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ABSTRACT

This report describes a demonstration of cooperative cataloging of nonprint media in a network environment. The project was jointly managed by the Indiana Department of Public Instruction and the Indiana Cooperative Library Services Authority (INCOLSA), a state-wide multi-type library network. Staff at large school library media centers in Indiana were trained to catalog nonprint media to national standards including full Library of Congress MARC tagging. They were, in effect, decentralized cataloging nodes in the OCLC system, with INCOLSA staff doing database searches and actual catalog card production. Of 7,495 titles cataloged, a hit rate of 70% was obtained and 1,240 original cataloging records were added to the OCLC database. A decentralized, standardized approach to nonprint media cataloging was judged satisfactory by participants. Participants judged that the project had significantly increased their knowledge and skills in cataloging and MARC standards for nonprint media. The project led to five large school corporations converting to online network operation. Project recommendations include: increased school/network demonstrations, adoption of national standards for cataloging nonprint media by school library media centers, and the need for a feasibility study of a producer/manufacturer/distributor bibliographic control center to input cataloging data directly to the OCLC database. Analyses of data are displayed in six tables, and a sample workform, a production statistics form, a copy of the project evaluation questionnaire, and a report on a conference on critical issues in network development are included. (Author/SD)

FINAL REPORT

Grant No. G0078085130

A NETWORK APPROACH TO NON-PRINT MEDIA CATALOGING FOR SCHOOLS; A REPORT OF AN INDIANA DEPARTMENT OF PUBLIC INSTRUCTION AND INDIANA COOPERATIVE LIBRARY SERVICES AUTHORITY (INCOLSA) PROJECT USING THE OCLC SYSTEM

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ABSTRACT

This report describes a demonstration of cooperative cataloging of non-print media in a network environment. The project was jointly managed by the Indiana Department of Public Instruction and the Indiana Cooperative Library Services Authority (INCOLSA), a state-wide multi-type library network. Staff at large school library media centers in Indiana were trained to catalog non-print media to national standards including full MARC tagging. They were, in effect, decentralized cataloging nodes in the OCLC system, with INCOLSA staff doing data base searches and actual catalog card production. Of 7,495 titles cataloged, a hit rate of 70% was obtained and 1,240 original cataloging records were added to the OCLC data base. A decentralized, standardized approach to non-print media cataloging was judged satisfactory by participants. Participants judged that the project had significantly increased their knowledge and skills in cataloging and MARC standards for non-print media. The project led to five large school corporations converting to on-line network operation. Project recommendations include: increased school/network demonstrations, adoption of national standard for cataloging non-print media by school library media centers, and the need for a feasibility study of a producer/manufacturer/distributor bibliographic control center to input cataloging data directly to the OCLC data base.

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FOREWORD

Networking and new technology are rapidly changing library and information services in all types of libraries. It is interesting to note that while school libraries are often in the forefront in using the latest technology for instructional purposes they have been slow to make use of networks and new technology in organization and management functions. The Indiana Department of Public Instruction sees as its responsibility the provision of leadership to local school districts in improving library media services to children. The Role of the School Media Program in Networking, published by the National Commission on Libraries and Information Science, identified existing laws as a major deterrent to school participation in networks. Indiana is fortunate to have legislation that allows schools full participation in every phase of library network programs and equal representation in the governance of the network. The state education agency encourages schools to take advantage of Indiana Cooperative Library Services Authority (INCOLSA), the computer-based library network.

The Indiana Department of Public Instruction (DPI) staff proposed a project in which network participation would assist school libraries in everyday operations. A project to create a machine-readable audiovisual data base was undertaken jointly by DPI and INCOLSA. INCOLSA's Executive Director, Barbara Evans Markuson and Assistant Executive Director, Jan Alexander, spent much time in examining the audiovisual cataloging needs of schools K-12; in developing training programs for school staffs, and in execution of the project.

Staff of INCOLSA and Indiana Department of Public Instruction believe the findings of this demonstration project are far-reaching. The OCLC, Inc. audiovisual data base was expanded by the project to the extent that school members from other states commented. It is believed that this project has implications for other state education agencies' coordination of school and network activity. Departments of public instruction must address the issue of school participation in networks when they establish state priorities for service.

The commitment of the participating schools was critical to the success of this project. The professionalism and preparation of local library media personnel was excellent and the support of their administrators deserves note. The participating schools are:

Carmel Clay Schools
Crown Point Community Schools
Indiana Department of Public Instruction, Nutrition Project
Duneland School Corporation
Evansville-Vanderburgh County Schools
Gary Community Schools
Indianapolis Public Schools
Lafayette Community Schools
Monroe County School Corporation
Portage Township Schools
Richmond Community Schools
Vigo County School Corporation

FOREWORD cont'd

The findings of th. project are reported in this document. I believe that they will be valuable to the library community as network activity is accelerated.

Phyllis La d, Director
Division of Instructional Media
Indiana Department of Public
Instruction

PART I

PROJECT BACKGROUND, FINDINGS, AND RECOMMENDATIONS

Background

The Indiana Cooperative Library Services Authority (INCOLSA), a state-wide, multi-type library network, has 140 members of which 18 are school corporations. These 18 corporations include an estimated 400 building-level school library media centers.

INCOLSA's major objectives are similar to those espoused by other computer-based networks and include:

- Improvement of services to users of Indiana libraries
- Reduction of the rise in unit costs of library operations through cooperation and resource sharing
- More efficient utilization of Indiana's library personnel, and
- Promotion of effective integration of Indiana's libraries into a national library network.

INCOLSA, through its emphasis on state-wide network planning for all types of libraries, has been particularly concerned with increasing the participation of school libraries in networking. Until quite recently, the development of on-line network organizations and services has been done with virtually no participation from school library media centers. For example, after a decade of OCLC operation, school systems still comprised only 1.09 percent of the direct participants as of December 1980.

An INCOLSA study done in 1974 indicated that Indiana school library media centers appear to spend more of their total budget on personnel than do other types of libraries (72.4%) compared to 50.6% (public), 48.9% (academic), and 60.2% (special). Despite this, the study indicated that the average school library media center had a small staff in comparison to other libraries (1.8 full and part-time on average in comparison to 3.5 (public), 30.8 (academic) and 6.0 (special). Therefore, it would appear that labor-saving automated networks could have more potential benefits for schools than for other types of libraries, since even though personnel costs are a high budget item, the amount of manpower available per school for library service is still low in comparison to other types of libraries.

Despite this, school library systems in Indiana had not responded as rapidly to on-line services as had other types of libraries. We concluded that part of the problem was how network services were distributed as well as the lack of demonstration projects involving school systems in network services.

The Indiana Department of Public Instruction, Division of Instructional Media, was one of the earliest members of INCOLSA. The Division of Instructional Media, Indiana Department of Public Instuction (DPI) has responsibility for providing leadership to local school districts in library/media program development, administraion of the ESEA, Title IV-B for purchase of instructional materials and equipment, and has responsibility for program development in state instructional broadcasting.

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This agency and INCOLSA decided to work together to develop projects to stimulate school participation in library networking.

A small informal task force discussed possible network services of value to schools. The group concluded that processing of non-book materials was an expensive, time-consuming effort that might be improved through cooperation and automation. However, members of the task force did not believe that their own school systems would be able to purchase equipment to allow them to participate in a network demonstration. Therefore, we decided to try to model network participation through a decentralized approach. That is, each school would be trained and would operate as if it were a user of the OCLC network, but the actual access to the network would be performed by INCOLSA staff. This approach would allow schools to participate, even though indirectly, in networking and allow them to make a practical assessment of the value of services locally.[1]

The Department of Public Instruction and INCOLSA developed a project proposal for a decentralized demonstration network for non-print media cataloging based on task force recommendations and submitted it for a U.S.O.E. Title II-B demonstration grant. Work on the demonstration began in October 1978 and concluded at the end of June 1980. DPI's responsibilities included grant management and reporting, accounting, and making contacts with the schools involved. INCOLSA's responsibilities included training, cataloging, catalog quality control, profiling, site visits, billing and project evaluation. Both worked at dissemination of information about the project at state and national meetings and through newsletters and library publications.[2]

Later in this report, the specific details of the project are provided. The remainder of this section is concerned with our findings and recommendations, and overall cost/benefits.

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[1] NOTE however, that we were only able to consider this approach because INCOLSA operates an OCLC-based book processing center for Indiana libraries. This center pays for use of OCLC and operates completely within the OCLC contract. For the demonstration, the Center's OCLC profile was modified to add all the participating school systems down to the building-level school library media centers (about 300 in all). Thus, the OCLC system was able to generate charges for the items processed in this demonstration. Providing a similar demonstration without such a central control would, in our opinion, be illegal under the terms of OCLC's current contract as well as uncooperative with respect to the libraries who pay for OCLC. In addition, project participants were trained to meet all the current requirements and standards for catalog participation in the OCLC system.

