

# ALA/ACRL Representatives At Academic Ceremonies and Meetings

Throughout the year, the American Library Association and the Association of College and Research Libraries receive invitations to a variety of academic ceremonies and meetings. During the past year, members of ACRL have represented the association at inaugurations of college presidents, dedications of new libraries, anniversary celebrations, and annual meetings.

On September 22, 1972, John B. Thomas, director of the Learning Resources Center at Davidson County Community College, in Lexington, North Carolina, attended the inauguration of John Edgar Weems as the sixth president of Meredith College, in Raleigh. Mary Lou Harkness, director of libraries at the University of South Florida, in Tampa, represented ACRL on October 6, at the inauguration of Dr. B. D. Owens as the sixth president of the University of Tampa. Raymond V. Dunmire, director of the Library and Learning Resources Center at Augustana College, in Sioux Falls, South Dakota, attended the December 1st in-

auguration of Dr. Francis Gordon Foster as the twelfth president of Dakota State College, in Madison.

On December 16, Donald C. Anthony, associate director of libraries at Columbia University, attended the dedication ceremony of the Elmer Bobst Library and Study Center at New York University.

On January 25, 1973, Wilson D. Snodgrass, assistant director of libraries for Processing Services at Southern Methodist University, in Dallas, attended the Centennial Convocation commemorating the founding of Texas Christian University, in Fort Worth. Arthur T. Hamlin, director of libraries at Temple University, and Brother Thomas Warner, director of library services at La Salle College, both in Philadelphia, represented ACRL at the 77th Annual Meeting of the American Academy of Political and Social Science, held in Philadelphia on April 13 and 14. ■■

## Preliminary Draft of Guidelines for NCATE by AASL

*The American Association of School Librarians has prepared a preliminary draft of guidelines for use of the National Council for Accreditation of Teacher Education. The draft deals with curricula, faculty, students, evaluations, and "Resources and Facilities for Basic Programs." The latter topic is of special interest to ACRL's Education and Behavioral Sciences Section. Comments and suggestions from our members are welcomed, and may be addressed to Robert N. Broadus, Department of Library Science, Northern Illinois University, DeKalb, IL 60115 for consolidation and forwarding.*

*The text of part 4 of the draft is reprinted here by permission of AASL:*

### 4. Resources and Facilities for Basic Programs

In a unified media program, the system of resources and facilities supports every phase of activity within the institution. Coordinated services, accessibility, and the absence of restrictive regulations typify good programs, and achievements should be measured in services to faculty and students.

The media program is subject to change as technological advances occur and information

storage and retrieval becomes more automated. The operational efficiency of the media program and the quality of the collection must parallel the overall growth of the institution so as to fulfill the individual needs and aspirations of the student body.

#### 4.1 Library

The library is the information storehouse of the institution and its services center around efficient storage and ready retrieval. In the past, it housed mostly print materials with stress on the permanent forms.

Today the library should meet Association of College and Research Libraries standards. It should encompass all media and be an active facility in carrying out the media program. It should be as attentive to contemporary and temporary sources as those in more permanent form. The library must also provide multi-services such as individual study areas, electronic equipment, rooms for seminars and discussions, and inexpensive copying facilities.

Guideline: The print and nonprint collection, supporting all disciplines and providing strong coverage in pedagogical practice, is sufficiently large and contemporary, and the staff sufficient-

ly large and varied in skills to offer a full range of services.

- 4.1.1 Regardless of designation, is the library in arrangement and operation a library media center?
- 4.1.2 Is there an integrated information source covering all resources on the campus and including all formats of media?
- 4.1.3 Does the budget allow for an adequate, well balanced, up-to-date collection?
- 4.1.4 Are there adequate funds for multiple copies?
- 4.1.5 Is access to current or transient information (periodicals, newspapers, bulletins) sufficient when contrasted with more permanent forms, and does the library subscribe to services that provide up-to-date information on new educational materials?
- 4.1.6 Are facilities for both individual and small group uses of material inviting, comfortable, and sufficient in relation to the number of students?
- 4.1.7 Are the hours and regulations relative to the borrowing of materials conducive to extended use by students?
- 4.1.8 Does the workload of the staff of the li-

brary allow for professional individual and group contact with students?

- 4.1.9 Are there enough facilities for seminars and discussions, and are these areas equipped to accommodate audiovisual presentations?

#### 4.2 Materials and Instructional Materials Center

The teacher training institution needs a resource center as a part of or in addition to the library where students can utilize curriculum sources and other aids in creating their own materials and in developing units of study and instructional techniques to support them.

Guideline: Both faculty and students have adequate work areas supported by up-to-date reference materials, sample curricula, syllabi, reports of educational research, and an adequate current collection of materials for children and youth.

- 4.2.1 Are there accessible production areas where students can prepare devices and materials to use in reporting, in student teaching and in information storage?
- 4.2.2 Is there a centralized facility for curriculum materials, and is it in a strategic location for student use?
- 4.2.3 Is there a planned program for acquiring updated curriculum bulletins and other reference sources and discarding outmoded ones?
- 4.2.4 Do students have access to and become familiar with trade books and other materials used by the age group with which they will be working?
- 4.2.5 Are students graduating with a ready supply of teaching aids, a knowledge of material sources, and techniques in constructing such items as transparencies, models, slides, posters, etc?

