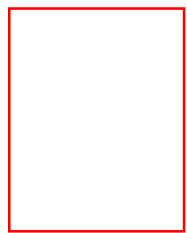


Copyright and Fair Use

Brinley Franklin



American authors and publishers, as creators and owners of intellectual property, have been protected by copyright law for more than 200 years. Article 1, Section 8 of the Constitution laid the foundation for copyright law in the United States, and the Copyright Act of 1790 gave authors and publishers a basis for requiring others to pay for the right to make copies of their work. This law is now reflected in Title 17 of the *US Code*.

The concept of "fair use" is also an integral part of American copyright law (Title 17, Section 107). It has served to balance the authors' and publishers' right to protect their works with users' needs by permitting limited use that does not economically benefit the user or devalue the copyright-protected work. The digital world and the Internet threaten this balance by making copyright-protected materials immediately available, interactive, and accessible to unlimited numbers of users while, at the same time, making it more difficult for copyright holders to collect royalties to which they are legally entitled. For these reasons, powerful media corporations that own copyright-protected materials are seeking stronger legal and technological controls over their property.

Stronger legal controls were enacted in 1998 when Congress passed two bills amending the 1976 Copyright Act. The first, the Sonny Bono Copyright Term Extension Act, extended copyright protection from the author's lifetime plus 50 years to the author's lifetime plus 70 years. It also extended copyright coverage of works for hire (i.e., created while under contract) to a term of 95 years from date of publication. The second bill, the Digital Millennium Copyright Act (DMCA), is intended to update copyright law for the digital age.

Generally speaking, copyright law applies to materials found on the Internet as well as in traditional formats. The digital environment, however, introduces complex, new issues to the application of the concepts of copyright protection and fair use. It is unclear how these ideas will operate in a milieu where networked distribution and printing, online service provider liability, automated copyright management systems, and distance learning must be taken into account.

In academe, fair use has allowed the use of a single copy of a copyrighted work, without the author's permission, for scholarly research and teaching purposes. In determining whether an academic use met the criteria for fair use, a federal court would consider: the nature of the

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Connecticut's Railroad Heritage

Photographic images, historical documents, maps, and memorabilia from the railroad archive of Archives & Special Collections will be displayed at the Thomas J. Dodd Research Center from June 12 to August 11. The exhibit will provide an historical overview of the New York, New Haven and Hartford Railroad, more commonly known as the New Haven Rail-



road, and its predecessor railroads. The New Haven Railroad established a main railroad link from Boston to New York City with a network of tracks through every city and almost every town in southern New England, and had a strong impact on the economy, infrastructure, and citizens of Connecticut from the late-1800s to the mid-1900s. ■

Photo: Housatonic Railroad Train #35, 1878, Norwalk, Connecticut. Allyn Fuller Railroad Collection, Archives & Special Collections.

Discovering What Makes Library Users Happy — Or Not!

Student and Faculty Surveys Identify Causes of Satisfaction and Dissatisfaction

The UConn Libraries' USER Team initiated a series of system-wide user surveys beginning with faculty in the fall of 1996. Random samples of undergraduates were surveyed in the fall of 1997 (Storrs) and the spring of 1998 (Regional Campuses), followed by surveys of graduate students in the fall of 1998 and the spring of 1999. These surveys represent the first consistent attempt by the Libraries to gather data from faculty and students in a scientific manner.

The purpose of the surveys, which will be conducted on a regular basis, is to discover more about the use made of the Libraries and to uncover the sources of user satisfaction—or dissatisfaction—with collections, services, and facilities. This year, the library will join eleven other university libraries in an Association of Research Libraries project to test a survey questionnaire (SERVQUAL) that aims to measure general library service effectiveness, with the goal of standardizing the instrument for all participating schools. The survey measures the difference between the quality of library service expected by users and their assessment of the service actually delivered. The project further aims to identify best practices of libraries that deliver high quality services.

What Have We Learned?

Data gathered thus far have been reviewed with library staff and with library users in focus groups. Already, this new information is proving to be extremely valuable to the Libraries' planning and decision-making process. Some survey findings are hardly news, but they do serve to confirm what we thought we already knew. For example: The Homer Babbidge Library serves as the primary library for most faculty and Storrs graduate and undergraduate students. Graduate students and faculty rate interlibrary loan services very highly. Almost everybody detests photocopiers, and microfilm/fiche readers are

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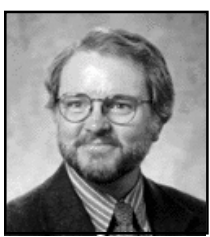
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PAGE 6 *Exhibits • Hours*

