ABSTRACT
        Although there may be no such thing as a purely
undergraduate book, there are services which are more appropriate for
undergraduates than for other members of the academic community.
These services make the undergraduate library unique. It is the
responsibility of the undergraduate librarian to develop his
specialty so that our undergraduate libraries offer substantial
service programs. This working paper concentrates on the problem of
undergraduate library goals and three related subject areas: (1)
service, (2) institutionalization and (3) professional staff.
Intangible goals, such as to encourage the lifelong habit of
self-education through reading, are extremely important but they
cannot guide group action and therefore they must be supported by
sets of tangible (or operating) goals which do. Unless a structure of
tangible goals is developed to bridge the gap between means and ends,
the means gradually function as the tangible goals. Two basic
capabilities an undergraduate library should have are: (1)
self-service where the student or teacher uses the physical means of
the library and (2) active-service which is dependent on the library
staff working with the student and faculty. A brief bibliography of
related books and articles is appended. (NH)

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GOAL DETERMINATION AND THE UNDERGRADUATE LIBRARY

by

John R. Haak
Undergraduate Librarian
University of California, San Diego

INTRODUCTION

Jean Henri Fabre, the famous French naturalist, performed an intriguing experiment with processionary caterpillars. These cater-pillars move in a long procession or chain; one leads, the others follow, each with eyes nearly closed and head snugly placed against the rear extremity of the preceding caterpillar. Fabre enticed a group of these caterpillars onto the rim of a flowerpot and succeeded in connecting the first one with the last one so that a complete circle was formed. Food was placed nearby and was plainly visible. The caterpillars kept circling at the same unchanging pace and continued for several days and nights. Finally, sheer exhaustion and ultimate starvation brought them to a stop. They followed instinct, tradition, or habit and followed it blindly. Although active, they accomplished nothing and in the end destroyed themselves because of failure to assess their situation and redirect their action toward a meaningful goal.

Do we undergraduate librarians have the goal of responding imagina-tively to the challenges of undergraduate libraries[1], our students, our times, our professional responsibilities, or do we, like the caterpillars, simply plod along to the beat of those who precede us? The original

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[1] For the purpose of this paper an undergraduate library is defined as follows: (1) a special library for undergraduate students; (2) located in a university of other institution supporting graduate work to a significant degree; (3) housed in either a separate building or in a self-contained section of a general building; (4) consisting of a collection designed to support and supplement the undergraduate curriculum, and a staff and services which promote the integration of the library into the undergraduate teaching program of the university.

justification for undergraduate libraries was not just open shelves, not just books, but a program which, as a result of library-academic planning, would contribute forcefully to the educational experience of undergraduates.

With the challenge always before us to create innovative, flexible, and up-to-date libraries to serve the teaching function of our universities, it is puzzling to find that a number of undergraduate librarians are beginning to question the value of their own work specifically, and undergraduate libraries generally.

Several undergraduate type libraries have avoided using the term "undergraduate library" in their names, and librarians from libraries which have used the term are beginning to ponder its relevance. James Thompson, former Undergraduate Librarian at the University of North Carolina, (in his reply to the Robert Golter Questionnaire which appeared in UGLI Newsletter, no.3, March 1970) questioned whether the term "undergraduate library" is still valid or whether such a library is simply an ancillary library to the research library by reasons of space and duplicate books. Robert Muller, in his recent article, seems to consider the highly selective and "choice" nature of the undergraduate library's book collection of greater significance than its service emphasis on undergraduates. As a result, he states:

> The designation "undergraduate library" is not entirely
> satisfactory since graduate students have also found such libraries
> useful when they had to venture into fields in which they were not
> specialists. Moreover, undergraduates have continued to make use
> of the graduate or research library on many a campus, for a variety
> of reasons, despite the existence of an undergraduate library. The
> designations "college library", "curricular library", or "general
> library" are equally inadequate in conveying the full flavor and
> the intent of these large new selective libraries and services.[2]

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[2]Muller, Robert H., "The Undergraduate Library Trend at Large Universities, in Voigt, Melvin, Advances in Librarianship, no.1, Academic Press, 1970, p.114

Problems of purpose associated with undergraduate libraries are related to a lack of definition of whom these libraries are to serve and how. While there may be no such thing as a purely undergraduate level book or even book collection, there are services which are more appropriate for undergraduates than for other members of the academic community. It is these services that make the library uniquely an undergraduate library.

For many undergraduate libraries the honeymoon period is now ending. This period may be characterized by the excitement and the frenzy of activity which is inherent in any pioneering effort. During this time the plant is developed, the staff hired, and the collection begun. Idealism, coupled with predictions of a new utopia in library service, is accompanied by the more practical impetus of a patient and cooperative library management which is willing to supply the funds, freedom, and time necessary for the library to grow up. But the day finally dawns when the issue of the undergraduate library's effectiveness is raised, and the honeymoon is over.

