



School

Public

Special

Academic

---

# LIBRARY INSTRUCTION ROUND TABLE NEWS

---

volume 15 no. 1

September 1992  
issn 0270-6792

---

## FROM THE PRESIDENT

Tim Grimes, Ann Arbor Public Library, 1992-93 LIRT President

It's a new year for LIRT! I am pleased to announce that the following members have been elected to serve as LIRT officers for the 1992-93 year.

Our new Vice-President/President-Elect is Emily Okada, an academic librarian at Indiana University. Emily has been serving for the past several years as production editor for the *LIRT Newsletter*. I am sure that she will bring the same dedication and enthusiasm to her new role in the organization.

Carol Penka is our new Secretary. She has the unique distinction of being employed as both a public and an academic librarian in Illinois. Carol has played many roles in the structure of LIRT and last served on the Executive Board as Treasurer several years ago.

Because of last year's by-laws change, LIRT now has two treasurer positions - a Treasurer and a Treasurer-Apprentice. Marilyn Whitmore, from the University of Pittsburgh, will be exercising her skills as Treasurer for one more year. The new Treasurer-Elect position will be filled by Emily Bergman, a special librarian from the Gene Autry Western Heritage Museum in California. Emily last served on the Steering Committee as co-chair of the Research Committee.

I am proud to have such a distinguished and enthusiastic team working with me for LIRT on the Executive Board. We look forward to serving you in the coming year, as we carry on the pride and accomplishments of the 15th Anniversary to begin a whole new era in LIRT's history.

## A FINAL WORD FROM DIANNE LANGLOIS, PAST PRESIDENT OF LIRT

I would like to share a brief overview of what the members of LIRT have accomplished during our 15th anniversary year. Over the past year, several initiatives have been completed which support and encourage librarians developing instructional programs. The video, *First Step in Library Research: The Presearch* featuring Virginia Rankin, has been very well received by the many librarians who purchased it. Two other LIRT publications made their debut in 1991. The *Directory of Bibliographic Instruction and Related Groups* is helpful to librarians trying to network, while *Evaluating Library Instruction Librarians and Programs: A Casebook* seems to fill a void in the literature and is about to go into its second printing.

Publications were not the only projects completed by LIRT members. At the ALA Midwinter meeting in San Antonio, LIRT sponsored a discussion forum entitled: **Library Instruction and Preservation Education**. The 15th anniversary program at the recent ALA conference in San Francisco featuring Robert Silverberg addressing the topic, **Information for a New Age: Fantastic Technology or Institutionalized Alienation**, was an exceptional event even by LIRT's high standards. The panel discussion which followed explored the pros and cons of technology in advancing bibliographic instruction, and was extraordinary in defining the issues each librarian must consider when planning for library automation. Also in San Francisco, the joint reception hosted by LIRT, ACRL-BIS, UIILC, and the LIRT hospitality suite were well attended and gave everyone a chance to remember the past and plan for the future.

LIRT continues to support instruction librarians with several ongoing programs. The ever popular "20 best library instruction articles"

is a quick way for members to review relevant literature. This year's "Bite with LIRT" at both Midwinter and the annual conference were sold out, with many librarians asking to be put on "stand by." The LIRT booth in the exhibit hall in Moscone Center attracted much attention through showings of the LIRT video and other instructional videotapes.

Finally, a personal note. I have been active in a number of library groups and I can honestly say that none of those groups are as productive as LIRT. I would like to thank each member on every LIRT committee who contributed to LIRT's many accomplishments during my term of office. It has been a tremendous privilege to work with librarians from around the country representing a wide variety of types of libraries. I step down with absolute confidence that the new leadership team, with the active involvement of LIRT members, will continue the tradition of significant professional accomplishments next year and in all the years ahead. Good luck and best wishes in keeping the dialog clear and open.

---

### INSIDE

LIRT Officers & Committee Chairs	p 3
Committee Reports	p 8
User Education & Public Libraries	
by S.J. Paznekas & M.P. Whitmore	p.4
Contest Winners	p 15
LIRT Conference Program Review	
by R. Poli	p 6
Meetings Related to Library Instruction	p 12
Member A'LIRT: Carole Hinshaw	
by M. Turner	p 15

## MESSAGE FROM THE EDITOR

I am pleased to have the opportunity of serving as your LIRT Newsletter editor. Filling the shoes of Kwasi Sarkodie-Mensah will be challenging. His tenure as newsletter editor set a high standard that I will attempt to sustain. Recognition should be given as well to Emily Okada whose skilled work as Production Editor results in an eye appealing and very readable newsletter!

The Newsletter Committee's goal is to bring the workings of LIRT and its various committees and task forces to each member of the Roundtable, and to support LIRT's mission as an advocate for library instruction as a means for developing competent library and information use as a part of lifelong learning. We see the Newsletter as a forum for the sharing of practical ideas to enhance our library instruction activities, as a means for involving as many as possible in accomplishing the LIRT mission, and as a source of useful information on LIRT activities for those unable to attend ALA conferences and meetings.

In order to accomplish these tasks, we seek contributions from school librarians, public librarians, special librarians, and academic librarians who make up the membership of LIRT, as well as reports of accomplishments and activities of the people who comprise the committees and task forces that make LIRT such a vital organization. Please send suggestions, brief articles, or comments to:

Stephen D. Fitt  
Library-Nonbook Section  
University of Nevada, Las Vegas  
Las Vegas, NV 89154-7001  
telephone: (702) 739-0983  
FAX: (702) 739-3050  
e-mail: fitt@nevada.edu

*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.

Editor: Stephen D. Fitt  
Library-Nonbook Section  
Univ. of Nevada, Las Vegas  
Las Vegas, NV 89154-7001

**Contributions to be considered for the December issue must be sent to the editor by October 7, 1992**

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

All material in the *LIRT News* is subject to copyright by ALA. Material may be photocopied for the non-commercial purpose of scientific or educational advancement.

Production Editor: Emily M. Okada

© American Library Association

## WANTED! LIRT PUBLICITY COORDINATOR INTERN

I have greatly enjoyed being publicity coordinator for LIRT for the past several years. At this time however, I would like to begin the pursuit of other ventures. Therefore, I am looking for someone who would be interested in serving as an intern for a year or so. This person would assist me in my activities, would learn the "public relations business," and at the end of the internship, step in as LIRT Publicity Coordinator.

Duties of the Publicity Coordinator include working with committee chairs and LIRT officers in the production of publicity for all LIRT activities. This can range from producing publicity flyers, articles for the *LIRT Newsletter*, and e-mail messages, to the provision of publicity advice to LIRT members. All press releases that go to ALA headquarters from LIRT go through the Publicity Coordinator. This person is also responsible for securing the "basket" at the Midwinter and Annual conferences, and working with the Liaison Committee Chair and others on its contents. The position is an ex-officio nonvoting member of the LIRT Executive Board and a member of the Steering Committee.

