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LIBRARY INSTRUCTION ROUND TABLE NEWS

volume 13 no. 2

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FROM THE PRESIDENT*-Louise Greenfield*

I would like to invite all LIRT members to attend the Chicago, Midwinter, All Committee Meeting on Saturday, January 12, 1991, 8am-12:30. The All Committee Meeting, as its name implies, provides an opportunity for all LIRT committees to meet together before conducting the business of individual committees. We begin the All Committee Meeting with an issue which has organizational-wide interest.

This Midwinter we will preview the videotape production for which LIRT was granted the World Book - ALA Goal Award. The videotape project, conceived of and coordinated by Tobeylynn Birch, features Virginia Rankin, a librarian at Tillicum Middle School in Seattle, Washington introducing her middle school students to the pre-search process. The pre-search process asks students to think critically about what they know and what they don't know about a topic before they begin their research.

"The object of the videotape," states Tobeylynn Birch, "is to capture the pre-search process used by Virginia Rankin in a format that could be used by individual librarians or in workshops to learn new techniques for promoting information literacy." We will view the rough cut of this video in preparation for the final edit which will take place in January. This will be an opportunity for you to make comments before it is prepared for distribution. Because many LIRT members are unable to attend Annual or Midwinter Conferences, the distribution of this videotape will allow librarians from throughout the county to view an outstanding model instructional session.

Following the video presentation, individual committees will meet. It is a unique opportunity for you to observe the workings of a LIRT committee. You may examine the agenda, meet the chair and the committee members, and learn about a committee you may have an interest in joining.

In support of the national movement towards information literacy, our annual program this summer is "Cultural Diversity—Strategies for Promoting Information Literacy in a Changing World." The program, co-sponsored by the Social Responsibilities

Round Table, will introduce attenders to the changing cultural landscape in the United States and to introduce speakers who have developed successful programs for culturally diverse populations. The keynote speaker is Mr. James Wetzel, Chief, Center for Demographic Studies at the Bureau of the Census. According to Cecilia Stafford, 1991 Conference Program Chair, his address 'is entitled "The Changing Face of the Nation" and will highlight the demographic realignment that is occurring in this country — the move away from the traditional Anglo-Saxon majority.'

Volunteer forms included in this issue invite you to serve as a small group facilitators at the program, to contribute appropriate instructional materials, as well as volunteer for LIRT committees. Also in support of Information Literacy, the Long Range Planning Committee is developing models for promoting Information Literacy to constituencies beyond the library. They are asking LIRT members to contribute experiences, anecdotes, and documentation "to convince the unconvinced" that information matters. This and the other information seeking items are opportunities for LIRT members who are unable to attend conferences to contribute to the work of a committee and to one of LIRT's goals. Please see the announcement in this issue of the LIRT News.

Your active participation in LIRT strengthens and enhances all of our efforts.

INSIDE**Midwinter Meetings** _____ p 3**How to Get your Manuscript Published**
by M. Gouke _____ p 4**Start Your Own Class**
by J. Kaplowitz & E. Grassian _____ p 5**Member A'LIRT**
by C. Derner _____ p 6**Hypertext: An Informal Introduction**
by V. Feinman et al _____ p 8

LIRT RESEARCH COMMITTEE REQUEST

Student responses to library instruction is of interest to the LIRT Research Committee. The Committee is interested in receiving copies of your library instruction evaluation forms for use as a research instrument. Please send a copy of your form to:

Emily Bergman
Gene Autry Western Heritage Museum
4700 Zoo Drive
Los Angeles, CA 90027

ACRL/BIS/CE MIDWINTER FORUM

-Kathleen G. Fouty, ACRL/BIS Continuing Education Committee

Building on the theme of its successful 1990 Midwinter Forum, the ACRL/BIS Continuing Education Committee announces its second annual Midwinter Forum, "Partnerships: The Key to Literacy?" The forum, which will take place on Sunday, January 13, will feature three speakers addressing needs assessment, curriculum planning, and teacher training as pre-requisites for forming partnerships between librarians and instructors. At the conclusion of the speakers' remarks, the audience will be invited to participate in the discussion.

Check your Midwinter Conference program for further details concerning the forum's time and location. Please join us with your questions and opinions on this timely topic.