Elena Antimonova, watercolor illustration for fairy tales by W. Hauff, 1988

Elena Antimonova: Graphics Latvian graphic artist Elena Antimonova has illustrated more than 60 books. Her work, which has been shown widely in galleries in Europe, will be in display in the Dodd Center Gallery from June 12 through August 25. The exhibit is a rare opportunity to discover a new artist and to view work seldom seen in this country. ■

Expert to Address Copyright and Fair Use in Higher Education



K.D. Crews

The university community and the general public are invited to a presentation by professor Kenneth Crews, nationally recognized expert on the topics of copyright and fair use in higher education, on Wednesday,

May 3, in the Konover Auditorium; 9:30 am-12:30 pm. An afternoon session, intended to allow for discussion of issues that arise during the morning presentation, is scheduled for 2:30-3:30 pm in Babbidge, Class of 1947 Meeting Room.

Kenneth D. Crews, associate professor in the Schools of Law and of Library and Information Science at Indiana University/Indianapolis, is also associate dean of the faculties for copyright management. In the latter capacity, he directs Indiana University's Copyright Management Center. Crews' principal research interest is the relationship of copyright law to the needs of higher education. His book, *Copyright, Fair Use, and the Challenge for Universities: Promoting the Progress of Higher Education*, (University of Chicago Press, 1993), reevaluates understandings of copyright in the context of teaching and research at the university. He is a frequent speaker at conferences around the world and at colleges and universities across the country, whenever copyright and fair use are critical issues.

Professor Crews received his law degree from Washington University in St. Louis and practiced corporate law in Los Angeles from 1980 to 1990. He earned his MLS and PhD degrees from UCLA's School of Library and Information Science. For more information, see his web page: www.iupui.edu/~copyinfo/bio.html.

What Makes Library Users Happy?

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not much more popular. Books never seem to find their way back to the shelves quickly enough.

But other discoveries are puzzling—or perhaps a function of the time period when the survey was taken. For example: Storrs undergraduates indicate serious dissatisfaction with group study spaces, but the survey, conducted in the fall of 1997, preceded the renovation of 20 such rooms in Babbidge in the fall of 1998. Presumably, things are better now, but we'll need new survey data to confirm this. On the other hand, regional campus undergraduates rate their group study facilities—of which there are precious few—highly.

What Satisfies Users?

Of all populations surveyed, about two thirds report an overall satisfaction rate of "satisfied" to "very satisfied." The specific things that make them most satisfied are shown in Chart 1 (see below).

If any pattern can be drawn from Chart 1, it would appear to be that users value highly those services that traditionally have involved person-to-person assistance: the library liaison program, interlibrary loan, classroom instruction, reference assistance. We take this to be a sign that the library staff is succeeding in making people welcome and in helping to meet their information needs. We're gratified to see "Course reserve—paper" on the list of things people are pleased with since this service, in many other libraries, is frequently a source of complaint. And, as well, it is good to see that users value the new electronic resources and databases that have put into place in recent years, and which have made library use a great deal more efficient.

What Makes For Dissatisfaction? What Are We Doing About It?

Approximately one quarter of survey respondents give the Libraries a lukewarm overall

rating of only "somewhat satisfied;" the list of things they are less than happy with appears in Chart 2 below.

One cannot help but be struck by the presence of a lot of "machinery" on this chart: photocopiers, microfilm/fiche readers, terminals, workstations. In general, the solution to such problems is money for new machines; major progress has occurred on this front in the last two years. Level 1 in Babbidge was completely refitted with new computer workstations for the Information Cafe and the microlab in the fall of 1998. New equipment also has been installed in the Culpeper Library. Over the recent spring break, 20 new iMac workstations were placed in the Bookworms Cafe, replacing old mainframe terminals. Plans are underway to create a new microlab to replace the outdated B Level Public Terminal Room. And three new or re-equipped teaching facilities are now in place.

Photocopiers have been, hands down, the single greatest source of user dissatisfaction. In response, twelve new machines were installed in Babbidge over the winter recess, and a new service vendor has been engaged. As for microfilm/fiche readers, it remains difficult to get users to love an unlovable technology. But even here, some new equipment has been purchased and installed on Level 1 of Babbidge.

The inadequacy of various library collections also shows up on the chart of user dissatisfactions, and these issues are more complex than the machine problems. More than enough has been said about the problem of rapidly escalating journal prices to need to belabor the issue here. Suffice it to say that while journal ownership has become increasingly difficult, the library is moving aggressively to provide alternative means of access to needed information. And, as a result of comments made in the focus groups that were convened following the surveys, the Babbidge Library plans to consider the restoration of a current journals browsing area to make the use of existing journal collections easier.

