

act as liaison, but not as advocate, for each committee. **Action:** Refer to Executive Committee.

b. Establish a Public Information Committee, comprising ACRL past president, councilor, and executive director, to coordinate the communication of Association views to the larger library community. **Action:** Refer to Executive Committee.

c. Make Planning Committee responsible for short-range planning and periodic review of long-range goals and objectives. **Action:** Refer to Planning Committee.

d. Encourage greater cost consciousness within the Board. **Action:** Refer to Board.

2. Sections and Committees.

a. Hold orientation sessions for all new committee appointees. **Action:** Refer to Staff.

b. Sponsor leadership/group dynamics workshops for new elected officers and committee chairs. **Action:** Refer to Staff.

c. Encourage prompt action by, and discharge of, ad hoc committees. **Action:** Refer to Board and Sections.

d. Encourage economy in committee operations (e.g., by relieving Staff of committee paperwork, etc.). **Action:** Refer to Board, Sections, Committees, Staff.

3. Headquarters.

a. Commission study of work load and flow in ACRL office. **Action:** Refer to Executive Committee.

b. Upgrade executive staff to equivalency with strong academic library directorate. **Action:** Refer to Executive Committee.

c. Enlarge and seek greater permanence in headquarters personnel in accord with these goals and objectives. **Action:** Refer to Executive Committee.

d. Commission design of improved Management Information System (MIS) program (re members, costs, revenues, etc.) to aid in decision making. **Action:** Refer to Budget and Finance Committee.

e. Become primary voice in support of these objectives in all forums (e.g., government agencies, professional circles, scholarly community, etc.). **Action:** Refer to Executive Director.

f. Develop capability to sample membership opinion reliably and quickly (e.g., for program evaluation, priority determination, etc.). **Action:** Refer to Staff.

g. Study comparative costs of in-house and contracted services (re MIS, conference planning, publishing, telecommunication, etc.). **Action:** Refer to Staff.

4. Support Services.

a. Commission cost analysis of electronic mail system between headquarters and members, libraries, committees, officers, etc. **Action:** Refer to Executive Committee.

b. Commission feasibility study of utilizing teleconferencing techniques to (1) extend pro-

gram delivery capability to local, regional, and national audiences; and (2) facilitate conduct of Board, section, and committee business. **Action:** Refer to Executive Committee.

c. Study conversion of present ACRL data bases, and the development of future files, for on-line remote terminal access (e.g., committee rosters, research-in-progress files, skills directories, placement listings, committee histories, etc.). **Action:** Refer to Executive Committee.

d. Seek funding for program of incentive awards (e.g., for best research, most innovative idea, most active chapter, etc.). **Action:** Refer to Planning Committee.

Editor's Note: The Activity Model Committee consists of David Kaser (chair), Indiana University; Olive C. James, Library of Congress; William J. Studer, Ohio State University; Carla J. Stoffle, University of Wisconsin-Parkside; and Julie Carroll Virgo, ACRL executive director. ■■

NEH Programs in the Humanities

Hidden among the redwoods and Douglas fir in the coastal hills near Los Gatos, California, the Presentation Center run by the Sisters of the Presentation of the Child was the scene of the second NEH/ACRL workshop on humanities programming, February 23–25. With clear weather, the temperature a balmy 60°, birds chirping, flowers blooming, and the lazy atmosphere of a placid *hacienda*, the center provided an ideal retreat for librarians and humanists to meet, compare notes, and learn the fundamentals of writing grant proposals for programs to bring library materials in the humanities to people in their community.

A National Endowment for the Humanities grant of \$64,549 allowed for the two workshops, the first of which was held in Shrewsbury, Massachusetts, on November 30–December 2, 1981. Twenty-six teams of one librarian and one faculty humanist from each institution attended the Los Gatos workshop, and twenty-five teams met in Shrewsbury. Because of the limits on attendance, this represented only about 45% of all those who applied.

