

in 1973 to provide an opportunity for outstanding mid-career librarians to work closely with directors and administrators of major academic libraries. In eight years there have been 35 interns, selected from 420 applicants. Nearly \$900,000 has been invested in the program. About two-thirds of the interns have been women, and interns have ranged in age from 29 to 43. Most have had at least five years of professional experience at the time of selection. Current and former interns hold a number of highly responsible positions, including directorships and assistant/associate directorships in major research and academic libraries.

The review was undertaken to assess the worth of the intern program in the context of costs and need, and to consider all operating aspects of the program in terms of effectiveness and in the context of related opportunities and activities, such as those provided through CLR's Professional Education and Training for Research Librarianship (PETREL) program. Interns, host directors, members of selection committees, and members of the advisory committee for the PETREL program were asked to help assess the value of the program and make suggestions for future

changes. Topics addressed during the assessment included the skills and capabilities interns acquire, effects of the internship on the careers of interns, the nature of the mentor/intern relationship, and ways of improving the internship program and the recruiting and selection processes.

The results of the review indicate that the program has been successful in its major objective: to provide an opportunity for librarians with managerial ability and interests to expand their skills and experience. All of the 53 persons responding supported continuation of the program, and most provided both an assessment of the benefits of the internship and suggestions for improvements. The consensus of the group is that this is a unique program that addresses needs not otherwise met.

Because of the positive evaluation, the intern program with a few minor changes will be continued in 1983-84. Up to five interns will be selected. The deadline for applications is October 11, 1982. Persons interested in more information and application materials should write CLR at 1785 Massachusetts Avenue, N.W., Washington, DC 20036. ■■

Bibliographic Instruction

Extending Library Services to a Field-Based Program

The Foster G. McGaw Graduate School of the National College of Education, Evanston, Illinois, offers a field-based program for teachers who want to work on their master's degree, but who cannot justify a long drive or time away from their family and workplace. This well-received program has over 40 classes in the Chicago metropolitan area, including groups in Milwaukee, Wisconsin, and Danville, Illinois.

The convenience of having class sessions close to home or place of employment is an important advantage of the program. Teachers find it beneficial to pursue graduate study with colleagues from their own school district. Classes are located in nearby schools, churches, hospitals, and community centers.

The program design includes the integration and application of educational theory and research procedures while a relevant field study is conducted. The field study is defined as a systematic and objective inquiry of a concern, interest, or issue in the teacher's professional field setting. The development and implementation of the

field study are continuous throughout the three-term program.

Because the field-based classes meet off campus, students do not have easy access to the college library. This presents special problems when research must be done for the required individual project. To meet this need, reference librarians from the National College of Education go to field sites to provide the necessary library services and instruction for each group. As a field-based group starts its program, a reference librarian meets with the class at a community library close to the meeting site. Before the first class meeting the reference librarian makes contact with the staff of the local community library by phone. Later the librarian makes a personal visit to become familiar with the resources and personnel of that particular library.

At the library session the reference librarian introduces the students to resources in their fields of study. The librarian works in close cooperation with the class instructor to make sure students have hands-on experience with indexes and other

sources needed for them to complete the research process. This includes an extensive search of the education indexes and use of the ERIC (Educational Resources Information Center) Thesaurus for proper descriptors to be used in an upcoming literature search.

Computerized ERIC searches are an integral part of the total program. More than 2.7 million times a year at over 3,265 locations across the United States, someone uses ERIC. Moreover, about one-third of all American educators have used ERIC resources. These statistics come from a new cost and usage study conducted by King Research, Inc., for the National Institute of Education, which sponsors ERIC and provides slightly more than 4% of the estimated \$136 million spent each year to develop, distribute, and use the system.

