Biofeedback

Biological Sciences Division
Special Libraries Association

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Inside

Chair's Report

Jo Anne Boorkman

Once again the Biological Sciences Division's programs for the 84th SLA Annual Conference were a great success. The sessions were well attended and the speakers were first-rate. Bravo to Renee Bush and her fellow program planners for a wonderful conference!

Assisting with the program planning were Judy Wojcik and the Professional Development Committee, which planned the tours to the Lloyd Library and the Cincinnati Zoo and the CE Course on Online Resources in Life Sciences/Biotechnology; Efrat Livny, who arranged the Biotechnology program; Ann Juneau and the Natural History Caucus, which planned the Biodiversity program; Doug MacBeth, who arranged for the Internet for Life Sciences Discussion Session; and, of course, Renee, who planned the Biomaterials program. All deserve recognition and thanks. Their careful planning and hard work are to be congratulated.

I want to also acknowledge the fine work that the 1992/93 BSD Board and Committee Chairs did, under Renee Bush's excellent leadership. Director Larry Wright deserves special thanks, as he finished his two year term this year, for his valuable review of the Division's Long Range Plan, which will provide focus and guidance for the Board's future work in leading the Division. While everyone can see the results of Editor Adam Schiff's and Associate Editor Steven Sowell's fine work in publishing and distributing *Biofeedback* for us, the work of other committees isn't always evident, however vital it is to the smooth running of Division business. Lucy Rowland ably chaired the Career Guidance/Public Relations Committee, which annually solicits and awards a scholarship to the Annual Conference to a library school student. Special recognition goes to committee member Patricia Morris for her brilliant idea for recognizing our sponsors at the Conference--the heart-shaped

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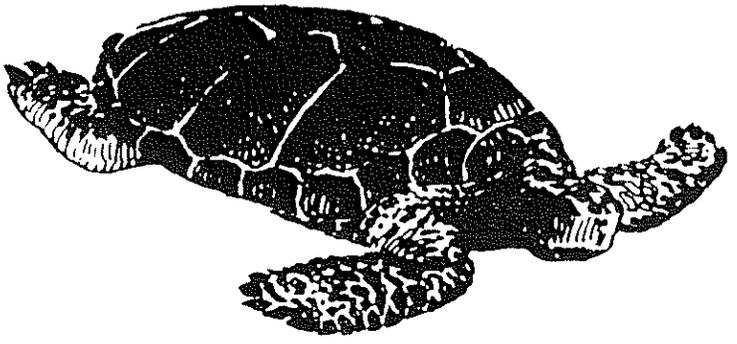
"Heartfelt Thanks" signs you saw on our program signs and in sponsors' booths were her idea. Julia Perez, as chair of the Membership Committee, ably tracked our membership and our Division membership grew. Anna McGowan, as chair of the Nominations & Elections Committee, presented the Division with a first-rate slate for 1993/94. Janice Kemp chaired the *ad hoc* Awards Committee which recommended that we establish three awards to recognize contributions of Division members. The 1993/94 Board approved these recommendations and Karen Patrias will chair the new Awards Committee this year. Lastly, I want to thank Renee Bush again for her leadership during the year. She has been a wonderful mentor to me and I hope to carry on in her tradition.

Now that the "baton has been passed" to me, I want to thank those of you who responded to the call for volunteers to serve on BSD committees. Many members contacted me before the Annual Conference and others volunteered at the business meeting and even at our open houses. It is gratifying to know we have so many able and willing members. This year Steven Sowell resigned as Assistant Editor of *Biofeedback* and John Tebo has assumed that role. Larry Kelland has agreed to serve as Business Manager for *Biofeedback* and help get additional advertising for us. From Larry Wright's work on the Long Range Plan, it was evident to me that the Publications Committee needed to be revived. Steven Sowell, with his background as our newsletter editor and assistant editor, agreed to chair this committee. Julia Perez is continuing as chair of the Membership Committee and Patricia Morris has assumed the chair of the Career Guidance/Public Relations Committee. Lynne Siemers was appointed Government Relations chair, now that Kay Collins has been elected Director, and Jack Cooper has become chair of the Professional Development Committee. In order to put the nominations and elections on a better schedule, Barbara Schader was appointed Nominations and Elections chair at the beginning of the Division's year, instead of nine months before the end of the year. A roster of the officers, committee chairs and division's liaisons to SLA Committees appears this issue of *Biofeedback*. If you are interested in working with any of them, please contact me or any of the chairs. Member participation is always welcome.

