

THE PRACTICAL ECONOMICS AND ACCOMPLISHMENTS
OF THE RECLASSIFICATION PROJECT AT
JAMES E. SHEPARD LIBRARY
NORTH CAROLINA CENTRAL UNIVERSITY

by

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ABSTRACT

LEMMY VIRGILIO LUSWILI. The Practical Economics and Accomplishments of the Reclassification Project at James E. Shepard Library, North Carolina Central University. A Master's paper presented to the Faculty of the School of Library and Information Sciences, NCCU, for the M.L.S. degree, June 1987.

The basic purpose of this research was to investigate the accumulated cost of Shepard Library's reclassification of its pre-1979 library material from Dewey to Library of Congress and also find out what had been accomplished in terms of volumes reclassified since the project took-off.

Data pertaining to the project was obtained from institutional records and interviews with the Library Director, Head Cataloger and a Personnel Officer at NCCU. Analysis of the data revealed that the automated environment made the project more feasible than would have been otherwise. Sixty-nine thousand eight hundred and seventy-nine volumes were reclassified at an accumulated direct cost of about \$585,100 in personnel, equipment and supplies expenses and OCLC charges. Nearly 136,000 volumes remained to be reclassified after the first seven years of activity.

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DEDICATION

This research is dedicated to the two most
deserving people I have lived to know. My Parents.

CHAPTER ONE

INTRODUCTION

At the time of writing this research the Reclassification Project at James E. Shepard Library was in its eighth year of activity. This research reports on the project's first seven years. For the purpose of textual organization the activity period investigated is broken down into two phases and are referred to hereinafter as Phases I and II respectively. The former refers to activity years 1979/80 - 1983/84 and the latter to activity years 1984/85 - 1985/86.

Phase I: 1979/80 - 1983/84

The Reclassification of the James E. Shepard Library (hereinafter Shepard Library) collection from Dewey Decimal classification system to Library of Congress classification system, started in the second half of 1979.¹ Until July 1979, Shepard Library had been using Dewey, but in an effort to get in line with the other 15 units of the University of North Carolina and with the general trend in the country, Shepard Library adopted Library of Congress classification system to organize its library material.² At the same

time, in order to protect the increasing collection, Shepard Library installed an anti-theft system which utilizes detector strips. The latter are installed in books and trigger alarms if theft of books is attempted.

However, the switch also meant that the library came to have two collections organized respectively by two classification systems since material acquired before July 1979 were still organized by Dewey, and were not protected by detector strips. It was soon apparent to Shepard Library administration that the two collections organized respectively by the two classification systems adversely affected optimum retrieval of material. Additionally, it was observed that shelving space would more economically be utilized if the two collections were intergrated.

In the final analysis, it was established that there was need to reclassify material organized by Dewey to Library of Congress classification, in order to alleviate the situation. Against this background, reclassification of the pre-1979 collection of nearly 205,000 volumes, was decided upon and took-off as an intergrated project with cataloging activities. The Activity Director was Miss Pennie E. Perry the then Director of Shepard Library.

Initially, the project took-off and operated wholly in a manual environment until January 1980. Earlier in the previous year, the Library had acquired and started utilizing an OCLC terminal for cataloging. In January

1980 the OCLC began to be utilized for reclassification purposes as well. The latter entailed entering the bibliographic records of reclassified books into the computerized Southern Library Network (SOLINET) of which Shepard Library had become a member shortly before the library adopted Library of Congress.³

In 1984, nearly five years later, a review of the Cataloging Department's operations revealed that about 29,621 volumes had been reclassified and/with about 40,305 volumes cataloged in Library of Congress. However, the review also indicated that it would take 20 years to reclassify the remaining 175,000 volumes, especially if the project were to be funded exclusively with part of the funds annually allocated to the Cataloging Department.⁴

Phase II: 1984/85 - 1985/86

In an effort to speed-up the project, Shepard Library applied to the Federal Government for a grant of \$491,000 under Title III of the Higher Education Act of 1965, to complement the institutional resources annually committed to the project. The Federal grant was expected to facilitate the completion of the project in five years at a reclassification rate of 35,000 volumes per year. These funds were also required to cover cost for personnel salaries and wages, equipment and supplies. Operating personnel required included a head cataloger, a cataloger, three clerk

typists and unspecified number of student assistants. Additional equipment indicated as essential for the project was the OCLC terminal and its associated input/output devices.⁵

The application for the grant was successful and Phase II of the project took-off, beginning fiscal year 1984/85. But the provisions under the grant stipulated that the funds would only provide for one cataloger, three clerk/typists and equipment like the OCLC terminal and associated charges including catalog card sets. The funds were not to provide for personnel already in place and would not cover costs of processing supplies as well. Shepard Library was expected to provide the full complementally resources for the project.

As part of these resources, it was indicated that the Library (Activity) Director's time devoted to the project's activities was to be increased from the usual time allocated to supervise individually the nine departments of the library (ideally 11.1 percent each) to 50 percent for activity year 1984/85 and 25 percent for 1985/86.⁶ The Activity Director of the project was still Miss Pennie E. Perry. Unfortunately, she did not see the project to completion because she retired in December 1984. She was succeeded by Dr. Floyd Hardy. Dr. Hardy had had experience with a previous reclassification project before taking up appointment to Libra-

ry Director of Shepard Library in January 1985.⁷

Scope of the Investigation

It is deductively clear from the preceding paragraphs that Shepard Library made two technical services decisions with regard to classification system for organizing library material:

- a. Discarding Dewey and adopting Library of Congress to organize new acquisitions
- b. Reclassification to Library of Congress, material acquired prior to the adoption of the system

This research addressed reclassification, in the context of the practical economics involved in the Shepard Library project. The premise of the research was that, like in any other long term project, there is need to periodically review the actual cost and accomplishments of a project compared to performance envisaged in the original plan.

Richard M. Dougherty in the article "The Realities of Reclassification", states that the advantages usually cited for reclassification are:

- a. Reclassification and cataloging will correct past errors
- b. Library of Congress is more suitable for scholarly collections
- c. Reclassification avoids confusion brought

about by two collections

- d. Reclassification will increase the effectiveness of browsing

However, Dougherty argues that switching to Library of Congress is not without its disadvantages. The changeover, he states, produces two collections and consequently readers and staff must be trained to work with two systems. Work procedures become more complicated and expensive since parallel operations must be maintained, i.e. circulation, cataloging, marking etc. Dougherty further argues that in the long run the greatest disadvantage may be a library's inability to resolve economically the problems of reclassifying retrospective collections, (including costs of tangential tasks like weeding, book repairs and bibliographic instruction) once Library of Congress is adopted.⁸

Against this background, this researcher embarked on investigating how much reclassification had cost and what had been accomplished in the seven years of activity investigated at Shepard Library. In this connection, variables looked at were personnel, wages and salaries, equipment and supplies, and how these interacted during the course of the project. An attempt was also made to identify any intervening variable that might have influenced the cost and accomplishments of the project compared to the expected cost and expenditure of time. For instance what impact did the coming of Dr. Hardy to Shepard Library make on the overall per-

formance of the project against the background of his experience with a previous reclassification project?

Limitation of the Investigation

This researcher did not engage in any direct observation of the practical aspects of the reclassification project in question, neither was an attempt made to evaluate the quality of records reclassified (see also Chapter III, Methodology). In a nutshell, the investigation did not intend to establish the cost-benefit of the reclassification project. Furthermore, even though the project was in its seven and half years of operations at the time of writing this paper, only the first seven years were investigated and are reported herein.

The Research Problem

The basic purpose of this research was to investigate the accumulated cost of Shepard Library's reclassification of its pre-1979 library material from Dewey to Library of Congress, and also find out what had been accomplished in terms of volumes reclassified since the project took-off. The following questions provided the framework within which the investigation was carried out:

- a. What approach was taken in the planning, staffing and implementation of the project?
Was the project an intergrated operation with or independent of other functions of

the technical services department?

- b. What cost analysis studies, if any, were undertaken to provide a cost model (pilot project) for the project?
- c. What was the cost of training library personnel and readers in the transition to working and using the adopted classification system?
- d. How was the workflow broken down into individual but interconnected tasks, and how were these assigned?
- e. How did staffing, in terms of skills and turnover, affect the course of the project?
- f. What impact did the new Library Director make on the overall performance of the project against the background of his experience with a previous reclassification project?
- g. Did the use of the OCLC terminal in the reclassification make the project more feasible than it might have been if it were undertaken in a manual environment?
- h. In light of the findings based on preceding set of questions, what had been accomplished in terms of library material reclassified?
- i. What remained to be reclassified?
- j. What was the accumulated cost of the project over the seven years of activity investigated

Assumptions

The preceding statement of the problem and questions arising therefrom suggest the following assumptions:

- a. Even though conditions and decisions among libraries with regard to the cost of reclassification may not be the same, procedures and cost estimates used by other libraries which have had experience with reclassification, could be adapted to fit cost analysis studies for a local project.
- b. It is more feasible to reclassify a library collection, specifically from Dewey classification to Library of Congress, in an automated environment than in a manual environment.

