AN ABSTRACT OF THE THESIS OF

Kathryn Rippeteau Smith for the degree, Master of Library Science in Library and Information Management, presented on 7-29-83

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

Abstract Approved: *Ronald P Hacelleck*

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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A Thesis

Presented to

the School of Library and Information Management
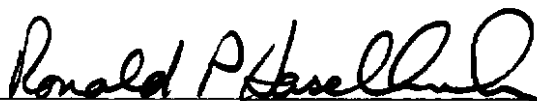
Emporia State University

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In Partial Fulfillment

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Master of Library Science

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by

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PREFACE

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, <u>Slide Libraries: A Guide for Academic Institutions, Museums, and Special Collections</u>, 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

J. Murray Atkins Library slide collection on the
University of North Carolina campus at Charlotte.[6]

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.[7]

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.[8]

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 [9]; Diamond, 1969 [10]; Esau, 1972 [11]; Evans, Evans and Melik, 1975 [12]; Tansey, 1975 [13]; Patton, 1976 [14]; and the proceedings of several art association conferences held from 1978 through 1981 [15], [16], [17]. Most recently DeLaurier, 1982 [18]; and Kirkpatrick, 1982 [19], 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."[20] 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."[21] 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."[22] J.R. Freudenthal, a teacher, dealt with many of the same feelings in his article, "The Slide as a Communication Tool."[23] Freudenthal contended that most librarians and media specialists have ignored the problem of "intellectual access to slides."[24] 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."[25]

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 [26], Wendell W. Simons and Luraine C. Tansey [27], and John

Sunderland.[28]

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,"[29] and her more extensive work, Slide Collections: A User Requirements Survey.[30]

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"

slides.

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.[31] 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.[32] 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."[33]*

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*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.[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.[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[41] and the 1983 membership list

of the Visual Resources Association.[42] 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
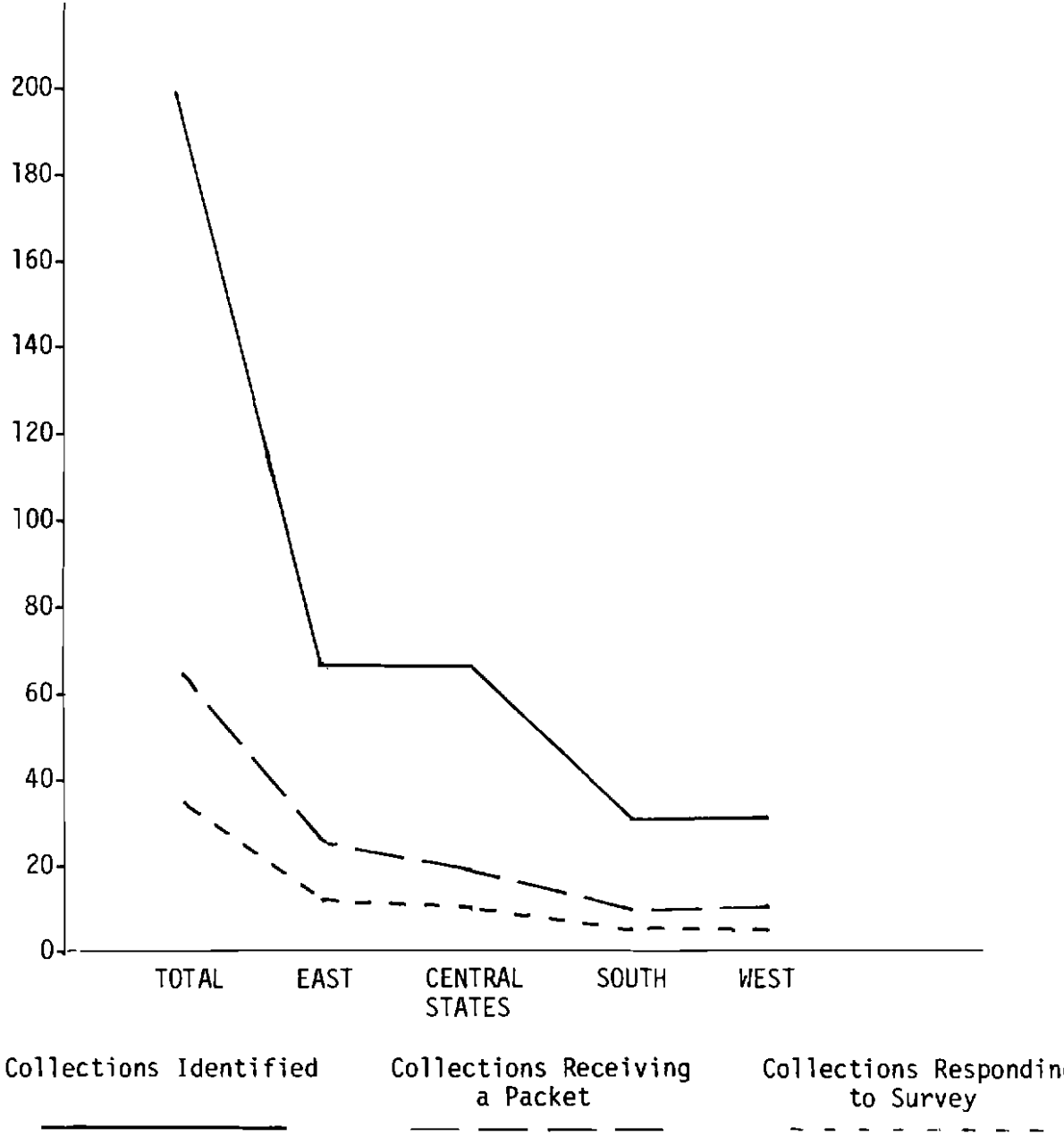
Fig. 1

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 isolatedfrom 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 maintined within a centralized visual resources library. Figure 2 shows the proportional relationships of this distribution.