Over the summer, I will be working on our programs for the 85th Annual Conference in Atlanta next June and reporting on those plans in the next issue of *Biofeedback*. I do want to alert you to the second call for papers for our contributed papers session on collections development issues in life sciences libraries that is in this issue. This is another opportunity for you to participate in Division activities, share your ideas, and polish up your public speaking skills.

It is going to be a busy, fun, and exciting year for our division! Have a wonderful summer!



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Call For Papers–Atlanta 1994

The theme for the 1994 SLA Conference is "Information Vision." In keeping with that general theme, the Biological Sciences Division is planning a contributed paper session in the area of collection management--**"Visioning Our Collections."** How is collection development and management changing with the rapidly changing patterns of publishing (print and electronic), costs of serials, and ownership vs. access in life sciences collections? Here is your opportunity to tell your colleagues how your collections are changing, how you are measuring what your clientele's information needs are, and how you are meeting these needs, or even what philosophical (and controversial) thoughts you may have as to the role of access in lieu of ownership in your collections.

Guidelines for contributions should follow those outlined for the general conference contributed papers:

Abstract: A 250-500 word abstract, accurately conveying the subject of the paper, its scope, conclusions, and relevance to the program theme.

Text: The complete text of the papers is due to the program co-chairs by March 31, 1994.

Length: Paper presentation should take approximately 20 minutes.

Acceptance: Papers will be accepted only if the abstract has been submitted for evaluation by the deadline: **September 1, 1993.** Submit abstracts to one of the co-chairs listed below:

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Cincinnati Zoo Trip a Wild Success

Diane Schmidt

The Division-sponsored field trip at the Annual Conference was a roaring success. Even the weather coöperated fully. About 40 people spent Thursday, June 10, at the Cincinnati Zoo and Botanical Gardens, "The World's Sexiest Zoo." The zoo is one of the most highly regarded in the United States, in part for its success in breeding endangered species. Of course, part of its secret is the Center for the Reproduction of Endangered Wildlife (CREW), familiar to those who attended the Biodiversity session at the conference.

Our morning at the zoo started at the Education Building, where volunteers gave us a talk on CREW and its successes (very similar to the talk given by Stefanie Parker at the Biodiversity program). We then broke up into small docent-led groups of 6 or so and toured the zoo. The docents were knowledgeable and entertaining. "This is Gertie the elephant. See that notch in her ear? She got that when she got into an argument with the hippopotamus over there. They are good friends now, though." After a break for lunch, we got a tour of the future Jungle Trails exhibit, and then a botanical tour. There are a number of gardens scattered throughout the zoo, including a butterfly garden and a dinosaur garden. Again, the docent was extremely informative. "Those huge oak trees have been here since before the zoo was created. The area under them used to be a hog pasture, then a dairy farm, then a ..." After the botanical tour, we had an hour's free time, so we could revisit our favorite exhibits, like the Komodo dragons, or the white Bengal tigers, or the fishing cat cubs, or the bongos, or the gorillas, or the Insect World, or saddest of all, the Passenger Pigeon Memorial.

1993 Student Stipend Award Winning Essay

A Greater Role for Biotechnology Librarians

Joanne Meil

The term "biotechnology" instills anxiety in the minds of many individuals. For some, it has a supernatural context, given its strong presence in popular science fiction. A prime example is Michael Crichton's novel, and Steven Spielberg's film version of *Jurassic Park*, which paints a graphic picture of mayhem created by genetically-engineered dinosaurs. Although the story has little basis in reality, its message has some frightening implications for today's biotechnology efforts: scientists will not be able to anticipate the results of releasing genetically engineered plants, animals, and microbes into the environment.

Some fears about biotechnology do have a basis in fact. One area of controversy is transgenic crops, created by transferring single genes between unrelated species for the purpose of breeding new crops with desirable traits. The resulting crops have the potential to cause serious allergic reactions in some sensitive individuals due to the transfer of allergenic proteins from the donor crop to the recipient crop. In these cases, more testing needs to be done. On the other hand, there are skeptics who discount biotechnology techniques because they perceive them to be violations of natural law. Indeed, public perception of biotechnology ranks high among the reasons that several biotech firms are reporting serious losses.