Audio and video collections, and book collections at Regional Campuses appear to be

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Chart 1

Five Most Common Sources of Satisfaction by User Category

(On a scale of 1 (least satisfied) to 5 (most satisfied))

Faculty <i>All Campuses</i>	Graduate Students <i>All Campuses</i>	Undergraduates <i>Storrs Campus</i>	Undergraduates <i>Regional Campuses</i>
Department liaison (4.51)	Interlibrary loan (4.22)	SuperHOMER (3.96)	Individual study space (4.05)
Interlibrary loan (4.27)	Reference in person (4.16)	Reference collections (3.88)	Reference in person (4.05)
Library class instruct'n (4.26)	E-Databases--in library (3.97)	Course reserve-- paper (3.88)	SuperHOMER (4.04)
Reference in person (4.21)	Course reserve--paper (3.93)	Reference in person (3.87)	Group study space (3.97)
Course reserve-paper (4.16)	Reference collection (3.92)	E-Databases--in library (3.86)	HOMER UCAT (3.94)

Chart 2

Five Most Common Sources of Dissatisfaction by User Category

(On a scale of 1 (least satisfied) to 5 (most satisfied))

Faculty <i>All Campuses</i>	Graduate Students <i>All Campuses</i>	Undergraduates <i>Storrs Campus</i>	Undergraduates <i>Regional Campuses</i>
Photocopiers (2.51)	Photocopiers (2.72)	Photocopiers (2.94)	Audio collections (3.58)
Video collection (3.10)	Microfilm/fiche readers (3.26)	Group study space (3.14)	Photocopiers (3.76)
Reshelving materials (3.11)	Audio collections (3.38)	Reshelving materials (3.42)	Microfilm/fiche readers (3.67)
Microfilm/fiche readers (3.15)	Video collections (3.39)	Microfilm/fiche readers (3.42)	Book collections (3.76)
Journal collections (3.16)	Mainframe terminals (3.50)	Computer workstations (3.55)	Library hours (3.76)

Lowenthal Research Documents Railroad War

Archives and Special Collections recently accepted the collected research papers of historian Larry Lowenthal of Brimfield, Massachusetts. Lowenthal compiled the papers while writing his book *Titanic Railroad: The Southern New England, The Story of New England's Last Great Railroad War* (Marker Press 1998).

This extensive collection provides an in-depth look into this historian's methodical investigation of the failed Southern New England Railroad, also known as the Grand Trunk, which was to run between Palmer, Massachusetts, and Providence, Rhode Island, in the early 1900s. Headed by Charles M. Hays, the Grand Trunk posed a threat to the more powerful New Haven Railroad and its president Charles Mellen. Hays died when the Titanic went down in 1912, and thereafter the railroad project was called the Titanic Railroad. Despite attempts to resurrect the project with new funds, work on the route finally ceased in 1918, and those who lived along the route were left with the remains of a major construction project that was abandoned.

Lowenthal began his research in the 1980s thinking it would be a simple history of a failed railroad, but soon realized that it was a far more complex story that he had bargained for. Lowenthal contends that the conflict between the Grand Trunk and the New Haven Railroad represents the end of almost 100 years of railroad competition in New England, as the influence of the railroad began to decline with the surge in use of the automobile. ■

Laura Smith, curator, *Railroad Collections*; lsmith@lib.uconn.edu

New HOMER: Still Under Construction

Barbara Cervera

Although HOMER is not really *new* anymore, it continues to develop. Here's what has been happening recently.

- **System Upgrade** The *Voyager* software that operates the Libraries' management systems is upgraded annually. The most recent upgrade (1999) took place in March, during Spring Break
- **Patron Initiated Recall** Users can now place their own recalls for books that are charged out to someone else. Information about this activity is then included on their Patron Information screen.
- **Self-Renewal** Not a spa experience but the ability for users to renew books charged out to them. This function is *not* available for items charged on extended loan.
- **Self-Charging** From a dedicated workstation near the circulation desk in Babbidge Library, users can now charge out their own materials without waiting in line.
- **New Bibliographic Records** The catalog record for a new book now enters HOMER UCAT coincident with the book's arrival in the library.
- **Collection Development Budgets** Acquisitions staff are using *Voyager's* ledger structure, which contains up-to-date information on expenditures, to manage the collection development budget. Liaisons can now access current budget information for their subject areas.
- **Checking In & Claiming Serials** Collections Services staff are creating publication pattern templates for serials, which will facilitate check-in and claiming for all active serial subscriptions. With over 11,000 templates to create, this project is large and labor-intensive. To date, approximately 3,500 have been completed.

