A four-part questionnaire was constructed and administered to the users of the Kansas State College Library to aid the library staff in planning for effective library service and in developing a book acquisition policy for the next ten years. The four surveys conducted were: (1) departmental, in which academic departments were asked to indicate the depth of the library collections required for the specific subject areas in their disciplines, (2) faculty, in which the instructional staff answered questions on faculty use, instructional and student use of libraries, instructional and resource planning, resources, services, and library personnel, (3) graduate students, which consisted of questions on libraries used, research projects and theses topics, library services and regulations, library instruction, and suggestions for improvement in specific areas, and (4) undergraduate students, which included questions on libraries used, difficulties experienced with the library, library personnel, and possible facility improvements. This report consists of the survey questionnaires and results, with the questionnaires used for the faculty, graduate student, and undergraduate student surveys based to a considerable degree upon forms used by Columbia University. (JB)
LIBRARY SERVICES FOR KANSAS STATE COLLEGE:

PLANNING FOR THE NEXT DECADE BY MEANS OF

A COLLEGE-WIDE SERIES OF QUESTIONNAIRES

By: Norman E. Tanis

1968

ACKNOWLEDGEMENTS

I wish to acknowledge the encouragement of Mr. George M. Bailey, Executive Secretary, Association of College and Research Libraries; the assistance of Mrs. Karen Haller, my secretary, who did considerable editorial work, as well as typing; and the assistance of Mrs. Leslie Luttrell, Library Assistant, who faithfully counted and totaled all of the questionnaires.

INTRODUCTION

The Kansas State College Library wished to consider the problem of constructing a fair and equitable book acquisition policy which would answer the needs of the college today and for the next ten years. At the same time, it wished to plan for the best possible library service for its students and faculty. The library staff felt that the observations of undergraduate students, graduate students, and faculty were all pertinent. Therefore, a four-part questionnaire was constructed. Most of the year 1968 was used up in constructing the questionnaires, obtaining answers, and compiling the results. The result is in four parts:

I - Departmental Collection Survey
II - Faculty Survey
III - Graduate Students Survey
IV - Undergraduate Students Survey
PART I

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

DEPARTMENTAL COLLECTION SURVEY

1968
LIBRARY SERVICES FOR KANSAS STATE COLLEGE
Departmental Survey
1968

The Kansas State College Library is considering the problem of constructing a fair and equitable policy which will answer the needs of the college for the next ten years. In order to do this, we require your assistance in indicating the depth of the library collection required for your disciplines(s) or field.

Please check on the following pages the kind of collection you estimate to be necessary and appropriate for the discipline(s) or fields taught in your department. After each field or discipline taught in your department, indicate by the numbers 1-4 the degree of depth required. Any rating above "2" should be accompanied by a paragraph or two explaining the department's plans with regard to this area.

Level of Coverage in Specific Subject Areas

Needs and demands vary in the various subject areas. To indicate how far this library should go in meeting these needs, we shall recognize the following degrees of intensity of acquisition effort which will be made within the limitations listed above:

1. General Collection

A selective collection serving to introduce and define the subject and to indicate the varieties of information which are available elsewhere. It shall include some textbooks, dictionaries, encyclopedias, selected editions of important works of major authors, historical surveys, biographies, several periodicals, and serials for keeping in touch with current scholarship in the field.

2. Instructional Collection

A good working collection designed to meet all instructional needs. It shall include a wide range of basic works, complete collections of the works of more important figures, both authors and critics, selections from the works of secondary writers, yearbooks, handbooks, a wide range of representative journals, and the fundamental bibliographical apparatus pertaining to the subject.

3. Comprehensive Research Collection

A comprehensive collection adequate for the independent research of both graduate students and faculty, including all current publications of research value and such retrospective publications as are deemed desirable by the faculty and are procurable. It shall include all the important or useful works, original editions of the classics in the field, if such editions serve a scholarly purpose, and an extensive assemblage of critical and biographical works, contemporary pamphlets, published documents, and the fullest possible list of journal and serial sets and bibliographical tools.
4. Exhaustive Research Collection

A collection including as far as possible all publications of research value, including marginal materials such as manuscripts, archives, and ephemera. Such collecting will be undertaken only in restricted areas, such as materials by and about a single literary or historical personage.

SCHOOL OF ARTS AND SCIENCES
ART DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection
   Art Metal, Jewelry, Silversmithing
   Commercial Art
   Weaving

2. Instructional Collection
   Art Education
   Art History
   Ceramics
   Crafts (General)
   Design
   Drawing
   Painting
   Printmaking
   Sculpture

3. Comprehensive Research Collection
   Aesthetics, Criticism and Art Appreciation

Comments and Explanations:

I have requested a number "3" rating for books in the Aesthetics, Criticism and Art Appreciation category since materials contained in such books cut across all art studies. These are books which contain information critical to virtually any artist regardless of his specialty. Further, we have plans to expand this aspect of our graduate program in the next two or three years.
### BIOLGY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. **Instructional Collection**
   - Pre-medical, Pre-dental, and Pre-veterinary Sciences
   - Biology, General
   - Botany, General
   - Zoology, General
   - Anatomy
   - Histology
   - Embryology
   - Plant Morphology
   - Plant Taxonomy
   - Conservation (Biological)

3. **Comprehensive Research Collection**
   - Bacteriology, Microbiology
   - Mycology
   - Parasitology
   - Cytology
   - Ecology
   - Entomology
   - Genetics
   - Animal Physiology
   - Plant Physiology
   - Microbial Physiology
   - Plant Pathology
   - Mammalogy
   - Ornithology
   - Ichthyology
   - Limnology
   - Invertebrate Zoology

**Comments and Explanations:**

The areas marked with a "3" priority are the areas in which we are qualified to direct research at the Master's level. None of these areas are complete as far as journal holdings are concerned. There are many journals to which we now subscribe which need completing as far as a series is concerned.

In certain areas, entomology, invertebrate zoology, genetics, plant pathology and mycology, we must subscribe to additional journals if we are to be adequate in these areas.

Insofar as reference books, other than journals, are concerned we feel that we are in good shape in our library particularly if we can continue to purchase the new books as they become available.

We do not have any areas in which we feel that we should have library holdings which would be adequate for "Exhaustive Research."
BUSINESS ADMINISTRATION DEPARTMENT

Level of Coverage for Books, Serial and Periodical Collections:

1. General Collection
   Office Administration

2. Instructional Collection
   Accounting
   Marketing
   Management, General
   Management, Personnel
   Management, Production
   Computer Programming
   Business Law
   Insurance

3. Comprehensive Research Collection
   Tax Accounting
   Finance
   Honors Seminar in Business
   Business Education (Graduate Courses)

Comments and Explanations:

The Tax Accounting classes use various tax reports, journals, and other periodicals found in the library extensively in their classwork. We feel that it is most essential that our accounting students have access to these various sources of tax information since it plays an important part in their work in the business world today.

Our Finance classes find it essential that they use various investment periodicals and reports in their classwork in order to meet the requirements considered essential for the course.

The Honors Seminar in Business class uses business and allied discipline research material in the library extensively in preparing a comprehensive report that is required for the course. In fact, an extensive research report is the basis of the grade for the course.

In the graduate courses in business education, various business education periodicals and quarterlies are mandatory for research papers in the various graduate classes. Likewise, these periodicals and quarterlies are used extensively in the research problem required of the master's students.
CHEMISTRY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection
   Quantitative Analysis

2. Instructional Collection
   General Chemistry
   Organic Chemistry (General)
   Physical Chemistry (General)
   Biochemistry (General)
   Radiochemistry
   Kinetics
   Inorganic Chemistry
   Electrochemistry

3. Comprehensive Research Collection
   Spectroscopy
   Analytical Chemistry
   Organometallic Chemistry
   Physical Chemistry (Specific Areas)
   Organic Chemistry (Specific Areas)
   Inorganic Chemistry (Specific Areas)

Comments and Explanations:

The need for comprehensive materials in various research areas are listed below:

1. Spectroscopy: This is part of our research program in organic chemistry and in analytical chemistry. It is necessary that our students have access to the most up to date information in this area.

2. Analytical Chemistry: Dr. Walker has a very active program in analytical chemistry, and the students need access to the recent literature.

3. Organometallic Chemistry: Probably our most active research group in the department is Dr. Juenge's group working in the area of organometallic chemistry.

4. Physical Chemistry: Dr. Pauley has several projects under the general classification of physical chemistry. One is in ion exchange, and the other is in the field of complexes formed by the interaction of ketones with metal ions.

5. Organic Chemistry: There are three staff members conducting research in organic chemistry. Dr. Juenge is conducting research in organometallic chemistry and in halogenation and oxidation techniques. Dr. Crandall is conducting research in the field of oxidation of aromatic compounds and in special solvent shifts. Dr. Sunderwirth is conducting research in the area of carbohydrate chemistry.
6. Inorganic Chemistry: Dr. Potts is conducting research in the area of complex formation of inorganic ions.

ENGLISH DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

   English Literature
   Old English Period
   Medieval
   Western World Literature (in translation)

2. Instructional Collection

   Grammar, Linguistics, Philology
   Literary Criticism (General)
   Literary History (General)
   Journalism and Mass Communications
   Rhetoric
   English--Education
   English Literature
   Renaissance
   Seventeenth Century
   Eighteenth Century
   Romantic Period
   Victorian Period
   Twentieth Century
   American Literature
   Seventeenth Century
   Eighteenth Century
   Twentieth Century

3. Comprehensive Research Collection

   American Literature
   Nineteenth Century
   American Humor & Satire

Comments and Explanations:

Since the collection in Nineteenth Century American Literature is already very strong and since at least four of our staff members are specialists in the area, it seems to me that this is a niche in which we ought to have as complete a collection as possible.

American Humor & Satire is also an area in which we have an excellent collection, and it is also an area which can yet be built up rather cheaply. It is also an area in which I have done a great deal of research and publishing.
FOREIGN LANGUAGES DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

French
German
Spanish

Comments and Explanations:

For the French collection we recommend the Bibliothèque De La Pléiade.

HISTORY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

European
  Balkans
  Scandinavia
  Diplomatic
World
  General
  Australasia
  Canada
  Middle East

2. Instructional Collection

American
  General
  Early Republic and Jacksonia Era, 1789-1850
  Progressive Era, 1900-1916
  Post-War to Present
  Philosophy of History
European
  General, including Philosophy of History
  Early, Egypt through Rome
  Medieval, 476-1250
  Renaissance and Reformation, 1250-1550
  Modern Europe, 1500 on
  France
  Russian, pre-Revolutionary
  Military
World
  Africa
  Asia
  China and Japan
  Latin America
3. Comprehensive Research Collection

American
Colonial and Revolutionary to 1789
Civil War and Reconstruction, 1850-1877
Post-War Industrial America, 1877-1900
World War II and Nineteen Twenties
New Deal and World War II
Diplomatic
Economic
Intellectual (including cultural and social)
Military (including Naval)
Western Expansion

European
England (including Constitutional, Political, and Social)
Germany
Russian, Revolutionary and Soviet
World
India

Comments and Explanations:

In deciding what areas of historical study required ratings of "3", this Department considered (1) activities and interests of staff members, (2) interests of graduate students and thesis subjects over the past decade, and (3) probable future needs of both faculty and graduate students. Large increases in the number of graduate students in history in the past several years (14 masters degrees granted this past summer alone and over 60 other students involved in various phases of graduate programs) strongly suggest the need to develop and maintain satisfactory levels of research materials.