Approximately ten weeks after the off-campus library instruction session, two librarians bring a portable computer terminal to the regular group meeting site. By this time the librarians have received a completed computer search form from each student and have worked out an appropriate search strategy for each topic. While one reference librarian is online doing a search with a student, the other is conducting a final interview with the next student to make sure the student's



Authors Leo Loughead (standing) and Norman Weston finalize computer search strategies with students Wendy Cornwall and John Huddle.



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In about seven days each student receives a printout of 15-75 journal citations and abstracts. They then use the printout to find specific articles for more in-depth research. The National College of Education library also issues every student a library card which can be used at any of the three full-service campuses in the Chicago area. Documents, books, or magazine articles can be obtained from any of these library locations or through inter-library loan.

Extending library services to a field-based program requires an active service-oriented library. For the past year and a half the National College of Education has successfully brought librarians and library service to field-based classes in the Chicago Metropolitan Area. The librarian is there to serve the students, not the library, and the computer is there to help the librarian extend those services. This approach, along with a commitment to teamwork with the field instructors, has resulted in a rapid expansion of the program and a more central and vital role for the library in the overall functioning and future of the college.—*Leo Loughead and Norman Weston.*

Editor's Note: Leo Loughead is an instructor in the Graduate Field-Experience Program, and Norman Weston is public services librarian for the National College of Education, Evanston. ■■

BERKELEY'S EMERGENCY RESPONSE PROGRAM

The Library Security Council at the University of California, Berkeley, recently inaugurated a series of seven courses designed to train library staff to respond quickly and appropriately in different kinds of emergencies.

Created by library and budget planning officer Jeff Pudewell, the program offers the following courses:

1. Fire Prevention and Response. A thorough study of the nature and causes of fire in the library. It includes a lecture, discussion, a film, and hands-on training in the use of fire fighting equipment (extinguishers, hoses, alarm systems, and sprinklers).

2. Security of Persons, Property, and Collections. Inside information on how to stop crime in libraries: incident reporting, treatment of evidence, building security, protection of rare materials, and a tour of the police department.

3. Cardio-Pulmonary Resuscitation. Medical certification in a vital, life-saving skill.

4. Emergency First Aid. Red Cross certification in emergency first aid skills, including how to care for injuries until the doctor arrives.

5. Wet and Damaged Library Materials. First aid for library materials caught in a flood or fire and how to care for worn and brittle books. The course includes lecture, discussion, and demonstration.

6. Health and Safety on the Job. Everything you want to know about employment safety, in-

Books Saved by Freeze-Drying

Freeze-drying, a drying process that is just starting to gain worldwide acceptance in libraries and museums, was used recently at the University of Calgary library to save a collection of rare Russian books. The texts, mostly indexes to pre-Communist Russian literature, were soaked by thousands of gallons of hot water when a water pipe in the ceiling of the main stacks burst on December 2, 1981.

Luckily only about 400 books required treatment, and swift action taken by library staff and patrons saved the books from destruction by mold and water damage.

Within four hours after the mishap occurred, the books had been removed to a growth chamber in the Department of Biology where the less seriously damaged books could be processed. About 80 of the volumes were either rare or too waterlogged for normal drying, and these were frozen in a standard home freezer. After freezing, the books were placed inside a vacuum-sealed drying unit where they remained (six volumes at a time) for five days at 58 degrees Celsius. The freeze-dryer converts the ice directly into water vapor without passing through the damaging liquid state.

Margaret Sinkey, assistant director of the library, said that they were very pleased with the results and were working on preventive measures to ensure that the accident does not occur on a larger scale.

Library staff at Concordia University in Montreal will also try the method to dry out 1,500 boxes of water-damaged archival materials which were soaked during efforts to extinguish a fire last January. They are being stored in standard freezers until freeze-dryers can be located.

The Canadian Conservation Institute, Ottawa, a federal agency dedicated to preserving and restoring museum and library materials, has been able to provide Concordia with a list of about thirty food processing companies which have freeze-drying equipment in the area.



cluding films, discussion of chronic health concerns, safety hazards, and accident prevention and reporting.