- **Image Server Software** This software, allows images to be displayed and catalog records to be created. It is being used for the Connecticut History Online project being implemented collaboratively by the Dodd Center, Connecticut Historical Society, and Mystic Seaport Museum.
- **Authority Control** Authority control, to achieve consistency in the way bibliographic entries are listed in the catalog, was never completed under the previous library management system but was deferred until after *Voyager* implementation. Plans are now in place to process the database over the summer and to reload it with full authority control in late July or early August. Procedures will be implemented to ensure that the database is kept up-to-date on an ongoing basis, after the initial processing.
- **Summer Projects** Several projects being evaluated for possible implementation this summer include: 1) Retrospective conversion of materials still unrepresented in our database (about 15% of the collection); 2) Running *Voyager's* Fiscal Year Close program for the first time; 3) Installing the next *Voyager* (2000) upgrade, which includes significant changes in the acquisitions function.

Refer your comments and questions to Barbara R. Cervera at bcervera@lib.uconn.edu or (860) 486-0496. ■

Everett Ladd Collection Donated to the Libraries

Cynthia Ladd, widow of the late Dr. Everett Ladd, long time director of the Roper Center and the Institute for Social Inquiry, has graciously donated approximately 5000 titles from Dr. Ladd's personal collection to the Libraries. Mrs. Ladd has been a member of the volunteer staff in the Dodd Center for many years. The materials are being reviewed for selective addition to the UConn Libraries. Arrangements have been made to offer those items not needed at UConn to the new Smith Library at Eastern Connecticut State University. ■

Mellon Foundation Funds E-Book Pilot Project

The UConn Libraries, along with seven of the eighteen member libraries of the NorthEast Research Libraries (NERL) consortium, will participate in a one-year pilot project called BYTES—"Books you Teach Every Year." The project grows out of the NERL libraries' desire to exploit and influence effectively the rapidly developing electronic book marketplace, which began to emerge clearly in 1999. Participating institutions include: Columbia, Cornell, Dartmouth, Harvard, NYU, Syracuse, Connecticut and Yale. The Andrew W. Mellon Foundation has granted \$42,000 to the Yale University Library to fund the project

By pooling and analyzing bibliographic information about the reserves collections of the participating libraries over the course of an academic year, in two areas widely taught to undergraduates—history and literature in the English language—the investigators will attempt to answer a series of fundamental, policy-shaping questions related to the potential digitization of books and other reading materials that support study and teaching in these areas.

These questions include: What similarities and differences obtain between the reading materials used to support basic courses at these schools? Do these readings represent a core group of materials that might be most usefully

digitized by the publishers? Is there any clear sense of what types of books might be most usefully digitized by the publishers and vendors making investments the electronic-books arena? Under what circumstances would teachers and students using commonly taught works be interested in digital collections? How can institutions that are an important marketplace for such materials influence the information provider community to convert and render useful the materials that universities find of greatest utility and value? What is the relationship between academic institutions, particularly the libraries that deliver much of the information supplied to readers, and the e-book publishers or third party vendors that are so rapidly springing up? ■

Interlibrary Loan Abandons Paper

Automation Is Seen as a Partial Solution to Dramatic Increase in Transactions

Nancy Orth

As available information resources continue to proliferate in number, complexity, and price, research libraries are relying ever more heavily on sharing their resources and on commercial document delivery services to meet the needs of students and faculty. Document delivery/Interlibrary Loan (DD/ILL) services, always important to the research function, are now as critical to the university as the establishment of core library collections.

The most recent Association of Research Libraries data on "Service Trends in ARL Libraries, 1991-1998" show a 71% increase in interlibrary transactions at ARL libraries—the largest increase by far in any library service surveyed. At the University of Connecticut, traffic at the DD/ILL office has been increasing at a rate of about 50% each year. Today, it is not unusual to receive 300 or more requests in a single day.

The impact of the local increase in borrowings is apparent, for example, in the statistics for requests made in October, 1999: DD/ILL staff borrowed 650 books and secured 2443 articles for users. (They also loaned 558 books and photocopied 1242 articles for other libraries during the month.) In FY99, DD/ILL successfully completed 26,000 borrowing requests for UConn faculty and students and 32,585 loan requests from other libraries. These figures represent an extraordinary level of activity for an ARL library of our size, and they do not account for the actual number of requests received—a much higher number. We expect demand to increase.