The uneasiness, doubt, and questioning which accompany the end of the honeymoon period spring from a number of sources. First, during the honeymoon we are dealing with activities which are more familiar to us, as librarians, and for which we find precedents in older undergraduate libraries. The processes involved in creating buildings and acquiring book collections are familiar and concrete, and their results may be viewed by visiting established undergraduate libraries or by reading about these libraries in the literature. The providing of these buildings and collections is akin to creating a stage setting for a play. The set reflects but is no substitute for the play itself. When the scene is set and it comes to creating and acting out the play itself, the undergraduate librarian is on his own. As he turns from a period of preparation to a period of production, he

finds few cues to prompt him, either in other libraries or in the litera-
ture, and is often forced to learn his lines or improvise while on stage.

Second, the operation of undergraduate libraries is no longer a hypo-
thetical activity. The hard facts of experience have shattered any fanta-
sies which we may have conjured up in which faculty and students embrace
our undergraduate libraries like a newly discovered cause. Experience
shows that pious statements of purpose are not of sufficient attraction
and must be followed by a solid service program. The play, to carry the
analogy further, must have substance.

Finally, once the issue of effectiveness is raised, it means that a
period of evaluation will soon follow. This period is bound to be some-
what painful, for organizations, just as individuals, find it more comfor-
table to ignore their most troublesome traits rather than to correct them.

Perhaps at this moment we undergraduate librarians are better equipped
to create the set than write the play, but we are entering into a period
during which the play must be written and performed. It is our responsi-
bility to develop our specialty so that our undergraduate libraries may
offer substantive service programs.

In order to support the development of service programs and to stress
the importance of professional staff, this working paper will concentrate
on the problem of undergraduate library goals and three related subject
areas which have remained under-studied in the literature of librarianship:

(1) service

(2) institutionalization, and

(3) professional staff.

PART I: GOALS AND EVALUATION

The Problem of Goals

Before service programs can be planned and before evaluation can take place, institutional goals must be defined. In order to stress the importance of goal definition this section of the paper will discuss some of the possible effects on service-centered institutions, such as undergraduate libraries, when they fail to specify a program of tangible service goals.

While perusing programs for a number of undergraduate library buildings, I was struck by the amount of detail they contained. They all specified the exact number of reader stations as well as the number of volumes to be contained in the buildings. Descriptions of furniture were supplied in minute detail, as were heights of doorways, locations of desks, the number of lavatory fixtures, and on and on; everything seemed magnificently accounted for.

I then began a search for comparable documents which would specify service programs, documents which would inform me of what intended results would emerge from this mixture of librarians, students, faculty, books, and buildings, and how these intended results would be produced. I searched in vain. I did find a number of phrases which expressed, abstractly, purposes or goals of undergraduate libraries. Some of the typical statements of undergraduate library goals which I found are as follows: to stimulate undergraduates to read good books, to encourage the lifelong habit of self-education through reading[3], to be a center of learning for

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[3]Frederick H. Wagman as quoted in Braden, Irene, The Undergraduate Library, American Library Association, Chicago, 1970, p.49.

undergraduate students,[4] to continually respond to the changing educational

needs of the students.[5] Goals such as these may be defined as intangible

goals or goals which express intended states but do not indicate the pro-

cesses or activities which lead to their accomplishment. Intangible goals

are extremely important, as they provide the ultimate purpose for organiza-

tional activity.

However, since intangible goals by their nature do not provide for

order, direction, or coherence, they cannot by themselves guide group

action and therefore must be supported by sets of tangible (or operating)

goals which do. For example, much religious activity has been centered

around the intangible goal of "gaining the kingdom of heaven." This goal

is usually supported by a set of more tangible goals to accomplish this

end -- the Ten Commandments, the beatitudes, etc. In some cases, an

evaluative system is even built in through private or public confession

and repentance. So too, our libraries need tangible goals[6] to bridge the

gap between means (acquisition, cataloging, circulation, book collections,

listening rooms, etc.) and the intended results as expressed in intangible

goals.[7]

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[4] Sub-Committee on the Undergraduate Library, Report, University of Texas, Austin, 1968, p.1

[5] Statement of Program for the Undergraduate Library, University of Pitts- burgh, Pittsburgh, p.1

[6] Tangible goals may be stated in such a way as to be subject to evaluation, whereas intangible goals cannot. This is an important point, since it is organizational events which are tangible and measurable that are most often used in evaluation and sanctioning.