SUBJECT SPECIALTY DISTRIBUTION
OF FINE ARTS SLIDE COLLECTIONS
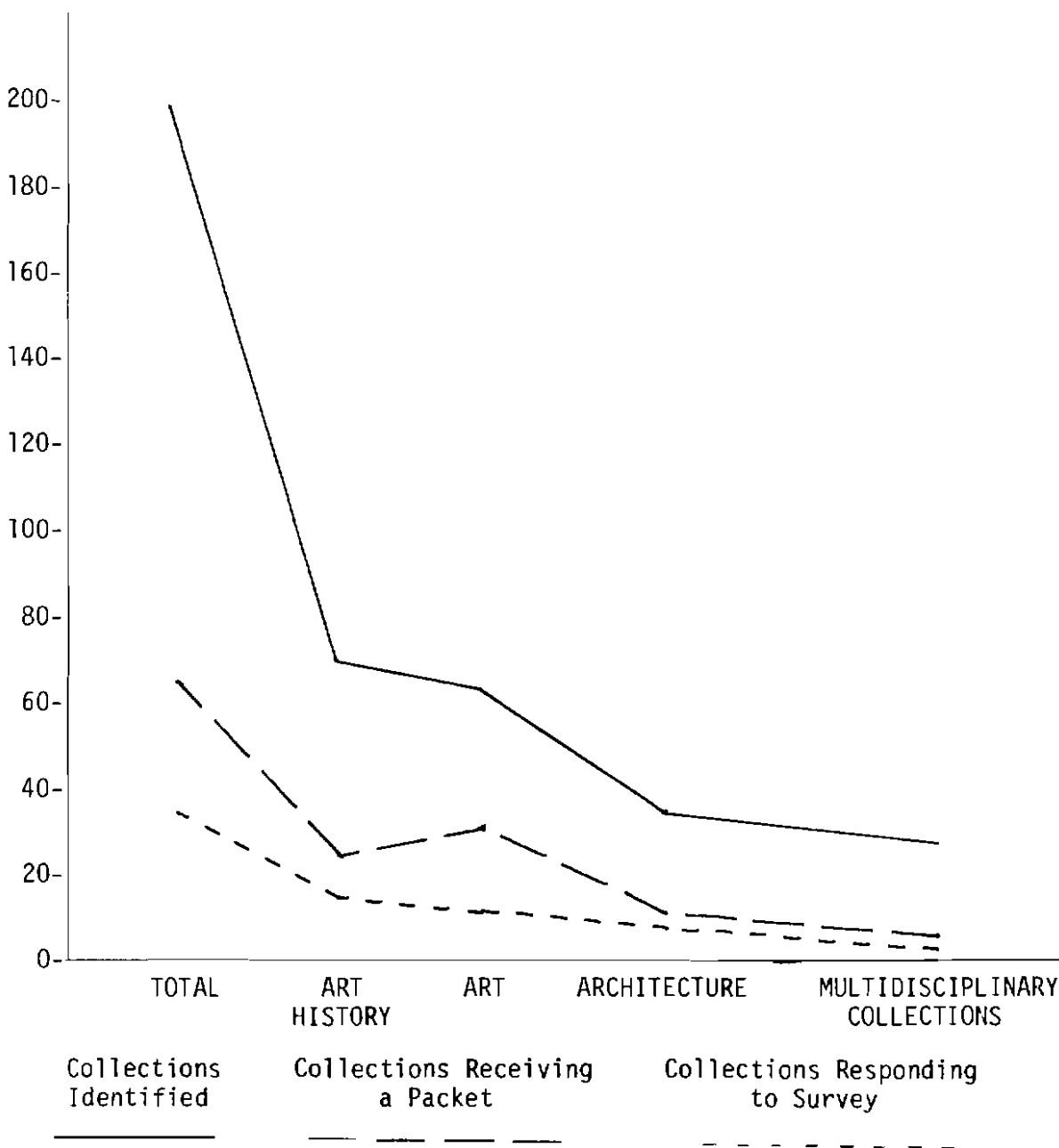
Fig. 2

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
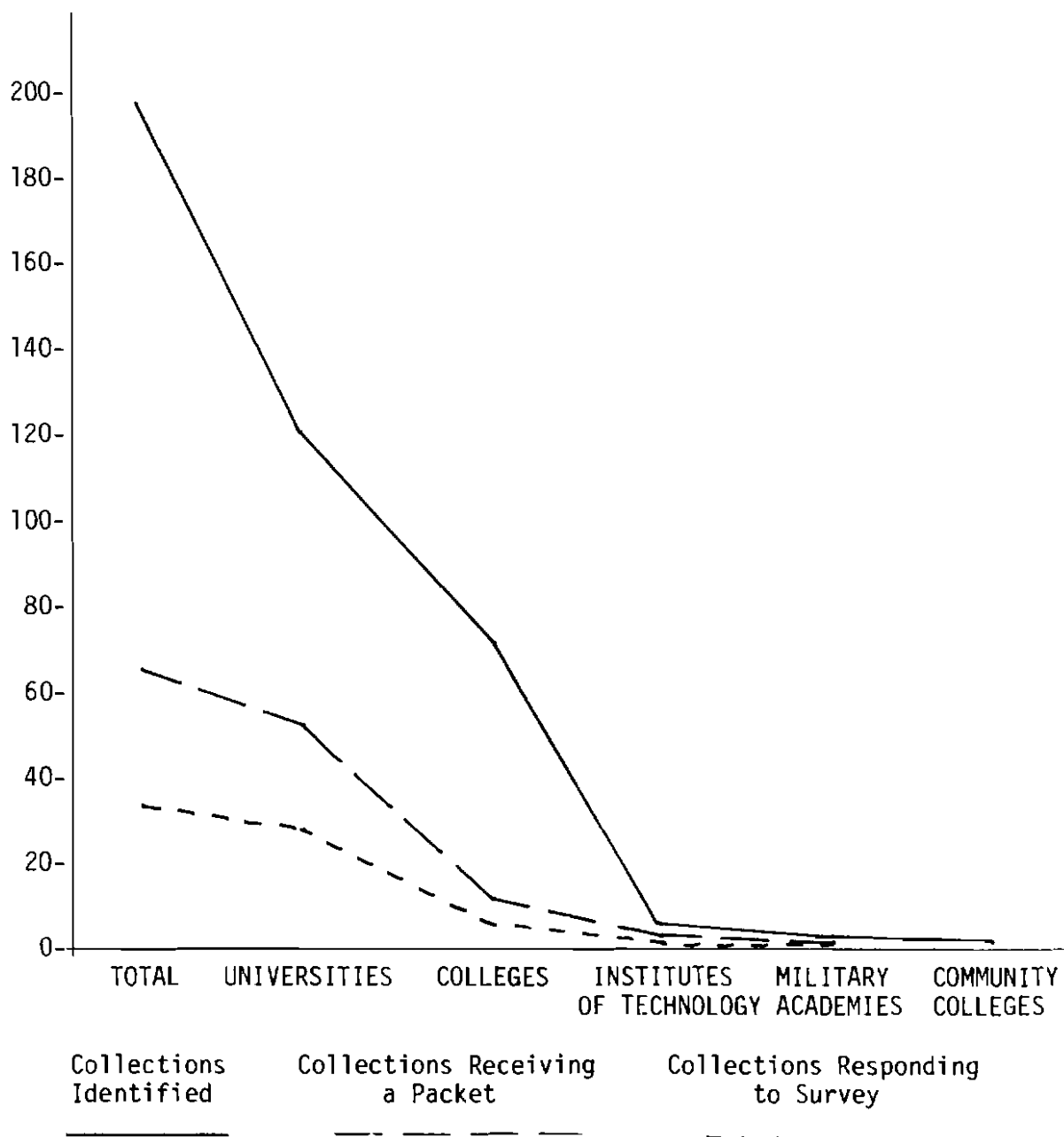
Fig. 3

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 respondant 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 respondants 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 sepcified 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.[43] The survey was made in 1970 and studied the staffing patterns in slide libraries at that time.[44] 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 respondants to her
survey) working in a university collection who held
both graduate degrees in Art History and in Library
Science.[45] 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.[46] 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.[47] 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.[48]

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

1 = Irvine Study   2 = Current Study
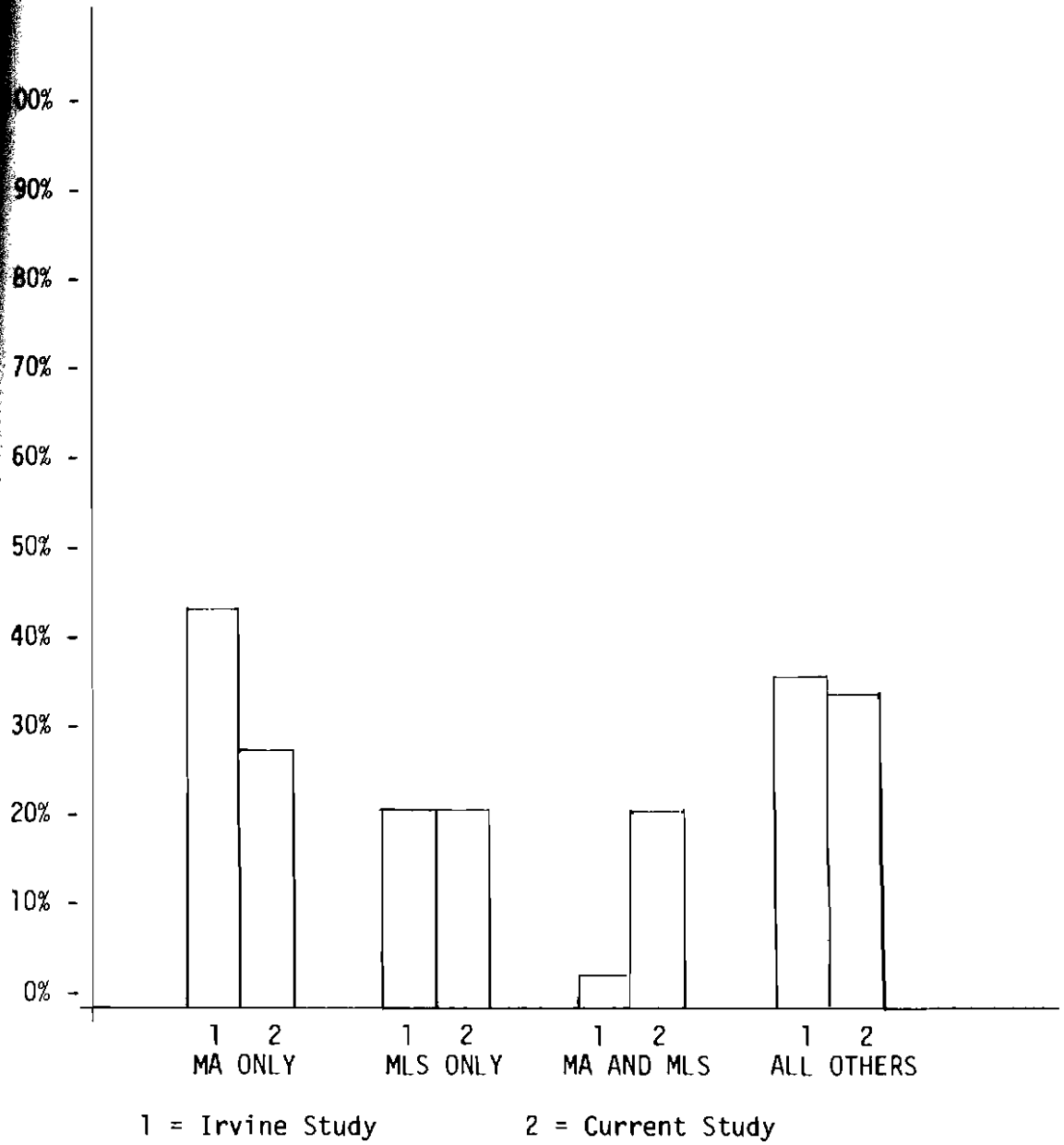
Fig. 4

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.

Fewer than 10,000	1 (3.33%)
10,000 - 24,999	0
25,000 - 49,999	3 (10%)
50,000 - 99,999	10 (33.33%)
100,000 - 200,000	8 (26.67%)
Over 200,000	8 (26.67%)

