



School

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## LIBRARY INSTRUCTION ROUND TABLE NEWS

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volume 14 no. 4

June 1992  
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### LIRT'S TOP TWENTY FOR 1991

An annotated bibliography prepared by the following members of the Library Instruction Round Table's Continuing Education Committee: Sally Lyon, editor, Craig Gibson, Committee Chair, Suzanne Holler, Trish Ridgeway, John Spencer and Thomas Zogg.

**ACRL Bibliographic Instruction Section, Emerging Technologies in Instruction Committee.** "Teaching Methods for End-User Searching: A Checklist for Planning." *College & Research Libraries News* 52 (July/August 1991):431-436.

A thought provoking planning document in outline form, with each point being a question. Conceptualized and compiled over three years, the authors make a valid claim when they state: "It is a testament to the good conceptual bones of this document that it has managed to effectively weather the dramatic shifts in online tides since its conception.

**Bartolo, Laura M.** "A Conceptual Framework for Teaching Legal Research to Undergraduates." *Research Strategies* 9 (Winter 1991):16-24.

Describes course-integrated legal research instruction for undergraduates which includes a conceptual framework for teaching legal research and related critical thinking skills. Two library presentations are described, from an initial basic legal research session to a session on reading and evaluating judicial opinions.

**Bjorner, Susan N.** "The Information Literacy Curriculum—A Working Model," *Latul Quarterly* 5, no. 2(1991):150-160.

Considers how information literacy can become integrated into the curriculum. Suggests that a series of successive learning experiences from elementary school to adulthood would aid in such implementation and provides a model of competencies that would be included in information literacy instruction.

**Carr, David.** "Living on One's Own Horizons: Cultural Institutions, School Libraries, and Lifelong Learning." *School Library Media Quarterly* 19 (Summer 1991):217-222.

A philosophical examination of the role of the school information center in helping students "to live on their own horizons, explore their own questions, and use information in the contexts of their own lives." (p. 217)

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### FROM THE PRESIDENT

Dianne C. Langlois

LIRT will celebrate 15 years of service to its members and all librarians concerned with the issues surrounding library instruction at the American Library Association's Annual Conference in San Francisco and what a celebration it will be! The 15th Anniversary Task Force under the dedicated and able leadership of Mary Popp and Lois Pausch has been working for the last two years to create a day that will both recognize the great strides which have been made by LIRT and library instruction librarians and also inspire us to ever greater progress.

The Celebration embodies the fundamental LIRT philosophy of dialog in that the Task Force has joined with librarians from ACRL-BIS, UIILC and LITA to coordinate a series of events which will provide information, ideas, and time for reflection/discussion. The June 28 events will be launched by an address by Robert Silverberg on the subject of Information Literacy for a New Age: Fantastic Technology or Institutionalized Alienation. The address will be followed by a panel discussion, organized by the 1992 Program Planning Committee, chaired by Cindy

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## **Library Instruction Round Table News Volume 15**

(Sept. 1992, Dec. 1992, Mar. 1993, June 1993)

Send inquiries and submissions to:

**Stephen D. Fitt**  
Head, Nonbook Librarian  
James R. Dickinson Library  
University of Nevada-Las Vegas  
4505 Maryland Parkway  
Las Vegas, NV 89254-7001

## **From the Editor**

*Kwasi Sarkodie-Mensah*

With this issue, my term as editor of the LIRT Newsletter comes to an end. It has been a spectacular experience serving LIRT. My sincere thanks to the Newsletter Committee: Bescye Burnett, Judy Clarence, Stephen D. Fitt, Marianna Fitzgerald, Susan Gangl, Marie Maman, Chestalene Pintozzi, Ruth Rutledge, and John Van Balen. Their hard work and dedication are beyond description. Special thanks to Emily Okada, production editor, for her patience and fortitude. Emily continues to clothe the Newsletter in an outfit that catches the eye. Good luck to Steve, our editor for next year. To LIRT officers and committee chairs, I express my utmost gratitude to you for your loyalty to LIRT and the unflinching support for the Newsletter. Dianne Langlois and Tim Grimes deserve a special mention. I thank them for their inspiration and backing. The bulk of my thanks goes to all LIRT members, the backbone of our unique Round Table. Believe me, you "LIRT" magnificent things happen.

