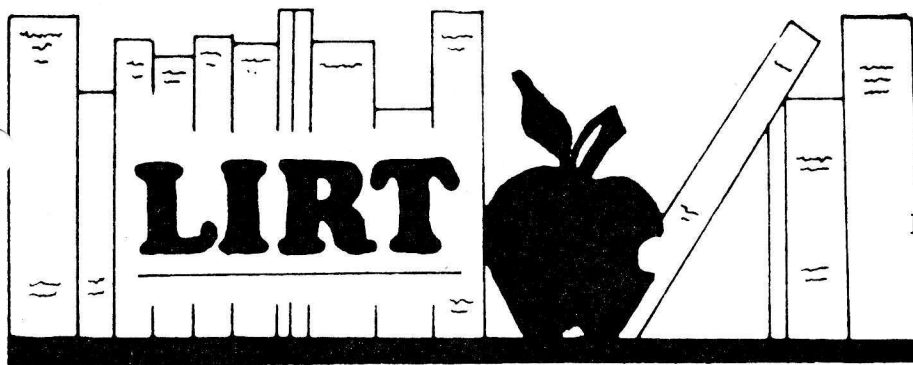


Penka



Library Instruction Roundtable News
September, 1981
Vol. 4 No. 2

coordinator's corner

ISSN 0270-6792

July 13, 1981

Dear Colleagues,

This letter to you constitutes an annual report of the Library Instruction Roundtable for 1980-81.

LIRT this year continued its robust good health and went on to greater prosperity by officially becoming the second largest roundtable in ALA. The latest statistics indicate that there are now over a thousand members with a very large increase in the number of personal members, which leads me to conclude that many more librarians from all types of libraries are recognizing the importance of library instruction and finding something useful in our programs and activities. LIRT was again awarded an ALA grant for conference programming which helped in presenting a strong, integrated and varied panel of speakers plus a recognized user instruction expert from England to set the stage for the participants who engaged in lively discussion. LIRT remains in good financial health and is obviously well and health at the start of a new organizational year.

The purposes of LIRT -- to provide a forum for discussion of activities, programs and problems of instruction in the use of libraries; to contribute to the education and training of librarians for library instruction; to promote instruction in the use of libraries as an essential library service; and to serve as a channel of communication on instruction in the use of libraries -- were the spur for many activities of the past year. A summary of some of them follows:

- the initiation of planning by the Continuing Education Committee for the provision of continuing education programs for library instruction at the regional and state level and for a grant to cover the costs of such programs.

- the continuation of the special program listing of all user instruction meetings held at both midwinter and in San Francisco which is made available to all ALA conference attendees by the Liason Committee.

- the establishment of a Long Range Planning Committee to develop plans aimed at giving LIRT a strong focus for future activities and programs.

- the "Go Out for a Bite by the Bay" program which provided an opportunity for informal lunches and dinners during which members of LIRT became better acquainted and had the chance to discuss subjects of interest. Plans for the future include this unique program.

more on the next page...

the continuation of the quarterly newsletter in a much strengthened and vitalized format. A network of regional reporters has become a reality with most areas of the country covered. (We still need reporters for the northwest, plains, and mountain areas.)

the publication of a special insert page for school librarians and a mailing of copies of this page to school librarians in California in an effort to increase the participation of this group of librarians in LIRT and its activities in San Francisco.

the organization of a booth in the exhibits area that was eye-catching and that provided information and buttons for any casual exhibit goer and was one of the many dynamic activities carried out by the Public Relations/Membership Committee.

the conception, development, and presentation of the very excellent program mentioned earlier, which was the work of the members of the Conference Program Planning Committee.

the completion of a lengthy and exhaustive report from the school subcommittee of the National Programs Study Task Force and the possibility of the publication of their guide to worthwhile library instruction programs for grades K-12. In addition, two other subcommittees continue their efforts to complete the investigation of user education programs now in place in other types of libraries.

As you can see, it has been a busy and productive year due in large part to the efforts of all the chairpersons and the members of their committees and task forces. LIRT is highly dependent on the efforts of all and we invite each of you to contribute your ideas and suggestions. Please feel free to communicate with any of the new officers or chairpersons and volunteer to help. Attend LIRT meetings and programs -- make yourself known and we will be happy to have you join us. Become a promoter for LIRT -- you can start by passing this newsletter on to a colleague who may be interested in library instruction.