[7] If the library is to have an educational impact on students, goals must be clearly specified. If specification is lacking, students may not know whether their own purposes and those of the library coincide. For a stimu- lating study on the effect of goals on student values, see: Vreeland, Rebecca, and Charles Bidwell, "Organizational Effects on Student Attitudes: a Study of the Harvard Houses," Sociology of Education, Spring 1965, 38:233-250

Most undergraduate libraries claim the intangible goal of acting as an agent for enriching the educational experience of undergraduates. But this goal is way up in the air; so how do we get off the ground? We do so through a series of related tangible goals that are subordinate to, instrumental to, this larger achievement. One such goal then becomes close faculty-librarian understanding and cooperation. An entire series of more specific tangible goals may be built under this heading. Another tangible goal becomes productive student-librarian relations with a ladder of varied activities leading toward this important aim. Book selection is another subordinate tangible goal that can be made instrumental to the primary intangible goal. Some of the characteristics which tangible goals should possess to be both effective and practical are as follows:

1. Tangible goals should be a guide to action and sufficiently explicit to suggest a certain type of activity. Tangible goals should be helpful to decision-making and not pious statements.

2. Tangible goals should suggest tools to measure and control effectiveness.

3. The goals should be challenging. It is the goals which create organizational vitality. It is necessary to distinguish between the possible and the impossible, but to be willing to get close to the latter,

4. The whole set of goals should make sense. With rare exception, there is no single overriding goal. Goals should be balanced in relation to one another.

5. Goals must take into consideration external opportunities and constraints and internal opportunities and constraints. Experience shows that it is not possible to sit down and write a reasonable, practical and specific set of goals. It is first necessary to consider the internal challenges and opportunities as well as the external ones relating to the organization's environment.

Principles to follow in goal setting:

1. Limit initial statements of goals to questions which are of practical concern. Select a limited starting point, cover it well, and then branch out into other items on the list as the need becomes recognized.

2. Goal setting, to be effective, calls for group participation. It is a well-recognized principle that people work harder to achieve objectives which they have helped to establish.

3. Set a half dozen specific goals for each position. These goals are usually reviewed and revised annually. Users of this approach have found that is usually results in superior individual achievement. The employee not only knows the purpose of his effort but is then also able to relate his work to the overall goals of the organization.

For a more complete discussion of the process of setting goals, see: Hill, William and Charles Granger, "Establishing Company Objectives," in Maynard, H.B., Handbook of Business Administration, McGraw-Hill, New York, 1967, pp.3/28-3/33.

The following program for the Earlham College Library illustrated the principles enumerated above:

1. Advise entering freshmen that they will be tested on their knowledge of the following basic reference sources: Encyclopedia Britannica, Readers's Guide, card catalog, and about six other sources. Freshmen who do not demonstrate competence on these reference sources are given 50 minutes of additional library instruction during freshman orientation week. This time is divided among the librarians who man the Reference Desk.

2. Give library instruction on the following basic reference sources to all freshmen doing research papers in required courses: Social Sciences & Humanities Index, Public Affairs Information Service, Essay and General Literature Index, Biography Index, New York Times Index, and Subject Headings Used in the Dictionary Catalog of the Library of Congress.

3. Ask for invitations to give library instruction to all classes which are making intensive use of the reference services. At first, note the classes in which students ask for similar information at the Reference Desk and talk with their instructors. After you have a reputation for giving effective library instruction, ask individual instructors before a new term whether they will want library instruction.

4. Give one to ten hours of library instruction related to a course required of all majors, as they begin concentrating on their discipline.

5. Make the library instruction concrete and relevant.
   a. Ask the instructor to describe the assignment for which library instruction is needed.
   b. Meet with the class when students are beginning their literature search.
   c. Hand out annotated bibliographies especially prepared for each class. Arrange the bibliographies according to categories of reference sources in a logical order for doing a literature search.
   d. Use the bibliography to work through the literature search for a sample term paper topic. Use an overhead projector to show transparencies of sample pages from about ten of the most important and/or complicated reference sources. Do not demonstrate sources already known to most students in the class.
   e. Ask the teacher to attend this presentation and make comments.
   f. Caution students that an hour of library instruction is only the beginning.
   g. Encourage faculty to require a working bibliography at least four weeks before a major paper is due.

Creating tangible service goals requires the same attention and concentration on detail that is exhibited in building programs. It is by developing tangible goals that we make intangible goals attainable. Since this attention has not generally been displayed by the planners of undergraduate libraries and since some of the older undergraduate libraries are beginning to waver in their commitments to provide professional service to undergraduates, I wish to draw a connection between these two problems -- lack of tangible goals and wavering commitment -- by probing into a process described as goal displacement.

Goal Displacement[8]

Social and se..vice organizations, such as undergraduate libraries,
which orient their programs around abstract ideas are most susceptible
to goal displacement. Goal displacement is a process through which means,
unwittingly, become substitutions for claimed goals. For example, custodi.l
functions tend to dispel treatment or rehabilitative functions in prisons,
juvenile halls, and mental hospitals. So too, in libraries, clerical
processing tasks, rules, and even the collection itself become the opera-
ting institutional goals, supplanting the more intangible service goals.
Therefore, unless a structure of tangible goals or programs is developed
to bridge the gap between means and ends, the means gradually surface,
and, through default, function as the tangible goals.[9]

Goal displacement is not really a conscious process; it occurs
gradually as intangible goals are replaced through the day-to-day decisions
which create more secure operational habits and minimize uncertainty,
insecurity, frustration, and risk.

