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Some Transatlantic
Library Thoughts
by
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The factors common to library science in the U.S.A. and Great Britain, rather than the differences, were the most noticeable first impressions on my arrival in the U.S.A. as an exchange librarian. The day to day encounters with both colleagues and patrons reinforced long-held views that librarians are international beings trying to achieve similar objectives and that students react to libraries in much the same variety of ways both sides of the

Atlantic.

Where the differences are to be found and are of some significance they are due partly to the nature of the two educational systems, both at the university level and in the high schools. Published standards for American academic libraries state the view that "the primary purpose of college library service is to promote the academic program of the parent institution." (ACRL Standards for College Libraries, 1975 commentary on Standard 5). The key to this is "the academic program", its nature, organization, and content, with particular reference to teaching methods, assessment, and examination methods.

The British visitor is unused to undergraduate programs that are built up by credit hours and include a number of required subjects other than those within, or related to, the major subject area; a grading system that students quite frequently challenge; heavy emphasis on one or two textbooks per course and an expectation that all students will buy those books. The tendency in Britain is for students to follow single discipline degree programs where the librarian knows at the start of an academic year that library provision must be made for X students studying Y subjects for two or more years. Although there have been changes in course content, teaching and examination methods in the past few years in Great Britain, with greater emphasis placed on interdisciplinary courses, continuous assessment, research papers and long essays, long required-reading lists and final examinations still play a very important part in determining a student's "results" or grading. The "final" would appear to have greater weighting than in the U.S.A. In addition, in order to attend the university or college, the British student will have passed the requisite Advanced or Ordinary Level General Certificate of Education examinations at an appropriate grade; probably have been interviewed for selection, and received a state grant (this to include an amount for book purchases). The student is less likely to be working at a job during the term, or semester than his/her American counterpart,

although the British student will, in many cases, work during the long summer vacation when universities and colleges are not teaching and libraries are open short hours. At the graduate and research levels, there are likely to be fewer noticeable differences in the nature and range of subjects studied, but the American system requires more taught Courses, whereas Britain frequently examines solely by thesis.

How do all these underlying differences affect the academic library of the two countries--book-stock provision, staffing, level and type of use, and services needed by patrons, particularly undergraduate students? And what difficulties, if any, is an overseas librarian likely to encounter when adapting to a different system?

My observations on practices in U.S. academic libraries are based largely on experience at Indiana University-Purdue University, Fort Wayne, though I think it would be fair to say that many of the general points noted would be equally applicable to other colleges that I have visited briefly.

Library buildings, space and facilities are the source of much envy amongst British librarians accustomed to overcrowding and financial restraints. The generous allowance of space for entrances and foyers, lounge and study areas, acquisitions and processing is particularly noticeable. It is a common sight in Britain to see every seat in a library taken and planners of library buildings now aim for a ratio of one seat for every four full time students enrolled.

Book collections are similarly larger and obviously contain a smaller proportion of British material, but the core collections of, for example, social sciences at the undergraduate level appear very similar. There is a greater likelihood of a British college library buying multiple copies of standard texts--probably to be kept on reserve if in high demand--as faculty members are less inclined to stipulate which books students should purchase, preferring to recommend a wide range of reading. College bookshops, although fairly common in Britain do not arrange stock by courses and it is a well-known fact

that students are reluctant (or unable with other financial pressures) to spend the amount specified in their higher-education Grants on books. Hence British students make greater demands on the library book collection and waiting lists are quite usual. As American students are usually studying a variety of subjects for their first two years or so at college, their reading for each subject will not be in such depth as that of their British counterparts who are specializing earlier and are usually studying for three years and not four.

When we consider the use of reference materials, the different pattern of use is closely related to the type of written work the students are expected to produce. The predominance of term papers and exercises that require, for example, use of a given number of periodical articles, results in greater use of abstracts and indexes here than is usual in Britain. The student needs to know something of the techniques of literature searching rather earlier than would be the case for work requirements in Britain and the emphasis is strongly on periodical materials. In terms of library instruction, which becomes even more necessary as the student may have to use bibliographical tools for a variety of subjects, this often results in a "more-sooner" policy, but the larger, spread-out campus probably brings greater problems in liaising with faculty and encouraging students to sign up for library instruction. I note less reluctance on the part of the American students to seek help--but no less difficulty in actually verbalizing their questions! (Perhaps initial difficulties with some forms of American English may have hindered my comprehension here!) The same apparent need for instruction to graduate students and faculty is here--with the same problem of persuading them to recognize that need.

