College of Wooster completes addition

The College of Wooster in Ohio recently completed a 32,000-square-foot addition to its library. The $5.6 million addition was made possible by a $3.5 million gift from Flo (class of 1948) and Stanley Gault.

The new library is named the Flo K. Gault Library for Independent Study in recognition of the Gault's significant gift and of Mrs. Gault's decision to return to the college in 1986–87 to complete an independent study. During her research Mrs. Gault became very familiar with the college's library but spent a great deal of her time working on her project in her dining room. "My dining room became my citadel. . . . I loved working there because I could watch the winter birds in our backyard while reflecting on the next sentence," she said.

The importance of the independent study as well as the interesting view was recognized in the development of private study carrels. "The most interesting feature of the new library will be the Independent Study carrels," said Damon Hickey, director of libraries at Wooster. "Every senior in the social sciences and humanities will have a carrel. . . . Their design will provide privacy and virtually all of them will be alongside windows."

Each of the 285 carrels will be wired for electricity and the college's computer network. Students can bring their computers to the li-

News

from the

Field

Mary Ellen Davis

brary, plug into the network, and be fully hooked up to the Internet. The library also networked all its electronic indexes so that they are all accessible from a single database.

"Previously, the electronic indexes were at separate work stations," explained Hickey. "With the networking, students now can gain access to electronic indexes from any terminal in the library, so there will be no more waiting in lines to use a specific terminal with a specific database."

In addition to the study carrels, the Gault addition provided space to consolidate the college's special collections and established a single area for reference materials.

Tennessee universities await new libraries

East Tennessee State University (ETSU) and Middle Tennessee State University (MTSU) both hope to have new library buildings soon. Currently MTSU and ETSU are eighth and ninth on a list of the Tennessee Higher Education Commission's capital outlay request to Governor Don Sundquist, who has pledged that the two facilities will be a top budget priority. ETSU library dean Fred Borchuck said, "I expect we have a good chance of being funded since often the top ten items are funded."

ETSU has requested $28 million for a new 191,910-square-foot building fully wired for the information age. ETSU has an additional request of nearly $1 million to purchase and outfit a variety of electronic learning laboratories.

MTSU has requested $32.75 million to build a 250,000-square-foot library that will also include a complete electronic information system connected to the campuswide fiber optic backbone with 150 public access computer stations.

Borchuck and MTSU library dean Donald Craig are hopeful the projects will remain on the budget the governor recommends to the legislature. The legislature will act on the budget this spring and a decision on funding the projects should be announced in April.

One of the new study carrels at the College of Wooster in Ohio.

Top 10 signs you're going to have a bad day at the library

10. You have to walk through a metal detector to enter.

9. When you walk through the metal detector a guard asks you to turn your head and cough.

8. The card catalog isn't online.

7. The card catalog *is* online, but the system is down.

6. There are no change machines by the photocopiers.

5. There's a sign on the reference desk that reads: "No longer subscribing to journals. See UnCover menu on your terminal for

any issues from the last two years."

4. There's only one terminal in reference.

3. Just as you get your turn at the terminal, the system goes down.

2. When the system comes up, you can't remember the title of the article *or* the journal and need to go back to an index at the reference desk.

1. When you get to the reference desk, there's a *new* sign that reads: "No longer subscribing to print abstracts or indexes. See menu on your terminal for online access. . . ."

Ed. note: This was originally part of a presentation given by Barbara Meyers and Charles Germain at the 14th Annual Charleston Conference, entitled "The Savage Marketplace." This excerpt is copyright © 1994 by Charles Germain, Publishers Communication Group, Inc., and Barbara Meyers, Meyers Consulting Services, and used with permission. It appeared in *Scholarly Publishing Today*, vol. 4, no. 1, 1995.

ALA & ACRL to survey electronic services

ALA's Office for Research Statistics (ORS) and ACRL, with financial support from Ameritech Library Services, will survey a stratified sample of college and university libraries' electronic services. Topics to be covered are: electronic public catalogs, electronic reference databases, electronic journals; electronic reserves; Internet services; computer hardware and software; technology for the disabled; electronic document delivery; digitization; cooperative practices, instruction, and future plans.

