



## LIBRARY INSTRUCTION ROUND TABLE NEWS

December 1987 Volume 10, Number 2

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### **PRESIDENT'S REPORT**

#### **PROFESSIONAL DEVELOPMENT WITH LIRT**

Celebrating the first decade of LIRT in 1987-88 has given us the opportunity to examine our past with pride and our future with enthusiasm. We have a firm foundation on which to build our continuing advocacy for library instruction. LIRT has strong budget support, a growing membership of dedicated librarians, a viable organizational structure with committees and task forces, an excellent long range plan with goals and objectives, and support from ALA at large. What better way to face the challenges of bibliographic instruction for the future?

To begin this era, we are developing new avenues for greater membership participation in the work of committees, and more effective ways to gather ideas from instruction librarians. On Sunday January 10 at 11:00 a.m., we will sponsor the first LIRT discussion group at Midwinter 1988. The purpose of this discussion will be to give you a unique opportunity to meet librarians from all types of libraries in an informal setting to share matters of concern. The discussion may relate to problems you encounter in your library, cooperative work with other types of libraries in your community, or, perhaps, research in progress. Plan to take part in this discussion; your contribution is vital to LIRT!

**Thelma H. Tate**

**Douglass College  
Rutgers University**

Also, the Public Relations/ Membership Committee is coordinating two LIRT BITES during Midwinter 1988, on Sunday, January 10 at 6:30 p.m. and Monday, January 11 at 12:30 p.m. These will be excellent occasions for good food, good company and an exchange of information.

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President's Report (continued from p. 1)

We are aware of the need to develop effective methods for teaching ever more diverse, multicultural populations. It is one of the challenges of this decade. To stimulate our thinking and help us define related problems, the 1988 LIRT Conference Program will focus on bibliographic instruction for exceptional library users. We welcome your input in preparation for this program.

LIRT recognizes a need to support librarians who are unable to attend ALA Annual Conferences. The Affiliates Committee will support the formation of state or regional BI groups. Some state groups have already formed and others are in progress. Committees of the Round Table are available to assist local groups and will provide support materials on request.

I call your attention to the growing need for librarians to engage in research and to formally report on research dealing with philosophies, principles, and practices of teaching library users. Your scholarly research and accomplishments will indeed contribute to the growth of this discipline. I applaud those who have already contributed in this manner, and encourage all of us to be more vigorous in our research pursuits. The LIRT News is available to help in recognizing and disseminating innovative ideas and accomplishments.

Finally, I appreciate the opportunity to serve as your president during this exciting period in our history. I look forward to working with you as we move ahead to attain the mission of the Round Table: "To advocate library instruction as a means for developing competent library and information use as part of lifelong learning."

LIRT News is published quarterly (March, June, September, and 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.

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Contributions to be considered for inclusion in future issues should be sent to the Editor.

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# **A BRIDGE TO THE FUTURE**

For this final article in a series of three in celebration of the tenth anniversary of the Library Instruction Round Table, LIRT founders and the presidents from the first ten years were asked questions concerning LIRT's past contributions to library instruction and its role in addressing the issues facing library instruction in the future. Their responses have been summarized to reflect common themes.

**QUESTION 1: WHAT ARE THE MOST IMPORTANT CONTRIBUTIONS TO LIBRARY INSTRUCTION THAT LIRT HAS MADE IN ITS FIRST TEN YEARS?**

The most dominant theme in response to this question is LIRT's provision of a forum for all those librarians interested in instruction in library use "to come together, no matter what type of library they represent, to share experiences, to learn from one another and from other speakers and experts both inside and outside the profession" (Sheila Laidlaw). Further, this commitment by LIRT has presaged the current educational reform of education to work together to provide quality learning experiences. Patricia Breivik cites it as a model for the Presidential Commission on Information Literacy established by ALA's Margaret Chisholm "which will carry this LIRT concept further by uniting representatives from the library profession with those from a wide background of educational organizations" to forward the dialogue on educational reform.

