

McKee said that there is virtually no noise problem in the new Burling Library because the prevailing atmosphere is one of quiet reflection and study. "Students just come to the library to study," he said. Birnbach herself listed the Grinnell Student Forum, not the library, as the best place for "social" study.

Ben Weese, partner-in-charge for the Grinnell project, has also designed Williams College Library and is working on renovation plans for the Knox College and DePauw University libraries. The best way to conduct the renovation of an older building, he said, is to "combine the best features of the existing structure with carefully tailored renovation/rehabilitation techniques. Achieving the

most effective combination of these elements takes the work of a team composed of architect, builder, and user, all in close collaboration. The strategy that results from this collaboration can be quick and efficient, producing results that not only surprise but delight."

Other notable features of the new library: rich red oak paneling, muted color tones, conveniently located reference and circulation areas, a print gallery on the basement floor, and more visibility along a central concourse.

One major task of bibliographic instruction is getting students into the library in the first place—Grinnell College seems to have at least half the battle won.—*GME*. ■ ■

BI tip sheet for academic administrators and support staff

Prepared by the EBSS Bibliographic Instruction for Educators Committee

Charles Thurston, Chair

Planning an instruction program for a neglected category of users.

College and university departmental secretaries, clerks, and administrative assistants are among the most frequent users of the library, yet their particular job-related library needs are rarely addressed. "BI Tip Sheet for Academic Administrators and Support Staff," an ACRL committee project, raises points the librarian should consider when planning instructional and informational programs for such clientele. The reader is urged to consult the seminal articles in the bibliography for descriptions of successful programs.

Members of the Bibliographic Instruction for Educators Committee of ACRL's Education and

Behavioral Sciences Section who developed the tip sheet are: Emily Bergman, Bobbi Collins, Tara Fulton, Laura Harper, Patricia McMillan, David Norden, Judith Pryor, Jean Thompson, Thomas Tollman, Joan Worley, and Charles Thurston (chair).

I. Needs assessment

a. Learn from others. Read the literature on the topic and talk with other librarians who have programs of this kind.

b. Review information needs of the target audience by analyzing statistics at the reference desk,

talking with reference, interlibrary loan, collection development librarians and other members of the staff.

c. Determine staff interest and availability, level of expertise, and training needs.

d. Seek library support for this activity. Administrative and staff backing must be present, as well as financial assistance.

e. Survey potential users to gauge level of interest and type of need. The survey form should be brief (preferably a single page) with an attractive format; it should include a statement of purpose; questions should be phrased so that they can be answered quickly. Use multiple choice, yes/no questions or rating scales.

II. Logistics

a. Designate the library contact person(s) who will answer all queries from library staff and program participants.

b. Schedule the sessions during normal working hours. Check university and departmental calendars for conflicts.

c. Avoid the first and last few weeks of the term.

d. If you have more than one session, offer a variety of dates and times, e.g. do not offer two sessions on the same day or both sessions in the morning.

e. Involve any staff members whom the library users are likely to encounter. Do not limit involvement to librarians or heads of library departments.

f. Be sure that the sessions are tangibly work-related, and respond to expressed interests of participants.

g. Decide on a maximum number of participants. Do not sacrifice effective instruction for exposure to the library.

h. Encourage advance registration.

III. Public relations

Develop a comprehensive program of public information. Consult sources listed in the bibliography. Some specific points to consider:

- Announce and advertise the program in campus publications such as faculty and departmental newsletters.

- In writing the press release, remember the basic who, what, when, where, why and how. Contact the editors to find out about deadlines and other requirements.

- Develop personal contacts with media representatives.

- Use commercially available products such as presstype and clip art to produce an attractive and interesting flyer.

- Include a registration form with the flyer.

- The flyers should be mailed to targeted personnel, posted on bulletin boards, and placed at service desks in the library.

- Make a follow-up call and/or send a letter to targeted audience, supervisors, and liaisons.

- Several days prior to the program contact

campus media to see if a representative can cover the event.

IV. Program content

a. Determine length, format and focus of the program.

b. Display materials being discussed and allow time for individuals to look through them.

c. Demonstrate skills and allow practice time.

d. Include walking tours of relevant areas.

e. Use audiovisual materials to enhance the presentation.

f. Use refreshments as a drawing card. Consider a brown bag lunch.

V. Evaluation

a. Use a written evaluation method.

b. Give the evaluation form to the group after the presentation and collect immediately for maximum return.

c. Make the evaluation form brief but cover areas such as the following:

- How well did the program meet the group's expectations?

- Was it useful?

- Was there new information?

- How will it be used by the participants?

- Was something missing?

d. Talk with participants and ask for suggestions and comments.

VI. Bibliography

Borda, Eva and Mary E. Murray. "Introduction to Library Services for Allied Health Personnel," *Bulletin of the Medical Library Association* 62(October 1974):363-66.

Delacorte, Toni, Judy Kimsey, and Susan Halas. *How to Get Free Press: A Do-It-Yourself Guide to Promote Your Interests, Organizations or Business*. San Francisco: Harbor, 1981.

Gilliam, Bodil H. "Beyond Bibliographic Instruction," *Southeastern Librarian* 31(Spring 1981):8-10.

Patterson, Thomas H. "Library Skills Workshops for Support Personnel," *RQ* 19(Summer 1980):351-53.

BI Workshop in Florida

On November 29-30 Eckerd College, St. Petersburg, Florida, will host a library use instruction workshop jointly sponsored by Eckerd and the Council on Library Resources. The workshop will be conducted by Evan Farber of Earlham College and three classroom faculty from that institution. For more information, contact Larry Hardesty, Director of Library Services, Eckerd College, St. Petersburg, FL 33733; (813) 867-1166.