In Colonial and Revolutionary American history, the research activities and interests of Professors James B. Schick and Robert K. Ratzlaff, coupled with widening interests of our graduate students, suggest the need to develop our holdings.

The activities, interests, and publications of the Chairman, in addition to continuing graduate research in the Civil War period, require continued attention to that era.

Professor Martin C. Campion's several courses and independent research argue for continued acquisition of sound research materials in post-Civil War America. Graduate interests will develop further significant research in this period.

Professor Fred B. Misse's courses and continuing research and publication in the area of World War I, the twenties, thirties, and World War II (with major emphasis on American Diplomatic history) have led to the development of fairly popular graduate seminars requiring more and better resources.

Professor Thomas R. Walther's interests, research, and graduate seminar offerings will require the steady acquisition of more research materials in both Economic and Western American history.
Both Professor Campion and the Chairman are active in military and naval history, and significant numbers of graduate students are following their lead in this field. The former's personal research in Intellectual history, as well as his two senior-graduate courses (stimulating notable graduate research studies) urge the recommendation that materials in these areas be augmented.

Professor Judith G. Shaw's offerings at the senior and senior-graduate levels, as well as her own research activities in English history, require the acquisition of more appropriate materials here.

Professor David A. Hackett's serious research in Germany history (20th century), as well as graduate student interest developed out of Gerlof D. Homan's research, publication, and course offerings, all argue for continued accumulation of important materials needed particularly in graduate seminars.

Professor Surendra K. Gupta's own on-going research interests and activities, as well as his new course offerings (Modern Far East and Modern India), provide the basis for requesting continuing acquisition of research materials for both Indian and Russian history, particularly in the nineteenth and twentieth centuries.

If further elucidation, explanation, and/or justification be needed, I will happily attempt to provide them or it.

**HOME ECONOMICS DEPARTMENT**

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

   Sociology
   Psychology
   Economics
   Chemistry

2. Instructional Collection

   Nutrition (Human)
   Child Development
   Teaching Methods (Secondary)
   Foods
   Clothing and Design
   Consumer Economics

**MATHEMATICS DEPARTMENT**

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

   Algebra, Elementary
   Calculus, Elementary
2. Instructional Collection (continued)

Geometry, Analytic
History of Mathematics
Mathematics Education
Philosophy of Mathematics
Mathematics, all other

3. Comprehensive Research Collection

Algebra, Abstract
Analysis, Advanced
Applied Mathematics (except areas specifically listed, i.e., statistics)
Computer Science
Game Theory
Geometry, Synthetic
Mathematical Logic
Number Theory
Numerical Analysis
Probability and Statistics
Topology

Comments and Explanations:

Since it is not possible to offer study in depth in all phases of mathematics through regular classes, it is necessary to provide the opportunity for graduate students to delve more extensively into these topics through independent study. The areas designated "3" on the list of subject areas represent those in which students have indicated an interest in pursuing in their graduate study or those more recently developed areas which will become of greater interest.

MILITARY SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Civil Affairs
United Nations
Organization of American States

2. Instructional Collection

History, American Military
History, World Military
Political Science
International Relations
Government Establishment
Government of Asia
Government of Europe
MUSIC DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

- Ethnomusicology
- Music Appreciation
- Music History, Literature, and Criticism
- Aesthetics
- Discography
- Music Theory
- Acoustics
- Psychology

3. Comprehensive Research Collection

- Anthologies, Monuments of Music, and Collected Editions
  - Historical
  - Theoretical
- Dictionaries and Encyclopedias
- Music Composition
- Music Education
- Bibliography
- General Music Education (Elementary and Secondary)
- History
- Instrumental Music Education (Elementary and Secondary)
- Vocal Music Education (Elementary and Secondary)
- Music History, Literature and Criticism
- Bibliography
- Forms (Concerto, Madrigal, Opera, Sonata, Symphony)
- General
- Special:
  - Medium (Brass, Chamber Music, Church Music, Dance, Organ, Piano, Percussion, Solo Song, Strings, Woodwinds)
  - National (American, English, French, German, Italian, Jewish, Russian, Spanish)
  - Period (Ancient Music, Baroque, Contemporary, Medieval, Renaissance, Romantic)
  - Miscellaneous (Musicology, Notation, Performance, Rhythm)

- Music Theory
- Conducting
- Contemporary
- Counterpoint
- Ear Training and Sight Singing
- Form and Analysis
- Harmony
- Keyboard
3. Comprehensive Research Collection (continued)

Music Theory
Orchestration
Psychology
Style
Treatises
Periodicals
Study Scores
Chamber Music
Chorus
Orchestral
Solo (Vocal and Instrumental)

Comments and Explanations:

Library materials should be adequate for comprehensive research in most areas of music because of the graduate program. Students may concentrate in Music History, Theory, Composition, Music Education, and Applied Music. Perhaps the weakest area is that of Music Education.

PHYSICS DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Acoustics
Geophysics
Physical Science
Earth Science
General Physics
History of Science, Biographies of Scientists, etc.
High Energy Physics

2. Instructional Collection

Classical Mechanics
Thermodynamics-Kinetic Theory-Statistical Mechanics
Atomic Physics-Nuclear Physics
Optics
Experimental Techniques including research statistics, vacuum technology, electronics
Astronomy

3. Comprehensive Research Collection

Theoretical/Mathematical Physics including some applied math
Electromagnetic Theory (Quantum and Classical)
Quantum Mechanics
Solid State Physics
X-rays
Friction
Comments and Explanations:

Instructional Level
The Physics Department offers several courses in or directly involving each of the subject areas listed at the level "2" or "3". The general pattern of subjects offered is unlikely to change significantly in the next few years and would be nearly unaffected by changes in personnel.

Research
The Physics Staff research and thus the research of our graduate students is in the general areas: X-rays, Solid State Physics, Electromagnetic Theory, Friction. Some of the work involves material from chemistry and engineering and all of it relies on applied and occasionally pure mathematics.

With our extremely limited budget for research equipment, it will not be possible to start new programs in different areas each time a new staff member is added. Rather, to the extent it is possible, we will try to recruit staff to fit in with the few general areas in which we work. Naturally, in the long run, our specialized needs will change because physics changes all the time.

Our research in Astronomy is connected with the M.S. in Physical Science and requires only a very restricted research level collection.

We do not now have any research activity in acoustics. I am, however, considering beginning some work in this area. The associated research collection would be highly specialized and not very extensive.

Linda Hall
Subscription to the Linda Hall station wagon service and acquisition of the Linda Hall card catalog would give us relatively convenient access to one of the largest scientific journal holdings in the world, as well as books. I recommend that we start this subscription now even if only on a trial basis.

Standing Orders
We now have standing orders for several series of monographs, series, etc. of which the Handbuch der Physik is but one of the most important. According to information gathered from the Library, the standing order in Physics are:

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Call Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>520.5</td>
<td>Ad95</td>
<td>Advances in Astronomy and Astrophysics</td>
</tr>
<tr>
<td>551.082</td>
<td>Ad95</td>
<td>Advances in Geophysics</td>
</tr>
<tr>
<td>538.3</td>
<td>Ad95</td>
<td>Advances in Magnetic Resonance</td>
</tr>
<tr>
<td>523.082</td>
<td>An78</td>
<td>Annual Review of Astronomy and Astrophysics</td>
</tr>
<tr>
<td>539.705</td>
<td>An78</td>
<td>Annual Review of Nuclear Science</td>
</tr>
<tr>
<td>541.058</td>
<td>An78</td>
<td>Annual Review of Physical Chemistry</td>
</tr>
<tr>
<td>621.55</td>
<td>B388h</td>
<td>Beck Handbook of Vacuum Physics</td>
</tr>
<tr>
<td>520.82</td>
<td>B392v</td>
<td>Beer, Vistas in Astronomy</td>
</tr>
<tr>
<td>530.2</td>
<td>H191</td>
<td>Encyclopedia of Physics (Handbuch der Physik)</td>
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<tr>
<td>621.381016</td>
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<td>Kamal, Laser Abstracts</td>
</tr>
<tr>
<td>535.33</td>
<td>K613a</td>
<td>Applied Optics and Optical Engineering</td>
</tr>
<tr>
<td>534</td>
<td>M381p</td>
<td>Physical Acoustics</td>
</tr>
<tr>
<td>535.84083</td>
<td></td>
<td>Sadtler's Standard Infrared Spectra</td>
</tr>
<tr>
<td>539.2</td>
<td>So13s</td>
<td>Solid State Physics</td>
</tr>
</tbody>
</table>
According to my records and a check of the stacks, we also have parts or all to date of the following which should be on standing order if they are not already so:

537.535 c76 Advances in X-ray Analysis
535.082 P942 Progress in Optics (Wolf)
523.082 St28 Stars and Stellar Systems
539.12 In8a Advances in Molecular Spectroscopy
540.31 P943 Progress in Solid State Chemistry
539.7 H874a Methods of Experimental Physics
548 W97c Crystal Structures (supplemental sheets)
545.32 Zu85p Progress in Polarography

Frontiers in Physics Series - published by Benjamin
Semiconductor Monographs - published by Butterworth

This is not meant to be the complete list of physics, mathematics, and chemistry series that are of interest to the Physics Department but gives an indication of what we have on standing order, what we think we have on standing order, and the type of thing we should be collecting.

Physics Department Book Requests
All book requests from the Physics Department are channeled through one staff member. He keeps up our departmental card catalog (actually the secretary handles the routine work) and serves as all around liaison man.

Role of Library in Physics Program
I regard our laboratories and the library both as more important to our instructional program than formal classes. Therefore, I am most concerned about the development of library holdings in physics, mathematics, and chemistry. If I can be of any further help, do not hesitate to call. For example, a detailed breakdown of suggested priorities by Dewey decimal numbers could be supplied.

SOCIAL SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection
   Economics
   Economics, General
   Topical Geography
   Historical Geography
   Military Geography
   Plant Geography
   Philosophy
   Aesthetics
   Philosophy of History
   Theology
   Political Science
   American Government, General
1. General Collection (continued)

Comparative Government
Other Governments
International Affairs
   Political Theory, General
Sociology
   Acculturation
   Anthropo-geography
   Anthropology, Study and teaching
   Archaeology
   Ethnomusicology
   Ethnopsychology
   Gerontology (Social)
   Kinship
   Mass Communications and Public Opinion
   Medical Sociology
   Primitive Religion
   Sociology of Industrial Organization
   Sociology, Study and teaching

2. Instructional Collection

Economics
   Comparative Economic Systems
   Distribution Theory
   Economic Development
   Econometrics and Mathematical Economics
   Fiscal Theory
   Institutional Economics
   Labor Economics
   Macroeconomic Theory
   Microeconomic Theory
   Monetary Theory
   Money and Banking
   Regional Economics
   Taxation

Regional Geography
   Africa
   Anglo-America
   Asia
   Australasia
   Europe
   Latin America
   Oceania
   Polar Regions
   Russia

Topical Geography
   Cartography
   Conservation Geography
   Cultural Geography
   Economic Geography
   Human Geography
   Physical Geography
2. Instructional Collection (continued)

Topical Geography
   Physiography
   Political Geography
   Soil Geography
   Urban Geography

Philosophy
   Ethics
   History of Philosophy
   Logic
   Metaphysics
   Ontology
   Philosophy of Science
   Political Philosophy
   Theory of Knowledge

Political Science
   Constitutional Law
   National Government
   Public Administration
   State and Local

Comparative Government
   Asian Governments
   European Governments
   Middle Eastern Governments
   South and Latin American Governments