Mary Jo Lynch, director of ORS, is principal investigator for the project. Advisory committee members are Jennifer Cargill (Louisiana State University), Thomas Kirk (Earlham College), Deborah Leather (Towson State University), Richard Madaus (College Center for Library Auto-

Celebrate National Women's History Month with the "20th Century Women" poster set featuring women prominent in six fields including literature (above). The three-color, six-poster set is available for $10, plus $4 shipping/handling, from the National Women's History Project, 7738 Bell Rd., Dept. P, Windsor, CA 95492; (707) 838-6000.

mation), and Ronald Naylor (University of Miami). The results will be published by ALA in the fall of 1996.

Lazerow research available from ACRL

Kuang-Hwei (Janet) Lee-Smeltzer, catalog librarian at Oregon State University, has completed the research project funded by ACRL's Samuel Lazerow Fellowship for Research in Acquisitions or Technical Services in an Academic or Research Library. A copy of her report, "Library Automation in Taiwan: Exploring the Potential for Cooperative Cataloging of Chinese Language Materials on an International Basis," is available from ACRL. The report recognizes how the cataloging processes in Taiwanese libraries have been affected by the development of Chinese MARC and the Chinese Character Code for Information Interchange, the

use of automation technology, and the establishment of the national online bibliographic database (NBINet). The report outlines the development and current status of library automation in Taiwan and discusses issues related to cooperative cataloging of Chinese-language materials at the international level. Contact Elisa Topper at (800) 545-2433, ext. 2523, or elisa.topper@ala.org to request a copy.

Consortia sign agreement with Encyclopædia Britannica

Four university consortia have signed agreements with Encyclopædia Britannica, bringing the number of college students with access to Britannica Online to well over one million. Signing agreements with Britannica were seven members of the Committee on Institutional Cooperation (CIC), consisting primarily of Big Ten universities; 16 members of OhioLink, a consortium of colleges and universities in Ohio; the University System of Georgia, with 33 member schools; and the Virtual Library of Virginia (VIVA), a consortium of the 39 publicly supported colleges and universities in Virginia, as well as a number of private institutions.

Britannica Online contains the entire text of the 44-million-word Encyclopædia Britannica, more than 2,200 graphics and illustrations, and thousands of direct links to other sources of information on the Internet related to topics covered in Britannica Online. Users can ask questions and receive a list of articles ranked according to their relevance to the query.

Communicating via computer in library credit courses

Computer-mediated communication has recently been used to enhance library credit courses at Penn State University's Berks Campus. Computer-mediated communication, or CMC, includes vehicles such as electronic mail, electronic conferences, and computer bulletin boards. CMC has been used successfully in a variety of college courses, and its asynchronicity has been found to increase the efficiency and flexibility of the classroom.

In an independent study library credit course in spring 1995, an electronic conference (a listserv) was used with three students to facilitate communication among students and library faculty. Patrick Crispin's "Roadmap for the Information Superhighway Internet Training Workshop" was sent via the class listserv to the students; communication between faculty and students was increased via e-mail; and students were required to post some assignments to the class listserv. Students reported positive reactions to the use of CMC. Their level of comfort with e-mail and electronic conferencing increased, they enjoyed and learned much from the "Roadmap," and they appreciated the increased availability of faculty via e-mail.

In fall 1995, in another library credit course which is part of a special computer-based learning project called Project Vision, twenty students using IBM laptop computers used several forms of computer-mediated communication with faculty. A World Wide Web page was created for the course, which included the syllabus and assignment list, and students were taught the use of the Netscape browser to access the Web. Students turn in assignments via e-mail, and they can use e-mail to ask questions of faculty at any time. FirstClass, a computer conferencing software, is used to hold some group discussions, and students can use e-mail and computer "chat" software called PowWow to communicate with each other outside of class. Training in the various technologies was part of this course, which was team-taught with Computer Center personnel and three other faculty. Most students have responded positively to the course and have done well, and ongoing evaluation will determine what elements of this experiment can be broadened to other courses.

Key conditions for success of CMC include student access to computers (preferably from homes or dormitories, as well as a campus Computer Center); availability of training for the students in e-mail and any software they are asked to use; required use of the technology by students as part of class participation; and planning by the instructor for how the technology will be used. In these library courses, computer-mediated communication has enhanced class contact and increased the flexibility of the courses.—*Nancy H. Dewald, Penn State Berks Campus, Reading*