[2] Alexander, Janice. "Schools and Networking: A Report on Indiana's Project for Cooperative Non-Print Media Cataloging Using the INCOLSA and OCLC Networks", Indiana Media Journal (December, 1979) p.22-24.

Land, Phyllis. "Schools - The On-Line Connection". In Excellence in School Media Programs, edited by Thomas J. Galvin, Margaret Mary Kimmell, and Brenda White, American Library Association, 1980, pp. 176-181.

PART I (Cont'd)

Findings and Recommendations Related to Bibliographic Control

Statement of the Problem:

Bibliographic control of non-print media has been a long-standing concern. The library literature is replete with articles clamoring for cataloging rules, guidance in cataloging, cataloging services comparable to those for print materials, and standardization. By 1979, some gains had been made in satisfying these needs: various codes and guides for non-print media had been promulgated, the AACR2 rules gave more guidance for and attention to non-print media, and the Library of Congress cataloging coverage was extended from films and flimstrips (begun in 1951) to phonorecords (begun in 1953) and later to other forms of projected media. As well, commercial vendors had been offering cataloging for some non-print media since the 1960s.

Even with these seemingly positive gains, bibliographic control of non-print media is still a major problem. Many long-standing issues still remain. There is still a lack of attention to standards in cataloging non-print media. The scope of titles for which cataloging is available from suppliers is limited. The time lag in processing and the rising costs of processing are problems.

Although the Library of Congress has been instrumental in providing standardized cataloging information for projected media, its coverage is neither as comprehensive nor as readily available as media specialists have required. In addition, the Library of Congress has not provided machine-readable records for all of its cataloging so that, for example, LC's cataloging for sound recordings is available in printed form only. Furthermore, with the exception of sound recordings, the Library of Congress does not catalog other non-projected media at all.

At the 1980 Conference of the American Library Association, a representative of the Library of Congress explained to a meeting of media specialists that LC's cataloging policy with respect to types of media cataloged is unlikely to change. When asked how coverage for non-projected media could improve, LC's representative stated that the Library of Congress could not do the job alone but that coverage could be improved through decentralized efforts using shared computer data bases and cooperative input of cataloging in the MARC format. (This project is a small effort toward this recommended approach.)

In addition to Library of Congress services, various commerical vendors provide catalog card sets for media items. However, these sets have not always been standard in either format or content. And, despite efforts of both the Library of Congress and vendors, a considerable residue of non-print media titles remain to be cataloged locally. This local cataloging effort is often repeated many times within a single state, let alone the United States.

The picture could get even gloomier. There are predictions that the amount of original cataloging might have to increase. At the 1980 ALA Conference it was reported that some vendors do not like being in the cataloging business in the first place. Providing the service is costly. Some vendors attribute the high cost to

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the unwillingness of librarians and media specialists to accept standard catalog records. For these and other reasons, some vendors have simply not attempted to supply cataloging and there were hints that some vendors now in the business may discontinue cataloging services for non-print media.

Given this milieu, it seems reasonable to assume that librarians and media specialists will continue to search for more effective ways to cope with bibliographic control for non-print media. Today, economic realities dictate that the assist they seek must be provided in a cost-effective manner.

Even if an effective solution to cataloging control is found, problems remain. We ran across many examples of such problems during the project and much of the difficulty in cataloging results from the following types of situations:

1) The failure to provide key bibliographic information on the item or its container.

2) The failure to provide an explicit statement indicating the person or agencies responsible for the creation, production, and distribution of the item.

3) The pernicious practice, intentional or unintentional, or repacking, relabeling, or reissuance of an item without mention of prior editions.

4) The difficulty of determining the item title versus the series title.

Obviously, the individual library or network cannot solve these problems and it was not the intent of this project to delve into these long standing complex matters. Ultimately the producer/distributor, manufacturer of the item must be convinced of the need to provide information at least equivalent to that provided by publishers of printed materials. We do believe, however, that until a better solution is found, cooperative data bases can help each school media center determine what it is about to purchase or catalog since a data base search might retrieve several verions (repackagings) of the same content.

Another problem stems from the local library approach to media cataloging. INCOLSA staff have made site visits to over 80 libraries in the process of converting these to on-line network cataloging. In our experience, libraries typically deviate from standards more in non-book than in book cataloging and often do not catalog some types of media at all. Thus, part of the conversion frequently includes bringing non-book cataloging practices up to standard.

The task force mentioned earlier studied this problem informally. Each member described its local school library media center cataloging practices for analysis by Sena Kautz, Director of Media Services, Duneland School Corporation. The study revealed that, while most media centers were recording the data required

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by the cataloging standard, deviation principally occured in the manner in which the data were recorded and in the position in which the data were located in the record. This convinced the group that conversion to the standard catalog practice (then AACR Rev. Chapter 12 and now AACR 2) for schools was not a major hurdle -- it was rally more a matter of formatting than disagreement on content.

Major Findings and Recommendations

1. Use of the OCLC data base can provide a significant assistance for bibliographic control of non-print media items for schools. Our study found that an average hit rate of about 70% occured; although for some types of materials, the hit rate was significantly higher than for others (see Table I). Since the high rate is relatively high even given the present low level of school participation in OCLC, the multi-library approach seem beneficial to schools. It also seems reasonable to conclude that while the hit rate may never get as high as for books, the participation of more schools could lead to better coverage, a high hit rate, and, hence, lower costs.

2. Due to the lack of a coordinated catalog program for coverage of all non-print materials at the national level, the bibliographic utilities, such as OCLC, may increasingly become a de facto national union catalog for non-print media. Therefore, the need for the highest quality possible in cooperative cataloging of non-print media must be recognized and promoted.

3. The benefits for shared cataloging of non-print media is evidenced by the amount of reuse of the records created by this project. Within three months of the end of the project, 538 uses had been made of 307 records input, and no uses had yet been made of 933 records input for an overall average re-use of 43% within this short time.

4. School library media centers staff have to cope with a wide range of media types for which, as noted above, cataloging may not be available. Assistance can be provided by participation in computer-based networks. To gain maximum benefit, participants must be encouraged to achieve a high level of completeness, accuracy, and adherence to standards in non-print media cataloging. Most of the participants, prior to this project, did not catalog to national standards. A concerted effort of library schools, state departments of public instruction, and networks focussing on the need for basic and continuing education in non-print media cataloging standards could facilitate school library network participation and reduce costs of media cataloging through school efforts.

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5. Improved efforts are needed to educate and encourage the producer/distributor/manufacturer to provide the appropriate labeling for item identification to facilitate acquistions, cataloging, and citation.

6. The feasibility of a producer/distributor/manufacturer cooperative to provide standard catalog records on-line (for example to the OCLC data base similar to the services GPO and University Microfiles now provide) should be explored. This would capture data early and eliminate the time lapse that now occurs.

Findings and Recommendations Covering the Distributed Approach to Non-Print Media Cataloging

Statement of the Problem

Computer-based library networks, in the aggregate, have grown very rapidly. Yet when we examine them on a state-by-state basis, it becomes clear that they serve only a fraction of the libraries. The unserved are typically small to medium sized academic, special, and public libraries and school library media centers.

Networks must acquire capital for growth since growth involves acquisition of equipment, telecommunications, and staff to support new members. So far, for example, the OCLC network group has expanded by an annual allocation of terminals to state and regional contracting networks which, in turn, allocate terminals within their areas. It does not take much arithmetic to show that it will be some time, under this approach, to bring network benefits to smaller libraries and to provide support needed for school library media centers since they constitute a very large group. Processing centers and various types of cooperatives have assisted in bringing network services indirectly to many of these libraries that would otherwise remain unserved.

INCOLSA's Processing Center is an example of this approach. It serves about 60 libraries for book cataloging, but few school library media centers have participated. We wanted to explore the feasibility of providing non-book cataloging for schools through a decentralized cooperative approach. We believed that this approach had two aspects to recommend it: first, it might reduce the overall costs since labor would be shared and second, it would involve the schools in the network process and, hence, make it easier if they decided later to convert to direct on-line network participation.

In this project, cataloging was done in two stages. Participants first submitted a request which was searched against the data base and, if found, cataloging was done immediately. Unfound items were returned for full cataloging. Items for which cataloging was performed included: charts, filmstrips, flashcards, games, kits, models, motion pictures, relia, slides, transparencies, and video recordings. (Sound recordings were excluded due to budget and time restrictions.)

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Major Findings and Recommendations

1) A centralized non-print media cataloging service, using the OCLC data base, in which cataloging was done from request forms without the item in hand was judged successful by participants. For us this was an important finding, since the shipping, handling, and insurance of non-print media would add significantly to processing center costs in comparison to similar costs incurred for handling books.

2) Cataloging using minimum editing provided a satisfactory product.

3) Non-print media input from other libraries on the OCLC system is of major importance in achieving a higher hit rate for non-print media cataloging. An overall hit-rate of about 70% was achieved for non-print media. While significantly lower than the hit rate for books, the access to shared cataloging would be essential for offering cooperative services at the lowest possible cost.

