

grams) arrived at very similar percentages, 50 percent and 56.6 percent respectively. Variables, such as, library budget, collection size, service population, number of full-time professional reference librarians, hours the library was open, and physical facilities were considered to see what impact they have on reference service. The size of the library and the hours open had a substantial association with the number of correct answers, most other variables had little or no significant relationship to effective telephone reference.

The method used in both studies was unobtrusive measurement for the evaluation of telephone service to factual reference questions. There are concerns about the ethics of such a study but the authors deal with these issues in a clear manner, and the questions asked seemed fair and certainly comparable to the type asked at academic reference desks in the experience of this reviewer. The conclusions are startling and important for planning the future of telephone reference service in academic libraries. Myers says "if academic libraries can answer fact-type queries correctly only 50 percent of the time, they should be emphasizing other aspects of

reference services that, one hopes, they perform better, such as, readers' advisory service, guidance, and teaching." Perhaps, but reference administrators should look carefully at their operations and make improvements wherever possible. Only 56 percent of the staff in Jirjees' study offered sources of their information to the patron. Staff attitudes can be improved, programs for regular in-house training in new as well as traditional sources should be instituted, and written reference policies are also necessary. Reference staff need to think beyond their own sources to those outside of their own institution and certainly they must use any staff subject expertise available on site before answering negatively. If the staff feel pressured by the immediacy of telephone service then "call backs" should be encouraged. It is not difficult to come to the conclusion, as Jirjees does, that patrons of this information age will not be satisfied with only a 50 to 60 percent success rate for their information needs. The summaries of these two studies should be read by all reference librarians, library administrators, and educators.—*Florence Kell Doksansky, Brown University.*

ABSTRACTS

The following abstracts are based on those prepared by the ERIC Clearinghouse of Information Resources, School of Education, Syracuse University.

Documents with an ED number here may be ordered in either microfiche (MF) or paper copy (PC) from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. Orders should include ED number, specify format desired, and include payment for document and postage.

Further information on ordering documents and on current postage charges may be obtained from a recent issue of Resources in Education.

Job Characteristics of the "Traditional" University Librarian versus the "Learning Resource" Librarian. By Mary M. Flekke. 1980. 29p. ED 224 487. MF—\$0.83; PC—\$3.32.

This paper, compiled for a class at St. Cloud State University, Minnesota, compares the job characteristics of traditional university library staff, who are most comfortable handling print material, with the job characteristics of university learning resource center staff, who handle all forms of instructional media including such nonprint materials as films, tapes, videotapes, records, videodiscs, and realia. Differences in service functions, education, duties, and competencies for the two types of librarian are discussed, with mention of a progression from one type of librarianship to the other. The development of learning resource center specialists from audiovisual librarianship is noted, and a list of seven competencies for school media specialists is provided. Acceptance or nonacceptance of new technologies in the field of librarianship, including computer technologies, is identified as the major area of contrast between traditional and learning resource center librarians. A thirty-item bibliography concludes this paper.

Building a New Library or Renovating an Old: Some Things to Consider. By Gerard B. McCabe. 1980. 32p. ED 224 486. MF—\$0.83; PC—\$3.32.

This article provides suggestions for librarians who are planning for the construction of new library buildings or the renovation or conversion of older buildings. The recommendations are based on practical experience gained by a director of university libraries in the planning and construction of Tompkins-McCaw and James Branch Cabell Libraries at Virginia Commonwealth University. Reference throughout the article is made to the writings of five recognized authorities in the field of library building construction and furnishings: Ralph E. Ellsworth, Ellsworth Mason, Keyes D. Metcalf, William S. Pierce, and Godfrey Thompson. Particular attention is given to areas inadequately recognized by these authors including exteriors of library buildings, building approach and access, bicycle accommodations, lighting, sprinkler systems for fire protection, carpeting of floor surfaces, wall coverings, pest control, pesticide treatments, and refuse disposal. The role of the librarian in architectural planning, and the importance of hiring a library building consultant and utilizing library service statistics when planning a library building are also considered. The article concludes with two

lists outlining cost and capacity figures for the Tompkins-McCaw and James Branch Cabell Libraries, and a six-item bibliography.

