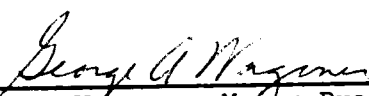
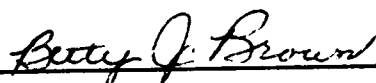
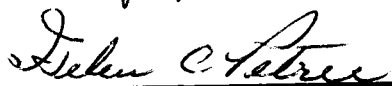
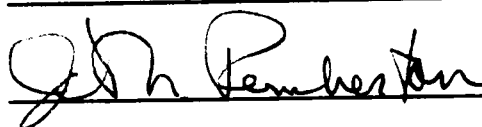


To the Graduate Council:

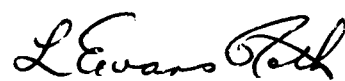
I am submitting herewith a thesis written by Margaret Marilyn Cook entitled "Interlibrary Loan of Doctoral Dissertations in Business Education: A Mail Survey." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in College Teaching, with a major in Business Education.


George A. Wagoner, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

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INTERLIBRARY LOAN OF DOCTORAL DISSERTATIONS

IN BUSINESS EDUCATION: A MAIL SURVEY

A Thesis

Presented for the

Master of Arts in College Teaching

Degree

The University of Tennessee, Knoxville

Margaret Marilyn Cook

June 1983

1 182005

DEDICATION

To the faculty, staff, and graduate students
in the
College of Communications
The University of Tennessee, Knoxville

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ABSTRACT

The purpose of this thesis was to determine the role interlibrary loan service of National Association of Business Teacher Education (NABTE) schools play in the search process of doctoral dissertations. The study investigated the extent NABTE schools are involved in interlibrary loans (ILL), the helpfulness of librarians in locating material, and ILL's involvement throughout the United States. Also investigated in this study was the relationship between (1) index ownership by libraries and loan policies, and (2) school's nonparticipation in University Microfilms International and involvement in ILL. The study was limited to schools which are members of NABTE and which have conferred doctoral degrees in the years 1975-79 in various programs in Business Education. The three-page questionnaire mailed to each of the 48 NABTE member schools yielded an 89.6 percent return.

Across the United States, the involvement of interlibrary loan services ranges by section from 64.3 percent to 77.8 percent, with the schools in the west being the most active. Of the 43 schools participating in this study, all but one have an interlibrary loan function at their library. All schools will lend to faculty or students, and 40 (93.0 percent) lend dissertations; but most schools have some type restriction such as lending microfilm or second copies only.

When a request is made to a school, three-fourths will try a variety of approaches to find the information. About half the libraries belong to a statewide or regional network or consortium.

Many dissertations are found at University Microfilms International

(UMI) but there are seven schools that do not require their students to send their dissertations to UMI. However, these schools will lend their dissertations through interlibrary loan. Charges for photocopying dissertations are made by less than a third of the schools; two-thirds of the schools do not photocopy dissertations. From dissertation approval to library shelf, the time lag found from this study is six weeks to two years.

In conclusion, NABTE schools are active in interlibrary loan of doctoral dissertations, but most schools are supportive of UMI as a clearinghouse for dissertations.

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CHAPTER I

THE PROBLEM

A dissertation is required in many universities for the attainment of a doctoral degree. To compile information for a dissertation, the student should become familiar with research in the chosen area. A beginning point to see what has already been researched is to peruse other doctoral dissertations written in the specific and related fields.

Searches for dissertations in Business Education may lead to many avenues. This thesis will deal specifically with one means--interlibrary loan--in locating dissertations. The justification, therefore, for this study was to determine the use, effectiveness, and time of locating dissertations through interlibrary loan.

Availability of research information from doctoral dissertations frequently suffers from time lag. This lag between completion of research and publication of results has always been a concern to scholars (Moore, 1972). Wagoner (1981) expressed the same concern in a speech to the National Business Education Association members about what happens to copies of dissertations:

The most common practice is to have dissertations completely disappear for a period of time and nobody can see them. The claim is that they are at the bindery. Just when people are anxious to hear the results that have been approved they are suddenly hidden after the approval sheets are signed.

I call this period one of "mourning." In most institutions the students pay a \$25 fee for the "burial casket." This fee is called a microfilm fee and is sent to University Microfilms. For an extra \$20 the student can have additional nails put in the casket and make the opening

and reading even more difficult. This charge is called the copyright fee. This procedure reduces even further the probable use of the study.

Fry (1974) sums up some of the problem:

Because the field of document-information transfer in education areas is so broad and complex much investigation remains to be done before a national document-information system can make its full contribution to educational communication. (p. 6)

Students doing research for advanced academic degrees and desiring to use doctoral dissertations can easily refer to Educational Resource Information Center (ERIC) publications or University Microfilms International (UMI) publications and order desired copies. But what about dissertations which have not yet reached ERIC or UMI? It may be that interlibrary loan is the route to follow, whether one is researching the sciences, the humanities or Business Education.

Today Business Education is no longer geared mainly to the skills of typewriting, shorthand, filing, and business letter writing. It is now becoming a broader field to include data processing, word processing, time management, microcomputers, and administration and supervision. "Qualifications for teaching at postsecondary levels usually call for experience, both in teaching and in business, as well as advanced academic degrees" (Calhoun, 1981, p. 28). But to attain an advanced degree one must do research to determine what has been done in the past and become familiar with the latest studies completed.

Statement of Problem

The problem for this thesis was to determine the role interlibrary loan services of National Association of Business Teacher Education (NABTE) schools play in the search process of doctoral dissertations.

Elements of Study

The specific questions to be investigated in this study were:

1. To what extent are National Association of Business Teacher Education (NABTE) schools that grant doctoral degrees involved in interlibrary loans?
2. To what extent does a library's interlibrary loan department at a NABTE school go to to fill requests?
3. To what extent are some geographical areas of the United States more involved in interlibrary loan activities than others?
4. What is the relationship between ownership of indexes by libraries and loan policies?
5. What is the relationship between schools not participating in UMI and involvement in interlibrary loan of doctoral dissertations?

Because of possible lag time from dissertation approval to listing in publications or indexes, a researcher may find the originating school willing to loan its copy through interlibrary loan. But a researcher in one part of the country must rely on the helpful attitude of interlibrary loan personnel in another part of the country. Schools having reciprocal agreements through networks or consortia may be more inclined to loan their materials than schools not having agreements. Some areas of the country may be more actively involved in mutual relation agreements.

Another factor to look at in ways of locating business education dissertations is the index holdings of NABTE schools. The more indexes a school holds, the more sources a student will have in locating research sources. The indexes will give the researcher a wide range for

locating business education dissertations and determining where to obtain copies, which may mean less use of interlibrary loan.

This study could (1) help students in understanding the retrieval system of doctoral dissertations and (2) result in procedures for locating and obtaining business education research completed throughout the United States.

Limitations

This study is limited to schools which are members of the National Association of Business Teacher Education (NABTE) and schools which have conferred doctoral degrees within the last five years, 1975-79, in Business Education as reported by Wagoner in April 1981.

Organization of the Study

Chapter I consists of the problem which gives the purpose of the study, statement of problem, elements of study, limitations, and organization of the study.

Chapter II presents relevant research in locating dissertations through various types of publications and interlibrary loan.

Chapter III sets forth the sampling techniques and describes the instrument to be utilized and data collection method.

Chapter IV describes the data collected and the results.

Chapter V presents a brief review of the problem and statement of the results, conclusions drawn from the data analysis, and recommendations for future studies.

CHAPTER II

LITERATURE REVIEW

In searching the card catalog at The University of Tennessee Main Library, information was found under "theses," "dissertations/academic," and "collections" holdings of bibliographies of theses/dissertations, but little research was found on a retrieval system. Titles under "interlibrary loan," and "exchanges" showed holdings concerning costs, characteristics, and magnitude in technical processing of interlibrary loan, and information on copyright laws affecting interlibrary loans.

The following indexes were perused to determine available information on research in interlibrary loans or retrieval systems for dissertations in Business Education: ERIC Education Documents Index; Business Education Index 1981, 1980, 1979, and 1978; Current Index to Journals in Education; and Education Index. An ERIC (Educational Resource Information Center) search was requested using key words: "copyright," "information retrieval," "information systems," "online systems," "library cooperation," "interlibrary loans," "royalties," and "not bibliographies." The search resulted in 21 items, 2 of which were in periodicals, 8 on microfiche, and 11 listed as not available from ERIC Document Reproduction Service (EDRS). Of the 21 items, 11 were examined for this study.