One other category of patron is usual in an American state university library--the general public. A controversial issue in Britain over the past few years has been to what extent an academic library should be available to people other than the

academic community it is designed to serve. It is felt that academic libraries cannot cater for general enquiries from the public and such enquiries are normally channelled through the public library system. In the United States the attitude is somewhat different and this is reflected in the range of reference enquiries received from local businesses, schoolchildren and others.

Staffing of libraries varies considerably between the two countries. The reliance on student labor, with an awareness of assisting students to finance their way through college is a well-known feature of American academic libraries that has not been adopted in Britain where the grants system supports the student to a greater extent. The complex system of student rosters and payments would be unusual in Britain as full-time and part-time non-professional workers would deal with much of the workload here undertaken by students. Professional duties tend to be more clearly defined in America and an earlier "labelling" of themselves by librarians as acquisitions, reference, or catalog librarians seems evident. Many details concerning terms of employment, e.g., promotion and tenure, the place of unions, etc., differ--but the same types of issues, including faculty status for librarians, are under discussion, even if the ways of dealing with problems vary.

There are, then, a number of differences between working in a library in America and Britain--and the temptation is to compare specific libraries--but any potential "exchangees" should be assured that with a reasonable level of versatility, adjustment should be straightforward and the challenge of change stimulating.

Manuscripts: A Different Library World
by
Saundra Taylor
Curator of Manuscripts
Lilly Library

The world of manuscripts, whether within a research library, historical society, or a private individual's collection, is one of the last realms of creativity, originality, and non-specialization that remains in librarianship. There are no L.C. cards to find, MARC tapes to peruse, or AACR rules that have to be followed. All of these tools are used to provide certain guidelines, name forms, etc., but only that. There is no widely accepted or uniform system for processing and cataloguing manuscripts. Consequently, every business, library, organization, or private collector holding manuscript materials handles them according to individual tastes and needs and not by any standardized system.

The reasons for non-standardization are as many as the methods of handling manuscripts, but they are all rooted in the very nature of manuscripts themselves--i.e., individually produced items existing usually in only one copy. True, the typewriter and various reproduction methods ranging from mimeograph to xerography have altered the working definition of manuscripts for most repositories, but this has only added to the difficulties of achieving uniform processing procedures as each institution makes its own decision about the place of carbon, Xerox, or even microfilm copies in the manuscript collections.

The challenge of working with manuscripts is virtually unending. As stated above, it offers a realm of creativity and freedom, bounded only by the ultimate ends of preserving the material for posterity and making it accessible to scholars, students, and even the vaguely curious. How, what, and for whom to preserve and make available is invariably determined over a period of time and experience by the individual institution. But any developed procedures are of

necessity flexible and open to change, and it is up to the manuscripts librarian to interpret this flexibility and initiate changes. For example, the person working with manuscripts must be familiar with the variety that exists in collections and be able to apply different processing procedures to the different types of collections, or even create new methods as the nature of collections change.

The manuscripts librarian must also be aware of the trends in research and the intellectual problems involved in manuscript collecting. Both of these conditions touch on the public service aspect of manuscripts work. In processing a collection it is impossible to catalogue or index all the potential research interests known today, let alone what will be wanted in ten years. In cataloguing a diary of a 19th century politician's wife or daughter, the obvious entries for politics, specific events mentioned, and what is today a necessary entry for women, would be made. But how is the cataloguer to guess that tomorrow a young scholar from Iowa will come in wanting descriptions of clothing worn by Hoosiers during the first third of the 19th century? In this case, knowledge of research trends will not fully serve the patron; rather memory and the individual ability of the manuscripts cataloguer. Ultimately, memory is the prime reference or bibliographical tool in any manuscript or archival repository, for regardless of how detailed the catalogue or guide to a specific collection might be for traditional research topics, it is only the intimate knowledge of a collection, or of all collections, acquired by the people working daily with the manuscripts that can provide material for a patron with an unusual topic; the topic or approach to research that tomorrow may become a traditional one.

Knowledge of intellectual problems related to manuscripts is extremely important. When should collections be accepted with donor restrictions and when, if ever, should an institution impose restrictions? What are the lines between the public's right to know and the individual's right to privacy? These and many other considerations come into play every single time

a collection is acquired and every time a patron enters the door. Literary rights, property rights, copyright, and even intellectual freedom are often involved, and often as antagonists, in regard to providing reference service on manuscripts. And quite, often, though no manuscripts librarian or archivist wants to be a censor, discretion is, hopefully unobtrusively, exercised. After all, with manuscripts one is dealing with feelings, affairs in private lives, very personal papers; not with published items, deliberately prepared for public exposure.

This article began with a statement about attributes of the world of manuscripts within librarianship. The last item, non-specialization, is probably the least apparent of the characteristics since in dealing with manuscripts one assumes that to be a specialization. The manuscripts librarian, custodian, or curator is really a generalist in subject, language, function, material handled, and even training.

