

The actual documents for the case study are being sent for deposit with a national clearinghouse and should be available in the near future. Inquiries regarding the case are welcome and may be ad-

ressed to: Brenda L. Johnson, Network Services Unit, Rutgers University Libraries, P.O. Box 212, New Brunswick, NJ 08903. ■■

Coping with stress: The 14th annual Workshop on Instruction in Library Use

By **Barbara Love**

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Stress and burnout on the BI trail.

The 13th Annual Workshop on Instruction in Library Use was co-sponsored this year by Queen's University and St. Lawrence College Saint-Laurent and took place in Kingston, Ontario, from May 16 to 18. Participants from Ontario and Quebec universities and community colleges were joined by instruction librarians from eastern and western Canada as well as by a number of Americans.

Attendees were able to balance the long workshop sessions against the enjoyment of some of Kingston's waterfront attractions, namely, a *coq au vin* banquet aboard the Island Queen on the opening night and a light lunch at the Yacht Club on Thursday. The Workshop's theme was "Coping with Crisis: Strategies for Survival" which included sessions on crisis management, coping with burnout, time management, computer-assisted instruction to combat staff shortages, using media as a tool for coping with financial crises, job sharing and job exchanges as a means of self-revitalization

and the trials and tribulations of CAI programming.

The workshop opened on Wednesday afternoon with the group as a whole participating in a crisis management session which featured a film called "Managing in a Crisis" from the U.S. Office of Personnel Management in which a series of crises takes place in a large hotel catering operation. Actors, assuming the roles of the key personnel involved, played out several scenarios designed to show the effectiveness of using "information-based problem solving." The film outlined a 5-step procedure which stressed adequate planning and information gathering as a means of crisis management. These steps are: 1) setting the climate; 2) collecting information; 3) classifying the information; 4) setting priorities and guidelines; and 5) following up.

Using the method outlined in the film as a guide, the audience was then divided into smaller discussion groups in order to examine a case study prepared by Sandy Casey, Queen's Faculty of Educa-

tion librarian and co-chair of the workshop. The case study dealt with a series of crises occurring in a library orientation setting. The groups were asked to deal with the crisis from two perspectives: first from the viewpoint of the neophyte instruction librarian hired at the last minute before the fall orientation program is about to get underway and, secondly, from the vantage point of the chief librarian who has some ability to manipulate the situation from above. This session introduced the crisis theme within a coping context and was meant to serve as an ice breaker for the rest of the workshop.

Among the sessions offered over the next two days were: "Reducing Stress through Improving Instruction, or I can't go in there and talk about *Psych Abstracts* one more time." Mignon Adams, coordinator of information services at SUNY-Oswego, conducted a spirited session in which she talked about coping with repetition, boredom and fatigue in library instruction by revitalizing your method of presentation. The session stressed that the better you are as a teacher, the better you will feel about your teaching and, therefore, about yourself. Effective teaching was discussed in terms of enthusiasm, the ability to communicate abstractions, and warmth, including the importance of physical contact. In addition, the use of pre-tests and post-tests for instruction was encouraged both for allowing the students a say and in providing the librarians with useful feedback. Mignon ended the session with a group discussion of "lessons learned painfully over time" in which participants were able to share their most valuable teaching tips.

Fourth International Conference on User Education

The Fourth International Conference on User Education has been provisionally arranged for Brighton, England, in July-August 1985.

The conference will feature both invited and contributed papers. 500-word abstracts of papers that intending speakers would like to contribute are now invited and should be received by October 31, 1984. At this stage the main themes of the conference will be decided. Complete papers (which should not exceed 25 minutes) will be required by January 31, 1985, at which time a final choice of papers will be made.

Topics on any area of user education (both information skills and library skills) from any sector (academic, research, school, public, or special libraries, and indeed any other institution involved in education or user education) are invited.

Abstracts should be sent to the following address: Fourth International Conference on User Education, 13 Caernarvon Close, Shepshed, Leicestershire LE12 9QB, United Kingdom.