Significance of the Problem

The significance of initiating the investigation to establish the accumulated cost and accomplishment data for Shepard Library's reclassification project, on the part of this researcher, is as follows:

- a. Data so derived could provide part of a basis for performance evaluation of the project, at least in terms of its cost, against the cost estimates envisaged in the original plan. Furthermore, this could facilitate a hands-on assessment of the interplay of variables involved,

- i.e. personnel, salaries and wages, equipment and supplies, and their collective impact on the project thereby militating changes or improvements in the original plan if necessary.
- b. The research is also intended to be a humble contribution to library literature on the subject of practical economics of reclassification.

Definition of Terms

The following terms require definition:

- a. Classification System
A system for the arrangement of books and other material in a logical sequence according to subject or form.
- b. Reclassification of Library Material
The retrospective classification of library material by another classification system.
- c. Volumes
Interchangeably used with the terms Books and Library Material.
- d. Catalog Card Sets
Catalog cards bearing Library of Congress call numbers.

References

¹Interview with Dr. Floyd Hardy, Director of Shepard Library, North Carolina Central University, Durham, N.C., 20 March 1987.

²Robert L. Mowery, "The Trend to LC in College and University Libraries," Libraries & Technical Services 19 (4) (Fall 1975): 389 - 397.

³The University of North Carolina, Strengthening Developing Institutions Program (Chapel Hill: UNC, 1981), p. 83.

⁴Ibid.

⁵Ibid., p. 86.

⁶North Carolina Central University, Title III Institutional Aid: Strengthening Program Request for 1985-86 Revised Budgets (Durham: NCCU, 1985), p. 78.

⁷Interview with Dr. Floyd Hardy.

⁸Richard Dougherty, "The Realities of Reclassification," College & Research Libraries 28 (1967): 259.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This literature review does not address the various merits and demerits of Dewey and Library of Congress systems within the framework of the theory of classification. The reason being that there already exists in reported literature extensive and authoritative discussions pitting one system against the other. But if the reader of this paper would like background reading regarding the two systems in this respect, two papers written by Christopher Needham¹, in defense of Dewey, and Elton E. Shell², for Library of Congress, are recommended reading. This literature review then is on the practical economics of reclassification as it relates to the reclassification project undertaken at Shepard Library.

The literature on reclassification is quite extensive. Cost economy and the efficiency of Library of Congress are cited mostly as leading factors in decisions by libraries to reclassify holdings arranged by Dewey. In the report on the State University of Iowa reclassification, Norman K. Kilpatrick and Anna M. O'Donnel, stressed the following reasons for the conversion to Library of Congress classification from

Dewey:

- a. To cut costs of cataloging
- b. To get new acquisitions on the shelf promptly
- c. To expand the usefulness of the bibliographic tools published by the Library of Congress

Cost data, time schedules and procedures followed in this project are presented in this report. The two writers stress that the objectives of this project were attained due to careful preliminary planning, and that the work proceeded smoothly and rapidly and was completed within the designated time and assigned budget of \$27,000.³

A subsequent study by Daniel Gore, perhaps provided the basic contribution on the subject of the cost of reclassification. In the article "A Neglected Topic: The Cost of Reclassification", Gore indicts Dewey as a costly system to maintain and claims that \$300,000 could be saved by a million volume library using Library of Congress rather than Dewey.⁴ In another study, "The 50 Cent Change - To the Library of Congress", Gore addresses the question of reclassification again. He claims that it is cheaper to reclassify to Library of Congress than maintain Dewey. He provides cost data and procedures to present his case.⁵ James E. Gaines, in a report on the reclassification situations of the Great Lakes Colleges Association, appears to substantiate Gore's claim.⁶

However Gore's thesis did not go unchallenged.

Mathilda B. O'Bryant in the article "Some Random Thoughts on the Cost of Reclassification", critically evaluates Gore's article "A Neglected Topic: The Cost of Classification." She does not agree with his assertion that \$300,000 could be saved by a library with one million volumes using Library of Congress rather than Dewey. She argues among other things that since a large research library receives LC cards for about 50 percent of its acquisitions, the actual savings would not be as great as Gore indicates.⁷

In an apparent defense against O'Bryant's challenge, Gore advances his thesis of the superiority of Library of Congress over Dewey in a subsequent article "Further Observations on the Use of LC Classification." In this study, Gore emphatically claims that any library would eventually recover the cost of reclassification by virtue of the substantially lower cost of using Library of Congress.⁸ Edward Evans, in a survey of twenty academic libraries on whether continuing with Dewey would be a luxury or a necessity, appear to support Gore's claims. He concludes that it would be less expensive to adopt Library of Congress and reclassify to Library of Congress, holdings arranged by Dewey prior to the switch. He provides extensive cost model data projecting the cost economies of Library of Congress in this context, over a ten year period to support his claim.⁹

In an article that appear like a moderator's com-

ments, Richard M. Dougherty in "The Realities of Reclassification", observes that the imminence of a national shared cataloging program had in part stimulated new interest in Library of Congress classification. And consequently the question of reclassification came to be inextricably related to the decision to adopt Library of Congress classification. In this connection, Dougherty cautions that a clear distinction must be established between the benefits realized by adopting Library of Congress classification from those of reclassification. Dougherty further observes that writers often cite cost economies of utilizing the LC copy as an advantage, and that while it is true that reclassification with the LC copy is cheaper than without one, these economies are achieved through the processing of new titles, not through processing of retrospective collections.¹⁰ It is because of this potential confusion about what brings with it cost economies, he maintains, that too often libraries have undertaken reclassification projects without supporting data. Anticipated cost savings are exaggerated because the data are based on fallacious assumptions. Estimates are unrealistic either because they do not reflect actual systems costs.¹¹

Jessie Gilgrist Ham, reports in the reclassification project of the South Carolina Library collection that, inspite of careful planning and the study of all of the then existing material on the subject of re-

classification the cost of reclassifying the McKissick Library collection was greater than the estimated cost. This is said to have been due to the inavailability of full complement of workers as anticipated, staff turnover and rising costs of supplies.¹² In the reclassification project at the University of Maryland, the total budget is said to have unexpectedly increased nearly two-thirds in the three years of the project's operation: in 1963/64 more than \$31,000 was budgeted; the budget was increased to more than \$41,000 in fiscal 1964/65; then rose to more than \$52,000 in fiscal 1965/66.¹³

These sums are said to have included personnel costs as well as operating costs of supplies. Most importantly, it is the expenditure of time which was found too great in this project. The latter was expected to have been completed in two years, beginning July 1963. A total of 301,068 volumes were to be reclassified. However, by the time of writing the cited report on this project, the author, William E. Connors, states that the project then, had another twenty years to run to completion, with additional unanticipated costs.¹⁴

At DePaul University Library, a survey which was conducted on the adoption of Library of Congress classification and reclassification from Dewey, recommended that DePaul University Library retain Dewey. Doris Brown, author of the report, in the section that discusses the cost analysis of reclassification, indicates

that the cost was found clearly astronomical, just as it had been experienced by every library which undertook reclassification in the 1960's and early 1970's.¹⁵ In a subsequent survey, Brown and Duane Mackie found that some of the libraries surveyed hastily adopted a policy of partial reclassification while others eventually abandoned the projects altogether due to high and rising costs of the projects.¹⁶

While it is not the purpose of this review to commend or denounce reclassification projects undertaken by respective libraries, it would appear from the preceding paragraphs that a library contemplating reclassification, as Dougherty cautions, should examine realistically the pros and cons and the alternatives before reaching a final decision. Because once a project finds itself mired in confusion with funds exhausted, funds will have to be diverted from other worthwhile projects for the work to continue. Because funds are a scarce commodity, Dougherty continues, and projects so plentiful each library must establish a priority list for potential projects like reclassification.¹⁷

In this connection, in the manual Adopting the Library of Congress Classification System: A Manual of Methods and Techniques for Conversion or Application, Raidmund E. Matthis and Desmond Taylor outline for a Chief Librarian who accepts that Library of Congress is superior over presently used classification system, initial steps to follow in a reclassification. And some of

these are as follows:

- a. The Chief Librarian should firstly inform professional staff about the superiority of Library of Congress, in this case, over Dewey
- b. He should then appoint a committee of either professionals or a mixture of faculty and librarians to investigate the merits of a classification change. This could also involve field trips to several libraries that have converted to Library of Congress, for a firsthand report on their experiences
- c. The third step is the final recommendation for reclassification the Chief Librarian has to present to the Faculty Library Committee or another appropriate policy-making body for non-library evaluation and support
- d. The last step in the process of deciding to reclassify is to submit a formal recommendation to administration of the parent institution ¹⁸

It is at this stage, Matthis and Taylor indicate, that the cost of reclassification will be most critically examined. The two writers suggest three approaches to deal with this problem:

- a. An approach that emphasizes the need for special additional funds to be for a separate reclassification project
- b. An approach that suggests that the project be undertaken as an intergrated part of the pre-

sent technical services operation.