Though designated manuscripts, the definition of such materials is very much open to discussion and interpretation by institution and custodian alike. Invariably, manuscript collections involve clippings, photographs, recordings, even movies, proof copies of books, and on and on. Virtually anything that an individual feels like possessing, that is not strictly a book, will find its way to the manuscripts department. In terms of training, the manuscripts curator is often a reference librarian, a cataloguer, or even a rare book librarian "drafted" into manuscripts work when the institution decided to begin collecting. Training for manuscripts work in this country is almost entirely through on-the-job experience, and in most institutions manuscripts work involves acquisitions, cataloging reference work, administration, budget, personnel; in short, all phases of library work in general.

To sum up the library manuscripts world, the variety is infinite, the work endless, the frustrations interminable, but the independence, occasional accomplishments, and continuing fascination of materials and patrons alike make it an exciting world in which to work.

FLASH!
InULA Election Results

President: Barbara Underwood
Vice President: Lois Lehman
Secretary: Kathy Purnell
Treasurer: Herb Miller
Representative-at-Large: Maudine Williams

75 votes were cast.

Certified by:
Judi Singleton
Larry Griffin
Representatives-at-Large

The membership of InULA congratulates the newly elected officers and offers wishes for their success in the coming year.

Workshop on Grantsmanship and Librarians
by
Laurel Jizba
Continuing Education Committee

The 1976 InULA Continuing Education Committee presented a Workshop on Grantsmanship and Librarians, May 21 and 22 at the Poplars Conference and Research Center. Joint sponsors with InULA were: the Monroe County Public Library Staff Association and the I.U. Graduate Library School. Reaction to the event was quite positive, as reflected in verbal comments and through analysis of the Workshop evaluation survey, returned by some seventy percent of the participants. Seventy-six people attended. Out of that total, fifty-one percent came from libraries and related institutions outside of the I.U. system.

Briefly, the two-day event proceeded as follows. At registration, each participant was given a packet containing, among other items, an annotated bibliography on grant writing and two sample proposal outlines. The afternoon session began with a welcome address by Dean Jackson on the importance of external funding to today's libraries. Afterwards, a panel of four: Ed Howard, Vigo County Public Library; Barbara Markuson, InCOLSA; Jean Jose, Indiana State Library; and Ruth Beasley, Institute for Sex Research, discussed various aspects of proposal writing. David Kaser, I.U. Graduate Library School, gave a dinner address on private foundations. A talk on the realities of federal grant evaluation and a bibliographical essay on private foundations were presented Saturday morning by Allen Sevigny, U.S. Office of Education, and Robert Woodley, I.U. Research and Development Office, respectively. All of the talks were well-received; we were fortunate in securing good speakers.

This year's program can still be seen in part if you missed it or would like to review it. A videotape of the Friday afternoon panel is available at the Monroe County Public Library. If you have a cable television hook-up, you may call the library to see it on Channel 7. Audio tapes of the entire workshop will be made available soon.

Definitely, the Workshop's success was due to committee members with good ideas, the willingness to meet eleven times from November to May, and the enthusiasm to help see a large project like this one accomplished. I thank those members: Ann Beltran, Jean Gosebrink, Jim Greaves, Virginia Huminicky, Lou Malcomb, Carolyn Snyder, Nancy Vossmeier (InULA) and Amal Altoma, Dana Burton, and Roberta Mueller (M.C.P.L.S.A.)

Probably another reason for the high attendance/success of this year's program was the concerted effort to include the interests of extra-I.U. librarians, in the publicity for the workshop, in the planning of its main theme, and in the inclusion of Monroe County Public librarians on the planning committee. The need for public, special and academic librarians in this geographical area to join forces

in discussing mutual problems and new concepts is increasingly evident. InULA's annual workshop is an excellent forum for that purpose. I especially hope that cooperation with the Monroe County Public Library Staff Association will continue as well, for they have shown initiative and willingness to serve beyond their own library doors. Our neighboring Graduate Library School also proved that it can and would be in the future supportive of InULA workshops.

Finally, I would like to thank the 1975/76 Executive Board for appointing me as chairwoman of the Committee. It was a most enjoyable challenge.

EDITORIAL POLICY

At a recent meeting of the InULA Executive Board, an editorial policy, submitted by the Publications Committee, was approved. It appears below.

The InULA Quarterly is the official publication of the Indiana University Librarians Association. It is issued quarterly and is free to all members of the organization.

The purposes of the Quarterly are threefold:

- a) to provide an internal organ for Association news and official notices from its officers and Executive Board;
- b) to provide a source of publication for Indiana University librarians;
- c) to expedite the exchange of library and library-related information.

