



School**Public****Special****Academic**

LIBRARY INSTRUCTION ROUND TABLE NEWS

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FROM THE PRESIDENT

Emily Okada, Indiana University-Bloomington

"My mind is like a weapon, and when I go to the library, it's like I'm stocking up on ammunition."

—*Dave Mustaine,*
Lead Singer of Megadeth,
March 3, 1993

It's amazing what you'll find when you're demonstrating on-line databases! Carolyn Walters, a LIRT member and one of my colleagues here at IU found the above quote during a LEXIS/NEXIS session. We loved it and used it to cap off the presentations we did for 57 sections of the Introduction to Public Speaking course this semester.

A student once wrote on the comments section of the evaluation for a 1-credit library skills course I taught something like: "I learned a lot of helpful things, but I really can't get as enthusiastic as Emily about all this." Well, okay. It's hard to teach skills and concepts AND try to mold attitudes all at the same time. At least the student felt guilty about not being as enthusiastic as I was about information and libraries! But it did make me think about attitudes—and I like the attitude expressed in Mustaine's words; yes, it is aggressive, even a little paranoid: information as

protection, the library as ammunition stockpile. But doesn't it make libraries sound like dynamic places, full of possibilities?

As a peaceful analogy, there's the library as treasure trove: information as jewels. And the great thing about it is, you can start out on a quest for one thing (teach a group of students how to use LEXIS/NEXIS) and along the way discover something completely unrelated, but definitely a gem (the lead singer of a heavy metal rock group uses libraries)! I wish I could inspire more
continued on page 14...

Aims of User Education in School Libraries: Results of a Nationwide Survey

Marilyn P. Whitmore, University of Pittsburgh and Elizabeth Mary Kenney, former Senior High School Librarian, Reidsville, NC.

User education, or library-use-instruction, is a topic of primary and continuing interest for the Library Instruction Round Table (LIRT). The LIRT Research Committee conducted a nationwide survey to ascertain the purpose and character of formal and informal user education in the four types of libraries: school, academic, special, and public.

For the purpose of data gathering, the country was divided into five regions: Northeast, Northwest, Southeast, Southwest, and Central. Five hundred questionnaires, divided among the five regions and the four types of libraries, were sent out. The libraries were

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FROM THE EDITOR

We've got something for everyone in this issue! The "unofficial theme" of this issue is **marketing library instruction**. Several of the articles and reports describe efforts to "market" the library through library instruction activities. A special thanks to LIRT officers, committee chairs and interested LIRTers who submitted information items and articles for inclusion in this issue. If an article you read in this issue or an experience in your library has sparked the creative juices, we'd like to hear from you.

Send information items and articles to
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Please submit your items no later than
February 9, 1994.

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Contributions to be considered for the March issue must be sent to the editor by February 9, 1994.

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

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Production Editor: Jana S. Edwards

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Call For Abstracts, 1994

LOEX Conference, May 1-14, 1994
Ypsilanti, Michigan

LOEX invites the submission of abstracts for short instructive sessions or poster sessions for its 1994 conference. The theme of the conference will be the relationship between reference and bibliographic instruction, the new demands placed on both and the new relationship of the two. As a subtheme, LOEX invites short instructive sessions or poster sessions on bibliographic instruction in specific subject areas (including, but not limited to, science, health sciences, social sciences, arts, humanities, education, business and the like) or specific topics such as teaching Internet use, the use of the Internet for reference, etc.. This conference will include a variety of topics and we will consider any topic that relates either to the main theme (reference and BI) or to a specific subject area.

Questions:

Call: LOEX 9:00-5:00 EST (313) 487-0168
or email: LIB_SHIRATO@EMICH.EDU
or write: Abstracts: LOEX Clearinghouse
Eastern Michigan University Library
Ypsilanti MI 48197

Please submit a clear one page summary of your proposed presentation. Instructive sessions are approximately one hour in length and are presented in a classroom-like setting. Poster sessions should have a strong visual component. Please include your name, address and telephone number, and any audiovisual requirements for your presentation. Mail to the above address, ATTN: CONFERENCE ABSTRACTS, by January 19, 1994. Participants will be notified on or around February 15, 1994. Thank you!

LIRT Meetings Midwinter 1994

Friday, February 4, 1994

8:00 am - 10:00 pm

Steering Committee

Saturday, February 5, 1994

8:30 am - 12:30 pm

All Committee

2:00 pm - 4:00 pm

15th Anniversary Publication Task Force

2:00 pm - 4:00 pm

1994 Program Committee

2:00 pm - 4:00 pm

Recruitment Task Force

8:00 pm - 10:00 pm

Executive Board

Sunday, February 6, 1994

8:30 am - 11:00 am

Elections Committee

9:30 am - 11:00 am

LIRT DISCUSSION FORUM

11:30 am - 12:30 pm

Long Range Planning Committee Task Force

2:00 pm - 4:00 pm

Library School Task Force

2:00 pm - 4:00 pm

1994 Program Committee

8:00 pm - 10:00 pm

Instructional Materials Task Force

Monday, February 7, 1994

8:30 am - 11:00 am

Research Committee

9:30 am - 11:00 am

Organization & Bylaws Committee

11:30 am - 12:30 am

Public Relations/Membership

2:00 pm - 4:00 pm

Liaison Committee

2:00 pm - 4:00 pm

Long Range Planning Committee

Tuesday, February 8, 1994

8:00 am - 12:30 pm

Steering Committee immediately followed
by Executive Board



Mark Watson, Southern Illinois University

During the past few months, the subject that has elicited the most discussion on the BI-L listserv has been the question "Is BI dead?" At a conference at Duke University entitled "Rethinking Reference: New Models and How to Get There," declining / disappearing services were listed during a brainstorming session, including bibliographic instruction. When this was reported to BI-L, questions followed about the mission and goals of BI, whether BI is cost-effective, and whether the need for BI will increase or decline in coming years.

Participants on BI-L argued that job postings should include minimum salaries or salary ranges, from opinions that it was simply the decent thing to do, to opinions that an institution that does not provide salary information is obviously ashamed of the amount. Another topic was that of large-group instruction. Some ways of handling this were offered, but most responses took the position that the best way to work with a

large group was to break it into smaller ones.

A large amount of e-mail provided examples of Boolean logic for instruction purposes, including visits to the Boolean Cafe, where one could order "**soup AND salad,**" as opposed to "**soup OR salad.**" Another discussion (with examples) followed on the use of NOT in Boolean logic, and participants submitted favorite Library of Congress subject headings.