Many in the group that attended the California workshop had already begun to plan humanities programs. Sonoma State University was considering a program targeted for the Indochinese population in their area. Georgia Southern College had been studying a program on noted Georgians. Other institutions were focusing on senior citizens, Native Americans, local artists and authors, and other special interest groups or re-



Peggy O'Donnell (beneath crucifix) acts as facilitator for one of the NEH librarian-humanist study groups at the NEH workshop.

sources in their community.

ACRL's program assistant for the NEH workshops, Barbara Macikas, opened the program by explaining the Association's interest in encouraging humanities programming. Then Peggy O'Donnell, Chicago library consultant and conference director, introduced program moderators Thomas C. Phelps and Abbie Cutter, representatives from the NEH Division of Public Programs. Phelps explained that the purpose of the NEH grant program was basically to promote a continued public awareness of the humanities in the out-of-school, adult public by making library resources available to them with added interpretation and insight provided by local faculty humanists.

Abbie Cutter went into some detail about specific grant ideas and the application process itself. "Every successful program should have four elements," she explained. "First, there must be a well-defined idea or theme to be conveyed to a well-defined public audience. Second, both librarians and scholars should be involved equally in the program's design and implementation. Third, every element of the program should be consistent with the overall theme and target audience. Finally, the program should demonstrate an excellent use of local library resources."

Applications for an NEH grant usually take about five months to process. The first stage is to contact the NEH Washington staff prior to submitting a proposal so that they can offer suggestions for changes in focus or in specific program elements that might have a greater chance for approval. Completed proposals are then sent to a

selected panel of independent evaluators including scholars, professionals, and other individuals with a wide range of expertise. Applications are also reviewed by subject area specialists who look closely at a program's content and its use of humanities resources. The recommendations of panels and reviewers are considered by the National Council on the Humanities, a 26-member board appointed by the President to advise the chair of NEH on policy and programming. The council then recommends the award, rejection, modification, or deferral of each grant proposal that has been through the review process and allocates funds accordingly.

In order to give workshop participants an idea of what designing a successful program is like, everyone split into five groups which were given case studies to contemplate. Each case study described a mythical library, its humanities resources, and its community setting. The groups then prepared brief reports that summarized possible audiences for programming, the library's usable resources, themes or topics suitable for programming, and one concept for a program series that incorporated the library's humanities holdings.

Providing the teams with some nuts-and-bolts experience with humanities programs in the field, speaker Gregory Stevens described the Capital District Humanities Program which he directs at SUNY-Albany. Stevens' program, which is funded by NEH, is a collaborative effort involving education and cultural organizations and community groups in the Albany-Schenectady-Troy area of east central New York. Included in the Spring



Capital District Humanities Program director Gregory Stevens (left) discusses humanities programming with librarian Jack Middendorf, Wayne State College.

1982 CDHP prospectus are programs on old houses of the Upper Hudson Valley, an appreciation of the Black playwright, and an excursion to classical Rome.

Comments about the NEH/ACRL California workshop were very favorable. Melissa Cain, English librarian at the University of Illinois, Urbana, said that the workshop provided a "humanization of the NEH which makes creating

and writing grant proposals much easier." Richard Van Wye, director of library services at Mayville State College, North Dakota, appreciated the "information exchange among librarians and humanists during informal meetings after the sessions. Already we've found some new ideas for our college's programs," he said.

ACRL has re-submitted its proposal to NEH for two additional workshops in 1982-83. If funds



Abbie Cutter and Thomas Phelps, from the NEH Washington Office.

are available the workshops will be held in locations in the Southeast and the Midwest. *C&RL News* will report on the status of the NEH/ACRL program as details become available. ■■

VIRGO CHALLENGES THE CALIFORNIA GRASSROOTS

On February 11, Julie Carroll Virgo, executive director of ACRL, completed a four-day whistle stop tour of California. The successful six-city tour, sponsored by the California Academic and Research Librarians (CARL), was itself an historical occasion which introduced librarians in metropolitan areas in the northern and southern parts of this large state, as well as librarians nationwide through tapes of her talks, to the provocative and well-articulated ideas of this energetic academic library leader and educator.