Submission of articles is not limited to members of the Association. Manuscripts of articles should be typed in double-space and submitted to the chairperson of the Publications Committee.

National Library Week 1976
A Report
by
Jim Greaves, Chairperson
NLW 1976 Committee

Activities for National Library Week '76 included an art exhibit from the Herron School of Art, an art sale, a book sale, a festival of films created and produced by local individuals, and a swap meet. InULA is also co-sponsoring a dance with the Monroe County Public Library. Prizes of \$25.00, \$15.00, and \$10.00 will be awarded the three persons with the best bicentennial costumes. The dance has been postponed due to bad weather.

The net receipts for NLW, essentially proceeds from the art and book sales, amounted to \$2539.50. These proceeds are comparable to receipts from past years. There seems, however, to have been a leveling off in receipts.

Two areas of possible growth are the Creative Film Festival and the swap meet. Both activities can be expanded and improved in the coming years.

While NLW activities were for the most part well-attended, and provided enjoyment to various individual library users, the problem of publicity still existed. Newspapers, TV, radio and handouts were utilized, but far too many people did not know of the activities in advance. In the future, a better effort at publicity is needed.

I would like to thank the members of InULA, members of the library staff who participated and made it possible for the NLW activities to be successful. The cooperation of the I.U. Library administration was helpful and much appreciated.

I would like to thank the individual members of the NLW '76 Committee for the interest, time and service they provided in order to bring the events of NLW '76 into reality.

Thanks go to Eileen Fry, Gail Grise, and Maudine Williams for assisting in numerous ways with the art

exhibit and sale and to Marty Joachim and Fenton Martin for assisting with the book sale. I would also like to thank Jill Caldwell for arranging the film festival.

Special thanks are due to the individuals who assisted with the clean-up after the book sale. Their help proved invaluable.

InULA Publications Committee
A Report, June 1976
by
Mary Popp, Chairperson

The Publications Committee has, with this issue, published 3 issues of the InULA Quarterly, a Summer/Fall combined issue in 1975, a Winter 1976 issue, and the present Spring issue. Another issue, scheduled for August, is in preparation.

We feel that we have moved a step closer to the Association's goal for the Quarterly: that it be a publication containing not only news of the Association, but also articles on professional concerns. The Quarterly now has an editorial policy, approved at a recent Executive Board meeting; the policy has been published elsewhere in this issue. In addition, progress has been made toward a more professional-looking format. A budget for the publication for 1976/77 has been approved which is substantial enough to allow for professional typing. For this we are grateful to the Executive Board. Betty Jo Irvine has agreed to work on a new layout for the publication.

We are grateful to the Executive Board for their unfailing support, to Larry Griffin, who has been able to solicit articles from staff members at the Regional Campus Libraries, and particularly to the people who contributed or have agreed to contribute articles to the Quarterly.

There is a real need for continued cooperation from InULA members with future Publications Committees to produce quality articles for publication.

Only with such cooperation can a venture like this one succeed.

I am grateful to the members of the Publications Committee: Betty Jo Irvine, Herb Miller, and Andrea Singer for their unstinting efforts throughout the year. Thank you for giving me the opportunity to work with you.

HELP WANTED!

The Publications Committee is looking for ideas to make future issues of the Quarterly more interesting to its readers. But we need YOUR help.

We have ideas for a book review column, a column profiling individual departments, libraries, and services within the Indiana University community and one on happenings in the library world in general. We need people to contribute to these columns on a regular or irregular basis. We also need ideas for future articles.

If you can help in either or both of these areas, contact Mary Popp at 337-5968 or any member of the Publications Committee.

IN THE NEXT ISSUE

The next issue of the Quarterly promises to be a bonanza of information. Frances Livingston of the Southeast Regional Campus library will write of the supervisor's role in the promotion and tenure process. Newly elected InULA officers will write brief profiles about themselves and their goals for the organization in the coming year. And much more ...

EDITOR'S NOTE

For those of you whose interest in manuscripts was aroused by the article by Sandra Taylor earlier in this issue, she has contributed some information about the manuscript collection in Lilly Library:

A few specifics about manuscripts at Indiana University might be noted. The manuscripts are housed in Lilly Library. They are catalogued by collection and indexed by name and subject in a master manuscripts index. Both the catalogue and the index have been microfilmed and are available from Microfilm Services in the Main Library. Other efforts to increase bibliographic access to these materials include reference cards in the catalogues at the Main Library and the book catalogue at Lilly to alert patrons to the existence of manuscripts on a given subject or by a specific person. If our function is to preserve and make available, it can be truly realized only when people are aware that we have such materials.

--Sandra Taylor