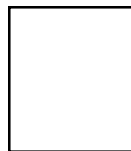
This workload is not easily staggered; users expect increasingly rapid turnaround time. To cope with these dramatic increases, the library has shifted some existing staff to DD/ILL temporarily until permanent new staff can be hired. But, without help from users, the library will not be able to cope indefinitely with the evolution of this important research service.

No More Paper It has become clear that DD/ILL service can continue to operate successfully only through full automation of request processing. To this end, traditional paper request forms were discontinued as of March 1, 2000. Users of the service are now asked to join in an effort to streamline and improve processing time by taking two significant steps: 1) submitting all requests via the DD/ILL online form at www.lib.uconn.edu/docdel/; and 2) ensuring that all citation information is as complete and detailed as possible. This will save hundreds of hours of

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Library Staff Update

Richard Bleiler, Research & Information Services, and **Terry Plum**, Information Technology Services, are the co-authors of *Networked Information Resources*, published by the Association of Research Libraries, Office of Management Services (Washington DC, 1999). ■



Dylan Fairfield has joined the staff of the Dodd Center as project cataloger for the Connecticut History Online Project. Undertaken in collaboration with Mystic Seaport and the Connecticut

Historical Society, the project aims to create an Internet-accessible database of historical photographic images from all three institutions. It is funded with a grant of \$335,000 from the Institute for Museum and Library Services. Dylan will be cataloging the photographic images included in the database. He comes to the Dodd staff by way of Texas Woman's University, where he is finishing his MLS. Previously, he was employed at the Benjamin Cardozo School of Law Library and the American Institute of Physics Center for the History of Physics. ■

Cindy Delottie has resigned her position as a collections processor in the Dodd Center where she worked primarily with the Edwin Way Teale, Daniel Yankelovich, and SNET collections. Cindy began her association with the Libraries in 1991 as a student and joined the Dodd Center staff in 1996 after receiving her Master's degree in Library Science from Simmons College. ■

Kathleen Labadorf has been appointed undergraduate services librarian for the University Libraries. She will be responsible for coordinating the Libraries' outreach programs with

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localized or specialized problems that require more investigation to discover what will improve the situations.

And finally, the issue of reshelving library materials, again, is not susceptible to easy solution. The perceived problem can occur for many reasons, ranging from the user's inability to search carefully, to a book's being off the shelf temporarily, to its being missing from the collection. Since the surveys were conducted, significant steps have been taken to improve signage and to streamline the reshelving process. Future surveys will be required to determine if these steps, and the others outlined above, are succeeding in making the Libraries' services more responsive to user needs.

For more information about the user surveys, see the complete results at:

- **Faculty**
www.lib.uconn.edu/survey/survey.pdf
- **Undergraduate**
www.lib.uconn.edu/survey/ugsurvey.pdf
- **Graduate**
www.lib.uconn.edu/survey/gsurvey.pdf
- **Analysis**
www.lib.uconn.edu/survey/Comparativeanalysis.pdf

The USER Team is led by Francine DeFranco (fdefranco@lib.uconn.edu) and includes Carole Dyal, Meredith Petersons, and Jennifer Kryzak. Your comments and suggestions are very welcome. 

university groups that target the undergraduate experience. Kathy brings with her extensive experience as a teacher, librarian, and program administrator—including substantial experience in marketing, fund raising, negotiation, and grant writing. She also brings extensive experience with instructional methodologies, distance learning technologies, and computer applications for learning. Kathy joined the library staff in March 1998 as an information specialist; since October 1999, she has coordinated the Libraries' First Year Experience Program. She received her Bachelor of Music Education degree from UMass/Amherst and earned her MLS degree at the School of Information Studies, Syracuse University. ■



Joe Natale and the Document Delivery/Interlibrary Loan team set a new one-month record in March, handling 7,676 requests for books and articles from UConn researchers and from other libraries. The number of articles supplied to UConn patrons reached a new peak of 2,443, and **Judy DeLottie** reduced the average turnaround time for loaning UConn books to other libraries to a new low of 2.3 days. ■

Shelley Roseman has joined the Jeremy Richard Library staff at UConn/Stamford as a reference librarian and liaison to history and political science. Shelley received her MLS in 1995 from Southern Connecticut State University and previously held positions at the University of Bridgeport and Albertus Magnus College. ■



Workers at Ediciones Vigía, Matanzas, Cuba, hand color illustrations in a new publication.

Darlene Waller, Latin American & Caribbean Specialist, was a member of a delegation of 16 US librarians who recently traveled to Cuba for a two-week professional exchange program. The group met with officers of the Cuban National Library Association and with staff at major libraries, research institutes, and publishing houses in Havana, Santiago de Cuba, Varadero, and Matanzas; they also visited a training school for library technicians.

