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ABSTRACT

A year-long study involving 29 libraries (11 public, 5 academic, 1 combined academic/public, 6 special, 1 combined public/school, and 5 school) was undertaken in FY 1984 to monitor the usage of an existing union catalog--the Washington Library Network Resource Directory--and determine what policies and protocols should be considered when preparing for usage of a statewide union catalog by Montana libraries. Of particular interest were the effects of a switch from the predominantly hierarchical approach of interlibrary loans (ILL) to direct access. The Washington Library Network Resource Directory (RD) which was used as a precursor to a Montana union catalog, Moncat, is a computer-generated microfiche catalog of the holdings records of participants in the Washington Library Network, including Montana libraries. This final report presents project findings in multiple areas including: general usage of the resource directory, ILL volume and workload, turnaround time, routing-in sequence and load leveling, lenders' responses to the Pilot Moncat Project, and ILL protocols and procedures. Recommendations are made in the following areas: training, building the union catalog, the first Moncat, related technology, protocols, network development, public awareness, considerations for the future, and summary of major findings and recommendations. Numerous tables and appendices supply supporting information. (THC)

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**PILOT MONCAT:
MAKING WAY FOR MONTANA'S UNION CATALOG**

**A Report of the
Interlibrary Loan Committee
of the
Montana State Library Commission**

**by
Beth Givens
Library Development Unit**

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January 1985

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Library Services and Construction Act grant.**

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SUMMARY

Twenty-nine libraries participated in the Pilot Moncat project to prepare for statewide union catalog usage by Montana libraries. They used the Washington Library Network Resource Directory (RD) as a precursor to a Montana union catalog, Moncat. The RD is a computer-generated microfiche catalog of the holdings records of participants in the Washington Library Network, including Montana libraries.

Pilot Moncat participants - public, academic, school, and special libraries - explored patterns of usage, the effectiveness of the union catalog, and protocols and policy issues during the year-long study (fiscal year 1984). Of particular interest was the move toward direct interlibrary loans practices which allow libraries to request materials directly from known holding sources. Previously, most Montana libraries used a hierarchical system whereby interlibrary loans were obtained through intermediary resource centers.

The project was planned and evaluated by the Montana Interlibrary Loan Committee, an advisory body to the State Library Commission. Its major findings and recommendations are the following:

The Pilot Moncat project shows the successful use of a union catalog for direct interlibrary loans transactions by libraries of all types and sizes. A key recommendation is that the ILL process be considered the responsibility of the local library given two key factors - adequate training and the availability of back-up assistance and resources.

The project illustrated the importance of building Moncat with multi-type library participation - the addition of records from libraries of all types, including small and medium-sized libraries. This would provide diversity and uniqueness of holdings as well as allow borrowers to spread the lending load among a larger number of potential lending libraries than presently represented in the union catalog. The Committee also recommended that holdings be added of federation headquarters libraries not now in the union catalog data base to ensure that libraries in those areas do not bypass their resources.

Based on statistical analyses of participants' interlibrary loans forms, the following subjects and types of materials were recommended for addition to Moncat: audiovisual materials, fiction, and materials from the Dewey Decimal classifications of 920's (biography and genealogy), 600's (technology - applied sciences), and 300's (social sciences).

The present union catalog is in microfiche format; the participants strongly recommended a move to online computer usage. Other recommendations were made in the areas of: protocols, cooperative collection development, incentive programs through grants awards, statewide ILL forms development, and public awareness.

I. PROJECT DESCRIPTION

NOTE: A glossary of terms used in this report is provided in Appendix A.

A. BACKGROUND

With the increased use of the Washington Library Network (WLN) by Montana libraries, patterns and procedures of interlibrary loans (ILL) operations have been steadily changing. WLN use by Montana libraries began in 1981. Previously, libraries used the multi-state manual union card catalog of the Pacific Northwest Bibliographic Center (PNBC) for holdings location information. Public libraries relied on a hierarchical approach to filling ILL requests by funneling them through the six federation headquarters and the State Library. Both systems were functional but were time consuming and costly.

The 1980 Matthews study on Resource Sharing in Montana* recommended the development of a Montana union catalog, Moncat, based on the WLN data base. WLN is a bibliographic utility shared by libraries in the Pacific Northwest states. When the six units of the university system, the State Library and two public libraries, Parmlly Billings Library and the Missoula City-County Library, joined WLN in 1981, the seeds of Moncat were planted. The addition of the Union List of Montana Serials in 1981 added valuable periodicals holdings to the data base.

The Montana State Library approved the expenditure of Library Services and Construction Act (LSCA) grant funds to support Moncat development. In 1983/84 grants were awarded to libraries to participate in WLN and to add holdings to the data base. The grant process was overseen by the Montana Library Services Advisory Council.

B. PILOT MONCAT PROJECT

The production of the first edition of Moncat on microfiche was projected for the late 1984/early 1985. To prepare for a new way of handling ILL requests, the Pilot Moncat project was conducted during fiscal year 1984. Its purpose was to monitor the usage of an existing union catalog by a group of Montana libraries of all types in order to determine what policies and protocols should be considered when libraries switch from a predominately hierarchical approach of interlibrary loans to direct access. The project was funded with a Library Services and Construction Act grant.

* J. Matthews and Associates, Resource Sharing in Montana: a Study of Interlibrary Loan and Alternatives for a Montana Union Catalog (Helena: Montana State Library, Nov. 1980).

The Washington Library Network Resource Directory (RD) was distributed to 11 public, 5 academic, 1 combined academic/public, 6 special, 1 combined public/school, and 5 school libraries - 29 libraries in all. The Resource Directory is a union catalog containing the holdings of WLN's 100+ participants (at that time), including major Montana libraries. The 1983 edition of the RD consisted of 1 million catalog records in author/title and subject form with register, 5 million holdings statements of WLN libraries, and 1400 pages of fiche.

Factors considered in selecting Pilot Moncat participants were:

- Multi-type library representation.
- Representation in each of Montana's six federations.
- Selection of two libraries which use OCLC in order to compare usage.
- Selection of very small as well as medium-size to large libraries.
- Selection of three libraries of different types within one community (Glendive) to look at the potential of local resource sharing using a union catalog.
- Inclusion of all federation headquarters except the two already using WLN to evaluate use by resource centers which provide interlibrary loan services for their participating libraries.
- Selection of libraries which had no previous experience with ILL such as school libraries and non-federation headquarters public libraries, as well as libraries which were very familiar with ILL procedures and policies.

The following table and Appendix B list project participants.

TABLE 1 PROFILE OF PILOT MONCAT PARTICIPANTS - for Project Year, Fiscal Year 1984

| LIBRARY | LIBRARY TYPE | COLL. SIZE | STAFF SIZE | AVE. MO. CIRC. | AVE. MO. ILL | OTHER |
|--|---------------------|----------------|--------------------------|----------------|----------------------------|--|
| Bozeman Public Library- Broad Valleys Federation | Public | 45,000 titles | 10 - Library 5 - Fed. | 21,000 | 67 - Library 750 - Fed. | federation headquarters |
| Bozeman Senior High School Library | School | 27,000 titles | 4 | 1,975 | 2 | |
| Bureau of Land Manage- ment Library (Billings) | Special | 9,500 titles | 2 | 36 | 40 | OCLC member library |
| Butte-Silver Bow Public Library | Public | 70,000 titles | 8.5 | 8,000 | 103 | member, Broad Valleys Federation |
| Carroll College Library (Helena) | Academic | 85,000 titles | 5 | 3,500 | 90 | OCLC member library |
| Central Montana Medical Library (Lewistown) | Special | | 1 | | | |
| Chinook High School Library | School | 8,556 titles | 2 | 120 | | |
| BEST COPY AVAILABLE | | | | | | |
| 3 Dawson Co. High School Library (Glendive) | School | 13,871 titles | 3.5 | 3,267 | | |
| Dawson Community College Library (Glendive) | Academic | 18,000 titles | 2 | 500 | 30 | |
| Flathead Co./Community College Lib. (Kalispell) | Public/ Academic | 93,533 titles | 19 | 26,470 | 137 | Joint library - member, Tamarack Fed. |
| Glasgow City-Co. Library Golden Plains Federation | Public | 43,000 titles | 6 | 3,750 | 208 | federation headquarters |
| Glendive Public Library | Public | 23,000 titles | 4 | 4,500 | 27 | member, Sagebrush Federation |
| Great Falls Public Lib.- Pathfinder Federation | Public | 110,598 titles | 24.5 | 24,000 | 93 | federation headquarters |
| Hill Co. Library (Havre) | Public | 47,479 vols | 2 | 1,645 | 22 | member, Pathfinders Federation |
| Lewis and Clark Library (Helena) | Public | 83,463 titles | 16 | 21,221 | 176 | member, Broad Valleys Federation |

Table 1 cont'd PROFILE OF PILOT MONCAT PARTICIPANTS

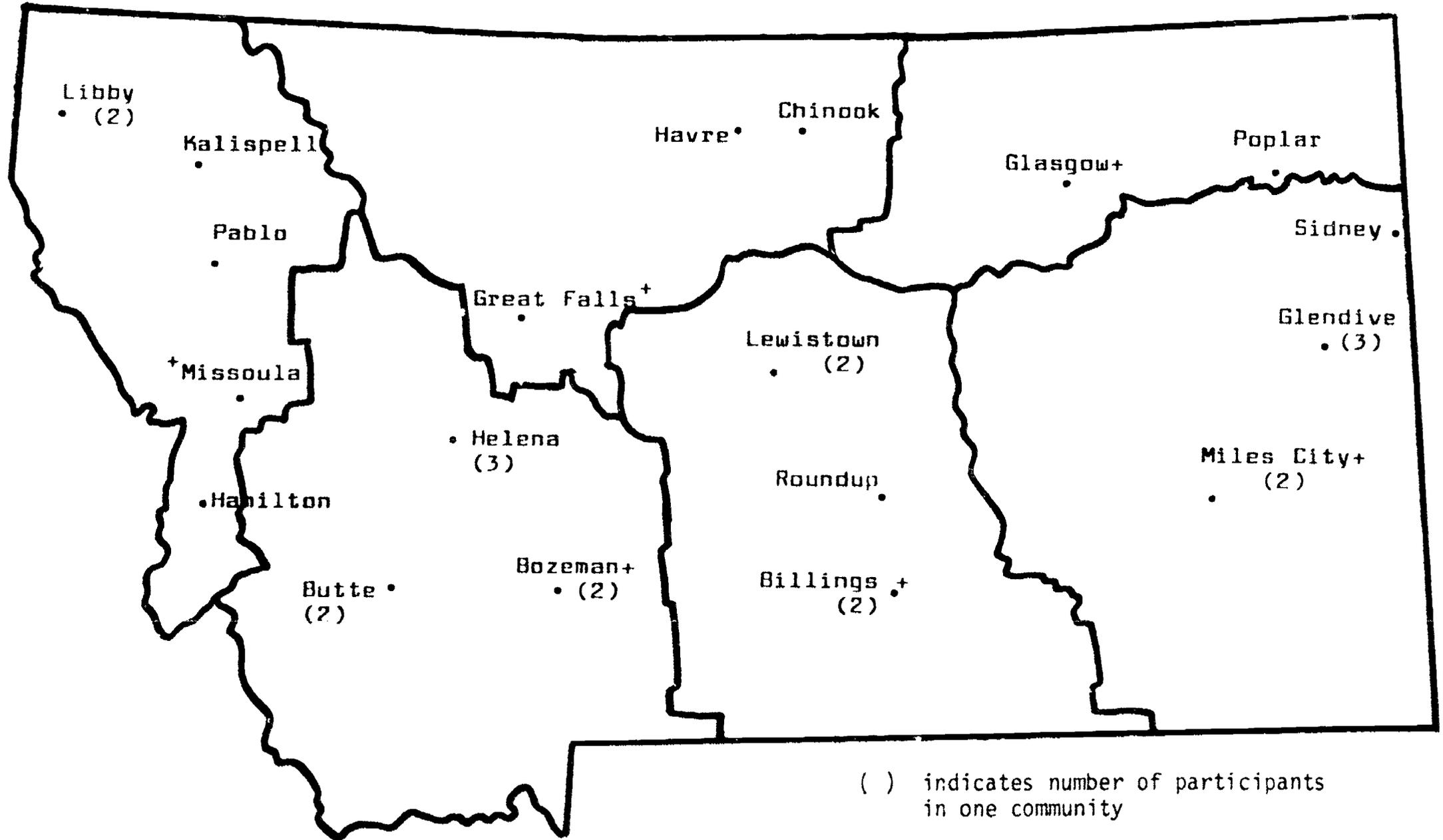
| LIBRARY | LIBRARY TYPE | COLL. SIZE | STAFF SIZE | AVE. MO. CIRC | AVE. MO. ILL | OTHER |
|--|-------------------|---------------|------------|---------------|--------------|--|
| Lewistown City Library | Public | 26,000 titles | 7 | 6,450 | 55 | member, South Central Federation |
| Libby Sr. High School Library | School | 10,000 titles | 2.5 | | 5 | |
| Lincoln Co. Free Library (Libby) | Public | 45,000 titles | 4.5 | 6,000 | 25 | member, Tamarack Federation |
| Miles City Public Lib. - Sagebrush Federation | Public | 92,000 vols. | 6 | 5,400 | 198 | federation headquarters |
| Miles Community College Library | Academic | 14,000 titles | 3 | 1,000 | 40 | BEST COPY AVAILABLE |
| Mt. Power Co. Law Library (Butte) | Special | 936 titles | 2 | 114 | 11 | |
| Office of Pub. Instruc. Resource Ctr. (Helena) | Special | 4,800 titles | 2 | 100 | 121 | |
| Poplar High School Library | School | 4,000 titles | 1 | 255 | 3 | |
| Rocky Mountain College Library (Billings) | Academic | 75,000 titles | 4 | 375 | 9 | |
| Rocky Mountain Lab. Library (Hamilton) | Special | 28,000 vols. | 1 | 100 | 17 | |
| Roundup Community and School Library | School/ Public | 20,374 titles | 3 | 2,975 | 91 | member, South Central Fed. - joint library |
| Salish-Kootenai Comm. College Library (Pablo) | Academic | 15,000 titles | 3 | 300 | 50 | |
| Sidney Public Library | Public | 46,418 titles | 4 | 7,598 | 31 | member, Sagebrush Federation |
| St. Patrick's Hospital Library | Special | 4,000 titles | 2.2 | 23 | 43 | |

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Illustration 1.

PILOT MONCAT PROJECT PARTICIPANT SITES

MONTANA



() indicates number of participants in one community

+ federation headquarters

The project was planned and evaluated by the Interlibrary Loan Committee, an advisory body to the State Library Commission composed of representatives of all library types. The ILL Committee was formed in 1982 with the dual purposes of making recommendations for policy-setting regarding ILL matters and undertaking activities that would enhance ILL services in Montana. (See Appendix B for members.)

The Interlibrary Loan Committee determined the goals of the project as follows:

1. To be a planning tool for the development of Moncat.
 - a. To determine what uses would be made of the union catalog, ie, ILL, cataloging, collection development.
 - b. To become familiar with direct as opposed to indirect or hierarchical borrowing patterns.
 - c. To determine protocols for a direct method of interlibrary loans.
 - d. To gather information on lending and borrowing patterns of libraries.
 - e. To gather information to facilitate planning for equitable apportionment of ILL requests among lending libraries (load-leveling).
 - f. To gather information on turnaround times of ILL requests.
 - g. To gather cost information for future funding considerations.
2. To increase resource sharing in a multi-type library context.
3. To be an educational tool to bring additional libraries into the ILL picture and to upgrade their capabilities and services.

The evaluation of the project included:

1. Surveys of participants, including formal survey questions, subjective comments from their logs and the minutes of participants' meetings held at the beginning and the end of the project.
2. Analysis of a sample of participants' ILL forms.
3. Survey of major lending libraries - their responses to the project.

4. Survey of users of ILL in the participating libraries.

A cost survey was started but not completed because of the difficulty in gathering uniform cost figures for the various parts of the interlibrary loans process for participating libraries.

A special ILL form was developed for the project which incorporated a routing sequence to indicate potential holding libraries. (Appendix C)

Training workshops were conducted by State Library staff during the first month of the project. The procedures and protocols of interlibrary loans were taught. Participants were given a comprehensive manual to use for guidance throughout the project.

Participating librarians were asked to keep copies of every ILL form generated during the year-long project. From the 7400+ forms received by the State Library a sample was selected for a statistical analysis on the computer program SAS (Statistical Analysis System). Participants also kept logs of their everyday experiences with the union catalog - the good, the bad, the new and unusual.

When the project year ended, the librarians completed a formal survey of their experiences (Appendix D). These also were analyzed both on the SAS computer program and for qualitative aspects by the State Library staff and ILL Committee members.

A wrap-up meeting of participants was held to share their experiences. The ILL Committee subsequently met to evaluate the surveys and participants' experiences. They made recommendations to the State Library Commission regarding future Moncat development and related resource sharing practices of Montana libraries.

II. PROJECT FINDINGS

A. INTRODUCTION

When the project year ended and all evaluation processes were completed, the Interlibrary Loan Committee met to review findings and make recommendations regarding further Moncat development. The Committee's findings are presented in the following sections with additional materials located in the Appendices.

Materials reviewed by the Committee were:

1. Minutes from the participants' wrap-up meeting.
2. Formal survey of participants' experiences. (See report body and Appendix D.)
3. Data from analysis of a 10% sample of ILL forms. (See report body and Appendix E.)
4. Survey of library users of the ILL system. (See report body and Appendix H.)
5. Survey of major lending libraries. (See report body and Appendix G.)

Two surveys were analyzed using the computer statistical program, SAS - the formal survey of participants' experiences and the 10% sample of ILL forms. In reporting the results from these analyses, the "median" rather than the "mean" score is given.*

The data gathered from participants' ILL forms provided a major part of the project findings. From a total of 7400 forms, a 10% sample of 736 randomly selected forms was analyzed for a number of factors which are described in the following sections. It should be noted when reviewing the findings based on analyses of the ILL forms that public libraries' requests form the majority of the sample. The volume of requests generated by public libraries was higher than that of the academic, school, and special library participants. The ILL forms analysed are: public libraries, 88%; academic libraries, 5%; special libraries, 5%; and school libraries, 2%.

B. GENERAL USAGE OF THE RESOURCE DIRECTORY

The principal use of the Resource Directory was for verification and ILL purposes - 53% of the usage reported by participants. Participants indicated heavy use for cataloging (16%) and reference work (13%) also. Several participants were able to clear out their cataloging backlogs. School libraries, in particular, indicated that students and faculty made use of the RD for subject searches, especially for debate topics.

.....
* The mean is the average value for all responses for a particular question. The median is the case which has 50 percent of the data group above and 50 percent of the data group below it. Because the mean is affected by extreme values at the high and low ends of the response data, the median score is provided here.

Although ILL was the major use of the RD, nearly half of the libraries kept it in a public service area, accessible to both staff and the public. School librarians commented:

"I'm teaching several students on the speech team how to use it."

"Seniors have picked up on this source very quickly...for research class."

"The RD really helped my library because we cannot begin to supply enough materials for the various subjects the students select for research."

Some public librarians also placed the RD in areas available for users and were excited to be able to offer a service that opened up a larger world of library resources. From a community of 6,000 population: "One user came in and spent several hours reading the microfiche and said we must have gotten the project just for her."

Participants were asked to report on the effectiveness of the RD for various library operations, on a scale of 10 to 1. (See Appendix D for more details.) The highest ratings for effectiveness were for the following aspects:

| | |
|---|-------------------|
| Obtaining ILL information | 9 (median scores) |
| Verification of bibliographic information | 9 |
| Cataloging | 8 |
| Subject reference use | 7 |
| General reference use | 5 |

Lower effectiveness ratings were for:

| | |
|------------------------|---|
| Acquisitions decisions | 1 |
| Use by general public | 1 |

Little to no use was indicated for collection building.

When asked to specifically report on the value of the subject section of the RD, participants found that subject reference use by staff (median rating of 5) and substitution for specific author/title requests not located elsewhere (6.5) were rated highest. Subject reference use by the public received a low usage rating (1.5).

Participants reported that they found few usage problems with the RD. Median scores on a scale of 10 to 1 for various aspects are:

| | |
|---|---|
| Did not list many titles for which we were searching. | 2 |
| Holdings data were sometimes inaccurate. | 1 |
| Microfiche use of RD was too troublesome for effective use. | 1 |
| Format of entries was difficult to use. | 1 |
| There were filing order inaccuracies. | 1 |
| The fiche was difficult to read. | 1 |
| It was difficult to locate the correct fiche to search. | 1 |

The amount of usage by the RD for all participants was 5 hours per week (median) with a high of 15 hours and a low of 3 hours per week.

Those libraries which indicated little to no usage mentioned low ILL volume (primarily school and special libraries) and a staff cut. The two OCLC libraries found that OCLC met most of their needs; but they did use the RD for Montana-specific items or to obtain materials from locations closer at hand.

The participants' survey, Appendix D, contains additional information on usage.

C. INTERLIBRARY LOAN USAGE - ILL VOLUME AND WORKLOAD

Most participants had little or no previous experience with direct ILL operations. A concern expressed prior to the project was increased workload and the inability of small staffs to accommodate the extra ILL processes.

Fifty-nine percent (59%) of the participants reported increased ILL volume due to the use of the union catalog for direct loans. The most dramatic changes were in libraries which previously did not process their own loans. The median increase for all participants was 17% with a high of 2900% (from 1 to 30 requests per month). At the other extreme was a decrease of 22% in ILL volume. (See Appendix D.) One public library participant explained its decrease in volume to the ability to identify what was held by the college library in the same community. The librarian was then able to direct users across town to that library - a good example of the benefit of a union catalog for local resource sharing.

At the wrap-up meeting of participants the workload concern was still expressed, although in different light. Librarians, especially of smaller libraries, acknowledged the workload increase, but also said it was "worth it" given the expansion of services to users, quicker response time, and the feeling of "having control" over the ILL process.

D. FILL RATE

Participants were asked to evaluate how the use of the RD affected the frequency with which they could fill ILL requests.

On a scale of 10 to 1, participants gave a median rating of 8, indicating they were able to fill requests more frequently. (Appendix D)

E. TURNAROUND TIME

Participants also indicated that they experienced faster turnaround times for loans when they were able to go directly to the holding library by use of the union catalog. On a scale of 10 to 1, the median score was 8.

A detailed analysis of turnaround times was done with a 10% sample of participants' ILL request forms. Findings are summarized below with additional tables in Appendix E. Note that turnaround times include the mailing time from borrowing library to lending library and back to the requester. Other considerations to weigh when reviewing turnaround tables, both below and in Appendix E, include: volume of interlibrary loans handled by the lending library, delays caused by materials held on reserve or on order, and holiday seasons and weekend "down-times." All these variables are a part of the median turnaround times indicated in this report.

As was to be expected, the quickest turnaround times were for materials located in Montana.

Table 2 Interlibrary Loans Turnaround Times by State
(For Libraries Which Are First Routing Location)
n=484

| State | No. of days turnaround (median) |
|------------|---------------------------------|
| Montana | 8.0 |
| Washington | 12.0 |
| Idaho | 12.0 |
| Oregon | 17.0 |
| Alaska | 20.5 |

Turnaround time in days by lender type is shown in the next table. Many requests for both special and public libraries were transmitted by telephone, which accounts in part for some lower turnaround times. And many of the academic libraries may be more heavily used for interlibrary loans than most public and special libraries.

Table 3 Turnaround Times by Type of Lending Library
(For Libraries Which Are First Routing Location)
n = 484

| Lender Type | No. of Days Turnaround (median) |
|------------------|---------------------------------|
| Special library | 9 |
| Public library | 10 |
| Academic library | 12 |

Turnaround time was analyzed by method of transmission for Montana libraries only. Telephone and electronic mail times, predictably, cut approximately 3 days off turnaround times. The major electronic mail tools for public libraries were Apple microcomputer/modem systems.

Table 4 Turnaround Time by Method of Transmission for Montana Libraries
n = 308

| Method of Transmission | No. of Days Turnaround (median) |
|------------------------|---------------------------------|
| Electronic mail | 6.0 |
| Telephone | 6.5 |
| U.S. Mail | 9.0 |

Turnaround time by routing sequence was also analyzed. The differences in the amount of time needed to fill a request is dramatic when comparing whether the lending library was the first, second, or third routing location.

Table 5 Turnaround Time by Routing Sequence
n = 627

| Routing Sequence | No. of Days Turnaround (median) |
|------------------|---------------------------------|
| 1 | 10 |
| 2 | 20 |
| 3 | 35.5 |

F. ROUTING SEQUENCE AND LOAD-LEVELING

Load-leveling was a major concern of participating libraries, both before the project began and again when participants met to evaluate the completed project. The form specially created for the project (Appendix C) included a section to list holding libraries in route sequence order. Training of participants included load-leveling techniques - the means of apportioning requests to minimize overloading a few libraries with ILL requests.

Data analysis of ILL forms bears out participants' concerns regarding load-leveling. In-state libraries with the most holdings on the data base were, predictably, used most often.

The 10% sample of ILL forms showed that 77 lending libraries were selected by the Pilot Moncat participants (Appendix E). Of the top ten lenders, six were Montana libraries. These ten most frequently used lenders filled 60% of the requests.

Table 6 Top Ten Lending Libraries in Pilot Moncat Sample Data

| Library | No. of holdings in WLN - 1/83 | No. of loans filled from sample | % of total |
|--------------------------------|----------------------------------|------------------------------------|---------------|
| 1. MtBil Parmly Billings | 88,251 | 96 | 13.0% |
| 2. Mt State Library | 42,343 | 68 | 9.2 |
| 3. MtMis Missoula City-Co. | 1,171* | 62 | 8.4 |
| 4. MtBC Montana State Univ. | 27,591 | 56 | 7.6 |
| 5. MtU Univ. of Montana | 36,935 | 40 | 5.4 |
| 6. Id Idaho State Lib. | 88,875 | 29 | 3.9 |
| 7. IdU Univ. of Idaho | 159,558 | 25 | 3.4 |
| 8. MtHaN Northern Mt. Coll. | 34,887 | 21 | 2.9 |
| 9. Wa Wash. State Lib. | 206,814 | 20 | 2.7 |
| 10. WaSKC King Co.-Seattle | 220,960 | 18 | 2.4 |
| | | . | . |
| | | . | . |
| | | . | . |
| | n = | 736 | 100.0% |

* Microfiche catalogs of the Missoula City-County Library collection were given to participants to supplement the RD.