Public Library Finance. By Marily Gell Mason. Office of Educational Research and Improvement, Washington, D.C. 1981. 122p. ED 223 262. MF—\$0.83; PC—\$7.82.

This study reviews trends in public library finance; examines recent political, economic, and technological changes; and assesses the impact of these changes on public library services. A history of the public library in America is presented, as well as an analysis of the principles of economics and public finance which reveals that current funding of public libraries is endangered by the reduced fiscal capacity of local governments, and that political conditions limit support at state or federal levels. The emergence of information industries, based on rapidly developing computer and communications technologies, and their impact on public libraries are outlined. A review of the income, expenditures, services, and current status of public libraries suggests that the role of the public library is changing, and that there is a strong connection between the functions a library performs and its funding. Results of shifting patterns of public library support in California and West Virginia are examined and three options for future funding of public libraries are presented: continuation of the status quo, achievement of a balanced intergovernmental funding system, or increased use of fees for service. Recommendations for additional study and a 113-item bibliography on public library finance conclude the report.

Academic Abbreviations and Acronyms.

By John A. Moore. University of California at Riverside. 1981. 89p. ED 224 493. MF—\$0.83; PC \$6.32.

This list of over 2,500 acronyms and abbreviations likely to be encountered in academe, together with their definitions, is arranged in alphabetical order by acronym. U.S. government agencies and international organizations of academic interest are included. Cross-references, multiple definitions, and brief scope notes are provided where required, as well as the addresses of a few organizations. The publication begins with a list of four other acronym dictionaries and concludes with listings of U.S. airport abbreviations and the official two-letter abbreviations for states and U.S. territories.

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book. By Lawrence J. Heilos and others. University of South Florida, Tampa. 1981. 61p. ED 224 485. MF—\$0.83; PC—\$4.82.

This handbook of procedures developed by the Committee on Professional Concerns (COPC) of the University of South Florida (USF) describes the process to be used in recruiting and hiring qualified candidates for positions on the USF library faculty. The publication is divided into six sections: (1) information on the USF equal employment opportunity program; (2) delineation of the composition of library recruitment search committees and committee service requirements; (3) an outline of search committee procedures for advertising positions, preserving applicant records, handling applications, selecting interviewees, organizing and conducting day-long interview/visits, and making recommendations on candidate selection; (4) description of postrecruitment procedures including final recruitment decisions and notification of successful and unsuccessful candidates; (5) discussion of reimbursement of candidate interview expenses; and (6) hints and comments from previous search committees. The publication concludes with appendixes comprising the USF

Equal Opportunity/Affirmative Action Plan, samples of twenty forms and letters used in the recruitment process, guidelines for asking questions in the library employment interview, a list of inclusions for candidate information packets, a statement on where to obtain guidelines for preemployment inquiries, and a check list for briefing the candidates on library recruitment procedures.

In Search of Bibliographic Control for Instructional Motion Picture Films. By Robert W. Coover. 1981. 107p.; Master's thesis, San Jose State University, California. ED 223 190. MF—\$0.83; PC—\$7.82.

This historical study report describes phases in the development of applicable standards for cataloging instructional motion picture films. Steps leading to the present state of the art are objectively presented, focusing on standards developed to establish bibliographic control of instructional motion picture films, contemporary reaction to such standards, problems relating to these standards, and recurring problems with these standards that may be objectively stated. Historical efforts to establish bibliographic control of instructional motion picture films through establishment of standards for detailing bibliographic information are traced, emphasizing bibliographic elements and arrangement of these elements in a prescribed order. Five chapters include (1) the problem statement and terms definitions; (2) components of bibliographic control, specifically cataloging components and terminology; (3) motion pictures and pre-World War I cataloging records; (4) post-World War II bibliographic control; and (5) summary and conclusions. An extensive, eight-page reference list completes the report.

Libraries in the United States and the International Year of Disabled Persons: Highlights of the Year—1981. Comp. by Phyllis I. Dalton. American Library Assn., 1982. 19p. ED 224 490. MF—\$0.83; PC—\$1.82.