Background reading on the topic can be found in the following:

"Schools and Colleges Seen Failing to Form Close Partnerships," Beverly T. Watkins. *The Chronicle of Higher Education*, v.35 n.27, March 15, 1989, pp. A1, A15.

"On California State U. Campuses, Everyone is Responsible for Education Teachers," Beverly T. Watkins. *The Chronicle of Higher Education*, v.36 n.8, October 25, 1989, pp. A13-15.

"Library/Classroom Partnerships for the 1990's," Barbara B. Moran. *C&RL News*, v.51 n.6, June 1990, pp. 511-14.

"An Examination of Higher Education: A View from the College Library," D.J. Smith. *The Journal of Academic Librarianship*, v.15, n.3, July 1989, pp. 140-46.

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Editor: Sue Kopp
Education Library
Washington State University
Pullman, WA 99164-2122

Contributions to be considered for the March, 1991 issue must be sent to the editor by Jan. 25, 1991

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

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MIDWINTER MEETING TIMES

Fri. Jan. 11

8pm - 10pm Steering Committee

Sat. Jan. 12

8am	-	12:30	All Committee
11:30	-	12:30	Research Committee
12:30	-	2pm	BITE with LIRT
2pm	-	4pm	1991 Program Committee
2pm	-	4pm	Continuing Education Committee
2pm	-	5:30	15th Anniversary Task Force
8pm	-	10pm	Executive Board Meeting

Sun. Jan. 13

9am	-	11am	Elections/Nominations Committee
11:30	-	12:30	Publications Committee
2pm	-	4pm	Long Range Planning Committee
6:30	-	9pm	BITE with LIRT

Mon. Jan. 14

8am	-	9am	15th Anniversary Task Force
9:30	-	12:30	Affiliates Committee
11:30	-	12:30	PR/Membership Committee
12:30	-	2pm	BITE with LIRT
2pm	-	4pm	1992 Program Committee
2pm	-	4pm	Liaison Committee

Tues Jan. 15

8:30	-	12:30	Steering Committee
2pm	-	4pm	Executive Board

HOW TO GET YOUR BI MANUSCRIPT PUBLISHED

-Mary Gouke, LIRT Research Committee

[This is the 6th and last article in a series by the LIRT Research Committee]

Writing for professional publication requires both creativity and discipline. Translating a "good idea" into a publishable manuscript can be difficult, time consuming, frustrating, and most rewarding. Doing so provides an opportunity to support our professional growth and development, to exchange ideas, and advance knowledge of the field.

More opportunities are available for publication in periodicals than in any other format. A subject that is popular, topical, and current is always of potential interest to a publisher or editor. Editors are always seeking to present their readers new ideas, new approaches, new topics, and new research findings from a diverse group of librarians. BI Librarians, like other librarians, are also eager to share ideas and research results.

Choosing an appropriate publisher is one of the most important steps in the publication process. It is imperative that you study your topic thoroughly and submit your manuscript to a journal whose audience will be interested in reading BI information.

In the selection process, keep in mind that some journals are more narrowly focused than others, and formats may be more restrictive. Ask yourself, is it a refereed journal, a research based journal, or is it a theme oriented journal? Your answer will help determine where your material is sent.

Journal policies are different; some publish guidelines, others will send them to you upon request, and some encourage query letters that give the title and purpose of your article which should include a self-addressed, stamped envelope.

Before submitting your manuscript, read it several times to improve content, flow, and precision. Ask respected colleagues to comment on your manuscript. When it is returned, be open minded and listen.

Submit your manuscript to only one publisher and include a brief cover letter to the editor describing what you have done. Mail it and be patient.

The peer review process can take from six weeks to months and sometimes as long as a year. A co-author and I

decided not to write a letter to a publisher after we failed to get a disposition on a manuscript. Instead, we revised and resubmitted. It was accepted within a week.

Few manuscripts are accepted without a revision or a full rewrite; therefore, study suggestions carefully. The reviewers and editor are suggesting a revision structure that they believe will improve the manuscript. Follow suggestions and resubmit to the same publisher.

If a manuscript is rejected, do not take it personally. It may be that your article does not match the interest and emphasis of that particular journal. If the reviewers send comments, take advantage of them and learn from constructive criticism. Revise the article and look for another publisher.

