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REFERENCE SERVICES:

ACADEMIC AND PUBLIC

James Greaves, formerly a Reference Librarian at Indiana University, is now on the Reference Staff at Monroe County Public Library.

For those who may not have noticed, I left my position as reference librarian at IUB on Friday, October 7, 1977 and reappeared as a member of the reference staff at the Monroe County Public Library on Monday morning, October 10, 1977. This quick shift reflected my attitude that the major change was that of place of employment. Essentially, I was performing the same tasks on Monday that I had on Friday. Although the place was different, the same processes were being performed involving a slightly different audience with somewhat different questions and information needs. What I perceived as a somewhat minor alteration, many others considered a significant change in career development.

After almost six months at MCPL, I realize the change was not as simple as I first thought, but I still do not see it as drastic as some others may see it. Perhaps those perceiving the change as very significant represent a key to a problem in the library profession, an over-emphasis on security and uniformity. In business and industry, thousands of individual job changes occur daily. In our profession, too often it is assumed that there is one trajectory to be taken in the course of a career. This preoccupation with uniformity and security may limit an individual's self-fulfillment as well as enforcing severe limitations on expectations and successes for the entire profession.

One of the principal reasons that I considered a change of employment less dramatic than some of my colleagues was the fact that I consider reference work a process oriented operation. The process employed to satisfy needs of faculty, students, and staff is much the same as that used with patrons at MCPL. Although the collections are obviously different, the key difference is the audience. However, taken on a one-by-one basis, the audience is not so much different from individual users at the IU Library. A distinguished faculty member can be no less demanding, uncommunicative, or narrowly focused than a prospective repairman who knows there must be a readily available chart that provides dimensions for every known house plan in existence. Both must be dealt with individually, their outer crust of expertise penetrated and exploited, their real needs and interests discerned, and the best possible answer provided. If one accepts a process approach to reference work, s/he is much more prepared to eliminate hastily formulated or subconscious stereotypes of users.

At Monroe County I have noticed that there is an interest in getting to know the users as individuals. This openness and emphasis on communication facilitates reference work. All too often I have observed reference librarians who assume the reference interview is a one-way process, the librarian helping the user. This limited approach isolates librarians from a key resource, the user. The patron comes with his or her own knowledge and experiences. Quite often, the question asked can be answered satisfactorily from information known to the user. It is the job of a skilled reference librarian to make the interview an open transfer and to assist the user to probe his or her own knowledge base.
Once one is able to open communication, a potential resource for future information has been developed. MCPL through its M.I.X. files (Monroe County Information Exchange) uses community groups and individuals as a pool of human resources within the community. Once rapport has been established, these non-traditional sources of information can be called upon to assist when typical library materials prove inadequate.

For years, I had discussed the value of the IU Reference Department becoming interactive with its community of users. This task was considered utopian and unrealistic. "Thirty thousand people out there" was too large a group to attempt to probe. MCPL takes quite the opposite approach. Being involved with the projects involving community contacts, M.I.X. and the Community Organization File, I can truly appreciate the skepticism some have concerning such projects. They take time and energy, but the rewards are many. Not only do you provide a new type of information access, but you also create a dynamic relationship between the library and the community.

Several people have commented that my new position "must be easier." Although MCPL is obviously a smaller institution than IU, it is basically as complex as other institutions. It was necessary to unravel the complexities and to pay close attention to secondary and sometimes tertiary job responsibilities of people to be able to tap resident experts, a process I mastered at IU. In addition, at IU I was responsible for only four main areas; reference, inter-library loan, bibliographic instruction, and book selection. At MCPL I am responsible for reference work, book selection, coordinating the M.I.X. files, assisting with maintaining, updating and expanding the Organization File, displays of various types, and developing programs. Also, the reference staff is responsible for opening and closing the library on nights and weekends. In the near future I may be involved with developing an occupational collection to assist non-professional employees in the area. Overall, my new responsibilities are much more varied than those at IU. The closest parallel between MCPL and my experience at IU was the 18 months I spent as an intern in UGL. There the librarians were involved with the total running of a small library as well as reference duties.

