



School

Public

Special

Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

volume 15 no. 4

June 1993

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LIRT'S TOP TWENTY FOR 1992

An annotated bibliography prepared by the following members of the Library Instruction Round Table's Continuing Education Committee: Suzanne Holler, Editor; Scott Davis, Committee Chair; Craig Gibson; Lorna Lueck; Susan Paznekas; Libby Pollard; John Spencer; and Thomas Zogg.

Affleck, Mary Ann. "Bibliographic Instruction in Community Colleges: Current Practice and the New Standards." *Research Strategies*, 10 (Winter 1992): 24-33.

Reports survey findings about the types of bibliographic instruction programs offered at 120 two-year college libraries. Results identify how current instructional programs at such institutions meet the 1990 ALA Standards for Community, Junior, and Technical College Learning Resources Programs.

Arp, Lori and Gerald (Jay) Schafer. "Connecting Bibliographic Instruction and Collection Development: A Management Plan." *RQ*, 31 (Spring 1992): 398-406.

Describes a joint project for collecting and analyzing data for bibliographic instruction and collection

development programs. Utilizing data on patron information needs, collection use, and discipline-specific research methodology helps centralize planning and management decisions in both areas. Examples of subject area information packages are provided as appendices.

Bergman, Emily and Lill Maman. "Aims of User Education: Special Library Results." *Special Libraries*, 83 (Summer 1992): 156-160.

Details findings specific to user education in special libraries as identified by a LIRT Research Committee survey. Results indicate that "enabling people to refine and articulate information needs is the most important conceptual aspect of library instruction" in special libraries.

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FROM THE PRESIDENT

*Tim Grimes, Ann Arbor Public Library,
Ann Arbor, Michigan*

With this issue of the *Library Instruction Round Table News*, you will notice a change. Because LIRT is an organization that represents all types of libraries — school, public, special and academic — our newsletter must reflect this representation. We are therefore now including four new columns in this publication — one for each type of library that composes our organization. Each of these columns will be written by a librarian currently working in that field. They may write of current trends,

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FROM THE EDITOR

Several committee chairs commented, and I'm sure others of you noted, that the March issue was late. I believe an explanation is in order. Actually, the newsletter was "in the mail." The June and December issues are mailed first class to insure receipt prior to the Annual and Midwinter conferences. The March and September issues are mailed third class, saving LIRT a substantial amount of money, but sometimes delaying delivery rather significantly.

And now, a brief explanation of how the newsletter comes to be. I edit submitted articles and announcements and send a computer disk with hard copy to Jana Caldwell, the production editor, at Indiana University. Using desk top publishing software, Jana formats the articles and announcements into what you see as the *LIRT News*. She sends the completed newsletter to ALA Chicago, where it is printed and mailed. As you can see, it is vital that I receive articles and reports on time, so that the entire editing/publishing process remains on schedule.

This issue should prove of interest to the membership. Highlights include the annual LIRT Top Twenty articles and books dealing with library instruction, interesting articles on bibliographic instruction in school, special and academic libraries, a column on technology and library instruction, another on the BI-L listserv, a message from Tim Grimes, and announcements on the meetings and the LIRT program at Annual (don't miss it!). Happy reading! Please send comments, suggestions, article submissions to:

Stephen D. Fitt
UNLV Libraries, Box 457001
University of Nevada Las Vegas
Las Vegas, NV 89154-7001
(702) 895-0983 fitt@nevada.edu

PROPOSED LIRT BY-LAWS CHANGE

In as much as the LIRT Affiliates' Council has been nonfunctioning for a number of years, we recommend that Article VI AFFILIATES' COUNCIL and all references to the Affiliates' Council be removed from the LIRT constitution and bylaws.

Voting on the proposal will be taken at the Membership Business Meeting immediately before the All Committee Meeting at Annual on Saturday June 26 at 8:00 a.m. - 11:45 a.m. Check the conference schedule for the meeting place.

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 September issue must be sent to the editor by July 2, 1993.

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

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Production Editor: Jana S. Caldwell

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LIRT Meetings at the 1993 ALA Annual Conference

June 25 - June 29, 1993
New Orleans, Louisiana



Friday, June 25	8:00 p.m. - 10:00 p.m.	Steering Committee
Saturday, June 26	8:00 a.m. - 11:45 p.m.	All Committee Meeting (LIRT Business Meeting begins at 8:30 a.m.)
	11:45 a.m. - 12:30 p.m.	New Chair Orientation
	2:00 p.m. - 4:00 p.m.	Elections Committee 1993 1993 Program Committee 15th Anniversary Publications Task Force
	8:00 p.m. - 10:00 p.m.	Executive Board
Sunday, June 27	9:30 a.m. - 12:30 p.m.	LIRT Program: "Unmasking Technology: A Prelude to Teaching"
	11:30 a.m. - 12:30 p.m.	Long Range Planning Subcommittee
	2:00 p.m. - 4:00 p.m.	Publications Committee
Monday, June 28	9:30 a.m. - 11:00 a.m.	Professional Associations Networking Committee
	11:30 a.m. - 12:30 p.m.	PR/Membership Committee
	2:00 p.m. - 4:00 p.m.	1993 and 1994 Program Committees Long Range Planning Committee
	4:30 p.m. - 5:30 p.m.	Elections Committee 1994
Tuesday, June 29	9:30 a.m. - 11:00 a.m.	Organization and Bylaws Committee Liaison Committee 1994 Program Committee
	2:00 p.m. - 5:30 p.m.	Steering Committee and Executive Board