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
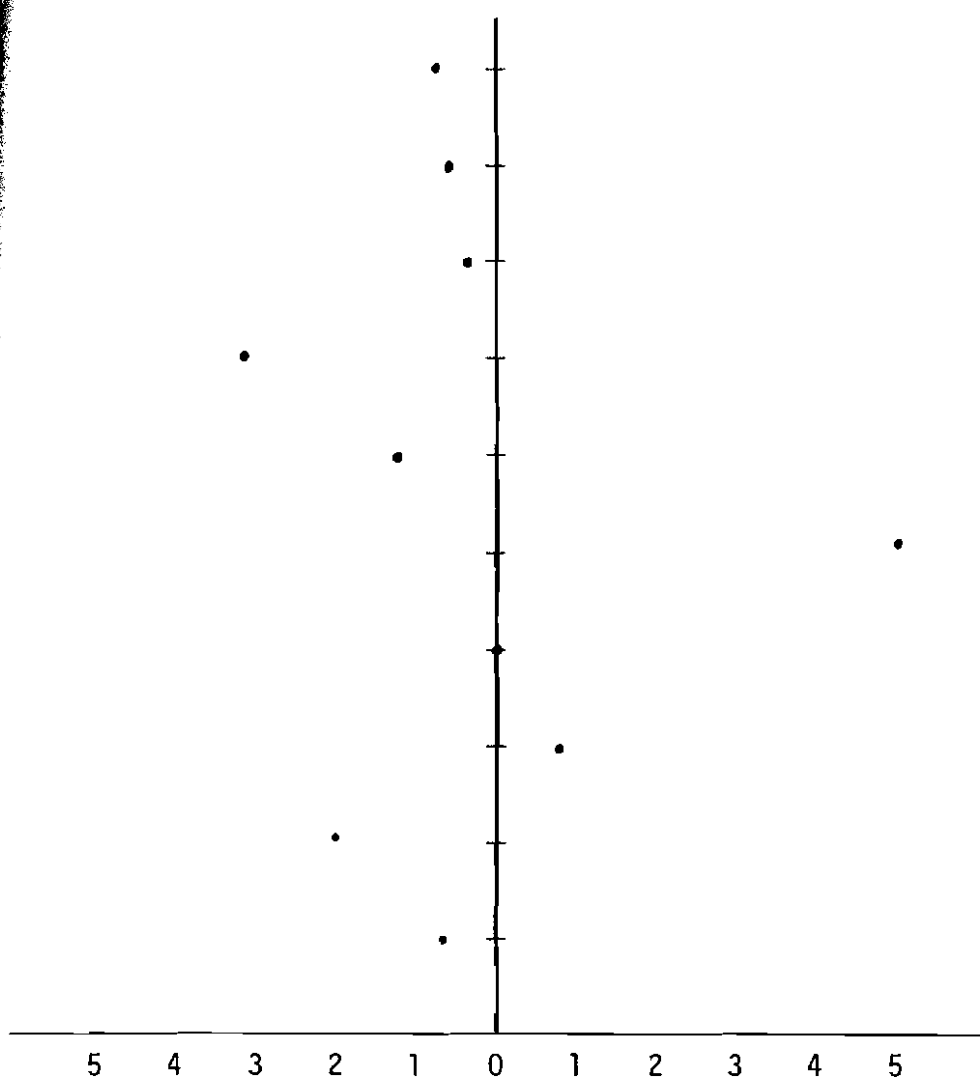
Fig. 5

CORRELATION OF COLLECTION SIZE
TO STAFF SIZE
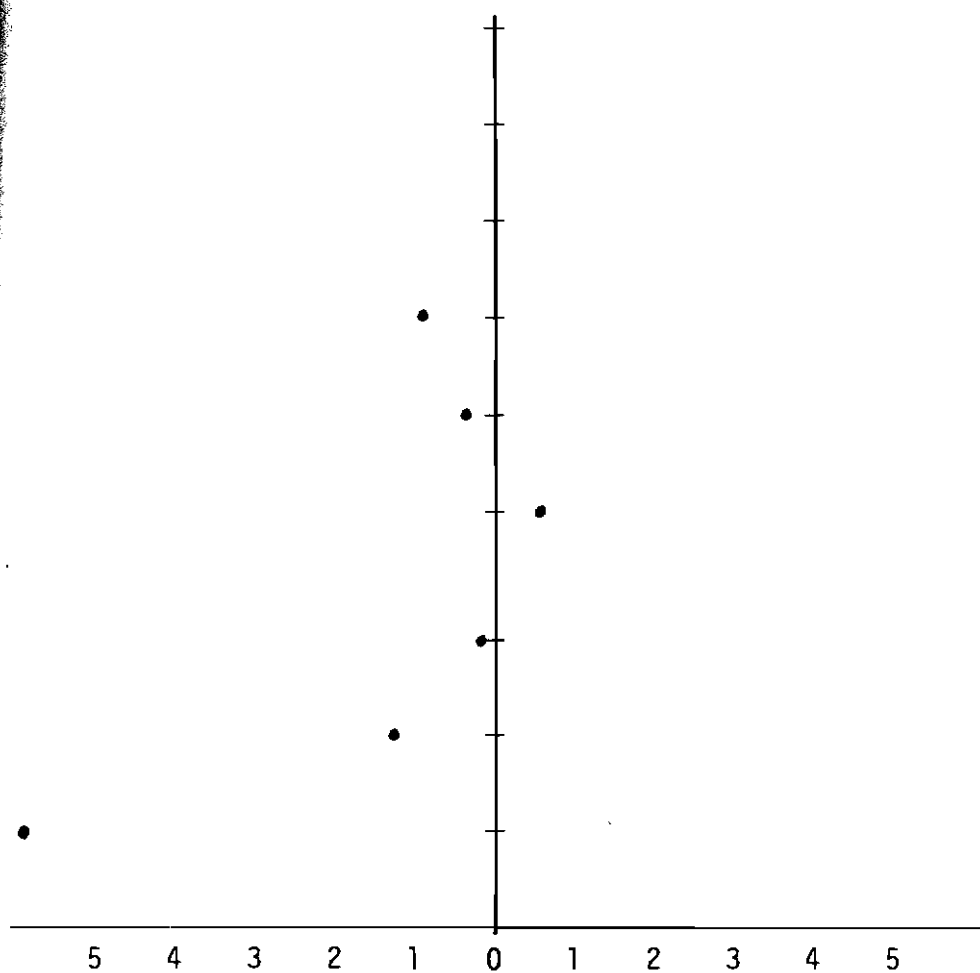
Fig. 6

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
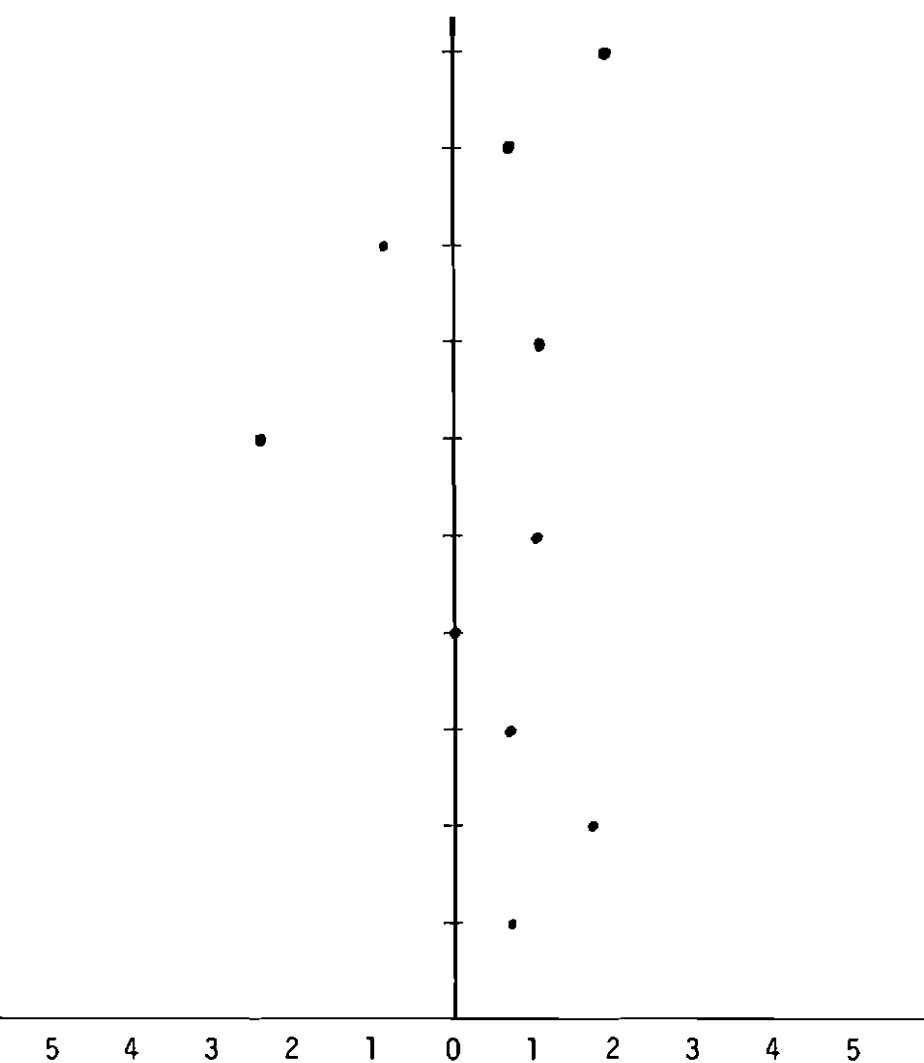
Fig. 7

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
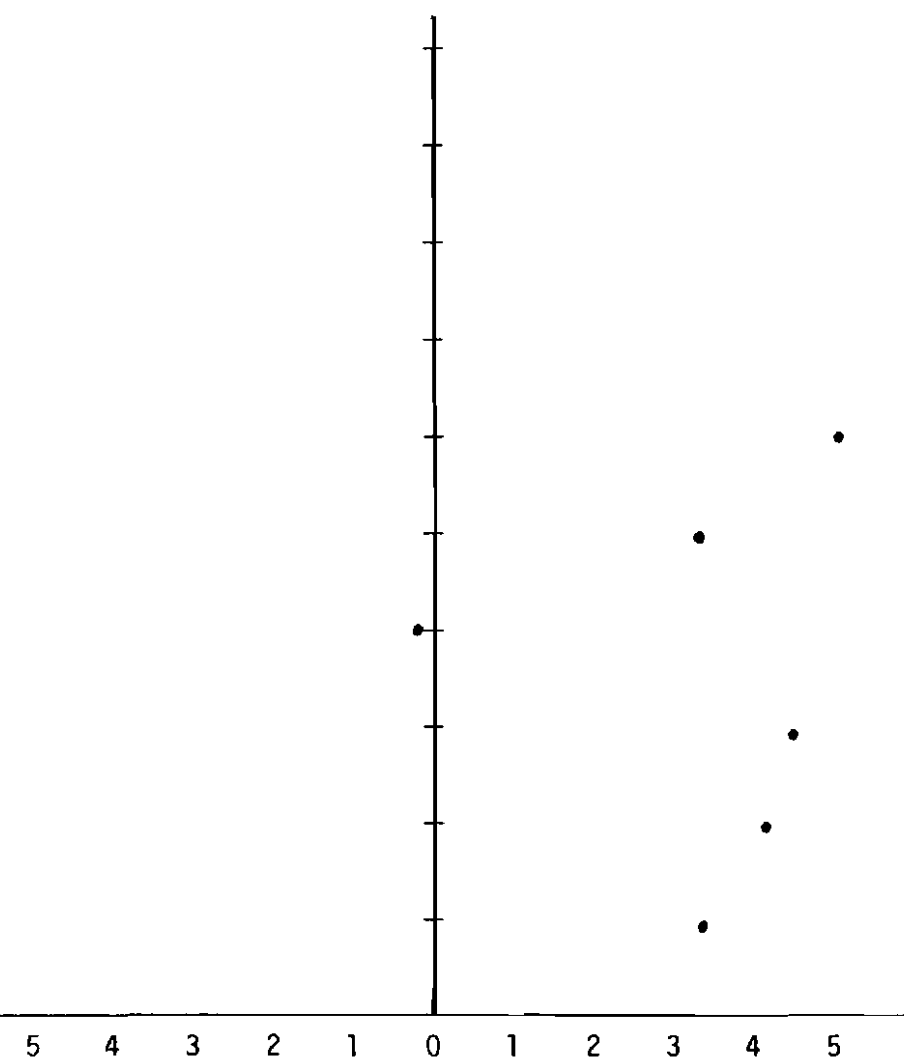
Fig. 8