4) The average time required to input and proof a complete, standard non-print media catalog record was 9.2 minutes per title. (This excludes the time spent at the participating school library media centers in preparing the catalog record workform.)

5) Duplication of titles among school library media centers is much lower than thought. In all, only 284 titles were duplicates out of 7,495 titles handled. Whether this would have increased over time is not known, but it could indicate that the economics of cooperative non-print cataloging dictate a large-scale approach to the problem. For example, the duplication rate (re-use of project records) among all OCLC users (538 users) was significantly higher than the re-use rate among just the project participants.

6) It was possible to achieve high-quality cataloging through a decentralized effort. Factors conducive to this included: presence of professional catalogers in participating school media centers, in-depth training sessions, local commitment to the project, toll-free in-WATS line to facilitate contact with INCOLSA, and interest in sharing professional expertise and making a contribution to state and national bibliographic control.

A more detailed cost analysis will be made by INCOLSA to determine the requirements for converting the demonstration project to an ongoing service. Overall, we believe the approach taken in the demonstration is completely viable and we would not make any major changes since the routines established during the project were efficient and the overall evaluation of the participants was positive.

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Project Budgeting and Benefits

We thought it would be useful for readers to have some idea of what this project cost, what the money was spent for, and what benefits it provided. We hope this will be useful in stimulating other school/network projects.

The project introduced on-line computer-based networking to the school administrators and school library media center staffs in some of the largest school systems in Indiana. In addition to the staff directly involved in the project, some schools involved the building-level staff in educational programs conducted locally or by INCOLSA. There is some evidence that this project also will encourage schools to explore other network services (for example, some interest has been shown in INCOLSA's on-line information retrieval project, and we hope to involve more schools in our Indiana Union List of Serials data base).

With respect to network participation, the demonstration project results were far more positive and permanent than we had expected. During the demonstration, five school corporations examined their total local processing operations and concluded that network participation would be beneficial. They contracted with INCOLSA for OCLC services and purchased their own equipment. Within less than a year from the completion of the project all of these five schools, involving about 200 building-level centers, will be operational on the OCLC system. This tripled the INCOLSA school participation in our OCLC users group.

This participation of schools in the state and national networking improved identification of local area resources and provided better access to resources for students and faculty, as well as the benefits obtained for local processing. In addition, this participation of schools will contribute to making the network more effective for all types of library users.

The total direct cost of the project was just under $45,000. This budget provided for the lease of a printer for INCOLSA and the purchase of microfiche readers and subscriptions to the LC subject heading microfiche service for each participant. (INCOLSA made one of its terminals available for the project.) About 7,500 titles were processed -- the budget covered all OCLC-related costs except catalog cards which were paid for by each participant. In all, about 30 staff members of school library media centers were provided with training in Films: A MARC Format, in AACR, Revised Chapter 12, and advanced training in specific problems in cataloging non-print media. Collectively, a total of more than 100 days of class room instruction was provided. Site visits were made for participants, as required, to gather data for computer-based production of cataloging, to review routines, and to discuss modifications in local cataloging procedures.

Overall, the project contributed 2,294 new records to the OCLC data base. The value of this contribution is impossible to quantify. INCOLSA staff did an analysis (See table II) of the new records input by INCOLSA to determine use of these records by other libraries. (The count was made shortly after the project ende and no attempt has been made to update the findings to measure reuse over time.) In all, about 24% of the titles had been used at least once, and a total of 538 re-uses were made. Assuming a comparable reuse for all of the new titles input during the project, a total of 997 catalogings for non-project libraries was facilitated by the project efforts.

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Perhaps the most important result, over time, will be the upgrading of staff skills. Project participants rated themselves on their knowledge of AACR and MARC format skills before and after the project. In virtually every case there was a marked improvement as a result of participation. The willingness and ability to contribute media cataloging to national standards to cooperative data bases will, we believe, be a major contribution of school media centers to national bibliographic control. This project demonstrates that schools can make such a contribution and could provide leadership and advice in developing better bibliographic control for non-print materials.

Due to restrictions on use of Federal grants, it is often difficult to develop and fund school/network demonstrations. Since this project resulted in a significant increase in school participation in on-line networking, we believe that the U.S. Department of Education should encourage similar demonstrations related to other network services of potential benefit to schools. In addition, it would be useful if any impediments that might exist concerning use of grant funds for cooperative projects be removed. In particular, one that frequently occurs is purchase of equipment. Since access to on-line networks requires equipment, it would be helpful if there were more flexibility in permitting more funds to be used for equipment acquisition when necessary.

PART II

SECTION I

NON-PRINT MEDIA CATALOGING DEMONSTRATION PROJECT

Project Initiation

Potential project participants were identified and contacted by the Indiana Department of Public Instruction, Division of Instructional Media. To qualify for project participation, school corporations had to meet the following requirements:

1. A commitment to catalog non-print media in adherence with national standards (i.e. AACR, Revised Chapter 12 and Films: A MARC Format).

2. Availability of professional media center staff to work on the project.

3. A commitment to permit media center staff to attend training sessions on AACR, Revised Chapter 12 and Films: A MARC Format.

4. An agreement to pay for the cost of the catalog cards produced during the project.

5. An agreement to obtain the bibliographic tools necessary to implement national standards.

School corporations were contacted. Corporations meeting the above requirements and interested in possible participation were invited to send representatives to a one-day meeting. The meeting agenda included a basic introduction to networking, INCOLSA and OCLC, on-line cataloging, and project objectives and procedures. Discussions also included specific concerns and problems encountered in handling non-book media titles. Eleven centralized media processing centers, representing 333 building level library media centers, elected to participate in the demonstration project. However, shortly after commencing the project, two of the original participants withdrew and were replaced by two new participants.

The participanting agencies were:

Carmel Clay Schools
Crown Point Community Schools
Indiana Department of Public Instruction, Nutrition Project**
Duneland School Corporation**
Evansville-Vanderburgh County Schools
Gary Community Schools
Indianapolis Public Schools
Lafayette Community Schools
Monroe County School Corporation
Portage Township Schools
Richmond Community Schools*
South Bend Community Schools*
Vigo County School Corporation

* School corporations that withdrew from the project
** Replacements for project participants that withdrew

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Since project participation required adherence to AACR, Revised Chapter 12 and Films: A MARC Format, media center staff responsible for the bibliographic control of non-print media were provided copies of these documents. Detailed instruction by INCOLSA staff in the interpretation and application of these standards prior to the start of actual cataloging was given through group and on-site training and individual consultation. As far as project staff are aware, this was the first time a group of librarians was trained in the use of the MARC format for a decentralized cooperative project. After they had had several months of experience in the project, participants attended an advanced non-print media cataloging workshop conducted by Nancy Olson, a nationally recognized expert.

The project data base was implemented on the OCLC system, a nationwide on-line computer based library network, available to Indiana libraries through the INCOLSA network. At the outset of the project three of the project participants had direct access to the OCLC system via their own OCLC terminals. Those school corporations having direct access were:

Gary Community Schools
Lafayette Community Schools
Vigo County School Corporation

The nine remaining school corporations, which did not have direct access to an OCLC terminal, were added to the INCOLSA Processing Center's OCLC card production profile. This profile was tailored to provide building level identification for each school within a school corporation. Building level identification of the individual schools permitted specificity in card distribution, classification and subject headings. Those added to the INCOLSA Processing Center's OCLC profile were:

Carmel Clay Schools
Crown Point Community Schools
Department of Public Instruction, Nutrition Project
Duneland School Corporation
Evansville-Vanderburgh County Schools
Indianapolis Public Schools
Monroe County School Corporation
Portage Township Schools
Richmond Community Schools
South Bend Community Schools

All of the school corporations participating in the project used the Dewey Decimal classification scheme and Library of Congress Children's Subject headings and/or Library of Congress Subject Headings (LCSH). Prior to participating in this project, the participating schools used Sears subject headings and locally developed subjects where Sears lacked an appropriate term.

The decision to switch to Library of Congress subject headings was based on three factors: (1) LC MARC records for non-print media do not include Sears subject headings; (2) users of OCLC contributing MARC records for non-print media generally use Library of Congress subject headings; and (3) an informal random comparison of Sears and Library of Congress subjects done by INCOLSA

staff in 1975 indicated that 84% of the subject terms were exact equivalents.[1] The remaining 16% varied principally in structure or length. Switching to Library of Congress subject headings eliminated a great deal of local subject assignment, which would have been required had Sears subjects been used. In addition to using Library of Congress subjects, project participants were permitted, due to the flexibility of the OCLC system, to use local subject terms where necessary and when properly tagged. Inclusion of local subject terms preserved any continuity already established in the subject analysis of the school's non-print media collection.

Since all of the project participants lacked the Library of Congress Subject Heading List, the project obtained a microfiche reader and one subscription to the LCSH on microfiche for each participating school corporation to supplement the other bibliographic tools required for the project. The microfiche edition was selected because it is current and cumulative, thus eliminating the need to consult several lists.