Virgo tied her talks together with two important and timely themes: 1) the challenge to the profession from the proposed reclassification of the federal librarian positions by the U.S. Office of Personnel Management, and, 2) the value of the new article by Allen Veaner, "Continuity or Discontinuity: A Persistent Personnel Issue in Academic Librarianship," *Advances in Library Administration and Organization* 1 (1982): 1, where he "incisively delineates the role of the librarian and the role of the support staff in the academic environment."

In San Diego and Berkeley, Virgo addressed "The Role of the Librarian as Manager." With this topic she explored "the larger role of the librarian in the academic or research community, the educational preparation necessary to build that role, how the environment impacts on that role, and how we reconcile the array of roles that would be placed upon us: librarian, manager, educator, faculty member, scholar, researcher."

She supported her premise that librarians' "primary responsibilities are as practitioners of our profession" as she discussed faculty status and the implications of technological change in relation to the proposed revised federal standards and Veaner's article.

In "Certification," the topic of her talks in both Whittier and Sacramento, Virgo addressed the problem of credibility and the role of the library schools in the education process.

She summarized the complexities of developing a certification program, basing her talk on her experiences as director of education for the Medical Library Association where she was instrumental in the development of a competency-based certification program. Her answer to the question, "Is the possession of a set of stated competencies a viable alternative for an MLS in academic libraries?" was yes and no. "Yes," she

said, "if we have resources to develop excellent competency-based examinations, but the answer is no at the moment because I don't think that we have that capability."

Northridge and Stanford hosted presentations on "Current Issues in Higher Education and Academic Librarianship." Seven current issues in higher education: financing, demographics, curriculum, faculty, societal and political changes, technology, and economics, were woven into Virgo's fifteen suggested solutions. Her well-reasoned and substantial text discussed why librarians have to respond to these issues and what actions libraries could take to soften the impact, and to survive these nationwide trends.

Several of her many suggestions were to "increase productivity of library staffs, be prepared to terminate employment of the less productive, look for ways to cut personnel costs through appropriate technology, challenge assumptions on the extent to which collections and services are used, conduct fund raising, and be consumer-oriented, not product-oriented." The value of bright, strong, knowledgeable library leaders was implicit in her tough and practical suggestions.

The state-wide tour was the first of this magnitude attempted by the CARL librarians. Her published stops were complemented by a series of coffees, wine receptions, lunches, and dinners where she had the opportunity to informally meet the California librarians and gather their concerns. These grassroots, or local, concerns, factored into her own thinking, she said, provided her with greater insight as she represented us on the ACRL Board, a function she feels is vital to her role as an academic library leader.

The tour was noteworthy also as it set a precedent for academic library cooperation and for participation in professional activities at the local level, one of ACRL's goals for the state chapters. Too, it allowed timely and consistent information to be personally delivered to the California librarians by a nationally respected figure in academic librarianship.

Tapes of Virgo's three presentations are being offered by CARL as a fund raising effort. With this offer librarians can add Virgo's speeches to their library's collection and concurrently help support this large ACRL state chapter.

"Certification," "The Role of the Librarian as Manager," and "Current Issues in Higher Education and Academic Librarianship" are each approximately one hour long and consist of Virgo's speech and her answers to questions following it.

Tapes are available for \$10 each. Please indicate the titles you wish, make your check out to CARL, and send both by August 1 to Julie Virgo Tapes, CSULB Library, 1250 Bellflower Blvd., Long Beach, CA 90840, Attn: Wendy Culotta. Please allow 30 days for delivery.—Wendy Culotta, *Science-Technology Librarian, California State University, Long Beach.* ■■