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 occuring 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 occured 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 curatos 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 occuring 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 sytem 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.[50]

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 <u>routinely</u> 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 correlatioon 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
occuring 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.[51] 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 1e 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:

<div style="margin-left:2em">

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

</div>

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 fist 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 lirary 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 pollicy 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 assitants.

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 priveleges 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

5   4   3   2   1   0   1   2   3   4   5
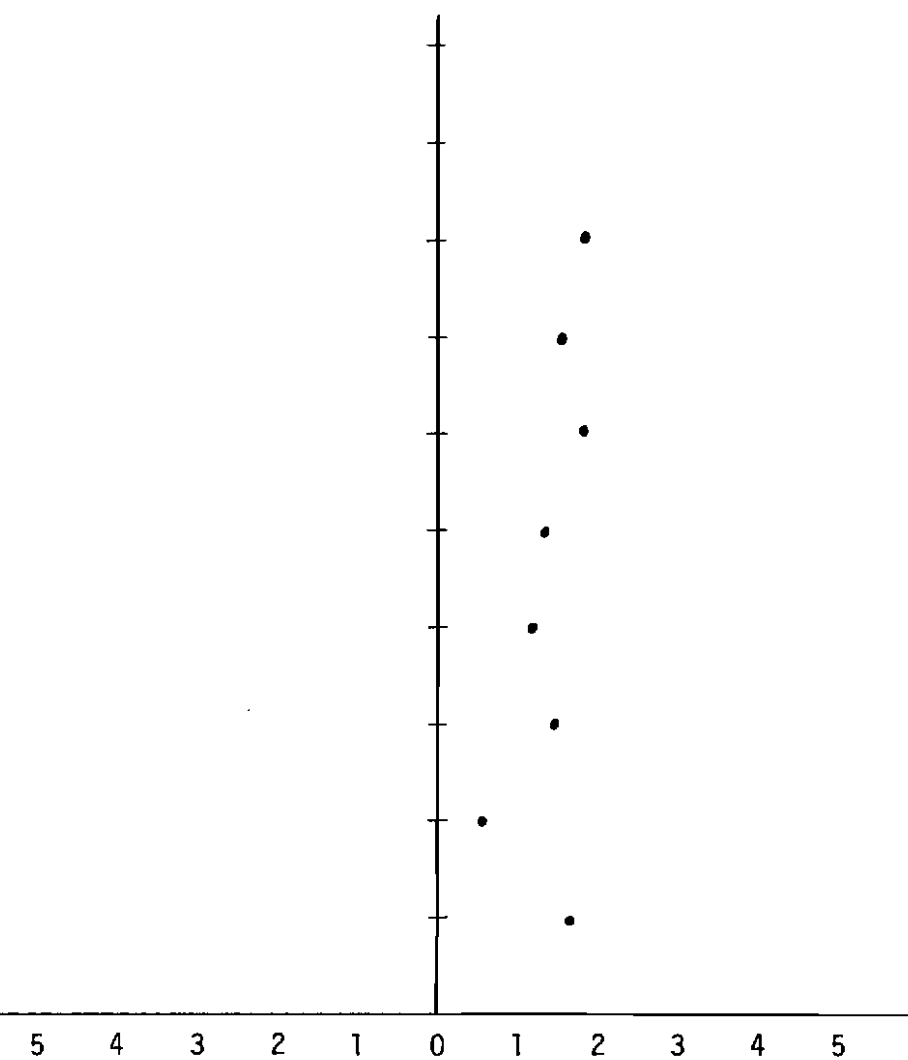
Fig. 9

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/he library provides the service.

Assistance in locating images	86	(95.56%)
Refiling of slides	86	(95.56%)
Classification, cataloging and indexing	84	(93.33%)

Collection development/ acquisition	82 (91.11%)
Collection maintenance and conservation	82 (91.11%)
User orientation and instruction	77 (85.56%)
Circulation of materials	76 (84.444%)
Processing of materials	73 (81.11%)
Slide production	72 (80%)
Reference/research	62 (68.89%)
Special orders	59 (65.56%)
Preparation for lectures	45 (50%)
Servicing/staffing of study areas	39 (43.33%)
Selective dissemination of slides and/or information (SDI)	31 (34.44%)
Interlibrary loan	10 (11.11%)
Other (see specific listing of services below)	8 (8.89%)
Pathfinders	1 (1.11%)

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 Informatin 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

| | UNDER 10,000 | 10,000- 24,999 | 25,000- 49,999 | 50,000- 99,999 | 100,000- 200,000 | OVER 200,000 | AVERAGE |
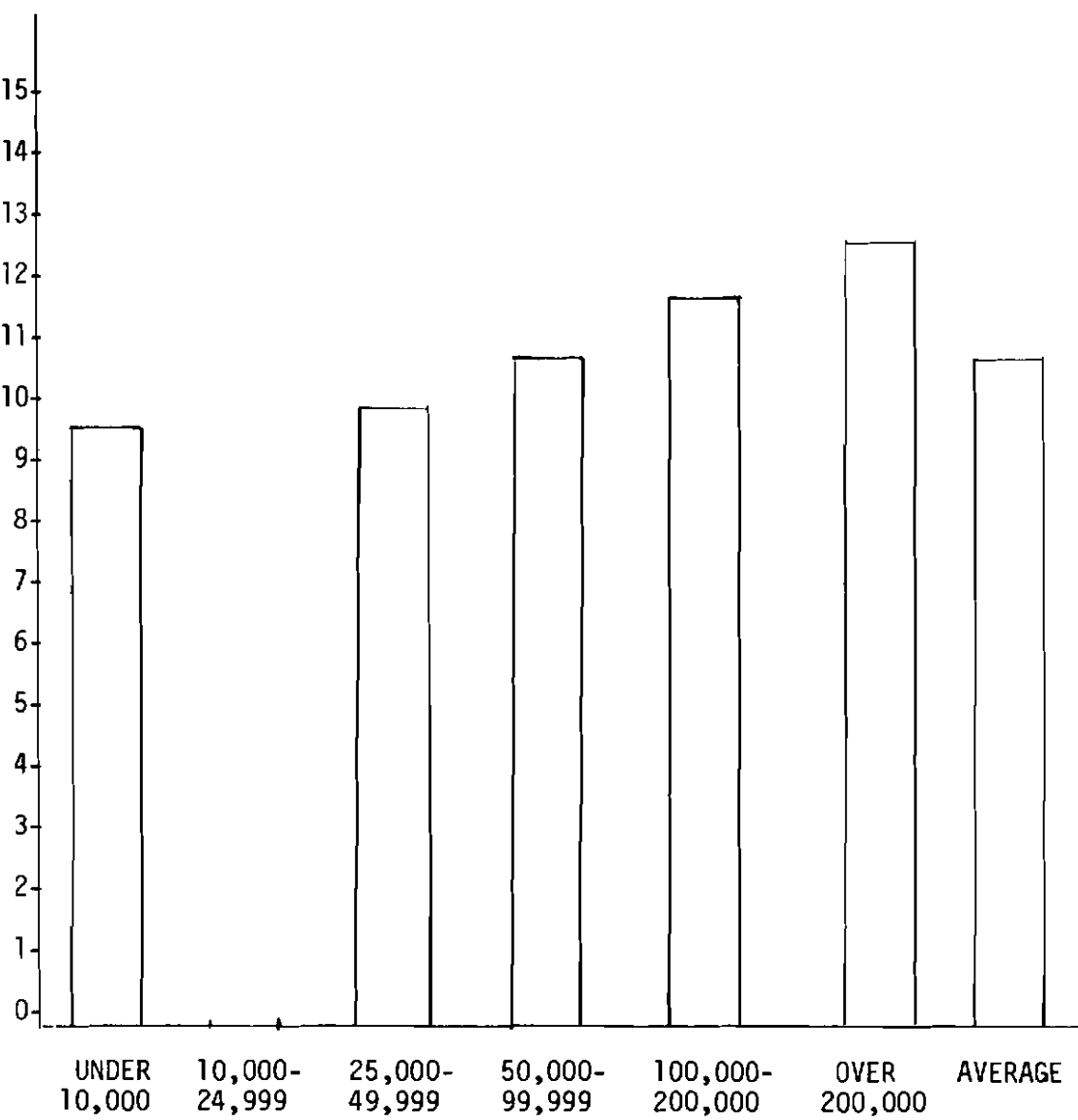
Fig. 10

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 slie 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 priveleges
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:

Variable circulation time limits
depending on status of the user 8 (8.89%)

Circulation services provided
including A-V equipment   5 (5.56%)

Circulation for only 24 hours   4 (4.45%)

