AN ABSTRACT OF THE THESIS OF

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Title: A Study of the Perceptions and Attitudes of Staff and Users in Academic Fine Arts Slide Libraries

Abstract Approved: Ronald F. Heselton

Data were gathered from the curators, staff and users of 34 academic fine arts slide libraries in the 48 contiguous United States. Staffing patterns, collection size, subject specialties, services offered and user needs were investigated. The staff and user responses were studied to test the hypothesis that perceptions and attitudes held by these two respondent populations differ concerning the purpose of the fine arts slide collection, the services that are or should be provided, and the ways in which users approach the accessing of visual images for use.

Suggestions are made for the improvement of academic fine arts slide library functioning and to increase the success rate of service to users. An
assessment of user needs, along with the establishment of an information transfer based system of communication between curators and his/her users will develop the already excellent services provided by academic art slide collections in the United States.
A STUDY OF THE PERCEPTIONS AND ATTITUDES
OF STAFF AND USERS IN
ACADEMIC FINE ARTS SLIDE LIBRARIES

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Academic fine arts slide libraries have often been problematic. Both the literature and this researcher's experience suggest that users have been discouraged from making the most of the resources available to them. Often users have been unable to find what they need quickly, exactly and without assistance from the library staff. These problems may stem from a number of causes: the lack of familiarity with the collection on the part of users; the need for orientation to the system used for both users and staff; a need for better communication between staff and users about services provided and the users' needs; and the need for analysis of how users go about locating a desired image.

This study is an attempt to identify the differences and similarities in the perceptions of slide collection users, curators, and staff. These perceptions of the purpose of the slide collection, how images should be classified and retrieved, and what services are most needed will be investigated. Suggestions and recommendations will be made for
the improvement of slide library services. Areas for further study will also be identified.

The project would not be possible without the support of the professional slide curators throughout the country who participated in the survey. The data used for analysis were collected from 34 slide libraries. Another four libraries responded after analysis had begun, making it impossible to incorporate their responses in this report. However, in reading the surveys returned, they support the results reported here. This researcher hopes the report to follow will live up to this support demonstrated by the responses received from these professionals, their staff and library users.
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INTRODUCTION

The needs of users are important in any library. The librarian must make a special effort to understand these needs and respond to them, especially if the users' perceptions of the function of the library and collection differ from those of the staff. In academic fine arts slide collections the curator/librarian's mission is to support the university or college curriculum, while each faculty member or student using the collection has a more personal perception of function. The user's individual needs must be met, and he/she may not realize the broader scope of responsibility the slide collection must address. In addition, the routine and structure required to maintain a classified library collection of any kind is very difficult to use for persons not familiar with such an organizational system. The primary users in academic slide collections are the faculty and students of the various departments served by the library. Many students and professionals in the fine arts have not had experience or training in library procedures or made extensive use of library
collections in the past. The curatorial staff must understand this and make every effort to orient their users to the slide collection. The simplification of retrieval should also be a primary goal for library staff. Problems arise when communication between user and curator breaks down. Therefore, it is especially important that the slide curator understand his/her clientele and their needs.
LITERATURE SEARCH

Historically, although the literature includes a number of articles describing the functioning of a single library or the current state of the art, little research has been done in the area of slide librarianship. Each collection has functioned as an isolated microcosm with little contact with other slide collections and often without contact with other libraries or professional librarians on their respective campuses.

Slides appeared as a form of visual information storage in the late 1880's. These first slides were hand-painted large glass plates. The more familiar color-dye system of making film transparencies was developed in the 1930's and with this advance in technology it became more practical for a university or museum to collect slides for record keeping, teaching and research purposes.

The first journal articles on the care, classification and organization of slides appeared in the 1930's. Most of the articles written during this decade are of little use today. They deal only with large format (3 1/4" x 4") lantern
slides, which are no longer a major resource for most slide libraries, although they may still comprise a large part of a library's archival holdings. The 1930's and 1940's produced articles which were primarily essays of a general nature. Slides were not yet treated as a vital part of the fine arts library collection.

Concern for the color quality and technical integrity of film images was expressed in the literature during the 1950's and 1960's. However, the problems of organization, storage, classification and preservation of slides were still not given attention. The use of 35mm film and the 2" x 2" slide format increased during these two decades. With this development, the importance of slides as a teaching tool also increased. As a result the number of slide collections in academic settings increased and those already established expanded in both size and scope. It was during the late 1960's that curators of slide collections became aware of the need for attention to the "thought and work involved in providing and maintaining a slide collection." ¹

One of the first articles to deal with the problems of slide collection organization and
administration was written by Dimitri Tselos in 1959.² The work of Tselos, done while he was curator at the University of Minnesota slide library, represents the beginning of modern slide classification systems.

The first and only truly comprehensive study of the administration, care and organization of slides is Betty Jo Irvine's book, Slide Libraries: A Guide for Academic Institutions, Museums, and Special Collections, first published in 1974, with a revision in 1979.³ Irvine discusses at length the various classification systems, storage methods, preservation of slides, the problems of film integrity, and automation.

Betty Jo Irvine reported on a survey of the slide classification systems in her 1971 article, "Slide Classification: A Historical Survey."⁴ Irvine states that slide librarians have yet to develop a philosophy of slide librarianship, and the literature in general merely recites the "details of a particular system which happens to adequately function for one particular situation."⁵

Just such a report of how one slide collection developed can be found in the proposal written in 1977 by Marcia Duncan and Jill Leech regarding the
The article is a brief proposal for the organization and handling of slides in the Atkins library. While of interest historically, the proposal written by Duncan and Leech had only minimal importance to other slide collections.  

While descriptive data are valuable in understanding the needs of slide collection users and the function of fine arts slide collections in specific, this type of information still does not get close to defining a slide library. Nor does it describe a philosophy of slide librarianship that can be universally applied. 

Progress has been made in the right direction through the work of Irvine and other professionals in the field, especially Wendell W. Simons and Luraine C. Tansey. Even so, Simons and Tansey state in the introduction to their book, *A Slide Classification System*, that each librarian will have to revise or alter the system to meet the library's particular needs. 

Many other specialists in picture and slide librarianship have discussed this problem, but few have attempted to provide a solution. Among the outstanding articles that have addressed the
problem are: Bibler, 1955; Diamond, 1969; Esau, 1972; Evans, Evans and Melik, 1975; Tansey, 1975; Patton, 1976; and the proceedings of several art association conferences held from 1978 through 1981. Most recently DeLaurier, 1982; and Kirkpatrick, 1982, discussed the development of slide and visual resources librarianship.

The work done by Simons and Tansey at the University of California, Santa Cruz, and that of Robert M. Diamond at the State University College, Fredonia, New York, constitute the first efforts made to develop computerized classification and retrieval systems. In 1969 Diamond began working toward the development of a rationale for a "retrieval system for slides used by different disciplines." This system depended heavily on machine coded identifiers and did not provide a natural language index. The system provided speedy retrieval of images, but was cumbersome to use for those who were not familiar with the system.

An important step toward the development of an intellectual approach to the classification of slides is the work done by Erika Esau, The Slide Collection of the Denver Art Museum: Problems of Physical Arrangement and Intellectual
Classification." While this is a study of one slide collection, Esau discusses problems that are encountered in most fine arts slide collections. Esau interviewed each art curator at the museum, as well as the slide library staff, for suggestions and information about the problems particular to their areas of expertise. A questionnaire was also sent to other museum slide libraries which were similar in size and scope to the Denver Museum collection. Information was collected concerning classification systems used and the physical arrangement of the collections in these museums. From these data, Esau made some suggestions and proposals for the reorganization of the Denver Museum slide collection, which reflected the concerns of the art curators and the best of each museum system studied.

This was one of the first recorded attempts to coordinate the needs of slide library users (the art curators) with those of the slide librarian and his/her staff. As such it is important in the study of slide collection use, even though the study deals only with the needs of one particular group of users.

An art historian and a teacher have each attempted to deal with this problem. Peter Murray
expressed the frustrations he feels as an art historian in trying to use the slide library in his article, "Some Problems of an Art Historian in a Library." J.R. Freudenthal, a teacher, dealt with many of the same feelings in his article, "The Slide as a Communication Tool." Freudenthal contended that most librarians and media specialists have ignored the problem of "intellectual access to slides." He suggested that librarians consult with their users before establishing a classification system, in order to provide access through the most logical means for the majority of the library's users. Freudenthal goes on to say that "The index to a slide collection. . . should permit the inquirer to locate easily those slides that will best meet his individual needs. . . . One probable reason that so many teachers do not use visual materials, particularly slides, is the problem of accessibility, physical as well as intellectual."

Several attempts have been made to determine the general needs of slide library users and then to reconcile them with the needs and ideas of slide librarians. The most important of these studies are the work done by Valerie Bradfield, Wendell W. Simons and Luraine C. Tansey, and John
Valerie Bradfield conducted a survey of British slide libraries in 1975 and made some important conclusions about user needs. Bradfield proposed an "ideal" organization system based on the data she gathered during this study. Her research, conclusions and the ideal system are published in the article, "Slides and Their Uses: Thoughts Following a Survey of Some Slide Collections in Britain," and her more extensive work, *Slide Collections: A User Requirements Survey.*

In 1970 Simons and Tansey designed a classification scheme which was intended to be universally applicable, although it does not fully meet this goal in practice. One important aspect of the Santa Cruz system developed by Simons and Tansey is that it spans all subject areas and is not designed only for use in art or architecture collections. Few other systems have been developed that have this scope of subject application. The system is also extremely flexible within each major subject area, and was developed for on-line storage of data to assist in retrieval. Although this work is over 10 years old, the Santa Cruz system provides the greatest scope and flexibility for both classification and retrieval of 2" x 2"
More recently John Sunderland, at the Courtauld Institute of Art, Witt Library, London, has dealt with some of the problems of maintaining an orderly collection of slides while meeting users' needs. His 1982 article, "Image Collections: Librarians, Users and Their Needs," deals with the economics of image collection development, computer-aided retrieval and future problems in slide librarianship. In addition, a report of the Image Collection Discussion Group of the Art Libraries Society (ARLIS) meeting held at the 1982 ARLIS conference was published in the same issue of Art Libraries Journal that carried the Sunderland article. One of the suggestions made by this group was that a "user study, coordinated by John Sunderland, should be initiated to discover questions asked by users, as an aid to assessing the value of individual indexing systems."

*Through correspondence with Mr. Sunderland this researcher has learned that he is just beginning his work in this endeavor. It will be interesting to see the course this study takes in the development of future slide library services.*
Current activities in slide librarianship are at the highest level ever. Publications like the International Bulletin for Photographic Documentation of the Visual Arts, the newsletter of the Visual Resources Association, have also broadened the forum for the discussion of slide librarianship.

In addition, progress is being made toward the development of standardized procedures, subject headings and compatible classification systems to improve the efficiency of art slide collections. Much work is still needed, but it is evident that an increase in concern for professionalism, the exchange of ideas and solutions to common problems, and a greater awareness of users' needs have developed since 1970.
GLOSSARY

THE ACADEMIC FINE ARTS SLIDE COLLECTION is primarily a teaching resource, providing slides for the art/art history/architecture curriculae of the sponsoring institution. The collection may also be used for academic and public lectures, for workshops and presentations, and for scholarly research.34

ACCESS, within the confines of this study, will be the ability of staff and users to locate and retrieve a desired photographic image.

ARLIS/NA is the Art Libraries Society of North America, the primary national professional organization for art and slide librarians.

ARLIS/UK is the Art Libraries Society of the United Kingdom, the parent organization for ARLIS/NA, and is the primary international organization for art and slide librarians.
The ASSISTANT CURATOR/ASSISTANT LIBRARIAN works with the curator and/or associate curator to complete routine administrative duties. Typical responsibilities for the assistant curator include supervision of the clerical/general staff, reference services and user orientation.35

The ASSOCIATE CURATOR/ASSOCIATE LIBRARIAN is the second highest ranking member of the curatorial/professional staff. As the curator's immediate assistant, this employee is primarily responsible for delegated duties or tasks such as the training and supervision of the staff, cataloging, collection research, reference services, supervision of circulation and the general maintenance of the collection. In large collections the responsibility for subject specialties within the slide collection, e.g., Oriental and African art, are assigned to an associate curator. In collections which engage in substantial slide sales the position of marketing administrator is equivalent to the associate curator.36
The CLERICAL STAFF provide basic clerical and simple production services such as routine typing and filing, slide processing and maintenance, and assistance with circulation.\textsuperscript{37}

A CORE OR SURVEY COLLECTION is a group of slides which has been set aside to use in the teaching of survey art history or other courses. Often these collections are specifically matched to the illustrations of the textbook used for the survey courses. Duplicates of slides housed in the general collection are often found in the core collection.

The CURATOR/SLIDE LIBRARIAN is the director of the fine arts slide collection. In some administrations the curator may be referred to as a librarian. For the purposes of this study the two titles will be used interchangeably. Responsibility for the entire fine arts slide collection staff rests with the curator. On the professional level, assistance is rendered by the associate and assistant curators, while the photographer/specialist assists the curator in technical matters.\textsuperscript{38}
LANTERN SLIDE - See "SLIDE" below.

LECTURE MODULES consist of sets of slides housed in carousels or boxes for use in the delivery of classroom lectures or workshop presentations.

A PATHFINDER is a selected bibliography of materials available in the library dealing with a specific subject. Pathfinders are usually prepared to cover topics that are often asked about or for special collections housed in the library.

A RESPONDENT, for the purposes of this study, is an individual who completes and returns one of the three survey forms used to collect data.

RETRIEVAL is the act of recovery, from the French, "retrouver" (to find again).

SELECTIVE DISSEMINATION OF INFORMATION (SDI) is the distribution of information or images to users as they are acquired, based on a request form completed by the user at some previous time. The request form would list all areas of interest for which current information is desired.
A SLIDE is a black and white or color still transparency commonly, but not exclusively, described by the dimensions of its supports, mount or holder. Two inch by two inch (2" x 2") slides are the most common of the small format slides, while three and one quarter inch by four inch (3 1/4" x 4"), or LANTERN SLIDES are typical large format slides. Mounting slides in glass or glass-component binders is a typical practice for protecting the film from damage caused by use and storage.39

STUDENT ASSISTANTS are persons who may perform any of the subordinate positions described in this glossary, depending upon the student's particular abilities and interests. In many academic libraries part-time student assistants are used to provide most services, under the guidance of a curator/librarian.

SURVEY COLLECTION - See "CORE OR SURVEY COLLECTIONS" above.
The TECHNICAL/PRODUCTION STAFF includes the photographer and technical assistants involved in the production and preparation of slide for the fine arts slide collection.40

VRA is the Visual Resources Association. This professional organization focuses on the needs of all types of visual resources curators/librarians and publishes the **International Bulletin for Photographic Documentation of the Visual Arts.**
HYPOTHESIS

Art, Art History and Architecture professionals and students hold different perceptions of the basic purpose of an academic fine arts slide collection from those held by the curators and staff of these libraries. In the null form this hypothesis states that both users and staff of academic fine arts slide libraries perceive the purpose of such collections in the same way.

The following sub-hypotheses will be tested in the null form as follows:

1. Users and staff of academic fine arts slide libraries hold the same perceptions of the process used to access desired slides.

2. The needs of slide collection users are fully met by curators and staff members working in the collections.
3. The subject specialty of the slide collection will not influence the services offered or the success rate in meeting users' needs.

4. Success in meeting users' needs is not affected by the number, education, or specialties of slide collection staff.

5. The slide collection size, acquisition practices, in-house production of slides and maintenance of non-slide materials do not affect the services to users and, therefore, have no effect on the success rate of the staff in meeting users' needs.

6. The physical and structural facilities of a slide library—the storage system, classification code and bibliographic retrieval tools used, and unique collections maintained—do not contribute to the success or failure of services offered.
PARAMETERS OF THE STUDY

This project will be limited to the study of academic fine arts slide collections which serve art, art history and architecture departments. While the study is confined to academic settings, the results of the data analysis may be applicable to other slide libraries, especially those housed in museums and public library art departments, where the same types of collections are maintained and similar needs are met.

The number of respondents to the survey is relatively small. This is largely due to the fact that only 199 fine art slide collections housed in academic settings have been identified in the 48 contiguous United States. Therefore, a small overall group of professionals and users is available for use as a sample population. The results, however, should allow generalization in most academic fine arts slide collections and may allow generalization in slide libraries outside of the academic environment.
ASSUMPTIONS

For the purposes of this study it will be assumed that it is desirable to alleviate the problems identified in this work concerning the functioning of academic fine art slide collections. It will further be assumed that solving these problems will necessitate the development of an understanding of the process used by professionals working with visual images to access these images. It will be assumed that the slide collection serving an academic art, art history or architecture department should support the curriculum of the department. Finally, it will be assumed that both the librarians and primary users involved in the accessing of visual images are trained professionals, with an academic and/or experiential background in art, art history or architecture.
METHODOLOGY

The system found to be most feasible for this project was a mailed questionnaire sent to a random sampling of the 199 fine arts slide collections identified. The use of a survey for data gathering allowed a larger number of libraries, distributed geographically throughout the country, to be included in the study.

The collections included in this study are slide libraries which serve academic art, art history or architecture departments, and the art section of multidisciplinary academic slide libraries. This study was also confined to multidisciplinary academic institutions. Art museums and art schools have many of the same types of users, problems and needs as are found in multidisciplinary academic settings. However, to simplify data analysis, museum and art school libraries were not included in the sample.

A total of 199 fine art slide collections housed in multidisciplinary academic institutions were identified using the 1982 Handbook and List of Members of ARLIS/NA and the 1983 membership list.
of the Visual Resources Association. The Visual Resources Special Interest Group and Academic Type of Library Group of ARLIS/NA were used to identify ARLIS members who are involved with both visual resources and academic librarianship. Visual Resources Association members who are listed as working in academic institutions were added to the list of possible participants. These lists were compared and duplications eliminated. College catalogs and other official publications were used to determine if an institution had a fine arts slide collection, if the curator was not identified using the system described above.

Several colleges and universities housed more than one collection, i.e., a collection in the art history department and one in the architecture or design departments. In some cases, through the random selection process, more than one packet was sent to the same college or university, but each packet was sent to a different library on that campus.

Three forms were designed for the collection of data from slide library curators, staff and users, concerning attitudes and perceptions of the respondents, and the slide collections studied. To
make identification of each survey instrument easier, the forms were color coded. The Preliminary Information form (completed by the curator/librarian) was green. The Library Staff form was blue, and the Library User form was yellow.

A full letter of explanation was sent with each packet, with a shorter note regarding the completion of each of the staff and user forms attached to these forms.

