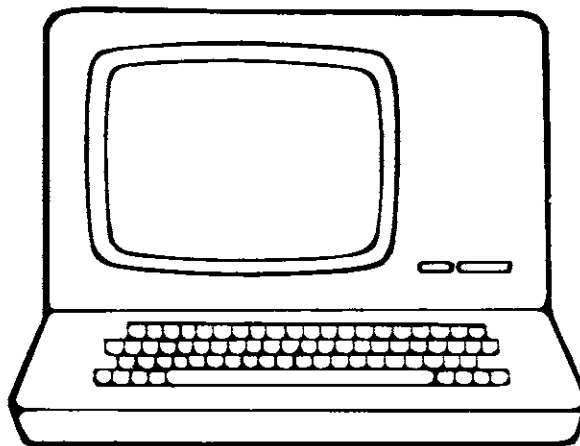


TECHNICAL SERVICE AND PUBLIC SERVICE LIBRARIANS: A NEW ERA OF COOPERATION

Ann Beltran

(Ann Beltran is the Head of the Reference Department, IU-Bloomington)

Awhile back, at an ALA midwinter meeting, a group called "Reference Heads of Large Research Libraries" was discussing the design and implementation of online catalogs. A librarian from an institution that had a system up and running was describing his own very great investment in time and bemoaning the many valuable services that he felt had been slighted during the intense phases of the development work. At this point, a younger member of the group raised her hand and offered: "Have you ever thought of involving your colleagues in technical services? They might prove quite helpful." This observation, to my astonishment, was greeted as highly original and widely nodded over. (Granted the topic of discussion was not the full design and implementation of the system but specifically the design of online catalog information and user interfaces.) When I expressed my surprise over this observation and its reception, I was relieved to find that I was not the only one present who remembered days when public service librarians did not consider "inviting" their colleagues in technical service to contribute to the design of the catalog, its contents or its presentation. In fact some of us could not remember ever having lifted a rod in a catalog drawer to move Brown, Aaron in front of Brown, William. After all, maybe there were some new rules being followed which we had not heard about yet! But now, it appeared, public service librarians felt that they had a *responsibility* for the



catalog, a responsibility which it might be appropriate to share with colleagues in technical services. Things were changing: why and how?

The "why" is clearly automation, I believe. The "how" does not have any single answer, but several possible ones.

If we look to the literature for discussion of relationships between technical and public service librarians—as has been done for us in this issue of *Innuendo*—there seem to be two general areas: 1) position exchanges (usually technical service librarians working on catalog information desks or reference desks) and 2) subject and language experts who built collections, catalog and offer reference service in their area of expertise. Each of these areas are of in-

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NOTES FROM THE EDITOR

Kristine Brancolini

(Kristine Brancolini is the Media Librarian and the Circulation Librarian of the Undergraduate Library, IU-Bloomington.)

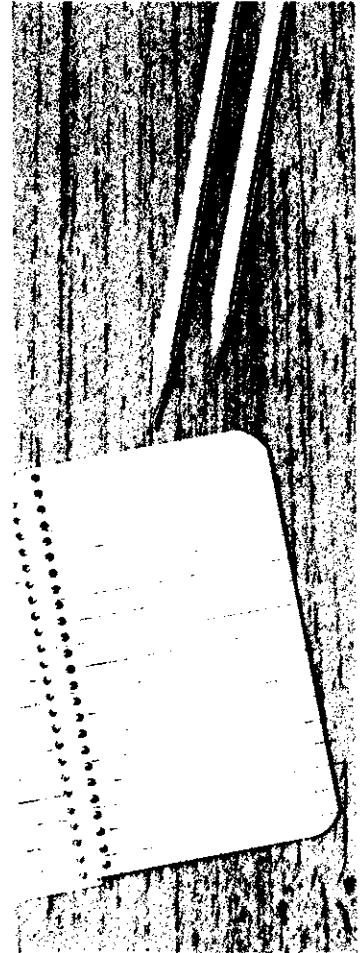
When the InULA Publications Committee first discussed soliciting an article for the *Innuendo* on the working relationship between technical service and public service librarians, we expected that it would focus on traditional conflicts. We soon discovered, however, that librarians who work in each area are experiencing just the opposite. The advent of computerized library services seems to have brought an unexpected benefit to librarians—a closer cooperation between technical and public service librarians. This cooperation has resulted in greater understanding of and increased respect for one another's knowledge and skill.