A letter was sent to University Microfilms International (UMI) to request information about its history, policy on royalties, copyrights, and other information which explained UMI's function as a dissertation clearinghouse.

University Microfilms International

Comprehensive Dissertation Index (1980) includes a short history of dissertation collections:

The first three academic doctorates granted in the United States were awarded in 1861 by Yale University. By the beginning of the twentieth century about 350 doctorates were being awarded each year throughout the country. (CDI, 1980)

Beginning in 1912 and until 1938 the Library of Congress published a List of American Doctoral Dissertations (Ash, 1969). Since 1930 there are two national bibliographic sources of American doctoral dissertations: American Doctoral Dissertations (ADD) and Dissertation Abstracts (DA). The ADD series was established as an annual series in 1934 under the auspices of the Association of Research Libraries; DA was established in 1938 under the title Microfilm Abstracts to provide an inexpensive publishing medium for doctoral dissertations. "As a commercial venture, its parameters of inclusion have varied according to necessity and policy of the owners" (Moore, 1972, p. 285), but Microfilm Abstracts evolved from that beginning.

University Microfilms International started in 1938 or so in Ann Arbor, Michigan. Mr. Eugene B. Power, founder of this firm, eventually sold this business to the Xerox Corporation. . . . Our abstract publication, Dissertation Abstracts International started out in 1938 as Microfilm Abstracts. (Colling, 1982)

The first volume of Microfilm Abstracts published by University Microfilms (1938) contained "abstracts of 17 dissertations and was issued without charge" (Colling, 1982). The "Introduction" of Volume 1, No. 1, discussed the necessity of coordinating the reproduction of dissertations:

The procedure followed by most university presses, and other publishing organizations has been to estimate as closely as possible the probable market in relation to the minimum number of copies which can be produced economically by the processes at hand, hoping that a sufficient number will be sold to recover at least the initial investment. (Microfilm Abstracts, 1938, p. v)

At that time the author had to pay \$15 to submit a copy of his manuscript and an abstract of approximately 500 words describing the method and results of his research. The manuscript was microfilmed and the original was returned to the author. The abstract was printed in a book of abstracts and sent to leading libraries, journals, and current bibliographies. A scholar desiring a copy of the manuscript after reading the abstract could secure a positive microfilm copy of the original made from the negative at 1-1/4¢ per page; thus a 110-page manuscript would cost \$1.37. Ash (1969) described problems with obtaining copies of dissertations:

In 1951 the Association for Research Libraries appointed a committee to study the availability of dissertations. This committee found that many universities which had published abstracts of their dissertations had ceased to do so. Interlibrary loan was expensive since dissertations had to be mailed first class. Since no central bibliographic guide was available, the committee recommended that University Microfilms, with their knowledge and equipment already established, should handle the dissertations. They too should become accepted as the central source for dissertations and should be expanded to include all American universities as members. (p. 237)

In 1952 "with a view toward a more accurate and descriptive title, the name Microfilm Abstracts was changed to Dissertation Abstracts" (Dissertation Abstracts, p. iii). The size was changed from 5-1/2 x 8-1/2 to 8-1/2 x 11 inches since the larger size took less shelf space required by libraries. The abstract was limited to 600

words or less, and the charge to the author was \$20 irrespective of size. Authors could list titles only for \$2. Anyone desiring the complete manuscript could obtain a microfilm copy from University Microfilms (UM) at 1-1/4¢ per page. If a university wished to prepare its own negatives according to certain specified standards and have negatives stored at UM, they could be available for duplication. The charge was \$12, which included publication and distribution of the abstract and storage of the negatives. From 1938 to 1952 the number of abstracts listed had risen from 17 to 200 per year, but there was no subject listing entitled "Business Education." Even though the number of doctorates in 1950 had risen to some 6600 and during the 1970s about 35,000 doctoral dissertations had been written annually, where would one search for material in Business Education? Subjects such as typewriting (keyboarding), shorthand, letterwriting/correspondence/communications, word processing, in the secretarial science field apparently have been listed under such items as "education," "business," or "economics."

Beginning with Vol. XXIII, No. 9, March 1963, of Dissertation Abstracts, the flyleaf stated University Microfilms, Inc., was a subsidiary of Xerox Corporation. By 1966 the number of abstracts had increased to the point that Dissertation Abstracts had to be divided into two sections. Section A covers the Humanities and Social Sciences and Section B covers the Sciences and Engineering. There was, however, still no listing for "Business Education."

"By 1968 UM was able to prepare paper copies along with the microfilm copies of doctoral dissertations" (Colling, 1982). The

January, 1968, volume showed University Microfilms as a Xerox Company rather than just a subsidiary.

With the July, 1969, Vol. 30, No. 1, issue, Dissertation Abstracts changed to "Dissertation Abstracts International to reflect the projected enlargement of University Microfilms' dissertation publication program by the addition of dissertations from European universities" (DA "Introduction," n.p.). Listed at the end of each abstract is the cost for microfilm or Xerox and the number of pages. With this issue was the announcement of DATRIX (Direct Access to Reference Information; a Xerox Service) which is "an in-house computerized search facility. The words and specifications are chosen for a search by the person requiring the information." DATRIX is now online so that the latest abstracts and ordering information are more quickly available to the customer. "This particular database created the massive Comprehensive Dissertation Index for the years 1861-1972 with a 37-volume series" (Colling, 1982). This reference work is organized by subject and author and listed virtually all of the dissertations accepted for academic doctoral degrees granted by North American educational institutions. More than 417,000 dissertations are listed (CDI, 1979, 1980). The CDI is now published on an annual basis. Until CDI was published, there had been no single source which could provide access to all dissertation information. The original CDI was compiled from various published sources including various lists, commencement programs and other materials recorded directly from schools (CDI, 1980). In 1974 "Education--Business" was added to the Table of Contents.

Under that listing there was but one abstract which dealt with general college business and economics courses.

The 1975 issue also had one abstract which was about Office Education in the secondary schools. The February, 1982, Vol. 42, No. 8, issue listed six abstracts under "Education--Business," three of which dealt with written communication, shorthand dictation, transcribing and proofreading skills.

In a study of bibliographical control by Moore (1972), she found that 15.2 percent of dissertations were published in adapted form as journal articles, 2.1 percent were published as books, and 1.4 percent could be identified as parts of a book such as proceedings of a conference. The mode of approach for research of dissertation literature is the subject approach (Moore, 1972). "As a result, the subject category more closely resembles an academic discipline than a meaningful subject" (Moore, 1972). Dissertation Abstracts states:

The selection of the subject category for a dissertation published in Dissertation Abstracts International is entirely the choice of the author. When the author neglects to choose a subject category, the decision is then made by his graduate school. (In Moore, 1972, p. 289)

University Microfilms International now seems to be the key to the control of access to dissertations. This monopoly seemed to be a concern of Ash (1969) when she stated that "the exchange of dissertations within the United States has been hampered in recent years by the rigid control of a private enterprise . . ." (p. 237).

UMI now advertises a new database--DATRIX II: ". . . if current information is important then DATRIX II is the service to use" (Dissertation Information Service, p. 5). DATRIX II is part of the CDI

database and is updated each month by listing titles just accepted and not yet cited in any printed index. The DATRIX II search results are mailed back to customers within one week after UMI receives the request. The printout lists up to 150 titles and costs \$15 regardless of the number of citations appearing. If the inquiry produces more than 150 titles, the printout will tell how many more there are. These additional citations are held for 60 days, and one can request them for 10¢ per citation; but the minimum charge for this second request is \$5 prepaid (DATRIX II, n.d.).

ERIC (Educational Resources Information Center)

ERIC was established in June 1964 by the U.S. Office of Education and is maintained by the National Institute of Education. ERIC is a national information system which disseminates educational research results, research-related materials and other resource information.

Through a network of specialized centers, or clearing-houses, each of which is responsible for a particular educational area, educational report literature is acquired and evaluated. If selected, documents are abstracted, indexed and listed in Resources in Education (RIE). (EDI, 1975)

The ERIC Educational Documents Index brings together the references to documents cited in RIE with titles and accession numbers to the documents. EDI also reports literature that was announced in the monthly issues of Resources in Education from January through December.