The bottom line is that the public is generally uncomfortable with biotechnology as a natural science, and with the safety of its techniques, largely because a lot is unknown. Lay people are not on the same wavelength as scientists, who have had the opportunity to amass the knowledge needed to become comfortable with biotechnology and offer confident estimates of safety. If the public had more information, scientists feel, there would be fewer objections to testing, and a larger variety of beneficial products incorporating biotechnology could become commercially available. Agricultural biotechnology alone offers the potential to improve productivity, decrease the need for synthetic pesticides, and develop more nutritious foods.

The question remains: how do scientists impart their knowledge in order to help dispel the public's fears? This is where librarians come into the picture. Whether they work in research libraries, universities, scientific facilities, or other institutions, they can act as neutral providers of information that helps to corroborate or refute scientific findings. In this way, they are key to the information-gathering portion of scientific research, and in turn contribute to the development or funding of a process or product.

This important role brings corresponding challenges. The most basic of these challenges is the ability to anticipate scientific queries. Biotechnology librarians must keep continually abreast of developments in the field, learn where the key resources are, and how to find them. And in this fast-growing science, resources become obsolete quickly, and information needs become more urgent.

This leads to a second challenge for librarians: understanding the nature of biotechnology information in order to knowledgeably acquire, use, and provide it to scientists. A basic scientific background is helpful in enabling librarians to apply concepts to new information in order to process it more readily. From that point on, however, intuition can take over.

For example, a librarian may notice that scientists like to work with hypothetical models. Graphics software products available today allow scientists to manipulate molecules and sequences to learn the "what if" of a particular scenario. It would behoove biotechnology librarians to know about such programs, the companies providing them, and where they might be found, if they are not able to obtain them for their libraries.

Another means of learning about the field is through the scientists themselves. A good reference interview to determine a scientist's specific needs could go a long way toward a librarian's understanding of a particular subject, and, if online searching, asking the scientist for keywords may lead to finding more

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precise information in a shorter time. For example, a search using only the broad term "chromosome," might lead to fewer precise hits than would one that also incorporates more specific terms, such as "haploid," "diploid," etc. A successful information search is extremely rewarding to both scientist and librarian.

Additionally, asking scientists about resources previously consulted gives librarians insight into the types of information tools scientists regularly use. Not only can this technique help to increase librarians' subject knowledge, but can also aid in acquiring materials that complement the scientists' own resources.

Librarians have even better opportunities to acquire scientific knowledge if they work inside the scientific environment and can follow the progress of research projects. This type of close relationship with users has been found in medical librarianship. For example, some medical librarians have been able to be present during consultations with patients in order to learn more about doctors' information needs.

For librarians not working within scientific facilities, attending biotechnology conferences may be the next best thing. Talking to the scientists and learning about cutting-edge techniques is essential in a field that is changing as rapidly as biotechnology.

In addition to learning about the field, an equally important challenge for biotechnology librarians lies in being able to educate scientists. This education may take the form of resource instruction, or even more importantly, it may involve suggesting to the scientist new directions for research. Sometimes scientists may develop "tunnel vision" as to the nature of their own needs because they spend so much time in the laboratory, among the same people. A fresh perspective, such as that from a librarian with considerable subject and resource knowledge, can be immensely valuable.

Under ideal circumstances, the relationship between scientists and biotechnology librarians involves a mutual education process. This mutual education process leads to more complete information gathering for both parties. And more complete information is the key to allaying the public's fears about biotechnology by fostering a more informed climate for discussion.

One analogy to this scenario is the sport of rock climbing. Experienced climbers know that they can trust the strength of the rope, and a trained person controlling it, to catch them if they lose a foothold on the rock. Yet, people without this knowledge may refrain from attempting rock climbing because they cannot believe that a rope will hold them, or because they think that rock climbers have super-human athletic abilities. If these people could watch rock climbers in action, or read more about the sport, they would know that while there is no guarantee of safety, the equipment and techniques have been perfected over time to the extent that many people have safely enjoyed it. They may still decide not to try it or like it, but they will have made that decision with more complete information.

Like rock climbing, biotechnology needs to be taken out of the realm of the risky and super-human. The mixing of fact and fiction, in vehicles such as *Jurassic Park*, can only intensify public fear of biotechnology if sufficient information is not out there to balance its exaggerated message. Controversy about biotechnology may always exist, but an informed public may be less resistant to testing of its processes and products. The knowledge of scientists, with the help of librarians, could be channeled into information that could gradually bring the public to view biotechnology as a natural science that can help bring about a better world.

