

Access

NEWS FROM THE UNIVERSITY
LIBRARIES OF NOTRE DAME

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From the Acting Director

by Maureen Gleason

How should an acting director act? is a question that I must ask myself at the beginning of the interim between Bob Miller's retirement and the appointment of his successor. Because the University Libraries have been a well-managed organization with a competent staff, I feel confident that daily operations will continue smoothly, and the University's faculty and students need not fear any interruptions in service. Still, in the rapidly changing environment in which academic libraries exist today, total stasis is not only undesirable but impossible. It is fair to ask, therefore, what my intentions are in directing the Libraries until the next director is named -- a time not too many months distant, we all hope.

I have set myself three chief tasks as acting director, tasks that can be accomplished only with the support of many others, including University and Library administrators, Library faculty and staff, and the University Committee on Libraries. The first of these is not less critical for being obvious: to use the monies available to the Libraries, especially the improvement funds, as judiciously as possible. Fortunately, Bob Miller and the Library Administrators and Managers Group (LAM) have agreed on a 1997-98 budget geared to the strategic objectives which grew out of the University's *Colloquy for the Year 2000*, and this provides a solid framework for whatever planning is necessary. In managing the budget (both what remains of this year's and possibly part of next year's), my intention is:

- 1) to respond promptly to the most pressing and obvious needs about which there is broad consensus; while
- 2) taking advantage of opportunities that are unlikely to recur and where postponement means loss; and at the same time
- 3) maintaining reasonable flexibility in the budget structure and sufficient restraint in spending so as to leave some options open for the future director.

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Bond Hall Opens

by Joanne Bessler

Many libraries have been touted as the "heart" of their university or school, but few stand so gloriously centered as Notre Dame's architecture library in the School of Architecture's Bond Hall. The library stands as the most striking aspect of a major renovation project which has transformed the entire architecture building during 1996-97. Supported by a generous donation from the family of William and Joanne Bond of Memphis, Tennessee, the project was essentially completed this January.

At the conception of the project, the chairman of the School of Architecture and project designer, Thomas Gordon Smith, decided that the library should serve as the focus of the entire facility. Since 1993 Smith has worked with the architect of record, Ellerbe Becket, Inc., and contractors, builders, faculty, students and library professionals in planning and perfecting the facility.

A Dazzling Vision

One enters the library's main floor through a ten-foot, eight-and-one-half-inch mahogany door centrally located in the building's first-floor foyer. Four Doric columns surround the primary service area and support a reflective vault and skylight which flood the library with natural light. According to Smith, this design was inspired by the former law library at Durant Hall, designed by John Galen Howard ca. 1904 at the University of California, Berkeley.

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Bond *continued from page 1*

The columns surround a striking service counter. Three small rooms, which line both the north and south walls, are decorated in Pompeian red, presenting a stunning contrast to the ocher shades of the main room.

Following the east-west axis on the first floor, one passes through a narrow display and reference area to the rare book room. Although this room is not yet complete, it will serve as the visual focal point of the library. A two-story, wall-sized, French-polished, mahogany bookcase, designed and executed by Robert Brandt, professional specialist in the School of Architecture, will bring a sense of grandeur to the room that will house the University Libraries' most valuable collections of architectural works.

The second floor is highlighted by two prominent balconies on the north and south walls framed by a decorative wrought iron railing which was modelled after a cast iron railing made in central Ohio in 1840 for the Avery-Doaner House in Granville, Ohio. The floor also contains rooms for research, group study, microform or computer use, or browsing periodicals. The basement floor is limited to compact shelving.

A Blend of Style and Function

The main floor of the library dazzles visitors. While the sheer beauty of the facility makes it an inviting study place, careful planning has guaranteed that the library is functional as well. Its classic design and network connections make it a library for all centuries.