Currently, ERIC files may be searched manually or via the computer using an on-line system called DIALOG or using a batch processing system called QUERY. In 1969 the QUERY system was created and implemented in over a dozen installations across the nation.

Because the user often has difficulty in expressing the specific search needs, an information specialist is required to express these needs in acceptable search language called search strategy. The person doing the research uses English language and human-readable search protocols; the computer itself uses machine readable bytes of non-human readable "data." For a search to be successful, the requester must spend a considerable amount of effort defining his search request with the person who will actually encode the search to enter machine-readable files.

The user wants search precision and as many hits as possible. "Search precision" is the percentage ratio of the number of hits a search produces to the total number of document citations retrieved. A "hit" is a retrieved document citation (listing) which is considered relevant to an information need stated by the user. Link (1972) stated that users must understand the highly structured on-line systems or the equipment is not being used to its design expectations.

ERIC depends on the collective efforts of 17 clearinghouses located in various areas of the country for the acquisition of relevant documents for the ERIC information base. Link (1972) developed a computer-assisted-instruction (CAI) package to help train potential users of the ERIC files without the assistance of an information specialist.

Title indexes, issued annually by the ERIC series, are easy to use in cross referencing titles of articles. Student's work may be listed differently for Dissertation Abstracts, ERIC, RIE, etc. Crawford (1976) found that "ERIC is more interested in the theory of teaching than in what to teach" (p. 3). He also stated that "it is easier to find

materials on educating a group of people such as teenagers, exceptional children, the physically or mentally handicapped than it is to get materials on educating in a subject area" (p. 3).

Indexes

Besides Dissertation Abstracts International and ERIC, there are other sources to consider when searching for dissertations. American Doctoral Dissertations (ADD) was compiled for the Association of Research Libraries. This gives a complete listing of all doctoral dissertations accepted by American and Canadian Universities. ADD is compiled from commencement programs issued by universities, and the success of each issue depends on the cooperation of these universities. Also included in ADD are a number of dissertations which are not included in Dissertation Abstracts International. ADD is published on a school-year basis and is arranged by subject categories and institutions. An author index is an integral part of each publication. During the 1977-1978 academic year, 31,562 doctoral dissertations were reported, a decrease of 1142 from the previous year (p. v).

Current Index Journal in Education (CIJE) is a monthly guide to current periodical literature in education and is part of the ERIC family of reference publications sponsored by the ERIC. Current research findings, projects and technical reports, speeches, unpublished manuscripts, and books are covered in the monthly issues of Resources in Education (RIE) published by and available from the Government Printing Office.

Business Education Publications

The Business Education Index is published annually by Delta Pi Epsilon, national honorary professional graduate society in Business Education. The Index lists Business Education articles, research studies and textbooks compiled from a selected list of periodicals, publishers, and yearbooks published during the year. The Index cross references in alphabetical order its entries under 95 subject headings.

The National Business Education Association (NBEA) has issued in the past several publications which have listed research. The first publication was the National Association of Business Teacher Training Institute (NABTTI) Bulletin. The first publication to list research consistently was the National Business Education (NBE) Quarterly. The March 1952 "Introduction" to the Quarterly stated:

Since 1933 the NABTTI Bulletin has published from time to time a list of research studies in Business Education which were completed during the previous year. This year the compilation is included in the research issue of the Quarterly as a convenient reference for members of the Research Foundation of the United Business Education Association [former name of the National Business Association].

In relating the history of Business Education publications, Stein (1983) stated that in 1970 the Quarterly was integrated into the Business Education Forum which began in 1947. The March 1971 issue of the Forum listed completed research and research underway. However, NBEA discontinued "research underway" and began listing only completed research in the March issues of the Forum beginning in 1972. Research completed continued to be listed in the March issues through 1980. From 1981-1983, completed research in Business Education has been listed

in the National Association of Business Teacher Education (NABTE) Review, an annual publication which began in 1973. The Review is designed to promote the strengthening of business education in colleges, universities and secondary schools through improved business teacher education at the collegiate level. Completed dissertation research in the Review is collected from member schools which make up the NABTE. Representatives from these institutions were asked to report on research studies leading toward a graduate degree in Business Education. Each study is listed under only one classification which most nearly describes the study.

Interlibrary Loan

"Interlibrary loan in this country seems to date from the year which is generally taken as marking the beginning of the modern library movement--1876" (Winchell, 1930, p. 11). But since that time there have been considerable controversy about the effectiveness and usefulness of interlibrary loan.

Samuel S. Green (1876) of the Worcester free public library, stated:

It would add greatly to the usefulness of our reference libraries if an agreement should be made to lend books to each other for short periods of time. It happens not unfrequently that some book is called for by a reader . . . which he [the librarian] finds in the catalogue of another library, but which does not belong to his own collection. (quoted in Winchell, 1930, p. 12)

Green also suggested that instead of lending books to individuals, libraries would prefer to send them to other libraries to be delivered by the borrowing library to individuals and to be looked after as they look after their books.

However, "in July 1892, in Library Notes Mr. Dewey sounded a note of warning [he was an advocate of spelling reform! Thus, the unusual orthography].

Inter-library loans which wer a litle while ago almost unknown ar now of daily occurence. The spirit of helpfulness and wish to hav the library used is in the ascendent. We ar, and hav been from the first, earnest champions of this, but a note of warning is needed. In their zeal to serv one, sum libraries ar abusing the rights of many. Trying to be useful to scolars who can not afford to cum to the library they sumtimes simply encurage indolent and presuming selfishness.

Fate seems to ordain that a book which has not been off the shelf for years, if sent away, will be badly wanted before it gets back. . . . Watch carefully lest we serv one at the cost of many. (quoted in Winchell, 1930, p. 12)

Eighty-three years later there was still a concern as shown in a 1975 survey by Roberts (1980). He found that at the University of California, San Francisco, half of the users said they could not find materials available at the time they needed them. The reasons cited were theft, items in use out of the library, and poor housekeeping.

Piternick (1972) suggested not lending the original materials, but preparing a mailing of photocopies or microcopies. Photocopying increases the availability of the original copy, prevents damage and wear through mailing and provides a copy for the borrower to keep. Libraries would have to have an enormous collection of material to satisfy all needs at a cost which could never be justified by its overall usefulness. Librarians try to maintain 75-80 percent of demands, but rely on Interlibrary Loan for the rest (Piternick, 1972, p. 1). Cruzat (1964) agrees with Piternick in stating that "since no library, regardless of size, can own every item needed by a patron,

the interlibrary loan transaction is the means for a library to make the entire scientific records available to its patrons" (p. 1).

Thomson found in 1970 that "many academic libraries engage in little or no interlibrary loan activity. A high portion of interlibrary lending occurs between libraries located near each other." But in 1975 she stated:

In 1972-73 approximately 194,000 interlibrary loan requests were not filled because the borrowing library in ignorance requested non-circulating material contrary to the Interlibrary Lending policies of the lending library. (p. ii)

The major elements determining whether or not libraries receive requests to borrow from libraries at a distance are whether the library lists unusual materials in union lists: The National Union Catalog, and the Union List of Serials and New Serial Titles.

Palmor, et al., (1972) indicated that

. . . interlibrary lending in the United States reached a significant level about 50 years ago, partially in recognition of the need for such borrowing, partially as a courtesy, and partially in recognition of the interdependence of libraries. (p. 5)

Other authors have explained what has been done to encourage interlibrary loan. One author, Battin (1980), stated that some institutions form a resource-sharing consortium.

To succeed, cooperation activities require one major ingredient--cooperation. A cooperative venture for research libraries will not succeed if research universities and their libraries adopt the wait-and-see attitude reminiscent of the good old days of autonomy. (p. 1)

Another author, Boals (1980), explained what was done in Southern California. "The interlibrary loan has initiated its own van service. This service connects with similar services run by local

library agencies and has eliminated many shipping costs for libraries lending to the network" (p. 124). Processing costs reach at least \$13 per item. "Networking is a catchall term symbolizing a tremendous range of activities that represent some type of formalized cooperation among a number of independent agencies in the delivery of information-related services" (p. 124). The major technical problems that must be confronted in the operation of interlibrary loan networks are those of fulfillment time and rate. The automated catalog systems would make it possible for a single individual at a central location to search a number of catalogs within a short period of time, thus reducing the personal time required to fill an order and reducing network per-item costs. Few libraries can afford to remain completely current with all of the materials that are being produced at any one time. Networks can provide one means of coordinating the delivery of library services in such a manner that a member agency can meet many increasing needs of its constituencies (Boals, 1980).