Cunningham. A joint celebration with a no-host cash bar sponsored by LIRT, ACRL-BIS, and UIILC will be held following the ACRL-BIS program. LIRT will also sponsor a hospitality suite on Sunday evening so that the discussions started by these programs can continue.

If you are not able to attend the 15th Anniversary celebration, do not despair. There will be a follow-up coverage in the LIRT Newsletter, and the Task Force is sponsoring a publication which will feature Mr. Silverberg's remarks and juried papers addressing future directions of library instruction.

On behalf of the Anniversary Task Force and the Program Planning Committee, I want to invite you to join LIRT in celebrating 15 years of information literacy. At the same time I would like to urge each of you to take this milestone moment to become actively involved in LIRT so that the Round Table's commitment to the broadest possible dialog on the issues surrounding information literacy and library instruction may grow clearer with each passing anniversary year.

*LIRT News* is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Production Editor: Emily M. Okada

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# Meeting Times

## San Francisco - Annual Conference 1992

### June 26 - July 1, 1992

#### Friday, June 26

8-10pm Steering Committee

#### Saturday, June 27

8am-12:30pm All Committee and Membership Meeting

12:30-2pm Bite With LIRT

2-4pm 1992 Program Committee

2-4pm Continuing Education Committee

2-4pm 15th Anniversary Task Force

2-4pm Elections/Nominating—1992

2-4pm UIILC Program: The Right to Know

4.15-5:45pm Opening General Session \*\*

5:30-8pm Bite With LIRT

8-10pm Executive Board

#### Sunday, June 28

9am-12:30pm LIRT Program: Information for a New Age

2-4pm Publications Committee

4:30-6pm LIRT 15th Anniversary Celebration

5:30-8pm Bite With LIRT

6-10pm LIRT Hospitality Time (Open House)

#### Monday, June 29

9-11am 15th Anniversary Task Force

9:30-11am Professional Association Networking Committee

11:30am-12:30pm Public Relations/Membership Committee

12-4pm Hypermedia Open House, San Francisco State Univ.

12:30-2pm Bite With LIRT

2-4pm Program Committee -1992/93

2-4pm Long Range Planning Committee

4:30-5:30pm Elections/Nominating—1993

5:30-8pm Bite With LIRT

8-10pm Membership I \*\*

#### Tuesday, June 30

9:30am-11am Organization and Bylaws Committee

\*\* = No Conflict

9:30am-11am Liaison Committee

9:30am-11am Program Committee—1993

2-5:30pm Steering Committee

5:30pm Executive Board

#### Wednesday, July 1

9am-12:30pm Membership II \*\*



## Giving Credit Where Credit is Due!!!

Judy R. Williams, Media Specialist,  
Greenwich High School, CT

Greenwich High School helps students to write by using, among other things, **Students' Guide to WORKS CITED GUIDE** to all ninth graders and in-coming new students. **WORKS CITED** provides the students with all the information sources, book and non-book, used in writing papers, as well as training the students to give credit for using other people's ideas for their papers. The media specialists work with the inter-disciplinary courses in English and Social Studies as the students learn to write research papers. Teachers in all disciplines reinforce these skills by requiring the information in the same form.

An outline of the skills the media specialists teach with teachers as part of course units includes: periodical indexes, Readers' Guide, and CD-ROM databases in ninth grade science classes, Works Cited and research papers along with The New York Times Index, and microfilm readers in ninth grade English-Social Studies classes. We also regive lessons to other classes who need them and reintroduce **Works Cited** at a higher level to tenth graders for their big research paper — we buy approximately 1,000 Works Cited per year. All skills are reviewed in tenth grade. Advanced research strategies, online searching, and reinforcement are continued in eleventh and twelfth grades and in AP (Advanced Placement) and honors classes.

Greenwich High School is a four year high school with 2,100 students.

## Member A'LIRT

Librarians are advised to tune into their communities, but how many communities can tune into their library? The patrons of the Crawfordsville District Public Library in west central Indiana can find Tom West, Library Director, at 1550 AM on their radio dials the fourth Wednesday of every month. Tom is a regular guest on WCVL's "Community Focus", an interview program featuring local officials. Right after the 8 o'clock morning news, for fifteen to twenty minutes, Tom brings the community up to date on programming, services, and collections of the library. Tom has been Library Director for five and a half years and a radio celebrity for a year and half. As a measure of success, he points with pride to the day the host began introducing him as "my friend, library director Tom West."

