

ALBERTA COUNCIL OF COLLEGE LIBRARIANS

NEWSLETTER

Bob
Richard
Claudia
Tom
Susan
Mike
Jan
Pat
Sue

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Hope springs eternal! The problems of the Newsletter appear to be resolved. Contributions are arriving, the mail is going through again and THE FIRE didn't hit the College.

As many of you know, my house lies between the College and the site of the inferno. It was a very frightening experience. We were on standby for evacuation and I was debating what to take - six dogs and a niece, or an antique secretaire and the fire insurance papers!

Just got the news that extra money is to be distributed to the universities and colleges over the next three years to upgrade book stocks. No more details than that at present. Given the problems of the last similar grant, should we be acting as a group to prevent a repetition of our experiences? Many colleges had problems, remember? If you weren't around at the time, ask some of the Ancients for the lurid details.

I've been looking at the latest Stats. Canada figures on libraries in colleges and universities, 87-652. Lumping us all into a region doesn't help me much. Do others feel that comparisons would be helpful? Are comparisons odious? Sometimes individual statistics are an aid in discussions with administrators. Should Council be producing their own stats for use by members of Council?

This could be amplified to include salary ranges, whether faculty status or not, and similar staffing information, which would save many librarians from the task of annual letters asking for such information at negotiating time.

Departing librarians, such as Jack Mounce (Red Deer) and Garth Homer (Grant MacEwan) make me realise how quickly staff changes in the Alberta colleges. There aren't many of the original founding members left from November, 1973. Contacting the Ancients may be more difficult than I had imagined.

Greetings from Peace River Country!
(Grande Prairie Regional College Library, in case you haven't guessed.)

What's new?

- Tenders are being let for the installation of a closed-circuit television system; drops are to be placed in five classrooms during the Christmas break.
- Also, a color video camera has been tendered.
- A review of library services is underway; a user's survey will be conducted and the findings from this will be one source of data; this project together with designing terms of reference and an evaluation program for academic staff are being carried out by all divisions at the college.
- An application for a grant is being submitted to the Secretary of State for AV hardware and software to be used for the French instructional program.
- A subject index to the Pamphlet File has been compiled.
- The Operations Committee of the Board has approved the designation of a "Guarantor" so that college faculty can become special borrowers of the University of Alberta Library without paying the \$40 deposit.
- We will be evaluating the periodical collection this year; methods for monitoring internal use of the collection have been implemented (periodicals circulate to faculty only).
- We plan to start a library newsletter which will be circulated internally; when the first one has been completed we'll let you know whether the content is such that it might be of interest to you.

- JACK MOUNCE LEAVES FOR NEW POST IN B.C. -

Jack Mounce, formerly Chief Librarian at Red Deer College, left for British Columbia in October where he has been appointed Coordinator of Library and Learning Resources at the Pacific Vocational Institute in Burnaby. Mounce, a Vancouver native, received his A.L.A. in Britain, and came from there to Red Deer College in 1970, taking the position of Special Projects Librarian. He succeeded Vince Richards as Chief Librarian at the College.

During his eight years in Alberta, Mounce has been active in library circles. He was a member of the LAA Action Committee while the Alberta Library Study was in progress, served on the Executive of LAA as second vice-president, and has been Resolutions Chairman at LAA Conferences. He was an active member of the Alberta Council of College Librarians, and was instrumental in organizing initial meetings of the informal Central Alberta Library and Audio-Visual Association. His presence will be missed in Alberta library circles, and his many colleagues and friends join in wishing him good fortune in his new post.

Western Canadian Conference on Library Instruction,

June 13-15, 1978.

The first western regional conference on academic library instruction was held at the University of Calgary from June 13 to 15, 1978, and attracted 57 delegates from as far away as Halifax and Seattle. The conference - a state of the art review - was planned and coordinated by librarians from the University of Calgary, Mount Royal College, and the Southern Alberta Institute of Technology. While there are similar conferences in other parts of North America, it was felt that local librarians would benefit from the opportunity to exchange information and ideas with peers.

Guest speakers were Hannelore Rader Delgado and Sheila Laidlaw.

Ms. Rader, from Eastern Michigan University and well known for her work in library instruction described the history, development and current status of library instruction in the United States. She stressed the importance of library instruction in higher education, tracing the history of library instruction in professional literature, and identifying the rationale for library instruction as it is found in the philosophical basis of higher education. At the beginning of her talk, she made the very clear distinction between the terms library "orientation" and library "instruction" - "orientation" meaning familiarization with a building, its layout, etc, and "instruction" a better term because it implies an orderly, committed attempt to teach.

She outlined the elements that all library instruction programs should include and the phases to be followed, stressing the need for careful planning, with logical and progressive involvement of various groups of staff and students. The planning stage should include careful study of the curriculum, assessment of student and faculty needs, budgeting for and administration of the program. In the implementation stage a good library instruction programme should be continuously publicized, and a variety of methods should be employed: course-related instruction, offering of credit courses, self-paced instruction, etc. And, most important, there must be testing and evaluation of any program: e.g. to measure change of student attitude, or acquisition of skill in library use.