In this issue of *The InULA Innuendo*, a reference librarian and a catalog librarian explore changing attitudes toward one another's field of library specialization. In companion feature articles, Ann Beltran, Head of Reference at IU-Bloomington, and Sylvia Burbach, Assistant Head of Cataloging at IU-Bloomington, present their individual perspectives. Ann believes that automation has brought about a shared responsibility for the catalog on the part of both technical service and public service librarians. She discusses three important factors that have contributed to this phenomenon. Sylvia, on the other hand, provides a humorous look at a catalog librarian set adrift as a volunteer in a public library reference department.

Those of us currently struggling with developing a new collection development policy should take heart from Pamela Sandstrom's thoughtful examination of collection development activities on the regional campuses. The article reflects Pam's own views as a reference librarian at IUPU-Fort Wayne, but she also reports the results of an informal survey on collection development responsibilities that she conducted among other regional campus librarians.

The InULA Innuendo is a publication of the Indiana University Librarians Association. Letters and comments should be addressed to Kristine Brancolini, Media Librarian, Library W121, Indiana University, Bloomington, Indiana 47405. Publications Committee: Kristine Brancolini, editor, Julie Bobay, Wendell Johnting, Anne Rimmer, Pamela Sandstrom, Marilyn Shaver, Pat Steele.

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POINT OF REFERENCE

Sylvia Burbach

(Sylvia Burbach is Assistant Head of Cataloging, IU-Bloomington.)

I can just picture the setting if I were being interviewed instead of writing an article on this topic. A silhouette would be the only hint to my identity, as the lighting would discreetly protect the guilty. "Yes, it's true. I was moonlighting as a reference librarian." An exaggeration, of course, but many librarians feel a distinct separation between those of us who serve in technical and public service areas. So when the opportunity presented itself I decided to investigate this "problem" first-hand.

I must admit that for many years I was a victim and a perpetrator of this artificial discord. When I applied to library school I agonized over that little "what are your career goals" paragraph on the application form. After all, I already had several years of academic technical service experience. I must have settled that dilemma long ago. As it turned out, I finished library school and continued, albeit somewhat passively, in cataloging positions. It was during a hiatus in my professional development that I made the decision to volunteer as a reference assistant. And to make it really interesting I chose the public library, if they would have me.

My training period was somewhat overwhelming because of the large amount of information one needs to remember to be a competent reference librarian. Rows and rows of important source books became jumbled in my memory. There are many library services I am sure I have yet to rediscover. But I was determined to face my baptism by fire.

One of the first things I noticed about my technique, or lack thereof, was that my "ready reference" wasn't quite ready. While my partner at the desk could easily dispose of those kinds of questions, I found it to be less painful for impatient patrons on the telephone and less embarrassing for me to ask if I might call them back. What Monroe County Public Library gained in a gratis librarian they lost in telecom charges!

Of course no one asked me a single question about any areas in which I felt professionally confident. As the Special Assistant for AACR2 in the Automated Processing Department I relished questions about choice and form of entry, classification problems and input standards. Not one patron ever asked me about a qualifier for an undifferentiated name! I would sit down at the CLSI terminal and try to execute an OCLC search. I could build a nice Dewey number in cataloging class but to this day would fail a quiz on what numbers are assigned to what topics. I noticed my colleagues, over the course of time, appeared to ignore the Dewey numbers. They would simply escort the patron to the shelving area that housed the books in question. I was sure that if I could develop this sense of location I could bypass learning the whole classification scheme. Whenever I could, I would follow the other reference librarians as they shuttled patrons to their destinations. Eventually, I too could give the grand tour. And then they shifted the books. Still trying to avoid the curse of Melvil I found my common ground in the subject thesaurus. I became very adept in convincing all patrons that in order to answer their questions any good public servant would consult the "big, red book." The LC subject heading would lead me to the class number, which would then lead me to the book.