For complete table, see Appendix E.

The ILL forms data were also tabulated to determine the frequency with which lending libraries were chosen as first, second, and third routing locations. The rank order of the top ten choices by route sequence is shown below. More detailed tables appear in Appendix E. Library names of interlibrary loans symbols are in Appendix F.

Table 7 Top Ten Libraries Selected by Routing Sequence *

| | First Routing Location | Second Routing Location | Third Routing Location |
|-----|------------------------|-------------------------|------------------------|
| 1. | MtBil | MtBil | Wa |
| 2. | MtMis | MtU | WaO |
| 3. | Mt | MtMis | IdIF |
| 4. | MtBC | MtBC | WaV |
| 5. | MtU | IdIF | WaWeN |
| 6. | Id | Wa | WaKeM |
| 7. | IdU | Mt | MtBil |
| 8. | MtHan | IdB | IdB |
| 9. | Wa | IdU | WaPS |
| 10. | WaSKC | Id | WaS |

* Selection as first, second, or third routing location by the requester does not necessarily guarantee that the library will be the lender.

For complete table, see Appendix E.

Further analysis of routing sequence shows that three-fourths of the requests of Pilot Moncat participants were filled by the libraries chosen as the first routing location. 94% of all requests were filled by the first and second routing locations.

Table 8 Loans Filled by Routing Sequence

| Routing Sequence | No. of Loans Filled | Percent Total |
|------------------|---------------------|---------------|
| 1 | 565 | 76.8% |
| 2 | 128 | 17.4% |
| 3 or more | 43 | 5.8% |
| Total | 736 | 100.0% |

These routing location findings have implications for the choices made by librarians when selecting holding libraries in such a way as to equitably spread the lending load. The findings also show that for most cases it may not be worthwhile for libraries to indicate routing locations beyond the third choice.

G. TYPES OF MATERIALS REQUESTED BY PARTICIPANTS

Monographs accounted for 82% of all items borrowed by participants in the sample ILL forms data analysis. The remaining 18% were periodical articles and other serials requests. When considering these findings it is good to keep in mind the high percentage of requests by public libraries in this study.

The following two tables show types of materials both borrowed and lent by libraries in the sample data.

Table 9 Materials Borrowed by Type of Library

| | Academic | | School | | Public | | Special | | Total | |
|-------------|----------|------|--------|------|--------|-------|---------|------|-------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Mono-graphs | 16 | 2.1% | 13 | 1.8% | 561 | 76.2% | 14 | 1.9% | 604 | 82.1% |
| Periodicals | 21 | 2.9% | 2 | .3% | 89 | 12.1% | 20 | 2.7% | 132 | 17.9% |
| Total | 37 | 5.0% | 15 | 2.1% | 650 | 88.3% | 34 | 4.6% | 736 | 100% |

Table 10 Materials Lent by Type of Library

| | Academic | | Public | | Special | | Total | |
|-------------|----------|-------|--------|-------|---------|-------|-------|-------|
| | No. | % | No. | % | No. | % | No. | % |
| Mono-graphs | 164 | 22.3% | 328 | 44.6% | 112 | 15.2% | 604 | 82.1% |
| Periodicals | 86 | 11.7% | 20 | 2.7% | 26 | 3.5% | 132 | 17.9% |
| Total | 250 | 34.0% | 348 | 47.3% | 138 | 18.7% | 736 | 100% |

The complementary nature of collections by type of library can be seen by looking at the table of "Materials Lent by Type of Library." The majority of monographs were lent by public libraries, whereas the majority of periodicals were lent by academic libraries.

H. ADDITIONAL FINDINGS ABOUT LENDING LIBRARIES

The ILL forms data were analyzed for several aspects about the lending libraries. Previous sections (F and G) discuss the top ten lenders for the Pilot Moncat project, routing sequence and loans by type of materials. The following tables show loans by state by type of lending library.

Table 11 Loans by State by Type of Library
for Sample ILL Forms Data

| State | Type of Library | | | | | | Total | |
|-------|-----------------|-------|---------------|-------|----------------|-------|-------|-------|
| | Academic No. | % | Public No. | % | Special No. | % | No. | % |
| MT | 149 | 20.2% | 179 | 24.3% | 78 | 10.6% | 406 | 55.2% |
| WA | 31 | 4.2% | 143 | 19.4% | 24 | 3.3% | 198 | 26.9% |
| ID | 40 | 5.4% | 13 | 1.8% | 28 | 3.8% | 81 | 11.0% |
| AK | 19 | 2.6% | 4 | .5% | 7 | 1.0% | 30 | 4.1% |
| OR | 9 | 1.2% | 5 | .7% | 0 | 0 | 14 | 1.9% |
| Other | 2 | .3% | 4 | .5% | 1 | .1% | 7 | .9% |
| TOTAL | 250 | 34.0% | 348 | 47.3% | 138 | 18.8% | 736 | 100% |

It is noteworthy that Montana libraries filled just over 55% of all requests of Pilot Moncat participants and that nearly half of these were filled by public libraries. 82% of all requests were filled by a combination of Montana and Washington libraries.

I. LENDERS RESPONSES TO PILOT MONCAT PROJECT

Questionnaires were mailed to 18 major lending libraries regarding usage and protocols matters. (See Appendix G for a copy of the survey.) Responses were received from 13 libraries. The purpose of the survey was to discover areas of training needs for Montana librarians and to determine if Montana libraries should consider policies and protocols changes.

When asked if they noticed any inappropriate usage of interlibrary loans, the majority of lending libraries responded that Pilot Moncat participants used ILL appropriately. The forms were completed accurately and clearly. And the specially adapted ILL form was acceptable to all but one library.

Most libraries did not notice an increase in ILL volume because of Pilot Moncat requests with the notable exception of two Montana libraries, Parmly Billings and Northern Montana. Both have high percentages of their collections on the data base.

Libraries reported they would not be making policy changes as a result of usage by Pilot Moncat participants, although the two Montana libraries mentioned above had some changes under consideration because of increased workload.

The method of transmitting ILL requests most preferred by respondents was a form of electronic mail, such as WLN I-Mail. Next in preference were mailed printouts from WLN and mailed

printed forms such as the ALA forms. Telephone requests were indicated as the least favorable method of transmitting ILL requests.

Areas of training needs pinpointed by respondents were to:

- Emphasize using in-state libraries before requesting materials from out-of-state libraries.

- Avoid sending stacks of requests to one library just because that library is a holding location for all the requests.

- Avoid requesting current year, best-seller and high demand items from other libraries. These should be considered for purchase.

- Remember to include return mail labels with requests.

- Request only one item per form and remember the call number.

- Be sure that librarians are aware of what is appropriate for interlibrary loans vs. what to purchase for one's own library.

J. SUBJECT ANALYSIS

An analysis of subjects requested by Pilot Moncat participants was conducted in order to determine areas for future union catalog development, ie, pockets of highly used subjects as well as gaps in the union catalog.

Two types of analyses were done. 1) Pilot Moncat participants were asked to indicate what they thought were the gaps in coverage of the Resource Directory, in other words, materials their users wanted but which they were unable to obtain through the RD. 2) The 10% sample of the ILL request forms was analyzed to determine the most frequently requested subjects and subjects which were not able to be filled by Montana libraries. Subjects were determined by the call number in the holdings statements. Library of Congress classification numbers were translated to Dewey using a conversion table.*

*Geri Schmidt, LC/Dewey Classification Conversion Table; Draft (Chicago. American Library Association, 1983).

Types of materials participants noted as gaps in the RD are indicated below and in a more detailed table in Appendix D.

Table 12 Subjects/Types of Materials Noted as Gaps in the Union Catalog by Pilot Moncat Participants

| Type of Material | Number of Responses |
|---|---------------------|
| Non-fiction | 25 |
| Audiovisual Materials | 23 |
| Specific types of libraries' holdings, ie health sci. | 12 |
| Juvenile materials | 8 |
| Fiction, including the Parmly Billings Fiction Pool | 7 |
| Cataloging of computer software | 7 |
| Specific libraries' holdings, such as Law Library, Historical Society Library.. | 7 |
| Manuscripts | 1 |

An analysis of the sample of ILL forms by Dewey Decimal classification areas showed the ten most frequently requested subjects - Table 13. These account for 54% of all requests in the sample data.

Table 13 Ten Most Frequently Requested Subjects by Type of Lending Library

| Classif. - Subject | Type of Lending Library | | | | | | | |
|--------------------------------------|-------------------------|------|--------|-------|---------|------|-------|-------|
| | Academic | | Public | | Special | | Total | |
| | No. | % | No. | % | No. | % | No. | % |
| FIC - Fiction | 10 | 1.6% | 104 | 16.3% | 8 | 1.3% | 122 | 19.1% |
| 610 - Medical Sci. | 32 | 5.0% | 12 | 1.9% | 9 | 1.4% | 53 | 8.3% |
| 920 - Biography and Genealogy | 4 | 0.6% | 20 | 3.1% | 4 | 0.6% | 28 | 4.3% |
| 620 - Engineering | 7 | 1.1% | 9 | 1.4% | 8 | 1.3% | 24 | 3.8% |
| 790 - Recreational & Performing Arts | 5 | 0.8% | 16 | 2.5% | 2 | 0.3% | 23 | 3.6% |
| 910 - Geography & Travel | 2 | 0.3% | 11 | 1.7% | 7 | 1.1% | 20 | 3.1% |
| 360 - Social Problems and Services | 7 | 1.1% | 10 | 1.6% | 3 | 0.5% | 20 | 3.1% |
| 150 - Psychology | 3 | 0.5% | 10 | 1.6% | 6 | 0.9% | 19 | 3.0% |
| 970 - History of North America | 9 | 1.4% | 7 | 1.1% | 2 | 0.3% | 18 | 2.8% |
| 300 - Social Sciences | 7 | 1.1% | 9 | 1.4% | 2 | 0.3% | 18 | 2.8% |
| | | | | | | | n=638 | 100% |

The complete table is located in Appendix E.

The complementary nature of library collections by type of library can be seen in this table. A much larger data sample would be needed in order to make accurate generalizations about resource sharing trends by type of library. With this kind of analysis, however, a good case can be made for the development of a union catalog with holdings from all types of libraries - academic, public, special and school. One can see, for example, the reliance upon public libraries for fiction materials and upon academic libraries for science and technology-related items (Dewey 610).

The glaring omission from this table is, of course, school libraries. The 1983 edition of the Resource Directory contained relatively few school library holdings. Pilot Moncat participants did rank audiovisual materials, a strong part of school libraries' collections, highly when asked to indicate gaps in the union catalog.

When grouped by 100's in the Dewey classification, the frequency of subjects requested is as follows.

Table 14 Subjects Requested by Participating Libraries by 100's Dewey Classification

| Classification - Subject | No. | Percent Total |
|-----------------------------------|-----|---------------|
| 600's Technology-Applied Sciences | 128 | 20.0% |
| FIC Fiction | 122 | 19.1% |
| 300 Social Sciences | 106 | 16.6% |
| 900 Geography and History | 91 | 14.3% |
| 700 Arts | 67 | 10.5% |
| 100 Philosophy | 30 | 4.7% |
| 500 Pure Sciences | 30 | 4.7% |
| 200 Religion | 23 | 3.6% |
| 800 Literature | 22 | 3.4% |
| 000 Generalities | 13 | 2.0% |
| 400 Language | 6 | 1.0% |
| n = | 638 | 99.9% |

The sample was analyzed for requests for which no Montana locations were available on the Resource Directory. The ten most frequently requested subjects for materials located out-of-state are listed below. These represent 50% of the total of all requests lacking Montana holdings.

Table 15 Subject Areas of Requests for which No Montana Holdings Were Available - Top Ten Subjects

| Classification - Subject | No. | Percent Total |
|--|-----|---------------|
| FIC Fiction | 28 | 11.8% |
| 920 Biography and Genealogy | 13 | 5.5% |
| 620 Engineering | 12 | 5.1% |
| 610 Medical Sciences | 12 | 5.1% |
| 300 Social Sciences | 10 | 4.2% |
| 910 Geography and Travel | 9 | 3.8% |
| 150 Psychology | 9 | 3.8% |
| 790 Recreation and Performing Arts | 8 | 3.4% |
| 740 Drawing, Decorative and Minor Arts | 8 | 3.4% |
| 630 Agriculture and Related Technologies | 8 | 3.4% |
| . | . | . |
| n = | 638 | 100% |

For the complete table see Appendix E.

These subject analyses should be reviewed keeping in mind the high percentage of requests from public libraries in the study.

K. USERS SURVEY

For three months during the project, book banners were placed on items requested using the RD. (Appendix H contains a copy of the banner and survey results.) The purposes were: 1) to determine if users noticed any difference in service, and 2) to find out what types of users took advantage of ILL (frequent, moderate, infrequent). 366 completed book banners were analyzed.

The results show that ILL users tend to be frequent library users. Half the respondents requested materials either for the first time or for 3 or fewer times that year. 27% noticed quicker service. And 25% said more materials seemed to be available. 22% of the respondents indicated not noticing any difference; and 19% were unable to make judgments because they were first time users.

In discussion among project participants and ILL Committee members, it was noted that ILL services tend to be "transparent" to the user. The user's main concern is simply getting the needed item, not HOW it is received. Given this observation, it is significant that one-fourth of the users noticed quicker service.

L. TRAINING AND SUPPORT SERVICES

The Pilot Moncat project was initiated with day-long training sessions held in 3 communities. A user manual was distributed to each participating library. The training covered RD usage and interlibrary loans protocols.

Participants indicated in the wrap-up survey (Appendix D) that they received adequate training. Several participants suggested that the manual provide addresses of all libraries listed in the union catalog - or better yet, that addresses of holding libraries be provided with the union catalog fiche.

Participants were asked to make recommendations regarding future training opportunities for librarians who used ILL processes. 79% agreed that regular ongoing training should be provided for persons new to ILL, held at least once per year. Several participants felt that once Moncat is in place in libraries and staff members are familiar with operations, the manual and support from colleagues would provide adequate guidance.

The importance of training for successful use of the union catalog was evident throughout the project.

It was also evident from discussions by participants and ILL Committee members that back-up services for libraries doing their own ILL operations is a necessity - support from the federation headquarters, the State Library, school district administrative library, or other appropriate resources. Support would be used for requests difficult to locate or verify, special materials not found on the union catalog, for newcomers, and to provide guidance when protocols and procedures are not followed

appropriately.

Specific training and back-up needs have been identified previously in these findings and will be discussed in more detail in the "Recommendations" section.

M. MONCAT AND THE RD

An unexpected aspect of the project was the nearly unanimous recommendation by participants that the RD was the union catalog of choice and that a Montana-specific fiche union catalog need not be produced. The RD was used as a pilot union catalog, a precursor to a Montana fiche edition, because it was readily available, contained Montana holdings and would be in a similar format to a Montana union catalog. It was not an objective of the project, per se, to evaluate the RD versus a Moncat.

Participants appreciated the wider coverage of the RD (Pacific Northwest states), the large number of holdings, and the ability to use the catalog records of far more materials than would be contained on a Moncat.

Some participants mentioned wanting both the RD and Moncat - the Moncat to be used by students or the public, for example, and the RD for librarians' use. One OCLC librarian said Moncat would be preferable for her library's use; Montana holdings could be obtained for items not found in the OCLC data base.

Participants' comments speak for themselves.

"I would prefer to use the RD because it includes holdings of other law libraries in the Northwest."

"No need of wasting funds for Moncat. I believe the RD gives you a wider range."

"I want both - Moncat to use with my students and the RD for our use and teachers use."

N. INTERLIBRARY LOANS PROTOCOLS AND PROCEDURES

When participants were trained to use the RD, they were not given any prescribed "rules" for placing the RD into their ILL routine. For example, they were not instructed to use the RD first, then other sources. Rather, it was left up to the participants to decide what would work best for them.

At the end of the project, participants were asked to explain how their ILL processes had changed during the project.

For many, particularly the school libraries and non-federation headquarters public libraries, ILL processes were totally new. They had never before been involved in a method of borrowing directly from a known holding library. Before the project, when school libraries needed to borrow materials from other libraries,

they used the local public library as the intermediary. Non-headquarters public libraries would transmit all requests to the headquarters which would either fill them there or route them to other libraries. Special libraries reported they would often phone another library, often a like-library, to obtain materials; or they would use a specialized union catalog.

Several kinds of changes were reported by participants with the use of the union catalog.

- The smaller non-federation headquarters public libraries that had previously used the headquarters to handle ILL requests took a variety of approaches. Some participants would use their judgment and forward those requests to the headquarters that were likely to be filled there; in addition, they would send requests directly to RD locations for materials not likely to be held by the headquarters. (It should be noted here that at the time of the Pilot Moncat project, only two of the six public library headquarters had holdings listed in the RD.) Some would complete the Moncat ILL form with known RD holding libraries and send all such forms to the headquarters to be checked first.

- Larger non-headquarters public libraries used the RD for virtually all requests, going directly to the holding library identified in the RD.

- The special libraries - health sciences and law - that had previously relied on their own network and union catalogs now consulted the RD first. They reported success in the use of the RD even though relatively few special libraries had holdings in the RD.

- The federal government OCLC library did not use the RD for ILL except on rare occasion, finding the OCLC network to meet its needs better than the RD. The academic library OCLC user checked the RD for each request and made use of it primarily for in-state periodicals requests.

- Federation headquarters which did not have access to the WLN data base online were able to find a majority of items not filled from their own collections through the RD.

- School libraries, although not high volume ILL users, reported they chose to use the RD to go directly to known holding libraries rather than using the local public library as the intermediary.

- A public library in the same community as an online member of WLN reported that the RD was valuable for local resource sharing. Users were directed "across town" when a check of the RD showed that the item was available in that library, thereby bypassing the interlibrary loan process altogether.

There are no clear-cut generalizations to be made about changes in ILL processes due to the use of the union catalog. All

libraries, in varying degrees, used it to borrow materials directly from known holding libraries - some exclusively, some in complementary fashion with the federation headquarters, and some only to fill in the blanks when their regular ILL channels did not suffice. The most dramatic changes occurred for those libraries which had never before used the ILL process or which had relied on an intermediary "resource library." Although several participants commented on the increased workload, they liked the new sense of control they had over the ILL process, the ability to improve service to their users, and the access to more resources at their fingertips.

III. RECOMMENDATIONS

Interlibrary Loan Committee members met after the Pilot Moncat project was completed to review the findings. Their recommendations are listed in this section - in the areas of training, building the union catalog, the first Moncat, related technology, protocols, network development, and public awareness. (The votes by Committee members on these recommendations were unanimous except where specifically indicated otherwise.)

A. TRAINING

The Interlibrary Loan Committee viewed adequate training as the key to the successful introduction and use of Moncat. Good training of union catalog users is essential for responsible resource sharing practices. The Committee made several recommendations regarding training.

1. For the initial introduction of the union catalog and related protocols, training should be conducted statewide, preferably by the State Library or contracted designee, at several locations. This will insure consistency of instruction.

2. In continuing years training could be provided by federation headquarters and possibly other organizations with the State Library providing guidance for trainers.

3. Training should be multi-type, available for and geared to libraries of all types.

4. A supporting manual and directory of libraries' ILL policies should be developed and kept up-to-date by the State Library or contracted designee.

To facilitate easier use of the union catalog and more responsible use by requesting libraries, the Committee recommends that the Washington Library Network be requested to provide address information and policy statements of all WLN participants and that these be a part of the manual.

5. The Committee recognizes the value of the union catalog for uses other than interlibrary loans and resource sharing - such as cataloging, reference requests, and collection development. Training should include interlibrary loans processes and protocols initially, but should eventually include these other uses. The Committee also recommends that personnel from all departments attend the training.

6. On an ongoing basis there needs to be oversight of interlibrary loans processes, protocols and training needs at the state level, to include coordination with the Pacific Northwest region, PNLA, WLN, MPLA, OCLC, and so on.

7. The Advisory Council is encouraged to establish a grant fund for initial Moncat training. In addition, the State Library

is encouraged to seek funding for training on an ongoing basis.

B. BUILDING THE UNION CATALOG

In making the following recommendations, the Committee took into account project findings on subject analyses, materials lent and borrowed by type of library, as well as the historical developments of ILL practices in Montana.

8. The Committee recognizes that the strongest Moncat data base is one which is multi-type, built by all types of libraries. In order to improve the balance of holdings represented by all types of libraries, the Committee recommends that types of libraries not now strongly represented in the data base be encouraged to add holdings and that types of holdings not now strongly represented in the data base be added.

9. It is particularly important for federation headquarters that do not now have holdings records in the data base to add them to ensure that libraries in their federation areas which are using the union catalog for interlibrary loans do not bypass resources in their region.

10. The Committee supports and encourages coordinated cooperative collection development in the state. The Committee notes the subject areas and types of materials listed below to have been requested most frequently of out-of-state libraries or to have been viewed by participants as a "gap" in the union catalog.

Audiovisual materials

Fiction

Dewey category 920's - biography and genealogy

Dewey category 600's - in particular 610 (medicine) and
620 (engineering)

Dewey category 300's - social sciences

Juvenile materials

11. The Committee recommends that the Collection Development Committee review the subject-specific data for the project as a whole, with particular emphasis on the areas listed in recommendation 10 and appropriate tables in this report, when it considers actions to be taken to strengthen Montana libraries' collections.

12. The Committee also recommends that if further Moncat development grants are awarded, the Advisory Council or appropriate funding body should give consideration to these subject areas and any other subject areas identified by the Collection Development Committee in assigning priorities to grant awards. The Committee notes that these subject areas are primarily the identified needs of public libraries and that further study will be needed to complete the picture.

13. Load-leveling is best achieved if there is depth and

breadth to the data base - in uniqueness and number of holdings as well as types of libraries represented. Duplication of holdings locations would take some of the lending responsibility off the larger libraries which receive requests most frequently. Therefore the Committee recommends that small- to medium-sized libraries of all types be encouraged to add holdings to the data base.

14. OCLC tapes of three Montana libraries are being added to Moncat this year through LSCA grant funds. The Committee discussed what to do in future years when continued grant funding may not be available for this purpose. One suggestion was that if future editions of Moncat are to be purchased by libraries, the cost of adding the OCLC (and possibly other machine readable records) be reflected in the price of the Moncat fiche sets. The Committee recommends that this be a topic for further study.

15. The Advisory Council and other grant funding bodies are encouraged to give consideration to the above-mentioned factors when awarding Moncat development grants. In summary, these are: subject areas needed to strengthen the data base, types of libraries and types of materials to add, participation by small- and medium-sized libraries, multi-type development, the addition of non-WLN machine readable records, and the addition of federation headquarters' holdings not currently represented.

The Committee noted the progress made by Montana in filling its own ILL requests. Previous to WLN participation (1981), the Pacific Northwest Bibliographic Center was the primary location tool for resource sharing. It was estimated then that 33% of all requests sent to PNBC were returned to Montana libraries to be filled. The Pilot Moncat study showed a 55% in-state fill rate. This is a substantial improvement in just four years' time, due primarily to the development of the union catalog.

16. The Committee recommends that, given the further development of the state's union catalog, a goal of 75% in-state fill rate be achieved in three years, by 1987. It further recommends that a study similar to the ILL forms analysis for the Pilot Moncat project be conducted at that time in order to chart the development and progress of resource sharing in Montana. Any further studies of ILL patterns should be reflective of the total library picture in Montana.

C. THE FIRST MONCAT

The format of the first widely-used union catalog for Montana libraries was debated by the Committee. Should grant funds be used to purchase RD's in larger quantity or should Moncat be purchased (the edition of holdings of only Montana libraries)?

Pilot Moncat participants pointed out the advantages of the RD, such as greater number of resources to choose from and more value

for cataloging and interlibrary loans. However, grant funds were originally allocated for the production of Moncat, not the purchase of RD's. In addition, not enough grant funds were available to purchase a large enough number of RD's to insure their wide distribution to Montana libraries; whereas statewide and multi-type distribution were possible with the creation of a Moncat. Another consideration was that any interested library could purchase the RD; but if a Moncat were not created, it would not be available.

The Committee's recommendation regarding the first edition of Moncat passed with a 5-3 vote. The "no" votes reflected the overwhelming support by Pilot Moncat participants for continued usage of the RD as Montana's union catalog.

17. Recognizing the advantages of both a Montana union catalog and the multi-state Resource Directory union catalog, the Committee recommends that the first widely-distributed union catalog be a Montana-only edition, Moncat, to be funded with LSCA grant funds for statewide distribution. As many RD's as possible would be purchased with remaining funds. This recommendation would ensure wide distribution of Moncat statewide to all types of libraries.

D. RELATED TECHNOLOGY

Committee members discussed the advantages of using electronic mail to transmit ILL requests. Project analysis showed a quicker turnaround time for e-mail requests. And many lending libraries prefer a standard electronic mail request form to forms sent by mail.

With so many choices for e-mail systems available, the Committee was reluctant to make an across-the-board recommendation that libraries adopt an e-mail system. Members realized that libraries may not at this time be able to determine the best option to take.

18. The Committee recommends that a state-of-the-art study of electronic mail for ILL be conducted that would include such issues as compatibility of systems and equipment, start-up funding costs and means of incentives to promote use by more libraries. The study could be done as a joint effort of the Automation Committee and the ILL Committee. The ILL Committee could consider, for example, ILL request format issues, and the Automation Committee could consider hardware and vendors.

