find that in the 112 large institutions concerned the ratio of library expenditures to total educational and general institutional expenditures was: Median 3.6%, with a high of 7.5% and a low of 1.3%. How this compares with service school figures, I can't say. I did try the Infantry School figures, and found we were just about the low figure for universities. Both the school figure and the library figure were less military personnel.

b. Personnel. When I began to think about this paper, I sent a short questionnaire to 24 large university libraries, one of which failed to reply, and found the ratio of library staff to total faculty and students was: Median 1 to 93.5, with a high of 23.1 and a low of 186.5. The ratio of professional librarians to faculty was: Median 1 to 20.8, with a high of 11.6 and a low of 66.3.

4. Criteria for functions and resources. From The University Library, by Wilson and Tauber, and from an article in Library Journal, "What to Consider in Evaluating the Library," I find that criteria for these civilian schools are in general:

a. Complete integration of the library with the administrative and educational policies of the university, growing out of a systematic study of the curricula of the university and its methods of research, general administrative and educational procedures. This criterion seems to be a good one for the service schools also.

b. A library committee or board to assist the librarian in formulating a broad, general policy of library development. The functions of this group are advisory rather than administrative or executive.

c. A competent library staff, trained in professional and subject fields, and sufficient in number.

d. Adequate space and a good location.

e. Adequate financial support.

f. Preserves the accumulating source materials necessary for scholarly pursuits. Service school libraries do this also.

g. Integration of the library with certain other national and international resources. This corresponds to the military librarians program of specialization and cooperation.

h. Circulation department's primary function is to get the material to the reader expeditiously.

i. Library staff must understand the institution's policies and maintain intimate contact with its activities. This point is emphasized by Wilson and Tauber, "...the librarian is a university officer who serves the entire institution; he should be so placed in relation to other administrative and policy-forming officers and bodies as to be informed concerning the interests of the university which the library should foster. Cloak and dagger maneuvers may serve to effect some of these contacts, but a

a.(1) (Cont' .)

4. 1. (cont'd.)

positive program should prove fruitful on a more uniform basis. Thus the librarian should be in a position to know all modifications in the curriculum, since they are likely to affect the library." This business of getting the word in time and maintaining contact with other departments is just as important to the service school library, and if anything, more difficult.

(2) Comparison with purely research libraries - that is scientific, technical, industrial libraries not connected with schools. Lucille Jackson's book Technical Libraries is a very good source of information, and there are many good articles in Special Libraries.

(a) The institutions in which these libraries are found. The majority are in industrial organizations, trade associations, and research institutes. Sometimes the library is a department in the research laboratory of an industrial enterprise, serving primarily research scientists and their laboratory assistants.

(b) Mission - to pass on to the users important information necessary to their work. They are first and last information services for their clientele.

(c) Functions. In general, they "secure, assemble, and present all the information in a specific subject field, published and unpublished, thus bringing together related facts from files within the organization and those found in print." (8) The following are some typical functions:

1. Acquire and maintain a collection of books, journals, research reports, etc.

2. Conduct literature searches, resulting in bibliographies and reports. This is also a function of service school libraries.

3. Compilation of library bulletins comprising abstracts from current literature or other items of interest. Some of us do a good bit of documentation.

4. Routing of periodicals. Some of us, at least, do this.

5. Interpret the library service by various means of liaison. All of us try to do this.

6. In summary, giving very comprehensive personalized service in a narrow subject range to a small clientele.

(d) Resources.

1. Budget. It seems to be generally realized that library research is ultimately less expensive than laboratory research, and therefore the libraries should have a budget adequate for maximum service.

a.(2) (Cont'd.)

2. Personnel. In-service training of the library staff is essential, as it is in the service school libraries, to assure adequate subject matter knowledge. It is pointed out that the libraries providing this training do not gain much for the first year or so since the training takes a great deal of time on the part of the regular library staff. How very true, we all know.

3. Physical layout and equipment. My sources mention the need for duplicating equipment and microfilming facilities, as well as enough work space, storage space, and reading space.

4. The collection. Research libraries, like service school libraries, are very dependent on documents and periodicals for timely information - more so than the civilian school libraries. The importance of reports and studies made within the organization is also recognized. "The reports constitute unique records of the progress of original investigation, and it is a great importance that their contents be indexed accurately and in detail in order that information may be located easily; the data represents investment in research, the results of which will never be published in full." (8)

5. In connection with resources, it is interesting to note a survey made by the carrier Corporation and reported in Library Journal. The Carrier Library was faced with reorganization, and as a planning aid, sent out questionnaires to 27 similar corporation libraries. 21 replied in time to be included in the recap.

(e) Criteria for functions and resources.

1. Identification with the parent organization based on understanding of the objectives and the means used to attain them, and by recognition of the library's role and functions by the rest of the organization.

2. Library Committee, consisting of representative from the various departments concerned. This advisory committee aids in determining policies and acts as a liaison between the library and its clientele.

3. Liaison or intercommunication with administrative superiors and with clientele. A program of continuous interpretation of the library service to its clientele. "Lacking channels of official knowledge, many a librarian is literally forced to depend on corridor gossip or peeping at the keyhole to keep ahead or in touch with current research projects." (9)

4. A library staff well versed in the special subject as well as the practices of library science. The librarians must not only know the literature, but be able to identify its relevance to their clientele.

5. A collection built around the special interest of the organization, including reports of research and investigation conducted by the organization itself.

6. Classification, cataloging, and indexing of resources are from the point of view of the specialized clientele.

a.(2) (Cont'd.)