A total of 65 packets were mailed. This number was chosen for mailing as it represents approximately one third of the identified collections. A stratified random selection process was used to choose the sample of libraries included in the study. These selections were made from a list of all the fine arts slide libraries identified.

Three demographic factors were considered when making this selection of libraries to be included in the study. A broad geographic distribution of libraries studied was desired in order to see if differences in services or needs exist in different parts of the country. Therefore, libraries from the East, South, Central States and West were
selected. Despite the desire for geographic distribution of the collections studied, those located outside of the 48 contiguous United States were excluded from consideration.

Secondly, attention was given to the subject specialties of the libraries studied. Therefore, an attempt was made to select a representative sample from each of the three fine arts subjects; art, art history and architecture, and from the art section of some multidisciplinary slide collections.

Finally, the type of parent institution for each library was considered. Most of the fine arts slide collections identified were housed in either a four year college or university. However, several other types of schools were found to house slide collections. These were institutes of technology, two year community colleges and military academies. Thus, the 65 packets mailed were selected randomly, but within the parameters outlined above. The selection was stratified in order to allow for geographic distribution, representation of all subject specialties within the larger scope of the fine arts, and representation of the various types of academic
institutions which were found to house fine arts slide collections.

These factors were not controlled in the identification process--this list was made from all of the fine art slide collections that could be identified using the resources mentioned above. In analysis of the list of identified collections, it was found that 66 libraries (33%) are located in the East, another 66 libraries (33%) are located in the Central States, 35 libraries (18%) are in the West and 32 libraries (16%) are located in the South. Figure 1 shows the geographic distribution of the 199 academic fine arts slide collections that were identified.

An effort was made to maintain the relative percentages of these four geographic areas in the selection of libraries to be included in the study. Sixty-five packets were mailed with the following geographic distribution: 26 (40%) went to libraries in the East; 19 (30%) were sent to the Central States; 10 (15%) were mailed to Western libraries; and 10 (15%) went to the South. Figure 1 also shows the geographic distribution of the 65 libraries included in the survey.

The 34 responses received from fine arts slide
curators were distributed geographically in the following manner. Thirteen (38%) were returned from Eastern libraries; 10 (29%) were returned from the Central States; 5 (15%) were returned from Western libraries and 6 (18%) came from libraries in the South. The relative percentages of geographic distributions were retained to a large extent in the responses received. Figure 1 illustrates the geographic distribution of the survey responses received, as well.
GEOGRAPHIC DISTRIBUTION
OF FINE ARTS SLIDE COLLECTIONS

Fig. 1
When the 199 fine arts slide collections had been identified it was found that the majority were affiliated with either an art history (69, 35%) or fine arts (64, 32%) department in a college or university. Another 36 collections (18%) were housed in architecture departments. The remaining 30 libraries were identified as the art section of a centralized visual resources slide collection. These 30 collections accounted for 15% of the total population identified. See Figure 2 for a representation of the subject distribution of the total 199 collections identified.

In selecting the 65 libraries to be included in the survey the subject speciality of the libraries chosen was considered. The relative proportions of the total population were maintained as best as possible, with one exception. Fewer centralized visual resources collections were included. A centralized collection does not have the same staffing patterns, usage, services or problems as are encountered in the specialty libraries. However, the centralization of slide collections is occurring on many campuses, so several of these collections were included in order to make a comparison between the responses received from them.
with those from the collections which specialize only in art, art history or architecture. The art section of these visual resources collections was surveyed, each being treated as a fine arts slide collection. Thus, staffing, services and facilities for this section were isolated from other sections of the library.

Twenty-two art history libraries (34%) received packets, 27 fine arts department libraries (41%) were included in the survey, 11 architecture collections (17%) were included, and 5 libraries included (8%) were art slide collections maintained within a centralized visual resources library. Figure 2 shows the proportional relationships of this distribution.
SUBJECT SPECIALTY DISTRIBUTION
OF FINE ARTS SLIDE COLLECTIONS

Fig. 2
Fourteen of the 22 surveys mailed to art history libraries were returned. This accounted for 41% of the responses received. Fine arts departments returned 11 of the 27 surveys mailed to this type of library, accounting for 32% of the packets received. Seven of the returned surveys (21%) came from architecture slide collections, and two of the packets mailed to visual resources libraries were returned, accounting for 6% of the total responses. Figure 2 also demonstrates the relationships between these four types of libraries and the number of responses obtained from each type.

Finally, the parent institutions of the fine arts slide collection identified were considered, when making the selection of libraries to be included in the study. Of the 199 total population identified, 121 (61%) were housed in large state and private universities with student populations of over 10,000. Seventy-one (35.5%) were housed in colleges with student populations of less than 10,000. Three other types of parent institutions were encountered, but few of these institutions were identified. Two of the fine art slide collections identified (1%) were housed in military
academies, four (2%) were located in institutes of technology and one (0.05%) was housed in a two year community college. Figure 3 illustrates the distribution of the types of libraries identified for the study.

Fifty-three university slide collections (81.5%) were included in the study and nine college slide collections (14%) were included. One military academy was included, accounting for 1.5% of the selected libraries, and 2 survey packets were mailed to technological institutes, accounting for 3% of the survey population.
PARENT INSTITUTION DISTRIBUTION
OF FINE ARTS SLIDE COLLECTIONS

Fig. 3
Although one art slide collection was identified in a two year community college, it was not included in the survey. The mission and scope of most two year community colleges is different from those of a four year institution. Without a sample larger than one it would not be possible to assess what the operations, staffing and needs of a community college slide library are. Figure 3 illustrates the relationship of these selected populations.

Responses were received from 28 university libraries (82%), 4 college libraries (12%), 1 military academy (3%) and 1 technological institute (3%). These data are also illustrated in Figure 3.

Record keeping for the project was expedited in the following manner. Each packet, return envelope and questionnaires included in the packet were numbered 01 through 65 and each contained one copy of the Preliminary Information form, 5 copies of the Library Staff form and 5 copies of the Library User form. The Preliminary Information forms were numbered 0110 through 6510, the first two digits indicating the packet number and the second two digits indicating this data was collected on the Preliminary Information form. The Library Staff
forms in each packet were numbered using 0120 through 6524. Five copies of the Library Staff form were included in each packet, with the forms individually numbered 20 through 24. Thus, packet number 01 would have five Library Staff forms numbered 0120, 0121, 0122, 0123, and 0124. Each other packet was coded in the same manner, using the packet number for the first two digits.

The Library User forms were coded in the same fashion, using 30 through 34 to indicate that the data was collected from a Library User form. Thus, packet number 01 would have five Library User forms numbered 0130, 0131, 0132, 0133, and 0134. Each other packet was coded in the same way, using the packet number for the first two digits.

These code numbers were used to maintain the anonymity of each respondent while providing a means of determining which packets had been returned and which packet an individual form belonged to once data analysis had begun. The numbers were also used in the keypunching of cards for computerized data analysis to differentiate the three groups of data being compared.

The Preliminary Information form was designed to collect descriptive information about each slide
library. The Library Staff and Library User forms were designed for the collection of data which could be comparable one to the other. A copy of each form and the cover letter sent with each packet can be found in Appendix A. This Appendix also includes a list of the 34 libraries whose responses are included in this survey, and the four libraries whose packets arrived too late to be incorporated in data analysis.

While the 34 participating libraries are listed in Appendix A, the anonymity of each subject has been preserved in the reporting of data collected. No response will be identified specifically as having come from a given institution or respondent.

The data collected from these surveys were analysed in two ways. The written responses were studied by hand. Correlation coefficient and t-tests on the data gathered were computed using a standardized data analysis program. A significance level of 0.05 was used for all correlations. Responses recorded on the survey forms were numerically coded and then transferred to a general data collection form. This form was used to keypunch cards for analysis by computer. A copy of each type of questionnaire, with notes on the
numeric coding used for keypunching is included in Appendix B. Also found in this appendix are copies of the data collection form used for each type of questionnaire.
DATA COLLECTION AND ANALYSIS

ANALYSIS OF PRELIMINARY INFORMATION FORM

The Preliminary Information form was completed by the curators from 30 of the 34 libraries participating in the survey. This form was designed primarily to collect demographic and descriptive information regarding the libraries involved in the study. A copy of the Preliminary Information form is included in Appendix C, with a column by column summary of the responses made on this form.

STAFFING

Sub-hypothesis #2 states that the staffing of a slide library affects the delivery of information to library users. Therefore, information concerning staffing of the slide collections surveyed was gathered in Question 1 of the Preliminary Form.

In examining the staffing patterns described, it is clear that a curator is considered a must for an academic fine arts collection. Twenty-four of the 30 respondents completing this form (80%) indicated they had a full-time, professional
curator or librarian. Five libraries (16.67%) had professional curators who worked less than full-time and only one library (3.33%) indicated they currently do not have a professional curator. A note written on the form indicated this library is currently being changed in structure and they are in the process of trying to find funding to support a curator and production staff. Agreement is not as universal regarding the need for the various support staff positions. Only one library (the largest university participating) indicated they have professional associate curators, and very few of the respondents indicated they have assistant curators.

The one library to indicate they have associate curators listed three professionals in this position. Approximately two-thirds of the librarians who responded to the survey do not have professional assistant curators or technical and production staff. Of the collections that do have assistant curators, only eight are full-time assistants. One library had three assistants (this was not the same library that has three associate curators, but another large university collection). Two other
libraries indicated that they had one full-time assistant curator and one half-time assistant curator each. Finally, three librarians indicated that their assistant curators hold less than full-time positions. The other 20 responding librarians (59%) did not have assistant curators.

The distribution of technical and production staff follows a similar pattern. Twenty-one libraries (62%) did not have professional production or technical staff, although one library indicated these services are available from another department on campus. Three curators reported they have one full-time professional in production and six curators indicated they have a part-time professional in production. One curator indicated they have five production and technical professionals. This library is active in slide production for sales outside of the university and museum on campus, and therefore, needs a large technical and production staff.

Although only 38% of the participating libraries have technical and production staff members, 84% reported they have production capabilities. It is assumed that production services are provided by other staff members.
Even fewer libraries indicated they made use of professional clerical staff. This is in part due to the fact that in an academic setting clerical positions are often filled by student assistants. Fine arts slide collections in other settings such as a museum, gallery or public library would have to rely more heavily on clerical staff.

Of the eight libraries (26.67%) that indicated they have clerical staff, only three have a full-time typist. Five libraries have one part-time clerical staff member.

The designation F.T.E. (Full Time Equivalent) was used on the Preliminary Information form in relation to the number of student assistants employed in each library. However, many responses were not recorded in terms of F.T.E. Often the responses did not allow conversion to exact F.T.E.'s. Therefore, only the numbers of students will be used in comparisons. An average F.T.E. for student assistants has been calculated in order to have some idea of the extent to which students are used in academic fine arts slide collections.

Only five of the participating libraries (15%) did not indicate that they used student assistants. One library has up to 30 students working during the fall and spring semesters, and a lesser number
working through the summer months. However, the average F.T.E. student assistants per library is just under two. If the library that employees 30 students is eliminated from the computation of the average it is lowered to about one and one half student assistants per library.

One library indicated they employed two staff members whose job titles were not listed in any of the categories specified on the Preliminary Information form. These employees were described as Public Services staff members. This library has a large collection and is affiliated with a university museum. Therefore, they have contact with more non-university connected users than most of the other libraries included in the study. These public services librarians coordinated all contacts with users from outside of the campus population.

EDUCATION OF THE CURATOR

Sub-hypothesis #4 states that the educational level in an academic fine arts slide collection will affect the services given to library users.

Question 2 on the Preliminary Information form collected data concerning the educational background of the curator or librarian in order to test this hypothesis. Each curator was asked to
check all degrees held and a space for Other was provided.

One curator does not have a college degree of any kind. All other respondents reported they held at least a bachelor's degree, and many held one or more advanced degrees. In fact, only six of the curators responding to the survey did not hold an advanced degree of some kind.

Although this figure looks very significant—90% of the curators participating in the study hold at least one advanced degree—it may be skewed simply by the fact that those slide curators who hold advanced degrees are more likely to complete and return a survey of this nature. A much broader survey would have to be made to determine if this high percentage of advanced educational achievement is representative of the total population.

Five of the 30 curators who completed Preliminary Information forms hold both a M.A. and an M.L.S. or M.A. in Library Science, and one curator held an M.F.A. and an M.L.S. These six curators represent a full 20% of the total population participating in the survey. Therefore, it is difficult to say if in general 20% of the fine arts slide curators in academic collections
hold dual degrees in art or art history and library science.

Two curators who responded to the survey held M.Ed. degrees and two are doctoral candidates.

The most commonly held degree (21, 68%) was a B.A., most of them in Art History, but one was in Political Science and several were in History. The most commonly held higher degree was an M.A. in Art History, followed closely by an M.L.S. Other degrees held included an M.A. in Costume and Design, an M.F.A. in studio art, an M.F.A. in Art History, and an M.A. in Education.

Betty Jo Irvine published a survey of slide librarians in her book, *Slide Libraries: A Guide for Academic Institutions, Museums, and Special Collections.* The survey was made in 1970 and studied the staffing patterns in slide libraries at that time. A comparison can be made by looking at the degrees held by professional staff in academic slide libraries as reported in Irvine's study and the data gathered in this project.

Irvine was able to collect data concerning the degrees held by 80 professional slide librarians and staff members. These degrees were reported as "graduate degree in art history," "librarian/graduate library degree," "other
professional degree," "bachelor's degree" and a combination of "graduate degree in art history and in library science." In 1970 Irvine found only one professional (1.25% of the total respondents to her survey) working in a university collection who held both graduate degrees in Art History and in Library Science. Another survey, conducted in 1973-74 by Ann S. Coates, Curator of Slides at the University of Louisville, gathered data concerning the education of slide curators and their rankings of the most important factors in the background of fine arts slide curators. Coates found the most common degree held was an M.A. in art history. This was considered to be the most important factor in the training of an art slide curator. Other criteria found to be important to curators in their training were on-the-job experience, technical expertise, knowledge of foreign language, and library science background, in that order of descending importance.

However, further comments reported by Coates indicated a need for information exchanges on classification problems and technical procedures—the kinds of information gained in library science training.

Thirty-five of the professionals who
participated in Irvine's study held graduate degrees in Art History and 16 were librarians. The other participants held either another professional degree or had no degree reported.49

See Figure 4 for a comparison of the results from Irvine's study and the current survey. While these statistics were collected in different ways and the total populations differ in size, the results seem to indicate a trend toward more slide curators holding advanced degrees. Also, as slide librarianship has developed as a profession the importance of library science or library experience has increased. It remains imperative, based on the information gathered on the survey forms, that a fine arts slide curator have a solid background in art history and art research techniques.
EDUCATION OF CURATORS

COMPARISON OF IRVINE AND CURRENT STUDY

Fig. 4
COLLECTION SIZE AND ACQUISITION PRACTICES

Sub-hypothesis #5 states that the slide collection size, acquisition practices, in-house slide production and maintenance of non-slide materials have an affect on the curator's and staff success rates in meeting library users' needs.

Therefore, Questions 3, 3a, 3b, 3c, 3d, 3e, and 3f were included on the Preliminary Information form to investigate different aspects of collection size and development in the participating slide libraries.

Question 3 asks each curator to indicate the size of his/her slide library's collection by indicating the proper range on the Preliminary Information form.

The following responses were given on the completed forms returned.

<table>
<thead>
<tr>
<th>Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 10,000</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>10,000 - 24,999</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25,000 - 49,999</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>50,000 - 99,999</td>
<td>10</td>
<td>33.33%</td>
</tr>
<tr>
<td>100,000 - 200,000</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>Over 200,000</td>
<td>8</td>
<td>26.67%</td>
</tr>
</tbody>
</table>

No significant correlation was found between the collection size and the educational level of the curator. This indicates, perhaps, that the
larger collections do not necessarily have the most highly educated curators - years of experience may be a more important factor than educational level. Further study with a larger sample would be necessary to determine the factors affecting employment of curators. Figure 5 provides a scattergram of the data obtained from the correlation tests, showing the lack of any correlation between the education of the curator and the size of the collection.

Comparison of the staff size with the size of the collection also failed to show a significant correlation. A scattergram of these results is provided in Figure 6.

It is possible that with larger samples a correlation could be found, but given the data collected in this study it is not possible to say that collection size is affected by either the size of the staff or the educational level of the curator.
CORRELATION OF COLLECTION SIZE
TO EDUCATION OF THE CURATOR

Fig. 5
CORRELATION OF COLLECTION SIZE
TO STAFF SIZE

Fig. 6
Question 3a asks each curator to indicate the number of slides acquired annually by checking the appropriate range of acquisition on the Preliminary Information form. No differentiation was made between slides acquired through purchase, in-house production or gifts. It is assumed that each curator included all types of acquisition in answering this question.

The frequency of responses to this question are as follows:

- **Under 1000** 2 (6.67%)
- **1000 - 4999** 12 (40%)
- **5000 - 9999** 12 (40%)
- **10,000 - 20,000** 3 (10%)
- **Over 20,000** 1 (3.33%)

When correlation tests were performed to determine if a relationship can be seen between the level of acquisition and the education of the curator the results were again negative. The scattergram in Figure 7 shows this lack of correlation.
CORRELATION OF ACQUISITION RATE TO EDUCATION OF CURATOR

Fig. 7
Significant correlations were found when testing the level of acquisition against the size of the collection and against the size of the staff in the slide library.

The correlation between the level of acquisition and size of the overall slide collection is 0.7672, with a significance level of .05, indicating a direct relationship between the two factors, although it is not possible to say which factor affects the other. Each probably exerts some influence on the other: a large collection fosters larger acquisitions and a higher level of acquisition will affect the size of the collection in a positive way.

The correlation between the level of acquisition and the size of the total slide library staff can be seen in the scattergram in Figure 8. One staff group did not correlate with the level of acquisition. This group is referred to on the Preliminary Information form as Clerical Staff. It is most probable that this lack of correlation is due to the fact that too few responses regarding clerical staff were collected to have a significant sample. The clerical staff should also fall into the correlation pattern set by the other groups studied, if a larger sample had been collected.
CORRELATION OF ACQUISITION RATE
TO SIZE OF STAFF

Fig. 8
Question 3b continues to collect data concerning acquisitions by asking what percentage of the annual acquisitions in each library are made to replace slides already in the collection.

Responses to this question ranged from zero to 60%. Only one library responded with 60%; no other library reported a replacement rate of over 25%. The average replacement rate was 9.9% and the most frequent response received was 10% (8 libraries gave this response).

