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MINITEX M MESSENGER

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LIBRARIES

A Program of the Minnesota Higher Education Coordinating Board

BIBLIOGRAPHIC INSTRUCTION

On February 7 and 8, 1980, MINITEX and MLA sponsored a Workshop on Bibliographic Instruction. Following are selected proceedings of that workshop. A report on the workshop appears on page 8.

THE SOCIAL NECESSITY OF BIBLIOGRAPHIC INSTRUCTION

by Marcia Pankake

Philosophy is fundamental to life--it is a tool that explains the world for us, and it directs our actions and aspirations. To have been asked to examine the philosophical basis for bibliographic instruction requires that we ask why we engage in instruction, and for what end in the world.

Our society seems to be in a gloomy state these days. Critics decry the spirit of paternalism in work and in government that attempts to control every facet of our lives. Now professional activities by government, by the health and welfare industries, have supplanted the responsibilities formerly carried on in the home, workshop, and neighborhood. People now seem to depend on experts as the school takes over the family's educating functions, the church takes over the inculcation of moral values, the medical professions take over health care. One can almost see parents cut off from their families and elevated to the position of executives managing the coordination of all these separate experts and processes.

Skeptics wonder if the professions have invented the needs they serve: counselors tell us we need to seek counseling, and thus they generate their own business. Lawyers advise legislators who pass laws which lawyers interpret, attack, defend, or overturn. We can observe a good deal of professional self-promotion within the professions; contrast, for example, the power and mystique of the American medical profession with the Chinese "barefoot doctors" system of health care. One modern critic, Christopher Lasch, sees all of this as unhealthy, and says "Modern society prolongs the experience of dependence into adult life."

In his book The Culture of Narcissism: American Life in an Age of Diminishing Expectations, Christopher Lasch argues that a feeling of narcissism, a sense that "I am not guilty, I can not help myself," is a defense against a feeling of helpless dependency. A society pervaded by such attitudes seems to me to be a society in a very dangerous state.

What has the character of our society to do with bibliographic instruction? Everything--because we are librarians. Our occupation is how we collectively affect our society. If we reject the picture drawn by someone like Lasch of a society made up of dependent people helpless and subject to manipulation by numbers of experts, we can in our own way and by our own means make a difference.

(continued)

OTHER NEWS BEGINS ON PAGE 9

Our historical tradition of liberal education is based on the premise that people, by means of education, improve themselves and help others. They make themselves independent, and therefore, paradoxically, stronger contributing members of the society. Libraries have been a tool for the development of individuals, as has been our whole educational system.

Library instruction is a further tool in the education of individuals, and, keeping Lasch's arguments in mind, it is the means we offer to make library users less dependent on us. We have all undoubtedly seen the difference between two kinds of people who use our services. There are those who come in and don't know what to ask: "I have to do a paper and I don't know where to start." That student is hardly able to take advantage of the library or the librarian. He is almost literally helpless and dependent in contrast to the student who knows something about the library. A better-prepared patron has a sense of what to ask, or at least has a belief that information exists and he will be able to find it with some assistance.

I think what we want in our profession and in our society is the educated library user or citizen, not someone who is naive and dependent. We want people who are confident and assertive, not people who are defensively belligerent. We want patrons (and citizens) who, with the librarian or other expert professionals--the doctors, lawyers, state government officials--work together, with respect for one another. We respect our patrons but I fear some of our patrons, as they creep timidly up to the reference desk and apologetically say they don't know if they should ask this or not, don't respect themselves, and they almost fear us. For the sake of our own work, and for the sake of our larger society, I think we want our users to be more independent, to be able to help themselves in many ways, and to have some background and some confidence when they seek reference help. This is my reason for bibliographic instruction.

Probably by virtue of our being here we are all converts to bibliographic instruction. Let us not be discouraged by problems, or dissuaded by issues we can't seem to resolve now. Let us just work

at doing our jobs as librarians in society, by using bibliographic instruction as the means to create confident, demanding, and able library users who are the basis for a strong populace, a vigorous and healthy society.

Marcia Pankake is Assistant Professor in Reference/Resources, Wilson Library, University of Minnesota, Minneapolis.

Three times a year, MINITEX and University of Minnesota Continuing Education jointly sponsor a free course titled Everyone's Guide to the Whole Library. In two evening meetings, the course attempts to convey an understanding of the structure of libraries and strategies for information seeking so that students and others may use any library competently, local libraries as well as the University. Marcia Pankake has taught this course for several years.

BIBLIOGRAPHIC INSTRUCTION IN THE TEACHING LIBRARY

by Carla J. Stoffle

Most academic libraries are at a crossroads and must select a path for the 1980's. The eighties will challenge colleges and universities to make serious choices regarding programs and priorities. These choices will arise, to a great extent, from the continued deterioration of the economic status of higher education in general. Following a period of extensive growth, and then one of relative stability, the eighties will almost surely be marked by continuing fiscal constraint. The manner in which faculty and staff respond to the difficult choices will be an indication of the educational values they consider important.

Decisions are already being made and they are affecting the library. Book budgets are static if not decreasing. Other library programs are being questioned because of the competing financial needs of campus programs which deal more directly with the changing student body, standards, and community support. There is no status quo. Libraries cannot remain primarily

committed to collecting, storing, and retrieving information and materials. To do so will be to accept quietly a deteriorating condition.

One major way in which the library can respond to the present challenges in higher education, maintain itself as a viable campus unit, and realize its potential as the symbolic heart of the campus is to become a "teaching library." The term teaching library refers to a library which is not only a support service for academic programs, but which is itself actively and directly involved in implementing the mission of higher education: teaching, research and community service.

The teaching library is characterized by the following:

- (1) a commitment to instructing students, faculty and staff in the effective identification and use of information resources;
- (2) a commitment to bringing all library resources to bear on the development of college students into lifelong learners;
- (3) a commitment to providing access to and encouraging the appropriate use of its resources by residents in the surrounding communities;
- (4) a commitment to developing a climate of learning in surrounding communities by working with other community educational agencies to facilitate the fullest possible use of the information resources available;
- (5) a commitment to maintaining a collection adequate to meet basic campus needs;
- (6) a commitment to resource-sharing so that the campus community has easy access to materials not available in the library.