At MCPL reference librarians are assigned book selection in certain subject areas for both reference and circulating collections. Selecting for both collections is a real help in keeping up-to-date. Also, the interests, strengths, and characteristics of the staff are taken into consideration when assigning selection and when possible in providing services. This policy of autonomous selection combined with staff specialties underlies a more flexible collection that, in my evaluation, has a greater ability to respond to the changes in needs and interests of the external community.

The entire staff, professional and non-professional, is committed to the concept of public service and work well together. Each week there is a department heads meeting as well as a L.I.M. (Library Input Meeting). The L.I.M. is open to all staff members, though not mandatory, and attendance fluctuates depending on issues to be discussed. The meetings are very open and everyone has the opportunity to participate.

MCPL does not rely on employees to simply intuit what they do. Full-time staff members and practice students are given a precise, detailed orientation to the department and the library. Orientation is a shared responsibility. New people are assembled by everyone and learn gradually and carefully the layout, purpose, and resources of the departments.

As precise as the orientation and training are, the evaluation criteria are usually open and stated. People who evaluate performance seem to pay attention to both details and the overall picture. Comments are made specific to assignments and responsibilities. I find the environment quite supportive. Not only
are responsibilities laid out precisely but means to accomplish them are provided as well as insights and pointers in how to do it more effectively.

Returning to the idea that by switching jobs I must now embark on a radical change in career goals, for years I have held that librarianship should be viewed in a circular not a linear fashion. All too often people discuss distinctions between schools, public, academic, and special libraries. I feel this emphasis on differences rather than similarities blurs the issue. While at IU I felt it my responsibility and goal to prepare students to be demanding users of all libraries. My goal is still the same. Hopefully, the high school students I work with will become more effective users of academic libraries; the adults will be better users of public libraries and major supporters of public libraries. I consider the casual differentiation of users by age or the type of library they use as meaningless and parochial on the part of libraries. If I only contribute to a user’s realization that MCPL or IU are good libraries without teaching that every library has the potential to offer similar services, then I have failed.

I have begun to grasp some of the significance involved with my job change. Luckily for me, those to whom I am responsible were more informed and aware than I. Slowly, I understood the transitions that are occurring. I began to understand, evaluate, analyze, and refocus both my own professional activities and specific job procedures. There have been some alterations of my areas of interest within librarianship and I have begun to reprioritize them. The result has been the evolution of a somewhat different professional being. I have realized that my experience will include eight-and-a-half years at one of the largest libraries in the country (IU) as well as the experience in one of the most active and service-minded libraries in the country (MCPL). What new ideas, approaches, and innovations that may develop will result from my internalization of those combined experiences.

Over the past few months I have resolved two very interrelated questions. I was never quite sure if I was good as a reference librarian because of the collection I had available to me or because of the skills I developed. I have learned that I am not merely a human interface with a card catalog and a collection of four million volumes but that I possess a useful range and mixture of skills that allow me to approach issues or questions somewhat differently from the non-reference librarian. In the future I hope to further develop those skills to ensure that libraries continue to provide and expand to serve the needs of the users and the community. Providing this service has been my goal and will continue to be my goal.

As with all new ventures or even minor transitions in life, one looks for the good omen, the sign that things will go okay. For the past 12-14 months, Joshua Stephen Greaves whenever he passed by the corner of 10th and Jordan would exclaim, “Daddy!” or “Daddy’s liberry!” About two months ago he, his mother, and his sister met me at MCPL and he blurted out, “You came to my liberry, Daddy!” Well he, as one of the initiated folks, knows it is his library and he welcomed me to it enthusiastically.