Major institutions on their itinerary included Biblioteca Nacional José Martí, Instituto de Historia de Cuba, Archivo Nacional de Cuba, Universidad de Havana, Academia de Ciencias de Cuba, Casa de las Américas, Biblioteca Elvira Cape, Ediciones Vigía. The purpose of the Librarian's Program to Cuba was to strengthen existing communication, relationships, and agreements; and to create new working relationships and material exchange agreements.

As part of an all day program at the Biblioteca Nacional José Martí on March 21, Darlene presented a paper entitled: "Acceso y Propiedad: los Retos de la Información en la Economía Global" (Access & Ownership: The Challenges of Scholarly Information in the Global Marketplace). She will present a slide show featuring highlights of the visit at the Latin American Librarians' Association Annual Conference in May. ■

Engaging the New Learning Landscape

Scott Kennedy

Having arrived at the threshold of 21st century, we look out on the landscape of academia hoping for gentle pastures, cool glades, and the soothing sound of bubbling brooks. Instead, we find cacophony—a land that is alarmingly, chaotically active, teeming with tropical intensity. Incessantly sprouting, uncontrollably proliferating, the once staid and familiar domain of knowledge creation and dissemination now engenders unknown fauna and flora overnight; and at each dawning day strange and unimagined creatures emerge.

Surveying the scholarly communication landscape, even the nearsighted can spot at least a dozen such mutants, whose tinsel names and frame-less forms went undetected just a decade ago: *e-mail*, *listservs*, *Internet sites*, *search engines*, *e-conferences*, *e-contents*, *e-journals*, *e-prints*, *web course-tools*, *collaborative databanks*, *interactive tutorials*, *digital images*, *audio streaming*, and *video on demand*. Adaze at this wondrous kaleidoscope of change, we may elect to sit still, in mesmerized awe, or we may choose to explore the terrain, to establish outposts that will enable us to better understand and communicate what we find.

To those of us who eked out an education with only the tools of the twentieth century at hand—dog-eared texts, lecture filled notebooks, vast and inexplicable card catalogs, minute and inextricable indices—the new world of knowledge creation and dissemination is nothing if not electrifying. The pace is quickened, the energy level heightened, and established norms are few and far between. There are now extraordinary opportunities for learning that were wholly unimagined before. The barriers of time and space and social standing no longer impede the human need to know and learn. Educators are challenged to create new pedagogical techniques and tools that actively exploit the luxuriant landscape. The dominance of textbook and lecture diminish, and new strategies employing *collaborative*, *project-based*, *inquiry-based*, *team-based*, and *distance learning* evolve; *authentic assignments*, *investigative research*, and *online interactivity* increasingly supplant traditional modes of study.

Just as the new scholarly landscape summons educators to redefine their approaches to instruction and learning, it also challenges those of us who oversee knowledge artifacts to redefine our approach to library collections and reference tools. Suddenly, existing patterns of information gathering are no longer valid and the old ways of collecting no longer appropriate. Library professionals, like teaching faculty, must venture from their established towers and begin to build the new world of academe for those who look to us for answers.

The University Libraries have barely begun to frame architectures for the 21st century, but already strategies for design are beginning to take shape:

- Reengineer work processes and redefine professional skills to accommodate perpetual change and extended periods of disorder.
- Develop easy-to-use and easy-to-update integrated information systems.
- Establish an eclectic Electronic Information Learning Center that is always open.


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use; the substantiality of the portion used in relation to the entirety; and the effect of that use on the potential market or value of the copyrighted work.

Currently, the Librarian of Congress is conducting a two-year study to determine particular classes of works that should be considered copyright-exempt for fair use purposes in the digital environment. In the interim, the American Library Association has compiled the following fair use guidelines for electronic resources that are relevant in the academic environment:

- The author and his or her work should be safeguarded to verify their text is correctly represented in the electronic medium.
- Electronic reserve materials must be at the request of the instructor.
- Short items like poems or articles are appropriate, as are excerpts from longer works.
- The library, the instructor, or another part of the school must have a lawfully obtained copy of the work.
- The amount of material mounted electronically and exempt from copyright restrictions should represent a small proportion of the total assigned reading for the course.
- The copyright notice should appear on the first screen of the material.
- Access should be limited to currently registered students.
- Reusing the same material for the same course by the same instructor requires the copyright holder's permission.
- The material should only be retained in electronic form for a total of three calendar years.
- Short-term access to materials is possible for students still completing the course.

To limit the university's potential liability as an online service provider under the DMCA, Paul Kobulnicky, vice chancellor for information services, has registered with the US Copyright Office to receive notification of claims of copyright infringement. The University of Connecticut has also instituted policies and procedures for handling complaints of copyright infringement on university servers and networks.