One program must be present in all teaching libraries: comprehensive bibliographic instruction at the elementary and advanced levels. This essential program emerges from the one function common to all institutions of higher education--namely, education of the undergraduate. A comprehensive program of bibliographic instruction should have the following components: (1) a general orientation to available facilities and resources, (2) the teaching of basic research skills and strategies, and (3) the teaching of the organization of the literature in various disciplines, as well as the basic reference tools in each discipline.

The key element in developing a successful instruction program is the relationship between faculty and librarians. Without cooperation and communication, librarians cannot prepare relevant instruction programs and faculty will not accept librarians in the classroom. Librarians, therefore, must spend a substantial amount of time cultivating faculty members--providing information for them, obtaining information from them, and developing among them the concept of the librarian as a team member in the educational process.

The development of a teaching library is not a simple process. It takes careful planning, flexibility, tenacity and commitment on the part of both the library administration and staff. There are a number of guides available which provide librarians with steps for developing an instruction program. Development should begin slowly. The program should start on a small scale and build acceptance through successful performance.

The key activities in this social/interactional/political process are as follows:

- (1) diagnosis of the courses which have the greatest need and where faculty members could use bibliographic instruction if they choose;
- (2) diagnosis of the type of faculty most willing to try this innovation in the classroom;
- (3) cultivation of those faculty likely to be most receptive, with an emphasis on those faculty who are opinion leaders among their colleagues, e.g., senior faculty members who have reputations as good teachers and scholars. These individuals can be essential to gaining the acceptance of others and beginning a chain reaction;
- (4) diagnosis of areas of likely resistance. Care should be taken to avoid individuals who would reject the ideas, large-scale faculty senate or even departmental votes on adoption, and situations in which the program could be challenged prior to successful adoption by large numbers of people. For example, the library must continue

to provide high-quality traditional library services while implementing the new program. This is difficult, but essential if the library is to avoid negative criticism of bibliographic instruction and its other teaching library activities.

The purpose of diagnosing faculty need and interest and cultivating potential implementers of bibliographic instruction is to facilitate the acceptance of these programs by these individuals. The literature on the adoption of innovation indicates that the process of acceptance has six phases: awareness, interest, evaluation, trial, adoption, and integration. Throughout all of these stages it is important that the individuals who may adopt the new program are allowed and encouraged to make a personal commitment, to discuss their doubts about the program, and to seek out librarians when they need help. It is extremely important that those individuals who are among the first to utilize the program receive a great deal of support and encouragement when the program is initiated. Librarians should foster in those individuals positive feelings about the program and show them how it fulfills their desire for better service, higher standards and better-prepared students. Such support is important in overcoming any fears or insecurity, and should be given to everyone involved in adopting the programs of the teaching library.

The University of Wisconsin-Parkside Campus Library Instruction Program consists of four levels. Level I is library orientation with distribution of printed guides. Level II is integrated in the Parkside Collegiate Skills Program, a competency-based program implemented in 1977 which requires all students to demonstrate minimum competencies in reading, writing, mathematics, library research skills, and writing a library research paper. Level III skills are discipline-specific, and Level IV is course integrated.

The minimum competencies required of each student were developed by a committee composed of faculty members and a librarian. For each area a goal, competencies, and objectives have been identified. The goal identified for the library skills portion of the program is "The ability to use the appropriate resources and services

of a university library to identify, select, and locate materials, both print and non-print, on a variety of subjects." This goal is broken down into the following competencies:

Level I: The ability to identify and use selected basic sources common to high school and public libraries.

Level II: The ability to identify and use the basic resources of an academic library-learning center with skill and sophistication.

Level III: The ability to identify and use the major reference tools, search strategies, and research techniques common to a given field of study.

Each of these competencies has been further broken down into performance objectives which form the basis for student assessment and for the library instruction materials. Most students demonstrate the Level II library skills competencies by taking a pencil and paper test. The test was developed by the library staff over a several-year period with the assistance of a campus psychology faculty member. Transfer students have the option of demonstrating library competencies by submitting a research paper. The librarian assesses the bibliography of the paper for appropriate use of library materials.

Instruction for the Level II library skills is provided through a 12-chapter basic skills workbook which contains exercises that must be completed in the library. Most generally, the workbook is administered through a one-credit English course called "The Library Research Paper." The course is designed to help students learn the skills necessary to achieve both the research paper competency and the library skills competency. It is team-taught by a librarian and a faculty member. Students may also choose to complete the workbook while enrolled in a literature survey course offered through the English discipline. Satisfactory completion of the basic workbook does not in itself constitute demonstration of the library skills competency, although thus far all students who have done so have passed the library skills test.

At Parkside, Level III skills have been implemented in history, political science, business, sociology, and geography. In all

but business the library skills are a required part of the three-credit research methods course offered by the discipline and team-taught with a librarian. In business, a separate one-credit elective course taught by librarians is devoted to library skills. Discipline specific workbooks based on the performance objectives for Level III competency have been developed jointly by library staff and faculty. To receive credit for the course, students must satisfactorily complete all of the assignments in the workbook and prepare a bibliography which is assessed as adequate by a librarian. Level IV Course Integrated skills have been developed for Life Science, Chemistry, Earth Science, Business, Education, and Communication disciplines.

There are several characteristics of how we developed support for the concept of the teaching library and implemented a bibliographic instruction program at Parkside. We started small. We developed support in the library and without. We created small successes which gave faculty and students confidence in us and which created confidence in ourselves. We cultivated faculty and administration, talked about helping them achieve their objectives not emphasizing that they should let us into their courses. We integrated instruction into the total services of the library, it became part of reference, collection development, etc. We developed a concept of an overall program. Development was not helter-skelter, hit or miss.

In conclusion, colleges and universities will undergo changes in the next decade in response to the pressures being brought to bear on higher education by the changing student body, the reexamination of standards, and the need to restore public confidence. Educational priorities will be reordered. Traditional campus units, including the library, will feel the impact of these changes. Rather than remain an amorphous symbol of the academic world, the library can seize the opportunity to become an active ingredient in the educational process by becoming a teaching library.