Several subjects resulted in very useful lists of suggestions or ideas. Among these: guidelines for citing electronic sources; innovations in reference service and bibliographic instruction; ideas for outreach to teaching faculty; suggestions for functional handout racks; a list of recommended textbooks for library credit courses; and names for BI rooms. Participants shared horror stories about technical glitches during presentations and how they coped, and revealed their dreams for a "Model BI Program."

The moderator, Martin Raish, submitted a library glossary designed for international students and asked for comments and suggestions so that the finished product could be made available to participants.

Discussion on the electronic classroom resulted in a model proposal for the establishment of such a facility, including ideas on use and maintenance, room size and layout (complete with blueprint), and equipment.

Other items of discussion included BI courses in library school, orientation videos, the teaching of considerate library behavior, library tours, evaluation of BI, teaching faculty wanting to use library classrooms, BI for student assistants, assessment tests, help screens and printed instructions, and the team BI approach. ■

Mark Watson can be reached at
GA4136@SIUCVMB or
GA4136@SIUCVMB.SIU.EDU.

BI-L is an electronic discussion group which is accessed by way of the Internet. If a user has Internet access, subscription to the list is done by sending an e-mail message to **LISTSERV@BINGVMB** (for BITNET) or **LISTSERV@BINGVMB.CC.BINGHAMTON.EDU** (for Internet). Do not put anything in the SUBJECT: line, but type the message **subscribe bi-l yourfirstname yourlastname**, then send it. You will receive a reply, possibly in a matter of minutes, welcoming you to the list and providing information on how the BI-L listserv operates. The moderator / list owner is Martin Raish of Binghamton University. Any questions or suggestions about BI-L should be directed to him at **MRAISH@BINGVMB** (BITNET) or **MRAISH@BINGVMB.CC.BINGHAMTON.EDU**.

The TRIPLL Conference: A Lesson for All Librarians

James H. Walther, Dunnells & Duvall Attorneys at Law, Washington, D.C.

While library instruction has existed in the academic library community for some time, teaching research skills in private law libraries is a recent phenomenon that is quickly becoming another responsibility of law library personnel. Law firm librarians across the country are rightfully taking on the role of educators, mediators and information facilitators. This transition is due to many variables, but primarily because legal research has changed dramatically with the common availability of computer-assisted legal research (CALR). Today, using CALR and other research tools, law librarians need to take a proactive role in user services, specifically in educating their users to be more skilled in the research process. Since law firm members possess various skill and interest levels, librarians should be developing a variety of educational opportunities, tailoring research tools to target groups and marketing library services to non-traditional users of library resources.

A group called TRIPLL (Teaching Research in Private Law Libraries) has been developed as a result of the inspiration and vision of law firm librarians. TRIPLL is coordinated and funded by Mead Data Central, Inc. of Dayton, Ohio. In its fifth year of existence, TRIPLL has identified three important areas of influence with implications for all librarians working in user education: 1) Knowledge Identification and Development, 2) From Librarians to Educators, and 3) Vendor Relations.

Knowledge Identification and Development.

With shrinking budgets and heavier workloads, librarians need to continue to develop user education opportunities which assess abilities and skills. The TRIPLL Conference identifies how assessing skill levels of a given group can be paramount to the success or failure of any education program. Other areas addressed at TRIPLL are teaching methodology, marketing, presentation skills, and curriculum development. Regardless of who your clients are, no users have the time for learning something they feel they will never need to use. Once you know what to teach, you can move on to finding the most effective method to teach your given users.

From Librarians to Educators.

Educating librarians to be educators is the key to making any bibliographic instruction program succeed. Too often librarians teach at their own levels of understanding and alienate their users with too much information. More often than not, librarians need to scale down their presentations to effectively reach users. For example, users need to know how to locate books via the online catalog, but users usually do not need to know why certain elements are included in call numbers. As facilitators of learning and not as servers of information, we will expand our profession to a higher level of productivity and create a dynamic learning environment for

all involved. Our role as educators will expand as will the need for our services in our various organizations.

Vendor Relations

Lastly and very importantly, TRIPLL as an entity is a great example of what can be done in the area of productive vendor relations if we plan effectively and demonstrate our needs to a responsive vendor. Mead Data Central has effectively guided and financed TRIPLL, but at no time during its existence has the Conference become an arena for client development for Mead Data Central. Mead Data Central is firmly committed to fostering education throughout law librarianship and its shadow-like presence at TRIPLL serves both organizations well. It is my challenge to all librarians involved in user education who need a forum to discuss issues with other colleagues and to learn how to reach users through education, to contact a suitable vendor for assistance in coordinating your needs. By educating ourselves on how to be better educators, we can envision how to educate our users more effectively and implement these new educational strategies to build an effective, knowledgeable user base.

For law firm librarians interested in attending the 1994 TRIPLL Seminar, contact Cindy Spohr at Mead Data Central, (800) 227-9597 ext. 7883 for an application.



Why Do We Do Library Instruction in Special Libraries?

Tobeylynn Birch, California School of Professional Psychology, Pasadena, CA

According to the Aims of User Education survey conducted by the LIRT Research Committee in 1988 (see **Special Libraries**, Summer 1992, pp. 156-162), the three most significant purposes of library instruction in special libraries were 1) encouraging more effective use of the library, 2) encouraging library use, and 3) conveying librarians' willingness to help. Certainly most of us would agree, however, if you are successful in the three areas described above, library instruction also benefits the library and its staff. As you teach your clients how to make the best use of the library and its resources, they begin to see how much the library and librarians can do for them. In this way, library instruction is a form of marketing, and special libraries, like all types of libraries, need to engage in marketing to ensure continued support by or even continued existence within the parent organization.

In the Spring 1990 issue of **Special Libraries** (vol. 81 no. 2) I found an article on "Strategies for Success (or Opportunities Galore)" by Betty Eddison. There is nothing in the article's title that would suggest it is relevant to library instruction and, in fact, the author states that "the article reports on a preliminary search to collect additional examples of information professionals who are currently recognized in their organizations for the value of their work." (p. 111) And yet, four pages into the article, under *Marketing Planning and Programs*, there it is - description of some of the activities that can be described as library instruction.

