

Letters

To the Readers of *C&RL*:

The article "Building Library Collections in University Libraries in Nigeria," by G. T. and R. W. Onadiran, which appeared in the September 1983 issue of *College & Research Libraries* V.44, no.5:358-67, was also published in *Collection Building* V.4, no.2:44-54 (Neal-Schuman), and in the *Annals of Library Science and Documentation* (ALSD) Spring 1982, V.29, no.3:95-106 (Indiana National Scientific Documentation Centre).

Unbeknownst to the editor of *C&RL*, and in violation of their signed copyright agreement with ALA, the authors submitted their manuscript to and had it accepted and published by these other journals while still under review by *C&RL* and its referees. I apologize to *C&RL* and its readers for any inconvenience that this unauthorized simultaneous publication may have caused. In a letter to the editor dated May 14, 1984, the Onadirans also state "Please accept our apology."

C. JAMES SCHMIDT

To the Editor:

In the January 1984 issue of *C&RL* I am referred to on p.31 as the "former" university librarian of University of North Carolina by Nicholas C. Burckel. Do you, or he, know something they haven't told me?

JAMES E. GOVAN

The University of North Carolina at Chapel Hill

To the Editor:

Three cheers for John N. DePew's forthright proposals on doing something about so-called "faculty status" (*C&RL* 44, no.6:407, November 1983). I am pleased to see concrete proposals made to change the standards, and I urge the Academic Status Committee to consider carefully his recommendations. Thank you for making his article the lead one. The time is now for doing something about this embarrassing situation.

PHILIP E. LEINBACH

Tulane University Libraries, New Orleans, Louisiana

To the Editor:

John N. DePew's argument that faculty status causes librarians undue "difficulties" and "strain" contains one basic flaw. The statement that librarians with faculty status are "wearing the hats of two professions" is nonsense. These librarians wear two hats no more than the faculty member who is an accountant, or an historian, or a chemist. Library faculty are faculty who happen to be librarians.

It would be refreshing if studies were undertaken to determine the impact faculty status has had on the libraries involved instead of concentrating primarily on its effect on individuals.

BARBARA J. SMITH

The Pennsylvania State University

To the Editor:

I personally believe Mr. DePew's article on the ACRL standards for faculty status to be ill-considered and unnecessary.

Having enjoyed full faculty status and rank in all my professional positions, I would say, quite simply: *I would not have it any other way.* Full faculty status eliminates questions and ambiguities; it helps to integrate librarians fully into the academic, decision-making power structure of a college or university and it gives us a shared rite-of-passage experience with our professional colleagues, an experience which promotes respect and communication.

The problems at Dickinson College referred to by Mr. DePew, are hardly unique, but to draw the conclusions that Mr. DePew does from that example is hazardous. While I would certainly agree that tenure is currently difficult for many librarians to obtain, this difficulty is not confined to librarianship. It is universal in academe—largely a result of the population and monetary changes we are all familiar with—and a matter of concern for all untenured faculty, regardless of field or responsibilities.

The solution is not the denial of "status" or tenure but the insuring that the appropriate criteria for judging performance are used. It is no more appropriate to use the same criteria for judging librarians that is used for teaching or teaching/research faculty than it is to use the same criteria for comparing research results between an instructor with a five-courses-per-semester load and another with a two-courses-per-semester load. That many colleges and universities do not differentiate enough is at the heart of many current tenuring crises. The solution is not moving or changing status but the campus by campus designing of reasonably obtainable criteria for each department or discipline.

Most of us are not teachers and do not pretend to be teachers. What I, and others, insist is that faculty status is not a condition restricted only to those who spend their professional hours in the classroom. Rather, it is a status that should accrue to all whose duties are of an academic and intellectual nature as opposed to an administrative nature. Many librarians are administrators. Many librarians may, perhaps, think of themselves only as administrators. But that is not the *nature* of librarianship and it is not how our status should be determined.

MICHAEL W. LODER

Pennsylvania State University, Schuylkill Campus

To the Editor:

As one who aspires to library administration, I turned eagerly to Barbara B. Moran's article on the subject of administrative career patterns in your September issue. What I found there is, I believe, a description of a generation whose time has come . . . and departed.

The pattern Moran found among women directors, that "the likeliest route to a directorship is to try to get an administrative appointment in the best [small] academic institution possible and to stay put," simply does not jibe with my impression of current trends. So troubled was I by this conclusion that I have taken the time to look at the characteristics of female appointees to ARL (i.e., large, doctoral degree granting institutions) library directorships.

There are at present 19 female directors of ARL libraries, 14 in U.S. institutions, and five in Canadian. Sixteen of these women were external candidates for their present directorships, two were internal candidates, and one is of unknown status.

Why were these women (and many women of similar career pattern in smaller academic libraries) missed by Moran's survey? Some, to be sure, have achieved their directorships since 1980. However, the discrepancy is better explained by another characteristic of these women administrators' careers. In 1970, three were assistant/associate directors, two of unknown status, but 14 had *not yet become* assistant/associate directors. Moran's methodology, which posits a ten year span from assistant directorship to directorship, thus missed those individuals who went from middle management positions (e.g., department heads) to directorships in less than ten years. It is precisely these fast track careers which more closely resemble the career patterns of male directors.

