

Library Instruction Round Table news
June, 1982
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Conference Preview

from the Coordinator

I want to take this opportunity to invite all of you who are attending the Annual Conference in Philadelphia to attend our program, "COMPUTERS! LIBRARIES! LEARNING! Innovative Approaches to Using the Computer in Library Instruction Activities" scheduled for Tuesday, July 13, at 9 a.m. The program includes hands-on experience for librarians from all types of libraries and should be most informative.

Make it a point to arrive by 9 a.m., since we will hold our membership meeting prior to the program and will deal with the Proposed By-laws Revisions. Also members of the Long-Range Planning Committee have devised a survey which will allow you to tell LIRT what your needs and expectations for the Round Table are. Completing this survey will assure that your input is provided. Members not attending will have an opportunity to be surveyed through another means. Attendance at the meeting will provide an opportunity to learn more about what LIRT has been doing.

Committee appointments will be made in the near future, and I would like to encourage those members who have not been active to get involved. If you have any questions about the various committees, their role in LIRT, or are interested in being appointed to one of them, please contact me soon.

May Brottman, Coordinator

1981-1982 officers

Coordinator: May Brottman
8926 Bellefort
Morton Grove, IL 60053
(312)965-3825 (home)

Secretary: Suzy Turner
Mississippi State University Library
P.O. Box 5408
Mississippi State, MS 39762
(601)325-3060 (work)
(601)323-3019 (home)

Treasurer: Patricia F. Beilke
Ball State University
Dept. of Library Science
Muncie, IN 47306
(317)285-7180

Past Coordinator:
Lois M. Pausch
246 Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Drive
Urbana, IL 61801
(217)333-2634



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Newsletter Editor:	Assistant Editor:
Sandra Ready	Carol Penka
Library	University of Illinois
Box 19	Urbana, IL 61801
Mankato State University	
Mankato, MN 56001	

Send claims to: Janiece Guy, American Library Association, 50. E. Huron St.,
Chicago, IL 60611

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COOPERATION IS THE NAME OF THE GAME: Librarians at SUNY/Oswego in New York are working on an evaluation of their instruction program in conjunction with a member of the school's psychology department. Tools developed and administered so far include a test for freshman composition students, a faculty needs assessment, and an "ecosystem" questionnaire. Plans are being made to include several library skills questions in a test to be given to randomly-selected seniors over the next four years as part of an evaluation of the college's new general education program. (Mignon Adams and Mary Loe, SUNY/Oswego)



LIRT committees

Publications Committee: Sandra Ready, Box 19, Mankato State University
Mankato, MN 56001 (507)389-6201

1982 Conference Program Committee: John Tyson, Founders Memorial Library,
Northern Illinois University, DeKalb, IL 60115
(815)753-1094

Continuing Education Committee: Helen Burns, West Philadelphia
Regional Library, 52nd & Samson Streets,
Philadelphia, PA 19139

Liason Committee: Ann Marie Breznay, Marriott Library, University
of Utah, Salt Lake City, UT 84112
(801)581-7034

Public Relations/Membership Committee: Louise W. Greenfield,
James Branch Cabell Library, Virginia Commonwealth
University, 901 Park Avenue, Richmond, VA 23284
(804)257-1101

National Programs Study Task Force: Eileen Dubin, Founders Memorial
Library, Northern Illinois University,
DeKalb, IL 60115 (815)753-1094

Elections Committee/By-Laws Revisions (ad hoc): Lois M. Pausch,
Past Coordinator

Long-Range Planning Committee: May Brotzman, Coordinator



Computers - Libraries - Learning!

by Margaret Deitzer, Pennsylvania State University

The 1982 LIRT Conference program focuses on innovative approaches to using the computer in Library Instruction activities in the public, school, academic, or special library.

The three-part program, "Computers! Libraries! Learning! Innovative Approaches to Using the Computer in Library Instruction Activities," is scheduled for 9 A.M. Tuesday, July 13.

Objectives of the program are to:

- identify and describe innovative approaches to using the computer in library instruction activities.
- introduce instruction librarians to new computer technologies applicable to the teaching process.
- provide the opportunity for interaction between librarians presently using the computer to aid library instruction activities and those interested in using computers in the near future.
- provide demonstrations of computer assisted instruction programs designed for use with various computer systems.
- identify the benefits and limitations associated with taking an automated approach to library instruction.

PROGRAM PART I

Moderator: Carolyn Michaels

Panel presentations describing innovative computer assisted instruction programs currently in use. Panelists will include Jill Fatzer, University of Delaware, Christopher Wright, Library of Congress, Sr. M. Clare Boehmer, Gibault High School, Illinois, Kenneth Dowlin, Penrose Public Library, Colorado, Patricia Walsh, University of Bridgeport, Connecticut, and Valentine Urbanek, Brown University, Rhode Island.

PROGRAM PART II

Summative address: "The Future of Computer Assisted Instruction in Libraries" by Linda Sue Scott, Research and Development Division, GEAC Ltd.

PROGRAM PART III

DEMONSTRATIONS / EXHIBITS / DISCUSSION

Marilyn Feldman	The Dalton School (New York)
Carol Daniel	CALICO (Computer Assisted Library Instruction Company)
Frances Kaiser	Georgia Institute of Technology
Peter Lipman	PL Systems (Rhode Island)

All public, school, academic and special librarians interested in using the computer in library instruction are invited to participate in the LIRT program in Philadelphia.



"CLASS ASSIGNMENT AIDS" is the name of a series used at Hawaii Pacific College since 1980. These are prepared after an instructor requests assistance with a specific assignment and may include a library slide tour, the library handbook, or a suggested research strategy for the assignment. The aids are used as handouts at the time of library instruction. (Reported by Barbara Hoefler, in Hawaii Library Instruction Newsletter, March, 1982.)

