Access
News from the University Libraries

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MONEY FOR BOOKS
THE NEH CHALLENGE GRANT

With book and subscription costs mounting, there has been little reason for rejoicing in library acquisitions budgets in recent years. Notre Dame has been heartened, however, by a National Endowment for the Humanities Challenge Grant earmarked for strengthening library resources. The NEH intends these grants to be a "means by which institutions concerned with the humanities may strengthen their financial bases through generating support from non-Federal sources." For Notre Dame, this means that the grant of $400,000 received in three annual installments starting in 1978 must be matched by three times that amount raised from private donors. In contrast to other NEH grants which are geared to well-defined projects with expected outcomes and durations, Challenge Grants offer institutional assistance in carrying out their basic functions. The University identified our principal need in the study and teaching of the humanities as improvement of the library collection.

The library faculty regard a NEH grant as a genuine "challenge" ... a challenge to build by 1981 a humanities collection which will serve library users in a noticeably better way. We have followed NEH's own definition of humanities, which allows us to include history and criticism of the arts, for instance. The University's application described a two-fold collection need in the face of the inflationary pressures of the past ten years: remedying the obsolescence of the undergraduate collection; and supplying the deficiencies of the research collections. An awareness of both of these goals has directed the library's approach to the use of NEH funds.

A set of guidelines for expenditures has been worked out in keeping with the purposes of the grant as specified in the proposal approved by the NEH. Since it is intended for retrospective purchasing (i.e., purchases of previously published works not acquired in the past) we cannot use the fund to buy new publications or to pay for on-going subscriptions. Reprints or microform collections are acceptable, however. In an effort to make every purchase count, we will not normally buy added copies or materials readily available from the Center for Research Libraries. Rare books are excluded unless there is a strong research or instructional need and the book cannot be obtained in a less expensive form. These guidelines are revised each year after a review of expenditures to reflect our increased understanding of the requirements of the humanities collection.

The needs of the undergraduate collection (which of course includes basic materials used by faculty and graduate students as well) have been addressed by selecting from titles listed in Books for College Libraries and Choice's lists of outstanding academic books for the past several years. Significant progress has been made in filling these gaps. Library users have often expressed surprise at the fact that important monographs published within the past ten years were not in the University Libraries. We are gradually supplying some of these titles in the humanities, both through orders submitted by faculty members and through systematic checks of publishers' catalogs. Another irritant to the user was the discovery that titles represented in our catalog had been missing for years. As the cards for mis-
sing works have been removed from the Public Catalog, those most valuable to the collection have been re-ordered and re-cataloged.

The second mandate for the use of the Endowment grant is the enrichment of the research collections. One of the foundations of such collections is significant bibliographies and library catalogs. These are frequently too expensive for the Libraries' ordinary budget and thus excellent candidates for NEH funds. The most outstanding example of those recently ordered is the Dictionary Catalog of the Research Collections of the New York Public Library. The Libraries have also used NEH money to purchase collections of primary source materials potentially useful in several disciplines, but which cannot easily be absorbed by a none-too-ample budget.

To assist us in identifying more specific research needs, the library staff asked that each academic department in the humanities submit a program statement outlining the priorities for buying in its area. Even $400,000 cannot build a comprehensive collection in every field, hence overall priorities relating to each department's program and to the Libraries' existing collections had to be established. Some departments phrased their statement in terms of two or three subfields of their discipline on which they wish to concentrate. In some cases, standard scholarly bibliographies in the subject are the source of materials which are to be supplied. Other departments are particularly eager to acquire back files of important serials which we lack. In order not to sacrifice flexibility, no rigid departmental allocations are made; however, general guideline figures for subjects were set up to insure that an appropriate proportion of the grant monies will be available for each area in the humanities. We have also been aware of those segments of the collection to which a particular commitment has traditionally been made; for instance, we have added to our collection of Dante materials and we have acquired microfilmed backfiles of several American Catholic newspapers.

