

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

LIBRARY INSTRUCTION ROUND TABLE NEWS

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FROM THE PRESIDENT

Emily Okada, Indiana University-Bloomington

I returned from the 1993 conference in New Orleans professionally rejuvenated, but physically soggy, determined never to complain about the heat and humidity of Southern Indiana again! The annual conference is always exciting and frustrating. There's never enough time to go to every program, to "do" the entire exhibit hall, to see all the sights, to eat at all the great restaurants, to talk to all the friends and colleagues with whom you've been wanting to catch up.

As vice president, and now president of LIRT, I attend meetings addressing issues that can be very frustrating. ALA is a BIG organization and often it feels like a lumbering bureaucracy coping with endless internal administrative concerns, rather than an organization furthering the professional concerns of its members.

That's why being involved with LIRT is very important to me. LIRT activities are driven by member needs and interests; even our administrative goals are shaped by member concerns. Among the organizational goals in the new LIRT Mission Statement, two that I find especially telling are:

- To assist library practitioners in the development, improvement, and promotion of library instruction.

- To provide opportunities in which librarians from all types of libraries can share ideas about library instruction.

During the last LIRT year, President Tim Grimes, the LIRT Executive Board, Steering Committee and all the committee and task force members

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A Message From Tim Grimes LIRT's President, 1992-93

This year has been an important one for our organization. For the past several years, our time was spent concentrating on the outstanding celebration of our 15th Anniversary, which took place (due to the tireless efforts of Lois Pausch, Mary Popp and their task force) at the 1992 Annual Conference in San Francisco. That celebration having been successful, we chose this year to take a step back to review our own organization, discovering ways to strengthen and make it more accessible to all types of librarians.

Several committees were involved in efforts to strengthen LIRT as an organization. Paul Frantz

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FROM THE EDITOR

When I return from a time-zone change I don't sleep well. This malfunction most recently manifested itself following nearly a week at the Annual Conference in New Orleans and happened in Las Vegas where I sprang into a hyper-alert state at precisely 4 a.m. Knowing the futility of reentering the Land of Nod, I turned on the Macintosh and began to enter the reports I had received from the various LIRT committee chairs describing their meetings, activities and accomplishments at the conference. Early on in my experience as editor of the *LIRT News*, entering committee reports into a Macintosh at 4:15 a.m. would have been a sure cure for insomnia! However, as I've had the opportunity of getting to know the LIRT crowd better, and as I have gained a better understanding and appreciation of LIRT's mission, the committee reports have, both literally and figuratively, opened my eyes to the hard work of these active LIRTers in this process we call library instruction.

In the days after returning to my daily routines at UNLV, faxed and emailed reports from committee chairs, excellent articles from our newsletter columnists, an interesting report on LIRT's great program at the Annual Conference and articles from the immediate past-president and president of LIRT, served to reinforce the idea that LIRT is an organization of dedicated professionals. Read this issue carefully and you'll see what I mean. Bear in mind, however, there is always more to be done. If you're already involved with LIRT committees and task forces, keep up the good work! If you feel as though you're somewhere on the outside looking in, get involved! Your special insights, skills and experiences are needed to help bring LIRT up to its next plateau. Get involved. And, to quote a famous American, "Do it Now!"

Contributions to the *LIRT News* are welcomed.

The deadline for the next issue is Friday, October 8, 1993.

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Congratulations to Jana Edwards (nee Caldwell) on her name change! Jana is our Production Editor and is the one who makes the newsletter look so good!

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Contributions to be considered for the December issue must be sent to the editor by October 8, 1993.

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

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UNMASKING TECHNOLOGY

A Prelude to Teaching

reported by Kari Lucas

While strolling through the Presbytere, a part of the Louisiana State Museum on Jackson Square in New Orleans, trying to relax after a tough, muscle and mind straining Annual conference, I had what I think was a peak experience, of the *intellectual*, rather than the *physical* sort. Beneath pictures of the majestic Mississippi river steamboats, I read the following narratives:

"Even after steamboats were well established, flat boats continued to be used to transport heavy cargo cheaply. There was always overlap in the use of old and new technology on the river, rather than an abrupt shift to exclusive use of newly developed boats."

"Steamboats were . . . propelled by powerful boilers . . . in a constant state of technological experimentation with the hopes of improvement. The boats blew up or burned with alarming regularity."

While generally I would have hurried through this room, making a beeline for the decorative arts section, the development of steamboat technology compelled me to a stop. Why? I realized with a jolt of insight that technology has historically changed the course of American institutions, so why not libraries? I couldn't help but see parallels between

steam engines and computers; shipping on the Mississippi and information access in libraries. The LIRT program had served as a catalyst to get me thinking about these similarities.

'Unmasking technology as a prelude to teaching' was the theme of the LIRT program on Sunday, June 27.



Cerise Oberman, Director of Libraries at State University of New York, Plattsburgh, led off the program by pointing out that while as a profession, librarians embrace technology, librarians must occasionally step back, and make sure they are using technology appropriately. She outlined three aspects to consider in unmasking technology. Firstly, we must examine our attitudes about technology. Are we technocrats

or technophobes or somewhere in between? Secondly, we must think of our users first. She stated that it is a myth that students we see have grown comfortable with computers. She cited a study that reported that one third of college students suffer from technostress. Thirdly, we must examine our own values. We must guard against "techno-nirvana," which causes us to rely on the computer for all information.

Janet Vratney from Apple Library of Tomorrow, talked about coping with technology overload. She emphasized that serving users needs is always the first goal. She outlined coping strategies that included referring to experts; having a technology plan; using a team approach; and having a research staff that is separate from reference and other everyday duties. She advocated being realistic, promising only what one can deliver, and realizing that poorly planned technology will fail.

Sara Laughlin, Coordinator, Stone Hills Library Network, Bloomington, Indiana, addressed funding for technology. Her advice was to emphasize the benefits to the users, not to the library; careful planning; knowing what sources to go to; showing that one has maximized all of one's own

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Report from the Executive Board

Tim Grimes, LIRT President 1992-93

The following is a report to LIRT membership on the activities of the LIRT Executive Board at the 1993 New Orleans Annual meeting. At this conference, the board:

- Voted to change the final Steering Committee meetings at Annual Conferences to an earlier time period. This would allow committee chairs a better opportunity to return home instead of staying an extra day at conference. With travel expense cuts for many members, this was a concern that needed to be addressed.

- Appointed Mitch Stepanovich as the new LIRT Publicity Coordinator, replacing Chuck Dintrone following the 1994 Annual Conference in Miami. Mitch will intern with Chuck this year.

- Approved a directory developed by the Computer Applications Committee which will provide summaries of CAI programs throughout the nation.

- Decided to back a UIILC proposal for ALA Council regarding information literacy and its importance.

- Approved a survey developed by the Professional Networking Committee to identify library

instruction groups in the U.S., and their activities.

- Discussed the ALA Self Study and LIRT concerns. Our representative to the ALA Self Study open meeting, Emily Okada, was assigned the task of making sure that our concerns were covered at the meeting.

- Examined the results of the survey by the Elections Committee concerning the length of the term of office of LIRT President. As a result of the study, the Board decided to begin steps to decrease the number of years of involvement required from four years to three. Methods of how this might be accomplished will be investigated by the Organization and Bylaws Committee and discussed by the Executive Board at the 1994 Midwinter Meeting. Voting on this issue by the membership will occur at the 1994 Annual meeting.