She noted the activity in the library profession related to library instruction. Project IOEX, based at East Michigan University, has a membership of 1600 academic libraries, and there are some 25 local and regional clearinghouses devoted to library instruction in the U.S. Internationally, there are activities in the United Kingdom, Scandinavia, Australia and West Germany. The American Library Association and Association of College and Research Libraries have sections on bibliographic instruction. Library literature now includes more articles on library instruction and there are more articles appearing in non-library journals.

Problems areas associated with library instruction programmes are similar to those associated with other library programmes: budget cuts, faculty cooperation,

staffing shortages, personnel changes. She summarized by stating that there is no one perfect method of library instruction.

Sheila Laidlaw, the librarian in charge of the Sigmund Samuel Undergraduate Library at the University of Toronto, was the second featured speaker. She outlined library instruction activities in Ontario. Suggesting that budget cuts created an atmosphere where we could examine our priorities in libraries she indicated that current concern in higher education with improving teaching and learning provides library instruction with an opportunity to flourish. As a member of the Steering Committee responsible for the annual Ontario-Quebec Library Instruction Conference, she provided information on how the planning started in 1972 for this activity. Each year, some 35 to 40 delegates attend, and a specific theme devoted to an aspect of library instruction is selected.

In addition to the guest speakers' presentations, there were three panel presentations which provided delegates with information on local library instruction activities. Bob Wilson, from the Southern Alberta Institute of Technology, convened a discussion on the implementation of library instruction programmes. From the perspective of how their own programmes were implemented, librarians from colleges and universities in Alberta and British Columbia shared their experiences with the delegates.

A panel reviewed the state of the art of library instruction in B.C. and Alberta. Chaired by Gretchen Ghent, of the University of Calgary, this session reported on activities at the university, and the results of a survey of college instruction conducted by Garth Homer. Results of this survey will be published this fall.

A comparison and contrast between a large and small library was provided in the discussion on planning, budgeting and achieving support for library instruction, chaired by Sandie Bradley of Mount Royal College.

As a final activity delegates had their choice of workshops, Beverly Gref, from the University of Calgary, convened the session on planning credit and non-credit library instruction courses. Syd Goldstein, from Mount Royal College, led the session on planning subject-related programmes. Gretchen Ghent and Sandie Bradley chaired the workshop on the development and use of audio-visual materials in library instruction.

Displays of instructional materials and audio-visual production were available for delegates to observe and discuss. A wine and cheese reception and barbecue completed the program. In examining the evaluations by the delegates, the planning committee has concluded that the state of the art review was useful, but that librarians would like much more specific themes related to instruction. In response to the question about whether delegates would be interested in attending another conference in two years time, the answer - a unanimous yes - indicates that a steering committee will be formed to select a site and a theme for another conference in 1980.

Members of the Planning Committee included Gretchen Ghent and Beverly Gref from the University of Calgary Library, Syd Goldstein and Sandie Bradley from Mount Royal College, and Richard Hopkins and Bob Wilson from the Southern Alberta Institute of Technology. They gratefully acknowledge the assistance of the Conference Office at the University of Calgary, and the financial support from the three parent institutions.

LAKELAND COLLEGE RESOURCE CENTRE.Linda Herman

The 1978/79 budget for the Resource Centre reflects an increase of approximately 30% over the previous year's budget. The major portion of this increase is for capital expenditures; with the increase, the funds for the materials collection have also doubled.

The Resource Centre has also had an increase in staffing. There are now five full-time and one half-time persons employed in the Resource Centre. Two of the staff members, however, operate the audio-visual hardware area (separate from the library) leaving the library proper with three and a half staff.

This is an increase of half a person from the preceding year.

Use of the Resource Centre this year has so far shown an increase over the 1977/78 school year. Circulation figures for September reveal that approximately one third more materials were borrowed this year.

An interesting finding which we came across while preparing a report on the Resource Centre: based on a two week count of patrons, the Resource Centre staff will have approximately 16,000 contacts with patrons during the school year.

MEDICINE HAT COLLEGE L.R.C.Agatha Heinrichs

Our LRC consists of the library, media centre and bookstore. On November 1, 1977, we were placed under the administration of Student Services Director Peter Colebrook (formerly the Director of the LRC).

Budget: Books, journals, software.....\$50,000.00
 apportioned: New programmes.....\$16,200.00
 Library.....\$ 5,500.00
 Departments.....\$28,300.00

Ordering is all done by the library technician. The orders come from the individual faculty members who have a certain amount of the budget allocated to them. This procedure allows for more flexibility as faculty members are able to see their financial positions more clearly than before. We send out a monthly financial statement, stating how much is on order and how much is left in budgets.

Statistics: (as of June, 1978)

Books.....38,356

Media software....4,717 (not including 11,448 slides)

Circulation (i.e. books signed out for 2 weeks)....24,139

Journal subscriptions....375

Enrollment (Sept/78)	Head count...1,010
	FTE 467.68

MEDICINE HAT....contd.

Staff: Full time (5)	Director
	Library Technician
	Library Circulation Clerk
	Media Coordinator
	Media Assistant
Part-time (7)	2 in Bookstore
	2 in Library
	3 in Media Centre

We have ordered a security system (Knogo Book Detection System) in July, and are awaiting delivery.