Key sources consulted in writing this essay include:

Committee on a National Strategy for Biotechnology in Agriculture, Board on Agriculture, National Research Council. *Agricultural Biotechnology: Strategies for National Competitiveness*. Washington, D.C.: National Academy Press, 1987.

Witt, Steven C. *Biotechnology, Microbes, and the Environment*. San Francisco: Center for Science Information, 1990.

Special thanks to Efrat Livny, Biotechnology Center, University of Wisconsin--Madison.

Minutes of the Annual Business Meeting

Tuesday, June 8, 1993, 4:35-5:45 p.m.
Room 222, Convention Center, Cincinnati, Ohio

CALL TO ORDER:

Chair Renee Bush called the meeting to order at 4:35 p.m. 60 members signed the meeting attendance list. Board Proctor was Beth Paskoff.

ANNOUNCEMENTS:

Bush announced that there was good attendance at all of our sessions and the CE course and field trip are sold out. The evaluation sheets should be filled out because the feedback and suggestions are valuable for planning. The Division suite at the Hyatt will be open Wednesday evening from 5:00 p.m. She thanked our sponsors for their support and then asked for Officer and Committee reports.

ELECTION RESULTS:

Patricia Yocum, Chair-Elect
Kay Collins, Director

TREASURER'S REPORT:

The Treasurer's report indicated that, because of expenses at the 1992 meeting in San Francisco, our net worth is down about $3,000 from last year. Our total in operating and reserve accounts as of May 31 is $10,749.61.

COMMITTEE REPORTS:

1. *Director*--Larry Wright

Wright, outgoing director, has surveyed a number of groups about the number and role of directors on their boards in order to learn if our director is being used most effectively. The incoming director, Kay Collins, will continue the study.

2. *Bulletin Editor*--Adam Schiff

In the past year there were four issues of *Biofeedback* totaling 42 pages and including five paid ads. He thinks that we can have more ads without diluting the text. Graphics have been added, and an article by Patricia Murphy has been reprinted with credit in two other newsletters and a convention SpeciaList. A proposed change in format from stapled single pages to folded pages stapled in the fold would cost about $0.20 more per issue and would change the printing schedule but would give a more professional appearance. Schiff thanked Steven Sowell for his service as assistant editor. Sowell will head the Publications Committee and his responsibilities will be taken over by John Tebo. A new position of Business Manager will be filled by Larry Kelland.

3. *Government Relations*--Kay Collins

While in Washington for National Legislative Day, Collins picked two pieces of legislation to act on and thought her efforts helped. One involved seeing that NREN went on Internet, the other was the GPO Electronic Access Act which allows the GPO to set up a gateway for electronic access to all government information. She also reported that postal rates for nonprofits will probably be going up significantly.

4. *Archives*--Caroline Morris

Morris had submitted a written report.

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5. *Membership*--Julia Perez

Perez reported that the membership as of the end of 1992 was 721, up 6.6% from last year. The numbers vary through the year between 680 and 721. She has been sending letters to new, dropped and delinquent members and is working on a recruitment brochure.

6. *Nominations and Elections*--Anna Theresa McGowan

McGowan thanked her committee. She found the current time frame for action to be good if strictly followed but suggested that the committee be named at the annual meeting so that they can start talking to and about possible candidates while they are gathered in one place. Any changes in timing should appear in the bylaws of procedures manual.

7. *Professional Development*--Judy Wojcik

The report was given by Jack Cooper in the absence of Wojcik. The committee planned the field trip to the Cincinnati Zoo and the CE course on databases available in the biosciences. They would like suggestions for a 1994 course and trip.

8. *Career/Public Relations*--Lucy Rowland

Rowland thanked her committee and announced that Joanne Meil is the 1993 student winner. Her essay will appear in *Biofeedback (see page 4)*. An announcement was sent to *SpeciaList* and to the dean of her library school. Suggestions for the future included a "buddy" for the winner at the meeting, getting more information out earlier to the students, encouraging the library schools to have students apply, increasing the amount of support, and using SLA mailing labels to target student members. For next year's program, Rowland suggested a contributed papers session on collection development. She also announced that Pat Morris was the person who suggested the red hearts expressing heartfelt thanks to our supporting vendors. They were favorably received in the Exhibition Hall.