Reports which emphasize activities which may be counted serve to
legitimize these activities as ends, contributing to goal displacement.
Annual reports of libraries often exemplify this fault. These reports

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[8]For this discussion of the process of goal displacement I am indebted
to W. Keith Warner and A. Eugene Havens and their article, "Goal Displace-
ment and the Intangibility of Organizational Goals," Administrative
Science Quarterly, March 1968, 12:539-555.

[9]Kenneth Keniston seems to argue that institutions in a technological
society are culturally susceptible to goal displacement, since technolog-
ical values concentrate on means rather than ends -- telling us how to
proceed rather than where to go. In the absence of other positive values
the instrumental values of our society are often unconsciously elevated
to ends. The "deification of instrumentality" has two basic aspects --
pursuit of sheer quantity and the quest for expertise. See: Keniston,
Kenneth, The Uncommitted: Alienated Youth in American Society, Harcourt,
Brace & World, Inc., New York, 1965, pp.335-336.

generally highlight attendance and transaction counts, the number of volumes added to the collection, the number of reference questions answered, the amounts of fines collected, the problems with the building, etc. It is not that these statistics or conditions are unimportant, for this data is what our masters need to justify plant and staff. But often the data we accumulate about libraries is just a pulse-taking operation. It indicates something about the level of activity without measuring its quality or if the library is meeting its goals.

The basic result of intangible goals which are unsupported by tangible ones is goal displacement; goal displacement cuts an institution from its philosophical moorings and sets it drifting. Displacement takes its toll by directing an institution away from its original purpose and towards the means which were established to accomplish the purpose. Intangible goals contribute their own special effects. First, it is very difficult for an organization or its staff to have success experiences which can be related to intangible goals. Second, these intangible goals may be taken literally by some staff members, students and faculty, who will develop expectations that the organization will accomplish them, thus leading to misunderstanding and frustration.

Perhaps these first two effects of intangible goals provide clues to why some undergraduate librarians have become skeptical of, and frustrated with, the basic purposes of undergraduate libraries and are wavering in their commitments to them. Undergraduate libraries need goals that are attainable if they are to win staff support. Nothing is more demoralizing than to be judged according to an impossible standard.

A third product of unsupported intangible goals is that they make it possible to assume that an organization is effective. According to

Warner and Havens:

> Accumulated experiences, precedents, rules, and traditions
> assert that certain tangible facilities, processes, and practices
> increase effectiveness, and these assertions are accepted as
> proven...Obviously, assuming effectiveness as a given prevents
> adequate evaluation. Yet an organization is severely handicapped
> if its effectiveness is not tested, for lack of evaluation and
> feedback may force the organization and its program into more
> nonrational forms and programs.[10]

Therefore, goals are necessary not only to guide undergraduate library

programs and to coordinate them with the programs of other campus libraries

but also to evaluate results. Effectiveness then becomes a function of

the degree to which an undergraduate library accomplishes its goals, and

tangible goals serve as the standard for measurement.

By not rigorously examining goals, and by succumbing to the process

of goal displacement, an organization risks destruction in the same manner

as a home attacked by termites. It is not until the house suddenly col-

lapses that its owner becomes aware that anything is wrong, and then it

is too late. So too, undergraduate librarians who fail to assess library

goals might soon find their libraries abandoned[11] by their superiors or

unwittingly transformed into different kinds of libraries as commitment

weakens or as goals become confused or displaced.

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[10] Warner and Havens, op.cit., p.545

[11] Abandonment is not as farfetched as it sounds. The Undergraduate
Library at the University of South Carolina will be abolished in 1973
and a science library will occupy the building. The stated reason for
the development was that the undergraduate library was nothing but a
study hall and the facilities could better be used as a science library.

PART II: SERVICE

What Do We Mean By Service?

Before tangible goals can be developed to guide the service programs

of an undergraduate library, a clear conception of what is meant by service

must be achieved. What do we mean by service? There is a great tendency

in discussions of undergraduate libraries to confuse resources with service.

Are open stacks, selected book collections, simplified card catalogs, audio

rooms (all the elements we have described as providing the set for the

play) services? We often speak of them as if they were.