In September, 1978 we set up a LRC Advisory Council. This consists of 11 members; 3 from the LRC, and one representative from each department. We felt that we needed some input as to how the faculty sees our operation and as to how we can improve our services. In this manner, the LRC and the Advisory Council can jointly provide senior administration with a clear picture of our operation and projections for the future.

MOUNT ROYAL COLLEGE

LIBRARY 5-YEAR PLANOBJECTIVES FOR YEAR 1, 1978-79

In 1978-79, the Library will continue to meet all previously stated on-going goals and objectives. Specific additional objectives to be achieved before June 30, 1979 are listed below. As they relate to various library programmes and activities, they are not listed in any particular order.

1. A study will be made of alternatives for upgrading existing circulation systems in the main library and on the resource islands in light of anticipated improvements in the capabilities of the computer centre, the continuing growth in library circulation, and the poor mechanical condition of existing circulation equipment.
2. A study will be made of alternatives for automation of certain technical services operations, such as acquisitions and serials control, in light of anticipated improvements in the capabilities of the computer centre.
3. An analysis will be conducted of the library internal structure and operations. Objectives include the identification and reduction/elimination of inter-departmental and workflow problems, and areas of under or overstaffing, together with an examination of departmental and programme objectives and present staff evaluation procedures.
4. An evaluation will be conducted of library and resource island services and facilities as part of the on-going programme of library evaluation.
5. An Instructional Development Resource Centre will be established in the main library.
6. Mount Royal College, in co-operation with SAIT, will generate a union periodicals catalogue of the holdings of participating Alberta colleges.
7. The use of library facilities by non-college users will be studied and existing policies examined.
8. Detailed design for the automation of the subject catalogue will be completed, subject to the availability of assistance from Computer Services.
9. The law section of the library collection will be reclassified to conform to newly-introduced Library of Congress classification schedules.
10. Expanded video viewing areas will be established at Resource Island D and in the main library.
11. A temporary library instruction/media viewing area to seat 30 people will be established in the main library.

12. Procedures will be completed for the disposal or sale of approximately 3,000 volumes no longer required for library purposes.
13. The media collection will be weeded.
14. A supplement to the college film/video catalogue will be produced.
15. Co-operation between SAIT, AVC Calgary, the University of Calgary and Mount Royal College will be strengthened through improved methods of media resource sharing and the creation of a union catalogue of new media purchases.
16. Consideration will be given to achieving a more flexible area for the library media department, with potential for expansion.
17. User guides will be produced for various areas of the Library, such as the catalogues and periodical indexes. Other point-of-use instructional aids will be considered.
18. The library's signs and visual guidance will be examined for improvement and greater clarity.
19. An orientation programme will be developed for new library staff.
20. Resource Librarians will continue to refine methods of evaluation of the library instruction.
21. The Resource Librarians will continue to extend the library instruction programme into course areas not yet reached, and will develop contacts with new instructors.
22. The Library will become involved in assisting students who may require individual tutoring with basic library skills. These individualized instructional activities will be coordinated by the Resource Librarians and will be conducted by various library staff members.
23. The Resource Librarians will develop library instruction programmes at the second year level where these are appropriate.
24. In addition to the Resource Librarians, other Librarians will participate in the Library instruction programme if they have time available.
25. The Resource Librarians, in cooperation with certain instructors, will assist in developing a library centred course.
26. The Resource Librarians will develop a general unit on the politics of information which may be used in general education courses.
27. The Resource Librarians will provide library instruction to special groups of library users: e.g. new faculty and staff, sessional instructors, mature students.

28. The Resource Librarians will orient other library staff members to the various library instruction activities being planned and offered.
29. The Resource Librarians will request a selected group of students to maintain library diaries.
30. A concentrated effort will be made to reduce the media cataloguing backlog.
31. An accurate media inventory will be completed, and data-base errors corrected.
32. The file of media producers' catalogues will be updated, and subject access will be improved.
33. Articles will be provided to Second Tuesday on a regular basis regarding media matters and new media acquisitions.
34. Catalogue entries for material coded as missing up to May 1978 will be removed from the subject catalogue, and data-base entries will be deleted.
35. On-line selective dissemination of information services (S.D.I.) will be made available to faculty and staff, based on interest profiles and the availability of suitable data-bases.
36. Periodical indexes will be re-arranged to include microform indexes and to be in closer proximity to the information desk.
37. Cataloguing of microformat materials will be completed.
38. A common visual format will be adopted for library publications.
39. An evaluation of the pamphlet file and its present arrangement and format will be made.
40. A workshop on Canadian government documents will be held.
41. The possible use of on-line search facilities by students will be studied, and additional search systems, eg. MEDLINE, considered.
42. The Supervisor of Resource Island Technicians will offer equipment training sessions in conjunction with the Library Instruction Programme. Presentations will be developed for both the general student body and for specific academic programmes.
43. Resource Island Technicians, and other library staff members where appropriate, will assist subject librarians in the preparation of book lists and revision of bibliographies, etc.