Pricing

Accounting is another factor to be considered in interlibrary loans.

Libraries that are part of a large institution, however, have to deal with an internal accounting bureaucracy that considerably inflates the cost of billing and payment. . . . Small libraries and those with petty cash funds can write checks relatively inexpensively; their major expenses are postage and paper. . . . Cornell and perhaps other universities have attempted to control their costs by printing and selling interlibrary loan coupons; these coupons are mailed between libraries in lieu of writing checks. (Moore, 1972, p. 290)

Some libraries ask borrowers to include some stamps when they return

the borrowed books. It is uneconomical to bill for small amounts. In theory, interlibrary loan is a reciprocal arrangement. One library spends time and money so the other library will return the favor.

Now "with the establishment of the OCLC (Online Computer Library Center) interlibrary loan module, a library no longer has to rely on the mail to transmit requests for loans, photocopies and renewals" (Self, 1980, p. 287). Payment need not be made until the end of the fiscal year. OCLC could be programmed to incorporate this feature into its billing process. Using this system a lending library would enter the loan fee into the automated system at the same time as it enters the "date shipped." If the fees exceed the limit ("max cost" on OCLC) set by the borrowing library, the entry would not be accepted. "As fees for interlibrary loans become more widespread, library organizations or utilities may establish standard fees" (p. 289).

Like interlibrary loan fees, UMI fees vary depending upon the status (academic or non-academic) of the person doing the ordering, the method of mailing (4th class or air), type of copy desired (microform, soft cover, hard cover), and the number of titles from a DATRIX II search. One can, however, obtain free from UMI subject catalogs of dissertations--and "Business Education" is on the list!

The United States Postal Services does have a special rate called "library rate," used between libraries or individuals to ship books to libraries. The rate is 35¢ for the first pound with 12¢ for each additional pound up to seven pounds, then the rate is 7¢ for each additional pound. First-class rates are based on the weight of the book and the shipping destination. The books are not insured under

the library rate unless specifically requested by the one receiving the book (Postal Services, 1983).

Copyright

The Copyright Law, Section 108(i) reads:

Five years from the effective date of this Act, and at five-year intervals thereafter, the Register of Copyrights, after consulting with representatives of authors, book and periodical publishers, and other owners of copyrighted materials, and with representatives of library users and libraries, shall submit to Congress a report setting forth the extent to which this section has achieved the intended statutory balancing of the rights of creators, and the needs of users. This report shall also describe any problems that may have arisen, and present legislative or other recommendations, if warranted. (Kroll, 1980, p. 119)

The first review was scheduled for 1982.

Of the material received from UMI, there was no statement concerning copyrighting. Ash (1969) was concerned about the copyright issue and stated: "The thesis may then be copyrighted at the author's request, but University Microfilms has the sole right to publish this thesis either by microform or xerography" (p. 238).

Royalties

Only one reference to royalties is in the advertisement sent to the author from UMI. That statement is listed on the back page under "advantages of UMI's Dissertation Publishing Program." It reads: "Authors are eligible to receive royalties from full text copy sales of their dissertations published by UMI" (1982).

However, a Dissertation agreement form issued by UMI states that UMI agrees to pay "a royalty of ten percent on sales of copies of dissertations for any calendar year when such sales equal \$100 or

more." Paper copies of dissertations available from UMI are reproduced xerographically at about two-thirds the original size, are perfect-bound and covered in paper. An individual can purchase a copy for \$30. Microform copies are about half that price--\$17.50. Shipping and handling charges are extra and orders are shipped two-four weeks after they are received.

CHAPTER III

METHODOLOGY

The Sample

To help determine the extent of involvement in interlibrary loan services of doctoral dissertations, a questionnaire was designed. Securing information from individuals can be done in a variety of ways--personal interviews, telephone interviews, or mail questionnaires (Parten, 1950). The expense of time and travel made personal and telephone interviews prohibitive for this nation-wide study; therefore, the mail questionnaire was selected.

The questionnaires were mailed to schools which are members of the National Association of Business Teacher Education and schools which had conferred doctoral degrees in business education during the last five years. Table I was compiled from Wagoner's (1980) data he had collected from Rahe's Index to Doctoral Dissertations in Business Education 1900-75 and from the March issues of Business Education Forum for 1975 through 1979. Research completed in a specific year was listed in the Forum, Index, Dissertation Abstracts International (DAI), and the NABTE Review the following year.

Dissertations listed for 1980 were compiled from Dissertation Abstracts International, (Humanities and Social Sciences), 1981, and from the Business Education Index 1981. The sections for "Education, Business" and "Education, Vocational" were surveyed in DAI. Eleven subject headings in Business Education Index were surveyed--"Business and Business Education," "Business Correspondence," "Business Education,"

TABLE I

MEMBER SCHOOLS OF NABTE¹ CONFERRING DOCTORAL DEGREES
IN BUSINESS EDUCATION

School	Doctoral Degrees Conferred ²								Totals
	Thru 1974	1975	1976	1977	1978	1979	1980	1981	
Alabama, U. of	10	-	-	1	-	-	1	-	12
Arizona State U.	44	3	7	4	2	7	4	2	73
Arkansas, U. of	8	-	-	2	-	-	-	1	11
Bowling Green State U.	2	1	-	-	2	-	-	1	6
Brigham Young U.	5	-	-	-	1	-	-	-	6
California, U. of-LA	53	-	3	-	1	-	1	-	58
Cincinnati, U. of	9	-	-	-	-	4	3	-	16
Colorado State U.	9	-	1	-	-	-	1	-	11
Colorado, U. of	18	-	2	-	-	-	-	1	21
Connecticut, U. of	8	-	1	2	-	-	-	1	12
East Texas State U.	-	-	1	-	-	-	1	-	2
Georgia State U.	30	-	5	1	-	-	1	-	37
Georgia, U. of	16	3	2	5	3	2	2	-	33
Houston, U. of	17	5	4	3	1	1	2	7	40
Indiana State U.	2	1	-	-	-	-	-	2	5
Indiana U.	124	-	1	1	4	2	-	-	132
Kentucky, U. of	20	-	3	-	1	-	3	3	30
Louisiana Tech U.	1	-	-	-	1	-	1	-	3
Maryland, U. of	10	-	-	-	1	1	-	-	12
Memphis State U.	-	-	-	1	-	1	1	2	5
Michigan State U.	43	5	-	-	5	1	-	2	56
Mississippi State U.	2	-	-	-	-	1	1	-	4
Mississippi, U. of	8	3	-	-	-	-	2	-	13
Missouri, U. of	10	-	3	-	-	-	3	2	18
Montana State U.	2	1	-	-	-	-	-	-	3
Nebraska, U. of-Lincoln	34	2	4	2	3	2	1	-	48
New Mexico, U. of	4	-	-	2	-	-	-	-	6
New York U.	209	8	-	4	6	5	4	-	236
North Carolina, U. of	1	1	-	-	-	-	1	-	3
North Dakota, U. of	105	8	2	4	3	7	-	2	131
North Texas State U.	17	2	-	-	1	-	1	3	24
Northern Colorado, U. of	83	8	-	-	-	-	2	2	95
Northern Illinois U.	62	-	-	14	7	5	1	-	89
Ohio State U.	75	-	1	-	1	-	-	1	78
Oklahoma State U.	24	3	4	3	2	3	-	2	41

TABLE I (continued)

School	Doctoral Degrees Conferred								Totals
	Thru 1974	1975	1976	1977	1978	1979	1980	1981	
Oklahoma, U. of	66	5	-	-	1	-	5	-	77
Oregon State U.	17	-	-	-	-	1	-	-	18
Pittsburgh, U. of	70	6	2	-	2	-	-	1	81
South Carolina, U. of	-	2	1	-	1	-	1	-	5
Southern Illinois U.	3	1	-	1	1	-	1	-	7
Southern Mississippi, U. of	7	3	-	1	-	-	1	-	12
Temple U.	40	-	2	-	-	-	1	-	43
Tennessee, U. of	30	4	3	1	1	4	1	5	49
Texas Tech U.	7	-	-	1	-	-	-	-	8
Utah State U.	8	1	2	1	3	4	2	1	22
Virginia Polytechnic I.	1	1	2	1	3	3	1	4	16
Wayne State U.	11	1	-	-	-	4	-	1	17
Wisconsin, U. of-Madison	22	1	-	1	2	-	1	-	27
TOTALS	1347	79	56	56	59	58	51	46	1752

¹Business Education Forum, December 1981, 36(3), 40-42.

