

mately 70 student employees (graduate assistants, tutors, receptionists, and data entry clerks). The Center's professional staff members participate in a number of university programs including student recruitment, freshman orientation, and new faculty orientation. The director serves on several university committees including the Committee for Disabled Students and the Adult Reentry Committee.

Though the instructional budget for the Center is separate from the general funds allocated to the General Library, library policies and procedures apply to the expenditure of all funds. Student and staff employment is handled by the library's personnel specialist. The Center maintains a small catalogued collection of study skills materials which are selected by the director. Some Center staff members have been trained as substitutes on the General Reference and Government Publications Reference desks. A description of Center services is included in most library tours for undergraduate students. Plans for the future include term paper workshops conducted by Center staff and Reference Department librarians, graduate level library skills courses, and expanded paperwriting services offered through the Center's Writing Lab. The director is currently chair of the Library Instruction Committee which is composed of representatives from each public service area and branch library in the General Library system. The Center has become an integral part of the General Library.

The following assertions can be made to support the presence of the tutorial program in the library: the General Library is the only college on campus mandated to serve the needs of all students; out-of-classroom learning is the hallmark of the library learning experience; and the Center's services and

policies are based upon a philosophy of adult education which is consistent with the library's philosophy of developing lifelong learners.

Though often referred to as the "heart" of the university, libraries are too often viewed as being adjunct to the educational process. This may be due in part to a lack of understanding on the part of teaching faculty concerning the complexities of library operations and reference services. For the most part, members of the teaching faculty understand the complexities of student learning better than they understand the complexities of library services. Tutorial assistance as a library service provides a tangible link between librarians and teaching faculty.

In *Alliance for Excellence*, the following recommendations are made:

• We recommend that libraries accept their central role in the Learning Society as valid learning centers. Further, we recommend that these centers be staffed with user-oriented professionals who not only understand community needs but also know learning resources. These "learners" advisers would help patrons to gain the information and skills to function successfully in the Learning Society.¹

• College and university libraries should be staffed with strong advisers to lead students toward advanced learning skills.²

Tutorial assistance programs are one means of implementing these recommendations. ■■

¹U.S. Department of Education, *Alliance for Excellence: Librarians Respond to a Nation at Risk* (Washington D.C.: Government Printing Office, 1984), 28.

²*Alliance for Excellence*, 29.

Letter

InfoTrac

To the Editor:

We were pleased to find "Users' Reaction to InfoTrac in an Undergraduate Library" by Ellen P. Flynn in the January 1989 issue. Palo Alto College recently conducted a user survey on InfoTrac using the same questionnaire. Our results were very similar. The 39 users who responded were 35 students, 3 faculty members, and 3 business persons (two students doubled as business persons). We received 31 overall positive responses, no negative remarks, and 8 no comments. All respondents gave InfoTrac high ratings in the survey. Thanks to Ellen Flynn and *C&RL News* for validating the results of our survey.—*Camille Fiorillo, Librarian, Palo Alto College, San Antonio, Texas.* ■■

Applications invited for C&RL editor

Nominations and applications are invited for the position of editor of *College & Research Libraries*. The editor is appointed for a three-year term which may be renewed for an additional three years. Applicants must be members of ALA and ACRL. Qualifications include experience in academic libraries, evidence of research and editing activity, and a broad knowledge of the issues confronting academic libraries. A small honorarium for the editor and funding arrangements for editorial assistance are available. Nominations or resumes with names of three references may be sent to: C. Brigid Welch, Chair, *College and Research Libraries Search Committee*, Central University Library, C-075-R, University of California, San Diego, La Jolla, CA 92093. The deadline for applications is May 1, 1989.



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