If you are considering a bibliography, consider what type of bibliography you want to compile or write. Choose a topic in which you have some interest or knowledge, something directly related to your career, or perhaps an outside interest. Review the literature to see if your planned book has been done. If not, submit a proposal to the publisher and negotiate a contract. Many publishers have specific requirements for considering a proposal. Query letters should be specific, explain the reason for writing the book, and distinguish it from existing titles.

A decision in regard to collaboration must also be made. Much can be learned by working with someone who has published previously. Joint authorship can provide support and motivation. However, choose someone whose talents complement yours, whose work habits you can tolerate, and with whom you can agree on responsibilities. An out of town person could pose additional challenges.

The most productive writers work at writing on a regular basis. Individualize your program and work at it each day or week. Research must include some excitement — if you don't enjoy some parts of the process, perhaps you should not undertake the project. There are few things more rewarding than checking your mail and finding your "good idea" translated into a completed manuscript in a published book or journal.

CALL FOR PEOPLE WHO HAVE WORKED WITH THE BIS MODEL STATEMENT OF OBJECTIVES

-Monica Fusich, UC, Riverside

The Bibliographic Instruction Section is creating a directory of librarians who have used the 1989 Model Statement of Objectives for Academic Bibliographic Instruction. This directory will be published in conjunction with the papers presented at the 1990 BIS Program on the Model Statement. The Task Force on the Model Statement will send a brief follow-up questionnaire to those librarians responding to this request.

Please respond by December 15, 1990 to: Monica Fusich, Rivera Library, PO Box 5900, University of California, Riverside, CA 92517. FAX 714-787-32f85 Bitnet: FUSICHM@ucr.vms

START YOUR OWN CLASS...

-Joan Kaplowitz, *Education/Psychology Library, UCLA* and Esther Grassian, *College Library, UCLA*

Bibliographic instruction, user education, or information literacy — whatever you call it, teaching people how to access and make use of information has become an increasingly important part of a reference librarian's job. Eighty to ninety percent of all academic reference positions listed in *American Libraries* require bibliographic instruction or BI experience. The requirement is also beginning to be more and more in evidence in job postings in other areas of librarianship as well.

But, where are new librarians acquiring this knowledge and/or experience? An examination of the course offerings in the roughly 50 ALA accredited library schools listed in the 1990-91 Bowker Annual, indicated that less than twenty percent of library schools offer a comprehensive course in the history, theory, and technique of bibliographic instruction.

It was just this time last year, in fact, that UCLA's Graduate School of Library and Information Science (GSLIS) joined the small but growing number of library schools to offer such a course. In Spring 1990, the authors, both of whom had graduated from the school and maintained close ties with it via teaching commitments and service on programs and committees, proposed, designed, and taught a GSLIS course entitled "User Education/Bibliographic Instruction."

They were inspired to action in Spring 1988 after talking to Joan Ormondroyd, Cornell University, at a California Clearinghouse on Library Instruction (CCLI) workshop. At the workshop, Joan described how she got a BI course started at Syracuse University. Her technique was simple and direct — show the Library School Dean the increasing number of positions which require bibliographic instruction, by using highlighted copies of *American Libraries* job descriptions, and she offered to teach the course herself.

Thus inspired, the authors went through the various steps required to get a course adopted by a graduate school, starting with a visit to the Dean, armed with their own highlighted copies of *American Libraries*, and other relevant statistics, and ending with a formal presentation to the school's Committee on Courses and Programs. The course received enormous support from faculty and students alike, and it was approved by the committee, the full GSLIS faculty, the Dean, and ultimately, the UCLA Graduate Division. Target date for the first presentation of the course was Spring 1990.

So the dream became a reality, and the hard work began. The authors spent about a year of their own time getting ready for the maiden voyage of the course. Reality was a bit scary and overwhelming at times. But there is an old saying that in times of trouble you find out who your real friends are, and BI people are the best friends anyone could ever have.

Hearing that the course was to become a reality, BI librarians from all over the country offered their support in the form of kind words and useful suggestions. LOEX supplied materials, such as syllabi and lectures from courses similar to this one which had been taught in other library schools. CCLI members appeared as guest panelists and were firm supporters every step of the way. In the end, the course itself went quite well. There were some bugs to work out, but all in all, the twenty-four students who completed the course seemed to find it useful and enjoyable.