#### 4.3 Physical Facilities and Other Resources

If learning through total media is a way of life, the physical accommodations of the institution should accommodate and encourage such experiences. Experiences in the classroom should extend beyond the oral lecture and question and answer periods, and assignments should require more than reading with oral or written reports.

Guideline: The learning area is geared to accommodate the use of any media, and these facilities encourage students' involvement in a wide spectrum of print and nonprint materials.

- 4.3.1 Can audiovisual presentations occur in the designated locations for course without having to move to a specially equipped room or department?
- 4.3.2 Do instructional rooms provide for stu-

### Reprints Available

"Joint Statement on Faculty Status of College and University Librarians" and "Standards for Faculty Status for College and University Librarians," *CRL News*, September 1972. Multiple copies, 20¢ each.

"Guidelines for Two-Year College Learning Resources Programs," *CRL News*, December 1972. Multiple copies, 20¢ each.

"Statement on Appraisal of Gifts" and "Statement on Legal Title," *CRL News*, March 1973. Multiple copies, 20¢ each.

Arthur M. McAnally and Robert B. Downs, "The Changing Role of Directors of University Libraries," *College & Research Libraries*, March 1973. Multiple copies, \$1.00 each.

Reprints of the above articles are available from the ACRL office, 50 E. Huron St., Chicago, IL 60611. For single copies, send a self-addressed mailing label and 16¢/article for postage. Prices for multiple copies are listed after each article.

dent participation in using media other than in audience situations?

- 4.3.3 Are bulletin boards, displays, and exhibits encouraged and adequately provided for and changed frequently?
- 4.3.4 Are lectures or outstanding presentations usually recorded and placed in the college library media center for replay by students?
- 4.3.5 Are videotaping and similar devices used for orientation and evaluation?

4.3.6 Are there sufficient learning laboratories and utilization of such devices as computer assisted instruction?

4.3.7 Is there an ongoing program with Teacher Education courses to introduce instructional media to students as it becomes available, and are there sufficient means to encourage the preview and evaluation of print and non-print media?

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## Personnel

### PROFILES

**DR. H. WILLIAM AXFORD** becomes UNIVERSITY OF OREGON librarian July 1, 1973. Dr. Ax-  
ford is a graduate of Reed College in Portland,



*Dr. H. William  
Axford*

where he received his Bachelor of Arts degree in 1950. He has pursued studies in history and political science at the University of Washington and received his Master of Arts degree in librarianship from the University of Denver, which in 1969 also awarded him the Doctor of Philosophy degree in history.

His professional library career includes the posts of head librarian at the *Denver Post*, assistant director and director of libraries at the University of Denver, director of libraries at Florida Atlantic University, and Arizona State University librarian. He has been active, serving as an officer and on committees, in the American Library Association, the Special Libraries Association, the Colorado Library Association, and the Mountain Plains Library Association. In 1971, he served as president of the Library Automation, Research and Consulting Association. He currently is chairman of the executive board of that association. Dr. Axford was elected vice-president of ACRL this past June.

Dr. Axford is the author of *Gilpin County Gold* published in the summer of 1972, and of numerous articles for professional journals.

**HAL B. SCHELL** took over as dean of library administration and director of libraries at the UNIVERSITY OF CINCINNATI on January 15 of this year. Mr. Schell comes to Cincinnati after

four years as associate director of libraries at Southern Methodist. Prior to this he worked at Cornell and the Universities of Maryland and Pittsburgh. In each position he was heavily involved in planning for the construction of major library facilities, including the Olin Library at Cornell and Hillman Library at Pittsburgh.

Mr. Schell has been very active professionally, including several ALA assignments, and has two articles in the *Encyclopedia of Library and Information Science*. He is currently working on a reader on library buildings, to be published this year. He has recently received a Council on Library Resources Fellowship for 1973-74 to analyze the facilities planning process for academic libraries. Mr. Schell is married to Joan Schell, also a librarian.

### APPOINTMENTS

**J. ROBERT ADAMS**—associate university librarian for administration—UNIVERSITY OF ARIZONA, Tucson.

**JOHN W. AUBRY**—coordinator of library systems—FIVE ASSOCIATED UNIVERSITY LIBRARIES.

**BARBARA M. BATCHELDER**—assistant cataloger and instructor—OKLAHOMA STATE UNIVERSITY, Stillwater.

**WARREN N. BOES**—director of libraries—UNIVERSITY OF GEORGIA, Athens.

**JUDITH A. BOURGEOIS**—librarian—BROOKINGS INSTITUTION, Washington, D.C.

**MERLE BOYLAN**—director of general libraries—UNIVERSITY OF TEXAS, Austin.

**JULIA E. BUCGE**—assistant professor, School of Library Science—SIMMONS COLLEGE, Boston.

**MELVIN CARLSON**—cataloger—UNIVERSITY OF MASSACHUSETTS, Amherst.

**KATHARINE CIPOLLA**—media services librarian, Barker Engineering Library—MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

**KATHRYN CRAWFORD**—serials cataloger—SYRACUSE UNIVERSITY, New York.

**DAVID H. DOERRER**—assistant professor and