Those interviewed cite other major contributions: the opportunities offered to any ALA member with an interest in bibliographic instruction to become involved; the needed attention LIRT has garnered for library instruction throughout ALA through its programs, publications, and other major projects; and, equally important, LIRT's emphasis on education as a lifelong continuum requiring instruction in library use at every level.

**Lois Pausch  
University of  
Illinois**

**QUESTION 2: WHAT DO YOU SEE AS SOME OF THE ISSUES FACING LIBRARY INSTRUCTION IN THE NEXT TEN YEARS?**

**Mary Popp  
Indiana  
University**

Among the issues facing library instruction in the next ten years, the one most often mentioned is the need for full integration of technology into the BI process. As Marilyn Segal notes, the issue is "not only the technology that patrons will be using in the library, but also how to use that technology in our instruction." This will require that instruction librarians stay on top of new types and applications of technology to offer

(Continued on page 4)



instruction on what is available, possible, and useful. In turn, this will enable them to effectively utilize new technologies in their instructional programs. This knowledge and experience could grant additional status to professional librarians as experts in the oft-times threatening milieu of technology. As a result, the role of the librarian as mediator in the use of technology may be redefined, a view expressed by several respondents including Deanna Marcum and Lois Pausch. Janet Gilligan sees a corollary to this when she states, "the second challenge for BI librarians is how to interface new technology with old standard tools that are not yet, and perhaps never will be, online..."

Another issue seen as having high priority is the search for some objective means of evaluation to prove the value of library instruction. Mary Popp notes that "we must determine the effectiveness of library instruction activities in general" and "evaluate...traditional library instruction methods..." in order to garner support for the "concept of library instruction/user education as a vital part of the library/information use experience." Ben LoBue goes further when he states that library instruction "needs to prove that it is making a contribution;" he is not sure "there is demonstrable data that proves that what has been done matters." This could be one step in providing the basis for BI librarians to become "more aggressive and much more active in being their own PR people" as May Brottman suggests.

Carolyn Dusenbury suggests that bibliographic instruction librarians deal with "the library without walls," addressing the provision of services to meet the information needs of the nonuser or remote user. Janet Gilligan expresses the idea that BI librarians consider the needs of those who have never used a public access library, especially foreign students or visitors and recent immigrants.

In the continuum of bibliographic instruction, as was expressed by Carolyn Dusenbury and Patricia Breivik, attention to these issues could result in librarians becoming leaders in promoting the importance of information literacy. This is yet one more issue to be faced.

QUESTION 3: WHAT DO YOU SEE AS LIRT'S ROLE IN RESPONDING TO THESE ISSUES?

The challenges facing LIRT are many. First of all, respondents assert, LIRT needs to focus on the issues, to be the conduit by which those issues are confronted and resolved, and to disseminate information about solutions. Carolyn Dusenbury cautions LIRT to stay "ahead of the curve...acting instead of reacting." Sheila Laidlaw emphasizes that LIRT must continue to get "information to the grass roots" using increasing "regional involvement from all types of libraries, the Affiliates Council, and an expanded publishing program." It is particularly important to communicate our successes, Deanna Marcum notes, because everyone should "know as much about what worked and why it seemed to have worked as possible." Involvement by the grass roots requires

(Continued on page 5)

opportunities and appropriate rewards for participation in research, publication, and other LIRT activities by public, school, and special librarians (Linda Dougherty), and should take into account the positive contributions and the needs of members who cannot attend conferences on a regular basis (Mary Popp).

A second major LIRT activity must be the acceptance of a leadership role to, in the words of Patricia Breivik, "aggressively...explore ways in which to foster linkages with other concerned educational organizations." It is vital that we "make these links and connections in order to be successful in our basic mission." (Linda Dougherty). Deanna Marcum argues that these discussions should include policy issues as well as day to day problems. Janet Gilligan states that the BI view should not be parochial, but should encompass the library world beyond the borders of LIRT, ALA and the U.S. In the words of May Brottman, "What we really need is more cooperation...and the realization that if each one takes a little piece and works together the total product is the result we want to see."

