From Lima to Reading:
The great library visit

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A U.S. librarian compares notes with his British counterpart.

A short article in *College and Research Libraries News*, "Visit a London Library" (April 1984, p. 187), highlighted an excellent opportunity for American librarians to visit one of the many libraries in the greater London area. I found the procedure for arranging a visit to be simple and expedient. After writing the Library Association to inform the director of the days I would be in the London area, I received a written confirmation of my appointment with the chief librarian of the University of Reading. Precise information was provided for the day and time, the contact person, and the telephone number of two people, Edward Dudley at the Library Association and James Thompson at the university, in case my plans were altered.

I wanted my visit to an academic library to be as productive as possible; therefore, I specified in my letter to the Library Association my areas of interest—automation, administration, records management, and supervision—as well as describing briefly the collection size and student population of the Ohio State University-Lima Campus. It was my good fortune to visit the University of Reading Library, located about 35 miles from London, a medium-sized academic library with approximately 620,000 volumes, a staff of 80, a student population of 5800, and three department (branch) libraries—music, education, and agricul-ture. I was doubly fortunate in that the chief librarian, James Thompson, spent several hours with me in an informal, conversational presentation about libraries and librarianship.

This informal discussion focused on many areas of library administration, but it was the automation project, a cooperative adventure with the Southwestern Academic Library Cooperative Automation Project (SWALCAP) with a mainframe computer in Bristol, that seemed to be the center of much library staff effort. Since joining in 1979, the Reading Library has worked on conversion of the existing collection to automated entries, is currently using an automated circulation system, and hopes eventually to have an online catalog (all catalog entries since 1980 are on microfiche). The system is not used at present for interlibrary loan, which is handled by telex system with the British Library Lending Division in Yorkshire.

During the tour of the library, during which the new addition to the library was described, I discovered the library to be busy, in some areas crowded (hence the need for a new addition). There is a pleasant archives area and a large number of rare books, all supervised by a records management team which has published *Records Management in British Universities*, a guide with possible application for American universities. One of the archivists pointed out to me that the Reading Library

had one of the finest Samuel Beckett collections, and he noted that one of the English scholars from the OSU-Lima Campus had utilized the Reading collection in his research on Beckett. Not suprisingly, one of the busiest areas of the library is photocopy services, with over one million copies produced annually. The chief librarian maintained that reference and reader services were the key elements of library service, that emphasis was placed on making the library user friendly, all of which seemed evident on our tour.

While it would be possible to elaborate on similarities and differences of my library compared to The University of Reading Library, I should quickly point out that the best part of the visit was the informal, direct contact with another library administrator. That James Thompson is a recognized authority on libraries, author of *Library Power* and *The End of Libraries*, was secondary to our lively conversation involving space utilization, cooperative sharing of resources, staffing, and career development. As I came away from the visit carrying annual reports, a records management handbook, and several guides to the library, I felt that this sharing of information helps to create a sort of universal librarianship, a meeting of minds that spans many miles. ■■

Putting college libraries online

On Monday, June 25, the College Library Section and the ACRL/BIS Computer Concerns Committee sponsored an unusual joint meeting that consisted of discussion groups meeting simultaneously for two separate sessions to talk about "Putting College Libraries Online." For the last few years, members of CLS have expressed an interest in a discussion format for their meetings—a way in which problems of current concern can be aired and solutions considered in a group exchange of opinion.

In this program we attempted the first experiment with this idea. The audience was broken up into ten discussion groups; after the discussions a wrap-up leader coordinated and synthesized the discoveries which the various groups had made. Each group dealt with the program topic from a different perspective. Time was allotted for each of the attendees to participate in discussions at two different tables.

The group leaders and their topics were: Sharon Mader (Memphis State University) on end user searching; Katherine Branch (Welch Medical Library) on teaching online searching concepts; Michael Haeuser (Gustavus Adolphus College) on automation financing; Martha Lawry (Ohio State University) on planning for an online catalog; Barbara Wittkopf (University of Florida) on reference service online; Pat Arnott (University of Delaware) on CAI programs; Charlotte Cubbage (Northwestern University) on user education; Marianne Grant (Rutgers University) on planning for online services; Gail Lawrence (University of Arkansas at Little Rock) on training end users; and Sandy Ward (Stanford University) on teaching students to use DIALOG.

