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Dear Librarian

QUESTION #1:
Dear Librarian, please send me some information and history on your football team. My address is.

ANSWER:
You can purchase a book entitled "A Football Press Guide" for $4.50 from Big Red Concessions, Athletic Dept., Assembly Hall, I.U.

QUESTION #2:
On Tuesday, April 21, I am going to present a program on Mother before the Literary Members of the __________ Woman's Club. I am hoping you can send materials and information to me on this assigned subject: The Founding of Mother's Day, Biblical Mothers, Mothers of Presidents, . . .


QUESTION #3:
During one of my frequent visits to the Library while living in Bloomington two years ago, I discovered the address of a place where I had been employed in the Buenos Aires phone book [1971 ed.]: I cannot locate it anywhere, even at the Library of Congress.

(Two weeks later, after a reply was sent) . . .

Thanks very much for sending a xerox of the information I requested. You will have the satisfaction of knowing you were instrumental in placing another bureaucrat on the government payroll.

QUESTION #4:
Please send us [a commercial book dealer in Switzerland] a copy of "Lofti's book of Azerbaijani Lessons."

ANSWER:
Please find enclosed a copy of your order which it appears was originally sent to the I.U. Linguistics Club, then forwarded by them to Indiana University Press, who in turn sent it to me.

I think perhaps you are referring to a book by Fred W. Householder and Mansur Lofti entitled "Basic Course in Azerbaijani." If so, you can order it from the Research Center for Language and Semiotic Studies, 104 Bryan Hall, Indiana University, . . .

QUESTION #5
Could you advise me as to where I should write to obtain a copy of Indiana University's suggested reading list. We [The ________ Public Library, IN] managed to give away our last copy without photocopying it.

ANSWER:
Enclosed please find a copy of what I believe you were referring to ["101 Books to Read..." recommended by the Dept. of English, . . .] One of our librarians still had a copy in her desk and I have copied it. As you can tell from the prices [Omar Khayyam, "The Rubiayat", Avon, 35¢; J.D. Salinger, "Catcher in the Rye", New American Library, 50¢; etc.], the list is rather old and is no longer distributed.

QUESTION #6 (and 7 and 8 and 9 and . . .):
*My name is __________. I was just told you have the __________ Family tree . . .

* I am interested in any family history you might have with regard to . . .

* May I introduce myself as __________. The purpose of my letter is to seek information of any person named __________ or such . . . last area known as __________ in about 1832-30 . . . married a certain __________ . . . If you will let me know what the fee is, . . .

* Years ago I read that you have a collection of Czech works in your library. Would it be possible to have some family names I am tracing checked?

*I have just completed tracing the __________ family up to __________. Please put the enclosed three page history of this family in your __________ family file.

ANSWER:
I'm sorry to say that we do not have a genealogical research division in this library. To find a genealogical or historical society with research facilities which might be able to assist you, consult the Directory of Historical Societies and Agencies in the United States. To find a professional researcher whom you could pay to seek the information you need, write for a list of such researchers to: Board of Certification of Genealogists, . . . Washington, D.C.

Please find enclosed one page "Fact Sheet" which describes the resources that our library does have. If you wish to come to Bloomington, you also would want to consult "A Guide to Genealogical Materials in the Reference Collection of the Indiana University Library" which can be found at the Reference Desk in the main library.
All of the above queries were taken verbatim (slightly edited to protect the innocent) from letters which were forwarded to the reference department, and represent that portion of our correspondence (@33%) which is from patrons not directly associated with I.U.'s academic programs. Many such letters are addressed vaguely to "Indiana University," "Indiana Publications," "The Library," etc. Often the writer is rather naive about the interpretive miracle he or she is really asking us to accomplish. In any case, most letters having a bibliographic problem at their core eventually end up on my desk. Those requesting information about some family diary supposedly donated to the library in the distant past or with some rare book which the writer wishes to buy, sell, or donate can, gratefully (for me, that is) be referred to Lilly Library's reference staff. Likewise, the many vaguely worded orders for titles which turn out to be I.U. dissertations can usually be referred to University Microfilms. (We even have a form letter for that situation.)