- c. An approach that is to make it absolutely clear that, while a reclassification project will be an additional expense for a few years, there is at this time no request for special funds.¹⁹

Matthis and Taylor offer operational ramifications respectively attendant on the three approaches just mentioned. Taylor, in an earlier paper "Reclassification to LC: Planning and Personnel", addresses this aspect of reclassification along similar line.²⁰

However, once the Chief Librarian decides on one of the approaches indicated above, Matthis and Taylor further suggest that the Chief Librarian should then embark on a cost analysis of the project.²¹ James E. Gaines in the paper "The Financial Aspects of Reclassification", asserts that there is no magic formula for determining precisely what the cost of reclassification will be for an individual library, because of too many variables involved. Gaines observes that data based on findings of reclassification experiences of other libraries could provide valuable guides in a local project. Gaines identifies personnel, equipment, supplies and techniques and their interrelation in a project, as variables that constitute the whole, and require focusing on in a cost analysis.²²

In the paper "Cost Estimates and Time Schedules in Reclassification", Jennette E. Hitchcock argues that if conditions and decisions among libraries were the same,

cost estimates based on the costs of other libraries could be available -- if other libraries had cost figures. Published figures on the costs of cataloging, she adds, are hard to find; when found, they seem to be not quite what fits the local picture, but she admits, would prove valuable supporting documentation.²³

Matthis and Taylor suggest as one approach to cost analysis of reclassification, use of an average time for each standard step involved in a particular repetitive and/or successive procedure.²⁴ Hitchcock utilizes this standard time approach in the study cited above. The idea of utilizing experience and cost data of other libraries is substantiated in Hitchcock's paper since she adapts average time rates and cost figures from projects undertaken by the University of Rochester,²⁵ the University of South Carolina,²⁶ and the State University of Iowa²⁷ to analyze the findings of her survey of reclassification procedures and costs.

Meanwhile, Gaines advises that once the project takes off, it is necessary to periodically review the performance of the project. What an individual library should do, Gaines adds, is to keep careful records of its own costs and procedures and check them regularly with those of comparable institutions. With accumulated data, he goes on to say, it will be possible to project time and cost figures for various technical services work, not just for reclassification projects.²⁸

In the article "Reclassification in an Automated

Environment", Barbara Dean argues that reclassification using an in-house computer system is more feasible than one undertaken in a totally manual library. She observes that since the 1970's automation and reclassification have come to merge in that some libraries have been using OCLC to reclassify their collections, while others have revived previously abandoned reclassification projects. She claims that the reason for this trend is because of the cost benefits and efficiency realized by reclassifying in an automated environment. Dean presents a model of comparison which shows how using an in-house computer system makes a reclassification project more feasible than a manual system.²⁹ Dean cites Joe Hewitt's research,³⁰ as the study which, in spite of scantness of literature that examine whether reclassification projects were worth the effort and cost, shed some light on the value of reclassification in an automated environment. However, an earlier survey by Brown and Mackie, established that libraries with reclassification projects on OCLC were in a "no-win" situation. This was due to the fact that there was very little or no pre-conversion study of procedure resulting in ill-planned projects, in terms of costs of projects and quality of record converted.³¹

Dougherty in "The Realities of Reclassification", concludes with the observation that, while librarians do not agree on the importance of reclassification, the important thing is that no matter how it is framed, by de-

definition reclassification boils down to redoing work.

And he wonders in this connection whether reclassification is worth the price.³²

In light of the foregoing review of related literature, this researcher turned to look at the reclassification project undertaken at Shepard Library.

¹Christopher Needham, "Dewey Decimal Classification," in Reclassifications: Rationale and Problems; Proceedings, ed. Jean M. Perreault (College Park, Md.: Univ. of Maryland, School of Library & Information Services, 1968), pp. 9 - 26.

²Elton E. Shell, "A Rationale for Using the Library of Congress System in Reclassification," in Reclassification: Rationale and Problems; Proceedings, ed. Jean M. Perreault (College Park, Md.: Univ. of Maryland, School of Library & Information Services, 1968), pp. 30 - 55.

³Norman K. Kilpatrick and Anna M. O'Donnel, "Reclassification at the State University of Iowa," Journal of Cataloging & Classification 8 (1952): 12.

⁴Daniel Gore, "A Neglected Topic: The Cost of Classification," Library Journal 89 (1964): 2290.

⁵Idem, "The 50 Cent Change -- to the Library of Congress," College & University Business 44 (1968): 109 - 111.

⁶James E. Gaines, "Reclassification in the Libraries of the Great Lakes Colleges Association," College & Research Libraries, 29 (July 1968): 292 - 296.

⁷Mathilda O'Bryant, "Some Random Thoughts on the Cost of Classification," Library Resources & Technical Services 9 (1965): 367 - 370.

⁸Daniel Gore, "Further Observations on the Use of LC Classification," Library Resources & Technical Services 10 (1966): 520.

⁹G. Edward Evans, "Dewey: Necessity or Luxury? A Study of the Practical Economics involved in continuing with Dewey vs Converting to LC," Library Journal 91 (1966): 4045 - 4046.

¹⁰Richard Dougherty, "The Realities of Reclassification," College & Research Libraries, 28 (1967): 258.

¹¹Ibid., p. 262.

¹²Jessie Gilchrist Ham, "Reclassification of the University of South Carolina Library Collection," Journal of Cataloging & Classification 11 (1955): 228.

¹³William E. Connors, "Reclassification at the Uni-

versity of Maryland." Library Resources & Technical Services 11 (1967): 238 - 239.

¹⁴Ibid., p. 239.

¹⁵Doris Brown. Retention of Dewey Decimal Classification at DePaul University Library (Chicago, IL: DePaul Univ., ERIC Report, ED 160 - 057, 1977), p. 12.

¹⁶Doris Brown and Duane Mackie, "Putting the "LC" in OCLC - Illinois Reclassification on OCLC," Wilson Library Bulletin (April 1979): 571 - 573.

¹⁷Richard Dougherty, "The Realities," p. 262.

¹⁸Raidmund Matthis and Desmond Taylor, Adopting the Library of Congress Classification System: A Manual of Methods and Techniques for Application of Conversion (New York: R. R. Bowker, 1971), p. 5 - 6.

¹⁹Ibid., p. 7.

²⁰Desmond Taylor, "Reclassification to L.C.: Planning and Personnel," in Reclassification: Rationale and Problems; Proceedings, ed. Jean M. Perreault (College Park, Md.: Univ. of Maryland, School of Library & Information Services, 1968), pp. 97 - 115.

²¹Raidmund Matthis and Desmond Taylor, Adopting the Library of Congress, p. 6.

²²James E. Gaines, "The Financial Aspects of Reclassification," in Reclassification: Rationale and Problems; Proceedings, ed. Jean M. Perreault (College Park, Md.: Univ. of Maryland, School of Library & Information Services, 1968), p. 116.

²³Jennette E. Hitchcock, "Cost Estimates and Time Schedules in Reclassification," in the use of the Library of Congress classification; Proceedings, ed. Richard H. Schimmelpfeng and C. Donald Cook (Chicago: American Library Association, 1968), p. 192.

²⁴Raidmund E. Matthis and Desmond Taylor, Adopting the Library of Congress, p. 11 - 12.

²⁵Elizabeth P. Jacobs and Robinson Spencer, "What Price Classification?" Catalogers & Classifiers Yearbook 3 (1932): pp. 64 - 78.

²⁶Jessie Gilchrist Ham, "Reclassification of the University of South Carolina," pp. 221 - 232.

²⁷Norman L. Kirlpatrick and Anna M. O'Donnel, "Reclassification at the State University of Iowa," pp. 12 - 17.

²⁸James E. Gaines, "Reclassification in the Libraries of the Great Lakes Colleges Association," p. 296.

²⁹Barbara Dean, "Reclassification in an Automated Environment," Cataloging & Classification Quarterly 5 (Winter 1984): 1 - 11.

³⁰Joe A. Hewitt, "The Impact of OCLC," American Libraries (May 1976): 268 - 273.

³¹Doris Brown and Duane Mackie, "Putting the "LC" in OCLC," p. 573.

³²Richard Doutherty, "The Realities," p. 262.

CHAPTER THREE

RESEARCH DESIGN

The premise of this research was that, like in any long term project, there is need to periodically review the performance of a project compared to performance envisaged in the original plan.

Against this background the objective of the research was to investigate what had been accomplished in terms of pre-1979 library material reclassified from Dewey to Library of Congress; and also find out what had been the accumulated cost of the project over the period in question; then compare the findings with the originally anticipated amount of material that were expected to be reclassified, the costs and timeframe for completing the project.

A descriptive methodology was used as the technique for gathering the data for the research. Background information and statistical data were obtained from both written institutional records and collected statistics of North Carolina Central University, and from the account of an interview on the reclassification project, with the incumbent Director of Shepard Library, Dr. Floyd Hardy.

Additional information was also obtained from the Head Cataloger of the Library and the Personnel Office of the University.

Institutional records and collected statistics provided background information and pertinent sources of data for this research. Aspects for which data was obtained included the number of library material which were designated for reclassification and the rate of reclassification per year (the designated Performance Evaluation Measure); cost estimates for some of the project's variables and its time schedule; source of funds to finance it; major equipment and supplies required and personnel. The source of this information are: the University of North Carolina, Strengthening Developing Institutions Program. Chapel Hill: University of North Carolina, 1981; North Carolina Central University, Title Three Institutional Aid: Strengthening Program Request for 1985-86 Revised Budgets. Durham; NCCU, 1985; and North Carolina Central University, Revised Budgets Continuation Application for Grant under the Strengthening Program 1986-87. Durham: NCCU, 1986.