Philadelphia Highlights



●●● programs

July 8-9

AASL Preconference - "Meaningful Library Skills, K-12: How Many? How Communicated"

ACRL Preconference CE 103

"Establishing the College Bibliographic Instruction Program:
Director's Role"

ACRL Preconference CE 202

"Teaching Methods for the Bibliographic Instruction Librarian"

July 10

9 a.m. - LAMA, LIRT, ACRL BIS

"Building Libraries for Bibliographic Instruction and User Accessibility"

9:30 a.m. - President's Program

"featuring Ronald Gross, author of The Lifelong Learner, The Passion for Knowledge, and Invitation to Lifelong Learning; and Dorothy Pollet Gray, author of Sign Systems for Librarians: Solving the Wayfinding Problem."

July 11

2 p.m. - ACRL BIS

"Back to Books: Bibliographic Instruction and the Theory of Information Sources"

July 13

9 a.m. - AASL "Library Service to Children Around the World"

*****LIRT "COMPUTERS! LIBRARIES! LEARNING!"

2 p.m. - LITA Information Science and Automation Science

"Microcomputers in Libraries"

July 15-16

Office for Library Outreach Services Postconference

"Literacy in Libraries"

●●●meetings

July 10

- 8 a.m. - ACRL BIS Executive Committee
- 2 p.m. - ACRL BIS Conference Program Planning Committee
(Los Angeles 1983)
 - ACRL BIS Continuing Education Committee
 - ACRL BIS Cooperation Committee
 - ACRL BIS Postconference Planning Committee
(Los Angeles 1983)
 - ACRL BIS Research Committee
 - LIRT Executive Committee

July 11

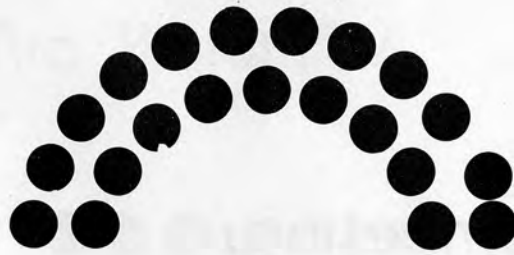
- 9 a.m. - LIRT Continuing Education Committee
- 9:30 - ACRL BIS Clearinghouse Committee
 - ACRL BIS Education for Bibliographic Instruction Committee
 - ACRL BIS Policy and Planning Committee
 - ACRL BIS Postconference Planning Committee
(Los Angeles 1983)
 - ACRL BIS Research Committee: Evaluation Subcommittee
 - LIRT Continuing Education Committee
 - LIRT Long-Range Planning Committee
- 11:30 - ACRL BIS Executive Council
 - LIRT By-laws Revision Committee
- 2 p.m. - LIRT Conference Program Committee
(Philadelphia 1982)
 - LIRT National Program Studies Task Force
 - LIRT Steering Committee
- 4:30 - AASL Library Media Skills Instruction Committee

July 12

- 8 a.m. - ACRL BIS Executive Committee
- 9 a.m. - LIRT Publications Committee
- 9:30 - LIRT Conference Program Committee
(Philadelphia 1982)
 - LIRT Long-Range Planning Committee
 - LIRT Public Relations/Membership Committee
- 4:30 - LIRT Liaison Committee

July 13

- 4:30 p.m. - Instruction in the Use of Libraries Committee



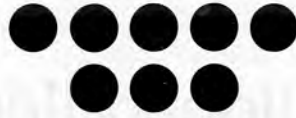
Buildings & B.I.

Philadelphia Conference attendees interested in planning library buildings for library instruction will have an opportunity to learn more about the process Monday, July 10 at 9 a.m. by attending a program jointly sponsored by LAMA, LIRT, and ACRL BIS titled "Building Libraries for Bibliographic Instruction and User Accessibility."

The two-part program will feature Evan Farber of Earlham College, who will speak on planning library buildings, additions, or renovations to reflect the needs of bibliographic instruction and user accessibility. Farber's address will be followed by panel presentations reflecting the experiences of librarians from large, medium and small libraries.

Panelists will include Kenneth Toombs, University of South Carolina, Dorothy Herbert, Minneapolis Community College, Minnesota, and Bessie K. Hahn, Brandeis University, Massachusetts.

The focus of the program will be building problems encountered by bibliographic instruction programs in designing new buildings or in planning additions or renovation projects. While the broader aspect of user accessibility will be addressed, the major focus will be bibliographic instruction needs.



Librarians & the Disabled

As more and more physically disabled students enter colleges and universities, it is increasingly important for academic libraries to have a staff who can meet the informational needs of these special patrons. At ALA Midwinter the ASCLA/LSBPBS Executive Board approved the formation of a new discussion group: ACADEMIC LIBRARIANS ASSISTING the DISABLED (ALAD).

The organizational meeting of the discussion group will be held during the ALA annual meeting in Philadelphia at 9 a.m. on Sunday, July 11, 1982. For room location consult the ALA schedule. The purposes of the ALAD Discussion Group are to provide a forum for exchange of information about library services for the physically disabled in higher education; to provide the opportunity for the sharing of ideas, concerns, and solutions; and to increase the awareness of all academic librarians of the needs of the physically disabled.

Come to this first meeting; the group will share problems, succesful solutions, proven programs, philosophy of service, and experience. Bring handouts or booklets that your library has prepared, and if possible, bring a few extras. Bring outlines of programs you have presented such as orientation lectures for the disabled.