My favorite embarrassing story of my reference experience never

"Of course no one asked me a single question about any areas in which I felt professionally confident . . . Not one patron ever asked me about a qualifier for an undifferentiated name!"

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terest and importance; their treatment in the literature, as in practice, varies from the trivial to the profoundly radical and new.

There are also, I believe, other factors that are changing relationships between public service and technical service librarians and that are more directly and specifically related to automation. I would like to touch on three here, not parallel or equal in importance but all, I believe, important:

I. Library Automation Committees

While I hesitate to speak positively of any committees when writing for an audience of colleagues, many of whom I see often, I do, in fact, believe that the committee structures through which the Indiana University Libraries and many other research libraries have approached library automation planning have been fruitful enterprises. Not least because they have involved technical service and public service librarians together, describing ideals and facing reality and compromise. In that effort, we have discovered common ground and learned to appreciate not only each others' expertise, but our joint willingness to learn and change.

What public service librarians, in particular, have been learning leads to my next area

II. Standards and Flexibility

Surely one of the greatest and oldest clichés (and like most things venerable, possessing some truth) is that technical service librarians hold rigidly to standards with no thought to the purpose those standards serve; and public service librarians ask for flexibility and a "good public service attitude" with little real understanding of the implications of what they ask for—some might say fuzzy-minded indifference to those implications. (Not me, of course, but "some" might.)

This began to change, if ever so slowly, when we all began to deal with online bibliographic files—everyone with OCLC and public service librarians especially, with a very wide variety of files. What we learned and are learning, learned to value and reevaluate, would fill a great deal of space. One illustrative example might be authority work. I am sure colleagues will tell me if I am wrong in suggesting that we in public services did not have a really profound appreciation of the importance of authority control until we began dealing with online systems (and their printed by-products), which lack such control. A first instance in my own experience was a departmental meeting many years ago in a public service department in which the horrors of dealing with a then-new reference tool, the *Social Science Citation Index*, were shared. Principal among the concerns expressed was the fact that the work of Thomas Radcliffe Smith-Jones was nearly impossible to track: Smith, TR; Smithjones, T; Smith-Jones, Thomas; and

all possible other permutations. We also began discovering that while indexes created directly from text offered interesting opportunities, controlled subject vocabularies still have much to offer! In short and not to belabor the point, new ways of bibliographic searching continue to illustrate the importance of the standards and the intellectual effort and accomplishment that catalog librarians have contributed and continue to contribute in maintaining the scholarly record.

III. Private Files vs. Public Files (or Hidden vs. Open)

Earlier I mentioned what I believe to have been a perhaps excessively reverential attitude toward the card catalog. That reverence is a thing of the past. Its root, I believe, may have been a feeling that the card catalog was "theirs" though they were nice enough to let "us" use it.

In the online catalogs being designed, developed and implemented in many places, the Indiana University Library system among them, there is no "us" and "them." There will not be separate files mysterious and sacred to the uninitiated. The online catalog will be authoritative, official and united. The Authority File will be an integrated component available to all who need it. (someday) the only Official Catalog will be the online catalog, and all catalogs (the hundreds of terminals and micros accessing the online catalog, that is) will be truly union catalogs. All who need access will be able to browse the shelf.

This information will be presented and available in standard formats accessible and intelligible to all who need the information (and are willing to invest the necessary time to understand and learn). Many policy issues await discussion locally, of course, but an online catalog will allow parts of routines handled in the past centrally to be dealt with by individual units. A public service department could create and maintain an appropriate piece of the online catalog. It would be their *responsibility*.