9. *Ad Hoc Committee on Awards*--Janice Kemp

The Committee proposed that the Division give recognition through three awards: one for long-term contributions to the Division, one for short-term contributions by a newer member who became active early, and one for an organization or institution supportive of the Division of biological sciences libraries. An immediate problem was definition. Is the long-term contribution recognizing a long-term "workhorse" in the Division *or* contributions to bioscience libraries but not necessarily directly to the Division *or* nonmembers who have had an impact on the profession? One comment was that we should honor our own; the other people are likely to be recognized by other groups. As to length of service, it was thought that five years was not enough. It could be a person with ten years of membership, although they would not have to have given a straight ten years of service. The awards would not have to be given each year. The long-term and short-term awards could distinguish between people who are later in their career and those in mid career.

10. *Ad Hoc Committee on Fund Raising*--Jo Anne Boorkman

The Committee surveyed the membership to learn which vendors they use. They are still developing guidelines and defining areas for fund raising. A change in status to a standing committee was approved by the Board. The new business manager, Larry Kelland, will be included in the Committee which will coordinate all development activities. She asked for volunteers, particularly from the biotechnology and natural history areas, to join the Committee.

11. *Long-Range Planning*--Larry Wright

Wright pointed out that the Long Range Plan should be used by officers and committee heads to measure their activity against the plan. One weakness of the current plan is that it does not include solid dates for goals to be reached. Kay Collins will continue this work.

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12. *Natural History Caucus*--Ann Juneau

Juneau thanked recent Division heads for their support of the caucus which has 50 members compared with the seven who started three years ago. They just had a successful biodiversity program and other recent projects include finishing a mission statement, preparing a brochure, proposing an OCLC resource sharing group with members and other natural history types and planning for Atlanta, including a Fernbank tour cosponsored with ERM.

Bush thanked the officers and chairs for their reports and the members for their support.

NEW BUSINESS: No new business was introduced.

TRANSFER OF CHAIRSHIP AND ANNOUNCEMENTS:

Jo Anne Boorkman was invested as chair. Boorkman thanked Bush for her service, introduced the new chairs and liaisons and announced tentative plans for Atlanta in 1994. These include a cosponsored program on animal welfare issues and a session on the CDC including access to information they have that does not appear in their publications. The business meeting may be a Tuesday breakfast meeting.

ADJOURNMENT: The meeting was declared adjourned.

Minutes submitted by Joan DeFato, Secretary/Treasurer, 1992-1994

Mission Statement of Natural History Caucus

Editor's Note: At the annual business meeting of the Natural History Caucus in Cincinnati, Caucus members discussed and approved a mission statement to help define the Caucus's activities and scope. The following document emanates from this meeting.

Natural History Caucus
Special Libraries Association

The Natural History Caucus became an official entity of the Special Libraries Association in November, 1991. Its membership is comprised of providers of information with an interest in or working relationship to the field of Natural History.

Natural History broadly defined is the scientific study of the natural world on a macro level. It includes the specific disciplines of anthropology and archaeology, botany, zoology, paleontology, geology, meteorology, and astronomy.

The Mission Statement of the Natural History Caucus:

It is the Mission of the Caucus to serve as a forum for the cooperative development of library collections, the delivery of information services, and the interpretation of natural science information resources.

To this end, our goals over the next two years are achieved by the following activities:

- conducting annual meetings of the Caucus at SLA meetings
- encouraging new memberships of individuals or libraries
- outreach to natural science information providers
- promoting continuing education programs in natural history librarianship and in natural history subject areas
- organizing cooperative agreements for loans, resource sharing, duplicate exchanges, etc.
- publishing directories to libraries and institutions and other informational aids about the membership

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Conservation Biology List

The *Conservation Biology List* (CONSBIO) is a discussion list for members of the Society for Conservation Biology and others interested in the goals and objectives of the Society. CONSBIO serves to exchange information on Society activities, job opportunities, education programs, and scholarly research. It also serves as a forum for discussion of the multidisciplinary aspects of conservation policy and action, and the relationship between maintaining biodiversity and sustainable development.

