THE RESEARCH LIBRARY
A Dynamic Link Between Scholarship and Teaching

The life of the mind is the central interest of a university and its world of learning. That life is dependent upon a unique combination of great teaching, distinguished research, and the creative spark that burns brightly in the laboratory, in the study, on the ocean floor, in the library stacks -- wherever men and women seek to expand knowledge and transmit it.

Because of this life of the mind and our attempt to give meaning to life, the world is a much better place -- safer, more comfortable, healthier, more enlightened, and with far less tragedy and suffering. A university provides a haven for the scholarship and learning which fuels this life, demanding the best efforts of its ablest scholars; the research library is the engine of that scholarship and learning.

An expectation of strong teaching and excellence in research from the same person is not always a cause of joy in the hearts of faculty members or college students. Often the complaint is heard that one is neglected or rewarded in favor of the other. The suggestion is put forward frequently that we should have two faculties: one to teach, and the other to engage in scholarly research. Some faculty members argue that they are rewarded more for prolific research than for excellent teaching. And each generation of students reinvents the catch phrase "publish or perish" as the source of academic malfunctions. Many of us fail to recognize the genuine necessity of research to good teaching. To the true scholar -- and not the mere transmitter of trivia -- scholarly research keeps teaching from shrinking into ridiculous redundancy.

Enough is Never Enough

There are three popular misconceptions regarding the relationship of research to teaching. The first misconception is that enough is enough to teach well. Learn a little -- just enough -- then stop and transmit it for the rest of your life. Enough, happily, is never enough. The search for new knowledge and understanding is the teacher's best guarantee of creativity in the classroom. Students are constantly seeking new experiences as a form of growth and renewal. The teacher, like student, has an obligation to stay fresh, to remain open to new ideas through an inquiring mind -- and never to agree that enough is enough.

H.G. Wells wrote of his mother that "she went to finishing school and was finished. The ideas she gained there rolled around in her head like little marbles for the rest of her life." A research university has no interest in being a finishing school; it is a beginning, not an end. It is the beginning of the individuality of...
each student, and a strong library is at the heart of the enterprise.

To stay alive, the intellect must expand continually. What kind of person is a teacher who never reads a book? develops an idea? listens to a different kind of music? Enough is not enough.

Puffing and Gazing

A second misconception is that serenity is a sure sign of genius. We like to depict the most learned person of our time as the tweedy type -- slow moving and speaking, the thoughtful scholar who welcomes any chance to occupy a comfortable chair and reminisce by the hour -- or day -- or year. Nonsense! Every great scholar I have known is almost impossible to find and nowhere to be seen because he or she is moving too fast and has an enormous agenda of tantalizing, solution-defying projects.

Those who sit puffing on their pipes and gazing into sunsets are, in fact, doing exactly that and little more -- puffing and gazing. After a bit, both the smoke and the gaze are stultifying. The creative person is a restless soul, engaged often in frustrating and frequently lonely endeavor. On a surprising number of occasions, he or she must summon the courage to admit that he/she is wrong and to start all over again. As Gertrude Stein observed, "When you get there, there is no there there."

Craving for Absolutes

A third misconception about scholarship is that truth is absolute. One needs only to find it and codify it. One of the perplexing, maddening aspects of research and teaching is that truth won't stay put. A traditional Vermont story has the city slicker posing a question to the Vermont farmer, "What do you know today -- for sure?" And, without hesitation, the Vermonter replies: "Not a damn thing."

Currently, our society seems to be entering a period of craving for absolutes. We want easy answers readily dispensed. Easy answers depend upon sweeping generalizations. In the academic world, the danger of teaching without research is that the teacher falls back on the generalization to justify the unknown. The research-trained teacher knows instinctively that a generalization today is without substance tomorrow.

The Role of Libraries and Librarians

What is the role of our libraries in this interplay of research and teaching? The recent explosion of knowledge, which is a direct result of the scholar's restless mind fueled by technology, has lead to a smorgasbord of print and nonprint services in our libraries -- microfilm, films, video text, computerized sharing of databases, and library consortia of all types. As a result, we have placed more demands and greater expectations upon our libraries and librarians. Libraries have accommodated the many demands generated by the fragmentation of the disciplines and the interdisciplinary nature of scholarship. A librarian is often in the unique position of suggesting key words and printed indices which facilitate searches of the files for scholarly works. As a result, the librarian is a vital, interdisciplinary link between the scholar and myriad bibliographic resources -- a combination of cartographer, guide, wizard, and traffic manager.