Carla Stoffle is Assistant Chancellor for Educational Services at the University of Wisconsin-Parkside. As Reference Librarian and then Assistant Director for Pub-

lic Services, she was the architect of the Parkside Library Instruction Program.

The above paper has been drawn together by The Editor using material supplied by the author. A fuller explanation of the teaching library may be found in her paper: "The academic library as a teaching library: a role for the 1980's," Alan E. Guskin, Carla J. Stoffle, and Joseph A. Boisse. Library Trends, Fall 1980, pp. 281-296.

THE ROLE OF TECHNICAL SERVICES STAFF IN A LIBRARY INSTRUCTION PROGRAM

by Carol A. Johnson

I am a cataloger and the editor of the Wilson Library card catalog, and although there might be few, if any, other Technical Services librarians here, I feel comfortable in your midst and am pleased to be a part of this program. When we meet in conferences we usually gain a renewed or refreshed sense of community, and that is accentuated when we meet under the auspices of such organizations as MINITEX and MLA and pursue one common concern such as bibliographic instruction in academic institutions. In spite of our variations in size, scope, and mission, we are indeed a community, and an important and very visible communal strength is that we increasingly share a common bibliographic record.

Two aspects of the cataloger's work in creating bibliographic tools can be noted in particular: (1) the creation of individual records, and (2) the maintenance of the "soundness" or intellectual integrity of the collective bibliographic file, which is often defined as catalog editing.

I believe that the intent of all cataloging rules and codes and classification systems is to bring readers and materials together, and when these are applied carefully and consistently, readers can begin to learn logical patterns in the presentation of bibliographic information which will increase their skill in using the library's collections. Thus, simply by cataloging, the cataloger is making a small, daily, continuous contribution to library instruction. (continued)

Yet, individual bibliographic records do not necessarily a fine catalog make, and catalogers routinely invest considerable time and effort in correcting and updating headings and entries and integrating various old and new forms and formats appearing in the catalog which, if left unattended, would seriously impede the users' success in working with it. This type of work is of particular importance currently as we incorporate LC's rather large scale changes in subject headings and prepare for the adoption of AACR 2.

Interpretation is likewise directed to both the individual record and the collective bibliographic file.

I would like to urge that we not underestimate the value of the bibliographic record as a tool of instruction. It pays great dividends. First, the records are going to exist anyway. Catalogers will catalog, and catalogs will appear without any special planning or funding on the part of the bibliographic instruction staff. In times of financial austerity, this is a particularly worthy consideration. Also, in most libraries, the catalog, regardless of format, still remains the primary key to the library's collections and will probably affect more students and scholars than any other offerings of bibliographic instruction. The catalog is also usually accessible anytime that the library is open and can provide at least some level of instruction during time periods which we could not dream of covering by any other means.

Facility and skill in using bibliographic records with discrimination is one of the most important personal scholarly skills that our students can achieve. It is indeed a "life skill." Any student on a college or university campus needs to be able to wisely select materials from an array of possible choices, and for mature scholarship, this skill is absolutely essential, especially in the presence of large research files.

And there's one more particularly pleasing strength about this tool, and that is the great transference that is now possible. Nowadays, even the many rather exciting commercially prepared book catalogs of special collections are most likely to present a photograph of the full standard bib-

liographic record. And, because of our increasing standardization, a student who learns to skillfully read catalog cards at Carleton will probably proceed very comfortably with the records he encounters at the Universities of Minnesota or Wisconsin. ISBD truly means "international--standard--bibliographic--description."

When we present readers with an array of several hundred or even several thousand catalog drawers (our own catalog currently has 5,712 drawers, averaging a thousand cards per drawer), or several inches of cards under certain common and important subject headings, we have a certain obligation to do what our professional skills allow in seeing that they make their way through this data in a sensible and productive manner. Our catalogs are arranged in alphabetical order, but it is an unfortunate side effect that books often get used that way too. It is a mildly humorous fact that in our catalog, under long subject runs, cards for authors whose names begin with A, B, C, and D will be dirty and worn-out, while the unfortunates at the end of the alphabet are clean and neglected. This perhaps bespeaks some type of failure in bibliographic instruction. The user must endeavor not only to find material on a subject, but material that satisfies his particular needs and purposes. He must make some genuinely educated guesses about what he's going to hold in his hand when he meets a given book.

Catalog cards can be browsed, often more efficiently and successfully than the books themselves, and the various elements of standard cataloging copy can all make interesting contributions. Authors can be judged in terms of their probable age, nationality, degree of involvement or experience in the subject, and style of approach to the material. Students can fairly easily be taught the nature of various publishing houses, so that seeing their names on catalog cards constitutes useful information, not just information. For example, a book on cancer published by Random House will be very different from one published by Saunders, Thomas, or the International Atomic Energy Agency. Similarly, physical size can be emphasized as a useful discriminative factor. Do I really want a 625 page monograph published by Harvard University Press? Even height is useful. Again, patrons can be taught that a common size for paperbacks is about

18-19 cms., perhaps indicating very small and rather poor illustrations, while standard hardcover volumes tend to cluster between 22-25 cms. When very large books (28 cms. or more) are encountered, one should automatically glance back at the description of the illustrative material because it is likely to be exceptional. It also doesn't hurt to remind students that books clearly in languages which they cannot read might still contain useful illustrative material. The value of series and bibliography notes goes without comment.

A giant step forward, if we realize it, was the appearance in the catalog of the printed unit card, for it brought the tracings, which catalogers had previously hidden on the backs of main entry cards, into full public view, on full sets of cards, for full public use. And again, these bits of information can very usefully be incorporated into the user's routine consciousness in sifting through catalog entries. In addition to stating the precise terminology for possible additional subject headings that might be tried, the full array of subject headings applied to a work provides invaluable information in judging what its scope and emphases really are. Joint authors and corporate bodies cited in tracings often provide the next link in a serious research chain.

