

CLS Newsletter

The College Libraries Section—Association of College and Research Libraries

Volume 8, No. 1, Fall 1992 • Jonathan D. Lauer, Editor



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Toaa Hutton, Vice President for Academic Administration at Willamette University in Salem, Oregon, attended the June ALA Conference in San Francisco. I invited him to provide us with a college administrator's reflections on the conference experience as well as his thoughts on current issues in academic libraries and librarianship. —VICTORIA HANAWALT, College Librarian, Reed College

Through the Ivy-Colored Looking Glass: Reflections on the ALA Conference and the Library Profession

Undoubtedly like many fellow neophytes at the ALA Conference this year, I was astonished by the enormity of the event. Even veterans of EDUCOM and similar mega-gatherings have marveled at my five pound ALA program.

Of course, what I found even more impressive than the size, complexity, and organization of the conference was the agenda of the profession, as manifested in sessions, meetings, and the conversations that swirled about me for five days. It became very apparent during my first day that librarianship and its many branches are now taking more forceful stances in claiming a place among other professions, and that librarians are more openly asserting their role in educational reform and information policy development. I also became acutely aware that in terms of day-to-day praxis, librarianship is, in many respects, an embattled profession. In numerous colleges, universities, school systems, and municipalities, librarians have felt the uncompromising blade of budget cuts. Libraries continue to be vulnerable to attitudes which minimize their value or marginalize their place among essential community services or core educational programs. Nevertheless, the tenor of the conference was one of confident self-determination and strong commitment to realizing visions for service, leadership, innovation, and development of human potential.

My recent ALA Conference experience and extended conversations this spring with finalists for Willamette's university librarian position underscored for me a number of the issues and developments in academic librarianship. I offer personal reflections with the caveat that my looking glass into the profession provides neither depth nor breadth of perspective, merely a different outlook.

Service and Innovation

• *Fostering critical judgment in the use of information resources* The importance of this teaching and service endeavor cannot be overstated, especially as technological innovation widens information vistas. Certainly it is just as essential as "educating users to manage information," "selecting and delivering information that users need at the point and moment of need," or other service goals listed in a draft of the Strategic Visions statement, which was

presented at an open meeting of the Strategic Visions Discussions Group during the ALA Conference. As access to information increases, the ability of users to evaluate sources and forms of information will become even more critical. Teaching, coaching, and modeling will be the ways in which librarians, working in cooperation with teaching faculty, will help students become self-directed learners and critical consumers of information.

• *Accommodating diverse learning styles* As more information is stored and delivered electronically, that is, as libraries take incremental steps toward realizing the concept of the "virtual library," faculty and librarians alike must investigate further the diverse ways in which people perceive, retrieve, assimilate, and manipulate different forms of information. Those of us in higher education must be sensitive to the types of barriers that electronic media can pose for some learners. We must also ask ourselves such questions as: Will electronic databases hinder serendipitous discovery? Will electronic search methods encourage linear (as opposed to divergent) thinking about information retrieval problems? and How do we make students and other users aware of the pitfalls inherent in electronic forms of information and provide them the skills to be effective in accessing this type of information? I am aware that many libraries are addressing questions of this sort in their bibliographic instruction programs; however, a greater understanding of individual learning styles and modes of inquiry will be essential for librarians in the coming years.

• *Extending the boundaries of the library* Although libraries will continue in the foreseeable future to be edifices in which our society transmits its culture (used in its broadest sense), in which people find refuge for reflection and study, and in which librarians teach and serve patrons, the walls are definitely coming down. The Strategic Visions statement calls for librarianship in the 21st century to recognize and support "the library without walls, and the capacity of library services to be provided in various environments." This statement is reminiscent of Ivan Illich's message two decades ago that we must deschool society to create truly universal access to education. Although Illich's vision is not likely to become a reality, the

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Association of
College
Librarians

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(Through the Ivy-Colored . . . , continued)

library without walls is already happening. It is no longer cutting edge technology which enables students and faculty to access college catalogs and a vast array of other information sources from their homes, residence halls, and offices. Before too long, the entire holdings of libraries will be accessible in electronic form. In the face of these developments, librarians must find creative and innovative ways to reach out to consumers of information and to educate them in the effective and critical use of information sources. Further, the Strategic Visions statement declares that librarians must also promote the development of user-friendly information systems. Without the library profession's commitment to proactive and even aggressive outreach as well as the promotion of accessible technology, our society and schools may ultimately be inviting the creation of an information elite.