As all users of MCPL, Josh defies my ability to make assumptions. At IU I would have looked at him and noted: too young for us, definitely not a class-related project. At MCPL all users defy simplistic assumptions. I must approach each individual quite openly and easily. I must provide a situation where s/he feels comfortable to interact. I must know what is available for possible use in all formats, not only print. I must know who or what assets within the library, the city, IU, or the IU Library can help. The challenge to be useful and effective remains.
MEDIA CENTERS:

FROM THE SCHOOL TO THE UNIVERSITY

Adele Dendy is Media Librarian at the Undergraduate Library Media Center on the Bloomington campus. She has a BS in Education from Temple University, and an MLS from Graduate School of Library and Information Sciences at the University of Pittsburgh.

As Media Librarian at Indiana University my life is dynamic, exciting, challenging, and rarely routine. I enjoy every minute of it! No two days have ever been the same and the opportunity to play an active role in the growth and development of a new area of service has been most rewarding.

Many of my colleagues recall that I came to Indiana University from a background of school librarianship extending over a decade. Frequently, I get inquiries ranging from have I had difficulties adjusting to the academic setting to do I regret leaving the schools with those long summer vacations!

Since 1963 I have been professionally associated with education as a teacher and librarian in Pennsylvania, New York and Indiana, and I have worked at the elementary, middle and high school levels. In addition, I have taught a course in the Graduate Library School, worked at the Reference Desk in UGL, supervised student teachers, practice students and worked in the adult evening school program. In short, I have been associated with many age groups and worked in various library settings making the transition to another setting fairly smooth.

Further, I must admit that I have had a long romance with the fields of education and librarianship that has been satisfying and successful. I have enjoyed the administrative support and the respect and cooperation of my colleagues. Perhaps I was often in the right place at the right time, for I have been associated with innovations and new technology in media since 1963. I have enjoyed this association with new developments in educational media as they relate to librarianship and have been fascinated by the challenges to solve problems created by the newer technology.

During the 1960's and 1970's I was fortunate to be in libraries that received federal funds to develop non-print collections. I had the opportunity to develop collections of records, tapes, sound-filmstrips, media kits, etc. to be used by students and teachers in school libraries.

As Media Librarian at IU, I had the responsibility for developing the initial videocassette collection for the Media Center and I am responsible for the growth and development of the services, collection and equipment. Presently the collection contains only two formats, the circulating audiocassette and the non-circulating videocassette. The scope of the collection is very broad for its intended users include faculty and students from the entire university community. In addition to the playback equipment for the video and audio materials, there are PLATO Computer Assisted Instruction (CAI) terminals and several slide-tape carrels. Reserve materials for courses ranging from Radio Broadcasting and Music Appreciation to Telecommunications and Biology are stored and retrieved by the Media Center staff.

Students using the collection have a real opportunity to progress at their own rate. Here the patron is presented with one of the best opportunities for individualized and personalized learning based on his own needs and style. In an
attractive atmosphere the patron can locate materials that he can use at his own rate of speed and receive any assistance he needs in the operations of the equipment. If he needs to review, repeat or drill using the video or audio equipment or the computer terminals, he can feel free to do so until he is satisfied that he has learned exactly what he wanted to know! Here he is not held back by the needs or demands of other learners or by the demands on the time of his busy professor.

One of the most significant challenges facing me as Media Librarian is overcoming the communication barrier that exists with such a large university community. In a school setting it is much easier for one or two librarians to visit the entire faculty, to meet with them at lunch or to arrange to see them during a break or preparation period. The librarian is visible and seen as a member of the teaching faculty. Personal contact is very important to the dissemination of information about new developments in the field. On such a large campus as Indiana University, it is particularly important to wage an active public relations campaign and to constantly reach out for faculty contacts. I feel that high visibility is important for success too. Social contacts, committee memberships and positive student contacts have helped me as Media Librarian this year. Each year I hope to build on the previous contacts made and have those faculty members who have been satisfied with our services tell others about them.

At the present time, the holdings of the Media Center are not found in the UGL or GC catalog. In order to ascertain the holdings of the Media Center, a patron must know of the existence of the Media Center, and go there to use the catalog. This method of location for such an expensive and developing collection reduces the opportunity for many researchers, scholars and general users in the academic community to learn about the existence of this collection and to explore the potential inherent in its use.