International Affairs
   General
   International Organization
   International Relations
   Ancient Political Theory
   Contemporary Political Theory
   Medieval Political Theory
   Modern Political Theory
   Politics, General

Sociology
   Animal Sociology
   Collective Behavior
   Community Sociology
   Crime and Juvenile Delinquency
   Demography, Population problems
   Economic Sociology
   Ethnography
   Ethnology
   Family Sociology
   Human Ecology
   Minorities and Ethnic Groups
   Political Sociology
   Primative and Prehistoric
   Primative Society
   Social Change, Social Trends, and Social Movements
   Social Deviation
   Social Disorganization
   Social Organization
   Social Psychology
2. Instructional Collection (continued)

Sociology
- Social Stratification
- Social Work, Social Casework, Community Organization
- Sociological Research
- Sociological Thought
- Sociology, General
- Sociology of Childhood
- Sociology of Education
- Sociology of Religion
- Somatology

SPEECH AND THEATRE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

- Public Address
- Linguistics
- Radio and Television
- Speech Science
- Speech Pathology
- Theatre
  - Make-up
  - Children's Theatre
  - Creative Drama

2. Instructional Collection

- Public Address
  - Classical Rhetoric
  - British Public Address
  - Communication Theory
  - Semantics
  - Oral Interpretation
  - Argumentation and Debate
  - Persuasion
  - Speech Education
- Theatre
  - Theatre History
  - Theatre Design and Architecture
  - Dramatic Literature
  - Acting
  - Stage Design
  - Stage Lighting
  - Costuming
  - Theatre Management
  - Directing
  - Stagecraft
3. Comprehensive Research Collection

Public Address
American Public Address
Rhetorical Criticism
Discussion and Group Theory

Comments and Explanations:

More comprehensive coverage is needed in the areas rated "3" for graduate problem and thesis research.

SCHOOL OF EDUCATION

ADMINISTRATION AND SCHOOL SERVICES DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Higher Education
Junior College Instruction
Junior College Administration
College and University Instruction
College and University Administration
Educational Research
School Services (Surveys, etc.)

3. Comprehensive Research Collection

Elementary-School Administration and Supervision
Secondary-School Administration and Supervision
General School Administration (Local District, State, and Federal)

Comments and Explanations:

Although adequate resources in the three areas checked "3" do not demand "primary sources" in the same way or extent as certain other fields, there are resources beyond those described under "2" which are necessary for faculty and student research and for adequate instruction as well: critical works, contemporary pamphlets, etc.
CURRICULUM AND TEACHING DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection
   Teacher Education (K-12)
   Methods
   Secondary Education
   General
   Elementary Education
   Arithmetic
   Social Studies
   Music
   Special Education
   Learning Disabilities
   General

2. Instructional Collection
   Teacher Education (K-12)
   Student Teaching
   Internship
   General
   Secondary Education
   Philosophy
   Curriculum
   History of Education
   Comparative Education
   Elementary Education
   Curriculum
   Reading and Language Arts
   Science
   Special Education
   Mentally Retarded

3. Comprehensive Research Collection
   Teacher Education (K-12)

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection
   Health
   Personal
   Community

2. Instructional Collection
   Physical Education
   First Aid
   Theory
2. Instructional Collection (continued)

Physical Education
  Swimming
  Kinesiology
  Adaptive Physical Education
  Organization
  Physiology
  Facilities
  Measurements
  Coaching:
    Football
    Basketball
    Track
Recreation
  Camping and Outdoor Education
  Leadership
  Program Planning
Recreational Therapy
  Hospital Recreation

3. Comprehensive Research Collection

Physical Education
  Theory
  Measurements

PSYCHOLOGY AND COUNSELOR EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Counselor Education
  Introduction, General

2. Instructional Collection

Psychology
  General
  Abnormal
  Physiological
  Experimental
  Statistics and Standardized Tests
  Clinical
  School Psychology
  Educational Psychology
  Mental Hygiene
  Personality Theory
Counselor Education
  Standardized Tests
  Occupational Information
  Counseling Theory
  Organization and Administration of Counseling Services
SCHOOL OF TECHNOLOGY

INDUSTRIAL ARTS EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

2. Instructional Collection

Automotive Technology
Design and Drafting
Driver Education
Electricity-Electronics
General Industrial Arts
Metal Technology
Printing Technology
Woodworking

3. Comprehensive Research Collection

Professional
Plastics Technology

INDUSTRIAL TECHNOLOGY DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Advertising
Agriculture
Anatomy and Physiology
Banking and Finance
Civil Engineering
Clothing and Textile Industries
Economics
Engineering
Guidance (Educational, Personal, Vocational)
Industrial Arts
Management
Marketing
Mathematics
Mechanical Engineering
Nuclear Engineering
Photography
Physics
Public Utilities
Retailing
Science
2. Instructional Collection

Aeronautics  
Architecture and Landscape Architecture  
Building Trades  
Electrical and Electronic Trades  
Food Technology and Trades  
Forestry  
Foundry Industry  
Furniture Industry  
Industrial Education  
Manufacturing  
Metallurgy  
Paper and Wood Pulp Industry  
Printing Industry and Trades  
Space Technology  
Technical Education  
Tools and Tool Design

3. Comprehensive Research Collection

Automotive Industry and Trade  
Building Design  
Electrical and Electronic  
Graphic Arts  
Industrial Design  
Machine Design  
Metalworking Industries and Trades  
Plastics Industry  
Wood Industries and Trades

Comments and Explanations:

The areas marked with "3" are the areas where we allow a "major."

TRADE AND TECHNICAL EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Administration  
Curriculum  
Enrollments  
Evaluation  
Methods  
Supervision

Comments and Explanations:

Most of the research work in this department is descriptive and on current problems. Our needs include government documents and materials from the Educational Resources Information Center (ERIC).
Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

   Air Conditioning and Refrigeration
   Refrigeration I
   Refrigeration II
   Electricity
   Blueprint Reading (Electric)
   Electrical Power Plants
   Electrical Raceway Installation
   Industrial Electrical Maintenance I
   Motor Maintenance (Electric)
   Related Motor Controls
   Three Phase Rotating Equipment
   Machine Shop
   History

2. Instructional Collection

   Auto Mechanics
   Automatic Transmissions I
   Auto Mechanics Shop Practice I
   Auto Mechanics Shop Practice II
   Auto Mechanics Shop Practice III
   Auto Mechanics Shop Practice IV
   Automotive Power Plant Diagnosis I
   Drafting Technology
   Architecture and Design
   Cartographic Drafting
   Production Illustration
   Machine Shop
   Gears
   Grinding
   Heat Treatment
   Inspection
   Lathe
   Machining Processes
   Metallurgy
   Mill
   Motion and Time Study
   NC Control (Numerical)
   Production Control
   Production Planning
   Safety in Industry
   Threads
   Tracing
   Welding
   Electric Arc Welding
   Gases
   Metallurgy
   Oxy-Acetylene Welding
   Testing (materials, operators, etc.)
3. Comprehensive Research Collection

Drafting Technology
Tool Design

CONTINUING EDUCATION DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

3. Comprehensive Research Collection

Adult and/or Continuing Education
Community College

Comments and Explanations:

The two above-mentioned should be well-covered for our specific needs. This will enable us to provide information expected from our office. In addition, we will need materials, as indicated by the schools and departments concerned, for each area and/or subject taught off-campus. These materials, at least in the "2" depth area, should be available for moving to the libraries in selected locations for varying lengths of time.

LIBRARY SCIENCE DEPARTMENT

Level of Coverage for Books, Serial, and Periodical Collections:

1. General Collection

Libraries and Society
Non-book Materials (Including selection aids)

2. Instructional Collection

Selection of Library Materials
Library Administration (Including facilities, personnel, and education of the use of libraries)
Technical Processing (Including cataloging, acquisitions, and processing of materials)
History (Including history of libraries, books, and printing)
Public Services
Library Automation

3. Comprehensive Research Collection

Reference Collection (Necessary for all areas, not just basic reference courses)
Comments and Explanations:

This estimation of needs and demands is based on the assumption that the present library science program will undergo an expansion and revision. It does not make any provision for an extensive graduate level program in several areas. At the present time, we have a good basic general collection in most of these areas with the possible exception of the history and libraries and society areas.
PART II

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

FACULTY SURVEY

1968
A. FACULTY USE OF THE LIBRARIES

1. With what approximate frequency do you use the resources of the College Libraries? (Please check one.)*

- 24 Daily
- 41 Three times weekly
- 75 Weekly
- 23 Every two weeks
- 25 Monthly
- 7 Less than twice a semester
- 0 Never

2. Is this use of the Libraries primarily: (Please check one.)

- 186 by yourself personally?
- 8 by telephone?
- 27 through a secretary or a research or other assistant?

3. Which of the College Libraries do you use? (Please list in the order of estimated frequency of use: Porter Library, Curriculum Library, Horace Mann Laboratory School Library, College High School Library, Trade and Technology Library, other (please specify).)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter</td>
<td>177</td>
<td>11</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum</td>
<td>9</td>
<td>37</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College High</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trade and Technology</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Departmental)</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*This questionnaire is based to a considerable degree upon the form used by Columbia University.
4. Do you consider the dispersal of control of these libraries a handicap in your use of their resources?

   12  Yes   183  No

5. Are you satisfied with the faculty borrowing regulations in effect in the libraries?

   191  Yes   10  No

   If not, please indicate in what ways you feel these might be improved:

1. Disapprove of routing certain publications to instructors before they are put in the library.

2. Improve facility and service.

3. Faculty should be subject to same regulations as other patrons (fines, check-out of art objects, etc.).

4. Current magazines should be available for check-out.

5. Need much more effective, less apologetic way of recalling books from faculty.

6. Do afternoon and evening classes affect your use of the Libraries?

   15  Yes   183  No

7. Do you use, with any degree of frequency, other libraries in the state of Kansas (or elsewhere)?

   47  Yes   147  No

   If so, please indicate:

   Libraries:  Joplin Library
               Kansas Historical Society Library
               Kansas State Library
               Kansas State University Library
               Kansas University Library
               Kansas University Medical Center (Clendening Library)
               Linda Hall Library
               Michigan State University Library
               Pittsburg Public Library
               Stanford University Library
               University of Illinois Library
               University of Indiana Library
               Yale University Library

   Frequency of use:  Varies from once a year to five times a semester.

   Purpose:  Research, pleasure.
B. INSTRUCTIONAL AND STUDENT USE OF THE LIBRARIES

1. Which of the College Libraries do you normally expect your students to use? (Please list in the order of estimated frequency of use.)

<table>
<thead>
<tr>
<th>Library</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter</td>
<td>165</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum</td>
<td>11</td>
<td>28</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College High</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trade and Technology</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Departmental)</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Have your students complained to you of inadequacies in seating, lighting, other physical facilities, or library services?

   | 33 | Yes |
   | 162 | No |

If so, please indicate what these complaints have been:

1. No smoking areas.
2. Inability to get books, e.g., checked out, overdue, or only one copy.
3. Temperature control, lighting, lack of reading room with comfortable furniture, need for smoking area.
4. Difficulty in checking out schematics from Sam's Photofact.
5. Noise and activity.
6. Materials relating to printing are scattered in several areas of the library.
7. Difficulty in finding government documents.
8. Facilities in stacks are poor.
10. Lack of study areas.
11. Poor lighting in stacks.
13. Student help unwilling to give service.