44. Resource Island Technicians will undertake an on-going programme of routine preventative maintenance of resource island equipment, in co-operation with Media Services.
45. In consultation with the subject librarians, assistance to instructors in the preparation and revision of course bibliographies will be offered by Resource Island Technicians.
46. The identification of resource island material for weeding or transfer will be co-ordinated and carried out by Resource Island Technicians.
47. A pilot project will be conducted whereby certain books in the main library will be designated for limited loan periods at the request of instructors.
48. Librarians meetings will be held bi-weekly instead of monthly.
49. A second Librarian will be trained in on-line data-base searching techniques.
50. Visits will be made to colleges which have adopted automated systems that could be appropriate to the situation at Mount Royal College Library.

OBJECTIVES FOR YEAR 2, 1979-80

1. Based on the results of the library project of 1978-79, recommendations will be made for the development or purchase of automated systems appropriate to the needs of the library and resource islands.
2. The organizational structure of the Library may be adjusted, depending upon the results of the Library project of 1978-79.
3. Library space requirements for phase II of the campus development plan will be finalized.
4. Existing library programme goals will be revised, depending upon the results of the library project of 1978-79.
5. Automation of the subject catalogue will be completed.
6. An inventory of the library holdings will be undertaken, and a quantity of little-used material will be removed to storage.

MOUNT ROYAL COLLEGE

LIBRARY STAFF NEWSLETTER, FALL 1978.Staff Changes

David will be leaving us on September 22 to take up his new position as College Librarian at Cariboo College in Kamloops. I know that you will join me in wishing David success and happiness in B.C., and as Kamloops is an ideal overnight stop on the way to Vancouver, I suspect that David will not be short of visitors from Mount Royal in the future.

We welcome a number of new staff who joined us on August 15. Linda Hoffman will be Public Services Librarian (Media and Circulation) for the coming academic year - Linda was previously employed as Media Specialist, Scandia and Linwood Elementary Schools, in Forest Lake, Minnesota, and will probably put most of us to shame by her enthusiasm for jogging and physical fitness. Quite appropriately, Linda has taken over subject liaison for the Leisure and Physical Education Department from David. Carla Adams, Rita Ellert and Janet Kruger join the resource islands staff, while Glenda Mosher is our new circulation technician. Most of you have already had the chance to meet Fern Preece and Merle Bumstead who joined us during the summer. Fern and Merle were field-work SAIT students last winter.

In other staff news, many of you will be interested to know that Terry Hagel has started at law school and will probably clean us out of our stock of legal material. Congratulations also to Susan Stirling for completing her B.A. in Geography.

Library Project

The library has operated with few major changes in its organizational structure for approximately four years. During this time there have been administrative and structural changes in the college, revisions of some of the premises and philosophies upon which the present library organization was based, and new directions in teaching. As you are very aware, new and expanded services and tremendous growth in the use of most library facilities have imposed strains on many areas of library operation. The existing circulation equipment is rapidly approaching the point where it will become unusable, and with the purchase of new college computer equipment we hope to be in a position to upgrade our existing system within the next two years. There is also potential for improvements in our present manual systems in such areas as acquisitions, searching, resource island circulation, etc. through the use of on-line computer systems. This is the best time to study all of the operations of the library to ensure that the correct decisions are made for the coming years. Joanne has been released from her administrative responsibilities for library media for this academic year, and she will co-ordinate the various phases of the project. The following is a list of the objectives that we hope to achieve:-

A. A study and analysis of the library's internal operations and structure.

i) To identify and reduce/eliminate interdepartmental and work flow problems.

ii) To identify areas of over and under staffing.

iii) To examine departmental, programme and unit objectives.

iv) To examine present staff evaluation procedures.

B. A study of the potential for automation of certain technical services operations such as acquisitions and for upgrading the circulation system in light of anticipated improvements in the capabilities of the computer centre.

i) Detailed evaluation will be conducted of existing available on-line circulation systems with a view to upgrading the present batch system to an on-line programme in 1979-1980.

ii) Consideration will be given to automation of the library acquisition processes and the introduction of a serials control programme.

C. An evaluation of library and resource island services and facilities will be conducted during the Spring semester 1979. Format will be based on previous Library user evaluations.

The results of this project will, hopefully, result in many improvements in the library operation. Joanne will be spending time in each department, and your help is vital if we are to be successful. If you have any questions about the project, Joanne or I will be pleased to answer them for you.

Resource Islands

For the balance of the academic year I will assume administrative responsibility for the resource islands. Much of the responsibility for direct faculty liaison concerning individual islands will be undertaken by the appropriate subject librarians, but the line responsibility between the resource island technicians and Debbie will remain unchanged.

A librarian will be hired as soon as possible to replace David until the end of the current academic year. This librarian will have subject responsibility for two departments, and will undertake evening professional duties in the main library. Freeing the other librarians from evening duties will allow Syd, Sandie and possibly Carol and/or Joanne to undertake the library instruction classes that David would have conducted.

Annual Report; 5-Year Plan

Copies of the annual report will be distributed shortly. It shows that the use of the library has grown dramatically, in the past year: circulation from main library by 31%; information questions by 28%; inter-library loans by 48%; library media by 19%; acquisitions by 23%; resource island loans by 8½%. The library 5-year plan has also been revised to include detailed objectives for the coming year. Copies are available in the coffee room or from your supervisor.

