ABSTRACTS

The following abstracts are based on those prepared by the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University.

Documents with an ED number here may be ordered in either microfiche (MF) or paper copy (PC) from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Orders should include ED number, specify format desired, and include payment for document and postage.

Further information on ordering documents and on current postage charges may be obtained from a recent issue of Resources in Education.


A research/evaluation project was conducted to assess library needs, use, and services for nontraditional students and to construct an experimental library skills course. A survey of every tenth student assessed needs for library services and facilities in relation to seventeen personal factors, using the chi-square test to establish relationships. A new credit-bearing library skills course was developed with emphasis on individualized instruction, and special efforts were made to recruit students who were starting or resuming college after several years out of school. Thirty-seven students completed the library skills course; more than half of this group had had some interruptions in education. Data from a pretest and posttest and from other courses taken concurrently by this group were analyzed by t-test, multiple regression, and one-way analysis of covariance. Analyses showed that the students who took the course improved their library skills substantially, that interrupted students did not differ significantly from others in success with the course, and that taking the course did not significantly affect success in other courses taken concurrently. The library needs survey, a breakdown of responses, correlations between personal factors, the pretest, the posttest, and the course evaluation are appended.


The main instrument of data collection in this survey of library technical processing centers was a questionnaire sent to sixteen network coordinators. Following a review of current literature, results of the questionnaire are discussed with regard to five areas: (1) each network's means of identification (definition) of processing centers, (2) types of clients served, (3) means by which libraries became clients, (4) charges levied, and (5) needs of processing centers for continuing access to cataloging data. Each network's definition of a processing center is presented; statistical tables present data from the other four areas of concern in the questionnaire. Information from "Totcate Network Billings" supports a discussion on system use data. Tables are used to show system activity of institution, proportions of first-time uses, distribution of titles produced, and other information. In the next section, a table lists thirty-two commercial processing centers and indicates which of four standard services are available through each (book catalog services, book processing kits, cataloging services, or printed catalog cards). Appendices containing the processing center questionnaire and cover memorandum, an essay on the state-of-the-art of processing centers in Wisconsin, and network billing data complete the report.


This evaluative study hypothesizes and addresses three system approaches to a National Periodicals Center (NPC) that could be pursued at this time: (1) System A, a nonintervention approach that assumes events will be allowed to develop without introduction of federal legislation designed to subsidize or create a National Periodicals System (NPS); (2) System B, the creation of a centralized single-collection NPC as a main component of an NPS, subsidized with federal funds; and (3) System C, the creation of a subsidized utility that offers requesting libraries access tools for identifying the location of periodical articles and performs switching of requests for article copies to multiple market-oriented, fee-charging supplier sources. This system would be coupled with the creation and operation of a dedicated NPC market-type collection for items not covered by market-oriented document suppliers. The study's overall view is that cost economies by themselves do not provide a rationale for adopting either system B or C, and
that there are other criteria of greater importance that warrant further study. Chapters of the report discuss background, systems and issues, and criteria elements, and analyze financial costs and benefits as well as qualitative issues. Tables and figures provide relevant data.


Intended for users of on-line bibliographic retrieval systems, this set of learning modules incorporates instructional aids in three modes: textual, computer-assisted learning, and emulations of actual systems (DIALOG and ORBIT) that access a data base of segments of more than sixty commonly used source files. The textual materials can be used with local or remote access to the target systems, the emulators can be accessed remotely or brought up on any computer system supporting ANSI FORTRAN, and the computer-assisted learning and practice (CALP) sequences can be accessed remotely or implemented on a system that maintains a capable lesson designer type language. The modules are followed by sections on data base structure and organization, analyses and evaluations of the modules and the collected use data, and the dissemination of the training program. Appendixes contain selected pages from two retrieval training manuals, an illustration of use of CALP modules by trainees, excerpts from runs of DIALOG and ORBIT emulators, data collection forms, summaries of system use, abstracts of FORTRAN programs, a description of a proposed cooperative project, and a list of published articles and papers on scientific and technical information services.