Another technology-related issue discussed by the Committee was the need for libraries to have microfiche readers in order to use Moncat, and the reality that many do not own readers. (The following recommendation was passed with one "no" vote, a member who sees the purchase of microfiche readers as the responsibility of the local library.)

19. Recognizing that wide availability of microfiche readers is essential to the usage of Moncat, the State Library is encouraged to investigate the possibility of a term contract for libraries to purchase readers at discount. The Committee also recommends that the Advisory Council establish a grant program to help libraries purchase microfiche readers for use of Moncat.

E. PROTOCOLS

The Committee reviewed the protocols recommended at the beginning of the project and taught in initial training sessions. Protocols recommended in this report are essentially the same - the only changes being more reliance upon "good judgment" rather than prescribed "rules." (This recommendation passed with one abstention, a member who was concerned about not placing date and cost limitations.)

20. A. The Committee recommends that no cost or date limitations be placed on what can be requested by libraries. Libraries are advised to consider both item cost and publication date and to avoid requesting inexpensive items and recently published materials. However, there are times when it is appropriate to request new and inexpensive materials. Therefore the Committee advises librarians to use good judgment and to consider local library collection needs when requesting these materials.

B. Sequence of search to determine method of handling user's request:

- 1). Check library's own collection first.
- 2). Consider for purchase at local level - or, if appropriate, at federation level.
- 3). Check other local libraries and information resources when appropriate.
- 4). Check Moncat.
- 5). Check other union catalogs if available, ie Resource Directory.

C. Load-leveling techniques:

- 1). Select in-state libraries before out-of-state libraries.
- 2). To avoid overloading certain libraries, do not always choose like libraries or the closest libraries first when sending requests to in-state libraries.
- 3). Generally, send requests to like-libraries first when borrowing from out-of-state libraries, while at the same time avoiding overloading certain libraries.

4). Do not always select larger libraries; select smaller libraries as well, those that may have a lower ILL volume and higher possibility of having the materials available for loan.

5). Do not consistently use the following factors to determine where ILL requests will be sent: speed of service, method of transmission (e-mail vs. U.S. mail), quality of service, charges for service. Libraries selected because they generally have quick turnaround times, for example, will eventually become overloaded to the point of having slower response times.

D. If the request is not found in the Moncat fiche and the library does not have the Resource Directory to obtain out-of-state locations, then the requesting library should use its established routes for forwarding the request, for example, the federation headquarters, the State Library, the Montana Health Sciences Information Network.

E. If a library places the Moncat fiche in non-library sites such as banks or businesses, ILL requests should always be sent first to the local library before being forwarded to the holding library. The local library is responsible for checking local resources first and for being accountable for the loan process between libraries.

F. NETWORK DEVELOPMENT

Networking-related recommendations focus on local libraries' responsibility, the availability of back-up or resource centers, and multi-type resource sharing and network development.

21. Because good resource sharing starts at home, the Committee encourages maximum use of local collections as well as multi-type cooperation within communities.

22. School library participation in resource sharing is essential. It is important that school librarians are included in any discussions of Moncat and resource sharing. The Committee recommended the annual school library retreats as especially good occasions to discuss Moncat and the use of a union catalog.

23. The Committee views the interlibrary loans process as being the responsibility of the local library using a union catalog tool such as Moncat or the RD, given adequate back-up support at the federation, state or other appropriate level.

24. The Committee further recommends that public libraries should continue to have the choice of providing their own ILL services or using the services of the federation headquarters; that a back-up system is essential to help libraries of all types with difficult requests; and that ongoing training in ILL practices must be available.

25. (Repeat of Recommendation 9) It is particularly important for federation headquarters that do not have holdings records in the data base to add them to ensure that libraries in their federation areas which are using the union catalog for interlibrary loans do not bypass resources in their region.

26. The Committee recognizes the potential fiscal impact of direct interlibrary loan processes on the local library. Members support the 1985 legislative budget request of the State Library for funds for academic system libraries' handling of interlibrary loan requests for libraries of all types statewide. Members are concerned that all major lenders, whether academic, public, school or special, be considered for funding support for interlibrary loan operations in order to avoid the implementation of fees. If legislative funding support is not forthcoming, the ILL Committee recommends that it address the issue of the cost of ILL in future deliberations and that the study process involve all libraries and library groups which have an interest in this issue.

27. The Committee realizes that Moncat will not be able to fill all requests for library users. Therefore it recommends that a formal mechanism be established to provide ILL back-up or resource center services. Alternatives are:

A. Federation headquarters become multi-type library service centers and handle the requests of all types of libraries that are not filled from the use of Moncat.

B. One or two ILL resource centers be established in the state.

C. Make arrangements with OCLC library(ies) to provide a back-up service.

D. For school libraries, establish ILL service centers in the larger districts.

E. Combinations of the above.

28. The Committee recommends that the State Library explore obtaining access to OCLC library(ies) as a back-up for all Montana libraries which need to obtain locations information and to use the OCLC ILL subsystem.

29. The Committee recommends that the Collection Development Committee explore the need for the establishment of last copy centers, "pools," or "resource centers" of specific subject areas and types of materials such as nonfiction, as well as a source of funding for such centers.

30. The Committee recommends that a statewide interlibrary loan form be developed, based on the form created for the Pilot Moncat project, to be used by any libraries in Montana. The State Library should explore methods of funding the form, at

least for its initial distribution.

G. PUBLIC AWARENESS

Last but not least is the necessity to inform librarians and the general public about Moncat.

31. The Committee recommends that the introduction and distribution of the first Moncat edition be publicized statewide in January/February 1985 and that local librarians participate in publicity activities.

H. CONSIDERATIONS FOR THE FUTURE

The Committee debated the merits of including long range recommendations in this report. Examples could be development of a statewide online catalog, or a fully integrated statewide library computer system, or the use of laser disc technology for in-state or in-house bibliographic systems.

The Committee's decision not to make recommendations with long range implications goes back to the original objectives of the Pilot Moncat project. The project objectives were short term and of practical and procedural nature. The information and experience gained from the project were seen to be of value in 1) the introduction of the union catalog into Montana libraries and 2) efforts to develop the union catalog by adding needed subject areas, types of materials and holdings of all types and sizes of libraries.

The Committee also recognized the interrelationship of Pilot Moncat results with the current work of other library groups. Several statewide library groups are presently working on long range plans in areas closely related to the Pilot Moncat project: the Collection Development Committee in statewide cooperative collection development; the Automation Committee in its development of an automation plan; the Long Range Planning Committee; and the Montana Library Services Advisory Council. The information brought to light by the Pilot Moncat project can be used by all these groups in their planning processes. Likewise, the information gathered by these groups will have a bearing on the continued work of the ILL Committee. With several closely related planning processes now underway, recommendations by the ILL Committee for a long range course of action appeared to be unwise.

Pilot Moncat participants were asked to give their ideas about an ideal ILL/resource sharing tool for the future. Their strong recommendation can be summarized as the development of a widely accessible online system. Here are some of the participants' comments regarding the development of an ideal resource sharing tool:

"Online ILL transmission with document delivery."

"Online for all libraries with all Montana libraries, including high schools, listed."

"Standardized communications network for the Northwest. Electronic mail. Direct borrowing. Shared costs for smaller libraries and NO user fees."

"I think the ideal ILL/resource sharing tool would be one similar to WLN in that it includes a large geographic area and many diverse libraries. In addition, the system would have the capability to communicate directly between libraries so a resource could be located, the holding library contacted, and the availability of the resource confirmed at the same time."

"An online system would be great - a big improvement over fiddling with the fiche. And with many more Montana libraries holdings included."

"It would be OCLC's ILL capabilities within the Pacific Northwest. Do we really need 2 bibliographic utilities?"

"The ideal would be a comprehensive collection within our own state, with each library complementing other collections, and being so in tune with the purchases of each other that there would be a minimum of duplication, allowing budgets to harmonize and encompass a greater selection of titles."

"I feel that Moncat plus our regional health science library network with National Library of Medicine backup works very adequately for us. It could be easy to become enamoured with 'bigger and better' to the point of not truly utilizing what we have. We should rely on local and state resources first and go beyond only as needed."

"Cheap, online access to a data base listing holdings of as many Pacific Northwest libraries as possible. Include an inexpensive capability to request loans online. Include the ability to send/receive reasonably sized copies of periodical articles online."

"The ideal sharing tool would be ILL between school libraries."

I. SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

The Pilot Moncat project shows the successful use of a union catalog for direct ILL transactions by libraries of all types and sizes. That success is reflected in the Interlibrary Loan Committee's recommendation that the ILL process be considered the responsibility of the local library, given two key factors: adequate training and back-up resources.

The project shows the importance of developing a multi-type union catalog with the holdings of all types of libraries included - to

ensure both breadth and depth in the development of Moncat. Although a larger and up-to-date sample of interlibrary loan forms may provide more reliable findings, the Committee feels confident in recommending 1) the addition of holdings of types of libraries not now heavily represented in Moncat, ie, school and special libraries, for their unique contributions; 2) the increased participation of small- to medium-sized libraries of all types in order to ease the lending load on both the larger libraries and those libraries with a majority of their holdings on the data base; and 3) the addition of holdings of federation headquarters libraries not now represented in Moncat to ensure that libraries in those federation areas do not bypass resources in their region.

Project participants recommended a move toward an online resource sharing environment - widely available statewide and including many more libraries than are now included in Moncat. Their use of the RD on microfiche, a tool which contains the holdings of Pacific Northwest libraries, has convinced them of the advantages of having access to a large number of bibliographic records. From demonstrations by WLN online users, participants have also seen the advantages of an online system for retrieving bibliographic information for staff members and library users.

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APPENDIX A

GLOSSARY OF TERMS USED IN REPORT

Adapted from Draft Report, A Choice of Futures, a Future of Choices; a Long-Range Plan for Library Development, (Helena: Montana State Library, July 1984)

- AUDIOVISUAL** Non-print materials such as films, tapes and other media.
- BIBLIOGRAPHIC UTILITY** An organization that maintains online bibliographic data bases, enabling it to offer computer-based support to users, including library network participants. Typical uses of a utility include shared cataloging, interlibrary loans, acquisitions management, serials control, production of catalog products. WLN and OCLC are examples of bibliographic utilities.
- COLLECTION DEVELOPMENT** A dynamic and ongoing process of adding materials to libraries, preferably guided by policies reflecting library community needs.
- E-MAIL** See ELECTRONIC MAIL
- ELECTRONIC MAIL** A means of transmitting text messages, such as letters or, in libraries, interlibrary loans transactions, between two computers or computer terminals.
- FEDERATION** A group of public libraries working together to provide a broader range of resources and services than individual libraries can offer alone. It may be a single or multi-county system with an advisory library board made up of a representative from each participating unit. The librarian of a federation headquarters library serves as a non-voting member of the advisory library board. Each local board retains control over local aspects of its library's services.
- The six federations in Montana and their headquarters are: Broad Valleys Federation, Bozeman Public Library; Golden Plains Federation, Glasgow City-Co. Library; Pathfinder Federation, Great Falls Public Library; Sagebrush Federation, Miles City Public Library; South Central Federation, Parkly Billings Library; Tamarack Federation, Missoula City-Co. Library.
- FICHE** See MICROFICHE.

| | |
|--|--|
| ILL | See INTERLIBRARY LOAN. |
| INTERLIBRARY LOAN (ILL) | A process of lending and borrowing materials among libraries, based on defined and agreed-upon protocols, begun when a library cannot fill a user's request from its own collection. |
| LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) | A federal program which provides funds to states to extend and improve library services to areas without such services or with inadequate services; to make library services more accessible to persons who, by reason of distance, residence, language, physical handicap or other disadvantage, are unable to receive the benefits of library services regularly made available to the public; to strengthen metropolitan public libraries which serve as national or regional resource centers; and to improve regional, state or interstate cooperative library networks for the systematic and effective coordination of the resources of school, public, academic and special libraries and special information centers. |
| LOAD-LEVELING | Methods of apportioning interlibrary loans requests to minimize overloading a few libraries. |
| LSCA | See LIBRARY SERVICES AND CONSTRUCTION ACT. |
| MICROFICHE | A rectangular sheet of film called a "fiche," (approximately 4" x 6") holding photographically recorded micro-images of print or graphic material. One fiche can record from 98 to 270 pages of information, depending on the extent of the photographic reduction. |
| MONCAT | See MONTANA UNION CATALOG. |
| MONTANA UNION CATALOG (MONCAT) | A compilation of the holdings of Montana libraries which are entered into the Washington Library Network (WLN) data base; produced on microfiche and available to Montana libraries. |
| MPLA | Mountain Plains Library Association. |
| MULTI-TYPE LIBRARY COOPERATION | A means of mobilizing total library resources to meet the needs of the user without regard to the type of library involved - whether public, school, special, academic. The goal is to help all library users make more effective use of all library resources and services. A multi-type library network is one that serves more than one type of library. |
| OCLC | See ONLINE COMPUTER LIBRARY CENTER. |

| | |
|---|---|
| ONLINE COMPUTER LIBRARY CENTER (OCLC) | A computer network system centered in Columbus, Ohio, where cataloging information about library materials is stored, so that information about a given item, including a list of libraries owning it, can be called up on a computer terminal by member libraries. OCLC is a bibliographic utility. |
| PNLA | Pacific Northwest Library Association. |
| PROTOCOLS | Conventions used in communicating between levels or nodes of a network. A formal set of conventions governing, for example, the format, content, and sequence of events of messages and transactions. |
| RD | See RESOURCE DIRECTOR''. |
| RESOURCE DIRECTORY | A compilation on microfiche of the contents of the Washington Library Network data base. Contains catalog records and holdings locations of WLN participants. |
| RESOURCE SHARING | Any means by which information and/or materials in one library are available to users of another library, often using automated systems, union catalogs and communications networks. |
| TURNAROUND TIME | In this report, the term for the total amount of time needed to make an interlibrary loan request of an item from another library and to actually receive that item from the lending library. |
| UNION CATALOG | A catalog collection or listing of the holdings of several libraries, generally established by a cooperative effort, used primarily for loan services. |
| ULMS | See UNION LIST OF MONTANA SERIALS. |
| UNION LIST OF MONTANA SERIALS (ULMS) | A central listing of magazines, annuals, quarterlies and other publications published under the same title at periodic intervals, which shows the location of each item listed. ULMS is now a part of Moncat, in the WLN data base. |
| WASHINGTON LIBRARY NETWORK (WLN) | A computer library network administered by the Washington State Library, offering a variety of automated library services - including shared cataloging, acquisitions management, interlibrary loans, and the creation of products such as catalog cards and microfiche catalogs. A user can determine cataloging information as well as the location of the item for interlibrary loan (ILL) purposes. WLN participants are primarily from the states of Washington, Idaho, Alaska, Montana, and Oregon. WLN is a bibliographic utility. |
| WLN | See WASHINGTON LIBRARY NETWORK. |

APPENDIX B

MONTANA INTERLIBRARY LOAN COMMITTEE MEMBERS DURING PILOT MONCAT PROJECT - FISCAL YEAR 1984

Tom Bremer
Montana Health Sciences Information Network
Renne Library, Montana State University

Kay Carey
Interlibrary Loans Service
Renne Library, Montana State University

Sheila Cates
Library-Media Specialist
Office of the Superintendent of Public Instruction

Lois Fitzpatrick
Director
Carroll College Library (OCLC Library)

Dennis Fredrickson
Head, Public Services
Lewis and Clark Library

Richard Gercken
Director (Federation Review Liaison through March 1984)
Great Falls Public Library
Pathfinder Federation Headquarters

Beth Givens
Library Development
Montana State Library

Shirley Krotz
Director
Glasgow City-County Library
Golden Plains Federation Headquarters
(joined committee March 1984)

Gene Robson
Team Leader, Interlibrary Loans/Extension Services
Pamly Billings Library
South Central Federation Headquarters

Patricia Roberts
Program Manager, Census and Economic Information Center
Montana Dept. of Commerce

Darlene Staffeldt, Staff Liaison to Committee
Supervisor, Technical Services
Montana State Library

PILOT MONCAT SITE LIBRARIES AND LIBRARIANS

| | |
|--|--|
| Bozeman Public Library Steve Cottrell, Director | Lewistown City Library Florence Kettering, Director |
| Bozeman Sr. High School Library Pat Campbell, Librarian | Libby Sr. High School Library Al Randall, Director |
| Bureau of Land Management Library Carolyn Nelson, Director | Lincoln Co. Free Library Inez Herrig, Director |
| Butte Silver Bow Public Library Mike Anderson, Acting Dir. Phelps Shepard, Director | Miles City Public Library Muriel Cooksey, Director |
| Carrull College Library Lois Fitzpatrick, Director | Miles Community College Library Larry Torstenbo, Director |
| Central Montana Medical Library Sue Rummans, Director | Mt. Power Co. Law Library Sue Nissen, Director |
| Chinook High School Lib. Ellen Svendsen, Director | Office of Public Instruction Resource Center Cheri Bergeron, Director |
| Dawson Co. High School Library Avis Anderson, Director | Poplar High School Library Mary Dicks, Director |
| Dawson Community College Library Andrine Haas, Director | Rocky Mountain College Library Sue Walker, Director |
| Flathead Co./Community College Library John Burton, Co. Lib. Dir. Michael Ober, College Libn. | Rocky Mountain Laboratory Library Liza Serha, Director |
| Glasgow City-Co. Library Shirley Krotz, Director | Roundup Community and School Library Loren Thompson, School Lib. Dir. Chrys Ligget, Comm. Lib. Dir. |
| Glendive Public Library Peggy Winchell, Director | Salish-Kootenai Community College Library Robert Bigart, Director |
| Great Falls Public Library Richard Gercken, Director | Sidney Public Library Sue Morrison, Director |
| Hill Co. Library Bonnie Williamson, Director | St. Patrick's Hospital Library Jody Anderson, Director |
| Lewis and Clark Library Deborah Schlesinger, Director | |

Date:

Deadline date:

Send to:

**INTERLIBRARY LOAN REQUEST
PILOT MONCAT PROJECT**

Borrowing library notes:

For:

Book author OR periodical title, vol., pages, and date.

How request transmitted?

phone other—please list:

U.S. mail

electronic mail

Book title, edition, place, year, series OR periodical article, author, title.

Lending library notes:

Verification:

Please send if loan or photocopy fee is less than \$ _____

Routing Sequence:

Date Request Rec'd:

Action Taken:

- 1.
- 2.
- 3.
- 4.
- 5.

Borrowing library record:

Date item received:

Date due:

Date returned:

If you cannot fill, please ROUTE to next numbered location.

Request complies with CCG or CCL

AUTHORIZING LIBRARIAN: _____



Date:

Deadline date:

Send to:

**INTERLIBRARY LOAN REQUEST
MONTANA**

Lending Library Address:

For:

Book author OR periodical title, vol., pages, and date.

Date sent:

Date due:

Charges:

Book title, edition, place, year, series OR periodical article, author, title.

Date received:

Date returned:

Verification:

NOTES:

Please send if loan or photocopy fee is less than \$ _____

Routing Sequence: Date Request Rec'd: Action Taken:

- 1.
- 2.
- 3.
- 4.

If you cannot fill, please ROUTE to next numbered location.

Request complies with CCG or CCL AUTHORIZING LIBRARIAN: _____



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PILOT MONCAT SURVEY

July 1984

RESPONSES TO PILOT MONCAT SURVEY

Responses are indicated by percentage (%), mean and median. In some cases, the highest and lowest responses are also included.

The "mean" is the average value for all responses for a particular question or part of a question. Because it is affected by extreme values at the high and low ends of the response data, the median is also provided. The "median" is the case which has 50 percent of the data group above and 50% of the data group below it.

The written comments provided by participants are included. Comments are followed by the type of library making the response, - public, college, special, school.

n = 29 100% return from the participants was achieved. Participants are public, school, college and special libraries which participated in the Pilot Moncat project during fiscal year 1984.

1.a. Size of library collection: _____ titles.
High = 110,598 Low = 936
Mean = 38,876
Median = 24,500

1.b. Average monthly circulation: _____ circulation/month.
High = 26,470 Low = 36
Mean = 5,384
Median = 2,500

1.c. Average monthly interlibrary loan volume:
_____/month - fiscal year 1983 (before project)
High = 857 Low = 0
Mean = 92
Median = 44
_____/month - fiscal year 1984 (during project)
High = 750 Low = 0
Mean = 93
Median = 43

See attached "% of change table" from FY83 to FY84.

Comments:

Was not open for student use - professional staff only (school)

Our general circulation increased during this period - so I'm not sure if this increase was due to Pilot Moncat. (public)

1.d. Total library staff size:

| professional librarians | | support staff | |
|-------------------------|---------|---------------|---------|
| High = 8 | Low = 0 | High = 22 | Low = 0 |
| Mean = 2 | | Mean = 3.5 | |
| Median = 1.9 | | Median = 2 | |

2. Where is your library's copy of the Resource Directory (RD) kept? Check one.

- a. 14% Reference dept.
- b. 10% Technical services
- c. 7% Circulation
- d. 24% Interlibrary loan
- e. 7% Director's office
- f. 24% Other public service area - specify _____
- g. 7% Other non-public area - specify _____
- h. 7% Other - specify _____

Other locations of RD:

Microfiche room (college)
Next to microfiche reader (school)
Audio-visual room beside microfilm reader (school)
At reader printer (special)
Dept. of Human Resources (special)
Microform room (special)
Main reading room (special)
Supervised area - computers, etc. - enter with permission (school)
However this (interlibrary loan) is an area with easy public access. (special)
Just inside the workroom door (public/school)
Moved to public area (college)
Microform-microfiche room near reader (public)
Magazine file/work room area (public)
Geology room (college)
In a microfiche area with other indices. Our library is so small that it could be considered a public, reference or staff area! (special)

Comments:

We keep the RD in the public microfiche room. We encourage students and faculty to use it. By having it "out" in the open more people felt free to use it. (college)

ILL shared with acquisitions/cataloger (public)

It is useful there (next to fiche reader). Librarian and speech and debate coach are primary users. (school)

It wasn't thought wise to keep in public area because of the large numbers of students who would tend to just "play" and get

APPENDIX D: Participants' Survey

the fiche out of order. (school)

It spent much of the time with the cataloger when not in use by ILL. (public)

3. Indicate how many staff use the RD.

- No. of staff users
- a. Professional level/librarians
 - High = 4 Low = 1
 - Mean = 1.5
 - Median = 1
 - b. Support/clerical staff level
 - High = 5 Low = 0
 - Mean = 1.4
 - Median = 1

4. What uses do you make of the RD. Please respond to all that apply to your library. Indicate the approximate percentage (%) of use for the appropriate functions listed below. For example, if half of your library's use is for cataloging, enter "50%" at letter c. Your percentages must add up to 100%. Leave blank those uses that do not apply to your library.

- a. 49% Obtain interlibrary loan (ILL) location information - the holdings data.
- b. 14% Verification of bibliographic information, for example for ILL or acquisitions
- c. 16% Cataloging purposes
- d. 5% General reference usage
- e. 8% Subject reference usage, for example for subject requests or subject bibliographies
- f. 2% Collection building purposes
- g. 1% Acquisitions decisions
- h. 5% Use by general public
- i. negligible% Other uses - specify _____

Responses to "other:"

We just finished our retrospective conversion for WLN -used the RD 6 hrs./day for 20 days to confirm LC numbers. (school)

Name authority. (public)

Attachment to survey question 1.c.

CHANGES IN INTERLIBRARY LOAN VOLUME PER AVERAGE MONTH FROM FISCAL YEAR 1983 TO FISCAL YEAR 1984 FOR EACH PARTICIPATING LIBRARY

| OBS | LIBRARY | COLL SIZE | SIZE | ILL1983 | ILL1984 | ILLCHANG |
|-----|----------------------|-----------|-------------|---------|---------|----------|
| 1 | GREAT FALLS PUB | 110598 | OVER 75000 | 69 | 93 | 34.7% |
| 2 | MILES CITY COLLEGE | 92000 | OVER 75000 | 150 | 198 | 32.0% |
| 3 | CARROLL CLARK | 85000 | OVER 75000 | 190 | 176 | 7.0% |
| 4 | LEWIS & CLARK | 83453 | OVER 75000 | 121 | 137 | 1.8% |
| 5 | ATHEAD GOV | 75000 | OVER 75000 | 123 | 179 | 1.8% |
| 6 | BUTTE SILVER B | 70000 | 50000 | 20 | 150 | 25.0% |
| 7 | HILL COLLEGE | 47418 | 25000 | 136 | 122 | 1.0% |
| 8 | STONEY | 45000 | 25000 | 22 | 75 | 2.4% |
| 9 | BROAD VALLEY | 43000 | 25000 | 32 | 122 | 1.0% |
| 10 | GLASSBORO SR. HI | 43000 | 25000 | 85 | 122 | 1.4% |
| 11 | BOZEMAN CITY | 37000 | 25000 | 16 | 20 | 2.0% |
| 12 | LENDINE PUBLI | 26000 | 25000 | 44 | 52 | 3.0% |
| 13 | DAWSON COMM. ED | 230374 | UNDER 25000 | 28 | 28 | 0.0% |
| 14 | DAWSON COMM. ED | 20374 | UNDER 25000 | 78 | 91 | 16.6% |
| 15 | SALISH COMM. ED | 15000 | UNDER 25000 | 2 | 2 | 0.0% |
| 16 | MILES COMM. ED | 115000 | UNDER 25000 | 2 | 3 | 0.0% |
| 17 | LIBBY HIGH MANAG | 110000 | UNDER 25000 | 10 | 40 | 13.0% |
| 18 | BUR LAND HIGH SCH | 95000 | UNDER 25000 | 0 | 5 | 0.0% |
| 19 | CHINOOK MOUNTAIN LAB | 8556 | UNDER 25000 | 46 | 40 | 0.0% |
| 20 | ROCKY MOUNTAIN LAB | 8000 | UNDER 25000 | 0 | 4 | 0.0% |
| 21 | ST PATRICK HS | 4800 | UNDER 25000 | 17 | 17 | 0.0% |
| 22 | POPLAR HIGH SCH | 4000 | UNDER 25000 | 18 | 12 | 0.0% |
| 23 | MT POWER CO LA | 2000 | UNDER 25000 | 43 | 43 | 0.0% |
| 24 | CENTRAL M HDS | 936 | UNDER 25000 | 4 | 11 | 175.0% |

Note: Hyphen after percent (%) indicates negative change.
 "ILL1983" and "ILL1984" columns show monthly interlibrary loan volume.
 ... means data were missing or calculation of a percentage value was meaningless.