One library produced a video in 1989 to describe information services and to promote the use of them by non-headquarters managers. At the first presentation of the video to top management, it received a standing ovation. Within five months after distribution of 100 copies to major U.S. and international company locations, the library

had heard directly from 30 locations specifically mentioning the video and asking for help.

Another library regularly makes presentations, always beginning "Hi, I'm _____ from the Information Center. I'm going to tell you how you can make your job easier." (p. 114) They have been so successful that they are frequently requested to make presentations to the company's clients by project managers, who want to impress the clients with the company's information management capabilities.

I imagine that both of these libraries receive an appropriate level of support from their organizations. Although political support should not be the main reason for providing library instruction (and in fact, among special librarians in the Aims of Education Survey, "enhancing political support" was the least significant of six purposes), it may be a most appreciated side affect. So remember, don't just do library instruction for your clients ... do it as well for yourself and your library. ■



MANAGING LIBRARY INSTRUCTION

CURRENT CONCERNS, PROBLEMS, AND IDEAS

ALA Midwinter Meeting, Los Angeles, California
Sunday, February 6, 1994
9:30-11:00 a.m.
(check program for location)

Discuss with other instruction librarians problems associated with:

Evaluation of Programs versus Evaluation of Librarians
Instructional Literature Development
Librarians Teaching Librarians
Library Instruction Classroom Development
Credit Instruction, Course Development, and Funding
External Library Users versus Remote Users
Other topics as desired by participants

Book Review

Basic Library Skills, 3rd ed., Carolyn Wolf and Richard Wolf.
Jefferson, NC: McFarland, 1993. 171p. \$19.95
ISBN 0-89950-895-2.

Reviewed by Alison Armstrong, Instruction Librarian, University of Nevada Las Vegas.

Basic Library Skills is designed as a text for students in a library skills for-credit course or as a text in a class where a library component is fully integrated. I found the book handy even though I wouldn't use it for its intended purpose since the BI program at UNLV doesn't fit either of the previously mentioned scenarios. The book can also be used as a self-paced workbook, although it may be overly detailed for that purpose.

As an Instruction Librarian, I've found **Basic Library Skills** useful as a reference and review tool to scan before giving an instruction session. This is particularly true if I'm rusty in an area of the library or I need some examples of tools I might choose with which to illustrate my presentation. There are

sixteen chapters which cover such areas as the tour, the card catalog, OPACs, general sources, CD-ROMs, government documents, business and consumer information, and hints for writing papers. Each chapter includes the following subdivisions; objectives, exercises, a list of terms, and a bibliography of important sources. The objectives are handy, it's always nice to tell students why you have brought them into the library (beyond "so they will know where the library is located" and that "the library staff are helpful people"). If the course instructor hasn't clearly defined why her/his students are in the library, you can focus on a few objectives, like being able to locate periodicals in the library, construct a Boolean search, etc.

The list of terms is valuable because it reminds me to define my jargon! Chapters can also be used as guides for the development of library-specific handouts or research guides. This is, as the title claims, a basic library skills book. Unfortunately, there is no mention of either citation indexes or the Internet. The exercises are not intellectually challenging and may seem like busy work, but they do connect back with the stated objectives.

For those of you familiar with the 2nd edition, the latest edition contains some new material. There are three new chapters, mostly dealing with electronic tools such as OPACs, online databases and CD-ROMs. They've also expanded two chapters, LCSH and online computer use in school libraries. If any of those are of particular interest, you may wish to acquire the new edition. For those of you looking for some general library instruction grazing material and who can afford the \$19.95, this book is useful.

ACRL/BIS is looking for BRIGHT BI IDEAS

see page 15 for more details...

The Professional Association Networking Committee Needs Your Help

The Professional Association Networking Committee is compiling the 2nd edition of a directory of state and regional library instruction organizations. We're trying now to identify such groups. If you are a member of, or know about, a library instruction group in your state or region, please send them a copy of the form below and ask them to contact Loretta Rielly, or send the name and address of the group to Loretta and she will contact them.

Thanks for your help in compiling this directory!

Seeking State and Regional Library Instruction Organizations

State / Region: _____

Name of Library Instruction Group: _____

Name of Contact Person: _____

Office Held: _____

Preferred Mailing Address: _____

Office Telephone Number: _____

Home Telephone Number: _____

E-mail Address: _____

Fax Number: _____

Please send form to:

Loretta Rielly
Kerr Library 121
Oregon State University
Corvallis, OR 97331-4501

riellyl@ccmail.orst.edu
phone: 503-737-2642
fax: 503-737-3453



Marcellus Turner, East Tennessee State University

Member A-LIRT

Emily Okada

Emily Okada has served in a number of positions with library associations on the state and national levels, and this year she assumes the position of President of the Library Instruction Round Table.

Emily grew up on the island of Molokai in Hawaii and spent a great deal of her time learning about the world in both the school and public libraries. Though her dreams at the time did not include a career in librarianship, she was intrigued by the exchange of information and ideas via magazines, books and newspapers. She attended Indiana University - Bloomington for undergraduate studies where her educational pursuits led her to a double major in Sociology and Religious Studies. She obtained her MSLS from the University of Wisconsin - Madison.

Emily started her career as a librarian in the Indianapolis-Marion County Public Library's Social Sciences Division. Working in the downtown Central Library, she gained valuable experience in reference services that has shaped her philosophy

toward information access, library reference, and library instruction. Currently, Emily is a librarian in Undergraduate Library Services at Indiana University - Bloomington. Her job responsibilities revolve around reference, where she is responsible for the training of student reference assistants who work at the reference desk. Bibliographic Instruction assignments range from orientation tours and the traditional one-shot lectures, to teaching credit courses in Information Resources.

A great benefit that Emily notices about successful library instruction sessions is that they often result in more to-the-point questions when users approach the reference desk. And it is at the reference desk where Emily gains valuable experience useful in her library instruction classes. From observing students and listening to their fears, concerns, and questions about being and working in a large academic library, she tries to allay these fears during the library instruction sessions. And that is one of the many goals of library instruction. ■

A Note From the Organization and Bylaws Committee

As a result of this year's survey by the Elections Committee, the Organization and Bylaws Committee has been charged with investigating methods of shortening the years of service expected of an elected LIRT President. Currently a President serves four years: one year as Vice-President, one year as President, one year as Chair of Organization and Bylaws (including serving on the Executive Board as Past President, and one year as Chair of the Elections Committee (which involves attendance at one Executive Board meeting for approval of the new slate of officers). The Committee will investigate reducing this four-year commitment to only three years. The results will be brought to the Executive Board at Midwinter, and will then go to membership for a vote at the Annual Conference.