There is a dire need for more courses of this kind. The authors sincerely hope that the UCLA GSLIS will decide to continue offering this course, and that more library schools will offer such a course. The authors further hope that their experiences will encourage other BI librarians to get involved with their local library schools and offer their services in a similar manner. It is most important for library schools to accept the idea that such a course is needed, and it is up to BI librarians everywhere to spread the word and take action. If we don't do it, who will?

FACILITATOR VOLUNTEER FORM

I am interested in serving as a facilitator for a break-out session following the 1991 LIRT Program in Atlanta. I am interested in the following group(s):

_____ Materials Design _____ Community/Agency Outreach
_____ Staff Development _____ Measuring Success

Name _____ Title _____

Institution _____ Phone _____

Address _____

Mail form to: Cindy Cunningham
827 NW 70th St.
Seattle, WA 98117

HELP SPREAD THE WORD THAT INFORMATION MATTERS

-Dianne Langlois, LIRT Vice President/President Elect & Chair, Long Range Planning Committee

Last week, last month, or maybe it was last year, one of your users let you know that the library and its resources made a real difference in their personal or academic life. Take a minute to share that conversation with your colleagues.

The Long Range Planning Committee has the task of collecting information which can be used by librarians who want to address non-librarians on the importance of information literacy and library instruction. Your experience may be just the evidence which will help convince the unconvinced of the value of library instruction.

If LIRT can compile and disseminate the positive outcomes of solid library skills and services, LIRT members will have at their disposal a useful source of information which can be used to prove that **INFORMATION MATTERS**.

I know that information matters because not long ago I had the following experience:

Name: _____

Address: _____

Please send this form to Dianne Langlois, 13 Woodlot Lane, Middletown, CT 06457. Thank you.

Member A'LIRT

-Carol Derner, Lake County Public Library

Barbara Burns has been Head of Reference Services at the Community Library, Crown Point, Indiana for eight years. With a bachelor's degree from Ball State in Social Work and an MLS from Indiana University, she has worked as a reference librarian at the Lake County Public Library and a paraprofessional at the Logansport Public Library.

Crown Point Public Library serves a suburban community of 28,000. Along with BIP Plus and Electronic Encyclopedia, it was the first medium sized library in the state to add InfoTrac. Barbara has developed a well rounded reference collection with depth in business reference materials and increased the periodicals collection. On-line services began this Fall.

Barbara is responsible for library instruction at the library. Freshman English Classes from Crown Point High School visit the library for a one-hour orientation each Fall. About twenty classes (400-500 students) receive a tour of the building, an explanation of services, and instruction in reference materials including CD ROM. The orientation provides good contacts with teachers as well. Junior level classes come for specific instruction before writing term papers on controversial topics. They are introduced to "Opposing Viewpoints," "Taking Sides," and other tools for the project. Barbara also provides reference instruction for elementary school gifted and talented classes.

Tours are presented to adults on request, and presentations are made to community groups. Much instruction is done on an individual basis. A weekly newspaper column is written by all librarians with selection responsibility. This provides an opportunity to highlight new reference materials and services.

Through local and national meetings, Barbara enjoys the opportunity to meet other librarians involved in bibliographic and library instruction.

1991 LOEX LIBRARY INSTRUCTION CONFERENCE

-Linda Shirato, LOEX Clearinghouse

DATE: May 10, 11, 1991

PLACE: Eastern Michigan Univ., Ypsilanti, MI

REGISTRATION: Approximately \$150.

(Attendance limited to 140)

The 1991 LOEX National Library Instruction Conference topic will be "Working with Faculty in the New Electronic Library." Evan Farber of Earlham College will be the keynote speaker. Other main speakers will present successful library programs developed with faculty and administration.

Emphasis will be on the practical, and shorter sessions will be presented by librarians who have worked successfully with or for faculty, both with the new technology and in non-technical ways.

Questions, or to have your name put on the mailing list for a brochure to be mailed in February, contact Linda Shirato, LOEX Clearinghouse, Eastern Michigan Univ. Library, Ypsilanti, MI 48197, (313) 487-0168

SLA RESEARCH COMMITTEE ANNOUNCEMENT

-Emily Bergman, LIRT Research Committee

The Research Committee of the Special Libraries Association is soliciting proposals for funding under the Association's Research Grants Program. Proposals should be in areas specified in the Research agenda and be submitted in accordance with the SLA research guidelines.