The interview with the Library Director also provided pertinent information on some aspects of the project, among which included the planning phase; preconversion cost analysis (pilot project); cost of training personnel and reader orientation in working and using the new system; observed effect on the project of various personnel skills and turnover; and how the use of the OCLC terminal in the reclassification impacted on the number of material reclassified; cost figures and activity schedule

(of the project in light of previous reported projects undertaken by other libraries in either manual or automated environments.

Before permission to interview the Library Director was granted, a formal letter of request was written to him asking for an appointment in this respect (see Appendix A). The interview took place just over two weeks following the request for the interview. Permission was also sought for the researcher to tape the interview so that following it, a typescript could be sent to the director for him to confirm its accuracy. A copy of the questions to be addressed was enclosed in the letter requesting the interview. The questions for the interview are representative of the research questions stated in chapter one under purpose of this research and are stated in Appendix B.

(In this connection, question one to five, and eight were formulated to validate the assumption that even though conditions and decisions among libraries with regard to reclassification and its cost may not be the same, procedures and cost estimates used by other libraries which have had experience with reclassification, could be adapted to fit cost analysis studies for a local project. It was further assumed that it is more feasible to reclassify a library collection, specifically from Dewey to Library of Congress, in an automated environment than in a manual environment. Question seven was designed to validate this assumption.

Two pilot tests were conducted for this interview in which respondents indicated that the questions were not ambiguous. The pilot interviews were administered to two persons, a graduate student in the School of Education at North Carolina Central University, and a member of the staff at Shepard Library.

CHAPTER FOUR

FINDINGS

The basic purpose of this research was to investigate the accumulated cost of James E. Shepard Library's reclassification project and also find out what had been accomplished in terms of material reclassified since the project took-off. In this connection, the findings reported in this chapter were based on the following variables interplay in the course of the project's activities: planning; tasks involved; personnel; equipment; processing supplies; accomplishments and costs.

The Planning Phase

The Office of the Library Director was unable to provide documented information to indicate the planning process undertaken to establish the practical economics of adopting Library of Congress classification system. The Office was also unable to provide information to indicate whether or not University faculty and students, let alone the extent to which Shepard Library personnel, were respectively consulted by the then Library Director for their informed opinions about the question of adopting Library of Congress. However, the "trend to LC" throughout the nation at that time (the bandwagon effect), was cer-

tainly a major factor that had influenced the decision to adopt Library of Congress.¹

Against this background, it was difficult to establish whether reclassification and its potential high cost and disruptive effects on library operations and services, was ever anticipated as consequent upon adopting Library of Congress, and hence planned for. However, Shepard Library's project is said to have benefited from the experience with reclassification the Library Director acquired when as Director of Library Services at Cheyney University, PA., he supervised a reclassification project at that university's library. The experience is said to have contributed to broadening the base for innovations with regard to the manner in which the project was being implemented. The introduction of graduate students card filing services was one of the innovative ideas introduced in order to increase efficiency.

In light of that experience, the Library Director intimated that he approved of the manner in which his predecessor had organized and scheduled the project's activities and that he would have worked along same or similar lines had he been in the position at the time, thereby alluding to the fact that it was inconceivable to suggest that the project might not have been systematically planned for. The fact that the project could not have taken-off without the blessing of the Office of the Vice Chancellor for Academic Affairs, the Library Director observed, in itself suggested ideally that, due planning process and consultation by the then Library Director with other elements of

the university's academic community, had been exhausted.

But other than his experience, Shepard Library's reclassification is said not to have benefited from any other practical experience with reclassification either by way of utilizing information reported in library literature or by onsite visits of other libraries with reclassification projects, for a hands-on assessment of the practical aspects obtaining in such projects which could have been related to the local situation obtaining at Shepard Library.²

Description of Activities Involved

At the time of writing this paper the reclassification project was in its seven and half years of activity (see chapter one under Limitations) and, except for the first six months, had been undertaken in an automated environment. The overall activities had been modular i.e. repetitive for every item reclassified. However the major tasks involved were as follows: entering the new Library of Congress class numbers into the OCLC bibliographic database using the OCLC terminals; marking the new class numbers on the books and putting the detector strips in the books.

The sub- tasks included removal of books from the shelves; entering new or edited bibliographic records of reclassified items into the database; preparing and filing Library of Congress cards in the public catalog and weeding from the catalog the corresponding Dewey Decimal cards.³

Equipment and Processing Supplies

The major equipment utilized in the project were OCLC CRT terminals, including a printer (attached to one of the terminals). Other equipment included book trucks, desks, chairs and a typewriter with a labeling attachment. Processing supplies included detection strips, labeling tape, due-date slips, book labels, mending tape as well as catalog card sets. LC Schedules and LC Revisions sets were also used in the project.

Personnel

The composition of personnel for the project included the Library Director, as Activity Director of the project, and the Head Cataloger, responsible for the day to day activities of the project including the supervision of catalogers, clerk/typists, graduate student assistants and work-study students, the other personnel for the project.

Organization of Activities and Personnel

The organization of activities and that of corresponding personnel had been as follows:

I. Students

Work-study

- A. Remove books from shelves in numerical sequence onto book truck
- B. Pull truck of books to Cataloging Department

II. Clerk/typists (non-professional personnel)

- A. Pull truck of books from the stacks and to Cataloging Department
- B. Pull Dewey shelflist cards
- C. Search OCLC database
 - 1. Locate Library of Congress record
 - a. Edit subjects and other records if necessary to update and produce cards
 - b. Record statistics for the number of items for which cards have been produced
 - c. Add LC call number to shelf list
 - d. Set book aside for labeling section
 - 2. OCLC member input record
 - a. Check to see if record matches that of the book
 - b. Correct information copy as necessary; add LC call number to and main entry and shelf list; discard other cards
 - c. Send to (professional) cataloger if LC call number has not been assigned

III. Catalogers (professional personnel)

- A. Search National Union Catalog if no record on OCLC
 - 1. If Library of Congress copy, edit and input as in II.B.2 above
 - 2. If only contributed copy, xerox and set aside for original classification
 - 3. If no copy, set aside for original classification

- B. Review pre-MARC copy for questions of name or series authority, subject assignment, tagging etc.
- C. Revise OCLC member copy and return to clerk/typist to produce
- D. Review contributed copy or assign original classification and return to clerk/typist to produce

IV. Clerk/typists (non-professional)

- A. Place and install detection strips in books; type and put labels on the books; put due-date slips in books; cross out Dewey call number and write in LC number in book; remove old spine label and affix new spine label with LC number and label protector
- B. Type catalog cards and arrange them for filing in the public Card Catalog
- C. File LC cards in public Card Catalog and weed therefrom corresponding Dewey cards

V. Students

- A. Work-study
 - 1. Type labels for book and label them
 - 2. Pull truck of reclassified books in numerical sequence to LC stacks
- B. Graduate Assistants
 - 1. File LC cards in the Public (Card) Catalog and weed therefore corresponding Dewey cards⁴

Accomplishments

a. Phase I: 1979/80 - 1983/84

Phase I of the reclassification activities was designed without Performance Evaluation Measure (PEM) design rate, and was funded exclusively with institutional funds. Over this period a total of 29,621 volumes were reclassified. See Table 1 for the annual accomplishments over this period. The table also includes data for material cataloged in Library of Congress over the same period, to give the reader a sense of collective output from an integrated activity. The Range of the accomplishments data is provided to facilitate subsequent inferences about the project's performance.

TABLE 1

Volumes Reclassified to and Cataloged
in Library of Congress, 1979/80 - 1985/86

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	Total
<u>Activity</u>								
Reclassification	3810	3400	3867	4462	10072	13000	31265	69876
Cataloging	9415	12265	9314	3422	5891	8822	4887	54016
Integrated	13225	15665	13181	7884	15963	21822	36152	123892

Source: Annual Statistics, Cataloging Department; Office
of the Head Cataloger Shepard Library April 1987

(Using Data From Table 1)

Measures of Central Tendency

<u>Activity</u>	<u>Mean</u>	<u>Range</u>
Reclassification	9982.28	24455
Cataloging	7716.57	8843
Intergrated	17698.86	28268

b. Phase II: 1984/85 - 1985/86

Phase II of the project, which was still in progress at the time of writing this report, was designed with the PEM rate of 35,000 volumes a year, and in addition to institutional funds the grant from the Federal government in 1984, henceforth began to complement the project's financial resources. Over this period, a total of 44,265 volumes were reclassified. Table 1 gives the annual accomplishments of the project's activities over this period and also includes data for volumes cataloged in Library of Congress, again, for the purpose of providing the reader with a picture of the total output of Shepard Library's integrated activity, for the period in question. The range for this data is also provided. See also Fig. 1 for graphic representation of accomplishments data.

Analysis of Accomplishments Data

Looking at Table 1, the data for both activities of reclassification and cataloging, are presented in a manner that would not only enable one to observe the year

to year output for the complete seven year period investigated but would also facilitate one to discern the trend in the relative level of activity of the two activities, which as suggested herein is reflected by the relative number of volumes reclassified and cataloged. Measures of central tendency, i.e. Mean, and Range, are given to facilitate subsequent quantitative analysis of the data. Table 1 also provides data for the annual output of the activities as intergrated operations and also gives the relative cummulative accomplishments for the whole seven year period for each of the two activities and as intergrated operations.