Membership in LIRT, some knowledge of public relations, good organizational skills, the ability to write succinctly and clearly, and the ability to meet deadlines are desirable. The position is truly rewarding, and a way to get to know and interact with the friendly, active members of LIRT. Anyone wishing further information should contact Chuck Dintrone, San Diego State University Library, San Diego, CA 92182-0511; (619) 594-4303; or [dintrone@library.sdsu.edu](mailto:dintrone@library.sdsu.edu)

## LIRT OFFICERS AND COMMITTEE CHAIRS FOR 1992-1993

### President

Timothy P. Grimes  
1101 Ravenwood  
Ann Arbor, MI 48103  
313-663-7167

### Vice President/President Elect

Emily M. Okada  
UGLS - Main Library W121  
Indiana University  
Bloomington, IN 47405  
812-855-9857

### Secretary

Carol Penka  
1520 W. Green St.  
Champaign, IL 61821  
217-351-6026

### Treasurer

Marilyn Whitmore  
222 Lytton Ave  
Pittsburgh, PA 15213  
412-687-1844

### Treasurer Elect

Emily Bergman  
1001 North Geneva  
Glendale, CA 91207  
818-244-2501

### Archivist

Lynn E. Randall  
173 Ridge Road H7  
Cedar Grove, NJ 07009  
201-667-2000 ex.314

### Computer Applications Committee

Gale Burrow  
531 Brooks  
Claremont, CA 91711  
714-621-8150 ex 3987

### Conference Program, 1993

Kari Lucas  
Undergraduate Library  
C-075-D  
U. of California -San Diego  
La Jolla, CA 92093  
619-534-1209

### Continuing Education Committee

H. Scott Davis  
322 Potomac Avenue  
Terre Haute, IN 47803  
812-237-2604

### Elections Committee

Thelma Tate  
Mabel Smith Douglass Library  
Douglass College  
New Brunswick, NJ 08903  
908-932-9407

### Instructionals Materials Task Force

Robert A. Kuhner  
792 Columbus Avenue 15T  
New York, NY 10025  
212-650-9407

### Liaison Committee

Barbara Conant  
Governor's State University  
University Library  
University Park, IL 60466  
708-534-4138

### Long Range Planning Committee

Elizabeth Dailey  
Onodaga County Public Library  
4862 S. Salina St.  
Betts Branch  
Syracuse, NY 13205  
315-469-8442

### Newsletter Editor

Stephen D., Fitt  
Library-Nonbook Section  
University of Nevada-Las Vegas  
Las Vegas, NV 89154-7001  
702-739-0983

### Organization and Bylaws

Dianne Langlois  
Andrew Mellon Library  
Choate Rosemary Hall  
P.O. Box 788  
Wallingford, CT 06492  
203-269-7722

### Professional Association Networking

Gail Egbers  
817 101st Court East  
Apt. 203  
Tacoma, Washington 98445  
206-535-8869

### Public Relations/Membership

Charlotte J. Files  
MBCI--Choctaw Branch  
Philadelphia, MS 39359  
601-656-5251

### Publications

Paul Frantz  
282 Knight Library  
University of Oregon  
Eugene, OR 97403-1299

### Publicity Coordinator

Chuck Dintrone  
Pasco Park Drive  
Lakeside, CA 92040  
619-594-4303

### Research

Rebecca Gardner  
Mabel Smith Douglass Library  
Rutgers University  
P.O. Box 270  
New Brunswick, NJ 08903-0270  
908-932-9731

### ALA LIRT Liaison Officer

Jeniece Guy  
American Library Association  
60 E. Huron Street  
Chicago, IL 60611  
800-545-2433 ex 4279 (Toll Free)  
312-280-4279 (Office)

### Newsletter/Production Editor

Emily M. Okada  
UGLS - Main Library W121  
Indiana University  
Bloomington, IN 47405  
812-855-9857

### Newsletter Production Editor staring 1993

Jana Caldwell  
UGLS-Main Library  
Indiana University  
Bloomington, IN 47405  
812-855-9857



# USER EDUCATION AND PUBLIC LIBRARIES: RESULTS OF A NATIONWIDE SURVEY

by Susan J. Paznekas and Marilyn P. Whitmore

In a recent article in *Public Libraries* entitled "Library Use Instruction and the Public Library," Susan Diehl and Terry L. Weech provided a survey of the literature on use instruction in the public library. User education, or library use instruction, is a topic of continuing interest for LIRT. Recently, the Research Committee conducted a survey of four types of libraries—public, academic, school, and special—to gather information about the user education programs in each. The results of the survey are the basis for this paper.

The Research Committee conducted the nationwide survey to ascertain the purpose and character of formal and informal user education in public, special, school, and academic libraries. The country was divided into five regions for data gathering. Five hundred questionnaires, divided among the five regions and the four types of libraries, were sent out. The libraries were allocated by type to committee members who randomly selected 25 libraries to be surveyed in each region. Tables of random numbers were used to assure that the sample had an unbiased distribution.

The "Aims of User Education" questionnaire developed by the Research Committee was pretested in the Hartford, Connecticut area. The questionnaire was revised after the pretest and mailed to the 500 selected libraries in late 1988. The response rate based on the type of library is shown in Table 1 both by whole number and by percentage.

Each of the questions was cross tabulated by type of library, size of collection, size of user base, and location. This article concentrates primarily on the public libraries, although some comparison between other libraries is noted. r.

Twenty-two percent of the public libraries are in urban areas, 36% in suburban, and 41% in rural. America is primarily rural with small towns so the sample breakdown by location is not surprising. When the rural respondents were combined with the suburban, the percentage total rose to 77. Each state has its urban centers, which account for 22% of the public library respondents. Approximately one-third of the

public library respondents indicated their user base was 5,000 to 25,000 persons (30%) with 25,000 to 50,000 a close second (21%). One-fourth of the public libraries reported collections of 100,000 to 500,000 volumes and close to half reported collections of 2,500 to 100,000 volumes.

## Purposes for Offering Library-Use Instruction

To discover the purposes for offering library-use instruction, each library was asked to rate several reasons or variables on a scale of 1 to 5, with 5 being the most important or significant. The public library response, in relation to their library instruction programs, showed that (1) encouraging library use and (2) encouraging more effective library use were the most compelling reasons. The response by percentage is listed in Table 2.

It is of note that the two variables rated most important to public libraries were most important to other types of libraries as well.

In relation to collection size, the encouragement of library use was most important to libraries of all types with holdings of 25,000 to 50,000 and 1,000 to 5,000 volumes. The percentage distribution was very similar when examined by location, with one exception. Creating autonomous library users was important to 57% of the urban libraries.