The key is, I believe, that shared sense of responsibility. Real understanding between public service librarians and technical service librarians can be encouraged in many ways but the development of that sense of common responsibility is its foundation; and the advent of integrated automated library systems is providing us with real opportunities:

- to work *together* to plan and implement the best system we can within whatever external constraints we may have to accept;
- to appreciate the good reasons for the flags we have each carried for so long, Standard and Flexible;
- and to each contribute to the creation and maintenance of an online record which will be *ours*; a record created for the public we all serve.

POINT OF REFERENCE Continued

would have developed had I known the common jargon for the most frequently used books. One evening a patron called in a request: "I need Chris Cross." I thought it was an urgent call for one of the student pages. After checking with the other librarians I was about to page this mystery person who must be a patron when the Head of the department stopped me (I HATE making loud announcements. Give me my little cubicle surrounded by books.) I was quick to learn that Chris Cross was most probably "Criss-cross," the local name for Hill-Donnelly's *Quick Reference Directory* for Bloomington and vicinity. I was so grateful that my reference buddies didn't laugh too long or too loudly over that one. Far be it from me to snicker again at a reference librarian who thinks that I am talking about sexual preferences when I say that a series is "s 'n m" (Series Not Made).

Once settled in at the front lines I saw the opportunity to expand my reference functions to include the domain of the IU Main and branch libraries. My main goal with this new found objective was to help refocus undergraduates, who, for whatever negative reasons, were trying to research term papers at the wrong place. I hope that I was successful in directing them to the appropriate branch library when "that library is too big" was the negative reason or to a particular person in the UGL when they didn't "know how to find anything over there."

I have always envied reference librarians because they surely must hear all the praise due the hard-working catalogers. It would be nice to receive such accolades from admiring patrons: "A fine selection of subject headings on this card," or "Your cross references to this obscure heading show great depth and insight." In reality I discovered it is more like "Thanks so much for helping me find that book that the catalogers hid so well." And all of the description on each bibliographic record? I estimate that ninety-five per cent of this effort will only be noticed by book selectors or other catalogers, if at all.

My observation after a year of dual service is that we are our own best enemies. No one tells us that we are different. Those who speculate that specific personality types gravitate towards either technical or public service positions may be correct but I believe there is less truth to that now than in the past. The skills and techniques that are used daily in our respective jobs may compel us to be somewhat unorthodox in performing each others' tasks but we are all capable of finding the same answers. I expect that a totally integrated online system will lessen the impact of physical separation that many of us have experienced on the third and first floors of the Main Library. For the first time in the history of the IU libraries, all of us will have access to identical information. It will be easier to work together if we all have the same correct or, on rare occasions, incorrect data.

In this spirit of cooperation I would encourage any technical service types who are interested to volunteer at any of the public service areas in the IU or county library. You may discover, as I did, that at its best you won't have time to look at the clock and at its worst you won't have time to tie your shoes.

BOOK SELECTION AND THE REGIONAL CAMPUS LIBRARIES

Pamela Sandstrom

(Pamela Sandstrom is a Reference Librarian at IUPUI-Fort Wayne Library.)

At the IPFW library there has been much animated discussion of late over the issue of the librarian's responsibility for collection development. We have just been visited by an outside collection development consultant who examined current levels of funding, allocation practices, staffing configurations, and methods of materials selection. He made some far-reaching recommendations that, if implemented, would significantly change our involvement in providing quality library collections and services. In short, life for the librarian would be a melody.

Ah, to do the job well of only one, instead of two or three professionals. To have sufficient time and energy to devote to each of the crucial daily tasks in the life of the regional campus librarian: managing serials, government documents and archival collections; handling interlibrary loans, database searching, and bibliographic instruction; and staffing the Reference Desk. This last task consumes somewhere between 15 and 30 hours of our work week (and has us demonstrating to the millionth user how to locate microfilm holdings). Of course I have not mentioned committee service, training support staff, attending to essential professional growth activities such as preparing bibliographies and indexes, conducting surveys, and contributing to regional or national forums, and oops, did I mention?—making time for an occasional glance at collection evaluation and development.