The fairly considerable number of requests to do research for some student's high school term paper (which letters usually begin: "please send me all the information you have on...), to search out the Indiana branch of some unfinished family tree, or to supply ammunition for the most recent crusade of an inveterate writer of letters to the editor—all have to be gently referred to various bibliographic sources of information which the writer may utilize for him or herself.

There are, of course, letters from an infinite variety of people who either don't have access to a local library or who aren't aware of the services which it could provide them. They remember a book they once used while a student at I.U., want to borrow such a book, and so forth. These requests are handled in a manner similar to those of faculty and students who need to know if we have a certain book and, if we don't, need to verify their bibliographic information so that they may borrow the book from some other library, or at least be able to cite it correctly.

But enough generalizing. In the end, each letter is a unique and precious gem attracting the attention and concern of the reference librarian by the subtle and colorful way in which its facets capture and reflect the light of academic research.

Mark Day is Assistant Librarian in the Reference Department, Main Library.

Government Publications—Accessible to All

"Open to the public," "freedom of information," "depository libraries"—all these phrases, to some degree or another, are frequently used to refer to the availability of government records. How are these vague terms applied at I.U.'s Government Publications Department? Do all citizens have a right of access to these publications? Are unique services and materials, particularly useful to external users, available at GPO? This article will attempt to provide some answers to these questions.

As part of the IU Libraries system, the Government Publications Dept. provides the same basic services as all system libraries. It maintains the same reference service hours and circulation policies. However, because many of the materials are received free—on a depository basis, there is, as well, a mandated legal responsibility to serve all clients. Although the department considers IU students, staff and faculty as top priority, it attempts to provide needed informational services to all.

In 1857 Congress passed legislation that created the U.S. Government Printing Office Depository System. Since that time, Congress has, of course, made improvements and refinements in the system. The purpose has remained the same, to make government information available to all U.S. citizens. "Depository libraries shall make Government publications available for the free use of the general public..." Most libraries have interpreted "free use" as encouragement to circulate these materials within the guidelines or circulation policies of their individual institution. IU follows this practice and circulates the majority of its collection, reserving the right to restrict high-demand and reference materials to room use only.

IU has been a GPO depository of U.S. documents since 1881. As a selective depository, IU does not receive all depository materials—only those items which it chooses to receive. Currently, that consists of about 82% of all materials designated as depository by the Superintendent of Documents in Washington, D.C. or approximately 35,000 pieces each year. Not all U.S. publications are designated depository. Among these are business forms, internal memos, some agency regulations, press releases, or classified information which are not distributed through the GPO Depository System. GPO does not decide what publications are depository; the issuing government agency decides this.
Some materials are available for purchase, others are available only for use in the agency offices.

In many respects, the U.S. Government Printing Office Depository System has served as a model for depository systems of state, local and foreign governments and for international governmental organizations. IU serves as a secondary depository for Indiana documents. According to the 1973 Indiana law, the Indiana State Library is charged to distribute Indiana publications to designated libraries around the state, "in order that all public documents of the state of Indiana shall be preserved and made available for use of the citizens of the state." 

As a United Nations depository, IU has agreed to try ""to keep the material received in good order and under adequate control, and to make it accessible to the public, free of charge, at reasonable hours." As you can see, receiving free publications places certain responsibilities upon the recipient. In many cases, depository libraries must measure up to inspection by various officials responsible for oversight of the proper management of depository collections.

In addition to serving as a depository library, GPD also makes an effort to obtain publications outside the various depository systems. As an example, many U.S. materials previously considered classified for various reasons such as national security, are being declassified under the Freedom of Information Act. IU purchases a series entitled Declassified Documents, which indexes and provides declassified items on microfiche. This is just one of many purchased series which GPD receives to supplement the depository materials.

Both through the depository systems and through other collection efforts, GPD receives many series of particular interest to external users. Series often requested include the Federal Register, which updates various U.S. regulations affecting local industries; Commerce Business Daily, a daily newsletter listing available government contracts and surplus property; and the Catalog of Federal Domestic Assistance listing federal grants available to local agencies and organizations. For companies needing comparative statistics on product production from countries around the world, the United Nations, the European Communities, and other international governmental organizations publish a variety of sources including the UN Statistical Yearbook, International Financial Statistics, and the UN Yearbook of International Trade Statistics. INDIRS (the Indiana Information Retrieval System) and publications of the Indiana Commerce Department are used by many local businesses to explore areas for possible business expansion.