To quote popular culture's most quotable character, Charlie Brown: "There is no heavier burden than a great potential." It is teach students how to locate appropriate books and articles. However, these practical objectives were so structured that it was hoped that they might reveal the manner in which each library locale or "place" was a segment of the integral research organization that underlies the whole library. With this in mind, the tour, printed materials, worksheet, and the activities of the tour librarians have all now been examined and evaluated. One of the most important aspects of this evaluation was the solicitation of student response to the tours.

Probably the most significant single method used for gathering student opinion was a questionnaire that was distributed to several classes. The first section of the questionnaire consisted of several statements regarding the efficacy of certain aspects of the tour. Each statement was followed by a graded scale to be checked in order to measure agreement or disagreement with the preceding statement. In this section of the questionnaire the reaction to the tour was quite positive, indicating the students agreed that:

1. their knowledge of library materials improved as a result of the tour;
2. the objectives of the library instruction session were clear;
3. the librarian presented materials in an organized manner;
4. the handouts distributed were clear and helpful; and
5. the librarian helped them to learn to use the library.

The second section of the questionnaire asked for written comments on the most and least liked aspects of the tour as well as for comment on the tour as a format. Surveying this section one is reminded of the democratic
the job of the librarian to help develop that potential in all scholars, be they faculty members or students. In hundreds of ways, the librarian's challenge is to unleash people's energies more forcefully and with some degree of direction, to lead scholars to new truths, discoveries, and understandings.

Stephen Bailey, a leading scholar and former vice president of the American Council on Education, wrote that "We must learn to get our heads straight: Know what to press for, know what to defend, know what we ourselves value." Librarians, in a sense, are in the enviable position of guiding the scholar to sources which can unleash creative energies and new passions, that lead the scholar to new and appreciative grappling with the sages and critics of the ages. Through this process of exploration and discovery tempered with frustration and failure, we come to give life meaning and to understand what we hold dear. The librarian becomes, in essence, a new breed of communicator, an information broker between our scholars and our learners, on the one hand, and an extraordinary range of ideas and resources on the other.

Again, the true scholar-teacher is restive, not rested, propelled by an endless array of ideas. He or she is constantly challenged by ambiguity. The special blend and heightened sense of imagination, knowledge, and enthusiasm in our ablest scholars and learners makes the educational experience so rewarding.

Conclusion

Is college worth the effort? Optimistically, we answer "yes" because it provides the opportunity to learn from one's mentors these lessons of life:

1. Enough is never enough. Knowledge is endless, and the easy academic life is not worth human living.

2. Hard work, mistakes, failures, and occasional recognition lie ahead for anyone who seeks to add to human intelligence or merely to preserve the present quality of human life.

3. Don't ask for certainty. Whatever your age and condition, be ready to venture and to make choices without guarantees.

In sum, a stimulating and vibrant university library should wish for its students the same driven, unsatisfied life as that of its ablest scholars, a life in which they will never have all the answers but in which they will always have a purpose.

under "liked most" is listed by another student under "least helpful." What does become obvious to the reader of this section of the questionnaire is that the students appreciate the tour as a format and especially the discussion of the card catalog. In addition, the students generally find the tour helpful and many (in the "least-liked" section)

found no problems with the tour or asked for a longer or second session.

The most basic problem of teaching library use is manifest-
ed in the quite differing opin-
ions of two students:

1. "I did not like learning about how complicated it was to do research in a large library."

2. "I had the feeling that I was learning how to do and find research that would be needed throughout my college years. Now I know where to go when I walk into the li-

It is apparent that the revelation, even in its most basic form, of the hidden technology that underlies libraries, is liable to cause distress as well as give confidence.

Our student evaluation of the Libraries' orientation tour program has shown us where improvements can be made, but it has also convinced us that orientation has become a most valuable part of the educational experience at Notre Dame.

Patrick Max

UNIVERSITY LIBRARIES STRENGTHEN USER OUTREACH

Public Service is the essence of an academic library. It is not the name of the most important division of the library; it is the raison d'etre for every division. Every book selected, every periodical catalogued, every microfiche filed is here for the goal of serving the university community.

Public Services is not, then, a cluster of service desks. It is the product offered at these desks and in innumerable other ways by the library. It is the bringing together of the scholar and the library resources of the university.
Public Services is the goal of the entire library. As the new Assistant Director for Reference and Instructional Services, I'd like to focus my comments on how this new Division can best promote service to the university community and foster education at Notre Dame.