The Media Center faces many other challenges which must be met with intelligence, creativity and vitality in order to successfully reach the high goals of service that have been set. As Media Librarian I shall use all of my resources to meet the challenges of dealing with media in an academic library.

THREE LIBRARIES AND THREE DEPARTMENTS

Jane Thesing, formerly a librarian at Washington University in St. Louis and Indiana University (RCL-TSC) is now in the Reference Department at the University of South Carolina in Columbia.

My relatively short (3 yr.) library career has included experience in three major academic research libraries. Each library is highly departmentalized and my job in each has been different. I worked as a circulation librarian at Washington University, as a cataloger at the Regional Campus Libraries Technical Services Center at Indiana University, and in reference in my present position at the University of South Carolina’s Thomas Cooper Library. On the basis of my experience, I would like to offer some comments on the effects of position changes, both on job performance and on my individual professional outlook.

I believe that a change in position usually influences job performance in a positive way. I have noticed several specific ways that my experience as a cataloger aids my job performance as a reference librarian.
Much of the knowledge I gained in cataloging can be directly applied in reference work. My knowledge of the LC classification system leads me to the appropriate area of the reference stacks quickly. The classification system also helps me gain an accurate appraisal of the nature of a work if the author/title/subject information seems inadequate. My experience in working with LC subject headings enables me to better help patrons who are taking a subject approach to a topic, since I can usually think of the appropriate headings rapidly. My experience in cataloging has also aided me in interpreting information on the catalog card to patrons. My understanding of such items as series tracings, bibliography notes and edition statements has often helped me to answer patrons' questions.

My cataloging experience has also influenced some of my attitudes as a reference librarian. My experience with OCLC cataloging (as well as automated circulation) has given me a positive, though not uncritical, attitude toward technology. I can see that the development of new library technology is inevitable in all areas of the library, and I feel positive about using it in reference work as the opportunity arises. My experience in both public and technical services also helps me to counteract the public services/technical services communication gap which is likely to exist in highly departmentalized libraries. For example, my technical services experience helps me to understand why there are sometimes unavoidable delays in the acquisition and cataloging of materials, delays which often seem incomprehensible to the reference staff!

On a personal level, I have found my position changes to be satisfying, frustrating, and revealing. On the positive side, I have enjoyed the variety and challenge of learning new job skills and increasing my understanding of overall library operations. It has been exciting and interesting to learn new environments and get to know new people in my professional experience. Rarely has boredom had a chance to set in! On the other hand, it has been somewhat frustrating to find myself always starting over at the bottom. There has been no chance for job advancement when I have held an entry-level position for a relatively brief time.

My position changes have influenced my perception, both of myself and of the library world around me. I have gained increased self-awareness as I have analyzed aspects of each job which appeal to me or which displease me. For example, I now realize from my circulation experience that I don't like being a "policeman" and the police aspects of circulation (dealing with irate customers, enforcing bureaucratic rules, etc.) are aspects that I prefer to avoid in a job. I have also found that I prefer a job with a regular schedule, that I prefer a job with some contact with the public, and that I enjoy supervisory activities. With this increased self-knowledge, I will be able to evaluate future job opportunities realistically and better influence the direction of activities in my present position.

My perception of the library around me has also been sharpened by experience. Working in three different libraries has enabled me to perceive the library in a structural sense, a view which is not limited by my particular surroundings. A sense of the structure of things provides a basis for comparison that is often useful in analyzing and evaluating the workings of the library and in thinking of possible solutions to day-to-day problems. It would have been difficult to have the same kind of perception if my experience had been limited to one particular work environment.