Sarah Barbara Watstein, library associate and reference librarian at New York University, conducted a helpful session on coping with burnout in library instruction. After discussing general symptoms of burnout, the group participants offered their personal reasons for burning out. Some of these were: diminished enthusiasm due to the redundancy of reference questions, feelings of inadequacy due to new responsibilities such as database searching and automated acquisitions, repetition involved in classroom instruction, and resentment toward unenthusiastic students. The group then looked at physical, psychological and attitudinal signs of burnout following which they worked on vulnerability, stress and workaholic checklists to see how they rated. The session ended with a discussion on methods of coping with burnout, some of which included problem solving, mutual helping, using evaluation tools on an on-going basis and seeking professional help.

Sarah talked also about "restructuring irrational beliefs" by which one stays saner by learning to accept a less than perfect image of oneself, thereby eliminating a major source of stress. The key to coping seemed to be finding a means of channeling one's energies in a positive direction rather than panicking and burning out.

A job sharing and job exchange panel was moderated by Eve Buckle, reference librarian in the social sciences at Hatfield Polytechnic, England, and currently on a one-year exchange at St. Lawrence College. The panel dealt with how to revitalize oneself and one's feelings of stress or boredom by changing one's working hours or one's working location. Linda Baker and Peg Walsh from the refer-

BI Guidelines under revision

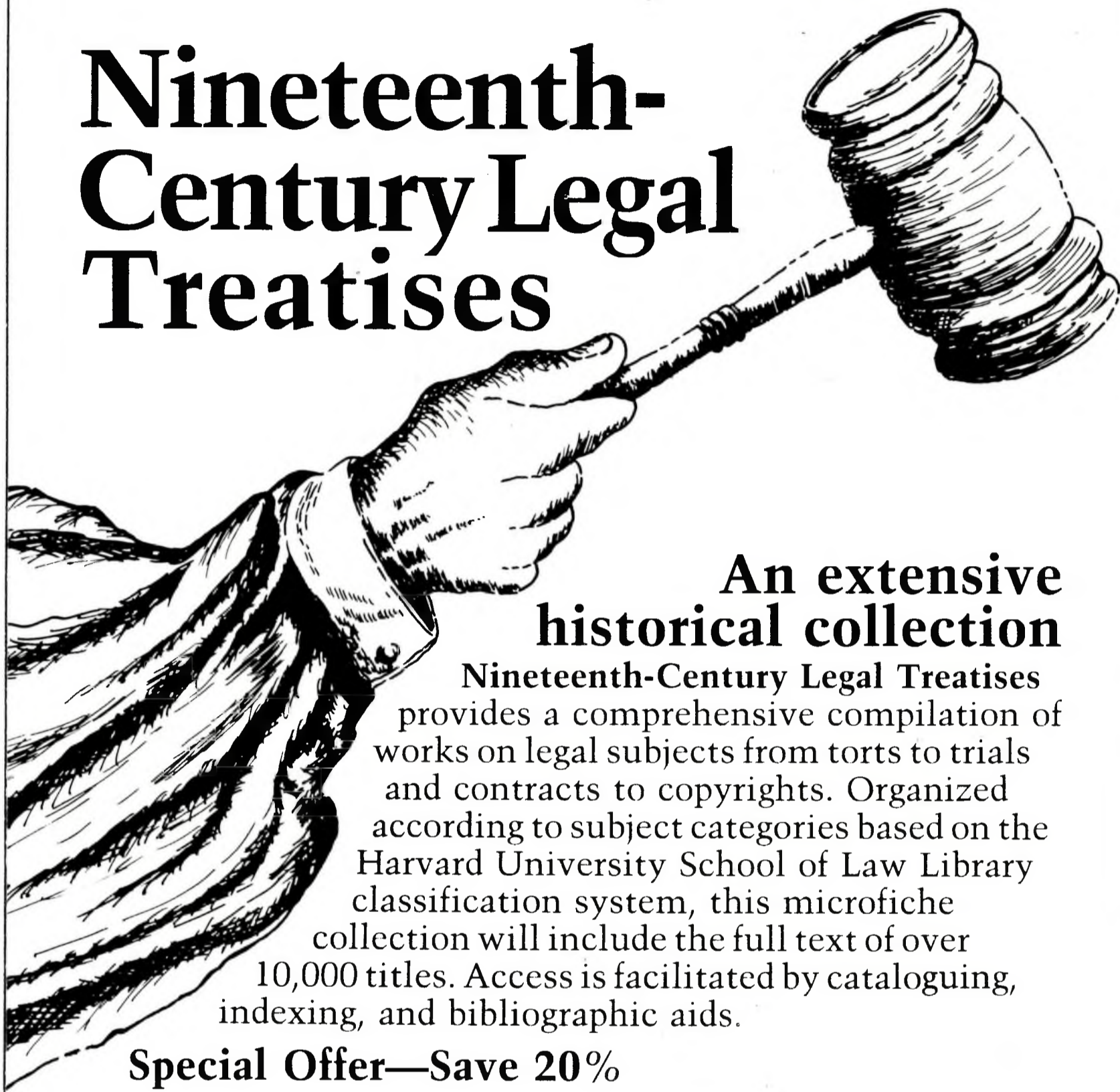
The ACRL Bibliographic Instruction Section's Policy and Planning Committee, chaired by Ellen Broidy, is revising the guidelines for establishing a bibliographic instruction program. The current guidelines were developed in 1977 and published in *C&RL News*, April 1977, p.92.