Poyer, Robert K. "Improved Library Services Through User Education," *Bulletin of the Medical Library Association* 65(April 1977):296-97.

White, Donald J. "Orientation Course Aids Staff on the Job." *Canadian Library Journal* 36(February/April 1979):17-20. ■■

ACRL continuing education courses at Midwinter Conference

The Association of College and Research Libraries will sponsor four continuing education courses at the ALA Midwinter Meeting in Washington, D.C. Advance registration by December 15 is required. A late registration fee of \$15 will be charged.

A Certificate of Completion will be awarded participants in each course. Successful completion of 10 contact hours of continuing education is equal to one Continuing Education Unit (CEU). ACRL maintains a CEU record for each participant.

To register, send in a completed registration form to Gail Russell, ACRL/ALA, 50 E. Huron Street, Chicago, IL 60611-2795. Details of the courses follow:

JOB TRAINING: DEVELOPING TRAINING PLANS FOR YOUR STAFF

CE 110 explains why initial orientation and training is critical to effective operation of library

departments. The course covers: areas requiring training (for the new employee, for performance improvement, in operational problems or changes and for development of the employee) and the responsibility of the supervisor in planning, conducting and evaluating training. The course reviews learning principles. Participants will work on developing a training plan and/or materials for their own employees and will practice giving feedback—both criticism and praise—to their trainees. Evaluating the effectiveness of the training program will also be covered.

Instructor: Anne Lipow, Director of Library Education, University of California, Berkeley.

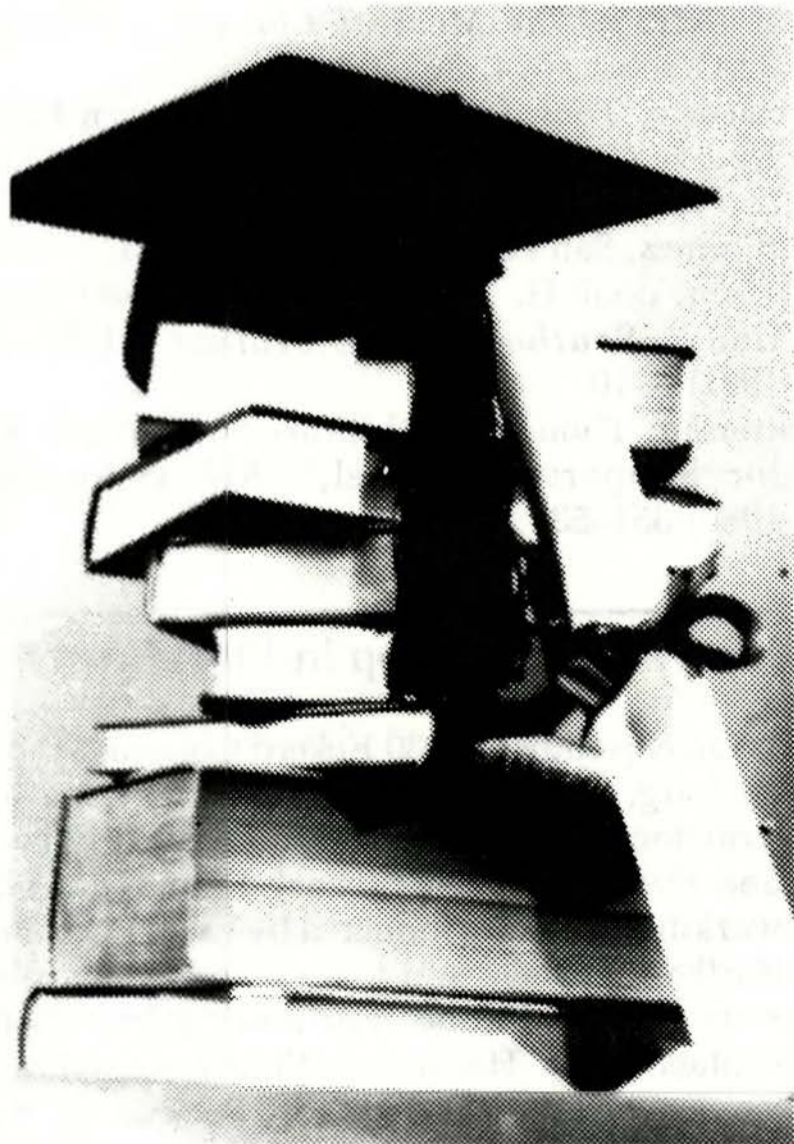
Date: Friday, January 4, 1985, 9:00 a.m.-5:00 p.m.

Fee: \$95 ACRL members; \$135 non-members.

CEU credit: .7

What past participants have said about CE 110: "Excellent course." "Lots of good practical ideas to

Midwest Library Service



You won't find
a wider selection
... anywhere

College and university librarians: Midwest Library Service has what you're looking for. With 24 years of experience in the field, Midwest can supply you with virtually any book you want—even one from the smallest, most obscure publisher. This includes nearly all U.S. and Canadian publishers, U.S. distributors of foreign published works, university presses, non-profit organizations, private associations, and societies, in addition to many reprint publishers and paperbacks. You won't find a wider selection of books your library wants, whether you're a small college or a large university. Midwest Library Service has what you're looking for!

For additional information, call the
TOLL-FREE WATS NUMBER: (800) 325-8833.
Missouri librarians call toll-free (800) 392-5024
Canadian librarians call collect (314) 739-3100



Midwest Library Service

11443 St. Charles Rock Road
Bridgeton, MO 63044