The future of LIRT provides challenges to continue our growth especially among school and public librarians and to fulfill our purposes. Both of these require an expansion of the vision of the role of library instruction in all types of libraries which in turn requires the contemplation of the role of the library in an information hungry society and of the best means to help the members of that society to find and use that information. LIRT accepts these challenges and looks forward to an even better and more rewarding year in 1981-1982.

It has been a pleasure to serve as LIRT Coordinator during the past year and I wish to thank all who helped make it so.

Sincerely,

Lois M. Pausch
LIRT Coordinator, 1980-1981



1981-1982 officers

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Library Instruction Roundtable News is a quarterly publication of the
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ALA notes:

LIRT LIASON COMMITTEE REPORTS --- SAN FRANCISCO, 1981
Jean Koch

ALA INSTRUCTION IN THE USE OF LIBRARIES COMMITTEE

This committee plans to review standards of different organizations and sections to see that they mention instruction. This is part of a promotion effort of the Policy Statement on Instruction in the Use of Libraries which was passed by ALA Council in New York, 1980.

Reports from several groups actively involved with instruction were given. GODORT is working on a column for Documents to the People listing instruction materials individuals have developed.

ACRL BIS RESEARCH COMMITTEE

The Committee's Guidelines for Statistics was discussed and possible ways to distribute it were discussed. The list of dissertations relating to BI will be updated this fall by the Committee. The Subcommittee on Evaluation has drawn up a proposed outline of chapters for "Evaluating bibliographic instruction: a handbook." It is hoped that a draft will be available by Midwinter, 1982.

ACRL BIS POLICY AND PLANNING COMMITTEE

The Committee conducted a survey of BI section chairs to determine what publications have been produced or are being produced. The Committee will help any other committee find an appropriate vehicle for its publications, depending on length, immediate need for publication, or other factors.

An orientation booklet for new committee members in the BIS was produced and sent to all members. The Executive Committee will continue this and decide who will update it.

ACRL BIS EDUCATION FOR BIBLIOGRAPHIC INSTRUCTION COMMITTEE

The Committee held a hearing on education and BI with views expressed from a library director, a library student, the head of a reference department, a BI coordinator, and two library school faculty. A subcommittee is continuing work on the library school survey, and the request for course outlines. A possible project will be to make available to library school faculty examples of course outlines, models, syllabi, etc. and let them decide to use them or not. This will be discussed further at Midwinter.

ACRL BIS COMMITTEE ON COOPERATION

The Committee will devote itself to fostering bibliographic instruction, particularly through cooperative efforts with other professional organizations. The ACRL Liason Project officer will try to facilitate contact between approximately 10 target discipline associations. It is hoped that this will make them aware that bibliographic instruction is a basic library service that they should be offering.

ACRL BIS CLEARINGHOUSE COMMITTEE

This is a new Committee of the BIS and was formerly a subcommittee of the Committee on Cooperation. The Committee issued a statement of support for the continued operation of LOEX. The Committee will promote the exchange of ideas and reports of activities relating to BI among clearinghouses. It was proposed that in the future all minutes of the Clearinghouse Committee will be sent to all clearinghouses to keep them aware of the work in progress and to alert them when other clearinghouses were in financial trouble and could use some support.

A representative from ERIC was present and suggested that this committee use their newsletter to report items of interest to their readership. It is published three times a year.

The Committee will compile a new Directory of Clearinghouses in 1982.

ACRL BIS CONTINUING EDUCATION COMMITTEE

This Committee has developed a proposal for a pilot project for "a model bibliographic instruction training institute designed to bring continuing education workshops within the reach of librarians unable to attend the biennial pre-conferences planned by the Bibliographic Instruction Section of the ACRL." The proposal now rests with the BIS Executive Board. The LIRT Continuing Education Committee has indicated an interest in co-sponsoring the project.