Do we emphasize to students that it is probably very wise to look over the general layout of a subject heading before starting to go through any section of it, or explain to them the rather important ramifications of the fact that we "catalog to the most specific level?" Is the awareness of such extremely useful form subdivisions as "Bibliography," "Sources," and even "Pictorial Works" second nature to them? Has anyone told them that LC has discontinued the use of "direct" geographical subdivision and what this will mean when they approach the catalog?

And who is it that points out that with the revised Chapter 6 of AACR I, early in the 1970's, the original date of publication for reprints slipped from the imprint position down to the note position? Pulling an 1892 facsimile edition from the shelf might be either a great joy or a great disappointment to a particular user, but it should not be a great surprise. Catalogers might be able to make a rather

sizeable contribution in taking the surprise and frustration factors out of the catalog and its records.

When you return to work on Monday, I would suggest, only somewhat facetiously, that you give your card catalog a little pat. You might then look around to find your catalogers. If you have them, incorporate them and their trappings--and along with their classification schedules, filing rules, and catalog codes, I would emphasize the LC Cataloging Service Bulletin and An Introduction to Library of Congress Subject Headings--into your programs of bibliographic instruction.

It is valid for catalogers, in their area of expertise, to participate in all the usual types of library instruction: one-to-one instruction, such as through a catalog information desk; library tours, particularly the portion dealing with the catalog; preparation of written materials; classroom lectures; and, training of the library's instructional staff, or providing continuous counsel to the reference staff. If you do not have catalogers, or have only very few, which might be a reality brought on by our mechanization and standardization, it might be an area for future professional consideration that those who still exist in the bibliographic community at-large be developed as a shared resource.

So, all of us from the little winged MINITEX Messenger to the catalogers in the back room are still in the business of bringing readers to writers, hopefully in an enlightened, efficient, and satisfying manner. That's rather exciting, and that's the community that we share.

Carol Johnson is Instructor and Cataloger/Catalog Editor, Central Technical Services, University of Minnesota Libraries, Minneapolis

BIBLIOGRAPHIC INSTRUCTION WORKSHOP

The winter sun was shining for the two-day workshop on bibliographic instruction, jointly sponsored by the MINITEX Reference Users Group and the Minnesota Library Association Academic and Research Library Division. Seventy people from Minnesota, North Dakota, and South Dakota gathered in Saint Paul to focus on bibliographic instruction and find out what colleagues had been up to since the last meeting two years ago.

The program opened with a panel moderated by Kay Rottsoik of St. Olaf College. Panel members representing different types of academic institution were: Marcia Pankake, University of Minnesota Twin Cities; Dorothy Kettner, Fergus Falls Community College; Roger Sween, St. Cloud State University; and John Montag, Concordia College, Moorhead. Each spoke from a philosophic viewpoint, providing a brief insight into the library instruction issues faced by his or her type of library. Discussion groups by type of library followed. Kettner distributed to her group a chart she had constructed after querying each Minnesota public community college on its current bibliographic instruction program. Materials brought along by workshop participants were browsed during the exhibit hour. The lively Bethel College slide/tape show was screened.

The keynote address of the workshop was given by Carla Stoffle, Assistant Chancellor, University of Wisconsin-Parkside, who while a librarian there was the chief architect of the Parkside Library Instruction Program. Carla's topic was the academic library as a teaching library, with specific reference to the Parkside program.

After a rather issue-oriented first day, the second was largely devoted to small group discussions of specific bibliographic instruction applications/techniques. Each participant could select one of five groups in each time slot. Group leaders gave an introductory overview of the topic, then group members shared questions, concerns, experiences related to the topic. Discussion Groups and their leaders were:

Session I: Contacting & working with faculty, Jim Nye, Gustavus; Educating faculty,

Marjorie Sibley, Augsburg; Classes for credit, Mary Ellen Hegedus, University of North Dakota; Workbooks, Carla Stoffle; Publicity to students, Peggy Feldick, Macalester.

Session II: Contacting & working with faculty, Ed Garten, Northern State; English curriculum, Bruce Morton, Carleton; Biology curriculum, Mary Hanley, U of M BioMed; Social sciences curriculum, Sandra Ready, Mankato State; Religion curriculum, Bev Pierce, St. Olaf.

Session III: Contacting & working with faculty, Diane Carroll, U of M Duluth; Educating faculty, Gertrude Foreman, U of M BioMed; Publicity to students, Kathryn Rynders, U of M Waseca; English curriculum, Howard Cohrt, Gustavus Adolphus; Term paper clinics, Connie Miller, St. John's.

Closing the program, Carol Johnson, Catalog Editor of the University of Minnesota Wilson Library catalog, spoke on the role of technical services librarians in a library instruction program.

Printed materials distributed to workshop participants were: Organizing and Managing a Library Instruction Program, a series of checklists reproduced with permission of the American Library Association, Association of College and Research Libraries, Bibliographic Instruction Section, Continuing Education Committee, and Directory of Bibliographic Instruction Programs. The Directory was entirely based on a survey conducted by the Workshop Planning Committee. All academic libraries in Minnesota, as well as those in North Dakota and South Dakota that participate in MINITEX, received a questionnaire. Response was voluntary, and there was no follow-up so the Directory does not claim to be comprehensive. Thirty institutions reported a bibliographic instruction program.

Copies of the Directory are available from MINITEX for \$2.00. Please send orders to the attention of Andrea Honebrink. The checklists are available from ACRL, 50 E. Huron St., Chicago, IL 60611.

Portions of three papers presented at the workshop appear earlier in this issue as selected proceedings. (AH)

COM CATALOGS AND CONVERSION PROJECTS

Ramsey County Public Library

Ramsey County is well into the second year of its COM project. We did not begin to edit and catalog via OCLC until after the first edition of our film catalog had been produced in April of 1979. Our 3d edition of the film catalog, which will contain, for the first time, LC and some local cross references, is due at the end of February, 1980. It will contain all current acquisitions since August, 1978, and about half of all the retrospective holdings as fully cataloged records. Short entries temporarily supply access via author, title, call number, and branch holdings until the entire catalog has been edited. Fiche supplements are received monthly, between editions, to keep holdings information as current as possible.