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5. Approximately how often per week is the RD used in your library? Your answer should reflect the total of all uses by library staff members.

- a. 0% 0 times per week
- b. 18% 1-3 times per week
- c. 11% 4-6 times per week
- d. 14% 7-10 times per week
- e. 4% 11-15 times per week
- f. 14% 16-20 times per week
- g. 25% 21-30 times per week
- h. 4% 31-40 times per week
- i. 11% More than 40 times per week

6. _____ Estimate of number of hours per week you spend using the RD.
 High = 15 Low = .3
 Mean = 5
 Median = 5

7. If your library uses the RD very little or not at all, please indicate the reasons why.

I try to gather work for ILL once a week. That saves me time. Our volume of ILL is not very large. (school)

School library setting is different from Public. Students have less need. We intend to use our 1984 RD for more in the area of cataloging and bibliography searches in 1984-85. (school)

Our library suffered a cut in professional staff due to failure of a mill levy. So services had to be confined to previous levels. We were unable to add another service that took more staff time. The RD was not widely advertised to our public, but was used when it did seem to save steps. (school)

The Bozeman Public Library used the RD infrequently because ILL for that library is conducted by the Federation. The Federation uses the RD infrequently for ILL because HQ staff has access to WLN online. (public)

Low volume of requests (special)

We use the RD quite a bit, but since we serve a rather small, specialized clientele, it might appear we use it less than other libraries do. (special)

Is used only when students do research and we do not have sufficient information. It really helps us out. (school)

8. Has the use of the RD increased your ILL volume?

59% Yes 41% No

If yes, how much?

I don't know the exact %, but the speech and debate coach says he uses ILL much more than last year. (school)

Especially with subject requests (public)

Our first impulse was to say "no" because we felt our ILL usage had not increased substantially but our figures show that ILL loan volume was up 13 per month and of that an average of 5 per month was from the RD. (public/school)

Not really because in most cases, we found that material needed was at MSU, so we sent the person there, rather than go through the ILL procedure. (school)

30% or more (college)

One-fourth more borrowing than 1983. Less lending to Montana libraries and out-of-state libraries as our holdings are not on RD; however, being a headquarters library, we lend extensively to our federation libraries. (public)

About 2.5%. (college)

From 0 to 70+ requests this year. Previously handled through public library. (school)

From nothing to an average of 5 or 6 per month. (school)

At least double - we used to do very little ILL except through the State Law Library. (special)

Approximately 10%. (public/college)

I do believe the reason for our interlibrary not increasing in volume is with the use of the RD we are more aware of what the college library has and also we have consolidated our effort better with the public library. (public)

100%. I never used ILL before very much. (school)

115 items (public)

Because of use of subject RD - specific titles obtained by patrons within subject area. (public)

9. In what way has the RD affected the frequency with which you can fill ILL requests for your users. Rate on a scale of 1-10, 10 being the most frequent fill rate. Circle the appropriate mark on the scale.



Comments:

The Federation staff was using WLN online regularly 7 months before the RD was obtained. Using WLN as a measure would cause

46

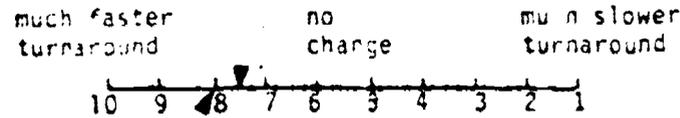
61

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us to circle #9. (public)

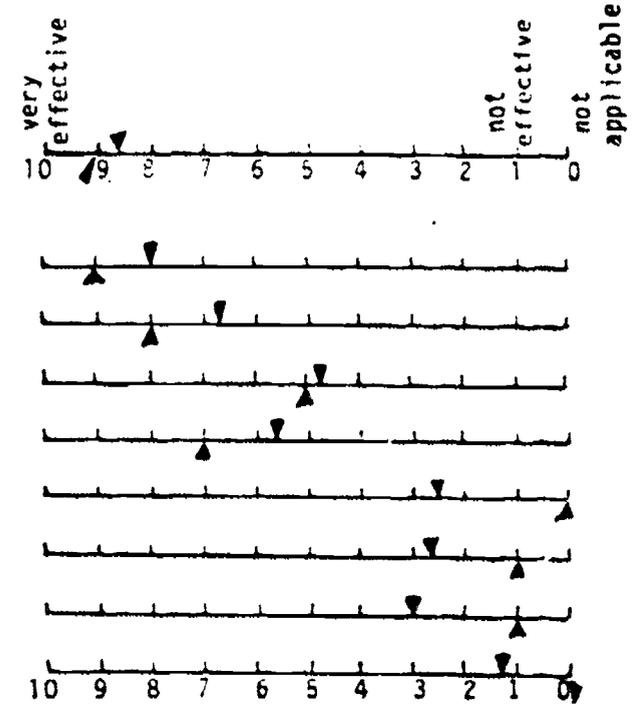
10. In what way has the RD affected turnaround time for filling requests? Rate on a scale of 1-10, 10 being the highest turnaround time.

Mean = 7.6
Median = 8



11. How effective has the RD been for your library? On a scale of 1-10 (10 being the most effective), rate how useful/effective you have found the RD in each of the functions listed below. A zero (0) indicates you did not use the RD for that particular purpose (not applicable). Circle the appropriate mark on the scale.

- a. Obtaining interlibrary loan information Mean = 8.6 Med = 9
- b. Verification of bibliographic information Mean = 8 Med = 9
- c. Cataloging purposes Mean = 6.8 Med = 8
- d. General reference usage Mean = 4.7 Med = 5
- e. Subject reference usage Mean = 5.6 Med = 7
- f. Collection building Mean = 2.5 Med = 0
- g. Acquisitions decisions Mean = 2.6 Med = 1
- h. Use by general public Mean = 3 Med = 1
- i. Other uses - specify Mean = 1.3 Med = 0



Responses to "other:"

Name authority (public)

12. I found the RD to be:

- 62% Very easy to use - no problems
- 38% Easy to use - some problems
- _____ Difficult to use - significant problems
- _____ Very difficult to use - major problems

Comments:

I wasn't sure what exactly I was getting when I ordered through ILL. I could get a good idea by reading the annotation in the RD, but results were sometimes disappointing. (school)

A computer is alot easier. (public)

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Spacing is confusing. Some journals are difficult to find. (public)

Pet peeve: I am used to NEUCAT (Nebraska union catalog) that has index on each sheet and miss that index VERY much. (public)

Takes intense concentration - hard on eyes at longer stretches. Spacing in fiche can sometimes present a problem. Selecting proper locations, avoiding using same libraries when one or more persons are searching, can be a problem. Time consuming (searching process) - much detailed writing and searching. (public)

The 1984 one is easier to use than 1983 since you didn't have to go from the author or title index to the register to find bibliographical information, it was in the title index. (college)

Found it useful to have full record under title. (special)

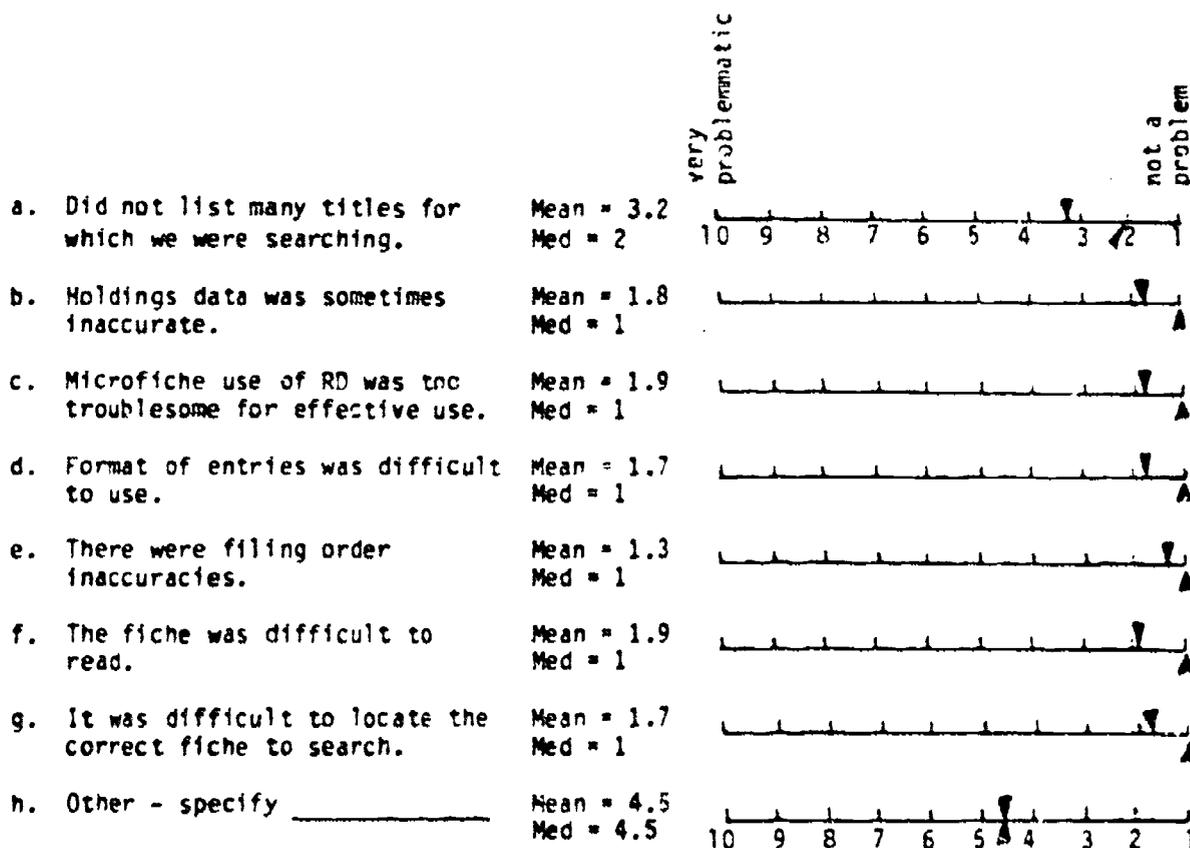
Time consuming (special)

The RD is effective for obtaining necessary ILL's for the time period covered. (special)

Until ILL Librarian became used to it the spacing of the WLN numbers and register numbers was confusing because they were closer to the following entries than the ones they applied to. (public)

The address section was not easy to use. Could not find addresses of some institutions. (school)

13. To what extent did the RD present usage problems for you? Indicate on a scale of 1-10 the extent of the problems encountered. 10 is the most problematic. Circle the appropriate mark on the scale.



Please comment further on any difficulties you encountered in using the RD:

On the whole we found the RD easy to use. We found it cumbersome and time-consuming in these areas: Checking the Missoula fiche first; finding the registration # then going to another card for cataloging information; the use of the manual for completing requests forms, especially locating addresses for libraries. Part of the problem was of our own making since we didn't have our RD box located right beside the microfiche reader. (public/school)

Having to check the Missoula fiche separately was a pain. Taking down TWO long numbers (regis # and LC or WLN) was annoying. Both these problems are eliminated on the 84 RD. Using fiche for long periods of time would be a problem. Our volume is not that high. We still get tired eyes on days when we use it a lot. (public)

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Comment on a): time limit of holdings covered is problematic. (special)

Comment on g): Right at first, may have been a little problem to locate the correct fiche to search. (special)

Any problems were worth the effort, ie #9. (school)

RD 1984 fiche quality does not seem as high as that of RD 1983. (public/college)

Comment on b): Cannot tell if some holdings were not on RD. (college)

At times I had a hard time determining if it was author or title main entry. (college)

Some of the printing was very difficult to read. Many times we had particular problems with the numbers. On a few of the listings large spaces was at times confusing, as we wondered if it was the same title or a separate one. On the whole and for so many listings I feel the errors were minimal. (public)

Comment on e), filing order inaccuracies - I have encountered this occasionally. (public)

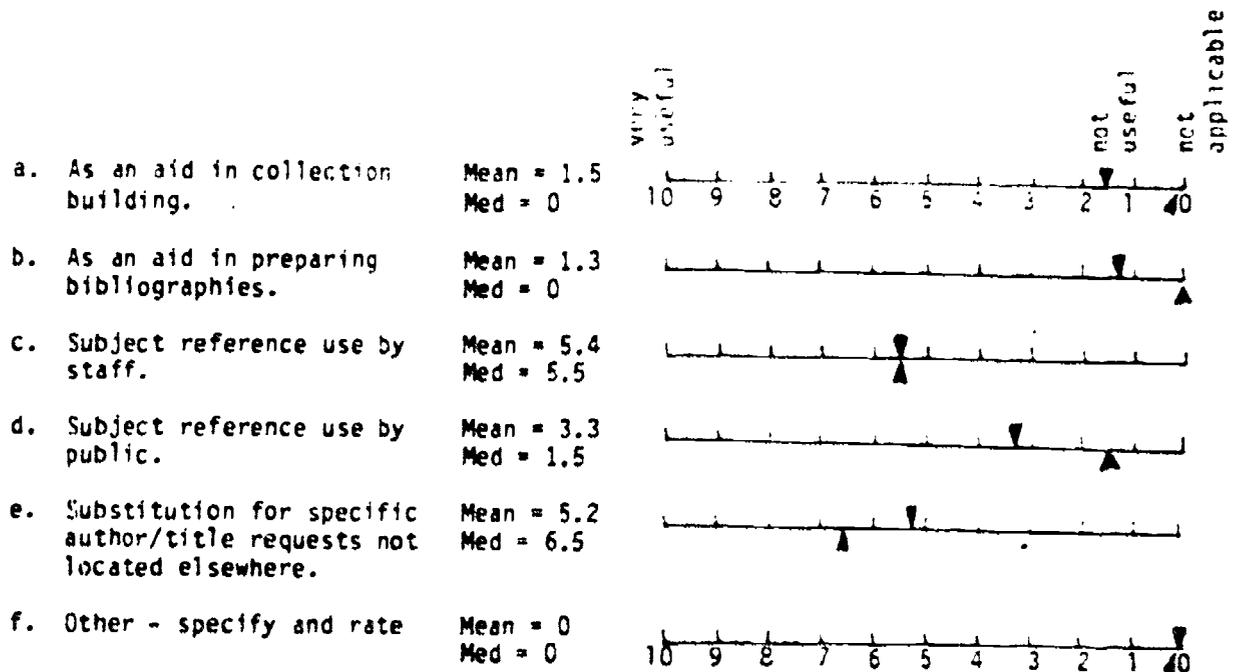
Comment on h) - Quickly out of date.

Letter c: We only have 1 reader. I feel patrons' use came first, so someday I needed to reschedule my work to accommodate effective use of a reader/printer. (school)

Letter f: I needed to exchange 1 fiche because it was unreadable (school)

Letter g: It was sometimes confusing (school)

14. Indicate how useful you found the subject section of the RD to be. Use a scale of 1-10. 10 indicates very useful. A zero (0) indicates the RD was not used for that purpose (not applicable).



Comments:

Requests consist of periodicals for the most part. (special)

Seeing all the zeros circled here, are we to assume we failed to utilize the RD in this area? (public/school)

Again, it was excellent for the research done by the speech and debate team for their subject uses. (school)

d) for thesis information for some teachers (school)

We didn't use it too much for these because of shortage of staff but found RD useful when it was used. (public)

It could be very effective as an aid in building collections, but my use for that purpose was minimal. (public)

As our RD is used mainly for interlibrary loan identification, the subject section was not used for bibliographic searching. (public)

Comment on c) - subject reference use by staff: This has been useful several times. (public)

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15. Please indicate the sequence in which you would use the following location tools/methods to search for locations of your users' ILL requests. Mark 1 for the tool or method used first, 2 for the second etc. Leave blanks for those not used at all.

No statistical analysis for this question. See written report.

| Previous to project | During project | |
|-----------------------------|--------------------------|---|
| a. <input type="checkbox"/> | <input type="checkbox"/> | Forward the request to federation HQ. |
| b. <input type="checkbox"/> | <input type="checkbox"/> | Use the RD. |
| c. <input type="checkbox"/> | <input type="checkbox"/> | Telephone another library. |
| d. <input type="checkbox"/> | <input type="checkbox"/> | WLN online data base. |
| e. <input type="checkbox"/> | <input type="checkbox"/> | Local union list(s). |
| f. <input type="checkbox"/> | <input type="checkbox"/> | Other union list(s). |
| g. <input type="checkbox"/> | <input type="checkbox"/> | Montana Health Science Information Network - MHSIN. |
| h. <input type="checkbox"/> | <input type="checkbox"/> | OCLC online data base. |
| i. <input type="checkbox"/> | <input type="checkbox"/> | Check other local libraries. |
| j. <input type="checkbox"/> | <input type="checkbox"/> | Resource Sharing Program (RSP) - Univ. of Washington. |
| k. <input type="checkbox"/> | <input type="checkbox"/> | Other - specify _____ |

Responses to "Other:"

- First step - check our HQ holdings (public)
- MSL for WLN search or verification from other sources. (public)
- Montana State Library (special)
- National Library of Medicine, during project. (special)
- Montana Union List of Health Science Serials (special)
- PNRHSL (special)
- order interlibrary loan (school)
- BIP's
- Round robin (public)

Further comments: How has the RD affected your ILL procedures, ie the steps you take to process ILL requests?

It has added a step to our procedures. It was worth taking. (college)

The basic steps are easy. I just search the RD, decide which location to use, then fill out the forms and send them out. (school)

1. Check BIP to verify originally.
2. Check RD (usually ends here).
3. Check Marc fiche.
4. Check CBI.
5. Send unverified requests to MSL. Send verified requests on RR or specific WLN Locs. (public)

Has not affected at all. (public)

We now send our requests direct; we used to send all book requests through our public library and the federation system. (college)

Eliminates searching old CBI. (public)

It has become sort of supplementary to what we have always done - send our requests to Federation headquarters; but it has given us an additional outlet. If Billings can't fill our requests we can see for ourselves where we want to go next. (public/school)

Consolidated the process to 1 uniform step. Check WLN! Few requests weren't found there. (college)

Takes a great deal more of my time. (school)

It has put us in control of our own ILL. (public)

Use it as another union holdings list for location and verification. (special)

Our library did not do requests. They had to go to the public library. (school)

As marked above we used the RD first but sent requests to Federation headquarters. (public)

We call libraries that have WLN or OCLC online. (special)

It has eliminated lengthy verification searches in tools such as BIP, CBI, etc. in many cases. (public/college)

It has shortened the time it takes to obtain material. I can order it myself rather than go through the local public library. (school)

We are able to locate 90% of our requests in our weekly search of Univ. of Montana and Missoula City-County libraries. (college)

Searching the fiche and typing the forms takes twice as much time as in the method used before Moncat... However, I feel the time is worth it as we are more sure of the availability of the materials which the customer is requesting. (public)

RD is all we know! (public)

16. Did you notice gaps in coverage when using the RD, for example types of materials that your users wanted but which you were unable to obtain through the RD?

If so, what types of holdings would you like to see added to the union catalog from Montana libraries? These would be types of materials, subject areas, specific libraries' holdings, types of libraries. Indicate your first choice (1), second choice (2), third choice - up to 5 choices.

No statistical analysis of this question. See written report.

- a. Nonfiction - specify subject areas
- b. Fiction - specify type
- c. Nonprint materials - specify types such as films, video etc.
- d. Juvenile materials
- e. Manuscripts
- f. Cataloging of computer software
- g. Specific libraries' holdings - indicate library names:
- h. Specific types of library holdings, such as law or health science libraries - specify:

Responses:

Un-numbered responses:

Non-fiction:
medicine - needs to be stronger (special)
photography - aerial (public)
genealogy (public)
genealogy materials (public)
Montana history - private publishers - circulating copies (public)
material pertinent to Montana (special)
government documents - and hopefully by title and author rather than dept. of sudoc (public)
government documents (special)
technical reports (special)
books written in Spanish (public)
direct health service information (public)

Nonprint materials: phonorecords (public)
films (public)

Juvenile materials (public)

Manuscripts: Masters or doctoral theses (public)

Specific libraries' holdings:
Montana State Law Library (special)
Mt. State Library (special)
Historical Society Library (special)
MSU (special)
UM (special)

Specific types of library holdings:
health science libraries (special)
State and federal government documents (special)
health information on specific diseases (public)
natural resources (special)
socio-economic (special)
theses from Montana's universities (special)

Prioritized:

- 1. Nonfiction (public)
 - 1. Nonfiction: technology (do-it-yourself work) (public/college)
 - 1. Nonfiction: crafts (public)
 - 1. Nonfiction: 600's (public)
 - 1. Nonfiction: 700's art (public)
 - 1. Nonfiction: 800's - literature in a foreign language (public)
 - 1. Fiction: Billings fiction pool (public)
 - 1. Fiction: older American titles (public/college)
 - 1. Nonprint materials: Language lesson tapes and records (public/college)
 - 1. Nonprint materials: video (college)
 - 1. Nonprint materials: cassettes (public)
 - 1. Nonprint materials: foreign language (public)
 - 1. Nonprint materials (college)
 - 1. Specific types of library holdings: Historical society libraries (public/college)
 - 1. Specific types of library holdings: health science libraries, hospitals, clinics, veterinary libraries (special)
 - 1. Juvenile materials: subjects for teachers to use as a reference, ie debate topics (school)
 - 1. Juvenile materials (school)
 - 1. Specific libraries' holdings: Do not limit Moncat to Montana libraries (college)
 - 1. Cataloging of computer software (special)
 - 1. Cataloging of computer software (school)
2. Nonprint materials: sound filmstrips, slides, tape recordings, videocassettes (school)
 - 2. Nonprint materials: video (public)
 - 2. Nonprint materials: films (college)
 - 2. Nonprint materials: 16mm films (public)
 - 2. Nonprint materials: phono records (public)
 - 2. Nonprint materials: video, films (special)
 - 2. Nonprint materials: Business skill development tapes and records (public/college)
 - 2. Nonprint materials: filmstrips (school)
 - 2. Nonprint materials: recordings (public)
 - 2. Fiction: older titles (public)
 - 2. Fiction: young adults (school)
 - 2. Fiction: Billings fiction pool (public/college)
 - 2. Cataloging of computer software (public)
 - 2. Cataloging of computer software (college)
 - 2. Juvenile materials (special)

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2. Juvenile materials (public)
2. Nonfiction: Native American topics (public)
3. Cataloging of computer software (special)
3. Nonprint materials: music-sheet music (public library)
3. Nonprint materials: sound recordings (college)
3. Nonprint materials: video cassettes (school)
3. Nonprint materials: motivation films or tapes (public)
3. Fiction: light fiction, romances, westerns (public)
3. Fiction: Billings fiction pool (college)
3. Juvenile materials: especially Montana holdings (public)
3. Juvenile materials (public)
3. Juvenile materials (public)
3. Specific types of library holdings: school libraries (school)
4. Nonfiction: education (college)
4. Nonfiction: science/history/philosophy theory (special)
4. Nonfiction (college)
4. Nonfiction: Montana (public)
4. Cataloging of computer software (public)
4. Cataloging of computer software (school)
4. Specific types of library holdings: genealogy (public)
4. Specific libraries' holdings: MSU (public)
5. Specific libraries' holdings: veterinary libraries (special)
5. Nonfiction: anorexia nervosa (school)
5. Nonprint materials: recordings (public)
5. Nonprint materials: slide-tape programs (public)
5. Specific types of library holdings: Vocational education materials (public)
6. Nonfiction: U.S. politics and government (school)
6. Specific types of library holdings: federal government documents (public)

Comments:

Fiction - out of print - is a god-send. (public)
 Most requests were found in the RD. (college)

High fill rate from MSU. But seldom found RD entries for them or other Mt libraries. Very few J or YA hits. (public)

On the basis of the work we did with the RD we don't feel qualified to answer this page. The RD met our needs and provided us with material for our requests. (public/school)

Very seldom do we fail to find the necessary material. (public)

It would be good to have some school libraries' holdings listed for cataloging information and collection building information. (school)

17. Please comment on the use of the special ILL form prepared for the Pilot Moncat project. Any difficulties in usage? Any suggestions for refinement? Other comments?

