

ABSTRACTS

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Collection Security in ARL Libraries. By David S. Zeidberg. SPEC Kit 99. Association of Research Libraries, Washington, D.C. Jan. 1984. 102p. ED 241 016. MF—\$0.83; PC—Not available from EDRS.

Responses to a one-page questionnaire on library security were received from 89 of 117 Association of Research Libraries (ARL) institutions (76 percent). The questions, which covered administrative security control, security policies and procedures, permanent identification of library materials, and swift responses to possible theft were derived from a longer questionnaire prepared by the Security Committee of the Rare Books and Manuscripts Section of the Association of College and Research Libraries (ACRL). It was found that 31 percent of the responding libraries had a security officer, 87 percent and 33 percent were marking their general and special collections respectively, 15 percent had a collection security policy, and most of the policies prescribed what to do about thefts after the fact. This publication contains (1) the two questionnaire forms; (2) security policy and procedure documents from Brown University, New York State Library, Colorado State University, Columbia University, Cornell University, Florida State University, University of Michigan, University of Toronto, McMaster University, and University of California, Riverside; and (3) task force reports on library security from Brigham Young University and University of Illinois at Urbana-Champaign. A six-item bibliography, a concise summary of survey results, and an evaluation sheet for this ARL Systems and Procedures Ex-

change Center (SPEC) kit are also provided.

Online After Six: The University of Ottawa's Experience with BRS/After Dark. By Richard V. Janke. Paper presented at the Annual Users Meeting of Bibliographic Retrieval Services (8th, Boston, Mass., October 31, 1983). 9p. ED 241 027. MF—\$0.83; PC—\$4.82.

This paper describes the provision of end-user search services in the libraries of the University of Ottawa using BRS/After Dark. It is noted that the service—Online After Six—is available during the evening hours to university faculty, students, and staff and to the general public. Program planning stages, service regulations, fees charged, and publicity methods are described. Based on initial usage of the system by education students, it is reported that difficulties encountered by clients and library staff included problems in using Boolean logic and the online print commands, low awareness of the range of databases relevant to any particular question, and the need for more extensive user assistance than was originally anticipated. Positive outcomes of the program are also outlined, e.g., 40 percent of the end users had fully satisfactory search results, even as first-time users. The necessary prerequisites for an after-hours end-user search service in an academic library are concluded to be a positive perception of the possibilities such a service may offer clients; groundwork to convince the library administration that the project is feasible; careful planning, coordination, and training of staff prior to service start-up; provision of quality documentation to end users; and arresting publicity. A seven-item bibliography is provided.

ARL Statistics, 1982-83. A Compilation of Statistics from the One Hundred and Seventeen Members of the Association of Research Libraries. By Carol A. Mandel and Alexander Lichtenstein. Association of Research Libraries, Washington, D.C. 1984. 73p. ED 241 036. MF—\$0.83; PC—Not available from EDRS.

This report presents data compiled from the 117 libraries that were members of the Association of Research Libraries (ARL) during the 1982-83 academic year, as well as an examination of data for trends in expenditures for the previous fifteen years from the seventy-five ac-

ademic libraries that were members throughout those years. Information includes data from four libraries that joined ARL in 1982-83: Delaware, Georgia Institute of Technology, and North Carolina State, and the nonuniversity Canada Institute for Scientific and Technical Information. A guide to library code numbers provides a complete list of ARL members. Research library resources, staffing, expenditures, and interlibrary loan activity are covered in the report's data tables. Further report sections include an analysis of selected variables; Ph.D. and enrollment statistics; the ARL Library Index, a summary of rank order tables for ARL university libraries; and the rank order tables for volumes in library, volumes added (gross), microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages expenditures, total operating expenditures, total items loaned, total items borrowed, and current serials expenditures. A copy of the ARL Statistics Questionnaire is included.

Competency Requirements for Library and Information Science Professionals. By Jose-Marie Griffiths. Paper presented at the Anniversary Conference of the Special Libraries Association (76th, Univer-

sity Park, Penn., October 20-21, 1983). 13p. ED 241 037. MF—\$0.83; PC—\$1.82.

Ways in which the education and training of information professionals can adapt to the rapidly changing information environment are addressed in this paper, which describes a project undertaken by King Research ("New Directions in Library and Information Science Education") to identify current and future competency requirements of libraries and other information professionals. It is hypothesized that a lack of communication between the employers of information professionals and the institutions that educate and train them is one reason that educational institutions are not meeting needs and demands of the changing environment and new technologies. Following a list of preliminary questions that need to be addressed in determining information professionals' training needs, the project approach and framework are described. Each aspect of this framework is then detailed, including trends that affect library and information science organizations, work settings, and the functions and activities performed. Also considered are the types of users served, the tools and techniques used/applied, and the types of materials handled. Finally, each step in the overall process of planning, design, implementation, and evaluation is examined.

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