Presently, we are beginning to enter into the COM, AV and paperback acquisitions, which were formerly either housed in separate catalog locations, and/or were given only rough cataloging. Future integrations with the COM catalog may include periodicals.

A once-through, completely edited COM catalog is our goal for the end of 1980, or early 1981. The setting up of authority files and ongoing quality control will then be the main focus of the program. We depend on the entire staff of the library to alert us to errors on the COM, using error report forms, and their participation has proved invaluable for quality control.

We are also involved in the acquisitions subsystem experiment with OCLC, which we hope will eventually mean that "on orders" will appear in the catalog and inform patrons and staff of items for which orders have been placed.

Our purposes in having a COM are many, some aspects of which may take some time to attain, such as cost effectiveness. But we now have a union catalog for both local and network ILL use, and we are able to better participate in shared cataloging with the presence of the OCLC system. As more and more features are added, the advantages in space, currency, error correction, and accessibility should improve even more than is now apparent. It is

also hoped that the proposed automatic circulation control systems for MELSA libraries will be compatible with our COM program.

Judy Siegle

Minneapolis Public Library and Information Center

The Minneapolis Public Library and Information Center (MPLIC) installed the first issue of its COM catalog in all agencies in October 1979. MPLIC's COM catalogs are produced by Auto-Graphics in two formats: microfilm for public use and microfiche for staff use.

With good performance by Auto-Graphics and OCLC, and a lot of luck, COM catalogs of current acquisitions will be produced at two-month intervals until the retrospective conversion of titles added 1968-1978 is completed. After the retrospective conversion is completed, the COM catalogs will include both current acquisitions and retrospective records and will be published quarterly. The first COM catalog contained 14,533 current titles which were added from November 17, 1978 (the date MPLIC went on-line with OCLC) through July 1979.

MPLIC's retrospective conversion is being done as part of a joint Automated Cataloging Project, which was funded in part by the Metropolitan Library Service Agency (MELSA). In Phase I of the Project, a consultant analyzed the cataloging operations of the Saint Paul and Minneapolis Public Libraries and recommended OCLC as the best way to automate cataloging in both libraries. He also recommended microfiche as the COM format.

In Phase II of the Project, each library is converting its cataloging for 1968-1978 through OCLC. MPLIC has converted to machine-readable form about 60 percent of its 212,000 1968-1978 titles. Conversion for "hits" on OCLC has been at the average rate of 14 titles per hour. Original inputting has been postponed until the final months of the project.

Lillian Wallis

PEOPLE

Donald B. Simpson has been appointed Director of the Center for Research Libraries, effective July 1. Simpson is currently Executive Director of the Bibliographical Center for Research, Rocky Mountain Region, Inc. (BCR) in Denver, Colorado, a regional library network.

Frederick G. Kilgour, OCLC's President and Executive Director, has indicated to the OCLC Board of Trustees that he would like to step aside from managing OCLC so that he can devote his efforts to innovation.

Lee T. Handley has been appointed Executive Director of SOLINET.

William M. Duncan has been named Director of the Metropolitan Library Service Agency (MELSA). Duncan comes to Minnesota from Texas where he has been responsible for the administration and coordination of contractual services for a 40-member regional public library system.

Richard L. Rohrer is Director of the St. Paul Campus Libraries, University of Minnesota.

Shirley Higginbotham has been selected by the Minnesota Valley Regional Library Board to be that library's Director. She has been Assistant Director for the past seven years.

Women's History Sources: A Guide to Archives and Manuscript Collections in the United States, a two-volume reference edited by Andrea Hinding, University of Minnesota Walter Library, was recently published by Bowker.

MINITEX WORKSHOP SPEAKER PARTICIPATION POLICY

MINITEX is a cooperative that facilitates library resource sharing. Perhaps the finest example of that sharing is the skill development workshops offered to participants. By the score librarians have shared their skills and expertise with their colleagues. They have willingly spent hours in preparation and made signi-

ficant professional contributions. It would be impossible to assess the sharing that has occurred on an informal level, but it is safe to suggest that in some way almost everyone has been both a giver and a receiver. Friendships and contacts have been established and advice is freely sought and given in this community of librarians.

Workshop speakers are selected because of their grasp of the subject and their teaching skills. Certainly there are some yet-to-be-discovered talents. As everyone seems to benefit from the experience, we have frequent volunteers.

One of the keys to effective library service is well-trained, competent and confident personnel. During the last decade MINITEX has sponsored hundreds of workshops and meetings. There has been no charge for these sessions other than for meals and lodging. In rare cases, for example when professional skills must be purchased (Lockheed, SDC, BRS), pass-through charges are levied.

Most of the trainers or leaders have been network participating librarians or network staff. We occasionally have had staff from other networks who, in the spirit of cooperation, have shared their knowledge and expertise. And we have been fortunate to have staff from the Library of Congress, NCLIS, and other institutions participate in our meetings. They have enriched our knowledge and enlarged our understanding of the profession.

Participating libraries have contributed the time of their staff members who train others. Many libraries have graciously provided their institutional facilities and assisted in local arrangements. This hospitality, and the opportunity to visit these libraries and to see colleagues on their home base, has been enjoyed by all.

MINITEX underwrites the expenses of the trainers/leaders, but has no budget funds for honorariums. We follow generally accepted personnel policies and consider that a professional's acceptance of an outside commitment assumes compliance with institutional policies and clearance with supervisors/administrators. (AW)

MINITEX/OCLC MAILINGS

This is a checklist of some documents sent out as general mailings from the MINITEX/OCLC Office between April 1, 1979 and February 15, 1980. The items are listed by number, title and date mailed. The last list was published in the March 1979 MINITEX Messenger.