Easier to read and to use. I noticed it was easier to fill requests that came on the form than ALA. It was also a good feeling that when CCL could not fill a request, we could forward it on to another library saving time for the patron. (college)

The form seems fine. Once I get used to it, I was able to use it easily. (school)

Easier to use than ALA form. Under borrowing library notes, put a heading for CHARGES. (public)

Great! (school)

Very good. Eventually went to preparing on micro, but thought print form was good. (public)

Worked fine for us (college)

It was very easy to use. (public)

No difficulties. I like it. (public)

No problems. (public)

Make it smaller - to fit 4x6 file drawer. We really have problems keeping them filed. (special)

Time consuming. However, have no better ideas. (special)

It was good, usable and once we mastered the format we had no trouble. (public/school)

No, it's OK. (special)

On the routing sequence - we have no way of knowing ILL status (but we do feel this format speeds up the ILL process). We miss having the names and addresses of libraries written out on the form. (special)

No problems (school)

No problems (public)

ILL Loan Librarian is not always sure how much information to put on request. Specifically if they want all the available information on publisher or publishers and price and different publication dates. (public)

We have two complaints about the form. 1. Its size is too big to fit a standard ILL file box. 2. It doesn't seem to be

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ANALYSIS OF RESPONSES TO QUESTION 16 OF PILOT MONTANA PARTICIPANTS' SURVEY.
 "Did you notice gaps in coverage when using the Resource Directory materials
 that your users wanted but which you were unable to obtain through the RS?"

page two:

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| | PRIORITY | | | | | | TOTAL |
|-----------------------------|----------|---|---|---|---|---|-------|
| | non num | 1 | 2 | 3 | 4 | 5 | |
| general | 2 | 1 | | | 1 | | 4 |
| medicine and health-related | 2 | | | | | | 2 |
| photography | 1 | | | | | | 1 |
| Montana-related | 2 | | | | 1 | | 3 |
| government documents | 2 | | | | | | 2 |
| technical reports | 1 | | | | | | 1 |
| foreign language | 1 | 1 | | | | | 2 |
| do-it-yourself | | 1 | | | | | 1 |
| crafts | | 1 | | | | | 1 |
| books | | 1 | | | | | 1 |
| tools | | 1 | | | | | 1 |
| education | | | | | 1 | | 1 |
| andrology gynecology | | | | | | 1 | 1 |
| U.S. politics and govt | | | | | | 1 | 1 |
| science | | | | | 1 | | 1 |
| philosophy | | | | | 1 | | 1 |
| history | | | | | 1 | | 1 |
| TOTAL | | | | | | | 25 |

| | | | | | | | |
|------------------------|---|---|---|---|--|--|---|
| literary fiction (nov) | 1 | 1 | 1 | | | | 3 |
| detectives | 1 | 1 | | | | | 2 |
| novels | | | 1 | | | | 1 |
| light fiction | | | | 1 | | | 1 |
| TOTAL | | | | | | | 7 |

| | PRIORITY | | | | | | TOTAL |
|-----------------------|----------|---|---|---|---|---|-------|
| | non num | 1 | 2 | 3 | 4 | 5 | |
| NONPRINT MATERIALS | | | | | | | |
| general | | 1 | 1 | | | | 2 |
| photorecords | 1 | | 2 | 1 | | 1 | 5 |
| films | 1 | | 3 | | | | 4 |
| video | | 1 | 2 | 1 | | | 4 |
| cassettes | | 1 | | | | | 1 |
| language lessons | | 2 | | | | | 2 |
| business skills tapes | | | 1 | | | | 1 |
| filmscripts | | | 1 | | | | 1 |
| sheet music | | | | | 1 | | 1 |
| motivational tapes | | | | | 1 | | 1 |
| slide tape shows | | | | | | 1 | 1 |
| TOTAL | | | | | | | 23 |

| | | | | | | | |
|-----------------|---|---|---|---|---|--|---|
| JUVENILE | | | | | | | |
| general | 1 | 1 | 2 | 2 | | | 6 |
| debate topics | | 1 | | | | | 1 |
| Montana-related | | | | | 1 | | 1 |
| TOTAL | | | | | | | 8 |

| | | | | | | | |
|--------------------------------|---|---|---|---|--|--|---|
| MANUSCRIPTS | | | | | | | |
| general | | 1 | | | | | 1 |
| CATALOGING OF COMPUTER COPIALS | | | | | | | |
| | 2 | 2 | 1 | 2 | | | 7 |

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page three:

| | PRIORITY | | | | | | | |
|---------------------------------------|----------|---|---|---|---|---|---|-------|
| | non | 1 | 2 | 3 | 4 | 5 | 6 | TOTAL |
| | DUM | | | | | | | |
| ----- | | | | | | | | |
| SPECIFIC LIBRARIES' HOLDINGS | | | | | | | | |
| Montana State Law Library | 1 | | | | | | | 1 |
| Montana State Library | 1 | | | | | | | 1 |
| Historical Societ; Library | 1 | | | | | | | 1 |
| Montana State Univ. Library | 1 | | 1 | | | | | 2 |
| Univ. of Montana Library | 1 | | | | | | | 1 |
| libraries outside of Montana | | | 1 | | | | | 1 |
| TOTAL | | | | | | | | 7 |
| ----- | | | | | | | | |
| SPECIFIC TYPES OF LIBRARIES' HOLDINGS | | | | | | | | |
| veterinary | | | 1 | | | | | 1 |
| health-related | 2 | | 1 | | | | | 3 |
| government publications | 1 | | | | | | 1 | 2 |
| natural resources | 1 | | | | | | | 1 |
| socio-economic | 1 | | | | | | | 1 |
| Montana univ. theses | 1 | | | | | | | 1 |
| historical | | | 1 | | | | | 1 |
| school libraries | | | | 1 | | | | 1 |
| vocational education | | | | | 1 | | | 1 |
| TOTAL | | | | | | | | 12 |
| ----- | | | | | | | | |

Montana State Library
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set up in a format that facilitates typing. (special)

Did not use enough to make comments. We normally could send to only one location due to scarcity of item. (special)

GFPL has been using the old forms. New form has not been seen. (public)

No heading for a subject request submitted to HO libraries. No space to record postage. Generally, though, one of the nicest forms we've ever used. (public/college)

The form very adequate. (public)

No difficulties. (school)

No problem. Form worked well. (college)

No problems. (public)

18. For future use of a union catalog by Montana libraries, would you prefer to use the RD, which includes holdings of all WLN participants in the Pacific Northwest states, or would you prefer a Montana union catalog fiche edition, Moncat, which would include the holdings specifically of Montana libraries?

5 A 1985 edition of Moncat is projected to have approximately 500,000 holdings of Montana materials and approximately 250,000 unique titles (average of 2 holdings/title). It would have approx. 300 pages of fiche. The 1984 edition of the RD has 6,240,521 holdings, 1,348,348 titles, and 1,628 pieces of fiche.

83% I would prefer to use the RD.

10% I would prefer to use a listing limited to Montana libraries.

7% Other preference - specify: _____

Comments:

With OCLC our only interest is Montana holdings. (college)

The Montana catalog is an excellent idea, but there were occasions when no holdings were listed in Mt locations for the title I wanted, so the WLN locations really helped. (school)

Moncat, smaller size, better for public use. Let the library buy the RD's for the librarians. Moncat for the "people." (public)

I want both separately. Moncat first - I would use it with my students. WLN second - for our use and teachers use. (school)

Would be too limited by not using RD. (public)

From a purely selfish point of view, I would prefer to have all libraries on OCLC as it has most of what we need, and the ILL subsystem is operational; of course, a merging of the two systems would be ideal. In reality, a free exchange of information and data between the two systems would be good for both types of participants. (special)

We're hooked - once we used the RD we don't want to surrender it. Our first choice for ILL tools would be to have a current Billings fiche and current RD. (public/school)

Until all Montana libraries have entered their holdings, RD seems to have more resources. (public)

A RD more inclusive of Mt would be ideal, ie not having several separate Missoula City-County fiche, also more Mt libraries included. (public)

To have a Moncat would involve two directories which seems to us to be a duplication of effort and cost. (public)

I would prefer to use the RD because it includes holdings of other law libraries in the Northwest. (special)

We feel there is no need for a separate Moncat, if economic circumstances continue to allow us to draw upon the resources of the entire Pacific Northwest. (public/college)

We feel that we need both. If all Moncat holdings are in RD, then we prefer the RD. (public)

No need of wasting funds for Montana Cat. I believe the RD gives you a wider range. (public)

I would like both! (public)

19. How were you trained for the Pilot Moncat project and RD usage?

93% I attended the training provided by the State Library.

3% I was trained by someone in my library.

3% I did not receive training but figured it out on my own, using the Pilot Moncat manual.

____ Other - specify: _____

20. Was your training adequate? 100% Yes _____ No

Comments:

The presentation was clear. The handouts were good for

further reference. (college)

As long as we were able to call or write to someone when we had questions. (college)

Very helpful (school)

Perhaps more explanation on addresses of ILL locations. Had to do some digging to find and figure it out. (school)

Through communication with the Billings library we were not unacquainted with ILL procedures; therefore, we found the training to be adequate and we were quite able to work through our problems. (public/school)

The training was well-organized and pertinent. (public/college)

Appreciated D. Hene's explicit directives and assistance with practice session. Previous ILL Librarian set up specific guidelines to follow. (public)

21. If "no," what more did you need?
No responses to this question.

22. Was the ongoing support you received from the State Library and/or federation headquarters adequate?

97% Yes 3% No

Comments:

People were always there and ready to help. (school)

Would like to know what other procedures are followed by other libraries and if they are more effective. Also, what lending libraries think of Moncat. (public)

Very good. (public)

23. Your specific suggestions on the Pilot Moncat manual are appreciated:

Some libraries listed in RD, not listed in manual. (college)

We do not have addresses for all symbols like AkAs. Needs updated ILL policies from individual libraries, charges, etc. (public)

The address listing was difficult to use. The size and complexity of the manual were discouraging given our time constraint. (special)

The manual is thorough and answers our questions; however, because of its size and content it is somewhat cumbersome and, when we don't know what we're looking for, locating just the right material is somewhat difficult. But perhaps there is no solution to that condition. (public/school)

Informative - filled our needs. (public)

Very well put together for all levels of experience in interlibrary loan procedure. It was obviously well-thought-out. (special)

It was quite comprehensive. (public)

Highlight addresses, zip codes, and ILL restrictions. (school)

The manual is an indispensable teaching tool; however, reference is not made to it after one is sure on procedures. Always good to have handy just in case. (public)

Expand and update the section which gives detailed information on ILL procedures and rules to include more WLN and non-WLN libraries. Consider binding the manual. (public/college)

Improve the address index of the libraries. It is not in alphabetical order and does not contain all of the addresses. (school)

It included some very handy information. (college)

I felt that the manual was well written and sufficient. (public)

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24. Regular ongoing training sessions for persons new to ILL procedures, held at least once per year, are needed to inform librarians of the use of the union catalog for ILL purposes.

79% Yes 7% No 14% Don't know

Comments:

I think those of us who've had the training can help others. (school)

For a year or two. (public)

It is also a good way for new librarians to appreciate all of the help that the State Library can offer. (school)

I really feel that if a manual is established (based on the one in use for the pilot) and updated on a regular basis, regular training sessions would not be necessary. However, I realize that not everyone has access to previous experience in ILL and protocols. And, of course, you would get a greater cross section of personnel using the system. It is hard to evaluate from my perspective. (special)

Clarifies procedures unless persons have already had training on the job. (public)

Not necessarily once a year. Whenever there is a turn-over in staff. (special)

Yes, unless the person can train under one who is already familiar with the procedures.

We feel that new people within the Moncat member institutions should be able to be trained by people already in the institutions. (special)

Could be done locally by area people that received state training. (school)

25. Assuming a Montana union catalog, a Moncat fiche, were produced once per year, and assuming you would purchase one copy each year, what is the maximum cost you would pay for the Moncat?

For your information, the RD costs \$150 for school libraries and public libraries serving a population under 5,000. For all others the RD costs \$300.

Please check the top amount you would pay for one copy of a Montana union catalog.

19% \$ 50
22% 100
37% 150
7% 200
3% 250
11% 300

Comments:

The cheaper the better. (college)

I probably wouldn't be able to justify \$50 per year for the volume of ILL we use. The administration might approve \$50 every 2 or 5 years! (school)

\$100 top price for Moncat. (public)

A Mt catalog is really too restricted to serve us as well as we need. (special)

We have just paid \$300 for RD '84 and we would cheerfully cut back in other areas to continue buying it. We think Moncat would be about half as useful to us. (checked \$150) (public)

We did not buy a 1984 RD, but if it continues to be available we plan to purchase every other year. (public/school)

We would probably pay whatever is asked. Would both the RD and a Montana catalog both have to be purchased each year? (\$150 checked) (public)

Being able to determine locations and availability of needed materials is invaluable. This would be cheap access. (checked \$300) (special)

But we will be on WLN. Otherwise might only buy every other year. (public)

Regular price for headquarters libraries. (public)

Not fair - I would hope it would be no more than this (\$50) - but I would probably pay more - or just get the RD. (school)

Would probably pay more (than \$50) but with the RD think it is unnecessary. (public)

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At present we would only pay this amount (\$50) but as more holdings are added we might be willing to pay more. However if the cost of Moncat comes to equal that of the RD, we would probably opt for the RD instead since it contains the holdings of other law libraries in the Northwest, in which we are more interested than in the fiction and general non-fiction of public libraries for example. (special)

We feel this would be a "must" purchase, but of course, would like to see costs kept as low as possible (indicated \$300). (public/college)

We need the full RD for our extensive cataloging use. (college)

26. If cost were NOT a consideration, please rank the desirability from your library's point of view of the following publication options for a union catalog. "1" is your first choice, "2" the second choice, etc.

| | First choice | Second choice | |
|----|--------------|---------------|---|
| a. | 31% | 26% | Annual edition |
| b. | 38% | 37% | Annual edition with 6 months supplement |
| c. | 10% | 26% | Biennial edition (once every 2 years) with 3 6-months supplements |
| d. | 10% | 11% | Biennial edition with 1 annual supplement |
| e. | 10% | | Other - specify: |

Responses to "other:"

Online! - if cost is no object. (special)

If cost were not a consideration we would go online to WLN! (public)

Semi-annual edition - each 6 months (public/college)

If cost of production is prohibitive, "d" would certainly be acceptable. (public)

Annual edition with quarterly supplements. (public)

How useful are supplements? Would librarians make proper use of them? (public/school)

27. You have had the experience of using a union catalog of 100+ Pacific Northwest libraries. Thinking into the future and dreaming a bit, what would your IDEAL interlibrary loan/resource sharing tool or method be.

Online ILL transmissin with document delivery. (college)

Online for all libraries with all Mt libraries, including high schools listed (I'm dreaming big, huh?). Easy to update, faster to use and process. Realistically, the RD seems to be within the grasp of our district and seems to be the most practical now. (school)

Tool: Moncat placed in all school, public librries, government agency offices, etc. - for the "people." Resource Directory for the librarians. Method: Toll free ILL center where librarians could place their orders for materials outside federation. Within federations electronic messages sent. All federation library holdings on Moncat. (public)

Standardized communications network for Northwest. Electronic mail. Direct borrowing. Shared costs for smaller libraries and NO user fees. (public)

I think the ideal ILL/resource sharing tool would be one similar to WLN in that is included a large geographic area and many diverse libraries. In addition, the system would have the capability to communicate directly between libraries so a resource could be located, the holding library contacted, and the availability of the resource confirmed at the same time. (college)

An online system would be great - a big improvement over fiddling with the fiche. And with many more Mt libraries holdings included. (college)

A direct hookup with WLN whereby our requests would automatically be sent on to the proper library. (public/school)

Computer hookup to all Montana libraries plus WLN. (public)

It would be OCLC's ILL capabilities within the Pacific Northwest. Do we really need 2 bibliographic utilities? (special)

WLN membership. (public)

Online data retrieval and ILL. (special)

Computer terminal network for electronic mail to go directly to holding library located in Montana catalog or RD. (public)

Something like OCLC would be wonderful but including all "minor" Mt. locations as well. (a national listing that inclures the collection of Choteau, Mt!). (public)

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(special)

The RD has been very handy to us - makes our work easier, speeds us up. However, even before getting it, we were able to obtain ILL material very well. (special)

Absolutely necessary - particularly to areas like NW Montana - small towns and many miles and few dollars. I am a positive vote to continue and to expand any ways possible. (school)

Montana is making progress in the area of resource sharing. Yay, Montana! (special)

We do not feel that a separate Moncat product is warranted at this time. We feel funding would be better used to help more Montana libraries participate in WLN. We have thoroughly enjoyed our participation in Pilot Moncat. If the project should be extended or other needs arise, we would be happy to host regional meetings at our library. (public/college)

I am very grateful that our library was one of the libraries chosen for this project. The RD has been very useful. We ordered the new 1984 RD and I believe it is \$300 well spent. The project went great. I enjoyed it from start to finish. (public)

1. A distinct advantage of RD and Moncat resources over Round Robin and past ILL procedures. Makes ILL requests easier to locate and usually gets material to patron in a reasonable time period.

2. Those directing the Pilot Moncat are to be commended for the systematic way in which the project was developed.

3. The annual updating of RD helps, especially for recent copyrights.

4. This project has certainly made for smoother handling of ILL procedures. It's next best to WLN or OCLC.

5. The development of Moncat would be a tremendous boost to ILL for State holdings. (public)

I really like it and I hope to be able to continue to use it. (school)

We joined the project expecting very little benefit, but the cataloging uses of the RD plus the less frequent interlibrary use make the project very helpful. Please note that we have local library access to UM and to Missoula City-County which puts us in a very enviable interlibrary loan position. (college)

I have been pleased and honored to be a part of it, and hope that my responses to others have been acceptable. The project got our library off to a good start, and hopefully the only way is 'up' for us from now on. Only money holds me back!!! (public)

We did find the extra record keeping a chore - because of time limitations. (public)

Moncat is a long time in coming. Care and attention must be given to the format that is chosen - the arrangement of author/title/subject. Even the print used on the heading of the fiche is important. The index must be clear and concise so that any patron can use it easily. I would like to see as many libraries as possible to be included in Moncat. It is also extremely important to have copies of Moncat in EVERY library in the state. This can cause problems with fiche readers, one that the State Library will have to try to come to grips with. I would also like to see what prices other vendors would charge for Moncat. WLN does give good fiche but there are still legal questions about OCLC libraries going into Moncat. An independent vendor would not cause these problems. (college)

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If unable to join WLN, then full participation by all Montana libraries in RD. (public)

The ideal would be a comprehensive collection within our own state, with each library complementing other collections, and being so in tune with the purchases of each other that there would be a minimum of duplication, allowing budgets to harmonize and encompass a greater selection of titles. There would, of necessity, be duplications in the academic systems, for immediate student use, but overall, the harmony would be better. I sense that those in charge at the State Library are striving for as budgets are being cut. In using WLN for the past year I have been surprised that many titles are only available from various Washington libraries. I fully support the method of sharing that is already in existence. I have had excellent response from any libraries that I have contacted. (public)

One centralized computerized online union catalog - with open access to all libraries that wish to participate. (special)

I feel that Moncat plus our regional health science library network with National Library of Medicine backup works very adequately for us. It could be easy to become enamored with "bigger and better" to the point of not truly utilizing what we have. We should rely on local and state resources first and go beyond only as needed. (special)

8 Moncat list - with the RD for the library staff and my teachers' use. (school)

The Pacific Northwest residents share many of the same likes and dislikes in reading. The region libraries seem to furnish what is needed for the average reader. For the patrons wishing more, the access to the larger data bases is desirable but for a RD covering a larger area it would be too cumbersome on microfiche and too expensive equipment would prevent smaller libraries from using the large data bases. We think the WLN is good size and quality. (public)

1. National RD rather than regional. 2. Requests typed into a terminal and transmitted to lending library to be read same day. 3. Response received via terminal within 2 days. If successful, loan would be forthcoming. If negative response received - (I'd have to give some thought to procedure to follow.) (special)

Cheap, online access to a database listing holdings of as many Pacific Northwest libraries as possible. Include an inexpensive capability to request loans online. Include the ability to send/receive reasonably sized copies of periodical articles online. (public/college)

8 The ideal sharing tool would be ILL between school libraries. I am very interested in this as we all have a lot to share, I'm

sure. (school)

Online access to the RD would be great, but probably not worth the cost. (college)

28. What else would you like to say about the Pilot Moncat project, the RD, and the development of Moncat?

We're headed in the right direction. (public)

I think the development of Moncat should receive highest priority. Too many libraries (such as this one) don't belong to WLN or other data bases and need to have some efficient tools for ILL. Ideally, all Mt libraries would be able to join WLN, but since is financially improbable at this time, I think smaller projects such as Moncat need to be undertaken. (college)

We thought it was fun! (college)

This has been an excellent step for Montana libraries. The multitype library approach has been great for communication value. The only hesitation I have regarding the future of ILL is cost. I hope that ILL cost will not be prohibitive in the future. (school)

I am excited about the interlibrary loan program - Moncat and RD. As students and teachers become more aware of the possibilities for research through ILL I know the usage will grow. I had some VERY PLEASED patrons as a result of Pilot Moncat. Montana's long distances and difficult access to larger libraries make this (Moncat, RD) a real plus for all of us involved in the information retrieval area. (school)

We were pleased to be selected to be part of this project and we appreciated having the RD at our disposal. We have had good ILL service from Headquarters library (Billings) which has limited our use of the RD and we are a small library which does not get many technical and academic requests; but in spite of all this we hope our participation has given a certain value to the project. (public/school)

I hope it is proving itself and the State will move forward to adopt its development. I feel it will pay for itself in the long run. (special)

Great project! We have benefited from participation and hopefully reduced ILL frustration/waiting for our users. (special)

8 It has been a pleasure and a rewarding experience for the RML Library to be a participant in the Pilot Moncat project. Usage of the RD has affected every facet of the interlibrary loan operations, and acquisitions and collection development.

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APPENDIX 1
 SELECTED TABLES FROM STATISTICAL ANALYSIS
 OF INTERLIBRARY LOANS FORMS

TABLE 1 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS)
 BY STATE OF LENDING LIBRARY
 SELECTED FOR LIBRARIES WHICH ARE FIRST ROUTING
 LOCATION

| OBS | LENDSTAT | N | MIN | MAX | RANGE | MEDIAN | MEAN |
|-----|----------|-----|-----|-----|-------|--------|---------|
| 1 | AK | 20 | 8 | 42 | 34 | 20.5 | 22.4500 |
| 2 | AZ | 1 | 11 | 11 | 0 | 11.0 | 11.0000 |
| 3 | ID | 44 | 5 | 34 | 29 | 12.0 | 12.5000 |
| 4 | MI | 308 | 1 | 94 | 93 | 8.0 | 9.9446 |
| 5 | OR | 7 | 12 | 24 | 12 | 17.0 | 18.1429 |
| 6 | WA | 104 | 5 | 90 | 85 | 12.0 | 17.7212 |

TABLE 2 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS)
 BY TYPE OF LENDING LIBRARY
 SELECTED FOR LIBRARIES WHICH ARE FIRST ROUTING LOCATIONS

| OBS | LENDTYPE | N | MIN | MAX | RANGE | MEDIAN | MEAN |
|-----|----------|-----|-----|-----|-------|--------|---------|
| 1 | ACAD | 170 | 3 | 46 | 43 | 12 | 12.6353 |
| 2 | PUB | 212 | 2 | 94 | 92 | 10 | 13.5829 |
| 3 | SPEC | 102 | 1 | 59 | 58 | 9 | 9.9902 |

TABLE 3 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS)
 BY METHOD OF TRANSMISSION
 SELECTED FOR MONTANA LIBRARIES WHICH ARE FIRST
 ROUTING LOCATIONS

| OBS | TRANSMETH | N | MIN | MAX | RANGE | MEDIAN | MEAN |
|-----|-----------|-----|-----|-----|-------|--------|---------|
| 1 | E-MAIL | 17 | 2 | 16 | 14 | 6.0 | 6.7647 |
| 2 | MAIL | 283 | 1 | 94 | 93 | 9.0 | 10.2553 |
| 3 | PHONE | 8 | 1 | 9 | 8 | 6.5 | 5.7500 |

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TABLE 4 INTERLIBRARY LOANS TURNAROUND TIMES (IN DAYS)
 BY ROUTING SEQUENCE OF LENDING LIBRARY

| OBS | LENDRTS | N | MIN | MAX | RANGE | MEDIAN | MEAN |
|-----|---------|-----|-----|-----|-------|--------|---------|
| 1 | 1 | 484 | 1 | 94 | 93 | 10.0 | 12.4907 |
| 2 | 2 | 109 | 3 | 79 | 76 | 20.0 | 22.5596 |
| 3 | 3 | 34 | 14 | 102 | 88 | 35.5 | 40.7059 |

