

President's column

Unlimited possibilities for involvement

by Tobeylynn Birch

I wrote the first draft of this column while flying back from ALA Midwinter in Washington, D.C. Despite the cold and the loss of my voice, I really enjoyed the five days of meetings. I always look forward to ALA Midwinter and Annual Conferences and come back to work rejuvenated. This year is particularly gratifying because, as President of LIRT, I am working with an active and enthusiastic group of officers and committee chairs. As you can see by the various reports in this issue of the **LIRT News** a number of exciting projects are underway:

- Critical thinking, a hot issue in library instruction and education in general, will be the topic of LIRT's program at the ALA Annual Conference in Dallas this summer.
- We are eagerly awaiting the LIRT Research Committee's analysis of their "Aims of User Education" survey to help us better understand the objectives of user education programs and services.
- Because of the overwhelmingly positive response to our discussion forums on cooperative bibliographic instruction and computer applications, a by-laws change that will allow us to establish discussion groups on whatever topics are requested by our members has been proposed.

What inspires me most about LIRT is the people--individuals who are passionate about library instruction, people eager to learn more and share what they learn with others. When I think about these active members of LIRT--librarians from academic, school, public and special libraries who volunteer their time and financial resources to serve on committees--I know that for every active committee member there are another ten librarians who care deeply enough about library instruction to be members of LIRT but, for whatever reasons, cannot commit to attending conferences and therefore do not serve on committees. It would be impossible for all of LIRT's 1200 members to serve on committees or as officers, but there is more than enough work to be done--within LIRT and for library instruction as a whole--and much of it can be done by those who can't regularly attend conferences. For instance, we need more librarians to share what they do in their libraries by writing brief reports or research articles for the **LIRT News** or other publications (both library and non-library). Others can provide assistance on LIRT

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AND LOTS MORE!

Notes from the Editor

The Newsletter Committee had a productive meeting at Midwinter. One idea we want to implement as soon as possible proves Tobeylynn's assertion that there are numerous ways to be an active LIRT member without having to attend the conferences (See this issue's President's Column). We're looking for people who enjoy keeping up with what's going on in library instruction on the state and local level to serve as **Regional Reporters**. We need people "in the field" to help share information about innovative programs and people involved in BI. We need people from all over the country. The time commitment can be structured to your situation; it can be minimal, especially if you already read the different newsletters, etc. that come out in your region. Reporters won't need to write articles; they can serve simply as "lookouts" who notify the Newsletter Editor about article possibilities. If you are interested contact me soon (right now! today!). Call (812) 855-9857 or write to Emily Okada, UGLS, Main Library w121, Indiana University, Bloomington, IN 47405. **Be the ears and eyes of the LIRT News!**

V O T E

Two LIRT members have filed petitions to run for ALA Council. The Council is the governing body of ALA and determines all Association policies. Watch for their names on the ballot: J. Randolph Call and May Brottman. Help place advocates for library instruction where they can further our goals. Vote!

Unlimited Possibilities

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projects--local arrangements for LIRT activities in ALA conference cities, or computer support for research and database projects. We should also actively network with other librarians in local or regional LIRT affiliate groups or help establish such groups where they don't yet exist.

If you would like to be more active in LIRT but can't spare the time or money to attend conferences, please write me at the following address: California School of Professional Psychology, 2235 Beverly Blvd., Los Angeles, CA 90057. Let me know what you think you could do for LIRT. Don't limit your ideas to what's been mentioned in this column--you may have a talent or be aware of a need that no one else has thought about. It may take time for all of our ideas to work their way through LIRT's organizational structure, but don't let that stop you. Help us continue to meet the challenge of library instruction with your creativity, commitment and energy. I look forward to hearing from you.

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.

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Contributions to be considered for the June 1989 issue must be sent to the editor by April 28, 1989.

Send claims to Jeniece Guy, American Library Association, 50 East Huron Street, Chicago, IL 60611.

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DALLAS DINING



Have a BITE WITH LIRT

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 Annual Conference so that we can get to know each other and share ideas and experience.