Project Procedures

The project procedures accommodated both direct and decentralized input. Those participants having direct access to the data base via their own OCLC terminals cataloged their non-print media on the system and submitted production statistics to INCOLSA. The statistics were reported as OCLC First-Time-Uses and original cataloging input.[2] Participants received a reimbursement for the OCLC first-time-use charges incurred, but were not reimbursed for time required to do original cataloging. Participants having direct access to the data base were not required to keep statistics about the types of media they cataloged or to submit cataloging worksheets for those titles. It was felt that the work done by the INCOLSA Project Staff for the indirect project participants would serve as a large enough sample for project evaluation purposes.

The project procedures for those participants not having direct access to the OCLC data base is outlined below:

1. School media center staff sent an initial request workform to INCOLSA Project staff, which consisted of one project coordinator and one terminal operator. The request form included the following information to facilitate an accurate

---

[1] Since our study, an article has been published reporting similiar findings. Thomas Schadlich's "Changing from Sears to LC Subject Headings", Library Resources and Technical Services, V.24, No. 4 (Fall 1980) 361-363.

[2] A First-Time-Use refers to cataloging a title for the first time from a catalog record already in the data base; original cataloging refers to producing a complete catalog record to national AACR and MARC standards for input to the file as part of a cooperative cataloging effort. OCLC does not levy a charge for original cataloging since the participant entering such a record is making a cooperative contribution to all users.

data base search: title, production/release information, physical description and series, if applicable. All information was recorded according to AACR, Revised Chapter 12 and ISBD punctuation. A copy of the request workform is shown in Figure 1.

Note that this form, as explained in 6 below, also served as the original cataloging workform. The workform incorporated the MARC tags and some default fixed field elements. This design was elected to minimize the transcription of cataloging information, if original cataloging and input were necessary.

2. INCOLSA Project staff logged in the request workform by date in order to facilitate equitable treatment of requests.

3. INCOLSA Project Staff searched the request against the OCLC data base for the correct cataloging record.

   Project staff were experienced with both OCLC operations and non-print media cataloging. While it might strike purists as impossible to catalog this way, the procedure is much like that used by libraries ordering Library of Congress cards. The INCOLSA Project Staff was dependent upon the school media specialist to record accurate information.

4. If the title was found in the OCLC data base, cataloging was completed and catalog cards, reflecting the school's call number specifications and shelving designations (e.g. FILM, MOTION PICTURE, KIT, etc.) were produced. These catalog cards were mailed directly from OCLC to the school corporation's central media processing centers, ready for filing.

   In cases where further consultation was required, communication was facilitated through INCOLSA's USOE LSCA supported In and Out WATS line. Consultation usually occured when there was a question about how an item should be treated, e.g., as a separate or as a set.

5. If the title was not found in the OCLC data base, the title was searched against the National Union Catalog for Films and Motion Pictures for transcription and input into the OCLC data base. This routine was necessary for two reasons:

   (a) The unavailability of LC's MARC file for projected non-print media materials on the OCLC system at the start of this project (the loading of this retrospective machine-readable file commenced in late September 1979 and included approximately 65,000 cataloging records).

INCOLSA/DPI COOPERATIVE MEDIA PROJECT WORKSHEET

-14-

Type: Blb lvl: m Govt pub: Lang: Source: d Leng:
InL/C: u Enc lvl: I Type mat: Ctry: Dat tp: MEBE:
Tech: Mod rec: b Pressbks: ø Postr: ø Stills: ø Scrpt: ø Other: ø
Desc: r Int lvl: Dates:

FOR ICP USE ONLY:
FTU __ INPUT __
# of cds ordered __
Date recd. _____
Date catd. _____

ø1ø LCCN

ø4ø ICP ≠c ICP

øø7 ≠a ≠b ≠c ≠d ≠e ≠f

ø92 Dewey/Cutter ≠a ≠b

ø99 Local Free text call no.

ø49 Holding code(s), etc.

043 Geog. code

TAG	IND	CATEGORY
1__	__	Main entry
245	__	Title,etc.
26ø		Release/Publication
3ø1		Physical Description
4__	__	Series statement
5__		Note
5__		Note
505		Contents Note
52ø		Annotation
6__	__	Subject
6__	__	Subject
7__	__	Added entry
7__	__	Added entry
8__	__	Series traced differently

FIGURE I. SAMPLE WORKFORM

(b) The need to get cataloging data for older titles which would not have been included in LC's machine-readable file which began in 1972.

6. If the title was not found in the NUC's, the request workform was returned to the originator for completion of descriptive cataloging, subject analysis, classification and full MARC coding.

7. The completed workforms (with the original cataloging MARC data) were then returned to the INCOLSA Project Staff for input into the OCLC data base and subsequent card production.

8. After processing, these workforms were coded to permit analysis for project evaluation. Data coded included:

   - date
   - whether First-Time-Use or original cataloging
   - whether the titles had been handled before by the project staff.

This method of shared responsibility for creating standardized machine-readable bibliographic records for non-print media resembles that used by the Library of Congress. The standardized bibliographic desciptive data, which appears on LC's printed cards for projected media, is provided on report forms submitted to the Library of Congress by producers participating in the NICEM (National Information Center for Educational Media) reporting program. Subject analysis, suggested classification numbers, and entry verification are done by the Library of Congress. In both this demonstration project and LC's program the actual item requiring cataloging is never seen by the inputting agency. Therefore, the originator of the bibliographic information must be scrupulous in supplying accurate information.

Project Statistics

Table I summarizes the production statistics for each school corporation. During the course of the demonstration project, a total of 7,495 titles were cataloged. Of these, 5,201 or 69.4% were found in the OCLC data base (the figure 5,201 represents both unique titles and titles handled more than once during the project). In contrast, a find rate of 95.1% for books was reported by Markuson.[3]

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[3] Markuson, Barbara Evans. Analysis of Requirements of On-Line Network Cataloging Services for Small Academic, Public, School, and Other Libraries: A Demonstration Project Using the OCLC System. Washington, D.C., U.S. Office of Education, 1977, p. II-8. (ERIC document, ED 140861)

PART II, SECTION I

2. The Library of Congress's catalog coverage for these formats may be more comprehensive.

However, it should be noted that the best hit rate (69.4% for motion pictures) is still significantly lower than the 95.1% for books cited earlier in this report. The fourth highest hit rate, 55.4%, was for kits, a type of media for which LC provides no cataloging. This rate surpassed that for transparencies and video-recordings, which LC does catalog. All of the machine-readable cataloging records for kits and for other non-projected types of media were OCLC user input records. This will continue to be the case. Since there is no national effort to catalog these non-projected media items such as exists for the projected non-print media, cooperative cataloging on OCLC will remain an important effort toward bibliographic control and access. Therefore, school library media centers, or processing centers serving them, that are considering use of the OCLC data base for non-print media cataloging, should expect to do more original input for these non-projected media in comparison to projected media. A key factor in an improved hit rate will be the increased participation in shared cataloging by those librares that acquire these types of non-print media.

TABLE I

PRODUCTION STATISTICS AND HIT RATE BY SCHOOL CORPORATION

SCHOOL NAME	TOTAL TITLES REQUESTED	TOTAL UNIQUE TITLES FOUND	TOTAL UNIQUE TITLES INPUT	TOTAL TITLES RL-REQUESTED**	HIT RATE
Carmel Clay Schools	423	206	180	37	57.5%
Crown Point Community Schools*	159	109	50	--	68.6%
DPI, Nutrition Project	59	52	5	2	99.0%
Duneland School Corporation	560	315	187	58	66.6%
Evansville-Vanderburgh Co. Schools*	1377	698	626	53	54.5%
Gary Community Schools**	1191	993	198	--	83.4%
Indianapolis Public Schools	379	215	149	15	60.7%
Lafayette Community Schools**	572	549	23	--	59.8%
Monroe County Schools	543	299	142	102	73.8%
Portage Township Schools	307	181	109	17	64.5%
Richmond Community Schools ***	7	1	6	0	14.3%
Vigo Co. School Corporation**	1918	1299	619	--	67.7%
TOTALS:	7495	4917	2294	284	69.4%

*These school corporations obtained their own OCLC terminals before the conclusion of the project. The figures cited here are the combined result of INCOLSA Project Staff work and work done on their own terminals.

**School corporations having their own terminals were not required to report this figure. Those figures cited do not distinguish re-requests within a school corporation from requests among school corporations.

***This corporation had to withdraw shortly after the project began.

PART II, SECTION I

Possible reasons for this differential are listed below:

1. The unavailability of the Library of Congress's MARC file for projected media for part of the project. Project participants and INCOLSA Project Staff were compelled for the first nine months of the project to transcribe or otherwise originally catalog a significant number of titles already in the LC MARC file for projected media.

2. Differences in the selection of cataloging title. Sometimes the project participants preferred to catalog a non-print media item as a set using the series title. The Library of Congress, on the other hand, may have elected to catalog the components of the set as separates with a series added entry.

