

MONTHLY STAFF MEETING of April 26

Mr. Baatz opened the meeting by introducing Dean Sarah Reed, who spoke on the changes, problems and philosophy of a graduate library school. (See "After the Fact," page 2.)

After Dean Reed's presentation (followed by a question and answer period), Mrs. Shepherd commented on the serials cancellation review procedures. She pointed out that the Serials Department had sent a complete list of titles recommended for cancellation to bibliographers, branch librarians, and faculty library representatives. Mrs. Shepherd asked that persons not use this list to suggest transfers and that they note the deadline (May 1, 1972). She stated that the cover letter should be read carefully as it outlined the procedures needed to fill the list out correctly.

Mr. Westover then summarized briefly the development of Standard Book Numbering and explained how the number is constructed. (See "Standard Book Numbering," page 5.)

After a short break, Carol Tullis gave a progress report on the computerization of UGL's reserve operation. She stated that the present reserve system is known to be highly inefficient and that this experiment should provide a reserve list data base and statistical data needed to help improve the system. Presently each title placed on reserve is being keypunched, and the call number is the only fixed field of the 12 fields present. Circulation data will be eventually added to the master file. Mr. Souter added that it is a research project and the objective is, of course, total bibliographic control of reserves. He indicated that if the experiment works in UGL, Graduate Reserves will be added and possibly reserves from the various branches.

Mrs. DeWar reported on a change in bindery procedures due to Heckman's new automation program. She said that at present the new system involves additional work, but it would later speed up the bindery process and provide for more efficiency. The typing of direction cards would be eliminated. The problem now is to find some method of handling odd items; e.g., additional information concerning indexes. Mrs. DeWar stated that she did not anticipate any changes in the procedures used for preparing items to be sent to the bindery. She spoke of her visit to Heckman and said that they welcomed visitors. She felt that her visit was very informative and interesting, and noted that Heckman's Bindery is the largest in the world.

Mr. Baatz then asked Miss Stanger to discuss Mr. Raber's recommendation that a change be made in the way in which call numbers are posi-

tioned on the labels. He suggested the following change:

from	NA 562.1	to	NA
	.C47		562.1
			.C47

Mr. Raber felt that filing errors could be easily detected and that more labels could be placed on the spines of books. Miss Stanger welcomed suggestions and further comments on the subject. Then Mrs. Shepherd pointed out that Heckman would have to alter the bindery records. Mr. Raber answered that since the call number itself would not be altered, no significant change in the records would be required. He also wanted to know if we were locking ourselves into Heckman's bindery system. Mrs. Shepherd stated that we were not doing that.

Miss Fløner announced that those persons interested in attending the American Library Association Annual Conference should notify Mrs. Bayless. She also reported that a new organization is being formed for the clerical staff. Mrs. Hayes and Mrs. Collier have been appointed to draft a constitution.

Mr. Baatz then asked if anyone objected to not having another meeting until September. There were no objections. The meeting was adjourned at 11:15 A.M.

AFTER THE FACT
by
Sarah R. Reed

To preface these comments on library school objectives and the problems we face in implementing the programs designed to achieve these objectives. I would like to set forth my own working philosophy. I believe that the only reason a library school has for existence is to carry out sound objectives. Since people in the Graduate Library School have been instrumental in the development of national library educational goals and objectives, it is not surprising that the School's aims are succinct and appropriate. As stated in its Bulletin, the objectives of the Graduate Library School are:

1. To educate the librarian to assume a responsible professional role.
2. To provide the means for the continuing education of practicing librarians and information scientists.
3. To provide for the advanced education of library administrators, research personnel, and information science teachers.

To these a fourth objective might be added:

4. To contribute to the research and development activities essential for supporting graduate library education and improving in-

formation and information services.

In addition to teaching and research, every library school faculty fills a service role. In cooperation with library associations, departments of public instruction, state libraries, and other library leaders, library school faculty members participate in many ways to promote sound library development.

To achieve its objectives, the library school must maintain:

1. A faculty adequate in number, authority, and competence to carry out all of its programs.
2. A curriculum responsive to changing library needs and receptive to innovation.
3. A student body with the necessary academic and personal qualities to take their places as responsible members of their respective communities.
4. A library school environment conducive to the highest calibre of performance by faculty and students.

By quality library education for our field I mean those educational experiences which provide successful entry into the way of life that is librarianship:

1. Mastery of a body of knowledge and skills.
2. Development of requisite attitudes and judgment.

Spinoza once suggested that experience is valuable when by imagination and reason it is turned into foresight. We look for this capacity in our doctors, lawyers, and dentists; those whose money we as librarians spend have every right to expect similar competences from us.