To reserve your place, 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 in a "Bite."

YES!! I'D LIKE TO GO OUT FOR A BITE WITH LIRT!!

My preference is:

Lunch at 12:30

Dinner at 6:30

Saturday, 24 June _____

Saturday, 24 June _____

Sunday, 25 June _____

Monday, 26 June _____

Monday, 26 June _____

Name: _____

Telephone: () _____

Institution: _____

Address: _____

Are you a LIRT member? ____yes ____no

Please send this form by May 22, 1989 to:

Norma J. Carmack · Trinity University Library
715 Stadium Drive · San Antonio, TX 78284

CANDIDATES FOR LIRT OFFICES

The Elections/Nominations Committee would like to introduce you to the candidates for LIRT offices in the upcoming elections. The candidates for Vice-President/President-Elect represent academic libraries, those for Secretary are from public libraries and candidates for Treasurer are from school/special libraries. Please read this over and vote when your ALA ballot arrives.

VICE-PRESIDENT/PRESIDENT-ELECT

LOUISE W. GREENFIELD

is Head Instruction Librarian at the University of Arizona. She has served LIRT as Treasurer (1982-1983), Chair of PR/Membership and Affiliates Committees and has been a member of the Elections and Handbook Publishing Committees. She is active in ALA, serving on the ACRL Liaison Committee and was also chair of the Instruction Committee in the Arizona State Library Association. She was the principal investigator with a grant team which developed an instructional model for librarian/faculty collaboration and course design.

Candidate Statement--Louise W. Greenfield

My role as an instruction librarian and my active participation in LIRT have both served to direct my interest and involvement in a variety of issues and concerns. As co-chairperson of the LIRT Affiliates Committee, I am aware of the need for LIRT to reach out to local, state and regional instruction associations to support librarians unable to attend national meetings. The growing number of non-traditional users holds special challenges for library instruction librarians. LIRT must continue its focus on preparing librarians to teach. Having supervised a freshmen library skills program for the past seven years, I am concerned with information literacy. LIRT's diverse membership gives it a unique role in promoting the integration of research skills into the curriculum at all levels to ensure preparation for living responsibly in an increasingly complex world.

JOHN C. TYSON

is University Librarian, Boatwright Memorial Library, at the University of Richmond. He has served as LIRT Secretary (1984-85), Chair of LIRT's Program Committee (1981-82), and on the Long Range Planning Committee. He has been active in ALA as a Council Member at Large, on the Council Orientation Committee, Instruction in the Use of Libraries Committee (chair, '84-'85),

ACRL Nominations & Appointments Committee (chair, '87-'88), ACRL Publications in Librarianship Editorial Board, President's Program Committee. He is active in LAMA, and in ALA's Black Caucus (Vice-chair/Chair-elect, 1988-90). He is also active in state and local organizations including the Southeastern Library Association and the Virginia Library Association. He has published in the areas of library administration and staff development, including **Materials and Methods for Business Research** (1980) and has served as a library management consultant to public and academic libraries.

Candidate Statement--John C. Tyson

The need to provide instruction in the use of libraries remains an important component in the learning process for all citizens. The strength of the Library Instruction Round Table is that it provides a unique opportunity within the American Library Association for academic, school, public and special librarians to 1) share their knowledge and expertise in this area and 2) creatively address common problems and concerns which serve as potential barriers to creating an information literate society. I firmly believe that library literacy can be an essential key to improved student performance, life-long learning, and active citizenship. I would be honored to serve LIRT in this important leadership role, and lend my time, energy, and skills to advancing the cause of our organization.

SECRETARY

TIMOTHY P. GRIMES

is a Philosophy, Religion and Education Librarian at the Detroit Public Library. He has been Treasurer of LIRT (1987-88) and a member of the Research Committee. He is active in ALA, serving on the Adult Materials Committee in RASD. Timothy serves on library committees in the Michigan Library Association.