It is impossible, of course, to list all the materials GPD receives that are of interest to non-IU users. The Government Publications Department staff attempts to serve all library users and encourages people to call with specific inquiries (337-6924). One might even say that the Government Publications Department is an equal-opportunity collection.

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Lou Malcomb is Public Services Librarian in the Government Publications Department, Main Library.

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The Others

I welcome the opportunity to write an article on the service which the Business Library provides non-university patrons not so much because it will inform my readers, but because it may aid me in clarifying some rather confused feelings on the subject. I could state simply that we give them the same service we give everyone else, but I have to admit that my attitudes toward faculty, students and "'others'" are not as simple or undifferentiated as that statement may imply.

Unfortunately, there is no special service we provide for non-university affiliated users that I could eloquently describe in this article. Theoretically, an Indiana driver's license affords them the same borrowing privileges, same access to both the collection and reference desk as students, and to an extent, faculty have. Supposedly we provide nothing less for them in terms of service than we provide those other more identifiable groups, and we certainly do not provide anything more.

No statistics exist which describe our interactions with the "'others,'" yet three categories come to mind if one attempts to classify them into types.

The Consumer:

At first glance, the librarian may confuse this patron with the typical business student in the grips of employment interview preparation. This is due to the fact that both patrons are usually interested in information about a specific
company. However, instead of immediately engrossing him or herself in the company history found in one of Moody's Manuals, the patron may turn to the librarian with a grim smile and say, "I'm going to sue them, you know."

Typically then, this patron is looking for company information, names and phone numbers, and investment information. Occasionally (s)he also presents requests for legal information which we cautiously provide with the warning that it is not legal advice. Product information, too, is an often requested item. Specifically the patron will request a match between a product name or line and its manufacturer.

The Entrepreneur:

The patron is usually interested in market information—which companies are already providing the service that he or she is interested in selling? Although sometimes the items conceived by the entrepreneur's fertile brain cannot be identified in any directory of manufacturers, (s)he usually gives the Thomas Register of Manufacturers a thorough going over. The wide variety of materials available from the Small Business Administration are useful when working with entrepreneurs, as well as any information available on loans and financing. Legal information having to do with incorporation or bankruptcy is often requested.

The Businessperson:

This patron is generally looking for lists of particular kinds of manufacturers, wholesalers, or services, such as consultants, which can be found in various directories. Another frequent request is for industry statistics and information related to financial indicators. This kind of information can usually be supplied by Standard and Poor's Industry Surveys. Federal Reserve publications provide sources of financial indicator information.

I can think of three basic problems which occur when working with these "other" patrons which differentiate them from university affiliated patrons. First, our library is sometimes ill prepared in terms of reference resources to deal with a highly complex financial question that may be posed by a business patron. For example, we do not subscribe to the very expensive market data or credit rating services, which would be valuable in answering these kinds of questions. Thus, a business that calls inquiring about the credit rating of another company will find that this question is simply inappropriate.

Second, many non-university affiliated users seem even more reticent than other patrons when asked to give background information about his or her question. This may be due to a feeling of discomfort surrounding the fact that they are not university affiliated or simply from a desire for privacy stemming from protectiveness. Whatever the reason, the librarian is often left in the dark concerning the reason the patron wants information, ignorance which often results in frustration on both ends.

Lastly, our "other" patrons tend to do most of their research on the phone. Although this is not necessarily a problem, it is a potential barrier between patron and librarian. Many statistical sources become cumbersome to work with over the phone and explaining why one hesitates to read the names and addresses of fifty toy truck manufacturers over the phone becomes tedious.

It would be very misleading, however, to paint a negative picture of these kinds of patrons. One benefit of working with them comes to mind, and it is a huge one: to the librarian who quickly becomes jaded after answering the same question twenty-five times in quick succession, the "other" patrons sometimes offbeat requests offer refreshing changes of pace and challenging opportunities.

I would conclude by saying that despite my efforts to describe these patrons, I still feel that I know too little about them. Unlike our student patrons who will usually inform the librarian, sometimes en masse, of their lack of success in using a reference source, our external patrons are an often elusive and mysterious breed. What ever became, for example, of the patron who intended to sue General Motors? It would be very interesting, I think, to have a clearer picture of these patrons and their needs—a picture which could perhaps be provided by a survey or questionnaire. Although I believe an academic library should have as its primary priority the support of research and the curriculum, the "others" are the legitimate public of a state supported institution.