TABLE 5 INTERLIBRARY LOANS (TURNAROUND) TIMES (IN DAYS)
FOR LENDING LIBRARIES WHICH ARE FIRST ROUTING LOCATION *
(SORTED BY INCREASING TURNAROUND TIMES)

| OBS | LENDER | N | MIN | MAX | RANGE | MEDIAN | MEAN |
|-----|--------|----|-----|-----|-------|--------|---------|
| 1 | MTGRCE | 1 | 3 | 3 | 0 | 3.0 | 3.0000 |
| 2 | MTMCC | 1 | 3 | 3 | 0 | 3.0 | 3.0000 |
| 3 | MT-L | 7 | 1 | 7 | 6 | 5.0 | 3.7143 |
| 4 | MTGR | 7 | 2 | 7 | 5 | 4.0 | 3.8571 |
| 5 | MTBILR | 1 | 4 | 4 | 0 | 4.0 | 4.0000 |
| 6 | MIGRCH | 1 | 5 | 5 | 0 | 5.0 | 5.0000 |
| 7 | MIMC | 9 | 2 | 24 | 22 | 2.0 | 5.6667 |
| 8 | WAFI | 1 | 6 | 6 | 0 | 6.0 | 6.0000 |
| 9 | WAFI | 1 | 6 | 6 | 0 | 6.0 | 6.0000 |
| 10 | MTBILE | 8 | 3 | 10 | 7 | 6.0 | 6.3750 |
| 11 | IDIN | 1 | 7 | 7 | 0 | 7.0 | 7.0000 |
| 12 | MIGI | 1 | 7 | 7 | 0 | 7.0 | 7.0000 |
| 13 | WA-1 | 1 | 7 | 7 | 0 | 7.0 | 7.0000 |
| 14 | MTBUM | 6 | 3 | 13 | 10 | 7.5 | 7.6667 |
| 15 | WASPG | 1 | 8 | 8 | 0 | 8.0 | 8.0000 |
| 16 | WASPSM | 1 | 8 | 8 | 0 | 8.0 | 8.0000 |
| 17 | WASPW | 1 | 8 | 8 | 0 | 8.0 | 8.0000 |
| 18 | MT | 55 | 2 | 26 | 24 | 8.0 | 8.0909 |
| 19 | MTGD | 3 | 6 | 13 | 7 | 6.0 | 8.3333 |
| 20 | MIHAN | 14 | 3 | 20 | 17 | 7.5 | 8.9286 |
| 21 | WABR | 1 | 9 | 9 | 0 | 9.0 | 9.0000 |
| 22 | WAWC | 2 | 5 | 13 | 8 | 9.0 | 9.0000 |
| 23 | MTBIL | 68 | 2 | 21 | 19 | 8.5 | 9.1618 |
| 24 | WAPI P | 3 | 6 | 12 | 6 | 10.0 | 9.3333 |
| 25 | IDR | 2 | 9 | 11 | 2 | 10.0 | 10.0000 |
| 26 | WAWW | 2 | 10 | 10 | 0 | 10.0 | 10.0000 |
| 27 | MTB | 3 | 6 | 15 | 9 | 11.0 | 10.6667 |
| 28 | AZPHM | 1 | 11 | 11 | 0 | 11.0 | 11.0000 |
| 29 | WASPCO | 4 | 7 | 21 | 14 | 8.0 | 11.0000 |
| 30 | WASPS | 1 | 11 | 11 | 0 | 11.0 | 11.0000 |
| 31 | IDBB | 6 | 7 | 16 | 9 | 12.5 | 11.5000 |
| 32 | IDU | 17 | 6 | 34 | 28 | 9.0 | 11.5882 |
| 33 | WAPON | 5 | 7 | 14 | 7 | 13.0 | 11.8000 |
| 34 | MTHC | 1 | 12 | 12 | 0 | 12.0 | 12.0000 |
| 35 | WAMAS | 2 | 8 | 16 | 8 | 12.0 | 12.0000 |
| 36 | WASWN | 1 | 12 | 12 | 0 | 12.0 | 12.0000 |
| 37 | WAV | 6 | 10 | 14 | 4 | 12.0 | 12.0000 |
| 38 | WAWP | 1 | 12 | 12 | 0 | 12.0 | 12.0000 |
| 39 | MTMIS | 52 | 4 | 94 | 90 | 9.0 | 12.3725 |
| 40 | WAKEM | 2 | 12 | 13 | 1 | 12.5 | 12.5000 |
| 41 | MTU | 32 | 5 | 28 | 23 | 12.0 | 12.5625 |
| 42 | IDTE | 1 | 13 | 13 | 0 | 13.0 | 13.0000 |
| 43 | WASU | 1 | 13 | 13 | 0 | 13.0 | 13.0000 |
| 44 | WA | 15 | 7 | 59 | 52 | 10.0 | 13.7333 |
| 45 | MTBC | 38 | 3 | 46 | 43 | 12.5 | 13.9737 |
| 46 | IDNN | 1 | 14 | 14 | 0 | 14.0 | 14.0000 |
| 47 | WABE | 3 | 11 | 19 | 8 | 12.0 | 14.0000 |
| 48 | WAO | 6 | 7 | 24 | 17 | 14.0 | 14.1667 |
| 49 | ID | 17 | 7 | 20 | 13 | 15.0 | 14.1765 |
| 50 | AKFW | 2 | 8 | 21 | 13 | 14.5 | 14.5000 |
| 51 | AK | 4 | 13 | 16 | 3 | 15.0 | 14.7500 |
| 52 | WAIW | 1 | 15 | 15 | 0 | 15.0 | 15.0000 |
| 53 | WAWEN | 4 | 10 | 26 | 16 | 13.0 | 15.5000 |
| 54 | WABECO | 2 | 15 | 17 | 2 | 16.0 | 16.0000 |
| 55 | WAPS | 2 | 15 | 19 | 4 | 17.0 | 17.0000 |
| 56 | DRPS | 8 | 11 | 24 | 13 | 15.5 | 17.2500 |
| 57 | WASP | 5 | 9 | 54 | 45 | 16.0 | 21.8000 |
| 58 | AKAU | 5 | 19 | 32 | 13 | 19.0 | 22.6000 |
| 59 | WATPC | 8 | 11 | 53 | 42 | 16.5 | 23.7500 |
| 60 | AKF | 2 | 22 | 29 | 7 | 25.5 | 25.5000 |
| 61 | WAI | 1 | 28 | 28 | 0 | 28.0 | 28.0000 |
| 62 | AKU | 7 | 18 | 42 | 24 | 26.0 | 28.1429 |
| 63 | WAS | 6 | 16 | 90 | 74 | 21.5 | 34.3333 |
| 64 | WASKC | 10 | 15 | 59 | 44 | 36.5 | 34.8000 |
| 65 | WAE | 2 | 37 | 41 | 4 | 39.0 | 39.0000 |

* APPENDIX F CONTAINS LIST OF SYMBOLS AND NAMES OF LIBRARIES

TABLE 6

LENDING LIBRARIES IN PILOT MONCAT PROJECT
LISTED IN ORDER OF FREQUENCY OF LOANS

| LENDER | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| MTBII | 96 | 96 | 13.043 | 13.043 |
| MT | 68 | 164 | 9.239 | 22.283 |
| MTMIS | 62 | 226 | 8.424 | 30.707 |
| MTBC | 56 | 282 | 7.609 | 38.315 |
| MTU | 40 | 322 | 5.435 | 43.750 |
| ID | 29 | 351 | 3.940 | 47.690 |
| IDU | 25 | 376 | 3.397 | 51.087 |
| MTHAN | 21 | 397 | 2.853 | 53.940 |
| WA | 20 | 417 | 2.717 | 56.658 |
| WASKC | 18 | 435 | 2.446 | 59.103 |
| WAWEN | 14 | 449 | 1.902 | 61.005 |
| WAO | 13 | 462 | 1.766 | 62.772 |
| WAV | 12 | 474 | 1.630 | 64.402 |
| WASPCO | 12 | 486 | 1.630 | 66.033 |
| WAS | 12 | 498 | 1.630 | 67.663 |
| MTBUM | 12 | 510 | 1.630 | 69.293 |
| WATPC | 11 | 521 | 1.495 | 70.788 |
| WASP | 11 | 532 | 1.495 | 72.283 |
| IDBB | 11 | 543 | 1.495 | 73.777 |
| ORPS | 10 | 553 | 1.359 | 75.136 |
| AKU | 10 | 563 | 1.359 | 76.495 |
| MIMC | 9 | 572 | 1.223 | 77.717 |
| MIGR | 9 | 581 | 1.223 | 78.940 |
| MTBIE | 9 | 590 | 1.223 | 80.163 |
| AKAU | 9 | 599 | 1.223 | 81.386 |
| WAI | 8 | 607 | 1.087 | 82.473 |
| IDB | 8 | 615 | 1.087 | 83.560 |
| WAPON | 7 | 622 | 0.951 | 84.511 |
| MI-I | 7 | 629 | 0.951 | 85.462 |
| WAPLP | 6 | 635 | 0.815 | 86.277 |
| WAMAS | 5 | 640 | 0.679 | 86.957 |
| WABE | 5 | 645 | 0.679 | 87.636 |
| ORP | 5 | 650 | 0.679 | 88.315 |
| IDIF | 5 | 655 | 0.679 | 88.995 |
| AK | 5 | 660 | 0.679 | 89.674 |
| WAT | 4 | 664 | 0.543 | 90.217 |
| WAPS | 4 | 668 | 0.543 | 90.761 |
| WAKEM | 4 | 672 | 0.543 | 91.304 |
| WABECO | 4 | 676 | 0.543 | 91.848 |
| MIGI | 4 | 680 | 0.543 | 92.391 |
| AZPHM | 4 | 684 | 0.543 | 92.935 |
| WASPS | 3 | 687 | 0.408 | 93.342 |
| MIGD | 3 | 690 | 0.408 | 93.750 |
| MTB | 3 | 693 | 0.408 | 94.158 |
| IDLN | 3 | 696 | 0.408 | 94.565 |
| WAWW | 2 | 698 | 0.272 | 94.837 |
| WAWC | 2 | 700 | 0.272 | 95.109 |
| WAOE | 2 | 702 | 0.272 | 95.380 |
| WABR | 2 | 704 | 0.272 | 95.652 |
| MTMCC | 2 | 706 | 0.272 | 95.924 |
| AKIW | 2 | 708 | 0.272 | 96.196 |
| AKF | 2 | 710 | 0.272 | 96.467 |
| AKA | 2 | 712 | 0.272 | 96.739 |
| WAWP | 1 | 713 | 0.136 | 96.875 |
| WASWN | 1 | 714 | 0.136 | 97.011 |
| WASU | 1 | 715 | 0.136 | 97.147 |
| WASSH | 1 | 716 | 0.136 | 97.283 |
| WASPW | 1 | 717 | 0.136 | 97.418 |
| WASPSTM | 1 | 718 | 0.136 | 97.554 |
| WASPG-I | 1 | 719 | 0.136 | 97.690 |
| WASPG | 1 | 720 | 0.136 | 97.826 |
| WAPAC | 1 | 721 | 0.136 | 97.962 |
| WAMTVS | 1 | 722 | 0.136 | 98.098 |
| WAIW | 1 | 723 | 0.136 | 98.234 |
| WAEI | 1 | 724 | 0.136 | 98.370 |
| WAEDE | 1 | 725 | 0.136 | 98.505 |
| WA-I | 1 | 726 | 0.136 | 98.641 |
| PNHRSE | 1 | 727 | 0.136 | 98.777 |
| OKIG | 1 | 728 | 0.136 | 98.913 |
| MTMISSP | 1 | 729 | 0.136 | 99.049 |
| MTHC | 1 | 730 | 0.136 | 99.185 |
| MIGRCH | 1 | 731 | 0.136 | 99.321 |
| MIGRCE | 1 | 732 | 0.136 | 99.457 |
| MTBILR | 1 | 733 | 0.136 | 99.592 |
| MNU | 1 | 734 | 0.136 | 99.728 |
| MNHI | 1 | 735 | 0.136 | 99.864 |
| IDNN | 1 | 736 | 0.136 | 100.000 |

TABLE 7

LIBRARIES CHOSEN AS FIRST ROUTING LOCATION
LISTED BY FREQUENCY
(NOTE: These Libraries do not necessarily
become lenders)

| ROUTE 1 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| MTBIL | 149 | 149 | 20.245 | 20.245 |
| MTMIS | 91 | 240 | 12.364 | 32.609 |
| MT | 65 | 305 | 8.832 | 41.440 |
| MTBC | 49 | 354 | 6.658 | 48.098 |
| MTU | 40 | 394 | 5.435 | 53.533 |
| ID | 22 | 416 | 2.989 | 56.522 |
| IDU | 20 | 436 | 2.717 | 59.239 |
| MTHAN | 18 | 454 | 2.446 | 61.685 |
| WA | 16 | 470 | 2.174 | 63.859 |
| WASKC | 15 | 485 | 2.038 | 65.897 |
| MTBIE | 12 | 497 | 1.630 | 67.527 |
| WAS | 11 | 508 | 1.495 | 69.022 |
| MTGR | 11 | 519 | 1.495 | 70.516 |
| MTBUM | 11 | 530 | 1.495 | 72.011 |
| MTMC | 10 | 540 | 1.359 | 73.370 |
| WATPC | 9 | 549 | 1.223 | 74.592 |
| WASPCO | 9 | 558 | 1.223 | 75.815 |
| WASP | 9 | 567 | 1.223 | 77.038 |
| ORPS | 9 | 576 | 1.223 | 78.261 |
| WAWEN | 8 | 584 | 1.087 | 79.348 |
| WAV | 8 | 592 | 1.087 | 80.435 |
| WAO | 7 | 599 | 0.951 | 81.386 |
| MT-L | 7 | 606 | 0.951 | 82.337 |
| IDBB | 7 | 613 | 0.951 | 83.288 |
| AKU | 7 | 620 | 0.951 | 84.239 |
| WAPON | 6 | 626 | 0.815 | 85.054 |
| WABCO | 6 | 632 | 0.815 | 85.870 |
| MTR | 6 | 638 | 0.815 | 86.685 |
| AKAU | 6 | 644 | 0.815 | 87.500 |
| WAPS | 5 | 649 | 0.679 | 88.179 |
| WAPLP | 5 | 654 | 0.679 | 88.859 |
| WAMAS | 5 | 659 | 0.679 | 89.538 |
| IDB | 5 | 664 | 0.679 | 90.217 |
| WAT | 4 | 668 | 0.543 | 90.761 |
| WAKEM | 4 | 672 | 0.543 | 91.304 |
| WABF | 4 | 676 | 0.543 | 91.848 |
| ORP | 4 | 680 | 0.543 | 92.391 |
| IDNN | 4 | 684 | 0.543 | 92.935 |
| AK | 4 | 688 | 0.543 | 93.478 |
| WAE | 3 | 691 | 0.408 | 93.886 |
| MTGD | 3 | 694 | 0.408 | 94.293 |
| WAWW | 2 | 696 | 0.272 | 94.565 |
| WAWC | 2 | 698 | 0.272 | 94.837 |
| WASPW | 2 | 700 | 0.272 | 95.109 |
| MTGRCH | 2 | 702 | 0.272 | 95.380 |
| MTGI | 2 | 704 | 0.272 | 95.652 |
| AZPHM | 2 | 706 | 0.272 | 95.924 |
| AKFW | 2 | 708 | 0.272 | 96.196 |
| AKI | 2 | 710 | 0.272 | 96.467 |
| WAWP | 1 | 711 | 0.136 | 96.603 |
| WASWN | 1 | 712 | 0.136 | 96.739 |
| WASU | 1 | 713 | 0.136 | 96.875 |
| WASSH | 1 | 714 | 0.136 | 97.011 |
| WASPSTM | 1 | 715 | 0.136 | 97.147 |
| WASPS | 1 | 716 | 0.136 | 97.283 |
| WASPG | 1 | 717 | 0.136 | 97.418 |
| WASC-N | 1 | 718 | 0.136 | 97.554 |
| WAPAC | 1 | 719 | 0.136 | 97.690 |
| WAOE | 1 | 720 | 0.136 | 97.826 |
| WAMIVS | 1 | 721 | 0.136 | 97.962 |
| WATW | 1 | 722 | 0.136 | 98.098 |
| WAEI | 1 | 723 | 0.136 | 98.234 |
| WAEDE | 1 | 724 | 0.136 | 98.370 |
| WACHENE | 1 | 725 | 0.136 | 98.505 |
| WARR | 1 | 726 | 0.136 | 98.641 |
| WA-L | 1 | 727 | 0.136 | 98.777 |
| PNHRSI | 1 | 728 | 0.136 | 98.913 |
| MTMCC | 1 | 729 | 0.136 | 99.049 |
| MTKI | 1 | 730 | 0.136 | 99.185 |
| MTIC | 1 | 731 | 0.136 | 99.321 |
| MTGRCE | 1 | 732 | 0.136 | 99.457 |
| MTBILR | 1 | 733 | 0.136 | 99.592 |
| MNBI | 1 | 734 | 0.136 | 99.728 |
| IDEN | 1 | 735 | 0.136 | 99.864 |
| IDIF | 1 | 736 | 0.136 | 100.000 |

TABLE 8

| | ROUTE2 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|--|--------|-----------|----------|---------|-------------|
| LIBRARIES CHOSEN AS SECOND ROUTING LOCATION LISTED BY FREQUENCY (NOTE: These libraries do not necessarily become lenders.) | MIBIL | 53 | 53 | .8.632 | 8.632 |
| | MTU | 33 | 86 | 5.375 | 14.007 |
| | MIMIS | 26 | 112 | 4.235 | 18.241 |
| | MIBC | 26 | 138 | 4.235 | 22.476 |
| | IDIF | 25 | 163 | 4.072 | 26.547 |
| | WA | 22 | 185 | 3.583 | 30.130 |
| | MT | 22 | 207 | 3.583 | 33.713 |
| | IDB | 22 | 229 | 3.583 | 37.296 |
| | IDU | 20 | 249 | 3.257 | 40.554 |
| | ID | 20 | 269 | 3.257 | 43.811 |
| | IDHB | 18 | 287 | 2.932 | 46.743 |
| | WAV | 16 | 303 | 2.606 | 49.349 |
| | MIBILE | 16 | 319 | 2.606 | 51.954 |
| | WASPCO | 15 | 334 | 2.443 | 54.397 |
| | WAS | 15 | 349 | 2.443 | 56.840 |
| | WAI | 14 | 363 | 2.280 | 59.121 |
| | WAO | 13 | 376 | 2.117 | 61.238 |
| | WAKEM | 13 | 389 | 2.117 | 63.355 |
| | WASP | 12 | 401 | 1.954 | 65.309 |
| | MIHAN | 12 | 413 | 1.954 | 67.264 |
| | WASKC | 10 | 423 | 1.629 | 68.893 |
| | MTRUM | 10 | 433 | 1.629 | 70.521 |
| | WAWEN | 9 | 442 | 1.466 | 71.987 |
| | WABE | 9 | 451 | 1.466 | 73.455 |
| | WAPL P | 8 | 459 | 1.303 | 74.756 |
| | WABECO | 8 | 467 | 1.303 | 76.059 |
| | AKAU | 8 | 475 | 1.303 | 77.362 |
| | WAPS | 7 | 482 | 1.140 | 78.502 |
| | ORP | 7 | 489 | 1.140 | 79.642 |
| | WAOI | 6 | 495 | 0.977 | 80.619 |
| | WAMAS | 6 | 501 | 0.977 | 81.596 |
| | WABR | 6 | 507 | 0.977 | 82.573 |
| | ORPS | 5 | 512 | 0.814 | 83.388 |
| | MICR | 5 | 517 | 0.814 | 84.202 |
| | WAI PC | 4 | 521 | 0.651 | 84.853 |
| | WASPSF | 4 | 525 | 0.651 | 85.505 |
| | MTMCC | 4 | 529 | 0.651 | 86.156 |
| | MTDIW | 4 | 533 | 0.651 | 86.808 |
| | MIBLR | 4 | 537 | 0.651 | 87.459 |
| | IDLN | 4 | 541 | 0.651 | 88.111 |
| | AKU | 4 | 545 | 0.651 | 88.762 |
| | WAWP | 3 | 548 | 0.489 | 89.251 |
| | WAI | 3 | 551 | 0.489 | 89.739 |
| | WASC | 3 | 554 | 0.489 | 90.228 |
| | WARI | 3 | 557 | 0.489 | 90.717 |
| | WAPON | 3 | 560 | 0.489 | 91.205 |
| | MIGRCE | 3 | 563 | 0.489 | 91.694 |
| IDNN | 3 | 566 | 0.489 | 92.182 | |
| AKF | 3 | 569 | 0.489 | 92.671 | |
| AKA | 3 | 572 | 0.489 | 93.160 | |
| WAI-F | 2 | 574 | 0.326 | 93.485 | |
| WASSH | 2 | 576 | 0.326 | 93.811 | |
| WASPS | 2 | 578 | 0.326 | 94.137 | |
| WAMEL | 2 | 580 | 0.326 | 94.463 | |
| WAFW | 2 | 582 | 0.326 | 94.788 | |
| WABRNS | 2 | 584 | 0.326 | 95.114 | |
| WABB | 2 | 586 | 0.326 | 95.440 | |
| MIBILSV | 2 | 588 | 0.326 | 95.765 | |
| AZPHM | 2 | 590 | 0.326 | 96.091 | |
| WAWW | 1 | 591 | 0.163 | 96.254 | |
| WAWC | 1 | 592 | 0.163 | 96.417 | |
| WAI-L | 1 | 593 | 0.163 | 96.580 | |
| WAI | 1 | 594 | 0.163 | 96.743 | |
| WAIU-L | 1 | 595 | 0.163 | 96.906 | |
| WASPW | 1 | 596 | 0.163 | 97.068 | |
| WASPT | 1 | 597 | 0.163 | 97.231 | |
| WASPSTN | 1 | 598 | 0.163 | 97.394 | |
| WASPG-L | 1 | 599 | 0.163 | 97.557 | |
| WASHC | 1 | 600 | 0.163 | 97.720 | |
| WASF | 1 | 601 | 0.163 | 97.883 | |
| WASC-S | 1 | 602 | 0.163 | 98.046 | |
| WAPAC | 1 | 603 | 0.163 | 98.208 | |
| WAMTVS | 1 | 604 | 0.163 | 98.371 | |
| WAI DF | 1 | 605 | 0.163 | 98.534 | |
| WACIC | 1 | 606 | 0.163 | 98.697 | |
| MIMISSP | 1 | 607 | 0.163 | 98.860 | |
| MIHAMRL | 1 | 608 | 0.163 | 99.023 | |
| MIGI | 1 | 609 | 0.163 | 99.186 | |
| MTIHV | 1 | 610 | 0.163 | 99.349 | |
| MT-L | 1 | 611 | 0.163 | 99.511 | |
| AKKE | 1 | 612 | 0.163 | 99.674 | |
| AK-L | 1 | 613 | 0.163 | 99.837 | |
| AK | 1 | 614 | 0.163 | 100.000 | |

TABLE 9

LIBRARIES CHOSEN AS THIRD ROUTING LOCATION LISTED BY FREQUENCY (NOTE: These libraries do not necessarily become lenders.)

| ROUTE3 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|----------|-----------|----------|---------|-------------|
| WA | 25 | 25 | 4.990 | 4.990 |
| WAO | 20 | 45 | 3.992 | 8.982 |
| IDII | 19 | 64 | 3.192 | 12.774 |
| WAV | 17 | 81 | 3.393 | 16.168 |
| WAVN | 16 | 97 | 3.194 | 19.361 |
| WAKFM | 16 | 113 | 3.194 | 22.555 |
| MTBIL | 16 | 129 | 3.194 | 25.749 |
| IDB | 16 | 145 | 3.194 | 28.942 |
| WAPS | 15 | 160 | 2.994 | 31.936 |
| WAS | 14 | 174 | 2.794 | 34.731 |
| AKU | 14 | 188 | 2.794 | 37.525 |
| WASP | 13 | 201 | 2.595 | 40.120 |
| IDU | 13 | 214 | 2.595 | 42.715 |
| ID | 13 | 227 | 2.595 | 45.309 |
| MTHAN | 12 | 239 | 2.395 | 47.705 |
| IDBB | 12 | 251 | 2.395 | 50.100 |
| WASKC | 11 | 262 | 2.196 | 52.295 |
| MTBILE | 11 | 273 | 2.196 | 54.491 |
| MTBC | 11 | 284 | 2.196 | 56.687 |
| WAPON | 10 | 294 | 1.996 | 58.683 |
| WAE | 10 | 304 | 1.996 | 60.679 |
| MTU | 10 | 314 | 1.996 | 62.675 |
| WAPLP | 9 | 323 | 1.796 | 64.471 |
| WABE | 9 | 332 | 1.796 | 66.267 |
| WASPCO | 8 | 340 | 1.597 | 67.864 |
| WABECO | 8 | 348 | 1.597 | 69.461 |
| WAWW | 7 | 355 | 1.397 | 70.858 |
| WAI | 7 | 362 | 1.397 | 72.255 |
| WAMAS | 7 | 369 | 1.397 | 73.653 |
| AKA | 7 | 376 | 1.397 | 75.050 |
| WAI PC | 6 | 382 | 1.198 | 76.248 |
| WABR | 6 | 388 | 1.198 | 77.445 |
| ORP | 6 | 394 | 1.198 | 78.643 |
| AKI | 6 | 400 | 1.198 | 79.840 |
| WAOE | 5 | 405 | 0.998 | 80.838 |
| ORPS | 5 | 410 | 0.998 | 81.836 |
| MTBUM | 5 | 415 | 0.998 | 82.834 |
| WAI DE | 4 | 419 | 0.798 | 83.633 |
| MTMIS | 4 | 423 | 0.798 | 84.431 |
| MTGD | 4 | 427 | 0.798 | 85.230 |
| MT | 4 | 431 | 0.798 | 86.028 |
| IDIN | 4 | 435 | 0.798 | 86.826 |
| AK | 4 | 439 | 0.798 | 87.625 |
| WARI | 3 | 442 | 0.599 | 88.224 |
| WABB | 3 | 445 | 0.599 | 88.822 |
| MTNC | 3 | 448 | 0.599 | 89.421 |
| MTBILR | 3 | 451 | 0.599 | 90.020 |
| WAWP | 2 | 453 | 0.399 | 90.419 |
| WASPW | 2 | 455 | 0.399 | 90.818 |
| WASPS | 2 | 457 | 0.399 | 91.218 |
| WASPG | 2 | 459 | 0.399 | 91.617 |
| WAMTYS | 2 | 461 | 0.399 | 92.016 |
| WAMLB | 2 | 463 | 0.399 | 92.415 |
| MTKI | 2 | 465 | 0.399 | 92.814 |
| MICK | 2 | 467 | 0.399 | 93.214 |
| MIGI | 2 | 469 | 0.399 | 93.613 |
| MTBII SV | 2 | 471 | 0.399 | 94.012 |
| IDNN | 2 | 473 | 0.399 | 94.411 |
| WAWC | 1 | 474 | 0.200 | 94.611 |
| WAWC | 1 | 475 | 0.200 | 94.810 |
| WAW | 1 | 476 | 0.200 | 95.010 |
| WASU | 1 | 477 | 0.200 | 95.210 |
| WASSH | 1 | 478 | 0.200 | 95.409 |
| WASPSTN | 1 | 479 | 0.200 | 95.609 |
| WASPRM | 1 | 480 | 0.200 | 95.808 |
| WASPC-I | 1 | 481 | 0.200 | 96.008 |
| WASC-N | 1 | 482 | 0.200 | 96.208 |
| WASC | 1 | 483 | 0.200 | 96.407 |
| WAGHP | 1 | 484 | 0.200 | 96.607 |
| WAFI | 1 | 485 | 0.200 | 96.806 |
| WACFC | 1 | 486 | 0.200 | 97.006 |
| WABROC | 1 | 487 | 0.200 | 97.206 |
| WABP | 1 | 488 | 0.200 | 97.405 |
| OKEG | 1 | 489 | 0.200 | 97.605 |
| MIMISW | 1 | 490 | 0.200 | 97.804 |
| MTKH | 1 | 491 | 0.200 | 98.004 |
| MTHAMRL | 1 | 492 | 0.200 | 98.204 |
| MIGRCE | 1 | 493 | 0.200 | 98.403 |
| MTIHV | 1 | 494 | 0.200 | 98.603 |
| MNU | 1 | 495 | 0.200 | 98.802 |
| IDCA | 1 | 496 | 0.200 | 99.002 |
| AZPHM | 1 | 497 | 0.200 | 99.202 |
| AKKE | 1 | 498 | 0.200 | 99.401 |
| AKJU | 1 | 499 | 0.200 | 99.601 |
| AKFW | 1 | 500 | 0.200 | 99.800 |
| AKFR | 1 | 501 | 0.200 | 100.000 |