This evidence is not intended to refute Moran's conclusions about those women who

were already assistant or associate directors in 1970. Their experience seems accurately described by the article's conclusions. However, it does suggest that a similar study of individuals who were assistant/associate directors in 1978 and who are directors today would show vastly different results. In the brief time span since 1970 there seems to have emerged a new career pattern of women library administrators who are on the fast track and who achieve directorships via career paths more similar to those of their male colleagues. It is these successful and dynamic women whom aspiring future administrators should be encouraged to emulate, not those from a bygone, less equitable era.

JILL B. FATZER

University of California, San Diego

To the Editor:

I would like to reply to the contents and conclusions of a recent article "Long-Range Effectiveness of Library Use Instruction" in your November 1983 issue [Selegean and others, p.476]. The data analysis was so well presented and explained that it is a shame that unfounded conclusions are drawn.

The authors do their best to convince the readers that the experimental and control groups are equal. But therein lies the fallacy. They most certainly are not equal. The experimental group was self-selected; that is, they were motivated to enroll in the course "Biblio Strategy." That in itself sets them apart from the control group. Although I do not possess the expertise to elaborate on the importance of self-motivation, I do know that the volunteer in psychological experimentation is not necessarily representative of the population from which he/she comes. Therefore, I would like to dispute the authors' conclusions. Their data, I'm certain, are irrefutable, but it's important to understand that their conclusion—that students who completed the library use course were found to have a statistically significant higher GPA than those who didn't complete the course—can not be generalized to the total population of students at that institution or any other. What was not controlled was the effect of self-motivation to enroll in the course.

BONNIE GRATCH

Bowling Green State University Libraries, Ohio

To the Editor:

I have only just seen the November issue of *College and Research Libraries*, hence my delay in commenting on the letters from Ms. Donna Lee Kurkul and Dean Charles H. Davis.

I was initially annoyed by Dean Davis' pomposity, but eventually found myself moved to hearty laughter. Here is a man who is only interested in what he thinks, even in the face of thirty years of educational history. At age 35, I can remember the panic wrought in public education by Sputnik and how the development of education in science and mathematics peaked and died once it was no longer important to beat the Russians into space.

Anyone who pays the slightest attention to the news is well aware of the state of public education over the past fifteen years, particularly in science and math. In liberal arts educations in our own time, mathematics ceased to have any real importance. For many of us who concentrated on history, literature, political science, or the arts, our last contact with algebra was in our freshman years at college (an unconscionably long time ago for most of us).

It is hard not to applaud Ms. Kurkul's decision to include her appendix. It was only realistic. If that is an insult, it is not to the readers of *College and Research Libraries*. Whatever implied insult there may be falls right where it belongs. As to Dean Davis' assertion that "individuals who do not possess this basic knowledge have not received a good education in the liberal arts and sciences, and they should not be admitted to our schools," one can only be speechless with awe. Dean Davis seems to be presuming to judge who should or should not be librarians. A strong knowledge of algebra seems like a pretty shaky credential, from my standpoint. One also wonders what the math requirements are for admission to Dean Davis' school.

That many librarians are poorly skilled in mathematics and science is probably beyond doubt. Until that changes (and a lot of other things must change first), the realistic course to follow is one that acknowledges the fact and attempts to deal with it, rather than ignore it.

ROBERT E. SKINNER

Louisiana State University Medical Center, New Orleans

Beginning with the July 1984 issue, Charles Martell, Jr., associate university librarian for public services at California State University, Sacramento, will be the new editor of *College & Research Libraries*.

Previous to his appointment at Cal State University, Mr. Martell worked as acquisitions librarian at the University of Illinois, Chicago, since 1981, and from 1976 to 1981 he was assistant to the university librarian and reference librarian at the University of California, Berkeley. He has also taught library administration courses at UC Berkeley and the University of Illinois-Urbana.


A graduate of Brown University, MLS from Syracuse University and a Ph.D. from UC Berkeley, Mr. Martell authored *The Client-Centered Academic Library: An Organizational Model* (Greenwood, 1983).

Material to be considered for publication should now be sent to Mr. Martell. *C&RL*'s outgoing editorial staff send Mr. Martell sincere best wishes and congratulations.

C. JAMES SCHMIDT

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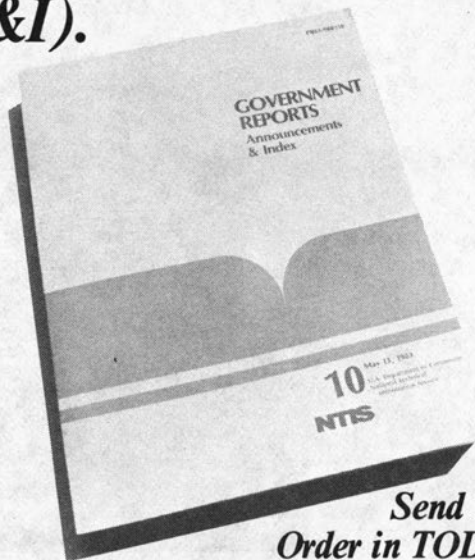
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