It is evident that at the end of Phase I of the project, i.e. 1983/84, the number of volumes reclassified were much lower than those of the parallel activities of cataloging, 25,601 and 40,297 respectively. It should be borne in mind that, Phase I of this project was designed with no PEM target, and it has been suggested that the difference in the output was due to the fact that cataloging activities predominated over reclassification at that point in time. Since the two activities were intergrated, it has further been suggested that the output ratio indicated that personnel time, processing supplies and expenditures on other charges were spent more on cataloging than on reclassification. On the other hand, it is also evident that going by annual activity output, the last two years of Phase I through 1985/86 of the second phase, saw reclassification output increase while that of cata-

logging show an overall decrease.

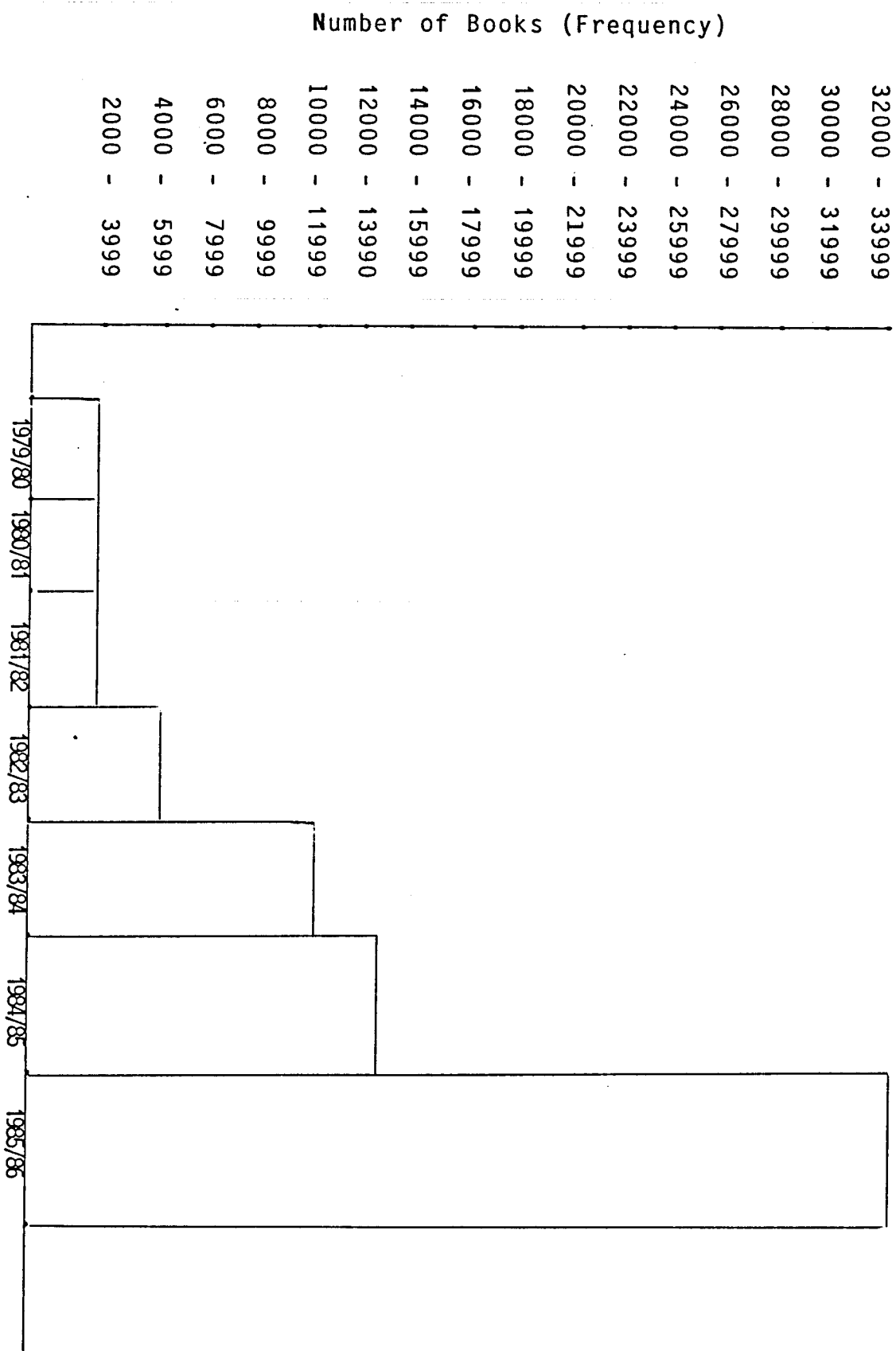


Fig. 1 Histogram of Reclassification Accomplishment Data

For instance 63.35% of all the volumes reclassified in the seven years investigated were reclassified in just two years i.e. 1984/85 - 1985/86 (nearly 45% in just one year, 1985/86) while the other 36.65% were reclassified in the previous five years. Comparing the level of activity of cataloging for the period 1984/85 - 1985/86 in which just 25% of all the volumes cataloged in the seven years were cataloged, in an intergrated project, this clearly indicates increased level in reclassification activities over those of cataloging. The range of output in the respective activities could also be used to infer activity level, i.e. in the two years of activities just referred to, the range of volumes reclassified was 18,265 while that of volumes cataloged was 3,935.

But reading the data for Phase I the range of the distributions for the two activities were 6,672 and 9,445 for reclassification and cataloging respectively, reflecting higher level cataloging activities than reclassification. One can also infer from the range that during that period cataloging activities predominated over those of reclassification. But still, an observation of the range of the distributions for the seven years of intergrated activities, indicate a significant overall increase in reclassification activities, over those of cataloging, i.e. 27,455 and 3,935 volumes respectively. Over this period, 69,876 volumes were reclassified while 54,016 volumes were cataloged. From these figures one can still

infer, in the operational context of the two activities, that reclassification had a higher activity level showing than cataloging.

TABLE 2

Frequency Distribution Showing Levels
of Reclassification and Cataloging Based on
Annual Accomplishments, 1979/80 - 1985/86

<u>Level of Volumes</u>	<u>Frequency</u>	
	<u>Reclassification</u>	<u>Cataloging</u>
30,000 - 31,999	1	0
28,000 - 29,999	0	0
26,000 - 27,999	0	0
24,000 - 25,999	0	0
22,000 - 23,999	0	0
20,000 - 21,999	0	0
18,000 - 19,999	0	0
16,000 - 17,999	0	0
14,000 - 15,999	0	0
12,000 - 13,999	1	1
10,000 - 11,999	1	0
8,000 - 9,999	0	3
6,000 - 7,999	0	0
4,000 - 5,999	1	2
2,000 - 3,999	3	1
	<u>7</u>	<u>7</u>
	(N=7)	(N=7)

Where N = Number of Activity Years.

Table 2 shows frequency distribution of both reclassification and cataloging, based on annual accomplishments. The data indicate that for six of the seven years investigated, reclassification output never exceed 14,000 volumes and for three years did not even exceed 3,999 volumes. Another observation that could be made from the frequency distribution table is that in one of the seven years the output was tripple the mean output for the seven years investigated. Similar observations could be made about the

cataloging frequency distribution and then have them compared to conclusions made about reclassification data.

In summary, going by accomplishments data one would infer that, overall reclassification had a higher activity level showing than cataloging. But such generalization would not be an accurate manner of describing concisely the nature of activities that obtained in the operations of the two activities since that feature about reclassification only became characteristic of the intergrated operations beginning activity year 1982/83. Prior to that year, cataloging activities had evidently predominated. For graphic representation of this trend, see Fig. 2.

There were two explanations identified with this trend. The first is attributed to the shrinking acquisitions budget. According to the Library Director, the library's acquisitions budget started shrinking round about 1982. And compounded by the falling value of the U.S. dollar as a result of world recession and increasing book prices, fewer books were now being purchased than before and therefore fewer books to catalog hence a decrease in cataloging activities. Conversely, this meant that increasingly, personnel time came to be spent more on reclassification activities and consequently more volumes were being reclassified than hitherto.

