



LIBRARY INSTRUCTION ROUND TABLE NEWS

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DEAR LIRT COLLEAGUES,

I wanted to take a few minutes to let you know about two exciting new LIRT activities.

PLANNING RETREAT

On January 4, 1985 at the Midwinter meeting in Washington, D. C., the Executive Board and Steering Committee will hold a day-long planning retreat. This is the second such retreat in LIRT's history. The first, held early in LIRT's existence, developed the purposes and goals which have defined our works in the ensuing years. It is now time for us to sit down again, to assess what we have accomplished and what we still need to do, and to develop plans to guide our activities in the next five years.

In order to make our planning meaningful, we would like to hear from YOU, the LIRT membership. If you have ideas and opinions about the directions LIRT should pursue in the next few years, please contact me (Undergraduate Library Services, Library W121, Indiana University, Bloomington, IN 47405 (812) 335-9857) or any member of the Executive Board and Steering Committee, whose name were listed in the September *LIRT News*. We want to know what you think!

COMMITTEE VOLUNTEER FORM

In this issue of the *LIRT News* you will find descriptions of each of the LIRT standing committees and a Committee Volunteer Form. If you are interested in serving on a LIRT Committee in 1985-86, please complete a volunteer form telling us what interests you.

An organization like LIRT is only as strong as its members make it. LIRT needs your ideas, your skills and your hard work. Service on a LIRT committee is a great way to get to know your colleagues in the library instruction world. I hope you will join us. LIRT will be richer because you contributed.

Mary Pagliero Popp
LIRT President

Midwinter Meetings

Friday, January 4

8:00 AM - 5:30 PM

LIRT Steering Committee
(Planning Retreat)

Saturday, January 5

8:00 AM - 9:00 AM

Instruction in the Use of Libraries Committee

9:30 AM - 12:30 PM

LIRT Steering Committee

2:00 PM - 4:00 PM

LIRT Continuing Education Committee

2:00 PM - 5:30 PM

LIRT Program Committee

Sunday, January 6

9:00 AM - 11:00 AM

LIRT Affiliates Council

9:30 AM - 11:00 AM

LIRT Long Range Planning Committee

2:00 PM - 4:00 PM

LIRT Continuing Education Committee

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LIRT Publications Committee

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LIRT Research Committee

2:00 PM - 5:30 PM

LIRT Public Relations/Membership Committee

4:30 PM - 5:30 PM

LIRT Organization Committee

Monday, January 7

9:30 AM - 11:00 AM

LIRT Elections Committee

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LIRT Program Committee

11:30 AM - 12:30 PM

LIRT Liaison Committee

2:00 PM - 4:00 PM

LIRT Steering Committee

4:30 PM - 5:30 PM

LIRT Executive Committee

8:00 PM - 10:00 PM

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9:30-12:30
Blue Km. Table 17
Shoreham.

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- Catherine Blom-Sherah
86 Comm

LIRT News is published quarterly (March, June, September, December) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership; there is no single copy price. Contributions to be considered for inclusion in *LIRT News* should be sent to the Editor: Pamela Engelbrecht, General Reference Department, Newman Library, Virginia Tech, Blacksburg, VA 24061. Send claims to Jeniece Guy, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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QUESTIONNAIRE ON PROFICIENCIES REQUIRED FOR BIBLIOGRAPHIC INSTRUCTION ACTIVITIES

Editor's note: The Education for Bibliographic Instruction Committee of the ACRL Bibliographic Instruction Section is embarked on a project to identify the proficiencies desirable in BI librarians. The Committee's interest is a direct result of interest expressed by library school educators. Although the original deadline for the questionnaire was November 15, the Committee will gladly accept responses from LIRT members received through December. The questionnaire has been condensed to save space, so please use another sheet for your responses (also please include that you are a LIRT member). Thank you.

