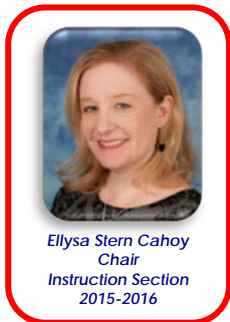




### From the Desks of...

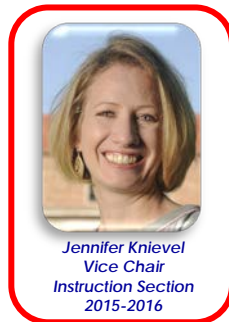


The Instruction Section is much more than a professional organization, it is a community of practice. To quote Etienne Wenger, a community of practice is “formed by people who engage in a process of collective learning in a shared domain of human endeavor.” (Wenger, 2015). The different initiatives and instructional strategies shared in this month’s Newsletter illustrate our

community of practice in action. Whether you have been an instruction librarian for twenty years or two months, you have lots to share with your fellow teaching librarians. We are all in this together, and I’ve found that instruction librarians are, without fail, some of the most creative and collaborative librarians around. (No bias there, of course!)


Academia can be challenging because to succeed often means that you must toot your own horn. Whether it’s through writing an article on a new project you completed, contributing towards a presentation, or simply posting on social media to let others know about it, you’re sharing and creating new knowledge. This is important to your professional success, as well as that of your colleagues. Throughout academic librarianship, the imposter syndrome -- feeling like you are a fraud and not qualified to hold forth on a topic -- lurks in dark corners. The honest truth is that we are all experts in so many different areas, and if you are active in practice as a librarian, you are not an imposter but a valid participant in our community of practice.

This is a long way of saying that we welcome the sharing of ideas in the Instruction Section! As you read through the Newsletter and reflect on the practices shared here, think about your own areas of expertise, or even areas that just challenge you daily in your librarianship. You have lots to share with your colleagues. Even if your project is unfinished or far from what you consider perfect, there is lots to share in process! Consider writing a piece on one of your own initiatives for the newsletter; contribute a post or a question to ILL-L, our instruction listserv; attend and participate in one of our online or in person discussion groups on instructional issues. There are so many ways to get involved in our community of practice -- the Instruction Section is much more than committees and national service! It is a home for instructional experimentation, reflection, and collaboration.



As a veteran of dozens of search committees, I’ve listened to hundreds of librarians talk about instruction during their interviews. Reading through this month’s IS newsletter, I was inspired by the great examples of instruction ideas and programs, and I was struck by how rarely I hear these stories in an interview. As instruction librarians, we advocate for instruction, and by extension student learning, to

our managers, administrators, faculty colleagues and collaborators, campus leaders, and accreditation boards. I would add to this list: search committees. In interviews, frequently someone in the room doesn’t truly understand what library instruction is like. When we say instruction, they picture the teacher from Ferris Bueller, droning about LC subject headings and Boolean operators. Instruction librarians are always learning, trying new things, and improving what we do. Because our instruction activities are *always* works in progress, it can feel premature or boastful to talk about them, but remember that in an interview, understanding what you do is the search committee’s goal. It’s the perfect time to describe your activities, or even talk about how you want to improve them (which demonstrates self-awareness... one of my favorite traits in a candidate). If you’re applying for an instruction position, you’re likely to be asked about something vague like your teaching philosophy. When you answer, describe your big-picture approach first, but then share a specific example of a classroom technique you use, what you think works about it, how you developed it, and maybe even another idea you’re considering. Everyone in the room will have a clearer understanding both of you as a teacher, and of what happens in a library classroom. Suddenly you’ve advocated for library instruction, and for yourself as a candidate too.



**Instruction Section web site**  
All the IS info you need in one place:  
<http://acrl.ala.org/IS/>



### Attend the IS program

Authority is Constructed and Contextual: A Critical View at ALA on Saturday, June 25. [See more here!](#)

## Librarians As Writing Partners

Submitted by Matthew Bodie<sup>1</sup>, Associate Director of Learning Resources, Instructor of English, Information, and Technology Studies, St. Petersburg College

I'll admit it. For some time now, I've vacillated in my appreciation for being part of the library profession. I've defined and discussed such equivocations with friends and colleagues, but my arguments tend to sound overly personal and picayune since the contention seemingly revolves around my cross-disciplinary interests and patchwork of professional appointments, including administrative and instructional commitments in both the fields of library science and writing studies.