Library
Mount Royal College
Instructional Development Resource
Centre.

An area has been established within the Main Library to provide access to a variety of instructional and professional development resources. This area, Resource Island H, will be known as the Instructional Development Resource Centre, and will be an important and useful aid for all individuals concerned with the teaching process at Mount Royal College.

Very briefly, the Centre will provide the following:

1. Acquisition and display of a wide variety of documents, reports, etc., on topics of current interest (e.g. C.M.L., P.B.I., Micro-teaching, Small group learning.) At present, many of these materials are dispersed throughout the College, and the Centre will act as a depository and access point.
2. Professional expertise and consultation in the use of these resources. The offices of the Professional Development Officer, Bruce Mahon, and the Librarian with subject responsibility for Instructional and Professional Development, Sandie Bradley, are nearby.
3. The collection of ERIC documents and indexes.
4. A microfiche reader-printer for use with ERIC documents.
5. A selection of journals related to instructional and professional development.
6. Rotating displays of recent library acquisitions in instructional and professional development.
7. Poster, pamphlets and other literature related to upcoming workshops, conferences and other activities.
8. Newsletters and related documents from other colleges related to professional and instructional development.
9. Annual reports, an inventory of instructional development projects and progress reports from the Instructional Development Committee.
10. Study facilities for users of the Centre.

Materials in the Centre may be checked out through the Library circulation desk. Service will be provided by the Library staff, and the Centre will be open for the same hours as the Library:

Monday-Thursday	7:45 a.m. - 10:00 p.m.
Friday	7:45 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.
Sunday	1:00 p.m. - 5:00 p.m.

Other News

Baker & Taylor, one of our major book suppliers, has announced a new scheme whereby staff members can order books on a special account at full discount rates. We are now opening such an account, and you should contact Ian if you are interested in buying books for yourself or for Christmas presents.

Special thanks to all of you who helped out at the wine and cheese party and also to those who helped (and are still helping) to move the main library collection to the new shelving units. Your help is truly appreciated.

Ian Dymant.

NEWS AND VIEWS FROM LETHBRIDGE COMMUNITY COLLEGE LIBRARY

To start off this piece, I thought you would enjoy some of my first impressions of ACCL from a newcomer's point of view. In all honesty, I can't think of anything negative to say; so if you're wondering why the following spontaneous observations are so glowing, it was because my experience was positive.

- (a) You are a supportive bunch - Despite the fact I hadn't met anyone previously, I felt comfortable offering ideas (be they accepted or not) and elucidating concerns (i.e. exposing my Library's vulnerabilities).
- (b) You are honest - At the afternoon's end, I felt I had an accurate, unbiased, initial picture of everyone else's library situation.
- (c) You are informed - It was impressive how the people present were on top of the provincial situation re government funding and other crucial issues such as standards, job evaluations, etc.

I mentioned at the meeting that our Library has just undergone extensive renovations. What I overlooked was the refurbishing of our Buchanan Art Collection, a group of 44 paintings done primarily by members of the Group of Seven and such other renown artists as Gerald Tailfeathers. Prior to cleaning and reframing, the paintings hung in obscurity way above eye level in poor arrangements. Now, with their individual face lifts, they hang in interesting arrays highlighted by track lights. When we have our official opening in November with Premier Lougheed and A. J. Casson (the last living member of the Group of Seven), our art collection will be a focus of attention.

~~Other~~ events of note:

- (1) I received the first shipment of books from Mount Royal's "storage" collection. They were really appreciated.
- (2) On November 10, 1978, our Library is hosting a social gathering for Lethbridge Area librarians.
- (3) After checking with the Learning Resource Centre manager, David Poole, I determined we have no written policy regarding the role of audio-visual equipment in instruction. Did other librarians turn up such policies at their institutions?

Having been presented with the job of setting up a College archives, I am wondering if any other college libraries have tackled the same. The kinds of questions that occur include:

- (a) Do you limit archives just to traditional materials like books, pictures, clippings? OR
- (b) Do you actively produce materials like video-taped interviews with past presidents?
- (c) How do you determine a dollar value for donations for income tax purposes?
- (d) What arrangement is best - by type of media, through traditional cataloging and classifying, by accession number, etc? Any ideas?

Kathy Lea.

CENTRE FOR RESEARCH ON

USER STUDIES

A Report From A Visiting Fellow

The Centre for Research on User Studies, commonly called (CRUS) was established in the University of Sheffield in 1975 as a result of a contract between the University and the British Library Research and Development Department.

The Centre was established to act as a focus for experience in the field of User Studies: its field of interest is concerned with the ways in which individuals identify needs for, search for (using both formal and informal sources and channels), obtain, and make use of information and channels), obtain, and make use of information and literature of all kinds. It is closely related to the study of certain aspects of the publishing industry, the production and dissemination of information services, and library and information system effectiveness.

To carry out investigations in these diverse areas, requires skills from several disciplines including sociology, psychology, market research and statistics, as well as knowledge of the particular fields in which these studies are to be conducted, and of relevant aspects of information science.