3. A significant number of titles requested were published before LC's implementation of machine-readable cataloging for projected non-print media.

4. The type of non-print media title requested. This aspect will be more fully developed under the discussion of hit rates by type of material.

It goes without saying that there is still a significant gap between the bibliographic coverage for books and non-print media. To illustrate the need, however, it should be noted that even the efforts of this small demonstration project have not gone unnoticed by other OCLC system users. Of the 1,240 titles for which original catalog records were input by the INCOLSA Project Staff, 307 titles or 24.8% have already been used for cataloging by other OCLC users and, of these, the average reuse per title was 1.75.[4] (See Table II.) However, among project participants the duplication rate (reported in Table I) was not very high, and data were not analyzed to assess whether the duplication that was noted occured within a single school corporation or among school corporations.

Hit Rate by Media Type

Project data seem to indicate that the likelihood of finding a machine readable record in the OCLC data base varies greatly depending upon the specific type of media being cataloged. Table III reports for each school corporation both the type of media cataloged and the presence or absence of a record in the data base for that type of media. Table IV summarizes these data.

The highest hit rates were for motion pictures, filmstrips and slides respectively. This may be due to the following:

1. Libraries and media centers using the OCLC system may buy more titles in these formats.

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[4] This figure is based on a check for subsequent usage conducted the week of September 8, 1980.

PART II, SECTION I

TABLE II

ORIGINAL CATALOGING RECORDS REUSED BY OTHER OCLC USERS

SCHOOL NAME*	TOTAL TITLES FOR WHICH ORIGINAL CATALOGING INPUT	TOTAL UNIQUE RECORDS USED BY OTHER LIBRARIES	TOTAL NUMBER OF REUSES BY OCLC USERS
Carmel Clay Schools	180	34	61
Crown Point Community Schools	18	7	21
DPI, Nutrition Project	5	1	1
Duneland School Corporation	187	11	12
Evansville-Vanderburgh Co.Schools	444	116	172
Indianapolis Public Schools	149	42	68
Monroe County Schools	142	67	154
Portage Township Schools	109	25	45
Richmond Community Schools	6	4	4
TOTALS:	1240	307	538

*NOTE this table represents only the schools handled by INCOLSA Staff.

PART II, SECTION I

TABLE III*

HIT-RATE ANALYSIS BY SCHOOL CORPORATION AND MEDIA CORPORATION

SCHOOL NAME	CHART			DIORAMA			FILMSTRIP			FLASHCARD			GAME			KIT			MICROSCOPE SLIDE		
	T**	I	F	T	I	F	T	I	F	T	I	F	T	I	F	T	I	F	T	I	F
Carmel Clay	0	0	0	0	0	0	275	86	189	0	0	0	1	0	1	2	1	1	0	0	0
Crown Point	0	0	0	0	0	0	30	13	17	0	0	0	0	0	0	5	1	4	0	0	0
DPI, Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Duneland	1	0	1	0	0	0	122	25	97	4	4	0	8	8	0	6	5	1	0	0	0
Evansville	2	2	0	0	0	0	827	358	469	0	0	0	0	0	0	20	8	12	0	0	0
Indianapolis	1	0	1	0	0	0	274	107	167	1	1	0	5	4	1	22	8	14	0	0	0
Monroe County	0	0	0	0	0	0	518	134	384	0	0	0	0	0	0	1	1	0	0	0	0
Portage	0	0	0	0	0	0	192	60	132	0	0	0	0	0	0	3	1	2	0	0	0
Richmond	0	0	0	0	0	0	3	2	1	0	0	0	0	0	0	6	4	2	0	0	0
TOTALS	4	2	2	0	0	0	2241	785	1456	5	5	0	14	12	2	65	29	36	0	0	0

* Table covers indirect participants only.
** T = Total requests by media type.
I = Total titles original cataloged.
F = Total titles found in data base.

PART II, SECTION I

TABLE III (Cont)*

INCOLSA NON-PRINT MEDIA DEMONSTRATION PROJECT ANALYSIS
BY SCHOOL, MEDIA TYPE, FINDS, INPUTS

SCHOOL NAME	MODEL			MOTION PICTURE			REALIA			SLIDE			TRANSPARENCY			VIDEORECORDING		
	T	I	F	T	I	F	T	I	F	T	I	F	T	I	F	T	I	F
Carmel Clay	0	0	0	79	32	47	0	0	0	3	2	1	0	0	0	64	62	2
Crown Point	0	0	0	2	2	0	0	0	0	0	0	0	3	2	1	0	0	0
DPI, Nutrition	0	0	0	59	3	56	0	0	0	0	0	0	0	0	0	0	0	0
Duneland	1	1	0	356	105	251	0	0	0	11	5	6	2	1	1	50	33	17
Evansville	1	1	0	133	42	91	0	0	0	51	17	34	23	16	7	0	0	0
Indianapolis	0	0	0	7	7	0	2	2	0	63	17	46	4	3	1	0	0	0
Monroe County	0	0	0	12	5	7	0	0	0	8	2	6	1	0	1	0	0	0
Portage	0	0	0	106	35	71	0	0	0	4	2	2	1	1	0	17	14	3
Richmond	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	2	2	0	754	231	523	2	2	0	140	45	95	34	23	11	131	109	22

* Table covers indirect participants only.
T = Total Requests by media type.
I = Total original inputs by media type.
F - Total data base finds by media type.

PART II, SECTION I

TABLE IV

HIT RATE BY MEDIA TYPE

MEDIA TYPE	TOTAL REQUESTS	TOTAL INPUTS	TOTAL FOUND	HIT RATE
CHART	4	2	2	50.0%
DIORAMA	0	0	0	0.0%
FILMSTRIP	2241	785	1456	64.9%
FLASHCARD	5	5	0	0.0%
GAME	14	12	2	14.3%
KIT	65	29	36	55.4%
MICROSCOPE SLIDE	0	0	0	0.0%
MODEL	2	2	0	0.0%
MOTION PICTURE	754	231	523	69.4%
REALIA	2	2	0	0.0%
SLIDE	140	45	95	67.8%
TRANSPARENCY	34	23	11	32.3%
VIDEORECORDING	131	109	22	16.7%

PART III

PARTICIPANTS EVALUATION OF THE DEMONSTRATION PROJECT

At the conclusion of the demonstration project, participants were asked to complete a brief evaluation questionnaire (See Appendix 1). Although all participants had agreed to complete the evaluation prior to their acceptance in the project, responses were received from only 9 out of the 12 participants; a response rate of 75%. (One was received too late to tally).

Overall the evaluation was favorable. When asked if they would be interested in having a cooperative non-print media cataloging service available on a continuing basis, respondents replied:

Yes ..... 7 respondents

No ..... 0 respondents

Not applicable .... 1 respondent[5]

Based on the findings of the project, INCOLSA plans to explore provision of a continuing service in non-print media cataloging.

Evaluations on specific aspects of the project are presented below.

Training

Overall, the training in the application of AACR, Revised Chaper 12 and Films: A MARC Format was judged above average with respect to appropriateness and thoroughness. In general, even the project participants who did not have OCLC terminals and who were thus much less familiar with MARC coding had few problems in using the format.

Knowledge and Skills Gained by Participants

The project participants were asked to rate their knowledge of AACR, Revised Chapter 12 and Films: A MARC FORMAT before and after the project. Their self-assessment is shown in Table V.

Project participants evaluation indicates that most made significant gains in their understanding of Films: A MARC Format and AACR, Revised Chapter 12. Prior to the project several project participants were using locally developed non-print media cataloging rules or some other generally available published rules.

Cataloging

Overall, participants judged the quality of the non-print media cataloging positively. Table VI shows the ratings for three criteria: call number assignment,

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[5] School corporation had obtained its own terminal.

PART III

subject heading assignment, and descriptive cataloging. In general, the project participants found these three categories of cataloging information to be satisfac'ory. The two participants ranking these categories as excellant either had their own terminal from the outset of the project or obtained one during the project. Therefore, their evaluation of the cataloging may be interpreted as a more specific comment upon the quality of the non-print media cataloging found in the data base. Other evaluations from participants not having a terminal might be influenced by the fact that a central staff was doing some tasks (e.g., assigning call numbers) that previously had been done locally.

However, the generally positive assessment is of particular note, since the cataloging done by INCOLSA project staff was done without the item in hand and the appropriate OCLC records were accepted with only minor editing. Project evaluation seems to indicate that little or no editing of correctly identified records can result in a product judged positively by school media librarians and, furthermore, that OCLC's shared cataloging data base is a positive assistance in cataloging non-print media.

Recommendations for Procedural Changes for Future Implementation

Participants were asked to make suggestions to INCOLSA should it continue to provide a similar type of service. Only two of the eight respondents had any suggestions to offer. These included:

1) Further simplification of project instructions.
2) More efficient mechanisms for reducing the turn around time for various procedures.