Vacillations aside, however, I silently celebrated when the ACRL board fully adopted the Framework for Information Literacy for Higher Education earlier this year. While maybe not perfect, the new framework offers deep intersections between research and writing that, while delayed in their arrival, are welcome to cross-disciplined professionals, like myself. Not only does the new framework delve more heavily into knowledge-making as a process and not a product, as constructivists argued for over forty years ago in writing studies,<sup>2</sup> but it also promotes rhetorical approaches, such as context, inquiry, and dialectic (i.e., scholarship as conversation) that date back to liberal arts education of the ancient world.

Yes, the new framework has given me new (but cautious) hope in the library profession, that, in the past decade or so, has felt co-opted by technology and tool-based learning and has promoted post-human behaviors that, as Yoder predicted quite correctly, have turned librarians into "human-machines . . . navigating a network of hypertext discourses."<sup>3</sup> Instead, the new framework draws on the more human-and-humanities-driven work that was once core to librarianship, and it helps validate a claim that I have argued for a number of years: librarians are more than research partners; they are writing partners as well.

1 Matthew Bodie is a doctoral researcher in the department of English Studies at Old Dominion University

2 For more on constructivism and other movements in composition studies, see Nystrand, M., Greene, S., & Wiemelt, J. (1993, July 1). Where did composition studies come from?: An intellectual history. *Written Communication*, 10, 3, 267-333.

3 A.R. Yoder, "The Cyborg Librarian as Interface: Interpreting Postmodern Discourse on Knowledge Construction, Validation, and Navigation within Academic Libraries," *Portal: Libraries and the Academy* 3 (2003): 381-392.

## Citations & Hip-Hop: using Genius to Illustrate Scholarship as Conversation

Submitted by Tim Miller, College of Professional Studies Librarian, Humboldt State University

This semester I've been participating in a book circle on Emery Petchauer's *Hip-Hop Culture in College Students' Lives*. Our first discussion coincided with an upcoming workshop that I facilitate on citations & plagiarism that I was also in the process of revamping. While discussing the symbolism behind Boogie Down Productions' 1990 album, *Edutainment*, I was struck by the similarities between the asynchronous conversations within hip-hop and academic writing. I'm not a huge hip-hop fan, but I decided to delve in and put this idea to practice using another song from that era: Public Enemy's "Fight the Power."

Hip-hop music incorporates sampling (using audio snippets) and is filled with references to other songs, lyrics and imagery. [Genius](#), the online song lyric knowledge base and annotation tool, provides a visual representation of these references by incorporating interactive features that allow users to create annotations alongside the text of the lyrics. These annotations provide explanations and context in the form of comments, hyperlinks and images. I purposely chose "Fight the Power" because it is particularly rich with samples, references and imagery that not only provide a background to the meaning behind the song but also point listeners to artists and individuals who inspired the song.

The imagery within Genius helps demonstrate that references in hip-hop create a conversation akin to scholarship: a conversation that is ongoing and unfinished. Just within the intro and first verse there is a variety of examples, including: a link to the music video (with its own visual references), an image of the single for James Brown's "Funky Drummer," a link to The Soul Children's "I Don't Know What This World Is Coming To," and a movie poster to Spike Lee's *Do The Right Thing*, for which the song was written. Genius makes these references come to life by incorporating comments, images and sound – all added by the various Genius users participating in the conversation.



### Did You Know?

ACRL members can view full contact information for [section committee rosters](#) by logging into the ACRL web



Genius is much more engaging than the bland snippets of text that often bore and/or confuse even the most motivated students. The comparison between "Fight the Power" and the scholarly article can be employed throughout the workshop. An in-text citation can be compared to Chuck D's line, "Sound of the funky drummer." A reference list entry can be compared to the link in Genius to the [YouTube video](#). Genius helps illustrate that Public Enemy's message is multi-dimensional: Chuck D has his own message, but is also pointing the listener to other sources with other messages. The Genius community is furthering the conversation by including links, just as a database does for an article.