The Committee expects to fund one project for an amount not exceeding \$1,200. Proposals will be evaluated according to the following criteria: purpose and objectives, subject, methodology, qualifications of staff, costs, and timetable.

The Research agenda and guidelines are available from Toni Brimsek, Research and Information Resources, Special Libraries Association, (202) 234-4700, or from Emily Bergman, co-chair of the LIRT Research Committee, Gene Autry Western Heritage Museum, (213) 667-2000.

In conjunction with the 19th National LOEX Library Instruction Conference to be held at Ypsilanti, MI, May 10-11, 1991, abstracts for half-hour practical instructive sessions and poster sessions are being sought.

These instructive sessions or poster sessions should deal with some library environment, but need not necessarily deal with computer use or technology — human to human interaction is entirely acceptable. Some suggestions are listed below, but topics need not be limited to this list. Faculty as well as librarians are welcome to participate.

- Designing curriculum with faculty
- Faculty workshops or special services
- Teaching faculty or graduate students to use research facilities
- Designing and implementing CAI with or for faculty
- Marketing library instruction to faculty
- Any cooperative venture with faculty or special outreach
- Working with faculty or administrators to reach special groups such as minorities, part-time students, returning adult students, extended campus students, etc.
- Evaluating library instruction with faculty
- Dealing with varied faculty characteristics and interests in different subject fields or institution types, such as community colleges, large research institutions, etc.

Please submit a one page abstract with proposed title, audio-visual requirements, name, address, and phone number by January 10, 1991 to: Director, LOEX Clearinghouse, Eastern Michigan Univ. Library, Ypsilanti, MI 48197.

Please be very specific about hardware/software needed for computer use at the conference, and if you can supply any of the equipment.

Questions? Call 313-487-0168

15TH ANNIVERSARY TASK FORCE REPORT

The 15th Anniversary Task Force is busily working on plans for the 1992 celebrations, including a major speaker, and a reception cosponsored with the Bibliographic Instruction Section and the User Instruction for Information Literacy Committee. Other events include a contest for papers about the future of information literacy, sales of LIRT tote bags, and a hospitality suite.

Because of the uncertainty about the designation by ALA of a no-conflict Sunday morning, a firm date and time have not been set for the major speaker; both Saturday and Sunday are possibilities. We hope that the Council resolves the matter at the 1991 Midwinter. We are currently developing lists of possible donors to help support the speaker and the reception.

HYPERTEXT: AN INFORMAL INTRODUCTION

The LIRT program at the 1990 ALA Annual Conference focused on using hypermedia in libraries. The Continuing Education Committee felt that some introductory background information on hypertext would be useful, particularly to those who did not attend the conference. The annotated bibliography distributed at the program will be published in the next issue (March) of the LIRT News.

Definitions

Ever since Gutenberg used movable type to print Bibles, publishing has remained virtually unchanged. Printed works are essentially sequential documents with pages in a fixed order, meant to be read beginning to end. Hypertext technology, on the other hand, can be compared to using a thesaurus, where the user enters the volume at a different point each time, depending on the item being investigated. The power of hypertext, coupled with today's computer technology, allows the user to follow an open-ended path, jumping at will to related ideas; determining the order of events depending on individual needs and interests.

Hypertext is a non-sequential text retrieval system, dynamically linking associated concepts through a series of nodes and links. Nodes are units of text, or information families; and links provide the connections between the node families. When hypertext links lead to other media such as graphics, video, animation, or music, the result is dynamic interactive multimedia hypertext, or hypermedia. A hyperdocument, a collection of related items in a hypertext system, consists of a "main" document and multiple levels of related "supplemental" documents. The hyperdocument is, in effect, a database, with hypertext, the database manager, allowing many options for linking or connecting items in a transparent and non-linear manner. The concept is as simple as flash cards, which also permit the intellectual shuffling of information.

History

Vannevar Bush published his now-newly-famous article, "As We May Think," in 1945 (*Atlantic Monthly*, July 1945). In this, he described "Memex," an electronic desk from which one would have access to virtually unlimited volumes of information in microformat. This visionary thinking laid the groundwork for today's hypertext systems which may revolutionize how we handle written and graphic information.