Listed below are various activities associated with the provision of bibliographic instruction. They are divided into instructional activities (which are appropriate to entry level librarians) and administrative activities (which are appropriate to experienced librarians). Under each activity, please list the knowledge proficiencies (what the librarian should know) and the skill proficiencies (what the librarian should be able to do) which you view as necessary to the successful completion of that task. List as many or as few as you deem appropriate.

I. Proficiencies needed for instructional (entry level) activities

- A. Select appropriate educational objectives for a specific instructional activity
- B. Select an appropriate instructional method for a specific instructional activity (e.g. determine whether a slide/tape can teach use of the card catalog)
- C. Evaluate the effectiveness of a specific instructional activity (e.g. determine whether a practical exercise or a true-false quiz will measure student skills)
- D. Conduct various instructional activities (e.g. write point-of-use instructions, give classroom lecture, etc.)
- E. Effectively utilize instructional media (e.g. produce overheads or a slide/tape program)

II. Proficiencies needed for administrative (advanced level) activities

- A. Conduct a needs assessment (e.g. determine curricular direction of one's institution)
- B. Conceptualize and write a policy and plan for the library's bibliographic instruction program
- C. Obtain the necessary staff and funds to implement a bibliographic instruction program
- D. Train and evaluate the bibliographic instruction staff (write annual performance reviews of BI librarians)
- E. Promote the idea of bibliographic instruction to the classroom faculty
- F. Evaluate the overall progress and effectiveness of the library's bibliographic instruction efforts

Thank you for taking the time to contribute to this important project. If you wish the opportunity to review and comment on the preliminary results, give us your name and address. Please return response ASAP to: Julia Gustafson, Reference Librarian, Andrews Library, College of Wooster, Wooster, Ohio, 44691.

BASIC INFORMATION - LIRT COMMITTEES

CONFERENCE PROGRAM

Plans the program sponsored by LIRT for each annual summer ALA conference. Locates outside funding. Makes arrangements for speakers, rooms, handouts, activities during the program.

CONTINUING EDUCATION

Conducts research and develops plans, actual materials, and directories to further the education and to help meet the information needs of librarians engaged in user instruction.

ELECTIONS/NOMINATING

Prepares a slate of candidates for LIRT offices and maintains records of procedures, candidates and election results.

LIAISON

Attends and reports to LIRT Steering Committee about meetings of LIRT and other committees within ALA involved in library instruction activities. Develops a composite list of all instruction related programs and meetings at ALA Midwinter and Annual Conferences which is distributed to all conference attendees.

LONG RANGE PLANNING

Develops short and long range plans for LIRT. Develops and implements planning and evaluation operations for the activities of the Round Table.

ORGANIZATION

Responsible for reviewing, revising, and updating the organization manual of the Round Table; for recommending to the Executive Board and through it to the members the establishment, functions, and discontinuance of committees and task forces; for maintaining the Constitution and Bylaws of the Round Table, and for recommending amendments to that document; and for reporting on proposals for amendments to the Constitution and Bylaws referred to the committee.

PUBLIC RELATIONS/MEMBERSHIP

Publicizes the Round Table's purposes, activities, and image; charged with promoting membership in the Round Table. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth and a program in which instruction and orientation practitioners meet for a meal and discussion during the annual ALA conference.

PUBLICATIONS

Responsible for writing, publishing, and distributing the Round Table's quarterly newsletter LIRT News and other publications as instructed by the Executive Board. The Committee is responsible for facilitating and coordinating publications of LIRT committees. It considers suggestions for publications and advises as to the appropriate means for publication.

RESEARCH

Identifies, reviews, and disseminates information about in-depth state-of-the-art research about library instruction for all types of libraries. It also pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

AFFILIATES

The Library Instruction Round Table has recently formed an Affiliates Council of organizations which are interested in the issue of library instruction. A variety of committees are being formed from this council and by the Executive Board.