²Information compiled by Wagoner (1980) from Rahe's Index to Doctoral Dissertations in Business Education 1900-75, Business Education Forum, March issues, 1975-1980; Dissertation Abstracts International, 1981 and 1982; Business Education Index, 1981; and NATBE Review, 1982.

"Certified Professional Secretaries," "Clerical Training," "Data Processing," "Dictation," "Records Management," "Research," "Typewriting," and "Word Processing." DAI listed 16 (31.3 percent) dissertations not found in the Business Education Index; the Index listed 16 (31.3 percent) dissertations not found in DAI. Of the 51 total dissertations listed for the 1980 year in Business Education, 19 (37.2 percent) were listed in both publications.

University Microfilms International 1982 and the NABTE Review 1982 were used to locate dissertations completed in 1981. (Business Education Index for 1982 had not been published at the time of this research.) Five (10.9 percent) dissertations listed in DAI were not listed in the Review and 28 (60.9 percent) listed in the Review were not listed in DAI. Thirteen (28.3 percent) dissertation titles were listed in both publications.

The Questionnaire

The questionnaire (see Appendix) was designed to answer the specific problems posed in Chapter I. The extent of involvement of NABTE schools in interlibrary loans (Question 1) was to be determined through questions 1, 2, and 3: "Does your school have an interlibrary loan department?" "To whom does it lend?" "Do you lend dissertations and master's theses?" Answers to questions 4, 5, and 6 determined the extent librarians will go to in locating material for a requester. The researcher without time and money to travel to other libraries must rely on the efforts of librarians in other parts of the country. But libraries that do not have certain information may be able to secure the material through other sources if they belong to a network or

consortium for lending purposes. Questions 8 and 9 may indicate the involvement in such "membership." For some students the time and expense of securing information for their research may be a factor; so answers to question 3 (do you lend?), question 14 (do you photocopy?), and questions 9, 10, 14 and 15 (cost) could help the requester in a search for a particular dissertation.

Since each university owning a copy of every dissertation written is impractical, University Microfilms International has become the clearinghouse for dissertations. But its success depends upon the schools' sending dissertations to UMI and UMI's informing schools of their holdings through indexes such as American Doctoral Dissertation and Dissertation Abstracts International, answering questions 13 and 16. Interlibrary loan is an important concept, but are requesters given a chance to evaluate the service? (question 11).

The three-page questionnaire was pretested by sending it to two employees involved in interlibrary loans at The University of Tennessee. The return school address was placed at the bottom of the questionnaire in case it became separated from the return envelope. Although there was a place for the respondent to indicate the school name, the schools were numbered, and that number was coded on the stamp of the return envelope. This information was needed in determining non-respondents on the first mailing. (It was found, however, that the coding was unnecessary because most librarians indicated their school's name; and, if not, the postmark showed the city from where the questionnaire was mailed.)

As suggested by Erdos (1970, p. 118, 121), the outside and

return envelopes were typed and first-class stamps (rather than meter) were used. Along with the questionnaire was a cover letter explaining the purpose of the survey (see Appendix).

The questionnaire with the cover letter and stamped return envelope were mailed on August 7, 1982, to 48 NABTE schools in the United States which had conferred doctoral degrees in the last five years.

The first returns came on August 13. By August 28, 35 (76.1 percent) of the questionnaires had been returned. A second mailing was sent August 28 to those schools not responding. The total questionnaire return was 43 (89.6 percent).

Figure 1 shows the returns by date.

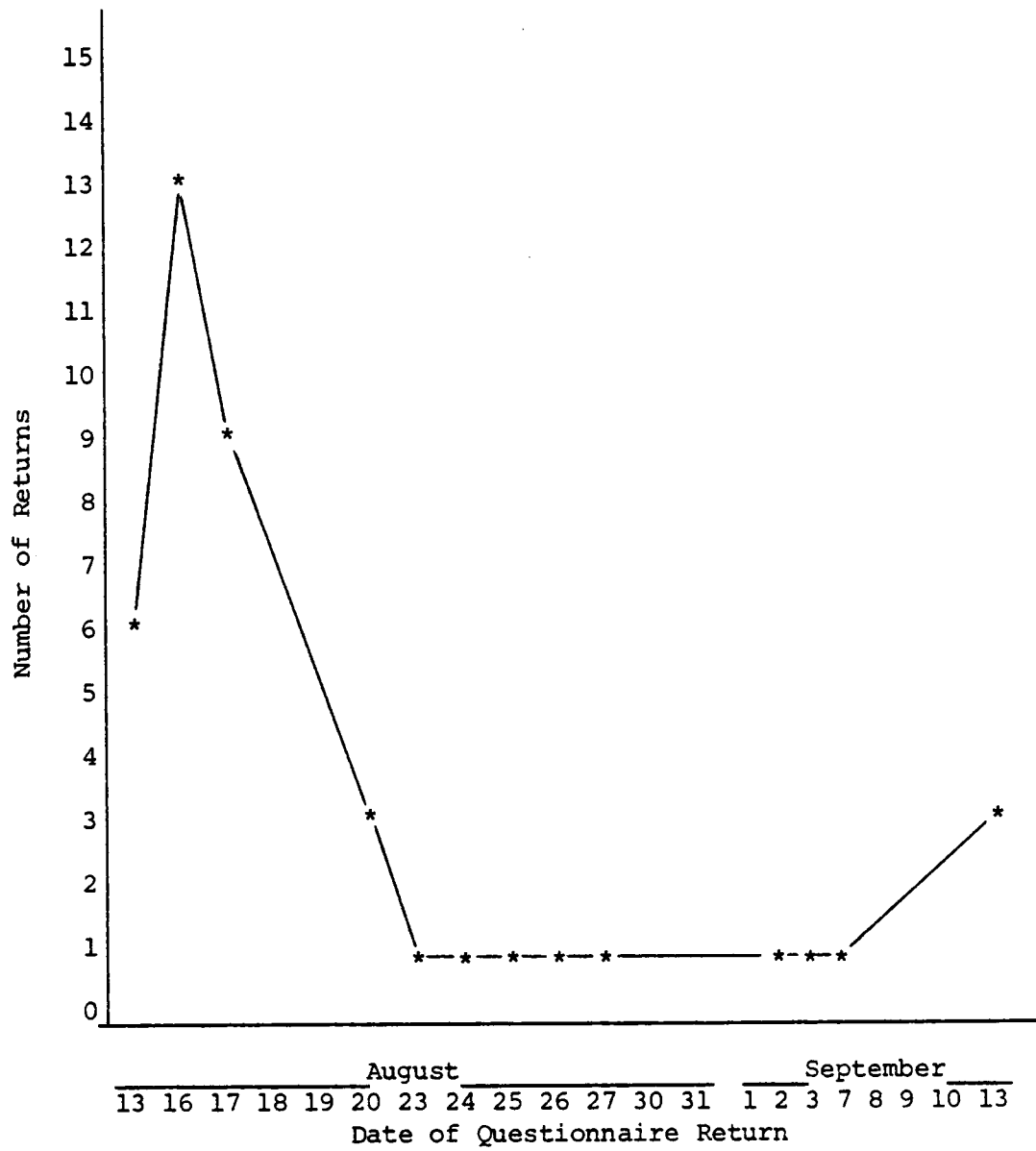


Figure 1. Dates of Questionnaire Returns.

CHAPTER IV

FINDINGS

Questionnaires were mailed to 48* schools that are members of the National Association of Business Teacher Education and schools that had conferred doctoral degrees in business education within the last five years. Of the 48 surveys mailed, 43 (89.6 percent) were returned. The three-page questionnaire had 16 questions, all of which required only a checkmark in answering; 8 had contingency questions.

At the end of the questionnaire was a space for the name of the respondent's school, but listing the school was optional. All but five of the 43 respondents listed their school's name. The questionnaire also had a space for the name and address for the respondent to request a copy of the results of the survey. All but 11 desired a copy.