Send or phone your questions or possible topics for discussion to: Betty-Ruth Wilson, Undergraduate Library, Southern Illinois University, Carbondale, IL, 62901; 618-453-2818.

●●●Wayfinding



by Dianne C. Langlois
Andrew Mellon Library
Choate Rosemary Hall

Librarians often justify establishing bibliographic or library instruction programs on the grounds that students need these skills to identify and retrieve information for current academic needs and to insure that students can use any library for independent and life-long learning. While school and academic librarians support library instruction, it is an observable fact that many students do not have sufficient skills to meet their basic information needs. Concern with the lack of library literacy has prompted many discussions aimed at remedying this situation. Some argue that the problem can be corrected by instituting more and better skills programs. This approach is logical, but the literature also delineates obstacles - such as student apathy, faculty resistance, or staff limitations - which must be overcome before library instruction programs can be successful. While librarians conquer the obstacles to effective library instruction, library literacy can be enhanced by improving library legibility - the user's ability to read the arrangement of library resources with the assistance of well designed signs.

Roger M. Downs has compared the library to a maze. This metaphor is especially appropriate when the physical image of rows of book stacks is joined with the intellectual steps users must execute for even a simple search. Because librarians can find their way through the library maze, they have failed to address fully the user's problem.

more on the next page...

signs...

Libraries are not the only institutions presenting problems for users. Other institutions, however, especially hospitals and airports, have made greater efforts to interpret their space to users by developing effective visual communications, or signs.

Signs and sign systems are extremely important in making libraries "user friendly." Users appreciate being able to find resources without asking what they refer to as "dumb questions." Sign systems can be developed to answer questions such as "where is the restroom?...the photocopy machine?...back issues of the magazines?..." Good signs also promote and encourage library use by advertising the availability of special services such as interlibrary loan or on-line searches. Signs providing clear directions for operating equipment such as record players, microfilm readers or computer terminals can save users much frustration and aggravation. Signs which explain how resources such as the card catalog, the New York Times Index, or Magazine Index are used can make the difference between a patron who is comfortable doing library research and one who is unable to "find anything."

Any librarian who doubts the need for a comprehensive review of the signs in the library should try this experiment: Assume the role of the patron with a specific information problem and determine how much information can be secured without asking questions. Unless the library is unique, there are points in most searches where a user can only proceed if a question is answered. It is at these points where signs should be considered. For example, after the call number has been identified, something should

more on the next page...

signs...

lead the user to the area of the library where the call number is shelved.

It is certainly not desirable or possible to design a sign system which would make libraries totally self-service, but careful study can determine what must be done to guarantee that libraries are more legible to users. Once libraries are more legible, users are going to be more anxious to improve their library literacy.

If you are interested in signs and what signs can do to improve library literacy, attend:

"Responsivness: Key to Developing Library Awareness

Awareness:Key to Meeting Fiscal Challenges"

The President's Program at the ALA Summer Conference in Philadelphia
The program will feature Dorothy Pollet Gray, author of Sign Systems for Librarians: Solving the Wayfinding Problem. Saturday, July 10, 9:30 A.M.

or

"Legible Libraries: Discovering Signs and Sign Systems"

The AASL October 1982 Conference program presented by the Non Public School Section.

or read:

Beck, Richard J. and Lynn Norris. "Communication Graphics in Library Orientation." Catholic Library World, pp. 218-19, December, 1975.

Carey, R.J.P. Library Guiding: A Program for Exploiting Library Resources. London: Clive Bingley, 1974.

Follis, John and Dave Hammer. Architectural Signing and Graphics. New York: Whitney Library of Design, 1981.

Pollet, Dorothy. "You Can Get There From Here." Wilson Library Bulletin, 50:456-62, February, 1976.

Pollet, Dorothy and Peter C. Haskell. Sign Systems for Libraries: Solving the Wayfinding Problem. New York: Bowker, 1979.

Reynolds, Linda and Stephen Barrett. Signs and Guiding for Libraries. London: Clive Bingley, 1981.

Computers & Instruction●●●

With the arrival of the computer as a viable resource in the public library, important changes are occurring in the way library instruction can be handled. No longer is the librarian restricted to instructing the patron face-to-face within the physical confines of the library building. The popularity of the personal computer has opened dramatic avenues toward moving the public library into the home.

By combining the personal computer with the video cassette and disk, public libraries can instruct their patrons in the comfort of their own homes. Programs can be repeated as often as necessary, and questions can be formulated and answered either through the interaction of the patron and the computer at home, or between the patron and the librarian when the patron visits the library.

The intricacies of the library intimidated many public library patrons. Confronted by new terminology and procedures, the typical library user is placed in a quandary. Through the use of the home computer and self-instruction, the user can develop the basic library skills needed before entering the library, beginning a dialogue with a librarian, and locating needed information.

The LIRT program at the Philadelphia Conference: COMPUTERS! LIBRARIES! LEARNING! (Tuesday, July 13) promises to a good opportunity for public librarians to acquaint themselves with some innovative approaches to using the computer for library instruction. Don't be left in the cold! Join the computer revolution and attend the LIRT program.

...Joseph D. Terry
West Philadelphia Regional Library

●●●New tricks for old dogs?

The adult learner is alive and well in public libraries!

The addition of the term "learner" to "adult" is deliberate. Although most adults are not enrolled in traditional formal courses offered by academic institutions, they are involved in independent efforts to find answers to their own questions.

