

blood into the teaching faculty. I am doubtful that there will be any change of career patterns in the majority of academic institutions.

*Ed.: What does it take to be director of a large university library? Is it harder now in the 80's than it was 20 years ago?*

*Weber:* It is commonly said that students are brighter today and that management is more difficult today, and so on. I am not at all certain that the management of a major academic library is any more difficult now than it was ten or twenty years ago. Thirty years ago I worked as administrative assistant to Keyes D. Metcalf and saw him working as widely and as hard in diverse areas of library management as I do now—utilizing the staff capabilities, solving problems with methods that are regarded today as appropriate, modern methods of university library management. It is true we have somewhat more varied techniques today, and many libraries have much larger collections and staffs and budgets. However, we also have more technical and professional specialists to call upon.

I would urge librarians to develop their professional capabilities as broadly as they can. One

may start out as I did as a descriptive cataloger, but in order to build a strong career in leading an academic library, I believe that one needs to have a good understanding of collection development, relationships with faculty and students and administrators, the standards of service, personnel needs, personnel management methods, financing and budgeting, fund raising, and so on.

*Ed.: What made you decide to enter the library profession?*

*Weber:* There is no doubt that it was my father who planted the seed. He was a professor of English literature, a very distinguished scholar interested in the development of the college library and its rare book and manuscript collections. Through him I met in our own home people like Fred Anthoensen, Robert B. Downs and James Humphry. There were lots of books in the family—my mother and father were both omniverous readers, scholars and students, often discussing authors and books, words, places, names, at the dinner table. It was therefore a very congenial atmosphere for the formation of an academic librarian. ■■

## Bibliographic Instruction

### A Non-Credit/Non-Graded Course at the University of Kansas

In a continuing effort to determine the best approach(es) for bibliographic instruction at the University of Kansas, Lawrence, reference and instruction librarians are developing a non-credit/non-graded sequence for students who are interested in learning basic research skills. The course was advertised by posters placed throughout major academic buildings on campus, the student union, and Watson (main) Library. Enrollment and attendance are voluntary: the sequence is open to students at all levels and in all areas of study.

The course, which lasts for seven weeks, meets once a week for one hour and forty-five minutes. Each session covers a predetermined topic (syllabi are made available) and consists of a lecture, relevant demonstrations using handouts and supporting materials, and interactive discussions. The sessions cover the following topics and concerns:

- 1) Introduction; classification systems; card catalog—Author/Title.
- 2) Card catalog—Subject; Library of Congress Subject Headings; subject tracings.
- 3) Periodicals; periodical indexes; our COMCAT for serials.
- 4) Reference books—dictionaries, encyclopedias, biographical tools, others.
- 5) Reference books (cont.)—bibliographies.
- 6) Other materials, including microforms, newspapers, and government documents.
- 7) Designing a search strategy; other topics; review.

At the conclusion of each of the first six sessions, an assignment sheet for those who wish to follow up the session's coverage with a brief set of exercises, is distributed. Typical questions ask the student to utilize class materials and basic research tools. For example, an exercise following

the first session lists a group of call numbers—representing major and local classification schemes—for identification, and after another session the students are asked to evaluate several periodical indexes for their respective coverages of the topic "inflation." Thus a blend of quick, specific questions and more detailed, evaluative questions is offered.

This program stresses no particular subject area. Students are asked to state their major areas of study/interest and, if any are identified, relevant examples are used in explaining procedures and materials. In response to interests in education, the *Current Index to Journals in Education* was utilized in one class for explaining a periodical abstracting service. However, the principal intent of the instructors is to teach basic skills applicable to research in the sciences, social sciences, and the humanities. This practice provides a course that can be used as a basis or prerequisite for subject-specific instruction or as an independent study. Many academic departments currently offer or require some type of subject research, but they presuppose knowledge and techniques that many students are lacking.

This sequence was offered on two evenings (two sections) during the first seven weeks of the spring 1981 semester, and one section was given during the last seven weeks of the semester. The turnout at this early stage has been encouraging. Students from numerous disciplines have attended several or all of the sessions, and both graduates and undergraduates have participated. Our intention at the time of this writing is to offer the course during summer session.