A third LIRT response should be to determine what successful practitioners need to know so that we can work with library schools to make professional education more responsive to the needs of user education. Strong continuing education programs, particularly about newer technologies should also be developed. These programs should allow participants to "come away with...[a] skill or substantive knowledge," (Marilyn Segal) and it may be necessary for LIRT to "combine with...other groups who need to provide the same sort of information" in order

to find sufficient resources to do the job well. Efforts should not be limited to programs at national conferences, but encompass a variety of formats, including regional workshops, publications, and distance education.

The fourth, and perhaps the most far-reaching activity in which LIRT must engage, is to lead the effort to provide "demonstrable data" (Ben LoBue) to prove that "what we have done matters." Significant work on this issue is going on within the American Library Association right now, with LIRT members actively involved. Responses indicate that LIRT should continue to pursue a course of active participation in this most important of issues.

The founders and former presidents of LIRT are a diverse group, representing a variety of geographical areas, types of libraries, and professional roles. Nonetheless, there was considerable unanimity about the issues facing library instruction librarians and LIRT and about the responses LIRT's current leaders should make. Commitments to proving the worth of library instruction, to continuing education, to publishing, to open discussion of issues, and to cooperation with other interested groups are seen as vital to a successful future for library instruction and the Library Instruction Round Table.

We would like to express our sincere appreciation to the responding founders and former presidents of the Library Instruction Round Table.

\*\*\*\*\*  
 \* LIRT \*  
 \* AFFILIATES \*  
 \* COUNCIL \*  
 \*  
 \* Are you a member of \*  
 \* a local, state, or \*  
 \* regional library \*  
 \* instruction group? \*  
 \* The Affiliates Council \*  
 \* would like to hear from \*  
 \* you. Please send: \*  
 \* -Name of group \*  
 \* -Name, address, and \*  
 \* telephone number of \*  
 \* contact person \*  
 \* -Affiliations with \*  
 \* state or regional \*  
 \* organizations \*  
 \* -Group interest in \*  
 \* LIRT affiliation. \*  
 \*  
 \* TO: Abby Loomis \*  
 \* General Reference \*  
 \* University Libraries \*  
 \* Northern Illinois \*  
 \* University \*  
 \* DeKalb, IL 60115 \*  
 \*  
 \* or \*  
 \*  
 \* Louise Greenfield \*  
 \* University Library \*  
 \* University of Arizona \*  
 \* Tucson, AZ 85721 \*  
 \*  
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## DEADLINE

FOR NEXT LIRT News is

January 20, 1988

LIRT President, Thelma Tate and LIRT News Editor, Elizabeth Dailey will accept copy at Midwinter; or, mail to Editor at address listed on page 2.

ACRL

Bibliographic Instruction Section  
 Computer Concerns Committee

## DISCUSSION FORUM

REMOTE ONLINE USERS--  
 ISSUES AND TRENDS

Date: Tuesday, January 12, 1988

Time: 9:30 a.m. - 11:00 a.m.

Place: San Antonio. For location please check the Midwinter Program 2nd meeting of the ACRL BIS Computer Concerns Committee

Librarians experienced with instructing remote users of online catalogs and databases will be present to engage in discussion and answer questions.

## Case Studies in Library Instruction

A new LIRT publication for...

- School
- Public Libraries
- Academic Libraries

*Topics include: Instruction for end-user searching, online catalogs, non-traditional and foreign students, the first class, and planning for library instruction. Each case study includes questions for further discussion and a bibliography of readings.*

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 50 E. Huron Street, Chicago, IL 60611



\* LIRT is in the process of assembling  
\* a resource file composed of editorial guidelines  
\* from journals and newsletters that publish articles on  
\* bibliographic instruction. Its purpose is to promote  
\* B.I. publishing and scholarship by making such useful  
\* information available upon request. The file currently  
\* lists editorial requirements for almost fifty  
\* ALA publications and several other well  
\* known library journals as well.  
\* For further information  
\* write: Patrick Max  
\* Hesburgh Library  
\* University of Notre Dame  
\* Notre Dame, IN 46556

M I D W I N T E R 1 9 8 8

## DISCUSSION

SUNDAY, JANUARY 10-----11:00 A.M.