Leadership and Professional Involvement

- *Balancing ownership and access* The number of sessions on this issue at the ALA Conference attests to its importance. Yet, I would surmise that faculty, deans, academic vice presidents, presidents, and trustees on many campuses do not fully understand the educational or resource implications of the "just-in-time/just-in-case" debate. Each institution should assess (in the context of its mission) those needs relative to both collection ownership and accessing remote sources of information. It is incumbent upon librarians to provide the leadership for addressing this strategic issue. At the same time, faculty, academic administrators, and trustees must become sufficiently informed to understand the implications of the issue and to work with librarians to find the appropriate balance for their campuses.

- *Influencing accreditation standards and procedures* Academic librarians have important roles to play in the regional accreditation process. Through the Association of College and Research Libraries, they can advise regional accrediting associations regarding appropriate qualitative standards for information resources. As individuals, they can help shape accreditation criteria for libraries and other information resources by participating in the review and revision of their regional agency's criteria. Additionally, academic librarians should volunteer to serve on evaluation teams. Howard Simmons, executive director of the Commission on Higher Education of the Middle States Association of Colleges and Schools, noted in a recent interview in *College & Research Libraries News* (July/August 1992, p. 444) that librarians who serve on visiting teams should be trained "in the importance of the integration of information literacy into the curriculum," and their role should be "to orient and educate others on the teams." Involvement in the accreditation process can empower librarians to effect positive change in library standards and programs and in the academic community's knowledge about developments in librarianship.

- *Contributing to improvement in the curriculum* We all have heard libraries described as "the heart of the campus," "the nucleus of the educational program," or "the soul of the curriculum." Yet, it is ironic that Ernest L. Boyer in his highly regarded study *College: The Undergraduate Experience in America* (1987, p. 160), funded by the Carnegie Foundation for the Advancement of Teaching, found

libraries at most institutions to be a neglected and underutilized resource. This irony is advanced further by the fact that libraries and the role of librarians are virtually overlooked in such major works on higher education reform as Derek Bok's *Higher Learning* (1986) and William D. Schaefer's *Education without Compromise: From Chaos to Coherence in Higher Education* (1990). Having noted earlier that librarians are more openly asserting their role in educational reform, I believe that questions such as the following must still be raised: Are colleges and their faculties overlooking libraries when they seek improvements in pedagogy and curriculum? Are the voices of librarians being forgotten during the renewed debate about the nature of the liberal arts or the necessity of integrating professional education and liberal learning? Are librarians playing as active a role as they should be in helping to improve curriculum and teaching? Has academic librarianship as a whole devoted sufficient attention to issues related to the quality of teaching-learning in the library setting? The answers to these and similar questions should help clarify the status of librarians as players in today's drama of reform and provide guidance for their future involvement.

Through my looking glass I see other developments and issues in librarianship that I am unable to discuss here but that should not be overlooked: the meaning of community for libraries (as Parker J. Palmer might define it); the continuing debate over faculty status for librarians and the issue of acculturation in the academic environment (as discussed, for example, by W. Bede Mitchell and Bruce Morton in the September issue of *College & Research Libraries*); the need for clarification of responsibilities and for collaboration among libraries and information technology services such as academic computing; commitment to multiculturalism and other forms of diversity; and innovative ways of assessing the quality and effectiveness of library services and addressing the difficult issue of student outcomes.

My reflections conclude with a personal entreaty. I encourage librarians to make stronger efforts to engage their colleagues among the professorate and academic administration in the issues confronting libraries. The ownership/access question alone demands the full attention of college campuses. Engagement may include membership in ALA and its various divisions and sections, readings in professional journals, and attendance at ALA or ACRL Conferences. Librarians and professional associations can guide this engagement by offering specially designed tracks at conferences that would provide broad exposure to developments and issues in the field. Librarians can also share articles from library journals with faculty and collaborate with faculty on research related to teaching, curriculum, the use of information resources and the pedagogy of library instruction, or subjects of mutual professional interest. Strategic visions of librarianship for tomorrow may very well depend upon strengthened partnerships for today.