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TABLE 10

**AMOUNT OF INTERLIBRARY LOANS REQUESTS
FILED BY ROUTING SEQUENCE**

| RTF SEQ | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| 1 | 565 | 565 | 76.766 | 76.766 |
| 2 | 128 | 693 | 17.391 | 94.158 |
| 3 | 43 | 736 | 5.842 | 100.000 |

TABLE 11

**TYPES OF MATERIALS REQUESTED BY BORROWING LIBRARIES:
MONOGRAPHS AND PERIODICALS**

| REQTYPE | LIBTYPE | | | | TOTAL |
|-----------|---------|-------|-------|-------|--------|
| FREQUENCY | IACAD | ISCH | IPUB | ISPEC | |
| PERCENT | | | | | |
| ROW PCT | | | | | |
| COL PCT | | | | | |
| MONO | 16 | 13 | 561 | 14 | 604 |
| | 2.17 | 1.77 | 76.22 | 1.90 | 82.07 |
| | 2.65 | 2.15 | 92.88 | 2.32 | |
| | 43.24 | 86.67 | 86.31 | 41.18 | |
| PER | 21 | 2 | 89 | 20 | 132 |
| | 2.85 | 0.27 | 12.09 | 2.72 | 17.93 |
| | 15.91 | 1.52 | 67.42 | 15.15 | |
| | 56.76 | 13.33 | 13.69 | 58.82 | |
| TOTAL | 37 | 15 | 650 | 34 | 736 |
| | 5.03 | 2.04 | 88.32 | 4.62 | 100.00 |

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TABLE 12

**TYPES OF MATERIALS FILED BY LENDING LIBRARIES:
MONOGRAPHS AND PERIODICALS**

| REQTYPE | LENDTYPE | | | TOTAL |
|-----------|----------|-------|-------|--------|
| FREQUENCY | IACAD | IPUB | ISPEC | |
| PERCENT | | | | |
| ROW PCT | | | | |
| COL PCT | | | | |
| MONO | 164 | 328 | 112 | 604 |
| | 22.28 | 44.57 | 15.22 | 82.07 |
| | 27.15 | 54.30 | 18.54 | |
| | 65.60 | 94.25 | 81.16 | |
| PER | 86 | 20 | 26 | 132 |
| | 11.68 | 2.72 | 3.53 | 17.93 |
| | 65.15 | 15.15 | 19.70 | |
| | 34.40 | 5.75 | 18.84 | |
| TOTAL | 250 | 348 | 138 | 736 |
| | 33.97 | 47.28 | 18.75 | 100.00 |

TABLE 13

INTERLIBRARY LOANS BY STATE OF LENDING LIBRARY

| LENDSTAT | FREQUENCY | CUM FREQ | PERCFNI | CUM PERCENT |
|----------|-----------|----------|---------|-------------|
| AK | 30 | 30 | 4.076 | 4.076 |
| AZ | 4 | 34 | 0.543 | 4.620 |
| ID | 81 | 115 | 11.005 | 15.625 |
| MN | 2 | 117 | 0.272 | 15.897 |
| MT | 406 | 523 | 55.163 | 71.060 |
| OK | 1 | 524 | 0.136 | 71.196 |
| OR | 14 | 538 | 1.902 | 73.098 |
| WA | 198 | 736 | 26.902 | 100.000 |

TABLE 14

INTERLIBRARY LOANS BY STATE AND TYPE OF LENDING LIBRARY

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| LENDSTAT | LENDTYPE | | | TOTAL |
|-----------|----------|--------|-------|--------|
| | ACAD | PUB | SPEC | |
| FREQUENCY | | | | |
| PERCENT | | | | |
| ROW PCT | | | | |
| COL PCT | | | | |
| AK | 19 | 4 | 7 | 30 |
| | 2.58 | 0.54 | 0.95 | 4.08 |
| | 63.33 | 13.33 | 23.33 | |
| | 7.60 | 1.15 | 5.07 | |
| AZ | 0 | 4 | 0 | 4 |
| | 0.00 | 0.54 | 0.00 | 0.54 |
| | 0.00 | 100.00 | 0.00 | |
| | 0.00 | 1.15 | 0.00 | |
| ID | 40 | 13 | 28 | 81 |
| | 5.43 | 1.77 | 3.80 | 11.01 |
| | 49.38 | 16.05 | 34.57 | |
| | 16.00 | 3.74 | 20.29 | |
| MN | 1 | 0 | 1 | 2 |
| | 0.14 | 0.00 | 0.14 | 0.27 |
| | 50.00 | 0.00 | 50.00 | |
| | 0.40 | 0.00 | 0.72 | |
| MT | 149 | 179 | 78 | 406 |
| | 20.24 | 24.32 | 10.60 | 55.16 |
| | 36.70 | 44.09 | 19.21 | |
| | 59.60 | 51.44 | 56.52 | |
| OK | 1 | 0 | 0 | 1 |
| | 0.14 | 0.00 | 0.00 | 0.14 |
| | 100.00 | 0.00 | 0.00 | |
| | 0.40 | 0.00 | 0.00 | |
| OR | 9 | 5 | 0 | 14 |
| | 1.22 | 0.68 | 0.00 | 1.90 |
| | 64.29 | 35.71 | 0.00 | |
| | 3.60 | 1.44 | 0.00 | |
| WA | 31 | 143 | 24 | 198 |
| | 4.21 | 19.43 | 3.26 | 26.90 |
| | 15.66 | 12.22 | 12.00 | |
| | 12.40 | 41.09 | 17.39 | |
| TOTAL | 250 | 348 | 138 | 736 |
| | 33.97 | 47.28 | 18.75 | 100.00 |

TABLE 15

**SUBJECTS REQUESTED BY PILOT MONCAT PARTICIPANTS
SORTED BY FREQUENCY BY DEWEY CLASSIFICATION ***

| SUBJECT | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| FIC | 122 | 122 | 17.159 | 17.159 |
| PER | 73 | 195 | 10.267 | 27.426 |
| 610 | 53 | 248 | 7.454 | 34.880 |
| 920 | 28 | 276 | 3.938 | 38.819 |
| 620 | 24 | 300 | 3.376 | 42.194 |
| 790 | 23 | 323 | 3.235 | 45.429 |
| 910 | 20 | 343 | 2.813 | 48.242 |
| 360 | 20 | 363 | 2.813 | 51.055 |
| 150 | 19 | 382 | 2.672 | 53.727 |
| 970 | 18 | 400 | 2.532 | 56.259 |
| 300 | 18 | 418 | 2.532 | 58.790 |
| 740 | 17 | 435 | 2.391 | 61.181 |
| 330 | 17 | 452 | 2.391 | 63.572 |
| 630 | 15 | 467 | 2.110 | 65.682 |
| 370 | 15 | 482 | 2.110 | 67.792 |
| 650 | 13 | 495 | 1.828 | 69.620 |
| 940 | 12 | 507 | 1.688 | 71.308 |
| 640 | 12 | 519 | 1.688 | 72.996 |
| 240 | 10 | 529 | 1.406 | 74.402 |
| 730 | 9 | 538 | 1.266 | 75.668 |
| 380 | 9 | 547 | 1.266 | 76.934 |
| 320 | 9 | 556 | 1.266 | 78.200 |
| 950 | 8 | 564 | 1.125 | 79.325 |
| 800 | 8 | 572 | 1.125 | 80.450 |
| 810 | 7 | 579 | 0.985 | 81.435 |
| 550 | 7 | 586 | 0.985 | 82.419 |
| 350 | 7 | 593 | 0.985 | 83.404 |
| 280 | 7 | 600 | 0.985 | 84.388 |
| 340 | 6 | 606 | 0.844 | 85.232 |
| 020 | 6 | 612 | 0.844 | 86.076 |
| 780 | 5 | 617 | 0.703 | 86.779 |
| 770 | 5 | 622 | 0.703 | 87.482 |
| 590 | 5 | 627 | 0.703 | 88.186 |
| 570 | 5 | 632 | 0.703 | 88.889 |
| 390 | 5 | 637 | 0.703 | 89.592 |
| 130 | 5 | 642 | 0.703 | 90.295 |
| 680 | 4 | 646 | 0.563 | 90.858 |
| 580 | 4 | 650 | 0.563 | 91.421 |
| 230 | 4 | 654 | 0.563 | 91.983 |
| 820 | 3 | 657 | 0.422 | 92.405 |
| 720 | 3 | 660 | 0.422 | 92.827 |
| 700 | 3 | 663 | 0.422 | 93.249 |
| 660 | 3 | 666 | 0.422 | 93.671 |
| 540 | 3 | 669 | 0.422 | 94.093 |
| 500 | 3 | 672 | 0.422 | 94.515 |
| 490 | 3 | 675 | 0.422 | 94.937 |
| 420 | 3 | 678 | 0.422 | 95.359 |
| 000 | 3 | 681 | 0.422 | 95.781 |
| 980 | 2 | 683 | 0.281 | 96.062 |
| 900 | 2 | 685 | 0.281 | 96.343 |
| 880 | 2 | 687 | 0.281 | 96.624 |
| 750 | 2 | 689 | 0.281 | 96.906 |
| 670 | 2 | 691 | 0.281 | 97.187 |
| 520 | 2 | 693 | 0.281 | 97.468 |
| 290 | 2 | 695 | 0.281 | 97.750 |
| 170 | 2 | 697 | 0.281 | 98.031 |
| 120 | 2 | 699 | 0.281 | 98.312 |
| 070 | 2 | 701 | 0.281 | 98.594 |
| 990 | 1 | 702 | 0.141 | 98.734 |
| 840 | 1 | 703 | 0.141 | 98.875 |
| 830 | 1 | 704 | 0.141 | 99.015 |
| 690 | 1 | 705 | 0.141 | 99.156 |
| 600 | 1 | 706 | 0.141 | 99.297 |
| 560 | 1 | 707 | 0.141 | 99.437 |
| 180 | 1 | 708 | 0.141 | 99.578 |
| 110 | 1 | 709 | 0.141 | 99.719 |
| 050 | 1 | 710 | 0.141 | 99.859 |
| 010 | 1 | 711 | 0.141 | 100.000 |

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- * See Dewey classification tables at the end of Appendix E.
- * PER counts only those periodical requests that did not have classification numbers assigned to them.

TABLE 16

SUBJECTS REQUESTED BY PILOT MONCAT PARTICIPANTS
BY TYPE OF LENDING LIBRARY
SORTED BY DEWEY CLASSIFICATION *

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| SUBJECT | LENDTYPE | | | TOTAL |
|---------|----------|-------|-------|--------|
| | ACAD | PUB | SPEC | |
| | | | | |
| FIC | 10 | 104 | 8 | 122 |
| | 1.41 | 14.63 | 1.13 | 17.16 |
| | 8.20 | 85.25 | 6.56 | |
| | 4.15 | 30.59 | 6.15 | |
| * PER | 31 | 19 | 23 | 73 |
| | 4.36 | 2.67 | 3.23 | 10.27 |
| | 42.47 | 26.03 | 31.51 | |
| | 12.86 | 5.59 | 17.69 | |
| 000 | 1 | 2 | 0 | 3 |
| | 0.14 | 0.28 | 0.00 | 0.42 |
| | 33.33 | 66.67 | 0.00 | |
| | 0.41 | 0.59 | 0.00 | |
| 010 | 1 | 0 | 0 | 1 |
| | 0.14 | 0.00 | 0.00 | 0.14 |
| | 100.00 | 0.00 | 0.00 | |
| | 0.41 | 0.00 | 0.00 | |
| 020 | 4 | 1 | 1 | 6 |
| | 0.56 | 0.14 | 0.14 | 0.84 |
| | 66.67 | 16.67 | 16.67 | |
| | 1.66 | 0.29 | 0.77 | |
| 050 | 1 | 0 | 0 | 1 |
| | 0.14 | 0.00 | 0.00 | 0.14 |
| | 100.00 | 0.00 | 0.00 | |
| | 0.41 | 0.00 | 0.00 | |
| 070 | 1 | 0 | 1 | 2 |
| | 0.14 | 0.00 | 0.14 | 0.28 |
| | 50.00 | 0.00 | 50.00 | |
| | 0.41 | 0.00 | 0.77 | |
| 110 | 1 | 0 | 0 | 1 |
| | 0.14 | 0.00 | 0.00 | 0.14 |
| | 100.00 | 0.00 | 0.00 | |
| | 0.41 | 0.00 | 0.00 | |
| TOTAL | 241 | 340 | 130 | 711 |
| | 33.90 | 47.82 | 18.28 | 100.00 |

| SUBJECT | LENDTYPE | | | TOTAL |
|---------|----------|-------|-------|--------|
| | ACAD | PUB | SPEC | |
| 120 | 0 | 1 | 1 | 2 |
| | 0.00 | 0.14 | 0.14 | 0.28 |
| | 0.00 | 50.00 | 50.00 | |
| | 0.00 | 0.29 | 0.77 | |
| 130 | 3 | 2 | 0 | 5 |
| | 0.42 | 0.28 | 0.00 | 0.70 |
| | 60.00 | 40.00 | 0.00 | |
| | 1.24 | 0.59 | 0.00 | |
| 150 | 3 | 10 | 6 | 19 |
| | 0.42 | 1.41 | 0.84 | 2.67 |
| | 15.79 | 52.63 | 31.58 | |
| | 1.24 | 2.94 | 4.62 | |
| 170 | 0 | 1 | 1 | 2 |
| | 0.00 | 0.14 | 0.14 | 0.28 |
| | 0.00 | 50.00 | 50.00 | |
| | 0.00 | 0.29 | 0.77 | |
| 180 | 1 | 0 | 0 | 1 |
| | 0.14 | 0.00 | 0.00 | 0.14 |
| | 100.00 | 0.00 | 0.00 | |
| | 0.41 | 0.00 | 0.00 | |
| 230 | 1 | 3 | 0 | 4 |
| | 0.14 | 0.42 | 0.00 | 0.56 |
| | 25.00 | 75.00 | 0.00 | |
| | 0.41 | 0.88 | 0.00 | |
| 240 | 2 | 7 | 1 | 10 |
| | 0.28 | 0.98 | 0.14 | 1.41 |
| | 20.00 | 70.00 | 10.00 | |
| | 0.83 | 2.06 | 0.77 | |
| 280 | 5 | 1 | 1 | 7 |
| | 0.70 | 0.14 | 0.14 | 0.98 |
| | 71.43 | 14.29 | 14.29 | |
| | 2.07 | 0.29 | 0.77 | |
| 290 | 1 | 0 | 1 | 2 |
| | 0.14 | 0.00 | 0.14 | 0.28 |
| | 50.00 | 0.00 | 50.00 | |
| | 0.41 | 0.00 | 0.77 | |
| TOTAL | 241 | 340 | 130 | 711 |
| | 33.90 | 47.82 | 18.28 | 100.00 |

70

93

99

* See Dewey classification tables at the end of Appendix E.

* PER counts only those periodical requests that did not have classification numbers assigned to them.

TABLE 16 cont'd

| SUBJECT | LENDTYPE | | | TOTAL |
|---------|----------------------------|-----------------------------|----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| 300 | 7 0.98 38.89 2.90 | 9 1.27 50.00 2.65 | 2 0.28 11.11 1.54 | 18 2.53 |
| 320 | 2 0.28 22.22 0.83 | 6 0.84 66.67 1.76 | 1 0.14 11.11 0.77 | 9 1.27 |
| 330 | 8 1.13 47.06 3.32 | 4 0.56 23.53 1.18 | 5 0.70 29.41 3.85 | 17 2.39 |
| 340 | 4 0.56 66.67 1.66 | 1 0.14 16.67 0.29 | 1 0.14 16.67 0.77 | 6 0.84 |
| 350 | 5 0.70 71.43 2.07 | 0 0.00 0.00 0.00 | 2 0.28 28.57 1.54 | 7 0.98 |
| 360 | 7 0.98 35.00 2.90 | 10 1.41 50.00 2.94 | 3 0.42 15.00 2.31 | 20 2.81 |
| 370 | 7 0.98 46.67 2.90 | 4 0.56 26.67 1.18 | 4 0.56 26.67 3.08 | 15 2.11 |
| 380 | 3 0.42 33.33 1.24 | 6 0.84 66.67 1.76 | 0 0.00 0.00 0.00 | 9 1.27 |
| 390 | 2 0.28 40.00 0.83 | 1 0.14 20.00 0.29 | 2 0.28 40.00 1.54 | 5 0.70 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

| SUBJECT | LENDTYPE | | | TOTAL |
|---------|-----------------------------|----------------------------|----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| 420 | 3 0.42 100.00 1.24 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 3 0.42 |
| 490 | 2 0.28 66.67 0.83 | 1 0.14 33.33 0.29 | 0 0.00 0.00 0.00 | 3 0.42 |
| 500 | 3 0.42 100.00 1.24 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 3 0.42 |
| 520 | 1 0.14 50.00 0.41 | 0 0.00 0.00 0.00 | 1 0.14 50.00 0.77 | 2 0.28 |
| 540 | 3 0.42 100.00 1.24 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 3 0.42 |
| 550 | 6 0.84 85.71 2.49 | 1 0.14 14.29 0.29 | 0 0.00 0.00 0.00 | 7 0.98 |
| 560 | 1 0.14 100.00 0.41 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 1 0.14 |
| 570 | 4 0.56 80.00 1.66 | 1 0.14 20.00 0.29 | 0 0.00 0.00 0.00 | 5 0.70 |
| 580 | 2 0.28 50.00 0.83 | 0 0.00 0.00 0.00 | 2 0.28 50.00 1.54 | 4 0.56 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

TABLE 16 cont'd

| SUBJECT | LENDTYPE | | | TOTAL |
|--|------------------------------|-----------------------------|----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| FREQUENCY PERCENT ROW PCT COL PCT | ACAD | PUB | SPEC | TOTAL |
| 590 | 2 0.28 40.00 0.83 | 1 0.14 20.00 0.29 | 2 0.28 40.00 1.54 | 5 0.70 |
| 600 | 1 0.14 100.00 0.41 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 1 0.14 |
| 610 | 32 4.50 60.38 13.28 | 12 1.69 22.64 3.53 | 9 1.27 16.98 6.92 | 53 7.45 |
| 620 | 7 0.98 29.17 2.90 | 9 1.27 37.50 2.65 | 8 1.13 33.33 6.15 | 24 3.38 |
| 630 | 2 0.28 13.33 0.83 | 8 1.13 53.33 2.35 | 5 0.70 33.33 3.85 | 15 2.11 |
| 640 | 2 0.28 16.67 0.83 | 6 0.84 50.00 1.76 | 4 0.56 33.33 3.08 | 12 1.69 |
| 650 | 4 0.56 30.77 1.66 | 8 1.13 61.54 2.35 | 1 0.14 7.69 0.77 | 13 1.83 |
| 660 | 2 0.28 66.67 0.83 | 0 0.00 0.00 0.00 | 1 0.14 33.33 0.77 | 3 0.42 |
| 670 | 1 0.14 50.00 0.41 | 1 0.14 50.00 0.29 | 0 0.00 0.00 0.00 | 2 0.28 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

| SUBJECT | LENDTYPE | | | TOTAL |
|--|-----------------------------|-----------------------------|----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| FREQUENCY PERCENT ROW PCT COL PCT | ACAD | PUB | SPEC | TOTAL |
| 680 | 0 0.00 0.00 0.00 | 3 0.42 75.00 0.88 | 1 0.14 25.00 0.77 | 4 0.58 |
| 690 | 0 0.00 0.00 0.00 | 1 0.14 100.00 0.29 | 0 0.00 0.00 0.00 | 1 0.14 |
| 700 | 2 0.28 66.67 0.83 | 1 0.14 33.33 0.29 | 0 0.00 0.00 0.00 | 3 0.42 |
| 720 | 1 0.14 33.33 0.41 | 2 0.28 66.67 0.59 | 0 0.00 0.00 0.00 | 3 0.42 |
| 730 | 1 0.14 11.11 0.41 | 7 0.98 77.78 2.06 | 1 0.14 11.11 0.77 | 9 1.27 |
| 740 | 3 0.42 17.65 1.24 | 7 0.98 41.18 2.06 | 7 0.98 41.18 5.38 | 17 2.39 |
| 750 | 2 0.28 100.00 0.83 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 2 0.28 |
| 770 | 0 0.00 0.00 0.00 | 5 0.70 100.00 1.47 | 0 0.00 0.00 0.00 | 5 0.70 |
| 780 | 3 0.42 60.00 1.24 | 1 0.14 20.00 0.29 | 1 0.14 20.00 0.77 | 5 0.70 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

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TABLE 16 cont'd

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| SUBJECT | LENDTYPE | | | TOTAL |
|---------|-----------------------------|-----------------------------|----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| 790 | 5 0.70 21.74 2.07 | 16 2.25 69.57 4.71 | 2 0.28 8.70 1.54 | 23 3.23 |
| 800 | 4 0.56 50.00 1.66 | 4 0.56 50.00 1.18 | 0 0.00 0.00 0.00 | 8 1.13 |
| 810 | 3 0.42 42.86 1.24 | 3 0.42 42.86 0.88 | 1 0.14 14.29 0.77 | 7 0.98 |
| 820 | 1 0.14 33.33 0.41 | 1 0.14 33.33 0.29 | 1 0.14 33.33 0.77 | 3 0.42 |
| 830 | 0 0.00 0.00 0.00 | 1 0.14 100.00 0.29 | 0 0.00 0.00 0.00 | 1 0.14 |
| 840 | 0 0.00 0.00 0.00 | 1 0.14 100.00 0.29 | 0 0.00 0.00 0.00 | 1 0.14 |
| 880 | 2 0.28 100.00 0.83 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 2 0.28 |
| 900 | 1 0.14 50.00 0.41 | 1 0.14 50.00 0.29 | 0 0.00 0.00 0.00 | 2 0.28 |
| 910 | 2 0.28 10.00 0.83 | 11 1.55 55.00 3.24 | 7 0.98 35.00 5.38 | 20 2.81 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

| SUBJECT | LENDTYPE | | | TOTAL |
|---------|-----------------------------|-----------------------------|-----------------------------|---------------|
| | ACAD | PUB | SPEC | |
| 920 | 4 0.56 14.29 1.66 | 20 2.81 71.43 5.88 | 4 0.56 14.29 3.08 | 28 3.94 |
| 940 | 3 0.42 25.00 1.24 | 7 0.98 58.33 2.06 | 2 0.28 16.67 1.54 | 12 1.69 |
| 950 | 4 0.56 50.00 1.66 | 1 0.14 12.50 0.29 | 3 0.42 37.50 2.31 | 8 1.13 |
| 970 | 9 1.27 50.00 3.73 | 7 0.98 38.89 2.06 | 2 0.28 11.11 1.54 | 18 2.53 |
| 980 | 2 0.28 100.00 0.83 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 2 0.28 |
| 990 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 1 0.14 100.00 0.77 | 1 0.14 |
| TOTAL | 241 33.90 | 340 47.82 | 130 18.28 | 711 100.00 |

TABLE 17 SUBJECTS REQUESTED BY PILOT MONCAT PARTICIPANTS SORTED BY FREQUENCY AND DEWEY CLASSIFICATION (100's)

| SUBJECT | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| FIC | 122 | 122 | 17.159 | 17.159 |
| PER | 73 | 195 | 10.267 | 27.426 |
| 000 | 13 | 208 | 1.828 | 29.255 |
| 100 | 30 | 238 | 4.219 | 33.474 |
| 200 | 23 | 261 | 3.235 | 36.709 |
| 300 | 106 | 367 | 14.909 | 51.617 |
| 400 | 6 | 373 | 0.844 | 52.461 |
| 500 | 30 | 403 | 4.219 | 56.681 |
| 600 | 128 | 531 | 18.003 | 74.684 |
| 700 | 67 | 598 | 9.423 | 84.107 |
| 800 | 22 | 620 | 3.094 | 87.201 |
| 900 | 91 | 711 | 12.799 | 100.000 |