Crawfordsville District Public Library, with an annual budget of \$664,000, serves a population of 22,000 people. It's an active library where the work of local artists and school children alike are spotlighted in the Display Hall each month. The community meeting room, local history collection, and children's room along with three computers account for some of the heaviest use of the library. The original building is a 1905 Carnegie Library, but with a need to expand, in 1977 the Cadillac dealership next door was purchased and renovation of the library addition was completed in 1979.

## ALA and Literacy

Deborah L. Schaeffer,  
LIRT Delegate to the ALA Literacy Assembly

The ALA Literacy Assembly was established in 1989 to serve as a focal point on literacy within the organization. It consists of appointed representatives (or delegates) from ALA units and affiliates and is formally sponsored by the OLOS Advisory Committee

The Assembly formulated a literacy policy that was passed by ALA Council in Atlanta and was subsequently reviewed and passed the ALA Policy Monitoring Committee during Midwinter. This new policy will appear in the 1993 ALA **HANDBOOK**. The ALA Literacy Policy states that it "supports the principle that lifelong literacy is a basic right for all individuals in society and is essential to the welfare of the nation." It advocates national literacy "through educational activities utilizing the historical and cultural experiences of library and librarians." Libraries of all types are encouraged to "make literacy a high priority in planning and budgeting for library services." Librarians need to take a leadership role in urging all levels of government and private agencies to "promote active development of literacy on a policy level and to support funding of literacy services in libraries."

As I reported to the LIRT Steering Committee at Midwinter, the Assembly may have a literacy policy in place, but it is still struggling to its feet. There are problems with continuity of membership and lack of appointments to the Assembly. I was one of the few persons that attended both Annual and Midwinter. Jane Heiser, Assembly Chair, will send a letter before the Annual Conference to all chairs of divisions and round tables requesting a commitment to the Assembly.

As your delegate I will share with the Assembly members LIRT's activities as they relate to literacy. The LIRT committee reports I have already received have been useful for my report. What I also need from the membership are ideas and opinions on the direction you think the Assembly should take and what activities you would like to see it sponsor. Please give me written input before the Annual Conference.

My E-mail address is DSCHAEF@CSULA.BITNET or SCHAEF@CALSTATELA.EDU. I can also be reached by FAX at (213)343-6401. I look forward to hearing from you!

Tom double majored in psychology and sociology at Indiana University where he also earned his MLS in 1973. He began his library career in his hometown at the Logansport-Cass County Public Library in central Indiana as a Reference Assistant. During the course of thirteen years, Tom grew in his responsibilities by becoming Head of Reference and then Assistant Director/Head of Reference. Besides participating in ALA, Tom is active in the Indiana Library Association and the Wabash Valley Library Network.

With his personal and professional ties to the area, "community" could well be the theme of Tom West's public library career.

# LIBRARY INSTRUCTION ROUND TABLE

Invites you to go out for a  
**BITE with LIRT**  
in  
**San Francisco**  
**June 27-29, 1992**



This is your chance to speak informally with other librarians interested in library instruction. LIRT is organizing small groups for lunch at modestly priced restaurants during the ALA annual conference in San Francisco, 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 by June 9 to:

Carol Derner  
Lake County Public Library  
1919 West 81st Ave.  
Merrillville, IN 46410  
(219) 769-3541

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

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

Are you a LIRT member? ☐ yes ☐ no

My preference is:

_____ Lunch	Sat.	June 27	12:30pm
_____ Lunch	Sun.	June 28	1:00pm
_____ Lunch	Mon.	June 29	12:30pm



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## CONVERGING CONCEPTS

It seemed appropriate for LIRT to discuss the topic of preservation at the first meeting after the Council of the American Library Association adopted the official Preservation Policy on June 30, 1991. In part the policy reads, "To ensure the continued availability of library materials to present and future generations of library users, the American Library Association urges all libraries and library professionals to initiate and support preservation efforts at all levels. These efforts should include ... educating current and future librarians, library users, and the public about preservation issues...." A beginning discussion between bibliographic instruction librarians and preservation librarians on how to educate the public in proper care of library materials seemed a natural step toward implementing that part of the policy. Thus it was that "Library Instruction and Preservation Education: Converging Concepts," the 1992 Midwinter Discussion Forum was conceived. (For a summary of the discussion see **LIRT News** March '92. There will also be a summary in an upcoming issue of **CAN**.)