Level of Output in Number of Volumes

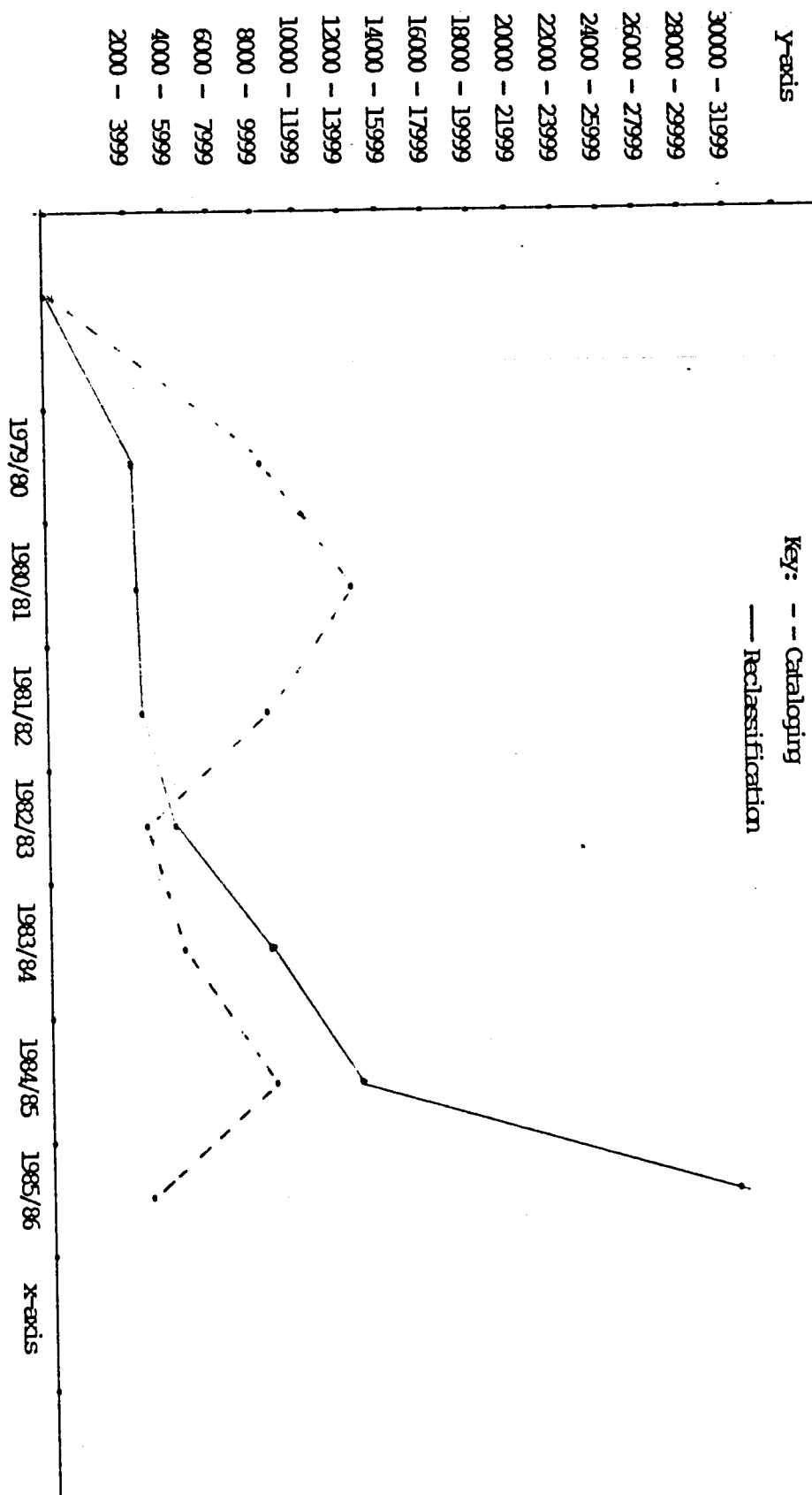


Fig. 2 Frequency Polygon of Cataloging and Reclassification Annual Accomplishments Data.

The second explanation for the mentioned trend is attributed to the Title III Grant mentioned in chapter one of this paper, and its impact on the reclassification project. The grant was designed to complement the institutional resources committed to the project annually. The grant's terms provided for additional personnel and equipment and payment for OCLC charges. Unlike activities during Phase I, a Performance Evaluation Measure (PEM) design rate of 35,000 volumes per year for the subsequent five years was set for the project under the same terms, beginning 1984/85.

Evidently, reclassification was given a new lease of life and the level of its activities justifiably increased. Actually, with due respect to the personnel, it is said that the use of the OCLC terminal almost from the time the project was launched, had been the key to what had been accomplished in terms of books reclassified. Therefore, when two additional OCLC terminals were acquired specifically for reclassification purposes, the terminals became a major boost to the project's operations, and as a result the rate of reclassification increased significantly. According to the Library Director, it would have been virtually impossible for the project to have attained what had been accomplished since the project took-off had it not been for having undertaken the project in an automated environment.⁵

Meanwhile, another observation of the data in Table

1, would clearly show that Phase II did not meet the PEM design rate of 35,000 volumes per year. It is reported that shortly before the first year of Phase II could take-off, the PEM was revised for that year because Shepard Library anticipated delays of hiring personnel, acquiring equipment and also required to get organized for the project since that was its start-up year. The design rate set for that year was 5,000 while 13,000 volumes were actually reclassified, exceeding the new objective in the process but falling far below the initial 35,000 volume design rate.

The second year of Phase II recorded 31,265 volumes reclassified, but still fell short of the initial design rate of 35,000. However it is reported that the design rate for that year was also revised and reduced from 35,000 to 25,500 volumes shortly before the activity year took-off. The revision is reported to have been made because of unanticipated increase in the cost of adding books to the OCLC database compared to the number that could be paid for.⁶

There were adjustments made to the personnel as well, specifically that provided for under the Title III Grant. As indicated earlier, the grant was designed to provide for an additional cataloger and three clerk/typists as far as personnel was concerned. But it was not possible to bring in personnel to the full complement at the start of Phase I and the anticipated delays in re-

cruiting personnel mentioned in the preceding paragraph, translated into real delays. Consequently one clerk/typist only was recruited.⁷ The following activity year still did not have the full personnel complement. This time not because of delays in recruitment, but because funds that would have covered the cost for a cataloger and two additional clerk/typists were to be diverted to pay for the mentioned unanticipated increase in the cost of processing books i.e. OCLC charges. As a result, the library was only able to recruit one clerk/typist.⁸

At this point, the Library Director introduced services of graduate student assistants, most of who were enrolled in the School of Library and Information Sciences at North Carolina Central University, studying for their M.L.S. Their only task was to file Library of Congress cards and weed corresponding Dewey cards from the public card catalog. This innovative idea was intended to increase efficiency by freeing clerk/typists of the filing tasks and let them spend that time on major reclassification tasks.

In a nutshell, there were two intervening variables that positively impacted on the reclassification activities. The shrinking acquisition budget and the grant from the Federal government. However, it is evident that, if the first phase of the project had been given priority similar or same as given to activities of its second phase, with attendant resources, and if it had not been for the mentioned delays in recruiting complementally

personnel at the start of Phase II, and if it had not been also for the subsequent unanticipated increases in the cost of processing books and the consequent limiting effect on personnel recruitment, overall there would have been more books reclassified in the seven years of the project's activities investigated than the 69,876 volumes accomplished. Meanwhile nearly 135,130 volumes remained to be reclassified at the end of activity year 1985/86.

Costs

It is deductively clear from what has been discussed so far in this paper about reclassification that, whether intergrated with or separated from the activities of cataloging, reclassification activities basically would utilize the same type of personnel, equipment and supplies as utilized in cataloging. It is apparent also that the activities of the two operations can be funded either separately with separate funds or together as intergrated operations, with a collective fund.

The intergrated operations at Shepard Library were funded collectively with institutional funds allocated to the Cataloging Department, and later, an additional fund i.e. the Title III Grant, was appropriated for some of reclassification expenses only. The institutional funds were not withdrawn upon appropriation of the Federal Grant, to the contrary, the grant was designed to complement henceforth the institutional resources committed to the project annually. In this connection, the cost data

reported herein are representative of both sources of the resources that had substained the project's activities for the seven years of activity investigated.

Due to the intergrated nature of the project and the manner in which it was funded, the initial task was to determine what proportions of the intergrated personnel, equipment, supplies and OCLC charges were representative of the reclassification variables.

a. Personnel

Cost data for personnel is provided in Table 3 was arrived at in conjunction with accomplishments data based on the assumption that the latter was indictive of personnel time, hence of corresponding costs, spent on reclassification activities. The figures for assisting students were determined by multiplying the number of hours spent on tasks pertaining to reclassification assigned them over a given year, by the hourly pay rate for the year in question. The hourly pay rate for graduate students was much higher than that for the undergraduate i.e. \$6.50 - \$8.00 during activity year 1985/86 and \$2.90 - \$3.50 for the period 1979/80 - 1985/86 respectively.⁹

For regular staff i.e. Library (Activity) Director, Head Cataloger, Cataloger and Clerk/Typists, their cost figures were arrived at by determining their respective man hours in percentages in a given activity year. The costs of the latter were then calculated against corresponding annual salary figures. The reader should note

TABLE 3

Personnel Costs: Reclassification Project During Activity Years 1979/80 - 1985/86

a) Personnel Costs, Phase I 1979/80 - 1983/84

Personnel Category	1979/80			1980/81			1981/82			1982/83			1983/84		
	No.	Hr/%*	Cost \$	No.	Hr/%*	Cost \$	No.	Hr/%*	Cost \$	No.	Hr/%*	Cost \$	No.	Hr/%*	Cost \$
Students															
Work/Study	5	180	2610.00	5	180	2902.50	5	180	3015.00	5	180	3015.00	5	180	3150.00
Grad. Ass.	0	-	-	0	-	-	0	-	-	0	-	-	0	-	-
Clerk/Typists	4	28.80	10,333.08	4	21.70	8195.46	4	29.30	11,648.16	3	56.50	17,732.71	3	63.10	20,846.47
Cataloger	2	28.80	8053.32	2	21.70	6387.32	2	29.30	9,078.26	2	56.50	18,427.23	2	63.10	21,662.92
Head Cataloger	1	28.80	4976.80	1	21.70	3947.24	1	29.30	5,610.19	1	56.50	11,387.67	1	63.10	13,387.27
Activity Director	1	3.20	1035.01	1	2.40	817.11	1	3.25	1,164.74	1	6.28	2,369.10	1	6.61	2,624.83
Total			27,008.45			27,249.52			30,516.35			52,931.71			61,671.49

b) Personnel Costs, Phase II 1984/85 - 1985/86

Personnel Category	1984/85			1985/86		
	No.	Hr/%*	Cost \$	No.	Hr/%*	Cost \$
Students						
Work/Study	5	100	3150.00	5	180	3150.00
Grad. Ass.	0	-	-	7	248.57	11,550.00
Clerk/Typists	4	69.70	32,318.49	5	91.9	58,590.84
Cataloger	2	59.60	21,538.25	2	86.50	32,904.60
Head Cataloger	1	59.60	13,310.22	1	86.50	20,334.42
Activity Director	1	50.0	20,900.00	1	25.0	11,000.00
Total			91,217.37			137,529.86

Source: Office of the Head Cataloger, Steward Library,
and Personnel Office, NCCU, May 1987.