TABLE 18

SUBJECTS REQUESTED FROM OUT-OF-STATE LIBRARIES FOR
MATERIALS WITH NO MONTANA HOLDINGS
SORTED BY DWEY CLASSIFICATION IN FREQUENCY ORDER

| SUBJECT | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---------|-----------|----------|---------|-------------|
| ERIC | 28 | 28 | 11.111 | 11.111 |
| PER | 15 | 43 | 5.952 | 17.063 |
| 920 | 13 | 56 | 5.159 | 22.222 |
| 620 | 12 | 68 | 4.762 | 26.984 |
| 610 | 12 | 80 | 4.762 | 31.746 |
| 300 | 10 | 90 | 3.968 | 35.714 |
| 910 | 9 | 99 | 3.571 | 39.286 |
| 150 | 9 | 108 | 3.571 | 42.857 |
| 790 | 8 | 116 | 3.175 | 46.032 |
| 740 | 8 | 124 | 3.175 | 49.206 |
| 630 | 8 | 132 | 3.175 | 52.381 |
| 970 | 7 | 139 | 2.778 | 55.159 |
| 940 | 6 | 145 | 2.381 | 57.540 |
| 380 | 6 | 151 | 2.381 | 59.921 |
| 240 | 6 | 157 | 2.381 | 62.302 |
| 950 | 5 | 162 | 1.984 | 64.286 |
| 650 | 5 | 167 | 1.984 | 66.270 |
| 640 | 5 | 172 | 1.984 | 68.254 |
| 330 | 5 | 177 | 1.984 | 70.238 |
| 280 | 5 | 182 | 1.984 | 72.222 |
| 800 | 4 | 186 | 1.587 | 73.810 |
| 730 | 4 | 190 | 1.587 | 75.397 |
| 570 | 4 | 194 | 1.587 | 76.984 |
| 810 | 3 | 197 | 1.190 | 78.175 |
| 680 | 3 | 200 | 1.190 | 79.365 |
| 550 | 3 | 203 | 1.190 | 80.556 |
| 420 | 3 | 206 | 1.190 | 81.746 |
| 390 | 3 | 209 | 1.190 | 82.937 |
| 360 | 3 | 212 | 1.190 | 84.127 |
| 340 | 3 | 215 | 1.190 | 85.317 |
| 980 | 2 | 217 | 0.794 | 86.111 |
| 770 | 2 | 219 | 0.794 | 86.905 |
| 750 | 2 | 221 | 0.794 | 87.698 |
| 720 | 2 | 223 | 0.794 | 88.492 |
| 660 | 2 | 225 | 0.794 | 89.286 |
| 370 | 2 | 227 | 0.794 | 90.079 |
| 350 | 2 | 229 | 0.794 | 90.873 |
| 320 | 2 | 231 | 0.794 | 91.667 |
| 070 | 2 | 233 | 0.794 | 92.460 |
| 020 | 2 | 235 | 0.794 | 93.254 |
| 880 | 1 | 236 | 0.397 | 93.651 |
| 830 | 1 | 237 | 0.397 | 94.048 |
| 820 | 1 | 238 | 0.397 | 94.444 |
| 780 | 1 | 239 | 0.397 | 94.841 |
| 700 | 1 | 240 | 0.397 | 95.238 |
| 690 | 1 | 241 | 0.397 | 95.635 |
| 670 | 1 | 242 | 0.397 | 96.032 |
| 590 | 1 | 243 | 0.397 | 96.429 |
| 580 | 1 | 244 | 0.397 | 96.825 |
| 540 | 1 | 245 | 0.397 | 97.222 |
| 520 | 1 | 246 | 0.397 | 97.619 |
| 500 | 1 | 247 | 0.397 | 98.016 |
| 490 | 1 | 248 | 0.397 | 98.413 |
| 230 | 1 | 249 | 0.397 | 98.810 |
| 130 | 1 | 250 | 0.397 | 99.206 |
| 110 | 1 | 251 | 0.397 | 99.603 |
| 000 | 1 | 252 | 0.397 | 100.000 |

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TABLE 19

DEWEY CLASSIFICATION SYSTEM

*Second Summary **
The 100 Divisions

| | | | |
|------------|---|------------|--|
| 000 | Generalities | 500 | Pure sciences |
| 010 | Bibliography | 510 | Mathematics |
| 020 | Library & information sciences | 520 | Astronomy & allied sciences |
| 030 | General encyclopedic works | 530 | Physics |
| 040 | | 540 | Chemistry & allied sciences |
| 050 | General serial publications | 550 | Sciences of earth & other worlds |
| 060 | General organizations & museology | 560 | Paontology |
| 070 | Journalism, publishing, newspapers | 570 | Life sciences |
| 080 | General collections | 580 | Botanical sciences |
| 090 | Manuscripts & book rarities | 590 | Zoological sciences |
| 100 | Philosophy & related disciplines | 600 | Technology (Applied sciences) |
| 110 | Metaphysics | 610 | Medical sciences |
| 120 | Epistemology, causation, humankind | 620 | Engineering & allied operations |
| 130 | Paranormal phenomena & arts | 630 | Agriculture & related technologies |
| 140 | Specific philosophical viewpoints | 640 | Home economics & family living |
| 150 | Psychology | 650 | Management & auxiliary services |
| 160 | Logic | 660 | Chemical & related technologies |
| 170 | Ethics (Moral philosophy) | 670 | Manufactures |
| 180 | Ancient, medieval, Oriental | 680 | Manufacture for specific uses |
| 190 | Modern Western philosophy | 690 | Buildings |
| 200 | Religion | 700 | The arts |
| 210 | Natural religion | 710 | Civic & landscape art |
| 220 | Bible | 720 | Architecture |
| 230 | Christian theology | 730 | Plastic arts Sculpture |
| 240 | Christian moral & devotional | 740 | Drawing, decorative & minor arts |
| 250 | Local church & religious orders | 750 | Painting & paintings |
| 260 | Social & ecclesiastical theology | 760 | Graphic arts Prints |
| 270 | History & geography of church | 770 | Photography & photographs |
| 280 | Christian denominations & sects | 780 | Music |
| 290 | Other & comparative religions | 790 | Recreational & performing arts |
| 300 | Social sciences | 800 | Literature (Belles-lettres) |
| 310 | Statistics | 810 | American literature in English |
| 320 | Political science | 820 | English & Anglo-Saxon literatures |
| 330 | Economics | 830 | Literatures of Germanic languages |
| 340 | Law | 840 | Literatures of Romance languages |
| 350 | Public administration | 850 | Italian, Romanian, Rhaeto-Romanic |
| 360 | Social problems & services | 860 | Spanish & Portuguese literatures |
| 370 | Education | 870 | Italic literatures Latin |
| 380 | Commerce (Trade) | 880 | Hellenic literatures Greek |
| 390 | Customs, etiquette, folklore | 890 | Literatures of other languages |
| 400 | Language | 900 | General geography & history |
| 410 | Linguistics | 910 | General geography Travel |
| 420 | English & Anglo-Saxon languages | 920 | General biography & genealogy |
| 430 | Germanic languages German | 930 | General history of ancient world |
| 440 | Romance languages French | 940 | General history of Europe |
| 450 | Italian, Romanian, Rhaeto-Romanic | 950 | General history of Asia |
| 460 | Spanish & Portuguese languages | 960 | General history of Africa |
| 470 | Italic languages Latin | 970 | General history of North America |
| 480 | Hellenic Classical Greek | 980 | General history of South America |
| 490 | Other languages | 990 | General history of other areas |

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WASHINGTON LIBRARY NETWORK

LIBRARY SYMBOLS USED IN THE WLN COMPUTER SYSTEM October 1984

| <u>SYMBOL</u> | <u>LIBRARY</u> |
|---------------|---|
| Ak | Alaska State Library, Juneau |
| Ak-L | Alaska Court Libraries, Anchorage |
| AKA | Anchorage Municipal Library, Anchorage |
| AKAAS | DAITC/CIT/Audio Visual Services, Anchorage |
| AKAFC | Alaska Department of Fish and Game, Habitat Division Library, Anchorage |
| AKAS | Anchorage School District, Anchorage |
| AKAU | University of Alaska, Anchorage |
| AkBARN | North Slope Borough School District, Barrow |
| AkF | Fairbanks North Star Borough Library, Fairbanks |
| AkFr | Fort Richardson Post Library, Fort Richardson |
| AkFw | Fort Wainwright Post Library, Fort Wainwright |
| AkJ | Juneau Memorial Library, Juneau |
| AkJU | University of Alaska, Juneau |
| AkKe | Kenai Community Library, Kenai |
| AkPalU | Matanuska-Susitna Community College, Palmer |
| AkS | Kettleman Memorial Library, Sitka |
| AkSSD | Sitka School District, Sitka |
| AkU | University of Alaska, Fairbanks |
| AkU-M | University of Alaska, Fairbanks - Bio-Medical Library |
| AkV | Valdez Consortium Library, Valdez |
| AzKIM | Mohave Community College, Kingman |
| AzPHM | Maricopa County Library, Phoenix |
| AsPrP | Prescott College Library, Prescott |
| AsPrY | Yavapai College, Prescott |
| C | California State Library, Sacramento |
| CaBVA | Vancouver Public Library, Vancouver, British Columbia |
| Id | Idaho State Library, Boise |
| IdB | Boise Public Library, Boise |
| IdBB | Boise State University, Boise |
| IdCa | Caldwell Public Library, Caldwell |
| IdCaC | College of Idaho, Caldwell |
| IdIf | Idaho Falls Public Library, Idaho Falls |
| IdLN | Lewis-Clark State College, Lewiston |
| IdNW | Northwest Nazarene College, Nampa |
| IdTFSI | College of Southern Idaho, Twin Falls |
| IdU | University of Idaho, Moscow |
| IdU-L | University of Idaho Law Library, Moscow |
| Me | Montana State Library, Helena |
| Me-L | Montana State Law Library, Helena |
| MeB | Boseman Public Library, Boseman |
| MeBC | Montana State University, Boseman |
| MeBil | Parly Billings Library, Billings |
| MeBil-F | Montana Last Copy Fiction Depository, Billings |
| MeBilE | Eastern Montana College, Billings |

| <u>SYMBOL</u> | <u>LIBRARY</u> |
|---------------|---|
| MeBilR | Rocky Mountain College Library, Billings |
| MeBilSV | St. Vincent's Hospital, Billings |
| MeBu | Butte-Silver Bow Public Library, Butte |
| MeBuM | Montana College of Mineral Science and Technology, Butte |
| MeDiV | Western Montana College, Dillon |
| MeELE | Lincoln County Senior High School, Eureka |
| MeFhV | United States Veterans Administration Center, Fort Harrison |
| MeGD | Dawson College, Glendive |
| MeGl | Glasgow City-County Library, Glasgow |
| MeGr | Great Falls Public, Great Falls |
| MeGrCE | College of Great Falls, Great Falls |
| MeGrCM | Columbus Hospital, Great Falls |
| MeH | Lewis and Clark Library, Helena |
| MeHC | Carroll College, Helena |
| MeHCE | Montana Census and Economic Information Center, Helena |
| MeHPI | Montana Office of Public Instruction, Helena |
| MeHS | Shodair Children's Hospital, Helena |
| MeHSP | St. Peter's Hospital, Helena |
| MeHaN | Northern Montana College, Havre |
| MeHaNRL | Rocky Mountain Laboratory (U.S. National Institute of Health), Hamilton |
| MeW | Montana Historical Society, Helena |
| MeK | Flathead County Library, Kalispell |
| MeKF | Flathead Valley Community College, Kalispell |
| MeKH | Kalispell Regional Hospital, Kalispell |
| MeKeH | Flathead Senior High School, Kalispell |
| MeLib | Lincoln County Free Library, Libby |
| MeLibH | Libby High School Library, Libby |
| MeLibJ | Libby Junior High School, Libby |
| MeMc | Miles City Public Library, Miles City |
| MeMcC | Miles Community College, Miles City |
| MeMis | Missoula City-County Library, Missoula |
| MeMisSP | St. Patrick Hospital, Missoula |
| MeMisW | Western Montana Clinic, Missoula |
| MeTren | Troy Senior High School, Troy |
| MeU | University of Montana, Missoula |
| MeWFSH | Whitefish Senior High School, Whitefish |
| OrP | Library Association of Portland, Portland |
| OrPPC | Portland Community College, Portland |
| OrPR | Reed College, Portland |
| OrPS | Portland State University, Portland |
| Wa | Washington State Library, Olympia |
| Wa-Ec | Washington State Library, Ecology Department, Olympia |
| Wa-F | Washington State Film Library, Olympia |
| Wa-L | Washington State Law Library, Olympia |
| WaALVA | United States Veterans Administration Hospital, Tacoma (American Lake) |
| WaBB | Belleuve Community College, Bellevue |
| WaBOH | Overlake Hospital, Bellevue |
| WaBP | Fugot Sound Power and Light Company, Bellevue |
| WaBe | Bellingham Public Library, Bellingham |
| WaBeCo | Whatcom County Library, Bellingham |
| WaBeSL | St. Luke's Hospital, Bellingham |

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| <u>SYMBOL</u> | <u>LIBRARY</u> |
|---------------|--|
| WaBr | Kitsap Regional Library, Bremerton |
| WaBrH | Harrison Memorial Hospital, Bremerton |
| WaBrNR | Naval Regional Medical Center (U.S. Navy), Bremerton |
| WaBrNS | Naval Submarine Base - Bangor Library, Bremerton |
| WaBrO | Olympic College, Bremerton |
| WaBrOC | Symbol no longer used for current acquisitions--Send requests for materials to Washington Veterans Home Library, Retail (WaRetV) |
| WaBrOC-R | Olympic Center, Bremerton--Send requests for materials to Rainier School Library, Buckley (WaBucR) |
| WaBucR | Rainier School - Library, Buckley |
| WaBucR-R | Symbol no longer used for current acquisitions--Send requests for materials to Rainier School Library, Buckley (WaBucR) |
| WaCeC | Centralia College, Centralia |
| WaChene | Eastern Washington University, Cheney |
| WaE | Everett Public Library, Everett |
| WaEE | Everett Community College, Everett |
| WaEG | Everett General Hospital, Everett |
| WaEPH | Providence Hospital, Everett |
| WaEdE | Edmonds Community College, Lynnwood |
| WaEdSH | Stevens Memorial Hospital, Edmonds |
| WaEl | Ellensburg Public Library, Ellensburg |
| WaFL | Lummi Education Center Library, Ferndale |
| WaFW | Whatcom Community College, Bellingham |
| WaGHP | Purdy Treatment Center for Women, Gig Harbor |
| WaKen | Mid-Columbia Regional Library, Kennewick |
| WaLoL | Lower Columbia College, Longview |
| WaMaS | Sno-Isle Regional Library, Marysville |
| WaMaH | Eastern State Hospital, Medical Lake |
| WaMaL | Lakeland Village School, Medical Lake |
| WaMIB | Big Bend Community College, Moses Lake |
| WaMonR | Washington State Reformatory, Monroe |
| WaMvS | Skagit Valley College, Mt. Vernon |
| WaO | Timberland Regional Library, Olympia |
| WaOE | The Evergreen State College, Olympia |
| WaOEng | Washington State Energy Office, Olympia |
| WaOLI | Washington State Department of Labor and Industries, Olympia |
| WaOSPS | South Puget Sound Community College, Olympia |
| WaOSM | St. Martin's College, Olympia (Lacey) |
| WaOSP | St. Peter Hospital, Olympia |
| WaOT | Washington State Department of Transportation, Olympia |
| WaOTC | Symbol no longer used for current acquisitions--Send requests for materials to WaOSPS - (name change) |
| WaOrtS | Washington Soldiers' Home - Staff Library, Orting |
| WaOrtS-R | Washington Soldiers' Home - Resident Library, Orting |
| WaPaC | Columbia Basin Community College, Pasco |
| WaPUP | Pacific Lutheran University, Parkland |
| WaPoN | North Olympic Library System, Port Angeles |
| WaPS | Washington State University, Pullman |
| WaRedGH | Group Health Cooperative - Eastside, Redmond |
| WaReVG | Valley General Hospital, Renton |
| WaRetV | Washington Veterans Home Library, Retail |
| WaRetV-R | Symbol no longer used for current acquisitions--Send requests for materials to Washington Veterans Home Library, Retail |

| <u>SYMBOL</u> | <u>LIBRARY</u> |
|---------------|--|
| WaRi | Richland Public Library, Richland |
| WaRiB | Battelle Pacific Northwest Laboratories, Richland |
| WaS | Seattle Public Library, Seattle |
| WaSC | Seattle Central Community College, Seattle |
| WaSC-D | Seattle Community College District, Seattle |
| WaSC-N | North Seattle Community College, Seattle |
| WaSC-S | South Seattle Community College, Seattle |
| WaSCO | Children's Orthopedic Hospital, Seattle |
| WaSP | Fircrest School Library, Seattle |
| WaSP-R | Symbol no longer used for current acquisitions--Send requests for materials to Fircrest School Library, Seattle (WaSP) |
| WaSGH | Group Health Cooperative, Seattle |
| WaSH | Virginia Mason Hospital, Seattle |
| WaSHCR | Fred Hutchinson Cancer Research Center, Seattle |
| WaSKC | King County Library System, Seattle |
| WaSNB | The NBBJ Group Library, Seattle |
| WaSNH | Northwest Hospital, Seattle |
| WaSPaM | Pacific Medical Center, Seattle |
| WaSPC | Seattle Pacific University, Seattle |
| WaSPe | Perkins, Cole, Stone, Olsen and Williams, Seattle |
| WaSPH | Pacific Medical Center, Seattle (Old Symbol)--See WaSPaM |
| WaSPM | Providence Medical Center, Seattle (Old Symbol)--See WaSPrM |
| WaSPrM | Providence Medical Center, Seattle |
| WaSPSH | Puget Sound Health Systems Agency, Seattle |
| WaSSH | Schick Shadel Hospital, Seattle |
| WaSSh | Shoreline Community College, Seattle |
| WaSSR | Swedish Medical Hospital, Seattle (Old Symbol)--See WaSSwH |
| WaSSwH | Swedish Hospital Medical Center, Seattle |
| WaSU | Seattle University, Seattle |
| WaSVA | United States Veterans Administration Hospital, Seattle |
| WaSWG | Seattle West Medical Center, Seattle |
| WaSely | Yakima Valley School, Selah |
| WaShC | Washington Correction Center - Staff Library, Shelton |
| WaShC-R | Washington Correction Center - Resident Library, Shelton |
| WaSnqE | Echo Glen Children's Center, Snoqualmie |
| WaSp | Spokane Public Library, Spokane |
| WaSpCN | Intercollegiate Center for Nursing Education, Spokane |
| WaSpCo | Spokane County Library System, Spokane |
| WaSpD | Deaconess Hospital, Spokane |
| WaSpG | Gonzaga University, Spokane |
| WaSpG-L | Gonzaga University - Law Library, Spokane |
| WaSpH | Spokane County Medical Society, Spokane |
| WaSpS | Spokane Community College, Spokane |
| WaSpSF | Spokane Falls Community College, Spokane |
| WaSpSH | Sacred Heart Medical Center, Spokane |
| WaSpStM | St. Michael's Institute (Gonzaga University), Spokane |
| WaSpVA | United States Veterans Administration Hospital, Spokane |
| WaSpW | Whitworth College, Spokane |
| WaSteM | McNeil Island Correction Center Library, Steilacoom |
| WaSwN | Northern State Multi-Service Center, Sedro Woolley |
| WaT | Tacoma Public Library, Tacoma |
| WaTCC | Tacoma Community College, Tacoma |
| WaTAM | Madigan Army Medical Center (U.S. Army), Tacoma |

SYMBOL**LIBRARY**

| | |
|----------------|---|
| WaTPC | Pierce County Library, Tacoma |
| WaTPM | Pierce County Medical Library, Tacoma |
| WaTSJ | St. Joseph Hospital, Tacoma |
| WaTU-L | University of Puget Sound - Law Library, Tacoma |
| WaTV | Meyerhouser Corporate Library, Tacoma |
| WaTVH | Western State Hospital, Library, Tacoma |
| WaTWH-R | Symbol no longer used for current acquisitions—Send requests for materials to Western State Hospital Library, Tacoma (WaTWH) |
| WaU | University of Washington, Seattle |
| WaU-IA | University of Washington, East Asia Library, Seattle |
| WaU-F | University of Washington, Forestry Library, Seattle |
| WaU-L | University of Washington, Law Library, Seattle |
| WaV | Fort Vancouver Regional Library, Vancouver |
| WaVSB | Washington State School for the Blind, Vancouver |
| WaVSD | Washington State School for the Deaf, Vancouver |
| WaVVA | United States Veterans Administration Hospital, Vancouver |
| WaVWH | Southwest Washington Hospitals, Vancouver |
| WaWC | Walla Walla College, College Place |
| WaWP | Washington State Penitentiary, Walla Walla |
| WaWV | Whitman College, Walla Walla |
| WaWVC | Walla Walla Community College, Walla Walla |
| WaWeC | Central Washington Hospital, Wenatchee |
| WaWeN | North Central Regional Library, Wenatchee |
| WaWeV | Wenatchee Valley College, Wenatchee |
| WaYN | Yakima Valley Memorial Hospital, Yakima |
| WaYSE | St. Elizabeth Hospital, Yakima |

WLN
10/18/84

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APPENDIX G

SURVEY OF LENDING LIBRARIES - PILOT MONCAT PROJECT
Montana State Library, 1515 E. 6th Ave., Helena MT 59620

June 1984

1. Profile

Library name _____

Respondent name (optional) _____

Average interlibrary loan volume per month _____

Number of ILL department staff: _____ professional _____ support/clerical

Number of holdings in WLN as of May 1984 _____

2. Did you notice inappropriate usage of ILL by Pilot Moncat participants?
Examples would be: requests more appropriately filled closer to home, like popular and current titles; a consistent use of your library amounting to what you would call "overload;" and so on.
If you answer is YES, your specific comments are appreciated.

3. What is your estimation of the quality of the completed request forms?
Examples: Were they complete? Were call numbers included, mailing labels provided, citations accurate? Were the forms readable?

4. Based on your experience as an ILL librarian and your replies to questions 2 and 3 above, please suggest 3 areas of training needed by Montana ILL librarians to improve their performance.

5. Would you comment on the specially adapted form used for the Pilot Moncat project.
Examples: Are they easy to use, difficult to use? Do they make efficient use of your time, streamline the work - or the reverse? Should they continue to be used, or should they be dropped in favor of ALA forms? What would make the form better?

6. Did you notice an impact on your library's interlibrary loan operation due to the Pilot Moncat project?
Examples: Did the project increase your ILL volume, your workload? Did it have a fiscal impact? Was your average turnaround time affected?
If your reply is YES, please be as specific as you can in your reply.

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Page two: Survey of Lending Libraries - Pilot Moncat Project

7. Did you consider or make any policy changes as a result of the Pilot Moncat project?
Examples would be: renewal, overdue period, fees, lending period, and so on. Please be specific in your reply.
8. Did you notice any subject areas or types of materials (such as juvenile titles, foreign language novels) repeatedly requested by Montana libraries?
Your reply to this question will help us with cooperative collection development and coordinated retrospective conversion projects.
9. What is your preference for method of transmitting ILL requests?
Please number your response, 1,2,3, in order of your preference.
- mailed printed form, like the ALA form
- mailed printout from WLN
- electronic mail request - Ontyme II
- electronic mail request - other system - specify _____
- telephone request
- other - please specify _____
- Comments:
10. Feel free to add any other comments about the Pilot Moncat project and related topics.

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

Please return it by * * WEDN. JULY 11, 1984 * * * to:
Beth Givens, Montana State Library, 1515 E. 6th Ave., Helena Mt 59620 (406-444-3115).

APPENDIX H: BOOK BANNER FOR LIBRARY USERS' SURVEY

Front of banner

Back of banner

PLEASE DO NOT REMOVE

Name: _____

Address: _____

Phone:(H) _____ (W) _____

| | |
|-----------------|--|
| DATE DUE | |
|-----------------|--|

If you need your loan time extended, please call the library before the due date.



Your library is part of PILOT MONCAT— a demonstration project for a new way to borrow materials from other libraries. The book or magazine article you're borrowing comes to you through this pilot system.

Please answer the following questions and return this book and banner to:

How many times have you used the library in the past 12 months?

- Frequently (12 or more)
- Moderately (4 to 11)
- Infrequently (3 or fewer)
- This is my first time.

How many times in the past twelve months have you used the interlibrary loan network?

- Frequently (12 or more)
- Moderately (4 to 11)
- Infrequently (3 or fewer)
- This is my first time.

Comments:

Did you notice any difference between the way this request was treated and past interlibrary loans? (Check all that apply.)

- I've never used an interlibrary loan system before.
- I didn't notice any differences.
- My request was filled more quickly this time.
- My request was filled more slowly this time.
- More materials seem to be available through this system.
- Fewer materials seem to be available through this system.
- Other:

FOR LIBRARIAN USE

Please fill in the following information and return this banner to:

PILOT MONCAT
Montana State Library
1515 East Sixth Avenue
Helena, Montana 59620

Date of user's request:

Date request mailed to first lending library:

Date material received from source library:

Date user was notified of material arrival:

Source Library:

Type of material:

book

magazine article



Thank you.

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Pilot Moncat is sponsored by the Montana State Library with the aid of federal funds.

**SURVEY OF USERS OF INTERLIBRARY LOAN SERVICES - PILOT MONCAT PROJECT
Book Banner Survey - March through June 1984**

Total usable surveys: n=366

How many times have you used the library in the past 12 months?

n=341 percent (%)

| | | |
|-----|-----|---------------------------|
| 230 | 67% | Frequently (12 or more) |
| 69 | 20% | Moderately (4 to 11) |
| 25 | 7% | Infrequently (3 or fewer) |
| 17 | 5% | This is my first time |

How many times in the past twelve months have you used the interlibrary loan network?

n=335 percent (%)

| | | |
|-----|-----|---------------------------|
| 56 | 17% | Frequently (12 or more) |
| 105 | 31% | Moderately (4 to 11) |
| 83 | 25% | Infrequently (3 or fewer) |
| 91 | 27% | This is my first time |

Did you notice any difference between the way this request was treated and past interlibrary loans? (Check all that apply.)

n=394 percent (%)

| | | |
|-----|-----|---|
| 74 | 19% | I've never used an interlibrary loan system before. |
| 88 | 22% | I didn't notice any differences. |
| 106 | 27% | My request was filled more quickly this time. |
| 22 | 6% | My request was filled more slowly this time. |
| 98 | 25% | More materials seem to be available through this system. |
| 0 | 0% | Fewer materials seem to be available through this system. |
| 6 | 2% | Other |

Type of material requested:

n=341 percent (%)

| | | |
|-----|-----|----------------------|
| 314 | 92% | Books |
| 27 | 8% | Magazines (articles) |

Responding libraries (usable surveys):

Bozeman Public Library
Butte Silver Bow Public Library
Carroll College Library (Helena)
Dawson Community College Lib(Glendive)
Dawson Co. High School Lib(Glendive)
Flathead Co. Library (Kalispell)
Glasgow City-County Library
Glendive Public Library
Great Falls Public Library
Hill Co. Library (Havre)

Miles City Public Library
Lewis and Clark Library (Helena)
Lewistown Public Library
Lincoln Co. Free Library (Libby)
Montana Power Co. Law Library (Butte)
Office of Public Instruction
Resource Center (Helena)
Roundup Community Library
Sidney Public Library

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