In tallying the evaluation forms from that session I found that over half of the audience belonged to LIRT; over 15% were PLMS (Preservation of Library Materials Section) members and the rest were from various other affiliations. The PLMS members overwhelmingly felt that the forum added to their knowledge. While the LIRT members felt that they heard good ideas, there was also a certain dissatisfaction because preservation in the 50-minute instruction session was not more fully discussed. Though preservation education may have a natural vehicle in bibliographic instruction, that education needs to be in short bits so as not to take away from the other necessary information dispersion, which is the "raison d'être" for the 50-minute session.

Other information gleaned from the forms showed that most attendees found out about the forum through **LIRT News** and

electronic-mail postings. While the time of day (Sunday morning) was not the preferred time, most people thought the topic timely and many would have preferred a longer session. The growing awareness of the value of preservation in times of budgetary constraints was apparent from the comments. Additional comments indicated that bibliographic instruction librarians are involved in preservation through local committee appointments, and are interested in learning about ways to contribute in this area.

One point made during the discussion that seemed particularly important in light of the ALA preservation policy was the perceived misconception that preservation limits access to materials. In 1990 when then ALA President Patricia Berger appointed the President's Committee on Preservation Policy, her focus was on "Information Access: Back to the Basics," highlighting ALA's commitments to literacy, preservation, and access to information. Under her purview the policies on preservation were developed based on the association's goal "of ensuring that every individual has access to information at the time needed and in a format the individual can use." As Berger stated in one of her many speaking engagements, "If we haven't solved our library preservation problems, 'information access' remains an empty phrase." In this "throw-away" society the value of sustaining materials for their future use may be hard to convey. But the effort to educate patrons whether children, students, faculty, or public library patrons to their own abuse of library materials should serve to curb one of the destructive forces against library collections.

*Single copies of the policy are available from the ALA ALCTS (Association for Library Collections & Technical Services) office upon request with an enclosed self-addressed, stamped envelope.*

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## INFORMATION LITERACY AND RESOURCE-BASED LEARNING

People concerned with public library services to children are being sought for information on the use of library resources, services, and programs in facilitating the achievement of the National Education Goals. Scholastic, Inc., has contracted for a book targeted to elementary school principals and other decision leaders on information literacy and resource-based learning. Co-authors of the book will be Patricia Senn Breivik, Chair of the National Forum on Information Literacy, and Joyce Ann Senn, a writer and editor, who is a former teacher.

Among other topics, the book will focus on current examples of information literacy and resource-based learning in practice. Of particular interest are services and programs for preschool children that aid in their readiness for school.

Information is needed now to support these efforts. If you are associated with a public library or know someone who is involved with such efforts with preschool children and elementary students please send a brief description, and how best to contact you. Please also indicate whether you will be available for an interview at the American Library Association in San Francisco. Send the information and other inquiries to Joyce Senn, 6-C Barrington Drive, Wethersfield, CT 01609

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## Computer Assisted Library Instruction Projects Using Hypermedia and Multimedia An Open House

LIRT would like to receive computer-assisted instructional materials — completed or in progress — to demonstrate and display at an open house during the 1992 ALA Annual Conference in San Francisco.

San Francisco State University, at 19th Avenue and Holloway, will host the event in its Media Access Center on Monday afternoon, June 29, 1992 from noon until 4:30 pm.

The informal gathering will be an opportunity to bring together people who have been working on hypermedia/multimedia projects, who may be thinking about starting such projects, or who may just be interested in hypermedia and multimedia for library instruction. It will be a place for exchanging ideas, experience, and advice, as well as to display work in progress.

Among the kinds of computerized library instruction materials being sought are: instruction in the use of specific reference and research tools, library staff training materials, electronic workbooks, and subject guides. We are not interested in basic library tours unless they include instruction in use of library materials.

The programs must be able to run on a Macintosh or on an IBM PC compatible, but not necessarily

To get to SFSU campus by direct public transportation, take the M street car on Market Street, which is close to the Convention Center. A brochure will be available at the LIRT booth with directions for those driving to the campus.