Allan Trough, an adult educator who had done extensive research on self-directed learning, found that 98 per cent of participants in a 1970 survey had engaged in learning projects over the past year. Typical learners had engaged in eight projects. (The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning. Toronto: Ontario Institute for Studies in Education, 1971.) A national study by Partick Penland in 1977 (Self-Planned Learning in America. Pittsburgh: University of Pittsburgh, 1977. Available from ERIC ED 184 589) showed that nearly 80 per cent of Americans take courses (18.9 per cent) or engage in self-planned learning (76.1 per cent).

What about the average adult who will walk through the door of your public library today? Will he or she find the answer, or go away frustrated and angry? How much needed information will be missed because patrons do not know how to find it and feel uncomfortable in asking staff for help? Obviously, a program of library instruction is needed in most public libraries.

There are many different methods of instruction, from signs to handouts to videotapes, computers and formal classes. A survey conducted in 1978 and reported by Sheryl Anspaugh in Progress in Educating the Library User (John Lubans, ed., New York: R.R. Bowker, 1978) found the most popular public library instructional efforts to be (in order): library tours, printed handouts, class instruction, and media presentations.

In determining the sort of program which is likely to be successful with your adult patrons, it is important to consider the characteristics of adults. Research in the psychology of adulthood has shown adults as:

- independent
- possessing experience which is applied to new situations
- interested in acquiring information to facilitate coping with the current demands of life
- oriented toward learning what is necessary to solve a particular problem

Consideration of this information makes it easier to choose the effective among the instructional options. Prominent, clearly stated, library jargon-free signs will immediately foster a feeling of independence. An attractive library guidebook with easily understood floor plans and clear descriptions of services and policies will also be appreciated. A self-guided cassette or printed walking tour allows patrons to learn about the physical facilities and provides a vehicle for description of some general bibliographic tools, such as the card catalog. Follow-up at the point-of-use could be accomplished through instructional signs and handouts, pathfinders on particular topics, such as genealogy, and media presentations. Consider offering workshops targeted for particular groups: retirees, business executives, secretaries, housewives returning to work, for example. Be sure these are scheduled at times convenient for the audience.

Coordinated library instruction programs require commitments of time and money. Careful planning is a must. The payoff in satisfied users, however, just might be reflected in the outcome of your next bond issue!

...Mary Pagliero Popp
Indiana University Libraries

LIRT

The Library Instruction Round Table, a round table of the American Library Association, includes public, school, academic and special libraries committed to exploring the issues of library instruction. Our newsletter, national programs, special study task forces, and informal information exchanges provide a channel for discussion of library instruction as an essential library service.

We hope these special newsletter pages will introduce you to our priorities and activities. Please join us!

Here's how:

If you are already a member of A.L.A., you may join the Library Instruction Round Table for \$5.00 a year (which includes the newsletter).

If you're not a member of A.L.A., perhaps you ought to be?

For more information, write:

American Library Association, 50 East Huron St., Chicago, IL 60611

And drop by the LIRT exhibit booth at the A.L.A. Philadelphia Conference!

...Louise W. Greenfield, chairperson
Membership/Public Relations Committee



OF INTEREST FROM ERIC

Butler, Linda. "The Educational Advisory Services Project," Teaching at a Distance No. 19 (Summer 1981) pp 85-86. EJ 248 819.

Branscomb, Lewis M. "The Electronic Library," Journal of Communication 31:1 (Winter 1981) pp 143-150. EJ 238 374.

Coster, Kathy and Webb, Barbara. Gray and Growing. Program Packages for the Older Adult. A Manual and a Supplement Manual. 1979 155 p. ED 191 504.

Dalbey, Alice, and others. Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines. 1981. 55 p. ED 200 252.

Lubans, John, Jr. "The Public Library and User Education," RQ 20:4 (Summer 1981) pp 337-340. EJ 250 118.

McClure, Charles R. Chickasha Cooperative Bibliographic Instruction Project: Final Evaluation. 1981. 102 p. ED 203 860.

Monroe, Margaret E. The Cultural Role of the Public Library, 1920-1980, and Its Impact on Library Education. 1980. 16 p. ED 186 032.

Weingand, Darlene E. Reflection of Tomorrow: Lifelong Learning and the Public Library (A Delphi Study). Excerpts. 1980. 23 p. ED 190 108.

Zamora, Ramon. "Computer Town, USA?? Using Personal Computers in the Public Library," School Library Journal 27:8 (April 1981) pp. 28-31. EJ 246 024.

●●●Screwey Dewey

Teaching the Dewey Decimal Classification System by lecturing with visual aids does not really involve children in learning. They are sometimes bored and lose concentration. A game that gets them involved in searching out material would encourage learning by doing.

After listening to the librarian describe the rules of the system, the children can reinforce the lesson by playing "Screwey Dewey." Playing the game involves more of their senses.

Screwey Dewey is a board game similar to Monopoly. It can be an effective instructional aid for children between grades 4 through 7. The object of the game is to collect one book from each category of the Dewey Decimal System, and one fiction book, eleven books in all, and then to roll "doubles" to check them out of the library.

The players throw the dice and move their men around the gameboard, following the directions given on the squares where they land. Book cards are used to signify categories, or players can walk directly to the bookstacks and browse.

The lesson Screwey Dewey teaches is that knowing the classification scheme gets you information faster, and allows you to be more independent.

The game was designed by James Bragg with artwork by Arden Baker. It is produced by Lake Placid Educational Foundation, in Canada.

*.....Marilyn Barr, public librarian
Philadelphia, PA*

sources & resources

Publishing Short-Run Books: How to Paste Up and Reproduce Books Instantly Using Your Copy Shop, by Dan Poynter, is available from Para Publishing, P.O. Box 4232, Santa Barbara, CA 93103 for \$6.75. The book, an example of the production system it describes, introduces the reader to the new techniques and machinery which will enable him or her to produce books at the local quick print or copy center, thus bypassing the costly graphic arts shops and commercial printers. The book will be especially helpful to librarians trying to produce instruction materials on their own.