Dr. Irene Braden, in her survey of undergraduate libraries, identified

six ways in which undergraduate libraries have differed from traditional

university libraries:[12]

(1) by providing open access to the collection to avoid the
    difficulties of the closed stack system,

(2) by centralizing and simplifying services to the undergraduate,

(3) by providing a collection of carefully selected books, containing
    the titles all undergraduates should be exposed to for their
    liberal education, as well as incorporating the reserved book
    collection,

(4) by attempting to make the library an instructional tool by
    planning it as a center for instruction in library use, to
    prepare undergraduates for using larger collections and by
    staffing it with librarians interested in teaching the
    undergraduate the resources of a library and the means of
    tapping those resources,

(5) by providing services additional to those given by the research
    collection, and

(6) by constructing a building with the undergraduate's habits of
    use in mind.

These six categories may be divided into two basic capabilities

which the undergraduate library should have if it is to complement and

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[12] Braden, op.cit., p.2

support the teaching trends on campus, a self-service capability and an

active-service capability.[13] The first capability provides the library

with a self-service potential where the student or teacher uses, or is

encouraged to use, the physical means which the library places at his

disposal. The more common elements of this self-service capacity are as

follows:

   a. The library environment, including its location, building,
       atmosphere, and interior arrangement of books

   b. The book and periodical collection, including the reference
       collection

   c. The reserve book, honors, and browsing collections

   d. The self-instructional devices and programs, including
       programmed texts, tapes, recordings, educational television,
       radio and films

   e. The finding devices, including the catalog, periodical lists,
       and information pamphlets

   f. Exhibits

   g. Special facilities for the physically disadvantaged

Each of the elements of the self-service capacity may be approached

directly by the library user without referring to the library staff.

In providing these self-services the library staff acts in a technical

capacity as administrator, provider, and processor. The self-service

elements contribute to the teaching function of the university by provid-

ing a place for, and access to, materials which complement the classroom

efforts of both students and teachers.

The second capability the undergraduate library must have to comple-

ment and support university teaching is what I shall call an active-

service capability, one which revolves around the concept of the under-

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[13]Naturally, fundamental to both of these capabilities is the whole
supportive apparatus of ordering, cataloging, binding, stack maintenance,
etc.

graduate librarian as teacher rather than technician. Active library
service is totally dependent on the library staff and on its ability
to work with faculty and students, and requires the participation of the
librarian inside and outside of the library building. It is with these
active services that the librarian binds the library to the curriculum
and guides the student in the use of the library's resources. With the
proper training of staff the following services can potentially be
offered through the undergraduate library:

a. Teaching students, through formal or informal classes, ways
to use the library effectively, including the different ways
to search for information, the uses of bibliographical and
informational tools and their purposes and limitations, and
the features and peculiarities of the total university library
system.

b. Stimulation of reading by students through counseling, library
sponsored seminars, and cultural events.

c. Providing reference and reader advisory services, including
work with students on library related assignments.

d. Serving the faculty in an advisory capacity, exploring with
them the ways of using the library's staff, collection, and
services to enrich the undergraduate teaching program.

e. Working with the faculty in evaluating and improving teaching
programs which require students to use the library.

By dividing goals into self-service and active-service categories,
we can begin to develop appropriate tangible goals for each one as well
as evaluation criteria and procedures. We can also establish appropriate
qualifications for staff and can begin to assess our libraries, not only
on the basis of what they have, but what we do.

PART III: INSTITUTIONALIZATION

One of the conditions and limits of undergraduate libraries is that

they have no monopoly on campus library resources. The books and periodi-

cals in the undergraduate library collection may also be found in other

campus libraries. The undergraduate library, therefore, is in a position

of having to compete for clients (students and faculty). The long and

short of an undergraduate library's success will rest with the ability of

its staff to achieve <u>institutionalization</u>[14] or, in other words, to solicit

support for the library's service goals from faculty and students.

Goals give direction to an institution and also mark a standard for

its evaluation. But even if the library staff meticulously develops a

program of tangible service goals, their efforts are wasted if these goals

and the justifications for them are not familiar to the faculty and students

and supported by them. The problem of defining goals in a service organ-

ization is not ended once a logical set of goals and priorities is set to

paper. It still remains to broadcast goals and to determine whether or

not these goals and the programs devised to accomplish them are meaningful

and useful to the library's patrons.

People are generally more willing to accept and support goals that

they have helped to set. People are also more willing to accept an insti-

tution and its purposes if they know, like, and respect its staff. On most

university campuses the fact that one is a librarian does not automatically

place one in the center of a communication network which includes faculty

and students. The librarian must work to build relationships.

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[14] <u>Institutionalization</u> may be defined as the degree to which a system of
action obtains support for its decisions or goals from the environment.
For examples of institutionalization, see the Appendix to this paper.

Traditionally, service organizations have recognized the value of
encouraging the people they serve to participate in decision-making. This
practice not culy keeps the organization keyed to the ever changing needs
of its clients but also fosters vital personal contacts between staff and
customer. Banks have on their governing boards men who represent local
industrial and financial interests; federal regulatory agencies solicit
advice from the industries they regulate, and their customers, as well as
from related state and local governmental bodies; research libraries also
have their faculty library committees. Service organizations, including
libraries, which make no attempt to involve those they serve in the life
of the institution, foster the attitude that the organization is created
and operated for the convenience of the staff.