Prior to the establishment of the Centre, there had been a lack of organization and co-ordination in user studies. The British Library identified a number of areas where research was not being adequately pursued: for example, researchers paid little attention to compatibility of methods and to the cumulation of valid results. There had also been very little attempt to relate user studies to other pertinent areas of research such as the study of reading development, readership surveys, studies of information flow in organizations, the production and dissemination of primary and secondary information sources, and even such 'technical' information science areas as the relation of user needs to demands.

The Centre was intended to be interdisciplinary, to provide a professional approach, and to have a long enough existence to give security of employment sufficient to ensure continuity and the development of new skills in its staff.

The purpose of the Centre is stated most succinctly in the objectives put forward in the 1978 Annual Report. They read as follows:

"First, the Centre must have considerable knowledge of the literature of previous user studies, and of related topics in social research and information science. Ready access to the significant items of this literature is also required."

"Second, the Centre must be in contact with research workers in the field of user studies, and with the providers of information services who are likely to require knowledge of user needs and behavior."

"Third, the staff of the Centre must have practical experience of the research process if they are to advise others on the conduct of investigations of users' behavior."

"Fourth, the concentration of information and experience at the Centre gives a strong base for education and training in user studies research."

In October of 1977, I wrote to Mr. Geoffrey Ford, then Director of CRUS inquiring about the methodology behind Users Studies in Academic Institutions such as Grant MacEwan Community College. What transpired was a series of letters which outlined some of the problems that I would face, and some of the difficulties the Centre perceived in initiating User Studies. I became convinced of the value of such a Centre through this correspondence: my opinions were confirmed when I met Colin Harris, a British Librarian who was on tour in Ontario. He noted with enthusiasm that finally we in North America were becoming aware of some of the rapid strides British Librarianship has taken over the last seven years.

Through Colin, I became aware of a number of "Centres of Excellence" that have been set up in Great Britain to deal with specific research problems. In addition to the Centre for Research and User Studies at the University of Sheffield, the British Library Research and Development have set up a Centre for Management Research at the University of Loughborough, and the Centre for Research into User Education at Newcastle-Upon-Tyne. A number of lesser centres also exist, one at North London Polytechnic, and another at the University College of Librarianship, Wales, in Aberystwyth. I also became aware, through Colin, that on occasion funds were made available for overseas visitors to work at these Centres.

After a good deal of letter writing, it was agreed that the Centre for Research on Users Studies would make application to the British Library Research and Development Branch for funds to bring me to the Centre for a period of six weeks. It was a good deal later that I found out that I was the first visiting fellow to actually work at the Centre. One must be aware of one of the occupational hazards of dealing with the British bureaucracy: namely that nothing happens quickly, and it always happens in triplicate.

The experience was unique, to say the least. The Centre is housed in a victorian house close to the Centre of Sheffield, and is part of the complex that houses the University of Sheffield School of Library and Information Science. Fifteen research workers of varying backgrounds work within this building. Included were individuals working on the following projects:

One project involved defining how the medical profession acquired research information, with a view to establishing regional medical information banks. Another major project was to establish the reading habits of grammar school children between the ages of 13 and 18, still other projects involved establishing the information needs of doctoral candidates working in the Humanities and finally a number of projects centered around information needs of the general public specifically as they related to library and community information services. It was on this last project that I was assigned. Specifically, myself, and two other research workers, had three projects in hand: one to examine the health and legal information systems of the London Borough of Islington, to evaluate the non-book collection usage of the County Library System of Leicestershire, and finally to analyze community needs for library service in the N.E. Derbyshire region. All these projects were well underway when I arrived, and it was decided that I should concentrate on the N.E. Derbyshire area.

To summarize my experiences I would have to say that I had no idea of the amount of learning I was going to have to do. When I look at my report, which is internal note #31 "Chesterfield and its Libraries", it seems like such a small effort, yet over that six weeks I was intensely involved with a group of extremely capable librarians and sociologists. Such exposure cannot help but change your views towards our methods used here in Canada to make assumptions about what our users need and want.

I would urge any of you who are interested in going overseas for short durations not exceeding one year, to get in contact with myself. The British Library is always interested if you can prove to them that you have something to offer. Most of the research centres I have mentioned, publish a news letter, and if you are interested in getting addresses for these, again I can be of some assistance. Finally, I would like to put in a plug for those institutions that allow their staff and administration to take extended leaves, albeit at their own expense, without such an attitude I could not have partaken in any of the experiences which I have described.

OUTLINE OF THE STUDY:

(i) Define Current Information Services for N.E. Derbyshire

- (a) Library information points
- (b) Community information bureaux
- (c) Local government information services
 - Housing
 - Health
 - Social Services
 - Building
 - Business
- (d) Private Information Groups
 - Church
 - Private funded groups
 - Associations/Societies

(ii) User Perception:

Survey Groups:

- (a) Library users
- (b) C.I.B. users
- (c) Gov't department users

Interview Groups:

- (a) Private information groups
- (b) Individuals specifically involved in information groups

(iii) Needs Perception:

- (a) Survey of non-users
 - (i) Disadvantaged physically
 - (ii) Poor locality users
 - (iii) School children (11-18)
 - (iv) Occupationally disadvantaged
(shift workers etc.)
 - (v) Disadvantaged socially:
(housewives, prisoners, unemployed,
single parent families.)

