San Francisco

Programs of Interest

"THE MISSING LINK: IN SEARCH OF LIBRARY LITERACY"
Monday, June 29, 2:00 - 4:00 p.m., JT-Garden Room
Library Instruction Round Table

A program designed to create awareness of the needed links between user education programs in school, academic, and public libraries and to discuss the idea of a user education continuum.

Panelists:
Anne Hyland, Northeastern (Ohio) Local School District
Ruth Foley, St. Clair County Community College, Port Huron, Michigan
Jon Lindgren, St. Lawrence University, Canton, New York
Ilene Nelson, Spartanburg Public Library, South Carolina

Summative Speaker:
Ann Irving, Department of Library and Information Studies, Loughborough University, England

Moderator:
Carolyn Leopold Michaels, DAR Library, Washington, D.C.

Round Table Discussions will follow.
LIRT Membership Meeting immediately following the program.

"WILL BIBLIOGRAPHIC INSTRUCTION SURVIVE THE ON-LINE AGE?"
Sunday, June 28, 9:30 a.m. - noon, SP-Gold Room
ACRL/Bibliographic Instruction Section

Speakers will address aspects of the dilemma facing instruction librarians regarding the value of time spent in library instruction vs. the speedy delivery of data base searches.

Speakers:
Nancy Fjallbrant, Chalmers University (Sweden)
Kristin McDonough, Baruch College (City University of New York)
Brian Nielsen, Northwestern University

Moderator:
Beth Shapiro, Michigan State University
"OPEN FORUM ON CONTACTING DISCIPLINE ASSOCIATIONS FOR LIBRARY INSTRUCTION"
Saturday, June 27, 9:30 - 11:00 a.m., St. Francis-Borgia Room
Cooperation Committee, ACRL/BIS

Short presentations and open discussion on ways in which librarians can gain
entree in professional organizations for the purpose of promoting bibliographic
instruction.

Resource People:  Robert Goehlert, Indiana University
                    William Miller, Michigan State
                    Brigid Welch, ACRL Program Officer for Bibliographic Instruction

"RESEARCH FORUM"
Sunday, June 28, 2:00 - 4:00 p.m., HIUS-Cotillion Ballroom
American Association of School Librarians

Four reports of research studies. Walter Frankel, Taft School, Watertown, CT, will present "Measuring Student Use of Libraries and Library Materials," a bibliometric analysis of materials used by students writing papers - one way of measuring the impact of instruction. The other reports include ones on evaluating media programs, censorship and selection policy in secondary schools, and measuring job satisfaction.

"BI IN LIBRARY SCHOOLS: A FORMAL HEARING"
Monday, June 29, 9:00 - 11:00 a.m., AUD-Room 203
Education for Bibliographic Instruction Committee, ACRL/BIS

Pro and con issues regarding graduate level course work related to BI, needs of BI librarians for course work and continuing education in this area, and academic libraries' financial support of BI programs.

Panelists will include a library school dean, a library faculty member teaching a BI course, a practicing BI coordinator from an academic library, and an academic library director.

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Send claims requests to Assistant Editor
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LIRT MEETINGS, ALA AT SAN FRANCISCO

Want to get involved with LIRT?
Attend any (or all) of the following committee meetings:

**Saturday, June 27**
2:00 - 4:00 p.m.
LIRT Executive Committee - HIL-Tamalpais Room

**Sunday, June 28**
9:00 - 11:00 a.m.
LIRT Continuing Education Committee - HIUS-Salon C
9:30 - 11:00 a.m.
LIRT Instructional Theory Task Force - HIUS-Salon A
11:30 a.m. - 12:30 p.m.
LIRT Conference Program Committee, 1982 - HIUS-Salon A
2:00 - 4:00 p.m.
LIRT Conference Program Committee, 1981 - SANF-Nob Hill Room
4:30 - 5:30 p.m.
LIRT Public Relations/Membership Committee - HIUS-Salon C
LIRT Publications Committee - HIUS-Salon A

**Monday, June 29**
8:00 - 9:00 a.m.
LIRT Conference Program Committee, 1981 - HIUS-Salon C
9:00 - 11:00 a.m.
LIRT National Programs Studies Task Force - HIUS-Salon A
11:30 a.m. - 12:30 p.m.
LIRT Conference Program Committee, 1982 - HIUS-Salon A
4:30 - 5:30 p.m.
LIRT Liaison Committee - HIUS-Salon B
LIRT Membership Meeting - JT-Garden Room

**Tuesday, June 30**
9:30 a.m. - 12:30 p.m.
LIRT Steering Committee - SFD-Tudor Room
2:00 - 4:00 p.m.
LIRT Executive Committee - AUD-Room 409
LIRT Public Relations/Membership Committee - SFD-Tudor Room

Check Conference Program for last-minute room and time changes. And - look for the list of all ALA instruction meetings, prepared by the LIRT Liaison Committee and available at the San Francisco Conference.