In the 1960's, Ted Nelson and Brown University students developed hypertext systems which grew into Intermedia and Xanadu. As Nelson formulated his ideas on non-sequential writing and text processing, he coined the word "hypertext" to describe the process, using "hyper" in the sense of extended, generalized, and multi-dimensional. By the late sixties, Douglas Englebart developed a working prototype, Augment, based on Nelson's ideas.

Although hypertext as a concept has been around for some time, it was 1986 before personal computer applications appeared. Apple Computer's Hypercard opened the floodgates for a myriad of programs and applications. Hypertext products such as Maxthink/Houdini, Tektronic's Neptune, Xerox's Notecards, Owl International's Guide, and many others are now available for almost all types of computers.

The growing importance of hypertext/hypermedia is shown by the number of articles and special issues dedicated to the subject: both *Educational Technology* (Nov. 1988) and *Journal of the American Society for Information Science* (May 1989) are special issues. The high citation rate in the periodical literature (in a winter 1990 search, 60 citations on ERIC and 63 on LISA) demonstrates the increasing attention hypertext is receiving. Additionally, Franklin has found it necessary to update his 1988 bibliography cited in the LIRT program bibliography with two further lists (*Database*, Feb. and April 1990). Predictions abound that by the mid-1990's, a hypertext enabler will be bundled into the purchase of all personal computers.

Designing Hypertext

The most important consideration in hypertext, as with any system design, is planning. The creator must plan which documents should be linked and design the logical web the user will follow. Additionally, thought must be given to how the linked information will benefit the user. A hypertext package cannot be put together in a few hours. The commercial products such as Hypercard are only programming tools and information handlers, providing an environment for the creation or construction of hypertext applications. Although they walk the developer through the steps fairly accurately, the many steps involve much thought and labor before the product is finalized.

Using hypermedia has several advantages, not the least of which is the ability to add or replace "nodes" at will or when updating is necessary. It is possible to begin with a small product and regularly add links and nodes, or another approach is to await a commercially available product which may be customized. In any given hyperdocument, each node, or stack, may include links to other media or to text, graphics, or any other commercially or locally-developed material. A number of the articles in the November, 1988 volume of Educational Technology provide important authoring guidance (see particularly Kearsley, Marchioni, Jonassen, and Morariu on the LIRT Selected Program Bibliography).

Applications for Hypertext in Library Instruction

Instruction librarians use videotaping to enhance their teaching techniques. These videotapes can also be offered to students who were not able to attend a live session, to those interested in supplementing their library knowledge, and indeed, in lieu of a live lecture. Librarians are already using hypertext to stand in for orientation tours; it is not a far stretch to use customized hypertext products to meet the more sophisticated objectives that a videotape might.

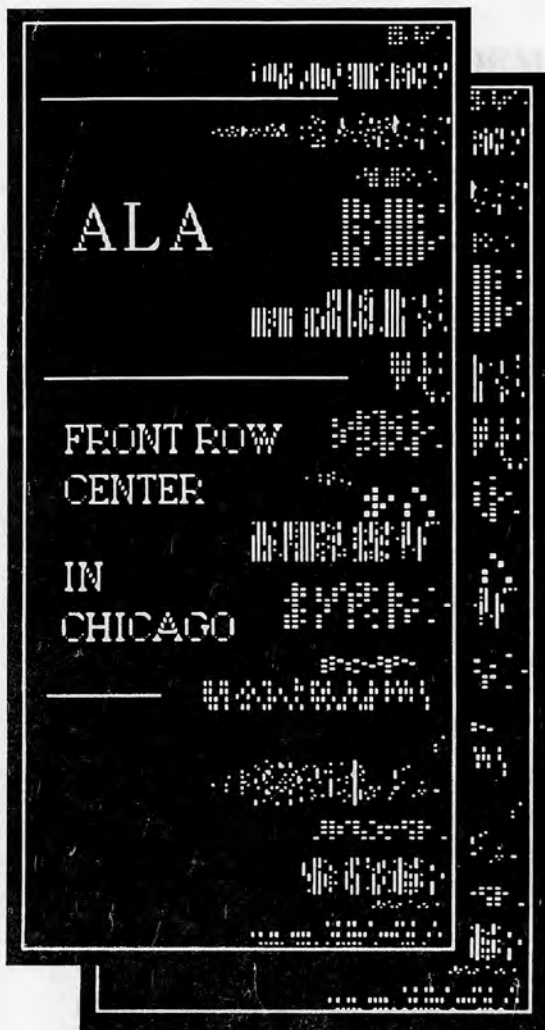
Information that hypertext applications might offer is almost unlimited. Examples include information on the campus; on library locations, services, and programs; and on doing research. A hyperdocument could also serve as a link to other media and formats. For instance, students could switch to the aforementioned videotape and get specific class information or a description of a specific tool. Computer-assisted instruction programs within the document could provide a set of practice exercises. Other links might even allow the user to search the online catalog or a relevant CD-ROM.