15. Need later hours.


17. General complaints in periodicals area.

3. Do you expect to have library materials available at hand in your laboratory or classroom as instructional "exhibits" in your teaching?

| 75 | Yes |
| 113 | No |

If so, please indicate the type(s) of material involved, and the frequency with which this kind of use usually occurs, or would be desirable in the future:


2. Newspapers, high school texts.

3. Journals, books on petroleum processing and automotive history.

4. Theatre books in scene design, theatre facilities and technical problems.

5. Materials on international relations, world politics and history.


7. Auto repair manuals.

8. Reference, biology technique books.


10. Illustrated encyclopedias (French, German, Spanish).


12. Tables.

13. Would like to have records to use in physical education classes.

14. Opera scores.

15. Interlibrary loan books.
16. Sculpture work and painting reproductions.

17. Pamphlets.

18. Transparencies and film clips from Curriculum Library.

19. Listings of periodicals.

20. Charts.


4. Do you believe that all the library materials relating to your courses should be in one Library?

   __119__ Yes

   __73__ No

5. Are you satisfied with the present system of handling "reserved" and assigned readings (e.g., Are enough copies available? Are the required materials ordered promptly?)?

   __170__ Yes

   __19__ No

6. Do you frequently find it necessary to lend to students materials from your office which are from the College Libraries?

   __46__ Yes

   __146__ No

   If so, please indicate the kind(s) of material involved, the frequency with which this occurs, and the reasons this is necessary (e.g., too few copies in the Libraries):

   1. Reference books. Too few copies of basic works in field.

   2. Many classics of world literature are not in English translation here.

   3. CPA materials.


   5. Interlibrary loan material.

   6. Specialized volumes.
7. What procedures do you believe might be necessary to provide additional materials in there should be an increase in the number of students in your courses:

1. College Book Store.
2. Don't be afraid to order more than one copy.
3. Perhaps a science library.
4. Increase allocation of funds.
5. More copies.
6. Assistance in developing departmental libraries.
7. Materials provided by the Department of the Army.
8. Xerox copies of journal articles for reading assignments.
9. Reserve shelf.
10. Facilities for additional materials in the Curriculum Library.
12. Use of paperbacks.
13. 8 mm. film loops and tapes in the Curriculum Library or change Curriculum Library to a laboratory-type resource center.
14. Larger budget.

8. Do you feel obliged to restrict any assignments because of any inadequacy in the College Libraries (e.g., too few copies, unavailable materials, etc.)?

___39___ Yes  
___148___ No

9. How do you go about evaluating needed library materials before approving topics for masters dissertations and research?

2. Check to see if Porter has significant material available here, through interlibrary loan or by purchase.
3. Ask reference librarian.
4. Check holdings against bibliography prepared by student.
5. Examine card catalog and stacks.
6. Have a bibliography of holdings in area.

7. Usually topics are given relative to sources known available.

8. This is student's problem.

9. Advise students to search for available materials, then plan ahead for interlibrary loan.

10. Assign preliminary research.

11. Personally check.

12. Survey card catalog.

13. I personally check out every book I have the library order--scan it and read parts--then summarize it on a permanent file card for later use.

10. Do you expect your students to use other library resources in Kansas (or elsewhere) in addition to or instead of the KSC collections?

   _Yes_ _No_

   69     120

If so, please indicate level of study:

   __52__ Masters     __17__ Undergraduate

Libraries used:

   _19_ University of Kansas   _2_ State Library

   _15_ Linda Hall           _1_ Clendening Library

   _7_ Kansas State University _1_ Library of Congress

11. Do you feel that this student use (if any) of libraries other than KSC is desirable from an educational and/or research point of view?

   _Yes_ _No_

   120     31

Please comment:

   1. Research demands that all completed studies be analyzed.

   2. All libraries cannot contain the same research books and materials.

   3. An important part of graduate training.

   4. Better to have material locally available to encourage more thorough research.

   5. Library should have material available.
6. Acquaints them with ways of running libraries.
7. Interlibrary loan is helpful.
8. Students should be aware of variety of sources and methods and restrictions for making use of them.
9. Not much material on instructional media.
10. Good training for study abroad.
11. Often have no other choice.

12. Should members of the library staff have any responsibility in developing the personal, non-curricular reading habits of students?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94</td>
<td>65</td>
</tr>
</tbody>
</table>

13. What is your opinion as to the value of the Libraries' developing house (dormitory) libraries for students? (Please check one.)

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Needed</th>
<th>Not needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>17</td>
<td>94</td>
<td>64</td>
</tr>
</tbody>
</table>

If you believe that this type of library should be established, what types of materials should be in these collections (e.g., additional copies of reserved readings, extracurricular reading, etc.)?

1. Recreational reading material, paperback reference material.
2. General periodicals, fiction.
4. Extracurricular material, reserve readings.
5. All the classics.
6. A general library.
7. Newspapers and news magazines.
8. Reserve material not feasible.
9. Idea is too costly.
10. Dorms should develop their own.
11. Whatever they want, can afford, and can control.
12. Additional texts.

14. Novels, essays, poems, plays, books in social science and philosophy.

15. Language records.

14. Do you anticipate any changes or developments in your teaching methods which would affect students' use of the Libraries?

   Yes  
   No

If so, please explain in what ways:

1. TV may change our methods.

2. Central tape deck.

3. More outside readings.


5. More microfilm and microfiche in graduate courses.


7. More use of reserve books.

8. More paperbacks.

9. Three-dimensional design.

10. Reliance on more scholarly articles.

11. Graduate program in languages.

12. Credit by examination.

13. A laboratory approach in part of professional semester.


15. Videotape.

C. INSTRUCTIONAL AND RESEARCH PLANNING

1. What, if any, new programs or instruction are you planning which will involve library resources, facilities, or services?

   1. Course in individual instructional media in the elementary school.

   2. Plastics technology.
5. Diagnosis of reading problems.
6. An electronic course on a physical basis.
7. Tool design course which involves much research.
8. More research in literature.
9. Paper and ink testing.
10. Comparative studies.
11. Aviation technology.
12. More extensive research in theatre scene design.
13. Graduate program in instructional media.
15. Program of learning resources.
16. Cancer therapeutics, polymer chemistry, free radical chemistry.
17. General expansion and development.
18. A M.A. Degree in Spanish in collaboration with Monterrey Tec. and a M.A. in French.
19. Want to develop a "medium" classroom for experimental purposes where most of a particular class study is done in the library (Horace Mann).
22. Seventeenth century English poetry and romantic literature.

2. Are you currently engaged in any research at KSC which is hampered by any lack of library resources, services, or facilities?

31 Yes 159 No

If so, please specify in what ways:

1. Need more concordance.
2. Lack specialized journals.

4. Journals in physics do not date back far enough.

5. Inadequate references on preventive maintenance and trouble shooting problems for custodial personnel.

6. Need material on ethnic culture of immediate locale--Italian and Slovene.

7. General lack of needed material in theatre.

8. Need back issues of journals.

9. Use of computer.

10. Missing theses and problems.

11. Little magazines.

3. Would any of your projected research be hampered by any lack of library resources, services, or facilities (assuming, of course, that the Libraries would be continuing their program substantially as at present)?

   26 Yes   137 No

If so, please specify in what ways:

1. Exercise physiology periodicals--mainly foreign publications.

2. Material not easily reached.

3. Lack of foreign journals.

4. Areas of accounting and applied economics.

5. Delay in obtaining materials.

6. Periodicals pertaining to fuels and propellants.

7. Lack in area of educational technology.

8. Lack of foreign journals.

9. Lack in scholarly journals in social sciences.

10. Need 18th, 19th, and 20th century periodicals and literature reviews in foreign languages.

11. Lack of government documents.


13. Need a quiet, non-public place in which to hold small group seminars.
4. Should research projects supported by outside agencies make specific provision for library support for the College in so far as special or additional library materials may be needed?

   102  Yes - If so, in what ways?
   1. By providing funds.
   2. Make materials needed available on a loan basis.
   4. Back issues of journals.
   5. Funds for additional staff.
   6. Provide special references.
   7. Foreign journals.
   8. Special organizational memberships and their publications--also industrial publications.
   9. At the end of research, a list of material could be submitted to the agency for reimbursement.
  10. Provide loan of material and mobile units.

   18  No - If not, why is this not feasible?
   1. College is expected to maintain sufficient material to support research.
   2. Research books should be bought from research funds and then retained by the department.
   3. College should supply this need.
   4. Outside supporting agencies assume that library sources are already available as far as I know.

D. RESOURCES

1. To what extent have the resources and facilities of the KSC Libraries affected your decision:

<table>
<thead>
<tr>
<th></th>
<th>Greatly</th>
<th>Considerably</th>
<th>Moderately</th>
<th>Scarcely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>To join KSC</td>
<td>2</td>
<td>12</td>
<td>50</td>
<td>27</td>
<td>58</td>
</tr>
<tr>
<td>To remain with KSC</td>
<td>2</td>
<td>30</td>
<td>52</td>
<td>24</td>
<td>56</td>
</tr>
</tbody>
</table>
2. Do you believe that the KSC Libraries should acquire everything needed for library support of your individual research?

   Yes  40
   No  134

If not, at what point may the Libraries abstain from collecting when these needed resources are available elsewhere (e.g., other libraries in Kansas, interlibrary loan, etc.)?

1. Other libraries can be used.
2. If material is to be used by research classes, it should be purchased if funds are available.
3. Interlibrary loan.
4. We need to concentrate on undergraduate and special graduate areas.
5. When readily available for long period of time.
6. When they become too specific and not of use to others.
7. Not possible.
8. Materials for individual research ought to be added only when they will be of future benefit.
9. When request draws money away from materials needed by students.
10. Make full use of interlibrary loan.
11. Better to buy than to borrow.
12. Depends on frequency of use.
13. When KSC has obtained all journals named in listings by professional organizations.
14. There are limitations on budget which cannot be justified.
15. The size and importance of project must be considered.
16. When material is for use over a short period of time.
17. When they run out of money.

3. To what extent do you rely on your personal library rather than on the collection of the Libraries? (Please check one.)

   Greatly  59
   Moderately  58
   Not at all  9
   Considerably  71
   Scarcely  9
4. Do you recommend titles for acquisition by the Libraries?

   155  Yes - If so, please give the approximate number of titles annually:

   47  10-
   25  10+
   27  25+
   27  50+
   12  100+
   5  200+

   18  No - If not, please comment on the reasons why:

   1. Relatively new on staff.
   2. Use mostly basal texts in Curriculum Library.
   3. Not aware of procedure.
   4. Not in position to do so.
   5. Requests consolidated by military science department.
   6. Subjects I teach are skill subjects.
   7. Little material available to order.

   5. To whom do you make these recommendations? (Please check as many as are appropriate.)

   (a) 158  Library representative in your department or Chairman of your department.
   (b) 33  Library staff member
   (c) 3  Other (Use of order cards)

   6. Has the arrangement just mentioned in D-5 been satisfactory?

   167  Yes  8  No

   If not, please comment on the disadvantages:

   1. Time lag, inability to obtain requested materials.
   2. Lack of funds.
   3. Total lack of information on current library holdings or any research aid to ascertain same.
   4. Too slow.
5. Don't know what we'll do when we lose Mr. DeGruson to Porter.

6. Feedback on status of acquisition is not reliable.

7. Have the Libraries usually been able to secure the materials you have requested?

   __181__ Yes  __4__ No

   If not, please indicate how often this occurs and the type(s) of material (or actual titles) involved:
   1. Considerably.
   2. Occasionally.
   3. Capital Formation and Foreign Investment (Sufrin & Wolf).
   5. Books not in print.