We welcome your suggestions!! If you have any ideas/comments on how LIRT's structure should change to limit the commitment to three years, please contact Tim Grimes, Ann Arbor Public Library, Loving Branch, 3042 Creek Drive, Ann Arbor, MI 48108 or (313) 994-2353.

Quick and Dirty PR Ideas

Marsha Korobkin, Librarian,
Point Loma High School, San Diego, California

Our profession suffers from a public relations deficit. No matter what we do, it is difficult to describe what consumes our time. People still think librarians only check out books.

The Public Relations Committee of the California Media and Library Educators Association has taken a positive step. Members bought a professional display stand and became exhibitors at subject area conferences. They decided to distribute more than bookmarks and bibliographies. At first alone, later with the assistance of the Curriculum Committee, the members designed and distributed handouts called **"TLC's" — Together: Libraries + Classrooms**. TLC's are made to give teachers ♦♦♦♦♦ about lessons and activities they could work on with their librarians immediately.

Here are the guidelines for writing TLC's:

1. Include as many subject areas as possible. Select a grade level, but suggest expansion when appropriate.
2. Activities must flow from subject matter not library skills, but they require library resources as integral tools.
3. Create questions on a variety of levels of sophistication to appeal to different grade and ability levels of participating students. Never use fill-in questions.
4. Topics should strive for breadth, not comprehensiveness. Encourage teachers to create their own

topics.

5. Suggest variations on basic activities. Include applications involving multiculturalism, educational technology, special education, etc. Highlight public relations activities that would give wider exposure to the library/classroom.

6. Direct classroom teachers to work with their librarians. Recommend brief but diverse resources, but emphasize that all resources may not be available at every school.

7. In the final form, the activity sheets cannot be duplicated and handed out to the students. The activities must require library resources and collaborative planning with the school librarian. The activities must leave room for adaptability and creativity. And above all — the activities must be fun.

TLC's are hard to write. We've only done eight over the past two or three years. They are all collaborative efforts — some by more than one librarian, some by librarians and classroom teachers. They are best if they fit on one sheet of paper. Some of my favorite TLC's are:

1. "A Roof Over Your Head" should be enjoyed by primary grade students. Fiction and nonfiction materials enable students to explore the world. They discover houses for animals and for people appropriate to their environments. One suggested activity is to have students creating homes for imaginary creatures or favorite stuffed animals. Children can practice

making assumptions by describing the needs of their animal and then by designing the abode.

2. "Literary Murals: Fiction versus Reality" is directed at middle schoolers, but can be adapted for most students who are fluent readers. Students who have read the same historical novel divide into cooperative groups. Using butcher paper, each group creates a large mural in two parts. One part is a symbolic representation of the events in the novel. The other part will be an historical timeline of events which occurred during the novel. All events will be portrayed with symbols only — no words.

3. "Distilling the Data: Presidents and Politics" is for high school students, but can be adapted for younger students, too. Students get on the campaign trail through cooperative groups that research the different ways broadcast and print media present an American presidential candidate's campaign. Students pick their candidates. Who, when, where, and how have the media influenced the outcome of a campaign? They observe and evaluate C-SPAN, and television and radio broadcasts and commentaries. They study newspaper and magazine articles, editorials and cartoons, to develop more data on the candidates. They distill and share their data by creating videos, panel discussions, or Mark Russell style musical spoofs! ■

Marsha Korobkin can be reached via the Internet at mkorobk@eis.calstate.edu



Library Instruction Round Table
Invites you to go out for a
BITE with LIRT
in Los Angeles
February 5 - 7, 1994

Meet and eat with other librarians interested in library instructions. LIRT is organizing small groups for lunch at modestly priced restaurants during the ALA midwinter conference in Los Angeles.

LIRT includes librarians from all types of libraries; school, academic, public and special. You need not be a member of LIRT to participate. We hope you'll join us and exchange your ideas and experiences with library instruction.

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

Return the reservation form by January 7, 1994 to:

Colette Ford
University of California-Irvine
Education Services Coordinator
Main Library
P.O. Box 19957
Irvine, CA 92713
(714) 856-8929
Fax: (714) 856-5740

Name _____

Institution _____

Mailing Address _____

My preference is:

- | | | |
|---|------------|------|
| <input type="checkbox"/> lunch Saturday | February 5 | 1:00 |
| <input type="checkbox"/> lunch Sunday | February 6 | 1:00 |
| <input type="checkbox"/> lunch Monday | February 7 | 1:00 |

Are you a LIRT member?

- ☐ yes
☐ no

TECH TALK

Billie Peterson. Baylor University

Billie Peterson comments and answers questions on the application of technology to library instruction.

Dear Tech Talk—

I'm discovering all of these great files and software programs on the Internet that I can get by using ftp (file transfer protocol) to bring them to the computer in my office. However, sometimes when I get them back to my computer I can't do a thing with them; and I just don't understand why. I've seen something about how some files are compressed, and I've been wondering if file compression is my problem. . . except I know that, at least SOMETIMES, I've downloaded compressed files and used them because when I opened the file, my computer told me it was uncompressing it. I guess I'm just hopelessly confused.

Depression Over Compression

Dear DOC—

Many people new to the process of moving files between computers have found themselves faced with strange problems. Actually, there are several reasons why, after you have transferred a file to your computer, you may be unable to use it. One of those reasons may indeed be the fact that the file was compressed and needs to be uncompressed before it can be used. So, in one sense, a direct answer to your problem is simple enough. However actually uncompressing the file often presents more challenges, depending upon the computer you have and the resources available to you.

The idea of file compression has been around for quite some time. It was developed to reduce both the data storage requirements in computers and the time for and potential cost of data transfer. In elementary terms, a data compression program allows repetitive data representation to be stored more concisely. If you are adventurous and want a more detailed description of the processes involved, you might take a look at the article "Data Compression and Compaction" which can be found

in the *Encyclopedia of Computer Science*, 3rd edition. New York: Van Nostrand Reinhold, 1993.

With the increased use of file transfer, especially via the Internet or commercial online services (such as CompuServe, Prodigy, etc.), more people, like yourself, find themselves ensnared in webs of compression. Because there are an infinite number of methods to achieve data compression, there are an equally infinite number of data compression programs available. Additionally, not every compression program has a version that works on all operating systems (DOS, Macintosh, UNIX, VMS, etc.). When faced with compressed files, you need to transfer ones that you know you will be able to decompress with programs you already own or programs which you can obtain relatively easily. Quite often a file will be available in more than one format, so look for formats with which you are familiar.