Evaluation methods are being employed in the form of a pre- and post-test of general library knowledge and a simple questionnaire distributed at the last class meeting. Some effort was made to reach students who could not or chose not to attend the final session in order that a larger pool of data could be obtained. The same test was given on both occasions the first time the course was offered. Questions concentrated on local situations as well as a general knowledge of library systems. For example, students were asked about the structure of the public catalog in KU's Watson Library and quizzed on the constituent parts of a citation taken from a Wilson periodical index. For those who took the test of twenty factual questions twice the mean score on the pre-test was 9.7; the mean score on the post-test was 15. The respective ranges were 6.6–14 and 9.5–20 (all students improved their scores). Those who took the pre-test but not the post-test showed a mean of 7.7 and a range of 1.4–17. Students were *not* shown the pre-test scores until after the post-test was given and corrected.

The supplementary questionnaire asked for comment on topics such as the relative difficulty and importance of the respective sessions and whether or not the student would enroll for a

one-credit course which, if offered, would require tuition charges. As a follow up, we have succeeded in getting a valuable question placed in an official university survey to be piloted before the end of the spring semester that reads, "If Watson Library were to offer a one-credit course in basic library research skills, would you be interested in taking this course?"

This method of instruction appears to be worth further investigation and development. A university with an enrollment of approximately 23,000 students and more than 100 academic programs providing majors or concentrations of study presents both formidable obstacles against and various opportunities for testing and implementing methods of bibliographic instruction. Advertising, scheduling, course content, and evaluation methodology all need to be expanded and/or refined. Better use of campus advertising media can be made, and evaluation methods producing more accurate measurements can be formulated. In time, other approaches may supplement or completely replace this approach, but at present it provides a valuable contribution to our instructional program.—*Charles M. Getchell, Jr., and Robert W. Melton.*

*Editor's Note: Charles M. Getchell, Jr., and Robert W. Melton are Reference and Instruction Librarians at the University of Kansas Libraries, Lawrence, Kansas.* ■■

## NEW CHOICE STAFF MEMBER

Susan C. Cooper has been appointed assistant editor for nonprint materials at *Choice* magazine, ACRL's review journal for college libraries published in Middletown, Connecticut. She comes to *Choice* from her former position as nonprint librarian at the University of Maryland Libraries, College Park. In that position she was responsible for the coordination of reference services, selection of software, and supervision of the film collections and bibliographic maintenance staffs. Prior to her position at College Park she was circulation librarian at the University of Maryland's Law School Library in Baltimore.

Cooper received a bachelor's degree in education from the University of Delaware and an MLS from the University of Maryland. ■■



*Susan C. Cooper*

### Building Library Collections

Policies and Practices in Academic Libraries

**Hugh F. Cline** and **Loraine T. Sinnott**, Educational Testing Service

An in-depth examination of library resource allocation, this book provides profiles of seven academic libraries. The authors define the organization, structure, and function of the academic library, and analyze fund allocation and expenditures.  
192pp. ISBN 0-669-04321-4 \$15.95

### Librarians as Professionals

The Occupation's Impact on Library Work Arrangements

**William Joseph Reeves**,

The University of Calgary

Finding a paradoxical relationship between the standards of librarianship established by library associations and the actual conditions in most libraries, Reeves discusses the conditions and circumstances where theory and practice do coincide and draws conclusions about the nature of professionalism, organizational administration, and occupational authority.  
192pp. ISBN 0-669-03163-1 \$19.95

### Books and Publishers

Commerce against Culture in Postwar Britain

**Michael Lane**, University of Essex, with

**Jeremy Booth**, Hull College of Higher Education

Lane weighs the effects of new economic forces, the tendency toward large multinational media groups, and the increasingly critical role of the editor on the British publishing industry.  
160pp. ISBN 0-669-03383-9 \$16.95

### Publishers and Libraries:

**A Study of Scholarly and Research Journals**

**Bernard M. Fry** and **Hebert S. White**,

Indiana University

Based on a survey of publishers and libraries, this book discusses their financial posture, perceptions, policies, strategies, and expectations.  
192pp. ISBN 0-669-00886-9 \$18.95

## Resource Materials

### A Bibliography on General Deterrence Research

**Deryck Beyleveld**, University of Sheffield

A comprehensive bibliography of publications in English from 1946 to 1978 that assesses research on deterrence theory, the effectiveness of crime-control measures, and crime-deterrence policies.  
500pp. code 03538-6 \$39.95

### Computing in the Humanities

edited by **Peter C. Patton** and

**Renee A. Holioien**, University of Minnesota

Focuses on current and future applications of computers to language, literature, history, archaeology, and Biblical studies.  
ISBN 0-669-03397-9 April 1981

ISBN 0-669-03397-9

April 1981

Ask your wholesaler or call 800-428-8071.