Circulation of slides allowed
only for the period of
instuction or presentation   3 (3.34%)

Study and preparation space
provided, but without assistance
from the library staff   2 (2.23%)

User orientation provided only
on request   2 (2.23%)

Reference/research done for
art history staff only   2 (2.23%)

Circulation in-house only   2 (2.23%)

Circulation to faculty only   1 (1.12%)

Circulation of a limited number
of slides   1 (1.12%)

Circulation for three days only   1 (1.12%)

Selective dissemination of
slides to faculty only   1 (1.12%)

Interlibrary loan to local
museum for 24 hour use period   1 (1.12%)

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%)

User orientation and instruction 1 (1.12%)

Classification, cataloging
and indexing   1 (1.12%)

Processing of materials   1 (1.12%)

Better dissemination of
information about the library's
services and acquisitions   1 (1.12%)

Preparation for lectures   1 (1.12%)

Subject indexing of collection 1 (1.12%)

Mandatory orientation and
instruction of all new students
and faculty   1 (1.12%)

Support and maintenance of the
mounted print collection   1 (1.12%)

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 Libary 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:

Ph.D.	42 (44.21%)
BA	14 (14.74%)
MA (Art History)	13 (13.69%)
MFA	6 (6.32%)
BFA	3 (3.16%)

BS	2 (2.11%)
MS in Architecture	2 (2.11%)
B. Architecture	1 (1.06%)
M. Architecture History	1 (1.06%)
M. Urban Planning	1 (1.06%)
M. Philosophy	1 (1.06%)
Student	7 (7.37%)

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 universiy 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 1a, several made comments, which included:

> "More service to students is desireable,"

> "Service should be equal to faculty and students

The responses of users to Question 1b correlated to their responses to Question 1a 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 1b. 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 1c, 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 1e 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 1d and 1e. A direct correlation of only 0.0648, with a significance factor of 0.05, was found between Question 1e and the first part of Question 1d (Are you aware of written goals and objectives in your library?). However, a correlation of 0.7226 was found between the responses to Question 1e with those in the second part of Question 1d (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%)

Must place a marker in the
file when removing a slide   7 (7.37%)

Informal, case by case,
check-out limits are set   6 (6.32%)

Must formally check out
each slide used   3 (3.16%)

Case by case consideration is
given to any use other than for
classroom presentations   3 (3.16%)

Art History Department has
precedence over other users   3 (3.16%)

Slide cannot be used for
study by students   3 (3.16%)

24 hour use limit   2 (2.11%)

Two day check out for classroom
preparation only   2 (2.11%)

Must select slides, fill
carousels and leave in
slideroom until used in class   2 (2.11%)

Reservations of slides allowed
one week in advance   2 (2.11%)

On-campus use only   2 (2.11%)

Users are expected to cooperate
with other users and staff in
meeting all users' needs   2 (2.11%)

Limited access to
projection rooms   1 (1.06%)

Must formally check out
all equipment   1 (1.06%)

Must have permission of
slide librarian for use   1 (1.06%)

50 slide check-out limit   1 (1.06%)

Three day check-out limit   1 (1.06%)

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.

COMPARISON OF SLIDE LIBRARY STAFF AND USER RESPONSES
SERVICES AVAILABLE

1 - Assistance in locating images
2 - Slide filing
3 - Collection maintenance/conservation
4 - Classification, cataloging and indexing
5 - Collection development/acquisition
6 - Slide production
7 - User orientation and instruction
8 - Circulation of materials
9 - Processing of materials
10 - Special orders
11 - Reference/research
12 - Preparation for lectures
13 - Servicing/staffing of study areas
14 - Selective dissemination of slides/information
15 - Interlibrary loan
16 - Other services
17 - Pathfinders

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 discrepency 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 priveleges 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

1 = Staff   2 = Users
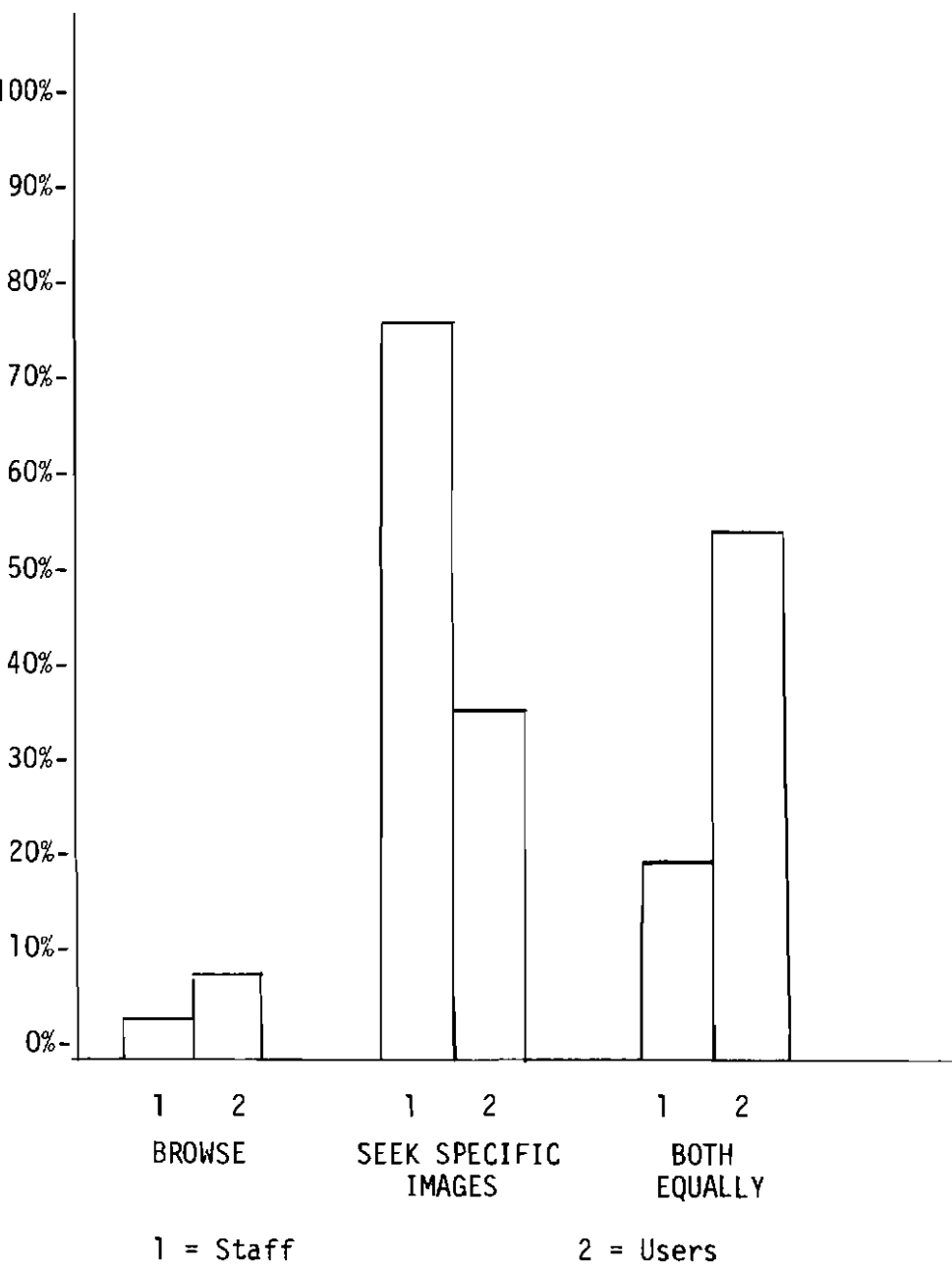
Fig. 12

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 resondents (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 refiled, 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

here. 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 wih 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 resondent 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 to 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's 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 neds 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.[52] Greer goes on to say that in most libraries, "the service is reactive in nature, functioning only at the initiative of a client."[53] 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.[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.

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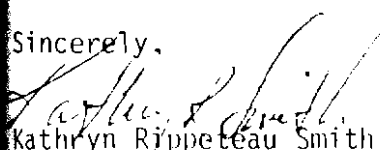
If you have questions or comments about the survey please contact me:
> Kathryn Rippeteau Smith
> 413 Homewood
> Emporia, Kansas   66801
> 316-343-1200, Ext. 246
> 316-343-2935, after 6:00 p.m.

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 respondant 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

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

st the number of staff members in the slide library for each job category
d 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)

ndicate your educational background, marking all appropriate degrees earned.

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

stimate the number of slides held in your collection.

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

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

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

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

_____ %

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)

classification system is used for the slides in your collec
than one if two or more systems are used. Explain if neces

____ Fogg Museum   ____ Dewey Decimal Clas

____ University of California,   ____ Library of Congres
Santa Cruz

                                                ____ Other (Specify)

____ University of Minnesota   Comment:

____ Columbia University

ou have any of the following tools available for use in loc
ieval of slides in your collection?

____ Authority lists   ____ Computerized classificati

____ Indexes   ____ Computerized retrieval sys

____ Card catalog   ____ Self-indexing classificati

____ Book catalog   ____ Other (Specify)

type of slide storage system does your library use?

____ Filing drawer cabinets   ____ Visual display rack cabine

____ Tray or magazine storage   ____ Plastic sleeve storage

____ Other (Specify)

ou maintain a "core" or "survey" collection separate from the main sl
ection?

____ Yes   ____ No   Explain, if necessary

Do you maintain any other collections separate from the main coll

     ____ Yes   ____ No   Explain, if necessary

Do you keep slides in "lecture modules"?

     ____ Yes   ____ No   Explain, if necessary

Do you routinely include duplicates of slides in your collection?