To subscribe to CONSBIO, send mail to the address:
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With the one-line message: subscribe consbio <your full name>

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1992 Student Stipend Award Winning Essay

Bibliographic Instruction in the Biology Curriculum

Ann Hammond

Editor's Note: I recently came across this essay in an old file and realized to my chagrin that it had not been published in an issue of last year's newsletter. I hereby make amends and apologize to Ann Hammond.

Research and publication in the biological sciences is proceeding at a phenomenal rate. Keeping abreast of the current literature can be difficult for practicing scientists, who depend on the most up-to-date information available. For beginning biology students, who lack the knowledge base and sophistication of professional researchers, locating scientific information can be a formidable task. As a library science student who struggled through both an undergraduate program in biology and a master's program in genetics with no formal bibliographic instruction, I am interested in the questions of how and when biology students can best be taught the use of their library's resources. I find that these questions are now being addressed in the literature of biological sciences librarianship.

Thomas Kirk (1971) compared two methods of library instruction among students in the Introductory Biology course at Earlham College in Richmond, Indiana. One group of students was given a two-hour lecture-demonstration by the librarian, and the other students completed a guided library exercise at their own speed. The effectiveness of the two courses of instruction was evaluated by a series of research essay exams which were graded for content by the biology instructors and for bibliographic information by the librarian. No significant differences were found in the level of performance between the two groups.

Another first-year instruction program was conducted at Erindale and Scarborough Colleges in Toronto, Canada by Currie *et al.* (1982) to determine whether formal library instruction and compulsory assignments improved library skills of biology and sociology undergraduates. Scores on a library use questionnaire were compared for students who received formal library instruction plus a compulsory assignment, students who received formal instruction with no assignment, and students who received neither instruction nor assignment. Interestingly, no significant differences were found between students who received instruction but no assignment and students who had neither instruction nor assignment. The only significant differences were between students who received instruction plus assignment and students who had no assignment (with or without instruction). The compulsory assignment appeared to be the critical factor.

At the University of California, Berkeley, science librarians have become involved in the practical teaching of the introductory biology course (Martin, 1986). A guide to the library and to research methods in biology, developed by the library staff, was incorporated into the laboratory manual. Students are expected to devise, conduct, and report upon an independent field research project during the course of the term. At the beginning of each term, a librarian meets with each laboratory section for a one-hour presentation on the layout of the Biology Library, methods of research, and the use of *Biological Abstracts*. The students work on their field projects during the term. At the end of the term, they are required to submit their findings, substantiated by a minimum number of references.

The Biology Department at Dickinson College, in Carlisle, Pennsylvania, has chosen to incorporate an intensive library instruction component into an intermediate-level course for biology majors (a shorter, less intense library instruction component is included in the introductory biology course) (Stachacz and Brennan, 1990). The first four-hour laboratory session of this course is taught by both the biology faculty member and the librarian. It includes a basic review of the forms of scientific information (journals, monographs, annual reviews, current contents, etc.), followed by an exercise to give students practice in using *Biological Abstracts* and *Science Citation Index*, a lecture covering the fundamentals of database searching (Boolean logic, constructing search strategies, and choosing

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appropriate databases in which to run a particular search), and, finally, a question-and-answer period. Following this instruction session, the students write a short research paper chosen from a list of topics developed by both the biologist and the librarian. This assignment is graded by both instructors.

These studies and programs concerning library instruction for undergraduate biology students have a number of points in common. First, the majority have placed basic bibliographic instruction within the context of an introductory biology course. The program at Dickinson College goes a step further by presenting a more advanced program for intermediate-level students. Thomas Kirk's early study appears to be alone in finding no significant differences between students who received instruction only and students who had hands-on experience in library searching. My own experiences as a student and as an instructor have underlined the finding that skills that are practiced are best retained.

While elementary school children can be expected to accept the scientific information they are given by their teachers, college or university students need to be capable of finding their own information. Beginning instruction in how to accomplish this should be taught at the very beginning of every student's course of scientific study. Offering advanced training for those who plan to pursue more advanced science course work is an excellent idea, but I believe the basic research skills should be taught to all students.

Teaching bibliographic skills as a component of a scientific course is an important aspect of most of the programs reviewed here. While library orientation tours can be very useful in acquainting students with the physical layout of the library, I feel it is vital for the mental connection between bibliographic research and scientific research to be maintained. Effective scientific research depends on effective bibliographic research. When bibliographic instruction is taught as a component of a biology laboratory course, and particularly when it is taught cooperatively by biology instructors and librarians, this connection is emphasized.