LexingtonBooks, D.C. Heath and Company  
125 Spring Street, Lexington, MA 02173  
(617) 862-6650 (212) 924-6460

HEATH Call our toll-free number, 800 428-8071

**Lexington  
Books**

## WATER DAMAGE AVERTED AT BERKELEY

More than 4,000 valuable water-damaged books belonging to the University of California at Berkeley have been restored using a space simulation chamber in Sunnyvale, California, at the Lockheed Missiles & Space Company. According to Barclay Ogden, conservation department head of the university's general library, all the water-damaged volumes can be salvaged and returned to the shelves for use.

The books were damaged last February 7 when a defective sprinkler system at the Doe Library annex caused water to flow down over book stacks. Most heavily damaged were the collections of the General Library's Government Documents department. These include U.S. Congressional and budget records and British, French, and Italian parliamentary records dating to the seventeenth century.

The books were moved within 36 hours to a cold storage installation and frozen to prevent mildew deterioration while arrangements were

made with Lockheed to use its vacuum chamber method to dry the books.

Within the chamber the combination of controlled heat and vacuum causes the water in the books to change directly from solid ice to water vapor, avoiding the damaging liquid phase.

The Lockheed vacuum chamber was also used to restore books damaged in the 1978 flood at Stanford University Libraries. See Philip D. Leighton, "The Stanford Flood," *C&RL* 40 (September 1979):450-59, and Sally Buchanan, "The Stanford Library Flood Restoration Project," *C&RL* 40 (November 1979):539-48.

Ogden said that Berkeley's formulation of a disaster plan for just such an emergency allowed their staff to freeze the books quickly enough to allow proper restoration. The plan, which had been distributed to key staff members, identified the locations of valuable library materials, defined the chain of command to allow an immediate response, and detailed the necessary procedures for clean-up. Even though the damage had occurred on a Saturday evening, the library staff was able to freeze all the affected books by Sunday night. ■■



*Restored books are examined by Linda McWilliams Ogden, private rare book conservator from Berkeley, California; Leon Davies, Lockheed project engineer; and Barclay Ogden, conservation department head of the University's general library.*

## ACADEMIC/RESEARCH LIBRARIAN OF THE YEAR AWARD

ACRL invites nominations for the Academic or Research Librarian of the Year Award, presented jointly by ACRL and the Baker & Taylor Company. Anyone wishing to submit nominations should request a nomination form from the ACRL office, 50 E. Huron St., Chicago, IL 60611.

Recipients of the award since its inception in 1978 have been: Keyes D. Metcalf and Robert B. Downs (1978); Henriette D. Avram and Frederick G. Kilgour (1979); and Evan I. Farber (1980).

The Awards Committee selects persons to receive the award in accordance with the following guidelines:

**PURPOSE:** To recognize an individual member of the library profession who has made an outstanding national or international contribution to academic or research librarianship and library development.

**CRITERIA:** Individuals nominated should have demonstrated achievements in such areas as

1. Service to the organized profession through ACRL and related organizations.
2. Significant and influential research on academic or research library service.
3. Publication of a body of scholarly and/or theoretical writing contributing to academic or research library development.

4. Planning and implementing a library program of such exemplary quality that it has served as a model for others.

The nominee does not have to meet all four criteria stated above.

**NOMINATIONS:** Nominations for the award must be returned to ACRL, 50 E. Huron St., Chicago, IL 60611, and must be postmarked no later than January 1, 1982. Nominations must be submitted on an application form, in quintuplicate, with no attachments or secondary letters.

**NATURE OF THE AWARD:** The Academic/Research Librarian of the Year Award shall consist of \$2,000 and an appropriate citation.