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Bradigan, Pamela S., Susan Kroll and Sally R. Sims. "Graduate Student Bibliographic Instruction at a Large University: A Workshop Approach." *RQ*, 26 (3) (Spring 1987) pp. 335-340

--Outlines a research program for graduate students that has been offered by the Ohio State University Libraries since 1983. It takes the program (which focuses on non-course related classes that include students with a variety of majors) from its inception through evaluation.

Bungard, Teresa. "Bibliographic Instruction Librarians--Good and Great." *Research Strategies*, 5 (Winter 1987) pp. 39-41

--In the "Dialogue and Debate" column, this is a list of reactions from librarians on what makes good and great bibliographic instruction librarians.

Kohl, David F. and Lisabeth A. Wilson. "Effectiveness of Course-Integrated Bibliographic Instruction in Improving Coursework." *RQ*, 26 (2) (Winter 1986) pp. 206-211

Unlike traditional, tool-specific BI, a cognitive strategy begins with the student's research question and focuses on understanding how information is organized, rather than simply on the mechanics of using library tools. The authors found that the latter method helped students develop a more complex, appropriate and individualized research strategy.

Margolis, Michael. "Library Instruction and Intellectual Stimulation." *Reference Services Review*, 15 (Spring 1987) pp. 47-49

--Suggests ways to stimulate students' interest in their research projects through library instruction. The author contends that subject involvement by the librarian/instructor would provide the basis for implementing more effective methods of bibliographic instruction.

Rader, Hannelore B. "Library Orientation and Instruction--1986." *Reference Services Review*, 15 (Summer 1987) pp. 65-86

--An annotated list of English language publications dealing with user education in all types of libraries and arranged by library type. This 13th annual review also gives a few statistics on increases/decreases in bibliographic instruction publications by type of library.



American Library Association  
LIBRARY INSTRUCTION ROUND TABLE  
Committee Volunteer Form

NAME:

TITLE AND WORK ADDRESS:

OFFICE TELEPHONE:(    )                      HOME TELEPHONE (optional):(    )

ARE YOU NOW A MEMBER OF LIRT?        .....YES        .....NO

CAN YOU, DURING THE NEXT TWO 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 YOU ARE INTERESTED IN SERVING (Check):

.....Conference Program	.....Organization
.....Continuing Education	.....Public Relations/Membership
.....Election and Nominating	.....Publications
.....Liaison	.....Research
.....Long Range Planning	.....Affiliates
.....Ad Hoc Committees and Task Forces as appointed by the Steering Committee	
.....Recorder	

WORK EXPERIENCE (Attach extra pages as necessary):

OTHER PROFESSIONAL ORGANIZATIONS:

SIGNATURE:..... DATE:.....

Thank you for volunteering to work with LIRT!

Please return form to: Tobeylynn Birch  
California School of Professional Psychology  
2235 Beverly Blvd.  
Los Angeles, CA 90057

ATTENTION: CHICAGO AND DALLAS AREA LIBRARIANS. LIRT NEEDS LOCAL ARRANGEMENTS SUPPORT FOR THE PUBLIC RELATIONS/ MEMBERSHIP COMMITTEE AND PROGRAM COMMITTEES FOR 1989 & 1990. VOLUNTEER NOW!

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Library Instruction Round Table  
Invites You to go out for a

# BITE with LIRT

in San Antonio



Here's your chance to talk informally with other librarians interested in library instruction. LIRT is organizing small groups for lunch and dinner at modestly priced restaurants during ALA Midwinter so that we can get to know each other and share ideas and experiences.

Return the reservation form below. You will be notified when and where to meet your group.

LIRT includes librarians from all types of libraries: academic, public, school, and special. You need not be a member of LIRT to participate.