In conclusion, I would stress the advantages to be gained in making position changes within a profession. My experience has aided my job performance in all of my positions and, more importantly, has given me a wider insight and understanding of myself and the library environment which should be valuable in the years ahead.
LEARNING A NEW DISCIPLINE: DENTISTRY

Harold Shaffer, Associate Librarian, is Head of Technical Services at the School of Dentistry Library, IUPUI. He was formerly Head of Technical Operations at the University Library, IUPUI. Prior to coming to Indiana he was a Slavic Cataloger at the Library of Congress.

Over a year ago I went to my "dental appointment," but this was not a routine visit with the dentist. I assumed the position of Assistant Librarian at the Indiana University School of Dentistry in September, 1976. In retrospect, I must confess that I did have some of the same apprehensions many of us experience concerning that overdue trip to the dentist. But like most trips to the dentist, my appointment was painless and very beneficial.

Even before reporting to my new position, I realized that my adjustment would be a bit more complicated than just moving to another library position. As in any new position, there would be new procedures to learn and new people to meet, but there would also be a new discipline to learn, the field of dentistry. Although I felt confident of my ability to serve as technical services librarian, I wasn't overly sure of my abilities in approaching this specialized field.

As I had anticipated, I did adjust to the library's routine and procedures, and, as expected, was somewhat mystified by the terminology. By relying on my few basic science courses and the study of Latin and Greek, I was usually able to cope with the vocabulary. I admit, however, that in the first few days I heard many terms I had never heard and encountered some concepts I had never before perceived. Some terms did take on meaning, but the actual application of the concepts was often vague.

I learned that operative dentistry is not a synonym for oral surgery, but the specialty of filling cavities which are called dental caries. A filling is a form of restoration, a term which I had always associated with a refurbished antique or restored older home. Gradually I absorbed the names of several specialties of dentistry, such as endodontics, periodontics, pedodontics and prosthetic dentistry. I also had to be careful to use the exact meaning of scientific terms. For example, dental cement is not the same substance as the cementum. It's possible that in the early days of my new career I gave a student citations to materials on dental cement instead of articles concerning the cementum. Still, bit by bit I began to feel comfortable in my new field.

I owe much of my successful adjustment to Mrs. Helen Campbell, the Head Librarian. It was only through her patience and sincere interest that I adapted to the situation. Mrs. Campbell explained concepts with the simplicity and thoroughness that any neophyte needs. Because of her years of experience and vast knowledge of the literature of dentistry, she was able to introduce me to sources of
dental literature in a very comprehensive yet succinct manner.

Also I am much indebted to the faculty and students who are always generously patient and appreciative of the results. We are fortunate to have a faculty which sees the library as a partner in dental research, instead of just a collection of books down the hall.

The Indiana Dental College was established in 1879 as a proprietary institution for offering instruction in dentistry. The state purchased the College for Indiana University in 1925. The genesis of the Library is not definitely known but records do indicate that as early as 1881 a room was designated for the "Museum and Faculty Library." Succeeding records and bulletins refer to faculty collections and the dean's private collection. The Library has gradually increased in size and scope as various specialities of dentistry have been recognized. A survey published in 1972 in Bulletin of the Medical Library Association indicated that the IU collection of dental literature was the second largest in the nation. The 1976/77 Annual Report indicates that the library contains 41,068 printed items.

The School of Dentistry Library acquires all dental literature published in English. This responsibility is necessitated by the School's commitment to dental education and research. As the only library of its kind in Indiana, the dental library must be comprehensive to meet the needs of the entire dental community in the state. The library also serves international needs and responded to interlibrary loan requests from Canada, Brazil, England, France and Hungary last year. In conjunction with the monographs and serials, many with complete runs, the theses collection adds a valuable resource to the library. The library also possesses many audiovisual items including a large collection of videocassettes of lectures for student review. The library is quite proud of its services and values its respect in the dental community.

In the summer of 1976 with generous contributions from the School of Dentistry Alumni Association, the library was completely remodeled. The present facilities scarcely resemble the previously over-crowded library. The shelving capacity has been increased by 50% and seating by 40%. New furnishings were purchased and for the first time in the history of the library, a genuine circulation counter was installed. A new audiovisual room was added and a quiet study room was created. The library is located in the west end of the School of Dentistry Building on the first floor. We welcome any and all visitors.