7. Earthquake Response Management. A comprehensive analysis of earthquake scenarios.

The courses are taught by patrolmen of the campus Police Department, the deputy campus fire marshall, instructors from the American Red Cross, and representatives from the Facilities Management Department and the Environment and Safety Health Unit. The Wet and Damaged Library Materials course is taught by library conservation officer Barclay Ogden. Each course lasts eight hours and is taught in two half-day segments, except for Ogden's which is a four-hour course.

Pudewell said that the program has been strictly voluntary and there have been waiting lists for nearly all the courses. Everyone who successfully completes a course will automatically become a member of the Library Emergency Response Team. Their names and areas of training will eventually be published in the library directory so that untrained staff members can contact them in emergency situations. Each team member will be required to take refresher courses at least once a year in order to remain in the active file.

Luckily no disasters have occurred since the inception of the program early this year, but Pudewell feels confident that library staff will be much better prepared to handle future problems. ■■

News from the Field

ACQUISITIONS

● **CORNELL UNIVERSITY's** Echols Collection, Ithaca, New York, has received 190 reels of positive and negative microfilm of Javanese historical and cultural materials covering a period from the 18th to the 20th century. The collection represents the equivalent of about half a million pages of text. The microfilming was done at the sites of the original collections in three libraries in Surakarta, Java. Initially submitted for funding under Title II-C, the filming was undertaken in 1980 with a National Endowment for the Humanities grant, with additional support from the Cornell Southeast Asia Program. The materials cover an enormous range of traditional Javanese concerns, from classical literary romances, historical chronicles, and the correspondence between the Javanese rulers and the Dutch colonial government in the 18th and 19th centuries, to 20th-century court diaries and correspondence as recent as the Indonesian Revolution of the late 1940s.

● **FRIENDS UNIVERSITY** Library, Wichita, Kansas, has received a collection of printed music, manuscripts, and memorabilia of Noble Cain (1896-1977), noted choral composer, arranger, and conductor. Cain gained national recognition as director of several Chicago-area choral organizations, eventually becoming director of choral music for the National Broadcasting Company. The collection was donated by Cain's daughter, Harriet Cain Reisser.

● **NORTHERN ILLINOIS UNIVERSITY's** Regional History Center, DeKalb, is actively collecting historical records from the 18 northernmost counties of Illinois, excluding Cook County. In addition to university archives the Center's holdings include private manuscript collections and local

public records from the region. Private manuscripts span the period from 1830 to the present and focus on several major themes in the region's history: agriculture, politics, ethnic heritage, commerce and industry, the role of women, and urban expansion.

● **SOUTHERN ILLINOIS UNIVERSITY** Library's Special Collections Department, Carbondale, has acquired the archives of the Library of Living Philosophers (LLP). The LLP, a publishing project, was founded by Paul Arthur Schilpp in 1938 to provide a forum for contemporary philosophers to reply to their critics. The collection contains correspondence from John Dewey, George Santayana, Alfred North Whitehead, G.E. Moore, and Albert Einstein.

● **TRINITY UNIVERSITY**, San Antonio, Texas, recently acquired the library of Professor Ronald Hilton of Stanford University. The Hilton Library is one of the largest private libraries on Latin America and the Caribbean and includes over 10,000 books on those regions and Florida, the American Southwest, California, and the Philippines during the Spanish period. Also in the collection are 270 audiotapes of Hilton's interviews with prominent Latin Americans; 34 autograph letters, including a letter to Hilton from Argentinian leader Juan Peron; and 56 photographs of Cuba during the Spanish-American War.

GRANTS

● **CORNELL UNIVERSITY** has been awarded a \$150,000 challenge gift from Mr. and Mrs. Kenneth Hill, of Rancho Santa Fe, California, to aid in the creation of an endowment that will enable Cornell to build the premier collection of books on North American ornithology. The Hills have also given the library rare 19th-century illustrated