Designed to provide logical guidelines and to outline optimum conditions for the conservation of a research library collection, this "mock" policy statement can be modified to a particular library's situation. It includes principles of conservation and elements of a comprehensive conservation program, such as collection maintenance and organization of a conservation department. A selection of sixty-four readings provides the basis for further study of conservation administration in a research library.

A project was undertaken jointly by the Seattle Public Library and Seattle University’s Community Resource Center to establish a method of making pertinent information available to community group members. Activities of the Community Resource Center were to: (1) coordinate a computerized directory of community groups, (2) publish a newsletter, (3) edit five case studies of community activities, (4) answer information and referral requests, (5) form a community information advisory committee, and (6) design and implement the project evaluation. The Seattle Public Library pursued these activities: preparation for the establishment of a community resource system, establishment of neighborhood resource centers, training sessions for library staff, and project promotion. Activities of both project participant groups were evaluated through questionnaires given to branch library staffs, project staff, and key persons involved with the project. Use of neighborhood resource centers was evaluated through preproject and follow-up questionnaires sent to leaders of community groups. Effectiveness of the program and plans for its second year complete the report, with information-gathering tools and samples of community publications appended.


This report describes a four-day institute funded by the U.S. Office of Education to increase the utilization of government publications by extending the knowledge of academic reference librarians about them. Librarians from twenty-five universities attended the institute. Discussion of the use of government publications was divided into three broad subject disciplines: humanities, social sciences, and sciences. Available publications and materials were enumerated, and speakers provided examples of the use of government information sources in their research. An evaluation of the institute follows, with a discussion of the responses to the questionnaire given to the participants. The majority of responses were positive, and it is recommended that additional regional institutes be held to inform reference librarians of available publications, as well as a national institute. Appended to the report are the agenda for the institute, a list of the twenty-seven reference librarians who participated, and the questionnaire that was distributed.


This annual report describes the first-year progress of a project funded by grants from the National Endowment for the Humanities and Council for Library Resources for the integration of the teaching of library use into courses in the humanities. The program has experienced a shift away from early efforts to offer specialized instruction in a variety of courses and course sections in the humanities toward development, over several years, of instruction on two levels. The first involves integration of instruction into an English composition course, proceeding to a second level that will involve instructional components keyed to selected courses in the major and minor sequences of various academic departments in the humanities, emphasizing the bibliography and literature of the particular humanities discipline. Two essential factors will determine future prospects for bibliographic instruction at Ball State University: one is the willingness and ability of the department of library science to produce and use various media methods for instruction; the other is the department’s success in organizing its range of instruction and orientation activities, especially the CLRI program and the present general instruction service, into a cohesive and unified program.


This collection of materials describes a project at the University of Richmond that addressed the areas of faculty development and bibliographic instruction in order to promote relationships between library services and academic programs, as well as to increase and improve students’ use of libraries. Over a period of four years, fifteen faculty members selected to serve as “library partners” were given released time from teaching to design or revise existing courses and to develop library-centered teaching approaches. The report includes the proposal for this project, a year-by-year review of project activities, and
assessments of project impact on faculty and libraries. Appendixes contain faculty participation reports, criteria for selection of faculty, a list of faculty participants, sources checked for collection development, criteria for weeding, a bibliography of faculty publications and papers, a description and evaluation of a self-instructional unit for teaching library skills to freshmen in English classes, a sample faculty interview questionnaire, a summary of the Earlham College workshop on bibliographic instruction, and a proposal for the continuation of the library-faculty partnership.


This self-evaluation form for map storage and care was designed to assist librarians who work with active nonbook collections. Developed from an extensive literature search on the storage and care of nonbook materials, the form has been field-tested for value and usability in twenty institutions representing a variety of types of library situations and revised on the basis of field test results and recommendations made by several nonbook authorities. Forms developed for other media formats are listed, as well as sources for rental of related slide-tape productions. A rationale for having a storage and care program is discussed and recommendations are made. An extensive bibliography on the care of maps and a bibliography on miscellaneous nonbook media are included.