*Unit Number of Hours or Time in Percentages

that these figures were not the substantive salary figures for the personnel in question but position salary scales, since the Personnel Office of the University could not disclose that information on grounds of confidentiality.¹⁰

b. Equipment

There were two types of costs identified with equipment for the project. And these were hidden and direct costs.

Hidden costs: In order to comprehend more concisely the cost of equipment for Shepard Library's reclassification activities, it was suggested that the cost of initial conversion to Library of Congress in which was hidden the cost of the equipment for reclassification activities, be taken into account.

Additionally it was assumed that the number of books reclassified and cataloged were indicative of the intensity of equipment use in the activities of both operations. However there is no equivalent equipment cost figure suggested for this research. But in order for the reader to comprehend this argument more concisely, it is suggested that they envision a setting where the operations of the two activities were not intergrated and therefore required separate equipment (and consequently corresponding costs thereof). Meanwhile, Table 4 shows equipment which were required, with corresponding costs given, at Shepard Library on conversion to Library of Congress.

Note that while equipment like tables, chairs and typewriter and their respective costs are not included in Table 4, these were required for the project as well. But the tables and chairs which were available at the start of the project were deemed sufficient for the activities of both cataloging and reclassification. But even then the hidden cost to reclassification activities inherent therein should be taken into account as a factor in an overall cost analysis of the project.

TABLE 4

Equipment and Cost of Initial Conversion to Library of Congress, and Other Requirements, 1979

<u>Item</u>	<u>Unit Cost(\$)</u>	<u>Cost (\$)</u>
OCLC Terminal	3,622.00	3,811.00
2 Sets of Library of Congress Schedules including Cummulations of Additions and Changes and Index to Library of Congress Schedules	700.00	1,400.00
OCLC Profile Change	148.00	148.00
Total		5,211.00

Source: Office of the Library Director,
Shepard Library, May 1987

Direct costs: Direct expenditure on equipment for reclassification activities were incurred largely at the beginning of Phase II of the project i.e. 1984/85. This was one of the responses to the need to speed-up the project's activities established following the appraisal of its operations up to 1983/84. In this connection when the Title III Grant came to be in place, 2 additional OCLC Terminals were purchased including a printer, 3 book trucks and a typewriter. See Table 5 for the cost data.

TABLE 5
Direct Costs of Equipment for Reclassification,
1984/85 - 1985-86

<u>Item</u>	<u>Unit Cost(\$)</u>	<u>Cost(\$)</u>
2 OCLC Terminals	3,622.00	7,266.00
1 Printer	622.00	622.00
1 Printer Cable	29.00	29.00
3 Book Trucks	175.00	525.00
1 Typewriter	861.00	861.00
Total		9,303.00

Source: Office of the Library Director
Shepard Library, May 1987.

c. Supplies

These included, record sheets, detection strips, mending tapes, labeling tape, glue/paste, erasers, book labels and due-date slips. See Table 6 for the cost data.

TABLE 6

Cost of Supplies Utilized in the
Reclassification Activities
1979/80 - 1985/86

Activity Year	Supplies i.e. book labels, mending tape, etc	Cost in \$
1979/80	"	500.00
1980/81	"	514.00
1981/82	"	528.00
1982/83	"	1,934.89
1983/84	"	4,063.80
1984/85	"	3,981.56
1985/86	"	2,296.59
Total 7 Activity Years		14,178.84

Source: Office of the Library Director,
Shepard Library, May 1987

d. OCLC Charges

These were for First Time Use charges for each book that was entered into the OCLC system.

The charge per book entered varied from activity year to another. Other charges were for telecommunication i.e. lease telephone lines and modem/station terminator lease, and for catalog card sets.. A set consisted an average of four cards i.e. main entry e.g. author, and added entries for joint author, title and subject.

Table 7 provides the data for the mentioned charges But note that for the first six months of the project, catalog card sets for reclassified books were obtained from the Library of Congress and thereafter were obtained from the OCLC due to the lower prices the latter offered for the same card sets.

TABLE 7
OCLC Charges, 1979/80 - 1985/86

Recl. Activity Year(s)	Books Recl.	One Time Charge per Book Recl. (\$)	Total Charge (\$)	Telecomm. Charge (\$)	Cata- log Card Unit Charge (\$)	Total charge for Cat. Card Sets @ 4 Cards per Book Recl. (\$)
1979/80	3,810	0.77	2,933.70	2,814.60	0.036	548.64
1980/81	3,400	0.84	2,856.00	3,684.00	0.042	571.20
1981/82	3,867	1.40	5,413.80	4,265.22	0.042	649.66
1982/83	4,462	1.46	6,514.52	4,846.44	0.0455	812.08
1983/84	10,072	1.55	15,611.60	4,124.34	0.0475	1,913.68
1984/85	13,000	1.67	21,710.00	3,612.84	0.0495	2,574.00
1985/86	31,265	1.39	43,458.35	2,820.00	0.054	6,753.24
7	69,876		98,497.17	26,167.44		13,821.86

Source: Office of the Head Cataloger,
Shepard Library, April 1987.

Analysis of Cost Data

In order for one to deduce a meaningful picture of the following analysis it is suggested that they work along with the analysis made of the accomplishments data. This is because the cost data presented in the preceding tables attempt to corroborate the inferences made from that data that overall more funds were expended on reclassification rather than on cataloging variables i.e. personnel, equipment, supplies and OCLC charges. For example the time and cost data presented in Table 3 indicate that the first three years of the project there were less man hours (i.e. 0/100 percent) and consequently costs, spent on reclassification. But this trend was reversed beginning activity year 1982/83 to 1985/86.

Even though student work hours spent on cataloging activities would be hard to deduce from the data in Table 3, the Head Cataloger did affirm that overall, the assisting students spent more work hours on tasks pertinent to reclassification rather than cataloging activities.¹¹ With regard to equipment, it has already been established that equipment acquired to facilitate initial conversion to Library of Congress has subsequently utilized for reclassification purposes as well. However, in addition to that equipment at the beginning of Phase II of the project, additional equipment was acquired to be used specifically for activities of reclassification.

In this connection cost data presented in Table 5 is intended to corroborate the suggestion that reclassification activities operated at a higher equipment cost than those of cataloging. Cost data for supplies presented in Table 6, also attempt to corroborate the suggestion that more supplies, at corresponding cost, were utilized in reclassifying rather than cataloging of books, and same or similar line of argument would go for OCLC charges data presented in Table 7.

Meanwhile one of the purposes of this research was to establish the accumulated cost of Shepard Library's reclassification of its pre-1979 collection from Dewey to Library of Congress classification. Table 9 presents the accumulated direct costs of reclassification variable i.e. personnel, equipment, supplies and OCLC charges for the period 1979/80 - 1985/86, i.e. Phases I and II, inclusively.

TABLE 8

Direct Accumulated Costs of
Reclassification, 1979/80 - 1985/86

Reclassification Variables	Cost (\$)
Personnel	423,124.78
Equipment	9,303.00
Supplies	14,178.84
OCLC Charges	138,486.47
Total	585,093.09

In addition to the accumulated direct cost data in Table 8, consideration has to be given to the mentioned cost of initial conversion to Library of Congress which stood at \$5,211.00 (see also Table 4). The latter would be a major consideration in a comprehensive cost analysis in the sense that that cost was an enabling mechanism for reclassification activities as well. Other indirect expenses of note to the project were costs of Additions, Cummulations, Changes and Indexes to the Library of Congress Schedules acquired between 1979 - 1986. Even though supposedly acquired for cataloging purposes these were reportedly used whenever original reclassification demanded (see beginning of Chapter 4 under Description of Tasks Involved). However, cost figures for these items were not available from the Acquisitions Department of Shepard Library.

It should be borne in mind also that the switch to Library of Congress in Shepard Library produced two collections and consequently readers and staff required to be trained to use and work with the two systems. It would be fairly accurate to assume that as a result of that switch work procedures became more complicated and expensive since parallel operations were being maintained i.e. weeding, circulation, book repairs/mending and bibliographic instruction. These tasks also required to be resolved economically so as to facilitate a relatively comprehensive cost analysis of reclassification

since these tasks were tangential to the project.

However, the Library Director preferred to appraise the mentioned tasks as routine library chores and dismissed suggestions of attempting to link them to any cost analysis of the reclassification project.¹² On the other hand the position taken by the Library Director appeared to substantiate Dougherty's argument that once a library undertakes a reclassification project in the long run the greatest disadvantage maybe a library's inability to resolve economically the direct and indirect problems of reclassifying retrospective collections.¹³ However in a nutshell, an accumulated direct cost of about \$585,093.09 was established as having been incurred over the seven year period of the project's activities investigated, i.e. 1979/80 - 1985/86.