RESEARCH AND CREATIVE ACTIVITY

Eva Kiewitt has completed a book entitled, Evaluating Information Retrieval Systems — The PROBE Program, which will be published in January 1979 by Greenwood Press. It is based upon an evaluation of the PROBE computer service including a user survey, system performance study, and cost analysis done in 1973 with a follow-up comparison in 1977.

William McCloy, Assistant Librarian and Head of the Special Languages Cataloging section of the Main Library, has had an article accepted for the forthcoming edition of the Encyclopedia of Library and Information Sciences. It will be under the heading "Printers and Printing: Korean Printing."
BOOK REVIEW

Stueart, Robert D. and Eastlick, John T.
Library Management.
Littleton, Co.: Libraries Unlimited, 1977. 180 p. $11.50

The stated purpose of this book, "... to present the principles of management for libraries and information centers in a conceptual framework," is achieved in a style appropriate to both student and practitioner. The arrangement follows the familiar headings found in similar management writings: Historical overview, Planning, Organizing, Staffing, Directing, and Controlling. This conceptual approach makes the volume a refreshing addition to the library administration bookshelf.

The two distinct qualities the book possesses are clarity and brevity. This permits the authors sufficient room for a concise presentation of the essence of each theory or concept, while avoiding much of the anecdotal filler so often found in management texts. Particularly valuable to the practitioner are the many pointers which deal with ways by which individuals might seek organizational change. For example, John W. Gardner's nine steps for organizational renewal are presented on pages 73 and 74. In addition, the book's breadth and clarity make it suitable for students of library administration, while the detailed table of contents and index facilitate its use by professionals with specific needs in mind.

At times, however, the brevity can be frustrating, although bibliographies accompanying each chapter serve to allay the problem somewhat. One of the more obvious omissions, to this reader, is the almost complete absence of any discussion of recruiting, interviewing, validation of job qualifications, and many other important practices and issues of relevance to the chapter on staffing. Also, at times, the authors have a tendency to state their opinions regarding a particular management style or technique as fact. This can be bothersome, yet being an introductory book, it rarely reports research results for any of its conclusions.

All faults aside, this book represents a useful overview of the material essential to every librarian's understanding of the management process. Library Management is certainly worth the few hours of reading time for all professionals and perhaps a reading every six months by administrators.

James Lockwood is Assistant Librarian for Reference Services in the I.U.-Bloomington Law Library.
InULA NEWS NOTES

InULA Co-sponsors Workshop:
Bibliographical access to the documentation of the United Nations and the European Communities and the use of economic and social data contained in such publications will be among the questions discussed at the Workshop on the Documentation of Intergovernmental Organizations, May 24-26, 1978 at Indiana University. Sponsors for the Workshop, which will combine lectures by experts on IGO's with small-group problem-solving sessions involving the use of IGO documentation, are the I.U. Graduate Library School, the University Libraries and InULA.

The program will feature talks by Elva Levy, Dag Hammarskjold Library; Ella Krucoff, European Community Information Service; and a panel of faculty members from IU. Enrollment will be limited to 100 people. Fees will be $35.00 with special rates of $25.00 for members of ALA and InULA. For further information contact Gloria Westfall, Government Publications Dept., or Dean Fry in the Graduate Library School.

National Library Week:
The annual Plant and Book sale sponsored by InULA in conjunction with National Library Week was held April 6th and 7th. The chairperson of the 1978 sale was Mike Fling, Music Library. The proceeds totaled $1,260.

Editor Leaves:
Kathy Purnell, who has chaired the Publications Committee and edited the first two Quarterlies this year, has left the IU Library system to become Head of Cataloging, Catholic University Library, Washington, D.C. We would like to thank Kathy for all her contributions to the Quarterly and wish her well in her new position.