8. What should be the responsibility of the College Libraries to collect materials in fields not now directly (or indirectly) covered by courses and research underway at present (e.g., Should the Libraries collect Africana to any great extent in anticipation of the possibility that a substantial number of courses will be taught in this area?)

   1. Wait until need exists rather than try to predict.
   2. Provide materials on request of faculty members.
   3. Doubts if library should assume this responsibility.
   4. No--we should concentrate and specialize in limited areas.
   5. Library should collect materials which are significant and topical.
   6. Do more in areas we have.
   7. Advisable if it is possible to predict.
   8. Should collect in all areas whether course is offered or not.
   9. Only with some positive indication by faculty.
   10. No. Fill in gaps first.
   11. Basic materials should be available and the collection expanded as courses are offered.
12. Should make a short study of the situation--then act.

13. The library should be progressive, but careful.

14. Does a library need to be bound by course description?

15. Use caution--excess is waste.

16. Concentrate on supporting current requirements.

17. It seems that the library does a much more effective job in keeping up with current scholarly "literature" than in providing basic works of the authors with whom the scholarly material is concerned.

18. An important function of the librarian.

19. Fine if funds and space are available.

20. Library should grow ahead of college.


22. If anticipation is based on concrete evidence.

23. A library should not limit itself.

24. Department trends in ordering books should provide clues to new areas.

25. Responsibility of decision to acquire materials in new fields lies with the department.

26. Only as a second priority.

27. Budget would probably dictate "no."

28. Should be done after course plans are formulated.

29. Extra care should be taken in such selection.

30. Full responsibility.

31. By all means collect Africana.

32. No responsibility.

33. Yes, and Asiana.

34. Should have an international center.

35. If there are staff members qualified to make such suggestions--yes.

36. Maintain acquisitions on present curriculum unless definite provisions for new areas of study are being made.
37. Should collect such materials under direction of department chairman.

38. Library should maintain a balance of materials even though no related courses are offered.

39. Not to a great extent.

40. Small.

41. Responsibility is with departments.

42. Fields covered have so much material, we need not go beyond at this time.

43. Only basic and general materials on these subjects.

44. Funds do not permit it.

45. Limited responsibility.

46. Of course not.

9. What should be the responsibility of the staff of the Libraries in furnishing information on library resources to the faculty when the latter are considering the establishment of new courses, research programs, etc.?

1. Doubts that staff is as knowledgeable as the professor concerning specific course materials.

2. Index information should be provided.

3. Is library responsibility in line with library personnel available for such work.

4. Supply information about publication when requested.

5. Possibly consultation.

6. Assistance when requested.

7. Available to distribute booklists on request unless same are available in the specific department.

8. Aid in furnishing information.


10. Should not wait to be asked.

11. Suggestions.

12. Advising as to materials available locally or promptly from other libraries.
13. Full cooperation.
14. List acquisitions by area.
15. Bibliographies
16. Advisory capacity only
17. Full responsibility.
18. As much help as possible
19. All possible without overworking staff
20. As consultant.
21. Primary responsibility of staff.
22. Would be determined by availability of staff.
23. This should be one of the more important services of the staff.
24. It would sell the library to the faculty and create rapport.
25. Clarify position of library in relation to research and the total college program, limitations, requirements, standards, etc.
26. If staff time available a listing of sources would be helpful.
27. Should supply general information regarding number of holdings in general index categories and the chances of budgeting additional acquisitions in the area.
28. Faculty member can check this.
29. Make available titles, outlines, or course of study.
30. Provide xerox copies of card file in specific areas requested by faculty.
31. Basic responsibility is the teacher’s.
32. Adequately covered at present.
33. Library staff should tell faculty what they need to know.
34. In no event should the staff work out book lists.
35. Merely answer questions and help locate materials.

10. Do you see any reason to be disturbed by the fact that from time to time the Libraries, upon the departure of a particular faculty member, find themselves in possession of library materials acquired for and used only or principally by that person, and for which no future utility can realistically be anticipated?

   55  Yes   118  No
Please comment:

1. Waste of money if not used.
2. Materials should be cleared away.
3. Pre-planning should be better.
4. Department approval should eliminate this.
5. Let them buy materials.
6. Limit materials on a specific project.
7. Don't throw away books or journals.
8. To answer "yes" to this question might be appropriate to an elementary school library, but certainly not to one such as ours.
9. I don't think a faculty member should be able to con the library into getting books of personal interest for him. The space on the library shelves and the size of the budget are both too precious to support such waste.
10. They can use interlibrary loan until they become established on faculty.
11. Requests in a specialized non-curriculum related area should be questioned.
12. Does this really happen with any frequency?
13. Depends on person making "realistic" approval.
14. Books could be retained.
15. Periodical discontinued.
16. It would be folly and not possible to avoid such circumstances.
17. A waste of limited budget.
18. If academic policy permits this, why should the library worry?
19. Greater utility should be anticipated when materials are purchased.
21. If we hope to acquire staff with particular interests and competencies, we should expect to provide facilities to use these.
22. If faculty member's work brought any recognition to college, it would be worth the expense.
23. I was under the impression that library materials were obtained primarily for students rather than faculty.
11. What suggestions would you make as to ways in which the various members of the faculty might assist the staff of the Libraries in weeding obsolete materials from the collections?

1. Simply ask for suggestions, i.e., problems for M.S. degrees in education.

2. Difficult to do. Who considers it obsolete?

3. Upon request of library staff member.

4. Departments could appoint committees to assist.

5. Committee from discipline concerned could examine.

6. An annual list of obsolete materials to departments would enable department to decide.

7. Need not be done.

8. Each faculty member pre-weeds a section, then another group weeding, finally a list distributed to all faculty.

9. An impossible task.

10. Library representative in each department should handle.

11. Faculty members notify library that certain materials need not be retained due to updating of a course.

12. There are no obsolete materials.

13. Have a personal bibliography of individual offices or department offices of pertinent materials and keep it working and up-to-date.

14. Recommendations from library committee of each department.

15. All faculty members should pull obsolete titles and bring them to the attention of the library staff. Then prepare a list of these for inspecting materials which library staff considers obsolete so they may make exceptions.

16. By survey.

17. No materials are obsolete.

18. A period for inspecting materials which are considered obsolete should be announced to faculty before materials are eliminated.

19. Historical importance of "obsolete" materials.

20. Library staff should start process of weeding, then department should give final approval for removal of books.
21. I would hate to rule on this.

22. Well-qualified faculty right take responsibility for specific areas of collection.

23. Not advisable.

24. Conduct small group meetings for purpose of examining holdings.

25. Need more face-to-face relationships and cooperative planning.

26. Set up an archives section of the library. Then circulate periodically a list of books headed for the section for faculty checking.

27. Have faculty submit lists with reasons for elimination.

12. For what types of materials in your field do (and would) you find microreproductions (e.g., microfilm, microcards, etc.) most useful and desirable? (Please check as many items as are appropriate.)

   - 76 Deteriorating materials
   - 72 Dissertations and other items which are being published originally on film or cards
   - 101 Expensive materials which can be acquired in microreproduction at greatly reduced cost
   - 77 Materials which are bulky and for which there is little space
   - 48 Scholarly periodicals
   - 60 Older materials which are little used
   - 4 Other (ERIC, ASTME, special material of limited use, out of print material)

Comments:

1. I feel that your choice of microfilm instead of bound periodicals is the most objectionable library policy.

2. Difficult to use.

3. Discontinue microfilm for art publications.

13. Do you have any suggestions for facilitating the use of microreproductions in the College Libraries?

   1. Keeping microreaders in repair and supplying additional readers.
   2. Better location.
3. Microfilm reading location is noisy.

4. Better index system.

5. Get some adequate ventilation in room where readers are kept.

6. Portable readers in dorms.

7. Reproduction service for microcard and microfiche.

8. Integrated filing system with cross reference to research materials in various courses.

9. A good microfilm copier.

10. Installation of remote viewers in each department with specified listings on call automatically.

11. More modern equipment which can be used without reducing room light.

12. Separate room for readers.

13. Microfilm hinders research.


15. A different microprint system.

16. Separate room for faculty and typing.

17. Train students and faculty in their use.

18. Microfilm all issues of Collegio.

14. In order to help relieve pressure for additional space, it has been suggested that the Libraries might create a "storage" library of its own. In such a scheme, little-used materials would be removed from the active collections; these materials would remain available to the faculty and to students, although with some delay. What would your opinion be as to the advantages and disadvantages of such a proposal as applied to your particular field?

1. Excellent.

2. Why delay? Couldn't areas be classified and open?

3. It would depend on amount of delay.

4. Develop stacks that are accessible.

5. Procedures for activating re-birth of such "stored" material could become so confusing that the material is rendered inaccessible.
6. I suspect their little-use would become no-use.

7. Note this on catalog card.

8. May become a necessity.

9. Only as a last resort.

10. Appropriate faculty member should be consulted before selecting items for storage.

11. Horrified—see the mess in the KU library.

12. Must have adequate retrieval system.

13. More desirable to add required space and keep collection inact.

14. If faculty can have access to stacks--fine.

15. Wouldn't like it, but see the necessity for it.

16. Only if absolutely necessary.

17. Delay might result in loss of student usage.

E. SERVICES

1. What improvements would you suggest which might be made in the catalogs and listings in the Libraries?

   1. Should be reclassification in fields of health, recreation, physical education, and athletics.

   2. Continual inventory and either replacement or notification of department concerned of lost books.

   3. Suggest a printed plan of library materials so faculty may use with students.


   5. A more convenient arrangement of abstracts.

   6. Some theatre books are catalogued under art and architecture with no cross reference to theatre.

   7. A once-a-year listing of all books in library.

   8. More cross-indexing.

   9. Subject index, fields catalog.

10. Satisfactory.
11. The cards should be checked for proper order. When only some volumes of a multi-volumed set are in library, indicate this on card.

12. Some books in stacks aren't listed in card catalog.

13. All opera scores under same number.

14. Use computers to keep records.

15. Catalog materials faster.

16. Remove cards for books that were lost or stolen.

17. Make periodicals more available.

18. Well done.

2. What suggestions would you have for the reclassification of any portion of the collections?

1. Often astonished at the way certain materials are classified.

2. Reclassify all materials related to printing within one area.

3. The classification of books pertaining to physics is absurd, e.g., books on thermal and statistical physics are found under three distinct Dewey numbers.

4. More cross references. Theatre areas needing cross references: theatre architecture, design, art history, furniture, decoration, costumes, lighting and electricity, weaponry, dance, emblems, color and color theory, perspective, acting, directing, theatre history--period study, dramatic literature.

5. In casual contact, I constantly find misclassified books.

6. German section should be reorganized completely. Unable to determine what present system is.

7. Satisfactory.

8. Change from Dewey in contemplation of future expansion.

9. Put sciences in one area.

10. Unite the "R" section of biography with the 900 section of biography, and the "R" section of bibliography with the 000 section of bibliographies.