The need to replace damaged or faded slides is a problem each collection must deal with, especially those which have heavy circulation and/or use of the images by students. Replacement rates were studied in comparison with collection size and overall acquisition rates. However, when these factors were compared, no significant correlation was found in either case. The size of staff, departments served by the library and degrees offered within these departments were also compared to replacement rate, but without significant results. It is possible that other factors, not evidenced in the data collected here, affect the replacement rates reported by curators surveyed.

Physical conditions within the library itself,
such as humidity control and other climatic factors could have an affect on the deterioration of the slides. These factors may influence the percentage of acquisitions which are replacements of images already in the collection. The age of the collection and past rates of replacement could also have an affect on the current replacement rate, but no data were gathered to test these hypotheses.

Question 3c of the Preliminary Information form addressed the practice of acquiring slides which are duplicates of images already included in the library's collection. The range of responses to this question was not as broad as the range found in question 3b, but responses did range from zero to 20%. The average was 3% and the most frequently occurring response was 5% (Five libraries gave this response). Two curators commented they would like to duplicate more images to facilitate multiple uses, however, budgetary constraints make this impossible. It is clear that adding to the resources of the collection through the acquisition of new images is of greater importance than providing multiple copies of images already held in the collection.

The only significant correlation found when testing the duplication rate with factors discussed
above occurred between duplication and replacement rates. This correlation was 0.6814. From the responses gathered on the survey forms it is apparent the same libraries that used a large percentage of their acquisitions for the replacement of images already in the collection also used a large percentage of their acquisitions for the duplication of images. The data collected in this survey cannot be used to explain why this relationship exists. An extensive study would need to be made of library policy, physical conditions of the library and the collection, and the needs of users in each library in order to understand more fully this relationship between replacement and duplication rates.

Question 3d asks each curator if the staff routinely produce slides for use in his/her library. Eighty-four percent of the libraries (26) responded they do routinely produce slides in-house. Of the five libraries that do not have in-house production capabilities, one explained these services are available on campus, but in another department. Another explained that some of the faculty members produce their own slides and give them to the library when the slides are no longer needed for lectures.
Data concerning non-slide materials which are acquired, maintained and used in the slide library was collected in Question 3e.

Only four curators did not indicate they maintain at least one of the types of non-slide materials listed in Question 3e in his/her library. Lantern slides and photographs were both held in 16 of the responding libraries (53.33%). Four curators indicated that the lantern slides in their collections were no longer in circulation and one stated that their lantern slides are in storage. Twelve libraries (40%) house printed materials for check out and/or reference. It is assumed that this is due at least in part to the fact that most slide collections are isolated from other libraries on a college campus, and must maintain their own reference and support materials.

Seven curators (23.33%) indicated that their collections included materials other than those specified. These "Other" materials included filmstrips, cassette tape programs, large reproductions of art work, charts, maps and audiovisual equipment. Three curators (10%) commented that they are responsible for the maintenance and circulation of all equipment used to view the slides and other materials held in
their collection.

No correlation was found between the maintenance of these materials in the slide library and the size of the staff, size of the collection, or the rate of acquisition. The needs of each library would influence the inclusion or exclusion of these materials, but data concerning these factors were not collected in this study.

Question 3f asked what percentage of the library's materials use could be attributed to the non-slide materials indicated in Question 3e.

The range of answers to this question was broad—varying from 8 librarians (26.67%) who responded zero percent to one librarian (3.33%) who indicated 50-60% of his/her library's materials use was due to these items. The average response was 9.9% and the most frequently occurring responses were 5% and 10% with 5 librarians (16.67%) each indicating these responses. Only six librarians (20%) attributed more than 10% of their materials use to these non-slide items. However, all six indicated 25% or greater.

The curator who indicated that 50-60% of their materials use was due to the items listed in Question 3e marked only lantern slides. It is assumed that this library holds a rather large and
still active collection of lantern slides. Of the other libraries reporting over 10% of their materials use due to these non-slide items, all had indicated lantern slides and/or photographs as being included in their collections. Two of these curators commented that they maintain circulating collections of study prints which account for a large percentage of their overall materials use.

CLASSIFICATION SYSTEMS USED

Question 4 collected data concerning the classification system(s) used in each slide library, in order to test part of Sub-hypothesis 6. The responses received to this question were diverse, but some significant information was collected.

The Dewey Decimal Classification Code (DDC) and Library of Congress Classification System (LC) were not used in any of the participating libraries. Neither lends itself to the classification of unitary photographic images, but much of the literature in slide librarianship has involved discussions of how DDC or LC can be adapted to use with slides. It is impossible to say that these systems are not used somewhere in the country for
slide collections. However, the results of this study would indicate that the use of DDC and LC has diminished as slide librarianship has developed as a profession and specialized classification systems have been perfected.

Nine libraries (30%) indicated that they use the Fogg System, 5 libraries (16.67%) use the Santa Cruz System, and 3 (10%) use the Columbia University System. One library (3.33%) uses the University of Minnesota System and three libraries (10%) indicated that they use a combination of systems--using different classification codes for different parts of the collection. One library did not indicate any classification system used.

The greatest number of responses (15, 50%) were found in the "Other" column. Among the "Other" responses were one each indicating the use of a Modified Metropolitan Museum, the University of Michigan, the Yale University, and the American Library Color Slide Company systems. Two libraries (6.67%) use a Modified Fogg System and 8 (26.67%) use their own codes. One curator mentioned that they are in the process of reorganizing and another curator indicated they use descriptive cataloging.

These varied responses point to the continued
need for work in the design of classification systems for slides. It seems significant that the two most frequent responses indicating a specific system were the Fogg and the Santa Cruz. The Fogg System was designed for the Fogg Museum slide collection at Harvard University, and is one of the oldest codes specifically developed for the classification of slides. The Santa Cruz System is only 13 years old and was developed to be used with multidisciplinary slide collections. It was also designed to be used for on-line storage and retrieval. As more libraries go on-line the use of this and other computer oriented classification codes is likely to increase.

A discussion of the details of each classification system mentioned above is not within the scope of this study. However, an excellent review of the primary slide classification systems can be found in Slide Libraries: A Guide for Academic Institutions, Museums, and Special Collections by Betty Jo Irvine.
BIBLIOGRAPHIC RETRIEVAL TOOLS USED

Question 5 continues to test Sub-hypothesis #6 by asking each curator about the bibliographic tools used for the location and retrieval of slides held in the collection. Authority lists and indexes were the most often used tools with 13 libraries (43.33%) indicating the use of this tool. Eleven of the curators responding (36.67%) indicated they use a card catalog and nine libraries (30%) use a self-indexing system of slides and backcards that functions as a card catalog for the collection. Four curators (13.33%) indicated they use a book catalog. Another four have a computerized classification system, but only one library has a computerized retrieval system. Ten curators (33.33%) indicated the use of "Other" tools which included specific collection catalogs; acquisition lists; accession records; reference cards maintained by style, exhibition, subject, etc.; and a shelf list.

Three curators (10%) did not indicate the use of any retrieval and/or identification tools. Two of the three were small collections (1000 - 4999 slides), but one was a large collection (over 200,000 slides).
Tests for correlation between the retrieval tools and classification systems used were run. However, no significant correlation was found. Neither was a significant correlation found between the retrieval tools used and size of collection or size of staff.

STORAGE SYSTEMS USED

Data were collected concerning the slide storage systems used in each participating library in Question 6, in order to assess the effect of storage systems used on service success rates, as described in Sub-hypothesis #6.

Almost every librarian who participated in the study indicated that the primary or only slide storage system used in their libraries is metal filing drawer cabinets. One library also uses wooden slide cabinets and another indicated they use a tray or magazine system in addition to the metal file drawer cabinets. Every library uses metal filing drawer cabinets to some extent, but one curator indicated that they use the cabinets for about 15% of their collection and display racks for 85% of the collection. This library does not use a standardized classification system, but groups the images by historical period and
geographical location which makes the use of display racks very convenient.

Four libraries (13.33%) use visual display racks, including the library mentioned above. One librarian commented that these racks are used to display slides for study purposes only.

Two libraries (6.67%) use plastic sleeves; one librarian commented that they use plastic sleeves only on a very limited basis.

The data collected in this question were checked for correlation with the storage system used and the classification system used without positive results. No correlation was found between the storage system used and the identification and retrieval tools used either.

It would seem that the practicality of metal filing drawer cabinets is the primary factor in the decision concerning what storage system to use, although without data to specifically indicate this it cannot be verified.

SPECIAL COLLECTIONS

Finally, questions 7, 7a, 7b, and 7c deal with the maintenance of collections which are separated from the main slide collection, in relation to the last part of Sub-hypothesis #6. Question 7 asks if
the slide library maintains a "core" or "survey" collection.

A total of 13 libraries (43.33%) reported that they do maintain core and/or survey collections. Most of these collections were related to a textbook used to teach art history survey courses. Those textbooks listed included Gombich - 7 libraries (23.33%); Janson - 6 libraries (20%); Gardner - 5 libraries (16.67%); Arnason - 1 library (3.33%); Hartt - 1 library (3.33%); and "Survey Texts" not further specified - 2 libraries (6.67%). One library maintains study carousels that students may check out for study purposes. Most of the libraries that indicated they maintain a core or survey collection serve an art history department. However, one curator commented that the core collection they maintain is used to support a Humanities program, and two libraries maintain core collections which support both art history and architecture. Several libraries maintain core collections which are made up of duplicates of images held in the general collection, and are used primarily for study purposes. A correlation of 0.1743 can be found between the maintenance of core collections and the duplication rate of slides for
the collection. This is a positive correlation, but is not strong enough to state there is an absolute relationship indicated.

Question 7a concerns the maintenance of separate collections, other than "core" or "survey" collections. Nineteen librarians (63.33%) indicated their libraries maintain "other" collections. Among these 19, a total of 35 separate collections are maintained varying in subject from Interior Design to a DADA archive. A full list of these collections is provided in Appendix D. All types of libraries involved in the study are represented in this group of 19. Eleven of the libraries that reported they keep separate collections (36.67%) maintain more than one.

A correlation of 0.3120 can be found between the maintenance of separate collections, other than core and survey collections, and the duplication rate of slides in the total collection. This correlation, based on a .05 significance factor, indicates a positive relationship between these services.

Question 7b addresses the use of lecture modules in the slide library. Only two curators (6.67%) reported that they maintain slides in
lecture modules. One curator stated that the slides are kept in modules, following each lecture, for study purposes, while the other explained that the only modules they maintain are pre-packaged slide/tape programs. One librarian who responded negatively to this question commented that they cannot afford to maintain lecture modules because of the duplication of images that would be required. Because the positive response rate was so low it was not possible to get a valid correlation between the maintenance of lecture modules and duplication rate.

Data were collected concerning the maintenance of duplicate slides in Question 7c. The curators were asked if their libraries routinely include duplicates in the library collection. While every collection is likely to include some duplicate images, it may not be policy or practice to do so. Therefore, by asking if this was done routinely this researcher intended to indicate the idea of policy or practice.

Fifteen curators (50%) reported they do routinely include duplicate slides in their collections. Comments made concerning this practice included: to provide copies of popular
images used often by faculty; to maintain the art history survey sets; to maintain study modules; and to meet faculty requests.

A positive correlation of 0.3922 was found between the libraries who routinely include duplicate images in their collections and the rate of duplication seem in the results of Question 3c. This correlation indicates that the libraries making a practice of including duplicate images in their slide collections also acquire a greater percentage of images each year than do those who do not make an effort to include duplicates in their collections.

DEPARTMENTS SERVED BY THE SLIDE LIBRARY

Sub-hypothesis #3 states, in null form, that the subject specialty of the slide collection will not influence the services offered and success rate of staff in meeting users' needs. Therefore, data were collected concerning the departments served by their libraries and the degrees granted by these departments in order to test this sub-hypothesis.

Most of the curators completing a Preliminary Information form (25, 83.33%) reported they serve more than one department within their college or university. Of the five libraries that serve only
one department, two are art history collections and three are architecture collections. In all, 26 libraries (86.67%) serve art history departments; 21 (70%) serve studio/fine arts departments; 14 (46.67%) serve architecture departments; 13 (43.33%) serve design programs; and 11 (36.67%) serve art education departments.

Thirteen libraries indicated that they serve other departments which included: all departments on campus - 10; history - 3; religion - 2; and one each served the education, English, language, literature, classics, visual communications, drama, and landscape architecture departments, and an on-campus museum. One librarian explained their collection was open to anyone who needs the resources of the collection.

It was surprising to find the diversity of groups served. Each of the departments or user groups served require slides of differing natures, as well as specialized services. In addition, the users who are not familiar with art history and/or the classification system used in a slide library would need more assistance in the selection of images than would the trained art, art history or architecture professional.
The factors of staff size, collection size, and acquisition rate were checked for correlation with services to various departments. However, no significant relationships could be found between these data groups.

DEGREES OFFERED BY THE DEPARTMENTS SERVED

The diversity of degrees offered equalled that of departments served by the libraries participating in the survey. The most commonly occurring degree was a Bachelor of Arts (25, 83.33%). Other degrees indicated were: Master of Arts in Art History (17, 56.67%); Bachelor of Fine Arts - Studio (14, 46.67%); Ph.D. in Art History (13, 43.33%); Master of Fine Arts - Studio and/or Art History (12, 40%); Bachelor of Fine Arts - Art History (10, 33.33%); Bachelor of Science in Education - Art Education (6, 20%); and 11 (36.67%) "Other" degrees. These "Other" responses included Bachelor of Architecture (5, 16.67%); Master of Architecture (4, 13.33%); and one (3.33%) each of Bachelor of Science in Building Construction and Industrial Design; Master of City Planning; Bachelor of Landscape Architecture; Bachelor of Arts - English; Master of Arts - Studio; Bachelor of Arts - Art History; Bachelor of Science not
further specified, and one credentials program in Art Education.

Because of the diversity of these responses and the small sample size no significant correlation could be found between the degrees offered and the size of the collection, size of staff, or other service and management factors. Nor was any evidence found to indicate that the departments served affected the curatorial staff's success rate, as is stated in Sub-hypothesis #3.
ANALYSIS OF LIBRARY STAFF FORM

As explained in the Methodology section of this work, five copies of the Library Staff form were included in each packet. A total of 90 forms were returned with the 34 packets received. The average number of Library Staff forms received, therefore, is 2.6 per packet.

A total of eight packets included five forms each. The other 23 packets held fewer than five forms, but this could be because these libraries do not have five employees.

Calculations from data gathered in the Preliminary Information form indicates that the average number of staff per library surveyed is 3.6. Thus, it may be assumed that an average of three-fourths of the staff working in each participating library have completed Library Staff forms. A copy of the Library Staff form is included in Appendix C, with a column by column summary of the responses made on this form.

EDUCATION OF STAFF

The first item on the form asks each staff member to indicate his/her highest educational degree. This information was collected to allow comparisons with the education of the users served
and to test Sub-hypothesis #4. The most frequent response (25, 27.78%) was that of student. Nine students listed their major concentration as art history and eight indicated studio arts. Other respondents indicated they are working in fields ranging from architecture and industrial design to economics, nursing, and psychology. Most slide libraries support the students working toward degrees in art and art history and curators also prefer having students who are knowledgeable about the images they are working with, and therefore, tend to hire students in the arts.

It should also be noted that some of these 25 students are members of the "regular" staff as opposed to being student assistants. Several respondents reported they are working on advanced degrees in art history and studio art, and are working full- or part-time in the slide library to support their educational efforts.

Another 25 library staff members (27.78%) participating in the survey stated they hold a Bachelor's degree of some type: 9 - BFA; 13 - BA; and 3 - BS. Again, art history (12) and studio art (7) accounted for the majority of the degrees held at this level. These respondents also fall into
all levels of positions within the slide library operations, from curator to clerical staff, with the majority of them working in positions described as library assistant or technical assistant.

Thirty respondents indicated they hold a Master's degree of some type: 12 - MLS; 11 - MA; and 7 - MFA. Most of these individuals are the curator of his/her slide library. However, four of the master's level respondents are graduate assistants, four are assistants to the curator, three are associate curators, and one is a professional photographer.

The remaining 10 respondents listed "other" degrees which ranged from Art Education (2) to Civil Engineering. All of these respondents are employed in assistant curatorial or technical/production positions.

It is clear that persons involved in the study of art and art history hold the most positions in academic art slide libraries, but the diversity of other educational degrees held by staff members points to a concern that has been expressed by art slide curators for many years. No professional standards or educational expectations have been universally adopted and curators have little
guidance in the establishment of such expectations for each library. The ARLIS Standards, published this year, are a step in the right direction. However, they have yet to meet full acceptance in the field. The scope of this study does not include a full discussion of this problem, but the results obtained in this survey indicate a need for further study in the area of professional and educational expectations and standards for fine arts slide curators.

PURPOSE, POLICY, GOALS AND OBJECTIVES OF THE LIBRARY

The hypothesis of this project is that staff and users of academic fine arts slide libraries perceive the purpose of the collection differently from one another. The data gathered in Questions 1 through 10 of the Library Staff form will be used in comparison with those gathered in the same questions on the Library User form in order to investigate this hypothesis.

Question 1 of the Library Staff form asks each respondent to rank the purposes of the slide library or mark the purpose NA if it is not applicable. A space for "Other" purpose was provided so that purposes unique to a particular
facility could be accounted for.

The rankings made by each of the respondents were tabulated to determine the dominant rank order. This rank order is as follows:

First - To assist faculty in lecture preparation
Second - To support the university curriculum
Third - To assist students in study and research activities
Fourth - To assist faculty in research activities
Fifth - Other purposes

Among the "Other" purposes listed were: to assist museum staff; to provide services to community users; to support the art history curriculum; to establish and maintain an archive of student and faculty art work; and to assist in special projects as required. Only one respondent gave first priority to a purpose listed in the "Other" category: to support the art history curriculum. This respondent's second priority was "To assist faculty in lecture preparation," which was the first priority for 51 of the respondents (56.67%) and second priority for 18 respondents (20%).

The variety of responses in this ranking shows
a diversity in perception of purpose even within the staff of each individual slide library. The statement of purpose should be formulated in consultation with representatives of various users' groups of the library and of the parent institution to insure most users' needs are met while maintaining compliance with any overall institutional policy.

If a policy has been established within the slide library, better efforts should be made to make all staff members aware of the library's purpose and service goals. This orientation should include the student assistants, especially since so many academic slide libraries depend heavily on the work of student assistants.

The primary service group of each library was determined in Question 1a. The majority of respondents (64, 71.11%) indicated that faculty are the primary user group. Twenty-one respondents (23.33%) marked "Other" as a primary user group, with all but one of these respondents indicating that the faculty and staff are served equally. The one "Other" response which differed indicated museum docents and students as the primary user group.
The remaining five respondents (5.56%) indicated students were the primary service group in their libraries.