## Mechanics of Library-Use Instruction

The second area of questioning sought information on how instruction is provided in each type of library. Respondents were asked to consider several methods of instruction and to indicate whether or not each was used in their library instruction program. Among the 58 public libraries responding to the survey, 86% reported using individual instruction to orient the users about the layout of the library and 59% made use of formal tours. Signs are used by 75% and formal tours were used frequently by almost 60%. Maps are not extensively used in public libraries; only 32% reported using this method as a form of orienting users about the library layout. Self-guided tours are used in only 15% of the public libraries. When these findings are considered, it is interesting to note that 198 of all 202 libraries responding used some form of instruction to orient clientele about the library's layout. There is however, quite a difference in the methods being used.

In addition to eliciting information about the overall mechanics of the library instruction program, the questionnaire sought information on instruction related to specific reference sources as well as non-book materials. Nearly all of the public libraries indicated that they offered instruction of the location of non-book materials such as pamphlet file, videocassettes, journals, manuscripts, etc. The preferred method in this area is individual instruction as reported by 96% of the public libraries. Group instruction is used by 46%. Signage and handouts are used by 32% and 23% respectively; only 4% report use of computer assisted instruction (CAI).

Handouts and signage were used by less than 20% of the public libraries to teach the use of specific reference sources. Groups

Table 1.  
Response to User Education Questionnaire

Library	Number	Percentage
---------	--------	------------

Public	59	47%
Special	27	22%
School	35	28%
Academic	81	65%
Total	202	40%

sessions were used by 32% and CAI by 5%. Again, individual instruction was the most popular with 95%.

Sixty-six percent of the public libraries responded that they provided instruction on electronic resources. Comparison of the response from other types of libraries shows the following distribution: special 26%, school 49%, and academic 78%. This data may indicate the distribution of electronic resources in libraries at the time of the survey. Half of the public libraries post signs for information about electronic resources while only 21% have produced handouts. Individual instruction was used by 87% and group instruction by 26%. CAI was reported by 11% of the public libraries. This percentage is largest of any category. It is not known whether these programs were developed in-house, or by the database producer.

### Conceptual Aspects

Another area of data collection dealt with the conceptual aspects underlying the library's approach to user education. The following aspects were rated on a scale of 1 to 5, with 5 being the most significant:

1. Encouraging development of search strategies;
2. Enhancing critical approaches to information sources;
3. Enabling people to refine and articulate information needs; and,
4. Developing an awareness of the patterns by which information is communicated and disseminated in different fields.

Seventy percent of the public libraries found that refining and articulating information needs was the most important conceptual aspect underlying their approach to user education. Developing search strategies was the second most important and checked by 58%. Special libraries found this to be the case also. The school and academic libraries reported, however, the development of search strategies as most important. The data showed that enhancing critical thinking and developing an awareness to patterns of communication were important to only one-fourth of the public libraries compared to half or more of the school and academic libraries.

When the data were examined by location of library, there was a great deal of consistency across the urban, suburban, and rural settings. Critical evaluation of information sources was considered important by half of the respondents and awareness of the patterns of information dissemination by about 40%.

Table 2.

### PURPOSES OF INSTRUCTION IN PUBLIC LIBRARIES

<u>Variable</u>	<u>Percentage</u>
Encourage library use	93%
Encourage more effective use	93%
Convey librarians' willingness to help	82%
Enhance public relations	72%
Create autonomous library users	46%
Enhance political support	33%

### Types of Professional Support

Another question in the survey elicited information on the types of professional support which the respondents considered most critical to their library instruction program. They were asked to check any of the following that would apply:

1. Information exchange with other library instruction professionals;
2. Usefulness of exchanging library instruction materials;
3. Usefulness of programs on library instruction; and,
4. Survey of literature on library instruction.

According to the public library responses, the most important was exchange of library instruction materials (61%); special and school libraries also checked this type of support as most important. About half of the public librarians were interested in programs on aspects of library instruction. Only 41% of them wanted to have the opportunity to speak with their colleagues while 90% of the academic library respondents checked that item. Few of the respondents were particularly interested in literature reviews.

### Conclusions

This survey determined that library-use instruction programs are available in all types of libraries. The main differences are in the methods employed and the degree to which they are utilized by different types of libraries. The LIRT Research Committee was very impressed with the response of public libraries to the survey and the amount of user education that is taking place in them. It is hoped that further research studies and professional exchanges will encourage the strengthening of library-use instruction programs in all types of libraries.

1. Susan Diehl and Terry L. Weech. "Library Use Instruction Research and the Public Library." *Public Libraries*. 30:33-42 (January-February 1991).



## Program Review

### Information for a New Age: Fantastic Technology or Institutionalized Alienation A Dialogue with Librarians and Futurists

*15th Anniversary Program of the Library Instruction Round Table (LIRT), at the American Library Association Annual Conference, San Francisco. Grand Hyatt Plaza Ballroom, East & West, 9:30 am to 12:30 pm, Sunday, June 28, 1992. Reviewed by Rosario Poli, LIRT Program Committee.*

The atmosphere was that of a space odyssey as over 700 participants gathered to hear the eminent science fiction writer, Robert Silverberg, and a panel of noted librarians in the area of information literacy, address the topic of **Information for a New Age: Fantastic Technology or Institutionalized Alienation**. The panelists included:

Virginia Tiefel, Director of User Education, The Ohio State University Libraries;

Robert Kieft, Coordinator for Reference Services and Collection Development, Haverford College;

Jody Gehrig, Library Media Consultant, Nevada Department of Education;

Deanna B. Marcum, Dean of the School of Library and Information Science, Catholic University of America.

Michael Pavel, expert in human/computer interaction, from the Center for Neural Science, New York University.

Cynthia Cunningham, Chair of the Library Instruction Round Table Program Committee, moderated the program.

Robert Silverberg launched the program with provocative and interesting, albeit confusing and alienating statements in his use of metaphors, similes and ironic humor. He set the stage with his allusions about information in a futuristic society,

and how it is monitored and used as a source of power. Silverberg described the character of Kloofman, from his novel *The Time-hoppers*, as a "surveillant" of information. Kloofman receives and controls information through a video display monitor. As a surveillant, he is a source of power in society. As power, information can be used benignly or dictatorially. The other analogy Silverberg made to information was drawn from a work by Issac Asimov called "The Panting Sound." In this story, a brilliant biochemist is portrayed as furiously searching the literature and panting for loss of oxygen in his futile efforts to keep abreast of research in his area. He is forever panting because his information needs cannot be fulfilled. Continuing, but sometimes in a rambling vein, Silverberg made the following assertions about information and technology:

1) What do acronyms like LIRT and UILC mean? How are they deciphered if you are not knowledgeable in the field? Does LIRT mean, as he suggested in a joking, but somewhat serious vein, and from the perspective of a person unfamiliar with library jargon, but very conversant in the language of science fiction, "Librarians In Retrograde Transport?"