USING STATISTICS TO ANALYZE LIBRARY SERVICE will be the topic of a pre-ALA conference, sponsored by the LAMA Statistics Section on June 25-26. The course is specifically designed for people without a mathematical or computer background. Contact LAMA Headquarters Office at ALA for registration information by June 11.

USERS OF THE BIBLIOGRAPHIC INSTRUCTION HANDBOOK: the Policy and Planning Committee of ACRL's Bibliographic Instruction Section would like to hear from you. Please send the evaluation sheet at the back of the handbook or any other comments to Beverly Renford, 414 Amesbury Road, Lancaster, PA 17601.

GET READY FOR SANDY. Beginning with the September 1 issue, Sandra Ready (Library-Media System, Box 19, Mankato State University, Mankato, MN 56001), will be the new editor of the LIRT Newsletter. Send her your news and views by August 1 for the next newsletter.
Library Instruction in Nigeria

In developing countries where funds and materials are limited and governments are faced with innumerable societal priorities that make school libraries a matter of secondary importance, school librarians have an uphill task persuading the authorities to spend money on primary school libraries. The problem in the Nigerian situation was further complicated by the absence of a working primary school library, and an oral tradition that puts emphasis on participation in cultural events for leisure. This led to the development of certain notions that need to be disproved: that African children don't read because they come from an oral tradition; and that there are no books suitable for African children.

The Abadina Project, established in 1974, was designed to evaluate these notions as well as to determine in quantitative terms the effect of school libraries on the primary school child. In 1980, the first group of school children finished the experiment.

A model working library (over 9500 books and A-V items) was established and well-staffed for a school population of 6,840. A syllabus for primary school library education was designed and tested, and its effect on learning and development was examined. Weekly sessions of library education were conducted for six years with 100 children with corresponding equivalent control groups.

Tests were given annually to measure language and comprehension and general knowledge. Analysis of the data indicated positive relationships between the library education program and superior reading skill, social development, and general knowledge; a positive relationship between number of years in the program and academic performance; and no relationship between the program and mathematics.

Thus, library instruction in the Abadina Project has proved beneficial to the African child despite an oral tradition. The experiment further demonstrates that availability of library resources is not synonymous with access. Similarly, contact with resources must not be assumed to take place with availability of libraries; only a structured program of library use education can ensure that.

-- F. Adetowun Ogunsheye, Professor of Library Studies and Director of the Abadina Media Resource Center, University of Ibadan, Ibadan, Nigeria

INSTRUCTION FOR FOURTH GRADERS AT THE PUBLIC LIBRARY in Arlington Heights, Ill., is a 3-part program. Coordinators from the Children's Department staff first meet with all learning resource teachers from schools in the town to explain the program. When teachers make an appointment to bring a class to the library, packets of materials to be used both before and after the library visit are sent to them. On the day the class comes for its 2 1/2 hour visit, each child receives a packet of materials explaining how the library functions, watches a slide presentation, and then meets in a small group to practice what they've learned. (Administrator's Digest, March, 1981)
School Librarians

TEACHING THE TEACHER: Although most school librarians and media specialists would acknowledge that it is important for teachers to know how to use the media center and its resources, the library literature contains surprisingly little practical information. Two sources that can be of help are:


Suggests topics for short programs such as: orientation to media center services, equipment operation, evaluation and selection of media, design and production of media, use of standard library tools, and an overview of the media center's instructional program for students. Longer term, specialized programs in a content area might cover: the evaluation and selection of materials, independent study options in the media center, potential in the media center for assistance in remedial work, the development of resources, teaching, or individualized learning units, and the development of cooperative reader guidance programs.


Research shows that adults learn differently and for different reasons. Knowles, a leading adult educator makes the following points:

---Adults tend to be more self-directed. They need to be physically comfortable, respected, and actively involved in deciding what they as individuals need to learn.

---Adults have accumulated experiences which can be used as resources. Use techniques which encourage participation, such as simulation and role-playing.

---Adult orientation to learning becomes more problem-centered and concerned with immediate application. Begin by finding out what the teachers' problems are. Then help them to learn what is necessary to solve their problems.

---Mary Pagliero Popp, Indiana University Libraries

LAST CALL FOR A BITE BY THE BAY WITH LIRT. Because it is so difficult to meet librarians with similar interests at large conventions like ALA, LIRT is organizing small-group lunches and dinners at moderately priced restaurants so we can get to know each other. You need not be a LIRT member to participate. Notify Dianne Langlois, 13 Woodlot Lane, Middletown CT 06457, by June 10 that you'd like to be included in a group, and indicate your first two preferences (lunch or dinner; Saturday, June 27; Sunday, June 28; Monday, June 29). Give Diane your name, address, and type of institution.

ESSENTIAL MATERIALS ON BIBLIOGRAPHIC INSTRUCTION for school librarians will be the topic of a basic list to be prepared by a task force to be appointed by James P. Godfrey, librarian at Rye Country Day School and Vice-Chair, Chair-Elect, of the Non-Public School Section of the American Association of School Librarians. Target date for the completion of the project is June, 1982.
BLISS IS BIBLIOGRAPHIC INSTRUCTION IN SECONDARY SCHOOLS. BLISS was formed in 1978 as the result of the decision by a group of independent school librarians that their need for more information and support in developing library instruction programs might be satisfied with a clearinghouse, much like that of LOEX. BLISS is housed at The Andrew Mellon Library at Choate Rosemary Hall, and its objectives are:

1. To identify the variety of programs in progress at NAIS (National Association of Independent Schools) middle and secondary schools.

2. To collect material and information on all types of programs of instruction in library use.

3. To act as a clearinghouse for the exchange of materials collected.

The BLISS collection contains over one hundred items related to library instruction from middle, secondary, and college libraries. These materials are arranged according to broad subject headings and are loaned on request for a three week period.

The collection is limited to what individual libraries contribute; so, it is doubtful that the collection will ever be very large. All BLISS business must be handled within the context of an already busy library, which means that the clearinghouse is not designed to handle a great deluge of requests. Yet, this collection can and does provide information and some inspiration to middle and secondary school librarians who are trying to design or improve a library instruction program.

If you are interested in efforts to improve library instruction, get involved with BLISS! Request and fill out the BLISS library questionnaire on library instruction. Send samples of the types of materials used in your library instruction program. (And do not let the fact that your materials are not in final perfect form deter you—if we wait for the perfect media, we will never have a useful clearinghouse.) Contact Dianne C. Langlois, The Andrew Mellon Library, Choate Rosemary Hall, Wallingford, CT 06492.

---Dianne C. Langlois

THE MISSING LINK, LIRT's June program at ALA, promises to have a great deal to offer school librarians. Concentration will be on the need for communication between academic, school, and public librarians involved with bibliographic instruction, as well as the need for a continuum of instruction for the user who goes from one educational level to the next.

The program panel will include several representatives from the school area: Anne Hyland, Ohio School Library Coordinator and designer of the Ohio School Library Media Test for grades 4 - 12; Carolyn Michaels, author of School Libraries Worth Their Keep (1972); and Ann Irving, Department of Library and Information Studies, Loughborough University, England, who recently analyzed adult education in relationship to the public library and school library user. Her published findings in Times Educational Supplement and Library Association Record and her recent article, "Educating Users: Is There a New Approach?" give promise of a stimulating catalyst for the discussion groups which will follow.

Here's a long-awaited opportunity to share experiences with others and apply your creativity toward solving the long-overlooked problems of the missing link between types of libraries and instructional efforts. Help forge new links for a life-time educational process for the library user.

---Mary Lou Treat, Northfield Mt. Hermon School, Northfield, MA 01360
Report from LOEX Conference

THE ELEVENTH ANNUAL LIBRARY INSTRUCTION CONFERENCE AT YPSILANTI is over and some 120 participants have returned to all corners of the U.S. with new inspiration. Carolyn Kirkendall, director of both LOEX and the Conference, managed the intricacies of conference business well and thoughtfully linked together the parts of the program that didn't always square with this year's topic: "Bridging the Gap from High School to College." In spite of (or because of?) the umbrellas we all toted for May in Michigan, the sun shone brightly, maybe just another one of Ms. Kirkendall's administrative coups.

One of the brightest spots at the Conference was Mary Biggs' talk "Reaching the Freshman Student: Learning from Mistakes." Humorously confessional, Ms. Biggs spoke from her experience as a teacher and as a reader of quantities of library literature (she is Editorial Assistant for The Library Quarterly), and focused on the quality of library instruction.

Most library literature "radiates success," Biggs said. No one seems to be doing anything wrong. We see what administrators like to see: the growing "numbers of students reached," and we hear how pleased most faculty are with our classes. But each of us, she reminded us, knows the errors and limitations of our efforts. Many in the audience smiled in recognition at the mistakes paraded before us, such as using examples in class that raised more questions than they answered. It's time, Biggs exhorted, to scrutinize our mistakes and learn from them.

To do this Ms. Biggs thinks teaching librarians must hurdle several levels of isolation, isolation from our colleagues, from students, and even from ourselves. She suggested several ways to overcome this: try to observe each other's classes from the perspective of students; plant experienced students in our classes to get frank responses; visit high schools to realize what preparation college freshmen actually have; work in teams preparing instructional material; and learn to evaluate and use statistics meaningfully.

All of this requires honest, critical evaluation of the effects of our instructional programs, but Biggs was not discouraging. Instead, she implied solid praise: library instruction is strong and mature enough by now to take a tougher look at itself. Even librarians beginning to nurture library skills classes will benefit from the mistakes and hindsight of Mary Biggs and other veterans, if they know about them.

The question, according to Ms. Biggs, is no longer "Should we teach library skills?" but, "Can we do it well?" Her answer is that we can do better if we share our experiences and keep striving to engage our students. Honestly.
(Mary Loew, SUNY/Oswego)

A 1981 PUBLICATION, Guide to Academic Libraries in the United States, is subtitled "for students of English as a second language" - but it seems to be written for any student. Authored by Patricia Bird, Carol Drum, and Barbara J. Wittkopf, all of the University of Florida, and published by Prentice-Hall, the book is especially good in its extended examples of searches, and its thorough discussion of chemistry sources.
Mid-Winter Highlights
- Prepared by the LIRT Liaison Committee

ALA Instruction in the Use of Libraries Committee: this ALA standing committee is
using its first meeting at each conference to hear reports from all major instruc-
tion groups in an effort to coordinate BI within ALA. The second meeting is
scheduled toward the end of the Conference for an update of activities. For any
interested person it is a chance for a quick overview. The Committee is working
to disseminate the Policy Statement on Instruction in the Use of Libraries (passed
by ALA Council in New York in 1980) by sending the Statement to State Education
Departments and State Library Associations. (See statement below)

POLICY STATEMENT: Instruction in the Use of Libraries

Utilization of information is basic to virtually every aspect of daily living in
a democratic society, whether in the formal pursuit of educational goals or in
independent judgment and decision making. In our post-industrial, increasingly
complex society, the need for information daily becomes greater.

Libraries are a major source of information; however, their effective use requires
an understanding of how information is organized and how individuals can retrieve
that information. Many individuals have an inadequate understanding of how to
determine the type of information needed, locate the appropriate information, and
use it to their best advantage.

Instruction in the use of libraries should begin during childhood years and con-
tinue as a goal of the formal educational process in order to prepare individuals
for the independent information retrieval essential to sustain life-long profes-
sional and personal growth.

It is essential that libraries of all types accept the responsibility of providing
people with opportunities to understand the organization of information. The
responsibility of educating users in successful information location demands the
same administrative, funding, and staffing support as do more traditional library
programs.

The American Library Association encourages all libraries to include instruction
in the use of libraries as one of the primary goals of service.

ACRL BIS Policy and Planning Committee: The Committee is proposing to BIS Executive
Council that a packet of information be distributed to all new ACRL BIS committee
members. Possible items to be included are: a history of BI, an organization chart,
the role of the ACRL office, procedures for reimbursement for expenses for commit-
tee work, ACRL officers.

Tentative plans are to have two people present bibliographical theory and two
practitioners, one from the sciences and the other from the humanities, respond.

ACRL BIS Cooperation Committee, Clearinghouse Subcommittee: An annual project will
be to survey library instruction clearinghouses in order to keep the directory of
them up-to-date. Barbara Wittkopf is currently doing this. Carolyn Kirkendall,
director of LOEX, announced that the Clearinghouse is planning to expand its serv-
cices to schools and public libraries.

The Subcommittee will address the following topics at the San Francisco Conference:
clearinghouse effectiveness at the regional, state or national level, the relation
of clearinghouses to ERIC, and an opportunity to exchange newsletters from other
clearinghouses.
ACRL BIS Continuing Education Committee: A Pre-Conference on BI will be held every two years. "Premises, Problems, Promises: Views & Approaches to Bibliographic Instruction" will be held at the University of San Francisco, June 24-26, 1981.

Committee members will be drafting a proposal to obtain funding for putting together a traveling workshop/seminar on bibliographic instruction.

It was announced that RQ is doing a column on BI. John Lubans is the editor.

ACRL BIS Research Committee: Current projects include the identification of 24 dissertations relating to BI and the development of guidelines for collecting BI statistics. The Evaluation Subcommittee is working on a research handbook.

ACRL BIS Education for Bibliographic Instruction Committee: Barbara Smith reported on her dissertation research (Penn State), which included a survey of characteristics of BI librarians on 19 Pennsylvania state campuses using a 39-item questionnaire. Smith reported that most librarians feel prepared to do teaching but all would like more preparation. Other questions dealt with the librarian's educational background, such as a second master's degree or other preparation (self study, course work, etc.). Over half wanted additional training in instruction development and felt that the use of credit courses and workshops was a good way to get information.

The Committee appointed a subcommittee to begin work on a model syllabus for BI that could either be used independently or plugged into an existing course.

ACRL CJCLS - Instruction and Use Committee: The Committee discussed the possibility of developing a competency test for students graduating from community and junior colleges.

LIBRARY INSTRUCTION CLEARINGHOUSES: there are now 19, according to a survey compiled in 1980 by Mary Huston-Miyamoto, Evergreen State College. There are 5 national library instruction newsletters (2 American), 6 state, and 3 regular columns in other publications. There are two regional clearinghouses (New England and Southeast), and state clearinghouses in Florida, Hawaii, Indiana, Kentucky, Maine, New Jersey, New York - and two in California. There are also ones for art and theological libraries.

The USER Clearinghouse, located at the Caulfield Institute of Technology in Victoria, Australia, has nine branches throughout Australia. USER subscribers receive annually a microfiche catalog of clearinghouse holdings, with locations marked. The British clearinghouse, Library Instruction Materials Bank (LIMB, of course) has a machine-readable data base; according to the report, the current file is available on computer output microfiche, and will shortly be marketed world-wide.

TWO KINDS OF LIBRARY CREDIT COURSES are taught at SUNY/Albany. One is a beginning level, one-credit course, "Introduction to Library Research Methods." In addition, there is a one-credit upper-level topics course. Two courses have been offered under this structure, "Government Documents as Research Materials," and "Law Materials." Jackie Gavryck, Coordinator of Library Instruction (University Library, SUNY/Albany, 1400 Washington Ave., Albany, NY 12222) is also developing a proposal to require all entering students to complete a library skills competency requirement. (SUNYLA Newsletter, April, 1981)
Teaching Tips

TIMING IS ALL IMPORTANT. For example, one of the most successful classes I ever taught was done after the students not only had their assignments but had also begun research on their own and had become somewhat frantic. But sessions taught at the beginning of the semester before students have thought about their topics can be pretty dismal. By the time they begin their papers, they end up getting the instruction all over again at the reference desk. (Jane Segal, Ohio State University)

MAKING THE ONE-HOUR CLASS INTERESTING AND USEFUL: I am invited to do many one-shot classes on different subjects and have always found discussing a list of reference books boring and not very productive because it tends to focus too much on the specific tools without placing them in the conceptual framework of a research strategy.

We are all aware of the difficulties of providing such a framework in only fifty minutes. A technique I have used successfully is to present a sample research project on a subject relevant to the interests of the class. With the help of transparencies, a pathfinder, and a truckful of reference works, I figuratively walk the students through a research strategy for a hypothetical term paper. In this way I can discuss the process of doing research including the sequencing of a search strategy and the appropriateness of different reference tools at different stages of research, as well as the techniques for manipulating those tools. This also gives me the opportunity to mention the pitfalls and frustrations one may encounter in researching a topic and to reassure students that this frustration is often as much a result of the less-than-rational arrangement of knowledge in a library as it is ignorance on the part of the researcher. I then reveal some of the little tricks of the trade we librarians use to circumnavigate these roadblocks.