High School and University Cooperate in Information Literacy Program

Catherine Geddis, Rutgers University

The Mabel Smith Douglass Library of Douglass College, Rutgers University, was one of three Rutgers University libraries that received a grant from the New Jersey State Department of Higher Education to promote information literacy among high school students and teachers. Targeting "special needs" districts throughout New Jersey, the College and School Library Collaboration Grants were designed to promote cooperation between college and school libraries through the development of joint projects designed to encourage information literacy. Each project included faculty and librarians from participating schools and colleges.

Twenty-five students at New Brunswick High School were enrolled in the senior cross-disciplinary English/social studies course, *Global, Critical Thinking Through Research Methods*, which focused on the Harlem Renaissance. An assignment involved the creation of an annotated bibliography through the examination of sources in all areas of the Harlem Renaissance, including art, music, architecture, and history, followed by a research paper written from the sources cited in the bibliography. Students were encouraged to evaluate the sources for scholarly content, and issues of race or gender bias.

In preparation for the assignment, students were bused to the Douglass Library for several bibliographic instruction sessions where they were taught searching skills on various CD-ROM databases and the Rutgers online catalog, by Rutgers librarians. Arrangements were also made for the high school students to have borrowing privileges at Douglas and other Rutgers University libraries.

New reference materials were purchased for the high school library and a permanent phone line was installed so that the Rutgers online catalog could be accessed through a computer in the high school library. Electronic bibliographic sources were also demonstrated to high school librarians and teachers; handouts were created that highlighted searching skills, and bibliographies were generated on the time period being studied. A member of the Rutgers University faculty, with a specialization in the Harlem Renaissance, provided suggestions for book purchases for the high school library and presented a lecture

on the Harlem Renaissance to the students. In addition, the students toured the Schomburg Center for Research on Black Culture and visited other notable sights in Harlem to gain insights into the cultural and social life of the period.

Throughout the project, students were enthusiastic and receptive to learning new skills. Teachers, though initially reluctant to instruct their students in the creation of the annotated bibliography, soon realized that the process raised the level of student sophistication in the evaluation of resources and the selection of topics. The teachers are planning to incorporate the annotated bibliography concept into future assignments.

Collaboration on the grant fostered a new working relationship between the high school and college librarians to affect a higher level of information literacy among high school teachers and students. We anticipate further collaborations of this type with both high school and middle school participants. ■

LIRT Annual Business Meeting

The LIRT annual business meeting will be held on Saturday, June 26, 1993 during the All-Committee meeting. The business meeting will begin at 8:30 a.m. and will include the introduction of new officers, voting on by-laws changes and announcements. Please join us and learn what is new with LIRT!!

Tim Grimes,
LIRT President



Mark Watson, Southern Illinois University

What is BI-L?

BI-L is an electronic discussion group that 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 following message:

subscribe BI-L yourfirstname yourlastname

then send it. You will receive a reply welcoming you to the list and providing information on how BI-L works. For the benefit of members of LIRT who do not have Internet access, this regular column will attempt to summarize the major discussions that have been taking place on BI-L.

Unfortunately, due to space considerations, there isn't room to provide details of the discussions.

Regular features each month include the newsletter from Project Gutenberg, an electronic text project headquartered at Illinois Benedictine College, and Rick Gates' Internet Hunt, an electronic "scavenger hunt," which tests knowledge of resources on the Internet and serves as a teaching/learning tool for Internet use. There has been some discussion of late on whether it was appropriate to continue to make the Internet Hunt available on BI-L. The overwhelming response was to keep the Hunt on the discussion group.

Other items eliciting major discussion in the past few months include BI that is specifically designed for international students and for athletes; the videotaping of instruction sessions for the purpose of performance improvement; signage, both on OPAC terminals and as relating to the Americans with Disabilities Act; the creation of an Internet Librarian position at Wayne State; the planning and building of rooms in the library specifically for library instruction; library orientation for new campus staff; and the ongoing and ever-increasing subject of Internet instruction. In addition, two topics that surface from time-to-time and always draw plenty of mail: the wearing of badges or name tags by library staff and the always-popular "What do we call what we do — library instruction, bibliographic instruction, or something else?"

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 or MRAISH@BINGVMB.CC.BINGHAMTON.EDU.

Editors note: Mark Watson can be reached as follows:

GA4136@SIUCVMB or GA4136@SIUCVMB.SIU.ED



Help Put a Face to LIRT

Volunteer to Staff the LIRT Booth in New Orleans

The Library Instruction Round Table is once again sponsoring an exhibit booth at the ALA conference. By volunteering to staff the booth you can: greet potential LIRT members, distribute information about LIRT and our activities, exchange ideas with others about library instruction. It's the perfect opportunity to see and be seen by thousands of conference attendees!

If you can contribute a couple of hours of your time, please fill out the form below. If you aren't a member of LIRT, staffing the booth is a great way to meet current members and find out more about the organization for yourself.