Deirdre Clarkin in Visiting Affiliate Librarian at the Business Library.
An Independent Learner

The Indiana University Library has been of great value to me. Although I have only a high school education and am not a student, I still have continuing interests that the library helps me pursue.

My interests are rather general: history mostly, with some emphasis on mechanics, antique autos, railroads, etc. When my interests are only light entertainment, there is an excellent shelf of cartoons! If a particular small period of history strikes my fancy, that too can readily be found. I read only what interests me so I always enjoy it. For a time I may enjoy some of Ambrose Bierce's morbidity, then put it aside for the old-fashioned humor of Bill Nye or the poems of Riley.

And there can be practical value also. For example, my family and I wanted to take a trip through the West for a long time. When we finally did it in June, 1977, I was prepared. I had read the history and seen the old pictures of the places we would visit. Who would notice little Leadville, Colorado, on the map? You would if you knew what went on there! Because of my advance reading, I knew about H.A.W. Tabor and Baby Doe—so we saw their home, the old Tabor Opera House where Oscar Wilde strutted about, the Matchless Silver Mine where Baby Doe Tabor was found frozen to death in 1935, etc., etc. Exciting history, and the knowledge of such things makes the visit so enjoyable. All through that 7,000 mile trip through the West, I knew what happened in these places. How dull it would have been otherwise. There is the value of a good library.

And it goes on. Who knows what future value this resource holds for me? I may need to know something about a legal matter someday, or maybe how to live on Social Security, or maybe how to survive nuclear fall-out—I think the books of cartoons will help there!

Ted Plew is a Bloomington barber.

The Institute for Research in Public Safety

The Institute for Research in Public Safety (IRPS) was established and formalized by the Board of Trustees of Indiana University in March of 1970. It existed within the College of Arts and Sciences as the Research Division of the Department of Police Administration, and had a long history of accomplishments in the fields of highway safety and law enforcement. In 1972 the University created the School of Public and Environmental Affairs (SPEA). Today, the Institute is a functional component of SPEA, focused on the areas of highway safety, criminal justice, and health and safety research.

The Institute performs contract research for government agencies at the federal, state, and local levels, and provides support to private concerns and other research organizations. Services include applied research, technical assistance, and training and service programs. In the event it is not able to assemble in-house expertise for a particular contract, the Institute draws on the many disciplines represented in one of the largest university systems in the country.

The Institute has created a research team accustomed to working together quickly and effectively. It is aware of the need for compliance to contract schedules, budgets, and specifications; the hallmarks of contract research as opposed to the more leisurely pace associated with the more traditional academic grant research. Professionals on the staff have expertise in system analysis, statistics, accident investigation, law, automotive engineering, political science, computer science, business, and public and occupational health, to name a few.

IRPS is nationally recognized for its work in highway safety research. It is a nonprofit public service supported primarily through externally funded research and technical assistance in several program areas, including criminal justice and public, occupational, and consumer health and safety, as well as traffic safety and accident analysis. Recent or current sponsors of IRPS projects include the U.S. Department of Transportation, the Indiana Department of Traffic Safety and Vehicle Inspection, the U.S. Nuclear Regulatory Commission, the Indiana Department of Mental Health and the U.S. Department of Labor.

The Documents Center serves as an in-house literature processor and storage system, with collections in the areas of highway safety, criminal justice, and health and safety. As a support activity it obtains necessary materials for the professional staff both through their requests for specific documents and through a continuous monitoring of the
literature in the field. Surveys of the staff members are periodically carried out to meet the information needs of the individual professionals. Materials collected from various projects are stored in the Center in order to maintain expertise accumulated through those projects. The Center also distributes the research reports generated by the Institute throughout the United States and to other countries as well.

Those students, faculty members, and outsiders who are aware of the collection do come in to use the facility. The existence of the Center, however, is not publicized, and is used primarily by the research staff.