References

¹ Interview with Dr. Floyd Hardy, Director of Shepard Library, North Carolina Central University, Durham, N.C., 20 March 1987.

² Ibid.

³ North Carolina Central University, Strengthening Developing Institutions Program, (Durham: NCCU, 1986), p. 81.

⁴ Personal communication with the Head Cataloger, Shepard Library, NCCU, March - April 1987.

⁵ North Carolina Central University, Revised Budgets Continuation Application for Grant Under the Strengthening Program 1986-87, (Durham: NCCU, 1986), pp. 6 - 7.

⁶ Personal communication with the Head Cataloger.

⁷ Ibid.

⁸ Interview with Dr. Floyd Hardy.

⁹ Personnel Office, NCCU, May 1987.

¹⁰ Ibid

¹¹ Personal communication with the Head Cataloger.

¹² Interview with Dr. Floyd Hardy.

¹³ Richard Dougherty, "The Realities of Reclassification", College & Research Libraries, 28 (1967): 259.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This research attempted to investigate the accumulated cost of Shepard Library's reclassification of its retrospective collection from Dewey to Library of Congress and also find out what had been accomplished in terms of volumes reclassified, over the seven years of activity investigated. Data was gathered by holding a formal interview with the Library Director and by consulting with the Head Cataloger of the library including an audience with a Staffer in the Personnel Office of North Carolina Central University. Institutional records about the Strengthening Developing Institutions Program under which the Title III Grant was made available to Shepard Library, also provided pertinent data.

This research was unable to validate the assumption that even though conditions and decisions among libraries with regard to the cost of reclassification may be the same, procedures and cost estimates used by other libraries which have had experience with reclassification, could be adapted to fit the cost analysis studies for a local project obtaining at a library. The study revealed that the project at Shepard Library lacked a documented comprehensive plan indicating estimates of costs, accomp-

lishments and timeframe for completing the project's work.

However, Phase II of the project had a semblance of such a plan. But its applicability to the project as a whole was inconsistent and limited in scope in the sense that it was only representative of variables funded with the Title III Grant and not those that were covered by resources provided by the University in the project. Against this background, it was difficult to even suggest a fairly accurate performance evaluation of the project based on the accomplishments and accumulated cost data. On the other hand the study validated the assumption that it is more feasible to reclassify a collection in an automated environment than in a totally manual one.

Meanwhile this research recommends that Shepard Library attempt to resolve economically direct costs and those emanating from tasks tangential to the project. Such a step could be beneficial to the library in several ways. First, it could facilitate a basis for estimating fairly accurately the cost of reclassifying about 135,130 volumes that remained to be reclassified beginning activity year 1986-87. Secondly, the same framework could facilitate Shepard Library to undertake a comprehensive cost/benefit or cost/performance analysis of the whole project. The experience that the library could acquire from such an approach would undoubtedly be beneficial in any future planning processes.

The research further recommends that before embarking

on a major project in the future, like the anticipated installation of an online catalog, Shepard Library will be well advised to engage in consultations with other libraries which have had experience with similar or same project, on procedures and cost estimates used and adapt them to fit cost estimates of the local project at Shepard Library. This would definitely be a desirable approach for any library because, as Dougherty observed, funds are a scarce commodity and projects plentiful, a library need to set its priorities on informed cost analyses. One of the reasons for this approach would be to prevent the project from finding itself mired in confusion once funds are prematurely exhausted. Because in the process funds will have to be diverted from other worthwhile projects for the project to continue and it goes without saying the potential disruption to library operations and services such a development could entail.

Finally, based on the literature review, this research concludes that there is need for more research in the area of the practical economic benefits of converting to Library of Congress from Dewey and the consequent need to reclassify the retrospective Dewey collection. The current trend to library automation is more reason why there is need for library and information sciences scholars to further explore the potential benefits from standardized classification that can be obtained from retaining Dewey. Cost considerations for reclassification should be important factors in this regard, because a li-

brary could probably receive greater and more far-reaching benefits by expending time and money on a total online automated system that would tie together the functional departments of a library: Acquisitions, Cataloging, Reference and Serials and Circulation. The system could consist of a basic local file that could use a broader system such as MARC tapes or the OCLC database for online formation of the bibliographic record.

APPENDIX A

North Carolina Central University
School of Library & Information Science
Durham, North Carolina 27707
Telephone: (919) 683-1156
March 4, 1987

The Director
James E. Shepard Library
North Carolina Central University
Durham, North Carolina 27707

Dear Dr. Hardy:

I am a graduate student at NCCU, in the School of Library and Information Science, and I am writing to request for an interview with you in connection with my research of the reclassification of pre-1979 library material, from Dewey to Library of Congress, that is being undertaken in James E. Shepard Library.

The premise of my research is that, like in any other long term project there is need at a certain point in the course of implementing a project, to monitor and assess the accumulated cost and achievements of the project compared to performance that had been anticipated in the original plan.

The objective of my research therefore is to find out the accumulated cost of the project currently being implemented in Shepard Library, and also find out what has been accomplished in terms of material reclassified in seven years of activity.

The significance of the study is to validate the assumption that accumulated cost and time data including figures showing amount of material reclassified, could be manipulated and used in a performance evaluation measurement of the project. Furthermore, the research is intended to find out whether the same data could be used to estimate the cost, and time schedule for the part of the project remaining to be completed.

In addition, the research is also intended to establish whether the findings of the study could provide a hand-on assessment of all the variables i.e. personnel, salaries and wages, equipment and supplies, and their impact on the project both individually and collectively.

In this connection, if the requested interview were granted, I would like to have it recorded on tape so that following it, a typescript could be sent to you to confirm its accuracy before I incorporate the findings therein into the text of my research. And please find enclosed herein a copy of questions I intend to ask, in the order arranged, during the interview.

I would also appreciate if you could provide me with institutional records which may provide additional information about the project in question.

A copy of the research, once successfully completed, will be made available to you.

I hope to hear from you at your earliest convenience, indicating the date and time you would be available for the interview.

Yours sincerely,

Lemmy V. Luswili

APPENDIX B

QUESTIONS FOR THE INTERVIEW WITH THE DIRECTOR OF JAMES E. SHEPARD LIBRARY, DR. FLOYD HARDY, ON THE RECLASSIFICATION FROM DEWEY TO LIBRARY OF CONGRESS, OF THE LIBRARY'S PRE-1979 COLLECTION.

Dr. Hardy, I would like to thank you for granting me the opportunity to interview you on the reclassification of your library's collection. Without taking more of your time than the interview would allow, I would like to go ahead and ask the first of the questions for this interview:

Q1 a). Give me a background to the planning phase of the project, specifically how was the idea to reclassify from Dewey to Library of Congress sold to your Library staff, NCCU faculty, students and University administration?

b). And what was the respective feedback or/and input from these elements of the University community?

c). What was the number of personnel originally required for the project and what levels of professional skills were required of them and at what cost in individual salaries and wages?

d). Apart from the OCLC terminal and its associated input/output devices, what other equipment and supplies were required for the project and what has been the cost of them?

e). Has the project been an integrated operation with or independent of the other functions of the technical services department? If it has been an integrated operation, in what way has it affected the cost and achievements of the project? And if it has been independent of the other technical services functions, still in what way has it affected the cost and achievements of the project?

Q2 a). What cost analysis studies, if any, were undertaken to provide a cost model for the project?

b). Has your office made any use of reported information about reclassification projects of other libraries to facilitate the planning and implementation of Shepard library's project?

c). If such information has been used, please

state the name(s) of the library or libraries and particular aspects of their projects that you focused your attention on.

Q3). The switch from Dewey to Library of Congress produces two collections and consequently readers and staff must be trained to work with two classification systems in accessing material and maintaining the parallel operations resulting from the switch i.e. circulation, reference, bibliographic instruction etc. Against this background, what has been the cost of training both library personnel and readers in the transition to working and using the Library of Congress classification system?

Q4). At this stage I would like for you to describe the complete work-breakdown structure an item has to go through in the process of reclassification, including attendant personnel and concomitant skills required at every stage in the process.

Q5 a). Has your office been able to meet the staffing requirements for the project both in number and skills? If not, how are you coping with the inadequacy?

b). Has your office been able to procure all equipment and supplies required for the project? If not, how are you coping with the shortages?

Q6 a). In terms of information about the project's time schedule and its achievements, what has been the accumulated cost of its overall performance so far, in staff salaries and wages, equipment and supplies? And what has been achieved in terms of library material reclassified?

b). Have you been able to meet the Performance Evaluation Measure target of 35,000 volumes per year originally set for the project? If not, why and how short to the target has the performance been?

c). What remains to be reclassified, in what period of time and at what cost?

Q7 a). What has been the overall impact of the use of the OCLC terminal in the reclassification exercise, on the cost and time expenditures and amount of material reclassified?

b). Would the outcome of the project been different so far if the project had been undertaken in a manual and not an automated environment?

Q8). Finally, Dr. Hardy, you have indicated to me previously in one of my informal contacts with you of

your experience with two previous reclassification projects. How has that experience impacted on the project currently being undertaken in Shepard Library under your directorship?

Dr Hardy, I sincerely thank you for providing me with the information on the preceding questions.

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