Candidate Statement--Timothy P. Grimes

The recent report of ALA's Presidential Committee on Information Literacy highlights concerns facing the new Information Age. "Information literacy--the ability to find, analyze and use information--is vital if we are to reap the benefits of the Information Age" states ALA President Summers in the report's press release. Now, more than ever, patrons need assistance in their journey through this confusing whirlwind of data. Clear, focused and understandable library instruction is a necessity, and LIRT should be a leader in this field.

Our libraries serve varied clientele--each with different needs and experience levels. Our library instruction programs must reach each of these

unique clients, demonstrating that the library is a storehouse of information easily understood and easily accessed. This should be our goal.

D'ANNA K. SHOTTS

is a reference librarian at the Indianapolis-Marion County Public Library. She has been a member of the LIRT Program Committee (1985-87) and the Long-Range Planning Committee (1988-90). She served as presenter for CLSI at the 1987 LIRT program. She is currently a member of the Steering Committee, Discussion Group on Bibliographic Instruction of the Indiana Library Association.

Candidate Statement--D'Anna K. Shotts

As a public librarian, I often sense a paradox between my responsibility as an information provider and my role as a patron educator. This is a wholesome tension, challenging me to do my best as a facilitator of the information transfer process--one who teaches when education is appropriate, and dispenses information when rapid delivery is essential. LIRT is a forum where I meet others interested in discussing this provision-instruction continuum, learn new techniques for formal and informal patron education, and work to improve information access for all patrons. As an officer in LIRT, I will support the intensification of efforts to solicit new members from public and special libraries, and the search for program and research topics which have general appeal. Through this continued broadening of the membership base, LIRT can provide for creative exchange among librarians from all types of libraries.

TREASURER

J. RANDOLPH CALL

is manager of the Online Systems Products and Services Department at OCLC. He is presently chair of the Handbook Publication Task Force and a member of the Elections/Nominations Committee. He has served as LIRT Treasurer (1986-87) and has served on various LIRT committees for the past ten years. He is active in ALA with RTSD.

Candidate Statement--J. Randolph Call

My chief concern remains the relatively low levels of public and special librarians participating in LIRT. Our Round Table's charge is to involve librarians performing instruction in all types and sizes of libraries. I think we need to ask public and special librarians why they seem under-represented. Once we have some sort of answer to the "why" question, then LIRT can systematically

address what we do to involve these librarians more.

My other major concern is the Round Table's continued financial health. I feel comfortable dealing with money issues: I was Treasurer once before. I think the Round Table's future involves more expenses for staff-like positions as the Round Table evolves structures to meet goals. I also think ALA services will cost the Round Table more than we spent in the past. LIRT need to know financial impacts of each change and what we can and cannot negotiate with ALA.

LYNN E. RANDALL

is Director of the Learning Resources Center at the Berkeley School (NJ). She has been a member of the LIRT Liaison Committee, PR/Membership Committee and the Publications/Promotion Task Force. She has served on various ACRL-BIS Committees. Lynn is currently chair of the Exhibits Committee in the New Jersey Library Association, member at large on the Executive Board in the New Jersey Chapter of ACRL and Treasurer of the Council of Two-Year College Librarians (NJ).

Candidate Statement--Lynn E. Randall

With the increasing emphasis on lack of basic skills and concern about real and functional illiteracy in the country today, the role of the librarian as teacher/educator becomes increasingly important. Bibliographic instruction or library orientation or whatever you choose to call it is playing and will continue to play a major role in all types and sizes of libraries: in elementary and secondary school libraries, in college and university libraries, in public libraries, in special libraries. Any time there is a patron/user/client/student who does not know or cannot find the answer to a question, the librarian begins the process of instructing him/her--a process which once begun can help that user unlock worlds of information never before imagined.

I'm proud to be a BI librarian and a member of LIRT and able to open a window--however small it may be--to critical thinking processes as well as being able to show users "where to find it."