**Grace Moser is Visiting Assistant Librarian at the Institute for Research in Public Safety.**

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**Collection Development and the Non-Academic Patron**

The non-academic user of the library is probably a more minor element in collection development activity than in such areas as reference service or circulation policies. Particularly in a tight budget period, our collection development priorities are ever more sharply defined, and focus on the primary needs of curriculum support and current research activity. In fact, even when we were able to meet those needs more adequately, we did not regard examination of the needs of non-academic users as a part of our mission.

However, non-academic users are not a distinct and readily identifiable group, set apart by appearance, interests, place of residence, or credentials (or lack thereof). Our spectrum of patrons includes students and faculty, visiting scholars, spouses and offspring of the above, university staff, students at other schools home for vacations, former students still living in Bloomington who have learned where to take book requests, other local residents, and other Indiana citizens who come to Bloomington to use the library, or who come for other reasons but like to use the libraries while here. We don't always know the specific status of our clientele, or stop to calculate it when considering use of materials. It could be that non-academic patrons exert more influence than they or we realize!

Most non-academic patrons are pleasantly surprised to learn they can use the collections at all, and make no demands of any kind for materials tailored to their interests. Requests do come from those who have personal though not official university ties and whose interests are in fact academic in nature—and example would be a faculty spouse who is completing a doctorate at another institution. Requests also come sometimes from local residents, especially former students and/or those who do sporadically hold some sort of university position and who pursue a specialized interest with great determination and tenacity. An occasional non-academic patron from beyond the local area will tumble to the fact that requests can be submitted; a patron in Indianapolis with an address that appears to be a warehouse submits requests quite regularly. Requests from non-academic patrons are often accommodated if they fall within the normal selection policy.

In addition to the hobbyists and the non-I.U. students at all levels, our non-academic patrons include hospitals, businesses and others all over the state. Their needs are kept in mind, though they cannot be specifically catered to, when we consider use of our collections in relation to selection policy. If the budget crunch gets worse, we may face painful decisions knowing others are depending on us.

We do avoid duplicating public library strengths, though, and refer patrons there for instructional material for a do-it-yourself divorce or a refrigerator repair. We don't collect in genealogy, and we often refer patrons to the State Library or to various public libraries, but we get so many genealogists anyway that we can't resist sneaking in an occasional finding aid for them!

Most of our non-academic patrons do have a fairly good idea of what to expect from us, and they come to an academic library for the same reasons that academic users do. The range of research materials, the specialized information and specialized reference service that attract academic users also attract non-academic patrons with similar needs. At other times they may use the collections for the same recreational or personal purposes as academic users do: to find light reading or the Consumer Reports backfile or a New York City address. Their needs and purposes are as varied as, and often very similar to those of the academic patrons working beside them.

In planning our collections for the needs of our primary users, we meet the needs of many non-academic users as well. Since all Indiana taxpayers support the library materials budget, its good public relations to share the goodies—but more important to most of us is the pleasure of being able to offer just the material needed by that particular user regardless of his academic affiliations or lack thereof. Good collection development for our own academic community will serve the needs of many others as well.

*Nancy C. Cridland is Associate Librarian and Acting Associate Dean for Collection Development.*
Educational Dissemination: The Role of Vocational Education Services

Vocational Education Services (VES) is a project, funded by the Indiana State Board of Vocational and Technical Education (SBVTE), which supports vocational education in Indiana by linking educators with the resources and services they need. It supports Indiana’s dissemination activities by producing materials which address state priorities, supplying information upon request, maintaining a state project library, and providing assistance appropriate to the needs of selected target audiences.

VES began under the auspices of the Indiana University Department of Vocational Education in 1972. It was a small project funded to produce a newsletter which disseminated information about projects in Indiana to vocational educators. As the dissemination needs of the funding agency and the information needs of vocational educators in the state grew, the project gradually expanded. In 1976 it began a publication service to edit and condense selected final reports, program and project abstracts, and position papers. In 1977 it began an information service to provide bibliographies, catalogs, loan documents, and other information services to vocational educators.

The growth of VES paralleled the growing national interest in and emphasis on dissemination as a strategy for improving education. Research and development (R&D) efforts in the 1970’s focused on improving education by updating the methods used to transfer new knowledge and technology from the national and state levels to the local level. As a result of these R&D activities, the general dictionary definition of dissemination “to scatter or spread widely” (Random House, 1973, p. 415) became too narrow to encompass the broadening concept of educational dissemination.