The Interlibrary Loan Questionnaire dealt with the library's involvement in interlibrary loans of all fields and not just loans for Business Education per se. The questionnaire was addressed to the librarian of schools which are members of NABTE and schools which had conferred doctoral degrees in Business Education.

Interlibrary Loan Involvement

Five questions were investigated in this thesis. The first question dealt with the involvement of NABTE schools in interlibrary

*Of the two trial runs sent to The University of Tennessee Library, one was filled out completely; the other was returned blank with a note that the questionnaire "looks good." Since there were no changes on the completed one, it was used as a participating school in this survey.

loan. Eight survey questions (see Appendix), numbers 1, 2, 3, 9, 10, 11, 14, and 15, dealt with involvement in interlibrary loan.

Thirty-seven (86.0 percent) of the schools participating in the survey checked that they did have an interlibrary loan (ILL) department. Only one left this question blank; one stated the Circulation Department handled ILL activities; and four schools indicated the Reference Department handles their ILL. One school has the duties split--ILL for lending and Reference Department for borrowing.

All the libraries in this survey will lend general material to faculty members, doctoral and master's candidates, and academic and special libraries. There are eight universities which do not lend to secondary schools and two which do not lend to public libraries.

Forty (93.0 percent) of the libraries do lend doctoral dissertations as shown in Table II. The length of the loan ranges from two to four weeks with 25 (58.1 percent) of the schools allowing the loan to be renewed. Three schools stated they had no restrictions, and the one or two restrictions mentioned by 28 other schools varied: 10 schools will lend a second, microfilm, or circulating copy only; 4 schools lend only to schools with reciprocal agreements; 4 schools allow no copying; 4 schools restrict dissertations to library use only; and 7 schools lend only before or between certain dates. The restriction in the use of certain dates is partially due to UMI's takeover as a clearinghouse for dissertations and the dates the school joined the microfilming service.

The Merriam-Webster Dictionary identifies a library as "a place in which books and related materials are kept for use but not for sale"

TABLE II
LENDING POLICIES FOR DOCTORAL DISSERTATIONS

Policy	Schools	
	No.	%
Lend:		
Yes	40	93.0
No	3	7.0
Length of Loan:		
2 weeks	21	48.8
3 weeks	7	16.3
4 weeks	7	16.3
No answer	5	11.6
Renewable:		
Yes	25	58.1
No	9	20.9
No answer	9	20.9
Restrictions:		
Certain dates only: 1932-1955	1	2.3
1939-1954	1	2.3
pre-1954	1	2.3
pre-1955	1	2.3
pre-1956	1	2.3
pre-1957	1	2.3
1958-date	1	2.3
Microfilm copy only	4	9.3
Second copy only	6	13.9
Reciprocal libraries	4	9.3
None (no restrictions)	3	7.0
No copying allowed	4	9.3
Library use only	4	9.3

(1974, p. 406). As shown in Table III, library lending is still virtually free. Seventeen (39.5 percent) charge nothing for filled requests and 42 (97.7 percent) schools charge nothing for unfilled requests.

TABLE III
CHARGE FOR INTERLIBRARY LOAN

Charge	Schools	
	No.	%
Filled requests:		
None	17	39.5
Photocopying	11	25.6
Basic fee	4	9.3
Postage/handling	4	9.3
Reciprocal agreement	2	4.6
Medical and corporate	1	2.3
No answer	4	9.3
Unfilled requests:		
No	42	97.7
Yes	1	2.3
Photocopying dissertations:		
Yes	13	30.2
No answer	2	4.6
Do not photocopy dissertations	28	65.1

For unfilled requests one school charges a fee of \$2. Fifteen of the schools charge a fee for photocopying and postage/handling. Twenty-eight (65.1 percent) of the schools do not photocopy dissertations for requesters from other libraries. One library, however, purchases dissertations on microfilm from University Microfilms International to lend to other schools. Of the 13 (30.2 percent) schools that charge for photocopying dissertations, 6 charge only if the dissertation is not at University Microfilms International. Five other schools charging for

photocopying dissertations include \$8 total, 15¢ a page with a minimum of \$4; 10¢ a page plus \$1.50 for handling, 10¢ a page plus \$1.25; and 15¢ a page plus \$3.00.

Part of the success of an interlibrary loan service is the client's satisfaction, but how many libraries know if they have "satisfied customers"? Item 11 of the questionnaire asked, "Do you send an evaluation form for client to evaluate the loan service and make suggestions?" All schools answered the question, with 41 (95.3 percent) stating no evaluation form was sent to clients. One school does send an evaluation; and another plans to evaluate their loan service in 1983. Another school did an evaluation about five years ago.

Librarian Helpfulness

In placing a request for interlibrary loan, it was found from this study that a little more than half (54.7 percent) of the universities require their own readers to supply a written source of reference before an attempt will be made to borrow from another library.

Telephone requests for interlibrary loan are allowed by some institutions if there is a "rush," "extenuating circumstances," or available staff. Three universities will accept telephone requests with no restrictions. One university charges a fee for expedited services. The majority (62.9 percent) of the schools do not accept telephone requests.

When a university receives a request for an interlibrary loan not listed in its catalog as given by the requester, what, if anything, does the librarian do to locate the material? Seven actions were

listed on the questionnaire and the librarian could check as many as applied. Table IV shows the alternative suggestions to be checked by schools. Twenty-five (58.1 percent) will check for verification, then return to the requester. Thirty-two (74.4 percent) of the librarians will try a variety of approaches to locating the information in their catalog. Eighteen (41.9 percent) will send the item back for verification and 14 (33.3 percent) will go so far as to try to verify and provide other locations. Only three (7.0 percent) institutions return the unlisted request unsearched.

TABLE IV
METHOD OF SEARCH BY LIBRARIANS

Method	Schools	
	No.	%*
Return request unsearched	5	11.6
Check verification	25	58.1
Use variety of approaches to locate material	32	74.4
Check briefly in one or two bibliographies	4	9.3
Check carefully in one or two bibliographies	3	7.0
Return for verification	18	41.9
Suggest other locations/sources	14	32.5

*Over 100% because some schools use one or more search methods.

ILL Activities Nationwide

Two questions asking about the library's belonging to a consortium or a network for lending purposes brought forth a variety of answers. Table V shows the school's involvement in consortia and networks. Twenty-five (58.1 percent) of the 43 schools do belong to some type of consortium. Most of the consortia were statewide or regional. However, two schools belong to national consortia, and one school's consortium is limited to the city in which the school is located.

TABLE V

LIBRARY'S INVOLVEMENT IN CONSORTIA AND NETWORKS

Member	Yes	No	Unanswered
Consortium	25 (58.1%)	16 (37.2%)	2 (4.6%)
Network	29 (67.4%)	10 (23.2%)	3 (6.9%)

Eleven (25.6 percent) schools involved in consortia lend all types of subject matter. One school lends subject matter based on the type of library requesting the material, and one school is involved in a consortium for health sciences only. The question was unanswered by 28 (65.1 percent) of the schools.

Twenty-nine (67.4 percent) schools belong to a network, and like the areas of the consortia, most are regional or statewide. Six (13.9 percent) schools belong to a national network; three (7.0 percent) are members of an OCLC network. The questionnaire did not ask if the

network dealt with a specific subject matter. However, one school listed the network for regional medical purposes and another school's network purpose was for the Association of Photocopying.

Some sections of the United States may be more active in inter-library loans than other areas. To determine this, the United States was divided into four divisions: northeast, south region, north central, west region (Statistical Abstracts of the United States 1981).

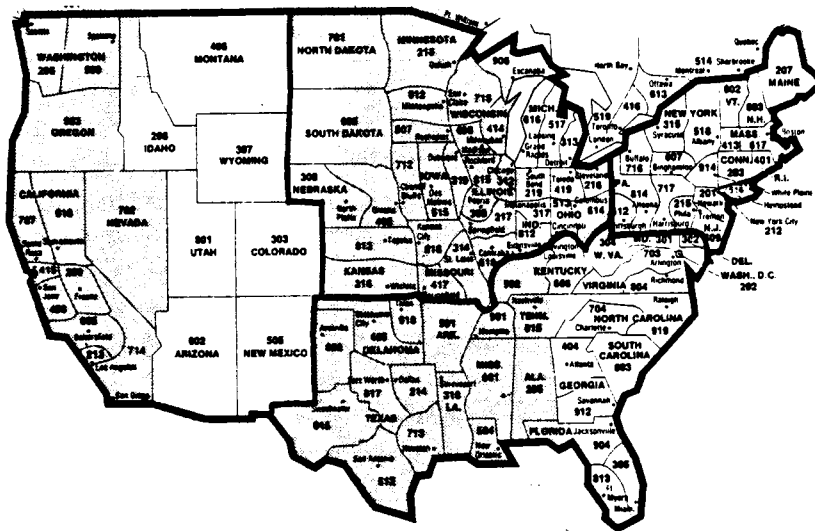


Figure 2. Divisions of the United States.