This breakdown of responses concerning primary service cannot be directly correlated to the rank order determined from responses in Question 1. However, the two results do support one another. Service to faculty for lecture preparation was ranked first and the faculty were identified as the primary service group in the majority of libraries surveyed. Student service was ranked as the second priority and students were identified as the secondary service group. Other purposes and service groups followed these two larger groups in both categories.

Question 1b concerns the relationship between the primary service groups and library policy. All but one of the respondents to the Library Staff survey (98.89%) indicated that the primary service group identified in Question 1a held this status in keeping with library policy. The one respondent who marked "No" made the comment that a broader service scope should be implemented.

A correlation between the responses to Questions 1a and 1b is 0.3849. It is clear that
academic fine arts slide collection staff members are aware of their primary users, even if they are not as aware of the overall purpose of the collection.

In Question 1c each respondent was asked if the library has a written policy manual. The responses to this question indicated another area where communication between the curator and library staff should probably be improved.

Forty-eight respondents (53.33%) marked "Yes"—the library has a written policy manual. Twenty-three (25.56%) marked "No" and 19 (21.11%) marked "Don't know." The most revealing analysis concerning the data gathered by this question came in making a comparison between the responses of staff from the same library. Many of these responses were different from each other indicating a lack of uniform orientation among staff of the same facility concerning slide library policy.

In libraries that have a written policy manual and from which multiple forms were received, often the responses differed: one or two might indicate "Yes", and one or two might indicate "No", or "Don't know." Most often the divergent "No" or "Don't know" responses were received from student
assistants or graduate assistants.

This variation in response would seem to indicate a need for better orientation to policy for student and graduate assistants working in slide libraries, if they are to be able to provide the best possible services to users of the collection. It is especially important in an academic setting because so many services are provided by students. Operations would run more smoothly and problems could be avoided, if all employees of the library, regardless of status or position, are aware of the library's policy.

The responses to Question 1d--does your library have written goals and objectives?--reflect those obtained in Question 1c. Forty-two respondents (46.67%) answered "Yes" to this question, while 26 (28.89%) responded "No" and 22 (24.44%) responded "Don't know". The pattern of these responses paralleled that in Question 1c, indicating the same sort of need for communication between the curator, professional staff and all other library personnel.

Question 1e asks each respondent to indicate whether the library's goals and objectives are being met or not. Every respondent who indicated that his/her library has goals and objectives
answered "Yes" to this question. Many comments were made in connection with this question including the following:

"There are goals and objectives, but not written"

"Very vague goals and objectives have been established and are being met as well as possible"

"Goals and objectives are being met, but may be outdated or need refreshing"

"No objectives and goals have been unanimously accepted"

"Goals and objectives are being met when financially feasible"

It is apparent that most curators are aware of the benefits of establishing goals and objectives and maintaining policy manuals. The implementation of these administrative tools, however, is often hampered by budgetary and departmental restraints. Despite these problems, through communication between the curator and all slide library personnel, established policies, goals and objectives can be used to improve services to the collection users.
USER GROUPS

Data were needed concerning the staff and users' perceptions of the service groups in their slide libraries in order to fully understand how these respondents perceive the purpose of the library. Therefore, Question 2, 2a, 2b and 2c collected further data concerning the user groups served in the library. A rank order of various specific service groups was established in Question 2 by comparing the rankings made by each staff respondent.

The service groups were ranked as follows:

First - Department Faculty
Second - Department Graduate Students
Third - Department Undergraduate Students
Fourth - Other On-campus Faculty
Fifth - Other On-campus Students
Sixth - Department Staff (non-teaching
Seventh - Other On-campus Staff
Eighth - Other Users

Among the "Other" user groups specified by library staff respondents were:

General community users 12 (13.43%)
Faculty of other universities 10 (11.12%)
Visiting scholars and lecturers 5 (5.56%)
Architects in the community  5 (5.56%)
Museum staff  4 (4.45%)
Public schools  4 (4.45%)
Gallery staff  2 (2.23%)
Artists in the community  2 (2.23%)
Alumni  2 (2.23%)
Retired faculty  1 (1.12%)
Emeritus faculty  1 (1.12%)
Regional art organizations  1 (1.12%)

Only one respondent listed "Other" users as the primary user group. This respondent works in a fine arts slide library affiliated with both the art history department on campus and a museum. The museum staff were listed as the primary user group, followed by art history department faculty and students. This one survey also represented the only discrepancy indicated between the primary service groups, as indicated in Question 1 and the primary user group as indicated in Question 2.

While direct correlations cannot be made between the data collected in Question 1 and 2, it is clear that the two rankings reflect one another. The faculty are first in both rank orders, followed by service to students and then "Other" users.

The more specific breakdown of users groups
listed in Question 2 differentiates sub-populations within the broad service groups. The fact that department graduate students were ranked above department undergraduates is accounted for in some of the limitations and comments made concerning the rankings made by each respondent to Question 2 of the Library Staff form.

Twenty respondents (22.22%) indicated that department undergraduates are not given access to the slide collection at all. Of the remaining 70 respondents (77.78%), many explained that undergraduate students' use of the library is severely limited in the following ways:

- In-house use only, with approval of instructor: 25 (27.78%)
- One day circulation for use in seminar courses: 15 (16.67%)
- Case by case permission is given - few requests made: 6 (6.67%)
- No Access to collection without assistance from staff: 4 (4.45%)
- 48 hour maximum check-out for seminar use: 2 (2.23%)
- No off campus or extended use: 2 (2.23%)

In general, the limitations placed upon graduate student use of the collection are not as strenuous as those for undergraduates. Only seven
respondents (7.78%) indicated their libraries are not open to graduate students at all. The remaining 83 (92.22%) respondents confirmed their libraries do serve graduate students, subject to the limitations and privileges listed below:

- 24 hour circulation allowed 7 (7.78%)
- In-house use allowed with permission of instructor 4 (4.45%)
- Teaching Assistants have faculty level access 2 (2.23%)
- Only Teaching Assistants and seminar students have access 2 (2.23%)
- Access is given for seminar reports only 2 (2.23%)
- Case by case permission is given 2 (2.23%)
- No extended loans or off-campus use 2 (2.23%)

Few limitations were placed on departmental and other faculty, in most cases. However, several staff respondents indicated the following limitations placed on collection use by department faculty:

- 24 hour maximum circulation period 1 (1.12%)
- On-campus use only 1 (1.12%)
- Slides retained for repeated use must be placed on reserve in the slide library 1 (1.12%)
Check-out allowed for instruction use only 1 (1.12%)

48 hours maximum circulation period 1 (1.12%)

No extended or off-campus use allowed 1 (1.12%)

For all other faculty rank library users the following limitations were indicated:

Case by case permission is given 1 (1.12%)

Access allowed only after the user has exhausted other on-campus resources 1 (1.12%)

Three loans allowed per academic year 1 (1.12%)

One day check-out with a fee of $.30 per slide 1 (1.12%)

Services to most other user groups described are on a case by case basis. However, most staff respondents (77, 85.56%) indicated some level of service would be available to any user presenting him- or herself in the slide library.

Question 2a asks each respondent to indicate whether the purpose of the library would be better served by including any user group(s) not now being served or not. Only two respondents (2.23%) answered positively to this question. The groups indicated by these two respondents included:

Expanded graduate and
undergraduate student services 2 (2.23%)
Other on-campus students 1 (1.12%)
Off-campus (community) users 1 (1.12%)

It is apparent that the majority of respondents to the Library Staff form feel they are serving the populations they should be serving.

In Question 2b respondents were asked if the mission of the library would be better served by excluding any service group(s) now being served. Five respondents (5.56%) answered positively to this question. Those groups indicated are:

- Faculty from other departments 1 (1.12%)
- Graduate students 1 (1.12%)
- Graduate Teaching Assistants 1 (1.12%)
- Other on-campus students 1 (1.12%)

It should be noted that three respondents (all from the same library) expressed the desire to be able to exclude "abusive patrons." It is apparent that this library has a problem with one (or several) of its users, but further information is not available concerning the situation.

Question 2c was designed as a check against the rank order determined in Question 2. As expected, the predominant response to this question was Department Faculty (82, 91.11%), while 75
respondents (83.33%) ranked faculty users first in Question 2. The positive relationship between these two responses is apparent.

Correlations between all of the rankings in Question 2 with the responses to Question 2c can be seen in Figure 9, a scattergram of these correlation results.
CORRELATION OF PRIMARY USER GROUP TO RANK ORDER OF SERVICE GROUPS

Fig. 9
SLIDE LIBRARY SERVICES AND LIMITATIONS OF SERVICES

The services offered by an academic fine arts slide library are part of the activities of the staff to meet the purpose of the library. The services offered also reflect the curator's efforts to meet his/her users' needs. Therefore, data gathered concerning the services offered and limitations placed on the use of these services have bearing on the testing of the main hypothesis of this work, as well as Sub-hypothesis #2, concerning whether the users' needs are being met. The data reported below will be used in comparison with data gathered on the Library User form for analysis in testing these hypotheses.

Questions 3, 3a and 3b deal with the services offered in the slide libraries participating in this survey.

The services included on the Library Staff form are listed below in rank order by the number of respondents who indicated his/her library provides the service.

<table>
<thead>
<tr>
<th>Service</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance in locating images</td>
<td>86 (95.56%)</td>
</tr>
<tr>
<td>Refiling of slides</td>
<td>86 (95.56%)</td>
</tr>
<tr>
<td>Classification, cataloging and indexing</td>
<td>84 (93.33%)</td>
</tr>
</tbody>
</table>
In comparison of the services reported for each library on different forms from various staff members of the same library, it is found that all staff members are not aware of the services offered, or that they provide the service without realizing it. Often all staff members do not participate in the delivery of all services offered. However, it seems that with a staff as
small as these are (average size 3.6 according to data collected on the Preliminary Information form) even student assistants should be better informed as to the services offered by the library.

Again, written policies would help in the education of each staff member and would aid when a request for service is made that cannot be provided. Once policies have been established, it is the curator's duty to see that all personnel, including students, become familiar with these policies.

Data concerning the services offered in the 34 participating libraries were compared with the data concerning the size of each library's collection (collection size based on information gathered in the Preliminary Information forms). This comparison shows an increase in service relative to the size of the collection. See Figure 10 for a graphic representation of these relationships. No curator participating in the survey indicated that his/her collection is within the range 10,000 - 24,999; therefore, no average number of services offered is represented in this graph for that collection size range. The increase in services associated with increasing collection size was expected. However,
the small differences between ranges was unexpected. Many small collections provide almost as many services included on the survey form as are provided by the largest collections responding. Curators of even the smallest libraries participating in the survey reported an average of 9.5 services offered.
NUMBER OF SERVICES OFFERED
BY VARIOUS SIZE SLIDE COLLECTIONS

Fig. 10
A great variety of "Other services were listed by eight different respondents from different libraries. These services are:

- Repair and storage of A-V equipment 2 (2.23%)
- Training and supervising projectionists 2 (2.23%)
- Control of student darkroom and copy stand 2 (2.23%)
- Maintenance of an archive of art faculty works 1 (1.12%)
- Presentations for special events on campus 1 (1.12%)
- Preparation of slide sets for sale 1 (1.12%)
- Maintenance of an archive of museum acquisition on campus 1 (1.12%)
- Circulation of use statistics for the slide library 1 (1.12%)
- Assessment of the value of slide collections 1 (1.12%)

It is probable that more than two of the participating libraries maintain A-V equipment for use with the slide collection, but only two reported the service. Some of the other services listed above may also be provided by more than the libraries who mentioned them—especially the archival functions.

Question 3 also asks each respondent to list
any limitations placed upon the delivery of the services offered. Both limitations and privileges were provided by various respondents, and most of the comments made concerned circulation limitations of both slides and printed materials. The limitations listed are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable circulation time limits depending on status of the user</td>
<td>8</td>
<td>8.89%</td>
</tr>
<tr>
<td>Circulation services provided including A-V equipment</td>
<td>5</td>
<td>5.56%</td>
</tr>
<tr>
<td>Circulation for only 24 hours</td>
<td>4</td>
<td>4.45%</td>
</tr>
<tr>
<td>Circulation of slides allowed only for the period of instruction or presentation</td>
<td>3</td>
<td>3.34%</td>
</tr>
<tr>
<td>Study and preparation space provided, but without assistance from the library staff</td>
<td>2</td>
<td>2.23%</td>
</tr>
<tr>
<td>User orientation provided only on request</td>
<td>2</td>
<td>2.23%</td>
</tr>
<tr>
<td>Reference/research done for art history staff only</td>
<td>2</td>
<td>2.23%</td>
</tr>
<tr>
<td>Circulation in-house only</td>
<td>2</td>
<td>2.23%</td>
</tr>
<tr>
<td>Circulation to faculty only</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Circulation of a limited number of slides</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Circulation for three days only</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Selective dissemination of slides to faculty only</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Interlibrary loan to local museum for 24 hour use period</td>
<td>1</td>
<td>1.12%</td>
</tr>
</tbody>
</table>
Servicing, but not staffing, of study area provided 1 (1.12%)

Preparation for lectures provided only in emergencies 1 (1.12%)

Circulation of reserve materials limited to one hour or over night 1 (1.12%)

Circulation of non-slide materials limited to 3 days 1 (1.12%)

Preparation for lectures given to seminar students 1 (1.12%)

Slide distribution from original photography collection 1 (1.12%)

Servicing/staffing of study area given to print collection only 1 (1.12%)

The frequency of circulation limitations of various types indicates a widespread concern among slide library staff for the preservation of the collection and for making the images available to every user when needed. Because extensive duplication of images included in the collection is impossible for most libraries, each slide is important as an individual element of the collection. The slides are usually only needed for one or two presentations and then for study purposes following the lecture, but in general, an image is seldom needed for an extended period of time. Therefore, the exercise of tighter circulation control is beneficial to most users.
because it helps to insure accessibility to the images needed on a day to day basis.

Question 3a asked each respondent if the purpose of the library would be better served by offering a service(s) which are not now offered. Eighteen respondents (20%) answered "Yes" to this question. There were 22 different services indicated, as follows:

- Computerized cataloging, retrieval and inventory control 6 (6.67%)
- In-house slide production 5 (5.56%)
- Computerized reference and information searches 2 (2.23%)
- Video disk study and reference services 2 (2.23%)
- Handicapped accessible study area 2 (2.23%)
- Larger study area 2 (2.23%)
- Selective dissemination of slides and/or other materials 2 (2.23%)
- Interlibrary loan 2 (2.23%)
- Special orders 2 (2.23%)
- Pathfinders 2 (2.23%)
- Better accessing system, not further specified 1 (1.12%)
- Servicing/staffing of study area 1 (1.12%)
- Collection development 1 (1.12%)
- Reference/research services 1 (1.12%)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>User orientation and instruction</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Classification, cataloging and indexing</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Processing of materials</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Better dissemination of information about the library's services and acquisitions</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Preparation for lectures</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Subject indexing of collection</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Mandatory orientation and instruction of all new students and faculty</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>Support and maintenance of the mounted print collection</td>
<td>1</td>
<td>1.12%</td>
</tr>
</tbody>
</table>

The appearance of computerized services in eight of the 18 responses to this question reflects the increase of interest in computerized services in the library field. The advantages of computerizing even a small collection (25,000 slides) should be apparent to a professional working with slides or other unitary image collections. Access could be achieved more quickly and accurately, reference services could be expanded greatly and many staff hours now spent in manual retrieval could be spent in the provision of other services.

The use of video disks for reference and study purposes is also a new development in the field and would save time and help preserve the library's
collection. As this technology becomes available at lower costs it will change the face of slide librarianship. However, this technology is still unavailable on a commercially economical basis.

It is significant that so many of these suggested services involve making the collection easier to use and making access to the collection open to more individuals, e.g. handicapped facilities, Interlibrary Loans, selective dissemination, pathfinders and reference/research services. Slide librarians have often had the reputation of being protective of their collections and of making their collections difficult to use. The need to preserve the quality of the collection and attempts to increase services might cause conflict in library function, but it is significant that the academic fine arts slide library staff members participating in this survey are aware of the need to develop better services and are willing to make an effort to do so.

The slide library staff were also asked to indicate services which should be discontinued, in order to better serve the library purpose. Only five respondents (5.56%) answered "Yes" to Question 3b. The services these five respondents listed are:
Care of equipment 1 (1.12%)
Servicing and staffing of the study area 1 (1.12%)
Darkroom related duties 1 (1.12%)
Cataloging 1 (1.12%)
Reduce public service 1 (1.12%)
Decrease open hours in order to allow more time for processing and technical duties 1 (1.12%)

It is significant that so few respondents would like to discontinue any of the services they now offer. In addition, no respondent listed more than two services to discontinue. With an average of 10.6 services offered per library (figured from data gathered in Question 3 of this form) these discontinuations would represent only a small overall reduction in service.

Finally, it would seem that the primary purpose of an academic fine arts slide collection would not necessitate the supervision of a darkroom for student use or the care of A-V equipment. However, unless centralized technical services are provided elsewhere on campus, cataloging could not be discontinued and still adequately meet the purposes of the slide library, nor should public services and open hours be reduced.
SELECTION OF IMAGES

Sub-hypothesis #1 states that the staff and users in academic fine arts slide libraries hold the same perceptions concerning the process used to access desired images. The data gathered in Question 4 on both the Library Staff and Library User forms will be used to make a comparison to test this hypothesis.

Question 4 asked the library staff members participating in the survey whether users of the library primarily select images by browsing through the collection or by seeking specific images.

Three respondents (3.33%) indicated that their users browse the collection, 69 (76.67%) indicated their users seek specific images and 18 (20%) indicated they either did not know or that the users employed both techniques for selecting images equally.

SUCCESS IN MEETING USERS' NEEDS

Question 5 directly addresses Sub-hypothesis #2—the needs of slide collection users are not fully met by curators and staff working in the collections. The data gathered from the Library Staff forms, reported below, will be compared with data from the Library User forms later in this
work.

Question 5 asks the staff respondents if they are meeting the needs of their primary user group, and of other users.

Eighty five respondents (94.44%) indicated they are meeting the needs of their primary user group and 80 (88.89%) indicated they are meeting the needs of their other user groups.

Eighteen respondents made a comment about the success or failure of their efforts to meet their users' needs. These comments included:

"Priority goes to Department faculty, and therefore, backlog of new slides includes many of the requests from other users, i.e. students."

Services "would be more useful to fine arts people if our catalog had a subject index."

"Everyone wants the same slide at the same time!!"

It is evident that whether the staff feel they are meeting their users' needs or not, they are aware of the problems involved in doing so.
ANALYSIS OF LIBRARY USERS FORM

The third element of the data gathering tools used for this project was a Library User form. Five copies of this form were included in each packet along with instructions to each curator to distribute the forms randomly to five users in his/her library.