**Yes!! I'd like to go out for a BITE with LIRT!!**

My preference is:

\_\_\_\_\_ Dinner at 6:30 -- Sunday, January 10, 1988

\_\_\_\_\_ Lunch at 12:30 -- Monday, January 11, 1988

Name \_\_\_\_\_

Institution \_\_\_\_\_

Mailing Address \_\_\_\_\_

Are you a LIRT member? \_\_\_\_\_

Please send this form by December 11, 1987 to:

✻ Debbie Schaeffer ✻  
Renne Library  
Montana State University  
Bozeman, Montana 59717

LIBRARY INSTRUCTION ROUND TABLE  
ALA MIDWINTER SCHEDULE OF LIRT MEETINGS  
JANUARY 8 - 14, 1988  
SAN ANTONIO, TEXAS

**FRIDAY, JANUARY 8**

2:00 p.m. - 4:00 p.m.	ALA - Instruction in the Use of Libraries
8:00 p.m. - 10:00 p.m.	Steering Committee

**SATURDAY, JANUARY 9**

8:00 a.m. - 11:00 a.m.	<b>A L L C O M M I T T E E S M E E T I N G</b>
11:00 a.m. - 12:30 p.m.	Ad Hoc Affiliates Committee
11:00 a.m. - 12:30 p.m.	Research Committee
11:30 a.m. - 12:30 p.m.	ALA - Instruction in the Use of Libraries
2:00 p.m. - 4:00 p.m.	Executive Board
2:00 p.m. - 4:00 p.m.	Continuing Education Committee
4:30 p.m. - 5:30 p.m.	Handbook Publications Task Force
8:00 p.m. - 10:00 p.m.	Elections/Nominations Committee

**SUNDAY, JANUARY 10**

8:00 a.m. - 11:00 a.m.	Long Range Planning Committee
9:00 a.m. - 11:00 a.m.	Organization/ Bylaws Committee
9:00 a.m. - 11:00 a.m.	Public Relations/Membership Committee
11:00 a.m. - 12:30 p.m.	<b>LIRT DISCUSSION GROUP</b>
2:00 p.m. - 4:00 p.m.	Ad Hoc Affiliates & Affiliates Council
4:30 p.m. - 5:30 p.m.	ALA - Round Tables Coordinating Committee
6:30 p.m. - 8:00 p.m.	<b>LIRT BITE Dinner</b>

**MONDAY, JANUARY 11**

8:00 a.m. - 11:00 a.m.	Steering Committee & Organization/Bylaws
11:00 a.m. - 12:30 p.m.	Elections/Nominations Committee
12:30 p.m. - 2:00 p.m.	<b>LIRT BITE Luncheon</b>
2:00 p.m. - 5:30 p.m.	ALA - Instruction in the Use of Libraries

**TUESDAY, JANUARY 12**

9:00 a.m. - 11:00 a.m.	Liaison Committee
9:30 a.m. - 11:00 a.m.	1988 LIRT Conference Program Committee
2:00 p.m. - 4:00 p.m.	Steering Committee
8:00 p.m. - 10:00 p.m.	Executive Board

**WEDNESDAY, JANUARY 13**

9:00 a.m. - 11:00 a.m.	ALA - Executive Board Meeting
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C O M M I T T E E   M E M B E R S   N E E D E D

MESSAGE FROM TOBEYLYNN BIRCH.....LIRT VICE PRESIDENT

On page nine of this issue of LIRT News you will find a copy of our committee volunteer form. If you are interested in becoming active in LIRT, please take the time to remove the form (or copy it), fill it out, and return to me as soon as possible. During the beginning of 1988, Thelma Tate, LIRT President, and I will be assigning members to committees for two year terms beginning after the Annual Conference in New Orleans, and we will need a long list of volunteers from which to work. We are particularly interested in increasing the number of school and public librarians serving on committees; and, we will be looking for librarians from areas around Dallas and Chicago to provide local arrangements support on the Public Relations/ Membership Committee, and the Program 1989 and Program 1990 Committees. You do not need to have served on other professional committees to be considered; such information is used to help us assign you to a committee that can best use your talents. I'm looking forward to hearing from you!

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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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730 S Mt Pleasant Rd  
Philadelphia, PA 19119



**FIRST CLASS MAIL**