In response to the United Nations' declaration of 1981 as the International Year of Disabled Persons (IYDP), the Association of Specialized and Cooperative Library Agencies (ASCLA) of the American Library Association (ALA) set up an IYDP committee to carry out the objectives of the year. This document, based on state library reports and other materials received by the IYDP committee throughout 1981, outlines U.S. library activities designed to improve service to persons with disabilities and



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encourage their full participation in society. Library activities are highlighted in the following areas: (1) promoting awareness of the needs of the disabled; (2) providing access to buildings and programs for the disabled; (3) cooperating with a variety of agencies to produce workshops, conferences, and seminars for and about the disabled; (4) training present and incoming personnel in working with the disabled; (5) increasing employment of disabled persons in libraries; (6) acquiring more library resources for the disabled; and (7) expanding library services for the disabled. Information on IYDP committee members and actions during 1981 is also provided. The report concludes with a discussion of the continuation of library activities for the disabled in 1982, which has been designated the U.S. National Year of Disabled Persons (NYDP).

Delivering Off-Campus Library Services in Northern California. By Robert M. Cookingham. 1982. 19p. ED 223 253. MF—\$0.83; PC—\$1.82.

This paper describes the development of a library support system at California State University (CSU), Chico, which enables off-campus students who attend live television lectures transmitted from campus to have the same, or better, access to learning resources as

on-campus students. Background information provided includes a description of the Instructional Television Fixed Service (ITFS) program, which transmits the lectures via a two-way audio and one-way video communications network. Discussion of the library extended support service, as it is evolving under the direction of a visiting librarian, focuses on three areas: (1) making all units of the university aware of library off-campus and on-campus services; (2) providing off-campus students with access tools or points, including not only printed and microform indexes, but also online bibliographic searching services and dial-up access to the library's computerized card catalog/circulation system; and (3) making materials available in the extended campus region, primarily through the interlibrary loan system. Cooperation with local libraries and the public library network in Northern California is stressed.

The Art of Abstracting. By Edward T. Cremmins. 1982. 150p. ED 224 496. MF—\$0.83; PC—Not Available from EDRS.

A three-stage analytical reading method for the composition of informative and indicative abstracts by authors and abstractors is presented in this monograph, along with background information on the abstracting process

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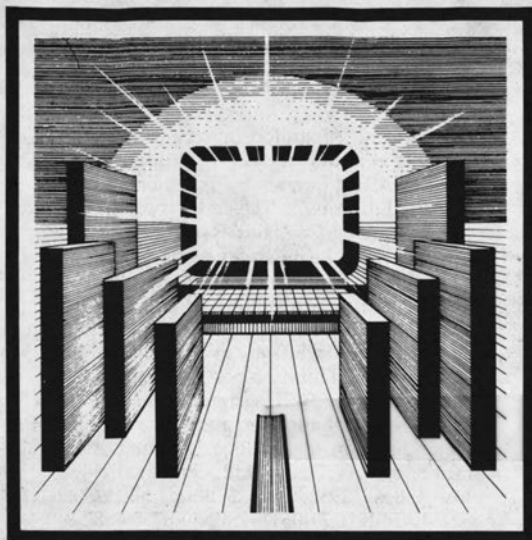
and a discussion of professional considerations in abstracting. An introduction to abstracts and abstracting precedes general advice for abstractors and a summary of the processes of human and computer-assisted abstracting and translating. Sections on retrieval reading, creative reading, and critical reading comprise the proposed three-stage method for abstracting, with rules and examples provided for each stage. The importance of analytical reading in the writing of good-quality abstracts, the length and style of abstracts, the time required for writing abstracts, and the function of thinking and cognition skills within abstracting and

other information-processing activities are described. A syntopical index to the literature on abstracting style is also included. The interrelationships between abstractors, readers, information scientists, managers or sponsors of abstracting services, and editors or reviewers of abstracts are examined, as are the topics of abstracting as a profession and the professional status of abstractors. A glossary, seven appendixes including annotated bibliographies and further rules and examples for abstracting, a list of thirty-seven references, and an index conclude the publication.

OTHER PUBLICATIONS OF INTEREST

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