Today's beginning biology students face a scientific world which is changing faster than ever before. To help them keep up with this world and become effective scientific researchers, I believe they should be offered basic bibliographic instruction as part of an introductory biology course. This instruction ideally should be taught by both biology faculty and librarians. While it may consist partly, or even primarily, of lecture, there should be an opportunity for some practical exercises to reinforce the lecture information. With a foundation of bibliographic research established, these students will be well-equipped to deal with the scientific challenges which await them.

References

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Stachacz, John C. and Thomas M. Brennan. 1990. Bibliographic instruction in an undergraduate biology course. *Research Strategies* 8(1): 14-21.

New Member Profiles

Debra K. Davis

Debra is owner and Principal Consultant for Knowledge Brokers, an information retrieval company specializing in biomedical and business topics. She is also a Training Consultant for Elsevier Science Publishers, and conducts training sessions on EMBASE. She is a medical librarian by education and background, with an M.L.S. from the University of Texas at Austin. Debra has held previous positions with Chemex Pharmaceuticals, the University of Colorado, and the Bibliographical Center for Research (Denver, Colo.).

Julia Innes

Julia received her B.A. in history and her M.L.S. from the University of Toronto. After graduating in 1988, she moved to Quebec City, where she has been Reference and Cataloguing Librarian for Environment Canada (a federal ministry) since 1991. Her responsibilities include reference services in Quebec City and Montreal, cataloging, and promotion of library services. Her users include the Canadian Wildlife Service, the Environmental Protection Division, and the St. Lawrence Centre.

Mary A. Morrison

Mary has an M.L.S. degree from the University of Rhode Island, and has 20 years of experience in various library setting, including business, research, and educational. She is currently the Librarian at EcoScience Corporation. Her duties include searching Dialog for staff scientists, interlibrary borrowing of journal articles, patent searching and ordering, and cataloging the book collection. As an independent consultant, Mary provides information management services to library systems such as C/W MARS (the public and college library online union catalog for central and western Massachusetts) and business clients.

Chris Sheetz

Chris is the Biology Librarian at the Carlson Library of the University of Rochester. Chris previously was a Research Assistant with the University of Tennessee's Center for Information Studies. She has a B.S. in biology from Mount Union College, and an M.S. in botany and an M.L.S., both from the University of Tennessee. In her spare time, Chris enjoys needlework and gardening.

Ali Sinai

Ali did his professional studies at the School of Library Studies, Queen's University of Belfast, Northern Ireland, and is a (British) Chartered Librarian. He practiced and taught library and information science in Iran for more than thirty years. He is one of the pioneers who introduced professional Library Science in Iran and was active in national and international professional activities. He has recently moved to the U.S. and has joined a few professional organizations in order to participate in their activities and make contact with colleagues.

Judith E. Winston

Judy recently became Director of Research and Collections at the Virginia Museum of Natural History in Martinsville, Va. She came to the job from the American Museum of Natural History in New York, where she was Chair of the Department of Invertebrates. Part of her job at VMNH involves organizing and developing a library for this new museum--a challenging task. Although her chief research specialty is the systematics and ecology of marine bryozoans, she also has an interest in taxonomic literature databases. Her Ph.D. from the University of Chicago includes a year's graduate library science course work, and she worked in university, marine science, and medical libraries during graduate school.

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Writers Wanted

The Publications Committee's function is to solicit articles for publication in *Biofeedback* and to develop ideas for other BSD publications or contributions to *Special Libraries*. Committee members for 1993-94 are Kari Anderson, Sue Kaczor, Lorri Zipperer, and Steven Sowell, Chair. Adam Schiff, Editor, *Biofeedback*, serves as an *ex officio* member.

During the coming year, the committee will be working on several projects to increase member-written contibutions to the newsletter. Some of our ideas include recruiting "reporters" for programs at next year's annual conference; establishing regular columns in *Biofeedback*, such as new books, book reviews, and electronic resources; and publishing a series of articles on little known places to visit in the Atlanta area.

If any of these ideas or others excite your interest, we need you! Writing for the newsletter is an excellent way to get involved in the Division and develop your writing skills. Just let the Chair or the Editor know of your interest and we'll arrange to get your name in print.

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