So, how do you know you are dealing with a compressed file before you transfer it, and how do you know which decompression program you might need? When looking at a list of file names, you will notice that most file names are followed by an extension or suffix (e.g., GreatOne.txt.Z). In this case, the final extension, "Z", tells you that the file was compressed using the "compress" program so you need to use the **equivalent decompression program for your computer** to extract the file. A table of some commonly used compression programs and their equivalent DOS and Macintosh decompression programs is given below. (WARNING: These may not be the most current versions of the programs.)

See Table 1 on page 11

You are probably right that, in some cases, you have downloaded files that were compressed, and when you opened the files, they automatically extracted uncompressed versions which you could use. Some Macintosh files, for example, are self-extracting. Such files are identified by the suffix, ".sea".

continued on next page...

Table 1
COMPRESSION PROGRAMS

File Name	Extension	DOS Decompression	MAC Decompression	Sample File
compress	.Z	u16zip	MacCompress	GreatOne.txt.Z
Compact Pro	.cpt	none	Compact Pro 1.3	coolstuff.cpt
PackIt	.pit	UnPackIt	PackIt 3.1.3	report.pit
PKZIP	.ZIP	pkz110eu.exe	UnZip 1.1 0	this_one.ZIP
StuffIt	.Sit	unsit30.zip	StuffIt 1.6	program.Sit
zoo210	.zoo	zoo210.exe	MacBooz 2.1	stuff.zoo

Although they are not strictly compression formats, but rather binary data encoding formats, there are a couple of other extensions that I'll mention because you see them often, and they need to be handled appropriately.

Table 2
BINARY DATA ENCODING FORMATS

Encoding Format	Extension	DOS Program	MAC Program	Sample File
BinHex4	.hqx	xbin23.zip	BinHex4	neatprog.hqx
UUencode	.uu	unknown	UULite	bigfile.uu

Some final comments about compressed files—Always consider the possibility that you may have transferred a file which, even uncoded and uncompressed, won't be useable on your computer because it was designed for another computer (e.g., DOS vs. Mac)!! Also, I've only addressed very basic ideas, and I've mentioned only two operating systems, DOS and Macintosh. You may be working with different operating systems. A more complete list, File Compression, Archiving, and Text to Binary Formats, is available at the University of Illinois, Champaign-Urbana. If you have a gopher, point it to gopher.uiuc.edu. If you need to use telnet, telnet to ux1.cso.uiuc.edu; login: gopher; password: not needed. Once you have reached the gopher, choose Keyword Search" from the menu and search the term "compression."

Ultimately, if it is at all possible, use a retrieval program such as Fetch 2.1.1 (for the Macintosh) for file transfers. A program like Fetch will often perform at least part of the uncoding and/or decompression for you, without you even knowing that such actions are needed or that they are taking place as the file is being transferred. Use of such programs, whenever possible, makes life SO much easier!!

For a little more detailed (but understandable) information, you may want to read the sections that deal with compressed files in the following books:

Krol, Ed. **The Whole Internet: User's Guide & Catalog**. Sebastopol, CA: O'Reilly & Associates, Inc., 1992. (page 76)

LaQuey, Tracy. **The Internet Companion: A Beginner's Guide to Global Networking**. Reading, MA: Addison-Wesley Publishing Company, 1992. (page 96)

As always, send questions and comments to:

Snail Mail: Tech Talk
 Billie Peterson
 Jesse H. Jones Library
 P. O. Box 97146
 Waco, TX 76798-7146
 Voice: (817) 755-2344
 FAX: (817) 752-5332

E-Mail: INTERNET: petersonb@baylor.edu
 BITNET: petersonb@baylor.bitnet

The Reference Desk: Preserving it for the Sake of Library Instruction

Kwasi Sarkodie-Mensah, Head of Reference, Boston College

The demand to close the reference desk, or to provide alternative ways of staffing the desk have been on the increase. To many, sitting at the desk and waiting for patrons to show up is not only a waste of time, but also a reaffirmation of the custodial nature of reference librarianship. Among the new approaches can be mentioned using well-trained student assistants, who are required to know when to refer "difficult" questions to a librarian; and asking patrons to set up appointments with reference librarians to discuss their information needs. Exceptions are sometimes made to graduate students and faculty members, who have the privilege of talking immediately with a librarian as a result of the more cerebrally-challenging nature of their inquiries.

While these innovations may be useful and allow us to spend our time on other time-consuming and intellectually-difficult tasks, as an instruction librarian I have trouble accepting many of the new approaches. I happen to work in a metropolitan area where some of these new approaches are in effect in other academic libraries. However, when patrons from those libraries come into our library and are stunned by the fact that help is immediately available and that going to a library is not the same thing as going to see a doctor, I ask myself what impressions these innovations are giving our clientele. It is our obligation to provide library instruction to the community at large, but doing so en masse is not always possible. In my opinion, the encounters with patrons at the desk provides us with the opportunity for individualized instruction, even if their requests sometimes seem trivial to us.

When we provide group instruction in classes, we are in effect making a promise to the students that we will be there when they need us, and to their instructors that we will lead the students in the right direction as they come to utilize the newly introduced resources. When frustration becomes the substitute of the realization of this promise, our credibility becomes tainted. We must not forget that most professors find it fulfilling to deal with students at all levels. We would like to think that

these teachers are our colleagues. The least we can do for them is to accord their students the same respect and dedication.

As student retention becomes a bigger issue on campus, getting more involved with our students at the desk becomes even more critical. Research has shown that if a student can relate to the face of at least one staff member on campus, his/her retention rate is likely to be higher. From the most trivial question to the most complex, we have the opportunity to assure students that we are there for them. The most comforting part of our encounter with the students is that, like their professors, we have all been students ourselves, and we can work with them as they climb the academic ladder.

I know that we have countless tasks to perform, but if we are unable to find time to show our patrons how to use some of the sources we acquire through skilled collection development efforts, for example, we will be in danger of regressing to the time when our profession was good at collecting titles destined to gather dust on shelves. ■

FROM THE PRESIDENT

continued from page 1...

curiosity, creativity and adventurousness while teaching information retrieval techniques!