The Awards Committee for 1982 is chaired by Pearce S. Grove, Western Illinois University, Macomb. ■■

## THINK TANK APPOINTED

ACRL'S Bibliographic Instruction Section has named a seven-member "think tank" to discuss present and future trends in bibliographic instruction at the BIS Preconference in San Francisco, June 24-26. The group will report its deliberations in a panel presentation at the closing general session.

The think tank facilitator is Joanne Euster, director of the library at San Francisco State University. She will provide a procedural framework for the group and keep it moving using both individual and group process techniques.

The other members are: Fran Hopkins, coordinator of reference services, Paley Library, Temple University, whose interest is in the sociology of knowledge and organizational behavior; Donald Kenney, head of general reference at Virginia Polytechnic Institute and State University, who is interested in the impact of automation in BI, and AACR2; Brian Neilsen, head of reference at Northwestern University, who won the Best Paper Award at the National Online Information Meeting in 1980 for a paper entitled, "Online Bibliographic Searching and the Deprofessionalization of Librarianship." Anne Roberts, coordinator of library instruction at SUNY Albany, who has a book in progress on BI for librarians; Carla Stoffle, assistant chancellor for educational services at the University of Wisconsin-Parkside, who has published extensively on faculty involvement, planning objectives, and evaluation; and Paula Walker, library instruction coordinator at the University of Washington Undergraduate Library, who has developed a successful program of course-related instruction called BIBLIO LAB.


After the annual conference the BIS think tank may meet on an informal basis to continue to discuss the future of bibliographic instruction in academic libraries. ■■

**WHEN YOU SPEND  
100 YEARS  
IN LIBRARIES, YOU  
LEARN A LOT.**

We've learned to get down to the basics:

- reliability,
- speed,
- personal service.

Faxon is your best source for over 150,000 domestic and international serials and continuations titles.

 F.W. Faxon Company, Inc.  
15 Southwest Park,  
Westwood, Mass. 02090  
Tel: 800-225-6055 (toll-free)  
617-329-3350 (collect in Mass.  
and Canada)

**faxon**

100 years helping the world communicate

## RBMS STANDARDS COMMITTEE

Preservation of library materials led the list of topics under discussion at the third meeting of the RBMS Standards Committee at the ALA Midwinter Conference, Washington, D.C., on February 1. Barbara Jones, head of the cataloging department at New York University, briefed the committee on the work of the Research Libraries Group's Committee on Preservation, which is beginning to study the development of a method for recording preservation information in machine-readable records. Committee members expressed an interest in having such techniques standardized for inter-institutional communication, especially in the area of copy-specific information relating to preservation, physical description, and provenance.

Patrick Russell, Bancroft Library, University of California at Berkeley, and Helen Butz, University of Michigan Library, and chair of the Standards Committee, reported on the current status of the "Relator Terms for Rare Book, Manuscript, and Special Collections Cataloging" (*C&RL News*, September 1980, pp. 238-39). The ALA Resources and Technical Services Division's Committee on Cataloging: Description and Access had taken a positive view of the Standards Committee's request that a revision of AACR 2 be initiated to allow for the optional use of such standard lists of relator terms, and had sent a resolution to the Joint Steering Committee for Revision of AACR suggesting that it study the issue. In addition, the Office for Descriptive Cataloging Policy of the Library of Congress, responding to a letter from the Standards Committee, had also been favorably disposed to the list and had expressed its willingness to review its earlier decision not to use relators, and to study the possibility of making use of certain terms from the list in its own rare materials cataloging.

Russell, editor of the list, indicated that a few minor revisions are now in order, some stemming from suggestions made by the Library of Congress. He was charged with preparing a draft "second edition" of the list for discussion at the committee's next meeting.

Stephen Davis, from LC's Descriptive Cataloging Division, reported on the progress of the Committee's *Standard Citation Forms for Bibliographies and Catalogues Used in Rare Cataloguing*. This list had originally been prepared by Peter Van Wingen of LC's Rare Book and Special Collections Division, and he and Davis had drafted a revised version of the list and an accompanying statement of working principles for the committee's review. The committee endorsed the statement of working principles and requested

that committee members be allowed to suggest additional entries for the list between now and the summer 1981 meeting.

John Thomas, Humanities Research Center, University of Texas at Austin, presented a draft introduction and working principles for the *Genre Thesaurus for Rare Books* now being prepared by the committee.