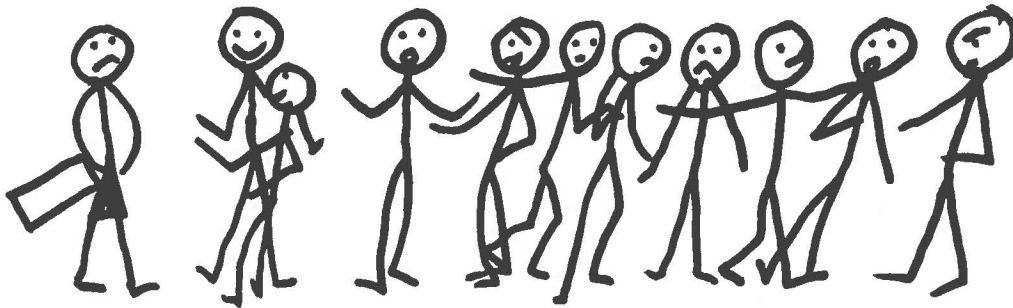
(iv) Assessment and evaluation of current services

(v) Recommendations for future developments.

GH
Garth Homer
Grant MacEwan College

MY SUMMER VACATION

Sharon Nelson
Keyano College



"Holidaying in England?"

"Lucky you!"

"Spending it touring libraries???!!!???"

"An ITSS tour?"

"You'll be sorry"

"Is your college paying for it?"

"NO???!!!"

"What a sap!!!"

Never had a summer school seemed so daunting. After paying my fees in February, ridicule, scorn and (worst of all) the disbelief of my friends, bloodied and somewhat bowed my head.

On August 25, clutching the International Travelling Summer School schedule, I caught a train to Edinburgh. The Association of Assistant Librarians was waiting to show me the wonders of English libraries.

Thirty-eight foreigners sat staring at each other, wondering if friends' prophecies of arch breaking, mind-stultifying toil was indeed ahead. We were from 17 different countries - 18, if you count England, 19, if you count Scotland as some of the Scottish librarians did. Everyone spoke some English and everyone had one special question they intended to ask at every library. A very determined group!

The tour certainly exercised our arches, but we weren't bored. The 1976 and 1977 tours had taught our leaders that even librarians turn nasty if they're kept in libraries too long. The trip did have "If this is Tuesday, this must be Belgium" aspects, but that was unavoidable.

Side trips and time for shopping were arranged to break the chain of libraries.

The day we visited Ambleside Public Library in the Lake District, we took the ferry on Lake Windermere, saw the library in our own time, shopped, and most of us eventually visited Wordsworth's Grasmere cottage. Some libraries were of interest for other less obvious reasons. The librarian at St. Edmond Library is also

Summer holiday...contd.

responsible for the crypt in her renovated church building and she must have the most difficult stack space - the former bell tower!

I was constantly surprised at the wonderful receptions given us by the local library associations. No one will ever be able to convince me that the English can't cook!** The food was fantastic and I may never be able to look a Black Forest cake in the eye again. We even had lunch with the Lord Mayor of Liverpool and her daughter, the Lady Mayoress in the town hall.

Perhaps it appears that we did little but visit scenic spots and eat. Not true. We learned that weeding is a rather controversial topic in England. We were given the impression that it is something that only the lower orders or perhaps the more frivolous public libraries would consider - if they really must. It was staggering to learn that storage space for original documents is considered to be less expensive than the purchase of microforms. Most librarians expressed the concern that the cost of microfilm could not usually be recovered through the sale of printed copies.

In three weeks, I saw more of England than I saw on three previous visits. I also learned something about the history and development of my profession and I made new friends. Needless to say, I enjoyed giving my negative friends the raspberry on my return home.

** I should hope NOT!! Editor.

Information on 1979 tour can be obtained from Sharon.

The British Council will arrange similar tours on an individual basis, often specifically tailored to the individual's needs. Particulars from your editor.

HALLOWEEN AT OLDS

B.Blyth

At 3.00 a.m. the dogs screeched. Still with my eyes closed, I staggered to the back door and threw the two adult animals into the garden, muttering darkly about bloody dogs who woke at ungodly hours. Back in bed - it seemed for a few seconds only - the four puppies squealed repeatedly, and I decided that motherhood was not for me. Thank God, no diapers! Up again, retrieved the dogs from the garden and just about came unglued. The entire western sky was ablaze!! There was also a howling Chinook gale shoving the flames in my direction. No wonder the Lhasas howled.

Spent some time wondering what to do. Could hear fire sirens, but not the alarm and no wonder, it had been consumed in the inferno. My niece rose and we dressed and patrolled the policies, still not knowing what was going on, but whatever it was, it was too close for comfort. By 6.00 a.m. burning debris was coming down in the garden and we got the hoses hooked up. No water pressure worth mentioning. So we had to rely on pails.

At 6.30, one of our Horticultural students arrived and he got up on the roof with the distinct possibility of being blown off, and with the trickle from the hose, watered the roof as a precaution. Other students turned up to offer help, but instead, made breakfast and Niece Anna turned out pot after pot of coffee. By 8.00, the water bomber had arrived - a large helicopter with what looked like a very tiny pail suspended. That pilot was marvellous! I've never seen flying like it. At most times, he was hedge-hopping, filling the container from the College dug-out, coming directly over the house to the fires and returning in seconds. We were advised to be in readiness for evacuation, as they suspected the Fertiliser Plant to go up - explosions were expected, as well as noxious vapours. We'd already had some earlier explosions from tanks going up at the Arena.