The sharing of ideas, tools, approaches to instruction--successful and otherwise--among all types of librarians makes LIRT involvement meaningful. I would welcome the opportunity to serve as LIRT Treasurer and be able to share with--and learn from--my BI colleagues. I have the technical knowledge necessary to serve as Treasurer and the very real desire to make LIRT's second decade even more significant to its members than the first. The LIRT leadership has always been at the forefront in providing innovative programs and services to its members and I welcome the opportunity to help continue on it that tradition.

THE LIRT 1989 PROGRAM: A PREVIEW

Many librarians who provide instructional services have never given much thought to critical thinking or how it can be incorporated into their classes to improve students' library skills. Just what is critical thinking and how can it be incorporated into library instruction? Who has tried and how has it worked? For answers to these questions and for practical ideas to use in your classroom, plan to attend

THINK ABOUT IT! CRITICAL THINKING AND LIBRARY INSTRUCTION

9:30am to 12:30pm
Sunday, 25 June 1989
in Dallas

(Check the conference program for location)

Six speakers will address critical thinking from a variety of perspectives:

Dr. Judy Burroughs-Keith, Assistant Professor of Clinical Psychiatry and Pediatrics (University of Texas-Southwestern Medical Center, Dallas) will provide a framework for the program by explaining cognitive development and critical thinking. Dr. Burroughs-Keith will explain how people learn and what they are capable of learning at various developmental stages.

Carol Kuhlthau, Assistant Professor, School of Communication, Information and Library Studies (Rutgers University) will set a base for the relationship between library instruction and critical thinking skills.

Virginia Rankin, Librarian (Tillcum Middle School, Seattle, Washington) will discuss critical thinking as it applies to library instruction in the school library setting.

Elsbeth Gooding, Director (Kittatinny Regional High School, New Jersey) will talk about critical thinking, library instruction and the transition from high school to college.

Nancyanne O'Hanlon, Reference Librarian (Undergraduate Library, Ohio State University) will relate critical thinking skills and library instruction at the university (especially the undergraduate) level.

Sonia Bodi, Associate Professor and Head Reference Librarian (North Park College & Theological Seminary, Chicago) will relate how she uses critical thinking skills in her library instruction program.

Because LIRT aims to facilitate communication among librarians in different types of libraries, the program will conclude with break-out sessions to allow individual questions and discussion. This year's break-out sessions will be broken up by age groups of library users, not by type of library. The groups will be: Ages 1-8, 9-15, 16-21, and 22+

CALL FOR FACILITATORS

The 1989 LIRT Program Committee is seeking volunteers to serve as facilitators for the break-out sessions which follow the 1989 program "Think About It!: Critical Thinking and Library Instruction." Break-out sessions will be broken up by age groups of library users. The groups will be divided as follows:

Ages 1 to 8; 9 to 15; 16 to 21; 22+

If you are interested in serving as a facilitator, please complete the form below and mail to Emily Bergman at the address listed on the form. Facilitators will be notified of a short training session to be held sometime prior to the program which will be held from 9:30am to 12:30pm, Sunday, 25 June 1989.

FACILITATOR VOLUNTEER FORM

I am interested in serving as a facilitator for a break-out session following the 1989 LIRT Program in Dallas. I am interested in the following group(s)

_____Ages 1 to 8

_____Ages 9 to 15

_____Ages 16 to 21

_____Ages 22+

Name: _____

Title: _____

Institution: _____

Address: _____

Telephone Number: _____

Mail form to:

Emily Bergman, Assistant Library Director
California School of Professional Psychology
2235 Beverly Boulevard
Los Angeles, California 90057

How to define a problem or select a topic for research

By Lill Maman
Rutgers University

This article is the second in a series being written by members of the LIRT Research Committee.

Emily Bergman's article on research in the last issue of the LIRT News inspired us to think about what kind of research we can do. I will try to take you a step further and discuss how to define a problem or select a topic for research.

