a simple but explicit form detailing strengths, weaknesses, and areas of need they have encountered during the semester.

Pre- and post-course testing, senior project testing, observations, and questionnaires should quickly alert instructors to what changes, additions, deletions, and adaptations are needed. An awareness of technological changes, before they occur, is built into the program. It is expected that any needed alteration can be addressed within a given semester or, at latest, by the following semester.


Update: Information literacy

By Barbara J. Ford
ACRL's 52nd President

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.” Dr. Samuel Johnson (1709-1784), Boswell's Life of Dr. Johnson.

Johnson's words from over 200 years ago are still pertinent today. The Commission on Higher Education recently concluded that information literacy is essential to assuring quality in the undergraduate library experience. I strongly support this conclusion and am pleased that ACRL has taken a leadership role in promoting information literacy.

Throughout the year we have:
• published articles on information literacy in C&RL News;
• developed posters, pamphlets, folders, and even a frisbee that can be used to spread the word about information literacy in a variety of campus environments;
• presented programs on information literacy at ACRL chapter meetings;
• identified individuals who can serve as advisors to academic librarians working on information literacy;
• joined approximately 50 educational organizations affiliated with the National Forum on Information Literacy;
• planned a program including poster sessions for the ALA Annual Conference in Atlanta.

I want to thank all of you who responded to my request for assistance in defining information literacy and to work with your faculty and administrators to promote the importance of information literacy. A brief list of resources immediately follows.

Note: A special note of thanks to my program planning committee who took a leadership role in many of the activities described here. Mary Reichel, chair; Patricia Senn Breivik; Lorene Brown; John Collins; Gemma Devinney; Joan Gotwals; Randy Hensley; Marilyn Lutzker; Ellen Meltzer; Barbara Moran; Sara Penhale; Billy Pennington; Brenda Purvis; Trish Ridgeway; and Ralph Russell.

Information literacy resources:
Lori Arp, “Information Literacy or Bibliographic Instruction: Semantics or Philosophy?” RQ 30 (Fall 1990): 46-49.