It is impossible to know if the curators attempted to distribute the forms in a truly random fashion or selected the users who completed forms. However, it must be assumed that most of the library users responding to this survey were selected in a random fashion, and that they represent a cross section of academic fine arts slide library users.

A total of 95 responses was received in the 34 packets returned. Thus, the average number of responses per packet was 2.7. Some libraries returned five completed forms, while other only returned two or three. One curator returned the library user forms without their having been completed, explaining that classes had ended for the semester and no users were available. This curator did complete a Preliminary Information form and he/she and several employees completed the
Library Staff forms. A copy of the Library User form is included in Appendix C, with a column by column summary of the responses made on this form.

EDUCATION OF THE LIBRARY USERS

The Library User form was used to collect data concerning the education of staff in order to test, in part, Sub-hypothesis #4. Data is gathered here concerning the education of library users to make conclusions concerning the relationships between staff and users.

Library users were asked to indicate the highest degree earned and the major concentration of that degree. The most frequent response (42, 44.21%) was Ph.D., most of them in Art History or Architecture. This is not surprising given the data gathered on the Library Staff forms which indicate that faculty are the primary user group and that most Art History and Architecture faculty hold doctoral degrees. The degrees held by library users were reported as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>42</td>
<td>44.21%</td>
</tr>
<tr>
<td>BA</td>
<td>14</td>
<td>14.74%</td>
</tr>
<tr>
<td>MA (Art History)</td>
<td>13</td>
<td>13.69%</td>
</tr>
<tr>
<td>MFA</td>
<td>6</td>
<td>6.32%</td>
</tr>
<tr>
<td>BFA</td>
<td>3</td>
<td>3.16%</td>
</tr>
</tbody>
</table>
The job titles reported were predominantly professorial (64, 67.37%) in nature. However, the teaching ranks varied from Lecturer to Professor and Emeritus Faculty. The subjects taught included:

- Art History 43 (45.27%)
- Fine Arts 6 (6.32%)
- Architecture 6 (6.32%)
- Art Education 1 (1.06%)
- French 1 (1.06%)
- Literature 1 (1.06%)
- Philosophy 1 (1.06%)
- English 1 (1.06%)
- Photography 1 (1.06%)
- Not specified 3 (3.16%)

Two respondents (2.11%) were library staff, but it is not known if they were slide library staff or employees in another on-campus library. The other
29 respondents (32.22%) were identified as graduate teaching assistants or as students.

PURPOSE, POLICY, GOALS AND OBJECTIVES OF THE LIBRARIES

The data gathered in Questions 1 through 1e directly relate to the hypothesis of this study concerning the perceptions held by staff and users of the slide library's purpose. These questions deal with the users' perceptions of the slide collection's purpose, policy, goals and objectives. The library users' responses are compared below with those of the library staff.

Question 1 asks each respondent to rank the library purposes listed on the form. A space was allowed for respondents to include purposes other than those provided on the form. A space was also given for the response "Don't know."

The data collected in Question 1 was tabulated and the rank order determined as follows:

First - To assist faculty in lecture preparation
Second - To support the university curriculum
Third - To assist students in study and research activities
Fourth - To assist faculty in research activities
Fifth - Other (see below for details of "Other" purposes reported)

Sixth - Don't know

Only five of the 95 respondents (5.26%) marked "Don't know." The other 90 respondents ranked the listed purposes as requested.

In comparing the responses from users with the same library there is some variance evidenced. However, this variance does not seem to be dependent upon faculty rank or subject specialty of the respondent.

The overall rank order established from the data collection in this questionnaire directly parallels the rank order established in Question 1 on the Library Staff form. However, the difference between the first two rankings; to assist faculty in lecture preparation and to support the university curriculum; is much smaller in the users' responses. While more respondents to the Library User form marked "assist faculty..." as their first choice, many more respondents indicated the "curriculum..." as their second and third choice, over "assist faculty..."

A total of 13 respondents (13.86%) on the Library User form marked "Other" for purpose and
listed various other purposes of the library. Four of these responses placed "Other" first in his/her rank order. Of these four, two respondents were from the same library and listed "Darkroom Administration." Another respondent listed the library's primary purpose as "to form a basic visual resource in a particular discipline." The fourth respondent who placed "Other" first in his/her rank order listed the purpose as "to support the art history curriculum," just as one of the library staff form respondents did.

Nine additional respondents to the Library User form indicated "Other" purposes which were:

- Community service - church education, public schools, museums 4 (4.22%)
- To provide visual materials for student presentations 2 (2.11%)
- For public lectures by faculty members 1 (1.06%)
- For use in the classroom 1 (1.06%)
- To keep (name of city) "current" in the art world 1 (1.06%)

Question 1a asked the respondents to identify the primary service group of the slide library. The choices given were faculty, students, don't know and other. Seventy-four respondents (77.89%)
indicated the faculty are the primary user group. This is in agreement with the ranking of library purposes which listed assistance to faculty first.

Eight (8.42%) indicated the students are the primary user group. These responses were each from a different library, but there was no correlation found between the users' responses indicating assistance to students as the primary purpose of the library, and those of the staff who indicated that students are the primary user group.

Eleven respondents (11.58%) indicated "Other" as the primary service group and all 11 stated the faculty and students use the library and are served equally. This response had a high correlation with the users who indicated "Other" for the purpose of the library, with a correlation rate of 0.8972. It is indicated that user respondents who perceive the library's purpose as having a broader scope (community service, public lectures, etc.) also hold a broader view of the primary user group. It is impossible, however, to say which factor influences the other.

Only two library users (2.11%) indicated they did not know which group was the primary service group in his/her library. This small uncertain
response indicates that most of the slide library users participating in this survey have a clear picture of the distinct group making use of the slide library collection.

When compared with the responses to Question 1a on the Library Staff form, the library users show a 6.78% higher level of response indicating faculty as the primary service group. The students were indicated as the primary user group by less than 10% of the library users participating in this survey. Finally, 11.75% fewer library users indicated that "other" users were the primary service group. These differences may be due to the fact that the majority of user respondents are faculty members. They may not have observed other users in the library to the extent that library staff have.

Question 1b asks each respondent if it is in keeping with the library's purpose to primarily serve the user group identified in Question 1a as the primary service group. Only seven respondents (7.37%) marked "Don't know." Seventy-six respondents (80%) answered "Yes" to this question, and 12 (12.63%) answered negatively. Of those who indicated they do not feel the library's purpose is
being met by serving the group identified in Question la, several made comments, which included:

"More service to students is desirable,"

"Service should be equal to faculty and students"

The responses of users to Question lb correlated to their responses to Question la at a rate of 0.6438, with a significance factor of .05, showing a positive correlation, and reinforcing the perceived positive relationship between the users' responses in these two questions.

The users are not as sure the purpose of the library is being served as are the library staff respondents, however. All but one of the 90 staff respondents (98.89%) answered "Yes" to Question lb. The one negative response was accompanied by a comment about the scope of library needing to be broader. In contrast, as mentioned above, 20% of the users responded negatively or with uncertainty. This discrepancy might warrant further study.

Curators who are concerned with meeting the needs of their users should examine the attitude of their users concerning the primary and secondary service groups.

When the users were asked, in Question lc, if
they are aware of a written policy manual in the slide library, 38 (40%) responded "Yes." One respondent did not answer the question and the 56 (58.95%) remaining respondents marked "No."

The second part of this question asked those who had marked "Yes" if they were familiar with the manual. Twenty-five of the 38 positive respondents marked "Yes" to the second part of the question as well.

It is not necessary that every library user know about or be familiar with library policies. However, many academic fine arts slide libraries are intimately affiliated with an academic department of the parent institution. Therefore, users of such a collection might have a greater interest in and right to contribute to the establishment of library policy. Faculty of the departments served should especially be aware of library policy.

Making the primary users aware of policy can also promote better interaction between users and staff and ultimately better service. Considering the needs and wants of the primary user group when establishing library policy would help to avoid conflicts with users and diminish unreasonable
demands on library staff. It would also help keep the library staff aware of the user's attitudes and opinions, thus avoiding misunderstanding between staff and users.

Question 1d asks the users if they are aware of written goals and objectives in the library, and if so, are they familiar with these goals and objectives?

Fewer users were aware of goals and objectives in their libraries than were aware of written policies, but this can be related to the fact that fewer library staff indicated they have written goals and objectives for the slide library.

Only 22 user respondents (23.16%) indicated they were aware of goals and objectives in their libraries, compared with 42 library staff respondents (46.67%) who gave positive answers to this question. Nineteen of the user respondents who answered "Yes" indicated they were familiar with their library's goals and objectives.

The advantages of making users familiar with goals and objectives that have been set for the slide library are the same as those for making users familiar with library policy. Again, this is especially important in an academic setting because
of the close relationship that exists between the library and its users in the department.

Finally, Question le asked the library users if the library's goals and objectives are being met. The responses of library users differ from those of library staff members on this question. Only 22 of the 38 user respondents (57.90%) who indicated their libraries have goals and objectives felt that these goals and objectives are being met. In contrast, 100% of the library staff respondents who indicated their libraries have goals and objectives felt they were being met.

Correlations were run between the user responses to question ld and le. A direct correlation of only 0.0648, with a significance factor of 0.05, was found between Question le and the first part of Question ld (Are you aware of written goals and objectives in your library?). However, a correlation of 0.7226 was found between the responses to Question le with those in the second part of Question ld (If so, are you familiar with them?). It is clear that user respondents who are familiar with the goals and objectives of the library are more likely to perceive they are being met.
Just as with the discrepancy in responses between users and staff regarding library purpose and policy, it seems that attention should be given to these user responses. Communication between the curatorial staff and primary users is essential to the smooth operation of an academic art slide library. Perceptions of what the library's policies, goals and objectives are or should be might differ between these two groups. The only way to fully meet the expectations of the users is to find out how they perceive these administrative and service related areas of library operation.

USER GROUPS

The data gathered in Questions 2 and 2a will be used to make further assessments of the relationship between staff and user perceptions of slide library purpose.

Questions 2 and 2a identified the respondents by the user group he/she belongs to and asks these users to indicate any limitations placed upon his/her use of the library and its materials. The user respondents were identified as follows:

- Department Faculty: 54 (56.84%)
- Department Graduate Students: 19 (20%)
- Other On-campus faculty: 7 (7.37%)
Department Staff 5 (5.26%)
Department Undergraduate Students 4 (4.21%)
"Other" users (One each: adjunct faculty, practicum student, church education worker 3 (3.16%)

If it is assumed that these users were selected at random, this distribution should accurately reflect the distribution of various user groups in academic fine arts slide libraries. This data does correlate directly with the responses made to Question 1a concerning the primary service group of the slide library. A correlation can also be seen with responses gathered on the library staff form concerning the primary service group, which was also identified as the faculty. Department graduate students are the secondary service group identified and all other groups follow these two larger populations in service.

About half of the user respondents (46, 48.42%) listed limitations and/or made comments about library services in their responses to Question 2. These limitations have been compiled and the following list represents the comments made.

Use is allowed only in the slide room and/or classroom 9 (9.48%)
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must place a marker in the file when removing a slide</td>
<td>7 (7.37%)</td>
</tr>
<tr>
<td>Informal, case by case, check-out limits are set</td>
<td>6 (6.32%)</td>
</tr>
<tr>
<td>Must formally check out each slide used</td>
<td>3 (3.16%)</td>
</tr>
<tr>
<td>Case by case consideration is given to any use other than for classroom presentations</td>
<td>3 (3.16%)</td>
</tr>
<tr>
<td>Art History Department has precedence over other users</td>
<td>3 (3.16%)</td>
</tr>
<tr>
<td>Slide cannot be used for study by students</td>
<td>3 (3.16%)</td>
</tr>
<tr>
<td>24 hour use limit</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>Two day check out for classroom preparation only</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>Must select slides, fill carousels and leave in slideroom until used in class</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>Reservations of slides allowed one week in advance</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>On-campus use only</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>Users are expected to cooperate with other users and staff in meeting all users' needs</td>
<td>2 (2.11%)</td>
</tr>
<tr>
<td>Limited access to projection rooms</td>
<td>1 (1.06%)</td>
</tr>
<tr>
<td>Must formally check out all equipment</td>
<td>1 (1.06%)</td>
</tr>
<tr>
<td>Must have permission of slide librarian for use</td>
<td>1 (1.06%)</td>
</tr>
<tr>
<td>50 slide check-out limit</td>
<td>1 (1.06%)</td>
</tr>
<tr>
<td>Three day check-out limit</td>
<td>1 (1.06%)</td>
</tr>
</tbody>
</table>
Must have faculty permission for use 1 (1.06%)

Art History Department use only 1 (1.06%)

Slides are not produced to meet faculty needs 1 (1.06%)

Cannot use slides from a particular lecture for study, when the lecture was missed 1 (1.06%)

Three respondents (3.16%) indicated there were limitations placed on their use of the collection, but did not specify what these limitations are. Another group of respondents made comments such as, "No unreasonable limitations are placed on use," or "only limitations dictated by common sense," without explaining what these limitations are.

Two respondents commented on problems they meet in the use of the collection which are not directly the result of staff imposed limitations. These comments were, "The classification system is fiendishly complicated" and "The spatial conditions of the slide library are atrocious, thus limiting a more speedy and effective use of an excellent collection."

The comment regarding the "fiendish" classification system came from a department staff member at a large university art history department slide library which uses the Santa Cruz system.
This, however, was the only respondent who made disparaging comments concerning his/her ability to use the slide classification system. Faculty and frequent student users must be able to use their slide collections without difficulty with the slide classification system used, whatever it is.

The limitations listed by user respondents closely parallel those given by the library staff respondents. When broken down by user group, the limitations are very comparable to those listed by the staff. Some differences were found in wording and not all limitations listed by each type of respondent appeared in the data collection from the other group. However, most of the reported limitations appeared in both groups of data.

SLIDE LIBRARY SERVICES AND LIMITATIONS ON USE OF SERVICES

The data gathered in Questions 3, 3a and 3b of the Library Users form relate to both the main hypothesis of this work and Sub-hypothesis #2, concerning the success staff have in meeting their users' needs. These questions deal with the services provided in the slide libraries included in the survey.
Question 3 asks each respondent to mark the services offered at his/her library. A space was provided for "Other" services to be listed.

The services listed by respondents on the Library User form are given below, in rank order according to the frequency of responses for each service:

- Assistance in locating images: 83 (87.37%)
- Refiling of slides: 80 (84.21%)
- Collection maintenance/conservation: 75 (78.95%)
- Slide production: 74 (77.89%)
- Classification, cataloging and indexing: 70 (73.68%)
- Collection development/acquisition: 65 (68.42%)
- User orientation and instruction: 61 (64.21%)
- Special orders: 57 (60%)
- Circulation of materials: 50 (52.63%)
- Processing of materials: 49 (51.58%)
- Preparation for lectures: 44 (46.32%)
- Reference/research: 43 (45.26%)
- Servicing/staffing of study areas: 30 (31.58%)
- Selective dissemination of slides and/or information (SDI): 27 (28.42%)
- Interlibrary loan: 8 (8.42%)
Pathfinders 7 (7.73\%)

Other Services 4 (4.21\%)

included were: training in slide production and unlimited access to the collection.

A comparison between the responses collected on the Library Staff and Library User forms to Question 3 reveals some interesting similarities and differences.

Figure 11 is a graphic representation of the percentage of responses to each service listed on the form. The dashed line describes the responses reported on the Library Staff forms, the dotted line describes the responses of the Library User respondents, and the solid line describes the overall average responses of both groups.
<table>
<thead>
<tr>
<th>Service</th>
<th>Library Staff Responses</th>
<th>Average Responses</th>
<th>Library User Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Assistance in locating images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Slide filing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - Collection maintenance/conservation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 - Classification, cataloging and indexing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - Collection development/acquisition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - Slide production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - User orientation and instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 - Circulation of materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 - Processing of materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - Special orders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - Reference/research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 - Preparation for lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 - Servicing/staffing of study areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 - Selective dissemination of slides/information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 - Interlibrary loan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 - Other services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 - Pathfinders</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assistance in locating images was listed as the number one service by both respondent groups, followed by refiling of slides. From this point on, however, the two groups differ in the rank order of the services offered.

There are several services which received almost the same percentage of respondents listing the same service on both forms. These services are shown in Figure 11 at #6, slide production; #10, special orders; #12, preparation for lectures; #14, selective dissemination of slides and/or information (SDI); and #15, interlibrary loan.

All of these services were ranked higher in order by the user respondents than they were by the staff, indicating perhaps that when offered, these services are used frequently, and by a majority of the users in a given library.

Some of the services showing the greatest discrepancy between the two respondent groups were, as shown in Figure 11, #4, classification, cataloging and indexing; #5, collection development/acquisition; and #9, processing of materials. This is not a surprise. While these services are provided in most libraries often the users do not become aware of the services until
problems arise or if they are not being provided. Many users have little or no concept of library procedures, and therefore, could not be aware of services like processing and cataloging.

The respondent populations differed greatly in two other areas as shown on Figure 11. These two areas are: #8, Circulation of materials; and #11, Reference/research. Even when it is taken into consideration that these services may only be provided to the primary user/service group of each library, the discrepancy still seems to be great. Over 65% of the staff members indicated that reference and research services were offered, while only 45% of the users indicated that these services were available to them. It could be that circulation of materials and reference/research are available to many users who are not aware of the fact.

The need for communication between the curator and library users is again apparent. Circulation, reference and research are basic to most library operations. The users of any facility could not be fully served if they are not made aware of the privileges they have and the services that are offered.
Question 3a asked each library user if his/her needs would be better met if some of the services listed in Question 3, not now offered, were offered.

Fifteen respondents (15.79%) answered "Yes" to this question. The services indicated by these respondents were:

- Slide production 4 (4.22%)
- Special orders 4 (4.22%)
- Reference/research 2 (2.11%)
- Servicing/Staffing of Study areas 2 (2.11%)
- Interlibrary loan 2 (2.11%)
- Better cross referencing system 1 (1.06%)
- Unlimited access to the collection 1 (1.06%)
- Collection development/acquisition 1 (1.06%)
- Collection maintenance/conservation 1 (1.06%)

and three responses (3.16%) which were positive, but did not list any specific services they would like to see offered.

One user made the following comment, "Yes, but on our budget these needs probably can never be met (i.e., never enough good color slides for all users)," and another wrote, "A bigger budget is
needed to enhance the slide collection. Some slides are worn, pinkish in color, and are in need of replacement." Other respondents would probably agree with these comments. Budgetary needs are seldom met and this problem will continue to plague slide curators and users alike. Each curator must stay informed concerning the needs of his/her users in order to make the best use of the funds available.