[Find more information](#), including the workshop handout (with no hip-hop references as of yet), presentation, and link to the Genius page.

[Explore](#) other applications of Genius, including the ability to build annotations into any web page with the tool by adding a simple HTML script element.




*Do you have something you'd like to promote on official IS social media channels? Send suggestions to [jennifer.turner@mnsu.edu](mailto:jennifer.turner@mnsu.edu).*


## CORA, the Community of Online Research Assignments

*Submitted by Susan Gardner, Head of Reference and Instruction Services, William H. Hannon Library, Loyola Marymount University*

The librarians at Loyola Marymount University are excited to announce the launch of CORA, the Community of Online Research Assignments. CORA is an online, open-access platform of librarian and faculty contributed assignments, lesson plans, and activities that engage with information literacy concepts and practices. The site is currently in beta, and our goal is to cultivate a virtual community of practice surrounding information literacy pedagogy among librarians and faculty. CORA was developed through a Statewide California Electronic Library Consortium (SCELC) Project Initiatives Fund grant. The grant proposed to expand upon an internal information literacy assignment collection by using the "cooking" metaphor to envision the assignments as recipes that could be tweaked or easily adapted to fit into any information literacy curriculum. You can bookmark and browse the [Project CORA home page](#).

All assignments contributed to CORA are released under an intellectual property license that permits free use and repurposing by other educators. The community-building features allow contributors to comment on and generate

discussions with other contributors surrounding individual contributions. If you are interested in contributing assignments or teaching resources to the CORA platform, please let us know! You can e-mail CORA directly at [contactprojectcora@gmail.com](mailto:contactprojectcora@gmail.com) or [create a user account](#).



**IS Teaching Methods Committee**  
*Teaching Methods Blog now part of IS web site! Thrilled our projects are showcased alongside work of other IS committees! [Check it out!](#)*

*Teaching Methods new Selected Resources list coming soon! Check our Zotero & Mendeley lists for interesting reads! [See the lists](#).*

## Exemplary IL Program Interview

*Submitted by Nicole Brown, on behalf of the ACRL's Information Literacy Best Practices (ILBP) Committee*

The ACRL Information Literacy Best Practices (ILBP) Committee recognizes IL programs that embody the best practices laid out in the document, Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline. We recently interviewed **Mary C. MacDonald, Head of Instructional Services at The University of Rhode Island (URI)**, whose program ILBP recognized as exemplary in the categories of Goals & Objectives, Articulation within the Curriculum, and Pedagogy. A condensed version of our interview follows.

***ILBP: Since being recognized as an Exemplary program, what is an accomplishment that your instruction team is proud of?***

**Answer:** We have renewed and revised our IL credit courses in order to be "re-approved" by the University's General Education Program. Each 3-credit course focuses on IL and a second SLO.

LIB 150 Search Strategies for the Information Age (IL and COMM)

LIB 250 Searching Across Disciplines (IL and Writing)

LIB 350 Current Issues of the Information Age (IL and Civic Engagement)

As members of various University Committees, we were appointed as the Information Literacy Review Panel for the new Gen Ed Program. Beginning in Fall 2016, every student must fulfill one 3-credit course in information literacy. Our panel is charged with reviewing, consulting, and approving any course that requests the Information Literacy student learning outcome. To date we have reviewed dozens of courses with more to come.



**ILBP: What is a challenge that your instruction team is facing, and how are you working to meet it?**

Answer: We lost three positions from the Public Services Department (a death, a retirement, and a new job). We have a new dean who is revitalizing many aspects of the library and is changing these positions from traditional reference and instruction to focusing on data management and digital initiatives. To reposition our IL Program, we will discontinue our freshman orientation program and increase our online presence. We will work more closely with faculty who teach courses that meet the IL SLO in the Gen Ed, and will prioritize services for courses that include an assessable IL-related research assignment.

**ILBP: How is the Framework impacting your work?**

Answer: The Framework is a disciplinary document with concepts and ideas that have been true for many years. We have always used these approaches in our courses. We are now working to imbue these ideas in all of our instruction. It is a journey – nothing radical has happened as of today.

