
Continuing education update

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ACRL's BI workshops funded by the 1982 J. Morris Jones Award receive high praise.

During 1983 librarians from across the United States—New England to Hawaii—were able to attend the ACRL Bibliographic Instruction Section's continuing education workshops in their own states or regions. Eight state and regional library associations won grants of \$625 each from the ACRL/BIS Continuing Education Committee to help pay workshop expenses. The Committee itself had won the money the previous year in the J. Morris Jones World Book Encyclopedia ALA Goals Award competition.

The BIS Continuing Education Committee divided the \$5,000 award into eight equal grants and held its own contest. Forty library associations from 36 states applied for the grants. The applications were judged on the evidence of need for the workshops and geographic distribution. The Committee wanted to enable those people who had been least able to attend a national ALA conference to reach a workshop locally. The winners, titles of the workshops, and the workshop leaders were as follows:

- ACRL New England Chapter, "Can Bibliographic Instruction Teach Students to Think?," Cerise Oberman and Mark Schlesinger.

- District of Columbia Library Association and Consortium of Universities of the Washington Metropolitan Area, "Library Instruction for Faculty and Graduate Students," Anne Lipow.

- Tennessee Library Association, "Teaching Librarians to Teach," Joan Ormondroyd.

- Kentucky Library Association and the KLA Library Instruction Roundtable, "Teaching Li-

brarians to Teach," Joan Ormondroyd.

- Arizona State Library Association, "Conceptual Frameworks for Bibliographic Instruction," Mary Reichel, Mary Ann Ramey, Gemma DeVinney.

- New Mexico Library Association, "Teaching Librarians to Teach," Joan Ormondroyd.

- Pacific Northwest Library Association, "The One Hour Stand," Sharon Hogan, Anne Beaubien, Mary George.

- Hawaii Library Association, "Library Instruction for Faculty and Graduate Students," Anne Lipow.

The Committee provided the \$625 grants, descriptions of available workshops, publicity at the national level for the workshops, and a liaison to assist with the planning for each workshop. Host library associations were responsible for publicity at the local or regional level, any extra funds needed to cover workshop expenses, local arrangements for the workshops, and an evaluation report for their workshop. Now that all the workshops have been completed, the last task left is for the Committee to complete a final evaluation report for the ALA Goal Awards Committee.

Evaluations showed that the workshops were very successful. Attendance ranged from 15 to 100. One workshop drew 11 attendees from neighboring states. Based on the evaluations received to date, at least 5 of the workshops were considered to have met their stated objectives completely by over 75% of those who responded to the evaluation questionnaire. Workshop leaders were rated

equally highly. In fact the most common response on evaluations applauded the high quality of the presentations and commented that the information presented was new and professionally stimulating.

The project as a whole was equally successful. Several state associations that did not win grants decided to pay for an entire workshop themselves, thus further extending the service to the membership and impact of the grant. The grants paid 24%–84% of the total expenses of each workshop

and an average of 55% of the expenses of all the workshops. The clearest expression of the value of this project comes from the final report of the New Mexico Library Association: "An ambitious undertaking...involving such high speaker costs...would not have been attempted without ALA financial assistance.... We hope that the Bibliographic Instruction Section will find justification in the evaluation reports from all the grant recipients to enable this grant program to be repeated." ■■

Copyright: An ACRL resolution

Prepared by the ACRL Copyright Committee
Barbara Rystrom, Chair

The guidelines referred to in the NYU settlement are too restrictive.

In June 1983 the Association of American Publishers (AAP) sent a letter to college and university administrators urging them to adopt as their copyright compliance policy the agreement which New York University (NYU) accepted as part of the May 9, 1983, out-of-court settlement of the copyright infringement lawsuit brought against it by a group of publishers and coordinated by the AAP.¹ Out-of-court settlements in lawsuits are not imposed by the courts and do not set legal precedents; therefore, such settlements are not necessarily appropriate models for entities not a party to the settlement.

The NYU policy states that faculty can expect the University to defend and indemnify them in the event of a claim of copyright infringement only if the faculty member has followed the guidelines incorporated in the policy, gotten permission from

the copyright owner, or cleared the copying with the General Counsel of the University. The guidelines incorporated in the policy are familiar to copyright observers, because they are from the Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals (hereafter referred to as the Classroom Guidelines). Designed to clarify the principle of fair use as it applies to copying for classroom instruction, and to provide "greater certainty and protection for teachers," the Classroom Guidelines were negotiated by primary and secondary school educators with authors and publishers, and were incorporated into the House Report on the copyright law.² The American Associa-

¹*Chronicle of Higher Education*, April 20, 1983, pp.1, 22.

²U.S. House of Representatives. Committee on the Judiciary. *Report on Copyright Law Revision*, H.R. 94-1476, September 3, 1976, pp.68–70, with corrections in the *Congressional Record*, September 21, 1976, pp. H10727–28.