First of all the topic should be of interest to you, and you should know something about it beforehand. The topic can be work related, we're all involved in projects in our libraries that could benefit from research. There may also be topics within your community to explore. Some examples:

- To find out how much students learn from the bibliographic instruction course you teach each year, give a short test at the beginning of the semester and then re-test later in the semester. What have they learned? How do they use the information you covered?
- If you have organized a program for your library users, find out how successful it was. A short questionnaire asking for input from your patrons can tell you what they liked or what they didn't like. You can use this information to make improvements. If the feedback is positive, you've got great support for a request for additional funding!
- You want to monitor the use of some of the indexes in your library after the introduction of a new CD-ROM database.

Stating the Problem

You must define the purpose of your research. Do you want to describe a situation or a set of circumstances? Is the purpose of your research to monitor the results of a recently introduced change in services, procedure, policy, etc.? Is there a problem that you want to solve? Each of these situations could require a different research method. For example, there are many techniques used in management studies to

define and solve a problem. These techniques can be used in a library setting to analyze a problem and lead to a better designed questionnaire or survey. The goal orientation method of looking at the needs and obstacles you have to overcome in order to reach stated goals and objectives might be applicable. Another way of defining a problem is to reverse the situations and look at it from another angle. The new observations that result could lead you to a better understanding of your topic. You could also use the boundary examinations technique to reconstruct your problem and develop new insights. State your topic as a problem. The problem statement provides the question. In conjunction with this, a hypothesis is developed; assumptions are stated as grounds for arguments and testing. An example of a problem may be the question, "To what extent do students retain research strategies taught in a one hour session of a Freshman English course?" The hypothesis in this case may be: "research strategies taught through team planning with an English teacher provide the type of reinforcement that support long term retention."

There are many books published on problem solving and research methods, two that I recommend are:

VanGundy, Arthur B. *Techniques of Structured Problem Solving*, 2nd edition. New York, Van Nostrand Reinhold Co., 1988.

Williamson, John B. et al. *The Research Craft: An Introduction to Social Research Methods*, 2nd edition. Boston, Little, Brown and Co., 1982.

People, Time & Money

It is important to identify the population you want to survey. In some cases this is very easy. For example the population for a survey of your bibliographic instruction class would be the students taking the course. But if your research topic is the program you organize for the library patrons, it will be harder to identify the population you are interested in. However, you should be aware of the fact that the outcome of your

study is very much related to the population you choose to survey.

In deciding on a topic the timing of your research is very important. This might be a project which will take you several months to complete. If you plan to use your research results to ask for additional funding, will you have time to write the questionnaire, send it out, give the patrons time enough to respond and finally analyze the findings before your funding proposal has to be in?

Another important consideration is money. Most surveys will cost money for both photocopying and mailing. It might not be too expensive, but you should check with your library administration to find out if money is available for your project.

I hope these few points will help you select a topic that will lead you to find the TRUTH. The next article in our series will describe research methods and how they can be applied to libraries.

PROPOSED LIRT BYLAWS CHANGE

The Organization and Bylaws Committee proposes the following Bylaws changes to the membership. In accordance with Article VI of the Constitution, Bylaws may be changed by a two-thirds majority of votes of the personal members of the Round Table in attendance at a Conference membership meeting, provided that the proposed revisions are sent to members at least 30 days prior to the meeting. This serves as official notification of the proposed changes. The vote will take place at the LIRT Membership Meeting in Dallas scheduled for Sunday, 25 June 1989 from 9:30am to 10am.

INSERT New Section VIII:

SECTION VIII. LIBRARY INSTRUCTION DISCUSSION GROUPS

The Executive Board may establish discussion groups for any specific purpose within the purview of the Round Table.

A discussion group is an open forum for exchanging information. The Executive Board approves the discussion group and determines the LIRT unit to which the group will report.

RENUMBER current Section VIII as IX and current Section IX as X.

RATIONAL: To interest and involve individuals who are not presently serving on LIRT committees or who are not LIRT members. To provide LIRT information on recent changes, trends, developments, problems and concerns of library staff involved in library instruction.

LIRT COMMITTEE REPORTS-- MIDWINTER CONFERENCE 1989

AFFILIATES

Discussed implementation of LAIN (Library Affiliates Information Network) and ways to disseminate LAIN data and the creating of a LAIN database.