At the committee meeting in Dallas, members of the Policy and Planning Committee agreed that the guidelines needed to be revised to reflect current growth, development, and trends in library instruction since the development of the guidelines adopted by the ACRL Board of Directors on January 31, 1977. Donald Kenney, a member of the committee, along with chair Ellen Broidy, will develop a draft for the entire committee to consider.

Anyone with comments or suggestions for revising the guidelines should send them to: Donald Kenney, Head, General Reference Department, University Libraries, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, by November 30, 1984.

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ence department at McMaster University's Health Sciences Library, described their job sharing experience from the points of view of the employer and the employee.

Linda Baker discussed the disadvantages and advantages to the employer of a job sharing arrangement, noting that the pros far outweighed the cons. On the negative side, she cautioned that good communications had to be maintained, that there was a possibility of personality conflicts between the job sharers, that there might be a lack of continuity on the job and that one or the other of the job sharing team would be absent from staff meetings. However, on the positive side, job sharing encouraged more productivity and more initiative, the job sharers could act as reliefs for one another when emergencies arose, and the employer is provided with more skills in one position. Since the job sharing team usually derives greater job satisfaction from a working arrangement that allows them freedom, the benefits to the employer of happier employees is obvious.

Panel members then discussed sabbatical leaves and job exchanges from one library to another on the same campus and from one country to another. Eve Buckle described her experience from a practical point of view in which she mentioned salary and tax considerations, checking out accomoda-

tions, medical and insurance coverage and the possibility of an exchange of cars. In personal terms, she and other panel members described the benefits of a year away from your job as providing you with the possibility of acquiring new skills and new experiences and of returning to your former position feeling refreshed.

The single disappointing session was held at Queen's Faculty of Education's computer lab in order to demonstrate the possibility of using CAI to combat staff shortages. The problem with the session was that the quality of software packages available for library instruction was extremely poor. Among the ones demonstrated were guides to poetry indexes and *Current Biography* from Calico (Computer Assisted Library Instruction Co., Inc.) and a library skills program from Right On Programs. The general impression of the librarians who attended this session was that the software was elementary and didn't warrant the amount of time devoted to it in the lab. Most of the participants felt, however, that it was worthwhile in showing that this is an area where there is much room for improvement. It should be somewhat heartening though, to know that, at least for the moment, the human element is not imminently in danger of being replaced. ■■



Research at ALA

By Mary Jo Lynch

Director
ALA Office for Research

As Director of ALA's Office for Research and staff liaison to the ALA Committee on Research and the Library Research Round Table (LRRT) I was delighted to see the initiation of a "Research Forum" column in *College and Research Libraries News*. The new column should prove to be a useful supplement to the "Research Notes" which already

appear in *College and Research Libraries*. Sharing information about research is a major interest of the Office, the Committee, and LRRT. All of these units welcome the focus on research which ACRL President Sharon Rogers has initiated within ACRL.

Of the three units I am associated with, the Li-