**ILBP: What plans or goals for the program do you have for the next few years, what steps will you take to achieve them?**

Answer: We plan to provide more online instruction and to work as coaches and facilitators for faculty who teach courses with IL/information research assignments. We have been included in a grant proposal with the University's Office for the Advancement of Teaching and Learning, which would help to support this work.

**ILBP: What advice do you have for libraries seeking to integrate IL learning outcomes into general education programs?**

Answer: Be strategic, both within and outside the library. If you have the opportunity to serve on committees or task forces that are charged with supporting or changing the general education program – seek to get a seat at the table. If you cannot sit at the table, advocate through actions and reports to the parties who do. Evidence of your work will go a long way to show the institution what you have done, and what CAN be done.

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**ILBP: Your mission statement indicates you are committed to collaborating with teaching faculty. Do you have suggestions for other programs that are struggling with this?**

Answer: Collaboration opportunities are built slowly and steadily. I don't think there is one easy "five-step-recipe" for this goal. For example, we write an instruction newsletter three times a year and include short articles about our program, data, and announcements of things to come. We often receive e-mails requesting instruction sessions from people who have read the newsletter. We also use our roles as committee members and subject liaisons to let instructors know that we are available for research and instruction consultations. Long term and temporary collaborations bloom when librarians are committed to "evangelizing" about student successes through IL competency.



**IS Instructional Technologies Committee**

Did you miss the February [#istechchat](#) about tablets in libraries? Check out our [Storify summary](#) of the chat!





ALA attendees, join your colleagues at the IS Soiree Saturday, [June 25th](#)

### Cognitive Mapping the Library Tour

Submitted by Marissa Mourer, Librarian for the College of Arts, Humanities & Social Sciences, Humboldt State University

As part of your one-shot instruction, a library tour has been requested. Are you measuring its value to the session? I've incorporated a five-minute qualitative assessment - cognitive mapping - that provides a small glimpse into students' recollections and prioritization of library collections, resources, and spaces.

Although cognitive mapping takes several forms, I am referring to students rendering a physical map of the library - from memory - in order to capture their own reflections on what the library has to offer (Duke & Asher, 2013; Cubukcu, 2003; Kitchin, 1994)

Cognitive mapping is not new to libraries, but has typically been used for space planning (May, 2011; Given & Leckie, 2003; James, 1983; Ridgeway, 1983).

I use cognitive maps to quickly capture (1) patterns of highest attention and interest, (2) how students' maps might match my own expectations, and (3) how future tours might be adjusted to deepen students' connections to the library that are most relevant to the instructional session or research assignment at hand.

Following a 10-15 minute tour within a 90-minute instructional session, class sizes of ~25 students return to the instructional space where they're given an outlined floor map of our university library. Students tend to map structural features first so these are provided (Horan, 1999). The maps identify the instructional space and staircases/elevators for orientation purposes. I first give all students red ink pens with simple instructions: "Note anything you recall from the tour on this map for the next minute. Please write notes on all three floors of the library." At the end of one minute I collect their pens and they continue the exercise for another minute using their own pen. At the end of two minutes I collect the maps. Maps typically contain 10-20 notes/drawings recording what students know, remember, or prioritize about the library, whether it's collections, resources, or spaces. By comparing the notes in red to their subsequent notes, I see a snapshot of students' cognitive order of importance of library resources.

There are notable shortcomings. Maps are cultural probes of attention, memory, interest, and past experience; strong conclusions cannot be drawn from this method alone. So far, students' maps overwhelmingly note collections and art over signage, collaborative spaces, technology, or furniture. I've received a mix of written notes and hand-drawn images. Anecdotally, mapping has been received favorably. Maps across disciplines feature roughly the same number of notes, which indicates some level of engagement with both the tour and mapping exercise within a workable timeframe.

I have adjusted tours to incorporate a story or provide answers to items unexpectedly featured repeatedly; introduced attention getters at key collections that weren't noted prominently; and reexamined my own perceptions about students.

Ultimately, cognitive maps are engaging student learning activities that are shaping my own instructional practices and perceptions about student use of the library.

[Extended article here](#)



Don't miss Webcast Three of IS co-sponsored series "[Learning Analytics: Strategies for Optimizing Student Data on Your Campus](#)" airing May 11.