2) Some say we are the last print media generation. But the book is still the most portable way of transmitting information.

3) In the work place, it is easier to invent a technology to cope with illiteracy than to cope with literacy itself. For example, some work places use touch screens with images for those who cannot read, or use voice activated instructions rather than developing a literacy program

4) We are faced with a double revolution today; a twin paradox. There is an information explosion and at the same time, an illiteracy explosion.

5) What does "information literacy" or

"computer literacy" mean? The use of "literacy" with the terms "information" and "computer," Silverberg asserted, are repellent to him as a writer.

Literacy, he contended, is a term to describe words, not tools like a computer or technology. More specifically, literacy is the ability to use and decipher words thereby enabling us to think—to communicate and assimilate knowledge. Thinking is what it's all about! Words and their concepts enable us to store and preserve information, and to eventually assimilate information as knowledge, when we decide what to keep as part of our value system or culture.

Why are librarians insistent on defining new roles for themselves? The role of the librarian is the same today as it was in the Alexandrian Library—the mediation of knowledge for human beings. Librarians bring knowledge and human beings together in their efforts to describe, store, and retrieve information. The format in which knowledge is presented does not matter. Whether it is a cuneiform tablet, a picture, a printed book, or digitized, ultimately words and the ideas, or the thinking processes associated with words, are what librarians have preserved in the past and will continue to preserve in the future. "The future therefore is nothing more than the present". Librarians therefore need not fear it. Silverberg also asserted that there is not a dichotomy in the topic under discussion, namely, "Information for a New Age: Fantastic Technology or Institutionalized Alienation." Technology is merely a tool. It is neither bad nor good. It depends on how you use it. Technology will alienate you and it will also allow you to control. It is a two-edged-sword. You control the interface between technology and information, as you control the mediation of knowledge and those values you wish to perpetuate in society and in your culture, regardless of the format you use.

Silverberg's exploration into space, time and mind was followed by a panel discussion and dialogue on the pros and cons of technology in library instruction and use. All of the panelists agreed that the role of user education, or as they preferred to call it, information literacy, is to teach generalized and creative learning, or thinking, for life-long learning and problem solving.

Virginia Tiefel discussed how Library Search Strategy has enabled students to find, use and evaluate information, to get at problem solving or creative thinking. She described how a self-instructional hypermedia project, known as The Ohio State University's Gateway Project, which is based on Library Search Strategy, enables librarians to reach more students than they possibly could if they had to do individualized classroom presentations for 30,000 students. The Gateway Project enables students to search the OSU catalog, encyclopedias, and other reference sources, such as indexes and periodicals on CD-ROMS in a systematic manner. Students also are free to access the material at their leisure. Library instruction is therefore relevant, motivational, and meets students' information needs at the time of need. Tiefel assured Silverberg that librarians are not fearful of the future, but fearful that we, as librarians, are not responding fast enough to the new technology and its applications for point of use instruction and for course related instruction. She exhorted us as a profession to utilize the new technology in our classrooms and libraries before it is taken over and developed by commercial concerns and system designers who are not as knowledgeable as librarians are about users' information seeking behavior patterns.

Robert Kieft, a humanist, feared that technology is depersonalizing the learning process, and is "canned" to reach large groups and not the individual learner. Library education, to him, is the meeting and sharing of minds through social interaction and dialog, through questioning and answering, through a one-to-one rep-

artee, and through immediate feedback to the learner. He argued that to emphasize electronic technology in librarianship is to value means over end, information over knowledge, tool over product, distance and absence over proximity and presence, alienation over negotiation, mass over individual, accumulation over discrimination, consumption over judgment, and similitude over difference.

Jody Gehrig sees computers, because of the access they give through networking, as the great equalizer in learning. She spoke of how school libraries in Nevada were linked to a state OPAC so they could have access to information throughout the state and borrow the information they need through interlibrary loan. She also discovered that, contrary to the popular belief that schools would be a drain on other libraries in the network and would not be able to contribute their fair share of lending, school libraries in the state did have unique titles that were borrowed by other libraries in the network. Gehrig also warned that even though computers and technology are wonderful tools because of the access they give, they cannot meet all of our students' needs because of the differing learning styles individuals have. Some students learn best through the printed page, while others learn best through listening, visual, tactual or sensory modes.

Deanna Marcum, who could not be present, submitted a paper which was read by Peter Giordano, a member of the LIRT Program Committee. Marcum warned that the profession is losing sight of the role of librarians with its stress on technical and computer skills in library education and in job requirements advertised for librarians. Students come into the library and think of the librarian as a technocrat, because the librarian is always on a machine or fixing a machine. This overemphasis on computer training for librarians has underrated the scholarship and subject expertise needed to interact with faculty, the school curriculum and students or users seeking knowledge and scholarly research from the librarian.

Michael Pavel, who has researched cognitive functions, window-based human/computer interaction and the visual display of information, responded to the overall presentation.

Pavel called for eye catching, or as he termed it, sexy, windows and displays, especially when developing help screens. Help screens are not only difficult to write, but are usually not able to hold the attention spans of users. He surprised the audience with his statement that it has never been proven that computers save time, and make people more productive, especially the end user. Continuing, he maintained that end user information systems that do not work well cause the same indigestion one gets when one eats at a bad restaurant. Librarians, Pavel continued, are the only ones sufficiently knowledgeable to create computer/human interfaces for information systems. Librarians, and not computer scientists, are the ones who study information use patterns of users, especially as they pertain to vocabulary, thesauri construction, word usage, semantics, categorization, and classification.

In closing, Pavel won the hearts of the audience as he stated that, librarians need to be more assertive and self confident in what they know about users' information needs. Librarians need to take a proactive role in the design of information systems, not the computer people or the technologists, but the Librarians! **They do it best!**



---

## REPORTS FROM COMMITTEES

### COMPUTER APPLICATIONS COMMITTEE

*Gale Burrow, Claremont Colleges, Claremont, CA*

Discussion focused on the CAI survey which the Committee is currently conducting. Additional target groups were identified. Publication format for survey results was discussed. The committee would like to make the survey results available in both print and electronic formats. The Committee also discussed proposing a preconference or conference program focusing on how people learn and interact with computers.