American Library Association
LIBRARY INSTRUCTION ROUND TABLE
Committee Volunteer Form

NAME:

TITLE AND INSTITUTIONAL ADDRESS:

PREFERRED MAILING ADDRESS:

OFFICE TELEPHONE: ()

HOME TELEPHONE (OPTIONAL): ()

ARE YOU NOW A MEMBER OF LIRT?

CAN YOU, DURING THE NEXT 2 YEARS, REGULARLY ATTEND ALA MIDWINTER AND ANNUAL CONFERENCES?

 YES NO
(Failure to attend 2 consecutive meetings may result in removal from
the committee.)

LIRT COMMITTEES ON WHICH YOU ARE INTERESTED IN SERVING (Check):

<u> </u> Conference Program	<u> </u> Organization
<u> </u> Continuing Education	<u> </u> Public Relations Membership
<u> </u> Elections and Nominating	<u> </u> Publications
<u> </u> Liaison	<u> </u> Research
<u> </u> Long Range Planning	<u> </u> Affiliates
<u> </u> Ad Hoc Committees and Task Forces as Appointed by the Steering Committee	

REASONS FOR INTEREST IN THESE COMMITTEES:

TOPICS | AREAS OF SPECIAL INTEREST:

LIRT COMMITTEE VOLUNTEER FORM--page 2**EDUCATION (List institution, degree, date, subject major):****WORK EXPERIENCE (Attach extra pages, as necessary):****OFFICES HELD OR COMMITTEE SERVICE (Include dates):****LIRT****OTHER PROFESSIONAL ORGANIZATIONS****SIGNATURE** _____**DATE** _____**THANK YOU FOR VOLUNTEERING TO WORK WITH LIRT!**

Please return the completed form to: Marilyn Segal
Vice-President, LIRT
Library
St Mark's School of Texas
10600 Preston Road
Dallas, TX 75230

Highlights from...

COPING WITH STRESS: THE 13th ANNUAL WORKSHOP ON INSTRUCTION IN

LIBRARY USE, Kingston, Ontario, May 16-18, 1984.

(The full report by Barbara Love appeared in *College & Research Libraries News*, volume 45, pages 407-410, September 1984. Highlights used with permission.)

CRISIS

MANAGEMENT

... a crisis management session ... featured a film called "Managing in a Crisis" from the U. S. Office of Personnel Management in which a series of crises takes place in a large hotel catering operation. Actors, assuming the roles of key personnel involved, played out several scenarios designed to show the effectiveness of using "information-based problem solving". The film outlined a 5-step procedure which stressed adequate planning and information gathering as a means of crisis management. These steps are: 1) setting the climate; 2) collecting information; 3) classifying the information; 4) setting priorities and guidelines; and 5) following-up.

STRESS AND BOREDOM

"Reducing Stress through Improving Instruction or I can't go in there and talk about Psych Abstracts one more time."... Mignon Adams, Coordinator of Information Services at S.U.N.Y. Oswego, conducted a spirited session in which she talked about coping with repetition, boredom and fatigue in library instruction by revitalizing your method of presentation. The session stressed that the better you are as a teacher, the better you will feel about your teaching and, therefore, about yourself. Effective teaching was discussed in terms of enthusiasm, the ability to communicate abstractions, and warmth, including the importance of physical contact. In addition, the use of pre-tests and post-tests for instruction was encouraged both for allowing the students a say and in providing the librarians with useful feedback.

BURNOUT

Sarah B. Watstein, reference librarian at New York University, conducted a session on coping with burnout. ... the group participants offered their personal reasons for burning out. Some of these were: diminished enthusiasm due to the redundancy of reference questions, feelings of inadequacy due to new responsibilities such as data base searching and automated acquisitions, repetition involved in classroom instruction, and resentment toward unenthusiastic students. ... The session ended with a discussion on methods of coping with burnout, some of which included problem solving, mutual helping, using evaluation tools on an ongoing basis and seeking professional help. Sarah talked also about "restructuring irrational beliefs" by which one stays saner by learning to accept a less than perfect image of oneself, thereby eliminating a major source of stress. The key to coping seemed to be finding a means of channeling one's energies in a positive direction rather than panicking and burning out.