These traits have never been in short supply among LIRT members. And there will be plenty to fuel your curiosity, creativity and adventurousness this year at the ALA Midwinter Meeting in Los Angeles. If you're attending this year, even if you're not a committee member, come to the LIRT All-Committee Meeting on Saturday morning. During this gathering, after a short general session, each LIRT committee meets individually. It's a good opportunity to observe all the committees in action and to learn about different LIRT projects. We'll also be hosting a discussion forum and the well-received Bites-With-LIRT, so there will be lots of opportunity to "restock!" ■

ORDER FORM FOR LIRT T-SHIRTS AND TOTE BAGS



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Chicago IL 60611

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

COMPUTER APPLICATIONS: Examines how computers are used in library instruction. Promotes the use of computers by publishing a bibliography on computer applications for BI and maintaining a clearinghouse for information on computer software.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTIONS/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION AND BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PROFESSIONAL ASSOCIATION NETWORKING: Maintains information about and communicates with national, state, and regional library instruction groups. Maintains the Directory of Bibliographic Instruction and Related Groups.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for a meal and discussion) at the Midwinter and Annual conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members of this committee.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Charlotte Files, telephone: (601) 656-5251, or see address on Committee Volunteer Form on next page.

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:

Charlotte J. Files
MBCI - Choctaw Branch
P.O. Box 6010
Philadelphia, MS 39350

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

____ Newsletter

____ Conference Programs

____ Organizational/Bylaws

____ Continuing Education

____ Professional Association Networking

____ Elections/Nominations

____ PR/Membership

____ Liaison

____ Publications

____ Long-Range Planning

____ 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.

Library Instruction in a New Setting

Helga B. Visscher, University of Alabama

During the past school year, I accompanied my husband on his sabbatical in England, at the University of Surrey. I was on leave of absence from my position as the McClure Education Library at the University of Alabama, and became involved with some interesting projects of my own at the Frances Harrison College of Healthcare located at St. Luke's Hospital in Guilford. It is one of several branch campuses of the College of Nursing associated with the University of Surrey. The library facilities were a bit cramped, about the size of a good high school library, but adequate for the number of students at the St. Luke's site.

At first I was hesitant to attempt working on a library instruction project at a nursing school. My field is education, not nursing! I worked with Janet Holman and Jennifer Norden, the librarians at the college, in planning and conducting a mini-course on CINAHL (Cumulated Index of Nursing and Allied Health Literature), a CD-ROM database. Being an American product, I was familiar with the differences in spelling and terminology between British and American phrases. The CINAHL Thesaurus was also available to assist me with technical terms unfamiliar to me, and to most nursing students as well. In ERIC, I had learned to use "cognitive styles" rather than "learning styles." In CINAHL, with the help of the thesaurus I learned, for example, that "transient ischemic attack" is searched under the phrase "cerebral ischemia, transient."

I spent the first few weeks learning the library's collection, becoming accustomed to the CINAHL database, and writing a guide to planning a search using the database. The guide was placed in a notebook and kept next to the CD-ROM workstation, along with the thesaurus.

The library instruction project was conducted at the beginning of the term for students in the nursing research class block. Students signed up for sessions that were arranged during the first six weeks of class. Each session was limited to six students in order to give students individual attention. The session began in the classroom with an overview of library services and resources. Search techniques for using the CINAHL database were presented and then followed up with a CD-ROM demonstration in the library.

The hands-on demonstration prompted students to try some of their pet research ideas. This provided a good opportunity to explain the details of "limiting" and "exploding" terms, and the necessity of using the thesaurus when the first term selected comes up with very few citations.

I had some initial hesitation at conducting library instruction sessions for nursing students, but I found that I thoroughly enjoyed the experience. I found many similarities between the American students I had worked with in the College of Education and the British students in the College of Nursing. The main lesson I learned from this experience is that students are students, wherever they may be. Library instruction, learning to use a CD-ROM, and keeping track of index terms is the same on either side of the Atlantic. ■

Your Help Needed!



The LIRT Instructional Materials Task Force is drafting a publication about the development of printed instructional materials. We are interested in YOUR recommendations for:

- clip art sources for computers and copy machines;
- software evaluation sources and useful software packages;
- state and regional clearinghouses;
- individual consultants and groups who provide instruction in the development of printed learning materials.

If you have successful handouts or point-of-use materials to teach library users to effectively use information resources, please send sample copies for possible inclusion in the publication.

Please send materials to:

Carol Penka
Reference Library, 300 Library
University of Illinois at Urbana-Champaign
1408 West Gregory Drive, Urbana, IL 61801
email: c-penka@uiuc.edu

Ninth Grade Orientation to the Media Center

Janet Marchand, Greenwich High School, Greenwich, CT

The looks on our students' faces let us know that our previous orientation efforts, including "Treasure Hunt," and "Media Search," were tedious, boring and not effective in engendering enthusiasm for the Media Center. We decided to change this initial orientation for incoming ninth graders to make it fun! Several years ago we arranged with all ninth grade English teachers to give us one block out of their busy time schedules and to bring their classes to the Media Center early in the fall term.

Our goals for this orientation were to provide an enjoyable and informal introduction to the physical layout and resources available in this large facility; illustrate the supportive role of the Media Center in students' curriculum work; and to encourage students to spend co-curricular and leisure time there. Instruction in information-finding skills and specific resources were not an objective here, as they are taught in conjunction with class assignments in the various grade levels and programs.

When each class arrived for the hour-long orientation the students were told that within the block, they would produce a *live* television quiz show about the Media Center and that they would need to work quickly and in small groups, to prepare questions for the TV show. The show was planned in contest format, and it would be videotaped and played back to the students before they left. All the students would have something to do: write questions, be on the panel, operate TV cameras, or answer questions for their team. Because each student had a role to play, everyone got to see him or herself on TV. This was an exciting moment for them, and they soon forgot the 'work' they had to do to make up the quiz questions. The one hour session was divided into three parts of about twenty minutes each.

Videotape. A pretaped, narrated tour through the facilities was presented. It gave specific information, such as hours, overdues, etc. We reminded them that what they saw on the tape would help with the quiz show.

Student Preparation of Questions for the Quiz Show. We randomly divided the class into six small groups for their *self-guided* tour of the Media Center. Each group was assigned to prepare three questions about the Media Center while following our itinerary of six designated areas to visit. Each area, such as the Online/Card Catalog, had a poster with relevant particulars about that section of the Media Center. As they finished, each group brought its questions to the front

of the Media Center and was then taken to the TV Studio.