The renovated library offers users more of everything. The floor space and seating have nearly doubled. Space is now available for the display of current periodicals, a separate reference collection, open reserves and quiet study. Seven carrels with network wiring will be available on the second floor. Hi-tech compact fluorescent tube lighting has been provided in the classical style inspired by St. Louis antique lighting.

Microform collections, once housed in the Hesburgh Library, including the Fowler Collection of Early Architecture Books and American Architecture Books, have been transferred. A large number of 19th-century folios, which were moved to the Hesburgh Library for environmental reasons in 1987, have been returned to the architecture collection.

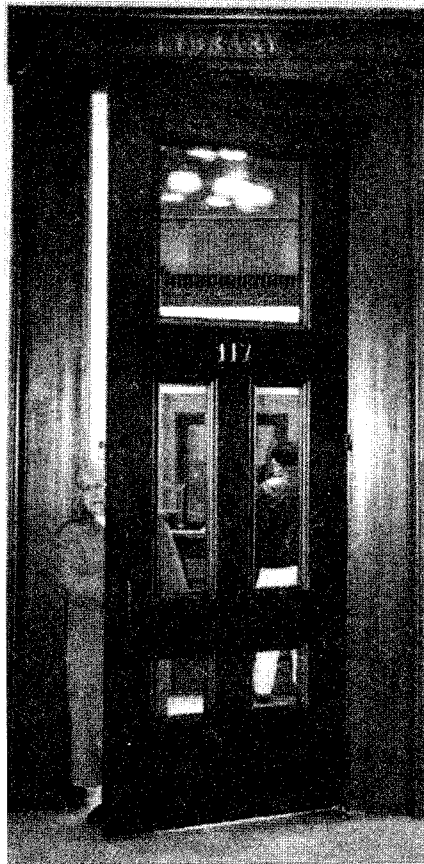
On the first floor several computer workstations offer access to CD, networked and Web-based resources. These include the *Frank Lloyd Wright Companion*; *SweetSource*, the online version of *Sweet's Catalog Files*; and unlimited access to the *Avery Index*. The library's most important CD product is *Frank Lloyd Wright: Presentation and Conceptual Drawings*, a digital archive containing all of the nearly 5,000 presentation

drawings and conceptual sketches from the Frank Lloyd Wright Archives at Taliesin West.

The Rare Book Room on the first floor will eventually contain a nucleus of rare architectural collections. Funds are being solicited from University donors to develop collections in three areas: printed editions of Vitruvius's *De architectura (The Ten Books on Architecture)*, 1496 to the present; American and English architectural pattern books, 1800-1890; and American and English furniture pattern books, 1800-1890.

An Increase In Security

The new facility tends to the needs of tomorrow's library users as well as today's. The collections are protected from wear, the environment and theft. Extra-wide shelving has been installed throughout the library to offer maximum support for the collections. The basement compact shelving provides narrow 36" slotted shelves to protect the library's oversize collections. The Rare Book Room has sophisticated climate control and security systems. Gaylord security gates protect the entire library from theft or accidental losses. Additional staffing ensures regular coverage of the service desk as well as individual assistance throughout the three floors of the library.