(continued on next page)

COPING WITH STRESS . . .continued

JOB-SHARING AND . . .The panel dealt with how to revitalize oneself and one's
JOB-EXCHANGE feelings of stress or boredom by changing one's working hours
or one's working location. Linda Baker and Peg Walsh from the
reference department at McMaster University's Health Sciences
Library, described their job sharing experience from the points
of view of the employer and the employee. Linda Baker discussed
the disadvantages and advantages to the employer of a job sharing
arrangement, noting that the pros far outweighed the cons. On
the negative side, she cautioned that good communications had to
be maintained, that there was a possibility of personality con-
flicts between the job sharers, that there might be a lack of
continuity on the job and that one or the other of the job shar-
ing team would be absent from staff meetings. However, on the
positive side, job sharing encouraged more productivity, more
initiative, the job sharers could act as reliefs for one
another when emergencies arose, and the employer is provided
with more skills in one position. . . . Eve Buckle [reference
librarian at Hatfield Polytechnic, England, currently on a one-
year exchange at McMasters] described her experience from a
practical point of view in which she mentioned salary and tax
considerations, checking out accommodations, medical and insur-
ance coverage and the possibility of an exchange of cars. In
personal terms, she and other panel members described the bene-
fits of a year away from your job as providing you with the
possibility of acquiring new skills and new experiences and of
returning to your former position feeling refreshed. . . .

Barbara Love, Reference Librarian
St. Lawrence College

WORKSHOP ANNOUNCEMENT FOR 1985

The 14th Annual Workshop on Instruction in Library Use will be held at the
University of Western Ontario in London, Ontario.

The theme of the workshop will be outreach in library instruction. The focus
will be on specific groups whose special interests may have been overlooked in
the past, e.g. faculty, adult users, researchers/graduate students, and library
staff. Some sessions will outline methods of enhancing your library instruction
program, from marketing a structured BI session and delivering it effectively to
providing library instruction at the reference desk. There will also be sessions
on graphics and A/V and a technology update on library instruction hardware and
software.

The local arrangements committee hopes that London's proximity to Stratford
will enable participants to attend a performance at the Stratford Shakespearean
Festival.

For further information, please contact Martin Ship, Workshop Chairperson,
Reference Dept., The D. B. Weldon Library, University of Western Ontario, London,
Ontario N6A 3K7 or phone (519) 679- 6191.

RECENT PUBLICATIONS

BOOKS

Association of College and Research Libraries. *Academic Libraries: Myths and Realities--Proceedings of the 3rd National Conference of ACRL*. Chicago: ACRL/ALA, 1984. 420p. ISBN 0-8389-6787-6. \$20 for ACRL members, \$28 for non-members.

Hart, Thomas L. *Instruction in School Library Media Center Use, K-12*. 2nd edition. Chicago: ALA, 1984. ISBN 0-8389-0418-1. \$12.50.

Seaver, Alice R. *Library Media Skills: Strategies for Instructing Primary Students*. Littleton, CO: Libraries Unlimited, 1984. 147p. \$18.50.

Van Vliet, Lucille W. *Media Skills for Middle Schools: Strategies for Library Media Specialists and Teachers*. Littleton, CO: Libraries Unlimited, 1984. 263p. \$19.50.

Zlotnick, Barbar B. *Ready for Reference: Media Skills for Intermediate Students*. Littleton, CO: Libraries Unlimited, 1984. 274p. \$19.50. (grades 3-6)

ARTICLES

Jackson, William J. "The User-friendly library guide," *College & Research Libraries News* 45: 468-471 (October 1984).
--how to reduce user frustration by making your guides more readable.

Morton, Bruce *et al.* "Why Bi or Li: A Forum." *RSR Reference Services Review* 12: 59-66 (Spring 1984).
--an interesting array of insights as to why bibliographic instruction remains such a vibrant topic of discussion in the professional literature.