COMPUTER APPLICATIONS

Discussed and assigned projects to evaluate/investigate issues & products and make the resulting information available either through LIRT News or as separate publications. Projects include: survey of libraries with online catalogs to determine use in BI; expert systems in libraries; review of clip-art on disk; review of signage/graphics software; investigate appropriateness of commercial CAI software for university level; develop list of contacts (organizations & individuals); investigate desktop publishing software.

CONTINUING EDUCATION

Discussed the selection of the LIRT "Top Twenty" bibliography, the 1989 annual program bibliography articles, the LOEX/LIRT-CE speakers' database, and another case studies book. The group also set up a subcommittee to study the CE project for isolated librarians.

ELECTIONS/NOMINATIONS

Finalized slate for LIRT officers on 1989 ALA ballot. Discussed need for current LIRT membership list for use in recruitment of local volunteers at future conferences. Defined duties for Past-President's Council Guidelines. Prepared & reviewed handout for prospective candidates for ALA Council. Continued work on Leadership Program; guidelines & lesson plans for this to be discussed further in Dallas.

LIAISON

Members attended BI related meetings held during conference & reported on each (noted that discussion in many of these meetings

emphasized that faculty and librarians must get together to determine the content of BI sessions, whether at the high school, middle school or university level, a partnership must be established). Also discussed request for LIRT speakers for the National Council of Teachers of English Conference. Reviewed meetings to be attended and reported on in Dallas, these will include meetings on research as well as BI.

NEWSLETTER

Discussed ways to get information about state and local bibliographic instruction activities. In joint meeting with Organizations & Bylaws Committee decided to draft & submit proposal for establishing a production editor "position" for newsletter. Also worked on detailed guidelines for LIRT News preparation and content.

PROGRAM (1989)

Speakers are arranged; committee discussed promotional "fan" to advertise LIRT and the Dallas program.

PUBLIC RELATIONS/MEMBERSHIP

Forwarded 4 proposals to Steering Committee: 1) to issue a publicity statement promoting LIRT membership and to submit same to various newsletters; 2) to have a LIRT ribbon produced; 3) to develop a flyer and packet to recruit library school students; and 4) to add a second PC at the LIRT booth.

RESEARCH

Discussed future articles in the research series being published in the LIRT News. Elizabeth Kenney submitted list of ALA committees likely to focus on research; shared same with Liaison Committee. Discussed cross-tabulation of the user education survey results. Recommended to Steering Committee that an information link between the Liaison & Research Committees be developed.

LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form before April 30, 1989 and mail it to the Vice President/President Elect of LIRT:

Fay Golden
Liverpool Public Library
Tulip & 2nd Streets
Liverpool, NY 13088

Name and Title: _____

Institutional Address:

Home Address:

(star * preferred mailing address)

Date of application: ____/____/____

LIRT COMMITTEE PREFERENCES: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred). If you are willing to serve as recorder for this group, follow your number preference with the letter "R." Please refer to the December, 1988 issue of LIRT News for committee descriptions.

- | | |
|--|--|
| <input type="checkbox"/> Computer Applications | <input type="checkbox"/> Conference Program |
| <input type="checkbox"/> Continuing Education | <input type="checkbox"/> Elections/Nominations |
| <input type="checkbox"/> Liaison | <input type="checkbox"/> Long-Range Planning |
| <input type="checkbox"/> Newsletter | <input type="checkbox"/> Organizations/Bylaws |
| <input type="checkbox"/> PR/Membership | <input type="checkbox"/> Publications |
| <input type="checkbox"/> Research | <input type="checkbox"/> Other/Ad Hoc |

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? ____yes ____no

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS WITH YEARS OF SERVICE.