Instructional materials should be sent to Harriet Talan, Project Director, Hypercard Library Instruction Project, J. Paul Leonard Library, San Francisco State University, 1630 Holloway Avenue, San Francisco, CA 94132. (telephone: 415-338-2132. electronic mail: htalan@sfsuvox1.sfsu.edu

The program is co-sponsored by LIRT, SFSU Library, and the Hypercard Library Instruction Project.



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### ORDER FORM FOR LIRT VIDEO

I would like to order \_\_\_\_\_

copies of **First Steps in Library Research: The Presearch** at \$24.00 per copy. Purchase includes permission to make one duplicate copy for archival purposes.

\_\_\_\_\_ site license agreement to make up to 10 duplicate copies or transmit over Limited Instructional Television Fixed Service (LITSF) and Limited Closed Circuit Television (LCCTV) for an additional charge of \$20.00.

\_\_\_\_\_ preview copy for a charge of \$4.00, which may then be applied to purchase.

Enclosed is my check, payable to "American Library Association," in the amount of \_\_\_\_\_

**ALL ORDERS MUST BE PREPAID**

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Library \_\_\_\_\_

Address \_\_\_\_\_

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Send order and check (payable to "American Library Association") to:  
Tobeylynn Birch, 4510 231st Street, Torrance, CA 90505. If you have any  
questions, you may call Tobeylynn during the day at 818-284-2777 ext. 197



# LIRT's Top Twenty for 1991

.....continued from page 1

**Cheney, Debora.** "Evaluation-Based Training: Improving the Quality of End-User Searching." *Journal of Academic Librarianship* 17 (July 1991):152-155.

A Teaching model which helps end-users develop procedural and conceptual skills for database searching, and presents evaluation as the basis for improving end-user searching. Emphasis is placed on evaluating search results, rather than on simply learning how to perform a computer search.

**Diehl, Susan J., and Terry L. Weech.** "Library Use Instruction in the Public Library: A Survey of User Preferences." *Research Strategies* 9 (Winter 1991):25-40.

Offers both a review of the literature on patrons' views of the necessity for library instruction and the findings from a recent survey of public library patrons' attitudes toward instruction in its various formats. While the findings were mixed, the survey and procedures would serve libraries well if considering similar undertakings.

**Gratch, Bonnie G. and Charlene C. York.** "Personalized Research Consultation Services for Graduate Students: Building a Program Based on Research Findings," *Research Strategies* 9 (Winter 1991):4-15.

A holistic article on providing individual BI to graduate students. Methodical explanation of project execution, evaluation, and conclusions addresses all details, including sensitivity to the orientation need of the participating librarians (subject specialists).

**Huston, Mary M., Issue editor,** "Toward Information Literacy—Innovative Perspectives for the 1990s." *Library Trends* 39 (Winter 1991):18

Twelve articles that focus on helping library users achieve information literacy, i.e., an understanding of how knowledge is organized and of how to find and use information. "These authors' perspectives offer ambitious, innovative ideas which challenge the currently accepted notions about the appropriate scope and outcome of user education."

**Leighton, Gordon B. and Marsha C. Markham.** "Attitudes of College Freshman Towards Bibliographic Instruction," *College & Research Libraries News* 52 (January 1991):36-38. Succinct article which explains idea, method, and conclusion of project to lessen library research/writing anxiety among first-year students. With results that reiterate student need for BI as a longitudinal process. Includes a BI manual that was designed by the librarian with faculty input, and received positive student response.

**Moore, Penelope A., and Alison St. George.** "Children as Information Seekers; The Cognitive Demands of Books and Library Systems," *School Library Media Quarterly* 19 (Spring 1991):161-168.

A study of the information-retrieval process used by twenty-

three New Zealand sixth-grade children and the cognitive difficulties they encountered as they progressed from generating research questions on a topic to locating information in books. Findings suggest the need for students to be taught metacognitive strategies and critical thinking skills in conjunction with library research activities.

**Nash, Stan, and Myoung Chung Wilson.** "Value-Added Bibliographic Instruction: Teaching Students to Find the Right Citations." *Reference Services Review* 19 (Spring 1991):67-92.