OCLC Technical Bulletins

63 On-Line Cataloging of Scores and On-Line Cataloging of Sound Recordings	4/27/79
64 Transcription from "Dashed-Ons" for the On-line Union Catalog	4/27/79
65 Microforms	4/27/79
66 Authorizations	4/27/79
67 Information for Health Science Libraries	4/27/79
68 Successive Entry for Serials	4/27/79
69 Documentation Price List	5/15/79
70 OCLC: A Bibliography	5/22/79
71 OCLC Policy on Implementation of AACR 2	5/24/79
72 Changes to Fixed Field Element 'Desc'	5/24/79
73 Scale Note (5Ø7) for Maps	5/24/79
74 Holding Statements	6/15/79
75 OCLC Control Number Cross Reference	7/12/79
76 ILL Subsystem Changes	7/12/79
77 ILL Trained Participating Libs.	7/12/79
78 Flat Sign (b) Search Key Problem	9/04/79
79 German Imprints	9/24/79
80 Content Designators Reserved for Local Processing of OCLC-MARC Records on Magnetic Tape	9/24/79
81 Serials Control Subsystem: Checkin and Charges	9/24/79
82 ILL Subsystem Enhancements	9/26/79
83 Repeatability of Main Entry Fields and Release/Production Fields	10/25/79
84 Change in Partial Mode for Cataloging	10/25/79
85 ILL Message Alert with Log-on	10/25/79
86 Theses and Dissertations	10/25/79
87 Catalog Card Print Program Modifications	10/25/79
88 OCLC System Response Time	2/11/80

TOTARCS

March 1979	4/27/79
April 1979	5/15/79
May 1979	6/15/79
June 1979	7/12/79
July 1979	8/21/79

August 1979	9/24/79
September 1979	10/25/79
October 1979	11/26/79
November 1979	12/16/79
December 1979	2/11/80
January 1980	2/11/80

MINITEX Memos to OCLC Users

9 March 1979	4/10/79
10 April 1979	4/27/79
11 August 1979	8/21/79
12 February 1980 (with index)	2/11/80

MINITEX Memos to OCLC ILL Users

1 May 1979	5/01/79
2 July 1979	7/12/79
3 December 1979	12/26/79

Miscellaneous

Addendum 17 to <u>Books: A MARC Format</u>	4/10/79
OCLC Location Listings by Symbol and Network	5/22/79
Revision pages to Country of Publication Codes	5/24/79
Revision notice for Fixed and Variable Field Tags for Serials	5/31/79
OCLC Network Memo 54: Correct Use of Ø35 and Ø49	5/31/79
Revision Notice for Fixed and Variable Field Tags for Books	6/15/79
Memo to Directors on OCLC Acquisitions Subsystem	7/23/79
OCLC Location Listings by Symbol and Network	8/21/79
Revision notice to Technical Bulletin 66: Authorizations	9/24/79
OCLC Location Listings by Symbol and Network (JB)	11/26/79

The current issue of Journal of Library Automation, Vol. 12, No. 3 (September 1979) that arrived in March, has several interesting articles on automated circulation systems:

Boss, Richard W. "General trends in implementation of automated circulation systems," pp. 198-202.

Juergens, Bonnie, "Staff training aspects of circulation system implementation," pp. 203-208.

Barkalow, Pat, "Conversion of files for circulation control," pp. 209-213.

Bruer, J. Michael, "The public relations component of circulation system implementation," pp. 214-218.

Nelson, Bonnie R. "Implementation of on-line circulation at New York University," pp. 219-232.

A CIRCULATION SYSTEM WITH OCLC

Columbus (18 January 1980) -- OCLC has recently completed a review of existing operational circulation systems suitable for integration with existing and planned OCLC library processes and products. OCLC is currently discussing possible working arrangements with a primary candidate, GEAC Computer Corporation, Limited. OCLC intends to reach a decision concerning GEAC by 1 April 1980.

The circulation system to be ultimately selected by OCLC will serve as the foundation for building a unique and integrated circulation system. OCLC anticipates providing circulation control capability to some libraries near the end of calendar year 1980. OCLC plans to charge for circulation control primarily on a transaction basis.

OCLC's Board of Trustees, at the 14 December 1979 meeting, passed a resolution reaffirming OCLC intention to implement an online circulation system integrated into the OCLC on-line system.

Someone recently commented that MINITEX had made a major contribution in providing bibliographic access to material in the region. To a certain extent this is true, but only partly so.

For example, MULS (the Minnesota Union List of Serials) identifies over 100,000 serial titles held in over 350 libraries. The remarkable part, and major contribution, is the 450,000 plus records submitted by individual librarians that are included in this bibliographic publication. MULS assists libraries to secure unowned items for their patrons or to direct users to a library known to own the needed title.

For slightly over three years, many MINITEX librarians have been cataloging their collections online through OCLC, Inc. The Minnesota Higher Education Coordinating Board/MINITEX negotiated the contract and wrote a grant request; the Bush Foundation provided start-up costs and subsidized initial telecommunications and service charges; and MINITEX provided training and support services. But individual librarians have sat at a terminal and created an online, machine-readable record of some item in their libraries over two and a quarter million times. This is truly remarkable and it has tremendous implications for library users. For example:

3 libraries in the St. Cloud area have online access to 387,882 items held in the three libraries,

2 libraries in the Northfield area have online access to 97,043 items held in the two libraries,

3 libraries in the Winona area have online access to 207,299 items held in the three libraries,

5 libraries in the Mankato area have online access to 248,317 items held by the five libraries,

3 libraries in the Fargo/Moorhead area have online access to 286,533 items held in the three libraries,

3 libraries in the Duluth area have online access to 36,593 items held by the three libraries,

2 libraries in the Bismarck area have online access to 39,551 items held in the two libraries,

24 libraries in the Twin City area have online access to 542,906 items held by the twenty-four libraries.

They all have online access to the entire OCLC data base which includes over 6 million titles representing over 75 million holdings in individual libraries. MINITEX libraries are adding about 100,000 holdings records to OCLC per month.

Bibliographic access is the key to physical access to books and periodicals in libraries. It is not, however, a guarantee of physical access. Bibliographic access increases the resources available to the individual library user, and the machine-readable records allow libraries many options in the management and retrieval of their records and collections.