- The Board decided not to endorse a GODORT proposal that each round table have a representative on ALA Council. The Round Table Coordinating Committee is making steps toward becoming a stronger entity, and the representation may be better resolved by this Coordinating Committee strengthening. ■

UNMASKING TECHNOLOGY

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resources first; and pointing out what one can contribute to the project.

Trish Ridgeway, The Handley Library, Winchester, Virginia, got us onto our feet for some demonstrated active learning exercises. She illustrated that specific techniques work well

with adult learners, such as pairing up with another person, respecting learning time, and explaining the larger context or application of a specific task. She indicated that instruction librarians should get involved with trainers to provide their teaching expertise to create effective learning situations when new technology is introduced into the library.

The program concluded with questions and breakout sessions. ■

1993 A.L.A. Annual Conference, New Orleans, LA

Non-LIRT Meetings Related To Library Instruction

This report is a regular feature from the ALA-LIRT Liaison Committee. Many of us are either unable to attend the Annual conference or find it impossible to attend two or more meetings scheduled at the same time. This report is to inform the LIRT membership of what transpired in the sessions one could not attend. The following meeting abstracts have been prepared by the members of the Liaison Committee or other LIRT members. If you wish additional information regarding a specific meeting, please contact the individual whose name and telephone number is listed following each meeting abstract. (Barbara Conant, Chair, Liaison Committee)

ACRL/EBSS/AASL/GODORT Forum.

Saturday, June 26. 8:00 a.m. Charles Thurston, Chair, Reference Sources and Services Committee.

This forum brought together the views and experiences of three academic librarians who promote the use of government documents in their libraries. Nancy Kolenbrander, West Carolina University, spoke of the documents program at her institution, which is successfully coordinated with the state library. She shared lists, bibliographies and serials which any school librarian can use to become better acquainted with inexpensive documents. Leticia Ekhaml, West Georgia College, a library science professor, encouraged all school librarians and teachers to use government documents. Her book, *U.S. Government Publications for the School Library Media Center*, encourages the exploration and utilization of the riches of government documents. Mary Clarkson, Trinity University, discussed the impact that promoting government documents to a K-12 population could have on an academic library. A clear policy on external community access is necessary for the academic library, looking first at institutional goals. Academic libraries should not substitute inappropriately for the school library or the public library. Through good communication between the academic and the school librarians, steps can be taken to ensure students an easier transition between educational units. In addition, this type of communication can provide a link in the education process which results in a lifelong learning condition for the student.

Mary Clarkson (210) 736-8181

ALA-User Instruction for Information Literacy.

Saturday, June 26. 11:30 a.m. Mary Popp/John Tyson for Marsha Broadway, Chair.

The committee has been working on a revision of ALA policy 52.6 which concerns information literacy. The revision advocates the fundamental right of patrons to information literacy, and takes a proactive approach to the issue. There was a discussion of the terms "information literacy" and "empowerment". The sense of the group was that "information literacy" is too vague and that the real problem is an information overload. It was suggested that information empowerment is needed to filter out the torrent of irrelevant information and retrieve only what is relevant. For this empowerment to take place several things need to occur: first, librarians need to be trained; second, librarians need to focus on the user and help the user to evaluate the "overload" of information; and third, librarians need to teach users how to find the right information.

Mary Clarkson (210) 736-8181 and Jennalyn Tellman (602) 621-6452

ACRL-ECLSS. Conference Program.

Saturday, June 26. 2:00 p.m. Gerard B. McCabe, Chair.

This session considered the topic "Working With the Adult Learner in Academic and Public Libraries: Philosophy, Techniques, Technology." The first speaker, Mem Catania, University of Central Florida, provided a checklist for those creating ongoing staff development programs...

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Non-LIRT Meetings...

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and emphasized that our objective should always be human growth. Gwendolyn Chandler Thompson, Florida Community College-Jacksonville, described the role of technology in distance education and the inevitable growth of distance education programs. Elizabeth Burge, the keynote speaker, Ontario Institute for Studies in Education, addressed the future demand for distance education and suggested criteria for quality continuing education. She identified the distinguishing characteristics of a teaching/learning model for adults. First, it includes EMPOWERMENT, or transformative learning. The learner is emancipated from a limited way of thinking, is encouraged to confront her belief system and takes risks. A teaching method that is empowering is a process-oriented dialogue, that demands critical thinking and analysis. Second, it recognizes the INDIVIDUALITY of the learner, is PRAGMATIC in operating methods, and is very EFFICIENT in using learner resources. She examined the current adult learning models which are student-centered, multi-modal, and shared-responsibility models. Her final point was that everything should be connected. The learner's experiences and knowledge should be connected to the course content. A variety of media should be integrated. Peer critique and support should be part of the package.

Gail Gradowski (408) 554-5438 and Camille O'Neill (602) 344-7767

ACRL-BIS Communication Committee.

Saturday, June 26. 2:00 p.m. Sara Penhale, Chair.

This was a business meeting for the committee. Agenda items included reports from the Reception Mentors, Brochure, and Booth Staffing subcommittees. It was noted that a name change for the section will require changes in the BIS brochure. There was a lengthy discussion about the possibility of starting a BIS listserv. The committee's preference is to continue to use the BI-L network for most communications. Upcoming tasks include revising both the *Planning Tips for BIS Dinner Organizers* and the *BIS Handbook*.

Evelyn Haynes (303) 491-1859

ACRL-BIS Emerging Technologies in Instruction. Sunday, June 27. 9:30 a.m.

This group is focusing on internet instruction and addressing needs identified by respondents to listserv announcements. The group will work with the Coalition of Networked Institutions (CNI) to address these needs. The following needs and actions have been identified: To develop a framework for internet training that will identify/address varying levels of user knowledge and access; to identify/promote communication strategies; to examine learning and research implications; to identify problems in institutional access and to assume an advocacy role; to recommend strategies to CNI; to examine/promote collaboration and connectivity; to collect and disseminate successful training models; and to publicize the availability of materials in both print and electronic formats.

Camille O'Neill (602) 344-7767

ACRL-BIS Management of Bibliographic Instruction Services Committee.

Sunday, June 27. 9:30 a.m. Abbie Loomis, Chair.

The survey to ascertain bibliographic instruction organizational structure in academic libraries is in draft form and nearly ready to send out to BIS members. The bibliography of BI management literature may need to shift focus from the original purpose (useful to those new to BI) to an analysis of the literature. The Bright Ideas contest cannot be a contest because it would conflict with other BIS activities. The committee will explore retaining the original intent of encouraging and recognizing innovation in the management of bibliographic instruction programs, but will not use a contest format. Initial publicity materials should be in draft form by the Midwinter meeting.

Mitch Stepanovich (817) 273-3000

ACRL-BIS Teaching Methods Committee.

Sunday, June 27. 9:30 a.m. Randall Hensley, Chair.

The meeting began with a summary of BIS activities. A proposed revision of the *ALA Statement on Information Literacy* was reviewed. The "Active Learning Scenario Project" has been completed. The "cookbooks" are being disseminated to

1993 A.L.A. Annual Conference, New Orleans, LA

Non-LIRT Meetings Related To Library Instruction

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LOEX and all identified state and regional clearing-houses. The *Directory of Library Instruction Contacts at the State/Regional Level* was presented. The ongoing position papers project is expected to be ready for the Midwinter conference.