The Reference and Instructional Services Division links together most of the library's informational departments: the Science and Engineering libraries, the Memorial Library Reference Department (including the Document Center, Interlibrary Loan, Database Services, and Bibliographic Instruction), the Department of Rare Books and Special Collections, and the International Documentation Center.

The Division focuses the combined resources of all its departments to offer three major services: reference, instructional services, and informational services.

Reference

Providing reference support for the teaching and research programs of the University is the Division's most fundamental role. Hours, services, collections, and policies should be designed to meet the unique needs of Notre Dame.

In attempting to meet these needs, high-quality reference desk service is the one most crucial factor. Patrons approaching the reference desks in the departmental libraries and in the reference service areas in the Memorial Library must receive expert and courteous service from a well-trained and service-oriented staff.

Patrons at the service desks must receive complete reference assistance in order to meet their research needs. Answering one question on botanical history may require assistance from Memorial Reference, Interlibrary Loan, the Document Center, Special Collections, and Life Sciences; answering another question on a technical report may require Engineering, Document Center, and Database Services support; and answering a third question on finding a specific item in the library may require actual shelf-interpretation assistance. Whatever is required, the reference desk assistant must make certain that the patron is brought together with the best information sources. Although the pressures of time and limited resources may limit efforts to achieve ideal service, the ideal should be clear in each reference assistant's mind and evident in each transaction.

Instructional Services

The Reference and Instructional Services Division must respond to patron questions. It must, however, do more. It should directly participate in the University's efforts to teach students. By designing thought-provoking exhibits, by team-teaching classes, by working with faculty to develop meaningful library assignments, by developing innovative library instruction programs, and by participating in the academic planning process, the library can introduce students to the breadth of knowledge available in the University Libraries. Better than a general education program or a series of introductory courses, the library can expose students to the historical development of knowledge and the interrelationship of disciplines. A university education should offer a student more than a list of facts. It should teach students to search for information, to evaluate it, to speculate, and to grow. The Reference and Instructional Services Division's instructional efforts can foster this educational process and can offer students the skills necessary for lifelong learning.

Informational Services

Lastly the Division's role is to serve as the informational center on campus. As "information specialists," the librarians must encourage faculty, students, staff, and administrators to use the library to meet their informational needs. Every effort must be made to alert the campus to resources in the traditional collections; to special collections, such as Rare Books and the International Documentation Center; and to information available through new technology (such as Database Services, telefacsimile service, OATS, etc.). The libraries' considerable resources can answer questions regarding statistics, addresses, government regulations, industry standards, etc. Furthermore, librarians are urged to develop on-campus and off-campus informational networks so that they can provide reliable and prompt information service.

Conclusion

The modern university library is no mere depository of books; it is a dispensary of information. That is our "public service" role. All divisions of the University Libraries support this role, but the Reference and Instructional Services Division has the center stage for promoting our resources.

At the reference desks, in classes, in outreach programs, and in publications, the Division will be earnestly engaged in alerting the campus to the full extent of the collections and services of the University Libraries. Your use of our resources and our contribution to the educational mission will be determined by our energy and imagination.

Jo Bessler

NEW VIDEO EQUIPMENT FOR AUDIO LEARNING CENTER

The Memorial Library's Audio Learning Center will soon acquire visual image equipment.

The Audio Learning Center is a library service providing the facility for students to listen to music and the spoken word. The Center's capability is now
being expanded to include both slide/tape presentations and video recordings.

In a joint effort, Educational Media and the University Libraries have brought together both equipment and furniture to form a "LEM" (Learning Environment Module) carrel on the second floor of the Memorial Library. The LEM carrel will have four work stations for students, two each with slide/tape equipment and with video equipment.

The slide projection equipments are Bell & Howell Ringmaster II, Model 815, rear projectors which will accept the familiar Kodak slide carousel. These are augmented by a cassette tape player to allow audio accompaniment. In use this equipment presents the visual image (without motion) together with a voice-over narration. An example would be the presentation of pictures of architectural details or ornamentation with an explication by the professor.

The video equipment consists of two Panasonic Model AG-2200 VCR's (½ inch VHS) supported by two NEC, Inc. Model CT-1301A, 13 inch monitors. The equipment will allow playback only and has two, four and six hour capability. In use this equipment presents the typical television image with motion and sound. An example would be assigned student viewing of Father Richard McBrien's television series, "What is Catholicism?", or the Odysseys series in anthropology.