The following questions from the questionnaire (see Appendix) were used to determine involvement in interlibrary loan activities:

- Question 1. Do you have an interlibrary loan activity?
- Question 2. Do you lend to doctoral candidates?
- Question 3. Do you lend dissertations?

Question 4. Do you require a written reference?

Question 5. Do you take telephone requests?

Question 7. Do you belong to a consortium?

Question 8. Do you belong to a network?

Each school was allowed one point for each of these activities--seven in all. Table VI shows the regions of the country and the points falling within each region. The percentages range from 64.3 to 77.8 with the northeast showing 64.3 percent involvement; the south region, 67.9 percent; the north central area, 82.6 percent; and the west region, 77.8 percent.

Index Ownership and Loan Policies

Interlibrary loan is only one of many methods for searching for information; in fact, it may be considered a "last resort." Libraries have card catalogs, references, indexes and computer searches to help researchers. Most of the 43 schools returning the questionnaire for this study indicated their holdings of ten indexes containing information on Business Education (Table VII).

All schools in the study hold Dissertation Abstracts International, Education Index and ERIC Resources in Education. Forty (93.0 percent) of the schools hold Business Education Index. NABTE schools strong in these indexes are also active in lending dissertations through ILL (93.0 percent). The relationship is strong between the library's holdings of indexes and activity in interlibrary loans. Only three of the 43 schools in the survey hold most of the indexes but do not lend dissertations.

TABLE VI

SCHOOL'S INVOLVEMENT IN INTERLIBRARY LOANS BY REGIONS

School's Involvement	Points by Region			Totals	%
	Northeast (2 schools)	South (20 schools)	No. Central (12 schools)	West (9 schools)	
Do you . . .					
have ILL	2	16	11	8	37 86.0
lend to doctoral candidates	2	20	12	9	43 100.0
lend dissertations	2	22	9	7	40 83.0
require written reference	--	12	8	6	26 60.5
take phone requests	--	4	4	5	13 30.2
belong to consortium	2	9	8	6	25 58.1
belong to network	<u>1</u>	<u>12</u>	<u>9</u>	<u>8</u>	30 69.8
TOTALS	9	95	61	49	
INVOLVEMENT	64.3%	67.8%	72.6%	77.8%	

TABLE VII
INDEXES IN NABTE SCHOOLS

Index	Schools with Holdings	
	No.	%
American Doctoral Dissertations	41	95.3
Dissertation Abstracts International	43	100.0
Doctoral Dissertations Accepted in American Universities	31	75.6
Business Education Index	40	93.0
Current Index to Journals in Education (CIJE)	42	97.7
Education Index	43	100.0
ERIC Office of Education Research Reports	37	83.7
ERIC Educational Documents Abstract	31	72.1
ERIC Identifier Usages Report	30	69.8
ERIC Resources in Education	43	100.0

A description of some of these indexes shows the types of information one can gain from them. Dissertation Abstracts International is a monthly compilation of abstracts of doctoral dissertations submitted to University Microfilms International by more than 445 cooperating institutions in the United States and Canada. Business Education Index is published once a year by Delta Pi Epsilon, which is a national honorary professional graduate society in business education. The Index is arranged alphabetically by author and subject entries from such publications as Journal of Business Education, Business Education World, Balance Sheet, Business Education Forum, The Secretary, Today's Secretary, as well as 50 other business education periodicals. The periodicals cover journals from accounting through management and marketing to theses and dissertations. Authors, multiple authors and subject entries are cross referenced. The Index is compiled from a selected list of periodicals, publishers, and yearbooks published during the year.

The ERIC Descriptor and Identifier Usages Report is an alphabetical listing of descriptors and identifiers used to identify ERIC documents and journal articles that have appeared in Resources in Education (RIE) and Current Index to Journals in Education (CIJE) from January to December.

Education Index is a cumulative author and subject index to educational materials in the English language. The Index is published by the H. W. Wilson Company (New York) and includes a periodical index, proceedings, yearbooks, bulletins, monographs and material printed by the United States Government.

The ERIC Educational Documents Index is a valuable research tool

for access to the original resumes found in RIE and to 700 full collections of ERIC documents on microfiche maintained at libraries and educational institutions. This index is published by Macmillan Publishing Co., Inc. (New York).

UMI vs. Interlibrary Loan

University Microfilms International and academic libraries in this study are apparently working together to make UMI a successful clearinghouse for doctoral dissertations. Thirty-six (83.7 percent) of the schools require doctoral dissertations be sent to UMI. One respondent said sending the dissertation to UMI was at the discretion of the student. Five institutions do not require their students' dissertations to be submitted to UMI. Of the five schools not participating in UMI, two will photocopy dissertations only if unavailable from UMI and with written permission from the author; the other three schools do not photocopy doctoral dissertations. One respondent did not know their institution's policy on the question of requiring dissertations to be submitted to UMI.

Not all schools began cooperating with University Microfilms International at the same time. So some schools will photocopy doctoral dissertations completed at their school for requesters from other libraries only before they started cooperating in UMI. Fourteen (32.5 percent) of the 43 responding schools will photocopy a dissertation if it is unavailable from UMI.

Time Lag

In many cases the time factor is more important than the cost factor when waiting for the results of research. The waiting can be frustrating if the dissertation is in the process of getting from the approving office to the library or University Microfilms International.

A wide range of times is given in response to survey question 12:

"Approximately how long does it take from the time the student turns in the dissertation to the Graduate School until the bound copy is put on your shelf?" Table VIII shows the specific or ranges of time lag as given by 36 schools. Three schools were vague about the time lag using "varies," "several months," and "few months." Two schools did not know the time lag and two schools left the question unanswered. Six (13.9 percent), the greatest number of schools, listed six months as the time lag from dissertation approval to library shelf. Five schools stated it took their school's dissertations from three to six months to reach the library shelf. The shortest time listed by two schools was one and a half months; the longest time lag was 24 months.

Moore's study in 1972 showed the time lag of the dissertation issuance and its listing in Dissertation Abstracts between 1934 and 1969 to be zero to four years. The time lag in this study between dissertation approval and appearance on the library shelf is six weeks to two years. This time lag or "period of mourning," as Wagoner (1981) called it, seems to be fairly stablized between 2 to 12 months. One desiring the "latest" research may find that a year or two years has made the research out of date.

TABLE VIII

TIME LAG FROM DISSERTATION COMPLETION
TO LIBRARY SHELF

Time in Months	School	
	No.	%
1-1/2 months	2	4.5
1-3	1	2.3
2	2	4.5
3	2	4.5
3-4	3	7.0
3-6	5	11.6
3-12	1	2.3
3-24	1	2.3
4	1	2.3
5-6	1	2.3
6	6	13.9
6-9	1	2.3
6-12	4	9.3
12	4	9.3
12-18	1	2.3
24	1	2.3
Varies	1	2.3
Several months	1	2.3
Few months	1	2.3
Don't know	2	4.5
No answer	2	4.5

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The problem in this study was to determine the role inter-library loan services of National Association of Business Teacher Education schools play in the search process of doctoral dissertations. Samuel S. Green's suggestion in 1876 that libraries institute an inter-library loan service apparently took hold. Across the United States, the involvement of interlibrary loan services ranges by section from 64.3 percent to 77.8 percent, with the schools in the west being the most active. Of the 43 schools participating in this study, all but one have an interlibrary loan function at their library. All schools will lend to faculty or students, and 40 (93.0 percent) lend dissertations; but most schools have some type of restriction. In 1972 Piternick recommended that schools lend only microfilmed copies. This survey showed that a third of the schools do restrict their lending to microfilm or second copies only.