ARTICLES continued

Parson, Willie L. "User Perspective on a New Paradigm for Librarianship." *College & Research Libraries* 45: 370-373 (September 1984).
--The centrality of the library to the academic community is questioned due to the insistence of librarians on the independent status of the library and the failure of bibliographic instruction programs to make the issue of critical thinking a top priority. A new paradigm is necessary to move libraries from their passive stance to a proactive orientation. This paradigm requires greater sensitivity to and identification with the needs of library users.

Ready, Sandra K. "Putting the Online Catalog in Its Place." *Research Strategies* 2: 119-125 (Summer 1984).
--Since the OLC is an unfamiliar electronic device, librarians, and certainly most users, have tended to overemphasize its importance in the information gathering process. ...the OLC is simply a new version of an old tool, and ought to be treated as such.

Reid, Bruce J. "Aston Intro-Active : A Library Game for New Undergraduates." *Research Strategies* 2: 108-118 (Summer 1984).
--A game has been tried for introducing new undergraduates to Aston University Library. After reviewing other methods of orientation and introduction to a large research library, the author describes the evolution of the game, from conception through trial and evaluation.

Richardson, Larry L. "Teaching Basic Library Skills: Past Tense, Future Perfect." *RSR Reference Services Review* 12: 67-76 (Spring 1984).
--Advocates that acquisition of basic library skills should serve as the cornerstone of BI, and that a new approach, comprehensive self-instruction, offers an alternative to traditional methods.

ARTICLES continued

Sellen, Mary K. and Jan Jirouch.
 "Perceptions of Library Use by Faculty and Students: A Comparison." *College & Research Libraries* 45: 259-267 (July 1984).
 --Implications were that students will continue to utilize elementary library research skills and access secondary sources until faculty expectations are communicated directly to the students and are translated into organized library instruction.

Stripling, Barbara. "What Price ID? A Practical Approach to a Personal Dilemma." *School Library Media Quarterly* 12: 290-296 (Summer 1984).
 --A look at implementing instructional development in the library media center.

LIBRARY INSTRUCTION IN ERIC

ED 231 356
The Middle School Library Media Center: Instructional Units. 194p. 1982
 --Includes twelve of thirteen instructional models developed for library instruction in Detroit's public schools. These models provide a framework for developing a plan of sequential library instruction that can be adapted to the teaching programs of individual middle schools by their library media specialists.

ED 231 368
Using the Dictionary: A Syllabus for a Ten-Session Library Reference Skills Program, Grades 7 and 8. 104p. 1982.
 --The remaining instructional model for Detroit's public schools.

ED 232 645
Library/Study Skills Instruction in Hawaii's Schools; A Guide for Teachers and Librarians. 267p. 1982.
 --Presents a framework and some of the strategies and tools needed to build toward a systematic and meaningful library/study skills program for grades K-12 in Hawaii's schools.

ED 232 656 Smalley, Topsy N.
Bibliographic Instruction for Undergraduates: An Example of a One-Unit Required Library Research Skills Course. 116p. 1983.
 --This required course at SUNY-Plattsburgh emphasizes the presentation of learning experiences within the context of two conceptual structures: principles that underlie information access systems, and the distinctive discipline contexts of research processes and their modes of access in the social sciences, sciences and humanities.

ED 234 817 Franco, Elaine A. ed.
Improving the Use of Libraries. Proceedings from the Spring Meeting of the Nebraska Library Association, College & University Section. 1983.
 --Includes 8 papers on librarians versus teaching faculty in library instruction, a one-credit course for BI, workbooks versus packets, the paperless society, the French telecommunications system, journal mutilation, patron access to information, and a user survey to obtain input into library policies.