Addresses information literacy from the standpoint of critical evaluation techniques which aid students in determining which of their CD-ROM search citations are appropriate and useful. Recommends a two-tiered instructional model to provide students with criteria for evaluating CD-ROM search citations, and for understanding the interrelationships between print and computerized indexes.

**Nibley, Elizabeth,** "The Use of Metaphor in Bibliographic Instruction". in "Library Literacy" column, *RQ* 30 (Spring 1991):343-347.

Well-researched opinion piece on the glaring style weakness of BI: unintentional but extreme susceptibility to dullness. Metaphor use as a solution is discussed with a review of literature and existing applications in various academic subjects. Very insightful parallel between BI and reference books as candidates for stylistic input runs through this article. Obvious metaphor of BI librarian as teacher is parting thought of author's conclusion.

**Nielsen, Brian.** "The 'SHOW' Along With the 'TELL'; How to Liven Up Presentations With New Technology" in "PC Monitor" column. *Online* 15 (January 1991):78-81.

Discusses using liquid crystal display (LCD) panels in training/instruction sessions, offers buying tips, and includes two batch file programs that will allow formatting and displaying downloaded screens from online and CD-ROM systems. These useful programs will help create canned demos for those expected and unexpected times when live demos are not possible.

**Nipp, Deanna.** "Back to Basics: Integrating CD-ROM Instruction with Standard User Education." *Research Strategies* 9 (Winter 1991):41-47.

Assesses the value of CD-ROM technology in the wide array of tools and services libraries offer, as one unique tool which must be related to other library resources. Integrating CD-ROM instruction with standard user education methods, for example, including descriptions and presentations on CD-ROM products, raises questions about the content of basic skills programs.

**O'Hanlon, Nancy.** "Begin at the End: A Model for Research Skills Instruction." *Research Strategies* 9 (Summer 1991):116-123.

Discusses a flexible method of teaching basic library skills involving dissection of the finished paper, its footnotes and sections of text, than relating the sources cited to the overall information-gathering process used by the writer.



Petrowski, Mary Jane, and Lizabeth A. Wilson. "Avoiding Horror in the Classroom: In-House Training for Bibliographic Instruction." *Illinois Libraries* 73 (February 1991):180-186.

Advocates in-house training for bibliographic instruction both as preparation for novice teachers and as continuing education for current practitioners. Provides goals, objectives, and a checklist for such a program; discusses trainer/trainee interaction; describes three existing programs; and lists further resources, both print and organizational, useful in planning or implementing such a program.

Piette, Mary I. and Nathan M. Smith, Jr. "Hypermedia and Library Instruction: The Challenge of Design." *Reference Services Review* 19 (Winter 1991):13-20.

Outlines the experiences undertaken in designing Project FORE-Focus on Research and Evaluation, a hypermedia program developed at Utah State University. A good article for those planning a similar project, includes examples of the graphics and text used throughout the program.

Reichel, Mary. "Refocusing and Library Instruction," In "Library Literacy" column, *RQ* 30 (Summer 1991):497-501.

Examines the trends in the field of academic librarianship in such areas as strategic planning, the future of librarianship, and technology and the impact of these trends on the relationship of the library to the teaching-learning process.

Warnken, Paula N. and Victoria L. Young. "Application of Training Principles and Techniques for Successful Library Instruction." *Reference Services Review* 19 (Winter 1991):91-96.

Discusses the principles of training, pointing out the similarities between librarians and trainers, and how librarians can successfully use training techniques in their library instruction presentations.

Wesley, Threasa. "Teaching Library Research: Are We Preparing Students for Effective Information Use?" *Emergency Librarian* 18 (January-February 1991):23-30.

Covers why and how teacher-librarians should be concentrating on conceptual, decision-making skills rather than on mechanical, use-of-library skills in library instructional programs. Ideas presented are useful for all levels of library instruction from elementary-secondary school through college.

*Note: Readers interested in the literature of library instruction are reminded that Hannelore B. Rader continues to edit an annual bibliography of library orientation and instruction literature, which appears in Reference Services Review: Her latest bibliography is in the Winter 1991 issue.*

## .....*The New LIRT Casebook*.....

### Evaluating Library Instruction Librarians and Programs: A Casebook

Library Educators, Librarians from School, Academic, and Public Libraries will find this casebook very useful for individual study, workshop and conference planning, and formal instruction programs. Topics include the evaluation of individuals and of programs, self-evaluation, and evaluation in areas such as library signage and library publications. Each case study includes questions for further discussion and a bibliography of readings. This is a real bargain for \$7.