     ____ Yes   ____ No   Explain, if necessary

departments are served by your library? (Check all departments serve

____ Art (Studio)   ____ Art Education

____ Art History   ____ Design

____ Architecture   ____ Other (Specify)

degree programs are offered within the department(s) served by your li
ck all degrees appropriate)

____ BA   ____ MA (Art History)

____ BFA (Studio)   ____ MFA

____ BFA (Art History)   ____ Ph.D

____ BSE (Art Education)   ____ Other (Specify)

e highest degree you have attained and provide your area of major
___BFA ___BA ___BS ___BSE ___MA ___MFA ___MLS ___Ph.D ___STUDENT

___OTHER (Specify)   Major concentration_____

o title/year in school? _____

e stated purpose of your slide library? (Rank the choices listed or
 not applicable in your library)

 support the university curriculum

 assist faculty in research activities

 assist faculty in lecture preparation

 assist students in study and research activities

her (Specify)

es the slide library primarily serve:

___ Faculty   _____ Students   _____ Other (Specify)_____

 this in keeping with the library's stated purpose?

___ Yes   _____ No   Explain, if necessary

es your library have a written policy manual.

___ Yes   _____ No   _____ Don't know

es your library have written goals and objectives?

___ Yes   _____ No   _____ Don't know

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

___ Yes   _____ No   Explain, if necessary

ved in your library? (Rank the choices listed or mark NA if not
 your library. Specify any conditions placed on the service provided
oup, i.e. in-house use only)

partment Faculty

her On-Campus Faculty

partment Graduate Students

partment Undergraduate Students

her On-Campus Students

partment Staff

her On-Campus Staff

her Users (Specify)_____

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

___ Yes   _____ No   If yes, list the group(s)

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

___ Yes   _____ No   If yes, list the group(s)

ich group makes the most use of the slide library?_____

(OVER)

LIBRARY STAFF FORM - INSTRUCTIONS

nis questionnaire is to measure the understanding slide library staff
operations, goals and objectives, and services needed by library users,
th the responses of library users. Therefore, input that reflects your
ge and opinions of the library and its operations is needed.

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

u Smith
iversity
and Information Management
66801

e highest degree you have attained and provide your area of major
___BFA ___BA ___BS ___BSE ___MA ___MFA ___MLS ___Ph.D ___STUDENT
___OTHER (Specify)   Major concentration_____

b title/year in school? _____

e stated purpose of your slide library? (Rank the choices listed or
 not applicable in your library)

 support the university curriculum

 assist faculty in research activities

 assist faculty in lecture preparation

 assist students in study and research activities

her (Specify)

es the slide library primarily serve:

___ Faculty   _____ Students   _____ Other (Specify)_____

 this in keeping with the library's stated purpose?

___ Yes   _____ No   Explain, if necessary

es your library have a written policy manual.

___ Yes   _____ No   _____ Don't know

es your library have written goals and objectives?

___ Yes   _____ No   _____ Don't know

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

___ Yes   _____ No   Explain, if necessary

ved in your library? (Rank the choices listed or mark NA if not
your library. Specify any conditions placed on the service provided
oup, i.e. in-house use only)

partment Faculty

her On-Campus Faculty

partment Graduate Students

partment Undergraduate Students

her On-Campus Students

partment Staff

her On-Campus Staff

her Users (Specify)_____

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

___ Yes   _____ No   If yes, list the group(s)

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

___ Yes   _____ No   If yes, list the group(s)

ich group makes the most use of the slide library? _____

(OVER)

services are offered by the slide library? (Check all appropriate s
specify any conditions placed on the service, i.e. length of check-ou

_ 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)

Would the purpose of the library be better served by offering serv
not now offered?

_____ Yes   _____ No   If yes, list the service

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

_____ Yes   _____ No   If yes, list the service

selecting slides, do most of your users browse or seek specific image

_ Browse   _____ Seek specific images   _____ Don'

you meeting the needs of your primary user group?

_ Yes   _____ No   Explain, if necessary

ther users?

_ Yes   _____ No   Explain, if necessary

tach any comments you have concerning your efforts to meet the needs o
rary users.

DE LIBRARY SERVICES SURVEY
RY USERS FORM - INSTRUCTIONS

re is to measure the needs of slide library users in
ade by library staff members. In order to do this
 types of users in slide libraries. Input that reflects
ary operations and ideas about services is needed.

re on your own. If you are uncertain about a question,
bility, or leave it blank. When completed, return
ank you for your cooperation.

on Management

e highest degree you have earned and provide your area of major

___BFA ___BA ___BS ___BSE ___MA ___MFA ___MLS ___Ph.D ___STUDENT

___OTHER (Specify)_____ Major concentration:_____

title/year in school?_____

e purpose of the slide library? (Rank the choices listed below or
 not applicable to your library)

 support the university curriculum

 assist faculty in research activities

 assist faculty in lecture preparation

 assist students in study and research activities

n't know

her (Specify)_____

es the slide library primarily serve --

culty _____ Students _____ Don't know _____ Other
(Specify)_____

 this in keeping with the library's purpose?

s _____ No _____ Don't know

e you aware of a written policy manual in the slide library?

s _____ No If yes, are you familiar with the
manual? _____ Yes _____ No

e you aware of written goals and objectives in the slide library?

s _____ No If yes, are you familiar with the
goals and objectives? _____ Yes _____ No

 the library has written goals and objectives, are they being met?

s _____ No _____ Don't know

 listed below best describes your status as a slide library user?
 one group)

partment Faculty _____ Other On-Campus Faculty

partment Graduate Student _____ Other On-Campus Student

partment Undergraduate _____ Other On-Campus Staff

partment Staff _____ Other (Specify) _____

e conditions or limitations placed on your use of the slide library?

s _____ No If yes, explain:

(OVER)

. services are currently available to you in the slide library? (Check a
opriate services listed)

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

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)

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)

selecting slides, do you prefer to browse or do you seek specific image

___ Browse   _____ Seek specific images   _____ Both e

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

assistance from a library staff member?

___ Yes   _____ No   Explain, if necessary

out assistance from library staff?

___ Yes   _____ No   Explain, if necessary

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

___ Yes   _____ No   Explain, if necessary

ttach any other comments you might have concerning the slide library, its
nd their efforts to serve the library users.

SURVEY   PACKETS RECEIVED

* Indicates packets received after data analysis
had begun.

    Christine Hilker, Curator,

    Slide Library

    School of Architecture

    216 Vol Walker, University of Arkansas

    Fayetteville, AR   72701

    Slide Curator

    Art Slide Library

    Department of Art History

    University of California, Northridge

    18111 Nordhoff St.

    Northridge, CA   91330

    Slide Curator

    Department of Art

    Stanford University

    Palo Alto, CA   94305

Ms. Helen J. Kosher

University of California-Riverside

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

A-V Librarian, A-V Library

University of Florida,

College of Fine Arts

Gainesville, FL   32611

Edith Leigh Gates, Librarian

Florida A & M University

School of Architecture

Tallahassee, FL   32307

Slide Curator, Slide Library

Emory University, Art History Department

Annex "B"

Atlanta, GA   30322

Librarian, Slide Library,

School of Architecture

Georgia Institute of Technology

Atlanta, GA   30332

Slide Librarian, Northern Illinois University

Slide Library

Art Department

DeKalb, IL   60115

Eileen Fry, Slide Librarian

Indiana University

Fine Arts 415

Bloomington, IL   47405

Curator of Visual Materials

University of Iowa

School of Art

Iowa City, IA   52240

Mary Heck, Slide Librarian

University of Kansas

Lawrence, KS   66045

Ursala Stammler

Curator

Architecture Reading Room

University of Kansas

Lawrence, KS   66045

Anita Peeters, Slide Librarian

Department of Art History

Wichita State University

Wichita, KS   67208

Mrs. Louise Bloomberg

University of Massachusetts-Amherst

Art History-Bartlett Hall

Amherst, MA   01003

Ms. Sara R. Phillips

Harvard University-Fine Arts

Fogg Art Museum

Cambridge, MA   02138

Curator of Slides, Hillyer Slide Room

Art Department, Smith College

Northampton, MA   01063

Slide Librarian, Department of Art

Jewett Arts Center

Wellesley College

Wellesley, MA   02181

Curator of Slides & Photographs

Slide & Photograph Collection

Tappan Hall

Department of the History of Art

University of Michigan

Ann Arbor, MI   48104

Nancy DeLaurier, Slide Curator

204 Fine Arts

University of Missouri-Kansas City

Kansas City, MO   64110

University of Nebraska

Slide Library

Department of Art

Omaha, NE   68901

*   Curator of Visual Resources

Department of Art and Art History

SUNY, Binghamton

Binghamton, NY   13901

Slide and Photo Curator

SUNY, Buffalo

Art History, 345 L Richmond Quad

Elliott Complex

Buffalo, NY   14261

Curator Slides & Photographs,

Slide Library

Department of Art History

55 Goldwin Smith Hall

Cornell University

Ithaca, NY   14850

Ms. Ingeborg Wald

Cornell University

Department of History of Art

35 Goldwin Smith Hall

Ithaca, NY   14853

Steven P. Kowalik

Hunter College

Art Department Slide Library

695 Park Ave.

New York, NY   10021

Slide and Photograph Curator

Fine Arts Department

River Campus Station,

University of Rochester

Rochester, NY   14627

Johanna W. Prins

Syracuse University Bird Library

Slide Collection-Fine Arts Department

Syracuse, NY   13210

Fine Arts Librarian, Library

United States Military Academy

West Point, NY   10996

Jennifer L. Hehman

Ohio State Universiy

History of Art Department

204 Hayes Hall

Columbus, OH   43210

Head of Slides, Fine Arts Library

University of Pennsylvania Slide

Collection

Graduate School of Fine Arts

University of Pennsylvania

34th & Walnut Sts.

Philadelphia, PA   19174

Slide and Photograph Archivist

Department of Art History,

College of Arts and Architecture

Pennsylvania State University

229 Arts II

University Park, PA   15802

Slide Librarian

College of Architecture

University of Houston

Cullen Blvd.