This self-evaluation form for microform storage and care was designed to assist librarians who work with active nonbook collections. Developed from an extensive literature search on the storage and care of nonbook materials, the form has been field-tested for value and usability in twenty institutions representing a variety of types of library situations and revised on the basis of field test results and recommendations made by several nonbook authorities. Forms developed for other media formats are listed, as well as sources for rental of related slide-tape productions. A rationale for having a storage and care program is discussed and recommendations are made. An extensive bibliography on the care of microforms and a bibliography on miscellaneous nonbook media are included.

Original Paintings/Prints and Non-Original Prints: Storage and Care Self-Evaluation Form. By John W. Ellison. Buffalo, N.Y.: School of Information and Library Studies, State Univ. of New York at Buffalo, 1979. 18p. ED 181 884. MF—$0.83; PC—$1.82.

This self-evaluation form for original paintings/prints and nonoriginal prints storage and care was designed to assist librarians who work with active nonbook collections. Developed from an extensive literature search on the storage and care of nonbook materials, the form has been field-tested for value and usability in twenty institutions representing a variety of types of library situations and revised on the basis of field test results and recommendations made by several nonbook authorities. Forms developed for other media formats are listed, as well as sources for rental of related slide-tape productions. A rationale for having a storage and care program is discussed and recommendations are made. An extensive bibliography on the care of original paintings/prints and a bibliography on miscellaneous nonbook media are included.


This self-evaluation form for magnetic tape storage and care was designed to assist librarians who work with active nonbook collections. Developed from an extensive literature search on the storage and care of nonbook materials, this form has been field-tested for value and usability in twenty institutions representing a variety of types of library situations and revised on the basis of field test results and recommendations made by several nonbook authorities. Forms developed for other media formats are listed, as well as sources for rental of related slide-tape productions. A rationale for having a storage and care program is discussed and recommendations are made. An extensive bibliography on the care of magnetic tapes and a bibliography on miscellaneous nonbook media are included.

Information and Educational Technology. Discussion Papers for the White House Conference on Library and Information Services (Washington, D.C., November
The seven short papers in this collection were developed to support discussions during the 1979 White House Conference on Library and Information Services. The first paper, by Donald P. Ely, discusses information and education in a multimedia world. Other papers discuss technology and information transfer in education (Blanche Woolls); teaching and learning in library information systems (Gerald R. Brong); telecommunications developments and the White House Conference (Frank W. Norwood); technology in education (Frank B. Withrow); information resources available in education (Jenny K. Johnson); and symbol processing in information, communication, and education (Dale W. Brown).


This selected and annotated list of publications includes those pieces published between 1969 and 1979 that treat various aspects of OCLC. They were chosen on the basis of their historical value, their current relevance, and the amount of new information they contain. Titles are arranged alphabetically by author.

Card Catalogs: Alternative Futures. A Selected Bibliography on Closing Card Catalogs and Alternative Catalog Formats with Separate Sections on AACR2 and PRECIS. Compiled by George L.Abbott. 1979. 27p. ED 181 908. MF—$0.83; PC not available from EDRS.

This listing of 227 citations includes references to existing books, computer output microfilm, and on-line catalogs, the cost of conversion, the success of existing systems, Anglo-American Cataloguing Rules (AACR2), and the Preserved Context Indexing System (PRECIS). It is intended to aid libraries in making major decisions on what form their catalogs will take in the future. References for non-U.S. journals, some not in English, have been mentioned to give a broader perspective of the issue at hand; however, it is pointed out that there are many differences in costs, equipment, and user expectations for a catalog outside the United States.