—TODD HUTTON

Vice President for Academic Administration
Willamette University

Editor's Note: This issue of the *CLS Newsletter* will be the only one to appear in FY 1993. We regret this unfortunate development and only hope that the budget crisis at ACRL will be overcome and that funding for section newsletters will be restored to a level that supports two issues per year.

CLIP Note Update

A new *CLIP Note, Online and CD-ROM Database Services in College Libraries*, soon will be available from ALA Publishing Services. This *CLIP Note*, number 15 in the series, was cocompiled by Mary Huston of Texas Women's University and Sarah Pedersen of Evergreen State College (WA).

The *CLIP Notes* Committee currently is working with compilers on several new projects including Interlibrary Loan Policies, Disaster and Emergency Planning, Strategic Planning, use of the Internet/BITNET, and Staff Development.

If you would like further information regarding the *CLIP Notes* program, contact Jim Cubit, Assistant College Librarian, Williams College, Williamstown, MA 01267. E-mail: JCUBIT@WILLIAMS.EDU. Voice: (413) 597-2503.

ACRL-STS Discussion Group Recap

The Science and Technology Section (STS) Discussion Group for College Science Libraries grew out of informal, impromptu dinners at the ACRL Conference in Cincinnati and the ALA Conference in Dallas (1989). During its meeting at ALA Midwinter (1990), the STS Council moved to form a discussion group for college science librarians. Sara Penhale and Alison Ricker agreed to cochair the group which met again June 27, 1992, in San Francisco.

For more information, or to add your name to the electronic distribution list of college science librarians, contact Alison Ricker, Science Librarian, Oberlin College, Oberlin, OH 44074-1083. Internet: PASRICKER@ocvaxa.cc.oberlin.edu. BITNET: PASRICKER@Oberlin. Voice: (216) 775-8310.

CLS Election 1993: Candidates' Statements

Vice-Chair/Chair-Elect

SUSAN MCCARTHY CAMPBELL
Library Director
York College of Pennsylvania

During the ten years I have been actively involved in the College Libraries Section, there has been tremendous growth and development in the organization. Once floundering, CLS now enjoys the benefits of strong leadership committed to:

- sponsoring dynamic annual programs.
- maintaining viability through strategic planning.
- recruiting people into college librarianship.
- keeping college library standards responsive.
- enhancing membership in CLS.
- publishing *CLIP Notes* and the *CLS Newsletter*.
- promoting salaries and benefits.
- providing forums for discussion.
- developing leadership programs.
- recognizing a research agenda.

I am committed to the strong goals the CLS Executive Committee has developed. My activities in CLS have included:

- Program Committee, 1982-83
- Research Committee, 1984-85
- Historical Commission Chair, 1985-89
- Planning Committee Chair, 1989-91
- *CLIP Note 13* cocompiler, 1990
- Nominating Committee, 1991-92
- Library Directors' Discussion Group Cochair, 1991-93

This is a time of exciting change for college libraries. I would welcome the opportunity of serving CLS as Vice-Chair/Chair-Elect as we face many new challenges.

Vice-Chair/Chair-Elect

VICTORIA L. HANAWALT
College Librarian
Reed College

Recruitment, continuing education, resource allocation, technological developments, collection building and sharing, and the condition of higher education are but a few of the chapter headings in today's volume of academic library concerns. Through programming, publications, and the activities of its committees, the College Libraries Section provides an opportunity for us to focus our thinking on issues of current interest to librarians in undergraduate institutions. By sharing the ideas and expertise of college library colleagues, and the perspectives of academic administrators, faculty, and library users, we enhance our ability to deal effectively with these challenges.

I believe that the leadership of the Section can serve its members best by ensuring that programmatic themes, committee appointments and charges, and Section publications are responsive to the needs and reflective of the strengths and diversity of our membership. The Executive Committee also must articulate college librarians' priorities for consideration in ACRL planning processes.