Houston, TX   77004

Christine Sundt, Curator

Art History Slide and Photograph

Collection

Department of Art History,

Madison, WI   53706

John J. Taormina

George Washington University

Art Department Slide Library

801 22nd St. NW

Washington, DC   20052

APPENDIX B

o be completed by the librarian or curator. Only one completed
 needed for this form. **Please** provide as complete data as possible.

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

rator/Librarian

sistant Curator/Assistant Librarian

chnical and Production Staff

erical Staff

.E. Student Assistants

er (Specify)

ur educational background, marking all appropriate degrees earned.

college degree   *16* _____   MA (Specify major) _____

                     17 _____   MFA (Specify major) _____

                     18 _____   MLS

                     19 _____   Ph.D (Specify major) _____

                     20 _____   Other (Specify) _____

e number of slides held in your collection.

ver than 10,000   _____   50,000 to 99,999

,000 to 24,999   _____   100,000 to 200,000

,000 to 49,999   _____   Over 200,000

timate the number of slides your library acquires annually.

___   Under 1000   _____   10,000 to 20,000

___   1000 to 4999   _____   Over 20,000

___   5000 to 9999

at percentage of your acquisitions are to replace slides in your collection

_____%

at percentage of your acquisitions are to duplicate slides in your
llection?

_____%

you routinely produce slides for your collection?

___   Yes   _____   No   Explain, if necessary

es your collection include any of the following materials?

___   Lantern slides   *29* _____   Photographs

__   Printed materials *30* _____   Other (Specify)_____
      for check-out or
      reference

at percentage of your materials use is due to the items listed in
 above?

_____%

(OVER)

classification system is used for the slides in your collection? (Check
than one if two or more systems are used. Explain if necessary)

___ Fogg Museum   *36* ___   Dewey Decimal Classification

___ University of California, *37* ___   Library of Congress
    Santa Cruz   *38* ___   Other (Specify) _____

___ University of Minnesota   Comment:

___ Columbia University   *39*

ou have any of the following tools available for use in location and
ieval 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) _____

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)

ou maintain a "core" or "survey" collection separate from the main slide
ection?

___ Yes   ___ ___   No   Explain, if necessary

    Do you maintain any other collections separate from the main collec
    ____ Yes   ____ No   Explain, if necessary

    Do you keep slides in "lecture modules"?
    ____ Yes   ____ No   Explain, if necessary

    Do you routinely include duplicates of slides in your collection?
    ____ Yes   ____ No   Explain, if necessary

h departments are served by your library? (Check all departments served

___ Art (Studio)   *64* ___   Art Education

___ Art History   *65* ___   Design

___ Architecture   *66* ___   Other (Specify) _____

degree programs are offered within the department(s) served by your li
ck all degrees appropriate)

___ BA   *71* ___   MA (Art History)

___ BFA (Studio)   *72* ___   MFA

___ BFA (Art History)   *73* ___   Ph.D

___ BSE (Art Education)   *74* ___   Other (Specify) _____

I.D. CODING for TYPE of SURVEY - columns 75, 76

e highest degree you have **attained** and provide your area of **major**
___BFA ___BA ___BS ___BSE ___MA ___MFA ___MLS ___Ph.D ___**STUDENT**
___OTHER (Specify)   Major concentration_____

o title/year in school? _____

e stated purpose of your slide library? (Rank the choices listed **or**
 not applicable in your library)

  support the university curriculum

  assist faculty in research activities

  assist faculty in lecture preparation

  assist students in study and research activities

her (Specify)

es the slide library primarily serve:

___ Faculty   _____ Students   _____ Other (Specify)_____

 this in keeping with the library's stated purpose?

___ Yes   _____ No   Explain, if necessary

es your library have a written policy manual.

___ Yes   _____ No   _____ Don't know

es your library have written goals and objectives?

___ Yes   _____ No   _____ Don't know

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

___ Yes   _____ No   Explain, if necessary

ved in your library? (Rank the choices listed or mark NA if not
 your library. Specify any conditions placed on the service provided
oup, i.e. in-house use only)

partment Faculty

her On-Campus Faculty

partment Graduate Students

partment Undergraduate Students

her On-Campus Students

partment Staff

her On-Campus Staff

her Users (Specify)_____

uld the purpose of your library be better served by including **any**
er group(s) not now being **served?**

___ Yes   _____ No   If yes, list the group(s)

uld the mission of the library be better served **by excluding any**
er group(s) from service?

___ Yes   _____ No   If yes, list the group(s)

ich group makes the most use of the slide library?_____

(OVER)

...ervices are offered by the slide library? (Check all appropriate
...ecify any conditions placed on the service, i.e. length of check-o

____ 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)

Would the purpose of the library be better served by offering se
not now offered?

____ Yes   ____ No   If yes, list the servic

Would the purpose of the library be better served by discontinu
service(s) now being offered?

____ Yes   ____ No   If yes, list the servic

...selecting slides, do most of your users browse or seek specific ima

____ Browse   ____ Seek specific images   ____ Do

...ou meeting the needs of your primary user group?

____ Yes   ____ No   Explain, if necessary

...her users?

____ Yes   ____ No   Explain, if necessary

...ach any comments you have concerning your efforts to meet the needs o
...ary users.

59

..D. coding for TYPE of SURVEY — 60, 61

Columns 1, 2, 3, 4

he highest degree you have earned and provide your area of major

___BFA ___BA ___BS ___BSE ___MA ___MFA ___MLS ___Ph.D ___STUDENT

___OTHER (Specify) _____ Major concentration: _____

ob title/year in school? _____

he purpose of the slide library? (Rank the choices listed below or
f not applicable to your library)

o support the university curriculum

o assist faculty in research activities

o assist faculty in lecture preparation

o assist students in study and research activities

on't know

ther (Specify) _____

oes the slide library primarily serve --

aculty _____ Students _____ Don't know _____ Other
(Specify) _____

s this in keeping with the library's purpose?

es _____ No _____ Don't know

re you aware of a written policy manual in the slide library?

es _____ No   If yes, are you familiar with the
                  manual? _____ Yes _____ No

re you aware of written goals and objectives in the slide library?

es _____ No   If yes, are you familiar with the
                  goals and objectives? _____ Yes _____

f the library has written goals and objectives, are they being met?

es _____ No _____ Don't know

up listed below best describes your status as a slide library user?
ly one group)

epartment Faculty _____ Other On-Campus Faculty

epartment Graduate Student _____ Other On-Campus Student

epartment Undergraduate _____ Other On-Campus Staff

epartment Staff _____ Other (Specify) _____

re conditions or limitations placed on your use of the slide library?

es _____ No   If yes, explain:

(OVER)

rvices are currently available to you in the slide library? (Check a
iate services listed)

Assistance in locating images _33_____   Circulation of materials

Preparation for lectures   _34_____   Slide filing

Servicing/staffing study areas_35____   Collection development/acqui

Slide production   _36_____   Inter-library loans

Reference/research   _37_____   Pathfinders

Special orders   _38_____   Classification and indexing

User orientation and   _39_____   Selective dissemination of sl
instruction   and/or information

Processing of materials   _40_____   Collection maintenance/conser

Other (Specify)

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)

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)

lecting slides, do you prefer to browse or do you seek specific image

Browse   _____ Seek specific images   _____ Both e

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

sistance from a library staff member?

Yes   _____ No   Explain, if necessary

assistance from library staff?

Yes   _____ No   Explain, if necessary

r needs for photographic images and/or information pertaining to the
ibrary's collection fully met by the services currently offered?

Yes   _____ No   Explain, if necessary

h any other comments you might have concerning the slide library, its
heir efforts to serve the library users.

5-2

D. CoDING for TYPE of SURVEY - 53,54

SLIDE LIBRARY SERVICES SURVEY
DATA COLLECTION SHEET

2   3

Column Number	Response Number	Column Number	Response Number	Column Number	Response Number
21		41		61	
22		42		62	
23		43		63	
24		44		64	
25		45		65	
26		46		66	
27		47		67	
28		48		68	
29		49		69	
30		50		70	
31		51		71	
32		52		72	
33		53		73	
34		54		74	
35		55		75	
36		56		76	
37		57		77	
38		58		78	
39		59		79	
40		60		80	

Column Number	Response Number	Column Number	Response Number	Column Number	Response Number
21		41		61	
22		42		62	
23		43		63	
24		44		64	
25		45		65	
26		46		66	
27		47		67	
28		48		68	
29		49		69	
30		50		70	
31		51		71	
32		52		72	
33		53		73	
34		54		74	
35		55		75	
36		56		76	
37		57		77	
38		58		78	
39		59		79	
40		60		80	

Column Number	Response Number	Column Number	Response Number	Column Number	Response Number
21		41		61	
22		42		62	
23		43		63	
24		44		64	
25		45		65	
26		46		66	
27		47		67	
28		48		68	
29		49		69	
30		50		70	
31		51		71	
32		52		72	
33		53		73	
34		54		74	
35		55		75	
36		56		76	
37		57		77	
38		58		78	
39		59		79	
40		60		80	

APPENDIX C

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

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

urator/Librarian $O=1; 1=29; 2=0; 3=0; 4=0; 5=0; 6=0; 7=0$

ssistant Curator/Assistant Librarian $O=19; 1=8; 2=1; 3=1; 4=0; 5=1; 6=0; 7$

echnical and Production Staff $O=19; 1=9; 2=1; 3=0; 4=0; 5=1; 6=0; 7=0$

lerical Staff $O=22; 1=6; 2=0; 3=2; 4=0; 5=0; 6=0; 7=0$

.T.E. Student Assistants $O=6; 1=10; 2=4; 3=3; 4=3; 5=2; 6=0; 7=0$

ther (Specify) $O=26; 1=3; 2=1; 3=0; 4=0; 5=0; 6=0; 7=0$

your educational background, marking all appropriate degrees earned.

o college degree	_14_	MA (Specify major) _____
A	_2_	MFA (Specify major) _____
FA	_12_	MLS
SE	_1_	Ph.D (Specify major) _____
S	_5_	Other (Specify) _____

the number of slides held in your collection.

ewer than 10,000	_10_	50,000 to 99,999
0,000 to 24,999	_8_	100,000 to 200,000
5,000 to 49,999	_8_	Over 200,000

stimate the number of slides your library acquires annually.