Live Quiz Show. As the class entered the studio, it was divided into two teams (arbitrarily, by having chairs on both sides of an 'aisle'). The media specialist asked for two volunteers from each team for the panel and two or three to serve as camera operators. Rules of the quiz show were then explained. If neither panel could answer a question, the audience had a chance to answer and score a point for their team. The score was kept on a chalkboard, and panelists could also lose points if they answered before ringing their bell and being called on. When someone in the audience answered, a camera panned the class so that all students appeared on the video tape. Time was saved at the end of the session for an immediate class playback of the tape which was enjoyed by the students.

The orientation quiz show has proven very successful and has been continued each fall with all ninth grade students. In fact, the TV segment has become so popular that many of the English teachers request a copy for use on Open House Night and have it playing on a monitor as parents arrive. Needless to say, parents are thrilled to see their sons and daughters on TV, and they also learn something about our Media Center!

Editor's note: A longer version of this article appeared in the September 1993 issue of **CEMA**, published by the Connecticut Educational Media Association. ■

Volunteer

to be on a
LIRT committee

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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 most difficult initial task was locating and selecting a source to provide the most complete listing by type. Since no nationwide list of school libraries or media centers exists, the sample was selected from Patterson's **American Education**.

The "Aims of User Education" questionnaire was developed by the Research Committee and pretested in the Hartford/West Hartford, Connecticut area. The revised questionnaire was mailed to the 500 selected libraries in the late spring of 1988 with a follow-up in September of the same year. The response rate was 40% overall. See Table 1.

Table 1
Response to User Education Questionnaire

Library Type	N	N responding	% responding
School	125	35	28
Academic	125	81	65
Public	125	59	47
Special	125	27	22
Total	500	202	40

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

Forty-three percent of the school libraries were located in rural areas, which is not surprising, as America is primarily rural with small towns. When the rural respondents were combined with the suburban, the percentage total rose to 75. Each state has its urban centers, which accounted for 25% of the school library respondents. Ninety-four percent of the school libraries reported collections of 5,000 to 25,000 volumes and more than 74% of them reported a user base of less than 1,000.

Purposes for Offering Library-Use Instruction

To determine 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 most important or "significant." The variables were: 1) to enhance public relations; 2) to encourage library use; 3) to encourage more effective use; 4) to create autonomous library users; 5) to enhance political support; and, 6) to convey librarians' willingness to help. Nearly 100% of the school and academic librarians considered encouragement of effective library use as very significant. In relation to collection size, the encouragement of library use was most important to libraries (all types) with holdings of 25,000 to 50,000 and 1,000 to 5,000 volumes. There was no difference when this was examined from the institution setting - urban, suburban, or rural.

The creation of independent users was a less significant variable than encouraging effective library use. Between 75% and 90% of the school and academic libraries consider developing independent users particularly important, compared to less than 50% of the public and special libraries. Independent use was most important to libraries with a user base of less than 1,000 and least important to libraries with over 1,000,000.

Neither enhancement of political support nor public relations were as important to school and academic librarians as to the public and special librarians. Even so, only 33% of the public librarians felt it to be a significant purpose for instructing users. Conveying the librarians' willingness to help was a significant purpose for 77% of the respondents; it was most important for public and least important for special libraries.

A summary of the rating of the purposes of instruction by school libraries only is given below by variable:

Variable 1. Almost half (43% or 15) gave a rating of 3, i.e., average, to enhancing public relations; otherwise, ratings were fairly evenly divided on either side of the scale.

Variable 2. All but 3% (1) rated encouraging library use as highly significant.

Variable 3. Encouraging more effective use was rated by 92% (31) as very significant.

Variable 4. School librarians also want to create indepen-

dent users, with 88% (30) rating this as a significant purpose and only 3% (1) giving it a lowest rating.

Variable 5. School librarians do not feel that the purpose of library instruction is to enhance political support, with 67% (22) rating it as insignificant and only 12% (4) rating it as very important.

Variable 6. Indicating the willingness of school librarians to help students was rated as significant by 74% (26).

The Mechanics of Library-Use Instruction

The second area of questioning elicited data on how instruction is provided. Users are oriented to the library's layout in 198 of all 202 libraries responding. Only four indicated they did not orient users to the library's layout in some way; it is very interesting that one of these was a school library. Individual instruction was the most popular way (83%) of informing students about the library layout. It was also checked by more than 80% of the other types of libraries. Formal tours were used by 68% of the school libraries, and 71% use signs for orientation. Less than 20% of school, public, and special libraries make use of self-guided tours, while they are in place in 30% of academic libraries. Maps were used by slightly less than 50% of the school libraries. Many school libraries are located in a large room and signs would solve the problem. Maps were used, however, by more than 60% of the academic libraries.

Handouts are used by a much larger percentage of academic libraries than school libraries to instruct users in locating books, non-book materials, specific reference sources, and electronic sources; schools rely somewhat more on the use of signs than do academic libraries. More than 90% of both school and academic libraries use individual and group instruction for this purpose. CAI is used by not more than 6% of all the libraries with one exception. The exception is that nine percent of the schools reported using CAI for instructing users about the location of books. A distinguishing factor may be that the high cost of developing instructional programs is difficult to justify because of the operating financial constraints in libraries. Another factor could be the amount of time required for development.

When the data on mechanics of instruction were analyzed by location of the library, i.e. urban, suburban, or rural, the differences were too slight to warrant much discussion. The only notable difference was in the use of CAI by 11% of the suburban libraries.

All libraries, from those with less than 1,000 potential users or 1,000 volumes to those with more than 1,000,000 volumes or potential users, responded uniformly that they teach their users how to locate books, nonbook materials, and specific references sources. The differences show up by type of library and by method of instructing users.

Only 49% of school libraries and 78% of academic libraries teach how to use electronic resources; for public and special libraries the percentages are 66 and 26 respectively. The assumption might be that the percentages closely represent the libraries which actually had electronic resources at the time the questionnaire was answered. More than 50% of the academic libraries, but only 12% of the schools, have developed handouts for this purpose. Ninety-four percent of all those responding to the methods of teaching electronic resources give individual instruction to users and 60% to 73% give group instruction. Twice as many school libraries (12%) as academic libraries report CAI programs. A question here that cannot be determined is whether these programs were developed in-house, or by the database producer.