The new LEM carrel is located in the Audio Learning Center to allow appropriate administration of the equipment. The installation is to be used only for class assignments. Cassettes, slide carousels, and earphones will be signed out by the student at the service counter in the Center. Faculty may deposit cassettes and slides with the personnel of the Center and make class assignments for viewing in much the same way as assignments are made to the Reserve Book Room.

A wide variety of educational video tapes are available from commercial sources and via PBS Video, the marketing arm of public television. It is also expected that faculty will create their own audio-visual packages. Thus, the Department of Art History and Design and the School of Architecture might develop audio-visual presentations from their considerable slide libraries by adding voice-over narrations. Educational Media personnel can assist in programming the voice accompaniment to the slide selection. Video tape materials may also be prepared on campus.

A word of caution should be said about copyright. The new copyright law is somewhat strict with regard to video recordings, and it is a law as yet untested in the courts. One should proceed with caution in the use of these materials. It might be well to confer with Educational Media before adopting a particular program or set of video programs for class assignment.

The LEM carrel will be ready for use in the Spring Semester. If this pilot installation is successful, additional LEM units may be set up later. Questions about student use of the facility should be directed to Mrs. Kay Davies in the Audio Learning Center. Questions about putting together audio-visual packages for use in the LEM should be directed to Sister Elaine DesRosiers at Educational Media.

David E. Sparks

MICROCOMPUTERS AND LIBRARIES

Microcomputers have long been present in libraries where they have been used for tasks such as circulation control, library instruction, word processing, record keeping and statistics.

With the arrival of several IBM PC's in the University Libraries the library faculty and staff are looking forward to automating many tasks now performed manually. Possible usages which will increase the service capabilities of the Libraries are also being looked into. There are several areas where the capabilities of microcomputers will reduce staff time and increase the level of service.

The text editing capabilities of word processing software are especially useful for material that benefits from frequent updating. Library produced bibliographies, guides, instructional materials and brochures are obvious candidates. The revisions of internal documents such as policy and procedures manuals will be made easier with word processing capabilities.

Statistics and record keeping are very much part of the work in every department of the library. Again, these tasks can be made less time consuming with the use of a microcomputer and statistical or spreadsheet programs. For example, public service areas can store and manipulate usage statistics to show peak periods of activity. The output can then be used for scheduling purposes. Interlibrary loan and database search statistics can easily be compiled to show usage by group, time period, academic discipline, etc.

Another area where the microcomputer is anticipated to improve service is on-line database searching. Search strategies can be keyed in offline and with the availability of a modem and communications software, they can be transmitted to the host computer, thus reducing the online time and the cost. Output can be downloaded to a disk and later, with appropriate software, be reformatted to eliminate duplicate citations, sort by journal name, and add appropriate citations from the library's holdings.

In-house databases can be created, such as an index to a local publication, answers to frequently
asked reference questions, information concerning current events of interest to the academic community.

The uses of microcomputers in libraries can be as varied as there are libraries and patron needs, and as imaginative and creative as the library staff members themselves. The examples outlined above are just the beginning.

Margaret Porter

ELECTRONIC PUBLISHING

The impact of computer technology on scholarly communication will undoubtedly be great and indeed escalate in the years ahead. One area of immediate concern is in manuscript preparation.

With the advent of the word processor more and more writers and scholars are utilizing electronic media for manuscript production. A natural outgrowth of that process is the actual transmission of manuscripts in machine-readable form.

In order to deal with the many complex issues in this area, in 1983 the Association of American Publishers initiated the electronic manuscript project, in cooperation with the Council on Library Resources. The project hopes to establish an industry standard and set of guidelines for preparing and processing manuscripts in machine-readable form. A recently issued report from the project highlights some of the findings of the initial investigations of the group.

Their survey of publishers indicates that nearly 60 percent of the respondents expect that by 1985 they will require submission of manuscripts in electronic form. Author surveys revealed that 80 percent expect to prepare manuscripts electronically by 1985 and more than 75 percent expect to ask their publishers to accept their manuscripts in electronic form by that same year. Based on the various surveys conducted, this group expects to develop and field test a provisional standard and set of guidelines by the end of 1984.

Additional information on the project can be obtained from the Electronic Manuscript Project, Association of American Publishers, 2005 Massachusetts Avenue, N.W., Washington, D.C. 20036.

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