Shelley and Linda are just two of Midwest Library Service's Personal Customer Service Representatives who are specially trained to solve any book ordering problem your library may encounter. Linda and Shelley are thoroughly knowledgeable in all facets of the library jobber business, and if you are ever in need of their services, you can reach them by using our TOLL-FREE WATS Line, 1-800-325-8833 (Missouri customers please call COLLECT: 0-314-739-3100) for help in solving any problem. Your Customer Service Representative will follow the problem through to a satisfactory conclusion—without delay. Remember, Linda and Shelley are "working" for you and your library. It's all part of Midwest Library Service's tradition of excellence.
Technology and Library Science, Arizona State Univ., 1979. 55p. ED 181 911. MF—$0.83; PC—$4.82

Intended to identify educational practices that have been effective in preparing Spanish-surnamed and American Indian students for library careers and to describe recommendations for improving library education programs for these minorities, this study examined eight such programs through their final program narrative reports, interviews with participating faculty and students, and documents associated with program development and academic affairs. The set of eighteen recommendations resulting from this study are organized under five topics: student recruitment, student selections, curriculum design, support services, and placement/follow-up activities. Study procedures are detailed, and appendices include a list of library education programs for the above-mentioned students, a list of preliminary recommendations, and the use of the special review panel members.


This library skills program, which is offered by Slippery Rock State College (Pennsylvania) as part of its Vacation College program, was developed for adults who have been out of school many years. The vacation college concept of leisure and lifelong learning emphasizes the learning of recreational activities, along with more practical and intellectual courses such as the library skills program, in a relaxed, informal manner: the course is low cost and of one week's duration. The major concern of the library skills program, which is designed to raise the level of consciousness of the participants toward the library and its services, is to make the course enjoyable as well as instructional for persons on vacation and out of school. Five one-and-a-half-hour sessions use a mix of tours, demonstrations, slides, films, discussions, and lectures to achieve understanding by the participants of the resources, services, roles, objectives, and problems of the library. Evaluation of the program shows it to be enjoyable and rewarding for the participants and the instructors. Appendices provide a brief questionnaire, a participants' handbook, and a bibliography.


not available from EDRS.

Intended as a guide to the current literature of nonbook librarianship dealing with the care and administration of slide collections, this listing surveys post-1960 imprints that emphasize organization, control, indexing, cataloging, general planning, acquisition, and the unique requirements of specialized area collections such as fine arts. Fourteen sections cover the following: bibliographies, general works, audiovisual materials, slides, acquisition and selection of slides, care and preservation of films and slides, cataloging and classification of audiovisual materials, cataloging and classification of slides, using slides for instruction, planning physical facilities, journal and periodical publications, indexes and reviews, professional organizations in the arts and humanities, and pre-1960 imprints.


This annotated bibliography for undergraduate libraries lists sixty-seven reference sources on women's issues and thirteen periodicals for a core collection to support women's studies. The works listed were chosen as a representative sampling for ready reference or as the initial step for in-depth research on women and women's issues.


Using data bases of the DIALOG system, new teaching techniques and materials are presented to an audience of library educators. Included are search demonstrations, teaching approaches, sample exercises and instructional projects, multi-data base searching methods, utilization of search aids and off-line resources, the conduct of pre-search interviews, information search tactics, and educational program planning. The question "What level of training do we/should we provide?" served as a major topic of discussion. Distributed to participants at the final session were two position papers: "Proposed Standards for Education in Online Searching in the Professional Library Curriculum" and "On the Relationship between Library Schools, Search Service Vendors, and Database Producers."
OTHER PUBLICATIONS OF INTEREST TO ACADEMIC LIBRARIANS


The Blodgett Collection of Spanish Civil War Pamphlets: Author and Title Listing and Listing by Place of Publication. Cambridge, Mass.: Harvard College Library, 1980. 16p. $10. Lists 680 pamphlets on the Spanish Civil War (1936-39) that have been reproduced in microfiche format for publication by the Harvard College Library. Inquiries regarding purchase of this list and of the microfiche collection should be addressed to Margarita Anderson Imbert, Widener Library 197, Harvard University, Cambridge, MA 02138.


De George, Richard T. The Philosopher's Guide:


