

News from ACRL Headquarters

Actions taken by the ACRL Board at its most recent board meeting were reported in the last issue of *C & RL News*. Among the actions reported was one which stated that "the Executive Secretary be given a column in *C & RL News* for direct communication to the membership and to report activities to the regional chapters." This column is the first of what we plan to be a continuing feature each month in the *News*.

Two activities in which ACRL has been involved this past month have dealt with the implementation of AACR 2 and the closing of the card catalog, and planning for a new library management program that will affect college and two-year college libraries.

The ALA executive director called a meeting of organizations concerned with the implementation of the second edition of *Anglo-American Cataloguing Rules*. In addition to the national library associations, representatives from OCLC, BALLOTS, the Washington Library Network, the National Library of Medicine, and the Library of Congress attended. The result of the meeting was a unanimously approved resolution to the Library of Congress to delay the implementation of AACR 2 and the closing of its catalog until Janu-

ary 1, 1981. This will provide more time for libraries to determine what the impact of AACR 2 will be on their operations.

ACRL President Evan Farber and Executive Secretary Julie Virgo spent two days with the Office of University Library Management Studies/Association of Research Libraries staff to begin the planning process for implementing a \$826,500 project to help a large number of academic libraries improve their effectiveness through self-study programs. Named the Academic Library Program (ALP), the activity is being funded by grants from the Council on Library Resources, The Andrew W. Mellon Foundation, and the Association of Research Libraries.

The program will build on work previously carried out by OMS for primarily large research libraries, and will extend that work so that tools and methods will be appropriate for smaller academic libraries. Over a five-year period about one hundred outstanding librarians will be trained to serve as consultants; they will be provided with specialized guides and manuals and will be given backup assistance when appropriate.

More details on the program will be given in future columns from the ACRL headquarters. ■■

Getting Involved in ALA and ACRL

Beginning professional librarians sometimes ask how to get involved in national library affairs. Being involved carries with it a number of rewards: acquaintance with national leaders, an inside knowledge of professional matters, and the feeling that an individual can help to shape national policies.

The answer is almost absurdly simple. Go where the action is, and be ready to offer help when an opportunity occurs. Begin by attending the Annual Conference of the American Library Association. Read the program carefully. It will list not only the major programs but also nearly a thousand committee meetings, all open to the public. It is at these meetings you will find your best contacts. Choose two or three committees concerned with topics that appeal to you and attend their meetings. Most committees are very small, sometimes only five or six members sitting

around a table surrounded by a larger circle of chairs for observers.

Listen to the proceedings, sign the visitors' attendance sheet, and let the committee get used to seeing you there. Sooner or later a committee member will propose a project that requires more people for its achievement; it is perfectly natural for the committee to draft subcommittee members from those already on the scene. Volunteer for simple tasks which anyone can do: addressing envelopes, taking notes. Then follow through. Before you know it, you will have established a reputation as a dependable worker. When vacancies occur, your name will be remembered.

Your next conference will be much more rewarding; you will be part of the action.—*Catharine J. Reynolds, Head, Government Publications, University of Colorado Libraries at Boulder.* ■■

Worksheet on How to Use Resources in Education

This "Worksheet on How to Use *Resources in Education*" has been prepared by the ACRL/EBSS Committee on Bibliographic Instruction for Educators. It has been approved by the full committee and by all of the members of the EBSS Executive Board.

The committee feels that the worksheet will be

very useful for librarians who offer instruction in the use of ERIC.

For further information contact Patricia S. Butcher, Chairperson, EBSS Committee on Bibliographic Instruction for Educators, Readers' Adviser in Education, Trenton State College Library, Trenton, NJ 08625. ■■

Worksheet on How to Use *Resources in Education*

Instruction for Librarians:

The use of this worksheet should be preceded by instruction in the use of the *Thesaurus of ERIC Descriptors* and *Resources in Education*. The worksheet is designed to be used for individual and/or group instruction. It presupposes no previous use of the ERIC system. The worksheet is selective in the kinds of information it covers. Only the most important information a beginning researcher needs to know to complete a successful search is covered.

Objectives:

Following instruction by a librarian on how to use the *Thesaurus of ERIC Descriptors* and *Resources in Education*, the student will be able to:

1) Match a particular topic with the most appropriate ERIC Descriptors by using the *Thesaurus of ERIC Descriptors*.

2) Recognize and identify the following parts of a Document Resume in *Resources in Education*:

ED number

Author

Title

Date

Document Availability

1. State your topic as precisely as possible. (EXAMPLE: Designing a mathematics curriculum for gifted students at the junior high school level.)
2. Examine the *Thesaurus of ERIC Descriptors* and write down those Descriptors printed in boldface which best describe your topic. You may use any Descriptors except those marked UF (used for).

3. In the *Thesaurus* note the other descriptors listed beneath the Descriptor(s) you have chosen. Are there RELATED TERMS (RT), NARROWER TERMS (NT), or BROADER TERMS (BT) which may be better Descriptors for you to use? If so, write them below.

4. Search the Subject Index in *Resources in Education* under the Descriptor(s) you identified in the *Thesaurus of ERIC Descriptors*. List below the ED numbers of those titles which look useful to you.

Note: An Author Index and an Institution Index may also be searched in *Resources in Education*.

5. Choose one ED title that interests you. Locate that number in the Document Résumé Section of *Resources in Education* and write it below:

6. From the information in the Document Résumé, identify the following:

Author _____

Title _____

Date _____

After reading the Abstract, does the Document seem to contain information useful to your topic? Yes _____ No _____

7. Does the Document Résumé contain the following statement: "Document not available from EDRS"? Yes _____ No _____
8. If Yes, the document is not available on microfiche. Check with the Librarian. The document may be available in another format in the Library.
9. If No, the document is in the ERIC microfiche collection.
10. Is the document relevant to your topic? Yes _____ No _____
If No, go back and resume the search at Step #5.