A summary of OCLC activity follows. (AW)

OCLC: ITEMS CATALOGED (66)

MNU U of M, Mpls	85039
TRI TRI-College Univ	66285
MNM Mankato State	55836
MST St. Cloud State	42379
END Univ of No Dakota	33583
MNN Carleton College	33293
MPI Minneapolis PL	33533
TDS Traverse des Sioux	29618
MNO St. Olaf College	26784
MNG Gustavus Adolphus	24212
MND U of M, Duluth	21443
SDS So Dakota State L	19322
MNE St Catherine Coll	18782
MNJ St John's Univ	18315
MNX U of M, Morris	16547
MNK Bethel College	15118
MNF St Benedict	14717
MNT St Thomas Coll	13596
MNP U of M, St Paul	13416
MHS MN Historical Soc	13118
MNB Bemidji State U	13175
MNI Winona State U	12682
USD U of So Dakota	12263
MHA Hamline Univ	11469
MNY St Mary's Coll	10767
MNV Southwest State U	10589
MNA Augsburg College	10517
MAC Macalester Coll	10484
BPL Bismarck Public	10446
MLL U of M, Law	9468
NDS No Dakota State L	9459
MNS St Scholastica	8886
NOR Normandale Comm C	7841
SPP St Paul Public L	7570
ACO Austin Comm Coll	7513
MLR Legislative Ref L	7027
RCL Ramsey County PL	6432
MNZ St Teresa Coll	6384
MNR Hill Reference L	5965
MNC Concordia, StP	5086
MNQ U of M, Waseca	4987
MNH U of M, Duluth HS	4140
DML Dr Martin Luther	4056
MHL Hamline U, Law	3966
MDE MN Dept of Educ	3522
RCC Rochester Com C	3197
WMM Wm Mitchell C Law	2252
SDH SD Hist Resources	1991
NCA No Cent Bible Col	1895
MSL MN State Law L	1850
VCC Vermilion Com Col	1617
NOS Northern State C	1339
USE U of SD, Law	1232
RCP Rapid City PL	914
MIC Itasca Comm Coll	909
MIL Ofc of Public L	903
MBE Bethany Jr Coll	860

SMT SD School of M&T	628
HCC Hibbing Comm Col	545
MCV Mesabi Comm Coll	528
RRC Rainy River CC	376
USF U of SD, Health	254
FWB Freshwater Bio I	204
HOR Hormel Institute	156
AVT Austin AVTI	130
MBS Bethany Seminary	31

TOTAL 821,441

OCLC: ORIGINAL INPUT (53)

MST St Cloud State U	12007
MNM Mankato State U	9823
MNU U of M, Mpls	6081
MHS MN Historical Soc	5555
TRI Tri-College Univ	4444
MPI Minneapolis PL	2652
UND U of No Dakota	2230
MNT Coll St Thomas	1728
MNP U of M, St Paul	1708
MNO St Olaf College	1690
MLR Legislative Ref L	1419
MNK Bethel College	1079
NDS No Dakota State L	1018
MLL U of M, Law	996
MNJ St John's Univ	983
TDS Traverse des Sioux	933
MNB Bemidji State U	909
SPP St Paul Pub Lib	783
MNN Carleton Coll	728
NOR Normandale CC	635
USD U of So Dakota	612
MDE MN Dept of Educ	483
MND U of M, Duluth	441
MHA Hamline Univ	420
MNQ U of M, Waseca	420
MNA Augsburg Coll	386
BPL Bismarck PL	343
MNG Gustavus Adolphus	332
MNF Coll St Benedict	305
MBS Bethany Seminary	302
MNI Winona State U	296
NCA No Cent Bible Col	296
MNX U of M, Morris	295
SDS So Dakota State L	280
MNE Coll St Catherine	276
MHL Hamline U, Law	239
SDH SD Hist Resources	201
MNZ Coll St Teresa	192
MNR Hill Reference L	191
MNV Southwest State U	136
MAC Macalester Coll	132
RCL Ramsey Co Public	115
MNC Concordia, StP	64
MNH U of M, Duluth HS	63

USE U of SD, Law	47
MNY St Mary's Coll	42
MNS St Scholastica	28
MBE Bethany Jr Coll	19
DML Dr Martin Luther	14
MSL MN State Law L	13
RCC Rochester Com C	13
HCC Hibbing Com Col	2
FWB Freshwater Bio I	1
TOTAL	64,399

OCLC: UPDATES (58)

MST St Cloud State U	250340
TRI Tri-College U	220248
MPI Minneapolis PL	143921
MNN Mankato State U	103646
MNV Southwest State U	93599
MNI Winona State U	79978
MNZ St Teresa	52535
RCL Ramsey Co PL	45998
MNY St Mary's Coll	44947
SPP St Paul Public L	44212
MNJ St John's U	35512
MXN U of M, Morris	30626
MNO St Olaf Coll	30289
MNF Coll St Benedict	26435
MNB Bemidji State U	24414
MNG Gustavus Adolphus	12481
NDS No Dakota State L	11179
BPL Bismarck PL	8467
MNU U of M, Mpls	6617
MBS Bethany Seminary	5071
NCA No Cent Bible Col	3209
MIC Itasca Comm Coll	3083
MAC Macalester Coll	2326
MNS St Scholastica	1187
MNE St Catherine	1320
MLR Legislative Ref L	1067
MNQ U of M, Waseca	954
MHS MN Historical Soc	942
MNK Bethel College	871
USD U of So Dakota	812
MNC Concordia, StP	731
SDS So Dakota State L	690
MNP U of M, St Paul	566
MNA Augsburg Coll	558
HCC Hibbing Com Coll	494
MNR Hill Reference L	380
MHA Hamline Univ	341
UND U of No Dakota	251
MNN Carleton Coll	245
FWB Freshwater Bio I	241
NOS Northern State C	221
MLL U of M, Law	208
MNH U of M, Duluth HS	187
NOR Normandale Com C	176

MHL Hamline U, Law	118
USE U of SD, Law	116
RCC Rochester CC	80
TDS Traverse des Sioux	80
SDH SD Historical Res	75
MND U of M, Duluth	50
MNT St Thomas	41
ACO Austin Comm Coll	24
DML Dr Martin Luther	20
RRC Rainy River CC	12
MDE MN Dept of Educ	8
MBE Bethany Jr Coll	6
MSL MN State Law L	3
VCC Vermilion Com C	1