The library staff made many more suggestions for added services. However, the second most frequent response was slide production. This would indicate that slide production is an important service both to staff and users.

Question 3b asks each user if there are services now offered in the slide library that he/she does not need or does not use. Only nine respondents (9.47%) answered "Yes" to this question. The services listed were:

- Slide production 2 (2.11%)
- Interlibrary loan 1 (1.06%)
- User orientation 1 (1.06%)
- Assistance in locating images 1 (1.06%)

and 4 respondents (4.22%) answered "Yes", but did not identify any specific services that are not needed.
Two student users indicated they did not need slide production.

Five library staff listed services that would not be needed in order to serve the purposes of the library; and these services related more to daily function of the slide collection than to direct users services.

**SELECTION OF IMAGES**

Sub-hypothesis #1 states that staff and users perceive the process of accessing visual images in the same way. The information collected in Question 4 of both the Library Staff and Library User forms will be analysed to test this sub-hypothesis.

Question 4 asked each user how he/she selects images from the collection. The choices provided were "Browse", "Seek specific images" and "Both equally." The user responses were:

- **Browse**: 7 (7.37%)
- **Seek specific images**: 34 (35.79%)
- **Both equally**: 52 (54.75%)
- **No response**: 2 (2.23%)

It was expected that the majority of user respondents would indicate they seek specific images. This predicted result was reinforced by
the responses collected in Question 4 on the Library Staff form, when the majority of staff respondents (76.67%) indicated that their users seek specific images. Figure 12 is a graphic representation of the staff and user responses to this question.

A comment made by one user respondent sheds some light on this difference of opinion between library staff and library users. The comment was, "I usually begin seeking a specific image, but if I cannot find what I want I must browse to find a substitute." This may be what happens to many users.
COMPARISON OF STAFF AND USER RESPONSES
SELECTION OF IMAGES

Fig. 12
USER SUCCESS RATES

In Question 5 data were collected regarding the success rate of users finding the slides and/or information needed with and without assistance from library staff. These data will be used in the testing of Sub-hypothesis #2, concerning staff success in meeting users' needs.

Eighty-eight respondents (92.63%) stated they found what they needed with the assistance of library staff, and 84 (88.42%) indicated they found what they needed without assistance.

Many users made comments in connection with this question. These included:

"Yes, with assistance, if my requirements are expressed adequately in advance."

"When in distress the staff always comes through!"

"Library staff are very helpful when I cannot find information and materials myself."

"Yes, except unless slides have not been refilled, which is often the case."

"Yes, but there are problems with missing and/or misfiled slides."

"The collection is organized so that I know where to look to find most of what I need."

In general the users expressed satisfaction with
their success rates and pointed out few retrieval problems.

SUCCESS IN MEETING USERS' NEEDS

Question 6 also collected data to use in the testing of Sub-hypothesis #6. Each user was asked if his/her needs for photographic images and/or information pertaining to the slide library's collection are being met fully by the services currently offered.

The data reported here will also be used in comparison with responses from library staff concerning their perceptions of success in meeting the library users' needs.

Sixty-three user respondents (66.32%) indicated their needs are being met and many of the respondents also made comments in connection with this question. These comments included:

"The staff is quite knowledgeable about the collection and usually available for questions."

"My needs are met only because of the exemplary efforts of our part-time personnel. They and the library are severely strained and any additional demands, otherwise normal, cannot be handled!"

"Spatial conditions of the slide library are atrocious thus limiting a more speedy and effective use of an excellent
collection."

"More funding needed for film, etc. Understaffed for volume photography, etc."

"There is always more that the library could have. Also, many slides are not of satisfactory quality--better ones could be made."

"Budget restrictions beyond control of the librarian have limited acquisition of new slides and replacement of poor slides."

"The classification system makes it difficult to locate slides easily. Many slides are in poor condition, have lost their color or were poor reproductions to start with. The selection of slides in some areas is inadequate. There is no way that mounted photographs can be displayed for study purposes."

"The library needs to do much re-photographing and often for secondary artists there aren't enough slides to pull a lecture together."

and finally, "We are poor."

This final comment seems to sum up many of the other comments made by users. It is clear the users are aware of budgetary problems, as are the staff, and these budgetary limitations seem to be universal.

When user responses to Question 6 are compared with the staff responses to the same question there are some differences seen that are worth comment
Almost all library staff (94.44%) felt they were meeting the needs of their primary user group, and 88.89% of the staff felt they were meeting the needs of secondary user groups. Only 66.32% of the users felt their needs were being fully met.

Each respondent group's perception of "success" may account for this discrepancy. A staff member may feel they have succeeded if the user leaves the library with slides which will serve his/her purpose. The user, on the other hand, may feel success only comes with the retrieval of exactly what he/she originally wanted. If the images requested are not available many users will accept something else, however, this may not be considered full success in meeting the user's needs.

If, as has been suggested elsewhere in this work, a dialog is established between the staff and users the answers to these problems in service success can be found.

Finally, each respondent was given the opportunity to attach any other comments he/she wanted to concerning the slide library, its staff and their efforts to serve the library users. Eighteen users made comments which included the following:
"Our slide librarian is patient and amazingly competent with organizing and at maintaining the library."

"It would be beneficial for the library to buy slides that students make for class presentations. . . ."

"Staff are extremely helpful and patient."

"We need a better cross referencing system, especially as the collection grows larger."

and finally, "I think that the slide library staff is nearly perfect!"

In general, these comments were very complimentary to the slide curators and staff at the participating libraries. It is clear that the library users value their slide collection staff and the services offered to them.
SUMMARY AND CONCLUSIONS

During the analysis of all data gathered using the Library Staff and Library User forms, it was found that no noticeable difference could be identified in the responses made by the staff and users in different geographic locations, and few differences were found to be based on the parent institution or special subject of the individual collections. The majority of the large collections were found in the East, but this may be due to the fact that the universities supporting these collections are both larger and older than those in the rest of the country.

Acquisition rates were found to be affected by size of the parent institution, but libraries within each of the size categories acquired new materials at about the same rate regardless of geographic location or subject specialty. Acquisition rates were greater in university supported slide libraries, but this is primarily due to the fact that in general, these are the larger collections (housed in larger institutions).

Likewise, services offered increased by size of
the collection, but there is no variance seen in
the geographic distribution of the collections
studied, nor is there significant variance in
services offered among the subject specialties or
types of libraries, other than as noted above
concerning the size of university supported slide
collections.

A larger sampling of the slide collections
identified throughout the United States might show
some significant differences based on these
factors. However, none but those reported above
could be found within the data gathered for this
study.

The data gathered during this study have
provided a great deal of information about academic
fine arts slide collections, their purpose within
the parent institution and the services offered.
Data were collected concerning the perceptions and
attitudes of both slide library staff and users
toward these purposes and services.

A study of the literature shows that academic
fine arts slide collections have developed from a
nuisance or curiosity to a vital part of the art,
art history and architecture curricula of most four
year academic institutions in this country. With
this growth in importance, the slide curator has grown from a clerk, who was only expected to maintain the collection, to an active professional, who is well educated and/or experienced in both art/art history and librarianship.

This is still a young profession, beginning to establish a philosophy and mission to the art professionals served by slide collections. The efforts of organizations like ARLIS/NA, ARLIS/UK and VRA, along with the individual efforts of professionals like Irvine, Simons, Tansey and Sunderland, are building a core of research to support this profession.

As the film, video and computer industries develop slide and visual resources collections will be able to expand services and should become even more important to their parent institutions. Professional slide librarians must stay current with these developments in order to remain as a vital force in the art, art history and architecture fields.

The Preliminary Information questionnaire gathered demographic and descriptive data from 30 of the 34 participating libraries. This data shows a trend toward the combination of art history and
library science in the education of curators, and supports the long held belief that fine arts slide librarians should be educated in art and art history.

The data collected from the 90 Library Staff respondents and 95 Library User Respondents shows that even the smallest collections provide a variety of services and are concerned about the needs of their users.

Several discrepancies between the responses of staff and users were identified in the areas of services offered and methods used to select images for use. However, the parallels in identification of the primary service and user groups made by the Library Staff and Library User respondents is an indication that most of the participating libraries are serving their clientele well.

The main hypothesis of this study asserts that professional and student users of academic fine arts slide libraries hold different perceptions of the purpose of such a library from the perceptions of purpose held by the staff. Stated in null form, the perceptions of the library's purpose, held by library staff and library users in an academic fine arts slide library, are the same.
If a difference in perception of library purpose is found it could be the direct or indirect cause of many problems in the provision of services, approaches to the accessing of visual images, success of staff in meeting the needs of users, and in communication between staff and users.

Data gathered on all three questionnaires used in this study were used to investigate this hypothesis. The most significant data relating to this hypothesis were collected in Questions 1 through 13 on both the Library Staff and Library User forms.

Academic fine arts slide library staff and users ranked the choices given in Question 1 for library purpose in the same order:

- To assist faculty in lecture preparation
- To support the university curriculum
- To assist students in study and research activities
- To assist faculty in research activities
- Other (with various "Other" purposes specified)

In addition, the users and staff perceived that the departmental faculty are the primary service and
user group of academic fine arts slide libraries. Both respondent groups also identified departmental graduate students as the secondary service and user group. Finally, most respondents in both groups indicated that this rank order of purpose and the identification of departmental faculty as the primary service and user group are in keeping with library policy and statement of purpose.

A discrepancy was found between the responses of staff and users to Questions 1c, 1d and 1e, which dealt with written library policy, goals and objectives. However, it was shown that staff and users alike, who are familiar with library policy, goals and objectives, perceive them as being met.

Thus, the null of the main hypothesis is accepted. It does not appear that a significant difference exists between staff and users' perceptions of the academic fine arts slide library purpose.

Sub-hypothesis #1, in null form, states that users and staff of academic fine arts slide libraries hold the same perceptions of the process used to access desired slides.

Data relating to this sub-hypothesis were collected in several questions on the Library Staff
and Library User forms. The most significant data collected came from responses to Question 4 on both forms. Over 75% of the staff respondents indicated that their users seek specific images when selecting slides. In contrast, only about 35% of the user respondents indicated that they seek specific images. In addition, almost 55% of the users indicated they browse for images and seek specific images equally, while only 20% of the staff perceived that the accessing process of library users is to seek specific images and browse equally.

Thus, the null of Sub-hypothesis #1 is rejected. Library staff and users do perceive the process of accessing slides in different ways.

The null form of Sub-hypothesis #2 is that the needs of academic fine arts slide library users are fully met by the staff working in the collections.

The data gathered that related to this hypothesis were collected in responses to Question 5 of the Library Staff form and Questions 5 and 6 of the Library User forms. Over 94% of the library staff indicated the needs of their primary users are met, and 89% indicated the needs of their secondary users are being met.
In comparison, almost 93% of the library users indicated they are able to find slides and/or information needed with or without help from the library staff. However, only 66% of the users indicated that their needs are being fully met, in their responses to Question 6.

These data indicate a discrepancy in the perceptions, held by staff and users, of success rates in meeting the service needs of users. Several users who indicated their needs were not being met listed reasons for this failure which do not directly relate to factors which the staff can control. These factors included budgetary limitations and physical constraints and conditions of the slide library itself. The comments which dealt with situations that could be controlled by staff included more personal factors, i.e., an inability to use the classification system and a lack of specific images needed for secondary teaching and research activities.

However, the data indicate that the null of Sub-hypothesis #2 should be rejected. The needs of the library users are not being fully met by the staff.
The null of Sub-hypothesis #3 is that the subject specialty of the slide collection will not influence the services offered or the success rates in meeting users' needs.

Although data were gathered concerning the subject specialties of each slide collection participating in the survey, and the services offered, a comparison of these data did not reveal any conclusive evidence of influence between these factors. It is possible that with a larger sample of each type of subject specialty (art, art history, architecture, and visual resources) some evidence could be found. Thus, Sub-hypothesis #3 is accepted.

Sub-hypothesis #4 stated that success in meeting users' needs is not affected by the number, education and specialties of staff members.

Extensive data were gathered on all three survey instruments used in the study concerning the numbers of staff employed, education of the curator in specific and education of the staff, and areas of service specialty (curator, assistant curator, technical/production staff, clerical workers, and student assistants). However, little conclusive evidence was found of a direct relationship between
success rates and the number, education or specialties of staff members.

It was determined that most staff and user respondents felt in-house slide production capabilities were important to the fulfillment of users' needs. This would indicate that a staff member with technical and production skills is important to the success of staff in meeting users' needs. In addition, the one participating slide library that does not currently have a curator indicated the need for such in the comment, "We are currently trying to obtain funds to support the hiring of a professionally trained curatorial staff." This one comment is not enough to support the need for art historical or library science education on the part of a curator, but statistics reported by the other collections indicate support for this assertion. Six of the curators participating in the survey hold both an advanced degree in Art History or Studio Art and Library Science, another six are librarians, and another 10 hold advanced degrees in Art History or Studio Art. These curators account for 22 of the 30 responding curators (73.34%), which would imply a need for advanced training in the arts and/or library
science in order to successfully serve the needs of slide collection users. However, with a sample of only 30 responding curators, it is not possible to say for sure that this level of advanced education would be upheld in comparison with the success rates reported by staff and users. Further study would be necessary, using a larger sample, in order to determine if there is a direct correlation between the education of the curator and the success rate of the library in meeting users' needs.

Based on these data, Sub-hypothesis #4 cannot be fully accepted or rejected. Further study may prove valuable in an attempt to determine whether a relationship exists or not between these factors.

Sub-hypothesis #5 states that the slide collection size, acquisition practices, in-house slide production and maintenance of non-slide materials do not affect the services to users, and therefore, have no influence on the success rate of staff in meeting users' needs.

When comparisons were made between the number of services offered and collection size little variance was found collection to collection. Comments made by users and staff of the smaller
collections did, however, indicate that they feel the need for greater expansion of their collections in order to meet the users' needs, and more users of small collections made comments about budgetary limitations and gaps in the collection. Therefore, it would seem the collection size has some effect on the success rate, but the evidence is not absolute.

When acquisition rates and replacement rates were studied no significant correlation could be found with success rates of the staff or with collection size or subject specialty of the library. A larger sampling of the academic fine arts slide collections in the U.S. might reveal a correlation, but the data gathered from the libraries surveyed in this study do not indicate a relationship, either positive or negative, between these factors.

A correlation was indicated between in-house slide production and the maintenance of non-slide materials with the success rate of the staff in meeting user needs. Four library curators reported they have no routine means of in-house or on-campus production of slides for their collection. In studying the staff and user responses to the
question pertaining to success in meeting users' needs, a larger proportion of the negative responses were found among the respondents from these four libraries. The same was true of the respondents from libraries which did not maintain non-slide materials for use in the slide library, and from those whose libraries did not maintain printed materials for reference and/or check out. One respondent commented that reference materials would be extremely helpful in identifying artists of various periods, schools, styles, etc., and would make the job of pulling slides for a lecture much easier.

Thus, sub-hypothesis #5 may be accepted partially and rejected partially. While the collection size and acquisition practices do not have an effect on the staff success rate in meeting user needs, in-house slide production and the maintenance of a non-slide reference collection do have an impact on the success rate.

Sub-hypothesis #6 states that the physical and structural facilities of a slide library—the storage system, classification code, bibliographic retrieval tools and unique collections maintained—do not contribute to the success or
failure of services offered.

While a variety of classification systems were found in use, no positive correlation is indicated between the use of a particular system and the success or failure of user services. Only one user respondent commented on having difficulty in using the classification system at his/her library, and this respondent indicated that his/her needs were met with assistance from library staff.

Every library participating in the survey indicated they use metal filing drawer cabinets, at least to some extent. Only one library did not use them for the primary means of slide storage. Without data from libraries that do not use filing drawer cabinets, it is impossible to say that the storage system used has an effect on the success of staff in meeting users' needs. A broader study would have to be done. It is possible that slide filing drawer cabinets are so universally used because they are the most successful storage system available, but no data was collected in this study to support this speculation.

The bibliographic retrieval tools used in a slide collection have a positive relationship with the success or failure of the staff to meet users'
needs. Five slide libraries reported using both authority lists and a self-indexing back card system. The user and staff responses concerning success in meeting user needs were all positive from these five libraries. This is a limited number of libraries and only 28 respondents, but the unanimity of these 28 respondents indicates that the use of authority lists and a self-indexing back card filing system has a positive effect on the success of staff in meeting users' needs. Although the other retrieval tools used by various libraries were studied, singly and in combination with each other, none were found to have either a positive or negative effect on success rates. This does not indicate, however, that no effect exists. Staff success in meeting user needs may be affected by some or all of these other retrieval tools, but the data collected in this study did not indicate such a relationship. Further study would be necessary to determine for sure if a correlation exists between these two factors.

Thus, Sub-hypothesis #6 can be partially rejected and partially accepted. Further study is needed to determine fully the relationship between bibliographic retrieval tools used and the success
of staff in meeting their users' needs.

A need is apparent for better communication between the academic fine arts slide curators and their primary users. The data gathered in this study imply that this communication would improve services, make users more aware of what is available to them, and educate them to library goals and objectives. It would also allow for input to these goals and objectives from the users, which is appropriate in a setting such as most academic subject libraries reside. These collections are supported by their sponsoring departments and the parent institution for the primary purpose of serving the faculty and students of the sponsoring department. Therefore, the need of these professionals must be foremost in the librarian's service mission.

Roger Greer states, "assertive exploitation of the delivery system based on behavioral patterns of the client population is fundamental," in his recent article on information transfer theory. Greer goes on to say that in most libraries, "the service is reactive in nature, functioning only at the initiative of a client." His theory of information transfer based on an assessment of
users' need and the development of assertive library service could be of benefit to any library. This approach to needs assessment focuses on the individual in the context of his/her environment, which "involves specific patterns of language, a special vocabulary, significant people, uniquely important dates, locations, objectives and annual cycles."54

The assessment of user needs in a specialized collection such as an academic art slide library especially lends itself to the use of Greer's theory of information transfer.

Greer points out that every interaction involves the exchange of information. Therefore, librarians must observe and study the different types of information exchanges that take place within his/her library. By evaluating these interactions, the needs of library users may be accurately determined. Then, by establishing a dialog between the curatorial staff and the primary user group, a service mission may be established which is user specific and flexible.

It is clear that most of the staff responding to this survey have an understanding of what their purpose is and who their users are. Work is now
necessary to develop a better understanding of what services the users most want and how they approach the selection of images for use.

This will be even more important as libraries develop computerized storage and retrieval systems for slide classification and filing. Without an understanding of how the users approach the retrieval and use of photographic images, a computerized system cannot be effective.