With regard to the second suggestion, items not found in the data base had to be returned to the originator for complete cataloging and subject analysis; hence, delays resulted. The magnitude of these delays and the cumbersomeness of mailing the requests back and forth became more apparent to the participant making this comment after the school obtained a terminal. This seemed not to be a factor for respondents not having changed to on-line network access.

Networking

Participants were asked if the project had contributed to their understanding of network development. All of the respondents answered the question "yes", but in most instances they did not offer any specifics in the "explanation area". However, one participant said, "I believe it was important for the school corporation to realize that networking capabilities exist..."

however, as noted below, the project actually resulted in a significent increase in network participation among the schools included in the project.

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TABLE V

PRE AND POST PROJECT EVALUATION OF CATALOGING SKILLS

PROJECT SCHOOL	MARC KNOWLEDGE		AACR KNOWLEDGE	
	Before	After	Before	After
A	6	8	3	8
B	4.5	8	3	8
C	0	8	0	8
D	0	7	5	8
E	-	-	1	9
F	3	8	4	9
G	0	5	7	7
H	1	6	1	8

PART III

TABLE VI

RESPONDENTS' EVALUATION OF COOPERATIVE NON-PRINT MEDIA CATALOING[1]

	UNSATISFACTORY	BELOW AVERAGE	SATISFACTORY	ABOVE AVERAGE	EXCELLANT	NOT APPLICABLE[2]	TOTAL
Acceptability of Call Number Assigned	0	0	3	1	2	2	8
	0%	0%	37.5%	12.5%	25%	25%	100%
Acceptability of Subject Headings assigned	0	0	3	2	1	2	8
	0%	0%	37.5%	25%	12.5%	25%	100%
Accuracy of Descriptive Cataloging	0	1	1	2	2	2	8
	0%	12.5%	12.5%	25%	25%	25%	100%

[1] The top number in the box is the total number of respondents; the lower box is the percent for that category.

[2] Two project participants considered this question as not applicable, since they were cataloging directly on OCLC with the piece in hand.

PART III

Reassessment of Handling Non-Print Media Cataloging

Six out of the eight respondents to the questionnaire indicated that, as a result of project participation, they have re-evaluated and modified local procedures for handling non-print media. The most important change is in the number of participants who decided to convert to on-line cataloging on the INCOLSA/OCLC network either during the project or since the conclusion of the project, although this was not a specific objective of the demonstration.

When the project commenced,only two systems participated in the INCOLSA/OCLC network. They were the Gary School Corporation and the Vigo County School Corporation. Invitation to participate in the project, stimulated the Lafayette School Corporation to reassess its local practices, reorganize and establish a centralized media processing center, and obtain its own terminal for INCOLSA/OCLC network participation before the project was fully underway. During the course of the project, two additional school corporations, Crown Point Community Schools and Evansville-Vanderburgh County School Corporation converted to on-line cataloging and obtained their own terminals. Since the conclusion of the project, three more project participants have ordered terminals. The school corporations planning to become direct users of OCLC in early 1981 are: Duneland School Corporation, Indianapolis Public Schools, and Richmond Community Schools. Portage Township Schools, a user of the INCOLSA Processing Center's full cataloging service, has elected to continue using that cataloging service.

When asked about their decision to convert to on-line operation, several participants indicated that the project had given their schools an opportunity to evaluate INCOLSA/OCLC services, the flexibility of the OCLC system, and the benefits on-line processing brings in coping with their cataloging loads,expecially non-print media.

Examples of other local procedural changes and benefits which the project participants noted include:

1) Pre-order searching of non-print media on the terminal to establish/verify production dates. It was noted that A-V supplier catalogs seldom include this information and that this procedure minimizes the ordering of out-dated materials.

2) Led to the establishment of a union catalog of school corporations media holdings and the adoption of AACR as a cataloging standard for non-print media cataloging.

3) Overall procedures were "streamlined".

4) Non-print media materials were available for student and faculty use much sooner.

PART III

Benefits From Participating in Project

Project participants were asked to list any specific benefits the school corporation gained from participation in the project. Their comments included:

1) Faster delivery of non-print media materials to building level media centers.

2) An increased awareness of the implications of automated library technology on the part of school administrators.

3) The knowledge and importance of cataloging to a national standard.

4) The opportunity to re-evaluate the school system's present cataloging procedures and system.

5) Increased user satisfaction because more materials were found to be in the data base and were processed faster.

Reduction in processing and cataloging time was mentioned most often. Project participants were able to get the non-print media to the end user in a more timely, efficient manner.

APPENDIX A

INCOLSA/DPI MEDIA PROJECT

AGENCY NAME: _____

_____

_____

PRODUCTION STATISTICS

MONTH: _____

ICP

AMOUNT OF CREDIT _____

FTU's _____ @ $1.20

Original Input _____

Estimate of Cards Produced _____

LIBRARY	NO. OF TITLES	NO. OF CARDS	COST
Indirect Users:			
Carmel Clay Schools			
Evansville-Vanderburgh			
Indianapolis Public			
Monroe Co. Public Schools			
Portage Twp. Schools			
Richmond Comm. Schools			

Direct Users:	FTU's	Amount of Credit
Crown Point Comm. Schools		
School City of Gary		
Lafayette School Corp.		
Vigo Co. School Corp.		

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APPENDIX B

INCOLSA/DPI Cooperative Media Project

Project Evaluation

1. Would you be interested in having this type of service available on a continuing basis?

   _____yes _____no

2. How would you rate the training you received from Incolsa staff with respect to anpropriateness and thoroughness?

   1._____Unsatisfactory
   2._____Below average
   3._____Satisfactory
   4._____Above average
   5._____Excellant

3. How would rate the general accuracy of the cataloging provided by Incolsa staff?

   A. Call number acceptable:

   1._____Unsatisfactory
   2._____Below average
   3._____Satisfactory
   4._____Above average
   5._____Excellant

   B. Subjects acceptable:

   1._____Unsatisfactory
   2._____Below average
   3._____Satisfactory
   4._____Above average
   5._____Excellant

   C. Description accurate (matched piece in hand):

   1._____Unsatisfactory
   2._____Below average
   3._____Satisfactory
   4._____Above Average
   5._____Excellant

4. Has this project contributed to your understanding of network development?

   _____yes _____no

   please explain_____

   _____

5. How would you rate this project, overall, in contributing to your professional development?

   1._____Unsatisfactory
   2._____Below Average
   3._____Satisfactory
   4._____Above average
   5._____Excellant

6. Has the project contributed, in anyway, to a reassessment of the handling of media materials in your school system?

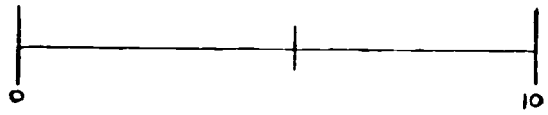
   _____yes _____no

   please explain_____

   _____

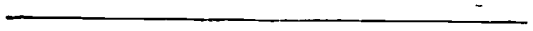
7. Rate your knowledge of Films: A Marc Format.

A. Before the project:



0=No knowledge
10=Thorough knowledge

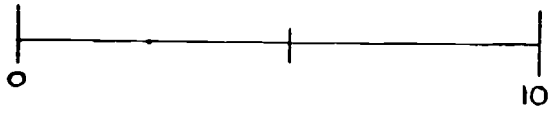
B. After the Project:



0=No knowledge
10=Thorough knowledge

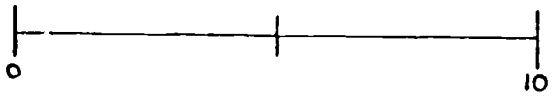
8. Rate your knowledge of AACR, Rev. Ch. 12.

A. Before the project:



0=No knowledge
10=Thorough knowledge

B. After the project:



0=No knowledge
10=Thorough knowledge

10. If Incolsa were to continue work with school on a simular type of project (i.e. indirect access to OCLC), what changes would you suggest in the procedures developed for this project?

11. List any specific benefits the school corporation gained from participating in this project?

RETURN TO: Jan Alexander
INCOLSA
1100 W. 42nd Street
Indianapolis, Indiana 46208

QUARTERLY REPORT

No. 3, April - June, 1979

Grant No. G00780805130

CONFERENCE ON CRITICAL ISSUES IN NETWORK DEVELOPMENT

Principal Investigator: Barbara Evans Markuson
Indiana Cooperative Library Services Authority (INCOLSA)
1100 West 42nd Street
Indianapolis, IN 46208

Contracting Agency: Indiana Department of Public Instruction
State House
Box 229
Indianapolis, IN 47204

Project Director: Phyllis Land
Division of Instructional Media
Indiana Department of Public Instruction
Telephone: (317) 927-0296

July 2, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Office of Education

Office of Libraries and Learning Resources

Period: April - June, 1979 Grant No. G007805130

Name of Institution: Indiana Department of Public Instruction

Title of Project: Conference on Networks for Networkers

Name of Project Director: Phyllis Land

Office of Education Division: Office of Libraries and Learning Resources

1. Major activities and accomplishments during this period:

The major activity for this quarter was the conference, which convened on Wednesday, May 30 at 1:00 p.m. at the Sheraton West Hotel in Indianapolis, Indiana. A conference program is included with this report. A total of 89 full conference participants attended. Additional registrants for the conference included four staff members, seven National Advisory Committee members, six State Planning Committee members, 21 observers and nine special program presentors, totalling 136 conference attendees.