LIBRARY SKILLS TEST

The Library Skills Test developed by the Illinois Association of College and Research Libraries, Bibliographic Instruction Section is available for purchase from the Scholastic Testing Service, Inc., 480 Meyer Rd., Bensenville, IL 60106. Telephone (312) 766-7150. The test has 45 items, may be administered in a 40 or 45 minute time period, and is either hand- or machine-scorable. The major areas and the number of items for each that are included in the test are as follows: library terminology 12, catalog cards 7, call numbers 4, parts of a book 6, indexes 10, reference sources 4, bibliographic forms 2. Costs for the Library Skills Test are: specimen set \$4; booklets (with 1 manual of directions, includes answer key, content outline, norms) \$16/pkg. of 20; answer sheets \$10/pkg. of 50; additional manuals \$3.50 each.



A forthcoming issue of The Journal of Academic Librarianship will contain an article by Amy Dykeman (Douglass Library, Rutgers University) and Dr. Barbara King (Douglass-Cook Writing Center, Rutgers University) on a study they conducted to assess the impact of writing and library instruction sessions, on student term papers using two identical classes taught by the same professor. The study concluded that those students receiving the instruction sessions produced papers that were superior to those produced by the class used as a control group.



"Why Bother with Reader Education" is the title of an article by Neal A. Radford, (Associate Librarian, University of Sydney, Australia) published in New Zealand Libraries, December, 1980. Radford says, "We engage in reader-education activities for three main reasons: although we can't prove it, we think it must be good for people to know how to use libraries; we are guilty of making our libraries unnecessarily difficult for people to use; and we crave acceptance in the role of teacher because of its more comforting self-image." He further adds that much of reader education is nothing to be proud of. Radford raises more questions than he provides answers for,; whether you agree with him or not, the article is one any librarian involved with instruction will find intriguing.

want to contribute?

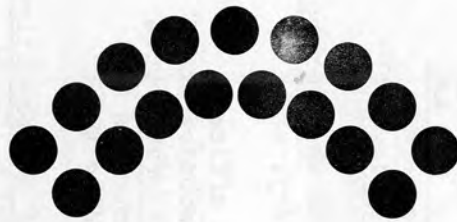


Send contributions for the Newsletter to your Regional Reporter:

- Alabama: Sharon Lee Stewart, Main Library, University of Alabama,
P.O. Box S, University, AL 35486
- Alaska: Ruth Jean Shaw, Anchorage School District, Library
Resources, 1800 Hillcrest Dr., Anchorage, AL 99503
- Arkansas: Joe E. McReynolds, Research Library, Harding Univ.,
Searcy, AR 72143
- California: Mandy Allen, Reference Dept., Clark Library, San Jose
State Univ., San Jose, CA 95192
- Colorado: Eddy Hogan, Reference Dept., University Libraries,
Campus Box 184, University of Colorado, Boulder,
CO 80309
- Connecticut: Diane Langlois, Choate-Rosemary Hall Library, 13
Woodlot Lane, Middleton, CT 06457
- Florida: Kathleen DeVaney, Assistant University Librarian,
Robert Manning Strozier Library, The Florida State
University, Tallahassee, FL 32306
- Kansas: Kathy A. Mannes, Curriculum Research Specialist, Kansas
Newman College, 3100 McCormick Ave., Ryan Library,
Wichita, KS 67213
- Illinois: Frances Corcoran, IMC Coordinator, Community
Consolidated School District 62, Leon Smaage
Administration Center, 777 Algonquin Rd., Des
Plaines, IL 60016
- Louisiana: Jane P. Kleiner, Reference Librarian, Troy H.
Middleton Library, Louisiana State University,
Baton Rouge, LA 70803
- New Jersey: Constance Finlay, Information Services Librarian,
Alexander Library, Rutgers University, New
Brunswick, NJ 08903
- New York: Mignon Adams, Penfield Library, State University
College, Oswego, NY 13216
- North Carolina: Dr. Robert C. Hirsch, Director of Library
Services, Pembroke State University, Pembroke,
NC 28372
- Ohio: Jane Segal, User Education Librarian, Undergraduate Library,
Sullivant Hall, Ohio State Univ., Columbus, OH 33210
- Oregon: Barbara Baker, Dillard Elementary, Box 288, Dillard, OR
97432
- Texas: Jan Blodgett, West Texas State University, The Cornette
Library, P.O. Box 748, W.T. Station, Canyon, TX 79016
- Washington, D.C. Lessie Owens, Southwest Branch, D.C. Library,
920 Wesley Pl. S.W., Washington, D.C. 20024

Help us fill in the gaps by serving as a reporter from your region.
Send your name and address to:

Carol Penka
Assistant Editor, LIRT Newsletter
300 Library, 1408 W. Gregory Dr.
University of Illinois
Urbana, IL 61801



Bylaws Revisions

The pages following contain the report of the LIRT By-laws Revision Committee. In accordance with Article VI, the Constitution may be revised by a two-thirds majority of votes of the personal members of the Round Table in attendance at the annual conference, provided that the proposed revisions are sent to members at least thirty days prior to the meeting. This serves as official notification of the membership of the proposed revisions and their pending vote. The vote will be held during the business meeting for the LIRT membership scheduled for 9 - 9:30 a.m. Tuesday, July 13.

Members should take care to bring this issue of the LIRT Newsletter to the conference and meeting with them, as no additional copies of the proposed revisions will be available at the meeting.