### 1992 CONFERENCE PROGRAM PLANNING COMMITTEE

*Cindy Cunningham, University of Washington*

(Saturday, 9:00 a.m.) The Committee discussed the schedule for the Sunday program, and members reported on their assignments. Attractive programs and bookmarks were shared with the Committee, and it was reported that bookmarks were available at the LIRT booth. A survey was being printed for placement on the chairs in the conference hall. Committee members and the LIRT Publicity Coordinator reported on the publicity they had distributed. The Committee agreed to meet at 2:00 p.m. to run through a dress rehearsal of the program, and to meet the panelists and explain the program to them.

(Saturday, 2:00 p.m.) Introductions were made, and the three panelists were talked through the program. We gave them the order in which they were going to present their views, and told them how we were going to seek and respond to audience participation. After the panelists left, the Committee rehearsed how people would sit on the stage, and how the different phases of the program would be directed. Earlier in that day transitional remarks had been scripted, establishing the flow of the program.

(Sunday, 8:00 a.m. - 12:30 p.m.) The morning of the program, all Committee members were on hand to distribute handouts, programs, and audience surveys. Members positioned themselves in the audience to ask questions in order to get the participation part of the program rolling. Seven hundred people attended the keynote address by Robert Silverberg. At the end of the program, there were about 200 people in the room.

(Monday, 1:00 p.m.) Preliminary results of the audience surveys were reported. Final survey results will be sent to the *LIRT Newsletter* editor, and to all Committee members. Members gave the Committee Chair the addresses of their supervisors, so that letters praising their participation could be written.

### 1993 CONFERENCE PROGRAM PLANNING COMMITTEE

*Kari Lucas, University of California, San Diego*

The Committee discussed the 1993 program and identified a preliminary title: "Unmasking Technology: If we Don't Know It, How Can We Fund It, Install It, Maintain It?" A roster of potential speakers to be contacted was generated, promotional items were discussed, and individual assignments were made for committee tasks.

### CONTINUING EDUCATION COMMITTEE

*Craig Gibson, Washington State University*

Suggested changes were made to the *First Steps in Library Research: The Presearch* video brochure, including giving credit to Tobelynn Burch as project manager. A program bibliography for next year, focusing on librarian/staff training for diverse technologies was discussed. The Committee will work on this bibliography and organize it at the Midwinter meeting. "Top Twenty" bibliography discussion centered on how to divide up the journals the Committee regularly scans. New ideas for the Committee included "recycling" previously developed bibliographies. Proposals included extracting the "best of the best," sending copies to LOEX, publishing a collection of "Top Twenty" articles as a pamphlet, publishing some of the bibliographies as ERIC documents, the need to publicize the bibliographies more, sending copies to authors, distribution of copies at continuing education workshops and to library schools, and advertising/publicizing the "Top Twenty" on electronic bulletin boards such as BI-L and LIBREF-L.

### ELECTIONS/NOMINATIONS COMMITTEE

*Thelma H. Tate, Douglas College, New Brunswick, NJ*

The Elections/Nominations Committee began work to prepare a slate of nominees to recommend for the 1993 LIRT ballot, identified goals and objectives for the term, identified agenda items to be included on the Midwinter docket, and established a time table for completion of the committee's charge.



## FIFTEENTH ANNIVERSARY TASK FORCE

*Lois Pausch, University of Illinois, and Mary Popp, Indiana University*

The LIRT 15th Anniversary program featuring Robert Silverberg and panelists was attended by between 650 and 700 conference goers. The 15th Anniversary Reception attracted many of the founders and past leaders of LIRT and ACRL-BIS. Approximately 50 people attended the LIRT hospitality suite. Awards were announced and presented for the best papers addressing the future of information literacy in public, school, special, and academic libraries. Sales continued of the promotional materials; members of the Task Force helped to staff the LIRT booth. All tote bags were sold by early Saturday. The program was selected as a 'pick' in both *LJ* and *American Libraries*. A special thanks to the many people who made this program a huge success.

## LIAISON COMMITTEE

*Mitch Stepanovich, University of Texas, Arlington*

Saturday: New Committee members and guests were introduced to continuing members. The Committee purpose and tasks were reviewed. Steering Committee activities and activities of other LIRT committees were reported. The Committee membership/address list was examined and updated. A list of "Library Instruction Related Meetings" was reviewed and selections were made for reporting assignments.

Tuesday: Highlights from meetings attended were reported. Committee goals and objectives were reviewed, some wording was modified and new objectives were added.

## LONG RANGE PLANNING COMMITTEE

*Tim Grimes, Ann Arbor Public Library*

Denise Dwyer reported on progress of the "Information Matters" article, which grew out of the LIRT retreat. She and Donna Kanapes will now investigate possible journals for publication. The Committee made format changes in the Planning and Goal Form which still seems confusing to chairs. The form will be discussed in more detail next year. LIRT planning and goal statements submitted to chairs at Midwinter were matched against LIRT's Mission Statement with the following results: (a) The goal and objective concerning Affiliates Committee was recommended for change, since Affiliates Committee is now Professional Association Networking Committee and the Affiliates Council no longer exists. This recommendation will be brought to the Steering Committee at Midwinter. (b) A Midwinter forum/discussion group, called for in the Mission Statement, was recommended for Steering Committee. Mitch Stepanovich has volunteered to undertake this effort. (c) Changes in IULC were discussed as they affected LIRT's goals. More on this will be discussed at Midwinter. (d) LIRT's mission to work with library schools was discussed and it was recommended that the Executive Board take up this project at a later date. An informational meeting was held with the new Financial Planning Subcommittee headed by Randy Carl. The Committee will begin meeting at Midwinter.

## NEWSLETTER COMMITTEE

*Stephen D. Fitt, University of Nevada Las Vegas*

The Committee discussed responsibilities of individual members in using the "phone tree" to contact LIRT committee chairs for reports for the various newsletter issues. Ideas for broadening the scope of the newsletter somewhat to include "practical" solutions to everyday problems in bibliographic instruction, as well as outreach to all constituencies served by LIRT were discussed. The Committee brainstormed ideas and authors for articles in the newsletter. Discussion will continue among Committee members via mail.

## ORGANIZATION AND BYLAWS COMMITTEE

*Louise Greenfield, University of Arizona*

The Committee reviewed the new LIRT manual that it had completed for distribution to all incoming LIRT committee chairs and officers. Suggestions were made for additions and revisions to the manual before it is reproduced for distribution to all LIRT committee members this fall. Committee members were very pleased with the manual's format and content. We believe the goal to streamline and simplify the manual was achieved. The Committee identified several items for addition, such as "guidelines section," which would include information on the *LIRT Newsletter*, publications, archives, and publicity. Directory information will be included at the end of the manual. We will include an evaluation form for response as to the effectiveness of the manual. Steering Committee and the Executive Board will have to determine the level of future distribution after the fall mailing. Should it go to all LIRT committee chairs and committee members? The change on Chair of the Long Range Planning Committee was approved and will be incorporated into the LIRT bylaws.