Librarians have always used available technologies to assist them in instruction and have learned that they must take a leadership role in developing the tools to meet their needs. The hypertext/hypermedia technologies may supplement, but not supplant, bibliographic instruction at many levels. The standard forms of library instruction, such as orientation, course-related or course-integrated instruction, team teaching, and separate courses, will still exist. Librarians use them all, and hypermedia may be added to the list as an interactive, computer-assisted instruction technique.

Conclusion

The freedom which hypertext allows to associate ideas, things, and applications empowers the designer to create a product much more akin to human thought than most available technologies. Instruction librarians, with their understanding of cognitive processes, can and should fully exploit this technology.

Valerie Feinman, Suzanne Holler, Rebecca Jackson, and Trish Ridgeway contributed to this introduction.



Library Instruction Round Table

Invites You to go out for a

BITE with LIRT

**1991 Midwinter
Chicago, Illinois**

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 the ALA Midwinter meeting in Chicago, 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.

Send this form to:
Jeanne Drewes
Mary Washington College
Library
Fredericksburg, VA 22401-5358
(512) 736-7345
(Deadline is December 7, 1990)

My preference is:

Name: _____
Institution: _____
Mailing Address: _____

Phone: _____

Are you a LIRT member:

___ Lunch Sat. Jan. 12 12:30pm
___ Dinner Sun. Jan. 13 6:30pm
___ Lunch Mon. Jan. 14 12:30pm

LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

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

Dianne Langlois
13 Woodlot Lane
Middletown, CT 06457

NAME and TITLE

TELEPHONE:

(indicate office / home)

INSTITUTIONAL ADDRESS:

(star * preferred mailing address)

HOME 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")

____ Computer Applications
____ Conference Programs
____ Continuing Education
____ Elections/Nominations
____ Liaison
____ Long-Range Planning

____ Newsletter
____ Organization/Bylaws
____ PR/Membership
____ Publications
____ Research
____ Affiliates (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.

CALL FOR FACILITATORS - BE PART OF THE 1991 PROGRAM

"CULTURAL DIVERSITY: STRATEGIES FOR PROMOTING INFORMATION LITERACY IN A CHANGING WORLD"

Atlanta Sunday-June 30, 1991 9:30 a.m. - 12:30 p.m

The 1991 LIRT Program Committee needs facilitators to help lead the 10 minute break-out sessions which will follow the speakers' presentations. Break-out sessions will be divided into the following four groups:

***Materials Design**

(both instructional and promotional for multi-cultural orientated programs)

***Community/Agency Outreach**

(strategies for reaching ethnic/cultural groups through community or campus organizations)

***Staff Development**

(teaching staff sensitivity and developing effective work relations with a culturally diverse community)

***Measuring Success**

(knowing when your strategies are working, how to tell if they are not)

Please complete the volunteer form on page 5 inside and mail it to Cindy Cunningham. She will send you information on the topics and the role of the facilitator. There will be a short training session for facilitators on Saturday, June 29.

Library Instruction Round Table News

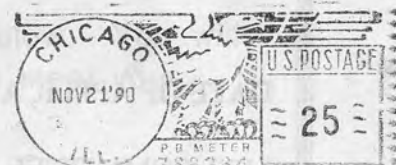
c/o Jeniece Guy

American Library Association

50 E. Huron Street

Chicago, IL 60611

FIRST CLASS



Address Correction Requested

0026687120 JLIR 11 LIRT/NWL
Marilyn P. Barr
730 S Mt Pleasant Rd
Philadelphia, PA

19119

FIRST CLASS MAIL