ACRL AWARDS

The Association of College and Research Libraries announces two awards made possible by the Institute for Scientific Information in Philadelphia. The first, the Samuel Lazerow Fellowship for Outstanding Contributions to Acquisitions or Technical Services in an Academic or Research Library, honors a man who made outstanding contributions to these fields. The fellowship of $1,000 is to foster advances in acquisitions or technical services by providing a practicing librarian with funds for research, travel, or writing.

The second award, the ACRL Doctoral Dissertation Fellowship, provides an award of $1,000 to a doctoral student working on a dissertation in the area of academic librarianship.

Applications for both awards should be made to Sandy Whiteley, Program Officer, ACRL/ALA, 50 East Huron St., Chicago, IL 60611, and are due by December 1, 1982. The winners of the awards will be announced at the ALA Annual Conference in Los Angeles in June, 1983.

To be eligible for the Lazerow Award, a librarian must be working in acquisitions or technical services in an academic or research library. Application proposals should be brief (five pages or less) and include the following:

1) Description of research, travel, or writing project;

2) Schedule for the project;

3) An estimate of expenses.

An up-to-date curriculum vitae should accompany the proposal. Proposals for the Lazerow Award will be judged on the following:

1) Potential significance of the project to acquisitions or technical services work;

2) Originality and creativity;

3) Clarity and completeness of the proposal;

4) Evidence of an interest in scholarship, such as a previous publication record.

In order to be eligible for the ACRL Doctoral Dissertation Award, the applicant must meet the following qualifications:

1) Be an active doctoral student in the academic librarianship area in a degree-granting institution;

2) Have all course work completed;

3) Have had a dissertation proposal accepted by the institution.

The application proposal should be brief (less than ten pages) and include the following:

1) Description of the research, including significance and methodology;

2) A schedule for completion;

3) Budget and budget justification for items for which support is sought (these must be items for which no other support is available);

4) The name of the dissertation advisor and committee members;

5) A cover letter from the dissertation advisor endorsing the proposal.

An up-to-date curriculum vitae should accompany the proposal. Proposals will be judged on the following criteria:

1) Potential significance of the research to the field of academic librarianship;

2) Validity of the methodology and proposed method of analysis;

3) Originality and creativity;

4) Clarity and completeness of the proposal;

5) Presentation of a convincing plan for completion in a reasonable amount of time;

6) Evidence of a continuing interest in scholarship, such as a previous publication record.

For further information on either of these two awards, contact Sandy Whiteley, ACRL/ALA, 50 E. Huron St., Chicago, IL 60611; (312) 944-6780. ■■

Bibliographic Instruction

User Education at UCLA

The 1980s may be an inauspicious time to embark on a new and comprehensive user education program, but that's just what the UCLA libraries are doing. Starting in the 1982 Fall Quarter, librarians from the undergraduate College Library, with voluntary assistance from librarians and staff from other UCLA libraries, will help teach 50 sections of English 3 each quarter. The "library component" of the class takes one class session and is composed of a ten-minute talk on the UCLA library system, a twelve-minute slide/tape on a search strategy, and in the remaining 25 minutes, a hands-on replication of the strategy in the reference area of the library. This program is modelled on one in use successfully at the University of California, San Diego. The major difference will be in the larger audience to be reached.

English 3 (Composition, Rhetoric and Language) is required of all UCLA undergraduates. For the first time it is required in the student's first year as an undergraduate. This means that all 4,000 entering Freshmen will take English 3 in their first year and will get a basic dose of li-

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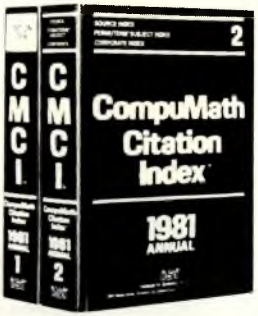

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brary instruction. They will be exposed to, taught to use, and taught the value of, subject encyclopedias, LC Subject Headings, the card catalog, periodical indexes, and the UCLA periodicals list. This process will create a base from which other bibliographic instruction can build. Instruction in more advanced courses will then be able to concentrate more on the literature of a particular discipline rather than on the techniques necessary to find information.

For the past three years College Library was involved in English 1, a course required of students who did not pass the basic composition exam (about 50% of entering freshmen). Upon successfully completing English 1, the students moved on to English 3. The Library's involvement in English 1 was in the form of a self-paced workbook. Rather than simply transferring the workbook to English 3, the Library and the English Department agreed on a new form of library instruction. Reasons for the move away from the workbook are many and varied. Primarily, faculty and librarians feel they can more closely coordinate library instruction with course-assigned research projects by bringing the class into the library. Instruction is timed to precede the research assignment, and the topics used in the search strategy exercise will be chosen by instructors or they will relate to the content of those courses that are subject-focused.

True, this may be an inauspicious time to begin a large user education program. Past theory has always held that "the more you teach them about the library, the more they will demand of you." UCLA, like most publicly supported universities, is hardly in a period of financial growth and not in a position to add public or technical service staff. So naturally the question arises, "How can we handle the increased demand for service?"

Quite simply, our users will be more self-sufficient once they have completed English 3. There will be times when demand for reference service outstrips supply of librarians. This has happened often over the past several years. Our users who have taken English 3 will be better able to work unassisted. When they do have questions, the questions will be more substantial reference questions, not directional questions. We will concentrate our staff resources in times of highest UCLA undergraduate use, which, according to surveys conducted last year, are Monday through Friday. We will pull back staff resources from days and hours of heavy outside use (high school students, the general community, and other college and university students) on evenings, Saturdays, and Sundays.

This may be an inauspicious time to begin a user education program if it involves adding new staff or decreasing existing services. We believe that it is a good time and in fact a long time overdue to start this program. There is a strong commitment at UCLA to ensure the success of entering undergraduates and to ensure that upon graduation they will have the ability to reason, to think critically, to analyze problems, and to write lucidly and with style. This is an important product of a university education and one which will serve the student throughout life.—*Thomas K. Fry.*

Editor's Note: Thomas K. Fry is college librarian at the University of California, Los Angeles. ■■

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