*please turn to next page*

## **PUBLIC RELATIONS/MEMBERSHIP COMMITTEE**

*Barbara K. Burns, Crown Point Community Library, Crown Point, IN*

Discussion at this conference's PR/Membership meetings centered primarily on ways to improve the BITE with LIRT, research done on a new LIRT banner for use in the LIRT booth, and the success of this year's LIRT booth. It was agreed that the BITE with LIRT needs considerable work for next year, such as getting full cooperation from the selected restaurants, scheduling smaller groups, and more locations. The LIRT booth, in its corner location, was well received with its new video demonstrations on VCR and an abundance of instructional materials on display and as handouts. The new LIRT membership brochures were completed and available at the booth. Having three prizes generated interest in the fishbowl, and served as a good way to contact non-LIRT people regarding possible membership. The Member-a-LIRT columns continue to be submitted to the *LIRT Newsletter*. The PR/Membership Committee recommended that the Steering Committee and Executive Board consider the final research on the new banner for next year's annual conference. The Committee recommended that it be made of nylon with a rod to give it support, and be silk-screened. The input of the Steering Committee on the BITE with LIRT program is also desired.

## **PUBLICATIONS COMMITTEE**

*Karen Dyson, Shippensburg University, PA*

It was announced that Paul Frantz will be chair of the Committee beginning at the end of Annual Conference, 1992. Molly Molloy will be a continuing member. Kwasi Sarkodie-Mensah and Eva Greenberg were introduced as new members. *The Guide to Publishing* was discussed. Suggestions for revision were noted. Karen Dyson will make changes and send the revision to members. A revised copy will be presented to the Steering Committee at the June 30 meeting. After review by the Steering Committee, any suggestions should be sent to Karen Dyson to be incorporated into the final copy. The Publications Committee recommends that the final version be disseminated through the *LIRT Newsletter*. Possible future directions for the Publications Committee were discussed:

1. Contact each LIRT committee for information on planned publications. Communicate information about the plans in order to promote interest and reduce duplication of effort. Stimulate publications in areas of interest to LIRT. Promote publications reflecting diversity and multicultural perspectives.
2. Make available an inventory of LIRT publications.
3. Compile a list of publishing guidelines for library journals. List journals in other fields in which committees may want to consider publishing.
4. Publish short articles and helpful hints on publication techniques in the *LIRT Newsletter*.

## **RESEARCH COMMITTEE**

*Cindy Schatz, Harvard University*

Marilyn Whitmore reported that the Committee expects to get mailing labels from AASL and plans to mail the Bibliographic Instruction Practices survey to school librarians this September. The Committee discussed evaluation forms, which had been sorted into several broad divisions (single lecture evaluation, course evaluation, peer evaluation, faculty evaluation, and other). Members reviewed a sampling of forms and determined the categories into which individual questions would be sorted. Discussion followed on the format of the final publication and on the sections it will have. Assignments were made for the next six months.

## **TASK FORCE ON INSTRUCTIONAL MATERIALS**

*Robert A. Kuhner, University of Texas, Arlington*

The Task Force discussed two areas — developing criteria *for*, and applying criteria *to* instructional materials. A checklist will be developed while simultaneously producing a *Readers Guide* handout, and reviewing two completed Carroll Community College handouts, *Compact Disc Databases* and *How to Search Wilson Periodical Indexes on Compact Disc*. These items will serve as models of the two handout types needed, one developed by a LIRT standing committee, and the other developed by an individual or institution and reviewed by the committee. The *LIRT Newsletter* "column" or "side bar" will be written for each issue beginning with the October issue, and will describe the development of instructional materials. It has been tentatively titled "Take a Minute: Hints for Handouts."

**Volunteer! ➡**



## 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: Emily Okada

UGLS Main Library W121

Indiana University

Bloomington, IN 47405

NAME and TITLE:

TELEPHONE:

HOME:

WORK:

FAX:

E-Mail:

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

\_\_\_\_ Networking  
\_\_\_\_ Newsletter  
\_\_\_\_ Organizational/Bylaws  
\_\_\_\_ Professional Association  
\_\_\_\_ PR/Membership  
\_\_\_\_ Publications  
\_\_\_\_ Research

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.

## ALA ANNUAL CONFERENCE, SAN FRANCISCO 1992

### NON-LIRT MEETINGS RELATED TO LIBRARY INSTRUCTION

*Abstracts of meetings at the ALA Annual Conference is a feature presented by LIRT Liaison Committee. Because of the wide variety of meetings in the program, many of us at the Annual Conference find it difficult to attend all the sessions dealing with library instruction. Others of us are unable to attend the conference at all. These abstracts are intended to inform LIRT membership of meetings at ALA of interest to those working in the area of library instruction. Meeting abstracts have been prepared by members of the LIRT Liaison Committee, and other LIRT committee chairs and members. Please forgive any oversights or inaccuracies.*

*-Mitch Stepanovich*

**AASL (American Association of School Librarians) Information Skills Task Force.** Sunday, June 28, 1992. Paula Montgomery, Chair. Several pressing issues were discussed. The evaluations and comments on Friday's preconference, "Touching the Teacher: Integrating Information Skills Into the Curriculum," were reviewed. There was some question as to whether the preconference met its goals. A summary of the evaluations will be written and submitted. The Survey of Library Skills sent by the LIRT Research Committee was examined. Committee members decided against participating until further clarification can be obtained. The Committee has been invited to participate in an ACRL-EBSS forum for 1993 on a topic regarding the connection between school library media specialists and academic librarians, and the role each plays in teaching information skills to the college bound student. Again, members requested more specific information on the topic before a commitment was made. A need for committee goals was examined in light of the Baltimore AASL preconference this fall and the input from Friday's ALA preconference. Members also discussed what the outcome from this Task Force should be since the group is to disband after the San Francisco conference. A summary of the Task Force's activities, recommendations, and possible alternatives is expected.