Although this approach takes considerable preparation, I find that carefully chosen subjects of an interdisciplinary nature can often serve, with minor modifications, in more than one class. For instance, a lecture on the literature of child abuse may be used for classes in psychology, sociology, social work, or education.

(Constance Finlay, Information Services Librarian, Alexander Library, Rutgers University, New Brunswick, NJ 08903)

WRITTEN MATERIALS: I've learned that, if you want your audience to pay attention to you, you should avoid having your audience look at any written materials while you're speaking. This includes samples of materials, such as books, which we're often tempted to pass around during a lecture. If you MUST have your audience refer to part of a report during your lecture, place that part of the report on a different page or underline it for ease in locating the portion to be read.

(Carol Penka, University of Illinois)
FUNDAMENTAL RESEARCH STRATEGY: College students often don't know where to begin to research their term paper topics. Typically we have directed them to the card catalog and Readers' Guide but have failed to give them any method to follow in researching their topics. Recently we have developed a 7-point strategy for basic research, including careful instructions on the use of major tools, and an organized approach/retrieval for the card catalog, bound periodicals holdings, and microforms collection. The strategy challenges even the boldest library user, yet encourages the most reticent user in a thorough, step-by-step process.

(Joe E. McReynolds, Research Librarian, Box 928, Harding University, Searcy, AR 72143)

TEACHING THE USE OF ABSTRACTS: Students using abstracts for the first time can be helped to understand their organization by comparing their use to the way an index is used in a textbook. For example, to locate a topic in a textbook, one consults the subject index found at the back of the book, noting the page numbers, and then turns to the appropriate pages. With an abstract, a similar procedure is used. Identify the needed topic in the subject index at the back, note the relevant abstract numbers, and then turn to the abstract number in the front of the book. Once a single volume is mastered, the transition to abstracts with separately bound indexes comes easily. The same comparison can be used with the Monthly Catalog of United States Government Publications. (Sandy Ready, Mankato (MN) State University)

TEACHING TIPS is planned to be a regular feature of the LIRT Newsletter. If you've worked out a useful method of teaching a complex tool, or have learned the hard way what works or what doesn't, share it with LIRT members. Send your tips or pearls of wisdom to Sandy Ready, Library-Media System, Mankato State University, Mankato, MN 56001.

TEACHING EFFECTIVENESS was the topic of an in-house seminar held at the University of Illinois at Urbana. Library faculty were brought together with campus experts on public speaking, teaching methods, evaluation of teaching, and planning library instruction programs. The topics covered were chosen by faculty librarians who responded to a questionnaire. The session was videotaped for future use in the orientation of new staff members. Planned by the U of I's Library Instruction Committee, the seminar ended with a brown bag luncheon/summary session.

(Carol Penka, 300 Library, University of Illinois, Urbana, IL 61801)

PSYCH ABSTRACTS: NEEDS IMPROVEMENT? The Psychology/Psychiatry Committee of ACRL/EBSS is currently studying improvements needed in the Psychological Abstracts and its data base. Non-members are requested to send their suggestions, including a brief rationale, to Dave Legel, Reference Dept., University of Rochester Library, Rochester, NY 14627.
THE NEW JERSEY CLEARINGHOUSE FOR LIBRARY INSTRUCTION is alive, well, and growing at Rutgers. Started as a joint effort between the New Jersey Library Association’s College and University Section, the NJLA Reference Section, and Rutgers, the clearinghouse is modeled after Project LOEX and hopes to provide information and circulate samples of library user education materials to all types of libraries. A directory of people and existing library user education programs was published in 1979 and is still available by sending $1.00 in stamps to Jana Varlejs, Graduate School of Library and Information Studies, Rutgers University, 4 Huntington Street, New Brunswick, NJ 08903. (Constance Finlay, Rutgers)

A GRANT FOR $2430 has been awarded to Virginia Tiefel, Tom McNally, and Jane Segal at Ohio State University by OSU's Learning Resources Advisory Council. The grant will be used to produce a videotape to introduce OSU freshmen to the library system and library search strategies. A thorough evaluation is planned, and if the results are positive, the videotape will be used to replace the classroom lectures now given by librarians to all freshmen. (Jane Segal, Undergraduate Library, Sullivan Hall, OSU, 1813 N. High Street, Columbus, OH 43210)

LIBRARY INSTRUCTION ROUND TABLE NEWS
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ADDRESS CORRECTION REQUESTED

-- Deadline for the September newsletter is August 1 --