In my work on *CLIP Notes*, the *CLS Newsletter*, and Nominating Committees and, most recently, the 1992 Program Planning Committee, I have seen ample evidence of the energy and creativity which characterizes CLS. I would welcome the opportunity to serve as the College Libraries Section Vice-Chair/Chair-Elect.

Secretary

STEPHANIE BANGERT
Library Director
Saint Mary's College

The College Libraries Section of ACRL has been committed to the promotion of college librarianship through successful strategic planning, creative

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(CLS Election 1993: . . . , continued)

programming, and quality publications. The vitality of the Section is most evident in its development of leadership opportunities, discussion of standards and accreditation, and cooperation and alliances with other professional organizations.

The position of CLS Secretary should support the Executive Committee by documenting, promoting, and marketing the activities and best thinking of the Section. My background and experience on several ACRL committees, familiarity with the current goals of the Section, and active participation in several professional organizations would contribute to the Executive Committee's effectiveness and professional identity.

Secretary

WALTER D. MORRILL
Director of Libraries
Hanover College

The rejuvenation of the College Libraries Section—initiated about a decade ago during Bill Moffett's term as chair—has been an evolutionary process involving all members of CLS, not only chief librarians, but also line librarians at all levels. I believe that the most important factor in the Section's recent development has been the commitment of its officers and committee members to fully and regularly communicate with the entire membership through Annual and Midwinter Meetings, through the *CLS Newsletter*, and through such agencies as the National Advisory Council and the Library Directors' Discussion Group. The Section has greatly improved its lines of communication to all CLS members.

If elected to serve as CLS Secretary, my paramount goal will be to accurately record and disseminate the deliberations of the CLS Executive Committee to all its constituencies so that the Section can continue to grow and prosper both in membership and in programs.

Member-at-Large

NORMA YUEH
*Executive Officer of the Center for Intercultural Education/
Professor for Library Science*
Ramapo College of New Jersey

As America enters an increasingly competitive decade, the quality of the education of its citizens is critical. Academic libraries exist to support the instructional and research programs of their institutions. Without them, classroom teaching is impoverished and research is impossible. They are rightly identified as the chief educational agency, second only to the faculty, on campus. A corollary is the importance of the success of academic librarians in fulfilling their responsibilities to the intellectual well-being of the nation.

I fully appreciate the role of the College Libraries Section in facilitating the sharing of professional insights and in developing the individual and collective strengths of college librarians. As a Member-at-Large, I look forward to the opportunity to contribute to the Section's continuing effectiveness and responsiveness to members' interests and needs.

Member-at-Large

MARK G. R. MCMANUS
Assistant Director/Systems Librarian
Mary Washington College

During recent years, a rather fluid research agenda of the College Libraries Section has seemed to hover around three general topics: multicultural diversity (both in personnel and collection issues); questions regarding standards and output measurements (including the perennial qualitative/quantitative issues); and the expanding role of technology as an integral part of college library services (What services are appropriate/adequate? How is BI handled?, etc.). While such an agenda is clearly not unique to college libraries, the size, mission, and curricula of college libraries ask different questions within that agenda.

As you do at your institutions, we at Mary Washington College make daily decisions based upon either research or assumptions about this agenda. If elected, I would work to solicit input from members about those decisions that remain problematic. I would work to tighten the focus of the research agenda of college libraries based on our daily problems, and to publicize both the successes and failures of college libraries in meeting this agenda.

Director-at-Large

ACRL Board of Directors
FRANCES MALOY
Director of Public Services
Hamilton College

I strongly support the goals that ACRL has laid out in its strategic plan: professional development, standards of library service, promotion of the interests of academic librarianship, and research on issues pertinent to academic librarianship. ACRL articulates what it means to be an academic librarian—who we are and what we can do for the people we serve. ACRL publications and conference programs encourage research and the sharing of ideas and methodologies.

I feel I can contribute to the ACRL Board of Directors by working to insure that the services ACRL provides are accessible and meaningful to all academic librarians in all types of academic settings. I will concentrate my efforts on increasing membership in ACRL, with a special effort to target "front line" librarians—those who work directly with faculty and students on a daily basis.