Most undergraduate libraries do not have an active advisory committee
made up of students or faculty. Whether or not such a committee is the
answer to a particular library's need to institutionalize is dependent on
a number of factors, such as the inclination and the personality of the
librarian, the degree of formality or informality of the campus, and the
interests of faculty and students. However, if the committee method is
rejected, then other ways should be found to formulate goals and programs
which are pertinent to the needs of faculty and students and are acceptable
to them. So too, other ways should be sought to increase personal contact
between librarians and the people they serve.

Once contacts are made, support for any particular library goal is
dependent on three basic factors. First, a goal is more likely to be
supported if the value it implies is compatible with the values of clients.
For example, if a faculty member encourages his students to read indepen-
dently and explore the library collection, the librarian's role as reader

advisor is much more likely to be accepted than if a faculty member binds

his students to a reserve reading list. Second, goals are more likely

to be supported if clients concur with the library staff in the importance

or degree of emphasis placed upon them. A number of librarians have

applied this principle by postponing library orientation until that point

in the semester when students are assigned to write papers and so have an

immediate need for help. Lastly, goals are more likely to be accepted

by students or faculty when they see that librarians themselves are

accomplishing them. If undergraduate libraries claim a reference service

but a student's first attempts to have questions answered by a librarian

are unpleasant or unsatisfactory, the student's confidence in the ability

of the library to provide reference service is nil.

Several undergraduate libraries have attempted to involve faculty

and students in the life of the library in a way other than through an

administrative committee. This "way" is by encouraging the university

community to look upon the undergraduate library as a cultural center.

The Undergraduate Library at the University of Michigan provides a large

multipurpose room for a variety of educational programs. The College

Library at the University of California, Los Angeles for five years has had

a successful series of informal seminars featuring popular faculty mem-

bers as well as numerous and varied programs of chamber music.

And, during this coming academic year, the Cluster Library (the Under-

graduate Library) at the University of California, San Diego will begin

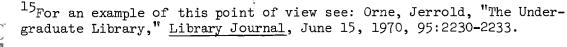sponsoring a series of concerts, poetry readings, informal seminars, and

art exhibits.

Some university librarians as well as undergraduate librarians

object to undergraduate libraries engaging in such activities. The

major negative argument seems to be that these activities are really

peripheral to the central purposes of an undergraduate library.[15] My

view is that such events make the library visible and soften its formal

institutional and bureaucratic image. These activities and the process

of planning for them provide opportunities for increasing the dialogue

between librarians, faculty, and students.

Institutionalization may also be increased if undergraduate librarians

join social, recreational, cultural, or official campus organizations

whose memberships are primarily comprised of students, or faculty, or

both. It would not hurt at all if a few more librarians were good

surfers, basketball players, musicians, or energetic and effective

committee members. Participation in campus activities transforms the

librarian from a title into a person.

Successful institutionalization is dependent on two basic factors,

personal relationships and "image". Whether institutionalization is

fostered through formal or informal committees, cultural events, or

participation in campus activities, each one of these methods requires

personal contacts between the undergraduate librarian and faculty members

and students. Such personal relationships take time to develop. For

this reason turnover of effective undergraduate library staff members

can be particularly crippling to institutionalization. Whether we like

it or not, people categorize libraries and other service institutions

according to the way they perceive the staff. If the library staff

members are friendly and helpful, the library is a friendly place. If

the staff is arrogant, impersonal, and bureaucratic, the library is a

hostile place. Let us hope that we might eventually attract for our

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[15]For an example of this point of view see: Orne, Jerrold, "The Under-
graduate Library," Library Journal, June 15, 1970, 95:2230-2233.

undergraduate libraries the support recently expressed on a petition by

a group of UCSD students for a cafeteria threatened with closure:

> We request that the Matthews snack bar remain open. This is
> the only cafeteria on campus which gives its customers friendly,
> personalized service. In a world where most people don't give
> a damn, it's great to go to a place where the employees have a
> smile for you and even know your name.

PART IV: THE LIBRARY STAFF AND THE UNDERGRADUATE LIBRARY

One of the barriers inhibiting the development and reward for staff

in undergraduate libraries is that there has often been little recognition

of the possibility that special training or skill is necessary to serve

in them. A typical attitude of library administrators seems to be that

any young person with an attractive personality has the necessary qualifi-

cations[16] and that "turnover is of no importance because what is important

is that they are willing to help people and to go to some lengths to help

them."[17] One assistant university librarian told me that a nice young

person was running their undergraduate library but that the real creative

work was performed by the administration before the library opened.

These views of certain representatives of library administrations

are rooted in the short history of undergraduate libraries. Undergraduate

libraries have often been a fashionable and practical solution to the

problem of providing needed additional space for books and readers. In

order to reduce development time, these libraries have borrowed from each

other in cannibalistic sequence, with each new library copying much from

its predecessor.