Comments on the proposed revisions may be forwarded to the By-laws Revision Committee. Members of the committee include Lois M. Pausch, chair, Arthur Young, and Sheryl Anspaugh.

Please note that both the existing Constitution and By-laws and the Proposed Revisions are given. Changes in wording are underlined in the Proposed Revision.

LIBR CONSTITUTION AND BY-LAWS
Current

ARTICLE I. NAME - The name of this organization shall be the Library Instruction Round Table, hereinafter referred to as the Round Table, of the American Library Association (ALA).

ARTICLE II. PURPOSE - The purposes of the Round Table are:
(a) To provide a forum for discussion of activities, programs and problems of instruction in the use of libraries;
(b) To contribute to the education and training of librarians for library instruction;
(c) To promote instruction in the use of libraries as an essential library service; and
(d) To serve as a channel of communication on instruction in the use of libraries.

ARTICLE III. MEMBERSHIP - Membership will consist of personal members and organization members.

ARTICLE IV. ORGANIZATION

A. Elected officers of the Round Table shall be coordinator, vice-coordinator/coordinator elect, secretary, and treasurer.

B. The Executive Board consists of the elected officers together with the immediate Past Coordinator. The Executive Board is the decision making, policy setting, and planning unit for the Round Table. It approves the appointments of members to committees and task forces including the chairpersons.

C. Steering Committee. This committee shall be comprised of the Executive Board, committee chairpersons, task chairpersons, and such ex-officio members as may be appointed by the coordinator. The Steering Committee is the coordinating and discussion unit between the Executive Board and Membership. It has the responsibility of:
1. Determining the subject of conference programs.
2. Submitting projects or endorsing projects submitted by committees or task forces to the Round Table.
3. Reporting all actions of the Steering Committee at Annual and Midwinter meetings.

ARTICLE V. FINANCES

A. Funds to support Round Table activities will come from the dues of the general membership collected by ALA.

B. Funds

1. Elected and appointed officers may request funds as necessary to implement approved programs of the organization.

LIBR CONSTITUTION AND BY-LAWS
Revised (Proposed)

ARTICLE I. NAME - The name of this organization shall be the Library Instruction Round Table (LIRT), hereinafter called the Round Table, of the American Library Association (ALA).

ARTICLE II. Same as in current constitution.

ARTICLE III. MEMBERSHIP - Any person, library, or other organization being a member in good standing of ALA and interested in library instruction may become a member upon payment of the dues provided for in the By-laws.

ARTICLE IV. ORGANIZATION

A. Elected officers of the Round Table shall be Chairperson, Vice-chairperson/chairperson elect, secretary, and treasurer.

B. The Executive Board consists of the elected officers and the immediate past chairperson. The Executive Board is the policy setting, planning and budget approval unit for the Round Table. It approves the appointments of members to committees and task forces including the chairpersons.

C. The Steering Committee shall be comprised of the Executive Board, committee and task force chairpersons, and such ex-officio members as may be appointed by the chairperson. This committee is the coordinating and discussion unit between the Executive Board and membership. It has the responsibility of:

1. Determining the subject of conference programs.
2. Submitting or endorsing projects to be carried out by the committees or task forces.
3. Reviewing the proposed budget before approval by the Executive Board.

ARTICLE V. FINANCES Same as in current constitution.

2. The Executive Board shall allocate funds to each task force based upon budgets submitted by the task forces and funds available.

C. The Treasurer is authorized to approve requests for reimbursement and payment of bills from Round Table funds in the custody of the ALA Executive Board. Any unbudgeted requests for a total of more than \$100 from a single source in a year will require Executive Board approval prior to Treasurer action.

ARTICLE VI. AMENDMENTS - This Constitution and By-Laws may be amended by a 2/3 majority vote of the personal members of the Round Table in attendance and voting at any annual or midwinter conference provided that notice of the proposed revision has been sent to members at least thirty days prior to the meeting. It may also be amended by a 2/3 majority vote of those responding in a mail referendum to personal members. Proposals for the revision may be sent by any member to the Coordinator for consideration by the Executive Board and shall be sent to the membership for their consideration.

BY-LAWS

SECTION 1. DUTIES OF THE OFFICERS

A. Coordinator. The Coordinator shall have the customary duties of the office of the Coordinator and shall preside over all meetings of the Round Table, Executive Board, and Steering Committee. The Coordinator shall be responsible with the Steering Committee for fulfilling the purposes of this organization.

B. Vice-Coordinator/Coordinator Elect. The Vice-Coordinator/Coordinator Elect shall assist the Coordinator and shall be responsible for the coordination and implementation of the work of the committees and task forces as assigned by the Coordinator. When the Coordinator is unable to serve, the Vice-Coordinator shall act as Coordinator. This person will assume the Coordinatorship after one year of service as the Vice-Coordinator/Coordinator Elect. Prior to assuming the coordinatorship this person appoints new chairpersons for the standing committees other than the Executive Board. At the same time he or she appoints all members of the Election Committee.

C. Secretary. The Secretary shall perform the customary duties of this office. The Secretary shall keep an accurate record of all meetings of the Round Table, Executive

ARTICLE VI. AMENDMENTS - Same as in current version.

Chairperson

BY-LAWS

SECTION 1. DUTIES OF THE OFFICERS

A. Chairperson. The chairperson shall have the customary duties of the office of chairperson and shall preside over all meetings of the Round Table, Executive Board, and Steering Committee.