Director-at-Large

ACRL Board of Directors
ELIZABETH KASCHINS
Senior Reference Librarian
Luther College

Twenty-two years as a college librarian and member of state and national library organizations have allowed me the privilege of valuable experiences with members of our profession and perspectives on how our organizations work, promote themselves, and serve their members. Leadership experiences in the Iowa ACRL Chapter, the Iowa Library Association, ACRL Chapters Council and currently as Coordinator of CLS's National Advisory Council have also exposed me to the expectations that members and prospective members have (indeed *should*

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have) of their organizations. Opportunities for professional development and interaction with professional colleagues and mentors—often requested for the grass roots level—as well as regular communication from the organization, usually top the list of member needs.

I am familiar with and fully appreciate the importance of the ACRL and CLS strategic planning documents and processes. In this time of ACRL budget woes and very modest membership increases (1% increase in ACRL personal members from 1991-92), I believe that we must use the structures that are in place and our expertise to reassess and, perhaps, reorient the Association's energies and resources. We need to continue to make our former, current, and prospective members "offers they can't refuse."

NAC Midwinter Preview

The topic of the National Advisory Council (NAC) meeting to be held Monday, January 25, from 2:00 P.M. until 4:00 P.M., will be "The CLS Strategic Plan—Will It Work for Us?"

This meeting will be a working session at which representatives will have an opportunity to examine, discuss, and react to the goals and subgoals of the CLS Strategic Plan. Adopted at the ALA Annual Conference, 1990, the Plan has been used by CLS leadership since then to focus and evaluate the effectiveness of Section activity.

Mary Sellen, chair, CLS Planning Committee, and Walter Morrill, Planning Committee member and NAC representative (Indiana), will be present to review how the Committee uses the Plan to assess the Section's work and to facilitate this session. NAC representatives will be given copies of the Plan and sections of the *CLS Manual* in advance of the meeting.

On Monday, January 25, at 8:00 P.M., the NAC will sponsor the CLS Candidates' Forum and Reception, a new event for the Section and the NAC. Candidates for the positions of CLS Vice-Chair/Chair-Elect, Secretary, Member-at-Large, and representative to the ACRL Board of Directors, will be introduced, present prepared remarks, and respond to questions. Why have a candidates' forum? In the 1992 CLS election, the largest number of votes cast for an office was 400. That means about one-fifth of our 1900+ members voted for Vice-Chair/Chair-Elect; fewer voted for Secretary and Member-at-Large. One election resulted in a tie vote and was decided by drawing straws! Perhaps the ability to match a name, biographical sketch, and candidate's statement with a face will bring a larger voter turnout in 1993. (Note: The 1993 CLS Candidates' Statements appear on pages 3-5 of this *Newsletter*.)

Those interested in helping with this forum should contact Lee Marie Wisel, NAC representative from Maryland and coordinator of the event, at Columbia Union College. Voice: (301) 891-4222. Fax: (301) 270-1618.

Please consult future issues of *College & Research Libraries News* and the Midwinter program for the location of the forum and reception. This is a CLS event; all members attending Midwinter are urged to attend!

—ELIZABETH KASCHINS
NAC Coordinator and Senior Reference Librarian
Luther College

"Hot Topics" Discussion Recap

The National Advisory Council (NAC) held a "Hot Topics" Discussion at the ALA Annual Conference in San Francisco, June, 1992. The discussion was organized by NAC representatives Colleen Conway (Hope College, Michigan) and Robert Murdoch (Utah State University). The 35 NAC representatives attending were offered a choice of two "Hot Topics." "Can Colleges Network with Universities and Not Be Swallowed?" was the discussion topic selected by the majority. A summary of the remarks follows.

Various areas of the country have found different means to encourage colleges and universities to work together. In California, a multi-type library task force advises and consults with area libraries in making policy decisions. One result of this procedure has been the decision to close the Berkeley undergraduate library to all but students. The New York Regional Library Resource Council facilitates interlibrary loans among its members. The Long Island Council of Academic Library Directors meets monthly over lunch to keep the lines of communication open.