Reply by **June 4** to:

Marilee Birchfield
Northwestern University Library
1935 Sheridan Road
Evanston, Illinois 60208
(708) 491-8961

Name _____	Phone (Work) _____
Institution _____	Phone (Home) _____
Address _____	Email _____

Indicate your first (1) and second (2) preferences for volunteering. You will be contacted prior to the conference regarding your schedule and general information about the booth.

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	No preference
Saturday, June 26	_____	_____	_____	*	_____
Sunday, June 27	_____	_____	_____	_____	_____
Monday, June 28	_____	_____	_____	_____	_____
Tuesday, June 29	_____	_____	_____	**	_____

* The exhibits close at 4pm on Saturday

** The exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before?

yes _____ no _____

Are you a LIRT member?

yes _____ no _____

Library Instruction in Special Libraries: Some Basic Assumptions

Tobeylynn Birch, California School of Professional Psychology

Here I am at my computer, wondering how to begin to address the issue of library instruction in special libraries. For other types of libraries — school, academic, public — one can make some basic assumptions about their missions and populations and therefore begin by presenting some generalizations and eventually move on to the differences and exceptions. However, making generalizations about special libraries is almost impossible as the term “special library” actually encompasses a wide variety of libraries — corporate, law, hospital, museum, special subject — and those libraries serve a variety of organizations — governmental, non-profit, and for-profit. Therefore, one cannot even make assumptions about the need for library instruction, its purpose in the organization, and how it might be accomplished.

I work in a library that is primarily academic, but can also be classified as special because we serve a free-standing graduate school of professional psychology. Our subject expertise is focused on psychology (especially clinical and organizational) and our population is faculty and graduate students, whose information needs differ somewhat from undergraduates. As you would find in most academic institutions, library instruction is supported as a component of the educational process and is accomplished primarily as presentations within subject courses or on an individual basis with students seeking help in completing coursework or doctoral dissertations/projects. How can I generalize from my experience to the circumstances in a corporate library, where the users' expectations may be to receive the needed information without even having to come to the library and where there is no natural environment in which to instruct?

Fortunately, there are two basic assumptions that can

be made about special libraries. First, most special libraries serve adults only and, second, most of those adults are served in work-related environments or for work-related purposes. These two assumptions can help us begin to generalize about how library instruction might be accomplished in special settings, particularly in how it might differ from instruction in other types of libraries.

Rather than using an academic library instruction model to guide their planning, special librarians may want to turn their attention to the practice of training in the human resources development field. Unlike academic instruction, which is based on pedagogy (literally, the leading of children), training is based on andragogy (adult education). There is a very rich literature on training adults in specific skills and making it relevant to their work roles. Two important journals are *Training: the Magazine of Human Resources Development and Training and Development*. A fairly recent book is also a good source of information: *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips*, by Mel Silberman (Lexington Books, 1990). These and other publications on training can help special librarians begin to envision library instruction in a new and more effective way. I would also like to call on special librarians to help one another other by sharing with me how and why you do library instruction so I can include such information in future columns. You may also want to share your questions and concerns so together we can find some answers. You can reach me in a number of ways — via snail mail: California School of Professional Psychology, 1000 S. Fremont Ave., Alhambra, CA 91803-1360; via voice mail: (818) 284-2777 x3060; via Fax: (818) 284-1682; or via email: csppabir@class.org I look forward to hearing from all types of special librarians. ■

Instructional Opportunities & Community Based Planning in Public Libraries

Susan Jackson, Monroe County Public Library, Bloomington, Indiana

The good news is that library instruction is alive and well in public libraries. In the benchmark survey conducted in 1986 as part of the Adult Services in the Eighties Project, 82.9 percent of responding libraries provided group instruction in library use and 93.9 percent provided instruction to individuals (Wallace, 62.). The bad news is that library systems across the country are experiencing cuts in funding, staffing, and service hours. In the face of these shrinking resources, public library directors are looking at ways to maintain basic library services and are joining in cooperative programs with businesses, organizations, and other government agencies (Durrance, 1992.)

We have to be selective in what we do, and priorities will vary from one community to another...

This current financial crunch, which promises to be long-lasting, has a couple of implications for those of use interested in library instruction. In public libraries, library instruction is not widely considered a basic service and sometimes lacks institutional support. We would be wise, then, to take a close look at the collaborative efforts and the community-based planning that library

administrators are now emphasizing. What are the opportunities here for user education?

Nationwide, community leaders from private industry and all segments of government are addressing pressing educational, social and economic concerns and looking at government-industry partnerships. Library decision-makers are involved with these efforts and are very much aware of the need to build alliances with other agencies and gain high visibility among community leaders. "Community-based planning" is the descriptive term for these efforts.

While libraries are having to compete strenuously for funding and recognition, a positive side of these lean economic times is this constituency-building and collaborative program delivery. Public librarians interested in user instruction need to be participating in these efforts and defining the place for instructional activities, tying these activities to the broad-based concept of information literacy. This means we have to be on top of what's going on in our communities and maintain close contact with our library executives as they develop major programmatic thrusts. We need to be involved at the initial planning stages when contacts are first made with other

agencies, and as goals and policies are developed, we have to be ready to provide guidance about the kinds of instructional activities that should be included.