The library's massive mahogany entry door

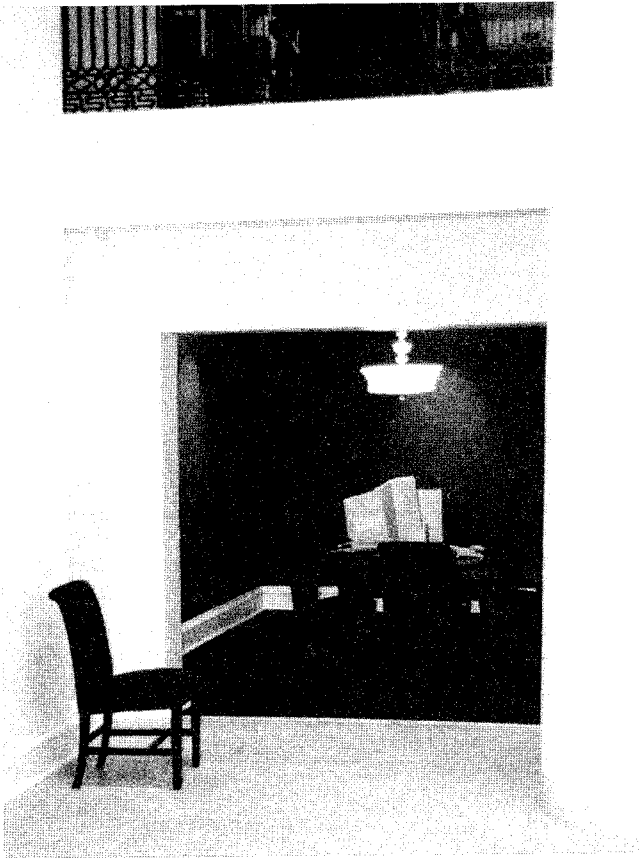
Reaction to the Bond Architecture Library

Early indications suggest that the Bond Architecture Library has succeeded on three fronts. Most importantly, it seems appealing to the faculty and students of the School of Architecture. Staff note that patrons are already using collections that were unnoticed in the old facility. Even before the tables and chairs arrived for certain areas, students

were sitting on the floor, examining collections and consulting computer sources. Faculty and student groups have already begun contributing their own special collections as temporary reserves. The second floor rooms seem to lure small groups of students working on common projects.

Staff are delighted to have improved work areas. Binding preparation and serials check-in can now be done out of public view, eliminating disruption for both patrons and staff. A new Pentium workstation at the service desk speeds circulation and reference services.

The Bond Architecture Library serves as a new highlight for campus tours. Alumni are frequent visitors. Most



One of six small rooms surrounding primary service area, with balcony railing visible above and Doric column at right.

are amazed at the transformation of the architecture building in general -- and of the library in particular. Where users once endured a steamy, insect-ridden facility, adorned with exposed pipes, ivied windows and jammed shelves, often serenaded by the hissing of the heating system, now stands a functional and glittering gem of classical distinction.

Photography by George Rugg

Library Instruction at Notre Dame

by Patrick Hall

Twenty-eight years ago, when I entered college at a small Jesuit school in upstate New York, our literature class was taken to the library for general orientation led by librarian Father Camellaci. As with most freshmen, I suppose I wasn't as attentive as I should have been, but one thing he said at the end of the instructional tour has remained with me until this day. He said there are two types of knowledge. The first is the knowledge gained through our

years of schooling and the second is knowing how to find out what you need to know. Years later I realized he was paraphrasing Samuel Johnson (1709-1784), but for me his comments encompass what library instruction is all about.

As the coordinator for library instruction here at Notre Dame, I always try to impart to my audience this idea that the most important skill you can master is the ability to know how to locate and evaluate information in a timely and efficient manner. As many of you know, the biggest recent change in library instruction has been the replacement of the Freshmen Seminars by the University Seminars. In past years the Freshmen Seminars served as the primary vehicle to introduce students to the resources of the University Libraries. With their elimination, there was no single location or program where the Libraries were assured of reaching a large percentage of our new students. With the prolific growth in computerized as well as traditional paper reference resources housed in the University Libraries, it is becoming even more imperative to expose students to some form of research instruction.

What is Library Instruction?

Library instruction, or bibliographic instruction as it is referred to in the professional literature, seeks to provide both students and faculty with an overview of the resources available in and through the University Libraries. There are essentially four instructional models that we as librarians employ when instructing students. They are:

- The general orientation or instructional tour of the library.
- Subject-specific instruction with emphasis on course integration.
- One-on-one or small group tutorial sessions in the use of electronic and paper resources.
- In-class presentations highlighting specific library resources by employing presentation software and other forms of educational technology.