Communication among library directors is very important, but that communication must also extend from directors to college faculty and college presidents. Strong reciprocal borrowing agreements and established policies make networking issues easier to handle. Budget cuts in public universities may leave private colleges with the most extensive hours and more resources, making them more attractive to students from all area institutions. There are ACRL guidelines for the accreditation of extended campus programs which might serve as a basis for networking discussions.

Other strategies that seem to work include: determining which of your holdings may be used as bargaining chips; easing into agreements by first making resources available to faculty, then graduate and undergraduate students; and realizing that electronic services are great levelers that can be used to your advantage. Overall, however, the group recommended open communication as the best insurance for successful networking.

—COLLEEN CONWAY
NAC Representative
Hope College

Come to the College Library Directors' Discussion Group

in Denver.

Sunday, January 24, 2:00 to 4:00 P.M.

See program for location.

Call Susan Campbell, (717) 846-7788 or

Billy Pennington, (205) 226-4740 for

more information or to suggest topics.

Focus on Diversity

CLS Activities

In 1990, the ACRL Executive Committee directed sections to focus their energies on issues of racial, ethnic, and cultural diversity. This was part of the ACRL's organizational response to the ACRL Task Force on Recruitment of Underrepresented Minorities. The College Libraries Section continues to take this challenge very seriously. Following are the latest Section activities related to cultural diversity.

- Continued formal liaison with the ACRL Standing Committee on Racial and Ethnic Diversity. This liaison role also includes attending as many relevant meetings as possible and reporting back to the Executive Committee on issues and opportunities. At the 1992 San Francisco conference, this meant reporting back from the Standing Committee, the Recruitment Assembly, and the ACRL Coalition of Academic Librarians from Underrepresented Groups as well as attending meetings of Section committees where opportunities for the inclusion of diverse perspectives might arise. Cosponsorship of specific diversity-related programs was one of the agenda items brought to the Executive Committee as a result, although schedule conflicts with the CLS program did not allow for such support.
- Attention to diversity in committee appointments and candidates' slates. The Nominating Committee is proud to put forth a slate which is not only ethnically diverse, but also includes college librarians from a variety of locations, from colleges of different sizes and types, and from several levels of service within their institutions.
- In program planning and other activities, attention is paid to representation, inclusive subjects, and recruitment. For example, the planners of the College Library Director Mentoring Program (see page 7) are developing their recruitment strategies with particular attention to identifying and contacting individuals, organizations, and institutions that will help encourage diversity in both the clientele and the cadre of mentors. Program planning for 1994 promises several sessions related to services for diverse populations.

Multicultural Notes and Information

The ACRL Racial and Ethnic Diversity Committee presented its successful and effective 1992 program "Getting Back to Basics" to more than 50 participants who engaged in small group presentations and discussions chosen from a menu of six topics: Upward Mobility, Recruitment, Library Climate, Coalition, Diversity Training, and Library School Curricula. In the subsequent business meeting and debriefing by the Committee there was animated discussion of library school curricula and the seeming dearth of programs accessible to those who must continue to work while in school. The group agreed to focus their attentions in the coming months on developing a "brown paper" on this topic which so deeply influences the demographics of our profession.

Looking for networking, recruiting, and coalition-building opportunities? Why not check out the listserv entitled "Discussion of African American Studies and Librarianship (AFAS-L)." To join AFAS-L, send E-mail to LISTSERV@KENTVM on BITNET or LISTSERV@KENTVM.KENT.EDU on Internet with the

following command in the BODY of the mail: SUB AFAS-L your full name. To send a message to AFAS-L, send your E-mail message to AFAS-L@KENTVM.

How about more recruiting ideas? Has your library subscribed to some of the specialized directories available such as the *Black Americans Information Directory* (Gale)? It is a very useful source of mailing lists for recruitment of various types. And, it sounds as if Gale is expanding this sort of publication. According to the latest issue of the *American Indian Libraries Newsletter*, Gale is looking for "reviewers for a Native American directory they are compiling." The *Newsletter* itself is quite useful, with book reviews in each issue (an important help when trying to weed out materials about ethnic groups which may be viewed as culturally insensitive or even incorrect by that group) as well as news about what's happening among Native American librarians. It comes with membership in the American Indian Library Association which is only \$10 per year.