Make your check payable to ALA, and send your check to: ALA Office for Library Personnel Resources  
50 East Huron Street  
Chicago, IL 60611

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# HELP IS NEEDED TO STAFF THE LIRT BOOTH AT ALA-SAN FRANCISCO

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:

Gwen Arthur  
Information Services  
Jerome Library  
Bowling Green State University  
Bowling Green, OH 43403  
Phone: 419-372-7902



Name \_\_\_\_\_ Telephone <sup>(Office)</sup> \_\_\_\_\_ <sup>(Home)</sup> \_\_\_\_\_  
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 27th	_____	_____	_____	_____	_____
Sunday, June 28th	_____	_____	_____	_____	_____
Monday, June 29th	_____	_____	_____	_____	_____
Tuesday, June 30th	_____	_____	_____	_____	_____

\*The exhibits close at 4pm on Saturday

\*\*The exhibits close at 3pm on Tuesday.

Have you staffed the LIRT booth before? YES \_\_\_\_\_ NO \_\_\_\_\_

Are you a LIRT member? YES \_\_\_\_\_ NO \_\_\_\_\_

## ORDER FORM FOR LIRT T-SHIRTS AND TOTE BAGS

**T-Shirts** are printed with the LIRT logo in red on white 50-50 cotton/polyester.

Sizes: M, L, XL. \$6.00

**Tote bags** are printed with the LIRT logo in red on heavy-weight natural-color canvas.

Carrying straps are red, logo appears on outside pocket with a velcro closure. \$10.00

Qty/Description	Size	Unit Price	Total

Shipping & Handling **\$1.50**

Ship to:

Name: \_\_\_\_\_

TOTAL \_\_\_\_\_

Institution: \_\_\_\_\_

Send check or money order payable to:  
**American Library Association**

Street: \_\_\_\_\_

City/State/ZIP: \_\_\_\_\_

Mail order to: **ALA**

**LIRT c/o Jeniece Guy**

**50 East Huron Street**

**Chicago, IL 60611**

Telephone #: \_\_\_\_\_

### LIBRARY INSTRUCTION ACTIVITIES

The LIRT PR/Memmmbership Committee is compiling a list of library instruction activities presented by its members. The purpose of the list is for members to be able to contact each other and share their ideas and insights they are using in library instruction.

How are you instructing your patrons on using the library? What computer software, news media, posters, radio and television progrms, tours, and videos have you designed?

Complete the information below and return to: Thomas J. West, Crawfordsville District Public Library, 222 S. Washington St., Crawfordsville, IN 47933 [317-362-2242]

Name: \_\_\_\_\_

Library or Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

Type of Library (Academic, Public, School, Special): \_\_\_\_\_

Briefly describe your library instruction activites: \_\_\_\_\_

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**Information for a New Age:  
Fantastic Technology or Institutionalized Alienation  
June 28, 1992, Sunday  
9:00 AM - 12:30 PM**

**Keynote speaker Robert Silverberg**, is an eminent science fiction writer who was awarded a Hugo Award for *Nighthawks*, the Nebula Award for *Passengers*, and the Jupiter Award for *The Feast of St. Dionysus*. In his writings, he typically looks at man's alienation in contemporary society. Or at what the critic, Claerson, describes as "the dilemma of man isolated amid the fragmenting cultures of the contemporary world".

Silverberg will be assisted by a Panel of Librarians who will discuss the Pro's and Con's of technology in advancing bibliographic instruction:

- ❖ **Virginia Tiefel**, Director of Library User Education  
The Ohio State University Libraries, Columbus, Ohio
- ❖ **Robert Kieft**, Coordinator for Reference Services and Collection Development  
Haverford College, Haverford, Pennsylvania
- ❖ **Jody Gehrig**, Library Media Consultant  
Nevada Department of Education, Carson City, Nevada
- ❖ **Deanna B. Marcum**, Dean of the School of Library and Information Science  
Catholid University Of America, Washington, D.C.

## **Library Instruction Round Table News**

**c/o Jeniece Guy  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611**

**Address Correction Requested**