Gail Gradowski (408) 554-5438

ACRL-BIS Instruction for Diverse Populations.

Sunday, June 27. 9:30 a.m. Kwasi Sarkodie-Mensah, Chair.

The committee discussed topics for upcoming forums and programs and reviewed the 1992/93 Planning Grid.

Barbara Conant (708) 534-4138

ACRL-BIS Conference Program.

"Coping with Chaos, Thriving on Change: Redefining Bibliographic Instruction." Sunday, June 27. 2:00 p.m.

Three speakers presented their views. Howard Simmons, Executive Director of the Commission on Higher Education, Middle States Association of Colleges and Schools, Philadelphia, spoke on the subject "Higher Education and Accreditation at the Crossroads." His focus was on the challenges facing higher education and on how these challenges can be successfully converted into opportunities. "Assessment" is the buzzword in accreditation circles and Simmons advocated incorporating bibliographic instruction into accreditation standards. Betsy Wilson, Associate Director for Public Services, University of Washington, Seattle, spoke on "Instruction in the 1990's: The More Things Change, the More They Don't Stay the Same." She pointed out that changes in society affect bibliographic instruction within academic libraries. Higher education will experience more pervasive change in the 1990's than in any decade in recent memory. User populations are changing and expectations are increasing. By the time today's librarians approach competency, the game has changed. We've moved from being experts to being perpetual rookies in certain areas, thus requiring a shift from being an expert to developing an expertise in processes and an ability to

decipher the new. She advocates a move from engaging in the act of instruction to true educating, and to teaching as if people really mattered. Nancy Buchanan, Coordinator of Electronic Resources, University of Houston Libraries, gave a presentation entitled: "But What Does it Mean to Me?" Her focus was on practical strategies for incorporating change into bibliographic instruction. Various ways of detecting change and their implications were discussed. Poster Sessions followed the program and included: A revised general education program including library objectives; sixty-minute faculty seminars; librarian liaison services to campus departments and programs; library services for graduate students; evaluating program effectiveness; a series of university library workshops; Project LitCrit, an interactive CAI program created for English students; and Surviving the Downsized 90's.

Mitch Stepanovich (817) 273-3000

AASL Information Skills Task Force.

Sunday, June 27. 4:00 p.m. Paula Montgomery, Chair.

Although the Committee had completed its work, it was convened to address the issue of the Department of Education's work on national standards and assessment for K-12 education. These standards are in the process of being written by national professional organizations and, to date, do not include library skills or information literacy. There was strong feeling that AASL needs to be involved in the writing of all state and national standards. It was decided to edit the Committee's recommendations to the Board. One recommendation was revised to emphasize information literacy throughout all curricula areas. Most importantly, a fourth recommendation was added urging AASL to "actively seek representation on and/or input to national and state curriculum standards writing teams." The committee unanimously agreed to attend the Board meeting en masse to add volume to their recommendations!

Gail Gradowski (408) 554-5438 and Mary Clarkson (210) 736-8181

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Library Instruction in Special Libraries

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

In planning library instruction for any type of library, you must be sure that the instruction fulfills the goals and objectives of your library and of the institution you serve. Goals and objectives help us to direct our instruction toward achieving the greatest benefits, and become targets against which we can measure our success. Extending our focus to include the larger institution's goals helps us to justify the resources, including personnel, facilities and supplies, required to provide instruction.

For libraries serving schools, colleges, and universities, comprehensive library instruction programs obviously not only help students to use library resources more effectively, but further institutional goals of educating people. To some extent, this may also be true for public libraries that see their mission as contributing to the life-long learning of people in their communities. But what about special libraries that serve institutions for which education and learning are not direct goals? What are the objectives of library instruction in those libraries and what kinds of instruction programs best meet those objectives?

If you work in an institution that values productivity and the bottom line, you do not want to plan library instruction with the objective of promoting educational growth or discovery. Your users need to know how to get the best information needed to support their work or management decisions and how to get it as quickly as possible. And what they may need to know most about your library is how you can get them that information, not how they can find it on their own.

Many people have very little knowledge about the riches that can be found in a library or through its services. Their impressions of libraries are probably based upon those first

experiences, at a young age, in a school or public library, where their primary objective was to find a fun book to read. Or perhaps upon experiences as an undergraduate, when they were required to use the library to write a term paper (an exercise they don't see as at all applicable to their current responsibilities!). Maybe their impression is based upon experiences in their native country, where libraries may function quite differently. Regardless, your primary objective is to inform your potential users of the information services you provide and how those services can help them perform their jobs more efficiently. This is an objective that even the most bottom-line-minded institution can support.

Meeting the above objective can also be fairly simple, using institutional resources that already exist. You might include an overview of the library in orientations for new employees provided by the personnel or human resources department. You may also want to contribute a regular column to a staff newsletter or use internal email to distribute information about your services. Find ways to respond to information needs expressed by individuals even if the need was not addressed directly to the library. Some of my best successes in opening users' minds about the library have come from paying close attention in meetings or discussions for potential information needs, searching the library's resources for pertinent information, and then forwarding it to the appropriate individuals, who often say they would not have thought of looking for such information in the library!

Developing a library instruction program for your special library need not be an arduous process. Your goals and objectives should be fairly obvious, if you are sensitive to the goals and objectives... *continued on page 12 ...*

Interest Oriented Workshops

Susan Jackson, Monroe County Public Library, Bloomington, Indiana

Many of us would probably agree that the most important part of user education is not just how to find information but how to evaluate and use it. That is why I believe that we should think in the broader term of information literacy. What we are really talking about is empowering individuals to utilize information productively in any context and from any source, and that vision needs frequent articulation within the library and to the community.

This is a pretty grandiose goal, and though I personally believe we have a real responsibility in this direction, it seems to me many kinds or levels of instruction are appropriate and valuable. While targeting at-risk or disenfranchised populations in cooperation with other community agencies addresses societal needs, we shouldn't feel guilty if all our programs are not operating at this level. We also shouldn't feel badly if all our programs don't focus on broad concepts and critical inquiry. Most public librarians lack the sustained contact with library users that is found in academic institutions, and this makes it hard to go beyond teaching processes and techniques. And learning processes and techniques can be very helpful to the out-of-school adult who has a practical need for information.

Along these lines, our library is initiating a program called the Instant Expert series. These are simply workshops on how to locate information or do research on different topics: antiques, personal investments, retirement planning, the history of a house, or starting a one person business. The focus is on researching the subject rather than presenting content information about the subject. It is important, I think, to make that distinction clear to administration and to other library staff, particularly if your library has always done more traditional types of programs. Administration and staff

need to know how these programs advance information literacy, and they need to understand the distinction between the process orientation and the more typical content oriented programs.

Besides the obvious objective of helping participants learn about information sources and search strategies, other objectives include:

- making people aware that useful information comes from varied sources -hot lines, government agencies and experts, trade associations, and so on
- raising participants' ease and confidence in using the library
- demonstrating that librarians are information specialists with useful skills and knowledge
- helping participants understand when and how to interact with a librarian

We don't intend to create independent library users with these programs, and we don't expect to teach critical thinking and analytical skills, but the opportunity does exist to introduce some broader concepts, for example, distinctions between primary and secondary sources and the importance of timeliness and authority. These kinds of programs seem attractive to public libraries for several reasons. They fit the public library role of continuing information agency, they meet individuals' expressed needs, and they are based on adult education theory. Adult learners want learning that is problem oriented, practical and related to their own concerns, they are looking for brevity and relevance, and they want to be able to control their own learning. We hope to give them that opportunity.

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Marcellus Turner, East Tennessee State University

Member A-LIRT

Carol Bates Penka

A LIRT member since 1979, Carol Bates Penka most recently served as the LIRT Secretary during 1992-93. Previously she was editor of the *LIRT News* in 1982-83, and was LIRT Treasurer in 1985-86. She is currently employed as a reference librarian at the University of Illinois at Urbana-Champaign Library, and she has worked at Lincoln Trails Libraries System in Champaign providing supplemental reference to member libraries.

Carol believes that academic and public library reference work are equally challenging, but she felt a special affinity for her public library patrons who, often had a real and immediate need for the information being requested. Medical questions concerning terminal illnesses and legal questions relating to fences built over property lines caused her to make real and

immediate decisions about the ethics of reference work. In a research library, the question at hand often involves a lifelong research effort into a particular area and the depth of the answer is often more important than the speed with which it is answered.

Married since 1969 to Robert Penka, a computer scientist/mathematician, Carol is astounded at the speed at which the two separate disciplines, library science and computer science, have merged. "Bob and I worked in two separate environments in 1969," she states. "His was the world of mainframe computers and punched cards. My library still maintained a manual circulation system. This same speed of change makes bibliographic instruction the challenge of the nineties." ■

Instruction in Special Libraries,

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of your parent organization, to the information needed by your users to perform their duties, and to the ways in which your users currently do and do not find the information they need. Library instruction should not be the goal, but the means by which you help others meet their goals. ■

Interest Oriented Workshops

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The President of the Public Library Association, Elliot Shelkrot, advised librarians in an article on creative marketing, to steer clear of the recreational aspect of library service and concentrate instead on how libraries alleviate educational, social, and economic problems. ("Message from the President," *Public Libraries* 31 (Nov./Dec. 1992): 357). This view really opens the door for information literacy, including library instruction, in public libraries. So please let's share what we do and why we are doing it. Send information for future columns to me at: Susan Jackson, Monroe County Public Library, 303 E. Kirkwood Avenue, Bloomington, In. 47401 or fax: 812-323-4352. ■

Volunteer to be on a Committee!

See page 22 for more information

Orienting a New Class

A Different Idea

Marsha Korobkin, Librarian, San Diego City Schools

In many years of meeting new students at the beginning of the school year, I have wrestled greatly with the subject of student orientation. I have presented orientations that have taken from twenty minutes to present a simple review of services, to three weeks for a mini reference course. I have used videos, worksheets, task cards, slide shows, and anything else I could dream up — only to find that students ask the SAME QUESTIONS AD NAUSEAM! And they still do not know that you **can** find a book even if you do not know the author!! I know I am not alone in my frustration.

A few years ago, as I contemplated September in a new school, I decided to rethink the purpose of a student orientation program. By then we had all reached the conclusion that students do not learn to use the library until an assignment forces them to do so. Therefore, a mini reference course was a boring waste of time for everyone. I decided to concentrate on developing a working relationship with new students. I wanted them to think of the library staff as friendly, helpful, and in possession of a sense of humor — people who could and would teach and assist them. I wanted them to know where we store basic types of materials. Last, but not least, a minimal list of rules had to be discussed as part of this process.

Executing this orientation in an interesting way for the TV generation became the next challenge. I once heard a motivational speaker say, "Let your students know you are human. Tell them a little about yourself." Great idea! I tell them a little bit about my family, my career, my hobbies, and, since my stock in trade is books, I tell them my favorite book (I may lie a bit here, because I want it to be a book they'll enjoy if they read it!). I ask them to introduce themselves, tell where they went to school the year before, and what their favorite book or maga-

zine is. Then I play the name game, where I try to recall everyone's name. On a good day it only takes me two or three tries. Next, because I enjoy storytelling, I tell a story in which a library clerk foils a thief who uses the library to research his next caper. There's an interesting twist at the end. The story is "Miss Ferguson Versus JM," by Gerald Tomlinson, and can be found in *Ellery Queen's Wings of Mystery*, edited by Ellery Queen, Dial, 1979. The story tells very well and the beginning ties in with the name game. The students enjoy the story, marvel at how I can remember all the details, and better yet, they have become my friends. This usually is the end of the first period of a two period program (three for special education or ESL classes).

The next day I go around the room once trying to remember their names — although I do ask them to sit where they did the day before, and I graciously accept prompting. Then I briefly point out where we keep the various types of materials I want them to know about, go over the rules of the library, divide the students in groups of three or four, and give all but one group a set of puzzles that will have them moving all around the facility. They can divide the questions and spread out to answer them. The last group is given a video camera and is asked to make a video showing the different parts of the library and explaining the rules. Ten minutes before the end of the period I call the group together, show the video, and ask for corrections of information.

The students really seem to enjoy these activities. All year they greet me in the halls, and if I don't remember their names, they forgivingly tell me! ■

TECH TALK

Billie Peterson. Baylor University

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

Dear TechTalk—

We just moved into a new facility where we have a wonderful new classroom to use for library instruction. The classroom has everything we need to provide great instruction sessions in which we can both demonstrate and offer hands-on experience with various electronic resources. However, it seems like every time I attempt one of these classes, one problem or another arises; and I end up feeling utterly defeated and mortified because of machines. At this point, I'm ready to go back to using plain old paper bibliographies (produced on a manual typewriter) and leading herds of students around the library on tours!! What suggestions do you have. . . I just don't need this extra level of stress!!

Technologically Illiterate and Unhappy

Dear TIAU—

We must say that you are really in a most enviable position to have access to an electronic classroom! I suspect that many of us would happily exchange places with you. However, please don't think that we are not sympathetic to the problems you have encountered. You are certainly not alone in having run into these situations. Perhaps we can offer some suggestions which (although they may not give you much solace) may provide you with some

welcome relief during future electronic instructional sessions.

A simple thing one can almost always do is a little pre-class experimentation. Become familiar with the equipment and make sure it works before the class begins. Check to see that the equipment is plugged in and turned on and that there are spare bulbs available for overhead projection equipment. Admittedly, these suggestions may seem to be elementary common sense. However, we too often forget common sense until disaster strikes.

There are a couple of back-ups to have prepared for those times when technology fails. Prepare a combination of handouts with matching overhead transparencies which illustrate sample searches in the electronic resources to be demonstrated. As long as one has a functioning overhead projector, one will be able to simulate how the electronic resource works. There are several ways to create these handouts and transparencies. One of the least attractive (but most efficient and economical) methods is to use the print screen function and create overheads and handouts from the printouts. However, these visual aids are often aesthetically unappealing. One may want to consider taking the time to create more elegant examples by using a word processing program or a graphics program (like SuperPaint for the Macintosh) to recreate the screens. There is also a program called Snipper which captures a facsimile of the screen to a DOS file which can then be transferred to a word processing document. Snipper is

continued on next page...

available for ftp (file transfer) on the Internet.

Site: osu-20.ircc.ohio-state.edu
Login: anonymous
Password: your complete e-mail address
Directory: /pub/network/pc/utility

Another back-up is to use presentation software like PowerPoint or Aldus Persuasion (Macintosh), Wordperfect Presentations (DOS), or Freelance Graphics or Harvard Graphics (Windows). This type of software "captures" screen images and provides the capability to edit the images to fit one's needs, thus providing an emulation of various searches. The resulting "slides" can be stored on either a floppy disk or a hard disk and used as needed. These same "slides" can also be used to create the handouts and overhead transparencies described above, or 35mm slides. Finally, these "slide shows" can serve a dual purpose since they can be transported (for demonstration purposes) to interested groups that don't have direct access to the electronic resources.

Of course, one of the most important skills to be developed by those of us who teach others how to use electronic resources is flexibility and resourcefulness. If electronic resources fail at a critical moment, one can always write on a board or stimulate discussion to illustrate ideas and concepts associated with using the resources. If the group is small enough, one may consider moving out of the classroom and changing the class session from a demonstration to hands-on experience.

If you would like information on some of the programs mentioned, take a look at the following reviews:

"Freelance Graphics for Windows." *PC World* 11
(January 1993): 78.

"Harvard Graphics for Windows." *PC World* 11
(November 1992): 214.

"Microsoft PowerPoint 3.0." *MacUser* 9 (February 1993): 50-51.

"Presentations With Style, Substance, and Splash." *PC Magazine* 11 (November 10, 1992): 245-
(An overview of eight presentation software evaluations, including Aldus Persuasion and PowerPoint.)

"Wordperfect Presentations." *PC Magazine* 12
(February 23, 1993): 52-53.

Additionally, check the topic "Presentation Software" in *Software Reviews on File*, InfoTrac, or any index which gives access to computer software reviews for more information. We hope this helps!

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 Virtual Library — Making Sure All Are On Board

Kwasi Sarkodie-Mensah, Head of Reference, Boston College

A revelation opened my eyes! On Easter Sunday, while I was walking down the aisle in my church (I volunteer my time as a reader on Sundays) an elderly man handed me a note. Our pastor sometimes refers difficult questions to me, since I am the "know-it-all" librarian. This man wanted to make arrangements with me so that the next time he came to Boston College — his alma mater — I would show him how to use microfiche. That technology was *too advanced* for him. That was an eye-opener for me, because with all the talk about the *virtual library*, we do not seem to pause and consider others who may be left out as we rush to embrace the new technologies in libraries. I do not want to give the impression that I am anti-technology — I have been considering the possibility of checking my email from my car! My point in this article is to encourage instruction librarians to be at the forefront of ensuring that no one is left out as we embrace the concept of the virtual library.

When we hear about the Internet, several descriptions of users come to mind: "navigators," i.e. those who are skillful in the art; "cruisers," i.e., users who are so familiar with the art of internetting that they can even sail from one network to the other just for the fun of it; and "surfers," i.e. those who are so familiar with the systems that they will ride toward the shore in spite of the high tides and the dangers. However, I have never heard about the "paddlers," who, in a rather low key fashion, still depend on the canoe to venture into this world of electronic adventure. And this is the population of library users I firmly believe instruction librarians should be on the lookout for, to be sure that our electronic information programs are reaching all users.

The Electronic Age: ...attempting a definition. It is imperative that when we are talking about the electronic age, we become aware of what

this term means to our clientele. Many users may define their concept of the electronic age to be one or several of the following: OPACS, CD-ROMS, online searches, other general and specialized databases, CAI and Hypercard programs, interactive video, or the Internet. Or as it was in the case of the man from my church, microfiche. To the sophisticated user, anything less than the Internet is not electronic.

What Population Are We Dealing With?

Whatever definition best describes the electronic information age, our efforts to teach library users to become familiar with these tools will not be complete unless we accept the fact that there are many groups that may need special attention. The populations that come to mind include "regular" users of the library; adult students returning to school after many years away from educational pursuits; international students who may not even be familiar with the simplest form of library technology; and users with disabilities, who may require special assistance or equipment to enable them to benefit fully from the application of electronic information sources. More often, we tend to assume that groups of users are all at the same navigational, surfing, and cruising altitudes as we deliver our good-intentioned instructional sessions to them. Mitchell and Saunders provide a summary of what our tasks should be in this age of electronic information proliferation: "Training users to become competent in accessing and understanding various types of electronic services will become another facet of library instruction. Public services will be challenged to help the growing number of invisible users develop expertise in library use." (1)

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COMMITTEE REPORTS

15th Anniversary Publications Task Force

J. Randolph Call, Detroit Public Library

Members present: J. Randolph Call, Gary Hyslop, Carolyn Leopold Michaels, Emily Okada, Trish Ridgeway, Thelma Tate.

Members absent: Linda Dougherty

Between Midwinter and Annual conventions, all remaining text for the 15th anniversary monograph was assembled and incorporated into one manuscript volume of approximately 240 double spaced pages. This manuscript has been submitted to ALA Publishing for their consideration. The Task Force hopes to receive a decision from ALA Publishing this summer. In addition to ALA, the Task Force has contacts with at least two potentially interested commercial publishers. If ALA elects not to publish LIRT's 15th anniversary volume, the Task Force will submit it this summer/fall to the commercial publishers.

Computer Applications Committee

Gale Burrow, Claremont Colleges, Claremont, CA

Members present: Teresa Ashley, Gale Burrow, Lisa Kammerlocher, Judy Kelly, Patricia Libutti, Stephen Westman.

Members absent: Roger Ashley, Marsha Forys, Jeannie Gex, Karen Stabler.

The Committee reviewed and approved the format of our *CAI Directory* and sent it on to the LIRT Executive Board for their approval. We decided to request further information from CAI survey respondents concerning their planning and development process and ask them for advice to others about to undertake development of a CAI project. We also proposed inviting some of the respondents to participate in the LIRT booth at Annual 1994, demonstrating and answering questions concerning their CAI programs. Finally, we decided to send out a request on several electronic listservs asking for information from those doing Internet instruction. This is the first step in putting together a casebook on Internet instruction, which will be the Committee's next project.

Recommendations for the Executive Board:

The Computer Applications Committee recommended that our *CAI Directory*, based on the CAI survey, be approved for publication by LIRT.

1993 Conference Program Planning Committee

Kari Lucas, University of California, San Diego

Members present: Susan Carpenter, Shirley Cody, Elizabeth Doolittle, Carol Derner, Peter Giordano.

At the pre-program meetings, the Committee discussed the organization of the program, t-shirt distribution, refreshments, promotional items (pins/magnets), and posters. We reviewed the format and pacing of the program, including introductions, speaker sequence, breakout sessions, handout distribution and collection of the program evaluation. We determined lunch after the program would be at Mulates, across from the Convention Center, and that some parties would meet us there. A second pre-program meeting reviewed the program and made last minute assignments. At the meeting following the program, the Committee determined the best method of tabulation of program results, reviewed the program, turned in receipts and reviewed the final budget. Overall, the program was determined to be a great success. Over 300 persons were in attendance. The speakers were entertaining, amusing and insightful. One hundred thirty-eight out of 300 program evaluations were returned.

The Committee recommended to the Steering Committee that a standard evaluation form, created jointly between the Steering Committee, the Conference Program Planning Committee, and the Database Manager, would be well-worth looking into. The form would be altered to fit individual programs, but would retain specific elements from program to program over the years.

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Continuing Education Committee

Scott Davis, Indiana State University

Members present: Scott Davis, Craig Gibson, Grace Jackson-Browne, Loma Lueck, Susan Paznekas, Libby Pollard, John Spencer.

Members absent: Suzi Holler, Tom Zogg.

Visitors: Jody Bales Foster, Southern Illinois University, Carbondale (new committee member with term beginning at the end of the annual conference).

Scott Davis distributed copies of the program glossary to the committee members and thanked everyone for their contributions. Discussion was turned over to John Spencer, incoming chair. John distributed an updated list of committee members for the upcoming year. Projects and activities for the next year were discussed. In addition to the Top Twenty Bibliography and annual conference program handout, the group will work on compiling past top twenty bibliographies and program handouts into an ERIC document. John also wants to review criteria and streamline procedures for compiling the Top Twenty Bibliography. Other possible projects include a survey of the LIRT membership regarding training issues, and something related to the Internet.

Recommendations for Steering Committee:

The Committee recommended approval of the project to compile past LIRT program materials and Top Twenty Bibliographies, and to distribute it as an ERIC document.

Elections/Nominations Committee

Thelma H. Tate, Rutgers University

Members present: Chuck Dintrone, Trish Ridgeway, Barbara Burns, Dianne Langlois, Thelma Tate.

Members absent: Louise Greenfield.

The Elections/Nominations Committee prepared a slate of nominees to serve as candidates on the 1993 LIRT Ballot. The Committee encouraged members to run for ALA Council, and supported members

by collecting signatures for petitions to be on the 1993 ALA Ballot.

As part of an ongoing process to review and update LIRT Bylaws, the Committee conducted a survey of LIRT officers and chairs. The purpose of the survey was to assess the four-year commitment for the office of Vice-President/President Elect. Results of the survey were reported to the Executive Board for its consideration.

The Committee also made four suggestions of ideas for the Database Manager, Billie Peterson, as follows:

1. Maintain a database of LIRT members, indicating offices held, committees chaired, types of libraries, and types of committees on which they have served. Provide a printout to the chair of Elections/Nominations Committee at each annual conference.
2. Prepare and maintain a database of speakers and programs related to bibliographic instruction.
3. Develop a mailing list in support of candidacy for ALA council.
4. Publicize LIRT's endorsement of members for ALA Council on the Internet.

The Chair offered sincere thanks to members for outstanding contributions to the work of the Committee.

Instructional Materials Task Force

Carol B. Penka, University of Illinois, Urbana-Champaign and Mary Popp, Indiana University

Members present: Susan Clark, Sherri Edwards, Donna Kanapes, Paul McAdam, Margaret Oettinger, Carol Penka, Mary Pagliero Popp.

Visitors: Charlene Horvatter, Deborah Mason.

Work continued on the planned publication. An introductory/overview chapter and a glossary of printing and desktop publishing terms will be added to the contents of the workbook. A brief article calling for examples of successful handouts and point-of-use materials is to be considered for inclusion in the workbook, as well as recommendations for clip art sources, sources for software evaluation, and consultants, will be sent to the *LIRT News*, to other library publications, and to the electronic lists.

Recommendations to the Executive Board:

Several of the task force members need a letter from Emily Okada stating the task force has been reappointed through the 1994 Annual Conference.

Liaison Committee

Barbara Conant, Governor's State University

Members present: Camille O'Neill, Gale Burrow, Jennalyn Tellman, Mary Clarkson, Gail Gradowski, Debra Gilchrist, Suzanne Haddoch, Evelyn Haynes, Clare Mayer, Mitch Stepanovich, Barbara Conant.

The Committee met and discussed its charge, reviewed the list of meetings related to library instruction, added additional meetings to the list and volunteered to attend designated sessions. At its second meeting the group reported on sessions attended, approved its Planning and Evaluation Form and made recommendations for future goals.

The Committee recommended to the Steering Committee that the possibility of automating the meeting list, providing keyword searching capabilities, and providing electronic updates that reflect changed meeting times and places be explored with ALA staff.

Newsletter Committee

Stephen D. Fitt, University of Nevada Las Vegas

Members present: Judy Clarence; Jana Edwards; Steve Fitt, Chair.

Members absent: Susan Gangl, Marie Maman

The inclusion of columns covering the four major areas of library instruction, a TechTalk column and a BI-L column was discussed. The chair reported receiving positive comments on the columns, including statements that the "practical" nature of the columns was especially appreciated. The committee discussed the need to publicize deadlines for the submission of committee reports and articles as far in advance as possible, the need to identify a style manual to insure consistency in bibliographies published in the newsletter, and the need for brief instructions for authors in each issue. It was

COMMITTEE REPORTS

suggested that a cartoon appropriate to library instruction be incorporated as part of each issue if possible. Gary Handman was suggested as a source of library-related cartoons. There was discussion of the need to identify a new committee chair/editor for the 1994-95 publication year. The new chair/editor's responsibilities will begin at the conclusion of the 1994 Annual Conference in Miami. It was suggested that the committee be expanded by at least two members. Committee members were encouraged to author articles for the newsletter and/or solicit articles from colleagues.

Organization and Bylaws Committee

Diane C. Langlois, Choate Rosemary Hall, Wallingford, CT

Members present: Alison Armstrong, recorder; Kristie Ramsdall, Marilyn Barr, Tim Grimes, Billie Peterson, Diane Langlois.

The Committee reviewed the changes and revisions for the LIRT manual which had been recommended by officers and chairs. Minor changes to the numbering system and officers checklist were approved. The revised manual will be forwarded to Billie Peterson, the Database Manager, so the changes can be keyed-in before Midwinter. At the second committee meeting, Tim Grimes charged the group with the task of identifying alternatives for defining the role of the Past President.

Professional Association Networking

Gail Egbers, Pacific Luthern University, Tacoma, WA

Members present: Alan Clark, Shirlene Stogner, Loretta Rielly, Linda Richardson.

Members absent: Phil Powell, Lynn Randall

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COMMITTEE REPORTS

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The Committee discussed procedures for collecting and compiling information for the *Directory of Library Instruction Groups*. We made group assignments and developed a timeline. We discussed distribution of the directory. We met with Linda Shirato from LOEX and Cindy Faries from the Teaching Methods Committee of BIS. LOEX will help to promote the directory and will work with PANC with future projects. We will communicate with the BIS Committee in order to share information of interest to both committees.

The Committee recommended to the Steering Committee that the directory be sold for \$5.00 at the ALA store with a price break of \$2.00 for LIRT members. The Committee would also like to archive the directory on the Internet.

Public Relations/Membership Committee

Charlotte J. Files, Choctaw Tribal Schools, Philadelphia, MS

Members present: Carole Hinshaw, 1993-94 Chair; Tom West; Barbara Burns; Peg Oettinger; Cecilia Stafford; Carol Demer; Marilee Burchfield; Marcellus Turner.

Members Absent: Judy Williams, Theresa Trost.

Visitors: Karen Anoff, Linda Goff, Janice Haroz.

BITES— Cecilia Stafford did an excellent job of selecting local restaurants in New Orleans. Carol Demer has spent four years organizing the BITE with LIRT luncheons and has done an outstanding job. Carol will be going off the Committee this year. Thank you Carol and Cecilia. Because of program conflicts, time changes were recommended for the BITES at Annual Conference for the future. The new time will be at 12:30 p.m.

BANNER— Marcellus Turner was responsible for the great looking banner hanging above the LIRT booth. There were many compliments on the new banner. We all appreciate the time and effort Marcellus spent on this project. Marcellus will also be leaving the committee this year. He will be

submitting the next two Member A'LIRT's to the *LIRT Newsletter*. Cecilia Stafford will be taking over this responsibility.

PUBLICITY— Marilee Birchfield and Theresa Trost were responsible for publicity over the past year. Marilee reported that the committee had few volunteers this year until Kari Lucas gave away the t-shirts to the booth volunteers. The committee recommended that t-shirts with the program logo be given every year to booth volunteers. This would also help promote the program. Marilee will be turning over publicity activities to a new committee member this year. Marilee has done a great job.

PRINT MATERIALS— Carole Hinshaw was responsible for the print materials for the booth this year. She divided the types of materials into formats and asked for feedback. There were very few items from public and school libraries. It was recommended that LAMA PR be contacted for duplicate materials. Donations to the "Swap and Shop" session could be shared.

BOOTH COMMITTEE— Barbara Burns coordinated the LIRT booth this year. Barbara spent a lot of time and effort making the booth look good. Barbara, Carole Hinshaw and Cecilia Stafford were responsible for setting up the booth. With the new banner the LIRT booth looked exceptional. Tom West and Barbara Burns were responsible for closing and taking down the booth. Thanks to them both for staying late and making sure everything was taken care of.

MEMBERSHIP— Peg Oettinger reported an overall drop in LIRT membership of one person. Responses to Peg's follow-up letters to those not renewing their memberships indicated budget constraints as the primary reason. Peg will continue to be responsible for membership and will also take over the BITES with LIRT. Thanks to all the committee members for a great year.

Volunteer to be on a Committee!

See page 22 for more information

Research Committee

Rebecca Gardner, Rutgers University

Members present: Rebecca Gardner, Janice Haraz, Diane Shonrock, Julie Todaro, Kate Todd.

Members absent: Jim Kapun, Amy Knapp.

Between Midwinter and Annual, each committee member put their questions from the evaluation forms we had gathered into fifteen finalized categories. There was a clear lack of questions evaluating electronic resources, therefore the committee will formulate and include some of those on its own. One member will enter and merge everyone's questions into a Word Perfect file before Midwinter. Although the original project was to create sample models of forms for evaluation of library instruction (one for student evaluation, one for faculty, one for peer, and

COMMITTEE REPORTS

one for public) the committee felt that many questions would be appropriate for more than one type of form. The committee decided to keep the questions in general categories (evaluating materials, presentation, relevance, etc.) and put columns off to the side of each question indicating for which type of evaluation it would be appropriate. What we envision now is a packet of questions from which one can pick and choose to create customized forms rather than a batch of sample forms. The committee also worked together on an introduction and went through samples of clip art which can be used to make the forms a bit more friendly. Format and publication of the project will be discussed at Midwinter. ■

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 by December 15, 1993 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

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 in this issue.

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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

____ Conference Programs

____ Continuing Education

____ Elections/Nominations

____ Liaison

____ Long-Range Planning

____ Newsletter

____ Organizational/Bylaws

____ Professional Association Networking

____ PR/Membership

____ Publications

____ Research

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? ____YES ____NO

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS, WITH YEARS OF SERVICE.

FROM THE PRESIDENT

continued from page 1...

have been engaged in various activities designed to meet these goals. The lively discussion forum at Midwinter, the well attended conference program "Unmasking Technology" in New Orleans and additions to the *LIRT News* are the most visible results of their efforts.

Denise Dwyer, a school librarian and member of the LIRT Long Range Planning Committee, observed that an important aspect of providing "...opportunities in which librarians from all types of libraries can share ideas about library instruction," is to find ways to get information from librarians involved in library instruction. Sharing is give and take.

We're all students. And we're all teachers. We may not think of ourselves as experts, but we've all had our successes (and our less-than-successes) from which others can learn or be inspired. This year I hope that LIRT can devise simple ways for all of us to share these experiences.

I wrote the following in my statement of concerns when I ran for LIRT office, and I firmly believe it: "The exchange of information and ideas among librarians from all types of libraries, discovering what we have in common, how what we do compliments and builds on each other's work is, to me, LIRT's strength." LIRT's strength depends on the participation of all members.

My challenge to you is that you find some way to actively participate in the exchange of ideas. Besides paying membership dues, make at least one other contribution to LIRT: if you can't serve on a committee, help staff the LIRT booth at the annual conference in Miami in 1994; if you can't attend the conference, send a letter to the editor or to the author of an article in the *LIRT News* that you enjoyed, disagreed/agreed with (send it in care of the *LIRT News* editor - Steve's address is on page 2 of every issue).

Here's another way to contribute to the exchange. Answer this question: What source have YOU learned from lately? A person, a book, a journal article, a film or television show... anything that gave you a new idea to apply to your library instruction activities. Tell me about it. Drop me a note or send me an e-mail message. Just a short paragraph or two. My address is:

Emily Okada
UGLS - Main Library W121
Indiana University
Bloomington, IN 47405.

My e-mail address is:

Okada@ucs.Indiana.edu

**What have you
learned lately?**

Drop Emily Okada a line!

Message From Tim Grimes

continued from page 1...

and the Publications Committee produced the *LIRT Guide to Publishing*, a document that provides an easily understandable outline of the proper steps involved for any committee wishing to publish. This committee also began a new assignment of tracking all LIRT publications (print and non-print) and promotional materials, reporting to the Steering Committee details on sales, profits and losses. Randy Call began work with the Long Range Planning Subcommittee to investigate the methods used to track LIRT's finances and to develop a LIRT financial plan. The Elections Committee, headed by Thelma Tate, developed a survey to investigate the length of the term of office of the Vice-President/President-Elect. Billie Peterson began defining her role as the new LIRT Database Manager. A new task force, with Lynn Randall as chair, was developed by the executive board to examine LIRT's mission to work with library schools. Long Range Planning suggested changes to LIRT's Mission Statement and Organization and Bylaws worked to fine tune the new LIRT manual.

There were also efforts to reach out and make LIRT more accessible to all types of libraries. The Newsletter became a major force in this movement with the introduction of several new columns - a TechTalk column by the new Database Manager, a column highlighting information from the BI-L listserv and four regular columns featuring librarians speaking 'from the field' in each of the four types of libraries that compose LIRT. Another new task force was commissioned by the Executive Board - a Recruitment Task Force headed by Tobeylynn Birch,

to examine LIRT's relationship with school, special and public librarians. Mitch Stepanovich created much enthusiasm for our organization and helped us gain several new members by his informative (and extremely well attended) Midwinter Discussion Forum. Finally, Karl Lucas and her hardworking Conference Program Committee, with their excellent and well attended "Unmasking Technology" program, made LIRT more visible to ALA Annual Conference attendees. This program also provided invaluable information on methods of approaching technology in libraries - information presented in a manner which included all four types of libraries.

Amidst all this activity and introspection, we have continued the regular features that our members have come to rely on. PR/Membership's BITES with LIRT, the Liaison Committee's list of ALA meetings related to library instruction and the Continuing Education Committee's bibliography of Top Twenty articles continue to be popular. Our annual program for 1994 - with a theme of 'Distance Education' - is in the planning stages by the 1994 Conference Planning Committee. We are also developing articles and publications for the future - the Computer Applications, Professional Associations Networking and Research Committees, as well as our two continuing task forces (15th Anniversary and Instructional Materials) all are in the midst of developing publications to be released at future dates.

Looking back, this has been a year of enormous activity and accomplishment. We are preparing

foundations for LIRT for the future. I have been proud to be LIRT's President this year and believe that LIRT should be proud of itself as an organization.

I would like to thank the Executive Board (Emily Okada, Vice-President; Carol Penka, Secretary; Marilyn Whitmore, Treasurer; Emily Bergman, Vice-Treasurer and Dianne Langlois, Past-President) as well as LIRT's Publicity Coordinator, Chuck Dintrone and Archivist, Lynn Randall. All of these individuals are commended for being so patient and listening to my many ideas and 'brainstorms' at Executive Board meetings. I would also like to thank the Steering Committee and the active members of LIRT for making this such a productive year. A special thank you must go to Emily Okada, Vice-President; Steve Fitt, Newsletter Editor; Karl Lucas, 1993 Program Chair and Jenlece Guy, ALA Liaison, for all of their extra efforts and assistance.

Thank you all for making this such a special year for me and for LIRT.

Sincerely,
Tim Grimes
LIRT President 1992/93 ■

The Virtual Library

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What Do We Teach?

No matter what the population is, there are certain basics we need to cover as we present the electronic age to our users. We must never feel reluctant to borrow from the "traditional" library instruction concepts. We are all witnesses to students setting up their camps in front of a CD-ROM workstation and going through hundreds of citations to find a topic to research. Whatever happened to the "cruise" through general information sources such as encyclopedias, dictionaries, and handbooks that libraries continue to collect and spend thousands of dollars on? We should not give the impression to our students and faculty that today's effective research excludes the use of printed sources. On many campuses, we have been very successful in creating the impression that the computer can accomplish everything. In many situations, this notion is planted in the students' minds by their professors, but contributions have come from library staff as well. Our role as instruction librarians is to find a friendly and diplomatic way to break this way of thinking.

We need to be as specific as possible. The plethora of electronic gadgets in our libraries often implant in the minds of users the idea that all the computers in the building perform the same functions. To reduce the amount of frustration on the part of users, we should always make it a point to specify in our instruction sessions what each piece of technology can do best. A very good way of accomplishing this task is to design exercises that will take students and other users on an adventure that will expose them to the unique capabilities of the various electronic resources.

If you have ever seen frustration on the face of a patron at the revelation that the actual articles are not on the CD-ROM databases, you must also come to terms with the fact that we have not been the best teachers when it comes to being realistic about the advantages and limitations of electronic information sources. At each stage of our instructional endeavors, we need to emphasize the pluses and minuses of what the technology can produce.

The concept of assisting in the attainment of transferable knowledge must continue to dominate our instructional sessions. There are many gadgets and buttons to talk about, but devising a research strategy that can be transferable and applicable in various situations is better than a mere narration of the strengths and weaknesses of various databases. What are the chances that what we cover in an instruction session will be transferable to another library setting? The challenge here is how to arm students with a strategy that will make it easier for them to apply what we have taught them in our library, to other libraries.

Emphasizing critical thinking is a required ingredient in the recipe for library use instruction in the electronic age. Even in the era of print indexes, we were all spectators to scenes where students jumped at the first citation they saw in the *Reader's Guide*. With electronic products, and many times prompted by the instruction of their professors to print out all the information they find through their searches, students are easily tempted to conclude that anything that shows up on the screen is a sure bet, and that it represents everything that is available on their subject. As instruction librarians, we need to keep emphasizing that critically analyzing the citations through abstracts, author's credentials, and many other criteria are sine qua non requirements in any exercise of critical thinking.

The electronic age has certainly come to stay, but for instruction librarians, the biggest challenge for us is to be able to identify the various levels of expertise among our users, and to present to them the most efficient and effective way of embarking on the journey to the virtual library. To many in our profession, the stage may be set to provide access to whoever is already prepared to deal with the flood of information. But for those of us who treasure the conviction that the "all aboard" call... extends to all, there is a need to analyze and to meet the individual needs of the groups we serve. That is the only way "virtual" will become a "virtue" we can all be proud of.

(1) Mitchell, Maurice and Laverne M. Saunders, "The Virtual Library: An Agenda for the 1990's," *Computers in Libraries* 11 (1991): 8. ■

Non-LIRT Meetings...

continued from page 9...

ACRL-BIS Planning Committee.

Sunday, June 27. 5:00 p.m.

Sandra Martin, Chair.

This committee is charged with assisting the BIS Executive Committee with the implementation of the Strategic Plan, facilitating the process through liaison activities, and monitoring the process through committee review. The members reviewed their committee/task force assignments and reported on each group's progress.

Barbara Conant (708) 534-4138

ACRL-CJCLS Library Instruction Committee.

Monday, June 28. 8:00 a.m. Wanda Johnston, Chair.

The long awaited committee's rebuttal to the Tom Eadie article, "Immodest Proposals" (*Library Journal*, October 1990), is to appear in an upcoming issue of *Research Strategies*. Results of the Best in BI (for community colleges) survey is in draft format and will most likely be published in two parts; the first describing the project and summarizing the results, and the second listing individual items in a descriptive bibliography.

Mitch Stepanovich (817) 273-3000

ALA User Instruction for Information Literacy Research Task Force.

Monday, June 28. 8:30 a.m. Carol Penka, Chair.

As a task force just recently formed from the original User Instruction for Information Literacy Task Force, the members first reviewed their charge and then moved on to consider a series of pragmatic questions. These issues included what kind of research has already been done, and by whom? Is it effective? How can it be measured? How narrow should the research be? A survey/questionnaire was discussed. Additional input will be solicited from the full Task Force before proceeding with this idea.

Mary Clarkson (210) 736-8181 and Jennalyn Tellman (602) 621-6452

ALA User Instruction for Information Literacy Task Force.

Tuesday, June 29. 9:30 a.m. Amy Seetoo for Marsha Broadway, Chair.

ALA policy 52.6 is being revised. BIS is not satisfied with the term "information literacy" for the proposed revision and would prefer a broader term, one not tied exclusively to information literacy. A program to discuss this change may be developed for the Miami conference.

Jennalyn Tellman (602) 621-6452

ACRL-LPSS Library Instruction Committee.

Tuesday, June 29. 2:00 p.m. Bill Orme, Chair.

Members discussed the pathfinder that will support the LPSS program at the Miami conference. The program is to be co-sponsored and will be on Multiculturalism. A possible preconference on legal research could be in the works for the 1995 Chicago conference, pending board approval. The pathfinder supporting this year's conference program (political correctness) was distributed and discussed. The committee plans a discussion forum on internet resources for law and political science for the Midwinter meetings in Los Angeles. A new project for the committee is to create an instructional guide to using the NTDB (National Trade Data Bank). A draft should be ready by Midwinter.

Mitch Stepanovich (817) 273-3000 ■



ORDER FORM FOR LIRT T-SHIRTS AND TOTE BAGS



T-Shirts are printed with the LIRT logo in red and white on 50-50 cotton/polyester. Sizes: M, L, XL. \$4.00 each

Tote bags are printed with the LIRT logo in red on heavy-weight natural-color canvas. Carrying straps are red. The logo appears on an outside pocket with a velcro closure. \$10.00 each

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Chicago IL 60611



Library Instruction Round Table News

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

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