CHICAGO (Annual Conference 1990) and ATLANTA (Annual Conference 1991) area librarians! Check here to volunteer to help provide local arrangements support for the Public Relations/Membership Committee and the Program Committee: ____

Project communication exchange at the University of Minnesota

by Susan D. Gangl
University of Minnesota

How do four reference librarians teach library skills to 4,800 undergraduates each year? The staff at the University of Minnesota's Humanities/Social Sciences Wilson Library have been struggling with this question for years. Communication with the Composition Department became strained after various programs to provide library instruction only resulted in exhausted librarians and frustrated students who were overwhelmed by a complex library system. Interactive video is being considered for future applications, but the library staff wanted to take action to resolve this issue as soon as possible.

In the summer of 1988, aided by an increase in staff, several Wilson reference librarians decided to try a new approach. They invited the Composition Department's undergraduate instruction coordinator and his two assistants, who were veteran teaching assistants in the department, to join them in an open discussion of what instruction could and should be offered. These three coordinators work with approximately 40 teaching assistants who work as instructors for the department.

The librarians asked the coordinators to help them identify ways to meet the library information needs of the instructors as well as their students. Perhaps the most difficult step in initiating this process was to be willing to listen to the instructors while temporarily withholding any proposals regarding library instruction. The librarians asked the coordinator to explain the instructional objectives of the department, and eventually the group identified some misconceptions held by librarians and instructors (see next page). Rather than target the incom-

ing undergraduates as an audience, the librarians offered to take the instructors under their wings. They became known as the instructors' "personal librarians." (Each librarian is assigned to several instructors, who are encouraged to contact the personal librarian when designing any coursework involving the library.) After several meetings with the three coordinators, the librarians held a group discussion with over 30 Composition instructors.

With this groundwork established, librarians then proposed to develop a workshop for the Composition instructors. The Composition Department's coordinators responded enthusiastically and now support the librarians in actively training the instructors. The workshop will have two main objectives: 1) to provide the Composition instructors themselves with a clearer understanding of library services and stronger research skills; 2) to help the instructors encourage their students to develop library skills appropriate to their developmental level. With proper training, the Composition instructors will be better able to distinguish their own level of library research skills from those of their younger, less experienced students.

Project Communication Exchange is still in a developmental stage; its success cannot be measured. But several Composition instructors have reported higher morale and a positive attitude toward the library. The librarians hope that programmatic changes can be made to incorporate library instruction at an appropriate point in the students' development.

Preconceptions--Misconceptions

Librarians'

- that the instructors (usually graduate students in English Composition) have strong library skills and confidence in their use of the library.
- that the instructors are as enthusiastic about library instruction as the librarians are.
- that the instructors have time to develop strong teaching skills. In fact, even when the interest is there, the instructors are completing PhD theses while carrying heavy teaching loads. They may also have lives outside of academia (!); many also have young children at home.
- that the instructors have subject backgrounds in fields for which they teach writing skills. In fact, the typical instructor majors in English Literature but may be teaching a course on writing for the social sciences.
- that books are often easier to read than journal articles, because they are more likely to be written for a more general audience.
- that encyclopedia articles, especially those from subject specialized encyclopedias, are ideal introductions to a subject for the undergraduate student.
- that a practical solution based solely on librarians' experience will work. Librarians proposed placement of pre-packaged materials on reserve to facilitate access to high-demand items; Composition coordinators rejected the proposal because they wanted to encourage the students' freedom to choose topics.
- that students who come to the librarians for help on an assignment are representative of the entire class working on the assignment. The instructor can provide feedback regarding the overall success of an assignment.

Instructors'