The Collection Development Office has coordinated NEH expenditures, receiving suggestions for purchase from library liaison officers and library coordinators or committees of academic departments. We will continue to place orders using NEH Challenge Grant funds until October 1981. In the meantime the matching funds raised by the University will become part of the Libraries' endowment.

Maureen L. Gleason

THE LIBRARY: FORGOTTEN FRONTIER
IN EDUCATION?

In recent years the Libraries' collections (particularly as a resource for research) have been the center of much discussion, indeed agitation. Partly as a result of this focus, there has been a tendency to forget the service nature of libraries. This is most unfortunate, especially at an institution like Notre Dame that is unequivocally dedicated to undergraduate education; for real skill in utilizing library-based information is a critical component of a truly sound education. As an English librarian recently noted: "Perhaps the most important lesson a student can take away from his university career is to have learned to treat books not as sources of authority but as instruments to think with. And this is a lesson that cannot be imparted in the lecture theatre but must be slowly and painfully acquired by daily toil in the library." The real challenge that this pedagogical fact of life presents to libraries is two-fold: to supplement the inspiration the student receives in the classroom and, most importantly, to do what they can to reduce the perspiration that in the last analysis is an essential part of the learning process.

A library does this, or at least tries, through the organization of its collections and services. At Notre Dame in recent years, this has been done through the College Library, a division in the Memorial Library, which grew out of an internal library task
force in 1972 and was designed to support the "teaching function of the University." Unfortunately, as various subsequent library reports have revealed, little beyond the planning stage was accomplished, in either collections or service.

In light of the history and current state of the College Library, I recently appointed a committee with student and faculty representatives to review the entire situation, and particularly the appropriateness of a separate collection and administrative structure to meet undergraduate library needs. Among its specific tasks, the committee will be conducting a detailed survey of student-user attitudes along the lines of the faculty survey last Spring. I am expecting a report with recommendations for action by late Spring of 1980.

A good share of the responsibility for the lack of adequate attention to the needs of undergraduates must rest with the library. There is flavour for librarians in building and maintaining a research collection and there is statistical satisfaction in ever-increasing processing production. For too many librarians, however, there is little flavour or satisfaction in dealing with forlorn freshmen or (sometimes) sophisticated seniors. We forget too easily and too often that we are here for service and we have failed to make that service priority operational to ourselves, to the teaching faculty, or to the students.

All too often the concept of service is limited to checking out books, keeping shelves in order, and answering simple reference questions. In fact, if our students are to acquire the skills which will enable them effectively to exploit library-based resources, the library itself must do more. It must actively involve itself with in-class instruction on how to utilize particular kinds of library resources. This doesn't mean the generalized kind of orientation to the library offered to the new student. Rather, what is involved are more in-depth reviews of library and information resources in particular subject areas such as the legislative process, the modern American novel, or colonial Latin American history, and especially of the various kinds of published and unpublished tools which provide access to resources in those areas.

The Reference Department in the Memorial Library has done a limited amount of this type of instruction quite well, but if my informal experiences on this and other campuses are valid at all, I suspect that many of the faculty are not aware that the library can do these kinds of things, do them well (hopefully), and in a way that can ease the burden of the teaching faculty and make the life of the student a little less hectic. Some academic libraries also offer formal or informal clinics to students on approaches to term paper topics and the mechanics of related library research. The interest in these programs has been considerable and some studies suggest significant success in improving student skills where this approach has been tried. Other libraries provide individual counseling and coaching for students having difficulties.

On the graduate level, on some campuses, a formal conference with appropriate library personnel is a required part of the dissertation topic development process to insure both the student and the advisor that a reasonable proportion of required resources are either available locally or readily available from elsewhere. These and similar types of service are not intended to substitute for an in-depth, subject direction and assistance which only the teaching faculty can provide. Rather, they are aimed very pragmatically at the methodological difficulties in using libraries and library resources, which students and others so often encounter. Finally, a number of institutions have had significant success in active cooperation between the teaching faculty and librarians in conceiving and developing library-related course assignments which meaningfully contribute to overall course objectives. Such programs in the social sciences at Montieth College and the natural sciences at Earlham College have represented, by almost all evaluations, significant advances in the instruction/learning process.