11. Attempt to list all printing books under one heading, e.g., books on lithography are listed under art heading.

13. Would like accounting books in one section and books from specific sources grouped together within the section.


3. Please indicate the degree to which you believe the College Libraries should assume responsibility for the services listed below. Please weigh the items as follows:

<table>
<thead>
<tr>
<th>Essential</th>
<th>Needed</th>
<th>Desirable</th>
<th>Not needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting up of a Xerox Magnafax Teletypewriter service in cooperation with a large scholarly library.</td>
<td>34</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>Direct distribution to you of bibliographical items and notes in your field.</td>
<td>22</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Exhibits in relation to specific courses.</td>
<td>9</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>Interlibrary loan service by means of a teletype machine.</td>
<td>31</td>
<td>45</td>
<td>12</td>
</tr>
<tr>
<td>Mail loan service during vacations, sabbaticals, etc.</td>
<td>16</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Preparation of bibliographies and booklists.</td>
<td>27</td>
<td>45</td>
<td>21</td>
</tr>
</tbody>
</table>
Translations (of materials in the Library).

1. 6 3. 80
2. 19 4. 49

Xeroxing items without charge.

1. 32 3. 59
2. 30 4. 47

4. Which of the services just mentioned in E-3 do you believe might be offered upon payment of a fee?

18 Setting up of a Xerox Magnafax Telexcopier service in cooperation with a large scholarly library.

3 Direct distribution to you of bibliographical items and notes in your field.

1 Exhibits in relation to specific courses.

20 Interlibrary loan service by means of a teletype machine.

31 Mail loan service during vacations, sabbaticals, etc.

10 Preparation of bibliographies and booklists.

24 Translations (of materials in the Library).

44 Xeroxing items without charge.

F. PERSONNEL OF THE LIBRARIES

1. What observations would you make on the qualifications and performance of the personnel of the Libraries? To the extent feasible, please distinguish between professional librarians and student and clerical assistants.

1. Professional librarians are more knowledgeable and usually more interested in meeting your needs.

2. I have found the whole staff to be helpful, considerate, and courteous. The professional librarians certainly "know their job."

3. Good.

4. Excellent cooperation at all levels.

5. I always contact professional librarians and find them most helpful.
6. Pleased with help received.

7. Professional--very good. Excellent cooperation.

8. Courteous and efficient.


10. All have been helpful.


12. OK.

13. Professional librarian service is good. Student help should be limited to persons majoring in that field.

14. Mainly courteous and helpful.

15. Well-qualified, helpful, prompt.

16. I have observed one seeking help is shuffled around until he is told that the information is not available. This happens when seeking assistance in areas of remote interest.

17. The performance of all is excellent.

18. I have nothing but praise for their courtesy and assistance.

19. Cooperative and competent.

20. Students--courteous, professionals--efficient and dedicated.

21. Student help often unable to assist students, especially evenings and Saturdays.

22. Adequate.

23. Excellent staff--probably best in state or even Midwest.

24. When professional librarians are not present, students show little concern for good service.

25. I'd rather have more librarians and fewer students around.

26. Excellent service in Curriculum and Horace Mann libraries.

27. Students deficient in knowledge for areas under their responsibility.

28. Library personnel bends over backwards. Particularly pleased with interlibrary loan.

29. Student help can't seem to shelve books properly.
2. Do you find it a handicap that professional librarians are not available at both of the public service desks during all the hours which the Libraries are open?
   — 14 — Yes
   — 155 — No
   — 6 — Sometimes

   If so, please indicate in what ways and at what hours.
   1. In government documents on weekends.
   2. Desired information cannot be obtained.
   3. Difficulty in locating a reference.
   4. Lack of knowledge on part of student help.

3. Do you believe that the College Libraries are overstaffed at present? (If so, please indicate specific instances.)
   — 2 — Yes (Faculty)
   — 159 — No
   — 1 — Yes (Students)

4. Are the librarians offering you prompt and courteous assistance?
   — 184 — Yes
   — 3 — No

G. MISCELLANEOUS

1. Most of the items in the above sections concern matters of interest to all departments. There are, in addition, special problems arising from the different kinds of materials necessary for faculty and student work in some fields (e.g., corporation reports in the reference pamphlet collection, etc.) In what ways might the Libraries improve their handling and servicing of these special materials in your field of interest?
   1. Students have difficulty in locating government documents. Is there a bibliography available on comparative education?
   2. Would like to see reading room where additional copies of standard literature in arts and sciences are available as they are in reference room.
   3. A specific physics library.
   4. Improved interlibrary loan facilities and expanded journal listings.
   5. Indexed materials.
6. Move Speech Monographs from stacks to periodical section so they won't circulate like ordinary books.

7. More financial periodicals.


9. Closer connection and better service for interlibrary loan of play scripts (special library service—one in each state).

10. Poor furniture choice in study carrels—bad taste—wasted investment.

11. Communicate with people and departments.

12. Too many art books are mutilated.

13. Loop and strip films of sports, dance and aquatic skills would be helpful.

14. All tax material, including government documents, ought to be placed in the reference room.

15. Students should be able to browse through periodicals.

2. Do you have any additional specific suggestions for the development of the Libraries in the following areas:

Resources?

1. More professional journals.

2. Replace microfilm of periodicals with bound volumes.


4. Better system of interlibrary loan.

5. More.


7. More up-to-date material.

8. More graduate materials in European history.

Quarters?

1. Faculty reading room.


3. Throw out post office.
5. Stack space.
6. Special reading rooms.
7. Automatically controlled cooling and heating system.
8. More private study areas.
9. Light the stacks.
10. A chemistry, physics, biology, and math library in Carney or Yates.
11. More study space between stacks.
12. Study carrels open to graduate students all the time.
13. Additional space in periodicals for browsing.

Services?
1. Library should be open more on weekends.
2. Improved.
3. Appalled at hours library is closed.
4. Speed ordering process.
5. Audio-visual machines and materials.

Personnel?
2. Need specialists in bibliography.

Are the conditions in any of the above areas at present such that some expansion might be considered in view of the program you anticipate for the future?

30 Yes  
65 No

If so, please specify in what ways:
1. May need to add wing or move post office.
2. Like to see museum put into shape.
3. Better facilities for display.
4. More correspondence with other libraries.
5. A science reading room.
6. Carpet and better sound-deadening material used in reading rooms.
7. Journal reprints in microbiology.
8. Staff.
10. Learning resources center for teachers in training for self-directed learning using all types of media.
11. Would like to see a study to determine the number of reserve check-outs for each department, e.g., percentage in proportion to majors in department.
12. Hope the results of this questionnaire will be made available or shared with faculty.

4. Do you favor Porter Library joining a statewide interlibrary referral and loan system, including assistance to a regional resource center?

   157   Yes
   5     No
   2     Not sure
PART III

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

GRADUATE STUDENTS SURVEY

1968
1. Which of the college libraries do you use?*

<table>
<thead>
<tr>
<th>Library</th>
<th>No. of Students</th>
<th>Frequency of Use</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter Library</td>
<td>41</td>
<td>Once every two weeks.</td>
<td>Reserve Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 student)</td>
<td>Periodicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Once a week.</td>
<td>Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(11 students)</td>
<td>Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 to 3 times weekly.</td>
<td>Professional Lit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(14 students)</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 or more times weekly.</td>
<td>Original writing</td>
</tr>
<tr>
<td>Curriculum Laboratory</td>
<td>10</td>
<td>2 to 3 times weekly.</td>
<td>(4 students)</td>
</tr>
<tr>
<td>College High School</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Library</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(School of Technology)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If you are working on a thesis or a research problem, please give the title, and/or the specific area in which you are working:

1. Physical-organic chemistry.
2. Study of drop-out problem in junior colleges.
3. Ion exchange in mixed solvent systems.
4. Wood preservation by the Lowry and Reuping methods of pressurized cresote induction.
5. Physiology: the effect of thyroid blocking, with 2-thiouracil, on the muscle fatigue pattern of Gallus domesticus.

*This questionnaire is based to a considerable degree upon the form used by Columbia University.
6. Linear programming.

7. A study of KSC accounting graduates for the years 1964-68.


9. Compression timed electric spark ignition systems as compared with everyday spark-timed ignition.

10. Atomic absorption study of anion effects on calcium.

11. Human artificial insemination.

12. The reactions of 1, 3, 5-trichloro--2, 4, 6-trioxohexahydro-s-triazine with aromatic diisocyanates and polyurethanes.

13. Enumerative bibliography of works by and about Lawrence Durrell.


15. Perceptual problems in reading.

16. The political thought of Ezra Pound.

17. Degrees of insanity.

18. Madness in Hamlet.

19. Gifted students and emotionally disturbed.

20. Effects of adrenaline on the fatigue of the gastroenemius muscle of Rana pipeus.


22. Friction of MoSe₂.

3. Have you found the resources of the college libraries adequate for this thesis or problem? (periodicals, bibliographies, monographs, serials, etc.)

   13 Yes  19 No

4. What evaluation of the adequacy of needed library resources did you and/or your faculty sponsor make during the selection of your proposal for a topic?

   1. Tour of library.

   2. Library resources have improved considerably in the last five years, especially in physical education.

4. My advisor and I gave much thought to the topic. We selected one which could be done with our present facilities.

5. Studied Business Education Quarterly.

5. Have you found the resources of the college libraries adequate for your work in advanced courses (as distinct from work on your thesis)?

-38- Yes  
-12- No

If not, please indicate specific titles or types of material which have been lacking:

1. Biology journals.
2. Need more books for every math course.
3. Weak in dramatic theatre criticism and modern philosophy—periodicals lacking.
4. Standard works of 17th century poets and critical books about their works.
5. Technical socio-legal papers; supreme court cases dealing with contemporary and controversial subjects.
8. The Dust Bowl.
9. William Henry Harrison; War of 1812.
10. Lack of primary source material prior to 1920.
11. Shakesperian studies and Twain studies lacking in periodicals.
13. Should have more material (completed research) in physical education. Suggest that more microcards be obtained.
14. Materials dealing with more specialized areas of philosophy and politics.
15. Gap in Journal of Physiology needs to be filled.

6. Have you used the interlibrary loan service for your work?

-18- Yes  
-33- No
7. Do you use, with any degree of frequency, other libraries in the state of Kansas or elsewhere? (other than inter-library loan)

   **Yes**  6
   **No**  43

If so, please indicate:

<table>
<thead>
<tr>
<th>Libraries Used</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMA Research Center</td>
<td>Twice a year</td>
</tr>
<tr>
<td>Johnson County Library</td>
<td>Monthly</td>
</tr>
<tr>
<td>Joplin Public Library</td>
<td>Once a month</td>
</tr>
<tr>
<td>Kansas City, Kansas, Library</td>
<td>Monthly</td>
</tr>
<tr>
<td>Kansas University Library</td>
<td>Twice a month</td>
</tr>
<tr>
<td>Linda Hall</td>
<td>Occasionally</td>
</tr>
<tr>
<td>Osawatomie Public Library</td>
<td>Once a month</td>
</tr>
<tr>
<td>Pittsburg Public Library</td>
<td></td>
</tr>
</tbody>
</table>

8. Have you had any materials from libraries other than KSC reproduced for your use (e.g., photostats, microfilms, etc.)?

   **Yes**  12
   **No**  41

9. Have you used the services of the Reference Department in Porter Library? (Specify improvements you would like to see made.)

   **Yes**  42
   **No**  9

   1. Set ULS out for general use.
   2. Would be helpful if someone in periodicals knew how to use the Biology Abstracts to help beginners.
   3. Some materials in odd places.
   4. An index on microfilmed journals.
   5. Have people there on weekends who can help you.
   6. Everything in one place.
   7. Bib center attendant is never around when anyone needs help.
   8. Linedex is a mess.
10. Do you use the regular tables for study, a stack desk, or graduate study tables?

   9 Stack Desk  11 Study Table (Graduate)
   8 Study Table  1 Carrels

Have you signed up for a graduate study table?