With many reference products online and available via the campus network, coupled with the multimedia classroom facilities such as we have in DeBartolo Hall, we are no longer restricted to the physical library to introduce students to the multitude of computerized resources that are essential for their research.

In addressing the first model, the general orientation tour has served as the primary vehicle to introduce our students to the University Libraries. The goal of these tours is to give a general overview of the library as well as to highlight specific finding tools such as UNLOC (University of Notre Dame Libraries Online Catalog), or CARL UnCover, the latter being a database which indexes the tables of contents of over 17,000 academic and popular periodicals. In a typical session, we review the various databases and

services that are available within the Libraries as well as demonstrate UNLOC, emphasizing basic search protocols as well as developing search strategies that will assist students in using the full capabilities of our online and paper resources.

Using the WWW through developing instructional infoguides, pathfinders and virtual library tours is another option which the Libraries are presently developing. With more and more of our clientele accessing the WWW via ResNet and in the computer clusters, providing these users with various forms of online information in regard to research logistics is imperative. Two new guides on the Libraries' homepage are a step in that direction: *Evaluating Library and Information Resources* at [<http://www.nd.edu:80/~refdept/guides/eval.htm>] and *Characteristics of Popular Magazines and Scholarly Journals* at [<http://www.nd.edu:80/~refdept/guides/char.htm>]. Hopefully, by the end of this school year, we will have developed a virtual tour that will complement our other forms of library instruction.

Subject-specific instruction, or course-integrated instruction, is another pedagogic model that is heavily employed, especially by our subject librarians in instructing upper-division or graduate students. Here the emphasis is on "search specificity" and the instruction of students in specific reference tools geared for their more focused research. For example, a psychology or business class may have an assignment which calls for them to search PsycLIT or employ LEXIS/NEXIS. Although many of our students are familiar with these products, we try in our classes to refine their skills in order to get the most out of such resources in the least amount of time. One of our major goals is to assist them in becoming more efficient researchers whether they are using a computerized index such as CARL UnCover or paper tools such as *Religious and Theological Abstracts* or *New Testament Abstracts*.

One-on-one instruction is in fact the norm for most reference librarians, and it is during these times that we often have the biggest impact on honing the research skills of our students. On any given day, we may begin by showing them how to access information in our Government Documents Center and in the next moment we are giving an *ad hoc* tutorial of the Dow Jones or *Philosopher's Index* databases. The use of various new computer programs such as Look@Me software will also enhance our ability as librarians to offer more individualized instruction. This software allows the library user to interact with a librarian online if they have any questions or difficulties in using one of our electronic reference resources. If a student is in a computer cluster or in a dorm room using the Modern Language Association database and requires help in formulating a search strategy, the Look@Me software enables the librarian to link to that student's workstation and walk him or her through a search strategy or interact with the student online to solve the information request.

During the fall semester, I did a number of in-class presentations highlighting the resources in the Hesburgh Library. As mentioned earlier, with many of our reference

materials available via the Libraries' homepage [<http://www.nd.edu/~ndlibs>], coupled with the emergence of state-of-the-art classroom facilities such as we have in DeBartolo, we are no longer exclusively tied to the physical library building(s) for research instruction. Although we are still experimenting with giving more of our instruction outside the library, any future instruction endeavors must be extremely eclectic in design and implementation.

Why is Library Instruction Important?