When a request is made to a school, over half of the librarians will check to verify the reference, and three-fourths will try a variety of approaches to find the information. About half the libraries belong to a statewide or regional network or consortium which increases the accessibility of interlibrary loan material. A little more than half of the schools' librarians require requests to be in writing. Requests by telephone are accepted by three schools. Although librarians are

apparently willing to look for the information, Thomson found in 1975 that some requests were not filled because the requesting library was asking for non-circulating material.

Many dissertations are found at University Microfilms International, but there are seven schools that do not require their students to send their dissertations to UMI. However, these schools will lend their dissertations through interlibrary loan.

Evaluation of interlibrary loan service has been implemented by two schools. However, the majority, 95 percent, of the schools have not evaluated their loan service.

Charges for photocopying dissertations are made by less than a third of the schools. Two-thirds of the schools do not photocopy dissertations.

Although most universities are willing to lend their dissertations, a problem arises when trying to locate a "hidden" dissertation. This study found the lag time from approval of dissertation to library shelf to be six weeks to two years. That may mean the researcher will have to leave current research out of his/her dissertation or play the waiting game which could take several years, only to find more research had been done. This could go on ad infinitum.

In conclusion, NABTE schools are active in interlibrary loan of dissertations, but most schools are supportive of UMI as a clearing-house for dissertations. But at UMI one must buy the dissertation sight unseen or based on the abstract, whereas an interlibrary loan will allow one to peruse a dissertation for needed information without the expense of buying something with unwanted or insufficient information.

At the current time two other means of locating Business Education research are through the Business Education Index which is held by 93 percent of libraries in NABTE schools. The Index is published by Delta Pi Epsilon. The other source is the NABTE Review published by the National Business Education Association. The Review obtains its research listings from member schools which make up the National Association for Business Teacher Education. Representatives from these institutions were asked to report on research studies leading to graduate degrees in business education. Therefore, non-NABTE member schools which have Business Education doctoral programs will miss having their student's research listed.

Non-NABTE member schools may have their student's research listed in Business Education Index. The Index compiles its entries from a selected list of periodicals, publishers, and yearbooks published during a certain year.

Recommendations from Study

The time factor in getting dissertation information seems to be a key to the problem of information flow. This study suggests the following recommendations:

1. All Graduate Schools with doctoral programs in Business Education should be encouraged (required) to submit their student's dissertation title, author, school and year to a specific publication.
2. Faculty in Business Education Graduate Schools should develop a network of information among themselves to be aware of dissertations underway and dissertations completed.

Recommendations for Further Studies

The following recommendations are made for further study:

1. University Microfilms International is apparently reluctant to release information about royalties from the sale of dissertations. Copyrighting, too, seems a subject UMI avoids in their publications in response to inquiries. These two subjects should be further researched.
2. An interest to interlibrary loan departments is that of patron evaluation. Evaluation of interlibrary loans seems desirable.
3. In a decade, what will be the status of obtaining dissertations through interlibrary loan? This study could be replicated.

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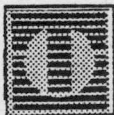
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APPENDIX



VOCATIONAL
TECHNICAL
EDUCATION

THE UNIVERSITY OF TENNESSEE

DEPARTMENTAL OFFICE: 110 HENSON HALL · COLLEGE OF EDUCATION · KNOXVILLE, TENNESSEE 37916 (615) 974-2574

Library
Interlibrary Services
University of Cincinnati
Cincinnati, OH 45221

Librarian:

In pursuit of a master's degree in the College of Education at The University of Tennessee, I have undertaken a study of interlibrary services. The information from the questionnaire may help students in the research process of writing theses and dissertations.

Your help, therefore, is very important to the accuracy and completion of this study. It will take you but a few minutes to complete the questionnaire and return it in the enclosed envelope.

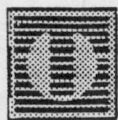
I appreciate your assistance in this project.

Sincerely,

Margaret Cook

(Miss) Margaret Cook
UTK Comm Bldg. 98
Knoxville, TN 37996-0313

Enclosures



VOCATIONAL
TECHNICAL
EDUCATION

THE UNIVERSITY OF TENNESSEE

DEPARTMENTAL OFFICE: 110 HENSON HALL · COLLEGE OF EDUCATION · KNOXVILLE, TENNESSEE 37916 (615) 974-2574

August 27, 1982

Library
Interlibrary Services
University of Oklahoma
Norman, OK 73019

Dear Librarian:

Hi! Recently I mailed you a questionnaire asking for your participation in an important study of retrieval systems.

If you have already returned the questionnaire, please consider this letter a "thank you" for your valuable help.

If you have not had a chance to do so as yet, may I ask you to return the completed form now? Your participation is vital to the success of my study.

Sincerely,

Margaret Cook
(Miss) Margaret Cook
2828 White Oak Lane
Knoxville, TN 37917

P.S. Enclosed is another questionnaire and stamped return envelope for your convenience.

INTERLIBRARY LOAN

QUESTIONNAIRE

1. Do you have an interlibrary loan department at your institution?

Yes ☐

No ☐ →

If no, which department handles interlibrary loan activities? _____

2. To whom do you lend through interlibrary loan? (Please check as many as apply)

Faculty members ☐

Doctoral candidates ☐

Master's candidates ☐

Other libraries: Academic only ☐

Public ☐

School ☐

Special ☐

3. Do you lend:

	Yes	No	Length of Loan	Renewable		Restrictions
				Yes	No	
Dissertations						
Master's Theses						

4. Do you require your own readers to supply a written source of reference before you will attempt to borrow the material for them from another library?

Yes ☐

No ☐

5. Do you take telephone requests for interlibrary loan?

Yes ☐ →

No ☐

If yes, are there any restrictions?

6. If you receive an interlibrary loan request for an item that you do not find listed in your catalog as given by the requester, do you
(check as many as apply)

- (a) return request unsearched []
 (b) check verification, then return []
 (c) try variety of approaches to locating it in your own catalog. . []
 (d) check briefly in one or two bibliographies. []
 (e) check carefully in one or two bibliographies. []
 (f) send item back for verification []
 (g) try to verify and provide other locations []
 (h) other (please specify) _____

7. Does your library belong to a consortium for lending purposes?

Yes [] _____
 No [] _____

If yes, what geographical area(s) does it cover?

what subject area(s) does it cover?

8. Does your library belong to a network for lending purposes?

Yes [] _____
 No [] _____

If yes, what area(s) does it cover? _____

9. How much do you charge for filled interlibrary loan requests? _____

10. Do you charge for unfilled loan requests?

Yes [] _____
 No [] _____

If yes, how much? _____

11. Do you send an evaluation form for client to evaluate the loan service and make suggestions?

Yes [] _____
 No [] _____

If yes, have these proved valuable? Yes []

No []

12. Approximately how long does it take from the time the student turns in the dissertation to the Graduate School until the bound copy is put on your library shelf? _____

13. Does your institution require doctoral dissertations to be sent to University Microfilms International?

Yes ☐

No ☐

14. Do you photocopy doctoral dissertations completed at your school for requesters from other libraries?

Yes ☐

No ☐

If no, skip to
question 16

If yes, what are the charges:

Per page _____

Minimum _____

Handling _____

Postage _____

15. What is your billing policy for photocopying dissertations?

- (a) send bill with photocopy. ☐
 (b) send cost estimate. ☐
 (c) request payment in advance. ☐
 (d) send photocopy first, bill later. ☐

16. Does your library own: (Please check as many as apply)

- American Doctoral Dissertations. ☐
 Dissertation Abstracts International ☐
 Doctoral Dissertations Accepted in American Universities . ☐
 Business Education Index. ☐
 Current Index to Journals in Education (CIJE). ☐
 Education Index. ☐
 ERIC Office of Education Research Reports. ☐
 ERIC Educational Documents Abstract. ☐
 ERIC Identifier Usages Report. ☐
 ERIC Resources in Education. ☐

THAT'S ALL! THANK YOU!

Return questionnaire to:
 Margaret Cook
 2828 White Oak Lane
 Knoxville, TN 37917

 Name of your institution (optional)

If you would like a copy of the results,
 please give your name and address.

VITA

Margaret Marilyn Cook was born, raised, and educated in Knoxville, Tennessee. She attained the B.S. in Office Management and the M.A.C.T. in Business Education at The University of Tennessee. She is a Certified Professional Secretary, a member of Pi Lambda Theta and Delta Pi Epsilon, and employed by The University of Tennessee as a secretary in the College of Communications.