In 1977 the Dissemination Analysis Group (DAG), a joint government task force, expanded the definition of dissemination to include four separate meanings (Fletcher, 1977). Participants at the 1977 Dissemination Forum, in their Statement of Agreement, adopted the following meanings of dissemination (U.S. Department of HEW, 1978, p. 14):

1. **Spread**: The one-way casting out of knowledge in all forms—information, products, ideas and materials—"as though sowing seeds."

2. **Exchange**: The two-way or multi-way flow of information, products, ideas and materials as to needs, problems, and potential solutions.

3. **Choice**: The facilitation of national consideration and selection among those ideas, materials, outcomes of R&D, effective educational practices, and other knowledge that can be used for the improvement of education.

4. **Implementation**: The facilitation of adoption, adaption, and installation of improvements.

The four meanings of dissemination listed above encompass the strategies disseminators use to effect change in the classroom. Although dissemination activities do not necessarily lead to change, and can result in decisions to maintain existing practices, when dissemination services are used, the final decision is an informed decision.

Emrick and Peterson (1978) reviewed, consolidated, and synthesized five large-scale investigations of educational dissemination before establishing criteria for effective dissemination strategies. They drew two key conclusions regarding dissemination strategies, and they identified implications for dissemination policy. Their two conclusions are: “some form of personal intermediary of linker is essential to the dissemination process” and “a relatively comprehensive yet flexible external support system is needed to provide crucial materials and in-person utilization assistance” (Emrick & Peterson, 1978, p. 10). Their implications for policy are: (1) dissemination efforts require more time and more resources than had been previously realized, (2) a system which identifies relevant new knowledge and sets priorities and determines strategies for disseminating the knowledge should be established, and (3) a system of intermediaries or linkers should be established.

Thus research has shown that successful dissemination depends on many factors. The two most important are personal contact through a system of linkers and an external support system for the linkers. Through Vocational Education Services the SBVTE has funded a system which supports all aspects of vocational education dissemination. VES facilitates the **spread** of information about new research and exemplary projects by publishing a quarterly newsletter, an information series, and other resources and by mailing those publications to targeted audiences. It promotes **choice** in providing library services to all state vocational educators which include on-line searches of DIALOG and in-house data bases, loans of print and non-print instructional and research materials, and answers to all types of reference questions. The VES staff act as linkers in the **exchange** process by participating in workshops and conferences around the state where they share information on resources available from VES, consult with teachers on their information needs, or offer instruction on the use of educational resources. Finally VES offers
assistance to other state-funded projects and teachers in the
state to aid in the implementation process.

The VES library is an important part of the VES commitment to educational dissemination, but only part. The staff
of VES is striving to do more than simply answer information
requests. They want all vocational education teachers in
Indiana to be aware of changing technologies in their fields
as well as the best methods of teaching those technologies.
With the rapid changes in computer, laser, and solar energy
technologies, to name only a few, the vocational teachers
must keep current so that their students, the future skilled
workers for the country, have the best education possible.

Emerick, J.A., & Peterson, S.M. A synthesis of findings across five recent studies of educational dissemination and change.

Jo Ann Brooks is Information Specialist and Visiting Associate Librarian at Vocational Education Services.

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Working Together

For the past five months, I have been the Business Librarian at Cummins Engine Company in Columbus, Indiana. Prior to this position I was with the Online Union List of Serials Project at Indiana University until funding ran out. When I began my present position here, using the Indiana University Libraries as a resource seemed almost illegal until I realized that I am a citizen of Indiana and our corporation paid in excess of ten million dollars in state taxes last year.

Some days I call IU several times, then it may be weeks
before I need to make another call, but when that moment
comes I know there is no other place that can satisfy my
particular request. Realizing there may be other places with
information, I try to limit my "pestiness" to requests that
require great expertise.

Let me give you a couple of examples. I will call the
Government Publications Department and ask, not for just
anyone, but specifically for Lou because I know that her
area of expertise is State and Federal organization. She
knows who publishes what, the title and a contact for
further information. If I need someone to "dig" for a public
domain document that's the place to call.