2. The library saves the time of research scientists by taking the initiative in sending information to the right person as quickly as possible.

8. Space is convenient, quiet, and in proportion to the size of the research staff served. Note that they are using the number on the research staff as a yardstick factor for space requirements.

(3) Comparison of the service school libraries with each other. This part leans heavily on the book "Soldiers and Scholars", by Masland and Radway.

(a) The service schools themselves - their missions, functions, organization, and resources.

1. Missions include all or some of the following:

a. To educate the leaders, technical experts, planners and policy makers needed by the defense establishment.

b. To develop doctrine.

c. To publish - prepare training literature, publish periodicals etc.

2. Some typical functions are:

a. Prepare and conduct resident instruction, prepare and administer nonresident instruction.

b. Initiate action leading toward the formulation of new and the revision of old doctrine.

c. Prepare training literature or other publications.

d. Accomplish cross-service and allied understanding.

3. Organization.

a. Faculty and staff are characterized by rapid turnover, short tours of duty. Teaching is not their life work.

b. Student bodies vary in size and pursue various courses. In some schools a few students are given very intensive courses of study; in others, some short technical courses are given which do not require much study on the part of the student.

4. Resources. Military schools are not as autonomous as civilian institutions. They are part and parcel of the armed forces. The support the schools receive fluctuates as to money and personnel available. The schools must compete with more dramatic and costly requirements of the armed forces for a fair share of available resources, personnel and funds.

(b) The service school libraries. We are affected by the following peculiarities of our institutions:

a. (3) (b) (Cont'd.)

1. Type of clientele. We are required to give bibliographic assistance to faculty, staff, and students who don't stay long. This makes liaison and interpretation of library service more of a problem. We have to do the same thing over again for each newcomer. The fact that the faculty are on short tours of duty imposes an extra responsibility on the professional staff of the library in getting the material in their subjects and making it known to them. They don't have the literature of their subjects at their finger tips like the professor who has devoted his life to some aspect of science or literature.

2. Resources. The fluctuation in funds and personnel spaces available to us makes it harder to plan ahead. If the service schools have to compete with more glamorous parts of the armed services for support, it is even more true that the libraries have to compete with more clamorous departments of the schools for support.

b. General criteria for service school library functions and resources.

(1) Complete identification of the library with the parent school and support of its objectives, based on:

(a) The school's recognition of the library's role and functions.

(b) The library's understanding of the school's needs acquired by systematic study of the school's mission, program, and organization chart.

(2) Library representation at the planning and policy making level of the school to insure that the library is kept informed of developments and trends in time to anticipate instructional and research needs.

(3) Continuous liaison with other departments of the school to keep the library abreast of requirements and the departments aware of the support the library can give them.

(4) An acquisition policy is designed primarily to provide faculty and students with the information they need in connection with their work at the school, and secondly to stimulate independent thinking and professional growth.

(5) Accepts the primary responsibility for preserving the studies, reports, and other papers of more than temporary interest which are prepared by the parent school, and all reports of conferences and committees convened at the post or installation.

(6) Participates in the military library program of specialization and cooperation by conserving all the knowledge and ideas in the school's areas of specialization and sharing its resources with libraries of other schools and defense agencies.

(7) Library's resources are organized for maximum accessibility to all its clientele by appropriate catalogs and other bibliographies apparatus, an adequate number of service desks, and by as many branch collections as are needed by students and faculty.

b. (Cont'd.)

(8) The library identifies the distinct subject matter requirements of each element of its clientele, and takes the initiative in providing faculty and students with books and other sources of information pertinent to their current work.

(9) The library is open, with professional staff present to give reference and bibliographic assistance, during the hours when students and faculty can conveniently use it.

(10) The library's records and statistics contain all the information needed for identifying trends, anticipating needs, and for continuous evaluation of the service with a view to its improvement.

(11) Library's location is the best available from the standpoint of convenience to clientele and quietness.

(12) Furniture, facilities for reproducing materials, and other equipment are sufficient for the service required of the library.

(13) Total floor space allotted the library is sufficient to conveniently store its present collections with extra room for expansion, to provide the library staff with work space needed for maximum efficiency, and to provide reading and study space in proportion to the library's principal research clientele.

(14) The library's budget (less personnel) is in proportion to the school's other educational expenditures.

(15) The library's professional staff is in proportion to that part of its clientele needing exhaustive reference and bibliographic assistance.

(16) The non-professional staff whose primary duties concern technical processes: acquisition, binding, preparing material for shelves and files, are in proportion to the library's total annual acquisitions.

(17) The non-professional staff whose primary duties concern reader service are in proportion to the library's total circulation figure for one year.

c. Possibility of developing yardsticks for certain resources, such as size of staff and budget (less personnel). Can we establish correlations between certain typical functions and the resources needed to perform them? In the last four criteria above, I have suggested that there is a logical relation between:

- (1) Budget and other school expenditures
- (2) Professional staff and principal research clientele
- (3) Non-professional staff and total annual acquisitions and circulation.

5. CONCLUSIONS. It is concluded that:

a. A list of criteria for functions and resources can be made which would help us evaluate our own libraries, and interpret our services to our clientele.

5. (Cont'd.)

b. Yardsticks can be developed, correlating functions with resources, which will help us to arrive at our requirements for fund, personnel, and space, and which will help us to gain the administrative support which we need in order to fulfill our missions.

6. RECOMMENDATIONS: That each of us consider the problems involved and contribute any suggestions we can draw from experience, reading or insight.

RUTH WESLEY