B. Vicechairperson/chairperson elect. The vice-chairperson/chairperson elect shall assist the chairperson and shall be responsible for the coordination and implementation of the work of the committees and task forces as assigned by the Chairperson. When the chairperson is unable to serve, the Vice-chairperson shall act as chairperson. This person will assume the chairpersonship after one year of service as the Vice-chairperson/chairperson elect. Prior to assuming the office of chairperson, this person appoints new chairpersons for the standing committees and task forces.

C. Secretary. The Secretary shall keep an accurate record of all meetings of the Round Table, Executive Board, and Steering Committee and have these records available at or

Board or Steering Committee and have these records available at or before the next regularly called meeting of the Round Table, Executive Board or Steering Committee and have these records available at or before the next regularly called meeting of the Round Table, Executive Board or Steering Committee; shall arrange for the preservation of the archives and records of the organization.

D. Treasurer. The Treasurer shall perform the customary duties of this office. The Treasurer shall be responsible for the safekeeping of all funds of the Round Table and for the payment of all duly incurred bills. Funds shall be deposited with the ALA as fiscal agent and the ALA shall draw checks against these funds, as directed by the Treasurer, to pay obligations incurred by the Round Table. The Treasurer shall prepare and submit a financial statement for review at each annual meeting, which shall include all income and expenditures of the Round Table.

SECTION 2. ELECTION OF OFFICERS

A. The Election Committee is responsible for producing a list of at least two candidates for each position that will ensure representation on the Executive Board from all or almost all types of libraries. These candidates will be secured from those who volunteer and those who are nominated.

B. Persons who volunteer or are nominated to run for office must be current members of the Round Table and have served for at least one year on a committee or task force of the Round Table. All candidates must submit a statement of their goals for the office and a short biographical note to the Election Committee.

C. Winners of all elections shall be determined by a plurality of those members voting. In the event of a tie, a run-off election shall be conducted at the annual conference business meeting.

D. A position left vacant on the Executive Board because of the incumbent's resignation or inability to perform his or her duties shall be filled for the remainder of the unexpired term by appointment for the remainder of the Executive Board.

E. Terms of all officers shall be from the end of one annual ALA conference to the end of the next.

before the next regularly called meeting of the Round Table, Executive Board, or Steering Committee; and shall arrange for the preservation of the archives and records of the organization in cooperation with the ALA liaison officer.

D. Treasurer. The Treasurer shall be responsible for the safekeeping of all funds of the Round Table and for the payment of all duly incurred bills. Funds shall be deposited with the ALA as fiscal agent and ALA shall draw checks against these funds, as directed by the Treasurer, to pay obligations incurred by the Round Table. The treasurer shall prepare and submit a financial statement for review at the midwinter and annual meetings of the Executive Board, and for the annual membership meeting, which shall include all income and expenditures of the Round Table. The treasurer is responsible for submitting a proposed budget to be reviewed at the annual meeting of the Steering Committee and approved by the Executive Board.

SECTION 2. ELECTION OF OFFICERS

A. The Election Committee is responsible for producing a slate of at least two candidates for each position that will ensure representation on the Executive Board from all or almost all types of libraries.

B. Same as in current version.

C. Winners of all elections shall be determined by a plurality of those members voting. In the event of a tie, a run-off election shall be conducted at the annual membership meeting.

D. In case of death, disability, or resignation of a member of the Executive Board, the Board may appoint a successor, if succession is not otherwise provided for in these By-laws, to serve until the next regular elections.

E. Same as in current version.

SECTION 3. MEMBERSHIP - Membership will consist of personal Members and organization members.

A. Any personal member of ALA may become a personal member of the Round Table, and, upon payment of Round Table annual dues, receives Round Table publications; participates in Round Table business; votes; and is eligible to hold office.

B. Any group organized to work on problems of instruction in library use, bibliographic instruction or orientation and/or educating library users may associate with the Round Table as an organization upon payment of annual dues. An organization member receives Round Table publications; participates in Round Table business by reporting on its activities; and can ask for the Round Table's advice and support. Organization membership does not entitle the organization or its individual members, who are not personal members of the Round Table, to vote or hold office in the Round Table.

SECTION 4. DUES

A. Dues for personal members shall be \$5.00 per year.

B. Dues for organization members shall be \$10.00 per year.

SECTION 5. STANDING COMMITTEES

A. Committee appointments are staggered two year terms.

Appointment to the same committee is not to exceed two consecutive terms. Committee composition should reflect several types of libraries and/or library service organizations. No committee is to be composed of representatives from only one type of library.

B. Committee chairpersons are appointed for one year terms and may be reappointed once.

C. Committees are expected to meet at ALA Midwinter and Annual Conferences. Meeting schedules for all Round Table committees are coordinated by the Program Committee's chairperson.

D. The Standing Committees are as follows:

1. Continuing Education Committee. This committee shall be responsible for conducting research and fostering activities such as will promote the education and training of librarians for library instruction. In cooperation with the Liaison Committee, it will foster and maintain

SECTION 3. MEMBERSHIP - Membership will consist of personal, library and other organization members.

A. Any personal member of ALA may become a personal member of LIRT. Upon payment of dues, members receive the LIRT newsletter, participate in Round Table business; vote; and are eligible to hold office.

B. Same as in current version.

SECTION 4. DUES

A. Same as in current version.

B. " "

SECTION 5. STANDING COMMITTEES

A. Members of standing committees shall be appointed by the Chairperson of the Round Table, who will designate one member as chairperson. Appointments shall be for two years, overlapping so that no more than one-half of the members shall be retired in one year. Committee composition should reflect several types of libraries and no committee is to be composed of representatives from only one type of library. Appointment to the same committee is not to exceed two consecutive terms.

B. Same as in current version.

C. Committees are expected to meet at ALA Midwinter and Annual Conferences. Meeting schedules for all Round Table committees are coordinated by the Round Table chairperson.

