A joint effort between school and academic librarians to teach library skills.
There is little opportunity to design programs that deal with the other vast problems of accessing, evaluating, and managing information.

The grant proposal will attempt to address two major problem areas. First, entering students lack the skills needed to use indexes, abstracts, and periodical literature in general and to interpret bibliographic information in catalog systems, indexes and abstracts, and bibliographies. Furthermore, they do not understand the concepts of authorship and classification of library collections.

Second, classroom teachers and school librarians seem to lack a clear understanding of the informational needs of entering students at an academic institution like Virginia Tech. For example, students may be taught how to use a specific classification system, such as the Dewey Decimal System, but may not be taught the concept underlying classification systems to enable them to transfer this knowledge to the LC system. In addition, most school librarians have not had the opportunities to update their knowledge of the latest developments in librarianship, particularly in the area of computer technology.

Students from these 26 rural counties are sometimes at a disadvantage in using libraries due to lack of exposure to larger library systems. This grant addresses the needs of these college-bound students in a variety of ways. By working closely with high school librarians and teachers, we will identify the library skills needed by students to use academic libraries. Training sessions for librarians are being developed, instructional aids are being written, and a videotape is being filmed in an academic setting. All instruction will be designed to cover both the concepts behind information storage and access as well as fundamental library skills.

The distribution of teaching packets and videotapes as well as the scheduling of training sessions for high school librarians will be implemented through a clearinghouse established at the Virginia Tech Library. Plans are being made to ensure the maintenance and continuation of the clearinghouse. An initial survey among the school librarians within the geographic area covered by the grant elicited enthusiastic response and input, reinforcing the idea that this kind of joint effort is needed and welcomed. Planning and development will continue throughout the 1985–86 year. Training sessions and teaching packets will be available by the summer of 1986.

Ideally, a successful instructional program of any subject or discipline is designed to teach basic skills as well as concepts. Admittedly this has been a weakness of academic library instruction programs throughout the country. Efforts to establish a common base, especially at the public school level, will in the long run benefit academic library instruction programs. Helping school librarians to teach fundamental library skills to college-bound students will enable academic institutions to design programs that go beyond the teaching of basic skills and instead concentrate on teaching students to access and manipulate information. ■ ■
Since its founding in 1909, the NAACP has unquestionably played a unique and essential role in translating American constitutional principles into social realities. It is quite possible, however, that the NAACP’s most profound and enduring legacy is the long and difficult struggle to bring about equal educational opportunities for all races, and the history of this struggle epitomizes the philosophy and tactics that have made the NAACP such an effective proponent of human rights in the United States.

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