The *Newsletter* also reported on the California Indian Subject Specialists, a newly formed network of librarians from all types of libraries in California. Obviously, many state organizations have local subcommittees, interest groups, and coalitions. Put them on your mailing lists for openings, and why not actually join? Even if you cannot be involved in these groups, your support will help.

The Librarians Association of the University of California has drafted a report with recommendations for "bringing cultural diversity from the periphery to the center of all information processes" in libraries in the University of California system. The report, which provides many ideas and insights into serving a changing clientele, is entitled *The Many Voices of Diversity*. Contact Richard Chabran of UCLA for further information.

—SARAH PEDERSEN
Dean of Library Services
The Evergreen State College

A Librarian's Summer Seminar in Russia

The Context

July 1, 1992 was the 130th anniversary of the Lenin Library; a solemn celebration marked a significant change in the structure and status of the library. Now the Russian State Library, the name and the legal structure have been changed, creating a national library for Russia.

Yet, it was not even a year ago that the Lenin Library was temporarily closed. What is to be done when property belongs to no one? when one legal structure ends before another replaces it? when there are no employers and employees earn no money?

The newly named Russian State Library is a vital national resource, one of interest to scholars and librarians everywhere as well as Russian citizens. Throughout this difficult period of transition, many Russians—including library personnel—are performing their jobs without remuneration. Yet, the expertise of bibliographers and librarians, and their desire to contribute to building a new political, economic, and social base for Russia, are clearly evident.

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(A Librarian's Summer . . . , continued)

The Trip

This past summer, I spent six weeks in Russia, Ukraine, Czech lands, and Slovakia. Seventeen other academics from Lutheran colleges across the United States also had the opportunity to participate in a seminar sponsored by the Lutheran Educational Conference of North America, with assistance from Fulbright-Hayes. The problems we found are so complex that it is difficult to describe them. The need for basic community structures is intense. Healthy economic development and democratic institutions are essential foundation blocks for local and national communities which, in turn, are required to make a successful transition from the former political, social, and economic structure. At present, in many of these nations, the passage of laws is meaningless because there is neither a trained judiciary to interpret them nor lawyers who are prepared to represent rights of ordinary citizens or of private organizations. For example, a copyright law has been passed. But there is no means to enforce or clarify it. Information and information access are essential for development of new structures, but such basic needs as food and shelter, income and adequate medical care, etc., dictate the daily activities of most people.

The Library

The original building was completed in 1862, a legacy of Tsar Alexander II. The most recent additions were constructed in 1957. There are nine floors with 25 miles of stack storage. Users' requests are delivered by tube mail; staff then pull the materials and place them in a box on a conveyer belt which allows delivery within an hour. Patrons may call in requests before coming to the library. This system has been in place for 31 years and, apparently, does maintain good control of the collections which number 40 million items.

As of the summer of 1992, the library is open to everyone and, according to staff members, everyone is truly welcome. New policies do not allow unlimited use of the facility, however. In the past, readers were denied access to the library's 22 reading rooms unless they held college degrees. Today, general readers may register for only four of them. I visited the Humanities reading room which provides seating for 456 people. Those present were scholars in history, art, literature, and philosophy.

The staff of the library totals 3,000—120 of whom hold the Ph.D. degree. My host described the majority of the staff as "MLS types." The bachelor's degree is required for all employees who must also take in-house courses from specialists on a regular basis. The library is open from 9:00 A.M. to 9:00 P.M. every day but national holidays.

The library is air-conditioned—something not found in the hotels, public transportation vehicles, museums, concert halls, theaters, and restaurants. Moreover, in addition to the State Library, only the Moscow City Council and some government buildings include temperature controls. And the heat was intense during June, 1992—usually in the 90s with 100% humidity!

Fortunately, respect for the significance of the library collections has led to other major preservation programs. Materials receive special cleaning and limited light. There is an in-house book bindery and all workers receive training in preservation and restoration.