Mr. Smith comes into my library and wants an out-of-
print book. I first call the reference desk at IU and ask for
Pat. She in turn looks in the vast catalog to see if, by some
small chance, the collection has that particular book. Bingo!

It is located in the Business Library. A corporate librarian
does not have six weeks to wait for ILL materials. It's rare
that we even have a week. This may seem like poor planning
on the part of executives but in reality it isn't. For example,
one of our nice, well organized clients comes in and orders a
book in plenty of time—6 weeks. We don't have the book.
McGraw Hill said they didn't publish it (but they did); then
they said they sent it (but they didn't). Meanwhile Mr. Nice
is beginning to feel frustrated. He must have this book in
order to formulate a matrix which his boss wants by August
1st.

Often I call IU as a result of a situation like the above. I
might (or probably the client) will drive over to Bloomington
just to get the information. The matter still doesn't seem too
terribly critical until I realize that the information sought
could and probably will be used in the decision-making
process which will in turn result in thousands of dollars of
profit or loss. And when we start talking about losses, everyone gets upset.

But most often I call IU because we are so highly special-
ized that we cannot afford the academic reference materials
held at the IU Libraries. My use of the Statistical
Reference Index is very limited and it is so expensive ($935.00)
that our budget cannot support it. However, the
Government Publications Department uses their's probably
20 times a day. So when I need it, which is approximately 4
times a month, I call them. We do not at present have
access to OCLC. We hope to in the future, but until that time
I need contacts in the Serials Department who can verify
information, locations and holdings of periodicals and
books.
In closing I would like to thank all those marvelous librarians out there who give me the service I ask for. Occasionally I get, "I'm sorry, we don't do that," or "that's not my job." It makes me furious! Last Sunday I went to IU to photocopy a couple of magazine articles for a client whose presentation is due on Tuesday. She was given the assignment on Friday. It's not my job to photocopy, but I do it when the situation calls for it. What may seem like a dumb request on the surface may be the most important thing you ever did.

Meri Meredith is Business Librarian at the Cummins Engine Company, Inc. in Columbus, Indiana.

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**Interlibrary Loan Service to the Non-Academic Community**

Daily, libraries around the country are faced with making decisions as to where to draw the line. A more liberal ILL code adopted by ALA in 1980, the OCLC/ILL subsystem, and inflation coupled with declining materials budgets have led to a national trend to borrow rather than buy. Each day brings evidence that libraries across the U.S. are seeking methods to control the floodgates opened by the new code and the OCLC/ILL subsystem. The usual method is to restrict lending services, beginning with the non-academic community.

Perhaps one should begin by defining the non-academic community, a difficult problem in itself. In its narrowest sense it would include any individual not directly associated with the academic community: one who does not fit the traditional category of faculty, student, or staff. Such a definition would exclude corporation libraries, government agency libraries, public libraries, and a recent development, "information corporations." On one day during a peak period in 1980 fifty-one percent of the requests received in ILS at I.U. Libraries were from libraries or individuals that were not directly associated with academic institutions.

I.U. Libraries have very liberal lending policies when compared with many other libraries. A state-supported university has an obligation to serve the state. Approximately one quarter of the requests from the non-academic community come from out of the state. Although state-supported university libraries are beginning to review their policies regarding out-of-state requests, most of them still attempt to provide free service outside the state for several reasons. A large research library is very often one of the few—or perhaps the only one—that holds a particular title, volume, or issue, and such a library feels a strong obligation to serve whenever possible. In many cases funding, grant proposals, etc. specifically speak to such service as resource centers. As all ILL librarians know, much of the success of borrowing depends on the service a library gives. It is unofficial, silent, mutual "backscratching," but it works! It has been argued that we need not have such liberal lending policies for small non-academic libraries because it is unlikely that we would request from them. OCLC/ILL has changed that. Small libraries are reporting that they regularly receive loan requests from large research libraries. It was predicted that OCLC/ILL would "spread the load" and thereby help large lenders; however, what seems to have happened is that OCLC/ILL has made borrowing more appealing. ILS has seen an increase in the number of requests being filled. The fact that many libraries around the country are spending money chasing the same book that few libraries bought raises some questions about false economy!