All participants were sent a final mailing which included a background paper by Norman Stevens, a reprint of an article by Don Swanson, and an Indianapolis "IMPACT" brochure produced by the Tourism Development Division, Indiana Department of Commerce.

Conference participants were given a packet of information at the time of registration. This packet included biographies of speakers, conference attendees list, critical issue forms and the remaining background papers. The conference packet as well as the Norman Stevens paper are included with this report.

Polaroid photographs were taken of all conference attendees as they registered. These photographs were on display during the conference to help attendees get to know one another.

Due to the cancellation of the DC-10 flights one program participant, Roderick Swartz, Olympia, Washington, was not able to attend the conference. However, a telecommunications link was established and the debate was held on Friday morning, with Mr. Swartz and Mr. Glyn Evans, as previously planned. No other major disruption occurred, and the conference generally went smoothly.

A more complete conference report will be submitted as a part of the final report.

A meeting of the State Planning Committee was held Wednesday, April 18, 1979. Included in this meeting was Jean Gnat who volunteered to handle local arrangements. Minutes of this meeting are attached.

A meeting of the National Advisory and State Planning Committee members was held on Wednesday morning before the conference to take care of final conference arrangements.

2. Problems:

The usual problems of last minute cancellations lowered the actual number of full conference participants from the suggested 100 to 89. Program presentors who had cancelled included Henriette Avram who was replaced by Lee Power, and Russell Shank who was replaced by Carol Ishimoto.

3. Significant findings and events:

The response to the conference by the attendees was affirmative. See the attached letters.

4. Dissemination activities:

Neal-Schuman Publishers were chosen to publish the conference proceedings. Choice of publisher was based upon anticipated speed of publication, cost of book, charge for indexing, and method of promotion to foster wide dissemination of the conference proceedings.

Following suggestions made by the lay delegates to the Indiana Pre-White House Conference on Library and Information Services, an effort was made to inform lay persons of the issues involved in networking. For this reason, a public relations consulting firm, Howard S. Wilcox, Inc., was contracted to handle information dissemination for the conference. Mrs. Caroline Geib, Vice President, from that office sent preconference press releases to the local newspapers of all invited participants and prepared a press kit. Edward N. Howard of the State Planning Committee served as liaison from the conference staff to the Wilcox Agency.

Mrs. Geib, in cooperation with Project Director Phyllis Land, arranged to have photographs taken of conference attendees. These photos have been sent to the attendees for their local newspapers or other publications.

In addition to this, a brief summary report is being sent to those news agencies which have requested it.

One article (copy attached) appeared in the Indianapolis newspaper on Saturday after the conference and a 5 o'clock news story appeared on the last day of the Conference on Channel 6 in Indianapolis.

5. Activities planned for next reporting period:

Since the major thrust of the project, the conference, has been held, activities which remain will be those involved with the publication of the proceedings and with post-conference activities including correspondence, evaluation, etc.

A summary of the conference will be written and submitted to the funding agency, the National Advisory Committee, and to selected lay and professional delegates to the conference for comment and suggestions. The summary will then be sent to all delegates to the White House Conference on Library and Information Services.

All papers submitted as a part of the conference will be edited and forwarded to the publisher.

Period: April - June, 1979

Name of Institution: Indiana Cooperative Library Services Authority

Title of Project: Demonstration of Cooperative Development of a Machine-Readable Non-Print Media Data Base for Schools.

Name of Project Director: Phyllis Land

Office of Education Division: Office of Libraries and Learning Resources.

1. Major activities and Accomplishments During this period:

Since the January - March, 1979, quarterly report, Jan Alexander met with the cataloger of the Indianapolis Public schools to assist with cataloging and/or MARC coding questions.

On May 4, 1979, Ms. Yvonne Stribling was hired as project assistant. Since joining Incolsa in this capacity, Ms. Stribling has received intensive training in the use of the OCLC cataloging subsystem, Films: A MARC Format and AACR, Revised chapter 12. Ms. Stribling has assumed the responsibilities of searching OCLC and the NUC for the corresponding cataloging copy; editing the data base records as required; inputting original cataloging and keeping records of the project statistics.

Production Statistics: The attached table summarizes the transactions handled by Incolsa central staff as well as those libraries participating in the project directly via their own local OCLC terminals.

The project staff handled 477 titles. Of these 255 titles (45.8%) were input from input worksheets completed by project participants not having access to a terminal.

Quality Control Efforts: As was reported in January - March, 1979, quarterly report, schools participating in the project have agreed to use LC subject headings. Copies of LC's subject heading list in microfiche were ordered and received by the schools during this quarter. As well, the microfiche readers arrived in mid-June.

2. Problems Encountered:

None to report at this time.

3. Significant Findings and Events:

To date more professional time by school library professionals and Incolsa staff has been experienced. In part this effort may be attributed to the unavailability of the Library of Congress MARC films data base on OCLC. It is anticipated that there will be a reduction of professional effort by both school library professionals and Incolsa staff when the LC films data base is loaded at OCLC.

PROJECT STATISTICS, COOPERATIVE MEDIA CATALOGING

APRIL - JUNE 1979

School	Total Requests	Titles found in OCLC data base	Titles input to OCLC data base	Hit rate by school
Vigo County	101	32	69	32%
Gary	132	45	87	34%
Lafayette	15	8	7	53%
Crown Point	58	27	31	47%
Indianapolis Public	88	49	39	56%
Monroe County	46	32	14	70%
Portage	30	21	9	70%
Richmond	0	0	0	0%
Evansville	192	94	98	49%
Carmel Clay	80	32	48	40%
South Bend *	0	0	0	0%
Totals	742	340	402	45.8% (overall)

* Reports not available

4. Dissemination Activities:

Ms. Phyllis Land, Division of Instructional Media, Indiana Department of Public Instruction, participated in a program on "School Libraries in Networks" at the Luther Brown Media Educator's Conference in St. Cloud, Minnesota.

During the Conference on Networks for Networkers opportunities were provided to discuss the project with conference delegates.

Informal presentations concerning the project were given by staff whenever the opportunity arose.

5. Activities Planned for Next Reporting Period:

Selected analysis of cataloging problems encountered.

MINITEX MESSENGER

Vol.4, No.6, June 1979

Minnesota Interlibrary Telecommunications Exchange 30 Wilson Library, 309 19th Avenue S., University of Minnesota Minneapolis, Minnesota 55455

A Program of the Minnesota Higher Education Coordinating Board

RECEIVED JUN 25 1979

TO NETWORK OR NOT TO NETWORK SCHOOLS FACE THE QUESTION

On February 9, 1979, Phyllis Land, Director, Division of Instructional Media, Indiana Department of Public Instruction, and Alice Wilcox, MINITEX, presented a program on "School Libraries in Networks" at the Luther Brown Media Educator's Conference in St. Cloud, Minnesota. Following is Phyllis Land's report:

Why would school library/media centers want to participate in the multi-type library networks that are springing up across this country? Do schools have anything to gain? Do they have anything to offer other libraries in the networks? It appears that in 1979 there may still be as many questions as answers about school's participation in this concept called networking.

Why participate? Some of the school people may choose to affiliate with a network so as not to miss the "action," others think that joining may help alleviate the current financial constraints of school budgets, and others may see great potential for improving the quality of information services for the school community. Hopefully, most of the more than 70,000 school library/media specialists in this country would be eager to participate in a network if it improved information services for students. . . not necessarily so, for attitudes of school personnel just like those of other types of librarinas are still major obstacles to successful networks.

The principle of library networking is as American as Ralph Lauren's western wear - sharing human and material resources has been with us since the days of log rollings. Why then do we still have so many questions about school participation in library networks?

I believe that one reason is the identity problem schools perceive when relating the kind of information services schools provide with those of major research libraries. Perhaps schools may need to be reminded that they do have contributions to make. Schools have been forerunners in using audiovisual media and have built substantial collections of these materials. In Indiana, schools are getting the chance to contribute high quality cataloging for audiovisual items to the OCLC, .c. data base. Eleven school districts, working through the Indiana Cooperative Library Services Authority (INCOLSA) Processing Center, will input approximately 10,000 items for use by libraries throughout the OCLC system.