*-Mary Clarkson (512) 736-8181*

**ACRL-BIS (Association of College and Research Libraries, Bibliographic Instruction Section) Conference Program:** "Bulletins from the Recruits - Sharing Information Expertise in the Global Learning Community." Sunday, June 28, 1992. Mary Ellen Litzinger, Chair. The BIS business meeting and the Miriam Dudley Award presentation to Betsy Baker, Northwestern University, preceded the program. Bibliographic Instruction's past, present, and future were discussed. A slide presentation, The BI Knowledge Base: A Brief Retrospective was presented. The presentation emphasized the development of library instruction's own body of knowledge, its evolution from orientation to integrated instruction, and finally its present emphasis on information delivery and user empowerment. The slide presentation is available through LOEX. Virginia Tiefel, Ohio State University, spoke on "Using Technology to Achieve Information Literacy." She focused on the "Gateway to Information" automated program developed at OSU. Gateway is designed to teach users to find, select, and evaluate the best sources to meet their needs, regardless of format. It also encourages user independence. Allan Wallace, University of Tennessee, Knoxville, spoke on "Making Connections: BI and Staff Development." He discussed how library instruction's

knowledge base can be applied to staff development, the issues shared by staff development and library instruction, and ways to incorporate these creatively into staff development. Diane Nahl-Jakobovits, University of Hawaii, spoke on her work with Leon A. Jakobovits, also from the University of Hawaii. Their topic was "Holistic Instructional Design: Integrating Affective and Cognitive Learning Objectives." Discussed were generic instructional design; user-based instructional design; integrated ACS affective, cognitive, and sensorimotor objectives; the taxonomy of library skills and errors; and the taxonomy of behavioral objectives for information searching competence. Also discussed were the importance of involvement and staff support in library instruction, ways to combat student resistance, and the differences in instruction for students and instruction for staff.

*-Camille O'Neill (602) 621-6414*

**ACRL-BIS Education for Bibliographic Instruction Committee.** Saturday, June 27, 1992. Betsy Park, Chair. Through three sub-committees, the group is addressing (1) development of a model syllabus that could be used for a graduate library school course in bibliographic instruction; (2) basic skills, competencies, proficiencies necessary for BI librarians; and (3) employability assessment - determining if library instruction experience or coursework is important to employers in the hiring process. Also, a new BIS task force has been created to investigate tools for demonstrating competencies and proficiencies in library instruction with a link to employability.

*-Deb Gilchrist (206) 964-6553*

**ACRL-BIS Instruction for Diverse Populations Committee.** Sunday, June 28, 1992. In addition to traditional business items, the committee discussed possible program options and decided to investigate co-sponsoring, with the BIS Teaching Methods Committee, a discussion forum at the next mid-winter conference. The forum would cover various aspects of diverse populations, such as library instruction for international populations, disabled populations, and diverse populations in general. It would include both theoretical and practical perspectives. Potential speakers were discussed. The final schedule for the forum will be posted as soon as that information is received.

*-Poping Lin (317) 494-6735*

**ACRL-BIS Learning to Teach Task Force.** Saturday, June 27, 1992. Ellen Broidy, Chair. The group is involved in the preparation of a desk book which will consist of nine modules for learning to teach workshops on library instruction. It will focus on training librarians who are new to bibliographic instruction, and sole practitioners in an academic library set-



ting. The workshop modules cover such topics as one-time instruction sessions, interactive sessions, and technology and instruction. The desk book is in the final stages of editing.

-Camille O'Neill (602) 621-6414

**ACRL-BIS Sourcebook for Bibliographic Instruction Task Force.** Sunday, June 28, 1992. Katherine Branch, Chair. The group reviewed the sourcebook's chapter drafts for gaps and inconsistencies, made recommendations regarding page layouts, chapter formats and the index, and considered other stylistic matters. Anticipated publication date is the 1993 Midwinter Conference.

-Barbara Conant (708) 534-4138

**ACRL-CJCLS (Community and Junior College Libraries Section) Bibliographic Instruction Committee.** Sunday, June 28, 1992. Julie Todaro, Chair. The new chair will be Wanda Johnston, Broome Community College, Binghamton, NY. The draft of a letter to experts in library instruction was examined. The experts will be asked to respond about favorite articles or books on library instruction and if there is a focus on two-year colleges. They will also be asked to name their favorite journals dealing with library instruction. Possible future activity would be to look at addressing ways to educate two-year college librarians in library instruction methodologies. The controversial article by Tom Eadie, "Immodest Proposals," was briefly examined and the committee's draft response was reviewed. The response should be in final form by the Midwinter Conference.

-Mitch Stepanovich (817) 273-3000

**ACRL-EBSS/RASD/LIRT Program: "Brief Encounters: Using Techniques from Psychology and Education to Improve the Effectiveness of Reference Service."** Monday, June 29, 1992. Described were the techniques used to provide quality reference service and library instruction. Todd Kelley, Bibliographic Instruction Coordinator and Systems Librarian at St. Mary's College, Maryland, explained the function of questions and reviewed the two types - open, and closed questions. He then offered support for the use of open question techniques. He stated that open questions have dual goals in libraries; (1) they assist the librarian in answering the question, and (2) they instruct the patron in using library resources. Anne Lipow, a management consultant in the San Francisco Bay Area, discussed Neutral Questioning, a technique used to find what the patron really wants and focusing in on the patron's unique situation. Neutral Questioning cannot be answered by a simple yes or no. It checks for understanding of the patron and for patron satisfaction before proceeding to the solution. Dr. William Winn, education professor at the University of Washington, Seattle, reviewed the technology for teaching questioning skills to librarians for use at the reference desk and in bibliographic instruction, and used video case studies for discussion. Three bibliographies were provided at the session: *Learning Styles and the Reference Interview*, *Questioning Techniques and the Reference Interview*, and *Videos and Films on Reference Service*.

-Mary Clarkson (512) 736-8181

**ACRL-LPSS (Law and Political Science Section) Library Instruction Committee.** Sunday, June 28, 1992. Judy Soldberg, Chair. Among the Committee's charges is that of producing a pathfinder for the LPSS annual program. Members examined the current pathfinder on Voluntary Action, Philanthropy, and the Nonprofit Sector and the supplemental list of suggested readings. Possible avenues of distribution for these pieces are LOEX, BI-L, and the LPSS newsletter. Discussion ensued regarding the 1993 program on political correctness and ideas for a pathfinder were explored. Topics for the Midwinter forum were discussed and investigations will continue on the possibility of a "Government Information on CD-ROMs" session. Emphasis will be on "how do you teach these things" rather than "how they work" or "what is their content." Potential subtopics for discussion include: who do you serve, what are the levels of instruction, what are responses to class assignments, what are staffing issues and policy issues, and what exactly does "access" mean? Does it mean provision of materials only, or provision of extensive additional service? How are we interpreting this?

-Mitch Stepanovich (817) 272-3000

**ALA Poster Session I (Library Instruction, etc.) Saturday, June 27, 1992.** Following is a selection of poster sessions relating to bibliographic instruction:

Myrtis Collins and Michaelyn Burnett, University of California, Berkeley, presented "Library Research Consultancy: a Program to Promote New Scholarship Through Collaborative Interaction Between Humanists and Librarians." The program is designed to strengthen the working relationship between the humanities scholar and the librarian through the services of a quarter-time coordinator, free online searching for the participants, and technological advice from the library's Systems Office on setting up a computer and modem. Scholars and librarians are paired, based on the faculty/student research or dissertation topic, and the subject expertise of the librarian. A bibliography supplemented the presentation.