While it is good public relations to "serve the world," there comes a time—and it has come—when the high cost of interlibrary loan, both borrowing and lending, must be considered. As Jim Self pointed out in the December, 1980 issue of the *Wilson Library Bulletin* ("Let's automate Interlibrary Loan Accounting," pp. 287-289), libraries are faced with the Pyrrhic choice of "charging nothing for interlibrary loan and thus subsidizing other libraries, or charging what seems an excessive price in order to recover costs..." There is also the familiar "vicious circle" of providing quick ILL service which creates more business. Greater volume leads to slower service. In order to beef up service, more funds are poured into ILL which decreases turnaround time, resulting in more business and so on! As the volumes increases, large lending libraries are becoming more reluctant to seek more funding to support services to the "non-academic community" and are seriously thinking about where their obligation as major research libraries ends. Tough decisions which often have negative PR impact are being made. More libraries each day are deciding to put their dollars into services that will benefit their respective academic communities rather than the non-academic community. Libraries charging for loans may have difficulty in getting the money back into payment for the high cost of ILL (postage or delivery service and staff time); very likely, in a large operation additional staff would be necessary to handle the bookkeeping, and money collected would go into a general fund to reappear as part of an amount already budgeted for ILL! It's the old lost book replacement and fine collection problem that libraries have lived with for so many years.
Perhaps the only conclusion one can make from the foregoing ramblings is that ILL is a tangled web of many questions and issues that cannot be suppressed, but will continue to force their way up, so that within the next few years a large research library will have to decide the extent of its obligation to a wide range of members of the non-academic community in terms of the cost of ILL, the extent of service and priorities.

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**Book Review**


Many of us who have read at least one Library Science book are tired of such expressions as "resource stimulator," "change agent," and "message space." No refreshment is to be found here. It takes a few readings of the first pages of *The Library as a Learning Service Center*, but soon the brain becomes acclimatized to the text book doubletalk in which it is written.

But style aside, Penland and Mathai maintain that access to counseling and to nontraditional learning opportunities is available mainly to the middle class, and then only to the most aggressive. The services are often staffed by poorly trained volunteers, and help is spread over many public and private agencies. A disheartening situation. The solution the authors propose lies in "shopping center access," a catchy little phrase by which they mean a single place where people can obtain guidance to all available sources of help and information. Does this sound like a new name for the old information and referral concept? The authors contend that in establishing I&R services, libraries often neglect to adequately plan, prepare, and train personnel. The shopping center approach, on the other hand, already has these problems worked out and goes well beyond the scope of the typical information and referral center.

People seek and obtain counseling and learning help daily, but usually not in a logical or efficient manner. A resource discovered by chance or in response to a particular need may provide leads to related information. Learning proceeds in a non-systematic fashion, leaving many valuable resources undiscovered. The authors cite a study which shows that independent learners are, for the most part, unable even to articulate a plan for self-instruction, and usually adopt a browsing approach. Thus they set the stage to argue for a centralized helping system. The library (as we've been waiting to hear) is the natural and logical place to establish this shopping center of information. It is responsible and accessible to the entire community, all groups and individuals may partake of its resources and services, and it has access to all fields of scholarship and knowledge.

The first part of the book is devoted to an analysis of learning behavior and the dynamics of interpersonal communication. Based on these principles, Penland and Mathai proceed to develop a model for the helping relationship they envision, defining it as an "innovative learning system." They outline a systems development approach to organizing the program, training the staff, and making the service accessible. Their training methods are, by their own admission, applicable to a wide variety of educators and consultants, including ministers, teachers, social workers, and librarians (if one may assume that "professionals in the information-processing specializations" refers to librarians).

In the final chapter, Penland and Mathai cite the institute, "Librarian as Learning Consultant," which was held at the University of Pittsburgh in 1975. The program was a simulation in which participants developed a shopping center approach to self-planned learning. Provided are the documents generated by the exercise, which include a detailed proposal for the project, as well as policy statements on gathering, disseminating, administering, and publicizing the service. This chapter synthesizes the many principles covered throughout the book and serves as a guide for those who wish to put them into practice.

*The Library as a Learning Service Center* is an enthusiastically written and well prepared book on serving the independent learner. It includes a detailed index and a lengthy bibliography which, although no longer current, appears to cover well the timeless considerations in establishing library learning services. Although it could be more readable, this book promises to be of great value to librarians who are interested in better serving the self-instructor.

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