I was curious about how librarians at other regional campus libraries handle this problem—we all have too much to do, we want to increase our competence and effectiveness, and we end up making choices about priorities. Some professional functions suffer, and I am not surprised to learn through my recent informal survey, that collection development usually gets the least amount of our attention. I spoke to one or two librarians at each of the six regional campus libraries; sometimes it was the head of public services, or technical services or a reference librarian, or the director of the library. Titles varied, as well as opinions, but in libraries which range in size of professional staff from two to eight, everyone could speak with authority about what we all considered one of the most important aspects of librarianship. We must have been raised to be librarians in better times, because budgetary constraints have reduced both

staff and material funds so much that traditional, sound collection development procedures are in question everywhere. Meanwhile we become frustrated and increasingly aware of our libraries' slipping statuses.

Certain patterns emerge in the way librarians deal with the problem. For example, the teaching faculty on each campus is relied upon to select books in their subject fields. The type of faculty-library liaison varies, however. Usually there is a faculty member either elected or "self-selected" for the job. Occasionally a particular librarian will cultivate a relationship with a faculty member who has no official standing. Campuses vary with regard to the composition and role of the library committee, with powers that range from actual allocation of individual departmental or divisional budget lines to more of an advisory function, where the committee approves or confirms the library's internal disposition of funds.

There are untold creative ways that funds are allocated within academic departments, and there is variation in how wisely the money is spent. Some departments cautiously guard each dollar, rebelling when libraries "take" their monies to purchase essential, high-use materials (more said later of this heinous practice). Other disciplines tend to abrogate their responsibility by not spending their budgets, leaving sums for the library to spend in crisis fashion in the final weeks of the fiscal year. Some individual faculty members understand and share the philosophy of the library in its attempt to support the undergraduate and graduate teaching mission of the regional campus. Others do not. Such variations in faculty attitudes always result in lopsided collections.

Librarians (and sometimes it is only one librarian!) look over all recommendations to detect inappropriate purchases. For most of our collections these include specialized or esoteric research materials of limited use, items that are too expensive balanced against alternatives, or materials in forms, such as video or software, that the library may not be committed to collecting. This checkpoint is often fraught with insecurity when we lack subject expertise (but balanced by wishful confidence in the *Choice* card reviewer's competence). Once passed, we "countersign" the purchase request, and into the collection the thing goes. And then the money runs out, and we operate

with the collection we have helped create.

What are some of the forces that bear on this procedure, which nearly everyone I talked to criticized for one reason or another? First, and most obvious, is the place of the regional campus libraries within the Indiana University Libraries system. We are indeed part of a network of rich library resources, essentially decentralized, but accessible through the distributed union catalog, OCLC, and electronic interlibrary loan. Some of the pressures for carefully constructed local collections are alleviated through reliance on system-wide borrowing. Second are local resource-sharing networks, which have been nurtured independently and are very profitable for the cooperating libraries. IU-South Bend has a good relationship with Notre Dame, IU-Richmond with Earlham; IU-Southeast (New Albany) is part of Metroversity, a multi-library network including the University of Louisville; and each one of our libraries has various formal and informal arrangements, from ties with the ALSA network to regional subject-based consortia.

Third, the history of higher education in the state plays a role in how the regional campus library system operates. One of the Fort Wayne newspapers recently published an in-depth survey¹ of the condition of education in Indiana, which reminds us that we rank very low among states in the number of high school graduates going on to college. Indiana also has a low number of college graduates remaining in the state after graduation. Another feature of higher education here is the lack of a community or junior college system, and the comparatively low number of public or private educational institutions for a state of this population size. One rationale for the development of the regional campus system was to provide educational opportunities for citizens in all parts of the state, and to accommodate differences in the curricular needs of local populations. As regional campus librarians we recognize our interdependence and we are compelled to provide strong libraries that support this challenging mission. Is the state legislature listening?