The committee then took up the *Thesaurus of Descriptors for Physical Characteristics of Rare Materials*, originally prepared by Alexandra Mason, Spencer Research Library, University of Kansas. It was agreed that work would not proceed further until a comprehensive statement of its purpose and scope had been drafted.

The committee also voted to sponsor an Automated Cataloguing Discussion Group within RBMS to serve as a forum for general discussion for those who use automated systems in the cataloging of rare and specialized materials. The discussion group is expected to have its first meeting in 1982. Those interested in helping to plan for it are encouraged to contact Helen Butz, Head, Rare Book Cataloging Division, Hatcher Library, University of Michigan, Ann Arbor, MI 48109. ■

### Recruitment Open for Editor of ACRL Publications in Librarianship

ACRL's monographic series, *ACRL Publications in Librarianship*, will require a new editor to serve on a volunteer basis ~~beginning in July, 1987~~, when Joe Kraus completes his ~~term of service~~.

Besides ACRL membership, candidates should have a background of service in academic or research librarianship, experience in research, editing, and bibliographical activities, a concern with publication as a means of professional communication, and an ability to analyze manuscripts for content, research methods, form, structure, and style.

Together with the four to six member editorial board, the editor is charged with encouraging research and writing which may be appropriate for the monographic series, soliciting topics and suggesting them to appropriate authors, and editing and refereeing manuscripts.

Persons wishing to be considered for the five-year term as editor should communicate their interest, accompanied by a statement of qualifications and names of references, to Larry Wilt, Chair, ACRL Publications Committee, Dickinson College, Carlisle, PA 17013, by August 15, 1981.

when AJ completes his 4 yrs. No income. Editor will serve as assn. ed. from Sept 1981 to Aug 82 and will assume full editorially for 5 yrs. Please contact me by July 1981.

Spec. comm. will be...  
...return...  
...from

# ASSESS YOUR REAL ESTATE APPRAISAL KNOWLEDGE

Do you have the most current data on:

- Use of computers in appraisal  easements  
 valuing special purpose properties  developing capitalization rates  
 component depreciation  valuation subject to existing financing  
 eminent domain condemnation

*The Appraisal Journal* puts up-to-date information on topics like these at your fingertips four times each year. Published by the American Institute of Real Estate Appraisers—the oldest appraisal organization and the only one affiliated with the National Association of REALTORS®—*The Appraisal Journal* recently was rated the most prestigious publication in the real estate field by an independent survey.

For nearly 50 years, *The Appraisal Journal* has presented carefully researched and documented articles on all aspects of real estate valuation. As a real estate professional, you'll find that *The Appraisal Journal* is your best source of real estate-related knowledge.

Subscribe now!

THE APPRAISAL  
JOURNAL—\$25 per year

To supplement *The Appraisal Journal*, AIREA also publishes "The Appraiser," a ten-issue per year news bulletin featuring real estate-related happenings and monthly economic indicators.

THE APPRAISER—\$7.50 per year

Organize your Appraisal Institute periodicals for easy reference with binders and slipcases for *The Appraisal Journal* and "The Appraiser." For the *Journal*, choose either the new slipcase or the traditional book-style rod binder to hold one year's issues; both are covered in green leather-grain cloth with the volume and year embossed in gold lettering. The "Appraiser" binder is made of sturdy green vinyl and holds up to three years' issues.

Mail To: **AMERICAN INSTITUTE OF REAL ESTATE APPRAISERS**/Dept. CRLN  
430 N. Michigan Avenue, Chicago, Illinois 60611

Please send me:

\_\_\_ *The Appraisal Journal*—\$25 (Add \$1 for foreign subscriptions)

\_\_\_ "The Appraiser"—\$7.50

\_\_\_ *Appraisal Journal* SLIPCASE(s) for \_\_\_(year) and \_\_\_(volume) @ \$8  
for 1981 or \$10 for years prior to 1981 . . . must be prepaid

\_\_\_ *Appraisal Journal* BINDER(s) (rod-style) for \_\_\_(year) and \_\_\_(volume).  
(Orders for 1980 and 1981 binders must be prepaid @ \$8 each;  
orders for other binders will be billed)

\_\_\_ "The Appraiser" Binder(s) (3-ring) @ \$6 each

Please bill me  Payment is enclosed

Name \_\_\_\_\_

Firm \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