The Challenge Ahead

After my summer experiences, I was pleased to discover a program on Eastern Europe at the Library Information and Technology Conference (September, 1992). Ritvars Bregzis, a Canadian scholar-librarian, shared his understanding of collections, management, and services provided by libraries in that part of the world. He called upon American librarians to build language bridges to help our fellows in Eastern Europe build universal collections, to understand the MARC record and its significance, etc. Technology and cooperative networks are critical if problems there are to be addressed. He recommended that we bring librarians to the United States and other western countries so that they may experience and learn from the service models we use. Perhaps this is one area to which we in college libraries can also contribute.

Those of us in liberal arts colleges and universities are not usually in positions to participate in such specialized programs. But we can search for opportunities to aid the development of one significant resource for all democratic societies—libraries and the policies that define their services. Many of us may be able to host librarians in our institutions. The challenges that confront the people of Eastern Europe also offer challenges and opportunities for us to help in the building of a better future—one to benefit all humanity.

—NORMA HERVEY
Library Director
Luther College

College Library Director Mentoring Program

The CLS Leadership Committee announces the establishment of a College Library Director Mentoring Program. The Council on Library Resources has awarded \$24,000 to Eckerd College to support the first two years of this program.

The program is intended to enhance the leadership capabilities of newly appointed college library directors by matching them with experienced college library directors. The senior directors will assist recently appointed directors in anticipating and responding to challenges confronting new directors. Ten to 15 newly appointed directors will participate annually. The funds will support campus visits, communication costs, and a three-day seminar conducted by senior directors for new appointees at the end of each year.

Individuals interested in participating—either as mentor or mentee—should write or call Larry Hardesty, Director of Library Services, Eckerd College, P. O. Box 12560, St. Petersburg, Florida 33733-2560, (813) 864-8336.



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Using the Internet in College Libraries

"The Internet . . . isn't that just another electronic bulletin board?"

This remark, recently made by a colleague and friend of mine, expressed my opinion of the Internet just a year ago. Twelve months of "riding the net," however, has made me a convert; I now use the network in a variety of ways.

- *Individual communication* Perhaps as many as 10 million people, worldwide, have access to the Internet. I know only a few of them. But those I know I can contact, day or night, without cost and, often, within minutes. My personal mentor is a library director in California, and I "talk" to her on a regular basis without having to remember what time it is in California.

- *Keeping up* There are 30 or 40 "lists" on the Internet which pertain to libraries. These bulletin boards on various topics often generate lively and informative discussion. Recent discussion on a new copyright law list (COPYRIGHT-L) exposed me to several facets of the law I hadn't considered. For example, who owns the copyright on the videocast of Bush's acceptance speech? (There's not an easy answer, but don't try to sell copies.)

When I'm contemplating a new product or service, a question cast out on the net usually yields a number of responses from folks who have already tried the product or service in question. This is how I found good software for keeping CD-ROM statistics and, in the process, heard from two long-lost friends, one in Colorado and one in Ohio.

I receive three electronic journals through the Internet. *The Newsletter on Serials Pricing Issues* gives me the latest

information on serials prices and the background that I need to make informed decisions.

- *Committee work* The Internet simplifies my service on both local and national committees. Rather than phoning, faxing, or doing large mailings, the committee chairs communicate via E-mail, dramatically reducing response times and costs.

- *Library applications* The Internet is also a basic library tool. One of our faculty members searched several library catalogs on the net when he was compiling a bibliography on Disraeli. Since March, our Interlibrary Loan Department has been transmitting and receiving articles via Internet (with a much better quality than fax and no telecommunications charges). We also offer FirstSearch to our students via an Internet connection. In the future, OCLC expects to have its cataloging services on the network.

- *Joining up* While many college libraries have access to the Internet, many others do not. If the parent institution has an Internet mode, then adding the library is easy. However, Internet access is available in many other ways—through CompuServe (under \$10 a month), through the National Science Foundation, or through regional consortia. College libraries without access should investigate affordable options to make sure that they are fully part of the mainstream of communication.

—MIGNON ADAMS

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