A significant transformation is about to occur. IO promises to introduce changes that are interesting to contemplate. I am intrigued by what impact such a sophisticated online system will have on our collection development habits. What pragmatic decisions will we

make with use statistics? How will immediate knowledge of purchases being made by other librarians with equally limited budgets influence our decisions? Will we be able to look at other campuses' holdings as second copies? Would we propose to develop unique regional collection strengths and more innovative delivery systems? At IPFW we support numerous Purdue programs and thus we are committed to expensive science and technology materials, some of which may be unique in the IU system. Can we find creative ways to afford to enter into cooperative agreements to develop local resources for the benefit of the system?

We will be able to test our selection acumen against that of our colleagues in other libraries and use IO as a tool to judge how homogenous or divergent our collections are becoming. It concerns many of us that we lack sufficient leisure (if that isn't too impolitic a word) to devote professional attention to developing viable collections. We have become reconciled to a bleak future with no guarantee of our right to carry out this important professional responsibility. But in cooperation with the teaching faculty we are in the best position to select appropriate library materials. However, the responsibility and accountability should be shifted to the library side of the equation. Please, no more petty squabbling over spending a little of the Business Department's funds for a "just-in-time inventory" bibliography, this semester's rage topic. We must seek more flexibility (and more reasonable generosity) in budget allocations, as well as the mandate to intervene with our knowledge of what the users are doing. Perhaps as soon as librarians hold all the high-tech cards, the proof will be at our disposal.

Notes

1. "Indiana's schools: beyond the statistics." *Fort Wayne Journal-Gazette*, May 5, 1985. 12 p. supplement.

BOOKS, ETCETERA

The Great Communication Gap

There is a generally accepted communication gap between public service librarians and technical service librarians. In his article, Wayne A. Wiegand explains that this separation is due to the evolution of libraries.¹ With the increased use of libraries in the late 1800's, they grew to a point where a single librarian could not provide all services. At this time, Melvil Dewey opened the first library school at Columbia University and trained his "girls" to catalog and classify. Once placed in cataloging departments, the women performed the "housekeeping" duties for which their "second rate minds" were suited while men remained reference librarians and administrators.

Wiegand's article is one of many relevant and interesting essays in the Fall/Winter 1983 issue of *The Reference Librarian* entitled "Reference Services and Technical Services: Interactions in Library Practice." It is interesting to note that the times at which articles on this topic have been published are the times during which major changes have occurred in technical services. Perhaps these changes made the "gap" more visible. For instance, one of the primary articles was written by Frank Lundy at the time the Library of Congress Classification scheme was replacing the Dewey Decimal Classification scheme in academic libraries².

More articles on this topic appeared when AACR2 was first being implemented. In 1979, an article was published by Michael Gorman³ and in 1980, one was published by David Peele⁴. These two articles were written from a reference librarian's viewpoint, but

they both advocate working with technical service librarians for the good of the patron.

Today, both groups of librarians are again looking for ways to improve communication, this time due to the implementation of online catalogs. The already mentioned issue of *The Reference Librarian* and a new SPEC Kit⁵, are two excellent sources of current information on this topic.

It has been rumored that online catalogs will close this communication gap. Such results have not yet been published but further future publications should provide more information on this interesting topic.

Robin Rahe, SLIS graduate

Notes

1. Wayne A. Weigand, "View for the top: The Library Administrator's Changing Perspective on Standardization Schemes and Cataloging Practices in American Libraries, 1891-1901," *The Reference Librarian* 9 (Fall/Winter 1983): 3-176. (SLIS Res Z711 .R4493 1984)
2. *Frank K. Lundy, "Reference vs. Catalog: A Basic Dilemma," *Library Journal* 80 (Jan. 1, 1955): 19-23.
3. *Michael Gorman, "On Doing Away with Technical Services Departments," *American Libraries* 10 (July/Aug. 1979). 435-37.
4. *David Peele, "Staffing the Reference Desk," *Library Journal* 105 (Sept. 1, 1980): 1708-11.
5. *Automation and Reorganization of Technical and Public Services*. SPEC kit #112. Washington, D.C.: ARL, 1985.