   11 Yes  42 No

11. Do you frequently use the main stacks in Porter Library?

   52 Yes  1 No

Has this access to the stacks helped you materially in the use of the library's resources?

   51 Yes  1 No

12. Since open stack use results in books being lost, misplaced and damaged, do you think it would be a serious mistake to close the stacks to all students and to have access to materials only through the catalogs and the central Circulation Desk?

   38 Yes  14 No

Please comment:

1. Student needs to work at his own pace and in some cases browse for proper material.

2. College students should have standards higher than this, but if not, they should be dealt with accordingly.

3. I found only one book I wanted to check out misplaced.

4. Additional materials can be located by browsing that one would not find through catalog use alone.

5. Advantages of open stacks far outweigh disadvantages.

6. If people have to go to the trouble to have access to materials, they won't do it. Often find a good book by chance.

7. Graduate students should be allowed access.

8. Open stacks make it possible to check value of books to see whether or not one needs to check them out.

9. Close stacks except to those students who hold passes--superior students, honor students, and graduate students.
10. One improvement would be to allow only notebooks to be carried into stacks and establish an additional check-point at stack entrance so that all books carried out would be immediately checked out. Do not recommend closing stacks.

11. Good idea. I know graduate students who steal books, cut out pages, etc.


13. Browsing is imperative.

14. Need more stringent check points.

15. Would be a great hindrance to serious student. It would make his job twice as long and hard.

13. Are you satisfied with the borrowing regulations in effect in the libraries?

[ ] 38 Yes  [ ] 15 No

If not, please indicate in what ways you feel these might be improved:

1. Fines are high if you live out of town and are unable to return over vacation.

2. Fines system repressive--would rather see system under which work may be held indefinitely unless requested by another patron.

3. Three week check-out period.

4. It would be helpful to graduate students in seminars if borrowers of books would be identified by the circulation desk. Generally, a fellow student has the requested books and would be willing to share. The "hold" system (with its delay) is not satisfactory when materials are needed immediately.

5. Books have too long of a check-out period. All returned books should be in the library for 24 hours before the same person can recheck the book.

6. For those people who wish to Xerox a large number of materials from a large number of sources (periodicals) there should be a way to conveniently borrow these for a short time--library I.D. cards?

7. Permit graduate students to have up to 10 books which need not be covered by two-week loan rule and which library may recall if someone requests them.

8. Some limitation on length and number of renewals. Fine is perhaps a little expensive.

10. Graduate students should be able to learn who has a book.

11. Graduate students should be able to use book longer.

12. Faculty should be subject to same borrowing regulations as students. Notification that a hold has been placed on a book should go out that same day. If student with the book knows someone needs it, he may return it when he's done rather than when it's due.

13. Reserve books should have longer than two-hour check-out. Perhaps when a book falls due on a vacation it should be given an automatic extension until the day after vacation ends.

14. Would like to be able to use more than one reserve book at a time.

15. I feel there should be some system so students could sign out periodicals overnight (especially commuters).

14. Are you satisfied with the hours of operation in effect in the libraries?

   26 Yes  23 No

If not, please indicate the hours of operation you would prefer, indicating the particular library(ies) involved:

1. Should stay open during vacations and late Sundays and Saturdays.

2. Due to work load and night classes, hours I have free are on weekends when library is closed.

3. 6:00 a.m. to 12:00 midnight Monday through Saturday and 8:00 a.m. to 12:00 midnight Sunday. However, I would favor 11:30 p.m. or 12:00 midnight closing hours.

4. Porter--open until 11:00 p.m.

5. Holiday hours extended. Later Friday hours.

6. 7:00 a.m. to 10:00 p.m. Monday through Friday, 10:00 a.m. to 9:00 p.m. Saturday, and 12:00 noon to 10:00 p.m. Sunday.

7. Open until 10:00 p.m. on Friday.

8. Porter--11:30 p.m. closing every evening.

9. Midnight on weekdays, 9:00 p.m. on Friday, and possibly 9:00 p.m. on Saturday.

10. Only dissatisfied with technical library--very seldom open. Should have key for graduate use at any time.

11. Please keep library open later. Serious student needs more time.
12. Until 11:00 p.m. on week nights. The socialites usually leave about 9:00 p.m. and this would give about two hours of quiet.


14. Friday and Saturday evenings and during all holiday vacations, except holiday itself.

15. Later Fridays--earlier Sundays.

16. 6:00 a.m. to midnight.

17. Weekend times are ridiculous.

18. Porter should stay open until 12:00 midnight or later. I have yet to be in the library when it has closed at 10:00 p.m. I have been there when it closed at 9:45 p.m. or earlier.

15. Are you satisfied with the general arrangement (the classification) of books on the shelves in the libraries?

<table>
<thead>
<tr>
<th></th>
<th>43 Yes</th>
<th>8 No</th>
</tr>
</thead>
</table>

If not, what improvements would you suggest? (Please indicate the library to which you refer.)

1. Except for periodicals, should be open (Porter).
2. Things can be found in a number of illogical places (Porter).
3. Physical education, health, recreation and safety books are scattered all over.
4. Takes too much time to locate books.
5. The microfilm cabinets could have on the front of them the exact listing of what is in them instead of "A" to "B".
6. Change to LC system.
7. Second floor area is confusing. Difficult to locate books.

16. Have you usually been satisfied with your use of the card catalogs in the libraries?

<table>
<thead>
<tr>
<th></th>
<th>53 Yes</th>
<th>1 No</th>
</tr>
</thead>
</table>

If not, what improvements would you suggest? (Please indicate the catalogs in the libraries to which you refer.)

1. Topic indices might be expanded to include a more general range of materials pertinent to a given subject.
2. If books are taken out of stacks, their cards should be removed. When books are placed on reserve, some indication should be made on the catalog card or remove it.

3. Lack on index on certain journals.

4. Occasionally drawers are too full, making rapid checking impossible. Books listed by author are very often not listed by title.

17. Have you taken a seminar course (or other course) in your department which included instruction in use of library resources?

<table>
<thead>
<tr>
<th></th>
<th>21</th>
<th>Yes</th>
<th>30</th>
<th>No</th>
</tr>
</thead>
</table>

If so, please indicate the name and number of the course:

1. Methods of Research 680.
2. Research Problems 691.
3. Literature of Biology 500.
5. Chemical Literature 503.
6. Professional semester--curriculum library.
8. Reference.

18. How would you rate the assistance you received in this library instruction?

<table>
<thead>
<tr>
<th></th>
<th>17</th>
<th>Excellent</th>
<th>13</th>
<th>Satisfactory</th>
<th>9</th>
<th>Not helpful</th>
</tr>
</thead>
</table>

What improvements would you suggest?

Employment of at least one full-time staff member with some knowledge of literature and literary research.

19. What observations would you make on the qualifications and performances of the personnel of the libraries? To the extent feasible, please distinguish between professional librarians and student and other assistants.

1. All helpful, but sometimes too busy to be of immediate help.
2. Services have been adequate and pleasant.
3. Students tend to be more helpful than some professionals.

4. All personnel very helpful.

5. Well satisfied with all help.

6. Excellent.

7. Professionals very helpful, particularly in reference and interlibrary loan. Students--average.

8. Both students and professionals competent and helpful.

9. Good.

10. No opinion.

11. In both categories I find people who have little or no idea where material may be found.

12. Professional librarians seem basically competent and willing to assist with library problems.

13. Always had excellent assistance from both professional and student help.

14. There are few people to help me find highly technical material.

15. I find student library assistants most cooperative, amazingly understanding and willing to help.

16. Distinction of professionals is most difficult.

17. Efficient staff.

18. Bad experience with student help. Professional very helpful when asked.

19. Everyone efficient.

20. Professionals are excellent both in attitude and ability.

21. Often on Saturday the help upstairs seems to be more intent on spending a social afternoon than doing their jobs. Their conversation can sometimes be heard at graduate desks.

22. Very good.

23. I feel they are well qualified. I especially refer to people in the interlibrary loan department.

24. Extreme courtesy and helpfulness.

25. Adequate.
26. Student help, especially in periodicals, leaves much to be desired.

27. Professional librarians are great. Most of the students are very helpful, but a few are almost sarcastic to students.

28. There has been some mix-up on the part of returning materials. Notices have been sent out when material had been returned.

20. Do you have additional specific suggestions for the development of the libraries in the following areas?

Resources:
1. Could use a few foreign scientific periodicals.
2. More journals.
3. Add journal *Perceptual and Motor Skills*.
4. Some better method to classify periodicals as to topic or content.
5. Desk manual on library organization.
6. Complete back issues of chemical journals.
7. More.
8. More good chemistry books.
10. Automatic inclusion of a copy of textbooks required in all classes.
12. Deficient in philosophy.
13. Too many outdated books.
14. Biology journals are greatly lacking.

Quarters:
1. Temperature is not controlled very well—especially in summer.
2. New library.
3. Put in lounge and light the stacks.
4. A graduate library.
5. Porter Library is a beautiful building. I hope it can be preserved in its present form.
6. Ventilation and heating could stand improvement.
Personnel:
1. Hire specialists.
2. More staff or rescheduling so books can be re-shelved more rapidly.
3. More professional help on weekends.

Services:
1. Get books back on shelves faster. Need a map of layout of library.
2. Filmac copier is poor.
3. Carrying a briefcase everyday, it does annoy me to have to stop and have it checked three times a day, although I know books would be taken otherwise.
4. Wish technical library would be open evenings.
5. Lower cost on Xeroxing.
6. Decrease fees and fines to a par with other Kansas schools—or use them to expedite some changes.
7. Faster processing of books that have been ordered.
PART IV

LIBRARY SERVICES

FOR

KANSAS STATE COLLEGE

UNDERGRADUATE STUDENTS SURVEY

1968
## Library Services for Kansas State College

### Undergraduate Students Survey

1968

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>12</td>
</tr>
<tr>
<td>Art</td>
<td>9</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>17</td>
</tr>
<tr>
<td>Building Design</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>42</td>
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<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Data Processing</td>
<td>1</td>
</tr>
<tr>
<td>Design and Drafting</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>57</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>Home Economics</td>
<td>15</td>
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<td>Journalism</td>
<td>1</td>
</tr>
<tr>
<td>Machine Design</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>9</td>
</tr>
<tr>
<td>Math</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
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<tr>
<td>Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>19</td>
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<td>Physical Therapy</td>
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<td>Physics</td>
<td>2</td>
</tr>
<tr>
<td>Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>3</td>
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<tr>
<td>Pre-Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>4</td>
</tr>
<tr>
<td>Printing</td>
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</tr>
<tr>
<td>Psychology</td>
<td>9</td>
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<td>Social Science</td>
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<tr>
<td>Tool Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>Non-Major</td>
<td>20</td>
</tr>
<tr>
<td>Full-time Commuter</td>
<td>49</td>
</tr>
<tr>
<td>Full-time Student</td>
<td>324</td>
</tr>
<tr>
<td>Part-time Student</td>
<td>9</td>
</tr>
</tbody>
</table>

### Year as a Student:
- **First**: 73
- **Second**: 63
- **Third**: 106
- **Fourth**: 108

### Enrolled As:
- Full-time Commuter: 49
- Full-time Student: 324
- Part-time Student: 9

*This questionnaire is based to a considerable degree upon the form used by Columbia University.*
1. If you do not live on or within walking distance of the campus, please give your approximate one-way commuting time:

- 15 minutes
- 10 minutes
- 15 minutes
- 20 minutes
- 30 minutes
- 45 minutes
- 1 hour
- 1\frac{1}{2} hours
- 1\frac{1}{2} hours

2. How often do you use the Kansas State College Library? (Please check one.)

- 79 Daily
- 167 Two or four times a week
- 88 Once a week
- 16 One or two times a month

Other (please specify):
1. Once a semester.
2. As seldom as possible.
3. When needed.
4. Three times a year.
5. Not very often.
6. When mandatory.
7. When I need to concentrate.