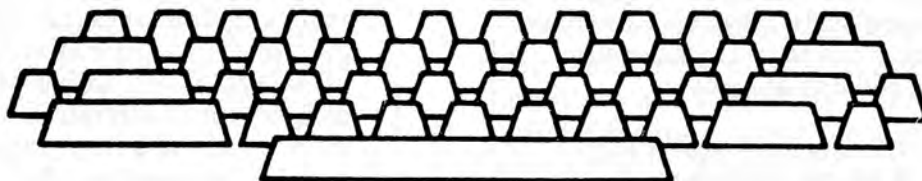
- that they themselves don't have time to master library skills, so the librarians should be responsible for teaching their classes--even basic skills required for successful library use, such as citation format and question analysis.
- that indexes familiar to the instructors are the appropriate sources for their students to use, regardless of the subject or complexity of use.
- that their students will have an academic experience similar to their own. In fact, the typical instructor attended a small liberal arts college with a single library designed for undergraduate use. Their students attend a large university with a complex decentralized library system designed primarily for graduate use.
- that students have a basic understanding of library use.
- that the students they teach (usually traditional freshmen, ages 18-19) will grasp concepts of library instruction as readily as they themselves do.
- that these students will be as enthusiastic about advanced concepts in library instruction as they themselves are.
- that journal articles are preferable to books for freshmen to read because they are shorter.
- that the use of articles from general or subject-specialized encyclopedias facilitates plagiarism and must be avoided.
- that an untested assignment will be feasible. Sometimes an instructor will create an assignment without "trying it out" to discover what the student must do to complete it.
- that an assignment borrowed from another instructor will be successful.

LIRT CALL FOR

INSTRUCTIONAL

MATERIALS FOR

ALA - DALLAS BOOTH



Share your innovations! Do you have samples of:

Instructional materials for... CD-ROM's
OLPAC's
End-User Searching

and... CAI Programs
Expert Systems
Interactive Video
Handouts
Study Guides
Brochures
Workbooks

The above materials are needed for display at the LIRT Booth at the annual ALA conference in Dallas. Please call or write Les Kong as soon as possible for details.

Contact:
Les Kong
Social Science Reference Dept.
The Library
California State University, Sacramento
2000 Jed Smith Drive
Sacramento, California 95819
(916) 278-5664

Send copies before June 12 to:
Mitch Stepanovich
University of Texas
at Arlington Libraries
P.O. Box 19497
UTA Sta
Arlington, TX 76019
ATTN: LIRT BOOTH MATERIALS

HELP IS NEEDED TO STAFF THE LIRT BOOTH AT ALA-DALLAS



The Membership/Public Relations Committee of the Library Instruction Round Table will again have an exhibit booth at the ALA conference. We need volunteers to staff the booth and to distribute information about LIRT and our activities.

If you can contribute a couple of hours of your time, you will have an opportunity to meet your colleagues and exchange ideas about LIRT and about library instruction in general. You need not be a member of LIRT to participate.

If you can help, fill out the form below and mail it to:

Doris A. Miller
General Reference
145-B Founders Memorial Library
Northern Illinois University
DeKalb, IL 60115

Please reply by May 15, 1989

Name _____ Telephone _____

Institution _____

Address _____

Indicate your first and second choices for scheduling by placing the numerals 1 & 2 in the appropriate blanks. You will be contacted prior to the conference regarding your scheduled hours.

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	No Pref.
Saturday, June 24	_____	_____	_____	_____	_____
Sunday, June 25	_____	_____	_____	_____	_____
Monday, June 26	_____	_____	_____	_____	_____
Tuesday, June 27	_____	_____	_____	**	_____

*** exhibits close at 3pm on Tuesday*

Have you staffed the LIRT Booth before? YES _____ NO _____



The 15th Anniversary Task Force held a preliminary meeting at the Midwinter conference and developed a plan for the celebration of LIRT's 15th Anniversary. This plan was subsequently approved by the Steering Committee.

We have approached BIS to co-sponsor an activity (such as a conference within a conference) during the 1992 annual conference in San Francisco. In addition, a publication which might include papers presented at the conference and/or solicited articles will be prepared.

Promotional materials will be sold to commemorate the anniversary, beginning in 1991.

Volunteers will be needed to carry out all of this work!

For more information, consult LIRT President Tobeylynn Birch, or either of the Task Force co-chairs:

Lois Pausch
Mathematics Library
216 Altgeld Hall
University of Illinois
1409 W. Green Street
Urbana, IL 61801

Mary Popp
Instruction Librarian
Main Library
Indiana University
Bloomington, IN 47405

LIBRARY INSTRUCTION ROUND TABLE NEWS

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