MISCELLANEOUS FOR PURCHASE

Subject bibliographies issued periodically by the Reference Office of the Countway Library include:
 #7 Jan 82 Specialty & Residency Selection
 #8 Apr 82 Psychiatry-Selected Info. Sources
 #9 Mar 83 Drug Information Sources - Update
 #10 Nov 83 Health Statistics - Update
 #11 Dec 83 History of Medicine
 #12 84 Sports Medicine
 Mini-guides are available for \$3.00 for an initial copy of 1 title; each additional copy or title, add \$2.00. Pre-payment made payable to Harvard University should be sent to Peter S. Moon, Reference Office; Countway Library of Medicine, 10 Shattuck St., Boston, MA 02115.

Library Report, a film that teaches high school students to research, organize and write a library report, using a computerized robot. By Steve Wilson and Ron Underwood. Barr Films, P. O. Box 5667, Pasadena, CA 91107

LIBRARY RESEARCH ROUND TABLE
American Library Association
1985 LRRT Research Competition

The Library Research Round Table of the American Library Association announces its 1985 Research Competition for a \$500 award and invites entries from all researchers. The deadline for submitting entries is February 1, 1985. The LRRT Research Development Committee is conducting and judging the Research Competition, and the decision of the Committee will be announced by Shirley Fitzgibbons, LRRT Chairperson, prior to the 1985 Annual Conference of ALA in Chicago.

Guidelines for the Research Competition

1. All research papers submitted must represent completed research not previously published or currently under consideration for publication or presentation.
2. All research papers must be related in at least a general way to library and information science. Any research mode is acceptable.
3. Research papers submitted in the Competition must not exceed 50 pages.
4. Research papers completed in the pursuit of masters and doctoral studies (e.g., theses, seminar papers, dissertations, etc.) are not eligible for entry. Research utilizing data gathered by a master's or doctoral student is eligible unless the research report is taken directly from the paper submitted for degree requirements. Papers which are spin-offs of such research are eligible for entry in the Competition.
5. Papers generated as a result of a research grant or some other source of funding are eligible for entry in the Competition.
6. Research papers prepared by joint investigators are eligible for entry.
7. Only one research paper per entrant will be considered in the 1985 Competition; multiple entries from one entrant will not be accepted.
8. Research papers will be judged on the following points:
 - a. Definition of the research problem;
 - b. Application of research methods;
 - c. Clarity of the reporting of the research;
 - d. Significance of the conclusions, as judged by the Committee.
9. The Committee reserves the right to select no winning paper if in its judgment none of the papers is considered satisfactory.
10. The winner of the Competition will receive a \$500 award.
11. The winner of the Competition will be expected to present the research paper at one of the LRRT programs at the 1985 Annual Conference. In the event that the recipient of the award is unable to attend the Conference, an alternate may be designated to make the presentation; or, the presentation may be delayed, with the approval of the Committee, until a later Conference.
12. An agreement between LRRT and the Editor of Library and Information Science Research (LISR) permits the timely publication of the winning paper if the author(s) so choose. Competition entrants who wish to have their paper published by LISR should follow the style and format instructions to authors that appears in the "Instructions to Authors" section of LISR. Competition entrants who do not wish to have their paper published by LISR may use any appropriate style and format instructions of their choice.

To enter the 1985 LRRT Research Competition, send THREE (3) copies of your research report, postmarked no later than February 1, 1985 to:

Mildred Lowe, Director
Division of Library and Information Science
St. John's University
Jamaica, NY 11439

Phone: (718) 990-6161, x6200

"GIVING THEM WHAT THEY NEED"



Have you ever wondered whether the material in an instructional session was meeting the needs of your class? How do you determine the needs of the group? How do you decide what material to present?

LIRT will attempt to answer these questions in "Giving Them What They Need: Assessment Techniques for Library Instruction," our scheduled Chicago program. If you or one of your colleagues has an effective method for assessing the need for an instructional program and would like to share it, write to Sandra Ready, Mankato State University, Box 19, Mankato, MN 56001. We would like to include you in our program!

FIRST CLASS



LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy

American Library Association

50 E. Huron Street

Chicago, IL 60611

ADDRESS CORRECTION REQUESTED



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