The induced birth of many undergraduate libraries has meant that they

have been planned and built by the campus director of libraries or his

immediate subordinates. They consult with another library director that

has an undergraduate library, they select the site and develop the building

program, they choose a relatively handy and up-to-date list of "basic books"

[16]Braden, op.cit., p.89.

[17]Ibid

to guide book purchases, and finally put the undergraduate library into business by hiring a nice but relatively inexperienced group of young people to operate the library. As a result, the post of undergraduate librarian has been seen as one where minimal creative or independent work is required.

A second attitude seems to be that, yes, a very well-qualified individual is needed to serve as the chief administrator for the under-graduate library but that the few other professional positions assigned to the library require librarians with only a minimum of experience. Under-graduate libraries expressing this philosophy place their emphasis on the novel self-service capabilities of the library rather than on the personal services that may be supplied by staff.[18]

However, as more undergraduate libraries are turned over to us under-graduate librarians to create and operate, we become the true spokesmen for these libraries rather than the general library administrator. It is up to us to develop our specialty as undergraduate librarians; to ask what is really the rationale of the movement; to build a service program of substance and worth; and to improve our capabilities in order to carry out these programs. We can begin by specifying tangible goals to guide us and to foster institutionalization. We can also begin working with one another.

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[18] The following statement of purpose appears in the 1966 Program of the Undergraduate Library of the University of North Carolina 'The Under-graduate Library accordingly aims first at providing a maximum provision of inviting study areas for a very large proportion of the undergraduate student body, and secondly, at assuming the presence of carefully selected, up-to-date books presented in utmost accessibility. A basic principle of undergraduate use is complete access with direction available but not forced. The emphasis on self-service here is only an introduction to later personal searches by the upper class and graduate student." (Robert B. House Undergraduate Library: Final Program, 1966, University of North Carolina, Chapel Hill, mimeo, p.2.)

The fact that the Institute, Training for Service in Undergraduate Libraries, has been funded so generously by the Office of Education, and the willingness of university librarians in sending staff to this Institute, indicates that this is an appropriate time in the history of undergraduate libraries for us to begin developing the specialty rather than working just as individuals in our own libraries. It is hoped that, as we work and learn together during the Institute, a feeling of comradeship will develop and that a foundation can be laid for improving our libraries through cooperation and the exchange of information.

APPENDIX

The process of institutionalization and its benefits are clearly

visible in the annual reports of Norah Jones, College Librarian,

University of California, Los Angeles. The first example is taken from

the 1964-65 Annual Report of the College Library:

> From my perspective, the most important and gratifying aspect
> of our year's work has been the beginning we have made at reaching
> out to make contact with some of the students and faculty for whom
> the College Library's service is designed . . . . Beyond . . .
> informal, individual contacts . . . members of our staff began to
> establish lines of communication with student government and
> student organizations which will be increasingly valuable to us in
> the year ahead. Norman Dudley, acting as our liaison with student
> government, held discussions with Jeff Donfeld, the ASUCLA President,
> which ensured that a Student Library Committee would be continuingly
> provided for in the reorganized structure of student government
> authorized by the revised ASUCLA constitution, and Mr. Dudley and I
> met with representatives of this Committee, both before and after
> the election which ratified the new constitution. Paul Bonnet,
> consulting with Norman Padgett, the Director of the University
> Recreational Association, has ordered a good number of books of
> particular interest to the Association's member clubs, and he attended
> a U.R.A. luncheon as the College Library's representative. Constance
> Bullock and Topper Teal worked regularly with students in the Resid-
> ence Halls in the course of their development of the libraries there.
> A particularly valuable source of contacts, both with students and
> with University staff concerned with their activities and welfare,
> has been my own membership in the Ad Hoc Committee on Cross Cultural
> Affairs organized by David Palmer, the head of the Student Counseling
> Center. This Committee is primarily concerned with acquainting
> students with opportunities for work and study in cultural environ-
> ments other than their own, and, in several meetings between the
> staff of our Reference Section and certain members of the Committee,
> we have begun to explore ways in which the College Library can
> participate in making such information available to students.
>
>   . . . We plan to develop a regular program of . . . meetings
> with faculty in a variety of fields, as soon as our relocation in
> new quarters gives us a proper basis from which to operate. At that
> time too, I should like . . . to reconstitute our Faculty Advisory
> Committee, whose counsel and support can again be very helpful to
> us as we move toward new stages of development.