It is hoped that this research will be of help to professionals in academic art slide collections, and other slide collections as well. Clearly, further research is needed.
SUGGESTIONS FOR FURTHER STUDY

The data gathered for this study, through the use of a packet of mailed questionnaires, have provided insight into the attitudes and perceptions of both academic art slide library staff and users. Some conclusions have been made regarding various aspects of service in slide collections, but further study is needed in several areas.

It would be of great interest to collect data from a larger sample of the 199 academic slide libraries this researcher identified. With these expanded data it might be possible to make more specific conclusions regarding the education of curators and library staff, the average collection sizes and acquisition rates, the most frequently offered services and the services users would most like to have provided to them.

Further analysis of the data collected in this study could reveal the degree of compliance with art slide libraries in academic settings meet the standards proposed by ARLIS/NA.\textsuperscript{55} Data could be collected to assess the reactions of slide curators to these standards, regarding their feasibility and
whether they are appropriate in most fine arts slide collections.

More work is needed in the development of a philosophy of slide librarianship. Communications between curators and their users should be emphasized, especially in the academic setting. The intimate nature of the curator/client relationship should be nurtured to produce better services to all users.

An on-site study, combining the techniques of structured observation and interviews would also be of great benefit to the further study in slide library functioning. Data reported in the current study could be confirmed or refuted and expanded upon. Further, the interactions between staff and users could be observed and analysed to find areas of strength and weakness.

Finally, the physical conditions and arrangement of the collections in various art slide libraries could be analysed to provide suggestions for the improvement of services through the development of better facilities.
END NOTES


7Duncan.


20 Diamond.

21 Esau.


24 Freudenthal.

25 Freudenthal, p. 113.


27 Simons and Tansey.


30 Bradfield, Slide Collections.


33 Roberts.


35 Standards.

36 Standards.

37 Standards, p. 25.


39 Standards, p. 22.


44 Irvine, Slide Libraries.


47 Coates.
48 Coates.

49 Irvine, *Slide Libraries*.


51 *Standards*, p. 19-32.


53 Greer, p. 79.

54 Greer, p. 80.

55 *Standards*, p. 19-32.
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Toyne, D. "Requests at Falmouth School of Art." ARLIS/NA Newsletter, No. 24 (September, 1975), 17-18.


APPENDIX A
April 29, 1983

Dear Librarian:

I am conducting a research study for my master's thesis concerning the services provided by academic art slide libraries. Please assist me by having the enclosed questionnaires completed and return them to me. Your packet should include one copy of the green Preliminary Information form, five copies of the blue Library Staff form, and five copies of the yellow Library Users form.

These questionnaires will be used to gather data concerning the services and users in academic art slide libraries. The primary goal of this project is to measure the success of slide libraries in meeting the needs of their users. Suggestions will be made, based on the data collected, to assist slide librarians and curators in developing and/or adapting classification, retrieval and information delivery systems and services. Very little research has been done in art and slide libraries. It is hoped that this study will aid slide curators and librarians in meeting their primary goal of addressing the specific needs of users in an individual library.

Please complete the Preliminary Information form yourself, along with one of the Library Staff forms. Then have four of your staff (or each staff member if you have fewer than five employees) fill out the remaining Library Staff forms. Include student assistants in the completion of the Library Staff forms, if you use students in the operation of your slide library.

Finally, have five users of the library complete the Library Users forms. If you do not have five different users in the library within the next two weeks please return as many completed forms as you are able to collect. It would be appreciated if you would include various types of users in the completion of these forms; i.e. faculty, students, staff, public users, etc.

If you have questions or comments about the survey please contact me:
Kathryn Rippeteau Smith
413 Homewood
Emporia, Kansas 66801
316-343-1200, Ext. 246
316-343-2935, after 6:00 p.m.

Nancy Delaurier, slide curator at the University of Missouri at Kansas City, and editor of the International Bulletin for Photographic Documentation of the Visual Arts, has offered to publish a summary of the survey's results. If you or any other respondent would like a fuller report on the project please let me know.

Thank you for your cooperation in the collection of data for this survey. Please use the enclosed self-addressed, stamped envelope to return the completed questionnaires. I will look forward to your responses.

Sincerely,

Kathryn Rippeteau Smith
SLIDE LIBRARY SERVICES SURVEY
PRELIMINARY INFORMATION

Survey is to be completed by the librarian or curator. Only one completed
questionnaire is needed for this form. Please provide as complete data as possible.

List the number of staff members in the slide library for each job category
and give the number of hours worked per week if part time.

- Curator/Librarian
- Assistant Curator/Assistant Librarian
- Technical and Production Staff
- Clerical Staff
- F.T.E. Student Assistants
- Other (Specify)

Indicate your educational background, marking all appropriate degrees earned.

- No college degree
- DA
- BFA
- BSE
- BS
- MA (Specify major)
- MFA (Specify major)
- MLS
- Ph.D (Specify major)
- Other (Specify)

Estimate the number of slides held in your collection.

- Fewer than 10,000
- 10,000 to 24,999
- 25,000 to 49,999
- 50,000 to 99,999
- 100,000 to 200,000
- Over 200,000

3a. Estimate the number of slides your library acquires annually.

- Under 1000
- 1000 to 4999
- 5000 to 9999
- 10,000 to 20,000
- Over 20,000

3b. What percentage of your acquisitions are to replace slides in your collection?


3c. What percentage of your acquisitions are to duplicate slides in your collection?


3d. Do you routinely produce slides for your collection?

- Yes
- No

Explain, if necessary

3e. Does your collection include any of the following materials?

- Lantern slides
- Photographs
- Printed materials for check-out or reference
- Other (Specify)

3f. What percentage of your materials use is due to the items listed in

3e above?


(OVER)
SLIDE LIBRARY SERVICES SURVEY - PRELIMINARY INFORMATION

4. What classification system is used for the slides in your collection? If more than one if two or more systems are used, explain if necessary.
   — Fogg Museum
   — University of California, Santa Cruz
   — University of Minnesota
   — Columbia University

5. Do you have any of the following tools available for use in local retrieval of slides in your collection?
   — Authority lists
   — Indexes
   — Card catalog
   — Book catalog
   — Computerized classification
   — Computerized retrieval system
   — Self-indexing classification
   — Other (Specify)

6. What type of slide storage system does your library use?
   — Filing drawer cabinets
   — Tray or magazine storage
   — Visual display rack cabinets
   — Plastic sleeve storage
   — Other (Specify)

7. Do you maintain a "core" or "survey" collection separate from the main collection?
   — Yes
   — No

7a. Do you maintain any other collections separate from the main collection?
   — Yes
   — No

7b. Do you keep slides in "lecture modules"?
   — Yes
   — No

7c. Do you routinely include duplicates of slides in your collection?
   — Yes
   — No

8. Which departments are served by your library? (Check all departments served)
   — Art (Studio)
   — Art History
   — Architecture
   — Art Education
   — Design
   — Other (Specify)

9. What degree programs are offered within the department(s) served by your library? (Check all degrees appropriate)
   — BFA (Studio)
   — BFA (Art History)
   — BSE (Art Education)
   — MA (Art History)
   — MFA
   — Ph.D
   — Other (Specify)
SLIDE LIBRARY SERVICES SURVEY
LIBRARY STAFF FORM

1. Check the highest degree you have attained and provide your area of major concentration:
   BFA BA BS BSE MA MFA MLS Ph.D Student
   OTHER (Specify) Major concentration

2. What is your job title/year in school?

3. What is the stated purpose of your slide library? (Rank the choices listed or mark NA if not applicable in your library)
   To support the university curriculum
   To assist faculty in research activities
   To assist faculty in lecture preparation
   To assist students in study and research activities
   Other (Specify)

4. Does the slide library primarily serve:
   Faculty Students Other (Specify)

5. Is this in keeping with the library's stated purpose?
   Yes No Explain, if necessary

6. Does your library have a written policy manual?
   Yes No Don't know

7. Does your library have written goals and objectives?
   Yes No Don't know

8. If your library has goals and objectives, are they being met?
   Yes No Explain, if necessary

9. Who is served in your library? (Rank the choices listed or mark NA if not served by your library. Specify any conditions placed on the service provided to each group, i.e. in-house use only)
   Department Faculty
   Other On-Campus Faculty
   Department Graduate Students
   Department Undergraduate Students
   Other On-Campus Students
   Department Staff
   Other On-Campus Staff
   Other Users (Specify)

10. Would the purpose of your library be better served by including any user group(s) not now being served?
    Yes No If yes, list the group(s)

11. Would the mission of the library be better served by excluding any user group(s) from service?
    Yes No If yes, list the group(s)

12. Which group makes the most use of the slide library?
    (OVER)
Purpose of this questionnaire is to measure the understanding slide library staff of library operations, goals and objectives, and services needed by library users, in comparison with the responses of library users. Therefore, input that reflects your personal knowledge and opinions of the library and its operations is needed.

Please complete the questionnaire on your own. If you are uncertain about a question, do your best to answer it to the best of your ability, or leave it blank. When completed, return the questionnaire to your librarian. Thank you for your cooperation.

Sincerely,

[Signature]

Lyn Rippeleau Smith
Associate Professor
School of Library and Information Management
Wichita State University
Wichita, Kansas 67260
SLIDE LIBRARY SERVICES SURVEY
LIBRARY STAFF FORM

check the highest degree you have attained and provide your area of major
fraction:

BFA BA BS BSE MA MFA MLS Ph.D STUDENT

OTHER (Specify) Major concentration

What is your job title/year in school?

What is the stated purpose of your slide library? (Rank the choices listed or
mark NA if not applicable in your library)

To support the university curriculum
To assist faculty in research activities
To assist faculty in lecture preparation
To assist students in study and research activities
Other (Specify)

Does the slide library primarily serve:

Faculty Students Other (Specify)

Is this in keeping with the library's stated purpose?

Yes No Explain, if necessary

Does your library have a written policy manual.

Yes No Don't know

Does your library have written goals and objectives?

Yes No Don't know

If your library has goals and objectives, are they being met?

Yes No Explain, if necessary

Who is served in your library? (Rank the choices listed or mark NA if not
served by your library. Specify any conditions placed on the service provided
to each group, i.e. in-house use only)

Department Faculty
Other On-Campus Faculty
Department Graduate Students
Department Undergraduate Students
Other On-Campus Students
Department Staff
Other On-Campus Staff
Other Users (Specify)

Would the purpose of your library be better served by including any
user group(s) not now being served?

Yes No If yes, list the group(s)

Would the mission of the library be better served by excluding any
user group(s) from service?

Yes No If yes, list the group(s)

Which group makes the most use of the slide library?

(OVER)
3. What services are offered by the slide library? (Check all appropriate and specify any conditions placed on the service, i.e. length of check-out)
   ___ Assistance in locating images
   ___ Circulation of materials
   ___ Preparation for lectures
   ___ Slide filing
   ___ Servicing/staffing study areas
   ___ Collection development/slide acquisition
   ___ Slide production
   ___ Selective dissemination of slides and/or information
   ___ Reference/research services
   ___ Inter-library loans
   ___ Special orders
   ___ Pathfinders
   ___ User orientation and instruction
   ___ Classification, cataloging and indexing
   ___ Processing of materials
   ___ Collection maintenance and conservation
   ___ Other (Specify)

3a. Would the purpose of the library be better served by offering services not now offered?
   ___ Yes ___ No If yes, list the service(s).

3b. Would the purpose of the library be better served by discontinuing service(s) now being offered?
   ___ Yes ___ No If yes, list the service(s).

4. When selecting slides, do most of your users browse or seek specific images?
   ___ Browse ___ Seek specific images ___ Don't know

5. Are you meeting the needs of your primary user group?
   ___ Yes ___ No Explain, if necessary
   Of other users?
   ___ Yes ___ No Explain, if necessary

Please attach any comments you have concerning your efforts to meet the needs of slide library users.
The purpose of this questionnaire is to measure the needs of slide library users in comparison with the responses made by library staff members. In order to do this, data will be collected from all types of users in slide libraries. Input that reflects the local knowledge of library operations and ideas about services is needed.

Complete the questionnaire on your own. If you are uncertain about a question, answer to the best of your ability, or leave it blank. When completed, return it to your librarian. Thank you for your cooperation.

Appeteau Smith
University Librarian
Library and Information Management
Kansas City, Missouri 66101
SLIDE LIBRARY SERVICES SURVEY
LIBRARY USERS FORM

1. Check the highest degree you have earned and provide your area of major concentration:
   __BFA __BA __BS __BSE __MA __MFA __MLS __Ph.D __STUDENT
   __OTHER (Specify) ____________ Major concentration: ____________

2. Is your job title/year in school? __________________________________________________________________________

3. What is the purpose of the slide library? (Rank the choices listed below or mark NA if not applicable to your library)
   - To support the university curriculum
   - To assist faculty in research activities
   - To assist faculty in lecture preparation
   - To assist students in study and research activities
   - Don't know
   - Other (Specify) ___________________________________________________________________

4. Does the slide library primarily serve --
   - Faculty ______ Students ______ Don't know ______ Other (Specify) ______________

5. Is this in keeping with the library's purpose?
   - Yes ______ No ______ Don't know

6. Are you aware of a written policy manual in the slide library?
   - Yes ______ No ______ If yes, are you familiar with the manual? ______ Yes ______ No

7. Are you aware of written goals and objectives in the slide library?
   - Yes ______ No ______ If yes, are you familiar with the goals and objectives? ______ Yes ______ No

8. If the library has written goals and objectives, are they being met?
   - Yes ______ No ______ Don't know

9. Which group listed below best describes your status as a slide library user? (Check only one group)
   - Department Faculty ______ Other On-Campus Faculty
   - Department Graduate Student ______ Other On-Campus Student
   - Department Undergraduate ______ Other On-Campus Staff
   - Department Staff ______ Other (Specify) ______________

10. Are conditions or limitations placed on your use of the slide library?
    - Yes ______ No ______ If yes, explain: ________________________________________________

(OVER)
3. What services are currently available to you in the slide library? (Check appropriate services listed)

- Assistance in locating images
- Preparation for lectures
- Servicing/staffing study areas
- Slide production
- Reference/research
- Special orders
- User orientation and instruction
- Processing of materials
- Classification and indexing
- Collection development/acquisition
- Inter-library loans
- Pathfinders
- Selective dissemination of information
- Collection maintenance/conser...
- Other (Specify)

3a. Would your needs be better met if some of the services listed above, which are not now available to you, were offered?

- Yes
- No

If yes, list the service(s):

3b. Are there any services now offered to you that are not needed or that you do not use?

- Yes
- No

If yes, list the service(s):

4. When selecting slides, do you prefer to browse or do you seek specific images?

- Browse
- Seek specific images
- Both

5. Are you usually able to find slides and/or information you need --
   With assistance from a library staff member?

- Yes
- No

Explain, if necessary

Without assistance from library staff?

- Yes
- No

Explain, if necessary

6. Are your needs for photographic images and/or information pertaining to the slide library's collection fully met by the services currently offered?

- Yes
- No

Explain, if necessary

Please attach any other comments you might have concerning the slide library, its staff, and their efforts to serve the library users.
* Indicates packets received after data analysis had begun.

Christine Hilker, Curator,
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Slide Curator
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Ms. Helen J. Kosher  
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Art History Department  
Riverside, CA  92521

Mrs. Christine A. Bunting  
University of California-Santa Cruz  
McHenry Library  
Santa Cruz, CA  96064

Ms. Kathleen Snyder  
Colorado College  
Art Slide Library, Packard Hall  
Colorado Springs, CO  80903

Miss Helen Chillman  
Yale Art & Architecture Library,  
Slide & Photo Gallery  
Box 1605A Yale Station  
New Haven, CT  06520

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College of Fine Arts  
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Edith Leigh Gates, Librarian
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Slide Curator, Slide Library
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Annex "B"
Atlanta, GA 30322

Librarian, Slide Library,
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Slide Librarian, Northern Illinois University
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DeKalb, IL 60115

Eileen Fry, Slide Librarian
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Curator of Visual Materials
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Mary Heck, Slide Librarian
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Ursala Stammler
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University of Kansas
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Anita Peeters, Slide Librarian
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Ms. Sara R. Phillips
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Slide Librarian, Department of Art
Jewett Arts Center
Wellesley College
Wellesley, MA 02181

Curator of Slides & Photographs
Slide & Photograph Collection
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* Jennifer L. Hehman  
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Head of Slides, Fine Arts Library  
University of Pennsylvania Slide Collection  
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* Slide and Photograph Archivist  
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University Park, PA 15802
Slide Librarian
College of Architecture
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Houston, TX  77004

Christine Sundt, Curator
Art History Slide and Photograph Collection
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Madison, WI  53706

John J. Taormina
George Washington University
Art Department Slide Library
801 22nd St. NW
Washington, DC  20052
APPENDIX B
survey is to be completed by the librarian or curator. Only one completed questionnaire is needed for this form. Please provide as complete data as possible.

List the number of staff members in the slide library for each job category and give the number of hours worked per week if part time.

- Curator/Librarian
- Assistant Curator/Assistant Librarian
- Technical and Production Staff
- Clerical Staff
- F.T.E. Student Assistants
- Other (Specify)

Indicate your educational background, marking all appropriate degrees earned.

- No college degree 16
- B.A. (Specify major) 17
- B.F.A. 18
- B.S.E. 19
- Ph.D. (Specify major) 20
- Other (Specify)

Estimate the number of slides held in your collection.

- Fewer than 10,000
- 10,000 to 24,999
- 25,000 to 49,999
- Over 200,000

3a. Estimate the number of slides your library acquires annually.

- Under 1000
- 1000 to 4999
- 5000 to 9999
- Over 20,000

3b. What percentage of your acquisitions are to replace slides in your collection?

3c. What percentage of your acquisitions are to duplicate slides in your collection?

3d. Do you routinely produce slides for your collection?

- Yes
- No

3e. Does your collection include any of the following materials?

- Lantern slides 27
- Photographs 29
- Printed materials 28
- Other (Specify) 30

3f. What percentage of your materials use is due to the items listed in 3e above?