The concept of fair use is essential to the sharing of knowledge in an academic environment. It is our responsibility, as the authors of this generation's research and creative work and as the educators of the next generation of authors, to respect the principles of fair use and to advocate the continued existence of fair use provisions in the electronic environment. 

Brinley Franklin is director of library services. Contact him at bfranklin@lib.uconn.edu or (860) 486-0497.

Interlibrary Loan

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review, revision, and rekeying by the DD/ILL staff and will promote efficient processing. Library users who need help in registering for DD/ILL service, in learning how to use the online form, or in completing a specific citation are encouraged to call upon the staff—at the Reference Desk, your departmental liaison librarian, or in the DD/ILL office.

As the above changes are made, DD/ILL staff member Joe Natale will be freed to implement new software that will make possible delivery to desktop and to pursue the implications of the recently announced Endeavor/Clio partnership for total automation of DD/ILL functions. A library team consisting of Joe Natale, Peter Allison, Carolyn Mills and Barbara Lott is monitoring our transition from paper to online operations and looking for enhancements wherever possible. 

Nancy M. Orth is area head for Access Services. Contact her at north@lib.uconn.edu or (860) 486-3990.

Edwin Way Teale

Forecasts the Future


Edwin Way Teale, whose archives are held by Archives & Special Collections in the Dodd Center, is well-known for his Pulitzer Prize-winning books about the natural world. Chandra McAllister, who is organizing the Teale collections, was surprised—and entertained—to discover an unusual memo written by Mr. Teale in 1930, in which he predicted what life would be like in 1970. Mr. Brown, the addressee, may have been Teale's editor or boss at *Popular Science Magazine*, although it is unknown if the piece was written for that magazine or, indeed, if it was ever published at all.

To: Mr. Brown
From: Edwin Way Teale
Re: Life in 1970

Here are some possible developments by 1970:

1. All school-children will be taught two languages in the classroom, one their native language and the other an international language used in world-wide radio hookups. The recent broadcast of the Pope emphasized the need for a universal language to be used, as radio hook-ups embracing the world become common. World-wide radio will be as common as local broadcasting.
2. A combination automobile, airplane and motorboat will be on the market for private owners. The wings will fold into the top of the automobile, and the wheels draw up like those on an amphibian, so the machine can be driven as an automobile about the streets, take off from a highway as a plane, pull up the wheels, land on water, fold in the wings and cruise about as a motor boat.
3. There will be no fire-engines. All houses will be equipped with automatic extinguishers. The warnings will be wired so the exact source of the fire will be known. If the electric iron is left on and gets a table afire, extinguishers will play on the iron and not all over the house. All fire-starting equipment will be hooked up with the automatic alarm and extinguishing system so firemen will be unnecessary.
4. Liners and air-liners will be equipped with gravity beds so the passengers will not be made seasick or airsick by the tossing and pitching of the boats and planes.
5. As paper becomes scarce, books will be printed in vest-pocket sizes and read with the aid of powerful reading glasses. I believe Bradley Fisks, former Admiral USN, has proposed such a plan for the present.
6. In the big cities, all the trees in the parks will be artificial. The real trees will be killed off by the gases from the motor exhausts.
7. When the buildings reach more than 1000 feet in height, some special fire and earthquake escape will be necessary for those on the upper floors. Possibly offices above the clouds will be equipped with parachutes as steamships are provided with lifeboats.
8. World tours by super-speed planes will start with the regularity of Chinatown busses. There will be regular trips to the North Pole and other outlandish spots. Big placards will read: "Have you seen the North Pole? Have you viewed the Gobi Desert? Week-end sightseeing trips leave every Friday evening. Back Monday morning!" The North Pole Line will advertise: "See the Northern Hemisphere First!"
9. The problem of sweeping the air above big cities, removing dust, will be as important as sweeping the streets is at present. The oxygen content of the air will be tested frequently as the air in the Holland Tunnel is now sampled, regulating it by releasing