With the tremendous growth of both electronic and traditional print resources housed in the University Libraries, it is vital that students not only have a sense of what is available but, more importantly, have the ability to evaluate a wide range of resources to determine their usefulness for their research. Library instruction is even more pivotal in the information environment that our students must navigate since the quality and relevance of materials generated from resources such as the Internet, our networked subject-based indexes and various paper reference tools might not be the most appropriate or authoritative to employ in an academic research project. Even in those cases when I work with students who are searching the right index or abstract, they are not always aware that there might be additional resources that could enhance their research efforts. For example, some time ago I was assisting a student who was compiling information on the politics and ethnic conflict in Sri Lanka. The student had accessed a number of very good scholarly citations from our networked *Social Sciences Index* as well as from CARL UnCover and was preparing to retrieve the articles when I pointed out other resources that would provide access to even more refereed publications on the topic. *International Political Science Abstracts*, *ABC Pol Sci* and the *PAIS (Public Affairs Information Service)* database were three additional tools that provided options of which the student had not previously been aware. This notion of creating "information options" for our students, or more importantly, the knowledge and critical thinking skills to search other research tools that are more appropriate, is why library instruction is essential. Students must begin to understand that "all resources are not created equal" and that depending on their topic, some online or print resources might not be what they need for a particular paper. This is especially true when students are using documents found on the Internet since anyone who has an account on a computer which is directly linked to the Net can put up a homepage or World Wide Web document. Many of these documents do not have to pass any kind of scrutiny, editing process or review from experts in the particular field. Those of us involved in library instruction see it as vital for students to possess the necessary evaluative tools to assess the quality and pertinence of available resources.

I would like to take this opportunity to invite your comments and suggestions in order to help us improve our library instruction program. Please send your comments directly to Patrick Hall, Hesburgh Library, Room 222B or via e-mail to hall.59@nd.edu.

Access to Electronic Databases

by J. Douglas Archer

It has become a truism that the only thing permanent in modern life is change. Now there is a corollary. The only constant is the increasing pace of change. In few places is this more evident than in electronic delivery of information. New products, new formats, new features, new systems. Most of us yearn for a rest, a break, a plateau -- a pause. But there are no timeouts in the info game.

This is why we in the University Libraries often appear to be tinkering with things that seem to be running along quite well, thank you. For instance, a new feature, which many of you have requested, may become available, but it's from a different vendor (and, therefore, has a different interface). Or a new capability may be offered by a current vendor, but it requires new hardware or software.

One of the biggest changes to occur since we introduced electronic services into the Libraries some 12 years ago was the move from "big iron" (mainframe computing with terminals) to client/server computing (lots of networked PCs). Mainframes had (and still have) their strengths, including reliability, but they weren't (and still aren't) terribly flexible or user-friendly. In many ways the computing world is analogous to the political. Big government vs. local government. Centralized vs. decentralized. We need those supercomputers out there on (actually in) the Internet to support the overall system but we also need the literally millions of PCs which bring it home to our desktops.

This change is one of the major factors influencing two of the most exciting developments currently underway in the University Libraries, the planning for migration from the NOTIS system to a second-generation library system and the effort to provide a common, desktop interface for the myriad electronic databases which have been acquired by the Libraries in the last few years. System migration is a topic unto itself and will be the subject of future *Access* articles. A common desktop interface is on its way.

Don't be misled. We are not talking about using one single search engine for all of our electronic products all at one time; that is a long way away. Our more immediate goal is to provide you with access to as many as possible of these databases via a common World Wide Web site. The first concrete step in this process was the installation of a fileserver which allowed us to create a local network for most of our CD databases. Previously, a user had to come to the Hesburgh Library Reference Desk or the service desk in a branch library, pick up a disc in exchange for some form of identification and physically insert the disc into one of a small number of computers. One user, one disc, one computer. Now a user can step up to any of a dozen PCs in the Reference area and access dozens of separate CDs. These databases include *ABI-Inform*, *Business NewsBank*, *National Trade Data Bank*, *Catholic Periodical and*

Literature Index, *Religion Index*, *Dissertation Abstracts*, *Handbook of Latin American Studies*, *GPO Monthly Catalog*, *Index to United Nations Documents* and *PCI: Periodicals Contents Index*.

Over the next several months we will expand the number of CDs available in this manner and, eventually, link the local area network to the Internet. We are currently traveling down three intertwined paths to this destination: technical, contractual and design. The latter path, interface design, while complicated, is probably the easiest of the three. We have in-house expertise. All we need is to make the time to finish the task.