Indiana schools have been involved in networking from the beginning - helping assess the needs, set priorities, hire personnel and run the network. The legislation that permits library cooperatives in the State mandates a governance structure that gives decision-making responsibility to the members. In conducting the business of the network, the smallest school district has the same vote as the largest university. The Role of the School Media Program in Networking published as a task force report by the National Commission on Libraries and Information Science, strongly states that if school library media programs are included in networks, they must be equitably represented on the governing board. I believe two other principles identified in that report must be considered by schools considering participation in networks. The principle that states library networks must be built on strong individual library collections is imperative to follow. Each participating library must have the capability of serving basic needs of its users and should only use networks for requests that appear infrequently. It is important that school administrators and library/media

personnel alike realize that the principle that networking is not free has implications for the school districts' participation. Presently, there are limited funds appropriated at state levels and no federal funding for networking purposes.

Individual school districts must find answers to the questions and make decisions as to network participation, but collectively, these districts must address state level issues of funding, governance, etc. if schools are to have a real stake in the network future.

MINUTES

STATE PLANNING COMMITTEE

CONFERENCE ON NETWORKS FOR NETWORKERS

Held: Wednesday, April 18, 1979 at INCOLSA.

Present:	Miriam Drake	Glyn Evans, National Advisory Committee
	Edward N. Howard	Jean Gnat, Local Arrangements
	Jean Jose	Phyllis Land, Project Director
	Peggy Pfeiffer	Barbara Markuson, Principal Investigator
		Blanche Woolls, Conference Coordinator

Dean Bernard Fry sent his regrets that he could not attend.

The meeting was called to order at 9:00 a.m. After brief introductions, Phyllis Land explained the grant application and the funding agreements. Information was distributed concerning the invited participants and those who had accepted.

Blanche Woolls discussed the program plans to date and the role of the State Planning Committee for the conference. The principal tasks of the committee members will be:

1. Welcoming and greeting participants throughout the conference, but especially from 10:00 a.m. to 1:00 p.m. at the registration desk on Wednesday, the first day of the conference.
2. Greeting designated speakers at the airport.
3. Conducting small group discussions and recording issues raised, solutions suggested and priorities assigned to issues, as appropriate. Participants will be assigned to tables for the Wednesday evening dinner, with Committee members in charge.
4. Collecting issues at the close of each small group discussion and turning them in to Carol Sulanke, Conference Secretary.
5. Meeting in the Conference Suite at the end of each day to regroup for the following day.

Barbara Markuson led the discussion on the following items which include ideas suggested by the State Planning Committee:

1. Biographies of speakers will be included in participants' packets in order to avoid lengthy introductions at the conference.
2. Background papers will be sent to State Planning Committee members for their information.
3. Rather than arrange tours, give participants a map of Indianapolis and information regarding cab fares to various local sights.
4. Arrange for a press room and a press coordinator. Ed Howard will act as liaison for this.
5. A detailed list of conference events, tasks and assignments will be prepared and sent to the Committee.

The meeting was adjourned at 12:30 p.m.

If possible, please arrive at the Conference Site by 10:00 a.m. on Wednesday, May 30, 1979.

INVITED PARTICIPANTS

Adcock, Don
*Alpers, Helmut
Atkinson, Hugh
Aubry, John
Avram, Henriette
Baker, Phil
Bartolini, Paul
Bates, Henry
Bornholdt, Laura
Boykin, Joe
Brawner, Lee
Broderick, Patricia
Burns, Bob
Chang, Henry
Chen, Ching-chih
Cheshier, Robert
*Chodos, Laura
Clemmer, Hilda
Cole, Georgia
Cylke, Kurt
Davis, Hillis
Davis, Marvin
Day, Mel
DeGennaro, Dick
DeJohn, Bill
Demos, John
Diener, Ron
Dodd, James
Dougherty, Richard
Duncan, Cynthia
Ebenfield, Helene
Eberhart, W. Lyle
Echleman, Shirley
Ely, Don
Falsone, Annemarie
*Fields, Dale
Franklin, Hardy
Gell, Marilyn
Gesterfield, Kathryn
Grisham, Frank
Haas, Warren
Handley, Lee
*Harrar, Joanne
*Hart, Joanne
Healey, James
Huleatt, Richard
Heller, Dawn
Irby, Jane
Ishimoto, Carol
Isley, Natelle
Jackson, Carl
*Jaques, Tom
Jones, C. Lee
*Kemeny, George
Kennedy, James
Kilgour, Fred
Kopischke, John
Laatz, Mary Jane
Lagueux, Paul
Lankford, Mary
Laughlin, Jeannine
Leith, Marian
Lemke, Daryl
Linford, John
Little, Thompson
McNeal, Archie
Marshall, Nancy
Martin, Susan
Martin, Tony
Messmer, George
*Metoyer, Cheryl
Metz, T. John
Miller, Ron
Moore, Bessie
*Myers, William
Naftalin, Fran
Nemer, Barbara
Nemeyer, Carol
*Nichols, Gary
Olsen, Wallace
Patterson, Robert
Paulson, Peter
*Phinazee, Annette
*Prentice, Barbara
Raney, Leon
Rayward, W. Boyd
Remington, David
*Rhodes, Joseph
Richards, Jane
Riley, James
*Robinson, Barbara
Sager, Donald
Salmon, Steve
Schoenung, James
Schwartz, Arlene
Shank, Russ
Shaw, Ed
*Shubert, Joe
Simpson, Don
Slate, Ted
Slattery, Paul
Sorensen, Dick
Sprague, Philip
*Stanley, A. Knighton
Steepleton, Judith
Stepanian, Ellen
Sternic, Barbara
Stevens, Chuck
Stevens, Norm
Stevens, Pat
Stiegemeyer, Nancy
Studer, Bill
Stump, Ron
Sutherland, Louise
Swanson, Don
Swartz, Rod
*Thomas, Lucille
Trezza, Al
*Vassallo, Paul
*Walker, Sue
Wallach, John
Ware, Fran
Warner, Ed
Weber, David
Welsh, William
White, Brenda
Winslow, Ken
Wood, James
Yates, Ella

CONFERENCE PARTICIPANTS (as of April 17, 1979)

Adcock, Donald (Illinois)
*Alpers, Helmut (Ohio)
Atkinson, Hugh (Illinois)
Aubry, John (Michigan)
Avram, Henriette (D.C.)
Bartolini, R. Paul (Indiana)
Bates, Henry (Wisconsin)
Boykin, Joseph (North Carolina)
Broderick, Patricia (Pennsylvania)
Burns, Robert (Colorado)
Chang, Henry (Virgin Islands)
Cheshier, Robert (Ohio)
*Chodos, Laura (New York)
Clemmer, Hilda (Tennessee)
Cole, Georgia (Indiana)
Cylke, F. Kurt (D.C.)
Davis, Hillis (Georgia)
DeGennaro, Richard (Pennsylvania)
DeJohn, William (Washington)
Demos, John (Kentucky)
Diener, Ronald (Ohio)
Dodd, James (Georgia)
Duncan, Cynthia (Virginia)
Ebenfield, Helene (D.C.)
*Fields, Dale (Delaware)
Gell, Marilyn (D.C.)
Grisham, Frank (Tennessee)
*Harr r, Joanne (Maryland)
*Hart, Joanne (Minnesota)
Heller, Dawn (Illinois)
Ishimoto, Carol (Massachusetts)
Isley, Natelle (Mississippi)
Jackson, Carl (Indiana)
Kennedy, James (Texas)
Laatz, Mary Jane (Indiana)
Laughlin, Jeannine (Mississippi)
Lemke, Darrell (D.C.)
Linford, John (Massachusetts)
Little, Thompson (Ohio)
Marshall, Nancy (Wisconsin)
Martin, Anthony (Pennsylvania)
Messmer, George (New York)
Metz, T. John (Wisconsin)
Moore, Bessie (Arkansas)
*Myers, William (Indiana)
Naftalin, Frances (Minnesota)
Olsen, Wallace (Maryland)
*Phinazee, Annette (North Carolina)
Raney, Leon (South Dakota)
Rayward, W. Boyd (Illinois)
Remington, David (D.C.)
Riley, James (D.C.)
*Robinson, Barbara (D.C.)
Sager, Donald (Illinois)
Salmon, Stephen (California)
Schoenung, James (Pennsylvania)
Schwartz, Arlene (Illinois)
Shank, Russell (California)
Shaw, Edward (California)
Simpson, Donald (Colorado)
Slate, Ted (New York)
Sorensen, Richard (Wisconsin)
*Stanley, A. Knighton (D.C.)
Steepleton, Judith (Michigan)
Sternic, Barbara (Maryland)
Stevens, Norman (Connecticut)
Stevens, Patricia (Georgia)
*Stiegemeyer, Nancy (Missouri)
Studer, William (Ohio)
Stump, Ronald (Maryland)
Sutherland, Louise (D.C.)
Swanson, Don (Illinois)
Swartz, Roderick (Washington)
*Thomas, Lucille (New York)
*Vassallo, Paul (New Mexico)
Warner, Edward (North Dakota)
White, Brenda (Pennsylvania)
Wood, James (Ohio)

*delegates and alternates, White House Conference on Library and Information Services