The program was very successful and attracted approximately 150 people, most of whom stayed for the duration.—*Joann H. Lee, Head, Reader Services, Lake Forest College, Illinois (program moderator).* ■■

ACRL *Publications in Librarianship* needs your manuscripts

ACRL *Publications in Librarianship*, a series devoted to scholarly monographs in academic librarianship, has issued over 40 volumes since 1952. Many of these studies represent distinguished contributions to the history, theory, and practice of academic librarianship.

The editorial board invites authors of book-length studies to submit manuscripts for review. Proposals for manuscripts in progress are welcome and should be accompanied by an outline of the contents. The submission of dissertations is encouraged; however, many may require substantial revision by the author (see the guidelines for converting a dissertation to a book on the following page).

Manuscripts will be acknowledged and read by at least two members of the editorial board.

Manuscripts related to the following topics are particularly welcome: administration of college libraries; computer applications; collection assessment; management of reference services; self-directed studies; and staff development.

Relevance, lasting value, and superior writing describe the manuscripts that we are seeking. Address inquiries and proposals for publication to: Arthur P. Young, Dean of University Libraries, University of Rhode Island, Kingston, RI 02881-0803; (401) 792-2666. ■■

How to convert a dissertation or thesis to a book

A manuscript designed to communicate mastery of the research process to an examining committee frequently fails to satisfy the requirements of a publisher. Authors submitting theses and dissertations to a publisher may anticipate requests for extensive modifications of their manuscript if it is accepted for publication. Indeed, some effort at revision prior to submission will enhance the likelihood of acceptance.

A book is addressed to an audience that is very different from the audience to whom a thesis, dissertation, or other research report is addressed. These differences include level of interest, prior knowledge of the subject, and objectives in reading the work. Major revisions are usually necessary, even to the most effective works.

Revisions which are often required include deletions, reorganization, and the writing of additional material. Some examples:

- The style of a dissertation frequently requires the repetition of material from section to section. In many cases this redundancy can be eliminated. Tables often should be deleted or converted into an explanatory narrative.
- Many of the fine points concerning prior research or methodology on the subject should be placed in appendices or footnotes.
- Abstractions must be carefully related to the concrete world through more extensive interpretation than would be necessary in a dissertation or thesis.

The editorial board of ACRL *Publications in Librarianship* encourages authors wishing to submit theses and dissertations for publication to read the following items prior to submission.

Olive Holmes, "Thesis to Book: What to Get Rid of," *Scholarly Publishing* 5 (July 1974):339–49; 6 (October 1974):40–50.

Olive Holmes, "Thesis to Book: What to Do with What Is Left," *Scholarly Publishing* 6 (January 1975):165–76.

Constance Greaser, "Improving the Effectiveness of Research Writing," *Scholarly Publishing* 11 (October 1979):61–71.

Elsi M. Stainton, "A Bag for Authors," *Scholarly Publishing* 8 (July 1977):335–45. ■ ■

College & Research Libraries article receives an award

Nancy E. Gwinn and Paul H. Mosher received the 1984 ALA Resources and Technical Services Division's Resources Section/Blackwell North America Scholarship Award for their article, "Coordinating Collection Development: The RLG Conspectus," which appeared in *C&RL*'s March 1983 issue. The award was presented on June 25 at the RTSD Membership Meeting in Dallas.

This annual award, consisting of a citation and a $1,000 scholarship, donated by Blackwell North America to the library school of the winner's choice, is "presented to the author(s) of an outstanding monograph, published article, or original paper in the field of acquisitions, collection development and related areas of resources development in libraries." The authors have chosen to have the scholarship donated to the University of Michigan School of Library Science.

Nancy E. Gwinn is assistant director for collections management at the Smithsonian Institution, and Paul H. Mosher is associate director for collection development at Stanford University.

The award citation described their article as "a thorough and complete explanation, including background and philosophy, of a method for detailed and standardized description of library collections. Developed for use by the Research Libraries Group, the method can be used by all types and by various groupings of libraries."

Pick a number, any number

On May 14, 1984, Subcommittee V of the National Information Standards Organization (Z39) met to consider the development of a standard numbering scheme to identify information organizations—libraries, information centers, bibliographic networks, document providers, etc. This identifier will be used to facilitate the exchange of information products and services.

Subcommittee V needs information from libraries on existing identification systems and the guidelines used for the construction of these codes. Some current examples include the NUC symbols, ZIP codes, or codes assigned by national, regional, or local networks. Send any information, ideas, or names of contact people to the chair of Subcommittee V: Marjorie Bloss, Assistant Director, Illinois Institute of Technology, University Libraries, Chicago, IL 60616.