The technical path is a bit more difficult. We have fine people in our Systems Department but the products themselves are sometimes not so fine. Some appear to be incompatible with one another. Think of this network as an electronic United Nations. Most of our CDs speak different languages (different vendors and search software) and, even when they share a language, represent different cultures and different dialects (disciplines). Moderating a meeting (networking their software) is a mite interesting, especially since some CDs seem to be feuding with their neighbors.

Probably the most difficult path is the contractual one. Vendors offer different pricing structures. Some charge a subscription fee based upon the number of simultaneous users. If so, a means of monitoring and/or controlling the number of people using a given product at any one time must be developed. Other vendors base their fees upon potential users (e.g., total number of PCs or enrollment). Now that we can network these databases we hope to be able to add more simultaneous users to our contracts. More people means more money; so we have more tough questions ahead.

So far we have only been discussing CDs. Into this mix we also need to throw those online databases for which we have subscriptions. Some are available through UNLOC, such as *Reader's Guide*, *Humanities Index*, *Social Sciences Index* and *Business Abstracts*. Others are available via Web or telnet access or both. For instance, users may now access *PsycInfo*, *SocioFile*, *MLA*, *SportsDiscus* and *EI Compendex Plus* by using the OVID telnet or Web interface. *LEXIS/NEXIS* and *Dow Jones News Service* may both be accessed only from a telnet connection. An example of Web-only access is J-STOR, a recent acquisition which contains the full text of back issues of major scholarly journals in the humanities and social sciences. At present 18 titles, mostly in history and economics, are included. J-STOR Phase 1 will eventually cover a minimum of 100 journals in 15 disciplines. All of these subscriptions are available on student and faculty desktops from the Libraries' homepage at [<http://www.nd.edu/~ndlibs>] by choosing "All Databases."

Our goal is to integrate the access points for as many of these products as possible, whether CD or online, into one Web interface with subject and alphabetical listing. As with most anticipated change, it will probably occur more quickly than even we expect.

Acting Director *continued from page 1*

Secondly, in order to use the interim between directors as constructively as possible, I will promote the gathering, analysis and organization of information on the state of the Libraries and the requirements of users. The complexity of the task and daily operational pressures tempt libraries to neglect this vital activity, and we find ourselves making decisions with inadequate data. A renewed focus on information gathering will greatly benefit a future director and, consequently, the Libraries. In furthering this goal, I will support to the fullest the work of the Migration Task Force in their examination of library integrated systems in the light of local requirements. We know that Notre Dame will be migrating from its current NOTIS system within the next year or two. The informed choice of a suitable successor will be crucial, as will the careful planning of the actual migration from one system to another. I will encourage studies of user reaction and behavior, particularly as they apply to use of the database, and will also work with the newly restructured University Committee on Libraries to gain insight into the user community.

Finally, maintaining the morale of the Libraries' faculty and staff during a period of change and uncertainty will be particularly important. No one should be allowed to believe that the decisions made and the work done don't matter. We are in the midst of adopting new technology to carry out our technical processing and we are also improving the means by which we make electronic resources available to users. I will support to the utmost efforts which take advantage of these new possibilities to improve operations and services. I will continue to emphasize opportunities for staff and faculty to extend their knowledge and to master new skills -- there must be no pause in these efforts.

Bodies such as the Library Executive Committee, LAM, the Library Faculty and the various standing committees will be the means by which I gather opinion and seek consensus. During this period, as always, there will be diverse opinions on what direction to take, and differences in professional and organizational values will not disappear. I assume that there will be disagreement on specific issues, but with sufficient confidence in the competence and integrity of our colleagues there will also be productive discussion and fruitful action. I am optimistic that the University Libraries will continue to improve, and that a strong and hopeful faculty and staff will greet the new director.

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