LAMA has asked this committee to co-sponsor a panel discussion in Philadelphia on planning buildings with an emphasis on BI needs. Suggestions were made for the panel content.



teaching tips

TEACHING TIPS is a regular feature of the LIRT Newsletter. If you've worked out a useful method of teaching a complex tool, or have learned the hard way what works or what doesn't, share it with the LIRT members. Send your tips or pearls of wisdom to Carol Penka, University of Illinois, Urbana, IL 61801

TEACHING THE USE OF LC SUBJECT HEADINGS: I have found a new feature in the yellow pages of the telephone book useful in explaining to students the purpose and importance of consulting LCSH when using the subject approach to the card catalog. The yellow pages now have an index with SEE references to help users determine which term or word to use when looking for a product or service in the yellow pages. Some are as peculiar as the subject headings in the catalog: Judo Instruction see Karate, Judo and Kung Fu Instruction; Home Loans see Mortgages; Gas Stations see Service Stations - Gas and Oil; and so forth. Sometimes an anecdote about using the yellow pages can be a humorous attention-getter to lead into an explanation of LCSH. It should be noted that the yellow pages index terms vary from city to city, unlike LCSH which remain the same from library to library. (Carol Burroughs, Gonzaga University, Spokane, Washington 99258)



TEACHING USE OF REFERENCE TOOLS: I've never been very happy with the traditional approach -- giving students a list of questions (e.g., "How much did hot dogs cost in 1965?") and having them look for the answer. They don't care about the answers; they copy them from each other, and have some inordinate difficulties. So, in the course I teach, I've designed an exercise that asks students to find a type of tool and locate information having to do with their paper topics or their major. For example, they choose from a list of biographical tools and look up a person important for their topic; pick an association related to their major in Encyclopedia of Associations and tell the number of members; take a statistical tool and find a statistic which relates to their home town. The exercise accomplishes the objectives that they become familiar with and use the tools; the answers are varied enough that they don't copy from one another; and they enjoy doing it. (Mignon Adams, SUNY/Oswego, Oswego, NY 13126)

ONE WAY TO COMBAT STUDENTS' INABILITY TO SEE VISUALS IN A LARGE LECTURE HALL is to pass out copies of whatever transparencies or visual aids you plan to use. Students can refer to the copy in front of them and won't have to worry about madly scribbling down everything that's on the screen or board. Instead, they can listen to the main points you are trying to make and jot down notes or comments directly on their copy. (Kathy A. Mannes, Kansas Newman College, Wichita, Kansas 67213)

I AM OFTEN ASKED TO GIVE A 2-HOUR PRESENTATION ON LIBRARY research techniques to students in an upper-division course on research methods for marriage and family relations. The main research project the students work on requires both a literature search and some empirical survey work on a topic of their choice. When a recent lecture of this type went poorly, (the symptom was inattention.), I reorganized my presentation and had a much better response the next time I spoke to a similar group. I began by showing a transparency of the first page of a scholarly article from the Journal of Marriage and Family and briefly discussed the parts of an article and their functions, relating it to their projects. I then showed a transparency of the article's references and had the students identify the kinds of sources used. A worksheet was then given to each student and I relied heavily on student participation to identify sources to be used in a systematic strategy, correcting their suggestions where needed, and letting them know where their ideas were good. When the topic of locating their professional journal articles came up, I could tell how much they knew about indexes and abstracts, and tailor my approach to them. With some practice using an abstract source and SSCI, a bibliography, and their completed worksheets, the students seemed well-prepared and eager to delve into their topics, rather than bored by the standard lecture approach I had taken in the past. (Timothy Jewell, Bowling Green State, Bowling Green, OH 43403)

CITATION INDEXES CAN BE A PAIN - to teach and to use. After five years, here's what I've worked out (and it seems to work, finally). First of all, I do NOT try to explain the index first - this leads only to confusion and glazed eyes. Students working in pairs choose a topic and, following a worksheet, go from the Permuterm Index to the Source Index. Then, as a group, I start with a well-known work (usually Freud's Interpretation of Dreams) and they use the Citation Index. The important thing - don't explain the concept of the whole set until the mechanics seem manageable. (Mignon Adams, SUNY/Oswego, Oswego, NY 13126)

Do you have a problem or question other instruction librarians might help you solve? Send them to Carol Penka, Assistant Editor, for publication in future newsletters.

X marks the spot...



Send your name and address to:

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where there is a LIRT Newsletter editor
or regional reporter.

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from your region.

LIBRARY INSTRUCTION ROUND TABLE NEWS
c/o Jeniece Guy
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50 E. Huron Street
Chicago, IL 60611

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