There are other less formal ways in which the library can, should and hopefully will be doing more both to interest students and to make their work easier. Various units in the Library at Notre Dame have prepared a variety of user-oriented materials including reading lists on topics of current academic or general interest and printed aids on the use of particular types of library tools. In many institutions such materials are in-
creasingly appearing in the form of cassettes, film strips and video tape presentations. This approach is particularly useful for individuals who are reluctant for one reason or another to seek personal assistance. More along these lines should probably be undertaken at Notre Dame to enable our limited staff to reach larger numbers of users more effectively. Finally, and perhaps most importantly, the library here and the library profession generally must do much more to make library organization and rules more intelligible to users. A card catalog that only a trained librarian can understand (and then not always) must in some way become a thing of the past.

The library is frequently referred to as the heart of the university. Without denying the importance of the library, I would suggest that this is not the case, that the heart of the university is the teaching/learning process which goes on between the individual instructor and the student. I am convinced that the library can and should significantly enhance that process. That we do not do more of this is a major concern for me. Last week I was asked what one contribution I would like to make to Notre Dame during my tenure here. My response was that I wish most of all to make the University Libraries a far more vital part of the entire University community and particularly in its role as a teaching institution. To fail in this goal is to short-change both students and faculty.

Robert C. Miller

THE NOTRE DAME COLLECTION

The Notre Dame Collection is a depository of printed materials relating to Notre Dame, comprising about 8,000 items and located in the Department of Rare Books and Special Collections. It is an archival and historical collection of books, periodicals, scholarly works, student-oriented publications, offprints, theses, newsletters, brochures, announcements, reports, and other items published by the faculty and by or under the auspices of the University. In large part, the topics of these publications are Notre Dame itself and its history, but the collection is by no means limited to this narrow range; the collection of dissertations published by the University, for example, covers the full gamut of academic interest of the University.

In contradistinction to the University Archives, the Notre Dame Collection is composed only of published materials. (Unpublished papers, personal files and official records are collected and housed in the Archives.) Yet the Collection complements the University Archives in providing that printed part of the historical record which is not found in the Archives.

All the major serial publications of the University, the Notre Dame Report, Notre Dame Magazine, Scholastic, Observer, and many of the less regular publications such as the Juggler, are found in the depository sets of the Notre Dame Collection. So also are the principal scholarly journals published at Notre Dame: American Midland Naturalist, Review of Politics, Notre Dame English Journal, etc.

More recent efforts have been made to collect important printed materials published in ephemeral formats in addition to regularly published materials. These items include mimeographed letters, reports, newsletters, advertising leaflets, lecture programs, guides and other historical printed material relating to Notre Dame that are not represented elsewhere.

A principal aim of the Notre Dame Collection, aside from providing an historical record of University publishing, is scholarly recognition. All of the monographic titles are cataloged and represented in the card files of the University Libraries, as are the major serial works. Notre Dame authors are thus assured of representation in the formal bibliographic record of the University and, through our participation in the Ohio College Library Center, in the national bibliographic database.
In order to broaden the scope of the Notre Dame Collection as an archival and historical repository of material reflecting the published productivity of the University and its personnel, off-campus publications of the faculty are added. University of Notre Dame imprints are added automatically. The criterion of inclusion of off-campus publications of a faculty member is the time during which the author is affiliated with the University.

Collection of material for the Notre Dame Collection is accomplished by carefully reviewing each issue of the Notre Dame Report for publication announcements and by an annual review of Research and Other Scholarly Works, the summary published by the Office of Advanced Studies. The Office of Advanced Studies also contributes to the collection in June all publications (offprints, etc.) which it has collected from faculty members during the academic year.

In spite of these efforts to provide regular channels for the deposit of copies of publications, the Notre Dame Collection is far from complete, even in the recent years. Many ephemeral publications of historical interest are generated on campus during the academic year which never find their way to the Memorial Library. Many formal publications of the faculty are never received despite the best efforts of the Office of Advanced Studies and the library staff. Perhaps a greater awareness of the role of the Notre Dame Collection in the scholarly publishing of the University and in the preservation of the historical record will help assure greater completeness of this important University resource.