The second example of institutionalization is taken from the 1968-69

Annual Report of the College Library:

....The College Library has been able this year to feel a
really direct involvement in the concerns of the university
community. Through participation in the Chancellor's 1968
Summer Task Force, which was charged to explore ways to bring
into the university a greater number of students from ethnic
minority backgrounds, I had the opportunity to meet the people
who were to become responsible for the High Potential Program,
the specific group which was to recruit and work with fifty
Negro and fifty Mexican American students who showed strong
promise but who could not meet the university's conventional
entrance requirements. Before the fall quarter began, and while
recruitment was still in progress, I invited some of these new
friends into the College Library to meet members of our staff
so that we could plan together to give the High Potential students
some special help in library orientation. These contacts had
several results. First, our Reference staff cooperatively and
astonishingly quickly produced an excellent simple handbook to
our services, which, although originally intended for the High
Potential Group, has proved to be exactly what we had been
needing for all student users of the College Library. Next,
special library tours were arranged for the High Potential
students, with Barbara Lewis of the Residence Halls project and
Russell Butler who handles our serials co-opted to assist the
Reference staff. In response to special interest in the problems
of catalog use Constance Bullock worked up and presented a fine
lecture on this thorny topic. And then, of course, there was the
matter of part-time jobs for the Program's students, many of whom
needed both pocket money and work experience. We well understood
that special sensitivity and flexibility would be needed in the
initial training and supervision of those we were able to take
on, and we were fortunate indeed in having in supervisory positions
Ray Esquival, Russell Butler, and Ronald Watson, all of whom did
their warm-hearted best to ensure for both the students and the
library a good and productive experience. While matters did not
in every case work out as well as we hoped, incidents of real
success were frequent enough to encourage us to continue to
recruit student workers from the Program.

As the High Potential Program was organized, promising students
were actually recruited and screened by Black Student Union and
United Mexican American Students members at Teen Opportunity Program
centers in East and South Los Angeles. We became acquainted with
Gloria Niavez, the charming and dynamic young lady who through the
fall directed the Emiliano Zapata center in East Los Angeles, and

we were able to help her in a number of ways to set up and equip a small library of vocational and cultural materials for community use. Partly because of this evidence of interest, Professor David Sanchez who chairs the Faculty Advisory Committee of the Mexican American Studies Center invited me to join this group.

In January Beverlee Bruce, who headed the High Potential Program's Black Component, asked me if we could find a way to buy for their office in Campbell Hall a small collection of Afro-American literature and history. The Program's students were living in Weyburn Hall which has no library comparable to those in the university's residence halls, and she felt strongly that they needed a few books easily available and relevant to their interests to stimulate independent reading. With Everett Moore's sympathetic approval, we applied $404.06 from our Rental capital to this purpose. To judge from the pride taken in the books and the use they receive, money was never better spent.

....Of the four centers of ethnic studies which have been in the process of establishing themselves, the Afro-American is unquestionably the farthest advanced in its organization, and its Director, Professor Robert Singleton, has recently been increasingly anxious to see a working library set up for the day-to-day use of its members. It has been a particular source of satisfaction to us that the College Library, drawing on the special interest of Constance Bullock in this field and building on experience with the residence halls collections, has been able to respond to this need with real assistance.

SELECT BIBLIOGRAPHY

The following is a list of books and articles related to the subjects covered in this paper but not cited in the footnotes. It is suggested that these works be read before the Institute takes place as preparation for the discussion period. The book by James Price is especially recommended.

Eisenstadt, S.N., Essays on Comparative Institutions, Wiley, New York, 1965. See particularly pages 203-204 for discussion of organization-client relationships.

Lefton, Mark, and William Rosengren, "Organizations and Clients: Lateral and Longitudinal Dimensions," American Sociological Review, December 1966, 31:802-810. This paper concentrates on the relationships between service organizations and the people they serve. The authors call for new evaluative criteria for these service organizations and suggest that humanitarian values need to be substituted for purely economic and administrative considerations so that these organizations can be tuned to an ethic of service rather than to one of efficiency.

Price, James L., Organizational Effectiveness: an Inventory of Propositions, Richard D. Irwin, Inc., Homewood, Illinois, 1968. An introduction to the study of organizational effectiveness (effectiveness being defined as the degree of goal achievement). Social science terms are clearly defined and indexed. A whole range of propositions related to effectiveness is articulated and illustrated by a wide variety of organizational studies. See particularly pages 95-136 which concentrate on the problem of institutionalization.

Terreberry, Shirley, "Evolution of Organizational Environments," Administrative Science Quarterly, March 1968, 12:590-613. A difficult article primarily because it is written in a formal language of sociology. However, it contains many interesting ideas on the problem of adapting an organization to new changes which occur in its environment.

Thiede, Wilson, "Measurement and Evaluation in Adult Education," in Goldhor, Herbert, Research Methods in Librarianship: Measurement and Evaluation, University of Illinois Graduate School of Library Science, Champaign, Illinois, 1968, pages 88-94. A clear discussion of the need for assessing the effectiveness of educational programs and a discussion of the principles of evaluation. Good bibliography. Other essays in the book are also of value.