It is important that we keep the focus on information literacy and limit the use of the terms "user education" and "library instruction." What we really want to promote is helping people use information for informed decision making. That includes library instruction and user education, but it is more than that, and we need to keep the emphasis on the broader issue. If our directors are not familiar with information literacy and the philosophy and way of thinking it suggests, we will have an educational and advocacy role to play. Also, we probably will need to provide guidance on more practical considerations such as time constraints, staff demands, and adult education theory. Being clear and persuasive may be called for while remaining diplomatic and tactful.

The kinds of programs that are coming out of community-based planning are attempts to address pressing local issues. If massive work layoffs are anticipated, for example, librarians should let officials and business leaders know

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Member A-LIRT

Paul Frantz

Marcellus Turner, East Tennessee State University

Sometimes it's the simple things that really make our day or give us our personal high. Take, for instance, the simple things that give Paul Frantz's day a lift: the music of Thelonius Monk, the east side of a mountain range, and a beach at low tide.

Paul Frantz is Coordinator of Library Instruction at the University of Oregon, and with a student population of approximately 17,000 students, busy takes on a totally new meaning. A typical day may present itself with the customary reference desk coverage, collection development in the areas of recreation, tourism, and anthropology, and developing instructional programs. And on those extra busy days, he might even conduct an occasional workshop or two. With a busy schedule such as this, the library instruction staff is aware that it cannot possibly reach every incoming freshman. Instead, they concentrate on those classes involved in intensive library research. This promotes the theme of "teaching them what they need, when they need it."

Paul presently serves as chair of the Publications Committee of LIRT. He is a veteran of the profession, having been a librarian for ten years. Prior to this field of work, Paul and his wife taught English as a Second Language in schools abroad, including one year in Barranquilla, Colombia and four years in Beirut.

In closing...as with all of us, a smile and compliment from a patron for having helped them find some much sought-after information also helps to make Paul's day! ■

FROM THE PRESIDENT

continued from page 1...

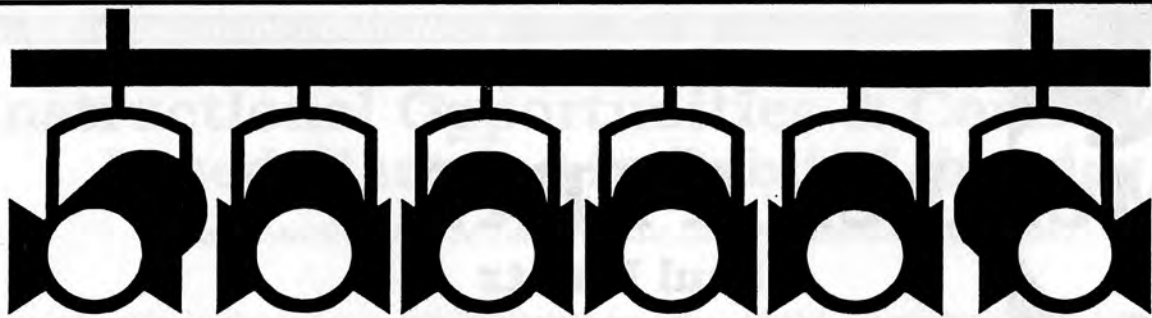
new issues, problem-solving techniques or perhaps just what is happening in their individual locations. But most importantly, they will speak to the LIRT members involved in that particular type of librarianship.

The purpose of these columns is to assure that each issue of the newsletter contains information or opinions that speak directly to the four types of libraries in LIRT. The newsletter is our primary means of communication within our organization. It is hoped that by including these new columns, members may use this newsletter forum to obtain views about their own type of library situation, as well as keep abreast of LIRT activities and gather information about the library instruction field in general.

Because the Executive Board recognizes the importance

of the continuous involvement of all four types of librarians within LIRT, we voted at the Midwinter Conference to establish a Recruitment Task Force. The initial goal of this new task force will be to examine our efforts on behalf of public, school and special librarians and determine if we are meeting individual needs in these three areas. This task force will be chaired by former LIRT President Tobeylynn Birch and will begin work immediately following the annual conference.

LIRT is an exciting organization. Our mission to serve all types of libraries is an important one. This new task force and these columns are two small steps taken this year in our attempt to make LIRT activities even more relevant to every member of our organization. If you have other suggestions of areas for LIRT to investigate, please let us know. ■



Library Instruction Round Table presents

Instructional Materials at the LIRT Booth in New Orleans

Starring: Library Assignments, Lesson Plans, Internet Materials, Workshop Outlines, CD-ROM Search Guides, User Surveys, User Education Committee Charges, Guidelines for Library/Information Skills, Catalog User Guides, Pre and Post Tests, Course Syllabi, Guides to the Literature, Promotional Materials

Let your library instruction materials take center stage in New Orleans at the LIRT booth and shine the spotlight on you and your library!

Materials are wanted from all types of libraries: school, public, special, and academic.

*Send a sample copy or multiple copies for distribution
by June 4 to:*

Carole Hinshaw
2231 Poinsettia Drive
Longwood, Florida 32779
(407) 823-5921

.....
Name _____

Phone _____

Institutional Address _____

Library Instruction in Public Schools: Vocational Educators and Librarians?

Marsha Korobkin. Project Resource teacher, San Diego Unified School District

Since Information Power was published a few years ago, many California school library media teachers have been hard at work implementing the philosophy it espouses. One of the most important aspects of this philosophy involves partnerships between library media teachers and classroom teachers. Academic subjects — English, history, science — encourage natural partnerships. But what about vocational education — business education, consumer and family studies, and industrial education? Many educators think that the students in these classes learn to use the library through their more academic classes. This is not necessarily the case. In many schools, the students who most need to know about the library as a self-educational institution are ignored. They remain unaware of its potential.

Enter the Carl D. Perkins Vocational and Technical Education Act of 1990 — flexing its financial muscle. One of the mandates of this federal legislation is to integrate

academic and vocational education. Certain basic skills are important for our future workers whether they will work more with their hands or with their heads. I was able to arrange a workshop to begin to foster partnerships between vocational teachers and library media teachers. Every vocational teacher in our district who wanted to participate had to bring a library media teacher. Almost 50% of our secondary schools were represented.

I began with a short discussion of information literacy. I mentioned that although libraries provided all kinds of information, incorporating the library resources and the library media teachers' expertise into a unit did not have to produce TERM PAPERS, nor did the activity have to consume days of class time. I stressed that when most people need information, finding it is not a lifetime project. The teachers then worked in teams and in an hour reconvened to share their preliminary plans.

The projects are as varied as the personalities and courses:

- ✓ Several teams plan to do career awareness activities.
- ✓ A drafting teacher wants his students to research bridges and draw one incorporating the skills they are learning in class with their research.
- ✓ Two teams plan to have students do consumer product research. One group actually plans a comparison test. The other plans to create advertisements to sell their products.
- ✓ A CAD/CAM teacher plans to have his students design an environmental cook book and use recipes found in the library.
- ✓ Two teams of business education teachers and librarians will teach students to use electronic databases to find out about West Coast entrepreneurs. One group plans to trade information electronically with another class on the East Coast. The other plans to make video profiles of the entrepreneurs. One of these teams has organized a one day workshop during which the library media teacher will teach a group of ten vocational and academic teachers how to use the electronic materials in the library.
- ✓ The most ambitious project by far involves the implementation of a new industrial technology lab. The students will rotate in pairs among 15 modules for two week mini courses on topics from lasers to hydraulics to aerodynamics. The basic modules

continued on page 15...

TECH TALK

Billie Peterson. Baylor University

So. . . what is all of this hoopla over the Internet? A not uncommon question/complaint is "I work in a school/public/special library and I just don't get what the big deal is anyway." Many academic librarians have been exposed to different aspects of the Internet, have found it incredibly useful, and access its resources on a daily basis. However, public, school, and special librarians have had fewer opportunities to use the Internet. Since one of LIRT's main goals is to address areas of interest for ALL types of libraries, I thought that I would focus this month's column on the use of the Internet by non-academic librarians. Let me preface these comments by saying that I am not an expert in this area. I've done enough investigation to provide you with some food for thought, and I hope that I'll pique the interest of librarians who had not really considered the possibilities of the Internet for their own library.

At a very basic level, the Internet is a worldwide network consisting of smaller networks and computers which are associated with academic institutions, companies, government agencies, etc. Because of this vast network, people from all over the world have the opportunity to communicate with one another and share information and ideas in ways never before possible. At Pleasant Valley Senior High School in Chico, CA, science teachers used data from two Internet-accessible weather monitoring stations for class projects. The New York State Education Department recently linked students in Alaska with a group of Latino students in New York City, via the Internet, so the students could have an opportunity to practice communication in Spanish. At the Marine Military Academy in Harlingen, TX, they used the Internet for a project in which the Honors Government class looked up information on the '92 campaign while the campaign was ongoing. (See Decandido's article

for more detailed information on these projects.) These are just a few examples.

Some special libraries use the Internet to connect to online database vendors (DIALOG, BRS, etc.) because of a higher transmission speed and a substantially lower telecommunication cost. Special librarians use the Internet to gather information for their patrons' research from library catalogs located throughout the world, sometimes following through with interlibrary loan requests. Others use e-mail and electronic conferencing lists to "network" with their peers. This approach is especially valuable to those librarians who work in small, isolated libraries where there are limited opportunities to interact with other librarians or attend conferences.

Public librarians use the Internet in many of the same ways as academic librarians. A library patron may want the full text of an obscure Clinton speech, and the Internet is used to locate and retrieve this speech. Perhaps the library needs some computer software; there are a number of sites on the Internet where free and shareware software is available for downloading to a local site. At the reference desk in a small public library, a question may be asked which can't be answered using the resources on hand. Via conferencing lists, the question can be posed, noninvasively, to hundreds of other experienced librarians and an answer received within hours.

Are you interested? Do you think there are ways you could make use of the Internet in your situation? Do you want to read more about this creature, the Internet? There are several well-written, nontechnical books and hundreds of articles which discuss the Internet. I've listed a few useful titles below:

continued on next page...

BOOKS

Kehoe, Brendan P., Zen and the Art of the Internet: A Beginner's Guide, 2d ed. Englewood Cliffs, NJ: Prentice Hall, 1993.

Krol, Ed., The Whole INTERNET: User's Guide & Catalog. Sebastopol, CA: O'Reilly & Associates, Inc., 1992.

LaQuey, Tracy L., The Internet Companion: A Beginner's Guide to Global Networking. Reading, MA: Addison-Wesley, 1993.

Public Libraries and the INTERNET/NREN. Syracuse, NY: School of Information Studies, Syracuse University, 1992.

ARTICLES

Kalin, Sally and Roy Tennant. "Beyond OPACS... The Wealth of Information Resources on the Internet." Database 14 (August 1991): 28-33.

Polly, Jean Armour. "Surfing the Internet: An Introduction." Wilson Library Bulletin 66 (June 1992): 38-43.

Quint, Barbara. "Online Meets the Internet." Wilson Library Bulletin 66 (March 1992): 78-80.

Decandido, Graceanne A. "School Librarians on the Internet: An Online Story." School Library Journal 39 (January 1993): 10-11.

Tillman, Hope N. and Sharyn J. Ladner. "Special Librarians and the INTERNET." Special Libraries 83 (Spring 1992): 127-131.

Have I piqued your interest only enough to stimulate more questions? Don't forget that you can send to me your technology questions, whatever they might be, and I will do my best to answer them in this column. Additionally, I would like to use this column to provide other examples of how librarians from a variety of libraries have used the Internet. If you have experiences you would like to share with others, please let me know.

Mail: **Billie Peterson**
Jesse H. Jones Library
Baylor University
P. O. Box 97146
Waco, TX 76798-7146

E-Mail: **INTERNET** petersonb@baylor.edu
BITNET peterson@baylor.edu

WANTED: LIRT PUBLICITY COORDINATOR INTERN

Chuck Dintrone, San Diego State University Library

After several years as LIRT publicity coordinator, I would like to pursue other ventures. I have agreed to stay for a year or two and train my replacement. If you are interested in interning and then becoming LIRT Publicity Coordinator, let me know (see below for how to contact me).

The Publicity Coordinator works with committee chairs and officers on publicity for all LIRT activities. This can range from producing publicity flyers, articles for the LIRT Newsletter, and e-mail messages, to giving publicity advice to LIRT members. LIRT/ALA press releases go through the Publicity Coordinator. This person is also responsible for securing the "basket" at the Midwinter and Annual conferences. 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



Library Instruction Round Table
invites you to go out for a
BITE with LIRT
in New Orleans
June 26 - 28, 1993

Meet and eat with others interested in library instruction. LIRT is organizing small groups for lunch at modestly priced restaurants during the ALA annual conference in New Orleans.

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 June 4, 1993 to:

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Are you a LIRT member?

☐ yes
☐ no

Library Instruction In Academic Libraries: Working With Patrons With Disabilities

Kwasi Sarkodie-Mensah, Boston College Libraries

The Americans with Disabilities Act (ADA) comes as a guiding light for colleges and universities to pay closer attention to the needs of people with disabilities. Instruction librarians can take a leading role in serving the bibliographic instruction needs of our users with disabilities.

Patrons with disabilities fall into various groups: those with mobility disabilities, the visually impaired, the hearing impaired, and those with hidden disabilities. If we are to provide meaningful bibliographic instruction programs for all students on our campuses, we need to be able to identify the specific needs of people with disabilities and learn how to best assist them through our library instruction programs.

How do we find them? There are usually campus offices providing services to students with disabilities: counseling centers and disabled student resource centers are examples. Networking with faculty members is another profitable way of establishing alliances that will foster a healthy relationship between the library and students with disabilities. Many faculty members are aware that some of their students have disabilities. However, the challenge is that faculty members may not be aware of the variety of disabilities that may be present among the students in their classes, especially the hidden disabilities. When assigning class projects, they may not be aware of the student's need for specialized assistance when using library resources. Campus student organizations attract a wide diversity of students. These units can also serve as a resource for the library desirous of reaching the widest possible number of users.

What is our action plan? After identifying disabled users through various means and groups, an aggressive marketing program to help our users become aware of our willingness to respond to the needs of any specialized clientele are the selling points for any effective program. The real challenge comes when we have to put our willingness into practice. What instructional protocols do we need? We have to provide the appropriate intermediary when we are giving instruction classes to

users with disabilities. For example, if we are aware that a hearing impaired student is part of a class scheduled for a bibliographic instruction session, we should determine the degree of impairment and arrange to accommodate the student's need. If the services of a sign language interpreter were deemed appropriate, such arrangements could be made. Arranging for an interpreter obviously cannot be done on the spur of the moment. Good contacts with appropriate agencies and faculty members should give us the time we need to make appropriate accommodations.

We are fortunate to live in a country when an act such as the ADA can serve to remind us of the necessity of being open to the needs of our users who may be differently abled. Yet we are all witnesses to the fact that written documents and the threat of the courts have not always solved problems the way we would have liked. As instruction librarians, and as members of one of the most vital branches of the tree of service on our campuses, we can serve as the catalyst for growth in instructional programs for users of diverse backgrounds. We can do it! ■

Library Instruction in Public Schools

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have been commercially prepared. However the lab teachers want to integrate into each module a short information literacy project, e.g. careers in that field of technology, the history of that particular field, or future applications of technology.

All teams left the workshop with a sense of accomplishment. Those who have already tried their projects are very pleased and have assured me that they will pursue the partnership! Mission accomplished! ■

LIRT'S TOP TWENTY

continued from page 1...

Bodi, Sonia. "Collaborating with Faculty in Teaching Critical Thinking: The Role of the Librarian." Research Strategies, 10 (Spring 1992): 69-76.

Examines the need for information evaluation and describes two models for stages of research and the place for library instruction on critical thinking in each. Also focuses on practical ways to build faculty-librarian collaboration for including critical thinking as a component of research and cites two cases from North Park College in Chicago where such partnerships exist.

Drueke, Jeanetta. "Active Learning in the University Library Instruction Classroom." Research Strategies, 10 (Spring 1992): 77-83.

Presents ways to incorporate active learning methods in library instruction classes using case examples from the University of Nebraska. Includes a list of active learning techniques which can be useful in one-shot library instruction sessions.

Eisenberg, Michael B., and Michael K. Brown. "Current Themes Regarding Library and Information Skills Instruction: Research Supporting and Research Lacking." School Library Media Quarterly, 20 (Winter 1992): 103-110.

Discusses beliefs held about the value of library media instruction programs, their nature and scope, the integrated approach to teaching library skills, and alternative methodologies. Contending that research "must confirm or refute conventional understandings," the article reviews the research in support of or the paucity of substantiation for widely held assumptions and analyzes the implications for research and practice.

Farmer, D. W. and Terrence F. Mech, eds. Information Literacy: Developing Students as Independent Learners. New Directions for Higher Education no. 78. San Francisco: Jossey-Bass Publishers, 1992.

Collects a wide range of articles on the concept of information literacy. Focuses on its links with curriculum reform, accreditation, diversity and cultural

pluralism, the "electronic library," and resource-based learning in general.

Feinberg, Richard and Christine King. "Performance Evaluation in Bibliographic Instruction Workshop Courses: Assessing What Students Do As a Measure of What They Know." Reference Services Review, 20 (Summer 1992): 75-80.

Relates how bibliographic instruction is offered at SUNY Stony Brook: students first read workbook chapters and review practice questions, then attend workshops led by a librarian, where practicum tests and learning evaluation take place. Compared with traditional bibliographic instruction lectures or tours, this program affords a more individualized learning situation for students and an alternative for librarians who prefer one-on-one interaction with students.

Fister, Barbara. "The Research Processes of Undergraduate Students." The Journal of Academic Librarianship, 18 (July 1992): 163-169.

Examines an interview study designed to compare how undergraduates who have successfully completed research assignments actually went about the research process, as opposed to how instruction librarians tend to teach the process. Includes recommendations for library instruction.

Harris, Roma. "Bibliographic Instruction: The Views of Academic, Special, and Public Librarians." College & Research Libraries, 53 (May 1992): 249-256.

Reports on a survey designed to identify the perceptions of academic, special, and public librarians regarding the role of library instruction within traditional reference services. Results indicate that these three groups hold "very dissimilar views about bibliographic instruction."

Jacobson, Trudi E. "All I Need Is In the Computer": Reference and Bibliographic Instruction in the Age of CD-ROMs." In Assessment and Accountability in Reference Work, ed. Susan Griswold Blandy, et al. (Also published as The Reference Librarian, no. 38). Binghamton, N.Y.: The Haworth Press, 1992.

Addresses the need for educating students about the appropriate use of the proliferating CD-ROM products so popular in libraries. Understanding the scope and coverage of CD-ROMs and using critical

thinking are increasingly important for students if they are to use these tools intelligently.

Jacobson, Trudi and John Vallely. "A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction." Journal of Academic Librarianship, 17 (January 1992): 359-363.

Analyzes nonlibrary journals over a ten-year period, revealing only 74 articles relating to bibliographic instruction, a mere 18 of which were written by faculty. Stresses cooperative efforts with faculty and encourages librarians to continue to forge relationships with their academic colleagues.

LaBaugh, Ross. "BI is a Proper Noun." Research Strategies, 10 (Winter 1992): 34-39.

Draws parallels between teaching grammar and teaching library skills (both mechanics) and between learning to write and learning to research (both processes). Asserts that teaching mechanics does not help students understand the processes, and applies this premise to bibliographic instruction.

LaGuardia, Cheryl. "Renegade Library Instruction." Library Journal, 17 (October 1, 1992): 51-53.

Maintains that an introductory library skills class should not try to turn students into "minilibrarians." Reports on a syllabus inspired instead by frequent reference questions, with a focus throughout on practical, hands-on group assignments providing "need-to-know basics." One measure of the class' success is faculty perception of it as a "crash library survival course."

Norlin, Dennis A. "We're Not Stupid You Know: Library Services for Adults with Mental Retardation." Research Strategies, 10 (Spring 1992): 56-68.

Addresses the unique library instruction needs of mentally retarded individuals, a group often overlooked when adapting services for the physically impaired. Describes a study on the effectiveness of a public library's instruction program for mentally retarded adults. Reminds readers that "the public library is often the single educational resource available to [mentally retarded persons] in the community."

Norton, Melanie J. "Effective Bibliographic Instruction for Deaf and Hearing-Impaired College Students." Library Trends, 41 (Summer 1992): 118-125.

Offers an excellent, practical discussion of how academic libraries can meet the challenges of the Americans with Disabilities Act when it comes to bibliographic instruction for hearing-impaired college students. While written from an academic library perspective, many of the recommendations could easily be adapted to other types of libraries.

Rankin, Virginia. "Pre-Search: Intellectual Access to Information." School Library Journal, 38 (March 1992): 168-170.

Describes the pre-search process, which provides a framework for junior high school students to explore and refine a topic. This mechanism helps them relate research to their prior knowledge of the topic and generate specific questions they want to investigate further.

Reis, Sally M., and Joseph S. Renzulli. "The Library Media Specialist's Role in Teaching Independent Study Skills to High Ability Students." School Library Media Quarterly, 21 (Fall 1992): 27-35.

Presents a twelve-step program for library media specialists to use in teaching independent study skills. Focuses on research methodologies that challenge gifted students to create qualitatively different products.

Suale, Mara R. "User Instruction Issues for Databases in the Humanities." Library Trends, 40 (Spring 1992): 596-613.

Provides an overview of constraints and opportunities for teaching database searching to humanities scholars. Examines the skepticism with which computers are viewed by humanists, and describes instructional approaches tailored to serve the special needs of the highly individualized and inexact nature of humanities research.

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Community Based Planning...

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how we can offer vital assistance. We can join with Workforce Development Centers in offering programs on job seeking strategies. We can work through and with other agencies to help displaced workers learn to understand, manage and use information for retraining or career changing. Adult literacy is a community focus? Library use programs for the newly literate adult are a natural response, programs developed in conjunction with community literacy providers. The community is confronted with environmental issues? We showcase relevant library materials and work with groups and agencies in developing approaches for accessing and evaluating information for wise decision-making. We prepare information guides and pathfinders for distribution to concerned citizens and help people learn to tap library and external information sources—federal agencies, specialized clearinghouse, trade associations and the like. Local businesses are faltering? We work with Small Business Development Centers in teaching business people how to use information sources for business development.

If our directors are not actively pursuing these collaborative efforts, we can take a leadership role and propose coalition building. If our directors are leading the way, we must ensure that we are part of the effort and keep preaching the philosophy of information literacy.

This joint service delivery takes enormous amounts of time, energy, and networking skills. After participating with directors in setting broad goals and programmatic emphases, reference librarians and those of us interested in user education are then

going to be doing the actual program implementation. Working in conjunction with other agencies involves meetings, phone calls, educating people about what librarians can do and what skills we possess, as well as the actual integrated planning—all extremely time-consuming. This doesn't include the time spent in maintaining our professional expertise and actually designing instructional components, planning learning activities, preparing handouts, and then conducting the programs or courses or workshops.

What this means for library instruction, I think, is that we must husband our resources and set our priorities very carefully. We have to be selective in what we do, and priorities will vary from one community to another. On the other hand, joining forces with other agencies does offer great opportunities. In most public libraries, library instruction does not have a high profile or strong support, and community leaders and decision-makers could care less about it. What does have support is coalition-building and targeted program delivery to address community concerns. We can gain recognition and benefit

politically by being a partner in these community-wide efforts. Within the library we can use this recognition to gain the institutional support we need. Outside the library we can use these activities to benefit the individuals involved and achieve our goals. Presumably, as public librarians we truly believe that people who have access to good information and know how to use it can have better lives, solve problems more efficiently, and have more power in society. This is why we are committed to user education, and it is what information literacy is all about.

References

Wallace, Danny P. "The Character of Adult Services in the Eighties: Overview and Analysis of the ASE Questionnaire Data." Adult Services: an Enduring Focus for Public Libraries. Ed. Kathleen M. Heim and Danny P. Wallace. Chicago: American Library Association, 1990.

Durrance, Joan, and Connie Van Fleet. "Public Libraries: Adapting to Change" Wilson Library Bulletin 67 (October 1992): 32-34+.

Carrigan, Dennis. P. "The Roles of Library Director in the Political Economy of the City" Public Libraries 31 (November-December 1992): 337-342.



LIRT'S TOP TWENTY

continued from page 17...

White, Herbert S. "Bibliographic Instruction, Information Literacy, and Information Empowerment." Library Journal, 117 (January 1992): 76,78.

Argues that the label "Bibliographic Instruction" implies training users in rote processes and techniques. Proposes that librarians should instead be educating and empowering users not only to be generally self-sufficient within a library, but also to understand and appreciate when and how to interact with the librarian as an information intermediary. ■

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Presents

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Speakers:

- **Cerise Oberman**, Director, Benjamin F. Feinberg Library, State University of New York at Plattsburgh and author, "Avoiding the Cereal Syndrome; or, Critical Thinking in the Electronic Environment," Library Trends (Winter 1991).
- **Janet Vratney**, Information Scientist, Apple Library of Tomorrow, Cupertino, California.
- **Sara Laughlin**, Coordinator, Stone Hills Library Network, Bloomington, Indiana.
- **Trish Ridgeway**, Head, Technical Services, Handley Library, Winchester, Virginia, and editor, Improving Teaching and Training in Libraries (1992).

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