Candace Bebefiel, Nancy Buchanan, and Steven Smith, Texas A&M University, presented "Oh No, Not That Again! She Cried: Developing a Faculty Guide to Effective Library Assignments." The guide focuses on the purpose of library assignments, implementation of library assignments, characteristics of effective library assignments, pitfalls to avoid, role of the librarian in library assignments, and resources.

Gary Thompson and Billie Reinhart, Cleveland State University, presented "Teaching Students to Evaluate Information and Information Sources Using the Case Study method." The presentation addressed objectives of the information Literacy program at CSU, and used a simulated research project on national health care. Components included identifying the student's information need, evaluating sources of information, determining the suitability of the sources that meet the need, evaluating the information content, and teaching students to evaluate information through analysis of current news.

*please turn to p. 14*

Kim Nanano, University of Hawaii at Manoa, presented "The Systems Approach to Designing User Instruction." Focus was on needs assessment, task analysis, instruction hierarchy, instructional strategy, and formative evaluation. A bibliography supplemented the presentation.

Gwynneth Heaton, Sophia Kaszuba, and Dan D'Agostino, University of Toronto, presented: "A Hypercard Program at the Self-Help Periodicals Centre Assists Users to Find Periodical Articles." The hypercard tutorial teaches how to search indexes and databases for articles, and find periodicals in the various libraries on campus.

Ann Coder and Margie Smith, University of Hawaii, presented "Contemporary Learning Theory Applied to the Design of Library Instruction." Edgar Dale's "Cone of Experience" was a factor in redesigning portions of their instruction program.

Ann Schaffner and Wally Wyman, Brandeis University, and Donna Jacques, Tufts University, presented "Library-Intensive Courses: A Model Program for Course-Related Instruction." The program's goal was to teach library research skills in a way that is integrated with the course content. Available materials included a student evaluation form for a library-integrated course, a student evaluation form for a library-intensive course, a list of library-intensive courses at Brandeis, library-intensive course curriculum guidelines, a readings list distributed to faculty prior to the faculty/librarian workshop, and a beginning guide to bibliographic (literature) research in psychology - prepared by Donna Jacques.

Cathy Eckman and Jackie Kinder, University of South Carolina,

presented "We are Thomas Cooper Library: Using Music Video to Portray the Library as a Non-Threatening, User-Friendly facility." A checklist in preparing a video include: determine your audience, determine what library services and departments will be highlighted, plan for production, work in pairs, take lots of footage, aim for movement rather than stasis, and keep the conversation going.

**Hypermedia Open House.** Monday, June 29, 1992. Harriet Talan, Project Director, Hypercard Library Instruction Project. Over twenty CAI programs for bibliographic instruction were loaded on individual IBMs and Macintosh's and attendees could use any they desired. Harriet Talan demonstrated modules from San Francisco State University's Hypercard Library Instruction Project. It was an excellent opportunity to see what others have done and to ask questions and share information.

-Sally Jacobs (804) 367-1101

**LITA Hypertext Interest Group.** Saturday, June 27, 1992. Judy Myers, Chair. Harriet Talan, San Francisco State University, spoke about the Hypercard Library Instruction Project, a CAI project that develops basic skills modules for use in any library. The linking of cards or pop-up fields used in this project is an example of hypertext. Maps are also good uses of hypertext. When creating programs one must be careful not to send users off without linking the fields; they must be able to come back to their previous location in the program. Methods of user feedback also need to be incorporated into the program. It was emphasized that hypertext is not the only method of library instruction, but one more option among many.

Suzy Turner (601)325-8391

### • LIRT VIDEO ORDER FORM •

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.

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

\_\_\_\_\_ a 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 \_\_\_\_\_ (ALA pays shipping and handling on prepaid orders.)

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

Library: \_\_\_\_\_

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

Send order form and check to American Library Association, Attn: Jeniece Guy, 50 E. Huron St. Chicago, IL 60611. Questions should be directed to Ms. Guy at 1 (800) 545-2433 x4279.



## **Information for a New Age: Redefining the Librarian? Winning Essays from the Writing Competition**

In celebration of LIRT's 15th Anniversary in 1992, LIRT will publish a volume on the theme *Information for a New Age: Redefining the Librarian?* Four essays in this volume were chosen from among ones submitted in a national writing competition. Practicing library instruction librarians reviewed all essays submitted in the competition for applicability to the topic, writing style, consideration of the literature, originality and clarity. The winning essays are:

Platinum Award: *Building Coalitions for Information Literacy*

by Abigail Loomis

Coordinator of Library Use Education

University of Wisconsin

Gold Award: *Conversation 101: Process, Development, and Collaboration*

by Janice A. Sauer

Instructional Services

University of South Alabama

Silver Award: *Expanding the Evaluation Role in the Critical Thinking Curriculum*

by Daniel Callison

Associate Professor, School of Library and Information Sciences

Indiana University

Bronze Award: *BI and the 21st Century: An Opinion*

by Leigh Kilman

Reference Coordinator

St. Mary's University

---

### **Member A-LIRT! Carole Hinshaw**

by Marcellus Turner, East Tennessee State University

Congratulations are in order for Carole Hinshaw who has recently been appointed as Bibliographic Instruction Coordinator at the University of Central Florida. Before this move, Carole was the Reference Librarian at UCF.

She has a B.S. and an M.L.S. from the University of Alabama and Louisiana State University, respectively. Her first professional position was at Enoch Pratt Free Library, followed by a position at Eastern Michigan University Library.

While the library instruction program at UCF sees many of the standard classes (approximately 292 totaled), they also provide specialized curricula-based classes, as well as "customized lessons." These sessions target audiences ranging from international students to freshman athletes. "These classes present the greatest challenge to our teaching skills and often become our most rewarding classroom experiences." Some of the areas Carole teaches include international law, political science, hospitality management, art history, and educational law.

Carole is a member of the ALA Intellectual Freedom Oboler Award Committee, the Florida Library Association, and the LIRT Public Relations Committee. As a member of the Public Relations Committee of LIRT, she is collecting instructional print materials for display at the LIRT booth at ALA in San Francisco. At the University of Central Florida, Carole is chair of the Reference Editorial Committee, which oversees publication of bibliographies and instructional guides for the Reference Department.

**To all the planners and participants:  
LIRT's 15th Anniversary Celebration in San Francisco was a  
success!**

**THANK YOU!**

**To ALL LIRT members:  
Make the next 15 years better than the last!  
Share your expertise, energy & enthusiasm.  
Volunteer for a committee!  
See page 11.**

## **Library Instruction Round Table News**

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

**NON-PROFIT ORG.  
U.S. POSTAGE  
PAID  
CHICAGO, ILLINOIS  
Permit No. 3226**

**Address Correction Requested**