What are some of the major problems facing today's library schools? I would cite the following as among the top four problem areas: (1) faculty, (2) students, (3) curriculum, and (4) research. Each area warrants more than one doctoral dissertation, so I will limit my remarks here to one or two observations for each area.

Today, throughout the United States, there are few seasoned faculty members available to take over the assignments of a relatively large number of library school retirees. This problem is aggravated by the very heavy responsibilities with which senior faculty members have been saddled.

With regard to students, the dramatic increase in library school applicants is making it possible to select only the best applicants. However, most library schools are not able to employ additional staff to assist with all of the increased work load. Neither is there available a valid, reliable admissions test that can be used in the screening process.

Every faculty wants its curriculum to be outstanding, but it also realizes that, like today's newspaper, what is pertinent one day or one year may be outmoded the next. Continuing curriculum review is time consuming and expensive, but must remain as an integral part of a school's evaluative processes.

Finally, significant faculty and student research is also an essential element of quality graduate library education. To encourage this exceedingly important area of activity requires that a dean have wisdom, tact, imagination, energy, and the support of a host of material resources.

These are only a few of the problems which beset all library school administrators and may explain in part why more than a third of the ALA accredited library schools had a change in top administration within the past year.

Here at the Indiana University Graduate Library School we are attempting to find acceptable answers to the problems we face. This can only be accomplished by continuing study and experimentation. As a faculty we are committed to this difficult undertaking. To be successful we will need the support and assistance of students and the library community of Indiana.

Miss Reed is Associate Dean of the I.U. Graduate Library School.

Standard Book Numbering
by
Keith Richard Westover

The International Standard Book Number (ISBN) is a ten digit number used to identify a book title, or edition of a title, from one specific publisher, and it is unique to that title or edition. This system of numbering was begun in Great Britain in 1967 as Standard Book Numbering (SBN) and went international a couple of years later when the U.S. adopted the plan.

The ten digits of the ISBN are divided into the following four parts:

- Group Identifier (i. e., national, geographical, language, or other convenient group)
- Publisher Identifier
- Title Identifier
- Check Digit

A hyphen or space separates the various components of the ISBN, as in the following examples.

ISBN 0-8352-0001-9

ISBN 3 485 00289 5

The Group Identifier is allocated by an international standard book numbering agency and varies in length from group to group according to the title output of the group concerned. The group identifier for the English speaking group (i. e., U.K., U.S., Canada, Australia, N.Z., and S.A.) is "0" (zero). Other countries already assigned identifiers and in the process of implementing ISBN are Germany (3), Norway (82), Holland (90), Sweden (91), and Finland (951).

The Publisher Identifier is allocated internally within each group by a national standard book numbering agency. In the U.S. the Standard Book Numbering Agency is run by the R.R. Bowker Company in New York. The length of the publisher identifier varies according to the title output of the publisher concerned. Within the English language group the publisher prefix ranges are set out as follows:

00-19	85000-89999
200-699	900000-949999
7000-8499	9500000-9999999

The Title Identifier is generally assigned by the publisher himself and the length is determined by the length of the group and publisher identifiers which precede it. Within the English language group, for instance, the title identifier will be six digits long for the largest publishers on down to only one digit in length for a title published by a publisher with a seven digit publisher identifier.

The Check Digit is always one digit in length and is calculated on a modulus 11 with weights 10-2, using X in lieu of 10 where 10 would occur as a check digit. The check digit is included as insurance that an erroneous standard book number has not been entered into the computer, and it is designed for quick computation to verify this. The following example shows how this check works:

	Area ID	Publ. ID	Title ID	Check Digit
ISBN	0	8 3 5 2	0 0 0 1	9
Weights	10	9 9 7 6	5 4 3 2	
Products	$0 + 72 + 24 + 35 + 12 + 0 + 0 + 0 + 2 + 9 = 154$			

Since 154 can be divided by 11 without remainder the number 0-8352-0001-9 is a valid ISBN. The claim is that this procedure (performed in a matter of microseconds by a computer) catches more than 99% of all transcribing errors in entering ISBN's.

As is evident, the Standard Book Number is a sop to the machine—another victory by the numbers syndrome. It is anticipated that some day in the future the ISBN will be used for handling purchasing and invoicing of books; as stock control for publishers, book dealers, bookstores, and libraries; for accessioning in libraries, for loans and circulation control; and for cataloging (i.e., ISBN as a classification-accession number or as an order number for catalog cards). And it will all be done by the computer.

More detailed information is available from Emery Koltay, Director of the Standard Book Numbering Agency at R.R. Bowker, including the booklet "Standard Book Numbering" (ISBN 0-8352-0001-9).

Mr. Westover works at the Acquisitions Department, I.U. Library.