TOTAL 1,292,909

OCLC: RECLASSIFICATION (17)

MNM Mankato State U	10540
SDS So Dakota State L	7355
MNN Carleton College	6072
ACO Austin CC	5702
MNE St Catherine	3613
MNK Bethel College	1924
MLR Legislative Ref L	1502
SDH SD Historical Res	919
USD U of So Dakota	820
UND U of No Dakota	746
MNA Augsburg College	463
MSL MN State Law L	398
DML Dr Martin Luther	382
MNO St Olaf College	360
MNJ St John's Univ	184
NCA No Cent Bible C	150
MHA Hamline Univ	55

TOTAL 41,185

OCLC: TOTALS OF ACTIVITY

MST St Cloud State U	304726
TRI Tri-College Univ	290977
MPI Minneapolis PL	180106
MNM Mankato State U	179845
MNV Southwest State U	104324
MNU U of M, Mpls	97739
MNI Winona State U	92956
MNO St Olaf College	59123
MNZ Coll of St Teresa	59111
MNY St Mary's Coll	55756
MNJ St John's Univ	54994
SPP St Paul PL	52565
RCL Ramsey Co PL	52545
MXN U of M, Morris	47468
MNF St Benedict	41457
MNN Carleton Coll	40338
MNB Bemidji State U	38498

MNG Gustavus Adolphus	37025
UND U of No Dakota	36810
TDS Traverse des Sioux	30631
SDS So Dakota State L	27647
MNE St Catherine	23991
MND U of M, Duluth	21934
NDS No Dakota State U	21656
MHS MN Historical Soc	19615
BPL Bismarck PL	19255
MNK Bethel College	18992
MNP U of M, St Paul	15690
MNT St Thomas	15365
USD U of So Dakota	14507
ACO Austin Com Col	13239
MAC Macalester Col	12942
MHA Hamline Univ	12285
MNA Augsburg Coll	11924
MLR Legislative Ref L	11015
MNS St Scholastica	10801
MLL U of M, Law	10464
NOR Normandale CC	8652
MNR Hill Reference L	6536
MNQ U of M, Waseca	6361
MNC Concordia, StP	5881
NCA No Cent Bible C	5550
MBS Bethany Seminary	5404
DML Dr Martin Luther	4472
MNH U of M, Duluth HS	4390
MHL Hamline U, Law	4323
MDE MN Dept of Educ	4013
MIC Itasca CC	3992
RCC Rochester CC	3290
SDH SD Historical Res	3186
MSL MN State Law L	2264
WMM WM Mitchell C of L	2252
VCC Vermilion CC	1618
NOS Northern State C	1560
USE U of SD, Law	1395
MIL Ofc of Pub Libs	1111
HCC Hibbing CC	1041
RCP Rapid City PL	914
MBE Bethany JC	885
SMT SD School of M&T	628
MCV Mesabi CC	528
FWB Freshwater Bio I	446
RCC Rainy River CC	388
USF U of SD, Health	254
HOR Hormel Institute	156
AVT Austin AVTI	130

SUBTOTAL 2,155,535

MULS 100,000

TOTAL 2,255,535

7025
6810
0631
7647
3991
1934
1656
9615
9255
8992
5690
5365
4507
3239
2942
2285
1924
1015
0801
0464
8652
6536
6361
5881
5550
5404
4472
4390
4323
4013
3992
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MINITEX COURIER

As part of the MINITEX delivery system, MINITEX partially supports courier service in a number of cities. In most cases, this is in locations where there are three or more participating libraries and where the most timely and cost effective service available is commercial bus.

Utilization of commercial buses requires that materials be independently transported to and from the depots at both ends of the transit. By batching materials for several libraries in one shipment, enough money is saved to support a local courier. One of the local libraries then agrees to be responsible for making daily stops Monday through Friday for pick-up and delivery of MINITEX materials at the local bus depot and at each participating library. In reasonable quantities, duplicate and withdrawn periodicals for the Periodical Exchange may be included with returned material, but this is a burdensome and expensive method of transporting large quantities of periodicals.

MINITEX is concerned with vertical mobility in its systems and programs. Systems should be useful for and support subsets (geographic or subject) of libraries, or be capable of interconnection with or expansion into larger, multi-state, regional, or national systems. Because it is expected that the couriers will transport items shared among the local libraries in addition to centrally accessed material, MINITEX provides only partial subsidy for the couriers. MINITEX also expects that the individual groups of libraries will be resourceful and innovative in utilizing the couriers, and indeed each courier is different. If these services require additional resources to support expanded areas or scope of service, the local group is responsible for the funding. Two of the couriers, CLIC and TRI-College, pre-date MINITEX support. (AW)

REGIONAL WORKSHOPS FOR CATALOGERS: AACR2

- April 11 Hennepin County Library, Southdale. Contact: Edward Swanson, (612) 296-4549
- April 22 Mankato, Bethany College
- April 23 Winona, St. Mary's College
- April 30 Collegeville, St. John's University
- May 13 Bemidji, Bemidji State University
- May 15 Duluth, University of Minnesota

NEW MULS MANUAL

One of the cornerstones of the MINITEX program of resource sharing is MULS, the Minnesota Union List of Serials. MULS is a multi-state data base of serial bibliographic records and holdings of over 300 libraries in Minnesota, North Dakota, South Dakota, Wisconsin, and Iowa. The 300 libraries have contributed 100,000 titles with 300,000 holdings statements.

The usefulness of MULS for interlibrary loan and reference, as well as collection development and management, is dependent on accurate and up-to-date holding statements.

MINITEX has published a MULS Manual to assist staff in MINITEX participating libraries with the crucial job of routinely reporting serial holdings additions, deletions, and changes.

The new manual was distributed in November to all libraries reporting to MULS.

The MINITEX Messenger is published by the Minnesota Interlibrary Telecommunications Exchange (MINITEX), 30 Wilson Library, 309 19th Avenue South, Minneapolis, MN 55455. Andrea Honebrink, Editor. Initialed contributors are Alice Wilcox and Julia Blixrud. The publication may be duplicated for local distribution.

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