3. What other libraries of the college do you use, how frequently, and for what reasons?

<table>
<thead>
<tr>
<th>Library</th>
<th>Daily</th>
<th>2-4 Times a Week</th>
<th>Once a Week</th>
<th>Other (When Needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Laboratory</td>
<td>14</td>
<td>30</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>College High School</td>
<td>1</td>
<td>.3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technical Library (School of Technology)</td>
<td>6</td>
<td>8</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Reasons:
Curriculum Laboratory:
1. Research and study.
2. Information
3. Study and research.
4. Assignments.
5. Study.
6. It's quiet and comfortable.
7. For educational materials.
8. Student teaching.
10. Reference.
11. Reference.
12. Special reports.
College High:
1. Student teaching.
2. Get magazines quicker.

Technical Library:
1. Assignments.
2. Reference.
3. Outside reading.
4. Research and study.
5. To get additional information.

4. What other libraries in the state of Kansas (or elsewhere) do you use, how frequently, and for what reasons?

<table>
<thead>
<tr>
<th>Library</th>
<th>Daily</th>
<th>2-4 Times a Week</th>
<th>Once a Week</th>
<th>Occasionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Town</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>KSU</td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>KU</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Linda Hall</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MU</td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reasons:
1. Research.
2. Study.
3. Pleasure.
4. Convenience.
5. To get materials to tutor with.
6. When Porter Library doesn't have what I need.
7. For additional resource material.
8. For books on reserve in Porter.
9. For fiction.
10. Outside reading.
11. Reference.
12. Assignments.
13. To check out periodicals.
14. Course work.
5. For what purposes do you use the college library? (Please use the number "1" for your most frequent reason, number "2" for the next most frequent, etc.)

For books on reserve for your courses:

1 2 3 4 5
123 130 43 21 7

For collateral or background reading in connection with courses:

1 2 3 4 5
5 6 98 77 25 2

For extra-curricular or "outside" reading which is not specifically for courses:

1 2 3 4 5
25 39 64 87 8

As a convenient place to study:

1 2 3 4 5
1 48 73 52 33 2

Other (please specify):

1 2 3 4 5
20 3 6 2

Other (please specify):

1. Only for things I must have before I can get to another library.
2. Research.
3. Reference.
4. Xercoxing.
5. Letter writing.
6. Assignments.
7. Reports.
9. Term papers.
6. How often do you have difficulties in finding seating space in the college library? (Please check one.)

- Often - 7
- Sometimes - 83
- Never - 292

7. Which seating space in the college library do you prefer to use? (Please check one.)

- Seats at the large tables in the reading room - 187
- Individual desks in the stacks - 174
- Carrels - 17

8. Are you satisfied with the hours of opening now in effect for the college library?

   - Weekdays:
     - Yes - 302
     - No - 71
     - I would prefer:
       - Earlier - 2
       - Later - 47
       - Friday Evenings - 20

   - Saturdays:
     - Yes - 300
     - No - 48
     - I would prefer:
       - Earlier - 2
       - Evenings - 39
       - Shorter Hours - 3

   - Sundays:
     - Yes - 277
     - No - 69
     - I would prefer:
       - Earlier - 43
       - Later - 28

9. What difficulties do you have most frequently with the reserve book system in effect in the college library? (Please check as many as are appropriate.)

- Too few copies to be borrowed at 4:00 p.m. - 52
- Too few copies available for use in the library during the day - 99
- Too few copies available for use in the library after 4:00 p.m. and on Saturday and Sunday - 100

Other (please specify):

1. Would like to check out more than one at a time.
2. If you return a book in the autopage and they don't pick it up, then you get fined even if the book was returned on time.
3. Would like to be able to check books out for overnight earlier.
4. Too few copies.
5. Leave some copies in stacks for regular check-out.
6. Can't find books.
7. Shouldn't allow teachers to put books on reserve for courses they are not presently teaching.


9. Books needed for reserve are sometimes not available and the instructor is unaware of the fact.

10. Do you find the book collections of the college library adequate and suitable for your purposes?

   274 Yes  96 No

If not, please indicate the inadequacies you have observed:

1. Generally inadequate for this size school—particularly for a progressive college.

2. Not enough in business area.

3. Not enough new and controversial sociology books and not enough newly published Spanish books.

4. Too many outdated books in industrial arts.

5. The Dialogues of Plato rarely available for loan.

6. Not enough up-to-date material.

7. Inadequate updated material.


9. Need information on schools abroad.

10. Outdated and incomplete in history. Many books too elementary for college use.


12. Books are too old.


14. I can't find enough recent information.

15. Current African history, charms, and fetishes—modern books on social problems.

16. Lacking in Spanish area.

17. Accounting reference books outdated and too shallow.
18. Need up-to-date books.
19. Automotive material old, inadequate and geared to the amateur. Need more research and technology.
20. Not complete coverage of any one subject.
22. Books torn up and badly abused.
23. Too many reference books with no recent interpretations.
24. Too many books are checked out by faculty and kept all semester.
25. References in biology, microbiology, and physiology are good but too old.
26. Not enough research material in physical education or military science areas.
27. Not enough information on money and banking.
28. In field of religion. On subject of water problems in U. S.
29. Lacking in physical education area.
30. Recent material on reading and music.
31. Narrow fields of history and fiction.
32. Lacking in social literature and social and intellectual history from post Civil War to the present.
33. Too few copies.
34. Medical resource inadequate.
35. Lacking in political science. Business books not deep enough.
36. Too few books in auto technology.
37. Update.
38. Books in auto technology aren't current.
39. Sometimes books aren't listed in card catalog.
40. Many of the better books related to electronics are not available on weekends because they are in the department offices.
41. I wish there were more recent novels and fiction in the library.
42. Journals too limited in biology.
43. Not enough fiction.
44. Not enough up-to-date material in physical education.
45. General inadequacies.
46. More books concerned with industrial supervision and occupational analysis.
47. Social science collection should be expanded.
48. Not enough information for term papers.
49. Often unable to find information on highly specialized topics.
50. Certain areas don't have recent or up-to-date information.
51. Don't have some current best sellers and some classics.
52. Not wide enough or up-to-date.
53. Absence of useful, up-to-date material covering all aspects of automotive field.
54. Technical and industrial education books are outdated and high school level.
55. Never have the magazines I need.
56. Too many technical biological books are outdated.
57. Need more up-to-date books on home finances and home economics in general.
58. Outdated.
59. Too few periodicals on food and nutrition.
60. Should have copies of all textbooks in library.
61. Best sellers aren't available.
62. Too few copies.
63. More books on individual artists with illustrations of their works, especially modern artists.
64. Should have more copies of reserve books.
65. Not enough books on printing management.
66. Not enough variety. Not complete enough popular literature and information.
67. Social sciences lacking in basic source books.
68. Inadequate in foreign languages.
69. Very few up-to-date books in social sciences.

70. More current books on pathology in psychology, equipment, and techniques in psychology and current research.

71. Not enough on radio and television history.

72. More texts and journals in biology—especially animal physiology journals.

73. Very poor selection of latest technical books.

74. Additional books in sociology in latest editions.

75. Some books outdated in field of medicine.

76. Don't like microfilm.

77. Need more reference books.

78. If a book is recommended in class, we can count on the library not having it.

79. Insufficient amount of reference books.

80. Not enough depth in philosophy.

81. Would like to see more best sellers.

82. Periodicals section is a mess. It is useless as far as providing research material in biology.

83. Not enough current books in home economics.

11. Are the personnel of the libraries usually able to give you the services and information which you need?

    __353__ Yes  __22__ No

If not, please indicate the difficulties which you have had and in which of the libraries:

1. Sometimes not given in most courteous manner.

2. Books on reserve are impossible to locate when the instructor's name is not known. Need a more flexible filing system.

3. Wish library would open promptly at 7:15. A five minute wait may not seem like much, but it's no fun to stand out in the cold.

4. Not enough of them or friendly enough.

5. Need more personnel.

6. Should be able to find out who has a book checked out.
7. It is difficult to get someone to help you find a book.
8. Second floor help is lazy.
9. Incompetent younger xerox operators.
10. To wait for help while other are waiting is vexing. To wait for help while employees are gossiping is intolerable.
11. Not willing to help.
12. You lack many of the services available for research such as they have at the public library or WSU library in Wichita.
13. Not enough cross-indexing in card catalog.
14. Half do not know where anything is located.
15. Personnel are helpful except for students who don't really know anything.
17. Too few employees at periodicals desk.
18. Part-time employees aren't well enough informed.
19. On Saturday morning I have trouble getting reserve books.
20. Some of the personnel seem indifferent.
21. Sometimes the help on first floor can't be bothered with showing you where anything is or how to operate the microfilm machines.
22. Turn lights off before closing. Too much general disturbance in library from employees.
23. Don't seem to be concerned about helping us.

12. How long do you think you should be able to keep a book on loan from the libraries? (This refers to books which are not on reserve.)

- 2 days
- 3 days
- 5 days
- 7 days
- 10 days
- 14 days
- 15 days
- 18 days
- 21 days
- 28 days
- 30 days
- As many as needed
13. Other than specified textbooks, do you purchase books in connection with your courses?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>248</td>
<td>113</td>
</tr>
</tbody>
</table>

If so, is it because you want to purchase them \(142\) \(or\) because you have to purchase them because they are not in the libraries \(80\). If you have to purchase these additional books, could you estimate the yearly cost to you?

<table>
<thead>
<tr>
<th></th>
<th>Up to $5</th>
<th>$21 to $30</th>
<th>$6 to $10</th>
<th>$31 to $50</th>
<th>$11 to $20</th>
<th>Over $50</th>
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<tr>
<td></td>
<td>15</td>
<td>12</td>
<td>36</td>
<td>4</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

14. What improvements in the facilities of the libraries would you most like to see? (Please number "1", "2", etc., in the order of their importance to you.)

Additional space, with individual desks, for individual study:

1
2
3
4
5
118
54
39
32
23

Additional space, with easy chairs, for individual study:

1
2
3
4
5
93
90
44
29
12

Additional space for group study:

1
2
3
4
5
49
41
54
60
31

Additional space for conversation and smoking:

1
2
3
4
5
44
45
35
35
66

Acoustical treatment and air conditioning in Porter Library for greater quiet and comfort:

1
2
3
4
5
121
34
47
35
19

Acoustical treatment and air conditioning in Curriculum Library for greater quiet and comfort:

1
2
3
4
5
3
Additional Comments:
1. Please get rid of wasps.
2. Should be a limit to number of books you can check out at one time.
3. Put rubber coasters on chairs. They make too much noise when moved.
4. Curriculum library should be open Saturday afternoons and Sundays.
5. Fines too stiff. Tables are rough and snag clothing.
6. Microfilm machines are poor.
7. Better design and use of space.
8. In winter often too cold in Porter Library because windows are open.
10. Chairs which slide quietly.
11. Temperature should be better controlled. Always too warm.
13. Should have shelves for books in men's restroom.
14. Add more bookshelf space by using shelves as partitions between tables in reading room. Would add space and create privacy.