### Scholarly, Popular...How About Credible?

Submitted by John Osinski, Health and Human Services Librarian, Randall Library, University of North Carolina Wilmington

I had an epiphany several years ago. As a recent graduate of library school and the new member of the Research and Instruction department where I worked, I found myself thrown into the classroom, teaching a series of one-shots to students in a variety of disciplines. Each day I warned the students about the hazards of using "popular" magazines or newspapers as resources for their papers. Academic, scholarly, and peer-reviewed were the buzz words that I drilled into their collective consciousness. It wasn't long before instructors' syllabi started routinely stating that they only wanted scholarly/academic sources cited in their students' papers.



Then one day, a couple of students asked me for help finding resources on "Advertising's effects on the public." So we went to the databases and filtered out the "popular" periodicals. And then I thought of an old college friend of mine who now works as an executive for a major advertising agency. My friend produces the television commercials for a popular brand of pick-up truck. If you watch any major sports events on the weekends, you've seen his work. So I contacted him and asked if he would mind corresponding with these students. He agreed to answer any questions they might have and I was included in the loop. I felt he would be a great primary source of information, having worked at a high level in the field for many years.

And here's what happened. It turns out he disagreed with the scholarly/academic literature about 80 percent of the time. He would say things like, "Well, I understand what they're saying, but this is why we actually do it this way..." And for me, that was one of several moments over the coming years in which the ivory tower began to crack. Here was a practitioner who made his living doing this work day in and day out, and he was telling my students, "I don't agree with the argument from that article and here's why..."

From that moment on, I changed my mantra from "scholarly/academic" resources to "a variety of credible" resources. I tell students that if your professor requires a minimum number of scholarly/academic resources, then by all means, make sure you hit that number. But now I preach the value of a variety of credible resources. An example I frequently use is, "Let's say you are writing a paper on death and dying. And you go down to the local hospice and interview a volunteer who's been helping the dying for 20 years. And let's say this woman does not have a high school diploma. She is certainly not a scholarly/academic source. But I would argue that she is a valuable credible source with a perspective you won't get from a peer-reviewed journal."

If you vehemently disagree with me, do the research on how many scientific and scholarly articles get retracted or are considered as "should be retracted" each year. I think you'll be surprised.

So, since my epiphanic ivory tower cracking moment, I have been preaching that students cite a variety of credible (including scholarly/academic) resources, rather than exclusively academic/scholarly ones. It seems that the professors that I work with agree with this philosophy, as I notice their syllabi now reflect this in their assignments.



### Instruction-Related ALA Pre-conference

Crossing the Threshold with Threshold  
concepts: Redesigning a Library Instruction  
Lesson Plan [Read more and register...](#)

### To Tell the Truth Activity

Submitted by Denise Karimkhani, Professor/Director of Learning Resources, Townsend Memorial Library, University of Mary Hardin-Baylor

Not many people these days are familiar with the old television game show called *To Tell the Truth*. It featured a panel of celebrities tasked with correctly identifying the "true" contestant who had an unusual occupation from among others who were imposters. I decided to use a similar format for teaching history students how to identify scholarly resources.

Prior to the class, I selected a total of six library books on various history topics. Three books were used at one time, and we played two rounds of the game. I enlisted the help of three library staff members, who posed as authors of the books. Before the contestants entered the room, I directed students to a [research guide](#) I had prepared on "Identifying and Evaluating Scholarly Sources" and told them that the characteristics of scholarly sources would be important in playing a game called "To Tell the Truth."

As the moderator, I began by saying, "These books are found in an academic library. However, only one is suitable for academic research. The others are imposters. Your task is to figure out which one." Each author stepped forward and said, "I am the author of a scholarly book." The class was divided into groups. Each group called on one author and asked one question of the author, such as "What are your credentials?" or "Does your book have a bibliography?" or "Who published your book?"

Following two rounds of questions, a vote was taken and the scholarly work was identified. The imposters explained why their books were not scholarly. I summed up by saying, "I hope that this game demonstrated that the quality of information varies."

In these days of information overload, it is important to critically evaluate information to determine if it is authoritative, reliable, and suitable for academic research." This exercise was well-received by both the professor and the students, and was successfully presented in a 50-minute time frame.