(0VER)
4. What classification system is used for the slides in your collection? (Check more than one if two or more systems are used. Explain if necessary)
   ___ Fogg Museum  36   Dewey Decimal Classification
   ___ University of California, Santa Cruz  37   Library of Congress
   ___ University of Minnesota  38   Other (Specify)
   ___ Columbia University  39

5. Do you have any of the following tools available for use in location and retrieval of slides in your collection?
   ___ Authority lists  44   Computerized classification
   ___ Indexes  45   Computerized retrieval system
   ___ Card catalog  46   Self-indexing classification
   ___ Book catalog  47   Other (Specify)

6. What type of slide storage system does your library use?
   ___ Filing drawer cabinets  51   Visual display rack cabinets
   ___ Tray or magazine storage  52   Plastic sleeve storage
   ___ Other (Specify)

7. Do you maintain a "core" or "survey" collection separate from the main slide collection?
   ___ Yes  ___ No   Explain, if necessary

7a. Do you maintain any other collections separate from the main collection?
   ___ Yes  ___ No   Explain, if necessary

7b. Do you keep slides in "lecture modules"?
   ___ Yes  ___ No   Explain, if necessary

7c. Do you routinely include duplicates of slides in your collection?
   ___ Yes  ___ No   Explain, if necessary

8. Which departments are served by your library? (Check all departments served)
   ___ Art (Studio)  64   Art Education
   ___ Art History  65   Design
   ___ Architecture  66   Other (Specify)

9. What degree programs are offered within the department(s) served by your library? (Check all degrees appropriate)
   ___ B.A.  71   M.A. (Art History)
   ___ B.F.A. (Studio)  72   M.F.A
   ___ B.F.A. (Art History)  73   Ph.D
   ___ B.S.E. (Art Education)  74   Other (Specify)

I.D. coding for Type of Survey - columns 75, 76
SLIDE LIBRARY SERVICES SURVEY
LIBRARY STAFF FORM

Please check the highest degree you have attained and provide your area of major concentration:

BFA  BA  BS  BSE  MA  MFA  MLS  Ph.D  STUDENT

OTHER (Specify)  Major concentration

Is your job title/year in school? ____________________________________________________________

What is the stated purpose of your slide library? (Rank the choices listed or mark NA if not applicable in your library)

____ To support the university curriculum
____ To assist faculty in research activities
____ To assist faculty in lecture preparation
____ To assist students in study and research activities
____ Other (Specify)

la. Does the slide library primarily serve:

____ Faculty  ____ Students  ____ Other (Specify) ________________________________________

lb. Is this in keeping with the library's stated purpose?

____ Yes  ____ No  Explain, if necessary

lc. Does your library have a written policy manual.

____ Yes  ____ No  ____ Don't know

ld. Does your library have written goals and objectives?

____ Yes  ____ No  ____ Don't know

le. If your library has goals and objectives, are they being met?

____ Yes  ____ No  Explain, if necessary

Who is served in your library? (Rank the choices listed or mark NA if not served by your library. Specify any conditions placed on the service provided to each group, i.e. in-house use only)

____ Department Faculty
____ Other On-Campus Faculty
____ Department Graduate Students
____ Department Undergraduate Students
____ Other On-Campus Students
____ Department Staff
____ Other On-Campus Staff
____ Other Users (Specify)

2a. Would the purpose of your library be better served by including any user group(s) not now being served?

____ Yes  ____ No  If yes, list the group(s)

2b. Would the mission of the library be better served by excluding any user group(s) from service?

____ Yes  ____ No  If yes, list the group(s)

2c. Which group makes the most use of the slide library? ____________________________

(Over)
3. What services are offered by the slide library? (Check all appropriate, and specify any conditions placed on the service, i.e. length of check-out)

33 _____ Assistance in locating images
34 _____ Circulation of materials
35 _____ Preparation for lectures
36 _____ Slide filing
37 _____ Servicing/staffing study areas
38 _____ Collection development/slide acquisition
39 _____ Slide production
40 _____ Selective dissemination of slides and/or information
41 _____ Reference/research services
42 _____ Inter-library loans
43 _____ Special orders
44 _____ Pathfinders
45 _____ User orientation and instruction
46 _____ Classification, cataloging and indexing
47 _____ Processing of materials
48 _____ Collection maintenance and conservation
49 _____ Other (Specify)

3a. Would the purpose of the library be better served by offering services not now offered?

50, 51 _____ Yes _____ No If yes, list the service(s)

3b. Would the purpose of the library be better served by discontinuing service(s) now being offered?

52, 53 _____ Yes _____ No If yes, list the service(s)

4. When selecting slides, do most of your users browse or seek specific images?

54 _____ Browse _____ Seek specific images _____ Don't know

5. Are you meeting the needs of your primary user group?

55, 56 _____ Yes _____ No Explain, if necessary

57, 58 _____ Yes _____ No Explain, if necessary

Please attach any comments you have concerning your efforts to meet the needs of slide library users.

59
SLIDE LIBRARY SERVICES SURVEY
LIBRARY USERS FORM

5. Concentration: BFA  BA  BS  BSE  MA  MFA  MLS  Ph.D  STUDENT
   OTHER (Specify)  __________________________ Major concentration: ________________

6. What is your job title/year in school? ____________________________________________________________________________

7. What is the purpose of the slide library? (Rank the choices listed below or mark NA if not applicable to your library)
   ______ To support the university curriculum
   ______ To assist faculty in research activities
   ______ To assist faculty in lecture preparation
   ______ To assist students in study and research activities
   ______ Don't know
   ______ Other (Specify) ______________________________________________________

8. 1a. Does the slide library primarily serve --
       ______ Faculty  ______ Students  ______ Don't know  ______ Other (Specify)

9. 1b. Is this in keeping with the library's purpose?
       ______ Yes  ______ No  ______ Don't know

10. 1c. Are you aware of a written policy manual in the slide library?
       ______ Yes  ______ No  If yes, are you familiar with the manual? ______ Yes  ______ No

11. 1d. Are you aware of written goals and objectives in the slide library?
       ______ Yes  ______ No  If yes, are you familiar with the goals and objectives? ______ Yes  ______ No

12. 1e. If the library has written goals and objectives, are they being met?
       ______ Yes  ______ No  ______ Don't know

Which group listed below best describes your status as a slide library user?
(Check only one group)

   ______ Department Faculty  ______ Other On-Campus Faculty
   ______ Department Graduate Student  ______ Other On-Campus Student
   ______ Department Undergraduate  ______ Other On-Campus Staff
   ______ Department Staff  ______ Other (Specify) __________________________

13. 2a. Are conditions or limitations placed on your use of the slide library?
       ______ Yes  ______ No  If yes, explain:

(OVER)
3. What services are currently available to you in the slide library? (Check all appropriate services listed)

- Assistance in locating images
- Preparation for lectures
- Servicing/staffing study areas
- Slide filing
- Reference/research
- User orientation and instruction
- Processing of materials
- Other (Specify)

3a. Would your needs be better met if some of the services listed above, which are not now available to you, were offered?

- Yes
- No

If yes, list the service(s)

3b. Are there any services now offered to you that are not needed or that you do not use?

- Yes
- No

If yes, list the service(s)

4. When selecting slides, do you prefer to browse or do you seek specific images?

- Browse
- Seek specific images
- Both

5. Are you usually able to find slides and/or information you need --

With assistance from a library staff member?

- Yes
- No

Explain, if necessary

Without assistance from library staff?

- Yes
- No

Explain, if necessary

6. Are your needs for photographic images and/or information pertaining to the slide library's collection fully met by the services currently offered?

- Yes
- No

Explain, if necessary

Please attach any other comments you might have concerning the slide library, its staff, and their efforts to serve the library users.
SLIDE LIBRARY SERVICES SURVEY
DATA COLLECTION SHEET

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## SLIDE LIBRARY SERVICES SURVEY
### DATA COLLECTION SHEET

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APPENDIX C
SLIDE LIBRARY SERVICES SURVEY
PRELIMINARY INFORMATION

This survey is to be completed by the librarian or curator. Only one completed questionnaire is needed for this form. Please provide as complete data as possible.

List the number of staff members in the slide library for each job category and give the number of hours worked per week if part time.

- Curator/Librarian 0=1; 1=2; 2=0; 3=0; 4=0; 5=0; 6=0; 7=0
- Assistant Curator/Assistant Librarian 0=19; 1=8; 2=1; 3=1; 4=0; 5=1; 6=0; 7=0
- Technical and Production Staff 0=19; 1=9; 2=1; 3=0; 4=0; 5=1; 6=0; 7=0
- Clerical Staff 0=2; 1=6; 2=0; 3=2; 4=0; 5=0; 6=0; 7=0
- F.T.E. Student Assistants 0=6; 1=10; 2=4; 3=3; 4=3; 5=2; 6=0; 7=0
- Other (Specify) 0=26; 1=3; 2=1; 3=0; 4=0; 5=0; 6=0; 7=0

Indicate your educational background, marking all appropriate degrees earned.

- 1 No college degree 14 MA (Specify major)
- 2 DA 2 MFA (Specify major)
- 1 BFA 12 MLS
- 0 BSE 1 Ph.D (Specify major)
- 2 BS 5 Other (Specify)

Estimate the number of slides held in your collection.

- 1 Fewer than 10,000 10 50,000 to 99,999
- 0 10,000 to 24,999 8 100,000 to 200,000
- 3 25,000 to 49,999 1 Over 200,000

3a. Estimate the number of slides your library acquires annually.

- 2 Under 1000 3 10,000 to 20,000
- 12 1000 to 4999 1 10,000 to 20,000
- 12 5000 to 9999

3b. What percentage of your acquisitions are to replace slides in your collection? __________ % 28 responses

3c. What percentage of your acquisitions are to duplicate slides in your collection? __________ % 26 responses

3d. Do you routinely produce slides for your collection?

- 26 Yes 4 No Explain, if necessary 4 comments

3e. Does your collection include any of the following materials?

- 16 Lantern slides 16 Photographs
- 12 Printed materials 7 Other (Specify) for check-out or reference

3f. What percentage of your materials use is due to the items listed in 3e above? __________ % 24 responses

(OVER)
4. What classification system is used for the slides in your collection? (Check more than one if two or more systems are used. Explain if necessary)  
- Fogg Museum  
- University of California, Santa Cruz  
- University of Minnesota  
- Columbia University  
- Dewey Decimal Classification  
- Library of Congress  
- Other (Specify)  
- Comment:  

5. Do you have any of the following tools available for use in location and retrieval of slides in your collection?  
- Authority lists  
- Indexes  
- Card catalog  
- Book catalog  
- Computerized classification system  
- Computerized retrieval system  
- Self-indexing classification system  
- Other (Specify)  

6. What type of slide storage system does your library use?  
- Filing drawer cabinets  
- Tray or magazine storage  
- Visual display rack cabinets  
- Plastic sleeve storage  
- Other (Specify)  

7. Do you maintain a "core" or "survey" collection separate from the main slide collection?  
- Yes  
- No  
- Explain, if necessary  
- 9 comments  

7a. Do you maintain any other collections separate from the main collection?  
- Yes  
- No  
- Explain, if necessary  
- 10 comments  

7b. Do you keep slides in "lecture modules"?  
- Yes  
- No  
- Explain, if necessary  

7c. Do you routinely include duplicates of slides in your collection?  
- Yes  
- No  
- Explain, if necessary  
- 8 comments  

8. Which departments are served by your library? (Check all departments served)  
- Art (Studio)  
- Art History  
- Architecture  
- Art Education  
- Design  
- Other (Specify)  

9. What degree programs are offered within the department(s) served by your library? (Check all degrees appropriate)  
- MA (Art History)  
- MFA  
- Ph.D  
- Other (Specify)
SLIDE LIBRARY SERVICES SURVEY
LIBRARY STAFF FORM

Use check the highest degree you have attained and provide your area of major concentration:

- BFA
- BA
- BS
- BSE
- MA
- MFA
- MLS
- PhD
- STUDENT
- OTHER (Specify)

Major concentration

What is your job title/year in school?

What is the stated purpose of your slide library? (Rank the choices listed or mark NA if not applicable in your library)

- To support the university curriculum
- To assist faculty in research activities
- To assist faculty in lecture preparation
- To assist students in study and research activities
- Other (Specify)

Does the slide library primarily serve:

- Faculty
- Students
- Other (Specify)

Is this in keeping with the library's stated purpose?

- Yes
- No
- Explain, if necessary

Does your library have a written policy manual?

- Yes
- No
- Don't know

Does your library have written goals and objectives?

- Yes
- No
- Don't know

If your library has goals and objectives, are they being met?

- Yes
- No
- Explain, if necessary

Who is served in your library? (Rank the choices listed or mark NA if not served by your library. Specify any conditions placed on the service provided to each group, i.e. in-house use only)

- Department Faculty
- Other On-Campus Faculty
- Department Graduate Students
- Department Undergraduate Students
- Other On-Campus Students
- Department Staff
- Other On-Campus Staff
- Other Users (Specify)

Would the purpose of your library be better served by including any user group(s) not now being served?

- Yes
- No
- If yes, list the group(s)

Would the mission of the library be better served by excluding any user group(s) from service?

- Yes
- No
- If yes, list the group(s)

Which group makes the most use of the slide library?

(Over)
3. What services are offered by the slide library? (Check all appropriate services and specify any conditions placed on the service, i.e. length of check-out period, etc.)

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance in locating images</td>
<td>86</td>
</tr>
<tr>
<td>Circulation of materials</td>
<td>76</td>
</tr>
<tr>
<td>Preparation for lectures</td>
<td>45</td>
</tr>
<tr>
<td>Slide filing</td>
<td>56</td>
</tr>
<tr>
<td>Servicing/staffing study areas</td>
<td>39</td>
</tr>
<tr>
<td>Collection development/slide acquisition</td>
<td>82</td>
</tr>
<tr>
<td>Slide production</td>
<td>72</td>
</tr>
<tr>
<td>Selective dissemination of slides and/or information</td>
<td>31</td>
</tr>
<tr>
<td>Reference/research services</td>
<td>62</td>
</tr>
<tr>
<td>Inter-library loans</td>
<td>10</td>
</tr>
<tr>
<td>Special orders</td>
<td>59</td>
</tr>
<tr>
<td>Pathfinders</td>
<td>1</td>
</tr>
<tr>
<td>User orientation and instruction</td>
<td>77</td>
</tr>
<tr>
<td>Classification, cataloging and indexing</td>
<td>74</td>
</tr>
<tr>
<td>Processing of materials</td>
<td>73</td>
</tr>
<tr>
<td>Collection maintenance and conservation</td>
<td>82</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>8</td>
</tr>
</tbody>
</table>

3a. Would the purpose of the library be better served by offering services not now offered?

- 18 Yes
- 68 No

If yes, list the service(s)

3b. Would the purpose of the library be better served by discontinuing any service(s) now being offered?

- 5 Yes
- 63 No

If yes, list the service(s)

4. When selecting slides, do most of your users browse or seek specific images?

- 3 Browse
- 69 Seek specific images
- 17 Don't know

5. Are you meeting the needs of your primary user group?

- 85 Yes
- 4 No

Explain, if necessary

Of other users?

- 80 Yes
- 8 No

Explain, if necessary

Please attach any comments you have concerning your efforts to meet the needs of slide library users.

13 Comments
SLIDE LIBRARY SERVICES SURVEY
LIBRARY USERS FORM

Please check the highest degree you have earned and provide your area of major concentration: 3. BFA 14. BA 2. BS 0. BSE 13. MA 6. MFA 0. MLS 14. Ph.D 7. STUDENT 8. OTHER (Specify) __________ Major concentration: __________

What is your job title/year in school? ____________________________________________

What is the purpose of the slide library? (Rank the choices listed below or mark NA if not applicable to your library)

- To support the university curriculum O=0; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9
- To assist faculty in research activities O=0; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9
- To assist faculty in lecture preparation O=0; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9
- To assist students in study and research activities O=0; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9
- Don't know O=0; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9
- Other (Specify) O=0; 1=1; 2=2; 3=3; 4=4; 5=5; 6=6; 7=7; 8=8; 9=9

1a. Does the slide library primarily serve --
   7. Faculty 8. Students 2. Don't know 11. Other (Specify) ______________

1b. Is this in keeping with the library's purpose?
   7. Yes 12. No 7. Don't know

1c. Are you aware of a written policy manual in the slide library?
   38. Yes 56. No
   If yes, are you familiar with the manual?

1d. Are you aware of written goals and objectives in the slide library?

1e. If the library has written goals and objectives, are they being met?

Which group listed below best describes your status as a slide library user? (Check only one group)

- 57. Department Faculty 7. Other On-Campus Faculty
- 19. Department Graduate Student 1. Other On-Campus Student
- 4. Department Undergraduate 1. Other On-Campus Staff
- 5. Department Staff 3. Other (Specify) ______________

2a. Are conditions or limitations placed on your use of the slide library?
   46. Yes 47. No
   If yes, explain: ________________

(OVER)
3. What services are currently available to you in the slide library? (Check all appropriate services listed)

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance in locating images</td>
<td>50%</td>
</tr>
<tr>
<td>Preparation for lectures</td>
<td>30%</td>
</tr>
<tr>
<td>Servicing/staffing study areas</td>
<td>65%</td>
</tr>
<tr>
<td>Slide production</td>
<td>8%</td>
</tr>
<tr>
<td>Reference/research</td>
<td>7%</td>
</tr>
<tr>
<td>Special orders</td>
<td>70%</td>
</tr>
<tr>
<td>User orientation and instruction</td>
<td>21%</td>
</tr>
<tr>
<td>Processing of materials</td>
<td>75%</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>3%</td>
</tr>
</tbody>
</table>

3a. Would your needs be better met if some of the services listed above, which are not now available to you, were offered?

- Yes 15%
- No 74%

If yes, list the service(s)

3b. Are there any services now offered to you that are not needed or that you do not use?

- Yes 9%
- No 82%

If yes, list the service(s)

4. When selecting slides, do you prefer to browse or do you seek specific images?

- Browse 7%
- Seek specific images 24%
- Both equally 52%

5. Are you usually able to find slides and/or information you need --
With assistance from a library staff member?

- Yes 88%
- No 2%

Explain, if necessary

Without assistance from library staff?

- Yes 84%
- No 7%

Explain, if necessary

6. Are your needs for photographic images and/or information pertaining to the slide library's collection fully met by the services currently offered?

- Yes 63%
- No 29%

Explain, if necessary

Please attach any other comments you might have concerning the slide library, its staff, and their efforts to serve the library users.
APPENDIX D
The following list is of the various "special" collections held by libraries participating in this study. The number following each collection title represents the number of libraries that reported holding such a collection.

African (1)
Archives (2)
Black & White views, not further specified (1)
Chronological sets, not further specified (1)
Circulating collection (1)
Color Theory (1)
Commercial slide sets, not further specified
DADA Archive (1)
Dance (1)
English (1)
Faculty personal collections (1)
Gallery Exhibitions (1)
Humanities (2)
Interior Design (1)
KU (University of Kansas) (1)
Minor Arts (1)
Nelson-Atkins Museum of Art (1)
Non-Western (1)
Recruiting (1)
Slide/tape sets on specialized themes, not further specified (5)

State Design Awards (1)

Student works (1)

Study collections (2)

Techniques (1)

Tribal Arts (1)

Urban Design (1)

Visual Communications (1)