David E. Sparks

REORGANIZATION OF DEPOSITORY
MAP COLLECTIONS

Two important depository map collections were recently reorganized on the second floor of Memorial Library. The United States Geological Survey topographic maps, formerly housed in the Earth Science Library, and the U.S. Defense Mapping Agency topographic maps and nautical charts, moved down from the ninth floor of Memorial Library, are now available for convenient consultation and circulation.

Timely map materials are increasingly being viewed as primary sources of knowledge by researchers in many fields. Classic users such as the military, the earth scientists and the engineer have been joined by those interested in population growth, pollution, transportation, ecology, energy, resource management, and all aspects of regional planning and development. Through its use of no more than two hundred conventional signs and symbols, approaching a "cartographic esperanto," a map can convey a wealth of information.

The Geological Survey collection includes approximately 80,000 topographic maps of the United States, its dependencies and Puerto Rico. Each map, produced at a scale of 1:24,000 (one inch = 2,000 feet) or 1:62,500 (one inch = approx. one mile), shows relief data; natural physical features; cultural data resulting from human activity, such as urban areas, roads, land ownership; and areas of natural vegetation. The name of a city, town or prominent natural feature is assigned to each map (quadrangle). The maps are filed alphabetically within the two scale collections first by state and then by assigned map name. An index map for each state identifies all available topographic maps, the scales and the map names.

The Defense Mapping Agency collection of over 20,000 items includes topographic and thematic maps (road maps, strategic planning maps, etc.), as well as nautical charts. World areas, excluding the United States, its territorial waters, dependencies and Puerto Rico are covered. The nautical charts provide mapping of islands, harbors, ocean areas, and schematic plans of foreign port cities. The collection is organized by a system of series numbers corresponding to different types of maps or geographical areas. An index is available which explains the alpha-numeric system and provides access to the collection.
Both map collections are maintained and serviced by the staff of the Microtext Reading Room (Ext. 6450) and are located in the southeast corner of the Memorial Library's second floor. The staff will help patrons use the indexes and locate maps, check-out maps for use outside the library, and provide information on the ordering and purchase of available maps.

James G. Neal

CURRENT EXHIBITS


The present exhibit is a selection of approximately 100 primary items on and by Patrick Lafcadio Hearn, selected from the 300 or more books in the Hearn Collection in the Memorial Library. Most of the major biographies of Hearn are included and are mostly in first editions. The original works in this exhibit may make up an almost complete first edition listing of all the works of Hearn issued in book form. The exhibit is presented with gratitude to Mr. John Bennett Shaw, a Notre Dame alumnus, from whom the Hearn collection was acquired in 1960. An exhibit catalog is available.


Two Jewish-American authors have been awarded the Nobel Prize in Literature: Saul Bellow (1976) and Isaac Bashevis Singer (1978). This exhibit presents the major works of these authors and seven other writers who have contributed to the growth of American literature from the viewpoint of the Jewish experience. The exhibit was assembled with the assistance of the Library of Spertus College of Judaica and the Jewish Federation of St. Joseph Valley.


The years of 1979-80 mark 1500 years since the establishment of the Benedictine Rule. This small exhibit presents in photo-fac-simile the three paleographic forms of the Rule: the "pure" text, the interpolated text, and the transmitted text. Copies of manuscript pages from four of the principal codices are shown, together with the stemma codicum of the work. A number of published versions of the Rule complete the exhibit.


The Peace Corps was established in the early months of the Kennedy Administration and the first project launched with the active assistance of Notre Dame. The exhibit presents some of the antecedents of the Peace Corps, the development of the first project in Chile under the directorship of Professor Walter Langford, and the subsequent growth in domestic and foreign opportunities for personal service. The exhibit is presented in connection with the visit to Notre Dame of Mr. Richard F. Celeste, Director of the Peace Corps, who will speak to the University community and the townspeople of South Bend on February 29, 1980 at 2:00 and 8:00 p.m.