### IS Pre-conference

Teaching Data Information Literacy: A  
Hands-On Introduction [Read more and register...](#)



## A Day in the Life of a Virtual Librarian

Submitted by Katy Walker, Instructional & Reference Librarian,  
Edwards Campus Library, Colorado Mountain College

The second thing I frequently tell people, after I tell them I'm an academic librarian, is that my library has no books. I run a virtual library and in my library, there are computers, cozy chairs to sit upon, study rooms and work tables but no books. I have power outlets, an assortment of power cords, pens, pencils, copy machines and printers, and reams of paper but no books, magazines, DVDs or CDs. On the walls where bookcases and display cases might go, is ever-changing student art work.

So, what do people think of a place called "library" with no books or other items? Well, the students don't seem to miss it. Occasionally, a student will ask "where are the books?" But for the most part they seem happy with the electronic resources. Sometimes a visiting parent or community member will wander in, look around, and ask timidly, "where are the books?" When I explain the vast electronic resources, they express astonishment and wax poetically about books, libraries and certain book smells. Sometimes they express disbelief. "This isn't a real library," they might lament. It's an aberration; a brave new world that they don't want any part of and they leave quickly—usually after I give them directions to the local public library (with books) a short six miles down the road.

My fellow librarians might wonder what I do with all my time what with no physical items to catalog, classify, and

manage. But I'm just as busy as they are. It turns out, people need just as much help finding electronic resources as finding physical resources. But instead of being lost in the stacks, they are (virtually) lost in the databases.

I spend my time teaching information literacy classes (one-shot classes) for various instructors and disciplines. I discuss access, retrieval, and ethical management of information. When it comes to the library tour into the stacks, I skip it, and discuss remote access to those charming databases. I've noticed I spend a good bit of my time helping students distinguish between popular periodicals and academic journals (PDF files tend to look the same at a glance). But I'm fairly confident academic librarians everywhere are answering questions like that one.

I also answer my share of typical research questions and maybe more than my fair share of technology related questions. This is likely the biggest difference between me and my fellow academic librarians. A virtual library runs on technology, so a virtual librarian has to be fairly conversant in several operating systems, platforms, devices, software, both on Macs and PCs. I help students download, upload, install, connect, manage, and make work whatever it is standing in their way of learning.

But otherwise, the virtual library is like any other academic library—students come to work on papers, do homework, meet other students, goof off, listen to music, check Facebook, stream something, and wait until class starts. The virtual library is a busy place and surprisingly, it gets noisy in here.



## Holliday wins Dudley Instruction Librarian Award





Want to read more about any of our articles? Tell us which one! We'll invite authors to submit expanded versions of their newsletter articles on the [IS Blog](#).



### IS Current Issues Discussion Group Recap

*Lacy Wolfe, Electronic Resources and Web Services Librarian, Huie Library, Henderson State University*

The IS Current Issues Discussion Forum took place on January 26, 2016. Kenya Flash and Kelly Tilton, both of The University of Tennessee Knoxville, led the discussion "Aligning to the Framework: An Assessment of Practices." Flash began the discussion by explaining the Framework for Information Literacy for Higher Education through both a literal and theoretical lens. She mentioned that the framework is best used as a philosophy or goal while relying on the older Information Literacy Standards for Higher Education for assessment. Practicalities of the implementation were discussed and Flash suggested that library instruction and technique might not change with the new framework and that including only a few of the frames and/or thresholds in instruction would be suitable.

Tilton discussed the instruction environment at UT including the successes and challenges that they've encountered. Challenges that Tilton mentioned that many instruction librarians face include a lack of interest in information literacy instruction from professors, difficulty maintaining communication between librarians and faculty, and graduate students with minimal library skills though it's assumed that they're proficient. Successes of framework inclusion from UT libraries include additional assessment, consistent outcomes, and survey completion.

Following Flash and Tilton's explanations of the framework, the conversation was opened to participants. One of the first questions concerned whether anyone has switched from the standards to the framework or if the framework should be seen as a philosophical tool. Participants commented that with the framework there is too much to cover in one-shot sessions, but it can be good to keep in mind with face-to-face instruction. Links were shared to rubrics and learning outcomes. The discussion provided plenty of food for thought for the 200+ participants and will no doubt continue as we work to implement the framework.

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