Conceptional Aspects

Another area of data collection dealt with the conceptual aspects underlying a library's approach to user education. Respondents were asked to rate the following components on a scale of 1 to 5, with 5 being the most important or significant:

- encouraging development of search strategies;
- enhancing critical approaches to information sources;
- enabling users to refine and articulate information needs; and,
- developing an awareness of the patterns by which information is communicated and disseminated in different fields.

More than 80% of the school and academic respondents ranked the development of search strategies important or very important, but that variable is not nearly as essential in public and special libraries, where it was ranked important by only 50%. Critical thinking or evaluation of information sources was ranked high by 69% of the academic libraries and 49% of the school libraries, while the range for public and special libraries was 25% to 40%. All of the reporting libraries indicated that the ability of users to articulate information needs was important. By the time students

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AIMS OF USER EDUCATION

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get to the higher education level, they are expected to take greater personal responsibility for their learning. Perhaps that is a reason why academic libraries reported larger percentages for the first three aspects. The growth of a field or discipline and the concurrent patterns of information generation and dissemination were rated important to only a small percentage of public and special libraries but were important or very important to about 50% 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 setting. Seventy-two to 82% ranked the search strategy approach and the ability to articulate needs important or very important. Critical evaluation of information sources was considered important or very important by half of the respondents, and awareness of the patterns of information dissemination by about 40%.

Types of Professional Support

One item on the questionnaire elicited information about the types of professional support librarians would find useful for their library instruction program. Respondents were requested to check any of the following types of professional support that would apply:

1. The opportunity to speak with other library instruction professionals;
2. An exchange of library instruction materials;
3. Programs on library instruction topics; and,
4. Survey of literature on library instruction.

The responses are displayed by type of library in Table 2 and by location of library in Table 3.

Table 2

Professional Support for Library Instruction Programs				
Type of Support	Type of Library			
	School	Academic	Public	Special
	%	%	%	%
Prof. Dialog	80	90	41	44
Exchange Materials	83	73	61	59
Programs	83	78	49	44
Literature Reviews	40	53	20	30

Table 3

Professional Support for Library Instruction Programs			
Type of Support	Location of Library		
	Urban	Suburban	Rural
	%	%	%
Prof Dialog	77	67	67
Exchange materials	67	77	63
Programs	67	62	69
Literature Review	36	44	36

Approximately 80% of the school and 90% of the academic librarians responding to this nationwide survey indicated the desirability of interaction with other professionals, exchanging instruction related materials, and programs on user education topics. It appears that the instruction librarians in academic libraries especially like to meet and talk about user education issues with their colleagues because 90% checked the first item. That is understandable since user instruction has become an integral part of public service responsibilities in the past decade, especially in academic libraries. Few librarians were particularly interested in reviews of the literature. When the data are examined by location of library, the response variation is less than ten percent.

Summary and 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 the different types of libraries. The purposes of instruction which were rated important and very important by school librarians were: to encourage library use (97%); to encourage more effective use (100%); and to create independent library users (91%).

In order to determine the mechanics of library-use instruction, respondents were asked to indicate whether they used handouts, signs, individual instruction, formal group instruction, and/or CAI. More than 90% of all school respondents rely on individual instruction to teach users how to locate books, non-book materials, and specific reference sources. Formal group instruction for this ranks a close second while CAI was used by less than 10% of the libraries. Only half of the school libraries teach how to use electronic sources and almost all of those rely on individual instruction. One assumes, then, that those school libraries have acquired electronic tools. Twelve

percent of the school libraries report CAI programs to teach students about electronic resources; that percentage is the largest reported for any library type. None of the data elicited information to determine if these are in-house or vender tutorials.

The encouragement of search strategies is by far the most important conceptual aspect underlying the school libraries' approach to user education. Critical thinking skills and an understanding of the patterns of information generation were also highly rated by half of the school group.

More than 80% of the school librarians indicated an interest in more contact with other professionals, exchanging instruction materials, and attending library-use instruction programs. This response clearly indicates that school librarians need administrative support to attend professional meetings and continuing education programs. This in turn would certainly strengthen the whole school's instruction program.

From the response to the question about useful types of professional support, a direct correlation can be made with the goals of the Library Instruction Round Table. LIRT, as it is commonly known, is a national vehicle for the exchange of information about user education and is constantly striving to provide meaningful programs and activities for librarians representing all types of libraries. School librarians who are interested in commenting about how they compare with the findings of the study, the reasons why they use, or do not use, one method of instruction or another, or any comments about this study are encouraged to correspond with the Research Committee of LIRT and/or with the authors of this article. The significance and goals of this organization are closely tied to the whole user education movement in libraries.

The resurgence of the user education movement in libraries has established the user as the primary focus. Coupled with this focus is the rapid flow of ideas and information which requires that all people have the ability to obtain information to meet their ever-growing needs for the present and future. A primary responsibility of librarians who are engaged in library-use instruction activities is teaching users research strategies and coping skills necessary for "information literacy." Some assumptions which can be made about library-use instruction are:

Library research and user instruction play important roles in education and are the aspects in which libraries

are most involved.

- The acquisition of library-use skills requires active participation or hands-on experience.
- Teaching library research skills is most effective when students have the need to learn.
- Students learn in different ways, therefore it follows that a variety of media and methods should be employed since no one method is likely to be effective with all.
- Different students have different information needs.
- Library research skills can transfer to life-long "information literacy."

It is hoped that further research studies and professional exchanges will encourage the strengthening of library-use instruction programs in all types of libraries. ■

Got a Bright Idea?

The ACRL/BIS (Management of BI Services Committee) is collecting innovative management ideas for Bibliographic Instruction programs. This year the committee is looking for ideas on the theme of "Staff Development: Training Library Staff to Teach." Ideas submitted to the committee should demonstrate a creative approach to solving a problem, and should already have been implemented. The Committee will select those ideas which will serve as a model and inspiration for other programs. Selected "Bright Ideas" will be announced and publicized at the annual ALA conference.

To submit a "Bright Idea" send a short description (no more than 250 words) by March 1, 1994 to:

Marilyn K. Moody
Head, Technical and Instructional Services
Folsom Library
Rensselaer Polytechnic Institute
Troy, NY 12180

(518) 276-8355 (voice)
(518) 276-8559 (fax)
Internet: marilyn_moody@mts.rpi.edu
Bitnet: usergwec@rpitsmts.bitnet

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