D. The Standing Committees are as follows:

1. Continuing Education Committee. This committee shall be responsible for conducting research and fostering activities which promote the education and training of librarians for library instruction. In cooperation with the Liaison Committee, it will maintain cooperation with other

communication with other continuing education groups in the profession.

2. Election Committee. This committee shall be comprised of two members appointed by the Vice-Coordinator/Coordinator Elect and the Past Coordinator as chairperson. The committee shall maintain a full record of the results thereof, in order to have a record of eligibility for vacancies.

3. Liaison Committee. This committee shall foster and maintain communication with affiliate member groups and other related interest groups. The Committee shall assist in coordination of activities sponsored by the Round Table and these groups.

4. Program Committee. This committee shall be responsible for the preparation of programs for the annual meetings of the Round Table.

5. Publications Committee. This committee shall be responsible for writing, publishing, and distributing the Round Table's newsletter and other publications as instructed by the Executive Board. The editor and assistant editor for the newsletter shall be appointed for staggered two year terms. They shall both serve as members of the Publications Committee and each shall serve as chairperson of this committee during their second year in office.

6. Public Relations/Membership Committee. This committee shall be responsible for publicizing the Round Table's purposes, activities, and image, and promoting membership in the Round Table.

SECTION 6. AD HOC COMMITTEES - The Executive Board may appoint ad hoc committees for any particular or specific organizational purpose within the purview of the Round Table. An ad hoc committee will serve until its task is accomplished to the satisfaction of the Executive Board.

continuing education groups in the profession.

2. Election Committee. This committee shall be comprised of two members appointed by the Vice-Chairperson/Chairperson Elect with the past chairperson serving as chairperson. The committee shall maintain a full record of procedures, candidates, and election results.

3. Liaison Committee. This committee shall initiate and maintain communication with affiliate member groups, other related interest groups and the Standing Committees of the Round Table.

4. Program Committee. This committee shall be responsible for annual program preparation and presentation.

5. Publications Committee. Same as in current version.

6. Public Relations Committee. This committee shall be responsible for publicizing the goals and activities of the Round Table.

7. Membership Committee. This committee shall be responsible for promoting membership growth.

8. Long Range Planning. This committee shall be responsible for the on-going development of long range planning and evaluation with the Vice Chairperson/Chairperson Elect as chairperson.

All committee chairpersons shall be responsible for submitting an annual report at the close of the ALA annual conference.

SECTION 6. AD HOC COMMITTEES - Same as in current version.

SECTION 7. TASK FORCES

- A. Task forces are project oriented groups constituted to fulfill specified missions and which disband after completion of their charges. After two years if the task force has not completed its charge, it may be renewed by the Executive Board for two additional years. In each case a charge must be developed which is acceptable to both the Executive Board and the task force.
- B. Personal members may volunteer or be appointed to form task forces to work on projects initiated to meet expressed needs or on projects initiated by the Steering Committee.
- C. Written summary communications on the progress of the task force will be made to the Steering Committee for the duration of the project for its consideration and/or endorsement at the annual and midwinter meetings. The summary communication will be for dissemination to the general membership after action by the Steering Committee.
- D. Task forces may meet as frequently as necessary for their stated duration but meetings at the midwinter meetings and annual ALA conferences are required. Failure to hold these meetings shall automatically dissolve the task force.

SECTION 8. MEETINGS - The meetings of the Round Table are held as follows:

- A. Membership meetings shall be held at the annual ALA conferences.
- B. The annual meeting of the Round Table shall take place during the annual conference of the ALA and shall include a report of the Steering Committee to the members on its activities.
- C. The Executive Board and Steering Committee will meet at midwinter meetings and annual ALA conferences and other times if deemed necessary by the Coordinator.
- D. At all meetings Roberts' Rules of Order (latest edition) will be followed.
- E. The Election Committee will meet at least once prior to submitting a slate of candidates for inclusion in the election packet.

SECTION 9. QUORUM - Twenty-five members shall constitute a quorum at any Round Table membership meetings.

SECTION 7. TASK FORCES

- A. Task forces are project oriented groups constituted to fulfill specified missions which disband after completion of their charges. After two years, if the task force has not completed its charge, it may be renewed by the Executive Board for two additional years. In each case, a charge must be developed which is acceptable to both the Executive Board and the task force.
- B. Personal members may volunteer or be appointed to form task forces to work on projects initiated to meet expressed needs or on projects initiated by the Executive Board or Steering Committee.
- C. Written summaries of task force progress will be made to the Steering Committee. A report will be made to the membership following consideration by the Steering Committee.
- D. Task forces may meet as frequently as necessary for their stated duration but meetings at the midwinter meetings and annual ALA conferences are required. Failure to hold these meetings shall dissolve the task force.

SECTION 8. MEETINGS - The meetings of the Round Table are as follows:

- A. The annual membership meeting of the Round Table shall be held at annual ALA conferences. Reports on the activities of the Executive Board and Steering Committees shall be made to the membership.
- B. The Executive Board and Steering Committee will meet at midwinter meetings and annual ALA conferences and other times if deemed necessary by the Chairperson. (See C in current version)
- C. Same as D in current version.
- Par. E is deleted.

SECTION 9. QUORUM - At membership meetings, a quorum shall consist of those personal members present.

LIRT cordially invites you to attend
an Open House
courtesy of Sheldon Roufa, President, Data Phase
Data Phase Suite
Monday, July 12
7 - 10 p.m.

Location details will be available at the LIRT Exhibit Booth, ALA Philadelphia



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

ADDRESS CORRECTION REQUESTED