It's now November 15 and the crews have only just finished the clean-up. The grain in three elevators has continued to burn and smoulder. I doubt if any of us will forget the smell of burning rapeseed. I do know that one squeak from a dog is sufficient to bring me out of bed at the double. Six hours of fright seemed like six years.

PNLA / JOBLINE

The Pacific Northwest Library Association is proud to announce: The PNLA Telephone Jobline (the first international telephone jobline), service to employers and job seekers, is now in operation.

Organized to provide a quick, easily accessible, and up-to-date listing of current job openings in the library and media fields in the PNLA region, it is a recorded message carrying information supplied by employers about available positions. There is no charge to the employer, and announcements are up - dated weekly.

The PNLA Telephone Jobline welcomes and provides listings of para-professional, professional, and other library - related job openings in: academic libraries, public libraries, special libraries, school libraries and media centers. Areas covered by this service are: Alaska, Alberta, British Columbia, Idaho, Montana, Oregon and Washington.

Job seekers are invited to call 24 hours a day :: 206-543-2890 and employers are urged to submit announcements of openings to :

PNLA JOBLINE

c/o PACIFIC NORTHWEST BIBLIOGRAPHIC CENTER

University of Washington

253 Suzzallo Library FM-25

Seattle, WA 98195

Job announcement forms for employers may be obtained by writing to the above address.

The funds are being provided in response to concerns that have been expressed by librarians, academics and students that increasing costs have made it difficult to maintain the level of library services. The current value of books and other resource materials within the system is estimated at \$60 million, with a replacement value of \$120 million.

The institutions earmarked for funding are the Universities of Alberta, Calgary and Lethbridge; Athabasca University; Fairview, Grande Prairie Regional, Grant MacEwan Community, Keyano, Lakeland, Lethbridge Community, Medicine Hat, Mount Royal, Olds and Red Deer Colleges; and the Banff Centre for Continuing Education.

"These additional funds will provide the opportunity for improving student access to the wide variety of learning materials so essential to a quality education." Dr. Hohol encouraged "responsible officials within the advanced education system to take advantage of this opportunity to continue the development of a coordinated and cooperative library system for adult Albertans."

- 30 -

Barb Deters, Director of Communications
ALBERTA ADVANCED EDUCATION AND MANPOWER
427-7160

ADVANCED EDUCATION AND MANPOWER

RELEASE DATE: OCTOBER 30, 1978

Dr. A.E. Hohol, Minister of Alberta Advanced Education and Manpower, has announced details of the \$9 million proposed allocation to post-secondary institution libraries from the Alberta Heritage Saving Trust Fund.

"The funds, \$3 million a year for three years, are to be used solely for the purchase of learning materials at our 15 board-governed colleges and universities," he said.

"Materials, such as books, journals, periodicals, microfiche, microfilm and audio/visuals, will maintain and enhance the high quality of educational services we provide."

The grants will be conditional and based on need, status and quality of current holdings, and related to actual expenditures during the previous three years. Since the funds are intended for above normal purchases, future budgetary allocations for library acquisitions by the institutions must not be less than the current levels. It is estimated that at present the post-secondary system is expending close to \$15 million annually on library services, including manpower, related costs and acquisitions. Department officials will meet with college and university administrators to determine the actual amounts spent on acquisitions. As well, procedural details must be worked out on the methods of consultation to be used in arriving at institutional allocations. Equitable support levels will have to be established to ensure that every institution receives a significant allocation.

*Information
to be conveyed
to ...
Alan
2
HRC*

Report on Presentation to Council of Presidents Regarding Library

Collection Evaluation Programmes

Following the special meeting of Librarians from colleges involved in the 1975 position paper on library funding and the resulting collection evaluation programme, a written report was completed by Alan Dymont and submitted to the Council of Presidents. Copies of the report were also distributed to the College Librarians concerned.

The report summarized the background to the evaluations and the original position paper, and outlined the methodology and final dollar figures arrived at by each college. Comparative statistics were supplied showing the changes in collections and enrollments at each college since the 1975 position paper was compiled. Standards, time-periods for expenditure, and the effect of the Heritage Fund Collection Development Grant were also discussed.

Alan Dymont and Garth Homer attended a meeting of the Council of Presidents on November 9, and the report was discussed at length. The implications of the Heritage Fund grant (see attached) made the report extremely timely. The outcome of the Presidents' deliberations is not yet known, but it is likely that the first priority in assigning funds will be to address deficiencies identified by users. It is possible that the Province will be approached with the idea of establishing a trust fund to enable the money to be spent over a longer period than the three years indicated, bearing in mind the obvious restrictions of staff shortages, space difficulties, etc.

The money to carry out collection improvement programmes is apparently available. In addition, the opportunity now exists to raise collections to a position of strength, given adequate on-going funding in the future and adequate staff/physical facility support.

Submitted by Alan Dymont.