_2_	Under 1000	_3_	10,000 to 20,000
_12_	1000 to 4999	_1_	Over 20,000
_12_	5000 to 9999		

hat percentage of your acquisitions are to replace slides in your collecti

_____ %   _28 responses_

hat percentage of your acquisitions are to duplicate slides in your
ollection?

_____ %   _26 responses_

o you routinely produce slides for your collection?

_26_   Yes   _4_   No   Explain, if necessary _4 comments_

oes your collection include any of the following materials?

_16_	Lantern slides	_16_	Photographs
_12_	Printed materials for check-out or reference	_7_	Other (Specify)_____

hat percentage of your materials use is due to the items listed in
e above?

_____ %   _24 responses_

(OVER)

assification system is used for the slides in your collection? (Check
an one if two or more systems are used. Explain if necessary)

Fogg Museum   _O_   Dewey Decimal Classification

University of California,   _O_   Library of Congress
Santa Cruz
                                      _15_   Other (Specify) _____
University of Minnesota
                                      Comment: 13 comments
Columbia University

have any of the following tools available for use in location and
al of slides in your collection?

Authority lists   _4_   Computerized classification sy

Indexes   _1_   Computerized retrieval system

Card catalog   _9_   Self-indexing classification

Book catalog   _10_   Other (Specify) _____

ype of slide storage system does your library use?

Filing drawer cabinets   _4_   Visual display rack cabinets

Tray or magazine storage   _2_   Plastic sleeve storage

Other (Specify)

maintain a "core" or "survey" collection separate from the main slide
ion?

Yes   _16_   No   Explain, if necessary 9 comments

Do you maintain any other collections separate from the main collecti

_19_   Yes   _11_   No   Explain, if necessary
                                                              18 comm
Do you keep slides in "lecture modules"?

_2_   Yes   _28_   No   Explain, if necessary no

Do you routinely include duplicates of slides in your collection?

_15_   Yes   _15_   No   Explain, if necessary 8 Co

departments are served by your library? (Check all departments served)

Art (Studio)   _11_   Art Education

Art History   _13_   Design

Architecture   _16_   Other (Specify) _____

egree programs are offered within the department(s) served by your libr
all degrees appropriate)

BA   _18_   MA (Art History)

BFA (Studio)   _13_   MFA

BFA (Art History)   _13_   Ph.D

BSE (Art Education)   _12_   Other (Specify) _____

he highest degree you have attained and provide your area of major
_9_ BFA _13_ BA _3_ BS _0_ BSE _11_ MA _7_ MFA _12_ MLS _0_ Ph.D _25_ STUDENT
_10_ OTHER (Specify)   Major concentration_____

b title/year in school? _____

e stated purpose of your slide library? (Rank the choices listed or
f not applicable in your library)

 support the university curriculum O=0; 1=23; 2=16; 3=13; 4=14; 5=1; 6=14; 7=9.

 assist faculty in research activities O=0; 1=2; 2=13; 3=26; 4=26; 5=0; 6=17; 7=6

 assist faculty in lecture preparation O=0; 1=51; 2=11; 3=3; 4=2; 5=0; 6=6; 7=10

 assist students in study and research activities O=0; 1=2; 2=31; 3=24; 4=13;
her (Specify) O=0; 1=1; 2=0; 3=0; 4=0; 5=3; 6=85; 7=1   5=0; 6=9; 7=11

es the slide library primarily serve:

_64_ Faculty   _5_ Students   _21_ Other (Specify)_____

 this in keeping with the library's stated purpose?

_89_ Yes   _1_ No   Explain, if necessary _4 comments_

es your library have a written policy manual.

_48_ Yes   _23_ No   _19_ Don't know

es your library have written goals and objectives?

_42_ Yes   _26_ No   _22_ Don't know

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

_51_ Yes   _5_ No   Explain, if necessary _6 comments_

rved in your library? (Rank the choices listed or mark NA if not
your library. Specify any conditions placed on the service provided
roup, i.e. in-house use only)

epartment Faculty O=10; 1=75; 2=4; 3=1; 4=0; 5=0; 6=0; 7=0; 8=0; 9=0

ther On-Campus Faculty O=8; 1=2; 2=22; 3=21; 4=20; 5=4; 6=0; 7=0; 8=0; 9=13

epartment Graduate Students O=7; 1=2; 2=39; 3=20; 4=3; 5=1; 6=0; 7=0; 8=0; 9=18

epartment Undergraduate Students O=7; 1=5; 2=14; 3=28; 4=19; 5=3; 6=1; 7=0; 8=0; 9=

ther On-Campus Students O=3; 1=1; 2=3; 3=6; 4=15; 5=26; 6=3; 7=3; 8=0; 9=30

epartment Staff O=7; 1=2; 2=2; 3=5; 4=7; 5=11; 6=8; 7=5; 8=0; 9=43

ther On-Campus Staff O=1; 1=0; 2=1; 3=0; 4=3; 5=9; 6=14; 7=7; 8=2; 9=53

ther Users (Specify) O=5; 1=1; 2=1; 3=1; 4=5; 5=4; 6=12; 7=3; 8=3; 9=55

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

_2_ Yes   _87_ No   If yes, list the group(s)
                                    1 comment

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

_5_ Yes   _84_ No   If yes, list the group(s)
                                    6 comments

hich group makes the most use of the slide library?
O=1; 1=82; 2=   4=5; 5=0; 6=0; 7=0; 8=0; 9=0
                    (OVER)

vices are offered by the slide library? (Check all appropriate servi
ify any conditions placed on the service, i.e. length of check-out pe

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)

Would the purpose of the library be better served by offering service
not now offered?

_18_ Yes   _68_ No   If yes, list the service(s)
                                        18 Comments

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

_5_ Yes   _83_ No   If yes, list the service(s)
                                        4 comments

ecting slides, do most of your users browse or seek specific images?

Browse   _69_ Seek specific images   _17_ Don't k

meeting the needs of your primary user group?

Yes   _4_ No   Explain, if necessary
                                 11 comments
users?

Yes   _8_ No   Explain, if necessary
                                 16 comments

any comments you have concerning your efforts to meet the needs of t
users.   13 comments

he highest degree you have earned and provide your area of major

_3_ BFA _14_ BA _2_ BS _0_ BSE _13_ MA _6_ MFA _0_ MLS _42_ Ph.D _7_ STUDENT

_8_ OTHER (Specify) _____ Major concentration: _____

b title/year in school? _____

he purpose of the slide library? (Rank the choices listed below or
f not applicable to your library)

o support the university curriculum 0=0, 1=23; 2=24; 3=12; 4=12; 5=0; 6=0; 7=11; 8=

o assist faculty in research activities 0=0; 1=3; 2=8; 3=21; 4=22; 5=1; 6=1; 7=30; 8=

o assist faculty in lecture preparation 0=0; 1=52; 2=18; 3=4; 4=1; 5=0; 6=0; 7=6; 8=

o assist students in study and research activities 0=0; 1=4; 2=24; 3=23; 4=1; 5=1; 6=0; 7=20; 8=10

on't know 0=0; 1=0; 2=0, 3=0; 4=0; 5=0; 6=0; 7=90, 8=0

ther (Specify) 0=0; 1=4; 2=2; 3=2; 4=1; 5=2; 6=0; 7=82; 8=2

es the slide library primarily serve --

culty _8_ Students _2_ Don't know _11_ Other
                                              (Specify)_____

s this in keeping with the library's purpose?

es _12_ No _7_ Don't know

re you aware of a written policy manual in the slide library?

es _56_ No   If yes, are you familiar with the
                 manual? _25_ Yes _10_ No

re you aware of written goals and objectives in the slide library?

es _68_ No   If yes, are you familiar with the
                 goals and objectives? _19_ Yes _3_ N

f the library has written goals and objectives, are they being met?

es _6_ No _48_ Don't know

up listed below best describes your status as a slide library user?
ly one group)

epartment Faculty   _7_ Other On-Campus Faculty

epartment Graduate Student   _1_ Other On-Campus Student

epartment Undergraduate   _1_ Other On-Campus Staff

epartment Staff   _3_ Other (Specify) _____

re conditions or limitations placed on your use of the slide library?

es _47_ No   If yes, explain:

                 41 comments

(OVER)

es are currently available to you in the slide library? (Check **all**
services listed)

istance in locating images   _50_   Circulation of materials

paration for lectures   _80_   Slide filing

vicing/staffing study areas   _65_   Collection development/acquisi

de production   _8_   Inter-library loans

erence/research   _7_   Pathfinders

cial orders   _70_   Classification and indexing

r orientation and   _27_   Selective dissemination of sli
truction   and/or information

cessing of materials   _75_   Collection maintenance/conserv

er (Specify)

ld your needs be better met if some of the services listed above,
ch are not now available to you, were offered?

_   Yes   _74_ No   If yes, list the service(s)
                                      14 Comments

there any services now offered to you that are not needed or
t you do not use?

_   Yes   _82_ No   If yes, list the service(s)
                                      5 comments

ing slides, do you prefer to browse or do you seek specific images?

wse   _34_ Seek specific images   _52_ Both equa

ally able to find slides and/or information you need --

ance from a library staff member?

       _2_   No   Explain, if necessary
                         12 Comments

istance from library staff?

       _7_   No   Explain, if necessary
                         13 Comments

eds for photographic images and/or information pertaining to the
ry's collection fully met by the services currently offered?

       _29_ No   Explain, if necessary
                         30 comments

y other comments you might have concerning the slide library, its
efforts to serve the library users.

                    18 comments

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)