Edwin Way Teale

- oxygen as needed to stimulate workers.
10. World weather reports will allow long range forecasting. The effect of blizzards in the Antarctic, etc. will be appreciated and watched carefully. North Polar weather observers will write thrilling stories of their adventures.
11. In houses there will be no windows or chimneys. Houses will be heated by electricity. The lamps will give off ultraviolet rays. People will adopt a standard house outfit similar to bathing suits which will expose most of the body to the beneficial "sunlight"! Air within the windowless buildings will automatically be kept purified.
12. Artificial fertilizer will produce magic results with plants, forcing growth so results that now take months will be achieved in days.
13. Electric power will be sent thousands of miles. Electricity will come from the cheap sources of supply over new type high tension wires just as oil now is piped from the Oklahoma oil fields to New York City.
14. Television in the home, giving free educational courses, allowing the woman to gain an education while staying at home, will result in the woman becoming better educated than the men who have to spend time at work. Television will also allow everyone to see what the explorers see, and world travelers witness, while they sit at home. Events as they happen will be visible around the world.
15. Instead of living in large cities, as now, workers will commute hundreds of miles to suburban homes. The cities will be centers of commerce and industry. Theater and amusement, grocery and supply centers will be located at twenty mile intervals. Commuters will come to work in autogiros. They will live in certain zones, within fifty miles of the city, 100 miles of the city, 200 miles etc. In the morning and evening the air above the city will be thick with flying commuters. But they will approach at different levels. Those in zone 1 will fly at 2000 feet; Those in zone 2 at 5000 feet; Those in zone 3 at 8,000 feet etc. Above the city there will be restricted spaces where each zone descends to flat, rooftop airports. For example, above the Grand Central district only those at the 2000 foot level can come down; above the Battery, only those from zone 5000 feet. They will come down like swallows circling down a chimney. By thus regulating traffic in the sky, swarms of commuting autogiros can get in and out without interfering with each other maybe. 

Babbidge Library Hours

May 19-23

Saturday-Sunday Noon - 5 pm
 Monday-Friday 8 am - 5 pm

Summer Sessions**May 24-August 11**

Monday-Thursday 8 am - 9 pm
 Friday 8 am - 5 pm
 Saturday-Sunday Noon - 5 pm

Closed

Memorial Day May 27-29
 Independence Day July 1-4

EXHIBITS

Through May 21

Antique Oriental Rugs of the Silk Route from the Gregorian Family Collection

Dodd Research Center

Explorations In Clay

Betsy Tanzer, Connecticut Potter
 Babbidge, Gallery on the Plaza

Sari Katha: Timeless Treasures from the Indian Subcontinent

From June 12 through August 11, Babbidge Library's Gallery on the Plaza will showcase the wondrous woven, embroidered, and painted fabric treasures called saris. The sari is an untailed length of cloth wrapped in about 900 different variations by the women of South Asia and the South Asian diaspora. The display will feature stunning samples of saris from the collections of the members of SNEHA, Inc., a support group for South Asian women and their families. ■



Receive Exhibit Announcements by Email

The Homer Babbidge Library and the Thomas Dodd Research Center present fifteen to twenty new exhibits each year. If you would like to be notified about new exhibits by email, please subscribe to Exhibit Announcements as follows:

To subscribe send email to: maiser@lib.uconn.edu and type in the text area:

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"Once in Peking Station" Woodblock print by Lynita Shimizu

Northeastern Connecticut Art Guild

Recent works by members of the Northeastern Connecticut Art Guild will be exhibited in the Stevens Gallery in Babbidge Library from June 12 through August 11. The Guild, a non-profit organization founded in 1985, includes both professional and amateur artists and organizes exhibits of their work in regional venues. Some well-known Guild members include Frances Kornbluth, Ann Rosebrooks, and David Lussier. ■


New Learning Landscape

Continued from page 5

- Implement an effective information literacy program that reaches every undergraduate.
- Integrate information fluency into all subject majors and professional schools.
- Develop focused collection development and information access plans for every university department and research program.

The world of scholarly communication has embarked on an era of tremendous freedom and creativity. Now, more than ever, the responsibility for learning is in the hands of the individual. It is up to those of us who give order and shape to that world to supply the new generation with the tools and techniques that will help them succeed.

In the pre-computer age, these functions were relatively straightforward. But as the world of scholarly communication grows more expansive, inclusive, and complex, the role of the information professional becomes more critical to the success of students and researchers. No longer can we assume that the average library user comes equipped with the skills and knowledge requisite to navigate and comprehend the vast world of information. In an environment where information literacy stands at the heart of learning empowerment, the need for faculty and library professionals to work together to ensure effective learning skills is greater than ever before.

We must forge our way as best we can, prepared always to modify our plans at a moment's notice. We have no set responses and there are no established paths to follow. The only thing we can know for sure is that the landscape and the denizens we see before us today will not be those we shall find tomorrow. All we can do is keep a vigilant eye upon the horizon, report back on a daily basis, and act swiftly, and conscientiously, in support of the teaching and learning that is our university. 

Scott Kennedy is head of Research & Information Services. Contact him at skennedy@lib.uconn.edu or (860) 486-2522.